



EMPOWERED TO INFLUENCE AND INSPIRE!

INSURANCE SECTOR EDUCATION AND TRAINING AUTHORITY (INSETA)

ANNUAL PERFORMANCE PLAN

2023 – 2024 FINANCIAL YEAR

FOREWORD BY THE MINISTER



The mandate of the Sector Education and Training Authorities is derived, in the main from the Skills Development Act 97 of 1998 as amended, which amongst others, directs SETAs to develop Sector Skills Plan (SSPs). In their Sector Skills Plans, SETAs must reflect and incorporate government priorities, especially those that address our priority developmental goals, that of tackling the triple challenges of poverty, unemployment and inequalities. The SSPs are intended to ensure that skills are not a constraint to the economic development of our country.

The mandate of the SETAs must be understood within our vision of the post-school education and training system of having an integrated, coordinated and articulated PSET system for improved economic participation and the social development of youth and adults. Critical to this vision is our challenge of addressing the plight of the youth that are Not in Education, Employment or Training (NEET), which is standing at over 3.4 million in the fourth quarter of 2022.

The White Paper for Post-School Education and Training (WPPSET) envisages the post-school education and training system as an important institutional mechanism that must be responsive to the needs of society. Critical to this, is our transformational and developmental imperatives which include amongst others: class, gender, race, geography and youth, which must be reflected at all materials times in our SETA interventions. The Ministry of Higher Education, Science and Innovation is among the leading ministries for the 2019–2024 Medium Term Strategic Framework (MTSF) Priority 3: Education, Skills and Health, and the following medium-term outcomes have been identified:

- An integrated and coordinated PSET system.
- Expanded access to PSET opportunities.
- Improved success and efficiency of the PSET system.
- Improved quality of PSET provisioning.
- A responsive PSET system

The President launched the Economic Reconstruction and Recovery Plan (ERRP) in October 2020 pointing out to skills development, science and innovation as enablers in driving South Africa's economic reconstruction and recovery, but also key in sustaining it. In support of this initiative, the Department working with social partners at the National Economic Development and Labour Council (NEDLAC) & the National Skills Authority, in the main developed the Skills Strategy to support the government's efforts to mitigate the impact of COVID-19 global health pandemic and the initiatives towards economic and social recovery.

The Economic Reconstruction and Recovery Plan Skills Strategy (ERRP SS) aims to support the Economic Reconstruction and Recovery Plan (ERRP), ensuring that it is not compromised by skills shortages. It is born out of the urgency for a well-coordinated strategy of skills development to support both the management of the COVID-19 global health pandemic and economic and social recovery. President Ramaphosa captured our determination to reset the South African economy when he said: "We are determined not merely to return our economy to where it was before the coronavirus, but to forge a new economy in a new global reality." As stated in the ERRP, South Africa is now on the threshold of an important opportunity to imaginatively, and with a unity of purpose, reshape its economic landscape.

The ERRP SS is located within the broader skills planning arsenal of the Post-School Education and Training (PSET) system, which promotes the use of labour market intelligence (including future work scenarios) to inform PSET provisioning. The Department of Higher Education and Training has identified skills needs in the form of the List of Occupations in High Demand, the Priority Skills List and the Critical Skills List (which it prepared on behalf of the Department of Home Affairs). The SETAs will continue to play a critical role in the implementation of the Skills Strategy to support Economic Reconstruction and Recovery Plan.

The National Skills Development Plan (NSDP) 2030 remains at the centre in directing how the skills development levy will be disbursed up to 31 March 2030. For this reason, the Sector Education and Training Authorities (SETAs) have been re-established until 2030, in alignment with the National Development Plan to ensure that the SETAs focus on skills required for our socio-economic development. For the financial year, we aim at expanding the participation of young people in skills development programs as well as workplace-based learning opportunities. We have surpassed the State of the Nation Address (SoNA) 10 000 Technical and Vocational Education and Training (TVET) target placements in 2022 leading to setting a target for 2023 of 20,000 TVET placements.

For the 2023/24 financial year, the entire SETA system has set itself the following targets, as part of expanding post-school opportunities:

- 107 000 workplace-based learning (WBL) opportunities;
- 148 000 learners registered in skills development programs;
- 22 000 learners entering artisanal programs;
- 20 500 learners passing artisanal trades;
- 31 300 learners completing learnerships; and
- 5 200 learners completing internships.

The SETA will enter into the Service Level Agreement with the Director-General of the Department and commit that 25% of all targets to be achieved on a quarterly basis, with 100% achievement in the last quarter of the financial year.

The SETA Annual Performance Plan (APP) provides a clear commitment to the delivery of our skills development priorities and targets for implementation during the 2023/24 financial year.



Dr. BE Nzimande, MP
Executive Authority of Higher Education, Science and Innovation

TABLE OF CONTENTS

CHIEF EXECUTIVE OFFICER'S FOREWORD	6
ACCOUNTING AUTHORITY CHAIRPERSON'S FOREWORD.....	6
Official Sign-Off.....	8
Introduction of INSETA	9
Part A:	10
1. OUR MANDATE	10
2. STRATEGIC PLANNING PROCESS.....	10
3. UPDATES TO RELEVANT LEGISLATIVE AND POLICY MANDATE.....	12
3.1 Disaster Management Act 57 of 2002	12
3.2 Skills Development Act 97 of 1998	12
3.3 Skills Development Levies Act 9 of 1999	13
3.4 Public Finance Management Act 1 of 1999	14
3.5 South African Qualifications Authority Act 58 of 1995	14
3.6 National Qualifications Framework Act 67 of 2008	15
3.7 Financial Advisory and Intermediaries Services Act 37 of 2002.....	15
3.8 Employment Equity Act 55 of 1998	15
3.9 SETA Grant Regulations, Notice No. 35940 of 2012	16
4. UPDATES TO INSTITUTIONAL POLICIES AND STRATEGIES.....	17
4.1 National Development Plan (NDP)	17
4.2 Human Resources Development Strategy for South Africa (HRDS-SA)	17
4.3 The White Paper on Post-School Education and Training (WP-PSET).....	18
4.4 National Skills Development Plan (NSDP).....	19
4.5 Post-Pandemic Policy	19
4.6 Economic Reconstruction and Recovery Plan.....	19
4.7 Updates to Relevant Court Rulings.....	21
Part B: Our Strategic Focus	22
5. UPDATED SITUATIONAL ANALYSIS	22
5.1 External Environment Analysis	22
Figure 8: Gender breakdown	29
5.1.10 The workforce age profile.....	30
Figure 9: Age breakdown	30
5.1.11 Distribution of Managers by Race.....	30
Implications for Skills Development	34
5.1.15.4 Economy	34
Implications for Skills Development	34
5.1.15.5 Climate Change	35
Implications for Skills Development	35
5.1.15.6 Digital Transformation.....	35
Implications for Skills Development	35
5.1.16 PESTEL Analysis used to Monitor External Factors driving change in the Insurance Sector	36
PESTEL: EXTERNAL ENVIRONMENT	39
EXTERNAL ENVIRONMENT	39
PFILMS	39
STRENGTHS.....	39

WEAKNESSES	39
RESPONSE	39
I. Expanded Access to PSET Opportunities:	41
II. Improved Efficiency and Success of the PSET System:	41
III. Improved Quality of PSET Provision:	41
IV. A Responsive PSET System:	41
V. Participation in Economic Reconstruction and Recovery Plan:	42
5.2 Sectoral Occupations for 2023/2024	42
5.3 INSETA Focus	42
5.4 Internal Environment Analysis	50
5.4.1 Staff Complement	52
5.4.2 Relating Expenditure Trends to Strategic Outcomes	53
INSETA ORGANOGRAM	54
5.4.3 PFILMS - Internal Environment SWOT Analysis	55
5.4.3.1 Summary of Decisions on PFILMS	55
To manage its Weaknesses, INSETA decided to:	55
6. BUDGET PER PROGRAMME TRUCTURE 2022/23	59
6.1 BUDGET - 2023/24	59
6.2 2023/24 BUDGET ASSUMPTIONS	60
6.2.1 REVENUE	60
6.2.2 EXPENDITURE	60
7.MATERIALITY FRAMEWORK - 2022/23	61
7.1 BACKGROUND	61
7.1.1 Guidance	61
7.1.2 Nature of business	61
7.1.3 Regulatory environment	62
7.2. QUANTITATIVE ASPECTS	62
7.3 QUALITATIVE ASPECTS	62
7.4 STATUTORY APPLICATION	63
7.5 Programmes	65
Part C: Measuring Our Performance	68
8. Institutional Programme Performance Information	69
8.1 Programme 1: Administration	69
8.2 Programme 2: Skills Planning	71
8.3 Programme 3: Learning Programmes	74
8.4 Programme 4: Quality Assurance	85
8.4.1 Purpose	85
8.4.2 Outcomes, Outputs, Performance Indicators and Targets	85
8.4.2.1 Indicators, Annual and Quarterly targets	85
8.4.3 Outcomes, Outputs, Performance Indicators and Targets	86
8.4.3.1 Indicators, Annual and Quarterly Targets	87
9. EXPLANATION OF PLANNED PERFORMANCE OVER THE MEDIUM-TERM PERIOD	88
10. UPDATED RISKS AND MITIGATION	90
11. DISTRICT DEVELOPMENT MODEL	93
TECHNICAL INDICATOR DESCRIPTIONS	94

ABBREVIATIONS AND ACRONYMS

AA	Accounting Authority
AI	Artificial Intelligence
ATR	Annual Training Report
APP	Annual Performance Plan
AET	Adult Education and Training
ARC	Audit & Risk Committee
BUSA	Business Unity South Africa
B-BBEE	Broad-Based Black Economic Empowerment
CFI	Cooperatives Financial Institutions
CEO	Chief Executive Officer
CFO	Chief Financial Officer
COO	Chief Operations Officer
COVID-19	Coronavirus disease that was discovered in 2019
CET	Community Education and Training
CPD	Continual Professional Development
GD	Discretionary Grants
DHET	Department of Higher Education and Training
QA	Quality Assurance
EXCO	Executive Committee
ERRP	Economic Reconstruction and Recovery Plan
FINCO	Finance Committee
FAIS	Financial Advisory Intermediary Services
FSCA	Financial Sector Conduct Authority
FSC	Financial Sector Charter
4IR	Fourth Industrial Revolution
GDP	Gross Domestic Product
HEI	Higher Education Institution
HRDS-SA	Human Resource Development Strategy for South Africa
HR Remco	Human Resources & Remuneration Committee
ICT	Information and Communication Technologies
INSETA	Insurance Sector Education and Training Authority
MTSF	Medium Term Strategic Framework
MTEF	Medium-term Expenditure Framework
MG	Mandatory Grants
NDP	National Development Plan
NSDP	National Skills Development Plan
NGP	National Growth Path
NQF	National Qualifications Framework
NSDS	National Skills Development Strategy
NSA	National Skills Authority
NGO	Non-Government Organisation
NSF	National Skills Fund
NT	National Treasury
PIVOTAL	Professional, vocational, technical, and academic learning
PWDs	People with Disabilities
RPL	Recognition of Prior Learning
PFMA	Public Funds Management Act

PESTEL	Political, Economic, Social, Technological, Environmental, Legal
QCTO	Quality Council for Trade and Occupations
SAQA	South African Qualifications Authority
SCM	Supply Chain Management
SDP	Skills Development Provider
SLA	Service Level Agreement
SETA	Sector Education and Training Authority
SDA	Skills Development Act
SDLA	Skills Development Levies Act
SIC	Standard Industrial Classification
SME	Small and Micro-Enterprises
SP	Strategic Plan
SSP	Sector Skills Plan
SWOT	Strengths, Weaknesses, Opportunities & Threats
TVET	Technical, Vocational, Education and Training
TCF	Treating Customers Fairly
WIL	Work Integrated Learning
WP-PSET	White Paper on Post-School Education and Training
WSP	Workplace Skills Plan

CHIEF EXECUTIVE OFFICER'S FOREWORD

I am pleased to present the Annual Performance Plan for the Insurance Sector Education and Training Authority (INSETA) for the period 2023/24 planning cycle. The previous year saw a significant improvement in organizational performance which is a testament of the commitment of our team in fulfilling our mandate. The board continuously provided clear strategic direction and oversight as per the legislative mandate. The past two years presented unprecedented challenges to our operations and strategic goals and our sector stakeholders joined forces to support INSETA. It is evident that the implications of health disruptors of the COVID-19 pandemic caused the world to change its perspective on the uses of technological, economic, environmental, and societal resources. INSETA displayed inexhaustible agility, adaptability, and resilience. Our quick response to change enabled us to prepare our offices for COVID-19 compliance, provide the necessary tools of trade for staff members, and offer support to stakeholders to continue implementing the learning programmes.

The masterplan for skills is the National Skills Development Plan 2030, which has already been engineered and geared towards creating current and future skills. In addition to this, the response to skills challenges must be aligned to supporting the Economic Reconstruction and Recovery Plan (ERRP) and INSETA incorporated this in the Strategic Plan and Annual Performance Plan. The strategic priorities for skills development in the sector have been articulated in line with the Guidelines for the revised Framework for Strategic and Annual Performance Plans presented by the Department of Planning, Monitoring and Evaluation (DPME).

Even though INSETA received a qualified audit opinion, it managed to achieve an overall annual performance of 86% against its planned targets for 2021/22 financial year. However, in the planning year ahead, INSETA has put in place a turnaround strategy to achieve sustainable improvement in financial management and corporate governance that will yield to an unqualified audit opinion in the 2022/23 financial year and beyond.

The insurance sector has felt a pinch from the pandemic and the social unrests experienced in Gauteng and KwaZulu-Natal recently for some time. Moreover, the Kwa-Zulu Natal floods which devastated the province have immensely affected the sector, forcing it to rethink and redesign response to such calamities.

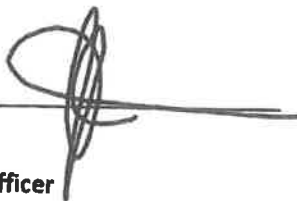
In the previous years, our audited performance results have proven that INSETA staff members are dedicated and committed to organisational efficacy and are willing to adopt emerging operational changes to advance institutional success. On this historical evidence, I rest my confidence that we will implement the 2022/23 Annual Performance Plan successfully.

INSETA remains committed to delivering quality service and value for stakeholders while driving continuous improvement in the implementation of its strategy. We are appreciative of the guidance of the Accounting Authority and the Executive Authority in directing the development and review of this document; and the support of management and staff who have contributed towards the document.

I would like to express my appreciation to all stakeholders and acknowledge them for continuing to pay their levies despite diverse sectoral challenges. Moreover, the rapid changes faced by the insurance industry will require all role players (employers, employees, unions, and beneficiaries) to increase collaboration and form partnerships that advance national priorities and transformation at all fronts.

Signature: _____

Ms Gugu Mkhize
Chief Executive Officer



ACCOUNTING AUTHORITY CHAIRPERSON'S FOREWORD

I have pleasure in presenting the Annual Performance Plan for the Insurance Sector Education and Training Authority (INSETA) for the period 2023/24. The Annual Performance Plan (APP) for the 2023/24 financial year, is compiled by forward-looking INSETA executives and management; -thoroughly interrogated and approved by the INSETA Accounting Authority. The strategic focus for the performance year ahead is framed by the National Skills Development Plan, emergent national priorities, transformation agendas and Insurance sector skills needs as identified in the INSETA Sector Skills Plan (SSP) for the 2023/24 financial year.


In addition to the legislative framework, several INSETA policies are instrumental in the achievement of the organisation's mandate and annual performance targets. This includes the mandatory grant policy, discretionary grant policy, financial framework, accreditation policy, rural development strategy, TVET strategy, small business development strategy as well as the expectation from the various stakeholder groupings in the Insurance Sector. Also key in the development of this strategy and APP were national priorities as outlined in the National Development Plan (NDP), Medium-Term Skills Framework (MTSF), National Skills Development Plan (NSDP), the White Paper for Post-School Education and Training (WPPSET) and the Economic Reconstruction and Recovery Plan (ERRP).

The Accounting Authority and Management Strategic Planning process enabled INSETA to carefully review its operating environment and make choices on the strategic direction it will take in line with the new National Skills Development Plan (2030) towards achieving its purpose and mandate; and plans to support its stakeholders to survive the negative impact of COVID-19 pandemic on business and on skills development. This plan aligns with stakeholder priorities as identified in the Insurance Sector Skills Plan and engagements that INSETA has had with its various stakeholders and other local and international experts in skills development. The Accounting Authority has approved this Strategic Plan and has oversight into its implementation and how the organisation plans to reach its strategic goals and achieve its objectives.

Despite the qualified audit that the INSETA has, the SETA achieved 86% performance against target set for the financial year 2021/22 under very challenging aftereffects created by the COVID-19 pandemic. New projects stem from strategic partnership that has been created between INSETA and public TVET colleges, public universities, Insurance Industry trade associations and Professional Bodies, including other relevant stakeholders. INSETA management have also been tasked explore alternative revenue streams through strategic partnerships for funding of robust and relevant learning programmes that support the sector and other national imperatives.

The INSETA Strategy has been revised and updated in line with the Framework for Managing Programme Performance Information issued by the Department of Planning, Monitoring and Evaluation (DPME) in terms of the mandates set out in section 215 and 216 of the Constitution of the Republic of South Africa. The Strategic Plan aims to realise incremental achievements against the set outcomes over the five-year period, from 2020/21 to 2024/25 reviewed annually.

In conclusion, I wish to thank members of the INSETA Accounting Authority and the Department of Higher Education and Training (DHET) for their guidance and support.


Mr. Sihle Ngubane
Accounting Authority Chairperson

Official Sign-Off

It is hereby certified that this Annual Performance Plan:

- Was developed by the Management of the Insurance Sector and Education and Training Authority (INSETA) under the guidance of the Board.
- Is aligned to all the relevant policies, legislation, and other mandates for which INSETA is responsible.
- Accurately reflects the Impact, Outcomes and Outputs which the INSETA will endeavor to achieve over the planned period.

Leslie Kwapeng (Mr) Signature
Executive Manager Operations



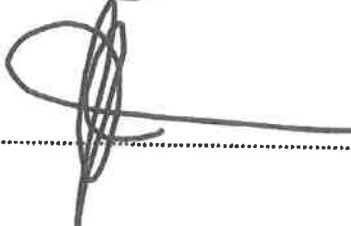
Farzana Safa (Ms) Signature
Executive Manager Risk Management



Zanele Malaza (Ms) Signature:
Chief Financial Officer

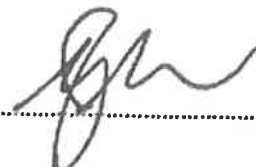


Gugu Mkhize (Ms) Signature:
Chief Executive Officer



Approved by:

Sihle Ngubane (Mr) Signature:
Chairperson: INSETA Board



Introduction of INSETA

The INSETA was established in terms of the Skills Development Act (No. 97 of 1998), to service the insurance and related services sector as part of a broader financial services sector. INSETA operates under the oversight of National Treasury in terms of performance management and financial administration and is required to promote, facilitate, and monitor education and skills development provision in the insurance and related services sector.

With increased professionalism of the sector over the years and the myriad of compliance requirements introduced, the entry requirements into the insurance sector have been raised. INSETA aims to invest in education and skills development of new entrants into the insurance sector and of the current insurance sector workforce to enhance the economic growth of the sector, to facilitate creation of decent jobs and to promote transformation of the sector. INSETA’s institutional outcomes as reflected in its relevant and responsive programmes are structured to ensure the realisation of Government’s priorities and the institution’s mandate.

Considering the recent national unrests, INSETA needs to plan innovatively to meet skills development challenges and be impactful. With unemployment rates being highest in the country, there remains an urgency for government, private sector, and other role players in the PSET eco system to work together address economic recovery.

The need for transitioning to virtual and hybrid operations within the insurance sector is heightened and INSETA continues to make strides towards repositioning itself for the future to implement a hybrid and rotational system way of working. It therefore is critical that INSETA be in the forefront of the digital migration and take full advantage of the latest developments with the ICT and eLearning advancements

In pursuit of performance excellence in executing its mandate, INSETA aims to reposition itself as depicted below:

Figure 1: Performance excellence



Part A:

1. OUR MANDATE

The Insurance Sector Education and Training Authority (INSETA) was established in March 2000 in terms of the Skills Development Act 97 of 1998, subsequently amended in December 2008. Together with other SETAs, INSETA has been re-established until 31 March 2030 through the Government Gazette. The next 10 years are critical for impactful, innovative, relevant, and futuristic skills in Insurance and Related Services. Therefore, progressive stakeholder engagement will be imperative to facilitate longer term planning linked to national planning cycles.

INSETA is required to promote, facilitate, and monitor education and skills development provision in the insurance and related services sector. INSETA's Strategic Plan is guided by the Medium-term Strategic Framework (MTSF) which reflects the political, social, economic, technological, environmental, and legal aspects. The INSETA Board, with Executive Management have developed strategic priorities for five years of the SETAs license period. There are clear legislative and policy priorities that have guided INSETA towards the development of this Strategic Plan in support of implementation of its mandate.

The INSETA's strategy is aligned with the government strategic priority of "a skilled and capable workforce to support an inclusive growth path" in the MTSF. INSETA has aligned this strategic plan with the goals of Department of Higher Education and Training (DHET) and the National Skills Development Plan (NSDP 2030).

In implementing the strategy, INSETA will promote developmental and transformational imperatives such as race, class, age, and gender, prioritizing women, youth, and people with disabilities. This will include supporting employed people at risk of losing their employment and communities surrounding Public TVET Colleges located in rural areas. INSETA will employ the MTSF as one of the key means of tracking progress towards achievement of the NSDP 2030.

INSETA will also partner with various subsectors and other organisations in the skills development ecosystem to focus on implementable interventions that address sustainability issues facing the sector, such as transformation, human capital development, support of INSETA-accredited Skills Development Providers to offer online learning, support of learners to access online learning and support of SMEs and CFIs to run sustainable businesses and professionalisation of the sector.

2. STRATEGIC PLANNING PROCESS

Annually, the INSETA Board holds a strategic planning session with INSETA Management to obtain reports from the various constituent groups represented in the Board. These reports include issues of concern as raised by each subsector and highlight challenges that require INSETA's intervention. In addition, areas of governance are raised and deliberated upon to finally identify what will be regarded by INSETA as Key Strategic Focus Areas for the coming year.

These focus areas, together with several possible outcomes of related decisions, find their way into the Strategic Plan document and have an impact on INSETA's overall resources. Implementation of interventions to support these strategic focus areas depend heavily on the overall response of the insurance companies participating in skills development and the adaptability of Skills Development Providers to continuously changing skills development needs.

The INSETA Strategic Plan (SP) covers the five-year period. It describes the situational environment and assesses challenges and opportunities, culminating in the identification of key skills priority actions for the sector. The Sector Skills Plan (SSP) draws on a range of data and information sources, including the data from WSPs sent by insurance

companies to INSETA, other relevant research conducted, sub-sector-relevant publications and engagements with key stakeholders. The outcome of this analysis generates significant information to determine skills development needs and priorities in the sector. The SSP is a sector reflective document which is compiled through broad consultations with stakeholders via the work of different stakeholder workshops.

The completed SSP is used to inform the development and the subsequent annual review of the SP and APP and will be attached as Annexure to this SP.

Legislation like CoFI and Employment Equity Bill affecting the insurance companies create a volatile, uncertain, complex, and ambiguous environment that the INSETA must take into consideration in planning the support it plans to give to its stakeholder and documenting the same in its Strategic Plan for the year ahead.

INSETA’s Value Chain anchors the operating model to support planning, research & innovation; to develop occupational qualifications and implement projects. To achieve this, the organisation must be guided by its Vision, Mission and Values which underpin the behavior of the staff and influence the culture of the organisation.

There are 10 main areas which INSETA will focus on in the coming year:



To achieve these goals, INSETA will ensure that its policies, processes, and procedures are in place and align to impact the sector in the coming financial year and beyond. The strategic planning process which INSETA undertook for 2023/24 highlighted any challenges that might arise from legislation, policies, social and environmental events, including lessons learnt from the past events like COVID-19 pandemic and the various responses to mitigating its negative impact on skills development.

3. UPDATES TO RELEVANT LEGISLATIVE AND POLICY MANDATE

3.1 Disaster Management Act 57 of 2002

The COVID -19 pandemic resulted in the Minister of Co-operative Governance and Traditional Affairs declaring a national state of disaster on 15 March 2020 in terms of the Disaster Management Act. Subsequently, the President announced a 21-day national lockdown period, from 26 March 2020 until 16 April 2020, which was further extended until 30 April 2020. As a result, all Post School Education and Training (PSET) institutions stopped training and closed their sites of learning including workplace-based training sites.

The Disaster Management Act stipulates directions for reopening of institutions offering qualifications registered on the Occupational Qualifications Sub Framework (OQFS), as part of a risk-adjusted strategy for phased-in return of skills development activities.

3.1.1 INSETA has plans in place to:

- Support learners to be safely back into institutions of learning and workplaces
- Ensure continuance of workplace-based learning programmes by conducting site visits online through taking videos of workplaces to ensure appropriateness of workplaces to host learners
- Allow for staggered commencement of learning programmes to ensure social distancing of learners in classrooms and workplaces
- INSETA has fast-tracked and approved policies and procedures for quality assurance of online learning.
- INSETA plans to insource development capabilities, to support sector efforts to deliver learning safely. This should also allow us to deliver (at least some) skills development better, economically, and faster.

3.1.2 Skill Development Providers will be trained on different methodologies to ensure that staff and learners are able to access institutions as safely as possible and ensure that the mitigation of health and safety risks are built into the daily life and work of all INSETA-Accredited Skills Development Providers.

The National State of Disaster was terminated on the 4th of April 2022 which spanned over a period of 750 days from the date it was affected. Even though it is no longer enforceable, the impact which it had on Education the Sector is tremendous, with its effects still felt. The measures which we have put in place to encourage learning in safe and conducive environments, however, still stand. This will allow INSETA to be fully prepared if another disruption to learning arises, be it from a pandemic or any other source. Not only are these measures responding to disasters, but also keeping up with the New World of Learning and Working anchored by the Fourth Industrial Revolution (4IR).

3.2 Skills Development Act 97 of 1998

The Skills Development Act 97 of 1998 is the primary law from which INSETA draws its mandate. This Act gives effect to the establishment and the functioning of the SETAs. The Act prescribes that INSETA should develop the SSP within the framework of the National Skills Development Plan (NSDP). The SSP should be translated into action by the SP and the APP.

The purpose of the Act is to develop the skills of the South African workforce; increase the levels of investment in education and training; encourage employers to use the workplace as an active learning environment; provide opportunities for new entrants to the labour market to gain work experience; encourage workers to participate in learning programmes; improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education; and ensure the quality of learning in and for the workplace.

The current context impacts on achieving these purposes.

- INSETA is exploring extending the current partnerships model, to increase levels of investment.
- Companies may not be able to host learners at the high pre-pandemic levels, due to financial or health and safety concerns. This may impact on our achievement of targets and is reflected in our risks.
- In a post-pandemic landscape, INSETA is concerned we may not be able to sustain our historically very high levels of post-training absorption into employment.

It further requires INSETA to liaise with the National Skills Authority (NSA) regarding implementation of the NSDP as well as to submit to the Director General of the DHET budgets, reports, and financial statements. It requires INSETA to administer Mandatory and Discretionary grants to finance initiatives of employers and public and private institutions of higher learning, targeting skills development training supporting skills priorities as indicated in the INSETA SSP.

