

2021 - 2022

STRATEGIC PLAN

ANNUAL
PERFORMANCE PLAN

MATERIALITY &
SIGNIFICANCE
FRAMEWORK POLICY



Health and Welfare Sector
Education and Training Authority

HWSETA

Strategic Plan for the fiscal years
2020–2025
(Five years beginning with 2021-2022)





FOREWORD

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 5-year 2020-2025 of the Strategic Plan, which was then 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 5-year 2020-2025 Strategic plan is in alignment with the National Skills Development Plan (2030) which is aligned to priority 3 (Education, Skills and Health) of the Medium-Term Strategic Framework (2019-2024) and Chapter 9 of the National Development Plan.

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 ensures 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 outputs 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 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 2021 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 Revised Framework for Strategic Plans and Annual Performance Plans (2019). The HWSETA has developed a materiality and significance framework, which

outlines materiality and significance as follows:

- Materiality and significance (updated annually), is:
 - o any amount which results from criminal conduct, or
 - o 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 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 (2030) is aligned to chapter 9 of the National Development Plan and Priority 3 of the Medium-Term Strategic Framework, and in turn the HWSETA Strategic Plan is aligned to the National Skills Development Plan;
- 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 (DHET) is the oversight Department to which the HWSETA is accountable to and that the DHET will promote an enabling environment for the HWSETA to implement its mandate and achieve its deliverables and outcomes;
- 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 to the implementation of the NSDP (2030) 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 Plan. The support systems to ensure the execution of HWSETA's deliverables

are well established. The HWSETA has 6 divisions that each have an Executive Manager, support staff, necessary workflow systems, job models, and guidelines and procedures to execute their divisional functions effectively. The HWSETA also, has 9 Provincial Offices which are headed by an Executive Manager, with each having a Provincial Manager, support staff, necessary workflow systems, job models, and guidelines and procedures to execute operations at Provincial level.

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.

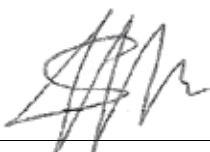
On behalf of the Accounting Authority, the Chairperson of the HWSETA Board subsequently signs off and submits an Annual Report, including audited Annual Financial Statements, to the Minister of Higher Education and Training, the National Treasury and the AGSA. This is tabled in Parliament by 30 September of each year. This same report will be tabled at the Annual General Meeting which will be held in November for stakeholders to consider and comment on.



OFFICIAL SIGN OFF

It is hereby certified that this strategic plan:

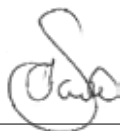
- Was developed by the management of the Health and Welfare SETA under the guidance of the Board and the Department of Higher Education and Training
- Takes into account all the relevant policies, legislation and other mandates for which the HWSETA is responsible
- Accurately reflects the impact and outcomes that the HWSETA will endeavor to achieve over the period 2020-2025.



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Approved by



Dr. N.V. Mnisi
Chairperson: Health and Welfare SETA Board

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ABBREVIATIONS AND ACRONYMS

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

- a) The Skills Development Act, 97 of 1998, as amended;
- b) The Skills Development Levies Act, 9 of 1999, as amended;
- c) The National Skills Development Plan, 2030
- d) The National Qualifications Framework Act, 67 of 2008, as amended;
- e) The Public Finance Management Act, 1 of 1999, as amended;
- f) National Treasury Regulations;
- g) SETA Grant regulations;
- h) All other (relevant/applicable) Human Resources and Industrial Relations Acts;
- i) All other Health and Welfare Acts and Regulations; and
- j) 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:

- a) Develop a Sector Skills Plan (SSP) within the framework of the National Skills Development Policy (NSDP);
- b) Implement the sector skills plan;
- c) Promote learning programmes;
- d) Register agreements for learning programmes;
- e) Perform any function delegated to it by the QCTO;
- f) Collect the skills development levies and disburse the levies;
- g) 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 Act 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:

- a) Administration of the activities of the SETA;
- b) Payment of mandatory grants to employers; and
- c) 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.
- d) Implementation of the Annual Performance Plan (APP), which should set out:
 - i. 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.
 - ii. how- the discretionary funds will be allocated to achieve SSP and National Skills Development Policy (NSDP) outputs and outcomes in the sector.
 - iii. 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 (2018) 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 (2018) 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 White Paper for Post School Education and Training (2014). 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 | <ol style="list-style-type: none"> 4. Be an authority on market intelligence in the Health and Welfare Sector
Conduct skills planning 5. 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. Maintain the Organised Framework for Occupations (OFO) for the health and welfare sector 8. 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"> o key trends in the skills development sector, o the skills development needs that are emerging across established business, o how these differ for large, medium, o and small businesses, o the kinds of opportunities that this may suggest for start-up businesses, cooperatives and for community and rural development |
| M&E | <p>Through research-based evaluations:</p> <ol style="list-style-type: none"> 9. Measure the efficiency and effectiveness of the HWSETA interventions 10. 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 11. Monitor and evaluate the impact of skills interventions in the health and welfare sector |

CORPORATE SERVICES

12. Provide adequate capacity in the HWSETA to conduct:
 - 12.1 skills planning and meet the critical purpose of identifying and articulating skills needs in the sector
 - 12.2 quality assurance of training taking place in the sector
13. Creates and maintains automation solutions and platforms for business processes and thus ensure business continuity of the HWSETA
14. Ensures that the HWSETA has a reputable and well renowned brand

Skills Development Programmes and Projects

15. Collect Workplace Skills Plans (WSP) and Annual Training Reports (ATR) of employers in the health and welfare sector
16. Develop interventions that are agreed upon with stakeholders and can improve the match between education and training supply and demand
17. Foster relations with government departments, agencies involved in assisting start-up businesses, cooperative development, community and rural development, AET etc
18. 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
19. Facilitate access to AET for workers in the health and welfare sector (even if this is to direct them to relevant institutions)
20. Support the TVET College and other public college system
21. Support the Community Education and Training (CET) system

Education, Training, and Quality Assurance

22. Develops occupational qualifications for occupations in the sector
23. Ensure quality of teaching and learning taking place in training institutions and workplaces within the health and welfare sector
24. Support the development of providers of education and training as well as assessors and moderators
25. Verifies and endorses learner achievements, and thus issues certification for qualifying learners
26. Coordinate the National Agenda of Recognition of Prior-Learning (RPL) for the health and welfare sector

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:

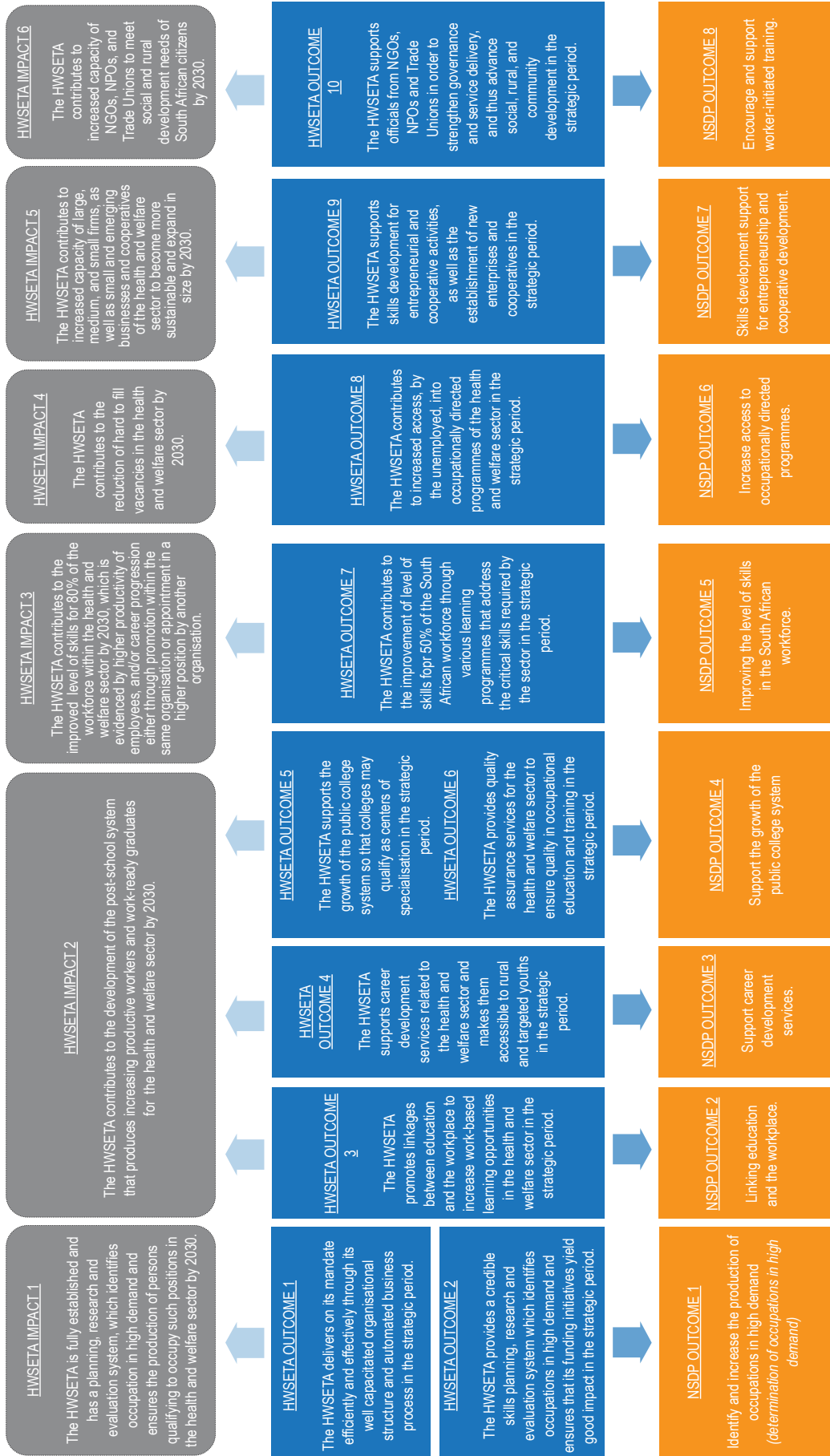
- The National Human Resource Development Strategy adopts the objective to ensure “*decent employment through inclusive growth*”.
- The Medium-Term Strategic Framework 2019-2024, Priority 3: Education, Skills, and Health, as follows:

TABLE 2: KEY PERFORMANCE OBJECTIVES FROM THE MTSF 2019-2024

2024 Impact	Outcome Statement	Outcome Indicator	Interventions
Improved economic participation and social development	Expanded access to PSET opportunities	Annual registrations for SETA supported Work-based learning (WBL) programmes	Promote the take up of artisanal trades as career choices among youth
			SETAs identify increasing number of work-place based opportunities and make information of work-based learning known to the public
		Annual registrations for SETA supported Work-based learning (WBL) programmes	SETAs identify increasing number of workplace-based opportunities and make learning known to the public
		Improved quality of PSET provisioning	Strengthen skills planning

- National Skills Development Plan (2030) with its eight outcomes are translated into eight strategic outcomes and six impact statements of the strategic plan of the HWSETA, as illustrated in figure 1 below:

FIGURE 1: ALIGNMENT OF NSDP OUTCOMES TO HWSETA OUTCOMES AND IMPACT STATEMENTS



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
1	National Treasury documents, returns etc.	National Treasury (NT); Auditor-General South Africa (AGSA)	When required
2	Public Entity Quarterly Reporting	National Treasury	Quarterly
3	Annual Financial Statements	AGSA, Executive Authority (DHET), NT	Within 2 months after year-end
4	Annual report	DHET, NT and AGSA	Within 2 months after year-end
5	Financial misconduct procedures report	DHET, NT, AGSA	Annually
6	The budget of estimated revenue and expenditure for the year	DHET	6 months prior to the start of the financial year
7	Report on actual revenue and expenditure for the quarter	DHET	Within 30 days of the end of the quarter
8	Report on compliance with the PFMA	DHET	Quarterly
9	Report on compliance with Governance	DHET	Quarterly
10	SETMIS-SETA Quarterly Management Report	DHET	Quarterly
11	Strategic plan	DHET	6 months prior to the start of the financial year

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

- a) Quarterly reporting on financial and performance results
- b) Research, Monitoring and Evaluation Reports
- c) Internal Audit Reports
- d) External Audit – management report and external audit report
- e) Formulated policies and amendments
- f) Risk Management Reporting
- g) Authority matters
- h) Management Compliance Reporting

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:

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

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

- a) Annual report at the Annual General Meeting each year
- b) CEO interaction sessions
- c) Board stakeholder sessions
- d) Website notices and publications
- e) Provincial Skills Development Forums.

3. Institutional Policies and Strategies over the five-year planning period

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

TABLE 4: INSTITUTIONAL POLICIES AND STRATEGIES OVER THE FIVE-YEAR PLANNING PERIOD

Policy of the HWSETA	Strategy over the five years
Research Policy	<ul style="list-style-type: none"> • Develop Sector Skills Plan to identify occupations in demand and skills needs • Conduct research to produce research outputs stipulated in the NSDP (2030) • Support research agendas of professional councils, the Workers College, National Health Laboratory Services, SANGO Net, and the South African Federation for Mental Health • Publish research papers produced by candidates of post-graduate beneficiaries that are aligned to the research agenda of the HWSETA • Support authorship of books and funding of research fellows. • Support health and welfare sector lecturers and students from higher education institutions to conduct research in curriculum development.
Partnership Policy	<ul style="list-style-type: none"> • Partner with key stakeholders such as: • Partner with the South African Federation for Mental Health to support capacitation of mental health workers to provide services remotely. • Partner with the National Health laboratories to support skills training to capacitate workers to implement e-health and m-health strategies, and also fund bursaries for international tuition required to capacitate staff to implement digitization required in the Pathology sector. • Partner with the Department of Health to capacitate healthcare workers to use digital health systems. This will facilitate healthcare workers to meet NHI standards and thus get the accreditation for health facilities. Also, support for NHI will focus on Primary Health Care. • Partner with the Department of Social Development to train social workers in supervision and management; fund post-graduate bursaries for social workers to study recognized and emerging specialisations; capacitate social service workers to have technical skills to provide mental health and substance abuse services, fund learnerships for community development, and support the recognition of prior learning of the social service workforce. • Partner with the Department of Health to capacitate the health workforce with skills in Supply chain and Ethics, Emergency preparedness, Health and Safety Practitioners in work-places, Leadership, management, governance competencies and capacity, Strategic health workforce planning, HR development and management. Fund training of specialisations in clinical specialisations, epidemiology, biostatistics, ICU Nursing, Forensic Nursing, Occupational Health and Safety, mental health, Laboratory health technicians, Digital laboratory technicians. Fund training of workers to obtain formal qualifications in public health, health promotion, and disease prevention for community health workers. Fund the training of Environmental Practitioners • Partner with Provincial Departments of Health to support the skills development of Municipal Health Service Workers. • Partner with the Worker's College to address the following skills development need; Basic, Intermediate, and advanced shop steward skills, OHS in the workplace, OHS and environmental legislation, Knowledge of political economy, Informed activism to advance the interests of the working class, Participatory action research, and Labour Relations. • Partners with the SACSSP to upskill social service workers in crisis intervention and trauma counselling for vulnerable people including survivors of the pandemic and their next of kin, community interventions and coping mechanisms, mental health interventions, community organizing and mobilization, conducting awareness programmes, psychosocial support, holistic intervention. Fund learnerships in Child and Youth Care Work.

Policy of the HWSETA	Strategy over the five years
	<ul style="list-style-type: none"> • Partner with SANGO Net to upskill NGO/NPO workers in analytical thinking, active learning and learning strategies, creativity, originality and initiative, technology design and programming, critical thinking and analysis, complex problem-solving, leadership and social influence, emotional intelligence, reasoning, problem-solving, systems analysis and evaluation. • Partner with the SAVC to train Veterinarians, Veterinary Nurses, Veterinary technologists, Laboratory Animal Technologist, Veterinary Physiotherapist; and also provide Day 1 skills.
Accreditation Policy	<ul style="list-style-type: none"> • To accredit Skills Development Providers to offer occupational qualifications • Register Assessors and Moderators • Endorse learner achievements and issue qualification certificates • Administer EISA examinations on behalf of the HWSETA • Develop occupational qualifications for the sector • Translate all HWSETA learning materials to Brail. • Facilitate the offering of training by skills development providers to be through e-learning • Foster partnerships between TVET Colleges and Private Colleges to offer health and welfare sector education programmes
Discretionary Grant Policy	<ul style="list-style-type: none"> • Target Youth not in Employment, Education or Training (NEET) for job creation • Support for small businesses that are owned by persons with disabilities • Fund learning programmes as defined by the Skills Development Act • Fund Continuous Professional Development (CDP) activities • 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) • Develop lecturers of TVET, other Colleges in the sector, and universities through post-graduate bursaries. • 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. • 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. • Fund veterinary and para-veterinary students ensuring that there is enough veterinary professionals to maintain health in animals and secure food safety. • Fund a skills programme on ethical leadership
M&E Policy and Framework	<ul style="list-style-type: none"> • Monitor and evaluate the performance of the HWSETA in carrying its mandate • To measure the impact of funding strategies of the HWSETA • Conduct Monitoring and Evaluation of funding programmes of the HWSETA. In particular: <ul style="list-style-type: none"> o The work integrated learning programme for universities of technology, and the internship programme implemented by the National Department of Health • Conduct track and trace studies annually for students funded by the HWSETA who complete learnerships, internships, apprenticeships, and university programmes funded through bursaries.

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
Health: Access to quality health care for all, reduce disease burden and raise life expectancy	
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
Social Development: Provide integrated social protection & enable citizens to live with dignity	
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

The overall aim of the Sustainable Development Goals (SDG) is a universal agenda for a comprehensive, far-reaching and people-centred goals to realize the human rights of all, and to achieve gender equality and the empowerment of all women and girls. The SDG and targets came into effect on 1 January 2016. It consists of 17 goals and 169 targets. Goals aligned to the mandate of the HWSETA include:

Goal 3: Ensure healthy lives and promote well-being for all at all ages,

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, and

Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

The HWSETA will therefore contribute towards the achievement of the following targets:

TABLE 6: IMPLICATIONS OF SDG FOR STRATEGIC PLANNING OVER THE FIVE-YEAR PLANNING PERIOD

Sustainable Development Goal	Implications for Strategic Planning
Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	
By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education	The HWSETA will contribute towards the achievement of this target by funding the training of Early Childhood Practitioners so that the quality of early childhood development services could be strengthened.
By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	The HWSETA will contribute towards the achievement of this target by offering bursaries to unemployed women and men to enroll for technical and vocational training. The HWSETA will also offer bursaries to employed and unemployed women and men to enroll for university programmes.
By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	The HWSETA will contribute towards the achievement of this target by funding employed and unemployed youth and adults through learnerships, apprenticeships, and bursaries for undergraduate and post-graduate education.
By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	The HWSETA will contribute towards the achievement of this target by funding youth and adult, both men and women, to be trained on literacy and numeracy through Adult Education and Training (AET) programmes.
Goal 3: Ensure healthy lives and promote well-being for all at all ages	
Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol	The HWSETA will contribute towards the achievement of this target by funding health workers and social service workers on substance abuse, including narcotic drug abuse and harmful use of alcohol
Support the research and development of vaccines and medicines for the communicable and noncommunicable diseases that primarily affect developing countries,	The HWSETA will contribute towards the achievement of this target by supporting research on the development of vaccines and medicines for communicable and non-communicable diseases that affect South Africa.
Substantially increase health financing and the recruitment, development, training and retention of the health workforce in developing countries, especially in least developed countries and small island developing States	The HWSETA will contribute towards the achievement of this target by supporting training of the health workforce.

Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

By 2030, substantially reduce the proportion of youth not in employment, education or training	The HWSETA will contribute towards the achievement of this target by targeting youth not in employment when funding unemployed persons through its skills development programmes.
Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment	The HWSETA will contribute towards the achievement of this target by supporting training of members of Trade Unions and OHS committee members of organisations in the health and welfare sector.

4. Relevant court rulings

TABLE 7: RELEVANT COURT RULINGS

Name of court case	Lerong Consulting cc/ Health & Welfare Sector Education & Training Authority (Case no: 2009/27795) (High court, Johannesburg)
Impact on HWSETA operations and service delivery obligations	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. The matter is still pending with the court. There is no impact on operations and service delivery as it is purely a compensation matter.
Name of court case	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
Impact on HWSETA operations and service delivery obligations	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". The judgement of the Labour Appeal Court, on 20 August 2019, set aside the Labour Court judgement, and was replaced by the following: 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 Implication is that mandatory grants to be paid to employers is not determined. However, SETAs have continued to pay 20% in mandatory grants. SETAs have reported this as a contingent liability pending the determination of the mandatory grant percentage based on the outcome of the negotiations between the Minister and BUSA.

PART B

STRATEGIC FOCUS OF THE HEALTH AND WELFARE SETA

1. HWSETA VISION

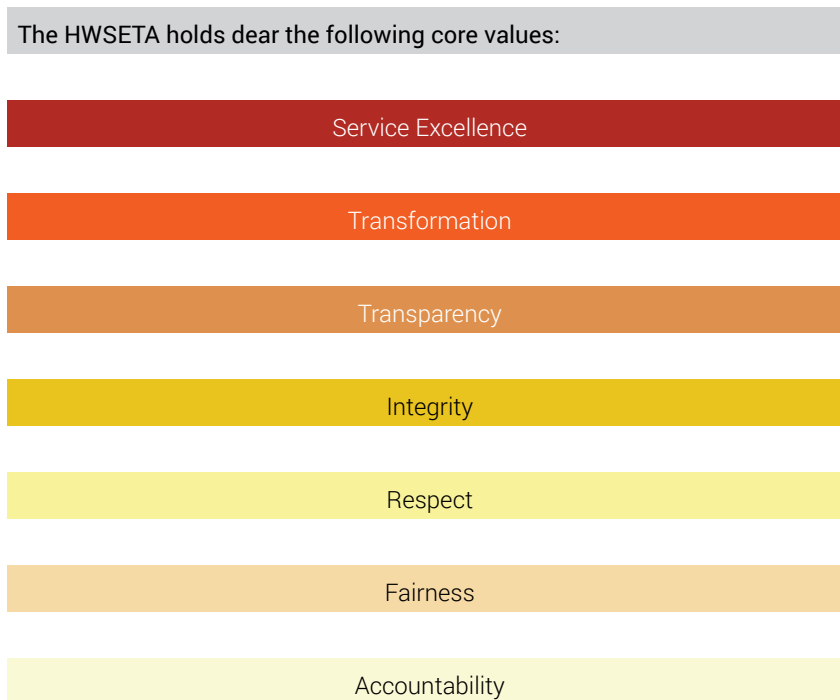
The creation of a skilled workforce for the health and social development needs of all South Africans.

2. 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.

3. VALUES OF THE HWSETA

FIGURE 2: VALUES OF THE HWSETA



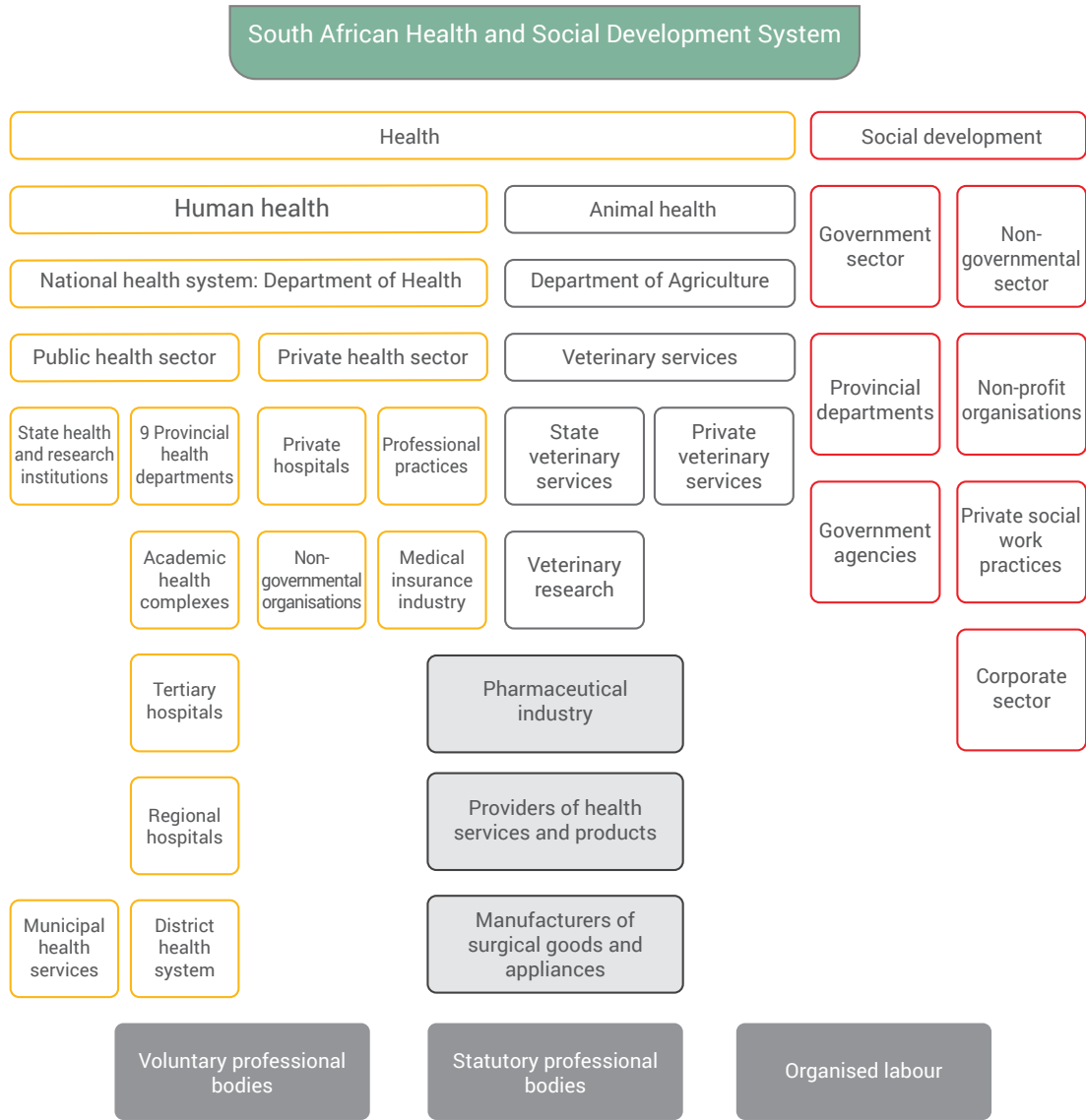
4. SITUATIONAL ANALYSIS

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 8: THE STAKEHOLDERS OF THE HEALTH AND WELFARE SETA



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

TABLE 9: THE ROLE OF THE STAKEHOLDERS OF THE HEALTH AND WELFARE SETA

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 Medical Research Council Human Sciences Research Council National Health Laboratory Service Onderstepoort Veterinary Institute	Conducting sector-relevant and related research.

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:

- a) Community services;
- b) Complementary health services;
- c) Doctors and specialists;
- d) Hospitals and clinics; and
- e) Research and development institutions.

By April 2020 there were 726 829 people who are formally employed in the health and social development sector. Of these, approximately 374 069 (51%) are employed in private sector organisations (referred to later as the “private sector”), while 352 760 (49%) work in the public service departments.

Estimates of total employment in the health and social development sector can be seen in Table 9. Employment in the public service component of the sector decreased from 325 763 in 2013 to 310 256 in 2014. In 2015 it increased slightly to 312 884 and in 2016 it increased substantially to 330 015 and stands currently at 352 760. The average annual growth of employment in the public sector was only 1.1% over the 2013 to 2020 period. The private sector component of the sector, on the other hand, showed an average annual growth of 5.2% over the 2013 to 2020 period. The average annual growth for the total sector was 3.1% over the same period. The positive growth in employment in the sector is expected due to the COVID-19 demands. However, the 2021/2022 aftermath COVID-19 employment figures may show a different trend.

TABLE 10: HEALTH AND SOCIAL DEVELOPMENT SECTOR: TOTAL EMPLOYMENT 2013-2020

	2013	2014	2015	2016	2017	2018	2019	2020	AAG
Public	325 763	310 256	312 884	330 015	332 654	333 060	334 762	352 760	1.1
Private	262 503	276 513	319 002	274 140	266 466	343 246	368 527	374 069	5.2
Total	588 266	586 769	631 886	604 155	599 120	676 306	703 289	726 829	3.1

Sources: Calculated from HWSETA and PSETA WSP submissions 2013 to 2020, Medpages database, 2013 -2020.

4.1.1 Trends in Employment Data: Gender

Table 10 shows the gender distribution in the sector from 2014 to 2020. Male's share in employment in the sector varied between 26% and 30% while females formed between 70% and 75% of the workforce.

TABLE 11: HEALTH AND SOCIAL DEVELOPMENT SECTOR: GENDER DISTRIBUTION 2014-2020

Public Service	2014 %	2015 %	2016 %	2017 %	2018 %	2019 %	2020 %
Male	27	27	28	32	28	27	27
Female	73	73	72	68	72	73	73
Total	100	100	100	100	100	100	100
Private sector	%	%	%	%	%	%	
Male	30	25	25	28	25	27	28
Female	70	75	75	72	75	73	72
Total	100	100	100	100	100	100	100
Total sector	%	%	%	%	%	%	
Male	28	26	27	30	27	27	29
Female	72	74	73	70	73	73	75
Total	100	100	100	100	100	100	103

Sources: Calculated from HWSETA and PSETA WSP submissions 2014 to 2020, Medpages database, 2014 - July 2020.

Females are in the majority in all occupation groups, except for the group: Plant and Machine Operators and Assemblers, which includes occupations such as delivery drivers which are mostly filled by males (Table 11).

