



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

# ANNUAL PERFORMANCE PLAN

for the 2021/22 Financial Year



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA



# ACCOUNTING AUTHORITY STATEMENT

The Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA) hereby submits its Annual Performance Plan (APP) for the 2021/22 financial year. This plan is submitted in terms of the Skills Development Act, 1998 (Act No. 97 of 1998), as amended, (SDA) and the Public Finance Management Act, 1999 (Act No.1 of 1999), as amended (PFMA). This APP is aligned to the Strategic Plan (SP) for the 2020/21–2024/25 period, which reflects outputs and performance targets that will give effect to the realisation of the outcomes identified.

This APP takes into account national priorities, as encapsulated in various macro policies of government, which are, amongst others, the National Development Plan (NDP), 2030, the National Skills Development Plan (NSDP), 2030, and the Post School Education and Training (PSET), 2013. Additionally, priorities identified during development of the 2020/21–2024/25 Sector Skills Plan (SSP) have been taken into account.

Furthermore, the COVID-19 pandemic presented challenges to the sector in which CATHSSETA operates. This will negatively impact on the sustainability of some constituent members. A reduction in the number of levy payers implies that the CATHSSETA revenue will decline. Whilst the COVID-19 pandemic may be viewed as a challenge to the Sector Education and Training Authority (SETA), it will create an opportunity for the SETA to think innovatively on how it can deliver its services in future, such as moving away from the manual or traditional route to digitisation. As a result, the SETA will continue with the implementation of the Enterprise Resource Planning (ERP) system, which aims to automate all processes in the various departments. This will, in the medium to long-term, serve as a response to the Fourth Industrial Revolution (4IR).

Notwithstanding the challenges that lie ahead, the Accounting Authority (AA) will do its utmost best to position this SETA as the leader in facilitating skills development.



**Mr David Themba Ndhlovu**  
**Accounting Authority Chairperson**

# CHIEF EXECUTIVE OFFICER STATEMENT

This APP is the second iteration which will serve as the implementation arm of the Strategic Plan (SP) for the 2020/21–2024/25 medium-term period. This process was guided by the Framework for the development of Strategic Plans and Annual Performance Plans, which was issued in 2019 by the Department of Planning, Monitoring and Evaluation (DPME), in accordance with the PFMA and Treasury Regulations 2005, as amended. The Framework introduced a shift in the planning process, whereby government institutions are now expected to focus on impact and outcomes.

Notwithstanding the challenges brought about by COVID-19, the SETA through this APP, undertakes to achieve the various outputs and performance targets which will support the outcomes contained in the SP for 2020/21–2024/25. The SETA will continue with cost-cutting measures in an attempt to reduce administrative costs that are higher than the required threshold.

In conclusion, I wish to assure the AA of my unconditional support and commitment as the Head of Administration, in order to ensure that the commitments made in this APP are fulfilled.



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**Mr Marks Thibela**  
**Chief Executive Officer**

# OFFICIAL SIGN-OFF

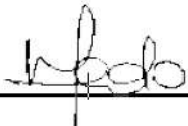
It is hereby certified that this Annual Performance Plan:

- Was developed by the Management of the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA), under the guidance of the CATHSSETA Accounting Authority;
- Takes into account all the relevant policies, legislation and other mandates for which the CATHSSETA is responsible; and
- Accurately reflects the impact, outcomes and outputs, which the CATHSSETA will endeavour to achieve over the period 2021/22.

**Ms Matlhodi Ngwenya**

Executive Manager:  
Corporate Services

Signature:



**Ms Nadine Thomas**

Chief Financial Officer

Signature:



**Dr Tebogo Umanah**

Executive Manager: Research,  
Monitoring and Evaluation

Signature:



**Ms Lebogang Mpye**

Executive Manager: Learning  
Programmes

Signature:



**Mr Marks Thibela**

Chief Executive Officer

Signature:



**Approved by:**

**Mr David Themba Ndhlovu**

Accounting Authority Chairperson

Signature:



# ABBREVIATIONS AND ACRONYMS

|                     |                                                                                       |                  |                                                                  |
|---------------------|---------------------------------------------------------------------------------------|------------------|------------------------------------------------------------------|
| <b>AET</b>          | Adult Education and Training                                                          | <b>MTEF</b>      | Medium-Term Expenditure Framework                                |
| <b>Accord</b>       | National Skills Accord                                                                | <b>MTSF</b>      | Medium-Term Strategic Framework                                  |
| <b>BCEA</b>         | Basic Conditions of Employment Act                                                    | <b>NDP</b>       | National Development Plan                                        |
| <b>BUSA</b>         | Business Unit South Africa                                                            | <b>NGP</b>       | New Growth Path                                                  |
| <b>APP</b>          | Annual Performance Plan                                                               | <b>NGO</b>       | Non-Governmental Organisation                                    |
| <b>ATR</b>          | Annual Training Report                                                                | <b>NPO</b>       | Non-Profit Organisation                                          |
| <b>B-BBEE</b>       | Broad-Based Black Economic Empowerment Act                                            | <b>NHRDSSA</b>   | National Human Resources Development Strategy of South Africa    |
| <b>CATHSSETA</b>    | Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority | <b>NPPEST</b>    | National Plan for Post School Education and Training             |
| <b>CIMS</b>         | CATHSSETA Information Management System                                               | <b>NQF</b>       | National Qualifications Framework                                |
| <b>CBO</b>          | Community Based Organisation                                                          | <b>NSA</b>       | National Skills Authority                                        |
| <b>CET</b>          | Community Education and Training                                                      | <b>NSDP</b>      | National Skills Development Plan                                 |
| <b>Constitution</b> | Constitution of the Republic of South Africa                                          | <b>NSDS</b>      | National Skills Development Strategy                             |
| <b>COVID-19</b>     | Corona virus that was declared as a pandemic by the World Health Organisation         | <b>NSF</b>       | National Skills Fund                                             |
| <b>DHET</b>         | Department of Higher Education and Training                                           | <b>PESTEL</b>    | Political, Economic, Social, Technological, Environmental, Legal |
| <b>EEA</b>          | Employment Equity Act                                                                 | <b>PFMA</b>      | Public Finance Management Act                                    |
| <b>DPME</b>         | Department of Planning, Monitoring and Evaluation                                     | <b>PIVOTAL</b>   | Professional, Vocational, Technical and Academic Learning        |
| <b>ICT</b>          | Information and Communications Technology                                             | <b>POPIA</b>     | Protection of Personal Information Act                           |
| <b>LC</b>           | Labour Court                                                                          | <b>President</b> | President of the Republic of South Africa                        |
| <b>LAC</b>          | Labour Appeal Court                                                                   | <b>QCTO</b>      | Quality Council for Trades and Occupations                       |
| <b>Minister</b>     | Minister of Higher Education, Science and Innovation                                  | <b>RPL</b>       | Recognition of Prior Learning                                    |
| <b>MOU</b>          | Memorandum of Understanding                                                           | <b>SAQA</b>      | South African Qualifications Authority                           |

|             |                                         |               |                                                   |
|-------------|-----------------------------------------|---------------|---------------------------------------------------|
| <b>SARS</b> | South African Revenue Service           | <b>SWOT</b>   | Strengths, Weaknesses,<br>Opportunities, Threats  |
| <b>SDA</b>  | Skills Development Act                  |               |                                                   |
| <b>SDLA</b> | Skills Development Levies Act           | <b>TVET</b>   | Technical, Vocational Education and Training      |
| <b>SDL</b>  | Skills Development Levy                 |               |                                                   |
| <b>SETA</b> | Sector Education and Training Authority | <b>UIFW</b>   | Unauthorised, Irregular, Wasteful and Fruitless   |
| <b>SLA</b>  | Service Level Agreement                 | <b>UoT</b>    | University of Technology                          |
| <b>SMME</b> | Small Medium and Micro Enterprises      | <b>WBL</b>    | Work Based Learning                               |
| <b>SONA</b> | State of the National Address           | <b>WIL</b>    | Work Integrated Learning                          |
| <b>SP</b>   | Strategic Plan                          | <b>WPPSET</b> | White Paper on Post School Education and Training |
| <b>SRF</b>  | Sport, Recreation and Fitness           | <b>YES</b>    | Youth Employment Service                          |
| <b>SSP</b>  | Sector Skills Plan                      | <b>4IR</b>    | Fourth Industrial Revolution                      |

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# PART A: OUR MANDATE

CATHSSETA is a statutory body established through the Skills Development Act, 1998 (Act 97 of 1998) as amended (SDA). It is a Schedule 3(A)-listed public entity in terms of the PFMA, and it is accountable to the Department of Higher Education and Training (DHET). CATHSSETA conducts its activities within the following six sub-sectors:

- 1) Arts, Culture and Heritage;
- 2) Conservation;
- 3) Gaming and Lotteries;
- 4) Hospitality;
- 5) Sport, Recreation and Fitness; and
- 6) Travel and Tourism.

Within these sub-sectors, CATHSSETA's responsibility is to:

- a) Develop a SSP within the framework of the NSDP;
- b) Implement the SSP;
- c) Support and administer learning programmes;
- d) Conduct quality assurance on learning in line with Quality Council for Trades and Occupations (QCTO) requirements;
- e) Disburse levies collected from employers in our sub-sectors in terms of the Skills Development Levies Act;
- f) Support the implementation of the National Qualifications Framework (NQF);
- g) Quality assure learning interventions; and
- h) Report to the Minister of Higher Education and Training and the South African Qualifications Authority (SAQA).

## 1. Relevant Legislative and Policy Mandates

### 1.1. Skills Development Act, 1998 (No. 97 of 1998) as amended (SDA)

This is the founding Act which gives effect to the establishment and functioning of the SETAs. The Act outlines the legislative mandate of the SETAs and provides for the development of the SSP, which is geared towards up skilling the labour workforce to promote economic growth. The Act further compels the SETA to conclude a Service Level Agreement (SLA) that provides the basis on which the Shareholder will monitor the performance of SETAs. Roles and responsibilities of the SETA, as well as its funding mechanisms, are clearly outlined in this Act. Various arrangements are contained in this Act to support the effective implementation of skills development.

## **1.2. Skills Development Levies Act, 1999 (Act No. 9 of 1999) as amended (SDLA)**

The Act makes provision for the collection of skills development levies and distribution. The SDLA prescribes how the skills levies are collected through the South African Revenue Service (SARS), and apportioned into the account of the National Skills Funds (NSF), then directed to the SETAs. It further stipulates the portion that is transferred to the Quality Council for Trades and Occupations (QCTO); the manner in which the SETAs use the funds as provided for in the SDA; and the accompanying SETA Grant Regulations that were promulgated in 2012.

## **1.3. The SETA Grant Regulations, 2012**

Grant Regulations are drawn from the SDA. They regulate the use of monies received by SETAs and the processes for disbursement of such monies. In the disbursement of these monies, SETAs must set out the output and targets in the APP, and demonstrate how they will achieve the objectives of the SSP and NSDP.

## **1.4. National Qualifications Framework Act, 2008 (Act No. 67 of 2008) (NQFA)**

The NQFA provides for the establishment of the National Qualifications Framework (NQF). Its objectives are: (i) to create a single integrated national framework for learner achievement, facilitate access, mobility and progression within educational, training and career paths; (ii) to enhance the quality of education and training; and (iii) to accelerate the redress of past unfair discrimination in education, training and employment opportunities. In contributing to said objectives, CATHSSETA supports its sector through the allocation of 80% of its Discretionary Grant, in order to implement various learning programmes that are aligned with the NQF.

## **1.5. Public Finance Management Act, 1999 (Act No. 1 of 1999) as amended (PFMA)**

The PFMA provides for the classification of public entities into various schedules. The 21 SETAs are classified as Schedule 3(A) National Public Entities. The Act also designates the Board of a SETA as an AA. The Minister in turn is designated as the Executive Authority. The object of the PFMA is to ensure effective, efficient and economical management of all public resources allocated to a public institution.

**1.6. Broad-Based Black Economic Empowerment Act, 2003 (Act No. 53 of 2003) as amended (B-BBEE)**

The Act introduced amendments to Code Series 300, Statement 300, namely, the “General Principles for Measuring Skills Development”. These principles prescribe compliance targets and weighting points to be claimed by measured entities. The measured entities should demonstrate the expenditure incurred in training black people on various listed learning interventions. The Code determines that the Workplace Skills Plan, an Annual Training Report and Pivotal Report which are SETA approved will constitute the criteria for measured entities to receive points towards their BEE scorecards.

**1.7. Preferential Procurement Policy Framework Act, 2002 (Act No.5 of 2002) as amended (PPPFA)**

The purpose of this Act is to give effect to Section 217 of the Constitution, which requires that contracting for goods or services by state institutions must be done in accordance with a system that is fair, equitable, transparent, competitive and cost-effective. The Act further outlines the processes for procuring goods or services, below and above R500 000, as well as determining the preference points system in the awarding of bids. CATHSSETA has a Policy on Supply Chain Management which guides the procurement of goods and services of any value.

**1.8. Basic Conditions of Employment Act, 1997 (Act No. 75 of 1997) as amended (BCEA): Sectoral Determination No 5: Learnerships**

The Act provides for Sectoral Determination No. 5 which establishes binding conditions of employment and rates of allowances for learners. As such, CATHSSETA should comply with the Sectoral Determination for any learning programme agreements that it enters into.

**1.9. Employment Equity Act, 1998 (Act No. 55 of 1998) as amended (EEA)**

The purpose of this Act is to achieve equity in the workplace by: (i) promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination; and (ii) implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups, in order to ensure their equitable representation in all occupational categories and levels in the workplace. CATHSSETA will ensure that the allocation of funds in various learning programmes promotes equity and fairness. The SETA will, in accordance with Section 30 of the Act, implement an Employment Equity Plan to promote equality in the workplace.

#### **1.10. Labour Relations Act, 1995 (Act No. 66 of 1995) as amended (LRA)**

The Act gives effect to section 23 of the Constitution, which states that “everyone has the right to fair labour relations”. The purpose of this Act is to advance economic development, social justice, labour peace and the democratisation of the workplace. Both employer and employee rights, during the course of an employment relationship between parties, are guaranteed through this Act. The SETA will always respect the existing collective bargaining processes, endeavour to maintain smooth relations between employer and employee organisations and, ensure that all disciplinary and grievance-related processes adhere to the provisions of this Act.

#### **1.11. Promotion of Access to Information Act, 2002 (Act No. 20 of 2000) as amended (PAIA)**

This Act gives effect to the constitutional right of access to any information held by the State and any information held by another person, which is required for the exercise or protection of any rights, as well as to provide for matters connected therewith. The Act designates the head of a public institution as an Information Officer (IO), who is required to develop and publish a PAIA Manual to regulate requests for information held by any public and private institution. The SETA will ensure that the PAIA Manual is developed and implemented and that a Deputy Information Officer is designated by the IO.

#### **1.12. Protection of Personal Information Act, 2013 (Act No. 4 of 2013) (POPIA)**

The purpose of this Act is: (a) to give effect to the constitutional right to privacy, by safeguarding personal information when processed by a responsible party, subject to justifiable limitations that are aimed at: (i) balancing the right to privacy against other rights, particularly the right of access to information; and (ii) protecting important interests, including the free flow of information within the Republic and across international borders; (b) to regulate the manner in which personal information may be processed, by establishing conditions, in harmony with international standards, that prescribe the minimum threshold requirements for the lawful processing of personal information; and (c) to provide persons with rights and remedies to protect their personal information from processing that is not in accordance with this Act.

The Act further regulates security measures on the integrity and confidentiality of personal information kept by any public and private bodies. Every public and private body must ensure that personal information in its possession or under its control is protected, by taking appropriate, reasonable technical and organisational measures to prevent: (a) loss of, damage to, or unauthorised destruction of personal information; and (b) unlawful access to, or the processing of personal information. The SETA will ensure that all personal records in its possession are safeguarded and that the CATHSSETA Information Management System (CIMS) will be implemented.

### 1.13. National Development Plan, 2030 (NDP)

The National Development Plan (NDP) identifies skills development and education as a catalyst for economic development and growth. The NDP correctly positions skills development and education as a necessity for the empowerment of people. 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 that education, training and innovation are not the only solutions to our common national problems. Rather, education is critical in building our national capacity to solve problems. Addressing our national training and educational expectations requires harnessing the capacity of different provider institutions so that they can be effective in delivering their respective mandates. The NDP proposes actions based on the following five cross-cutting, interdependent and implementable themes:

| TABLE 1: NDP THEMES                                                                                                                         |                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NDP Themes                                                                                                                                  | CATHSSETA Support of Themes During the Planning Period                                                                                                                          |
| Lay a solid foundation for a long and healthy life and higher educational and scientific achievements.                                      | To support credible skills development initiatives aimed at achieving the NDP goals and NSDP outcomes.                                                                          |
| Build a properly qualified, professional, competent and committed teaching, academic, research and public services core.                    | Consistent with NSDP outcomes, to build partnerships between education institutions and employers.                                                                              |
| Build a strong and coherent set of institutions for delivery of quality education, science and technology, training and skills development. | To support TVET College capacity through interventions aimed at providing TVET College lecturers with exposure to industry.                                                     |
| Expand the production of highly skilled professionals and enhance the innovative capacity of the nation.                                    | To build the capacity of TVET lecturers in the provision of new occupational qualifications; and<br>To partner with the QCTO in the development of occupational qualifications. |
| Create a national educational and science system that serves the needs of society.                                                          | To establish credible assessment centres in partnership with the industry.                                                                                                      |

#### 1.14. National Skills Development Plan, 2030 (NSDP)

The NSDP was gazetted on the 7th of March 2019, to replace the National Skills Development Strategy (NSDS) III. The NSDP sets out a 10-year plan for post-school education and training. It prescribes coherent three to five years' planning for the SETAs, based on researched data and participatory processes. The plan is aligned to the NDP and sets out 8 outcomes for the post-school education and training environment. The objectives and their sub-objectives have associated performance indicators for all role-players within the PSET system.

At a policy level and in compliance with the PSET, the plan focuses SETAs towards building relationships with workplaces and educational and training institutions. In preparation for implementation of this NSDP, the current planning processes are seeking to align the CATHSSETA goals and objectives with the outcomes of the NSDP.

In order to ensure alignment with the NSDP, the table below links DHET outcomes to NSDP outcomes and to the CATHSSETA strategic priorities as set out in the 2020/21–2024/25 SSP.

**TABLE 2: DHET AND NSDP OUTCOMES LINKED TO CATHSSETA PRIORITIES**

| DHET Outcomes                                         | NSDP Outcomes                                                                   | CATHSSETA-Linked Priorities                                                                                                                                |
|-------------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Expanded access to opportunities                   | Outcome 1: Identify and increase production of occupations in high demand       | <ul style="list-style-type: none"> <li>Fourth Industrial Revolution;</li> <li>Analysis of skills needs; and</li> <li>Monitoring and Evaluation.</li> </ul> |
|                                                       | Outcome 4: Support the increase in access to occupationally-directed programmes | <ul style="list-style-type: none"> <li>Addressing occupational shortages and skills gaps.</li> </ul>                                                       |
| 2. Improved success and efficiency of the PSET system | Outcome 2: Linking education and the workplace                                  | <ul style="list-style-type: none"> <li>Sector transformation; and</li> <li>Addressing occupational shortages and skills gaps.</li> </ul>                   |
|                                                       | Outcome 3: Improving the level of skills of the South African workforce         | <ul style="list-style-type: none"> <li>Training provision; and</li> <li>Increased partnerships to include worker-initiated interventions.</li> </ul>       |
|                                                       | Outcome 5: Support the growth of the public College system                      | <ul style="list-style-type: none"> <li>Training provision; and</li> <li>Sector transformation.</li> </ul>                                                  |
| 3. Improved quality of PSET provisioning              | Outcome 3: Improving the level of skills of the South African workforce         | <ul style="list-style-type: none"> <li>Training provision; and</li> <li>Sector transformation.</li> </ul>                                                  |
|                                                       | Outcome 5: Support the growth of the public College system                      |                                                                                                                                                            |
|                                                       | Outcome 7: Encourage and support worker-initiated training                      | <ul style="list-style-type: none"> <li>Increased partnerships to include worker-initiated interventions.</li> </ul>                                        |

| DHET Outcomes                                    | NSDP Outcomes                                                                          | CATHSSETA-Linked Priorities                                                                                                                            |
|--------------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. A responsive PSET system                      | Outcome 6: Skills development support for entrepreneurship and cooperative development | <ul style="list-style-type: none"> <li>Small, Micro and Medium Enterprises (SMME) intervention and the green economy (resource efficiency).</li> </ul> |
|                                                  | Outcome 8: Support career development services                                         | <ul style="list-style-type: none"> <li>Analysis of skills needs.</li> </ul>                                                                            |
| 5. Excellent business operations within the DHET | N/A                                                                                    | N/A                                                                                                                                                    |

### 1.15. National Skills Accord, 2011

The National Skills Accord established a partnership between DHET, communities, organised business and labour, aimed at promoting common skills development and training priorities. The Accord has eight (8) commitments, with commitment four (4), six (6) and seven (7) specifically focusing on skills planning and the operations of CATHSSETA. These representatives of business, organised labour, the community constituency and government have agreed to partnerships in order to achieve the New Growth Path target of five million new jobs by 2020. A reflection and review of the target, in line with the CATHSSETA sectors, becomes a baseline for the 5-year trajectory.