INSETA has contributed to Youth initiatives over the last establishment period by supporting PIVOTAL programmes but also through initiatives to launch rural projects for excluded youth, Youth programmes for Actuarial Development and initiatives to drive youth entrepreneurship. These are the areas that INSETA will continue to concentrate on in support of Youth because of the reported positive impact including Youth in rural areas.

Although we met 86% against 2021/22 performance indicators, we are still having a challenge of reporting placement of learners in full time or part time employment. This was evidenced by us not meeting the target against the indicator on placement of learners in employment on completion on learning programmes. This point to INSETA having to maximise strategic partnerships to come up with the mitigation plan in achieving the said target.

INSETA plans to surpass the gender breakdown criteria for Learnerships recipients which was previously set at 54% female representation with 60% of Learnerships funding going to females and 40% to males.

INSETA aims to continue the support of People with Disabilities through the PIVOTAL programmes and continue to pay increased stipend for PWDs unemployed youth. The current context impacts on achieving these purposes.

INSETA will support SMEs, a sub-sector comprising 20% of the workforce of the insurance sector, towards their regulatory compliance through:

- Facilitation of skills programmes delivery
- Preparation for writing Regulatory Examinations (REs)
- Guidance on reporting to the regulator on business compliance
- Skills for Small Business sustainability to comply with Insurance-specific legislative framework
- Relevant digital fluency skills required to support SMEs to stay in touch with their clients and to conduct research to stay relevant to changing customers' needs.

3.3 Skills Development Levies Act 9 of 1999

This Act prescribes and regulates a compulsory skills development levy scheme to fund education and training in businesses across all economic sectors. The Act also makes provision for collection and distribution of skills development levies. The Act also prescribes apportionment of an amount into the account of the National Skills Fund (NSF), payment of a portion to Quality Council for Trades and Occupations (QCTO) and for use of the remainder in terms of the SETA Grant Regulations.

INSETA will support non-Levy-paying Companies and NGOs to submit WSPs and ensure their participation in Discretionary grants towards learning programmes.

In the Accounting Authority strategic planning session, concerns were raised regarding the negative financial impact of upcoming legislation on SME intermediaries and the requirement for INSETA to craft qualifications that would address relevant skills needs. The medium to long term impact of job/business losses due to the pandemic, changes in legislation and technology, may result in significantly lower revenue for INSETA.

3.4 Public Finance Management Act 1 of 1999

This Act regulates the management of finances in public entities, Parliament, provincial legislatures, and constitutional institutions. It sets out the procedures for prudent, efficient, and effective management of all revenue, expenditure, assets, and liabilities.

As a Schedule 3A public entity, INSETA is obligated to perform to standards and legislated requirements of the PFMA (Act 1 of 1999, as amended) in the management of funds to enable the execution of its mandate.

The INSETA Accounting Authority decided to procure goods and services from Emerging Micro Enterprises (EME), Qualifying Micro Enterprises (QSE) and promote the development of Small and Micro Enterprises (SMEs) as building transformation to improve the BBBEE status from level 5 to an improved contributor level.

To ensure effective Corporate Governance, INSETA will continue to review the SCM policies and procedures in line with the updated NT Instruction Notes and amendments to legislation and resubmitted to INSETA Accounting Authority for approval.

3.5 South African Qualifications Authority Act 58 of 1995

The Act provides for the development and implementation of a National Qualifications Framework, the establishment of the South African Qualifications Authority and matters connected therewith.

Through the delegated quality assurance functions to SETA Quality Assurance divisions by the QCTO, INSETA will continue to accredit, monitor, and verify learning offered by INSETA-accredited SDPs to ensure maintenance of high quality of learning delivery and assessment and the integrity of certification of learners trained by these SDPs.

In addition, the following functions will also be carried out by INSETA, among others:

- recommendation of prospective SDPs that applied to QCTO to deliver training against occupational qualifications.
- registration of qualified Assessors and Moderators working in collaboration with the SDPs to ensure maintenance of a high level of quality of learning in the sector for historical qualifications that are quality-assured by INSETA.
- Implementation of examinations against historical and occupational qualifications.
- Certification of learners against historical qualifications.

INSETA continues to perform functions delegated by the QCTO for the implementation of both historical and occupational qualifications from the QCTO, in terms of the NQF Act. Learners will continue to be registered against historical qualifications until 30 June 2023, after a teach-out period will kick in. The implementation of the registered occupational qualifications by SAQA means that there will be dual streams of learning programmes for historical and occupational qualifications.

INSETA will continue to encourage SDPs to apply for extension of scope to offer occupational qualifications while they are offering historical qualifications too. This will promote smooth transition onto the new landscape against legacy qualifications for the period that the quality assurance function remains delegated to INSETA. This includes the implementation of activities that support the implementation of occupational qualifications and the phasing out of historical qualifications. These activities call for strategic decisions to be made by INSETA regarding increasing human and financial resources to support the implementation of the Service Level Agreement (SLA) between INSETA and the QCTO.

In order not to lose valuable lessons and resources invested in ensuring continuation of learning during the COVID-19 pandemic, INSETA developed an e-Learning policy and incorporated Discretionary Grant policy, provision to fund:

- Purchase of electronic equipment like laptops required for learners to access learning remotely when they cannot physically come into classrooms.
- development and capacitation workshops to support INSETA-accredited SDPs to navigate online learning delivery and online assessments, without compromising the quality of learning.
- Streamlining of processes to ensure that online verification of learning is made possible.

3.6 National Qualifications Framework Act 67 of 2008

- This Act provides for the establishment of a single National Qualifications Framework (NQF) which is an integrated system comprising coordinated qualifications sub-frameworks for General and Further Education and Training, Higher Education and Trades and Occupations.
- Learner (Youth and Workers) learning achievements continue to be verified and certificated by INSETA and loaded onto the National Learner Record Database hosted by SAQA. This service will continue to be delivered by INSETA through the delegation of the QCTO and in line with the SLA between INSETA and QCTO. In line with the NQF Act, INSETA continues to cultivate relationships between employers and the accredited skills development provider system.

3.7 Financial Advisory and Intermediaries Services Act 37 of 2002

The Act regulates the activities of all Financial Services Providers (FSP) who give advice or provide intermediary financial services and products to consumers. The Act requires that FSPs be licensed to offer financial services; and creates a professional Code of Conduct with specific enforcement measures.

INSETA will continue to support both SMEs and Workers with regulatory compliance preparation towards FAIS licensing exams. This support is in the form of both learning material provision and exam preparation workshops (In-contact and online). For Rural Youth Programmes that are managed centrally by INSETA, the support will include provision of training and preparation for regulatory exams.

INSETA will ensure early consultation with the FSCA to ensure that occupational qualifications that are reviewed or developed are endorsed by the FSCA. This not only ensures uptake of learners against the occupational qualifications developed, but also ensures that learners are offered qualifications that will assist them to be FAIS-compliant.

3.8 Employment Equity Act 55 of 1998

The Act promotes equity in the workplace, ensures that all employees receive equal opportunities and are treated fairly by employers. The law protects employees from unfair treatment and any form of discrimination in the workplace environment.

Through its policies, INSETA continues to promote equity in Staff Recruitment and Career Progression. Internally, we

are committed to developing talent through training, coaching, mentoring, and promoting a high-performance culture with clean administration. In addition, INSETA continues to promote employment of youth recruited as interns from UoTs and TVETs as Administrators at the end of their internship programmes.

INSETA will continue to support its external stakeholders to access Discretionary Grant for PIVOTAL programmes that run-in support of EE Scorecards. Annually, INSETA contracts Sector Skills Facilitators to support the sector, especially SMEs, with submission of WSPs and ATRs and providing information regarding the INSETA offerings that they can access through application for Discretionary Grants.

INSETA supports the sector transformation imperatives through its leadership and management development programs that are tailor-made to develop competencies that aid in the career progression of the delegates. Participants are carefully selected in line with employer plans towards fast tracking these individuals into senior management roles in the future.

INSETA has initiated conversations with the Financial Sector Transformation Council to develop a public entity or Chapter 3A entity-specific scorecard that aligns to the SETA mandate. This will contribute to INSETA in improving its BBBEE score. In addition, INSETA has procured a Service Provider who will guide the former towards implementing initiatives that will maximise its BBBEE points.

3.9 SETA Grant Regulations, Notice No. 35940 of 2012

The Skills Development Levies Act provides for the collection of levies from employers and provides directives and/or guidelines on how the funds allocated to Sector Education and Training Authorities (SETAs) should be disbursed.

On 3 December 2012 a revised grant regulation was gazetted (Government Gazette Notice No. 35940), which impacted on the allocation of SETA funding. The intent of the new regulation was to:

- Regulate the proportion of funds available for skills development that is spent on administration costs.
- Make provision for SETAs to contribute to the cost of the work of the Quality Council for Trades and Occupations (QCTO).
- Discourage the accumulation of surpluses and carry-over unspent funds at the end of each financial year.
- Improve the quantity and quality of labour market information received by SETAs through Workplace skills plans, annual training reports and professional, internships, vocational, occupational, technical, and academic learning (PIVOTAL) training reports, which provide a reflection of skills needs and inform planning.
- Promote professional, internships, vocational, occupational, technical academic learning (PIVOTAL) programmes, which are NQF-registered and quality assured, towards addressing priority scarce and critical skills needs in the sector, as identified through Sector skills plans and research.
- Create a framework within which expanded use is made of public education and training providers for the provision of skills development programmes.

The INSETA's workers professionalisation support model will incorporate bursary, Retiree Mentorship programmes and other programmes towards attainment of professional designation. These beneficiaries will be funded for multiple years in line with the requirements of the various professions.

The Youth Employability model will incorporate learnerships, internships, Regulatory Examinations, work-readiness as well as other programmes that promote entrepreneurship.

4. UPDATES TO INSTITUTIONAL POLICIES AND STRATEGIES

The INSETA takes into consideration national policies and strategies which directly influence the implementation of its mandate. The following include, but are not limited to:

4.1 National Development Plan (NDP)

The National Development Plan (NDP) identifies skills development and education as a catalyst for economic development and growth. It aims to eliminate poverty (by creating 11 million jobs) and reduce inequality by 2030. South Africa can realise these goals by drawing on the energies of its people, growing an inclusive economy, building capabilities, enhancing the capacity of the state, and promoting leadership and partnerships throughout society.

Youth deserve better educational and economic opportunities, and focused efforts are required to eliminate gender inequality. Promoting gender equality and greater opportunities for young people are integrated themes that run throughout this plan. While the achievement of the objectives of the National Development Plan requires progress on a broad front, three priorities stand out which are raising employment through faster economic growth, improving the quality of education, skills development, innovation, and building the capability of the state to play a developmental, transformative role.

To support the requirements of the NDP, the INSETA will:

- i. Implement innovative programmes for Youth - 60% of whom will be female – through partnerships with Public TVET Colleges and Employers in the sector
- ii. Reskilling people at risk of losing their jobs to retrenchments.
- iii. Build competency of Public TVET Colleges through:
 - Training them on programmes that will enable them to offer Insurance-specific occupational qualifications.
 - Exposing TVET College lecturers to Insurance sector workplaces
- iv. Partner with the QCTO in the development and implementation of occupational qualifications
- v. Partner with the sector, Universities and TVET Colleges to offer Management and Leadership programmes to TVET & CET Lecturers.
- vi. Establish credible Assessment Centres in partnership with the industry.
- vii. Support Public TVET Colleges to become Centres of Specialisation to service the Insurance Sector.

4.2 Human Resources Development Strategy for South Africa (HRDS-SA)

INSETA commits to supporting the sector under the following commitments of the HRDS-SA that have impact on skills development:

4.2.1 HRDS-SA Commitment One: “We will urgently overcome the shortages in the supply of people with priority skills needed for the successful implementation of current strategies to achieve accelerated economic growth”.

Through research, INSETA will identify priority skills in the sector and implement programmes to increase such skills among Youth (especially those in Rural areas), Workers and SMEs. Among the priority occupations identified by the sector, INSETA will focus on Data Analysts, Actuaries and Underwriters initially over the short term; and extend the offerings to include other occupations in line as will be prioritised the sector in the medium and long term. These skills will include soft skills identified by the sector as required to support priority occupations.

4.2.2 HRDS-SA Commitment Two: “We will increase the number of appropriately skilled people to meet the demands of our current and emerging economic and social development priorities”.

The Fourth Industrial Revolution (4IR) is currently topical across various sectors. INSETA will support employers through partnerships to develop skills to meet the employment challenges brought about by 4IR. Beneficiaries of this support will be Youth and Workers at risk of losing their employment to the effects of 4IR.

4.2.3 HRDS-SA Commitment Four: “We will urgently implement skills development programmes that are purposefully aimed at equipping recipients with requisite skills to overcome related scourges of poverty and unemployment”.

INSETA will support provision of programmes that will promote entrepreneurship among Youth and Workers who have lost or are at risk of losing their employment due to economic recession of which 60% of these beneficiaries will be women.

4.2.4 HRDS-SA Commitment Five: “We will ensure that young people have access to education and training that enhances opportunities and increases their chances of success in further vocational training and sustainable employment”.

INSETA will partner with Public TVET Colleges and Employers to place TVET College learners in workplaces for work-based experience and support Public TVET Colleges learners on WIL programmes to be trained on skills programmes that are based on insurance-specific qualifications; to increase their employability in the insurance sector on completion of the WIL programmes.

INSETA will also source funding from other organisations in the skills development eco system to implement programmes that promote Youth employability and facilitate hosting of the learners in insurance and related services companies.

4.3 The White Paper on Post-School Education and Training (WP-PSET)

The White Paper is a definitive statement of the Government’s vision for the post-school system, outlining main priorities and strategies for achieving the outlines priorities. It is a vision for an integrated system of post-school education and training, with all institutions playing their role as parts of a coherent but differentiated whole. These institutions include the colleges and universities whose main purpose is the direct provision of education and training; and in the case of universities, conducting of research.

These also include institutions that support the education and training processes, such as the Sector Education and Training Authorities (SETAs), the National Skills Fund and advisory, regulatory, and quality assurance bodies such as the South African Qualifications Authority (SAQA) and the Quality Councils.

We envisage a system that is made up of a diverse range of educational institutions and institutional types that will expand over the next twenty years to cater for the millions of people – especially the youth, but also many adults – who need its benefits.

It will also be a system that recognises that the right to access an educational institution is not enough, and that institutions must provide education of a high quality.

In support of WP-PSET, INSETA partner to provide learners with paths for articulation between various qualifications, access to and obtaining of qualifications through Recognition of Prior Learning. These interventions will be made available to Youth, Workers, and People with Disabilities.

4.4 National Skills Development Plan (NSDP)

The NSDP and the new SETA landscape comes into effect from 1 April 2020 and provides SETAs with a ten-years establishment period up to 2030. This plan is aligned to NDP and set out 8 outcomes for post school education and training environment, which have a significant impact on skills development delivery approach.

The NSDP seeks to ensure that South Africa has adequate, appropriate, and high-quality skills that contribute towards economic growth, employment creation and social development. This new dispensation will bring about changes regarding leadership, governance, and quality assurance in skills development. At policy level towards building a responsive PSET system, the plan directs SETAs to build partnerships with workplaces and education and training institutions.

SETAs will remain an authoritative voice for the labour market and experts in their respective sectors. For the country to achieve high levels of economic growth and address unemployment, poverty and inequality, social partners must work together to invest in skills development to achieve the vision set in the NSDP: an educated, skilled, and capable South African workforce.

INSETA plans to align its current planning processes with the goals, objectives, and outcomes of the NSDP 2030. This includes concluding Memoranda of Understanding with Organised Labour and Organised Business to ensure alignment of programmes offered with the critical skills needs of employees. Mentorship programmes will also be implemented to ensure retention of young talent in the sector, utilising retiree intellectual capital to coach and mentor youth.

4.5 Post-Pandemic Policy

The policy landscape is evolving rapidly in response to the pandemic (and possible post-pandemic strategies). In some cases, this has meant some elements of the above policies are being fast-tracked. In other cases, new policies and strategies are emerging. For example, the sustainable Infrastructure Development Strategy has emerged as a key component of a stimulus package to rebuild the economy using green infrastructure development as a platform. INSETA continues to monitor the policy environment and interpret targets in line with these, including collaborating with relevant SETAs and organisations who have green economy as a strategic focus.

4.6 Economic Reconstruction and Recovery Plan

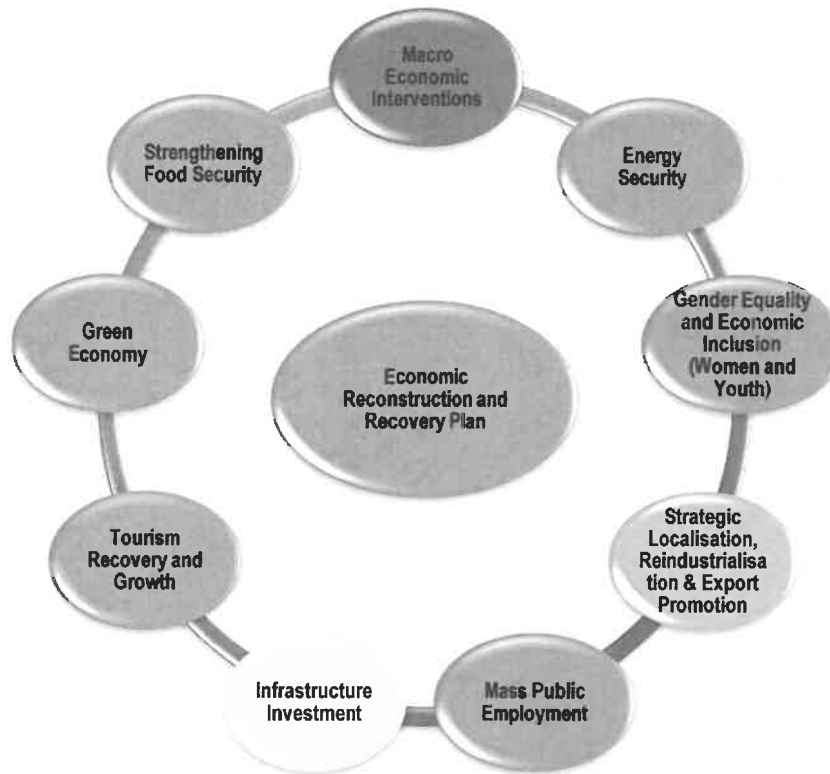
At the advent of the COVID-19 pandemic lockdown, the President announced a three-phased economic recovery response towards implementing an economic strategy to drive the recovery of our economy as the country emerges from the pandemic. This is defined in the Economic Reconstruction and Recovery Plan (ERRP). Several sectors identified as critical for the implementation of the ERRP.

Although the insurance sector is not specifically mentioned among the critical sectors at which the ERRP is aimed, insurance is important to all these sectors. INSETA aims to participate in the ERRP directly or in partnership with other PSET organisations and has identified sectors that will be included in its strategy to support the Government's Economic Reconstruction and Recovery Plan. INSETA will support identified sectors, with a few sectors supported directly and the remainder supported in collaboration with other SETAs and institutions, in line with availability of INSETA budget.

The ERRP aims to build a new economy and unleash South Africa's true potential. The DHET presented to INSETA a refined ERRP approach for the implementation of ERRP-aligned programmes.

The following programmes have been identified:

Figure 2: Economic Reconstruction and Recovery Plan



In supporting the ERRP driven by the Minister of Higher Education, Science & Technology, INSETA decided to include the following elements in its programmes:

- a. Green Economy
- b. Mass Employment
- c. Gender Equality and Economic Inclusion (Women and Youth)
- d. Strengthening Food Security
- e. Energy Security

In addition, INSETA will support implementation of programmes identified as its strategic focus areas. Through collaboration with other organisations in the PSET system, Professional Bodies and Trade Associations in the insurance sector and Organised labour, INSETA will identify specific projects in support of ERRP in these sectors to maximise impact. These projects will include women, youth, people with disabilities and people in rural areas. These will include the support and re-training of workers to prevent further job losses. The INSETA will support these sectors by ensuring maximisation of skills development opportunities for new entrants to enable them to access labour markets.

Changes in funding policies will be considered in Medium Term Strategic Framework (MTSF) and Annual Performance Plans (APPs) to allow for immediate and short interventions – both accredited and non-credit- bearing interventions. This will include the development of learning delivery policies that include digitisation and technology as key enablers

for successful implementation of this strategy. These changes will ensure that INSETA is able to respond to the short-term needs of the sector and continue to strengthen the system without compromising the quality of offerings.

INSETA will harness the expertise and resources of diverse institutions – public and private education skills development providers, workplaces, other SETAs, and government departments to work in partnership towards greater efficiency and effectiveness.

Research remains a key priority for INSETA to determine the nature of need in each sub-sector and consult the stakeholders on requisite interventions.

INSETA will partner with the QCTO to promote the fast-tracking of accreditation process for SDPs to obtain accreditation against occupations in high demand. This will include improvement of the planning and funding mechanisms for delivery of programmes through public TVET Colleges and to work towards a demand-led system of skills development. Partnerships will also include providing input into curriculum development of TVET programmes that will enable learners to access insurance qualifications and occupations.

INSETA will facilitate stronger relationships between Public TVET colleges and Public Higher Education Institutions to build competency for conducting research in Public TVET colleges. This will ensure alignment of INSETA with actual skills development needs of TVET Colleges and those of communities around TVET colleges, especially in rural areas. Fostering partnerships between Public TVET Colleges and insurance industry associations will support skills development in outlying areas and placement of learners in SME businesses in rural areas where big employers are scarce.

Programmes to be funded will include work readiness, digital skilling as well as entrepreneurship for self-employment. Entrepreneurship programmes will be implemented in collaboration with other organs of the state, other SETAs, and public education institutions.

4.7 Updates to Relevant Court Rulings

Reference will be made to the court rulings that affect the driving behind the strategy. The outcome of the BUSA Court Case may affect the budgets available for supporting the priorities outlined in the SP and the APP. The extent of this impact is currently unknown, but it has dire consequences for the sustainability of the Seta.

This is the Labour Court Cases (Case No: JR 1110/13) of Business Unity South Africa (BUSA) v the Minister of Higher Education, Science and Technology and others. BUSA applied to the court to set aside the Grant Regulations 2012 citing insufficient engagement of the Minister on amendments of the Grant Regulations. The Minister appealed against the judgment in the Labour Appeal Court. The appeal was dismissed for lack of sufficient consultation with stakeholders pursuant to sections 36 and (5)1(a) (v) of the Skills Development Act.

Based on the above, INSETA will continue in line with the Ministerial Directive 11/2020, to pay 20% Mandatory Grants to the sector, pending the determination and communication by the Minister of Department of Higher Education, Science and Technology, of a Mandatory Grant percentage to be paid to levy-paying companies in the sector.

Part B: Our Strategic Focus

5. UPDATED SITUATIONAL ANALYSIS

5.1 External Environment Analysis

Profile of the Insurance Sector

The table below depicts the various Insurance sub-sectors dependent on INSETA for skills development support.

Table 2. INSETA's Subsectors

SIC Code	Subsector	Category
81901	Unit trusts	Collective investments
81902	Risk management	Various
82100	Insurance & pension funding, except compulsory social security	Life insurance
82110	Life insurance	Life insurance
82120	Pension funding	Life insurance
82131	Health care benefits administration	Non-life insurance
82191	Short-term insurance	Non-life insurance
82192	Funeral insurance	Life insurance
82193	Reinsurance	Non-life insurance
83000	Activities auxiliary to financial intermediation	Various

5.1.2 Key Role-Players

The sector consists of Professional Bodies, active Industry Associations, Financial Service Companies, Trade Unions and Regulatory Bodies that regulate the sector's service offerings and support the insurance sector, its professionals, and clients.

There are other associations with which INSETA is still developing partnerships with, which are not listed below. Each of these role players has a link to the NSDP Outcomes as depicted in the table below:

National Skills Development Plan (NSDP) Key:

Outcome 1	Identify and increase production of occupations in high demand
Outcome 2	Linking education and the workplace
Outcome 3	Improving the level of skills in the South African workforce
Outcome 4	Increase access to occupationally directed programmes
Outcome 5	Support the growth of the public college system
Outcome 6	Skills development support for entrepreneurship and cooperative development
Outcome 7	Encourage and support worker-initiated training
Outcome 8	Support career development services
Outcome 9	Maintain effective corporate governance

Table 3. Key Role-players in the Insurance Sector

Organisation	NSDP Outcomes
INDUSTRY ASSOCIATIONS	
The Association for Savings and Investment South Africa (ASISA) represents the collective interests of the country's asset managers, collective investment scheme management companies, linked investment service providers, multi-managers, and life insurance companies. ASISA provides INSETA with insights into the skills development needs of its members through its membership of INSETA committees.	1-8
The Black Insurance Advisors Council (BIAC) aims to provide the insurance industry with skilled, informed, fit and proper financial services providers. Second, BIAC aims to work in collaboration with other insurance industry organisations and statutory institutions to address issues affecting the insurance industry. BIAC provides INSETA with insights into the skills development needs of its members.	1-8
The motto of the Board of Healthcare Funders (BHF) "Serving medical scheme members"—guides how the organisation fulfils its function as a representative body of the healthcare funding industry. BHF provides INSETA with insights into the skills development needs in the healthcare funding sector.	1-8
The Financial Intermediaries Association (FIA) is a trade association for intermediaries, including businesses of all sizes across a wide range of insurance subsectors. The FIA aims to be an effective voice of its members' businesses by promoting, developing, education, supporting, and protecting the rights of its members. INSETA is represented on the FIA Education committee. The FIA shares insights into the skills development needs of its members.	1-8
The South African Insurance Association (SAIA) is the representative body for the non-life insurance industry, representing the industry to all relevant stakeholders to ensure a sustainable and dynamic industry. The organisation has members from all categories of non-life insurers, including reinsurers. INSETA is represented on the SAIA Skills Development working group to collaborate on Skills for the sector.	1-8
The South African Underwriting Managers Association (SAUMA) protects the rights of the underwriter within their relevant industry. SAUMA provides INSETA with insights into the skills development needs of its members.	1-8
PROFESSIONAL BODIES AND ASSOCIATIONS	
Batseta , the Council of Retirement Funds for South Africa, focuses on the interests of principal officers, trustees, and fund fiduciaries in the retirement industry, and advises INSETA on the development of new qualifications linked to life insurance.	1-8
The Black Brokers Forum (BBF) is a representative body for black financial advisers. The BBF provides INSETA with insights into its members' skills development needs.	1-8
The Compliance Institute Southern Africa (CISA) is the recognised professional body for the compliance profession. Amongst other objectives, CISA aims to stimulate and promote education, training, and professionalism in the field of compliance to its members and other stakeholders. CISA provides INSETA with insights into its members' skills development needs.	1-8
The Financial Planning Institute of Southern Africa (FPI) is the recognised professional association for financial planners in South Africa. The FPI is the only institution in the country to offer the CFP® certification and advises INSETA on the development of new qualifications related to financial planning.	1-8
The Institute of Loss Adjusters of Southern Africa (ILASA) controls the professional standards and conduct of loss adjusters. ILASA aims to promote the skill, efficiency, service, and responsibility of the profession, and to maintain high standards of education and knowledge. ILASA advises INSETA on the development of new qualifications relating to claims assessment.	1, 2, 3, 4, 8

Organisation

The **Insurance Institute of South Africa (IISA)** is a professional membership institute for the non-life insurance industry. The Institute's primary responsibility is to promote the advancement of knowledge and skills, the maintenance of the highest level of standards and ethics, and professional development within the insurance industry. The IISA assists INSETA with graduate placements and internships.