TABLE 12: GENDER DISTRIBUTION ACCORDING TO OCCUPATIONAL-GROUP 2020

Occupational Group	Male		Female		Total	
	N	%	N	%	N	%
Public Service						
Managers	14 577	33	29 446	67	44 023	100
Professionals	8 795	33	18 125	67	26 920	100
Technicians and Associate Prof	4 514	43	6 013	57	10 527	100
Clerical Support	2 433	77	732	23	3 165	100
Service and Sales	29 631	21	112 045	79	141 676	100
Skilled Agricultural, Forestry, Fishery, Craft and Related Trades	13 124	28	33 240	72	46 364	100
Plant and Machine Operators and Assemblers	1 254	84	234	16	1 488	100
Elementary Occupations	22 038	28	56 559	72	78 597	100
Private sector						
Managers	10 525	38	17 423	62	27 948	100
Professionals	38 913	29	94 725	71	133 638	100
Technicians and Associate Prof	17 898	22	64 545	78	82 444	100
Clerical Support	12 337	27	33 157	73	45 493	100
Service and Sales	9 977	21	38 003	79	47 980	100
Skilled Agricultural, Forestry, Fishery, Craft and Related Trades	2 442	64	1 347	36	3 789	100
Plant and Machine Operators and Assemblers	6 767	59	4 651	41	11 418	100
Elementary Occupations	6 916	32	14 443	68	21 359	100

Occupational Group	Male		Female		Total	
	N	%	N	%	N	%
Total Sector						
Managers	25 102	35	46 869	65	71 971	100
Professionals	47 708	30	112 850	70	160 558	100
Technicians and Associate Prof	22 412	24	70 558	76	92 971	100
Clerical Support	14 770	30	33 889	70	48 658	100
Service and Sales	39 608	21	150 048	79	189 656	100
Skilled Agricultural, Forestry, Fishery, Craft and Related Trades	15 566	31	34 587	69	50 153	100
Plant and Machine Operators and Assemblers	8 021	62	4 885	38	12 906	100
Elementary Occupations	28 954	29	71 002	71	99 956	100

Sources: Calculated from HWSETA and PSETA WSP submissions 2020, Medpages database, July 2020.

4.1.2 Trends in Employment Data: Age

Table 12 shows the total age distribution in the Public Service, private health and the total sector from 2014 to 2020. The overall age profile remained relatively stable in the Public service over the period with people under 35 forming between 25-32% of the workforce and people older than 55 constituting 10-14% of the workers. The percentage of employees younger than 35 years in the private sector is markedly higher – around 37-41% of the total workforce.

TABLE 13: HEALTH AND SOCIAL DEVELOPMENT SECTOR: AGE DISTRIBUTION 2014-2020

	2014	2015	2016	2017	2018	2019	2020
Public Service	%	%	%	%	%	%	%
Younger than 35	30	31	32	29	27	25	26
35 to 55	59	57	58	61	63	62	63
Older than 55	11	12	10	10	10	14	11
Total	100	100	100	100	100	100	100
Private sector	%	%	%	%	%	%	%
Younger than 35	37	41	40	37	39	38	38
35 to 55	54	50	49	49	51	51	50
Older than 55	9	9	11	14	11	12	12
Total	100	100	100	100	100	100	100
Total sector	%	%	%	%	%	%	%
Younger than 35	33	36	35	32	34	31	32
35 to 55	57	54	54	57	56	56	56
Older than 55	10	10	11	11	11	13	12
Total	100	100	100	100	100	100	100

Sources: Calculated from HWSETA and PSETA WSP submissions 2014 to 2020, Medpages database, 2014 - July 2020.

The 2020 age distribution of employees in the health and social development sector by occupational group is given in Table 13. In the public sector, 13% of the professionals are over the age of 55 compared to 16% in the private sector. 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 (42%), Clerical Support Workers (40%), Service and Sales Workers (45%) and Plant and Machine Operators and Assemblers (44%).

TABLE 14: AGE DISTRIBUTION OF EMPLOYEES IN THE PUBLIC SERVICE AND PRIVATE HEALTH ACCORDING TO THE OCCUPATIONAL GROUP 2020

Occupational Group	Under 35		35 to 55		Older than 55		Total	
	N	%	N	%	N	%	N	%
Public Service								
Managers	14 081	32	25 611	58	4 370	10	44 062	100
Professionals	5 755	21	17 643	66	3 524	13	26 922	100
Technicians and Associate Prof	1 816	17	6 798	64	1 933	18	10 547	100
Clerical Support	885	28	1 687	53	593	19	3 165	100
Service and Sales	41 135	29	87 937	62	12 937	9	142 009	100
Skilled Agricultural, Forestry, Fishery, Craft and Related Trades	8 680	19	32 399	70	5 294	11	46 373	100
Plant and Machine Operators and Assemblers	142	10	995	67	351	24	1 488	100
Elementary Occupations	19 785	25	48 585	62	9 824	13	78 194	100
Private sector	N	%	N	%	N	%	N	%
Managers	8 595	31	15 219	54	4 133	15	27 948	100
Professionals	44 132	33	68 211	51	21 296	16	133 638	100
Technicians and Associate Prof	34 661	42	39 507	48	8 275	10	82 444	100
Clerical Support	18 034	40	22 739	50	4 721	10	45 493	100
Service and Sales	21 799	45	22 220	46	3 962	8	47 980	100
Skilled Agricultural, Forestry, Fishery, Craft and Related Trades	1 324	35	1 897	50	568	15	3 789	100
Plant and Machine Operators and Assemblers	4 996	44	4 883	43	1 539	13	11 418	100
Elementary Occupations	6 420	30	11 767	55	3 171	15	21 359	100
Total sector	N	%	N	%	N	%	N	%
Managers	22 676	31	40 830	57	8 503	12	72 010	100
Professionals	49 887	31	85 854	53	24 820	15	160 560	100
Technicians and Associate Prof	36 477	39	46 305	50	10 208	11	92 991	100
Clerical Support	18 919	39	24 426	50	5 314	11	48 658	100
Service and Sales	62 934	33	110 157	58	16 899	9	189 989	100
Skilled Agricultural, Forestry, Fishery, Craft and Related Trades	10 004	20	34 296	68	5 862	12	50 162	100
Plant and Machine Operators and Assemblers	5 138	40	5 878	46	1 890	15	12 906	100
Elementary Occupations	26 205	26	60 352	61	12 995	13	99 553	100

Sources: Calculated from HWSETA and PSETA WSP submissions and Medpages database 2020.

4.1.3 Trends in Employment Data: Disability

In 2020, 0.5% of the workers in the sector were people with disabilities. Of the 1 465 workers with disabilities in the Public Service, 87 (6%) were employed as managers, 289 (20%) as professionals, 206 (14%) as technicians and associate professionals and 586 (40%) as clerical support workers. Of the 2 269 workers with disabilities in the private sector 178 (8%) were employed as managers, 565 (25%) as professionals, 323 (14%) as technicians and associate professionals, 327 (14%) as service and sales workers and 720 (32%) as clerical support workers.

4.1.4 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 student 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, working conditions, remuneration, and career advancement opportunities are all factors that determine where and for how long people work in a particular workplace. The health and social development sector is grappling with serious human resources- and labour market challenges. These are reflected in high vacancy rates for especially health and social service professionals. The high vacancy rates are caused by, among others, inadequate occupational wages and wage differentials between different components of the sector, poor working conditions and the migration of professionals and other workers to countries with better health systems and from rural to urban areas. The COVID-19 pandemic has increased the demand for certain workers in the sector such as community health workers, nurses, lab technicians and social workers considerably. The HWSETA will continue to fund projects submitted by the sector to address skills development challenges brought by Covid-19.

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.

Poor management of the health workforce and deficient leadership contribute to a high attrition rate from the health professions. Another labour market challenge relates to skills provision and skills absorption, e.g. social worker scholarships boosted graduate output in the last few years, but budget constraints in the public and private sector hamper employment of many of the newly qualified professionals. However, government made more funds available during the COVID-19 pandemic to employ additional social workers and community health workers. Hopefully these human resources will be retained after the COVID-19 pandemic has ended.

The institutional capacity for education and training of health and social service professionals has been boosted in the past few years. A new medical school was opened at the University of Limpopo in 2016, 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 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 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, fundraising skills, as well as the provision of services virtually or remotely due to Covid-19 restrictions. 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.

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 current circumstances in the COVID-19 pandemic have asked for extraordinary strategies and partnerships. The HWSETA's pro-active reaction on the pandemic has resulted in a couple of life-saving partnerships and job creation initiatives. The HWSETA sees their mandate reaching beyond a skills development responsibility during the State of Disaster.

The HWSETA is only one of a number of institutions tasked with the funding and provision of skills development for the sector and has set skills development priorities to guide it with skills planning and skills provision. This process is first of all rooted in the understanding that the health and social development sector exists to provide decidedly personal services in the private spheres of people's lives and that the recipients of the services are usually ill, at-risk, vulnerable, frail or disabled. Secondly, the locality of skills formation during the working life of the workforce is considered.

Identification of the skills priorities also takes place in the context of informed research. National strategies give prominence to skills development at all qualification levels to advance health, social development, employment, and economic growth. Against these considerations, the HWSETA identified the following four overarching skills development priority areas:

- a) Sustainable skills pipeline into the health and social development sector;
- b) The professionalisation of the current workforce and new entrants to the sector;
- c) Vital skills and skills set required enabling the state to meet its service delivery obligations as a developmental state; and
- d) Skills needs and gaps due to the COVID-19 pandemic.

These skills development priorities are also viewed from a strategic perspective. First, a sustainable skills pipeline enables entry into employment in the health and social development sector at different entry points. Second, by prioritising the professionalisation of the workforce, the HWSETA can contribute to skills interventions required to improve service quality and efficiency, and also address changes to service provision. Third, the HWSETA can support the large-scale skills development interventions needed for the state to enhance the lives, health, well-being, and livelihoods of its citizens.

In giving effect to these skills priorities, the HWSETA will not simply equip learners with the appropriate knowledge, but also with the practical skills, competencies, attitudes, and behaviours to provide efficient and effective services. On a practical level, priority will be given to interventions that specifically address the scarce and critical skills as well as the particular skills sets required in the workplace. For the HWSETA and its stakeholders, it is vital to nurture persons who are employable, competent, and work-ready and equipped with "Day One" skills when they enter employment in the sector.

The HWSETA's skills development programmes and projects will be implemented across its operational sub-programmes and within the limitation of financial resources generated through the skills development levy.

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 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:

- A. Programme 1: Administration**
 - a) Office of the CEO comprising of Board office and Legal services;
 - b) Corporate Services- includes Marketing, Human Resource and Information Technology; and
 - c) Finance comprising of Supply Chain Management, Grants and general finance.
- B. Programme 2: Skills planning and impact assessment**
 - a) Research, Information, Monitoring and Evaluation – incorporating impact assessment;
- C. Programme 3: Skills Development Programmes and Projects**
 - a) Skills Development Programmes and Projects is responsible for:
 - i. supporting learning programmes through work-based training and
 - ii. funding projects, including Government Projects, Employer initiated Projects, Professional Body Projects,
 - iii. administration of Workplace Skills Plan
 - iv. forming partnerships for work-based training
 - v. Supports small businesses, NGOs, Trade Unions, Cooperatives
- Sub-programme 3.1: Learning Programmes**
 - vi. Supports learning programmes through learnerships, skills programmes, bursaries, internships, work integrated learning, Lecturer Development and AET.
- Sub-programme 3.2: Workplace Skills Plan and Projects**
 - vii. Funds projects, including Government Projects, Employer initiated Projects, Professional Body Projects.
 - viii. Evaluates and approve Workplace Skills Plan.
 - ix. Forming partnerships for work-based training
 - x. Supports small businesses, NGOs, Trade Unions, Cooperatives
- D. Programme 4: Quality assurance and qualification development**
 - a) Education and Training Quality Assurance incorporating Provider Accreditation, Learner Achievement and Qualification Development
- E. 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:**
 - a) HR planning and a number of posts in the staff establishment.
 - b) 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.
 - c) Currently 61% of staff at the HWSETA are women, and 4% are people living with disabilities. Just about a quarter of employees are youth.

- F. 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 still a struggle.
 - Lack of timeous compliance with the criteria of discretionary grant funding by Employers resulting in material de-commitments each year. Various strategies are being put in place to address decommitments which include engagements to understand challenges that stakeholders face and finding ways to circumvent these from affecting the implementation of training. These are on a case to case basis.
 - 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.
- G. The likely impact of Covid-19 on the HWSETA's delivery of its mandate include the following:**
- Resourcing of the current plan could be affected by the four-month holiday from the payment of the skills levy which aimed to relieve skills development levy contributors from cashflow and payroll tax burden. This is expected to have a significant impact on the budget of the Health and Welfare SETA for the 2021-2022 financial year;
 - The re-organisation of 2020 academic calendars by post-school education and training institutions to conclude in February 2021 poses a challenge in entering students on funding programmes timeously and also reporting on all completions. The late start of the academic year for 2021 and the eminent risk of a third wave of Covid-19 also pose a challenge to entries into funding programmes for the 2021 academic year and timeous reporting of all completions;
 - The risk of retrenchments in the NGO Sector due to reduced Department funds to this sector and reduced international donor funds due to Covid-19;
 - The risk of Small and Emerging Business that face financial difficulty due to the current economic environment caused by the Covid-19 National Disaster lockdown regulations, may result in a sharp decline of SMEs meeting the threshold for paying the skills levy; and
 - The risk of Medium and Large Business that face financial difficulty due to the current economic environment caused by the Covid-19 National Disaster lockdown regulations, may result in a decline either in the number of businesses that meet the threshold to pay the skills levy or to reduced skills levy contributions.

4.2.1 ICT

The automation of business processes of the HWSETA is an innovation in service delivery that is coming into fruition, as automation of the modules for core business functions; SDP and ETQA were complete and operational by 31 March 2020. The development of the Finance module was 95% complete and non-core/support functions were at 54% completion. 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.

4.2.2 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 R283 million; 293 million and 306 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.
- In the past year, 2019-2020, the HWSETA committed 177% of its discretionary grant reserve respectively for funding, with exceptional performance against predetermined targets.

4.2.3 Performance of the HWSETA in achieving 2019-2020 APP targets

The HWSETA has made progress towards the achievement of its strategic outcome-oriented goals:

Goal 1: Work Based Skills Development Contribute to Improved Productivity and Economic Growth in the Sector

To promote work-based learning the HWSETA supported **633** organisations through discretionary grants. These organisations comprised of **49** large firms, **41** medium firms, and **207** small firms, **158** small and emerging businesses, and **178** levy exempt organisations. **325** employers participated in work-based training and thus provided a platform for learnerships, internships, and work experience placement for TVET Colleges and university students. **42** partnerships were entered into with institutions in the post-school education sector, this includes Universities, Universities of Technology, TVET Colleges and Community Colleges.

The HWSETA entered-into partnerships to support **23** cooperatives through skills development initiatives. These cooperatives were empowered to create opportunities to make a living for themselves.

In order to ensure the sustainability of small businesses, the HWSETA supported **158** small and emerging businesses; and to ensure further education of and training of **178** workers from **10** NGOs, and **27** members from 5 Unions were supported through various training initiatives.

Goal 2: Skilled Workforce and Work Ready Graduates in Occupationally Directed Programmes Join the Health and Welfare Fields of Work

Access into occupationally directed programmes was facilitated through partnerships with employers, TVET Colleges, Universities. Employers opened up workspaces to **7477** students placed on **learnership positions**; and **1163** graduates placed on **internship positions**. **1357** university students were funded through **bursaries**. Of these students, **1224** students were funded for **under-graduate studies** and **133** students were funded for **post-graduate studies**. Post-graduate students were funded for Honours Degrees, Master's Degrees, and PhDs from health and social development sector qualification, including the Veterinary Science sector. **2317** students from TVET College students were funded for **vocational training** and **388** students were funded for **apprenticeships**.

The track and trace study conducted in 2019-2020 on students previously funded by the HWSETA to access occupationally directed programmes yielded outcomes at an average of **60%**. Each of the occupationally directed programmes yielded outcomes ranging between **58%** and **69%**, as follows; **62%** for internships, **61%** for bursary, **58%** for learnerships, and **69%** for apprenticeships.

The number of workers capacitated through skills programmes and short learning programmes was **8264**. Also, **578** workers were taken through the recognition of prior learning and thus got part and full qualifications.

Goal 3: College System Expanded to Offer pathways to occupations for school and post-school youth

The HWSETA promoted the TVET College system through partnerships with **108** TVET colleges where **1053** students from these TVET Colleges were placed in workplaces for work integrated learners, and 200 lectures were given workplace exposure. The most significant support given to TVET Colleges in the year under review was the funding of **2317** vocational students, which is 6 times more the support given in the previous year.

By April 2018 South Africa had an estimate of 3 million illiterate adults. The Health and Welfare sector had an estimate of **50 050** employees occupying elementary positions. The HWSETA planned to support **982** workers in 2019/20 but actually supported **1925** workers to complete their education through computer assisted learning and face-to-face learning.

The HWSETA conducted career guidance campaigns across the country in partnership with various government departments, DHET in particular. The HWSETA conducted **56** career guidance campaigns and thus reached **11666** scholars from various grades of schooling. Career guidance campaigns of the HWSETA target scholars in grade 9 and 12 in order to help them with subject and career choices. The HWETA aims to link up with other SETAs when conducting future career guidance campaigns so as to provide a comprehensive and integrated career development programme.

Quality Assurance of skills development providers and qualifications development is a delegated function of the Quality Council for Trades and Occupations (QCTO). During the year under review **58** skills development providers were accredited to offer occupationally based training; **595** assessors and **122** moderators were evaluation for registration and thus **350** assessors and **99** moderators were successful. **9272** funded students completed learning programmes and were thus reported to the HWSETA by employers, TVET Colleges, and Universities. **8086** certificates and statements of results were issued to students whose learner achievements for full qualifications and skills programmes were endorsed by the HWSETA.

Goal 4: Demand-led skills development strengthened to implement the National Development Plan

The HWSETA supported provincial departments across the country through internships, learnerships, and bursaries. Provincial Departments of Social Development Mpumalanga, Northern Cape, Limpopo, and Gauteng were supported to fund learnership and internship positions. **253** unemployed graduates placed in all 9 Provincial Departments of Health and 9 Provincial Departments Social Development.

15 Projects from all Provincial Departments of Health and Social Development were supported for Internships and Learnerships. Projects from **7** Nursing Colleges were supported. These Colleges included Lilitha Nursing College, Gauteng Nursing College, Kwazulu Natal Nursing College, Western Cape Nursing College; Limpopo Nursing College; North West Nursing College, and Mpumalanga Nursing College.

Goal 5: A skilled Workforce Supporting an Efficient administrative system for effective execution of skills development mandate

Appointments in Executive Management positions that were vacant were made. The CEO, CFO, Executive Manager: SDP, and Executive Manager: RIME positions were filled during the year under review. The HWSETA had a full Executive Management staff complement by the second quarter of 2019-2020. The organogram of the HWSETA was revised through an Organisational Development process that resulted in Administration positions in certain divisions being phased out in order to strengthen service delivery. The OD exercise resulted in an organisational structure that increased from **134** positions to **152** as positions were added in provinces that service a high number of stakeholders. A recruitment drive to fill the existing posts and transfer employees from phased out positions resulted in **146 (96%)** positions being filled by year end. The increase in the staff capacity of the organisation has ensured that the organisation achieves 95.5% of the APP indicator weights.

The automation of business processes of the HWSETA is an innovation in service delivery that is coming into fruition, as the automation of two of the core business functions, the ETQA and Skills Development Projects (SDP) were completed and operational. The development of the Finance module was 95% complete, and the Intelligence module was at 54% stage of development by year end. The automation will provide convenience for the stakeholders of the HWSETA as they will 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 2021-2022.

The Workplace Skills Plans and Annual Training Reports submitted by the private sector to the HWSETA in 2019/20 and those submitted by Government Departments to the PSETA formed the basis for the SSP 2021-2022 update. Additional data sources used to compile the SSP include databases from professional bodies, Medpages, Universities, TVET Colleges etc. Research, monitoring and evaluation conducted by the HWSETA also feeds into the SSP update. The analysis of all data collected from primary and secondary sources produced the critical and scarce skills list and sector priority skills lists which forms the basis for implementation of skills development projects of the HWSETA.

The performance information by programme/objectives above indicates that the following indicators were not fully achieved:

INDICATOR DESCRIPTOR	INDICATOR	Annual Target	ANNUAL ACHIEVEMENT	VARIANCE	% ACHIEVEMENT	Comments on Achievements/Non-Achievements 2019/20
Percentage of processes supported to develop qualifications per year	*24 (1)	95%	90%	-5%	95%	The under achievement of both targets is attributed to a number of factors. First, there were delays encountered in processes that is followed before a qualification may be developed. The development of qualifications therefore commenced towards the end of quarter 3. Since the development takes a minimum of six months the final verification session could not be held before the end of March 2020. By March 2020, profiling, Occupational Document & external assessment were completed. To finalise this qualification a final virtual meeting will be held on 12 June 2020.
Percentage of processes automated and integrated per year	*20	100%	87%	-13%	87%	Reason for non-achievement is that there were additional changes to business processes which required the further development of automation of processes. This is a dynamic and on-going process and the initial processes automation did not factor in these changes or improvements. Going forward the business processes will be documented and automated with very little changes.
Percentage of qualified technicians, artisans and unemployed learners previously funded by the HWSETA finding employment per year.	*5	80%	60%	-20%	75%	The annual target has not been achieved because this target relies on tracking learners that have completed funded programmes. The rate of participation of these learners is at 27% (329/1199), with Artisan students participating the most (45% - 29/65); followed by the learnership programme (30% - 197/666). The university bursaries (23% - 51/224), and Internships (21% - 52/244), participated the least. Due to the high non-response rate the employment status of 73% of students who completed their qualifications which were funded by the HWSETA remains unknown. For the next tracer study, additional platforms for reaching students such as survey monkey for those that have emails, will be utilized. This should increase the response rate of learners.
Number of learners in TVET colleges and other public colleges (and the number of associated learners) enrolled for vocational training courses funded by the HWSETA per year	17	4125	2317	-1808	56%	In response to the Ministerial Instruction to offer more support TVET Colleges, the target was increase with the aim of reaching a much higher number of Vocational students. TVET Colleges, however, had a limited number of students that could be funded as they offer a limited number of qualifications in the health and welfare sector. Further, the accreditation of Nursing programmes for public nursing colleges came late in the year resulting in the lower uptake of funding than anticipated. In the next financial year TVET Colleges will be encouraged to form partnerships with accredited private providers to offer sector specific vocational programmes.
Number of funded learners certificated and those completed work-based training per year	19(3) f	17455	9272	-8183	53%	Administrative processes to collect evidence of completions together with final moderation or verification could not be completed due to the national state of disaster and hard lockdown. Employers, training providers and ETQAs could not print evidence of completion timeously. In certain instances, final/summative assessments were postponed. In the next financial year employers will be encouraged to implement early and submit evidence of completion on time.
Number of new demand-led qualifications developed and registered through the registration bodies per year	*24	3	0	-3	0%	The under achievement of both targets is attributed to a number of factors. First, there were delays encountered in processes that is followed before a qualification may be developed. The development of qualifications therefore commenced towards the end of quarter 3. Since the development takes a minimum of six months the final verification session could not be held before the end of March 2020. By March 2020, profiling, Occupational Document & external assessment were completed. To finalise this qualification a final virtual meeting will be held on 12 June 2020.

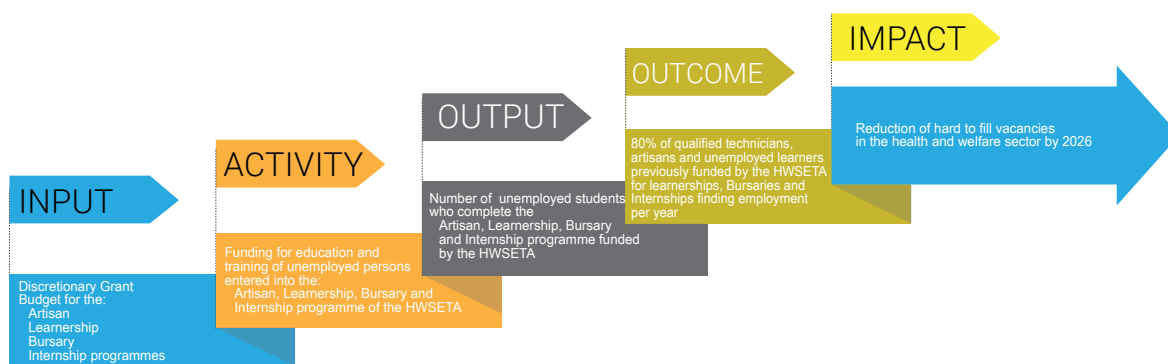
In order to address these areas of under-achievement the HWSETA has adopted the following strategies:

In order to address these areas of under-achievement the HWSETA has adopted the following strategies:

- Completions will be monitored and collected from various stakeholders. This will ensure a higher target population for the track and tracer study.
- Automation of business processes will ensure that essential data, such as contact numbers are collected, and captured is accurate and has integrity. This will secure a higher number of accessible population.
- Qualifications that were already under development will be completed and submitted for registration to the QCTO in quarter 1 of 2020-2021.
- For the next tracer study, additional platforms for reaching students such as survey monkey for those that have emails, will be utilized. This should increase the response rate of learners.
- In the next financial year TVET Colleges will be encouraged to form partnerships with accredited private providers to offer sector specific vocational programmes.

4.2.4 Monitoring of outcomes

To monitor these outcomes the HWSETA conducts track and trace evaluation studies each year on unemployed persons who complete learnerships, artisans, university programmes, and internships funded by the HWSETA. The results framework for conducting the track and trace evaluation study is therefore based on measuring the following outcome:



RESULTS FRAMEWORK FOR CONDUCTING THE TRACK AND TRACE EVALUATION STUDY

For instance, unemployed persons that completed their studies in 2018-2019, who were sponsored by the HWSETA, formed part of the track and trace evaluation study conducted in 2019-2020. These students were interviewed telephonically six months after they had completed their studies to check if they had found jobs, how long it took for them to find those jobs, and the quality of those jobs. These questions provided answers to the objectives of the track and trace evaluation study, which aimed to; determine the employment rate of unemployed persons who complete HWSETA programmes; determine the time it took to find jobs per programme (whether is within 6 months or longer); determine the nature or quality of those jobs.

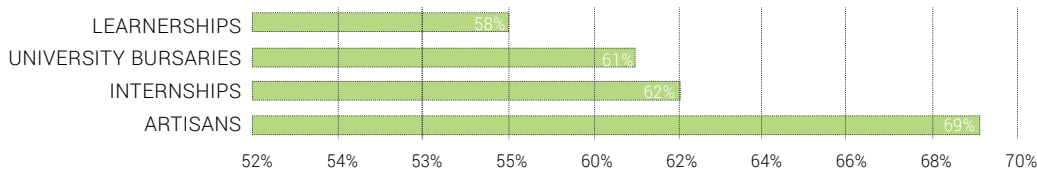
The results of the track and trace evaluation study which was conducted in 2019-2020 are reported in the 2019-2020 annual performance plan of the HWSETA, and the track and trace study report which was produced in March 2020. The Board therefore monitors the outcomes of this skills priority area through annual performance plan as follows:

2019-2020 ANNUAL PERFORMANCE INDICATOR FOR THE TRACT AND TRACK EVALUATION STUDY

Success Indicator 5	2018/19 Actual Achievement	2019/20 Target	2019/20 Actual Achievement	Variance 2019/20	Comments
Percentage of qualified technicians, artisans and unemployed learners previously funded by the HWSETA finding employment per year	52%	80%	60% (197/329) 75%	-20%	The employment status of learners previously funded could only be established through 309 learners who responded to the interviews. As thus, only 197/309 learners were employed by March 2020 when the study was conducted.

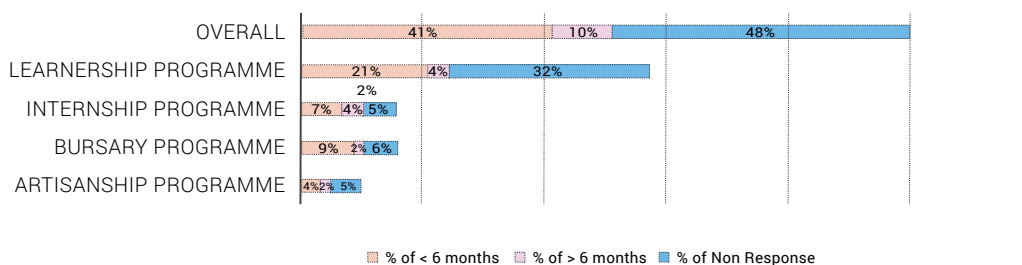
The Board also monitors the outcomes of this skills priority through the track and trace evaluation study report which is presented to it annually. Figures 5-2 to 5-5 present the main findings of the track and trace evaluation study report for 2019-2020, in line with the studies objectives as follows:

EMPLOYMENT RATE BY PROGRAMME



EMPLOYMENT RATE OF UNEMPLOYED PERSONS FUNDED BY THE HWSETA (2019-2020 TRACK AND TRACE STUDY)

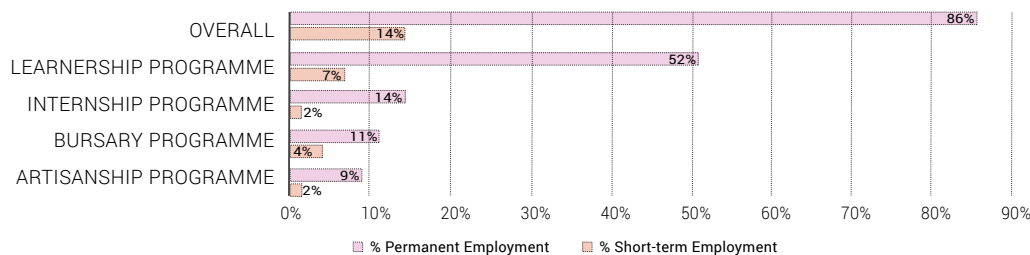
TIME IT TOOK TO FIND A JOB



TIME IT TOOK FOR UNEMPLOYED PERSONS FUNDED BY THE HWSETA TO FIND JOBS (2019-2020 TRACK AND TRACE STUDY)

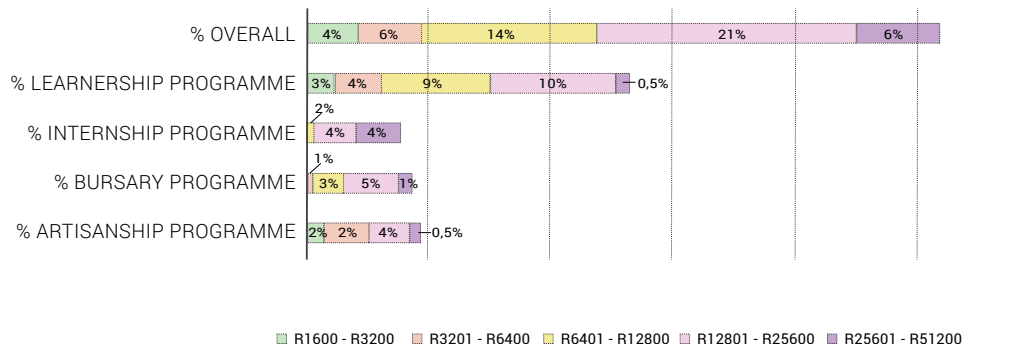
The quality of jobs obtained was measured in terms of the permanent or short-term employment per programme and also in terms of monthly salary per programme as follows:

TERM OF EMPLOYMENT



QUALITY OF JOBS OBTAINED BY UNEMPLOYED PERSONS FUNDED BY THE HWSETA IN TERMS OF TERM OF EMPLOYMENT (2019-2020 TRACK AND TRACE STUDY)

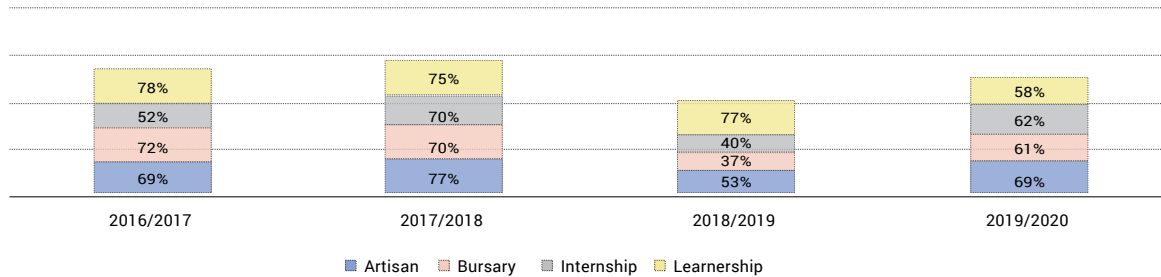
RANGE OF MONTHLY SALARY EARNED



Quality of jobs obtained by unemployed persons funded by the HWSETA in terms of monthly salary (2019-2020 track and trace study)

The value of regular tracer studies is that it provides a time series that can be used to compare impact over time. For example, the results reported in the figure 5-6 below shows that over the past 4 years the artisan and learnership programmes showed sustained good performance. These programmes can, therefore, create a sustainable pipeline of skills into the health and social development sector.

