

# Annual Performance Plan

for the fiscal year 2018/19



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA



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

**ANNUAL PERFORMANCE PLAN**

**For the fiscal year 2018/19**



## FOREWORD

I have pleasure in presenting the Annual Performance Plan (APP) for the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA) for the period 01 April 2018 to 31 March 2019, which is presented in terms of both the Skills Development Act (SDA) (Act 57 of 1998), which regulates SETAs, and the Public Finance Management Act (PFMA) (Act 1 of 1999, as amended).

This document is informed by the constituent stakeholders, management and staff of CATHSSETA. We are confident that, in spite of the challenges faced by CATHSSETA in the administration period, we have produced a credible and forward-looking Annual Performance Plan. This document also considers both the successes and challenges experienced in service-delivery from its strategic intent and reflects extensively on its alignment to national and provincial priorities, as reflected in the *National Skills Development Strategy (NSDS) III*, the *National Development Plan (NDP)* and the *Medium-Term Strategic Framework (MTSF)*, with particular focus on *Outcome 5*, “a skilled and capable workforce to support an inclusive growth path”.

The Strategic Plan (SP) from which this APP is derived, has also been revised and updated to align with the National Treasury’s *Framework for Strategic Plans and Annual Performance Plans* (2011). Further to that, the Strategic Plan has been revised to reflect the change in the number of programmes from five to four. This APP aligns to the SP and seeks to address the current challenges facing CATHSSETA by using innovative approaches to performance delivery, in line with CATHSSETA’s vision, mission and values.

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

- Qualification review
- Training provision
- Analysis of skills needs
- Workplace-based learning
- TVET capacity building
- Increased partnerships
- Transformation in the sector
- Identifying and addressing occupational shortages and skills gaps

CATHSSETA has interest in specifically addressing the following key priorities in 2018/19:

- Research chairs
- Post-graduate (Masters & PhD)
- TVET employee support
- Recognition of Prior Learning (RPL)
- Adult Education & Training (AET) – soft skills
- Entry-level ICT
- Legacy projects
- Small Enterprises (SEs)
- People with Disabilities
- Coaching and mentoring

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

In conclusion, I would like to take this opportunity to express my commitment to support the organisation as it continues to concentrate on excellent service delivery to its sector and stakeholders through the performance focus and intent outlined in this APP for the period 2018/19.

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

A handwritten signature in black ink, appearing to read 'Pumzile Kedama', written over a horizontal line.

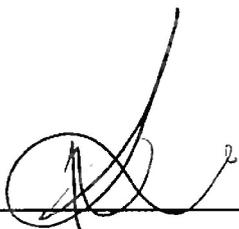
**Pumzile Kedama (Mr)**  
**Chairman of the Board**

## OFFICIAL SIGN OFF

It is hereby certified that this Annual Performance Plan:

- Was developed by the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority under the guidance of the Board,
- Was prepared in line with the revised 2015/16–2019/20 Strategic Plan of the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority,
- Accurately reflects the performance targets which the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority will endeavour to achieve, given the resources made available in the budget for 2018/19.

**Keitumetse Lebaka (Ms)**  
**Chief Executive Officer (Acting)**

**Signature:**  \_\_\_\_\_

**Pumzile Kedama (Mr)**  
**Chairman of the Board**

**Signature:**  \_\_\_\_\_

## ABBREVIATIONS AND ACRONYMS

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

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## PART A: STRATEGIC REVIEW

### 1. Updated situational analysis

#### 1.1 Performance Delivery Environment

CATHSSETA oversees the skills development needs of different six sub-sectors. These sub-sectors play a significant role in the national economy, the broader quest for social cohesion and formation of a South African national identity. The table below provides key highlights on the sub-sectors as gathered from the Mandatory Grant applications received for the 2017/18 period.

Table 1 : CATHSSETA sub-sector summary

SUB-SECTOR	BACKGROUND AND DESCRIPTION
<b>Arts, Culture and Heritage</b>	There is a lack of comprehensive economic data on the Arts, Culture and Heritage industries. Economic performance data from the 2014/15 period indicates that the music, crafts and visual/performing arts contributed R17 billion, R3.3 billion and R1 billion respectively to the country's Gross Domestic Product (GDP). The film, television and music industries are estimated to experience growth in the coming years, with the latter making a gradual recovery from the emergence of paid-for music streaming services.
<b>Conservation</b>	The Conservation sub-sector has experienced a significant increase in the number of employees, from 8 614 in 2016 to 12 835 in the current year. This may be due to an increase in the number of entities participating in the Mandatory Grant application process.
<b>Gaming and Lotteries</b>	Although this is the smallest sub-sector within the SETA's scope in terms of the number of entities, it is the largest in terms of size by rand value. Gambling and Lotteries are estimated to contribute R34.8 billion to GDP by 2020. The number of employees reported has increased in the past three years, from 24 788 in 2015 to 30 702 in 2017. Thus, this sub-sector remains the second largest in terms of the number of employees.
<b>Hospitality</b>	The Hospitality sub-sector is the largest in terms of the number of entities and employees. The sub-sector employs over 140 000 people, and thus accounts for 64% of the Sector's employees. With the establishment of new hotels in the next five years, the room revenue is estimated to grow annually to reach over R20 million in 2020.
<b>Sport, Recreation and Fitness</b>	This sub-sector experienced the highest increase in the number of employees reported in 2016. In the current year, the number of employees reported has decreased from 15 990 to 14 644. This may be due to the entities down-sizing due to cancellation of major sporting events.
<b>Tourism and Travel</b>	The economic performance of the Tourism and Travel sub-sector has remained robust in the past financial year. The sub-sector's direct contribution to the GDP was R127.9 billion in 2016, an increase from R118.6 billion in 2015. The sub-sector generated 716 500 jobs directly in 2016, which represents 4.6% of total employment. The number of employees has decreased by 6%, from 17 696 in 2016 to 16 670 in 2017.

The table below provides an overview of the number and size of enterprises registered with CATHSSETA. The nature of the sub-sectors is characterised by Small Enterprises (SEs), with over 95% of the registered entities falling under this category.

Table 2: Number and size of enterprises registered with CATHSSETA

Sub-sector	Size of Entity			Number of entities registered with CATHSSETA	% in the sector
	0-49	50-149	150+		
Arts, Culture & Heritage	2 024	46	23	2 093	7%
Conservation	1 508	30	19	1 557	5%
Gaming & Lotteries	273	35	48	356	1%
Hospitality	18 642	696	298	19 636	69%
Sport, Recreation & Fitness	2 103	75	30	2 208	8%
Travel & Tourism	2 600	77	47	2 724	10%
<b>Total</b>	<b>27 150</b>	<b>959</b>	<b>465</b>	<b>28 574</b>	<b>100%</b>

Source: CATHSSETA SMS 2017

Small Enterprises with an annual payroll of less than R500 000 are exempt from paying the skills levies and submitting Mandatory Grant applications. This poses a challenge for CATHSSETA to collect robust data and give a comprehensive view of the sector for determining skills demand. To overcome this limitation, CATHSSETA completed three research studies in the past year. Two of these studies, a comprehensive Labour Market Analysis Study and a Skills Audit, focused on identifying skills gaps and understanding factors driving the demand for skills in the sector. The third study, an Impact Assessment Study, evaluated the learnership and internship programmes implemented between 2011 and 2015. The SETA also consults with key stakeholders in the different sectors, to not only enrich its data, but to also address issues that hinder implementation of skills development interventions. Secondly, the predominance of SEs impacts on the quantum of levies received from employers which results in a significant gap between the available financial resources and those required to address occupational shortages in the sector.

The current tariffs applicable for training cost and learner allowances have been in place for the past 4 years without a review. It is against this background, a review exercise was undertaken to ensure alignment with the increased cost of living, learner allowances and operational costs for training providers to deliver quality learning and assessment services to learners.

The CATHSSETA's learner allowances for the various interventions are in line with the Department of Labour's *Sectoral Wage Determination Guidelines for the Hospitality Sector* which is lower than the benchmark. The Internship Allowance is 18.6% lower than the benchmark; while Learnership Allowances are 40% lower than the Hospitality Sector Guideline benchmark.

The current CATHSSETA allowance affects the attrition rate as learners are dropping out preferring other SETA programmes that offer higher stipends. The consequence of the increase in learner allowance is a reduction in the number of learners that the SETA is able to fund annually. On the other hand, the positive impact will be a consequent increase in the percentage completion rate as learners will find an added incentives to complete their training programmes.

## **1.2 Organisational Environment**

### **1.2.1. Management Capacity**

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

### **1.2.2. Governance**

In April 2017, CATHSSETA officially terminated management under the appointed Administrator. The Minister of Higher Education and Training appointed an Accounting Authority, comprising members with extensive knowledge and experience in the designated sub-sectors. The Accounting Authority appointed an Acting Chief Executive Officer to provide leadership and ensure a smooth transition. This APP will benefit from the oversight and governance function to be performed by the Accounting Authority.

CATHSSETA established Board committees to further strengthen governance and accountability. The newly established committees include Executive, Finance and Remuneration, Audit and Risk, and Governance and Strategy. These will play an oversight role to ensure the SETA maintains exceptional performance standards. Each of these committees have developed and adopted Committee Charters that respectively outline their functions and responsibilities.

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

Processes and policies for effective governance were put in place in the past year. The review of policies took place to ensure that these are compliant with the relevant and existing statutes.

## **2. Revisions to Legislative and other Mandates**

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

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

### 3. Overview of 2018/19 Budget and MTEF estimates Expenditure Estimates

Table 3: Medium Term Revenue/ Expenditure Estimates with Amounts in R'000

Expenditure Estimates	Audited Figures				Medium Term Expenditure Estimate			
	2014/15 R'000	2015/16 R'000	2016/17 R'000	2017/18 R'000	2018/19 R'000	2019/20 R'001	2020/2021 R'001	
<b>Revenue</b>								
Investment & other Income	8,299	11,393	18,732	-	-	-	-	
<b>Transfers received from DHET and other departments</b>	<b>276,175</b>	<b>305,033</b>	<b>330,973</b>	<b>319,908</b>	<b>349,838</b>	<b>369,429</b>	<b>389,748</b>	
Mandatory Grants	69,044	73,413	81,806	79,977	87,460	92,358	97,437	
Discretionary Grants	170,883	193,233	204,920	197,943	216,462	228,584	241,156	
Administration	36,248	38,387	44,247	41,988	45,916	48,488	51,154	
<b>Total Revenue</b>	<b>284,474</b>	<b>316,426</b>	<b>349,705</b>	<b>319,908</b>	<b>349,838</b>	<b>369,429</b>	<b>389,748</b>	
<b>Expenses</b>								
<b>Current expenses</b>	<b>67,207</b>	<b>68,590</b>	<b>66,718</b>	<b>41,988</b>	<b>45,916</b>	<b>48,488</b>	<b>51,155</b>	
Compensation of employees	24,000	19,872	22,692	26,000	24,280	26,223	28,320.71	
Goods and services comprising: Depreciation and amortization	3,678	1,048	1,012	2,540	2,000	2,112	2,230	
Operating lease rentals	5,195	4,334	4,659	5,195	5,195	5,486	5,793	
QCTO Contribution	693	1,040	1,520	1,200	1,800	1,901	2,007	
Maintenance, repairs and running costs	616	976	470	350	325	343	362	
Advertising, marketing, promotions and communication	2,632	1,278	811	650	900	950	1,004	
Entertainment expenses	213	273	-	80	60	63	67	

Expenditure Estimates	Audited Figures				Medium Term Expenditure Estimate			
	2014/15 R'000	2015/16 R'000	2016/17 R'000	2017/18 R'000	2018/19 R'000	2019/20 R'001	2020/2021 R'001	
<i>Consultancy and service provider fees</i>	4,820	15,525	8,101	1,300	900	950	1,004	
<i>External auditor's remuneration</i>	2,355	3,759	2,827	1,023	2,900	3,062	3,234	
<i>Legal Fees</i>	13,174	13,002	9,166	750	1,800	1,901	2,007	
<i>Interest paid</i>	265	18	-	225	221	233	246	
<i>Travel and subsistence</i>	1,244	541	935	550	605	639	675	
<i>Staff wellness, training and development</i>	354	228	1,320	200	1,400	1,478	1,561	
<i>Remuneration to committee members</i>	2,449	583	9,423	1,620	2,000	2,112	2,230	
<i>Other administration expenses</i>	5,519	6,113	3,782	305	1,530	1,033	413	
<b>Transfers and subsidies</b>	<b>179,007</b>	<b>205,976</b>	<b>194,000</b>	<b>277,920</b>	<b>303,922</b>	<b>320,942</b>	<b>338,593</b>	
Mandatory Grants	56,463	45,919	29,466	79,977	87,460	92,358	97,437	
Discretionary Grants	122,544	160,057	164,534	197,943	216,462	228,584	241,156	
Donor Funding Income	-	-	-	-	-	-	-	
<b>Total Expenses</b>	<b>246,214</b>	<b>274,566</b>	<b>260,718</b>	<b>319,908</b>	<b>349,838</b>	<b>369,429</b>	<b>389,748</b>	
<b>Surplus/(deficit)</b>	<b>38,260</b>	<b>41,860</b>	<b>88,987</b>	<b>0</b>	<b>(0)</b>	<b>(0)</b>	<b>(0)</b>	

## Relating expenditure trends to strategic outcome oriented goals

- The percentage change in revenue income between 2017/18 to 2018/19 is 9% is estimated based on current market returns. The revenue growth rate between 2018/19 and 2019/20 is projected at 5.6%, taking into account anticipated inflation adjustments
- During the 2016/17 financial year, CATHSSETA had three programmes, i.e. Administration, Planning, and Learning Programmes, which enabled the programme allocation to be revised for the 2018/19 period, as follows:

Programme No	Programme Name	Programme Budget	Budget: 2018/19 R'000
1	Administration	Administration (current) expense	45,916
2	Planning	Transfers and subsidies (supported through mandatory and discretionary grants)	90,958
3	Learning Programmes		205,675
4	Quality Assurance		7,289
<b>Total</b>			<b>349,838</b>

- For the budget above, an assumption is that interest earned on cash reserves is estimated between R19 million and R21 million. This will be used to fund learning programmes' requirements, including any excess transferred from Mandatory Grant reserves, should any be realised.
- With regard to administration expenditure, CATHSSETA has challenges to maintain this expenditure within the set threshold, of which the Executive Authority has been appraised accordingly and the necessary approvals have been granted in this regard. Whilst section 14(3)(b) as read with sections 14(3A)(a) and 14(3B) of the *Skills Development Levies Act of 1999* states that a SETA may not use more than 10.5% of the total employer levies received in any year to pay for its administration costs in respect of that financial year. CATHSSETA has been unable to remain within the 10.5% administration cost limitation as a result of having a lower base of levy collection compared to other economic sectors. CATHSSETA is embarking on a revenue growth initiative in order to grow the revenue base which, in turn, will result in expenditure being within the set thresholds in future years.
- A breakdown of the costs for each programme is provided in the following tables:

### Programme 1: Administration

Sub Programme Name	Admin Budget	Mandatory Grants (20%)	Discretionary Grant (49.5%)	Admin (7.5%) for Project Management Cost
	<i>R'000</i>	<i>R'000</i>	<i>R'000</i>	<i>R'000</i>
1.1 Corporate Services	28 599	-	-	-
1.2 Finance	8 297	-	-	-
1.3 Governance	9 020	-	-	-
	<b>45 916</b>	-	-	-
				<b>45 916</b>

### Programme 2: Skills Planning

Sub Programme Name	Admin Budget	Mandatory Grants (20%)	Discretionary Grant (49.5%)	Admin (7.5%) for Project Management Cost
	<i>R'000</i>	<i>R'000</i>	<i>R'000</i>	<i>R'000</i>
2.1 Research Agenda	-	-	3 180	318
2.2 Sector Skills Plan	-	-		
2.3 Mandatory Grants	-	87 460	-	-
		<b>87 460</b>	<b>3 180</b>	<b>318</b>
				<b>90 958</b>

### Programme 3: Learning Programmes

Sub Programme Name	Admin Budget	Mandatory Grants (20%)	Discretionary Grant (49.5%)	Admin (7.5%) for Project Management Cost
	<i>R'000</i>	<i>R'000</i>	<i>R'000</i>	<i>R'000</i>
# of Learners entering (enrolled) LEARNERSHIP programmes	-	-	31 200	-
# of Learners entering BURSARY programmes	-	-	25 250	-
# of Learners entering SKILLS programmes	-	-	23 647	-
# of learners entering internships	-	-	15 000	-
# of TVET learners placed in a WIL programme	-	-	39 102	-
# of ARTISANS entering training programmes	-	-	14 820	-
# of learners supported through industry funded interventions	-	-	-	-
# Performance monitoring reports submitted			2 846	
# Performance evaluation reports submitted			2 537	
Other projects	-	-	36 655	14 617
			<b>191 057</b>	<b>14 617</b>
				<b>205 675</b>

#### Programme 4: Quality Assurance

Sub Programme Name	Admin Budget	Mandatory Grants (20%)	Discretionary Grant (49.5%)	Admin (7.5%) for Project Management Cost
	<i>R'000</i>	<i>R'000</i>	<i>R'000</i>	<i>R'000</i>
4.1 Provider accreditation	-	-	431	-
4.2 Qualification development	-	-	502	-
4.3 Certification	-	-	5 057	-
			<b>5 990</b>	<b>1 299</b>
				<b>7 289</b>

## PART B: Programme and sub-programme plans

### 4. Programmes, strategic objectives, performance indicators and targets for 2018/19

#### 4.1 Programme 1: Administration

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

#### Sub-programme 1.1: Corporate Services

##### Strategic objective annual targets for 2018/19 to 2020/21

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE 2017/18	MTSF		
				2014/15	2015/16	2016/17		2018/19	2019/20	2020/21
1.1.1	Establish effective corporate services functions	1.1.1.1	# of CATHSSETA stakeholder engagements implemented	16	New target	16	6	6	6	6
		1.1.1.2	% of implementation of Projects Portfolio Office system	New target	New target	New target	NA	100%	100%	100%
		1.1.1.3	% of contracts compliant with applicable legal terms	New target	New target	New target	NA	100%	100%	100%
		1.1.1.4	# of monitoring reports on SETA regional offices, including those based in TVET colleges	New target	New target	New target	NA	4	4	4

### Strategic objective quarterly targets for 2018/19

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	REPORTING PERIOD	TARGET REPORTING TYPE	ANNUAL TARGET 2018/2019	QUARTERLY TARGETS			
							1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
1.1.1	Establish effective corporate services functions	1.1.1.1	# of CATHSSETA stakeholder engagements implemented	Quarterly	Non-cumulative	6	1	2	2	1
		1.1.1.2	% implementation of Projects Portfolio Office system	Quarterly	Cumulative	100%	25%	50%	75%	100%
		1.1.1.3	% of contracts compliant with applicable legal terms	Standard	Quarterly	100%	100%	100%	100%	100%
		1.1.1.4	# of monitoring reports on SETA regional offices, including those based in TVET colleges	Quarterly	Non-cumulative	4	1	1	1	1

**Sub-programme 1.2: Finance**

**Strategic objective annual targets for 2018/19 to 2020/21**

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE 2017/18	MTSF		
				2014/15	2015/16	2016/17		2018/19	2019/20	2020/21
1.2.1	Ensure adherence to Supply Chain Management processes	1.2.1.1	Adherence to Supply Chain processes	New Target	New Target	New Target	N/A	100%	100%	100%
1.2.2	Improve financial management systems	1.2.2.1	% reduction of internal control deficiencies from audit findings	New target	New target	75%	100%	100%	100%	100%

**Strategic objective quarterly targets for 2018/19**

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	REPORTING PERIOD	TARGET REPORTING TYPE	ANNUAL TARGET 2018/2019	QUARTERLY TARGETS			
							1st	2nd	3rd	4th
1.2.1	Ensure adherence to Supply Chain Management processes	1.2.1.1	Adherence to Supply Chain Processes	Quarterly	Standard	100%	100%	100%	100%	100%
1.2.2	Improve financial management systems	1.2.2.1	% reduction of internal control deficiencies from audit findings	Annually	Non-cumulative	100%	-	-	-	100%

### Sub-programme 1.3: Governance

#### Strategic objective annual targets for 2018/2019 to 2019/20

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE 2017/18	MTSF		
				2014/15	2015/16	2016/17		2018/19	2019/20	2020/21
1.3.1	Promote good governance at CATHSSETA	1.3.1.1	Adherence to governance processes	New target	75%	NA	100%	100%	100%	100%
		1.3.1.2	# of risk register reviews	New target	New target	New target	4	4	4	4

#### Strategic objective quarterly targets for 2018/19

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	REPORTING PERIOD	TARGET REPORTING TYPE	ANNUAL TARGET 2018/2019	QUARTERLY TARGETS			
							1st	2nd	3rd	4th
1.3.1	Promote good governance at CATHSSETA	1.3.1.1	Adherence to governance processes	Quarterly	Standard	100%	100%	100%	100%	100%
		1.3.1.2	# of risk register reviews	Quarterly	Non-cumulative	4	1	1	1	1

## Sub-programme 1.4: Human Resources

### Strategic objective annual targets for 2018/19 to 2020/21

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE 2017/18	MTSF		
				2014/15	2015/16	2016/17		2018/19	2019/20	2020/21
1.4.1	Ensure effective utilisation of human resources in the organisation by developing and retaining a skilled workforce	1.4.1.1	% of employee vacancy rate	0	15%	8%	8%	8%	8%	
		1.4.1.2	% of employees that received training	New target	New target	45%*	100%	100%	100%	

\*Previously % implementation of WSP

### Strategic objective quarterly targets for 2018/19

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	REPORTING PERIOD	TARGET REPORTING TYPE	ANNUAL TARGET 2018/2019	QUARTERLY TARGETS			
							1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
1.4.1	Ensure effective utilisation of human resources within the organisation by developing and retaining a skilled workforce	1.4.1.1	% of employee vacancy rate	Quarterly	Standard	8%	8%	8%	8%	
		1.4.1.2	% of employees that received training	Bi-annually	Cumulative	100%	-	50%	-	100%

**Sub-programme 1.5: Information Technology (IT)**

**Strategic objective annual targets for 2018/19 to 2020/21**

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE 2017/18	MTSF		
				2014/15	2015/16	2016/17		2018/19	2019/20	2020/21
1.5.1	Maintain effective and efficient Information Technology systems	1.5.1.1	% achievement of ICT SLA	New target	100%	New Target	100%	100%	100%	100%

**Strategic objective quarterly targets for 2018/19**

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	REPORTING PERIOD	TARGET REPORTING TYPE	ANNUAL TARGET 2018/2019	QUARTERLY TARGETS			
							1st	2nd	3rd	4th
1.5.1	Maintain effective and efficient Information Technology systems	1.5.1.1	% achievement of ICT SLA	Quarterly	Standard	100%	100%	100%	100%	100%

## 4.2 Programme 2: Skills Planning

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

### Sub-programme 2.1: Research

#### Strategic objective annual targets for 2018/19 to 2020/21

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE 2017/18	MTSF		
				2014/15	2015/16	2016/17		2018/19	2019/20	2020/21
2.1.1	Commission sector research to support informed decision-making	2.1.1.1	% of research studies achieved	80%	80%	80%	100%	100%	100%	100%
		2.1.1.2	# of impact assessments conducted	New Target	New Target	New Target	N/A	1	1	1

#### Strategic objective quarterly targets for 2018/2019

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	REPORTING PERIOD	TARGET REPORTING TYPE	ANNUAL TARGET 2018/2019	QUARTERLY TARGETS			
							1st	2nd	3rd	4th
2.1.1	Commission sector research to support informed decision-making	2.1.1.1	% of research studies achieved	Bi-annually	Non-cumulative	100%	-	50%	-	50%
		2.1.1.2	# of impact assessments conducted	Annually	Non-cumulative	1	-	-	-	1

## Sub-programme 2.2: Sector Skills Plan

### Strategic objective annual targets for 2018/19 to 2020/21

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE 2017/18	MTSF		
				2014/15	2015/16	2016/17		2018/19	2019/20	2020/21
2.2.1	Develop a credible Sector Skills Plan	2.2.1.1	SSP is approved by DHET	1	1	1	NA	1	1	1

### Strategic objective quarterly targets for 2018/2019

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	REPORTING PERIOD	TARGET REPORTING TYPE	ANNUAL TARGET 2018/2019	QUARTERLY TARGETS			
							1st	2nd	3rd	4th
2.2.1	Develop a credible Sector Skills Plan	2.2.1.1	SSP is approved by DHET	Annually	Non-cumulative	1	-	1	-	-

### Sub-programme 2.3: Mandatory Grants

#### Strategic objective annual targets for 2018/19 to 2020/21

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE 2017/18	MTSF		
				2014/15	2015/16	2016/17		2018/19	2019/20	2020/21
2.3.1	Support levy-paying employers claiming grants	2.3.1.1	# of large levy-paying employers submitting Mandatory Grant applications	262	206	201	205	220	230	
		2.3.1.2	# of medium levy-paying employers submitting Mandatory Grant applications	233	250	305	300	320	330	
		2.3.1.3	# of small levy-paying employers submitting Mandatory Grant applications	396	430	460	460	480	490	

#### Strategic objective quarterly targets for 2018/2019

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	REPORTING PERIOD	TARGET REPORTING TYPE	ANNUAL TARGET 2018/2019	QUARTERLY TARGETS			
							1st	2nd	3rd	4th
2.3.1	Support levy-paying employers claiming grants	2.3.1.1	# of large levy-paying employers submitting Mandatory Grant applications	Annually	Non-cumulative	205	-	205	-	-
		2.3.1.2	# of medium levy-paying employers submitting Mandatory Grant applications	Annually	Non-cumulative	305	-	305	-	-
		2.3.1.3	# of small levy-paying employers submitting Mandatory Grant applications	Annually	Non-cumulative	460	-	460	-	-

### 4.3 Programme 3: Learning Programmes and Projects

The purpose of this programme is to establish partnerships and facilitate the delivery of skills development and provide support services for the sector. This programme comprises the following sub-programmes; Occupationally directed programmes, Special Projects, Monitoring, Evaluation and Reporting, and Career Guidance.

#### Sub-programme 3.1: Occupationally Directed Programmes

*Addresses the occupational shortages and skills gaps identified in the sector by enrolling learners in Professional, Vocational, Technical and Academic Learning (PIVOTAL) programmes*

#### Strategic objective annual targets for 2018/19 to 2020/21

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE 2017/18	MTSF		
				2014/15	2015/16	2016/17		2018/19	2019/20	2020/21
3.1.1	Increase the number of learners enrolled in PIVOTAL programmes	3.1.1.1	# of unemployed Learners entering LEARNERSHIP programmes	2 576	600	502	200	400	450	500
		3.1.1.2	# of unemployed Learners completing LEARNERSHIP programmes	630	300	486	250	200	225	250
		3.1.1.3	# of employed Learners entering LEARNERSHIP programmes	1207	198	409	250	300	350	400
		3.1.1.4	# of employed Learners completing LEARNERSHIP programmes	506	399	287	200	150	175	200
		3.1.1.5	# of unemployed Learners entering BURSARY programmes	228	350	517	450	250	300	350
		3.1.1.6	# of unemployed Learners completing BURSARY programmes	145	175	175	205	125	150	175
		3.1.1.7	# of employed Learners entering BURSARY programmes	105	150	254	550	150	200	250

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE 2017/18	MTSF		
				2014/15	2015/16	2016/17		2018/19	2019/20	2020/21
		3.1.1.8	# of employed Learners completing BURSARY programmes	30	33	100	100	75	100	125
		3.1.1.9	# of unemployed Learners entering SKILLS programmes	1 553	500	1 001	1 100	850	950	1 000
		3.1.1.10	# of unemployed Learners completing SKILLS programmes	4 853	250	194	500	425	475	500
		3.1.1.11	# of employed Learners entering SKILLS programmes	1 739	300	400	1 500	300	350	400
		3.1.1.12	# of employed Learners completing SKILLS programmes	2 251	127	223	200	150	175	200
		3.1.1.13	# of unemployed Learners entering INTERNSHIP programmes	162	320	542	300	250	300	350
		3.1.1.14	# of unemployed Learners completing INTERNSHIP programmes	62	260	New target	300	125	150	175
		3.1.1.15	# of ARTISANS entering TRAINING programmes	363	100	347	358	247	265	300
		3.1.1.16	# of ARTISANS completing TRAINING programmes	201	50	265	173	125	135	150
		3.1.1.17	# of TVET Learners entering a WIL programme	1 082	1 200	1 393	1 500	931	1 200	1 400
		3.1.1.18	# of TVET Learners completing a WIL programme	351	260	New target	750	466	600	700
		3.1.1.19	# of University Learners entering workplace experience	6	126	216	600	216	316	416
		3.1.1.20	# of University Learners completing workplace experience	New target	New target	New target	300	108	158	208

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE 2017/18	MTSF		
				2014/15	2015/16	2016/17		2018/19	2019/20	2020/21
3.1.2	Address entry-level skills of youth and adult education	3.1.2.1	# of Learners entering AET	New target	New target	New target	NA	50	60	70
		3.1.2.2	# of Learners completing AET	New target	New target	New target	N/A	20	30	40
		3.1.2.3	# of Learners entering ICT	New target	New target	New target	NA	50	60	70
		3.1.2.4	# of Learners completing ICT	New target	New target	New target	NA	20	30	40
3.1.3	Increase support to sector organisations through skills development	3.1.3.1	# of SEs directly supported	800	0	0	100	175	225	300
		3.1.3.2	# of Cooperatives supported	New target	New target	5	3	4	6	8
		3.1.3.3	# of NGOs/NPOs supported	18*	0	0	6	8	10	12
		3.1.3.4	# of Labour Unions supported	18*	0	0	3	4	6	8
		3.1.3.5	# of employees from Labour Unions enrolled in Legacy projects	New target	New target	New target	NA	15	20	25
		3.1.3.6	# of employees from CBOs/NPOs enrolled in Legacy projects	New target	New target	New target	NA	5	7	9

### Strategic objective quarterly targets for 2018/19

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	Reporting period	Target Reporting Type	Annual Target 2018/2019	Quarterly targets			
							1st	2nd	3rd	4th
3.1.1	Increase the number of learners enrolled in PIVOTAL programmes	3.1.1.1	# of unemployed Learners entering LEARNERSHIP programmes	Quarterly	Non-cumulative	400	100	100	-	200
		3.1.1.2	# of unemployed Learners completing LEARNERSHIP programmes	Quarterly	Non-cumulative	200	25	75	75	25
		3.1.1.3	# of employed Learners entering LEARNERSHIP programmes	Quarterly	Non-cumulative	300	50	150	-	100
		3.1.1.4	# of employed Learners completing LEARNERSHIP programmes	Quarterly	Non-cumulative	150	20	100	15	15
		3.1.1.5	# of unemployed Learners entering BURSARY programmes	Bi-annually	Non-cumulative	250	125	-	-	125
		3.1.1.6	# of unemployed Learners completing BURSARY programmes	Quarterly	Non-cumulative	125	75	-	-	50
		3.1.1.7	# of employed Learners entering BURSARY programmes	Bi-annually	Non-cumulative	150	75	-	-	75
		3.1.1.8	# of employed Learners completing BURSARY programmes	Quarterly	Non-cumulative	75	50	-	-	25
		3.1.1.9	# of unemployed Learners entering SKILLS programmes	Quarterly	Non-cumulative	850	200	225	200	225
		3.1.1.10	# of unemployed Learners completing SKILLS programmes	Quarterly	Non-cumulative	425	75	100	200	50
		3.1.1.11	# of employed Learners entering SKILLS programmes	Quarterly	Non-cumulative	300	100	50	50	100
		3.1.1.12	# of employed Learners completing SKILLS programmes	Quarterly	Non-cumulative	150	100	20	15	15
		3.1.1.13	# of unemployed Learners entering INTERNSHIP programmes	Bi-annually	Non-cumulative	250	125	-	-	125
		3.1.1.14	# of unemployed Learners completing INTERNSHIP programmes	Quarterly	Non-cumulative	125	63	-	-	62
		3.1.1.15	# of ARTISANS entering TRAINING programmes	Quarterly	Non-cumulative	247	100	-	47	100

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	Reporting period	Target Reporting Type	Annual Target 2018/2019	Quarterly targets			
							1st	2nd	3rd	4th
3.1.2	Address entry-level skills of youth and adult education	3.1.1.16	# of ARTISANS completing TRAINING programmes	Quarterly	Non-cumulative	125	20	80	20	5
		3.1.1.17	# of TVET Learners entering a WIL programme	Quarterly	Non-cumulative	931	466	-	-	465
		3.1.1.18	# of TVET Learners completing a WIL programme	Quarterly	Non-cumulative	466	66	100	200	100
		3.1.1.19	# University Learners entering workplace experience	Annually	Non-cumulative	216	-	-	-	216
		3.1.1.20	# of University Learners completing workplace experience	Annually	Non-cumulative	108	-	-	108	-
		3.1.2.1	# of Learners entering AET	Quarterly	Non-cumulative	50	10	15	15	10
3.1.3	Increase support to sector organisations through skills development	3.1.2.2	# of Learners completing AET	Quarterly	Non-cumulative	20	5	5	5	5
		3.1.2.3	# of Learners entering ICT	Quarterly	Non-cumulative	50	10	15	15	10
		3.1.2.4	# of Learners completing ICT	Quarterly	Non-cumulative	20	5	5	5	5
		3.1.3.1	# of SEs supported	Annually	Non-cumulative	175	-	175	-	-
		3.1.3.2	# of Cooperatives supported	Annually	Non-cumulative	4	-	-	-	4
		3.1.3.3	# of NGOs/NPOs supported	Bi-annually	Non-cumulative	8	-	4	-	4
3.1.3	Increase support to sector organisations through skills development	3.1.3.4	# of Labour Unions supported	Bi-annually	Non-cumulative	4	-	2	-	2
		3.1.3.5	# of employees from Labour Unions enrolled in Legacy projects	Bi-annually	Non-cumulative	15	-	-	7	8
		3.1.3.6	# of employees from CBOs/NPOs enrolled in Legacy projects	Annually	Standard	5	-	-	5	-

## Sub-programme 3.2: Special Projects

### Strategic objective annual targets for 2018/19 to 2020/21

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE 2017/18	MTSF		
				2014/15	2015/16	2016/17		2018/19	2019/20	2020/21
3.2.1	Implement skills development projects in rural areas and for the youth	3.2.1.1	# of youth development projects implemented	New target	250*	New target	9	9	9	11
		3.2.1.2	# of rural projects implemented in provinces	New target	6	6	NA	9	10	11
		3.2.1.3	# of interventions to revitalise township economy supported	New target	New target	New target	New target	3	4	5
3.2.2	Promote access to the workplace through partnerships with the sector	3.2.2.1	# partnership projects implemented with TVET Colleges	43	2	6	5	8	9	11
		3.2.2.2	# partnership projects implemented with Universities	11	11	3	8	8	10	12
		3.2.2.3	# partnership projects implemented with sector employers	10	8	11	12	15	18	20
		3.2.2.4	# partnership projects implemented with institutions engaged in Recognition of Prior Learning	New target	New target	New target	NA	1	2	3
		3.2.2.5	# of partnership projects implemented with People with Disabilities institutions	New target	New target	New target	NA	2	3	4

\*Reported as number of youth reached

### Strategic objective quarterly targets for 2018/19

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	REPORTING PERIOD	TARGET REPORTING TYPE	ANNUAL TARGET 2018/2019	QUARTERLY TARGETS			
							1st	2nd	3rd	4th
3.2.1	Implement skills development projects in rural areas and for the youth	3.2.1.1	# of youth development projects implemented	Quarterly	Non-cumulative	9	1	2	4	2
		3.2.1.2	# of rural projects implemented in provinces	Quarterly	Non-cumulative	9	2	3	2	2
		3.2.1.3	# of interventions to revitalise township economy supported	Quarterly	Non-cumulative	3	1	1	-	1
3.2.2	Promote access to the workplace through partnerships with the sector	3.2.2.1	# partnership projects implemented with TVET Colleges	Annually	Non-cumulative	8	-	-	-	8
		3.2.2.2	# partnership projects implemented with Universities	Annually	Non-cumulative	8	-	-	8	-
		3.2.2.3	# partnership projects implemented with sector employers	Bi-annually	Non-cumulative	15	7	8	-	-
		3.2.2.4	# partnership projects implemented with institutions engaged in Recognition of Prior Learning	Annually	Non-cumulative	1	-	-	-	1
		3.2.2.5	# of partnership projects implemented with People with Disabilities associations	Bi-annually	Non-cumulative	2	1	-	1	-

**Sub-programme 3.3: Monitoring, Evaluation and Reporting**

**Strategic objective annual targets for 2018/19 to 2020/21**

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE 2017/18	MTSF		
				2014/15	2015/16	2016/17		2018/19	2019/20	2020/21
3.3.1	Manage organisational performance	3.3.1.1	# of performance monitoring reports produced	5	5	5	5	5	5	5
		3.3.1.2	# of performance evaluation reports produced	1	1	2	2	2	2	2
		3.3.1.3	% effectiveness of monitoring system	New Target	New Target	New Target	100%	100%	100%	100%

**Strategic objective quarterly targets for 2018/2019**

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	REPORTING PERIOD	TARGET REPORTING TYPE	ANNUAL TARGET 2018/2019	QUARTERLY TARGETS			
							1st	2nd	3rd	4th
3.3.1	Manage organisational performance	3.3.1.1	# of performance monitoring reports produced	Quarterly	Non-cumulative	5	1	2	1	1
		3.3.1.2	# of performance evaluation reports produced	Bi-annually	Non-cumulative	2	-	1	-	1
		3.3.1.3	% effectiveness of monitoring system	Quarterly	Standard	100%	100%	100%	100%	100%

### Sub-programme 3.4: Career and Vocational Guidance

#### Strategic objective annual targets for 2018/19 to 2020/21

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE 2017/18	MTSF		
				2014/15	2015/16	2016/17		2018/19	2019/20	2020/21
3.4.1	Promote CATHSSETA skills development interventions to stakeholders	3.4.1.1	# of sector career guidance interventions implemented	25	15	27	15	20	25	30

#### Strategic objective quarterly targets for 2018/19

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	REPORTING PERIOD	TARGET REPORTING TYPE	ANNUAL TARGET 2018/2019	QUARTERLY TARGETS			
							1st	2nd	3rd	4th
3.4.1	Promote CATHSSETA skills development interventions to stakeholders	3.4.1.1	# of sector career guidance interventions implemented	Quarterly	Non-cumulative	20	7	2	4	7

#### 4.4 Programme 4: Quality Assurance

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

##### Sub-programme 4.1: Provider Accreditations

##### Strategic objective annual targets for 2018/19 to 2020/21

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE 2017/18	MTSF		
				2014/15	2015/16	2016/17		2018/19	2019/20	2020/21
4.1.1	Increase accessibility to accreditation	4.1.1.1	# of ETD practitioners trained	100	100	0	100	20	40	60
4.1.2	Improve the capacity of TVET Colleges to deliver skills development interventions	4.1.2.1	# of TVET lecturers entering development programmes	50	50	102	80	90	100	110
		4.1.2.2	# of TVET lecturers completing development programmes	0	47	0	40	45	50	55

##### Strategic objective quarterly targets for 2018/19

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	REPORTING PERIOD	TARGET REPORTING TYPE	ANNUAL TARGET 2018/19	QUARTERLY TARGETS			
							1st	2nd	3rd	4th
4.1.1	Increase accessibility to accreditation	4.1.1.1	# of ETD practitioners trained	Bi-annually	Non-cumulative	20	-	10	-	10
4.1.2	Improve the capacity of TVET Colleges to deliver skills development interventions	4.1.2.1	# of TVET lecturers entering development programmes	Bi-annually	Non-cumulative	90	-	45	45	-
		4.1.2.2	# of TVET lecturers completing development programmes	Bi-annually	Non-cumulative	45	20	-	-	25

## Sub-programme 4.2: Certification

### Strategic objective annual targets for 2018/19 to 2020/21

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	ACTUAL PERFORMANCE				ESTIMATED PERFORMANCE 2017/18	MTSF		
				2014/15	2015/16	2016/17	2018/19		2019/20	2020/21	
4.2.1	Maintain quality assurance standards	4.2.1.1	% of learner completion certificates issued	100%	100%	100%	NA	100%	100%	100%	
		4.2.1.2	% of providers accredited	New Target	New Target	New Target	NA	100%	100%	100%	
		4.2.1.3	# of reports on ETD practitioners in registration process	New Target	New Target	New Target	NA	4	4	4	
		4.2.1.4	# of reports on Learning programme evaluation	New Target	New Target	New Target	NA	4	4	4	

### Strategic objective quarterly targets for 2018/19

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	REPORTING PERIOD	TARGET REPORTING TYPE	ANNUAL TARGET 2018/19	QUARTERLY TARGETS			
							1st	2nd	3rd	4th
4.2.1	Maintain quality assurance standards	4.2.1.1	% of learner completion certificates issued	Quarterly	Standard	100%	100%	100%	100%	100%
		4.2.1.2	% of providers accredited	Quarterly	Standard	100%	100%	100%	100%	100%
		4.2.1.3	# of reports on ETD practitioners in registration process	Quarterly	Non-cumulative	4	1	1	1	1
		4.2.1.4	# of reports on Learning programme evaluation	Quarterly	Non-cumulative	4	1	1	1	1

### Sub-programme 4.3: Qualification Development

#### Strategic objective annual targets for 2018/19 to 2020/21

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE 2017/18	MTSF		
				2014/15	2015/16	2016/17		2018/19	2019/20	2020/21
4.3.1	Review qualifications for sector appropriateness	4.3.1.1	# of qualifications reviewed	4	2	4	6	8	10	12
		4.3.1.2	# of reports on qualification review process	New target	New target	New target	NA	4	4	4

#### Strategic objective quarterly targets for 2018/19

#	STRATEGIC OBJECTIVE	#	KEY PERFORMANCE INDICATOR	REPORTING PERIOD	TARGET REPORTING TYPE	ANNUAL TARGET 2018/19	QUARTERLY TARGETS			
							1st	2nd	3rd	4th
4.3.1	Review qualifications for sector appropriateness	4.3.1.1	# of qualifications reviewed	Annually	Non-cumulative	8	-	-	-	8
		4.3.1.2	# of reports on qualification review process	Quarterly	Cumulative	4	1	1	1	1

#### 4.5 Reconciling Performance Targets with the Budget and MTEF

Expenditure Estimates	Audited Figures			Estimated Performance 2017/18 R'000	Medium Term Expenditure Estimate		
	2014/15 R'000	2015/16 R'000	2016/17 R'000		2018/19 R'000	2019/20 R'000	2020/21 R'000
<b>Programme 1: Administration</b>							
Finance	17,293	26,499	27,720	7,377	8,297	8,762	9,244
Corporate Services (Communications, HR, IT, KM and Legal)	42,645	13,269	13,269	26,111	28,599	30,201	31,862
Governance	7,269	28,822	25,729	8,500	9,020	9,525	10,049
<b>TOTAL</b>	<b>67,207</b>	<b>68,590</b>	<b>66,718</b>	<b>41,988</b>	<b>45,916</b>	<b>48,488</b>	<b>51,155</b>
<b>Programme 2: Skills Planning</b>							
Support of Mandatory grants	56,463	38,980	29,466	48,000	87,460	92,358	97,437
Research Agenda and SSP	442	2,150	6,631	3,000	3,498	5,072	5,351
	<b>56,905</b>	<b>41,130</b>	<b>36,097</b>	<b>51,000</b>	<b>90,958</b>	<b>97,430</b>	<b>102,789</b>
<b>Programme 3: Learning programmes</b>							
<b>Training Provision</b>							
Learning programmes support	1,550	1,258	2,450	2,500	4,966	5,244	5,532
Payroll cost	3,416	8,151	13,717	8,625	14,617	14,058	14,831
<b>TOTAL</b>	<b>4,966</b>	<b>9,409</b>	<b>16,167</b>	<b>11,125</b>	<b>19,583</b>	<b>19,301</b>	<b>20,363</b>
<b>Occupationally directed programmes</b>							
# of Learners entering (enrolled) LEARNERSHIP programmes	9,898	14,000	31,557	32,197	31,200	32,947	34,759
# of Learners entering BURSARY programmes	27,448	36,850	41,065	42,500	25,250	26,664	28,131
# of Learners entering SKILLS programmes	4,714	8,188	12,441	15,335	23,647	24,971	26,345
# of learners entering internships	4,068	15,930	11,512	34,589	15,000	15,840	16,711
# of TVET learners placed in a WIL programme	22,968	45,690	18,801	53,954	39,102	41,292	43,563
# of ARTISANS entering training programmes	3,434	4,618	8,436	9,172	14,820	15,650	16,511

Expenditure Estimates	Audited Figures				Estimated Performance 2017/18 R'000	Medium Term Expenditure Estimate				
	2014/15 R'000		2015/16 R'000			2016/17 R'000		2018/19 R'000	2019/20 R'000	2020/21 R'000
# of learners supported through industry funded interventions	-	12,870	-	-	-	-	-	-	-	-
# Performance monitoring reports submitted	-	3,251	3,350	2,685	2,685	2,846	3,005	3,171		
# Performance evaluation reports submitted	-	2,200	2,380	2,400	2,400	2,537	2,679	2,826		
Other projects	40,381	7,481	9,366	19,188	19,188	31,690	33,464	35,304		
<b>TOTAL</b>	<b>112,911</b>	<b>151,079</b>	<b>138,908</b>	<b>212,020</b>	<b>212,020</b>	<b>186,092</b>	<b>196,513</b>	<b>207,320</b>		
<b>Programme 4: Quality Assurance</b>										
Provider accreditation	2,225	2,358	2,228	2,300	2,300	431	455	480		
Certification	-	-	300	475	475	1,801	1,902	2,006		
Qualification development	2,000	2,000	300	1,000	1,000	5,057	5,340	5,634		
<b>TOTAL</b>	<b>4,225</b>	<b>4,358</b>	<b>2,828</b>	<b>3,775</b>	<b>3,775</b>	<b>7,289</b>	<b>7,697</b>	<b>8,120</b>		
<b>TOTAL</b>	<b>246,214</b>	<b>274,566</b>	<b>260,718</b>	<b>319,908</b>	<b>319,908</b>	<b>349,838</b>	<b>369,429</b>	<b>389,748</b>		
<b>NET SURPLUS</b>	<b>56,463</b>	<b>45,919</b>	<b>88,987</b>	<b>0</b>	<b>0</b>	<b>(0)</b>	<b>(0)</b>	<b>(0)</b>		
<i>Split into:</i>										
Admin				41,988	41,988	45,916	48,488	51,154		
Mandatory Grants	-	-	-	79,977	79,977	87,460	92,358	97,437		
Discretionary Grants	179,007	205,976	277,920	197,943	197,943	216,462	228,584	241,156		
<b>TOTAL</b>	<b>179,007</b>	<b>205,976</b>	<b>277,920</b>	<b>319,908</b>	<b>319,908</b>	<b>349,838</b>	<b>369,429</b>	<b>389,748</b>		

## 4.6 The CATHSSETA Delivery Model

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

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

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

#### 4.6.1 Alignment between the targets in the APP and priority occupations

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

Pivotal Programme	Target Applicants	Target Beneficiaries	Priority occupations to be supported
<b>BURSARY</b>	Public Universities Universities of Technology TVET Colleges Employers	150 Employed Learners 250 Unemployed Learners (Learners studying towards undergraduate and post-graduate - Masters & PhD - qualifications)	Director (Organisation), Small Business Manager, Hotel or Motel Manager, Cafe' (Licensed) or Restaurant Manager, Catering Production Manager, Reservations Manager, Sports Centre/ Facility Manager, Hydrologist, Conservation Scientist, Environmental Scientist/ Auditor, Biokineticist, Multimedia Specialist, Environmental Science Technician, Fitness Instructor.
<b>LEARNERSHIP</b>	Employers	300 Employed Learners 400 Unemployed Learners	Café(Licensed) or Restaurant Manager, Betting Agency Manager, Gaming Manager, Conservation Scientist, Park Ranger, Heritage Consultant, Environmental Practices Inspector, Gaming Operations Compliance Officer, Fitness Instructor, Chef, Gaming Worker, Travel Consultant, Hotel or Motel Receptionist, Tour Guide.
<b>APPRENTICESHIP</b>	Employers	247 Unemployed Learners	Chef
<b>INTERNSHIPS (University of Technology (WIL) &amp; Graduates)</b>	Public Universities Universities of Technology (UoT) Employers (Recruiting Learners from Public Education & Training Institutions)	466 Unemployed Learners (250 Internships and 216 Higher Education and Training Students)	Environmental Manager, Catering Production Manager, Reservations Manager, Sports Centre/Facility Manager, Conservation Scientist, Multimedia Specialist, Environmental Science Technician
<b>WORK INTEGRATED LEARNING</b>	TVET Colleges Employers (Recruiting Learners from TVET Colleges)	931 Unemployed Learners (NCV Learners and N6 Learners)	Reservations Manager, Multimedia Specialist, Hotel or Motel Receptionist, Tour Guide, Program or Project Administrators, Truck driver, Handyperson

Pivotal Programme	Target Applicants	Target Beneficiaries	Priority occupations to be supported
<b>SKILLS PROGRAMME</b>	Employers (Levy-paying employers must be up-to-date with their levies and Mandatory Grants)	850 Unemployed Learners 300 Employed Learners	Sports Centre/ Facility Manager, Fitness Instructor, Hotel or Motel Receptionist, Cook

#### 4.6.2 Sector Partnerships

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

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

Table 4: CATHSSETA Partnerships

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

## PART C: LINKS TO OTHER PLANS

### 5. Links to the Long-Term Infrastructure and Other Capital Plans

Table 5: Strategic Integrated Projects (SIPs) 2018/19 commitment

OFO	Occupation/discipline	Workplace		
		No.	Unit Cost	Total
<b>Management</b>				
2015-134901	Environmental Manager	32	R30,000	R 960,000
<b>Service and clerical workers</b>				
2015-441903	Programme or Project Administrators' Assistants	11	R 20,000	R 220,000
<b>Plant and machine operators</b>				
2015-733201	Truck driver	11	R 40,000	R 440,000
<b>Elementary and non-trade production workers</b>				
2015-862202	Handy-person	11	R 11,000	R 121,000
<b>TOTAL</b>		<b>65</b>		<b>R 1,741,000</b>

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

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

### 6. Conditional Grants

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

### 7. Public Entities

The CATHSSETA has no public entities.

### 8. Public-Private Partnerships

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

## 9. Pivotal Skills List for 2018/19

Sub-Sector	Occupation Code	Occupation	KPI	INTERVENTION PLANNED BY THE SETA					Unit Cost
				Bursary	Learnership	Internship	Skills Programme	Work Integrated Learning	
Arts, Culture & Heritage	2015-263206	Heritage Consultant	3.1.1.1, 3.1.1.3		✓				R 60,000
			3.1.1.1, 3.1.1.3	✓					R 80,000
Conservation	2015-213301	Conservation Scientist	3.1.1.5, 3.1.1.7		✓				R 60,000
			3.1.1.13			✓			R 60,000
Gaming & Lotteries	2015-213307	Park Ranger	3.1.1.1, 3.1.1.3		✓				R 60,000
	2015-421202	Gaming Worker	3.1.1.1, 3.1.1.3		✓				R 60,000
Hospitality	2015-141201	Café (Licensed) or Restaurant Manager	3.1.1.1, 3.1.1.3	✓					R 80,000
	2015-343401	Chef	3.1.1.1, 3.1.1.3		✓				R 60,000
Sport, Recreation & Fitness	2015-226905	Biokineticist	3.1.1.5, 3.1.1.7	✓					R 80,000
	2015-342301	Fitness Instructor	3.1.1.5, 3.1.1.7	✓					R 80,000
Travel & Tourism	2015-422102	Travel Consultant	3.1.1.1, 3.1.1.3		✓				R 60,000
	2015-511302	Tour Guide	3.1.1.1, 3.1.1.3		✓				R 60,000
			3.1.1.17					✓	R 42 000

# ANNEXURE A

## MATERIALITY FRAMEWORK



## **ANNEXURE A: MATERIALITY FRAMEWORK**

### **Policy on Materiality and Significance Framework**

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

#### **Materiality**

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

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

#### **Significance**

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

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

#### **Review**

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

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

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

### **Procedure for Materiality and Significance framework**

#### **Introduction**

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

### **Procedure for Annual Review**

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

The CFO should take the following factors into account:

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

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

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

### **Recording of the approved Framework**

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

## **FRAMEWORK FOR THE FINANCIAL YEAR 2018/19**

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

## Materiality

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

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

Having taken the factors listed above into account, the Accounting Authority has assessed the level of materiality to be:

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

Element	Parameters	CATHSSETA:- AFS FY2016/17 R'000	Value R'000
Total Assets	1%-2%	R340 908.00	R3 409 – 6 818
Total Revenue	0.5%-1%	R349 838.24*	R1 749 – 3 498
Surplus after tax	2%-5%	R88 987.00	R1 779 – 4 449

*\*Based on 2018/19 budget estimate*

## Significance

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

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



**ANNEXURE B**  
**OCCUPATIONAL SHORTAGES LIST LINKED TO**  
**BUDGET**



## ANNEXURE B: OCCUPATIONAL SHORTAGES LIST LINKED TO BUDGET

Sub-sector	Occupation Code	Occupation	KPI	INTERVENTION PLANNED BY THE SETA					Unit cost
				Bursary	Leathership	Internship	Skills Programme	Work Integrated Learning	
ALL	2015-112101	Director (Organisation)	3.1.1.5, 3.1.1.7	✓					R80 000
	2015-134903	Small Business Manager	3.1.1.5, 3.1.1.7	✓					R80 000
	2015-441903	Programme or Project Administrators	3.1.1.17					✓	R20 000
	2015-733201	Truck Driver (General)	3.1.1.17					✓	R40 000
	2015-862202	Handyperson	3.1.1.17					✓	R11 000
Arts, Culture & Heritage	2015-251301	Multimedia Specialist	3.1.1.5, 3.1.1.7	✓					R80 000
	2015-263206	Heritage Consultant	3.1.13			✓			R60 000
	2015-134901	Environmental Manager (SIPS)	3.1.1.1, 3.1.1.3		✓				R42 000
	2015-211402	Hydrologist	3.1.1.13			✓			R60 000
Conservation	2015-213301	Conservation Scientist	3.1.1.17					✓	R30 000
	2015-213302	Environmental Scientist/ Auditor	3.1.1.5, 3.1.1.7	✓					R80 000
	2015-213307	Park Ranger	3.1.1.1, 3.1.1.3				✓		R60 000
	2015-314102	Environmental Science Technician	3.1.1.5, 3.1.1.7	✓					R80 000
	2015-335906	Environmental Practices Inspector	3.1.1.13					✓	R60 000
	2015-143101	Betting Agency Manager	3.1.1.1, 3.1.1.3		✓				R60 000
	2015-143102	Gaming Manager	3.1.1.1, 3.1.1.3		✓				R60 000
Gaming & Lotteries	2015-335916	Gaming Operations Compliance Officer	3.1.1.1, 3.1.1.3		✓				R60 000
	2015-421202	Gaming Worker	3.1.1.1, 3.1.1.3		✓				R60 000

Sub-sector	Occupation Code	Occupation	KPI	INTERVENTION PLANNED BY THE SETA					Unit cost
				Bursary	Learnership	Internship	Skills Programme	Work Integrated Learning	
Hospitality	2015-141101	Hotel or Motel Manager	3.1.1.5, 3.1.1.7	✓					R80 000
	2015-141201	Café (Licensed) or Restaurant Manager	3.1.1.1, 3.1.1.3	✓					R60 000
	2015-141203	Catering Production Manager	3.1.1.5, 3.1.1.7	✓					R80 000
			3.1.1.5, 3.1.1.7		✓				R80 000
			3.1.1.13			✓		✓	R60 000
			3.1.1.17						R42 000
			Reservations Manager	3.1.1.13		✓			R60 000
			Chef	3.1.1.1, 3.1.1.3	✓				R60 000
			Hotel or Motel Receptionist	3.1.1.1, 3.1.1.3	✓				R60 000
			Hotel or Motel Receptionist	3.1.1.9, 3.1.1.11				✓	R14 280
Sports, Recreation & Fitness	2015-512101	Cook	3.1.1.17					✓	R42 000
	2015-226905	Biokineticist	3.1.1.9, 3.1.1.11						R14 280
	2015-143108	Sports Centre/ Facility Manager	3.1.1.5, 3.1.1.7	✓					R80 000
			3.1.1.5, 3.1.1.7						R80 000
			Sports Centre/ Facility Manager	3.1.1.9, 3.1.1.11				✓	R14 280
			Fitness Instructor	3.1.1.13			✓		R60 000
Travel & Tourism	2015-342301	Fitness Instructor	3.1.1.1, 3.1.1.3		✓				R60 000
	2015-422102	Travel Consultant	3.1.1.5, 3.1.1.7	✓					R80 000
	2015-511302	Tour Guide	3.1.1.9, 3.1.1.11				✓		R14 280
		Travel Consultant	3.1.1.1, 3.1.1.3	✓					R60 000
		Tour Guide	3.1.1.1, 3.1.1.3	✓					R60 000
			3.1.1.17					✓	R42 000

# ANNEXURE C

## MONITORING AND EVALUATION FRAMEWORK





**MONITORING AND EVALUATION FRAMEWORK**

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



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## 1. Purpose

- 1.1. CATHSSETA is required, on an annual basis, to monitor and evaluate learning interventions, performance and achievement of predetermined objectives.
- 1.2. This policy sets out CATHSSETA's monitoring and evaluation framework for managing organisational performance.

## 2. Definitions

In this policy, unless the context indicates otherwise:

- 6.1 **"Accounting Authority"** - means the Administrator of CATHSSETA as published in the Government Gazette 38101 15 October 2014;
- 6.2 **"APP"** - means the Annual Performance Plan of CATHSSETA;
- 6.3 **"CATHSSETA"** - means the Culture, Arts, Tourism, Hospitality and Sport Sector Education Training Authority;
- 6.4 **"discretionary grant"** - means the monies allocated within the CATHSSETA to be spent on discretionary grant projects as contemplated by regulation 6 of the Grant Regulations; the grant is used by the SETA to implement the Sector Skills Plan in collaboration with the sector;
- 6.5 **"Evaluation"** Evaluation is the periodic assessment of performance against agreed upon objectives for the purpose of review. It is a systematic collection and objective analysis of evidence on policies, programmes,

projects, functions to assess issues such as relevance, performance and value for money, impact and sustainability, and to recommend ways forward;

- 6.6        **"Grant Regulations"**        -        means the Sector Education and Training Authorities (SETAS) Grant Regulations published under Government Notice R990 in Government Gazette 35940 of 3 December 2012, as amended;
- 6.7        **"Learnership Regulations"**        -        means the Learnership Regulations, 2007 published under Government Notice 519 in Government Gazette 30010 of 29 June 2007, as amended;
- 6.8        **"learning programme"**        -        means a learnership, an apprenticeship, a skills programme and any other learning programme prescribed in terms of the Skills Development Act which includes a structured work experience component;
- 6.9        **"mandatory grant"**        -        means funds designated as mandatory grants as contemplated by regulation 4 of the Grant Regulations;
- 6.10       **"Monitoring"**        -        involves collecting, analysing, and reporting data on inputs, activities, outputs, outcomes and impacts as well as other external factors, in a way that supports effective management. Monitoring is seen as the ongoing recording and interpretation of information for the purpose of evaluation according to agreed-upon strategic objectives/ goals, anticipated outcomes

(including targets), measurable indicators and a reliable information base;

- 6.11 **"non-PIVOTAL programmes"** - means learning programmes which do not lead to qualifications or part qualifications on the NQF;
- 6.12 **"NQF"** - means the National Qualifications Framework contemplated by the National Qualifications Framework Act, 67 of 2008;
- 6.13 **"NSDS"** - means the National Skills Development Strategy;
- 6.14 **"PSL"** - Pivotal Skills List;
- 6.15 **"PP"** - means PIVOTAL Plan;
- 6.16 **"PIVOTAL"** - is an acronym which means professional, vocational, technical and academic learning programmes that results in qualifications or part qualifications on the NQF and as contemplated in the Grant Regulations;
- 6.17 **"PR"** - means PIVOTAL Report;
- 6.18 **"Skills Development Act"** - means the Skills Development Act, 97 of 1998, as amended;
- 6.19 **"Skills Development Levies Act"** - means the Skills Development Levies Act, 9 of 1999, as amended;
- 6.20 **"SSP"** - means the CATHSSETA Sector Skills Plan as contemplated in sections 10(1)(a) and (b) of the Skills Development Act;
- 6.21 **"this policy"** - means this Monitoring and Evaluation Policy of the CATHSSETA;

- 6.22 "QCTO" - means the Quality Council for Trades and Occupations established in terms of "section 26G of the Skills Development Act;
- 6.23 "TVET" Technical, Vocational, Education and Training.

### 3. Scope of application

This policy applies to all departments of CATHSSETA, including Regional offices and stakeholders involved in training within CATHSSETA's gazetted sub-sectors, namely Hospitality, Tourism and Travel Services, Gaming and Lotteries, Conservation, Sport, Recreation & Fitness and Arts, Culture and Heritage.

### 4. Policy statement and legal basis

4.1 The legal basis of this policy is informed and underpinned by the following:

4.1.1 The Constitution (section 195) mandates that in the principles of public administration:

- Efficient, economic and effective use of resources must be promoted;
- Public administration must be development-oriented;
- Public administration must be accountable;
- Transparency must be fostered by providing the public with timely, accessible and accurate information.

4.1.2 In addition, the Public Finance Management Act (PFMA, 1999) and the Public Service Act (1994 as amended by Act 30 of 2007) provide a legal basis for the efficient and effective management of public policies and programmes;

4.1.3 The Policy Framework for the Government-wide Monitoring and Evaluation System was approved by Cabinet in 2005 and provides the overall framework for M&E in South Africa. The Policy Framework draws from three data terrains for M&E purposes, each of which is the subject of a dedicated policy describing what is required for them to be fully functional. National Treasury has issued a Framework for Managing Programme Performance Information (FFMPI), and Statistics South

Africa has issued the South African Statistical Quality Assurance Framework (SASQAF);

- 4.1.4 Sector Education and Training Authorities (SETAs) Grant Regulations Regarding Monies Received by a SETA and Related Matters (Regulation No. 35940 of 3rd December 2012 as amended and contained in Regulation Gazette No. 9867 Vol. 570);
- 4.1.5 The Skills Development Act , 1998 (No. 97 of 1998) Section 10(1) as amended, which aims to provide an institutional framework to implement national sector and workplace strategies to develop and improve the skills levels of the South African workforce;
- 4.1.6 The Skills Development Levies Act (No.9 of 1999), which stipulates the processes for the management and disbursement of funds received as levy income.

## **5. Relationship with CATHSSETA Policies**

This policy is related to the following stated policies of the CATHSSETA:

- 5.1 Performance Information Policy
- 5.2 Research Policy
- 5.3 ETQA Monitoring and Audit Policy
- 5.4 Discretionary and Mandatory Grant Policies
- 5.5 Risk Policy

## **6. Principles**

CATHSSETA strives to achieve value for money by ensuring that funds are spent on skills development to meet sector needs. The following principles underpins this policy on evaluation processes:

- 6.1 Evaluation should be development-oriented and should address key development priorities of government and of citizens;
- 6.2 Evaluation should be undertaken ethically and with integrity;
- 6.3 Evaluation should be utilisation-oriented;
- 6.4 Evaluation methods should be sound;
- 6.5 Evaluation should advance government's transparency and accountability;

- 6.6 Evaluation must be undertaken in a way which is inclusive and participatory;
- 6.7 Evaluation must promote learning.

## **7. Primary intended users**

The primary intended users will mostly be managers of departments, who need to understand the way their interventions are working in practice and the outcomes and impacts these are having and why. These include:

- 7.1 Managers and staff at CATHSSETA who should be placing the need to incorporate rigorous evaluations at the heart of their work; and;
- 7.2 CATHSSETA service providers and partners who conduct training within the CATHSSETA scope who need to develop a wider cadre of potential evaluators with the required skills and competences.

## **8. The policy objectives**

The objectives of this policy is to ensure that:

- 8.1 All projects and learning programmes (PIVOTAL and NON-PIVOTAL) are monitored and evaluated tactically;
- 8.2 Quarterly and Annual Programme Performance is compliant with policies, plans and procedures;
- 8.3 Implementation of the Strategic Plan and Annual Performance Plan, and supporting policies achieve the desired outcomes; and lastly;
- 8.4 The organisational programmes address the national development plans in particular the Sector Skills Plan.

## **9. Monitoring Approach**

- 9.1 Learning programmes are monitored so as to ensure that they are on track – against key milestones and in terms of budget – and that where challenges emerge these can be identified and addressed;

- 9.2 Monitoring will also identify any red flags, highlighting potential project risks that might emerge, that potentially might jeopardise the extent to which the project would meet its intended outcomes;
- 9.3 Monitoring data will be analysed to feed into a more in-depth evaluation process which will focus on understanding whether or not the anticipated outcomes and impact has been realised.

## **10. Evaluation Approach**

- 10.1 The evaluation process will support learning within the CATHSSETA scope in ways in which projects could be designed and refined to better meet these outcomes and support the intended impact as outlined in the strategic skills development goals for the sector as identified in the Sector Skills Plan;
- 10.2 The evaluation process will support learning within the CATHSSETA scope in ways in which projects could be designed and refined to better meet these outcomes and support the intended impact as outlined in the strategic skills development goals for the sector as identified in the Sector Skills Plan.

## **11. Roles, Responsibilities and Accountability**

The head Planning Department and relevant units will be responsible for implementation of the policy, supported by the CFO in the Finance Department for the disbursement of grants. The Accounting Officer assumes overall accountability.

## **12. Policy Guidelines**

This policy will be supported by guidelines included as Annexure A. The Guidelines outline the specific objectives, processes, plans and templates.

## **13. Review of policy**

This policy shall be reviewed on an annual basis to ensure that all procedures and processes are duly adopted.

## **Annexure A**

### **Policy Guidelines**

#### **14. Monitoring, Evaluation, Reporting and Learning**

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

#### **15. The uses of Monitoring and Evaluation**

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

##### **15.1 Monitoring**

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

##### **15.2 Evaluation**

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

### **15.3 Impact Evaluation**

- This type of evaluation assesses change in people's lives, positive or negative, intended or unintended. It mainly looks at the long-term outcomes and sustainability enhancing changes in their lives.
- Impact Evaluations are conducted:
  - To decide whether to fund an intervention.
  - To decide whether or not to continue or expand an intervention.
  - To learn how to replicate or scale up a pilot project.
  - To learn how to successfully adapt a successful intervention to suit another context.
  - To reassure funders, including taxpayers (upward accountability), that money is being wisely invested
  - To inform intended beneficiaries and communities (downward accountability) about whether or not, and in what ways, a programme is benefiting the target group.

### **15.4 Learning**

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

## **16. Monitoring, Evaluation, Reporting and Learning (MERL)**

- MERL are continuous processes within CATHSSETA.
- These processes are crucial for the organisation in that they inform the inception of new projects, project implementation, beneficiary targeting and upscaling or downscaling of existing projects.

- Redundant ways of doing things are discarded in favour of new methods and the organisation is continuously evolving, learning from past experiences to fine-tune existing programmes

## 17. Scope of Monitoring and Evaluation

The scope of the M&E function ranges from research activity, planning, policy development to project implementation. **Policies** are statements of what CATHSSETA seeks to achieve through its work and why. **Strategies** are sequentially structured descriptions of how these policies will be enacted. **Programmes** are high-level, big-picture plans showing how strategies will be implemented. **Projects** are specific conceptually-linked sets of activities intended to achieve particular results that will lead to the achievement of programme goals.

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

## 18. Roles and Responsibilities

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

## 19. Monitoring & Evaluation (M&E) Framework Template

	<b>INDICATOR</b>	<b>DEFINITION</b> How is it calculated?	<b>BASELINE</b> What is the current value?	<b>TARGET</b> What is the target value?	<b>DATA SOURCE</b> How will it be measured?	<b>FREQUENCY</b> How often will it be measured?	<b>RESPONSIBLE</b> Who will measure it?	<b>REPORTING</b> Where will it be reported?
<b>Strategic Objective 1.1.1</b>	Comply with SCM Performance imperatives	(a=No of requisitions received) divided by (b=total number of Purchase Orders issued) multiply by 100 ; (a/b) X 100	100%	100%	Purchase requisitions and Purchase order register books	Annually	Internal & External auditor	Annual Report
<b>Outcomes 1.1.1.1</b>	Percentage (%) of procurement requests finalized within prescribed time	(a=No of requisitions received) divided by (b=total number of Purchase Orders issued) multiply by 100 ; (a/b) X 100	100%	100%	Purchase requisitions and Purchase order register books	Quarterly	Performance Information Specialist Internal auditor	Quarterly Performance Report
<b>Outputs</b>	Report on purchasing patterns & procurement requirements	(a=No of requisitions received) divided by (b=total number of Purchase Orders issued) multiply by 100 ; (a/b) X 100	100%	100%	Purchase requisitions and Purchase order register books	Monthly	Supply Chain Manager and CFO	Monthly Report

	<b>INDICATOR</b>	<b>DEFINITION</b> How is it calculated?	<b>BASELINE</b> What is the current value?	<b>TARGET</b> What is the target value?	<b>DATA SOURCE</b> How will it be measured?	<b>FREQUENCY</b> How often will it be measured?	<b>RESPONSIBLE</b> Who will measure it?	<b>REPORTING</b> Where will it be reported?
<b>Strategic Objective 4.4.1</b>	Increase CATHSSETA Stakeholder support	The sum of provincial offices	1	4	Provider Contracts and reports on provincial offices	Annually	Internal & External auditor	Annual Report
<b>Outcomes 4.4.1.1</b>	# of provincial offices established	The sum of CATHSSETA provincial offices	1	4	Provider Contracts and reports on provincial offices	Quarterly	Performance Information Specialist Internal Auditor	Quarterly Performance Report
<b>Outcomes 4.4.1.2</b>	% achievement of the provincial business plan	The actual number of actions implemented divide by the total number of action plans listed in the Provincial Business Plan multiplied by 100	0%	30%	Report against the Provincial Business Plan	Quarterly	Performance Information Specialist Internal auditor	Quarterly Performance Report
<b>Outputs</b>	4 Provincial offices operating	The actual number of actions implemented divide by the total number of action plans listed in the Provincial Business Plan multiplied by 100	1	4	Report against the Provincial Business Plan	Monthly	Project Manager Executive Manager Planning	Monthly Report
<b>Outputs</b>	Report on the operations of the 4 provincial offices	The actual number of actions implemented divide by the total number of action plans listed in the Provincial Business Plan multiplied by 100	0	4	Report against the Provincial Business Plan	Monthly	Project Manager Executive Manager Planning	Monthly Report





# ANNEXURE D

## IMPLEMENTATION PLAN





## **IMPLEMENTATION PLAN**

**2018/19**



## **1. INTRODUCTION**

This document purports to give a consolidated overview of the organisational implementation plan for the 2018/19 financial year. The Implementation plan is developed by the CATHSSETA Management team, under the guidance of the Planning Division. The implementation plan is divided per programme, which are specific to each respective Department.

## **2. PURPOSE**

The purpose of the document is to provide a framework of processes to be followed in the execution of the strategic objectives of the business at strategic, and operational levels.

## **3. BACKGROUND**

The organisational structure consists of 5 executive managers reporting directly to the Acting CEO of the organisation. Each executive is expected to develop an operational plan in line with the Annual Performance Plan in order to ensure seamless implementation of the strategy. The five Executives are responsible for the four programmes in the APP 2018/19 listed below.

## **4. PROGRAMMES**

### **4.1. Programme 1: Administration**

The purpose of this programme is to enable the CATHSSETA to deliver on its Mandate by providing strategic management, improved financial management systems, promoting good corporate governance and ensuring effective resources management within the organisation. This programme is made up of the following sub-programmes; Corporate services, Finance, Governance, Finance, Corporate Services, Human Resources, and Information Technology.

### **4.2. Programme 2: Planning**

The purpose of this programme is to conduct research to inform the strategic priorities of the CATHSSETA in delivering against its Mandate. Performance information tracks achievement against predetermined objectives and informs management decision-making. This programme is made up of the following units: Research, Sector Skills Planning, and Mandatory Grants.

### **4.3. Programme 3: Learning Programmes**

The purpose of this programme is to establish partnerships and facilitate the delivery of the skills development and provider support services for the Sector. This programme comprises the following sub-programmes: Occupationally-directed Programmes, Special Projects, Monitoring, Evaluation and Reporting, and Career Guidance.

#### **4.4. Programme 4: Quality Assurance**

The purpose of this programme is to ensure that all Quality Assurance functions, as delegated by the Quality Council of Trades and Occupations (QCTO), are effectively fulfilled in the development of qualifications and monitoring of learning achievements. It comprises of Provider Accreditations, Certification and Qualification development.

PROGRAMME 1 : ADMINISTRATION										
KPI	Title	Purpose	Calculation Formula	Baseline	KPI Custodian Owner	What Does The Custodian / Owner Do?	Source Of Data	Description of Source of Data	How Data Collected	System Used
1.1.1.1	Number (#) of CATHSSETA stakeholder engagements implemented	To strengthen CATHSSETA brand	The sum of planned external stakeholder engagements implemented	16	Chief Operations Officer	coordinate the collection of data, oversee the assessment of POE	Hosted stakeholder engagements progress files	Files containing stakeholder engagements hosted in 2018/19	Produce event invitations, attendance registers, and reports	Manual
1.1.1.2	Percentage (%) of effectiveness of Projects Portfolio Office system	To ensure CATHSSETA has an effective project management information system	[(a=number of PPO functions as per checklist) minus (b= number of PPO functions not achieved) divided by (a=number of PPO functions as per checklist) multiplied by 100 i.e. (a-b)/a*100	New target	Chief Operations Officer	Oversee implementation of the Projects Portfolio Office (PPO) system, Monitor progress	Deliverables outlined in Project Charter		Report produced	Manual, PPO
1.1.1.3	Percentage (%) of contracts compliant with applicable legal terms	Ensure CATHSSETA complies with legal imperatives	[(a = Total number of legal imperatives achieved) divided by (b = Total number of applicable legal imperatives)] multiplied by 100 i.e. (a/b) X 100	New target	Executive Manager: Corporate Services	Oversees adherence to all applicable legal terms and conditions	Legal compliance register	Contracts signed with stakeholders	Contract checklist	Manual
1.1.1.4	Number (#) of monitoring reports on SETA regional offices, including those based in TVET College	Report on functions and progress of SETA regional offices including those based in TVET colleges	The sum of monitoring reports on SETA regional offices including those based in TVET colleges	New target	Executive Manager: Corporate Services	Oversees activities of SETA offices established in TVET colleges	Quarterly report	Quarterly report	Performance is recorded on quarterly basis	Manual
1.2.1.1	Adherence to Supply Chain Management processes	Comply with supply chain management regulations	(a=number of supply chain processes required as per checklist) minus (b= number of supply chain processes not achieved) divided (a=number of supply chain processes required as per checklist) multiplied by 100 i.e. (a-b)/a*100	New target	Chief Financial Officer	Oversees all Supply Chain processes	Supply Chain Checklist	Supply Chain checklist	Review of documents against a prepared SCM checklist	Manual.
1.2.2.1	Percentage (%) reduction of internal control deficiencies from audit findings	Comply with financial performance imperatives	[(a=number of internal control deficiencies identified by AGSA in previous year) minus (b=number of internal control	75%	Chief Financial Officer	Financial Management oversight	Internal report, AGSA management report	AGSA Report	Review of documents against a prepared finance checklist	Manual

PROGRAMME 1: ADMINISTRATION										
KPI	Title	Purpose	Calculation Formula	Baseline	KPI Custodian Owner	What Does The Custodian / Owner Do?	Source Of Data	Description of Source of Data	How Data Collected	System Used
1.3.1.1	Adherence to governance processes	To ensure that CATHSSETA adheres to governance charter requirements	deficiencies identified by AGSA for year in question]] divided by [a] and multiplied by 100 i.e. (a-b)/a*100 / Clean audit = 100% achievement of target	16	Chief Executive Officer	Coordinate the collection of data, oversee the assessment of POE	Governance Checklist	Governance Charter	Governance checklist	Manual
1.3.1.2	Number (#) of risk registers reviewed	To monitor emerging risks and implement mitigation measures	Total number of risk registers developed	New target	Chief Executive Officer	Conducts assessments to compile and monitor organisational risks	Risk assessments	Risk assessments, risk register	Quarterly assessment	Manual
1.4.1.1	Percentage (%) of employee vacancy rate	To ensure that all funded positions are filled	[(a = Total number of jobs vacant) divided by (b = Total number of funded positions)] multiplied by 100 i.e. (a/b) X 100	8%	Executive Manager: Corporate Services	Oversees HR activities to ensure a level that sustains efficient organisational performance	HR files	HR reports	Approved organisational structure	Manual
1.4.1.2	Percentage (%) of employees that received training	To build organization capability through employee competence	[(a=Total number of employees enrolled in learning programmes) divided by (b= Total number of employees planned to be trained)] multiply by 100 i.e. (a/b) X 100%	45%	Executive Manager: Corporate Services	Oversees the survey analysis of the WSP and ATR reports to obtain insight into the direction and planned training by employers in the sector	Approved training plan	Approved training plan, certificate of attendance/competence	Analysis of PDD to identify training aligned to organisational strategy	Manual
1.5.1.1	Percentage (%) achievement of ICT SLA	To ensure that IT systems are available for efficient organisational processes	[(a = total number of ICT SLA items achieved) divided by (b = total number of ICT SLA items) x 100 i.e. (a/b)*100	New target	Executive Manager: Corporate Services	Oversee the departmental activities and performance	ICT SLA with service provider	Monthly reports	Reports and Meeting minutes	Reporting Tools and Meeting minutes

PROGRAMME 2: RESEARCH AND PLANNING										
KPI	Title	Purpose	Calculation Formula	Baseline	KPI Custodian Owner	What Does The Custodian / Owner Do?	Source Of Data	Description of Source of Data	How Data Collected	System Used
2.1.1.1	% of research agenda items achieved	Research into the sector is necessary to inform the Sector Skills Plan which determines the strategic priorities of the SETA	$(a = \text{total number of research agenda items achieved}) \div (\text{total number of research agenda items}) \times 100$ i.e. $(a/b) \times 100$	80%	Executive Manager: Planning	Manages and oversees research projects. Prepare required proposals for identified projects, submit for approval and follow relevant SCM process for commissioning of the research, monitor research progress, report on research progress	CATHSSETA Research agenda, research outputs submitted by appointed service providers and internal research activities	Approved research proposal located in Research unit files	Reports submitted by appointed service providers, internal reports	Manual
2.1.1.2	Number (#) of impact assessments conducted	To assess the impact of learning interventions implemented	Sum of report on impact assessment studies conducted produced	New Target	Executive Manager: Planning	Prepare required proposals for identified projects, submit for approval and follow relevant SCM process for commissioning of the research, monitor research progress, report on research progress	CATHSSETA Research agenda, research outputs submitted by appointed service providers and internal research activities	Approved research proposal located in Research unit files	Reports submitted by appointed service providers, internal reports	Manual
2.2.1.1	SSP is approved by DHET	To outline the organisation's development priorities	Sum of AA approved planning documents submitted	1	Executive Manager: Planning	Oversees the development of the Sector Skills Plan and ensures compliance with all applicable frameworks	SSP document produced	Signed Authority (AA) approved planning documents Acknowledgement letter confirming receipt from DHET on or before the due date Signed proof of submission letter for SSP	Reports submitted by appointed service providers, internal reports	Manual
2.3.1.1	Number (#) of large levy paying employers submitting Mandatory Grant applications	Large levy-paying employers supported to submit Mandatory Grant applications. To encourage training in the workplace	Sum of Mandatory Grants received from large employers within the due date as recorded	201	Executive Manager: Planning	Manage the Mandatory grant application	Mandatory application forms	Workplace Skills Plan and Annual Training Report Submissions	Workplace Skills Plan and Annual Report uploaded by Employer (SDF) on	Electronic Seta Management System

PROGRAMME 2: RESEARCH AND PLANNING										
KPI	Title	Purpose	Calculation Formula	Baseline	KPI Custodian Owner	What Does The Custodian / Owner Do?	Source Of Data	Description of Source of Data	How Data Collected	System Used
2.3.1.2	Number (#) of medium levy paying employers submitting Mandatory Grant applications	Medium levy-paying employers supported to submit Mandatory Grant applications. To encourage training in the workplace	by the SMS online system Sum of Mandatory Grants received from medium employers within the due date as recorded by the SMS online system	305	Executive Manager: Planning	Manage the Mandatory grant application.	Mandatory application forms	Workplace Skills Plan and Annual Training Report Submissions	Seta Management System Workplace Skills Plan and Annual Training Report uploaded by Employer (SDF) on Seta Management System	Electronic Seta Management System
2.3.1.3	Number (#) of small levy paying employers submitting Mandatory Grant applications	Small levy-paying employers supported to submit Mandatory Grant applications. To encourage training in the workplace	Sum of Mandatory Grants received from small employers within the due date as recorded by the SMS online system	460	Executive Manager: Planning	Manage the Mandatory grant application	Mandatory application forms	Workplace Skills Plan and Annual Training Report Submissions	Workplace Skills Plan and Annual Training Report uploaded by Employer (SDF) on Seta Management System	Electronic Seta Management System

PROGRAMME 3: LEARNING PROGRAMMES										
KPI	Title	Purpose	Calculation Formula	Baseline	KPI Custodian Owner	What Does The Custodian / Owner Do?	Source Of Data	Description of Source of Data	How Data Collected	System Used
3.1.1.1	Number (#) of unemployed Learners entering LEARNERSHIP programmes	To establish the number of unemployed learners enrolled in Learnerships	The sum of successfully registered unemployed learners entering Learnership programmes captured on the SETA Management System (SMS)	502	Chief Operations Officer	Manage the implementation and reporting of Learnership programmes	DHET/QCTO Learnership registration certificate, registered and duly signed learnership agreement, duly signed fixed term contract of employment, certified ID copy of learner, certified copy of learner's highest qualifications, training provider certificate of accreditation applicable to Learnership	Provider Contracts and learners' agreement	Learner data uploaded electronically by training provider via SMS and manual submission of hard copies for proof of training	SMS.
3.1.1.2	Number (#) of unemployed Learners completing LEARNERSHIP programmes	Unemployed learners completing Learnership programmes	The sum of unemployed learners successfully completing Learnership programmes captured on the SETA Management System (SMS)	486	Chief Operations Officer	Manage the implementation and reporting of Learnership programmes	DHET/QCTO Learnership registration certificate, registered and duly signed Learnership agreement, duly signed fixed term contract of employment, certified ID copy of learner, certified copy of learner's highest qualifications, training provider certificate of accreditation applicable to Learnership, certified copy of completion certificate/statement of results	Provider Contracts and learners' agreement	Learner agreements, Learner certificates or statement of results	SMS
3.1.1.3	Number (#) of employed Learners entering LEARNERSHIP programmes	To establish the number of employed learners enrolled in Learnership programmes	The sum of successfully registered employed learners entering Learnership programmes captured on the SETA Management System (SMS)	409	Chief Operations Officer	Manage the implementation and reporting of Learnership programmes	DHET/QCTO Learnership registration certificate, registered and duly signed Learnership agreement, duly signed confirmation of employment, certified ID copy of learner, certified copy of learner's highest qualifications, training provider certificate of accreditation applicable to Learnership	Administration records, POE Files	Electronic. Learners data uploaded by the training provider via SMS and manual submission of hard copies for proof of training	SMS.

PROGRAMME 3: LEARNING PROGRAMMES										
KPI	Title	Purpose	Calculation Formula	Baseline	KPI Custodian Owner	What Does The Custodian / Owner Do?	Source Of Data	Description of Source of Data	How Data Collected	System Used
3.1.1.4	Number (#) of employed Learners completing LEARNERSHIP programmes	To establish the number of employed learners completing Learnership programmes	The sum of employed learners successfully completing Learnership programmes captured on the SETA Management System (SMS)	287	Chief Operations Officer	Manage the implementation and reporting of Learnership programmes	DHET/QCTO registration certificate, registered and duly signed agreement, duly signed confirmation of employment, certified ID copy of learner, certified copy of learner's highest qualifications, training provider certificate of accreditation applicable to Learnership, certified copy of completion certificate/statement of results	Administration records. POE Files	Learner agreements, Learner certificates or statement of results	SMS
3.1.1.5	Number (#) of unemployed Learners entering BURSARY programmes	To establish the number of unemployed learners enrolled in Bursary programmes	The sum of successfully registered unemployed learners entering Bursary programmes captured on the SETA Management System (SMS)	517	Chief Operations Officer	Manage the implementation and reporting of Bursary programmes	Duly signed Bursary agreement entered into between the learner and the SETA or its contracted agent, certified copy of bursar's ID and proof of registration or admission from the university or college	Administration records. POE Files	Electronic. Learners uploaded data electronically by the training provider via SMS and manual submission of hard copies for proof of training	SMS.
3.1.1.6	Number (#) of unemployed learners completing BURSARY programmes	To establish the number of unemployed learners on Bursary programme completing part or full qualification	The sum of unemployed learners completing part or full qualification on a Bursary programme	175	Chief Operations Officer	Manage the implementation and reporting of Bursary programmes	Duly signed Bursary agreement entered into between the learner and the SETA or its contracted agent, certified copy of bursar's ID, certified copy of qualification or the letter from the institution confirming that the bursar has completed the qualification	Administration records. POE Files	Learner agreements, Learner certificates or statement of results	SMS
3.1.1.7	Number (#) of employed Learners entering BURSARY programmes	To establish the number of employed learners enrolled in Bursary programmes	The sum of successfully registered employed learners entering Bursary programmes captured on the SETA	254	Chief Operations Officer	Manage the implementation and reporting of Bursary programmes	Duly signed Bursary agreement entered into between the learner and the SETA or its contracted agent, certified copy of bursar's ID and proof of registration or	Administration records. POE Files	Electronic. Learners uploaded data electronically by the training provider via SMS and manual submission of hard	SMS.

PROGRAMME 3: LEARNING PROGRAMMES										
KPI	Title	Purpose	Calculation Formula	Baseline	KPI Custodian Owner	What Does The Custodian / Owner Do?	Source Of Data	Description of Source of Data	How Data Collected	System Used
			Management System (SMS)				admission from the university or college		copies for proof of training	
3.1.1.8	Number (#) of employed Learners completing BURSARY programmes	To establish the number of learners (employed) on Bursary programme completing part or full qualification	The sum of employed learners completing part or full qualification on Bursary programmes	100	Chief Operations Officer	Manage the implementation and reporting of Bursary programmes	Duly signed Bursary agreement entered into between the learner and the SETA or its contracted agent, bursar's ID, copy of qualification or the letter from the institution confirming that the bursar has completed the qualification	Administrative records, POE Files	Learner agreements, Learner certificates or statement of results	SMS
3.1.1.9	Number (#) of unemployed Learners entering SKILLS programmes	To establish the number of enrolled learners in Skills programmes	The sum of successfully registered unemployed learners entering Skills programmes captured on the SETA Management System (SMS)	1001	Chief Operations Officer	Manage the implementation and reporting of Skills Programmes	Duly signed Skills programmes agreement or a duly signed learner registration form with clear start and end dates of the programme and certified copy of learner's ID	Administrative records; POE Files	Electronic: Learners data uploaded electronically by the training provider via SMS and manual submission of hard copies for proof of training	SMS
3.1.1.10	Number (#) of unemployed Learners completing SKILLS programmes	To establish the number of learners completing Skills programmes (unemployed)	The sum of unemployed learners successfully completing Skills programmes captured on the SETA Management System (SMS)	194	Chief Operations Officer	Manage the implementation and reporting of Skills Programmes	Duly signed Skills programmes agreement or a duly signed learners registration form with clear start and end date of the programme, certified copy of learner's ID, copy of completion certificate/statement of results/ETQA assessment report	Administrative records; POE Files	Learner agreements, Learner certificates or statement of results	SMS
3.1.1.11	Number (#) of employed learners entering SKILLS programmes	To establish the number of enrolled learners in Skills programmes	The sum of employed learners entering Skills programmes captured on the SETA	400	Chief Operations Officer	Manage the implementation and reporting of Skills Programmes	Duly signed Skills programmes agreement or a duly signed learner registration form with clear start and end dates of the	Administrative records; POE Files	Electronic: Learners data uploaded electronically by the training provider via SMS and manual	SMS

PROGRAMME 3: LEARNING PROGRAMMES										
KPI	Title	Purpose	Calculation Formula	Baseline	KPI Custodian Owner	What Does The Custodian / Owner Do?	Source Of Data	Description of Source of Data	How Data Collected	System Used
3.1.1.12	Number (#) of employed learners completing SKILLS programmes	To establish the number of learners completing Skills programmes	The sum of employed learners successfully completing Skills programmes captured on the SETA Management System (SMS)	223	Chief Operations Officer	Manage the implementation and reporting of Skills Programmes	programme and certified copy of learner's ID Duly signed Skills programmes agreement or a duly signed learners registration form with clear start and end date of the programme , certified copy of learner's ID, Copy of completion certificate/Statement of results/EIQA assessment report	Administrative records: POE Files	submission of hard copies for proof of training Learner agreements, Learner certificates or statement of results	SMS
3.1.1.13	Number (#) of unemployed Learners entering INTERNSHIP programmes	To establish the number of learners entering workplace based experiential learning opportunities	The sum of unemployed learners entering Internship programmes captured on the SETA Management System (SMS)	542	Chief Operations Officer	Manage the implementation and reporting of Internship Programmes	Duly signed Internship agreement or a duly signed fixed term employment contract between the intern and employer, certified copy of learner's ID, and certified copy of the learner's qualification	Administrative records	Electronic: Learners data uploaded by the training provider via SMS and manual submission of hard copies for proof of training	SMS
3.1.1.14	Number (#) of unemployed learners completing INTERNSHIP programmes	To establish the number of learners completing workplace based experiential learning opportunities	The sum of unemployed learners completing Internship programmes captured on the SETA Management System (SMS).	New target	Chief Operations Officer	Manage the implementation and reporting of Internship Programmes	Duly signed Internship agreement or a duly signed fixed term employment contract between the intern and employer, certified copy of learner's ID, and certified copy of the learner's qualification, certified copy of a certificate/letter stating that the learner completed the Internship programme	Administrative records	Electronic: Learners data uploaded by the training provider via SMS and manual submission of hard copies for proof of training	SMS
3.1.1.15	Number (#) of ARTISANS entering training programmes	To establish the number of Artisans entering training programmes	The sum of successfully registered Artisans entering training programmes captured on the SETA	347	Chief Operations Officer	Manage the implementation and reporting of Artisan Programmes	Duly signed apprenticeship/Leamership agreement of contract and the certified copy of learner's ID and	Administrative records	Electronic: Learners data uploaded by the training provider via SMS and manual	SMS

PROGRAMME 3: LEARNING PROGRAMMES										
KPI	Title	Purpose	Calculation Formula	Baseline	KPI Custodian Owner	What Does The Custodian / Owner Do?	Source Of Data	Description of Source of Data	How Data Collected	System Used
3.1.1.16	Number (#) of ARTISANS completing training programmes	To establish the number of Artisans completing training programmes	Management System (SMS) The sum of Artisans successfully completing training programmes captured on the SETA Management System (SMS)	265	Chief Operations Officer	Manage the implementation and reporting of Artisan Programmes	certified copy of the apprentice's highest qualification Duly signed apprenticeship/Learnership agreement of contract and the certified copy of learner's ID and certified copy of the apprentice's highest qualification Copy of trade test certificate signed by QCTO and trade test centre's certificate of accreditation	Administrative records	submission of hard copies for proof of training Learner agreements, Learner certificates or statement of results	SMS
3.1.1.17	Number (#) of TVET learners entering a WIL programme	Number of TVET learners placed in Work Integrated Learning programme	The sum of TVET learners placed in Work Integrated Learning programme captured on the SETA Management System (SMS)	1393	Chief Operations Officer	Manage the implementation and reporting of WIL Programmes	Duly signed workplace experience agreement or duly signed fixed term employment contract and certified student's ID copy	Administrative records	Electronic: Learners data uploaded electronically by the training provider via SMS and manual submission of hard copies for proof of training	SMS
3.1.1.18	Number (#) of TVET learners completing a WIL programme	Number of TVET learners completing Work Integrated Learning Programme	The sum of TVET learners completing Work Integrated Learning programme captured on the SETA Management System (SMS)	New target	Chief Operations Officer	Manage the implementation and reporting of WIL Programmes	Duly signed workplace experience agreement or duly signed fixed term employment contract and certified student's ID copy and Certificate/A duly signed letter of completion from the employer	Administrative records	Electronic: Learners data uploaded electronically by the training provider via SMS and manual submission of hard copies for proof of training	SMS
3.1.1.19	Number (#) of University learners entering workplace experience	To ensure university learners are provided with work experience to enable them to	The sum of successfully registered university learners entering workplace experience captured on	216	Chief Operations Officer	Manage the implementation and reporting of workplace experience programmes	Duly signed workplace experience agreement or duly signed fixed term contract of employment, certified copy of learner's ID	Administrative records	Electronic: Learners data uploaded electronically by the training provider via SMS and manual submission of hard	SMS

PROGRAMME 3: LEARNING PROGRAMMES										
KPI	Title	Purpose	Calculation Formula	Baseline	KPI Custodian Owner	What Does The Custodian / Owner Do?	Source Of Data	Description of Source of Data	How Data Collected	System Used
3.1.1.20	Number (#) of University learners completing workplace experience	enter the labour market Number of university learners completing workplace experience	the SETA Management System (SMS) The sum of university learners workplace experience captured on the SETA Management System (SMS)		Chief Operations Officer	Manage the implementation and reporting of workplace experience programmes	Duly signed workplace experience agreement or duly signed fixed term employment contract, certified student's ID copy and Certificate/a duly signed letter of completion from employer	Administrative records	Electronic: Learners data uploaded electronically by the training provider via SMS and manual submission of hard copies for proof of training	SMS
3.1.2.1	Number (#) of learners entering AET	To establish the number of learners enrolled in AET programmes	The sum of successfully registered learners entering AET programmes captured on the SETA Management System (SMS)	New target	Chief Operations Officer	Manage the accuracy of data received. Sign off the evidence. Take responsibility of stakeholder	A duly signed learner's registration form with clear start and end dates of the programme and the learner's level of education (highest qualification). Certified copy of learner's ID	Administrative records	Electronic: Learners data uploaded electronically by the training provider via SMS and manual submission of hard copies for proof of training	SMS
3.1.2.2	Number (#) of learners completing AET	To establish the number of learners completing in AET programmes	The sum of successfully registered learners completing AET programmes captured on the SETA Management System (SMS)	New target	Chief Operations Officer	Manage the accuracy of data received. Sign off the evidence. Take responsibility of stakeholder	A duly signed learner's registration form with clear start and end dates of the programme and the learner's level of education (highest qualification). Certified copy of learner's ID	Administrative records	Electronic: Learners data uploaded electronically by the training provider via SMS and manual submission of hard copies for proof of training	SMS
3.1.2.3	Number (#) of learners entering ICT	To establish the number of learners enrolled in ICT programmes	The sum of successfully registered learners entering ICT programmes captured on the SETA Management System (SMS)	New target	Chief Operations Officer	Manage the accuracy of data received. Sign off the evidence. Take responsibility of stakeholder	A duly signed learner's registration form with clear start and end dates of the programme and the learner's level of education (highest qualification). Certified copy of learner's ID	Administrative records	Electronic: Learners data uploaded electronically by the training provider via SMS and manual submission of hard copies for proof of training	SMS

PROGRAMME 3: LEARNING PROGRAMMES										
KPI	Title	Purpose	Calculation Formula	Baseline	KPI Custodian Owner	What Does The Custodian / Owner Do?	Source Of Data	Description of Source of Data	How Data Collected	System Used
3.1.2.4	Number (#) of learners completing ICT	To establish the number of learners completing in ICT programmes	Management System (SMS) The sum of successfully registered learners completing ICT programmes captured on the SETA Management System (SMS)	New target	Chief Operations Officer	Manage the accuracy of data received. Sign off the evidence. Take responsibility of Manage payment of stakeholder	A duly signed learner's registration form with clear start and end dates of the programme and the learner's level of education (highest qualification). Certified copy of learner's ID	Administrative records	Electronic: Learners uploaded data electronically by the training provider via SMS and manual submission of hard copies for proof of training	SMS
3.1.3.1	Number (#) of SEs supported	To implement skills development projects that will benefit SEs	Sum of SMMEs supported	0	Chief Operations Officer	Manages the implementation and reporting of SEs supported	A duly signed contract entered into between the small business and the SETA or a registration form for the small business support stating the kind of the support provided. Or workshop/meeting attendance register with clear purpose of supporting small businesses. Or proof of payment by SETA to the small business (Grant payment)	Contract Registration form of entity Attendance register	Learner data uploaded electronically and manual submission of hard copies for proof of training.	SMS
3.1.3.2	Number (#) of cooperatives supported	To implement skills development projects that will benefit cooperatives	Sum of cooperatives supported	5	Chief Operations Officer	Manages the implementation and reporting of cooperatives supported	A duly signed contract entered between the cooperative and the SETA; or a registration form for the cooperative support, stating the kind of support provided. Or workshop/meeting attendance register with clear purpose of supporting cooperatives. Or proof of payment by SETA to the cooperative (Grant payment)	Contract Registration form of entity Attendance register	Learner data uploaded electronically and manual submission of hard copies for proof of training.	SMS

PROGRAMME 3: LEARNING PROGRAMMES										
KPI	Title	Purpose	Calculation Formula	Baseline	KPI Custodian Owner	What Does The Custodian / Owner Do?	Source Of Data	Description of Source of Data	How Data Collected	System Used
3.1.3.3	Number (#) of NGOs/NPOs supported	To implement skills development projects that will benefit NGOs	The sum of NGOs/NPOs development projects implemented	0	Chief Operations Officer	Manages the implementation and reporting of NGOs/NPOs supported	A duly signed contract entered into between the NGO NPO and the SETA; or registration form for the NGO/NPO support, stating the kind of support provided; or workshop/meeting attendance register with clear purpose; and registration certificate or affidavit confirming the status/registration of the NGO/NPO	Contract Registration form of entity Attendance register	Leamer data uploaded electronically and manual submission of hard copies for proof of training.	SMS
3.1.3.4	Number (#) of Labour Unions supported	To implement skills development projects that will benefit Labour Unions	The sum of Labour Unions development projects implemented	0	Chief Operations Officer	Manages the implementation and reporting of Labour Unions supported	A duly signed contract entered into between Labour Unions and the SETA; or registration form for the Labour Unions support, stating the kind of support provided; or workshop/meeting attendance register with clear purpose; and registration certificate or affidavit confirming the status/registration of the Labour Unions	Contract Registration form of entity Attendance register	Leamer data uploaded electronically and manual submission of hard copies for proof of training.	SMS
3.1.3.5	Number (#) of employees from Labour Unions enrolled in Legacy projects	To capacitate employees from Labour Unions	The sum of labour union employees enrolled in legacy projects	New target	Chief Operations Officer	Oversees planning and implementation of legacy projects, Address performance deviations, Account for deviation, Develop remedial actions	Proof of employment Proof of registration Registration status of Labour Union	Proof of employment Enrollment forms	Application forms, Enrollment forms	Manual/ SMS
3.1.3.6	Number (#) of employees from CBOs/NPOs enrolled in Legacy projects	To capacitate employers from CBOs/NPOs	The sum of CBOs/NPOs employees enrolled in legacy projects	New target	Chief Operations Officer	Oversees planning and implementation of legacy projects, Address performance deviations, Account for deviation, Develop remedial actions	Proof of employment Proof of registration Registration status of CBOs/NPOs	Proof of employment Enrollment forms	Application forms, Enrollment forms	Manual/ SMS

PROGRAMME 3: LEARNING PROGRAMMES										
KPI	Title	Purpose	Calculation Formula	Baseline	KPI Custodian Owner	What Does The Custodian / Owner Do?	Source Of Data	Description of Source of Data	How Data Collected	System Used
3.2.1.1	Number (#) of youth development projects implemented	To support youth skills development	The sum of youth skills development projects implemented	New target	Chief Operations Officer	Oversees the planning and implementation of youth development projects. Address performance deviations, Account for deviation, Develop remedial plan	Report against the Provincial Business Plan contract of employment, etc.	Administrative records. POE files	Electronic	Manual
3.2.1.2	Number (#) of rural projects implemented in provinces	To support skills development in rural areas	The sum of rural development projects implemented	6	Chief Operations Officer	Oversees the planning and implementation of rural projects. Address performance deviations, Account for deviation, Develop remedial plan	A duly signed agreement/ MOU/ Contract with clear defined deliverables and timelines entered into between the SETA and the contracted institution or organization Progress report on rural development projects implemented	Administrative records. POE files	Submission of Reports	Manual
3.2.1.3	Number (#) of interventions to revitalize township economy supported	To support development of township economy	The sum of support interventions to revitalize township economy implemented	New target	Chief Operations Officer	Oversees the implementation of interventions to revitalize township economy. Address performance deviations, Account for deviation, Develop remedial plan	A duly signed agreement/ MOU/ Contract with clear defined deliverables and timelines entered into between the SETA and the contracted institution or organization Progress report on rural development projects implemented	Administrative records. POE files	Submission of Reports	Manual
3.2.2.1	Number (#) partnership projects implemented with TVET colleges	To create partnerships with TVET colleges for collaboration on common areas of interest	The sum of approved partnership projects implemented with TVET colleges	6	Chief Operations Officer	Oversees the planning and implementation of partnership projects with TVET colleges	Signed partnership agreements	Administrative records	Summation of all new approved and signed partnership agreements with TVET colleges	Manual
3.2.2.2	Number (#) partnership projects	To create partnerships with universities for collaboration on	The sum of approved partnership projects implemented with universities	3	Chief Operations Officer	Drive the establishment, management of partnerships with the targeted stakeholders.	Signed partnership agreements	Administrative records. Partnerships signed with POE	Summation of all new approved and signed partnership agreements	Manual

PROGRAMME 3: LEARNING PROGRAMMES										
KPI	Title	Purpose	Calculation Formula	Baseline	KPI Custodian Owner	What Does The Custodian / Owner Do?	Source Of Data	Description of Source of Data	How Data Collected	System Used
	implemented with universities	common areas of interest				Take corrective actions to meet targets				
3.2.2.3	Number (#) partnership projects implemented with sector employers	To create a framework of collaborative partnership on common areas of interest	The sum of approved partnership projects implemented with employers	11	Chief Operations Officer	Oversees the planning and implementation of partnership projects with sector employers	Signed partnership agreements	Administrative records: Partnership agreements	Summation of all new approved and signed partnership agreements with sector employers	Manual
3.2.2.4	Number (#) partnership projects implemented with institutions engaged in Recognition of Prior Learning	To create a framework of collaborative partnership on common areas of interest	The sum of approved partnership projects implemented with institutions engaged in Recognition of Prior Learning	New target	Chief Operations Officer	Oversees the planning and implementation of partnership projects with institutions engaged in Recognition of Prior Learning	Signed partnership agreements	Administrative records: Partnership agreements	Summation of all new approved and signed partnership agreements with institutions engaged in Recognition of Prior Learning	Manual
3.2.2.5	Number (#) of partnership projects implemented with People with Disabilities associations	To create a framework of collaborative partnership on common areas of interest	The sum of approved partnership projects implemented with People with Disabilities associations	New target	Chief Operations Officer	Oversees the planning and implementation of partnership projects with People with Disabilities associations	Signed partnership agreements	Administrative records: Partnership agreements	Summation of all new approved and signed partnership agreements with People with Disabilities associations	Manual
3.2.2.6	Percentage (%) of effective partnerships with the sector	To assess the effectiveness of partnerships entered into with the sector	$\left[ \frac{\text{a} = \text{number of successful partnerships entered into with the sector}}{\text{b} = \text{total number of partnerships entered into with the sector}} \right] \times 100$ i.e. a/b*100	New Target	Chief Operations Officer	Oversees the planning and implementation of partnership projects with the sector and monitors effectiveness	Signed partnership agreements Project close-out reports	Administrative records: Partnership agreements	Summation of all effective partnerships with the sector	Manual

PROGRAMME 3: LEARNING PROGRAMMES										
KPI	Title	Purpose	Calculation Formula	Baseline	KPI Custodian Owner	What Does The Custodian / Owner Do?	Source Of Data	Description of Source of Data	How Data Collected	System Used
3.3.1.1	# of performance monitoring reports produced	To monitor organisational performance to ensure alignment with strategy	The sum of performance monitoring reports produced	5	Monitoring and Evaluation Manager	Oversees and approves the performance monitoring reports.  Report performance, approve and submit evidence. Validate and consolidate the actual reported information and submit, for internal approval and to DHET	Data captured from system (SMS/Indicium) and divisional reports	QMR data, evidence as per DHET validation framework	Reported on the SMS system	SMS system
3.3.1.2	Number (#) of performance evaluation reports produced	To evaluate organisational performance to ensure pre-determined objectives are achieved	Sum of the performance evaluation reports produced	1	Monitoring and Evaluation Manager	Oversees and approves the performance evaluation reports.  Develop remedial actions for targets not achieved and update these actions taken to address the challenges	Data captured from system (SMS/Indicium) and divisional reports	Performance scorecard and QMR, quarterly remedial action plans	Remedial action meetings	Manual
3.3.1.3	Percentage (%) of effectiveness of monitoring system	To evaluate performance of monitoring system to ensure pre-determined objectives are achieved	Sum of checklist items achieved	New target	Executive Manager: Support	Evaluates monitoring system to ensure efficiency	Data captured from system (SMS/Indicium) and divisional reports	Monitoring system checklist	Data captured on SMS/Indicium	SMS/Indicium
3.4.1.1	Number (#) of sector career guidance interventions implemented	To provide learners with information tools that will assist them in making career decisions	The sum of sector career guidance initiatives implemented	27	Executive Manager: Support	Oversees the planning and implementation of career guidance initiatives	Signed partnership agreement; Attendance registers; Career guidance invitation, expos, and Career guidance handbook	Administrative records: career guidance partnerships	Summation of all new approved and signed career guidance partnerships	Manual

PROGRAMME 4: QUALITY ASSURANCE

KPI	TITLE	PURPOSE	CALCULATION FORMULA	BASELINE	KPI CUSTODIAN OWNER	WHAT DOES THE CUSTODIAN / OWNER DO?	SOURCE OF DATA	DESCRIPTION OF SOURCE OF DATA	HOW DATA COLLECTED	SYSTEM USED
4.1.1.1	Number (#) of ETD practitioners trained	To increase the number of qualified ETD practitioners	Total sum of ETD practitioners trained	0	Chief Operations Officer	Manages the implementation and reporting of ETD programmes	Learners' registration documents, attendance registers The data will be collected from the training providers	Provider contracts and learner agreements	Learner data uploaded electronically by training provider via SMS and manual submission of hard copies for proof of training	SMS
4.1.2.1	Number (#) of TVET lecturers and support staff entering development programmes	To capacitate lecturers and support staff at TVET colleges	The sum of TVET lecturers and support staff entering development programmes captured on the SETA Management System (SMS)/Indicium	102	Chief Operations Officer	Manages the implementation and reporting of TVET development programmes	Signed service provider contracts, learner agreements, learner ID copy learner data uploaded electronically by training provider via SMS and manual submission of hard copies for proof of training	Provider contracts and learner agreements	Learner data uploaded electronically by training provider via SMS and manual submission of hard copies for proof of training	SMS
4.1.2.2	Number (#) of TVET lecturers and staff completing development programmes	To improve capacity at TVET colleges	The sum of TVET lecturers and support staff completing development programmes captured on the SETA Management System (SMS)	0	Chief Operations Officer	Manages the implementation and reporting of TVET development programmes	Signed service provider contracts, learner agreements, learner ID copy, certificates or statement of results. Learner data uploaded electronically by training provider via SMS and manual submission of hard copies for proof of training	Provider contracts and learner agreements	Learner data uploaded electronically by training provider via SMS and manual submission of hard copies for proof of training	SMS
4.2.1.1	Percentage (%) of learner completion certificates issued	To ensure that learners completing learning intervention are issued with certificates (within 60 days of completing)	$[(a = \text{number of learner certificates issued}) / (b = \text{total number of completed learners loaded on the system})] \times 100$	New target	Chief Operations Officer	Oversees the certification processes by conducting verification visits to evaluate provider compliance	Verification report Learner documents	Learner achievements/print-run reports from SMS/Indicium Provider's verification report	Reports Documents	SMS/Indicium Manual



4.3.1.2	Number (#) of reports on qualification review process	To monitor and provide progress reports on the review of qualifications	The sum of reports on qualification review process	New target	Chief Operations Officer	Manages and oversees the activities of the department	Evaluation and progress reports	Progress reports	(normally the ETQA Manager) Progress reports	Manual
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# ANNEXURE E

## TECHNICAL INDICATOR DESCRIPTORS (TIDs)





## **ANNEXURE TO THE ANNUAL PERFORMANCE PLAN**

### **TECHNICAL INDICATOR DESCRIPTORS**

**2018/2019**



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## Description of Acronyms and Abbreviations

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

## Technical Indicator Descriptor form description

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

## Executive Summary

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

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

## Introduction

The Technical Indicator Descriptor document is an annexure to the Annual Performance Plan for the year 2017/18. The document outlines the background of the TIDs – which discusses the pre-audit; definition of a TID; and CATHSSETA programmes. It then concludes by discussing the TIDs for each KPI within each programme.

## Definition of Technical Indicator Descriptor (TID)

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

## CATHSSETA Programmes

CATHSSETA has a total of four programmes, with relevant sub-programmes comprising a total of 68 KPIs. The programmes and sub-programmes are as follows:

### Programme 1: Administration

Sub-programme	Number of KPIs
1.1 Corporate Services	4
1.2 Finance	2
1.3 Governance	2
1.4 Human Resources	2
1.5 Information Technology	1
<b>Total</b>	<b>11</b>

### Programme 2: Skills Planning

Sub-programme	Number of KPIs
2.1. Research	2
2.2 Sector Skills Plan	1
2.3 Mandatory Grants	3
<b>Total</b>	<b>6</b>

### Programme 3: Learning Programmes and Projects

Sub-programme	Number of KPIs
3.1 Occupationally-directed programmes	30
3.2 Special Projects	8
3.3 Monitoring, Evaluation and Reporting	3
3.4 Career and Vocational Guidance	1
<b>Total</b>	<b>42</b>

### Programme 4: Quality Assurance

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

## PROGRAMME 1: ADMINISTRATION

### Sub-programme 1.1: Corporate Services

#### KPI Definition Form – KPI Number: 1.1.1.1

Dimension	Description
Indicator title	Number (#) of CATHSSETA stakeholder engagements implemented
Short definition	Internal and external stakeholder engagement initiatives implemented
Purpose/importance	To strengthen CATHSSETA brand
Source/collection of data	Progress files of hosted engagements On a regular basis when the different events are held, data and evidence are collected for reporting purpose
Method of calculation	The sum of planned internal and external stakeholder engagements implemented
Data limitations	Lack of sufficient data Inaccurate data
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When the number of engagements implemented is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

#### KPI Definition Form – KPI Number: 1.1.1.2

Dimension	Description
Indicator title	Percentage (%) effectiveness of Projects Portfolio Office system
Short definition	Implementation of Projects Portfolio Office (PPO) system is sustained at levels that ensure efficient organisational performance
Purpose/importance	To ensure CATHSSETA has an effective Project Management Information System
Source/collection of data	Projects Portfolio Office system checklist
Method of calculation	$[(a=\text{number of PPO functions as per checklist}) \text{ minus } (b=\text{ number of PPO functions not achieved}) \text{ divided by } (a=\text{number of PPO functions as per checklist}) ] \text{ multiplied by } 100 \text{ i.e. } (a-b)/a*100$
Data limitations	System unavailability
Type of indicator	Efficiency
Calculation type	Standard
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	When the percentage achieved is higher or equal to the target and supported with POE
Indicator responsibility	Chief Operating Officer

**KPI Definition Form – KPI Number: 1.1.1.3**

Dimension	Description
Indicator title	Percentage (%) of contracts compliant with applicable legal terms
Short definition	Contracts are compliant with legal imperatives
Purpose/importance	Ensure contracts comply with legal imperatives
Source/collection of data	Contract compliance checklist
Method of calculation	[(a = Total number of contracts compliant as per checklist) divided by (b = Total number of contracts entered into)] multiplied by 100 i.e. (a/b) X 100
Data limitations	Non-compliance with regulatory universe
Type of indicator	Efficiency
Calculation type	Standard
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	When the percentage achieved is equal to the target and supported with POE
Indicator responsibility	Executive Manager: Corporate Services

**KPI Definition Form – KPI Number: 1.1.1.4**

Dimension	Description
Indicator title	Number (#) of monitoring reports on SETA regional offices including those based in TVET Colleges
Short definition	Report on SETA regional offices including those based on TVET colleges
Purpose/importance	Report on functions and progress of SETA offices established in regions and TVET colleges
Source/collection of data	Quarterly report
Method of calculation	The sum of monitoring reports on SETA regional offices including those based in TVET College produced
Data limitations	Incomplete data
Type of indicator	Activity
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	When the number of monitoring reports produced is equal to the target and supported with POE
Indicator responsibility	Executive Manager: Corporate Services

## Sub-programme 1.2: Finance

### KPI Definition Form – KPI Number: 1.2.1.1

Dimension	Description
Indicator title	Adherence to Supply Chain processes
Short definition	Ensures Supply Chain processes are effective
Purpose/importance	Comply with supply chain management regulations
Source/collection of data	Supply Chain Checklist
Method of calculation	(a=number of supply chain processes required as per checklist) minus (b= number of supply chain processes not achieved) divided (a=number of supply chain processes required as per checklist) multiplied by 100 i.e. $(a-b)/a*100$
Data limitations	Supply chain processes not followed
Type of indicator	Efficiency
Calculation type	Standard
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	When the percentage achieved is equal to the target and supported with POE
Indicator responsibility	Chief Financial Officer

### KPI Definition Form – KPI Number: 1.2.2.1

Dimension	Description
Indicator title	Percentage (%) reduction of internal control deficiencies from audit findings
Short definition	Ensures accuracy and completeness of financial data
Purpose/importance	Comply with financial performance imperatives
Source/collection of data	Auditor-General's final management report
Method of calculation	$[(a=\text{number of internal control deficiencies identified by AGSA in previous year}) \text{ minus } (b=\text{number of internal control deficiencies identified by AGSA for year in question})] \text{ divided by } [a] \text{ and multiplied by } 100 \text{ i.e. } (a-b)/a*100$ / Clean audit = 100% achievement of target
Data limitations	Reliability and validation of financial data
Type of indicator	Efficiency
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	When the percentage achieved is equal to the target and supported with POE
Indicator responsibility	Chief Financial Officer

## Sub-programme 1.3: Governance

### KPI Definition Form – KPI Number: 1.3.1.1

Dimension	Description
Indicator title	Adherence to governance processes
Short definition	Ensures adherence to governance charter requirements
Purpose/importance	To ensure that CATHSSETA adheres to governance charter requirements
Source/collection of data	Governance Checklist
Method of calculation	$[(a = \text{total number of positive assurances}) \text{ divided by } (b = \text{the total number of assurance on checklist}) \text{ multiplied by } 100 \text{ i.e. } a/b*100$
Data limitations	Lack of compliance
Type of indicator	Efficiency
Calculation type	Standard
Reporting cycle	Quarterly /Annually (depending on governance function reporting period)
New Indicator	Significantly changed
Desired performance	When number of positive assurances in the checklist exceeds the number of negative assurances and is supported with POE
Indicator responsibility	Chief Executive Officer

### KPI Definition Form – KPI Number: 1.3.1.2

Dimension	Description
Indicator title	Number (#) of risk register reviews
Short definition	Review register detailing organisational risks
Purpose/importance	To monitor emerging risks and implement mitigation measures
Source/collection of data	Risk assessments
Method of calculation	Total number of risk register reviewed
Data limitations	Lack of input from departments
Type of indicator	Efficiency
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	When the number achieved is equal to the target and supported with POE
Indicator responsibility	Chief Executive Officer

## Sub-programme 1.4: Human Resources

### KPI Definition Form – KPI Number: 1.4.1.1

Dimension	Description
Indicator title	Percentage (%) of employee vacancy rate
Short definition	Employee vacancy rate is kept at a level that sustains efficient organisational performance
Purpose/importance	To ensure that all funded positions are filled
Source/collection of data	Approved organisational organogram
Method of calculation	[(a = Total number of jobs vacant) divided by (b = Total number of funded positions)] multiplied by 100 i.e. (a/b) X 100
Data limitations	Inaccurate/incomplete data
Type of indicator	Efficiency
Calculation type	Standard
Reporting cycle	Quarterly
New indicator	No
Desired performance	When the percentage achieved is lower or equal to the target and supported with POE
Indicator responsibility	Executive Manager: Corporate Services

### KPI Definition Form – KPI Number: 1.4.1.2

Dimension	Description
Indicator title	Percentage (%) of employees received training
Short definition	Progress in the achievement of employee training as per the approved training plan
Purpose/importance	To build organization capability through employee competence
Source/collection of data	Approved training plan, certificate of attendance/competence
Method of calculation	[(a=Total number of employees attended training) divided by (b= Total number of employees planned to be trained) multiply by 100 i.e. (a/b) X 100%
Data limitations	Budgetary constraints
Type of indicator	Outcome
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	Significantly changed
Desired performance	When the percentage achievement is equal to the target and supported with a POE (approved training plan, certificate of attendance/competence)
Indicator responsibility	Executive Manager: Corporate Services

## Sub-programme 1.5: Information Technology

### KPI Definition Form – KPI Number: 1.5.1.1

Dimension	Description
Indicator title	Percentage (%) achievement of ICT SLA (90%)
Short definition	Measures the achievement of ICT Infrastructure SLA targets
Purpose/importance	To provide ICT services to ensure operational efficiency
Source/collection of data	Source data from the ICT SLA signed by parties in the infrastructure landscape Monthly ICT reports
Method of calculation	$[(a = \text{total number of ICT SLA items achieved}) \text{ divided by } (b = \text{total number of ICT SLA items}) \times 100 \text{ i.e. } (a/b)*100$
Data limitations	Insufficient information available
Type of indicator	Activity
Calculation type	Standard
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	When the percentage achieved of ICT Infrastructure SLA targets with services is equal to the target and supported with Reports
Indicator responsibility	Executive Manager: Corporate Services

**PROGRAMME 2: SKILLS PLANNING**  
**Sub-Programme 2.1: Research**

**KPI Definition Form – KPI Number: 2.1.1.1**

Dimension	Description
Indicator title	Percentage (%) of research agenda items achieved
Short definition	Seeks to measure the amount of research conducted in line with the research agenda. The approved research agenda items covers pertinent areas into which research must be conducted within the sector
Purpose/importance	Research into the sector is necessary to inform the Sector Skills Plan which determines the strategic priorities of the SETA
Source/collection of data	CATHSSETA research agenda contained within the research policy and guidelines. Research outputs submitted by appointed service providers and internal research activities
Method of calculation	$(a = \text{total number of research agenda items achieved}) \text{ divided by } (b = \text{total number of research agenda items}) \times 100 \text{ i.e. } (a/b) \times 100$
Data limitations	Absence of suitable service providers to conduct required research, changes in governance structures; procurement delays
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Bi-annually
New indicator	No
Desired performance	When the percentage of research agenda items achieved is greater than or equal to 80% target and supported with POE
Indicator responsibility	Executive Manager: Planning

**KPI Definition Form – KPI Number: 2.1.1.2**

Dimension	Description
Indicator title	Number (#) of impact assessments conducted
Short definition	Assessment conducted to track the impact of learning interventions
Purpose/importance	To assess the impact of learning interventions implemented
Source/collection of data	SMS, Monitoring and Evaluation reports to produce report
Method of calculation	Sum of report on impact assessment studies conducted produced
Data limitations	Limited/insufficient learner details (e.g. outdated contact details)
Type of indicator	Impact
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	Yes
Desired performance	When the sum of impact assessment reports produced is equal to the target and supported with POE
Indicator responsibility	Executive Manager: Planning

## Sub-Programme 2.2: Sector Skills Plan

### KPI Definition Form – KPI Number: 2.2.1.1

Dimension	Description
Indicator title	SSP is approved by DHET
Short definition	To ensure that the Sector Skills Plan (SSP) is developed and approved
Purpose/importance	To outline the organisation's development priorities
Source/collection of data	Signed Accounting Authority (AA) approved planning documents Acknowledgement letter confirminig receipt from DHET on or before the due date. Signed proof of submission letter for SSP
Method of calculation	DHET approval letter
Data limitations	Changes to compliance requirements
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	When the approved SSP is submitted as per the prescribed timelines and supported with POE
Indicator responsibility	Executive Manager: Planning

## Sub-Programme 2.3: Mandatory Grants

### KPI Definition Form – KPI Number: 2.3.1.1

Dimension	Description
Indicator title	Number (#) of large levy-paying employers submitting Mandatory Grant applications
Short definition	Number (#) of large levy-paying employers supported to submit Mandatory Grants applications
Purpose/importance	Large levy-paying employers supported to submit Mandatory Grants applications To encourage training in the workplace
Source/collection of data	Online Seta Management System
Method of calculation	Total number of mandatory grants applications received from large employers within the due date as recorded by the SMS online system.
Data limitations	Limited employer participation
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	When the total number of large levy-paying employers supported to submit Mandatory Grants applications is equal to the target and supported with POE
Indicator responsibility	Executive Manager: Skills Development

**KPI Definition Form – KPI Number: 2.3.1.2**

Dimension	Description
Indicator title	Number (#) of medium levy-paying employers submitting Mandatory Grant applications
Short definition	Medium levy-paying employers supported to submit Mandatory Grant applications
Purpose/importance	Medium levy-paying employers supported to submit Mandatory Grants applications To encourage training in the workplace
Source/collection of data	Online Seta Management System
Method of calculation	Total number of mandatory grants applications received from medium employers within the due date as recorded by the SMS online system.
Data limitations	Limited employer participation
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	When the number of medium levy-paying employers supported to submit Mandatory Grants applications is equal to the target and supported with POE
Indicator responsibility	Executive Manager: Skills Development

**KPI Definition Form – KPI Number: 2.3.1.3**

Dimension	Description
Indicator title	Number (#) of small levy-paying employers submitting Mandatory Grant applications
Short definition	Small levy-paying employers supported to submit Mandatory Grant applications
Purpose/importance	Small levy-paying employers supported to submit Mandatory Grants applications To encourage training in the workplace
Source/collection of data	Online Seta Management System
Method of calculation	Total number of mandatory grants applications received from small employers within the due date as recorded by the SMS online system.
Data limitations	Limited employer participation
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	When the number of small levy-paying employers supported to submit Mandatory Grants applications is equal to the target and supported with POE
Indicator responsibility	Executive Manager: Skills Development

**PROGRAMME 3: LEARNING PROGRAMMES**  
**Sub-Programme 3.1: Occupationally directed programmes**

**KPI Definition Form – KPI Number: 3.1.1.1**

Dimension	Description
Indicator title	Number (#) of unemployed learners entering Learnership programmes
Short definition	Unemployed learners entering Learnership programmes
Purpose/importance	To establish the number of unemployed learners enrolled in Learnerships
Source/collection of data	DHET/QCTO Learnership registration certificate, registered and duly signed learnership agreement, duly signed fixed term contract of employment, certified ID copy of learner, certified copy of learner's highest qualifications, training provider certificate of accreditation applicable to Learnership
Method of calculation	The sum of successfully registered unemployed learners entering Learnership programmes captured on the SETA Management System (SMS)
Data limitations	Incomplete and/or inaccurate data supplied by service provider and/or learner
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When the number of unemployed learners entering Learnership programmes is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 3.1.1.2**

Dimension	Description
Indicator title	Number (#) of unemployed learners completing Learnership programmes
Short definition	Unemployed learners completing Learnership programmes
Purpose/importance	To establish the number of unemployed learners completing Learnerships
Source/collection of data	DHET/QCTO Learnership registration certificate, registered and duly signed Learnership agreement, duly signed fixed term contract of employment, certified ID copy of learner, certified copy of learner's highest qualifications, training provider certificate of accreditation applicable to Learnership, certified copy of completion certificate/statement of results
Method of calculation	The sum of unemployed learners successfully completing Learnership programmes captured on the SETA Management System (SMS)
Data limitations	Incomplete and/or inaccurate data supplied by service provider and/or learner
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When the number of unemployed learners completing Learnerships is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 3.1.1.3**

Dimension	Description
Indicator title	Number (#) of employed learners entering Learnership programmes
Short definition	Employed learners entering Learnership programmes
Purpose/importance	To establish the number of employed learners enrolled in Learnership programmes
Source/collection of data	DHET/QCTO Learnership registration certificate, registered and duly signed Learnership agreement, duly signed confirmation of employment, certified ID copy of learner, certified copy of learner's highest qualifications, training provider certificate of accreditation applicable to Learnership
Method of calculation	The sum of successfully registered employed learners entering Learnership programmes captured on the SETA Management System (SMS)
Data limitations	Incomplete and/or inaccurate data supplied by service provider and/or learner
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When the number of employed learners entering Learnership programmes is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 3.1.1.4**

Dimension	Description
Indicator title	Number (#) of employed learners completing Learnership programmes
Short definition	Employed learners completing Learnership programmes
Purpose/importance	To establish the number of employed learners completing Learnership programmes
Source/collection of data	DHET/QCTO Learnership registration certificate, registered and duly signed Learnership agreement, duly signed confirmation of employment, certified ID copy of learner, certified copy of learner's highest qualifications, training provider certificate of accreditation applicable to Learnership, certified copy of completion certificate/statement of results
Method of calculation	The sum of employed learners successfully completing Learnership programmes captured on the SETA Management System (SMS)
Data limitations	Incomplete and/or inaccurate data supplied by service provider and/or learner
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When the number of employed learners completing Learnership programmes is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 3.1.1.5**

Dimension	Description
Indicator title	Number (#) of unemployed learners entering Bursary programmes
Short definition	Unemployed learners entering Bursary programmes
Purpose/importance	To establish the number of unemployed learners enrolled in Bursary programmes
Source/collection of data	Duly signed Bursary agreement entered into between the learner and the SETA or its contracted agent, certified copy of bursar's ID and proof of registration or admission from the university or college
Method of calculation	The sum of successfully registered unemployed learners entering Bursary programmes captured on the SETA Management System (SMS)
Data limitations	Incomplete and/or inaccurate data supplied by service provider and/or learner
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Bi-annually
New indicator	No
Desired performance	When the number of unemployed learners entering Bursary programmes is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 3.1.1.6**

Dimension	Description
Indicator title	Number (#) of unemployed learners completing Bursary programmes
Short definition	Unemployed learners completing Bursary programmes
Purpose/importance	To establish the number of unemployed learners on Bursary programme completing part or full qualification
Source/collection of data	Duly signed Bursary agreement entered into between the learner and the SETA or its contracted agent, certified copy of bursar's ID, certified copy of qualification or the letter from the institution confirming that the bursar has completed the qualification
Method of calculation	The sum of unemployed learners completing part or full qualification on a Bursary programme
Data limitations	Incomplete and/or inaccurate data supplied by service provider and/or learner
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When the number of unemployed learners completing Bursary programmes is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 3.1.1.7**

Dimension	Description
Indicator title	Number (#) of employed learners entering Bursary programmes
Short definition	Employed learners entering Bursary programmes
Purpose/importance	To establish the number of employed learners enrolled in Bursary programmes
Source/collection of data	Duly signed Bursary agreement entered into between the learner and the SETA or its contracted agent, certified copy of bursar's ID and proof of registration or admission from the university or college
Method of calculation	The sum of successfully registered employed learners entering Bursary programmes captured on the SETA Management System (SMS)
Data limitations	Incomplete and/or inaccurate data supplied by service provider and/or learner
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Bi-annually
New indicator	No
Desired performance	When the number of employed learners entering Bursary programmes is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 3.1.1.8**

Dimension	Description
Indicator title	Number (#) of employed learners completing Bursary programmes
Short definition	Employed learners completing Bursary programmes
Purpose/importance	To establish the number of learners (employed) on Bursary programme completing part or full qualification
Source/collection of data	Duly signed Bursary agreement entered into between the learner and the SETA or its contracted agent, bursar's ID, copy of qualification or the letter from the institution confirming that the bursar has completed the qualification
Method of calculation	The sum of employed learners completing part or full qualification on Bursary programmes
Data limitations	Incomplete and/or inaccurate data supplied by service provider and/or learner
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When the number of employed learners completing Bursary programmes is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 3.1.1.9**

Dimension	Description
Indicator title	Number (#) of unemployed learners entering Skills Programmes
Short definition	Unemployed learners entering Skills Programmes
Purpose/importance	To establish the number of enrolled learners in Skills Programmes
Source/collection of data	Duly signed Skills Programmes agreement or a duly signed learner registration form with clear start and end dates of the programme and certified copy of learner's ID
Method of calculation	The sum of successfully registered unemployed learners entering Skills Programmes captured on the SETA Management System (SMS)
Data limitations	Incomplete and/or inaccurate data supplied by service provider and/or learner
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When the number of unemployed learners entering Skills Programmes is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 3.1.1.10**

Dimension	Description
Indicator title	Number (#) of unemployed learners completing Skills Programmes
Short definition	Unemployed learners completing Skills Programmes
Purpose/importance	To establish the number of learners completing Skills Programmes (unemployed)
Source/collection of data	Duly signed Skills Programmes agreement or a duly signed learners registration form with clear start and end date of the programme, certified copy of learner's ID, copy of completion certificate/statement of results/ETQA assessment report
Method of calculation	The sum of unemployed learners successfully completing Skills Programmes captured on the SETA Management System (SMS)
Data limitations	Incomplete and/or inaccurate data supplied by service provider and/or learner
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When the number of unemployed learners completing Skills Programmes is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 3.1.1.11**

Dimension	Description
Indicator title	Number (#) of employed learners entering Skills Programmes
Short definition	Employed learners entering Skills Programmes
Purpose/importance	To establish the number of enrolled learners in Skills Programmes (employed)
Source/collection of data	Duly signed Skills Programmes agreement or a duly signed learner registration form with clear start and end dates of the programme and certified copy of learner's ID
Method of calculation	The sum of employed learners entering Skills Programmes captured on the SETA Management System (SMS)
Data limitations	Incomplete and/or inaccurate data supplied by service provider and/or learner
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When the number of employed learners entering Skills Programmes is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 3.1.1.12**

Dimension	Description
Indicator title	Number (#) of employed learners completing Skills Programmes
Short definition	Employed learners completing Skills Programmes
Purpose/importance	To establish the number of learners completing Skills Programmes
Source/collection of data	Duly signed Skills Programmes agreement or a duly signed learners registration form with clear start and end date of the programme , certified copy of learner's ID, Copy of completion certificate/Statement of results/ETQA assessment report
Method of calculation	The sum of employed learners successfully completing Skills Programmes captured on the SETA Management System (SMS)
Data limitations	Incomplete and/or inaccurate data supplied by service provider and/or learner
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When the number of employed learners completing Skills Programmes is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number 3.1.1.13**

Dimension	Description
Indicator title	Number (#) of unemployed learners entering Internship programmes
Short definition	Unemployed learners entering Internship programmes
Purpose/importance	To establish the number of learners entering workplace based experiential learning opportunities
Source/collection of data	Duly signed Internship agreement or a duly signed fixed term employment contract between the intern and employer, certified copy of learner's ID, and certified copy of the learner's qualification
Method of calculation	The sum of unemployed learners entering Internship programmes captured on the SETA Management System (SMS)
Data limitations	Incomplete and/or inaccurate data supplied by service provider and/or learner
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Bi-annually
New indicator	No
Desired performance	When the number of unemployed learners entering Internship programmes is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 3.1.1.14**

Dimension	Description
Indicator title	Number (#) of unemployed learners completing Internship programmes
Short definition	Unemployed learners completing Internship programmes
Purpose/importance	To establish the number of learners completing workplace based experiential learning opportunities
Source/collection of data	Duly signed Internship agreement or a duly signed fixed term employment contract between the intern and employer, certified copy of learner's ID, and certified copy of the learner's qualification, certified copy of a certificate/letter stating that the learner completed the Internship programme
Method of calculation	The sum of unemployed learners completing Internship programmes captured on the SETA Management System (SMS).
Data limitations	Incomplete and/or inaccurate data supplied by service provider and/or learner
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When the number of unemployed learners completing Internship programmes is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 3.1.1.15**

Dimension	Description
Indicator title	Number (#) of Artisans entering training programmes
Short definition	Artisans entering training programmes
Purpose/importance	To establish the number of Artisans entering training programmes
Source/collection of data	Duly signed apprenticeship/Learnership agreement of contract and the certified copy of learner's ID and certified copy of the apprentice's highest qualification
Method of calculation	The sum of successfully registered Artisans entering training programmes captured on the SETA Management System (SMS)
Data limitations	Incomplete and/or inaccurate data supplied by service provider and/or learner
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When the number of Artisans entering training programmes is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 3.1.1.16**

Dimension	Description
Indicator title	Number (#) of Artisans completing training programmes
Short definition	Artisans completing training programmes
Purpose/importance	To establish the number of Artisans completing training programmes
Source/collection of data	Duly signed apprenticeship/Learnership agreement of contract and the certified copy of learner's ID and certified copy of the apprentice's highest qualification Copy of trade test certificate signed by QCTO and trade test centre's certificate of accreditation
Method of calculation	The sum of Artisans successfully completing training programmes captured on the SETA Management System (SMS)
Data limitations	Incomplete and/or inaccurate data supplied by service provider and/or learner
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When the number of Artisans completing training programmes is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 3.1.1.17**

Dimension	Description
Indicator title	Number (#) of TVET learners entering a Work Integrated Learning (WIL) programme
Short definition	TVET learners entering Work Integrated Learning programmes
Purpose/importance	Number of TVET learners placed in Work Integrated Learning programme
Source/collection of data	Duly signed workplace experience agreement or duly signed fixed term employment contract and certified student's ID copy
Method of calculation	The sum of TVET learners placed in Work Integrated Learning programme captured on the SETA Management System (SMS)
Data limitations	Incomplete and/or inaccurate data supplied by service provider and/or learner
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When the number of TVET learners entering in a WIL programme is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 3.1.1.18**

Dimension	Description
Indicator title	Number (#) of TVET learners completing a Work Integrated Learning (WIL) programme
Short definition	TVET learners completing Work Integrated Learning programmes
Purpose/importance	Number of TVET learners completing Work Integrated Learning Programme
Source/collection of data	Duly signed workplace experience agreement or duly signed fixed term employment contract and certified student's ID copy and Certificate/A duly signed letter of completion from the employer
Method of calculation	The sum of TVET learners completing Work Integrated Learning programme captured on the SETA Management System (SMS)
Data limitations	Incomplete and/or inaccurate data supplied by service provider and/or learner
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When the number of TVET learners completing a WIL programme is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 3.1.1.19**

Dimension	Description
Indicator title	Number (#) of University learners entering workplace experience
Short definition	University learners placed with employers to gain work experience
Purpose/importance	To ensure university learners are provided with work experience to enable them to enter the labour market
Source/collection of data	Duly signed workplace experience agreement or duly signed fixed term contract of employment, certified copy of learner's ID
Method of calculation	The sum of successfully registered university learners entering workplace experience captured on the SETA Management System (SMS)
Data limitations	Incomplete and/or inaccurate data supplied by service provider and/or learner
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	When the of university learners entering workplace experience is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 3.1.1.20**

Dimension	Description
Indicator title	Number (#) of University learners completing workplace experience
Short definition	University learners completing workplace experience
Purpose/importance	Number of university learners completing workplace experience
Source/collection of data	Duly signed workplace experience agreement or duly signed fixed term employment contract, certified student's ID copy and Certificate/a duly signed letter of completion from employer
Method of calculation	The sum of university learners completing workplace experience captured on the SETA Management System (SMS)
Data limitations	Incomplete and/or inaccurate data supplied by service provider and/or learner
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	When the number of university learners completing workplace experience is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 3.1.2.1**

Dimension	Description
Indicator title	Number (#) of Learners entering Adult Education and Training (AET)
Short definition	Learners entering AET programmes
Purpose/importance	To establish the number of enrolled learners in AET programmes
Source/collection of data	A duly signed learner's registration form with clear start and end dates of the programme and the learner's level of education (highest qualification). Certified copy of learner's ID
Method of calculation	The sum of successfully registered learners entering AET programmes captured on the SETA Management System (SMS)
Data limitations	Incorrect and/or incomplete data supplied by service provider and/or learner
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	When the number of learners entering AET programmes is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 3.1.2.2**

Dimension	Description
Indicator title	Number (#) of Learners completing Adult Education and Training (AET)
Short definition	Learners completing AET programmes
Purpose/importance	To establish the number of learners completing AET programmes
Source/collection of data	A duly signed learner's registration form with clear start and end dates of the programme and the learner's level of education (highest qualification). Certified copy of learner's ID Certified copy of a certificate/ statement of results/assessment report
Method of calculation	The sum of learners successfully completing AET programmes
Data limitations	Incorrect and/or incomplete data supplied by service provider and/or learner
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	When the number of learners completing AET programmes is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

### KPI Definition Form – KPI Number: 3.1.2.3

Dimension	Description
Indicator title	Number (#) of Learners entering Information and Communications Technology (ICT)
Short definition	Learners entering ICT programmes
Purpose/importance	To establish the number of learners enrolled in ICT programmes
Source/collection of data	A duly signed learner's registration form with clear start and end dates of the programme and the learner's level of education (highest qualification). Certified copy of learner's ID
Method of calculation	The sum of successfully registered learners entering ICT programmes captured on the SETA Management System (SMS)
Data limitations	Incorrect and/or incomplete data supplied by service provider and/or learner
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	When the number of learners entering ICT programmes is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

### KPI Definition Form – KPI Number: 3.1.2.4

Dimension	Description
Indicator title	Number (#) of learners completing Information and Communications Technology (ICT)
Short definition	Learners completing ICT programmes
Purpose/importance	To establish the number of learners completing ICT programmes
Source/collection of data	A duly signed learner's registration form with clear start and end dates of the programme and the learner's level of education (highest qualification). Certified copy of learner's ID Certified copy of a certificate/ statement of results/assessment report
Method of calculation	The sum of learners successfully completing ICT programmes
Data limitations	Incorrect and/or incomplete data supplied by service provider and/or learner
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	When the number of learners completing ICT programmes is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 3.1.3.1**

Dimension	Description
Indicator title	Number (#) of Small Enterprises (SEs) supported
Short definition	Total number of SEs supported
Purpose/importance	To implement skills development projects that will benefit SEs
Source/collection of data	A duly signed contract entered into between the small business and the SETA or a registration form for the small business support stating the kind of the support provided. Or workshop/meeting attendance register with clear purpose of supporting small businesses. Or proof of payment by SETA to the small business (Grant payment)
Method of calculation	Sum of SEs supported
Data limitations	Limited SE participation. Absence of the POE. Registration status of the SEs
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	When the number of SEs supported is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 3.1.3.2**

Dimension	Description
Indicator title	Number (#) of cooperatives supported
Short definition	Total number of cooperatives supported
Purpose/importance	To implement skills development projects that will benefit cooperatives
Source/collection of data	A duly signed contract entered between the cooperative and the SETA; or a registration form for the cooperative support, stating the kind of support provided. Or workshop/meeting attendance register with clear purpose of supporting cooperatives. Or proof of payment by SETA to the cooperative (Grant payment)
Method of calculation	Sum of cooperatives supported
Data limitations	Limited cooperative participation. Absence of the POE . Registration status of cooperative
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	When the number of cooperatives supported is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 3.1.3.3**

Dimension	Description
Indicator title	Number (#) of NGOs/NPOs supported
Short definition	Total number of NGOs/NPOs supported
Purpose/importance	To implement skills development projects that will benefit NGOs
Source/collection of data	A duly signed contract entered into between the NGO NPO and the SETA; or registration form for the NGO/NPO support, stating the kind of support provided; or workshop/meeting attendance register with clear purpose; and registration certificate or affidavit confirming the status/registration of the NGO/NPO
Method of calculation	The sum of NGOs/NPOs development projects implemented
Data limitations	Limited cooperative participation Absence of the POE Registration status of cooperative
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When the number of NGOs/NPOs supported is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 3.1.3.4**

Dimension	Description
Indicator title	Number (#) of Labour Unions supported
Short definition	Total number of Labour Unions supported
Purpose/importance	To implement skills development projects that will benefit Labour Unions
Source/collection of data	A duly signed contract entered into between Labour Unions and the SETA; or registration form for the Labour Unions support, stating the kind of support provided; or workshop/meeting attendance register with clear purpose; and registration certificate or affidavit confirming the status/registration of the Labour Unions
Method of calculation	The sum of Labour Unions development projects implemented
Data limitations	Limited Labour Union participation Absence of the POE Registration status of Labour Union
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When the number of Labour Unions supported is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 3.1.3.5**

Dimension	Description
Indicator title	Number (#) of employees from Labour Unions enrolled in legacy projects
Short definition	Total number of employees from Labour Unions enrolled in legacy projects
Purpose/importance	To implement skills development projects that will benefit Labour Union employees
Source/collection of data	Proof of employment, proof of registration
Method of calculation	The sum of Labour Unions employees enrolled in legacy projects
Data limitations	Lack of participation from employees
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Bi-annually
New indicator	Yes
Desired performance	When the number of Labour Unions employers enrolled in legacy projects is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 3.1.3.6**

Dimension	Description
Indicator title	Number (#) of employees from CBOs/NPOs enrolled in legacy projects
Short definition	Total number of employees from CBOs/NPOs enrolled in legacy projects
Purpose/importance	To implement skills development projects that will benefit CBOs/NPOs employees
Source/collection of data	Proof of employment, proof of registration
Method of calculation	The sum of CBOs/NPOs employees enrolled in legacy projects
Data limitations	Lack of participation from employees
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Bi-annually
New indicator	Yes
Desired performance	When the number of CBOs/NPOs employers enrolled in legacy projects is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

## Sub-Programme 3.2: Special Projects

### KPI Definition Form – KPI Number: 3.2.1.1

Dimension	Description
Indicator title	Number (#) of youth development projects implemented
Short definition	Total number of skills development projects aimed at youth executed
Purpose/importance	To support skills development projects that will benefit the youth
Source/collection of data	A duly signed agreement/ MOU/ Contract with clear defined deliverables and timelines entered into between the SETA and the contracted institution or organization
Method of calculation	The sum of youth skills development projects implemented
Data limitations	Difficulty in finding suitable learners
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When the number of youth skills development projects implemented is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

### KPI Definition Form – KPI Number: 3.2.1.2

Dimension	Description
Indicator title	Number (#) of rural projects implemented in provinces
Short definition	Total number of skills development projects executed in rural areas
Purpose/importance	To support skills development in rural areas
Source/collection of data	A duly signed agreement/ MOU/ Contract with clear defined deliverables and timelines entered into between the SETA and the contracted institution or organization
Method of calculation	The sum of rural development projects implemented
Data limitations	Limited infrastructure, difficulty in finding suitable learners, geographical spread of training providers.
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When the number of rural skills development projects implemented is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 3.2.1.3**

Dimension	Description
Indicator title	Number (#) of interventions to revitalise township economy supported
Short definition	Support interventions implemented to revitalize township economy
Purpose/importance	To support development of township economy
Source/collection of data	A duly signed agreement/ MOU/ Contract with clear defined deliverables and timelines entered into between the SETA and the contracted institution or organization
Method of calculation	The sum of support interventions to revitalise township economy implemented
Data limitations	Difficulty in finding suitable partners
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	When the number of interventions to revitalize township economy supported is equal to the target and supported with POE
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 3.2.2.1**

Dimension	Description
Indicator title	Number (#) partnership projects implemented with TVET colleges
Short definition	Total number of formal agreements entered into with TVET colleges
Purpose/importance	To create partnerships with TVET colleges for collaboration on common areas of interest
Source/collection of data	Signed partnership agreements
Method of calculation	The sum of approved partnership projects implemented with TVET colleges
Data limitations	Delay due to legalities involved with the process
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	When the total number of partnership projects with TVET colleges is equal to target and supported with POE
Indicator responsibility	Chief Operations Officer

### KPI Definition Form – KPI Number: 3.2.2.2

Dimension	Description
Indicator title	Number (#) partnership projects implemented with Universities
Short definition	Total number of formal agreements entered into with universities
Purpose/importance	To create partnerships with universities for collaboration on common areas of interest
Source/collection of data	Signed partnership agreements
Method of calculation	The sum of approved partnership projects implemented with universities
Data limitations	Delay due to legalities involved with the process
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	When the total number of partnership projects established with universities is equal to target and supported with POE
Indicator responsibility	Chief Operations Officer

### KPI Definition Form – KPI Number: 3.2.2.3

Dimension	Description
Indicator title	Number (#) partnership projects implemented with sector employers
Short definition	Total number of formal agreements entered into with sector employers
Purpose/importance	To create a framework of collaborative partnership on common areas of interest
Source/collection of data	Signed partnership agreements
Method of calculation	The sum of approved partnership projects implemented with employers
Data limitations	Delay due to legalities involved with the process
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Bi-annually
New indicator	No
Desired performance	When the number of partnership projects implemented with relevant employers is equal to the target and supported with POE.
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 3.2.2.4**

Dimension	Description
Indicator title	Number (#) partnership projects implemented with institutions engaged in Recognition of Prior Learning
Short definition	Total number of formal agreements entered into with institutions engaged in Recognition of Prior Learning
Purpose/importance	To create a framework of collaborative partnership on common areas of interest
Source/collection of data	Signed partnership agreements
Method of calculation	The sum of approved partnership projects implemented with institutions engaged in Recognition of Prior Learning
Data limitations	Delay due to legalities involved with the process
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	Yes
Desired performance	When the number of partnership projects implemented with institutions engaged in Recognition of Prior Learning is equal to the target and supported with POE.
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 3.2.2.5**

Dimension	Description
Indicator title	Number (#) of partnership projects implemented with People with Disabilities institutions
Short definition	Total number of formal agreements entered into with People with Disabilities institutions
Purpose/importance	To create a framework of collaborative partnership on common areas of interest
Source/collection of data	Signed partnership agreements
Method of calculation	The sum of approved partnership projects implemented with People with Disabilities institutions
Data limitations	Delay due to legalities involved with the process
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Bi-annually
New indicator	Yes
Desired performance	When the number of partnership projects implemented with People with Disabilities institutions is equal to the target and supported with POE.
Indicator responsibility	Chief Operations Officer

### Sub-Programme 3.3: Monitoring, Evaluation and Reporting

#### KPI Definition Form – KPI Number: 3.3.1.1

Dimension	Description
Indicator title	Number (#) of performance monitoring reports produced
Short definition	Performance monitoring reports include the Quarterly Monitoring Reports (QMR), Performance Information Report, Monitoring Report and Annual Report
Purpose/importance	To monitor organisational performance to ensure alignment with strategy
Source/collection of data	Data captured from system (SMS/Indicium) and divisional reports
Method of calculation	The sum of performance monitoring reports produced
Data limitations	Reliability and usefulness of information reported
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When the number of performance monitoring reports achieved equals the target and is supported with POE
Indicator responsibility	Executive Manager: Support

#### KPI Definition Form – KPI Number: 3.3.1.2

Dimension	Description
Indicator title	Number (#) of performance evaluation reports produced
Short definition	Performance evaluation reports include the Quarterly Monitoring Reports (QMR), Performance Information Report, Evaluation Report and Annual Report.
Purpose/importance	To evaluate organisational performance to ensure pre-determined objectives are achieved
Source/collection of data	Data captured from system (SMS/Indicium) and divisional reports
Method of calculation	Sum of the performance evaluation reports produced
Data limitations	Incomplete data Reliability and usefulness of information reported
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Bi-annually
New indicator	No
Desired performance	When the total number of performance evaluation reports achieved equals the target and is supported with POE
Indicator responsibility	Executive Manager: Support

### KPI Definition Form – KPI Number: 3.3.1.3

Dimension	Description
Indicator title	Percentage (%) effectiveness of monitoring system
Short definition	System used to monitor objectives are effective
Purpose/importance	To evaluate performance of monitoring system to ensure pre-determined objectives are achieved
Source/collection of data	Data received from learning programmes implemented and divisional
Method of calculation	Monitory system checklist, policy
Data limitations	Incomplete data
Type of indicator	Efficiency
Calculation type	Standard
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	When the percentage effectiveness of monitoring systed achieved equals the target and supported with POE
Indicator responsibility	Executive Manager: Support

### Sub-Programme 3.4: Career and Vocational Guidance

#### KPI Definition Form – KPI Number: 3.4.1.1

Dimension	Description
Indicator title	Number (#) of sector career guidance interventions implemented
Short definition	Partnerships entered into with various stakeholders to provide career guidance
Purpose/importance	To provide learners with information tools that will assist them in making informed career decisions
Source/collection of data	Signed partnership agreement; Attendance registers; Career guidance invitation, Career expos, and Career guidance handbook
Method of calculation	The sum of sector career guidance initiatives implemented
Data limitations	Budget restrictions
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	When the total number of sector career guidance interventions achieved equals the target and is supported by POE
Indicator responsibility	Chief Operations Officer

**PROGRAMME 4: QUALITY ASSURANCE**  
**Sub-Programme 4.1: Provider Accreditations**

**KPI Definition Form – KPI Number: 4.1.1.1**

Dimension	Description
Indicator title	Number (#) of Education, Training and Development (ETD) practitioners trained
Short definition	Training of facilitators, assessors and moderators
Purpose/importance	To increase the number of qualified ETD practitioners
Source/collection of data	Learner registration documents, attendance registers, learner ID copy, learner data uploaded electronically by training provider via ETDP SETA electronic management system The data will be collected from the training providers
Method of calculation	Total sum of ETD practitioners trained
Data limitations	Budget constraints Insufficient ETD practitioners undertaking training
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Bi-annually
New indicator	No
Desired performance	When the total number of trained EDT practitioners achieved equals the target and is supported with POE
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 4.1.2.1**

Dimension	Description
Indicator title	Number (#) of TVET lecturers and support staff entering development programmes
Short definition	Establish the number of TVET lecturers and support staff entering development programmes
Purpose/importance	To capacitate lecturers and support staff at TVET colleges
Source/collection of data	Signed service provider contracts, learner agreements, learner ID copy learner data uploaded electronically by training provider via applicable SETA Management System and manual submission of hard copies for proof of training
Method of calculation	The sum of TVET lecturers and support staff entering development programmes captured on the SETA Management System (SMS)/Indicium
Data limitations	Insufficient TVET lecturers and support staff undertaking training
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Bi-annually
New indicator	No
Desired performance	When the total number of TVET lecturers and support staff entering development programmes achieved equals the target and is supported with POE
Indicator responsibility	Chief Operations Officer

### KPI Definition Form – KPI Number: 4.1.2.2

Dimension	Description
Indicator title	Number (#) of TVET lecturers and support staff completing development programmes
Short definition	Establish the number of TVET lecturers and support staff completing development programmes
Purpose/importance	To improve capacity at TVET colleges
Source/collection of data	Signed service provider contracts, learner agreements, learner ID copy, certificates or statement of results. Learner data uploaded electronically by training provider via SMS/Indicum and manual submission of hard copies for proof of training
Method of calculation	The sum of TVET lecturers and support staff completing development programmes captured on the SETA Management System (SMS)
Data limitations	Inability of TVET lecturers and support staff to complete training
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Bi-annually
New indicator	No
Desired performance	When the total number of TVET lecturers and support staff completing development programmes achieved equals the target and is supported with POE
Indicator responsibility	Chief Operations Officer

### Sub-Programme 4.2: Certification

#### KPI Definition Form – KPI Number: 4.2.1.1

Dimension	Description
Indicator title	Percentage (%) of learner completion certificates issued
Short definition	Learner completion certificates issued
Purpose/importance	To ensure that learners completing learning intervention are issued with certificates
Source/collection of data	Learner achievements/print-run reports from SMS/Indicum Provider's verification report indicating compliance to requirements Learner completion certificates
Method of calculation	$[(a=\text{number of learner certificates issued}) \text{ divided by } (b=\text{total number of completed learners loaded by compliant providers on the system}) \text{ multiply by } 100 \text{ i.e } a/b*100]$
Data limitations	Delay on loading learner achievements by training providers Non compliance by the training providers
Type of indicator	Efficiency
Calculation type	Standard
Reporting cycle	Quarterly
New Indicator	Yes
Desired performance	When the percentage of issued learner completion certificates achieved equals the target and is supported with POE
Indicator responsibility	Chief Operations Officer

### KPI Definition Form – KPI Number: 4.2.1.2

Dimension	Description
Indicator title	Percentage (%) of providers accredited
Short definition	Ensuring that providers who meet required criteria are accredited
Purpose/importance	To ensure that CATHSSETA providers providers with accreditation
Source/collection of data	Accreditation application forms, evaluation report
Method of calculation	$[(a=\text{total number of provider accreditation applications meeting criteria}) \text{ divided by } (b=\text{total number of provider accreditation applications received}) * 100 \text{ i.e. } (a/b)*100$
Data limitations	Providers not complying with requirements
Type of indicator	Compliance
Calculation type	Standard
Reporting cycle	Quarterly
New Indicator	Yes
Desired performance	When the total number of accredited providers achieved equals the target and is supported with POE
Indicator responsibility	Chief Operations Officer

### KPI Definition Form – KPI Number: 4.2.1.3

Dimension	Description
Indicator title	Number (#) of reports on ETD practitioners in registration process
Short definition	Registration of moderators and assessors within CATHSSETA scope
Purpose/importance	To ensure that CATHSSETA moderators and assessors are registered
Source/collection of data	Application forms, evaluation reports
Method of calculation	The sum of reports on ETD practitioners in registration process
Data limitations	Providers not complying to requirements
Type of indicator	Compliance
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New Indicator	Yes
Desired performance	When the total number of reports on registered ETD practitioners achieved equals the target and is supported with POE
Indicator responsibility	Chief Operations Officer

### KPI Definition Form – KPI Number: 4.2.1.4

Dimension	Description
Indicator title	Number (#) of reports on learning programme evaluation
Short definition	Evaluation of learning programmes
Purpose/importance	To evaluate learning programmes to ensure compliance with required standards
Source/collection of data	Programme evaluation application forms, evaluation report
Method of calculation	The sum of progress reports on evaluation of learning programmes produced
Data limitations	Incorrect/incomplete application documents
Type of indicator	Activity
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New Indicator	Yes
Desired performance	When the total number of reports on the evaluation of learning programmes achieved equals the target and is supported with POE
Indicator responsibility	Chief Operations Officer

### Sub-Programme 4.3: Qualification Development

#### KPI Definition Form – KPI Number: 4.3.1.1

Dimension	Description
Indicator title	Number (#) of qualifications reviewed
Short definition	Review of CATHSSETA qualifications
Purpose/importance	To review qualifications to ensure these are aligned to industry requirements
Source/collection of data	Qualification documents, attendance registers of CEP meetings, project plan and reports
Method of calculation	The sum of qualifications applications submitted to the QCTO
Data limitations	Participation of CEP members Unavailability of CEP members QCTO processes changing
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Bi-annually
New indicator	No
Desired performance	When the total number of reviewed qualifications achieved equals the target and is supported with POE
Indicator responsibility	Chief Operations Officer

**KPI Definition Form – KPI Number: 4.3.1.2**

Dimension	Description
Indicator title	Number (#) of reports on qualification review process
Short definition	Progress reports on qualification review
Purpose/importance	To monitor and provide progress reports on the review of qualifications
Source/collection of data	Project plan and reports
Method of calculation	The sum of reports on qualification review process
Data limitations	Capacity constraints
Type of indicator	Activity
Calculation type	Standard
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	When the total number of reports on the qualification review process achieved equals the target and supported with POE
Indicator responsibility	Chief Operations Officer





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