Commitment four – Partners commit to ensuring that part of the Mandatory Grant (10%) is used for funding workplace training for University of Technology (UoT) 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 endeavour to engage organised labour to ensure that the release of Mandatory Grants for WSPs and ATRs is signed off by organised labour in the workplace, and that protocols will be developed to ensure that 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 a training that can meet the skills needs of the economy, including training of professionals, as well as training programmes that can satisfy the qualifications' requirements contained within the NQF.

### 1.16. National Human Resource Development Strategy of South Africa, 2010-2030 (NHRDSSA)

The primary goal of the NHRDSSA is to contribute to human development. In the country. The strategic priorities and interventions that make up the strategy are explicitly designed to address critical skills challenges with the aim of promoting socio-economic growth and development in the country. The document also sets out collective commitments for all sectors of society. CATHSSETA, as a leading authority in the area of skills development within its sector, is committed to realising the outcomes of the NHRDSSA, as outlined in table 3 below.

**TABLE 3: CATHSSETA CONTRIBUTION TO NHRDSSA OUTCOMES**

| Outcome                                                                                                                             | CATHSSETA Support of Themes During the Planning Period                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Expanded access to quality education and training delivered by effective teachers/lecturers/academics in functional institutions | <ul style="list-style-type: none"><li>• Provisioning of lecture capacity-building programmes; and</li><li>• Working in partnership with specific employers for secondment of TVET lecturers to industry for experiential learning.</li></ul>                                                                                           |
| 2. Increased access to WIL opportunities                                                                                            | <ul style="list-style-type: none"><li>• CATHSSETA will enter into partnerships with TVETs and employer organisations for work-integrated learning (WIL) opportunities; and</li><li>• CATHSSETA has specific key performance indicators for the number of learners entering the workplace for experiential learning purposes.</li></ul> |
| 3. Improvement in throughput and pass rates                                                                                         | <ul style="list-style-type: none"><li>• Partnerships with TVETs for centres of specialisation will set targets for capacity-building programmes for College lecturers.</li></ul>                                                                                                                                                       |
| 4. Increased number of publications and innovation                                                                                  | <ul style="list-style-type: none"><li>• 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 an increased amount of publications and innovation.</li></ul>                             |

### **1.17. White Paper on Post-School Education and Training, 2013 (WPPSET)**

The White Paper was established to ensure a co-ordinated post-school education and training system, in order to expand access to, improve quality in the provision of, and ensure responsiveness by, the educational and training system, to citizens and employers, as well as to broader societal and developmental objectives. It expands the scope of education and training to include people with no formal education.

The White Paper simplifies the role of the SETAs and builds their capacity in line with their redefined roles. In terms of the White Paper, will continue to facilitate the development of skills for those in existing enterprises and skills' pipelines in the workplace. This means that the SETAs will ensure that skills requirements in their respective industries are understood and catered for by different providers, as contemplated in this policy document. This practice also means that the 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 keeping with the vision of the White Paper, CATHSSETA, via the Discretionary Grant, would promote the implementation of PIVOTAL programmes, in terms of occupational shortages identified in the sector, for both employed and unemployed people. The Mandatory Grant data is validated to ensure accurate data gathering is undertaken. In addition, processes for the collection of the Mandatory Grant data are reviewed and updated on an annual basis in order to ensure continuous assessment and improvement. As it stands, the White Paper reinforces the vision of the NDP. In terms of the TVET College sector, CATHSSETA is instrumental in the review of the qualifications offered, as well as in improving the capacity of TVET College lecturers.

Following the adoption of the White Paper for Post-School Education and Training in 2016, the DHET has now completed the National Plan for Post-School Education and Training (NPPSET), which will soon be released to give practical planning effect to the policy goals and objectives of the post-school system (DHET Budget Vote speech; July 2019).

### **1.18. State of the Nation Address (SONA) of 2020**

During his State of the Nation Address (SONA), delivered in February 2020, by the President of the Republic of South Africa, His Excellency, President Cyril Ramaphosa, the focus was focused on the inclusive growth of the country's economy. The President stated that the country's economy has grown at a significantly slower rate and that, even with increased job creation efforts, high unemployment continues to deepen. He outlined six (6) priority areas within the country, which the country will focus on in the course of driving economic development and job creation. One (1) of these priorities is the Presidential Youth Service Programme which aims to provide opportunities to young people to earn an income whilst contributing to nation building. Youth employment initiatives will be funded by setting aside 1% of the national budget to deal with the high levels of youth unemployment in the country. The President further emphasised the need to build accessible cutting-edge solutions to allow the youth to receive active support, information and work-readiness training, so as to increase youth employability, and further, to develop new and innovative ways to support youth entrepreneurship and self-employment.

Furthermore, the President pronounced that the Climate Change Bill will be finalised to provide a regulatory framework for the effective management of the impact of climate change. The Bill will assist the country in enhancing capacity, strengthening resilience and reducing vulnerability to climate change – and in identifying new industrial opportunities within the green economy. The country depends on healthy ecosystems for economic and livelihood activities, including Tourism and other income-generating and subsistence-level activities. CATHSSETA has identified the green economy as one of its key strategic priorities. The SETA can contribute to the green economy by focusing on environmental science training interventions to produce environmental scientists, planning engineers, sustainability managers, industrial efficiency managers and environmental sustainability/energy consultants. These are some of the substantial occupations supporting the green economy and climate change.

SONA also recognises that the development of appropriate skills and capacities contributes significantly towards inclusive economic growth. Through bilateral student scholarship agreements, the State has signed scholarship agreements with other countries, offering young people opportunities each year for training in critical skills. The government is also building nine new TVET Colleges, in the 2020/21 financial year, in rural communities in the Eastern Cape and Kwa Zulu-Natal. Scaling up the Youth Employment Service (YES), and working with TVET Colleges and the private sector, will ensure that learners receive more practical experience in the workplace to complete their training.

### **1.19. Minister of Higher Education, Science and Innovation's Policy and Budget Speech of 2019**

The Minister of Higher Education, Science and Innovation, Honourable Dr Bonginkosi Emmanuel Nzimande, stated in his Budget Vote Speech of 2019, that bringing together the Department of Higher Education and Training, and the Department of Science and Innovation, offers the country a unique opportunity to realign, reposition and project the joint capabilities of both institutions. This will not only ensure greater administrative efficiency or bureaucratic streamlining, but it will also drive the post-school knowledge and skills development imperative more decisively, more effectively, and with greater transformational impact on society (DHET Budget Vote speech; July 2019).

## **2. Institutional Policies and Strategies**

CATHSSETA has identified the following sector-wide priorities that will guide its work over the MTSF period. The priorities are the product of a wider consultation undertaken during the development of the SSP, which forms the basis for development of the SP:

- 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; and
- Technological advancements to combat the impact of the Global Pandemic: Coronavirus – COVID-19.

## **3. Relevant Court Rulings**

On the 7th of August 2015, the Labour Court in Johannesburg set aside Regulations 3(12) and 4(4) of the SETA Grant Regulations of the 3rd of December 2012. Regulation 3(12) outlined how the remaining surplus of the Discretionary Funds should be paid by the SETA on the first day of October each year to the NSF, whereas Regulation 4(4) explains the 20% of total levies paid by employers. In January 2016, Regulation 4(4) was promulgated in the Government Gazette, by the Minister of Higher Education, Science and Innovation.

In delivering its Judgement on the 1st of November 2017, the Labour Appeal Court (LAC) set aside Regulation 3(12) of the SETA Grant Regulations. 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.

On the 16th of October 2019, the LAC delivered Judgement on the appeal brought by Business Unity South Africa (BUSA), which set aside Regulation 4(4) of the Grants Regulations and directed that the Grant Regulations of 2012 remain in force. The implication is that Regulation 3(12) of the Seta Grant Regulations will no longer apply to the SETAs and the NSF.

Moreover, on the 17th of January 2020, the DHET issued a circular to all SETAs, communicating the Department's position on the implementation of the Judgment of the LAC of January 2019. It was stated in the circular that, although the SETAs are compelled to pay the Mandatory Grant to levy-paying employers, there is no prescribed percentage that SETAs should pay in accordance with Regulation 4(4), as the latter was set aside. This leaves the SETA with the discretion to decide on the percentage amount to be paid, as a Mandatory Grant, to any employer.

# PART B:

## OUR STRATEGIC FOCUS

### 4. Situational Analysis

#### 4.1. Profile of the Sector

##### 4.1.1. Background of the sector

CATHSSETA delivers its services to a diverse economic sector comprising six (6) sub-sectors that are outlined below:

- Arts, Culture and Heritage;
- Conservation;
- Gaming and Lotteries;
- Hospitality;
- Sport, Recreation and Fitness; and
- Travel and Tourism.

Each of these sub-sectors remains unique and plays a significant role in the economy and in the quest for social cohesion. Approximately 95% of the entities under CATHSSETA are categorised as Small, Micro and Medium Enterprises (SMMEs). As a result, the SETA depends on a relatively small portion of its sector for revenue, as the largest number of employers within CATHSSETA falls below the prescribed threshold for contribution, owing to their size. Additionally, SMMEs, together with the Travel and Tourism sub-sector, have been the most affected by COVID-19. The impact of the pandemic on Travel and Tourism also has multiplier effects on the performance of other CATHSSETA sub-sectors. To mitigate the effects of COVID-19 on the sector, a Tourism Relief Fund has been made available by the Department of Tourism (DT) to provide once-off grant assistance to SMME businesses in the Travel and Tourism value chain. The table below, not only provides the profile of the sector, but also demonstrates the portion of SMMEs dependent on CATHSSETA for skills development support.

**TABLE 4: EMPLOYER PROFILE**

| SUB-SECTOR                    | SIZE OF ENTITY |                 |              | NUMBER OF ENTITIES REGISTERED WITH CATHSSETA | % IN THE SECTOR |
|-------------------------------|----------------|-----------------|--------------|----------------------------------------------|-----------------|
|                               | SMALL (1-49)   | MEDIUM (50-149) | LARGE (150+) |                                              |                 |
| Hospitality                   | 27 901         | 780             | 404          | 29 085                                       | 72%             |
| Tourism and travel services   | 3 423          | 103             | 93           | 3 619                                        | 9%              |
| Sport, recreation and fitness | 2 695          | 99              | 91           | 2 885                                        | 7%              |
| Arts, culture and heritage    | 2 520          | 80              | 87           | 2 687                                        | 7%              |
| Conservation                  | 1 662          | 41              | 37           | 1 740                                        | 4%              |
| Gaming and lotteries          | 376            | 62              | 64           | 502                                          | 1%              |
| Total                         | 38 577         | 1 165           | 776          | 40 518                                       | 100%            |
|                               | <b>95%</b>     | <b>3%</b>       | <b>2%</b>    | <b>100%</b>                                  |                 |

The table above depicts the employer profile of the CATHSSETA sub-sectors. SMMEs constitute a large proportion of entities registered with CATHSSETA. The SDA provides for levy-paying organisations to claim their levies through the Mandatory Grant system. However, SMMEs with an annual payroll of less than R500 000 are exempt from paying the Skills Development Levy (SDL) and submitting Mandatory Grant applications. This impacts on the quantum of levies the SETA receives, due to the proliferation of SMMEs serviced by the SETA. In addition, further economic and social measures in response to COVID-19 also included tax relief measures and a four (4) month payment holiday, exempting sector entities from paying the SDL. This resulted in a reduction of the SETA revenue and income base for the 2020/21 to 2021 financial year.

#### **4.1.2 Sector challenges**

As part of the National COVID-19 Risk-Adjusted Strategy, all South African educational sites were temporarily closed. This has accelerated digital transformation and highlighted e-learning as a necessary alternative to traditional forms of education. However, the post-apartheid education system is complex and characterised by fragmented and unequal access to opportunities. Whilst COVID-19 has highlighted technology and e-learning as an important component in the educational process, a huge digital divide still subsists between learners and educational institutions in the more rural, compared to urban, provinces of the country. As a result, the CATHSSETA 2020/21–2024/25 SSP has highlighted e-learning and digital transformation in the sector as key action items on the list of SETA key strategic priorities. E-learning has further shown that a country such as South Africa can deliver this form of learning, to a far-reaching audience, at an affordable price, thereby increasing access.

The lack of training providers to address occupations in high demand, particularly of specialisations in high level skills, has also been identified as a key challenge. Short courses also need to be recognized as a legitimate form of learning, in order to capacitate and improve skill levels of the South African workforce. Moreover, there is a need to develop entrepreneurial, ICT and managerial skills across the sector, particularly amongst previously disadvantaged groups, in order to facilitate transformation in the sector.

#### **4.1.3. Strategic priorities and action plans, as identified through the sector skills planning process**

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 SMME development in the sector. Females make up 60% of employees in the sector, 46% of whom are African females. The majority of employees are employed in the lower occupational levels, including the Service and Sales occupational category (35%), followed by Elementary Workers (20%) and Clerical Support Workers (15%). The majority of employees in the sector (53%) are classified as youth (less than 35 years old), indicating that the SETA needs to prioritise and support the development of youth in the various sub-sectors.

Technological advancement trends are critical for both the supply and demand of skills, and for CATHSSETA to be able to identify skills' requirements more precisely for qualification review and priority skills identification, across the sub-sectors. The SETA aims to engage continuously with stakeholders so as to combat the impact of COVID-19 on the sector. As part of its research efforts, the SETA undertakes to update sector information on recognition technology, virtual reality and e-learning. The implications for future skills' planning is that the skills that will be in demand will be 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 demand and supply of skills be identified and prioritised for funding.

**TABLE 5: CATHSSETA'S STRATEGIC SKILLS AND PRIORITY ACTIONS**

| Outcome                                                                 | PLANNED ACTIONS                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Fourth Industrial Revolution                                         | Skills identification through the 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 and learning methods/workplaces, WRP.                                                                                                                                                                                                                                           |
| 6. SMME interventions and green economy (resource efficiency)           | Develop a skills development strategy for SMME, entrepreneurship, new enterprises and informal traders.                                                                                                                                                                                      |
| 7. Monitoring and Evaluation                                            | Review and elevate Monitoring and Evaluation.                                                                                                                                                                                                                                                |
| 8. Addressing Occupational Shortages and skills gaps                    | <ul style="list-style-type: none"> <li>• Apprenticeship;</li> <li>• Learnerships;</li> <li>• WIL and Internships;</li> <li>• Bursaries; and</li> <li>• Skills programmes.</li> </ul>                                                                                                         |
| 9. Technology advancement to combat the impact of the COVID-19 pandemic | <p>As part of its research efforts, the SETA aims to continuously engage with stakeholders to update sector information on the following initiatives:</p> <ul style="list-style-type: none"> <li>• Recognition Technology;</li> <li>• Virtual Reality; and</li> <li>• E-Learning.</li> </ul> |

#### **4.1.4. Measures to support national strategies and plans**

The drive to support Sector Strategies and Plans is embedded in the CATHSSETA SSP and SP, and in the six (6) sub-sector strategies. These are implemented through partnerships with various National Departments that fall within the economic sector. They include reconfigured departments, such as the Department of Sport, Arts and Culture (DSAC), Department of Tourism (DT), Department of Environment, Forestry and Fisheries (DEFF), Department of Agriculture, Land Reform and Rural Development (DLRRD), and the Department of Trade, Industry and Competition (DTIC). The above-mentioned departments are custodians of the following sector strategies that impact on the work of 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); and
- Tourism Human Development Strategy.

Other specific measures initiated include:

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

### **5. 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, due mainly to high unemployment levels, service delivery protests as a result of slow economic growth, and a lack of access to information communication technologies. Table 8 below provides a summary of some of the factors identified during the strategic planning session.

**TABLE 6: PESTEL ANALYSIS**

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>POLITICAL FACTORS</b>     | <ul style="list-style-type: none"> <li>• SETA re-established for 10 years;</li> <li>• Strengthening of TVET Principals;</li> <li>• National Elections; and</li> <li>• Changes in political leadership at government level.</li> </ul>                                                                                                                                                                                                |
| <b>ECONOMIC FACTORS</b>      | <ul style="list-style-type: none"> <li>• Slow economic growth, at less than 1%;</li> <li>• Fewer levy-paying employers if the economy is not growing sufficiently;</li> <li>• Unemployment; and</li> <li>• Emerging career paths.</li> </ul>                                                                                                                                                                                         |
| <b>SOCIAL FACTORS</b>        | <ul style="list-style-type: none"> <li>• High unemployment rate (youth unemployment constitutes a high risk to national stability) versus entrepreneurship proposed programmes as per the NSDP;</li> <li>• Poverty;</li> <li>• Gender-based violence;</li> <li>• Student unrest; and</li> <li>• Impact of COVID-19 and the impact of social schooling.</li> </ul>                                                                    |
| <b>TECHNOLOGICAL FACTORS</b> | <ul style="list-style-type: none"> <li>• Innovation and technology that will influence the industry and market;</li> <li>• E-learning proposed; and</li> <li>• The 4th Industrial Revolution will impact the manner in which the sector develops.</li> </ul>                                                                                                                                                                         |
| <b>ENVIRONMENTAL FACTORS</b> | <ul style="list-style-type: none"> <li>• Exploring environmentally friendly alternatives;</li> <li>• Green Economy; and</li> <li>• Climate Change effects.</li> </ul>                                                                                                                                                                                                                                                                |
| <b>LEGAL FACTORS</b>         | <ul style="list-style-type: none"> <li>• Regulation of the administration budget limits the achievement of SETA targets;</li> <li>• Coming into effect of the POPIA;</li> <li>• Ability to adapt to new legal factors;</li> <li>• Labour Appeal Court Judgment on the case brought by BUSA, regarding the 60% Mandatory Grant payment to be paid to levy-paying employers; and</li> <li>• New processes of SAQA and QCTO.</li> </ul> |

## 6. Internal Environment Analysis

The SETA had, during the strategic planning session, used the Strength, Weaknesses, Opportunities and Threats (SWOT) analysis tool. The table below depicts the outcome of this SWOT analysis.