PROGRAMME EMPLOYMENT PERFORMANCE FROM 2016/17 to 2019/2020



Programme employment performance and trends (2016/17 to 2019-2020 track and trace studies)

4.3 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.

4.3.1 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

1. 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 2025 having considered the length of programmes in the sector. This section provides impact statements, outcome statements and outcome indicators.

1.2 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

Impact Statement 1	The HWSETA is fully established and has a planning system, which guides skills planning and supports the production of persons qualifying to occupy such occupations in the health and welfare sector by 2030
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
Impact Statement 3	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
Impact Statement 4	The HWSETA contributes to the reduction of hard to fill vacancies in the health and welfare sector by 2030
Impact Statement 5	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
Impact Statement 6	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

1.3 Measuring Outcomes

Impact Statement 1		The HWSETA is fully established and has a planning system, which guides skills planning 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	The HWSETA delivers on its mandate efficiently and effectively through its well capacitated organizational structure and automated business processes in the strategic period	1	The Percentage of stakeholders of the HWSETA confirming that the HWSETA delivers on its mandate efficiently and effectively in the strategic period.	75%	80%
2	The HWSETA provides a credible skills planning, research and evaluation system that ensures that its funding initiatives yield good impact in the strategic period	2(1)	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 (2030) and the framework for SSPs (2019) in the strategic period	40%	80%
		2(2)	Number of monitoring and evaluation studies with recommendations that are implemented by the key stakeholders in the strategic period	10	15
		2(3)	The percentage ¹ of the unemployed who find employment after completing learning programmes funded by the HWSETA in the strategic period	58%	60%

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
3	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	3(1)	Percentage ² of employers who partner with the HWSETA to place learners in work-based training positions in the strategic period	60%	80%
		3(2)	Percentage ³ 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%
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	4(1)	Number of learners from rural school exposed to career awareness services in the strategic period	19605	21270
		4(2)	Percentage of learners exposed to career awareness services who enter-into HWSETA funded learning programmes in the strategic period	New Indicator	20%
		4(3)	Number of career guidance practitioners funded by the HWSETA who offer their services to rural areas in the strategic period	New Indicator	68
5	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	5	Increased number of lecturers whose performance in teaching improves due to skills development initiatives funded by the HWSETA in the strategic period.	73	80
6	The HWSETA provides quality assurance services for the health and welfare sector that ensures quality in occupational education and training in the strategic period	6	Number of occupational qualifications developed by the HWSETA confirmed by the sector to be relevant to occupations on high demand in the strategic period	17	8

¹The percentage is calculated based on the total number of learners interviewed (denominator) and those who reported themselves as employed (numerator)

²The 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

³The 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

Impact Statement 3		The HWSETA contributes to the improved level of skills for 80% of the workforce ⁴ 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.			
Outcome Statement No	Outcome Statement	Outcome Indicator No	Outcome Indicator	Baseline	5 Year target
7	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.	7(1)	Number of workers who progress to higher positions of employment after successful completion of learnerships funded by the HWSETA in the strategic period	New Indicator	1485
		7(2)	Number of workers who progress to higher positions of employment after successful completion of apprenticeships funded by the HWSETA in the strategic period	New Indicator	75
		7(3)	Number of workers who progress to higher positions of employment after successful completion of undergraduate degrees funded by the HWSETA in strategic period	New Indicator	159
		7(4)	Number of workers who progress to higher positions of employment after successful completion of post-graduate degrees funded by the HWSETA in strategic period	New Indicator	36
		7(5)	Number of workers who obtain full qualifications after going through the process of recognition of prior learning funded by the HWSETA in the strategic period	New Indicator	342
		7(6)	Number of workers with increased levels of critical skills after successfully completing skills programmes funded by the HWSETA in the strategic period	New Indicator	6198
		7(7)	Number of workers who obtain formal qualifications after successfully completing AET programmes funded by the HWSETA in the strategic period	New Indicator	330

⁴ The workforce refers to workers from employers who submit Workplace Skills Plans and Annual Training Reports

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
8	The HWSETA contributes to increased access, by the unemployed, into occupationally directed programmes of the health and welfare sector in the strategic period.	8(1)	Increased number of unemployed persons who find employment after successfully completing learnership programmes funded by the HWSETA in the strategic period	1236	1400
		8(2)	Increased number of unemployed persons who find employment after successfully completing apprenticeship programmes funded by the HWSETA in the strategic period	135	150
		8(3)	Number of unemployed persons who find employment after successfully completing vocational programmes funded by the HWSETA in the strategic period	New Indicator	572
		8(4)	Increased number of unemployed persons who find employment after successfully completing undergraduate programmes funded by the HWSETA in the strategic period	212	262
		8(5)	Number of unemployed persons who find employment after successfully completing post-graduate programmes funded by the HWSETA in the strategic period	New Indicator	90
		8(6)	Increased number of unemployed persons who find employment after successfully completing internship programmes funded by the HWSETA in the strategic period	597	915
		8(7)	Number of unemployed persons who obtain their TVET College qualification after successfully completing TVET College Work Integrated (WIL) Learning programmes funded by the HWSETA in the strategic period	New Indicator	685
		8(8)	Number of unemployed persons who obtain their university qualifications after successfully completed university Work Integrated (WIL) Learning programmes funded by the HWSETA in the strategic period	New Indicator	1211
		8(9)	Number of unemployed persons who find jobs after successful completion of skills programmes funded by the HWSETA in the strategic period	New Indicator	1500
		8(10)	Number of unemployed persons who obtain formal qualifications after successfully completing AET programmes funded by the HWSETA in the strategic period	New Indicator	405

Impact Statement 5		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 No	Outcome Statement	Outcome Indicator No	Outcome Indicator	Baseline 2014/15-2018/19	Strategic target
9	The HWSETA supports skills development for entrepreneurial and cooperative activities, as well as the establishment of new enterprises and cooperatives in the strategic period	9(1)	Increased number of small and emerging businesses exposing their employees to skills development participating in the strategic period	New Indicator	174
		9(2)	Increase in the number of health and welfare sector large, medium, and small firms submitting WSPs to the health and social development sector in the strategic period	New Indicator	784
		9(3)	Increase number of cooperatives exposing their employees to skills development initiatives in the strategic period	New Indicator	125

Impact Statement 6		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 No	Outcome Statement	Outcome Indicator No	Outcome Indicator	Baseline	5 Year target
10	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	10(1)	Increased number of levy exempt organisations exposing their employees to skills development initiatives in the strategic period	New Target	100
		10(2)	Increased number of trade union officials exposed to skills development programmes in the strategic period	New Target	80

2. 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"> 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
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"> 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 The HWSETA provides quality assurance services for the health and welfare sector to ensure quality in occupational education and training in the strategic period
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

RESULTS CHAIN	DESCRIPTION OF ELEMENTS OF A RESULTS CHAIN	FINANCIAL SUPPORT GIVEN TO EMPLOYED PERSONS	FINANCIAL SUPPORT GIVEN TO UNEMPLOYED PERSONS
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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3. 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 effects of Covid-19. ERP may not yield efficiencies immediately as such systems take time to be optimally in use	Target in cognisance of the effects of Covid-19 on the HWSETA and the sector at large. Find innovative ways of saving costs such as funding online training instead of face contact which requires costs for venue, travelling accommodation and meals. IT staff to manage the migration from manual system to automated has been added.

Outcome	Key risk	Risk Mitigation
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	Skills Development Providers struggling to offer training during National Disaster lockdown regulations as they may not have infrastructure for e-learning	Change management to be applied where e-learning is phased in gradually, where a hybrid of training is offered at first, and then swiftly moving to fully embracing e-learning
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	Health sector colleges not having sufficient educators due to changes in professional landscape	Offer post-graduate bursaries to colleges with revised landscapes such as the Nursing Profession.
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	Not having access to school pupils in order to conduct career exhibitions due to Covid-19 National Disaster regulations of social distancing.	Partner with Basic Education Career Development Section (Khetha) in order to collaboratively offer career development Train Life Orientation Teachers as Career Development Practitioners on health and welfare sector careers and funding programmes of the HWSETA. These Teachers will make career awareness to their students thus conducting career development on behalf of the HWSETA
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 5year 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 financial constraints due to lack of funding resulting from diversion of funds to fight the spread and the effects of Covid-19	NGOs need to align themselves with the Countries agenda to fight Covid-19 and its effects thereby making themselves relevant to addressing the needs of the society during Covid-19
The HWSETA supports skills development for entrepreneurial and cooperative activities, as well as the establishment of new enterprises and cooperatives in the strategic period	Retrenchments of staff and closure of small businesses due to Covid-19 National Disaster lockdown restrictions may reduce the number of businesses meeting the threshold to pay skills levy and thus affect the budget of the HWSETA	The HWSETA needs to monitor economic trends and its income so as to pro-actively revise its annual plans.

PART D:

TECHNICAL INDICATOR DESCRIPTOR

Outcome Indicator 1	
Indicator Title	The percentage of stakeholders of the HWSETA confirming that the HWSETA delivers on its mandate efficiently and effectively in the strategic period.
Definition	This indicator measures the level of stakeholder satisfaction with the efficiency and effectiveness of the HWSETA to delivering its mandate.
Source of Data	Stakeholders of the HWSETA Questionnaires completed by stakeholders and audios from interviews
Method of Calculating/Measuring	The number of stakeholders that participate in the study who confirm that the HWSETA delivers its mandate efficiently and effectively from the total participants will form the percentage of stakeholders that confirm the efficiency and effectiveness of the HWSETA to deliver its mandate
Means of Verification	Report on stakeholder satisfaction
Assumptions	Stakeholders will participate in the surveys and provide a fair distribution of participation in the study. This will facilitate the generalization of findings to all stakeholders
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Reporting Cycle	Bi-Annually
Desired Performance	At least 80% of the stakeholders that fairly represent all stakeholders on the health and welfare sector will be satisfied with the level of efficiency and effectiveness with which the HWSETA delivers its mandate.
Indicator Responsibility	Stakeholder Management Officer All Managers

Outcome Indicator 2(1)	
Indicator Title	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 (2030) and the framework for SSPs (2030) in the strategic period
Definition	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
Source of Data	Research outputs contained in the NSDP 2030 which are now contained in the research policy of the HWSETA for easy identification SSP feedback reports from the DHET
Method of Calculating/Measuring	The number of research outputs covered in the SSP and research reports will be calculated against the total research outputs contained in the NSDP 2030 and the research policy of the HWSETA. Also, feedback reports from the DHET will be utilized to measure the alignment of the SSP to the SSP framework.
Means of Verification	Research outputs contained in the NSDP 2030 which are now contained in the research policy of the HWSETA for easy identification SSP feedback reports from the DHET

Assumptions	The research agenda will cover the research outputs stipulated in the NSDP (2019)
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Reporting Cycle	Annually
Desired Performance	To cover one NSDP outcome in each research report and these should be included in the SSP Updates
Indicator Responsibility	Research Manager Researcher

Outcome Indicator 2(2)	
Indicator Title	Number of monitoring and evaluation studies with recommendations that are implemented by the key stakeholders in the strategic period
Definition	The indicator measures the number of reports whose recommendations are implemented by managers responsible for programmes under review
Source of Data	Implementing Managers
Method of Calculating/Measuring	The number of the follow-up evaluation studies that confirm the implementation of recommendations will be recorded as achievements against this indicator
Means of Verification	Follow-up reports of evaluation studies
Assumptions	For all recommendations to be implemented by responsible managers within one year of confirmation of M&E report
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Reporting Cycle	Annually
Desired Performance	M&E Officer or Impact Assessment Practitioner will make follow-ups on the implementation of the recommendations
Indicator Responsibility	Manager responsible for programme under review
Impact Assessment Practitioner	M&E Officer

Outcome Indicator 2(3)	
Indicator Title	The percentage of the unemployed who find employment after completing learning programmes funded by the HWSETA in the strategic period
Definition	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.
Source of Data	Funded learners Employers that placed the learners
Method of Calculating/Measuring	Total number of learners reported as employed during the tracer study against the total number of learners who participated in the study.
Means of Verification	Database of learners who completed learnerships, undergrad bursaries, post-graduate bursaries, internships, TVET WIL, and artisans. Captured data and/or audios
Assumptions	Learners will be honest in reporting their employment status Employers will be honest in reporting the employer study
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Reporting Cycle	Annually

Desired Performance	60% of learner interviews who participate in the tracer study should be employed
Indicator Responsibility	Learning Programme Manager
Projects Manager	M&E Officer

Outcome Indicator 3(1)	
Indicator Title	Percentage of employers who partner with the HWSETA to place learners in work-based training positions in the strategic period
Definition	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
Source of Data	Employers participating in learnerships, work integrated learning and internship
Method of Calculating/Measuring	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
Means of Verification	WSP approval schedule MoAs for learnerships, internships, TVET WIL, University WIL, and artisans
Assumptions	Employers who enter into these partnerships will not decommit
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Reporting Cycle	Annually
Desired Performance	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
Indicator Responsibility	Managers responsible for learnerships, internships, TVET WILL and University WILL

⁵ The percentage is calculated based on the total number of learners interviewed (denominator) and those reported as employed (numerator)

⁶ 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

Outcome Indicator 3(2)	
Indicator Title	Percentage ⁷ 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
Definition	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
Source of Data	List of all institutions MoUs and MoAs for TVET Bursaries, University WIL, and Post-grad bursaries
Method of Calculating/Measuring	Number of post-school education institutions who signed MoAs with HWSETA divided by the total number of employers whose WSPs are approved each year
Means of verification	List of all institutions MoUs and MoAs for TVET Bursaries, University WIL, and Post-grad bursaries

⁷ 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

Assumptions	Institutions who enter into these partnerships will not decommit
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Reporting Cycle	Annually
Desired Performance	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
Indicator Responsibility	Managers responsible for TVET Bursaries, University WIL and Post-grad bursaries

Outcome Indicator 4(1)

Indicator Target	Number of learners from rural school exposed to career awareness services in the strategic period
Definition	This indicator measures exposure of pupils to career guidance services, especially those from rural areas.
Source of Data	The Marketing division will provide attendance registers, report on the event, list of learners
Method of Calculating/Measuring	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
Means of Verification	Attendance register Report from implementing manager Evaluation reporting containing location of school coverage of career awareness campaign. The school will act as a proxy for location of pupils
Assumptions	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
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Reporting Cycle	Annually
Desired Performance	The Marketing division will make career guidance services available to pupils from rural schools
Indicator Responsibility	Marketing Manager Provincial Managers

Outcome Indicator 4(2)

Indicator Title	Percentage of learners exposed to career awareness services who enter into HWSETA funded learning programmes in the strategic period
Definition	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
Source of Data	Database of students who attended a career development initiative of the HWSETA. Interview data collected from students

Method of Calculating/Measuring	Number of students who further their studies against the total students who attended career development events of the HWSETA
Means of Verification	Database of students who attended a career development initiative of the HWSETA. Interview data collected from students
Assumptions	There will be learner database with contact numbers of all students
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Reporting Cycle	Bi-Annually
Desired Performance	The pathway of students exposed to career development events yields towards furthering of studies or finding a job
Indicator Responsibility	Marketing Manager Projects Manager

Outcome Indicator 4(3)

Indicator Title	Number of career guidance practitioners funded by the HWSETA who offer their services to rural areas in the strategic period
Definition	This indicator identifies career guidance practitioners trained by the HWSETA who offer their services to rural schools
Source of Data	Questionnaires completed by funded career guidance practitioners Questionnaires completed by Principals of schools where career guidance practitioners offered their services
Method of Calculating/Measuring	Will interview the practitioners to identify the schools they have offered their services to. The location of the school will be used to determine whether the services were offered to rural pupils.
Means of verification	Attendance registers of practitioner or learner contracts if available Evaluation report
Assumptions	Selection will enquire on area of practice if it covers rural schools
Disaggregation of Beneficiaries	Rural schools serviced should at least be 50%
Reporting Cycle	Annually
Desired Performance	Rural schools serviced should at least be 50%
Indicator Responsibility	Learner Achievement Manager Provider Accreditation Manager

Outcome Indicator 5

Indicator Title	Increased number of lecturers whose performance in teaching improves due to skills development initiatives funded by the HWSETA in the strategic period.
Definition	This indicator measures lecturer funded by the HWSETA who as a result are successful in achieving learning outcomes
Source of Data	MoAs, Learner Agreements, Lis of learners drawn from learner database of the HWSETA
Method of Calculating/Measuring	Data will be collected from the lecturers and their supervisors

Means of Verification	MoAs, Learner Agreements, Lis of learners drawn from learner database of the HWSETA
Assumptions	There will be improved performance after exposure to training
Disaggregation of Beneficiaries	Not Applicable
Reporting Cycle	Annually
Desired Performance	Lectures will achieve learning outcomes
Indicator Responsibility	Projects Manager M&E Officer

Outcome Indicator 6

Indicator Title	Number of occupational qualifications developed by the HWSETA confirmed by the sector to be relevant to occupations on high demand in the strategic period
Definition	This indicator confirms the qualifications developed by the HWSETA whether they will lead to occupations on high demand in the sector. Confirmation is done through follow-up of students that complete training to check whether they get employment or not
Source of Data	Learners that received training against the occupational qualifications developed by the HWSETA Skills Development Providers Employers that offer jobs to these learners
Method of Calculating/Measuring	Mapping of pathways taken by learners trained on these occupations after successful completion of training. Identify if they find jobs and how long it takes them to find jobs; or further their training vertically or horizontally.
Means of verification	Evaluation report on pathways taken by learners trained on occupational qualifications after successful completion of training
Assumptions	Occupations developed by the HWSETA will lead to employment as the sector is the one that lobbies for their development
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Reporting Cycle	Annually
Desired Performance	Occupational qualifications developed by the HWSETA are derived from the list of occupations in high demand
Indicator Responsibility	Qualifications Development Manager

Outcome Indicator 7(1)

Indicator Title	Number of workers who progress to higher positions of employment after successful completion of learnerships funded by the HWSETA in the strategic period
Definition	This indicator measures pathways taken by workers after successfully completing learnerships funded by the HWSETA.
Source of Data	Workers trained Employers

Method of Calculating/Measuring	Maps pathways after one year of successful completion of learnership
Means of Verification	Database of workers that completed training Evaluation report
Assumptions	There will be improved level of skills after successful completion of training
Disaggregation of Beneficiaries	The evaluation will measure whether the following targets are reached in terms of progression: Targets for Women: 50% Targets for Youth: 40% Targets for people with Disabilities: 5%
Reporting Cycle	Annually but assessing cohort that has a year after successfully completing training
Desired Performance	There is measurable improvement of skills
Indicator Responsibility	Learning Programme Manager

Outcome Indicator 7(2)

Indicator Title	Number of workers who progress to higher positions of employment after successful completion of apprenticeships funded by the HWSETA in the strategic period
Definition	This indicator measures pathways taken by workers after successfully completing apprenticeships funded by the HWSETA.
Source of Data	Workers trained Employers
Method of Calculating/Measuring	Maps pathways after one year of successful completion of apprenticeships
Means of Verification	Database of workers that completed training Evaluation report
Assumptions	There will be improved level of skills after successful completion of training
Disaggregation of Beneficiaries	The evaluation will measure whether the following targets are reached in terms of progression: Targets for Women: 20% Targets for Youth: 40%
Reporting Cycle	Annually but assessing cohort that has a year after successfully completing training
Desired Performance	There is measurable improvement of skills
Indicator Responsibility	Learning Programme Manager

Outcome Indicator 7(3)

Indicator Title	Number of workers who progress to higher positions of employment after successful completion of undergraduate degrees funded by the HWSETA in strategic period
Definition	This indicator measures pathways taken by workers after successfully completing undergraduate degrees funded by the HWSETA.
Source of Data	Workers trained Employers
Method of Calculating/Measuring	Maps pathways after one year of successful completion of undergraduate degrees

Means of Verification	Database of workers that completed training Evaluation report
Assumptions	There will be improved level of skills after successful completion of training
Disaggregation of Beneficiaries	The evaluation will measure whether the following targets are reached in terms of progression: Targets for Women: 50% Targets for Youth: 40% Targets for people with Disabilities: 5%
Reporting Cycle	Annually but assessing cohort that has a year after successfully completing training
Desired Performance	There is measurable improvement of skills
Indicator Responsibility	Projects Manager

Outcome Indicator 7(4)

Indicator Title	Number of workers who progress to higher positions of employment after successful completion of post-graduate degrees funded by the HWSETA in strategic period
Definition	This indicator measures pathways taken by workers after successfully completing post-graduate degrees funded by the HWSETA.
Source of Data	Workers trained Employers
Method of Calculating/Measuring	Maps pathways after one year of successful completion of post-graduate degrees
Means of Verification	Database of workers that completed training Evaluation report
Assumptions	There will be improved level of skills after successful completion of training
Disaggregation of Beneficiaries	The evaluation will measure whether the following targets are reached in terms of progression: Targets for Women: 50% Targets for Youth: 40% Targets for people with Disabilities: 5%
Reporting Cycle	Annually but assessing cohort that has a year after successfully completing training
Desired Performance	There is measurable improvement of skills
Indicator Responsibility	Research Manager

Outcome Indicator 7(5)

Indicator Title	Number of workers who obtain full qualifications after going through the process of recognition of prior learning funded by the HWSETA in the strategic period
Definition	This indicator measures the number of workers who obtain full qualification after successfully completing the recognition of prior learning assessment funded by the HWSETA.
Source of Data	Workers assessed Employers
Method of Calculating/Measuring	Interview workers after one year of successful completion of RPL

Means of Verification	Database of workers that completed training Evaluation report
Assumptions	There will be improved level of skills after successful completion of training
Disaggregation of Beneficiaries	The evaluation will measure whether the following targets are reached in terms of progression: Targets for Women: 50% Targets for Youth: 40% Targets for people with Disabilities: 5%
Reporting Cycle	Annually but assessing cohort that has a year after successfully completing training
Desired Performance	There is measurable improvement of skills
Indicator Responsibility	Provider Accreditation Manager

Outcome Indicator 7(6)

Indicator Title	Number of workers with increased levels of critical skills after successfully completing skills programmes funded by the HWSETA in the strategic period
Definition	This indicator measures level of skills gained after successful completion (obtaining degree) of training funded by the HWSETA
Source of Data	Workers trained
Employers	
Method of Calculating/Measuring	Interview workers after six months of successful completion of RPL
Means of Verification	Database of workers that completed training
Evaluation report	
Assumptions	There will be improved level of skills after successful completion of training
Disaggregation of Beneficiaries	The evaluation will measure whether the following targets are reached in terms of progression:
Targets for Women: 50%	
Targets for Youth: 40%	
Targets for people with Disabilities: 5%	
Reporting Cycle	Annually but assessing cohort that has a year after successfully completing training
Desired Performance	There is measurable improvement of critical skills
Indicator Responsibility	Learning Programme Manager

Outcome Indicator 7(7)

Indicator Title	Number of workers who obtain formal qualifications after successfully completing AET programmes funded by the HWSETA in the strategic period
Definition	This indicator measures the number of workers who obtain formal qualification after successfully completing AET programmes funded by the HWSETA.
Source of Data	Workers trained Employers

Method of Calculating/Measuring	Interview workers after one year of successful completion of RPL
Means of Verification	Database of workers that completed training Evaluation report
Assumptions	There will be improved level of skills after successful completion of training
Disaggregation of Beneficiaries	The evaluation will measure whether the following targets are reached in terms of progression: Targets for Women: 50% Targets for Youth: 40% Targets for people with Disabilities: 5%
Reporting Cycle	Annually but assessing cohort that has a year after successfully completing training
Desired Performance	There is measurable improvement of skills
Indicator Responsibility	Projects Manager

Outcome Indicator 8(1)

Indicator Title	Increased number of unemployed persons who find employment after successfully completing learnership programmes funded by the HWSETA in the strategic period
Definition	This indicator measures pathways of unemployed persons after successfully completing learnerships funded by the HWSETA.
Source of Data	Unemployed persons trained Employers
Method of Calculating/Measuring	Maps pathways after one year of successful completion of learnership
Means of Verification	Database of unemployed persons that completed training Evaluation report
Assumptions	Unemployed persons who successfully complete learnership programmes will find jobs
Disaggregation of Beneficiaries	The evaluation will measure whether the following targets are reached in terms of progression: Targets for Women: 50% Targets for Youth: 40% Targets for people with Disabilities: 5%
Reporting Cycle	Annually but assessing cohort that has a year after successfully completing training
Desired Performance	There is measurable improvement of skills
Indicator Responsibility	Learning Programme Manager

Outcome Indicator 8(2)

Indicator Title	Increased number of unemployed persons who find employment after successfully completing apprenticeship programmes funded by the HWSETA in the strategic period
Definition	This indicator measures pathways of unemployed persons after successfully completing apprenticeship funded by the HWSETA.
Source of Data	Unemployed persons trained
Employers	
Method of Calculating/Measuring	Maps pathways after one year of successful completion of apprenticeship

Means of Verification	Database of unemployed persons that completed training
Evaluation report	
Assumptions	Unemployed persons who successfully complete apprenticeship programmes will find jobs
Disaggregation of Beneficiaries	The evaluation will measure whether the following targets are reached in terms of progression:
Targets for Women: 20%	
Targets for Youth: 40%	
Reporting Cycle	Annually but assessing cohort that has a year after successfully completing training
Desired Performance	There is measurable improvement of skills
Indicator Responsibility	Learning Programme Manager

Outcome Indicator 8(3)

Indicator Title	Number of unemployed persons who find employment after successfully completing vocational programmes funded by the HWSETA in the strategic period
Definition	This indicator measures pathways of unemployed persons after successfully completing vocational programmes funded by the HWSETA.
Source of Data	Unemployed persons trained Employers
Method of Calculating/Measuring	Maps pathways after one year of successful completion of vocational programmes
Means of Verification	Database of unemployed persons that completed training Evaluation report
Assumptions	Unemployed persons who successfully complete vocational programmes will find jobs
Disaggregation of Beneficiaries	The evaluation will measure whether the following targets are reached in terms of progression: Targets for Women: 50% Targets for Youth: 40% Targets for people with Disabilities: 5%
Reporting Cycle	Annually but assessing cohort that has a year after successfully completing training
Desired Performance	There is measurable improvement of skills
Indicator Responsibility	Projects Manager

Outcome Indicator 8(4)

Indicator Title	Increased number of unemployed persons who find employment after successfully completing undergraduate programmes funded by the HWSETA in the strategic period
Definition	This indicator measures pathways of unemployed persons after successfully completing undergraduate programmes funded by the HWSETA.
Source of Data	Unemployed persons trained Employers
Method of Calculating/Measuring	Maps pathways after one year of successful completion of undergraduate programmes

Means of Verification	Database of unemployed persons that completed training Evaluation report
Assumptions	Unemployed persons who successfully complete undergraduate programmes will find jobs
Disaggregation of Beneficiaries	The evaluation will measure whether the following targets are reached in terms of progression: Targets for Women: 50% Targets for Youth: 40% Targets for people with Disabilities: 5%
Reporting Cycle	Annually but assessing cohort that has a year after successfully completing training
Desired Performance	There is measurable improvement of skills
Indicator Responsibility	Projects Manager

Outcome Indicator 8(5)	
Indicator Title	Number of unemployed persons who find employment after successfully completing post-graduate programmes funded by the HWSETA in the strategic period
Definition	This indicator measures pathways of unemployed persons after successfully completing I post-graduate programmes funded by the HWSETA.
Source of Data	Unemployed persons trained Employers
Method of Calculating/Measuring	Maps pathways after one year of successful completion of post-graduate programmes
Means of Verification	Database of unemployed persons that completed training Evaluation report
Assumptions	Unemployed persons who successfully complete post-graduate programmes will find jobs
Disaggregation of Beneficiaries	The evaluation will measure whether the following targets are reached in terms of progression: Targets for Women: 50% Targets for Youth: 40% Targets for people with Disabilities: 5%
Reporting Cycle	Annually but assessing cohort that has a year after successfully completing training
Desired Performance	There is measurable improvement of skills
Indicator Responsibility	Research Manager

Outcome Indicator 8(6)	
Indicator Title	Increased number of unemployed persons who find employment after successfully completing internship programmes funded by the HWSETA in the strategic period
Definition	This indicator measures pathways of unemployed persons after successfully completing internship programmes funded by the HWSETA.
Source of Data	Unemployed persons trained Employers
Method of Calculating/Measuring	Maps pathways after one year of successful completion of internship programmes

Means of Verification	Database of unemployed persons that completed training Evaluation report
Assumptions	Unemployed persons who successfully complete internship programmes will find jobs
Disaggregation of Beneficiaries	The evaluation will measure whether the following targets are reached in terms of progression: Targets for Women: 50% Targets for Youth: 40% Targets for people with Disabilities: 5%
Reporting Cycle	Annually but assessing cohort that has a year after successfully completing training
Desired Performance	There is measurable improvement of skills
Indicator Responsibility	Projects Manager

Outcome Indicator 8(7)

Indicator Title	Number of unemployed persons who obtain their TVET College qualification after successfully completing TVET College Work Integrated (WIL) Learning programmes funded by the HWSETA in the strategic period
Definition	This indicator measures TVET college students who complete training after successfully completing TVET College Work Integrated (WIL) Learning programmes funded by the HWSETA in the strategic period
Source of Data	TVET College students Employers
Method of Calculating/Measuring	Follow-up after one year of successful completion of TVET College Work Integrated (WIL) Learning programmes
Means of Verification	Database of unemployed persons that completed WIL Evaluation report
Assumptions	Unemployed persons who successfully complete TVET College Work Integrated (WIL) Learning programmes will obtain their qualifications
Disaggregation of Beneficiaries	The evaluation will measure whether the following targets are reached in terms of progression: Targets for Women: 50% Targets for Youth: 40% Targets for people with Disabilities: 5%
Reporting Cycle	Annually but assessing cohort that has a year after successfully completing training
Desired Performance	There is measurable improvement of skills
Indicator Responsibility	Projects Manager

Outcome Indicator 8(8)

Indicator Title	Number of unemployed persons who obtain their university qualifications after successfully completing university Work Integrated (WIL) Learning programmes funded by the HWSETA in the strategic period
Definition	This indicator measures university students who complete training after successfully completing university Work Integrated (WIL) Learning programmes funded by the HWSETA in the strategic period
Source of Data	University students Employers

Method of Calculating/Measuring	Follow-up after one year of successful completion of university Work Integrated (WIL) Learning programmes
Means of Verification	Database of unemployed persons that completed WIL Evaluation report
Assumptions	Unemployed persons who successfully complete university Work Integrated (WIL) Learning programmes will obtain their qualifications
Disaggregation of Beneficiaries	The evaluation will measure whether the following targets are reached in terms of progression: Targets for Women: 50% Targets for Youth: 40% Targets for people with Disabilities: 5%
Reporting Cycle	Annually but assessing cohort that has a year after successfully completing training
Desired Performance	There is measurable improvement of skills
Indicator Responsibility	Projects Manager

Outcome Indicator 8(9)

Indicator Title	Number of unemployed persons who find jobs after successful completion of skills programmes funded by the HWSETA in the strategic period
Definition	This indicator measures pathways of unemployed persons after successfully completing skills programmes funded by the HWSETA.
Source of Data	Unemployed persons trained Employers
Method of Calculating/Measuring	Maps pathways after one year of successful completion of skills programmes
Means of Verification	Database of unemployed persons that completed training Evaluation report
Assumptions	Unemployed persons who successfully complete skills programmes will find jobs
Disaggregation of Beneficiaries	The evaluation will measure whether the following targets are reached in terms of progression: Targets for Women: 50% Targets for Youth: 40% Targets for people with Disabilities: 5%
Reporting Cycle	Annually but assessing cohort that has a year after successfully completing training
Desired Performance	There is measurable improvement of skills
Indicator Responsibility	Learning Programme Manager

Outcome Indicator 8(10)

Indicator Title	Number of unemployed persons who obtain formal qualifications after successfully completing AET programmes funded by the HWSETA in the strategic period
Definition	This indicator measures the number of unemployed persons who obtain formal qualification after successfully completing AET programmes funded by the HWSETA.

