



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

Annual Performance Plan

for the 2021/22 Financial Year



higher education
& training

Department:
higher Education and Training
REPUBLIC OF SOUTH AFRICA



ACCOUNTING AUTHORITY STATEMENT

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

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

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

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

A handwritten signature in black ink, appearing to be 'David Themba Ndhlovu', written over a horizontal line.

Mr David Themba Ndhlovu
Accounting Authority Chairperson

CHIEF EXECUTIVE OFFICER STATEMENT

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

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

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



Mr Marks Thibela
Chief Executive Officer

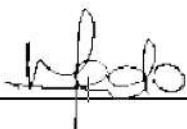
OFFICIAL SIGN-OFF

It is hereby certified that this Annual Performance Plan:

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

Ms Matlhodi Ngwenya

Executive Manager:
Corporate Services

Signature: 

Ms Nadine Thomas

Chief Financial Officer

Signature: 


Dr Tebogo Umanah

Executive Manager: Research,
Monitoring and Evaluation

Signature: 

Ms Lebogang Mpye

Executive Manager: Learning
Programmes

Signature: 

Mr Marks Thibela

Chief Executive Officer

Signature: 

Approved by:

Mr David Themba Ndhlovu

Accounting Authority Chairperson

Signature: 

ABBREVIATIONS AND ACRONYMS

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

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

TABLE OF CONTENTS

ACCOUNTING AUTHORITY STATEMENT	1
CHIEF EXECUTIVE OFFICER STATEMENT	2
OFFICIAL SIGN-OFF	3
ABBREVIATIONS AND ACRONYMS	4
PART A: OUR MANDATE	7
1. Relevant Legislative and Policy Mandates	7
2. Institutional Policies and Strategies	17
3. Relevant Court Rulings	17
PART B: OUR STRATEGIC FOCUS	19
4. Situational Analysis	19
5. External Environment Analysis	23
6. Internal Environment Analysis	24
PART C: MEASURING OUR PERFORMANCE	35
7. Institutional Programme Performance Information	35
8. Explanation of Planned Performance over the Medium –Term Period	51
9. Programme Resource Considerations	54
10. Key Risks and Mitigation	56
11. Public Entities	58
12. Infrastructure Projects	58
13. Public-Private Partnerships	58
PART D: TECHNICAL INDICATOR DESCRIPTORS (TIDS)	59
Executive Summary	60
Introduction	60
Definition of Technical Indicator Descriptor	60
CATHSSETA Programmes	60
Programme 1: Administration	62
Programme 2: Skills Planning	68
Programme 3: Learning Programmes and Projects	71
Programme 4: Quality Assurance	89
ANNEXURE A: AMENDMENTS TO THE STRATEGIC PLAN	96
ANNEXURE B: CONDITIONAL GRANTS	96
ANNEXURE C: CONSOLIDATED INDICATORS	97
ANNEXURE D: MATERIALITY FRAMEWORK	99

PART A: OUR MANDATE

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

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

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

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

1. Relevant Legislative and Policy Mandates

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

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

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

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

1.3. The SETA Grant Regulations, 2012

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.13. National Development Plan, 2030 (NDP)

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

The NDP acknowledges that education, training and innovation are not the only solutions to our common national problems. Rather, education is critical in building our national capacity to solve problems. Addressing our national training and educational expectations requires harnessing the capacity of different provider institutions so that they can be effective in delivering their respective mandates. The NDP proposes actions based on the following five cross-cutting, interdependent and implementable themes:

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

1.14. National Skills Development Plan, 2030 (NSDP)

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

At a policy level and in compliance with the PSET, the plan focuses SETAs towards building relationships with workplaces and educational and training institutions. In preparation for implementation of this NSDP, the current planning processes are seeking to align the CATHSSETA goals and objectives with the outcomes of the NSDP. The table below, not only seeks to demonstrate the trajectory from NSDS III to NSDP, but also, to link 2020/21–2024/25 SSP priorities to NSDP outcomes.

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

TABLE 2: DHET AND NSDP OUTCOMES LINKED TO CATHSSETA PRIORITIES

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

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

1.15. National Skills Accord, 2011

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

Commitment four – Partners commit to ensuring that part of the Mandatory Grant (10%) is used for funding workplace training for University of Technology (UoT) students and TVET College graduates.

Commitment six – Partners commit to improving the seniority of their delegations to the SETA board and that organised labour must approve SSPs and WSPs on the shop floor. Therefore, workplace training committees must ensure plans that address workplace skills. SETAs will endeavour to engage organised labour to ensure that the release of Mandatory Grants for WSPs and ATRs is signed off by organised labour in the workplace, and that protocols will be developed to ensure that this process improves the quality of the SSPs.

Commitment seven – Partners commit to ensuring that the funding of training through the SDL is directed towards a training that can meet the skills needs of the economy, including training of professionals, as well as training programmes that can satisfy the qualifications' requirements contained within the NQF.

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

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

TABLE 3: CATHSSETA CONTRIBUTION TO NHRDSSA OUTCOMES

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

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

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

The White Paper simplifies the role of the SETAs and builds their capacity in line with their redefined roles. In terms of the White Paper, will continue to facilitate the development of skills for those in existing enterprises and skills' pipelines in the workplace. This means that the SETAs will ensure that skills requirements in their respective industries are understood and catered for by different providers, as contemplated in this policy document. This practice also means that the SETAs will continue to collect and supply credible data from and to, employers. The Mandatory Grants will continue to be used for data gathering, while sector training and training provider capacity will be catered for through Discretionary Grants.

In keeping with the vision of the White Paper, CATHSSETA, via the Discretionary Grant, would promote the implementation of PIVOTAL programmes, in terms of occupational shortages identified in the sector, for both employed and unemployed people. The Mandatory Grant data is validated to ensure accurate data gathering is undertaken. In addition, processes for the collection of the Mandatory Grant data are reviewed and updated on an annual basis in order to ensure continuous assessment and improvement. As it stands, the White Paper reinforces the vision of the NDP. In terms of the TVET College sector, CATHSSETA is instrumental in the review of the qualifications offered, as well as in improving the capacity of TVET College lecturers.

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

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

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

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

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

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

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

2. Institutional Policies and Strategies

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

- Fourth Industrial Revolution;
- Training provision;
- Analysis of skills needs;
- Increased partnerships to include worker-initiated interventions;
- Sector transformation;
- SMME interventions and green economy (resource efficiency);
- Monitoring and Evaluation;
- Addressing occupational shortages and skills gaps; and
- Technological advancements to combat the impact of the Global Pandemic: Coronavirus – COVID-19.

3. Relevant Court Rulings

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

In delivering its Judgement on the 1st of November 2017, the Labour Appeal Court (LAC) set aside Regulation 3(12) of the SETA Grant Regulations. The funds which the SETAs had previously disclosed as uncommitted surpluses were due to be transferred to the NSF as a contingent liability, at the end of each financial year, and will now be allocated to the Discretionary Grant.

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

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

PART B:

OUR STRATEGIC FOCUS

4. Situational Analysis

4.1. Profile of the Sector

4.1.1. Background of the sector

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

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

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

TABLE 4: EMPLOYER PROFILE

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

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

4.1.2 Sector challenges

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

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

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

The composition of the sector shows that the vast majority of entities (95%) are small (0-49), indicating that there is a need to support and prioritise SMME development in the sector. Females make up 60% of employees in the sector, 46% of whom are African females. The majority of employees are employed in the lower occupational levels, including the Service and Sales occupational category (35%), followed by Elementary Workers (20%) and Clerical Support Workers (15%). The majority of employees in the sector (53%) are classified as youth (less than 35 years old), indicating that the SETA needs to prioritise and support the development of youth in the various sub-sectors.