**TABLE 7: SWOT ANALYSIS**

| STRENGTHS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | WEAKNESSES                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Strong branding;</li> <li>• Work-readiness programme;</li> <li>• Track-and-Trace studies;</li> <li>• Increase in the number of training providers;</li> <li>• Increased CATHSSETA visibility in rural areas;</li> <li>• Portability of skills;</li> <li>• Strong oversight structures; and</li> <li>• Transparent processes in DHET and SETA.</li> </ul>                                                                                                                     | <ul style="list-style-type: none"> <li>• Funding (limited funding) from a perspective of the levies;</li> <li>• Capacity-building for employees;</li> <li>• High student drop out levels;</li> <li>• Poor brand visibility at local level; and</li> <li>• Stakeholder management.</li> </ul>                                                                                                                   |
| OPPORTUNITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | THREATS                                                                                                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>• To improve revenue generation;</li> <li>• Skills Mismatch (Supply &amp; Demand) – an opportunity to influence the curriculum;</li> <li>• To improve the area of qualifications;</li> <li>• An increased rural footprint;</li> <li>• E-learning;</li> <li>• Entrepreneurship and partnership;</li> <li>• COVID-19 Temporary Employee Relief Schemes (TERs);</li> <li>• Organisational Realignment;</li> <li>• Improved stakeholder engagement; and</li> <li>• 4IR.</li> </ul> | <ul style="list-style-type: none"> <li>• Funding and Legislation;</li> <li>• New processes of ETQA ;</li> <li>• Skills Mismatch (supply and demand);</li> <li>• TVET College and University student protests and unrest;</li> <li>• Point of entry hampering the selection of suitable learners;</li> <li>• Reduced revenue and levies;</li> <li>• QCTO processes; and</li> <li>• Labour relations.</li> </ul> |

## **6.1. Organisational Environment**

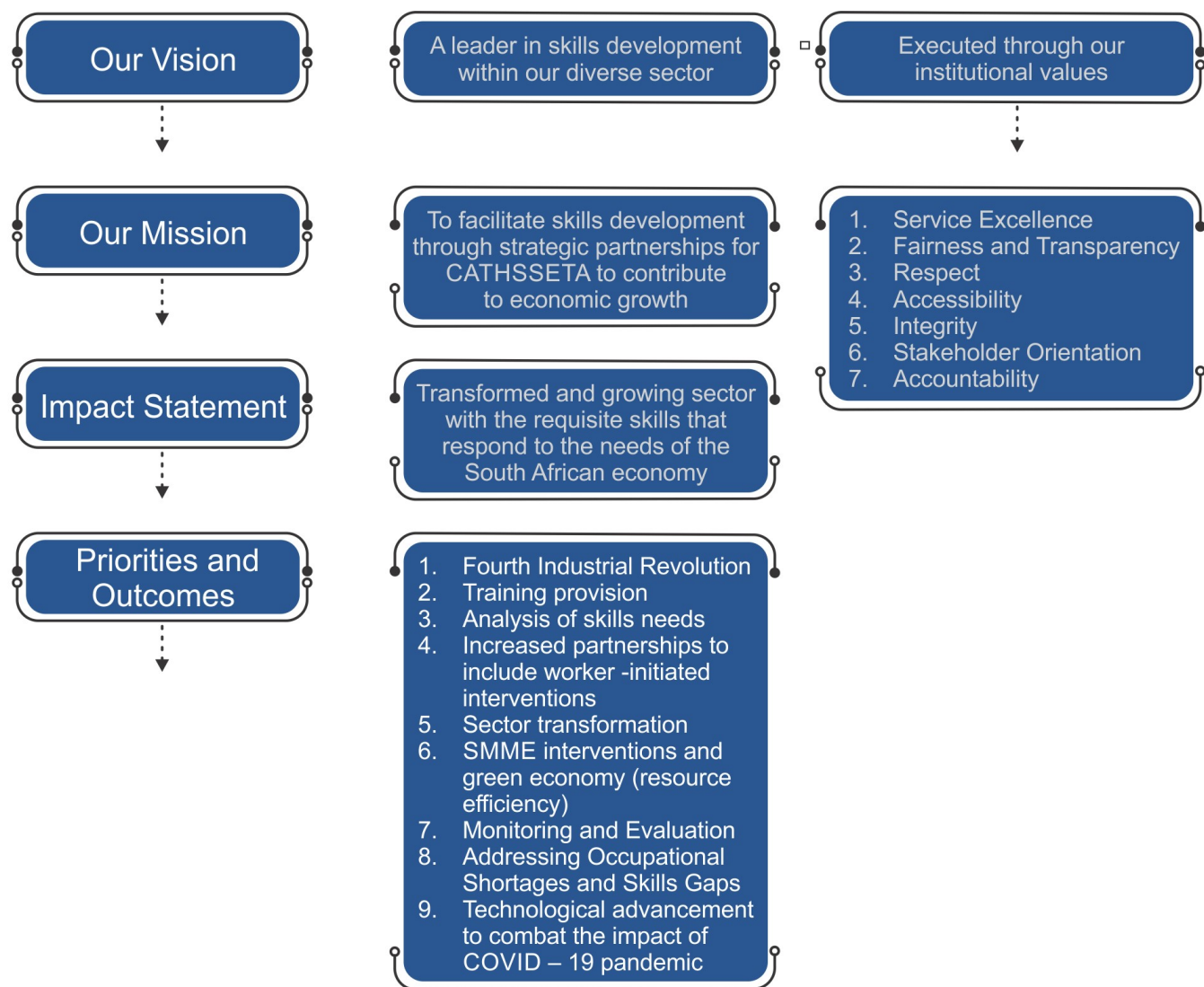
### **6.1.1. Governance arrangement**

The Minister of Higher Education, Science and Innovation appointed the new members of the AA of CATHSSETA, on a five (5) year contract, effective from the 1st of April, 2020, to the 31st of March 2025. The AA was inducted and, subsequently, established various committees that will assist the AA in the performance of oversight responsibilities over the management of SETA. These include the Executive Committee, Finance Committee, Remuneration Committee, Audit and Risk Committee as well as the Governance and Strategy Committee. Each Committee operates in accordance with the Charter that outline the functions and responsibilities of its members.

This has improved its stakeholder relations and the performance of its providers. Critical to its success has been its focus on establishing concrete partnerships, improving the performance of its providers, the collaboration with employer organisations and its commitment to deliver on prioritised learning programmes. Figure 1 below highlights the interplay between these success factors.

6.1.2. SETA's operating model

FIGURE1: CATHSSETA'S OPERATING MODEL



The above figure illustrates the SETA's Operating Model. CATHSSETA is established in terms of the SDA which outlines its governance structures, roles and responsibilities. However, other pieces of legislation and policy frameworks place responsibility and/or obligation on the SETA. This forms part of its compliance universe. The SETA is required, as a creature of statute, to prepare the SSP, SP and APP in accordance with set guidelines that are issued by the DHET and DPME. The SETA's SP outcomes take into account sector priorities that have been identified during the SSP process.

### 6.1.2. SETA's existing mechanisms to deliver on its mandate

SETA has, over the years, delivered its services through mechanisms which bring together various stakeholders and key role players, to collaborate and share best practices. The partnerships and collaborations are vital to ensure that there is a commitment to deliver on prioritised learning programmes for the sector. Figure 2 below highlights the interplay between these success factors.

**FIGURE 2: HIGH LEVEL SUCCESS FACTORS**



CATHSSETA's learning interventions are the core of its delivery value proposition. In the recent past, the organisation commissioned an analysis of these programmes to ensure relevance and prioritisation for realignment. The SETA's performance against the set targets relies on support from public and private Higher Educational Institutions (HEI). The building of strategic partnerships premised on improving performance with TVET Colleges and universities, is critical for our success. Accordingly, CATHSSETA has established strategic partnerships with eight (8) TVET Colleges and eight (8) universities. These partnerships were add-ons to an already existing partnership established in previous years.

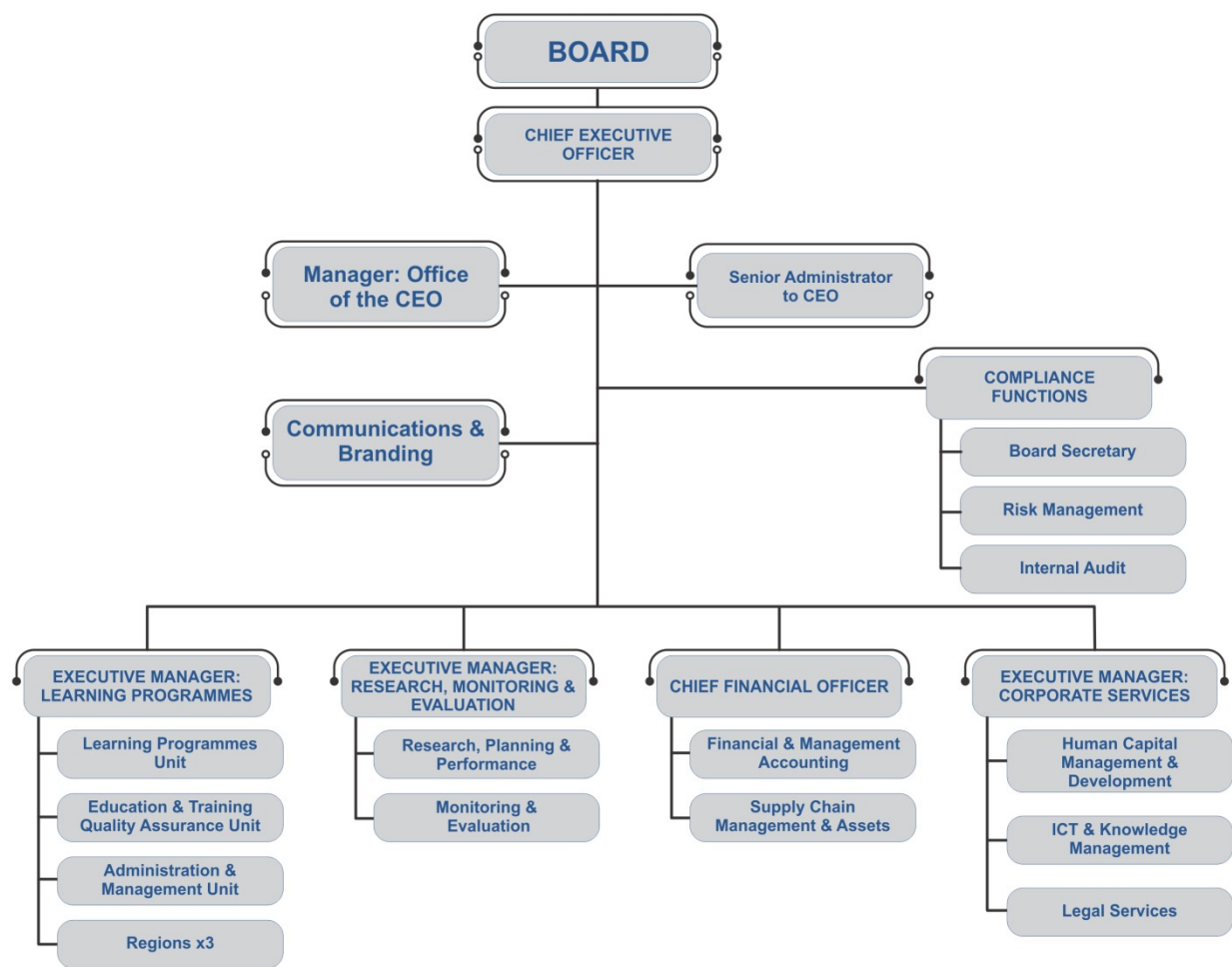
The SETA also completed a feasibility study into work readiness, and established a Work-Readiness Programme, during the previous financial year. This programme is now due for piloting and implementation.

Rolling out this programme should enhance learner integration and improve workplace experiences for learners.

6.1.4. Organisational Structure

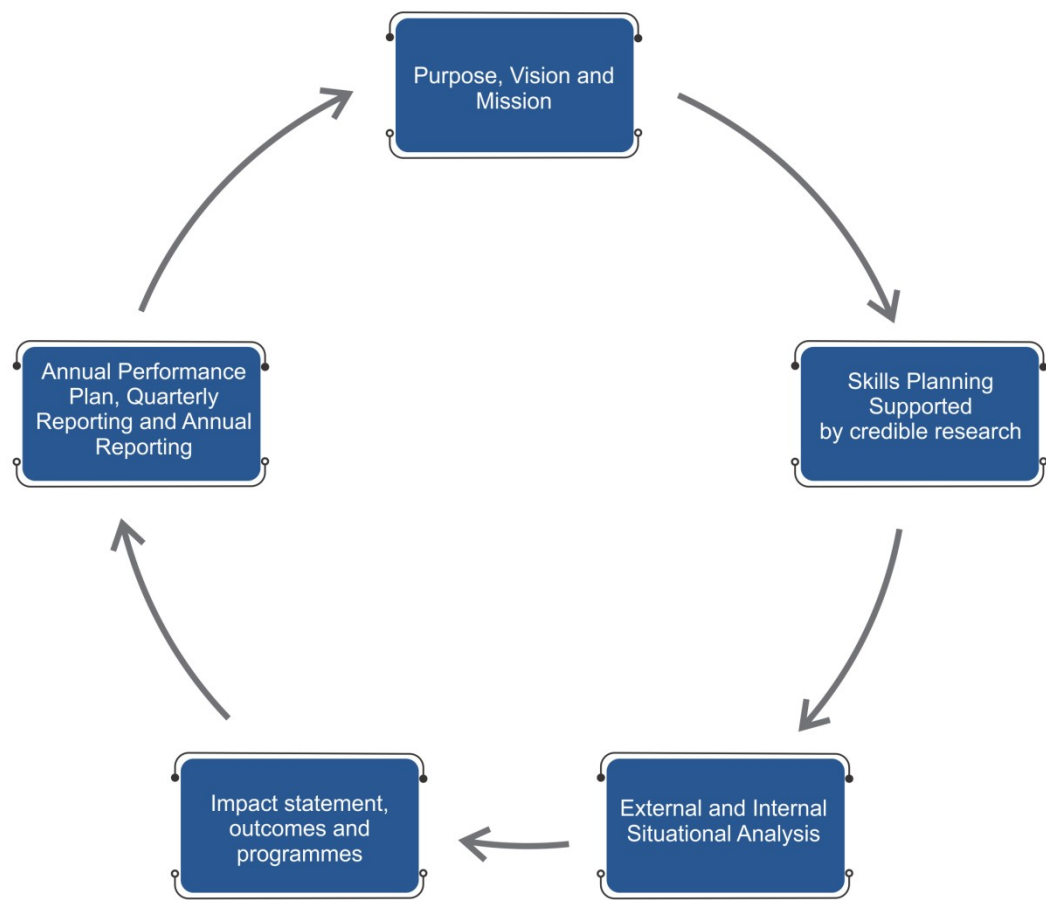
In March 2019, the Minister of Higher Education and Training promulgated the NSDP, 2030, in the Government Gazette, which repealed the NSDS III. The NSDP identified eight (8) outcomes within which skills development will be undertaken in the country. In response to the NSDP, the SETA undertook an organisational re-alignment process that culminated in the implementation of the reconfigured organisational structure depicted below.

FIGURE 3: CATHSSETA’S ORGANISATIONAL STRUCTURE



6.1.5. Description of the strategic planning

FIGURE 4: CATHSSETA STRATEGIC PLANNING PROCESS



The figure above depicts CATHSSETA’s Strategic Planning Cycle which outlines the step by step processes that are followed. At the start of the MTSF period or electoral cycle, the SETA reviewed its vision, mission and values to determine whether they are still fit for the purpose. This was followed by the skills planning exercise which encompassed conducting research to identify critical skills required by the sector; scanning of the environment using various tools for strategic planning, amongst which: the PESTEL and SWOT analysis; identification of outcomes, outputs and performance targets within which the performance of the SETA will be measured; implementation of the plan; and conducting quarterly and annual reviews to measure actual progress against pre-determined performance targets.

In developing this SP, a strategic planning session was convened by the current AA and the following steps were undertaken:

- Review of the existing vision, mission and values;
- Review of the current SP document that was developed during the 2020/21 financial year;
- Review of the SSP;
- Conducted an environmental scan using the PESTEL and SWOT analysis tools;
- Development of outcomes and outputs which are aligned to the NSDP outcomes; and
- Review of the performance of the previous financial years against the existing capacity of the SETA.

For the above-mentioned process to be effective, various stakeholders, both internal and external, were fully engaged in order to solicit their buy-in.

| MEDIUM TERM REVENUE/ EXPENDITURE ESTIMATES WITH AMOUNTS IN R'0 |                 |                |                |                |                       |                                  |                |                |
|----------------------------------------------------------------|-----------------|----------------|----------------|----------------|-----------------------|----------------------------------|----------------|----------------|
| Expenditure Estimates                                          | Audited Figures |                |                |                | Estimated Performance | Medium Term Expenditure Estimate |                |                |
|                                                                | 2016/17         | 2017/18        | 2018/19        | 2019/20        | 2020/21               | 2021/22                          | 2022/23        | 2023/24        |
|                                                                | R'000           | R'000          | R'000          | R'000          | R'000                 | R'000                            | R'000          | R'000          |
| <b>Revenue</b>                                                 |                 |                |                |                |                       |                                  |                |                |
| Investment & other Income                                      | 18 732          | 27 558         | 35 111         | 36 605         | 19 509                |                                  | -              |                |
|                                                                |                 |                |                |                |                       |                                  |                |                |
| <b>Transfers received from DHET and other departments</b>      | <b>330 973</b>  | <b>352 024</b> | <b>357 790</b> | <b>405 580</b> | <b>250 163</b>        | <b>262 671</b>                   | <b>272 579</b> | <b>288 493</b> |
| <i>Mandatory Grants</i>                                        | 81 806          | 83 201         | 89 385         | 100 481        | 62 541                | 65 668                           | 68 820         | 72 123         |
| <i>Discretionary Grants</i>                                    | 204 920         | 223 221        | 221 446        | 250 817        | 154 788               | 162 528                          | 170 329        | 178 505        |
| <i>Administration</i>                                          | 44 247          | 45 602         | 46 959         | 54 282         | 32 834                | 34 476                           | 36 130         | 37 865         |
| <b>Total Revenue</b>                                           | <b>349 705</b>  | <b>379 582</b> | <b>392 901</b> | <b>442 185</b> | <b>269 672</b>        | <b>262 671</b>                   | <b>275 279</b> | <b>288 493</b> |
| <b>Expenses</b>                                                |                 |                |                |                |                       |                                  |                |                |
| <b>Current expenses</b>                                        | <b>66 718</b>   | <b>69 042</b>  | <b>66 656</b>  | <b>77 441</b>  | <b>67 022</b>         | <b>50 977</b>                    | <b>53 426</b>  | <b>55 993</b>  |
| <i>Compensation of employees</i>                               | 22 692          | 24 439         | 24 332         | 26 348         | 29 464                | 21 910                           | 22 962         | 24 064         |
| <i>Goods and services comprising:</i>                          |                 |                |                |                |                       |                                  |                |                |
| <i>Depreciation and amortization</i>                           | 1 012           | 1 915          | 1 862          | 2 217          | 7 664                 | 2 500                            | 2 620          | 2 746          |
| <i>Operating lease rentals</i>                                 | 4 659           | 5 592          | 5 886          | 6 415          | 5 904                 | 5 199                            | 5 449          | 5 710          |
| <i>QCTO Contribution</i>                                       | 1 520           | 1 686          | 2 347          | 2 423          | 2 548                 | 1 642                            | 1 721          | 1 803          |
| <i>Maintenance, repairs and running costs</i>                  | 470             | 49             | -              | 47             | 47                    | 49                               | 51             | 54             |
| <i>Advertising, marketing, promotions and communication</i>    | 811             | 927            | 1 150          | 713            | 733                   | 570                              | 597            | 626            |
| <i>Entertainment expenses</i>                                  | -               | -              | -              | 168            | 100                   | 105                              | 0              | 115            |
| <i>Consultancy and service provider fees</i>                   | 8 101           | 16 667         | 15 173         | 22 312         | 10 340                | 8 857                            | 9 282          | 9 728          |
| <i>External auditor's remuneration</i>                         | 2 827           | 2 884          | 4 099          | 2 944          | 3 181                 | 3 340                            | 3 500          | 3 668          |
| <i>Legal Fees</i>                                              | 9 166           | 3 181          | 2 942          | 3 925          | 1 000                 | 2 000                            | 2 096          | 2 197          |
| <i>Interest paid</i>                                           | -               | -              |                | 321            |                       | -                                | -              | -              |
| <i>Covid-19</i>                                                |                 |                |                | -              | 2 100                 | 1 000                            | 1 050          | 1 103          |
| <i>Travel and subsistence</i>                                  | 935             | 1 378          | 1 018          | 587            | 300                   | 315                              | 330            | 346            |
| <i>Staff wellness, training and development</i>                | 1 320           | 1 539          | 1 883          | 1 507          | 1 460                 | 1 200                            | 1 258          | 1 318          |
| <i>Remuneration of committee members</i>                       | 9 423           | 2 506          | 2 048          | 3 081          | 1 651                 | 1 734                            | 1 817          | 1 904          |
| <i>Other administration expenses</i>                           | 3 782           | 6 279          | 3 916          | 4 433          | 530                   | 557                              | 583            | 611            |

| MEDIUM TERM REVENUE/ EXPENDITURE ESTIMATES WITH AMOUNTS IN R'0 |                 |                |                |                |                       |                                  |                |                 |
|----------------------------------------------------------------|-----------------|----------------|----------------|----------------|-----------------------|----------------------------------|----------------|-----------------|
| Expenditure Estimates                                          | Audited Figures |                |                |                | Estimated Performance | Medium Term Expenditure Estimate |                |                 |
|                                                                | 2016/17         | 2017/18        | 2018/19        | 2019/20        | 2020/21               | 2021/22                          | 2022/23        | 2023/24         |
|                                                                | R'000           | R'000          | R'000          | R'000          | R'000                 | R'000                            | R'000          | R'000           |
|                                                                |                 |                |                |                |                       |                                  |                |                 |
| <b>Transfers and subsidies</b>                                 | <b>194 000</b>  | <b>272 671</b> | <b>315 567</b> | <b>290 345</b> | <b>239 232</b>        | <b>228 196</b>                   | <b>239 149</b> | <b>250 628</b>  |
| Mandatory Grants                                               | 29 466          | 48 931         | 53 845         | 56 852         | 45 000                | 65 668                           | 68 820         | 72 123          |
| Discretionary Grants                                           | 164 534         | 223 740        | 261 722        | 233 502        | 194 232               | 162 528                          | 170 329        | 178 505         |
| Donor Funding Income                                           | -               | -              | -              |                |                       |                                  |                |                 |
|                                                                |                 |                |                |                |                       |                                  |                |                 |
| <b>Total Expenses</b>                                          | <b>260 718</b>  | <b>341 713</b> | <b>382 223</b> | <b>367 786</b> | <b>306 254</b>        | <b>279 173</b>                   | <b>292 575</b> | <b>306 621</b>  |
|                                                                |                 |                |                |                |                       |                                  |                |                 |
| <b>Surplus/(deficit)</b>                                       | <b>88 987</b>   | <b>37 869</b>  | <b>10 678</b>  | <b>74 399</b>  | <b>(36 582)</b>       | <b>(16 502)</b>                  | <b>(1 296)</b> | <b>(18 128)</b> |

#### 6.1.6. Relating expenditure trends to strategic outcome statements

- The 27% reduction in projected revenue income between 2019/20 and 2020/21 is based on the National State of Disaster that was declared by the President on the 24th of March 2020. The President announced a 4-month payment holiday for levy paying employers. Over and above that, our six sub-sectors have been highly affected by the pandemic and, as a result, the 2020/21 to 2021/22 revenue has had a slight increase of 5% based on the reduced budget of 2020/21;
- CATHSSETA currently has four programmes, i.e. Administration, Skills Planning, Learning Programmes and Projects, and Quality Assurance. The prescribed Programme structure allows for Programme allocation to be revised for the 2021/22 financial year;

**TABLE 9: CATHSSETA PROGRAMMES FOR 2021/22**

| Programme No | Programme name                   | Programme budget                                                                | Budget: 2021/2022 R'000 |
|--------------|----------------------------------|---------------------------------------------------------------------------------|-------------------------|
| 1            | Administration                   | Administration (current) expense.                                               | 50 977                  |
| 2            | Skills Planning                  | Transfers and subsidies (supported through Mandatory and Discretionary Grants). | 4 345                   |
| 3            | Learning Programmes and Projects |                                                                                 | 216 458                 |
| 4            | Quality Assurance                |                                                                                 | 7 393                   |
|              | <b>Total</b>                     |                                                                                 | <b>279 173</b>          |

- For the budget above, interest earned on cash reserves is estimated between R25 million and R27 million. This will be used to reduce the anticipated budget deficit for the current financial year; and
- CATHSSETA has challenges in maintaining administrative expenditure within the set threshold. The executive authority has been appraised and the necessary approvals have been granted. Section 14(3)(b), read together with sections 14(3A)(a) and 14(3B) of the Skills Development Levies Act of 1999, states that a SETA may not use more than 10.5% of the total employer levies received in any year, to pay for its administration costs in that financial year. 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

### 7. Institutional Programme Performance Information

#### 7.1. Programme 1: Administration

**Purpose:** To provide governance oversight, strategic management, sound financial and supply chain management capability, as well as corporate and administrative support. It comprises sub-programmes: Corporate Services, Finance, Governance and Communications.