REGULATORY AND OTHER PUBLIC SECTOR BODIES

The twin peaks model reformed the regulatory and supervisory landscape for the financial sector in South Africa. The **Financial Sector Conduct Authority (FSCA)** is the market conduct regulator for the financial services sector, while the **Prudential Authority (PA)**, located within the South African Reserve Bank, regulates the financial soundness of financial institutions. The regulatory reforms of the FSCA and PA have skills development implications for employees, employers, training providers and INSETA, and these groups have come together with the regulators quarterly to discuss content of training interventions in line with current regulation.

The **South African Reserve Bank (SARB)** and **Statistics South Africa (Stats SA)** are key producers of data used for skills planning research. As the country's central bank, the SARB aims to achieve and maintain price stability in the interest of balanced and sustainable economic growth. Stats SA is responsible for the collection and dissemination of data and statistics on a wide range of issues, and the Statistician-General has the authority to designate statistics as official statistics.

NSDP Outcomes

1-8

FSCA:
1, 3

PA: 1, 3

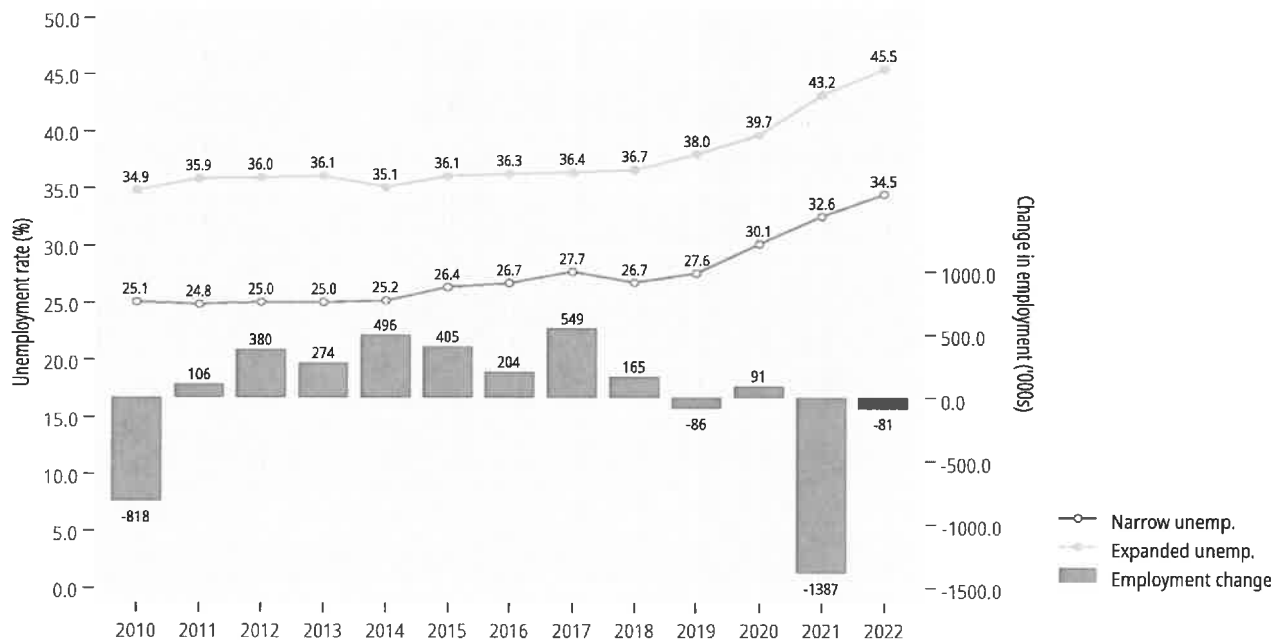
SARB:
1, 2, 3, 7

Stats SA:
1, 7

5.1.2 Labour Market Profile

The SSP summaries the shifts in employment across occupational bands over the past decade, and points to the implications for skills development. The three primary drivers of change identified in the SPP included COVID-19 pandemic; adoption of technology in the sector; and climate change. Emerging data suggests that these are already impacting dramatically on employment nationally and will likely impact also on the demand for labour in the INSETA sector. INSETA remains committed to implementing targets in ways that respond to these pressures.

Figure 3. South African Labour Market Trends, 2010-2022



5.1.3 Employer Profile

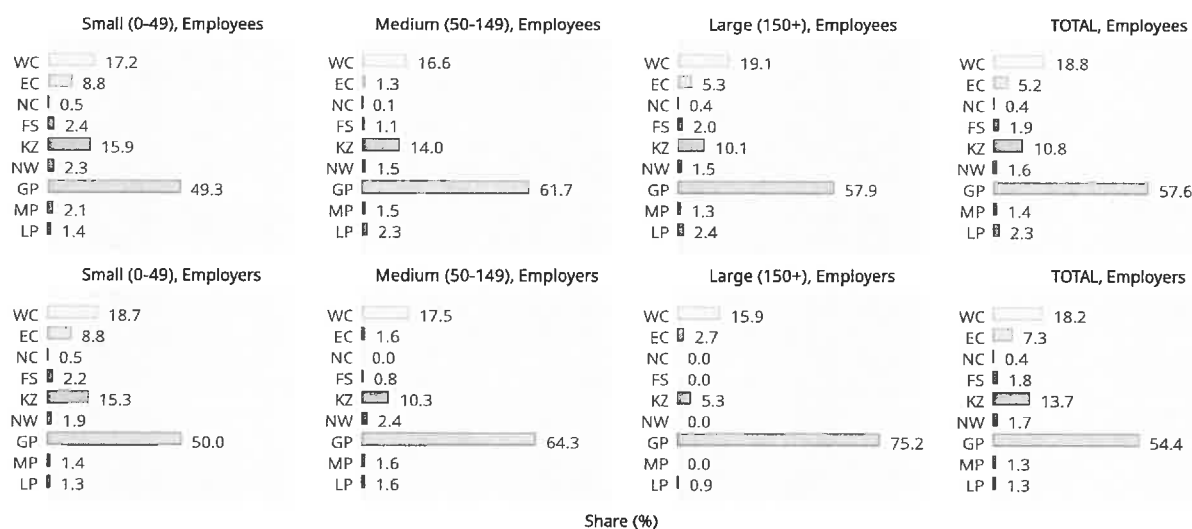
In terms of employer size, 92% of the companies registered with INSETA are small businesses, followed by 5% being medium and 3% being large. Small businesses are known to be one of the biggest contributors to job creation and poverty alleviation hence the need for INSETA to support SMEs.



5.1.4 Provincial distribution of Employers

Geographically, the sector has both employers and employees concentrated within two or three provinces. Almost three-fifths of employees and just over half of employers in the insurance sector are located within Gauteng. The Western Cape accounts for an additional 18.8 percent of employees and 18.2 percent of employers, while KwaZulu-Natal is in third place with 10.8 percent of employees and 13.7 percent of employers. Employers in Gauteng and the Western Cape are relatively large, compared to those in KwaZulu-Natal and the Eastern Cape.

Spatial Distribution of Insurance Sector Employers and Employees by Firm Size.



Source: INSETA, WSP 2022/23

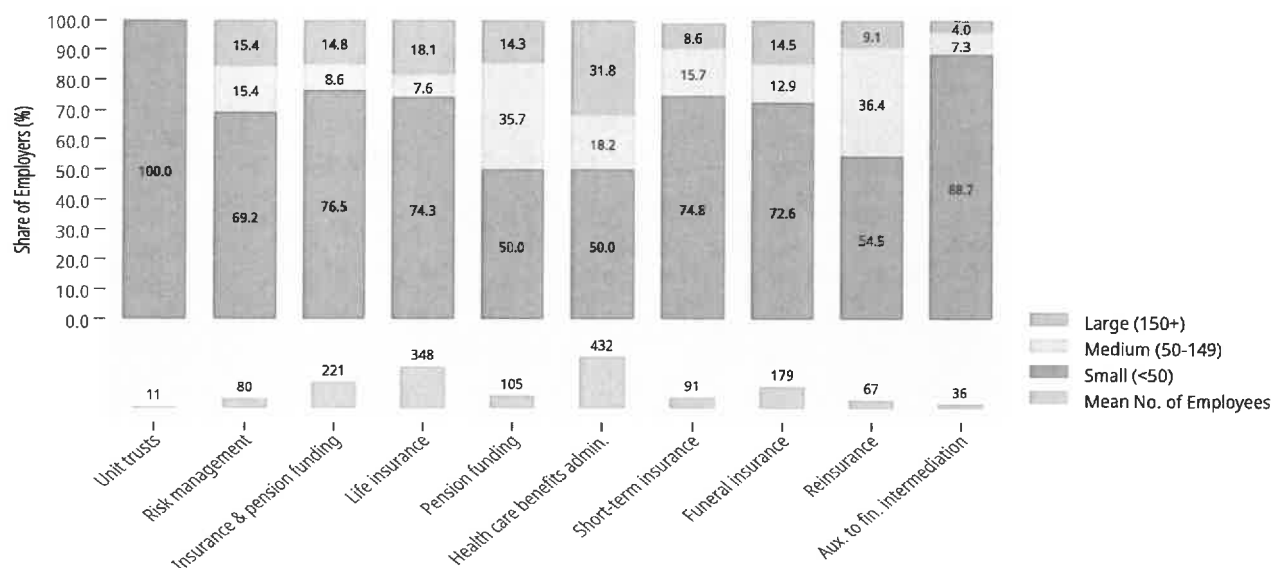
INSETA will continue to pursue partnerships within the Post Education sector like other SETAs and TVET Colleges, to increase its national presence. Where partnerships are a challenge, INSETA will train and place Career Guidance Practitioners at TVET Colleges in the other less active provinces to ensure that skills development opportunities reach remote areas.

Most of the employers are based in Gauteng, followed by Western Cape and then KwaZulu Natal. The Eastern Cape appears to be a growing business hub and INSETA intends to continue to have representation at public TVET colleges in this province.

INSETA will continue to pursue partnerships within the Post Education sector to increase its national presence. Where partnerships are a challenge, INSETA will train and place Career Guidance Practitioners at TVET Colleges in the other less active provinces to ensure that skills development opportunities reach remote areas.

5.1.5 The employer breakdown per sub-sector

Figure 5: Employer breakdown



Source: INSETA Calculations, ATR/WSP 2022/23

About 31.8% of large employers are within health care benefits administration, 18.1% in life insurance and 15.4% in risk management. 4.0 % of large employers in activities auxiliary to financial intermediation and are not represented in unit trusts. Medium firms are particularly prevalent within reinsurance at 36.4% and 35.7% in pension funding.

Small employers are the largest group within all subsectors. Their share of all employers within the subsector is lowest in pension funding and health care benefits administration and reinsurance (54.5%) while all employers within unit trusts are small, with 88.7% in activities auxiliary to financial intermediation. In insurance and pension funding, life insurance and short-term insurance, three out of four employers are small employers.

While most small employers are not levy payers, there is a dire need for INSETA to support them to ensure their sustainability in the insurance and related sectors.

The insurance sector is characterized by a high degree of concentration of employees within a small number of employers. Large employers account for 85% of employees, medium employers account for 7.7% while small employers account for 7.3%.

5.1.6 Employee Profile

Employee Distribution

According to the Workplace Skills Plans for 2022/23 financial year, received from insurance companies, the distribution of employees by company size is as follows:

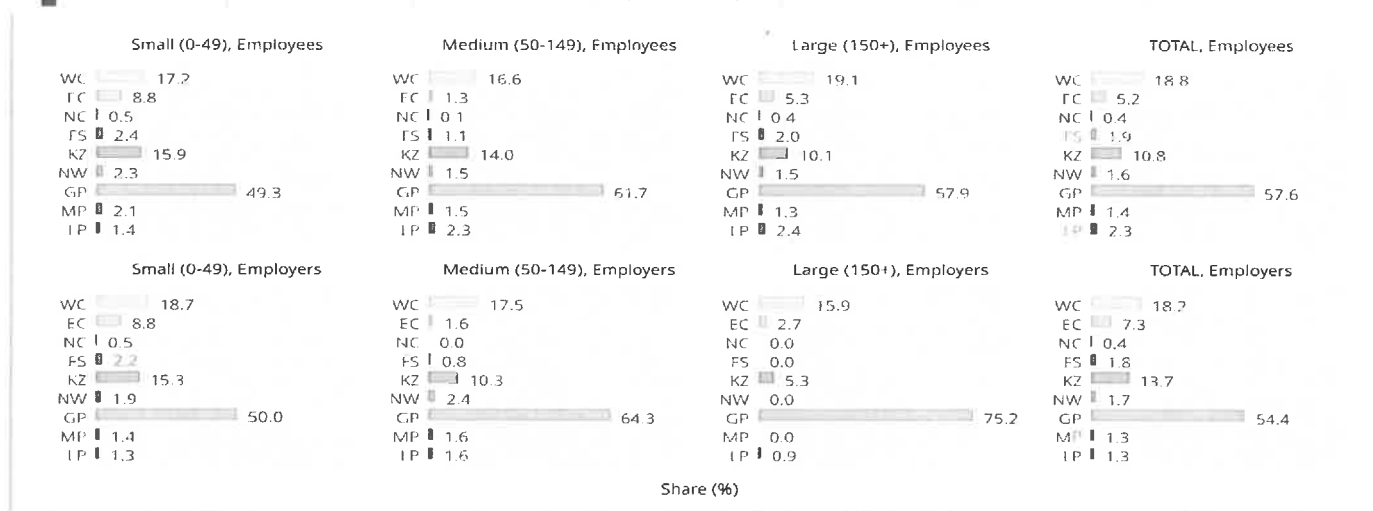
Table 4. Employees in the Insurance Sector by Race, Gender, Disability Status, and Occupation, 2022

Occupation	Total ('000s)	Share (%)							Living with Disability
		African	Coloured	Asian	White	Other	Male	Female	
High Skill Occupations	53.8	41.7	14.1	11.4	31.6	1.1	46.8	54.2	1.0
Managers	21.6	36.2	13.1	12.6	36.9	1.1	46.4	53.6	1.0
Professionals	32.2	45.4	14.8	10.7	28.1	1.1	45.4	54.6	0.9
Skilled Occupations	92.4	60.8	14.5	7.2	16.8	0.7	34.3	65.7	1.3
Technicians & Associate Prof.	49.6	62.8	10.2	7.1	19.0	0.9	36.9	63.1	0.6
Clerks	38.1	55.6	20.8	7.9	15.4	0.4	29.3	70.7	2.3
Service & Sales Workers	4.1	82.0	7.9	3.7	5.9	0.5	43.0	57.0	0.1
Skilled Agricultural, Craft & Related Trades	0.1	73.6	10.4	3.2	9.6	3.2	73.6	26.4	0.8
Operators & Assemblers	0.4	82.8	8.6	2.6	3.1	2.9	88.3	11.7	0.0
Low Skill Occupations	1.5	87.5	8.6	0.5	1.8	1.6	22.0	78.0	0.9
Elementary Occupations	1.5	87.5	8.6	0.5	1.8	1.6	22.0	78.0	0.9
Total	147.7	54.1	14.3	8.7	22.1	0.8	38.4	61.6	1.2

Source: Own calculations, WSP 2022/23

5.1.7 The distribution of employees by province in percentages

Figure 6: The distribution of employees by province in percentage

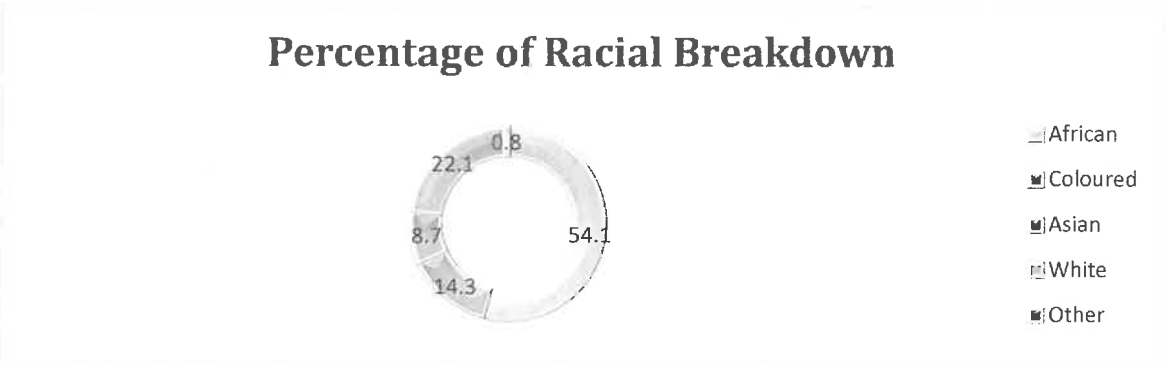


Source: WSP 2022-2023

About 59.5% of insurance employees are in Gauteng, 18.9% in the Western Cape, 9% in KZN, and 4.9% in the Eastern Cape. These provinces make up 92.7% of the workforce. It is a highly concentrated sector. The remaining provinces are made up of intermediaries and small brokerages that are served by the Head Office, which is mostly in Cape Town.

5.1.8 The workforce race profile

Figure 7: The workforce race profile

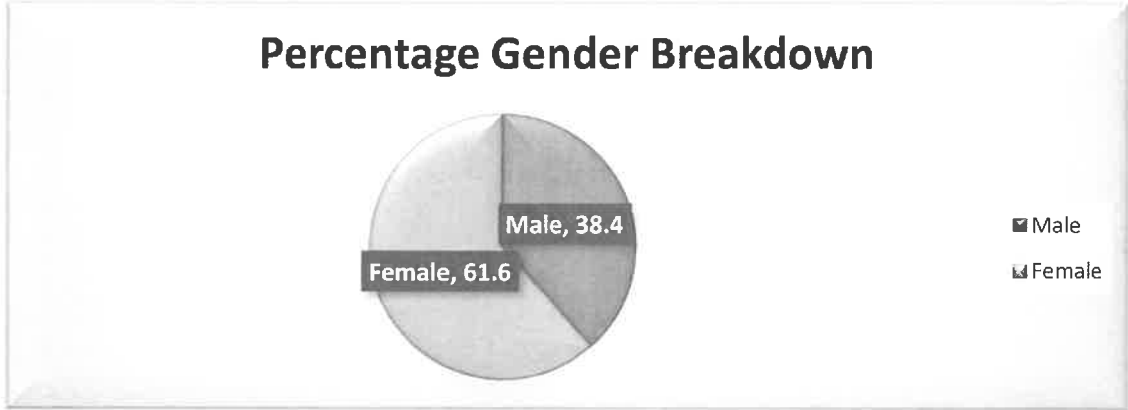


Source: WSP 2022-2023

The percentage of Black employees in the sector is 77,9% (Africans, Coloureds and Indians). Others refers to individuals who have not identified themselves with any racial group.

5.1.9 The workforce gender profile

Figure 8: Gender breakdown



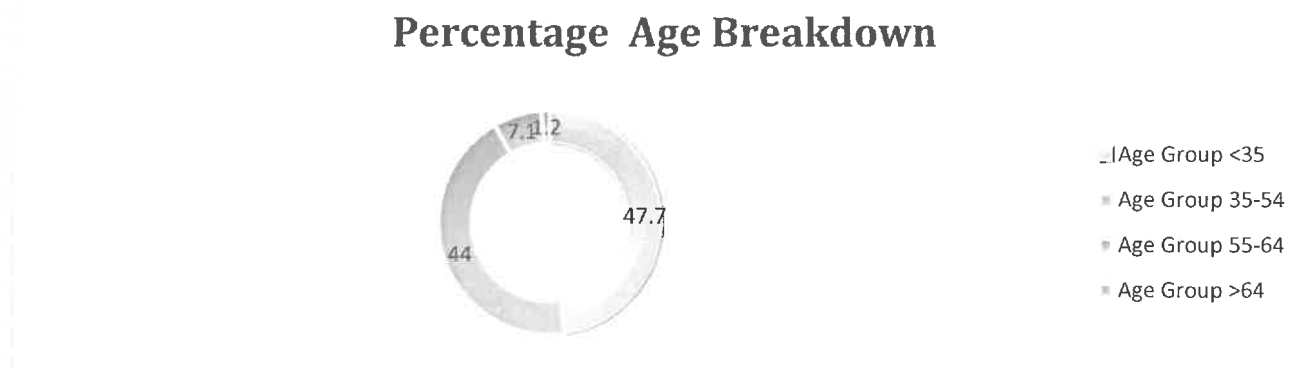
Source: WSP 2022-2023

Females make up 61.6% of the sector compared to 38.4% males. The sector has exceeded the 54% female norm, showing a move in positive direction as regards transforming the gender profile of the sector.

While women dominate within total employment in the sector, they are less likely to be employed in high skill occupations. 78% of elementary workers in the sector are women, as are 70.7% are clerks. In contrast, women account for 54.2 percent of those in high skill occupations.

5.1.10 The workforce age profile

Figure 9: Age breakdown



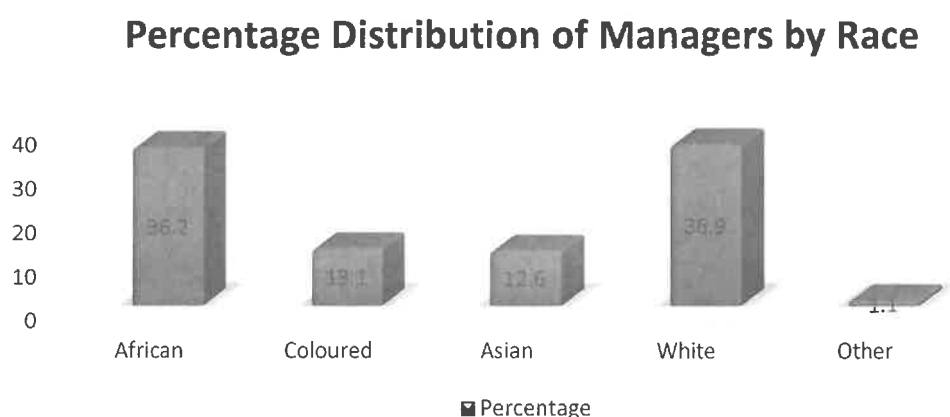
Source: WSP 2022-2023

Almost half of the workforce is under 35 years. 7,1% of the workforce in the 55 – 64 ear age categories provide potential demand for labour due to retirement. The high percentage of youth below 35 years of age may require different HR strategies. INSETA works closely with stakeholders in the sector to understand and respond to these issues.

5.1.11 Distribution of Managers by Race

In the year under review, Africans comprised 36.2% followed by Whites at 36.9%. Indians also increased from 10.8% to 12.6% and 0.8% decrease in the number of Coloureds from 13.9% to 13.1%. Historically, Africans comprised a small percentage at the managerial level, however, this number has increased progressively over the years.

Figure 10: The distribution of managers by race group



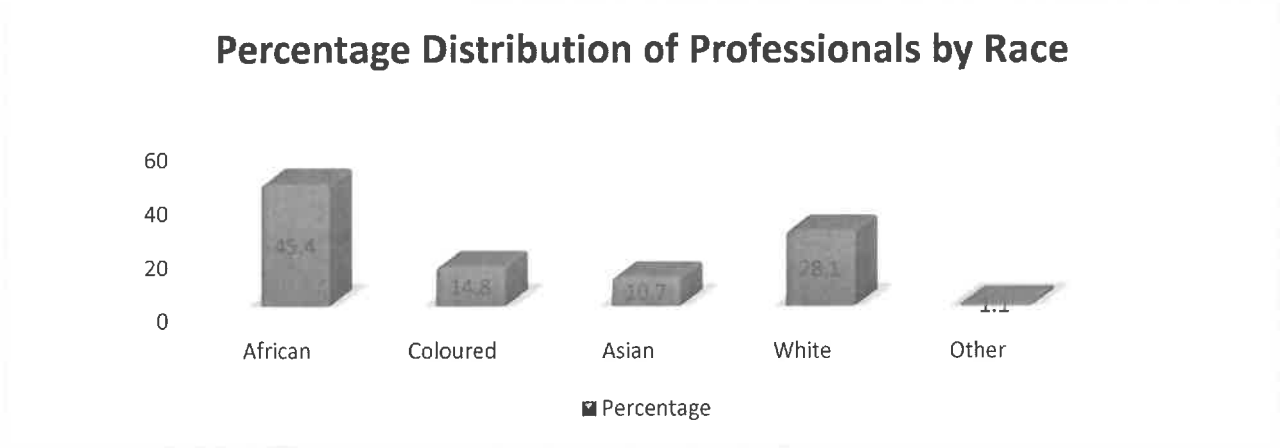
Source: WSP 2022-2023

There is an indeterminate number of workers living with disability in the insurance sector, with relatively little variation across occupations. There are several occupations in the insurance sector that would be suitable for various occupations in the insurance sector. INSETA needs to conduct a tracer study to determine the number of learners leaving with disability that employed in the sector on completion of their learning programmes. In addition, research needs to be conducted to determine the positions/occupations held by people with disabilities in the sector and their numbers.

INSETA also decided to fund assistive devices to support people living with disabilities to cope with learning and development. This support includes paying a higher stipend to learners with disabilities. INSETA also needs to support other types of disabilities to increase the pool of people with disabilities in the sector.

5.1.12 Distribution of Professionals

Figure 11: The distribution of professionals by race group

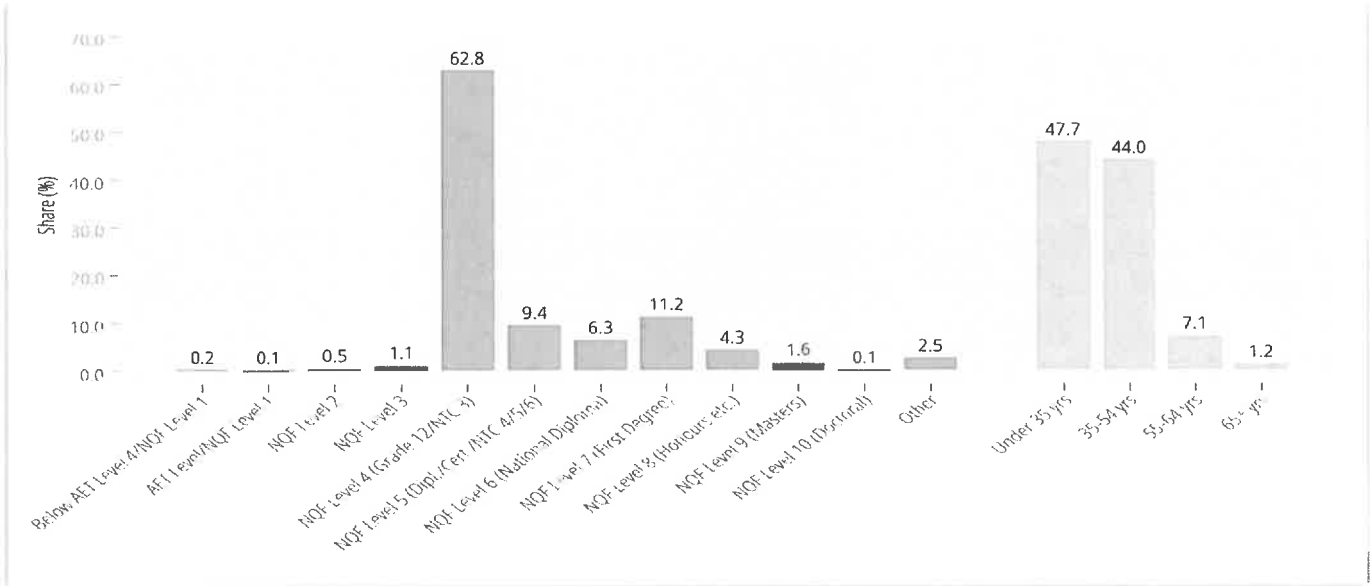


Source: WSP 2022-2023

The percentage of professional Africans increased from 41.6% to 45.4% which is a 3.8% increase from the previous year. Whites decreased from 32.7% to 28.1%. Coloureds increased to 14.8% from 13.7%, and Indians decreased to 10.7% from 12% in the previous year. There is evidence of racial transformation in the sector.

