No.	Strategic Objectives	Revised Performance Statement
2.1.1.1	To ensure that there is an integrated education and training management information system, linking all providers of education and training into a single system, so that there is a learning record and occupation category for each and every person resident in South Africa	3 Integrated Information Management System Frameworks developed, i.e. Skills Provisioning, Skills Demand, Skills Usage.
		A single reporting system incorporating Higher Education , FET and AET information.
		7 Data capture tools (Snap and Annual Surveys) developed for 3 sectors (FET, AET and HEI)
		3 Heads of Education Departments Subcommittee meetings on Information and Planning
		3 Information Standards Committee meetings
2.1.1.2	To support the development of a coherent career guidance and information system for the higher education and training sector	National Career Guidance System Framework developed
		National Learning Exchange specifications document developed
2.1.1.3	To support the development of open and distance e-learning opportunities as part of the post-school system	e-Learning Opportunities for Post School Learners Framework developed
2.1.2.1	To ensure credible planning processes and evaluation capabilities in the DHET that will achieve the required outcomes and provide an early warning system to correct any deviations from structured plans	2012/13 Annual Performance Plan Developed
		4 Quarterly Strategic Plan Performance Analysis Reports
		Budget Analysis Report
		4 Quarterly FET Provincial Performance Analysis Reports
		4 Quarterly AET Provincial Performance Analysis Reports
2.1.2.2	To promote and support DHET budgeting processes and to monitor and evaluate the utilisation of resources in the higher education and training sector	DHET Bid Priority document developed
		FET Bid Priority document developed
		AET Bid Priority document developed
		Investment Review Report compiled
		Future Investment Report compiled
2.1.3.1	To ensure that the strategic planning for the DHET is well coordinated and supported within the education sector, government and society at large	2012/13 DHET Strategic Plan
2.1.3.2	To provide effective and efficient secretarial support functions to Ministerial and Director-General structures	4 HEDCOM meetings
		3 CEM meetings
2.1.4.1	To develop a monitoring and evaluation framework and indicators for the DHET and to coordinate research functions in the department	Higher Education and Training System Monitoring and Evaluation Framework developed
		Research Information Repository
		10 University Library Partnerships
		5 Data Analysis Reports compiled
		2 Data Analysis Reports published

No.	Strategic Objectives	Revised Performance Statement
		African Peer Review Mechanism Country Monitoring and Evaluation Report compiled
		Education For All Country Report compiled
2.2.1	**To pursue African advancement and enhanced international cooperation in education and training**	Reports on all African Union Conferences attended
		Reports on all SADC Conferences attended
		Reports on all ADEA Conferences attended
		Reports on all Bilateral Engagements
2.2.2	**To strengthen South-South, North-South and multilateral cooperation in education and training**	Reports on all IBSA Trilateral Commission Forum meetings
		IBSA Education Working Group meeting hosted
		Progress Reports on China Cooperation Agreement
		Progress Reports on all Middle East agreements negotiated
		Reports on all Middle East Programme supported
		Reports on all Structured Bilateral Engagements
		Reports on all Annual Conferences DHET is involved in
		Trilateral Programme Report compiled
		Report on the amount of International Funds accessed
		ODA Report compiled
		Report on Project Agreements Concluded
		3 Internationalisation Reports compiled
		Collaboration Database developed
2.3.1.4	**Managing and reporting on the statutory obligations relating to human rights**	4 Quarterly Human Rights Progress Reports compiled
2.3.1.5	**Drafting of regulations and legislation and assisting with the processing thereof:** **i. reviewing existing legislation via amendments passed in Parliament;** **ii. Drafting new legislation, identified by the Minister**	Higher Education and Training Laws Amendment Bill, 2010
		Higher Education Laws Amendment Bill, 2011
		Skills Development Amendment Bill, 2011
2.4.1	**To establish a well-functioning social inclusion, equity and transformation unit within the DHET that will focus on policy, research, monitoring and evaluation in matters relating to race, class, gender, age, disability, HIV/Aids, and on career guidance information services and counseling**	Social Partners Database developed
2.4.2	**To develop and maintain policies, guidelines and**	Social Inclusion Policies Framework developed

