



2020-2025

## STRATEGIC PLAN

2020-2023

## ANNUAL PERFORMANCE PLAN

2020-2023

## MATERIALITY & SIGNIFICANCE FRAMEWORK POLICY



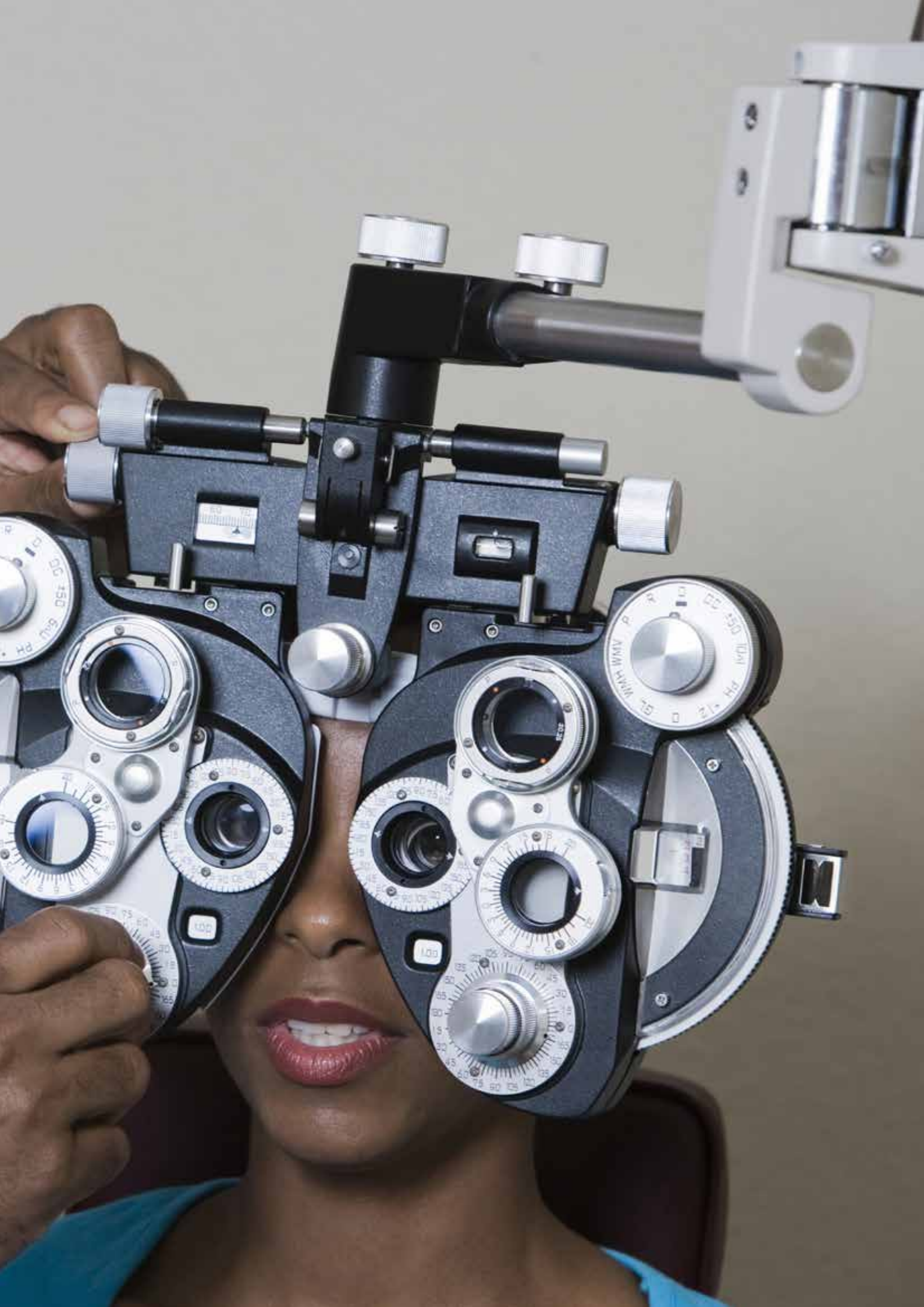
Health and Welfare Sector  
Education and Training Authority  
**HWSETA**

# STRATEGIC PLAN

for the fiscal years  
2020/2021 – 2024/2025  
(Five years beginning with 2020/2021)







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# Foreward

The purpose of the draft 5-year 2020-2025 Strategic Plan of the Health and Welfare Sector Education and Training Authority (HWSETA) is to provide a framework within which the HWSETA will execute its mandate and disburse its resources during the coming five-year term. The HWSETA Board approved the draft 5-year 2020-2025 of the Strategic Plan, which was submitted to the Department of Higher Education and Training (DHET) to fulfill the requirements of the Public Finance Management Act (PFMA) of 1999 as amended, and the Service Level Agreement Regulations that were published in terms of the Skills Development Act of 1998 as amended. The draft 5-year 2020-2025 Strategic plan is in alignment with the Service Level Agreement targets which call upon the implementation of stretched targets as agreed upon with the Department of Higher Education and Training (DHET).

For oversight purposes, the HWSETA prides itself with the services of a highly effective Audit and Risk Committee composed of an Independent Chairperson and two other independent members who ensure that the three-year audit coverage plan, which is risk-based, is developed and endorsed. This Committee directs and oversees the function of the HWSETA Internal Auditors and ensure that there is combined assurance by creating a synergy between their function, that of the Internal Auditors and the Auditor-General of South Africa. This supports the economic, efficient and effective use of the HWSETA resources.

Based on the research done to develop and adopt a Sector Skills Plan, the Strategic Plan for the five-year period will flow from that, an Annual Performance Plan is developed to unpack the priorities for the year in question. The Budget structure for the plans is also adjusted accordingly. The Annual Budget contains a summary of projected income and expenditure for the year ahead and the subsequent four financial years. A draft five-year budget has been approved by the Board of the HWSETA and will guide the HWSETA in the execution of its business for the period 01 April 2020 to 31 March 2025. All these plans are informed by national imperatives and plans such as the National Development Plan, the Strategic Plans of the Departments of Health and the Department of Social Development. The Delivery Agreement of the Minister of Higher Education and Training would also find reflection through the SLA. The drafting of the plans is preceded by Strategic Planning sessions and session on Risks identification.

The Strategic Plan is developed in accordance with the requirements of the Public Finance Management Act and the Treasury Framework. The HWSETA has developed a materiality and significance framework, which outlines materiality and significance as follows:

- Materiality and significance (updated annually), is:
  - any amount which results from criminal conduct, or
  - The value of R3.3 million and above which results from irregular, fruitless or wasteful expenditure caused by gross negligence.

The R3.3 million was calculated as being an average of annual income, including levies received and interest earned for the last two financial years at 0.5% to 1% of annual skills development levy income. HWSETA has taken the approach of setting a more conservative materiality level that will be used for all classes of the transaction instead of setting different materiality levels for each class of transactions.

A number of key assumptions were made when formulating the Strategic Business Plan:

- That the National Human Resource Development Strategy will guide all skills development institutions and effectively coordinate Higher Education Institutions, TVET Colleges, and the SETAs' service delivery to the Nation;
- That the National Skills Development Plan (NSDP) was created using a bottom-up approach in target formulation, as well as outcomes based methodology, and that the HWSETA Strategic plan will effectively support its implementation;

- That HWSETA's Sector Skills Plan is based on sound research and is a credible reflection of the skills development needs of the Health and Social Development Sectors;
- That the Department of Higher Education and Training will become a strategic partner that promotes an enabling SETA environment;
- The Grant Regulations will be well received by employers and will enable the HWSETA to accelerate delivery overall; and
- There would be a smooth transition from the NSDP to a proposed landscape which will enable the implementation of the White Paper on Post School Education.
- It should be noted that the HWSETA has changed its management philosophy to focus on performance management and regular progress reviews when managing the various projects and grants. This Management philosophy focuses on allowing Executive Managers to plan and review their annual outputs, duties, and project performance on a monthly basis with CEO and CFO reviews held regularly. These reviews are done formally with a specialized performance review IT system that shows deviations from plans and over and under-performance. Both the total HWSETA and the various sub-divisional scores are communicated to staff after each review session.

The DHET also has a monitoring role to fulfil on a quarterly basis. This serves as an early warning system whereby an assessment is performed by an outside party to ensure objectivity. This assessment and evaluation are informed by the key deliverables as contained in the SLA. Quarterly reports are submitted to the Department of Higher Education and Training and these will culminate to a final performance report to be included in HWSETA's Annual Report.

The HWSETA through the functionality of the Committees of the Board, on an ongoing basis, ensures that commensurate capacity in terms of skills and human resource is in place, as well as capability in terms of the policies, procedures, processes and other tools. These will create an enabling environment to facilitate the delivery of the targets as per the approved Strategic Business Plan. The support systems to ensure the execution of HWSETA's deliverables are well established. The six HWSETA Divisions each have an Executive Manager, support staff, necessary workflow systems, job models, and guidelines and procedures to execute their divisional functions effectively.

The Chief Executive Officer of the HWSETA, on a quarterly basis, submits Strategic plan progress reports and the Chief Financial Officer tables management accounts, and a Risk Management progress report. These are standing items on the agenda of the Board. The oversight role of the Authority is robust and effective. On behalf of the Accounting Authority, the Chairperson of the HWSETA Board subsequently signs off and submits an Annual Report, including audited Annual Financial Statements, to the Minister of Higher Education and Training, the National Treasury and the AGSA. This is tabled in Parliament by 30 September of each year. This same report is tabled at the Annual General Meeting held annually in October for stakeholders to consider and comment on.

## OFFICIAL SIGN –OFF

It is hereby certified that this strategic plan:

- Was developed by the management of the Health and Welfare SETA under the guidance of the Board and the Department of Higher Education and Training
- Takes into account all the relevant policies, legislation and other mandates for which the HWSETA is responsible
- Accurately reflects the strategic outcome-oriented goals and objectives which the HWSETA will endeavour to achieve over the period 2020/2021-2024/2025.




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Executive Manager: Skills Development Programmes and Projects



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Executive Manager: ETQA



Mr B. Pardersi

Executive Manager: Corporate Services



Ms B. Plaatjie

Executive Manager: Research Information Monitoring and Evaluation (Responsible for Planning)



Ms. Z. Mafata

Chief Financial Officer



Ms. E. Brass

Chief Executive Officer

Approved by



Ms. R. Matenche

Board Chairperson (Executive Authority)



## ABBREVIATIONS AND ACRONYMS

<b>AHPCSA</b>	Allied Health Professions Council of South Africa	<b>NDP</b>	National Development Plan
<b>AIDS</b>	Acquired Immune Deficiency Syndrome	<b>NGO</b>	Non-Governmental Organisation
<b>APP</b>	Annual Performance Plan	<b>NGP</b>	New Growth Path
<b>AQP</b>	Assessment Quality Partner	<b>NHA</b>	National Health Act, 61 of 2003
<b>ATR</b>	Annual Training Reports	<b>NHI</b>	National Health Insurance
<b>CBO</b>	Community-Based Organisation	<b>NPO</b>	Non-Profit Organisation
<b>CDP</b>	Community Development Practitioner	<b>NQF</b>	National Qualifications Framework
<b>CDW</b>	Community Development Worker	<b>NSCA</b>	National Senior Certificate for Adults
<b>CESM</b>	Classification of Education Study Material	<b>NSDS</b>	National Skills Development Strategy
<b>CHE</b>	Council on Higher Education	<b>NSF</b>	National Skills Fund
<b>CHW</b>	Community Health Worker	<b>NT</b>	National Treasury
<b>CPD</b>	Continuous Professional Development	<b>OFO</b>	Organising Framework for Occupations
<b>CYCW</b>	Child and Youth Care Worker	<b>PBSW</b>	Professional Board for Social Work
<b>DBE</b>	Department of Basic Education	<b>PBCYC</b>	Professional Board Child and Youth Care
<b>DBSA</b>	Development Bank of South Africa	<b>PFMA</b>	Public Finance Management Act
<b>DHET</b>	Department of Higher Education and Training	<b>PHC</b>	Primary Healthcare
<b>DoH</b>	Department of Health	<b>PIVOTAL</b>	Professional, Vocational, Technical And Academic Learning
<b>DSD</b>	Department of Social Development	<b>PSETA</b>	Public Service Sector Education Training Authority
<b>ECD</b>	Early Childhood Development	<b>QCTO</b>	Quality Council for Trades and Occupations
<b>FET</b>	Further Education and Training	<b>QDP</b>	Quality Development Partner
<b>FETC</b>	Further Education and Training Certificate	<b>RPL</b>	Recognition of Prior Learning
<b>GDP</b>	Gross Domestic Product	<b>SACSSP</b>	South African Council for Social Service Professions
<b>GET</b>	General Education and Training	<b>SANC</b>	South African Nursing Council
<b>GETC</b>	General Education and Training Certificate	<b>SAPC</b>	South African Pharmacy Council
<b>GP</b>	General Medical Practitioner	<b>SASSA</b>	South African Social Security Agency
<b>HASA</b>	Hospital Association of South Africa	<b>SAVC</b>	South African Veterinary Council
<b>HEI</b>	Higher Education Institution	<b>SAW</b>	Social Auxiliary Worker
<b>HEMIS</b>	Higher Education Management Information System	<b>SDA</b>	Skills Development Act
<b>HET</b>	Higher Education and Training	<b>SDF</b>	Skills Development Facilitator
<b>HIV</b>	Human Immunodeficiency Virus	<b>SDL</b>	Skills Development Levy
<b>HPCSA</b>	Health Professions Council of South Africa	<b>SIC</b>	Standard Industrial Classification
<b>HWSETA</b>	Health and Welfare Sector Education and Training Authority	<b>SSACI</b>	Swiss South African Cooperation Initiative
<b>MLW</b>	Mid-level Worker	<b>SSP</b>	Sector Skills Plan
<b>MRC</b>	South African Medical Research Council	<b>TB</b>	Tuberculosis
<b>MTEF</b>	Medium Term Expenditure Framework	<b>TVET</b>	Technical and Vocational Education and Training
<b>NC</b>	National Certificate	<b>UMALUS</b>	Council for Quality Assurance in General and Further Education and Training
<b>NCV</b>	National Certificate (Vocational)	<b>WHO</b>	World Health Organisation
<b>NEI</b>	Nursing Education Institution	<b>WSP</b>	Workplace Skills Plan



# Part A

## THE MANDATE OF THE HEALTH AND WELFARE SETA

### 1. CONSTITUTIONAL MANDATE

The Constitutional mandate of the HWSETA as a sector education and training authority, originates from the Constitution of the Republic of South Africa, in section 29 (1b), and is stated as follows;

“Everyone has the right to further education, which the state, through reasonable measure, must make progressively available and accessible”.

### 2. LEGISLATIVE AND POLICY MANDATES

The HWSETA is a statutory body, a juristic person, and a schedule 3 entity – as per the Public Finance Management Act (PFMA). As an entity of the DHET, it derives its mandate from the Constitution of the Republic of South Africa specifically Section 29 read with Schedule 4, which lists education at all levels, including tertiary education as a functional area of concurrent national and provincial legislative competence.

#### 2.1 LEGISLATIVE MANDATE

The HWSETA derives its mandate from:

- The Skills Development Act, as amended;
- The Skills Development Levies Act, as amended;
- The National Skills Development Plan
- The SAQA Act, as amended;
- The QCTO Act;
- The Public Finance Management Act, as amended;
- Treasury Regulations;
- All other (relevant/applicable) Human Resources and Industrial Relations Acts;
- All other Health and Welfare Acts and Regulations;
- Grant Regulations; and
- White Paper on Post-school Education.

The Skills Development Act, 97 of 1998 as amended, establishes Sector Education and Training Authorities under the Ministry of Higher Education and Training. Section 10 of this Act provides the mandate of SETAs. Section 10 (3) in particular gives the mandate as follows; “A SETA must perform its functions in accordance with this Act, the Skills Development Levies Act, and its Constitution”. To date, there are 21 SETAs established through section 9(1) of the Skills Development Act. These SETAs represent national economic sectors and are configured in terms of section 9(2) of the Skills Development Act. The Health and Welfare SETA is one of the SETAs that was established by the Minister of Higher Education and Training to cover the health and welfare

(social development) national economic sectors.

Section 10 (1) the Skills Development Act (97 of 1998) gives SETA a mandate to:

- Develop a Sector Skills Plan (SSP) within the framework of the National Skills Development Policy (NSDP);
- Implement the sector skills plan;
- Promote learning programmes;
- Register agreements for learning programmes;
- Perform any function delegated to it by the QCTO;
- Collect the skills development levies and disburse the levies;
- Liaise with the National Skills Authority.

Section 14 (1) (a) of the Skills Development Act (97 of 1998) mandates SETAs to receive 80% of the skills development levies, interest and penalties collected in respect of the SETA. The Skills Development Levies Act (9 of 1999), makes a provision for the imposition of the skills development levy for every employer to pay 1% of the total amount of remuneration paid or payable to its employees during any month, as per section 3 of the Skills Development Levies Act (9 of 1999). The Skills Development Act (97 of 1998) prescribes that the skills development levy received by each SETA should fund the performance of functions and pay for its administration within a prescribed limit. The SETA Grant Regulations Regarding Monies Received by a SETA (section 3 (2) 2012) mandates SETAs to use all monies received in terms of the Skills Development Levies Act towards the:

- Administration of the activities of the SETA;
  - Payment of mandatory grants to employers; and
  - Implementation of the Sector Skills Plan (SSP) through the allocation of 80% of available discretionary grants to PIVOTAL programmes that address scarce and critical skills in its sectors.
  - Implementation of the Annual Performance Plan (APP), which should set out:
    - a reasonable estimate of discretionary grants that will be available in the sector for training of scarce and critical skills through PIVOTAL programmes, that will receive grant allocations for training of learning and skills programmes identified as priorities set out in the SSP.
    - how- the discretionary funds will be allocated to achieve SSP and National Skills Development Policy (NSDP) outputs and outcomes in the sector.
    - how- the discretionary funds will be allocated to achieve impact in the sector and how it will be measured
- Based on these regulations SETAs are expected to have spent or committed (through actual contractual obligations) at least 95% of discretionary funds available to it by the 31

March of each year. A maximum of 5% of uncommitted funds is allowed to be carried over to the next financial year.

The Constitution of the Health and Welfare SETA (2016) records the scope of coverage of the Health and Welfare Sector as determined by the Minister of Higher Education and Training in terms of section 9 (2) of the Skills Development Act (97 of 1998). The scope of coverage contained in the Constitution of the HWSETA (2016) enlists 53 categories of employers that fall within the Health and Welfare Sector. The Constitution of the HWSETA also enlists constituencies of

the sector to include organised labour, organised employers, government departments, professional bodies, bargaining councils, and organisations of communities that have identifiable interest. The legal status of the Health and Welfare SETA is described by its Constitution as a statutory body and a juristic person.

The mandate of the HWSETA is contained in the Skills Development Act, No 97 of 1998 as amended, and is articulated clearly in the Green Paper for Post School Education and Training (2012). Table 1 below outlines this mandate in line with the various divisions of the HWSETA:

Table 1: The mandate of the HWSETA per division

GENERAL	
1. Address the needs of post-school sector	
2. Focus on skills that will impact on growth and job creation in the health and welfare sector	
FINANCE	
3. Administering the levy grant in line with laws and regulations	
RIME	
RESEARCH	4. Be an authority on labour market intelligence in the Health and Welfare Sector Conduct skills planning:
	5. Identify and articulate skills needs of the sector
	6. Develop sector skills plans, which are intended to outline current and future (short, medium, and long term) learning and qualifications needs of workers and employers
	7. Ensure that government departments; agencies involved in assisting start-up businesses, cooperative development, community and rural development, and ABET are informed about: <ul style="list-style-type: none"> <li>o key trends in the skills development sector,</li> <li>o the skills development needs that are emerging across established business,</li> <li>o how these differ for large, medium, and small businesses,</li> <li>o the kinds of opportunities that this may suggest for start-up businesses, cooperatives and for community and rural development</li> </ul>
M&E	Through research-based evaluations:
	8. Measure the efficiency and effectiveness of the HWSETA interventions
	9. Examine the extent to which the HWSETA has affected the provision of skills to enable the economy to grow as well as to ensure that individuals can progress along valid learning pathways
10. Monitor and evaluate the impact of skills interventions in the health and welfare sector	
CORPORATE SERVICES	
	11. Provide adequate capacity in the HWSETA to conduct:
	11.1 skills planning and meet the critical purpose of identifying and articulating skills needs in the sector
	11.2 quality assurance of training taking place in the sector
SKILLS DEVELOPMENT PROGRAMMES AND PROJECTS	
	12. Develop interventions that are agreed upon with stakeholders and can improve the match between education and training supply and demand
	13. Foster relations with government departments, agencies involved in assisting start-up businesses, cooperative development, community and rural development, AET etc
	14. Address skills need of established employers, business, and government to meet the needs of existing workers and the unemployed and pre-employed individuals who will be entering business or government departments
	15. Facilitate access to AET for workers in the health and welfare sector (even if this is to direct them to relevant institutions)
EDUCATION, TRAINING, AND QUALITY ASSURANCE	
	16. Improve quality of learning taking place in the health and welfare sector
	17. Support the development of providers of education and training

## 2.2 POLICY MANDATES

Policy mandates are directed by the Service Delivery Agreements entered-into by ministers of:

- Department of Higher Education and Training;
- Department of Health; and
- Department of Social Development.

This Strategic plan is based on a number of key performance objectives:

- The National Human Resource Development Strategy adopts the objective to ensure “decent employment through inclusive growth”.
- The Medium-Term Strategic Framework 2014-2019 “stipulates a skilled and capable workforce to support an inclusive growth path”.
- National Skills Development Plan with its eight goals are translated into five strategic goals of the strategic plan of the HWSETA:

Table 2: Aligning HWSETA Strategy Outcomes with the NSDP Outcomes

NSDP OUTCOMES	HWSETA OUTCOMES
Identify and increase the production of occupations in high demand	<ul style="list-style-type: none"> <li>• Research, monitoring, evaluation, and impact system of the HWSETA provide a credible skills planning and evaluation system that ensures that its funding initiatives yield good impact in the strategic period</li> <li>• The HWSETA delivers its mandate efficiently and effectively through its well capacitated organizational structure and business processes that are automated and integrated in the strategic period</li> </ul>
Linking education and the workplace	The HWSETA promotes linkages between education and the workplace to increase work-based learning opportunities in the health and welfare sector in the strategic period
Improving the level of skills in the South African workforce	The HWSETA contributes to the improvement of level of skills for 50% of the South African workforce through various learning programmes that address the critical skills required by the sector in the strategic period.
Increase access to occupationally directed programmes	The HWSETA contributes to increased access, by the unemployed, into occupationally directed programmes of the health and welfare sector in the strategic period
Support the growth of the public college system	<ul style="list-style-type: none"> <li>• The HWSETA supports the growth of the public college system so that public colleges may qualify as a centres of specialisation in the strategic period</li> <li>• The HWSETA provides quality assurance services for the health and welfare sector to ensure quality in occupational education and training in the strategic period</li> </ul>
Skills development support for entrepreneurship and cooperative development	The HWSETA supports skills development for entrepreneurial and cooperative activities, as well as the establishment of new enterprises and cooperatives in the strategic period
Encourage and support worker initiated training	The HWSETA supports officials from NGOs, NPOs, and Trade Unions in order to strengthen governance and service delivery, and thus advance social, rural, and community development in the strategic period
Support career development services	The HWSETA supports career development services related to the health and welfare sector and makes them accessible to rural and targeted youths in the strategic period

It should be noted that the HWSETA has both legislated and good governance reporting requirements:

Table 3: Legislated and good governance reporting requirements

NO.	REPORT OR DOCUMENT	REPORTING AUTHORITY	DATE	SECTION
1	National Treasury documents, returns etc.	National Treasury (NT); Auditor-General South Africa (AGSA)	When required	S 54(1)
2	Public Entity Quarterly Reporting	National Treasury	Quarterly	S51(1)(f)
3	Annual Financial Statements	AGSA, Executive Authority (DHET), NT	Within 2 months after year-end	S 55 (1)(c)
4	Annual report	DHET, NT and AGSA	Within 5 months after year-end	S 55(1)(d)
5	Financial misconduct procedures report	DHET, NT, AGSA	Annually	TR 33.3.1
6	The budget of estimated revenue and expenditure for the year	DHET	6 months prior to the start of the financial year	S 53(1)
7	Report on actual revenue and expenditure for the quarter	DHET	Within 30 days of the end of the quarter	TR 26.1
8	Report on compliance with the PFMA	DHET	Quarterly	TR 26.1.2
9	SETMIS-SETA Quarterly Management Report	DHET	Quarterly	TR 26.1
10	Strategic plan	DHET	6 months prior to the start of the financial year	TR 30.1.1

Over and above, the reporting listed above, the HWSETA Board and Sub-Committees of the HWSETA Board receive the following reports:

- Quarterly reporting on financial and performance results
- Research, Monitoring and Evaluation Reports
- Internal Audit Reports
- External Audit – management report and external audit report
- Formulated policies and amendments
- Risk Management Reporting
- Authority matters

It should also be noted that the Board Chairperson and CEO from time to time, on request, make presentations to the Parliament of the Republic of South Africa:

- Annual reporting on performance and financial results of the HWSETA
- Ad hoc reporting when required
- Responses to parliamentary questions

Finally, HWSETA's commitment to keeping stakeholders informed of HWSETA's activities results in:

- Annual report at the Annual General Meeting each year
- CEO interaction sessions
- Board stakeholder sessions
- Website notices and publications
- Provincial Skills Development Forums.



### 3. INSTITUTIONAL POLICIES AND STRATEGIES OVER THE FIVE-YEAR PLANNING PERIOD

Guided by its institutional policies, the HWSETA endeavours to implement the following strategic over the five-year period:

Table 4: Institutional Policies and Strategic over the five-year planning period

POLICY OF THE HWSETA	STRATEGY OVER THE FIVE YEARS
Research Policy	<ul style="list-style-type: none"> <li>• Develop sector Skills plan to identify occupations in demand and skills needs</li> <li>• Conduct research to produce research outputs stipulated in the NSDP (2019)</li> <li>• Support research agendas of professional councils, for example the support given to the Veterinary Council to conduct research on the skills development needs of the entire sector. This research will span from 2020 to 2021</li> <li>• Publish research papers produced by candidates of post-graduate beneficiaries that are aligned to the research agenda of the HWSETA</li> <li>• Support authorship of books and funding of research fellows.</li> </ul>
Partnership Policy	<ul style="list-style-type: none"> <li>• Partner with key stakeholders such as:</li> <li>• Nursing Council to support students to meet professional registration requirements</li> <li>• Chief Nursing Officer to train more Nurses in the new Nursing education landscape.</li> <li>• The SACSSP to support new incumbents in job position to be inducted into the workplace in order to manage the transition from university to the workplace</li> <li>• NEA to support the Nursing fraternity to upskill Nurses into Nursing Educators who can offer the Higher Education qualifications</li> <li>• Higher Health to support institutions of higher learning to fight Gender Based Violence</li> <li>• The Presidency to support the roll-out of the National Health Insurance fund.</li> <li>• The HWSETA is negotiating a partnership with the Department of Social Development to facilitate the training of social service professionals in areas critical for service delivery.</li> </ul>
Accreditation Policy	<ul style="list-style-type: none"> <li>• To accredit skills development providers to offer occupational qualifications</li> <li>• Register Assessors and Moderators</li> <li>• Endorse learner achievements and issue qualification certificates</li> <li>• Administer EISA examinations on behalf of the HWSETA</li> <li>• Develop occupational qualifications for the sector</li> </ul>
POLICY OF THE HWSETA	STRATEGY OVER THE FIVE YEARS
Discretionary Grant Policy	<ul style="list-style-type: none"> <li>• Target Youth not in Employment, Education or Training (NEET) for job creation</li> <li>• Support for small businesses that are owned by persons with disabilities</li> <li>• Fund learning programmes as defined by the Skills Development Act</li> <li>• Fund Continuous Professional Development (CDP) activities</li> <li>• Fund Honours Degrees to create a pipeline for persons eligible to enroll for Master so as to achieve the NDP objective to produce more PhDs and expand the proportion of university teachers with PhDs from 46% in 2018 to 50% by 2024 and also to facilitate professional registration for occupations that require a Masters degree to practice (such as psychology)</li> <li>• Develop lecturers of TVET, other Colleges in the sector, and universities through post-graduate bursaries.</li> <li>• Support to post-school education institutions of learning with teaching aids to strengthen learner support.</li> <li>• Teaching aids such as uniforms for Radiography students, for example, who require R4000 to purchase the uniform, which protects them from radiation. Other teaching aids include computer centers, cadavers, simulation aids etc.</li> <li>• Support for NGOs and NPOs by the HWSETA will involve funding of skills development initiatives to strengthen governance and fundraising skills. Also, these organizations will be capacitated to become workplaces where host-employers can place learners for work-integrated learning and internship programmes.</li> <li>• Fund veterinary and para-veterinary students ensuring that there is enough veterinary professionals to maintain health in animals and secure food safety.</li> </ul>
M&E Policy and Framework	<ul style="list-style-type: none"> <li>• Monitor and evaluate the performance of the HWSETA in carrying its mandate</li> <li>• To measure the impact of funding strategies of the HWSETA</li> </ul>

The overall aim of the National Development Plan (NDP) in relation to health and social development is to enable all South Africans to maintain a decent living standard, have universal access to healthcare and enjoy adequate social protection (NPC 2012d:68-69). Table 5 summarises the strategic actions needed to achieve these aims and the resulting implications for skills planning in the health and social development sector.

Table 5: Implications of NDP for Strategic Planning over the five-year planning period

NDP	IMPLICATIONS FOR STRATEGIC PLANNING
<b>HEALTH: ACCESS TO QUALITY HEALTH CARE FOR ALL, REDUCE DISEASE BURDEN AND RAISE LIFE EXPECTANCY</b>	
Strengthen the health system: Build service capacity & expertise Set norms & standards for care	Supply adequate skills mix across the entire health system to provide effective, efficient, affordable & quality care; Train more professional & specialist nurses & strengthen nurse training platforms; and Improve health system management, safety in healthcare & clinical governance
Re-engineer primary healthcare	Deploy ward-based outreach teams & expand school health services; Contract in sessional doctors & deploy clinical specialist teams trained in family health; and train nurses in primary health care
Expand community-based care & environmental health	Train community health workers to focus on maternal, child & women's health & basic household & community hygiene & expand environmental health services
Increase access to antiretroviral treatment & reduce TB infection rates	Train more health professionals & health workers to monitor treatment, & employ more pharmacists & pharmacy technicians to distribute & administer medication
Provide National Health Insurance to give universal healthcare coverage	Improve financial management & procurement of health services, medicine & goods; Improve health facilities & expand training of health professionals; and set staffing norms & improve human resources capacity, training & HR management
<b>SOCIAL DEVELOPMENT: PROVIDE INTEGRATED SOCIAL PROTECTION &amp; ENABLE CITIZENS TO LIVE WITH DIGNITY</b>	
Expand basic social welfare services for vulnerable groups	Provide protection & care services for children, families, the elderly & disabled; train more social service workers on all occupational levels, and build management & governance capacity of NGOs to sustain service provision
Enable children to access social care, education safety & nutrition	Expand provision of early childhood development programmes & train ECD practitioners; address the social impact of HIV/AIDS & other challenges on children; strengthen child protection services, supervision & mentorship for youth & orphans; and train caregivers & social work specialists (e.g. probation officers & registered counsellors)
Support communities with sustainable livelihoods & household food security	Train community development practitioners & enhance skills set of the current workforce; and build the capacity of community-based organizations to provide effective community development
Reduce social crime & support victims	Increase social care & support to families & victims, and train social workers to manage substance abuse & crime prevention programmes

#### 4. RELEVANT COURT RULINGS

Table 6(a): Relevant Court Rulings – Lerong Consulting cc/HWSETA

<b>Name of court case</b>	Lerong Consulting cc/ Health & Welfare Sector Education & Training Authority (Case no: 2009/27795) (High court, Johannesburg)
<b>Impact on HWSETA operations and service delivery obligations</b>	The matter was set down for trial on 21 April 2019 however the Plaintiff unduly removed the matter from the court roll due to unpreparedness, thus causing more delays in concluding the matter.
<b>There is no impact on operations and service delivery as it is purely a compensation matter.</b>	

Table 6(b): Relevant Court Rulings – BUSA/DHET

<b>Name of court case</b>	BUSA Case: Applied to the Court for the setting aside of regulation 4(4) as promulgated in Government Notice 23 of 2016, published in Government Gazette 39592 in terms of the Skills Development Act 97 of 1998
<b>Impact on HWSETA operations and service delivery obligations</b>	Section 4(4), states that, "20% of the total levies paid by employers in terms of section 3(1) as read with section 6 of the Skills Development Levies Act during each financial year will be paid to the employer who submits a WSP".
<b>The judgement of the Labour Appeal Court, on 20 October 2019, set aside the Labour Court judgement, and was replaced by the following:</b>	<p>1. Regulation 4(4) as promulgated in Government Notice 23 of 2016, published in Government Gazette 39592 in terms of the Skills Development Act 97 of 1998 is set aside</p> <p>Implication is that the percentage of mandatory grants to be paid to employers now not determined. The SETA's await further direction from the Minister. Any change to the current 20% will have an effect on the APP and strategic plans for the next 5 years with a corresponding cash flow effect. It is also unclear as to whether any change in percentage would be retrospective or prospective.</p>

# Part B

## STRATEGIC FOCUS OF THE HEALTH AND WELFARE SETA

### 5. HWSETA VISION

The creation of a skilled workforce for the health and social development needs of all South Africans.