Technological advancement trends are critical for both the supply and demand of skills, and for CATHSSETA to be able to identify skills' requirements more precisely for qualification review and priority skills identification, across the sub-sectors. The SETA aims to engage continuously with stakeholders so as to combat the impact of COVID-19 on the sector. As part of its research efforts, the SETA undertakes to update sector information on recognition technology, virtual reality and e-learning. The implications for future skills' planning is that the skills that will be in demand will be computing technology, software development, artificial intelligence, robotics, etc. In addition, the soft skills required are changing to include skills such as agility, innovation, creativity, problem-solving, etc. Proper planning requires that sub-sector specific demand and supply of skills be identified and prioritised for funding.

TABLE 5: CATHSSETA'S STRATEGIC SKILLS AND PRIORITY ACTIONS

Outcome	PLANNED ACTIONS
1. Fourth Industrial Revolution	Skills identification through the Research Agenda
2. Training provision	Engagement with QCTO, joint implementation plan
3. Analysis of skills needs	Research projects articulated in the Research Agenda
4. Increased partnerships to include worker initiated interventions	Organised labour engagement
5. Sector transformation	New teaching and learning methods/workplaces, WRP
6. SMME interventions and green economy (resource efficiency)	Develop a skills development strategy for SMME, entrepreneurship, new enterprises and informal traders
7. Monitoring and Evaluation	Review and elevate Monitoring and Evaluation
8. Addressing Occupational Shortages and skills gaps	<ul style="list-style-type: none"> • Apprenticeship • Learnerships • WIL and Internships • Bursaries • Skills programmes
9. Technology advancement to combat the impact of the COVID-19 pandemic	<p>As part of its research efforts, the SETA aims to continuously engage with stakeholders to update sector information on the following initiatives:</p> <ul style="list-style-type: none"> • Recognition Technology • Virtual Reality • E-Learning

4.1.4. Measures to support national strategies and plans

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

- National Cultural Industries Skills Academy, (NaCISA);
- Mzansi Golden Economy (MGE) Strategy;
- The National Sports and Recreation Plan (NSRP 2030);
- National Tourism Sector Strategy (NTSS); and
- Tourism Human Development Strategy.

Other specific measures initiated include:

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

5. External Environment Analysis

External environmental factors influencing the organisation were analysed using the Political, Economic, Social, Technological, Environmental and Legal (PESTEL) analysis tool. Political instability and Economic uncertainty post-national elections, were identified as dominant factors, due mainly to high unemployment levels, service delivery protests as a result of slow economic growth, and a lack of access to information communication technologies. Table 8 below provides a summary of some of the factors identified during the strategic planning session.

TABLE 6: PESTEL ANALYSIS	
POLITICAL FACTORS	<ul style="list-style-type: none"> • SETA re-established for 10 years • Strengthening of TVET Principals • National Elections • Changes in political leadership at government level
ECONOMIC FACTORS	<ul style="list-style-type: none"> • Slow economic growth, at less than 1% • Fewer levy-paying employers if the economy is not growing sufficiently. • Unemployment • Emerging career paths
SOCIAL FACTORS	<ul style="list-style-type: none"> • High unemployment rate (youth unemployment constitutes a high risk to national stability) versus entrepreneurship proposed programmes as per the NSDP • Poverty • Gender-based violence • Student unrest • Impact of COVID-19 and the impact of social schooling
TECHNOLOGICAL FACTORS	<ul style="list-style-type: none"> • Innovation and technology that will influence the industry and market. • E-learning proposed • The 4th Industrial Revolution will impact the manner in which the sector develops
ENVIRONMENTAL FACTORS	<ul style="list-style-type: none"> • Exploring environmentally friendly alternatives • Green Economy • Climate Change effects
LEGAL FACTORS	<ul style="list-style-type: none"> • Regulation of the administration budget limits the achievement of SETA targets • Coming into effect of the POPIA • Ability to adapt to new legal factors • Labour Appeal Court Judgment on the case brought by BUSA, regarding the 60% Mandatory Grant payment to be paid to levy-paying employers • New processes of SAQA and QCTO