##### Sub-programme 1.1: Corporate Services

**Purpose:** To establish effective corporate service functions for CATHSSETA.

**TABLE 10: OUTCOMES, OUTPUTS, OUTPUT INDICATORS AND TARGETS FOR 2021/22 TO 2023/24**

| #     | OUTCOME                                                                              | #       | OUTPUT                                                         | OUTPUT INDICATOR                                                                 | ANNUAL TARGETS     |         |         |                                  |         |         |         |
|-------|--------------------------------------------------------------------------------------|---------|----------------------------------------------------------------|----------------------------------------------------------------------------------|--------------------|---------|---------|----------------------------------|---------|---------|---------|
|       |                                                                                      |         |                                                                |                                                                                  | ACTUAL PERFORMANCE |         |         | ESTIMATED PERFORMANCE<br>2020/21 | MTEF    |         |         |
|       |                                                                                      |         |                                                                |                                                                                  | 2017/18            | 2018/19 | 2019/20 |                                  | 2021/22 | 2022/23 | 2023/24 |
| 1.1.1 | An ethically sound, effective and efficient institution that delivers on its mandate | 1.1.1.1 | Skilled workforce                                              | Percentage (%) of employees that received training as per approved training plan | 45%*               | 100%    | 83%     | 50%                              | 50%     | 80%     | 80%     |
|       |                                                                                      | 1.1.1.2 | Information and Communications Technology (ICT) Strategic Plan | % implementation of the ICT Strategic Plan                                       | N/A                | N/A     | N/A     | N/A                              | 60%     | 70%     | 80%     |

TABLE 11: INDICATORS, ANNUAL AND QUARTERLY TARGETS FOR 2021/22

| #       | OUTPUT INDICATOR                                                    | REPORTING PERIOD | TARGET REPORTING TYPE | ANNUAL TARGET 2021/22 | QUARTERLY TARGETS |                 |                 |                 |
|---------|---------------------------------------------------------------------|------------------|-----------------------|-----------------------|-------------------|-----------------|-----------------|-----------------|
|         |                                                                     |                  |                       |                       | 1 <sup>st</sup>   | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> |
| 1.1.1.1 | % of employees that received training as per approved training plan | Annually         | Non-Cumulative        | 50%                   | -                 | -               | -               | 50%             |
| 1.1.1.2 | % implementation of the ICT Strategic Plan                          | Quarterly        | Cumulative            | 60%                   | -                 | -               | 40%             | 60%             |

### Sub-programme 1.2: Finance

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

TABLE 12: OUTCOMES, OUTPUTS, OUTPUT INDICATORS AND TARGETS FOR 2021/22 TO 2023/24

| #     | OUTCOME                                                                              | #       | OUTPUT                                                                                                          | OUTPUT INDICATOR          | ANNUAL TARGETS     |         |         |                               |         |         |         |
|-------|--------------------------------------------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------|---------------------------|--------------------|---------|---------|-------------------------------|---------|---------|---------|
|       |                                                                                      |         |                                                                                                                 |                           | ACTUAL PERFORMANCE |         |         | ESTIMATED PERFORMANCE 2020/21 | MTEF    |         |         |
|       |                                                                                      |         |                                                                                                                 |                           | 2017/18            | 2018/19 | 2019/20 |                               | 2021/22 | 2022/23 | 2023/24 |
| 1.2.1 | An ethically sound, effective and efficient institution that delivers on its mandate | 1.2.1.1 | Control measures to eradicate and/or prevent Unauthorised, Irregular, Fruitless and Wasteful expenditure (UIFW) | % reduction in UIFW cases | N/A                | N/A     | N/A     | N/A                           | 50%     | 50%     | 50%     |

**TABLE 13: INDICATORS, ANNUAL AND QUARTERLY TARGETS FOR 2021/22**

| #       | OUTPUT INDICATOR          | REPORTING PERIOD | TARGET REPORTING TYPE | ANNUAL TARGET 2021/22 | QUARTERLY TARGETS |                 |                 |                 |
|---------|---------------------------|------------------|-----------------------|-----------------------|-------------------|-----------------|-----------------|-----------------|
|         |                           |                  |                       |                       | 1 <sup>st</sup>   | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> |
| 1.2.1.1 | % reduction in UIFW cases | Quarterly        | Cumulative            | 50%                   | -                 | -               | 25%             | 50%             |

### Sub-programme 1.3: Governance

**Purpose:** To promote good governance at CATHSSETA.

**TABLE 14: OUTCOMES, OUTPUTS, OUTPUT INDICATORS AND TARGETS FOR 2021/22 TO 2023/24**

| #     | OUTCOME                                                                              | #       | OUTPUT                                                        | OUTPUT INDICATOR                                                                | ANNUAL TARGETS     |         |         |                               |         |         |         |
|-------|--------------------------------------------------------------------------------------|---------|---------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------|---------|---------|-------------------------------|---------|---------|---------|
|       |                                                                                      |         |                                                               |                                                                                 | ACTUAL PERFORMANCE |         |         | ESTIMATED PERFORMANCE 2020/21 | MTEF    |         |         |
|       |                                                                                      |         |                                                               |                                                                                 | 2017/18            | 2018/19 | 2019/20 |                               | 2021/22 | 2022/23 | 2023/24 |
| 1.3.1 | An ethically sound, effective and efficient institution that delivers on its mandate | 1.3.1.1 | Internal controls in place for effective corporate governance | Number (#) of governance reports submitted to DHET                              | 4                  | 4       | 4       | 4                             | 4       | 4       | 4       |
|       |                                                                                      | 1.3.1.2 |                                                               | Achievement of risk maturity level in accordance with Risk Management Framework | N/A                | N/A     | N/A     | N/A                           | Level 2 | Level 3 | Level 4 |

**TABLE 15: INDICATORS, ANNUAL AND QUARTERLY TARGETS FOR 2021/22**

| #       | OUTPUT INDICATOR                                                                | REPORTING PERIOD | TARGET REPORTING TYPE | ANNUAL TARGET 2021/22 | QUARTERLY TARGETS |                 |                 |                 |
|---------|---------------------------------------------------------------------------------|------------------|-----------------------|-----------------------|-------------------|-----------------|-----------------|-----------------|
|         |                                                                                 |                  |                       |                       | 1 <sup>st</sup>   | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> |
| 1.3.1.1 | # of governance reports submitted to DHET                                       | Quarterly        | Cumulative            | 4                     | 1                 | 2               | 3               | 4               |
| 1.3.1.2 | Achievement of risk maturity level in accordance with Risk Management Framework | Annually         | Non-Cumulative        | Level 2               | -                 | -               | -               | Level 2         |

#### Sub-programme 1.4: Communications and Branding

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

**TABLE 16: OUTCOMES, OUTPUTS, OUTPUT INDICATORS AND TARGETS FOR 2021/22 TO 2023/24**

| #     | OUTCOME                                                                                         | #       | OUTPUT                                                                                             | OUTPUT INDICATOR                   | ANNUAL TARGETS     |         |         |                               |         |         |         |
|-------|-------------------------------------------------------------------------------------------------|---------|----------------------------------------------------------------------------------------------------|------------------------------------|--------------------|---------|---------|-------------------------------|---------|---------|---------|
|       |                                                                                                 |         |                                                                                                    |                                    | ACTUAL PERFORMANCE |         |         | ESTIMATED PERFORMANCE 2020/21 | MTEF    |         |         |
|       |                                                                                                 |         |                                                                                                    |                                    | 2017/18            | 2018/19 | 2019/20 |                               | 2021/22 | 2022/23 | 2023/24 |
| 1.4.1 | Transformational entrepreneurship and career development is enabled and supported in the sector | 1.4.1.1 | Career development services accessible to all especially in rural areas and targeted beneficiaries | # of career guidance interventions | 15                 | 27      | 20      | 6                             | 14      | 16      | 18      |

TABLE 17: INDICATORS, ANNUAL AND QUARTERLY TARGETS FOR 2021/22

| #       | OUTPUT INDICATOR                   | REPORTING PERIOD | TARGET REPORTING TYPE | ANNUAL TARGET 2021/22 | QUARTERLY TARGETS |                 |                 |                 |
|---------|------------------------------------|------------------|-----------------------|-----------------------|-------------------|-----------------|-----------------|-----------------|
|         |                                    |                  |                       |                       | 1 <sup>st</sup>   | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> |
| 1.4.1.1 | # of career guidance interventions | Quarterly        | Cumulative            | 14                    | 5                 | 10              | 12              | 14              |

## 7.2. Programme 2: Skills Planning

**Purpose:** This programme ensures that research is conducted to inform planning, in order to provide information services that inform decision-making, leading to the achievement of the predetermined strategic objectives of CATHSSETA.

### Sub-programme 2.1: Research, Planning and Performance

**Purpose:** To have a decision-making that is informed by research and develops a well-researched SSP in line with the SSP Framework.

TABLE 18: OUTCOMES, OUTPUTS, OUTPUT INDICATORS AND TARGETS FOR 2021/22 TO 2023/24

| #     | OUTCOME                                                                              | #       | OUTPUT                       | OUTPUT INDICATOR                      | ACTUAL PERFORMANCE |         |         | ESTIMATED PERFORMANCE 2020/21 | MTSF    |         |         |
|-------|--------------------------------------------------------------------------------------|---------|------------------------------|---------------------------------------|--------------------|---------|---------|-------------------------------|---------|---------|---------|
|       |                                                                                      |         |                              |                                       | 2017/18            | 2018/19 | 2019/20 |                               | 2021/22 | 2022/23 | 2023/24 |
| 2.1.1 | Increased production of occupations in demand                                        | 2.1.1.1 | Research Agenda              | % of Research Agenda outputs achieved | 100%               | 100%    | 67%     | 100%                          | 50%     | 70%     | 70%     |
|       |                                                                                      | 2.1.1.2 | AA approved SSP              | Researched SSP approved by the AA     | 1                  | 1       | 1       | 1                             | 1       | 1       | 1       |
| 2.1.2 | An ethically sound, effective and efficient institution that delivers on its mandate | 2.1.2.1 | Quarterly monitoring reports | # of monitoring reports produced      | 4                  | 4       | 4       | 4                             | 4       | 4       | 4       |

**TABLE 19: INDICATORS, ANNUAL AND QUARTERLY TARGETS FOR 2021/22**

| #       | OUTPUT INDICATOR                      | REPORTING PERIOD | TARGET REPORTING TYPE | ANNUAL TARGET 2021/22 | QUARTERLY TARGETS |                 |                 |                 |
|---------|---------------------------------------|------------------|-----------------------|-----------------------|-------------------|-----------------|-----------------|-----------------|
|         |                                       |                  |                       |                       | 1 <sup>st</sup>   | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> |
| 2.1.1.1 | % of Research Agenda outputs achieved | Annually         | Non-Cumulative        | 50%                   | -                 | -               | -               | 50%             |
| 2.1.1.2 | Researched SSP approved by the AA     | Annually         | Non-Cumulative        | 1                     | -                 | 1               | -               | -               |
| 2.1.2.1 | # of monitoring reports produced      | Quarterly        | Cumulative            | 4                     | 1                 | 2               | 3               | 4               |

### 7.3 Programme 3: Learning Programmes and Projects

**Purpose:** This programme establishes partnerships and facilitate the delivery of skills development, and to provide support services for the sector. This programme comprises: Occupationally-Directed Programmes, Special Projects and Mandatory Grants.

#### 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 2020/21 to 2024/25 CATHSSETA outcomes and outputs for addressing the strategic priority occupations list identified in the current SSP.

**TABLE 20: OUTCOMES, OUTPUTS, OUTPUT INDICATORS AND TARGETS FOR 2021/22 TO 2023/24**

| #     | OUTCOME                                                                   | #       | OUTPUT                                                                   | OUTPUT INDICATOR                                        | ACTUAL PERFORMANCE |         |         | ESTIMATED PERFORMANCE<br>2020/21 | MTSF    |         |         |
|-------|---------------------------------------------------------------------------|---------|--------------------------------------------------------------------------|---------------------------------------------------------|--------------------|---------|---------|----------------------------------|---------|---------|---------|
|       |                                                                           |         |                                                                          |                                                         | 2017/18            | 2018/19 | 2019/20 |                                  | 2021/22 | 2022/23 | 2023/24 |
| 3.1.1 | Education linked to workplace                                             | 3.1.1.1 | Learning programme opportunities for the unemployed                      | # of unemployed learners entering learning programmes   | 2300               | 3035    | 3233    | 965                              | 1014    | 1072    | 1133    |
|       |                                                                           | 3.1.1.2 |                                                                          | # of unemployed learners completing learning programmes | 1150               | 2335    | 2285    | 579                              | 609     | 639     | 671     |
|       | 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     | 1359               | 813     | 850     | 476                              | 500     | 525     | 551     |
|       |                                                                           | 3.1.1.4 |                                                                          | # of employed learners completing learning programmes   | 610                | 1003    | 569     | 286                              | 301     | 316     | 332     |
|       | Increased access to occupationally-directed programmes within the sector. | 3.1.1.5 | Artisan produced                                                         | # of learners on Artisan development programmes         | N/A                | 469     | N/A     | 261                              | 261     | 274     | 288     |
|       |                                                                           | 3.1.1.6 | Recognition of Prior Learning (RPL)                                      | # of employed learners on RPL                           | N/A                | N/A     | 16      | 60                               | 64      | 67      | 71      |
|       |                                                                           | 3.1.1.7 | Unemployed                                                               | # of unemployed                                         | N/A                | N/A     | N/A     | 150                              | 150     | 150     | 158     |

**TABLE 20: OUTCOMES, OUTPUTS, OUTPUT INDICATORS AND TARGETS FOR 2021/22 TO 2023/24**

| #     | OUTCOME                                                      | #       | OUTPUT                                                                                                                                                      | OUTPUT INDICATOR                                                                                                     | ACTUAL PERFORMANCE |         |         | ESTIMATED PERFORMANCE 2020/21 | MTSF    |         |         |
|-------|--------------------------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------|---------|---------|-------------------------------|---------|---------|---------|
|       |                                                              |         |                                                                                                                                                             |                                                                                                                      | 2017/18            | 2018/19 | 2019/20 |                               | 2021/22 | 2022/23 | 2023/24 |
|       |                                                              |         | learners in bursary programmes                                                                                                                              | learners granted bursaries (continuing)                                                                              |                    |         |         |                               |         |         |         |
| 3.1.2 | Increased support to the growth of the public College system | 3.1.2.1 | Partnership projects implemented with TVET Colleges, Community Education and Training Colleges (CETs), universities, sector employers and rural communities | # of partnership projects implemented with TVET Colleges, CETs, universities, sector employers and rural communities | 6                  | 31      | 32*     | 34                            | 48      | 50      | 52      |
|       |                                                              | 3.1.2.2 | SETA offices established and maintained TVET Colleges                                                                                                       | # of SETA offices established and maintained in TVET Colleges                                                        | 6                  | 6       | 5       | 5                             | 2       | 2       | 2       |
|       |                                                              | 3.1.2.3 | Skills development programmes for CET lecturers implemented                                                                                                 | # of CET lecturers awarded skills development programmes                                                             | N/A                | N/A     | N/A     | N/A                           | 20      | 30      | 40      |
|       |                                                              | 3.1.2.4 | AET programmes implemented for CET learners                                                                                                                 | # of CET learners accessing AET programmes                                                                           | N/A                | N/A     | N/A     | N/A                           | 30      | 40      | 50      |

\*Previously # Partnership projects implemented with TVET Colleges, universities and sector employers

**TABLE 21: INDICATORS, ANNUAL AND QUARTERLY TARGETS FOR 2021/22**

| #       | OUTPUT INDICATOR                                                                                                     | REPORTING PERIOD | TARGET REPORTING TYPE | ANNUAL TARGET 2021/22 | QUARTERLY TARGETS |                 |                 |                 |
|---------|----------------------------------------------------------------------------------------------------------------------|------------------|-----------------------|-----------------------|-------------------|-----------------|-----------------|-----------------|
|         |                                                                                                                      |                  |                       |                       | 1 <sup>st</sup>   | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> |
| 3.1.1.1 | # of unemployed learners entering learning programmes                                                                | Quarterly        | Cumulative            | 1014                  | 392               | 869             | 985             | 1014            |
| 3.1.1.2 | # of unemployed learners completing learning programmes                                                              | Quarterly        | Cumulative            | 609                   | -                 | -               | 304             | 609             |
| 3.1.1.3 | # of employed learners entering learning programmes                                                                  | Quarterly        | Cumulative            | 500                   | 136               | 334             | 465             | 500             |
| 3.1.1.4 | # of employed learners completing learning programmes                                                                | Quarterly        | Cumulative            | 301                   | 31                | 63              | 182             | 301             |
| 3.1.1.5 | # of learners on Artisan development programmes                                                                      | Quarterly        | Cumulative            | 261                   | 182               | 261             | -               | -               |
| 3.1.1.6 | # of employed learners on RPL                                                                                        | Quarterly        | Cumulative            | 64                    | -                 | -               | 26              | 64              |
| 3.1.1.7 | # of unemployed learners granted bursaries (continuing)                                                              | Quarterly        | Cumulative            | 150                   | 75                | -               | -               | 150             |
| 3.1.2.1 | # of partnership projects implemented with TVET Colleges, CETs, universities, sector employers and rural communities | Quarterly        | Cumulative            | 48                    | -                 | 16              | 29              | 48              |
| 3.1.2.2 | # of SETA offices established and maintained in TVET Colleges                                                        | Annually         | Non-cumulative        | 2                     | 2                 | -               | -               | -               |
| 3.1.2.3 | # of CET College lecturers awarded skills development programmes                                                     | Quarterly        | Cumulative            | 20                    | -                 | -               | 10              | 20              |
| 3.1.2.4 | # of CET learners accessing AET programmes                                                                           | Quarterly        | Cumulative            | 30                    | -                 | -               | 15              | 30              |

## Sub-programme 3.2: Special Projects

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

**TABLE 22: OUTCOMES, OUTPUTS, OUTPUT INDICATORS AND TARGETS FOR 2021/22 TO 2023/24**

| #     | OUTCOME                                                                                         | #       | OUTPUT                                                                                                                                            | OUTPUT INDICATOR                                                                                             | ACTUAL PERFORMANCE |         |         | ESTIMATED PERFORMANCE<br>2020/21 | MTSF    |         |         |
|-------|-------------------------------------------------------------------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------|---------|---------|----------------------------------|---------|---------|---------|
|       |                                                                                                 |         |                                                                                                                                                   |                                                                                                              | 2017/18            | 2018/19 | 2019/20 |                                  | 2021/22 | 2022/23 | 2023/24 |
| 3.2.1 | Transformational entrepreneurship and career development is enabled and supported in the sector | 3.2.1.1 | Local SMMEs and co-operatives supported                                                                                                           | # of SMMEs supported through training interventions                                                          | N/A                | 175     | 185     | 90                               | 95      | 205     | 110     |
|       |                                                                                                 | 3.2.1.2 |                                                                                                                                                   | # of co-operatives supported through training interventions                                                  | 5                  | 4       | 4       | 4                                | 4       | 4       | 5       |
|       |                                                                                                 | 3.2.1.3 | People trained on entrepreneurial skills                                                                                                          | # of people trained on entrepreneurial skills                                                                | N/A                | N/A     | N/A     | 10                               | 10      | 11      | 12      |
|       |                                                                                                 | 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) | N/A                | N/A     | N/A     | 10                               | 10      | 11      | 12      |
|       |                                                                                                 | 3.2.1.5 | Non-Governmental Organisations (NGOs), Non-Profit Organisations (NPOs) and Community Based Organisations (CBOs) supported through skills training | # of NGOs/NPOs/CBOs supported through skills training                                                        | N/A                | 8       | 8       | 4                                | 6       | 7       | 7       |
|       | 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  | N/A                | 3       | 4       | 4                                | 4       | 4       | 5       |

**TABLE 23: INDICATORS, ANNUAL AND QUARTERLY TARGETS FOR 2021/22**

| #       | OUTPUT INDICATOR                                                                                                 | REPORTING PERIOD | TARGET REPORTING TYPE | ANNUAL TARGET 2021/22 | QUARTERLY TARGETS |                 |                 |                 |
|---------|------------------------------------------------------------------------------------------------------------------|------------------|-----------------------|-----------------------|-------------------|-----------------|-----------------|-----------------|
|         |                                                                                                                  |                  |                       |                       | 1 <sup>st</sup>   | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> |
| 3.2.1.1 | # of SMMEs supported through training interventions                                                              | Annually         | Non-cumulative        | 95                    | -                 | -               | -               | 95              |
| 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 in entrepreneurial skills                                                              | Annually         | Non-cumulative        | 10                    | -                 | -               | 10              | -               |
| 3.2.1.4 | # of people trained on entrepreneurship and supported to start their own 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            | 6                     | -                 | -               | 3               | 6               |
| 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.