5.1.13 Qualifications of Employees

Figure 12: The qualifications of the workforce



Source: WSP 2022-2023

In comparison to the previous year, there is a significant uptake of people with NQF Level 4 qualifications from 53% to 62.8%. The insurance sector is essentially a tertiary education sector since most occupations in the sector

require higher levels of education to acquire competence and manage the various complexities. As a result, most employees access occupations in the sector at NQF Level 4 qualification and progress to higher education over the duration of their careers in the insurance sector.

With the advent of 4IR, the sector is influenced by skills-based technological change. This implies that INSETA will support the sector employees with higher level skills, obtaining of professional designation through Candidacy programmes, coupled with other critical soft skills that will enable them to be well-rounded in performing their work (increasingly with and through, technology).

5.1.14 Employment Challenges and Educational Profile

Middle-level workers such as clerks and sales and service workers are increasingly being replaced by technology in the form of Artificial Intelligence, automation, digitisation, and other IT enablers. In addition, the convergence of insurance, banking and financial services means that insurance products are being sold in banks and non-banking organisations such as retail outlets; and over the counter for insuring purchases such as motor vehicles, electronic equipment, and household appliances.

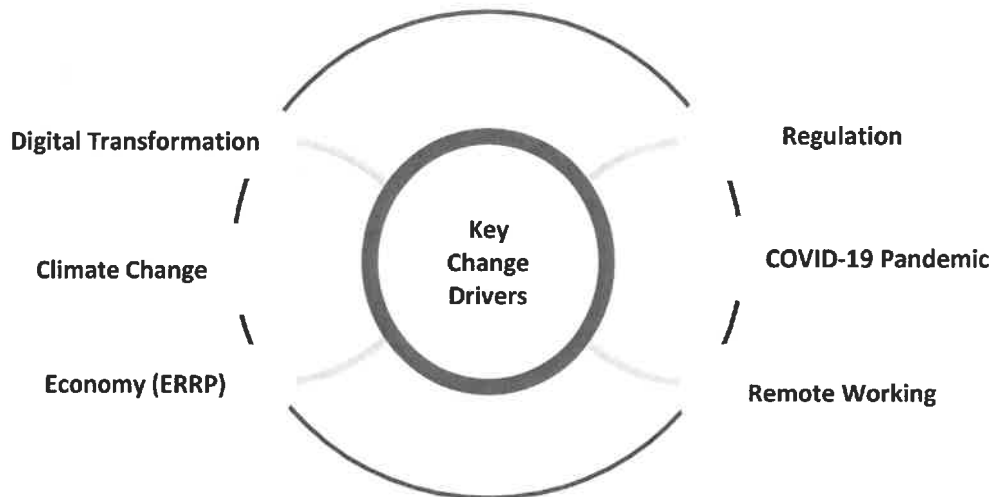
There is a growth in the number of IT Technicians in the insurance sector who are representative of IT Professionals, an indication of the shift towards digitisation of services. As the sector adopts digital platforms, social media marketing channels, AI and informatics, there is a fast-growing demand for IT professionals such as Software Developers, Systems Analysts, Data Analysts, IT Technicians, Database Administrators and Network Professionals.

The rapid pace of technological change makes it difficult for INSETA to respond via conventional routes of designing qualifications, accrediting skills development providers and training learners. INSETA is therefore planning to support the capacitation of public TVET colleges to provide innovative and technology-driven solutions.

INSETA has started engagements with employers and Unions that have representation in the sector to identify and rank skills development interventions in order of their urgency, and to assist retrenched workers. In addition, apart from reskilling programmes that INSETA is implementing with employers to ensure support of retrenched workers; INSETA has partnered with Technology Innovation Agency (TIA) to implement an innovation project that will support retrenched workers who have innovative ideas to be trained in managing sustainable businesses and assist them promote their innovation ideas nationally.

5.1.15 Change Drivers in the External Environment

INSETA has identified the following external change drivers as impacting on skills demand and supply in the sector: *Figure 13: Change drivers*



INSETA is fully aware of the volatile environment the country and the PSET system must work in and has decided to embark on a scenario planning exercise. This has enabled INSETA to make informed decisions to be more robust and relevant in our response to possible future external environments and mitigate the impact of job losses. This includes making proactive decisions, allowing us to identify early opportunities to influence the external environment and explore how to maximise the opportunities.

Overall, INSETA wants to ensure its plans and programmes reflect an awareness of-and responsiveness to the possible impact of the landscape on its revenue as it pertains to skills development priorities, and how to continue to support the sector within the parameters of its mandate.

All the above-mentioned change drivers are projected to have a significant impact on the insurance industry, employment and skills needs over the life of this strategy and possibly beyond. INSETA will continue to assess the landscape and adapt its support to the sector accordingly. INSETA will also harness the strategic partnerships it has built with the sector and other role players in the PSET system to maximise the intended positive impact to the sector.

5.1.15.1 Regulatory Environment

The Insurance Act came into effect from 1 July 2018 and will eventually replace the Long-term and Short-term Insurance Acts.

The National Treasury has established a working group to develop the Conduct of Financial Institutions (CoFI) Bill. It will provide the framework for licensing of financial services providers based on the type of activity, i.e., financial services offered.

Secondary legislation under the Financial Sector Conduct Authority (FSCA) will include Insurance Notices, Policyholder Protection Rules (PPRs), other Regulations and Conduct Standards. As of 1 April 2018, South Africa adopted the Twin Peaks regulatory model under the Financial Sector Regulation (FSR) Act, resulting in the

following two organs regulating the financial services sector:

1. The Prudential Authority (PA) – responsible for maintaining stability in the financial sector system.
2. The Financial Sector Conduct Authority (FSCA) – responsible for market conduct and consumer protection. The Twin Peaks model will be implemented in two phases with primary and secondary legislation to be published under both regulators.

Implications for Skills Development

INSETA intends to support employees in the sector to understand and respond to legislative and policy changes through Continuous Professional Development (CPD) interventions. This will include continued support of the sector to ensure compliance with FAIS.

Implications for Skills Development

The following were COVID-19 implications for PSET:

- Public budget cuts for PSET provision,
- Reprioritization of spending by PSET institutions such as SETAs,
- Reduced skills development levy income due to reduction in levy paying companies in the sector,
- Growing shift to online learning, blended learning, and other hybrid forms
- Need for curriculum development to serve multiple learning delivery channels
- Scarcity of employment openings
- New occupations will emerge
- Requirement of reskilling, upskilling and multiskilling of workforce; and
- Intermediaries will need to be trained to sell products remotely/online

Implications for Skills Development

- INSETA plans to insource eLearning development capabilities to enhance employees' digital competency – working remotely, especially in the usage of digital and screen-sharing tools.
- Employees should be developed to use the benefits of flexibility, time management, and job satisfaction to ensure high productivity levels through non-credit-bearing learning programmes.
- Managers will also need to be trained to manage remotely from anywhere instead of micro-managing staff.
- In partnership with the sector, post-pandemic strategies will require *costly recalibration* to ensure that skills development is delivered to re-orientate the workforce.

5.1.15.2 Economy

The South African economy had been performing poorly even before COVID-19 and the pandemic pushed the unemployment rate to a record level of 32.5% by the end of 2020. While the SARB (2021) predicts that the economic situation will improve in 2021 and is set to keep improving in 2022 and 2023, there is a long road ahead in terms of economic recovery. INSETA will respond to the government's effort to boost the economy and curb unemployment through participation in interventions under the ERRP as indicated in earlier sections of this document.

Implications for Skills Development

There should be a focus on retrenchment mitigation in collaboration with Organised Labour, through multi-skilling and reskilling the workforce to enable employees to work effectively in a post-COVID-19 pandemic world. These

skills include training in technology for employees at all levels and reskilling for competencies in job roles that have changed or new jobs that have emerged.

Shrinking insurance markets are therefore likely to impact on the profitability and employment in the sector, independently of the job loss expected due to automation in the insurance industry itself. Relevant short skills training courses are needed to enable employees to work effectively in a post-COVID world.

5.1.15.3 Climate Change

Since climate change is linked to the rise in frequency and severity of natural disasters, it is one of the main change drivers for insurers. The following is expected to emerge in the next five years for the global insurance sector:

- Disclosure of climate-related financial information is a prerequisite for financial firms, not only to manage and price climate risks appropriately; but also, to make lending, investment, or insurance underwriting decisions.
- Regulators are urging disclosure of climate change assessment metrics, risk management strategies and climate change risk reporting.

Implications for Skills Development

- Reskilling is required to factor climate change in the following areas: liability, underwriting, marketing, risk management, regulations, investment, strategic, operational, reputational, pricing and asset risks.
- Review of insurance qualification curricula to include climate change issues impacting on the sector.
- Skills to develop climate change assessment metrics, risk management strategies and climate change risk reporting.
- Increases research on climate change and its impact on the insurance sector.

5.1.15.4 Digital Transformation

This disruption in how work and business has operated in the past is part of the 4th industrial revolution and involves the application of artificial intelligence, robotics, big data, digitisation, digital marketing, blockchain, predictive analytics, and machine learning. The COVID-19 pandemic has increased the pace of technological change in the sector.

Digital transformation presents opportunities for first-time entrants into the insurance sector to acquire in-demand skills and pursue non-traditional career paths. This also means reskilling the current workforce to be able to cope with the new way of doing business.

Implications for Skills Development

There are attractive career opportunities for graduates who can work in these emerging technology occupations. INSETA has identified some of these needs and continues to research the priority skills required. Bursary programs will be focused on building the skills pipeline into the sector. INSETA aims to partner with companies with HR capabilities in the sector to provide uptake of such skills, to support the technology change taking place in the industry.

The critical success factor for insurance companies is to develop their workforce with skills that can use “big data” to manage client relationships, design new insurance products, reach new markets and digitise business operations while mitigating cyber-security risk. Training of learners in basic computer skills will also be considered to ensure narrowing of the digital divide.

5.1.16 PESTEL Analysis used to Monitor External Factors driving change in the Insurance Sector

Political

The current stable Political Environment will enable INSETA to carry out its Mandate through the implementation of this strategy. The current political problems in neighbouring countries may lead to spillage and increase migration from the SADC regions into South Africa, which will put a strain on the delivery of public services. The failure of the state to adequately address corruption has resulted in low levels of business confidence in the government.

Economy

The South African economy has been performing poorly over the last decade. South Africa's sovereign credit rating was downgraded to junk status by all rating agencies at the end of March 2020. For 2022, the rating agency Moody's upgraded its outlook on South Africa from “negative” (which meant the next step could potentially be another downgrade) “to stable”. While government bonds are still rated as “junk”, Moody's says South Africa's fiscal position has “markedly improved”. South Africa's unemployment rate was at 33.9% in the Q2 of 2022, down from 34.5% in the Q1 and a record high of 35.3% in the Q4 of 2021.

The COVID-19 pandemic has worsened the economic situation, leading to job losses and business closures, with SMEs in the insurance sector being particularly hard-hit. This means that the sales of insurance products are on the decline year-on-year. Because insurance has always been regarded as a grudge purchase, payment of insurance premiums is always first to be cut from household expenses affected by retrenchments, and purchase of new insurance products is not thought of.

The COVID-19 pandemic lockdowns have necessitated a different approach toward conducting business, looking towards harnessing technology to remain in touch with stakeholders and continue to conduct business. It is at times like these that stakeholders can feel isolated from peers and unsure of whether information they receive is authentic or not. INSETA will also assist SMEs with IT skills that will enable SMEs to stay connected to clients and stay in business.

INSETA will continue to conduct online information-sharing sessions/webinars to keep stakeholders posted on developments in the skills development space into the foreseeable future. The Government's commitment to implementing National Health Insurance is expected to impact negatively on the private health care insurance market.

Social

According to Stats SA, Youth unemployment in SA is at 66% which constitutes a high risk to national stability due to the high crime rate, which impacts the Insurance sector negatively. In addition, Insurers must keep up with the rapidly changing consumer needs and expectations that come with new generations. Graduate unemployment rate remains relatively low in South Africa. Year on year, the unemployment rate among young graduates (Aged 24 to 25) declined from 40.3% to 32.6%, while it increased to 22.4% for those aged between 25 to 34 years in Q1 of 2022.

The COVID-19 pandemic national lockdown has highlighted the inequalities in SA society in areas such as education, healthcare, food security and possibility of implementation of social distancing. It has also led to job losses which exacerbated poverty and hunger in a lot of local communities. Recent retrenchments have placed added pressure on social grants and the unemployment insurance fund (UIF).

For INSETA, this has necessitated the re-skilling and re-purposing of retrenched workers to increase their potential to be re-employed or to start their own businesses, based on their newly acquired skills.

To address youth unemployment, INSETA has changed its Bursary model to accommodate learners who would be recruited by employers in the insurance sector to study at universities. These partnerships will ensure that learners can access workplaces for vacation work while studying and ultimate employment on completion of their studies. In addition, INSETA will include laptops for learners in the bursary amount.

INSETA will continue to fund learners through bursaries as most education institutions are able to:

- comply with requirements for access to online learning; and
- provide learner support and online assessments

Technology

Technology is disrupting the insurance companies and the sector. This disruption is referred to as the 4th Industrial Revolution and involves the increasing use of artificial intelligence, robotics, big data, digitisation, digital marketing, blockchain, predictive analytics and machine learning. For the Insurance Industry in particular, this is an environment that is volatile, uncertain, complex, and often ambiguous.

Before the COVID-19 pandemic, a shift to digitalization was underway but current events have accelerated the shift and brought it to acute focus. This necessitated the requirement for companies to be agile and adapt to new ways of conducting business.

To remain competitive and differentiated in an increasingly fluid society and marketplace that has been majorly impacted by the effects of digitalization, Insurance companies need to be trailblazers in developing and launching innovative and responsive products that are easily accessible technologically. Because customers require seamless, quick, and transparent interactions, this requires a new kind of salesperson with a tech-savvy skill set.

In addition, companies need to offer faster service and more affordable products; create online tools to increase their distribution channels; develop digital portals, customer self-service and automation of back-end processes. Financial institutions are looking to gain a competitive advantage while also trying to mitigate the threats posed by social media, like reputational risk from disgruntled previous stakeholders, and many companies are now using social media to revolutionise traditional business models.

INSETA is cognisant of social divide that may be increased through the offering of higher-level technological skills while leaving behind a large portion of the community that would benefit from basic computer skills. In addition, partnerships with public higher education institutions that provide internet data will be pursued in consideration of zero-rated websites that they provided to Youth for specific learning websites. Also, partnership with public higher education institutions that require support to obtain such resources will be considered.

Environmental

Climate change is one of the most significant challenges facing the insurance sector and has immediate as well as long term impact. As climate change may be tied to the rise in frequency and severity of natural disasters, this is a core issue for insurers. Climate changes do not only impact the environment but have recently caused the increase of Human-Wildlife Conflict, which necessitates new products and skills sets in the Insurance Sector.

Short-Term Insurance is mainly affected by climate change, with resultant rise of premiums. A case in point is the recent floods in KZN.

Legislative

The Insurance Sector is highly regulated, and insurers are impacted by several pieces of legislation, such as the Insurance Act, the FAIS Act, and Twin Peaks; to name a few. In addition, the Employment Equity and CoFi Bill will be coming into effect in 2023, which will have a direct impact on SMEs and Reinsurance companies. These impact on the way insurers conduct businesses and usually necessitate the need to develop new skills that will help Insurance Companies to remain in business.

PESTEL: EXTERNAL ENVIRONMENT

EXTERNAL ENVIRONMENT			
PFILMS	STRENGTHS	WEAKNESSES	RESPONSE
Political	NSDP 2030 mandate on Strategic partnerships Political impact influencing legislative framework	Instability in political space Socio-political unrest	Formation of collaborative Strategic partnerships to facilitate the funding and implementation of skills training in the sector Tap into the alternative revenue streams available for extra funding Target specific skills intervention for the affected in the insurance sector
Environmental	Green economy Independent Power Producers (IPP's)	Climate change Health pandemics	Use our research chairs for the research and innovative on opportunities identified Partnerships with other Seta on targeted intervention
Social	Public-private partnerships on skills development Corporate social responsibility	Safety and security (high levels of crime) Uprising caused by youth unemployment	Career guidance Curriculum Overhaul to align to insurance specific curriculum Entrepreneurship programme for the youth Using INSETA learning committees to assist with the alignment the scarce and critical skills and immediate skills
Technological	Digital Fluency Making the Broadband and Fibre connectivity available to our learners/interns	Lack of access to connectivity	Partner with network providers to provide broadband connection for the learners/interns TVET/CET/High School STEM initiative, to equip grade 10-12 learners with ICT and Mathematics.
Economic	Economic impact influencing legislative framework Economic Transformation for SMME and co-operatives	Energy crisis (loadshedding) Economic exclusion (barriers to entry)	Development/Leadership initiative for transformation in the sector Rural skills training interventions for rural youth International Executive Programmes to assist with transformation Stakeholder Engagements/Forums (bridging the gap in the sector)
Legal	Legislative framework	Compliance regulations in the insurance sector Rigid barriers created by the legislative frameworks	Benchmarking local and international insurance standards Exchange knowledge with international institutions

		International insurance standards being implementing in our sector	
--	--	---	--

To ensure optimal performance of its mandate, INSETA will continue to monitor and improve on the plans it proposes to put in place in support of the insurance sector and the government's transformation agenda.

Strategic priorities of the INSETA over the Five-year Planning Period

- (a) Research and Innovation to identify current and future skills
- (b) Transformation and Professionalisation of the sector.
- (c) Strategic partnerships for impactful and responsive skills.
- (d) Digitization and support sector on reskilling, upskilling and multi-skilling.
- (e) Support of SMEs and CFIs with entrepreneurship programmes
- (f) Employability and work-readiness including coaching and mentoring
- (g) Career Guidance strategy to increase the pipeline of new entrants
- (h) Support and enhancing Public TVET & CET System
- (i) E-Learning for access and efficient delivery
- (j) Pursuing alternative source of funding by co-funding
- (k) Economic Reconstruction Recovery Plan (ERRP)

The above-mentioned strategic priorities will be aligned to the following five-year strategic plan outcomes of the DHET, including a high-level overview of how INSETA will address these:

I. Expanded Access to PSET Opportunities:

To provide a diverse students population with access to a comprehensive and multifaceted range of PSET opportunities.

INSETA will provide laptops to learners to ensure off-site access to learning and develop policies to ensure quality virtual learning and assessments.

II. Improved Efficiency and Success of the PSET System:

To improve the efficiency and success of the PSET system.

INSETA will establish partnerships with other SETAs, education institutions and government organisations in implementing projects to share funding, physical resources, and intellectual property.

III. Improved Quality of PSET Provision:

To build the capacity of PSET institutions to provide quality education and Training.

INSETA will implement training for the CET Managers and TVET lecturers.

IV. A Responsive PSET System:

To provide qualifications programmes and curricula that are responsive to the needs of the world of work, society, and students.

INSETA will engage in consultation with the sector and TVETs regarding the development of curriculum. This includes development of occupational qualifications implemented by TVETs that will allow for articulation into higher occupational qualifications and reach learners in rural areas.

V. Participation in Economic Reconstruction and Recovery Plan:

To support and/or partner with other institutions in programmes that support economic recovery in sectors identified as critical for ERRP. In addition, INSETA will support qualifications and skills programme (credit- bearing and non-credit-bearing) that are identified as critical in the ERRP.

5.2 Sectoral Occupations for 2023/2024 financial year

INSETA is continuing to research occupations in high demand and what impact the change drivers have affected on the make-up of such occupations. Although the names of occupations may remain unchanged, the skills that the people in these occupations must possess to be fully competent is what INSETA will continue to research and support the sector to implement.

The following is the list of top 10 sectoral occupations identified:

INSETA is continuing to research occupations in high demand and what impact the change drivers have affected on the make-up of such occupations. Although the names of occupations may remain unchanged, the skills that the people in these occupations must possess to be fully competent is what INSETA will continue to research and support the sector to implement.

The following is the list of top 10 sectoral occupations identified:

OFO CODE	OCCUPATION	SPECIALISATION/ ALTERNATIVE TITLE
332101	Insurance Agent	Insurance Client Services Agent Commercial Underwriter
212101	Actuary	Actuary Manager Average Adjuster
251201	ICT Software Developer	Software Architect Software Designer
332102	Insurance Broker	Short Term Insurance Consultant
251203	Developer Programmer	ICT Programmer Applications Developer
331503	Insurance Loss Adjuster	Accident Claims Officer Insurance Loss Assessor
431204	Insurance Claims Administrator	Insurance Claims Clerk Claims Analyst
242207	Compliance Officer	Financial Markets Compliance Officer Compliance Officer (Financial Sector)
241301	Financial Investment Advisor	Financial Planner Financials Advisor Financial Analyst
122101	Sales and Marketing Manager	Insurance Sales and Marketing Manager Key Account Manager

5.3 INSETA Focus

Research and Innovation

INSETA views research as the basis for the success of its stakeholder support strategy and decided to partner with public Higher Education Institution and other reputable research organisations in this regard. Pertaining to the development of qualifications, this is done with a view that universities will start taking an interest in developing and offering insurance-specific sector qualifications and programmes.

The recently approved Research Agenda for 2023/24 financial year will have deliverables coming out of the current research contracts with the Universities and will span over a period of two years. These will be used to direct the development of qualifications aligned to occupations in the sector and assist INSETA to better understand how to support the sector going forward. INSETA will invest in areas where impact will be maximized for the benefit of the sector. In response to a request from DHET, INSETA plans to focus some of this research capacity on innovations to the national skills development system.

Research will also be conducted on TVET curriculum to develop and register an insurance occupational qualification that will be offered through TVET colleges as part of TVET courses that learners can choose from, when applying to study through TVET colleges. The insurance TVET curriculum will be developed in collaboration with the subject matter experts in the sector.

In addition, INSETA aims to have an adaptive approach to Research, which will incorporate the entire ecosystem, i.e., Higher education institutions and other research institutions to conduct research in partnership TVET colleges to build the competency of TVETs in conducting research.

INSETA aims to conduct impact assessments on TVET WIL and Rural programmes that will be completed in 2022/23 to determine the impact of INSETA funding and programmes on the economic status of learners after completion of learning programmes.

5.3.1 Transformation and Professionalisation of the Sector

South Africa is challenged by low productivity in the workplace, as well as slow transformation of the labour market and a lack of upward mobility of the workforce, especially among Black Africans. INSETA plans to increase financial support towards the development of future skills. This will be focused at, among others, increasing the number of Black African employees receiving qualifications at higher levels and supporting them through Bursaries to obtain professional designations.

Worker programmes supported will include RPL, reskilling and upskilling of workers who are at risk of losing or have lost their employment in the insurance sector due to automation of processes and digitalization.

These interventions will be prioritised in the short- and medium-term to reposition workers or support the previously employed to become employable in other sub-sectors of the insurance sector or to start their own businesses.

New opportunities presented the increased need for new occupations like Fraud Examiners and Data Analysts as reflected in the latest sector priority occupations list.

INSETA will continue to fund RPL and Candidacy programmes that enable workers to obtain professional designations through Professional Bodies to bring about transformation of the sector with successful candidates progressing to higher levels in their occupations.

5.2.1 Strategic partnerships for impactful and responsive skills

Through strategic partnerships INSETA will implement the following:

- Development and review of occupational qualifications
- Creating additional funding to support learners in need of financial assistance
- Conduct research required by the sector
- Sharing of human and physical resources with other SETAs
- Collaborate on implementation of career guidance activities
- Collaborate with public TVET colleges to increase national presence; and
- Collaborate with other SETAs in the implementation of learning programmes that support the development of artisanal skills.

5.3.3 Support the Sector with Digitisation

E-Learning refers to learning conducted through electronic media. It is a web-based system which results in a shift from traditional training to a comprehensive, web-enabled system which ranges from provision of information and administers training to simulated instructor-led courses. It is a multi-purpose training delivery methodology that opens learning regardless of location. E-learning in South Africa is to be encouraged as it has far reach and allows for access to learning for communities that might not otherwise have access.

INSETA has invested in an online solution for learners to determine their readiness to access RPL assessment for completion of their qualifications. This will be supported by the approved INSETA eLearning policy and procedure to ensure proper quality assurance of eLearning. Further investment will be made to procure a service provider to manage learner information on this online solution

5.3.4 Support of SMEs and CFIs

Small and Micro Enterprises (SMEs) constitute the biggest part of the economy and have the potential to create a significant number of jobs in SA, which would help to reduce poverty, unemployment, and inequalities under the right conditions, they can enhance competition, innovation, and entrepreneurship.

Smaller businesses in SA contribute only 65% to employment, compared with a worldwide average of 95%, indicating the potential of sustainable black enterprise development to facilitate inclusive growth.

Thriving SMEs are a means of creating an inclusive economy and a transformed society.

The research conducted by BUSA in 2015 with support from the International Labour Organization, identified among others, the following as key obstacles to the development of small businesses and their incorporation into the formal economy:

- Underdeveloped entrepreneurship and business support services in SA
- Lack of relevant skills development in the workplace
- Lack of support regarding accessing finance and market opportunities
- Lack of coherent definition and legislative treatment for SME businesses that will ensure policy alignment across institutions
- Lack of support that targets the needs of specific kinds of small businesses.
- Too many procedures to register a business or to access development support from government.
- Many SMEs do not know what support is available or how to navigate the bureaucracy around accessing it.

Because of the unique nature and challenges of the SME and CFI sector, it is important to research the specific skills needs of small businesses before implementing any skills development interventions to ensure alignment and relevance of interventions to the SMEs and CFIs skills needs. INSETA's consultations and partnerships with the various representative groups of SMEs and CFIs contribute towards the alignment of INSETA offerings with the requirements of the SMEs and CFIs, including offering them in order of their priority.

Research of suitable interventions and skills development support will include engagements with SMEs and CFIs regarding entrepreneurship and cooperative activities required to assist them to run sustainable businesses.

Programmes identified through research to support SMEs and CFIs will be implemented in collaboration with public Higher Education institutions, Professional Bodies and Trade Associations, other SETAs, and entities with which INSETA has MoUs. These organisations will also be supported to host unemployed youth for workplace-based learning opportunities.

In partnerships with the FSCA, INSETA will continue to conduct compliance information sessions that assist SME Brokers to remain compliant with their registration as Financial Services Providers. Information sessions will be offered to Co-operative Financial Institutions (CFIs) to understand the requirements to become registered Financial Services Providers (FSP).

Guidelines or manuals that will guide the SMEs and CFIs regarding accessing skills development funding opportunities from INSETA will be made available. Basic computer skills and the use of technology to operate businesses and stay in contact with clients has been identified as an urgent skill required for SMEs and CFIs.

Strict transformation targets on Executive Programmes for Women will be focused on; with emphasis on mentoring and transferring of skills by employees who are due for retirement. Closer alignment with business needs necessitates support of non-accredited programmes, including regulatory and Candidacy programmes.

Re-purposing "at risk" employees to become small businesses in support of our sector through training lay-off schemes and partnerships with other government organisations. Programme on how to build and sustain a small business is currently a high priority requirement of SMEs and CFIs as determined from consultations with various SMEs and CFIs in the insurance sector.

Enterprise development and drawing informal enterprises into the formal economy are major opportunities to achieve the employment and growth objectives of the NDP. INSETA will support SMEs and CFIs through programmes for business incubation, business growth plans and sustainability. The Broker Development Programme has proven successful in the past and will be implemented again in the medium- and long-term.