6. Internal Environment Analysis

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

TABLE 7: SWOT ANALYSIS

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

6.1. Organisational Environment

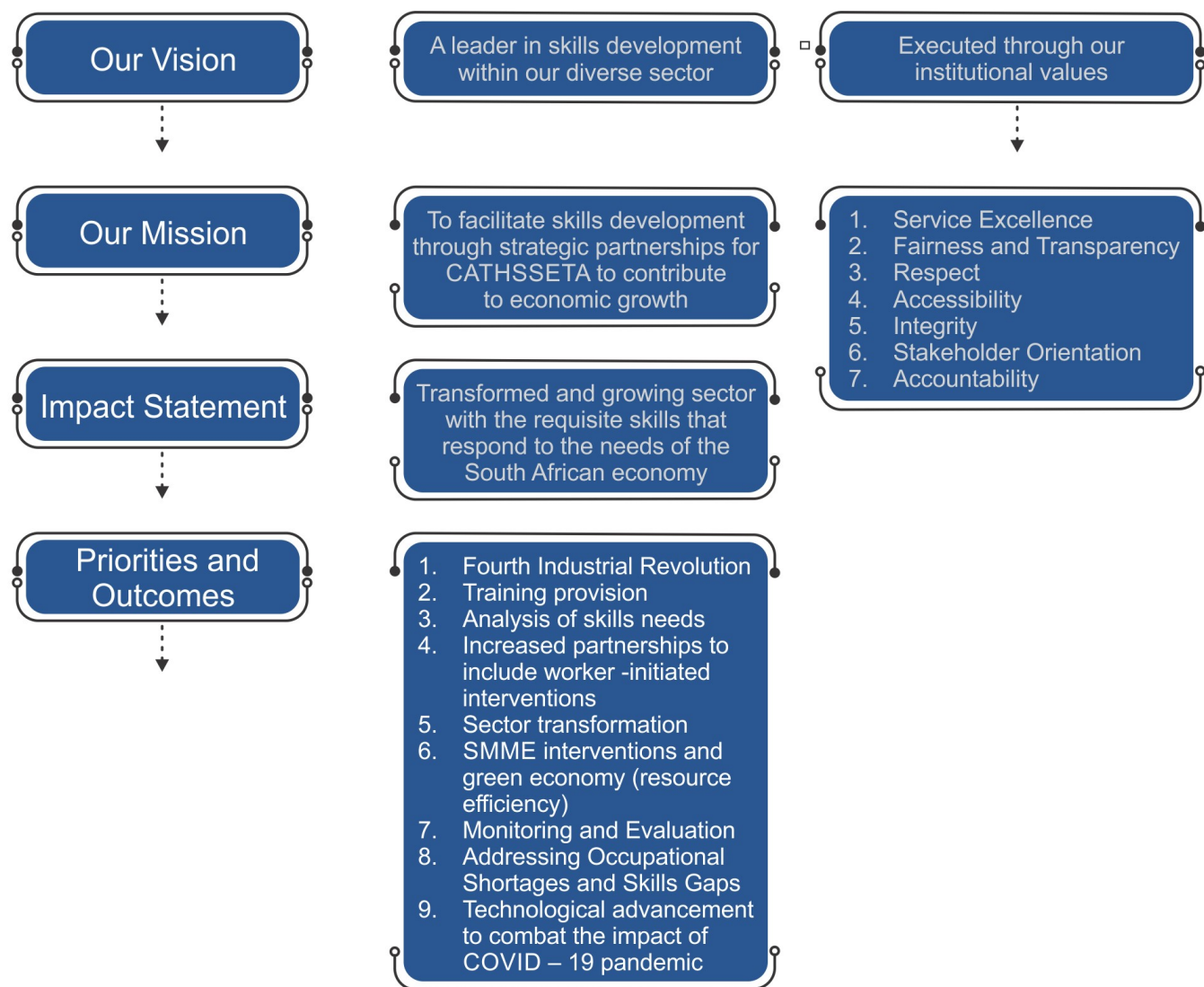
6.1.1. Governance arrangement

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

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

6.1.2. SETA's operating model

FIGURE1: CATHSSETA'S OPERATING MODEL



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

6.1.2. SETA’s existing mechanisms to deliver on its mandate

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

FIGURE 2: HIGH LEVEL SUCCESS FACTORS



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

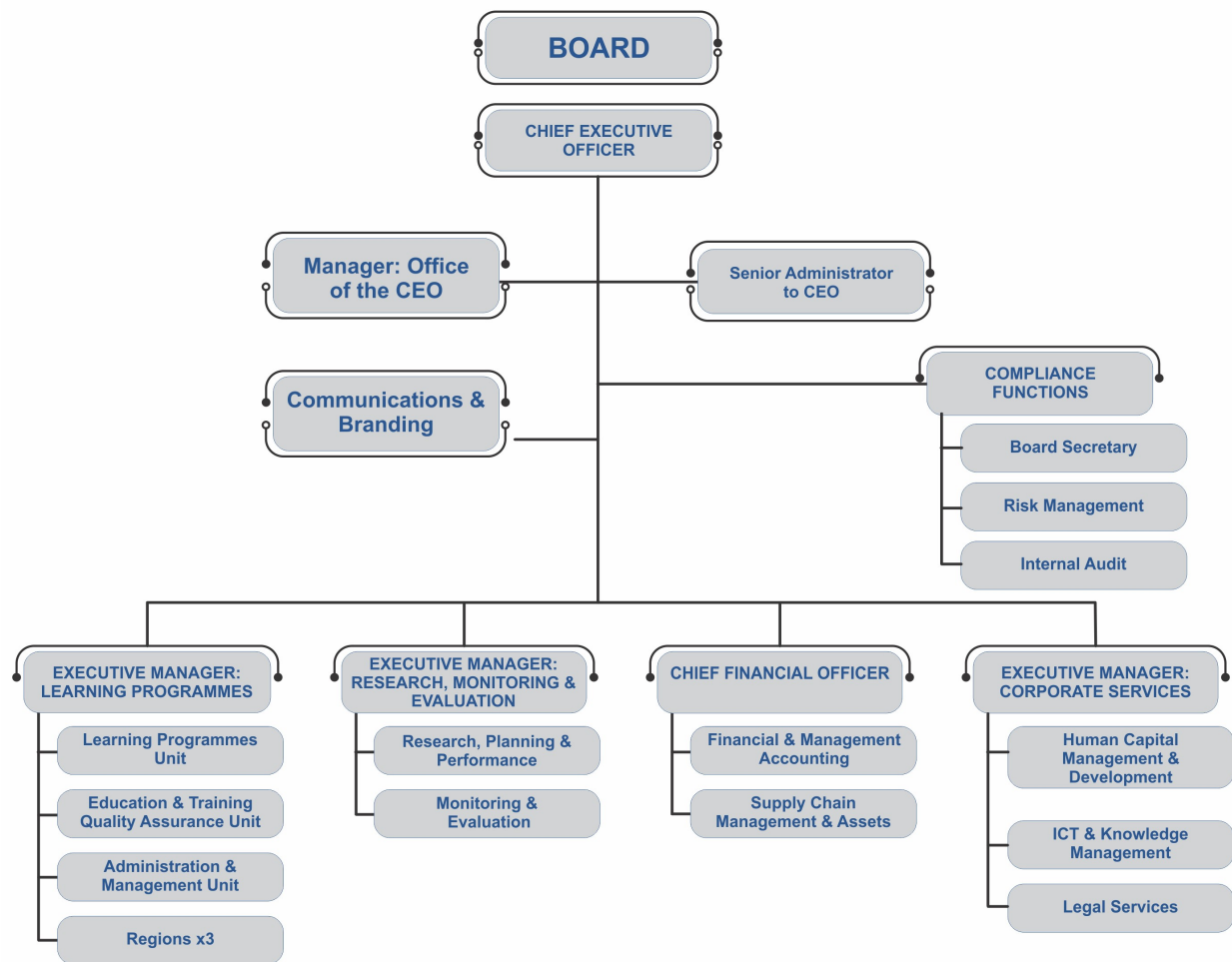
The SETA also completed a feasibility study into work readiness, and established a Work-Readiness Programme, during the previous financial year. This programme is now due for piloting and implementation.

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

6.1.4. Organisational Structure

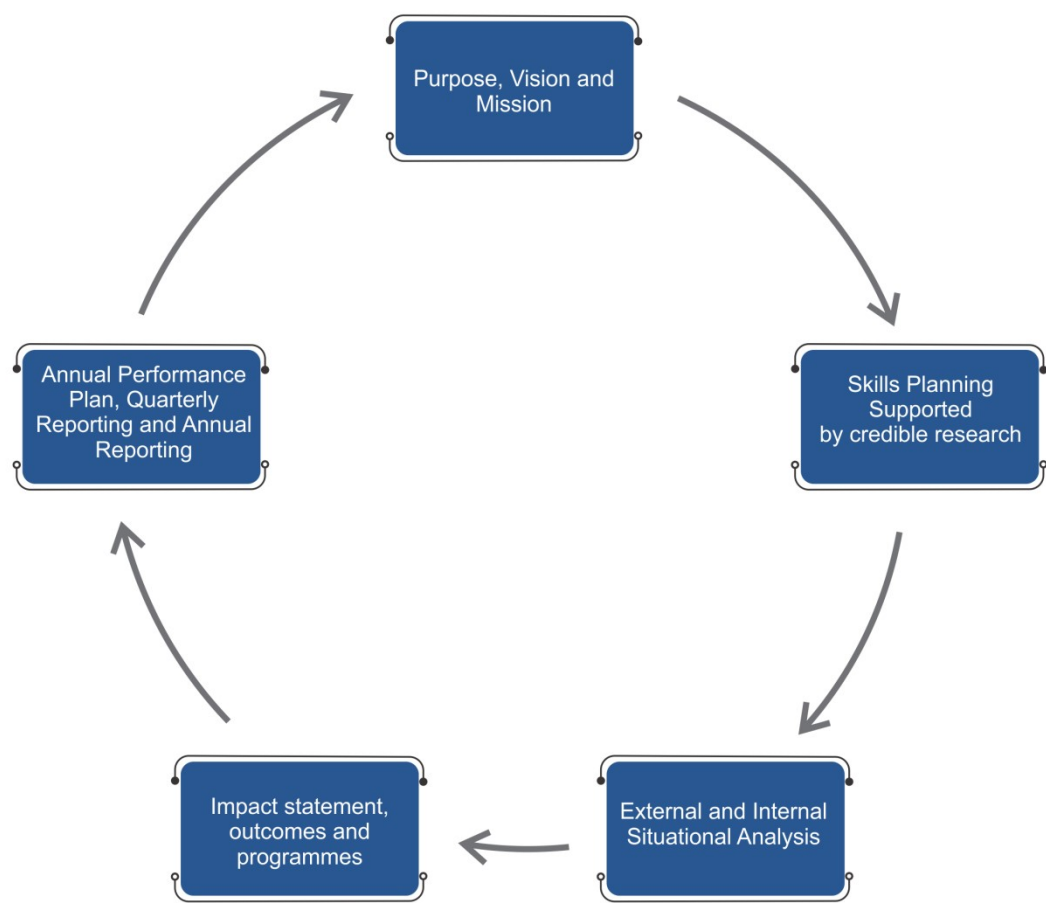
In March 2019, the Minister of Higher Education and Training promulgated the NSDP, 2030, in the Government Gazette, which repealed the NSDS III. The NSDP identified eight (8) outcomes within which skills development will be undertaken in the country. In response to the NSDP, the SETA undertook an organisational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