**TABLE 24: OUTCOMES, OUTPUTS, OUTPUT INDICATORS AND TARGETS FOR 2021/22 TO 2023/24**

| #     | OUTCOME                                       | #       | OUTPUT                    | OUTPUT INDICATOR               | ACTUAL PERFORMANCE |         |         | ESTIMATED PERFORMANCE 2020/21 | MTSF    |         |         |
|-------|-----------------------------------------------|---------|---------------------------|--------------------------------|--------------------|---------|---------|-------------------------------|---------|---------|---------|
|       |                                               |         |                           |                                | 2017/18            | 2018/19 | 2019/20 |                               | 2021/22 | 2022/23 | 2023/24 |
| 3.3.1 | Increased production of occupations in demand | 3.3.1.1 | Mandatory Grants approved | # of Mandatory Grants approved | 965                | 1098    | 1136    | 1050                          | 1080    | 1134    | 1191    |

**TABLE 25: INDICATORS, ANNUAL AND QUARTERLY TARGETS FOR 2021/22**

| #       | OUTPUT INDICATOR               | REPORTING PERIOD | TARGET REPORTING TYPE | ANNUAL TARGET 2020/21 | QUARTERLY TARGETS |                 |                 |                 |
|---------|--------------------------------|------------------|-----------------------|-----------------------|-------------------|-----------------|-----------------|-----------------|
|         |                                |                  |                       |                       | 1 <sup>st</sup>   | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> |
| 3.3.1.1 | # of Mandatory Grants approved | Annually         | Non-cumulative        | 1080                  | -                 | 1080            | -               | -               |

## 7.4 Programme 4: Quality Assurance

**Purpose:** This programme ensures successful quality assurance delivery of skills development learning interventions and results, through monitoring and evaluation, in order to improve and transform the sector.

### Sub-programme 4.1: Provider Accreditations

**Purpose:** To provide accreditation support to the sector.

| TABLE 26: OUTCOMES, OUTPUTS, OUTPUT INDICATORS AND TARGETS FOR 2021/22 TO 2023/24 |                                                              |         |                                        |                                                 |                    |         |         |                                  |         |         |         |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------|---------|----------------------------------------|-------------------------------------------------|--------------------|---------|---------|----------------------------------|---------|---------|---------|
| #                                                                                 | OUTCOME                                                      | #       | OUTPUT                                 | OUTPUT INDICATOR                                | ACTUAL PERFORMANCE |         |         | ESTIMATED PERFORMANCE<br>2020/21 | MTSF    |         |         |
|                                                                                   |                                                              |         |                                        |                                                 | 2017/18            | 2018/19 | 2019/20 |                                  | 2021/22 | 2022/23 | 2023/24 |
| 4.1.1                                                                             | Increased support to the growth of the public College system | 4.1.1.1 | TVET/CET Lecturer Development Strategy | Approved TVET/CET Lecturer Development Strategy | N/A                | N/A     | N/A     | N/A                              | 1       | 1       | 1       |

| TABLE 27: INDICATORS, ANNUAL AND QUARTERLY TARGETS FOR 2021/22 |                                                 |                  |                       |                          |                   |                 |                 |                 |
|----------------------------------------------------------------|-------------------------------------------------|------------------|-----------------------|--------------------------|-------------------|-----------------|-----------------|-----------------|
| #                                                              | OUTPUT INDICATOR                                | REPORTING PERIOD | TARGET REPORTING TYPE | ANNUAL TARGET<br>2021/22 | QUARTERLY TARGETS |                 |                 |                 |
|                                                                |                                                 |                  |                       |                          | 1 <sup>st</sup>   | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> |
| 4.1.1.1                                                        | Approved TVET/CET Lecturer Development Strategy | Annually         | Non-Cumulative        | 1                        | -                 | -               | -               | 1               |

## Sub-programme 4.2: Quality Assurance

**Purpose:** To provide quality assurance support services.

**TABLE 28: OUTCOMES, OUTPUTS, OUTPUT INDICATORS AND TARGETS FOR 2021/22 TO 2023/24**

| #     | OUTCOME                                                                  | #       | OUTPUT                                  | OUTPUT INDICATOR                                                   | ACTUAL PERFORMANCE |         |         | ESTIMATED PERFORMANCE<br>2020/21 | MTSF    |         |         |
|-------|--------------------------------------------------------------------------|---------|-----------------------------------------|--------------------------------------------------------------------|--------------------|---------|---------|----------------------------------|---------|---------|---------|
|       |                                                                          |         |                                         |                                                                    | 2017/18            | 2018/19 | 2019/20 |                                  | 2021/22 | 2022/23 | 2023/24 |
| 4.2.1 | Increased access to occupationally-directed programmes within the sector | 4.2.1.1 | Certification support services provided | % of learner completion achievement reports or certificates issued | 100%               | N/A     | 100%    | 100%                             | 100%    | 100%    | 100%    |
|       |                                                                          | 4.2.1.2 |                                         | # of reports on registered ETD practitioners                       | N/A                | N/A     | 4*      | 4*                               | 4       | 4       | 4       |
|       |                                                                          | 4.2.1.3 |                                         | # of reports on learning programme evaluation                      | N/A                | N/A     | N/A     | 4*                               | 4       | 4       | 4       |

\*Previously # of reports on registered ETD practitioners and learning programmes evaluated

**TABLE 29: INDICATORS, ANNUAL AND QUARTERLY TARGETS FOR 2021/22**

| #       | OUTPUT INDICATOR                                                   | REPORTING PERIOD | TARGET REPORTING TYPE | ANNUAL TARGET<br>2021/22 | QUARTERLY TARGETS |                 |                 |                 |
|---------|--------------------------------------------------------------------|------------------|-----------------------|--------------------------|-------------------|-----------------|-----------------|-----------------|
|         |                                                                    |                  |                       |                          | 1 <sup>st</sup>   | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> |
| 4.2.1.1 | % of learner completion achievement reports or certificates issued | Quarterly        | Non-cumulative        | 100%                     | 100%              | 100%            | 100%            | 100%            |
| 4.2.1.2 | # of reports on registered ETD practitioners                       | Quarterly        | Cumulative            | 4                        | 1                 | 2               | 3               | 4               |
| 4.2.1.3 | # of reports on learning programme evaluation                      | Quarterly        | Cumulative            | 4                        | 1                 | 2               | 3               | 4               |

### Sub-programme 4.3: Qualification Development

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

**TABLE 30: OUTCOMES, OUTPUTS, OUTPUT INDICATORS AND TARGETS FOR 2021/22 TO 2023/24**

| #     | OUTCOME                                       | #       | OUTPUT                                                                      | OUTPUT INDICATOR                                                    | ACTUAL PERFORMANCE |         |         | ESTIMATED PERFORMANCE 2020/21 | MTSF    |         |         |
|-------|-----------------------------------------------|---------|-----------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------|---------|---------|-------------------------------|---------|---------|---------|
|       |                                               |         |                                                                             |                                                                     | 2017/18            | 2018/19 | 2019/20 |                               | 2021/22 | 2022/23 | 2023/24 |
| 4.3.1 | Increased production of occupations in demand | 4.3.1.1 | Qualifications developed in line with identified occupations in high demand | # of occupational part or full qualifications reviewed or developed | 4                  | 0       | 19      | 10                            | 12      | 13      | 14      |
|       |                                               | 4.3.1.2 | External Integrated Summative Assessments                                   | # of External Integrated Summative Assessments developed            | N/A                | N/A     | N/A     | N/A                           | 2       | 4       | 6       |

**TABLE 31: INDICATORS, ANNUAL AND QUARTERLY TARGETS FOR 2021/22**

| #       | OUTPUT INDICATOR                                                       | REPORTING PERIOD | TARGET REPORTING TYPE | ANNUAL TARGET 2021/22 | QUARTERLY TARGETS |                 |                 |                 |
|---------|------------------------------------------------------------------------|------------------|-----------------------|-----------------------|-------------------|-----------------|-----------------|-----------------|
|         |                                                                        |                  |                       |                       | 1 <sup>st</sup>   | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> |
| 4.3.1.1 | # in part or full of occupational qualifications reviewed or developed | Annually         | Non-cumulative        | 12                    | -                 | -               | -               | 12              |
| 4.3.1.2 | # of External Integrated Summative Assessments developed               | Annually         | Non-cumulative        | 2                     | -                 | -               | -               | 2               |

## Sub-programme 4.4: Monitoring and Evaluation

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

**TABLE 32: TABLE 30: OUTCOMES, OUTPUTS, OUTPUT INDICATORS AND TARGETS FOR 2021/22 TO 2023/24**

| #     | OUTCOME                                                                              | #       | OUTPUT                                                                                                     | OUTPUT INDICATOR                              | ACTUAL PERFORMANCE |         |         | ESTIMATED PERFORMANCE 2020/21 | MTSF    |         |         |
|-------|--------------------------------------------------------------------------------------|---------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--------------------|---------|---------|-------------------------------|---------|---------|---------|
|       |                                                                                      |         |                                                                                                            |                                               | 2017/18            | 2018/19 | 2019/20 |                               | 2021/22 | 2022/23 | 2023/24 |
| 4.4.1 | An ethically sound, effective and efficient institution that delivers on its mandate | 4.4.1.1 | Interventions implemented to measure monitoring, evaluation, reporting and learning programmes implemented | # of performance information reports produced | 4                  | 4       | 4       | 4                             | 4       | 4       | 4       |
|       |                                                                                      | 4.4.1.2 |                                                                                                            | # of evaluation reports                       | N/A                | N/A     | N/A     | N/A                           | 2       | 2       | 3       |

**TABLE 33: INDICATORS, ANNUAL AND QUARTERLY TARGETS FOR 2021/22**

| #       | OUTPUT INDICATOR                              | REPORTING PERIOD | TARGET REPORTING TYPE | ANNUAL TARGET 2021/22 | QUARTERLY TARGETS |                 |                 |                 |
|---------|-----------------------------------------------|------------------|-----------------------|-----------------------|-------------------|-----------------|-----------------|-----------------|
|         |                                               |                  |                       |                       | 1 <sup>st</sup>   | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> |
| 4.4.1.1 | # of performance information reports produced | Quarterly        | Cumulative            | 4                     | 1                 | 2               | 3               | 4               |
| 4.4.1.2 | # of evaluation reports                       | Quarterly        | Cumulative            | 2                     | -                 | 1               | -               | 2               |

## 8. Explanation of Planned Performance over the Medium –Term Period

### 8.1. Programme 1: Administration

The purpose of Programme 1 is to ensure that governance oversight, strategic management, and sound financial and supply chain management capacity, and corporate and administrative support are provided. It comprises the sub-programmes: Corporate Services, Finance, Governance and Communications. The outcomes and outputs linked to this programme are clearly listed in the table below.

**TABLE 34: OUTPUTS AND OUTCOMES FOR PROGRAMME 1: ADMINISTRATION**

| Sub-programmes     | Outputs                                                                                            | Outcomes                                                                                        |
|--------------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Corporate Services | Skilled workforce                                                                                  | An ethically sound, effective and efficient institution that delivers on its mandate            |
|                    | ICT Strategic Plan                                                                                 |                                                                                                 |
| Finance            | Control measures to eradicate and/or prevent UIFW                                                  |                                                                                                 |
| Governance         | Internal control in place for effective corporate governance                                       |                                                                                                 |
| Communications     | Career development services accessible to all especially in rural areas and targeted beneficiaries | Transformational entrepreneurship and career development is enabled and supported in the sector |

### 8.2. Programme 2: Skills Planning

The purpose of this programme is to ensure that research is conducted so as to inform skills planning in the Sector, in order to provide performance information services. This will aid management decision-making, leading to the realisation of the predetermined strategic objectives of CATHSSETA. The Skills Planning Programme has one sub-programme: namely Research, Planning and Performance through the use of outcomes, outputs and measurable output indicators. These have been developed to ensure that quality reliable and relevant data is used to develop useful plans.

Table 35 below outlines the contribution of outputs towards achieving outcomes and impacts, in the Strategic Plan aligned to the CATHSSETA mandate, over the medium term, as well as achievements in the prioritisation of women, youth and people with disabilities.

**TABLE 35: OUTPUTS AND OUTCOMES FOR PROGRAMME 2: SKILLS PLANNING**

| Sub-programmes                     | Outputs                      | Outcomes                                                                             |
|------------------------------------|------------------------------|--------------------------------------------------------------------------------------|
| Research, Planning and Performance | Research Agenda              | Increased production of occupations in demand                                        |
|                                    | AA approved SSP              |                                                                                      |
|                                    | Quarterly monitoring reports | An ethically sound, effective and efficient institution that delivers on its mandate |

### 8.3. Programme 3: Learning Programmes and Projects

The purpose of the programme is to establish partnerships and facilitate the delivery of skills development and to provide support services for the sector. This programme comprises: Occupationally-Directed Programmes, Special Projects, and Mandatory Grants.

**TABLE 36: OUTPUTS AND OUTCOMES FOR PROGRAMME 3: LEARNING PROGRAMMES and PROJECTS**

| Sub-programme                                         | 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                                                                                               | Increased access to occupationally-directed programmes within the sector                        |
|                                                       | Recognition of Prior Learning                                                                                   |                                                                                                 |
|                                                       | Unemployed learners in bursary programmes                                                                       |                                                                                                 |
|                                                       | Partnership projects implemented with TVET Colleges, CETs, universities, sector employers and rural communities | Increased support to the growth of the public College system                                    |
|                                                       | SETA offices established and maintained in TVET Colleges.                                                       |                                                                                                 |
|                                                       | Skills development programmes for CET lecturers implemented.                                                    |                                                                                                 |
|                                                       | AET programmes implemented for CET learners.                                                                    |                                                                                                 |
|                                                       |                                                                                                                 |                                                                                                 |
| Sub-programme 3.2: Special Projects                   | Local SMMEs and co-operatives supported                                                                         | Transformational entrepreneurship and career development is enabled and supported in the sector |
|                                                       | Learners trained on entrepreneurial skills                                                                      |                                                                                                 |
|                                                       | Learners trained on entrepreneurship to start their businesses (e.g. new venture creations)                     |                                                                                                 |
|                                                       | NGOs/NPOs/CBOs supported through skills training                                                                |                                                                                                 |
|                                                       | Worker initiated training (federations/trade unions) interventions supported through capacity building          |                                                                                                 |
| Sub-programme 3.3: Mandatory Grants                   | Mandatory Grants approved                                                                                       | Increased production of occupations in demand                                                   |

#### 8.4. Programme 4: Quality Assurance

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

**TABLE 37: OUTPUTS AND OUTCOMES FOR PROGRAMME 4: QUALITY ASSURANCE**

| Sub-programme                                   | Outputs                                                                                                    | Outcomes                                                                             |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Sub-programme 4.1:<br>Provider Accreditations   | TVET/CET Lecturer Development Strategy                                                                     | Increased support to the growth of the public College system                         |
| Sub-programme 4.2:<br>Quality Assurance         | Certification support services provided                                                                    | Increased access to occupationally-directed programmes within the sector             |
| Sub-programme 4.3:<br>Qualification Development | Qualifications developed in line with identified occupations in high demand                                | Increased production of occupations in demand                                        |
|                                                 | External Integrated Summative Assessment                                                                   |                                                                                      |
| Sub-programme 4.4:<br>Monitoring & Evaluation   | Interventions implemented to measure monitoring, evaluation, reporting and learning programmes implemented | An ethically sound, effective and efficient institution that delivers on its mandate |

## 9. Programme Resource Considerations

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 is allocated to the funding of non-PIVOTAL programmes. The updates to its funding framework (contained within the Discretionary Grant Policy) are in order that it may 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. CATHSSETA allocates, at least, 80% of Discretionary Grants to such programmes, according to this apportioning:

- 60% of the 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; and
- 20% of the funding is allocated to projects addressing strategic interventions, such as the needs of the rural areas, TVET capacity-building, youth development programmes, Adult Education and Training (AET), Recognition of Prior Learning (RPL), research, post-graduate degrees (Master's Degree 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:

| TABLE 38: PROGRAMME 1: ADMINISTRATION 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                                         |

**TABLE 39: PROGRAMME 2: SKILLS PLANNING 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                                        |

**TABLE 40: PROGRAMME 3: LEARNING PROGRAMMES AND PROJECTS 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                                         |

**TABLE 41: PROGRAMME 4: QUALITY ASSURANCE 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                                         |

## 10. Key Risks and Mitigation Actions

Due to the COVID-19 pandemic, SETA has been mandated to revisit the planning documents, including the Budget, in order to reprioritise spending in line with the directive to offer levy-paying companies a four-month reprieve from paying the SDL. This has huge implications for the Sector and will generally impact the ability of SETA to meet its planned targets for 2020/21. In order to mitigate the financial risk, CATHSSETA has resolved to review the Budget and APP targets so as to be in line with anticipated reduction in the levy income and spending of the SETA.