Source of Data	Unemployed persons trained Employers
Method of Calculating/Measuring	Interview unemployed persons after one year of successful completion of RPL
Means of Verification	Database of workers that completed training Evaluation report
Assumptions	There will be improved level of skills after successful completion of training
Disaggregation of Beneficiaries	The evaluation will measure whether the following targets are reached in terms of progression: Targets for Women: 50% Targets for Youth: 40% Targets for people with Disabilities: 5%
Reporting Cycle	Annually but assessing cohort that has a year after successfully completing training
Desired Performance	There is measurable improvement of skills
Indicator Responsibility	Projects Manager

Outcome Indicator 9(1)

Indicator Title	Increased number of small and emerging businesses exposing their employees to skills development participating in the strategic period
Definition	This measures the number of small and emerging businesses exposing their employees to skills development participating in the strategic period. The increase will be measured based on additional small and emerging businesses that get to participate who did not participate before.
Source of Data	Small and emerging businesses Employees
Method of Calculating/Measuring	Increase in the database of small and emerging businesses that get to participate in skills development initiatives of the HWSETA
Means of verification	Database of small and emerging businesses that participate in skills development initiatives of the HWSETA
Assumptions	More and more small and emerging businesses will participate in skills development initiatives
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Reporting Cycle	Annually
Desired Performance	The HWSETA will fund skills development priorities of small and emerging businesses
Indicator Responsibility	WSP Manager

Outcome Indicator 9(2)

Indicator Title	Increase in the number of health and welfare sector large, medium, and small firms submitting WSPs to the health and social development sector in the strategic period
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Definition	This measures the number of large, medium, and small firms submitting WSPs in the strategic period. The increase will be measured based on additional firms that get to submit who did not before.
Source of Data	Large, medium, and small firms WSPs/ATRs
Method of Calculating/Measuring	Increase in the database of large, medium, and small firms that submit WSPs in the strategic period
Means of verification	WSP/ATR database of the HWSETA
Assumptions	More and more large, medium, and small firms submit WSPs in the strategic period
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Reporting Cycle	Annually
Desired Performance	The HWSETA will fund skills development priorities of large, medium, and small firms
Indicator Responsibility	WSP Manager

Outcome Indicator 9(3)

Indicator Title	Increased number of cooperatives exposing their employees to skills development initiatives in the strategic period
Definition	This measures the number of cooperatives exposing their employees to skills development participating in the strategic period. The increase will be measured based on additional cooperatives that get to participate who did not participate before.
Source of Data	Cooperatives Members
Method of Calculating/Measuring	Increase in the database of cooperatives that get to participate in skills development initiatives of the HWSETA
Means of verification	Database of cooperatives that participate in skills development initiatives of the HWSETA
Assumptions	More and more cooperatives will participate in skills development initiatives
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Reporting Cycle	Annually
Desired Performance	The HWSETA will fund skills development priorities of cooperatives
Indicator Responsibility	Projects Manager

Outcome Indicator 10(1)

Indicator Title	Increased number of levy exempt organisations exposing their employees to skills development initiatives in the strategic period
Definition	This measures the number of levy exempt organisations exposing their employees to skills development participating in the strategic period. The increase will be measured based on additional levy exempt organisations that get to participate who did not participate before.

Source of Data	Levy exempt organisations Members
Method of Calculating/Measuring	Increase in the database of levy exempt organisations that get to participate in skills development initiatives of the HWSETA
Means of verification	Database of levy exempt organisations that participate in skills development initiatives of the HWSETA
Assumptions	More and more levy exempt organisations will participate in skills development initiatives
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Reporting Cycle	Annually
Desired Performance	The HWSETA will fund skills development priorities of levy exempt organisations
Indicator Responsibility	WSP Manager

Outcome Indicator 10(2)

Indicator Title	Increased number of trade union officials exposed to skills development programmes in the strategic period
Definition	This measures the number of trade union officials exposing their employees to skills development participating in the strategic period. The increase will be measured based on additional trade union officials that get to participate who did not participate before.
Source of Data	Trade union officials
Method of Calculating/Measuring	Increase in the database of trade union officials that get to participate in skills development initiatives of the HWSETA
Means of verification	Database of trade union officials that participate in skills development initiatives of the HWSETA
Assumptions	More and more trade union officials will participate in skills development initiatives
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Reporting Cycle	Annually
Desired Performance	The HWSETA will fund skills development priorities of trade union officials
Indicator Responsibility	Projects Manager

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Annual Performance Plan
2021 - 2022
.....



FOREWORD

The purpose of the 2021-2022 Annual Performance Plan of the Health and Welfare Sector Education and Training Authority (HWSETA) 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 2020–2025 informed and shaped this plan. Furthermore, the Annual Performance Plan encapsulates negotiated targets 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 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 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 Annual Performance Plan projects and targets are implemented at a national 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 conducted. 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.

COVID-19 is expected to still be a pandemic in 2021 as a vaccine that meets the standards for approval is estimated to become available by mid-2021 or even much later than that. The impact of the lockdown and the gradual reopening of the economy is currently being felt and will have a long-lasting effect.

The macroeconomic imbalances that are dominated by fiscal fragility and marked by deterioration of fiscal revenue in recent years, alongside high unemployment rate resulting in a decline of skills levies payable to SETAs contributed to the necessity to review the annual performance plans and budgets for the current year. The COVID-19 pandemic has a marked effect on the social fibre of the country with increased mental health issues and marked increase in gender-based violence, amongst others. The pressure felt by the health and welfare sector cannot be over-emphasized.

In developing the 2021-2022 Annual Performance Plan targets and associated budget a variety of methodologies, permutations, Government strategies to combat the pandemic and restart the economy were considered. Also, strengthening of work-based learning and assistance of organs of Government to combat the COVID-19 pandemic were contemplated. This includes the following work-based and occupational programmes:

- Learnership Entered
- Artisans Entered
- Internships Entered
- TVET Student Placement Entered
- University/UoTs Placement Entered
- Skills Programme Entered

The **skills programmes** supported include credit-bearing and non-credit bearing directed at frontline workers in the sector. These will also cut across sectors as all sectors are required to practice occupational health and safety and implement the new disaster management regulations.

To **support economic development** and strengthen the capacity of the state the following programmes were also reviewed:

- Support for cooperatives
- Support for small businesses
- Partnerships especially with line Government Departments

Having taken the above into account, changes to both the Annual Performance Plan and budget is recommended.



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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Executive Manager:
Skills Development Programmes and Projects
Health and Welfare SETA



Ms Baakedi Motubatse
Executive Manager:
Education, Training, and Quality Assurance
Health and Welfare SETA



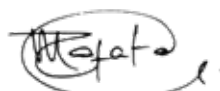
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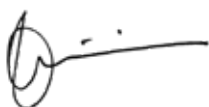


Ms. Zandile Mafata
Chief Financial Officer
Health and Welfare SETA



Ms. Elaine Brass, CA(SA)
Chief Executive Officer
Health and Welfare SETA

Approved by



Dr. N.V. Mnisi
Chairperson: Health and Welfare SETA Board

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ABBREVIATIONS AND ACRONYMS

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

PART A

THE 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.

1.1 Legislative Mandate

The HWSETA derives its mandate from:

- a) The Skills Development Act, 97 of 1998, as amended;
- b) The Skills Development Levies Act, 9 of 1999, as amended;
- c) The National Skills Development Plan, 2030
- d) The National Qualifications Framework Act, 67 of 2008, as amended;
- e) The Public Finance Management Act, 1 of 1999, as amended;
- f) National Treasury Regulations;
- g) SETA Grant regulations;
- h) All other (relevant/applicable) Human Resources and Industrial Relations Acts;
- i) All other Health and Welfare Acts and Regulations; and
- j) 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:

- a) Develop a Sector Skills Plan (SSP) within the framework of the National Skills Development Policy (NSDP);
- b) Implement the sector skills plan;
- c) Promote learning programmes;
- d) Register agreements for learning programmes;
- e) Perform any function delegated to it by the QCTO;
- f) Collect the skills development levies and disburse the levies;
- g) 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 Act 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:

- a) Administration of the activities of the SETA;
- b) Payment of mandatory grants to employers; and
- c) 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.
- d) Implementation of the Annual Performance Plan (APP), which should set out:
 - i. 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.
 - ii. how- the discretionary funds will be allocated to achieve SSP and National Skills Development Policy (NSDP) outputs and outcomes in the sector.
 - iii. 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 White Paper for Post School Education and Training (2014). 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 | <ol style="list-style-type: none"> 4. Be an authority on market intelligence in the Health and Welfare Sector
Conduct skills planning 5. 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. Maintain the Organised Framework for Occupations (OFO) for the health and welfare sector 8. 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"> o key trends in the skills development sector, o the skills development needs that are emerging across established business, o how these differ for large, medium, o and small businesses, o the kinds of opportunities that this may suggest for start-up businesses, cooperatives and for community and rural development |
| M&E | <p>Through research-based evaluations:</p> <ol style="list-style-type: none"> 9. Measure the efficiency and effectiveness of the HWSETA interventions 10. 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 11. Monitor and evaluate the impact of skills interventions in the health and welfare sector |

CORPORATE SERVICES

12. Provide adequate capacity in the HWSETA to conduct:
 - 12.1 skills planning and meet the critical purpose of identifying and articulating skills needs in the sector
 - 12.2 quality assurance of training taking place in the sector
13. Creates and maintains automation solutions and platforms for business processes and thus ensure business continuity of the HWSETA
14. Ensures that the HWSETA has a reputable and well renowned brand

Skills Development Programmes and Projects

15. Collect Workplace Skills Plans (WSP) and Annual Training Reports (ATR) of employers in the health and welfare sector
16. Develop interventions that are agreed upon with stakeholders and can improve the match between education and training supply and demand
17. Foster relations with government departments, agencies involved in assisting start-up businesses, cooperative development, community and rural development, AET etc
18. 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
19. Facilitate access to AET for workers in the health and welfare sector (even if this is to direct them to relevant institutions)
20. Support the TVET College and other public college system
21. Support the Community Education and Training (CET) system

Education, Training, and Quality Assurance

22. Develops occupational qualifications for occupations in the sector
23. Ensure quality of teaching and learning taking place in training institutions and workplaces within the health and welfare sector
24. Support the development of providers of education and training as well as assessors and moderators
25. Verifies and endorses learner achievements, and thus issues certification for qualifying learners
26. Coordinate the National Agenda of Recognition of Prior-Learning (RPL) for the health and welfare sector

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:

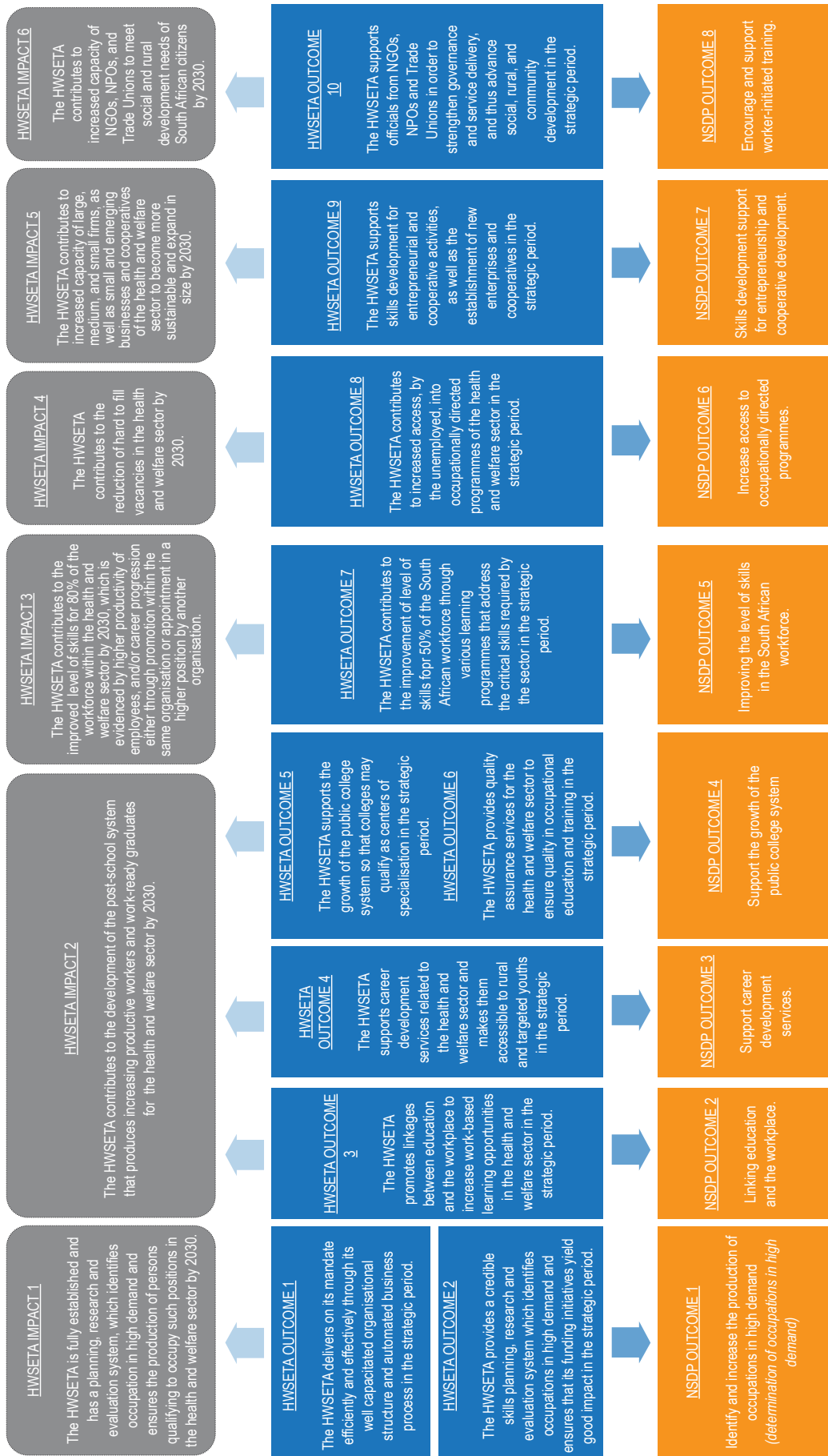
- The National Human Resource Development Strategy adopts the objective to ensure “*decent employment through inclusive growth*”.
- The Medium-Term Strategic Framework 20219-2024, Priority 3: Education, Skills, and Health, as follows:

TABLE 2: KEY PERFORMANCE OBJECTIVES FROM THE MTSF 2019-2024

2024 Impact	Outcome Statement	Outcome Indicator	Interventions
Improved economic participation and social development	Expanded access to PSET opportunities	Annual registrations for SETA supported Work-based learning (WBL) programmes	Promote the take up of artisanal trades as career choices among youth
			SETAs identify increasing number of work-place based opportunities and make information of work-based learning known to the public
		Annual registrations for SETA supported Work-based learning (WBL) programmes	SETAs identify increasing number of workplace-based opportunities and make learning known to the public
		Improved quality of PSET provisioning	Strengthen skills planning

- National Skills Development Plan (2030) with its eight outcomes are translated into eight strategic outcomes and six impact statements of the strategic plan of the HWSETA, as illustrated in figure 1:

FIGURE 1: ALIGNMENT OF NSDP OUTCOMES TO HWSETA OUTCOMES AND IMPACT STATEMENTS



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
1	National Treasury documents, returns etc.	National Treasury (NT); Auditor-General South Africa (AGSA)	When required
2	Public Entity Quarterly Reporting	National Treasury	Quarterly
3	Annual Financial Statements	AGSA, Executive Authority (DHET), NT	Within 2 months after year-end
4	Annual report	DHET, NT and AGSA	Within 2 months after year-end
5	Financial misconduct procedures report	DHET, NT, AGSA	Annually
6	The budget of estimated revenue and expenditure for the year	DHET	6 months prior to the start of the financial year
7	Report on actual revenue and expenditure for the quarter	DHET	Within 30 days of the end of the quarter
8	Report on compliance with the PFMA	DHET	Quarterly
9	Report on compliance with Governance	DHET	Quarterly
10	SETMIS-SETA Quarterly Management Report	DHET	Quarterly
11	Strategic plan	DHET	6 months prior to the start of the financial year

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
- Management Compliance Reporting

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 endeavors to implement the following strategies over the five-year period:

TABLE 4: INSTITUTIONAL POLICIES AND STRATEGIES OVER THE FIVE-YEAR PLANNING PERIOD

Policy of the HWSETA	Strategy over the five years
Research Policy	<ul style="list-style-type: none"> • Develop Sector Skills Plan to identify occupations in demand and skills needs • Conduct research to produce research outputs stipulated in the NSDP (2030) • Support research agendas of professional councils, the Workers College, National Health Laboratory Services, SANGO Net, and the South African Federation for Mental Health • Publish research papers produced by candidates of post-graduate beneficiaries that are aligned to the research agenda of the HWSETA • Support authorship of books and funding of research fellows. • Support health and welfare sector lecturers and students from higher education institutions to conduct research in curriculum development.
Partnership Policy	<p>Partner with key stakeholders such as:</p> <ul style="list-style-type: none"> • Partner with the South African Federation for Mental Health to support capacitation of mental health workers to provide services remotely. • Partner with the National Health laboratories to support skills training to capacitate workers to implement e-health and m-health strategies, and also fund bursaries for international tuition required to capacitate staff to implement digitization required in the Pathology sector. • Partner with the Department of Health to capacitate healthcare workers to use digital health systems. This will facilitate healthcare workers to meet NHI standards and thus get the accreditation for health facilities. Also, support for NHI will focus on Primary Health Care. • Partner with the Department of Social Development to train social workers in supervision and management; fund post-graduate bursaries for social workers to study recognized and emerging specialisations; capacitate social service workers to have technical skills to provide mental health and substance abuse services, fund learnerships for community development, and support the recognition of prior learning of the social service workforce. • Partner with the Department of Health to capacitate the health workforce with skills in Supply chain and Ethics, Emergency preparedness, Health and Safety Practitioners in work-places, Leadership, management, governance competencies and capacity, Strategic health workforce planning, HR development and management. Fund training of specialisations in clinical specialisations, epidemiology, biostatistics, ICU Nursing, Forensic Nursing, Occupational Health and Safety, mental health, Laboratory health technicians, Digital laboratory technicians. Fund training of workers to obtain formal qualifications in public health, health promotion, and disease prevention for community health workers. Fund the training of Environmental Practitioners • Partner with Provincial Departments of Health to support the skills development of Municipal Health Service Workers. • Partner with the Worker's College to address the following skills development need; Basic, Intermediate, and advanced shop steward skills, OHS in the workplace, OHS and environmental legislation, Knowledge of political economy, Informed activism to advance the interests of the working class, Participatory action research, and Labour Relations. • Partners with the SACSSP to upskill social service workers in crisis intervention and trauma counselling for vulnerable people including survivors of the pandemic and their next of kin, community interventions and coping mechanisms, mental health interventions, community organizing and mobilization, conducting awareness programmes, psychosocial support, holistic intervention. Fund learnerships in Child and Youth Care Work.

Policy of the HWSETA	Strategy over the five years
	<ul style="list-style-type: none"> Partner with SANGO Net to upskill NGO/NPO workers in analytical thinking, active learning and learning strategies, creativity, originality and initiative, technology design and programming, critical thinking and analysis, complex problem-solving, leadership and social influence, emotional intelligence, reasoning, problem-solving, systems analysis and evaluation. Partner with the SAVC to train Veterinarians, Veterinary Nurses, Veterinary technologists, Laboratory Animal Technologist, Veterinary Physiotherapist; and also provide Day 1 skills.
Accreditation Policy	<ul style="list-style-type: none"> To accredit skills development providers to offer occupational qualifications Register Assessors and Moderators Endorse learner achievements and issue qualification certificates Administer EISA examinations on behalf of the HWSETA Develop occupational qualifications for the sector Translate all HWSETA learning materials to Brail. Facilitate the offering of training by skills development providers to be through e-learning Foster partnerships between TVET Colleges and Private Colleges to offer health and welfare sector education programmes
Discretionary Grant Policy	<ul style="list-style-type: none"> Target Youth not in Employment, Education or Training (NEET) for job creation Support for small businesses that are owned by persons with disabilities Fund learning programmes as defined by the Skills Development Act Fund Continuous Professional Development (CDP) activities 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) Develop lecturers of TVET, other Colleges in the sector, and universities through post-graduate bursaries. 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. 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. Fund veterinary and para-veterinary students ensuring that there is enough veterinary professionals to maintain health in animals and secure food safety.
M&E Policy and Framework	<ul style="list-style-type: none"> Monitor and evaluate the performance of the HWSETA in carrying its mandate To measure the impact of funding strategies of the HWSETA Conduct Monitoring and Evaluation of funding programmes of the HWSETA. In particular: <ul style="list-style-type: none"> The work integrated learning programme for universities of technology, and the internship programme implemented by the National Department of Health Conduct track and trace studies annually for students funded by the HWSETA who complete learnerships, internships, apprenticeships, and university programmes funded through bursaries.

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
Health: Access to quality health care for all, reduce disease burden and raise life expectancy	
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
Social Development: Provide integrated social protection & enable citizens to live with dignity	
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

2.1 Implications of Sustainable Development Goals for Strategic Planning over the 5year Planning Period

The overall aim of the Sustainable Development Goals (SDG) is a universal agenda for a comprehensive, far-reaching and people-centred goals to realize the human rights of all, and to achieve gender equality and the empowerment of all women and girls. The SDG and targets came into effect on 1 January 2016. It consists of 17 goals and 169 targets. Goals aligned to the mandate of the HWSETA include:

Goal 3: Ensure healthy lives and promote well-being for all at all ages,

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, and

Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

The HWSETA will therefore contribute towards the achievement of the following targets:

TABLE 6: IMPLICATIONS OF SDG FOR STRATEGIC PLANNING OVER THE FIVE-YEAR PLANNING PERIOD

Sustainable Development Goal	Implications for Strategic Planning
Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	
By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education	The HWSETA will contribute towards the achievement of this target by funding the training of Early Childhood Practitioners so that the quality of early childhood development services could be strengthened.
By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	The HWSETA will contribute towards the achievement of this target by offering bursaries to unemployed women and men to enroll for technical and vocational training. The HWSETA will also offer bursaries to employed and unemployed women and men to enroll for university programmes.
By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	The HWSETA will contribute towards the achievement of this target by funding employed and unemployed youth and adults through learnerships, apprenticeships, and bursaries for undergraduate and post-graduate education.
By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	The HWSETA will contribute towards the achievement of this target by funding youth and adult, both men and women, to be trained on literacy and numeracy through Adult Education and Training (AET) programmes.
Goal 3: Ensure healthy lives and promote well-being for all at all ages	
Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol	The HWSETA will contribute towards the achievement of this target by funding health workers and social service workers on substance abuse, including narcotic drug abuse and harmful use of alcohol
Support the research and development of vaccines and medicines for the communicable and noncommunicable diseases that primarily affect developing countries,	The HWSETA will contribute towards the achievement of this target by supporting research on the development of vaccines and medicines for communicable and non-communicable diseases that affect South Africa.
Substantially increase health financing and the recruitment, development, training and retention of the health workforce in developing countries, especially in least developed countries and small island developing States	The HWSETA will contribute towards the achievement of this target by supporting training of the health workforce.
Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	
By 2030, substantially reduce the proportion of youth not in employment, education or training	The HWSETA will contribute towards the achievement of this target by targeting youth not in employment when funding unemployed persons through its skills development programmes.
Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment	The HWSETA will contribute towards the achievement of this target by supporting training of members of Trade Unions and OHS committee members of organisations in the health and welfare sector.

3. Update to relevant court rulings

TABLE 7: RELEVANT COURT RULINGS

Name of court case	Lerong Consulting cc/ Health & Welfare Sector Education & Training Authority (Case no: 2009/27795) (High court, Johannesburg)
Impact on HWSETA operations and service delivery obligations	<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. The matter is still pending with the court.</p> <p>There is no impact on operations and service delivery as it is purely a compensation matter.</p>
Name of court case	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 Gazett 39592 in terms of the Skills Development Act 97 of 1998
Impact on HWSETA operations and service delivery obligations	<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". The judgement of the Labour Appeal Court, on 20 August 2019, set aside the Labour Court judgement, and was replaced by the following:</p> <ul style="list-style-type: none"> • 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 • Implication is that mandatory grants to be paid to employers is not determined. However, SETAs have continued to pay 20% in mandatory grants. SETAs have reported this as a contingent liability pending the determination of the mandatory grant percentage based on the outcome of the negotiations between the Minister and BUSA.



PART B

STRATEGIC FOCUS OF THE HEALTH AND WELFARE SETA

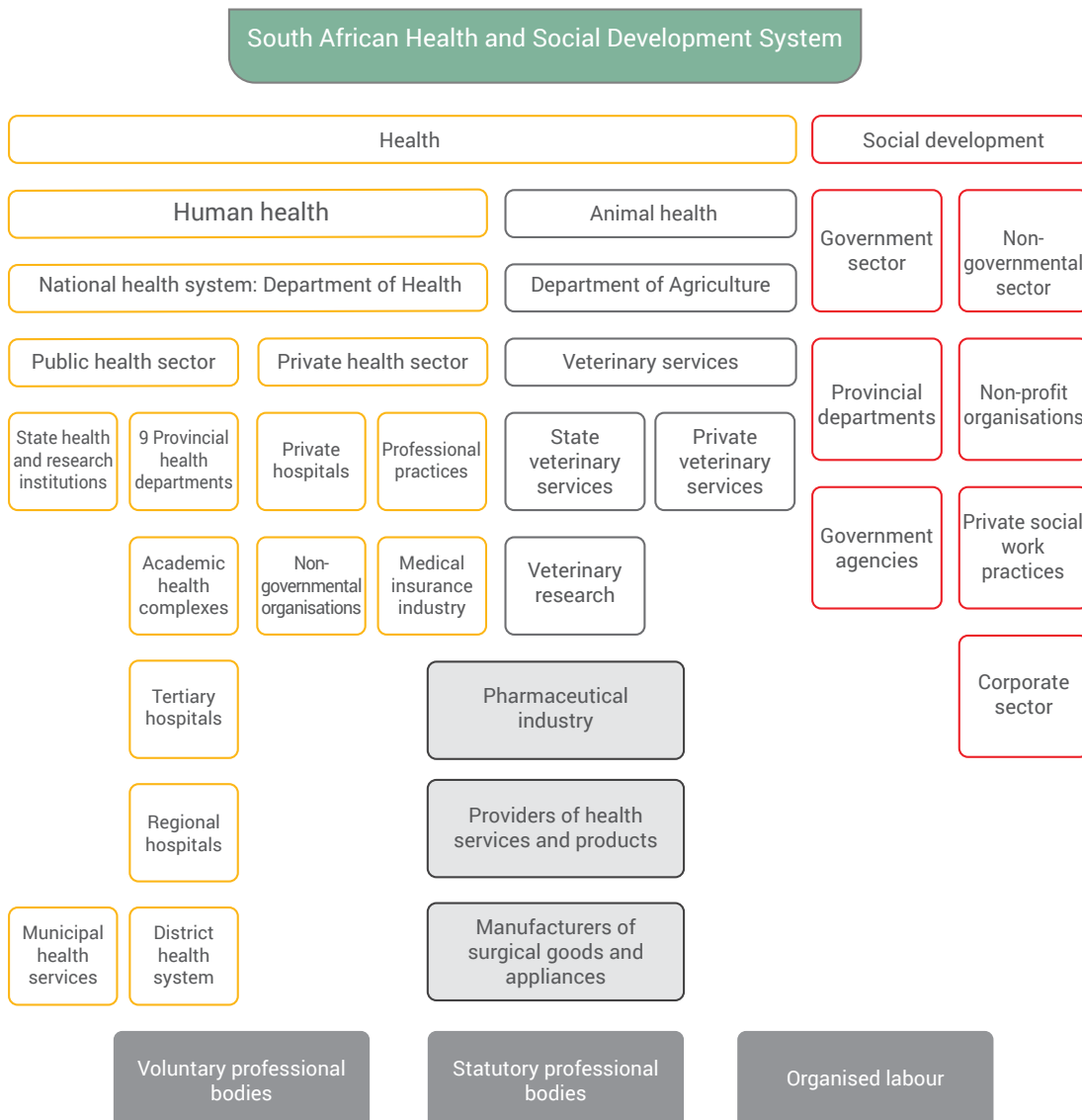
1. Updated situational analysis

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.