5.3.5 Career Guidance and Career Pathing

To attract young entrants to the insurance sector and empower incumbents and already-employed people, INSETA will partner with the sector to give Career Guidance content that is accurate and that will align with Top 10 Occupations in the insurance sector. This will include giving guidance on career pathways and education institutions at which learners can study.

To measure impact of the above-mentioned interventions in the medium- and long-term, INSETA will invest in a system that will allow for tracking and updating of learner information post training (Alumni Portal), loading learner CVs, matching of work profiles to CV uploads. This will be done in partnership with Higher Education institutions and Employers through which learners are funded.

INSETA will make Career Guidance and development accessible to people in rural areas to promote Rural Development through skills development. INSETA will, in partnership with high schools, identify learners in grade 9 that have chosen Mathematics and Science as their main subjects to introduce them to the insurance sector during school open days. Adopting schools that are in the lower quintiles, i.e., 1 to 5 for skills development support will be considered.

Technology will be used to evoke interest in learners by presenting insurance careers using animated career guidance series and other media. In addition, INSETA will use easy access technology like radio and TV to reach all learners, especially in outlying areas.

Youth that started careers in insurance and are currently progressive and successful and will be nominated as INSETA Ambassadors and to also speak to learners and in Career Guidance sessions.

Training of the TVET Career Guidance Practitioners to promote insurance as a career in TVET colleges and support TVET college learners on how to access programmes in the insurance sector.

5.3.6 Employability and work readiness

The importance of focusing efforts on attracting Youth to the insurance sector and offering them appropriate support to encourage retention and progression in the sector cannot be over-emphasised. INSETA continues to explore the impact of technology on employment and skills in the sector. Since many of these changes are employer-specific, INSETA is focusing on building the general foundational skills, then supporting the employer-specific training through other mechanisms.

With Youth unemployment at 66%, including unemployment even among graduates, INSETA will craft projects that will increase employability of youth to create a pipeline of new entrants into the insurance sector, from academic learning to professional designations.

Through partnering with Public TVET colleges and other government organisations, INSETA will support innovative programmes that will create business incubation hubs in support of TVET college graduates to start their own businesses.

PIVOTAL programmes will remain in place, with INSETA's commitment to long-term support of learners from learnership to internship to professional designation, with mentorship programmes included throughout the duration of the programmes.

It is envisaged that supporting Youth learners to be FAIS-compliant will give insurance sector employers an incentive to employ these learners on completion of PIVOTAL programmes. Learners on TVET WIL programmes will be supported with skills programmes that are crafted from registered insurance qualifications. This will make learners more attractive to the employers to retain and give the former opportunities to complete insurance qualifications once in employment. Increase the development of insurance short courses and qualifications in partnership with public Higher Education Institution.

Bursary for Youth will be offered in collaboration with employers and will include upfront selection of bursary beneficiaries by employers and build in vacation work and mentorship. Wrap-around support will be offered to learners funded through Bursaries, aimed at increasing the pass rate of learners studying qualifications in high demand.

5.3.7 Support of Public TVET & CET System

The NDP positions TVET Colleges as critical pillars for social and economic development. Countries with a strong Public TVET college system have good relationships between industry and the TVET colleges. This is the model INSETA wants to copy and replicate through all provinces to support youth who are not in education, employment, or training (NEET).

INSETA has opened offices in TVET colleges that support career guidance activities for TVET colleges learners and communities around TVET colleges.

In partnership with the sector, INSETA has solicited subject matter experts under various insurance sub sectors to participate in the development of TVET curriculum that includes insurance. This endeavor will allow TVET college learners to choose insurance as a major course in their career path. INSETA has developed an occupational qualification (Insurance Protégé) that will be offered through Public TVET colleges that are accredited by the QCTO.

In addition, TVET college lecturers will be trained on insurance-specific skill programmes and facilitate placement in workplaces to get exposure to the insurance sector. This is done in preparation for TVET colleges to offer the above-mentioned occupational qualification once it is registered.

Apart from supporting TVET college learners through placement in WIL programmes, INSETA-accredited Public TVET colleges will be procured to offer skills programmes to small business and cooperatives located in communities where the TVETs are situated.

INSETA will be offering Management and Leadership training to public TVETs and CET Managers to be able to implement governance principles and improve financial management at their colleges. In response to an appeal by DHET, INSETA will be providing financial and risk training to staff employed at TVETs. INSETA proposes to do so by embedding the skills training in performance management and organisational development strategies, to improve the impact of the intervention.

Through partnerships with the insurance sector, INSETA intends to explore expanding CET provision that will benefit communities around the CET colleges; for example, programmes that will include responses to green economy, innovation and closing the digital divide.

5.3.8 Pursuing alternative sources of funding

In March 2021, INSETA conceptualised the Insurance Sector Student Fund (ISSF) to respond to the direct crisis of funding in higher education institutions and to increase the opportunities for those who wish to pursue academic studies at universities and universities of technology (HEIs), and Technical, Vocational Education and Training (TVET) colleges. The ISSF concept was approved by the INSETA Board as a concept that would position the Insurance Sector as a strategic contributor to the socio-economic challenges to build current and future skills capabilities.

The ISSF concept is the co-funding model where companies in the insurance sector are encouraged to contribute to the funding and INSETA reciprocate by matching the amount contributed by companies and funding the same for learners hosted by the co-funder.

Furthermore, after having experienced the huge number of applications for funding that far exceeded the available budget, INSETA decided to source additional funding that will be used to support learners through Learnerships and Internships.

INSETA aims to support learners from the “Missing Middle” economic sector through Bursaries sourced from other funding organisations e.g., Unemployment Insurance Fund (UIF) and National Skill Fund (NSF). Funding learners from missing middle will avoid creating another group of learners without financial support for skills development. In partnership with this external funders INSETA considering learners to enroll in Science, Technology, Entrepreneurship, Mathematics (STEM) in high schools. These programmes will increase the pipeline of new entrance to the insurance sector.

5.3.9 Economic Reconstruction and Recovery Plan (ERRP)

INSETA has considered the request from the DHET to support the ERRP in respect of the two critical projects. Under these Ministerial projects, INSETA will contribute to the ERRP with the following programmes:

- Internships programmes for unemployed youth from public Universities, Universities of Technology and learners who completed Learnerships in the insurance sector. The internship programmes will be for 12 months, depending on the requirements of the host employers.
- Unemployed youth who have completed N6 Nated Programmes at TVET Colleges will be supported through Work Integrated Learning programmes and placed in workplaces in and outside the insurance sector, to obtain their Diplomas on completion of WIL programmes. The TVET WIL programmes will be for 18 months in line with the requirements of the TVET Nated Programmes.

Specific focus will be on learners from Rural areas. Where there are no sufficient Insurance employers to host these learners, they will be placed in other industries.

INSETA has started the drive to encourage as many employers as possible to host learners funded under the ERRP project.

In addition, Youth employability programmes will include the following components:

- i) Work Readiness Programme for TVET WIL programmes that is crafted from Insurance-specific qualification, to make the learners more attractive to employers.
- ii) Digital Skills
- iii) Entrepreneurship skills

In implementing Internships and TVET WIL programmes, INSETA has over the years encouraged TVETs and varsities to host INSETA-funded Interns and will continue to do so under the 2022/23 programmes. This will include the hosting of Interns from Community Education Training Colleges.

INSETA will ring-fence a percentage of funds under this strategic focus area to support other skills development interventions for sectors that have been identified as critical under the ERRP, likely through strategic partnerships.

5.3.10 Monitoring & Evaluation (M&E)

The purpose of M&E is to assess impact made and improve future offering against these focus areas. M&E ensures INSETA’s compliance with its performance objectives, determines impact of implemented learning programmes, and assesses the quality of INSETA’s service delivery against the outcomes of its Strategic and Annual Performance Plans.

INSETA's objectives in conducting Monitoring and Evaluation are:

- Monitor compliance with the INSETA policies and procedures.
- Monitor alignment of core activities with the Strategic Plan.
- Monitor the suitability of workplaces where the learners are hosted and their compliance with safety-related legislation.
- Confirm existence of learners applied for as beneficiaries of Discretionary Grants.
- Monitor attendance of learners at learning sites.
- Monitor that the allocated funding is used for the purpose for which it was allocated.
- Monitor the payment of the prescribed stipends to learners in line with INSETA's Discretionary Grant (DG) procedure.
- Monitor employer compliance to the requirements of learning programmes in regard to the mentoring of learners in workplace-based learning programmes.

In addition, the monitoring of INSETA-accredited SDPs is conducted by the Quality Assurance division. The purpose of this angle of monitoring is to ensure that quality learning is presented to the learners registered against qualifications that are quality-assured by INSETA.

5.3.10.1 INSETA's approach to Monitoring and Evaluation

INSETA has a structured M&E Unit that reports to the Risk Executive Manager. Currently, monitoring of learning programmes is done by the M&E team through physical site visits at the businesses that are hosting the learners. INSETA's Monitoring and Evaluation progression is as follows:

- Relevant Research that culminates into the Sector Skills Plan (SSP).
- Development or review of Strategic, Annual Performance and Annual Operational Plans that are aligned to the SSP.
- Development and approval of Monitoring and Evaluation Policy and Procedure.
- Development and implementation of programmes/projects that are in line with identified strategic focus areas.
- Monitoring and evaluation of all the above, including the use of approved funding allocated.
- Monitoring of performance against targets set in the SP and APP.
- Reporting on Monitoring and Evaluation and making recommendations for improvement of processes and updating of policies and procedures.

INSETA conducts tracer and impact studies annually. The findings obtained from these studies are used to inform skills priority actions in chapter six of the SSP.

5.3.10.2 Use of Monitoring and Evaluation data

INSETA uses the recommendations obtained from M&E to improve the effectiveness and efficiency of its learning programmes and their implementation. These recommendations are applied in a strategic and practical manner to:

- Monitor progress of individual projects and evaluate collectively projects that support set targets and the overall INSETA's strategy. This is done to assess the relevance and effectiveness of projects implemented by INSETA and guide direction of future strategy;
- Review and evaluate all evidence-based communications, reports and data that are produced during M&E activities and engage with stakeholders for efficient use of available information;
- Ensure that the M&E of the INSETA Strategy is adequately supported and financed; and

- Foster a culture of M&E among internal and external parties by outlining the importance of M&E, positioning it as an important tool to gauge performance and to guide future skills development interventions.

Evaluation assists INSETA to make strategic decisions regarding:

- Increasing the number of new youth entrants into the insurance sector, thereby ensuring return on investment for INSETA and the insurance sector;
- Promoting INSETA's engagements with the insurance sector to establish new methods of addressing skills development needs and new skills that resulted from the identified key change drivers;
- Expanding INSETA's reach to supporting a greater range of learners, especially in rural areas;
- Crafting learning programmes and programme delivery modes that will appropriately support various stakeholder groupings, such as SMEs;
- Promoting increased focus for online learning and related policies;
- Developing strategy to improve organisational performance against APP targets; and
- Developing service standards to improve INSETA's service delivery to its stakeholders.

In conclusion, INSETA believes there is a strategic link to M&E in supporting research and skills planning as the outcomes of M&E inform INSETA's decisions regarding what, where and how to improve the process and quality of learning programmes and/or projects on an ongoing basis, to meet stakeholders' expectations. This elevates M&E to a strategic level, reinforcing the culture of M&E, and elevates its importance if INSETA is to successfully meet its objectives and deliver on its mandate.

Monitoring and Evaluation of projects funded through Discretionary Grants assists INSETA to account for money spent, ensure that money is spent for the intended purpose and enhance the quality of the learning experience for learners. To increase impact, INSETA will be shaping our grant allocations and interventions in ways that embed skills development for employed workers in organisational development strategies.

INSETA will continue to monitor activities outlined in this Strategic Plan and align them to existing approved policies. The impact of the work done in alignment to this Strategic Plan will be evaluated, with adjustments and improvements made to mitigate all risks.

5.4 Internal Environment Analysis

Our organisational structure is influenced by our legislative mandate, our vision, mission, values, and Organisational Strategy. The structure itself is developed to support business processes and implementation of the organisation's mandate.

The INSETA is governed by an Accounting Authority comprising six constituent nominees who represent the interest of business, six constituent nominees who represent the interest of labour, one member representing Professional Bodies, one member representing Community Organisations and one Independent Chairperson.

The INSETA Accounting Authority provides strategic direction to Management and plays a crucial oversight role. The INSETA Accounting Authority has its sub-committees, i.e., EXCO, FINCO, HR & Remco and ARC; each operating within their approved charters that respectively outline their functions, roles, and responsibilities. These have been instrumental in informing the development and review of the Strategic Plan.

INSETA promotes appointment of women, youth, and people with disabilities, although the latter group has not been well represented. This is evidenced by the appointment of three women at executive levels, i.e., CEO, CFO and EMCS.

In response to financial instabilities, INSETA is expanding partnerships model to leverage sector resources and increase levels of investment in skills development. INSETA also intends to insource development capabilities to improve safety and deliver skills more cost-effectively during the pandemic.

INSETA has managed to obtain a Level 5 BBBEE status verified against the Financial Sector Code, in compliance with BBBEE Act. As a public entity charged with transformation, INSETA is committed to obtaining higher levels of the BBBEE status through the application of more relevant assessments and as such, INSETA and other SETAs have engaged the DTI with a view to develop a SETA specific transformation code that will better challenge and reflect the status of the SETAs transformation initiatives.

In addition, INSETA decided to contract companies with higher levels of BBBEE status, i.e., those owned by women and persons from HDIs, to promote transformation.

5.4.1 Staff Complement

Our organisational structure is influenced by our legislative mandate, our vision, mission, values, and Organisational Strategy. The structure itself is developed to support business processes and implementation of the organisation's mandate.

INSETA currently has no people living with disabilities and will work towards specifying such in its recruitment advertisements. INSETA has a permanent Staff complement of 69 as at the end of August 2022. The following is the designations breakdown:

LEVELS	PERMANENT								TOTALS
	AFRICAN		COLOURED		INDIAN		WHITE		
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
Top management	1	3	-	-	-	-	-	-	4
Management	3	5	1	1	-	1	-	-	11
Skilled	6	13	-	1	1	2	1	1	25
Semi-skilled	4	22	-	1	-	-	-	-	27
Unskilled	-	2	-	-	-	-	-	-	2
Total	13	45	1	3	1	3	1	1	69

INSETA employs 12 fixed term contractors at various times during the financial year to assist with the implementation of various projects and to reach stakeholders in other provinces. In addition, INSETA contracts human resources at specialist level to provide core functions of Monitoring and Verification of learning.

The number of fixed term human resource will from time to time, decrease depending on completion of projects of which additional human resources were required; or increase to ensure capacity to deliver on the Strategic Plan and to improve on the organisation's impact on the offerings to the Insurance Sector.

INSETA decided to annually host as Interns, learners from TVET Colleges who completed their N6 theoretical component of their qualification. INSETA is currently hosting 16 Interns whose stipends are paid by TVET Colleges for 18 months, to enable them to meet the workplace requirement of their qualification to be awarded National Diplomas.

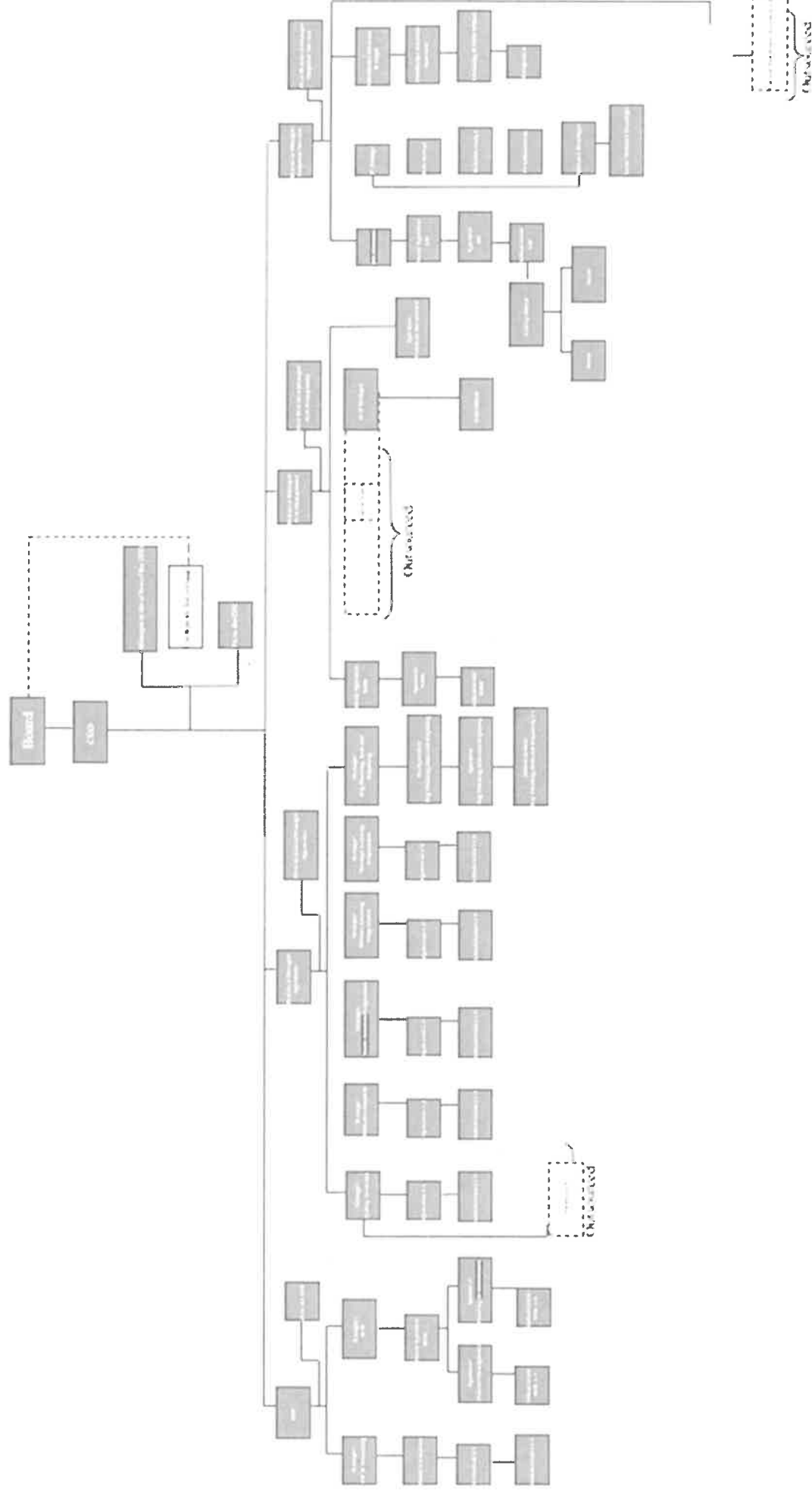
Once the Internships programmes are completed, INSETA encourages the Interns to apply for available positions at Administrator levels when adverts are placed internally, i.e., before adverts are published outside INSETA. This is a way of INSETA obtaining return on its investment on the Interns trained.

To make the TVET Interns attractive to the sector for employment on completion of the WIL programmes, INSETA is funding short skills programmes based on a registered insurance qualification to give the interns insight into the insurance sector.

5.4.2 Relating Expenditure Trends to Strategic Outcomes

INSETA currently has four programmes, i.e., Administration, Skills Planning, Learning Programmes, and Quality Assurance. The four-month SDL payment awarded to levy-paying companies due to the COVID-19 pandemic National Lockdown had a negative impact on the funding and implementation of learning programmes in the sector. Below are the assumptions made in relation to the budget that will support the implementation of this Strategic Plan and APP.

INSETA ORGANOGRAM



PFILMS - INTERNAL ENVIRONMENT

INTERNAL ENVIRONMENT			
PFILMS	STRENGTHS	WEAKNESSES	RESPONSE
Personnel	Skilled, diligent, and committed personnel. Vibrant and youthful staff component. An empowered work force. Low staff turnover. Approved organisational structure.	The % of the ratio between the permanent and temp is skewed. Limited technical financial skills and capacity.	Fill the vacancies in the new org structure. Capacitation of finance division through training. Coaching and mentoring interventions.
Finance	Financial viability. Prudent financial management.	Inefficiencies in the finance value chain. Inadequate mandate funding.	Reviewing the finance-related processes to ensure compliance with related alignment legislation. Active sourcing of additional revenue to support the high demand of skills development funding and implement the mandate of INSETA.
Infrastructure	ICT infrastructure. Strong ICT governance systems. Office relocation.	Inadequate change management in the implementation of the system. Underutilization of available platforms to enhance business efficiency. State of readiness of MIS to support the mandate of INSETA. Non-Compliance, ergonomics, safety, and security of current office space.	Finalization of development of MIS and ERP Continuous training of staff on ICT systems and services Implementation of change management Acquisition of office space in a safe area, which complies with the Occupational Health and Safety Act 85 of 1993
Leadership	Effective leadership culture. Effective governance structures. Clearly defined and documented strategy. Strategic collaboration with inter-state and private sector partners.	Qualified audit opinion. Inadequate consequence management.	Crafting and implementation of audit action plan to attain unqualified audit. Monitor combined assurance activities. Implementation of consequence management to correct non-compliant behaviour by employees
Management	Commitment to INSETA values. Effective and efficient management team.	Lack of confidence in some managers to make timeous and relevant decisions that relate to their delivery of the mandate Lack of mentorship and coaching for managers	Managers team cohesion and change management Coaching and mentoring to improve the effective decision making and overall performance of managers.
Systems	Up-to-date, approved policies and procedures. Structured and efficient system of disbursing Discretionary and Mandatory Grants.	Implementation of policies and procedures. Inadequate enforcement of internal controls. Delays in the approval process of Discretionary Grants.	Training staff on reviewed policies and procedures The alignment of DG processes to support the sector for implementation of learning programmes.

5.4.3 PFILMS - Internal Environment SWOT Analysis

This PFILMS (Internal) PESTEL (External) was done to analyze INSETA's ability to leverage and build on its strengths in support of this strategy; optimize the opportunities identified; to remedy or manage its weaknesses and to mitigate risks brought about by the threats. This exercise has contributed to the success of INSETA in implementing its mandate in line with its Organisational Strategy, meet set targets, achieve unqualified audits for 2022/2023 and maintaining a clean audit thereafter for three years in succession.

5.4.3.1 Summary of Decisions on PFILMS

Based on its Strengths, INSETA decided the following:

- i. Leverage on strong IT infrastructure to maximize production output.
- ii. Recognition and incentivizing good behavior and further encourage good work ethic of current skilled, diligent, and committed personnel to achieve INSETA mandate.
- iii. Continue to maintain a strong and healthy organizational financial health and adopt prudent financial management culture
- iv. Leverage strong leadership at Board, Executive and Management levels to give strategic direction, exercise oversight, ensure good governance and effective management of risk.
- v. Revision of Strategy and adjustment of targets to ensure that critical skills development needs of the sector are catered for under constrained financial resources as affected by COVID-19 and other pandemics.
- vi. INSETA's good working relationships with stakeholders within the insurance- and across sectors allows for partnerships in the implementation of projects that have heightened impact.
- vii. Leverage on strong stakeholder relations and strong INSETA Leadership to source external funding to support additional learners to be placed in the sector.

To manage its Weaknesses, INSETA decided to:

- i. **PERSONNEL:** Fill in vacancies to achieve a balance between the % of permanent and temporary personnel.
- ii. To train, upskill and capacitate personnel in financial skills.
- iii. **FINANCE:** Embark on active sourcing of additional revenue to support the high demand of skills development funding and implement the mandate of INSETA.
- iv. **INFRASTRUCTURE:** Speed up change management to address inadequacies in the implementation of development of the MIS and ERP system.
- v. **LEADERSHIP:** To strengthen governance structures to enforce employee accountability and consequence management.
- vi. **MANAGEMENT:** To fast-track mentoring and coaching of managers to help them become confident and improve their decision-making acumen.
- vii. Partnered with Public Universities to establish Research Chairs and include analysis of data their scope.
- viii. Appointed a Data Analyst as full-time employee and have the same resource participate in ResearchProjects Steering Committees
- ix. Implement learner Tracer Studies every two years to ensure that learners are reachable by the researchers.
- x. Developed an SME Strategy that includes extensive consultation with SMEs across insurance sub-sectors to ensure relevance and appropriateness of offered support.
- xi. Consulted with other SETAs to consider partnering on acquisition of ICT system.

- xii. Partnered with Public Universities to establish Research Chairs to identify the impact of advanced technology on skills and to consult with the sector on innovative ideas that will enhance current occupations in high demand.
- xiii. Promote and support skills development providers in the implementation of eLearning in line with the approved INSETA eLearning policy that includes online assessments.
- xiv. Promote partnerships with Organised employer bodies and other institutions to raise funding for support of additional learners.

Continuous improvement of processes and building the competency of INSETA Staff is critical for sustained high performance and value offerings by INSETA. The INSETA intends to strengthen the role of Monitoring and Evaluation function to align the organisation's performance with the NSDP outcomes to maximise impact.

6. BUDGET PER PROGRAMME STRUCTURE FOR THE 2022/23 FINANCIAL YEAR

The projected levies revenue for the 2023/24 financial year indicates the capability for INSETA to respond to its legislative mandate. This will enable INSETA to allocate and secure commitments against the Discretionary Grant projects with an annual allocation amount of R424 million. This amount includes a 7% project administration costs for Learning Programmes 3 and 4.

Programme	Admin Budget (10%)	Mandatory grant (20%)	Discretionary Grant budget / PIVOTAL (92%) (incl. 7% Project Admin)
Programme 1: Administration			
Corporate services (Facilities)	R9 149 820		
Finance and SCM	R6 862 365		
Quality Council for Trades & Occupations levy (QCTO)	R3 812 425		
Governance (Audit & Risk)	R6 099 880		
Human Resources	R40 411 705		
Information Technology	R11 437 275		
	R77 773 470		
Programme 2: Skills Planning			
Sector Skills Plan	R2 287 455	R137 247 300	
Mandatory Grants			
Programme 3: Learning Programmes			
Bursary grant funding			156 725 230
Learnerships, Skills Programmes, Internships and WIL grant funding			232 969 938
Adult Education and Special Projects			20 332 216
Promotion of insurance			5 082 980
Programme 4: Quality Assurance			
Development, Implementation & Assessment of occupational qualifications			8 471 341
Total budget per programme	R80 060 925	R137 247 300	R423 581 705

6.1 BUDGET - 2023/24 FINANCIAL YEAR

	Audited Outcomes				Approved budget	Medium Term Income and Expenditure			
	2019/20	2020/21	2021/22	2022/23		2023/24	2024/25	2025/26	
INCOME									
Levy income (80%)	513 698 000	358 447 000	527 237 000	537 034 636		560 829 005	585 894 677	618 118 884	
Administration (10.5%)	70 363 000	49 122 000	76 665 000	76 650 000		80 060 925	83 655 661	88 256 722	
QCTO Income (0.5%)	3 350 619	2 339 143	2 537 000	3 777 288		3 812 425	3 983 603	4 202 701	
Administration (10%)	67 012 381	46 782 857	74 128 000	72 872 712		76 248 500	79 672 058	84 054 021	
Mandatory (20%)	133 981 000	93 537 000	144 453 000	146 000 000		152 497 000	159 344 115	168 108 041	
Discretionary (49.5%)	332 445 000	231 562 000	356 693 000	361 350 000		377 430 075	394 376 685	416 067 403	
Levy interest and penalties	10 906 000	14 381 000	6 676 000	10 835 029		11 317 188	11 825 330	12 475 723	
Interest income	36 366 000	18 967 000	19 415 000	18 849 607		19 584 742	20 348 547	21 467 717	
Other income	514 000	1 302 000	2 217 000	-		-	-	-	
Total income	584 575 000	408 871 000	606 119 000	613 684 636		640 889 930	669 550 338	706 375 607	
EXPENDITURE									
Administration expenditure	60 686 000	58 053 000	81 283 000	76 650 000		80 060 925	83 655 661	88 256 722	
QCTO expenditure	3 354 000	3 533 000	2 537 051	3 777 288		3 812 425	3 983 603	4 202 701	
Administration expenditure	57 332 000	54 520 000	78 745 949	72 872 712		76 248 500	79 672 058	84 054 021	
Mandatory Grant Expenses	120 583 000	84 749 000	139 981 000	131 400 000		137 247 300	143 409 704	153 509 663	
Discretionary expenditure	423 684 000	355 070 000	254 706 000	405 634 636		423 581 705	442 484 973	464 609 222	
Pivotal (80:20 2023/24)			203 764 800	344 789 441		338 865 364	353 987 978	371 687 377	
Non pivotal (80:20 2023/24)			50 941 200	60 845 195		84 716 341	88 496 995	92 921 844	
TOTAL EXPENDITURE	604 953 000	497 872 000	475 970 000	613 684 636		640 889 930	669 550 338	706 375 607	
SURPLUS / (DEFICIT)	-	20 378 000	-	89 001 000	130 149 000	-	-	-	-

6.2 2023/24 BUDGET ASSUMPTIONS

6.2.1 REVENUE

The 2022/2023 financial year saw a resurgent or recovery on levies collected and distributed due to the slow normalization of the South African economy post COVID-19 lockdown restrictions. The war between Russia and Ukraine has resulted in adverse geo-political, macro, and micro consequences mainly on the increased inflation and other economic indicators. This has the potential to subdue budget spending due to the increased cost of goods and services. Despite the inflationary pressures on all sectors of the South African economy, a positive business and economic recovery is expected which will result in positive recoveries in revenue as it has not been received.