**TABLE 42: PROGRAMME 1: ADMINISTRATION**

| Outcome                                                                                         | Output                                                                                             | Key Risk                                                                                                                                                                        | Risk Mitigation                                                                                                                 |
|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| An ethically sound, effective and efficient institution that delivers on its mandate            | Skilled workforce                                                                                  | Inadequate skills/lack of appropriate skills, within the entity, resulting in the inability to achieve set strategic objectives; and                                            | Implementation of approved Employee Value Proposition (EVP) has commenced and is on-going; and                                  |
|                                                                                                 | ICT Strategic Plan                                                                                 | Lack of business continuity; Loss of data, resulting in inaccurate reporting and reputational damage.                                                                           | Execution and monitoring of Migration Plan to be reported to the ICT Steering Committee; Migration review Audit.                |
|                                                                                                 | Control measures to eradicate and/or prevent UIFW                                                  | Ineffective Supply Chain Management leading to increased audit findings and the non-achievement of set targets.                                                                 | Review and implementation of SCM policy.                                                                                        |
|                                                                                                 | Effective corporate governance                                                                     | Ineffective governance structures within the entity.                                                                                                                            | Continuous development, induction and training of Board members and sub-committee members in the various Governance structures. |
| Transformational entrepreneurship and career development is enabled and supported in the sector | 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, resulting in the non-achievement of objectives and targets. | Implementation of career exhibitions; and<br><br>Funding of career exhibition initiatives.                                      |

**TABLE 43: PROGRAMME 2: SKILLS PLANNING**

| Outcome                                       | Output          | Key Risks                                                                                                                                                                                                                 | Risk Mitigation                                                                                                                                                     |
|-----------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Increased production of occupations in demand | Research Agenda | <ul style="list-style-type: none"> <li>Inadequate Sector information, resulting in the inability to respond to the Sector's needs; and</li> <li>Unexpected changes in the environment may lead to instability.</li> </ul> | <ul style="list-style-type: none"> <li>Collaboration/Partnerships with institutions of higher learning; and</li> <li>Collaboration with Industry bodies.</li> </ul> |
|                                               | AA approved SSP |                                                                                                                                                                                                                           |                                                                                                                                                                     |

**TABLE 44: PROGRAMME 3: LEARNING PROGRAMMES AND PROJECTS**

| Outcome                                                                  | Outputs                                                                  | Key Risk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Risk Mitigation                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Education linked to workplace                                            | Learning programme opportunities for the unemployed                      | <ul style="list-style-type: none"> <li>COVID-19 pandemic, which threatens implementation of programmes, both in the workplace and at training institutional level;</li> <li>Inability by providers to implement learning programs timeously;</li> <li>Learners dropping out of programmes prematurely for reasons other than permanent employment or starting up their own businesses;</li> <li>Inability to provide the support required to levy-paying employers claiming grants, resulting in reputational risk to the entity; and</li> <li>Inability to disburse funds to levy-paying employers as per the SDLA.</li> </ul> | <ul style="list-style-type: none"> <li>Development of online learning platform in order to progressively migrate learners to online learning, in an effort to rescue education and training years;</li> <li>Stakeholder capacity-building during workshops and induction programmes, continuous monitoring;</li> <li>Improvement in Contract Management training by CATHSSETA; and</li> <li>Development of mechanisms to fund worker-initiated capacity-building programmes.</li> </ul> |
| Improved levels of skills in the South African workforce                 | Employees trained and supported through skills development interventions |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Increased access to occupationally-directed programmes within the sector | Artisans produced; and Recognition of Prior Learning                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Increased production of occupations in demand                            | Mandatory Grants approved                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Increased stakeholder engagement sessions at Regional level; and</li> <li>Continuous and regular Communications.</li> </ul>                                                                                                                                                                                                                                                                                                                      |

**TABLE 45: PROGRAMME 4: QUALITY ASSURANCE**

| Outcome                                                                  | Outputs                                                                                                                 | Key Risk                                                                                                                                                                         | Risk Mitigation                                                                                                                          |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Increased access to occupationally-directed programmes within the sector | Certification support services provided                                                                                 | <ul style="list-style-type: none"> <li>Transition to QCTO policy mandate; and</li> <li>Limited financial and human resources due to impact of COVID-19 on the Sector.</li> </ul> | <ul style="list-style-type: none"> <li>Management of Service Level Agreement between QCTO and CATHSSETA on joint obligations.</li> </ul> |
| Increased production of occupations in demand                            | Qualifications developed in line with identified occupations in high demand<br>External Integrated Summative Assessment |                                                                                                                                                                                  |                                                                                                                                          |

**11. Public Entities - N/A**

**12. Infrastructure Projects - N/A**

**13. Public-Private Partnerships - N/A**

# PART D:

## TECHNICAL INDICATOR DESCRIPTORS

### Introduction

The TID defines how performance against output indicators will be measured, data collection processes, gathering of portfolios of evidence and acceptable level of performance in a particular financial year. It also ensures that all stakeholders have a common understanding of, and expectations surrounding the performance associated with every output indicator in the APP.

| Dimension                                          | Description                                                                                                                                     |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator title                                    | Title of the indicator verbatim as given in the programme plan                                                                                  |
| Definition                                         | Meaning of the indicator<br>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)<br>How the performance is assessed (qualitative)                                               |
| Means of verification                              | The portfolio of evidence required to verify the validity of the data                                                                           |
| Assumptions                                        | Factors accepted as true and certain to happen without proof                                                                                    |
| Disaggregation of beneficiaries (where applicable) | <ul style="list-style-type: none"> <li>• Target for women</li> <li>• Target for youth</li> <li>• Target for people with disabilities</li> </ul> |
| Spatial transformation (where applicable)          | Contribution to spatial transformation priorities<br>Spatial impact area                                                                        |
| Calculation type                                   | Cumulative (year-end)<br>Cumulative (year-to-date)                                                                                              |
| Reporting cycle                                    | Quarterly, bi-annual or annual                                                                                                                  |
| Desired performance                                | Information about 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                                                                                   |

| <b>TABLE 46: PROGRAMME 1: ADMINISTRATION</b> |                                    |
|----------------------------------------------|------------------------------------|
| <b>Sub-programme</b>                         | <b>Number of Output Indicators</b> |
| 1.1: Corporate Services                      | 2                                  |
| 1.2: Finance                                 | 1                                  |
| 1.3: Governance                              | 2                                  |
| 1.5: Communications                          | 1                                  |
| <b>Total</b>                                 | <b>6</b>                           |

| <b>TABLE 47: PROGRAMME 2: SKILLS PLANNING</b> |                                    |
|-----------------------------------------------|------------------------------------|
| <b>Sub-programme</b>                          | <b>Number of Output Indicators</b> |
| 2.1: Research, Planning and Performance       | 3                                  |
| <b>Total</b>                                  | <b>3</b>                           |

| <b>TABLE48: PROGRAMME 3: LEARNING PROGRAMMES AND SPECIAL PROJECTS</b> |                                    |
|-----------------------------------------------------------------------|------------------------------------|
| <b>Sub-programme</b>                                                  | <b>Number of Output Indicators</b> |
| 3.1: Occupationally-Directed Programmes                               | 11                                 |
| 3.2: Special Projects                                                 | 6                                  |
| 3.3: Mandatory Grants                                                 | 1                                  |
| <b>Total</b>                                                          | <b>18</b>                          |

| <b>TABLE 49: PROGRAMME 4: QUALITY ASSURANCE</b> |                                    |
|-------------------------------------------------|------------------------------------|
| <b>Sub-programme</b>                            | <b>Number of Output Indicators</b> |
| 4.1: Provider Accreditations                    | 1                                  |
| 4.2: Quality Assurance                          | 3                                  |
| 4.3: Qualification Development                  | 2                                  |
| 4.4: Monitoring and Evaluation                  | 2                                  |
| <b>Total</b>                                    | <b>8</b>                           |

## 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                                               | It measures the implementation of planned training and staff development interventions, and, at the very least, 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 to execute the Organisation's mandate effectively |
| Source of data                                           | VIP Payroll and Training files                                                                                                                                                                                                                                                                                                                                                                               |
| Method of calculation/<br>Assessment                     | $\left[ \frac{a}{b} \right] \times 100\%$<br>[(a = total number of employees who attended training) divided by (b = total number of employees which it's planned to train) multiplied 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 is in place                                                                                                                                                                                                                                                                                                                                                                           |
| Disaggregation of<br>beneficiaries (where<br>applicable) | N/A                                                                                                                                                                                                                                                                                                                                                                                                          |
| Spatial transformation<br>(where applicable)             | NA                                                                                                                                                                                                                                                                                                                                                                                                           |
| Calculation type                                         | Non-cumulative                                                                                                                                                                                                                                                                                                                                                                                               |
| Reporting cycle                                          | Annually                                                                                                                                                                                                                                                                                                                                                                                                     |
| Desired performance                                      | 50% of 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 (%) implementation of the ICT Strategic Plan                                                                                                                                                  |
| Definition                                         | It measures the implementation of the planned ICT initiatives as set out in the ICT Strategic Plan                                                                                                       |
| Source of data                                     | ICT Strategy Implementation Plan                                                                                                                                                                         |
| Method of calculation/<br>Assessment               | [(a = total number of implemented strategic initiatives as per implementation plan) divided by (b = total number of strategic initiatives in the implementation plan)] multiplied by 100 i.e. (a/b) X100 |
| Means of verification                              | Quarterly ICT reports outlining progress in the execution of the ICT Strategy Implementation Plan                                                                                                        |
| Assumptions                                        | Approved ICT Strategic Plan and sufficient budget is in place                                                                                                                                            |
| Disaggregation of beneficiaries (where applicable) | N/A                                                                                                                                                                                                      |
| Spatial transformation (where applicable)          | N/A                                                                                                                                                                                                      |
| Calculation type                                   | Cumulative                                                                                                                                                                                               |
| Reporting cycle                                    | Quarterly                                                                                                                                                                                                |
| Desired performance                                | 60% of implementation of the ICT Strategic Plan                                                                                                                                                          |
| 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 (%) reduction in UIFW cases                                                                                                 |
| Definition                                               | It reviews UIFW reports detailing control measures for reducing the number of UIFW cases                                               |
| Source of data                                           | SCM and Finance administration files                                                                                                   |
| Method of calculation/<br>Assessment                     | [(a = total number of UIFW incidents reported ) divided by (b = total number of procurement cases)] multiplied by 100 i.e. (a/b) X 100 |
| Means of verification                                    | UIFW monitoring reports detailing control measures for monitoring UIFW                                                                 |
| Assumptions                                              | Control measures are in place                                                                                                          |
| Disaggregation of<br>beneficiaries (where<br>applicable) | N/A                                                                                                                                    |
| Spatial transformation<br>(where applicable)             | N/A                                                                                                                                    |
| Calculation type                                         | Cumulative                                                                                                                             |
| Reporting cycle                                          | Quarterly                                                                                                                              |
| Desired performance                                      | 50% reduction in UIFW cases                                                                                                            |
| 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                                          | Number (#) of governance reports submitted to DHET                                                                                            |
| Definition                                               | It refers to the number of governance and leadership interventions implemented to address selected King IV principles applicable to CATHSSETA |
| Source of data                                           | Office of the CEO administration files                                                                                                        |
| Method of calculation/<br>Assessment                     | Count the numbers of governance reports submitted to DHET                                                                                     |
| Means of verification                                    | Governance Charter report                                                                                                                     |
| Assumptions                                              | Approved Governance Charter in place                                                                                                          |
| Disaggregation of<br>beneficiaries (where<br>applicable) | N/A                                                                                                                                           |
| Spatial transformation<br>(where applicable)             | N/A                                                                                                                                           |
| Calculation type                                         | Cumulative                                                                                                                                    |
| Reporting cycle                                          | Quarterly                                                                                                                                     |
| Desired performance                                      | 4 governance reports submitted                                                                                                                |
| Indicator responsibility                                 | Chief Executive Officer                                                                                                                       |

## Output Indicator Definition Form - Output Indicator Number: 1.3.1.2

| Dimension                                             | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator title                                       | Achievement of risk maturity level in accordance with Risk Management Framework                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Definition                                            | The Risk and Insurance Management Society Risk Maturity outlines key indicators and activities that comprise a sustainable, repeatable and mature Enterprise Risk Management (ERM) program. It is a tool to measure ERM progress. CATHSSETA will assess its risk management maturity at least once in a financial year. A Risk Maturity Plan will then be developed. This will create useful trend information to assess progress in the direction of a mature risk management status, and highlight areas of improvement, stagnation or regress. |
| Source of data                                        | Office of the CEO administration files                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Method of calculation/<br>Assessment                  | Maturity Risk Matrics/Model                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Means of verification                                 | Risk Management Framework and Maturity Model in place                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Assumptions                                           | Risk Management Framework in place                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Disaggregation of beneficiaries<br>(where applicable) | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Spatial transformation (where<br>applicable)          | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Calculation type                                      | Non-cumulative                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Reporting cycle                                       | Annually                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Desired performance                                   | Level 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Indicator responsibility                              | Chief Executive Officer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

## Sub-Programme 1.4: Communications and Branding

### Output Indicator Definition Form - Output Indicator Number: 1.4.1.1

| Dimension                                          | Description                                                                                                                                                                                                                                             |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator title                                    | Number (#) of career guidance interventions                                                                                                                                                                                                             |
| Definition                                         | Participation in various sector career guidance initiatives, including government priorities, and career development events in rural and urban areas to address occupations in high demand                                                              |
| Source of data                                     | Communications and Stakeholder Management administration files                                                                                                                                                                                          |
| Method of calculation/Assessment                   | The count of the numbers 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 updated sector occupational shortages list t (only at 1 <sup>st</sup> 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                                | At least 14 sector career guidance interventions (4 government priority career guidance; 4 urban career guidance and 6 rural career guidance initiatives) are attended                                                                                  |
| Indicator responsibility                           | Chief Executive Officer                                                                                                                                                                                                                                 |

## Programme 2: Skills Planning

### Sub-Programme 2.1: Research, Planning and Performance

#### Output Indicator Definition Form - Output Indicator Number: 2.1.1.1

| Dimension                                             | Description                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator title                                       | Percentage (%) of Research Agenda outputs achieved                                                                                                                                                                                                                                                                                                                                                         |
| Definition                                            | It measures the amount of research conducted in line with the Research Agenda. The approved Research Agenda items cover pertinent areas in which the 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, some of the research outputs will only be completed in the next financial year. |
| Source of data                                        | Research reports and Research, Planning and Performance administration files                                                                                                                                                                                                                                                                                                                               |
| Method of calculation/<br>Assessment                  | $[(a=\text{total number of Research Agenda outputs achieved}) \text{ divided by } (b=\text{total number of Research Agenda items})] \text{ multiplied by } 100 \text{ i.e. } (a/b) \times 100$                                                                                                                                                                                                             |
| Means of verification                                 | Approved CATHSSETA Research Agenda – annexure to the 2021/22 SSP; research outputs submitted by appointed service providers and internal research activities                                                                                                                                                                                                                                               |
| Assumptions                                           | Approved Research Agenda in place                                                                                                                                                                                                                                                                                                                                                                          |
| Disaggregation of beneficiaries<br>(where applicable) | N/A                                                                                                                                                                                                                                                                                                                                                                                                        |
| Spatial transformation (where<br>applicable)          | N/A                                                                                                                                                                                                                                                                                                                                                                                                        |
| Calculation type                                      | Non-cumulative                                                                                                                                                                                                                                                                                                                                                                                             |
| Reporting cycle                                       | Quarterly                                                                                                                                                                                                                                                                                                                                                                                                  |
| Desired performance                                   | 50% achievement of Research Agenda outputs                                                                                                                                                                                                                                                                                                                                                                 |
| Indicator responsibility                              | Executive Manager: Research, Monitoring and Evaluation                                                                                                                                                                                                                                                                                                                                                     |

### Output Indicator Definition Form - Output Indicator Number: 2.1.1.2

| Dimension                                                | Description                                                                          |
|----------------------------------------------------------|--------------------------------------------------------------------------------------|
| Indicator title                                          | Researched SSP approved by the AA                                                    |
| Definition                                               | Ensures the quality of the SSP – with the ultimate criteria being approval by the AA |
| Source of data                                           | Research, Planning and Performance administration files                              |
| Method of calculation/<br>Assessment                     | SSP signed by the Board Chairperson, on behalf of the AA                             |
| Means of verification                                    | Signed SSP approved by the AA                                                        |
| Assumptions                                              | The SSP will be updated                                                              |
| Disaggregation of<br>beneficiaries (where<br>applicable) | N/A                                                                                  |
| Spatial transformation<br>(where applicable)             | N/A                                                                                  |
| Calculation type                                         | Non-cumulative                                                                       |
| Reporting cycle                                          | Annually                                                                             |
| Desired performance                                      | SSP recommended by the AA and signed by the AA Chairperson                           |
| Indicator responsibility                                 | Executive Manager: Research, Monitoring and Evaluation                               |

### Output Indicator Definition Form - Output Indicator Number: 2.1.2.1

| Dimension                                                | Description                                                                                      |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Indicator title                                          | Number (#) of monitoring reports produced                                                        |
| Definition                                               | Refers to the number of CEO approved Quarterly Monitoring Reports (QMR) submitted to DHET        |
| Source of data                                           | Research, Planning and Performance information administration files                              |
| Method of calculation/<br>Assessment                     | Count the number of approved quarterly monitoring reports                                        |
| Means of verification                                    | Approved QMR reports; DHET acknowledgement letter for QMR; data captured on CATHSSETA online MIS |
| Assumptions                                              | Performance information business processes in place                                              |
| Disaggregation of<br>beneficiaries (where<br>applicable) | N/A                                                                                              |
| Spatial transformation<br>(where applicable)             | N/A                                                                                              |
| Calculation type                                         | Cumulative                                                                                       |
| Reporting cycle                                          | Quarterly                                                                                        |
| Desired performance                                      | 4 monitoring reports produced                                                                    |
| Indicator responsibility                                 | Executive Manager: Research, Monitoring and Evaluation                                           |

## Programme 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 (#) of unemployed learners entering learning programmes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Definition                                         | The number of unemployed learners successfully registered to enter Workplace-Based Learning Programmes (learnership, internships, skills programmes and WIL), as per the CATHSSETA Grants Policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Source of data                                     | CATHSSETA Online MIS/Learning Programmes administration files                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Method of calculation/<br>Assessment               | The count of 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                              | <p><b>Learnership</b> – 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, valid within 6 months of date of entry; certified copy of learner's highest qualifications, valid within 6 months of date of entry; training provider accreditation Letter applicable to learnership;</p> <p><b>Graduate Internships</b> – Registered and duly signed WBL programme agreement; duly signed fixed term contract of employment; certified ID copy of learner, valid within 6 months of date of entry; certified copy of learner's highest qualifications, valid within 6 months of date of entry;</p> <p><b>WIL</b> – 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, valid within 6 months of date of entry; and signed letter from the institution confirming that the learner requires Workplace Experience</p> <p><b>Skills Programmes</b> – Registered Skills Programme Agreement; certified ID copy of learner, valid within 6 months of date of entry; and Training Provider Accreditation Letter applicable to skills programmes;</p> |
| Assumptions                                        | Approved Discretionary Grant Policy in place                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Disaggregation of beneficiaries (where applicable) | <ul style="list-style-type: none"> <li>• Target for Women: 65%</li> <li>• Target for Youth: 60%</li> <li>• Target for People with Disabilities: 1%</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Spatial transformation (where applicable)          | Recruitment of the learners will be done from any of the 9 provinces                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Calculation type                                   | Cumulative                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Reporting cycle                                    | Quarterly                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Desired performance                                | At least 1014 unemployed learners (158 learnerships, 210 skills programmes, 173 graduate internships, 263 internship N-diploma (including NCV) and 210 internship Category A) enter Learning Programmes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Indicator responsibility                           | Executive Manager: Learning Programmes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

## Output Indicator Definition Form – Output Indicator Number: 3.1.1.2

| Dimension                            | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator title                      | Number (#) of unemployed learners completing learning programmes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Definition                           | The number of unemployed learners successfully completing Workplace-Based Learning Programmes (learnerships, internships, skills programmes and WIL), as per the CATHSSETA Grants Policy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Source of data                       | CATHSSETA Online MIS/Learning Programmes administration files                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Method of calculation/<br>Assessment | The count of the numbers 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                | <p><b>Learnerships</b> – 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, valid within 6 months of date of entry; certified copy of learner's highest qualifications, valid within 6 months of date of entry; Training Provider Accreditation Letter applicable to Learnership; certified copy of completion certificate or statement of results</p> <p><b>Graduate Internships</b> – Registered and duly signed WBL programme agreement; duly signed fixed term contract of employment; certified ID copy of learner, valid within 6 months of date of entry; certified copy of learner's highest qualifications, valid within 6 months of date of entry; certified copy of completion certificate, or letter from employer confirming that the learner completed the Internship Programme</p> <p><b>WIL</b> – 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, valid within 6 months of date of entry; signed letter from the institution confirming that the learner requires Workplace Experience; and a certificate or a duly signed letter of completion from the employer</p> <p><b>Skills programmes</b> – Registered Skills Programme Agreement; certified ID copy of learner, valid within 6 months of date of entry; and Training Provider Accreditation Letter applicable to skills programmes; certified ID copy of learner, valid within 6 months of date of entry; or statement of results or ETQA Assessment Report</p> |

| Dimension                                          | Description                                                                                                                                                                                               |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assumptions                                        | Approved Discretionary Plan in place                                                                                                                                                                      |
| Disaggregation of beneficiaries (where applicable) | <ul style="list-style-type: none"> <li>• Target for Women: 65%</li> <li>• Target for Youth: 60%</li> <li>• Target for People with Disabilities: 1%</li> </ul>                                             |
| Spatial transformation (where applicable)          | Recruitment of learners will be done from any of the 9 provinces                                                                                                                                          |
| Calculation type                                   | Cumulative                                                                                                                                                                                                |
| Reporting cycle                                    | Quarterly                                                                                                                                                                                                 |
| Desired performance                                | At least 609 unemployed learners (95 learnerships, 126 skills programmes, 104 graduate internships, 158 internship N-diploma (including NCV), and 126 internship Category A) complete learning programmes |
| Indicator responsibility                           | Executive Manager: Learning Programmes                                                                                                                                                                    |