### 6. HWSETA MISSION STATEMENT

The HWSETA endeavours to create an integrated approach to the development and provision of appropriately skilled health and social development workers, to render quality services comparable to world-class standards.

### 7. VALUES

The HWSETA holds dear the following core values:

Service Excellence

Transformation

Transparency

Integrity

Respect

Fairness

Accountability

### 8. SITUATIONAL ANALYSIS

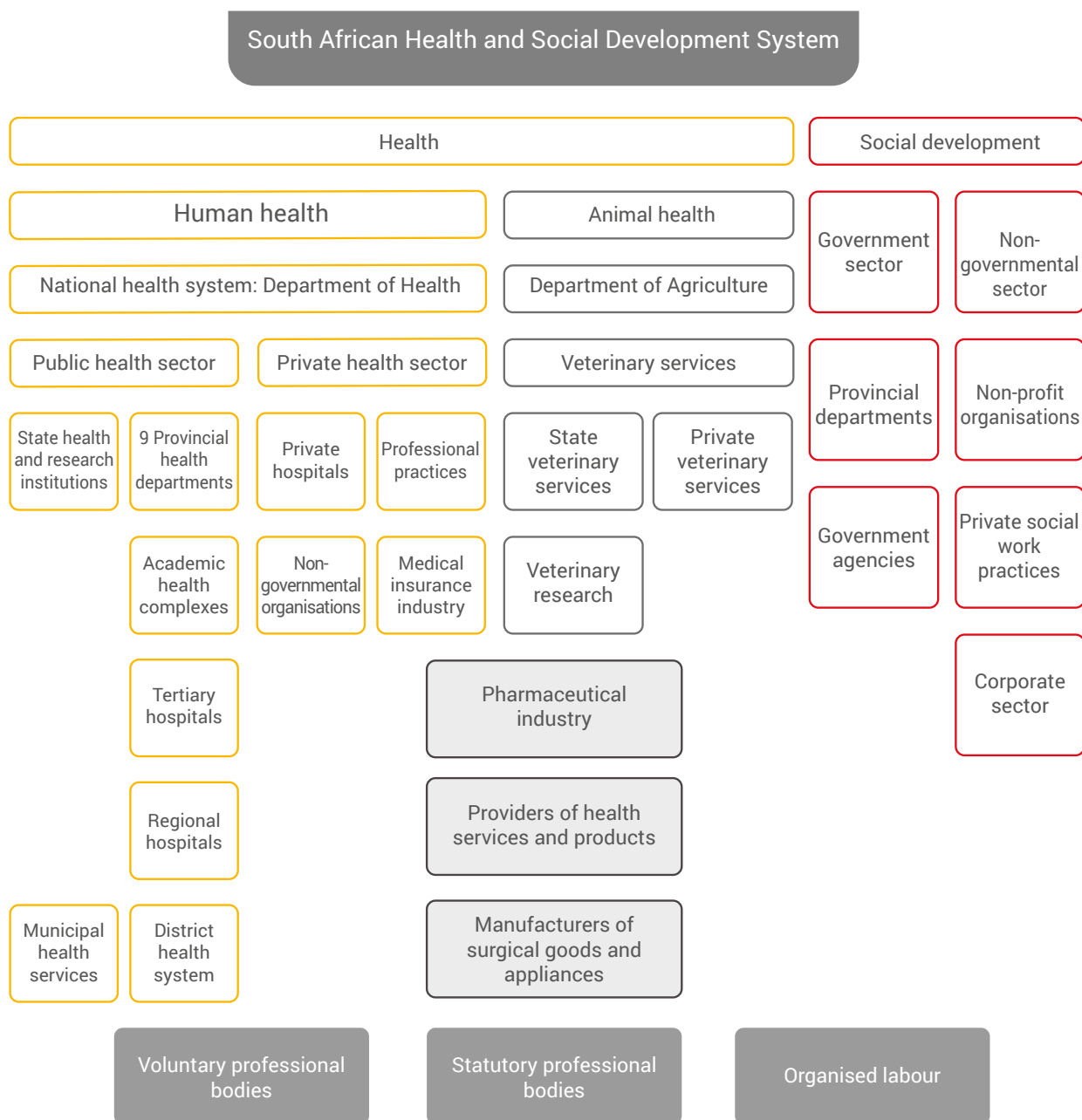
This section will in broad terms present information on both the performance and institutional environment of the health and welfare sector as a whole. It will also locate the HWSETA's role within the skills development milieu in the sector citing key drivers of demand and supply of labour and interventions by the HWSETA to stimulate either side.

#### 8.1 External Environment

The sector served by the HWSETA is extensive and spans portions of the human- and animal health systems in South Africa, as well as portions of the human and animal welfare. The economic activities that fall within the scope of the health component of the HWSETA range from all healthcare facilities and services, pharmaceutical services and the distribution of medicine, medical research, non-governmental organizations, to veterinary services. The social development component of the sector consists of the government, NGOs and private social work practices.



Table 7: The Health and Welfare Sector Stakeholders



Roles played by each of the stakeholders indicated above are tabulated in table 8

Table 8: The Roles of the Health and Welfare Sector Stakeholders

Role Player	Key roles and responsibilities
National Departments of Health and Social Development	Policy, legislation, standard-setting, oversight, and coordination of services rendered by provinces.
Provincial Departments of Health and Social Development	Delivering and monitoring of health and social development services.
Municipal Health Services	Environmental health management, Primary Health Care.
Government Agencies	Administration of social protection grants
NGOs, CBOs, and NPOs	Delivering health and social services.
The Hospital Association of South Africa (HASA)	Represents the interests of 64 000 people employed by the majority of private hospital groups and independently owned private hospitals.
Statutory professional bodies	Regulation of the respective professions.
Voluntary professional bodies	Representing the interests of specific professions, their members and specialized fields of practice.
Labour and trade unions	Shaping of labour market policies, labour relations practices, and human resources management in the sector.
Research institutions	Conducting sector-relevant and related research.
Medical Research Council	
Human Sciences Research Council	
National Health Laboratory Service	
Onderstepoort Veterinary Institute	

The Health and Social Development sector is a diverse sector falling mainly under the Sector Industrial Classification (SIC) category 93. The HWSETA has jurisdiction over 60 SIC codes and employers belonging to the 60 SIC sectors are grouped into five groups:

- Community services;
- Complementary health services;
- Doctors and specialists;
- Hospitals and clinics; and
- Research and development institutions.

By April 2019 there were 334 762 filled positions in the Public Service health and social development departments and 368 527 in the private sector bringing total employment in the sector to 703 289. Professionals, technicians, and associate professionals respectively formed 39% and 22% of the total workforce. Professionals, technicians, and associate professionals in the Public Service health and social development departments formed 40% of the total workforce and 22% in the private sector. A majority of people working in the sector are female (70%) and the vast majority are African (69%). Only a small percentage (0.5%) of the workers in the sector have disabilities. The labour and trade unions are well organized and mobilized within the formal health and social development sector.

### 8.1.1 Trends in Employment Data: Gender

Table 9 shows the gender distribution in the sector from 2015 to 2019. Men's share in employment in the sector varied between 26% and 30% while women formed between 70% and 74% of the workforce.

Table 9: Gender distribution of the Health and Welfare Sector

	2015	2016	2017	2018	2019
Public Service	%	%	%	%	%
Male	28	27	27	28	32
Female	72	73	73	72	68
Total	100	100	100	100	100
Private sector	%	%	%	%	%
Male	27	30	25	25	28
Female	73	70	75	75	72
Total	100	100	100	100	100
Total sector	%	%	%	%	%
Male	27	28	26	27	30
Female	73	72	74	73	70
Total	100	100	100	100	100

Women are in the majority in all occupation groups, except for the two groups: Skilled Agricultural, Forestry, Fishery, Craft and Related Trades, which includes artisans and Plant and Machine Operators and Assemblers, which includes occupations such as delivery drivers which are mostly filled by men.

### 8.1.2 Trends in Employment Data: Age

Table 10 shows the total age distribution in the Public Service, private health and the total sector from 2015 to 2019. The overall age profile remained relatively stable in the Public service over the five-year period with people under 35 forming around 30% of the workforce and people older than 55 constituting 10% or more of the workers. Private sector data is only available from 2014 to 2017. The percentage of employees younger than 35 years in the private sector is markedly higher – around 40% of the total workforce.

Table 10: Health and social development sector: age distribution 2013-2017

	2015	2016	2017	2018	2019
Public Service	%	%	%	%	%
Younger than 35	33	30	31	32	29
35 to 55	57	59	57	58	61
Older than 55	10	11	12	10	10
Total	100	100	100	100	100
Private sector					
Younger than 35	No data	37	41	40	37
35 to 55	No data	54	50	49	49
Older than 55	No data	9	9	11	14
Total		100	100	100	100
Total sector					
Younger than 35		33	36	35	32
35 to 55		57	54	54	57
Older than 55		10	10	11	11
Total		100	100	100	100

The 2017 age distribution of employees in the health and social development sector by the occupational group is given in 1. In the public sector, 9% of the professionals are over the age of 55. In the private sector, this figure is 19%. This is probably because people employed in the public sector retire when they reach the retirement age of 60 or 65 while private practitioners continue working after this age.

The larger numbers of people under the age of 35 in the private sector are concentrated in the occupational group's Technicians and Associate Professionals, Clerical Support Workers and Service and Sales Workers.

### 8.1.3 Trends in Employment Data: Disability

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In 2017, 0.5% of the people employed in the sector were living with disabilities. Of the 1 192 disabled employees in the Public Service, 116 (10%) were employed as managers, 303 (25%) as professionals, 130 (11%) as technicians and associate professionals and 454 (38%) as clerical support workers. In private health, 161 (9%) were employed as managers, 429 (25%) as professionals, 383 (22%) as technicians and associate professionals and 423 (25%) as clerical support workers.

### 8.1.4 The Health and Welfare Sector Landscape

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A unique and essential feature in the sector is that professional councils regulate a majority of healthcare practitioners, social services professionals and para-professionals. These statutory professional bodies play a formative role in determining the scope of practice for professionals and specialist occupations and regulate the education and training standards required to work as healthcare or social services practitioners. By controlling and enforcing standards of quality, ethical conduct and Continuous Professional Development (CPD), these councils promote the provision of quality health and social services to the broader public. The HWSETA endeavours to support the following initiatives of statutory councils of the health and welfare sector:

- Research agendas of professional councils
- Induction and Internship programmes that are a prerequisite for professional registration (eg; induction standards of the social services professionals)
- Funding of students professionals to expand registration categories on demand by the health and welfare sector
- Continuous Professional Development
- Development of various regulations
- Accreditation of training institutions to offer professional qualifications
- Funding of professions to qualify to register as specialists

Market forces, poor working conditions, remuneration, migration of professionals and career advancement opportunities are all factors that determine where and for how long people work in a particular workplace. The sector is grappling with serious human resources and labour market challenges. Other factors influencing skills supply in the sector include long lead times required to train health professionals; constrained academic and clinical training capacity; slow graduate output for the health-related occupations and the low retention rate of health- and social service professionals in the public sector. The HWSETA endeavors to develop lecturers of TVET and other Colleges, Universities etc through post-graduate bursaries, publishing of research papers, authorship of books, funding of research fellows, and workplace experience. The HWSETA will also provide support to post-school education institutions of learning with teaching aids to strengthen learner support. Teaching aids such as uniforms for Radiography students, for example, who require R4000 to purchase the uniform, which

protects them from radiation. Other teaching aids include computer centers, cadavers, simulation aids etc.

The State's partnership approach enables the non-governmental organization's (NGO) and non-profit organizations (NPOs) to play a very important role in the sector, hence these organizations offer social services on behalf of the government. However, these organizations struggle to attract and retain social services professionals. Many NGOs and NPOs are exempt from paying skills development levies, and so their workers fall outside the SETA levy-grant system for skills development. Support for NGOs and NPOs by the HWSETA will involve funding of skills development initiatives to strengthen governance and fundraising skills. Also, these organizations will be capacitated to become workplaces where host-employers can place learners for work-integrated learning and internship programmes.

Key changes in the sector are driven broadly by the ever-changing socio-economic realities, which includes the high burden of disease experienced in the country and high levels of interpersonal violence, vulnerability, destitution and other social crimes that increase the demand for public health and social welfare services. At the same time, constitutional imperatives compel the state to be development orientated and to take progressive measures to enable everyone access to needs such as education, shelter, healthcare services, social security, sufficient food and water.

A multitude of national and provincial policies and socio-economic development plans affect the way services are delivered and how work is organized in the health and social development sector. Upon a thorough reflection and review, there has been a need for the introduction of national health insurance (NHI) system and the re-engineering and expansion of primary healthcare. All this requires a targeted set of skills interventions to build capacity for the developmental state. Recently, the implementation of the NHI has been placed within the presidency. The Presidency has thus far developed a National Improvement Plan, which is currently undergoing a consultation. The HWSETA is negotiating a partnership with the Presidency through which it will fund some aspects of the implementation of the National Improvement Plan. This plan will ensure improvement of health care and thus ensure quality health care. This, in turn, will qualify health care institutions, such as clinics and hospitals, to get accreditation as NHI institutions.

Skills are needed at all levels and occupations in the sector: from high-level specialist skills to mid-level skills and to lower-level skills. The greatest demand for skills exists in four of the main occupational groups: managers; professionals; technicians and associate professionals; and services and sales workers. State veterinary services are under huge pressure due to prolonged skills shortages and vacancies. Skills shortages compromise critical public health measures required to control and reduce the risk of animal diseases, and thus, also impact food security. The HWSETA will continue to



fund veterinary and para-veterinary students ensuring that there is enough veterinary professionals to maintain health in animals and secure food safety.

As part of enhancing adjustment and adaptation, some of the statutory professional councils are introducing changes to the scopes of practice, qualifications and training requirements for health and social services professionals, and in turn, these changes have specific implications for training platforms and training providers. Interventions are needed to address the considerable gaps in the management of public health operations, its employees and technology, as well as its capital and financial resources. The HWSETA will form partnerships with the South African Nursing Council and Office of the Chief Nursing Officer to ensure that support is given for capacitating the Nursing Colleges to qualify for accreditation for the New qualifications that are in the higher education band.

In the social development, sector managers and supervisors require training in areas of leadership, management, governance and service delivery. Apart from the need to train more social workers, the current skills base needs strengthening through occupational-specific and technical training, and work-readiness training. There is a pressing need for supervision training of social workers and improved monitoring of practical workplace training of undergraduates. NGOs require skills to improve governance and organizational management systems. The HWSETA is negotiating a partnership with the Department of Social Development to facilitate the training of social service professionals in areas critical for service delivery.

In the past few years, the institutional capacity for education and training of health and social service professionals has been boosted. Large numbers of medical students have been sent for training to Cuba, the training of nurses has been moved to a higher education platform and new qualifications for mid-level workers have been developed under the Quality Council for Trades and Occupations (QCTO). Although these new developments are not without challenges and in some instances disruptions, they are expected to help alleviate the skills shortages experienced in the sector.

The establishment of partnerships with training institutions, employers and statutory bodies lies at the heart of HWSETA skills development operations. The partnerships are structured to provide multiple entry points into work in the health and social development sector. Although some partnerships produced mixed results in the past, valuable lessons were learned, and the HWSETA has adopted corrective measures to advance skills production. The identification of the skills priorities also takes place in the context of informed research.

## 8.2 Internal Environment

The HWSETA Board is actively and effectively involved in the process of strategy and policy development. The HWSETA vision percolates through the organization from the strategic level to the operational level. The HWSETA has management systems and policies in place and staff is aware of them. The hierarchies

of authority and responsibility have been defined at every level. The HWSETA has a fully-fledged financial and accounting system. Budgeting is project-specific and fund utilization is prepared and monitored regularly through periodic reports. The HWSETA has put in place risk management systems to ensure delivery on its mandate. The HWSETA is complemented by qualified human resources capable of carrying out the implementation of the Strategic Plan and Annual Performance Plans which are in consonance with the mission and objectives of the HWSETA. The HWSETA has 134 positions of which 95% (key positions) are filled thus far. There is at least one provincial office located in the nine provinces of South Africa. For easy access by communities, this is being augmented by offices at the Technical and Vocational Education and Training (TVET) Colleges. The Delivery Model clearly makes a distinction between functions decentralized and those centralized. A Service Delivery Charter has been adopted to ensure uniformity and standardization in the service rendered. This is aimed at inculcating a new culture of accountability and performance management.

To be efficient and achieve optimal performance, the HWSETA, in terms of programmes, is structured in the following manner:

- **Programme 1: Administration**
  - Office of the CEO comprising of Board office and Legal services;
  - Corporate Services- includes Marketing, Human Resource and Information Technology; and Finance comprising of Supply Chain Management, Grants and general finance.
- **Programme 2: Skills planning and impact assessment**
  - Research, Information, Monitoring and Evaluation – incorporating impact assessment;
- **Programme 3: Skills Development Programmes and Projects**  
Skills Development Programmes and Projects is responsible for:
  - supporting learning programmes through work-based training and
  - funding projects, including Government Projects, Employer initiated Projects, Professional Body Projects,
  - administration of Workplace Skills Plan
  - forming partnerships for work-based training
  - Supports small businesses, NGOs, Trade Unions, Cooperatives

### Sub-programme 3.1: Learning Programmes

- Supports learning programmes through learnerships, skills programmes, bursaries, internships, work integrated learning, Lecturer Development and AET.

### Sub-programme 3.2: Partnerships, Projects, and WSP

- Funds projects, including Government Projects, Employer initiated Projects, Professional Body Projects.
- Evaluates and approve Workplace Skills Plan.
- Forming partnerships for work-based training
- Supports small businesses, NGOs, Trade Unions, Cooperatives

### ● Programme 4: Quality assurance and qualification development

- Education and Training Quality Assurance incorporating Provider Accreditation, Learner Achievement and Qualification Development

The Provincial offices are rendering basic cross-cutting functions, which encapsulate all functions mentioned above. The HWSETA has a well-established Human Resources Plan, which reflects:

- HR planning and a number of posts in the staff establishment. The Board approved the HWSETA organogram in October 2018 after an OD exercise for 152 permanent positions within the organization.
- Recruitment strategy and employment equity plan. The recruitment strategy is to fill all key positions within the organization and to procure temporary staff members to address short-term projects or workload fluctuations. Positions will also be filled when required after a staff member has resigned from the HWSETA.
- Currently 63% of staff at the HWSETA are women, and 4% are people living with disabilities. Just about a quarter of employees are youth.
- The HWSETA is still in the process of applying for BBBEE. This process will be finalized by the end of the 2019/2020 financial year.

**Challenges:** Some of the challenges the HWSETA faces in order to achieve its mandate are the following:

- Participation by the HWSETA departments of Health and Social Development in discretionary grant funding is poor.
- Lack of timeous compliance with the criteria of discretionary grant funding by Employers resulting in material de-commitments each year.
- The risk of retrenchments in the NGO Sector due to reduced Department funds to this sector and reduced international donor funds due to global economic pressures;
- Attraction and retention of skilled staff in the HWSETA which affects the capacity to provide efficient and effective service and achievement of its mandate;
- The slow rate of prosecution of Skills Development Providers who defrauded learners due to the lack of a legislative tool for this purpose.

## ICT

The automation of business processes of the HWSETA is an innovation in service delivery that is coming into fruition, as automation of Workplace Skills Plan (WSP), Education and Training Quality Assurance (ETQA), were completed by 31 March 2019. The WSP and ETQA automated modules went live in 2015-2016 and 2017/18 respectively. Skills projects went live in 2019/20. The automation is gradually providing convenience for HWSETA stakeholders as they do not have to visit HWSETA offices for submission of application forms and other documentation. The automation of business processes is expected to improve service delivery in many ways and these effects are expected by 2020/2021. Additional in house skills have been enhanced over the period to support the ERP system.

## Finances

- The estimated revenue from Skills Development Levies is conservative taking into account on average a 5.8% increase from year to year. Actual revenue in the past has at least kept abreast with CPI, and the HWSETA's levy base remains stable. Actual penalties received do vary from year to year and cannot be estimated reliably, but will not be significantly different from the estimated penalties to be received above.
- On 1 April 2013, a Cabinet Memorandum, Cabinet Memorandum No 53 of 2012, came into effect where all Departments of Health and Social Development must contribute 30% of their training budget to the HWSETA.

The contribution is utilized as follows:

10%	ADMINISTRATION OF THE HWSETA
20%	DISCRETIONARY GRANT FUNDING

- The contribution by Government Departments is reflected in the budget as a conservative figure due to the poor collection of this stream of levies over the last three years. These levies that add to revenue distorts the % of revenue allocated for administration and discretionary grant expenditure. Therefore, the %'s allocated for the administration of 10.5% and discretionary of 49.5%, is distorted.
- Discretionary grant funding of R468 million, R489 million and R510 million over the MTEF period covers the targets set out in the strategic plan.
- The funding model per project has been revised and projected over the MTEF period. The targets set are determined based on a number of factors including the SSP research, strategic planning, the prior year actual achievements and Government priorities. The administration budget set aside caters for sufficient capacity within the HWSETA to meet all target set in the MTEF period. Any approved project administration costs for Programmes 2, 3 and 4 are up to 7.5% as determined by the Grant Regulations. Rationalization of the HWSETA structure was recommended and approved by the HWSETA Board on March 2016. The budget has been put aside for this.
- In the past two years, 2017-2018 and 2018-2019, the HWSETA has committed 97% and 116% of its discretionary grant reserve respectively for funding, with exceptional performance against predetermined targets.

### Description of the strategic planning process

Annually, in June, the Board, the CEO and the Executive Managers attend a Strategic Planning workshop. At this workshop, various key focus areas are analyzed, and the HWSETA's strategic objectives are formulated or their suitability and relevance are confirmed. These strategic objectives effectively deal with both the skills development needs of the sector and the needs and demands of various national skills development strategies. The strategic objectives are listed in this Strategic plan and cost. The budget structure is also approved in line with the identified priorities.

This is also an opportunity to gauge progress in terms of the five-year targets. This will inform the pace as to which projects are to run. A Risk Assessment Workshop is also organized. At this workshop an analysis of the “control measures culture” that exists at the HWSETA is undertaken, the top 10 strategic HWSETA risks are identified and a risk register is compiled. The results of the Risk Assessment Workshop are incorporated into HWSETA's Strategic Business Plan, whereby action plans to mitigate the impact of these risks are formulated, cost, and included in the Annual Business Plan. There is an ongoing monitoring process by both the Audit and Risk Committee and the Board. On an ongoing basis, the CEO and the Executives meet and identify other risks which might emerge during implementation, and the Risk Register is amended to factor those. Further advocacy is provided by the presence of Internal Auditors in these meetings.

**The HWSETA Planning process can be described as follows:**

- The management team of the HWSETA undertakes a scanning exercise. This is usually done through the research that underpins the 5-year sector skills plan. The sector skills plan notes significant developments in the Health and Social Development Sectors and from this, the scarce and critical skills list is derived;
- The second step is to take note of significant national government imperatives announced over the past year. For example, the Growth Path, the Skills Accord, the National Skills Development Plan, the Extended Public Works Programme, the National Health Insurance Programme, and the Human Resources Strategy for South Africa.
- A Management Planning workshop is held in which the Management team unpacks the documents listed above. A draft HWSETA Strategic Plan is developed.
- This draft plan is then presented to the Board at a workshop where Board members give additional inputs and where their sectoral experience and local knowledge influences the draft plan.
- The HWSETA management team develops a final Strategic Plan and Budget and this is presented to the Board for final approval.
- The annual performance plan will then become the basis of the management plan in which delivery will be structured over the 4 quarters.
- The 4-quarter plan will form the basis of the CEO review sessions each quarter and the performance report to the quarterly Board meetings. If and when required, corrective action plans will be put in place to deal with items not progressed satisfactorily.



# Part C

## Measuring the performance of the Health and Welfare SETA

### 9. Institutional Performance Information

Over the next five years, the HWSETA places renewed emphasis on its role in the education and training levy-grant system and its role in influencing and implementing skills development programmes and projects in the health and welfare sector. The mandate of the HWSETA extends to an integrative role in skills planning, development of learning programmes and implementing these in the sector. The achievement and assessment of the outcome indicators will be in 2024 having considered the length of programmes in the sector. This section provides impact statements, outcome statements and outcome indicators, which are tabulated in sections 9.1 and 9.2:

#### 9.1 Impact Statements

The impact statements of the strategic plan of the HWSETA have been derived from the outcomes of the National Skills Development Plan. The NSDP outcomes are the campus for developing six impact statements, 10 outcome statements and outcome indicators.

The impact statements include the following:

*Table 11: Impact statements of the strategic plan 2020-2025 of the HWSETA*

<b>Impact Statement 1</b>	The HWSETA has an established planning system, which guides skills planning and supports the production of persons qualifying to occupy such occupations in the health and welfare sector by 2023
<b>Impact Statement 2</b>	The HWSETA contributes to the development of the post-school system that produces increasing productive workers and work-ready graduates for the health and welfare sector by 2030
<b>Impact Statement 3</b>	The HWSETA Contributes to the improved level of skills for 80% of the workforce within the health and welfare sector by 2030, which is evidenced by higher productivity of employees, and/or career progression either through promotion within the same organization or appointment in a higher position by another organisation
<b>Impact Statement 4</b>	The HWSETA contributes to the reduction of hard to fill vacancies in the health and welfare sector by 2030
<b>Impact Statement 5</b>	The HWSETA contributes to increased capacity of NGOs, NPOs and Trade Unions to meet social and rural development needs of South African Citizens
<b>Impact Statement 6</b>	The HWSETA contributes to increased capacity of large, medium, and small firms, as well as small and emerging businesses and cooperatives of the health and welfare sector to become more sustainable and expand in size



## 9.2 Measuring Outcomes

Impact Statement 1					
The HWSETA has an established credible planning system, which guides skills planning and supports the implementation of the post-school education system that identifies occupations on high demand and supports the production of persons qualifying to occupy such occupations in the health and welfare sector by 2030					
Outcome Statement No	Outcome Statement	Outcome Indicator No	Outcome Indicator	Baseline	5 Year target
1(1)	Research, monitoring, evaluation, and impact system of the HWSETA provide a credible skills planning and evaluation system that ensures that its funding initiatives yield good impact in the strategic period	1(1) a	The extent of the relevance of the SSP and research reports produced by the HWSETA to the research outputs stipulated by the National Skills Development Plan (2019) and the framework for SSPs (2019) in the strategic period	40% (7/17)	100% (17/17)
		1(1)b	The level of accessibility of SSP and research reports produced by the HWSETA to its internal and external stakeholders, as well as the general public in the strategic period.	40%	80%
		1(1)c	The level of usage of monitoring, evaluation, and impact studies', including tracer studies, by key stakeholders in the strategic period	60%	80%
		1(1)d	The percentage of the unemployed who find employment after completing learning programmes funded by the HWSETA in the strategic period	58%	60%
1(2)	The HWSETA delivers its mandate efficiently and effectively through its well capacitated organizational structure and business processes that are automated and integrated in the strategic period	1(2)a	The Percentage of customer of the HWSETA confirming that the HWSETA through its staff delivers on its mandate efficiently and effectively in the strategic period.	0	80%
		1(2)b	Percentage of automated and integrated business processes that contribute to improved efficiencies in service delivery and good audit outcomes for the HWSETA in the strategic period.	30%	90%

<sup>1</sup> Accessibility of SSP updates and research reports to internal and external stakeholders is made through per reviewed dissemination platforms such as HWSETA research publications, DHET research publications, and other publications

<sup>2</sup> Level of usage refers to implementation of recommendations by key stakeholders, which include managers leading the project or programme, executive managers, the Board and its committees

<sup>3</sup> The percentage is calculated based on the total number of learners interviewed (denominator) and those who reported themselves as employed (numerator)

Impact Statement 2	The HWSETA contributes to the development of the post-school system that produces increasing productive workers and work-ready graduates for the health and welfare sector by 2030					
Outcome Statement No	Outcome Statement	Outcome Indicator No	Outcome Indicator		Baseline	5 Year target
2 (1)	The HWSETA promotes linkages between education and the workplace to increase work-based learning opportunities in the health and welfare sector in the strategic period	2(1)a	Percentage of employers who partner with the HWSETA to place learners in work-based training positions in the strategic period		60%	80%
		2(1)b	Percentage of post-school education institutions, professional and employer bodies, and communities of practice who partner with the HWSETA for the education and training of learners funded by the HWSETA in the strategic period		60%	80%
2(2)	The HWSETA provides quality assurance services for the health and welfare sector that ensures quality in occupational education and training in the strategic period	2(2)a	The relevance of occupational qualifications developed by the HWSETA to occupations on high demand identified in the strategic period	Education Institutions	70%	80%
				Employers	55%	80%
		2(2)b	The level of efficiency and effectiveness of quality assurance services provided by the HWSETA in the health and welfare sector during the strategic period		40%	90%
2(3)	The HWSETA supports the growth of the public college system so that public colleges may qualify as a centres of specialisation in the strategic period	2(3)a	Percentage of lecturers supported by the HWSETA with improved success of achieving teaching and learning outcomes in the strategic period		Not established	80%
		2(3)b	The level of efficiency and effectiveness to which the HWSETA supports the TVET college and other college students in the strategic period		3195	3834
2(4)	The HWSETA supports career development services related to the health and welfare sector and makes them accessible to rural and targeted youths in the strategic period	2(4)a	Percentage of students who progress to further their studies or find employment after exposure to career development campaigns of the HWSETA in the strategic period.	Further studies	60%	60%
				Find a job	5%	20%
2(5)	The HWSETA supports career development services related to the health and welfare sector and makes them accessible to rural and unemployed youths in the strategic period	2(5)a	Percentage of learners from rural school exposed to career awareness services in the strategic period		Not established	50%
		2(5)b	Percentage of unemployed youths exposed to career awareness services in the strategic period		Not established	30%
		2(5)c	Percentage of learners exposed to career awareness services who are female and people with disabilities in the strategic period	Female	Not established	60%
				Disability	Not established	5%
		2(5)d	Percentage of learners exposed to career awareness services who enter into HWSETA funded learning programmes		Not established	40%
	2(5)e	Percentage of career guidance practitioners funded by the HWSETA for training who offer their services to rural areas		Not established	50%	

<sup>4</sup> The percentage is calculated with the total number of employers whose WSP/ATRs are approved as the denominator and total number of employers who sign MoAs to place students in learnership, work-integrated learning, and internship positions

<sup>5</sup> The percentage is calculated with the total number of faculties that offer health and welfare education programmes or total professional and employer bodies in the sector, and the total number partnering with the HWSETA to offer education and training to learners funded by the HWSETA

<sup>6</sup> Education institutions accredited to offer those occupational qualifications

<sup>7</sup> Employers of relevant occupation

<sup>19</sup> Efficiency is measured through standard set time for services delivery

Meet service level standards in terms of time 90% of time set

<b>Impact Statement 3</b>	The HWSETA contributes to the improved level of skills for 80% of the workforce within the health and welfare sector by 2030, which is evidenced by higher productivity of employees, and/or career progression either through promotion within the same organization or appointment in a higher position by another organization.					
<b>Outcome Statement No</b>	<b>Outcome Statement</b>	<b>Outcome Indicator No</b>	<b>Outcome Indicator</b>		<b>Baseline</b>	<b>5 Year target</b>
3(1)	The HWSETA contributes to the improvement of level of skills for 50% of the South African workforce through various learning programmes that address the critical skills required by the sector in the strategic period.	3(1) a	Percentage of artisans funded by the HWSETA with improved level of skills after successful completion of apprenticeship, including women and people with disabilities, in the strategic period	All Workers	46%	50%
				Women	Not established	15%
				Disability	Not established	3%
		3(1)b	Percentage of workers with high-level skills , including women and people with disabilities, in the health and welfare sector, as a result of the contribution of the HWSETA, in strategic period	All Workers	Not established	50%
				Women	Not established	60%
				Disability	Not established	5%
		3(1)c	Percentage of education and training priorities of the departments of health and social development supported by the HWSETA in the strategic period		40%	50%
		3(1)d	Percentage of workers, whose prior learning is recognized and formalized into part or full qualifications, including women and people with disability, as a result of the contribution of the HWSETA, in the strategic period	All Workers	Not established	50%
				Women	Not established	60%
				Disability	Not established	5%
		3(1)e	Percentage of workers with mid-level skills in the health and welfare sector, including women and people with disability, as a result of the contribution of the HWSETA in the strategic period	All Worker	35%	50%
				Women	Not established	60%
				Disability	Not established	5%
		3(1)f	Proportion of workers; including women and people with disability; with increased levels of critical skills, as a result of the contribution of the HWSETA through its skills programmes, in the sector in the strategic period	All Workers	Not established	50%
				Women	Not established	60%
				Disability	Not established	5%
		3(1)g	The percentage contribution of the HWSETA to the improvement of level of skills of the health and welfare sector workforce with no formal qualifications in the strategic period	All Workers	Not established	50%
				Women	Not established	60%
				Disability	Not established	5%

Impact Statement 4		The HWSETA contributes to the reduction of hard to fill vacancies in the health and welfare sector by 2030.				
Outcome Statement No	Outcome Statement	Outcome Indicator No	Outcome Indicator		Baseline	5 Year target
4(1)	The HWSETA contributes to increased access, by the unemployed, into occupationally directed programmes of the health and welfare sector in the strategic period.	4(1)a	Percentage of unemployed artisans and technicians, including women and people with disability funded by the HWSETA who find jobs in the strategic period	All Persons	78%	80%
				Women	Not Determined	60%
				Disability	Not Determined	55%
		4(1)b	Percentage of unemployed post-graduates, including women and people with disability, funded by the HWSETA who find jobs in the strategic period	All Persons	Not Determined	80%
				Women	Not Determined	60%
				Disability	Not Determined	55%
		4(1)c	Percentage of unemployed under-graduates, including women and people with disability, funded by the HWSETA who find jobs in the strategic period	All Persons	54%	80%
				Women	Not Determined	60%
				Disability	Not Determined	55%
		4(1)d	Percentage of unemployed graduates who find jobs after completing the internship programme, including women and people with disabilities, funded by the HWSETA in the strategic period	All Persons	63%	80%
				Women	Not Determined	60%
				Disability	Not Determined	55%

Impact Statement 4		The HWSETA contributes to the reduction of hard to fill vacancies in the health and welfare sector by 2030.				
Outcome Statement No	Outcome Statement	Outcome Indicator No	Outcome Indicator		Baseline	5 Year target
	The HWSETA contributes to increased access, by the unemployed, into occupationally directed programmes of the health and welfare sector in the strategic period.	4(1)e	Percentage of TVET, other college students, including women and people with disabilities, funded by the HWSETA who find jobs in the strategic period	All Persons	54%	80%
				Women	Not Determined	60%
				Disability	Not Determined	55%
		4(1)f	Percentage of university students, including women and people with disabilities, funded for work integrated learning by the HWSETA who graduate in the strategic period	All Persons	27%	80%
				Women	Not Determined	60%
				Disability	Not Determined	55%
		4(1)g	Percentage of unemployed persons, including women and people with disabilities, funded for learnerships by the HWSETA, who find jobs in the strategic period	All Persons	76%	80%
				Women	Not Determined	60%
				Disability	Not Determined	55%
		4(1)h	Prospects of pathways of unemployed persons, including women and people with disabilities, who obtain part qualifications from skills programmes funded by the HWSETA in the strategic period	All Persons	Not Determined	Exploratory research study to establish pathways
				Women	Not Determined	
				Disability	Not Determined	
		4(1)i	Percentage of unemployed persons with no qualification, including women and people with disabilities, who find jobs or further studies after completing AET learning funded by the HWSETA, in the strategic period	All Persons	Not Determined	80%
				Women	Not Determined	60%
				Disability	Not Determined	55%

<sup>12</sup> Graduate means successful completion of a qualification and being awarded a qualification certificate.



Impact Statement 5	The HWSETA contributes to increased capacity of NGOs, NPOs, and Trade Unions to meet social and rural development needs of South African citizens by 2030				
	Outcome Statement	Outcome Indicator	Outcome Indicator No	Baseline	5 year target
5(1)	The HWSETA supports officials from NGOs, NPOs, and Trade Unions in order to strengthen governance and service delivery, and thus advance social, rural, and community development in the strategic period	Percentage of employees of NGOs, NPOs, and Trade Unions with increased level of skills due to the contribution of the HWSETA, in the strategic period	5(1)a	Not Determined	50%
				Not Determined	50%
		The effectiveness of HWSETA funding to rural and provincial development projects in the strategic period	5(1)a	Not Determined	Objectives of each project are met
		Proportion of education and training priorities of levy exempt organisations supported by the HWSETA in the strategic period	5(1)c	Not Determined	50%

Impact Statement No	Impact Statement 6	The HWSETA contributes to increased capacity of large, medium, and small firms, as well as small and emerging businesses and cooperatives of the health and welfare sector to become more sustainable and expand in size by 2030.				
		Outcome Statement	Outcome Indicator No	Outcome Indicator	Baseline 2014/15-2018/19	Strategic target
		6(1)	6(1)a	Percentage of employees of small and emerging businesses with increased level of skills in the strategic period	Not Determined	50%
		The HWSETA supports skills development for entrepreneurial and cooperative activities, as well as the establishment of new enterprises and cooperatives in the strategic period	6(1)b	Increased in percentage of health and welfare sector workforce, from large, medium, and small firms with critical skills required for priority occupations in the strategic period	Not Determined	50%
			6(1)c	Percentage of members of cooperatives with increased level of skills of the health and welfare sector in the strategic period	Not Determined	50%

### 9.3 Explanation of Planned Performance over the five Year Planning Period

#### A. Contribution of Outcomes to the NDP five-year implementation Plan

NDP OUTCOMES	HWSETA OUTCOMES
Identify and increase the production of occupations in high demand	<ul style="list-style-type: none"> <li>● Research, monitoring, evaluation, and impact system of the HWSETA provide a credible skills planning and evaluation system that ensures that its funding initiatives yield good impact in the strategic period</li> <li>● The HWSETA delivers its mandate efficiently and effectively through its well capacitated organizational structure and business processes that are automated and integrated in the strategic period</li> </ul>
Linking education and the workplace	The HWSETA promotes linkages between education and the workplace to increase work-based learning opportunities in the health and welfare sector in the strategic period
Improving the level of skills in the South African workforce	The HWSETA contributes to the improvement of level of skills for 50% of the South African workforce through various learning programmes that address the critical skills required by the sector in the strategic period.
Increase access to occupationally directed programmes	The HWSETA contributes to increased access, by the unemployed, into occupationally directed programmes of the health and welfare sector in the strategic period
Support the growth of the public college system	<ul style="list-style-type: none"> <li>● The HWSETA supports the growth of the public college system so that public colleges may qualify as a centres of specislisation in the strategic period</li> <li>● The HWSETA provides quality assurance services for the health and welfare sector to ensure quality in occupational education and training in the strategic period</li> </ul>
Skills development support for entrepreneurship and cooperative development	The HWSETA supports skills development for entrepreneurial and cooperative activities, as well as the establishment of new enterprises and cooperatives in the strategic period
Encourage and support worker initiated training	The HWSETA supports officials from NGOs, NPOs, and Trade Unions in order to strengthen governance and service delivery, and thus advance social, rural, and community development in the strategic period
Support career development services	The HWSETA supports career development services related to the health and welfare sector and makes them accessible to rural and targeted youths in the strategic period

## B. Rational for the choice of the outcome indicators relevant to outcomes

Outcome indicators were chosen on the basis of the results chain of the HWSETA, which is as follows:

DESCRIPTION OF RESULTS CHAIN FOR THE STRATEGY OF THE HWSETA			
RESULTS CHAIN	DESCRIPTION OF ELEMENTS OF A RESULTS CHAIN	FINANCIAL SUPPORT GIVEN TO EMPLOYED PERSONS	FINANCIAL SUPPORT GIVEN TO UNEMPLOYED PERSONS
Input	All the resources that contribute to the production and delivery of outputs. Inputs are “what we use to do the work”. They include finances, personnel, equipment and buildings.	Discretionary Grant, personnel, technology and infrastructure	Discretionary Grant, personnel, technology and infrastructure
Activities	The processes or actions that use a range of inputs to produce the desired outputs and ultimately outcomes. In essence, activities describe “what we do”	Funding for the training of employed persons from enrolment to completion	Funding for the training of unemployed persons from enrolment to completion
Output	The final products, or goods and services produced for delivery. Outputs may be defined as “what we produce or deliver”.	Qualification obtained by employed persons through HWSTA funding increase their capacity and makes them able to create own opportunities	Qualification obtained by unemployed persons through HWSTA funding makes them employable or able to create own opportunities
Outcome	The medium-term results for specific beneficiaries that are the consequence of achieving specific outputs. Outcomes should relate clearly to an institution’s strategic goals and objectives set out in its plans. Outcomes are “what we wish to achieve”.	Results of obtaining qualification which may be finding a job or furthering studies for the unemployed or furthering one’s studies, or increased level of skills for the employed	Results of obtaining qualification which may be increased level of skills for the employed

## C. Explanation of enablers to achieve the five year targets

These outcomes will be achieved through a well capacitated organizational structure that has fully functioning divisions that are well coordinated. The contribution of each of the divisions will be as follows:

### Programme 1: Administration

This programme is responsible for the overall strategic management and support to the HWSETA operations divisions. The goal of this programme is to ensure that the HWSETA is well-positioned and capacitated to deliver on its targets. This programme cuts across a number of divisions and functional areas including Finance, which incorporates procurement and grants management, Corporate Services, which incorporates Human Resource Management, Information Technology and Marketing.

### Programme 2: Skills planning and impact assessment

The HWSETA has configured this programme to include two sub-divisions, namely Research and Information and Monitoring and Evaluation. Each sub-division is headed by its own manager. The HWSETA utilizes this programme to implement skills planning related projects that include development and update of the sector skills plan, research leading to a better understanding of the dynamics surrounding sectoral labour market, production of new knowledge in the sector and development of new researchers in the sector. This programme also implements the vital and timeous evaluation and impact assessments of projects and programmes implemented by the HWSETA. These are vital for lessons learned and ensuring that projects contribute positively to the sector and desired impacts are achieved.

### Programme 3: Skills Development Programmes and Projects

The purpose of this programme is to provide skills for learners in the workplace is scarce and critical areas within the health and welfare sectors. To this end, this programme is responsible for the implementation of learning programmes, approval of grants and implementation of projects. It also provides policy and advice to employers wishing to access grants from the HWSETA.

### Programme 4: Quality assurance and qualification development

This programme consists of three subdivisions, namely Qualification Development, Skills Development Provider accreditation and Learner achievement. The purpose of the programme is to develop fit for purpose qualifications and ensure quality training is offered in the health and welfare sector. This programme, therefore, is responsible for the coordination, development and registration of new qualifications, accreditation and quality assurance of training providers and quality assurance of learner achievement, which culminates in certification. Developments and circulars by the Quality Council for Trade and Occupations (QCTO) on the continued delegation of the functions incorporated in this programme make this programme unclear going forward and these developments will be monitored closely.

The HWSETA in all its programmes will recruit 60 per cent of funded learners from rural areas of South Africa. The HWSETA will enter into partnerships with industry employers, relevant Government Departments, NPOs and education institutions that advocate for the implementation of innovative ways of skilling the youth in rural areas. The following rural and urban nodes will be supported in line with the Presidential poverty nodes:

Rural Nodes		Urban Nodes
Alfred Nzo	Bushbuckridge	Alexandra
Central Karoo	Chris Hani	Galeshewe
Kgalagadi	Maluti-a-Phofung	INK (Inanda, Ntuzuma, KwaMashu)
Maruleng	OR Tambo	Khayelitsha
Sekhukhune	Ugu	Mdantsane
uKhahlamba	uMkhanyakude	Michell's Plain
uMzimkhulu	uMzinyathi	Motherwell
Zululand		

Rural development projects and partnerships will be driven by the following strategies:

- Adopt a market-focused approach
- Work within the constraints of reality
- Recognize the importance of good processes and cooperation.

These projects will be implemented in line with Provincial Growth and Development Strategies and rural development strategies as agreed. Further, in all projects and programmes, 70 per cent of funded learners will be youth while women will represent 60 per cent. People living with disabilities will also be catered for and the HWSETA will strive to include them in all projects and programmes. Targeted programmes will be implemented in conjunction with organizations and employers in this area.

## D. Explanation of outcomes contributing to the achievement of the impact

The outcomes were designed to lead the following impact:

Impact	The results of achieving specific outcomes, such as improved productivity that will contribute to economic growth.	For the unemployed, hard to fill vacancies are filled	The employed are more productive and they get promotions, Training the employed reduces critical skills
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## 10.1 Key Risks

Outcome	Key risk	Risk Mitigation
Research, monitoring, evaluation, and impact system of the HWSETA provide a credible skills planning and evaluation system that ensures that its funding initiatives yield good impact in the strategic period	Not having enough research capacity internally to research on the 17 research outputs stated in the NSDS and also creating baselines for all outcome indicators whose baselines have not been established	Outsource some of the research and impact assessment projects. Manage the SLAs of those projects and ensure quality in the work done
The HWSETA delivers its mandate efficiently and effectively through its well capacitated organizational structure and business processes that are automated and integrated in the strategic period	<p>Although the organizational structure may be well capacitated, the budget may not be sufficient as a result of the BUSA/DHET court judgement.</p> <p>ERP may not yield efficiencies immediately as such systems take time to be optimally in use</p>	<p>Seek legal advice on the court judgement and best way-forward. Perhaps revise APP target for the year affected to be able to manage the transition</p> <p>IT staff to manage the migration from manual system to automated has been added.</p>
The HWSETA promotes linkages between education and the workplace to increase work-based learning opportunities in the health and welfare sector in the strategic period	Employers not fully exposing learners to workplace practical training	Conduct M&E visits and interview learner as they are directly affected
The HWSETA provides quality assurance services for the health and welfare sector that ensures quality in occupational education and training in the strategic period	QCTO revoking is deligated its quality assurance function	The ETQA will gradually develop other quality assurance functions to strengthen quality in the training funded by the HWSETA
The HWSETA supports the growth of the public college system so that public colleges may qualify as a centres of specialisation in the strategic period	<p>A majority of Colleges of Nursing and EMS are not well supported.</p> <p>Very few TVET colleges offer qualifications in health and welfare</p>	Support a high number of Nursing Colleges and EMS colleges
The HWSETA supports career development services related to the health and welfare sector and makes them accessible to rural and targeted youths in the strategic period	Relevant data not collected for measuring outcome indicators	New data collecting templates will be created and issued to the manager responsible to implement

Outcome	Key risk	Risk Mitigation
The HWSETA contributes to the improvement of level of skills for 50% of the South African workforce through various learning programmes that address the critical skills required by the sector in the strategic period.	Since the baseline is not yet established it may happen that 50% of the workforce is not feasible	Baseline will be collected and when next cycle of planning comes the 5 year target will be revised
The HWSETA contributes to increased access, by the unemployed, into occupationally directed programmes of the health and welfare sector in the strategic period	Employment rate of students who complete qualifications may not reach desired target due to economic climate	Expose students to training on self-employment so that students on rely on jobs, they can create their own jobs
The HWSETA supports officials from NGOs, NPOs, and Trade Unions in order to strengthen governance and service delivery, and thus advance social, rural, and community development in the strategic period	NGOs/NPOs may experience staff turnover due to low salaries and thus result in application for training on the same qualification	Employees in management will be trained so they may roll-out the training when inducting orientation
The HWSETA supports skills development for entrepreneurial and cooperative activities, as well as the establishment of new enterprises and cooperatives in the strategic period	Non-sustainability of small business may result in the same training offered over and over again	Train owners so they may transfer skills to employees

# Part D

## Technical Indicator Descriptor

<b>Indicator 1(1)a</b>	The extent of the relevance of the SSP and research reports produced by the HWSETA to the research outputs stipulated by the National Skills Development Plan (2019) and the framework for SSPs (2019) in the strategic period
<b>Definition</b>	The indicator measures the number of NSDP research outputs researched in each SSP update and other research reports and also whether the DHET SSP Framework was followed when compiling the SSP Update
<b>Source of Data</b>	NSDP 2019 SSP Framework
<b>Method of Calculating/Measuring</b>	The Outputs are listed in the Research policy of the HWSETA for easy identification
<b>Assumptions</b>	The research agenda will cover the research outputs stipulated in the NSDP (2019)
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	To cover one NSDP outcome in each research report and these should be included in the SSP Updates
<b>Indicator Responsibility</b>	Research Manager Researcher

<b>Indicator 1(1)b</b>	The level of accessibility <sup>13</sup> of SSP and research reports produced by the HWSETA to its internal and external stakeholders, as well as the general public in the strategic period.
<b>Definition</b>	The indicator measures the publication of the SSP Updates and research reports in the HWSETA research publication platforms such as the HWSETA website, the DHET publication platforms, and other Journals
<b>Source of Data</b>	SSP Update Research reports Research agenda
<b>Method of Calculating/Measuring</b>	Accessing the SSP Updates and research reports in the publication platforms that are internal and external
<b>Assumptions</b>	The research reports should first be peer reviewed
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	For all research reports and annual SSP updates to be published once confirmed by key stakeholders
<b>Indicator Responsibility</b>	Research Manager Researcher

<sup>13</sup> Accessibility of SSP updates and research reports to internal and external stakeholders is made through peer reviewed dissemination platforms such as HWSETA research publications, DHET research publications, and other publications

<b>Indicator 1(1)c</b>	The level of usage <sup>14</sup> of monitoring, evaluation, and impact studies', including tracer studies by key stakeholders in the strategic period
<b>Definition</b>	The indicator measures the number of recommendations implemented by managers responsible for programmes under review
<b>Source of Data</b>	Monitoring, evaluation, and impact study reports
<b>Method of Calculating/Measuring</b>	Total number of recommendations implemented per M&E report against the total number of recommendations per M&E report
<b>Assumptions</b>	M&E Officer or Impact Assessment Practitioner will make follow-ups on the implementation of the recommendations
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	For all recommendations to be implemented by responsible managers within one year of confirmation of M&E report
<b>Indicator Responsibility</b>	Manager responsible for programme under review Impact Assessment Practitioner M&E Officer

<b>Indicator 1(1)d</b>	The percentage <sup>15</sup> of the unemployed who find employment after completing learning programmes funded by the HWSETA in the strategic period
<b>Definition</b>	The indicator measures the percentage of learners who reported themselves as employed during an interview conducted for the tracer study. This indicator is also measured through confirmation of employment with through employment contract submitted by employers.
<b>Source of Data</b>	Database of learners who completed learnerships, undergrad bursaries, post-graduate bursaries, internships, TVET WIL, and artisans
<b>Method of Calculating/Measuring</b>	Total number of learners reported as employed during the tracer study against the total number of learners who participated in the study.
<b>Assumptions</b>	Learners will be honest in reporting their employment status Employers will be honest in reporting the employer study
<b>Disaggregation of Beneficiaries</b>	Not applicable
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	60% of learner interviews who participate in the tracer study should be employed
<b>Indicator Responsibility</b>	Learning Programme Manager Projects Manager M&E Officer

<b>Indicator 1(2)a</b>	The Percentage of customer of the HWSETA confirming that the HWSETA through its staff delivers on its mandate efficiently and effectively.
<b>Definition</b>	This indicator measures the level of efficiency of staff occupying the organizational structure of the HWSETA. It measures how timeously provide quality and satisfactory service
<b>Source of Data</b>	Customers of the HWSETA Questionnaires completed by customers and audios from interviews
<b>Method of Calculating/Measuring</b>	Interviewed of customers randomly selected, forming a sample representative of customers of the HWSETA
<b>Assumptions</b>	Customers will share an honest opinion on how they experienced the service rendered by the HWSETA
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	80% of sampled customers should share a generally satisfied experience of service they received to the HWSETA
<b>Indicator Responsibility</b>	Stakeholder Management Officer All Managers

<sup>14</sup> Level of usage refers to implementation of recommendations by key stakeholders, which include managers leading the project or programme, executive managers, the Board and its committees

<sup>15</sup> The percentage is calculated based on the total number of learners interviewed (denominator) and those who reported themselves as employed (numerator)

<b>Indicator 1(2)b</b>	Percentage of automated and integrated business processes that contribute towards improved efficiencies in service delivery and immaterial audit outcomes for the HWSETA in the strategic period.
<b>Definition</b>	The indicator measures the contribution of automation of business processes to improve efficiencies in service delivery.
<b>Source of Data</b>	Internal and external users of the ERP
<b>Method of Calculating/Measuring</b>	Reports submitted to IT of errors encountered Efficiency in servicing customers Immaterial positive audit outcomes
<b>Assumptions</b>	ERP will automate all business processes and integrate them
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	ERP functions optimally
<b>Indicator Responsibility</b>	IT Manager IT Official responsible for the ERP

<b>Indicator 2(1)a</b>	Percentage <sup>16</sup> of employers who partner with the HWSETA to place learners in work-based training positions in the strategic period
<b>Definition</b>	This indicator measures the number of employers who enter into partnerships with the HWSETA to place learners funded by the HWSETA in workplace positions for learnerships, work integrated learning and internship positions against a total number of employers whose WSPs are approved by the HWSETA
<b>Source of Data</b>	WSP approval schedule MoAs for learnerships, internships, TVET WIL, University WIL, and artisans
<b>Method of Calculating/Measuring</b>	Number of employers who signed MoAs with HWSETA divided by the total number of employers whose WSPs are approved each year
<b>Assumptions</b>	Employers who enter into these partnerships will not decommit
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	All employers who sign Moas with the HWSETA for placing learners in workplace position will place them for the duration of the learning programme and expose learners to relevance work exposure
<b>Indicator Responsibility</b>	Managers responsible for learnerships, internships, TVET WILL and University WILL

<b>Indicator 2(1)b</b>	Percentage <sup>17</sup> of post-school education institutions, professional and employer bodies, and communities of practice who partner with the HWSETA for the education and training of learners funded by the HWSETA in the strategic period
<b>Definition</b>	This indicator measures the number of post-school education institutions, professional and employer bodies, and communities of practice who enter into partnerships with the HWSETA to train learners funded by the HWSETA against a total number of institutions in the sector
<b>Source of Data</b>	List of all institutions MoUs and MoAs for TVET Bursaries, University WIL, and Post-grad bursaries
<b>Method of Calculating/Measuring</b>	Number of post-school education institutions who signed MoAs with HWSETA divided by the total number of employers whose WSPs are approved each year
<b>Assumptions</b>	Institutions who enter into these partnerships will not decommit
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	All post-school education institutions institutions who sign Moas with the HWSETA for training learners will do so for the duration of the learning programme and expose learners to relevance education
<b>Indicator Responsibility</b>	Managers responsible for TVET Bursaries, University WIL and Post-grad bursaries

<sup>16</sup> The percentage is calculated with the total number of employers whose WSP/ATRs are approved as the denominator and total number of employers who sign MoAs to place students in learnership, work-integrated learning, and internship positions

<sup>17</sup> The percentage is calculated with the total number of faculties that offer health and welfare education programmes or total professional and employer bodies in the sector, and the total number partnering with the HWSETA to offer education and training to learners funded by the HWSETA



<b>Indicator 2(2)a</b>	The relevance of occupational qualifications developed by the HWSETA to occupations on high demand identified in the SSP
<b>Definition</b>	This indicator assesses whether the HWSETA develops qualifications contained in the list of occupations in high demand, which is compiled through research done for the SSP
<b>Source of Data</b>	List of occupations in high demand Occupational qualifications developed by the HWSEAT
<b>Method of Calculating/Measuring</b>	Measuring correlation between occupational qualifications developed by the HWSETA and qualifications in the list of occupations on high demand
<b>Assumptions</b>	There is correlation between occupational qualifications developed by the HWSETA and qualifications in the list of occupations on high demand
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	Occupational qualifications developed by the HWSETA are derived from the list of occupations in high demand
<b>Indicator Responsibility</b>	Manager Qualifications Development

<b>Indicator 2(2)b</b>	The level of efficiency <sup>18</sup> and effectiveness of quality assurance services provided by the HWSETA in the health and welfare sector during the strategic period
<b>Definition</b>	Quality Assurance services, such as accreditation of skills development providers, registration of assessors and moderators, and certification of learners will be done within set time-frames, meeting the objectives of the service rendered
<b>Source of Data</b>	Databases of accredited training providers, registered assessors and moderators, and certificated learners. SOPs and data collected from customers of these HWSETA services
<b>Method of Calculating/Measuring</b>	The study will measure the time it takes the HWSETA to process applications and whether these were done timeously. It also measures customer satisfaction and meeting of objectives of the services rendered
<b>Assumptions</b>	The service charter will be adhered to
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	Time frames are met and customers are happy with the service received
<b>Indicator Responsibility</b>	Provider Accreditation Manager Learner Achievement Manager

<b>Indicator 2(3)a</b>	Percentage of lecturers supported by the HWSETA with improved success of achieving teaching and learning outcomes in the strategic period
<b>Definition</b>	This indicator measures lecturer funded by the HWSETA who as a result are successful in achieving learning outcomes
<b>Source of Data</b>	MoAs, Learner Agreements, Lis of learners drawn from learner database of the HWSETA
<b>Method of Calculating/Measuring</b>	Data will be collected from the lecturers and their supervisors
<b>Assumptions</b>	There will be improved performance after exposure to training
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	Lectures will achieve learning outcomes
<b>Indicator Responsibility</b>	Projects Manager M&E Officer

<sup>18</sup> Efficiency is measures through standard set time for services delivery

<b>Indicator 2(3)b</b>	The level of efficiency and effectiveness to which the HWSETA supports TVET and other public college students in the strategic period
<b>Definition</b>	This indicator measures the efficiency, in terms of time, of services rendered by the HWSETA to the public college sector. It also measures the effectiveness of the HWSETA in achieving programme objectives.
<b>Source of Data</b>	MoAs, Learner Agreements, Lis of learners drawn from learner data-base of the HWSETA, EoI
<b>Method of Calculating/Measuring</b>	Data will be collected from documents and the students supported from the college sector
<b>Assumptions</b>	More learners will obtain qualifications through HWSETA support
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	College students will have access into education and through the support from the HWSETA the students obtain qualifications
<b>Indicator Responsibility</b>	Projects Manager M&E Manager

<b>Indicator 2(4)a</b>	Percentage of students who progress to further their studies or find employment after exposure to career development campaigns of the HWSETA in the strategic period
<b>Definition</b>	This indicator measures pathways taken by students after exposure to career development campaigns of the HWSETA. Those students who further their studies are followed separately from those who find jobs
<b>Source of Data</b>	Database of students who attended a career development initiative of the HWSETA. Interview data collected from students
<b>Method of Calculating/Measuring</b>	Number of students who further their studies against the total students who attended career development events of the HWSETA Number of students who find jobs against the total students who attended career development events of the HWSETA
<b>Assumptions</b>	There will be learner database with contact numbers of all students
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Reporting Cycle</b>	Bi-Annually
<b>Desired Performance</b>	The pathway of students exposed to career development events yields towards furthering of studies or finding a job
<b>Indicator Responsibility</b>	Marketing Manager Projects Manager

<b>Indicator 2(5)a</b>	Percentage of learners from rural schools exposed to career awareness services in the strategic period
<b>Definition</b>	This indicator measures exposure of pupils to career guidance services, especially those from rural areas.
<b>Source of Data</b>	The Marketing division will provide attendance registers, report on the event, list of learners
<b>Method of Calculating/Measuring</b>	Schools who attend HWSETA awareness campaigns will be located in a geo-map. Based on the location, the school will be classified as being in a rural or urban settlement
<b>Assumptions</b>	Pupils reside within the vicinity of the location of the school. Therefore, if the school is situated in a rural area, it will be assumed that the pupils from that school are from the rural areas
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	The Marketing division will make career guidance services available to pupils from rural schools
<b>Indicator Responsibility</b>	Marketing Manager Provincial Managers

<b>Indicator 2(5)b</b>	Percentage of unemployed youths exposed to career awareness services in the strategic period
<b>Definition</b>	This indicator identifies students who fall in the category of youths from the total students exposed to career guidance activities.
<b>Source of Data</b>	The Marketing division will ensure that the attendance register requests for date of birth or ID number. The manager will also provide attendance registers, report on the event, list of learners
<b>Method of Calculating/Measuring</b>	Pupils between the ages 15 – 35 years will be counted against the total number of students reached
<b>Assumptions</b>	Career awareness events will be held for communities in order to reach NEET youths
<b>Disaggregation of Beneficiaries</b>	Percentage of learners exposed to career awareness services who are female and people with disabilities in the strategic period
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	All youths are identified, especially those in NEET and referred to implementing divisions for support
<b>Indicator Responsibility</b>	Marketing Manager Provincial Managers

<b>Indicator 2(5)c</b>	Percentage of learners exposed to career awareness services who are female and people with disabilities in the strategic period
<b>Definition</b>	This indicator identifies students who are female and people with disabilities from the total students exposed to career guidance activities.
<b>Source of Data</b>	The Marketing division will ensure that the attendance register requests for date of birth or ID number, gender, and disability. The manager will also provide attendance registers, report on the event, list of learners
<b>Method of Calculating/Measuring</b>	Pupils are female and those that have disabilities will be counted against the total number of students reached
<b>Assumptions</b>	Career awareness events will be held in special schools as well
<b>Disaggregation of Beneficiaries</b>	Females 60% Pupils with disabilities 5%
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	All female and pupils with disabilities are identified, and referred to implementing divisions for support
<b>Indicator Responsibility</b>	Marketing Manager Provincial Managers

<b>Indicator 2(5)d</b>	Percentage of learners exposed to career awareness services who enter-into HWSETA funded learning programmes
<b>Definition</b>	This indicator measures the number of pupils who enter-into HWSETA funded learning programmes after being exposed to career guidance activities convened by the HWSETA
<b>Source of Data</b>	Career guidance database Learner database
<b>Method of Calculating/Measuring</b>	Pupils who enter HWSETA funded learning programmes against total number reached through career guidance
<b>Assumptions</b>	At least 20% of these students will enter HWSETA funded learning programmes
<b>Disaggregation of Beneficiaries</b>	Females 60% People with disabilities 5%
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	At least 20% of these students will enter HWSETA funded learning programmes
<b>Indicator Responsibility</b>	Marketing Manager Projects Manager Learning Programme Manager

<b>Indicator 2(5)e</b>	Percentage of career guidance practitioners funded by the HWSETA for training who offer their services to rural schools
<b>Definition</b>	This indicator identifies career guidance practitioners trained by the HWSETA who offer their services to rural schools
<b>Source of Data</b>	Questionnaires completed by funded career guidance practitioners Questionnaires completed by Principals of schools where career guidance practitioners offered their services
<b>Method of Calculating/Measuring</b>	Sample based, will generalize results
<b>Assumptions</b>	Selection will enquire on area of practice if it covers rural schools
<b>Disaggregation of Beneficiaries</b>	Rural schools serviced should at least be 50%
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	Rural schools serviced should at least be 50%
<b>Indicator Responsibility</b>	Learner Achievement Manager Provider Accreditation Manager

<b>Indicator 3 (1)a</b>	Percentage of artisans funded by the HWSETA with improved level of skills after successful completion of apprenticeships, including women and people with disabilities, in the strategic period
<b>Definition</b>	This indicator measures level of skills gained after completion of training funded by the HWSETA
<b>Source of Data</b>	Questionnaires with funded artisans and technicians Questionnaires with employers
<b>Method of Calculating/Measuring</b>	Measure level of performance after one year of successful completion of apprenticeships
<b>Assumptions</b>	There will be improved level of skills after successful completion of training
<b>Disaggregation of Beneficiaries</b>	50% artisans and technicians funded by the HWSETA Women 15% People with disabilities 3%
<b>Reporting Cycle</b>	Annually but assessing cohort that has a year after successfully completing training
<b>Desired Performance</b>	There is measurable improvement of skills from low-levels to mid-level skills
<b>Indicator Responsibility</b>	Learning Programme Manager

<b>Indicator 3 (1)b</b>	Percentage of workers with high level skills, including women and people with disabilities, in the health and welfare sector, as a result of the contribution of the HWSETA, in the strategic period
<b>Definition</b>	This indicator measures level of skills gained after successful completion (obtaining degree) of training funded by the HWSETA
<b>Source of Data</b>	Questionnaires with funded students Questionnaires with employers
<b>Method of Calculating/Measuring</b>	Measure level of performance after one year of successful completion of apprenticeships (obtaining degree)
<b>Assumptions</b>	There will be improved level of skills after successful completion of training
<b>Disaggregation of Beneficiaries</b>	50% of workers funded by the HWSETA Women 60% People with disabilities 5%
<b>Reporting Cycle</b>	Annually but assessing cohort that has a year after successfully completing training
<b>Desired Performance</b>	There is measurable improvement of skills from mid-levels to high-level skills
<b>Indicator Responsibility</b>	Projects Manager

<b>Indicator 3 (1)c</b>	Percentage of education and training priorities of the departments of health and social development supported by the HWSETA in the strategic period
<b>Definition</b>	This indicator identifies skills development needs of the departments of health and social development and lists priorities. Projects funded by the HWSETA are then measured if they addressed these priorities
<b>Source of Data</b>	Department of Health skills development needs Department of Social Development need List of projects funded by the HWSETA per year MoAs signed with these departments
<b>Method of Calculating/Measuring</b>	Skills development needs of the departments of health and social development and lists priorities. Projects funded by the HWSETA are then measured if they addressed these priorities
<b>Assumptions</b>	The HWSETA will fund skills development priorities of the department of social development and health
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	The HWSETA will fund skills development priorities of the department of social development and health
<b>Indicator Responsibility</b>	Projects Manager

<b>Indicator 3 (1)d</b>	Percentage of workers, whose prior learning is recognized and formalized into part or full qualifications, including women and people with disabilities, as a result of the contribution of the HWSETA in the strategic period
<b>Definition</b>	This indicator identifies workers exposed to RPL, those who obtain part-qualifications after training, and those that obtain full qualifications after training
<b>Source of Data</b>	Questionnaires completed by learners Copies of qualifications
<b>Method of Calculating/Measuring</b>	This indicator identifies workers exposed to RPL, those who obtain part-qualifications after training, and those that obtain full qualifications after training
<b>Assumptions</b>	Learners exposed to RPL will either get part-or full qualifications
<b>Disaggregation of Beneficiaries</b>	All workers
<b>Reporting Cycle</b>	50% of workers funded by the HWSETA Women 60% People with disabilities 5%
<b>Desired Performance</b>	Annually but assessing cohort that has a year after successfully completing training
<b>Indicator Responsibility</b>	Provider Accreditation Manager Learner Achievement Manager

<b>Indicator 3 (1)e</b>	Percentage of workers with mid-level skills in the health and welfare sector, including women and people with disabilities, as a result of the contribution of the HWSETA in the strategic period
<b>Definition</b>	This indicator measures level of skills gained after successful completion (obtaining qualification certificate) of training funded by the HWSETA
<b>Source of Data</b>	Questionnaires with funded students Questionnaires with employers
<b>Method of Calculating/Measuring</b>	Measure level of performance after one year of successful completion of apprenticeships (obtaining degree)
<b>Assumptions</b>	There will be improved level of skills after successful completion of training
<b>Disaggregation of Beneficiaries</b>	50% of workers funded by the HWSETA Women 60% People with disabilities 5%
<b>Reporting Cycle</b>	Annually but assessing cohort that has a year after successfully completing training
<b>Desired Performance</b>	There is measurable improvement of skills from low-levels to mid-level skills
<b>Indicator Responsibility</b>	Learning Programme Manager



<b>Indicator 3 (1)f</b>	Proportion of workers, including women and people with disabilities, with increased level of critical skills as a result of the contribution of the HWSETA through its skills programmes, in the sector, in the strategic period
	Percentage of workers with critical skills in the health and welfare sector, including women and people with disabilities, as a result of the contribution of the HWSETA in the strategic period
<b>Definition</b>	This indicator measures level of skills gained after successful completion (obtaining part qualification) of training funded by the HWSETA
<b>Source of Data</b>	Questionnaires with funded students Questionnaires with employers
<b>Method of Calculating/Measuring</b>	Measure level of performance after one year of successful completion of apprenticeships (obtaining degree)
<b>Assumptions</b>	There will be improved level of skills after successful completion of training
<b>Disaggregation of Beneficiaries</b>	50% of workers funded by the HWSETA Women 60% People with disabilities 5%
<b>Reporting Cycle</b>	Annually but assessing cohort that has a year after successfully completing training
<b>Desired Performance</b>	There is measurable improvement of skills from low-levels to mid-level skills
<b>Indicator Responsibility</b>	Learning Programme Manager

<b>Indicator 3 (1)g</b>	The percentage contribution of the HWSETA to the improvement of level of skills of the health and welfare sector workforce with no formal qualifications in the strategic period
<b>Definition</b>	This indicator measures the number of workers with no formal qualifications in the health and welfare sector to those funded for training in the strategic period
<b>Source of Data</b>	WSP/ATR Learner database for AET
<b>Method of Calculating/Measuring</b>	Number of workers with no formal qualifications in the health and welfare sector to those funded for training in the strategic period
<b>Assumptions</b>	The HWSETA makes a sizable (50%) contribution to the upskilling of workers with no formal qualifications
<b>Disaggregation of Beneficiaries</b>	50% of workers funded by the HWSETA Women: 60% Disability: 60%
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	The HWSETA makes a sizable (50%) contribution to the upskilling of workers with no formal qualifications
<b>Indicator Responsibility</b>	Projects Manager

<b>Indicator 4 (1)a</b>	Percentage of unemployed artisans and technicians, including women and people with disabilities, funded by the HWSETA who find jobs in the strategic period
<b>Definition</b>	This indicator identifies artisans and technicians who find jobs after completion of training funded by the HWSETA
<b>Source of Data</b>	Interview data with funded artisans and technicians Audio of interviews
<b>Method of Calculating/Measuring</b>	Identify artisans and technicians who find jobs after one year of successful completion of apprenticeships
<b>Assumptions</b>	Prospects of finding a job for a qualified artisan or technician will be higher than a non-qualified artisan or technician
<b>Disaggregation of Beneficiaries</b>	80% of unemployed artisans and technicians funded by the HWSETA Women 60% People with disabilities 5%
<b>Reporting Cycle</b>	Annually by assessing cohort that has a year after successfully completing training
<b>Desired Performance</b>	Prospects of finding a job for a qualified artisan or technician will be higher than a non-qualified artisan or technician
<b>Indicator Responsibility</b>	Learning Programme Manager

<b>Indicator 4 (1)b</b>	Percentage of unemployed post-graduates, including women and people with disabilities, funded by the HWSETA who find jobs, in the strategic period
<b>Definition</b>	This indicator identifies post-graduates who find jobs after completion of training funded by the HWSETA
<b>Source of Data</b>	Interview data with funded post-graduates
<b>Audio of interviews</b>	
<b>Method of Calculating/Measuring</b>	Identify post-graduates who find jobs after one year of successful completion of degrees
<b>Assumptions</b>	Prospects of finding a job for post-graduates will be higher
<b>Disaggregation of Beneficiaries</b>	80% of unemployed persons funded by the HWSETA Women 60% People with disabilities 5%
<b>Reporting Cycle</b>	Annually by assessing cohort that has a year after successfully completing training
<b>Desired Performance</b>	Prospects of finding a job for post-graduates will be higher than lower level qualifications
<b>Indicator Responsibility</b>	Projects Manager

<b>Indicator 4 (1)c</b>	Percentage of unemployed under-graduates, including women and people with disabilities, funded by the HWSETA who find jobs, in the strategic period
<b>Definition</b>	This indicator identifies under-graduates who find jobs after completion of training funded by the HWSETA
<b>Source of Data</b>	Interview data with funded under-graduates Audio of interviews
<b>Method of Calculating/Measuring</b>	Identify under-graduates who find jobs after one year of successful completion of degrees
<b>Assumptions</b>	Prospects of finding a job for under-graduates will be higher
<b>Disaggregation of Beneficiaries</b>	80% of unemployed persons funded by the HWSETA Women 60% People with disabilities 5%
<b>Reporting Cycle</b>	Annually by assessing cohort that has a year after successfully completing training
<b>Desired Performance</b>	Prospects of finding a job for under-graduates will be higher than lower level qualifications
<b>Indicator Responsibility</b>	Projects Manager

<b>Indicator 4 (1)d</b>	Percentage of unemployed graduates who find jobs after completing internships, including women and people with disabilities, funded by the HWSETA, in the strategic period
<b>Definition</b>	This indicator identifies unemployed graduates who find jobs after completion internships funded by the HWSETA
<b>Source of Data</b>	Interview data with funded unemployed graduates Audio of interviews
<b>Method of Calculating/Measuring</b>	Identify unemployed graduates who find jobs after one year of successful completion of degrees
<b>Assumptions</b>	Prospects of finding a job for under-graduates will be higher
<b>Disaggregation of Beneficiaries</b>	80% of unemployed persons funded by the HWSETA Women 60% People with disabilities 5%
<b>Reporting Cycle</b>	Annually by assessing cohort that has a year after successfully completing training
<b>Desired Performance</b>	Prospects of finding a job for unemployed graduates will be higher than lower level qualifications
<b>Indicator Responsibility</b>	Projects Manager

<b>Indicator 4 (1)e</b>	Percentage of TVET and other College students, including women and people with disabilities, funded by the HWSETA for work integrated learning, in the strategic period
<b>Definition</b>	This indicator identifies TVET and other College students who find jobs after completing training funded by the HWSETA
<b>Source of Data</b>	Interview data with funded TVET and other College students
<b>Audio of interviews</b>	
<b>Method of Calculating/Measuring</b>	Identify TVET and other College students who find jobs after one year of successful completion of degrees
<b>Assumptions</b>	Prospects of finding a job for TVET and other College students will be higher
<b>Disaggregation of Beneficiaries</b>	80% of unemployed persons funded by the HWSETA Women 60% People with disabilities 5%
<b>Reporting Cycle</b>	Annually by assessing cohort that has a year after successfully completing training
<b>Desired Performance</b>	Prospects of finding a job for TVET and other College students will be higher than lower level qualifications
<b>Indicator Responsibility</b>	Projects Manager

<b>Indicator 4 (1)f</b>	Percentage of university students, including women and people with disabilities, funded by the HWSETA for work integrated learning who graduate, in the strategic period
<b>Definition</b>	This indicator identifies university students who graduate after training funded by the HWSETA
<b>Source of Data</b>	Learner database of entries into WIL for university students Learner database completions
<b>Method of Calculating/Measuring</b>	Identify university students who graduate after successful completion of degrees
<b>Assumptions</b>	University students funded by the HWSETA should complete the degree
<b>Disaggregation of Beneficiaries</b>	80% of unemployed persons funded by the HWSETA Women 60% People with disabilities 5%
<b>Reporting Cycle</b>	Annually by assessing cohort that has a year after successfully completing training
<b>Desired Performance</b>	University students funded by the HWSETA should complete the degree
<b>Indicator Responsibility</b>	Projects Manager

<b>Indicator 4 (1)g</b>	Percentage of unemployed persons, including women and people with disabilities, funded by the HWSETA for learnerships who find jobs in the strategic period
<b>Definition</b>	This indicator identifies unemployed persons who find jobs after completion of learnerships funded by the HWSETA
<b>Source of Data</b>	Interview data with funded unemployed persons Audio of interviews
<b>Method of Calculating/Measuring</b>	Identify unemployed persons who find jobs after one year of successful completion of learnerships
<b>Assumptions</b>	Prospects of finding a job for a qualified unemployed persons will be higher than a non-qualified person
<b>Disaggregation of Beneficiaries</b>	80% of unemployed persons funded by the HWSETA Women 60% People with disabilities 5%
<b>Reporting Cycle</b>	Annually by assessing cohort that has a year after successfully completing training
<b>Desired Performance</b>	Prospects of finding a job for a qualified unemployed persons will be higher than a non-qualified person
<b>Indicator Responsibility</b>	Learning Programme Manager

<b>Indicator 4 (1)h</b>	Prospects of pathways of unemployed persons, including women and people with disabilities, who obtain part qualifications from skills programmes funded by the HWSETA in the strategic period
<b>Definition</b>	This indicator explores pathways of unemployed persons who obtain part qualifications funded by the HWSETA
<b>Source of Data</b>	Questionnaires with funded students
<b>Method of Calculating/Measuring</b>	Explores pathways of unemployed persons who obtain part qualifications funded by the HWSETA
<b>Assumptions</b>	Unemployed persons will use the skills programme to supplement a qualification they have or will continue pursuing to complete the whole qualification
<b>Disaggregation of Beneficiaries</b>	Exploratory research to establish pathways
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	Assessing cohort that has a year after successfully completing training
<b>Indicator Responsibility</b>	This indicator explores pathways of unemployed persons who obtain part qualifications funded by the HWSETA
<b>Definition</b>	Learning Programme Manager

<b>Indicator 4 (1)i</b>	Percentage of unemployed persons with no qualification, including women and people with disabilities, who find jobs or further their studies after completing AET learning programmes funded by the HWSETA, in the strategic period
<b>Definition</b>	This indicator identifies pathways of unemployed persons with no formal qualifications who complete the AET programmes funded by the HWSETA
<b>Source of Data</b>	Learner database for AET Questionnaire completed by learners
<b>Method of Calculating/Measuring</b>	Identifies pathways of unemployed persons with no formal qualifications who complete the AET programmes funded by the HWSETA
<b>Assumptions</b>	Unemployed persons who complete AET learning programmes funded by the HWSETA either find jobs or further their studies
<b>Disaggregation of Beneficiaries</b>	80% of unemployed persons funded by the HWSETA Women: 60% Disability: 60%
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	Identifies pathways of unemployed persons with no formal qualifications who complete the AET programmes funded by the HWSETA
<b>Indicator Responsibility</b>	Projects Manager

<b>Indicator 5 (1)a</b>	Percentage of employees of NGOs/NPOs and Trade Unions with increased level of skills due to the contribution of HWSETA in the strategic period
<b>Definition</b>	This measures level of skills of employees of NGOs/NPOs and Trade Unions after completing skills development learning programme funded by the HWSETA
<b>Source of Data</b>	Questionnaires completed by NGOs and its employees trained Questionnaires completed by NPOs and its employees trained Questionnaires completed by Trade unions and employees trained
<b>Method of Calculating/Measuring</b>	Skills development needs of NGOs/NPOs/Trade Unions and lists priorities. Skills development programmes funded by the HWSETA are then measured if they addressed these priorities
<b>Assumptions</b>	The HWSETA will fund skills development priorities of NGOs/NPOs/Trade Unions
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	The HWSETA will fund skills development priorities of NGOs/NPOs/Trade Unions
<b>Indicator Responsibility</b>	Projects Manager

<b>Indicator 5 (1)b</b>	The effectiveness of HWSETA funding to rural and provincial development projects in the strategic period
<b>Definition</b>	This indicator identifies skills development needs of rural and provincial development projects, and then measures if they are addressed
<b>Source of Data</b>	Department of Health skills development needs Department of Social Development need List of projects funded by the HWSETA per year MoAs signed with these departments
<b>Method of Calculating/Measuring</b>	Skills development needs of the departments of health and social development and lists priorities. Projects funded by the HWSETA are then measured if they addressed these priorities
<b>Assumptions</b>	The HWSETA will fund skills development priorities of the department of social development and health
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	The HWSETA will fund skills development priorities of the department of social development and health
<b>Indicator Responsibility</b>	Projects Manager

<b>Indicator 5 (1)c</b>	Proportion of education and training priorities of levy exempt organisations supported by the HWSETA in the strategic period
<b>Definition</b>	This indicator identifies skills development needs of levy exempt organisations and lists priorities. Projects funded by the HWSETA are then measured if they addressed these priorities
<b>Source of Data</b>	Levy exempt organisations needs List of projects funded by the HWSETA per year MoAs signed with these departments
<b>Method of Calculating/Measuring</b>	Skills development needs of levy exempt organisations and lists priorities. Projects funded by the HWSETA are then measured if they addressed these priorities
<b>Assumptions</b>	The HWSETA will fund skills development priorities of levy exempt organisations and health
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	The HWSETA will fund skills development priorities of levy exempt organisations
<b>Indicator Responsibility</b>	WSP Manager

<b>Indicator 6 (1)a</b>	Percentage of employees of small and emerging businesses with increased level of skills in the strategic period
<b>Definition</b>	This measures level of skills of employees of small and emerging businesses after completing skills development learning programme funded by the HWSETA
<b>Source of Data</b>	Questionnaires completed by small and emerging businesses and its employees trained
<b>Method of Calculating/Measuring</b>	Skills development needs of small and emerging businesses and lists priorities. Skills development programmes funded by the HWSETA are then measured if they addressed these priorities
<b>Assumptions</b>	The HWSETA will fund skills development priorities of small and emerging businesses
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	The HWSETA will fund skills development priorities of small and emerging businesses
<b>Indicator Responsibility</b>	WSP Manager

<b>Indicator 6 (1)b</b>	Increase in percentage of health and welfare sector workforce, from large, medium, and small firms with critical skills required for priority occupations in the strategic period
<b>Definition</b>	This indicator measures the number of health and welfare sector workforce, from large, medium, and small firms with critical skills funded for training in the strategic period
<b>Source of Data</b>	WSP/ATR List of WSPs approved
<b>Method of Calculating/Measuring</b>	Number of workers in the health and welfare sector from large, medium, and small firms with critical skills from the WSPs
<b>Assumptions</b>	The HWSETA makes a sizable (50%) contribution to the upskilling of workers who lack critical skills
<b>Disaggregation of Beneficiaries</b>	50% of workers funded by the HWSETA Women: 60% Disability: 60%
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	The HWSETA makes a sizable (50%) contribution to the upskilling of workers who lack critical skills
<b>Indicator Responsibility</b>	WSP Manager

<b>Indicator 6 (1)c</b>	Percentage of members of cooperatives with increased level of skills in the health and welfare sector in the strategic period
<b>Definition</b>	This measures level of skills of members of cooperatives after completing skills development learning programme funded by the HWSETA
<b>Source of Data</b>	Questionnaires completed by trained members of cooperatives
<b>Method of Calculating/Measuring</b>	Skills development needs of cooperatives and lists priorities. Skills development programmes funded by the HWSETA are then measured if they addressed these priorities
<b>Assumptions</b>	The HWSETA will fund skills development priorities of cooperatives
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	The HWSETA will fund skills development priorities of cooperatives
<b>Indicator Responsibility</b>	Projects Manager





# ANNUAL PERFORMANCE PLAN

2020/2021-  
2022/2023





# Foreward

The purpose of the 2020/2021 – 2022/2023 Annual Performance Plan of the Health and Welfare Sector Education and Training Authority is to outline the planned programmes and activities for execution for the year. The Sector Skills Plan and the Strategic Plan deliverables for the years 2020–2023 informed and shaped this plan. Furthermore, the draft Annual Performance Plan encapsulates negotiated targets stipulated by the Department of Higher Education and Training that is part of the Service Level Agreement between the HWSETA and the Director-General. This service level agreement is entered into on an annual basis.

The programmes and activities as stipulated in the draft Annual Performance Plan are allocated a budget. This is approved by the Accounting Authority and delegated to the CEO to ensure effective and efficient implementation of the plan. The implementing divisions use the draft Annual Performance Plan as a basis for the development of the operational plans. This forms the basis upon which work plans and performance agreements of all staff in the entity are concluded.

The draft Annual Performance Plan projects and targets are implemented at a regional and provincial level. The role of the Head Office is to ensure commensurate systems, policies, procedures, and capacity in relation to skills and staff, are in place to ensure attainment of the targets and realization of the objectives of the plan. Regular monitoring and evaluation of the projects are emphasized. This is an early warning system to unblock any blockages before they become an impediment to delivery. In this plan, the impact indicators aligned to each performance target have been described and these will be assessed in 2027. This gives systems, institutions and beneficiaries a 7-year horizon. It also gives implementers an indication of what the long-term goals of the projects are. Staff in the HWSETA are encouraged and implored upon to adhere to the turn-around times as stipulated in the Service Delivery Charter of the HWSETA. Internal structures such as the Executive Management Team (EMT) and Management Committee (MANCO) are in place to monitor progress and provide support. The Department of Higher Education and Training conducts periodic validation exercises as part of the monitoring and evaluation system.

There are governance mechanisms put in place to oversee the implementation of the Annual Performance Plan. These are governance structures as prescribed by the constitution of the HWSETA to exercise oversight role and provide guidance where necessary during implementation. The Internal Auditors and the Auditor-General audit the Financial Statements and Performance Information and advise the Audit and Risk Management Committee on the findings. It is upon advice and performance of these structures and operations divisions that the Annual report is produced.

The HWSETA has developed a materiality and significance framework, which outlines materiality and significance as follows: any amount that results from criminal conduct or the value of R3.3 million and above which results from irregular, fruitless or wasteful expenditure caused by gross negligence.

In the implementation of this plan, the HWSETA takes the necessary precautions in addressing ad hoc or unplanned mandates, which may arise as a result of factors outside the control of the HWSETA. These are addressed through the process of re-prioritization of the activities, which is done during the mid-term review. Any recommendation for a review of the plan and the reasons thereof are submitted to the Minister of Higher Education and Training for consideration and approval.



## OFFICIAL SIGN-OFF

It is hereby certified that this annual performance plan:

- Was developed by the management of the Health and Welfare SETA under the guidance of the Board and the Department of Higher Education and Training
- Was prepared in line with the Strategic Plan of the HWSETA
- Accurately reflects the performance targets which the HWSETA will endeavour to achieve given the resources made available in the budget for 2020/2021 – 2022/2023.



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Ms. Z. Mafata  
Chief Financial Officer



Ms. E. Brass  
Chief Executive Officer

Approved by



Ms. R. Matenche  
Board Chairperson (Executive Authority)

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## ABBREVIATIONS AND ACRONYMS

<b>AHPCSA</b>	Allied Health Professions Council of South Africa	<b>NDP</b>	National Development Plan
<b>AIDS</b>	Acquired Immune Deficiency Syndrome	<b>NGO</b>	Non-Governmental Organisation
<b>APP</b>	Annual Performance Plan	<b>NGP</b>	New Growth Path
<b>AQP</b>	Assessment Quality Partner	<b>NHA</b>	National Health Act, 61 of 2003
<b>ATR</b>	Annual Training Reports	<b>NHI</b>	National Health Insurance
<b>CBO</b>	Community-Based Organisation	<b>NPO</b>	Non-Profit Organisation
<b>CDP</b>	Community Development Practitioner	<b>NQF</b>	National Qualifications Framework
<b>CDW</b>	Community Development Worker	<b>NSCA</b>	National Senior Certificate for Adults
<b>CESM</b>	Classification of Education Study Material	<b>NSDS</b>	National Skills Development Strategy
<b>CHE</b>	Council on Higher Education	<b>NSF</b>	National Skills Fund
<b>CHW</b>	Community Health Worker	<b>NT</b>	National Treasury
<b>CPD</b>	Continuous Professional Development	<b>OFO</b>	Organising Framework for Occupations
<b>CYCW</b>	Child and Youth Care Worker	<b>PBSW</b>	Professional Board for Social Work
<b>DBE</b>	Department of Basic Education	<b>PBCYC</b>	Professional Board Child and Youth Care
<b>DBSA</b>	Development Bank of South Africa	<b>PFMA</b>	Public Finance Management Act
<b>DHET</b>	Department of Higher Education and Training	<b>PHC</b>	Primary Healthcare
<b>DoH</b>	Department of Health	<b>PIVOTAL</b>	Professional, Vocational, Technical And Academic Learning
<b>DSD</b>	Department of Social Development	<b>PSETA</b>	Public Service Sector Education Training Authority
<b>ECD</b>	Early Childhood Development	<b>QCTO</b>	Quality Council for Trades and Occupations
<b>FET</b>	Further Education and Training	<b>QDP</b>	Quality Development Partner
<b>FETC</b>	Further Education and Training Certificate	<b>RPL</b>	Recognition of Prior Learning
<b>GDP</b>	Gross Domestic Product	<b>SACSSP</b>	South African Council for Social Service Professions
<b>GET</b>	General Education and Training	<b>SANC</b>	South African Nursing Council
<b>GETC</b>	General Education and Training Certificate	<b>SAPC</b>	South African Pharmacy Council
<b>GP</b>	General Medical Practitioner	<b>SASSA</b>	South African Social Security Agency
<b>HASA</b>	Hospital Association of South Africa	<b>SAVC</b>	South African Veterinary Council
<b>HEI</b>	Higher Education Institution	<b>SAW</b>	Social Auxiliary Worker
<b>HEMIS</b>	Higher Education Management Information System	<b>SDA</b>	Skills Development Act
<b>HET</b>	Higher Education and Training	<b>SDF</b>	Skills Development Facilitator
<b>HIV</b>	Human Immunodeficiency Virus	<b>SDL</b>	Skills Development Levy
<b>HPCSA</b>	Health Professions Council of South Africa	<b>SIC</b>	Standard Industrial Classification
<b>HWSETA</b>	Health and Welfare Sector Education and Training Authority	<b>SSACI</b>	Swiss South African Cooperation Initiative
<b>MLW</b>	Mid-level Worker	<b>SSP</b>	Sector Skills Plan
<b>MRC</b>	South African Medical Research Council	<b>TB</b>	Tuberculosis
<b>MTEF</b>	Medium Term Expenditure Framework	<b>TVET</b>	Technical and Vocational Education and Training
<b>NC</b>	National Certificate	<b>UMALUS</b>	Council for Quality Assurance in General and Further Education and Training
<b>NCV</b>	National Certificate (Vocational)	<b>WHO</b>	World Health Organisation
<b>NEI</b>	Nursing Education Institution	<b>WSP</b>	Workplace Skills Plan

# Part A

## MANDATE OF THE HEALTH AND WELFARE SETA

### 1. UPDATE TO THE RELEVANT LEGISLATIVE AND POLICY MANDATES

The HWSETA is a statutory body, a juristic person, and a schedule 3 entity – as per the Public Finance Management Act (PFMA). As an entity of the DHET, it derives its mandate from the Constitution of the Republic of South Africa specifically Section 29 read with Schedule 4, which lists education at all levels, including tertiary education as a functional area of concurrent national and provincial legislative competence.

#### 2.1 LEGISLATIVE MANDATE

The HWSETA derives its mandate from:

- The Skills Development Act, as amended;
- The Skills Development Levies Act, as amended;
- The National Skills Development Plan
- The SAQA Act, as amended;
- The QCTO Act;
- The Public Finance Management Act, as amended;
- Treasury Regulations;
- All other (relevant/applicable) Human Resources and Industrial Relations Acts;
- All other Health and Welfare Acts and Regulations;
- Grant Regulations; and
- White Paper on Post-school Education.

The Skills Development Act, 97 of 1998 as amended, establishes Sector Education and Training Authorities under the Ministry of Higher Education and Training. Section 10 of this Act provides the mandate of SETAs. Section 10 (3) in particular gives the mandate as follows; “A SETA must perform its functions in accordance with this Act, the Skills Development Levies Act, and its Constitution”. To date, there are 21 SETAs established through section 9(1) of the Skills Development Act. These SETAs represent national economic sectors and are configured in terms of section 9(2) of the Skills Development Act. The Health and Welfare SETA is one of the SETAs that was established by the Minister of Higher Education and Training to cover the health and welfare (social development) national economic sectors.

Section 10 (1) the Skills Development Act (97 of 1998) gives SETA a mandate to:

- o Develop a Sector Skills Plan (SSP) within the framework of the National Skills Development Policy (NSDP);
- o Implement the sector skills plan;
- o Promote learning programmes;
- o Register agreements for learning programmes;
- o Perform any function delegated to it by the QCTO;
- o Collect the skills development levies and disburse the levies;
- o Liaise with the National Skills Authority.

Section 14 (1) (a) of the Skills Development Act (97 of 1998) mandates SETAs to receive 80% of the skills development levies, interest and penalties collected in respect of the SETA. The Skills Development Levies Act (9 of 1999), makes a provision for the imposition of the skills development levy for every employer to pay 1% of the total amount of remuneration paid or payable to its employees during any month, as per section 3 of the Skills Development Levies Act (9 of 1999). The Skills Development Act (97 of 1998) prescribes that the skills development levy received by each SETA should fund the performance of functions and pay for its administration within a prescribed limit. The SETA Grant Regulations Regarding Monies Received by a SETA (section 3 (2) 2012) mandates SETAs to use all monies received in terms of the Skills Development Levies Act towards the:

- Administration of the activities of the SETA;
- Payment of mandatory grants to employers; and
- Implementation of the Sector Skills Plan (SSP) through the allocation of 80% of available discretionary grants to PIVOTAL programmes that address scarce and critical skills in its sectors.
- Implementation of the Annual Performance Plan (APP), which should set out:

a reasonable estimate of discretionary grants that will be available in the sector for training of scarce and critical skills through PIVOTAL programmes, that will receive grant allocations for training of learning and skills programmes identified as priorities set out in the SSP.

how- the discretionary funds will be allocated to achieve SSP and National Skills Development Policy (NSDP) outputs and outcomes in the sector.

how- the discretionary funds will be allocated to achieve impact in the sector and how it will be measured

Based on these regulations SETAs are expected to have spent or committed (through actual contractual obligations) at least 95% of discretionary funds available to it by the 31 March of each year. A maximum of 5% of uncommitted funds is allowed to be carried over to the next financial year.

The Constitution of the Health and Welfare SETA (2019) records the scope of coverage of the Health and Welfare Sector as determined by the Minister of Higher Education and Training in terms of section 9 (2) of the Skills Development Act (97 of 1998). The scope of coverage contained in the Constitution of the HWSETA (2019) enlists 53 categories of employers that fall within the Health and Welfare Sector. The Constitution of the

HWSETA also enlists constituencies of the sector to include organised labour, organised employers, government departments, professional bodies, bargaining councils, and organisations of communities that have identifiable interest. The legal status of the Health and Welfare SETA is described by its Constitution as a statutory body and a juristic person.

The mandate of the HWSETA is contained in the Skills Development Act, No 97 of 1998 as amended, and is articulated clearly in the Green Paper for Post School Education and Training (2012). Table 1 below outlines this mandate in line with the various divisions of the HWSETA:

Table 1: The mandate of the HWSETA per division

General	
	<ol style="list-style-type: none"> <li>1. Address the needs of post-school sector</li> <li>2. Focus on skills that will impact on growth and job creation in the health and welfare sector</li> </ol>
FINANCE	
	<ol style="list-style-type: none"> <li>3. Administering the levy grant in accordance with relevant laws and regulations</li> </ol>
RIME	
Research	<ol style="list-style-type: none"> <li>4. Be an authority on labour market intelligence in the Health and Welfare Sector Conduct skills planning:</li> <li>5. Identify and articulate skills needs of the sector</li> <li>6. Develop sector skills plans, which are intended to outline current and future (short, medium, and long term) learning and qualifications needs of workers and employers</li> <li>7. Ensure that government departments; agencies involved in assisting start-up businesses, cooperative development, community and rural development, and ABET are informed about:               <ul style="list-style-type: none"> <li>o key trends in the skills development sector,</li> <li>o the skills development needs that are emerging across established business,</li> <li>o how these differ for large, medium, and small businesses,</li> <li>o the kinds of opportunities that this may suggest for start-up businesses, cooperatives and for community and rural development</li> </ul> </li> </ol>
	Through research-based evaluations: <ol style="list-style-type: none"> <li>8. Measure the efficiency and effectiveness of the HWSETA interventions</li> <li>9. Examine the extent to which the HWSETA has affected the provision of skills to enable the economy to grow as well as to ensure that individuals can progress along valid learning pathways</li> <li>10. Monitor and evaluate the impact of skills interventions in the health and welfare sector</li> </ol>
M&E	
CORPORATE SERVICES	
	<ol style="list-style-type: none"> <li>11. Provide adequate capacity in the HWSETA to conduct:           <ol style="list-style-type: none"> <li>11.1 skills planning and meet the critical purpose of identifying and articulating skills needs in the sector</li> <li>11.2 quality assurance of training taking place in the sector</li> </ol> </li> </ol>
Skills Development Programmes and Projects	
	<ol style="list-style-type: none"> <li>12. Develop interventions that are agreed upon with stakeholders and can improve the match between education and training supply and demand</li> <li>13. Foster relations with government departments, agencies involved in assisting start-up businesses, cooperative development, community and rural development, AET etc</li> <li>14. Address skills need of established employers, business, and government to meet the needs of existing workers and the unemployed and pre-employed individuals who will be entering business or government departments</li> <li>15. Facilitate access to AET for workers in the health and welfare sector (even if this is to direct them to relevant institutions)</li> </ol>
Education, Training, and Quality Assurance	
	<ol style="list-style-type: none"> <li>16. Improve quality of learning taking place in the health and welfare sector</li> <li>17. Support the development of providers of education and training</li> </ol>

## 1.2 POLICY MANDATES

Policy mandates are directed by the Service Delivery Agreements entered-into by ministers of:

- Department of Higher Education and Training;
- Department of Health; and
- Department of Social Development.
- This Strategic plan is based on a number of key performance objectives:
- The National Human Resource Development Strategy adopts the objective to ensure “decent employment through inclusive growth”.
- The Medium-Term Strategic Framework 2014-2019 “stipulates a skilled and capable workforce to support an inclusive growth path”.
- National Skills Development Plan with its eight goals are translated into five strategic goals of the strategic plan of the HWSETA:

Table 2: Aligning HWSETA Strategy Outcomes with the NSDP Outcomes

NSDP OUTCOMES	HWSETA OUTCOMES
Identify and increase the production of occupations in high demand	<ul style="list-style-type: none"> <li>● Research, monitoring, evaluation, and impact system of the HWSETA provide a credible skills planning and evaluation system that ensures that its funding initiatives yield good impact in the strategic period</li> <li>● The HWSETA delivers its mandate efficiently and effectively through its well capacitated organizational structure and business processes that are automated and integrated in the strategic period</li> </ul>
Linking education and the workplace	The HWSETA promotes linkages between education and the workplace to increase work-based learning opportunities in the health and welfare sector in the strategic period
Improving the level of skills in the South African workforce	The HWSETA contributes to the improvement of level of skills for 50% of the South African workforce through various learning programmes that address the critical skills required by the sector in the strategic period.
Increase access to occupationally directed programmes	The HWSETA contributes to increased access, by the unemployed, into occupationally directed programmes of the health and welfare sector in the strategic period
Support the growth of the public college system	<ul style="list-style-type: none"> <li>● The HWSETA supports the growth of the public college system so that public colleges may qualify as a centres of specialisation in the strategic period</li> <li>● The HWSETA provides quality assurance services for the health and welfare sector to ensure quality in occupational education and training in the strategic period</li> </ul>
Skills development support for entrepreneurship and cooperative development	The HWSETA supports skills development for entrepreneurial and cooperative activities, as well as the establishment of new enterprises and cooperatives in the strategic period
Encourage and support worker initiated training	The HWSETA supports officials from NGOs, NPOs, and Trade Unions in order to strengthen governance and service delivery, and thus advance social, rural, and community development in the strategic period
Support career development services	The HWSETA supports career development services related to the health and welfare sector and makes them accessible to rural and targeted youths in the strategic period

It should be noted that the HWSETA has both legislated and good governance reporting requirements:

Table 3: Legislated and good governance reporting requirements

No.	Report or document	Reporting Authority	Date	Section
1	National Treasury documents, returns etc.	National Treasury (NT); Auditor-General South Africa (AGSA)	When required	S 54(1)
2	Public Entity Quarterly Reporting	National Treasury	Quarterly	S51(1)(f)
3	Annual Financial Statements	AGSA, Executive Authority (DHET), NT	Within 2 months after year-end	S 55 (1)(c)
4	Annual report	DHET, NT and AGSA	Within 5 months after year-end	S 55(1)(d)
5	Financial misconduct procedures report	DHET, NT, AGSA	Annually	TR 33.3.1
6	The budget of estimated revenue and expenditure for the year	DHET	6 months prior to the start of the financial year	S 53(1)
7	Report on actual revenue and expenditure for the quarter	DHET	Within 30 days of the end of the quarter	TR 26.1
8	Report on compliance with the PFMA	DHET	Quarterly	TR 26.1.2
9	SETMIS-SETA Quarterly Management Report	DHET	Quarterly	TR 26.1
10	Strategic plan	DHET	6 months prior to the start of the financial year	TR 30.1.1

Over and above, the reporting listed above, the HWSETA Board and Sub-Committees of the HWSETA Board receive the following reports:

- Quarterly reporting on financial and performance results
- Research, Monitoring and Evaluation Reports
- Internal Audit Reports
- External Audit – management report and external audit report
- Formulated policies and amendments
- Risk Management Reporting
- Authority matters

It should also be noted that the Board Chairperson and CEO from time to time, on request, make presentations to the Parliament of the Republic of South Africa:

- Annual reporting on performance and financial results of the HWSETA
- Ad hoc reporting when required
- Responses to parliamentary questions

Finally, HWSETA's commitment to keeping stakeholders informed of HWSETA's activities results in:

- Annual report at the Annual General Meeting each year
- CEO interaction sessions
- Board stakeholder sessions
- Website notices and publications
- Provincial Skills Development Forums.

## 2. UPDATE TO INSTITUTIONAL POLICIES AND STRATEGIES OVER THE FIVE-YEAR PLANNING PERIOD

Guided by its institutional policies, the HWSETA endeavours to implement the following strategic over the five-year period:

Table 4: Institutional Policies and Strategic over the five-year planning period

Policy of the HWSETA	Strategy over the five years
<b>Research Policy</b>	<ul style="list-style-type: none"> <li>● Develop sector Skills plan to identify occupations in demand and skills needs</li> <li>● Conduct research to produce research outputs stipulated in the NSDP (2019)</li> <li>● Support research agendas of professional councils, for example the support given to the Veterinary Council to conduct research on the skills development needs of the entire sector. This research will span from 2020 to 2021</li> <li>● Publish research papers produced by candidates of post-graduate beneficiaries that are aligned to the research agenda of the HWSETA</li> <li>● Support authorship of books and funding of research fellows.</li> </ul>
<b>Partnership Policy</b>	<ul style="list-style-type: none"> <li>● Partner with key stakeholders such as:</li> <li>● Nursing Council to support students to meet professional registration requirements</li> <li>● Chief Nursing Officer to train more Nurses in the new Nursing education landscape.</li> <li>● The SACSSP to support new incumbents in job position to be inducted into the workplace in order to manage the transition from university to the workplace</li> <li>● NEA to support the Nursing fraternity to upskill Nurses into Nursing Educators who can offer the Higher Education qualifications</li> <li>● Higher Health to support institutions of higher learning to fight Gender Based Violence</li> <li>● The Presidency to support the roll-out of the National Health Insurance fund.</li> <li>● The HWSETA is negotiating a partnership with the Department of Social Development to facilitate the training of social service professionals in areas critical for service delivery.</li> </ul>
<b>Accreditation Policy</b>	<ul style="list-style-type: none"> <li>● To accredit skills development providers to offer occupational qualifications</li> <li>● Register Assessors and Moderators</li> <li>● Endorse learner achievements and issue qualification certificates</li> <li>● Administer EISA examinations on behalf of the HWSETA</li> <li>● Develop occupational qualifications for the sector</li> </ul>
<b>Discretionary Grant Policy</b>	<ul style="list-style-type: none"> <li>● Target Youth not in Employment, Education or Training (NEET) for job creation</li> <li>● Support for small businesses that are owned by persons with disabilities</li> <li>● Fund learning programmes as defined by the Skills Development Act</li> <li>● Fund Continuous Professional Development (CDP) activities</li> <li>● Fund Honours Degrees to create a pipeline for persons eligible to enroll for Master so as to achieve the NDP objective to produce more PhDs and expand the proportion of university teachers with PhDs from 46% in 2018 to 50% by 2024 and also to facilitate professional registration for occupations that require a Masters degree to practice (such as psychology)</li> <li>● Develop lecturers of TVET, other Colleges in the sector, and universities through post-graduate bursaries.</li> <li>● Support to post-school education institutions of learning with teaching aids to strengthen learner support.</li> <li>● Teaching aids such as uniforms for Radiography students, for example, who require R4000 to purchase the uniform, which protects them from radiation. Other teaching aids include computer centers, cadavers, simulation aids etc.</li> <li>● Support for NGOs and NPOs by the HWSETA will involve funding of skills development initiatives to strengthen governance and fundraising skills. Also, these organizations will be capacitated to become workplaces where host-employers can place learners for work-integrated learning and internship programmes.</li> <li>● Fund veterinary and para-veterinary students ensuring that there is enough veterinary professionals to maintain health in animals and secure food safety.</li> </ul>
<b>M&amp;E Policy and Framework</b>	<ul style="list-style-type: none"> <li>● Monitor and evaluate the performance of the HWSETA in carrying its mandate</li> <li>● To measure the impact of funding strategies of the HWSETA</li> </ul>

The overall aim of the National Development Plan (NDP) in relation to health and social development is to enable all South Africans to maintain a decent living standard, have universal access to healthcare and enjoy adequate social protection (NPC 2012d:68-69).



Table 5 summarises the strategic actions needed to achieve these aims and the resulting implications for skills planning in the health and social development sector.

Table 5: Implications of NDP for Strategic Planning over the five-year planning period

NDP	Implications for Strategic Planning
<b>Health: Access to quality health care for all, reduce disease burden and raise life expectancy</b>	
Strengthen the health system: Build service capacity & expertise Set norms & standards for care	Supply adequate skills mix across the entire health system to provide effective, efficient, affordable & quality care; Train more professional & specialist nurses & strengthen nurse training platforms; and Improve health system management, safety in healthcare & clinical governance
Re-engineer primary healthcare	Deploy ward-based outreach teams & expand school health services; Contract in sessional doctors & deploy clinical specialist teams trained in family health; and train nurses in primary health care
Expand community-based care & environmental health	Train community health workers to focus on maternal, child & women's health & basic household & community hygiene & expand environmental health services
Increase access to antiretroviral treatment & reduce TB infection rates	Train more health professionals & health workers to monitor treatment, & employ more pharmacists & pharmacy technicians to distribute & administer medication
Provide National Health Insurance to give universal healthcare coverage	Improve financial management & procurement of health services, medicine & goods; Improve health facilities & expand training of health professionals; and set staffing norms & improve human resources capacity, training & HR management
<b>Social Development: Provide integrated social protection &amp; enable citizens to live with dignity</b>	
Expand basic social welfare services for vulnerable groups	Provide protection & care services for children, families, the elderly & disabled; train more social service workers on all occupational levels, and build management & governance capacity of NGOs to sustain service provision
Enable children to access social care, education safety & nutrition	Expand provision of early childhood development programmes & train ECD practitioners; address the social impact of HIV/AIDS & other challenges on children; strengthen child protection services, supervision & mentorship for youth & orphans; and train caregivers & social work specialists (e.g. probation officers & registered counsellors)
Support communities with sustainable livelihoods & household food security	Train community development practitioners & enhance skills set of the current workforce; and build the capacity of community-based organizations to provide effective community development
Reduce social crime & support victims	Increase social care & support to families & victims, and train social workers to manage substance abuse & crime prevention programmes

### 3. UPDATE TO RELEVANT COURT RULINGS

Table 6(a): Relevant Court Rulings – Lerong Consulting cc/HWSETA

<b>Name of court case</b>	Lerong Consulting cc/ Health & Welfare Sector Education & Training Authority (Case no: 2009/27795) (High court, Johannesburg)
<b>Impact on HWSETA operations and service delivery obligations</b>	<p>The matter was set down for trial on 21 April 2019 however the Plaintiff unduly removed the matter from the court roll due to unpreparedness, thus causing more delays in concluding the matter.</p> <p>There is no impact on operations and service delivery as it is purely a compensation matter.</p>

Table 6(b): Relevant Court Rulings – BUSA/DHET

<b>Name of court case</b>	BUSA Case: Applied to the Court for the setting aside of regulation 4(4) as promulgated in Government Notice 23 of 2016, published in Government Gazette 39592 in terms of the Skills Development Act 97 of 1998
<b>Impact on HWSETA operations and service delivery obligations</b>	<p>Section 4(4), states that, “20% of the total levies paid by employers in terms of section 3(1) as read with section 6 of the Skills Development Levies Act during each financial year will be paid to the employer who submits a WSP”.</p> <p>The judgement of the Labour Appeal Court, on 20 October 2019, set aside the Labour Court judgement, and was replaced by the following:</p> <p>1. Regulation 4(4) as promulgated in Government Notice 23 of 2016, published in Government Gazette 39592 in terms of the Skills Development Act 97 of 1998 is set aside</p> <p>Implication is that mandatory grants to be paid to employers should be 50% of the total levy paid. This will reduce the discretionary grant budget by 30% and it is unclear whether this judgment will be retrospective.</p>



# Part B

## STRATEGIC FOCUS OF THE HEALTH AND WELFARE SETA

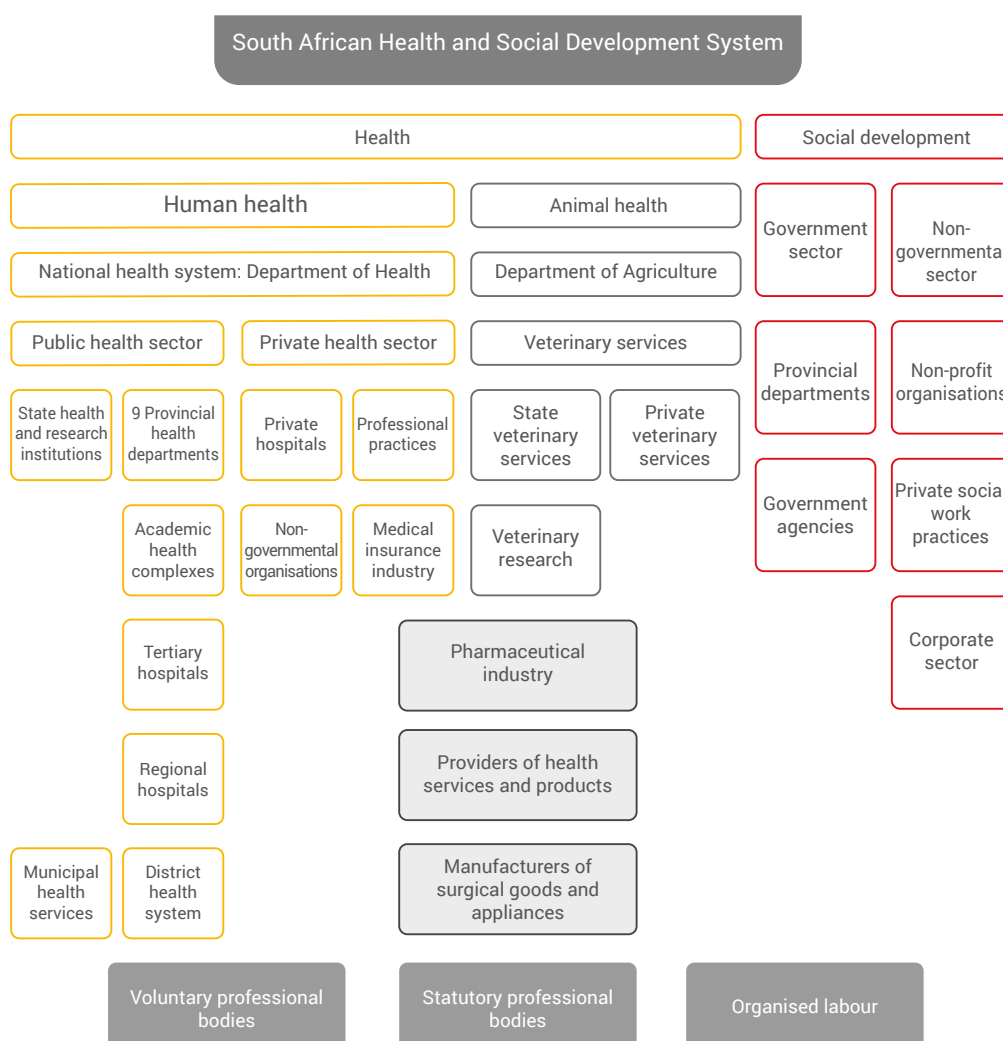
### 4. UPDATED SITUATIONAL ANALYSIS

This section will in broad terms present information on both the performance and institutional environment of the health and welfare sector as a whole. It will also locate the HWSETA's role within the skills development milieu in the sector citing key drivers of demand and supply of labour and interventions by the HWSETA to stimulate either side.

#### 4.1 External Environment

The sector served by the HWSETA is extensive and spans portions of the human- and animal health systems in South Africa, as well as portions of the human and animal welfare. The economic activities that fall within the scope of the health component of the HWSETA range from all healthcare facilities and services, pharmaceutical services and the distribution of medicine, medical research, non-governmental organizations, to veterinary services. The social development component of the sector consists of the government, NGOs and private social work practices.

Table 7: The Health and Welfare Sector Stakeholders



Roles played by each of the stakeholders indicated above are tabulated below in table 8

Table 8: The Roles of the Health and Welfare Sector Stakeholders

Role Player	Key roles and responsibilities
National Departments of Health and Social Development	Policy, legislation, standard-setting, oversight, and coordination of services rendered by provinces.
Provincial Departments of Health and Social Development	Delivering and monitoring of health and social development services.
Municipal Health Services	Environmental health management, Primary Health Care.
Government Agencies	Administration of social protection grants
NGOs, CBOs, and NPOs	Delivering health and social services.
The Hospital Association of South Africa (HASA)	Represents the interests of 64 000 people employed by the majority of private hospital groups and independently owned private hospitals.
Statutory professional bodies	Regulation of the respective professions.
Voluntary professional bodies	Representing the interests of specific professions, their members and specialized fields of practice.
Labour and trade unions	Shaping of labour market policies, labour relations practices, and human resources management in the sector.
Research institutions	Conducting sector-relevant and related research.
Medical Research Council	
Human Sciences Research Council	
National Health Laboratory Service	
Onderstepoort Veterinary Institute	

The Health and Social Development sector is a diverse sector falling mainly under the Sector Industrial Classification (SIC) category 93. The HWSETA has jurisdiction over 60 SIC codes and employers belonging to the 60 SIC sectors are grouped into five groups:

- Community services;
- Complementary health services;
- Doctors and specialists;
- Hospitals and clinics; and
- Research and development institutions.

By April 2019 there were 334 762 filled positions in the Public Service health and social development departments and 368 527 in the private sector bringing total employment in the sector to 703 289. Professionals, technicians, and associate professionals respectively formed 39% and 22% of the total workforce. Professionals, technicians, and associate professionals in the Public Service health and social development departments formed 40% of the total workforce and 22% in the private sector. A majority of people working in the sector are female (70%) and the vast majority are African (69%). Only a small percentage (0.5%) of the workers in the sector have disabilities. The labour and trade unions are well organized and mobilized within the formal health and social development sector.

### 8.1.1 TRENDS IN EMPLOYMENT DATA: GENDER

Table 9 shows the gender distribution in the sector from 2015 to 2019. Men's share in employment in the sector varied between 26% and 30% while women formed between 70% and 74% of the workforce.

Table 9: Gender distribution of the Health and Welfare Sector

	2015	2016	2017	2018	2019
<b>Public Service</b>	%	%	%	%	%
Male	28	27	27	28	32
Female	72	73	73	72	68
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Private sector</b>	%	%	%	%	%
Male	27	30	25	25	28
Female	73	70	75	75	72
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Total sector</b>	%	%	%	%	%
Male	27	28	26	27	30
Female	73	72	74	73	70
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

Women are in the majority in all occupation groups, except for the two groups: Skilled Agricultural, Forestry, Fishery, Craft and Related Trades, which includes artisans and Plant and Machine Operators and Assemblers, which includes occupations such as delivery drivers which are mostly filled by men.

### 8.1.2 TRENDS IN EMPLOYMENT DATA: AGE

Table 10 shows the total age distribution in the Public Service, private health and the total sector from 2015 to 2019. The overall age profile remained relatively stable in the Public service over the five-year period with people under 35 forming around 30% of the workforce and people older than 55 constituting 10% or more of the workers. Private sector data is only available from 2014 to 2017. The percentage of employees younger than 35 years in the private sector is markedly higher – around 40% of the total workforce.

Table 10: Health and social development sector: age distribution 2013-2017

	2015	2016	2017	2018	2019
<b>Public Service</b>	%	%	%	%	%
Younger than 35	33	30	31	32	29
35 to 55	57	59	57	58	61
Older than 55	10	11	12	10	10
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Private sector</b>					
Younger than 35	No data	37	41	40	37
35 to 55	No data	54	50	49	49
Older than 55	No data	9	9	11	14
<b>Total</b>		<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Total sector</b>					
Younger than 35		33	36	35	32
35 to 55		57	54	54	57
Older than 55		10	10	11	11
<b>Total</b>		<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

The 2017 age distribution of employees in the health and social development sector by the occupational group is given in 1. In the public sector, 9% of the professionals are over the age of 55. In the private sector, this figure is 19%. This is probably because people employed in the public sector retire when they reach the retirement age of 60 or 65 while private practitioners continue working after this age.

The larger numbers of people under the age of 35 in the private sector are concentrated in the occupational group's Technicians and Associate Professionals, Clerical Support Workers and Service and Sales Workers.

### 8.1.3 TRENDS IN EMPLOYMENT DATA: DISABILITY

In 2017, 0.5% of the people employed in the sector were living with disabilities. Of the 1 192 disabled employees in the Public Service, 116 (10%) were employed as managers, 303 (25%) as professionals, 130 (11%) as technicians and associate professionals and 454 (38%) as clerical support workers. In private health, 161 (9%) were employed as managers, 429 (25%) as professionals, 383 (22%) as technicians and associate professionals and 423 (25%) as clerical support workers.

### 8.1.4 THE HEALTH AND WELFARE SECTOR LANDSCAPE

A unique and essential feature in the sector is that professional councils regulate a majority of healthcare practitioners, social services professionals and para-professionals. These statutory professional bodies play a formative role in determining the scope of practice for professionals and specialist occupations and regulate the education and training standards required to work as healthcare or social services practitioners. By controlling and enforcing standards of quality, ethical conduct and Continuous Professional Development (CPD), these councils promote the provision of quality health and social services to the broader public. The HWSETA endeavours to support the following initiatives of statutory councils of the health and welfare sector:

- Research agendas of professional councils
- Induction and Internship programmes that are a prerequisite for professional registration (eg; induction standards of the social services professionals)
- Funding of students professionals to expand registration categories on demand by the health and welfare sector
- Continuous Professional Development
- Development of various regulations
- Accreditation of training institutions to offer professional qualifications
- Funding of professions to qualify to register as specialists

Market forces, poor working conditions, remuneration, migration of professionals and career advancement opportunities are all factors that determine where and for how long people work in a particular workplace. The sector is grappling with serious human resources and labour market challenges. Other factors influencing skills supply in the sector include long lead times required to train health professionals; constrained academic and clinical training capacity; slow graduate output for the health-related occupations and the low retention rate of health- and social service professionals in the public sector. The HWSETA endeavors to develop lecturers of TVET and other Colleges, Universities etc through post-graduate bursaries, publishing of research papers, authorship of books, funding of research fellows, and workplace experience. The HWSETA will also provide support to post-school education institutions of learning with teaching aids to strengthen learner support.

Teaching aids such as uniforms for Radiography students, for example, who require R4000 to purchase the uniform, which protects them from radiation. Other teaching aids include computer centers, cadavers, simulation aids etc.

The State's partnership approach enables the non-governmental organization's (NGO) and non-profit organizations (NPOs) to play a very important role in the sector, hence these organizations offer social services on behalf of the government. However, these organizations struggle to attract and retain social services professionals. Many NGOs and NPOs are exempt from paying skills development levies, and so their workers fall outside the SETA levy-grant system for skills development. Support for NGOs and NPOs by the HWSETA will involve funding of skills development initiatives to strengthen governance and fundraising skills. Also, these organizations will be capacitated to become workplaces where host-employers can place learners for work-integrated learning and internship programmes.

Key changes in the sector are driven broadly by the ever-changing socio-economic realities, which includes the high burden of disease experienced in the country and high levels of interpersonal violence, vulnerability, destitution and other social crimes that increase the demand for public health and social welfare services. At the same time, constitutional imperatives compel the state to be development orientated and to take progressive measures to enable everyone access to needs such as education, shelter, healthcare services, social security, sufficient food and water.

A multitude of national and provincial policies and socio-economic development plans affect the way services are delivered and how work is organized in the health and social development sector. Upon a thorough reflection and review, there has been a need for the introduction of national health insurance (NHI) system and the re-engineering and expansion of primary healthcare. All this requires a targeted set of skills interventions to build capacity for the developmental state. Recently, the implementation of the NHI has been placed within the presidency. The Presidency has thus far developed a National Improvement Plan, which is currently undergoing a consultation. The HWSETA is negotiating a partnership with the Presidency through which it will fund some aspects of the implementation of the National Improvement Plan. This plan will ensure improvement of health care and thus ensure quality health care. This, in turn, will qualify health care institutions, such as clinics and hospitals, to get accreditation as NHI institutions.

Skills are needed at all levels and occupations in the sector: from high-level specialist skills to mid-level skills and to lower-level skills. The greatest demand for skills exists in four of the main occupational groups: managers; professionals; technicians and associate professionals; and services and sales workers. State veterinary services are under huge pressure due to prolonged skills shortages and vacancies. Skills shortages compromise critical public health measures



# ANNUAL PERFORMANCE PLAN

required to control and reduce the risk of animal diseases, and thus, also impact food security. The HWSETA will continue to fund veterinary and para-veterinary students ensuring that there is enough veterinary professionals to maintain health in animals and secure food safety.

As part of enhancing adjustment and adaptation, some of the statutory professional councils are introducing changes to the scopes of practice, qualifications and training requirements for health and social services professionals, and in turn, these changes have specific implications for training platforms and training providers. Interventions are needed to address the considerable gaps in the management of public health operations, its employees and technology, as well as its capital and financial resources. The HWSETA will form partnerships with the South African Nursing Council and Office of the Chief Nursing Officer to ensure that support is given for capacitating the Nursing Colleges to qualify for accreditation for the New qualifications that are in the higher education band.

In the social development, sector managers and supervisors require training in areas of leadership, management, governance and service delivery. Apart from the need to train more social workers, the current skills base needs strengthening through occupational-specific and technical training, and work-readiness training. There is a pressing need for supervision training of social workers and improved monitoring of practical workplace training of undergraduates. NGOs require skills to improve governance and organizational management systems. The HWSETA is negotiating a partnership with the Department of Social Development to facilitate the training of social service professionals in areas critical for service delivery.

In the past few years, the institutional capacity for education and training of health and social service professionals has been boosted. Large numbers of medical students have been sent for training to Cuba, the training of nurses has been moved to a higher education platform and new qualifications for mid-level workers have been developed under the Quality Council for Trades and Occupations (QCTO). Although these new developments are not without challenges and in some instances disruptions, they are expected to help alleviate the skills shortages experienced in the sector.

The establishment of partnerships with training institutions, employers and statutory bodies lies at the heart of HWSETA skills development operations. The partnerships are structured to provide multiple entry points into work in the health and social development sector. Although some partnerships produced mixed results in the past, valuable lessons were learned, and the HWSETA has adopted corrective measures to advance skills production. The identification of the skills priorities also takes place in the context of informed research.

## 4.2 INTERNAL ENVIRONMENT

The HWSETA Board is actively and effectively involved in the

process of strategy and policy development. The HWSETA vision percolates through the organization from the strategic level to the operational level. The HWSETA has management systems and policies in place and staff is aware of them. The hierarchies of authority and responsibility have been defined at every level. The HWSETA has a fully-fledged financial and accounting system. Budgeting is project-specific and fund utilization is prepared and monitored regularly through periodic reports. The HWSETA has put in place risk management systems to ensure delivery on its mandate. The HWSETA is complemented by qualified human resources capable of carrying out the implementation of the Strategic Plan and Annual Performance Plans which are in consonance with the mission and objectives of the HWSETA.

The HWSETA has 152 positions of which 93% (key positions) are filled thus far. There is at least one provincial office located in the nine provinces of South Africa. For easy access by communities, this is being augmented by offices at the Technical and Vocational Education and Training (TVET) Colleges. The Delivery Model clearly makes a distinction between functions decentralized and those centralized. A Service Delivery Charter has been adopted to ensure uniformity and standardization in the service rendered. This is aimed at inculcating a new culture of accountability and performance management.

To be efficient and achieve optimal performance, the HWSETA, in terms of programmes, is structured in the following manner:

### Programme 1: Administration

- o Office of the CEO comprising of Board office and Legal services;
- o Corporate Services- includes Marketing, Human Resource and Information Technology; and
- o Finance comprising of Supply Chain Management, Grants and general finance.

### Programme 2: Skills planning and impact assessment

- o Research, Information, Monitoring and Evaluation – incorporating impact assessment;

### Programme 3: Learning programmes

- Skills Development Programmes and Projects is responsible for:
  - o supporting learning programmes through work-based training and
  - o funding projects, including Government Projects, Employer initiated Projects, Professional Body Projects,
  - o administration of Workplace Skills Plan
  - o forming partnerships for work-based training
  - o Supports small businesses, NGOs, Trade Unions, Cooperatives

#### Sub-programme 3.1: Learning Programmes

- Supports learning programmes through learnerships, skills programmes, bursaries, internships, work integrated learning, Lecturer Development and AET.

### Sub-programme 3.2: Partnerships, Projects, and WSP

- Funds projects, including Government Projects, Employer initiated Projects, Professional Body Projects.
- Evaluates and approve Workplace Skills Plan.
- Forming partnerships for work-based training
- Supports small businesses, NGOs, Trade Unions, Cooperatives

### Programme 4: Quality assurance and qualification development

- Education and Training Quality Assurance incorporating Provider Accreditation, Learner Achievement and Qualification Development

The Provincial offices are rendering basic cross-cutting functions, which encapsulate all functions mentioned above. The HWSETA has a well-established Human Resources Plan, which reflects:

- HR planning and a number of posts in the staff establishment. The Board approved the HWSETA organogram in October 2018 after an OD exercise, for 152 permanent positions within the organization.
- Recruitment strategy and employment equity plan. The recruitment strategy is to fill all key positions within the organization and to procure temporary staff members to address short-term projects or workload fluctuations. Positions will also be filled when required after a staff member has resigned from the HWSETA.
- Currently 63% of staff at the HWSETA are women, and 4% are people living with disabilities. Just about a quarter of employees are youth.
- The HWSETA is still in the process of applying for BBBEE. This process will be finalized by the end of the 2019/2020 financial year.

**Challenges:** Some of the challenges the HWSETA faces in order to achieve its mandate are the following:

- Participation by the HWSETA departments of Health and Social Development in discretionary grant funding is improving over time.
- Lack of timeous compliance with the criteria of discretionary grant funding by Employers resulting in material de-commitments each year.
- The risk of retrenchments in the NGO Sector due to reduced Department funds to this sector and reduced international donor funds due to global economic pressures;
- Attraction and retention of skilled staff in the HWSETA which affects the capacity to provide efficient and effective service and achievement of its mandate;
- The slow rate of prosecution of Skills Development Providers who defrauded learners due to the lack of a legislative tool for this purpose.

### ICT

The automation of business processes of the HWSETA is an innovation in service delivery that is coming into fruition, as automation of Workplace Skills Plan (WSP), Education and

Training Quality Assurance (ETQA), and Skills Development Projects (SDP) were completed by 31 March 2019. The WSP and ETQA automated modules went live in 2015-2016 and 2017/18 respectively. Skills projects went live in 2019/20. The automation is gradually providing convenience for HWSETA stakeholders as they do not have to visit HWSETA offices for submission of application forms and other documentation. The automation of business processes is expected to improve service delivery in many ways and these effects are expected by 2020/2021. Additional in house skills have been enhanced over the period to support the ERP system.

### FINANCES

- The estimated revenue from Skills Development Levies is conservative taking into account on average a 5.8% increase from year to year. Actual revenue in the past has at least kept abreast with CPI, and the HWSETA's levy base remains stable. Actual penalties received do vary from year to year and cannot be estimated reliably, but will not be significantly different from the estimated penalties to be received above.
- On 1 April 2013, a Cabinet Memorandum, Cabinet Memorandum No 53 of 2012, came into effect where all Departments of Health and Social Development must contribute 30% of their training budget to the HWSETA. The contribution is utilized as follows:

10%	Administration of the HWSETA
20%	Discretionary grant funding

- The contribution by Government Departments is reflected in the budget as a conservative figure due to the poor collection of this stream of levies over the last three years. These levies that add to revenue distorts the % of revenue allocated for administration and discretionary grant expenditure. Therefore, the %'s allocated for the administration of 10.5% and discretionary of 49.5%, is distorted.
- Discretionary grant funding of R468 million, R489 million and R510 million over the MTEF period covers the targets set out in the strategic plan.
- The funding model per project has been revised and projected over the MTEF period. The targets set are determined based on a number of factors including the SSP research, strategic planning, the prior year actual achievements and Government priorities. The administration budget set aside caters for sufficient capacity within the HWSETA to meet all target set in the MTEF period. Any approved project administration costs for Programmes 2, 3 and 4 are up to 7.5% as determined by the Grant Regulations. Rationalization of the HWSETA structure was recommended and approved by the HWSETA Board on March 2016. The budget has been put aside for this.
- In the past two years, 2017-2018 and 2018-2019, the HWSETA has committed 97% and 116% of its discretionary grant reserve respectively for funding, with exceptional performance against predetermined targets.

## Description of the strategic planning process

Annually, in June, the Board, the CEO and the Executive Managers attend a Strategic Planning workshop. At this workshop, various key focus areas are analyzed, and the HWSETA's strategic objectives are formulated or their suitability and relevance are confirmed. These strategic objectives effectively deal with both the skills development needs of the sector and the needs and demands of various national skills development strategies. The strategic objectives are listed in this Strategic plan and cost. The budget structure is also approved in line with the identified priorities.

This is also an opportunity to gauge progress in terms of the five-year targets. This will inform the pace as to which projects are to run. A Risk Assessment Workshop is also organized. At

this workshop an analysis of the “control measures culture” that exists at the HWSETA is undertaken, the top 10 strategic HWSETA risks are identified and a risk register is compiled. The results of the Risk Assessment Workshop are incorporated into HWSETA's Strategic Business Plan, whereby action plans to mitigate the impact of these risks are formulated, cost, and included in the Annual Business Plan. There is an ongoing monitoring process by both the Audit and Risk Committee and the Board. On an ongoing basis, the CEO and the Executives meet and identify other risks which might emerge during implementation, and the Risk Register is amended to factor those. Further advocacy is provided by the presence of Internal Auditors in these meetings.

The HWSETA Planning process can be described as follows:

- The management team of the HWSETA undertakes a scanning exercise. This is usually done through the research that underpins the 5-year sector skills plan. The sector skills plan notes significant developments in the Health and Social Development Sectors and from this, the scarce and critical skills list is derived;
- The second step is to take note of significant national government imperatives announced over the past year. For example, the Growth Path, the Skills Accord, the National Skills Development Plan, the Extended Public Works Programme, the National Health Insurance Programme, and the Human Resources Strategy for South Africa.
- A Management Planning workshop is held in which the Management team unpacks the documents listed above. A draft HWSETA Strategic Plan is developed.
- This draft plan is then presented to the Board at a workshop where Board members give additional inputs and where their sectoral experience and local knowledge influences the draft plan.
- The HWSETA management team develops a final Strategic Plan and Budget and this is presented to the Board for final approval.
- The annual performance plan will then become the basis of the management plan in which delivery will be structured over the 4 quarters.
- The 4-quarter plan will form the basis of the CEO review sessions each quarter and the performance report to the quarterly Board meetings. If and when required, corrective action plans will be put in place to deal with items not progressed satisfactorily.