No.	Strategic Objectives	Revised Performance Statement
	frameworks for social inclusion and equity in the higher education and training system	Social Inclusion Policies Guideline compiled
2.4.3	**To support the development of a coherent career guidance information and counseling service for the higher education and training system**	Career Guidance and Information Services in Higher Education Plan developed
2.4.4	**To assess the responsiveness of citizenship and values education curricular and extra-curricular programmes in the higher education and training sector**	Citizenship and Values Education in the Higher Education and Training Sector Monitoring Framework developed
2.4.5	**To render strategic support to inter-departmental initiatives related to youth, gender and disability**	Youth Development Report compiled
		Gender Report compiled
		Disabilty Report compiled
2.4.6	**To pay focused attention to the enhancement of rural education, languages and grounding programmes in the higher education and training sector, through monitoring and evaluation**	Draft Plan of Action developed to Conduct Research
2.4.7	**To coordinate social cohesion in the higher education and training system through the observance of key national and international calendars (days) and through arts, culture and sport**	Advocacy Plan and Report compiled
2.4.8	**To manage the DHET's national, regional and international reporting obligations particularly in human rights education, disability, gender and HIV/Aids**	Framework for Collecting Information for Reporting on National, Regional and International Protocols developed
3.1.1.1	**To strengthen academic and enrolment planning in supporting the output of quality graduates**	Planning Framework for Increased Expansion of the Post-School Education System developed
		15 737 First time under graduate Engineering enrolments
		10 877 Engineering graduates
		9 656 First time under graduate Animal and Human Sciences enrolments
		11 010 Animal and Human Sciences graduates
		7 010 First time under graduate Natural Science and Physical Sciences enrolments
		5 215 Natural Science and Physical Sciences graduates
		49 081 First time under graduate Educator enrolments
		8 442 Educator Graduates
		52 922 Honours enrolments

No.	Strategic Objectives	Revised Performance Statement
		18 289 Honours graduates
		51 104 Research Masters enrolments
		4 124 Research Masters graduates
		10 850 Doctoral enrolments
		1 328 Doctoral graduates
		577 Post Doctorals
		Infrastructure Funding Support Analysis Report for 2012/13 onwards compiled from 2011/12 enrolment plan.
		4 Quarterly Progress Reports on Ministerial Institutional Targets for 2010/2013 compiled
		Policy on Distance Education Provision in South Africa developed
		Space Planning Report on Accurate Space Capacity at HEIs compiled
		Campus Enrolment Report compiled
		Cohort Studies Report compiled
3.1.1.2	To enhance the national Programme Qualification Mix (PQM) grid by refining and aligning universities' PQMs with the National Plan for Higher Education	PQM Tracking System developed
		Approved Ministerial PQM Process
		23 new PQMs aligned to the HEQF
		Spatial Representation of HEI landscape developed
		Policy Framework for Foundation Programmes developed
3.1.2.1	To provide financial management and management support to universities and relevant public entities	Revised Annual Reporting Regulations compiled
		Report on the Assessment of the Universities' Annual Reports compiled
		Evaluation of quarterly performance reports, strategic plans and annual budgets of CHE, NSFAS and SAQA
		Strategic plans and budgets approved for CHE, NSFAS and SAQA by Minister
3.1.2.2	To improve access to post-school education in Mpumalanga and the Northern Cape	Two Task Team Reports compiled. Actioning the recommendations towards the establishment of the new universities.
3.1.2.3	To improve access to universities via the establishment of a Central Application Service	Framework and Appropriate Model for the Establishment of a Central Application Service developed
3.1.2.4	To support the improvement of the structure and efficacy of the National Student Financial Aid Scheme (NSFAS)	Implementation Plan developed based on Recommendations by the NSFAS Review Committee
3.1.2.5	To reflect on best practices and challenges in implementing the mergers of universities	Report on Best Practices and Challenges of Implementing the Restructuring of Higher Education compiled
3.1.2.6	To monitor the progress with regard to outputs 4 & 5 of the Minister's PME	4 Quarterly Progress Reports
3.2.1.1	To provide appropriate policy frameworks for	New Policy for the Utilisation of Teaching and Research Development Grants