### Output Indicator Definition Form – Output Indicator Number: 3.1.1.3

| Dimension                                             | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator title                                       | Number (#) of employed learners entering learning programmes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Definition                                            | The number of employed learners successfully registered to enter Workplace-Based Learning programmes (Learnerships and skills programmes), and Bursary programmes, as per the CATHSSETA Grants Policy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Source of data                                        | CATHSSETA online MIS/Learning Programmes administration files                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Method of calculation/<br>Assessment                  | The count of the numbers 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                                 | <p><b>Learnerships</b> – 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, valid within 6 months of date of entry; certified copy of learner's highest qualifications, valid within 6 months of date of entry; Training Provider Accreditation Letter applicable to Learnership;</p> <p><b>Skills programmes</b> – Registered Skills Programme Agreement; certified ID copy of learner, valid within 6 months of date of entry; and Training Provider Accreditation Letter applicable to skills programmes;</p> <p><b>Bursary programmes</b>– 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 for ID, or foreign Identification Document, valid within 6 months of date of entry (example, any of the documents listed); continuation letter from an education institution or proof of payment, or learner registration form with the institution, or confirmation of registration from the education institution</p> <p><b>AET</b> –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 for ID, or foreign Identification Document, valid within 6 months of date of entry (example, any of the documents listed)</p> |
| Assumptions                                           | Approved Discretionary Grant Policy in place                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Disaggregation of beneficiaries<br>(where applicable) | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Spatial transformation (where applicable)             | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Calculation type                                      | Cumulative                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Reporting cycle                                       | Quarterly                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Desired performance                                   | At least 500 registered, employed learners (210 learnerships, 132 skills programmes, 105 Bursary, 53 AET programmes) enter WBL programmes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Indicator responsibility                              | Executive Manager: Learning Programmes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

### Output Indicator Definition Form – Output Indicator Number: 3.1.1.4

| Dimension                                          | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator title                                    | The number (#) of employed learners completing learning programmes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Definition                                         | The number of employed learners successfully completing Workplace-Based earning programmes (Learnerships, skills programmes), and Bursary Programmes, as per the CATHSSETA Grants Policy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Source of data                                     | CATHSSETA Online MIS/Learning Programmes administration files                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Method of calculation/<br>Assessment               | The count of the numbers 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                              | <p><b>Learnerships</b>– 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, valid within 6 months of date of entry; certified copy of learner's highest qualifications, valid within 6 months of date of entry; Training Provider Accreditation Letter applicable to Learnership; certified copy of completion certificate or statement of results, valid within 6 months of date of entry</p> <p><b>Skills programmes</b>–Registered Skills Programme Agreement; certified ID copy of learner, valid within 6 months of date of entry; and Training Provider Accreditation Letter applicable to skills programmes; certified copy of completion certificate or statement of results, valid within 6 months of date of entry or ETQA Assessment Report</p> <p><b>Bursary programmes</b>–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 for ID, or foreign Identification Document, valid within 6 months of date of entry (example, any 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, valid within 6 months of date of entry, 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 achievement of the completing learners</p> <p><b>AET</b>- Contract or Learner Registration Form; contract of employment or letter of confirmation of employment status for the duration of the Learning Programme, or CATHSSETA site visit report, or proof of retrenchment from the employer; certified copy of ID or passport, or confirmation of application for ID, or foreign Identification Document, valid within 6 months of date of entry (example, any of the documents listed); certified copy of highest qualification or affidavits, valid within 6 months of date of entry; copy of test results or statement of results, or copy of certificate or certification data, for learners completing the Learning Programme, as recorded on the CATHSSETA Online MIS system</p> |
| Assumptions                                        | Approved Discretionary Plan in place                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Disaggregation of beneficiaries (where applicable) | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Spatial transformation (where applicable)          | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Calculation type                                   | Cumulative                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Reporting cycle                                    | Quarterly                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Desired performance                                | At least 301 learners (126 learnerships, 80 skills programmes, 32 AET and 63 bursary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| Dimension                | Description                                  |
|--------------------------|----------------------------------------------|
|                          | programmes) complete the Learning Programmes |
| Indicator responsibility | Executive Manager: Learning Programmes       |

### Output Indicator Definition Form – Output Indicator Number: 3.1.1.5

| Dimension                                          | Description                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator title                                    | The number (#) of learners on Artisan development programmes                                                                                                                                                                                                                                                                                                  |
| Definition                                         | The number of learners successfully entering, progressing and completing artisan training programmes, as per the SETA Grants Policy                                                                                                                                                                                                                           |
| Source of data                                     | CATHSSETA Online MIS/Learning Programmes administration files                                                                                                                                                                                                                                                                                                 |
| Method of calculation/<br>Assessment               | Count of 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 or contract; certified copy of learner's ID, valid within 6 months of date of entry; certified copy of highest Apprentice qualification, valid within 6 months of date of entry; copy of Trade Test Certificate signed by QCTO and Trade Test Centre Certificate of Accreditation or Learnership Certificate |
| Assumptions                                        | Approved Discretionary Plan in place                                                                                                                                                                                                                                                                                                                          |
| Disaggregation of beneficiaries (where applicable) | <ul style="list-style-type: none"> <li>• Target for Women: 65%</li> <li>• Target for Youth: 60%</li> <li>• Target for People with Disabilities: 1%</li> </ul>                                                                                                                                                                                                 |
| Spatial transformation (where applicable)          | Recruitment of learners will be done from any of the 9 provinces                                                                                                                                                                                                                                                                                              |
| Calculation type                                   | Cumulative                                                                                                                                                                                                                                                                                                                                                    |
| Reporting cycle                                    | Quarterly                                                                                                                                                                                                                                                                                                                                                     |
| Desired performance                                | At least 261 Artisan learners enter or progress in an Artisan Training Programme. The 261 includes learners who will be completing their second and/or third year, and who will not be reported on the SETMIS, and those who will be new entries and, thus, will be reported on the SETMIS                                                                    |
| Indicator responsibility                           | Executive Manager: Learning Programmes                                                                                                                                                                                                                                                                                                                        |

### Output Indicator Definition Form – Output Indicator Number: 3.1.1.6

| Dimension                                                | Description                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator title                                          | Number (#) of employed learners on RPL                                                                                                                                                                                                                                      |
| Definition                                               | The 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/<br>Assessment                     | The count of the numbers 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 ID copy of learner, valid within 6 months of date of entry; Provider Assessment Report for learners completing the assessment, with any identified gaps |
| Assumptions                                              | ETQA RPL guidelines aligned to Discretionary Grant Policy in place                                                                                                                                                                                                          |
| Disaggregation of<br>beneficiaries (where<br>applicable) | N/A                                                                                                                                                                                                                                                                         |
| Spatial transformation<br>(where applicable)             | N/A                                                                                                                                                                                                                                                                         |
| Calculation type                                         | Cumulative                                                                                                                                                                                                                                                                  |
| Reporting cycle                                          | Quarterly                                                                                                                                                                                                                                                                   |
| Desired performance                                      | At least 64 employed learners (53 entering and 11 completing, the assessment) are in RPL                                                                                                                                                                                    |
| Indicator responsibility                                 | Executive Manager: Learning Programmes                                                                                                                                                                                                                                      |

### Output Indicator Definition Form – Output Indicator Number: 3.1.1.7

| Dimension                                          | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator title                                    | Number (#) of unemployed learners(continuing) granted Bursaries                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Definition                                         | The number of unemployed learners granted Bursaries to continue their studies as per the SETA Grants Policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Source of data                                     | CATHSSETA Online MIS/Learning Programmes administration files                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Method of calculation/ Assessment                  | The count of the numbers of unemployed learners granted Bursaries in order to continue their studies, as per the SETA Grants Policy, recorded manually or on the CATHSSETA Online MIS, as per the above verifiable evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Means of verification                              | <b>Bursary programmes</b> –Duly signed Bursary Agreement entered into between the learner and SETA, or its contracted agent; certified copy of Bursar’s ID or passport, or confirmation of application for ID, or foreign Identification Document, valid within 6 months of the date of entry (example any of the documents listed); continuation letter from an educational 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, valid within 6 months of date of entry, or letter signed by an authorised person e.g. Head of Department or Dean of the Faculty, within the institution, confirming the achievement for completing learners |
| Assumptions                                        | Bursary guidelines aligned to approved Discretionary Grant Policy is in place                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Disaggregation of beneficiaries (where applicable) | <ul style="list-style-type: none"> <li>• Target for Women: 65%</li> <li>• Target for Youth: 60%</li> <li>• Target for People with Disabilities: 1%</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Spatial transformation (where applicable)          | Learners will be recruited from any of the 9 Provinces                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Calculation type                                   | Cumulative                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Reporting cycle                                    | Quarterly                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Desired performance                                | Where 150 (continuing) unemployed learners are granted Bursaries to continue their studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Indicator responsibility                           | Executive Manager: Learning Programmes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

### Output Indicator Definition Form – Output Indicator Number: 3.1.2.1

| Dimension                                                | Description                                                                                                                                                                                                 |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator title                                          | Number (#) of partnership projects implemented with TVET Colleges, CETs, Universities, sector employers and rural communities                                                                               |
| Definition                                               | The number of Partnership Projects implemented with TVET Colleges, CETs, Universities, Sector employers and rural communities, as per the SETA Grant Policy                                                 |
| Source of data                                           | CATHSSETA Online MIS/Learning Programmes administration files                                                                                                                                               |
| Method of calculation/<br>Assessment                     | The count of the numbers of approved Partnership Projects implemented with TVET Colleges, CETs, Universities, Sector employers and rural communities                                                        |
| Means of verification                                    | Signed Partnership Agreement or MOU, or contract with clear defined deliverables and timelines, entered into between SETA and the TVET Colleges, CETs, Universities, Sector employers and rural communities |
| Assumptions                                              | SETA Partnership Strategy in place                                                                                                                                                                          |
| Disaggregation of<br>beneficiaries (where<br>applicable) | N/A                                                                                                                                                                                                         |
| Spatial transformation<br>(where applicable)             | N/A                                                                                                                                                                                                         |
| Calculation type                                         | Cumulative                                                                                                                                                                                                  |
| Reporting cycle                                          | Quarterly                                                                                                                                                                                                   |
| Desired performance                                      | At least 48 Partnership Projects implemented (9 TVET Colleges, 4 CETs, 8 universities, 18 sector employers and 9 rural communities).                                                                        |
| Indicator responsibility                                 | Executive Manager: Learning Programmes                                                                                                                                                                      |

### Output Indicator Definition Form – Output Indicator Number: 3.1.2.2

| Dimension                                                | Description                                                                                                                                                                |
|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator title                                          | Number (#) of SETA offices established and maintained in TVET Colleges                                                                                                     |
| Definition                                               | SETA regional offices established in TVET Colleges to increase CATHSSETA footprint and presence, in order to ensure the accessibility of the Organisation and its offering |
| Source of data                                           | Signed MOUs between CATHSSETA and TVET Colleges                                                                                                                            |
| Method of calculation/<br>Assessment                     | The count of the numbers of CATHSSETA regional offices established and maintained in TVET Colleges                                                                         |
| Means of verification                                    | A duly signed Contract/MOU entered into between TVET College and the SETA                                                                                                  |
| Assumptions                                              | Approved Discretionary Grant Policy in place                                                                                                                               |
| Disaggregation of<br>beneficiaries (where<br>applicable) | N/A                                                                                                                                                                        |
| Spatial transformation<br>(where applicable)             | Kwa Zulu-Natal<br>Western Cape                                                                                                                                             |
| Calculation type                                         | Non-Cumulative                                                                                                                                                             |
| Reporting cycle                                          | Annually                                                                                                                                                                   |
| Desired performance                                      | At least 2 SETA offices established and maintained in TVET Colleges                                                                                                        |
| Indicator responsibility                                 | Executive Manager: Learning Programmes                                                                                                                                     |

### Output Indicator Definition Form – Output Indicator Number: 3.1.2.3

| Dimension                            | Description                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator title                      | Number (#) of CET lecturers awarded skills development programmes                                                                                                                                                                                                                                                                                                                                                |
| Definition                           | Number of CET College lecturers developed through Skills Programmes for ETD practitioners                                                                                                                                                                                                                                                                                                                        |
| Source of data                       | CATHSSETA Online MIS/Learning Programmes administration files                                                                                                                                                                                                                                                                                                                                                    |
| Method of calculation/<br>Assessment | The count of the numbers of CET College lecturers awarded skills development programmes                                                                                                                                                                                                                                                                                                                          |
| Means of verification                | Skills programmes- registered Skills Programme Agreement; certified ID copy of learner, valid within 6 months of date of entry; and Training Provider Accreditation Letter applicable to skills programmes; certified copy of completion certificate or statement of results, valid within 6 months of date of entry, or Provider Assessment reporting number of CET College lecturers granted Skills Programmes |
| Assumptions                          | CET College Lecturer Placement Plan implemented, as per Discretionary Grants Policy                                                                                                                                                                                                                                                                                                                              |

| Dimension                                          | Description                                                                                                                                                   |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Disaggregation of beneficiaries (where applicable) | <ul style="list-style-type: none"> <li>• Target for Women: 65%</li> <li>• Target for Youth: 60%</li> <li>• Target for People with Disabilities: 1%</li> </ul> |
| Spatial transformation (where applicable)          | Recruitment of learners will be done from any of the 9 provinces                                                                                              |
| Calculation type                                   | Cumulative                                                                                                                                                    |
| Reporting cycle                                    | Quarterly                                                                                                                                                     |
| Desired performance                                | At least 20 CET Colleges lecturers are awarded skills development programmes                                                                                  |
| Indicator responsibility                           | Executive Manager: Learning Programmes                                                                                                                        |

#### Output Indicator Definition Form – Output Indicator Number: 3.1.2.4

| Dimension                                          | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator title                                    | Number (#) of CET learners accessing AET programmes                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Definition                                         | The number of CET learners accessing AET programmes in order to equip themselves with a nationally-recognized qualification                                                                                                                                                                                                                                                                                                                                                                           |
| Source of data                                     | CATHSSETA Online MIS/Learning Programmes administration files                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Method of calculation/<br>Assessment               | The count of the numbers of learners entering AET programmes, captured on the CATHSSETA online system, where there is verifiable evidence as listed in the source of data above                                                                                                                                                                                                                                                                                                                       |
| Means of verification                              | <b>AET</b> – Contract or learner registration form; certified copy of ID or passport, or confirmation of application for ID or foreign Identification Document, valid within 6 months of date of entry (any of the documents listed); certified copy of highest qualification or affidavits; copy of test results or statement of results, or copy of certificate, valid within 6 months of date of entry, or certification data for learners completing, recorded on the CATHSSETA Online MIS system |
| Assumptions                                        | Approved Discretionary Grant Policy in place                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Disaggregation of beneficiaries (where applicable) | <ul style="list-style-type: none"> <li>• Target for Women: 65%</li> <li>• Target for Youth: 60%</li> <li>• Target for People with Disabilities: 1%</li> </ul>                                                                                                                                                                                                                                                                                                                                         |
| Spatial transformation (where applicable)          | Learners will be recruited from any of the 9 Provinces                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Calculation type                                   | Cumulative                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Reporting cycle                                    | Quarterly                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Desired performance                                | At least 30 CET learners access AET programmes                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Indicator responsibility                           | Executive Manager: Learning Programmes                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

## Sub-Programme 3.2: Special Projects

### Output Indicator Definition Form – Output Indicator Number: 3.2.1.1

| Dimension                                                | Description                                                                                                                                                              |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator title                                          | Number (#) of SMMEs supported through training interventions or funded                                                                                                   |
| Definition                                               | The number of SMMEs (0-49 employees) within the CATHSSETA sub-sectors which are assisted through the roll-out of PIVOTAL and/or NON-PIVOTAL training interventions.      |
| Source of data                                           | CATHSSETA administration files or Online Information Management System                                                                                                   |
| Method of calculation/<br>Assessment                     | The count of the numbers of SMMEs supported through DG or Special Projects Funds, as reported, with verifiable evidence as listed in the source/collection of data above |
| Means of verification                                    | Funding Contract between SMMEs & CATHSSETA, outlining nature of the programme for partnership purposes, and Company registration documents                               |
| Assumptions                                              | DG & Special Projects Policies are in place<br>SMMEs are operating within the CATHSSETA sub-sectors.                                                                     |
| Disaggregation of<br>beneficiaries (where<br>applicable) | <ul style="list-style-type: none"> <li>• Target for Women: 65%</li> <li>• Target for Youth: 60%</li> <li>• Target for People with Disabilities: 1%</li> </ul>            |
| Spatial transformation<br>(where applicable)             | SMMEs will be supported across all 9 provinces, as per their applications.                                                                                               |
| Calculation type                                         | Non-cumulative                                                                                                                                                           |
| Reporting cycle                                          | Quarterly                                                                                                                                                                |
| Desired performance                                      | At least 95 SMMEs supported through signed contracts                                                                                                                     |
| Indicator responsibility                                 | Executive Manager: Learning Programmes                                                                                                                                   |

### 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-operatives within the CATHSSETA sub-sectors which are assisted through the roll-out of PIVOTAL and/or NON-PIVOTAL training interventions.                       |
| Source/Collection of data                          | Funding contract between co-operatives and CATHSSETA outlining the nature of the programme for partnership purposes and company registration documents                       |
| Method of calculation                              | Count the number of co-operatives supported through DG or special projects funds as reported, with verifiable evidence as listed in source/collection of data above          |
| Means of verification                              | Funding contract between co-operatives & CATHSSETA outlining nature of the programme for partnership purposes, and company registration documents                            |
| Assumptions                                        | <ul style="list-style-type: none"> <li>• DG &amp; Special Projects' policies are in place</li> <li>• Co-operatives are operating within the CATHSSETA sub-sectors</li> </ul> |
| Disaggregation of beneficiaries (where applicable) | <ul style="list-style-type: none"> <li>• Target for Women: 65%</li> <li>• Target for Youth: 60%</li> <li>• Target for People with Disabilities: 1%</li> </ul>                |
| Spatial transformation (where applicable)          | Co-operatives will be supported in any of the 9 provinces, as per their applications received, evaluated and approved.                                                       |
| Calculation type                                   | Cumulative                                                                                                                                                                   |
| Reporting cycle                                    | Quarterly                                                                                                                                                                    |
| Desired performance                                | At least 4 co-operatives supported through signed contracts                                                                                                                  |
| Indicator responsibility                           | Executive Manager: Learning Programmes                                                                                                                                       |

### Output Indicator Definition Form – Output Indicator Number: 3.2.1.3

| Dimension                                          | Description                                                                                                                                                                                                                                        |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator title                                    | Number (#) of people trained on entrepreneurial skills                                                                                                                                                                                             |
| Definition                                         | The number of people who have completed PIVOTAL or NON-PIVOTAL training in entrepreneurial skills                                                                                                                                                  |
| Source/Collection of data                          | CATHSSETA administration files                                                                                                                                                                                                                     |
| Method of calculation                              | The count of the numbers of people trained in entrepreneurial skills, as reported, with verifiable evidence as listed in source/collection of data above                                                                                           |
| Means of verification                              | Certificate of completion; Attendance register; A duly-signed partnership agreement entered into between the entity and CATHSSETA; Certified ID, valid within 6 months of date of entry; Programme indicating nature of the training intervention. |
| Assumptions                                        | Discretionary Grant & Special Projects' Policies are in place                                                                                                                                                                                      |
| Disaggregation of beneficiaries (where applicable) | <ul style="list-style-type: none"> <li>• Target for Women: 65%</li> <li>• Target for Youth: 60%</li> <li>• Target for People with Disabilities: 1%</li> </ul>                                                                                      |
| Spatial transformation (where applicable)          | People trained in entrepreneurship skills will be from any of the 9 provinces, as per applications received, evaluated and approved.                                                                                                               |
| Calculation type                                   | Non-cumulative                                                                                                                                                                                                                                     |
| Reporting cycle                                    | Annually                                                                                                                                                                                                                                           |
| Desired performance                                | At least 10 people trained in entrepreneurial skills                                                                                                                                                                                               |
| Indicator responsibility                           | Executive Manager: Learning Programmes                                                                                                                                                                                                             |