## Part C

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### MEASURING THE PERFORMANCE OF THE HEALTH AND WELFARE SETA

#### 5. INSTITUTIONAL PROGRAMME PERFORMANCE INFORMATION

##### Programme 1: Administration

**Purpose:** This programme is responsible for the overall strategic management and support to the HWSETA operations divisions. The goal of this programme is to ensure that the HWSETA is well-positioned and capacitated to deliver on its targets. This programme cuts across a number of divisions and functional areas including Finance, which incorporates procurement and grants management, Corporate Services, which incorporates Human Resource Management, Information Technology and Marketing.



Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS						
					Audited/Actual Performance		Estimated Performance	MTEF PERIOD			
					2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
The HWSETA delivers its mandate efficiently and effectively through its well capacitated organizational structure and business processes that are automated and integrated in the strategic period	18	The HWSETA is capacitated to deliver on its mandate and achieve its targets in the reporting period	18	Percentage of filled positions in the HWSETA organizational structure of the HWSETA to facilitates the delivery of its mandate and achievement of its targets in the reporting period	92%	95%	86%	95%	95%	95%	95%
	20	The HWSETA business processes are automated and integrated for effective delivery of services to the sector in the reporting period	20	Percentage of HWSETA business processes are automated and integrated for efficient delivery of services to the sector in the reporting period	52%	98%	84%	95%	95%	95%	95%
The HWSETA supports career development services related to the health and welfare sector and makes them accessible to rural and targeted youths in the strategic period	15	The HWSETA makes career development services accessible to school and post-school youths <sup>1</sup> , mainly from rural areas, in the reporting period	15 (1)	The number of school and post-school youths, mainly from rural areas, reached through career development awareness programmes in the strategic period	15159	18887	16263	7200	12000	12000	12000
			15 (2)	Number of career guidance practitioners funded for training by the HWSETA in the strategic period	0	0	0	0	30	30	30

<sup>1</sup> Post school youth refer to those unemployed youth as defined in the Green paper on post school education. Post school youth includes those from rural and urban areas, and targeted groups, such as learners with disabilities, female, and black South African youths





Impact Statement 1	The HWSETA has an established credible planning system, which guides skills planning and supports the implementation of the post-school education system that identifies occupations on high demand and supports the production of persons qualifying to occupy such occupations in the health and welfare sector by 2030										
Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS						
					Audited/Actual Performance		Estimated Performance	MTEF PERIOD			
					2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
5		The monitoring, evaluation, and impact studies, including tracer studies, produced by the HWSETA, are confirmed by key stakeholders as measuring the performance of learning programmes and projects implemented by the HWSETA in the reporting period	5 (1)	Number of monitoring, evaluation, and impact studies, including tracer studies, completed and confirmed by key stakeholders as measuring the performance of learning programmes and projects implemented by the HWSETA in the reporting period	6	2	6	2	3	3	3
			5 (2)	Percentage of unemployed persons reached through the track and trace study after completing learning programmes funded by the HWSETA in the reporting period	65%	74%	52%	60%	63%	65%	68%

### Programme 3: Skills Development Programmes and Projects

**Purpose:** The purpose of this programme is to provide skills for learners in the workplace is scarce and critical areas within the health and welfare sectors. To this end, this programme is responsible for the implementation of learning programmes, approval of grants and implementation of projects. It also provides policy and advice to employers wishing to access grants from the HWSETA.

Sub-Programme 3.1: Learning Programmes

**Purpose:** The purpose of this sub-programme is to implement learning programmes. It also provides policy and advice to employers wishing to access grants from the HWSETA.

Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS						
					Audited/Actual Performance			Estimated Performance	MTEF PERIOD		
					2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
The HWSETA supports the growth of the public college system so that public colleges may qualify as a centres of specialisation in the strategic period	17	The HWSETA supports public college students in vocational and occupational training in the reporting period	17 (1)	Number of students from TVET and other public colleges funded by the HWSETA for vocational and occupational training in the reporting period	1212	413	382	4125	767	767	767
				Number of students from TVET and other public colleges reported to the HWSETA as having completed vocational and occupational training funded by the HWSETA in the reporting period	326	292	106	249	2475	460	460
The HWSETA contributes to the improvement of level of skills for 50% of the South African workforce through various learning programmes that address the critical skills required by the sector in the strategic period.	4	Employed apprenticeships and trainee technicians entered-into the HWSETA apprenticeship programme complete the programme and are reported to the HWSETA within 12 months of completion in the reporting period.	4(1)	Number of employed apprentices and trainee technicians entered-into the HWSETA funded apprenticeship programme in the reporting period	110	100	128	30	100	100	100
				Number of employed apprentices and trainee technicians reported to the HWSETA as having completed apprenticeships funded by the HWSETA in the reporting period	60	90	61	40	18	60	60

Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS						
					Audited/Actual Performance		Estimated Performance	MTEF PERIOD			
					2016/2017	2017/2018		2018/2019	2019/2020	2020/2021	2021/2022
	6	Workers in the health and welfare sector given bursaries by the HWSETA complete under-graduate and post-graduate qualifications funded by the HWSETA and are reported to the HWSETA within 12 months of completion in the reporting period	6(1)	Number of workers entered-into the HWSETA undergraduate and post-graduate bursaries in the reporting period	382	546	692	178	753	822	822
				Number of workers re-entered-into the HWSETA undergraduate and post-graduate bursaries in the reporting period	0	0	0	0	125	201	202
			6(2)	Number of workers reported to the HWSETA for having completed undergraduate and postgraduate qualifications funded by the HWSETA in the reporting period	436	35	174	325	106	451	493
	25	Workers from the health and welfare sector are exposed to Recognition of Prior Learning (RPL) programme of the HWSETA in the reporting period	25 (1)	Number of workers entered-into the HWSETA RPL programme in the reporting period.	351	353	369	381	350	350	
			25 (2)	Number of workers reported at the HWSETA as having completed the RPL programme funded by the HWSETA in the reporting period	0	0	0	0	228	210	210

Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS						
					Audited/Actual Performance			Estimated Performance	MTEF PERIOD		
					2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
	3	Workers from the health and welfare sector with learnership agreements registered with the HWSETA as industry funded or HWSETA funded complete the learnership programmes and are reported to the HWSETA within 12 months of completion in the reporting period	3(1)	Number of workers whose learner agreements are registered with the HWSETA as industry funded or HWSETA funded in the reporting period	3232	2672	908	3300	3630	3630	3630
				Number of workers reported to the HWSETA as having completed learnership programmes registered with the HWSETA as industry or HWSETA funded in the reporting period	2498	1377	538	1320	1980	2178	2178
	8	Workers from the health and welfare sector entered-into credit and non-credit bearing skills programmes funded by the HWSETA complete these programmes and are reported to the HWSETA within 12 months of completion in the reporting period	8(1)	Number of workers entered- into credit and non-credit bearing skills programmes funded by the HWSETA in the reporting period	8224	5020	1713	8252	8664	8664	8664
				Number of workers reported to the HWSETA as having completed credit and non-credit bearing skills programmes funded by the HWSETA in the reporting period	7224	3657	317	4126	4951	5198	5198

Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS						
					Audited/Actual Performance			Estimated Performance	MTEF PERIOD		
					2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
	21	Workers from the health and welfare sector entered-into Adult Education and Training (AET) programmes funded by the HWSETA complete these programmes and are reported to the HWSETA within 12 months of completion in the reporting period	21(1)	Number of workers entered- into AET programmes funded by the HWSETA in the reporting period	770	689	765	491	540	594	653
			21(2)	Number of workers reported to the HWSETA as having completed AET programmes funded by the HWSETA in the reporting period	501	269	0	600	294	324	356
	26	Unemployed apprentices and trainee technicians entered-into the HWSETA apprenticeship programme complete the programme and are reported to the HWSETA within 12 months of completion in the reporting period.	26(1)	Number of unemployed apprentices and trainee technicians entered-into the HWSETA funded apprenticeship programme in the reporting period	86	141	238	336	150	150	150
26(2)			Number of unemployed apprentices and trainee technicians reported to the HWSETA as having completed apprenticeships funded by the HWSETA in the reporting period	0	0	0	40	201	90	90	

Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS						
					Audited/Actual Performance		Estimated Performance	MTEF PERIOD			
					2016/2017	2017/2018		2018/2019	2019/2020	2020/2021	2021/2022
	27	Unemployed persons awarded bursaries by the HWSETA for post-school education complete the under-graduate and post-graduate qualifications and are reported to the HWSETA within 12 months of completion in the reporting period.	27(1)	Number of unemployed persons entered-into the HWSETA undergraduate and post-graduate bursaries in the reporting period	655	764	547	512	700	770	847
				27(2)	Number of unemployed persons re-entered-into the HWSETA undergraduate and post-graduate bursaries in the reporting period	0	0	0	0	242	282
			27(3)	Number of unemployed persons reported to the HWSETA as having completed undergraduate and postgraduate qualifications funded by the HWSETA in the reporting period	326	292	106	249	307	420	462
	7	The unemployed graduates funded by the HWSETA for internships are reported to the HWSETA within 12 months of completion in the reporting period.	7(1)	Number of unemployed graduates entered-into the internship programme funded by the HWSETA in the reporting period	614	754	765	1100	1210	1331	1331
				7(2)	Number of unemployed graduates reported to the HWSETA as having completed the internship programme funded by the HWSETA in the reporting period	691	421	73	800	660	726



Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS						
					Audited/Actual Performance			Estimated Performance	MTEF PERIOD		
					2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
	28	The TVET, other colleges, and university students funded by the HWSETA for work integrated are reported to the HWSETA as having completed the programme within 12 months of completion in the reporting period.	28 (1)	Number of TVET and other college students entered-into work integrated programmes funded by the HWSETA in the reporting period	1021	725	652	1000	1100	1200	1200
				Number TVET and other college students reported to the HWSETA as having completed the work integrated programmes funded by the HWSETA in the reporting period	712	430	249	800	600	660	720
			28 (3)	Number of university students entered-into work integrated programmes funded by the HWSETA in the reporting period	502	960	547	606	960	960	960
				28 (4)	Number university students reported to the HWSETA as having completed the work integrated programmes funded by the HWSETA in the reporting period	550	462	482	400	363	576

Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS						
					Audited/Actual Performance		Estimated Performance	MTEF PERIOD			
					2016/2017	2017/2018		2018/2019	2019/2020	2020/2021	2021/2022
	29	Unemployed persons registered with the HWSETA as industry or HWSETA funded for learnership programmes are reported to the HWSETA within 12 months of completion in the reporting period.	29(1)	Number of unemployed persons whose learner agreements are registered with the HWSETA as industry funded or HWSETA funded in the reporting period	2475	2070	2988	3951	3951	2951	2951
					2063	2033	868	1580	2370	2370	1770
	30	Unemployed persons entered-into credit and non-credit bearing skills programmes funded by the HWSETA complete these programmes and are reported to the HWSETA within 12 months of completion in the reporting period	30(1)	Number of unemployed persons entered - into skills programmes funded by the HWSETA in the reporting period	5019	2020	1795	2958	3000	3150	3307
					3652	3874	278	1183	1774	1800	1890

Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS							
					Audited/Actual Performance			Estimated Performance	MTEF PERIOD			
					2016/2017	2017/2018	2018/2019		2019/2020	2020/2021	2021/2022	2022/2023
		Unemployed persons from the health and welfare sector entered- into Adult Education and Training (AET) programmes funded by the HWSETA complete these programmes and are reported to the HWSETA within 12 months of completion in the reporting period		Number of unemployed persons entered- into AET programmes funded by the HWSETA in the reporting period	770	688	764	491	540	594	653	
	31		31(1)		Number of unemployed persons reported to the HWSETA for having completed AET programmes funded by the HWSETA in the reporting period	501	269	0	600	294	324	3

### Sub-Programme 3.2: Workplace Skills Plan and Projects

**Purpose:** The purpose of this sub-programme is to approve grants and implement projects. It also provides policy and advice to employers wishing to access grants from the HWSETA.

Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS						
					Audited/Actual Performance		Estimated Performance	MTEF PERIOD			
					2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
The HWSETA supports officials from NGOs, NPOs, and Trade Unions in order to strengthen governance and service delivery, and thus advance social, rural, and community development, as well as provisions for persons with disabilities in the strategic period	11	The HWSETA funds the skills development of officials from NGOs, NPOs and Trade Unions during the reporting period	11 (1)	Number of officials from NGOs and NPOs funded by the HWSETA for skills development per year	104	119	102	71	143	157	173
			11 (2)	Number of officials from Trade Unions funded by the HWSETA for skills development per year	75	85	73	51	61	67	73
	1	The HWSETA funds rural and provincial development projects in the health and welfare sector during the reporting period	1	Number of rural and provincial development projects funded by the HWSETA through grants to develop and address mid-level skills in the reporting period	11	13	9	4	6	6	6
			22	The HWSETA funds the skills development initiatives of levy exempt organisations in the reporting period	132	143	141	155	170	170	170

<sup>8</sup> Such learning programmes include under-graduate bursaries, learnerships, apprenticeships, and internships

Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS							
					Audited/Actual Performance				Estimated Performance	MTEF PERIOD		
					2016/2017	2017/2018	2018/2019	2019/2020		2020/2021	2021/2022	2022/2023
The HWSETA promotes linkages between education and the workplace to increase work-based learning opportunities in the health and welfare sector in the strategic period	2	Employers in the sector open-up their workplaces for learning through partnerships with the HWSETA in the reporting period	2	Number of employers in the sector who open-up their workplaces for learning through partnerships with the HWSETA in the reporting period	364	271	625	155	271	271	271	
	23	The HWSETA supports partnerships <sup>9</sup> with post-school education institutions, professional Councils, employer bodies, and communities of practice; in order to facilitate work-based learning opportunities in the sector in the reporting period	23	Number of partnerships entered-into by the HWSETA with post-school education institutions, professional Councils, employer bodies, and communities of practice in the reporting period	28	27	47	9	27	30	33	
The HWSETA supports the growth of the public college system so that public colleges may qualify as a centres of specialisation in the strategic period	16	The HWSETA supports public college lecturers to improve onsite practical and vocational capacity in the reporting period	16	Number of lecturers from TVET and other public colleges <sup>10</sup> funded by the HWSETA for skills development in the reporting period	54	42	50	250	50	50	50	

<sup>9</sup> Partnerships are entered into through Memorandums of Agreement and/or Memorandums of Understanding

<sup>10</sup> Other Public Colleges comprise of Nursing Colleges, Emergency Services Colleges (EMS), and Agricultural Colleges (for Veterinary training) etc. These colleges are a priority to the HWSETA as they are colleges in the health welfare sector

Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS						
					Audited/Actual Performance			Estimated Performance	MTEF PERIOD		
					2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
The HWSETA contributes to the improvement of level of skills for 50% of the South African workforce through various learning programmes that address the critical skills required by the sector in the strategic period.	14	The HWSETA support skills development priorities of the Department of Social Development and Health in the reporting period	14	Number of projects funded through discretionary grants aimed at public sector education and training in the reporting period	13	10	21	4	10	11	11
	10	The HWSETA funds skills development of small and emerging businesses of the health and welfare sector during the reporting period	10	Number of small and emerging businesses from the health and welfare sector whose skills needs funded by the HWSETA per year	106	102	106	158	158	158	158
The HWSETA supports skills development for entrepreneurial and cooperative activities, as well as the establishment of new enterprises and cooperatives in the strategic period	13	Support of interventions required to increase the level of skills of the health and welfare sector workforce by the HWSETA in the reporting period	13 (1)	Number of WSPs and ATRs approved for Small firms per year	411	777	435	524	440	440	440
			13 (2)	Number of WSPs and ATRs approved for Medium firms per year	86	56	63	90	65	65	65
			13 (3)	Number of WSPs and ATRs approved for Large firms per year	83	77	98	84	99	99	99
	9	The HWSETA fund skills development of cooperatives of the health and welfare sector during the reporting period	9	Number of cooperatives in the health and welfare sector whose skills needs are funded by the HWSETA per year	30	28	22	12	30	33	36



#### Programme 4: Quality assurance and qualification development

**Purpose:** This programme consists of three subdivisions, namely Qualification Development, Skills Development Provider accreditation and Learner achievement. The purpose of the programme is to develop fit for purpose qualifications and ensure quality training is offered in the health and welfare sector. This programme, therefore, is responsible for the coordination, development and registration of new qualifications, accreditation and quality assurance of training providers and quality assurance of learner achievement, which culminates in certification. Developments and circulars by the Quality Council for Trade and Occupations (QCTO) on the continued delegation of the functions incorporated in this programme make this programme unclear going forward and these developments will be monitored closely.

Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS					
					Audited/Actual Performance		Estimated Performance	MTEF PERIOD		
					2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022 2022/2023
The HWSETA provides quality assurance services for the health and welfare sector to ensure quality in occupational education and training in the strategic period	24	The HWSETA develops full and part occupational qualifications relevant to occupations in the sector in the reporting period.	24	Number of full and part occupational qualifications developed by the HWSETA and accepted by the QCTO for registration in the reporting period	14	8	5	3	4	4 8
				Number of skills development providers accredited and re-accredited <sup>11</sup> by the HWSETA in the reporting period	111	62	66	15	70	70 70
	19	The HWSETA accredits skills development providers, registers assessors and moderators and issue certificates for learners found competent in the reporting period	19 (1)	Percentage of assessors evaluated and registered <sup>12</sup> by the HWSETA in the reporting period	81%	80%	55%	80%	80%	80%
			19 (2)	Percentage of moderators evaluated and registered <sup>13</sup> by the HWSETA in the reporting period	85%	81%	75%	80%	80%	80%
			19 (3)	Number of certificates issued by the HWSETA to learners found competent by skills development providers <sup>14</sup> and then confirmed by HWSETA in the reporting period	9720	12223	4456	3000	3300	3630 3993

Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS					
					Audited/Actual Performance		Estimated Performance	MTEF PERIOD		
					2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022 2022/2023
The HWSETA supports career development services related to the health and welfare sector and makes them accessible to rural and targeted youths in the strategic period	15	The HWSETA makes career development services accessible to school and post-school youths <sup>15</sup> , mainly from rural areas, in the reporting period	15 (2)	Number of career guidance practitioners funded for training by the HWSETA in the strategic period	0	0	0	0	30	30

<sup>11</sup> The accreditation and re-accreditation includes, both, primary and secondary accreditation by the HWSETA

<sup>12</sup> Numerator for calculating the percentage is number of assessors registered and the denominator is the total number of assessor applicants evaluated

<sup>13</sup> Numerator for calculating the percentage is number of moderators registered and the denominator is the total number of moderator applicants evaluated

<sup>14</sup> These skills development training providers are accredited by the HWSETA

<sup>15</sup> Post school youth refer to those unemployed youth as defined in the Green paper on post school education. Post school youth includes those from rural and urban areas, and targeted groups, such as learners with disabilities, female, and black South African youths

## 5. INDICATORS, ANNUAL, AND QUARTERLY TARGETS

Output Indicator No	Output Indicator	2020/2021 Target	Q1 Target	Q2 Target	Q3 Target	Q4 Target	2020/2021 Budget
15 (1)	The number of school and post-school youths, mainly from rural areas, reached through career development awareness programmes in the strategic period	12000 (20 events)	6000	3000	990	2010	R5 522 930
18	Percentage of filled positions in the HWSETA organizational structure of the HWSETA to facilitates the delivery of its mandate and achievement of its targets in the reporting period	95%	91%	92%	95%	95%	R1 053 000
20 (1)	The HWSETA business processes are automated and integrated for efficient delivery of services to the sector in the reporting period	100%	98%	98%	98%	100%	R2 000 000

Output Indicator No	Output Indicator	2020/2021 Target	Q1 Target	Q2 Target	Q3 Target	Q4 Target	2020/2021 Budget
12 (1)	Number of SSP updates and applied research reports <sup>16</sup> completed and confirmed by key stakeholders <sup>17</sup> as providing information about occupations in demand, skills needs, and the education and training landscape for the sector in the reporting period.	5	0	0	1	4	R722 198 000
12 (2)	Number of research articles published by the HWSETA in peer reviewed dissemination platforms <sup>18</sup> to make them accessible to internal and external stakeholders, as well as the public in the reporting period.	4	0	0	0	4	
5 (1)	Number of monitoring, evaluation, and impact studies, including tracer studies, completed and confirmed by key stakeholders as measuring the performance of learning programmes and projects implemented by the HWSETA in the reporting period	4	0	1	1	2	R544 810
5 (2)	Percentage of unemployed persons reached through the track and trace study after completing learning programmes funded by the HWSETA <sup>19</sup> in the reporting period	60%	0%	0%	0%	60%	

<sup>16</sup> SSP updates and research reports produced by the HWSETA identify occupations in demand and skills needs in the sector, and aims to inform planning for skills development in the sector

<sup>17</sup> Confirmation of SSP update and research reports by stakeholders refers to the presentation of findings to categories of people who participated in the study and are key to the implementation of the recommendations

<sup>18</sup> Peer reviewed dissemination platforms include the HWSETA research publication, DHET research publications, and other Journals.

<sup>19</sup> Such learning programmes include under-graduate bursaries, learnerships, apprenticeships, and internships

Output Indicator No	Output Indicator		2020/2021 Target	Q1 Target	Q2 Target	Q3 Target	Q4 Target	2020/2021 Budget
3 (1)	Number of workers whose learner agreements are registered with the HWSETA as industry funded or HWSETA funded in the reporting period		3630	182	1452	1452	542	R64 362 535
3 (2)	Number of workers reported to the HWSETA as having completed learnership programmes registered with the HWSETA as industry or HWSETA funded in the reporting period		1980	50	50	1000	880	Admin Budget
4 (1)	Number of employed apprentices and trainee technicians entered- into the HWSETA funded apprenticeship programme in the reporting period		100	5	40	40	15	R8 274 339
4 (2)	Number of employed apprentices and trainee technicians reported to the HWSETA as having completed apprenticeships funded by the HWSETA in the reporting period		18	0	0	0	18	Admin Budget
6 (1)	Number of workers entered-into the HWSETA undergraduate and post-graduate bursaries in the reporting period	Post-Grad	60	0	0	0	60	R3 165 000
		Under-Grad	630	32	252	252	94	R18 641 700
6 (2)	Number of workers re-entered-into the HWSETA undergraduate and post-graduate bursaries in the reporting period	Post-Grad	30	0	0	0	30	R1 584 000
		Under-Grad	125	15	15	50	45	R3 698 750
6 (3)	Number of workers reported to the HWSETA for having completed undergraduate and postgraduate qualifications funded by the HWSETA in the reporting period	Post-Grad	36	0	0	0	36	Admin Budget
		Under-Grad	106	10	10	46	40	Admin Budget
(1)	Number of unemployed graduates entered-into the internship programme funded by the HWSETA in the reporting period		1210	61	484	484	182	R183 997 440
7 (2)	Number of unemployed graduates reported to the HWSETA as having completed the internship programme funded by the HWSETA in the reporting period		660	100	100	200	260	Admin Budget

Output Indicator No	Output Indicator		2020/2021 Target	Q1 Target	Q2 Target	Q3 Target	Q4 Target	2020/2021 Budget
8 (1)	Number of workers entered- into credit and non-credit bearing skills programmes funded by the HWSETA in the reporting period		8664	413	330	3301	1238	R52 673 022
8 (2)	Number of workers reported to the HWSETA as having completed credit and non-credit bearing skills programmes funded by the HWSETA in the reporting period		4951	951	1000	2000	1000	Admin Budget
17 (1)	Number of students from TVET and other public colleges funded by the HWSETA for vocational and occupational training in the reporting period		767	20	50	348	349	R6 113 298
17 (2)	Number of students from TVET and other public colleges reported to the HWSETA as having completed vocational and occupational training funded by the HWSETA in the reporting period		1917	150	300	733	734	Admin Budget
21 (1)	Number of workers entered- into AET programmes funded by the HWSETA in the reporting period		540	27	216	216	81	R2 553 224
21 (2)	Number of workers reported to the HWSETA as having completed AET programmes funded by the HWSETA in the reporting period		294	15	15	164	100	Admin Budget
26 (1)	Number of unemployed apprentices and trainee technicians entered- into the HWSETA funded apprenticeship programme in the reporting period		150	8	60	60	23	R4 135 284
26 (2)	Number of unemployed apprentices and trainee technicians reported to the HWSETA as having completed apprenticeships funded by the HWSETA in the reporting period		201	10	10	120	61	Admin Budget
27 (1)	Number of unemployed persons entered-into the HWSETA undergraduate and post-graduate bursaries in the reporting period	Post-Grad	40	0	0	0	40	R2 534 400
		Under-Grad	700	35	280	280	105	R65 915 923
27 (2)	Number of unemployed persons re-entered- into the HWSETA undergraduate and post-graduate bursaries in the reporting period	Post-Grad	10	0	0	0	10	R633 600
		Under-Grad	242	15	15	150	62	R22 788 076
27 (3)	Number of unemployed persons reported to the HWSETA as having completed undergraduate and postgraduate qualifications funded by the HWSETA in the reporting period	Post-Grad	24	0	0	0	24	Admin Budget
		Under-Grad	307	15	20	72	200	Admin Budget
28 (1)	Number of TVET and other college students entered-into work integrated programmes funded by the HWSETA in the reporting period		1000	50	400	400	150	114 048 000

Output Indicator No	Output Indicator	2020/2021 Target	Q1 Target	Q2 Target	Q3 Target	Q4 Target	2020/2021 Budget
28 (2)	Number TVET and other college students reported to the HWSETA as having completed the work integrated programmes funded by the HWSETA in the reporting period	600	0	0	300	300	Admin Budget
28 (3)	Number of university students entered-into work integrated programmes funded by the HWSETA in the reporting period	960	48	384	384	144	R121 651 200
28 (4)	Number university students reported to the HWSETA as having completed the work integrated programmes funded by the HWSETA in the reporting period	363	0	0	182	181	Admin Budget
29 (1)	Number of unemployed persons whose learner agreements are registered with the HWSETA as industry funded or HWSETA funded in the reporting period	3951	198	1580	1580	593	R163 459 561
29 (2)	Number of unemployed persons reported to the HWSETA as having completed learnerships registered with the HWSETA as industry or HWSETA funded in the reporting period	2370	70	300	1000	1000	Admin Budget
30 (1)	Number of unemployed persons entered-into skills programmes funded by the HWSETA in the reporting period	3000	150	1200	1200	450	R19 149 184
30 (2)	Number of unemployed persons reported to the HWSETA as having completed credit and non-credit bearing skills programmes funded by the HWSETA in the reporting period	1774	74	500	800	400	Admin Budget
31 (1)	Number of unemployed persons entered-into AET programmes funded by the HWSETA in the reporting period	540	27	216	216	81	R2 553 224
31 (2)	Number of unemployed persons reported to the HWSETA for having completed <sup>20</sup> AET programmes funded by the HWSETA in the reporting period	294	15	15	164	100	Admin Budget

<sup>20</sup> Completions are reported to the HWSETA within 12 months of having completed the funded programme



Output Indicator No	Output Indicator	2020/2021 Target	Q1 Target	Q2 Target	Q3 Target	Q4 Target	2020/2021 Budget
1	Number of rural and provincial development projects funded by the HWSETA through grants to develop and address mid-level skills in the reporting period	6	0	2	2	2	R2 836 916
2	Number of employers in the sector who open-up their workplaces for learning through partnerships with the HWSETA in the reporting period	271	14	100	100	57	Learnership&Skills Programme Budget
9	Number of cooperatives in the health and welfare sector whose skills needs are funded by the HWSETA per year	30	2	12	12	4	R3 801 600
10	Number of small and emerging businesses from the health and welfare sector whose skills needs funded by the HWSETA per year	158	8	63	63	24	R2 002 176
11 (1)	Number of officials from NGOs and NPOs funded by the HWSETA for skills development per year	143	7	57	57	22	R12 063 744
11 (2)	Number of officials from Trade Unions funded by the HWSETA for skills development per year	61	3	25	25	8	R5 170 176
13 (1)	Number of WSPs and ATRs approved for Small firms per year	440	0	140	170	170	Mandatory Grant
13 (2)	Number of WSPs and ATRs approved for Medium firms per year	65	0	15	25	25	Mandatory Grant
13 (3)	Number of WSPs and ATRs approved for Large firms per year	99	0	20	40	39	Mandatory Grant
14	Number of projects funded through discretionary grants aimed at public sector education and training in the reporting period	10	1	4	4	2	R12 553 354
16	Number of lecturers from TVET and other public colleges <sup>21</sup> funded by the HWSETA for skills development in the reporting period	50	0	0	25	25	R256 400
22	Number of skills development initiatives of levy exempt organisations funded by the HWSETA <sup>22</sup> in the reporting period	170	9	68	68	25	R12 056 894
23	Number of partnerships entered-into by the HWSETA with post-school education institutions, professional Councils, employer bodies, and communities of practice in the reporting period	27	2	2	11	12	R15 957 653

<sup>21</sup> Other Public Colleges comprise of Nursing Colleges, Emergency Services Colleges (EMS), and Agricultural Colleges (for Veterinary training) etc. These colleges are a priority to the HWSETA as they are colleges in the health welfare sector

<sup>22</sup> Such learning programmes include under-graduate bursaries, learnerships, apprenticeships, and internships

Output Indicator No	Output Indicator	2020/2021 Target	Q1 Target	Q2 Target	Q3 Target	Q4 Target	2020/2021 Budget
15 (2)	Number of career guidance practitioners funded for training by the HWSETA in the strategic period	30	0	0	15	15	R750 000
19 (1)	Number of skills development providers accredited and re-accredited <sup>23</sup> by the HWSETA in the reporting period	70	17	17	18	18	Admin Budget
19 (2)	Percentage of assessors evaluated and registered <sup>24</sup> by the HWSETA in the reporting period	80%	0%	0%	0%	80%	Admin Budget
19 (3)	Percentage of moderators evaluated and registered <sup>25</sup> by the HWSETA in the reporting period	80%	0%	0%	0%	80%	Admin Budget
19 (4)	Number of certificates issued by the HWSETA to learners found competent by skills development providers <sup>26</sup> and then confirmed by HWSETA in the reporting period	3300	825	825	825	825	Admin Budget
24	Number of full and part occupational qualifications developed by the HWSETA and accepted by the QCTO for registration	4	0	0	1	3	R4 723 194
25 (1)	Number of workers entered-into the HWSETA RPL programme in the reporting period.	350	18	140	140	52	R8 274 339
25 (2)	Number of workers reported at the HWSETA as having completed the RPL programme funded by the HWSETA in the reporting period	228	0	18	140	70	Admin Budget

<sup>23</sup> The accreditation and re-accreditation includes, both, primary and secondary accreditation by the HWSETA

<sup>24</sup> Numerator for calculating the percentage is number of assessors registered and the denominator is the total number of assessor applicants evaluated

<sup>25</sup> Numerator for calculating the percentage is number of moderators registered and the denominator is the total number of moderator applicants evaluated

<sup>26</sup> These skills development training providers are accredited by the HWSETA

## 6. EXPLANATION OF PLANNED PERFORMANCE OVER THE FIVE YEAR PLANNING PERIOD

Planning follows the results based approach. This means that impact to be derived from effecting the mandate the HWSETA was identified. To identify this impact the NSDP (2019) was used as the basis, as it provides the outcomes that must be cascaded into the strategic plans of SETAs. From these outcomes, impact was identified and then output statement were constructed as roadmap for the achievement of outcomes. A results chain was therefore developed in line with the mandate of the HWSETA. The following is the results chain that guided construction on impact statements, outcome statements, and output statements.

DESCRIPTION OF RESULTS CHAIN FOR THE STRATEGY OF THE HWSETA			
RESULTS CHAIN	DESCRIPTION OF ELEMENTS OF A RESULTS CHAIN	FINANCIAL SUPPORT GIVEN TO EMPLOYED PERSONS	FINANCIAL SUPPORT GIVEN TO UNEMPLOYED PERSONS
Input	All the resources that contribute to the production and delivery of outputs. Inputs are “what we use to do the work”. They include finances, personnel, equipment and buildings.	Discretionary Grant, personnel, technology and infrastructure	Discretionary Grant, personnel, technology and infrastructure
Activities	The processes or actions that use a range of inputs to produce the desired outputs and ultimately outcomes. In essence, activities describe “what we do”	Funding for the training of employed persons from enrolment to completion	Funding for the training of unemployed persons from enrolment to completion
Output	The final products, or goods and services produced for delivery. Outputs may be defined as “what we produce or deliver”.	Qualification obtained by employed persons through HWSTA funding increase their capacity and makes them able to create own opportunities	Qualification obtained by unemployed persons through HWSTA funding makes them employable or able to create own opportunities
Outcome	The medium-term results for specific beneficiaries that are the consequence of achieving specific outputs. Outcomes should relate clearly to an institution’s strategic goals and objectives set out in its plans. Outcomes are “what we wish to achieve”.	Results of obtaining qualification which may be finding a job or furthering studies for the unemployed or furthering one’s studies, or increased level of skills for the employed	Results of obtaining qualification which may be increased level of skills for the employed

Financial resourcing was done together with the compilation of output indicators. Each indicator and sub-indicator has been allocated a budget. It is through this budget that the outputs will be achieved.