No.	Strategic Objectives	Revised Performance Statement
	improvement of teaching and learning	Policy and Framework for a CAT System and Transcript Supplements in HE developed
		Implementation Plan and Guidelines developed for the Funding of Health Professionals Training and Development
3.2.1.2	**To ensure the effective use of earmarked funds by universities for intended purposes**	Report on Usage of Earmarked Funds compiled
3.2.1.3	**To review the funding of the university education system as a whole and particularly the funding formula and the entire framework**	Review of the Funding Framework
		Review of the Provision of Student Housing
		New Input Funding Strategy developed
3.2.1.1	**To ensure that the Higher Education Management Information System (HEMIS) meets the needs for management information across the sector, and that it is maintained properly with the required data from universities**	HEMIS Management Information updated with 2010 student data
		HEMIS Management Information updated with 2010 staff and space data
		HEMIS Management Information updated with 2011 preliminary student data
3.3.1.1	**To provide support to universities with regard to statutes, councils and student queries**	Amended Universities' Statutes Gazetted
		All 23 University Councils have full representation
3.3.1.2	**To support universities in enhancing student governance and leadership**	24 Student governance bodies supported
		Reports on SRC elections held on all campuses compiled
3.3.1.3	**To support universities in accelerating the process of transformation**	Indicators for the Transformation and Monitoring Framework developed
		Proposal drafted for the Establishment of Ombuds Office
3.3.1.4	**To support universities in improving governance**	Newly appointed Council members trained as and when required
		Ministerial Appointees Database updated on an ongoing basis
		Recommendations Report for Improving Efficacy of Institutional Forums compiled
3.3.2.1	**To support the enhancement of research output and the academic performance of universities**	Compliance report on the Improved and Efficient handling of the Research Output Cycle by Individual Institutional Research Offices compiled
		Support for research output procedures provided to 23 institutions.
		Compilation of an analytical report on Research Publication Outputs of the Higher Education Sector
3.3.2.2	**To provide an appropriate policy framework for programmes and qualifications in higher education**	Policy on Research Development and on the Formula for Research Development Grant Allocation developed
		Development and implementation of policy that recognises creative outputs from institutions for purposes of subsidy allocation
3.3.2.3	**To support universities in managing the impact of HIV and Aids**	Successful implementation of HEAIDS Phase 3 programme making use of the adopted policy framework and the business plan that will be developed and adopted at the Strategic Advisory Committee level

No.	Strategic Objectives	Revised Performance Statement
3.3.2.4	To promote the nternationalization of the university education system, of the African continent in particular, and support student exchanges	Develop a draft policy for the Internationalization of Higher Education in South Africa
		Effective implementation of 150 Masters and PHD student scholarship programmes
		3 New proposals for Scholarship Opportunities for South African students developed
3.3.3.1	To ensure the appropriate regulation and registration of private higher education institutions	Registration of private institutions and regulatory framework for registrations amended
		Improved regulations on private higher education institutions
3.3.3.2	To monitor the compliance of private higher education institutions with the legislation and regulations	Annual reports of all registered private higher education institutions analysed
3.4.1.1	To monitor the production and development of lecturers and practitioners for the post school system through qualification programmes in order to inform planning and determine enrolment and graduation targets	Report compiled on programmes offered for AET practitioners, Higher Education lecturers, and College lecturers, in order to inform planning and development of the sector
3.4.1.2	To strengthen the capacity for the provision of post school teacher education in universities in order to provide and develop sufficient teachers for the post schooling sector (Adult Education and Training centres/ institutions, Colleges and Universities) over time	Develop a planning framework for the provisioning of post school teacher education
3.4.1.3	To monitor, evaluate and develop departmental policies to improve the use of teaching development grants to strengthen teaching and learning in universities	Report compiled on the qualitative use of teaching development grants at public universities
3.4.2.1	To monitor the production of initial teachers and the development of practicing teachers for the pre-school and school system through qualification programmes in order to inform planning and determine enrolment and graduation targets	Publish a report on the Trends in School Teacher Education 2010/11
3.4.2.2	To strengthen the capacity and capability for the provision of preschool and school teacher education in universities in order to produce and develop sufficient quality teachers for the preschool and school system in	Set targets for school teacher education enrolment and graduate output for different qualification types and programme specializations, in line with the PQM of institutions and their ability to offer these, and support universities to reach them