1.1 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 8: THE STAKEHOLDERS OF THE HEALTH AND WELFARE SETA



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

TABLE 9: THE ROLE OF THE STAKEHOLDERS OF THE HEALTH AND WELFARE SETA

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 Medical Research Council Human Sciences Research Council National Health Laboratory Service Onderstepoort Veterinary Institute	Conducting sector-relevant and related research.

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:

- a) Community services;
- b) Complementary health services;
- c) Doctors and specialists;
- d) Hospitals and clinics; and
- e) Research and development institutions.

By April 2020 there were 726 829 people who are formally employed in the health and social development sector. Of these, approximately 374 069 (51%) are employed in private sector organisations (referred to later as the "private sector"), while 352 760 (49%) work in the public service departments.

Estimates of total employment in the health and social development sector can be seen in Table 9. Employment in the public service component of the sector decreased from 325 763 in 2013 to 310 256 in 2014. In 2015 it increased slightly to 312 884 and in 2016 it increased substantially to 330 015 and stands currently at 352 760. The average annual growth of employment in the public sector was only 1.1% over the 2013 to 2020 period. The private sector component of the sector, on the other hand, showed an average annual growth of 5.2% over the 2013 to 2020 period. The average annual growth for the total sector was 3.1% over the same period. The positive growth in employment in the sector is expected due to the COVID-19 demands. However, the 2021/2022 aftermath COVID-19 employment figures may show a different trend.

TABLE 10: HEALTH AND SOCIAL DEVELOPMENT SECTOR: TOTAL EMPLOYMENT 2013-2020

	2013	2014	2015	2016	2017	2018	2019	2020	AAG
Public	325 763	310 256	312 884	330 015	332 654	333 060	334 762	352 760	1.1
Private	262 503	276 513	319 002	274 140	266 466	343 246	368 527	374 069	5.2
Total	588 266	586 769	631 886	604 155	599 120	676 306	703 289	726 829	3.1

Sources: Calculated from HWSETA and PSETA WSP submissions 2013 to 2020, Medpages database, 2013 -2020.

1.1.1 Trends in Employment Data: Gender

Table 10 shows the gender distribution in the sector from 2014 to 2020. Male's share in employment in the sector varied between 26% and 30% while females formed between 70% and 75% of the workforce.

TABLE 11: HEALTH AND SOCIAL DEVELOPMENT SECTOR: GENDER DISTRIBUTION 2014-2020

Public Service	2014 %	2015 %	2016 %	2017 %	2018 %	2019 %	2020 %
Male	27	27	28	32	28	27	27
Female	73	73	72	68	72	73	73
Total	100	100	100	100	100	100	100
Private sector	%	%	%	%	%	%	
Male	30	25	25	28	25	27	28
Female	70	75	75	72	75	73	72
Total	100	100	100	100	100	100	100
Total sector	%	%	%	%	%	%	
Male	28	26	27	30	27	27	29
Female	72	74	73	70	73	73	75
Total	100	100	100	100	100	100	103

Sources: Calculated from HWSETA and PSETA WSP submissions 2014 to 2020, Medpages database, 2014 - July 2020.

Females are in the majority in all occupation groups, except for the group: Plant and Machine Operators and Assemblers, which includes occupations such as delivery drivers which are mostly filled by males (Table 11).

TABLE 12: GENDER DISTRIBUTION ACCORDING TO OCCUPATIONAL-GROUP. 2020

Occupational Group	Male		Female		Total	
	N	%	N	%	N	%
Public Service						
Managers	14 577	33	29 446	67	44 023	100
Professionals	8 795	33	18 125	67	26 920	100
Technicians and Associate Prof	4 514	43	6 013	57	10 527	100
Clerical Support	2 433	77	732	23	3 165	100
Service and Sales	29 631	21	112 045	79	141 676	100
Skilled Agricultural, Forestry, Fishery, Craft and Related Trades	13 124	28	33 240	72	46 364	100
Plant and Machine Operators and Assemblers	1 254	84	234	16	1 488	100
Elementary Occupations	22 038	28	56 559	72	78 597	100
Private sector						
Managers	10 525	38	17 423	62	27 948	100
Professionals	38 913	29	94 725	71	133 638	100
Technicians and Associate Prof	17 898	22	64 545	78	82 444	100
Clerical Support	12 337	27	33 157	73	45 493	100
Service and Sales	9 977	21	38 003	79	47 980	100
Skilled Agricultural, Forestry, Fishery, Craft and Related Trades	2 442	64	1 347	36	3 789	100
Plant and Machine Operators and Assemblers	6 767	59	4 651	41	11 418	100
Elementary Occupations	6 916	32	14 443	68	21 359	100

Occupational Group	Male		Female		Total	
	N	%	N	%	N	%
Total Sector						
Managers	25 102	35	46 869	65	71 971	100
Professionals	47 708	30	112 850	70	160 558	100
Technicians and Associate Prof	22 412	24	70 558	76	92 971	100
Clerical Support	14 770	30	33 889	70	48 658	100
Service and Sales	39 608	21	150 048	79	189 656	100
Skilled Agricultural, Forestry, Fishery, Craft and Related Trades	15 566	31	34 587	69	50 153	100
Plant and Machine Operators and Assemblers	8 021	62	4 885	38	12 906	100
Elementary Occupations	28 954	29	71 002	71	99 956	100

Sources: Calculated from HWSETA and PSETA WSP submissions 2020, Medpages database, July 2020.

1.1.2 Trends in Employment Data: Age

Table 12 shows the total age distribution in the Public Service, private health and the total sector from 2014 to 2020. The overall age profile remained relatively stable in the Public service over the period with people under 35 forming between 25-32% of the workforce and people older than 55 constituting 10-14% of the workers. The percentage of employees younger than 35 years in the private sector is markedly higher – around 37-41% of the total workforce.

TABLE 13: HEALTH AND SOCIAL DEVELOPMENT SECTOR: AGE DISTRIBUTION 2014-2020

	2014	2015	2016	2017	2018	2019	2020
	%	%	%	%	%	%	%
Public Service							
Younger than 35	30	31	32	29	27	25	26
35 to 55	59	57	58	61	63	62	63
Older than 55	11	12	10	10	10	14	11
Total	100	100	100	100	100	100	100
Private sector							
Younger than 35	37	41	40	37	39	38	38
35 to 55	54	50	49	49	51	51	50
Older than 55	9	9	11	14	11	12	12
Total	100	100	100	100	100	100	100
Total sector							
Younger than 35	33	36	35	32	34	31	32
35 to 55	57	54	54	57	56	56	56
Older than 55	10	10	11	11	11	13	12
Total	100	100	100	100	100	100	100

Sources: Calculated from HWSETA and PSETA WSP submissions 2014 to 2020, Medpages database, 2014 - July 2020.

The 2020 age distribution of employees in the health and social development sector by occupational group is given in Table 13. In the public sector, 13% of the professionals are over the age of 55 compared to 16% in the private sector. 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 (42%), Clerical Support Workers (40%), Service and Sales Workers (45%) and Plant and Machine Operators and Assemblers (44%).

TABLE 14: AGE DISTRIBUTION OF EMPLOYEES IN THE PUBLIC SERVICE AND PRIVATE HEALTH ACCORDING TO THE OCCUPATIONAL GROUP. 2020

Occupational Group	Under 35		35 to 55		Older than 55		Total	
	N	%	N	%	N	%	N	%
Public Service								
Managers	14 081	32	25 611	58	4 370	10	44 062	100
Professionals	5 755	21	17 643	66	3 524	13	26 922	100
Technicians and Associate Prof	1 816	17	6 798	64	1 933	18	10 547	100
Clerical Support	885	28	1 687	53	593	19	3 165	100
Service and Sales	41 135	29	87 937	62	12 937	9	142 009	100
Skilled Agricultural, Forestry, Fishery, Craft and Related Trades	8 680	19	32 399	70	5 294	11	46 373	100
Plant and Machine Operators and Assemblers	142	10	995	67	351	24	1 488	100
Elementary Occupations	19 785	25	48 585	62	9 824	13	78 194	100
Private sector	N	%	N	%	N	%	N	%
Managers	8 595	31	15 219	54	4 133	15	27 948	100
Professionals	44 132	33	68 211	51	21 296	16	133 638	100
Technicians and Associate Prof	34 661	42	39 507	48	8 275	10	82 444	100
Clerical Support	18 034	40	22 739	50	4 721	10	45 493	100
Service and Sales	21 799	45	22 220	46	3 962	8	47 980	100
Skilled Agricultural, Forestry, Fishery, Craft and Related Trades	1 324	35	1 897	50	568	15	3 789	100
Plant and Machine Operators and Assemblers	4 996	44	4 883	43	1 539	13	11 418	100
Elementary Occupations	6 420	30	11 767	55	3 171	15	21 359	100
Total sector	N	%	N	%	N	%	N	%
Managers	22 676	31	40 830	57	8 503	12	72 010	100
Professionals	49 887	31	85 854	53	24 820	15	160 560	100
Technicians and Associate Prof	36 477	39	46 305	50	10 208	11	92 991	100
Clerical Support	18 919	39	24 426	50	5 314	11	48 658	100
Service and Sales	62 934	33	110 157	58	16 899	9	189 989	100
Skilled Agricultural, Forestry, Fishery, Craft and Related Trades	10 004	20	34 296	68	5 862	12	50 162	100
Plant and Machine Operators and Assemblers	5 138	40	5 878	46	1 890	15	12 906	100
Elementary Occupations	26 205	26	60 352	61	12 995	13	99 553	100

Sources: Calculated from HWSETA and PSETA WSP submissions and Medpages database 2020.

1.1.3 Trends in Employment Data: Disability

In 2020, 0.5% of the workers in the sector were people with disabilities. Of the 1 465 workers with disabilities in the Public Service, 87 (6%) were employed as managers, 289 (20%) as professionals, 206 (14%) as technicians and associate professionals and 586 (40%) as clerical support workers. Of the 2 269 workers with disabilities in the private sector 178 (8%) were employed as managers, 565 (25%) as professionals, 323 (14%) as technicians and associate professionals, 327 (14%) as service and sales workers and 720 (32%) as clerical support workers.

1.1.4 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:

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

Market forces, working conditions, remuneration, and career advancement opportunities are all factors that determine where and for how long people work in a particular workplace. The health and social development sector is grappling with serious human resources- and labour market challenges. These are reflected in high vacancy rates for especially health and social service professionals. The high vacancy rates are caused by, among others, inadequate occupational wages and wage differentials between different components of the sector, poor working conditions and the migration of professionals and other workers to countries with better health systems and from rural to urban areas. The COVID-19 pandemic has increased the demand for certain workers in the sector such as community health workers, nurses, lab technicians and social workers considerably. The HWSETA will continue to fund projects submitted by the sector to address skills development challenges brought by Covid-19.

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.

Poor management of the health workforce and deficient leadership contribute to a high attrition rate from the health professions. Another labour market challenge relates to skills provision and skills absorption, e.g. social worker scholarships boosted graduate output in the last few years, but budget constraints in the public and private sector hamper employment of many of the newly qualified professionals. However, government made more funds available during the COVID-19 pandemic to employ additional social workers and community health workers. Hopefully these human resources will be retained after the COVID-19 pandemic has ended.

The institutional capacity for education and training of health and social service professionals has been boosted in the past few years. A new medical school was opened at the University of Limpopo in 2016, 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 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 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, fundraising skills, as well as the provision of services virtually or remotely due to Covid-19 restrictions. 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.

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 current circumstances in the COVID-19 pandemic have asked for extraordinary strategies and partnerships. The HWSETA's pro-active reaction on the pandemic has resulted in a couple of life-saving partnerships and job creation initiatives. The HWSETA sees their mandate reaching beyond a skills development responsibility during the State of Disaster.

The HWSETA is only one of a number of institutions tasked with the funding and provision of skills development for the sector and has set skills development priorities to guide it with skills planning and skills provision. This process is first of all rooted in the understanding that the health and social development sector exists to provide decidedly personal services in the private spheres of people's lives and that the recipients of the services are usually ill, at-risk, vulnerable, frail or disabled. Secondly, the locality of skills formation during the working life of the workforce is considered.

Identification of the skills priorities also takes place in the context of informed research. National strategies give prominence to skills development at all qualification levels to advance health, social development, employment, and economic growth. Against these considerations, the HWSETA identified the following four overarching skills development priority areas:

- a) Sustainable skills pipeline into the health and social development sector;
- b) The professionalisation of the current workforce and new entrants to the sector;
- c) Vital skills and skills set required enabling the state to meet its service delivery obligations as a developmental state; and
- d) Skills needs and gaps due to the COVID-19 pandemic.

These skills development priorities are also viewed from a strategic perspective. First, a sustainable skills pipeline enables entry into employment in the health and social development sector at different entry points. Second, by prioritising the professionalisation of the workforce, the HWSETA can contribute to skills interventions required to improve service quality and efficiency, and also address changes to service provision. Third, the HWSETA can support the large-scale skills development interventions needed for the state to enhance the lives, health, well-being, and livelihoods of its citizens.

In giving effect to these skills priorities, the HWSETA will not simply equip learners with the appropriate knowledge, but also with the practical skills, competencies, attitudes, and behaviours to provide efficient and effective services. On a practical level, priority will be given to interventions that specifically address the scarce and critical skills as well as the particular skills sets required in the workplace. For the HWSETA and its stakeholders, it is vital to nurture persons who are employable, competent, and work-ready and equipped with "Day One" skills when they enter employment in the sector.

The HWSETA's skills development programmes and projects will be implemented across its operational sub-programmes and within the limitation of financial resources generated through the skills development levy.

1.2 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.

1.2.1 Service Delivery Environment

The HWSETA has 152 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:

A. Programme 1: Administration

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

B. Programme 2: Skills planning and impact assessment

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

C. Programme 3: Skills Development Programmes and Projects

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

Sub-programme 3.1: Learning Programmes

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

Sub-programme 3.2: Workplace Skills Plan and Projects

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

D. Programme 4: Quality assurance and qualification development

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

- E. 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 61% 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 2020/2021 financial year.
- F. **Challenges:** Some of the challenges the HWSETA faces in order to achieve its mandate are the following:
- The re-organisation of 2020 academic calendars by post-school education and training institutions to conclude in February 2020 poses a challenge in entering students on funding programmes timeously and also reporting on all completions. The late start of the academic year for 2021 and the eminent risk of a second wave of Covid-19 also pose a challenge to entries into funding programmes for the 2021 academic year and timeous reporting of all completions.
 - 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. Various strategies are being put in place to address decommitments which include engagements to understand challenges that stakeholders face and finding ways to circumvent these from affecting the implementation of training. These are on a case to case basis.
 - The risk of retrenchments in the NGO Sector due to reduced Department funds to this sector and reduced international donor funds due to Covid-19;
 - The risk of Small and Emerging Business that face financial difficulty due to the current economic environment caused by the Covid-19 National Disaster lockdown regulations, may result in a sharp decline of SMEs meeting the threshold for paying the skills levy.
 - The risk of Medium and Large Business that face financial difficulty due to the current economic environment caused by the Covid-19 National Disaster lockdown regulations, may result in a decline either in the number of businesses that meet the threshold to pay the skills levy or to reduced skills levy contributions.
 - 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.

1.2.2 ICT

The automation of business processes of the HWSETA is an innovation in service delivery that is coming into fruition, as automation of the modules for core business functions; SDP and ETQA were complete and operational by 31 March 2020. The development of the Finance module was 95% complete and non-core/support functions were at 54% completion. 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.

1.2.3 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.

- d) Discretionary grant funding of R468 million, R489 million and R510 million over the MTEF period covers the targets set out in the strategic plan.
- e) 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.
- f) In the past year, 2019-2020, the HWSETA committed 177% of its discretionary grant reserve respectively for funding, with exceptional performance against predetermined targets.

1.3 Performance of the HWSETA in achieving 2019-2020 APP targets

The HWSETA has made progress towards the achievement of its strategic outcome-oriented goals:

Goal 1: Work Based Skills Development Contribute to Improved Productivity and Economic Growth in the Sector

To promote work-based learning the HWSETA supported **633** organisations through discretionary grants. These organisations comprised of **49** large firms, **41** medium firms, and **207** small firms, **158** small and emerging businesses, and **178** levy exempt organisations. **325** employers participated in work-based training and thus provided a platform for learnerships, internships, and work experience placement for TVET Colleges and university students. **42** partnerships were entered into with institutions in the post-school education sector, this includes Universities, Universities of Technology, TVET Colleges and Community Colleges.

The HWSETA entered-into partnerships to support **23** cooperatives through skills development initiatives. These cooperatives were empowered to create opportunities to make a living for themselves.

In order to ensure the sustainability of small businesses, the HWSETA supported **158** small and emerging businesses; and to ensure further education of and training of **178** workers from **10** NGOs, and **27** members from 5 Unions were supported through various training initiatives.

Goal 2: Skilled Workforce and Work Ready Graduates in Occupationally Directed Programmes Join the Health and Welfare Fields of Work

Access into occupationally directed programmes was facilitated through partnerships with employers, TVET Colleges, Universities. Employers opened up workspaces to **7477** students placed on **learnership positions**; and **1163** graduates placed on **internship positions**. **1357** university students were funded through **bursaries**. Of these students, **1224** students were funded for **under-graduate studies** and **133** students were funded for **post-graduate studies**. Post-graduate students were funded for Honours Degrees, Master's Degrees, and PhDs from health and social development sector qualification, including the Veterinary Science sector. **2317** students from TVET College students were funded for **vocational training** and **388** students were funded for **apprenticeships**.

The track and trace study conducted in 2019-2020 on students previously funded by the HWSETA to access occupationally directed programmes yielded outcomes at an average of **60%**. Each of the occupationally directed programmes yielded outcomes ranging between **58%** and **69%**, as follows; **62%** for internships, **61%** for bursary, **58%** for learnerships, and **69%** for apprenticeships.

The number of workers capacitated through skills programmes and short learning programmes was **8264**. Also, **578** workers were taken through the recognition of prior learning and thus got part and full qualifications.

Goal 3: College System Expanded to Offer pathways to occupations for school and post-school youth

The HWSETA promoted the TVET College system through partnerships with **108** TVET colleges where **1053** students from these TVET Colleges were placed in workplaces for work integrated learners, and 200 lectures were given workplace exposure. The most significant support given to TVET Colleges in the year under review was the funding of **2317** vocational students, which is 6 times more the support given in the previous year.

By April 2018 South Africa had an estimate of 3 million illiterate adults. The Health and Welfare sector had an estimate of **50 050** employees occupying elementary positions. The HWSETA planned to support **982** workers in 2019/20 but actually supported **1925** workers to complete their education through computer assisted learning and face-to-face learning.

The HWSETA conducted career guidance campaigns across the country in partnership with various government departments, DHET in particular. The HWSETA conducted **56** career guidance campaigns and thus reached **11 666** scholars from various grades of schooling. Career guidance campaigns of the HWSETA target scholars in grade 9 and 12 in order to help them with subject and career choices. The HWSETA aims to link up with other SETAs when conducting future career guidance campaigns so as to provide a comprehensive and integrated career development programme.

Quality Assurance of skills development providers and qualifications development is a delegated function of the Quality Council for Trades and Occupations (QCTO). During the year under review **58** skills development providers were accredited to offer occupationally based training; **595** assessors and **122** moderators were evaluation for registration and thus **350** assessors and **99** moderators were successful. **9272** funded students completed learning programmes and were thus reported to the HWSETA by employers, TVET Colleges, and Universities. **8086** certificates and statements of results were issued to students whose learner achievements for full qualifications and skills programmes were endorsed by the HWSETA.

Goal 4: Demand-led skills development strengthened to implement the National Development Plan

The HWSETA supported provincial departments across the country through internships, learnerships, and bursaries. Provincial Departments of Social Development Mpumalanga, Northern Cape, Limpopo, and Gauteng were supported to fund learnership and internship positions. **253** unemployed graduates placed in all 9 Provincial Departments of Health and 9 Provincial Departments Social Development.

15 Projects from all Provincial Departments of Health and Social Development were supported for Internships and Learnerships. Projects from **7** Nursing Colleges were supported. These Colleges included Lilitha Nursing College, Gauteng Nursing College, Kwazulu Natal Nursing College, Western Cape Nursing College; Limpopo Nursing College; North West Nursing College, and Mpumalanga Nursing College.

Goal 5: A skilled Workforce Supporting an Efficient administrative system for effective execution of skills development mandate

Appointments in Executive Management positions that were vacant were made. The CEO, CFO, Executive Manager: SDP, and Executive Manager: RIME positions were filled during the year under review. The HWSETA had a full Executive Management staff complement by the second quarter of 2019-2020. The organogram of the HWSETA was revised through an Organisational Development process that resulted in Administration positions in certain divisions being phased out in order to strengthen service delivery. The OD exercise resulted in an organisational structure that increased from **134** positions to **152** as positions were added in provinces that service a high number of stakeholders. A recruitment drive to fill the existing posts and transfer employees from phased out positions resulted in **146 (96%)** positions being filled by year end. The increase in the staff capacity of the organisation has ensured that the organisation achieves 95.5% of the APP indicator weights.

The automation of business processes of the HWSETA is an innovation in service delivery that is coming into fruition, as the automation of two of the core business functions, the ETQA and Skills Development Projects (SDP) were completed and operational. The development of the Finance module was 95% complete, and the Intelligence module was at 54% stage of development by year end. The automation will provided convenience for the stakeholders of the HWSETA as they will 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 2021-2022.

The Workplace Skills Plans and Annual Training Reports submitted by the private sector to the HWSETA in 2019/20 and those submitted by Government Departments to the PSETA formed the basis for the SSP 2021-2022 update. Additional data sources used to compile the SSP include databases from professional bodies, Medpages, Universities, TVET Colleges etc. Research, monitoring and evaluation conducted by the HWSETA also feeds into the SSP update. The analysis of all data collected from primary and secondary sources produced the critical and scarce skills list and sector priority skills lists which forms the basis for implementation of skills development projects of the HWSETA.

The performance information by programme/objectives above indicates that the following indicators were not fully achieved:

INDICATOR DESCRIPTOR	INDICATOR	Annual Target	ANNUAL ACHIEVEMENT	VARIANCE	% ACHIEVEMENT	Comments on Achievements/Non-Achievements 2019/20
Percentage of processes supported to develop qualifications per year	*24 (1)	95%	90%	-5%	95%	The under achievement of both targets is attributed to a number of factors. First, there were delays encountered in processes that is followed before a qualification may be developed. The development of qualifications therefore commenced towards the end of quarter 3. Since the development takes a minimum of six months the final verification session could not be held before the end of March 2020. By March 2020, profiling, Occupational Document & external assessment were completed. To finalise this qualification a final virtual meeting will be held on 12 June 2020.
Percentage of processes automated and integrated per year	*20	100%	87%	-13%	87%	Reason for non-achievement is that there were additional changes to business processes which required the further development of automation of processes. This is a dynamic and on-going process and the initial processes automation did not factor in these changes or improvements. Going forward the business processes will be documented and automated with very little changes.
Percentage of qualified technicians, artisans and unemployed learners previously funded by the HWSETA finding employment per year.	*5	80%	60%	-20%	75%	The annual target has not been achieved because this target relies on tracking learners that have completed funded programmes. The rate of participation of these learners is at 27% (329/1199), with Artisan students participating the most (45% -29/65); followed by the learnership programme (30% - 197/666). The university bursaries (23% - 51/224), and Internships (21% - 52/244), participated the least. Due to the high non-response rate the employment status of 73% of students who completed their qualifications which were funded by the HWSETA remains unknown. For the next tracer study, additional platforms for reaching students such as survey monkey for those that have emails, will be utilized. This should increase the response rate of learners.
Number of learners in TVET colleges and other public colleges (and the number of associated learners) enrolled for vocational training courses funded by the HWSETA per year	17	4125	2317	-1808	56%	In response to the Ministerial Instruction to offer more support TVET Colleges, the target was increase with the aim of reaching a much higher number of Vocational students. TVET Colleges, however, had a limited number of students that could be funded as they offer a limited number of qualifications in the health and welfare sector. Further, the accreditation of Nursing programmes for public nursing colleges came late in the year resulting in the lower uptake of funding than anticipated. In the next financial year TVET Colleges will be encouraged to form partnerships with accredited private providers to offer sector specific vocational programmes.
Number of funded learners certificated and those completed work-based training per year	19(3) f	17455	9272	-8183	53%	Administrative processes to collect evidence of completions together with final moderation or verification could not be completed due to the national state of disaster and hard lockdown. Employers, training providers and ETQAs could not print evidence of completion timeously. In certain instances, final/summative assessments were postponed. In the next financial year employers will be encouraged to implement early and submit evidence of completion on time.
Number of new demand-led qualifications developed and registered through the registration bodies per year	*24	3	0	-3	0%	The under achievement of both targets is attributed to a number of factors. First, there were delays encountered in processes that is followed before a qualification may be developed. The development of qualifications therefore commenced towards the end of quarter 3. Since the development takes a minimum of six months the final verification session could not be held before the end of March 2020. By March 2020, profiling, Occupational Document & external assessment were completed. To finalise this qualification a final virtual meeting will be held on 12 June 2020.

In order to address these areas of under-achievement the HWSETA has adopted the following strategies:

- a) Completions will be monitored and collected from various stakeholders. This will ensure a higher target population for the track and tracer study.
- b) Automation of business processes will ensure that essential data, such as contact numbers are collected, and captured is accurate and has integrity. This will secure a higher number of accessible population.
- c) Qualifications that were already under development will be completed and submitted for registration to the QCTO in quarter 1 of 2020-2021.
- d) For the next tracer study, additional platforms for reaching students such as survey monkey for those that have emails, will be utilized. This should increase the response rate of learners.
- e) In the next financial year TVET Colleges will be encouraged to form partnerships with accredited private providers to offer sector specific vocational programmes.

1.4 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.

1.4.1 The HWSETA Planning process can be described as follows:

- a) 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;
- b) 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.
- c) A Management Planning workshop is held in which the Management team unpacks the documents listed above. A draft HWSETA Strategic Plan is developed.
- d) 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.
- e) The HWSETA management team develops a final Strategic Plan and Budget and this is presented to the Board for final approval.
- f) The annual performance plan will then become the basis of the management plan in which delivery will be structured over the 4 quarters.
- g) 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

1. 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			
					2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
The HWSETA delivers on its mandate efficiently and effectively through its well capacitated organizational structure and automated business processes 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 organizational structure of the HWSETA which facilitate the delivery of its mandate and achievement of its targets in the reporting period	95%	86%	96%	95%	90%	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 business processes automated and integrated for efficient delivery of services to the sector in the reporting period	98%	84%	87%	100%	90%	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 ¹ , 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 reporting period	18887 (86 events)	16263 (56 events)	11666 (56 events)	12000 (20 events)	540 (18 schools)	12000 (20 events)	12000 (20 events)

¹Post 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

Programme 2: Skills planning and impact assessment

Purpose: 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.

Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS						
					Audited/Actual Performance		Estimated Performance	MTEF PERIOD			
					2017-2018	2018-2019		2019-2020	2020-2021	2021-2022	2022-2023
The HWSETA provides a credible skills planning, research and evaluation system that ensures that its funding initiatives yield good impact in the strategic period	12	The SSP updates and research reports produced by the HWSETA are confirmed ² and made accessible to internal and external stakeholders, as well as the general public, through various dissemination platforms in the reporting period.	12	Number of SSP updates and applied research reports ³ completed and confirmed by key stakeholders ⁴ in the reporting period	3	5	3	5	5	5	5
	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	Number of monitoring, evaluation, and impact studies, including tracer studies, completed and confirmed by key stakeholders ⁵ in the reporting period	2	6	2	4	4	4	4

² SSP update and research reports produced by the HWSETA are confirmed by key stakeholders that they provide information about occupations in demand, skills needs and the education and training landscape for the sector

³ 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

⁴ Confirmation of SSP update and research reports by stakeholders refers to the presentation of findings to one of the Board Committees

⁵ Stakeholders include HWSETA implementing managers, executive managers, and/or Board Committees

Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS						
					Audited/Actual Performance		Estimated Performance		MTEF PERIOD		
					2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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.	6	Workers in the health and welfare sector given bursaries by the HWSETA complete 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 post-graduate bursaries in the reporting period	73	104	68	60	60	60	60
					0	0	0	30	24	24	24
					0	13	10	36	24	24	24
The HWSETA contributes to increased access, by the unemployed, into occupationally directed programmes of the health and welfare sector in the strategic period.	27	Unemployed persons awarded bursaries by the HWSETA for post-school education complete the 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 post-graduate bursaries in the reporting period	64	107	65	40	40	40	40
					0	0	0	10	16	16	16
					0	2	6	24	16	16	16
			27 (3)	Number of unemployed persons reported to the HWSETA as having completed postgraduate qualifications funded by the HWSETA in the reporting period	0	2	6	24	16	16	16

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			
					2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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	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 for learnerships as industry funded or HWSETA funded in the reporting period	2672	908	3425	1815	2500	2500	2500
			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	1377	538	133	1980	990	990	990
Employed apprenticeships and trainee technicians entered-into the HWSETA apprenticeship programme and are reported to the HWSETA within 12 months of completion in the reporting period.	4	Employed apprenticeships and trainee technicians entered-into the HWSETA apprenticeship 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	100	128	34	50	50	50	50
			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	90	61	0	18	25	25	25

Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS						
					Audited/Actual Performance		Estimated Performance	MTEF PERIOD			
					2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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.	6	Workers in the health and welfare sector given bursaries by the HWSETA complete undergraduate qualifications funded by the HWSETA and are reported to the HWSETA within 12 months of completion in the reporting period	6 (4)	Number of workers entered-into the HWSETA undergraduate bursaries in the reporting period	546	692	712	630	630	630	630
					0	0	0	125	158	158	158
	6	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	6 (6)	Number of workers reported to the HWSETA for having completed undergraduate qualifications funded by the HWSETA in the reporting period	35	174	228	106	106	106	106
					5020	1713	8264	17328	8264	8264	8264
	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 (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	3657	317	1308	4951	4132	4132	4132
					689	765	1925	27	540	540	540
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 (2)	Number of workers reported to the HWSETA as having completed AET programmes funded by the HWSETA in the reporting period	269	0	294	294	20	270	270	

Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS						
					Audited/Actual Performance		Estimated Performance	MTEF PERIOD			
					2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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	413	382	2317	767	800	800	800
			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	292	106	364	1917	383	400	400
	16	The HWSETA supports public college lecturers to improve onsite practical and vocational capacity in the reporting period	16 (1)	Number of lecturers from TVET and other public colleges ⁶ funded by the HWSETA for skills development in the reporting period	42	50	200	50	50	50	50
			16 (2)	Number of lecturers from TVET and other public colleges reported to the HWSETA as having completed training funded by the HWSETA in the reporting period	32	9	32	75	32	25	25
	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	725	652	1053	1000	1100	1500	1500
			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	430	249	137	600	500	137	137

⁶ 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			
					2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
The HWSETA contributes to increased access, by the unemployed, into occupationally directed programmes of the health and welfare sector in the strategic period.	7	The unemployed graduates funded by the HWSETA for in-terships 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	754	765	1163	2420	1210	1210	1210
				Number of unemployed graduates reported to the HWSETA as having completed the internship programme funded by the HWSETA in the reporting period	421	73	218	660	1210	610	610
The HWSETA contributes to increased access, by the unemployed, into occupationally directed programmes of the health and welfare sector in the strategic period.	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	141	238	357	100	100	100	100
				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	122	210	50	25	25
Unemployed persons awarded bursaries by the HWSETA for post-school education complete the under-graduate qualifications and are reported to the HWSETA within 12 months of completion in the reporting period.	27	Unemployed persons awarded bursaries by the HWSETA for post-school education complete the under-graduate qualifications and are reported to the HWSETA within 12 months of completion in the reporting period.	27 (4)	Number of unemployed persons entered-into the HWSETA undergraduate bursaries in the reporting period	764	547	512	700	700	700	700
				Number of unemployed persons re-entered-into the HWSETA undergraduate bursaries in the reporting period	0	0	0	242	300	300	300
	27		27 (6)	Number of unemployed persons reported to the HWSETA as having completed undergraduate qualifications funded by the HWSETA in the reporting period	292	106	328	307	175	175	174

Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS						
					Audited/Actual Performance		Estimated Performance	MTEF PERIOD			
					2017-2018	2018-2019		2019-2020	2020-2021	2021-2022	2022-2023
The HWSETA contributes to increased access, by the unemployed, into occupationally directed programmes of the health and welfare sector in the strategic period	32	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.	32 (1)	Number of university students entered into work integrated programmes funded by the HWSETA in the reporting period	960	547	1 096	960	1 000	1 000	1 000
			32 (2)	Number university students reported to the HWSETA as having completed the work integrated programmes funded by the HWSETA in the reporting period	462	482	422	363	422	500	500
		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 for learnerships as industry funded or HWSETA funded in the re-orting period	2 070	2 988	4 052	2 500	2 500	2 500	2 500
	29		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	2 033	868	654	2 370	700	700	700

Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS						
					Audited/Actual Performance		Estimated Performance	MTEF PERIOD			
					2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	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 credit and non-credit bearing skills programmes funded by the HWSETA in the reporting period	2020	1795	3367	2500	2500	2500	2500
			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	3874	278	4618	1774	1000	1000	1000
		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	31 (1)	Number of unemployed persons entered- into AET programmes funded by the HWSETA in the reporting period	688	764	0	540	540	540	540
	31		31 (2)	Number of unemployed persons reported to the HWSETA for having completed ⁷ AET programmes funded by the HWSETA in the report-ing period	269	0	0	294	270	270	270

⁷Completions are reported to the HWSETA within 12 months of having completed the funded programme

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			
					2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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	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	119	102	85	143	85	85	85
			11 (2)	Number of officials from Trade Unions funded by the HWSETA for skills development per year	85	73	73	61	73	73	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 skills development projects funded by the HWSETA to develop and address mid-level skills in the reporting period	13	9	15	6	7	6	6
	22	The HWSETA funds the skills development initiatives of levy exempt organisations in the reporting period	22	Number of skills development initiatives of levy exempt organisations funded by the HWSETA in the reporting period	143	141	178	9	170	170	170

Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS						
					Audited/Actual Performance		Estimated Performance	MTEF PERIOD			
					2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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	271	625	325	271	271	271	271
	23	The HWSETA supports partner-ships ⁸ 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	27	47	42	27	27	27	27
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 supports 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	10	21	10	15	10	10	10

⁸ Partnerships are entered into through Memorandums of Agreement and/or Memorandums of Understanding

Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS							
					Audited/Actual Performance		Estimated Performance	MTEF PERIOD				
					2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	
The HWSETA supports skills development for entrepreneurial and cooperative activities, as well as the establishment of new enterprises and cooperatives in the strategic period	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 are funded by the HWSETA per year	102	106	158	158	158	158	158	158
	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	0	0	207	440	524	524	524	524
			13 (2)	Number of WSPs and ATRs approved for Medium firms per year	0	0	49	65	90	90	90	90
			13 (3)	Number of WSPs and ATRs approved for Large firms per year	0	0	41	99	99	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	28	22	23	30	25	25	25	25

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		
					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	19	The HWSETA accredits skills development providers, registers assessors and moderators and issue certificates for learners found competent in the reporting period	19 (1)	Number of skills development providers accredited and re-accredited ⁹ by the HWSETA in the reporting period	62	66	58	70	58	58	58
			19 (2)	Number of certificates issued by the HWSETA to learners found competent by skills development providers ¹⁰ and then confirmed by HWSETA in the reporting period	12223	4456	8086	3300	2500	2500	2500
	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	8	5	0	4	2	2	2

⁹ The accreditation and re-accreditation includes, both, primary and secondary accreditation by the HWSETA

¹⁰ These skills development training providers are accredited by the HWSETA

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		
					2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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 ¹¹ , mainly from rural areas, in the reporting period	15 (2)	Number of career guidance practitioners funded for training by the HWSETA in the reporting period	0	0	0	15	15	30	30
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.	25	The health and welfare sector workers entered into the HWSETA Recognition of Prior Learning (RPL) complete the programme and are reported to the HWSETA within 12 months of completion.	25 (1)	Number of workers enter into the HWSETA Recognition of Prior Learning programme in the reporting period	353	369	381	350	350	350	350
			25 (2)	Number of workers reported to the HWSETA as having completed the Recognition of Prior Learning programme funded by the HWSETA in the reporting period	0	0	0	228	228	228	228

¹¹ 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

2. Indicators, Annual, and Quarterly Targets

Programme 1: Administration							
Output Indicator No	Output Indicator	2021-2022 Target	Q1 Target	Q2 Target	Q3 Target	Q4 Target	2021-2022 Budget
15 (1)	Number of school and post-school youths, mainly from rural areas, reached through career development awareness programmes in the reporting period	540 (18 schools)	120 (4 schools)	120 (4 schools)	150 (5 schools)	150 (5 schools)	R1 000 000
18	Percentage of filled positions in the organizational structure of the HWSETA which facilitate the delivery of its mandate and achievement of its targets in the reporting period	90%	85%	85%	90%	90%	R400 000
20	Percentage of business processes automated and integrated for efficient delivery of services to the sector in the reporting period	90%	87%	87%	87%	90%	R1 000 000

Programme 2: Skills planning and impact assessment

Output Indicator No	Output Indicator	2021-2022 Target	Q1 Target	Q2 Target	Q3 Target	Q4 Target	2021-2022 Budget
12	Number of SSP updates and applied research reports ¹² completed and confirmed by key stakeholders ¹³ in the reporting period	5	0	0	1	4	R751 085
5	Number of monitoring, evaluation, and impact studies, including tracer studies, completed and confirmed by key stakeholders ¹⁴ in the reporting period	4	0	0	2	2	R601 470
6 (1)	Number of workers entered-into the HWSETA post-graduate bursaries in the reporting period	60	10	15	15	20	R3 000 000
6 (2)	Number of workers re-entered-into the HWSETA post-graduate bursaries in the reporting period	24	0	0	12	12	R600 000
6 (3)	Number of workers reported to the HWSETA for having completed postgraduate qualifications funded by the HWSETA in the reporting period	24	0	0	12	12	Admin Budget
27 (1)	Number of unemployed persons entered-into the HWSETA post-graduate bursaries in the reporting period	40	5	5	15	15	R2 000 000
27 (2)	Number of unemployed persons re-entered-into the HWSETA post-graduate bursaries in the reporting period	16	0	0	6	10	R400 000
27 (3)	Number of unemployed persons reported to the HWSETA as having completed postgraduate qualifications funded by the HWSETA in the reporting period	16	0	0	6	10	Admin Budget

¹²SSP 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

¹³ Confirmation of SSP update and research reports by stakeholders refers to the presentation of findings to one of the Board Committees

¹⁴ Stakeholders include HWSETA implementing managers, executive managers, and/or Board Committees

Programme 3: Skills Development Programmes and Projects

Sub-Programme 3.1: Learning Programmes							
Output Indicator No	Output Indicator	2021-2022 Target	Q1 Target	Q2 Target	Q3 Target	Q4 Target	2021-2022 Budget
3 (1)	Number of workers whose learner agreements are registered with the HWSETA for learnerships as industry funded or HWSETA funded in the reporting period	2500	183	535	891	891	R37 500 000
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	990	0	0	495	495	Admin Budget
4 (1)	Number of employed apprentices and trainee technicians entered- into the HWSETA funded apprenticeship programme in the reporting period	50	5	15	15	15	R2 500 000
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	25	0	0	0	25	Admin Budget
6 (4)	Number of workers entered-into the HWSETA undergraduate bursaries in the reporting period	630	32	32	252	314	R18 900 000
6 (5)	Number of workers re-entered-into the HWSETA undergraduate bursaries in the reporting period	158	15	15	64	64	R4 740 000
6 (6)	Number of workers reported to the HWSETA for having completed undergraduate qualifications funded by the HWSETA in the reporting period	106	0	0	46	60	Admin Budget
7 (1)	Number of unemployed graduates entered-into the internship programme funded by the HWSETA in the reporting period	1210	60	484	484	182	R48 400 000
7 (2)	Number of unemployed graduates reported to the HWSETA as having completed the internship programme funded by the HWSETA in the reporting period	1210	0	0	403	807	Admin Budget
8 (1)	Number of workers entered- into credit and non-credit bearing skills programmes funded by the HWSETA in the reporting period	8264	1066	1066	3066	3066	R33 056 00
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	4132	132	1000	1000	2000	Admin Budget
16 (1)	Number of lecturers from TVET and other public colleges ¹⁵ funded by the HWSETA for skills development in the reporting period	50	0	0	25	25	R500 000
16 (2)	Number of lecturers from TVET and other public colleges reported to the HWSETA as having completed training funded by the HWSETA in the reporting period	32	0	0	0	32	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	800	20	80	300	400	R63 200 000
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	383	0	83	100	200	Admin Budget
21 (1)	Number of workers entered- into AET programmes funded by the HWSETA in the reporting period	540	27	216	216	81	R1 350 000
21 (2)	Number of workers reported to the HWSETA as having completed AET programmes funded by the HWSETA in the reporting period	20	0	0	0	20	Admin Budget

¹⁵ 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

Programme 3: Skills Development Programmes and Projects

Sub-Programme 3.1: Learning Programmes

Output Indicator No	Output Indicator	2021-2022 Target	Q1 Target	Q2 Target	Q3 Target	Q4 Target	2021-2022 Budget
26 (1)	Number of unemployed apprentices and trainee technicians entered- into the HWSETA funded apprenticeship programme in the reporting period	100	8	30	30	32	R20 000 000
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	50	10	10	10	20	Admin Budget
27 (4)	Number of unemployed persons entered-into the HWSETA undergraduate bursaries in the reporting period	700	35	280	280	105	R91 000 000
27 (5)	Number of unemployed persons re-entered into the HWSETA undergraduate bursaries in the reporting period	300	15	15	120	150	R39 000 000
27 (6)	Number of unemployed persons reported to the HWSETA as having completed undergraduate qualifications funded by the HWSETA in the reporting period	175	15	20	40	100	Admin Budget
28 (1)	Number of TVET and other college students entered-into work integrated programmes funded by the HWSETA in the reporting period	1100	50	150	400	500	R79 819 300
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	500	0	0	200	300	Admin Budget
32 (1)	Number of university students entered-into work integrated programmes funded by the HWSETA in the reporting period	1000	50	190	380	380	R40 000 000
32 (2)	Number university students reported to the HWSETA as having completed the work integrated programmes funded by the HWSETA in the reporting period	422	0	0	182	240	Admin Budget
29 (1)	Number of unemployed persons whose learner agreements are registered with the HWSETA for learnerships as industry funded or HWSETA funded in the reporting period	2500	198	750	750	802	R132 500 000
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	700	70	100	100	430	Admin Budget
30 (1)	Number of unemployed persons entered- into skills programmes funded by the HWSETA in the reporting period	2500	150	800	800	750	R16 000 000
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	1000	100	100	400	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	R1 350 000
31 (2)	Number of unemployed persons reported to the HWSETA for having completed ¹⁶ AET programmes funded by the HWSETA in the reporting period	270	15	15	100	140	Admin Budget

¹⁶ Completions are reported to the HWSETA within 12 months of having completed the funded programme

Programme 3: Skills Development Programmes and Projects

Sub-Programme 3.2: Workplace Skills Plan and Projects

Output Indicator No	Output Indicator	2021-2022 Target	Q1 Target	Q2 Target	Q3 Target	Q4 Target	2021-2022 Budget
1	Number of rural and provincial skills development projects funded by the HWSETA to develop and address mid-level skills in the reporting period	7	0	2	2	3	R3 500 000
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	25	0	5	10	10	R2 500 000
10	Number of small and emerging businesses from the health and welfare sector whose skills needs are funded by the HWSETA per year	158	8	63	63	24	R12 640 000
11 (1)	Number of officials from NGOs and NPOs funded by the HWSETA for skills development per year	85	5	15	15	50	R6 800 000
11 (2)	Number of officials from Trade Unions funded by the HWSETA for skills development per year	73	3	25	25	20	R5 840 000
13 (1)	Number of WSPs and ATRs approved for Small firms per year	524	0	75	175	274	Mandatory Grant
13 (2)	Number of WSPs and ATRs approved for Medium firms per year	90	0	0	40	50	Mandatory Grant
13 (3)	Number of WSPs and ATRs approved for Large firms per year	99	0	0	40	59	Mandatory Grant
14	Number of projects funded through discretionary grants aimed at public sector education and training in the reporting period	10	0	2	2	6	R5 000 000
22	Number of skills development initiatives of levy exempt organisations funded by the HWSETA in the reporting period	170	15	20	35	100	R10 850 000
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	Linked to indicators that enter learners from these partnersips

Programme 4: Quality assurance and qualification development

Output Indicator No	Output Indicator	2021-2022 Target	Q1 Target	Q2 Target	Q3 Target	Q4 Target	2021-2022 Budget
15 (2)	Number of career guidance practitioners funded for training by the HWSETA in the reporting period	15	0	0	7	8	R150 000
19 (1)	Number of skills development providers accredited and re-accredited ¹⁷ by the HWSETA in the reporting period	58	10	10	10	28	Admin Budget
19 (2)	Number of certificates issued by the HWSETA to learners found competent by skills development providers ¹⁸ and then confirmed by HWSETA in the reporting period	2500	500	500	500	1000	Admin Budget
24	Number of full and part occupational qualifications developed by the HWSETA and accepted by the QCTO for registration	2	0	0	0	2	R2 000 000
25 (1)	Number of workers entered-into the HWSETA Recognition of Prior Learning programme in the reporting period.	350	18	140	140	52	R8 000 000
25 (2)	Number of workers reported to the HWSETA as having completed the Recognition of Prior Learning programme funded by the HWSETA in the reporting period	228	0	0	100	128	Admin Budget

3. 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.

¹⁷ The accreditation and re-accreditation includes, both, primary and secondary accreditation by the HWSETA

¹⁸ These skills development training providers are accredited by the HWSETA

4. Programme Resource Considerations

4.1 Expenditure estimates

Health and Welfare Sector Education and Training Authority

5 Year budgets

STATEMENT OF FINANCIAL PERFORMANCE

	Audited		2019-2020 R'000	Covid-19 Approved Adjusted Budget 2020-2021 R'000	Proposed Budget			5 Year Budget to 2020-2024 Total R'000
	2018-2019 R'000	2017-2018 R'000			2021-2022 R'000	2022-2023 R'000	2023-2024 R'000	
REVENUE								
Non - Exchange Revenue	636 745	568 963	722 657	534 914	451 278	469 012	491 944	2 669 805
Skills Development Levy: income	630 316	562 182	716 247	534 914	451 278	469 012	491 944	2 663 395
Skills Development Levy: penalties and interest	6 429	6 781	6 410	-	-	-	-	6 410
Exchange Revenue	62 730	56 895	65 163	61 554	34 511	35 719	36 969	233 916
Interest income	62 427	56 493	64 330	61 554	34 511	35 719	36 969	233 083
Other income	303	402	833	-	-	-	-	833
Total revenue	699 475	625 858	787 820	596 468	485 789	504 731	528 913	2 903 721
EXPENSES								
Total expenses	574 487	462 661	893 517	593 468	482 789	501 730	525 913	2 997 417
Employer grant and project expenses	446 172	345 795	747 597	450 300	334 615	346 381	361 432	2 240 325
Administration expenses	125 215	114 640	142 626	139 588	145 675	152 763	161 804	742 455
QCTO funding	3 100	2 226	3 294	3 580	2 499	2 586	2 677	14 636
Net surplus for the Period before capex	124 988	163 197	(105 697)	3 000	3 000	3 000	3 000	28 292
Capital expenditure	1 961	4 072	3 640	3 000	3 000	3 000	3 000	15 640

	Audited			Covid-19 Approved Adjusted Budget	Proposed Budget			5 Year Budget to 2020-2024
	2017-2018 R'000	2018-2019 R'000	2019-2020 R'000		2020-2021 R'000	2021-2022 R'000	2022-2023 R'000	
SKILLS DEVELOPMENT INCOME								
Levy income: Administration								
Levies received from SARS	131 436	146 575	175 724	116 075	115 771	121 762	129 416	658 747
Government levies received	57 542	63 706	69 751	56 349	42 262	43 741	47 962	260 066
Interseta transfers in	73 894	82 869	105 973	59 726	73 509	78 021	81 454	398 682
Interseta transfers out	-	-	-	-	-	-	-	-
Levy income: Employer Grants								
Levies received from SARS	109 697	119 338	134 627	105 858	79 394	82 173	85 788	487 840
Interseta transfers in	109 697	119 338	134 627	105 858	79 394	82 173	85 788	487 840
Interseta transfers out	-	-	-	-	-	-	-	-
Levy income: Discretionary Grants								
Levies received from SARS	321 049	364 403	405 896	312 981	256 113	265 077	276 741	1 516 808
Levies received from SARS	271 439	302 709	328 436	268 517	201 388	208 436	217 607	1 224 384
Levies received from GOVERNMENT DEPARTMENTS	49 610	61 694	77 460	44 464	54 726	56 641	59 133	292 424
Interseta transfers in	-	-	-	-	-	-	-	-
Interseta transfers out	-	-	-	-	-	-	-	-
	562 182	630 316	716 247	534 914	451 278	469 012	491 944	2 663 395

	Audited			Covid-19 Approved Adjusted Budget	Proposed Budget			5 Year Budget to 2020-2024
	2017-2018 R'000	2018-2019 R'000	2019-2020 R'000		2020-2021 R'000	2021-2022 R'000	2022-2023 R'000	
EMPLOYER GRANT AND PROJECT EXPENDITURE								
Mandatory grants	68 809	78 751	94 132	68 808	51 606	53 412	55 762	323 720
Discretionary grants	276 986	367 421	653 465	381 492	283 009	292 969	305 670	1 916 605
	345 795	446 172	747 597	450 300	334 615	346 381	361 432	2 240 325

Estimated Participation Rate	63%	66%	70%	65%	65%	65%	65%	
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The budget is inclusive of the 7.5% project management fee were approved.

The estimated revenue from Skills Development Levies is based on the budgeted amounts previously approved for 2021/22 during the 2019/20 MTEF. Actual revenue for the 2019/20 financial year and for prior periods has at least kept abreast with CPI, and the HWSETA's levy base remained stable. However, the impact of COVID-19 resulted in the estimated revenues for 2020/21 being adjusted downward following the four-month contribution holiday announced by the State President. It has been established from media reports and publications that COVID-19 has severely affected the healthcare sector as interim results of most private hospital groups reflect:

- Decline in revenue compared to the prior year – in some instances up to 80% decline;
- Lower than usual patient numbers who avoid going to healthcare facilities out of fear of contracting COVID-19 thus lower occupancy rate of between 30% to 50%;
- Elective surgeries postponed and have been slow to pick up post hard lockdown.

The hospital groups predict tough times ahead given that economic recovery and availability of a vaccine may take some time.

The above conditions may severely impact HWSETA's revenues in the following ways:

- There may be job cuts and/or salary cuts in the health sector in the near future (18 months), and this will reduce the SDL contributions by the sector;
- Given the hardships faced by the sector, there may be a request by the sector for another SDL contribution holiday; and
- The possibility of a third and even fourth wave of COVID-19 infections.

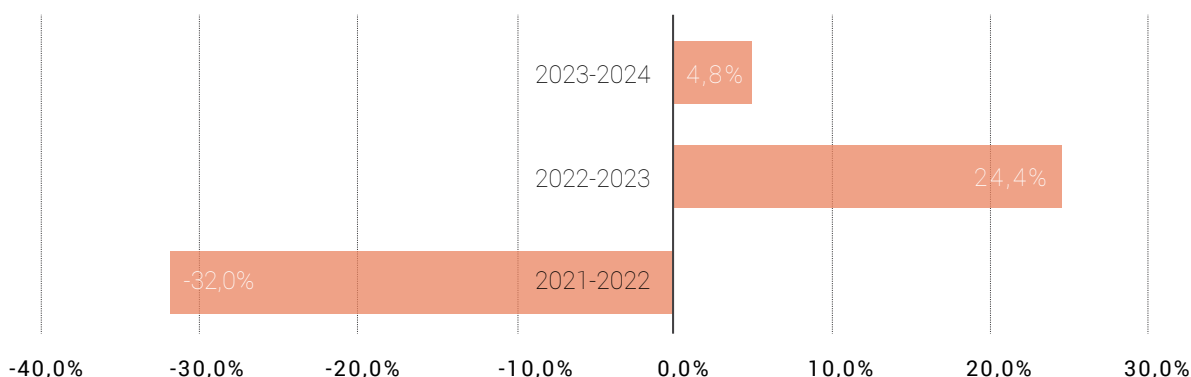
The 2021/22 MTEF Budget has been updated to take into account the impact of COVID-19 on HWSETA revenues with a more conservative approach adopted.

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

Although the contribution by Government Departments for the 2019/20 financial year had shown a marked improvement compared to the previous years, a conservative approach has been adopted for the 2021/22 budget as budgets are expected to be under strain with government spending under strain and also taking into account the impact of COVID-19. The collections from Government Departments for the 2020/21 financial year are considerably lower than collections in the 2019/20 financial year. Thus, the levies from Government Departments have been adjusted downwards for the 2021/22 financial year. These levies add to revenue and 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.

% MOVEMENT IN REVENUE OVER THE MTEF

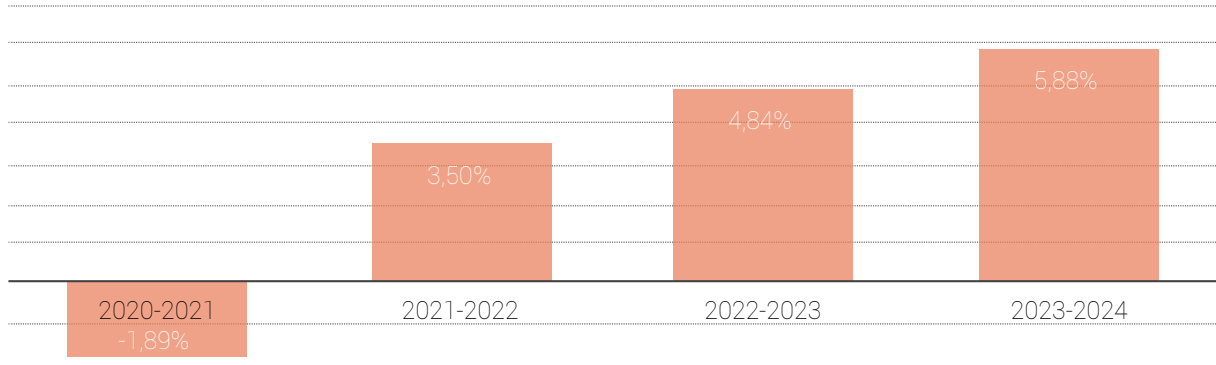


% Revenue increase over the MTEF period:

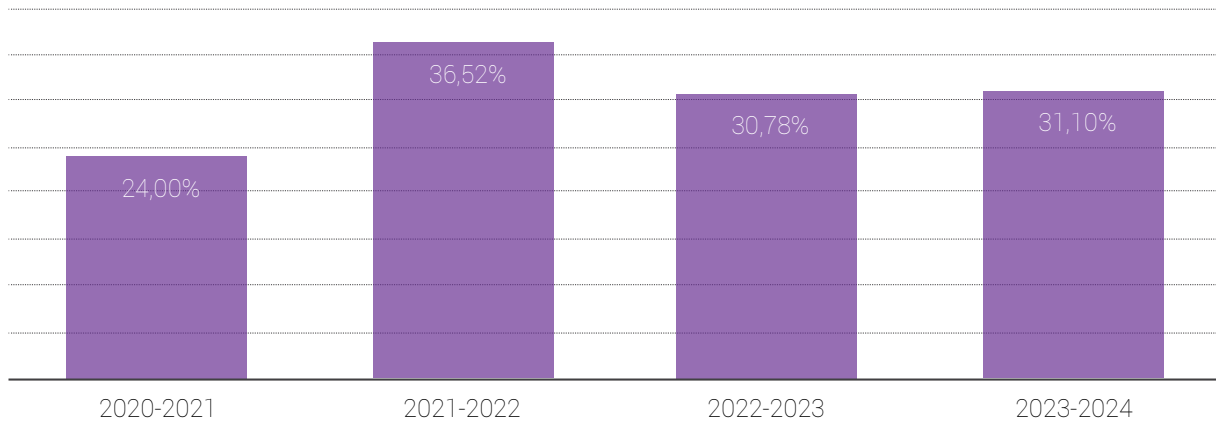
Due to the uncertainties and impact of COVID-19, the estimated revenue for the current year and the MTEF period is not sufficient to address by and large the skills development needs of the sector.

HWSETA's administration expenditure projections are between 3.5% to 5.9% 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 some of its obligations relating to operations. The uncertainty brought by COVID-19 has resulted in the HWSETA exceeding the 10.5% administration budget provision due to the budget for the skills development levy revenue significantly reduced.

% MOVEMENT IN ADMINISTRATION EXPENDITURE OVER THE MTEF



ADMINISTRATION EXPENDITURE AS A PERCENTAGE OF INCOME



The levy income administration (administration funds) of R115 771 000 for 2021/2022 is made up of skills development levy of R42 262 000 and government levy of R73 509 000.

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.

4.2 Relating expenditure trends to strategic outcome-oriented goals

Discretionary grant funding of R283 million, R293 million and R306 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, 2018-2019 and 2019-2020, the HWSETA has committed 116% and 177% of its discretionary grant reserve respectively for funding, with exceptional performance against predetermined targets.

4.3 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 effects of Covid-19. ERP may not yield efficiencies immediately as such systems take time to be optimally in use	Target in cognisance of the effects of Covid-19 on the HWSETA and the sector at large. Find innovative ways of saving costs such as funding online training instead of face contact which requires costs for venue, travelling accommodation and meals. 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	Skills Development Providers straggling to offer training during National Disaster lockdown regulations as they may not have infrastructure for e-learning	Change management to be applied where e-learning is phased in gradually, where a hybrid of training is offered at first, and then swiftly moving to fully embracing e-learning
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	Health sector colleges not having sufficient educators due to changes in professional landscape	Offer post-graduate bursaries to colleges with revised landscapes such as the Nursing Profession.
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	Not having access to school pupils in order to conduct career exhibitions due to Covid-19 National Disaster regulations of social distancing.	Partner with Basic Education Career Development Section (Khetha) in order to collaboratively offer career development Train Life Orientation Teachers as Career Development Practitioners on health and welfare sector careers and funding programmes of the HWSETA. These Teachers will make career awareness to their students thus conducting career development on behalf of the HWSETA

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 5year 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 financial constraints due to lack of funding resulting from diversion of funds to fight the spread and the effects of Covid-19	NGOs need to align themselves with the Countries agenda to fight Covid-19 and its effects thereby making themselves relevant to addressing the needs of the society during Covid-19
The HWSETA supports skills development for entrepreneurial and cooperative activities, as well as the establishment of new enterprises and cooperatives in the strategic period	Retrenchments of staff and closure of small businesses due to Covid-19 National Disaster lockdown restrictions may reduce the number of businesses meeting the threshold to pay skills levy and thus affect the budget of the HWSETA	The HWSETA needs to monitor economic trends and its income so as to pro-actively revise its annual plans.