It is against this background that the budget for the 2023/24 financial year being prepared with the following underlying assumptions:

1. An over-recovery in levies is anticipated due to normal economic conditions and growing insurance market in South Africa.
2. The interest rate on investments has been estimated at 5% per annum.
3. Business activities are planned under normal operating conditions without any government pandemic restrictions.
4. INSETA is in the process of implementing a new organisational structure mainly in its core divisions. This new organisation structure is expected to increase efficiency and service delivery to the sector.
5. A prospect of new partnerships with businesses which will result in expanding INSETA's revenue base and enhance the revenue generation to fund more impactful activities to the Insurance sector.

6.2.2 EXPENDITURE

Discretionary and Mandatory Grant expenditure

Both Discretionary and Mandatory grant payments will be restricted to the amounts that are determined as a percentage of levies guided by the Grants Regulations.

Administration Expenditure

The 2022/23 approved budget was used as a base for the 2023/24 budget and projections thereof to operate within this projected budget, the following will happen:

1. Salary increases will be strictly linked to CPI and affordability.
2. The entity is currently implementing a new organisational structure mainly in the core divisions. The cost of these salaries will be absorbed in the project administration budget and budgeted for.
3. INSETA has applied stringent activity-based costing to ensure that only essential and unavoidable items are budgeted for and procured.
4. INSETA will reduce the use of consultants and temporary staff as the new organisational structure is being implemented.
5. There will be a cost-effective placement of advertisement of bids.
6. Controlled use of lawyers and stringent authorization of referral of matters will be implemented.
7. The Board and its sub-committee meetings will be kept to a minimum and in line with the Constitution. The use of cost-effective methods of engaging with Board members who stay outside the Gauteng province will be implemented.
8. Enhance and improve INSETA's internal controls environment to ensure that no staff member or department is involved in incurring irregular, fruitless and wasteful expenditure.

7.MATERIALITY FRAMEWORK - 2022/23 FINANCIAL YEAR

7.1 BACKGROUND

Treasury Regulation Section 28.3.1 – “For purposes of materiality [sections 55(2) of the Public Finance Management Act (PFMA)] and significance [section 54(2) of the PFMA], the accounting authority must develop and agree on a framework of acceptable levels of materiality and significance with the relevant executive authority.

The purpose of this document is to record the level and reasoning for the suggested levels of materiality and significance for consideration by the governance structures of the Seta and for submission to and approval by the executive authority.

7.1.1 Guidance

International Standard on Auditing (ISA) 320, paragraph .02 and the statement of Generally Recognized Accounting Practice (GRAP) 1, paragraph .05 define materiality as follows: omissions or misstatements of items are material if they could, individually or collectively, influence the decisions or assessments of users made based on the financial statements.

In terms of GRAP 1, materiality depends on the nature or size of the omission or misstatement judged in the surrounding circumstances. The nature or size of the information item, or a combination of both, could be the determining factor. Accordingly, materiality will be determined based on qualitative as well as quantitative factors.

As a guideline, National Treasury’s Practice Note on Application under Section 54 of the PFMA, suggests that all transactions be deemed “significant” where the rand value exceeds any of the following in relation to the entity’s audited annual financial statements:

Element	% Range to be applied against R-Value
Total Assets	1% - 2%
Total Revenue	0.5% - 1%
Profit after tax	2% - 5%

Materiality has been conservatively set at 0.5% of total revenue, being the lower end of the total revenue per the guidance above. The following factors have been considered:

7.1.2 Nature of business

Funding is from levies collected by the Department of Higher Education and Training’s through SARS as well as interest earned on investments in call deposits. Approximately 89.5% of levies received are routed back to the sector through mandatory and discretionary grants. The SETA can therefore be seen as a conduit for the redistribution of funds received for learning needs back into the sector. INSETA’s activities are therefore driven by revenue, hence the selection of total revenue as a basis for materiality.

7.1.3 Regulatory environment

INSETA was formed to give effect to the Skills Development and Skills Development Levies Act and has been listed as a Public Finance Management Act (PFMA) Schedule 3A public entity. As the entity is governed by various pieces of legislation, the lower end of the materiality basis (Total revenue) has been preferred to reduce the acceptable level of misstatement in financial information to the lowest acceptable level.

7.2. QUANTITATIVE ASPECTS

The overall materiality figure for the 2022/23 financial year is as per the calculations below and has been determined by using an average of audited figures for 2020/21 and 2021/22 respectively.

As each class of transactions is susceptible to different risks, each class of transactions will have a different materiality figure as shown in the calculations below.

Description	Measurement Criteria	Amount
Administrative levy income including QCTO	$(R49\,122\,000 + R76\,655\,000)/2 \times 0.5\% =$	R314 468
Mandatory levy income	$(R93\,537\,000 + R144\,453\,000)/2 \times 0.5\% =$	R594 975
Discretionary levy income	$(R231\,562\,000 + R356\,693\,000)/2 \times 0.5\% =$	R1 470 638

7.3 QUALITATIVE ASPECTS

Materiality is not merely related to the size of the entity and the elements of its financial statements. Misstatements may also be qualitatively material. Qualitative factors include amongst others:

- Changes in legislation affecting operations,
- Significant relationships entered,
- Unusual, non-recurring transactions entered that may affect decisions taken by users of the financial statements,
- Litigation and claims that may affect the entity,
- Matters that create reputational risk for the entity.

7.4 STATUTORY APPLICATION

Section 55 (2)	<p>The annual report and financial statements must -</p> <p>(b) include particulars of –</p> <p>(i) any material losses through criminal conduct and any irregular expenditure and fruitless and wasteful expenditure that occurred during the financial year.</p>	<p>Both quantitative and qualitative aspects as referred to in sections 2.1 and 3 define materiality for purposes of losses through criminal conduct. All losses relating to irregular and fruitless and wasteful expenditure are regarded as material due to the application of the nature of these losses (qualitative aspects).</p>
----------------	---	--

Section 54 (2)	<p>Information to be submitted by accounting authorities.</p> <p>(1) Before a public entity concludes any of the following transactions, the accounting authority for the public entity must promptly and in writing inform the relevant treasury of the transaction and submit relevant particulars of the transaction to its executive authority for approval of the transaction</p> <ul style="list-style-type: none"> (a) establishment or participation in the establishment of a company. (b) participation in a significant partnership, trust, unincorporated joint venture, or similar arrangement (c) acquisition or disposal of a significant shareholding in a company (d) acquisition or disposal of a significant asset (e) commencement or cessation of a significant business activity; and (f) a significant change in the nature or extent of its interest in a significant partnership, trust, unincorporated joint venture, or similar arrangement. 	<p>Specific level of significance defined per subsection:</p> <p>Any transaction to establish a company</p> <p>Where participation exceeds 20% of voting rights</p> <p>Any transaction to acquire or dispose of shareholding in a company</p> <p>The cost of the asset acquired or disposed exceeds 15% of the total cost of assets</p> <p>Any transaction where the income from or the investment in the business activity exceeds the amount determined in section 2.1 and section 3.</p> <p>Where the change in the interest results in a change in the accounting treatment of the arrangement</p>
----------------	--	--

7.5 Programmes

The table below sets out the programmes per goal, trends, and resource considerations as per ENE

PROGRAMME	OUTCOME	RESOURCE CONSIDERATIONS	BUDGET (Includes 7% Project Admin)
Programme 1: Administration	Effective Corporate Governance	<p>INSETA has 4 Executive Managers who report directly to the CEO. One is the CFO, who is responsible for Financial Management and Reporting requirement as well as Efficient, Effective and Economical Supply Chain Management for INSETA. The EMO is responsible for the organisational performance in response to the INSETA Strategy and the DHET SLA.</p> <p>The Executive Manager: Corporate Services is responsible for Human Resources, ICT, Governance Secretariat and PR & Marketing functions.</p> <p>The Executive Manager: Risk Management is responsible for the Enterprise-Wide Risk Management function.</p>	<p>R77 773 470</p> <p>Note: Percentage breakdown of budget in terms of Discretionary / Mandatory / Administration is detailed in the Annual Performance Plan.</p>
Programme 2: Skills Planning	Occupations in high demand identified and their production increased	<p>INSETA has paired Skills Planning with Research in the Skills Unit, which is manned by a Manager, Research Specialist, Skills Planning Specialists, Contracted Research and SSP Service Provider and Administrators</p> <p>Various Service providers with the required technical expertise are contracted as and when required to assist stakeholders with submission of WSPs & ATRs to INSETA</p> <p>7% of the budget reflected in the adjacent column is used for, among others, project resources.</p>	<p>WSP/ATR process funded from the INSETA admin budget.</p> <p>Skills Planning: R2 137 808</p> <p>Total Admin budget: R149 647</p>

PROGRAMME	OUTCOME	RESOURCE CONSIDERATIONS	BUDGET (Includes 7% Project Admin)
Programme 3: Learning Programmes	Education and the workplace linked	<p>INSETA has two Learning Units, one responsible for the implementation of Youth Programmes and the other responsible for Workers Programmes. Each division is manned by a Manager, Specialists, Administrators, and Interns.</p> <p>The Monitoring & Evaluations Division supports the implementation of learning programmes and is also responsible for performance reporting. It is manned by a Manager, Specialists and Administrators.</p> <p>INSETA programmes are fully resourced with full resource planning done in line with the project management scoping sessions. Various Service providers with the required technical expertise are contracted as and when required according to the project requirements.</p> <p>7% of the budget reflected in the adjacent column is used for, among others, project resources.</p>	<p>Bursary Grants: R146 472 177</p> <p>Learnerships, Skills Programmes, Internships and WIL Grant: R217 728 914</p> <p>Adult education and other Workers Special Projects: R19 002 071</p> <p>Promotion of Insurance: R5 082 980</p> <p>Total admin budget: R26 824 222</p>

PROGRAMME	OUTCOME	RESOURCE CONSIDERATIONS	BUDGET
Programme 4: Quality Assurance	<p>Access to occupationally directed programmes increased.</p> <p>Implementation of occupational qualifications.</p> <p>Growth of the public college system supported.</p>	<p>The Quality Assurance Unit is manned by a manager, permanently employed and contracted Specialists, Administrators, and Interns to implement quality assurance in line with the QCTO SLA with INSETA.</p> <p>Contracted Specialist are responsible for monitoring of learning delivery and verification of learning.</p> <p>7% of the budget reflected in the adjacent column is used for, among others, project resources.</p>	<p>Qualification development: R8 471 341</p>

Part C: Measuring Our Performance

INSETA has over the past year experienced an increase in its performance due to the following:

1. Recovery in the levy income after the employers four months levy holiday announced by DHET.
2. The transfer of companies from other SETAs to INSETA.

INSETA plans to report all learners that were supported by INSETA resources (financial and human) against INSETA performance. This will include those who were co-funded with the industry-, completely funded by the industry or funded by any organisation that will have sponsored learners because of INSETA's fund-raising intervention.

INSETA will report on those learners who completed programmes because of learning delayed because of the pandemic.

INSETA indicators take into consideration the implementation of PIVOTAL programmes and other special projects that are classified as non-PIVOTAL. The approved Discretionary Grant budget provides for the implementation of both PIVOTAL and non-PIVOTAL programmes to support the sector.

8. Institutional Programme Performance Information

8.1 Programme 1: Administration

8.1.1 Purpose

To ensure effective Corporate Governance and Enterprise-Wide Risk Management to support the execution of the Mandate of INSETA

8.1.2 Outcomes, Outputs, Performance Indicators and Targets

Outcome	Output	Output Indicator	Audited/ Actual performance			Estimated performance 2022/23	Medium-term targets		
			2019/20	2020/21	2021/22		2023/24	2024/25	2025/26
Effective Corporate Governance	Effective corporate governance maintained	Audit Opinion	Maintain unqualified audit	Unqualified audit	Qualified Audit opinion	Unqualified audit opinion	Unqualified audit opinion with no material findings	Unqualified audit opinion with no material findings	Unqualified audit opinion with no material findings
		Number of significant SCM Audit findings raised	New Indicator	New Indicator	0	N/A	0	0	0
		Number of material misstatements to unaudited Annual Financial Statements	New Indicator	New Indicator	New Indicator	N/A	0	0	0
		Vacancy rate for approved positions on the organisational structure within the financial year	New Indicator	New Indicator	New Indicator	New Indicator	5%	5%	5%
		Number of quarterly good governance reports submitted	4	4	4	4	4	4	4
		Percentage of Creditors invoices paid within 30 days.	New Indicator	New Indicator	New Indicator	New Indicator	100%	100%	100%

8.1.3 Indicators, Annual and Quarterly targets

Output Indicator	Annual Target	Q1	Q2	Q3	Q4
Audit Opinion	Unqualified audit opinion with no material findings	0	0	0	Unqualified audit opinion with no material findings
Number of significant SCM Audit findings raised	0	0	0	0	0
Number of material misstatements to unaudited annual Financial Statements	0	0	0	0	0
Vacancy rate for approved positions on the organisational structure within the financial year	5%	0	0	0	5%
Number of quarterly Good Governance reports submitted	4	1	1	1	1
Percentage of Creditors invoices paid within 30 days.	100%	100%	100%	100%	100%

8.2 Programme 2: Skills Planning

8.2.1 Purpose

Ensure compliant and efficient allocation of DG budget to promote development of occupations in high demand.

8.2.2 Outcomes, Outputs, Performance Indicators and Targets

Outcome	Output	Output Indicator	Audited/ Actual performance			Estimated performance 2022/23	Medium Term Targets		
			2019/20	2020/21	2021/22		2023/24	2024/25	2025/26
<i>Occupations in high demand Identified and their production increased</i>	High level skills developed through bursaries	Percentage of DG budget allocated at developing high level skills	New indicator	53%	40%	28. %	34%	34%	34%
	Intermediate skills developed through learning programmes	Percentage of DG budget allocated at developing intermediate skills	New indicator	47%	79%	71.8%	65%	65%	65%
	Elementary skills developed through adult education	Percentage of DG budget allocated at developing elementary skills	New indicator	0%	4%	0.2%	1%	1%	1%
	SME WSPs & ATRs approved	Number of WSPs and ATRs approved for small firms	New Indicator	847	747	900	800	850	900
	Medium firm WSPs & ATRs approved	Number of WSPs and ATRs approved for medium firms	New Indicator	131	138	140	140	150	160
	Large firm WSPs & ATRs approved	Number of WSPs and ATRs approved for large firms	New Indicator	227	222	230	230	240	250
	Skills Planning researched	Number of sector research conducted for SMEs & Co-	New	1	1	1	2	0	0

Outcome	Output	Output Indicator	Audited/ Actual performance			Estimated performance 2022/23	Medium Term Targets		
			2019/20	2020/21	2021/22		2023/24	2024/25	2025/26
		Operatives	Indicator						
	Skills Planning researched	Number of approved Research Agenda outputs produced	New Indicator	New Indicator	New Indicator	6	3	3	3
	Programmes impact assessment conducted	Conduct an impact assessment on Rural programmes	New Indicator	New Indicator	New Indicator	1	1	1	1
	TVET curriculum development Research	Number of sector research agreements signed for TVET growth occupationally directed programmes	New Indicator	New Indicator	0	1	1	1	1

8.2.3 Indicators, Annual and Quarterly Target

Output Indicator	Annual Target	Q1	Q2	Q3	Q4
Percentage of DG budget allocated at developing high level skills	34. %	0	0	0	34. %
Percentage of DG budget allocated at developing intermediate skills	65 %	0	0	0	65 %
Percentage of DG budget allocated at developing elementary skills	1 %	0	0	0	1 %
Number of WSPs and ATRs approved for small firms	800	0	800	0	0
Number of WSPs and ATRs approved for medium firms	140	0	140	0	0
Number of WSPs and ATRs approved for large firms	230	0	230	0	0
Number of sector research conducted for SMEs & Co-Operatives	2	0	0	0	2
Number of approved Research Agenda outputs produced	3	0	0	0	3
Conduct an impact assessment on TVET programmes	1	0	0	0	1
Number of sector research agreements signed for TVET growth occupationally directed programmes	1	0	0	1	0

8.3 Programme 3: Learning Programmes

8.3.1 Purpose:

Enable increased access of unemployed learners to work experience.

8.3.2 Outcomes, Outputs, Performance Indicators and Targets

Outcome	Output	Output Indicator	Audited/ Actual performance			Estimated performance 2022/23	Medium-term targets		
			2019/20	2020/21	2021/22		2023/24	2024/25	2025/26
<i>Linking education and the workplace</i>	TVET learners enrolled on WIL programmes	Number of TVET Students enrolled for WIL programmes to complete their qualifications	996	665	619	1000	700	750	800
	TVET learners completing WIL programmes	Number of TVET Students completed their WIL programmes	258	503	206	700	450	480	500
	Learners enrolled for Internships	Number of unemployed learners enrolled for Internships	1133	360	748	1240	850	900	950
	Learners completing internships	Number of unemployed learners completed Internships	611	614	217	870	250	280	300
	Learners enrolled for learnerships	Number of unemployed learners enrolled for Learnerships programmes	1390	374	1152	*1500	*1200	*1250	*1300
	Learners certified through learnerships	Number of unemployed learners certificated for Learnerships programmes	633	590	612	*1050	*630	*650	*680
	Learners for enrolled for skills	Number of unemployed learners enrolled for skills programmes	1332	n/a	672	1020	750	1050	1100

8.3.2.1 Indicators, Annual and Quarterly targets

Output Indicator	Annual Target	Q1	Q2	Q3	Q4
Number of TVET Students enrolled for WIL programmes to complete their qualifications	700	0	0	200	500
Number of TVET Students completed their WIL programmes	450	0	50	300	100
Number of unemployed learners enrolled for Internships (inclusive of 100 CET internships)	*950	0	0	150	800
Number of unemployed learners completed Internships	*250	0	0	50	200
Number of unemployed learners enrolled for Learnerships programmes	*1200	0	0	200	1000
Number of unemployed learners certificated for Learnerships programmes	*630	0	0	130	500
Number of unemployed learners enrolled for skills programmes	750	0	100	250	400
Number of unemployed learners completed skills programmes	450	0	0	200	250

*Targets include industry-funded programmes according to previous year's baseline as follows:

- Unemployed enrolled Learnerships: 300
- Unemployed certificate for Learnerships: 200
- Unemployed enrolled internships: 100
- Unemployed completed internships: 50

8.3.3 Outcomes, Outputs, Performance Indicators and Targets

Outcome	Output	Output Indicator	Audited/ Actual performance			Estimated performance 2022/23	Medium-term targets		
			2019/20	2020/21	2021/22		2023/24	2024/25	2025/26
<i>The level of skills in the South African workforce improved.</i>	Workers enrolled granted Bursaries	Number of workers granted Bursaries (new entries)	1163	435	975	800	1150	1200	1250
	Workers continuing granted bursaries	Number of workers granted Bursaries (continuing)	New Indicator	18	39	200	50	60	70
	Workers granted bursaries completed studies	Number of workers granted bursaries completed their studies	New Indicator	New Indicator	583	600	600	650	700
	Workers enrolled for skills programmes	Number of workers enrolled Skills programmes	2410	2597	1593	2866	1650	1700	1750
	Workers completing skills programmes	Number of workers completed skills programmes	1286	1193	913	2058	950	980	1000
	Workers enrolled for Learnerships programmes	Number of workers enrolled for Learnerships programmes	1370	400	759	*800	900	950	1000
	Workers certificated for Learnerships programmes	Number of workers certificated for Learnerships programmes	538	630	556	*500	600	630	650
	AET programmes enrolled	Number of workers enrolled for AET programmes enrolled	New Indicator	32	20	30	30	35	40
	AET programmes completed	Number of workers completed AET programmes completed	New Indicator	New Indicator	20	20	30	33	35

8.3.3.1 Indicators, Annual and Quarterly Targets

Output Indicator	Annual Target	Q1	Q2	Q3	Q4
Number of workers granted Bursaries (new entries)	1150	0	0	250	900
Number of workers granted Bursaries (continuing)	50	0	0	0	50
Number of workers granted bursaries completed their studies	600	0	0	100	500
Number of workers enrolled Skills programmes	1650	0	0	350	1300
Number of workers completed skills programmes	950	0	0	100	850
Number of workers enrolled for Learnerships programmes	900	0	0	100	800
Number of workers certificated for Learnerships programmes	600	150	100	100	250
Number of workers enrolled for AET programmes enrolled	30	0	0	10	20
Number of workers completed AET programmes completed	30	0	0	10	20

*Targets include industry-funded programmes according to previous year's baseline as follows:

- Workers entered Learnerships: 490
- Workers Certificated for Learnerships: 343

8.3.4 Outcomes, Outputs, Performance Indicators and Targets

Outcome	Output	Output Indicator	Audited/ Actual performance			Estimated performance 2022/23	Medium-term targets		
			2019/20	2020/21	2021/22		2023/24	2024/25	2025/26
Access to occupationally directed program increases	Unemployed enrolled granted Bursaries	Number of unemployed learners granted Bursaries (new enrolments)	1335	930	844	600	900	950	1000
	Unemployed continuing granted bursaries	Number of unemployed learners granted Bursaries (continuing)	New indicator	130	234	400	300	330	350
	Unemployed granted bursaries completed studies	Number of unemployed learners granted Bursaries completed their studies	780	660	93	280	280	300	330
	Workers entered RPL	Number of workers enrolled for RPL	81	106	150	158	160	165	170
	Workers completed RPL	Number of workers completed RPL	New indicator	New indicator	112	135	130	133	135
	TVETs partnerships established	Number of TVET partnerships established	7	8	4	5	5	5	5
	HET partnerships established	Number of HET partnerships established	New indicator	3	3	5	5	5	5
	CET partnerships established	Number of CET partnerships established	New indicator	1	2	3	3	3	3
	Employer Professional Bodies & Trade Associations partnerships established	Number of partnerships established with Employer Professional Bodies & Trade Associations in the Insurance Sector	New indicator	2	2	5	5	5	5
	Learners placed in employment.	Number of learners who completed workplace-based learning programmes absorbed into employment or self-employment	526	475	307	400	400	430	450

8.3.4.1 Indicators, Annual and Quarterly targets

Output Indicator	Annual Target	Q1	Q2	Q3	Q4
Number of unemployed learners granted Bursaries (new enrolments)	900	0	0	150	750
Number of unemployed learners granted Bursaries (continuing)	300	0	0	50	250
Number of unemployed learners granted Bursaries completed their studies	280	0	0	100	180
Number of workers enrolled for RPL	160	60	0	50	50
Number of workers completed RPL	130	0	0	30	100
Number of TVET partnerships established	5	0	3	2	0
Number of HET partnerships established	5	2	3	0	0
Number of CET partnerships established	3	0	2	1	0
Number of partnerships established with Employer Professional Bodies & Trade Associations in the Insurance Sector	5	0	2	3	0
Number of learners who completed workplace-based learning programmes absorbed into employment or self-employment	400	0	0	0	400

8.3.5 Outcomes, Outputs, Performance Indicators and Targets

Outcome	Output	Output Indicator	Audited/ Actual performance			Estimated performance 2022/23	Medium-term targets		
			2019/20	2020/21	2021/22		2023/24	2024/25	2025/26
Skills development for entrepreneurship and co-operative development supported.	Co-operatives supported	Number of Co-operatives funded for skills that enhance enterprise growth and development	929	2	132	10	10	10	10
	SME supported	Number of small and emerging enterprises trained on sector and national identified priority occupations or skills.	New Indicator	421	359	375	375	380	385
	Business Start-up supported	Number of people trained on entrepreneurship skills & supported to start their businesses	New Indicator	0	5	5	10	12	14

8.3.5.1 Indicators, Annual and Quarterly Targets

Output Indicator	Annual Target	Q1	Q2	Q3	Q4
Number of Co-operatives funded for skills that enhance enterprise growth and development	10	0	3	3	4
Number of small and emerging enterprises trained on sector and national identified priority occupations or skills.	375	0	175	100	100
Number of people trained on entrepreneurship skills & supported to start their businesses	10	0	0	5	5

8.3.6 Outcomes, Outputs, Performance Indicators and Targets

Outcome	Output	Output Indicator	Audited/ Actual performance			Estimated performance 2022/23	Medium-term targets		
			2019/20	2020/21	2021/22		2023/24	2024/25	2025/26
<i>Worker-initiated training supported</i>	Union consultations held and required skills implemented.	Number of Federations/Trade Unions supported through relevant skills training interventions	New indicator	1	2	2	1	1	1

8.3.6.1 Indicators, Annual and Quarterly targets

Output Indicator	Annual Target	Q1	Q2	Q3	Q4
Number of Federations/Trade Unions supported through relevant skills training interventions	1	0	0	0	1

8.3.7 Outcomes, Outputs, Performance Indicators and Targets

Outcome	Output	Output Indicator	Audited/ Actual performance			Estimated performance 2022/23	Medium-term targets		
			2019/20	2020/21	2021/22		2023/24	2024/25	2025/26
Career development services supported	Career Guidance for urban areas	Number of career development events conducted for urban areas on occupations in high demand	21	10	12	10	10	10	10
	Career Guidance for rural areas	Number of career development events conducted for rural areas on occupations in high demand	Combined with above	9	14	10	10	10	10
	Career development practitioners trained	Number of career development practitioners trained	New Indicator	12	11	15	15	18	20

8.3.7.1 Indicators, Annual and Quarterly targets

Output Indicator	Annual Target	Q1	Q2	Q3	Q4
Number of career development events conducted for urban areas on occupations in high demand	10	3	3	4	0
Number of career development events conducted for rural areas on occupations in high demand	10	3	3	4	0
Number of career development practitioners trained	15	0	0	15	0

8.3.8 Outcomes, Outputs, Performance Indicators and Targets

Outcome	Output	Output Indicator	Audited/ Actual performance			Estimated performance 2022/23	Medium-term targets		
			2019/20	2020/21	2021/22		2023/24	2024/25	2025/26
Rural Development supported	Rural projects initiated	Number of rural development projects initiated	0	0	4	1	5	5	5

8.3.8.1 Indicators, Annual and Quarterly targets

Output Indicator	Annual Target	Q1	Q2	Q3	Q4
Number of rural development projects initiated	5	0	0	0	5

8.4 Programme 4: Quality Assurance

8.4.1 Purpose

Facilitate Transformation of the Sector and implement programmes that support occupations in high demand. Targets under this programme will address sectoral priorities identified in the INSETA SSP.

8.4.2 Outcomes, Outputs, Performance Indicators and Targets

Outcome	Output	Output Indicator	Audited/ Actual performance			Estimated performance 2022/23	Medium-term targets		
			2019/20	2020/21	2021/22		2023/24	2024/25	2025/26
Access to occupationally directed programmes increased	Qualifications offered in line with occupations in high demand	Number of public TVET Colleges accredited to offer insurance learning programmes directed at addressing occupations in high demand	New Indicator	1	4	4	4	5	6

8.4.2.1 Indicators, Annual and Quarterly targets

Output Indicator	Annual Target	Q1	Q2	Q3	Q4
Number of public TVET Colleges accredited to offer insurance learning programmes directed at addressing occupations in high demand	4	1	1	1	1

8.4.3 Outcomes, Outputs, Performance Indicators and Targets

Outcome	Output	Output Indicator	Audited/ Actual performance				Estimated performance 2022/23	Medium-term targets		
			2019/20	2020/21	2021/22			2023/24	2024/25	2025/26
<i>Growth of the public college system supported</i>	SETA TVET offices maintained	Number of SETA offices established or maintained in TVET colleges	0	2	2		2	2	2	2
	TVET lecturers exposed to industry		New indicator	10	49		15	20	22	24
	TVET lecturers awarded bursaries	Number of TVET colleges lecturers exposed to the industry through skills programmes	New indicator	8	10		11	15	17	19
	CET Lecturers trained	Number of CET College Lecturers awarded skills development programmes	New indicator	New Indicator	12		10	15	17	19

8.4.3.1 Indicators, Annual and Quarterly Targets

Output Indicator	Annual Target	Q1	Q2	Q3	Q4
Number of SETA offices established or maintained in TVET colleges	2	0	0	2	0
Number of TVET lecturers exposed to the industry through skills programmes	20	0	0	0	20
Number of TVET colleges lecturers awarded bursaries	15	0	0	15	0
Number of CET College Lecturers awarded skills development programmes	15	0	0	15	0

9. EXPLANATION OF PLANNED PERFORMANCE OVER THE MEDIUM-TERM PERIOD

INSETA's planned performance in this APP is in relation to envisaged outputs is aligned to budgets approved by the INSETA Accounting Authority. The choice of the outcome indicators relevant to the respective outcomes stems from consultation with the sector and what has been identified by the sector as the need to be addressed in the medium term.

9.1 The outputs selected by the INSETA will contribute towards achieving the outcomes and impact in the Annual Performance Plan aligned to the Mandate of INSETA.

9.2 **Programme 1** is planned to ensure that INSETA implements effective Corporate Governance and optimal Risk Management to support the execution of the Mandate on INSETA through the various internal structures in place in the INSETA. These internal structures include committees established to ensure compliance with the PFMA, the SETA Grant Regulations and the development of policies and procedure.

9.3 **Programme 2** is planned to promote relevance of support provided by INSETA through the implementation of innovative and impactful programmes. As INSETA operates in a volatile, uncertain, complex, and ambiguous environment, conducting research allows INSETA to stay in touch with the sector and the identify and address emerging needs of the sector.

9.3.1 In addition, INSETA plans to promote Research partnerships between universities that have years of experience in conducting research and public TVET Colleges. This is a way of building competency of TVET Colleges to start conducting their own research.

9.3.2 Identified occupations in high demand their increased production will support the implementation of career pathing and better skills planning in the sector.

9.4 **Programme 3** is planned to support the INSETA's key strategic focus areas. The learning interventions are INSETA's contribution to the achievement of the NDP Five-Year Implementation Plan, the Monitoring Framework for the NDP Five-Year Implementation Plan.

9.4.1 The INSETA's interventions prioritizes Women, Youth, SMEs in the Insurance Sector and People with Disabilities nation-wide. INSETA plans to support the above-mentioned beneficiaries are as indicated below and which will include in these percentages SMEs and learners in Rural areas:

- 60% of beneficiaries will be Women (Youth and Workers)
- 4% will be People living with Disabilities

9.4.2 The following outcomes in this Annual Performance Plan will contribute towards the national imperatives:

- Linked education and the workplace – will support Youth, Rural beneficiaries and People living with Disabilities
- Access to occupationally directed programmes increased – will support qualification development for better articulation and transformation within the sector
- Skills development for entrepreneurship and cooperative development supported – will support SMEs, Cooperatives and People living with Disabilities
- Worker-initiated training supported - will support SMEs, Workers reskilling and People living with Disabilities
- Career development services supported – will support Youth, Workers reskilling and People living with Disabilities
- Rural Development supported – will support Youth and SMEs
- Growth of the public TVET/CET College system supported – will support Youth, People living with Disabilities and Women
- Skills level of the South African workforce increased – will support SMEs, Women and People living with Disabilities.

9.5 **Programme 4** is aimed at promoting the development and implementation of insurance-specific qualifications and programmes in support of the currently employed people in the sector and those who will enter the sector. These include people from previously disadvantaged groups in all societal areas. The outcomes under this programme are planned to:

- 9.5.1 support the growth and competency of the public TVET system nation-wide
- 9.5.2 increase development, review, and implementation of insurance-specific occupational qualifications
- 9.5.3 support of the implementation of deliverables under the existing service level agreement between INSETA and the QCTO.

10. UPDATED STRATEGIC RISKS AND MITIGATION

Outcomes	Key Risk	Controls	Risk Mitigation
Effective Corporate Governance	Regressed audit outcome	<ul style="list-style-type: none"> • Effective implementation, monitoring and oversight processes through the audit turnaround strategy • Implementation and monitoring of the Audit Action Tracker • Training and awareness workshops on Finance and SCM 	<ul style="list-style-type: none"> • Strengthen capacity in the finance division including training • Establish an internal Clean Audit Coordination Committee • Reviewing of the AFS and performance information by management and Internal Audit • Preparation of Interim financial statements • Enforce the implementation of Policies and procedures / Internal Controls
Occupations in high demand identified and their production increased	Inability of INSETA to meet the need of scarce skills and occupations in high demand	<ul style="list-style-type: none"> • Keeping abreast of latest developments by participation in sector seminars, workshops • Research undertaken on drone technology • Strategic partnerships for strengthening regulatory compliance • Limited Research 	<ul style="list-style-type: none"> • Review of the DG Policy to accommodate skills requirements of the sector • Expand ISSF to target 4 IR skills development and develop skills pool • Implement programs with strategic partners to address the changing world of work and possible retrenchments • Identify strategic partners for implementing skills interventions aligned to occupations in high demand • Undertake research on future skills required for detection and mitigating climate change • Develop qualifications linked to climate change in partnership with other SETAs • Implement regulatory programs with the FICA for regulatory compliance by SMME's • Reposition the research agenda to focus on occupational linked research

Outcomes	Key Risk	Controls	Risk Mitigation
Effective Corporate Governance	Non-compliance with laws and regulations	<ul style="list-style-type: none"> Established and functional Policy Development Committee Updates on legislation, standards and guidelines changes through professional body memberships Completion and submission of quarterly compliance checklist to DHET and governance structures Appointed Information Officer Legal vetting of contracts and policies to align with legislation Compliance management policy developed Regulatory universe developed PFMA Checklist Finance Calendar Audit Action tracker 	<ul style="list-style-type: none"> Identify priority policies for review and update Ensuring policies are reviewed in line with internal structures Monitoring of the policies register Development and monitoring of Compliance Risk Management Plans for prioritised Legislation
Effective Corporate Governance	Loss of revenue / funding	<ul style="list-style-type: none"> SME Support currently implemented- Skills development interventions aimed at improvement of resilience / leadership capabilities Digital fluency programs for re-skilling and multi-skilling ISSF 	<ul style="list-style-type: none"> Engaging with regulatory, insurance trade associations, professional bodies and sector stakeholders in the industry on qualifications development Non-life related insurance qualifications development Review ISSF proposal to include funding model and stakeholder identification and engagement strategy Identification of alternate revenue streams
Effective Corporate Governance	Inability of ICT to support business objectives	<ul style="list-style-type: none"> Implementation of approved ICT Insourcing Strategy Project Steering Committee Change management Vulnerability and penetrative tests conducted Firewall, encryption, and anti-virus in place Data backups and site recovery to cloud Email security (Mimecast and Microsoft 	<ul style="list-style-type: none"> Implementation of recommendations from vulnerability and penetrative tests Implementation of the EDMRS Project Training and capacitation of all staff to manage documents electronically

Outcomes	Key Risk	Controls	Risk Mitigation
		<p>Advanced Threat Protection)</p> <ul style="list-style-type: none"> Electronic document management platforms i.e SharePoint; OneDrive; Virtual Private Network; File Server 	
Effective Corporate Governance	Fraud and Corruption	<ul style="list-style-type: none"> Declaration of Interest done annually Vetting of staff prior to appointment Contract vetting Tool to detect and disclose conflict of interest Code of conduct and conducting legislative compliance training to all staff Fraud Hotline Database of blacklisted host employers to report to the FSCA Site visit conducted prior to finalising recommendations for Discretionary Grant Monthly monitoring and evaluation of contracts with stakeholders 	<ul style="list-style-type: none"> Create awareness on fraud prevention and whistleblowing mechanisms in place for both internal and external stakeholders Perform or conduct entity wide fraud assessment Review, approval and implementation of Fraud Prevention Policy Development and Implementation of Fraud Prevention Plan Increased monitoring of stakeholders hosting learners in relation to funded programmes

10. DISTRICT DEVELOPMENT MODEL

AREAS OF INTERVENTION	MTEF PLANNING PERIOD				
	Project description	District Municipality	Location GPS co-ordinates	Project Leader	Social Partner
Learning Programmes	Skills Programmes and Learnerships for Unemployed youth	Ugu (KZN)	30.6218° S, 30.2513° E	Mr B Mthombeni	Multiple
		Capricorn (LP)	23.6123° S, 29.2321° E	Mr B Mthombeni	Multiple
		Amathole (EC)	32.5842° S, 27.3616° E	Mr B Mthombeni	Multiple
		Frances Baard (NC)	28.4251° S, 24.3341° E	Mr B Mthombeni	Multiple



TECHNICAL INDICATOR DESCRIPTIONS

FOR THE ANNUAL PERFORMANCE PLAN

2023/2024

Submitted by: Gugu Mkhize (CEO)

Date: 30 November 2022

Definitions

Technical Indicator Descriptions:

The Technical Indicator Descriptions (TID's) facilitates consistency in understanding, guiding, and measuring performance indicators i.e., what each indicator means; why it is important; the records that must be collected, compiled, stored, and verified to prove performance against the indicator; including the responsibility for such activities.

The National Treasury "Framework for Strategic Plans and Annual Performance Plans" (published by the National Treasury in August 2010) requires that technical indicator descriptions be developed for every performance indicator and thereafter be posted on the institution's website together with the Strategic Plan.

Attendance Register – Used to signify learner entrance or completion of a programme is the learner's signature appearing on the attendance register for the full training and completion of learner's notional hours of learning required for the learning programme.

Bursaries – Grants awarded to learners in need of financial assistance to study at learning institutions for qualifications identified as required by the sector in the SSP.

Certification of Competency – Refers to a report, statement of results or certificate (May be issued by a University, College, or SETA) that shows learners competency towards a full or part qualification as recognized by the South African Qualifications Authority.

Certificate of Completion/Attendance – This certificate signifies the completion of a learning programme. It may be issued by a Skills Development Provider for a credit-bearing or non-credit bearing programme.

Completion of Learning – INSETA defines the completion of learning as learners who attend all required classroom and/or workplace training required, whether the learner was found competent on completion of the learning programme.

Economically depressed areas – Represents Quintile school 1 to 3 and or schools in Rural areas in youth accessing bursaries

Entered Learners – INSETA defines learner entry onto a programme as follows: Learner who provides all the required documentation to enter a learning program, whose information is captured onto the learner management system in line with INSETA evaluation criteria

Industry required Skills - Industry required skills refers to all skills that are specific for entry into the insurance sector qualifications.

Internship: Refers to a workplace-based experiential learning opportunity that is offered through hosting learners in workplaces to supplement formal study completed

Learnership - A learnership is a structured work-based learning programme that includes both theoretical learning with an accredited training provider and practical experience in the workplace that leads to a registered qualification.

Learning Programmes – Refers to Learnerships, Bursaries, Internships, WIL, Skills, and Entrepreneurial Programmes

Work Integrated Learning (WIL) Programmes – Refers to work-based learning programme offered to TVET College learners to comply with the qualification requirement for work-based learning component

Learnership Closure report – Signifies a report of all the information on the workplace and academic learning that the learner has completed as per the learning agreement between INSETA, Learner and Employer. This report confirms that the learner stayed for the duration of the programme and does not speak to the learner's competence against the qualification or programme

Recognition of Performance - INSETA will only recognize and report performance information when it is verified, approved, and submitted for reporting.

Scarce and Critical Skills – Refers to the INSETA approved list of scarce and critical skills in the insurance industry as reflected in the Sector Skills Plan.

Skills Programme – A short course which will run from 1 day up to 12 months and facilitated by an accredited private or public training institution. May be credit-bearing or non-credit bearing.

Statement of Results – (May be issued by a University, SDP, College, or SETA) This statement signifies the learner's achievements of credits towards of a part qualification.

Verification report – This report is issued by the SETA Verifier and signifies the list of learners who attended and completed training and were found competent or not yet competent on the learning programme(s).

Institutional Programme Performance Information

INSETA has identified four programmes with 10 outcomes. The outcomes listed below are critical to the achievement of INSETA's mandate in respect of NSDP, the Skills Development Act and INSETA's operational efficiency.

PROGRAMME 1: Administration	
NSDP Outcome 9	Effective corporate governance
PROGRAMME 2: Skills Planning	
NSDP Outcome 1	Identify and increase production of occupations in high demand
PROGRAMME 3: Learning Programmes and Projects	
NSDP Outcome 2	Linking education and the workplace
NSDP Outcome 3	Improving the level of skills in the South African workforce
NSDP Outcome 4	Increase access to occupationally directed programmes
NSDP Outcome 6	Skills development support for entrepreneurship and cooperative development
NSDP Outcome 7	Encourage and support worker-initiated training
NSDP Outcome 8	Support career development services
NSDP Outcome 10	Number of rural development projects initiated
PROGRAMME 4: Quality Assurance	
NSDP Outcome 4	Increase access to occupationally directed programmes
NSDP Outcome 5	Support the growth of the public college system

PROGRAMME 1:

Administration

NSDP OUTCOME 9:

Effective corporate governance

NSDP SUB-OUTCOMES:
Effective Corporate Governance

Indicator Title	Audit Opinion
Definition	This indicator measures Audit Opinion issued by the Auditor General for a financial year
Source of data	Annual Financial Statements Annual Performance Report Auditor General's report
Method of calculation/Assessment	Auditor General's report
Means of verification	Auditor General's report
Assumptions	Unqualified audit opinion with no material findings obtained by INSETA
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-Cumulative
Reporting cycle	Annually
Desired performance	Unqualified audit opinion with no material findings obtained
Indicator responsibility	CFO

NSDP SUB-OUTCOMES: <i>Effective Corporate Governance</i>	
Indicator Title	Number of material misstatements to unaudited annual financial statements
Definition	This indicator measures the number of material misstatements to the unaudited annual financial statements submitted to Auditor-General
Source of data	External Audit report
Method of calculation/Assessment	Number of material misstatements to the unaudited annual financial statements as identified by the Auditor General
Means of verification	AG's final audit report
Assumptions	No material misstatements to the financial reporting framework which may affect INSETA
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	Nationally
Calculation Type	Non-Cumulative
Reporting cycle	Annual
Desired performance	No material misstatements to the unaudited annual financial statement
Indicator responsibility	CFO

NSDP SUB-OUTCOMES:**9.1 Effective Corporate Governance**

Indicator Title	Number of significant SCM Audit findings raised
Definition	This indicator measures the number of significant SCM findings per programme that appears on the management report during the reporting period
Source of data	Auditor- General's final report
Method of calculation/Assessment	The number of SCM related findings per programme that may be rated as significant by the Auditor General
Means of verification	AG's final audit and management report
Assumptions	Number of significant SCM Audit findings kept at zero
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-Cumulative
Reporting cycle	Annually
Desired performance	No significant SCM audit findings raised
Indicator responsibility	SCM Manager

NSDP SUB-OUTCOMES:**9.1 *Effective Corporate Governance***

Indicator Title	Number of quarterly good governance reports submitted
Definition	This indicator measures the number of Quarterly Good Governance reports submitted to DHET
Source of data	INSETA
Method of calculation/Assessment	Number of quarterly good governance reports submitted to DHET
Means of verification	Reports and proof of submission
Assumptions	Number of quarterly good governance reports submitted to DHET
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting cycle	quarterly
Desired performance	4 Quarterly Good Governance reports submitted to DHET for each financial year
Indicator responsibility	EMRM

NSDP SUB-OUTCOMES:**9.1 Effective Corporate Governance**

Indicator Title	Percentage of Creditors' invoices paid within 30 days
Definition	This indicator measures compliance with the PFMA requirement to pay creditors' invoices within 30 days from the day of receipt.
Source of data	INSETA – Financial and Management Reports
Method of calculation/Assessment	The percentage of invoices actually paid within 30 days divided by the total invoices received for the period.
Means of verification	SAGE 300 DG and Administration Age Analysis Reports
Assumptions	INSETA will pay creditors' invoices within 30 days.
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-Cumulative
Reporting cycle	Quarterly
Desired performance	Creditors invoices paid within 30 days on receipt of invoices
Indicator responsibility	CFO

NSDP SUB-OUTCOMES:**9.1 Effective Corporate Governance**

Indicator Title	Vacancy rate for approved positions on the organisational structure within the financial year
Definition	This indicator measures the vacancy rate of approved positions that are in the organisational structure in a financial year.
Source of data	INSETA - Human Resource
Method of calculation/Assessment	Percentage of vacant positions within the financial year divided by the total positions on the approved organisational structure.
Means of verification	Human Resource Reports or Vacancy rate report
Assumptions	Complete and fully capacitated positions across all levels
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting cycle	Annually
Desired performance	Number of filled positions in line with the Approved Organisational Structure
Indicator responsibility	EMCS

PROGRAMME 2:

Skills Planning

NSDP OUTCOME 1:

Identify and increase production of occupations in high demand

NSDP Sub-OUTCOMES:***Occupations in high demand Identified and their production increased***

Indicator Title	Percentage of DG budget allocated at developing high level skills
Definition	Allocation of DG budget to funding of priority skills through Bursary Grant funding
Source of data	DG allocation reports
Method of calculation/ Assessment	Percentage of discretionary budget allocated to Bursaries
Means of verification	Approved Discretionary Grant Allocation Report
Assumptions	All approved allocations will be taken up by stakeholders
Disaggregation of Beneficiaries (where applicable)	Workers Youth Women People with Disabilities
Spatial Transformation (where applicable)	Nationally
Calculation Type	Non-Cumulative
Reporting cycle	Annually
Desired performance	Allocated funds taken up by employers and institutions
Indicator responsibility	PMO Manager

NSDP OUTCOME:***Occupations in high demand Identified and their production increased***

Indicator Title	Percentage of DG budget allocated at developing intermediate skills
Definition	Allocation of DG budget to funding of priority skills through Learnerships, Skills Programmes, Work Experience/ Internships and WIL grant funding
Source of data	DG allocation reports
Method of calculation/ Assessment	Percentage of discretionary budget
Means of verification	Approved Discretionary Grant Allocation Report
Assumptions	All approved allocations will be taken up by stakeholders
Disaggregation of Beneficiaries (where applicable)	Workers Youth Women People with Disabilities
Spatial Transformation (where applicable)	Nationally
Calculation Type	Non-Cumulative
Reporting cycle	Annually
Desired performance	Allocated funds taken up by employers and institutions
Indicator responsibility	PMO Manager

NSDP OUTCOME: <i>Occupations in high demand Identified and their production increased</i>	
Indicator Title	Percentage of DG budget allocated at developing elementary skills
Definition	Allocation of DG budget to funding of priority skills through foundational and adult education and training grant funding
Source of data	DG allocation reports
Method of calculation/ Assessment	Percentage of discretionary budget
Means of verification	Approved Discretionary Grant Allocation Report
Assumptions	All approved allocations will be taken up by stakeholders
Disaggregation of Beneficiaries (where applicable)	Workers Youth Women People with Disabilities
Spatial Transformation (where applicable)	Nationally
Calculation Type	Non-Cumulative
Reporting cycle	Annually
Desired performance	Allocated funds taken up by employers and institutions
Indicator responsibility	PMO Manager

NSDP OUTCOME:***Occupations in high demand Identified and their production increased***

Indicator Title	Number of WSPs and ATRs approved for small firms
Definition	This indicator measures the number of WSPs and ATRs approved by INSETA for both levy and non-levy payers. Small Firms: Entities with a staff compliment of (1 – 49)
Source of data	A list of submitted and approved WSPs and ATRs
Method of calculation/ Assessment	Each approved WSP and ATR with a unique Levy number or reference number for small businesses is counted once
Means of verification	WSPs and ATRs documents Approval Letter
Assumptions	All approvals are based on all WSPs and ATRs submitted
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	Nationally
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired performance	Approved WSPs and ATRs increased
Indicator responsibility	Skills Division Manager

NSDP OUTCOME:***Occupations in high demand Identified and their production increased***

Indicator Title	Number of WSPs and ATRs approved for medium firms
Definition	<p>This indicator measures the number of WSPs and ATRs approved by INSETA for both levy and non-levy payers.</p> <p>Medium Firms: Entities with a staff compliment of (50 - 149)</p>
Source of data	A list of submitted and approved WSPs and ATRs
Method of calculation / Assessment	Each approved WSP and ATR with a unique Levy number or reference number for medium businesses is counted once
Means of verification	WSPs and ATRs documents Approval Letter
Assumptions	All approvals are based on all WSPs and ATRs submitted
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Approved WSPs and ATRs increased
Indicator responsibility	Skills Division Manager

NSDP OUTCOME:***Occupations in high demand Identified and their production increased***

Performance Indicator	Number of WSPs and ATRs approved for large firms
Definition	This indicator measures the number of WSPs and ATRs approved by INSETA for both levy payers and non-levy payers. Large Firms: Entities with a staff compliment of (150+)
Source of data	A list of submitted and approved WSPs and ATRs
Method of calculation / Assessment	Each approved WSP and ATR with a unique Levy number or reference number for large businesses is counted once
Means of verification	WSPs and ATRs documents Approval Letter
Assumptions	All approvals are based on all WSPs and ATRs submitted
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Approved WSPs and ATRs increased
Indicator responsibility	Skills Division Manager

NSDP OUTCOME: <i>Occupations in high demand Identified and their production increased</i>	
Performance Indicator	Number of sector research conducted for SMEs & Co-Operatives
Definition	This indicator measures the research conducted to identify emerging and existing skills needs of the emerging and already established small and micro enterprises in the insurance sector, and the skills needs of cooperatives
Source of Data	A final Sector Research Report conducted for SMEs and Co Operatives
Method of calculation / Assessment	Approved research paper on SMEs and cooperatives will be counted once.
Means of verification	Approved research paper
Assumptions	Including INSETA registered SMEs & Co Operatives
Disaggregation of Beneficiaries (where applicable)	Co-Operatives SMEs
Spatial Transformation (where applicable)	Nationally
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Research on SMEs & Co Operatives completed and reported on to inform and direct INSETA discretionary grant funding
Indicator responsibility	Skills Planning & Research Manager

NSDP OUTCOME:***Occupations in high demand Identified and their production increased***

Performance Indicator	Number of approved Research Agenda outputs produced
Definition	This indicator measures the sign off research topics included in the Research agenda
Source of Data	Board Approved research Agenda
Method of calculation / Assessment	The Research Agenda will be counted once
Means of verification	Approved research agenda document
Assumptions	The research agenda will be approved in time to implement conduct research on some of the approved topics
Disaggregation of Beneficiaries (where applicable)	Not Applicable
Spatial Transformation (where applicable)	Nationally
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Obtain approval for the research agenda
Indicator responsibility	Skills Planning & Research Manager

NSDP OUTCOME:***Occupations in high demand Identified and their production increased***

Performance Indicator	Conduct an impact assessment on TVET programmes
Definition	This indicator produces an impact assessment report that will measures the impact of TVET programmes facilitated and the impact of such a program on learners who attended the program.
Source of data	Research partners
Method of calculation / Assessment	Impact assessment report paper will be counted once
Means of verification	Impact assessment report
Assumptions	The research assessment will be completed successfully
Disaggregation of Beneficiaries (where applicable)	Not applicable
Spatial Transformation (where applicable)	N//A
Calculation type	Non - Cumulative
Reporting cycle	Annual
Desired performance	Impact assessment conducted on the learners that completed TVET programmes has impacted positively on learners
Indicator responsibility	Skills Division Manager

NSDP OUTCOME:***Occupations in high demand Identified and their production increased***

Performance Indicator	Number of sector research agreements signed for TVET growth occupationally directed programmes
Definition	This indicator measures the numbers of agreements entered with TVET Colleges to interview and survey their occupational programmes
Source of Data	TVET college
Method of calculation / Assessment	Each MoU is counted once
Means of verification	MoU
Assumptions	This indicator covers a Research MoU only and not the actual research, because research of this nature takes more than a year to be produced
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	Nationally
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	The research will be completed successfully
Indicator responsibility	Skills Planning & Research Manager

PROGRAMME 3:

Learning Programmes and Projects

NSDP OUTCOME 2:

Linking education and the workplace

NSDP OUTCOME: <i>Linking education and the workplace</i>	
Indicator Title	Number of TVET Students enrolled for WIL programmes to complete their qualifications
Definition	This indicator measures the number of Public TVET learners enrolled for Work Integrated Learning
Source of data	Employers and TVET colleges
Method of calculation / Assessment	Each learner will be counted for each learning programme enrolled within the financial year.
Means of verification	WBPLA and POPIA consent form and Learner ID copy and Statement of Results or Certificate and Matric certificate
Assumptions	Availability of learners that match employer requirements
Disaggregation of Beneficiaries (where applicable)	Youth Women People with disabilities Race
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	High uptake rate
Indicator responsibility	Learning Manager: Strategic Programmes

NSDP OUTCOME: <i>Linking education and the workplace</i>	
Indicator Title	Number of TVET Students completed their WIL programmes
Definition	This indicator measures the number of TVET learners completed Work Integrated Learning.
Source of data	Employers and TVET colleges
Method of calculation/Assessment	Each learner will be counted for each learning programme completed within the financial year.
Means of verification	Closure Reports and Learner ID copy
Assumptions	All learners will complete the full duration of WIL Programme
Disaggregation of Beneficiaries (where applicable)	Youth Women People with disabilities Race
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	High completion rate
Indicator responsibility	Learning Manager: Strategic Programmes