FIGURE 3: CATHSSETA’S ORGANISATIONAL STRUCTURE



6.1.5. Description of the strategic planning

FIGURE 4: CATHSSETA STRATEGIC PLANNING PROCESS



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

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

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

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

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

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

6.1.6. Relating expenditure trends to strategic outcome statements

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

TABLE 9: CATHSSETA PROGRAMMES FOR 2021/22

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

- For the budget above, interest earned on cash reserves is estimated between R25 million and R27 million. This will be used to reduce the anticipated budget deficit for the current financial year
- CATHSSETA has challenges in maintaining administrative expenditure within the set threshold. The executive authority has been appraised and the necessary approvals have been granted. Section 14(3)(b), read together with sections 14(3A)(a) and 14(3B) of the Skills Development Levies Act of 1999, states that a SETA may not use more than 10.5% of the total employer levies received in any year, to pay for its administration costs in that financial year. CATHSSETA has been unable to remain within the 10.5% administration cost limitation, due to having a lower base of levy collection in comparison to other economic sectors. Now, it is embarking on a revenue growth initiative which, in turn, will result in expenditure being within the set thresholds in future years.

PART C:

MEASURING OUR PERFORMANCE

7. Institutional Programme Performance Information

7.1. Programme 1: Administration

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

Sub-programme 1.1: Corporate Services

Purpose: To establish effective corporate service functions for CATHSSETA

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

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

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

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

Sub-programme 1.2: Finance

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

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

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

TABLE 13: INDICATORS, ANNUAL AND QUARTERLY TARGETS FOR 2021/22								
#	OUTPUT INDICATOR	REPORTING PERIOD	TARGET REPORTING TYPE	ANNUAL TARGET 2021/22	QUARTERLY TARGETS			
					1 st	2 nd	3 rd	4 th
1.2.1.1	% reduction in UIFW cases	Quarterly	Cumulative	50%	-	-	25%	50%

Sub-programme 1.3: Governance

Purpose: To promote good governance at CATHSSETA.

TABLE 14: OUTCOMES, OUTPUTS, OUTPUT INDICATORS AND TARGETS FOR 2021/22 TO 2023/24											
#	OUTCOME	#	OUTPUT	OUTPUT INDICATOR	ANNUAL TARGETS						
					ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE 2020/21	MTEF		
					2017/18	2018/19	2019/20		2021/22	2022/23	2023/24
1.3.1	An ethically sound, effective and efficient institution that delivers on its mandate	1.3.1.1	Internal controls in place for effective corporate governance	Number (#) of governance reports submitted to DHET	4	4	4	4	4	4	4
		1.3.1.2		Achievement of risk maturity level in accordance with Risk Management Framework	N/A	N/A	N/A	N/A	Level 2	Level 3	Level 4

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

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

Sub-programme 1.4: Communications and Branding

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

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

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

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

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

7.2. Programme 2: Skills Planning

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

Sub-programme 2.1: Research, Planning and Performance

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

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

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

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

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

7.3 Programme 3: Learning Programmes and Projects

Purpose: this programme establishes partnerships and facilitate the delivery of skills development, and to provide support services for the Sector. This programme comprises: occupationally-directed programmes, special projects and mandatory grants.

Sub-programme 3.1: Occupationally-Directed Programmes

Purpose: Flowing from the SSP, sub-programme 3.1 addresses the occupational shortages and skills gaps identified in the sector, by enrolling learners in professional, vocational, technical and academic learning programmes. The table below outlines the 2020/21 to 2024/25 CATHSSETA outcomes and outputs for addressing the strategic priority occupations list identified in the current SSP.

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

#	OUTCOME	#	OUTPUT	OUTPUT INDICATOR	ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE 2020/21	MTSF		
					2017/18	2018/19	2019/20		2021/22	2022/23	2023/24
3.1.1	Education linked to workplace	3.1.1.1	Learning programme opportunities for the unemployed	# of unemployed learners entering learning programmes	2300	3035	3233	965	1014	1072	1133
		3.1.1.2		# of unemployed learners completing learning programmes	1150	2335	2285	579	609	639	671
	Improved levels of skills in the South African workforce	3.1.1.3	Employees trained and supported through skills development interventions	# of employed learners entering learning programmes	1359	813	850	476	500	525	551
		3.1.1.4		# of employed learners completing learning programmes	610	1003	569	286	301	316	332
	Increased access to occupationally-directed programmes within the sector	3.1.1.5	Artisan produced	# of learners on Artisan development programmes	N/A	469	N/A	261	261	274	288
		3.1.1.6	Recognition of Prior Learning (RPL)	# of employed learners on RPL	N/A	N/A	16	60	64	67	71
		3.1.1.7	Unemployed	# of unemployed	N/A	N/A	N/A	150	150	150	158

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

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

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

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

#	OUTPUT INDICATOR	REPORTING PERIOD	TARGET REPORTING TYPE	ANNUAL TARGET 2021/22	QUARTERLY TARGETS			
					1 st	2 nd	3 rd	4 th
3.1.1.1	# of unemployed learners entering learning programmes	Quarterly	Cumulative	1014	392	869	985	1041
3.1.1.2	# of unemployed learners completing learning programmes	Quarterly	Cumulative	609	-	-	304	609
3.1.1.3	# of employed learners entering learning programmes	Quarterly	Cumulative	500	136	334	465	500
3.1.1.4	# of employed learners completing learning programmes	Quarterly	Cumulative	301	31	63	182	301
3.1.1.5	# of learners on Artisan development programmes	Annually	Non-cumulative	261	182	261	-	-
3.1.1.6	# of employed learners on RPL	Quarterly	Cumulative	64	-	-	26	64
3.1.1.7	# of unemployed learners granted bursaries (continuing)	Quarterly	Cumulative	150	75	-	-	150
3.1.2.1	# of partnership projects implemented with TVET Colleges, CETs, universities, sector employers and rural communities	Quarterly	Cumulative	48	-	16	29	48
3.1.2.2	# of SETA offices established and maintained in TVET Colleges	Annually	Non-cumulative	2	2	-	-	-
3.1.2.3	# of CET College lecturers awarded skills development programmes	Quarterly	Cumulative	20	-	-	10	10
3.1.2.4	# of CET learners accessing AET programmes	Quarterly	Cumulative	30	-	-	15	15

Sub-programme 3.2: Special Projects

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

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

#	OUTCOME	#	OUTPUT	OUTPUT INDICATOR	ACTUAL PERFORMANCE			ESTIMATED PERFORMANCE 2020/21	MTSF		
					2017/18	2018/19	2019/20		2021/22	2022/23	2023/24
3.2.1	Transformational entrepreneurship and career development is enabled and supported in the sector	3.2.1.1	Local SMMEs and co-operatives supported	# of SMMEs supported through training interventions	N/A	175	185	90	95	205	110
		3.2.1.2		# of co-operatives supported through training interventions	5	4	4	4	4	4	5
		3.2.1.3	People trained on entrepreneurial skills	# of people trained on entrepreneurial skills	N/A	N/A	N/A	10	10	11	12
		3.2.1.4	People trained on entrepreneurship to start their businesses (e.g. new venture creations)	# of people trained on entrepreneurship and supported to start their businesses (e.g. new venture creations)	N/A	N/A	N/A	10	10	11	12
		3.2.1.5	Non-Governmental Organisations (NGOs), Non-Profit Organisations (NPOs) and Community Based Organisations (CBOs) supported through skills training	# of NGOs/NPOs/CBOs supported through skills training	N/A	8	8	4	6	7	7
	Improved levels of skills in the South African workforce	3.2.1.6	Worker initiated training (federations/trade unions) interventions supported through capacity building	# of worker initiated training (federations/trade unions) interventions supported through capacity-building	N/A	3	4	4	4	4	5

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

#	OUTPUT INDICATOR	REPORTING PERIOD	TARGET REPORTING TYPE	ANNUAL TARGET 2021/22	QUARTERLY TARGETS			
					1 st	2 nd	3 rd	4 th
3.2.1.1	# of SMMEs supported through training interventions	Annually	Non-cumulative	95	-	-	-	95
3.2.1.2	# of co-operatives supported through training interventions	Quarterly	Cumulative	4	-	-	2	4
3.2.1.3	# of people to be trained in entrepreneurial skills	Annually	Non-cumulative	10	-	-	10	-
3.2.1.4	# of people trained on entrepreneurship and supported to start their own businesses (e.g. new venture creations)	Annually	Non-cumulative	10	-	-	-	10
3.2.1.5	# of NGOs/NPOs/CBOs supported through skills training	Quarterly	Cumulative	6	-	-	3	6
3.2.1.6	# of worker initiated training (federations/trade unions) interventions supported through capacity-building	Quarterly	Cumulative	4	-	-	2	4

Sub-programme 3.3: Mandatory Grants

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

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

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

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

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

7.4 Programme 4: Quality Assurance

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

Sub-programme 4.1: Provider Accreditations

Purpose: To provide accreditation support to the sector.

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

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

Sub-programme 4.2: Quality Assurance

Purpose: To provide quality assurance support services

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

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

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

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

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

Sub-programme 4.3: Qualification Development

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

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

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

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

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

Sub-programme 4.4: Monitoring and Evaluation

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

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

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

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

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

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

8.1. Programme 1: Administration

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

TABLE 34: OUTPUTS AND OUTCOMES FOR PROGRAMME 1: ADMINISTRATION

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

8.2. Programme 2: Skills Planning

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

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

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

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

8.3. Programme 3: Learning Programmes and Projects

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

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

Sub-programme	Outputs	Outcomes
Sub-programme 3.1: Occupationally-Directed Programmes	Learning programme opportunities for the unemployed	Education linked to workplace
	Employees trained and supported through skills development interventions	Improved levels of skills in the South African workforce
	Artisans produced	Increased access to occupationally-directed programmes within the sector
	Recognition of Prior Learning	
	Unemployed learners in bursary programmes	
	Partnership projects implemented with TVET Colleges, CETs, universities, sector employers and rural communities	Increased support to the growth of the public College system
	SETA offices established and maintained in TVET Colleges	
	Skills development programmes for CET lecturers implemented	
	AET programmes implemented for CET learners	
Sub-programme 3.2: Special Projects	Local SEs and co-operatives supported	Transformational entrepreneurship and career development is enabled and supported in the sector
	Learners trained on entrepreneurial skills	
	Learners trained on entrepreneurship to start their businesses (e.g. new venture creations)	
	NGOs/NPOs/CBOs supported through skills training	
	Worker initiated training (federations/trade unions) interventions supported through capacity building	
Sub-programme 3.3: Mandatory Grants	Mandatory Grants approved	Increased production of occupations in demand

8.4. Programme 4: Quality Assurance

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

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

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

9. Programme Resource Considerations

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

Occupationally-directed programmes such as professional, vocational qualifications (through Bursary funding), Learnerships, Skills Programmes, Work-Integrated Learning and Internships, are used to address occupational shortages identified in the SSP. CATHSSETA allocates, at least, 80% of Discretionary Grants to such programmes, according to this apportioning:

- 60% of the funding is made available to all stakeholders falling within CATHSSETA's Sectors, through the allocated Discretionary Grant window. The grant window is open before implementation of the skills development Intervention, in order to address the objectives of the APP.
- 20% of the funding is allocated to projects addressing strategic interventions, such as the needs of the rural areas, TVET capacity-building, youth development programmes, Adult Education and Training (AET), Recognition of Prior Learning (RPL), research, post-graduate degrees (Master's Degree and PhD), people with disabilities, and small enterprises. A separate grant application window is opened to address the specific strategic need.

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

TABLE 38: PROGRAMME 1: ADMINISTRATION EXPENDITURE TRENDS					
Year	Total expenditure for the entity (R'000)	Personnel expenditure (R'000)	Personnel exp. as a % of total exp. (R'000)	No of employees	Average personnel cost per employee (R'000)
2016/17	66 718	22 692	34%	40	567
2017/18	69 042	24 438	35%	48	509
2018/19	66 656	26 493	40%	46	576
2019/20	48 488	26 092	54%	44	593
2020/21	50 960	27 657	54%	45	615
2021/22	53 509	29 317	55%	46	637

TABLE 39: PROGRAMME 2: SKILLS PLANNING EXPENDITURE TRENDS

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

TABLE 40: PROGRAMME 3: LEARNING PROGRAMMES AND PROJECTS EXPENDITURE TRENDS

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

TABLE 41: PROGRAMME 4: QUALITY ASSURANCE EXPENDITURE TRENDS

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

10. Key Risks and Mitigation Actions

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

TABLE 42: PROGRAMME 1: ADMINISTRATION

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

TABLE 43: PROGRAMME 2: SKILLS PLANNING

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

TABLE 44: PROGRAMME 3: LEARNING PROGRAMMES AND PROJECTS

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

TABLE 45: PROGRAMME 4: QUALITY ASSURANCE

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

11. Public Entities - N/A

12. Infrastructure Projects - N/A

13. Public-Private Partnerships - N/A

PART D:

TECHNICAL INDICATOR DESCRIPTORS

Introduction

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

Dimension	Description
Indicator title	Title of the indicator verbatim as given in the programme plan
Definition	Meaning of the indicator Explanation of technical terms used in the indicator
Source of data	Where the information is collected from
Method of calculation/ Assessment	How the performance is calculated (quantitative) How the performance is assessed (qualitative)
Means of verification	The portfolio of evidence required to verify the validity of the data
Assumptions	Factors accepted as true and certain to happen without proof
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • Target for women • Target for youth • Target for people with disabilities
Spatial transformation (where applicable)	Contribution to spatial transformation priorities Spatial impact area
Calculation type	Cumulative (year-end) Cumulative (year-to-date)
Reporting cycle	Quarterly, bi-annual or annual
Desired performance	Information about whether actual performance that is higher or lower than targeted performance is desirable
Indicator responsibility	Who is responsible for managing or reporting on the indicator