PART D:

TECHNICAL INDICATOR DESCRIPTOR

Output Indicator 1	
Indicator Title	Number of rural and provincial skills development projects funded by the HWSETA to develop and address mid-level skills in the reporting period
Definition	This indicator measures the number of rural and provincial mid-level skills development projects funded by the HWSETA. Mid-level skills development programmes are those aligned or pitched at NQF level 4 to 6.
Source of Data	Employers participating in rural and provincial projects Proposals for funding (when available)
Method of Calculating/Measuring	Performance against this indicator will be measured by counting the number of partnership agreements signed with relevant stakeholders based on projects.
Assumptions	The health and social development will make their rural and provincial priorities known to the HWSETA and will play their role in ensuring that there are partnership agreements in place and that these get implemented
Means of verification	MoAs signed by the HWSETA and stakeholders to support rural and provincial projects
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	The HWSETA will fund rural and provincial skills development projects
Indicator Responsibility	Projects Manager
Indicator Weight	4%

Output Indicator 2	
Indicator Title	Number of employers in the sector who open-up their workplaces for learning through partnerships with the HWSETA in the reporting period
Definition	This indicator measures the number of employers who enter into partnerships with the HWSETA to place learners funded by the HWSETA in workplaces for workplace-based positions
Source of Data	Employers participating in learnerships, internships, TVET WIL, University WIL, and artisans
Method of Calculating/Measuring	Each employer is calculated once even though participation may involve a number of learning programmes
Means of verification	List of all employers participating in workplace-based training MoAs between the HWSETA and employers that participate in learnerships, internships, TVET WIL, University WIL, and artisans
Assumptions	Employers who enter-into these partnerships will not decommit
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	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
Indicator Responsibility	Projects Manager Learning Programme Manager
Indicator Weight	4%

Output Indicator 3(1)	
Indicator Title	Number of workers whose learner agreements are registered with the HWSETA for learnerships as industry funded or HWSETA funded in the reporting period
Definition	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. Those that are funded will constitute a minimum of 60%.
Source of Data	Employers Training Providers Learners
Method of Calculating/Measuring	Each worker has one learner agreement per learnership and each learner agreement is counted once whether funded by HWSETA or by the industry
Means of verification	MoAs (for HWSETA funded learners) Learner schedule or database Learner agreement forms ID copy of learner (availability is dependent on learner consent)
Assumptions	Learners enrolled on learnerships established by the HWSETA have learner agreements registered with the HWSETA whether they are funded by the HWSETA or by industry.
Disaggregation of Beneficiaries	A number of factors come into play in the recruitment and selection of beneficiaries, particularly the employed. This therefore makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Employers therefore will be encouraged to endeavor to include the following percentages of targeted populations: 50% women 40% youth 5% persons with disability The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	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
Indicator Responsibility	Learning Programme Manager
Indicator Weight	3,4%

Output Indicator 3(2)	
Indicator Title	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
Definition	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.
Source of Data	Employers Training Providers Learners

Method of Calculating/Measuring	Learners that were registered with the HWSETA, whether funded by the HWSETA or the Industry, for learnerships who complete the programme will be recorded as achievements against this indicator
Means of verification	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 completion.
Assumptions	Employers and/or training providers will timeously report completions to the HWSETA
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Completions of learnership programmes are reported by employers and training providers timeously so as to improve efficiencies in reporting
Indicator Responsibility	Learning Programme Manager
Indicator Weight	0,3%

Output Indicator 4(1)

Indicator Title	Number of employed apprentices and trainee technicians entered into the HWSETA funded apprenticeship programme in the reporting period
Definition	This indicator identifies the number of apprentices and trainee technicians supported by the HWSETA through funding
Source of Data	Employer organisations Skills Development Providers Learners
Method of Calculating/Measuring	Each apprentice or trainee technician is counted once
Means of verification	MoAs Learner agreements ID copy of learner (availability is dependent on learner consent)
Assumptions	Learners funded by the HWSETA for apprenticeships or as trainee technicians successfully complete their training
Disaggregation of Beneficiaries	A number of factors come into play in the recruitment and selection of beneficiaries, particularly the employed. This therefore makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Employers therefore will be encouraged to endeavor to include the following percentages of targeted populations: 20% women 40% youth The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Employers should register learner agreements of all learners enrolled for apprenticeships funded by the HWSETA
Indicator Responsibility	Learning Programme Manager
Indicator Weight	2,8%

Output Indicator 4(2)	
Indicator Title	Number of employed apprentices and trainee technicians reported to the HWSETA as having completed apprenticeships funded by the HWSETA in the reporting period
Definition	This indicator identifies the number of apprentices or trainee technicians who are reported as having completed apprenticeships that were funded by 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.
Source of Data	Employers Skills Development Providers Learners
Method of Calculating/Measuring	One proof of completion will be calculated once
Means of verification	Proof of completion in the form of statement of results or qualification certificate.
Assumptions	Employers and/or Skills Development Providers will timeously report completions to the HWSETA
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Completions of apprenticeships programmes are reported by employers and skills development providers timeously so as to improve efficiencies in reporting
Indicator Responsibility	Learning Programme Manager
Indicator Weight	0,3%

Output Indicator 5	
Indicator Title	Number of monitoring, evaluation, and impact studies, including tracer studies, completed and confirmed by key stakeholders ¹⁹ in the reporting period
Definition	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. The key stakeholders that can confirm these reports include HWSETA implementing managers, executive managers, and/or Board Committees
Source of Data	Monitoring, evaluation, and impact study reports, including tracer study reports
Method of Calculating/Measuring	Total number of M&E reports completed and then confirmed by stakeholders
Means of Verification	Monitoring, evaluation, and impact study reports, including tracer study reports Confirmation of findings by key stakeholders
Assumptions	Key stakeholders, particularly HWSETA implementing managers will timeously provide the M&E officers and Impact Assessment Practitioner with all documentation required to conduct the studies

¹⁹ Stakeholders include HWSETA implementing managers, executive managers, and/or Board Committees

Disaggregation of Beneficiaries	Targets for Women: N/A Disaggregation of Beneficiaries Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	M&E Officer or Impact Assessment Practitioner will conduct a credible monitoring and evaluation study whose results can be confirmed by key stakeholders as measuring the performance of programmes and projects of the HWSETA
Indicator Responsibility	Manager responsible for programme under review M&E Officer Impact Assessment Practitioner
Indicator weight	2,5%

Output Indicator 6(1)

Indicator Title	Number of workers entered-into the HWSETA post-graduate bursary programme in the reporting period
Definition	This indicator identifies the number of workers funded by the HWSETA through post-graduate bursaries
Source of Data	Universities who signed MoAs with the HWSETA for Post-Graduate Bursaries
Funded Post-Graduate Students	
Method of Calculating/Measuring	Each post-graduate student that is employed who accepts the HWSETA bursary by signing a registration form will form part of the actual achievement against this indicator
Means of verification	MoAs Learner agreement or registration form ID copy of learner (availability is dependent on learner consent)
Assumptions	Learners funded through post-graduate bursaries will successfully complete their qualifications
Disaggregation of Beneficiaries	A number of factors come into play in the recruitment and selection of beneficiaries, particularly the employed. This therefore makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Employers/training institutions therefore will be encouraged to endeavor to include the following percentages of targeted populations: 50% women 40% youth 5% persons with disability The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Learners should sign HWSETA registration forms to accept the bursary
Indicator Responsibility	Research Manager
Indicator Weight	1,4%

Output Indicator 6(2)	
Indicator Title	Number of workers re-entered-into the HWSETA post-graduate bursaries in the reporting period
Definition	This indicator identifies the number of workers funded by the HWSETA through post-graduate bursaries who re-register for the next level of a multi-year qualification
Source of Data	Universities who signed MoAs with the HWSETA for Post-Graduate Bursaries Funded Post-Graduate Students
Method of Calculating/Measuring	Each post-graduate student that is employed who accepts the HWSETA bursary by signing a re-registration form will form part of the actual achievement against this indicator
Means of verification	MoAs Learner registration form ID copy of learner (availability is dependent on learner consent)
Assumptions	Learners funded on post-graduate bursaries are registered with the HWSETA.
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Learners should sign HWSETA registration forms to accept the bursary
Indicator Responsibility	Research Manager
Indicator Weight	0,5%

Output Indicator 6(3)	
Indicator Title	Number of workers reported to the HWSETA for having completed postgraduate qualifications funded by the HWSETA in the reporting period
Definition	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.
Source of Data	Universities who signed MoAs with the HWSETA for Post-Graduate Bursaries Funded Post-Graduate Students
Method of Calculating/Measuring	Each post-graduate student that is employed who received a bursary from the HWSETA to fund post-graduate studies and then completes his or her studies will form part of the actual achievement against this indicator
Means of verification	Proof of completion for Honours, Post-Qualification and Master's degree and PhDs through course work will be in the form of statement of results or qualification certificate. Proof of completion for Master's and PhDs through dissertation only will include a dissertation signed by the student and letter from the supervisor or examiner stating that the dissertation has been completed.
Assumptions	Funded Post-Graduate Students will timeously report completions to the HWSETA
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Completions are reported by learners timeously so as to improve efficiencies in reporting
Indicator Responsibility	Research Manager
Indicator Weight	0,3%

Output Indicator 6(4)	
Indicator Title	Number of workers entered-into the HWSETA under-graduate bursaries in the reporting period
Definition	This indicator identifies the number of workers funded by the HWSETA through under-graduate bursaries
Source of Data	Universities who signed MoAs with the HWSETA for Under-Graduate Bursaries Funded Under-Graduate Students
Method of Calculating/Measuring	Each under-graduate student that is employed who accepts the HWSETA bursary by signing a registration form will form part of the actual achievement against this indicator
Means of verification	MoAs Learner registration form ID copy of learner (availability is dependent on learner consent)
Assumptions	Learners funded through post-graduate bursaries will successfully complete their qualifications
Disaggregation of Beneficiaries	A number of factors come into play in the recruitment and selection of beneficiaries, particularly the employed. This therefore makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Employers/training institutions therefore will be encouraged to endeavor to include the following percentages of targeted populations: 50% women 40% youth 5% persons with disability The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Learners should sign HWSETA registration forms to accept the bursary
Indicator Responsibility	Projects Manager
Indicator Weight	1,4%

Output Indicator 6(5)	
Indicator Title	Number of workers re-entered-into the HWSETA under-graduate bursaries in the reporting period
Definition	This indicator identifies the number of workers funded by the HWSETA through under-graduate bursaries who re-register for the next level of a multi-year qualification
Source of Data	Universities who signed MoAs with the HWSETA for Under-Graduate Bursaries Funded Under-Graduate Students
Method of Calculating/Measuring	Each under-graduate student that is employed who accepts the HWSETA bursary by signing a registration form will form part of the actual achievement against this indicator
Means of verification	MoAs Learner registration form ID copy of learner (availability is dependent on learner consent)
Assumptions	Learners funded on under-graduate bursaries are registered with the HWSETA.
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Learners should sign HWSETA registration forms to accept the bursary
Indicator Responsibility	Projects Manager
Indicator Weight	0,5%

Output Indicator 6(6)	
Indicator Title	Number of workers reported to the HWSETA for having completed under-graduate qualifications funded by the HWSETA in the reporting period
Definition	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 five years.
Source of Data	Universities who signed MoAs with the HWSETA for Under-Graduate Bursaries Funded Under-Graduate Students
Method of Calculating/Measuring	Each under-graduate student that is employed who received a bursary from the HWSETA to fund under-graduate studies and then completes his or her studies will form part of the actual achievement against this indicator
Means of verification	Proof of completion in the form of statement of results or qualification certificate.
Assumptions	Students will timeously report completions to the HWSETA
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Completions are reported by learners timeously so as to improve efficiencies in reporting
Indicator Responsibility	Projects Manager
Indicator Weight	0,3%

Output Indicator 7(1)	
Indicator Title	Number of unemployed graduates entered-into the internship programme funded by the HWSETA in the reporting period
Definition	This indicator identifies the number of unemployed persons who are placed on work experience programmes funded by the HWSETA after completing their qualifications
Source of Data	Employer organisations Funded Learners
Method of Calculating/Measuring	Learners that have obtained a qualification that are placed with employers in the health and social development sector on an internship programme that is funded by the HWSETA are reported as achievements against this indicator
Means of verification	MoAs with employers participating in the internship programme of the HWSETA Internship agreement or registration form ID copy of learner (availability is dependent on learner consent)
Assumptions	Employers will expose unemployed graduates to work experience that will help them to find jobs.
Disaggregation of Beneficiaries	A number of factors come into play in the recruitment and selection of beneficiaries. This therefore makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Employers therefore will be encouraged to endeavor to include the following percentages of targeted populations: 50% women 60% youth 5% persons with disability The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	All unemployed graduates that are placed on internship programmes should find jobs before the internship ends
Indicator Responsibility	Projects Manager
Indicator Weight	1,6%

Output Indicator 7(2)	
Indicator Title	Number of unemployed graduates reported to the HWSETA as having completed the internship programme funded by the HWSETA in the reporting period
Definition	This indicator identifies the number of unemployed graduates who completed internship programmes funded by the HWSETA. The completion may be at resignation, which may be prior to the end of the internship programme or at the end of the internship programme.
Source of Data	Employer Organisation Learners
Method of Calculating/Measuring	All interns funded by the HWSETA who complete the internship either due to it coming to an end or on resignation of an intern due to finding a job will be counted as an achievement against this indicator
Means of verification	Proof of completion in the form of employer report
Assumptions	Employer organisation will timeously report completions to the HWSETA
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Completions are reported by employer organisations timeously so as to improve efficiencies in reporting
Indicator Responsibility	Projects Manager
Indicator Weight	0,3%

Output Indicator 8(1)	
Indicator Title	Number of workers entered- into credit and non-credit bearing skills programmes funded by the HWSETA in the reporting period
Definition	This indicator identifies the number of workers funded by the HWSETA for skills programmes that are aligned to the NQF or non-aligned to the NQF. These cater for the critical skills required by the workers. These skills may be obtained through formal or informal forms of education.
Source of Data	Employer organisations Funded learners
Method of Calculating/Measuring	All workers funded for skills programmes by the HWSETA are recorded as achievements against this indicator by the HWSETA.
Means of verification	MoAs with employers participating in skills programmes Learner agreement or registration form ID copy of learner (availability is dependent on learner consent)
Assumptions	Learners should attend the skills programme and complete it.
Disaggregation of Beneficiaries	A number of factors come into play in the recruitment and selection of beneficiaries, particularly the employed. This therefore makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Employers therefore will be encouraged to endeavor to include the following percentages of targeted populations: 50% women 40% youth 5% persons with disability The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Employer organisations should register their learner agreements with the HWSETA.
Indicator Responsibility	Learning Programme Manager
Indicator Weight	2,4%

Output Indicator 8(2)	
Indicator Title	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
Definition	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
Source of Data	Employer organisations Funded learners
Method of Calculating/Measuring	All workers funded for skills programmes by the HWSETA who complete the skills programme are recorded as achievements against this indicator.
Means of verification	Proof of completion in the form of statement of results or certificate of completion. For HWSETA skills programmes, the endorsement of learner results by the HWSETA through a verification report will be accepted as proof completion.
Assumptions	Employer organisations will timeously report completions to the HWSETA
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Completions are reported by employer organisations timeously so as to improve efficiencies in reporting
Indicator Responsibility	Learning Programme Manager
Indicator Weight	0,3%

Indicator 9	
Indicator Title	Number of cooperatives in the health and welfare sector whose skills needs are funded by the HWSETA per year
Definition	This indicator identifies and supports skills development needs of cooperatives in the health and welfare sector.
Source of Data	Members of Cooperatives
Method of Calculating/Measuring	Cooperatives that have been funded are reported as achievements
Means of Verification	MoA or SLA with relevant stakeholder Registration of Cooperative
Assumptions	Cooperatives will identify skills needs relevant to their core business
Disaggregation of Beneficiaries	Priority will be given to cooperatives with a majority of women as part of membership and also youth.
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	The HWSETA will fund skills development priorities of cooperatives
Indicator Responsibility	Projects Manager
Indicator Weight	2,5%

Indicator 10	
Indicator Title	Number of small and emerging businesses from the health and welfare sector whose skills needs are funded by the HWSETA per year
Definition	This indicator identifies skills development needs of small and emerging businesses in the health and welfare sector. The Revised Schedule 1 of the National Definition of Small Enterprise in South Africa defines small businesses as those that have 11-50 paid employees and medium businesses as those that have 51-250 paid employees. Emerging organisations are growing organisations that can have one employee to 10 employees.
Source of Data	Small and Emerging business that have been funded for skills development are reported as achievements
Method of Calculating/Measuring	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
Means of Verification	MoAs with small and emerging businesses Schedule of funded small and emerging businesses
Assumptions	The HWSETA will fund skills development priorities of small and emerging businesses
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	The HWSETA will fund skills development priorities of small and emerging businesses
Indicator Responsibility	WSP Manager
Indicator Weight	2,5%

Indicator 11 (1)	
Indicator Title	Number of officials from NGOs and NPOs funded by the HWSETA for skills development per year
Definition	This indicator identifies the number of employees from NGOs and/or NPOs that have been exposed to some form of skills development programme by the HWSETA
Source of Data	Employees from NGOs and/or NPOs
Method of Calculating/Measuring	Officials exposed to skills development programmes through HWSETA funding will be recorded as achievements against this indicator
Means of verification	MoAs with NPOs and NGOs Schedule or list of official that have been trained Attendance registers of the training
Assumptions	The HWSETA will fund skills development priorities of NGOs/NPos
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	The HWSETA will fund skills development priorities of NGOs/NPos
Indicator Responsibility	Projects Manager
Indicator Weight	2,9%

Indicator 11 (2)	
Indicator Title	Number of officials from Trade Unions funded by the HWSETA for skills development per year
Definition	This indicator identifies the number of employees from Trade Unions that have been exposed to some form of skills development programme by the HWSETA
Source of Data	Questionnaires completed by Trade unions and employees trained
Method of Calculating/Measuring	Officials exposed to skills development programmes through HWSETA funding will be recorded as achievements against this indicator
Means of verification	MoAs with Trade Unions or SLA with service provider Schedule or list of official that have been trained Attendance registers of the training
Assumptions	The HWSETA will fund skills development priorities of Trade Unions
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	The HWSETA will fund skills development priorities of Trade Unions
Indicator Responsibility	Projects Manager
Indicator Weight	2%

Output Indicator 12	
Indicator Title	Number of SSP updates and applied research reports ²⁰ completed and confirmed by key stakeholders ²¹ in the reporting period
Definition	The reports the latest SSP update and number of research reports ²² produced per financial year. The SSP Update is acknowledged by the DHET and the research reports are confirmed by one of the HWSETA Board Committees
Source of Data	SSP Update Research reports
Method of Calculating/Measuring	Number of research reports and latest SSP update 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.
Means of verification	Research reports Submission to one of the Board Committees SSP update signed by the Board Chairperson Proof of submission to the DHET
Assumptions	These should be first planned for in the research agenda
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-Cumulative
Reporting Cycle	Quarterly
Desired Performance	To cover at least one NSDP outcome in each research report Research report findings to be included in the SSP Update
Indicator Responsibility	Research Manager
Indicator Weight	3%

²⁰ 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

²¹ Confirmation of SSP update and research reports by stakeholders refers to the presentation of findings to one of the Board Committees

²² 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

Indicator 13(1)	
Indicator Title	Number of WSPs and ATRs approved for Small firms per year
Definition	This indicator measures the number of small firms whose Workplace Skills Plans/Annual Training Reports (WSPs/ATRs) were evaluated and approved by the HWSETA during the reporting period. Small firms are firms that have 0-49 employees
Source of Data	List of Small Firms with approved WSPs/ATRs Access to the WSP ERP module
Method of Calculating/Measuring	Small firms whose WSPs are approved will be recorded as achievements against this indicator
Means of verification	List of Small Firms with approved WSPs/ATRs Access to the WSP ERP module
Assumptions	Small firms will submit WSPs/ATRs that meet minimum standards for approval
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	The Small firms will submit WSPs/ATRs that meet minimum standards for approval
Indicator Responsibility	WSP Manager
Indicator Weight	0,5%

Indicator 13(2)	
Indicator Title	Number of WSPs and ATRs approved for Medium firms per year
Definition	This indicator measures the number of medium firms whose Workplace Skills Plans/Annual Training Reports (WSPs/ATRs) were evaluated and approved by the HWSETA during the reporting period. Medium firms are firms that have 50-149 employees
Source of Data	List of Medium Firms with approved WSPs/ATRs Access to the WSP ERP module
Method of Calculating/Measuring	Medium firms whose WSPs are approved will be recorded as achievements against this indicator
Means of verification	List of Medium Firms with approved WSPs/ATRs Access to the WSP ERP module
Assumptions	Medium firms will submit WSPs/ATRs that meet minimum standards for approval
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	The Medium firms will submit WSPs/ATRs that meet minimum standards for approval
Indicator Responsibility	Projects Manager
Indicator Weight	0,5%

Indicator 13(3)	
Indicator Title	Number of WSPs and ATRs approved for Large firms per year
Definition	This indicator measures the number of large firms whose Workplace Skills Plans/Annual Training Reports (WSPs/ATRs) were evaluated and approved by the HWSETA during the reporting period. Large firms are firms that have 150> employees
Source of Data	List of Large Firms with approved WSPs/ATRs Access to the WSP ERP module
Method of Calculating/Measuring	Larger firms whose WSPs are approved will be recorded as achievements against this indicator
Means of verification	List of Large Firms with approved WSPs/ATRs Access to the WSP ERP module
Assumptions	Large firms will submit WSPs/ATRs that meet minimum standards for approval
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	The Large firms will submit WSPs/ATRs that meet minimum standards for approval
Indicator Responsibility	Projects Manager
Indicator Weight	0,5%

Indicator 14	
Indicator Title	Number of projects funded through discretionary grants aimed at public sector education and training in the reporting period
Definition	This indicator measures the number of skills development projects of the public sector, particularly but not limited to the Departments of Health and Social Development, that are supported by the HWSETA through discretionary grant funding in the reporting period.
Source of Data	MoAs signed by the HWSETA to support the skills development projects of the Departments of Health and Social Development and other public sector institutions
Method of Calculating/Measuring	Number of skills development projects of the Departments of Health and Social Development and other public sector institutions supported by the HWSETA
Means of Verification	MoAs signed by the HWSETA with the Departments of Health and Social Development and other public sector institutions
Assumptions	The HWSETA will fund skills development priorities of the department of social development and health and other public sector institutions
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	The HWSETA will fund skills development priorities of the department of social development and health and other public sector institutions
Indicator Responsibility	Projects Manager
Indicator Weight	4%

Indicator 15(1)	
Indicator Title	Number of school and post-school youths, mainly from rural areas, reached through career development awareness programmes in the reporting period
Definition	This indicator measures exposure of pupils to career guidance services, especially those from rural areas.
Source of Data	The Marketing division will provide attendance registers, report on the event
Method of Calculating/Measuring	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
Means of verification	Attendance register signed by pupils who attended the training Report of the event
Assumptions	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
Disaggregation of Beneficiaries	Rural schools serviced should at least be 50% and a majority of learners should be the youth
Reporting Cycle	Annually
Desired Performance	The Marketing division will make career guidance services available to pupils from rural schools
Indicator Responsibility	Marketing Manager Provincial Managers
Indicator Weight	1,9%

Indicator 15(2)	
Indicator Title	Number of career guidance practitioners funded for training by the HWSETA in the reporting period
Definition	This indicator identifies career guidance practitioners trained by the HWSETA who offer their services to rural schools
Source of Data	Career guidance practitioners
Method of Calculating/Measuring	Practitioners who attend training will be recorded as achievements against this indicator
Means of verification	MoA with relevant stakeholder or SLA with service provider Schedule or list of funded practitioners Attendance register from the training
Assumptions	Selection will enquire on area of practice if it covers rural schools
Disaggregation of Beneficiaries	Rural schools serviced should at least be 50% and a majority of learners should be the youth
Reporting Cycle	Annually
Desired Performance	Rural schools serviced should at least be 50%
Indicator Responsibility	Learner Achievement Manager Provider Accreditation Manager
Indicator Weight	1%

Indicator 16 (1)	
Indicator Title	Number of lectures from TVET Colleges and other public colleges funded by the HWSETA for skills development in the reporting period
Definition	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. 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.
Source of Data	MoA Schedule or list of lecturers funded Registration forms of lecturers funded ID copy of lecturers funded (availability is dependent on learner consent)
Method of Calculating/Measuring	All lecturers funded for skills development programmes by the HWSETA are recorded as achievements against this indicator by the HWSETA
Means of Verification	MoA Registration forms of lecturers funded ID copy of lecturers funded (availability is dependent on learner consent) Schedule or list of lecturers funded
Assumptions	Lecturer funded will complete the programme
Disaggregation of Beneficiaries	A number of factors come into play in the recruitment and selection of beneficiaries, particularly the employed. This therefore makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Employers therefore will be encouraged to endeavor to include the following percentages of targeted populations: 50% women 40% youth 5% persons with disability The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
Reporting Cycle	Quarterly
Desired Performance	Employer organisations should register their learner agreements with the HWSETA
Indicator Responsibility	Projects Manager
Indicator Weight	4%

Indicator 16 (2)	
Indicator Title	Number of lecturers from TVET and other public colleges reported to the HWSETA as having completed training funded by the HWSETA in the reporting period
Definition	This indicator measures the number of lectures from TVET Colleges and other public colleges that completed training funded by the HWSETA in the reporting period. 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.
Source of Data	Schedule or list of lecturers funded Proof of completion in the form of statement of results or qualification certificate.
Method of Calculating/Measuring	Funded learners who complete training will be recorded as achievements against this indicator

Means of verification	Proof of completion in the form of statement of results or qualification certificate.
Assumptions	TVET and other public college lecturers will timeously report completions to the HWSETA
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Completions are reported by TVET and other public college lecturers timeously so as to improve efficiencies in reporting
Indicator Responsibility	Projects Manager
Indicator Weight	0,3%

Output Indicator 17(1)	
Indicator Title	Number of students from TVET and other public colleges funded by the HWSETA for vocational and occupational training in the reporting period
Definition	This indicator identifies the number of TVET and other public colleges students funded by the HWSETA. 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.
Source of Data	TVET and other public colleges HWSETA learner database
Method of Calculating/Measuring	All learners funded through vocational bursaries by the HWSETA are recorded as achievements against this indicator by the HWSETA
Means of verification	MoA Schedule or list of learners Learner registration forms ID copy of learner (availability is dependent on learner consent)
Assumptions	Learners funded for vocational training will complete the programme.
Disaggregation of Beneficiaries	A number of factors come into play in the recruitment and selection of beneficiaries, particularly the employed. This therefore makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Employers therefore will be encouraged to endeavor to include the following percentages of targeted populations: Proof of completion in the form of statement of results or qualification certificate. 50% women 60% youth 5% persons with disability The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Employer organisations should register their learner agreements with the HWSETA
Indicator Responsibility	Projects Manager
Indicator Weight	4%

Output Indicator 17(2)	
Indicator Title	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
Definition	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. 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.
Source of Data	TVET or other public colleges Learners
Method of Calculating/Measuring	Funded learners who complete training will be recorded as achievements against this indicator
Means of verification	Proof of completion in the form of statement of results or qualification certificate.
Assumptions	TVET and other public colleges will timeously report completions to the HWSETA
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Completions are reported by TVET and other public college timeously so as to improve efficiencies in reporting
Indicator Responsibility	Projects Manager
Indicator Weight	0,3%

Output Indicator 18	
Indicator Title	Percentage of filled positions in the organizational structure of the HWSETA which facilitate the delivery of its mandate and achievement of its targets in the reporting period
Definition	This indicator measures the number of positions filled on the approved organogram, at the end of each quarter, in the reporting period
Source of Data	Organogram of the HWSETA showing filled and vacant positions
Method of Calculating/Measuring	Number of filled positions against total positions existing in the organogram of the HWSETA
Means of Verification	Organogram of the HWSETA showing filled and vacant positions
Assumptions	Organogram will be updated at the end of every quarter List of current employee contracts of the HWSETA will be updated monthly
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Cumulative (year-to-date)
Desired Performance	95% of positions in the approved organogram will be filled by the end of each financial year
Indicator Responsibility	HR Manager
Indicator Weight	2%

Indicator 19 (1)	
Indicator Title	Number of skills development providers accredited and re-accredited ²³ by the HWSETA in the reporting period
Definition	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
Source of Data	List of Accredited and/or re-accredited skills development providers Accreditation and/or re-accreditation letter
Method of Calculating/Measuring	Organisations whose application for accreditation or re-accreditation are successful and are thus issued an accreditation or re-accreditation letter are recorded as achievements against this indicator
Means of Verification	List of Accredited and/or re-accredited skills development providers Accreditation and/or re-accreditation letter
Assumptions	Only training providers accredited by the HWSETA will be reported
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Accredited training providers and re-accredited training providers
Indicator Responsibility	Provider Accreditation Manager
Indicator Weight	1,2%

Indicator 19(2)	
Indicator Title	Number of certificates issued by the HWSETA to learners found competent by skills development providers and confirmed by the HWSETA in the reporting period
Definition	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
Source of Data	Statement of Results, or Qualification Certificate
Method of Calculating/Measuring	Number of qualification certificates or statement of results issued per students or person
Means of Verification	Statement of Results, and/or Qualification Certificate
Assumptions	All students on skills programmes will be issued statement of results All students on full qualifications will be issued a qualification certificate
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	All students on skills programmes will be issued statement of results All students on full qualifications will be issued a qualification certificate
Indicator Responsibility	Learner Achievement manager
Indicator Weight	1,3%

²³ The accreditation and re-accreditation includes, both, primary and secondary accreditation by the HWSETA

Indicator 20	
Indicator Title	Percentage of business processes automated and integrated for efficient delivery of services to the sector in the reporting period
Definition	This indicator identifies business processes planned to be automated and integrated within a financial year
Source of Data	Business process automation and integration plan
Method of Calculating/Measuring	Number of business processes automated and integrated against total business processes planned to be automated per year
Means of verification	Business process automation and integration plan Implementation progress report
Assumptions	The business process automation and integration plan will be implemented in line with set targets
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Cumulative (year-to-date)
Reporting Cycle	Quarterly
Desired Performance	Business processes of the HWSETA are automated and integrated
Indicator Responsibility	IT Manager
Indicator Weight	2,9%

Output Indicator 21(1)	
Indicator Title	Number of workers entered- into Adult Education and Training (AET) programmes funded by the HWSETA in the reporting period
Definition	This indicator identifies the number of workers funded by the HWSETA for Adult Education and Training which may be undertaken through Community Education and training Centres
Source of Data	Employer organisations HWSETA learner database Registration form
Method of Calculating/Measuring	All learners funded for AET by the HWSETA are recorded as achievements against this indicator by the HWSETA
Means of verification	MoA Schedule or list of learners Learner registration forms ID copy of learner (availability is dependent on learner consent)
Assumptions	Learners funded for AET programmes are registered with the HWSETA.
Disaggregation of Beneficiaries	A number of factors come into play in the recruitment and selection of beneficiaries, particularly the employed. This therefore makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Employers therefore will be encouraged to endeavor to include the following percentages of targeted populations: 50% women 40% youth 5% persons with disability The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Employer organisations should register their learner agreements with the HWSETA
Indicator Responsibility	Projects Manager
Indicator Weight	1,5%

Output Indicator 21(2)	
Indicator Title	Number of workers reported to the HWSETA as having completed AET programmes funded by the HWSETA in the reporting period
Definition	This indicator identifies the number of workers who completed AET programmes funded by the HWSETA. The completion depends on the length of the programme.
Source of Data	Employer organisations Learners funded
Method of Calculating/Measuring	Funded learners who complete training will be recorded as achievements against this indicator
Means of verification	Proof of completion in the form of statement of results or qualification certificate or certificate of completion
Assumptions	Employers will timeously report completions to the HWSETA
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Employer organisations should register their learner agreements with the HWSETA
Indicator Responsibility	Projects Manager
Indicator Weight	0,3%