NSDP OUTCOME:***Linking education and the workplace***

Indicator Title	Number of unemployed learners enrolled for Internships
Definition	This indicator measures the number of unemployed Youth with qualifications entering Internship programmes for work experience
Source of data	Employers
Method of calculation / Assessment	Each learner will be counted for each learning programme enrolled within the financial year.
Means of verification	WBPLA and Copies of learner IDs and Learner qualification
Assumptions	Availability of learners that match employer requirements
Disaggregation of Beneficiaries (where applicable)	Youth Women
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	Targeted number of learners are hosted as Interns
Indicator responsibility	Learning Manager: Youth Programmes

NSDP OUTCOME:***Linking education and the workplace***

Indicator Title	Number of unemployed learners completed Internships
Definition	This indicator measures the number of unemployed youths with qualifications completing internship programmes in the workplace
Source of data	Employers
Method of calculation/Assessment	Each learner will be counted for each learning programme completed within the financial year.
Means of verification	Closure reports and Copies of learner IDs
Assumptions	All learners will complete Internships Programme
Disaggregation of Beneficiaries (where applicable)	Youth Women
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	High completion rate
Indicator responsibility	Learning Manager: Youth Programmes

NSDP OUTCOME:***Linking education and the workplace***

Indicator Title	Number of unemployed learners enrolled for Learnerships programmes
Definition	This indicator measures the number of unemployed youths entering Learnerships
Source of data	Employers & TVET Colleges
Method of calculation / Assessment	Each learner will be counted for each learning programme enrolled within the financial year.
Means of verification	WBPLA and Copies of learner IDs and Learner qualification/statement of results/ Academic transcript/letter from institution confirming completion of the qualification.
Assumptions	Sufficient number of learnership applications from stakeholders
Disaggregation of Beneficiaries (where applicable)	Youth Women People with Disabilities
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Targeted number of learners hosted for Learnerships
Indicator responsibility	Learning Manager: Youth Programmes

NSDP OUTCOME:***Linking education and the workplace***

Indicator Title	Number of unemployed learners certificated for Learnerships programmes
Definition	This indicator measures the number of unemployed youths awarded certificates on completing learnership programmes
Source of data	INSETA Learners Management System
Method of calculation/ Assessment	Each learner will be counted for each learning programme certificated within the financial year.
Means of verification	ID copy and Statement of results or Certificate
Assumption	All learners successfully complete the learnership programme
Disaggregation of Beneficiaries (where applicable)	Youth Women People with Disability
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Targeted number of learners certificated
Indicator responsibility	Quality Assurance Manager

NSDP OUTCOME:***Linking education and the workplace***

Indicator Title	Number of unemployed learners enrolled for skills programmes
Definition	This indicator measures the number of unemployed youths entering Skills programmes
Source of data	TVETS colleges
Method of calculation / Assessment	Each learner will be counted for each learning programme enrolled within the financial year.
Means of verification	Learner agreements or registration form and Learner ID copy and POPIA consent form
Assumptions	Sufficient number of Skills Programmes applications received from TVETs/HETs
Disaggregation of Beneficiaries (where applicable)	Youth Women People with Disabilities Race
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Targeted number of learners entering skills programmes
Indicator responsibility	Learning Manager: Strategic Programmes

NSDP OUTCOME:***Linking education and the workplace***

Indicator Title	Number of unemployed learners completed skills programmes
Definition	This indicator measures the number of unemployed youths completing Skills Programmes, including non-credit bearing skills programmes
Source of data	TVET Colleges
Method of calculation / Assessment	Each learner will be counted for each learning programme completed within the financial year.
Means of verification	Statement of Results or Certificate of completion/attendance and Learner ID copy
Assumptions	Learners completes the Skills programme
Disaggregation of Beneficiaries (where applicable)	Youth Women People with Disabilities Race
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Targeted number of learners completed skills programmes
Indicator responsibility	Learning Manager: Strategic Programmes

PROGRAMME 3:

Learning Programmes and Projects

NSDP OUTCOME 3:

The level of skills in the South African workforce improved

NSDP OUTCOME:***The level of skills in the South African workforce improved***

Indicator Title	Number of workers granted Bursaries (new entries)
Definition	This indicator measures the number of Workers entering (NQF) level 4 and above qualifications through bursary funding.
Source of data	Employers Educational institution
Method of calculation/Assessment	Each worker will be counted on for each learning programme entered within the financial year.
Means of verification	ID copy and Worker Programme Agreement and POPI Act consent form and Proof of registration from the Institution and Confirmation of employment on employer's letterhead
Assumptions	Employers will apply for Bursary for their employees who have been admitted to Education Institutions to study for relevant qualifications available to meet the Insurance industry needs
Disaggregation of Beneficiaries (where applicable)	Women People with Disabilities
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	High intake rate from our stakeholders
Indicator responsibility	Learning Manager: Workers Programmes

NSDP OUTCOME:***The level of skills in the South African workforce improved***

Indicator Title	Number of workers granted Bursaries (continuing)
Definition	<p>This indicator measures the number of workers who were previously funded by INSETA and continuing their studies on (NQF) level 4 and above through bursary funded qualifications</p> <p><i>Learners who did not successfully pass all the modules but allowed by Education Institution to proceed to the next level will be counted as continuing.</i></p>
Source of data	<p>Employer</p> <p>Educational institution</p>
Method of calculation /Assessment	Each worker will be counted for each learning programme continuing within the financial year.
Means of verification	<p>ID copy and</p> <p>Worker Programme Agreement and</p> <p>Proof of registration from the Institution and</p> <p>Confirmation of employment on employer's letterhead and</p> <p>Previous year results</p>
Assumptions	Workers that commenced multiple year studies will continue studies and remain employed in the sector
Disaggregation of Beneficiaries (where applicable)	<p>Workers</p> <p>People with disabilities</p>
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	More workers will continue with their studies
Indicator responsibility	Learning Manager: Workers Programmes

NSDP OUTCOME:***The level of skills in the South African workforce improved***

Indicator Title	Number of workers granted bursaries completed their studies
Definition	<p>Number of workers supported to complete part or full qualifications through bursaries at National Qualifications Framework</p> <p><i>Only worker who complete their qualifications will be reported as completed.</i></p>
Source of data	Employers
Method of calculation / Assessment	Each worker will be counted once for each learning programme completed within the financial year.
Means of verification	Statement of Results or Certificate of Competency and ID Copy
Assumptions	Workers who are awarded bursaries are given full support by employers to complete studies committed to.
Disaggregation of Beneficiaries (where applicable)	<p>Workers</p> <p>People with Disabilities</p>
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	High completion rate
Indicator responsibility	Learning Manager: Workers Programmes

NSDP OUTCOME:***The level of skills in the South African workforce improved***

Indicator Title	Number of workers enrolled Skills programmes
Definition	This indicator measures the number of workers entering skills programmes,
Source of data	Employer
Method of calculation / Assessment	Each worker will be counted for each learning programme enrolled within the financial year.
Means of verification	Certified Id copy Worker Programme agreement with a POPI Act consent form or Learner registration form with a POPI Act consent form or Confirmation of admission letter from the Skills Development Provider and Confirmation of employment on employer's letterhead
Assumptions	Employers will apply for workers to participate
Disaggregation of Beneficiaries (where applicable)	Workers People with Disabilities
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	High uptake rate
Indicator responsibility	Learning Manager: Workers Programmes

NSDP OUTCOME: <i>The level of skills in the South African workforce improved</i>	
Indicator Title	Number of workers completed skills programmes
Definition	This indicator measures the number of workers completing skills programmes.
Source of data	Employer SDPs
Method of calculation / Assessment	Each worker is counted once for each learning programme completed
Means of verification	Statement of results or Certificate of completion/attendance and Certified Id copy
Assumptions	The workers will complete the skills programmes
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	More workers to successfully complete the skills programmes
Indicator responsibility	Learning Manager: Worker Programmes

NSDP OUTCOME:***The level of skills in the South African workforce improved***

Indicator Title	Number of workers enrolled for Learnerships programmes
Definition	This indicator measures the number of workers (employed learners) entering learnership programmes
Source of data	Employer
Method of calculation / Assessment	Each worker will be counted for each learning programme enrolled within the financial year.
Means of verification	WPBLA and Learner IDs and Confirmation of employment
Assumptions	That employers will have interest on the programme and that there will be enough learnership applications
Disaggregation of Beneficiaries (where applicable)	Women People with disabilities
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	High uptake rate
Indicator responsibility	Learning Manager: Youth Programmes

NSDP OUTCOME:***The level of skills in the South African workforce improved***

Indicator Title	Number of workers certificated for Learnerships programmes
Definition	This indicator measures the number of workers (employed learners) receiving full qualifications through Learnerships
Source of data	INSETA Learners Management System
Method of calculation / Assessment	Each learner is reported once for each learning programme certificated
Means of verification	Statement of result or Certificate Learner IDs
Assumptions	Workers will be committed to attend the programmes to completion
Disaggregation of Beneficiaries (where applicable)	Workers People with disabilities
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Learners enrolled will be certificated
Indicator responsibility	Quality Assurance Manager

NSDP OUTCOME:***The level of skills in the South African workforce improved***

Indicator Title	Number of workers enrolled for AET programmes
Definition	This indicator measures the number of workers that enrolled basic learning or bridging programmes, to meet entry requirements for entry into Insurance qualifications and occupational qualifications.
Source of data	Employer Skills Development Provider
Method of calculation / Assessment	Each worker will be counted for each learning programme enrolled within the financial year.
Means of verification	ID copy and Worker Programme Agreement with a POPI Act consent form and Confirmation of employment on an employer's letterhead and Highest level of qualification Proof of registration on institution's letterhead
Assumptions	Predicted demand matches the actual uptake of AET programmes Skills Development Provider will have relevant programmes for the AET needs of workers
Disaggregation of Beneficiaries (where applicable)	Women Black PWDs
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	High intake rate
Indicator responsibility	Learning Manager: Worker Programmes

NSDP OUTCOME:***The level of skills in the South African workforce improved***

Indicator Title	Number of workers completed AET programmes
Definition	This indicator measures the number of workers that completed basic learning or bridging programmes, to meet the requirements for entry into Insurance qualifications and/or occupational qualifications.
Source of data	Skills development provider Employer
Method of calculation / Assessment	Each worker will be counted for each learning programme completed within the financial year.
Means of verification	Statement of results or Certificates and Certified ID copy
Assumptions	Workers will be committed to attend the programmes to completion Availability of relevant Learning and bridging programmes
Disaggregation of Beneficiaries (where applicable)	Women Black PWDs
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	High success rate
Indicator responsibility	Learning Manager: Worker Programmes

PROGRAMME 3:

Learning Programmes and Projects

NSDP OUTCOME 4:

Access to occupationally directed programmes increased

NSDP OUTCOMES:***Access to occupationally directed programmes increased***

Indicator Title	Number of unemployed learners granted Bursaries (new entries)
Definition	This indicator measures the number of unemployed youth entering bursaries to obtain a full qualification through public higher education or further education institutions
Source of data	TVET Colleges HET Institutions Employer
Method of calculation / Assessment	Each Learner will be counted for each learning programme entered within the financial year.
Means of verification	Learner ID Document and Proof of registration with Institutions and Learner list from applicant institutions or employer and MoA and Bursary for youth agreement
Assumptions	The institutions or employers will apply on behalf of the learners
Disaggregation of Beneficiaries (where applicable)	Women Youth People with Disabilities
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	High uptake rate from stakeholders
Indicator responsibility	Learning Manager: Workers Programmes

NSDP OUTCOMES:***Access to occupationally directed programmes increased***

Indicator Title	Number of unemployed learners granted Bursaries (continuing)
Definition	<p>This indicator measures the number of unemployed youth continuing with the studies through bursaries to complete a full qualification through public higher education or further education institutions</p> <p><i>Learners who did not successfully pass all the modules but allowed by Education Institution to proceed to the next level will be counted as continuing.</i></p>
Source of data	TVET Colleges HET Institutions Employer
Method of calculation/ Assessment	Each learner will be counted for each learning programme continuing within the financial year.
Means of verification	Learner ID Document and Proof of registration with Institutions and Bursary for Youth Agreement and Previous year results
Assumptions	Learners that commenced multiple year studies will continue studies in the same field chosen
Disaggregation of Beneficiaries (where applicable)	Women Youth People with Disabilities
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	More learners will continue with their studies
Indicator responsibility	Learning Manager: Workers Programmes

NSDP OUTCOMES:***Access to occupationally directed programmes increased***

Indicator Title	Number of unemployed learners granted Bursaries completed their studies
Definition	This indicator measures the number of unemployed youth completing full qualifications through bursary funding. <i>Only learners who completed their qualification will be reported.</i>
Source of data	TVET Colleges HET Institutions Employer
Method of calculation / Assessment	Learners who have completed their qualifications are counted once
Means of verification	Statement of Results or Certificate of Competency and Learner ID Document
Assumptions	The learner completed the year of studies
Disaggregation of Beneficiaries (where applicable)	Women Youth
Spatial Transformation (where applicable)	Nationally
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	High completion rate
Indicator responsibility	Learning Manager: Workers Programmes

NSDP OUTCOME:***Access to occupationally directed programmes increased***

Indicator Title	Number of workers enrolled for RPL
Definition	This indicator measures the number of workers enrolled RPL programmes to meet access requirements or credits towards attaining qualifications and or designation.
Source of data	Employer Educational Institution
Method of calculation / Assessment	Each worker will be counted for each learning programme enrolled within the financial year.
Means of verification	ID copy and Learner Agreement or Learner enrolment form List of workers from employer's Letter head or Confirmation of employment letter
Assumptions	There will be learners willing to enrol for RPL programme
Disaggregation of Beneficiaries (where applicable)	Workers SMEs People with disabilities
Spatial Transformation (where application)	Nationally
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	More stakeholders to show interest on the programmes
Indicator responsibility	Quality Assurance Manager

NSDP OUTCOME: <i>Access to occupationally directed programmes increased</i>	
Indicator Title	Number of workers completed RPL
Definition	This indicator measures the number of workers completed RPL programmes to meet access requirements or credits towards attaining qualifications and or designation.
Source of data	Employer Educational Institution
Method of calculation / Assessment	Each worker will be counted for each learning programme completed within the financial year.
Means of verification	ID copy and Result moderation report from Assessment Quality Partner (AQP) or Statement of Results
Assumptions	Learners will complete the RPL programme
Disaggregation of Beneficiaries (where applicable)	Workers SMEs People with disabilities
Spatial Transformation (where application)	Nationally
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	High completion rate
Indicator responsibility	Quality Assurance Manager

NSDP OUTCOME: <i>Access to occupationally directed programmes increased</i>	
Indicator Title	Number of TVET partnerships established
Definition	This indicator measures the number of partnerships with TVET Colleges to promote the sector
Source of data	TVET Colleges
Method of calculation/ Assessment	Each TVET Colleges partnership agreement is counted for each year the contract is active
Means of verification	Signed MoUs with TVET Colleges
Assumptions	TVET Colleges will continue to partner with INSETA
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where application)	Nationally
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	More TVET colleges will show interest in partnering with INSETA
Indicator responsibility	Learning Manager: Strategic Programmes

NSDP OUTCOME:	
<i>Access to occupationally directed programmes increased</i>	
Indicator Title	Number of HET partnerships established
Definition	This indicator measures the number of partnerships with HET to promote the sector
Source of data	Higher Education Institutions
Method of calculation / Assessment	Each HET partnership agreement is counted for each year the contract is active
Means of verification	Signed MoUs with HETs
Assumptions	HETs will continue to partner with INSETA
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where application)	Nationally
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	More HETs will show interest in partnering with INSETA
Indicator responsibility	Learning Manager: Worker Programmes

NSDP OUTCOME:***Access to occupationally directed programmes increased***

Indicator Title	Number of CET partnerships established
Definition	This indicator measures the number of partnerships with CET to promote the sector
Source of data/Assessment	CET's
Method of calculation	Each CET partnership agreement is counted for each year the contract is active
Means of verification	Signed MoUs with CETs
Assumptions	CET's will continue to partner with INSETA
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where application)	Nationally
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	More CETs will show interest in partnering with INSETA
Indicator responsibility	Learning Manager: Strategic Programmes

NSDP OUTCOME:***Access to occupationally directed programmes increased***

Indicator Title	Number of partnerships established with Employer Professional Bodies & Trade Associations in the Insurance Sector
Definition	This indicator measures the number of Professional Bodies or Trade Associations in the sector that INSETA has partnered with
Source of data	INSETA Professional Bodies Trade Associations
Method of calculation / Assessment	Count each MoA
Means of verification	MoAs between INSETA and employer professional bodies or Trade Associations
Assumptions	This bodies will be willing to partner with INSETA
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where application)	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	Achieve the planned planed Target
Indicator responsibility	Learning Manager: Workers Programme

NSDP OUTCOME: <i>Access to occupationally directed programmes increased</i>	
Indicator Title	Number of learners who completed workplace-based learning programmes absorbed into employment or self-employment
Definition	This indicator measures the number of unemployed youths who have been absorbed for employment (full- or part-time) on completion of Internship or Learnerships or Work Integrated Learning
Source of data	Employers
Method of calculation / Assessment	Count learners offered part-time and full-time employment on completion of programmes
Means of verification	Learner ID copy and Closure reports or Confirmation of employment
Assumptions	Employers will employ Learners at the end of the programmes
Disaggregation of Beneficiaries (where applicable)	Youth People with disabilities
Spatial Transformation (where application)	Nationally
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	Increase in employment – INSETA has no control over the target
Indicator responsibility	Learning Manager: Youth Programmes

PROGRAMME 3:

Learning Programmes and Projects

NSDP OUTCOME 6:

***Skills Development for Entrepreneurship and Cooperative
development provided***

NSDP OUTCOME:***Skills development support for entrepreneurship and cooperatives provided***

Indicator Title	Number of Co-operatives funded for skills that enhance enterprise growth and development
Definition	This indicator measures the number of cooperatives (including burial societies) receiving support from interventions like workshops or training sessions. This includes information sessions conducted to increase awareness of INSETA offerings.
Source of data/Assessment	Cooperatives or Burial Societies or Micro Insurers Skills Development Provider INSETA
Method of calculation/ Assessment	Each co-operative or Burial Societies & Macro Insurers is counted once
Means of verification	A registration form for the co-operative stating the kind of support provided or Workshop / meeting attendance register with clear purpose of support to cooperative
Assumptions	There will be interest from co-operatives participating in or attending INSETA meetings
Disaggregation of Beneficiaries (where applicable)	SMEs People with disabilities
Spatial Transformation (where application)	Nationally
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	There will be interest from cooperatives will attend to workshops or training sessions
Indicator responsibility	Learning Manager: Worker Programmes

NSDP OUTCOME:***Skills development support for entrepreneurship and cooperatives provided***

Indicator Title	Number of small and emerging enterprises trained on sector and national identified priority occupations or skills.
Definition	This indicator measures the number of small and emerging enterprises trained on sector and national identified priority occupations or skills.
Source of data	Small Businesses Emerging enterprises Service Provider Skills Development Provider INSETA
Method of calculation/ Assessment	Each small business or emerging enterprise is counted once
Means of verification	Registration form for the small business or emerging enterprise stating the kind of support provided; or Workshop/meeting attendance register with clear purpose of supporting the small business; or Agreement between the small business or emerging enterprise with clear purpose of support provided
Assumptions	Sufficient number of small businesses or emerging enterprise will attend INSETA interventions
Disaggregation of Beneficiaries (where applicable)	SMEs
Spatial Transformation (where application)	Nationally
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	Commitment of small businesses or emerging enterprise to attend training
Indicator responsibility	Learning Manager: Worker Programmes

NSDP OUTCOME:***Skills development support for entrepreneurship and cooperatives provided***

Indicator Title	Number of people trained on entrepreneurship skills & supported to start their businesses
Definition	This indicator measures the number of unemployed youth or workers trained and supported towards starting their own small businesses through innovation challenges
Source of data	Entrepreneurship Development Partner
Method of calculation/ Assessment	Each learner will be counted for each learning programme implemented within the financial year.
Means of verification	Business plan and Proof of company registration and POPIA consent form and ID copy
Assumptions	People trained start up their businesses at the end of the program
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where application)	Nationally
Calculation Type	Cumulative
Reporting cycle	Annual
Desired performance	Sustainable Start-ups created
Indicator responsibility	Learning Manager: Strategic Programmes

PROGRAMME 3:

Learning Programmes and Projects

NSDP OUTCOME 7:

Worker-Initiated training Supported

NSDP OUTCOME:***Worker-initiated training supported***

Indicator Title	Number of Federations/Trade Unions supported through relevant skills training interventions
Definition	Measure the number of Federations/trade unions supported through skills programme.
Source of data	INSETA Federations/ Trade Unions
Method of calculation/ Assessment	Number of federations/trade Unions supported offered is counted once
Means of verification	MoU with federation/trade union and Statement of results
Assumptions	Federations/Trade Union(s) willing to engage with INSETA There will be worker-initiated programmes resulting from consultations
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where application)	National
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	Planned Target achieved
Indicator responsibility	Learning Manager: Worker Programme

PROGRAMME 3:

Learning Programmes and Projects

NSDP OUTCOME 8:

Career development services supported

NSDP OUTCOME: <i>Career development services supported</i>	
Indicator Title	Number of career development events conducted for urban areas on occupations in high demand
Definition	This indicator measures the number of career guidance exhibitions held in urban areas informing learners about occupations in high demand
Source of data	Public schools TVET colleges Employers in the sector Career guidance event organisers
Method of calculation/ Assessment	Each urban area is counted once
Means of verification	Attendance registers or Letter of attendance - confirmation of attendance by stakeholder
Assumptions	INSETA will be invited by career exhibition organizers or may create(facilitate) own career exhibitions
Disaggregation of Beneficiaries (where applicable)	Youth
Spatial Transformation (where application)	Urban areas
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	More participation and exhibitions by INSETA
Indicator responsibility	Learning Manager: Strategic Programmes

NSDP OUTCOME: <i>Career development services supported</i>	
Indicator Title	Number of career development events conducted for rural areas on occupations in high demand
Definition	This indicator measures the number of career guidance exhibitions held in rural areas informing learners about occupations in high demand.
Source of data	INSETA representative(s)
Method of calculation/ Assessment	Each rural area is counted once
Means of verification	Attendance registers or Letter of attendance - confirmation of attendance by stakeholder
Assumptions	INSETA will be invited by career exhibition organizers or may create(facilitate) own career exhibitions
Disaggregation of Beneficiaries (where applicable)	Youth
Spatial Transformation (where application)	Rural areas
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	More participation and exhibitions by INSETA
Indicator responsibility	Learning Manager: Strategic Programmes

NSDP OUTCOME:***Career development services supported***

Indicator Title	Number of career development practitioners trained
Definition	This indicator measures the number of career development practitioners in the TVET and/or HET that have been trained and/or supported to provide career guidance related to the institution and INSETA offerings
Source of data	TVET colleges HET college
Method of calculation/ Assessment	Each practitioner will be counted for each learning programme implemented within the financial year.
Means of verification	POPIA consent form and ID copy and Workshops or Training attendance registers or Certificate of attendance and Proof of employment
Assumptions	Sufficient interest from TVETs in participating in this INSETA offering
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where application)	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	More practitioners to attend the workshops
Indicator responsibility	Learning Manger: Strategic Programmes TVET Strategy

PROGRAMME 3:

Learning Programmes and Projects

NSDP OUTCOME 10:

Rural Development Supported

NSDP OUTCOME: <i>Rural Development supported</i>	
Indicator Title	Number of rural development projects initiated
Definition	Number of projects implemented in the rural areas
Source of data	Stakeholders
Method of calculation/ Assessment	The intervention will be calculated once
Means of verification	Signed MoAs/ Project contracts
Assumptions	Stakeholders will participate in the rural development project
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where application)	Rural Areas
Calculation Type	Cumulative
Reporting cycle	Annually
Desired performance	More stakeholders will participate in the rural development project
Definition	Learning Manager: Youth programmes

PROGRAMME 4:

Quality Assurance

NSDP OUTCOME 4:

Access to occupationally directed programmes increased

NSDP OUTCOME: <i>Access to occupationally directed programmes increased</i>	
Indicator Title	Number of public TVET Colleges accredited to offer insurance learning programmes directed at addressing occupations in high demand
Definition	The number of occupationally directed learning programmes delivered by Technical Vocational Education and Training Colleges.
Source of Data	TVET Colleges identified to offer occupationally directed learning programmes accredited or registered with a relevant quality assuring body
Method of calculation/ Assessment	Number of TVET Colleges offering occupationally directed learning programmes
Means of verification	Accreditation Letter
Assumptions	At least one TVET College is willing or capable of delivering occupationally directed learning programmes addressing occupations in high demand
Disaggregation of Beneficiaries (where applicable)	Youth Workers People with disabilities
Spatial Transformation (where application)	Workers and Youth located in historically disadvantaged, underdeveloped, or vulnerable communities
Calculation Type	Cumulative
Reporting cycle	Annually
Desired performance	TVETs showing interest in implementing INSETA learning programmes
Indicator responsibility	Quality Assurance Manager

PROGRAMME 4:

Quality Assurance

NSDP OUTCOME 5:

Growth of the public college system supported

NSDP OUTCOMES: <i>Growth of the public college system supported</i>	
Indicator Title	Number of SETA offices established or maintained in TVET colleges
Definition	This indicator measures the number of SETA Offices opened, maintained, or shared with other SETAs at TVET Colleges
Source of data	TVET colleges or Coordinator(s)
Method of calculation/ Assessment	Each office opened, maintained, or shared is counted once
Means of verification	Signed MoA with the college
Assumptions	The office will be fully functioning and shared by other SETAs
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where application)	Nationally
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	Offices fully functioning and assist the TVET colleges
Indicator responsibility	Learning Manager: Strategic Programmes

NSDP OUTCOMES: Growth of the public college system supported	
Indicator Title	Number of TVET lecturers exposed to the industry through skills programmes
Definition	This indicator measures the number of TVET lecturers introduced to the insurance industry through short skills programmes.
Source of data	TVETs
Method of calculation/ Assessment	Each lecture will be counted for each learning programme implemented within the financial year.
Means of verification	POPIA and Registration form or Enrolment form and Lecturer ID copy and Confirmation of Employment on employer letterhead and Statement of Results
Assumptions	Sufficient applications by TVET lecturers for INSETA bursaries for Insurance-related studies.
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where application)	Nationally
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	TVET lectures to take up the skills programme and complete training
Indicator responsibility	Learning Manager: Strategic Programmes

NSDP OUTCOMES:***Growth of the public college system supported***

Indicator Title	Number of TVET colleges lecturers awarded bursaries
Definition	This indicator measures the number of TVET lecturers that are awarded bursaries to study towards attaining insurance-related learning programmes and qualifications
Source of data	TVETs Educational Institutional
Method of calculation/ Assessment	Each lecturer will be counted for each learning programme implemented within the financial year.
Means of verification	POPIA and Proof of registration with the Education Institution and Lecturer ID copy and Confirmation of employment on the TVET letterhead
Assumptions	Sufficient applications by TVET lecturers for INSETA bursaries for Insurance-related studies.
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where application)	Nationally
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	TVET lectures to take up the bursaries and complete studies
Indicator responsibility	Learning Manager: Worker Programmes

NSDP OUTCOMES:
Growth of the public college system supported

Indicator Title	Number of CET College Lecturers awarded skills development programmes
Definition	This indicator measures the number of CET lectures supported through skills programme.
Source of data	CET College Institutions
Method of calculation/ Assessment	Each CET Manager is counted once
Means of verification	POPIA and ID copies and Learner registration or agreement form and Proof of Employment on CET college Letterhead
Assumptions	None
Disaggregation of Beneficiaries (where applicable)	Women
Spatial Transformation (where application)	Nationally
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	Uptake from CET colleges and release of lecturers to attend training
Indicator responsibility	Learning Manager: Worker Programmes