No.	Strategic Objectives	Revised Performance Statement
	line with Ministerial targets	Strengthen the foundation phase teacher production system by encouraging research, increasing the number of universities involved from 13 to 15
		Increasing the enrolment in initial foundation phase teacher education programmes by 10%
3.4.3.1	To maintain and develop policy for practitioner/teacher/lecturer qualifications that is in line with the HEQF and needs of the education system	Develop policy on minimum requirements for FET college lecturer qualifications selected from the HEQF
		Develop policy on the minimum requirements for ECD practitioners
		Develop policy on minimum requirements for AET practitioners
3.4.3.2	To evaluate, monitor and regulate practitioner/ teacher/ lecturer qualification programmes to ensure that they are aligned with academic policy and teacher education policy, accredited by the HEQC and approved for inclusion on Programme Qualification Mix (PQM) of universities	All new programmes submitted are evaluated to ensure compliance with teacher education policy, the HEQF and PQM approval as and when insitutions submit prorgrammes for evaluation.
3.4.3.3	To provide a service to organizations employing practitioners, teachers and lecturers to evaluate individual qualifications, local and foreign, for recognition for employment (through determining the relative education qualification value – REQV – of the individual qualification)	6 000 Individual qualifications evaluated
		4 000 Certificates issued
		An e-training programme developed on CD and distributed to provinces
4.1.1.1	Increase access to programmes leading to intermediate and high level learning by supporting the development of college institutional capacity in order to achieve transparency, enhanced performance, accountability and	36 Colleges with Unqualified Audit Reports
		Report on student participation and success rates in FET Colleges
		Develop BMS indicators and data requirements for use by colleges
		Standard BMS expanded to an additional 4 FET Colleges
4.1.1.2	To ensure participation by and involvement of relevant role-players in processes that decide on the strategic direction of the FET College sub-system	Report on statutory and non-statutory stakeholder structures monitored, supported and evaluated
4.1.1.3	Effectively manage and support the transition of colleges to an exclusive national legislative competence	Transition of Colleges from Provincial to exclusive National legislative competence. This is subject to Parliament finalising Constitutional Amendments
4.1.1.4	Develop and support the implementation of a monitoring, evaluation and research framework that must inform continuous improvement in the sub-system	FET Monitoring, evaluation and research framework developed

No.	Strategic Objectives	Revised Performance Statement
4.1.2.1	To provide support for the progressive improvement in Conditions of Service of College Employees	Agreement on the improvement of remuneration for college employees concluded
		Career path model for lecturers finalized and implemented
		PERSAL system rolled out to 20 colleges.
4.1.2.2	To ensure sustained labour peace, staff commitment and productivity	Report compiled on the implementation of the reviewed bargaining strategy
4.1.2.3	To develop and maintain human resource planning framework for the FET College and AET sub-systems	Develop a new organizational structure model for colleges
		Develop Norms and Standards for Staff Provisioning
		Register of HRM needs developed
4.1.3.1	Plan and monitor the equitable distribution of funding to increase access to a variety of approved programmes in public FET Colleges and public Adult Learning Centres	Revised programme costing model for FET Colleges
		Readiness Asessment Report on the implementation of National Norms and Standards for Funding Adult Learning Centres (NSF-ALC) by 2013
		Revised National Norms and Standards for Funding FET Colleges (NSF-FET Colleges) to cater for all nationally approved programmes
4.1.3.2	To develop policies that will facilitate the securing of complementary funding to increase access to and for development support of the TVET sub-system	Amend the funding framework to create access to alternative funding sources
4.1.4.1	To regulate and support private colleges, as a means of expanding the institutional base for providing quality post-school education and training opportunities	Monitoring and compliance report on total student enrolments, total staff employed, graduation rates and degree of compliance
		Names of all registered Colleges published in the Government Gazette
4.2.1.1	To develop and maintain a range of quality responsive vocational programmes for colleges	NC(V) qualification policy reviewed by Task Team
		Curricula for 3 new NC(V) subjects developed
		Review and update 4 existing NC(V) subject curricula
		Improve the quality of internal examination question papers at colleges for 6 subjects
4.2.1.2	To train and support lecturers to ensure a skilled and capable college workforce	750 Lecturers trained in vocational and occupational programmes
4.2.1.3	To assess the quality of curriculum delivery and impact of the intervention strategies to improve quality of curriculum delivery.	Internal assessment (ICASS) guidelines developed for College NC(V) programmes
		New Textbooks evaluated for new programmes to be offered in colleges in 2013
		3 Textbooks approved for new programmes to be offered in colleges in 2013
4.2.2.1	To initiate and support interventions aimed at addressing the challenges affecting students particularly in regard to academic performance, programme choices, governance and leadership, extra-curricular activities and students' general welfare	Average pass rates for Mathematics, Mathematics Literacy and English are improved by 10%
		Booklet on careers developed
		Process started for the development of monitoring reports on retention and success rates

No.	Strategic Objectives	Revised Performance Statement
		DHET FET Colleges Bursary Scheme implemented at 50 colleges with 160 000 learner beneficiaries
		Report compiled on the degree of financial need of FET college students
		Revised Student Support Services framework developed
		Phase II and III of the SSS framework implemented at 25 colleges
4.2.2.2	To strengthen the capacity of FET colleges to provide effective student support services	50 SSS officers/managers trained on the administration of the DHET FET colleges bursary scheme
		50 SSS officers/managers trained on the implementation of academic support interventions
		Improved certification rates of bursary beneficiaries by 5% in both programme types per level.
		Report on DHET participation in youth development initiatives
4.2.2.3	To provide strategic coordination, support and management for partnerships and donor-funded projects aimed at FET College development support	3 Project plans with Terms of Reference submitted
4.2.3.1	To expand access to AET programmes for adults and out-of-school youth	Increased enrolments to 275 000 for 2011/12 in AET programmes
4.2.3.2	To develop and maintain a range of quality responsive programmes for adults and out-of-school youth	Policy on AET programmes
		Curriculum developed for the National Senior Certificate for Adults (NASCA)
		4 Subject statements developed in Languages, Mathematics, Mathematics Literacy and Life Orientation
4.2.3.3	To develop and support the implementation of assessment policies for AET programmes to ensure quality and credibility of learner achievements	Increase performance of learners on the GETC examinations by 10%
		All PALCs comply with the assessment policy
		Training interventions in English, Natural Science, Mathematics and Agriculture.
4.2.3.4	To provide institutional support to ensure quality, efficiency and improved performance of public adult learning centres	Report compiled on Performance Audit of Public Centres
4.3.1.1	To provide administrative and IT support to all examination processes at FET Colleges and personnel	Examination material provided to 50 Colleges and all exam centres for 7 examination cycles in 2011.
		Provisioning of IT hardware and software for 4 exam personnel
		Database of approved and registered examination centres
4.3.1.2	To provide credible examinations (Report 190/191) at FET Colleges	Appointment of 1 023 examiners and 400 moderators as well as 3 000 marking officials
		Timetables and instructions published by 31 March 2012
		Report compiled on compliance to policy on the conduct of examinations as well as management of irregularities
		45 Marking officials trained

No.	Strategic Objectives	Revised Performance Statement
		100% of candidates resulted and certificates/diplomas issued.
4.3.2.1	**To provide and support quality assessment practices for vocational and adult education**	475 Quality assured question papers ready for printing and distribution to examination centres for NC(V) Level 2-4 November and supplementary examinations
		16 programmes and 34 subject NC(V) Level 2-4 quality assured ISATs
		46 Quality assured question papers for AET GETC Level 4 June and November examinations
		12 AET GETC Level 4 quality assured SBAs for implementation in 2012 distributed.
		Report compiled on credible examinations conducted within the parameters of national policy at all NC(V) and AET examination centres
		Report compiled on irregularities and actions taken
4.3.2.2	**To coordinate and administer credible resulting and certification processes for vocational and adult education**	Report compiled on coordinated marking process implemented at all marking centres for all NC(V) examinations as per the strategy
		Resulting and certification completed for 100% of NC (V) and AET candidates per examination session
		National reports published on NC(V) and AET examinations
		Approved service level agreement in place with SITA
5.1.1.1	**To provide a dynamic interface between workplaces and learning institutions and to promote quality learning at work and for work**	Learning programme regulations developed
		Best practice framework and criteria developed
		Monthly reports of levy transfers to SETAs compiled
		Institute of Sectoral or Occupational Excellence (ISOE) Framework developed
		Report compiled on support provided to the operational QCTO (Transitional arrangement)
5.1.1.2	**To actively promote alignment of skills development outputs to the needs of the workplace and to the broader growth needs of the country's economy**	Scarce skills lists for each IPAP produced. Priority sectors, as identified, included in SETA 2011/12 SLA
		A framework on scarce and critical skills information developed
		20 Sector Skills Plans (SSP) for 2011-16 finalised
5.1.2.1	**To provide a dynamic interface between the workplace and learning institutions and to promote quality learning at work and for work**	Support and manage the functioning of SETAs in implementing the NSDS III
5.1.2.2	**To steer and support the developmental and internal and external structures and systems that effectively enable the achievement of the NSDS goals**	Develop a Government Gazette notice for the new SETA landscape
		Amalgamated SETAs certificated by April 2011 and amalgamation processes finalized by June 2011