## 7. PROGRAMME RESOURCE CONSIDERATIONS

Expenditure estimates

### STATEMENT OF FINANCIAL PERFORMANCE

	Audited			Adjusted Budget	Proposed Budget			5 Year Budget to 2019-2023
	2016-2017 R'000	2017-2018 R'000	2018-2019 R'000	2019-2020 R'000	2020-2021 R'000	2021-2022 R'000	2022-2023 R'000	Total R'000
<b>REVENUE</b>								
Non - Exchange Revenue	516 954	568 963	636 745	663 532	698 699	735 730	774 724	3 509 429
Skills Development Levy: income	509 518	562 182	630 316	663 532	698 699	735 730	774 724	3 503 000
Skills Development Levy: penalties and interest	7 436	6 781	6 429	0	0			6 429
<b>Exchange Revenue</b>	55 033	56 895	62 730	65 548	69 022	72 681	76 533	346 514
Interest income	51 791	56 493	62 427	65 548	69 022	72 681	76 533	346 211
Other income	3 242	402	303					303
<b>Total revenue</b>	571 987	625 858	699 475	729 080	767 721	808 410	851 256	3 855 943
<b>EXPENSES</b>								
<b>Total expenses</b>	473 147	462 661	574 487	724 080	764 721	805 411	848 256	3 716 955
Employer grant and project expenses	373 157	345 795	446 172	569 133	602 089	634 158	667 928	2 916 796
Administration expenses	97 954	114 640	125 215	151 547	159 052	167 482	176 359	778 833
QCTO funding	2 036	2 226	3 100	3 400	3 580	3 770	3 970	21 326
<b>Net surplus for the Period before capex</b>	98 840	163 197	124 988	5 000	3 000	3 000	3 000	138 988
<b>Capital expenditure</b>	2 764	4 072	1 961	5 000	3 000	3 000	3 000	15 961

	Audited	Audited	Audited	Adjusted Budget	Proposed Budget	Proposed Budget	Proposed Budget	5 Year Budget to 2022-2023
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Total
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
<b>SKILLS DEVELOPMENT INCOME</b>								
Levy income:								
Administration	126 953	131 436	146 575	154 152	162 322	170 926	179 985	813 960
Levies received from SARS	51 572	57 542	63 706	66 891	70 437	74 170	78 101	353 304
Levies received from Government Departments	75 381	73 894	82 869	87 261	91 886	96 756	101 884	460 656
								0
<b>Levy income: Employer Grants</b>	98 066	109 697	119 338	125 663	132 323	139 336	146 721	663 381
Levies received from SARS	98 066	109 697	119 338	125 663	132 323	139 336	146 721	663 381
								0
<b>Levy income: Discretionary Grants</b>	284 499	321 049	364 403	383 716	404 053	425 468	448 018	2 025 659
Levies received from SARS	243 165	271 439	302 709	318 753	335 646	353 436	372 168	1 682 712
Levies received from Government Departments	41 343	49 610	61 694	64 964	68 407	72 032	75 850	342 947
	509 518	562 182	630 316	663 532	698 699	735 730	774 724	3 503 000
<b>EMPLOYER GRANT AND PROJECT EXPENDITURE</b>								
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Total
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Mandatory grants	60 634	68 809	78 751	87 964	92 626	97 535	102 705	459 581
Discretionary grants	312 523	276 986	367 421	481 169	509 463	535 316	563 846	2 457 215
	373 157	345 795	446 172	569 133	602 089	632 851	666 551	2 916 796
Estimated Participation Rate	62%	63%	66%	70%	70%	70%	70%	

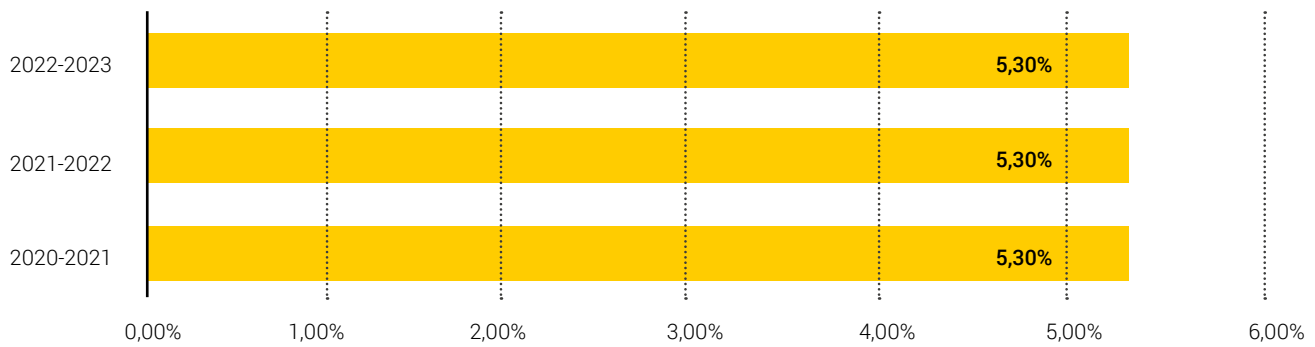
The estimated revenue from Skills Development Levies is conservative taking into account on average a 5.8% increase from year to year. Actual revenue in the past has at least kept abreast with CPI, and the HWSETA's levy base remains stable. Actual penalties received do vary from year to year and cannot be estimated reliably, but will not be significantly different from the estimated penalties to be received above.

On 1 April 2013, a Cabinet Memorandum, Cabinet Memorandum No 53 of 2012, came into effect where all Departments of Health and Social Development must contribute 30% of their training budget to the HWSETA. The contribution is utilized as follows:

10%	Administration of the HWSETA
20%	Discretionary grant funding

The contribution by Government Departments is reflected in the budget as a conservative figure due to the poor collection of this stream of levies over the last three years. These levies that add to revenue distorts the % of revenue allocated for administration and discretionary grant expenditure. Therefore, the %'s allocated for the administration of 10.5% and discretionary of 49.5%, is distorted. % Revenue increase over the MTEF period:

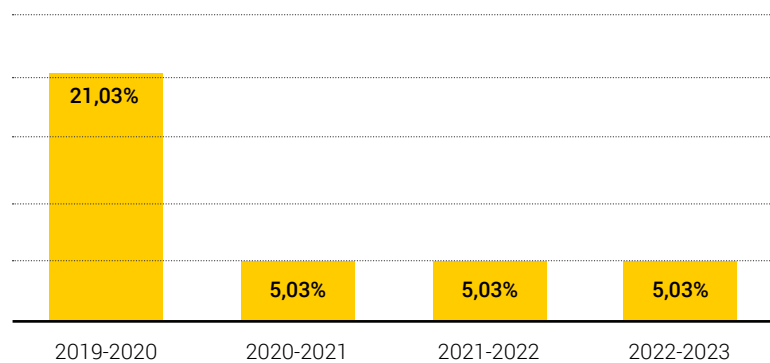
#### % REVENUE INCREASE OVER MTEF PERIOD



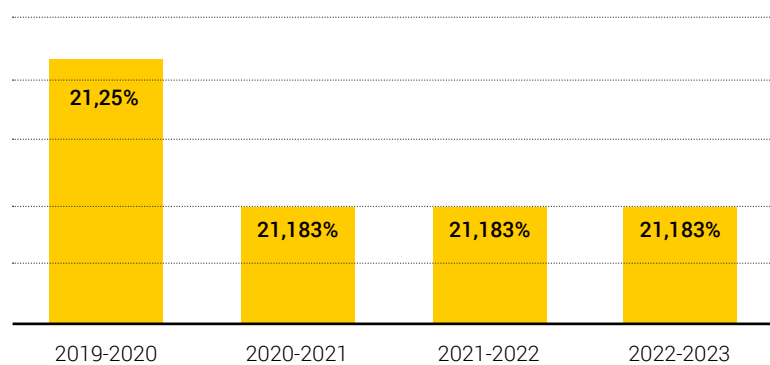
The estimated revenue for the current year and the MTEF period is sufficient to address by large the skills development needs of the sector.

HWSETA's administration expenditure projections are between 5.6% to 10% over the current and MTEF period. This is because some expenditure does not increase in line with CPI either due to its nature or due to contractual obligations. Based on the support from Government Departments contributing to the administration of the HWSETA, the HWSETA is able to meet all its obligations relating to operations.

#### % INCREASE IN ADMINISTRATION EXPENDITURE OVER MTEF



#### ADMINISTRATION EXPENDITURE AS A PERCENTAGE OF INCOME



The HWSETA's income for administration expenditure is supplemented by the income received from the Government Departments of Health and Social Development.

Refer to attached annexures for detail of budget per programme.



## 7.1 RELATING EXPENDITURE TRENDS TO STRATEGIC OUTCOME-ORIENTED GOALS

Discretionary grant funding of R468 million, R489 million and R510 million over the MTEF period covers the targets set out in the strategic plan.

The funding model per project has been revised and projected over the MTEF period. The targets set are determined based on a number of factors including the SSP research, strategic planning, the prior year actual achievements and Government priorities. The administration budget set aside caters for sufficient capacity within the HWSETA to meet all target set in the MTEF period. Any approved project administration costs for Programmes 2, 3 and 4 are up to 7.5% as determined by the Grant Regulations. Rationalization of the HWSETA structure was recommended and approved by the HWSETA Board on March 2016. The budget has been put aside for this.

In the past two years, 2017-2018 and 2018-2019, the HWSETA has committed 97% and 116% of its discretionary grant reserve respectively for funding, with exceptional performance against predetermined targets.

## 8. Update Key Risks

Outcome	Key risk	Risk Mitigation
Research, monitoring, evaluation, and impact system of the HWSETA provide a credible skills planning and evaluation system that ensures that its funding initiatives yield good impact in the strategic period	Not having enough research capacity internally to research on the 17 research outputs stated in the NSDS and also creating baselines for all outcome indicators whose baselines have not been established	Outsource some of the research and impact assessment projects. Manage the SLAs of those projects and ensure quality in the work done
The HWSETA delivers its mandate efficiently and effectively through its well capacitated organizational structure and business processes that are automated and integrated in the strategic period	Although the organizational structure may be well capacitated, the budget may not be sufficient as a result of the BUSA/ DHET court judgement.	Seek legal advice on the court judgement and best way-forward. Perhaps revise APP target for the year affected to be able to manage the transition
	ERP may not yield efficiencies immediately as such systems take time to be optimally in use	IT staff to manage the migration from manual system to automated has been added.
The HWSETA promotes linkages between education and the workplace to increase work-based learning opportunities in the health and welfare sector in the strategic period	Employers not fully exposing learners to workplace practical training	Conduct M&E visits and interview learner as they are directly affected
The HWSETA provides quality assurance services for the health and welfare sector that ensures quality in occupational education and training in the strategic period	QCTO taking over its quality assurance function	The ETQA will gradually develop quality assurance functions to strengthen quality in the training funded by the HWSETA
The HWSETA supports the growth of the public college system so that public colleges may qualify as a centres of specialisation in the strategic period	A majority of Colleges of Nursing and EMS are not well supported	Support a high number of Nursing Colleges and EMS colleges
	Very few TVET colleges offer qualifications in health and welfare	
The HWSETA supports career development services related to the health and welfare sector and makes them accessible to rural and targeted youths in the strategic period	Relevant data not collected for measuring outcome indicators	New data collecting templates will be created and issued to the manager responsible to implement

Outcome	Key risk	Risk Mitigation
The HWSETA contributes to the improvement of level of skills for 50% of the South African workforce through various learning programmes that address the critical skills required by the sector in the strategic period.	Since the baseline is not yet established it may happen that 50% of the workforce is not feasible	Baseline will be collected and when next cycle of planning comes the 5 year target will be revised
The HWSETA contributes to increased access, by the unemployed, into occupationally directed programmes of the health and welfare sector in the strategic period	Employment rate of students who complete qualifications may not reached desired target due to economic climate	Expose students to training on self-employment so that students on rely on jobs, they can create their own jobs
The HWSETA supports officials from NGOs, NPOs, and Trade Unions in order to strengthen governance and service delivery, and thus advance social, rural, and community development in the strategic period	NGOs/NPOs may experience staff turnover due to low salaries and thus result in application for training on the same qualification	Employees in management will be trained so they may roll-out the training when inducting orientation
The HWSETA supports skills development for entrepreneurial and cooperative activities, as well as the establishment of new enterprises and cooperatives in the strategic period	Non-sustainability of small business may result in the same training offered over and over again	Train owners so they may transfer skills to employees



## Part D

## TECHNICAL INDICATOR DESCRIPTOR

<b>Output Indicator 12(1)</b>	Number of SSP updates and applied research reports <sup>27</sup> completed and confirmed by key stakeholder as providing information about occupations in demand, skills needs, and the education and training landscape <sup>28</sup> for the sector in the reporting period.	
<b>Definition</b>	The indicator measures the number of SSP updates and applied research reports <sup>29</sup> produced per year. This update and reports are confirmed by key stakeholders to provide information on the NSDP research outputs listed in the research policy and strategy 2019/2020; occupations on demand, skills needs, and the education and training landscape.	
<b>Source of Data</b>	SSP Update Research reports NSDP 2019 SSP Framework Research Policy	
<b>Method of Calculating/Measuring</b>	Number of research reports and SSP updates produced per year Presentation of these reports and updates that show coverage of NSDP research outputs, occupations on demand, skills needs, and the education and training landscape.	
<b>Means of verification</b>	Research reports Presentations Submission to one of the Board Committees or Attendance register from seminar	SSP update signed by the Board Chairperson Submission to the Board Proof of submission to the DHET
<b>Assumptions</b>	These should be first planned for in the research agenda	
<b>Disaggregation of Beneficiaries</b>	N/A	
<b>Reporting Cycle</b>	Quarterly	
<b>Desired Performance</b>	To cover at least one NSDP outcome in each research report Research report findings to be included in the SSP Update	
<b>Indicator Responsibility</b>	Research Manager	

<sup>27</sup> SSP updates and research reports produced by the HWSETA identify occupations in demand and skills needs in the sector, and aims to inform planning for skills development in the sector

<sup>28</sup> Confirmation of SSP update and research reports by stakeholders refers to the presentation of findings to categories of people who participated in the study and are key to the implementation of the recommendations

<sup>29</sup> Peer reviewed dissemination platforms include the HWSETA research publication, DHET research publications, and other Journals.

<b>Output Indicator 12(2)</b>	Number of research articles published by the HWSETA in peer reviewed dissemination platforms <sup>30</sup> to make them accessible to internal and external stakeholders, as well as the public in the reporting period.
<b>Definition</b>	The indicator identifies the publication of research reports and SSP Updates in the HWSETA research publication platforms such as the HWSETA website, the DHET publication platforms, and other Journals. It promotes the translation of research outputs into information that can be used by internal and external stakeholders of the HWSETA.
<b>Source of Data</b>	Publications of articles produced from SSP Updates Publications of articles produced from Research reports
<b>Method of Calculating/Measuring</b>	Accessing the SSP and research reports through internal and external publication platforms
<b>Means of verification</b>	Links or access into publication platforms with each of the research publications
<b>Assumptions</b>	The research reports should first be peer reviewed
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	For all research reports and annual SSP update to be published once confirmed by key stakeholders
<b>Indicator Responsibility</b>	Research Manager
<b>Output Indicator 5(1)</b>	Number of monitoring, evaluation, and impact studies, including tracer studies, completed and confirmed by key stakeholders as measuring the performance of learning programmes and projects implemented by the HWSETA in the reporting period
<b>Definition</b>	The indicator measures the number of monitoring, evaluation, and impact studies, including tracer studies, completed and confirmed by key stakeholders as measuring the performance of learning programmes and projects implemented by the HWSETA. It also measures recommendations implemented by managers responsible for programmes under review.
<b>Source of Data</b>	Monitoring, evaluation, and impact study reports
<b>Method of Calculating/Measuring</b>	Total number of recommendations implemented per M&E report against the total number of recommendations per M&E report
<b>Means of Verification</b>	Monitoring, evaluation, and impact study reports Confirmation of findings by key stakeholders
<b>Assumptions</b>	M&E Officer or Impact Assessment Practitioner will make follow-ups on the implementation of the recommendations
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	For all recommendations to be implemented by responsible managers within one year of confirmation of M&E report
<b>Indicator Responsibility</b>	Manager responsible for programme under review M&E Officer Impact Assessment Practitioner
<b>Output Indicator 5(2)</b>	Percentage of unemployed persons reached through the track and trace study after completing learning programmes funded by the HWSETA in the reporting period.

<sup>30</sup> Peer reviewed dissemination platforms include the HWSETA research publication, DHET research publications, and other Journals.

<b>Definition</b>	The indicator measures the response rate of unemployed persons funded by the HWSETA <sup>31</sup> to the track and trace study conducted by the HWSETA.
<b>Source of Data</b>	Unemployed learner funded by the HWSETA and successfully completed learning programmes, such as learnerships, undergrad bursaries, post-graduate bursaries, internships, TVET WIL, and artisans.
<b>Method of Calculating/Measuring</b>	The response rate is calculated by the total number of learners who responded to the track and trace study questionnaire administered either by the HWSETA or by a service provider on behalf of the HWSETA.
<b>Means of Verification</b>	Sampling frame (list of all unemployed students that completed learnerships, artisans, bursaries, internships but were accessible through contact numbers) Data dump from students that participated in the track and trace study Audios of students that participated in the track and trace study
<b>Assumptions</b>	Contact numbers in the sampling frame are contactable and belong to the students on the list
<b>Disaggregation of Beneficiaries</b>	Not applicable
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	Contact numbers in the sampling frame are contactable and belong to the students on the list All students agree to participate in the study
<b>Indicator Responsibility</b>	Projects Manager Learning Programme Manager M&E Manager
<b>Output Indicator 18</b>	Percentage of filled positions in the organizational structure of the HWSETA to facilitates the delivery of its mandate and achievement of its targets in the reporting period
<b>Definition</b>	This indicator measures the number of filled positions, at specific times, in the approved organogram of the HWSETA
<b>Source of Data</b>	Organogram of the HWSETA showing filled and vacant positions
<b>Method of Calculating/Measuring</b>	Number of filled positions against total positions
<b>Means of Verification</b>	Organogram of the HWSETA showing filled and vacant positions List of current employee contracts of the HWSETA Report from payroll
<b>Assumptions</b>	Organogram will be updated at the end of every quarter List of current employee contracts of the HWSETA will be updated monthly
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	95% of positions in the approved organogram will be filled by the end of each financial year
<b>Indicator Responsibility</b>	HR Manager
<b>Indicator 20 (1)</b>	Percentage of HWSETA business processes automated and integrated for efficient delivery of services to the sector in the reporting period
<b>Definition</b>	This indicator identifies business processes planned to be automated and integrated within a financial year
<b>Source of Data</b>	Business process automation and integration plan
<b>Method of Calculating/Measuring</b>	Number of business processes automated and integrated against total business processes planned to be automated per year
<b>Means of verification</b>	Business process automation and integration plan Implementation report
<b>Assumptions</b>	The business process automation and integration plan will be implemented in line with set targets
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Business processes of the HWSETA are automated and integrated
<b>Indicator Responsibility</b>	IT Manager

<sup>31</sup> Such learning programmes include under-graduate bursaries, learnerships, apprenticeships, and internships

<b>Output Indicator 2</b>	Number of employers in the sector who open-up their workplaces for learning through partnerships with the HWSETA in the reporting period
<b>Definition</b>	This indicator measures the number of employers who enter into partnerships with the HWSETA to place learners funded by the HWSETA in workplace positions
<b>Source of Data</b>	MoAs between the HWSETA and employers that participate in learnerships, internships, TVET WIL, University WIL, and artisans
<b>Method of Calculating/Measuring</b>	Each employer is calculated once even though participation may involve a number of learning programmes
<b>Means of verification</b>	List of all employers participating in workbased training MoAs between the HWSETA and employers that participate in learnerships, internships, TVET WIL, University WIL, and artisans
<b>Assumptions</b>	Employers who enter-into these partnerships will not decommit
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	All employers who sign Moas with the HWSETA for placing learners in workplace position will place them for the duration of the learning programme and expose learners to relevant work exposure
<b>Indicator Responsibility</b>	Projects Manager Learning Programme Manager
<b>Output Indicator 23</b>	Number of partnerships entered-into by the HWSETA with post-school education institutions, professional Councils, employer bodies, and communities of practice in the reporting period
<b>Definition</b>	This indicator measures the number of post-school education institutions, professional and employer bodies, and communities of practice who enter-into partnerships with the HWSETA to train learners funded by the HWSETA against a total number of institutions in the sector
<b>Source of Data</b>	List of all institutions MoAs signed with TVET and other colleges for TVET WIL, and Post-grad bursaries
<b>Method of Calculating/Measuring</b>	Each institution is calculated once even though participation may involve a number of learning programmes
<b>Means of verification</b>	List of all institutions participating in work-based training MoAs signed with TVET and other colleges for TVET WIL, and Post-grad bursaries
<b>Assumptions</b>	Institutions who enter-into these partnerships will not decommit
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	All institutions who sign Moas with the HWSETA for training learners will do so for the duration of the learning programme
<b>Indicator Responsibility</b>	Managers responsible for TVET WIL, University WIL, and Post-grad bursaries



<b>Output Indicator 24</b>	Number of full and part occupational qualifications developed by the HWSETA and accepted by the QCTO for registration in the reporting period.
<b>Definition</b>	This indicator identifies the number of full and part-time qualifications developed by the HWSETA and accepted by the QCTO for registration.
<b>Source of Data</b>	Facilitators appointed by the HWSETA Fully developed qualification Letter of submission to the QCTO Acknowledgement and acceptance letter issued by the QCTO
<b>Method of Calculating/Measuring</b>	Number of employers who signed MoA divided by the total number of employers who employ people with the qualification Number of institutions accredited to offer the qualification and also enroll learners in it
<b>Means of Verification</b>	Facilitators appointed by the HWSETA Fully developed qualification Letter of submission to the QCTO Acknowledgement and acceptance letter issued by the QCTO
<b>Assumptions</b>	Institution will teach learners the approved syllabus Institutions apply for certification of learners
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	Institutions and employers will provide quality education and employers will be willing to appoint qualified learners should there be vacancies
<b>Indicator Responsibility</b>	Manager Qualifications Development
<b>Indicator 19 (1)</b>	Number of skills development providers accredited and re-accredited <sup>32</sup> by the HWSETA in the reporting period
<b>Definition</b>	This indicator measures skills development providers that are accredited and those that are re-accredited by the HWSETA based on legacy regulations or the QCTO
<b>Source of Data/Means of Verification</b>	Accreditation letter
<b>Method of Calculating/Measuring</b>	Each training provider is calculated once
<b>Assumptions</b>	Only training providers accredited by the HWSETA will be reported
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Accredited training providers and re-accredited training providers
<b>Indicator Responsibility</b>	Provider Accreditation Manager
<b>Indicator 19 (2)</b>	Percentage of assessors evaluated and registered by the HWSETA in the reporting period
<b>Definition</b>	This indicator measures assessors that applied for registration, whose application was evaluated and an outcome is communicated. This outcome may be a success or a non-success.
<b>Source of Data/Means of verification</b>	Letter communicating outcome of evaluation
<b>Method of Calculating/Measuring</b>	Total Applications evaluated by those successful
<b>Assumptions</b>	Outcome of evaluation will be communicated to all applicants
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Outcome of evaluation will be communicated to all applicants
<b>Indicator Responsibility</b>	Learner Achievement manager

<sup>32</sup> The accreditation and re-accreditation includes, both, primary and secondary accreditation by the HWSETA

<b>Indicator 19 (3)</b>	Percentage of moderators evaluated and registered by the HWSETA in the reporting period
<b>Definition</b>	This indicator measures moderators that applied for registration, whose application was evaluated and an outcome is communicated. This outcome may be a success or a non-success.
<b>Source of Data</b>	Letter communicating outcome of evaluation
<b>Method of Calculating/Measuring</b>	Total Applications evaluated by those successful
<b>Assumptions</b>	Outcome of evaluation will be communicated to all applicants
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Outcome of evaluation will be communicated to all applicants
<b>Indicator Responsibility</b>	Learner Achievement manager
<b>Indicator 19(4)</b>	Number of certificates issued by the HWSETA to learners found competent by skills development providers and confirmed by the HWSETA in the reporting period
<b>Definition</b>	This indicator measures the number of certificates issued by the HWSETA to learners found competent by skills development providers and confirmed by the HWSETA in the reporting period
<b>Source of Data/Mean of verification</b>	Verification report Statement of Results Certificate
<b>Method of Calculating/Measuring</b>	Number of certificates or statement of results issued
<b>Assumptions</b>	All students on skills programmes will be issued statement of results All students on full qualifications will be issued a qualification certificate
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	All students on skills programmes will be issued statement of results All students on full qualifications will be issued a qualification certificate
<b>Indicator Responsibility</b>	Learner Achievement manager
<b>Indicator 16</b>	Number of lectures from TVET Colleges and other public colleges funded by the HWSETA for skills development in the reporting period
<b>Definition</b>	This indicator measures the number of lectures from TVET Colleges and other public colleges funded by the HWSETA for skills development in the reporting period
<b>Source of Data</b>	Learner database MoA Learner registration forms
<b>Method of Calculating/Measuring</b>	Each learner will be counted per programme funded
<b>Assumptions</b>	
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	
<b>Indicator Responsibility</b>	Projects Manager

<b>Indicator 15(1)</b>	The number of school and post-school youths, mainly from rural areas, reached through career development awareness programmes in the strategic period
<b>Definition</b>	This indicator measures exposure of pupils to career guidance services, especially those from rural areas.
<b>Source of Data</b>	The Marketing division will provide attendance registers, report on the event, list of learners
<b>Method of Calculating/Measuring</b>	Schools who attend HWSETA awareness campaigns will be located in a geo-map. Based on the location, the school will be classified as being in a rural or urban settlement
<b>Assumptions</b>	Pupils reside within the vicinity of the location of the school. Therefore, if the school is situated in a rural area, it will be assumed that the pupils from that school are from the rural areas
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	The Marketing division will make career guidance services available to pupils from rural schools
<b>Indicator Responsibility</b>	Marketing Manager Provincial Managers
<b>Indicator 15(2)</b>	Number of career guidance practitioners funded for training by the HWSETA in the strategic period
<b>Definition</b>	This indicator identifies career guidance practitioners trained by the HWSETA who offer their services to rural schools
<b>Source of Data</b>	Questionnaires completed by funded career guidance practitioners Questionnaires completed by Principals of schools where career guidance practitioners offered their services
<b>Method of Calculating/Measuring</b>	Sample based, will generalize results
<b>Assumptions</b>	Selection will enquire on area of practice if it covers rural schools
<b>Disaggregation of Beneficiaries</b>	Rural schools serviced should at least be 50%
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	Rural schools serviced should at least be 50%
<b>Indicator Responsibility</b>	Learner Achievement Manager Provider Accreditation Manager
<b>Indicator 25(1)</b>	Number of workers entered-into the HWSETA RPL programme in the reporting period.
<b>Definition</b>	This indicator identifies workers exposed to RPL, those who obtain part-qualifications after training, and those that obtain full qualifications after training
<b>Source of Data</b>	Questionnaires completed by learners Copies of qualifications
<b>Method of Calculating/Measuring</b>	This indicator identifies workers exposed to RPL, those who obtain part-qualifications after training, and those that obtain full qualifications after training
<b>Assumptions</b>	Learners exposed to RPL will either get part-or full qualifications
<b>Disaggregation of Beneficiaries</b>	All workers
<b>Reporting Cycle</b>	All workers, that is 50% of employees from employers who submit WSPs and ATRs Women 60% People with disabilities 5%
<b>Desired Performance</b>	Annually but assessing cohort that has a year after successfully completing training
<b>Indicator Responsibility</b>	Provider Accreditation Manager Learner Achievement Manager

<b>Indicator 25(2)</b>	Number of workers reported at the HWSETA as having completed the RPL programme funded by the HWSETA in the reporting period
<b>Definition</b>	This indicator identifies workers exposed to RPL, those who obtain part-qualifications after training, and those that obtain full qualifications after training
<b>Source of Data</b>	Questionnaires completed by learners Copies of qualifications
<b>Method of Calculating/Measuring</b>	This indicator identifies workers exposed to RPL, those who obtain part-qualifications after training, and those that obtain full qualifications after training
<b>Assumptions</b>	Learners exposed to RPL will either get part-or full qualifications
<b>Disaggregation of Beneficiaries</b>	All workers
<b>Reporting Cycle</b>	All workers, that is 50% of employees from employers who submit WSPs and ATRs Women 60% People with disabilities 5%
<b>Desired Performance</b>	Annually but assessing cohort that has a year after successfully completing training
<b>Indicator Responsibility</b>	Provider Accreditation Manager Learner Achievement Manager

Output Indicator No	Output Indicator	Definition	Source of Data	Method of calculation	Means of verification	Assumptions	Disaggregation of Beneficiaries	Reporting Cycle	Desired Performance	Indicator responsibility
3 (1)	Number of workers whose learner agreements are registered with the HWSETA as industry funded or HWSETA funded in the reporting period	This indicator identifies workers enrolled on learnerships established by the HWSETA in terms of section 16 of the Skills Development Act 97 of 2008; whose learner agreements are registered with the HWSETA in terms of section 17(3) of the Skills Development Act 97 of 2008. This includes both workers funded by the HWSETA and those funded by the industry.	Employer organisations HWSETA learner database	Each worker has one learner agreement per learnership and each learners agreement is counted once whether funded by HWSETA or by the industry	MoAs (for HWSETA funded learners) Learner agreements signed by employer, training provider, and learner ID copy of learner	Learners enrolled on learnerships established by the HWSETA have learner agreements registered with the HWSETA whether they are funded by the HWSETA or industry.	N/A	Quarterly	Employers should register learner agreements of all learners enrolled for learnerships established by the HWSETA with the HWSETA in adherence to section 17(3) of the Skills Development Act 97 of 2008, as amended	Learning Programme Manager

Output Indicator No	Output Indicator	Definition	Source of Data	Method of calculation	Means of verification	Assumptions	Disaggregation of Beneficiaries	Reporting Cycle	Desired Performance	Indicator responsibility
3 (2)	Number of workers reported to the HWSETA as having completed learnership programmes registered with the HWSETA as industry or HWSETA funded in the reporting period	This indicator identifies the number of workers who are reported as having completed learnership training that was registered with the HWSETA through the registration of learnership agreements. This includes both workers funded by the HWSETA and the industry. The completion of the learnership depends on the length of the learnership programme, which can span from a year to two years. Completions are therefore reported by employers or training providers after completion of the learnership programme. Reporting the completion is linked with the learnership agreement	Employers Training Providers Learners	One proof of completion will be calculated once	Proof of completion in the form of statement of results or qualification certificate. For HWSETA funded learnership, the endorsement of learner results by the HWSETA through a verification report will be accepted as proof of completion.	Employers and/or training providers will report timeously completions to the HWSETA	N/A	Quarterly	Completions of learnership programmes are reported by employers and training providers timeously so as to improve efficiencies in reporting	Learning Programme Manager



Output Indicator No	Output Indicator	Definition	Source of Data	Method of calculation	Means of verification	Assumptions	Disaggregation of Beneficiaries	Reporting Cycle	Desired Performance	Indicator responsibility
4 (1)	Number of employed apprentices and trainee technicians entered- into the HWSETA funded apprenticeship programme in the reporting period	This indicator identifies the number of apprentices and trainee technicians supported by the HWSETA through funding	Employer organisations HWSETA learner database	Each apprentice or technician is counted once	MoAs Learner agreements signed by employer, training provider, and learner ID copy of learner	Learners enrolled on learnerships established by the HWSETA have learner agreements registered with the HWSETA whether they are funded by the HWSETA or industry.	N/A	Quarterly	Employers should register learner agreements of all learners enrolled for apprenticeships funded by the HWSETA	Learning Programme Manager

Output Indicator No	Output Indicator	Definition	Source of Data	Method of calculation	Means of verification	Assumptions	Disaggregation of Beneficiaries	Reporting Cycle	Desired Performance	Indicator responsibility
4 (2)	Number of employed apprentices and trainee technicians reported to the HWSETA as having completed apprenticeships funded by the HWSETA in the reporting period	This indicator identifies the number of apprentices or technicians who are reported as having completed apprenticeships that were registered with the HWSETA. The completion of the apprenticeship depends on the length of the programme, which can span from a year to two years. Completions are therefore reported by employers or training providers after completion of the programme. On reporting the completion is linked with the learning programme agreement	Employers Training Providers Learners	One proof of completion will be calculated once	Proof of completion in the form of statement of results or qualification certificate.	Employers and/or training providers will timeously report completions to the HWSETA	N/A	Quarterly	Completions of learnership programmes are reported by employers and training providers timeously so as to improve efficiencies in reporting	Learning Programme Manager

Output Indicator No	Output Indicator	Definition	Source of Data	Method of calculation	Means of verification	Assumptions	Disaggregation of Beneficiaries	Reporting Cycle	Desired Performance	Indicator responsibility
6 (1)	Number of workers entered-into the HWSETA undergraduate and post-graduate bursaries in the reporting period	Post-Grad	Employer organisations HWSETA learner database	Each learner is counted once	MoAs Learner agreement or registration form ID copy of learner	Learners funded on post-graduate bursaries are registered with the HWSETA.	N/A	Quarterly	Learners should register their learner agreements with the HWSETA	Projects Manager
		Under-Grad				Learners funded on undergraduate bursaries are registered with the HWSETA.				
6 (2)	Number of workers re-entered-into the HWSETA undergraduate and post-graduate bursaries in the reporting period	Post-Grad	Employer organisations HWSETA learner database	Each learner is counted once	MoAs Learner agreement or registration form ID copy of learner	Learners funded on post-graduate bursaries are registered with the HWSETA.	N/A	Quarterly	Learners should register their learner agreements with the HWSETA	Projects Manager
		Under-Grad				Learners funded on undergraduate bursaries are registered with the HWSETA.				