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

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

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

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

Programme 1: Administration

Sub-programme 1.1: Corporate Services

Output Indicator Definition Form - Output Indicator Number: 1.1.1.1

Dimension	Description
Indicator title	Percentage (%) of employees that received training as per approved training plan
Definition	It measures the implementation of planned training and staff development interventions, and, at the very least, refers to qualifications, part-qualifications, skills programmes, short courses, seminars, conferences, workshops, and coaching and mentoring initiatives aimed at up-skilling and re-skilling staff, in order to increase competence, and to execute the Organisation's mandate effectively
Source of data	VIP Payroll and Training files
Method of calculation/ Assessment	$[(a = \text{total number of employees who attended training}) \div (b = \text{total number of employees which it's planned to train}) \times 100 \text{ i.e. } (a/b) \times 100\%$
Means of verification	Approved training plan; certificate of attendance/competence or attendance registers
Assumptions	Approved training plan is in place
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	NA
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	50% of employees receiving training as per approved training plan
Indicator responsibility	Executive Manager: Corporate Services

Output Indicator Definition Form - Output Indicator Number: 1.1.1.2

Dimension	Description
Indicator title	Percentage (%) implementation of the ICT Strategic Plan
Definition	It measures the implementation of the planned ICT initiatives as set out in the ICT Strategic Plan
Source of data	ICT Strategy Implementation Plan
Method of calculation/ Assessment	[(a = total number of implemented strategic initiatives as per implementation plan) divided by (b = total number of strategic initiatives in the implementation plan)] multiplied by 100 i.e. (a/b) X100
Means of verification	Quarterly ICT reports outlining progress in the execution of the ICT Strategy Implementation Plan
Assumptions	Approved ICT Strategic Plan and sufficient budget is in place
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	60% of implementation of the ICT Strategic Plan
Indicator responsibility	Executive Manager: Corporate Services

Sub-programme 1.2: Finance

Output Indicator Definition Form - Output Indicator Number: 1.2.1.1

Dimension	Description
Indicator title	Percentage (%) reduction in UIFW cases
Definition	It reviews UIFW reports detailing control measures for reducing the number of UIFW cases
Source of data	SCM and Finance administration files
Method of calculation/ Assessment	[(a = total number of UIFW incidents reported) divided by (b = total number of procurement cases)] multiplied by 100 i.e. (a/b) X 100
Means of verification	UIFW monitoring reports detailing control measures for monitoring UIFW
Assumptions	Control measures are in place
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	50% reduction in UIFW cases
Indicator responsibility	Chief Financial Officer

Sub-programme 1.3: Governance

Output Indicator Definition Form - Output Indicator Number: 1.3.1.1

Dimension	Description
Indicator title	Number (#) of governance reports submitted to DHET
Definition	It refers to the number of governance and leadership interventions implemented to address selected King IV principles applicable to CATHSSETA
Source of data	Office of the CEO administration files
Method of calculation/ Assessment	Count the numbers of governance reports submitted to DHET
Means of verification	Governance Charter report
Assumptions	Approved Governance Charter in place
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	4 governance reports submitted
Indicator responsibility	Chief Executive Officer

Output Indicator Definition Form - Output Indicator Number: 1.3.1.2

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

Sub-Programme 1.4: Communications and Branding

Output Indicator Definition Form - Output Indicator Number: 1.4.1.1

Dimension	Description
Indicator title	Number (#) of career guidance interventions
Definition	Participation in various sector career guidance initiatives, including government priorities, and career development events in rural and urban areas to address occupations in high demand
Source of data	Communications and Stakeholder Management administration files
Method of calculation/ Assessment	The count of the numbers of sector career guidance initiatives attended
Means of verification	Event invitation or SETA project plan for career guidance; Attendance register for career guidance beneficiaries; career guidance booklet with updated sector occupational shortages list t (only at 1 st quarter validation unless amended)
Assumptions	Sector career guidance plan is in place
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	At least 14 sector career guidance interventions (4 government priority career guidance; 4 urban career guidance and 6 rural career guidance initiatives) are attended
Indicator responsibility	Chief Executive Officer

Programme 2: Skills Planning

Sub-Programme 2.1: Research, Planning and Performance

Output Indicator Definition Form - Output Indicator Number: 2.1.1.1

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

Output Indicator Definition Form - Output Indicator Number: 2.1.1.2

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

Output Indicator Definition Form - Output Indicator Number: 2.1.2.1

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

Programme 3: Learning Programmes and Projects

Sub-Programme 3.1: Occupationally-Directed Programmes

Output Indicator Definition Form – Output Indicator Number: 3.1.1.1

Dimension	Description
Indicator title	Number (#) of unemployed learners entering learning programmes
Definition	The number of unemployed learners successfully registered to enter Workplace-Based Learning Programmes (learnership, internships, skills programmes and WIL), as per the CATHSSETA Grants Policy
Source of data	CATHSSETA Online MIS/Learning Programmes administration files
Method of calculation/ Assessment	The count of the number of unemployed learners entering learning programmes, captured on the CATHSSETA online system, where there is verifiable evidence as listed in source/collection of data above
Means of verification	<p>Learnership – DHET/QCTO learnership Registration Certificate or DHET-signed learnership List; registered and duly signed Workplace-Based Learning (WBL) programme agreement; duly signed fixed term contract of employment; certified ID copy of learner, valid within 6 months of date of entry; certified copy of learner's highest qualifications, valid within 6 months of date of entry; training provider accreditation Letter applicable to learnership;</p> <p>Graduate Internships – Registered and duly signed WBL programme agreement; duly signed fixed term contract of employment; certified ID copy of learner, valid within 6 months of date of entry; certified copy of learner's highest qualifications, valid within 6 months of date of entry;</p> <p>WIL – Registered and duly signed WBL programme agreement (Internship for N diploma and Internship Category A); duly signed fixed term contract of employment; certified ID copy of learner, valid within 6 months of date of entry; and signed letter from the institution confirming that the learner requires Workplace Experience</p> <p>Skills Programmes – Registered Skills Programme Agreement; certified ID copy of learner, valid within 6 months of date of entry; and Training Provider Accreditation Letter applicable to skills programmes;</p>
Assumptions	Approved Discretionary Grant Policy in place
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • Target for Women: 65% • Target for Youth: 60% • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	Recruitment of the learners will be done from any of the 9 provinces
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	At least 1014 unemployed learners (158 learnerships, 120 skills programmes, 173 graduate internships, 263 internship N-diploma (including NCV) and 210 internship Category A) enter Learning Programmes
Indicator responsibility	Executive Manager: Learning Programmes

Output Indicator Definition Form – Output Indicator Number: 3.1.1.2

Dimension	Description
Indicator title	Number (#) of unemployed learners completing learning programmes
Definition	The number of unemployed learners successfully completing Workplace-Based Learning Programmes (learnerships, internships, skills programmes and WIL), as per the CATHSSETA Grants Policy.
Source of data	CATHSSETA Online MIS/Learning Programmes administration files
Method of calculation/ Assessment	The count of the numbers of unemployed learners successfully completing learning programmes, captured on the CATHSSETA Online system, where there is verifiable evidence as listed in source/collection of data above
Means of verification	<p>Learnerships – DHET/QCTO Learnership Registration Certificate or DHET signed Learnership List; registered and duly signed Workplace-Based Learning (WBL) programme agreement; duly signed fixed term contract of employment; certified ID copy of learner, valid within 6 months of date of entry; certified copy of learner's highest qualifications, valid within 6 months of date of entry; Training Provider Accreditation Letter applicable to Learnership; certified copy of completion certificate or statement of results</p> <p>Graduate Internships – Registered and duly signed WBL programme agreement; duly signed fixed term contract of employment; certified ID copy of learner, valid within 6 months of date of entry; certified copy of learner's highest qualifications, valid within 6 months of date of entry; certified copy of completion certificate, or letter from employer confirming that the learner completed the Internship Programme</p> <p>WIL – Registered and duly signed WBL programme agreement (Internship for N diploma and Internship Category A); duly signed fixed term contract of employment; certified ID copy of learner, valid within 6 months of date of entry; signed letter from the institution confirming that the learner requires Workplace Experience; and a certificate or a duly signed letter of completion from the employer</p> <p>Skills programmes – Registered Skills Programme Agreement; certified ID copy of learner, valid within 6 months of date of entry; and Training Provider Accreditation Letter applicable to skills programmes; certified ID copy of learner, valid within 6 months of date of entry; or statement of results or ETQA Assessment Report</p>

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

Output Indicator Definition Form – Output Indicator Number: 3.1.1.3

Dimension	Description
Indicator title	Number (#) of employed learners entering learning programmes
Definition	The number of employed learners successfully registered to enter Workplace-Based Learning programmes (Learnerships and skills programmes), and Bursary programmes, as per the CATHSSETA Grants Policy.
Source of data	CATHSSETA online MIS/Learning Programmes administration files
Method of calculation/ Assessment	The count of the numbers of employed learners entering Learning Programmes, captured on the CATHSSETA Online Management Information System (MIS), where there is verifiable evidence as listed in source/collection of data above
Means of verification	<p>Learnerships – DHET/QCTO Learnership Registration Certificate or DHET-signed Learnership List; registered and duly signed Workplace-Based Learning (WBL) programme agreement; certified ID copy of learner, valid within 6 months of date of entry; certified copy of learner's highest qualifications, valid within 6 months of date of entry; Training Provider Accreditation Letter applicable to Learnership;</p> <p>Skills programmes – Registered Skills Programme Agreement; certified ID copy of learner, valid within 6 months of date of entry; and Training Provider Accreditation Letter applicable to skills programmes;</p> <p>Bursary programmes– Duly-signed Bursary Agreement entered into between the learner and the SETA, or its contracted agent; certified copy of Bursar's ID or passport, or confirmation of application for ID, or foreign Identification Document, valid within 6 months of date of entry (example, any of the documents listed); continuation letter from an education institution or proof of payment, or learner registration form with the institution, or confirmation of registration from the education institution</p> <p>AET –Contract or learner registration form; contract of employment or letter of confirmation of employment status for the duration of the Learning Programme or the CATHSSETA site visit report, or proof of retrenchment from the employer; certified copy of ID or passport, or confirmation of application for ID, or foreign Identification Document, valid within 6 months of date of entry (example, any of the documents listed)</p>
Assumptions	Approved Discretionary Grant Policy in place
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly

Dimension	Description
Desired performance	At least 500 registered, employed learners (210 learnerships, 132 skills programmes, 105 Bursary, 53 AET programmes) enter WBL programmes
Indicator responsibility	Executive Manager: Learning Programmes

Output Indicator Definition Form – Output Indicator Number: 3.1.1.4

Dimension	Description
Indicator title	The number (#) of employed learners completing learning programmes
Definition	The number of employed learners successfully completing Workplace-Based learning programmes (Learnerships, skills programmes), and Bursary Programmes, as per the CATHSSETA Grants Policy.
Source of data	CATHSSETA Online MIS/Learning Programmes administration files
Method of calculation/ Assessment	The count of the numbers of employed learners successfully completing Learning Programmes, captured on the CATHSSETA Online Management Information System (MIS), where there is verifiable evidence as listed in source/collection of data above
Means of verification	<p>Learnerships– DHET/QCTO Learnership Registration Certificate or DHET signed Learnership List; registered and duly signed Workplace Based Learning (WBL) programme agreement; certified ID copy of learner, valid within 6 months of date of entry; certified copy of learner's highest qualifications, valid within 6 months of date of entry; Training Provider Accreditation Letter applicable to Learnership; certified copy of completion certificate or statement of results, valid within 6 months of date of entry</p> <p>Skills programmes–Registered Skills Programme Agreement; certified ID copy of learner, valid within 6 months of date of entry; and Training Provider Accreditation Letter applicable to skills programmes; certified copy of completion certificate or statement of results, valid within 6 months of date of entry or ETQA Assessment Report</p> <p>Bursary programmes–Duly signed Bursary Agreement entered into between the learner and the SETA, or its contracted agent; certified copy of Bursar's ID or passport, or confirmation of application for ID, or foreign Identification Document, valid within 6 months of date of entry (example, any of the documents listed); continuation letter from education institution or proof of payment, or learner registration form with the institution, or confirmation of registration from the education institution; certified copy of statement of results, valid within 6 months of date of entry, or copy of certificate or letter signed by an authorized person e.g. Head of Department or Dean of the Faculty, within the Institution, confirming achievement of the completing learners</p> <p>AET- Contract or Learner Registration Form; contract of employment or letter of confirmation of employment status for the duration of the Learning Programme, or CATHSSETA site visit report, or proof of retrenchment from the employer; certified copy of ID or passport, or confirmation of application for ID, or foreign Identification Document, valid within 6 months of date of entry (example, any of the documents listed); certified copy of highest qualification</p>

Dimension	Description
	or affidavits, valid within 6 months of date of entry; copy of test results or statement of results, or copy of certificate or certification data, for learners completing the Learning Programme, as recorded on the CATHSSETA Online MIS system
Assumptions	Approved Discretionary Plan in place
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	At least 301 learners (126 learnerships, 80 skills programmes, 32 AET and 63 bursary programmes) complete the Learning Programmes
Indicator responsibility	Executive Manager: Learning Programmes

Output Indicator Definition Form – Output Indicator Number: 3.1.1.5

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

Output Indicator Definition Form – Output Indicator Number: 3.1.1.6

Dimension	Description
Indicator title	Number (#) of employed learners on RPL
Definition	The number of employed learners entering and completing RPL programme assessment as per ETQA-approved Assessment Report and SETA Grant Policy
Source of data	CATHSSETA Online MIS/Learning Programmes administration files
Method of calculation/ Assessment	The count of the numbers of learners entering and completing RPL assessment, recorded manually or on the CATHSSETA Online MIS, as per the above verifiable evidence
Means of verification	Duly signed Partnership Agreements; signed letter from the employer outlining the learners' competencies; certified ID copy of learner, valid within 6 months of date of entry; Provider Assessment Report for learners completing the assessment, with any identified gaps
Assumptions	ETQA RPL guidelines aligned to Discretionary Grant Policy in place
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	At least 64 employed learners (53 entering and 11 completing, the assessment) are in RPL
Indicator responsibility	Executive Manager: Learning Programmes

Output Indicator Definition Form – Output Indicator Number: 3.1.1.7

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

Output Indicator Definition Form – Output Indicator Number: 3.1.2.1

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

Output Indicator Definition Form – Output Indicator Number: 3.1.2.2

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

Output Indicator Definition Form – Output Indicator Number: 3.1.2.3

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

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

Output Indicator Definition Form – Output Indicator Number: 3.1.2.4

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

Sub-Programme 3.2: Special Projects

Output Indicator Definition Form – Output Indicator Number: 3.2.1.1

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

Output Indicator Definition Form – Output Indicator Number: 3.2.1.2

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

Output Indicator Definition Form – Output Indicator Number: 3.2.1.3

Dimension	Description
Indicator title	Number (#) of people trained on entrepreneurial skills
Definition	The number of people who have completed PIVOTAL or NON-PIVOTAL training in entrepreneurial skills
Source/Collection of data	CATHSSETA administration files
Method of calculation	The count of the numbers of people trained in entrepreneurial skills, as reported, with verifiable evidence as listed in source/collection of data above
Means of verification	Certificate of completion; Attendance register; A duly-signed partnership agreement entered into between the entity and CATHSSETA; Certified ID, valid within 6 months of date of entry; Programme indicating nature of the training intervention.
Assumptions	Discretionary Grant & Special Projects' Policies are in place
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • Target for Women: 65% • Target for Youth: 60% • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	People trained in entrepreneurship skills will be from any of the 9 provinces, as per applications received, evaluated and approved.
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	At least 11 people trained in entrepreneurial skills
Indicator responsibility	Executive Manager: Learning Programmes