### 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                                         | It measures the number of people trained in entrepreneurship and supported to start their own businesses (e.g. new venture creations)                                                           |
| Source/collection of data                          | CATHSSETA administration files or CATHSSETA Information Management System                                                                                                                       |
| Method of calculation                              | The count of the numbers of people in entrepreneurship supported in starting their own businesses, as reported, where there is verifiable evidence as listed in source/collection of data above |
| Means of verification                              | New Company registration documents, certified ID copies of Company Directors                                                                                                                    |
| Assumptions                                        | People to be trained in entrepreneurship and supported to start their own businesses, will enter and complete the programme within the set timeframes                                           |
| Disaggregation of beneficiaries (where applicable) | <ul style="list-style-type: none"> <li>• Target for Women: 65%</li> <li>• Target for Youth: 60%</li> <li>• Target for People with Disabilities: 1%</li> </ul>                                   |
| Spatial transformation (where applicable)          | People to be trained in entrepreneurship and supported to start their own businesses, will be recruited from any of the 9 provinces                                                             |
| Calculation type                                   | Non-cumulative                                                                                                                                                                                  |
| Reporting cycle                                    | Quarterly                                                                                                                                                                                       |
| Desired performance                                | At least 10 people trained in entrepreneurship in order to be able to start their own businesses (e.g. new venture creations)                                                                   |
| Indicator responsibility                           | Executive Manager: Learning Programmes                                                                                                                                                          |

### 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                                         | The number of NGOs/NPOs/CBOs assisted through PIVOTAL and NON-PIVOTAL interventions                                                                                                      |
| Source of data                                     | CATHSSETA administration files                                                                                                                                                           |
| Method of calculation/ Assessment                  | The count of the numbers of NGOs/NPOs/CBOs supported through DG or Special Projects' Funds, as reported, where there is verifiable evidence as listed in source/collection of data above |
| Means of verification                              | Funding Contract between NGOs/NPOs/CBOs & CATHSSETA, outlining the nature of the programme for partnership purposes, and Company registration documents                                  |
| Assumptions                                        | DG & Special Projects Policies are in place<br>NGOs/NPOs/CBOs are operating within the CATHSSETA sub-sectors.                                                                            |
| Disaggregation of beneficiaries (where applicable) | <ul style="list-style-type: none"> <li>Target for Women: 65%</li> <li>Target for Youth: 60%</li> <li>Target for People with Disabilities: 1%</li> </ul>                                  |
| Spatial transformation (where applicable)          | Co-operatives will be supported in any of the 9 provinces, as per their applications received, evaluated and approved.                                                                   |
| Calculation type                                   | Cumulative                                                                                                                                                                               |
| Reporting cycle                                    | Quarterly                                                                                                                                                                                |
| Desired performance                                | At least 6 NGOs/NPOs/CBOs are supported                                                                                                                                                  |
| Indicator responsibility                           | Executive Manager: Learning Programmes                                                                                                                                                   |

### 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                                         | The number of federations/trade unions, operating within CATHSSETA sub-sectors, that complete capacity-building interventions                                                                                        |
| Source of data                                     | CATHSSETA administration files or Information Management system                                                                                                                                                      |
| Method of calculation/ Assessment                  | The count of the numbers of federations/trade unions supported through DG or Special Projects Funds, as reported, with verifiable evidence as listed in source/collection of data above                              |
| Means of verification                              | A duly-signed funding agreement entered into between the Federations/Trade Unions and CATHSSETA; certificate of completion; Learner Registration documents/certificate; programme indicating nature of the training. |
| Assumptions                                        | Guiding principles as per Strategic Projects and Partnerships Policy are in place;<br>Federations/Trade Unions are operating within the CATHSSETA sub-sectors.                                                       |
| Disaggregation of beneficiaries (where applicable) | <ul style="list-style-type: none"> <li>Target for Women: 65%</li> <li>Target for Youth: 60%</li> <li>Target for People with Disabilities: 1%</li> </ul>                                                              |

| Dimension                                 | Description                                                                                                                                                                        |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spatial transformation (where applicable) | Recruitment of Federations/Trade Unions, operating in the CATHSSETA sub-sectors, will be supported in any of the 9 provinces, depending on the applications received and approved. |
| Calculation type                          | Cumulative                                                                                                                                                                         |
| Reporting cycle                           | Quarterly                                                                                                                                                                          |
| Desired performance                       | At least 4 (federations/trade unions) supported through PIVOTAL/NON-PIVOTAL Programmes                                                                                             |
| Indicator responsibility                  | Executive Manager: Learning Programmes                                                                                                                                             |

### 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                                         | The total number of small (0-49 employees), medium (50-149 employees) and large (150+ employees) levy-paying employers meeting Application Criteria to submit Mandatory Grant applications                                        |
| Source of data                                     | CATHSSETA Online MIS/Learning Programmes administration files                                                                                                                                                                     |
| Method of calculation/ Assessment                  | The count of the numbers of Mandatory Grant applications received and approved from the 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                                    | Quarterly                                                                                                                                                                                                                         |
| Desired performance                                | At least 1080 levy-paying employers (500 small, 340 medium and 240 large) meeting the Application Criteria, submit Mandatory Grant applications                                                                                   |
| Indicator responsibility                           | Executive Manager: Learning Programmes                                                                                                                                                                                            |

## 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                                          | Approved TVET/CET Lecturer Development Strategy                                             |
| Definition                                               | Develop CATHSSETA TVET/CET Lecturer Development Strategy                                    |
| Source of data                                           | Learning Programmes administration files                                                    |
| Method of calculation/<br>Assessment                     | Signed TVET/CET Lecturer Development Strategy by the Board Chairperson, on behalf of the AA |
| Means of verification                                    | Signed AA approved TVET/CET Lecturer Development Strategy                                   |
| Assumptions                                              | TVET/CET Lecturer Placement Plan is implemented, as per Discretionary Grants Policy         |
| Disaggregation of<br>beneficiaries (where<br>applicable) | N/A                                                                                         |
| Spatial transformation<br>(where applicable)             | N/A                                                                                         |
| Calculation type                                         | Non–cumulative                                                                              |
| Reporting cycle                                          | Annually                                                                                    |
| Desired performance                                      | Approved TVET/CET Lecturer Development Strategy                                             |
| Indicator responsibility                                 | Executive Manager: Learning Programmes                                                      |

## 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 achievement reports or certificates issued                                                                                                                             |
| Definition                                         | Learner completion certificates issued to learners that are competent; achievements loaded on the CATHSSETA MIS by compliant training providers, together with all the required learner documents submitted |
| Source of data                                     | Certification report from the CATHSSETA MIS                                                                                                                                                                 |
| Method of calculation/<br>Assessment               | $[(a=\text{number of learner certificates issued}) \text{ divided by } (b=\text{total number of completed learners loaded by compliant providers on the system})] \text{ multiplied by } 100$               |
| 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; Training Provider is compliant; and all learner documents are 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 achievement reports or certificates issued                                                                                                                                          |
| Indicator responsibility                           | Executive Manager: Learning Programmes                                                                                                                                                                      |

### Output Indicator Definition Form – Output Indicator Number: 4.2.1.2

| Dimension                                                | Description                                                                                           |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Indicator title                                          | Number (# ) of reports on registered ETD practitioners                                                |
| Definition                                               | Produce reports on assessors and moderators in the registration process within the scope of CATHSSETA |
| Source of data                                           | CATHSSETA Online MIS for Assessors and Moderators                                                     |
| Method of calculation/<br>Assessment                     | The count of the numbers of reports on ETD practitioners in the registration process                  |
| Means of verification                                    | Assessor and Moderator Reports from the CATHSSETA MIS Learning Programme Evaluation Report            |
| Assumptions                                              | ETD practices are stipulated in the ETQA policy                                                       |
| Disaggregation of<br>beneficiaries (where<br>applicable) | N/A                                                                                                   |
| Spatial transformation<br>(where applicable)             | N/A                                                                                                   |
| Calculation type                                         | Cumulative                                                                                            |
| Reporting cycle                                          | Quarterly                                                                                             |
| Desired performance                                      | At least 4 reports on the ETD Practitioner Registration Process                                       |
| Indicator responsibility                                 | Executive Manager: Learning Programmes                                                                |

### Output Indicator Definition Form –Output Indicator Number: 4.2.1.3

| Dimension                                             | Description                                                                                 |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Indicator title                                       | Number (# ) of reports on learning programme evaluation                                     |
| Definition                                            | Produce consolidated report on learning programmes evaluated                                |
| Source of data                                        | CATHSSETA MIS Learning Programme Evaluation ReportsLearning Programmes administration files |
| Method of calculation/<br>Assessment                  | The count of the numbers of reports on the evaluation of learning programmes                |
| Means of verification                                 | Reports from the CATHSSETA MIS Learning Programme Evaluation Reports                        |
| Assumptions                                           | Learning programme evaluation process is stipulated in the ETQA policy                      |
| Disaggregation of beneficiaries<br>(where applicable) | N/A                                                                                         |
| Spatial transformation (where<br>applicable)          | N/A                                                                                         |
| Calculation type                                      | Cumulative                                                                                  |
| Reporting cycle                                       | Quarterly                                                                                   |
| Desired performance                                   | At least 4 reports on learning programme evaluation                                         |
| Indicator responsibility                              | Executive Manager: Learning Programmes                                                      |

## 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                                         | Development or revision of part or full qualifications that address identified sector needs.    |
| Source of data                                     | Qualification documents; Attendance Register of Community of Expert Practitioners(CEP) meetings |
| Method of calculation/ Assessment                  | The count of the numbers 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                                | At least 12 occupational part or full qualifications reviewed or developed                      |
| Indicator responsibility                           | Executive Manager: Learning Programmes                                                          |

## Output Indicator Definition Form – Output Indicator Number: 4.3.1.2

| Dimension                                             | Description                                                                            |
|-------------------------------------------------------|----------------------------------------------------------------------------------------|
| Indicator title                                       | Number (# ) of External Integrated Summative Assessments developed                     |
| Definition                                            | External Integrated Summative Assessment tools developed for registered qualifications |
| Source of data                                        | ETQA password-protected drive; attendance register for CEP meetings                    |
| Method of calculation/<br>Assessment                  | The count of the numbers of External Integrated Summative Assessment tools developed   |
| Means of verification                                 | ETQA password-protected drive                                                          |
| Assumptions                                           | Occupational qualifications have been developed and registered                         |
| Disaggregation of beneficiaries<br>(where applicable) | N/A                                                                                    |
| Spatial transformation (where<br>applicable)          | N/A                                                                                    |
| Calculation type                                      | Non-cumulative                                                                         |
| Reporting cycle                                       | Annually                                                                               |
| Desired performance                                   | 2 External Integrated Summative Assessments developed                                  |
| Indicator responsibility                              | Executive Manager: Learning Programmes                                                 |

## Sub-programme 4.4: Monitoring and Evaluation

### Output Indicator Definition Form – Output Indicator Number: 4.4.1.1

| Dimension                                                | Description                                                                   |
|----------------------------------------------------------|-------------------------------------------------------------------------------|
| Indicator title                                          | Number (#) of performance information reports produced                        |
| Definition                                               | It refers to the number of approved CEO Organisational Performance Scorecards |
| Source of data                                           | Research, Monitoring and Evaluation administration files                      |
| Method of calculation/<br>Assessment                     | The count of the numbers of approved performance information reports          |
| Means of verification                                    | Approved Organisational Scorecards                                            |
| Assumptions                                              | Monitoring and Evaluation Framework in place                                  |
| Disaggregation of<br>beneficiaries (where<br>applicable) | N/A                                                                           |
| Spatial transformation (where<br>applicable)             | N/A                                                                           |
| Calculation type                                         | Cumulative                                                                    |
| Reporting cycle                                          | Quarterly                                                                     |
| Desired performance                                      | 4 performance information reports produced                                    |
| Indicator responsibility                                 | Executive Manager: Research, Monitoring and Evaluation                        |

## Output Indicator Definition Form – Output Indicator Number: 4.4.1.2

| Dimension                                             | Description                                                                |
|-------------------------------------------------------|----------------------------------------------------------------------------|
| Indicator title                                       | Number (#) of evaluation reports                                           |
| Definition                                            | Evaluation to track the outcome and impact of learning interventions       |
| Source of data                                        | Monitoring and Evaluation administration files; primary research           |
| Method of calculation/<br>Assessment                  | The count of the number of evaluation reports                              |
| Means of verification                                 | CATHSSETA online MIS; Monitoring Reports; M&E Framework; Research Report/s |
| Assumptions                                           | Monitoring and Evaluation Framework and Plan is in place                   |
| Disaggregation of beneficiaries<br>(where applicable) | N/A                                                                        |
| Spatial transformation (where<br>applicable)          | N/A                                                                        |
| Calculation type                                      | Cumulative                                                                 |
| Reporting cycle                                       | Quarterly                                                                  |
| Desired performance                                   | 2 evaluation reports                                                       |
| Indicator responsibility                              | Executive Manager: Research, Monitoring and Evaluation                     |

## Annexure A: Amendments to the Strategic Plan

N/A

## Annexure B: Conditional Grants

N/A

# Annexure C

## Consolidated Indicators



## Annexure C: Consolidated Indicators

| No.     | OUTPUT INDICATOR                                                   | Reporting period | Target Reporting Type | Annual Target 2021/22 | Quarterly targets |                 |                 |                 |
|---------|--------------------------------------------------------------------|------------------|-----------------------|-----------------------|-------------------|-----------------|-----------------|-----------------|
|         |                                                                    |                  |                       |                       | 1 <sup>st</sup>   | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> |
| 3.1.1.1 | # of unemployed Learners entering LEARNERSHIP programmes           | Quarterly        | Cumulative            | 158                   | 50                | 50              | 29              | 29              |
|         | # of unemployed Learners entering SKILLS programmes                | Quarterly        | Cumulative            | 210                   | 105               | 105             | -               | -               |
|         | # of unemployed Learners entering graduate INTERNSHIP programmes   | Quarterly        | Cumulative            | 173                   | -                 | 86              | 87              | -               |
|         | # of unemployed Learners entering TVET WIL (N6 & NCV)              | Quarterly        | Cumulative            | 263                   | 184               | 79              | -               | -               |
|         | # of unemployed Learners entering University WIL                   | Quarterly        | Cumulative            | 210                   | 53                | 157             | -               | -               |
| 3.1.1.2 | # of unemployed Learners completing LEARNERSHIP programmes         | Quarterly        | Cumulative            | 95                    | -                 | -               | 47              | 48              |
|         | # of unemployed Learners completing SKILLS programmes              | Quarterly        | Cumulative            | 126                   | -                 | -               | 63              | 63              |
|         | # of unemployed Learners completing graduate INTERNSHIP programmes | Quarterly        | Cumulative            | 104                   | -                 | -               | 52              | 52              |
|         | # of unemployed learners completing TVET WIL (N6 & NCV)            | Quarterly        | Cumulative            | 158                   | -                 | -               | 79              | 79              |
|         | # unemployed Learners Completing University WIL                    | Quarterly        | Cumulative            | 126                   | -                 | -               | 63              | 63              |
| 3.1.1.3 | # of employed Learners entering LEARNERSHIP programmes             | Quarterly        | Cumulative            | 210                   | 70                | 70              | 70              | -               |
|         | # of employed Learners entering SKILLS programmes                  | Quarterly        | Cumulative            | 132                   | 66                | 66              | -               | -               |
|         | # of employed Learners entering BURSARY programmes                 | Quarterly        | Cumulative            | 105                   | -                 | 35              | 35              | 35              |
|         | # of employed learners entering AET programmes                     | Quarterly        | Cumulative            | 53                    | -                 | 27              | 26              | -               |
| 3.1.1.4 | # of employed Learners completing LEARNERSHIP programmes           | Quarterly        | Cumulative            | 126                   | -                 | -               | 63              | 63              |
|         | # of employed Learners completing SKILLS programmes                | Quarterly        | Cumulative            | 80                    | -                 | -               | 40              | 40              |
|         | # of employed Learners completing BURSARY programmes               | Quarterly        | Cumulative            | 63                    | 31                | 32              | -               | -               |

| No.     | OUTPUT INDICATOR                                                                          | Reporting period | Target Reporting Type | Annual Target 2021/22 | Quarterly targets |                 |                 |                 |
|---------|-------------------------------------------------------------------------------------------|------------------|-----------------------|-----------------------|-------------------|-----------------|-----------------|-----------------|
|         |                                                                                           |                  |                       |                       | 1 <sup>st</sup>   | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> |
|         | # of employed learners completing AET programmes                                          | Quarterly        | Cumulative            | 32                    | -                 | -               | 16              | 16              |
| 3.1.1.5 | # of Learners on ARTISAN Development Programme, towards meeting target of the NDP         | Annually         | Non-cumulative        | 261                   | 182               | 79              | -               | -               |
|         | # of Learners completing ARTISAN Development Programme, towards meeting target of the NDP | N/A              | N/A                   | -                     | -                 | -               | -               | -               |
| 3.1.1.6 | # of employed Learners entering Recognition of Prior Learning (RPL)                       | Quarterly        | Cumulative            | 53                    | -                 | -               | 26              | 27              |
|         | # of employed Learners completing Recognition of Prior Learning (RPL)                     | Annually         | Non-cumulative        | 11                    | -                 | -               | -               | 11              |
| 3.1.2.1 | # of TVET partnerships established                                                        | Quarterly        | Cumulative            | 9                     | -                 | 3               | 3               | 3               |
|         | # of University partnerships established                                                  | Quarterly        | Cumulative            | 8                     | -                 | 4               | 4               | -               |
|         | # of SETA employer partnerships established                                               | Quarterly        | Cumulative            | 18                    | -                 | 6               | 6               | 6               |
|         | # of CET partnerships established                                                         | Quarterly        | Cumulative            | 4                     | -                 | -               | 2               | 2               |
|         | # of rural community partnerships established                                             | Quarterly        | Cumulative            | 9                     | -                 | 3               | 3               | 3               |
| 3.6.1.1 | # of Small, levy-paying employers submitting Mandatory Grant applications                 | Annually         | Non-Cumulative        | 500                   | -                 | 500             | -               | -               |
|         | # of Medium, levy-paying employers submitting Mandatory Grant applications                | Annually         | Non-cumulative        | 340                   | -                 | 340             | -               | -               |
|         | # of Large, levy-paying employers submitting Mandatory Grant applications                 | Annually         | Non-cumulative        | 240                   | -                 | 240             | -               | -               |

# Annexure D

## Materiality Framework



# ANNEXURE D: MATERIALITY FRAMEWORK

## **POLICY ON MATERIALITY AND SIGNIFICANCE FRAMEWORK**

As required by Treasury Regulation 28.3.1, the AA 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; and
- 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 AA 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 upon 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 OF THE 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 AA, 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;
- Inherent and control risks associated with CATHSSETA; and
- Quantitative and qualitative issues.

The CFO has to submit his/her recommendation, via the normal channels, in the order indicated in the following points. The CFO takes the dates of the relevant meetings into account, as well as the fact 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 –together 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 AA); and
- The AA (approval and recommendation of 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 includes reporting on the Framework and on any matters of Materiality or Significance. The CFO is the custodian of this Framework.

## FRAMEWORK FOR FINANCIAL YEAR 2021/22

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

### Materiality

The AA has taken into account the following factors when determining CATHSSETA's proposed level of Materiality:

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

With these duly noted, the AA has assessed the level of Materiality to be:

- DHET Allocation – 0.5% of Total Income/Budget allocated to CATHSSETA for the year;
- Amount in respect of total assets of the SETA; and
- R10 000 and above for irregular and fruitless and wasteful expenditure involving any gross negligence or fraud.

| Element           | Parameters | CATHSSETA:-<br>AFS FY2019/20<br>R'000 | Value<br>R'000 |
|-------------------|------------|---------------------------------------|----------------|
| Total Assets      | 1%-2%      | 444842,00                             | 8 896,84       |
| Total Revenue     | 0.5%-1%    | 442 185,00                            | 4 421,85       |
| Surplus after tax | 2%-5%      | 74353,00                              | 3 717,65       |

*\*Based on the 2020/21 budget estimate*

### Significance

The AA 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 significant assets (S54(2)(d) of the PFMA);
- The beginning of a significant business activity (S54(2)(e) of the PFMA);
- Significant change in the nature or extent of interest in co-funding elements in a significant Partnership, Trust, unincorporated Joint Venture or a similar Agreement (S54 (2)(f) of the PFMA); and
- Significant and material non-compliance that may result in irregular and fruitless and wasteful expenditure for CATHSSETA being incurred.

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