Output Indicator No	Output Indicator	Definition	Source of Data	Method of calculation	Means of verification	Assumptions	Disaggregation of Beneficiaries	Reporting Cycle	Desired Performance	Indicator responsibility
6 (3)	Post-Grad	This indicator identifies the number of post-graduate students who completed qualifications funded by the HWSETA. The completion depends on the length of the programme, which can span from a year to five years.	Training Providers Learners	One proof of completion will be calculated once	Proof of completion in the form of statement of results or qualification certificate	Learners will timeously report completions to the HWSETA	N/A	Quarterly	Completions are reported by learners timeously so as to improve efficiencies in reporting	Projects Manager
	Under-Grad	This indicator identifies the number of under-graduate students who completed qualifications funded by the HWSETA. The completion depends on the length of the programme, which can span from a year to four years	Training Providers Learners	One proof of completion will be calculated once	Proof of completion in the form of statement of results or qualification certificate	Learners will timeously report completions to the HWSETA	N/A	Quarterly	Completions are reported by learners timeously so as to improve efficiencies in reporting	Projects Manager
7 (1)	Number of unemployed graduates entered-into the internship programme funded by the HWSETA in the reporting period	This indicator identifies the number of unemployed graduates funded by the HWSETA for internships	Employer organisations HWSETA learner database	Each learner is counted once	MoAs Internship agreement or registration form ID copy of learner	Unemployed graduates placed on internships funded by the HWSETA are registered with the HWSETA.	N/A	Quarterly	Employer organisations should register the internship agreements with the HWSETA	Projects Manager

Output Indicator No	Output Indicator	Definition	Source of Data	Method of calculation	Means of verification	Assumptions	Disaggregation of Beneficiaries	Reporting Cycle	Desired Performance	Indicator responsibility
7 (2)	Number of unemployed graduates reported to the HWSETA as having completed the internship programme funded by the HWSETA in the reporting period	This indicator identifies the number of unemployed graduates who completed internship programmes funded by the HWSETA. The completion may be at resignation even before the expiry of the internship agreement.	Employer Organisation Learners	One proof of completion will be calculated once	Proof of completion in the form of employer report	Employer organisation will timeously report completions to the HWSETA	N/A	Quarterly	Completions are reported by employer organisations timeously so as to improve efficiencies in reporting	Projects Manager
8 (1)	Number of workers entered- into credit and non-credit bearing skills programmes funded by the HWSETA in the reporting period	This indicator identifies the number of workers funded by the HWSETA for skills programmes	Employer organisations HWSETA learner database	Each learner is counted once	MoAs Learner agreement or registration form ID copy of learner	Learners funded for skills programmes are registered with the HWSETA.	N/A	Quarterly	Employer organisations should register their learner agreements with the HWSETA	Learning Programme Manager
8 (2)	Number of workers reported to the HWSETA as having completed credit and non-credit bearing skills programmes funded by the HWSETA in the reporting period	This indicator identifies the number of workers who completed skills programmes funded by the HWSETA. The completion depends on the length of the programme, which can span from a day to nine months	Employer organisations Learners	One proof of completion will be calculated once	Proof of completion in the form of statement of results. For HWSETA skills programmes, the endorsement of learner results by the HWSETA through a verification report will be accepted as proof of completion.	Employer organisations will timeously report completions to the HWSETA	N/A	Quarterly	Completions are reported by employer organisations timeously so as to improve efficiencies in reporting	Learning Programme Manager

Output Indicator No	Output Indicator	Definition	Source of Data	Method of calculation	Means of verification	Assumptions	Disaggregation of Beneficiaries	Reporting Cycle	Desired Performance	Indicator responsibility
17 (1)	Number of students from TVET and other public colleges funded by the HWSETA for vocational and occupational training in the reporting period	This indicator identifies the number of TVET and other public colleges students funded by the HWSETA	TVET and other public colleges HWSETA learner database	Each learner is counted once	MoAs Learner agreement or registration form ID copy of learner	Learners funded for vocational training are registered with the HWSETA.	N/A	Quarterly	Employer organisations should register their learner agreements with the HWSETA	Projects Manager
17 (2)	Number of students from TVET and other public colleges reported to the HWSETA as having completed vocational and occupational training funded by the HWSETA in the reporting period	This indicator identifies the number of TVET and other public college students who completed vocational training funded by the HWSETA. The completion depends on the length of the programme, which can span from a three months to a year.	TVET or other public colleges Learners	One proof of completion will be calculated once	Proof of completion in the form of statement of results or qualification certificate.	TVET and other public colleges will timeously report completions to the HWSETA	N/A	Quarterly	Completions are reported by TVET and other public college timeously so as to improve efficiencies in reporting	Projects Manager
21 (1)	Number of workers entered- into AET programmes funded by the HWSETA in the reporting period	This indicator identifies the number of workers funded by the HWSETA for AET	Employer organisations HWSETA learner database	Each learner is counted once	MoAs Learner agreement or registration form ID copy of learner	Learners funded for AET programmes are registered with the HWSETA.	N/A	Quarterly	Employer organisations should register their learner agreements with the HWSETA	Projects Manager



Output Indicator No	Output Indicator	Definition	Source of Data	Method of calculation	Means of verification	Assumptions	Disaggregation of Beneficiaries	Reporting Cycle	Desired Performance	Indicator responsibility
21 (2)	Number of workers reported to the HwSETA as having completed AET programmes funded by the HwSETA in the reporting period	This indicator identifies the number of workers who completed AET programmes funded by the HwSETA. The completion depends on the length of the programme.	Employer organisations Learners	One proof of completion will be calculated once	Proof of completion in the form of statement of results.	Employer organisations will timeously report completions to the HwSETA	N/A	Quarterly	Completions are reported by employer organisations timeously so as to improve efficiencies in reporting	Projects Manager
29 (1)	Number of unemployed persons whose learner agreements are registered with the HwSETA as industry funded or HwSETA funded in the reporting period	This indicator identifies unemployed persons enrolled on learnerships established by the HwSETA in terms of section 16 of the Skills Development Act 97 of 2008; whose learner agreements are registered with the HwSETA in terms of section 17(3) of the Skills Development Act 97 of 2008. This includes both workers funded by the HwSETA and those funded by the industry.	Employer organisations HwSETA learner database	Each unemployed persons has one learner agreement per learnership and each learners agreement is counted once whether funded by HwSETA or by the industry	MoAs (for HwSETA funded learners) Learner agreements signed by employer, training provider, and learner ID copy of learner	Learners enrolled on learnerships established by the HwSETA have learner agreements registered with the HwSETA whether they are funded by the HwSETA or industry	N/A	Quarterly	Employers should register learner agreements of all learners enrolled for learnerships established by the HwSETA with the HwSETA in adherence to section 17(3) of the Skills Development Act 97 of 2008, as amended	Learning Programme Manager

Output Indicator No	Output Indicator	Definition	Source of Data	Method of calculation	Means of verification	Assumptions	Disaggregation of Beneficiaries	Reporting Cycle	Desired Performance	Indicator responsibility
29 (2)	Number of unemployed persons reported to the HWSETA as having completed learnership programmes registered with the HWSETA as industry or HWSETA funded in the reporting period	This indicator identifies the number of unemployed persons who are reported as having completed learnership training that was registered with the HWSETA through the registration of learnership agreements. This includes both unemployed persons funded by the HWSETA and the industry. The completion of the learnership depends on the length of the learnership programme, which can span from a year to two years. Completions are therefore reported by employers or training providers after completion of the learnership programme. Reporting the completion is linked with the learnership agreement	Employers Training Providers Learners	One proof of completion will be calculated once	Proof of completion in the form of statement of results or qualification certificate. For HWSETA funded learnership, the endorsement of learner results by the HWSETA through a verification report will be accepted as proof of completion.	Employers and/or training providers will timeously report completions to the HWSETA	N/A	Quarterly	Completions of learnership programmes are reported by employers and training providers timeously so as to improve efficiencies in reporting	Learning Programme Manager

Output Indicator No	Output Indicator	Definition	Source of Data	Method of calculation	Means of verification	Assumptions	Disaggregation of Beneficiaries	Reporting Cycle	Desired Performance	Indicator responsibility
26 (1)	Number of unemployed apprentices and trainee technicians entered- into the HWSETA funded apprenticeship programme in the reporting period	This indicator identifies the number of apprentices and trainee technicians supported by the HWSETA through funding	Employer organisations HWSETA learner database	Each apprentice or technician is counted once	MoAs Learner agreements signed by employer, training provider, and learner ID copy of learner	Learners enrolled on learnerships established by the HWSETA have learner agreements registered with the HWSETA whether they are funded by the HWSETA or industry.	N/A	Quarterly	Employers should register learner agreements of all learners enrolled for apprenticeships funded by the HWSETA	Learning Programme Manager
26 (2)	Number of unemployed apprentices and trainee technicians reported to the HWSETA as having completed apprenticeships funded by the HWSETA in the reporting period	This indicator identifies the number of apprentices or technicians who are reported as having completed apprenticeships that were registered with the HWSETA. The completion of the apprenticeship depends on the length of the programme, which can span from a year to two years. Completions are therefore reported by employers or training providers after completion of the programme. On reporting the completion is linked with the learning programme agreement	Employers Training Providers Learners	One proof of completion will be calculated once	Proof of completion in the form of statement of results or qualification certificate.	Employers and/or training providers will timeously report completions to the HWSETA	N/A	Quarterly	Completions of learnership programmes are reported by employers and training providers timeously so as to improve efficiencies in reporting	Learning Programme Manager

Output Indicator No	Output Indicator	Definition	Source of Data	Method of calculation	Means of verification	Assumptions	Disaggregation of Beneficiaries	Reporting Cycle	Desired Performance	Indicator responsibility
27 (1)	Number of unemployed persons entered-into the HWSETA undergraduate and post-graduate bursaries in the reporting period	Post-Grad	Employer organisations HWSETA learner database	Each learner is counted once	MoAs Learner agreement or registration form ID copy of learner	Learners funded on post-graduate bursaries are registered with the HWSETA.	N/A	Quarterly	Learners should register their learner agreements with the HWSETA	Projects Manager
		Under-Grad	Employer organisations	Each learner is counted once	MoAs	Learners funded on undergraduate bursaries are registered with the HWSETA.	N/A	Quarterly	Learners funded on under-graduate bursaries are registered with the HWSETA.	Projects Manager
27 (2)	Number of unemployed persons re-entered-into the HWSETA undergraduate and post-graduate bursaries in the reporting period	Post-Grad	Employer organisations	Each learner is counted once	MoAs Learner agreement or registration form ID copy of learner	Learners funded on post-graduate bursaries are registered with the HWSETA.	N/A	Quarterly	Learners should register their learner agreements with the HWSETA	Projects Manager
		HWSETA learner database	MoAs	Each learner is counted once	MoAs	Learners funded on undergraduate bursaries are registered with the HWSETA.	N/A	Quarterly	Learners funded on under-graduate bursaries are registered with the HWSETA.	Projects Manager

Output Indicator No	Output Indicator	Definition	Source of Data	Method of calculation	Means of verification	Assumptions	Disaggregation of Beneficiaries	Reporting Cycle	Desired Performance	Indicator responsibility
27 (3)	Post-Grad	This indicator identifies the number of post-graduate students who completed qualifications funded by the HWSETA. The completion depends on the length of the programme, which can span from a year to five years.	Training Providers Learners	One proof of completion will be calculated once	Proof of completion in the form of statement of results or qualification certificate.	Learners will timeously report completions to the HWSETA	N/A	Quarterly	Completions are reported by learners timeously so as to improve efficiencies in reporting	Projects Manager
	Number of unemployed persons reported to the HWSETA for having completed undergraduate and postgraduate qualifications funded by the HWSETA in the reporting period	This indicator identifies the number of under-graduate students who completed qualifications funded by the HWSETA. The completion depends on the length of the programme, which can span from a year to four years.	Training Providers Learners	One proof of completion will be calculated once	Proof of completion in the form of statement of results or qualification certificate.	Learners will timeously report completions to the HWSETA	N/A	Quarterly	Completions are reported by learners timeously so as to improve efficiencies in reporting	Projects Manager
28 (1)	Number of TVET and other public college students entered-into the internship programme funded by the HWSETA in the reporting period	This indicator identifies the number of TVET and other public college students funded by the HWSETA for internships	Employer organisations HWSETA learner database	Each learner is counted once	MoAs Learner registration form ID copy of learner	TVET and other public college students placed with employers for work integrated learning funded by the HWSETA are registered with the HWSETA.	N/A	Quarterly	Employer organisations should register learner registration forms for TVET work integrated with the HWSETA	Projects Manager

Output Indicator No	Output Indicator	Definition	Source of Data	Method of calculation	Means of verification	Assumptions	Disaggregation of Beneficiaries	Reporting Cycle	Desired Performance	Indicator responsibility
28 (1)	Number of TVET and other public college students entered-into the internship programme funded by the HWSETA in the reporting period	This indicator identifies the number of TVET and other public college students funded by the HWSETA for internships	Employer organisations HWSETA learner database	Each learner is counted once	MoAs Learner registration form ID copy of learner	TVET and other public college students placed with employers for work integrated learning funded by the HWSETA are registered with the HWSETA.	N/A	Quarterly	Employer organisations should register learner registration forms for TVET work integrated with the HWSETA	Projects Manager
28 (2)	Number of TVET and other public college students reported to the HWSETA as having completed the internship programme funded by the HWSETA in the reporting period	This indicator identifies the number of TVET and other public college students who completed work integrated learning programmes funded by the HWSETA. The completion may be at resignation even before the expiry of the internship agreement.	Employer Organisation Learners	One proof of completion will be calculated once	Proof of completion in the form of employer report	Employer organisation will timeously report completions to the HWSETA	N/A	Quarterly	Completions are reported by employer organisations timeously so as to improve efficiencies in reporting	Projects Manager
28 (3)	Number of university students entered-into the internship programme funded by the HWSETA in the reporting period	This indicator identifies the number of university students funded by the HWSETA for internships	Employer organisations HWSETA learner database	Each learner is counted once	MoAs Learner registration form ID copy of learner	University students placed with employers for work integrated learning funded by the HWSETA are registered with the HWSETA.	N/A	Quarterly	Employer organisations should register learner registration forms for university work integrated with the HWSETA	Projects Manager



Output Indicator No	Output Indicator	Definition	Source of Data	Method of calculation	Means of verification	Assumptions	Disaggregation of Beneficiaries	Reporting Cycle	Desired Performance	Indicator responsibility
28 (4)	Number of university students reported to the HWSETA as having completed the internship programme funded by the HWSETA in the reporting period	This indicator identifies the number of university students who completed work integrated learning programmes funded by the HWSETA. The completion may be at resignation even before the expiry of the internship agreement.	Employer Organisation Learners	One proof of completion will be calculated once	Proof of completion in the form of employer report	Employer organisation will timeously report completions to the HWSETA	N/A	Quarterly	Completions are reported by employer organisations timeously so as to improve efficiencies in reporting	Projects Manager
30 (1)	Number of unemployed persons entered- into credit and non-credit bearing skills programmes funded by the HWSETA in the reporting period	This indicator identifies the number of unemployed persons funded by the HWSETA for skills programmes	Employer organisations HWSETA learner database	Each learner is counted once	MoAs Learner agreement or registration form ID copy of learner	Learners funded for skills programmes are registered with the HWSETA.	N/A	Quarterly	Employer organisations should register their learner agreements with the HWSETA	Learning Programme Manager
30 (2)	Number of unemployed persons reported to the HWSETA as having completed credit and non-credit bearing skills programmes funded by the HWSETA in the reporting period	This indicator identifies the number of unemployed persons who completed skills programmes funded by the HWSETA. The completion depends on the length of the programme, which can span from a day to nine months	Employer organisations Learners	One proof of completion will be calculated once	Proof of completion in the form of statement of results. For HWSETA skills programmes, the endorsement of learner results by the HWSETA through a verification report will be accepted as proof of completion.	Employer organisations will timeously report completions to the HWSETA	N/A	Quarterly	Completions are reported by employer organisations timeously so as to improve efficiencies in reporting	Learning Programme Manager

Output Indicator No	Output Indicator	Definition	Source of Data	Method of calculation	Means of verification	Assumptions	Disaggregation of Beneficiaries	Reporting Cycle	Desired Performance	Indicator responsibility
31 (1)	Number of unemployed persons entered- into AET programmes funded by the HWSETA in the reporting period	This indicator identifies the number of unemployed persons funded by the HWSETA for AET	Employer organisations HWSETA learner database	Each learner is counted once	MoAs Learner agreement or registration form ID copy of learner	Learners funded for AET programmes are registered with the HWSETA.	N/A	Quarterly	Employer organisations should register their learner agreements with the HWSETA	Projects Manager
31 (2)	Number of unemployed persons reported to the HWSETA as having completed AET programmes funded by the HWSETA in the reporting period	This indicator identifies the number of unemployed persons who completed AET programmes funded by the HWSETA. The completion depends on the length of the programme.	Employer organisations Learners	One proof of completion will be calculated once	Proof of completion in the form of statement of results.	Employer organisations will timeously report completions to the HWSETA	N/A	Quarterly	Completions are reported by employer organisations timeously so as to improve efficiencies in reporting	Projects Manager

<b>Indicator 11 (1)</b>	Number of officials from NGOs and NPOs funded by the HWSETA for skills development per year
<b>Definition</b>	This measures level of skills of employees of NGOs/NPOs and Trade Unions after completing skills development learning programme funded by the HWSETA
<b>Source of Data</b>	Questionnaires completed by NGOs and its employees trained Questionnaires completed by NPOs and its employees trained Questionnaires completed by Trade unions and employees trained
<b>Method of Calculating/ Measuring</b>	Skills development needs of NGOs/NPos/Trade Unions and lists priorities. Skills development programmes funded by the HWSETA are then measured if they addressed these priorities
<b>Assumptions</b>	The HWSETA will fund skills development priorities of NGOs/NPos/Trade Unions
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	The HWSETA will fund skills development priorities of NGOs/NPos/Trade Unions
<b>Indicator Responsibility</b>	Projects Manager

<b>Indicator 11 (2)</b>	Number of officials from Trade Unions funded by the HWSETA for skills development per year
<b>Definition</b>	This measures level of skills of employees of NGOs/NPOs and Trade Unions after completing skills development learning programme funded by the HWSETA
<b>Source of Data</b>	Questionnaires completed by NGOs and its employees trained Questionnaires completed by NPOs and its employees trained Questionnaires completed by Trade unions and employees trained
<b>Method of Calculating/ Measuring</b>	Skills development needs of NGOs/NPos/Trade Unions and lists priorities. Skills development programmes funded by the HWSETA are then measured if they addressed these priorities
<b>Assumptions</b>	The HWSETA will fund skills development priorities of NGOs/NPos/Trade Unions
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	The HWSETA will fund skills development priorities of NGOs/NPos/Trade Unions
<b>Indicator Responsibility</b>	Projects Manager

<b>Indicator 1</b>	Number of rural and provincial development projects funded by the HWSETA through grants to develop and address mid-level skills in the reporting period
<b>Definition</b>	This indicator identifies skills development needs of rural and provincial development projects, and then measures if they are addressed
<b>Source of Data</b>	Department of Health skills development needs Department of Social Development need List of projects funded by the HWSETA per year MoAs signed with these departments
<b>Method of Calculating/ Measuring</b>	Skills development needs of the departments of health and social development and lists priorities. Projects funded by the HWSETA are then measured if they addressed these priorities
<b>Assumptions</b>	The HWSETA will fund skills development priorities of the department of social development and health
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	The HWSETA will fund skills development priorities of the department of social development and health
<b>Indicator Responsibility</b>	Projects Manager

<b>Indicator 22</b>	Number of skills development initiatives of levy exempt organisations funded by the HWSETA in the reporting period
<b>Definition</b>	This indicator identifies skills development needs of levy exempt organisations and lists priorities. Projects funded by the HWSETA are then measured if they addressed these priorities
<b>Source of Data</b>	levy exempt organisations needs List of projects funded by the HWSETA per year MoAs signed with these departments
<b>Method of Calculating/ Measuring</b>	Skills development needs of levy exempt organisations and lists priorities. Projects funded by the HWSETA are then measured if they addressed these priorities
<b>Assumptions</b>	The HWSETA will fund skills development priorities of levy exempt organisations and health
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	The HWSETA will fund skills development priorities of levy exempt organisations
<b>Indicator Responsibility</b>	WSP Manager

<b>Indicator 10</b>	Number of small and emerging businesses from the health and welfare sector whose skills needs funded by the HWSETA per year
<b>Definition</b>	This measures level of skills of employees of small and emerging businesses after completing skills development learning programme funded by the HWSETA
<b>Source of Data</b>	Questionnaires completed by small and emerging businesses and its employees trained
<b>Method of Calculating/ Measuring</b>	Skills development needs of small and emerging businesses and lists priorities. Skills development programmes funded by the HWSETA are then measured if they addressed these priorities
<b>Assumptions</b>	The HWSETA will fund skills development priorities of small and emerging businesses
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	The HWSETA will fund skills development priorities of small and emerging businesses
<b>Indicator Responsibility</b>	WSP Manager

<b>Indicator 13(1)</b>	Number of WSPs and ATRs approved for Small firms per year
<b>Definition</b>	This indicator measures the number of health and welfare sector workforce, from large, medium, and small firms with critical skills funded for training in the strategic period
<b>Source of Data</b>	WSP/ATR List of WSPs approved
<b>Method of Calculating/ Measuring</b>	Number of workers in the health and welfare sector from large, medium, and small firms with critical skills from the WSPs
<b>Assumptions</b>	The HWSETA makes a sizable (50%) contribution to the upskilling of workers who lack critical skills
<b>Disaggregation of Beneficiaries</b>	All workers: 50% Women: 60% Disability: 60%
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	The HWSETA makes a sizable (50%) contribution to the upskilling of workers who lack critical skills
<b>Indicator Responsibility</b>	WSP Manager

<b>Indicator 13(2)</b>	Number of WSPs and ATRs approved for Medium firms per year
<b>Definition</b>	This measures level of skills of members of cooperatives after completing skills development learning programme funded by the HWSETA
<b>Source of Data</b>	Questionnaires completed by trained members of cooperatives
<b>Method of Calculating/ Measuring</b>	Skills development needs of cooperatives and lists priorities. Skills development programmes funded by the HWSETA are then measured if they addressed these priorities
<b>Assumptions</b>	The HWSETA will fund skills development priorities of cooperatives
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	The HWSETA will fund skills development priorities of cooperatives
<b>Indicator Responsibility</b>	Projects Manager

<b>Indicator 13(3)</b>	Number of WSPs and ATRs approved for Large firms per year
<b>Definition</b>	This measures level of skills of members of cooperatives after completing skills development learning programme funded by the HWSETA
<b>Source of Data</b>	Questionnaires completed by trained members of cooperatives
<b>Method of Calculating/ Measuring</b>	Skills development needs of cooperatives and lists priorities. Skills development programmes funded by the HWSETA are then measured if they addressed these priorities
<b>Assumptions</b>	The HWSETA will fund skills development priorities of cooperatives
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	The HWSETA will fund skills development priorities of cooperatives
<b>Indicator Responsibility</b>	Projects Manager



# MATERIALITY AND SIGNIFICANCE FRAMEWORK POLICY

2020/2021-  
2022/2023







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## 1. POLICY STATEMENT

As required by the Treasury Regulations the Health and Welfare SETA has developed and agreed on a framework of acceptable levels of materiality and significance with the CEO in consultation with the Accounting Authority.

## 2. SCOPE and APPLICABILITY

This document was developed to give effect to the May 2002 amendment to the Treasury Regulations, whereby the following new requirement was placed on public entities:

Section 28.3.1 – “For purposes of material [sections 50(1) and 55(2) of the Public Finance Management Act (PFMA)] and significant [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.”

SAAS 320.03 defines materiality as follows: “Information is material if its omission or misstatement could influence the economic decisions of users taken on the basis of the financial statements. Materiality depends on the size of the item or error judged in the particular circumstances of its omission or misstatement. Thus, materiality provides a threshold or cut-off point, rather than being a primary qualitative characteristic which information must have if it is to be useful.”

Materiality can be based on a number of financial indicators. Detailed below is an indicative table of financial indicators of the type that is widely used and accepted in the accounting profession as the basis for calculating materiality. It is important to note that this should not be confused with audit materiality as determined by the Office of the Auditor- General of South Africa.

Basis	Acceptable Percentage Range
Total revenue	0.5 – 1%
Net surplus (profit after tax)	2 - 5%
Total assets	0.5 – 2%

The framework deals with two main categories, being quantitative and qualitative aspects. We are also including a broad outline of the purchasing, expenditure approval and investment approval processes to illustrate the different levels of significance for various classes of transactions and activities. The policy set out hereunder will be appropriately presented in the annual report as required.

## 3. NAME OF THE POLICY

Materiality and Significance Framework Policy.

## **4. PROCEDURE**

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### **4.1. Approval and Reporting Requirements**

After approval of the policy, the policy would be implemented within the HWSETA.

### **4.2 Adherence to Policies and Procedures**

This policy shall apply to all permanent employees of the HWSETA, including temporary employees and Board members. If and when compliance of this policy has been breached, the applicable staff will be disciplined in accordance with the approved HWSETA Disciplinary policy.

### **4.3 Creating Awareness**

All managers must ensure that all employees are made aware of this policy.

It is the responsibility of managers to ensure that all employees receive appropriate training and education with regard to this policy.

### **4.4 Custodian of this Policy**

The custodian of this policy is the Chief Financial Officer.

The Executive Committee is responsible for the administration, revision, interpretation, and application of this policy.

### **4.5 Application**

This policy shall apply to all the employees and Board members of the HWSETA.

### **4.6 Review**

Copies of this document shall be issued as controlled copies. No amendments, variations or alterations shall be of any effect unless approved by the Board.

This document shall be revised as and when required, or if required by changes in legislation or circumstances, at a date decided by the CEO and / or the Board. All revisions shall be recorded in the Document Control Register and the superseded document destroyed.

### **4.7 Sources of Information and Legislative Framework**

- The Public Finance and Management Act, 1999 (PFMA)
- National Treasury Regulations
- Practice note on applications under section 54 of the PFMA

Section 50 (1)	<p>(1) The accounting authority for a public entity must -</p> <p>(c) on request, disclose to the executive authority responsible for that public entity or the legislature to which the public entity is accountable, all material facts, including those reasonably discoverable, which in any way influence the decision or actions of the executive authority or that legislature; and</p>	Both quantitative and qualitative aspects as referred to in sections 3.1 and 4 define materiality for purposes of section 50(1) (c).
Section 55 (2)	<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 3.1 and 4 define materiality for purposes losses through criminal conduct.</p> <p>All losses performed at senior and management level relating to criminal conduct, irregular, and any fruitless and wasteful expenditure is regarded as material due to the application of the nature of these losses (qualitative aspects).</p>
Section 66 (1)	<p>(1) An institution to which this Act applies may not borrow money or issue a guarantee, indemnity or security, or enter into any other transaction that binds or may bind that institution or the Revenue Fund to any future financial commitment, unless such borrowing, guarantee, indemnity, security or other transaction –</p> <p>(a) is authorized by this Act; and</p> <p>(b) in the case of public entities, is also authorized by other legislation, not in conflict with this Act; and</p> <p>(c) in the case of loans by a province or a provincial government business enterprise under the ownership control of a provincial executive, is within the limits asset in terms of the Borrowing Powers of Provincial Governments Act, 1996 (Act No 48 of 1996).</p>	The HWSETA acts within the ambit as set by this clause.

Section 54 (2)	<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"> <li>(a) establishment or participation in the establishment of a company;</li> <li>(b) participation in a significant partnership, trust, unincorporated joint venture or similar arrangement</li> <li>(c) acquisition or disposal of a significant shareholding in a company</li> <li>(d) acquisition or disposal of a significant asset</li> <li>(e) commencement or cessation of significant business activity; and</li> <li>(f) a significant change in the nature or extent of its interest in a significant partnership, trust, unincorporated joint venture or similar arrangement.</li> </ul>	<p>A specific level of significance defined per subsection:</p> <ul style="list-style-type: none"> <li>Each transaction separately</li> <li>20% of voting rights</li> <li>Any shareholding acquisition or disposal transaction</li> <li>5% of fixed assets</li> <li>Each transaction separately</li> <li>20% of voting rights</li> </ul>
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# MATERIALITY AND SIGNIFICANCE FRAMEWORK PROCEDURE

## 5. PROCEDURE

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### QUANTITATIVE ASPECTS

#### 5.1 MATERIALITY LEVEL

The materiality level that will be used for all classes of transactions was based on a conservative approach. The levels of a material loss are assessed as R3 300 000 (R3 000 000: 2019/20) annually and R276 000 (R250 000: 2019/20) per month, being an average of annual income for two years at 0.5% of 80% skills development levies received including interest earned and levies received from the Department of Higher Education and Training. This must be reviewed annually by the CFO and presented to the CEO for approval by the HWSETA Board.

Different levels of materiality can be set for different classes of transactions. We have however taken the approach of setting a more conservative materiality level that will be used for all classes of transactions.

#### 5.2 PROCEDURE TO DETERMINE MATERIALITY LEVELS

In determining the said materiality value as 0.5% of revenue, we also took cognizance of the following factors:

- Nature of the HWSETA's business.
- Funding in an HWSETA is received from levies collected by the Department of Higher Education and Training's collection agent, being SARS, and interest earned on investments in call deposit accounts. A potential 87.5% of these levies received are then channeled back to the sectors via various grants types. The HWSETA can, therefore, be seen as a conduit for the redistribution of funds received for learning needs back into the sector. Given the nature of the HWSETA to be revenue-driven organization preference is given to gross revenue as basis of defining the level of materiality.
- Statutory requirements laid down on the HWSETA.
- The HWSETA is a statutory body that has been 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. We accordingly decided to give preference to a lower level of materiality (i.e. closer to the lower level of the acceptable percentage range) due to it being so closely governed by various acts and the public accountability responsibility it has to stakeholders.
- The control and inherent risks associated with the HWSETA.
- In assessing the control risk of the HWSETA, and concluding on materiality level, cognizance was given to amongst others:
  - Proper and appropriate governance structures has been established;
  - An audit committee that closely monitors the control environment of the HWSETA was established;
  - The function of internal audit was outsourced to a reputable firm;
  - A three-year internal audit plan, based on annual risk assessments being performed, is annually reviewed and agreed by the audit committee;
  - the function of financial management is performed by qualified accounts.
  - The results of internal audit reports will be looked at and customized to suit the findings of internal audit.
  - Risks identified in the risk assessment are considered accordingly.

## QUALITATIVE ASPECTS

Materiality is not merely related to the size of the entity and the elements of its financial statements. Obviously, misstatements that are large either individually or in the aggregate may affect a “reasonable” user’s judgment. However, misstatements may also be material on qualitative grounds. These qualitative grounds include amongst others:

- o New ventures that the HWSETA has entered into.
- o Unusual transactions entered into that are not of a repetitive nature and are disclosable purely due to nature thereof due to knowledge thereof affecting the decision making of the user of the financial statements.
- o Transactions entered into that could result in reputation risk to the HWSETA.
- o Nature and circumstances relating to any fruitless and wasteful expenditure and unauthorized expenditure incurred by or on behalf of the HWSETA.
- o Any fraudulent or dishonest behavior of an officer or staff of the HWSETA at senior or management level.
- o Procedures/processes required by legislation or regulation (e.g. PFMA and the Treasury Regulations)

As approved by the Board of the HWSETA on 12 September 2019.



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**Ms Elaine Brass**  
Chief Executive Officer



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**Ms Refilwe Matenche**  
Chairperson of the Board









**higher education  
& training**

Department:  
Higher Education and Training  
**REPUBLIC OF SOUTH AFRICA**