Output Indicator Definition Form – Output Indicator Number: 3.2.1.4

Dimension	Description
Indicator title	Number (#) of people trained on entrepreneurship and supported to start their businesses (e.g. new venture creations)
Definition	It measures the number of people trained in entrepreneurship and supported to start their own businesses (e.g. new venture creations)
Source/collection of data	CATHSSETA administration files or CATHSSETA Information Management System
Method of calculation	The count of the numbers of people in entrepreneurship supported in starting their own businesses, as reported, where there is verifiable evidence as listed in source/collection of data above
Means of verification	New Company registration documents, certified ID copies of Company Directors
Assumptions	People to be trained in entrepreneurship and supported to start their own businesses, will enter and complete the programme within the set timeframes
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • Target for Women: 65% • Target for Youth: 60% • Target for People with Disabilities: 1%
Spatial transformation (where applicable)	People to be trained in entrepreneurship and supported to start their own businesses, will be recruited from any of the 9 provinces
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	At least 11 people trained in entrepreneurship in order to be able to start their own businesses (e.g. new venture creations)
Indicator responsibility	Executive Manager: Learning Programmes

Output Indicator Definition Form – Output Indicator Number: 3.2.1.5

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

Output Indicator Definition Form – Output Indicator Number: 3.2.1.6

Dimension	Description
Indicator title	Number (#) of worker-initiated training (federations/trade unions) interventions supported through capacity-building
Definition	The number of federations/trade unions, operating within CATHSSETA sub-sectors, that complete capacity-building interventions
Source of data	CATHSSETA administration files or Information Management system
Method of calculation/ Assessment	The count of the numbers of federations/trade unions supported through DG or Special Projects Funds, as reported, with verifiable evidence as listed in source/collection of data above
Means of verification	A duly-signed funding agreement entered into between the Federations/Trade Unions and CATHSSETA; certificate of completion; Learner Registration documents/certificate; programme indicating nature of the training.
Assumptions	Guiding principles as per Strategic Projects and Partnerships Policy are in place;

Dimension	Description
	Federations/Trade Unions are operating within the CATHSSETA sub-sectors.
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for Women: 65% Target for Youth: 60% Target for People with Disabilities: 1%
Spatial transformation (where applicable)	Recruitment of Federations/Trade Unions, operating in the CATHSSETA sub-sectors, will be supported in any of the 9 provinces, depending on the applications received and approved.
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	At least 4 (federations/trade unions) supported through PIVOTAL/NON-PIVOTAL Programmes
Indicator responsibility	Executive Manager: Learning Programmes

Sub-Programme 3.3: Mandatory Grants

Output Indicator Definition Form – Output Indicator Number: 3.3.1.1

Dimension	Description
Indicator title	Number (#) of Mandatory Grants approved
Definition	The total number of small (0-49 employees), medium (50-149 employees) and large (150+ employees) levy-paying employers meeting Application Criteria to submit Mandatory Grant applications
Source of data	CATHSSETA Online MIS/Learning Programmes administration files
Method of calculation/ Assessment	The count of the numbers of Mandatory Grant applications received and approved from the number of small, medium and large employers meeting the Application Criteria within the due date, as recorded by the CATHSSETA Online MIS
Means of verification	CATHSSETA Online Management Information System (MIS)
Assumptions	Employers will continue to pay, and claim, Skills Levy
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	At least 1080 levy-paying employers (500 small, 340 medium and 240 large) meeting the Application Criteria, submit Mandatory Grant applications
Indicator responsibility	Executive Manager: Learning Programmes

Programme 4: Quality Assurance

Sub-programme 4.1: Provider Accreditations

Output Indicator Definition Form – Output Indicator Number: 4.1.1.1

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

Sub-programme 4.2: Quality Assurance

Output Indicator Definition Form – Output Indicator Number: 4.2.1.1

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

Output Indicator Definition Form – Output Indicator Number: 4.2.1.2

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

Output Indicator Definition Form –Output Indicator Number: 4.2.1.3

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

Sub-programme 4.3: Qualification Development

Output Indicator Definition Form – Output Indicator Number: 4.3.1.1

Dimension	Description
Indicator title	Number (#) of occupational part or full qualifications reviewed or developed
Definition	Development or revision of part or full qualifications that address identified sector needs.
Source of data	Qualification documents; Attendance Register of Community of Expert Practitioners(CEP) meetings
Method of calculation/ Assessment	The count of the numbers of part or full occupational qualifications developed or reviewed
Means of verification	Qualification documents; Attendance Registers of CEP meetings
Assumptions	Qualification review plan is in place
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-Cumulative
Reporting cycle	Annually
Desired performance	At least 12 occupational part or full qualifications reviewed or developed
Indicator responsibility	Executive Manager: Learning Programmes

Output Indicator Definition Form – Output Indicator Number: 4.3.1.2

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

Sub-programme 4.4: Monitoring and Evaluation

Output Indicator Definition Form – Output Indicator Number: 4.4.1.1

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

Output Indicator Definition Form – Output Indicator Number: 4.4.1.2

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

Annexure A: Amendments to the Strategic Plan

N/A

Annexure B: Conditional Grants

N/A

Annexure C

Consolidated Indicators



Annexure C: Consolidated Indicators

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

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

Annexure D

Materiality Framework



ANNEXURE D: MATERIALITY FRAMEWORK

POLICY ON MATERIALITY AND SIGNIFICANCE FRAMEWORK

As required by Treasury Regulation 28.3.1, the 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; and
- Quantitative and qualitative issues.

Significance

In order to comply with section 54(2) of the Public Finance Management Act, 1999 (Act No. 1 of 1999) (PFMA), the 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 upon with the Minister of Higher Education and Training. Once an approval by the Minister of Higher Education and Training has been granted, the Materiality and Significance Framework will be amended for the applicable financial year.

PROCEDURE OF THE MATERIALITY AND SIGNIFICANCE FRAMEWORK

Introduction

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

Procedure for Annual Review

The Chief Financial Officer (CFO) is responsible for conducting an annual review and making a recommendation to the 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;
- Inherent and control risks associated with CATHSSETA; and
- Quantitative and qualitative issues.

The CFO has to submit his/her recommendation, via the normal channels, in the order indicated in the following points. The CFO takes the dates of the relevant meetings into account, as well as the fact that a decision to recommend a specific Framework is required by August annually – with a view to submitting the revised Framework to the Department of Higher Education and Training –together with the Budget and Strategic Plan of CATHSSETA:

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

Recording of the Approved Framework

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

FRAMEWORK FOR FINANCIAL YEAR 2021/22

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

Materiality

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

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

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

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

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

**Based on the 2020/21 budget estimate*

Significance

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



Tel: (011) 217 0600
Fax: (011) 783 7745

facebook: facebook.com/cathsseta
twitter: @cathsseta1

www.cathsseta.org.za