No.	Strategic Objectives	Revised Performance Statement
5.1.2.3	**To monitor and evaluate the implementation of NSDS**	Develop a plan to monitor and evaluate the implementation of NSDS
5.2.1	**To provide funds for identified priorities that advance the Human Resource Development Strategy (HRDS)**	Identify HRDS prioritized projects for NSF funding
5.2.2	**To provide funds for priorities identified by the Minister after consultation with the NSA and that support the NSA in its advisory work and building the capacity of the social partners (constituencies) to strengthen their role in and delivery of the NSDS**	Identify priorities related to NSA Develop a framework in conjunction with the NSA on building the capacity of the social partners (constituencies) to strengthen their role in the delivery of the NSDS
5.2.3	**To provide funds to support projects identified as national priorities in the context of the National Skills Development Strategy (NSDS) and support the strategic objectives of government (inter alia the new economic growth path, the Medium Term Strategic Framework (2009 – 2014) of Government, the Industrial Policy Action Plan, rural development, skills to support the green economy, skills development in education and health, and contribute towards capacity building and skills development for institutions dedicated to the fight against crime and corruption, etc.)**	Wrap up 224 NSDS II projects 5-Year NSF funding report compiled Impact study commissioned on NSF funding during NSDS II period Develop a Strategic Framework & Criteria for allocation of funds under NSDS III Grant regulations published Application guidelines and operational manuals developed 10 Skills for Green projects supported 10 Industrial Policy Action Plan projects supported 10 New Growth Path projects supported Skills for Rural Development Framework developed 4 Skills for Rural Development projects supported Skills for Education & Health Framework developed 4 Education & Health projects supported
5.2.4	**To provide funds to support other projects that are pertinent to the achievement of the purposes of the Skills Development Act, as determined by the Director-General**	List of SDA priorities compiled
5.2.5	**To provide funds for the operations of the NSF**	Monthly records compiled on financial transactions, assets and liabilities Staff development programme implemented Systems audit report with recommendations compiled Programme funding reports compiled
5.3.1	**Support the development of credible NSA and sub-committee work plans**	Approved work plans of NSA and subcommittees
5.3.2	**Consolidate and manage NSA process of providing advice on the National Skills Development policies to the Minister**	Policy Advice Report on 7 Key Developmental and Transformation Imperatives developed
5.3.3	**To steer the development of internal and external**	Development of a communication strategy for the NSA

No.	Strategic Objectives	Revised Performance Statement
	structures and systems that effectively enable the achievement of the NSA goals	Implement the NSA communication programme
		Report on capacity building
		10 Workshops and information sessions
5.3.5	Support the NSA with monitoring and evaluation during the implementation of NSDS	Reports produced according to schedule and signed off by EO/Chairperson(s)
		Quarterly and annual NSDS implementation reports prepared and presented to the NSA
5.3.7	Oversee and manage the skills conference processes	Convening of Skills conference
		10 Skills awards to organizations
5.3.8	Coordinating and commissioning research to enable the Authority to best fulfill its advisory functions	Data bank on research reports and other historical information on NSA work developed
5.4.1	Monitor and evaluate the implementation of NSDS III	Quarterly and annual implementation reports compiled
5.5.1	To ensure coordination, integration, alignment and facilitation with relevant policies, strategies and stakeholders with regard to the Human Resource Development Strategy for South Africa (HRDSA)	HRDSA 5 Year Medium Term Strategic Framework (MTSF) finalised
		HRDSA 2 Year Work Plan finalised
		Resources identified to achieve the deliverables contained in the HRDSA (Human, Financial and Infrastructure)
5.5.2	To maintain the HRDSA by supporting, monitoring, evaluating and reviewing the HRDSA two-year work plan via reports and periodic summits	HRDSA 5 Year MTSF and 2 Year Work Plan indicators finalised
		Quarterly and Annual Reports compiled
5.6.1	Provide a dynamic interface between the workplace and learning institutions and to promote quality learning at work and for work	10 000 Candidates assessed at INDLELA
		An e-based system for screening developed and piloted
		A secure national screening system implemented in 2 provinces
		3 Assessment centres supported per quarter.
		2 FET campuses assisted per quarter
		2 College campuses, workplaces and training centres supported per quarter
		10 Trade tests revised and updated
		20 SETA accredited trade test centres audited
		Capacity audits conducted at 5 SETA accredited trade testing centres per quarter
		10 000 Artisans will be produced in 2011 through the National 7 Step Program
5.6.2	Actively promote the alignment of skills development outputs with the needs of the workplace and with the broader growth needs of the country's economy	Artisan Development Technical Task Team established
		Artisan development constraints forwarded to the HRDC for resolution