Indicator 22	
Indicator Title	Number of skills development initiatives of levy exempt organisations funded by the HWSETA in the reporting period
Definition	This indicator identifies skills development needs of levy exempt organisations. Levy Exempt Organisations are organisations that are exempted from paying the Skills Levy
Source of Data	levy exempt organisations
Method of Calculating/Measuring	Skills development programmes funded by the HWSETA to support levy exempt organization will be recorded as achievements. One organisation can be funded for more than one programme and all programmes where there is an agreement signed will be recorded as achievements
Means of Verification	MoAs signed by the HWSETA and levy exempt organisations
Assumptions	The HWSETA will fund skills development priorities of levy exempt organisations and health
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	The HWSETA will fund skills development priorities of levy exempt organisations
Indicator Responsibility	WSP Manager
Indicator Weight	2,9%

Output Indicator 23	
Indicator Title	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
Definition	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. This includes but is not limited to Universities, TVET and other Public Colleges, Professional Councils or Associations etc. 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.
Source of Data	List of all post-school education institutions that have signed partnership agreements with the HWSETA MoAs signed with post-school education institutions
Method of Calculating/Measuring	Each institution is calculated once even though participation may involve a number of learning programmes
Means of verification	List of all post-school education institutions that have signed partnership agreements with the HWSETA MoAs signed with post-school education institutions
Assumptions	Institutions who enter-into these partnerships will not decommit
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	All institutions who sign MOA's with the HWSETA for training learners will do so for the duration of the learning programme
Indicator Responsibility	Managers responsible for TVET WIL, University WIL, and Post-grad bursaries
Indicator Weight	4%

Output Indicator 24	
Indicator Title	Number of full and part occupational qualifications developed by the HWSETA and accepted by the QCTO for registration in the reporting period.
Definition	This indicator identifies the number of full and part-time qualifications developed by the HWSETA and accepted by the QCTO for registration in the reporting period
Source of Data	Facilitators appointed by the HWSETA Fully developed qualification Letter of submission to the QCTO Acknowledgement and acceptance letter issued by the QCTO
Method of Calculating/Measuring	Qualifications submitted to the QCTO for registration and the QCTO acknowledges them will be counted as achievements against this indicator
Means of Verification	Fully developed qualification Letter of submission to the QCTO Acknowledgement letter issued by the QCTO
Assumptions	Institution will teach learners the approved syllabus Institutions apply for certification of learners
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Cumulative (year-end)
Reporting Cycle	Annually
Desired Performance	Institutions and employers will provide quality education and employers will be willing to appoint qualified learners should there be vacancies
Indicator Responsibility	Manager Qualifications Development
Indicator Weight	1%

Indicator 25(1)	
Indicator Title	Number of workers entered-into the HWSETA RPL programme in the reporting period.
Definition	This indicator identifies workers exposed to Recognition of Prior Learning (RPL), those who obtain part-qualifications after training, and those that obtain full qualifications after training
Source of Data	Employer organisations Skills Development providers Funded learners
Method of Calculating/Measuring	This indicator identifies workers exposed to RPL, those who obtain part-qualifications after training, and those that obtain full qualifications after training
Means of verification	Schedule of list of learners Learner registration forms ID copy of learner (availability is dependent on learner consent)
Assumptions	Learners exposed to RPL will either get part-or full qualifications
Disaggregation of Beneficiaries	A number of factors come into play in the recruitment and selection of beneficiaries, particularly the employed. This therefore makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Employers therefore will be encouraged to endeavor to include the following percentages of targeted populations: 50% women 40% youth 5% persons with disability The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
Calculation Type	Non-cumulative
Reporting Cycle	All workers, that is 50% of employees from employers who submit WSPs and ATRs Women 60% People with disabilities 5%
Desired Performance	Annually but assessing cohort that has a year after successfully completing training
Indicator Responsibility	Provider Accreditation Manager Learner Achievement Manager
Indicator Weight	2,4%

Indicator 25(2)	
Indicator Title	Number of workers reported to the HWSETA as having completed the RPL programme funded by the HWSETA in the reporting period
Definition	This indicator identifies workers who complete the RPL assessments or programme.
Source of Data	Employer organisations Skills Development providers Funded learners
Method of Calculating/Measuring	Funded learners who complete assessment will be recorded as achievements against this indicator
Assumptions	Learners exposed to RPL will either get part-or full qualifications
Means of verification	RPL Assessments or employer report or certificate of completion
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A

Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Annually but assessing cohort that has a year after successfully completing training
Indicator Responsibility	Provider Accreditation Manager Learner Achievement Manager
Indicator Weight	0,3%

Output Indicator 26(1)	
Indicator Title	Number of unemployed apprentices and trainee technicians entered- into the HWSETA funded apprenticeship programme in the reporting period
Definition	This indicator identifies the number of unemployed apprentices and trainee technicians supported by the HWSETA through funding
Source of Data	Employer organisations Skills Development Providers Learners
Method of Calculating/Measuring	All learners funded for apprenticeships by the HWSETA are recorded as achievements against this indicator by the HWSETA
Means of verification	MoA Schedule or list of learners Learner registration forms ID copy of learner (availability is dependent on learner consent)
Assumptions	Learners enrolled on learnerships established by the HWSETA have learner agreements registered with the HWSETA whether they are funded by the HWSETA or industry.
Disaggregation of Beneficiaries	A number of factors come into play in the recruitment and selection of beneficiaries. This therefore makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Employers therefore will be encouraged to endeavor to include the following percentages of targeted populations: 20% women 40% youth The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Employers should register learner agreements of all learners enrolled for apprenticeships funded by the HWSETA
Indicator Responsibility	Learning Programme Manager
Indicator Weight	2,8%

Output Indicator 26(2)	
Indicator Title	Number of unemployed apprentices and trainee technicians reported to the HWSETA as having completed apprenticeships funded by the HWSETA in the reporting period
Definition	This indicator identifies the number of unemployed apprentices or technicians who are reported as having completed apprenticeships that were funded by the HWSETA. The completion of the apprenticeship depends on the length of the programme, which can span from 18 months to three years. Completions are therefore reported by employers or training providers after completion of the programme.
Source of Data	Employers Training Providers Learners
Method of Calculating/Measuring	Funded learners who complete training will be recorded as achievements against this indicator
Means of verification	Proof of completion in the form of statement of results or qualification certificate.
Assumptions	Employers and/or training providers will timeously report completions to the HWSETA
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Completions of learnership programmes are reported by employers and training providers timeously so as to improve efficiencies in reporting
Indicator Responsibility	Learning Programme Manager
Indicator Weight	0,3%

Output Indicator 27(1)	
Indicator Title	Number of unemployed persons entered into the HWSETA post-graduate bursaries in the reporting period
Definition	This indicator identifies the number of unemployed persons funded by the HWSETA through post-graduate bursaries
Source of Data	Employer organisations HWSETA learner database
Method of Calculating/Measuring	All learners funded for post-graduate studies by the HWSETA are recorded as achievements against this indicator by the HWSETA
Means of verification	MoA Learner list Learner registration forms ID copy of learner (availability is dependent on learner consent)
Assumptions	Learners funded on post-graduate bursaries are registered with the HWSETA.
Disaggregation of Beneficiaries	A number of factors come into play in the recruitment and selection of beneficiaries. This therefore makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Employers therefore will be encouraged to endeavor to include the following percentages of targeted populations: 50% women 40% youth 5% persons with disability The disaggregation of the target allocated for this indicator for the current financial year remains discretionary

Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Learners should register their learner agreements with the HWSETA
Indicator Responsibility	Research Manager
Indicator Weight	1,4%

Output Indicator 27(2)

Indicator Title	Number of unemployed persons re-entered-into the HWSETA post-graduate bursaries in the reporting period
Definition	This indicator identifies the number of unemployed persons funded by the HWSETA through post-graduate bursaries who re-register for the next level of a multi-year qualification
Source of Data	Employer organisations HWSETA learner database
Method of Calculating/Measuring	All learners funded for post-graduate studies by the HWSETA are recorded as achievements against this indicator by the HWSETA
Means of verification	Learner list Learner agreement or registration form ID copy of learner (availability is dependent on learner consent)
Assumptions	Learners funded on post-graduate bursaries are registered with the HWSETA.
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Learners should register their learner agreements with the HWSETA
Indicator Responsibility	Research Manager
Indicator Weight	0,5%

Output Indicator 27(3)

Indicator Title	Number of unemployed persons reported to the HWSETA for having completed postgraduate qualifications funded by the HWSETA in the reporting period
Definition	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.
Source of Data	Training Providers Learners
Method of Calculating/Measuring	Funded learners who complete training will be recorded as achievements against this indicator
Means of verification	Proof of completion for Honours, Post-Qualification and Master's degree and PhDs through course work will be in the form of statement of results or qualification certificate. Proof of completion for Master's and PhDs through dissertation only will include a dissertation signed by the student and letter from the supervisor or examiner stating that the dissertation has been completed.
Assumptions	Learners will timeously report completions to the HWSETA
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A

Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Completions are reported by learners timeously so as to improve efficiencies in reporting
Indicator Responsibility	Research Manager
Indicator Weight	0,3%

Output Indicator 27(4)

Indicator Title	Number of unemployed persons entered-into the HWSETA under graduate bursaries in the reporting period
Definition	This indicator identifies the number of unemployed persons funded by the HWSETA through under graduate bursaries
Source of Data	Employer organisations HWSETA learner database
Method of Calculating/Measuring	All learners funded for under graduate studies by the HWSETA are recorded as achievements against this indicator by the HWSETA
Means of verification	MoA Learner list Learner registration forms ID copy of learner (availability is dependent on learner consent)
Assumptions	Learners funded on under graduate bursaries are registered with the HWSETA.
Disaggregation of Beneficiaries	A number of factors come into play in the recruitment and selection of beneficiaries. This therefore makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Employers therefore will be encouraged to endeavor to include the following percentages of targeted populations: 50% women 40% youth 5% persons with disability The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Learners should register their learner agreements with the HWSETA
Indicator Responsibility	Learning Programme Manager
Indicator Weight	1,4%

Output Indicator 27(5)

Indicator Title	Number of unemployed persons re-entered-into the HWSETA under graduate bursaries in the reporting period
Definition	This indicator identifies the number of unemployed persons funded by the HWSETA through under graduate bursaries who re-register for the next level of a multi-year qualification
Source of Data	Employer organisations HWSETA learner database
Method of Calculating/Measuring	All learners funded for under graduate studies by the HWSETA are recorded as achievements against this indicator by the HWSETA

Means of verification	Learner list Learner registration forms ID copy of learner (availability is dependent on learner consent)
Assumptions	Learners funded on under graduate bursaries are registered with the HWSETA.
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Learners should register their learner agreements with the HWSETA
Indicator Responsibility	Learning Programme Manager
Indicator Weight	0,5%

Output Indicator 27(6)

Indicator Title	Number of unemployed persons reported to the HWSETA for having completed undergraduate qualifications funded by the HWSETA in the reporting period
Definition	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 five years.
Source of Data	Training Providers Learners
Method of Calculating/Measuring	Funded learners who complete training will be recorded as achievements against this indicator
Means of verification	Proof of completion in the form of statement of results or qualification certificate.
Assumptions	Learners will timeously report completions to the HWSETA
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Completions are reported by learners timeously so as to improve efficiencies in reporting
Indicator Responsibility	Learning Programme Manager
Indicator Weight	0,3%

Output Indicator 28(1)	
Indicator Title	Number of TVET and other public college students entered-into the internship programme funded by the HWSETA in the reporting period
Definition	This indicator identifies the number of TVET and other public college students funded by the HWSETA for work integrated programmes
Source of Data	Employer organisations Learners
Method of Calculating/Measuring	All learners funded for TVET college work integrated learning by the HWSETA are recorded as achievements against this indicator by the HWSETA
Means of verification	MoA Schedule or list of learners Learner registration forms ID copy of learner (availability is dependent on learner consent)
Assumptions	TVET and other public college students placed with employers for work integrated learning funded by the HWSETA are registered with the HWSETA.
Disaggregation of Beneficiaries	A number of factors come into play in the recruitment and selection of beneficiaries. This therefore makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Employers therefore will be encouraged to endeavor to include the following percentages of targeted populations: 50% women 40% youth 5% persons with disability The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Employer organisations should register learner registration forms for TVET work integrated with the HWSETA
Indicator Responsibility	Projects Manager
Indicator Weight	2%

Output Indicator 28(2)	
Indicator Title	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
Definition	This indicator identifies the number of TVET and other public college students who completed work integrated learning programmes funded by the HWSETA. The duration is usually 18 months
Source of Data	Employer Organisation Learners
Method of Calculating/Measuring	Funded learners who complete the programme will be recorded as achievements against this indicator
Means of verification	Proof of completion in the form of employer report
Assumptions	Employer organisation will timeously report completions to the HWSETA
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Completions are reported by employer organisations timeously so as to improve efficiencies in reporting
Indicator Responsibility	Learning Programme Manager
Indicator Weight	0,3%

Output Indicator 29(1)	
Indicator Title	Number of unemployed persons whose learner agreements are registered with the HWSETA for learnerships as industry funded or HWSETA funded in the reporting period
Definition	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.
Source of Data	Employer organisations HWSETA learner database
Method of Calculating/Measuring	All learners funded for learnerships by the HWSETA are recorded as achievements against this indicator by the HWSETA
Means of verification	MoA (for funded learners) Schedule or list of learners Learner registration forms ID copy of learner (availability is dependent on learner consent)
Assumptions	Learners enrolled on learnerships established by the HWSETA have learner agreements registered with the HWSETA whether they are funded by the HWSETA or industry.
Disaggregation of Beneficiaries	A number of factors come into play in the recruitment and selection of beneficiaries. This therefore makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Employers therefore will be encouraged to endeavor to include the following percentages of targeted populations: 50% women 40% youth 5% persons with disability The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	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
Indicator Responsibility	Learning Programme Manager
Indicator Weight	3,4%

Output Indicator 29(2)	
Indicator Title	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
Definition	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
Source of Data	Employers Training Providers Learners
Method of Calculating/Measuring	Funded learners who complete training will be recorded as achievements against this indicator

Means of verification	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 completion.
Assumptions	Employers and/or training providers will timeously report completions to the HWSETA
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Completions of learnership programmes are reported by employers and training providers timeously so as to improve efficiencies in reporting
Indicator Responsibility	Learning Programme Manager
Indicator Weight	0,3%

Output Indicator 30(1)	
Indicator Title	Number of unemployed persons entered- into credit and non-credit bearing skills programmes funded by the HWSETA in the reporting period
Definition	This indicator identifies the number of unemployed persons funded by the HWSETA for skills programmes that are aligned to the NQF or non-aligned to the NQF. These cater for the critical skills required by the unemployed persons in order to find jobs. These skills may be obtained through formal or informal forms of education.
Source of Data	Employer organisations HWSETA learner database
Method of Calculating/Measuring	Each learner is counted once
Means of verification	MoA Schedule or learner list Learner registration forms ID copy of learner (availability is dependent on learner consent)
Assumptions	Learners funded for skills programmes are registered with the HWSETA.
Disaggregation of Beneficiaries	A number of factors come into play in the recruitment and selection of beneficiaries. This therefore makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Employers therefore will be encouraged to endeavor to include the following percentages of targeted populations: 50% women 40% youth 5% persons with disability The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Employer organisations should register their learner agreements with the HWSETA
Indicator Responsibility	Learning Programme Manager
Indicator Weight	2,4%

Output Indicator 30(2)	
Indicator Title	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
Definition	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
Source of Data	Employer organisations Learners
Method of Calculating/Measuring	Funded learners who complete training will be recorded as achievements against this indicator
Means of verification	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 completion
Assumptions	Employer organisations will timeously report completions to the HWSETA
Disaggregation of Beneficiaries	Targets for Women: N/A Learners Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Completions are reported by employer organisations timeously so as to improve efficiencies in reporting
Indicator Responsibility	Learning Programme Manager
Indicator Weight	0,3%

Output Indicator 31(1)	
Indicator Title	Number of unemployed persons entered- into AET programmes funded by the HWSETA in the reporting period
Definition	This indicator identifies the number of unemployed persons funded by the HWSETA for Adult Education and Training which may be undertaken through Community Education and training Centres
Source of Data	Employer organisations HWSETA learner database
Method of Calculating/Measuring	Each learner is counted once
Means of verification	MoA Schedule or list of learners Learner registration forms ID copy of learner (availability is dependent on learner consent)
Assumptions	Learners funded for AET programmes are registered with the HWSETA.
Disaggregation of Beneficiaries	A number of factors come into play in the recruitment and selection of beneficiaries. This therefore makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Employers therefore will be encouraged to endeavor to include the following percentages of targeted populations: 50% women 40% youth 5% persons with disability The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
Calculation Type	Non-cumulative

Reporting Cycle	Quarterly
Desired Performance	Employer organisations should register their learner agreements with the HWSETA
Indicator Responsibility	Projects Manager
Indicator Weight	1,4%

Output Indicator 31(2)

Indicator Title	Number of unemployed persons reported to the HWSETA as having completed AET programmes funded by the HWSETA in the reporting period
Definition	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.
Source of Data	Employer organisations Learners
Method of Calculating/Measuring	Funded learners who complete training will be recorded as achievements against this indicator
Means of verification	Proof of completion in the form of statement of results or certificate of completion.
Assumptions	Employer organisations will timeously report completions to the HWSETA
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Completions are reported by employer organisations timeously so as to improve efficiencies in reporting
Indicator Responsibility	Projects Manager
Indicator Weight	0,3%

Output Indicator 32(1)

Indicator Title	Number of university students entered into the work integrated programmes funded by the HWSETA in the reporting period
Definition	This indicator identifies the number of university students funded by the HWSETA for work integrated learning. The duration spans from 3 months to a year
Source of Data	Employer organisations HWSETA learner database
Method of Calculating/Measuring	All learners funded for university work integrated learning by the HWSETA are recorded as achievements against this indicator by the HWSETA
Means of verification	MoA Schedule or list of learners Learner registration forms ID copy of learner (availability is dependent on learner consent)
Assumptions	University students placed with employers for work integrated learning funded by the HWSETA are registered with the HWSETA.

Disaggregation of Beneficiaries	A number of factors come into play in the recruitment and selection of beneficiaries. This therefore makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Employers therefore will be encouraged to endeavor to include the following percentages of targeted populations: 50% women 40% youth 5% persons with disability The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Employer organisations should register learner registration forms for university work integrated with the HWSETA
Indicator Responsibility	Projects Manager
Indicator Weight	3,4%

Output Indicator 32(2)	
Indicator Title	Number of university students reported to the HWSETA as having completed the work integrated programmes funded by the HWSETA in the reporting period
Definition	This indicator identifies the number of university students who completed work integrated learning programmes funded by the HWSETA.
Source of Data	Employer Organisation Learners
Method of Calculating/Measuring	Funded learners who complete the nprogramme will be recorded as achievements against this indicator
Means of verification	Proof of completion in the form of employer report
Assumptions	Employer organisation will timeously report completions to the HWSETA
Disaggregation of Beneficiaries	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Completions are reported by employer organisations timeously so as to improve efficiencies in reporting
Indicator Responsibility	Learning Programme Manager
Indicator Weight	0,3%

APP INDICATOR WEIGHTS

ABRIDGED DESCRIPTION	SOCIO-ECONOMIC STATUS	ENTRY/ COMPLETION	INDICATOR	SUB-INDICATOR	WEIGHT
Middle Level Skills Projects	n/a	n/a	1	n/a	4,0%
Employer Participation	n/a	n/a	2	n/a	4,0%
Learnerships	Employed	Entry	3	1	3,4%
Learnerships	Employed	Completion	3	2	0,3%
Artisans	Employed	Entry	4	1	2,8%
Artisans	Employed	Completion	4	2	0,3%
Track and Trace Study	n/a	n/a	5	1	4%
Under-Grad Bursary	Employed	Entry	6	1	1,4%
Post-Grad Bursary	Employed	Entry	6	1	1,4%
Under-Grad Bursary	Employed	Re-Entry	6	2	0,5%
Post-Grad Bursary	Employed	Re-Entry	6	2	0,5%
Under-Grad Bursary	Employed	Completion	6	3	0,3%
Post-Grad Bursary	Employed	Completion	6	3	0,3%
Internships	Unemployed	Entry	7	1	1,6%
Internships	Unemployed	Completion	7	2	0,3%
Skills Programmes	Employed	Entry	8	1	2,4%
Skills Programmes	Employed	Completion	8	2	0,3%
Cooperatives	n/a	n/a	9	n/a	2,5%
Small Business Support	n/a	n/a	10	n/a	2,5%
NGOs/NPOs	n/a	n/a	11	1	2,9%
Trade Unions	n/a	n/a	11	2	2,0%
Research Reports	n/a	n/a	12	1	3,9%
Large Levy Paying	n/a	n/a	13	1	0,5%
Medium Levy Paying	n/a	n/a	13	2	0,5%
Small Levy Paying	n/a	n/a	13	3	0,5%
Public Sector Projects	n/a	n/a	14	n/a	4,0%
Career Awareness	n/a	n/a	15	1	1,9%
Career Practitioner Development	Employed	Entry	15	2	1,0%
Lecturer Development	Employed	Entry	16	1	4,0%
Lecturer Development	Employed	Completion	16	2	0,3%
Vocational	n/a	Entry	17	1	4,0%

ANNUAL PERFORMANCE
PLAN

ABRIDGED DESCRIPTION	SOCIO-ECONOMIC STATUS	ENTRY/ COMPLETION	INDICATOR	SUB-INDICATOR	WEIGHT
Vocational	n/a	Completion	17	2	0,3%
Filling of Posts	n/a	n/a	18		2,0%
Accreditation	n/a	n/a	19	1	1,2%
Certification	n/a	n/a	19	4	1,3%
ERP	n/a	n/a	20	n/a	2,9%
AET	Employed	Entry	21	1	1,5%
AET	Employed	Completion	21	2	0,3%
Levy-Exempt	n/a	n/a	22	n/a	2,9%
Partnerships	Post-School	n/a	23	n/a	4,0%
Qualification Development	n/a	n/a	24	n/a	1,0%
Recognition of Prior -Learning (RPL)	n/a	Entry	25	1	2,4%
Recognition of Prior -Learning (RPL)	n/a	Completion	25	2	0,3%
Artisans	Unemployed	Entry	26	1	2,8%
Artisans	Unemployed	Completion	26	2	0,3%
Under-Grad Bursary	Unemployed	Entry	27	1	1,4%
Post-Grad Bursary	Unemployed	Entry	27	1	1,4%
Under-Grad Bursary	Unemployed	Re-Entry	27	2	0,5%
Post-Grad Bursary	Unemployed	Re-Entry	27	2	0,5%
Under-Grad Bursary	Unemployed	Completion	27	3	0,3%
Post-Grad Bursary	Unemployed	Completion	27	3	0,3%
TVET-WIL	n/a	Entry	28	1	2,0%
TVET-WIL	n/a	Completion	28	2	0,3%
University-WIL	n/a	Entry	28	3	3,4%
University-WIL	n/a	Completion	28	4	0,3%
Learnerships	Unemployed	Entry	29	1	3,4%
Learnerships	Unemployed	Completion	29	2	0,3%
Skills Programmes	Unemployed	Entry	30	1	2,4%
Skills Programmes	Unemployed	Completion	30	2	0,3%
AET	Unemployed	Entry	31	1	1,4%
AET	Unemployed	Completion	31	2	0,3%
					100,0%





MATERIALITY AND SIGNIFICANCE
FRAMEWORK POLICY

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Document Name: Materiality and Significance Framework Policy			Division: Finance
Date Approved:	Approved By: Board		Signature:
Date Revised August 2020	Version No.	Approved By:	Signature:
Period of validity – 12 months	Policy:	Procedure:	Guidelines/Annexures:
Custodian of Policy: Chief Financial Officer			Location:

1. POLICY STATEMENT

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

1.1 DEFINITIONS AND ACRONYMS

PFMA	Public Finance and Management Act of 1999 as amended
SARS	South African Revenue Service
HWSETA	Health and Welfare Sector Education and Training Authority
Executive Authority	The Department of Higher Education Science and Technology Qualitative - , relating to, measuring, or measured by the quality of something rather than its quantity.
Qualitative	relating to, measuring, or measured by the quality of something rather than its quantity.
Quantitative	relating to, measuring, or measured by the quantity of something rather than its quality
Conservative	taking a lower figure to ensure a more acceptable risk tolerance

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 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 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 is based on two main categories namely the qualitative and quantitative approaches. The policy further includes a broad outline of purchasing, expenditure approval and investments approval processes to illustrate the different levels of significance for various transactions and activities

3. NAME of the POLICY

Materiality and Significance Framework Policy.

4. PROCEDURE

4.1. Approval and Reporting Requirements

Approval of the policy will lead to its implementation within 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. It is the responsibility of the manager to ensure that employees are aware of the policy, receive adequate education and training before its implementation.

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

<p>Section 50 (1)</p>	<p>(1) The accounting authority for a public entity must - (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>	<p>Both quantitative and qualitative aspects as referred in sections 5.1 and 5.2 define materiality for purposes of section 50(1) (c).</p>
<p>Section 55 (2)</p>	<p>(b) include particulars of – (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 in sections 5.1 and 5.2 define materiality for purposes losses through criminal conduct. 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>
<p>Section 66 (1)</p>	<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 – (a) is authorised by this Act; and (b) in the case of public entities, is also authorised by other legislation not in conflict with this Act; and (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 as set in terms of the Borrowing Powers of Provincial Governments Act, 1996 (Act No 48 of 1996).</p>	<p>The HWSETA acts within the ambit as set by this clause.</p>
<p>Section 54 (2)</p>	<p>(1) Before a public entity concludes any of the following transactions, the accounting authority for the public entity must promptly and in writing inform the relevant treasury of the transaction and submit relevant particulars of the transaction to its executive authority for approval of the transaction (a) establishment or participation in the establishment of a company; (b) participation in a significant partnership, trust, unincorporated joint venture or similar arrangement (c) acquisition or disposal of a significant shareholding in a company (d) acquisition or disposal of a significant asset (e) commencement or cessation of a significant business activity; and (f) a significant change in the nature or extent of its interest in a significant partnership, trust, unincorporated joint venture or similar arrangement.</p>	<p>The HWSETA acts within the ambit as set by this clause.</p>

5. PROCEDURE

QUANTITATIVE ASPECTS

5.1 MATERIALITY LEVEL

The more conservative materiality levels have been set and will be used for all classes of transactions. The levels of a material loss are assessed as R3 500 000 (R3 300 000: 2020/21) annually and R295 000 (R276 000: 2020/21) 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 materiality value at 0,5 % of revenue, the following factors were considered:

- **Nature of the HWSETA's business.**
HWSETA is funded through levies collected by the Department of Higher Education, Science and Technology, through SARS, and the interest earned on the investments in call deposit accounts. An estimate of 87.5% of these levies received are then channelled back to the sectors mandatory grants (25%) and discretionary grants (62.5%). Therefore, HWSETA can be seen as a conduit for the redistribution of funds received for learning needs, back into the sector. Given the nature of HWSETA as a revenue-driven organisation, preference is given to the gross revenue as the basis of defining the level of materiality.
- **Statutory requirements applicable to 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 lower level of materiality (i.e. closer to the lower level of the acceptable percentage range of give a percentage) is granted because HWSETA is governed by various legal frameworks and its responsibility and accountability to its stakeholders and public.
- **The control and inherent risks associated with the HWSETA.**
The risk control of HWSETA and materiality level conclusions are based on the following factors
- **Existence of proper and appropriate governance structures;**
 - An Audit and Risk Committee that closely monitors the control environment of the HWSETA was established;
 - The function of internal audit was outsourced to a reputable firm; The three year internal audit plan informed by annual risk assessments is performed, reviewed and agreed upon by the Audit and Risk Committee; The function of financial management is performed by qualified accountants;
 - The results of internal audit reports are assessed; and Risks identified in the annual risk assessment are considered accordingly.

QUALITATIVE ASPECTS

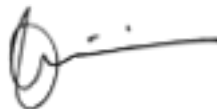
Materiality is not merely related to the size of the entity and the elements of its financial statements. Obviously, misstatements that are large either individually or in the aggregate may affect a “reasonable” user’s judgment. However, misstatements may also be material on qualitative grounds. These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

- New ventures that the HWSETA enters into;
- Unusual transactions entered into that are not of a repetitive, and are purely disclosable due to their nature, and have an impact on decision making by users of financial statements;
- Transactions entered into that could result in reputation risk to the HWSETA;
- The nature and circumstances relating to any fruitless and wasteful expenditure and unauthorised expenditure incurred by or on behalf of the HWSETA;
- Any fraudulent or dishonest behaviour of an officer or staff of the HWSETA at senior or management level; and
- Procedures/processes required by legislation or regulation (e.g. PFMA and the Treasury Regulations).

As approved by the Board of the HWSETA on 15 September 2020

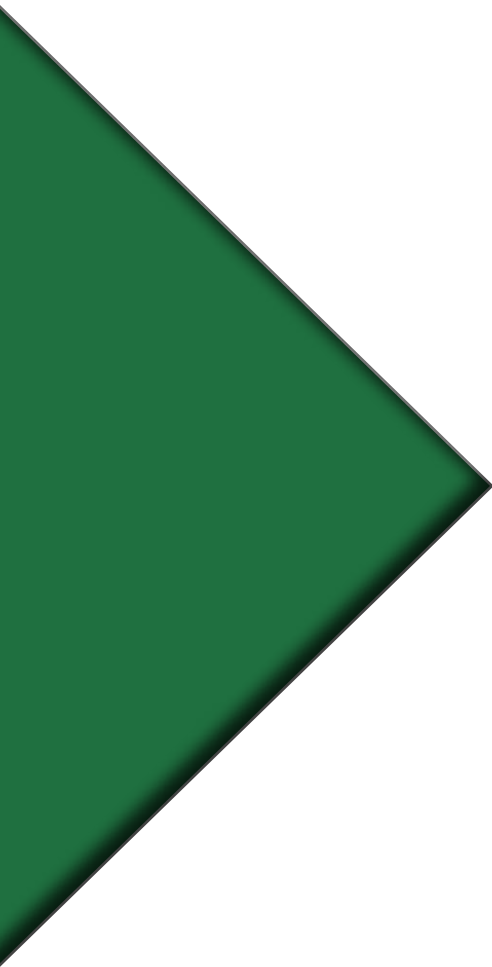


Ms Elaine Brass
Chairperson of the HWSETA Board



Dr Mnisi HWSETA
Chief Executive Officer





higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA