



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



2020-2025  
**Strategic Plan**

2024-2025  
**Annual Performance Plan**

2024-2025  
**Materiality & Significance Framework  
Policy**



**health**

Department:  
Health  
REPUBLIC OF SOUTH AFRICA

HWSETA is dedicated to  
**TRANSFORMING LIVES**





# STRATEGIC PLAN

## FOR THE FISCAL YEARS **2020-2025**

*(Five years beginning with 2024-2025)*



Health and Welfare Sector  
Education and Training Authority

**HWSETA**

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TRANSFORMING LIVES



## **Dr. BE Nzimande**

MP Executive Authority of Higher Education, Science, and Innovation

# **FOREWORD BY THE MINISTER**

The mandate of the Sector Education and Training Authorities is derived, in the main from the Skills Development Act 97 of 1998 as amended, which amongst others, directs SETAs to develop Sector Skills plans (SSPs).

In their Sector Skills Plans, SETAs must reflect and incorporate government priorities, especially those that address our priority developmental goals, that of tackling the triple challenges of poverty, unemployment, and inequalities. The SSPs are intended to ensure that skills are not a constraint to the economic development of our country.

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

standing at over 3.3 million in the third quarter of 2023.

The launch of the National Plan for Post-School Education and Training on 7 September 2023, signaled our government's commitment towards achieving an improved, transformed, expanded, responsive, and articulated Post-School Education and Training (PSET).

Our National Plan for Post-School Education and Training (NPPSET) is our roadmap for implementing the vision of the White Paper for Post-School Education and Training (WP-PSET). It will continue to guide our SETA system strategy and planning instruments as it is framed within the broader goals and priorities of the National Development Plan (NDP), which foregrounds the national efforts to address the triple challenges of unemployment, inequality, and poverty. Important, to note, is that it remains our overarching policy instrument and a blueprint for guiding planning in our post-school



system. It will be proper for everyone to have access to the National Plan for Post-School Education and Training. It aligns and integrates the work that is already underway and provides a policy framework for major transformative changes the government wants to bring about, across the post-school system and its nexus with society and the economy.

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

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

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

the government's efforts to mitigate the impact of COVID-19 global health pandemic and the initiatives towards economic and social recovery.

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

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

The National Skills Development Plan (NSDP) 2030 remains at the centre in directing how the skills development levy will be disbursed up to 31 March 2030. For this reason, the Sector Education and

Training Authorities (SETAs) have been re-established until 2030, in alignment with the National Development Plan to ensure that the SETAs focus on skills required for our socio-economic development. For the financial year, we aim to expand the participation of young people in skills development programs as well as workplace-based learning opportunities. We have surpassed the State of the Nation Address (SoNA) 10,000 Technical and Vocational Education and Training (TVET) target placements in 2022 leading to setting a target for 2023 of 20,000 TVET placements.

For the 2024/25 financial year, the entire SETA system has set itself the following targets, as part of expanding post-school opportunities:

- 190 000 workplace-based learning (WBL) opportunities;
- 150 000 learners registered in skills development programs;
- 36 375 learners entering artisanal programs;
- 26 500 learners passing artisanal trades;
- 53 000 learners completing learnerships;
- 11 000 learners completing internships; and
- 128 000 learners completing skills programs.

The SETA will enter into the Service Level Agreement with the Director-General of the Department and commit that 25% of all targets be achieved on a quarterly basis, with 100% achievement in the last quarter of the financial year. Whilst the TVET placement must be achieved at 100% by the end of December 2024.

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



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**Dr. BE Nzimande, MP**

*Executive Authority of Higher Education, Science, and Innovation*



# ACCOUNTING AUTHORITY STATEMENT

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 Revised Strategic Planning and Annual Performance Information Framework (2019), as well as 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 contains priority 3 (Education, Skills and Health) of the Revised 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 ensure that there is combined assurance by creating a synergy between their function, that of the Internal Auditors and the Auditor-General of South Africa. This supports the economic, efficient and effective use of the HWSETA resources.

Based on the research done to develop and adopt a Sector Skills Plan, the Strategic Plan for the five-year period will flow from that, an Annual Performance Plan is developed to unpack the priorities for the year in question. The Budget structure for the plans is also adjusted accordingly. The Annual Budget contains a summary of projected income and expenditure for the year ahead and the subsequent four financial years. A 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.

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). 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.

The HWSETA has developed a materiality and

significance framework, which outlines materiality and significance as follows:

Materiality and significance (updated annually), is:

- any amount which results from criminal conduct, or
- The value of R3.3 million and above which results from irregular, fruitless or wasteful expenditure caused by gross negligence.

The R3.3 million was calculated as being an average of annual income, including levies received and interest earned for the last two financial years at 0.5% to 1% of annual skills development levy income.

HWSETA has taken the approach of setting a more conservative materiality level that will be used for all classes of the transaction instead of setting different materiality levels for each class of transactions.

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 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 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.



A handwritten signature in black ink, consisting of a stylized 'N' and 'M' followed by a horizontal line.

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**Dr. N.V. Mlisi**

*Chairperson: Health and Welfare SETA Board*

## 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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### Mr S. Gcabashe

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



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### Ms B.J Batubatse

*Executive Manager:  
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Health and Welfare SETA*



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### Mr B. Pardersi

*Executive Manager: Corporate Services  
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### Ms B. Plaatjie

*Executive Manager:  
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Health and Welfare SETA*



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### Ms. Zandile Mafata

*Chief Financial Officer  
Health and Welfare SETA*



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### Ms. Elaine Brass, CA(SA)

*Chief Executive Officer  
Health and Welfare SETA*

Approved by



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### Dr. N.V. Mnisi

*Chairperson: Health and Welfare SETA Board*

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# Abbreviations and Acronyms

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





# PART A

## THE MANDATE OF THE HEALTH AND WELFARE SETA

## 1. CONSTITUTIONAL MANDATE

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

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

## 2. LEGISLATIVE AND POLICY MANDATES

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

### 2.1 Legislative Mandate

The HWSETA derives its mandate from:

- 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 Digital and Future Skills for South Africa Act, 350 of 2020
- e) The National Qualifications Framework Act, 67 of 2008, as amended;
- f) The Public Finance Management Act, 1 of 1999, as amended;
- g) National Treasury Regulations;
- h) SETA Grant regulations;
- i) All other (relevant/applicable) Human Resources and Industrial Relations Acts;
- j) All other Health and Welfare Acts and Regulations; and
- k) 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: Implications of the SDG on the Strategic Plan of the HWSETA

### 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

### Research

4. Be an authority on labour market intelligence in the Health and Welfare Sector
5. Conduct skills planning:
  - 5.1 Identify and articulate skills needs of the sector
  - 5.2 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
  - 5.3 Ensure that government departments; agencies involved in assisting start-up businesses, cooperative development, community and rural development, and ABET are informed about:
    - key trends in the skills development sector,
    - the skills development needs that are emerging across established business,
    - how these differ for large, medium, and small businesses,
    - the kinds of opportunities that this may suggest for start-up businesses, cooperatives and for community and rural development

### Monitoring & Evaluation

Through research-based evaluations:

6. Measure the efficiency and effectiveness of the HWSETA interventions
7. 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
8. Monitor and evaluate the impact of skills interventions in the health and welfare sector

### Corporate Services

9. Provide adequate capacity in the HWSETA to conduct:
  - 9.1 skills planning and meet the critical purpose of identifying and articulating skills needs in the sector
  - 9.2 quality assurance of training taking place in the sector



### **Skills Development Programmes and Projects**

10. Develop interventions that are agreed upon with stakeholders and can improve the match between education and training supply and demand
11. Foster relations with government departments, agencies involved in assisting start-up businesses, cooperative development, community and rural development, AET etc
12. 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
13. Facilitate access to AET for workers in the health and welfare sector (even if this is to direct them to relevant institutions)

### **Education, Training, and Quality Assurance**

14. Improve quality of learning taking place in the health and welfare sector
15. Support the development of providers of education and training

### **Provincial Offices**

16. Implement the following ETQA functions provincially:
  - Provider Accreditation
  - Assessor and moderator registrations
  - Verification of training conducted by HWSETA accredited skills development providers
  - Provide assistance with EISA examinations.
17. Implement the following SDP functions provincially:
  - Evaluation of Expressions of Interest
  - Evaluation of MoAs
18. Implementation of the workplace based programmes, occupationally based programmes, and bursary programmes.

## **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.

The Strategic Plan is aligned to international, continental, and national government priorities, as well as sectoral priorities.

### **2.2.1 Internal, Continental, and Emerging National Government Priorities**

The financial year 2024-2025 straddles between the 6th administration (2019-2024) and the 7th administration (2024-2029). It also represents the last year of current institutional planning cycle (2020-2025). Guidance on the revision and re-tabling of the 2024-2025 APP will be provided by the Department of Planning Monitoring and Evaluation (DPME) following the 2024 general elections and the new 2024-2029 MTSF.

The Strategic Plan of the HWSETA is aligned to International, Continental, and National Government Priorities. International priorities are contained in the Sustainable Development Goals (2030), and continental priorities are contained in the Africa Agenda 2063. National Government priorities are prescribed by DPME as follows:

- The National Development Plan (2030);
- The Revised 2019-2020 Medium-Term Strategic Framework, including;
- The National Transformative and Redress Priorities
- The State of the Nation Address 2023 commitments, including the yet to be pronounced 2024 commitments (which should be included in the Revised 2024-2025 APP)
- The Economic Reconstruction Recovery Plan

### **A. International Priorities contained in the Sustainable Development Goals (2030)**

The overall aim of the Sustainable Development Goals (SDG) is a universal agenda for a comprehensive, far-reaching and people-centred goals set 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 2: Implications of the SDG on the Strategic Plan of the HWSETA*

Goal 3 has 17 indicators which are aligned to the other goals of the SDG to promote integrated implementation. Indicators that are linked to the HWSETA mandate include:

**Indicator 3-4: Supporting high quality education for all to improve health and health equity.**

*The HWSETA will continue to support qualifications development for occupational education and training in the health sector. Also, health care educators for occupations with new education landscapes will continue to be supported to obtain the necessary skills to offer training within the higher education band.*

**Indicator 3-5: Fighting gender inequalities including violence against women.**

*The HWSETA will continue to support the fight against gender-based violence in the sector particularly within post-school education and training institutions.*

**Indicator 3-8: Promoting health employment as a driver of inclusive economic growth.**

*The HWSETA will continue to facilitate education and training in the sector through its work-place based programmes and thus promote employment in the health sector as a driver to inclusive economic growth.*

**Indicator 3-10: Ensuring equitable access to health coverage based on stronger primary care**

The HWSETA will continue to support the implementation of NHI in the health sector in terms of capacitation of health workers with skills required.

Goal 4 has 10 indicator targets. Indicators that are linked to the HWSETA mandate include:

**Indicator 4-3: Access to affordable Technical Vocational and Higher Education.**

*The HWSETA will continue to offer bursaries to TVET and Higher education students placing priority to population groups that were previously disadvantaged, including race, gender, age, and disability.*

**Indicator 4-4: Increase the number of people with relevant skills for financial success.**

*The HWSETA will continue to fund both employed and unemployed persons in the health and social development sector in order to empower the unemployed with skills that will facilitate entry into the job market and provide appropriate skills to the employed for high productivity and career progression.*

**Indicator 4-6: Universal Literacy and Numeracy.**

*The HWSETA will continue to fund Adult Education and Training Programmes and thus contribute to universal literacy and numeracy.*

**Indicator 4-B: Expand higher education scholarships for developing countries**

The HWSETA will continue to offer bursaries to undergraduate and post-graduate students and thus contribute towards the expansion of scholarships in higher education.

Goal 8 has 12 indicator targets. Indicators that are linked to the HWSETA mandate include:

**Indicator 8-2: Diversify, innovate and upgrade for economic productivity.**

*The HWSETA will continue to support upskilling of workers with critical skills in particularly in 4IR order to promote innovation as a driver of productivity in the sector*

**Indicator 8-3: Promote policies to support job creation and growing enterprises.**

*The HWSETA will continue to support SME development and establishment of new enterprises in order to foster the sustainability of SMEs and thus enable job creation and growth of enterprises.*

**Indicator 8-5: Full employment and decent work with equal pay.**

**Indicator 8-6: Promote youth employment, education and training**

*The HWSETA will continue to facilitate education and training through its work-place based programmes and thus promote full-employment and decent work of unemployed youth in the sector.*

**Indicator 8-8: Protect labour rights and promote safe working environments**

*The HWSETA will continue to support qualifications development in OHS and also provide quality assurance in training offered in this field ensuring high quality training and thus supporting the promotion of safe working environments.*

## B. Continental Priorities contained in the Africa Agenda 2063

The Africa Agenda 2063 serves as Africa's blueprint and master plan for sustainable development and economic growth of the continent. The Africa Agenda 2063 came into effect on 1 January 2013. It is an affirmation by African Heads of State and Government of their commitment to transform Africa into the global powerhouse. It consists of 20 goals and the goals aligned to the mandate of the HWSETA include:

- Goal 1: High standards of living, Quality of Life and well-being for all
- Goal 2: Well educated citizens and skills revolution underpinned by Science, Technology and innovation
- Goal 17: Full gender equality in all spheres of life
- Goal 18: Engaged and empowered youth and children

**Table 3: Implications of the Africa Agenda 2063 on the HWSETA Strategic Plan (2020-2025)**

<p>The Africa Agenda 2063 consists of 20 goals that are aligned to 7 aspirations Goals aligned to the mandate of the HWSETA are aligned to 2 aspirations as follows</p> <p><b>Aspiration 1: A prosperous Africa based on inclusive growth and sustainable development</b></p> <p>Goal 1: High standards of living, Quality of Life and well-being for all Goal 2: Well educated citizens and skills revolution underpinned by Science, Technology and innovation</p> <p><b>Aspiration 6: An Africa whose development is people driven, especially relying on the potential offered by its women and youth, and well catered for children</b></p> <p>Goal 17: Full gender equality in all spheres of life Goal 18: Engaged and empowered youth and children</p>
<p>The Africa Agenda 2063 consists of 20 and 39 priority areas goals that are aligned to 7 aspirations Goals aligned to the mandate of the HWSETA are aligned to 2 aspirations and 5 priority areas as follows:</p> <p><b>Aspiration 1: A prosperous Africa based on inclusive growth and sustainable development</b></p> <p>Goal 1: High standards of living, Quality of Life and well-being for all</p> <p><b>Priority areas: Income, jobs, decent work</b></p> <p><i>The HWSETA will continue to facilitate education and training through its work-place based programmes and thus promote remunerated employment and decent work of unemployed youth in the sector.</i></p> <p>Goal 2: Well educated citizens and skills revolution underpinned by Science, Technology and innovation</p> <p>Priority area: Education and Science Technology and Innovation</p> <p><i>The HWSETA will continue to support skilling and upskilling of both workers and the unemployed with skills in 4IR in particularly in order to promote innovation as a driver of productivity in the sector</i></p>
<p><b>Aspiration 6: An Africa whose development is people driven, especially relying on the potential offered by its women and youth, and well catered for children</b></p> <p>Goal 17: Full gender equality in all spheres of life Priority areas: Women and girls empowerment Violence and discrimination against women and girls</p> <p><i>The HWSETA will continue to support the fight against gender-based violence in the sector particularly within post-school education and training institutions. Also, women will continue to be empowered through their prioritization in skills development programme through support for transformative priorities</i></p> <p>Goal 18: Engaged and empowered youth and children</p> <p><i>The HWSETA will continue to facilitate education and training through its work-place based programmes and thus promote full-employment and decent work of unemployed youth in the sector</i></p>



### C. Regional Priorities contained in the SADC Regional Indicative Strategic Development Plan 2020-2030

The RISDP 2020–2030 provides a guiding framework for the implementation of SADC’s regional integration and developmental agenda and programmes for the next 10 years. RISDP 2020–2030 is divided into five chapters that provide a comprehensive overview of SADC’s journey to date and the status quo and elaborate on the guiding framework for the implementation of SADC’s regional integration agenda and programmes, which will constitute the first decade of the region’s combined efforts towards the realisation of SADC Vision 2050. The document also spells out the key strategic priorities of SADC during the period 2020–2030, along with the intended results and strategic management frameworks that will guide its implementation.

Chapter 4 is most relevant to the Strategic Plan of the HWSETA as it lays out the strategic priorities under SADC Vision 2050 and of RISDP 2020–2030, namely:

- The Foundation: Peace, Security, and Good Governance;
- Pillar I: Industrial Development and Market Integration;
- Pillar II: Infrastructure Development in Support of Regional Integration;
- Pillar III: Social and Human Capital Development; and
- Cross-cutting issues including Gender, Youth, Environment and Climate Change, and Disaster Risk Management.

The intended outcomes and corresponding objectives in each of these strategic areas are outlined, in detail, for the period 2020–2030.

Pillar III contains outcomes that are linked to the mandate of the HWSETA, and this are discussed in the table below as follows:

**Table 4: Implications of the SADC RISD (2020-2030) on the HWSETA Strategic Plan (2020-2025)**

<p style="text-align: center;"><b>Pillar 3: Social and Human Capital Development</b></p> <p style="text-align: center;"><b>Strategic Objective 3:</b></p> <p style="text-align: center;">Increased access to quality and relevant education and skills development, including in science and technology, for SADC citizens</p> <p style="text-align: center;"><b>Outcome 1:</b></p> <p style="text-align: center;">Enhanced equitable access to quality and relevant education</p> <p style="text-align: center;"><b>Key Interventions</b></p> <p style="text-align: center;">Universal access to education promoted for sustainable development, taking into account aspects of gender equality, human rights, and global citizenship.</p> <p>The HWSETA will continue to facilitate access into PSET education and training for both workers and the unemployed through its comprehensive bursary programme for qualifications at NQF 5 to 10 at TVET Colleges and Universities.</p>
--

Implementation of the SADC Qualifications Framework enhanced.  
The HWSETA will support the implementation of the SADC Qualifications Framework

Open distance learning strategies in Member States to promote greater access to education at all levels, including in the context of unforeseen disruptions, implemented.

The HWSETA will fast-track the implementation of e-learning in occupational education and training offered by Colleges it accredits, thus promoting distance learning in the sector.

### **Pillar 3: Social and Human Capital Development**

#### **Strategic Objective 3:**

Increased access to quality and relevant education and skills development, including in science and technology, for SADC citizens

#### **Outcome 2:**

Enhanced skills development for regional industrialisation

#### **Key Interventions**

SADC citizens' digital skills developed to empower them to benefit from the changing nature of work and the rise of the digital economy, leveraging on infrastructure development in the region.

The HWSETA will support the sector to capacitate workers with the digital skills that are required for the changing nature of work.

Acquisition of skills, competences, and qualifications, ensuring that education and training systems are responsive to labour market needs and the evolution of work, promoted.

The HWSETA will support the acquisition of critical skills for workers and scarce skills for both workers and the unemployed in order to be responsive to the labour market needs.

### **Pillar 3: Social and Human Capital Development**

#### **Strategic Objective 4:**

Increased job creation with decent work opportunities for full and productive employment in the region

#### **Outcome 1:**

Increased job creation and access to decent work opportunities

#### **Key Interventions**

Holistic decent work agenda promoted and implemented, prioritising job creation and access to productive employment opportunities for young people.

The HWSETA will facilitate access into work opportunities that provide decent work through its workplace-based

skills development initiatives. Also, the HWSETA will contribute towards job creation through the promotion and capacitation of graduates to with entrepreneurship skills that will enable them to venture into self-employment and opening up of new enterprises.

**Cross-Cutting Issues:**

Gender, Youth, Environment and Climate Change, and Disaster Risk Management

**Strategic Objective 3:**

Improved youth empowerment and participation of young people and people with disabilities in all aspects of social and economic development, and enhanced welfare of senior citizens

**Outcome 2:**

Enhanced participation of people with disabilities in socio-economic development

**Key Interventions**

Disability issues mainstreamed in all sectors and programmes, including in decision-making processes. The HWSETA prioritizes people with disabilities in skills development initiatives and streamline certain programmes specifically for this population group.

**D. National Government Priorities contained in the National Development Plan**

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 the NDP on the HWSETA Strategic Plan (2030)*



The NDP is our long-term strategic plan that serves four broad objectives:

1. Providing overarching goals to be achieved by 2030
2. Building consensus on the key obstacles and specific actions to be undertaken
3. Providing a common framework for detailed long term planning
4. creating a basis for making choices about how best to use limited resources



**NATIONAL  
DEVELOPMENT  
PLAN  
2030**

NDP review assesses progress towards Vision 2030 and makes recommendations for course correction towards the achievement of NDP targets and outcomes

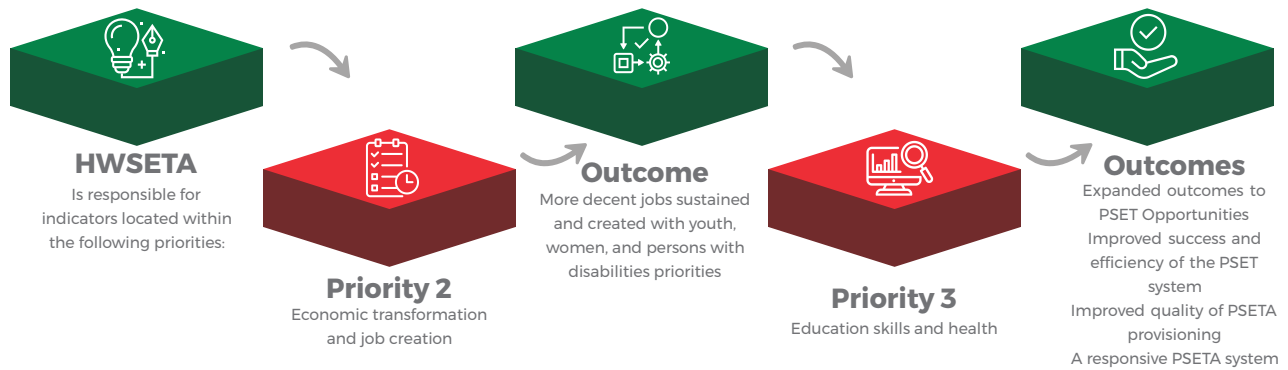
**The overarching goals of the NDP**

- Eradicate absolute poverty - from 39% of people living below the poverty line of R419 (2009 prices) to zero
- Reduce unemployment rate to 6% - by creating 11 million more jobs by 2030
- Significantly reduce inequality from 0.69 to 0.60 gini coefficient through a range of policy interventions health and social development sector.

## E. The Revised Medium-Term Strategic Plan (2019-2024)

The mandate of the HWSETA is linked to Priority 3: Education, Skills, and Health (refer to table 2 and 3 below).

Table 6: Implications of the Revised MTSF on the HWSETA Strategic Plan



### The seven Apex Priorities remain in place

The Seven Priorities are derived from the NDP, Electoral Mandate and SONA:

- **Priority 1:** A Capable, Ethical and Developmental State
- **Priority 2:** Economic Transformation and Job Creation
- **Priority 3:** Education, Skills and Health
- **Priority 4:** Consolidating the Social Wage through Reliable and Quality Basic Services
- **Priority 5:** Spatial Integration, Human Settlements and Local Government
- **Priority 6:** Social Cohesion and Safe Communities
- **Priority 7:** A better Africa and World Cross

**Cutting Focus:** A better Africa and World

#### NDP 2040 GOALS

- Eradicate absolute poverty - from 39% of people living below the poverty line of R419 (2009 prices) to zero.
- Reduce unemployment rate to 6% - by creating 11 million more jobs by 2030
- Significantly Reduce Inequality from 0.69 to 0.60 gini coefficient through a range of policy interventions



**“If state capability is poor, then even the best-designed policies and interventions will not succeed...”**

**“Building a capable state is a top priority in delivering on economic objectives.”**

(NPC Economic Review, 2020)

Table 7: Outcomes of the Revised MTSF Linked to the HWSETA Strategic Plan (2020-2025)

PRIORITY	OUTCOME	INDICATOR	INTERVENTION	INDICATOR	HWSETA PROGRAMME	
2	Economic Transformation and job creation	More decent jobs sustained and created with youth, women, and persons with disabilities priorities	Unemployment rate	Create an enabling environment for employment through policy and regulations	Demand skills planning through the Skills Priority Plan	Compilation of 5-year SSP, which is updated annually
3	Education, Skills and Health	Expand access to PSET opportunities	Annual registration of SETA supported work-based learning (WBL) programmes:	SETAs identify increasing number of workplace-based opportunities and make information of work-based learning known to the public	Targets in the SLA between the DHET and SETAs to improve performance are met	Learnership programme Internship programme Skills programmes
			Number of learners registered for SETA supported skills learnerships annually			
			Number of learners registered for SETA supported learnerships annually			
		Improved success and efficiency of the PSET system	Number of learners completing SETA supported internships Number of learners completing SETA supported learnerships			
	Improved quality of PSETA provisioning	Preparation of TVET college lecturer lecturers with appropriate qualifications	Improved institutional governance (universities, TVETs, CETs, NSGAS, and SETAs) through standards monitoring and reporting, and through building management capacity	Percentage of SETAs that meet standards of good governance	Governance by the Board	
				Allocated SETA grants paid on time to employers	Mandatory grant payments	
	A responsive PSETA system	Strengthen skills planning	SETA develop credible sector plans which include forecasting	SETAs fund programmes identified through research that meet the needs of emerging and small enterprises in TVET and CETs		

### E. National Government Priorities contained in the State of the Nation Address (SONA, 2022 and 2023)

The State of the Nation Address pointed out the following priorities for the country:

(a) Continued divide of society by race, geography, gender, education, unemployment. As an entity of the government mandated with the function of promoting skills development, the HWSETA sets numerical targets intended to ensure the equitable representation of suitably qualified people based on race, gender, geographic location, and youth, as follows:

i) The The Stats SA Quarter 2 Labour Force Survey (2023) indicates unemployment by gender as follows:

- Men are at 16,2%
- Women are at 16,4%

Employment by gender is as follows:

- Men are at 37,9%
- Women are at 29,5%

The distribution of employment by sector depicts men to be in majority in the formal sector, informal sector, and agriculture; while women are in majority in private house-holds. In order to reduce the number of females employed in private households the HWSETA will promote employment of females within occupations that offer more of professional services such as those of the health and social development sector, which are located in the Community and Social Services industries. The HWSETA therefore sets numeric percentage targets for the **unemployed at 65% for females and 35% for males.**

Figure 1: Employment by Gender, Labour Force Survey: Q2: 2023

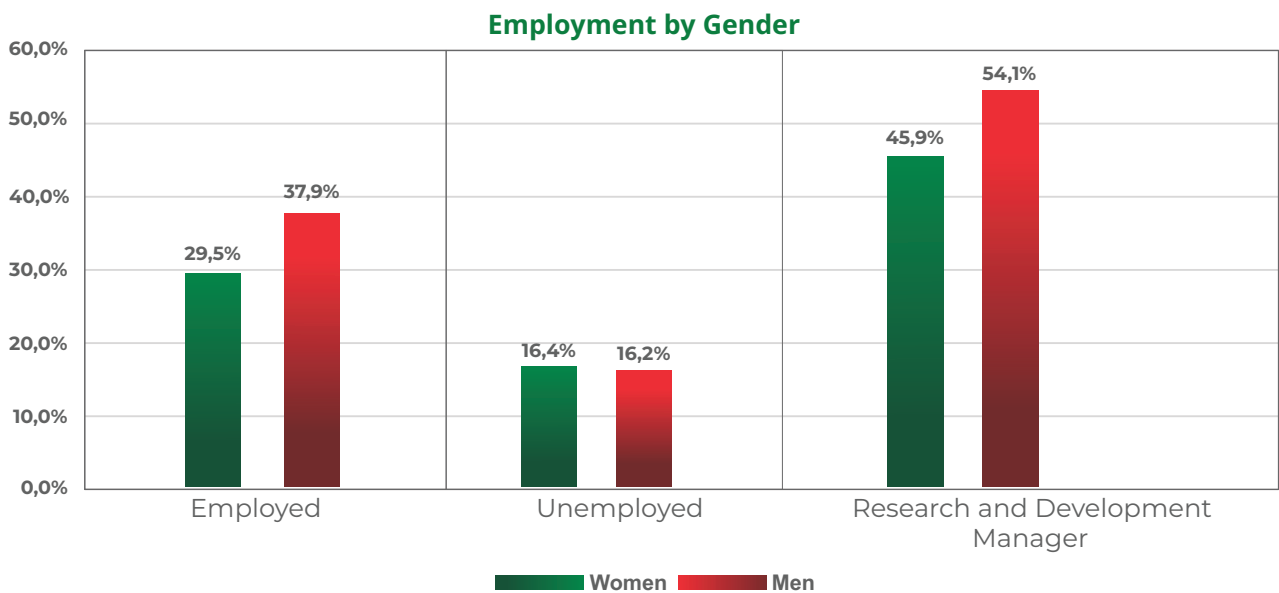
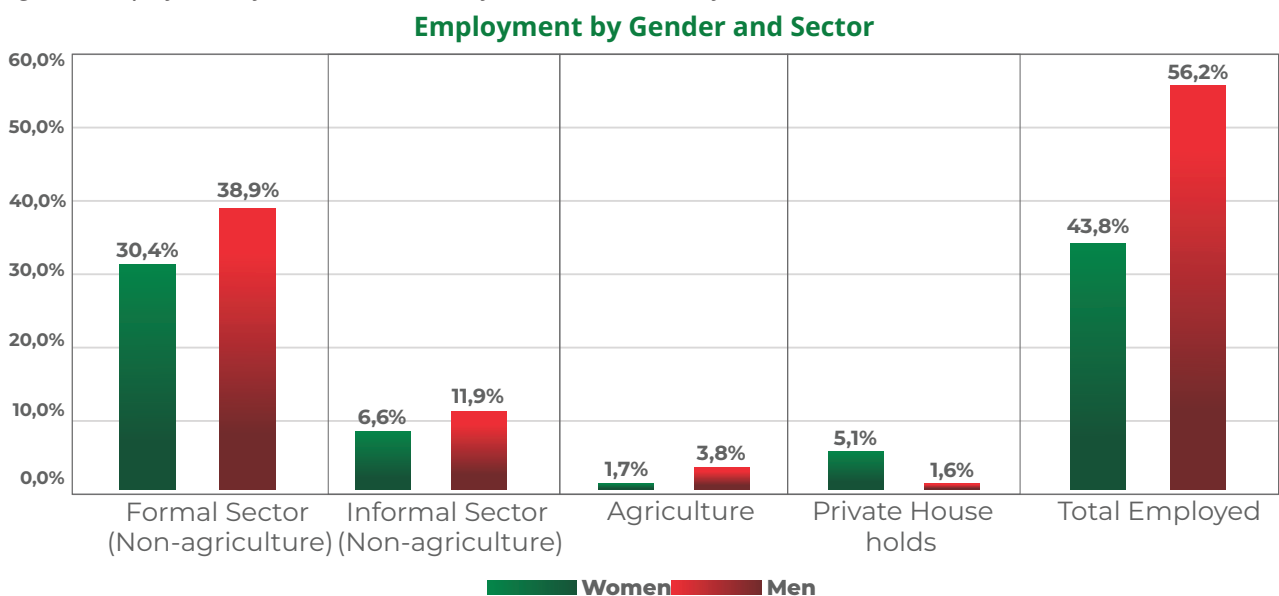


Figure 2: Employment by Gender and Industry, Labour Force Survey: Q2: 2023





(ii) Stats SA Quarter 2 Labour Force Survey for April- June 2023 reports the South African Labour force to be constituted of,

- 82% are Black/Africans,
- 9% are Coloured,
- 2% are Indian/Asian, and
- 7% are White.

To create a pipeline of skills Africans, Coloureds, and Indians, the numerical percentage targets for race will have to be aligned with the composition of each race. Therefore, the HWSETA sets targets for the **employed** at 80% for Africans, 9% Coloured, 8% for Whites, and 3% for Indians.

Figure 3: SA Labour Force by Race

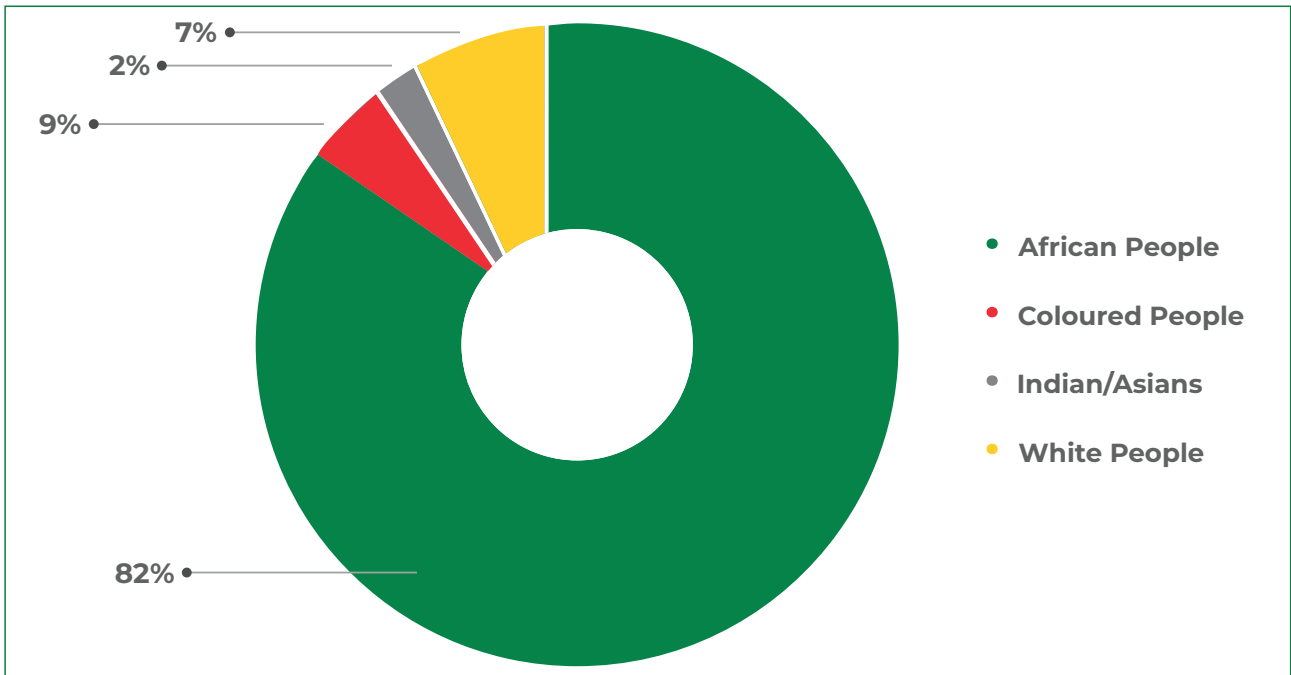
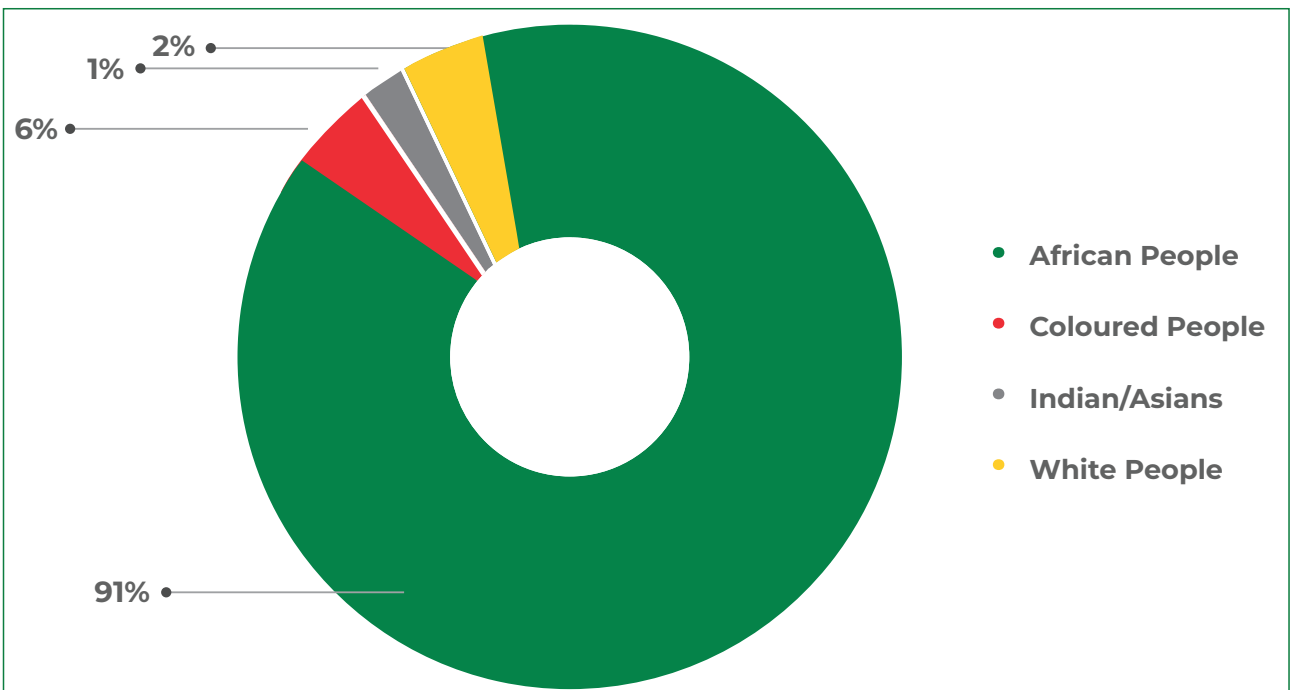


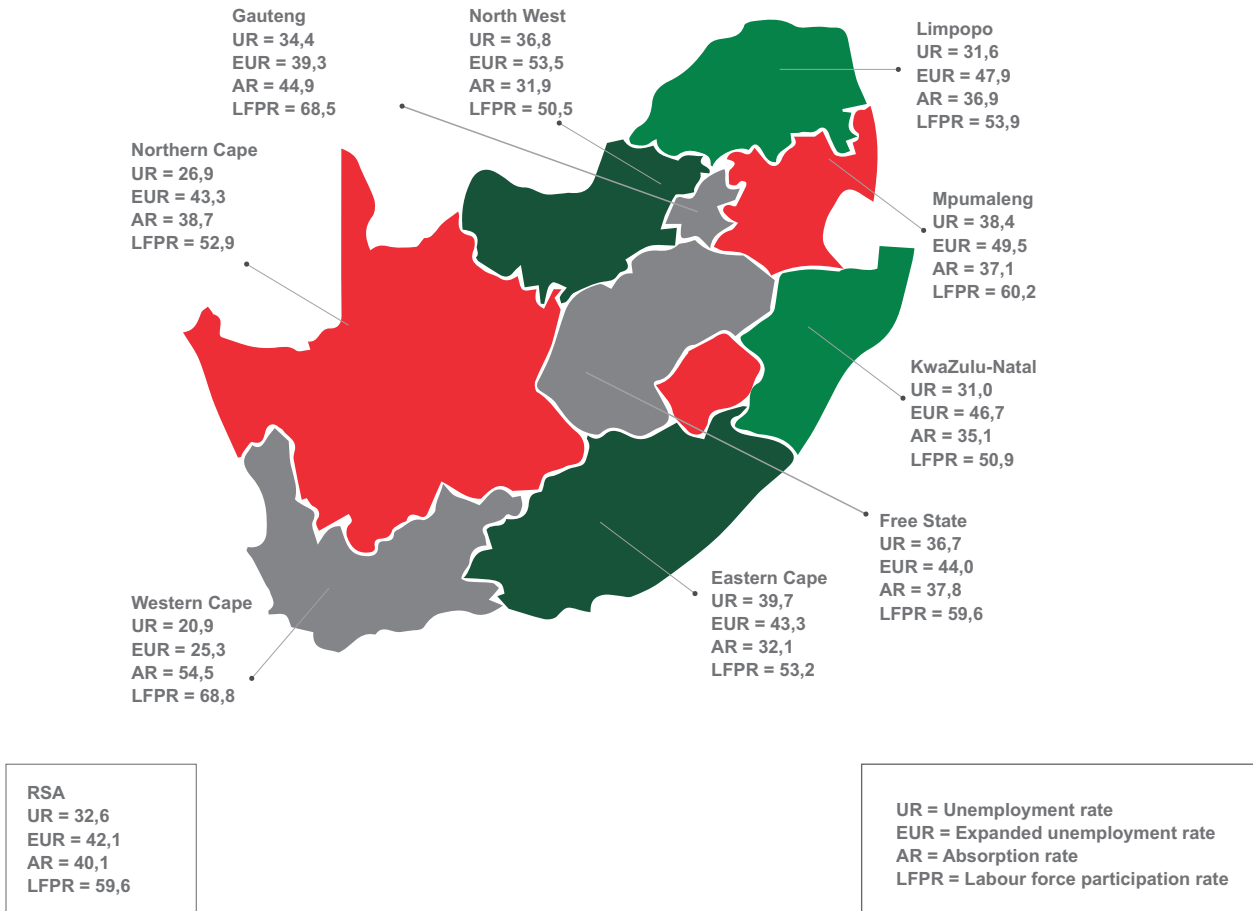
Figure 4: South African Unemployed Population by Race



(iii) Stats SA Quarter 2 Labour Force Survey for April- June 2023 reports the following findings for provincial spread of unemployment in the country:

- **EC (39,7%); MP (38,4%); NW (36,8%);** FS (36,7%); GP (34,4); LMP (31,6%); KZN (31,0%); **NC (26,9%); WC (20,9%).**

Figure 5: Provincial Unemployment Rate (Stats SA, Q2 Labour Force Survey 2023)



For the strategic period therefore, **the HWSETA will target 24 of the 52 metropolitan and district municipalities identified as part of the Development Model** of the South African Government. The following are the municipalities where a minimum of 60% employed and unemployed persons will be targeted for skills development initiatives.

Figure 6: Geographic Locations by Metropolitan and District Municipality Development Model

### Geographic Locations of Targets

Based on the Municipality Development Model



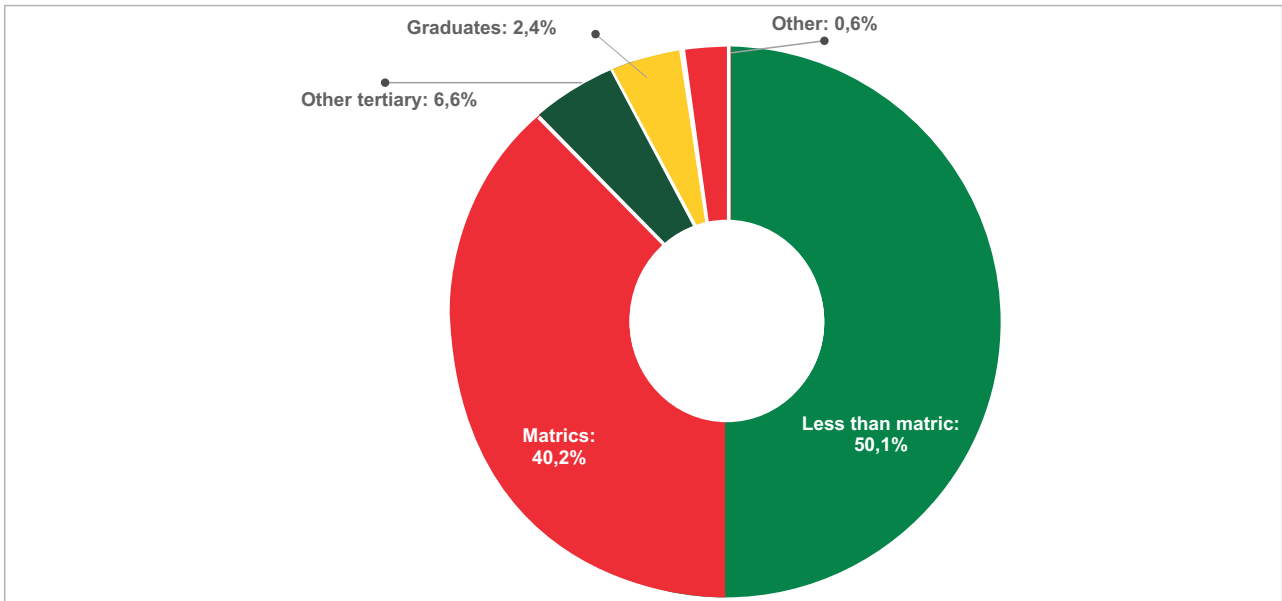
	MUNICIPALITY	PROVINCE		MUNICIPALITY	PROVINCE
1	Afred Nzo District Municipality	Eastern Cape	13	Zululand District Municipality	KwaZulu Natal
2	Chris Hani District Municipality	Eastern Cape	14	uMkhanyakude District Municipality	KwaZulu Natal
3	OR Tambo District Municipality	Eastern Cape	15	uGu District Municipality	KwaZulu Natal
4	Buffalo City Metropolitan Municipality	Eastern Cape	16	Harry Gwala District Municipality	KwaZulu Natal
5	Nelson Mandela Bay Metropolitan Municipality	Eastern Cape	17	Thabo Mofutsanyana District Municipality	Free State
6	Ehlanzeni District Municipality	Mpumalanga	18	Xhariep District Municipality	Free State
7	Nkangala District Municipality	Mpumalanga	19	Ngaka Modiri Molema District Municipality	Free State
8	Johannesburg District Municipality	Gauteng	20	Dr Kenneth Kaunda District Municipality	North West
9	Vhembe District Municipality	Limpopo	21	Central Karoo District Municipality	Western Cape
10	Mopani District Municipality	Limpopo	22	Cape Town Metropolitan Municipality	Western Cape
11	Sekhukhune District Municipality	Limpopo	23	Jonh Taolo Gaetsewe District Municipality	Northern Cape
12	uThukela District Municipality	KwaZulu Natal	24	Francis Baard District Municipality	Northern Cape

(iv) Stats SA Quarter 2 Labour Force Survey for April-June 2023 reports that **34,2% of youth (15-34 years)** were Not in Employment, Education, or Training by June 2023. Also, this report shows that a high number of unemployment are people with

- less than matric, as they constitute **50,1%**,
- Matric, as they constitute **40,2%**,
- post-school education and training qualifications, as they constitute **9,4%**

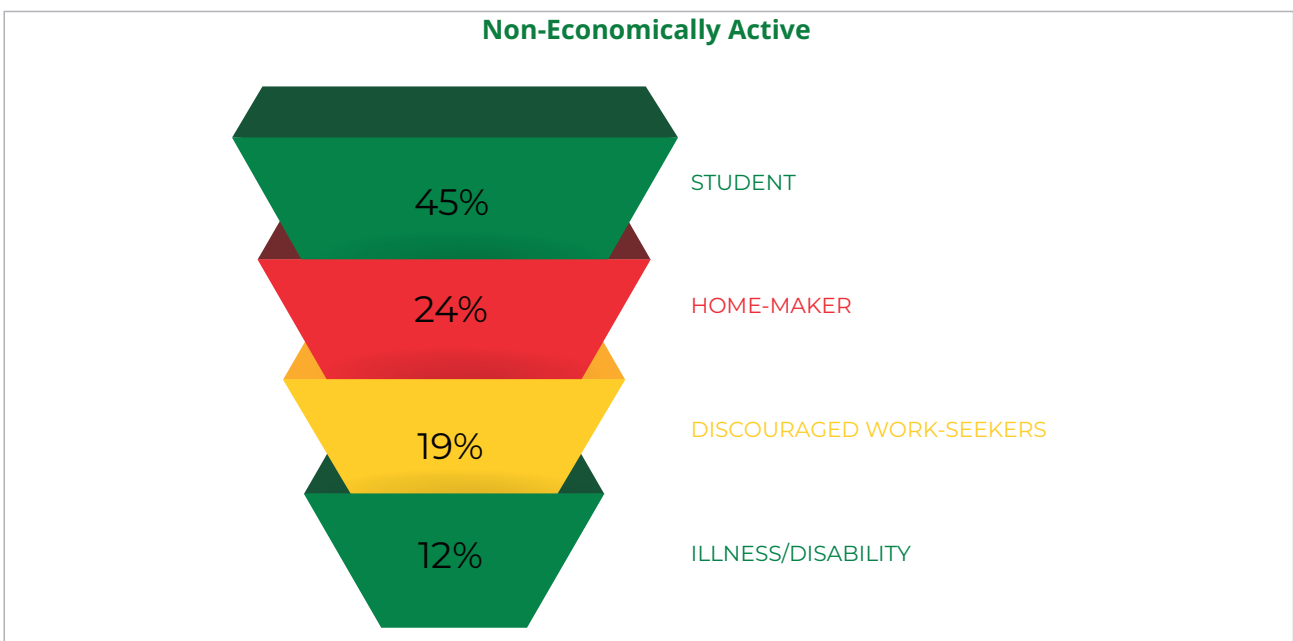
To accelerate skills development for the youth, HWSETA sets a numerical percentage target of **60% of unemployed Youth** in its skills development programmes.

Figure 7: Proportion of the unemployed by education level (2023 Q2 Labour Force Survey, Stats SA)



(v) The Stats SA Quarter 2 Labour Force Survey (2023) indicates people with disability to be at 12%. This report however, does not disaggregate the analysis for a more in-depth analysis of this population group, such as age and gender etc. For the strategic period, therefore the HWSETA places a numerical target of **5% for people with disabilities** across its programmes.

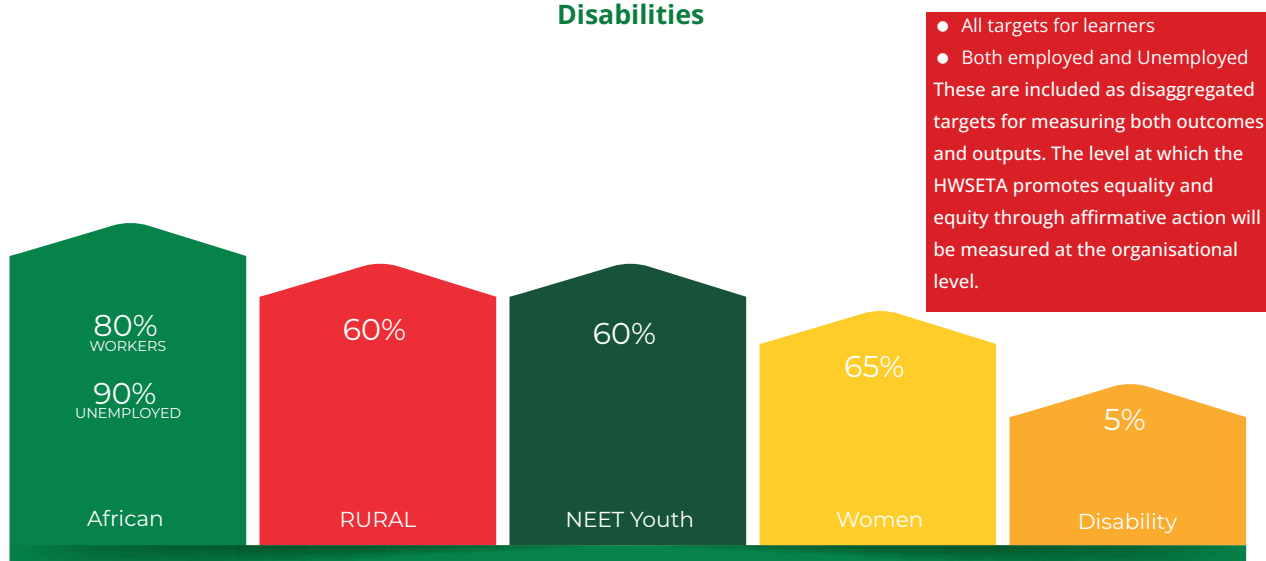
Figure 8: Non-Economically Active Population Including People With Disabilities



All targets for learners Both employed and Unemployed will be guided by the following targets:

Figure 9: Numerical Percentage Targets Of The HWSETA For Race, Geographic Location, Youth, Women, And People With Disabilities

### Numerical Percentage Targets For Race, Geographic Location, Youth, Women, And People With Disabilities



(vi) "The President pointed out that 'government does not create jobs, but business creates jobs. Around 80% of all the people employed in South Africa are employed in the private sector,'" (President of RSA, 10 February 2022). For the health sector, employment by private sector is at 66% and for the social development sector employment by the private sector is at 25%. The President, in his address goes further to state that the key task of government is to create the conditions that will enable the private sector, both big and small, to emerge, to grow, to access new markets, to create new products, and to hire more employees. To heed the call of the President, the HWSETA has put in place a strategy for stimulating self-employment of Social Service Providers. This is summarised in the figure below:

Figure 10: Background to the Strategy Of The HWSETA to Stimulating Self-Employment of Social Service Professionals Through Social Entrepreneurship

### The Draft Strategy For The Employment Of Social Service Professionals

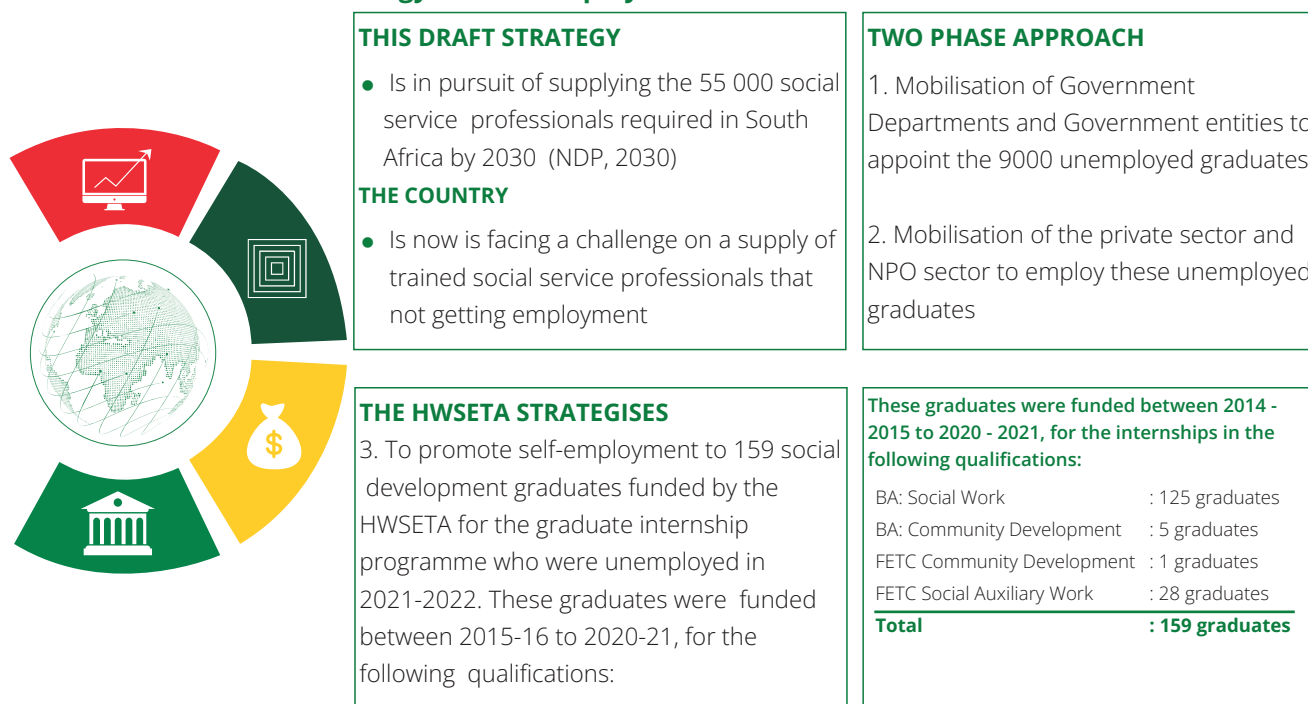


Figure 11: Step One – Formation of Partnerships

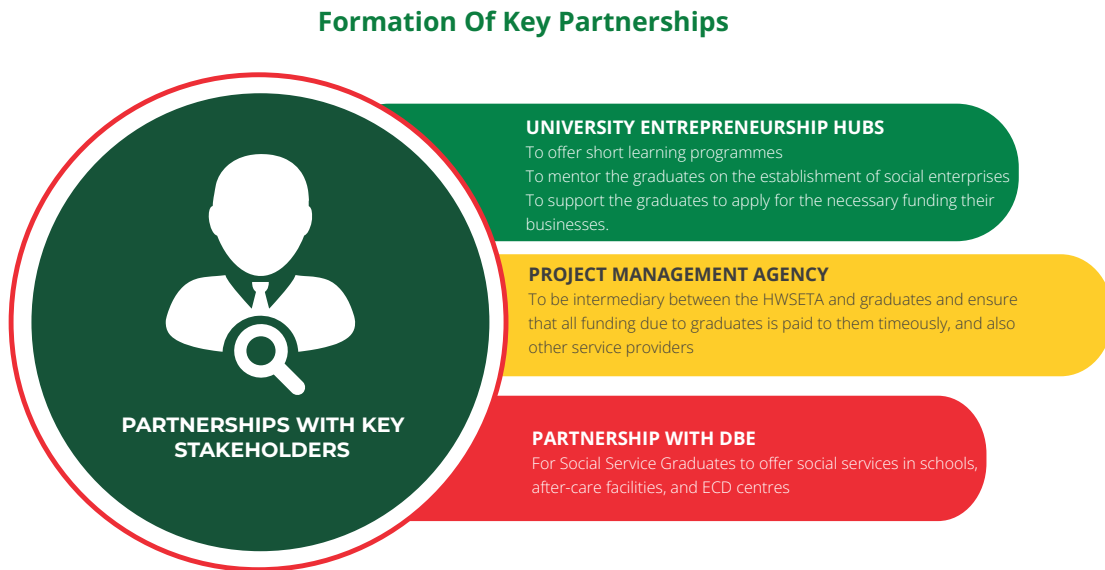


Figure 12: Model of Support to be Given to Social Service Graduates

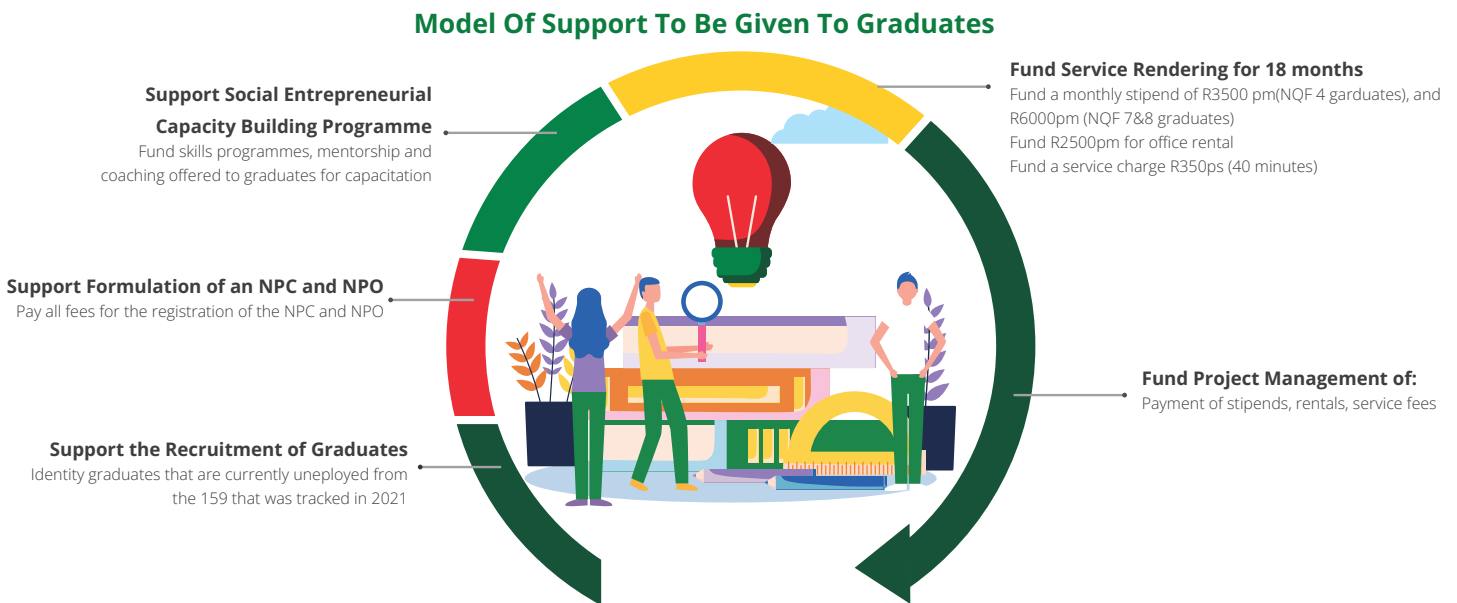
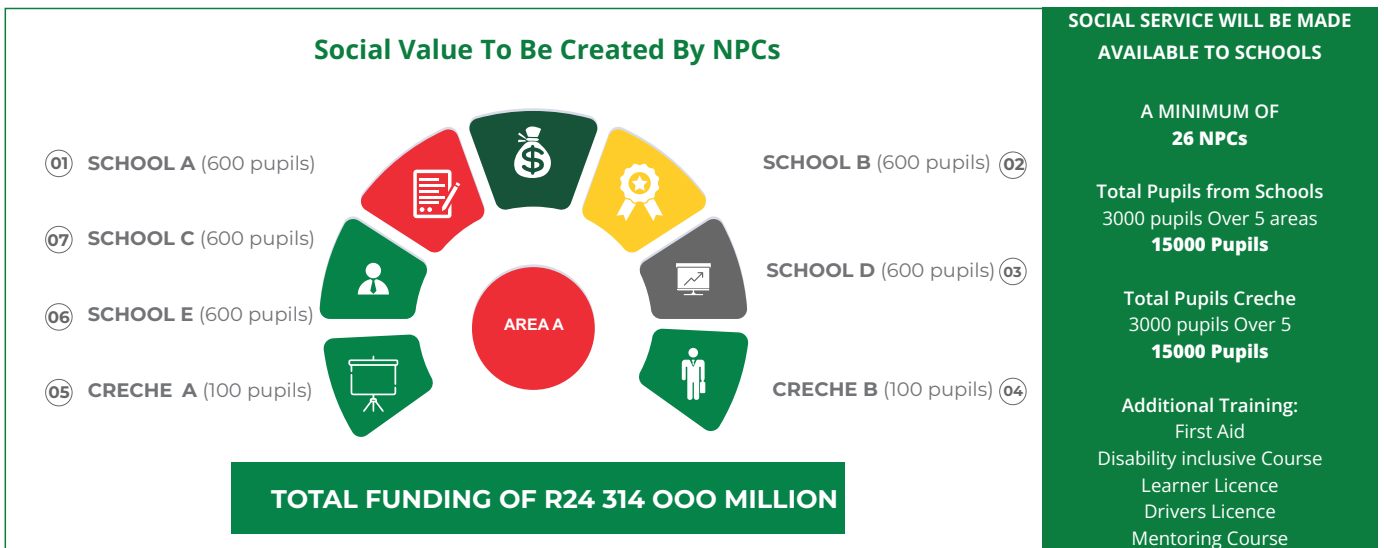


Figure 13: Social Value to be Created by Non-Profit Companies



In the State of the Nation Address (2023) the President of the Republic of South Africa recognized the need for the development of skills to grow the economy.


Digital and Technology Skills in particular were recognized for growing the economy, and focused was placed on the skilling and upskilling of workers.

The HWSETA endeavors to achieve such skills needs through the implementation of the ERRP skills strategy as illustrated in the next topic.



Figure 14: The State of the Nation Address 2023


## THE STATE OF THE NATION ADDRESS 2023




### Skills for a growing economy

**Fund Service Rendering for 18 months**  
The most effective and sustainable way to build an economy is to equip people with the skills and know-how to drive it. The National Skills Fund is providing **R800 million** in 2023 to **develop skills in the digital and technology sector** through an innovative model that links payment for training to employment outcomes.

Governments is working to strengthen the link between the **skills that we develop and the skills the workplace needs**, and finalise funding for higher education and training, particularly for students who fall outside current NSFAS criteria.



- Strengthen the connection between the skills we develop and the skills the workplace needs, to ensure we **capacitate people with relevant skills to enter the job market** with confidence



- Expand **vocational education and training** through implementation of the three- stream model
- Finalise the **comprehensive student Funding Model** for higher education
- Increase the number of **students entering artisan training** in TVET colleges from 17 000 to 30 000 in 2023

The HWSETA will cater for these priorities through targets set for the ERRRP Skills Strategy, where focus will be placed on the development of digital skills in the sector; bursaries for vocational students, and funding for artisans and technicians.

### 1.2.2 Sectoral Priorities: PSET, Health and Social Development Sector

Sectoral Priorities for the Post-School Education and Training Sector (PSET) are contained in the following key government plans:

- The National Skills Development Plan
- The Economic Reconstruction Recovery Plan Skills Strategy (2030)

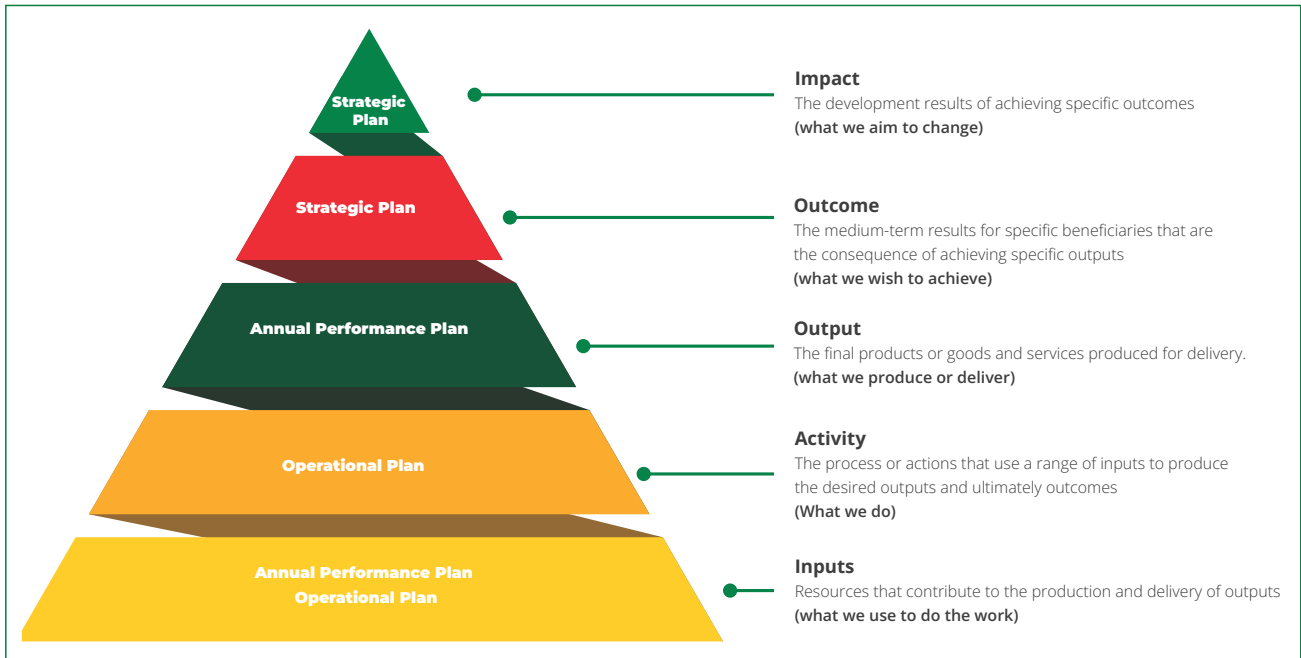
Sectoral Priorities for the Health and Social Development Sector are derived from skills needs of employer organisations through workplace skills plans, employer surveys, and stakeholder engagements. This section discusses these plans in detail and also the contribution of the HWSETA towards the fulfillment of these priorities.



## A. Post-School Education And Training Sector: The National Skills Development Plan (2030)

The strategic and annual performance planning is guided by the Revised Framework for Strategic Plans and Annual Performance Plans (2019), which introduced the results-based planning approach to Government Planning as follows:

Figure 15: Results Based Approach To Government Planning



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

**Table 8: Linkage of the NSDP Outcome 1 to the HWSETA Strategic Plan (2020-2025)**

NSDP OUTCOME 1 'IDENTIFY AND INCREASE PRODUCTION OF OCCUPATIONS IN HIGH DEMAND'			
Problem/Proposition	Solution	HWSETA Outcome Statement	HWSETA Outcome Indicators
<p>"To estimate and anticipate the education and skills required to support societal development, and a productive and inclusive economic growth plan... [thus] continued skills shortages... misalignment between skills supply and demand for the implementation of economy growth strategies" (LMIP 2016, p.14).</p>	<p>To improve responsiveness of the PSET system to the demand-side of the economy and the development of outcomes by "determining occupations in high demand" (NSDP 2019, p.14). National List of occupations in High Demand (2020) "is intended to inform decision-making in education and training"</p>	<p>The HWSETA provides an efficient and effective skills planning, programme implementation, and evaluation system which identifies and increases the production of occupations in high demand in the strategic period</p>	<p>The extent to which <b>external stakeholders</b> of the HWSETA are <b>satisfied with efficiency and effectiveness</b> service delivery</p>
			<p>The <b>relevance of the Sector Skills Plan</b> of the HWSETA to the DHET SSP framework</p>
			<p>The extent to which internal stakeholders of the HWSETA <b>implement Monitoring and Evaluation recommendations</b></p>
			<p>The extent to which monitoring and evaluation reports measure the strategic outcomes of the HWSETA strategic plan 2022-2025 by the end of the strategic plan.</p>

Table 9: Linkage of the NSDP Outcome 2 to the HWSETA Strategic Plan (2020-2025)

NSDP OUTCOME 2 'LINKING EDUCATION AND THE WORKPLACE'			
Problem/Proposition	Solution	HWSETA Outcome Statement	HWSETA Outcome Indicators
<p>The White Paper for PSET (2013, p.viii) recognizes <i>"the importance of partnerships between educational institutions and employers and therefore draws a proposition that employers must be drawn closer to the education and training process"</i></p>	<p>According to NSDP (2019, p.16) <i>"the role of SETAs as intermediary bodies is posited as a key factor in linking the world of work and education" through training for employment, facilitating and brokering "linkages between the labour market, employers and sectors with the educational training institutional supply"</i>.</p> <p>As such; NSDP outcome 2 focuses on targeting the unemployed students and graduates from TVET and HEI to train them for employment through work-based training.</p>	<p>The HWSETA promotes linkages between education and the workplace to increase work-place based learning opportunities for the unemployed in the health and welfare sector in the strategic period.</p>	<p>The extent to which <b>employers participate in HWSETA skills development initiatives</b> in comparison to those that submit the WSP in the strategic period.</p>
			<p>Unemployed persons who <b>find employment after successfully completing internships</b> for graduates funded by the HWSETA in the strategic period</p>
			<p>Unemployed persons who <b>find employment after successfully completing learnerships</b> funded by the HWSETA in the strategic period.</p>
			<p>Unemployed persons who <b>find employment after successfully completing Artisanship programmes</b> funded by the HWSETA in the strategic period.</p>
			<p>The <b>percentage of the unemployed who find employment</b> after completing learning programmes funded by the HWSETA in the strategic period.</p>
			<p>Number of <b>unemployed persons who obtain their TVET College qualification</b> after successfully completing <b>TVET College Work Integrated (WIL)</b> Learning programmes funded by the HWSETA in the strategic period.</p>
<p>Number of <b>unemployed persons who obtain their university qualifications</b> after successfully completing <b>university Work Integrated (WIL)</b> Learning programmes funded by the HWSETA in the strategic period.</p>			

Table 10: Linkage of the NSDP Outcome 3 to the HWSETA Strategic Plan (2020-2025)

NSDP OUTCOME 3 'IMPROVING THE LEVEL OF SKILLS IN THE SOUTH AFRICAN WORKFORCE'			
Problem/Proposition	Solution	HWSETA Outcome Statement	HWSETA Outcome Indicators
<p>NSDP (2019, p.17) problematizes “<i>low productivity in workplace and slow transformation of the labour market... largely as a result of inadequate, quality assured training for those in the labour market</i>”</p>	<p>NSDP's (2019, p.18) solutioning is that “<i>SETAs must support the training of employed workers and encourage employers to expand such training in order to improve the overall productivity of the economy, achieve transformation and address skills imbalances in our workforce in particular and the labour market in general</i>”</p> <p>Implication: NSDP outcome 3 focuses on targeting the employed workforce for training using learnership, bursaries, and skills programmes for upskilling to improve productivity.</p>	<p>The HWSETA contributes to the improvement of level of skills to 50% of the health and welfare sector workforce through various learning programmes that address critical skills in the strategic period</p>	<p>Number of <b>workers whose competence is improved after successful completion of the learnership programmes of the HWSETA</b> in the strategic period</p>
			<p>Number of <b>workers whose competence is improved after successful completion of the Artisanhip programmes of the HWSETA</b> in the strategic period</p>
			<p>Number of <b>workers whose competence is improved after successful completion of qualifications funded through the undergraduate and post-graduate Diploma Bursary programmes of the HWSETA</b> in the strategic period.</p>
			<p>Number of <b>workers whose competence is improved after successful completion of qualifications funded through the post-graduate Research- Bursary programmes of the HWSETA</b> in the strategic period.</p>
			<p>Number of <b>workers whose productivity is improved after successful completion of skills programmes funded by the HWSETA</b> in the strategic period.</p>
			<p>Number of <b>workers who obtain full qualifications after successfully completing RPL programmes funded by the HWSETA</b></p>

Table 11: Linkage of the NSDP Outcome 4 to the HWSETA Strategic Plan (2020-2025)

NSDP OUTCOME 4 'INCREASE ACCESS TO OCCUPATIONALLY DIRECTED PROGRAMMES'			
Problem/Proposition	Solution	HWSETA Outcome Statement	HWSETA Outcome Indicators
<p>South Africa's intermediate skills base is too low to support the country's socio-economic development goals... [and] not keeping pace with the skills required to remain competitive in an increasingly knowledge-based economy" (NSDP 2019, p.18). NSDS III (2012, p.13) argues that low intermediate skills base and not upgrading skills at the pace of competitive knowledge-based economies is due to the challenge of access. "On the other hand, access relates to the availability of places in relevant programmes, on the other, it relates to the constraints (social, academic, geographical and financial)"</p>	<p>"QCTO has, since 2012, been developing new occupational qualifications which will become part of the offering in TVET colleges and CET colleges...[and SETAs] will play an important role in supporting the increased production of occupationally directed programmes". (NSDP 2019, p.18). Skills levy institutions through their funding will play an important role in supporting the increased production of occupationally directed programmes.</p>	<p>The HWSETA contributes to increased access to occupationally directed programmes in the health and welfare sector during the strategic period</p>	<p><b>Occupational qualifications developed by the HWSETA are confirmed</b> by the sector to be relevant to occupations on high demand</p>
			<p>The extent to which <b>Universities, TVET Colleges, and Professional Councils participate in HWSETA skills development initiatives</b> in comparison to the total number of those that offer education and training in the sector</p>
			<p>Unemployed persons who <b>find employment after successfully completing</b> university degrees funded by HWSETA <b>under-graduate programme</b> in the strategic period</p>
			<p>Unemployed persons who <b>find employment after successfully completing</b> university degrees funded by HWSETA <b>post-graduate programme</b> in the strategic period</p>
			<p>Unemployed persons who <b>find relevance to skills programmes</b>, funded by the HWSETA in the strategic period</p>

Table 12: Linkage of the NSDP Outcome 5 to the HWSETA Strategic Plan (2020-2025)

NSDP OUTCOME 5 'SUPPORT THE GROWTH OF THE PUBLIC COLLEGE INSTITUTIONAL TYPE'			
Problem/Proposition	Solution	HWSETA Outcome Statement	HWSETA Outcome Indicators
<p>WP-PSET (2013, p.xii) states that CETCs will “cater mainly for youths and adults who did not complete their schooling or who never attended school and thus do not qualify to study at TVET colleges and universities”</p> <p>NSDP (2019, p.20) illustrates the scope of this problem as it states, “STATsSA (2018) estimates that more than 18 million people above 20 years have educational levels below the National Senior Certificate, and there are few opportunities for education and work for them”</p>	<p>NSDP (2019, p.19) advances the WP-PSET position which “proposes an expansion of this institutional type [TVET] to absorb the largest enrolment growth in the post-school system...[with the view that] the growth of stronger TVET colleges will expand the provision of mid-level technical and occupational qualifications...[consequently this] will also relieve the higher education institutional type which is already under strain from high demand”</p>	<p>The HWSETA supports the growth of public and private college system so that colleges may qualify as centres of specialisation in the strategic period</p>	<p>Number of <b>unemployed persons who obtain full qualifications after successful completion of the AET programmes funded by the HWSETA</b> in the strategic period.</p>
			<p>Increased number of <b>lecturers whose performance in teaching improves</b> due to skills development initiatives funded by the HWSETA in the strategic period.</p>
			<p>Unemployed persons who <b>find employment after successfully completing vocational programmes</b>, funded by the HWSETA in the strategic period</p>
			<p>Increased number of <b>TVET College lecturers</b> whose competence is increased from training received supported by <b>HWSETA funded bursaries</b>.</p>

Table 13: Linkage of the NSDP Outcome 6 to the HWSETA Strategic Plan (2020-2025)

NSDP OUTCOME 6 'SKILLS DEVELOPMENT SUPPORT FOR ENTREPRENEURSHIP AND COOPERATIVE DEVELOPMENT'			
Problem/Proposition	Solution	HWSETA Outcome Statement	HWSETA Outcome Indicators
<p>“The inability of the youth to engage in economic activity and find employment...[and] the challenge of inculcating a culture and spirit of entrepreneurship and self-employment lies not only in making funding available but in developing the skills and competencies of the youth and potential entrepreneurs in general” (NSDP 2019, p.22).</p>	<p>Focus on entrepreneurship and cooperative development which is “less about obtaining formal occupational qualifications and more about applied, peer and mentored learning and support...[understanding that] successful cooperatives operate more as a consortium of established small businesses providing complementary skills and specialist services...[thus deriving] economic benefit through collaboration and economies of scale thereby reducing input, operational and distribution costs” (NSDP 2019, p.23).</p>	<p>The HWSETA provides increased support towards skills development activities for entrepreneurial, cooperative, as well as the establishment of new enterprises in the strategic period.</p>	<p>Number of <b>cooperatives whose sustainability</b> is strengthened through skills development initiatives funded by the HWSETA.</p>
			<p>Number of <b>small and emerging businesses whose sustainability</b> is strengthened through skills development initiatives funded by the HWSETA.</p>
			<p>Number of enterprises established with the support of the HWSETA in the strategic period.</p>
			<p>Increase in the percentage of health and welfare sector <b>large, medium, and small firms that actually send employees for training as per WSPs</b> to the health and social development sector in the strategic period</p>



Table 14: Linkage of the NSDP Outcome 7 to the HWSETA Strategic Plan (2020-2025)

NSDP OUTCOME 7 'ENCOURAGE AND SUPPORT WORKER INITIATED TRAINING'			
Problem/Proposition	Solution	HWSETA Outcome Statement	HWSETA Outcome Indicators
<p><i>"Trade unions and worker education and training initiatives are able to use the critical networks of their organisations (e.g shop stewards and union officials) to educate their members and other workers to suit their needs in a manner that is also beneficial to the economy as a whole" (NSDP 2019, p.23).</i></p>	<p>Supporting trade unions and worker education and training <i>"will benefit the workplace, our economy, as well as the developmental objectives of our country"</i> (NSDP 2019, p.23).</p>	<p>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</p>	<p>Increased number of <b>levy exempt organisations exposing their employees to skills development training</b> that is relevant to their work in the strategic period</p> <p>Increased number of <b>trade union officials exposed to skills development programmes that are relevant to their skills needs</b> in the strategic period</p>

Table 15: Linkage of the NSDP Outcome 8 to the HWSETA Strategic Plan (2020-2025)

NSDP OUTCOME 8 'SUPPORT CAREER DEVELOPMENT SERVICES'			
Problem/Proposition	Solution	HWSETA Outcome Statement	HWSETA Outcome Indicators
<p><i>"There has been limited emphasis, particularly at a school level, on career and vocational guidance for your youth...[as such] there is lack of guidance to direct young people to programmes for which they have an aptitude, and which will provide training in areas needed in the economy" (NSDP 2019, p.24).</i></p>	<p><i>"Aim to provide quality career and study related information and counselling services...[for] our people to 'embrace' and 'fulfil their potential'" (NSDP 2019, p.24).</i></p>	<p>The HWSETA supports career development services related to the health and welfare sector and makes them accessible to rural and targeted youth in the strategic period.</p>	<p>Number of learners from <b>rural school exposed to career awareness services</b> in the strategic period.</p> <p>Percentage of <b>learners exposed to career awareness services who enter-into HWSETA funded learning programmes</b> in the strategic period</p> <p>Number of <b>career guidance practitioners</b> funded by the HWSETA who offer their services to rural areas in the strategic period</p>

# ALIGNMENT OF THE HWSETA STRATEGIC OUTCOMES TO THE NSDP OUTCOMES

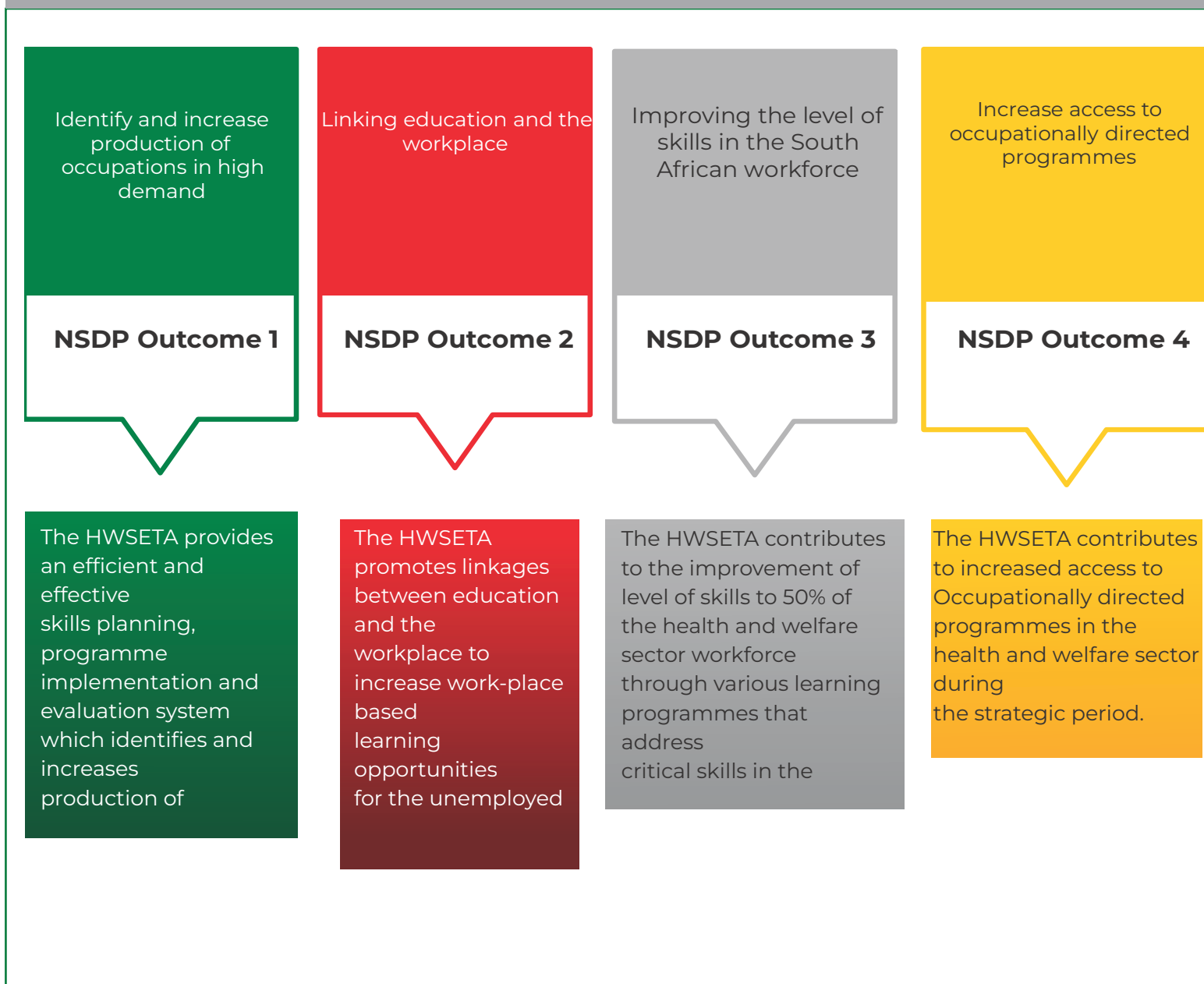


Figure 16: Alignment of the HWSETA Strategic Outcomes to the NSDP Outcomes

Support the growth of the public college system

**NSDP Outcome 5**

The HWSETA supports the growth of the public and private college system so that colleges may qualify as centers of specialization in

Skills development support for entrepreneurship and cooperative development

**NSDP Outcome 6**

The HWSETA provides increased support towards skills development activities for entrepreneurial, cooperative, as well as the establishment of new

Encourage and support worker-initiated training

**NSDP Outcome 7**

The HWSETA provides increased support to the State, Trade unions, NGOs, and NPOs in order to strengthen governance and service delivery and thus advance social, rural,

Support career development services

**NSDP Outcome 8**

The HWSETA supports career development services related to the Health and Social Development Sector makes career development services related to the health and welfare sector accessible to rural and targeted

# LINKING HWSETA STRATEGIC OUTCOMES TO IMPACT STATEMENTS

The HWSETA contributes to the development of the post-school system which increases the production of occupations in high demand by 2010

## IMPACT STATEMENT 1

1

The HWSETA provides an efficient and effective skills planning, programme implementation and evaluation system which identifies and increases production of occupations in high demand during the strategic period

2

The HWSETA promotes linkages between education and the workplace to increase work - place based learning opportunities for the unemployed in the health and welfare sector in the strategic period.

5

The HWSETA supports the growth of the public and private college system so that colleges may qualify as centers of specialization in the strategic period.

8

The HWSETA supports career development services related to the Health and Social Development Sector makes career development services related to the health and welfare sector accessible to rural and targeted youth in the strategic period.

Figure 17: Linking HWSETA Strategic Outcomes to Impact Statements

The HWSETA develops a skilled workforce Linking education and the employable and highly productive workforce which results in reduced hard to fill vacancies in the Health and Social Development Sector by 2030

**IMPACT STATEMENT**  
**2**

The HWSETA contributes to increased capacity of large, medium, and small firms, as well as small and emerging businesses and cooperatives in the Health and Social Development Sector to become more sustainable and expand in size by 2030

**IMPACT STATEMENT**  
**3**

The HWSETA contributes to increased capacity of the State, NGO and NPO sector, as well as Trade Unions to meet the social and rural development needs of South Africa Citizens by 2030

**IMPACT STATEMENT**  
**4**

**3**

The HWSETA contributes to the improvement of level of skills to 50 % of the health and welfare sector workforce through various learning programs that address critical skills in the strategic period.

**4**

The HWSETA contributes to increased access to occupationally directed programs in the health and welfare sector during the strategic period.

**6**

The HWSETA provides increased support towards skills development activities for entrepreneurial, cooperative, as well as the establishment of new enterprises in the strategic period.

**7**

The HWSETA provides increased support to the State, Trade unions, NGOs, and NPOs in order to strengthen governance and service delivery and thus advance social, rural, and community development in the strategic period.

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

**Table 16: 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 DPME	Quarterly
3	Performance Information Quarterly and Annual Reporting	DPME	Quarterly Annually
4	Annual Financial Statements	AGSA, Executive Authority (DHET), NT	Within 2 months after year-end
5	Annual report	DHET, NT and AGSA	Within 2 months after year-end
6	Financial misconduct procedures report	DHET, NT, AGSA	Annually
7	The budget of estimated revenue and expenditure for the year	DHET	6 months prior to the start of the financial year
8	Report on actual revenue and expenditure for the quarter	DHET	Within 30 days of the end of the quarter
9	Report on compliance with the PFMA	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
- Supply Chain Management reprinting
- Compliance reporting
- Ethics reporting
- Divisional Reports
- Authority matters

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

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

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

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



## B. PSET SECTOR PRIORITIES: ERRP SKILLS STRATEGY

The ERRP Skills Strategy contains 102 occupations required by the ERRP which are considered to have skills shortages. From this list, the HWSETA has 8 occupations falling within its ambit and these include the following:

Figure 18: Contribution of the HWSETA to the ERRP Skills Strategy



The figure above also shows the contribution that will be made by the HWSETA towards achieving the ERRP Skills Strategy annually.

Figure 19: Targets for the Implementation of the ERRP Skills Strategy

Occupation	2022-2024 3 Year Target	2022-2023 Annual Target	2022-2023 Actual Achievement	2023-2024 Targets	2023-2024 Target Proposed
Research and Development Manager	24	8	3	8	13
Safety, Health, Environment and Quality (SHE&Q Practitioner)	45	15	23	15	7
Early Childhood Development Practitioner	1299	433	680	433	186
Biotechnologist	155	52	1	52	102
Microbiologist	278	93	3	93	184
Environmental Scientist (Environmental Technician)	433	144	88	144	201
Air-conditioning and Refrigeration Mechanic	45	15	0	15	30
Refrigeration Mechanic	45	15	55	15	0
Social Entrepreneurship	159	0	0	80	79
Qualification in Medical Technology	1	0	0	1	0
<b>CROSS CUTTING SKILL</b>					
Digital Skills	950	316	151	316	579

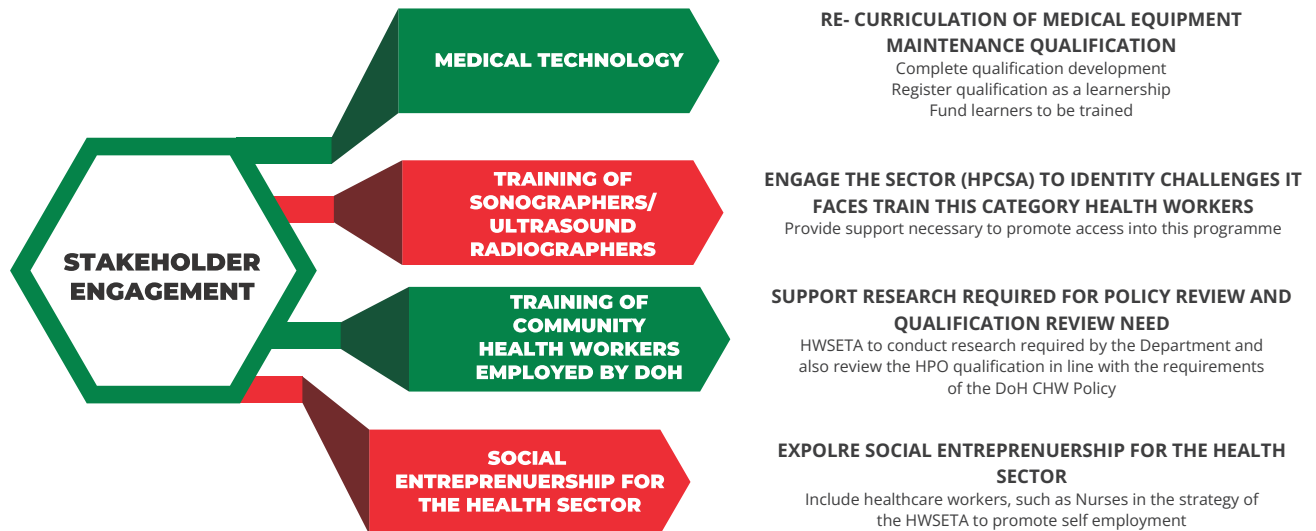
## C. HEALTH AND SOCIAL DEVELOPMENT PRIORITIES: SUPPORT OF THE HWSETA TO THE SKILLS NEEDS OF THE SECTOR

The HWSETA will provide specific support to the health sector, social development sector, and the National Digital and Future Skills Strategy. The support is illustrated in the three following figures, as follows:

### SUPPORT FOR THE HEALTH SECTOR

#### STAKEHOLDER NEEDS TO BE INCLUDED IN THE STRATEGIC PLAN

Figure 20: Support for the Health Sector



### SUPPORT FOR THE HEALTH SECTOR

#### STAKEHOLDER NEEDS TO BE INCLUDED IN THE STRATEGIC PLAN

Figure 21: Support for the Health Sector (2)



## SUPPORT FOR THE SOCIAL DEVELOPMENT SECTOR STAKEHOLDER NEEDS TO BE INCLUDED IN THE STRATEGIC PLAN

Figure 22: Support for the Social Development Sector



Figure 23: Response of the HWSETA to the National Digital and Future Skills Strategy

STRATEGY	PLANNED INTERVENTION	STRATEGIC ACTIONS	HWSETA's RESPONSE
<b>STRATEGY ELEMENT 1</b> <b>Digital foundations: Basic and intermediate digital skills</b>	<b>Promotion of capacity-building for PSET lecturing staff,</b>	Development and rollout of open online courses covering digital skills.	<ul style="list-style-type: none"> <li>● Development of sectoral appropriate digital skill programmes</li> </ul>
<b>STRATEGY ELEMENT 3:</b> <b>Skills for Industry 4.0 and the world of work</b>	<b>Digital skills for Economy 4.0</b>	SETAs) must incorporate digital skills planning in their sector skills plans.	<ul style="list-style-type: none"> <li>● SSP</li> </ul>
	<b>Research on digital skills, digital disruption and the labour market</b>	Annual SETA surveys should include a focus on current digital skills, future digital skills needs emerging in South African industries and should explicitly report on the skills gap.	<ul style="list-style-type: none"> <li>● Research</li> </ul>
	<b>Digital learning for youth and unemployed persons</b>	Government [...] promote the funding, development and popularisation of online platforms and open online courses for industry-oriented learning and continuing profession development (CPD).	<ul style="list-style-type: none"> <li>● Skills programmes for employed and unemployed persons (offered online and/or open online courses).</li> </ul>
<b>STRATEGY ELEMENT 8: Funding for digital skills</b>	<b>Funding for digital skills: SETAs</b>	SETA to include sectorally appropriate digital skills development within training programmes and internships. The SETAs should consider funding for basic digital skills sets that will assist job seekers and form the basis for later upskilling.	<ul style="list-style-type: none"> <li>● Bursaries (eHealth/Telemedicine/Healthcare Technology etc related qualifications and research)</li> <li>● Cross-cutting skills programmes for the employed and unemployed persons including learners funded for bursaries and internship.</li> </ul>

Additional to the above the HWSETA will support critical skills for workers, which have been analysed through the SSP 2024-2025 update as follows:

**Table 17: Critical Skills List (2023-2024 WSP Submission)**

No	Training Intervention as a Top Skill Gaps Training	Grouping Planned Training	OFO Major Group Category	Total Number of Employees for Skills Gaps Training Per OFO Category	Total Number of Employees for Skills Gaps Training in the Sector
1	Nursing CPD 1-4 Modules	Continous development	Professionals	12277	21902
			Technicians and Associate Professionals	9625	
2	Customer Service Training	Skills programmes	Services and Sales Workers	4718	4746
			Elementary Occupations	28	
3	The Living and Working Compassionately care 4YOU -Journey	Skills programmes	Professionals	1487	
			Technicians and Associate Professionals	1117	
			Clerical Support Workers	469	
			Elementary Occupations	37	
4	Basic life support	Skills programmes	Professionals	1099	1893
			Technicians and Associate Professionals	794	
5	POPIA Training	Continous development	Professionals	567	796
			Technicians and Associate Professionals	229	
6	Wellness Training	Continous development	Technicians and Associate Professionals	178	336
			Clerical Support Workers	158	
7	Family & Friends CPR	Continous development	Clerical Support Workers	172	287
			Service and Sales Workers	115	
8	Electronic Medical Records	Skills programmes	Clerical Support Workers	259	259
9	First Aid	Skills programmes	Service and Sales Workers	131	244
			Managers	113	
10	Patient Services: Admissions Toolkit for Admission Clerks	Skills programmes	Clerical Support Workers	224	224
11	Emotional Intelligence	Continous development	Managers	201	201
12	Security Policy	Continous development	Managers	138	138

No	Training Intervention as a Top Skill Gaps Training	Grouping Planned Training	OFO Major Group Category	Total Number of Employees for Skills Gaps Training Per OFO Category	Total Number of Employees for Skills Gaps Training in the Sector
13	Preventing Sexual Abuse and Exploitation	Continuous development	Managers	138	138
14	NC: Business Analysis	Learnership	Clerical Support Workers	43	54
			Elementary Occupations	11	
15	NC: Generic Management	Learnership	Clerical Support Workers	27	50
			Technicians and Associate Professionals	13	
			Elementary Occupations	10	
16	QUALITY ASSURANCE	Continuous development	Elementary Occupations	27	27
17	Advanced Health Management	Academic qualification	Professionals	12	22
			Clerical Support Workers	10	
18	Device Training	Continuous development	Plant and Machine Operators and Assemblers	21	21
19	Higher Certificate in Management Practice	Learnership	Professionals	19	19
20	Safety Precaution When Working with Electricity	Continuous development	Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers	4	4

The HWSETA will also support the sector with skills interventions to close the gap created by hard to fill vacancies and this are categorized into the top ten that serves as an annexure to the Sector Skills Plan and also the top twenty which aims to expand the support that can be provided by the HWSETA through its 2020-2025 Strategic Plan. These are displayed in two tables below.

**Table 18: Sectoral Priority Occupations and Interventions List (Top 10)**

SECTORAL PRIORITY OCCUPATIONS AND INTERVENTION LIST 2024-2025									
SETA NAME	PERIOD	OCCUPATION CODE	OCCUPATION	SPECIALISATION ALTERNATIVE TITLE	INTERVENTION PLANNED BY SETA	NQF LEVEL	NQF ALIGNED	QUANTITY NEEDED	QUANTITY TO BE SUPPORTED BY SETA
HWSETA	2024/2025	2021-532903	Nursing Support Worker	Assistant in Nursing/Hospital Aide/Nurses' Aide/Paramedical Aide	Learnership Diploma in Nursing	6	Y	847	423
					Higher Certificate in Nursing	5			424
HWSETA	2024/2025	2021-226201	Hospital Pharmacist	Hospital Chemist/Clinical Pharmacist/Health Service Pharmacist	Masters of Pharmacy	9	Y	277	14
					Post graduate Diploma in Hospital Pharmacy Management	8			74
					Bachelor of Pharmacy	8			37
HWSETA	2024/2025	2021-222116	Nursing Manager	Nurse Unit Manager/Charge Nurse/Charge Sister	Master in Nursing Science	9	Y	103	8
					Bursary: Nursing Science	7			24
HWSETA	2024/2025	2021-221204	Obstetrician and Gynaecologist	Child Birth Specialist	Master of Medicine in Obstetrics and Gynaecology	9	Y	58	9
HWSETA	2024/2025	2021-321104	Sonographer	Cardiac Ultrasound Technical/Ultrasound Sonographer	Post graduate Diploma in General ultrasound	9	Y	57	4
					Master of Diagnostic Ultrasound	8			16
HWSETA	2024/2025	2021-213110	Medical Scientist	Clinical Biochemist/Microbiologist (Medical Research)/Clinical Research Associate	Masters Health Science in Biomedical Science	9	Y	54	3
					Bachelor of Health Science Molecular and Medical	8			8
					Bachelor of Science Medical Sciences	7			8
HWSETA	2024/2025	2021-134101	Child Care Centre Manager	Early Childhood Development Centre Manager/Child Care Centre Director	OC: Child and Youth Care Worker	5	Y	47	23
					OC: Early Childhood Development Practitioner	4			24
HWSETA	2024/2025	2021-134101	Emergency Medicine Specialist	Emergency Physician	Master of Emergency Care	9	Y	43	3
					Bachelor of Health Science in Emergency Care	8			7
HWSETA	2024/2025	2021-221212	Forensic Pathologist	Forensic Pathologist	Master of medicine in Forensic Pathology	9	Y	35	5
HWSETA	2024/2025	2021-221212	Ophthalmologist	Medical Eye Specialist/ Ophthalmic Optician	Masters in Medicine in Ophthalmology	9	Y	18	3

Table 19: Sectoral Priority Occupations List (Top 20)

2ND TOP 10			
OFO CODE	OCCUPATION NAME	REASONS FOR HTFV	QUANTITY IN THE SECTOR
222108	Register Nurse (Medical)	Limited amount trained; No post basic training for qualified nurses, high turnover has lead to scarcity irrespective of race and gender.	1661
322101	Enrolled Nurse	Change in Nursing qualifications has led to shortage in enrolled nurses. The new entry requirements to access qualifications are higher -many do not qualify	1629
226203	Retail Pharmacist	Scarcity of Pharmacist Interns, experienced Pharmacist and support personnel; Lack of relevant experience; A few meet the entry requirements	196
221101	General Medical Practitioner	Scarcity of experienced and qualified GPs; finding Clinicians with research experience a challenge.	543
222101	Clinical Nurse Practitioner	Limited Supply	196
321201	Medical Technician	Lack of experience and qualification; carce skills set	18
121905	Programme or Project Manager	Scarce skills set	13
321103	Registered Nurse (Community Health)	Shortage of Nuclear radiographers for all genders and race; few people enrolling	13
321103	2021 - Nuclear Medicine Technologist	Scarcity of people with required skill	13
422206	Call or Contact Centre Agent	Lack of relevant experience	10



## 2.3 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 20: 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"> <li>● Develop Sector Skills Plan to identify occupations in demand and skills needs</li> <li>● Conduct research to produce research outputs stipulated in the NSDP (2030)</li> <li>● Support research agendas of professional councils, the Workers College, National Health Laboratory Services, SANGO Net, and the South African Federation for Mental Health</li> <li>● Publish research papers produced by candidates of post-graduate beneficiaries that are aligned to the research agenda of the HWSETA</li> <li>● Support authorship of books and funding of research fellows.</li> <li>● Support health and welfare sector lecturers and students from higher education institutions to conduct research in curriculum development.</li> <li>● Conduct Surveys that focus on current and future digital skills</li> </ul>
Quality Assurance Policies of the HWSETA	<ul style="list-style-type: none"> <li>● To accredit skills development providers to offer occupational qualifications</li> <li>● Register Assessors and Moderators</li> <li>● Endorse learner achievements and issue qualification certificates</li> <li>● Administer EISA examinations on behalf of the HWSETA</li> <li>● Develop occupational qualifications for the sector</li> <li>● Translate all HWSETA learning materials to Brail.</li> <li>● Promote the offering of training by skills development providers to be through e-learning</li> <li>● Foster partnerships between TVET Colleges and Private Colleges to offer health and welfare sector education programmes</li> <li>● Include sectorally appropriate digital skills development, within training programmes and internships</li> <li>● Occupational qualifications developed by the HWSETA should secure the by-in of other PSET subsystems for recognition and seamless articulation.</li> </ul>

Policy of the HWSETA	Strategy over the five years
Discretionary Grant Policy	<ul style="list-style-type: none"> <li>● Target Youth not in Employment, Education or Training (NEET) for job creation</li> <li>● Support for small businesses that are owned by persons with disabilities</li> <li>● Fund learning programmes as defined by the Skills Development Act</li> <li>● Fund Continuous Professional Development (CDP) activities</li> <li>● Fund Honours Degrees to create a pipeline for persons eligible to enroll for Master so as to achieve the NDP objective to produce more PhDs and expand the proportion of university teachers with PhDs from 46% in 2018 to 50% by 2024 and also to facilitate professional registration for occupations that require a Masters degree to practice (such as psychology)</li> <li>● Develop lecturers of TVET, other Colleges in the sector, and universities through post-graduate bursaries.</li> <li>● Support to post-school education institutions of learning with teaching aids to strengthen learner support.</li> <li>● Teaching aids such as uniforms for Radiography students, for example, who require R4000 to purchase the uniform, which protects them from radiation. Other teaching aids include computer centers, cadavers, simulation aids etc.</li> <li>● Support for NGOs and NPOs by the HWSETA will involve funding of skills development initiatives to strengthen governance and fundraising skills. Also, these organisations will be capacitated to become work places where host-employers can place learners for work-integrated learning and internship programmes.</li> <li>● Fund veterinary and para-veterinary students ensuring that there is enough veterinary professionals to maintain health in animals and secure food safety</li> <li>● Fund a skills programme on ethical leadership</li> <li>● Fund basic, intermediate, and advanced digital skills sets to assist job seekers and to upskill workers.</li> <li>● Advance digital literacy for academic staff and equip them with digital fluency and digital mastery.</li> </ul>
M&E Policy and Framework	<ul style="list-style-type: none"> <li>● Monitor and evaluate the performance of the HWSETA in carrying its mandate</li> <li>● To measure the impact of funding strategies of the HWSETA</li> <li>● Conduct Monitoring and Evaluation of funding programmes of the HWSETA. In particular: <ul style="list-style-type: none"> <li>● The work integrated learning programme for universities of technology, and the internship programme implemented by the National Department of Health</li> </ul> </li> <li>● Conduct track and trace studies annually for students funded by the HWSETA who complete learnerships, internships, apprenticeships, and university programmes funded through bursaries.</li> </ul>

## Partnership Policy

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.
- 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
- Partner with the Department of Basic Education and Training for social services to be rendered by Non-Profit Companies to be established through the Social Enterprises programme of the HWSETA
- Partner with Entrepreneurship hubs for the capacitation of Social Service Professional who will be establishing Social Enterprises

## Partnership Policy

- Partner with the private sector CSR programmes for supporting Social Enterprises to be established under the Social Enterprises programme of the HWSETA .
- Partner with universities and universities of technology to support undergraduate and post-graduate programmes aligned to Bio-innovation Health, and Bio-innovation knowledge valorization, these are tabulated in 9 and 10 below.
- Partner with the Gauteng Department of Health to support them address the following needs:
  - The current HRD practitioners in GDoH require training and accreditation as Education, Training and Development Practitioners (ETDP) so that they can become trainers for the HPO certificate.
  - The Gauteng Department of Health (GDOH) appointed over 4014 Expanded Public Works Programme (EPWP) participants and placed them at various Gauteng Health institutions in the five districts, to assist as Cleaners, Admin Clerks, Data Capturers, Groundkeepers, Courtesy Officers and Pharmacy Assistants.
    - The GDoH plans to have a comprehensive developmental skills interventions aimed at improving competencies of the EPWP contractors that are placed within the Department.
    - The Skills Development Interventions such as skills programmes, accredited short courses will require the support from HWSETA.
  - here has been greater responsibility placed on ensuring full compliance with the Occupational Health and Safety requirements in all facilities.
  - Forty-eight employees have been trained on three ISO standards by the South African Bureau of Standards.
  - The GDOH plans to expand the training to another 48 employees who will become the ISO standards \ custodians
  - Other interventions include the accreditation of the existing training centers on Emergency Medical Services – Basic Life Support with accreditation bodies such as the Resuscitation Council.
- Partner with Higher Health support initiatives in the health and social development sector that are aimed at capacitating the workforce to lead campaigns on toxic masculinity
- Partner with SAMED for the training of health occupations, particularly the unemployed Graduates, to obtain the designation of Medical Coders and thus find jobs as Medical Coders. Also, this will increase the number of Certified Medical Coders in the country and thus support the implementation of the NHI.
- Partner with the South African Society for Physiotherapist in order to support Physiotherapists with the necessary skills for going into Private Practice
- Partner with the Pharmacy Council to support research on mental health challenges of Pharmacists.
- Partner with the DPSA in order to gain access into the PERSAL database.
- Partners with Department of health on training of health professionals on social determinants of health as a skills programme or continuous professional education.
- Planned partnerships identified for the year starting 2024-2025 of the 2020-2025 strategic plan are illustrated in figure 9 and 10 as follows:

Table 21: Undergraduate University Programmes Funded by the HWSETA Which are Aligned to Bio-Innovation Health and Indigenous Knowledge Valorization

Undergraduate University Programmes funded by the HWSETA which are aligned to the Bio-innovation Health skills	
Field	Qualifications aligned to Bio-innovation Health Skills
Chemistry	NDip Analytical Chemistry
	BSc Chemical Sciences
Radiography	Bachelor of Diagnostic Radiography
	Bachelor of Nuclear Medicine Technology
	Bachelor of Diagnostic Ultrasound
	Bachelor of Radiation Therapy
Medical Sciences	BHS Medical Laboratory Sciences
	NDip Biomedical Technology
	Bachelor of Health Sciences
	Bsc Life Sciences
	Bachelor of Physiology
	BSc Biochemistry and Microbiology
	BSc Genetics and Microbiology
	BSc Medical Bioscience
Undergraduate University Programmes funded by the HWSETA which are aligned to the Bio-innovation Indigenous Knowledge valorization skills	
Pharmacology	Bachelor of Pharmacy
Phytochemistry	BSM Complementary Medicine: Phytotherapy

Table 22: Postgraduate University Programmes Funded by The HWSETA Which are aligned to Bio-Innovation Health And Bio-Innovation Indigenous Knowledge Valorization

Postgraduate University Programmes funded by the HWSETA which are aligned to Bio-innovation Health skills		
Field	Qualifications	Area of specialisation
Radiography	Masters & PhD in Radiography	Radiobiology, Radiochemistry, Radio pharmacy
Medical Sciences	Masters & PhD in Medical Sciences	Immunology, Microbiology, Molecular biology, vaccinology, Flow chemistry, Bioinformatics
Undergraduate University Programmes funded by the HWSETA which are aligned to the Bio-innovation Indigenous Knowledge valorization skills		
Public Health	Masters & PhD in Public Health	Epidemiology, African Traditional medicines
Pharmacology	Masters in Pharmacology & Therapeutics	Pharmacology
	Masters in Pharmaceutical affairs	
NB: The focus of the HWSETA has been on the qualification and not necessarily on the area of specialisation. As from 2022-2023 the HWSETA targeted the areas of specialisation identified by the Department of Science and Innovation.		

### 3. UPDATE TO RELEVANT COURT RULINGS

Table 23: Relevant Court Rulings

<p><b>Name of court case</b></p>	<p>Ler-Ong Consulting cc/ Health &amp; Welfare Sector Education &amp; Training Authority (Case no: 2009/27795) (High court, Johannesburg)</p>
<p><b>Progress</b></p>	<p><b>September 2023</b></p> <p>As of 12 September 2023, Ler-Ong Consulting has appointed new attorneys of record MVC Attorneys.</p> <p>Request for a pre-trial conference has been sent to the new attorneys.</p> <p>We are waiting on the three (30 alternate dates).</p> <p>Following pre-trial conference, a trial date will be applied for.</p>
<p><b>Impact on HWSETA operations and service delivery obligations</b></p>	<p>There is no impact on operations and service delivery.</p> <p>The case has been running for over a decade now, and has impacted HWSETA financially.</p>
<p><b>Name of court case</b></p>	<p>True Harvest College/ Health &amp; Welfare Sector Education &amp; Training Authority and 3 others. (Case no: 24805/22) (High Court, Pretoria)</p>
<p><b>Progress</b></p>	<p><b>September 2023</b></p> <p>As of 12 September 2023, the parties to the litigation convened for a pre-trial conference on 12 September 2023.</p> <p>HWSETA consulted with Counsel in preparation for a trial.</p> <p>Following pre-trial conference, a trial date will be applied for.</p>
<p><b>Impact on HWSETA operations and service delivery obligations</b></p>	<p>There is no impact on operations and service delivery.</p> <p>The case is just over year old and there is a good progress made so far, in the event that the plaintiff wins a case it will have a reputational harm and damage on the HWSETA.</p>
<p><b>Name of court case</b></p>	<p>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</p>
<p><b>Impact on HWSETA operations and service delivery obligations</b></p>	<p>Section 4(4), states that, "20% of the total levies paid by employers in terms of section 3(1) as read with section 6 of the Skills Development Levies Act during each financial year will be paid to the employer who submits a WSP".</p> <p>The judgement of the Labour Appeal Court, on 20 August 2019, set aside the Labour Court judgement, and was replaced by the following:</p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <p>Implication is that the percentage of mandatory grants to be paid to employers is not determined. However, SETAs have continued to pay 20% in mandatory grants in line with the Grant Regulations. 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.</p>



# **PART B**

**STRATEGIC FOCUS OF THE  
HEALTH AND WELFARE SETA**



## OUR VISION

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



## OUR 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.



## OUR VALUES



SERVICE EXCELLENCE



TRANSFORMATION



TRANSPARENCY



INTEGRITY



RESPECT



FAIRNESS

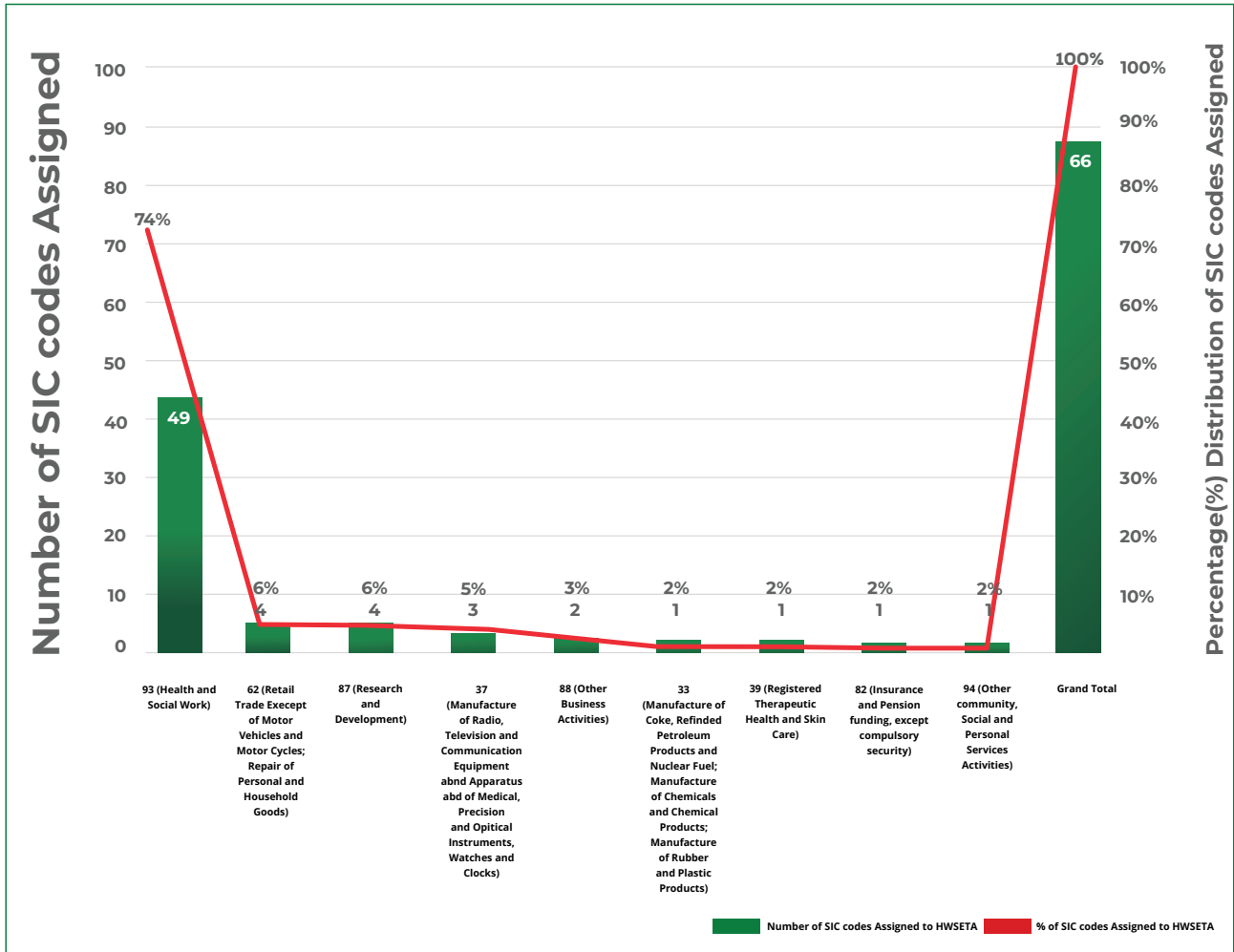


ACCOUNTABILITY

## 4. SITUATIONAL ANALYSIS

According to the re-establishment of SETA landscape [2020 – 2025] (2019), HWSETA accounts for 66 SIC codes in health and social development sector (see Figure below).

Figure 24: DHET Assigned SIC Codes Defining the Scope of the Sector



This section will in broad terms present information accounting for the health and social development sector as per assigned SIC codes above. The dominance of health and social work SIC codes are reflective of department of health and social development as key role players with respect to policy formulation, legislation, standard-setting, and oversight coordination of services rendered in the sector. These roles significantly shape both the external and internal environment within which

HWSETA operates. In addition to these government departments, statutory and voluntary professional bodies, NGOs, CBO's and NPO's, labour and trade unions, research- and training institutions, post-school institutions (CETs, TVETs, nursing colleges, and universities), other government departments (i.e., Department of education and agriculture), and South African Revenue Service (SARS) play key roles that have a bearing on both the external and internal environment within which HWSETA operates.

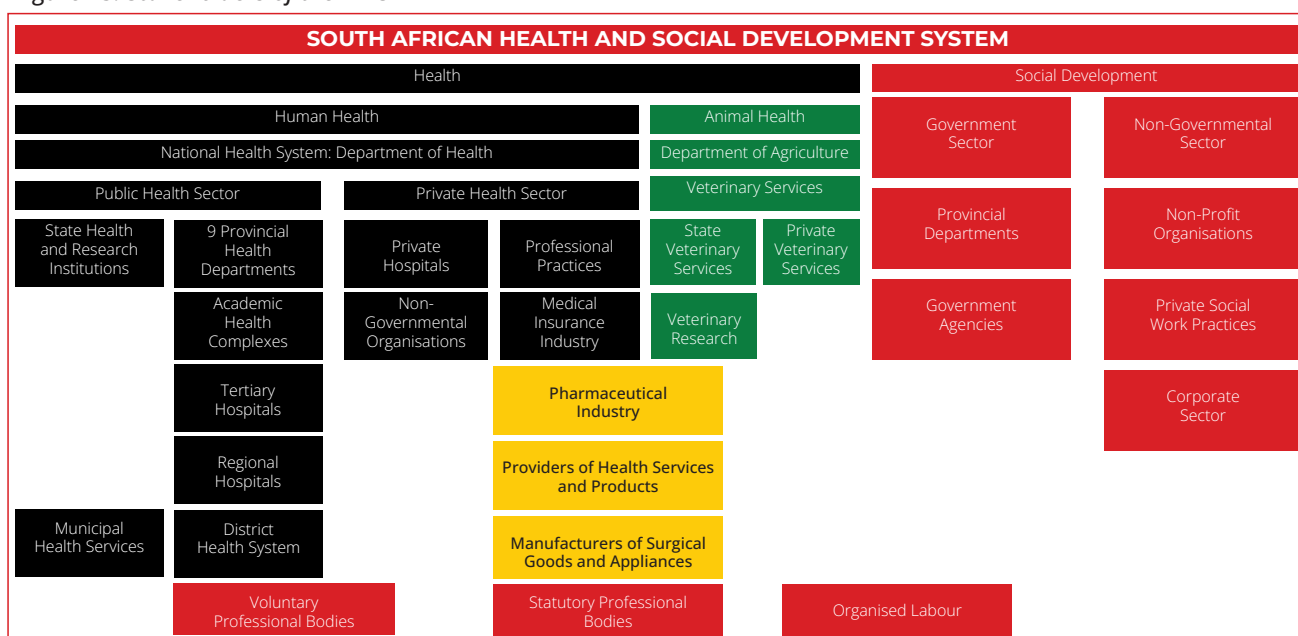
Roles played by each of the stakeholders indicated above are tabulated below in table below.

**TABLE 25: Stakeholders of the HWSETA**

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.

These SIC codes associated with their respective key role players constitute economic activities that range from all healthcare facilities and services, pharmaceutical services and the distribution of medicine, medical research, non-governmental organisations, to veterinary services. The social development component of the sector consists of the government, NGOs and private social work practices (see Figure below).

**Figure 25: Stakeholders of the HWSETA**



## 4.1 PROFILE OF THE SECTOR

### 4.1.1 Total Employment

Three data sources were used to construct a profile of the labour force: Data from the WSPs submitted by private sector employers to the HWSETA and by public sector employers to the PSETA in May 2023 as well as data furnished to the HWSETA from the private Medpages database of March 2023.

The data analysis provided information on 758 027 people who are formally employed in the health and social development sector, ranging from managers, professionals, technicians and associate professionals, clerical support workers, service and sales workers, craft and trades workers, plant and machine operators, and elementary workers.

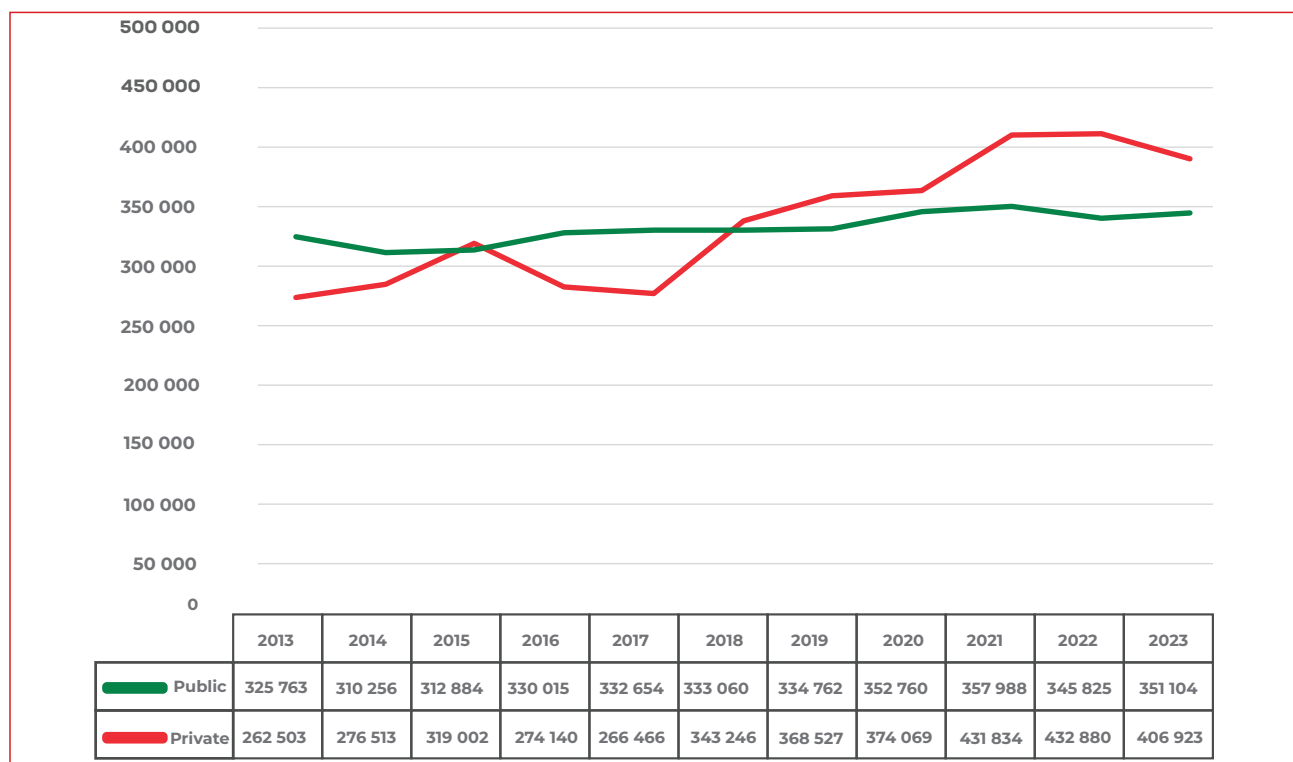
Of these, approximately 406 923 (54%) are employed in private sector organisations (referred to later as the “private sector”), while 351 104 (46%) work in the public service departments.

Estimates of total employment in the health and social development sector can be seen in the figure below. Employment in the public service component of the sector increased from 325 763 in 2013 to 351 104 in 2023.

The average annual growth of employment in the public sector was 0,8% over the 2013 to 2023 period. The private sector component of the sector, on the other hand, showed an average annual growth of 4.5% over the 2013 to 2023 period.

The total sector (public and private) showed an average annual growth of 2.6%. On average, over the 2013 to 2023 period, there were approximately 335 000 employees working in the public service and 341 000 in the private health and welfare sector per year.

Figure 26: Total Employment in the Health and Social Development Sector, 2013 - 2023



### 4.1.2 Trends in employment data: Gender

Table 1-6 shows the gender distribution in the sector from 2014 to 2023. Male's share in employment in the sector varied between 26% and 30% while females formed between 70% and 74% of the workforce over the years.

*Table 26: Gender Distribution in the Health and Social Development Sector, 2014 - 2023*

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
<b>Public Service</b>	%	%	%	%	%	%	%	%	%	%
Male	27	27	28	32	28	27	27	26	28	27
Female	73	73	72	68	72	73	73	74	72	73
<b>Total</b>	100	100	100	100	100	100	100	100	100	100
<b>Private Sector</b>	%	%	%	%	%	%	%	%	%	%
Male	30	25	25	28	25	27	28	29	29	33
Female	70	75	75	72	75	73	72	71	71	67
<b>Total</b>	100	100	100	100	100	100	100	100	100	100
<b>Total Sector</b>										
Male	28	26	27	30	27	27	28	28	29	30
Female	72	74	73	70	73	73	72	72	71	70
<b>Total</b>	100	100	100	100	100	100	100	100	100	100

Sources: Calculated from HWSETA and PSETA WSPs 2014-2023, MedPages data 2014-2023.



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

**Table 27: Gender Distribution according to the Occupational Groups, 2023**

OCCUPATIONAL GROUP	MALE		FEMALE		TOTAL	
	N	%	N	%	N	%
<b>Public Service</b>						
Managers	4 289	39	6 677	61	10 966	100
Professionals	34 856	24	110 740	76	145 596	100
Technicians and Associate Professionals	19 123	27	52 255	73	71 378	100
Clerical Support	11 437	32	23 926	68	35 363	100
Service and Sales	13 901	26	39 163	74	53 064	100
Skilled Agricultural, Forestry, Related Trades	1 122	82	252	18	1 374	100
Plant and Machine Operators and Assemblers	2 373	76	747	24	3 120	100
Elementary Occupations	9 248	31	20 995	69	30 243	100
<b>Private Sector</b>						
Managers	15 963	38	25 778	62	41 741	100
Professionals	39 468	29	95 882	71	135 350	100
Technicians and Associate Professionals	19 646	24	61 799	76	81 445	100
Clerical Support	17 560	33	35 959	67	53 520	100
Service and Sales	11 863	25	35 031	75	46 893	100
Skilled Agricultural, Forestry, Fishery, Craft, and Related Trades	11 217	90	1 215	10	12 432	100
Plant and Machine Operators and Assemblers	6 508	88	879	12	7 388	100
Elementary Occupations	11 502	41	16 653	59	28 155	100
<b>Total Sector</b>						
Managers	20 252	38	32 455	62	52 707	100
Professionals	74 324	26	206 622	74	280 946	100
Technicians and Associate Professionals	38 769	25	114 054	75	152 823	100
Clerical Support	28 997	33	59 885	67	88 883	100
Service and Sales	25 764	26	74 194	74	99 957	100
Skilled Agricultural, Forestry, Related Trades	12 339	89	1 467	11	13 806	100
Plant and Machine Operators and Assemblers	8 881	85	1 626	15	10 508	100
Elementary Occupations	20 750	36	37 648	64	58 398	

Sources: Calculated from HWSETA and PSETA WSPs 2023, MedPages data 2023.





### 4.1.3 Trends in Employment Date: Age distribution

Table 28 shows the total age distribution in the Public Service, private health, and the total sector from 2014 to 2023. 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 over the period. The percentage of employees younger than 35 years in the private sector is markedly higher – around 33-41% over the period. In the private sector people older than 55 constituted 9-15% of the workers over the period.

*Table 28: Age Distribution in the Health and Social Development. 2014 - 2023*

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
<b>Public Service</b>	%	%	%	%	%	%	%	%	%	%
Younger than 35	30	31	32	29	27	25	26	26	26	24
35 to 55	59	57	58	61	63	62	63	63	63	65
Older than 55	11	12	10	10	10	14	11	11	11	10
<b>Total</b>	100	100	100	100	100	100	100	100	100	100
<b>Private Sector</b>	%	%	%	%	%	%	%	%	%	%
Younger than 35	37	41	40	37	39	38	38	35	40	33
35 to 55	54	50	49	49	51	51	50	50	49	54
Older than 55	9	9	11	14	11	12	12	15	11	13
<b>Total</b>	100	100	100	100	100	100	100	100	100	100
<b>Total Sector</b>										
Younger than 35	33	36	35	32	34	31	32	31	30	29
35 to 55	57	54	54	57	56	56	56	56	57	59
Older than 55	10	10	11	11	11	13	12	13	13	12
<b>Total</b>	100	100	100	100	100	100	100	100	100	100

Sources: Calculated from HWSETA and PSETA WSPs 2023, MedPages data 2023.



The 2023 age distribution of employees in the health and social development sector by the occupational group is shown in Table 1-9. In the public sector, 10% of the professionals are over the age of 55 compared to 22% in the private sector. In total, 15% of professionals are over the age of 55 in the health and welfare sector.

The larger numbers of people under the age of 35 in the private sector compared to the public sector are concentrated in the following occupational groups: Managers (35%), Services and Sales (45%), Clerical Support (42%), Technicians and Associate Professionals (33%), Trades (42%), and elementary workers (34%).

**Table 29: Age Distribution of Employees in the Public Service and Private Health according to the Occupational Group, 2023**

OCCUPATIONAL GROUP	UNDER 35		35 to 35		OLDER THAN 55		TOTAL	
	N	%	N	%	N	%	N	%
<b>Public Service</b>								
Managers	1 646	16	6 551	64	1 965	19	10 162	100
Professionals	38 923	27	88 939	63	13 758	10	141 620	100
Technicians and Associate Professionals	16 154	24	44 822	66	6 640	10	67 616	100
Clerical Support	9 108	27	21 321	64	2 712	8	33 141	100
Service and Sales	8 943	18	36 668	72	5 182	10	50 793	100
Skilled Agricultural, etc	179	14	823	64	290	22	1 292	100
Plant and Machine Operators	644	23	1 544	56	572	21	2 760	100
Elementary Occupations	5 438	20	18 168	67	3 586	13	27 192	100
<b>Private Sector</b>								
Managers	14 587	35	22 421	54	4 734	11	41 743	100
Professionals	27 383	23	65 982	55	26 092	22	119 458	100
Technicians and Associate Professionals	24 894	33	43 350	58	6 679	9	74 923	100
Clerical Support	22 249	42	26 930	50	4 266	8	53 445	100
Service and Sales	20 963	45	22 544	48	3 298	7	46 804	100
Skilled Agricultural, etc	5 185	42	6 436	52	658	5	12 278	100
Plant and Machine Operators	1 588	22	4 724	64	1 072	15	7 384	100
Elementary Occupations	9 553	34	15 713	56	2 635	9	27 901	100
<b>Total Sector</b>								
Managers	16 233	31	28 972	56	6 699	13	51 905	100
Professionals	66 306	25	154 921	59	39 850	15	261 078	100
Technicians and Associate Prof	41 048	29	88 172	62	13 319	9	142 539	100
Clerical Support	31 357	36	48 251	56	6 978	8	86 586	100
Service and Sales	29 906	31	59 212	61	8 480	9	97 597	100
Skilled Agricultural, etc	5 364	40	7 259	53	948	7	13 570	100
Plant and Machine Operators	2 232	22	6 268	62	1 644	16	10 144	100
Elementary Occupations	14 991	27	33 881	61	6 221	11	55 093	100

Sources: Calculated from HWSETA and PSETA WSPs 2023, MedPages data 2023.

#### 4.1.4 Trends in Employment Data: Disability

In 2023, 4% of the workers in the sector were people with disabilities. Of the 30 792 workers with disabilities, 1 633 (5%) were employed as managers, 8 800 (29%) as professionals, 6 020 (20%) as technicians and associate professionals, 4 658 (15%) as clerical support workers, 4 260 (14%) as service and sales workers, 196 (1%) as skilled agricultural, craft and related trades workers, 568 (2%) as plant and machine operators and assemblers, and 4 657 (15%) as elementary workers.

## 5. EXTERNAL ENVIRONMENT

PESTEL is an acronym for Political, Economic, Social, Technological, Legal (regulatory), and Environmental. Its primary objective of PESTEL as a tool is to scan the business environment or situational analysis of external factors either as a threat or an opportunity to the organisation concerned. The scanning of the environment is conducted to identify and generalize about *“factors changing a sector and causing it to develop in a certain way...[affecting] skills demand or supply”* (DHET SSP framework 2022, p.19).

### Research Methodology

#### Questionnaire development

A survey questionnaire instrument was developed with fifteen questions. All the questions had five Likert Scale options. All questions were framed similarly and stating, *‘what is your assessment of the [factor] in the country and its effects to your organisation since the beginning of 2023?’*.

Response options always included five options as follows.

- a) It is a threat
- b) It is somewhat of a threat
- c) It is neither a threat nor an opportunity
- d) It is somewhat of an opportunity
- e) It is an opportunity

#### Data collection

A sample of 237 organisations that had responded to the job loss or gain study in November of 2022 was used for the study. The 237 organisations were sent an email via an online survey platform (SurveyMonkey) between 30 August 2023 and 04 September 2023. Only 111 responded to the survey. This constitutes 47% response rate of the study. Of the 111 responses in the sample, 89% are from the NGO/ NPO sector, 7% from the private sector, and 4% from

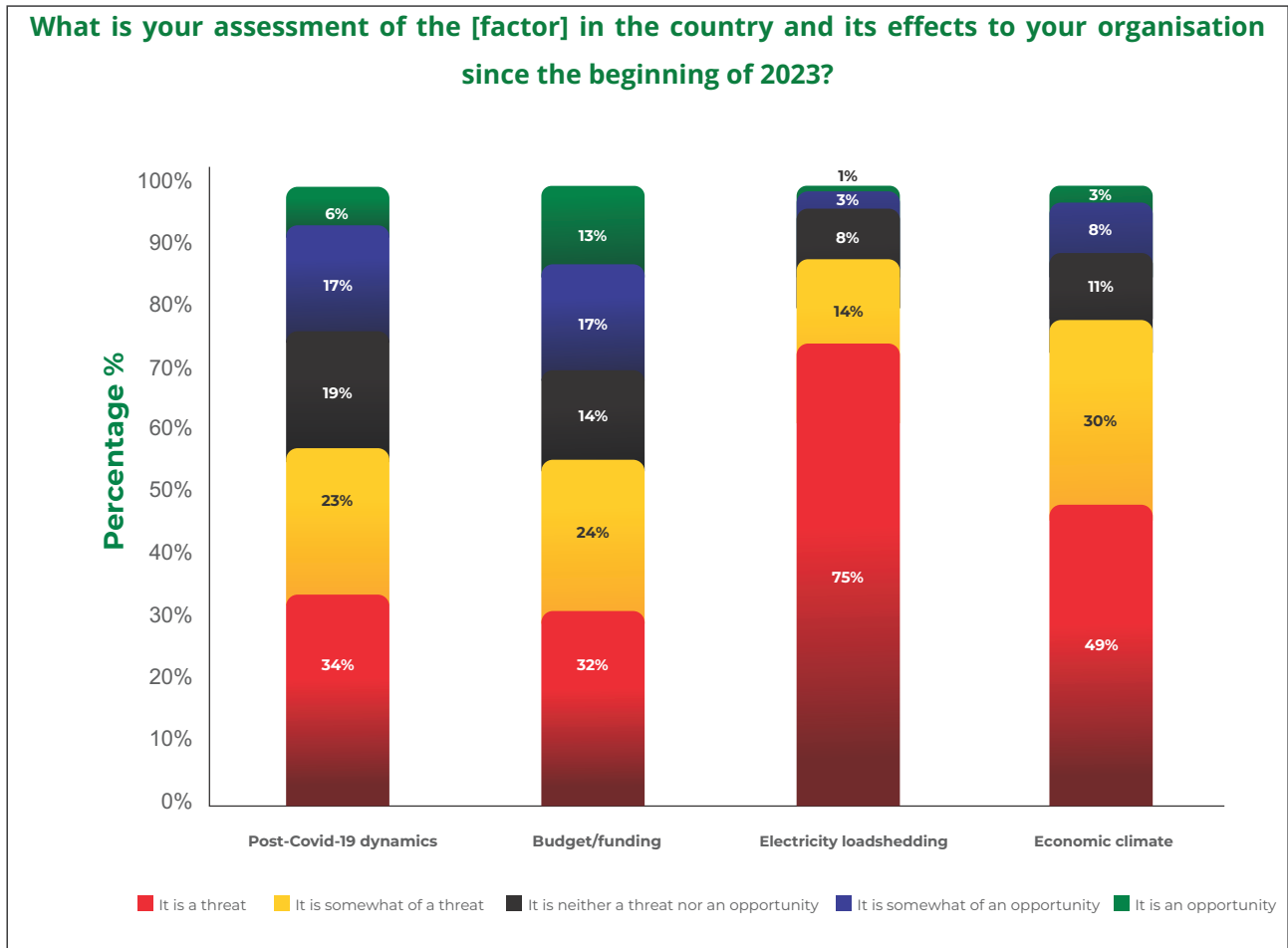
the public/government sector. The sample consists of 86% of small organisations (1-50 employees), 11% of medium organisations (51-150 employees, and only 4% of the large organisations (150 employees and above). This sample is representative of the organisations that submit Work Skills Plan (WSP) but only indicative of all organisations in the health and social development sector. *(N.B Percentages have been rounded off)*

## FINDING

### a) Economic factors

Of the economic factors explored by the study, electricity loadshedding and economic climate remain the predominant factors posing a threat to organisations in the sector. 75% and 49% of organisations in the sample stated with certainty that electricity load shedding and economic climate factors were threats to their organisations (see Figure 27).

Figure 27: Distribution of Organisations in the Sample by Economic Factors

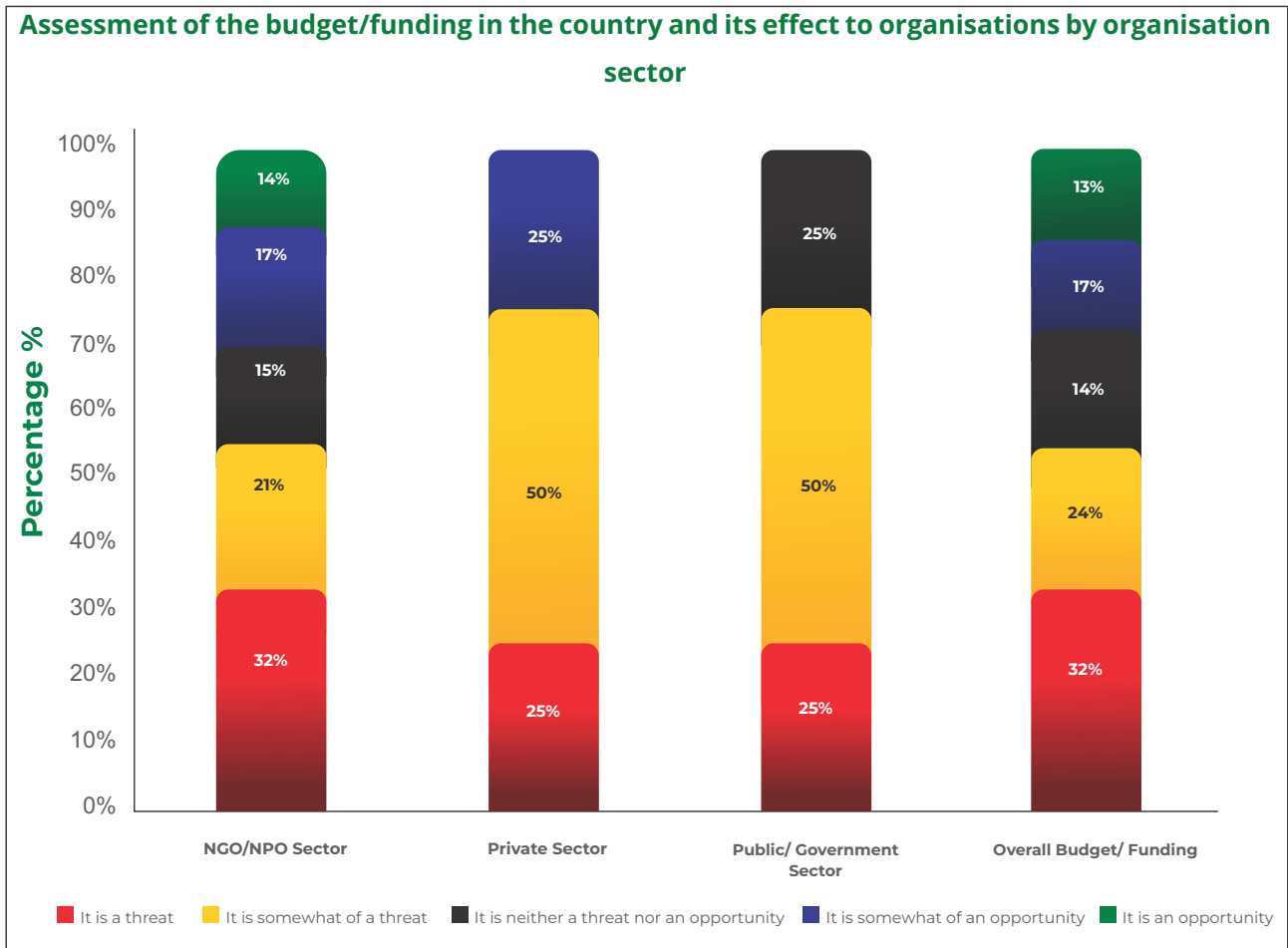


When disaggregating information, the findings in Figure 2 below signal that public and private sector consider budget/funding more (75%) as a threat than does the NGO/NPO sector (53%). Our analysis of the WSP/ATR data for 2023/24, which is unweighted, highlights only 3 reasons for the hard-to-fill-vacancies in the public sector (DSD & DoH) namely, scarcity of people with required qualifications (58%), poor remuneration/competitive salaries in the market (25%), scarcity of people with required experience (17%).

It is reasonable to assume that poor remuneration in the public sector may be implicit of budget constraints. Implication is that investment made by the state in human resource personnel for the public service may be primarily benefiting the private sector due to budget constraints or failure for public healthcare system to compete with private sector in terms of remuneration.

**58%** *scarcity of people with required qualifications*

Figure 28: Distribution of Organisations In the Sample by Budget/Funding and Organisation Sector



According to Human Resources for Health (2020, p.26),

**“**  
*in 2019/20, South Africa spent 63% of the public health budget on personnel (133 billion on estimate) due to population growth alone the shortfall in essential health workers will worsen by 2025 if health workforce expenditure only increases in line with inflation*  
**”**

This underscores the aspect of budget constraints as a system issue. During the GIBS healthcare insights conference on 30th of August 2023, Dr Nicholas Crisp the Deputy Director General of National Health Insurance indicated that government plans to amend the provincial and national legislative framework so that money is freed up from provinces to national level. This change will also give more autonomy to hospitals such as their recruitment processes.

Findings from the PESTEL survey are further supported by the HWSETA SSP employer interviews and WSP analysis of hard to fill vacancies which indicate funding as a significant factor in the NPO sector. Effect of funding in the NPO sector is so significant that it can configure the core business, staffing model, and expansion strategy of organisations.

**b) Political and socio-economic factors**

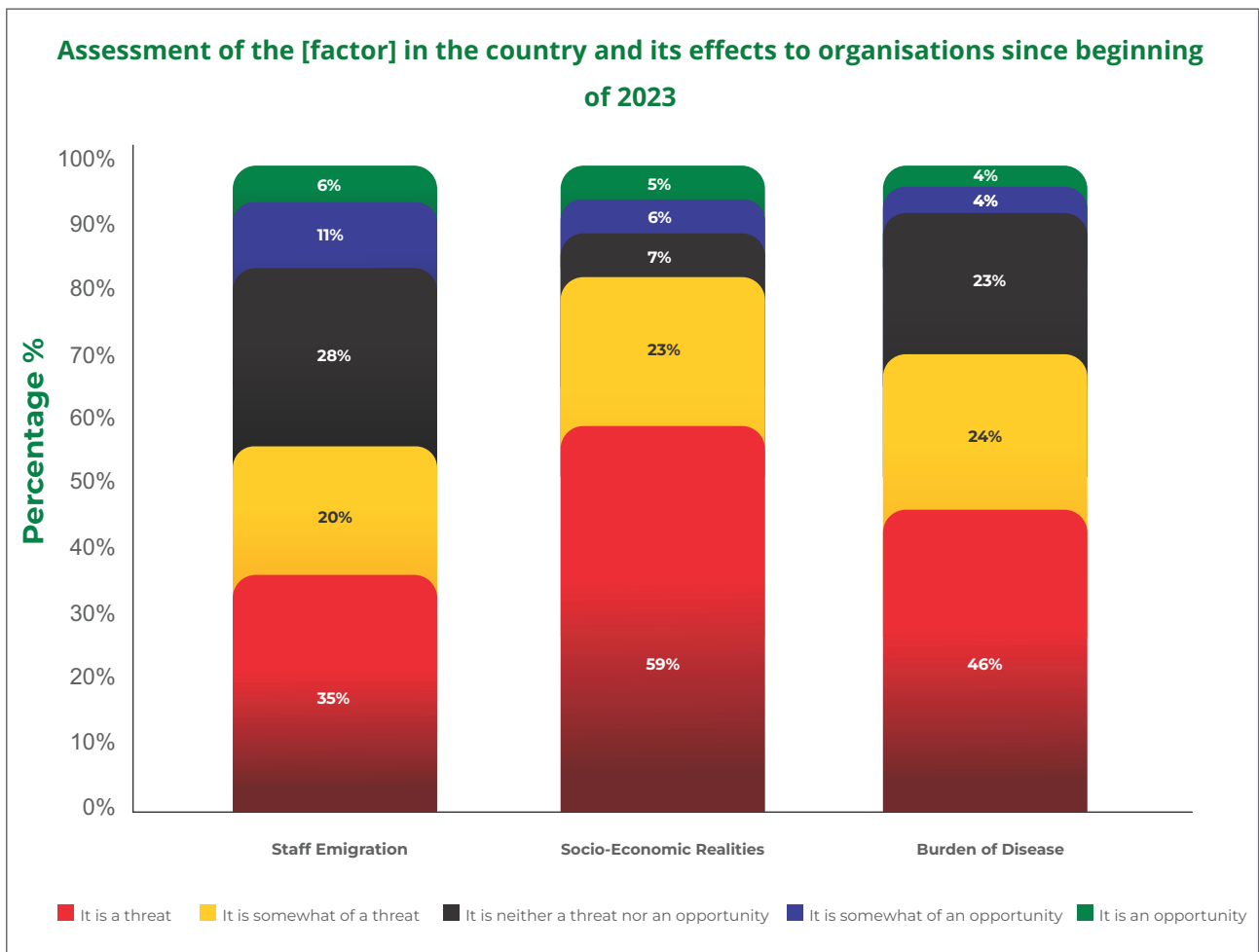
Of the political and socioeconomic factors explored by the study, socioeconomic realities (i.e., unemployment) and burden of disease are the predominant factors posing a threat to organisations in the sector. 59%, 46%, and 35% of organisations in the sample stated with certainty that socioeconomic realities, burden of disease, and staff emigration factors were threats to their organisations respectively (see Figure 30).

This is consistent with the formulation of the South African problem being a triple problem (poverty, unemployment, and inequality) which negatively affects the economy, education, and health.

With respect to staff emigration, these findings are inconsistent with the view derived from the Medpages dataset and survey showing the emigration status in health and social sector to be between 4% and 8% in 2022. However, it may indicate that emigration trend or pattern has begun increasing again post COVID-19 after barriers such as lockdown and travelling restrictions are no longer enforced.

Lastly, the survey are different in that Medpages dataset is based on healthcare professionals while the PESTEL survey was conducted on organisations which may be reflecting a more realistic effect of the phenomenon to organisations not individuals.

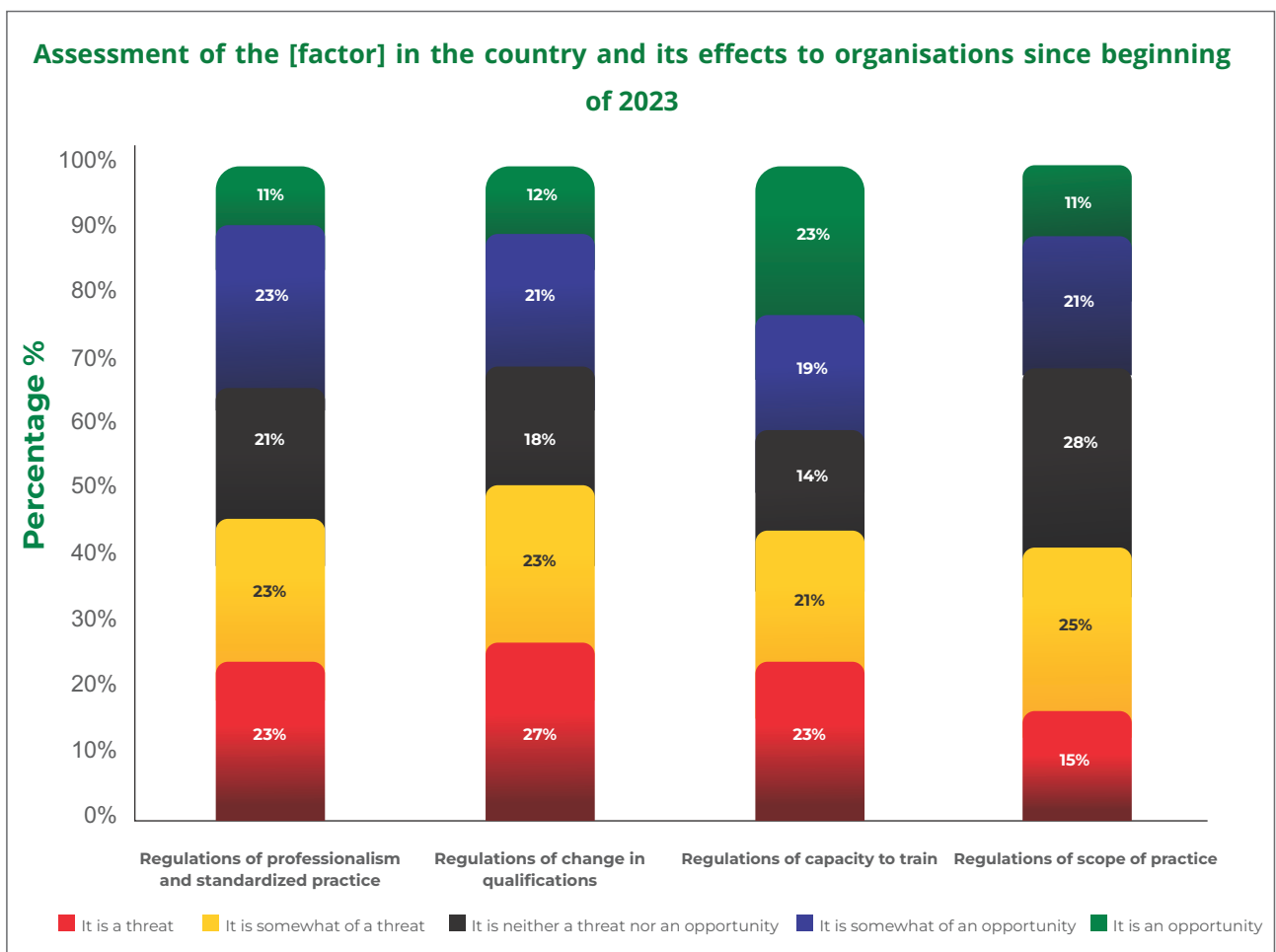
**Figure 29: Distribution of Organisations in the Sample by Political and Socio-economic Factors**



**c) Legal or regulatory factors**

Figure 4 shows an evenly distribution of all regulatory factors across the continuum of being a threat to being an opportunity. These findings were not anticipated by the study given the effect that change in qualifications has on the volumes of supply of graduates who are in great demand by the labour market. Further, the limits imposed by the scope of practice was expected to be seen as a threat considering its potential effect of hindering innovation around aspects of job redesign where occupational shortages are prevalent in the health and social development sector. Thus, more research through a follow-up PESTEL survey will be conducted in 2024 to better understand this phenomenon.

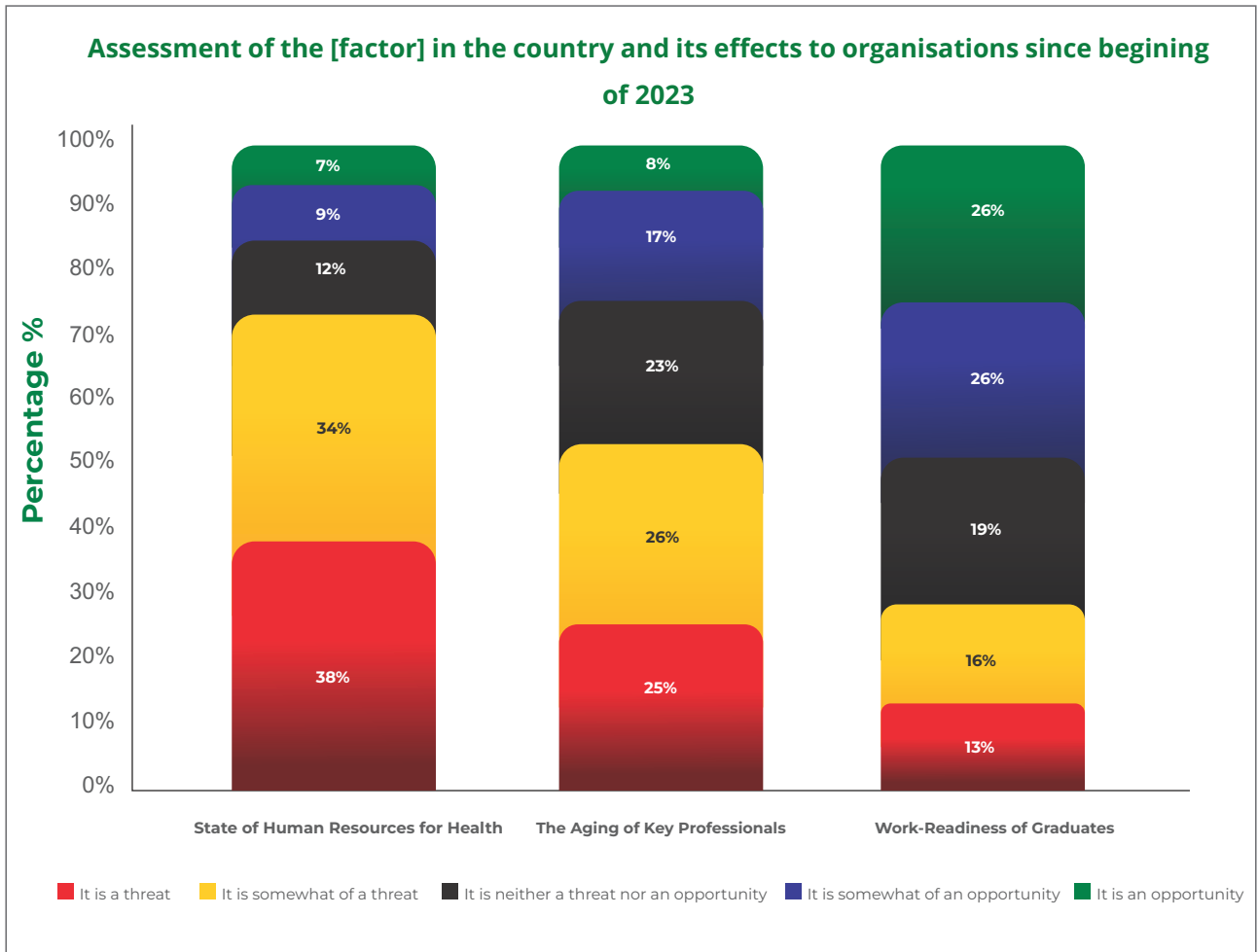
**Figure 30: Distribution of Organisations in the Sample by Regulatory Factors**



**d) Factors with overlapping domains**

The factors overlap between regulatory, economic, and political factors as they reflect policy decisions or implementation. As shown in Figure 31 below, 38% of organisations in the sample report that state of human resources for health is a threat to their organisation. Importantly, the findings also emphasize that 52% of organisations perceive work-readiness of graduates either as an opportunity or somewhat of an opportunity. These findings are crucial as they confirm relevance of the HWSETA's Work-based Learning (WBL) programmes as valuable to the sector.

**Figure 31: Distribution of Organisations in the Sample by Regulatory Factors**

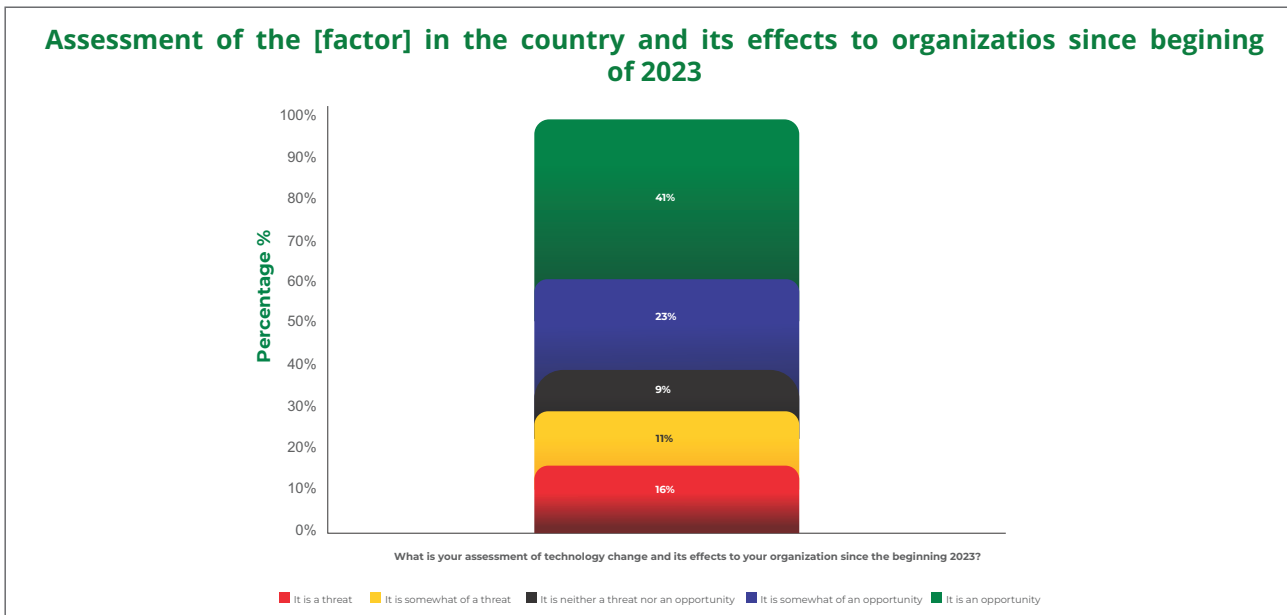




**e) Technological factors**

Technological change has an impact on skills with respect to changes within jobs, job redundancy, and job replacement by new jobs. Findings show that 41% of the organisations state with certainty that technology change presents an opportunity to their organisation while 23% recognize it as somewhat of an opportunity. These findings are supported by the study conducted in 2022 on 4IR in the health sector which showed from its sample that 83% of professionals disagreed or neither agreed or disagreed that 4IR technology will result in my job losses within their occupation. Only 17% agreed. Thus, consistently from 2022 to 2023 technology is confirmed not as a threat but opportunity to the sector.

**Figure 32: Distribution of Organisations in the Sample by A Technological Factor**



**Implications and conclusions**

Table 31 below indicates predominant threats and opportunities when ranking factors by most distribution at level of certainty as a threat and opportunity respectively. For ranking purposes, the study only considers factors accounted for by at least 35% of the organisations in the sample except for work-readiness of graduates as an opportunity. In the main, economic and socioeconomic factors characterize threats in HWSETA organisations that submit WSPs. This is indicative of dynamics taking place in the health and social development sector.

**Table 30: Predominant Factors as Threats and Opportunities from the Sample**

Predominant Threats	Ranking by distribution (only above 35%)	Type of factor	Predominant Opportunity	Ranking by distribution (only above 35%)	Type of factor
Electricity loadshedding	75%	Economic factor	Technology Change	41%	Technological factor
Socioeconomic realities	59%	Socioeconomic factor	Work-readiness of graduates	26%	Regulatory factor
Economic climate	49%	Economic factor			
Burden of Disease	46%	Socioeconomic factor			
State of human Resources	38%	Socioeconomic & Regulatory & Physical Environmental factor			
Staff Emigration	35%	Political factor			

The effect of electricity loadshedding is likely to negatively affect operations and delivery of training (including Work-based Learning programmes) which could be mitigated using technology. Unfortunately, HWSETA's eLearning study showed that only 28% of Skill Development Providers in the Sector were prepared to implement the eLearning due to lack of an eLearning platform.

Thus, there is not internal capacity (weakness) to exploit the existing opportunity in the sector on behalf of SDPs registered and accredited by HWSETA. To ensure the preparedness of SDPs the HWSETA needs to invest in the ICT infrastructure.

## **5.1 THE HEALTH AND WELFARE SECTOR LANDSCAPE**

The HWSETA appreciates that the skills challenges faced by its sector are vast and exist at every occupational level. The HWSETA also has a limited budget and shares the responsibility for skills development with many other role players and stakeholders. Against this background the HWSETA identified the following 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 to enable the state to meet its service delivery obligations as a developmental state; and
- d. Skills needs and gaps in the time of the COVID-19 pandemic.

These skills development priorities are viewed from a strategic perspective. Firstly, a sustainable skills pipeline enables entry into employment in the health and social development sector at different entry points. Secondly, by prioritising the professionalisation of the workforce, the HWSETA can contribute to skills interventions required to improve service quality and efficiency, and address changes to service provision. Thirdly, 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.

SETAs are obliged to develop a Sector Priority Occupations list as part of their sector skills planning processes. These lists are meant to align training programmes offered in and for the sector to the scarce skills or skills shortages experienced in the sector. The SPO list is then used to guide funding decisions in the SETA, and the following is the Sectoral Priority Occupations and Intervention List for 2023-2024.

TABLE 31: Sectoral Priority Occupations and Intervention List 2024-2025

SETA NAME	PERIOD	OCCUPATION CODE	OCCUPATION	SPECIALISATION ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NQF LEVEL	NQF ALIGNED	QUANTITY NEEDED	QUANTITY TO BE SUPPORTED BY SETA
HWSETA	2024/2025	2021-532903	Nursing Support Worker	Assistant in Nursing/Hospital Aide/Nurses' Aide/Paramedical Aide	Learnship Diploma in Nursing	6	Y	847	423
					Higher Certificate in Nursing	5			424
HWSETA	2024/2025	2021-226201	Hospital Pharmacist	Hospital Chemist/Clinical Pharmacist/Health Service Pharmacist	Masters of Pharmacy	9	Y	277	14
					Post graduate Diploma in Hospital Pharmacy Management	8			74
					Bachelor of Pharmacy	8			37
HWSETA	2024/2025	2021-222116	Nursing Manager	Nurse Unit Manager/Charge Nurse/Charge Sister	Master in Nursing Science	9	Y	103	8
					Bursary: Nursing Science	7			24
HWSETA	2024/2025	2021-221204	Obstetrician and Gynaecologist	Child Birth Specialist	Master of Medicine in Obstetrics and Gynaecology	9	Y	58	9
HWSETA	2024/2025	2021-321104	Sonographer	Cardiac Ultrasound Technical/Ultrasoundographer	Post graduate Diploma in General ultrasound	9	Y	57	4
					Master of Diagnostic Ultrasound	8			16
HWSETA	2024/2025	2021-213110	Medical Scientist	Clinical Biochemist/Microbiologist (Medical Research)/Clinical Research Associate	Masters Health Science in Biomedical Science	9	Y	54	3
					Bachelor of Health Science Molecular and Medical	8			8
					Bachelor of Science Medical Sciences	7			8
HWSETA	2024/2025	2021-134101	Child Care Centre Manager	Early Childhood Development Centre Manager/Child Care Centre Director	OC: Child and Youth Care Worker	5	Y	47	23
					OC: Early Childhood Development Practitioner	4			24
HWSETA	2024/2025	2021-134101	Emergency Medicine Specialist	Emergency Physician	Master of Emergency Care	9	Y	43	3
					Bachelor of Health Science in Emergency Care	8			7
HWSETA	2024/2025	2021-221212	Forensic Pathologist	Forensic Pathologist	Master of medicine in Forensic Pathology	9	Y	35	5
HWSETA	2024/2025	2021-221212	Ophthalmologist	Medical Eye Specialist/ Ophthalmic Optician	Masters in Medicine in Ophthalmology	9	Y	18	3

The HWSETA's skills development programmes and projects contained in the Sectoral Priority Occupations and Interventions List will be implemented across its operational sub-programmes and within the limitation of financial resources generated through the skills development levy.

## 6. INTERNAL ENVIRONMENT

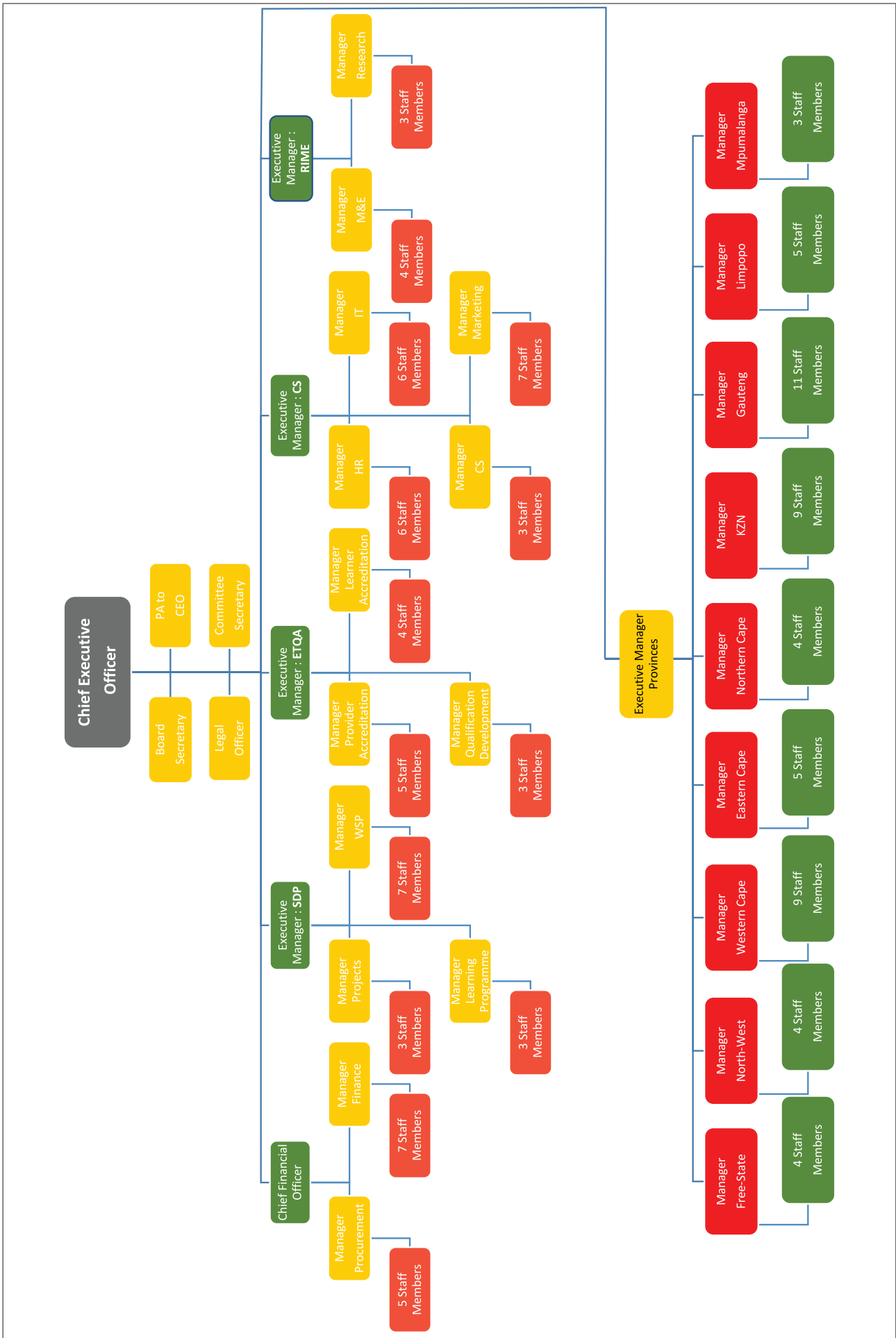


The HWSETA Board is actively and effectively involved in the process of strategy and policy development. The HWSETA vision percolates through the organisation from the strategic level to the operational level. The HWSETA has management systems and policies in place and staff is aware of them. The hierarchies 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 98% (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. The organogram depicting the management of the HWSETA is on the next page.

Figure 33: The Organogram of the HWSETA, 2023



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

### **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.

### **Programme 2: Skills planning and impact assessment**

- a) Research, Information, Monitoring and Evaluation, incorporating:
  - Research
  - Monitoring and Evaluation

### **Programme 3: Skills Development Programmes and Projects**

- a) Skills Development Programmes and Projects is responsible for:

#### **Sub-programme 3.1: Learning Programmes**

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

#### **Sub-programme 3.2: Workplace Skills Plans and Projects**

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

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

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

The Provincial offices are rendering basic cross-cutting functions, which encapsulate all functions mentioned above.

## 6.1 HUMAN RESOURCE PLAN OF THE HWSETA

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 organisation 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) Vital skills and skills set required to enable the state to meet its service delivery obligations as a developmental state; and
- d) Currently 61% of staff at the HWSETA are women, and 4% are people living with disabilities. Just about a quarter of employees are youth.

## 6.2 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 2022. 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.

## 6.3 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 utilised as follows:

10%	Administration of the HWSETA
20%	Discretionary Grant Funding

- The contribution by Government Departments is reflected in the budget as a conservative figure due to the poor collection of this stream of levies over the last three years. These levies that add to revenue distorts the % of revenue allocated for administration and discretionary grant expenditure. Therefore, the %'s allocated for the administration of 10.5% and discretionary of 49.5%, is distorted.
- Discretionary grant funding of R468 million, R489 million and R510 million over the MTEF period covers the targets set out in the strategic plan.



- The funding model per project has been revised and projected over the MTEF period. The targets set are determined based on a number of factors including the SSP research, strategic planning, the prior year actual achievements and Government priorities. The administration budget set aside caters for sufficient capacity within the HWSETA to meet all target set in the MTEF period. Any approved project administration costs for Programmes 2, 3 and 4 are up to 7.5% as determined by the Grant Regulations.
- In the past year, 2019-2020, the HWSETA committed 177% of its discretionary grant reserve respectively for funding, with exceptional performance against predetermined targets.

#### **6.4 CHALLENGES TO THE ACHIEVEMENT OF HWSETA MANDATE**

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

- a) 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 de-commitments 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.
- b) The slow rate of prosecution of Skills Development Providers who defrauded learners due to the lack of a legislative tool for this purpose.

The likely impact of Covid-19 on the HWSETA's delivery of its mandate include the following:

- a) Resourcing of the 2022-2023 annual plan has been limited within a budget of R530million. In prior years the HWSETA was able to plan above the expected discretionary budget as it had reserves to tap into. In 2020-2021 these reserves were depleted, thus budgeting above expected revenue is not an option for 2022-2023. This has affected target setting for the 2022-2023 so much that targets have been reduced from baseline by up to 60%.
- b) The late start of the academic year for 2021 and the eminent risk of a fourth and fifth wave of Covid-19 pose challenge to entries into funding programmes for the 2022 academic year and timeous reporting of all completions.
- c) 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;
- d) 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.
- e) 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.

## 6.5 PERFORMANCE OF THE HWSETA IN ACHIEVING 2022-2023 APP TARGETS

Covid-19 had devastating effects on the economy of South Africa so much so that the financial year for 2022-2023 commenced with the country geared towards implementing the Economic Reconstruction and Recovery Plan. The objectives of this plan were to:

- Create jobs, primarily through aggressive infrastructure investment and mass employment programmes
- Reindustrialise the economy, focusing on growing small businesses
- Accelerate economic reforms to unlock investment and growth;
- Fight crime and corruption; and
- Improve the capability of the state

The role of the post-school education sector cut across the above objectives as it was tasked with ensuring that the country has a sufficient number of skilled labour with requisite skills. The Department of Higher Education and Training therefore developed a skills strategy which specified the role each of its entities would have to play to ensure the sufficient number of skilled labour with requisite skills.

The year was therefore dedicated at crafting the skills strategy and formulating implementation strategies.

The HWSETA ensured that its strategy and annual performance plan for 2023-2024 were aligned to the skills strategy as this will be the first year of implementation. In 2022-2023 the health and social development sector continued grapple with the aftermaths of Covid-19 as the pandemic. The HWSETA focused on skills development projects that would yield job opportunities in support of the ERRP. As thus, the HWSETA has been able to reach a performance level of **85%** of its annual targets of the 2022-2023 APP.

The HWSETA targeted to fund a total of **19 502** students in its APP of 2022-2023 through the following programmes:

- Workplace- based learning programs, that include learnerships, apprenticeships, TVET College Placement, University Student Placement, internships for graduates, and skills programmes;
- Bursary programmes, that include under-graduate, post-graduate, and vocational student bursary programmes;
- Occupationally based programmes, that include Adult Education and Training (AET), Lecturer Development, Recognition of prior learning, Trade Union Members, and NGO sector workforce and the workforce from small businesses.

A total of **12 305** learners were, however funded, and of these learners, **4 641 (39%)** learners were entered into workplace-based learning programmes; **6 024 (50%)** were entered into skills-based training programme; **1 370 (11%)** were entered into bursaries programmes. Of the **12 035** funded learners, **5 092** were employed (**42%**) while **6 943 (58%)** were unemployed.

These students were funded and trained through a total of 517 partnerships, which comprised of 57 partnerships with large, medium, and small firms; 129 partnerships with non-profit organisations; 13 partnerships with National and Provincial Government Departments; 7 Professional Bodies; 22 Public

Universities, 116 TVET and other Colleges; and 173 employer organisations for workplace-based training of unemployed persons. Furthermore;

- The HWSETA funded a total of **130** Small Businesses for skills development; **19** Rural Development and Public Sector Projects; and **22** Cooperatives.

### Strategy to Overcome Areas of Under-achievement

**Programme 2:** Universities will be requested by the end of the year to identifying funded students who will be continuing with their studies in the next academic year so that they can be re-entered into the post-graduate bursary programme in January or February.

**Programme 3:** Full qualifications will be offered in parts to workers so as to make it possible for employers to release their workers for training as employers could not afford to release workers for prolonged periods of time in order to attend training. Also, all completions will be collected and reported timeously. Pipeline approach will be used for bursary students to ensure that students are funded for the duration of the entire qualification as these span for multiple years.

**Programme 4:** Learners will be entered earlier on in the financial year into the RPL programme to allow for the assessments to be conducted and completed before the end of the financial year. This will make it possible to have assessment that are completed and thus reported against the indicator that measures completions for the RPL programme.

#### 6.4.1 Progress Towards the Achievement of Impacts and Outcomes

This was the third year of implementing the strategic plan for 2020-2025. This plan maps out 4 impact statements which are broken down to 9 outcome statements and these are measured through 34 outcome indicators and targets. Progress towards the achievement of the 5-year targets is measured through evaluation studies. During the financial years 2020-2023, 25 of the 34 (74%) outcomes indicators were measured through evaluation studies, as follows:

Table 32: Progress on Measured Outcomes

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Outcomes measured annually	10	10	10	10	10
Outcomes measured once	3	9	12	12	12
Total Outcomes Measured	13	19	22	22	22
<b>BUDGET SPENT</b>	<b>R722,198</b>	<b>R2,163,600</b>	<b>R2,750,000</b>	<b>R2,750,000</b>	<b>R2,750,000</b>

Figure 34: Overview of the Performance of the HWSETA Linked to Impact Statement 1

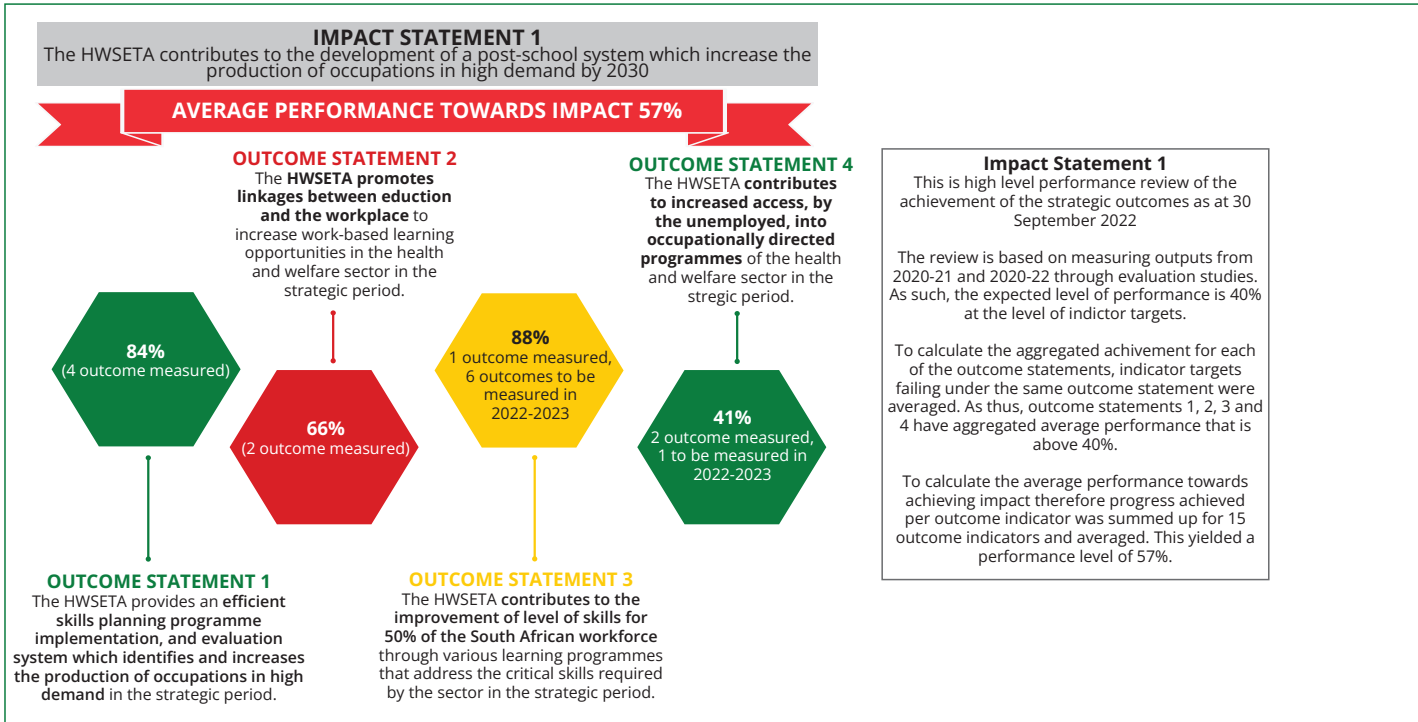


Figure 35: Figure 36: Overview of the Performance of the HWSETA Linked to Impact Statement 2, 3 And 4

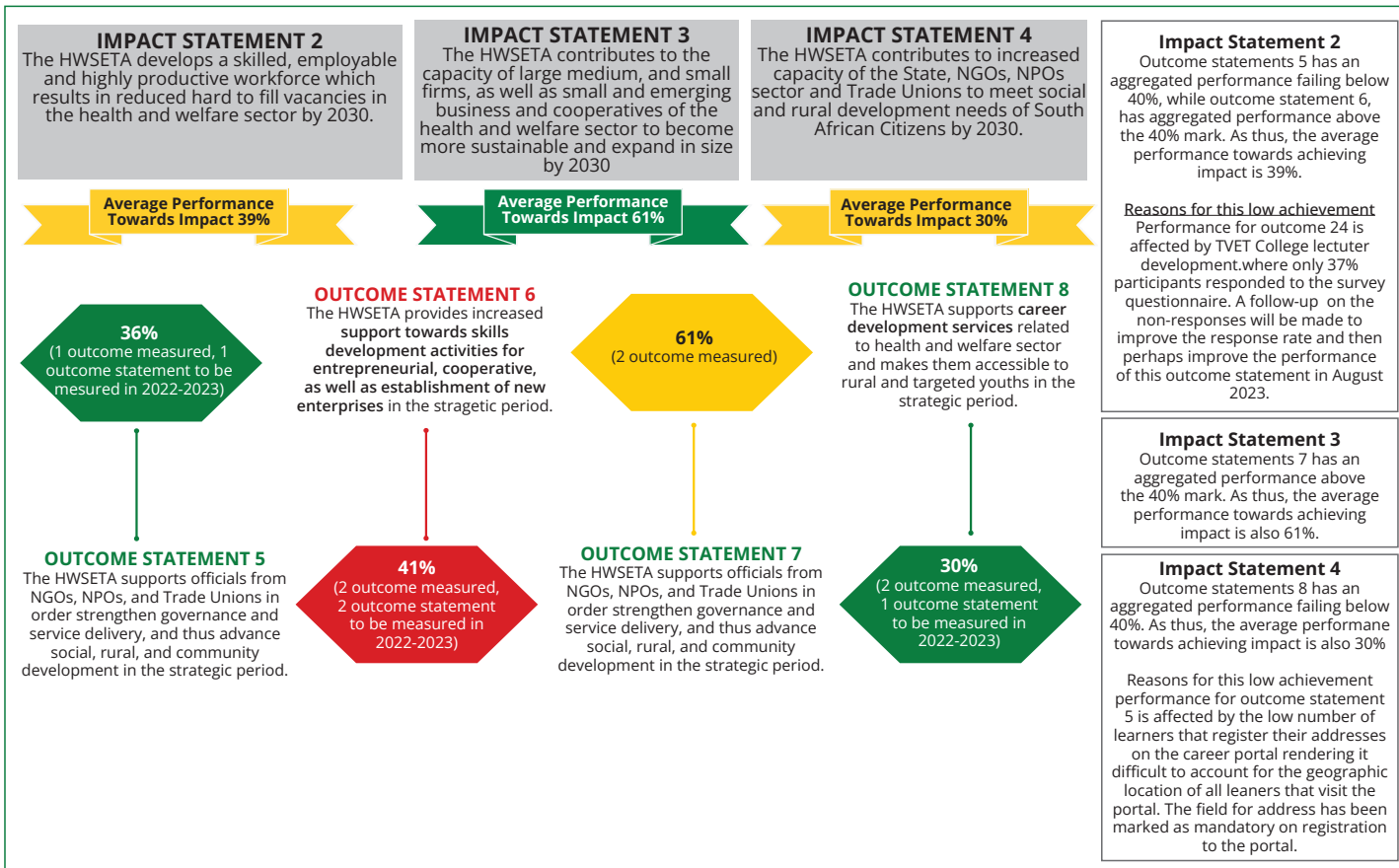


Table 33: Progress made on Measured Outcomes Statements by 31 March 2023

OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	2019-2020 Baseline	2024-2025 Target	Actual Achievement by 31 May 2023	Data Sources	Comment on Achieve- ment and Improvements required for the remainder of the planning period
1	The HWSETA provides an efficient and effective skills planning, programme implementation, and evaluation system which identifies and increases the production of occupations in high demand in the strategic period	1	The extent to which <b>external stakeholders</b> of the HWSETA are <b>satisfied with efficiency and effectiveness</b> service delivery	60%	80%	43% 54%	Stakeholder satisfaction survey	<p>A Stakeholder Satisfaction Survey was conducted in 2021-2022 and results yielded an efficiency level of 43,25% and effectiveness level of 42,09%. Overall, therefore the HWSETA achieved an average efficiency and effectiveness level of 43%. The next stakeholder satisfaction survey will be conducted in 2024-2025.</p> <p>The HWSETA will review the findings from the survey and strengthen its stakeholder relations through monitoring of adherence to service delivery charter in order to ensure that its stakeholders are attended to timeously.</p>
		2	The <b>relevance of the Sector Skills Plan</b> of the HWSETA to the DHET SSP framework	85%	85%	89% 105%	DHET SSP assessment report	<p>The DHET peer reviews the SSP annual update to check its alignment to the research outputs stipulated in the NSDP (2030). In 2020-2021 the quality of the HWSETA SSP update was rated 85% and in 2021-2022 it was rated 89%.</p> <p>The HWSETA needs to ensure that all areas of improvement from the DHET assessment are addressed to facilitate annual improvement of the quality of its SSP.</p>
		3	The extent to which internal stakeholders of the HWSETA <b>implement Monitoring and Evaluation recommendations</b>	75%	80%	78% 98%	Evaluation Findings register  Follow-up report	<p>Recommendations made on M&amp;E studies conducted in 2019-2022 were implemented in 2020-2022. Those that had not been implemented by financial year end will be implemented in 2023-2024. The next follow-up study will be conducted in 2023-2024.</p> <p>Frequency of follow-up on the implementation will be improved from once per year to every six months. This is believed that it will prompt implementing managers to closely monitor their progress towards addressing resolutions of findings raised through evaluation studies.</p>

OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	2019-2020 Baseline	2024-2025 Target	Actual Achievement by 31 May 2023	Data Sources	Comment on Achievement and Improvements required for the remainder of the planning period
		4	The extent to which monitoring and evaluation reports measure the strategic outcomes of the HWSETA strategic plan 2022-2025 by the end of the strategic plan.	90%	90%	74% 82%	Strategic Plan 2020-2025: mid-term progress report end-term progress report	The HWSETA evaluated 25 of the 34 strategic outcomes. Each of the evaluation reports produced have been confirmed by implementing managers.  The remaining 9 outcome indicators will be measured in 2022-2023 to 2024-2025.
2	The HWSETA promotes linkages between education and the workplace to increase workplace based learning opportunities in the health and welfare sector in the strategic period.	5	The extent to which <b>employers participate in HWSETA skills development initiatives</b> in comparison to those that submit the WSP in the strategic period.	30%	60%	43% 72%	Desktop review report	43% of employers partnered with the HWSETA to implement learnerships, apprenticeships, and TVT/University WIL. These employers constituted 1717 of the 3978 organisations that submitted their WSPs and were approved. Another desk-top review will be conducted in 2023-2024  Employers will be encouraged to increase their participation in skills development activities. Provincial Offices of the HWSETA will organise workshops targeting employers that do not participate on skills development programme and inform them about the benefits and incentives available for participating in workplace-based programmes of the HWSETA
		6	The extent to which <b>Universities, TVET Colleges, and Professional Councils participate in HWSETA skills development initiatives</b> in comparison to the total number of those that offer education and training in the sector	70%	80%	76% 95%	Desktop review report	76% of Universities, TVET Colleges and Other Colleges partnered with the HWSETA to implement vocational, under-grad degrees, post-grad diplomas, and post-grad degreed bursaries. These PSET institutions constituted 65 of the 76 institutions that offer training programmes funded by the HWSETA and 10 professional councils that serve the health and social sectors during the strategic period. Another desk-top review will be conducted in 2022-2023.  Additional universities and TVET Colleges will be lobbied to partner with the HWSETA to implement its skills development initiatives

OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	2019-2020 Baseline	2024-2025 Target	Actual Achievement by 31 May 2023	Data Sources	Comment on Achievement and Improvements required for the remainder of the planning period
3	The HWSETA contributes to the improvement of level of skills to 50% of the health and welfare sector workforce through various learning programmes that address critical skills in the strategic period	7	Number of <b>workers followed to identify employment pathways yielded by the learnership programmes of the HWSETA</b> after successful completion of qualification in the strategic period	1485	1485	Undetermined	Tracer study report	2% progress has been made in 2020-22. Tracer studies for workers were conducted on all workers whose training was funded by the HWSETA in 2020-22. Overall, 25 workers reported that they have progressed to higher positions. However, the outcome for this indicator had to be revised in 2022-23 as it was evident that it was not possible to achieve the set target by end of the strategic period. As a result, the outcome indicator was revised to "Number of workers followed to identify employment pathways yielded by [HWSETA learning programmes]". This outcome will be measured in 2023-24 and will serve as baseline for follow up evaluations. Also, due to low response rate experienced the research evaluation methodology will be revised to include qualitative methods.
		8	Number of <b>workers followed to identify employment pathways yielded by the Artisanship programmes of the HWSETA</b> after successful completion of qualification in the strategic period	80	75	Undetermined	Tracer study report	
		9	Number of <b>workers followed to identify employment pathways yielded by the undergraduate and post-graduate Diploma Bursary programmes of the HWSETA</b> after successful completion of qualifications in the strategic period.	159	159	Undetermined	Tracer study report	
		10	Number of <b>workers followed to identify employment pathways yielded by the post-graduate Research Bursary programmes of the HWSETA</b> after successful completion of qualifications in the strategic period.	36	36	Undetermined	Tracer study report	
		11	Number of <b>workers followed to identify improvement in skills resulting from skills programmes funded by the HWSETA</b> after successful completion in the strategic period	6198	6198	Undetermined	Tracer study report	



OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	2019-2020 Baseline	2024-2025 Target	Actual Achievement by 31 May 2023	Data Sources	Comment on Achievement and Improvements required for the remainder of the planning period	
		12	Number of <b>workers who obtain full qualifications after successfully completing AET</b> programmes funded by the HWSETA	660	660	Undetermined	Tracer Study report	This outcome was not achieved due to a lack of completions. Process evaluation will be conducted in 2023-2024 instead to identify challenges that may prevent the output from being achieved.	
		13	Number of <b>workers who obtain full qualifications after successfully completing RPL</b> programmes funded by the HWSETA	342	342	302 88%	Tracer Study report	88% of the outcome target has been met. A Track and Trace study for workers that had undergone the Recognition of Prior Learning Assessment during the strategic period was conducted in 2021-2022 to identifying learners that actually obtained full qualifications through RPL. The next cohort will be evaluated in 2023-2024	
4	The HWSETA contributes to increased access by the unemployed into occupationally directed programmes in the health and welfare sector during the strategic period	14	Unemployed persons who <b>find employment after successfully completing internships</b> for graduates funded by the HWSETA in the strategic period	University Graduates	610	610	419 69%	Tracer Study report	Progress made in 2022-2023 towards meeting the 5year target reached 69% of the target. 419/950 (69%) unemployed persons funded for internships found jobs six months after completing their internship programmes. Another track and trace study will be conducted in 2022-2023 will be followed.
				TVET College Graduates	0	305	Undetermined	Tracer Study report	A track and trace study will be conducted in 2023-2024 as the first cohort of graduates was funded in 2021-2022.
		15	Unemployed persons who <b>find employment after successfully completing vocational programmes</b> , funded by the HWSETA in the strategic period.	572	835	13 1.6%	Tracer Study report	Progress made in 2022-2023 towards meeting the 5year target reached 1.6% of the target. 13/835 (1.6%) unemployed persons funded for vocational bursaries found jobs six months after completing vocational qualifications. Another track and trace study will be conducted in 2022-2023 will be followed. This will be the second year of conducting this evaluation.	
		16	Unemployed persons who <b>find relevance to skills programmes</b> , funded by the HWSETA in the strategic period.	1500	4316	Undetermined	Tracer Study report	Due to poor response rate in the 2022-2023 track and trace study a qualitative evaluation study in the form of focus group discussions will be conducted.	

OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	2019-2020 Baseline	2024-2025 Target	Actual Achievement by 31 May 2023	Data Sources	Comment on Achievement and Improvements required for the remainder of the planning period
		17	Unemployed persons who <b>find employment after successfully completing learnerships</b> funded by the HWSETA in the strategic period.	1400	1400	676 48%	Tracer study report	Progress made in 2022-2023 towards meeting the 5year target reached 48% of the target. 676/1400 (48%) unemployed persons funded for learnerships found jobs six months after completing their qualifications. Another track and trace study will be conducted in 2023-2024 and learners that completed in 2022-2023 will be followed.
		18	Unemployed persons who <b>find employment after successfully completing apprenticeships</b> funded by the HWSETA in the strategic period	150	150	137 91%	Tracer study report	Progress made in 2022-2023 towards meeting the 5year target reached 91% of the target. 137/150 (91%) unemployed persons funded for apprenticeships found jobs six months after completing their qualifications. Another track and trace study will be conducted in 2023-2024 and learners that completed in 2022-2023 will be followed.
		19	Unemployed persons who <b>find employment after successfully completing university degrees</b> funded by HWSETA <b>under-graduate programme</b> in the strategic period	262	262	172 66%	Tracer study report	Progress made in 2022-2023 towards meeting the 5year target reached 66% of the target. 172/262 (61%) unemployed persons funded through bursaries for university undergraduate programmes found jobs six months after completing their qualifications. Another track and trace study will be conducted in 2023-2024 and learners 2022-2023 will be followed.
		20	Unemployed persons who <b>find employment after successfully completing university degrees</b> funded by HWSETA <b>post-graduate programme</b> in the strategic period	undetermined	120	39 32%	Tracer study report	Progress made in 2022-2023 towards meeting the 5year target reached 32% of the target. 32/120 students that completed post-graduate degrees were tracked and confirmed through self-disclosure. Multiple data collection sources will be used to secure a higher response rate as this usually affects the results of the tracer study

OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	2019-2020 Baseline	2024-2025 Target	Actual Achievement by 31 May 2023	Data Sources	Comment on Achievement and Improvements required for the remainder of the planning period
		21	The <b>percentage of the unemployed who find employment</b> after completing learning programmes funded by the HWSETA in the strategic period.	60%	60%	45% 75%	Synthesis of tracer studies report	A tracer study was conducted on unemployed learners that completed learning programs funded by the HWSETA through learnerships, bursaries, artisans and internships. The overall employment rate yielded by tracer study conducted in 2020-2021 was 60%, and the one yielded by the 2021-2022 study was 33% while 2022-2023 tracer study resulted in 42% employment rate. This therefore results in an average employment rate of 45% over the three years of the strategic period.
2		22	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	685	685	172 25%	Tracer study report	Multiple data collection sources will be used to secure a higher response rate as this usually affects the results of the tracer study.
		23	Number of <b>unemployed persons who obtain their university qualifications after successfully university Work Integrated (WIL) Learning</b> programmes funded by the HWSETA in the strategic period	1211	1211	323 27%	Tracer study report	Multiple data collection sources will be used to secure a higher response rate as this usually affects the results of the tracer study.
5	The HWSETA supports the growth of the public and private college system so that colleges may qualify as centres of specialisation in the strategic period.	24	<b>Occupational qualifications developed by the HWSETA are confirmed</b> by the sector to be relevant to occupations on high demand	0%	100%	100%	Survey report	Eight qualifications have been developed since 2020. So far, Track and trace study of learners trained through two qualifications (SAW and CYC) confirmed the relevance of these qualifications to occupations as a proxy indicator. Employers were also interviewed and confirmed relevance of these qualifications in 2022-2023.

OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	2019-2020 Baseline	2024-2025 Target	Actual Achievement by 31 May 2023	Data Sources	Comment on Achieve- ment and Improvements required for the remainder of the planning period
		25	Increased number of <b>lecturers whose performance in teaching improves</b> due to skills development initiatives funded by the HWSETA in the strategic period.	35	53	21 39%	Survey Report	A survey measuring increased skills of lecturers that were funded during the strategic period was conducted in 2021-2022 and 19 lectures were identified to have improved performance due to the skills development initiatives of the HWSETA. A follow up survey with the 2021-2022 non-responses was conducted in 2022-2023. Additional 2 lecturers self-reported that their performance has improved. A survey of additional cohorts will be conducted in 2023-2024.
6	The HWSETA provides increased support towards skills development activities for entrepreneurial, cooperative, as well as the establishment of new enterprises in the strategic period.	26	Number of <b>cooperatives whose sustainability</b> is strengthened through skills development initiatives funded by the HWSETA.	0	36	13 36%	Evaluation study report	Outcomes evaluation study was conducted in 2021-2022 and it confirmed that cooperatives supported by the HWSETA do achieve the desired and outcomes. Another outcomes evaluation will be conducted in 2023-2024.
		27	Increased number of <b>small and emerging businesses</b> exposing their employees to relevant skills development training in the strategic period	0	348	84 24%	Survey report	A rapid assessment of the outcomes of the SME project of the HWSETA was conducted in 2022-2023 and progress made towards the 5-year target was 24% (84/348). Another cohort of SMEs funded for skills development will be conducted in 2023-24
		28	Number of enterprises established with the support of the HWSETA in the strategic period.	0	200	Undetermined	Survey report	This outcome is new as it supports the new strategy of the HWSETA to capacitate unemployed social service graduate to open up social enterprises.
		29	Increase in the percentage of health and welfare sector large, medium, and small firms that actually send employees for training as per WSPs to the health and social development sector in the strategic period	Undetermined	60%	51% 85%	Database analysis report	Database analysis was conducted to compare the number of levy paying and non-levy paying employers that actually implement their WSPs submitted to the HWSETA in order to show the level of participation of employers on skills development. Progress made in 2020-2022 is 51%, of which a total of 4460/8738 levy paying and non-paying participated in HWSETA skills development initiatives.

OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	2019-2020 Baseline	2024-2025 Target	Actual Achievement by 31 May 2023	Data Sources	Comment on Achievement and Improvements required for the remainder of the planning period
7	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	30	Increased number of <b>levy exempt organisations exposing their employees to skills development training</b> that is relevant to their work in the strategic period	300	400	273 68%	Database analysis report	A rapid assessment of the outcomes of the levy-exempt project of the HWSETA was conducted in 2022-2023 and progress made towards the 5-year target was 68%. A follow-up study will be conducted in 2023-2024.
		31	Increased number of <b>trade union officials exposed to skills development programmes that are relevant to their skills needs</b> in the strategic period	234	253	249 76%	Survey report	A survey was conducted in 2022-2023 to find out the relevance of skills development training union officials are exposed to and also assessed whether the skills needs of these officials are met. 57 confirmed the relevance of training to their skills development needs.
8	The HWSETA supports career development services related to the health and welfare sector and makes them accessible to rural and targeted youth in the strategic period.	32	Number of learners from rural school exposed to career awareness services in the strategic period.	Undetermined	14400	10217 71%	Career Portal Database	71% of the 5-year target was achieved in 2022-2023 due to high traffic of learners that engage with the career portal for career awareness. A follow-up desktop analysis will be conducted in 2023-2024.
		33	Number of learners from <b>rural school exposed to career awareness services</b> in the strategic period.	5%	10%	8.6% 86%	Bursary	Bursary 8.6% of the 5-year target was achieved in 2022-2023 due to increased access created by the career awareness portal. Additional bursaries will be offered in 2023-2024, and rapid assessment to evaluate the immediate outcomes of the career awareness programme will be conducted in 2023-2024.
		34	Number of <b>career guidance practitioners</b> funded by the HWSETA who offer their services to rural areas in the strategic period	Undetermined	36	Undetermined	Survey report	A survey will be conducted in 2023-2024 on career guidance practitioners funded by the HWSETA for training whether they do offer training in schools that are in the rural areas as training did not happen in 2021-2022. A survey of additional cohorts will be conducted in 2024-2025.



This progress is based on measuring outputs from 2020-21, 2021-22, and 2022-2023 through evaluation studies. As such, the expected level of performance is 40% at the level of indicator targets.

To calculate the aggregated achievement for each of the outcome statements, indicator targets falling under the same outcome statement were averaged. As thus, outcome statements 1, 2, 3, 4, 5, 7 and 8 have an aggregated average performance that is above 40%.

However, the outcome statement 6 has an aggregated average performance below 40%.

### **Reasons for this low achievement**

Performance for outcome 4 is affected by TVET College lecturer development, where 37% of the lecturers did not respond to the survey questionnaire. A follow-up on the non-responses will be made to improve the response rate and then perhaps improve the performance of this outcome statement in preparation for the mid-term review report that will be issued in August 2023.

Performance for outcome statement 5 is affected by the low number of learners that register their addresses on the career portal rendering it difficult to account for the geographic location of all learners that visit the portal. The field for address has been marked as mandatory on registration to the portal



## 6.6 Description of the strategic planning process

In August and September, the Board, the CEO and the Executive Managers convened two Strategic Planning workshops with stakeholders from the Health and Social Development sectors. These workshops were focused on engaging stakeholders that are key to the implementation of the ERRP skills strategy, the Revised 2019-2024 MTSF, and the Human Resource Strategies for Health and Social Development. Findings from these workshops are included in this strategic plan and there are partnerships going forward that will be forged to ensure that these Government Priorities are implemented.

A Risk Assessment Workshop was also convened by the Board and Executive Management. At this workshop an analysis of the “control measures culture” that exists at the HWSETA was undertaken, the top 10 strategic HWSETA risks were identified and a risk register was 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, costed, 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.

### 6.6.1 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 or 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 SSP contributes towards situational analysis and description of the external environment of the HWSETA for the strategic plan
- b. The second step is to take note of significant national government imperatives announced over the past year. For example, the ERRP skills strategy, the revised MTSF 2019-2024, the human resource strategies of the Departments of Health and Social Development, and the National Digital and Future Skills for South Africa Act.
- 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 then becomes the basis of the management plan in which delivery is structured over the 4 quarters.
- g. The 4-quarter plan forms 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. THE THEORY OF CHANGE OF THE HWSETA

The Theory of Change is a tool that is used by the HWSETA for measuring the performance of the HWSETA. The Guidelines for implementing the Revised framework for Strategic Planning recommend the Theory of Change as one of the planning tools that can be utilised by institutions. Its benefits to planning involve the provision of;

- A thorough strategic logic for achieving an identified change or impact,
- A description of the process for reaching commonly understood results,
- A process that precisely describes the type of changes stakeholders want to achieve,
- A clear explanation why change is expected to happen in a particular way.

The Guidelines for implementing the Revised framework for Strategic Planning also recommend that once the results chain has been developed, the impact and outcomes should be reflected in the Strategic Plan (SP), the outputs reflected in the Annual Performance Plan (APP) and the activities reflected in the Annual Operational Plan (AOP). Theory of Change is one of the tools that can be used to determine a pathway for achieving desired results. Elements of the theory include the pathway of change; results and preconditions (impact, outcomes, outputs, activities and inputs); indicators; and assumptions.

### HWSETA Stakeholder Analysis

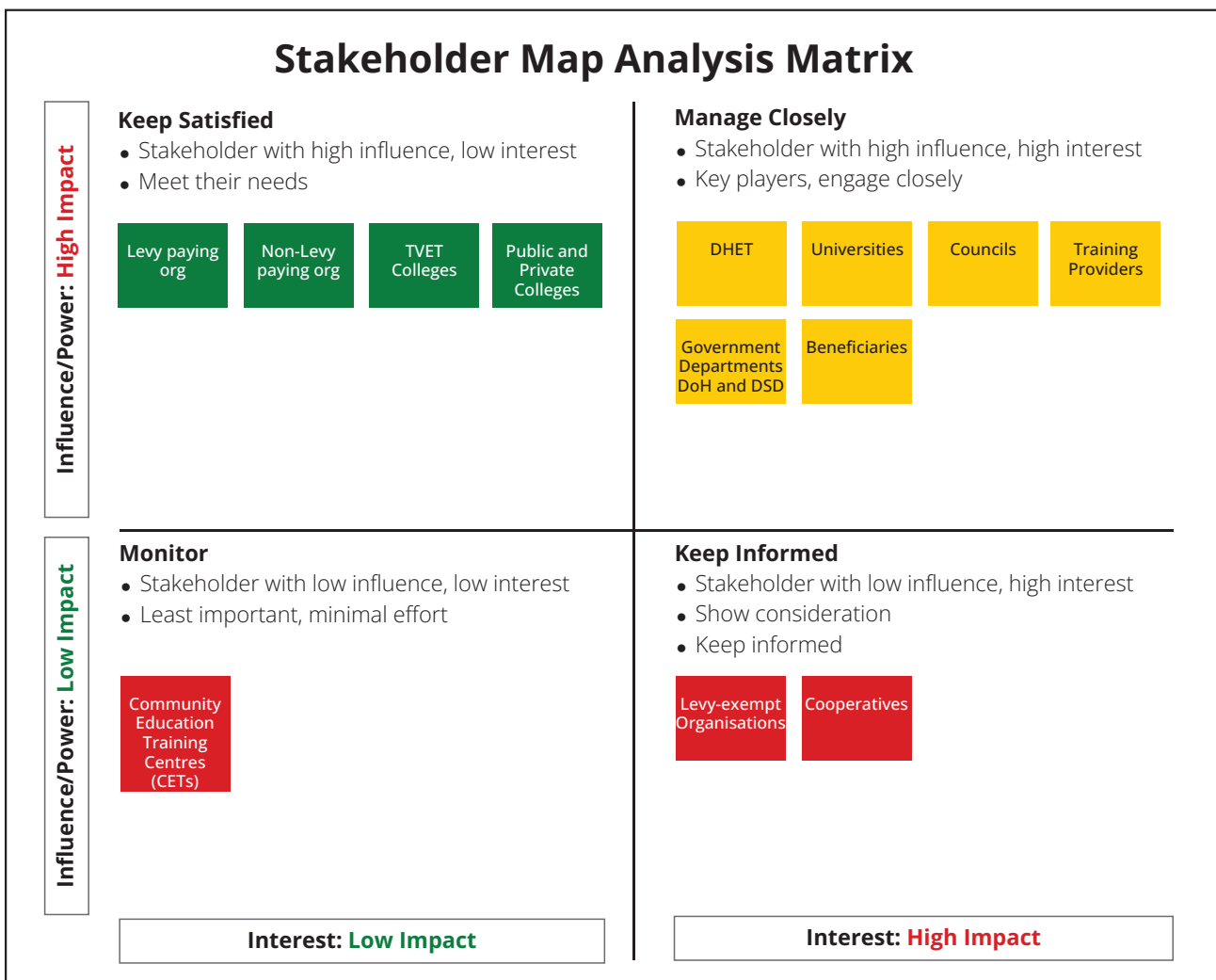
The stakeholder analysis identified major needs and interests of all agents who have an interest in the skills development of the health and welfare sectors. The main stakeholders were identified including their roles and responsibilities.

**Table 34: Main Stakeholders of the HWSETA**

No.	Stakeholder/Role player	Roles and responsibility
1	Levy-exempt organisations	Deliver health and social services
2	Non-levy paying organisations	
3	Levy paying organisations	
4	National and Provincial Department of Health Department of Social Development	Delivering and monitoring of health and social development services
5	Strategic partnerships (Universities, TVET Colleges, Public/Private Colleges, Community Education Training Centres)	Provide training
6	Professional bodies	Regulation of the respective professions
7	Training providers	Recruitment and training of beneficiaries
8	DHET	Provides funding and mandate oversight
9	Beneficiaries	Target population and recipients of the intervention benefits

The stakeholders were assessed based on the power or influence and interest.

Figure 36: Stakeholder Analysis and Mapping



In accordance to the stakeholder analysis matrix above, the key players include DHET, Universities, Professional bodies (Councils), Training providers, government departments (DOH and DSD) as well as the beneficiaries. This group has high power or influence and high interest in the delivery of the HWSETA's mandate.

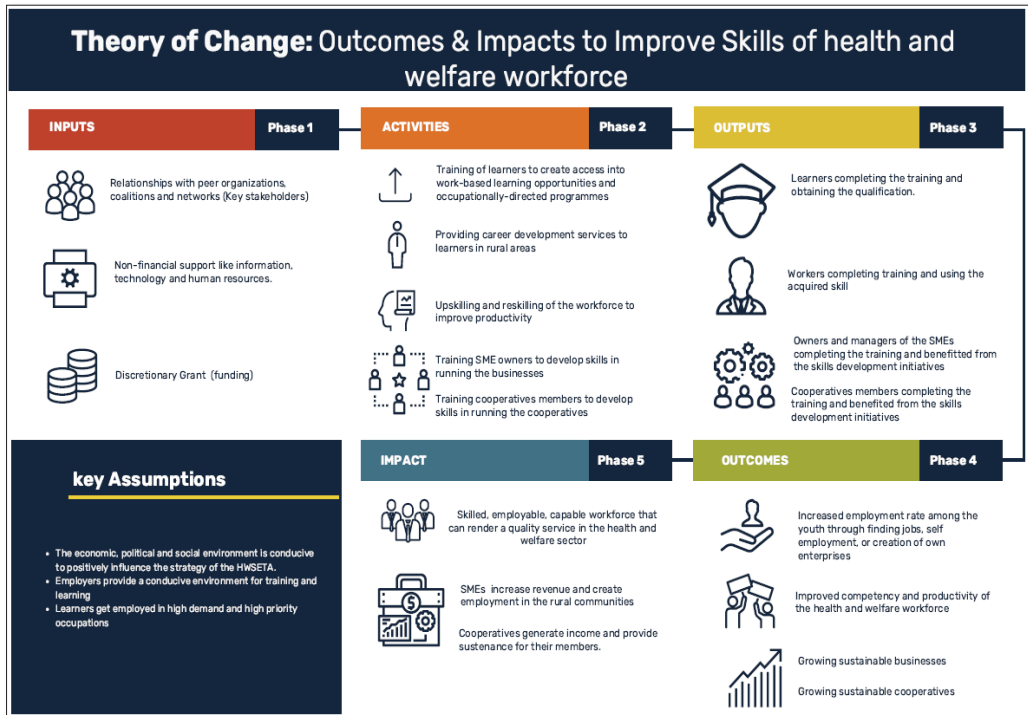
They are engaged closely and are involved in the projects and decision making.

As for those that have high power and high interest it is the levy paying organisations, non-levy paying organisations, TVET Colleges and other colleges. They are engaged regularly to ensure that their needs are met and kept satisfied.

The stakeholders that have low power but high interest are the levy-exempt organisations and cooperatives. This group is informed and consulted on their areas of interest. The low priority group include the community education centres—their influence and interest are low.

They are therefore monitored and regularly updated. The HWSETA's theory of change provides a shared understanding of the results of its interventions. It clearly defines the results to be achieved upfront and ensures that all stakeholders know what success looks like when it is achieved and what actions they need to take to get there.

Figure 37: Overview of the Theory of Change of the HWSETA



**IF**

the HWSETA receive funding and builds capacity through human capital development and use technology as well as have a strong relationship with key stakeholders

**So that** it is able to efficiently and effectively

train learners to create access into work-based learning opportunities and occupationally directed programmes, provide career development services to learners in rural areas, upskill and reskill the health and welfare workforce, as well as training Small Medium Enterprises owners and cooperatives members to develop skills in running the businesses and cooperatives, respectively.

**SO THAT**

learners complete the training and obtain qualifications, workers complete training and use acquired skills

**AND**

Owners and Managers of SMEs complete the training and benefit from the skills development initiatives, cooperatives members complete training and benefit from the skills development initiatives.

**LEADING TO**

Increased employment rate among the youth through finding jobs, self-employment, or creation of own enterprises, Improved competency and productivity of the health and welfare workforce

**AND**

Growing sustainable businesses and cooperatives

**RESULTING IN**

Skilled, employable, capable workforce that can render a quality service in the health and welfare sector,

**AND**

increased revenue of SMEs thus creating employment in the rural communities,

**AND**

Cooperatives generate income thus providing sustenance for their members.



## 2. 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, which are tabulated in sections 1.2 and 1.3

### 2.1 Impact Statements

The impact statements of the strategic plan of the HWSETA have been derived from the outcomes of the National Skills Development Plan. The NSDP outcomes are the campus for developing 4 impact statements, 8 outcome statements and 21 outcome indicators. The impact statements include the following:

*Table 35: Impact Statements of the HWSETA Strategic Plan (2020-2025)*

<b>Impact Statement 1</b>	The HWSETA contributes to the development of a post-school system which increases the production of occupations in high demand by 2030.
<b>Impact Statement 2</b>	The HWSETA develops a skilled, employable and highly productive workforce which results in reduced hard to fill vacancies in the health and welfare sector by 2030
<b>Impact Statement 3</b>	The HWSETA contributes to increased capacity of large, medium, and small firms, as well as small and emerging businesses and cooperatives of the health and welfare sector to become more sustainable and expand in size by 2030.
<b>Impact Statement 4</b>	The HWSETA contributes to increased capacity of the State, NGO and NPO sector, Trade Unions to meet social and rural development needs of the South African Citizens by 2030.



## 2.2 Measuring Outcomes

### IMPACT STATEMENT 1:

The HWSETA contributes to the development of a post-school system which increases the production of occupations in high demand

OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	LINK TO OUTPUT INDICATORS	BASELINE	5 YEAR TARGET		
1	The HWSETA provides an efficient and effective skills planning, programme implementation and evaluation system which identifies occupations in high demand during the strategic period.	1 – 1	The extent to which <b>external stakeholders</b> of the HWSETA are <b>satisfied</b> with <b>efficiency and effectiveness</b> of service delivery by the end of the strategic period <sup>1</sup> .	18.1 18.2 20	60%	80%		
		1 – 2	The extent to which the <b>Sector Skills Plan</b> of the HWSETA <b>and its Annual Updates</b> are <b>relevant</b> to the DHET SSP framework (2019-2024) by the end of the strategic period	12.1	86%	85%		
		1 – 3	The extent to which internal stakeholders of the HWSETA <b>implement Monitoring, Evaluation, SSP and Research recommendations</b> by the end of the strategic period.	5 12.1	75%	80%		
		1 – 4	The extent to which <b>monitoring, evaluation, and research reports</b> <b>measure the strategic outcomes</b> of the HWSETA strategic plan 2020-2025 by the end of the strategic period.	a) Strategic Outcomes	5 12.1	90%	90%	
				b) Response Rate	5 12.1	55%	55%	
		1-5	Percentage of <b>discretionary grant budget spent on high, intermediate, and low-level skills</b> by the end of the strategic period	a) High level skills	33.a	6%	5%	
				b) Intermediate Skills	33.b	18%	16%	
				c) Low-level skills	33.c	12%	11%	
		2	The HWSETA promotes linkages between education and the workplace to increase work-place based learning opportunities in the health and welfare sector in the strategic period.	2 – 6	The extent to which <b>employers participate in HWSETA skills development initiatives</b> in comparison to those that submit the WSP by the end of the strategic period.	2	30%	60%
				2 – 7	Proportion of unemployed persons who <b>find employment</b> after successfully completing <b>internships</b> for graduates funded by the HWSETA by the end of the strategic period.	a) University	7.2a	530
b) TVET Colleges	7.2b					121	73	
2 – 8	Number of unemployed persons who <b>find employment</b> after successfully completing <b>learnerships</b> funded by the HWSETA by the end of the strategic period			29.2	928	557		
2 – 9	Number of unemployed apprentices who <b>find employment</b> after successfully completing <b>Artisan programmes</b> funded by the HWSETA by the end of the strategic period			26.2	96	57		
2 – 10	The extent to which unemployed persons <b>find employment</b> after successfully completing <b>learning programmes</b> funded by the HWSETA by the end of the strategic period			2-7 2-8 2-9	60%	60%		
2 - 11	Number of <b>unemployed persons who obtain their university qualifications</b> after successfully university Work Integrated (WIL) Learning programmes funded by the HWSETA by the end of the strategic period.			32.2	350	210		
2 - 12	Number of <b>unemployed persons who obtain their TVET College qualifications</b> after successfully completing TVET College Work Integrated (WIL) Learning programmes funded by the HWSETA by the end of the strategic period.			28.2	229	137		

<sup>1</sup> The 2020-2025 strategic period starts on 1 April 2020 and end on 31 March 2025. The five-year target therefore should be attained by 31 March 2025.

IMPACT STATEMENT 2:

The HWSETA develops a skilled, employable and highly productive workforce which results in reduced hard to fill vacancies in the health and welfare sector by 2030

OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	LINK TO OUTPUT INDICATORS	BASELINE	5 YEAR TARGET	
3	The HWSETA contributes to the improvement of level of skills to 50% of the health and welfare sector workforce through various learning programmes that address critical skills in the strategic period.	3 - 13	Number of workers <b>whose competence is improved</b> after successful completion of the <b>learnership programmes</b> of the HWSETA by the end of the strategic period.	3.2	1015	609	
		3 - 14	Number of employed apprentices <b>whose competence is improved</b> after successful completion of the <b>Artisan programmes</b> of the HWSETA by the end of the strategic period.	4.2	41	24	
		3 - 15	Number of workers whose <b>competence is improved</b> after successful completion of the qualifications funded through the <b>undergraduate bursary programme</b> of the HWSETA by the end of the strategic period.	6.6a	38	23	
		3 - 16	Number of workers <b>whose competence is improved</b> after successful completion of the qualifications funded through the <b>post-graduate Diploma bursary programme</b> of the HWSETA by the end of the strategic period.	6.6b	10	6	
		3 - 17	Number of workers <b>whose competence is improved</b> after successful completion of the qualifications funded through the <b>post-graduate research bursary programme</b> of the HWSETA by the end of the strategic period.	6.3	22	13	
		3 - 18	Number of workers <b>whose competence is improved</b> after successful completion of the <b>short learning programmes</b> funded through the <b>bursary programme</b> of the HWSETA by the end of the strategic period.	a) Short learning Programmes at undergraduate Level	6.8a	3	2
				b) Short learning Programmes at post-graduate Level	6.8b	4	2
		3 - 19	Number of workers <b>whose competence is improved</b> after successful completion of the <b>skills programmes</b> of the HWSETA by the end of the strategic period.	a) Credit Bearing	8.2a	6667	4000
				b) Short learning Programmes	8.2b	580	348
		3 - 20	Number of workers who obtain <b>full qualifications</b> after successfully completing the <b>RPL programmes</b> funded by the HWSETA by the end of the strategic period.	25.2	210	126	
		3 - 21	Workers who <b>obtain full qualifications</b> after <b>successfully</b> completing AET programme funded by the HWSETA by the end of the strategic period.	21.2	55	33	



OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	LINK TO OUTPUT INDICATORS	BASELINE	5 YEAR TARGET	
4	The HWSETA contributes to increased access by the unemployed into occupationally directed programmes in the health and welfare sector during the strategic period	4 - 22	<b>The extent to which occupational qualifications developed by the HWSETA</b> are found to be relevant by the sector to occupations on high demand by the end of the strategic period.	a) Full/Part-Qualifications	24.1	0%	100%
				b) Skills Programmes	24.2	0%	90%
		4 - 23	Number of <b>Skills Development Providers</b> who offer training on occupational qualifications and have at least 60% of those <b>learners certificated through full and Part Qualifications</b> by the end of the strategic period.	a) Skills Development Providers	19.1	66	39
				b) Qualification Certificates	19.2a	3292	1975
				c) Statements of Results	19.2b	2225	1335
		4 - 24	The extent to which <b>CET Colleges, Universities, TVET and other Colleges, Professional Bodies and Research Institutions</b> participate in HWSETA skills development initiatives in by the end of the strategic period.	a) CET	23a	60%	60%
				b) Universities	23b	60%	60%
				c) Statements of Results	19.2b	2225	1335
				d) Professional Councils and Research Institutions	12.2	10%	10%
		4 - 25	Unemployed persons who <b>find employment after successfully completing undergraduate qualifications funded through</b> undergraduate bursary programmes funded by the HWSETA by the end of the strategic period.	27.6a	252	151	
4 - 26	Unemployed persons who <b>find employment after successfully completing post-graduate Diploma qualifications funded through</b> post-graduate Diploma bursary programmes funded by the HWSETA by the end of the strategic period.	27.6b	14	8			
4 - 27	Unemployed persons who <b>find employment after successfully completing post-graduate research qualifications funded through</b> post-graduate research bursary programmes funded by the HWSETA by the end of the strategic period.	27.3	16	9			
4 - 28	<b>Unemployed persons who find relevance in skills</b> programmes funded by the HWSETA by the end of the strategic period.	a) Skills Programmes	30.2a	1374	825		
		b) Short-learning Programmes	30.2b	40	24		

OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	LINK TO OUTPUT INDICATORS	BASELINE	5 YEAR TARGET	
5	The HWSETA supports the growth of the public and private college system so that colleges may qualify as centres of specialisation in the strategic period.	5 - 29	Number of unemployed persons who <b>obtain full qualifications</b> after successfully <b>completing AET programmes</b> funded by the HWSETA by the end of the strategic period.	a) CET unemployed learners completing AET programmes	31.2a	38	23
				b) Other unemployed persons completing AET programmes	31.2b	232	139
		5 - 30	Increased number of <b>lecturers and managers from TVET and other Colleges whose performance</b> is improved due to skills development initiatives funded by the HWSETA by the end of the strategic period	a) Lecturers	16.2a	16	10
				b) Managers	16.2b	6	3
		5 - 31	Increased number of <b>lecturers and managers from Community Colleges whose performance</b> is improved due to skills development initiatives funded by the HWSETA by the end of the strategic period	a) Lecturers	16.4a	3	2
				b) Managers	16.4b	3	2
		5 - 32	Number of <b>lecturers from TVET whose performance</b> in teaching improves due to skills development initiatives funded by the HWSETA <b>through vocational and occupational bursaries</b> funded by the HWSETA by the end of the strategic period	17.2b	3	2	
		5 - 33	Number of <b>students from TVET and other public colleges</b> who find employment after successfully completing vocational qualifications <b>funded by the HWSETA through vocational and occupational bursaries</b> by the end of the strategic period	17.2a	272	163	

### IMPACT STATEMENT 3:

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 NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	LINK TO OUTPUT INDICATORS	BASELINE	5 YEAR TARGET
6	The HWSETA provides increased support towards skills development activities for entrepreneurial, cooperative, as well as the establishment of new enterprises in the strategic period.	6 - 34	Number of cooperatives who find relevance in skills development initiatives funded by the HWSETA by the end of the strategic period	9	14	9
		6 - 35	Number of <b>small and emerging business</b> who find relevance in skills development initiatives funded by the HWSETA by the end of the strategic period.	10.1	135	81
		6 - 36	Number of enterprises established with the support of the HWSETA by the end of the strategic period.	10.2	9	6
		6 - 37	The extent to which of <b>large, medium, and small firms</b> of the health and social development sector submit Workplace Skills Plans to the HWSETA by the end of the strategic period	13	30%	40%

### IMPACT STATEMENT 4:

The HWSETA contributes to increased capacity of the State, NGO and NPO sector, Trade Unions to meet social and rural development needs of the South African Citizens by 2030.

OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	LINK TO OUTPUT INDICATORS	BASELINE	5 YEAR TARGET	
7	The HWSETA provides increased support to the State, Trade unions, NGOs, and NPOs in order to strengthen governance and service delivery and thus advance social, rural, and community development in the strategic period.	7 - 38	Number of projects who find relevance in skills development initiatives funded by the HWSETA by the end of the strategic period	1	9	6	
		7 - 39	Increased participation of the public sector in work-place based education and training as a result of public sector projects funded by the HWSETA through discretionary grants by the end of the strategic period.	14	10%	20%	
		7 - 40	The number of <b>Trade Union officials</b> who gained relevant skills through skills development programmes funded by the HWSETA by the end of the strategic period.	11.2a 11.2b	73	244	
		7 - 41	Number of officials from <b>NGOs and NPOs</b> who find relevance in skills development initiatives funded by the HWSETA by the end of the strategic period.	22	82	49	
		7 - 42	Number of <b>Levy-exempt organisations</b> who find relevance in skills development initiatives funded by the HWSETA by the end of the strategic period.	11.1	114	69	
8	The HWSETA makes career development services related to the health and welfare sector accessible to rural and targeted youth in the strategic period.	8 - 43	Percentage of learners exposed to career awareness services who enter-into HWSETA funded learning programmes by the end of the strategic period	a) Rural Schools	15.1	15% (361/2403)	15% (361/2403)
			b) Urban Schools	15.2	15% (361/2403)	15% (361/2403)	
		8 - 44	Number of career guidance lecturers funded by the HWSETA who offer their services to rural schools by the end of the strategic period	16.2c	8	5	

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

#### A. CONTRIBUTION OF OUTCOMES TO THE NDP FIVE-YEAR IMPLEMENTATION PLAN

NDP OUTCOMES	HWSETA OUTCOMES	MTSF/ERRP
Identify and increase the production of occupations in high demand	The HWSETA provides an efficient and effective skills planning, programme implementation and evaluation system which identifies occupations in high demand during the strategic period.	<p><b>MEDICAL EQUIPMENT</b></p> <p>Research on qualification requirements for:</p> <ul style="list-style-type: none"> <li>• Medical Equipment Inspector</li> <li>• Medical Equipment Repairer,</li> <li>• Medical Equipment Maintainer</li> </ul> <p>SETAs to conduct surveys that focus on current, future, and emerging digital skills needs.</p>
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.	<p>SETAs should include sectorally appropriate digital skills development, within training programmes and internships.</p> <p><b>PARTNERSHIPS WITH BUSINESS SCHOOLS</b></p> <p>To support innovation to capacitate Social Service Practitioners with business innovation thinking skills to enable them to create sustainable social enterprises.</p>
Improving the level of skills in the South African workforce	The HWSETA contributes to the improvement of level of skills to 50% of the South African workforce through various learning programmes that address the critical skills required by the sector in the strategic period.	<p>Improve access to early childhood development (ECD)</p> <p><b>EARLY CHILDHOOD DEVELOPMENT</b></p> <p>Skilling, re-skilling, upskilling ECD practitioners</p> <p>Indigenisation of pharmaceutical production including through state owned company.</p> <p><b>MEDICAL EQUIPMENT</b></p> <p>Training technicians in:</p> <ul style="list-style-type: none"> <li>• Medical Equipment Inspector</li> <li>• Medical Equipment Repairer,</li> <li>• Medical Equipment Maintainer</li> </ul>
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	<p>Improve access to early childhood development (ECD)</p> <p><b>EARLY CHILDHOOD DEVELOPMENT</b></p> <p>Skilling, re-skilling, upskilling ECD practitioners</p> <ul style="list-style-type: none"> <li>• Indigenisation of pharmaceutical production including through state owned company.</li> <li>• Training of small-scale farmers and livestock handlers in Primary Animal Health Care (PAHC).</li> <li>• Enter into partnerships to support animal health related research projects of the DALRRD</li> </ul> <p><b>MEDICAL EQUIPMENT</b></p> <p>Training technicians in:</p> <ul style="list-style-type: none"> <li>• Medical Equipment Inspector</li> <li>• Medical Equipment Repairer,</li> <li>• Medical Equipment Maintainer</li> </ul>

NDP OUTCOMES	HWSETA OUTCOMES	MTSF/ERRP
Support the growth of the public college system	The HWSETA provides supports the growth of the public and private system so that public colleges may qualify as centres of specialisations in the strategic period.	<ul style="list-style-type: none"> <li>• SETAs should advance digital literacy for academic staff.</li> <li>• Equip staff with digital fluency to digital mastery</li> </ul>
Skills development support for entrepreneurship and cooperative development	The HWSETA provides increased support towards skills development activities for entrepreneurial, cooperative, as well as the establishment of new enterprises in the strategic period.	<p><b>ENTREPRENEURSHIP AND INNOVATION</b></p> <ul style="list-style-type: none"> <li>• Promotion of Social Entrepreneurship</li> <li>• Promotion of digital skills</li> </ul>
Encourage and support worker-initiated training	The HWSETA provides increased support to the State, Trade Union, NGOs, NPOs in order to strengthen governance and service delivery, and thus advance social, rural, and community development in the strategic period.	<p><b>PARTNERSHIP WITH NATIONAL AND PROVINCIAL DEPARTMENT OF SOCIAL DEVELOPMENT</b> Support the Human Resource Development Plan for Social Development.</p> <p><b>PARTNERSHIP WITH NATIONAL AND PROVINCIAL DEPARTMENT OF HEALTH</b></p> <ul style="list-style-type: none"> <li>• Support the National Health Improvement Plan of the NHI.</li> <li>• Support the 2030 Human Resource for Health Strategy.</li> </ul> <p><b>CONTINUED PARTNERSHIP WITH DALRRD</b></p> <ul style="list-style-type: none"> <li>• Training of small-scale farmers and livestock handlers in Primary Animal Health Care (PAHC).</li> <li>• Enter into partnerships to support animal health related research projects of the DALRRD.</li> </ul>
Support career development services	The HWSETA makes career development services related to the health and welfare sector accessible to rural and targets youths in the strategic period	<p>SETAs should advance digital literacy for academic staff.</p> <p>Equip staff with digital fluency to digital mastery</p>

## 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
<b>Input</b>	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
<b>Activities</b>	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
<b>Output</b>	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
<b>Outcome</b>	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 organisational 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.

## **D. DISTRICT DEVELOPMENT MODEL**

The District Development Model aims to improve the coherence and impact of government service delivery with focus on 44 Districts and 8 Metros around the country as development spaces that can be used as centres of service delivery and economic development, including job creation. The District Development Model (DDM) is an operational model for improving Cooperative Governance aimed at building a capable, ethical Developmental State. It embodies an approach by which the three spheres of government and state entities work in unison in an impact-oriented way, and where there is higher performance and accountability for coherent service delivery and development outcomes.

The HWSETA will focus on the following districts and forge links and partnerships to drive skills development initiatives. Within these District Municipalities there are local municipalities and town that will be targeted.



District Development Model: Rural	
Alfred Nzo DM (DC44)	Zululand DM (DC26)
Central Karoo DM (DC5)	eHlanzeni DM (DC32)
John Taolo Gaetsewe DM (DC45)	Chris Hanani DM (DC13)
Mopani DM (DC33)	Thabo Mafutsanyane DM (DC19)
Sekhukhune DM (DC47)	OR Tambo DM (DC15)
uThukela DM (DC23)	Ugu DM (DC21)
Harry Gwala DM (DC43)	uMkhanyakude DM (DC27)
Vhembe DM (DC34)	Nkangala DM (DC31)
Xhariep DM (DC16)	Ngaka Modiri Molema DM (DC38)

District Development Model: Urban and Peri-urban	
Johannesburg Metro (JHB)	Nelson Mandela Bay Metro (NMA)
Frances Baard DM (DC9)	Dr KK Kaunda DM (DC40)
Cape Town Metro (CPT)	
Buffalo City Metro (BUF)	

## E. 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

## 4. KEY RISKS

Outcome	Key Risk	Risk Mitigation
dvsdfs 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 organisational structure and business processes that are automated and integrated in the strategic period	Although the organisational 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 work-place 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 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 DESCRIPTION**

## OUTCOME STATEMENT 1:

**The HWSETA provides an efficient and effective skills planning, programme implementation and evaluation system which identifies occupations in high demand during the strategic period.**

### OUTCOME INDICATOR 1-1

<b>Indicator Title</b>	The extent to which <b>external stakeholders</b> of the HWSETA are <b>satisfied</b> with <b>efficiency and effectiveness</b> of service delivery by the end of the strategic period <sup>2</sup> .
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicators:</p> <p>18.1. Percentage of filled positions in the HWSETA organisational structure of the HWSETA to facilitates the delivery of its mandate and achievement of its targets in the reporting period</p> <p>18.2. Number of HWSETA Good Governance Reports submitted to the Department of Higher Education and Training in the reporting period</p> <p>20. Percentage of business processes automated and confirmed by stakeholders as useful for efficient service delivery<sup>3</sup> in the reporting period</p> <p>This outcome indicator therefore measures the level of stakeholder satisfaction with the efficiency and effectiveness of the following:</p> <ul style="list-style-type: none"> <li>• Management and leadership in providing direction and exercising control to the organisation</li> <li>• Automation of those services as a key infrastructure that drives efficiencies and effectiveness of service rendering</li> <li>• HWSETA staff in delivering services to stakeholders and beneficiaries</li> </ul> <p><b>NB:</b> External Stakeholders and beneficiaries of the HWSETA will be those listed in the Theory of change Framework (2023-24)</p>
<b>Source of Data</b>	<p>External Stakeholders of the HWSETA</p> <p>Beneficiaries of programmes of the HWSETA</p> <p>Internal Stakeholders of the HWSETA</p>
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a percentage target, as such:</p> <p>The number of stakeholders that participate in the study who confirm efficiencies and effectiveness of the various categories of operation from the total participants. Formular that will be applied is as follows:</p> <p><b>Stakeholder Satisfaction=</b></p> $\frac{\text{(number of satisfied stakeholders)}}{\text{(total number of stakeholders that participated in the survey)}} \times 100$
<b>Means of verification</b>	<p>Monitoring and Evaluation Report on stakeholder satisfaction</p> <p>Questionnaires completed by stakeholders and audios from interviews</p>
<b>Assumptions</b>	External 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
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Bi-Annually (Medium-Term and End-Term)
<b>Desired Performance</b>	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 by the end of the strategic period.
<b>Indicator Responsibility</b>	<p>Stakeholder Management Officer</p> <p>All Managers</p>

<sup>2</sup>The 2020-2025 strategic period starts on 1 April 2020 and end on 31 March 2025. The five-year target therefore should be attained by 31 March 2025.

<sup>3</sup>This indicator identifies business processes planned to be automated per annum. Automation involves the development of an integrated ERP system for each of the functions of the HWSETA based on business processes. Usefulness of the ERP system is integral to the completion of each module of the system, that is, of each business function automation. Therefore, user divisions need to confirm usefulness of each module for efficient service delivery in the reporting period.

## OUTCOME INDICATOR 1-2

<b>Indicator Title</b>	The extent to which the <b>Sector Skills Plan</b> of the HWSETA and <b>its Annual Updates are relevant</b> to the DHET SSP framework (2019-2024) by the end of the strategic period.
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator: 12.1: Number of SSP updates and applied research reports<sup>4</sup> completed and noted by key stakeholders<sup>5</sup> in the reporting period</p> <p>This outcome indicator therefore measures the number evaluation criteria of SSP framework met by the SSP of the HWSETA annually. This is based on the evaluation framework of the SSP Framework 2023-2024.</p>
<b>Source of Data</b>	<ul style="list-style-type: none"> <li>• Technical Report of the SSP which provides a self-evaluation of SSP submitted to the DHET which is based on the evaluation framework of the SSP Framework 2023-2024.</li> <li>• SSP submitted to the DHET</li> </ul>
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a percentage target, as such:</p> <p>The extent to which Monitoring, Evaluation, SSP and Research recommendations are implemented will be calculated as follows:</p> <p><b>HWSETA SSP Relevance=</b>  <math display="block">\frac{\text{(number of SSP Framework evaluation criteria met)}}{\text{(total number of SSP Framework evaluation criteria)}} \times 100 = \text{percentage of SSP Framework evaluation criteria met}</math></p>
<b>Means of verification</b>	<p>Follow-up reports of evaluation studies</p> <p>Supporting documentation that validate implementation, in the form of implementation documents, such as SOPs, project plans, implementation reports, etc</p>
<b>Assumptions</b>	M&E Officer or Impact Assessment Specialist will make follow-ups on the implementation of the recommendations annually
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Annually (Short-Term)
<b>Desired Performance</b>	<p>For all recommendations to be implemented by responsible managers within one year of confirmation of M&amp;E report</p> <p>At least 80% of the overall recommendations will be addressed by the end of the strategic period</p>
<b>Indicator Responsibility</b>	<p>Manager responsible for programme under review</p> <p>Impact Assessment Practitioner</p> <p>M&amp;E Officer</p>

<sup>4</sup> SSP updates and research reports produced by the HWSETA identify occupations in demand and skills needs in the sector, and aims to inform planning for skills development in the sector

<sup>5</sup> Noting of SSP update and research reports by stakeholders refers to the presentation of findings to one of the Board Committees

## OUTCOME INDICATOR 1-3

<b>Indicator Title</b>	The extent to which internal stakeholders of the HWSETA implement Monitoring, Evaluation, SSP and Research recommendations by the end of the strategic period.
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:</p> <p>5: <i>Number of monitoring, evaluation, and impact studies, including tracer studies, completed and noted by key stakeholders<sup>6</sup> in the reporting period</i></p> <p>12.1: <i>Number of SSP updates and applied research reports<sup>7</sup> completed and noted by key stakeholders<sup>8</sup> in the reporting period</i></p> <p>The indicator measures the extent to which recommendations from monitoring, evaluation, SSP, and research studies which are aimed at improving interventions are implemented by managers.</p>
<b>Source of Data</b>	Recommendations Register compiled from Monitoring, Evaluation, and Research Reports, as well as SSP-Sectorial Priority Occupations and Intervention List (SPOIL) and Hard to fill vacancies
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a percentage target, as such:</p> <p>The extent to which Monitoring, Evaluation, SSP and Research recommendations are implemented will be calculated as follows:</p> <p><i>Extent of Implementation = (number of recommendations implemented within planned time) / (total number of recommendations due for implementation) X 100 = Percentage of recommendations implemented</i></p>
<b>Means of verification</b>	<p>Follow-up reports of evaluation studies</p> <p>Supporting documentation that validate implementation, in the form of implementation documents, such as SOPs, project plans, implementation reports, etc</p>
<b>Assumptions</b>	M&E Officer or Impact Assessment Specialist will make follow-ups on the implementation of the recommendations annually
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Annually (Short-Term)
<b>Desired Performance</b>	<p>For all recommendations to be implemented by responsible managers within one year of confirmation of M&amp;E report</p> <p>At least 80% of the overall recommendations will be addressed by the end of the strategic period</p>
<b>Indicator Responsibility</b>	<p>Manager responsible for programme under review</p> <p>Impact Assessment Practitioner</p> <p>M&amp;E Officer</p>

<sup>6</sup> Stakeholders include either internal or external stakeholders of the HWSETA.

<sup>7</sup> SSP updates and research reports produced by the HWSETA identify occupations in demand and skills needs in the sector, and aims to inform planning for skills development in the sector

<sup>8</sup> Noting of SSP update and research reports by stakeholders refers to the presentation of findings to one of the Board Committees

## OUTCOME INDICATOR 1-4

<b>Indicator Title</b>	The extent to which <b>monitoring, evaluation, and research reports measure the strategic outcomes</b> of the HWSETA strategic plan 2020-2025 by the end of the strategic period.																									
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:</p> <p>5: Number of monitoring, evaluation, and impact studies, including tracer studies, completed and noted by key stakeholders<sup>9</sup> in the reporting period</p> <p>12.1: Number of SSP updates and applied research reports<sup>10</sup> completed and noted by key stakeholders<sup>11</sup> in the reporting period</p> <p>This indicator measures the total number of strategic outcome indicators that have been measured through monitoring and evaluation as well as research studies by the end of the strategic period. It also measures the response rate across studies conducted to measure strategic outcome indicators as this influences the level success of achievement of strategic outcomes. (A response rate refers to the number of people who completed and submitted a data collecting tool, which may be a survey questionnaire, divided by the number of people who make up the total sample group).</p>																									
<b>Source of Data</b>	<p>Monitoring Reports</p> <p>Evaluation Reports</p> <p>Research Reports</p>																									
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a percentage target, as such:</p> <ul style="list-style-type: none"> <li>Indicator 1 – 4(a) is calculated by measuring the number of strategic outcome indicators measured during the strategic period over the total number of strategic outcomes contained in the strategic plan for the period 2020-2025. Eg: If 20 strategic outcomes are measured by 31 March 2025 out a total of 39 strategic outcome Indicators <math>\frac{20}{39} \times 100 = 51,28\% \approx 51,3\%</math></li> <li>Indicator 1 – 4(b) the response rate is calculated by identifying the number people or organisations (depending on the sample measure) that responded or participated in each monitoring and evaluation, and research studies against the target population. An average response rate is calculated for all respondents against the overall target populations of all studies conducted. Eg:</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Sample</th> <th>Responses</th> <th>Calculation</th> <th>Response Rate (%)</th> </tr> </thead> <tbody> <tr> <td></td> <td>100</td> <td>40</td> <td><math>\therefore \frac{40}{100} \times 100 = 40\%</math></td> <td>40%</td> </tr> <tr> <td></td> <td>150</td> <td>125</td> <td><math>\therefore \frac{125}{150} \times 100 = 83,3\%</math></td> <td>83,3%</td> </tr> <tr> <td></td> <td>40</td> <td>10</td> <td><math>\therefore \frac{10}{40} \times 100 = 25\%</math></td> <td>25%</td> </tr> <tr> <td style="background-color: #d3d3d3;"><b>Total</b></td> <td>290</td> <td>175</td> <td><math>\therefore \frac{175}{290} \times 100 = 60,3\%</math></td> <td>60,3%</td> </tr> </tbody> </table>		Sample	Responses	Calculation	Response Rate (%)		100	40	$\therefore \frac{40}{100} \times 100 = 40\%$	40%		150	125	$\therefore \frac{125}{150} \times 100 = 83,3\%$	83,3%		40	10	$\therefore \frac{10}{40} \times 100 = 25\%$	25%	<b>Total</b>	290	175	$\therefore \frac{175}{290} \times 100 = 60,3\%$	60,3%
	Sample	Responses	Calculation	Response Rate (%)																						
	100	40	$\therefore \frac{40}{100} \times 100 = 40\%$	40%																						
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	40	10	$\therefore \frac{10}{40} \times 100 = 25\%$	25%																						
<b>Total</b>	290	175	$\therefore \frac{175}{290} \times 100 = 60,3\%$	60,3%																						
<b>Means of verification</b>	<p>Technical Reports (when available) or Data Files</p> <p>Questionnaires or Audios</p>																									
<b>Assumptions</b>	<p>Monitoring and Evaluation studies will be conducted annually to measure the success of HWSETA funding programmes Research studies will be conducted to measure some of the NSDP Outcomes, particularly Outcome 1. Multi-variety of Data Collecting Methods will be utilized to ensure a minimum of 55% participation rate of the target population for each monitoring and evaluation study and research study.</p>																									
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>																									
<b>Reporting Cycle</b>	Bi-Annually (Medium-Term and End-term)																									
<b>Desired Performance</b>	<p>At least 35 strategic outcomes out of a total of 39 strategic outcomes will be measured by 31 March 2025</p> <p>At least 55% of the overall target populations of all studies conducted will participate in the studies</p>																									
<b>Indicator Responsibility</b>	<p>M&amp;E Manager</p> <p>Research Manager</p>																									

<sup>9</sup> Stakeholders include either internal or external stakeholders of the HWSETA.

<sup>10</sup> SSP updates and research reports produced by the HWSETA identify occupations in demand and skills needs in the sector, and aims to inform planning for skills development in the sector

<sup>11</sup> Noting of SSP update and research reports by stakeholders refers to the presentation of findings to one of the Board Committees



## OUTCOME INDICATOR 1-5

<b>Indicator Title</b>	Percentage of <b>discretionary grant budget spent on high, intermediate, and low-level skills</b> by the end of the strategic period
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator: 33: Percentage of discretionary grant budget allocated for the development of high-level, intermediate, and elementary skills in the reporting period</p> <p>High level skills cover NQF level 8-10, intermediate skills cover NQF level 5 – 7 and elementary skills cover NQF 1-4. This indicator measures the percentage of <b>discretionary grant budget spent on high, intermediate, and low-level skills</b> in order to confirm the actual implementation of the allocated budget.</p>
<b>Source of Data</b>	MoAs with stakeholders Performance Information Reporting schedules
<b>Method of Calculating/ Measuring</b>	<p>The discretionary budget for the strategic period is the denominator of the 3 sub-outcome indicator targets. This therefore means that the discretionary budget spent for high-level skills should be at least 5%, for intermediate skills it should be at least 16%, and for elementary skills it should be at least 11% of the strategic budget.</p> <p>The percentage budget spent should be calculated as follows:</p> <p><b>Percentage discretionary grant spent =</b>  <math display="block">\frac{(\text{discretionary grant budget spent on high level skills})}{(\text{total APP discretionary grant budget})} \times 100</math>         =Percentage discretionary budget spent on high level skills</p> <p><b>Percentage discretionary grant spent=</b>  <math display="block">\frac{(\text{discretionary grant budget spent on intermediate level skills})}{(\text{total APP discretionary grant budget})} \times 100</math>         =Percentage discretionary budget spent on intermediate level skills</p> <p><b>Percentage discretionary grant spent =</b>  <math display="block">\frac{(\text{discretionary grant budget spent on low level skills})}{(\text{total APP discretionary grant budget})} \times 100</math>         =Percentage discretionary budget spent on low level skills</p>
<b>Means of verification</b>	Expenditure reports for the financial years making up the strategic period under review. Performance Information Schedules for the financial years making up the strategic period under review.
<b>Assumptions</b>	Performance Information Schedule will indicate the NQF level of qualifications funded in order to facilitate the classification of level of skills funded.
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Reporting Cycle</b>	Annually (Short-term)
<b>Desired Performance</b>	At least 5% of the APP budget should spent on high level skills by the end of the strategic period. At least 16% of the APP budget should spent on high level skills by the end of the strategic period. At least 11% of the APP budget should spent on high level skills by the end of the strategic period.
<b>Indicator Responsibility</b>	SDP Managers Finance Manager

Stakeholders include either internal or external stakeholders of the HWSETA.

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

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

## OUTCOME STATEMENT 2:

**The HWSETA promotes linkages between education and the workplace to increase work-place based learning opportunities in the health and welfare sector in the strategic period.**

### OUTCOME INDICATOR 2-6

<b>Indicator Title</b>	The extent to which <b>employers participate in HWSETA skills development initiatives</b> in comparison to those that submit the WSP by the end of the strategic period.
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:  <b>2: Number of employers in the sector who open-up their workplaces for learning through partnerships with the HWSETA in the reporting period.</b></p> <p>This indicator measures the number of employers who enter into partnerships with the HWSETA to place learners<sup>12</sup> funded by the HWSETA in workplace positions for learnerships, TVET and university Work-Integrated Learning (WIL), apprenticeships<sup>13</sup> and internship positions against a total number of employers whose WSPs are approved by the HWSETA.</p>
<b>Source of Data</b>	Employers participating in learnerships, TVET and university Work-Integrated Learning, and internship programmes
<b>Method of Calculating/ Measuring</b>	<p>The percentage is calculated based on the total number of employers whose Workplace Skills Plan and Annual Training Report (WSP/ATRs) are approved as the denominator and total number of employers who sign MoAs to place students in placements for the learnership, TVET and university Work-Integrated Learning, and internship positions as a numerator. The formula is as follows:</p> <p><b>Extent of Employer Participation=</b>  <i>(employers that sign MoAs with the HWSETA to place students in workplacements)/</i>  <i>(total number of employers whose WSP and ATR were approved) X 100=percentage of employer participation</i></p>
<b>Means of verification</b>	<p>WSP approval schedule</p> <p>MoAs for learnerships, internships, TVET WIL, University WIL, and apprenticeships</p>
<b>Assumptions</b>	Employers who enter into these partnerships for learnership, work-integrated learning, and internship programmes will not decommit
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Annually (Short-term)
<b>Desired Performance</b>	All employers who sign MoAs with the HWSETA for placing students in workplace position will place them for the duration of the learning programme and expose learners to relevant work exposure
<b>Indicator Responsibility</b>	<p>Projects Manager</p> <p>Learning Programme Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>

<sup>12</sup> Learners and students are terms used interchangeably to refer to beneficiaries of skills development programmes

<sup>13</sup> An apprenticeship is a paid workplace placement where learners gain valuable experiences. Alongside on-the-job training, apprentices spend at least 20% of their working hours completing classroom-based learning with a college, university or training provider which leads to a nationally recognised qualification.

## OUTCOME INDICATOR 2-7

<b>Indicator Title</b>	Proportion of unemployed persons who <b>find employment</b> after successfully completing <b>internships</b> for graduates funded by the HWSETA by the end of the strategic period
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:  <i>7.2: Number of unemployed graduates reported to the HWSETA as having completed the internship programme funded by the HWSETA in the reporting period (a: University Graduates; b: TVET and other College Graduates)</i></p> <p>The indicator measures the number of graduates who report themselves as employed during data collection conducted for the tracer study.</p>
<b>Source of Data</b>	<p>Unemployed University Graduates Funded for Internships            Unemployed TVET and other College Graduates Funded for Internships            Database of graduates who completed university and TVET/other public College Internship programmes.</p>
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a numeric target, as such:</p> <p>The total number of university graduates reported as employed are identified from the total number of graduates who completed the internship programme. The formula is as follows</p> $\text{university graduates} = (\text{total sample}^{14} - \text{nonresponses} - \text{those that did not find employment}) \\ = \text{university graduates that found employment}$ <p>Total number of TVET and other public College graduates reported as employed are identified from the total number of graduates who completed the internship programme. The formula is as follows:</p> $\text{College graduates} = (\text{total sample} - \text{nonresponses} - \text{those that did not find employment}) \\ = \text{College graduates that found employment}$
<b>Means of verification</b>	<p>Captured data and/or audios            Evaluation report of the Track and Trace Study</p>
<b>Assumptions</b>	<p>All graduates will have contact numbers or email addresses.            80% will participate in the study.            All graduates that do participate in the study will be honest in reporting their employment status.</p>
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A            Targets for Youth: N/A            Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Annually (Short-Term)
<b>Desired Performance</b>	At least 391 of graduates who participate in the study will be employed in order to secure the desired 60% employment.
<b>Indicator Responsibility</b>	<p>Projects Manager            M&amp;E Officer            Impact Assessment Specialist</p>

<sup>14</sup> The sample will comprise of the total number of graduates are accessible telephonically or through emails.

## OUTCOME INDICATOR 2-8

<b>Indicator Title</b>	Number of unemployed persons <sup>15</sup> who <b>find employment</b> after successfully completing <b>learnerships</b> funded by the HWSETA by the end of the strategic period
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:  <i>29.2 Number of unemployed persons whose learner agreements are registered with the HWSETA for learnerships as industry funded or HWSETA funded in the reporting period.</i></p> <p>The indicator measures the number of learners who report themselves as employed during data collection conducted for the tracer study.</p>
<b>Source of Data</b>	Unemployed students whose learner agreements are registered with the HWSETA for learnerships Database of unemployed students that completed learnership programmes registered with the HWSETA
<b>Method of Calculating/ Measuring</b>	<p>The number of unemployed students whose learner agreements are registered with the HWSETA for learnerships reported as having found jobs after completion of the programme are identified from the entire group of learners that completed learnership programmes. The formula is as follows:</p> <p><i><b>unemployed students that completed learnerships:</b> (total sample-nonresponses- those that did not find employment)          =unemployed students that found employment after completing learnership programmes</i></p>
<b>Means of verification</b>	Captured data and/or audios Evaluation report of the Track and Trace Study
<b>Assumptions</b>	<p>Unemployed persons constituting the learnership programme:</p> <ul style="list-style-type: none"> <li>• All will have contact numbers or email addresses.</li> <li>• 80% will participate in the study.</li> <li>• Those that do participate in the study will be honest in reporting their employment status.</li> </ul>
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A            Targets for Youth: N/A            Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Annually (Short-Term)
<b>Desired Performance</b>	At least 557 of learners who participate in the study will be employed in order to secure the desired 60% employment.
<b>Indicator Responsibility</b>	<p>Learning Programme Manager            M&amp;E Officer            Impact Assessment Specialist</p>

<sup>15</sup> Unemployed persons are also referred to as unemployed students

## OUTCOME INDICATOR 2-9

<b>Indicator Title</b>	Number of unemployed apprentices who <b>find employment</b> after successfully completing <b>Artisan programmes</b> funded by the HWSETA by the end of the strategic period.
<b>Definition</b>	<p>Definition This indicator measures strategic outcomes of the following output indicator:  <i>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.</i></p> <p>The indicator measures the number of learners who report themselves as employed during data collection conducted for the tracer study.</p>
<b>Source of Data</b>	Unemployed apprentices funded by the HWSETA for Artisan programme Database of unemployed apprentices funded by the HWSETA for Artisan programme
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a numeric target, as such:</p> <p>The number of Unemployed apprentices funded by the HWSETA for Artisan programme reported as having found jobs after completion of the programme are identified from the entire group of unemployed apprentices that completed the programmes. The formula is as follows:</p> <p><b>unemployed apprentices that completed Artisan programme:</b>  <i>(total sample-nonresponses- those that did not find employment)</i>  <i>=unemployed persons that found employment after completing learnership programmes</i></p>
<b>Means of verification</b>	Captured data and/or audios Evaluation report of the Track and Trace Study
<b>Assumptions</b>	Unemployed apprentices constituting the Artisan programme: <ul style="list-style-type: none"> <li>• All will have contact numbers or email addresses.</li> <li>• 80% will participate in the study.</li> </ul> Those that do participate in the study will be honest in reporting their employment status.
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Reporting Cycle</b>	Annually (Short-Term)
<b>Desired Performance</b>	At least 57 of unemployed apprentices who participate in the study will be employed in order to secure the desired 60% employment.
<b>Indicator Responsibility</b>	Learning Programme Manager M&E Officer Impact Assessment Specialist

## OUTCOME INDICATOR 2-10

<b>Indicator Title</b>	The extent to which unemployed persons find employment after successfully completing learning programmes funded by the HWSETA by the end of the strategic period
<b>Definition</b>	<p>This indicator measures the following strategic outcome indicators:</p> <p><i>2 – 7: Proportion of unemployed persons who <b>find employment</b> after successfully completing <b>internships</b> for graduates funded by the HWSETA by the end of the strategic period</i></p> <p><i>2 – 8: Number of unemployed persons who <b>find employment</b> after successfully completing <b>learnerships</b> funded by the HWSETA by the end of the strategic period</i></p> <p><i>2 – 9: Number of unemployed apprentices who <b>find employment</b> after successfully completing <b>Artisan programmes</b> funded by the HWSETA by the end of the strategic period.</i></p> <p>The indicator measures the percentage of unemployed persons who find employment after completing the learnership, university and TVET/Other College internships, and artisan programmes by the end of the strategic period.</p>
<b>Source of Data</b>	<ul style="list-style-type: none"> <li>• Captured data and/or audios from the evaluation studies of the learnership, university and TVET/Other College internships and artisan programmes for unemployed persons</li> <li>• Evaluation report of the Track and Trace Studies for the learnership, university and TVET/Other College internships and artisan programmes for unemployed persons</li> </ul>

## OUTCOME INDICATOR 2-10

<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a percentage target, as such:</p> <p>Percentage of unemployed persons who find employment after completing the learnership, university and TVET/Other College internships, and artisan programmes by the end of the strategic period. The formular is as follows:  <i>Total unemployed persons that found employment after completing learning programmes= (Learners that found employment (learnerships+ internships+artisanship))/(Total unemployed persons that completed (learnerships+internships+artisans)) X100=Percentage unemployed persons that found employment</i></p>
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>• Consolidated database of data captured from the various track and trace studies for the learnership, university and TVET/Other College internships and artisan programmes for unemployed persons</li> <li>• Analysis scripts</li> </ul>
<b>Assumptions</b>	All data captured for the various various track and trace studies for the learnership, university and TVET/Other College internships and artisan programmes for unemployed persons will be available for further analysis for the synthesis of the results from these studies.
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Annually (Short-Term)
<b>Desired Performance</b>	At least 60% of unemployed persons find employment after completing the learnership, university and TVET/Other College internships, and artisan programmes by the end of the strategic period.
<b>Indicator Responsibility</b>	<p>Learning Programme Manager</p> <p>Projects Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>

## OUTCOME INDICATOR 2-11

<b>Indicator Title</b>	Number of <b>unemployed persons</b> <sup>16</sup> <b>obtain their university qualifications</b> after successfully completing university Work Integrated (WIL) Learning programmes funded by the HWSETA by the end of the strategic period.
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:  <i>32.2: Number university students reported to the HWSETA as having completed the work integrated programmes funded by the HWSETA in the reporting period.</i></p> <p>The indicator measures the number of learners who report themselves as having completed their university qualifications and are confirmed by the institutions where they studied.</p>
<b>Source of Data</b>	<p>University students funded by the HWSETA for Work Integrated Learning (WIL)</p> <p>Database of learners from universities funded by the HWSETA for Work Integrated Learning (WIL)</p>
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a numeric target, as such:</p> <p>The number of unemployed university students funded by the HWSETA for WIL reported as having completed their university qualifications after successful completing university WIL programme. The formular is as follows:</p> <p><i>unemployed university students:            (total sample-nonresponses- those that have not completed university qualifications)            =unemployed persons that obtain university qualification</i></p>
<b>Means of verification</b>	<p>Captured data and/or audios</p> <p>Confirmation report of completion of qualification from the university</p> <p>Evaluation report of the Track and Trace Study</p>
<b>Assumptions</b>	<p>Unemployed university students who complete WIL programmes:</p> <ul style="list-style-type: none"> <li>• All will have contact numbers or email addresses.</li> <li>• 80% will participate in the study.</li> <li>• Those that do participate in the study will be honest in reporting their employment status.</li> </ul>
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>

## OUTCOME INDICATOR 2-11

<b>Reporting Cycle</b>	Annually (Short-Term)
<b>Desired Performance</b>	At least 210 of unemployed university students who participate in the study will obtain their university qualifications in order to secure the desired 60%.
<b>Indicator Responsibility</b>	Learning Programme Manager M&E Officer Impact Assessment Specialist

## OUTCOME INDICATOR 2-12

<b>Indicator Title</b>	Number of <b>unemployed persons<sup>17</sup> obtain their TVET College qualifications</b> after successfully completing TVET College Work Integrated (WIL) Learning programmes funded by the HWSETA by the end of the strategic period.
<b>Definition</b>	This indicator measures strategic outcomes of the following output indicator: <i>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.</i>  The indicator measures the number of unemployed students who report themselves as having completed their TVET/ other public College qualifications and are confirmed by the institutions where they studied.
<b>Source of Data</b>	Learners from TVET/other public Colleges funded by the HWSETA for Work Integrated Learning (WIL) Database of learners from TVET/other public Colleges funded by the HWSETA for Work Integrated Learning (WIL)
<b>Method of Calculating/ Measuring</b>	The target allocated for this indicator is a numeric target, as such:  The number of unemployed TVET/other public College students funded by the HWSETA for WIL reported as having completed their qualifications after successful completing university WIL programme. The formula is as follows:  <b>unemployed TVET or other public College students:</b> <i>(total sample-nonresponses- those that have not completed university qualifications)</i> <i>=unemployed persons that obtain College qualification</i>
<b>Means of verification</b>	Captured data and/or audios Confirmation report of completion of qualification from the TVET/other public College Evaluation report of the Track and Trace Study
<b>Assumptions</b>	Unemployed TVET/other public College students who complete WIL programmes: <ul style="list-style-type: none"> <li>• All will have contact numbers or email addresses.</li> <li>• 80% will participate in the study.</li> </ul> Those that do participate in the study will be honest in reporting their employment status.
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Reporting Cycle</b>	Annually (Short-Term)
<b>Desired Performance</b>	At least 137 of unemployed TVET/other College students who participate in the study will obtain their qualifications in order to secure the desired 60%.
<b>Indicator Responsibility</b>	Learning Programme Manager M&E Officer Impact Assessment Specialist

<sup>16</sup> Unemployed persons are also referred to as students

<sup>17</sup> Unemployed persons are also referred to as unemployed students



### OUTCOME STATEMENT 3:

The HWSETA contributes to the improvement of level of skills to 50% of the health and welfare sector workforce through various learning programmes that address critical skills in the strategic period.

### OUTCOME INDICATOR 3-13

<b>Indicator Title</b>	Number of workers <b>whose competence is improved</b> after successful completion of the <b>learnership programmes</b> of the HWSETA by the end of the strategic period.
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:  <i>3.2 Number of workers whose learner agreements are registered with the HWSETA for learnerships as industry funded or HWSETA funded in the reporting period</i></p> <p>The indicator measures the number of workers who report improvement of their competence after completion of the learnership programme.</p>
<b>Source of Data</b>	Workers whose learner agreements are registered with the HWSETA for learnerships Database of workers that completed learnership programmes registered with the HWSETA
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a numeric target, as such:</p> <p>The number of workers whose learner agreements are registered with the HWSETA for learnerships reporting as having improvement of their competence after completion of the programme are identified from the entire group of workers that completed learnership programmes. The formula is as follows:</p> <p><b>workers who completed learnerships:</b>  <i>(total sample-nonresponses- workers with no improvement in competence)</i>  <i>=workers whose competence increased after completing learnership programmes</i></p>
<b>Means of verification</b>	Captured data and/or audios Evaluation report of the Track and Trace Study
<b>Assumptions</b>	<p>Workers constituting the learnership programme:</p> <ul style="list-style-type: none"> <li>• All will have contact numbers or email addresses.</li> <li>• 80% will participate in the study.</li> </ul> <p>Workers that participate in the study will be honest in reporting improved competence.</p>
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Annually (Short-Term)
<b>Desired Performance</b>	At least 609 workers that participate in the study will have improved competence.
<b>Indicator Responsibility</b>	<p>Learning Programme Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>

## OUTCOME INDICATOR 3-14

<b>Indicator Title</b>	Number of employed apprentices <b>whose competence is improved</b> after successful completion of the <b>Artisan programmes</b> of the HWSETA by the end of the strategic period.
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:  <i>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</i></p> <p>The indicator measures the number of employed apprentices who report improvement of their competence after completion of the artisan programme.</p>
<b>Source of Data</b>	Employed apprentices whose learner agreements are registered with the HWSETA for the artisan programme Database of employed apprentices that completed artisan programmes registered with the HWSETA
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a numeric target, as such:</p> <p>The number of employed apprentices whose learner agreements are registered with the HWSETA for the artisan programme reporting as having improvement of their competence after completion of the programme are identified from the entire group of workers that completed artisan programmes. The formula is as follows:</p> <p><b>employed apprentices who completed the Artisan programme:</b>  <i>(total sample-nonresponses- employed apprentices with no improvement in competence)</i>  <i>=employed apprentices whose competence increased after completing artisan programmes</i></p>
<b>Means of verification</b>	Captured data and/or audios Evaluation report of the Track and Trace Study
<b>Assumptions</b>	<p>Employed apprentices constituting the artisan programme:</p> <ul style="list-style-type: none"> <li>• All will have contact numbers or email addresses.</li> <li>• 80% will participate in the study.</li> </ul> <p>Employed apprentices that participate in the study will be honest in reporting improved competence.</p>
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Annually (Short-Term)
<b>Desired Performance</b>	At least 24 employed apprentices that participate in the study will have improved competence.
<b>Indicator Responsibility</b>	<p>Learning Programme Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>

## OUTCOME INDICATOR 3-15

<b>Indicator Title</b>	Number of workers <b>whose competence is improved</b> after successful completion of the qualifications funded through the <b>undergraduate bursary programme</b> of the HWSETA by the end of the strategic period.
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:</p> <p><i>6.6 Number of workers reported to the HWSETA for having completed under-graduate qualifications and post-graduate diploma qualifications funded by the HWSETA in the reporting period</i></p> <p>The indicator measures the number of workers who report improvement of their competence after completion of undergraduate qualifications funded by the HWSETA.</p>
<b>Source of Data</b>	<p>Workers funded by the HWSETA through undergraduate programmes</p> <p>Database of workers that completed of undergraduate qualifications funded by the HWSETA.</p>
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a numeric target, as such:</p> <p>The number of workers reporting an improvement of their competence after completing undergraduate qualifications funded by the HWSETA. The formula is as follows:</p> <p><b>workers who completed undergraduate qualifications funded by the HWSETA:</b>  <i>(total sample-nonresponses- workers with no improvement in competence)</i>  <i>=workers whose competence increased after completing undergraduate qualifications</i></p>
<b>Means of verification</b>	<p>Captured data and/or audios</p> <p>Evaluation report of the Track and Trace Study</p>
<b>Assumptions</b>	<p>Workers constituting the undergraduate bursary programme:</p> <ul style="list-style-type: none"> <li>• All will have contact numbers or email addresses.</li> <li>• 80% will participate in the study.</li> </ul> <p>Workers that participate in the study will be honest in reporting improved competence.</p>
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Annually (Short-Term)
<b>Desired Performance</b>	At least 23 workers that participate in the study will have improved competence.
<b>Indicator Responsibility</b>	<p>Learning Programme Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>

## OUTCOME INDICATOR 3-16

<b>Indicator Title</b>	Number of workers <b>whose competence is improved</b> after successful completion of the qualifications funded through the <b>post-graduate Diploma bursary programme</b> of the HWSETA by the end of the strategic period.
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:</p> <p><i>6.6b Number of workers reported to the HWSETA for having completed post-graduate diploma qualifications funded by the HWSETA in the reporting period</i></p> <p>The indicator measures the number of workers who report improvement of their competence after completion of post-graduate Diploma qualifications funded by the HWSETA.</p>
<b>Source of Data</b>	Workers funded by the HWSETA through post-graduate Diploma programmes Database of workers that completed of post-graduate qualifications funded by the HWSETA..
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a numeric target, as such:</p> <p>The number of workers reporting an improvement of their competence after completing post-graduate Diploma qualifications funded by the HWSETA. The formular is as follows:</p> <p><b>workers who completed post-graduate Diploma qualifications funded by the HWSETA:</b> (total sample-nonresponses- workers with no improvement in competence) =workers whose competence increased after completing post-graduate Diploma qualifications</p>
<b>Means of verification</b>	Captured data and/or audios Evaluation report of the Track and Trace Study
<b>Assumptions</b>	<p>Workers constituting the post-graduate Diploma bursary programme:</p> <ul style="list-style-type: none"> <li>• All will have contact numbers or email addresses.</li> <li>• 80% will participate in the study.</li> </ul> <p>Workers that participate in the study will be honest in reporting improved competence.</p>
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Annually (Short-Term)
<b>Desired Performance</b>	At least 6 workers that participate in the study will have improved competence.
<b>Indicator Responsibility</b>	<p>Learning Programme Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>

## OUTCOME INDICATOR 3-17

<b>Indicator Title</b>	Number of workers <b>whose competence is improved</b> after successful completion of the qualifications funded through the <b>post-graduate research bursary programme</b> of the HWSETA by the end of the strategic period.
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:  <i>6.3 Number of workers reported to the HWSETA for having completed postgraduate research qualifications funded by the HWSETA in the reporting period</i></p> <p>The indicator measures the number of workers who report improvement of their competence after completion of post-graduate research qualifications funded by the HWSETA.</p>
<b>Source of Data</b>	Workers funded by the HWSETA through post-graduate research bursary programmes Database of workers that completed of post-graduate qualifications funded by the HWSETA..
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a numeric target, as such:</p> <p>The number of workers reporting an improvement of their competence after completing post-graduate qualifications funded by the HWSETA. The formula is as follows:</p> <p><b>workers who completed post-graduate qualifications funded by the HWSETA:</b>  <i>(total sample-nonresponses- workers with no improvement in competence)</i>  <i>=workers whose competence increased after completing post-graduate qualifications</i></p>
<b>Means of verification</b>	Captured data and/or audios Evaluation report of the Track and Trace Study
<b>Assumptions</b>	<p>Workers constituting the post-graduate research bursary programme:</p> <ul style="list-style-type: none"> <li>• All will have contact numbers or email addresses.</li> <li>• 80% will participate in the study.</li> </ul> <p>Workers that participate in the study will be honest in reporting improved competence.</p>
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Annually (Short-Term)
<b>Desired Performance</b>	At least 13 workers that participate in the study will have improved competence.
<b>Indicator Responsibility</b>	<p>Research Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>

## OUTCOME INDICATOR 3-18

<b>Indicator Title</b>	Number of workers <b>whose competence is improved</b> after successful completion of the <b>short learning programmes</b> funded through <b>the bursary programme</b> of the HWSETA by the end of the strategic period.
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:</p> <p><i>6.8 Number of workers reported to the HWSETA for having completed the HWSETA bursaries programme for university short-learning programmes in the reporting period (at undergraduate and post-graduate level).</i></p> <p>The indicator measures the number of workers who report improvement of their competence after completion of university short-learning programmes at undergraduate and post-graduate level funded by the HWSETA.</p>
<b>Source of Data</b>	Workers funded by the HWSETA through short learning programme both at undergraduate and post-graduate level Database of workers that completed of university short learning funded by the HWSETA..
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a numeric target, as such:</p> <p>The number of workers reporting an improvement of their competence after completing university short-learning programmes at undergraduate level and post-graduate level funded by the HWSETA. The formular is as follows:</p> <p><b>workers who completed university short-learning programme at undergraduate level funded by the HWSETA:</b> (total sample-nonresponses- workers with no improvement in competence) =workers whose competence increased after completing university short-learning programme at undergraduate level</p> <p><b>workers who completed university short-learning programme at post-graduate level funded by the HWSETA:</b> (total sample-nonresponses- workers with no improvement in competence) =workers whose competence increased after completing university short-learning programme at post-graduate level</p>
<b>Means of verification</b>	<p>Captured data and/or audios</p> <p>Evaluation report of the Track and Trace Study</p>
<b>Assumptions</b>	<p>Workers constituting the university short-learning programmes at undergraduate and post-graduate level:</p> <ul style="list-style-type: none"> <li>• All will have contact numbers or email addresses.</li> <li>• 80% will participate in the study.</li> </ul> <p>Workers that participate in the study will be honest in reporting improved competence.</p>
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Annually (Short-Term)
<b>Desired Performance</b>	At least 4 workers that participate in the study will have improved competence.
<b>Indicator Responsibility</b>	<p>Learning Programme Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>

## OUTCOME INDICATOR 3-19

<b>Indicator Title</b>	Number of workers <b>whose competence is improved</b> after successful completion of the <b>skills programmes</b> of the HWSETA by the end of the strategic period.
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:  <i>8.2 Number of workers reported to the HWSETA as having completed skills programmes and short learning programmes funded by the HWSETA in the reporting period (Skills programmes and Short-learning programme)</i></p> <p>The indicator measures the number of workers who report improvement of their competence after completion of skills programmes and short-learning programmes funded by the HWSETA.</p>
<b>Source of Data</b>	Workers funded by the HWSETA through skills programmes and short-learning programmes Database of workers that completed of skills programmes and short-learning programmes funded by the HWSETA..
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a numeric target, as such:</p> <p>The number of workers reporting an improvement of their competence after completing skills programmes and short-learning programmes funded by the HWSETA. The formular is as follows:</p> <p><b>workers who completed skills programmes:</b>  <i>(total sample-nonresponses- workers with no improvement in competence)</i>          =workers whose competence increased after completing skills programme</p> <p><b>workers who completed short-learning programmes:</b>  <i>(total sample-nonresponses- workers with no improvement in competence)</i>          =workers whose competence increased after completing short-learning programmes</p>
<b>Means of verification</b>	Captured data and/or audios Evaluation report of the Track and Trace Study
<b>Assumptions</b>	<p>Workers constituting the skills programmes and short-learning programmes:</p> <ul style="list-style-type: none"> <li>• All will have contact numbers or email addresses.</li> <li>• 80% will participate in the study.</li> </ul> <p>Workers that participate in the study will be honest in reporting improved competence.</p>
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Annually (Short-Term)
<b>Desired Performance</b>	At least 4348 workers that participate in the study will have improved competence.
<b>Indicator Responsibility</b>	<p>Learning Programme Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>



## OUTCOME INDICATOR 3-20

<b>Indicator Title</b>	Number of workers who obtain <b>full qualifications</b> after successfully completing the <b>RPL programmes</b> funded by the HWSETA by the end of the strategic period.
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:  <i>25.2 Number of workers reported at the HWSETA as having completed the Recognition of Prior Learning programme funded by the HWSETA in the reporting period.</i></p> <p>The indicator measures the number of workers who obtain full qualifications after successfully completing the Recognition of Prior Learning (RPL) programmes funded by the HWSETA</p>
<b>Source of Data</b>	<p>Workers who completed the RPL programme funded by the HWSETA</p> <p>Database of workers who completed the RPL programme funded by the HWSETA</p>
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a numeric target, as such:</p> <p>The number of workers who obtained full qualifications after successfully completing RPL programme funded by the HWSETA. The formula is as follows:</p> <p><b>workers who obtain full qualification after completing RPL programme:</b>  <i>(total sample-nonresponses- those that have not obtained full qualifications)</i>  <b>=workers who obtain full qualification after completing the RPL programme</b></p>
<b>Means of verification</b>	<p>Captured data and/or audios</p> <p>Copy of qualification</p> <p>Evaluation report of the Track and Trace Study</p>
<b>Assumptions</b>	<p>Workers who successfully complete the RPL programme funded by the HWSETA should meet the following requirements:</p> <ul style="list-style-type: none"> <li>• All will have contact numbers or email addresses.</li> <li>• 80% will participate in the study.</li> </ul> <p>Information that these workers provide during the study can be confirmed through records provided by the HWSETA or the QCTO.</p>
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Annually (Short-Term)
<b>Desired Performance</b>	At least 126 of workers who participate in the study will obtain full qualifications in order to secure the desired 60%.
<b>Indicator Responsibility</b>	<p>Accreditation/Learners Achievement Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>

### OUTCOME INDICATOR 3-21

<b>Indicator Title</b>	Workers who <b>obtain full qualifications after successfully</b> completing AET programme funded by the HWSETA by the end of the strategic period.
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:  <i>21.2 Number of workers reported to the HWSETA as having completed AET programmes funded by the HWSETA in the reporting period</i></p> <p>The indicator measures the number of workers who obtain full qualifications after successfully completing the Adult Education and Training (AET) programmes funded by the HWSETA</p>
<b>Source of Data</b>	<p>Workers who completed the AET programme funded by the HWSETA</p> <p>Database of workers who completed the AET programme funded by the HWSETA</p>
<b>Method of Calculating/ Measuring</b>	<p><i>The target allocated for this indicator is a numeric target, as such:</i></p> <p><i>The number of workers who obtained full qualifications after successfully completing AET programme funded by the HWSETA. The formula is as follows:</i></p> <p><b>workers who obtain full qualification after completing AET programme:</b>  <i>(total sample-nonresponses- those that have not obtained full qualifications)</i>  <b>=workers who obtain full qualification</b> after completing the AET programme</p>
<b>Means of verification</b>	<p>Captured data and/or audios</p> <p>Copy of qualification</p> <p>Evaluation report of the Track and Trace Study</p>
<b>Assumptions</b>	<p>Workers who successfully complete the AET programme funded by the HWSETA should meet the following requirements:</p> <ul style="list-style-type: none"> <li>• All will have contact numbers or email addresses.</li> <li>• 80% will participate in the study.</li> </ul> <p>Information that these workers provide during the study can be confirmed through records provided by the HWSETA or the QCTO.</p>
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Annually (Short-Term)
<b>Desired Performance</b>	At least 33 of workers who participate in the study will obtain full qualifications in order to secure the desired 60%.
<b>Indicator Responsibility</b>	<p>Accreditation/Learners Achievement Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>

#### OUTCOME STATEMENT 4:

The HWSETA contributes to increased access by the unemployed into occupationally directed programmes in the health and welfare sector during the strategic period

#### OUTCOME INDICATOR 4-22

<b>Indicator Title</b>	<b>The extent to which occupational qualifications developed by the HWSETA</b> are found to be relevant by the sector to occupations on high demand by the end of the strategic period.
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:  <i>24 Number of part and full occupational qualifications, as well as skills programmes developed by the HWSETA and accepted by the QCTO for registration in the reporting period</i></p> <p>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</p>
<b>Source of Data</b>	<p>Learners that received training against the occupational qualifications developed by the HWSETA</p> <p>Skills Development Providers that offer occupational qualifications</p> <p>Employers that offer jobs to these learners</p>
<b>Method of Calculating/ Measuring</b>	Mapping of pathways taken by learners trained on these occupations associated with qualifications developed by the HWSETA 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.
<b>Means of verification</b>	<p>Captured data and/or audios</p> <p>Copy of qualification</p> <p>Evaluation report on pathways taken by learners trained on occupational qualifications after successful completion of training</p>
<b>Assumptions</b>	Occupational qualifications developed by the HWSETA will lead to employment as the sector is the one that lobbies for their development
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Bi-Annually (Medium-Term and End-term)
<b>Desired Performance</b>	Occupational qualifications developed by the HWSETA will lead to occupations on high demand in the sector
<b>Indicator Responsibility</b>	<p>Qualifications Development Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>

## OUTCOME INDICATOR 4-23

<b>Indicator Title</b>	Number of <b>Skills Development Providers</b> who offer training on occupational qualifications that have at least 60% of those learners certificated by the end of the strategic period.
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:</p> <p>19.1: Number of skills development providers accredited and re-accredited<sup>18</sup> by the HWSETA in the reporting period</p> <p>19.2: Number of certificates issued by the HWSETA to learners found competent by skills development providers<sup>19</sup> and then confirmed by HWSETA in the reporting period</p> <p>This indicator measures the number of Skills Development Providers (SDPs accredited by the HWSETA/QCTO who offer training on occupational qualifications that have at least 60% of those <b>learners certificated</b> by the end of the strategic period.</p>
<b>Source of Data</b>	<p>Database of Skills Development Providers SDPs who offer training on occupational qualifications.</p> <p>Database of learners certificated by the HWSETA/QCTO for full/part qualifications who were trained by SDPs accredited by the HWSETA/QCTO</p> <p>Interview data collected from certificated learners</p>
<b>Method of Calculating/Measuring</b>	<p>Identifying SDPs that offered training on occupational qualifications</p> <p>Identifying learners that were trained by these SDPs</p> <p>Identifying the number of learners that were trained by these SDPs who were issued with certificates</p> <p>Calculating the percentage of learners: <b>(certificated learners)/(total number of learners trained)</b></p>
<b>Means of verification</b>	<p>Captured data and/or audios</p> <p>Copy of qualification</p> <p>Evaluation report</p>
<b>Assumptions</b>	<p>A database of all SDP with contact details will be available</p> <p>A database of all learner trained by these SDP with contact numbers will be available</p> <p>At least 80% of SDPs and learners will be contactable</p> <p>At least 70% of SDPs and learners will provide responses when data is collected.</p>
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Bi-Annually (Medium-Term and end-term)
<b>Desired Performance</b>	At least 60% of learners trained by the SDPs will be certificated
<b>Indicator Responsibility</b>	<p>Accreditation Manager</p> <p>Learners Achievement Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>

<sup>18</sup> The accreditation and re-accreditation include both, primary and secondary accreditation by the HWSETA

<sup>19</sup> These skills development training providers are accredited by the HWSETA

## OUTCOME INDICATOR 4-24

Indicator Title	The extent to which <b>CET Colleges, Universities, TVET and other Colleges, Professional Bodies and Research Institutions participate</b> in HWSETA skills development initiatives in by the end of the strategic period.
Definition	<p>This indicator measures pathways taken by workers after successfully completing learnerships funded by the HWSETA.</p> <p><i>12.2: Number of partnerships entered into by the HWSETA with key stakeholders to support research initiatives in the sector during the reporting period.</i></p> <p><i>23: Number of partnerships entered-into by the HWSETA with post-school education institutions in the reporting period</i></p> <p>This indicator measures the number of post-school education institutions (TVET/other Colleges, Universities, Community Educationn and Training Colleges -CETs) who enter into partnerships with the HWSETA to train learners funded by the HWSETA against a total number of institutions in the sector. It also measures, professional and employer bodies, communities of practice, and research institutions who enter into partnerships with the HWSETA in order to participate in skills development initiatives that are research orientated.</p>
Source of Data	<p>Database of all TVET/other Colleges, Universities, and CETs who enter into partnerships with the HWSETA.</p> <p>Database of all professional and employer bodies, communities of practice, and research institutions who enter into partnerships with the HWSETA</p> <p>MoUs and MoAs with TVET/other Colleges, Universities, CETs, Professional Councils and Employer bodies, Communities of Practice, and Research Institutions</p>
Method of Calculating/ Measuring	<p><i>Identifying TVET/other Colleges, Universities, and CETs that offer training in health and social development fields</i></p> <p><i>Identify TVET/other Colleges, Universities, and CETs who enter into partnerships with the HWSETA</i></p> <p><i>Calculating the percentage of post-school institutions that participated in skills development initiatives as follows:</i></p> <ul style="list-style-type: none"> <li>• CET Colleges: <math display="block">\frac{(\text{CET Colleges that partnered with HWSETA})}{(\text{total number of CET Colleges that offer training in health and social development fields})}</math></li> <li>• Universities: <math display="block">\frac{(\text{Universities that partnered with HWSETA})}{(\text{total number of Universities that offer training in health and social development fields})}</math></li> <li>• TVET/Other Colleges: <math display="block">\frac{(\text{TVET and other Colleges that partnered with HWSETA})}{(\text{total number of TVET and othe Colleges that offer training in health and social development fields})}</math></li> </ul> <p>Identifying Professional and employer bodies that offer services to health and social development occupations            Identifying Communities of Practice for health and social development occupations            Identifying Research Institutions that conduct research on health and social development occupations</p> <p>Calculating the percentage of professional and employer bodies, communities of practice, and research institutions that participated in skills development initiatives as follows:</p> <ul style="list-style-type: none"> <li>• Professional and employer bodies: <math display="block">\frac{(\text{Professional and Employer Bodies that partnered with HWSETA})}{(\text{total number of Professional and Employer Bodies offer services to health and social development occupations})}</math></li> <li>• Communities of Practice: <math display="block">\frac{(\text{Communities of Practice that partnered with HWSETA})}{(\text{total number of Communities of Practices for health and social development occupations})}</math></li> <li>• Research Institutions: <math display="block">\frac{(\text{Research Institutns that partnered with HWSETA})}{(\text{total number of Research Institutions that conduct research on health and social development occupations})}</math></li> </ul>
Means of verification	Evaluation report
Assumptions	<ul style="list-style-type: none"> <li>• Database of all TVET/other Colleges, Universities, and CETs who enter into partnerships with the HWSETA will be available</li> <li>• Database of all professional and employer bodies, communities of practice, and research institutions who enter into partnerships with the HWSETA will be available</li> <li>• MoUs and MoAs with TVET/other Colleges, Universities, CETs, Professional Councils and Employer bodies, Communities of Practice, and Research Institutions will be available</li> </ul>

## OUTCOME INDICATOR 4-24

<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Reporting Cycle</b>	Bi-Annually (Medium-Term and end-term)
<b>Desired Performance</b>	<ul style="list-style-type: none"> <li>• At least 60% of all institutions that offer training in health and social development fields will participate in the skills development initiatives of the HWSETA.</li> <li>• At least 60% of all Professional and employer bodies that offer services to health and social development occupations will participate in the skills development initiatives of the HWSETA</li> <li>• At least 60% of all Communities of Practice for health and social development occupations will participate in the skills development initiatives of the HWSETA.</li> <li>• At least 60% of all Research Institutions that conduct research on health and social development occupations will participate in the skills development initiatives of the HWSETA.</li> </ul>
<b>Indicator Responsibility</b>	Projects Manager M&E Officer Impact Assessment Specialist

## OUTCOME INDICATOR 4-25

<b>Indicator Title</b>	Unemployed persons <sup>20</sup> who <b>find employment after successfully completing undergraduate qualifications funded through</b> undergraduate bursary programmes funded by the HWSETA by the end of the strategic period.
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator: <i>27.6a Number of unemployed persons reported to the HWSETA for having completed undergraduate qualifications funded by the HWSETA in the reporting period;</i></p> <p>The indicator measures the number of unemployed persons who report themselves as having found jobs after successfully completing undergraduate qualifications funded by the HWSETA.</p>
<b>Source of Data</b>	Unemployed students funded by the HWSETA through undergraduate bursary programmes Database of unemployed students that completed of undergraduate qualifications funded by the HWSETA.
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a numeric target, as such:</p> <p>The number of unemployed students who report themselves as having found jobs after completing undergraduate qualifications funded by the HWSETA. The formular is as follows</p> $\frac{\text{unemployed students who completed undergraduate qualifications funded by the HWSETA:}}{\text{(total sample-nonresponses- learners who not find jobs)}} = \text{unemployed students who find jobs after completing undergraduate qualifications}$
<b>Means of verification</b>	Captured data and/or audios Evaluation report of the Track and Trace Study
<b>Assumptions</b>	<p>Unemployed students constituting the undergraduate bursary programme:</p> <ul style="list-style-type: none"> <li>• All will have contact numbers or email addresses.</li> <li>• 80% will participate in the study.</li> </ul> <p>Unemployed students that participate in the study will be honest in reporting improved competence.</p>
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Reporting Cycle</b>	Annually (Short-Term)
<b>Desired Performance</b>	At least 151 unemployed students who participate in the study will report themselves as having found jobs after successfully completing undergraduate qualifications funded by the HWSETA.
<b>Indicator Responsibility</b>	Projects Manager M&E Officer Impact Assessment Specialist

## OUTCOME INDICATOR 4-26

<b>Indicator Title</b>	Unemployed persons <sup>21</sup> <b>who find employment after successfully completing post-graduate Diploma qualifications funded through</b> post-graduate Diploma bursary programmes funded by the HWSETA by the end of the strategic period.
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:  <i>27.6b Number of unemployed persons reported to the HWSETA for having completed post-graduate diploma qualifications funded by the HWSETA in the reporting period.</i></p> <p>The indicator measures the number of unemployed persons who report themselves as having found jobs after successfully completing post-graduate qualifications funded by the HWSETA.</p>
<b>Source of Data</b>	Unemployed students funded by the HWSETA through post-graduate diploma bursary programmes Database of unemployed students that completed of post-graduate diploma qualifications funded by the HWSETA
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a numeric target, as such:</p> <p>The number of unemployed students who report themselves as having found jobs after completing post-graduate diploma qualifications funded by the HWSETA. The formula is as follows:</p> <p style="text-align: center;"><i>unemployed students who completed post-graduate qualifications funded by the HWSETA:          (total sample-nonresponses- unemployed students who do not find jobs)          =unoyed students who find jobs after completing post-graduate diploma qualifications</i></p>
<b>Means of verification</b>	Captured data and/or audios Evaluation report of the Track and Trace Study
<b>Assumptions</b>	<p>Unemployed students constituting the post-graduate diploma bursary programme:</p> <ul style="list-style-type: none"> <li>• All will have contact numbers or email addresses.</li> <li>• 80% will participate in the study.</li> </ul> <p>Unemployed students that participate in the study will be honest in reporting improved competence.</p>
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Annually (Short-Term)
<b>Desired Performance</b>	At least 8 unemployed students who participate in the study will report themselves as having found jobs after successfully completing post-graduate diploma qualifications funded by the HWSETA.
<b>Indicator Responsibility</b>	<p>Projects Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>

<sup>21</sup>Unemployed persons are also referred to as unemployed students

## OUTCOME INDICATOR 4-27

<b>Indicator Title</b>	Unemployed persons who <b>find employment after successfully completing post-graduate research qualifications funded through</b> post-graduate research bursary programmes funded by the HWSETA by the end of the strategic period.
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:</p> <p><i>27.3 Number of unemployed persons reported to the HWSETA as having completed postgraduate research qualifications funded by the HWSETA in the reporting period</i></p> <p>The indicator measures the number of unemployed persons who report themselves as having found jobs after successfully completing post-graduate research qualifications funded by the HWSETA.</p>
<b>Source of Data</b>	Unemployed students funded by the HWSETA through post-graduate research bursary programmes Database of unemployed students that completed of post-graduate research qualifications funded by the HWSETA.
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a numeric target, as such:</p> <p>The number of unemployed students who report themselves as having found jobs after completing post-graduate research qualifications funded by the HWSETA. The formula is as follows:</p> <p><b><i>unemployed students who completed post-graduate research qualifications funded by the HWSETA:</i></b>  <i>(total sample-nonresponses- unemployed students with do not find jobs)</i>  <i>=unemployed students whose find jobs after completing post-graduate research qualifications</i></p>
<b>Means of verification</b>	Captured data and/or audios Evaluation report of the Track and Trace Study
<b>Assumptions</b>	<p>Unemployed students constituting the post-graduate research bursary programme:</p> <ul style="list-style-type: none"> <li>• All will have contact numbers or email addresses.</li> <li>• 80% will participate in the study.</li> </ul> <p>Unemployed students that participate in the study will be honest in reporting improved competence.</p>
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Annually (Short-Term)
<b>Desired Performance</b>	At least 9 unemployed students who participate in the study will report themselves as having found jobs after successfully completing post-graduate research qualifications funded by the HWSETA.
<b>Indicator Responsibility</b>	<p>Research Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>



## OUTCOME INDICATOR 4-28

<b>Indicator Title</b>	<b>Unemployed persons<sup>22</sup> who find relevance in skills programmes and short learning programmes funded by the HWSETA by the end of the strategic period.</b>
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:</p> <p><i>30.2: Number of unemployed persons reported to the HWSETA as having completed skills programmes and short learning programmes funded by the HWSETA in the reporting period</i></p> <p>The indicator measures the number of unemployed persons who find relevance in skills programmes and short-learning programmes funded by the HWSETA.</p>
<b>Source of Data</b>	Unemployed learners funded by the HWSETA through skills programmes and short-learning programmes Database of unemployed learners that completed of skills programmes and short-learning programmes funded by the HWSETA.
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a numeric target, as such:</p> <p>The number of unemployed learners who find relevance in skills programmes and short-learning programmes funded by the HWSETA. The formula is as follows:</p> <p><b>unemployed persons who completed skills programmes funded by the HWSETA:</b>  <i>(total sample-nonresponses- unemployed persons who find no relevance in skills programmes)</i>          = unemployed persons who find relevance in skills programmes</p> <p><b>unemployed persons who completed short-learning programmes funded by the HWSETA:</b>  <i>(total sample-nonresponses- unemployed persons who find no relevance in short-learning programmes)</i>          = unemployed persons who find relevance in short-learning programmes</p>
<b>Means of verification</b>	Captured data and/or audios Evaluation report of the Track and Trace Study
<b>Assumptions</b>	<p>Unemployed persons constituting the skills programmes and short-learning programmes:</p> <ul style="list-style-type: none"> <li>• All will have contact numbers or email addresses.</li> <li>• 80% will participate in the study.</li> </ul> <p>Unemployed persons that participate in the study will be honest in reporting improved competence</p>
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Annually (Short-Term)
<b>Desired Performance</b>	At least 849 unemployed persons that participate in the study will have improved competence.
<b>Indicator Responsibility</b>	<p>Learning Programme Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>

<sup>22</sup> Unemployed persons are also referred to as unemployed learners

### OUTCOME STATEMENT 5:

The HWSETA supports the growth of the public and private college system so that colleges may qualify as centres of specialisation in the strategic period.

### OUTCOME INDICATOR 5-29

<b>Indicator Title</b>	Number of unemployed persons who <b>obtain full qualifications</b> after successfully <b>completing AET programmes</b> funded by the HWSETA by the end of the strategic period.
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:</p> <p><i>31.2 Number of unemployed persons reported to the HWSETA as having completed AET programmes funded by the HWSETA in the reporting period</i></p> <p>The indicator measures the number of unemployed persons who obtain full qualifications after successfully completing the Adult Education and Training (AET) <b>programmes</b> funded by the HWSETA. It also measures the number of unemployed learners from CET Colleges who obtain full qualifications after successfully completing the Adult Education and Training (AET) <b>programmes</b> funded by the HWSETA.</p>
<b>Source of Data</b>	<p>Unemployed persons who completed the AET programme funded by the HWSETA</p> <p>CET unemployed learners who completed the AET programme funded by the HWSETA</p> <p>Database of unemployed persons who completed the AET programme funded by the HWSETA</p>
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a numeric target, as such:</p> <p>The number of unemployed persons who obtained full qualifications after successfully completing AET programme funded by the HWSETA. The formular is as follows:</p> <p><b>unemployed persons who obtain full qualification after completing AET programme:</b>  <i>(total sample-nonresponses- those that have not obtained full qualifications)</i>            =unemployed persons who obtain full qualification after completing the AET programme</p> <p><b>CET unemployed persons who obtain full qualification after completing AET programme:</b>  <i>(total sample-nonresponses- those that have not obtained full qualifications)</i>            =CET unemployed learners who obtain full qualification after completing the AET programme</p>
<b>Means of verification</b>	<p>Captured data and/or audios</p> <p>Copy of qualification</p> <p>Evaluation report of the Track and Trace Study</p>
<b>Assumptions</b>	<p>Unemployed persons and CET unemployed learners who successfully complete the AET programme funded by the HWSETA should meet the following requirements:</p> <ul style="list-style-type: none"> <li>• All will have contact numbers or email addresses.</li> <li>• 80% will participate in the study.</li> </ul> <p>Information that these unemployed persons provide during the study can be confirmed through records provided by the HWSETA or the QCTO.</p>
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Annually (Short-Term)
<b>Desired Performance</b>	At least 162 of unemployed persons and CET unemployed learners who participate in the study will obtain full qualifications in order to secure the desired 60%.
<b>Indicator Responsibility</b>	<p>Projects Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>

## OUTCOME INDICATOR 5-30

<b>Indicator Title</b>	Increased number of <b>lecturers and managers from TVET and other Colleges whose performance</b> is improved due to skills development initiatives funded by the HWSETA by the end of the strategic period
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:  <i>16.2a&amp;b: Number of lecturers and Managers from TVET and other public colleges reported to the HWSETA as having completed training funded by the HWSETA in the reporting period</i></p> <p>The indicator measures the number of lectures and managers from TVET and other public colleges who report improvement of their performance after completion of skills development initiatives funded by the HWSETA.</p>
<b>Source of Data</b>	<p>Lectures and managers from TVET and other public colleges funded by the HWSETA</p> <p>Database of lectures and managers from TVET and other public colleges that completed training funded by the HWSETA.</p>
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a numeric target, as such:</p> <p>The number of lectures and managers from TVET and other public colleges reporting an improvement of their performance after completing training funded by the HWSETA. The formula is as follows:</p> <p><b>Lecturers from TVET and other Colleges who completed training funded by the HWSETA:</b>  <i>(total sample-nonresponses- lectures with no improvement in performance)</i>  <i>=lecturers whose performance improves after completing training funded by the HWSETA</i></p> <p><b>Managers from TVET and other Colleges who completed training funded by the HWSETA:</b>  <i>(total sample-nonresponses- managers with no improvement in performance)</i>  <i>=managers whose performance improves after completing training funded by the HWSETA</i></p>
<b>Means of verification</b>	<p>Captured data and/or audios</p> <p>Evaluation report of the Track and Trace Study</p>
<b>Assumptions</b>	<p>Lectures and managers from TVET and other public colleges funded by the HWSETA:</p> <ul style="list-style-type: none"> <li>• All will have contact numbers or email addresses.</li> <li>• 80% will participate in the study.</li> </ul> <p>Lectures and managers from TVET and other public colleges funded by the HWSETA.</p>
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Annually (Short-Term)
<b>Desired Performance</b>	At least 13 lectures and managers from TVET and other public colleges that participate in the study will have improved competence.
<b>Indicator Responsibility</b>	<p>Projects Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>

## OUTCOME INDICATOR 5-31

<b>Indicator Title</b>	Increased number of <b>lecturers and managers from Community Colleges whose performance</b> is improved due to skills development initiatives funded by the HWSETA by the end of the strategic period
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:  <i>16.4a&amp;b: Number of lecturers and Managers from CET public colleges reported to the HWSETA as having completed skills development programmes funded by the HWSETA in the reporting period</i></p> <p>The indicator measures the number of lectures and managers from TVET and other public colleges who report improvement of their performance after completion of skills development initiatives funded by the HWSETA.</p>
<b>Source of Data</b>	<p>Lectures and managers from CET Colleges funded by the HWSETA</p> <p>Database of lectures and managers from CET Colleges that completed training funded by the HWSETA.</p>
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a numeric target, as such:</p> <p>The number of lectures and managers from CET Colleges reporting an improvement of their performance after completing training funded by the HWSETA. The formula is as follows</p> <p><b>Lecturers from CET Colleges who completed training funded by the HWSETA:</b>  <i>(total sample-nonresponses- lectures with no improvement in performance)</i>  <i>=lecturers whose performance improves after completing training funded by the HWSETA</i></p> <p><b>Managers from CET Colleges who completed training funded by the HWSETA:</b>  <i>(total sample-nonresponses- managers with no improvement in performance)</i>  <i>=managers whose performance improves after completing training funded by the HWSETA</i></p>
<b>Means of verification</b>	<p>Captured data and/or audios</p> <p>Evaluation report of the Track and Trace Study</p>
<b>Assumptions</b>	<p>Lectures and managers from CET Colleges funded by the HWSETA:</p> <ul style="list-style-type: none"> <li>• All will have contact numbers or email addresses.</li> <li>• 80% will participate in the study.</li> </ul> <p>Lectures and managers from CET Colleges funded by the HWSETA.</p>
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Annually (Short-Term)
<b>Desired Performance</b>	At least 4 lectures and managers from CET Colleges that participate in the study will have improved competence.
<b>Indicator Responsibility</b>	<p>Projects Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>

## OUTCOME INDICATOR 5-32

<b>Indicator Title</b>	Number of <b>lecturers from TVET whose performance</b> in teaching improves due to skills development initiatives funded by the HWSETA <b>through vocational and occupational bursaries</b> funded by the HWSETA by the end of the strategic period
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:</p> <p><i>17.2b: Number of lecturers from TVET and other public colleges reported to the HWSETA as having completed training funded by the HWSETA through vocational and occupational training bursaries in the reporting period</i></p> <p>The indicator measures the number of lectures from TVET and other public colleges who report improvement of their performance in teaching after completion of training funded by the HWSETA through vocational bursaries.</p>
<b>Source of Data</b>	Lectures from TVET and other public colleges funded by the HWSETA through vocational bursaries Database of lectures from TVET and other public colleges that completed training funded by the HWSETA..
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a numeric target, as such:</p> <p>The number of lectures and managers from TVET and other public colleges reporting an improvement of their performance after completing training funded by the HWSETA. The formular is as follows:</p> <p><b>Lecturers from TVET and other Colleges who completed training funded by the HWSETA through vocational bursaries:</b>  <i>(total sample-nonresponses- lectures with no improvement in teaching performance)</i>  <i>=lecturers whose performance improves in teaching after completing training funded by the HWSETA</i></p>
<b>Means of verification</b>	Captured data and/or audios Evaluation report of the Track and Trace Study
<b>Assumptions</b>	<p>Lectures from TVET and other public colleges funded by the HWSETA:</p> <ul style="list-style-type: none"> <li>• All will have contact numbers or email addresses.</li> <li>• 80% will participate in the study.</li> </ul> <p>Lectures from TVET and other public colleges funded by the HWSETA.</p>
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Annually (Short-Term)
<b>Desired Performance</b>	At least 2 lectures from TVET and other public colleges that participate in the study will have improved competence.
<b>Indicator Responsibility</b>	<p>Projects Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>

## OUTCOME INDICATOR 5-33

<b>Indicator Title</b>	Number of <b>students from TVET and other public colleges</b> who find employment after successfully completing vocational qualifications <b>funded by the HWSETA through vocational and occupational bursaries</b> by the end of the strategic period
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:</p> <p><i>17.2a Number of students from TVET and other public colleges reported to the HWSETA as having completed training funded by the HWSETA through vocational and occupational training bursaries in the reporting period</i></p> <p>The indicator measures the number of students who report themselves as having found jobs after successfully completing vocational qualifications funded by the HWSETA.</p>
<b>Source of Data</b>	<p>Students funded by the HWSETA through vocational bursary programmes</p> <p>Database of students that completed of vocational qualifications funded by the HWSETA.</p>
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a numeric target, as such:</p> <p>The number of students who report themselves as having found jobs after completing vocational qualifications funded by the HWSETA. The formular is as follows:</p> <p><b>students who completed vocational qualifications funded by the HWSETA:</b>  <i>(total sample-nonresponses- students who not find jobs)</i>  <i>=students who find jobs after completing undergraduate qualifications</i></p>
<b>Means of verification</b>	<p>Captured data and/or audios</p> <p>Evaluation report of the Track and Trace Study</p>
<b>Assumptions</b>	<p>Students constituting the undergraduate bursary programme:</p> <ul style="list-style-type: none"> <li>• All will have contact numbers or email addresses.</li> <li>• 80% will participate in the study.</li> </ul> <p>Students that participate in the study will be honest in reporting improved competence.</p>
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Annually (Short-Term)
<b>Desired Performance</b>	At least 163 students who participate in the study will report themselves as having found jobs after successfully completing vocational qualifications funded by the HWSETA.
<b>Indicator Responsibility</b>	<p>Projects Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>

### OUTCOME STATEMENT 6:

The HWSETA provides increased support towards skills development activities for entrepreneurial, cooperative, as well as the establishment of new enterprises in the strategic period.

### OUTCOME INDICATOR 6-34

<b>Indicator Title</b>	Number of cooperatives who find relevance in skills development initiatives funded by the HWSETA by the end of the strategic period
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:</p> <p><i>9: Number of cooperatives in the health and welfare sector whose skills needs are funded by the HWSETA per year</i></p> <p>This indicator measures the number of cooperatives that find relevance in skills development initiatives of the HWSETA.</p>
<b>Source of Data</b>	Cooperatives funded by the HWSETA through skills development initiatives.
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a numeric target, as such:</p> <p>The number of cooperatives who find relevance in skills development initiatives funded by the HWSETA. The formula is as follows:</p> <p><b>cooperatives who completed skills development initiatives funded by the HWSETA:</b>  <i>(total sample-nonresponses- cooperatives who find no relevance in skills development initiatives of the HWSETA)</i>            = cooperatives who find relevance in skills development initiatives funded of the HWSETA</p>
<b>Means of verification</b>	Captured data and/or audios Evaluation report
<b>Assumptions</b>	<p>Members representing cooperative funded by the HWSETA:</p> <ul style="list-style-type: none"> <li>• All will have contact numbers or email addresses.</li> <li>• 80% will participate in the study.</li> </ul> <p>Members representing cooperative who participate in the study will be honest in reporting relevance.</p>
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Annually (Short-Term)
<b>Desired Performance</b>	At least 9 cooperatives will find relevance in skills development initiative funded by the HWSETA.
<b>Indicator Responsibility</b>	<p>Projects Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>

## OUTCOME INDICATOR 6-35

<b>Indicator Title</b>	Number of <b>small and emerging business</b> who find relevance in skills development initiatives funded by the HWSETA by the end of the strategic period.
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:</p> <p><i>10.1: Number of small and emerging businesses from the health and welfare sector whose skills needs are funded by the HWSETA per year</i></p> <p>This indicator measures the number of small and emerging (SMEs) who find relevance in skills development initiatives funded by the HWSETA.</p>
<b>Source of Data</b>	SMEs funded by the HWSETA through skills development initiatives.
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a numeric target, as such:</p> <p>The number of SMEs who find relevance in skills development initiatives funded by the HWSETA. The formular is as follows:</p> <p><b>SMEs who completed skills development initiatives funded by the HWSETA:</b></p> <p style="padding-left: 40px;"><i>(total sample-nonresponses- SMEs who find no relevance in skills development initiatives of the HWSETA)</i></p> <p style="padding-left: 40px;">= SMEs who find relevance in skills development initiatives funded of the HWSETA</p>
<b>Means of verification</b>	<p>Captured data and/or audios</p> <p>Evaluation report</p>
<b>Assumptions</b>	<p>SMEs funded by the HWSETA:</p> <ul style="list-style-type: none"> <li>• All will have contact numbers or email addresses.</li> <li>• 80% will participate in the study.</li> </ul> <p>SMEs who participate in the study will be honest in reporting relevance.</p>
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Annually (Short-Term)
<b>Desired Performance</b>	At least 81 SMEs will find relevance in skills development initiative funded by the HWSETA.
<b>Indicator Responsibility</b>	<p>WSP Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>



## OUTCOME INDICATOR 6-36

<b>Indicator Title</b>	Number of enterprises established with the support of the HWSETA by the end of the strategic period.
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:</p> <p><i>10.2: Number of people funded by the HWSETA for entrepreneurship development to support their businesses start-up ventures<sup>23</sup> in the reporting period</i></p> <p>This indicator measures the number of enterprises established through the support of HWSETA.</p>
<b>Source of Data</b>	Database of people funded by the HWSETA for entrepreneurship development
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a numeric target, as such:</p> <p>The number of people funded by the HWSETA for entrepreneurship development who report themselves as having established enterprises after completing the programme HWSETA. The formula is as follows:</p> <p><b><i>number of people who complete the entrepreneurship programme funded by the HWSETA:</i></b>  <i>(total sample-nonresponses- people who do not establish enterprises)</i>  <i>=people who establish enterprises after completing the entrepreneurship programme</i></p> <p><b><i>Identification of number of enterprises established from people who reported to have established enterprises</i></b></p>
<b>Means of verification</b>	<p>Captured data and/or audios</p> <p>Enterprise Registration Certificate</p> <p>Evaluation report</p>
<b>Assumptions</b>	<p>People funded by the HWSETA for entrepreneurship development:</p> <ul style="list-style-type: none"> <li>• All will have contact numbers or email addresses.</li> <li>• 80% will participate in the study.</li> </ul> <p>People funded by the HWSETA for entrepreneurship development who participate in the study will be honest in reporting relevance.</p>
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Annually (Short-Term)
<b>Desired Performance</b>	At least 6 enterprises will be established by people funded by the HWSETA for entrepreneurship development
<b>Indicator Responsibility</b>	<p>WSP Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>

<sup>23</sup> This programme involves skills development training initiatives for the exposure of individual persons to entrepreneurship as well as support for business start-up projects. A business startup is a company not older than 3-5 years.

## OUTCOME INDICATOR 6-37

<b>Indicator Title</b>	The extent to which of <b>large, medium, and small firms</b> of the health and social development sector submit Workplace Skills Plans to the HWSETA by the end of the strategic period
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:</p> <p><i>13.1: Number of WSPs and ATRs approved for Small firms per year</i>  <i>13.2: Number of WSPs and ATRs approved for Medium firms per year</i>  <i>13.3: Number of WSPs and ATRs approved for Large firms per year</i></p> <p>This measures the percentage of <b>large, medium, and small firms</b> submitting WSPs against those that pay the skills levy in the health and welfare</p>
<b>Source of Data</b>	<p><b>Database of large, medium, and small firms</b> who submit their WSPs</p> <p>Database of the HWSETA Skills Levy Portal containing <b>large, medium, and small firms who pay the skills levy</b></p>
<b>Method of Calculating/ Measuring</b>	<p>The percentage is calculated based on the total number of large, medium, and small firms who submit their WSPs to the HWSETA as the numerator; and total number of employers from the sector who pay the Skills Levy sign as the denominator.</p> <p><b>Extent of WSP submission by large, medium and small firms=</b>  <i>(number of large, medium and small firms submitting WSPs to the HWSETA)/</i>  <i>(total number of large, medium and small firms paying skills levy in the sector) X 100</i>          =percentage of WSP submissions by large, Medium, Small firms</p>
<b>Means of verification</b>	<p>WSP submission schedule</p> <p>Skills Portal schedule</p> <p>Analysis report</p>
<b>Assumptions</b>	<p>Required <b>Database of large, medium, and small firms</b> who submit their WSPs will be available</p> <p>Required Database of the HWSETA Skills Levy Portal containing <b>large, medium, and small firms who pay the skills levy will be available</b></p>
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Bi-Annually (Medium-Term and end-term)
<b>Desired Performance</b>	At least 40% of large, medium and small firms that are paying the skills levy in the sector will submit their WSPs annually.
<b>Indicator Responsibility</b>	<p>WSP Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>

## OUTCOME STATEMENT 7:

**The HWSETA provides increased support to the State, Trade unions, NGOs, and NPOs in order to strengthen governance and service delivery and thus advance social, rural, and community development in the strategic period.**

## OUTCOME INDICATOR 7-38

<b>Indicator Title</b>	Number of projects who find relevance in skills development initiatives funded by the HWSETA by the end of the strategic period.
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:</p> <p><i>1: Number of rural and provincial skills development projects<sup>24</sup> funded by the HWSETA to develop and address mid-level skills in the reporting period</i></p> <p>This indicator measures the number of rural and provincial projects who find relevance in skills development initiatives funded by the HWSETA.</p>
<b>Source of Data</b>	<p>Rural projects funded by the HWSETA through skills development initiatives.</p> <p>Provincial projects funded by the HWSETA through skills development initiatives.</p>
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a numeric target, as such:</p> <p>The number of rural and provincial projects who find relevance in skills development initiatives funded by the HWSETA. The formula is as follows:</p> <p><b><i>Rural and provincial projects who completed skills development initiatives funded by the HWSETA:</i></b>  <i>(total sample-nonresponses- rural provincial who find no relevance in skills development initiatives )</i>  <i>= rural provincial who find relevance in skills development initiatives funded of the HWSETA</i></p>
<b>Means of verification</b>	<p>Captured data and/or audios</p> <p>Evaluation report</p>
<b>Assumptions</b>	<p>Rural and provincial projects funded by the HWSETA:</p> <ul style="list-style-type: none"> <li>• All will have contact numbers or email addresses.</li> <li>• 80% will participate in the study.</li> </ul> <p>Rural and provincial projects who participate in the study will be honest in reporting relevance.</p>
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Annually (Short-Term)
<b>Desired Performance</b>	At least rural and provincial projects will find relevance in skills development initiative funded by the HWSETA.
<b>Indicator Responsibility</b>	<p>Projects Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>

<sup>24</sup> This includes projects that support requirements for ERPP skills strategy. This also includes projects emanating from strategic proposals submitted by stakeholders outside the funding windows of the HWSETA which have a scope that falls outside the already existing skills development initiatives of the HWSETA.

## OUTCOME INDICATOR 7-39

<b>Indicator Title</b>	Increased participation of the public sector in work-place based education and training as a result of public sector projects funded by the HWSETA through discretionary grants by the end of the strategic period.
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:</p> <p><i>14: Number of projects funded through discretionary grants aimed at public sector education and training in the reporting period</i></p> <p>This indicator measures the percentage increase of participation of the public sector (government) in work-place based education and training which can be attributed to skills initiative funded by the HWSETA for pub sector education and training.</p>
<b>Source of Data</b>	<p>Database of Projects of the Public Sector which the HWSETA funded for skills development initiatives.</p> <p>MoAs of Projects of the Public Sector which the HWSETA funded for skills development initiatives.</p> <p>Database of employers participating in workplace based education and training programmes of the HWSETA (which include, learnerships, TVET and university Work-Integrated Learning, and graduate internship programmes)</p>
<b>Method of Calculating/ Measuring</b>	<p>Number of Government Department funded per project per year</p> <p><math>(\text{participation in learnerships})^{\wedge} = \frac{(\text{Number of persons placed in Government per financial year})}{(\text{total persons funded per financial year})} \times 100 = \% \text{ participation in learnerships}</math></p> <p><math>(\text{participation in TVET WIL})^{\wedge} = \frac{(\text{Number of persons placed in Government per financial year})}{(\text{total persons funded per financial year})} \times 100 = \% \text{ participation in TVET WIL}</math></p> <p><math>(\text{participation in University WIL})^{\wedge} = \frac{(\text{Number of persons placed in Government per financial year})}{(\text{total persons funded per financial year})} \times 100 = \% \text{ participation in university WIL}</math></p> <p><math>(\text{participation in learnerships})^{\wedge} = \frac{(\text{Number of persons placed in Government per financial year})}{(\text{total persons funded per financial year})} \times 100 = \% \text{ participation in learnerships}</math></p> <p><math>(\text{participation in graduate internships})^{\wedge} = \frac{(\text{Number of persons placed in Government per financial year})}{(\text{total persons funded per financial year})} \times 100 = \% \text{ participation in graduate intern}</math></p>
<b>Means of verification</b>	<p>Analysis scripts</p> <p>Analysis reports</p>
<b>Assumptions</b>	Databased which will serve as the source of data will be available
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Bi-Annually (Medium-Term and end-term)
<b>Desired Performance</b>	Participation of the public sector in work-place based education and training will at least increase to 20%
<b>Indicator Responsibility</b>	<p>Projects Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>

## OUTCOME INDICATOR 7-40

<b>Indicator Title</b>	The number of <b>Trade Union officials</b> who gained relevant skills through skills development programmes funded by the HWSETA by the end of the strategic period.
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:</p> <p><i>11.2: Number of officials from Trade Unions funded by the HWSETA for skills development per year</i></p> <p>This measures the number of Trade Union officials who report themselves as having gained relevant skills through skills development programmes fund by the HWSETA.</p>
<b>Source of Data</b>	<p>Trade union officials</p> <p>MoAs with trade unions</p>
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a numeric target, as such:</p> <p>The number of trade union officials who report themselves as having gained relevant skills through skills development programmes funded by the HWSETA. The formular is as follows:</p> <p><b>Trade union officials funded skills development programmes funded by the HWSETA:</b></p> <p style="text-align: center;"><i>(total sample-nonresponses- Trade union officials who find no relevance in skills gained)</i></p> <p style="text-align: center;"><i>= Trade union officials who find relevance in skills gained</i></p>
<b>Means of verification</b>	<p>Captured data and/or audios</p> <p>Evaluation report</p>
<b>Assumptions</b>	<p>Trade union officials funded by the HWSETA:</p> <ul style="list-style-type: none"> <li>• All will have contact numbers or email addresses.</li> <li>• 80% will participate in the study.</li> </ul> <p>Trade union officials who participate in the study will be honest in reporting relevance.</p>
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Bi-Annually (Medium-Term and end-term)
<b>Desired Performance</b>	At least 244 Trade union officials find relevance in skills gained through programmes funded by the HWSETA.
<b>Indicator Responsibility</b>	<p>Projects Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>

## OUTCOME INDICATOR 7-41

<b>Indicator Title</b>	Number of officials from <b>NGOs and NPOs</b> who find relevance in skills development initiatives funded by the HWSETA by the end of the strategic period.
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:</p> <p><i>11.1: Number of officials from NGOs and NPOs funded by the HWSETA for skills development per year</i></p> <p>This indicator measures the number of officials from Non-Government and Non-Profit Organisations who find relevance in skills development initiatives funded by the HWSETA.</p>
<b>Source of Data</b>	Officials from NGOs and NPOs funded by the HWSETA through skills development initiatives.
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a numeric target, as such:</p> <p>The number of officials from NGOs and NPOs who find relevance in skills development initiatives funded by the HWSETA. The formular is as follows:</p> <p><b>NGO and NPO officials who completed skills development initiatives funded by the HWSETA:</b></p> <p style="padding-left: 40px;"><i>(total sample-nonresponses- Officials who find no relevance in skills development initiatives of the HWSETA)</i></p> <p style="padding-left: 40px;"><i>= Officials who find relevance in skills development initiatives funded of the HWSETA</i></p>
<b>Means of verification</b>	<p>Captured data and/or audios</p> <p>Evaluation report</p>
<b>Assumptions</b>	<p>Officials from NGOs and NPOs funded by the HWSETA:</p> <ul style="list-style-type: none"> <li>• All will have contact numbers or email addresses.</li> <li>• 80% will participate in the study.</li> </ul> <p>Officials from NGOs and NPOs who participate in the study will be honest in reporting relevance.</p>
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Bi-Annually (Medium-Term and end-term)
<b>Desired Performance</b>	At least 69 officials from NGOs and NPOs will find relevance in skills development initiative funded by the HWSETA.
<b>Indicator Responsibility</b>	<p>WSP Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>

## OUTCOME INDICATOR 7-42

<b>Indicator Title</b>	Number of <b>Levy-exempt organisations</b> who find relevance in skills development initiatives funded by the HWSETA by the end of the strategic period.
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:</p> <p><i>22: Number of levy exempt organisations whose skills development needs are funded by the HWSETA in the reporting period</i></p> <p>This indicator measures the number of Levy Exempt Organisations who find relevance in skills development initiatives funded by the HWSETA. Levy Exempt Organisations are organisations that are exempted from paying the Skills Levy and are registered with the HWSETA as such.</p>
<b>Source of Data</b>	Levy Exempt Organisations funded by the HWSETA through skills development initiatives.
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a numeric target, as such:</p> <p>The number of Levy Exempt Organisations who find relevance in skills development initiatives funded by the HWSETA. The formula is as follows:</p> <p><b>Levy Exempt Organisations who completed skills development initiatives funded by the HWSETA:</b>  <i>(total sample-nonresponses- Levy Exempt Organisations who find no relevance in skills development initiatives of the HWSETA)</i>  <i>= Levy Exempt Organisations who find relevance in skills development initiatives funded of the HWSETA</i></p>
<b>Means of verification</b>	Captured data and/or audios Evaluation report
<b>Assumptions</b>	<p>Levy Exempt Organisations funded by the HWSETA:</p> <ul style="list-style-type: none"> <li>• All will have contact numbers or email addresses.</li> <li>• 80% will participate in the study.</li> </ul> <p>Levy Exempt Organisations who participate in the study will be honest in reporting relevance.</p>
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Bi-Annually (Medium-Term and end-term)
<b>Desired Performance</b>	At least 49 Levy Exempt Organisations will find relevance in skills development initiative funded by the HWSETA.
<b>Indicator Responsibility</b>	<p>WSP Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>

### OUTCOME STATEMENT 8:

The HWSETA makes career development services related to the health and welfare sector accessible to rural and targeted youth in the strategic period.

### OUTCOME INDICATOR 8-43

<b>Indicator Title</b>	Percentage of learners from rural and urban schools exposed to career awareness services who enter-into HWSETA funded learning programmes by the end of the strategic period
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:</p> <p><i>15: Number of school and post-school youth from urban and rural areas<sup>25</sup> reached through career development awareness programmes<sup>26</sup> in the reporting period.</i></p> <p>This indicator identifies learners from rural and urban schools exposed to career awareness services who enter-into HWSETA funded learning programmes. The funded learning programmes include the following programmes for unemployed persons, the learnership programme, artisan programme, und-graduate bursurogramme, and the vocational bursary programme.</p>
<b>Source of Data</b>	<p>Database of learners from rural and urban schools exposed to career awareness services</p> <p>Database of the learnership programme, artisan programme, undergraduate bursary programme, and the vocational bursary programme for unemployed persons.</p> <p>Interview data collected from learners</p>
<b>Method of Calculating/ Measuring</b>	<p>Learners exposed to career awareness services are referred to as career guidance learners. Calculation is as follows:</p> <p><i>(Career guidance learners entered into learnerships)<sup>A</sup></i>  <math display="block">= \frac{\text{(Number of Career guidance learners entered into learnership)}}{\text{(total career guidance learners)}} \times 100 = \% \text{ participation entered into learnerships}</math> <p><i>(Career guidance learners entered into Artisanships)<sup>A</sup></i>  <math display="block">= \frac{\text{(Number of Career guidance learners entered into artisanship)}}{\text{(total career guidance learners)}} \times 100 = \% \text{ participation entered into learnerships}</math> <p><i>(Career guidance learners entered into undergraduate bursaries)<sup>A</sup></i>  <math display="block">= \frac{\text{(Number of Career guidance learners entered into undergraduate bursaries)}}{\text{(total career guidance learners)}} \times 100 = \% \text{ participation entered into undergraduate bursaries}</math> <p><i>(Career guidance learners entered into vocational bursaries)<sup>A</sup></i>  <math display="block">= \frac{\text{(Number of Career guidance learners entered into vocational bursaries)}}{\text{(total career guidance learners)}} \times 100 = \% \text{ participation entered into vocational bursaries}</math> </p></p></p></p>
<b>Means of verification</b>	<p>Captured data and/or audios</p> <p>Analysis scripts</p> <p>Evaluation report</p>
<b>Assumptions</b>	<p>All databases required will be available</p> <p>Career guidance learners funded by the HWSETA:</p> <ul style="list-style-type: none"> <li>• All will have contact numbers or email addresses.</li> <li>• 80% will participate in the study.</li> </ul> <p>Career guidance learners who participate in the study will be honest in reporting relevance.</p>
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Bi-Annually (Medium-Term and end-term)
<b>Desired Performance</b>	At least 361 career guidance learners will be enter-into HWSETA funded learning programmes
<b>Indicator Responsibility</b>	<p>Marketing Manager</p> <p>Projects Manager</p> <p>Learning Programme Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>



25 School Youths are comprised by pupils still in school, from grade 9 to 12. Post-school youth comprise 15 year old to 34 year olds who are outside the schooling system either due to dropping out of school or from completing matric. These youths are grouped by location, either by being from urban or rural areas. The location of school youths is identified through the school in which this youth attended career development awareness event as a proxy indicator. The location of post-school youth is identified through the addresses these youth provide on the career portal of the HWSETA.

26 Focus of the career development programmes is on occupations in high demand.

## OUTCOME INDICATOR 8-44

<b>Indicator Title</b>	Number of career guidance lecturers funded by the HWSETA who offer their services to rural schools by the end of the strategic period
<b>Definition</b>	<p>This indicator measures strategic outcomes of the following output indicator:</p> <p><i>16.2c: Number of lecturers<sup>27</sup> and Managers from TVET, and other public colleges<sup>28</sup> funded by the HWSETA for skills programmes in the reporting period (c) Career Guidance lectures</i></p> <p>This indicator measures the number of career guidance lecturers funded by the HWSETA who offer their services to rural areas</p>
<b>Source of Data</b>	Career guidance lecturers
<b>Method of Calculating/ Measuring</b>	<p>The target allocated for this indicator is a numeric target, as such:</p> <p>The number of Career guidance lecturers funded by the HWSETA who offer their services to rural schools. The formula is as follows:</p> <p><b>Career Guidance lecturers who offer services to rural schools:</b>  <i>(total sample-nonresponses- Career Guidance lecturers who do not offer their services to rural schools)</i>          = Career Guidance lecturers who offer their services to rural schools</p>
<b>Means of verification</b>	<p>Captured data and/or audios</p> <p>Evaluation report</p>
<b>Assumptions</b>	<p>Career guidance lecturers funded by the HWSETA:</p> <ul style="list-style-type: none"> <li>• All will have contact numbers or email addresses.</li> <li>• 80% will participate in the study.</li> </ul> <p>Career guidance lecturers who participate in the study will be honest in reporting relevance.</p>
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Reporting Cycle</b>	Bi-Annually (Medium-Term and end-term)
<b>Desired Performance</b>	At least 5 Career guidance lecturers will find relevance in skills development initiative funded by the HWSETA.
<b>Indicator Responsibility</b>	<p>Projects Manager</p> <p>M&amp;E Officer</p> <p>Impact Assessment Specialist</p>

<sup>27</sup> Lecturers includes educators of colleges as well as career guidance teachers at schools

<sup>28</sup> Other Public Colleges comprise of Nursing Colleges, Emergency Services Colleges (EMS), and Agricultural Colleges (for Veterinary training) etc. These colleges are a priority to the HWSETA as they are colleges in the health welfare sector

## ANNEXURE A: OVERVIEW OF 2022-2023 BUDGET AND MTEF ESTIMATES, RECONCILIATION OF BUDGETS

Health and Welfare Sector Education and Training Authority									
5 Year budgets									
						4,48%	4,47%	4,46%	CPI %
<b>STATEMENT OF FINANCIAL PERFORMANCE</b>	Audited			Approved budget	Proposed Adjusted budget	Proposed budget			5 Year Budget to 2023-2027
	2020-2021	2021-22	2022-2023	2023-2024	2023-2024	2024-2025	2025-26	2026-2027	Total
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
<b>REVENUE</b>									
Non - Exchange Revenue	535 435	753 917	923 559	838 191	864 633	924 736	968 684	1 015 973	5 960 495
Skills Development Levy: income	525 425	745 559	919 185	838 191	864 633	924 736	968 684	1 015 973	5 937 753
Skills Development Levy: penalties and interest	10 010	8 358	4 374	-	-	-	-	-	22 742
<b>Exchange Revenue</b>	<b>28 139</b>	<b>15 974</b>	<b>19 764</b>	<b>15 778</b>	<b>22 000</b>	<b>23 100</b>	<b>24 255</b>	<b>25 468</b>	<b>152 477</b>
Interest income	25 874	14 448	18 648	15 778	22 000	23 100	24 255	25 468	147 570
Other income	2 265	1526	1 116	-	-	-	-	-	4 907
<b>Total revenue</b>	<b>563 574</b>	<b>769 891</b>	<b>943 323</b>	<b>853 968</b>	<b>886 633</b>	<b>947 836</b>	<b>992 939</b>	<b>1 041 441</b>	<b>6 112 973</b>
<b>EXPENSES</b>									
<b>Total expenses</b>	<b>992 900</b>	<b>969 267</b>	<b>945 589</b>	<b>849 968</b>	<b>881 633</b>	<b>944 836</b>	<b>989 939</b>	<b>1 038 441</b>	<b>6 730 940</b>
Employer grant and project expenses	842 722	807 148	763 275	664 385	680 177	734 057	766 727	802 250	5 380 564
Administration expenses	146 690	159 563	178 676	181 879	197 109	205 912	218 112	230 846	1 321 678
QCTO - 0.5% of SETA levy as determined by Minister	3 488	2 556	3 638	3 704	4 347	4 867	5 101	5 345	28 699
<b>Net surplus/(deficit) for the period before capex</b>	<b>(429 326)</b>	<b>(199 376)</b>	<b>(2 266)</b>	<b>4 000</b>	<b>5 000</b>	<b>3 000</b>	<b>3 000</b>	<b>3 000</b>	<b>(617 969)</b>
<b>Capital expenditure</b>	<b>2 923</b>	<b>2 080</b>	<b>2 928</b>	<b>4 000</b>	<b>5 000</b>	<b>3 000</b>	<b>3 000</b>	<b>3 000</b>	<b>20 931</b>
	Audited			Approved budget	Adjusted budget	Proposed budget			5 Year Budget to 2023-2027
	2020-2021	2021-22	2022-2023	2023-2024	2023-2024	2024-2025	2025-26	2026-2027	Total
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
<b>SKILLS DEVELOPMENT INCOME</b>									
<b>Levy income: Administration</b>	<b>150 427</b>	<b>175 702</b>	<b>214 746</b>	<b>195 956</b>	<b>203 510</b>	<b>213 111</b>	<b>223 166</b>	<b>233 697</b>	<b>1 406 805</b>
Levies received from SARS - 10.5%	46 296	76 373	84 833	84 598	88 650	93 083	97 737	102 624	585 545
Government levies received - 33.3%	104 131	99 329	129 913	111 358	114 859	120 028	125 429	131 073	821 261
<b>Levy income: Employer Grants</b>	<b>88 885</b>	<b>145 543</b>	<b>161 417</b>	<b>161 989</b>	<b>168 681</b>	<b>177 115</b>	<b>185 971</b>	<b>195 269</b>	<b>1 116 189</b>
Levies received from SARS - 20%	88 885	145 543	161 417	161 989	168 681	177 115	185 971	195 269	1 116 189
<b>Levy income: Discretionary Grants</b>	<b>286 113</b>	<b>432 672</b>	<b>543 022</b>	<b>480 245</b>	<b>492 443</b>	<b>534 510</b>	<b>559 548</b>	<b>587 007</b>	<b>3 423 117</b>
Levies received from SARS - 49.5%	221 617	369 810	400 778	411 599	418 813	439 754	461 741	484 828	2 790 127
Government levies received - 66.7%	64 496	62 862	142 244	68 647	73 630	94 756	97 806	102 179	632 990
	525 425	753 917	919 185	838 191	864 633	924 736	968 684	1 015 973	5 946 111
<b>EMPLOYER GRANT AND PROJECT EXPENDITURE</b>	<b>2020-2021</b>	<b>2021-22</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-26</b>	<b>2025-26</b>	<b>Total</b>
	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>
Mandatory grants	53 350	96 073	102 103	105 158	109 765	115 125	120 881	126 925	719 614
Discretionary grants	789 372	711 075	661 172	559 227	570 412	618 932	645 846	675 325	4 660 949
	842 722	807 148	763 275	664 385	680 177	734 057	766 727	802 250	5 380 564
<b>Estimated Participation Rate</b>	<b>60%</b>	<b>66%</b>	<b>63%</b>	<b>65%</b>	<b>65%</b>	<b>65%</b>	<b>65%</b>	<b>65%</b>	









#### Head Office

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**health**

Department:  
Health  
REPUBLIC OF SOUTH AFRICA



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





Health and Welfare Sector  
Education and Training Authority

**HWSETA**

# ANNUAL PERFORMANCE PLAN

## 2024/25

HWSETA is dedicated to  
TRANSFORMING LIVES







## **Dr. BE Nzimande**

MP Executive Authority of Higher Education, Science, and Innovation

# **FOREWORD BY THE MINISTER**

The mandate of the Sector Education and Training Authorities is derived, in the main from the Skills Development Act 97 of 1998 as amended, which amongst others, directs SETAs to develop Sector Skills plans (SSPs).

In their Sector Skills Plans, SETAs must reflect and incorporate government priorities, especially those that address our priority developmental goals, that of tackling the triple challenges of poverty, unemployment, and inequalities. The SSPs are intended to ensure that skills are not a constraint to the economic development of our country.

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

standing at over 3.3 million in the third quarter of 2023.

The launch of the National Plan for Post-School Education and Training on 7 September 2023, signaled our government's commitment towards achieving an improved, transformed, expanded, responsive, and articulated Post-School Education and Training (PSET).

Our National Plan for Post-School Education and Training (NPPSET) is our roadmap for implementing the vision of the White Paper for Post-School Education and Training (WP-PSET). It will continue to guide our SETA system strategy and planning instruments as it is framed within the broader goals and priorities of the National Development Plan (NDP), which foregrounds the national efforts to address the triple challenges of unemployment, inequality, and poverty. Important, to note, is that it remains our overarching policy instrument and a blueprint for guiding planning in our post-school

system. It will be proper for everyone to have access to the National Plan for Post-School Education and Training. It aligns and integrates the work that is already underway and provides a policy framework for major transformative changes the government wants to bring about, across the post-school system and its nexus with society and the economy.

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

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

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

the government's efforts to mitigate the impact of COVID-19 global health pandemic and the initiatives towards economic and social recovery.

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

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

The National Skills Development Plan (NSDP) 2030 remains at the centre in directing how the skills development levy will be disbursed up to 31 March 2030. For this reason, the Sector Education

and Training Authorities (SETAs) have been re-established until 2030, in alignment with the National Development Plan to ensure that the SETAs focus on skills required for our socio-economic development. For the financial year, we aim to expand the participation of young people in skills development programs as well as workplace-based learning opportunities. We have surpassed the State of the Nation Address (SoNA) 10,000 Technical and Vocational Education and Training (TVET) target placements in 2022 leading to setting a target for 2023 of 20,000 TVET placements.

For the 2024/25 financial year, the entire SETA system has set itself the following targets, as part of expanding post-school opportunities:

- 190 000 workplace-based learning (WBL) opportunities;
- 150 000 learners registered in skills

development programs;

- 36 375 learners entering artisanal programs;
- 26 500 learners passing artisanal trades;
- 53 000 learners completing learnerships;
- 11 000 learners completing internships; and
- 128 000 learners completing skills programs.

The SETA will enter into the Service Level Agreement with the Director-General of the Department and commit that 25% of all targets be achieved on a quarterly basis, with 100% achievement in the last quarter of the financial year. Whilst the TVET placement must be achieved at 100% by the end of December 2024.

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



**Dr. BE Nzimande, MP**

*Executive Authority of Higher Education, Science, and Innovation*

**“We are determined not merely to return our economy to where it was before the coronavirus, but to forge a new economy in a new global reality.”**



# ACCOUNTING AUTHORITY STATEMENT



## **Dr. N.V. Mnisi**

Chairperson: Health and Welfare SETA Board

The purpose of the 2024-2025 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 stipulated by the Department of Higher Education and Training that is part of the Service Level Agreement between the HWSETA and the Director-General. This service level agreement is entered into on an annual basis.

The programmes and activities as stipulated in the 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 which is expected to still be a pandemic in 2024 as it is estimated that not all South African will be vaccinated by 2024. 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 2024-2025 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.



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**Dr. N.V. Mnisi**

*Chairperson: Health and Welfare SETA Board*

### 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 endeavor to achieve given the resources made available in the budget for 2024-2025.



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**Mr S. Gcabashe**

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



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**Ms B.J Batubatse**

*Executive Manager:  
Education, Training, and Quality Assurance  
Health and Welfare SETA*



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**Mr B. Pardersi**

*Executive Manager: Corporate Services  
Health and Welfare SETA*



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**Ms B. Plaatjie**

*Executive Manager:  
Research Information Monitoring and Evaluation  
Health and Welfare SETA*



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**Ms. Zandile Mafata**

*Chief Financial Officer  
Health and Welfare SETA*



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**Ms. Elaine Brass, CA(SA)**

*Chief Executive Officer  
Health and Welfare SETA*

Approved by



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**Dr. N.V. Mnisi**

*Chairperson: Health and Welfare SETA Board*

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# Abbreviations and Acronyms

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





# **PART A**

## **THE MANDATE OF THE HEALTH AND WELFARE SETA**

# 1. 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 Digital and Future Skills for South Africa Act, 350 of 2020
- e) The National Qualifications Framework Act, 67 of 2008, as amended;
- f) The Public Finance Management Act, 1 of 1999, as amended;
- g) National Treasury Regulations;
- h) SETA Grant regulations;
- i) All other (relevant/applicable) Human Resources and Industrial Relations Acts;
- j) All other Health and Welfare Acts and Regulations; and
- k) 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: Implications of the SDG on the Strategic Plan of the HWSETA

### 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

### Research

4. Be an authority on labour market intelligence in the Health and Welfare Sector
5. Conduct skills planning:
  - 5.1 Identify and articulate skills needs of the sector
  - 5.2 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
  - 5.3 Ensure that government departments; agencies involved in assisting start-up businesses, cooperative development, community and rural development, and ABET are informed about:
    - key trends in the skills development sector,
    - the skills development needs that are emerging across established business,
    - how these differ for large, medium, and small businesses,
    - the kinds of opportunities that this may suggest for start-up businesses, cooperatives and for community and rural development

### Monitoring & Evaluation

Through research-based evaluations:

6. Measure the efficiency and effectiveness of the HWSETA interventions
7. 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
8. Monitor and evaluate the impact of skills interventions in the health and welfare sector

### Corporate Services

9. Provide adequate capacity in the HWSETA to conduct:
  - 9.1 skills planning and meet the critical purpose of identifying and articulating skills needs in the sector
  - 9.2 quality assurance of training taking place in the sector

### **Skills Development Programmes and Projects**

10. Develop interventions that are agreed upon with stakeholders and can improve the match between education and training supply and demand
11. Foster relations with government departments, agencies involved in assisting start-up businesses, cooperative development, community and rural development, AET etc
12. 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
13. Facilitate access to AET for workers in the health and welfare sector (even if this is to direct them to relevant institutions)

### **Education, Training, and Quality Assurance**

14. Improve quality of learning taking place in the health and welfare sector
15. Support the development of providers of education and training

### **Provincial Offices**

16. Implement the following ETQA functions provincially:
  - Provider Accreditation
  - Assessor and moderator registrations
  - Verification of training conducted by HWSETA accredited skills development providers
  - Provide assistance with EISA examinations.
17. Implement the following SDP functions provincially:
  - Evaluation of Expressions of Interest
  - Evaluation of MoAs
18. Implementation of the workplace based programmes, occupationally based programmes, and bursary programmes.

## **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.

The Strategic Plan is aligned to international, continental, and national government priorities, as well as sectoral priorities.

### **2.2.1 Internal, Continental, and Emerging National Government Priorities**

The financial year 2024-2025 straddles between the 6th administration (2019-2024) and the 7th administration (2024-2029). It also represents the last year of current institutional planning cycle (2020-2025). Guidance on the revision and re-tabling of the 2024-2025 APP will be provided by the Department of Planning Monitoring and Evaluation (DPME) following the 2024 general elections and the new 2024-2029 MTSF.



The Strategic Plan of the HWSETA is aligned to International, Continental, and National Government Priorities. International priorities are contained in the Sustainable Development Goals (2030), and continental priorities are contained in the Africa Agenda 2063. National Government priorities are prescribed by DPME as follows:

- The National Development Plan (2030);
- The Revised 2019-2020 Medium-Term Strategic Framework, including;
- The National Transformative and Redress Priorities
- The State of the Nation Address 2023 commitments, including the yet to be pronounced 2024 commitments (which should be included in the Revised 2024-2025 APP)
- The Economic Reconstruction Recovery Plan

**A. International Priorities contained in the Sustainable Development Goals (2030)**

The overall aim of the Sustainable Development Goals (SDG) is a universal agenda for a comprehensive, far-reaching and people-centred goals set 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 2: Implications of the SDG on the Strategic Plan of the HWSETA*

Goal 3 has 17 indicators which are aligned to the other goals of the SDG to promote integrated implementation. Indicators that are linked to the HWSETA mandate include:

**Indicator 3-4: Supporting high quality education for all to improve health and health equity.**

*The HWSETA will continue to support qualifications development for occupational education and training in the health sector. Also, health care educators for occupations with new education landscapes will continue to be supported to obtain the necessary skills to offer training within the higher education band.*

**Indicator 3-5: Fighting gender inequalities including violence against women.**

*The HWSETA will continue to support the fight against gender-based violence in the sector particularly within post-school education and training institutions.*

**Indicator 3-8: Promoting health employment as a driver of inclusive economic growth.**

*The HWSETA will continue to facilitate education and training in the sector through its work-place based programmes and thus promote employment in the health sector as a driver to inclusive economic growth.*

**Indicator 3-10: Ensuring equitable access to health coverage based on stronger primary care**

The HWSETA will continue to support the implementation of NHI in the health sector in terms of capacitation of health workers with skills required.

Goal 4 has 10 indicator targets. Indicators that are linked to the HWSETA mandate include:

**Indicator 4-3: Access to affordable Technical Vocational and Higher Education.**

*The HWSETA will continue to offer bursaries to TVET and Higher education students placing priority to population groups that were previously disadvantaged, including race, gender, age, and disability.*

**Indicator 4-4: Increase the number of people with relevant skills for financial success.**

The HWSETA will continue to fund both employed and unemployed persons in the health and social development sector in order to empower the unemployed with skills that will facilitate entry into the job market and provide appropriate skills to the employed for high productivity and career progression.

**Indicator 4-6: Universal Literacy and Numeracy.**

*The HWSETA will continue to fund Adult Education and Training Programmes and thus contribute to universal literacy and numeracy.*

**Indicator 4-B: Expand higher education scholarships for developing countries**

The HWSETA will continue to offer bursaries to undergraduate and post-graduate students and thus contribute towards the expansion of scholarships in higher education.

Goal 8 has 12 indicator targets. Indicators that are linked to the HWSETA mandate include:

**Indicator 8-2: Diversify, innovate and upgrade for economic productivity.**

*The HWSETA will continue to support upskilling of workers with critical skills in particularly in 4IR order to promote innovation as a driver of productivity in the sector*

**Indicator 8-3: Promote policies to support job creation and growing enterprises.**

*The HWSETA will continue to support SME development and establishment of new enterprises in order to foster the sustainability of SMEs and thus enable job creation and growth of enterprises.*

**Indicator 8-5: Full employment and decent work with equal pay.**

**Indicator 8-6: Promote youth employment, education and training**

*The HWSETA will continue to facilitate education and training through its work-place based programmes and thus promote full-employment and decent work of unemployed youth in the sector.*

**Indicator 8-8: Protect labour rights and promote safe working environments**

The HWSETA will continue to support qualifications development in OHS and also provide quality assurance in training offered in this field ensuring high quality training and thus supporting the promotion of safe working environments.

## B. Continental Priorities contained in the Africa Agenda 2063

The Africa Agenda 2063 serves as Africa's blueprint and master plan for sustainable development and economic growth of the continent. The Africa Agenda 2063 came into effect on 1 January 2013. It is an affirmation by African Heads of State and Government of their commitment to transform Africa into the global powerhouse. It consists of 20 goals and the goals aligned to the mandate of the HWSETA include:

- Goal 1: High standards of living, Quality of Life and well-being for all
- Goal 2: Well educated citizens and skills revolution underpinned by Science, Technology and innovation
- Goal 17: Full gender equality in all spheres of life
- Goal 18: Engaged and empowered youth and children

**Table 3: Implications of the Africa Agenda 2063 on the HWSETA Strategic Plan (2020-2025)**

<p>The Africa Agenda 2063 consists of 20 goals that are aligned to 7 aspirations Goals aligned to the mandate of the HWSETA are aligned to 2 aspirations as follows</p> <p><b>Aspiration 1: A prosperous Africa based on inclusive growth and sustainable development</b></p> <p>Goal 1: High standards of living, Quality of Life and well-being for all Goal 2: Well educated citizens and skills revolution underpinned by Science, Technology and innovation</p> <p><b>Aspiration 6: An Africa whose development is people driven, especially relying on the potential offered by its women and youth, and well catered for children</b></p> <p>Goal 17: Full gender equality in all spheres of life Goal 18: Engaged and empowered youth and children</p>
<p>The Africa Agenda 2063 consists of 20 and 39 priority areas goals that are aligned to 7 aspirations Goals aligned to the mandate of the HWSETA are aligned to 2 aspirations and 5 priority areas as follows:</p> <p><b>Aspiration 1: A prosperous Africa based on inclusive growth and sustainable development</b></p> <p>Goal 1: High standards of living, Quality of Life and well-being for all</p> <p><b>Priority areas: Income, jobs, decent work</b></p> <p><i>The HWSETA will continue to facilitate education and training through its work-place based programmes and thus promote remunerated employment and decent work of unemployed youth in the sector.</i></p> <p>Goal 2: Well educated citizens and skills revolution underpinned by Science, Technology and innovation</p> <p>Priority area: Education and Science Technology and Innovation</p> <p><i>The HWSETA will continue to support skilling and upskilling of both workers and the unemployed with skills in 4IR in particularly in order to promote innovation as a driver of productivity in the sector</i></p>
<p><b>Aspiration 6: An Africa whose development is people driven, especially relying on the potential offered by its women and youth, and well catered for children</b></p> <p>Goal 17: Full gender equality in all spheres of life Priority areas: Women and girls empowerment Violence and discrimination against women and girls</p> <p><i>The HWSETA will continue to support the fight against gender-based violence in the sector particularly within post-school education and training institutions. Also, women will continue to be empowered through their prioritization in skills development programme through support for transformative priorities</i></p> <p>Goal 18: Engaged and empowered youth and children</p> <p><i>The HWSETA will continue to facilitate education and training through its work-place based programmes and thus promote full-employment and decent work of unemployed youth in the sector</i></p>



### C. Regional Priorities contained in the SADC Regional Indicative Strategic Development Plan 2020-2030

The RISDP 2020–2030 provides a guiding framework for the implementation of SADC’s regional integration and developmental agenda and programmes for the next 10 years. RISDP 2020–2030 is divided into five chapters that provide a comprehensive overview of SADC’s journey to date and the status quo and elaborate on the guiding framework for the implementation of SADC’s regional integration agenda and programmes, which will constitute the first decade of the region’s combined efforts towards the realisation of SADC Vision 2050. The document also spells out the key strategic priorities of SADC during the period 2020–2030, along with the intended results and strategic management frameworks that will guide its implementation.

Chapter 4 is most relevant to the Strategic Plan of the HWSETA as it lays out the strategic priorities under SADC Vision 2050 and of RISDP 2020–2030, namely:

- The Foundation: Peace, Security, and Good Governance;
- Pillar I: Industrial Development and Market Integration;
- Pillar II: Infrastructure Development in Support of Regional Integration;
- Pillar III: Social and Human Capital Development; and
- Cross-cutting issues including Gender, Youth, Environment and Climate Change, and Disaster Risk Management.

The intended outcomes and corresponding objectives in each of these strategic areas are outlined, in detail, for the period 2020–2030.

Pillar III contains outcomes that are linked to the mandate of the HWSETA, and this are discussed in the table below as follows:

**Table 4: Implications of the SADC RISD (2020-2030) on the HWSETA Strategic Plan (2020-2025)**

<p style="text-align: center;"><b>Pillar 3: Social and Human Capital Development</b></p> <p style="text-align: center;"><b>Strategic Objective 3:</b></p> <p style="text-align: center;">Increased access to quality and relevant education and skills development, including in science and technology, for SADC citizens</p> <p style="text-align: center;"><b>Outcome 1:</b></p> <p style="text-align: center;">Enhanced equitable access to quality and relevant education</p> <p style="text-align: center;"><b>Key Interventions</b></p> <p style="text-align: center;">Universal access to education promoted for sustainable development, taking into account aspects of gender equality, human rights, and global citizenship.</p> <p>The HWSETA will continue to facilitate access into PSET education and training for both workers and the unemployed through its comprehensive bursary programme for qualifications at NQF 5 to 10 at TVET Colleges and Universities.</p>
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Implementation of the SADC Qualifications Framework enhanced.  
The HWSETA will support the implementation of the SADC Qualifications Framework

Open distance learning strategies in Member States to promote greater access to education at all levels,  
including in the context of unforeseen disruptions, implemented.

The HWSETA will fast-track the implementation of e-learning in occupational education and training  
offered by Colleges it accredits, thus promoting distance learning in the sector.

### **Pillar 3: Social and Human Capital Development**

#### **Strategic Objective 3:**

Increased access to quality and relevant education and skills development, including in science and  
technology, for SADC citizens

#### **Outcome 2:**

Enhanced skills development for regional industrialisation

#### **Key Interventions**

SADC citizens' digital skills developed to empower them to benefit from the changing nature of work and the rise of  
the digital economy, leveraging on infrastructure development in the region.

The HWSETA will support the sector to capacitate workers with the digital skills that are required for the changing  
nature of work.

Acquisition of skills, competences, and qualifications, ensuring that education and training systems are responsive to  
labour market needs and the evolution of work, promoted.

The HWSETA will support the acquisition of critical skills for workers and scarce skills for both workers and the  
unemployed in order to be responsive to the labour market needs.

### **Pillar 3: Social and Human Capital Development**

#### **Strategic Objective 4:**

Increased job creation with decent work opportunities for full and productive employment in the region

#### **Outcome 1:**

Increased job creation and access to decent work opportunities

#### **Key Interventions**

Holistic decent work agenda promoted and implemented, prioritising job creation and access to productive  
employment opportunities for young people.

The HWSETA will facilitate access into work opportunities that provide decent work through its workplace-based

skills development initiatives. Also, the HWSETA will contribute towards job creation through the promotion and capacitation of graduates to with entrepreneurship skills that will enable them to venture into self-employment and opening up of new enterprises.

**Cross-Cutting Issues:**

Gender, Youth, Environment and Climate Change, and Disaster Risk Management

**Strategic Objective 3:**

Improved youth empowerment and participation of young people and people with disabilities in all aspects of social and economic development, and enhanced welfare of senior citizens

**Outcome 2:**

Enhanced participation of people with disabilities in socio-economic development

**Key Interventions**

Disability issues mainstreamed in all sectors and programmes, including in decision-making processes. The HWSETA prioritizes people with disabilities in skills development initiatives and streamline certain programmes specifically for this population group.

**D. National Government Priorities contained in the National Development Plan**

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 the NDP on the HWSETA Strategic Plan (2030)*



The NDP is our long-term strategic plan that serves four broad objectives:

1. Providing overarching goals to be achieved by 2030
2. Building consensus on the key obstacles and specific actions to be undertaken
3. Providing a common framework for detailed long term planning
4. creating a basis for making choices about how best to use limited resources



**NATIONAL  
DEVELOPMENT  
PLAN  
2030**

NDP review assesses progress towards Vision 2030 and makes recommendations for course correction towards the achievement of NDP targets and outcomes

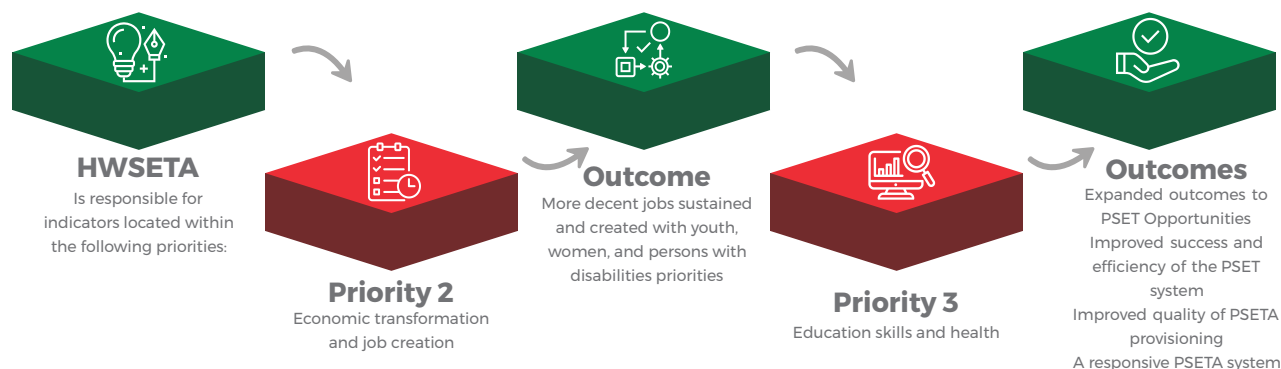
**The overarching goals of the NDP**

- Eradicate absolute poverty - from 39% of people living below the poverty line of R419 (2009 prices) to zero
- Reduce unemployment rate to 6% - by creating 11 million more jobs by 2030
- Significantly reduce inequality from 0.69 to 0.60 gini coefficient through a range of policy interventions health and social development sector.

## E. The Revised Medium-Term Strategic Plan (2019-2024)

The mandate of the HWSETA is linked to Priority 3: Education, Skills, and Health (refer to table 2 and 3 below).

Table 6: Implications of the Revised MTSF on the HWSETA Strategic Plan



### The seven Apex Priorities remain in place

The Seven Priorities are derived from the NDP, Electoral Mandate and SONA:

- **Priority 1:** A Capable, Ethical and Developmental State
- **Priority 2:** Economic Transformation and Job Creation
- **Priority 3:** Education, Skills and Health
- **Priority 4:** Consolidating the Social Wage through Reliable and Quality Basic Services
- **Priority 5:** Spatial Integration, Human Settlements and Local Government
- **Priority 6:** Social Cohesion and Safe Communities
- **Priority 7:** A better Africa and World Cross

Cutting Focus: A better Africa and World

#### NDP 2040 GOALS

- Eradicate absolute poverty - from 39% of people living below the poverty line of R419 (2009 prices) to zero.
- Reduce unemployment rate to 6% - by creating 11 million more jobs by 2030
- Significantly Reduce Inequality from 0.69 to 0.60 gini coefficient through a range of policy interventions



**“If state capability is poor, then even the best-designed policies and interventions will not succeed...”**

**“Building a capable state is a top priority in delivering on economic objectives.”**

(NPC Economic Review, 2020)

Table 7: Outcomes of the Revised MTSF Linked to the HWSETA Strategic Plan (2020-2025)

PRIORITY	OUTCOME	INDICATOR	INTERVENTION	INDICATOR	HWSETA PROGRAMME	
2	Economic Transformation and job creation	More decent jobs sustained and created with youth, women, and persons with disabilities priorities	Unemployment rate	Create an enabling environment for employment through policy and regulations	Demand skills planning through the Skills Priority Plan	Compilation of 5-year SSP, which is updated annually
3	Education, Skills and Health	Expand access to PSET opportunities	Annual registration of SETA supported work-based learning (WBL) programmes:  Number of learners registered for SETA supported skills learnerships annually  Number of learners registered for SETA supported learnerships annually  Number of learners registered for SETA supported internships annually  Number of learners registered for SETA supported skills programmes annually	SETAs identify increasing number of workplace-based opportunities and make information of work-based learning known to the public	Targets in the SLA between the DHET and SETAs to improve performance are met	Learnership programme Internship programme Skills programmes
		Improved success and efficiency of the PSET system	Number of learners completing SETA supported internships Number of learners completing SETA supported learnerships			
	Improved quality of PSETA provisioning	Preparation of TVET college lecturer lecturers with appropriate qualifications	Improved institutional governance (universities, TVETs, CETs, NSGAS, and SETAs) through standards monitoring and reporting, and through building management capacity	Percentage of SETAs that meet standards of good governance	Governance by the Board	
				Allocated SETA grants paid on time to employers	Mandatory grant payments	
	A responsive PSETA system	Strengthen skills planning	SETA develop credible sector plans which include forecasting	SETAs fund programmes identified through research that meet the needs of emerging and small enterprises in TVET and CETs		

### E. National Government Priorities contained in the State of the Nation Address (SONA, 2022 and 2023)

The State of the Nation Address pointed out the following priorities for the country:

(a) Continued divide of society by race, geography, gender, education, unemployment. As an entity of the government mandated with the function of promoting skills development, the HWSETA sets numerical targets intended to ensure the equitable representation of suitably qualified people based on race, gender, geographic location, and youth, as follows:

i) The The Stats SA Quarter 2 Labour Force Survey (2023) indicates unemployment by gender as follows:

- Men are at 16,2%
- Women are at 16,4%

Employment by gender is as follows:

- Men are at 37,9%
- Women are at 29,5%

The distribution of employment by sector depicts men to be in majority in the formal sector, informal sector, and agriculture; while women are in majority in private house-holds. In order to reduce the number of females employed in private households the HWSETA will promote employment of females within occupations that offer more of professional services such as those of the health and social development sector, which are located in the Community and Social Services industries. The HWSETA therefore sets numeric percentage targets for the **unemployed at 65% for females and 35% for males.**

Figure 1: Employment by Gender, Labour Force Survey: Q2: 2023

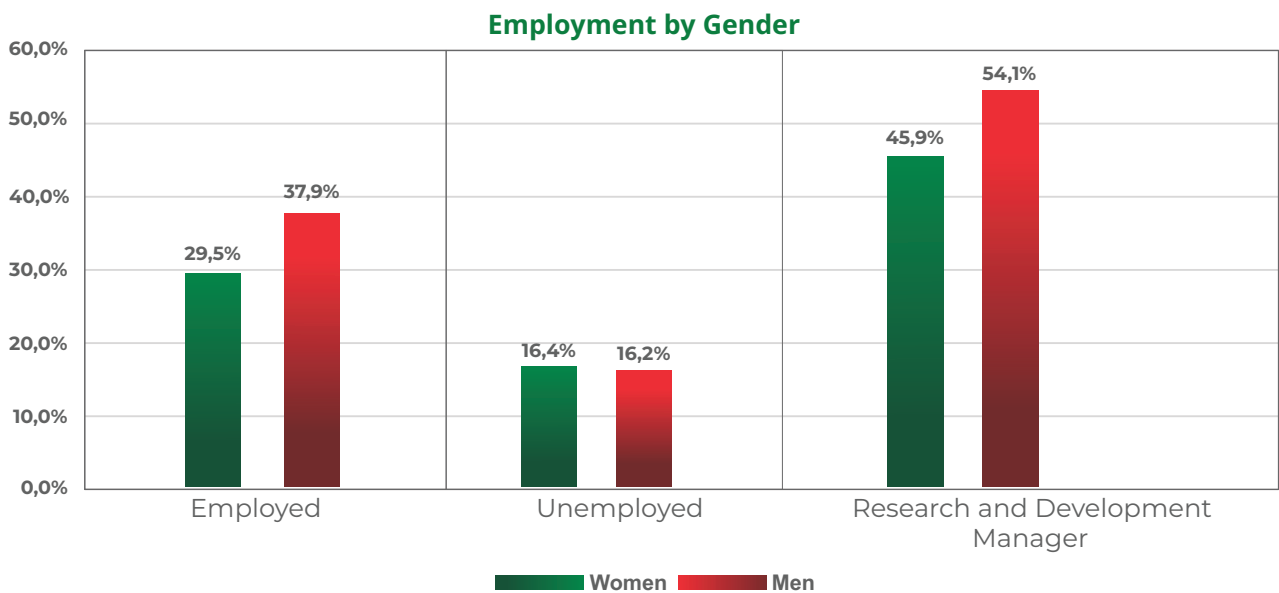
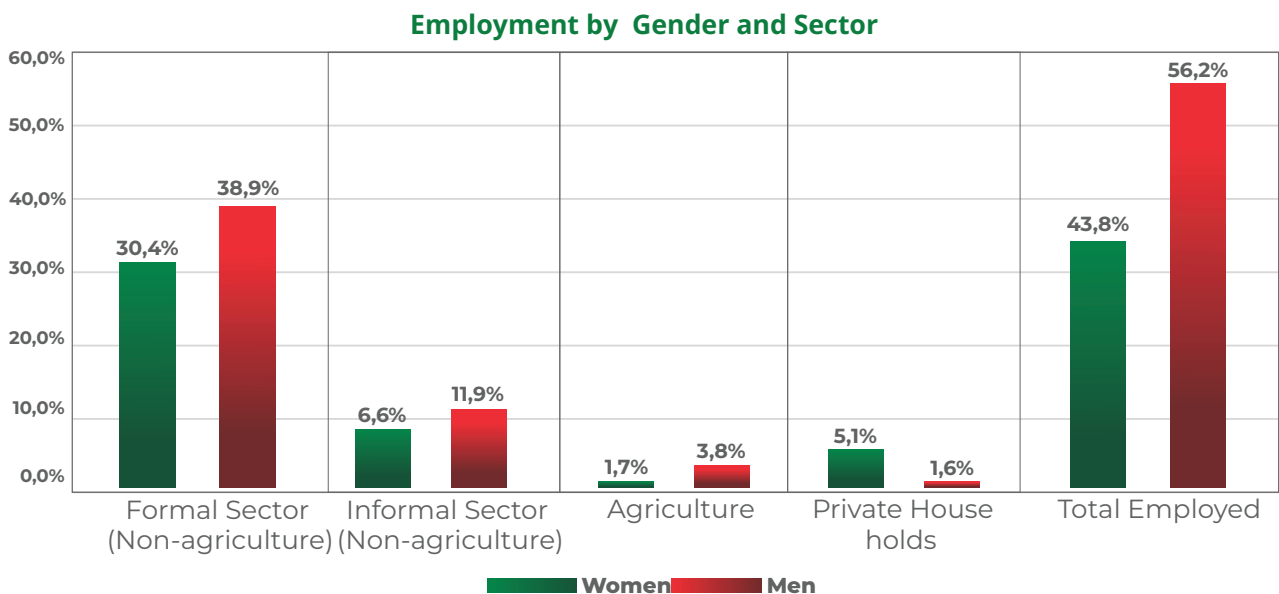


Figure 2: Employment by Gender and Industry, Labour Force Survey: Q2: 2023



(ii) Stats SA Quarter 2 Labour Force Survey for April- June 2023 reports the South African Labour force to be constituted of,

- 82% are Black/Africans,
- 9% are Coloured,
- 2% are Indian/Asian, and
- 7% are White.

To create a pipeline of skills Africans, Coloureds, and Indians, the numerical percentage targets for race will have to be aligned with the composition of each race. Therefore, the HWSETA sets targets for the employed at 80% for Africans, 9% Coloured, 8% for Whites, and 3% for Indians.

Figure 3: SA Labour Force by Race

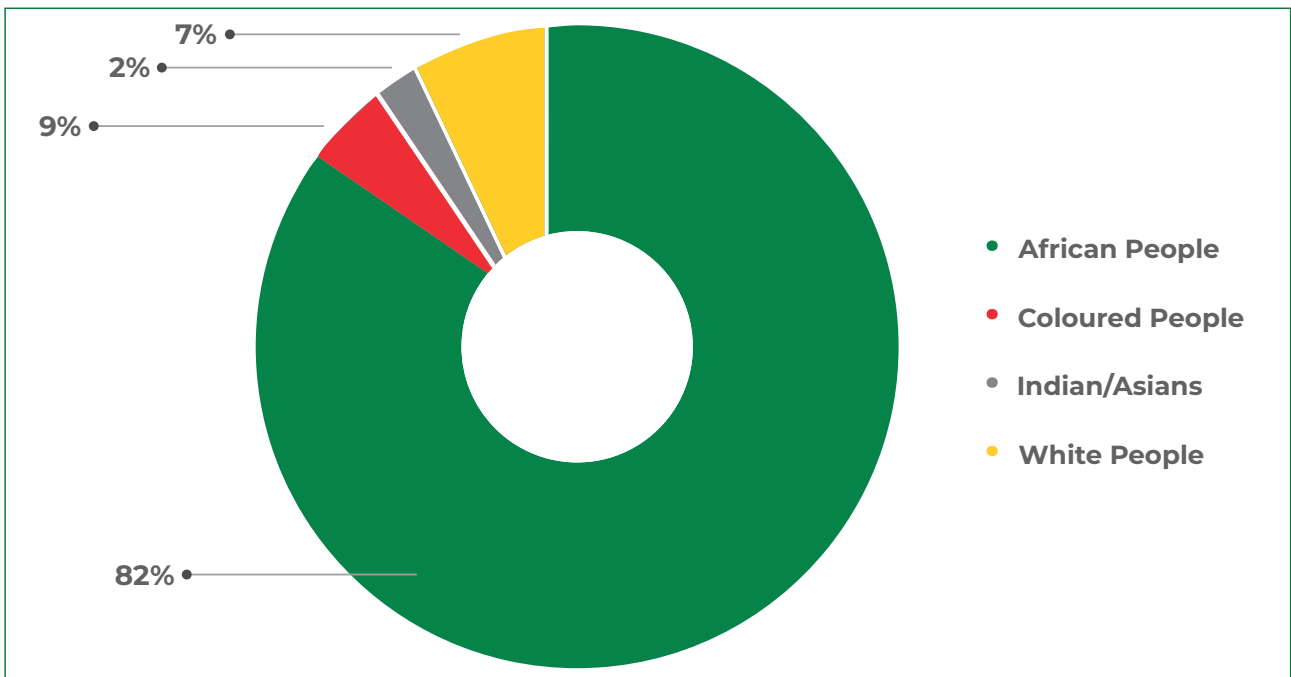
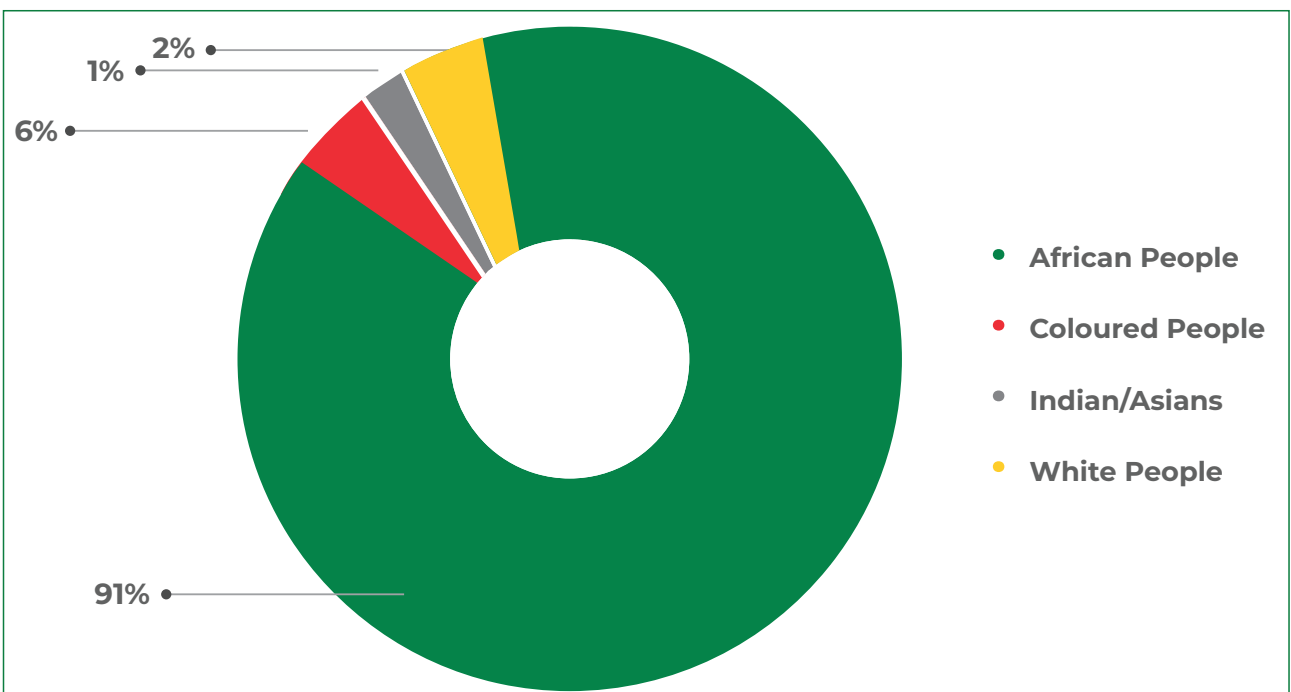


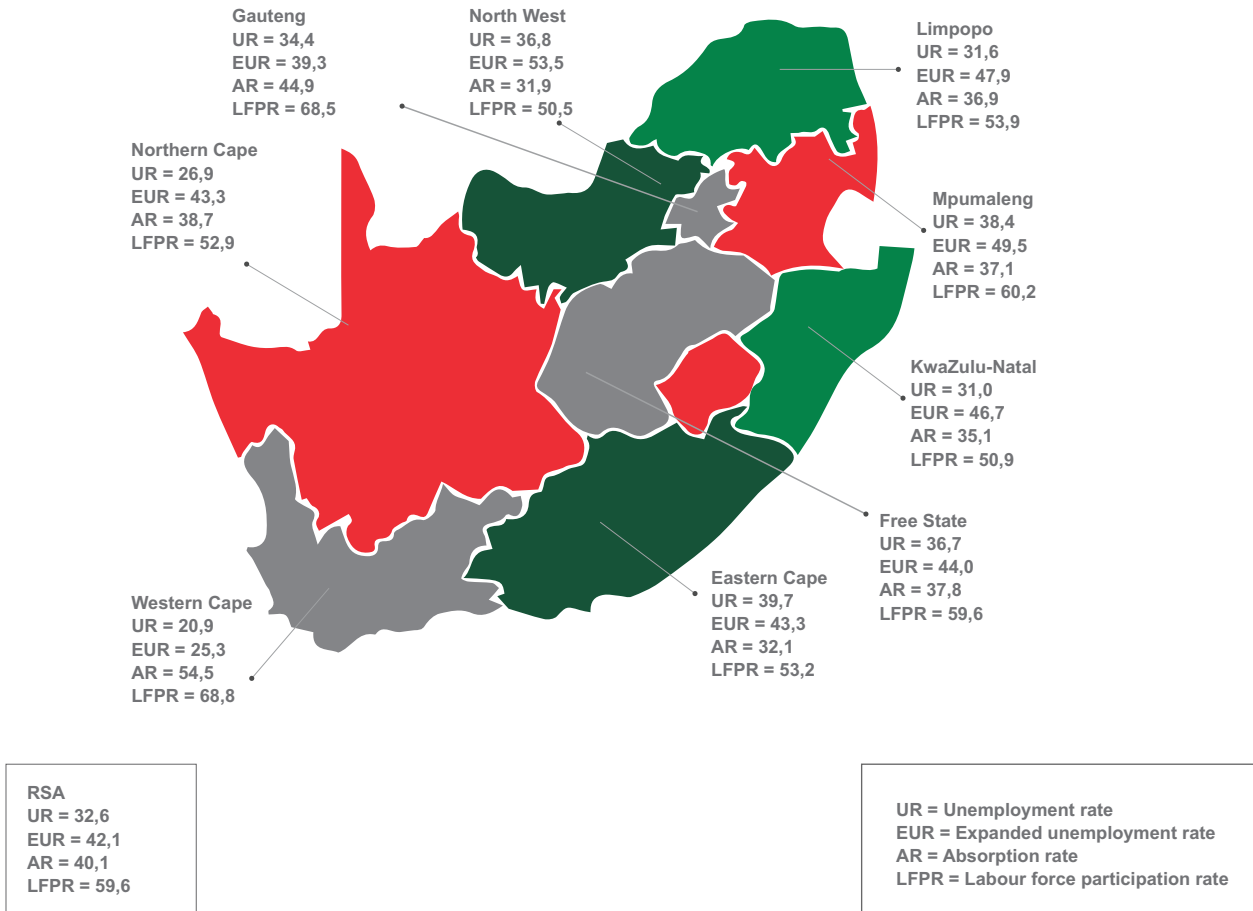
Figure 4: South African Unemployed Population by Race



(iii) Stats SA Quarter 2 Labour Force Survey for April- June 2023 reports the following findings for provincial spread of unemployment in the country:

- **EC (39,7%); MP (38,4%); NW (36,8%);** FS (36,7%); GP (34,4); LMP (31,6%); KZN (31,0%); **NC (26,9%); WC (20,9%).**

Figure 5: Provincial Unemployment Rate (Stats SA, Q2 Labour Force Survey 2023)



For the strategic period therefore, **the HWSETA will target 24 of the 52 metropolitan and district municipalities identified as part of the Development Model** of the South African Government. The following are the municipalities where a minimum of 60% employed and unemployed persons will be targeted for skills development initiatives.

Figure 6: Geographic Locations by Metropolitan and District Municipality Development Model

### Geographic Locations of Targets

Based on the Municipality Development Model



	MUNICIPALITY	PROVINCE		MUNICIPALITY	PROVINCE
1	Afred Nzo District Municipality	Eastern Cape	13	Zululand District Municipality	KwaZulu Natal
2	Chris Hani District Municipality	Eastern Cape	14	uMkhanyakude District Municipality	KwaZulu Natal
3	OR Tambo District Municipality	Eastern Cape	15	uGu District Municipality	KwaZulu Natal
4	Buffalo City Metropolitan Municipality	Eastern Cape	16	Harry Gwala District Municipality	KwaZulu Natal
5	Nelson Mandela Bay Metropolitan Municipality	Eastern Cape	17	Thabo Mofutsanyana District Municipality	Free State
6	Ehlanzeni District Municipality	Mpumalanga	18	Xhariep District Municipality	Free State
7	Nkangala District Municipality	Mpumalanga	19	Ngaka Modiri Molema District Municipality	Free State
8	Johannesburg District Municipality	Gauteng	20	Dr Kenneth Kaunda District Municipality	North West
9	Vhembe District Municipality	Limpopo	21	Central Karoo District Municipality	Western Cape
10	Mopani District Municipality	Limpopo	22	Cape Town Metropolitan Municipality	Western Cape
11	Sekhukhune District Municipality	Limpopo	23	Jonh Taolo Gaetsewe District Municipality	Northern Cape
12	uThukela District Municipality	KwaZulu Natal	24	Francis Baard District Municipality	Northern Cape

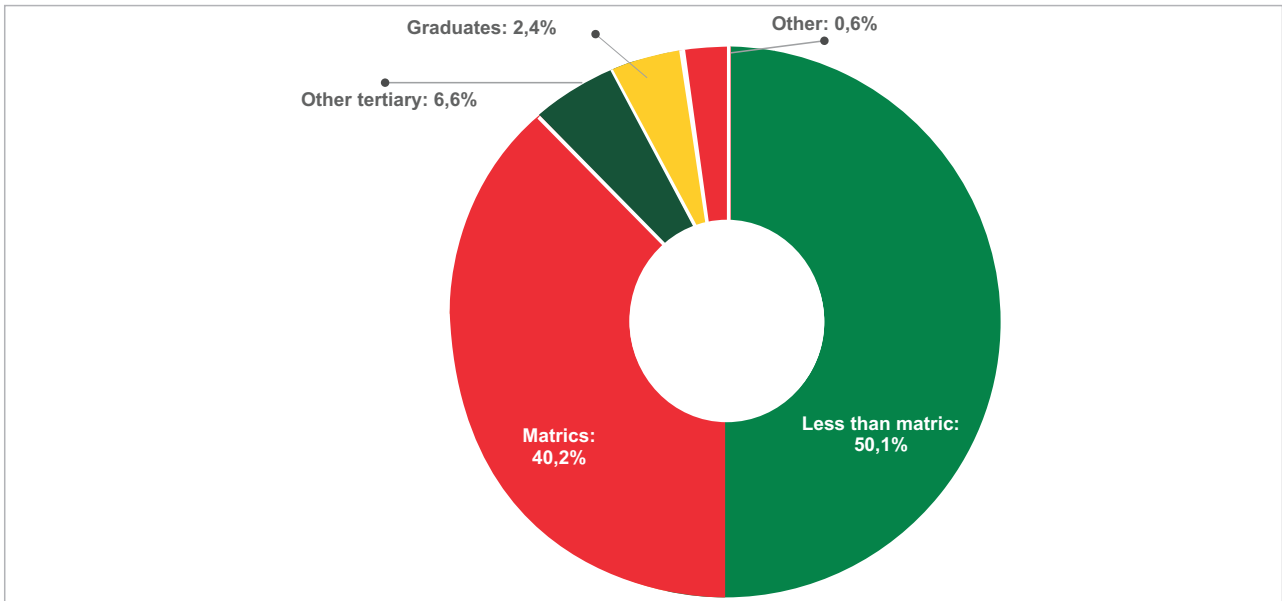


(iv) Stats SA Quarter 2 Labour Force Survey for April-June 2023 reports that **34,2% of youth (15-34 years)** were Not in Employment, Education, or Training by June 2023. Also, this report shows that a high number of unemployment are people with

- less than matric, as they constitute **50,1%**,
- Matric, as they constitute **40,2%**,
- post-school education and training qualifications, as they constitute **9,4%**

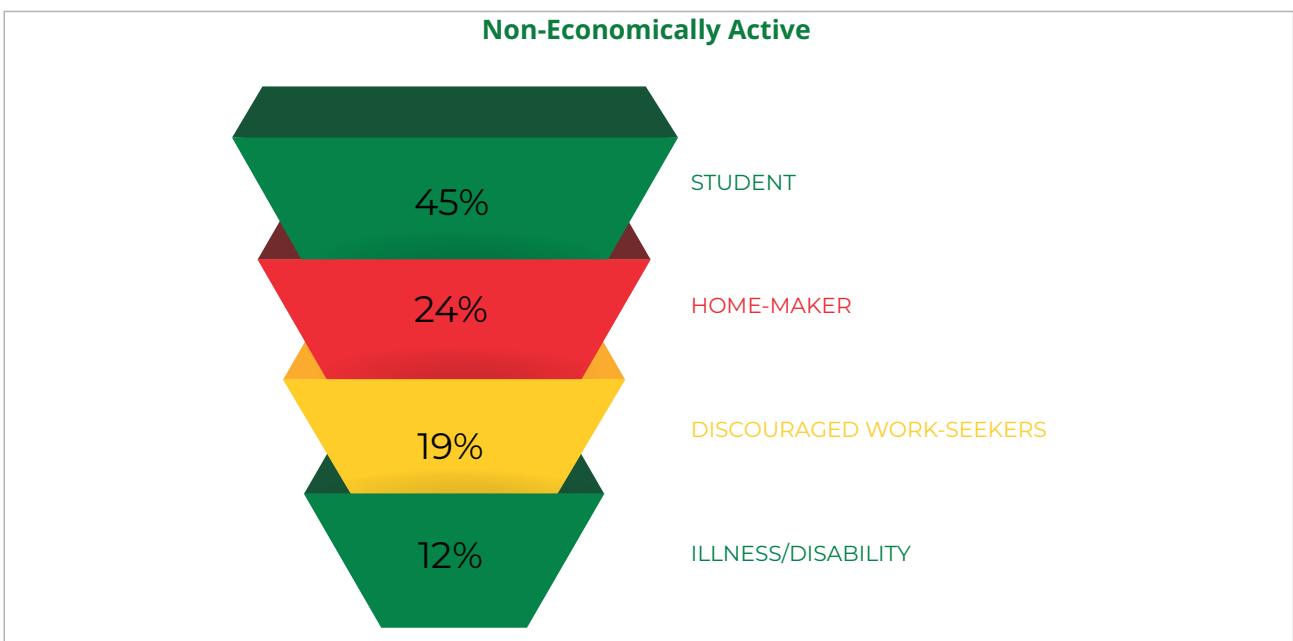
To accelerate skills development for the youth, HWSETA sets a numerical percentage target of **60% of unemployed Youth** in its skills development programmes.

Figure 7: Proportion of the unemployed by education level (2023 Q2 Labour Force Survey, Stats SA)



(v) The Stats SA Quarter 2 Labour Force Survey (2023) indicates people with disability to be at 12%. This report however, does not disaggregate the analysis for a more in-depth analysis of this population group, such as age and gender etc. For the strategic period, therefore the HWSETA places a numerical target of **5% for people with disabilities** across its programmes.

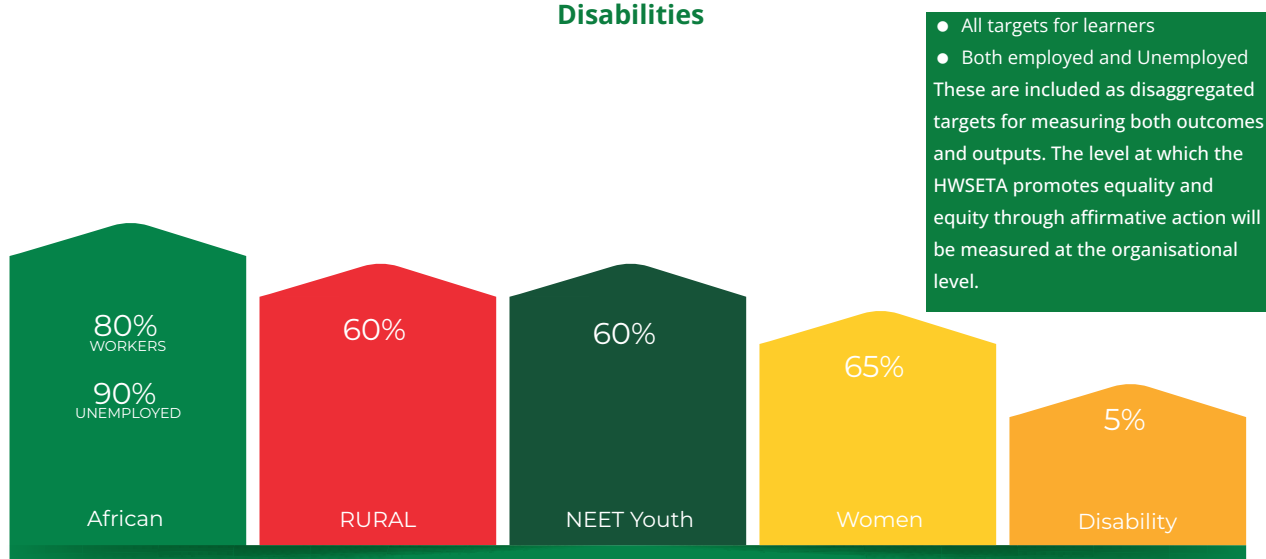
Figure 8: Non-Economically Active Population Including People With Disabilities



All targets for learners Both employed and Unemployed will be guided by the following targets:

Figure 9: Numerical Percentage Targets of the HWSETA for Race, Geographic Location, Youth, Women, and People with Disabilities

### Numerical Percentage Targets For Race, Geographic Location, Youth, Women, And People With Disabilities



(vi) "The President pointed out that 'government does not create jobs, but business creates jobs. Around 80% of all the people employed in South Africa are employed in the private sector,'" (President of RSA, 10 February 2022). For the health sector, employment by private sector is at 66% and for the social development sector employment by the private sector is at 25%. The President, in his address goes further to state that the key task of government is to create the conditions that will enable the private sector, both big and small, to emerge, to grow, to access new markets, to create new products, and to hire more employees. To heed the call of the President, the HWSETA has put in place a strategy for stimulating self-employment of Social Service Providers. This is summarised in the figure below:

Figure 10: Background to the Strategy of the HWSETA to Stimulating Self-Employment of Social Service Professionals through Social Entrepreneurship

### The Draft Strategy For The Employment Of Social Service Professionals

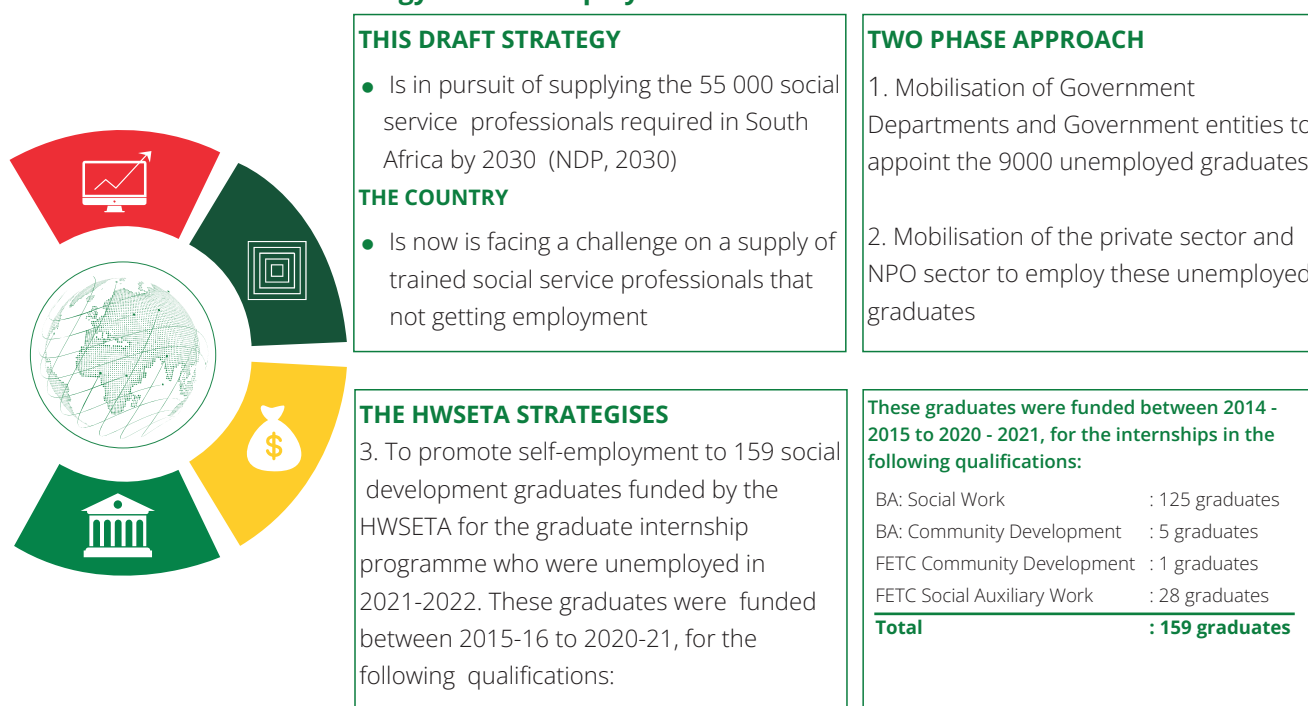


Figure 11: Step One – Formation of Partnerships

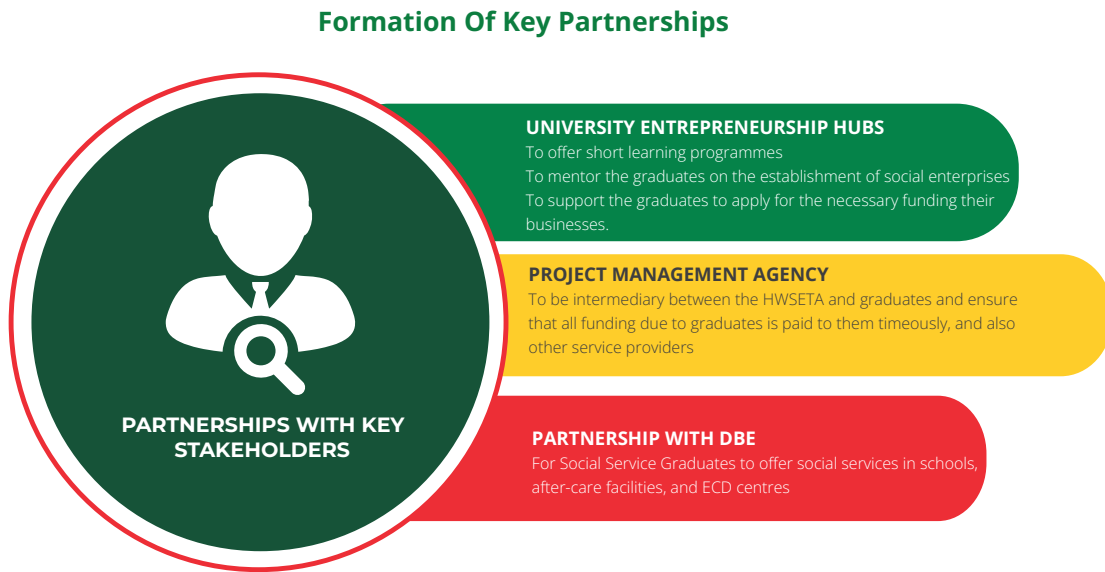


Figure 12: Model of Support to be Given to Social Service Graduates

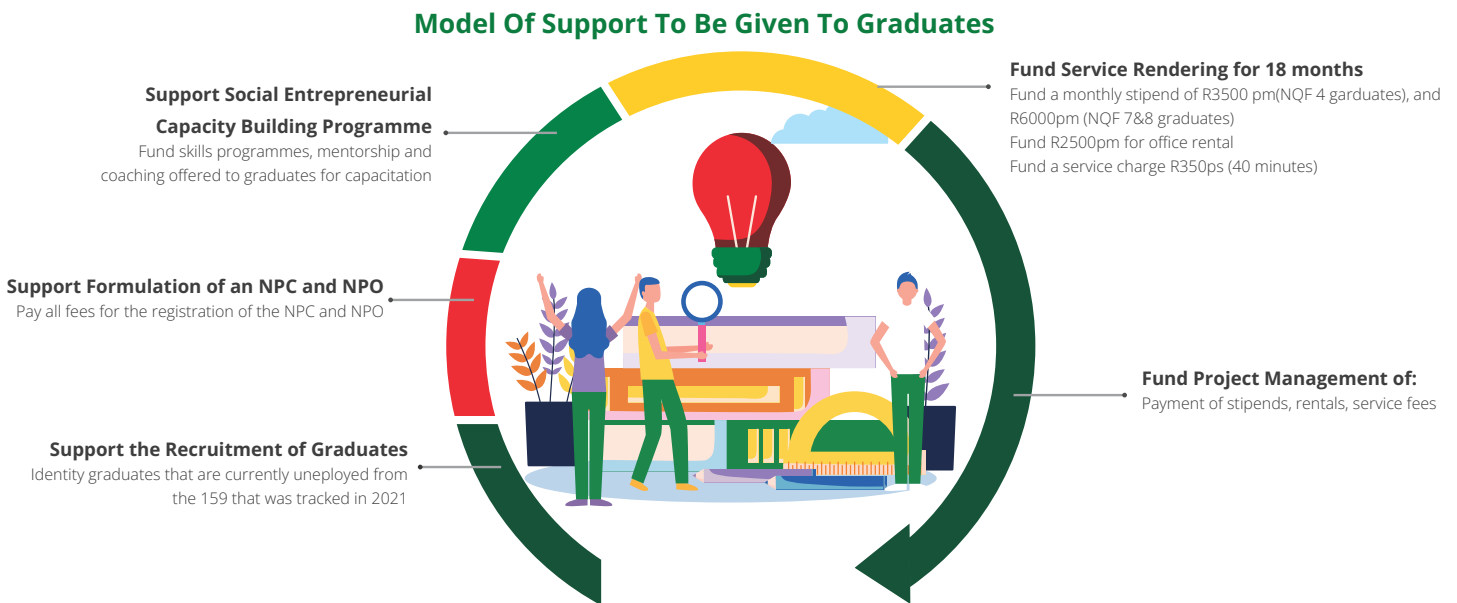
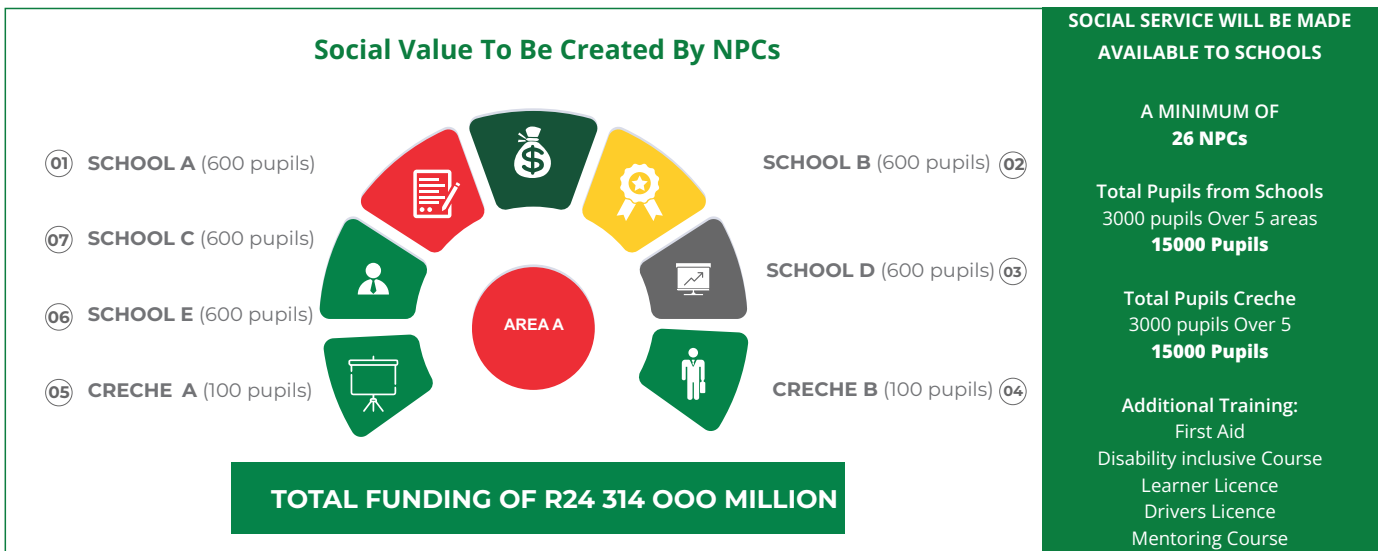



Figure 13: Social Value to be Created by Non-Profit Companies



In the State of the Nation Address (2023) the President of the Republic of South Africa recognized the need for the development of skills to grow the economy. Digital and Technology Skills in particular were recognized for growing the economy, and focused was placed on the skilling and upskilling of workers. The HWSETA endeavors to achieve such skills needs through the implementation of the ERRP skills strategy as illustrated in the next topic.

Figure 14: The State of the Nation Address 2023


## THE STATE OF THE NATION ADDRESS 2023




### Skills for a growing economy

**Fund Service Rendering for 18 months**  
The most effective and sustainable way to build an economy is to equip people with the skills and know-how to drive it. The National Skills Fund is providing **R800 million** in 2023 to **develop skills in the digital and technology sector** through an innovative model that links payment for training to employment outcomes.

Governments is working to strengthen the link between the **skills that we develop and the skills the workplace needs**, and finalise funding for higher education and training, particularly for students who fall outside current NSFAS criteria.



- Strengthen the connection between the skills we develop and the skills the workplace needs, to ensure we **capacitate people with relevant skills to enter the job market** with confidence



- Expand **vocational education and training** through implementation of the three- stream model
- Finalise the **comprehensive student Funding Model** for higher education
- Increase the number of **students entering artisan training** in TVET colleges from 17 000 to 30 000 in 2023

The HWSETA will cater for these priorities through targets set for the ERRRP Skills Strategy, where focus will be placed on the development of digital skills in the sector; bursaries for vocational students, and funding for artisans and technicians.

### 1.2.2 Sectoral Priorities: PSET, Health and Social Development Sector

Sectoral Priorities for the Post-School Education and Training Sector (PSET) are contained in the following key government plans:

- The National Skills Development Plan
- The Economic Reconstruction Recovery Plan Skills Strategy (2030)

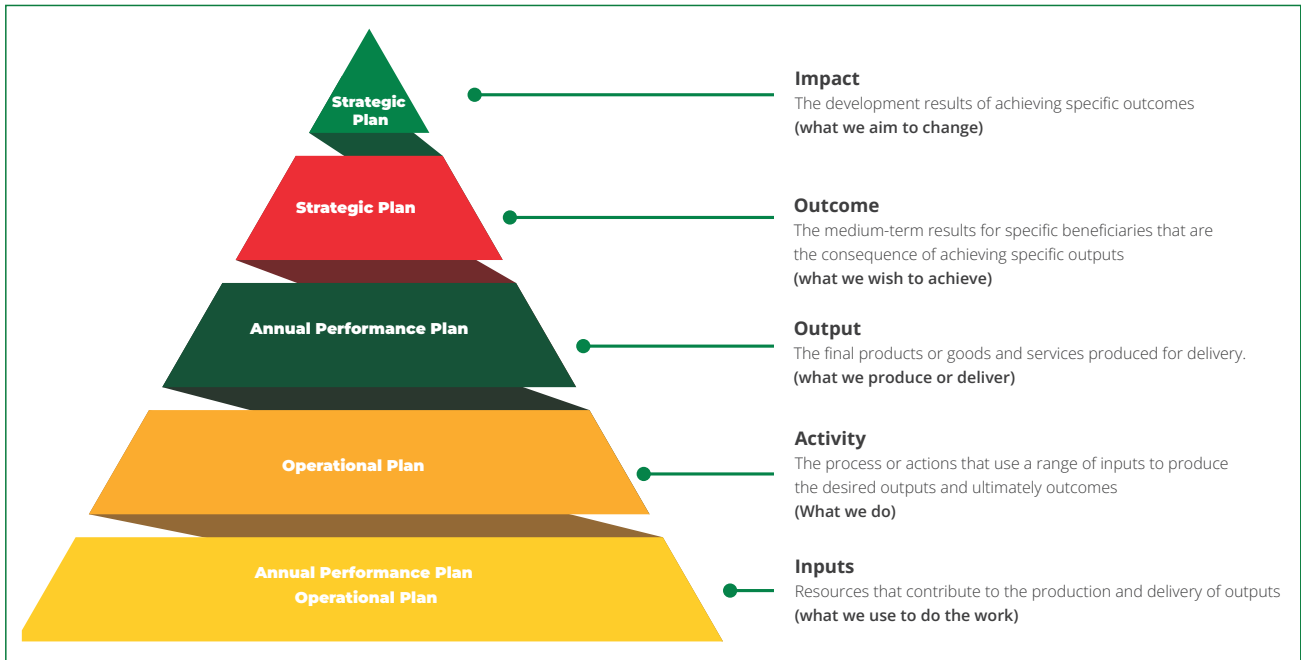
Sectoral Priorities for the Health and Social Development Sector are derived from skills needs of employer organisations through workplace skills plans, employer surveys, and stakeholder engagements. This section discusses these plans in detail and also the contribution of the HWSETA towards the fulfillment of these priorities.



## A. Post-School Education And Training Sector: The National Skills Development Plan (2030)

The strategic and annual performance planning is guided by the Revised Framework for Strategic Plans and Annual Performance Plans (2019), which introduced the results-based planning approach to Government Planning as follows:

Figure 15: Results Based Approach to Government Planning







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

**Table 8: Linkage of the NSDP Outcome 1 to the HWSETA Strategic Plan (2020-2025)**

NSDP OUTCOME 1 'IDENTIFY AND INCREASE PRODUCTION OF OCCUPATIONS IN HIGH DEMAND'			
Problem/Proposition	Solution	HWSETA Outcome Statement	HWSETA Outcome Indicators
<p>"To estimate and anticipate the education and skills required to support societal development, and a productive and inclusive economic growth plan... [thus] continued skills shortages... misalignment between skills supply and demand for the implementation of economy growth strategies" (LMIP 2016, p.14).</p>	<p>To improve responsiveness of the PSET system to the demand-side of the economy and the development of outcomes by "determining occupations in high demand" (NSDP 2019, p.14). National List of occupations in High Demand (2020) "is intended to inform decision-making in education and training"</p>	<p>The HWSETA provides an efficient and effective skills planning, programme implementation, and evaluation system which identifies and increases the production of occupations in high demand in the strategic period</p>	<p>The extent to which <b>external stakeholders</b> of the HWSETA are <b>satisfied with efficiency and effectiveness</b> service delivery</p>
			<p>The <b>relevance of the Sector Skills Plan</b> of the HWSETA to the DHET SSP framework</p>
			<p>The extent to which internal stakeholders of the HWSETA <b>implement Monitoring and Evaluation recommendations</b></p>
			<p>The extent to which monitoring and evaluation reports measure the strategic outcomes of the HWSETA strategic plan 2022-2025 by the end of the strategic plan.</p>

Table 9: Linkage of the NSDP Outcome 2 to the HWSETA Strategic Plan (2020-2025)

NSDP OUTCOME 2 'LINKING EDUCATION AND THE WORKPLACE'			
Problem/Proposition	Solution	HWSETA Outcome Statement	HWSETA Outcome Indicators
<p>The White Paper for PSET (2013, p.viii) recognizes <i>"the importance of partnerships between educational institutions and employers and therefore draws a proposition that employers must be drawn closer to the education and training process"</i></p>	<p>According to NSDP (2019, p.16) <i>"the role of SETAs as intermediary bodies is posited as a key factor in linking the world of work and education" through training for employment, facilitating and brokering "linkages between the labour market, employers and sectors with the educational training institutional supply"</i>.</p> <p>As such; NSDP outcome 2 focuses on targeting the unemployed students and graduates from TVET and HEI to train them for employment through work-based training.</p>	<p>The HWSETA promotes linkages between education and the work-place to increase work-place based learning opportunities for the unemployed in the health and welfare sector in the strategic period.</p>	<p>The extent to which <b>employers participate in HWSETA skills development initiatives</b> in comparison to those that submit the WSP in the strategic period.</p>
			<p>Unemployed persons who <b>find employment after successfully completing internships</b> for graduates funded by the HWSETA in the strategic period</p>
			<p>Unemployed persons who <b>find employment after successfully completing learnerships</b> funded by the HWSETA in the strategic period.</p>
			<p>Unemployed persons who <b>find employment after successfully completing Artisanship programmes</b> funded by the HWSETA in the strategic period.</p>
			<p>The <b>percentage of the unemployed who find employment</b> after completing learning programmes funded by the HWSETA in the strategic period.</p>
			<p>Number of <b>unemployed persons who obtain their TVET College qualification</b> after successfully completing <b>TVET College Work Integrated (WIL)</b> Learning programmes funded by the HWSETA in the strategic period.</p>
<p>Number of <b>unemployed persons who obtain their university qualifications</b> after successfully <b>university Work Integrated (WIL)</b> Learning programmes funded by the HWSETA in the strategic period.</p>			

Table 10: Linkage of the NSDP Outcome 3 to the HWSETA Strategic Plan (2020-2025)

NSDP OUTCOME 3 'IMPROVING THE LEVEL OF SKILLS IN THE SOUTH AFRICAN WORKFORCE'			
Problem/Proposition	Solution	HWSETA Outcome Statement	HWSETA Outcome Indicators
<p>NSDP (2019, p.17) problematizes “<i>low productivity in workplace and slow transformation of the labour market... largely as a result of inadequate, quality assured training for those in the labour market</i>”</p>	<p>NSDP’s (2019, p.18) solutioning is that “<i>SETAs must support the training of employed workers and encourage employers to expand such training in order to improve the overall productivity of the economy, achieve transformation and address skills imbalances in our workforce in particular and the labour market in general</i>”</p> <p>Implication: NSDP outcome 3 focuses on targeting the employed workforce for training using learnership, bursaries, and skills programmes for upskilling to improve productivity.</p>	<p>The HWSETA contributes to the improvement of level of skills to 50% of the health and welfare sector workforce through various learning programmes that address critical skills in the strategic period</p>	<p>Number of <b>workers whose competence is improved after successful completion of the learnership programmes of the HWSETA</b> in the strategic period</p>
			<p>Number of <b>workers whose competence is improved after successful completion of the Artisanship programmes of the HWSETA</b> in the strategic period</p>
			<p>Number of <b>workers whose competence is improved after successful completion of qualifications funded through the undergraduate and post-graduate Diploma Bursary programmes of the HWSETA</b> in the strategic period.</p>
			<p>Number of <b>workers whose competence is improved after successful completion of qualifications funded through the post-graduate Research- Bursary programmes of the HWSETA</b> in the strategic period.</p>
			<p>Number of <b>workers whose productivity is improved after successful completion of skills programmes funded by the HWSETA</b> in the strategic period.</p>
			<p>Number of <b>workers who obtain full qualifications after successfully completing RPL programmes funded by the HWSETA</b></p>

*“SETAs must support the training of employed workers and encourage employers to expand such training in order to improve the overall productivity of the economy, achieve transformation and address skills imbalances in our workforce in particular and the labour market in general”*



Table 11: Linkage of the NSDP Outcome 4 to the HWSETA Strategic Plan (2020-2025)

NSDP OUTCOME 4 'INCREASE ACCESS TO OCCUPATIONALLY DIRECTED PROGRAMMES'			
Problem/Proposition	Solution	HWSETA Outcome Statement	HWSETA Outcome Indicators
<p>South Africa's intermediate skills base is too low to support the country's socio-economic development goals... [and] not keeping pace with the skills required to remain competitive in an increasingly knowledge-based economy" (NSDP 2019, p.18).                      NSDS III (2012, p.13) argues that low intermediate skills base and not upgrading skills at the pace of competitive knowledge-based economies is due to the challenge of access.                      "On the other hand, access relates to the availability of places in relevant programmes, on the other, it relates to the constraints (social, academic, geographical and financial)"</p>	<p>"QCTO has, since 2012, been developing new occupational qualifications which will become part of the offering in TVET colleges and CET colleges...[and SETAs] will play an important role in supporting the increased production of occupationally directed programmes". (NSDP 2019, p.18).                      Skills levy institutions through their funding will play an important role in supporting the increased production of occupationally directed programmes.</p>	<p>The HWSETA contributes to increased access to occupationally directed programmes in the health and welfare sector during the strategic period</p>	<p><b>Occupational qualifications developed by the HWSETA are confirmed</b> by the sector to be relevant to occupations on high demand</p>
			<p>The extent to which <b>Universities, TVET Colleges, and Professional Councils participate in HWSETA skills development initiatives</b> in comparison to the total number of those that offer education and training in the sector</p>
			<p>Unemployed persons who <b>find employment after successfully completing</b> university degrees funded by HWSETA <b>under-graduate programme</b> in the strategic period</p>
			<p>Unemployed persons who <b>find employment after successfully completing</b> university degrees funded by HWSETA <b>post-graduate programme</b> in the strategic period</p>
			<p>Unemployed persons who <b>find relevance to skills programmes</b>, funded by the HWSETA in the strategic period</p>

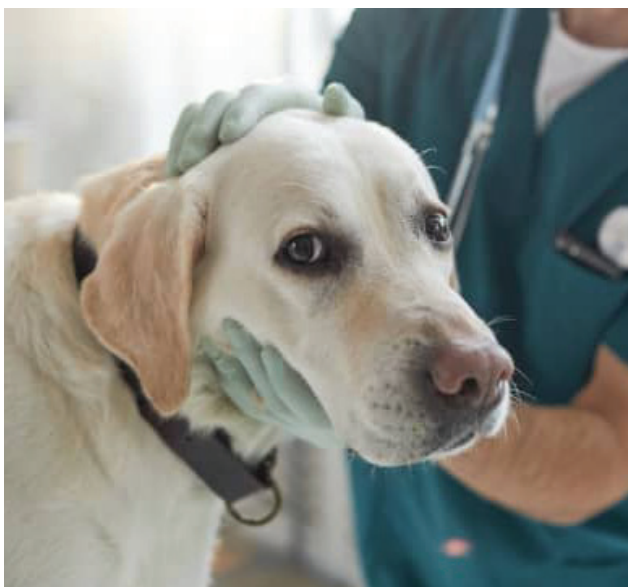


Table 12: Linkage of the NSDP Outcome 5 to the HWSETA Strategic Plan (2020-2025)

NSDP OUTCOME 5 'SUPPORT THE GROWTH OF THE PUBLIC COLLEGE INSTITUTIONAL TYPE '			
Problem/Proposition	Solution	HWSETA Outcome Statement	HWSETA Outcome Indicators
<p>WP-PSET (2013, p.xii) states that CETCs will “cater mainly for youths and adults who did not complete their schooling or who never attended school and thus do not qualify to study at TVET colleges and universities”</p> <p>NSDP (2019, p.20) illustrates the scope of this problem as it states, “STATsSA (2018) estimates that more than 18 million people above 20 years have educational levels below the National Senior Certificate, and there are few opportunities for education and work for them”</p>	<p>NSDP (2019, p.19) advances the WP-PSET position which “proposes an expansion of this institutional type [TVET] to absorb the largest enrolment growth in the post-school system...[with the view that] the growth of stronger TVET colleges will expand the provision of mid-level technical and occupational qualifications...[consequently this] will also relieve the higher education institutional type which is already under strain from high demand”</p>	<p>The HWSETA supports the growth of public and private college system so that colleges may qualify as centres of specialisation in the strategic period</p>	<p>Number of <b>unemployed persons who obtain full qualifications after successful completion of the AET programmes funded by the HWSETA</b> in the strategic period.</p>
			<p>Increased number of <b>lecturers whose performance in teaching improves</b> due to skills development initiatives funded by the HWSETA in the strategic period.</p>
			<p>Unemployed persons who <b>find employment after successfully completing vocational programmes</b>, funded by the HWSETA in the strategic period</p>
			<p>Increased number of <b>TVET College lecturers</b> whose competence is increased from training received supported by <b>HWSETA funded bursaries</b>.</p>

Table 13: Linkage of the NSDP Outcome 6 to the HWSETA Strategic Plan (2020-2025)

NSDP OUTCOME 6 'SKILLS DEVELOPMENT SUPPORT FOR ENTREPRENEURSHIP AND COOPERATIVE DEVELOPMENT'			
Problem/Proposition	Solution	HWSETA Outcome Statement	HWSETA Outcome Indicators
<p>“The inability of the youth to engage in economic activity and find employment...[and] the challenge of inculcating a culture and spirit of entrepreneurship and self-employment lies not only in making funding available but in developing the skills and competencies of the youth and potential entrepreneurs in general” (NSDP 2019, p.22).</p>	<p>Focus on entrepreneurship and cooperative development which is “less about obtaining formal occupational qualifications and more about applied, peer and mentored learning and support...[understanding that] successful cooperatives operate more as a consortium of established small businesses providing complementary skills and specialist services...[thus deriving] economic benefit through collaboration and economies of scale thereby reducing input, operational and distribution costs” (NSDP 2019, p.23).</p>	<p>The HWSETA provides increased support towards skills development activities for entrepreneurial, cooperative, as well as the establishment of new enterprises in the strategic period.</p>	<p>Number of <b>cooperatives whose sustainability</b> is strengthened through skills development initiatives funded by the HWSETA.</p>
			<p>Number of <b>small and emerging businesses whose sustainability</b> is strengthened through skills development initiatives funded by the HWSETA.</p>
			<p>Number of enterprises established with the support of the HWSETA in the strategic period.</p>
			<p>Increase in the percentage of health and welfare sector <b>large, medium, and small firms that actually send employees for training as per WSPs</b> to the health and social development sector in the strategic period</p>

Table 14: Linkage of the NSDP Outcome 7 to the HWSETA Strategic Plan (2020-2025)

NSDP OUTCOME 7 'ENCOURAGE AND SUPPORT WORKER INITIATED TRAINING'			
Problem/Proposition	Solution	HWSETA Outcome Statement	HWSETA Outcome Indicators
<p><i>"Trade unions and worker education and training initiatives are able to use the critical networks of their organisations (e.g shop stewards and union officials) to educate their members and other workers to suit their needs in a manner that is also beneficial to the economy as a whole"</i> (NSDP 2019, p.23).</p>	<p>Supporting trade unions and worker education and training <i>"will benefit the workplace, our economy, as well as the developmental objectives of our country"</i> (NSDP 2019, p.23).</p>	<p>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</p>	<p>Increased number of <b>levy exempt organisations exposing their employees to skills development training</b> that is relevant to their work in the strategic period</p>
			<p>Increased number of <b>trade union officials exposed to skills development programmes that are relevant to their skills needs</b> in the strategic period</p>

Table 15: Linkage of the NSDP Outcome 8 to the HWSETA Strategic Plan (2020-2025)

NSDP OUTCOME 8 'SUPPORT CAREER DEVELOPMENT SERVICES'			
Problem/Proposition	Solution	HWSETA Outcome Statement	HWSETA Outcome Indicators
<p><i>"There has been limited emphasis, particularly at a school level, on career and vocational guidance for your youth...[as such] there is lack of guidance to direct young people to programmes for which they have an aptitude, and which will provide training in areas needed in the economy"</i> (NSDP 2019, p.24).</p>	<p><i>"Aim to provide quality career and study related information and counselling services...[for] our people to 'embrace' and 'fulfil their potential'"</i> (NSDP 2019, p.24).</p>	<p>The HWSETA supports career development services related to the health and welfare sector and makes them accessible to rural and targeted youth in the strategic period.</p>	<p>Number of learners from <b>rural school exposed to career awareness services</b> in the strategic period.</p>
			<p>Percentage of <b>learners exposed to career awareness services who enter-into HWSETA funded learning programmes</b> in the strategic period</p>
			<p>Number of <b>career guidance practitioners</b> funded by the HWSETA who offer their services to rural areas in the strategic period</p>



# ALIGNMENT OF THE HWSETA STRATEGIC OUTCOMES TO THE NSDP OUTCOMES

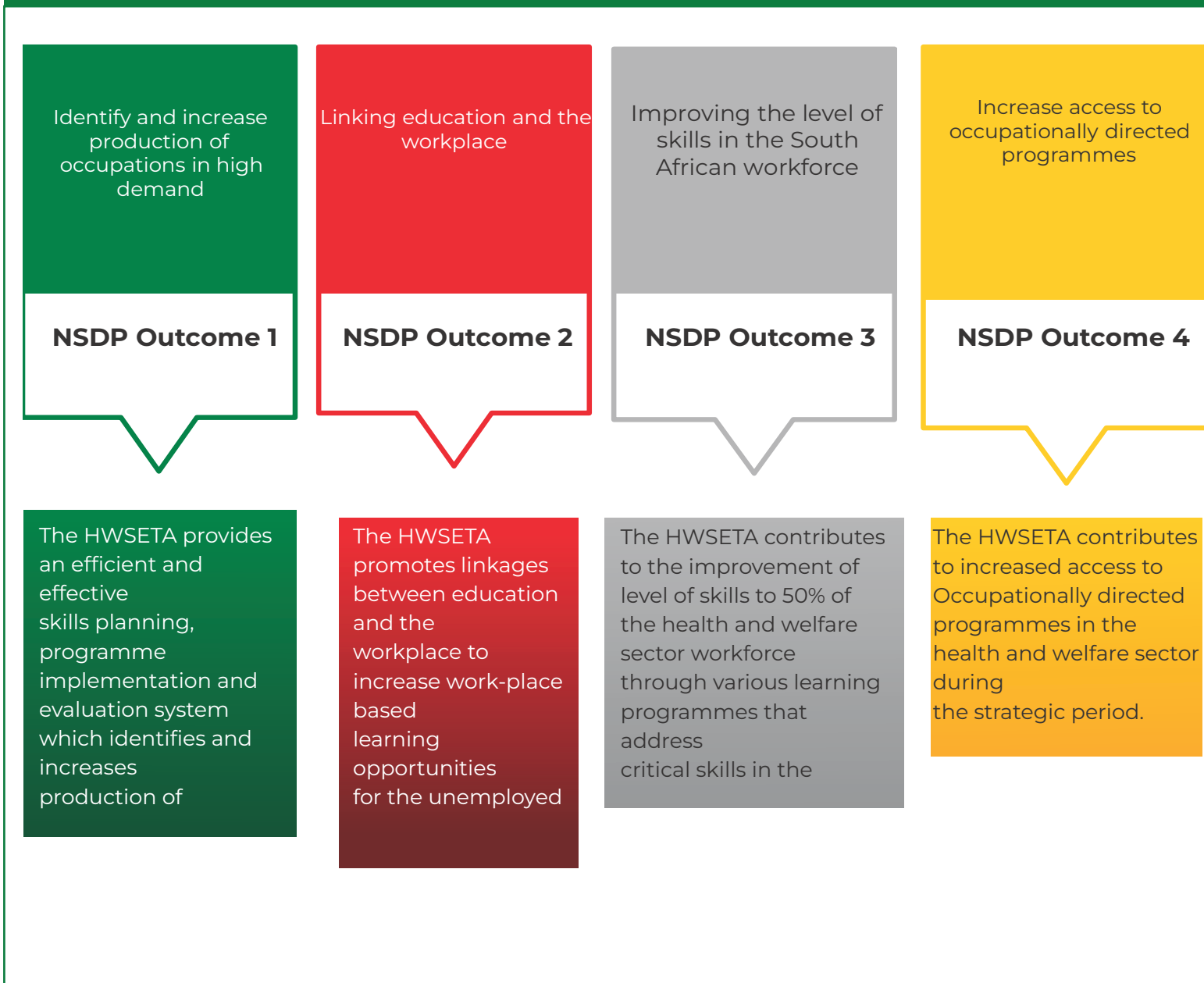


FIGURE 16: Alignment of the HWSETA Strategic Outcomes to the NSDP Outcomes

Support the growth of the public college system

**NSDP Outcome 5**

Skills development support for entrepreneurship and cooperative development

**NSDP Outcome 6**

Encourage and support worker-initiated training

**NSDP Outcome 7**

Support career development services

**NSDP Outcome 8**

The HWSETA supports the growth of the public and private college system so that colleges may qualify as centers of specialization in

The HWSETA provides increased support towards skills development activities for entrepreneurial, cooperative, as well as the establishment of new

The HWSETA provides increased support to the State, Trade unions, NGOs, and NPOs in order to strengthen governance and service delivery and thus advance social, rural,

The HWSETA supports career development services related to the Health and Social Development Sector makes career development services related to the health and welfare sector accessible to rural and targeted

# LINKING HWSETA STRATEGIC OUTCOMES TO IMPACT STATEMENTS

The HWSETA contributes to the development of the post-school system which increases the production of occupations in high demand by 2010

## IMPACT STATEMENT 1

1

The HWSETA provides an efficient and effective skills planning, programme implementation and evaluation system which identifies and increases production of occupations in high demand during the strategic period

2

The HWSETA promotes linkages between education and the workplace to increase work - place based learning opportunities for the unemployed in the health and welfare sector in the strategic period.

5

The HWSETA supports the growth of the public and private college system so that colleges may qualify as centers of specialization in the strategic period.

8

The HWSETA supports career development services related to the Health and Social Development Sector makes career development services related to the health and welfare sector accessible to rural and targeted youth in the strategic period.

FIGURE 17: Linking HWSETA Strategic Outcomes To Impact Statements





The HWSETA develops a skilled workforce Linking education and the employable and highly productive workforce which results in reduced hard to fill vacancies in the Health and Social Development Sector by 2030

**IMPACT STATEMENT**  
**2**

The HWSETA contributes to increased capacity of large, medium, and small firms, as well as small and emerging businesses and cooperatives in the Health and Social Development Sector to become more sustainable and expand in size by 2030

**IMPACT STATEMENT**  
**3**

The HWSETA contributes to increased capacity of the State, NGO and NPO sector, as well as Trade Unions to meet the social and rural development needs of South Africa Citizens by 2030

**IMPACT STATEMENT**  
**4**

**3**  
The HWSETA contributes to the improvement of level of skills to 50 % of the health and welfare sector workforce through various learning programs that address critical skills in the strategic period.

**4**  
The HWSETA contributes to increased access to occupationally directed programs in the health and welfare sector during the strategic period.

**6**  
The HWSETA provides increased support towards skills development activities for entrepreneurial, cooperative, as well as the establishment of new enterprises in the strategic period.

**7**  
The HWSETA provides increased support to the State, Trade unions, NGOs, and NPOs in order to strengthen governance and service delivery and thus advance social, rural, and community development in the strategic period.



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

**Table 16: 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 DPME	Quarterly
3	Performance Information Quarterly and Annual Reporting	DPME	Quarterly Annually
4	Annual Financial Statements	AGSA, Executive Authority (DHET), NT	Within 2 months after year-end
5	Annual report	DHET, NT and AGSA	Within 2 months after year-end
6	Financial misconduct procedures report	DHET, NT, AGSA	Annually
7	The budget of estimated revenue and expenditure for the year	DHET	6 months prior to the start of the financial year
8	Report on actual revenue and expenditure for the quarter	DHET	Within 30 days of the end of the quarter
9	Report on compliance with the PFMA	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
- Supply Chain Management reprinting
- Compliance reporting
- Ethics reporting
- Divisional Reports
- Authority matters

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

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

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

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

## B. PSET SECTOR PRIORITIES: ERRP SKILLS STRATEGY

The ERRP Skills Strategy contains 102 occupations required by the ERRP which are considered to have skills shortages. From this list, the HWSETA has 8 occupations falling within its ambit and these include the following:

Figure 18: Contribution of the HWSETA to the ERRP Skills Strategy



The figure above also shows the contribution that will be made by the HWSETA towards achieving the ERRP Skills Strategy annually.

Table 17: Targets for the Implementation of the ERRP Skills Strategy

Occupation	2022-2024 3 Year Target	2022-2023 Annual Target	2022-2023 Actual Achievement	2023-2024 Targets	2023-2024 Target Proposed
Research and Development Manager	24	8	3	8	13
Safety, Health, Environment and Quality (SHE&Q Practitioner)	45	15	23	15	7
Early Childhood Development Practitioner	1299	433	680	433	186
Biotechnologist	155	52	1	52	102
Microbiologist	278	93	3	93	184
Environmental Scientist (Environmental Technician)	433	144	88	144	201
Air-conditioning and Refrigeration Mechanic	45	15	0	15	30
Refrigeration Mechanic	45	15	55	15	0
Social Entrepreneurship	159	0	0	80	79
Qualification in Medical Technology	1	0	0	1	0
<b>CROSS CUTTING SKILL</b>					
Digital Skills	950	316	151	316	579

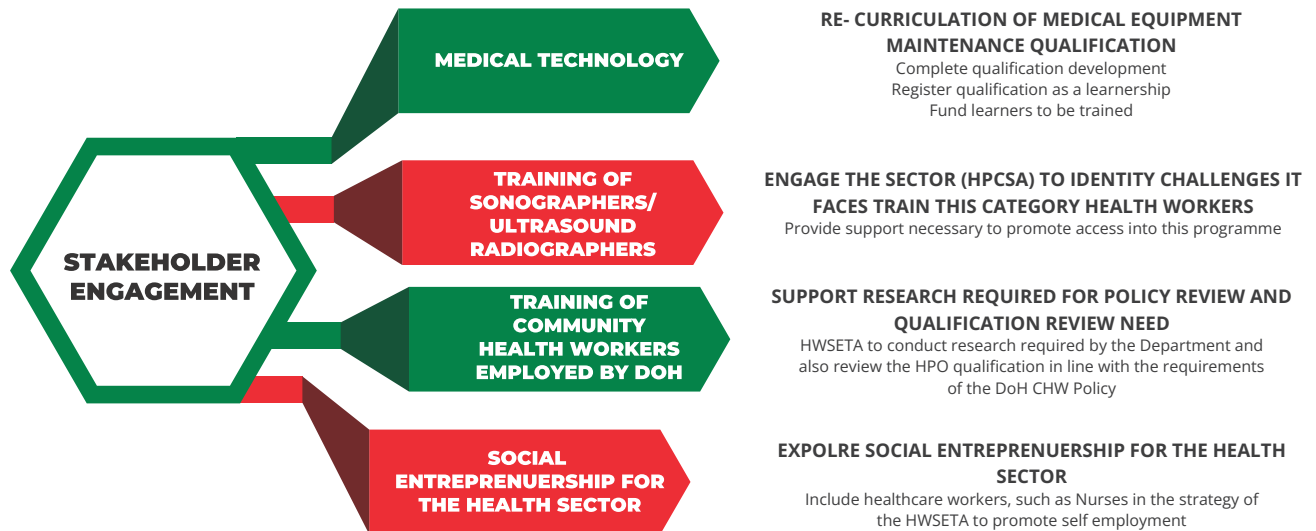
## C. HEALTH AND SOCIAL DEVELOPMENT PRIORITIES: SUPPORT OF THE HWSETA TO THE SKILLS NEEDS OF THE SECTOR

The HWSETA will provide specific support to the health sector, social development sector, and the National Digital and Future Skills Strategy. The support is illustrated in the three following figures, as follows:

### SUPPORT FOR THE HEALTH SECTOR

#### STAKEHOLDER NEEDS TO BE INCLUDED IN THE STRATEGIC PLAN

Figure 19: Support for the Health Sector



### SUPPORT FOR THE HEALTH SECTOR

#### STAKEHOLDER NEEDS TO BE INCLUDED IN THE STRATEGIC PLAN

Figure 20: Support for the Health Sector (2)



## SUPPORT FOR THE SOCIAL DEVELOPMENT SECTOR STAKEHOLDER NEEDS TO BE INCLUDED IN THE STRATEGIC PLAN

Figure 21: Support for the Social Development Sector



Figure 22: Response of the HWSETA to the National Digital and Future Skills Strategy

STRATEGY	PLANNED INTERVENTION	STRATEGIC ACTIONS	HWSETA's RESPONSE
<b>STRATEGY ELEMENT 1</b> <b>Digital foundations: Basic and intermediate digital skills</b>	Promotion of capacity-building for PSET lecturing staff,	Development and rollout of open online courses covering digital skills.	<ul style="list-style-type: none"> <li>● Development of sectoral appropriate digital skill programmes</li> </ul>
<b>STRATEGY ELEMENT 3:</b> <b>Skills for Industry 4.0 and the world of work</b>	Digital skills for Economy 4.0	SETAs) must incorporate digital skills planning in their sector skills plans.	<ul style="list-style-type: none"> <li>● SSP</li> </ul>
	Research on digital skills, digital disruption and the labour market	Annual SETA surveys should include a focus on current digital skills, future digital skills needs emerging in South African industries and should explicitly report on the skills gap.	<ul style="list-style-type: none"> <li>● Research</li> </ul>
	Digital learning for youth and unemployed persons	Government [...] promote the funding, development and popularisation of online platforms and open online courses for industry-oriented learning and continuing profession development (CPD).	<ul style="list-style-type: none"> <li>● Skills programmes for employed and unemployed persons (offered online and/or open online courses).</li> </ul>
<b>STRATEGY ELEMENT 8: Funding for digital skills</b>	Funding for digital skills: SETAs	SETA to include sectorally appropriate digital skills development within training programmes and internships. The SETAs should consider funding for basic digital skills sets that will assist job seekers and form the basis for later upskilling.	<ul style="list-style-type: none"> <li>● Bursaries (eHealth/Telemedicine/Healthcare Technology etc related qualifications and research)</li> <li>● Cross-cutting skills programmes for the employed and unemployed persons including learners funded for bursaries and internship.</li> </ul>

Additional to the above the HWSETA will support critical skills for workers, which have been analysed through the SSP 2024-2025 update as follows:

**Table 18: Critical Skills List (2023-2024 WSP Submission)**

No	Training Intervention as a Top Skill Gaps Training	Grouping Planned Training	OFO Major Group Category	Total Number of Employees for Skills Gaps Training Per OFO Category	Total Number of Employees for Skills Gaps Training in the Sector
1	Nursing CPD 1-4 Modules	Continous development	Professionals	12277	21902
			Technicians and Associate Professionals	9625	
2	Customer Service Training	Skills programmes	Services and Sales Workers	4718	4746
			Elementary Occupations	28	
3	The Living and Working Compassionately care 4YOU -Journey	Skills programmes	Professionals	1487	
			Technicians and Associate Professionals	1117	
			Clerical Support Workers	469	
			Elementary Occupations	37	
4	Basic life support	Skills programmes	Professionals	1099	1893
			Technicians and Associate Professionals	794	
5	POPIA Training	Continous development	Professionals	567	796
			Technicians and Associate Professionals	229	
6	Wellness Training	Continous development	Technicians and Associate Professionals	178	336
			Clerical Support Workers	158	
7	Family & Friends CPR	Continous development	Clerical Support Workers	172	287
			Service and Sales Workers	115	
8	Electronic Medical Records	Skills programmes	Clerical Support Workers	259	259
9	First Aid	Skills programmes	Service and Sales Workers	131	244
			Managers	113	
10	Patient Services: Admissions Toolkit for Admission Clerks	Skills programmes	Clerical Support Workers	224	224
11	Emotional Intelligence	Continous development	Managers	201	201
12	Security Policy	Continous development	Managers	138	138

No	Training Intervention as a Top Skill Gaps Training	Grouping Planned Training	OFO Major Group Category	Total Number of Employees for Skills Gaps Training Per OFO Category	Total Number of Employees for Skills Gaps Training in the Sector
13	Preventing Sexual Abuse and Exploitation	Continuous development	Managers	138	138
14	NC: Business Analysis	Learnership	Clerical Support Workers	43	54
			Elementary Occupations	11	
15	NC: Generic Management	Learnership	Clerical Support Workers	27	50
			Technicians and Associate Professionals	13	
			Elementary Occupations	10	
16	QUALITY ASSURANCE	Continuous development	Elementary Occupations	27	27
17	Advanced Health Management	Academic qualification	Professionals	12	22
			Clerical Support Workers	10	
18	Device Training	Continuous development	Plant and Machine Operators and Assemblers	21	21
19	Higher Certificate in Management Practice	Learnership	Professionals	19	19
20	Safety Precaution When Working with Electricity	Continuous development	Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers	4	4

The HWSETA will also support the sector with skills interventions to close the gap created by hard to fill vacancies and this are categorized into the top ten that serves as an annexure to the Sector Skills Plan and also the top twenty which aims to expand the support that can be provided by the HWSETA through its 2020-2025 Strategic Plan. These are displayed in two tables below.

**Table 19: Sectoral Priority Occupations and Interventions List (Top 10)**

SECTORAL PRIORITY OCCUPATIONS AND INTERVENTION LIST 2024-2025									
SETA NAME	PERIOD	OCCUPATION CODE	OCCUPATION	SPECIALISATION ALTERNATIVE TITLE	INTERVENTION PLANNED BY SETA	NQF LEVEL	NQF ALIGNED	QUANTITY NEEDED	QUANTITY TO BE SUPPORTED BY SETA
HWSETA	2024/2025	2021-532903	Nursing Support Worker	Assistant in Nursing/Hospital Aide/Nurses' Aide/Paramedical Aide	Learnership Diploma in Nursing	6	Y	847	423
					Higher Certificate in Nursing	5			424
HWSETA	2024/2025	2021-226201	Hospital Pharmacist	Hospital Chemist/Clinical Pharmacist/Health Service Pharmacist	Masters of Pharmacy	9	Y	277	14
					Post graduate Diploma in Hospital Pharmacy Management	8			74
					Bachelor of Pharmacy	8			37
HWSETA	2024/2025	2021-222116	Nursing Manager	Nurse Unit Manager/Charge Nurse/Charge Sister	Master in Nursing Science	9	Y	103	8
					Bursary: Nursing Science	7			24
HWSETA	2024/2025	2021-221204	Obstetrician and Gynaecologist	Child Birth Specialist	Master of Medicine in Obstetrics and Gynaecology	9	Y	58	9
HWSETA	2024/2025	2021-321104	Sonographer	Cardiac Ultrasound Technical/Ultrasonographer	Post graduate Diploma in General ultrasound	9	Y	57	4
					Master of Diagnostic Ultrasound	8			16
HWSETA	2024/2025	2021-213110	Medical Scientist	Clinical Biochemist/Microbiologist (Medical Research)/Clinical Research Associate	Masters Health Science in Biomedical Science	9	Y	54	3
					Bachelor of Health Science Molecular and Medical	8			8
					Bachelor of Science Medical Sciences	7			8
HWSETA	2024/2025	2021-134101	Child Care Centre Manager	Early Childhood Development Centre Manager/Child Care Centre Director	OC: Child and Youth Care Worker	5	Y	47	23
					OC: Early Childhood Development Practitioner	4			24
HWSETA	2024/2025	2021-134101	Emergency Medicine Specialist	Emergency Physician	Master of Emergency Care	9	Y	43	3
					Bachelor of Health Science in Emergency Care	8			7
HWSETA	2024/2025	2021-221212	Forensic Pathologist	Forensic Pathologist	Master of medicine in Forensic Pathology	9	Y	35	5
HWSETA	2024/2025	2021-221212	Ophthalmologist	Medical Eye Specialist/ Ophthalmic Optician	Masters in Medicine in Ophthalmology	9	Y	18	3

Table 20: Table 21: Sectoral Priority Occupations and Interventions List (Top 20)

2ND TOP 10			
OFO CODE	OCCUPATION NAME	REASONS FOR HTFV	QUANTITY IN THE SECTOR
222108	Register Nurse (Medical)	Limited amount trained; No post basic training for qualified nurses, high turnover has lead to scarcity irrespective of race and gender.	1661
322101	Enrolled Nurse	Change in Nursing qualifications has led to shortage in enrolled nurses. The new entry requirements to access qualifications are higher -many do not qualify	1629
226203	Retail Pharmacist	Scarcity of Pharmacist Interns, experienced Pharmacist and support personnel; Lack of relevant experience; A few meet the entry requirements	196
221101	General Medical Practitioner	Scarcity of experienced and qualified GPs; finding Clinicians with research experience a challenge.	543
222101	Clinical Nurse Practitioner	Limited Supply	196
321201	Medical Technician	Lack of experience and qualification; carce skills set	18
121905	Programme or Project Manager	Scarce skills set	13
321103	Registered Nurse (Community Health)	Shortage of Nuclear radiographers for all genders and race; few people enrolling	13
321103	2021 - Nuclear Medicine Technologist	Scarcity of people with required skill	13
422206	Call or Contact Centre Agent	Lack of relevant experience	10





## 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 22: 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"> <li>● Develop Sector Skills Plan to identify occupations in demand and skills needs</li> <li>● Conduct research to produce research outputs stipulated in the NSDP (2030)</li> <li>● Support research agendas of professional councils, the Workers College, National Health Laboratory Services, SANGO Net, and the South African Federation for Mental Health</li> <li>● Publish research papers produced by candidates of post-graduate beneficiaries that are aligned to the research agenda of the HWSETA</li> <li>● Support authorship of books and funding of research fellows.</li> <li>● Support health and welfare sector lecturers and students from higher education institutions to conduct research in curriculum development.</li> <li>● Conduct Surveys that focus on current and future digital skills</li> </ul>
Quality Assurance Policies of the HWSETA	<ul style="list-style-type: none"> <li>● To accredit skills development providers to offer occupational qualifications</li> <li>● Register Assessors and Moderators</li> <li>● Endorse learner achievements and issue qualification certificates</li> <li>● Administer EISA examinations on behalf of the HWSETA</li> <li>● Develop occupational qualifications for the sector</li> <li>● Translate all HWSETA learning materials to Brail.</li> <li>● Promote the offering of training by skills development providers to be through e-learning</li> <li>● Foster partnerships between TVET Colleges and Private Colleges to offer health and welfare sector education programmes</li> <li>● Include sectorally appropriate digital skills development, within training programmes and internships</li> <li>● Occupational qualifications developed by the HWSETA should secure the by-in of other PSET subsystems for recognition and seamless articulation.</li> </ul>



Policy of the HWSETA	Strategy over the five years
Discretionary Grant Policy	<ul style="list-style-type: none"> <li>● Target Youth not in Employment, Education or Training (NEET) for job creation</li> <li>● Support for small businesses that are owned by persons with disabilities</li> <li>● Fund learning programmes as defined by the Skills Development Act</li> <li>● Fund Continuous Professional Development (CDP) activities</li> <li>● Fund Honours Degrees to create a pipeline for persons eligible to enroll for Master so as to achieve the NDP objective to produce more PhDs and expand the proportion of university teachers with PhDs from 46% in 2018 to 50% by 2024 and also to facilitate professional registration for occupations that require a Masters degree to practice (such as psychology)</li> <li>● Develop lecturers of TVET, other Colleges in the sector, and universities through post-graduate bursaries.</li> <li>● Support to post-school education institutions of learning with teaching aids to strengthen learner support.</li> <li>● Teaching aids such as uniforms for Radiography students, for example, who require R4000 to purchase the uniform, which protects them from radiation. Other teaching aids include computer centers, cadavers, simulation aids etc.</li> <li>● Support for NGOs and NPOs by the HWSETA will involve funding of skills development initiatives to strengthen governance and fundraising skills. Also, these organisations will be capacitated to become work places where host-employers can place learners for work-integrated learning and internship programmes.</li> <li>● Fund veterinary and para-veterinary students ensuring that there is enough veterinary professionals to maintain health in animals and secure food safety</li> <li>● Fund a skills programme on ethical leadership</li> <li>● Fund basic, intermediate, and advanced digital skills sets to assist job seekers and to upskill workers.</li> <li>● Advance digital literacy for academic staff and equip them with digital fluency and digital mastery.</li> </ul>
M&E Policy and Framework	<ul style="list-style-type: none"> <li>● Monitor and evaluate the performance of the HWSETA in carrying its mandate</li> <li>● To measure the impact of funding strategies of the HWSETA</li> <li>● Conduct Monitoring and Evaluation of funding programmes of the HWSETA. In particular: <ul style="list-style-type: none"> <li>● The work integrated learning programme for universities of technology, and the internship programme implemented by the National Department of Health</li> </ul> </li> <li>● Conduct track and trace studies annually for students funded by the HWSETA who complete learnerships, internships, apprenticeships, and university programmes funded through bursaries.</li> </ul>

Policy of the HWSETA	Strategy over the five years
Partnership Policy	<p>Partner with key stakeholders such as:</p> <ul style="list-style-type: none"> <li>● Partner with the South African Federation for Mental Health to support capacitation of mental health workers to provide services remotely.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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</li> <li>● Partner with Provincial Departments of Health to support the skills development of Municipal Health Service Workers.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● Partner with the SAVC to train Veterinarians, Veterinary Nurses, Veterinary technologists, Laboratory Animal Technologist, Veterinary Physiotherapist; and also provide Day 1 skills</li> <li>● Partner with the Department of Basic Education and Training for social services to be rendered by Non-Profit Companies to be established through the Social Enterprises programme of the HWSETA</li> <li>● Partner with Entrepreneurship hubs for the capacitation of Social Service Professional who will be establishing Social Enterprises</li> </ul>

## Partnership Policy

- Partner with the private sector CSR programmes for supporting Social Enterprises to be established under the Social Enterprises programme of the HWSETA .
- Partner with universities and universities of technology to support undergraduate and post-graduate programmes aligned to Bio-innovation Health, and Bio-innovation knowledge valorization, these are tabulated in 9 and 10 below.
- Partner with the Gauteng Department of Health to support them address the following needs:
  - The current HRD practitioners in GDoH require training and accreditation as Education, Training and Development Practitioners (ETDP) so that they can become trainers for the HPO certificate.
  - The Gauteng Department of Health (GDOH) appointed over 4014 Expanded Public Works Programme (EPWP) participants and placed them at various Gauteng Health institutions in the five districts, to assist as Cleaners, Admin Clerks, Data Capturers, Groundkeepers, Courtesy Officers and Pharmacy Assistants.
    - The GDoH plans to have a comprehensive developmental skills interventions aimed at improving competencies of the EPWP contractors that are placed within the Department.
    - The Skills Development Interventions such as skills programmes, accredited short courses will require the support from HWSETA.
  - here has been greater responsibility placed on ensuring full compliance with the Occupational Health and Safety requirements in all facilities.
  - Forty-eight employees have been trained on three ISO standards by the South African Bureau of Standards.
  - The GDOH plans to expand the training to another 48 employees who will become the ISO standards \ custodians
  - Other interventions include the accreditation of the existing training centers on Emergency Medical Services – Basic Life Support with accreditation bodies such as the Resuscitation Council.
- Partner with Higher Health support initiatives in the health and social development sector that are aimed at capacitating the workforce to lead campaigns on toxic masculinity
- Partner with SAMED for the training of health occupations, particularly the unemployed Graduates, to obtain the designation of Medical Coders and thus find jobs as Medical Coders. Also, this will increase the number of Certified Medical Coders in the country and thus support the implementation of the NHI.
- Partner with the South African Society for Physiotherapist in order to support Physiotherapists with the necessary skills for going into Private Practice
- Partner with the Pharmacy Council to support research on mental health challenges of Pharmacists.
- Partner with the DPSA in order to gain access into the PERSAL database.
- Partners with Department of health on training of health professionals on social determinants of health as a skills programme or continuous professional education.
- Planned partnerships identified for the year starting 2024-2025 of the 2020-2025 strategic plan are illustrated in figure 9 and 10 as follows:

Table 23: Undergraduate University Programmes Funded by the HWSETA Which are Aligned to the Bio-Innovation Health and Bio-Innovation Indigenous Knowledge Valorization

Undergraduate University Programmes funded by the HWSETA which are aligned to the Bio-innovation Health skills	
Field	Qualifications aligned to Bio-innovation Health Skills
Chemistry	NDip Analytical Chemistry
	BSc Chemical Sciences
Radiography	Bachelor of Diagnostic Radiography
	Bachelor of Nuclear Medicine Technology
	Bachelor of Diagnostic Ultrasound
	Bachelor of Radiation Therapy
Medical Sciences	BHS Medical Laboratory Sciences
	NDip Biomedical Technology
	Bachelor of Health Sciences
	Bsc Life Sciences
	Bachelor of Physiology
	BSc Biochemistry and Microbiology
	BSc Genetics and Microbiology
	BSc Medical Bioscience
Undergraduate University Programmes funded by the HWSETA which are aligned to the Bio-innovation Indigenous Knowledge valorization skills	
Pharmacology	Bachelor of Pharmacy
Phytochemistry	BSM Complementary Medicine: Phytotherapy

Table 24: Postgraduate University Programmes Funded by The HWSETA Which are aligned to Bio-Innovation Health And Bio-Innovation Indigenous Knowledge Valorization

Postgraduate University Programmes funded by the HWSETA which are aligned to Bio-innovation Health skills		
Field	Qualifications	Area of specialisation
Radiography	Masters & PhD in Radiography	Radiobiology, Radiochemistry, Radio pharmacy
Medical Sciences	Masters & PhD in Medical Sciences	Immunology, Microbiology, Molecular biology, vaccinology, Flow chemistry, Bioinformatics
Undergraduate University Programmes funded by the HWSETA which are aligned to the Bio-innovation Indigenous Knowledge valorization skills		
Public Health	Masters & PhD in Public Health	Epidemiology, African Traditional medicines
Pharmacology	Masters in Pharmacology & Therapeutics	Pharmacology
	Masters in Pharmaceutical affairs	
NB: The focus of the HWSETA has been on the qualification and not necessarily on the area of specialisation. As from 2022-2023 the HWSETA targeted the areas of specialisation identified by the Department of Science and Innovation.		

### 3. UPDATE TO RELEVANT COURT RULINGS

Table 25: Relevant Court Rulings

<b>Name of court case</b>	Ler-Ong Consulting cc/ Health & Welfare Sector Education & Training Authority (Case no: 2009/27795) (High court, Johannesburg)
<b>Progress</b>	<p><b>September 2023</b></p> <p>As of 12 September 2023, Ler-Ong Consulting has appointed new attorneys of record MVC Attorneys.</p> <p>Request for a pre-trial conference has been sent to the new attorneys.</p> <p>We are waiting on the three (30 alternate dates).</p> <p>Following pre-trial conference, a trial date will be applied for.</p>
<b>Impact on HWSETA operations and service delivery obligations</b>	<p>There is no impact on operations and service delivery.</p> <p>The case has been running for over a decade now, and has impacted HWSETA financially.</p>

<b>Name of court case</b>	True Harvest College/ Health & Welfare Sector Education & Training Authority and 3 others. (Case no: 24805/22) (High Court, Pretoria)
<b>Progress</b>	<p><b>September 2023</b></p> <p>As of 12 September 2023, the parties to the litigation convened for a pre-trial conference on 12 September 2023.</p> <p>HWSETA consulted with Counsel in preparation for a trial.</p> <p>Following pre-trial conference, a trial date will be applied for.</p>
<b>Impact on HWSETA operations and service delivery obligations</b>	<p>There is no impact on operations and service delivery.</p> <p>The case is just over year old and there is a good progress made so far, in the event that the plaintiff wins a case it will have a reputational harm and damage on the HWSETA.</p>

<b>Name of court case</b>	Busa Case: Applied to the Court for the setting aside of regulation 4(4) as promulgated in Government Notice 23 of 2016, published in Government Gazette 39592 in terms of the Skills Development Act 97 of 1998
<b>Impact on HWSETA operations and service delivery obligations</b>	<p>Section 4(4), states that, "20% of the total levies paid by employers in terms of section 3(1) as read with section 6 of the Skills Development Levies Act during each financial year will be paid to the employer who submits a WSP".</p> <p>The judgement of the Labour Appeal Court, on 20 August 2019, set aside the Labour Court judgement, and was replaced by the following:</p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <p>Implication is that the percentage of mandatory grants to be paid to employers is not determined. However, SETAs have continued to pay 20% in mandatory grants in line with the Grant Regulations. 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.</p>





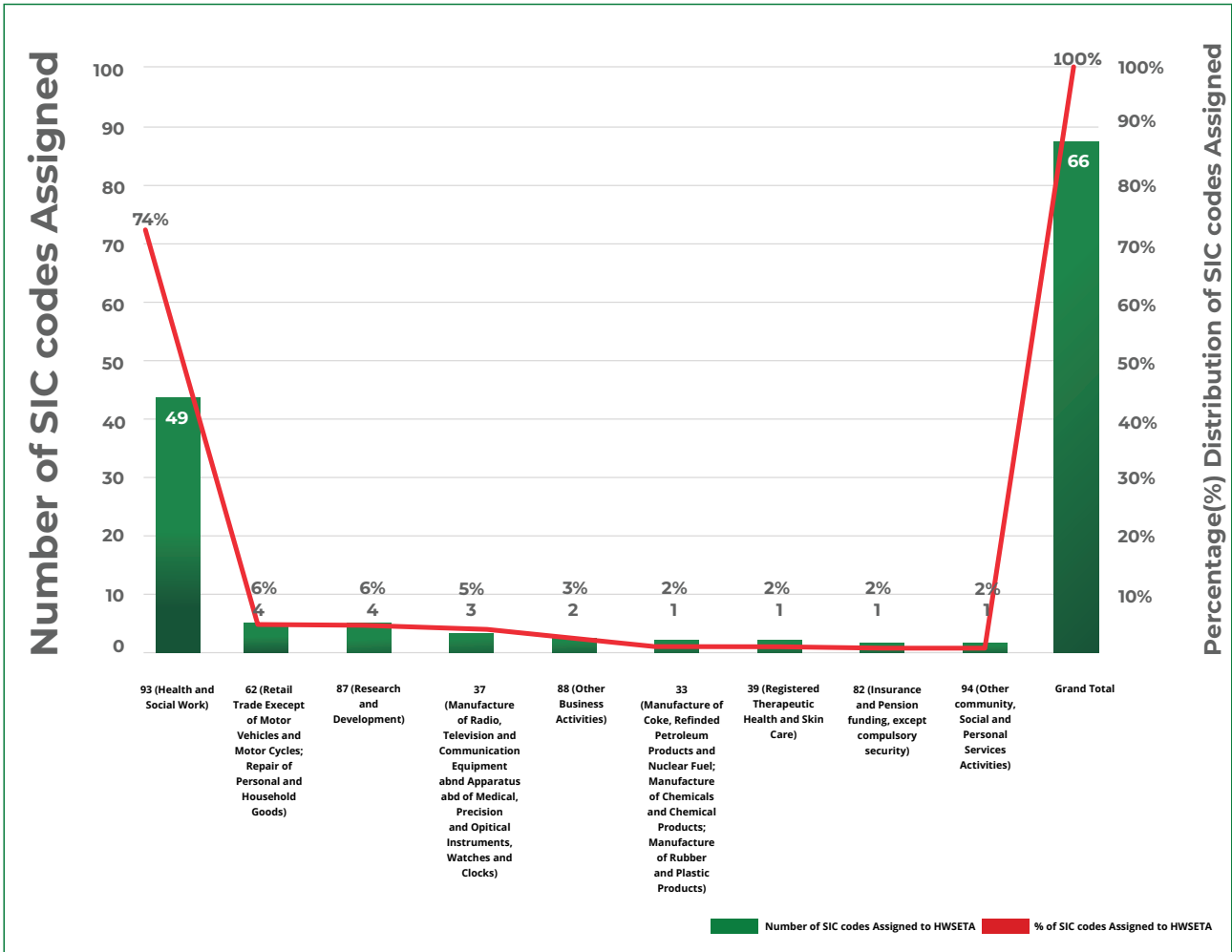
# PART B

**STRATEGIC FOCUS OF THE  
HEALTH AND WELFARE SETA**

# 1. UPDATED SITUATIONAL ANALYSIS

According to the re-establishment of SETA landscape [2020 – 2025] (2019), HWSETA accounts for 66 SIC codes in health and social development sector (see Figure below).

Figure 23: DHET Assigned SIC Codes Defining the Scope of the Sector



This section will in broad terms present information accounting for the health and social development sector as per assigned SIC codes above. The dominance of health and social work SIC codes are reflective of department of health and social development as key role players with respect to policy formulation, legislation, standard-setting, and oversight coordination of services rendered in the sector. These roles significantly shape both the external and internal environment within which

HWSETA operates. In addition to these government departments, statutory and voluntary professional bodies, NGOs, CBO's and NPO's, labour and trade unions, research- and training institutions, post-school institutions (CETs, TVETs, nursing colleges, and universities), other government departments (i.e., Department of education and agriculture), and South African Revenue Service (SARS) play key roles that have a bearing on both the external and internal environment within which HWSETA operates.



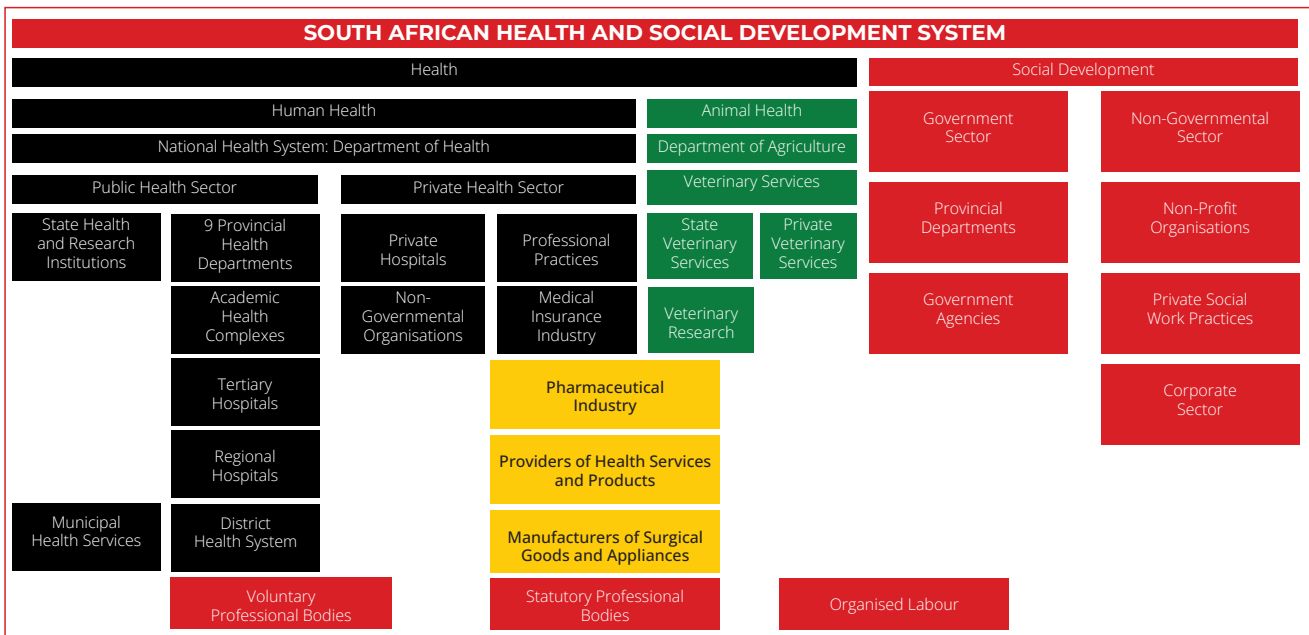
Roles played by each of the stakeholders indicated above are tabulated below in table below.

**TABLE 26: 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.

These SIC codes associated with their respective key role players constitute economic activities that range from all healthcare facilities and services, pharmaceutical services and the distribution of medicine, medical research, non-governmental organisations, to veterinary services. The social development component of the sector consists of the government, NGOs and private social work practices (see Figure below).

**Figure 24: The Stakeholders of the Health and Welfare SETA**



## 1.1 PROFILE OF THE SECTOR

### 1.1.1 Total Employment

Three data sources were used to construct a profile of the labour force: Data from the WSPs submitted by private sector employers to the HWSETA and by public sector employers to the PSETA in May 2023 as well as data furnished to the HWSETA from the private Medpages database of March 2023.

The data analysis provided information on 758 027 people who are formally employed in the health and social development sector, ranging from managers, professionals, technicians and associate professionals, clerical support workers, service and sales workers, craft and trades workers, plant and machine operators, and elementary workers.

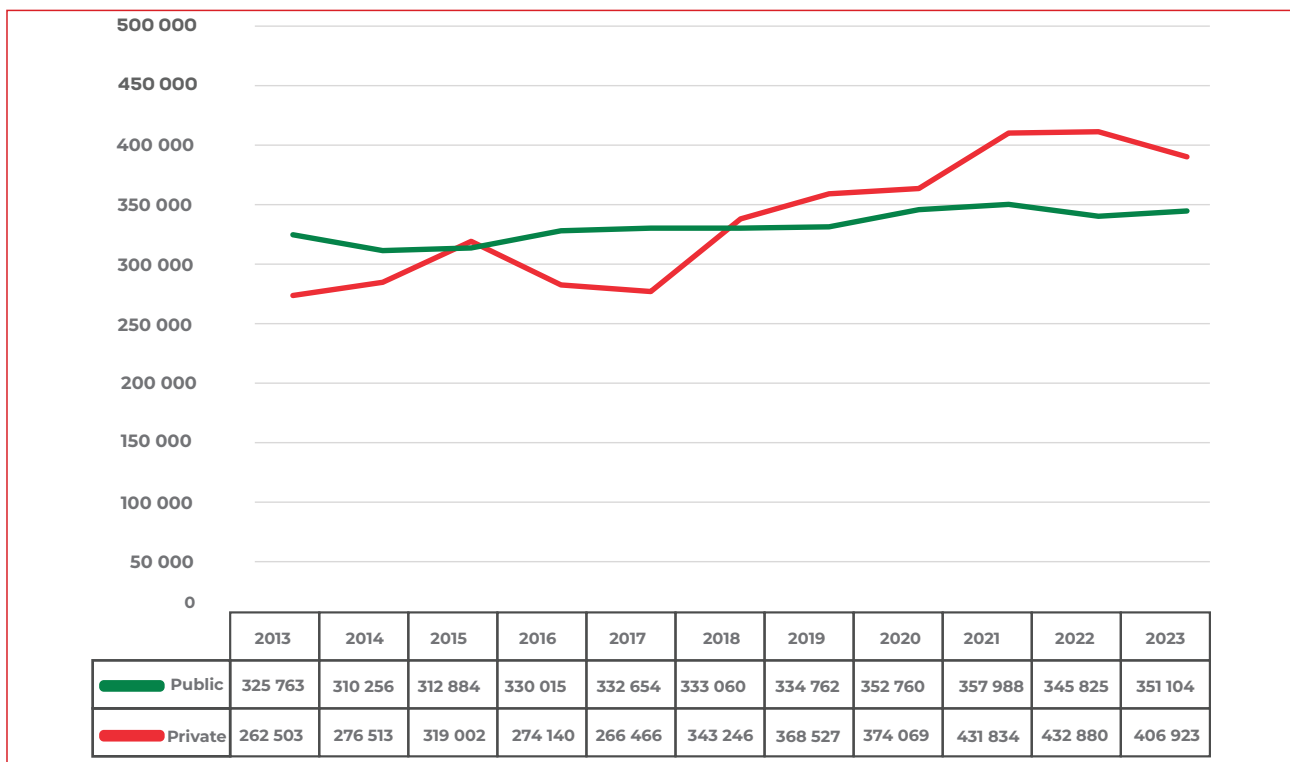
Of these, approximately 406 923 (54%) are employed in private sector organisations (referred to later as the “private sector”), while 351 104 (46%) work in the public service departments.

Estimates of total employment in the health and social development sector can be seen in the figure below. Employment in the public service component of the sector increased from 325 763 in 2013 to 351 104 in 2023.

The average annual growth of employment in the public sector was 0,8% over the 2013 to 2023 period. The private sector component of the sector, on the other hand, showed an average annual growth of 4.5% over the 2013 to 2023 period.

The total sector (public and private) showed an average annual growth of 2.6%. On average, over the 2013 to 2023 period, there were approximately 335 000 employees working in the public service and 341 000 in the private health and welfare sector per year.

Figure 25: Total Employment in the Health and Social Development Sector, 2013 - 2023



### 1.1.2 Trends in employment data: Gender

Table 1-6 shows the gender distribution in the sector from 2014 to 2023. Male's share in employment in the sector varied between 26% and 30% while females formed between 70% and 74% of the workforce over the years.

**Table 27: Gender Distribution in the Health and Social Development Sector, 2014 - 2023**

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
<b>Public Service</b>	%	%	%	%	%	%	%	%	%	%
Male	27	27	28	32	28	27	27	26	28	27
Female	73	73	72	68	72	73	73	74	72	73
<b>Total</b>	100	100	100	100	100	100	100	100	100	100
<b>Private Sector</b>	%	%	%	%	%	%	%	%	%	%
Male	30	25	25	28	25	27	28	29	29	33
Female	70	75	75	72	75	73	72	71	71	67
<b>Total</b>	100	100	100	100	100	100	100	100	100	100
<b>Total Sector</b>										
Male	28	26	27	30	27	27	28	28	29	30
Female	72	74	73	70	73	73	72	72	71	70
<b>Total</b>	100	100	100	100	100	100	100	100	100	100

Sources: Calculated from HWSETA and PSETA WSPs 2014-2023, MedPages data 2014-2023.



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

**Table 28: Gender Distribution according to the Occupational Groups, 2023**

OCCUPATIONAL GROUP	MALE		FEMALE		TOTAL	
	N	%	N	%	N	%
<b>Public Service</b>						
Managers	4 289	39	6 677	61	10 966	100
Professionals	34 856	24	110 740	76	145 596	100
Technicians and Associate Professionals	19 123	27	52 255	73	71 378	100
Clerical Support	11 437	32	23 926	68	35 363	100
Service and Sales	13 901	26	39 163	74	53 064	100
Skilled Agricultural, Forestry, Related Trades	1 122	82	252	18	1 374	100
Plant and Machine Operators and Assemblers	2 373	76	747	24	3 120	100
Elementary Occupations	9 248	31	20 995	69	30 243	100
<b>Private Sector</b>						
Managers	15 963	38	25 778	62	41 741	100
Professionals	39 468	29	95 882	71	135 350	100
Technicians and Associate Professionals	19 646	24	61 799	76	81 445	100
Clerical Support	17 560	33	35 959	67	53 520	100
Service and Sales	11 863	25	35 031	75	46 893	100
Skilled Agricultural, Forestry, Fishery, Craft, and Related Trades	11 217	90	1 215	10	12 432	100
Plant and Machine Operators and Assemblers	6 508	88	879	12	7 388	100
Elementary Occupations	11 502	41	16 653	59	28 155	100
<b>Total Sector</b>						
Managers	20 252	38	32 455	62	52 707	100
Professionals	74 324	26	206 622	74	280 946	100
Technicians and Associate Professionals	38 769	25	114 054	75	152 823	100
Clerical Support	28 997	33	59 885	67	88 883	100
Service and Sales	25 764	26	74 194	74	99 957	100
Skilled Agricultural, Forestry, Related Trades	12 339	89	1 467	11	13 806	100
Plant and Machine Operators and Assemblers	8 881	85	1 626	15	10 508	100
Elementary Occupations	20 750	36	37 648	64	58 398	

Sources: Calculated from HWSETA and PSETA WSPs 2023, MedPages data 2023.



### 1.1.3 Trends in Employment Date: Age distribution

Table 30 shows the total age distribution in the Public Service, private health, and the total sector from 2014 to 2023. 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 over the period. The percentage of employees younger than 35 years in the private sector is markedly higher – around 33-41% over the period. In the private sector people older than 55 constituted 9-15% of the workers over the period.

**Table 29: Age Distribution in the Health and Social Development. 2014 - 2023**

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
<b>Public Service</b>	%	%	%	%	%	%	%	%	%	%
Younger than 35	30	31	32	29	27	25	26	26	26	24
35 to 55	59	57	58	61	63	62	63	63	63	65
Older than 55	11	12	10	10	10	14	11	11	11	10
<b>Total</b>	100	100	100	100	100	100	100	100	100	100
<b>Private Sector</b>	%	%	%	%	%	%	%	%	%	%
Younger than 35	37	41	40	37	39	38	38	35	40	33
35 to 55	54	50	49	49	51	51	50	50	49	54
Older than 55	9	9	11	14	11	12	12	15	11	13
<b>Total</b>	100	100	100	100	100	100	100	100	100	100
<b>Total Sector</b>										
Younger than 35	33	36	35	32	34	31	32	31	30	29
35 to 55	57	54	54	57	56	56	56	56	57	59
Older than 55	10	10	11	11	11	13	12	13	13	12
<b>Total</b>	100	100	100	100	100	100	100	100	100	100

Sources: Calculated from HWSETA and PSETA WSPs 2023, MedPages data 2023.



The 2023 age distribution of employees in the health and social development sector by the occupational group is shown in Table 1-9. In the public sector, 10% of the professionals are over the age of 55 compared to 22% in the private sector. In total, 15% of professionals are over the age of 55 in the health and welfare sector.

The larger numbers of people under the age of 35 in the private sector compared to the public sector are concentrated in the following occupational groups: Managers (35%), Services and Sales (45%), Clerical Support (42%), Technicians and Associate Professionals (33%), Trades (42%), and elementary workers (34%).

**Table 30: Age Distribution of Employees in the Public Service and Private Health according to the Occupational Group, 2023**

OCCUPATIONAL GROUP	UNDER 35		35 to 35		OLDER THAN 55		TOTAL	
	N	%	N	%	N	%	N	%
<b>Public Service</b>								
Managers	1 646	16	6 551	64	1 965	19	10 162	100
Professionals	38 923	27	88 939	63	13 758	10	141 620	100
Technicians and Associate Professionals	16 154	24	44 822	66	6 640	10	67 616	100
Clerical Support	9 108	27	21 321	64	2 712	8	33 141	100
Service and Sales	8 943	18	36 668	72	5 182	10	50 793	100
Skilled Agricultural, etc	179	14	823	64	290	22	1 292	100
Plant and Machine Operators	644	23	1 544	56	572	21	2 760	100
Elementary Occupations	5 438	20	18 168	67	3 586	13	27 192	100
<b>Private Sector</b>								
Managers	14 587	35	22 421	54	4 734	11	41 743	100
Professionals	27 383	23	65 982	55	26 092	22	119 458	100
Technicians and Associate Professionals	24 894	33	43 350	58	6 679	9	74 923	100
Clerical Support	22 249	42	26 930	50	4 266	8	53 445	100
Service and Sales	20 963	45	22 544	48	3 298	7	46 804	100
Skilled Agricultural, etc	5 185	42	6 436	52	658	5	12 278	100
Plant and Machine Operators	1 588	22	4 724	64	1 072	15	7 384	100
Elementary Occupations	9 553	34	15 713	56	2 635	9	27 901	100
<b>Total Sector</b>								
Managers	16 233	31	28 972	56	6 699	13	51 905	100
Professionals	66 306	25	154 921	59	39 850	15	261 078	100
Technicians and Associate Prof	41 048	29	88 172	62	13 319	9	142 539	100
Clerical Support	31 357	36	48 251	56	6 978	8	86 586	100
Service and Sales	29 906	31	59 212	61	8 480	9	97 597	100
Skilled Agricultural, etc	5 364	40	7 259	53	948	7	13 570	100
Plant and Machine Operators	2 232	22	6 268	62	1 644	16	10 144	100
Elementary Occupations	14 991	27	33 881	61	6 221	11	55 093	100

Sources: Calculated from HWSETA and PSETA WSPs 2023, MedPages data 2023.

### 1.1.4 Disability

In 2023, 4% of the workers in the sector were people with disabilities. Of the 30 792 workers with disabilities, 1 633 (5%) were employed as managers, 8 800 (29%) as professionals, 6 020 (20%) as technicians and associate professionals, 4 658 (15%) as clerical support workers, 4 260 (14%) as service and sales workers, 196 (1%) as skilled agricultural, craft and related trades workers, 568 (2%) as plant and machine operators and assemblers, and 4 657 (15%) as elementary workers.

## 2. EXTERNAL ENVIRONMENT

PESTEL is an acronym for Political, Economic, Social, Technological, Legal (regulatory), and Environmental. Its primary objective of PESTEL as a tool is to scan the business environment or situational analysis of external factors either as a threat or an opportunity to the organisation concerned. The scanning of the environment is conducted to identify and generalize about *“factors changing a sector and causing it to develop in a certain way...[affecting] skills demand or supply”* (DHET SSP framework 2022, p.19).

### Research Methodology

#### Questionnaire development

A survey questionnaire instrument was developed with fifteen questions. All the questions had five Likert Scale options. All questions were framed similarly and stating, *‘what is your assessment of the [factor] in the country and its effects to your organisation since the beginning of 2023?’*.

Response options always included five options as follows.

- a) It is a threat
- b) It is somewhat of a threat
- c) It is neither a threat nor an opportunity
- d) It is somewhat of an opportunity
- e) It is an opportunity

#### Data collection

A sample of 237 organisations that had responded to the job loss or gain study in November of 2022 was used for the study. The 237 organisations were sent an email via an online survey platform (SurveyMonkey) between 30 August 2023 and 04 September 2023. Only 111 responded to the survey. This constitutes 47% response rate of the study. Of the 111 responses in the sample, 89% are from the NGO/ NPO sector, 7% from the private sector, and 4% from

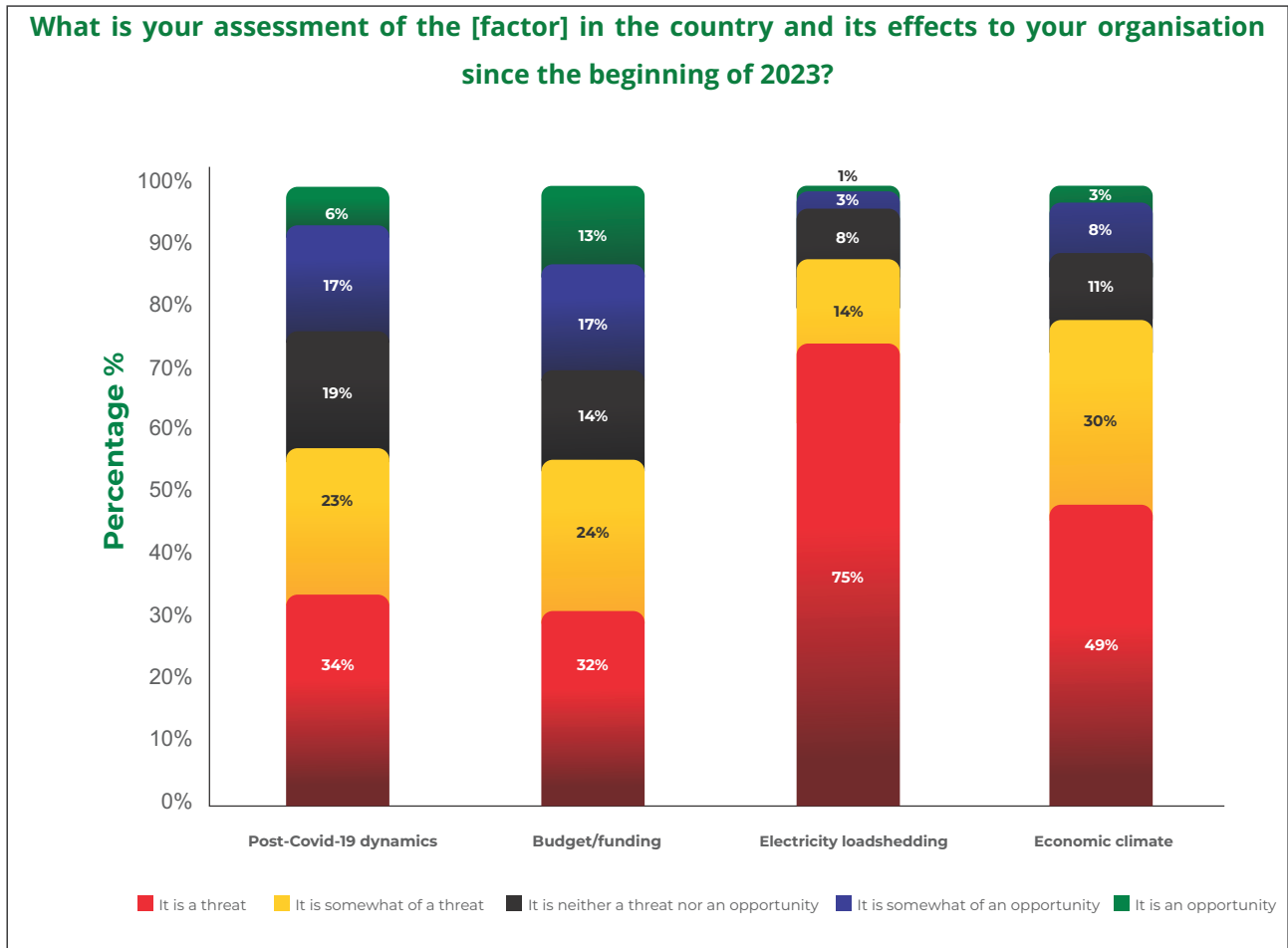
the public/government sector. The sample consists of 86% of small organisations (1-50 employees), 11% of medium organisations (51-150 employees, and only 4% of the large organisations (150 employees and above). This sample is representative of the organisations that submit Work Skills Plan (WSP) but only indicative of all organisations in the health and social development sector. *(N.B Percentages have been rounded off)*

## FINDING

### a) Economic factors

Of the economic factors explored by the study, electricity loadshedding and economic climate remain the predominant factors posing a threat to organisations in the sector. 75% and 49% of organisations in the sample stated with certainty that electricity load shedding and economic climate factors were threats to their organisations (see Figure 27).

Figure 26: Distribution of Organisations in the Sample by Economic Factors



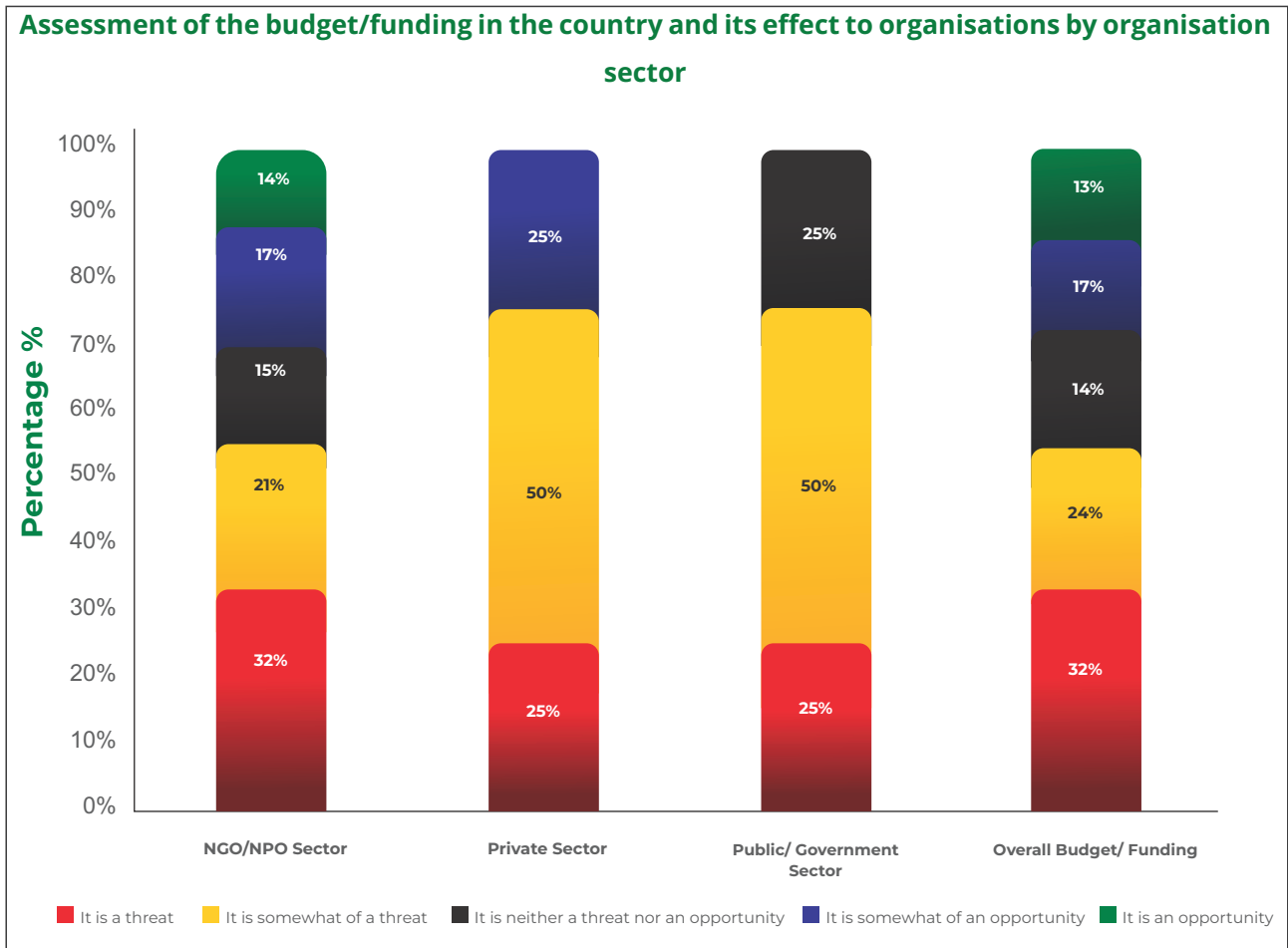
When disaggregating information, the findings in Figure 2 below signal that public and private sector consider budget/funding more (75%) as a threat than does the NGO/NPO sector (53%). Our analysis of the WSP/ATR data for 2023/24, which is unweighted, highlights only 3 reasons for the hard-to-fill-vacancies in the public sector (DSD & DoH) namely, scarcity of people with required qualifications (58%), poor remuneration/competitive salaries in the market (25%), scarcity of people with required experience (17%).

It is reasonable to assume that poor remuneration in the public sector may be implicit of budget constraints. Implication is that investment made by the state in human resource personnel for the public service may be primarily benefiting the private sector due to budget constraints or failure for public healthcare system to compete with private sector in terms of remuneration.

**58%** *scarcity of people with required qualifications*



Figure 27: Distribution of Organisations In the Sample by Budget/Funding and Organisation Sector



According to Human Resources for Health (2020, p.26),

**“**  
*in 2019/20, South Africa spent 63% of the public health budget on personnel (133 billion on estimate) due to population growth alone the shortfall in essential health workers will worsen by 2025 if health workforce expenditure only increases in line with inflation*  
**”**

This underscores the aspect of budget constraints as a system issue. During the GIBS healthcare insights conference on 30th of August 2023, Dr Nicholas Crisp the Deputy Director General of National Health Insurance indicated that government plans to amend the provincial and national legislative framework so that money is freed up from provinces to national level. This change will also give more autonomy to hospitals such as their recruitment processes.

Findings from the PESTEL survey are further supported by the HWSETA SSP employer interviews and WSP analysis of hard to fill vacancies which indicate funding as a significant factor in the NPO sector. Effect of funding in the NPO sector is so significant that it can configure the core business, staffing model, and expansion strategy of organisations.

**b) Political and socio-economic factors**

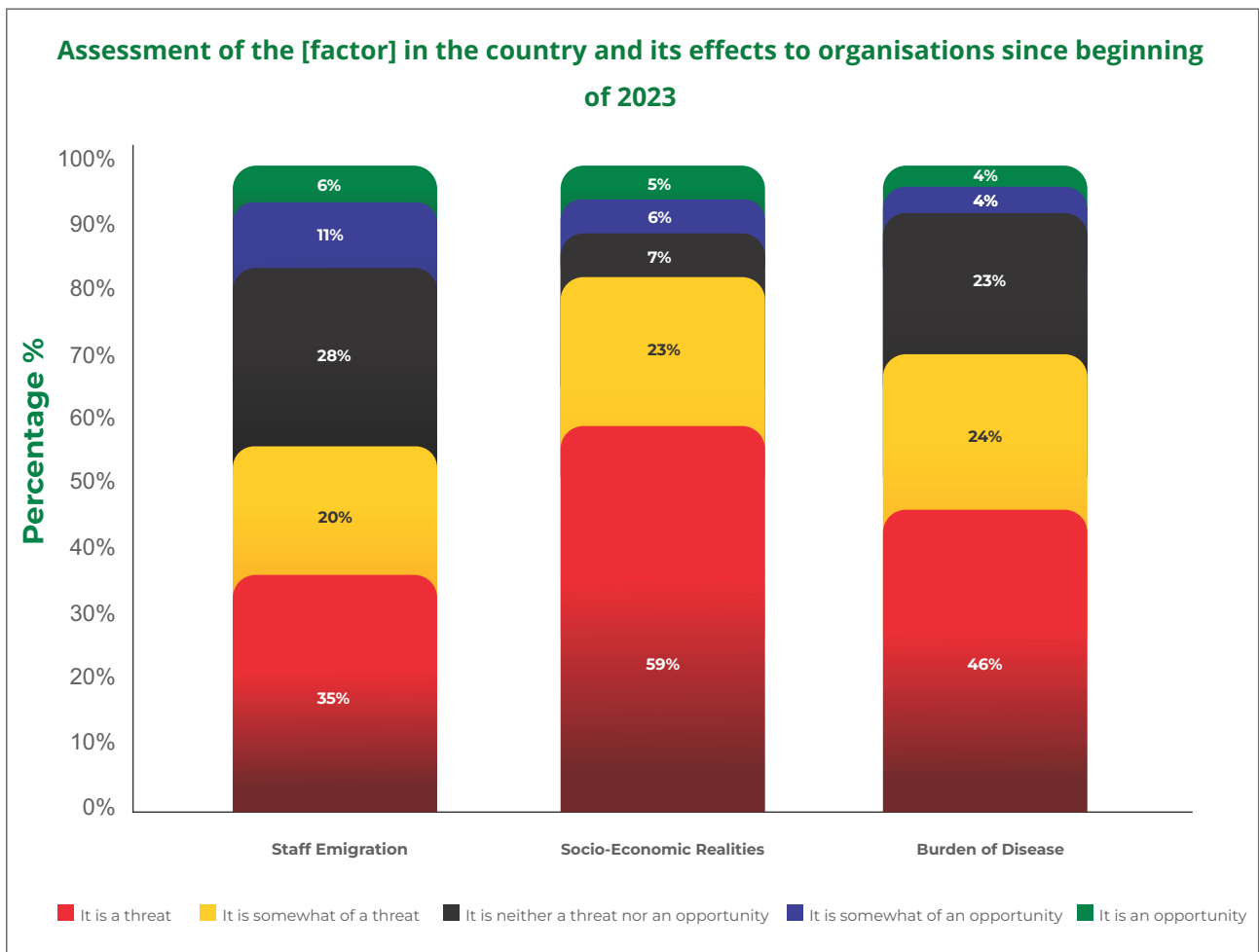
Of the political and socioeconomic factors explored by the study, socioeconomic realities (i.e., unemployment) and burden of disease are the predominant factors posing a threat to organisations in the sector. 59%, 46%, and 35% of organisations in the sample stated with certainty that socioeconomic realities, burden of disease, and staff emigration factors were threats to their organisations respectively (see Figure 30).

This is consistent with the formulation of the South African problem being a triple problem (poverty, unemployment, and inequality) which negatively affects the economy, education, and health.

With respect to staff emigration, these findings are inconsistent with the view derived from the Medpages dataset and survey showing the emigration status in health and social sector to be between 4% and 8% in 2022. However, it may indicate that emigration trend or pattern has begun increasing again post COVID-19 after barriers such as lockdown and travelling restrictions are no longer enforced.

Lastly, the survey are different in that Medpages dataset is based on healthcare professionals while the PESTEL survey was conducted on organisations which may be reflecting a more realistic effect of the phenomenon to organisations not individuals.

**Figure 28: Distribution of Organisations in the Sample by Political and Socio-economic Factors**

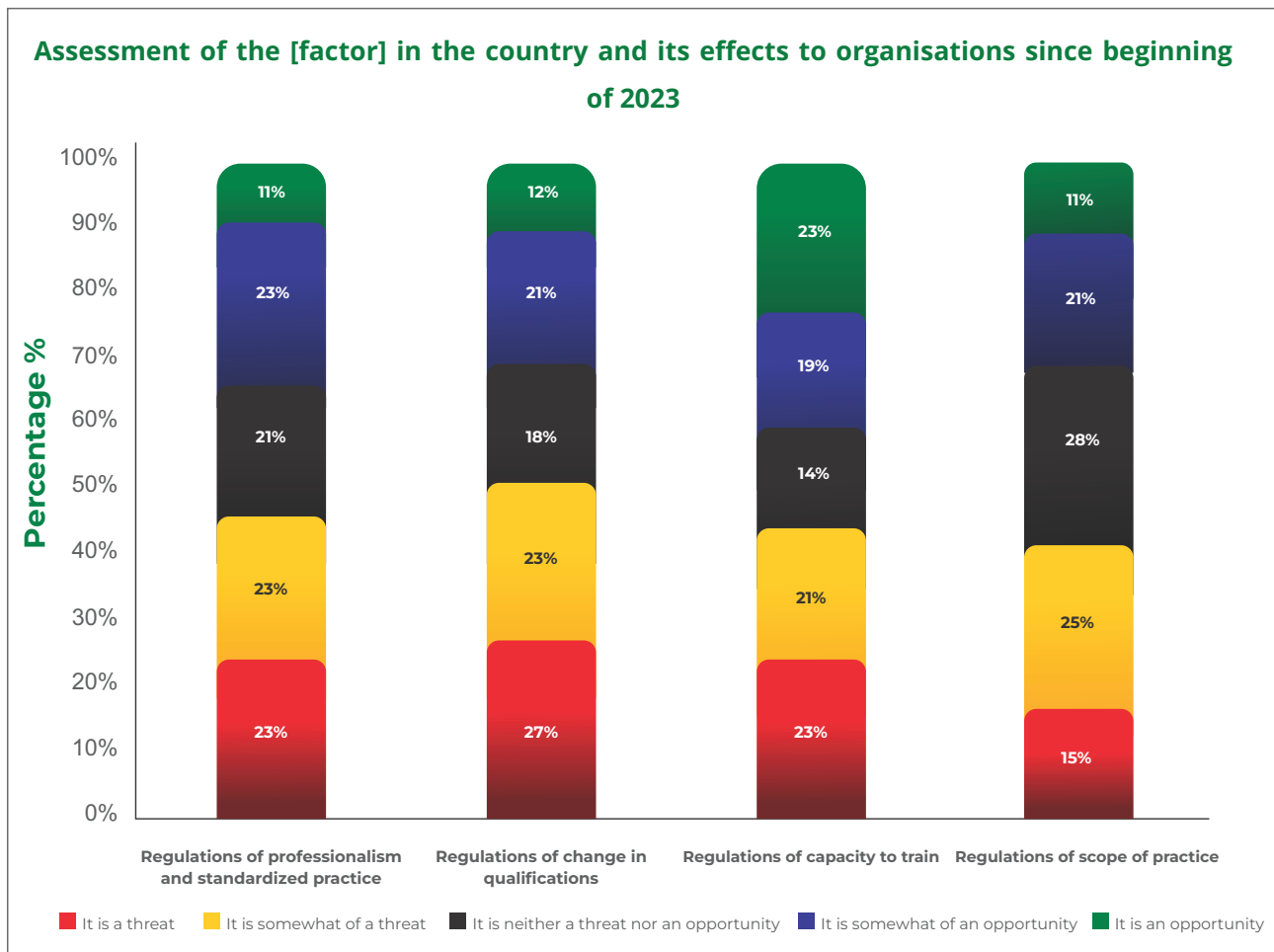




**c) Legal or regulatory factors**

Figure 4 shows an evenly distribution of all regulatory factors across the continuum of being a threat to being an opportunity. These findings were not anticipated by the study given the effect that change in qualifications has on the volumes of supply of graduates who are in great demand by the labour market. Further, the limits imposed by the scope of practice was expected to be seen as a threat considering its potential effect of hindering innovation around aspects of job redesign where occupational shortages are prevalent in the health and social development sector. Thus, more research through a follow-up PESTEL survey will be conducted in 2024 to better understand this phenomenon.

**Figure 29: Distribution of Organisations in the Sample by Regulatory Factors**

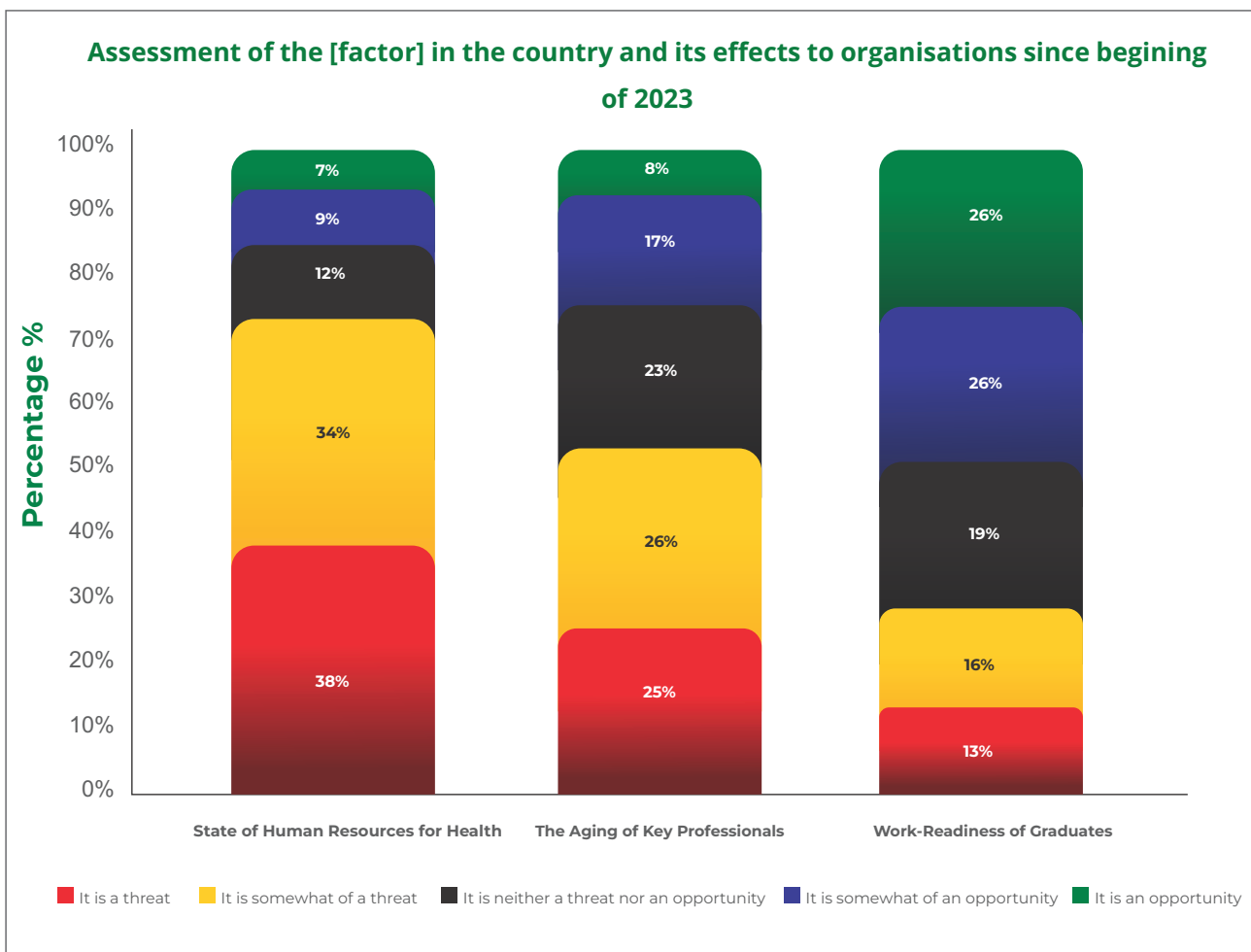




**d) Factors with overlapping domains**

The factors overlap between regulatory, economic, and political factors as they reflect policy decisions or implementation. As shown in Figure 31 below, 38% of organisations in the sample report that state of human resources for health is a threat to their organisation. Importantly, the findings also emphasize that 52% of organisations perceive work-readiness of graduates either as an opportunity or somewhat of an opportunity. These findings are crucial as they confirm relevance of the HWSETA’s Work-based Learning (WBL) programmes as valuable to the sector.

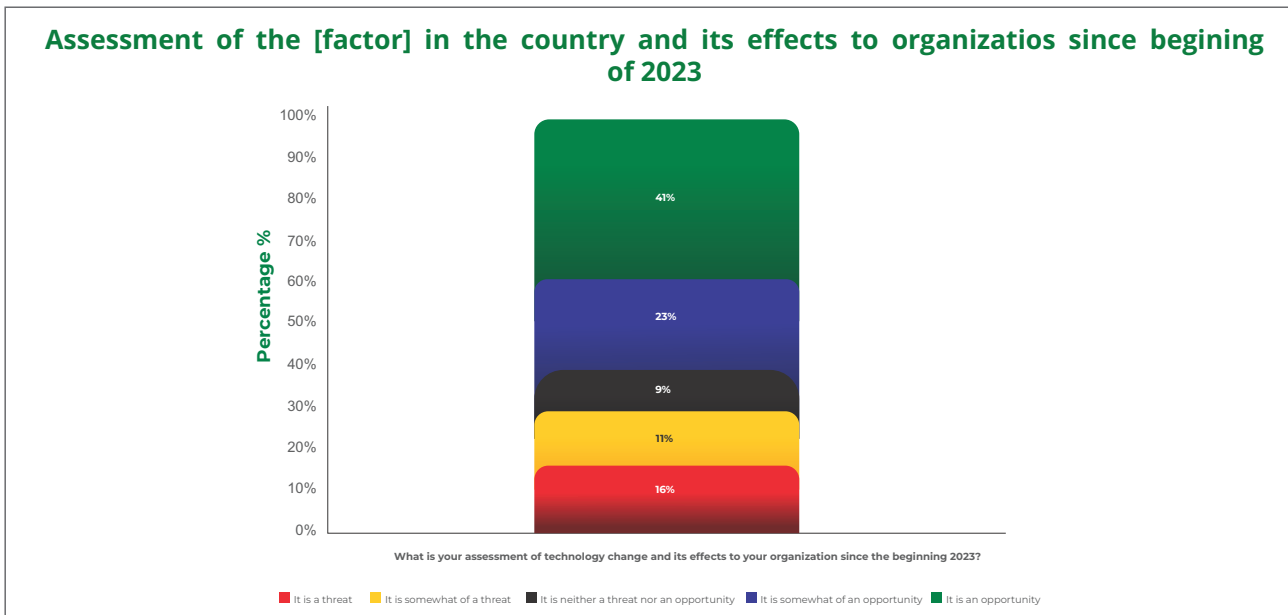
*Figure 30: Distribution of Organisations in the Sample by Regulatory Factors*



**e) Technological factors**

Technological change has an impact on skills with respect to changes within jobs, job redundancy, and job replacement by new jobs. Findings show that 41% of the organisations state with certainty that technology change presents an opportunity to their organisation while 23% recognize it as somewhat of an opportunity. These findings are supported by the study conducted in 2022 on 4IR in the health sector which showed from its sample that 83% of professionals disagreed or neither agreed or disagreed that 4IR technology will result in my job losses within their occupation. Only 17% agreed. Thus, consistently from 2022 to 2023 technology is confirmed not as a threat but opportunity to the sector.

**Figure 31: Distribution of Organisations in the Sample by A Technological Factor**



**Implications and conclusions**

Table 31 below indicates predominant threats and opportunities when ranking factors by most distribution at level of certainty as a threat and opportunity respectively. For ranking purposes, the study only considers factors accounted for by at least 35% of the organisations in the sample except for work-readiness of graduates as an opportunity. In the main, economic and socioeconomic factors characterize threats in HWSETA organisations that submit WSPs. This is indicative of dynamics taking place in the health and social development sector.

**Table 31: Predominant Factors as Threats and Opportunities from the Sample**

Predominant Threats	Ranking by distribution (only above 35%)	Type of factor	Predominant Opportunity	Ranking by distribution (only above 35%)	Type of factor
Electricity loadshedding	75%	Economic factor	Technology Change	41%	Technological factor
Socioeconomic realities	59%	Socioeconomic factor	Work-readiness of graduates	26%	Regulatory factor
Economic climate	49%	Economic factor			
Burden of Disease	46%	Socioeconomic factor			
State of human Resources	38%	Socioeconomic & Regulatory & Physical Environmental factor			
Staff Emigration	35%	Political factor			

The effect of electricity loadshedding is likely to negatively affect operations and delivery of training (including Work-based Learning programmes) which could be mitigated using technology. Unfortunately, HWSETA's eLearning study showed that only 28% of Skill Development Providers in the Sector were prepared to implement the eLearning due to lack of an eLearning platform.

Thus, there is not internal capacity (weakness) to exploit the existing opportunity in the sector on behalf of SDPs registered and accredited by HWSETA. To ensure the preparedness of SDPs the HWSETA needs to invest in the ICT infrastructure.

## **2.1 THE HEALTH AND WELFARE SECTOR LANDSCAPE**

The HWSETA appreciates that the skills challenges faced by its sector are vast and exist at every occupational level. The HWSETA also has a limited budget and shares the responsibility for skills development with many other role players and stakeholders. Against this background the HWSETA identified the following 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 to enable the state to meet its service delivery obligations as a developmental state; and
- d. Skills needs and gaps in the time of the COVID-19 pandemic.

These skills development priorities are viewed from a strategic perspective. Firstly, a sustainable skills pipeline enables entry into employment in the health and social development sector at different entry points. Secondly, by prioritising the professionalisation of the workforce, the HWSETA can contribute to skills interventions required to improve service quality and efficiency, and address changes to service provision. Thirdly, 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.

SETAs are obliged to develop a Sector Priority Occupations list as part of their sector skills planning processes. These lists are meant to align training programmes offered in and for the sector to the scarce skills or skills shortages experienced in the sector. The SPO list is then used to guide funding decisions in the SETA, and the following is the Sectoral Priority Occupations and Intervention List for 2023-2024.

Figure 32: Sectoral Priority Occupations and Intervention List 2024-2025

SETA NAME	PERIOD	OCCUPATION CODE	OCCUPATION	SPECIALISATION ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NQF LEVEL	NQF ALIGNED	QUANTITY NEEDED	QUANTITY TO BE SUPPORTED BY SETA
HWSETA	2024/2025	2021-532903	Nursing Support Worker	Assistant in Nursing/Hospital Aide/Nurses' Aide/Paramedical Aide	Learnership Diploma in Nursing	6	Y	847	423
					Higher Certificate in Nursing	5			424
HWSETA	2024/2025	2021-226201	Hospital Pharmacist	Hospital Chemist/Clinical Pharmacist/Health Service Pharmacist	Masters of Pharmacy	9	Y	277	14
					Post graduate Diploma in Hospital Pharmacy Management	8			74
					Bachelor of Pharmacy	8			37
HWSETA	2024/2025	2021-222116	Nursing Manager	Nurse Unit Manager/Charge Nurse/Charge Sister	Master in Nursing Science	9	Y	103	8
					Bursary: Nursing Science	7			24
HWSETA	2024/2025	2021-221204	Obstetrician and Gynaecologist	Child Birth Specialist	Master of Medicine in Obstetrics and Gynaecology	9	Y	58	9
HWSETA	2024/2025	2021-321104	Sonographer	Cardiac Ultrasound Technical/Ultrasound Sonographer	Post graduate Diploma in General ultrasound	9	Y	57	4
					Master of Diagnostic Ultrasound	8			16
HWSETA	2024/2025	2021-213110	Medical Scientist	Clinical Biochemist/Microbiologist (Medical Research)/Clinical Research Associate	Masters Health Science in Biomedical Science	9	Y	54	3
					Bachelor of Health Science Molecular and Medical	8			8
					Bachelor of Science Medical Sciences	7			8
HWSETA	2024/2025	2021-134101	Child Care Centre Manager	Early Childhood Development Centre Manager/Child Care Centre Director	OC: Child and Youth Care Worker	5	Y	47	23
					OC: Early Childhood Development Practitioner	4			24
HWSETA	2024/2025	2021-134101	Emergency Medicine Specialist	Emergency Physician	Master of Emergency Care	9	Y	43	3
					Bachelor of Health Science in Emergency Care	8			7
HWSETA	2024/2025	2021-221212	Forensic Pathologist	Forensic Pathologist	Master of medicine in Forensic Pathology	9	Y	35	5
HWSETA	2024/2025	2021-221212	Ophthalmologist	Medical Eye Specialist/ Ophthalmic Optician	Masters in Medicine in Ophthalmology	9	Y	18	3

The HWSETA's skills development programmes and projects contained in the Sectoral Priority Occupations and Interventions List will be implemented across its operational sub-programmes and within the limitation of financial resources generated through the skills development levy.



### 3. INTERNAL ENVIRONMENT



The HWSETA Board is actively and effectively involved in the process of strategy and policy development. The HWSETA vision percolates through the organisation 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.

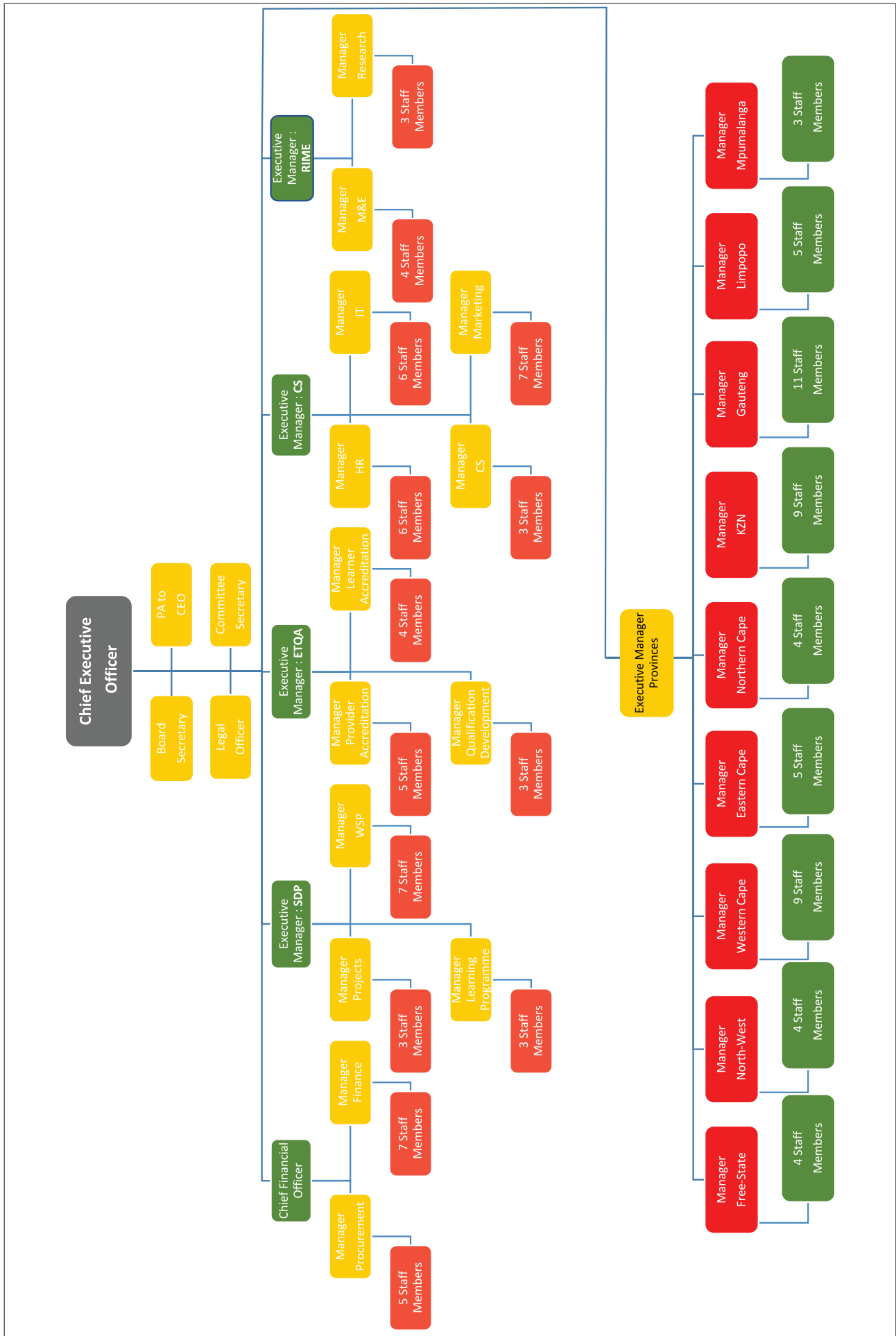
Budgeting is project-specific and fund utilization is prepared and monitored regularly through periodic reports. The HWSETA has put in place risk management systems to ensure delivery on its mandate. The HWSETA is complemented by qualified human resources capable of carrying out the implementation of the Strategic Plan and Annual Performance Plans which are in consonance with the mission and objectives of the HWSETA.

#### 3.2 SERVICE DELIVERY ENVIRONMENT

The HWSETA has 152 positions of which 98% (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. The organogram depicting the management of the HWSETA is on the next page.



Figure 33 The Organogram of the HWSETA, 2023



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

### **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.

### **Programme 2: Skills planning and impact assessment**

- a) Research, Information, Monitoring and Evaluation, incorporating:
  - Research
  - Monitoring and Evaluation

### **Programme 3: Skills Development Programmes and Projects**

- a) Skills Development Programmes and Projects is responsible for:

#### **Sub-programme 3.1: Learning Programmes**

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

#### **Sub-programme 3.2: Workplace Skills Plans and Projects**

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

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

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

The Provincial offices are rendering basic cross-cutting functions, which encapsulate all functions mentioned above.

### 3.3 HUMAN RESOURCE PLAN OF THE HWSETA

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 organisation 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) Vital skills and skills set required to enable the state to meet its service delivery obligations as a developmental state; and
- d) Currently 61% of staff at the HWSETA are women, and 4% are people living with disabilities. Just about a quarter of employees are youth.

#### 3.3.2 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 2022. 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.

#### 3.2.2 FINANCES

- a) 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.
- b) 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

- c) 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 R559 million, R592 million and R627 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.
- f) In the past year, 2021-2022, the HWSETA committed 46.4% of its discretionary grant reserve respectively for funding, with exceptional performance against predetermined targets.

### **3.2.3 CHALLENGES TO THE ACHIEVEMENT OF HWSETA MANDATE**

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

- a) 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.
- b) The slow rate of prosecution of Skills Development Providers who defrauded learners due to the lack of a legislative tool for this purpose.

The likely impact of Covid-19 on the HWSETA's delivery of its mandate include the following:

- a) Resourcing of the 2024-2025 annual plan has been limited within a budget of R559 million. In prior years the HWSETA was able to plan above the expected discretionary budget as it had reserves to tap into. In 2020-2021 these reserves were depleted, thus budgeting above expected revenue has not been an option since 2021-2022. This has affected target setting for the 2024-2025 so much that targets have been reduced from baseline by up to 85%.
- b) 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;
- c) 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.
- d) The risk of Medium and Large Business that face financial difficulty due to the current economic environment resulting from 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.

### 3.4 PERFORMANCE OF THE HWSETA IN ACHIEVING 2022-2023 APP TARGETS

Covid-19 had devastating effects on the economy of South Africa so much so that the financial year for 2022-2023 commenced with the country geared towards implementing the Economic Reconstruction and Recovery Plan. The objectives of this plan were to:

- Create jobs, primarily through aggressive infrastructure investment and mass employment programmes
- Reindustrialise the economy, focusing on growing small businesses
- Accelerate economic reforms to unlock investment and growth;
- Fight crime and corruption; and
- Improve the capability of the state

The role of the post-school education sector cut across the above objectives as it was tasked with ensuring that the country has a sufficient number of skilled labour with requisite skills. The Department of Higher Education and Training therefore developed a skills strategy which specified the role each of its entities would have to play to ensure the sufficient number of skilled labour with requisite skills.

The year was therefore dedicated at crafting the skills strategy and formulating implementation strategies.

The HWSETA ensured that its strategy and annual performance plan for 2023-2024 were aligned to the skills strategy as this will be the first year of implementation. In 2022-2023 the health and social development sector continued grapple with the aftermaths of Covid-19 as the pandemic. The HWSETA focused on skills development projects that would yield job opportunities in support of the ERRP. As thus, the HWSETA has been able to reach a performance level of **85%** of its annual targets of the 2022-2023 APP.

The HWSETA targeted to fund a total of **19 502** students in its APP of 2022-2023 through the following programmes:

- Workplace- based learning programs, that include learnerships, apprenticeships, TVET College Placement, University Student Placement, internships for graduates, and skills programmes;
- Bursary programmes, that include under-graduate, post-graduate, and vocational student bursary programmes;
- Occupationally based programmes, that include Adult Education and Training (AET), Lecturer Development, Recognition of prior learning, Trade Union Members, and NGO sector workforce and the workforce from small businesses.

A total of **12 305** learners were, however funded, and of these learners, **4 641 (39%)** learners were entered into workplace-based learning programmes; **6 024 (50%)** were entered into skills-based training programme; **1 370 (11%)** were entered into bursaries programmes. Of the **12 035** funded learners, **5 092** were employed (**42%**) while **6 943 (58%)** were unemployed.

These students were funded and trained through a total of 517 partnerships, which comprised of 57 partnerships with large, medium, and small firms; 129 partnerships with non-profit organisations; 13 partnerships with National and Provincial Government Departments; 7 Professional Bodies; 22 Public

Universities, 116 TVET and other Colleges; and 173 employer organisations for workplace-based training of unemployed persons. Furthermore;

- The HWSETA funded a total of **130** Small Businesses for skills development; **19** Rural Development and Public Sector Projects; and **22** Cooperatives.

### Strategy to Overcome Areas of Under-achievement

**Programme 2:** Universities will be requested by the end of the year to identifying funded students who will be continuing with their studies in the next academic year so that they can be re-entered into the post-graduate bursary programme in January or February.

**Programme 3:** Full qualifications will be offered in parts to workers so as to make it possible for employers to release their workers for training as employers could not afford to release workers for prolonged periods of time in order to attend training. Also, all completions will be collected and reported timeously. Pipeline approach will be used for bursary students to ensure that students are funded for the duration of the entire qualification as these span for multiple years.

**Programme 4:** Learners will be entered earlier on in the financial year into the RPL programme to allow for the assessments to be conducted and completed before the end of the financial year. This will make it possible to have assessment that are completed and thus reported against the indicator that measures completions for the RPL programme.

#### 3.3.1 Progress Towards the Achievement of Impacts and Outcomes

This was the third year of implementing the strategic plan for 2020-2025. This plan maps out 4 impact statements which are broken down to 9 outcome statements and these are measured through 34 outcome indicators and targets. Progress towards the achievement of the 5-year targets is measured through evaluation studies. During the financial years 2020-2023, 25 of the 34 (74%) outcomes indicators were measured through evaluation studies, as follows:

Table 32: Progress on Measured Outcomes

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Outcomes measured annually	10	10	10	10	10
Outcomes measured once	3	9	12	12	12
Total Outcomes Measured	13	19	22	22	22
<b>BUDGET SPENT</b>	<b>R722,198</b>	<b>R2,163,600</b>	<b>R2,750,000</b>	<b>R2,750,000</b>	<b>R2,750,000</b>

Figure 34: Overview of the Performance of the HWSETA Linked to Impact Statement 1

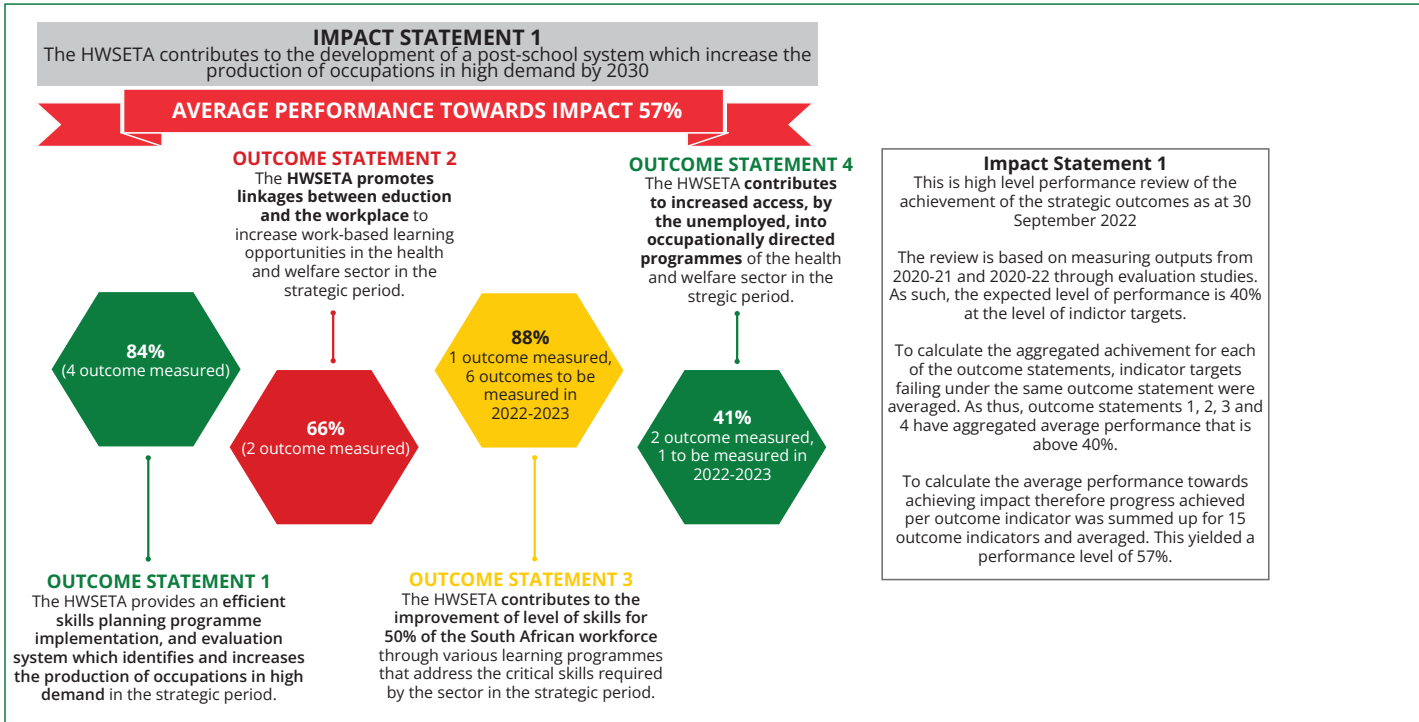


Figure 35: Figure 36: Overview of the Performance of the HWSETA Linked to Impact Statement 2, 3 And 4

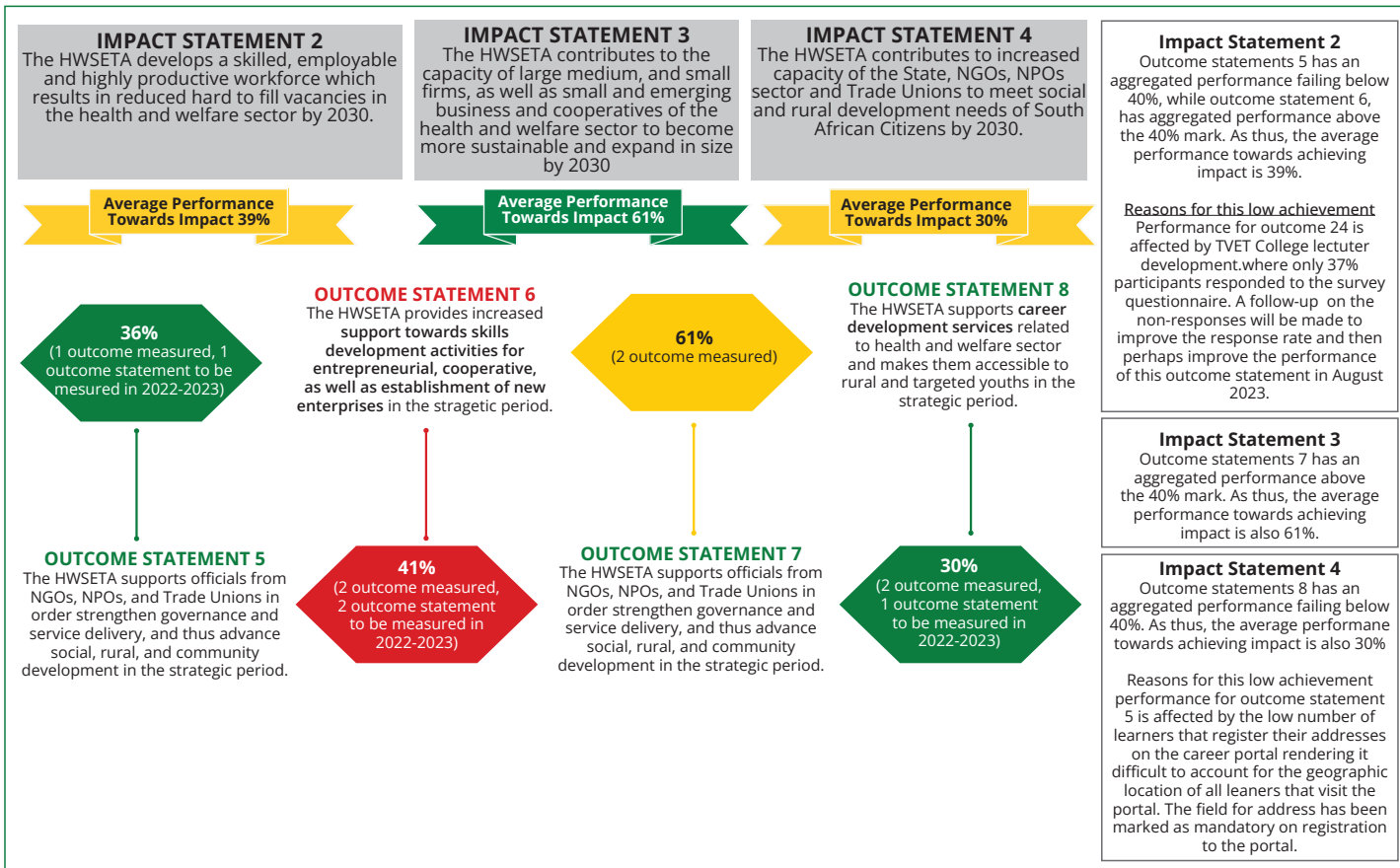




Table 33: Progress made on Measured Outcomes Statements by 31 March 2023

OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	2019-2020 Baseline	2024-2025 Target	Actual Achievement by 31 May 2023	Data Sources	Comment on Achievement and Improvements required for the remainder of the planning period
1	The HWSETA provides an efficient and effective skills planning, programme implementation, and evaluation system which identifies and increases the production of occupations in high demand in the strategic period	1	The extent to which <b>external stakeholders</b> of the HWSETA are <b>satisfied</b> with <b>efficiency and effectiveness</b> service delivery	60%	80%	43% 54%	Stakeholder satisfaction survey	<p>A Stakeholder Satisfaction Survey was conducted in 2021-2022 and results yielded an efficiency level of 43,25% and effectiveness level of 42,09%. Overall, therefore the HWSETA achieved an average efficiency and effectiveness level of 43%. The next stakeholder satisfaction survey will be conducted in 2024-2025.</p> <p>The HWSETA will review the findings from the survey and strengthen its stakeholder relations through monitoring of adherence to service delivery charter in order to ensure that its stakeholders are attended to timeously.</p>
		2	The <b>relevance of the Sector Skills Plan</b> of the HWSETA to the DHET SSP framework	85%	85%	89% 105%	DHET SSP assessment report	<p>The DHET peer reviews the SSP annual update to check its alignment to the research outputs stipulated in the NSDP (2030). In 2020-2021 the quality of the HWSETA SSP update was rated 85% and in 2021-2022 it was rated 89%.</p> <p>The HWSETA needs to ensure that all areas of improvement from the DHET assessment are addressed to facilitate annual improvement of the quality of its SSP.</p>
		3	The extent to which internal stakeholders of the HWSETA <b>implement Monitoring and Evaluation recommendations</b>	75%	80%	78% 98%	Evaluation Findings register Follow-up report	<p>Recommendations made on M&amp;E studies conducted in 2019-2022 were implemented in 2020-2022. Those that had not been implemented by financial year end will be implemented in 2023-2024. The next follow-up study will be conducted in 2023-2024.</p> <p>Frequency of follow-up on the implementation will be improved from once per year to every six months. This is believed that it will prompt implementing managers to closely monitor their progress towards addressing resolutions of findings raised through evaluation studies.</p>

OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	2019-2020 Baseline	2024-2025 Target	Actual Achievement by 31 May 2023	Data Sources	Comment on Achievement and Improvements required for the remainder of the planning period
		4	The extent to which monitoring and evaluation reports measure the strategic outcomes of the HWSETA strategic plan 2022-2025 by the end of the strategic plan.	90%	90%	74% 82%	Strategic Plan 2020-2025: mid-term progress report end-term progress report	The HWSETA evaluated 25 of the 34 strategic outcomes. Each of the evaluation reports produced have been confirmed by implementing managers.  The remaining 9 outcome indicators will be measured in 2022-2023 to 2024-2025.
2	The HWSETA promotes linkages between education and the workplace to increase workplace based learning opportunities in the health and welfare sector in the strategic period.	5	The extent to which <b>employers participate in HWSETA skills development initiatives</b> in comparison to those that submit the WSP in the strategic period.	30%	60%	43% 72%	Desktop review report	43% of employers partnered with the HWSETA to implement learnerships, apprenticeships, and TVT/University WIL. These employers constituted 1717 of the 3978 organisations that submitted their WSPs and were approved. Another desk-top review will be conducted in 2023-2024  Employers will be encouraged to increase their participation in skills development activities. Provincial Offices of the HWSETA will organise workshops targeting employers that do not participate on skills development programme and inform them about the benefits and incentives available for participating in workplace-based programmes of the HWSETA
		6	The extent to which <b>Universities, TVET Colleges, and Professional Councils participate in HWSETA skills development initiatives</b> in comparison to the total number of those that offer education and training in the sector	70%	80%	76% 95%	Desktop review report	76% of Universities, TVET Colleges and Other Colleges partnered with the HWSETA to implement vocational, under-grad degrees, post-grad diplomas, and post-grad degreed bursaries. These PSET institutions constituted 65 of the 76 institutions that offer training programmes funded by the HWSETA and 10 professional councils that serve the health and social sectors during the strategic period. Another desk-top review will be conducted in 2022-2023.  Additional universities and TVET Colleges will be lobbied to partner with the HWSETA to implement its skills development initiatives

OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	2019-2020 Baseline	2024-2025 Target	Actual Achievement by 31 May 2023	Data Sources	Comment on Achievement and Improvements required for the remainder of the planning period
3	The HWSETA contributes to the improvement of level of skills to 50% of the health and welfare sector workforce through various learning programmes that address critical skills in the strategic period	7	Number of <b>workers followed to identify employment pathways yielded by the learnership programmes of the HWSETA</b> after successful completion of qualification in the strategic period	1485	1485	Undetermined	Tracer study report	2% progress has been made in 2020-22. Tracer studies for workers were conducted on all workers whose training was funded by the HWSETA in 2020-22. Overall, 25 workers reported that they have progressed to higher positions. However, the outcome for this indicator had to be revised in 2022-23 as it was evident that it was not possible to achieve the set target by end of the strategic period. As a result, the outcome indicator was revised to "Number of workers followed to identify employment pathways yielded by [HWSETA learning programmes]". This outcome will be measured in 2023-24 and will serve as baseline for follow up evaluations. Also, due to low response rate experienced the research evaluation methodology will be revised to include qualitative methods.
		8	Number of <b>workers followed to identify employment pathways yielded by the Artisanship programmes of the HWSETA</b> after successful completion of qualification in the strategic period	80	75	Undetermined	Tracer study report	
		9	Number of <b>workers followed to identify employment pathways yielded by the undergraduate and post-graduate Diploma Bursary programmes of the HWSETA</b> after successful completion of qualifications in the strategic period.	159	159	Undetermined	Tracer study report	
		10	Number of <b>workers followed to identify employment pathways yielded by the post-graduate Research Bursary programmes of the HWSETA</b> after successful completion of qualifications in the strategic period.	36	36	Undetermined	Tracer study report	
		11	Number of <b>workers followed to identify improvement in skills resulting from skills programmes funded by the HWSETA</b> after successful completion in the strategic period	6198	6198	Undetermined	Tracer study report	

OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	2019-2020 Baseline	2024-2025 Target	Actual Achievement by 31 May 2023	Data Sources	Comment on Achievement and Improvements required for the remainder of the planning period	
		12	Number of <b>workers who obtain full qualifications after successfully completing AET</b> programmes funded by the HWSETA	660	660	Undetermined	Tracer Study report	This outcome was not achieved due to a lack of completions. Process evaluation will be conducted in 2023-2024 instead to identify challenges that may prevent the output from being achieved.	
		13	Number of <b>workers who obtain full qualifications after successfully completing RPL</b> programmes funded by the HWSETA	342	342	302 88%	Tracer Study report	88% of the outcome target has been met. A Track and Trace study for workers that had undergone the Recognition of Prior Learning Assessment during the strategic period was conducted in 2021-2022 to identifying learners that actually obtained full qualifications through RPL. The next cohort will be evaluated in 2023-2024	
4	The HWSETA contributes to increased access by the unemployed into occupationally directed programmes in the health and welfare sector during the strategic period	14	Unemployed persons who <b>find employment after successfully completing internships</b> for graduates funded by the HWSETA in the strategic period	University Graduates	610	610	419 69%	Tracer Study report	Progress made in 2022-2023 towards meeting the 5year target reached 69% of the target. 419/950 (69%) unemployed persons funded for internships found jobs six months after completing their internship programmes. Another track and trace study will be conducted in 2022-2023 will be followed.
				TVET College Graduates	0	305	Undetermined	Tracer Study report	A track and trace study will be conducted in 2023-2024 as the first cohort of graduates was funded in 2021-2022.
		15	Unemployed persons who <b>find employment after successfully completing vocational programmes</b> , funded by the HWSETA in the strategic period.	572	835	13 1.6%	Tracer Study report	Progress made in 2022-2023 towards meeting the 5year target reached 1.6% of the target. 13/835 (1.6%) unemployed persons funded for vocational bursaries found jobs six months after completing vocational qualifications. Another track and trace study will be conducted in 2022-2023 will be followed. This will be the second year of conducting this evaluation.	
		16	Unemployed persons who <b>find relevance to skills programmes</b> , funded by the HWSETA in the strategic period.	1500	4316	Undetermined	Tracer Study report	Due to poor response rate in the 2022-2023 track and trace study a qualitative evaluation study in the form of focus group discussions will be conducted.	

OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	2019-2020 Baseline	2024-2025 Target	Actual Achievement by 31 May 2023	Data Sources	Comment on Achievement and Improvements required for the remainder of the planning period
		17	Unemployed persons who <b>find employment after successfully completing learnerships</b> funded by the HWSETA in the strategic period.	1400	1400	676 48%	Tracer study report	Progress made in 2022-2023 towards meeting the 5year target reached 48% of the target. 676/1400 (48%) unemployed persons funded for learnerships found jobs six months after completing their qualifications. Another track and trace study will be conducted in 2023-2024 and learners that completed in 2022-2023 will be followed.
		18	Unemployed persons who <b>find employment after successfully completing apprenticeships</b> funded by the HWSETA in the strategic period	150	150	137 91%	Tracer study report	Progress made in 2022-2023 towards meeting the 5year target reached 91% of the target. 137/150 (91%) unemployed persons funded for apprenticeships found jobs six months after completing their qualifications. Another track and trace study will be conducted in 2023-2024 and learners that completed in 2022-2023 will be followed.
		19	Unemployed persons who <b>find employment after successfully completing university degrees</b> funded by HWSETA <b>under-graduate programme</b> in the strategic period	262	262	172 66%	Tracer study report	Progress made in 2022-2023 towards meeting the 5year target reached 66% of the target. 172/262 (61%) unemployed persons funded through bursaries for university undergraduate programmes found jobs six months after completing their qualifications. Another track and trace study will be conducted in 2023-2024 and learners 2022-2023 will be followed.
		20	Unemployed persons who <b>find employment after successfully completing university degrees</b> funded by HWSETA <b>post-graduate programme</b> in the strategic period	undetermined	120	39 32%	Tracer study report	Progress made in 2022-2023 towards meeting the 5year target reached 32% of the target. 32/120 students that completed post-graduate degrees were tracked and confirmed through self-disclosure. Multiple data collection sources will be used to secure a higher response rate as this usually affects the results of the tracer study

OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	2019-2020 Baseline	2024-2025 Target	Actual Achievement by 31 May 2023	Data Sources	Comment on Achievement and Improvements required for the remainder of the planning period
		21	The <b>percentage of the unemployed who find employment</b> after completing learning programmes funded by the HWSETA in the strategic period.	60%	60%	45% 75%	Synthesis of tracer studies report	A tracer study was conducted on unemployed learners that completed learning programs funded by the HWSETA through learnerships, bursaries, artisans and internships. The overall employment rate yielded by tracer study conducted in 2020-2021 was 60%, and the one yielded by the 2021-2022 study was 33% while 2022-2023 tracer study resulted in 42% employment rate. This therefore results in an average employment rate of 45% over the three years of the strategic period.
2		22	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	685	685	172 25%	Tracer study report	Multiple data collection sources will be used to secure a higher response rate as this usually affects the results of the tracer study.
		23	Number of <b>unemployed persons who obtain their university qualifications after successfully university Work Integrated (WIL) Learning</b> programmes funded by the HWSETA in the strategic period	1211	1211	323 27%	Tracer study report	Multiple data collection sources will be used to secure a higher response rate as this usually affects the results of the tracer study.
5	The HWSETA supports the growth of the public and private college system so that colleges may qualify as centres of specialisation in the strategic period.	24	<b>Occupational qualifications developed by the HWSETA are confirmed</b> by the sector to be relevant to occupations on high demand	0%	100%	100%	Survey report	Eight qualifications have been developed since 2020. So far, Track and trace study of learners trained through two qualifications (SAW and CYC) confirmed the relevance of these qualifications to occupations as a proxy indicator. Employers were also interviewed and confirmed relevance of these qualifications in 2022-2023.

OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	2019-2020 Baseline	2024-2025 Target	Actual Achievement by 31 May 2023	Data Sources	Comment on Achievement and Improvements required for the remainder of the planning period
		25	Increased number of <b>lecturers whose performance in teaching improves</b> due to skills development initiatives funded by the HWSETA in the strategic period.	35	53	21 39%	Survey Report	A survey measuring increased skills of lecturers that were funded during the strategic period was conducted in 2021-2022 and 19 lectures were identified to have improved performance due to the skills development initiatives of the HWSETA. A follow up survey with the 2021-2022 non-responses was conducted in 2022-2023. Additional 2 lecturers self-reported that their performance has improved. A survey of additional cohorts will be conducted in 2023-2024.
6	The HWSETA provides increased support towards skills development activities for entrepreneurial, cooperative, as well as the establishment of new enterprises in the strategic period.	26	Number of <b>cooperatives whose sustainability</b> is strengthened through skills development initiatives funded by the HWSETA.	0	36	13 36%	Evaluation study report	Outcomes evaluation study was conducted in 2021-2022 and it confirmed that cooperatives supported by the HWSETA do achieve the desired and outcomes. Another outcomes evaluation will be conducted in 2023-2024.
		27	Increased number of <b>small and emerging businesses</b> exposing their employees to relevant skills development training in the strategic period	0	348	84 24%	Survey report	A rapid assessment of the outcomes of the SME project of the HWSETA was conducted in 2022-2023 and progress made towards the 5-year target was 24% (84/348). Another cohort of SMEs funded for skills development will be conducted in 2023-24
		28	Number of enterprises established with the support of the HWSETA in the strategic period.	0	200	Undetermined	Survey report	This outcome is new as it supports the new strategy of the HWSETA to capacitate unemployed social service graduate to open up social enterprises.
		29	Increase in the percentage of health and welfare sector large, medium, and small firms that actually send employees for training as per WSPs to the health and social development sector in the strategic period	Undetermined	60%	51% 85%	Database analysis report	Database analysis was conducted to compare the number of levy paying and non-levy paying employers that actually implement their WSPs submitted to the HWSETA in order to show the level of participation of employers on skills development. Progress made in 2020-2022 is 51%, of which a total of 4460/8738 levy paying and non-paying participated in HWSETA skills development initiatives.



OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	2019-2020 Baseline	2024-2025 Target	Actual Achievement by 31 May 2023	Data Sources	Comment on Achievement and Improvements required for the remainder of the planning period
7	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	30	Increased number of <b>levy exempt organisations exposing their employees to skills development training</b> that is relevant to their work in the strategic period	300	400	273 68%	Database analysis report	A rapid assessment of the outcomes of the levy-exempt project of the HWSETA was conducted in 2022-2023 and progress made towards the 5-year target was 68%. A follow-up study will be conducted in 2023-2024.
		31	Increased number of <b>trade union officials exposed to skills development programmes that are relevant to their skills needs</b> in the strategic period	234	253	249 76%	Survey report	A survey was conducted in 2022-2023 to find out the relevance of skills development training union officials are exposed to and also assessed whether the skills needs of these officials are met. 57 confirmed the relevance of training to their skills development needs.
8	The HWSETA supports career development services related to the health and welfare sector and makes them accessible to rural and targeted youth in the strategic period.	32	Number of learners from rural school exposed to career awareness services in the strategic period.	Undetermined	14400	10217 71%	Career Portal Database	71% of the 5-year target was achieved in 2022-2023 due to high traffic of learners that engage with the career portal for career awareness. A follow-up desktop analysis will be conducted in 2023-2024.
		33	Number of learners from <b>rural school exposed to career awareness services</b> in the strategic period.	5%	10%	8.6% 86%	Bursary	Bursary 8.6% of the 5-year target was achieved in 2022-2023 due to increased access created by the career awareness portal. Additional bursaries will be offered in 2023-2024, and rapid assessment to evaluate the immediate outcomes of the career awareness programme will be conducted in 2023-2024.
		34	Number of <b>career guidance practitioners</b> funded by the HWSETA who offer their services to rural areas in the strategic period	Undetermined	36	Undetermined	Survey report	A survey will be conducted in 2023-2024 on career guidance practitioners funded by the HWSETA for training whether they do offer training in schools that are in the rural areas as training did not happen in 2021-2022. A survey of additional cohorts will be conducted in 2024-2025.



This progress is based on measuring outputs from 2020-21, 2021-22, and 2022-2023 through evaluation studies. As such, the expected level of performance is 40% at the level of indicator targets.

To calculate the aggregated achievement for each of the outcome statements, indicator targets falling under the same outcome statement were averaged. As thus, outcome statements 1, 2, 3, 4, 5, 7 and 8 have an aggregated average performance that is above 40%. However, the outcome statement 6 has an aggregated average performance below 40%.

### **Reasons for this low achievement**

Performance for outcome 4 is affected by TVET College lecturer development, where 37% of the lecturers did not respond to the survey questionnaire. A follow-up on the non-responses will be made to improve the response rate and then perhaps improve the performance of this outcome statement in preparation for the mid-term review report that will be issued in August 2023.

Performance for outcome statement 5 is affected by the low number of learners that register their addresses on the career portal rendering it difficult to account for the geographic location of all learners that visit the portal. The field for address has been marked as mandatory on registration to the portal

### 3.5 Description of the strategic planning process

In August and September, the Board, the CEO and the Executive Managers convened two Strategic Planning workshops with stakeholders from the Health and Social Development sectors. These workshops were focused on engaging stakeholders that are key to the implementation of the ERRP skills strategy, the Revised 2019-2024 MTSF, and the Human Resource Strategies for Health and Social Development. Findings from these workshops are included in this strategic plan and there are partnerships going forward that will be forged to ensure that these Government Priorities are implemented.

A Risk Assessment Workshop was also convened by the Board and Executive Management. At this workshop an analysis of the “control measures culture” that exists at the HWSETA was undertaken, the top 10 strategic HWSETA risks were identified and a risk register was 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, costed, 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.

#### 3.5.2 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 or 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 SSP contributes towards situational analysis and description of the external environment of the HWSETA for the strategic plan
- b. The second step is to take note of significant national government imperatives announced over the past year. For example, the ERRP skills strategy, the revised MTSF 2019-2024, the human resource strategies of the Departments of Health and Social Development, and the National Digital and Future Skills for South Africa Act.
- 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 then becomes the basis of the management plan in which delivery is structured over the 4 quarters.
- g. The 4-quarter plan forms 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**

## THE THEORY OF CHANGE OF THE HWSETA

The Theory of Change is a tool that is used by the HWSETA for measuring the performance of the HWSETA. The Guidelines for implementing the Revised framework for Strategic Planning recommend the Theory of Change as one of the planning tools that can be utilised by institutions. Its benefits to planning involve the provision of;

- A thorough strategic logic for achieving an identified change or impact,
- A description of the process for reaching commonly understood results,
- A process that precisely describes the type of changes stakeholders want to achieve,
- A clear explanation why change is expected to happen in a particular way.

The Guidelines for implementing the Revised framework for Strategic Planning also recommend that once the results chain has been developed, the impact and outcomes should be reflected in the Strategic Plan (SP), the outputs reflected in the Annual Performance Plan (APP) and the activities reflected in the Annual Operational Plan (AOP). Theory of Change is one of the tools that can be used to determine a pathway for achieving desired results. Elements of the theory include the pathway of change; results and preconditions (impact, outcomes, outputs, activities and inputs); indicators; and assumptions.

## HWSETA Stakeholder Analysis

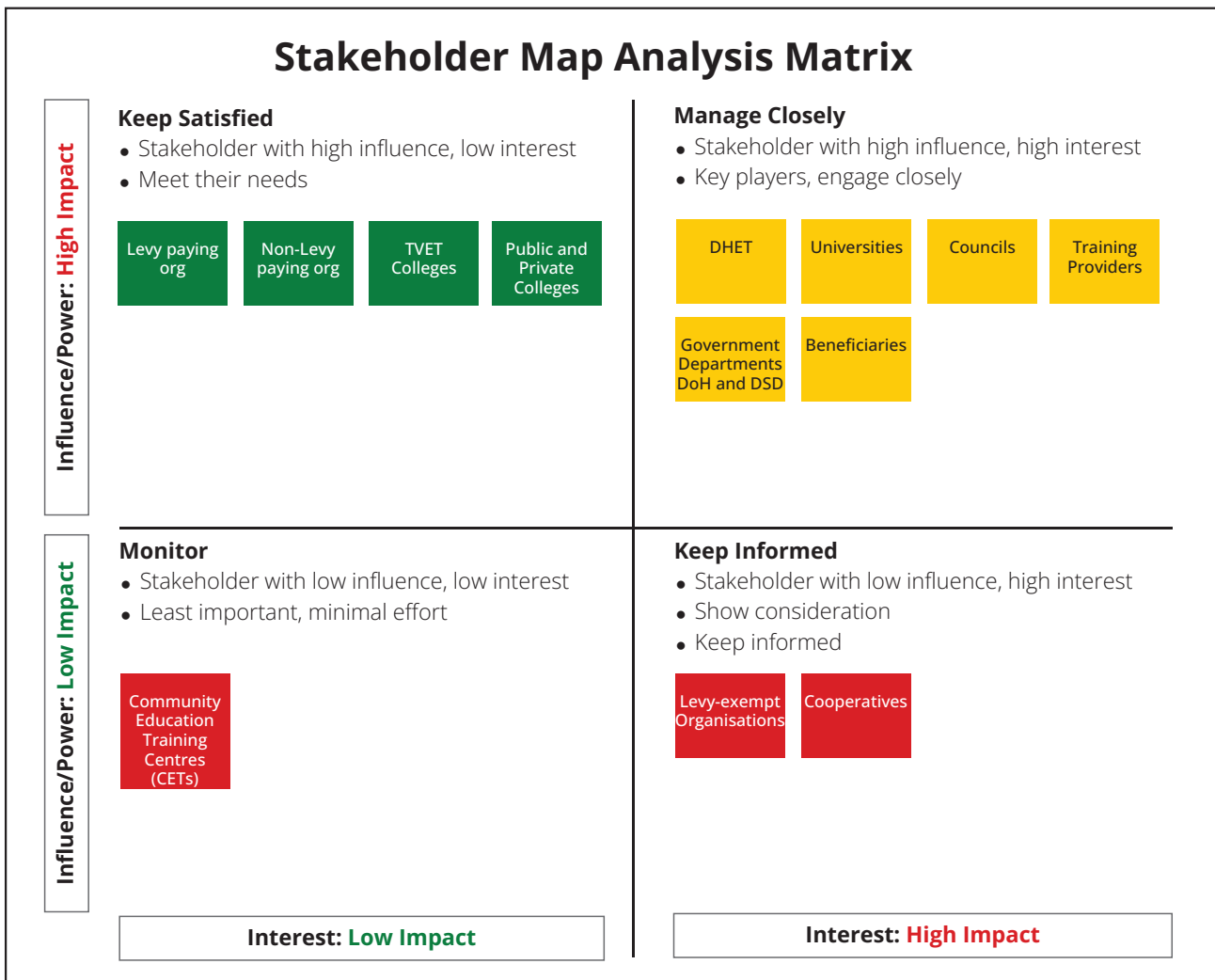
The stakeholder analysis identified major needs and interests of all agents who have an interest in the skills development of the health and welfare sectors. The main stakeholders were identified including their roles and responsibilities.

**Table 34: Main Stakeholders of the HWSETA**

No.	Stakeholder/Role player	Roles and responsibility
1	Levy-exempt organisations	Deliver health and social services
2	Non-levy paying organisations	
3	Levy paying organisations	
4	National and Provincial Department of Health Department of Social Development	Delivering and monitoring of health and social development services
5	Strategic partnerships (Universities, TVET Colleges, Public/Private Colleges, Community Education Training Centres)	Provide training
6	Professional bodies	Regulation of the respective professions
7	Training providers	Recruitment and training of beneficiaries
8	DHET	Provides funding and mandate oversight
9	Beneficiaries	Target population and recipients of the intervention benefits

The stakeholders were assessed based on the power or influence and interest.

Figure 37: Stakeholder Analysis and Mapping



In accordance to the stakeholder analysis matrix above, the key players include DHET, Universities, Professional bodies (Councils), Training providers, government departments (DOH and DSD) as well as the beneficiaries. This group has high power or influence and high interest in the delivery of the HWSETA's mandate.

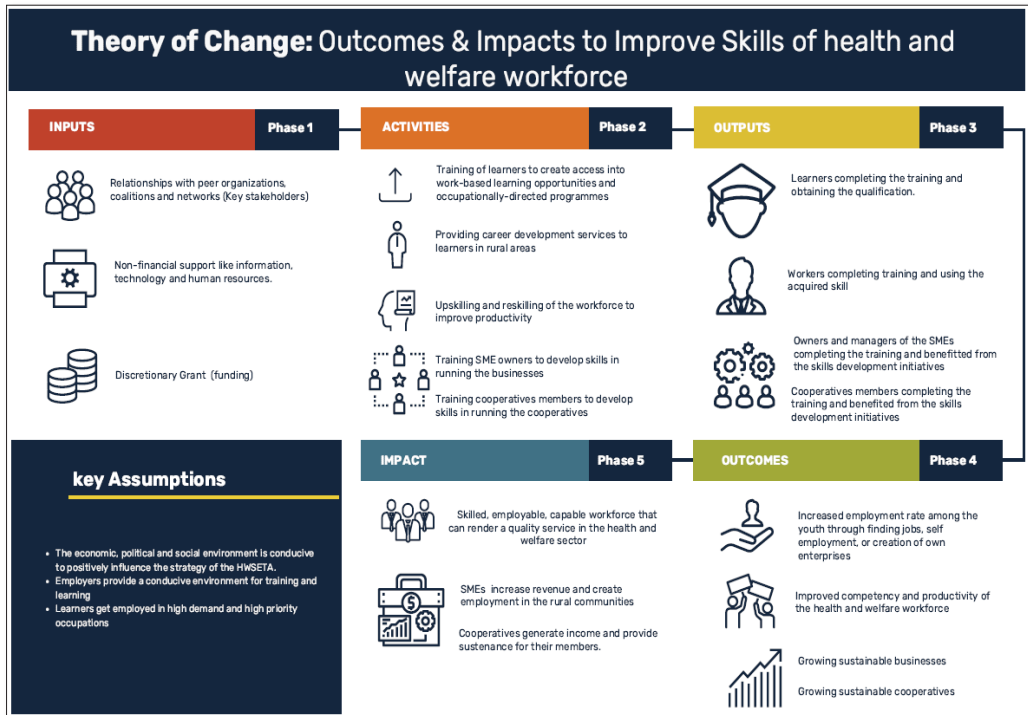
They are engaged closely and are involved in the projects and decision making.

As for those that have high power and high interest it is the levy paying organisations, non-levy paying organisations, TVET Colleges and other colleges. They are engaged regularly to ensure that their needs are met and kept satisfied.

The stakeholders that have low power but high interest are the levy-exempt organisations and cooperatives. This group is informed and consulted on their areas of interest. The low priority group include the community education centres—their influence and interest are low.

They are therefore monitored and regularly updated. The HWSETA's theory of change provides a shared understanding of the results of its interventions. It clearly defines the results to be achieved upfront and ensures that all stakeholders know what success looks like when it is achieved and what actions they need to take to get there.

Figure 38: Theory of Change of the HWSETA Strategic Plan (2020-2025)



**IF**

the HWSETA receive funding and builds capacity through human capital development and use technology as well as have a strong relationship with key stakeholders

So that it is able to efficiently and effectively

train learners to create access into work-based learning opportunities and occupationally directed programmes, provide career development services to learners in rural areas, upskill and reskill the health and welfare workforce, as well as training Small Medium Enterprises owners and cooperatives members to develop skills in running the businesses and cooperatives, respectively.

**SO THAT**

learners complete the training and obtain qualifications, workers complete training and use acquired skills

**AND**

Owners and Managers of SMEs complete the training and benefit from the skills development initiatives, cooperatives members complete training and benefit from the skills development initiatives.

**LEADING TO**

Increased employment rate among the youth through finding jobs, self-employment, or creation of own enterprises, Improved competency and productivity of the health and welfare workforce

**AND**

Growing sustainable businesses and cooperatives

**RESULTING IN**

Skilled, employable, capable workforce that can render a quality service in the health and welfare sector,

**AND**

increased revenue of SMEs thus creating employment in the rural communities,

**AND**

Cooperatives generate income thus providing sustenance for their members.





## 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			
					2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
The HWSETA provides an efficient and effective skills planning, programme implementation and evaluation system which identifies and increase the production of occupations in high demand during the strategic period.	18	The HWSETA is capacitated to deliver on its mandate and achieve its targets in the reporting period	18.1	Percentage of filled positions in the HWSETA organisational structure of the HWSETA to facilitates the delivery of its mandate and achievement of its targets in the reporting period	96%	96%	98%	95% <sup>1</sup>	95%	95%	95%
	20	The HWSETA business processes are automated and usefulness for effective and efficient delivery of services is confirmed by stakeholders in the reporting period	20	Percentage of business processes automated, and confirmed by stakeholders as useful for efficient service delivery <sup>2</sup> in the reporting period	88%	92%	93%	90%	90%	90%	90%
			18.2	Number of HWSETA Good Governance Reports submitted to the Department of Higher Education and Training in the reporting period.	4	4	4	4	4	4	4

<sup>1</sup>This is 95% of approved staff establishment.

<sup>2</sup>This indicator identifies business processes planned to be automated, confirms their automation as well as usefulness of that automation by stakeholders who are users of the automated business processes in the reporting period.

Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS					
					Audited/Actual Performance		Estimated Performance		MTEF PERIOD	
					2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
The HWSETA provides an efficient and effective skills planning, programme implementation and evaluation system which identifies and increase the production of occupations in high demand during the strategic period.	18	The HWSETA is capacitated to deliver on its mandate and achieve its targets in the reporting period	18.1	Percentage of filled positions in the HWSETA organisational structure of the HWSETA to facilitates the delivery of its mandate and achievement of its targets in the reporting period	96%	96%	98%	95%	95%	95%
	20	The HWSETA business processes are automated and usefulness for effective and efficient delivery of services is confirmed by stakeholders in the reporting period	20	Percentage of business processes automated, and confirmed by stakeholders as useful for efficient service delivery in the reporting period	88%	92%	93%	90%	90%	90%
			18.2	Number of HWSETA Good Governance Reports submitted to the Department of Higher Education and Training in the reporting period.	4	4	4	4	4	4

Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS						
					Audited/Actual Performance		Estimated Performance		MTEF PERIOD		
					2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
The HWSETA supports career services related to the health and welfare sector and makes them accessible to rural and targeted youth in the strategic period.	15	The HWSETA makes career development services accessible to school and post-school youths <sup>3</sup> in the reporting period	15	Number of school and post-school youth from urban and rural areas <sup>4</sup> reached through career development awareness programmes <sup>5</sup> in the reporting period	8 402 <sup>6</sup> (14 events)	11 684 (25 events)	4 250 (5 events)	4 250 (5 events)	4 250 (5 events)	4 250 (5 events)	4 250 (5 events)
				1) Rural Areas 2) Urban Areas							

<sup>3</sup> Post-school youth refers to unemployed youth as defined in the Green Paper on post school education. Post-school youth refers to youth Not in Employment, Education, and Training (NEET), and priority is given to those from rural and urban nodes, youth living with disabilities, females youth and Black youth based on the transformational targets contained in the 2023-2024 APP.

<sup>4</sup> School Youths are comprised by pupils still in school, from grade 9 to 12. Post-school youth comprise 15 year old to 34 year olds who are outside the schooling system either due to dropping out of school or from completing matric. These youths are grouped by location, either by being from urban or rural areas. The location of school youths is identified through the school in which this youth attended career development awareness event as a proxy indicator. The location of post-school youth is identified through the addresses these youth provide on the career portal of the HWSETA.

<sup>5</sup> Focus of the career development programmes is on occupations in high demand.

<sup>6</sup> The audited/actual performance were not disaggregated by urban or rural areas



## 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		
					2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
The HWSETA provides an efficient and effective skills planning, programme implementation and evaluation system which identifies and increase the production of occupations in high demand during the strategic period.	12	The SSP update <sup>7</sup> and research reports produced by the HWSETA are noted <sup>8</sup> and disseminated to internal <sup>9</sup> and external <sup>10</sup> stakeholders, as well as the general public, through various dissemination platforms in the reporting period.	12.1	Number of SSP updates and applied research reports <sup>11</sup> completed and noted by key stakeholders <sup>12</sup> in the reporting period	5	6	5	6	6	6	6
			12.2	Number of partnerships entered into by the HWSETA with key stakeholders to support research initiatives in the sector during the reporting period.	New indicator	New Indicator	New Indicator	New Indicator	2	2	2
	5	The monitoring, evaluation, and impact studies, including tracer studies, produced by the HWSETA, are noted and disseminated to internal and/or external stakeholders through various dissemination platforms in the reporting period.	5	Number of monitoring, evaluation, and impact studies, including tracer studies, completed and noted by key stakeholders <sup>13</sup> as measuring the performance of learning programmes and projects implemented by the HWSETA in the reporting period.	4	5	6	6	7	7	7

<sup>7</sup>The SSP update is an annual update that precedes the strategic planning and operational planning process. The SSP is an applied research report. What is peculiar about this report is that it is legislated and therefore regulated by the DHET. Also, it has a specific objective of informing the sector about the overall skills needs. The specific mention of the SSP in the indicator is to emphasise its inclusion as one of the research reports to be reported on.

<sup>8</sup> SSP update and research reports produced by the HWSETA are noted by key stakeholders that they provide information about occupations in demand, skills needs and the education and training landscape for the sector

<sup>10</sup> Internal stakeholders include HWSETA implementing Managers, or Executive Managers and/or one of the Board Committees  
External stakeholders include employers, skills development providers, and/or beneficiaries

<sup>11</sup> SSP updates and research reports produced by the HWSETA identify occupations in demand and skills needs in the sector, and aims to inform planning for skills development in the sector

<sup>12</sup> Noting of SSP update and research reports by stakeholders refers to the presentation of findings to one of the Board Committees

<sup>13</sup> Stakeholders include either internal or external stakeholders of the HWSETA.



### **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 with 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			
					2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
The HWSETA contributes to the improvement of level of skills to 50% of the health and welfare sector workforce through various learning programmes that address critical skills 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 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	1023	955	1231	955	1593	1593	1593
			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	0	22	247	593	913	913	913
	4	Employed apprenticeships and trainee technicians entered into the HWSETA apprenticeship programme complete the programme and are reported to the HWSETA within 12 months of completion in the reporting period.	4 (1)	Number of employed apprentices and trainee technicians entered into the HWSETA funded apprenticeship programme in the reporting period	16	49	55	35	131	131	131
			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	0	91	50	20	42	42	42



Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS						
					Audited/Actual Performance		Estimated Performance		MTEF PERIOD		
					2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
The HWSETA contributes to the improvement of level of skills to 50% of the health and welfare sector workforce through various learning programmes that address critical skills in the strategic period.	6	Workers in the health and welfare sector given bursaries by the HWSETA complete post-graduate degree <sup>14</sup> 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 research bursaries <sup>15</sup> in the reporting period	76	60	106	60	60	60	60
	6	Workers in the health and welfare sector given bursaries by the HWSETA complete post-graduate diploma bursaries <sup>17</sup> in the reporting period	6 (2)	Number of workers re-entered-into the HWSETA post-graduate research bursaries in the reporting period	16	5	24	11	30	30	30
	6	Workers in the health and welfare sector given bursaries by the HWSETA complete post-graduate diploma bursaries <sup>17</sup> in the reporting period	6 (3)	Number of workers reported to the HWSETA for having completed post-graduate research qualifications funded by the HWSETA in the reporting period	21	35	7	28	21	21	21
	6	Workers in the health and welfare sector given bursaries by the HWSETA complete under-graduate and post-graduate diploma bursaries <sup>17</sup> in the reporting period	6 (4)	Number of workers entered-into the HWSETA under-graduate and post-graduate diploma bursaries <sup>17</sup> in the reporting period	232	686	63	380	255	255	255
	6	Workers in the health and welfare sector given bursaries by the HWSETA complete post-graduate diploma bursaries <sup>17</sup> in the reporting period	6 (5)	Number of workers re-entered-into the HWSETA under-graduate and post-graduate diploma bursaries in the reporting period	0	50	40	15	200	200	200
	6	Workers in the health and welfare sector given bursaries by the HWSETA complete post-graduate diploma bursaries <sup>17</sup> in the reporting period	6 (6)	Number of workers reported to the HWSETA for having completed under-graduate and post-graduate diploma qualifications funded by the HWSETA in the reporting period	19	57	6	30	76	76	76

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<sup>14</sup> According to the Higher Education Qualifications Framework Higher Education Act, 1997 (Act No. 101 of 1997) the National Qualifications Framework has ten levels. Higher education qualifications occupy six levels of the NQF, levels 5 to 10. Levels 5-7 are under-graduate and levels 8-10 are post-graduate. The framework comprises the following qualification types: Under-graduate Qualifications • Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree; Post-graduate Qualifications • Post-graduate Diploma • Honours Degree • Master's Degree • Doctoral Degree. The HWSETA however has to operationalize its Undergraduate and Post-graduate bursary programmes to represent the following types of qualifications: Undergraduate bursary programme to fund: Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree • Post-graduate Diploma. The Post-graduate bursary programme to fund: Honours Degree • Master's Degree • Doctoral or PhD Degrees.

<sup>15</sup> Post-graduate Research bursaries therefore supports; Honours Degrees • Master's Degrees • Doctoral or PhD Degrees

<sup>16</sup> According to the Higher Education Qualifications Framework Higher Education Act, 1997 (Act No. 101 of 1997) the National Qualifications Framework has ten levels. Higher education qualifications occupy six levels of the NQF, levels 5 to 10. Levels 5-7 are under-graduate and levels 8-10 are post-graduate. The framework comprises the following qualification types: Under-graduate Qualifications • Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree; Post-graduate Qualifications • Post-graduate Diploma • Bachelor Honours Degree • Master's Degree • Doctoral Degree. The HWSETA however has to operationalize its Undergraduate and Post-graduate bursary programmes to represent the following types of qualifications: Undergraduate bursary programme to fund: Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree • Post-graduate Diploma. Post-graduate bursary programme to fund: Honours Degree • Master's Degree • Doctoral or PhD Degrees

<sup>17</sup> Under-graduate and post-graduate diploma bursaries therefore support Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree • Post-graduate Diploma.

Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS						
					Audited/Actual Performance		Estimated Performance	MTEF PERIOD			
					2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
The HWSETA contributes to the improvement of level of skills to 50% of the health and welfare sector workforce through various learning programmes that address critical skills in the strategic period.	6	Workers in the health and welfare sector given bursaries by the HWSETA complete under-graduate <sup>18</sup> and post graduate diploma qualifications funded by the HWSETA and are reported to the HWSETA within 12 months of completion in the reporting period.	6 (7)	Number of workers entered into the HWSETA bursaries programme <sup>19</sup> for university short-learning programmes in the reporting period	New Indicator	New Indicator	New Indicator	New Indicator	20	20	20
					New Indicator	New Indicator	New Indicator	New Indicator	25	25	25
The HWSETA contributes to increased access by the unemployed into occupationally directed programmes in the health and welfare sector during the strategic period	7	The unemployed graduates funded by the HWSETA for internships are reported to the HWSETA within 12 months of completion in the reporting period.	6 (8)	Number of workers reported to the HWSETA for having completed the HWSETA bursaries programme for university short-learning programmes in the reporting period.	New Indicator	New Indicator	New Indicator	New Indicator	16	16	16
					New Indicator	New Indicator	New Indicator	New Indicator	20	20	20
The HWSETA contributes to increased access by the unemployed into occupationally directed programmes in the health and welfare sector during the strategic period	7	The unemployed graduates funded by the HWSETA for internships are reported to the HWSETA within 12 months of completion in the reporting period.	7 (1)	Number of unemployed graduates entered into the internship programme funded by the HWSETA in the reporting period	1220	1157	247	750	874	874	874
					New Sub indicator	New Sub indicator	New Sub indicator	325	375	375	
The HWSETA contributes to increased access by the unemployed into occupationally directed programmes in the health and welfare sector during the strategic period	7	The unemployed graduates funded by the HWSETA for internships are reported to the HWSETA within 12 months of completion in the reporting period.	7 (2)	Number of unemployed graduates reported to the HWSETA as having completed the internship programme funded by the HWSETA in the reporting period	152	1125	30	610	731	731	731
					New Sub indicator	New Sub indicator	New Sub indicator	260	313	313	

<sup>18</sup> The HWSETA Bursaries Programme for University Short Learning Programmes includes NQF level 5 to 10 programmes, meaning at undergraduate and post-graduate programme levels.

<sup>19</sup> Under-graduates level includes NQF level 5 to 7

<sup>20</sup> Under-graduate level includes NQF level 5 to 7

Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS						
					Audited/Actual Performance		Estimated Performance	MTEF PERIOD			
					2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
The HWSETA contributes to the improvement of level of skills to 50% of the health and welfare sector workforce through various learning programmes that address critical skills in the strategic period.	8	Workers from the health and welfare sector entered-into credit and non-credit bearing skills programmes funded by the HWSETA complete these programmes and are reported to the HWSETA within 12 months of completion in the reporting period	8 (1)	Number of workers entered-into skills programmes and short learning programmes funded by the HWSETA in the reporting period	23280	5388	3032	6000	3354	3354	3354
				a) Skills Programmes							
				b) Short learning Programmes	New Sub indicator	New Sub indicator	New Sub indicator	New Sub indicator	3353	3353	3353
			8 (2)	Number of workers reported to the HWSETA as having completed skills programmes and short learning programmes funded by the HWSETA in the reporting period	20289	3163	1983	5000	2898	2898	2898
				a) Skills Programmes							
				b) Short learning Programmes	New Sub indicator	New Sub indicator	New Sub indicator	New Sub indicator	2898	2898	2898

Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS						
					Audited/Actual Performance		Estimated Performance	MTEF PERIOD			
					2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
The HWSETA contributes to the improvement of level of skills to 50% of the health and welfare sector workforce through various learning programmes that address critical skills in the strategic period.	17	The HWSETA supports public college students and lecturers through vocational and occupational training bursaries in the reporting period	17 (1)	Number of students and lectures from TVET and other public colleges funded by the HWSETA through vocational and occupational training bursaries in the reporting period	1279	875	506	662	500	500	500
	17 (2)	Number of students and lecturers from TVET and other public colleges reported to the HWSETA as having completed training funded by the HWSETA through vocational and occupational training bursaries in the reporting period	88	496	97	374	304	304	304	304	
Workers from the health and welfare sector entered-into Adult Education and Training (AET) programmes funded by the HWSETA complete these programmes and are reported to the HWSETA within 12 months of completion in the reporting period	21 (1)	Number of workers from the sector entered- into AET programmes funded by the HWSETA in the reporting period	0	324	229	165	180	180	180	180	
	21 (2)	Number of workers reported to the HWSETA as having completed AET programmes funded by the HWSETA in the reporting period	0	8	0	130	137	137	137	137	

<sup>21</sup> Post-Graduate level includes NQF level 8 - 10

<sup>22</sup> Other Public Colleges can be described as Health and Social Sector Colleges which comprise Colleges that are recognised by Professional Councils, such as the Nursing Council for Nursing Colleges, the HPCSA for Emergency Services Colleges; HPCSA for Psychology Colleges, Pharmacy Council for Pharmacy Colleges, Various religious councils for various religious colleges, Veterinary Council for Agricultural Colleges etc. . Also CETs are included in this definition 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		
					2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
The HwSETA supports the growth of the public and private college system so that colleges may qualify as centres of specialisation in the strategic period.	16	The HwSETA supports public college lecturers to improve onsite practical and vocational capacity in the reporting period	16 (1)	Number of lecturers <sup>23</sup> and Managers from TVET and other public colleges <sup>24</sup> funded by the HwSETA for skills programmes in the reporting period	32	57	43	15	45	45	45
				a) TVET and other College Lecturers							
				b) Managers trained on curriculum related studies	New sub-indicator	New sub-indicator	20	30	30	30	
				c) Career Guidance Lecturers	New sub-indicator	22	45	45	45	45	
	16 (2)	Number of lecturers and Managers from TVET and other public colleges reported to the HwSETA as having completed training funded by the HwSETA in the reporting period	a) TVET and other College Lecturers	0	35	6	14	26	26	26	26
			b) Managers trained on curriculum related studies	New sub-indicator	New sub-indicator	16	12	12	12	12	
			c) Career Guidance Lecturers	New sub-indicator	0	15	26	26	26	26	
	16 (3)	Number of lecturers and Managers from CET public colleges funded by the HwSETA for skills development programmes in the reporting period	a) CET College Lecturer	New sub-indicator	New sub-indicator	New sub-indicator	10	10	10	10	10
			b) CET Managers trained on curriculum studies	New sub-indicator	New sub-indicator	New sub-indicator	10	10	10	10	
	16 (4)	Number of lecturers and Managers from CET public colleges reported to the HwSETA as having completed skills development programmes funded by the HwSETA in the reporting period	a) CET College Lecturer	New sub-indicator	New sub-indicator	New sub-indicator	8	8	8	8	8
			b) CET Managers trained on curriculum studies	New sub-indicator	New sub-indicator	New sub-indicator	8	8	8	8	

<sup>23</sup> Lecturers includes educators of colleges as well as career guidance teachers at schools

<sup>24</sup> Other Public Colleges can be described as Health and Social Sector Colleges which comprise Colleges that are recognised by Professional Councils, such as the Nursing Council for Nursing Colleges, the HPCSA for Emergency Services Colleges; HPCSA for Psychology Colleges, Pharmacy Council for Pharmacy Colleges, Various religious councils for various religious colleges, Veterinary Council for Agricultural Colleges etc. Also CETs are included in this definition. . Also CETs are included in this definition. . 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			
					2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
The HWSETA contributes to increased access by the unemployed into occupationally directed programmes in the health and welfare sector during the strategic period	26	Unemployed apprentices and trainee technicians entered into the HWSETA funded apprenticeship 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	123	102	117	100	85	85	85
	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	148	158	64	50	59	59			
The HWSETA supports the growth of the public and private college system so that colleges may qualify as centres of specialization in the strategic period	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	768	1063	290	800	975	975	975
	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	92	7	96	480	470	470			



Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS							
					Audited/Actual Performance		Estimated Performance	MTEF PERIOD				
					2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	
The HWSETA contributes to increased access by the unemployed into occupationally directed programmes in the health and welfare sector during the strategic period	29	Unemployed persons registered with the HWSETA as industry or HWSETA funded for learnership programmes are reported to the HWSETA within 12 months of completion in the reporting period.	29 (1)	Number of unemployed persons whose learner agreements are registered with the HWSETA for learnerships as industry funded or HWSETA funded in the reporting period	2018	1955	2019	1850	2020-2025	2220	2220	2220
	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	330	1394	437	1000	1480	1480	1480	1480	1480
	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	256	810	479	250	375	375	375	375
	32 (2)		Number university students reported to the HWSETA as having completed the work integrated programmes funded by the HWSETA in the reporting period	352	438	512	160	287	287	287	287	287

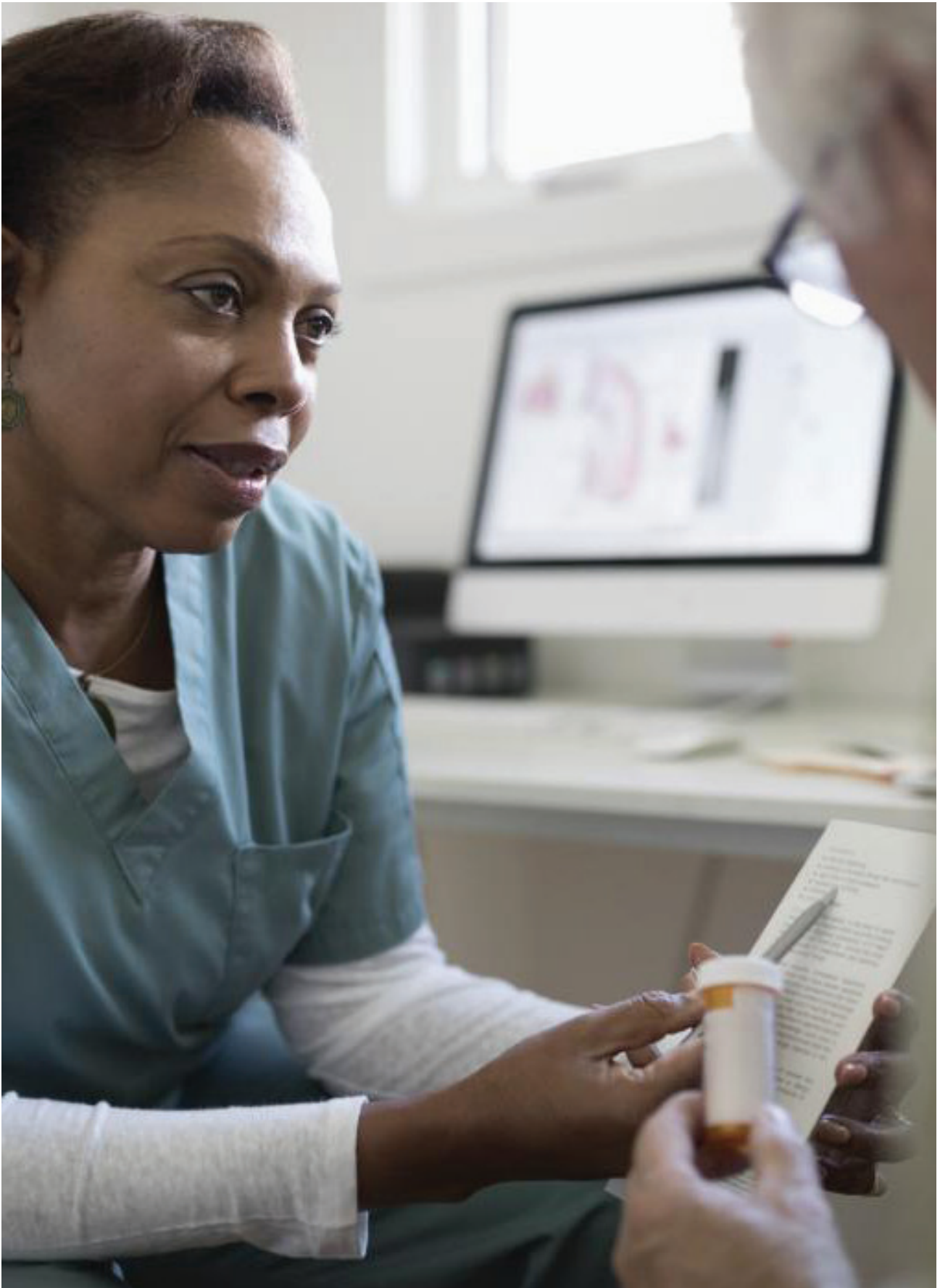
Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS							
					Audited/Actual Performance		Estimated Performance		MTEF PERIOD			
					2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	
The HWSETA contributes to increased access by the unemployed into occupationally directed programmes in the health and welfare sector during the strategic period	27	Unemployed persons awarded bursaries by the HWSETA for post-school education complete the post-graduate degree 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 research bursaries in the reporting period	70	41	70	40	40	40	40	
					27 (2)	Number of unemployed persons re-entered into the HWSETA post-graduate research bursaries in the reporting period	19	8	15	14	16	16
							11	28	5	20	14	14
	27	Unemployed persons awarded bursaries by the HWSETA for post-school education complete the under-graduate <sup>25</sup> and post-graduate diploma 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 under-graduate qualifications and post-graduate diploma bursaries <sup>26</sup> in the reporting period	540	343	131	340	200	200	200	
					27 (5)	Number of unemployed persons re-entered into the HWSETA under-graduate qualifications and post-graduate diploma bursaries in the reporting period	New Indicator	New Indicator	100	85	85	85
							182	577	415	150	180	180
27	Unemployed persons awarded bursaries by the HWSETA for post-school education complete the under-graduate <sup>25</sup> and post-graduate diploma qualifications and are reported to the HWSETA within 12 months of completion in the reporting period.	27 (6)	Number of unemployed persons reported to the HWSETA as having completed under-graduate qualifications and post-graduate diploma qualifications funded by the HWSETA in the reporting period	New Indicator	New Indicator	New Indicator	50	40	40	40		
				374	463	246	150	26	26			
										New Indicator	New Indicator	New Indicator

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<sup>25</sup> According to the Higher Education Qualifications Framework Higher Education Act, 1997 (Act No. 101 of 1997) the National Qualifications Framework has ten levels. Higher education qualifications occupy six levels of the NQF, levels 5 to 10. Levels 5-7 are under-graduate and levels 8-10 are post-graduate. The framework comprises the following qualification types: **Under-graduate Qualifications** • Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree; **Post-graduate Qualifications** • Post-graduate Diploma • Bachelor Honours Degree • Master's Degree • Doctoral Degree. The HWSETA however has to operationalize it's Undergraduate and Post-graduate bursary programmes to represent the following types of qualifications: **Undergraduate bursary programme to fund:** Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree • **Post-graduate Diploma. Post-graduate bursary programme to fund:** Honours Degree • Master's Degree • Doctoral or PhD Degrees.

Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS						
					Audited/Actual Performance		Estimated Performance		MTEF PERIOD		
					2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
	30	Unemployed persons entered-into credit and non-credit bearing skills programmes funded by the HWSETA complete these programmes and are reported to the HWSETA within 12 months of completion in the reporting period	30 (1)	Number of unemployed persons entered-into skills programmes and short learning programmes funded by the HWSETA in the reporting period	1946	1623	1660	1600	1461	1461	1461
	30		30 (2)	Number of unemployed persons reported to the HWSETA as having completed skills programmes and short learning programmes funded by the HWSETA in the reporting period	1932	1745	999	1400	796	796	796
	30	Number of unemployed persons reported to the HWSETA as having completed skills programmes and short learning programmes funded by the HWSETA in the reporting period	31 (1)	Number of unemployed persons reported to the HWSETA as having completed skills programmes and short learning programmes funded by the HWSETA in the reporting period							
	31	Number of unemployed persons reported to the HWSETA as having completed skills programmes and short learning programmes funded by the HWSETA in the reporting period	31 (2)	Number of unemployed persons reported to the HWSETA as having completed AET programmes <sup>28</sup> funded by the HWSETA in the reporting period							

<sup>26</sup> Under-graduate and post-graduate diploma bursaries therefore support Higher Certificate • Advanced Diploma • Bachelor's Degree • Post-graduate Diploma.



### **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	Output Indicator	ANNUAL TARGETS						
					Audited/Actual Performance		Estimated Performance		MTEF PERIOD		
					2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
The HWSETA provides increased support to the State, Trade unions, NGOs, and NPOs 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 Non-Government and Not-for-Profit, and Trade Unions during the reporting period	11 (1)	Number of officials from NGOs and NPOs <sup>29</sup> funded by the HWSETA for skills development per year	159	141	82	120	70	70	70
					11 (2)	Number of officials from Trade Unions funded by the HWSETA for skills development per year	110	81	53	75	45
The HWSETA funds rural and provincial development projects <sup>30</sup> in the health and welfare sector during the reporting period	1	The HWSETA funds rural and provincial development projects <sup>30</sup> in the health and welfare sector during the reporting period	1	a) Rural Projects	10	19	8	5	5	5	5
				b) Provincial Projects	New indicator	New indicator	New indicator	3	2	2	2
The HWSETA funds the Non-Government and Not-for-Profit skills development initiatives in the reporting period	22	The HWSETA funds the Non-Government and Not-for-Profit skills development initiatives in the reporting period	22	Number of levy exempt organisations whose skills development needs are funded by the HWSETA in the reporting period	59	179	63	60	51	51	51
					33	Percentage of discretionary grant budget allocated for the development of high-level, intermediate-level, and elementary skills in the reporting period	New indicator	New indicator	10%	10%	10%
The HWSETA provides an efficient and effective skills planning, programme implementation and evaluation system which identifies occupations in high demand during the strategic period.	33	Percentage of discretionary grant budget allocated for the development of high-level, intermediate-level, and elementary skills in the reporting period	33	a) High Level Skills	New indicator	New indicator	10%	10%	10%	10%	10%
				b) Intermediate Skills	New indicator	New indicator	30%	30%	30%	30%	30%
				c) Elementary Skills	New indicator	New indicator	20%	20%	20%	20%	20%

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<sup>29</sup> Non-Governmental and Not-for-Profit Organisations includes formally registered organisations comprising Non-Profit Organisations, Community Based Organisations, Faith-Based Organisations and Non-Profit Companies

<sup>30</sup> This includes projects that support requirements for ERRP skills strategy. This also includes projects emanating from strategic proposals submitted by stakeholders outside the funding windows of the HWSETA which have a scope that falls outside the already existing skills development initiatives of the HWSETA.



Outcome Statement	Output No	Output Statement	Output Indicator No	Output Indicator	ANNUAL TARGETS						
					Audited/Actual Performance			Estimated Performance	MTEF PERIOD		
					2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
The HWSETA promotes linkages between education and the workplace to increase work-place 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	380	340	173	400	147	147	147
	23	The HWSETA supports partnerships <sup>31</sup> with post-school education institutions in the reporting period	23	Number of partnerships entered-into by the HWSETA with post-school education institutions in the reporting period	0	0	0	5	4	4	4
					14	20	23	10	9	9	9
The HWSETA provides increased support to the State, Trade unions, NGOs, and NPOs in order to strengthen governance and service delivery and thus advance social, rural, and community development 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	13	20	23	5	4	4	4
					16	11	15	6	5	5	5

<sup>31</sup> 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		
					2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
The HWSETA provides increased support towards skills development activities for entrepreneurial, cooperative, as well as the establishment of new enterprises 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	10.1	Number of small and emerging businesses from the health and welfare sector whose skills needs are funded by the HWSETA per year	160	161	130	120	102	102	102
	10.2	Number of people funded by the HWSETA for entrepreneurship development to support their businesses start-up ventures <sup>32</sup> in the reporting period	New sub-indicator	New sub-indicator	1445	1389	1392	1200	1183	1183	1183
The HWSETA provides increased support towards skills development activities for entrepreneurial, cooperative, as well as the establishment of new enterprises in the strategic period.	13	Support of interventions required to increase the level of skills of the health and welfare sector workforce by the HWSETA in the reporting period	13 (1)	Number of WSPs and ATRs approved for Small firms per year	178	169	177	170	150	150	150
	13 (2)	Number of WSPs and ATRs approved for Medium firms per year	New sub-indicator	142	150	155	120	132	132	132	132
The HWSETA provides increased support towards skills development activities for entrepreneurial, cooperative, as well as the establishment of new enterprises in the strategic period.	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	8	25	21	9	8	8	8
	9 (3)	Number of WSPs and ATRs approved for Large firms per year	New sub-indicator	142	150	155	120	132	132	132	132

<sup>32</sup> This programme involves skills development training initiatives for the exposure of individual persons to entrepreneurship as well as support for business start-up projects. A business startup is a company not older than 3-5 years.



### 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			
					2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
The HWSETA supports the growth of the public and private college system so that colleges may qualify as centres of specialisation in the strategic period.	19	The HWSETA accredits its 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 <sup>33</sup> by the HWSETA in the reporting period	70	73	60	60	65	65	65
	19 (2)		19 (2)	Number of certificates issued by the HWSETA to learners found competent by skills development providers <sup>34</sup> and then confirmed by HWSETA in the reporting period	3746	5224	3664	3274	1325	1325	1325
The HWSETA develops full and part occupational qualifications relevant to occupations in the sector in the reporting period.	24		24	Number of part and full occupational qualifications, as well as skills programmes developed by the HWSETA and accepted by the QCTO for registration in the reporting period	4	2	2	2	2	2	2
				1) Part/Full Qualifications 2) Skills Programme	New sub-indicator	New sub-indicator	New sub-indicator	New sub-indicator	New sub-indicator	New sub-indicator	New sub-indicator
The HWSETA contributes to the improvement of level of skills to 50% of the health and welfare sector workforce through various learning programmes that address critical skills 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.	357	349	281	281	1000	1000	1000
			25 (2)	Number of workers reported at the HWSETA as having completed the Recognition of Prior Learning programme funded by the HWSETA in the reporting period	305	0	264	240	240	540	540

<sup>33</sup> The accreditation and re-accreditation includes, both, primary and secondary accreditation by the HWSETA

<sup>34</sup> These skills development training providers are accredited by the HWSETA

## 2. INDICATORS, ANNUAL AND QUARTERLY TARGETS

Programme 1: Administration								
Output Indicator No	Output Indicator		2024-2025 Target	Q1 Target	Q2 Target	Q3 Target	Q4 Target	2024-2025 Budget
15	Number of school and post-school youth from urban and rural areas <sup>35</sup> reached through career development awareness programmes <sup>36</sup> in the reporting period.	1) Rural Areas	4 250 (5 events)	1500 (2 events)	1500 (2 events)	0 (0 events)	1250 (1 events)	R 626 520
		2) Urban Areas	4 250 (5 events)	1500 (2 events)	1500 (2 events)	0 (0 events)	1250 (1 events)	R 626 520
18.1	Percentage of filled positions in the HWSETA organisational structure to facilitates the delivery of its mandate and achievement of its targets in the reporting period		95%	85%	85%	90%	95%	R450 000
18.2	Number of HWSETA Good Governance Reports submitted to the Department of Higher Education and Training in the reporting period		4	1	1	1	1	Admin Budget
20	Percentage of business processes automated and confirmed by stakeholders as useful for efficient service delivery <sup>37</sup> in the reporting period		90%	87%	87%	87%	90%	R5 000 000

Programme 2: Skills planning and impact assessment								
Output Indicator No	Output Indicator		2024-2025 Target	Q1 Target	Q2 Target	Q3 Target	Q4 Target	2024-2025 Budget
12.1	Number of SSP updates and applied research reports <sup>38</sup> completed and noted by key stakeholders <sup>39</sup> in the reporting period		6	1	1	1	3	R 3 000 000
12.2	Number of partnerships entered into by the HWSETA with key stakeholders to support research initiatives in the sector during the reporting period.		2	0	0	0	2	R1 000 000
5	Number of monitoring, evaluation, and impact studies, including tracer studies, completed and noted by key stakeholders <sup>40</sup> as measuring the performance of learning programmes and projects implemented by the HWSETA in the reporting period		7	1	1	2	3	R 3 500 000

<sup>35</sup> School Youths are comprised by pupils still in school, from grade 9 to 12. Post-school youth comprise 15year old to 34 year olds who are outside the schooling system either due to dropping out of school or from completing matric. These youths are grouped by location, either by being from urban or rural areas. The location of school youths is identified through the school in which this youth attended career development awareness event as a proxy indicator. The location of pots-school youth is identified through the addresses these youth provide on the career portal of the HWSETA..

<sup>36</sup> Focus of the career development programmes is on occupations in high demand.

<sup>37</sup> This indicator identifies business processes planned to be automated per annum. Automation involves the development of an integrated ERP system for each of the functions of the HWSETA based on business processes. Usefulness of the ERP system is integral to the completion of each module of the system, that is, of each business function automation. Therefore, user divisions need to confirm usefulness of each module for efficient service delivery in the reporting period. .

<sup>38</sup> SSP updates and research reports produced by the HWSETA identify occupations in demand and skills needs in the sector, and aims to inform planning for skills development in the sector

<sup>39</sup> Noting of SSP update and research reports by stakeholders refers to the presentation of findings to one of the Board Committees

<sup>40</sup> Stakeholders include either internal or external stakeholders of the HWSETA.

## Programme 3: Skills Development Programmes and Projects

### Sub-Programme 3.1: Learning Programmes

Output Indicator No	Output Indicator	2024-2025 Target	Q1 Target	Q2 Target	Q3 Target	Q4 Target	2024-2025 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	1593	100	320	375	798	R 31 860 000	
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	913	0	91	183	639	Admin Budget	
4 (1)	Number of employed apprentices and trainee technicians entered- into the HWSETA funded apprenticeship programme in the reporting period	131	7	14	41	69	R 5 895 000	
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	42	0	4	8	30	Admin Budget	
6 (1)	Number of workers entered-into the HWSETA post-graduate research bursaries <sup>61</sup> in the reporting period	60	6	12	18	24	R3 000 000	
6 (2)	Number of workers re-entered-into the HWSETA post-graduate research bursaries in the reporting period	30	3	6	9	12	R1 500 000	
6 (3)	Number of workers reported to the HWSETA for having completed postgraduate research qualifications funded by the HWSETA in the reporting period	21	0	2	4	15	Admin Budget	
6 (4)	Number of workers entered-into the HWSETA undergraduate qualifications and post-graduate diploma bursaries <sup>62</sup> in the reporting period	a) Bursaries for under-graduate qualifications	255	30	60	65	100	R7 650 000
		b) Bursaries for Post-graduate Diplomas	100	10	20	30	40	R3 000 000
6 (5)	Number of workers re-entered-into the HWSETA undergraduate qualifications and post-graduate diploma bursaries in the reporting period	a) Bursaries for under-graduate qualifications	200	20	40	60	80	R 6 000 000
		b) Bursaries for Post-graduate Diplomas	80	8	16	24	32	R2 400 000
6 (6)	Number of workers reported to the HWSETA for having completed under-graduate qualifications and post-graduate diploma qualifications funded by the HWSETA in the reporting period	a) Bursaries for under-graduate qualifications	76	0	8	15	53	Admin Budget
		b) Bursaries for Post-graduate Diplomas	41	0	4	8	29	Admin Budget

Output Indicator No	Output Indicator	2024-2025 Target	Q1 Target	Q2 Target	Q3 Target	Q4 Target	2024-2025 Budget	
6 (7)	Number of workers entered-into the HWSETA bursaries programme <sup>43</sup> for university short-learning programmes in the reporting period	a) Short-learning Programmes at under-graduate level <sup>44</sup>	20	2	4	6	8	R 600 000
		b) Short-learning Programmes at post-graduate level <sup>45</sup>	25	3	5	8	9	R 750 000
6 (8)	Number of workers reported to the HWSETA for having completed the HWSETA bursaries programme for university short-learning programmes in the reporting period.	a) Short-learning Programmes at under-graduate level	16	0	2	3	11	Admin Budget
		b) Short-learning Programmes at post-graduate level	20	0	2	4	14	Admin Budget

<sup>41</sup> According to the Higher Education Qualifications Framework Higher Education Act, 1997 (Act No. 101 of 1997) the National Qualifications Framework has ten levels. Higher education qualifications occupy six levels of the NQF, levels 5 to 10. Levels 5-7 are under-graduate and levels 8-10 are post-graduate. The framework comprises the following qualification types: **Under-graduate Qualifications** • Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree; **Post-graduate Qualifications** • Post-graduate Diploma • Bachelor Honours Degree • Master's Degree • Doctoral Degree. The HWSETA however has to operationalize its Undergraduate and Post-graduate bursary programmes to represent the following types of qualifications: **Undergraduate bursary programme to fund:** Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree • Post-graduate Diploma. **Post-graduate bursary programme to fund:** Honours Degree • Master's Degree • Doctoral or PhD Degrees. Post-graduate bursaries therefore support Honours Degree • Master's Degree • Doctoral or PhD Degrees

<sup>42</sup> According to the Higher Education Qualifications Framework Higher Education Act, 1997 (Act No. 101 of 1997) the National Qualifications Framework has ten levels. Higher education qualifications occupy six levels of the NQF, levels 5 to 10. Levels 5-7 are under-graduate and levels 8-10 are post-graduate. The framework comprises the following qualification types: **Under-graduate Qualifications** • Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree; **Post-graduate Qualifications** • Post-graduate Diploma • Bachelor Honours Degree • Master's Degree • Doctoral Degree. The HWSETA however has to operationalize its Undergraduate and Post-graduate bursary programmes to represent the following types of qualifications: Undergraduate .



Programme 3: Skills Development Programmes and Projects

Sub-Programme 3.1: Learning Programmes

Output Indicator No	Output Indicator	2024-2025 Target	Q1 Target	Q2 Target	Q3 Target	Q4 Target	2024-2025 Budget	
7 (1)	Number of unemployed graduates entered-into the internship programme funded by the HWSETA in the reporting period	a) University Graduates	874	87	175	262	350	R 64 904 333
		b) TVET and other Public College <sup>46</sup> Graduates	375	37	74	111	153	R27 847 969
7 (2)	Number of unemployed graduates reported to the HWSETA as having completed the internship programme funded by the HWSETA in the reporting period	a) University Graduates	731	69	138	208	316	Admin Budget
		b) TVET and other Public College Graduates	313	30	59	89	135	Admin Budget
8 (1)	Number of workers entered- into skills programmes and short learning programmes funded by the HWSETA in the reporting period	a) Skills Programmes	3354	335	671	1006	1342	R 14 757 600
		b) Short Learning Programmes	3353	335	671	1006	1341	R 14 753 200
8 (2)	Number of workers reported to the HWSETA as having completed skills programmes and short learning programmes funded by the HWSETA in the reporting period	a) Skills Programmes	2899	289	580	870	1160	Admin Budget
		b) Short Learning Programmes	2898	288	580	870	1160	Admin Budget
16 (1)	Number of lecturers <sup>47</sup> and Managers from TVET, and other public colleges <sup>48</sup> funded by the HWSETA for skills programmes in the reporting period	a) TVET and other College Lecturers	45	5	9	14	17	R 198 000
		b) Managers trained on curriculum related studies	30	3	6	9	12	R187 500
		c) Career Guidance Lecturers	45	5	9	14	17	R 198 000
16 (2)	Number of lecturers and Managers from TVET and other public colleges reported to the HWSETA as having completed training funded by the HWSETA in the reporting period	a) TVET and other College Lecturers	26	0	3	5	18	Admin Budget
		b) Managers trained on curriculum related studies	12	0	2	3	7	Admin Budget
		c) Career Guidance Lecturers	26	0	3	5	18	Admin Budget

Output Indicator No	Output Indicator	2024-2025 Target	Q1 Target	Q2 Target	Q3 Target	Q4 Target	2024-2025 Budget	
16 (3)	Number of lecturers and Managers from CET public colleges funded by the HWSETA for skills development programmes in the reporting period	a) CET Lecturer Skills Programmes	10	0	2	3	5	R 44 000
		b) CET Managers trained on curriculum related studies	10	0	2	3	5	R 44 000
16 (4)	Number of lecturers and Managers from CET public colleges reported to the HWSETA as having completed skills development programmes funded by the HWSETA in the reporting period	a) CET Lecturer Skills Programmes	8	0	0	0	8	Admin Budget
		b) CET Managers trained on curriculum related studies	8	0	0	0	8	Admin Budget

**bursary programme to fund:** Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree • Post-graduate Diploma. **Post-graduate bursary programme to fund:** Honours Degree • Master's Degree • Doctoral or PhD Degrees.

Under-graduate and post-graduate diploma bursaries therefore support Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree • Post-graduate Diploma

<sup>43</sup> The HWSETA Bursaries Programme for University Short Learning Programmes includes NQF level 5 to 10 programmes, meaning at undergraduate and post-graduate programme levels.

<sup>44</sup> Under-graduate level includes NQF level 5 to 7

<sup>45</sup> Post-Graduate level includes NQF level 8 - 10

<sup>46</sup> Other Public Colleges can be described as Health and Social Sector Colleges which comprise Colleges that are recognised by Professional Councils, such as the Nursing Council for Nursing Colleges, the HPCSA for Emergency Services Colleges; HPCSA for Psychology Colleges, Pharmacy Council for Pharmacy Colleges, Various religious councils for various religious colleges, Veterinary Council for Agricultural Colleges etc. Also CETs are included in this definition These colleges are a priority to the HWSETA as they are colleges in the health welfare sector.

<sup>47</sup> Lecturers includes educators of colleges as well as career guidance teachers at schools

<sup>48</sup> Other Public Colleges comprise of Nursing Colleges, Emergency Services Colleges (EMS), and Agricultural Colleges (for Veterinary training) etc. These colleges are a priority to the HWSETA as they are colleges in the health welfare sector

## Programme 3: Skills Development Programmes and Projects

### Sub-Programme 3.1: Learning Programmes

Output Indicator No	Output Indicator	2024-2025 Target	Q1 Target	Q2 Target	Q3 Target	Q4 Target	2024-2025 Budget	
17 (1)	Number of students and lectures from TVET and other public colleges funded by the HWSETA through vocational and occupational training bursaries in the reporting period	a) TVET and other Public College Students	500	50	100	150	200	R 39 500 000
		b) TVET and other Public College Lecturers	10	0	2	3	5	R200 000
17 (2)	Number of students and lecturers from TVET and other public colleges reported to the HWSETA as having completed training funded by the HWSETA through vocational and occupational training bursaries in the reporting period	a) TVET and other Public College Students	304	0	31	61	212	Admin Budget
		b) TVET and other Public College Lecturers	7	0	0	3	4	Admin Budget
21 (1)	Number of workers from the sector <sup>49</sup> entered- into AET programmes funded by the HWSETA in the reporting period	180	18	36	54	72	R 792 000	
21 (2)	Number of workers reported to the HWSETA as having completed AET programmes funded by the HWSETA in the reporting period	137	0	14	28	95	Admin Budget	
26 (1)	Number of unemployed apprentices and trainee technicians entered- into the HWSETA funded apprenticeship programme in the reporting period	85	9	17	25	34	R 18 020 000	
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	59	6	12	18	23	Admin Budget	
27 (1)	Number of unemployed persons entered-into the HWSETA post-graduate research bursaries in the reporting period	40	4	8	12	16	R 3 440 000	
27 (2)	Number of unemployed persons re-entered-into the HWSETA post-graduate research bursaries in the reporting period	16	2	3	5	6	R 1 376 000	
27 (3)	Number of unemployed persons reported to the HWSETA as having completed postgraduate research qualifications funded by the HWSETA in the reporting period	14	0	2	3	9	Admin Budget	

Output Indicator No	Output Indicator	2024-2025 Target	Q1 Target	Q2 Target	Q3 Target	Q4 Target	2024-2025 Budget	
27 (4)	Number of unemployed persons entered-into the HWSETA undergraduate qualifications and post-graduate diploma bursaries <sup>50</sup> in the reporting period	a) Bursaries for under-graduate qualifications	200	20	40	60	80	R 26 000 000
		b) Bursaries for Post-graduate Diplomas	85	8	17	26	34	R7 310 000
27 (5)	Number of unemployed persons re-entered-into the HWSETA undergraduate qualifications and post-graduate diploma bursaries in the reporting period	a) Bursaries for under-graduate qualifications	180	18	36	56	70	R23 400 000
		b) Bursaries for Post-graduate Diplomas	40	4	8	12	16	R3 440 000
27 (6)	Number of unemployed persons reported to the HWSETA for having completed undergraduate qualifications and post-graduate diploma qualifications funded by the HWSETA in the reporting period	a) Bursaries for under-graduate qualifications	26	0	3	5	18	Admin Budget
		b) Bursaries for Post-graduate Diplomas	26	0	3	5	18	Admin Budget
28 (1)	Number of TVET and other college students entered-into work integrated programmes funded by the HWSETA in the reporting period	975	98	194	293	390	R 62 887 500	
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	470	0	47	94	329	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	2220	222	444	666	888	R 133 200 000	
29 (2)	N 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	1480	148	296	444	592	Admin Budget	
30 (1)	Number of unemployed persons entered- into skills programmes and short learning programmes funded by the HWSETA in the reporting period	a) Skills Programmes	2055	205	411	617	822	R 12 330 000
		b)Short Learning Programmes	514	51	103	154	206	R 3 084 000

## Programme 3: Skills Development Programmes and Projects

### Sub-Programme 3.1: Learning Programmes

Output Indicator No	Output Indicator	2024-2025 Target	Q1 Target	Q2 Target	Q3 Target	Q4 Target	2024-2025 Budget	
30 (2)	Number of unemployed persons reported to the HWSETA as having completed skills programmes and short learning programmes funded by the HWSETA in the reporting period	a) Skills Programmes	1766	177	353	530	706	Admin Budget
		b) Short Learning Programmes	442	44	88	133	177	Admin Budget
31 (1)	Number of unemployed persons entered- into AET programmes funded by the HWSETA in the reporting period	a) Access of CET unemployed learners into AET programmes	100	10	20	30	40	R1 340 000
		b) Other unemployed persons entering AET programmes	100	10	20	30	40	R1 340 000
31 (2)	Number of unemployed persons reported to the HWSETA as having completed AET programmes funded by the HWSETA in the reporting period	a) CET unemployed learners completing AET programmes	60	0	6	12	42	Admin Budget
		b) Other unemployed persons completing AET programmes	60	0	6	12	42	Admin Budget
32 (1)	Number of university students entered-into work integrated programmes funded by the HWSETA in the reporting period	375	38	75	112	150	R30 375 000	
32 (2)	Number university students reported to the HWSETA as having completed the work integrated programmes funded by the HWSETA in the reporting period	287	0	29	57	201	Admin Budget	

<sup>49</sup> Sector refers to the Health and Welfare Sector

<sup>50</sup> According to the Higher Education Qualifications Framework Higher Education Act, 1997 (Act No. 101 of 1997) the National Qualifications Framework has ten levels. Higher education qualifications occupy six levels of the NQF, levels 5 to 10. Levels 5-7 are under-graduate and levels 8-10 are post-graduate. The framework comprises the following qualification types: **Under-graduate Qualifications** • Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree; **Post-graduate Qualifications** • Post-graduate Diploma • Bachelor Honours Degree • Master's Degree • Doctoral Degree.

Under-graduate bursaries therefore support under-graduate qualifications. The HWSETA however has to operationalize its Undergraduate and Post-graduate bursary programmes to represent the following types of qualifications: **Undergraduate bursary programme to fund:** Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree • Post-graduate Diploma. **Post-graduate bursary programme to fund:** Honours Degree • Master's Degree • Doctoral or PhD Degrees. Under-graduate bursaries therefore support Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree • Post-graduate Diploma

## Programme 3: Skills Development Programmes and Projects

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

Output Indicator No	Output Indicator	2024-2025 Target	Q1 Target	Q2 Target	Q3 Target	Q4 Target	2024-2025 Budget	
1	Number of rural and provincial skills development projects funded <sup>51</sup> by the HWSETA to develop and address mid-level skills in the reporting period	a) Rural Projects	5	0	1	2	2	Will be funded through learning programmes that register learners
		b) Provincial Projects	2	0	0	1	1	Will be funded through learning programmes that register learners
2	Number of employers in the sector who open-up their workplaces for learning through partnerships with the HWSETA in the reporting period	147	15	29	44	59	Learner-ship&Skills Programme Budget	
9	Number of cooperatives in the health and welfare sector whose skills needs are funded by the HWSETA per year	8	0	1	3	4	R 400 000	
10 (1)	Number of small and emerging businesses from the health and welfare sector whose skills needs are funded by the HWSETA per year	102	10	20	31	41	R 2 550 000	
10 (2)	Number of people funded by the HWSETA for entrepreneurship development to support their businesses start-up ventures <sup>52</sup> in the reporting period	21	0	2	4	15	R1 260 000	
11 (1)	Number of officials from NGOs and NPOs funded by the HWSETA for skills development per year	70	7	14	21	28	R700 000	
11 (2)	Number of officials from Trade Unions funded by the HWSETA for skills development per year	a) Union Members	45	0	15	15	15	R900 000
		b) Trade Unions	3	0	1	1	1	
13 (1)	Number of WSPs and ATRs approved for Small firms per year	1183	0	592	591	0	Mandatory Grant	
13 (2)	Number of WSPs and ATRs approved for Medium firms per year	150	0	75	75	0	Mandatory Grant	
13 (3)	Number of WSPs and ATRs approved for Large firms per year	132	0	66	66	0	Mandatory Grant	
14	Number of projects funded through discretionary grants aimed at public sector education and training in the reporting period	5	0	0	2	3	R1 500 000 <sup>53</sup>	
22	Number of levy exempt organisations whose skills development needs are funded by the HWSETA in the reporting period	51	5	10	15	21	R 918 000	

<sup>51</sup> This includes projects that support requirements for ERRP skills strategy. This also includes projects emanating from strategic proposals submitted by stakeholders outside the funding windows of the HWSETA which have a scope that falls outside the already existing skills development initiatives of the HWSETA.

<sup>52</sup> This programme involves skills development training initiatives for the exposure of individual persons to entrepreneurship as well as support for business start-up projects. A business startup is a company not older than 3-5 years.

<sup>53</sup> One of the projects to be funded is the World Skills Competition.

Output Indicator No	Output Indicator		2024-2025 Target	Q1 Target	Q2 Target	Q3 Target	Q4 Target	2024-2025 Budget
23	Number of partnerships entered-into by the HWSETA with post-school education institutions in the reporting period	a) Partnerships with CET	5	0	1	2	2	Linked to indicators that enter learners from these partnerships
		B) Partnerships with Universities	10	1	2	3	4	
		c) Partnerships with TVET and other Public Colleges	5	0	1	2	2	
33	Percentage of discretionary grant budget <sup>54</sup> allocated for the development of high-level, intermediate, and elementary skills in the reporting period	a) High-level Skills	10%	0	0	0	10%	Admin Budget
		b) Intermediate Skills	30%	0	0	0	30%	
		c) Elementary Skills	20%	0	0	0	20%	

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

Output Indicator No	Output Indicator		2024-2025 Target	Q1 Target	Q2 Target	Q3 Target	Q4 Target	2024-2025 Budget
19 (1)	Number of skills development providers accredited and re-accredited <sup>55</sup> by the HWSETA in the reporting period		65	10	10	10	35	R 284 375 <sup>56</sup>
19 (2)	Number of certificates issued by the HWSETA to learners found competent by skills development providers <sup>57</sup> and then confirmed by HWSETA in the reporting period	a) Qualification Certificates	1325	250	250	325	500	R 2 963 03 <sup>58</sup>
		b) Statement of Results	1175	200	200	380	395	R 2 627 594
24	Number of part and full occupational qualifications, as well as skills programmes developed by the HWSETA and accepted by the QCTO for registration in the reporting period	a) Full or Part Qualifications	2	0	0	0	2	R 2 000 000
		b) Skills Programmes	100	25	25	25	25	R 2 000 000

<sup>54</sup> Discretionary budget for 2024-2025 is R617 930 141, and this will be the denominator of the 3 indicator targets. This therefore means that high-level skills will be allocated 10% of R617 930 141, intermediate skills will be allocated 30% of R617 930 141, and elementary skills will be allocated 20% of R617 930 141. Therefore, the numerators are 10% for high-level skills, 30% for intermediate skills, and 20% for elementary skills level learning programmes.



Output Indicator No	Output Indicator	2024-2025 Target	Q1 Target	Q2 Target	Q3 Target	Q4 Target	2024-2025 Budget
25 (1)	Number of workers entered-into the HWSETA Recognition of Prior Learning programme in the reporting period.	1000	100	200	300	400	R32 000 000
25 (2)	Number of workers reported at the HWSETA as having completed the Recognition of Prior Learning programme funded by the HWSETA in the reporting period	240	0	0	100	140	Admin Budget

### 3. EXPLANATION OF PLANNED PERFORMANCE

#### 3.1 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 (2030) 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 HWSETA funding increase their capacity and makes them able to create own opportunities	Qualification obtained by unemployed persons through HWSETA 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

<sup>55</sup> The accreditation and re-accreditation includes, both, primary and secondary accreditation by the HWSETA

<sup>56</sup> The budget is for learning programme development and evaluation, as well as capacitation of Skills Development providers, which are processes linked to provider accreditation

<sup>57</sup> These skills development training providers are accredited by the HWSETA

<sup>58</sup> The budget is for assessment related activities linked to certification, which include assessor-moderator training, EISA assessment coordination, and assessment of officials from Government Departments

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

### 3.2 Over the annual performance period 2024-2025

The District Development Model plans in terms of municipal districts targeted, the allocation of interventions and budget are not outlined for each occupational programmes supported through TVET and other Colleges as well as CET Colleges as follows:

Occupational Programmes to be supported through TVET Colleges in 2024-2025				
List of Occupations	Name of College	Target	Budget	
Air conditioning and Refrigeration Mechanic	<b>Priority will be given to TVET Colleges located in the municipal nodes targeted by the HWSETA in the strategic period. These include:</b> 1. Buffalo City TVET College 2. Ikhala TVET College 3. Ingwe TVET College 4. King Sabata Dalindyebo TVET College 5. Lovedale TVET College 6. Port Elizabeth TVET College 7. Maluti TVET College 8. Motheo TVET College 9. Taletso TVET College 10. Vuselela TVET College 11. South Cape TVET College 12. Falls Bay TVET College 13. Central Johannesburg TVET College 14. Sekhukhune TVET College 15. Mopani South East TVET College 16. Vhembe TVET College 17. College of Cape Town North Link TVET College 18. Mnambithi TVET College 19. Esayidi TVET College 20. Mthashana TVET College 21. Enhlanzeni TVET College 22. Nkangala TVET College 23. Northern Cape Urban TVET College 24. Northern Cape Rural TVET College	72	R8,083,000	
Boiler Maker		72	R7,916,000	
Millwright		72	R7,916,000	
TVET and other Public College Lecturers: Assessor, Moderator, facilitation, and mentorship		45	R198,000	
TVET and other Public College Career Guidance Lecturers		45	R198,000	
TVET and other Public College Managers Trained on Curriculum related studies: Assessor, Moderator, facilitation, and mentorship		30	R187,500	
TVET and other Public College Lecturers funded through bursaries		10	R200,000	
Business Management		419	R1,843,600	
Management Assistant		419	R1,843,600	
Finance/Accounting/Bookkeeping		419	R1,843,600	
Marketing Management		419	R1,843,600	
Office Administration		419	R1,843,600	
Human Resource Management		419	R1,843,600	
Public Management		419	R1,843,600	
Information Technology		419	R1,843,600	
Child and Youth Care Work		No public TVET Colleges are accredited to offer the CYC qualification. 20 Private Colleges are accredited and they will all be given an opportunity to express interest for funding	444	R26,640,000

## Occupational Programmes to be supported through TVET Colleges in 2024-2025

List of Occupations	Name of College	Target	Budget
General Nurse	Support will be given to Public Nursing Colleges accredited by SANC to offer Higher Certificates and Diplomas in Nursing. Campuses located in the municipal nodes targeted by the HWSETA will be prioritised. These include	444	R26,640,000
Nursing Specialists: Medical and Surgical Nursing	<ol style="list-style-type: none"> <li>1. Free State School of Nursing</li> <li>2. Gauteng College of Nursing</li> <li>3. KwaZulu-Natal College of Nursing</li> <li>4. Limpopo College of Nursing</li> <li>5. Mpumalanga College of Nursing</li> <li>6. North West College of Nursing</li> <li>7. Western Cape College of Nursing</li> <li>8. Henrietta Stockdale Nursing College (Northern Cape)</li> </ol>	444	R26,640,000
EMS Practitioners	Support will be given to 1 EMS College per province, accredited by the HPCSA. Priority will be given to Provincial Government Colleges and also colleges situated in the municipal nodes targeted by the HWSETA. These include:	444	R26,640,000
	<ol style="list-style-type: none"> <li>1. Colens Emergency Academy (City of Johannesburg)</li> <li>2. Mokgojwa College of Emergency Care (Ngaka Modiri Molema)</li> <li>3. Northern Cape College of Emergency Care (Francis Baard)</li> <li>4. College of Emergency Care KwaZulu-Natal</li> <li>5. Limpopo College of Emergency care</li> <li>6. Eastern Cape Ambulance Training College</li> <li>7. Western Cape-College of Emergency Care</li> </ol>		
Animal Health Technicians	Agricultural colleges around the country will be given an opportunity to express an interest for the funding of their learners. These will include:	444	R26,640,000
	<ol style="list-style-type: none"> <li>1. Elsenburg Agricultural Training College – Western Cape Department of Agriculture</li> <li>2. Grootfontein College of Agriculture – Western Cape</li> <li>3. Fort Cox College of Agriculture – Eastern Cape</li> <li>4. Majuba TVET College – KwaZulu-Natal</li> <li>5. Owen Sit hole College of Agriculture KwaZulu-Natal</li> <li>6. Cedara Agricultural College KwaZulu-Natal Department of Agriculture</li> <li>7. Tompi Seleka College of Agriculture – Limpopo Province</li> <li>8. Madzivhandila College of Agriculture – Limpopo Province</li> <li>9. Glen College of Agriculture – Free State Province</li> <li>10. Taung College of Agriculture – North West Province</li> <li>11. Potchefstroom College of Agriculture – North West Province</li> <li>12. Nelspruit Department of Agriculture - Mpumalanga</li> <li>13. Lowveld College of Agriculture - Mpumalanga</li> </ol>		

### Occupational Programmes to be supported through TVET Colleges in 2024-2025

List of Occupations	Name of College	Target	Budget
Early Childhood Development	The following are the TVET Colleges that are accredited to offer the ECD qualification and all will be given an opportunity to express an interest for funding: <ol style="list-style-type: none"> <li>1. Falls Bay TVET College</li> <li>2. Eastern Cape Midlands TVET College</li> <li>3. Ekurhuleni West TVET College</li> <li>4. Flavius Mareke TVET College</li> <li>5. Coastal KZN TVET College</li> <li>6. Boland TVET College</li> <li>7. College of Cape Town TVET College</li> <li>8. Mnambithi TVET College</li> <li>9. Northern Cape Rural TVET College</li> <li>10. Northern Cape Urban TVET College</li> <li>11. North Link TVET College</li> <li>12. Port Elizabeth TVET College</li> <li>13. South Cape TVET College</li> <li>14. South West Gauteng TVET College</li> </ol>	444	R26,640,000
<b>Total Occupations to be Funded: 21</b> <b>Total TVET and Other Colleges with Learners will be Funded: 69</b> <b>Total Learners to be Funded: 6362</b> <b>Total Funding Budgeted: R172,647,300</b>			

### Occupational Programmes to be supported through TVET Colleges in 2024-2025

List of Occupations	Name of College	Target	Budget
CET College Lecturers and Tutors	Support will be given to Community Colleges situated in all 9 provinces located in municipal nodes targeted by the HWSETA. These include: <ol style="list-style-type: none"> <li>1. Eastern Cape CET College</li> <li>2. KwaZulu-Natal CET College</li> <li>3. Limpopo CET College</li> <li>4. North West CET College</li> <li>5. Northern Cape CET College</li> <li>6. Western Cape CET College</li> <li>7. Free State CET College</li> <li>8. Mpumalanga CET College</li> <li>9. Gauteng CET College</li> </ol>	10	R44,000
Matric Upgrade (GETC: ABET)		100	R1,340,500
Ancillary Health Care		60	R264,000
Early Childhood Development		60	R264,000
Information Communication Technology		60	R264,000
<b>Total Occupations to be Funded: 5</b> <b>Total CET that will be Funded: 9 main campuses and centres</b> <b>Total Learners to be Funded: 290</b> <b>Total Funding Budgeted: R2,176,500</b>			

## 2024-2025 DHET Priority Targets

### TVET GRADUATE PLACEMENT

Learning Programme/Intervention	Target(No of Beneficiaries)	Budget
TVET College Graduate Internship Programme	375	R27,847,969

### TVET INTERNSHIPS

Learning Programme/Intervention	Target(No of Beneficiaries)	Budget
TVET College Work Intergrated Learning	975	R62,887,500

### CET INTERNSHIPS

Learning Programme/Intervention	Target(No of Beneficiaries)	Budget
N/A	N/A	N/A

### ARTISAN DEVELOPMENT PROJECTS

Learning Programme/Intervention	Target(No of Beneficiaries)	Budget
Apprenticeship and Trainee Technician Programme	216	R23,915,000

## 2024-2025 DHET Priority Targets

### INTERVENTIONS ADDRESSING ERRP

Learning Programme/Intervention	Target(No of Beneficiaries)	Budget
Unemployed learners enrolled in internships	196	R14,555,156
Unemployed learners that complete internships	157	R0
Unemployed learners enrolled in learnerships	1332	R79,920,000
Unemployed learners that complete learnerships	999	R0
Bursaries granted for new enrolments	300	R18,000,000
Learners that complete programmes funded through bursaries	210	R0
Partnerships established with HEIs	4	R0
Sector Skills Plan	1	R411,614
<b>Total Learners: 3199</b>		
<b>Total Budget: R112,886,770</b>		

## 2024-2025 DHET Priority Targets

### PRESIDENTIAL YOUTH EMPLOYMENT INTERVENTIONS

Learning Programme/Intervention	Target(No of Beneficiaries)	Budget
TVET College Graduate Internship Programme	375	R27,847,969
Learnerships: Phlebotomy Techniques	91	R5,460,000
Learnerships: Early Childhood Development	444	R26,640,000
<b>TOTAL LEARNERS: 910</b>		
<b>TOTAL BUDGET: R59,947,969</b>		

### INTERVENTIONS FOR THE MATRIC OF CLASS 2022

Learning Programme/Intervention	Target(No of Beneficiaries)	Budget
Career Awareness Campaigns	8500	R1,253,040

## 2024-2025 DHET Priority Targets

### DISTRICT DEVELOPMENT MODEL PROJECTS

Learning Programme/Intervention	Target(No of Beneficiaries)	Budget
Learnership: Early Childhood Development	420	R25,200,000
Learnership: Pharmacist Assistance	579	R34,740,000
Learnership: Medical Technician: Phlebotomy Techniques	110	R6,600,000
Learnerships: Diploma Animal Health	25	R1,500,000
AET: Business Skills	80	R352,000
ET: Clothing, Textile and Footwear Manufacturing Processes	80	R352,000
Artisans: Millwright, Diesel Mechanic, and Boilermaker	72	R8,083,000
Skills Programmes: Healthcare Quality and Patient Safety, NHI Leadership and Governance, Substance Abuse	350	R2,100,000
<b>TOTAL LEARNERS: 1716</b>		
<b>TOTAL BUDGET: R78,927,000</b>		

## 4. PROGRAMME RESOURCE CONSIDERATIONS

### 4.1 Expenditure estimates

Health and Welfare Sector Education and Training Authority						4,48%	4,47%	4,46%	CPI %
5 Year budgets									
STATEMENT OF FINANCIAL PERFORMANCE	Audited			Approved budget	Proposed Adjusted budget	Proposed budget			5 Year Budget to 2023-2027
	2020-2021 R'000	2021-22 R'000	2022-2023 R'000	2023-2024 R'000	2023-2024 R'000	2024-2025 R'000	2025-26 R'000	2026-2027 R'000	Total R'000
<b>REVENUE</b>									
Non - Exchange Revenue	535 435	753 917	923 559	838 191	864 633	924 736	968 684	1 015 973	5 960 495
Skills Development Levy: income	525 425	745 559	919 185	838 191	864 633	924 736	968 684	1 015 973	5 937 753
Skills Development Levy: penalties and interest	10 010	8 358	4 374	-	-	-	-	-	22 742
<b>Exchange Revenue</b>	<b>28 139</b>	<b>15 974</b>	<b>19 764</b>	<b>15 778</b>	<b>22 000</b>	<b>23 100</b>	<b>24 255</b>	<b>25 468</b>	<b>152 477</b>
Interest income	25 874	14 448	18 648	15 778	22 000	23 100	24 255	25 468	147 570
Other income	2 265	1526	1 116	-	-	-	-	-	4 907
<b>Total revenue</b>	<b>563 574</b>	<b>769 891</b>	<b>943 323</b>	<b>853 968</b>	<b>886 633</b>	<b>947 836</b>	<b>992 939</b>	<b>1 041 441</b>	<b>6 112 973</b>
<b>EXPENSES</b>									
<b>Total expenses</b>	<b>992 900</b>	<b>969 267</b>	<b>945 589</b>	<b>849 968</b>	<b>881 633</b>	<b>944 836</b>	<b>989 939</b>	<b>1 038 441</b>	<b>6 730 940</b>
Employer grant and project expenses	842 722	807 148	763 275	664 385	680 177	734 057	766 727	802 250	5 380 564
Administration expenses	146 690	159 563	178 676	181 879	197 109	205 912	218 112	230 846	1 321 678
QCTO - 0.5% of SETA levy as determined by Minister	3 488	2 556	3 638	3 704	4 347	4 867	5 101	5 345	28 699
<b>Net surplus/(deficit) for the period before capex</b>	<b>(429 326)</b>	<b>(199 376)</b>	<b>(2 266)</b>	<b>4 000</b>	<b>5 000</b>	<b>3 000</b>	<b>3 000</b>	<b>3 000</b>	<b>(617 969)</b>
<b>Capital expenditure</b>	<b>2 923</b>	<b>2 080</b>	<b>2 928</b>	<b>4 000</b>	<b>5 000</b>	<b>3 000</b>	<b>3 000</b>	<b>3 000</b>	<b>20 931</b>
<b>SKILLS DEVELOPMENT INCOME</b>									
	2020-2021 R'000	2021-22 R'000	2022-2023 R'000	2023-2024 R'000	2023-2024 R'000	2024-2025 R'000	2025-26 R'000	2026-2027 R'000	Total R'000
<b>Levy income: Administration</b>	<b>150 427</b>	<b>175 702</b>	<b>214 746</b>	<b>195 956</b>	<b>203 510</b>	<b>213 111</b>	<b>223 166</b>	<b>233 697</b>	<b>1 406 805</b>
Levies received from SARS - 10.5%	46 296	76 373	84 833	84 598	88 650	93 083	97 737	102 624	585 545
Government levies received - 33.3%	104 131	99 329	129 913	111 358	114 859	120 028	125 429	131 073	821 261
<b>Levy income: Employer Grants</b>	<b>88 885</b>	<b>145 543</b>	<b>161 417</b>	<b>161 989</b>	<b>168 681</b>	<b>177 115</b>	<b>185 971</b>	<b>195 269</b>	<b>1 116 189</b>
Levies received from SARS - 20%	88 885	145 543	161 417	161 989	168 681	177 115	185 971	195 269	1 116 189
<b>Levy income: Discretionary Grants</b>	<b>286 113</b>	<b>432 672</b>	<b>543 022</b>	<b>480 245</b>	<b>492 443</b>	<b>534 510</b>	<b>559 548</b>	<b>587 007</b>	<b>3 423 117</b>
Levies received from SARS - 49.5%	221 617	369 810	400 778	411 599	418 813	439 754	461 741	484 828	2 790 127
Government levies received - 66.7%	64 496	62 862	142 244	68 647	73 630	94 756	97 806	102 179	632 990
	<b>525 425</b>	<b>753 917</b>	<b>919 185</b>	<b>838 191</b>	<b>864 633</b>	<b>924 736</b>	<b>968 684</b>	<b>1 015 973</b>	<b>5 946 111</b>
<b>EMPLOYER GRANT AND PROJECT EXPENDITURE</b>									
	2020-2021 R'000	2021-22 R'000	2022-2023 R'000	2023-2024 R'000	2023-2024 R'000	2024-2025 R'000	2025-26 R'000	2025-26 R'000	Total R'000
Mandatory grants	53 350	96 073	102 103	105 158	109 765	115 125	120 881	126 925	719 614
Discretionary grants	789 372	711 075	661 172	559 227	570 412	618 932	645 846	675 325	4 660 949
	<b>842 722</b>	<b>807 148</b>	<b>763 275</b>	<b>664 385</b>	<b>680 177</b>	<b>734 057</b>	<b>766 727</b>	<b>802 250</b>	<b>5 380 564</b>
<b>Estimated Participation Rate</b>	<b>60%</b>	<b>66%</b>	<b>63%</b>	<b>65%</b>	<b>65%</b>	<b>65%</b>	<b>65%</b>	<b>65%</b>	

The discretionary grant budget is inclusive of the 7.5% project management fee.

The budgeted revenue from Skills Development Levies is based on the adjusted 2023/24 budgeted figures. The revenue figures for the 1st Quarter of the 2023/24 financial year have exceeded budget as well as revenue receipts for the same period in the 2022/23 financial year. Furthermore, the financial results of the private health sector, whose SDL contributions comprise a significant portion of the revenue stream for the HWSETA, have shown a positive trading performance reflecting revenue and earnings growth.

The sector seems to have turned around as evidenced by:

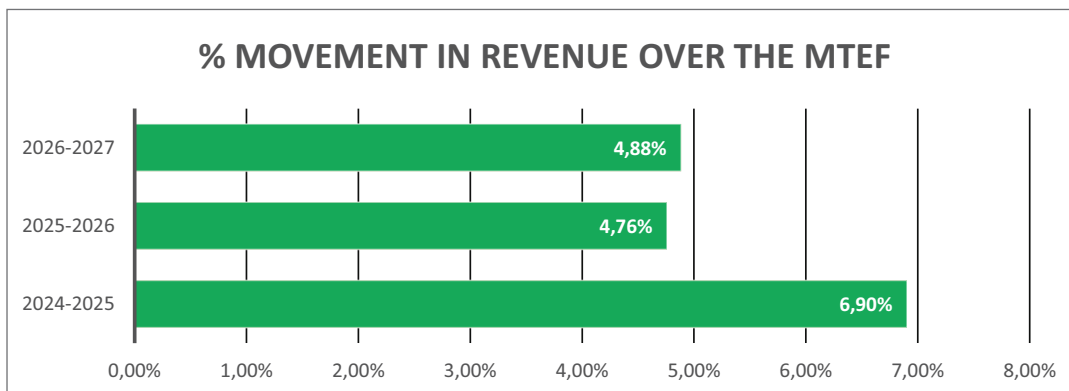
- Steady year on year improvement in revenue based on reported results.

The 2024/25 MTEF Budget has been formulated to consider the improved revenue trends. 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 marked by inconsistent payment trends throughout the period and prior years. This makes it rather difficult to use trends as a basis for budgeting purposes. For the 2022/23 financial year the collection rate was approximately 95% compared to 85% in 2021/22. The collection rate is on the backdrop of extensive follow with the government departments to settle the invoiced levies. While the first quarter's collections for 2023/24 were 12% lower than budget, they were 1,7% higher than the first quarter collections in 2022/23. Therefore, the government levies for the 2024/25 financial year have been budgeted for conservatively. The budget for government levies is based on the adjusted 2023/24 figures with the budgeted increase between for two financial years being conservative at 4,5% given collection rate that is below 100%. 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 as it includes government levies

**Figure 31: % Revenue increase over the MTEF period**



The estimated revenue for the current year and the MTEF period is sufficient to address, by and large, the skills development needs of the sector. It is estimated that the SDL revenue will grow by an average of 6% while the government levy revenue growth is estimate at 4.5%.

HWSETA's administration expenditure projections are between 4.2% to 4.9% over the MTEF period with the inner year at 7.0%. This is because some expenditure line items do not increase in line with CPI either due to nature or due to contractual obligations. Based on the support from Government Departments contributing to the administration of the HWSETA, this stretches the HWSETA's ability to meet its obligations relating to operations.



The levy income administration (administration funds) of R213 111 000 for 2024/2025 is made up of skills development levy of R93 083 000 and government levy of R120 028 000.

Figure 32: Percentage Movement in Administration Expenditure over the MTEF

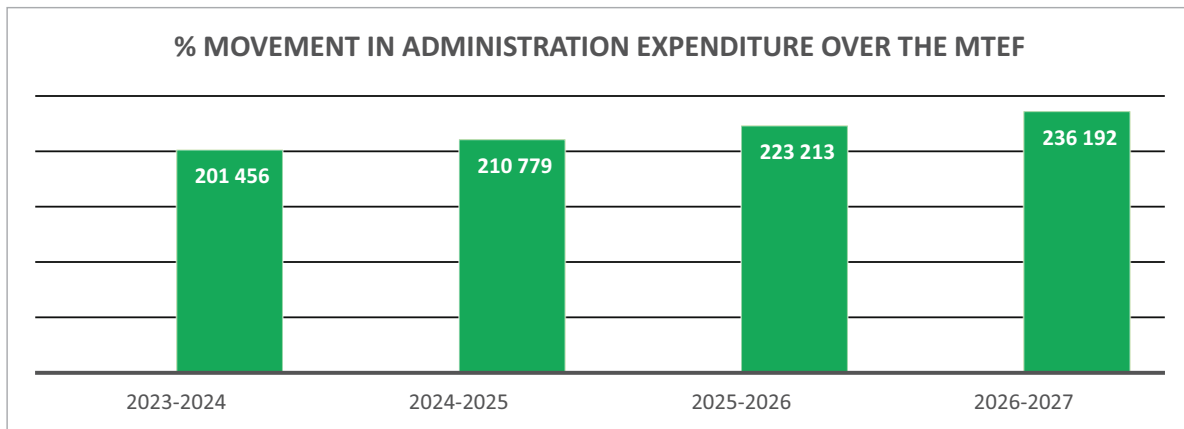
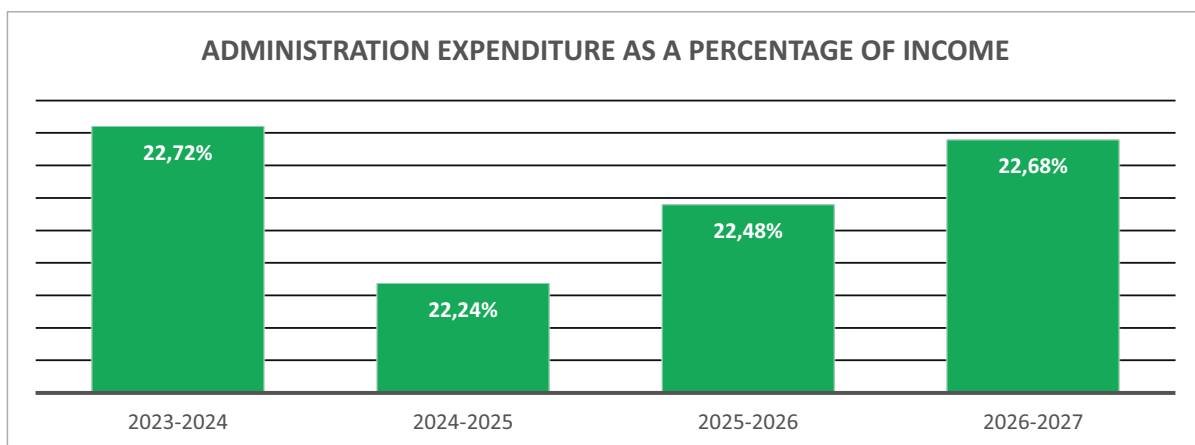


Figure 33: Administration Expenditure as a Percentage of Income



The HWSETA's income for administration expenditure is supplemented by the income received from the Government Departments of Health and Social Development. Refer to attached annexures for detail of budget per programme.

#### 4.2 Relating expenditure trends to strategic outcome-oriented goals

Discretionary grant funding of R619 million, R646 million and R675 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 several 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.

The project management fees are paid out of the discretionary grant budget hence the total budget is inclusive. Not all projects that are funded from discretionary grant budget qualify for the 7.5% project management fee, thus it would be incorrect to simply indicate a fraction of the entire discretionary grant budget as being what relates to the project management fees. The fee is an amount paid to the qualifying stakeholders. Employee costs for HWSETA employees responsible for projects does not form part of the project management fee, but it is funded the employee cost budget that is included in the administration budget (10.5%).

### **Mandatory participation rate**

The mandatory grant participation rate estimation is based purely on historical outcome given that the average for the last five (5) financial years (2018 to 2023) was a 65% participation rate. Furthermore, the level of participation is driven amongst others by employers submitting their respective Workplace Skills Plans (WSPs) as mandatory grants are paid only to levy paying employers with an approved WSP status.

On a quarterly basis the HWSETA pays over the 20% mandatory grants to levy paying approved employers. Approximately 60% of the HWSETA SDL revenue comes from the entity's top 10 levy payers. This effectively means approximately 40% i.e 60% multiplied by 65% of mandatory grants is paid to the top 10 levy payers.

#### **Total allocation of budget per programme is as follows:**

<b>Programme 1:</b>	<b>R6 703 040</b>
<b>Programme 2:</b>	<b>R7 500 000</b>
<b>Programme 3:</b>	<b>R561 852 101</b>
<b>Programme 4:</b>	<b>R41 875 000</b>
	<b>R617 930 141</b>

### **B-BBEE Compliance**

The HWSETA is currently classified as a Non-Compliant Contributor. A service provider has been appointed to assist the entity in overturning the unfavourable status. At the time of preparing this report the process was at the verification stage with all information submitted by the HWSETA to the service provider to verify. It is expected that once the verification is completed, the contributory status of the HWSETA will change. Furthermore, since the implementation of the 2022 Preferential Procurement Regulations (PPR), the HWSETA specific goals include black owned enterprises, black youth, black female, people with disabilities as well as emerging micro enterprises (EMEs).

## 4.2 Relating expenditure trends to strategic outcome-oriented goals

Discretionary grant funding of R599 million, R646 million and R675 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 two years, 2021-2022 and 2022-2023, the HWSETA has committed 476% and 368% of its discretionary grant reserve respectively for funding with exceptional performance against predetermined targets. The HWSETA aims to drive down the current over-commitment state over the next three years of the MTEF by aggressively releasing current commitments, delaying the approval cycle of discretionary grant projects and not committing any ad-hoc projects unless it is extremely important. Therefore, targets may be lower than prior years and the base line.

## 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 organisational structure and business processes that are automated and integrated in the strategic period	Although the organisational 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

OUTCOME	KEY RISK	RISK MITIGATION
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
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 DESCRIPTION

The DPME defines a Technical Indicator Description as, “A technical indicator description (TID) is a description of impact, outcome and output, indicators which defines the data collection processes, gathering of portfolios of evidence and acceptable level of performance at the beginning of the planning cycle”, (Guidelines for the Implementation of the Revised Framework for Strategic Plans and Annual Performance Plans; 2019:14). These guidelines prescribe the format of TIDS, which has been utilised by the HWSETA in its TID. Also, the TID is utilized together with the standard operating procedures for the verification and validation of performance information PoEs. It is important to note, however, that spatial transformation targets not applicable to the HWSETA, and also that the disaggregation of beneficiaries is not applicable to all output indicators of the APP of the HWSETA.

Output Indicator 1	
<b>Indicator Title</b>	Number of rural and provincial skills development projects funded by the HWSETA to develop and address mid-level skills in the reporting period
<b>Definition</b>	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.
<b>Source of Data</b>	Employers participating in rural and provincial projects Proposals for funding (when available)
<b>Method of Calculating/Measuring</b>	Performance against this indicator will be measured by counting the number of partnership agreements signed with relevant stakeholders based on projects.
<b>Assumptions</b>	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
<b>Means of verification</b>	MoAs signed by the HWSETA and stakeholders to support rural and provincial projects
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	The HWSETA will fund rural and provincial skills development projects
<b>Indicator Responsibility</b>	Projects Manager
<b>Indicator Weight</b>	4%

Output Indicator 2	
<b>Indicator Title</b>	Number of employers in the sector who open-up their workplaces for learning through partnerships with the HWSETA in the reporting period
<b>Definition</b>	This indicator measures the number of employers who enter into partnerships with the HWSETA to place learners <sup>59</sup> funded by the HWSETA in for workplace-based positions for learnerships, TVET and university Work-Integrated Learning (WIL), apprenticeships <sup>60</sup> and internship positions against a total number of employers whose WSPs are approved by the HWSETA.
<b>Source of Data</b>	Employers participating in learnerships, internships, TVET WIL, University WIL, and apprenticeships.
<b>Method of Calculating/Measuring</b>	Each employer is calculated once even though participation may involve a number of learning programmes
<b>Means of verification</b>	List of all employers participating in workplace-based training MoAs between the HWSETA and employers that participate in learnerships, internships, TVET WIL, University WIL, and artisans

<sup>59</sup> Learners and students are terms used interchangeably to refer to beneficiaries of skills development programmes

<sup>60</sup> An apprenticeship is a paid workplace placement where learners gain valuable experiences. Alongside on-the-job training, apprentices spend at least 20% of their working hours completing classroom-based learning with a college, university or training provider which leads to a nationally recognised qualification.

## Output Indicator 2

<b>Assumptions</b>	Employers who enter-into these partnerships will not decommit
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	All employers who sign MoAs with the HWSETA for placing learners in workplace position will place them for the duration of the learning programme and expose learners to relevant work exposure
<b>Indicator Responsibility</b>	Projects Manager Learning Programme Manager
<b>Indicator Weight</b>	4%

## Output Indicator 3(1)

<b>Indicator Title</b>	Number of workers whose learner agreements are registered with the HWSETA for learnerships as industry funded or HWSETA funded in the reporting period
<b>Definition</b>	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%. A list of registered learnerships is attached at the end of the TID.
<b>Source of Data</b>	Employers Training Providers Funded Persons
<b>Method of Calculating/ Measuring</b>	Each worker has one learner agreement per learnership and each learner agreement is counted once whether funded by HWSETA or by the industry
<b>Means of verification</b>	MoAs (for HWSETA funded learners) Learner schedule or database Learner agreement forms ID copy of learner (availability is dependent on learner consent)
<b>Assumptions</b>	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.
<b>Disaggregation of Beneficiaries</b>	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
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	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
<b>Indicator Responsibility</b>	Learning Programme Manager
<b>Indicator Weight</b>	4,0%



### Output Indicator 3(2)

<b>Indicator Title</b>	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
<b>Definition</b>	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.
<b>Source of Data</b>	Employers Training Providers Funded Persons
<b>Method of Calculating/ Measuring</b>	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
<b>Means of verification</b>	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. ID copy of a learner
<b>Assumptions</b>	Employers and/or training providers will timeously report completions to the HWSETA
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Completions of learnership programmes are reported by employers and training providers timeously so as to improve efficiencies in reporting
<b>Indicator Responsibility</b>	Learning Programme Manager
<b>Indicator Weight</b>	0,3%

### Output Indicator 4(1)

<b>Indicator Title</b>	Number of employed apprentices and trainee technicians entered- into the HWSETA funded apprenticeship programme in the reporting period
<b>Definition</b>	This indicator identifies the number of apprentices and trainee technicians supported by the HWSETA through funding. According to the DHET Dictionary of Terms and Concepts for Post-School Education and Training (2021), " <i>an apprenticeship is a period of workplace-based learning culminating in an occupational qualification for a listed trade.</i> "
<b>Source of Data</b>	Employer organisations Skills Development Providers Funded Persons
<b>Method of Calculating/ Measuring</b>	Each apprentice or trainee technician is counted once
<b>Means of verification</b>	MoAs Learner agreements ID copy of learner (availability is dependent on learner consent)
<b>Assumptions</b>	Learners funded by the HWSETA for apprenticeships or as trainee technicians successfully complete their training
<b>Disaggregation of Beneficiaries</b>	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



Output Indicator 4(1)	
Calculation Type	Cumulative (year-end)
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)	
Source of Data	Employers Skills Development Providers Funded Persons
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 ID copy of a learner
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	Cumulative (year-end)
Reporting Cycle	Quarterly
Desired Performance	Completions of apprenticeshis 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 noted by key stakeholders <sup>61</sup> as measuring the performance of learning programmes and projects implemented by the HWSETA in the reporting period
Definition	The indicator measures the number of monitoring, evaluation, and impact studies, including tracer studies, completed and noted 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
Assumptions	Confirmation of findings by key stakeholders
Disaggregation of Beneficiaries	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
Calculation Type	Cumulative (year-end)
Reporting Cycle	Quarterly

<sup>61</sup> Stakeholders include HWSETA implementing managers, executive managers, and/or Board Committees

## Output Indicator 5

<b>Desired Performance</b>	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
<b>Indicator Responsibility</b>	Manager responsible for programme under review M&E Officer Impact Assessment Practitioner
<b>Indicator Weight</b>	3,7%

## Output Indicator 6(1)

<b>Indicator Title</b>	Number of workers entered-into the HWSETA post-graduate research bursaries programme in the reporting period
<b>Definition</b>	<p>This indicator identifies the number of workers funded by the HWSETA through post-graduate research bursaries. The <b>Post-graduate research bursary programme funds</b>: Honours Degree • Master's Degree • Doctoral or PhD Degrees. These qualifications include those with course work and research component, and those that involved research only.</p> <p>According to the Higher Education Qualifications Framework Higher Education Act, 1997 (Act No. 101 of 1997) the National Qualifications Framework has ten levels. Higher education qualifications occupy six levels of the NQF, levels 5 to 10. Levels 5-7 are under-graduate and levels 8-10 are post-graduate. The framework comprises the following qualification types: <b>Under-graduate Qualifications</b> • Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree; <b>Post-graduate Qualifications</b> • Post-graduate Diploma • Honours Degree • Master's Degree • Doctoral Degree. The HWSETA however has to operationalize it's Undergraduate and Post-graduate bursary programmes to represent the following types of qualifications: <b>Undergraduate bursary programme to fund</b>: Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree • Post-graduate Diploma. The <b>Post-graduate bursary programme to fund</b>: Honours Degree • Master's Degree • Doctoral or PhD Degrees.</p>
<b>Source of Data</b>	Public Universities who signed MoAs with the HWSETA for Post-Graduate Bursaries Funded Persons
<b>Method of Calculating/ Measuring</b>	Each post-graduate student (worker) that is employed who accepts the HWSETA bursary by signing a registration form will be recorded as an achievement
<b>Means of verification</b>	MoAs Learner agreement or registration form ID copy of learner (availability is dependent on learner consent)
<b>Assumptions</b>	Workers funded through post-graduate bursaries will successfully complete their qualifications
<b>Disaggregation of Beneficiaries</b>	<p>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:</p> <p>50% women 40% youth 5% persons with disability</p> <p>The disaggregation of the target allocated for this indicator for the current financial year remains discretionary</p>
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Workers should sign HWSETA registration forms to accept the bursary
<b>Indicator Responsibility</b>	Projects Manager
<b>Indicator Weight</b>	1,8%

## Output Indicator 6(2)

<b>Indicator Title</b>	Number of workers re-entered-into the HWSETA post-graduate research bursaries in the reporting period
<b>Definition</b>	<p>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. The <b>Post-graduate research bursary programme funds</b>: Honours Degree • Master's Degree • Doctoral or PhD Degrees. These qualifications include those with course work and research component, and those that involved research only.</p> <p>According to the Higher Education Qualifications Framework Higher Education Act, 1997 (Act No. 101 of 1997) the National Qualifications Framework has ten levels. Higher education qualifications occupy six levels of the NQF, levels 5 to 10. Levels 5-7 are under-graduate and levels 8-10 are post-graduate. The framework comprises the following qualification types: <b>Under-graduate Qualifications</b>• Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree; <b>Post-graduate Qualifications</b> • Post-graduate Diploma • Honours Degree • Master's Degree • Doctoral Degree. The HWSETA however has to operationalize it's Undergraduate and Post-graduate bursary programmes to represent the following types of qualifications: <b>Undergraduate bursary programme to fund</b>: Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree • Post-graduate Diploma. The <b>Post-graduate bursary programme to fund</b>: Honours Degree • Master's Degree • Doctoral or PhD Degrees.</p>
<b>Source of Data</b>	Public Universities who signed MoAs with the HWSETA for Post-Graduate Bursaries Funded Persons
<b>Method of Calculating/ Measuring</b>	Each post-graduate student (worker) that is employed who accepts the HWSETA bursary by signing a re-registration form will be recorded as an achievement
<b>Means of verification</b>	MoAs Learner registration form ID copy of learner (availability is dependent on learner consent)
<b>Assumptions</b>	Workers funded on post-graduate bursaries are registered with the HWSETA.
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Workers should sign HWSETA registration forms to accept the bursary
<b>Indicator Responsibility</b>	Projects Manager
<b>Indicator Weight</b>	0,5%

## Output Indicator 6(3)

<b>Indicator Title</b>	Number of workers reported to the HWSETA for having completed postgraduate research qualifications funded by the HWSETA in the reporting period
<b>Definition</b>	<p>This indicator identifies the number of post-graduate students who completed qualifications funded by the HWSETA. The <b>Post-graduate research bursary programme funds</b>: Honours Degree • Master's Degree • Doctoral or PhD Degrees. These qualifications include those with course work and research component, and those that involved research only. Completion depends on the length of the qualification, which can span from a year to five years.</p> <p>According to the Higher Education Qualifications Framework Higher Education Act, 1997 (Act No. 101 of 1997) the National Qualifications Framework has ten levels. Higher education qualifications occupy six levels of the NQF, levels 5 to 10. Levels 5-7 are under-graduate and levels 8-10 are post-graduate. The framework comprises the following qualification types: <b>Under-graduate Qualifications</b>• Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree; <b>Post-graduate Qualifications</b> • Post-graduate Diploma • Honours Degree • Master's Degree • Doctoral Degree. The HWSETA however has to operationalize it's Undergraduate and Post-graduate bursary programmes to represent the following types of qualifications: <b>Undergraduate bursary programme to fund</b>: Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree • Post-graduate Diploma. The <b>Post-graduate bursary programme to fund</b>: Honours Degree • Master's Degree • Doctoral or PhD Degrees.</p>

### Output Indicator 6(3)

<b>Source of Data</b>	Universities who signed MoAs with the HWSETA for Post-Graduate Bursaries Funded Persons
<b>Method of Calculating/ Measuring</b>	Each post-graduate student (worker) that is employed who received a bursary from the HWSETA to fund post-graduate studies and then completes his or her studies will be recorded as an achievement
<b>Means of verification</b>	<ol style="list-style-type: none"> <li>1. Proof of completion for Honours, Master's degree and PhDs in the form of statement of results or qualification certificate</li> <li>2. Approval schedule containing list of learners funded. This schedule should be signed by the Executive Manager and should contain the funding year; or <ul style="list-style-type: none"> <li>• Learner registration (agreement) form of the HWSETA, ID copy of the learner</li> </ul> </li> </ol>
<b>Assumptions</b>	Funded Post-Graduate Workers will timeously report completions to the HWSETA
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Completions are reported by learners timeously so as to improve efficiencies in reporting
<b>Indicator Responsibility</b>	Projects Manager
<b>Indicator Weight</b>	0,3%

### Output Indicator 6(4)

<b>Indicator Title</b>	Number of workers entered-into the HWSETA undergraduate qualifications and post-graduate diploma bursaries in the reporting period
<b>Definition</b>	<p>This indicator identifies the number of workers funded by the HWSETA through post-graduate research bursaries. The <b>Post-graduate research bursary programme funds</b>: Honours Degree • Master's Degree • Doctoral or PhD Degrees. These qualifications include those with course work and research component, and those that involved research only.</p> <p>According to the Higher Education Qualifications Framework Higher Education Act, 1997 (Act No. 101 of 1997) the National Qualifications Framework has ten levels. Higher education qualifications occupy six levels of the NQF, levels 5 to 10. Levels 5-7 are under-graduate and levels 8-10 are post-graduate. The framework comprises the following qualification types: <b>Under-graduate Qualifications</b> • Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree; <b>Post-graduate Qualifications</b> • Post-graduate Diploma • Honours Degree • Master's Degree • Doctoral Degree. The HWSETA however has to operationalize it's Undergraduate and Post-graduate bursary programmes to represent the following types of qualifications: <b>Undergraduate bursary programme to fund</b>: Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree • Post-graduate Diploma. The <b>Post-graduate bursary programme to fund</b>: Honours Degree • Master's Degree • Doctoral or PhD Degrees.</p>
<b>Source of Data</b>	Public Universities who signed MoAs with the HWSETA for Under-Graduate Bursaries Funded Under-Graduate Students from public universities and colleges
<b>Method of Calculating/ Measuring</b>	Each under-graduate student (worker) that is employed who accepts the HWSETA bursary by signing a registration form will be recorded as an achievement
<b>Means of verification</b>	MoAs Learner agreement form ID copy of learner (availability is dependent on learner consent)
<b>Assumptions</b>	Workers funded through under-graduate qualification and post-graduate diploma bursaries will successfully complete their qualifications

## Output Indicator 6(4)

<b>Disaggregation of Beneficiaries</b>	<p>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:</p> <ul style="list-style-type: none"> <li>50% women</li> <li>40% youth</li> <li>5% persons with disability</li> </ul> <p>The disaggregation of the target allocated for this indicator for the current financial year remains discretionary</p>
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Workers should sign HWSETA registration forms to accept the bursary
<b>Indicator Responsibility</b>	Projects Manager
<b>Indicator Weight</b>	1,4%

## Output Indicator 6(5)

<b>Indicator Title</b>	Number of workers re-entered-into the HWSETA undergraduate qualifications and post-graduate diploma bursaries in the reporting period
<b>Definition</b>	<p>This indicator identifies the number of workers funded by the HWSETA through post-graduate research bursaries. The <b>Post-graduate research bursary programme funds</b>: Honours Degree • Master's Degree • Doctoral or PhD Degrees. These qualifications include those with course work and research component, and those that involved research only.</p> <p>According to the Higher Education Qualifications Framework Higher Education Act, 1997 (Act No. 101 of 1997) the National Qualifications Framework has ten levels. Higher education qualifications occupy six levels of the NQF, levels 5 to 10. Levels 5-7 are under-graduate and levels 8-10 are post-graduate. The framework comprises the following qualification types: <b>Under-graduate Qualifications</b> • Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree; <b>Post-graduate Qualifications</b> • Post-graduate Diploma • Honours Degree • Master's Degree • Doctoral Degree. The HWSETA however has to operationalize it's Undergraduate and Post-graduate bursary programmes to represent the following types of qualifications: <b>Undergraduate bursary programme to fund</b>: Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree • Post-graduate Diploma. The <b>Post-graduate bursary programme to fund</b>: Honours Degree • Master's Degree • Doctoral or PhD Degrees.</p>
<b>Source of Data</b>	Universities who signed MoAs with the HWSETA for Under-Graduate Bursaries Funded Persons from public universities and colleges
<b>Method of Calculating/ Measuring</b>	Each under-graduate student (worker) that is employed who accepts the HWSETA bursary by signing a registration form will be recorded as an achievement
<b>Means of verification</b>	MoAs Learner registration form ID copy of learner (availability is dependent on learner consent)
<b>Assumptions</b>	Workers funded on under-graduate qualifications and post-graduate diploma bursaries are registered with the HWSETA.
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Workers should sign HWSETA registration forms to accept the bursary
<b>Indicator Responsibility</b>	Projects Manager
<b>Indicator Weight</b>	0,5%

## Output Indicator 6(6)

<b>Indicator Title</b>	Number of workers reported to the HWSETA for having completed undergraduate qualifications and post-graduate diploma qualifications funded by the HWSETA in the reporting period
<b>Definition</b>	<p>This indicator identifies the number of workers funded by the HWSETA through post-graduate research bursaries. The <b>Post-graduate research bursary programme funds</b>: Honours Degree • Master's Degree • Doctoral or PhD Degrees. These qualifications include those with course work and research component, and those that involved research only.</p> <p>According to the Higher Education Qualifications Framework Higher Education Act, 1997 (Act No. 101 of 1997) the National Qualifications Framework has ten levels. Higher education qualifications occupy six levels of the NQF, levels 5 to 10. Levels 5-7 are under-graduate and levels 8-10 are post-graduate. The framework comprises the following qualification types: <b>Under-graduate Qualifications</b> • Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree; <b>Post-graduate Qualifications</b> • Post-graduate Diploma • Honours Degree • Master's Degree • Doctoral Degree. The HWSETA however has to operationalize its Undergraduate and Post-graduate bursary programmes to represent the following types of qualifications: <b>Undergraduate bursary programme to fund</b>: Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree • Post-graduate Diploma. The <b>Post-graduate bursary programme to fund</b>: Honours Degree • Master's Degree • Doctoral or PhD Degrees.</p>
<b>Source of Data</b>	Universities who signed MoAs with the HWSETA for Under-Graduate Bursaries Funded Persons
<b>Method of Calculating/ Measuring</b>	Each under-graduate student (worker) that is employed who received a bursary from the HWSETA to fund under-graduate studies and then completes his or her studies will be recorded as an achievement
<b>Means of verification</b>	<ol style="list-style-type: none"> <li>1. Proof of completion in the form of statement of results or qualification certificate.</li> <li>2. Approval schedule containing list of learners funded. This schedule should be signed by the Executive Manager and should contain the funding year; or <ul style="list-style-type: none"> <li>• Learner registration (agreement) form of the HWSETA</li> <li>• ID copy of a learner</li> </ul> </li> </ol>
<b>Assumptions</b>	Workers will timeously report completions to the HWSETA
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Completions are reported by learners timeously so as to improve efficiencies in reporting
<b>Indicator Responsibility</b>	Projects Manager
<b>Indicator Weight</b>	0,3%

## Output Indicator 6(7)

<b>Indicator Title</b>	Number of workers entered-into the HWSETA bursaries programme <sup>62</sup> for university short-learning programmes in the reporting period
<b>Definition</b>	<p>This indicator identifies the number of workers funded by the HWSETA through bursary programme for university short learning programmes at undergraduate level (NQF 5-7) and post-graduate level (NQF 8-10). The Dictionary of Terms and Concepts for Post-School Education and Training (2021) defines a short learning programme as a short course through which a learner/student may or may not be awarded credits towards a qualification or a part-qualification, depending on the purpose of the programme.</p> <p>According to the Higher Education Qualifications Framework Higher Education Act, 1997 (Act No. 101 of 1997) the National Qualifications Framework has ten levels. Higher education qualifications occupy six levels of the NQF, levels 5 to 10. Levels 5-7 are under-graduate and levels 8-10 are post-graduate.</p>
<b>Source of Data</b>	Universities who signed MoAs with the HWSETA for bursaries programme for university short-learning programmes

<sup>62</sup> The HWSETA Bursaries Programme for University Short Learning Programmes includes NQF level 5 to 10 programmes, meaning at undergraduate and post-graduate programme levels.

Output Indicator 6(7)	
<b>Method of Calculating/ Measuring</b>	<ul style="list-style-type: none"> <li>• Each under-graduate student (worker) that is employed who accepts the HWSETA bursary for a short-learning programme by signing a registration form will be recorded as an achievement.</li> <li>• Each under-graduate student (worker) that is employed who accepts the HWSETA bursary for a short-learning programme by signing a registration form will be recorded as an achievement</li> </ul>
<b>Means of verification</b>	MoAs Learner agreement form ID copy of learner (availability is dependent on learner consent)
<b>Assumptions</b>	Workers funded through bursaries for university short-learning programmes will successfully complete their short courses
<b>Disaggregation of Beneficiaries</b>	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
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Workers should sign HWSETA registration forms to accept the bursary
<b>Indicator Responsibility</b>	Projects Manager
<b>Indicator Weight</b>	1,4%

Output Indicator 6(8)	
<b>Indicator Title</b>	Number of workers reported to the HWSETA for having completed the HWSETA bursaries programme for university short-learning programmes in the reporting period.
<b>Definition</b>	This indicator identifies the number of workers funded through HWSETA bursaries programme for university short-learning programmes who completed short courses funded by the HWSETA. Completion depends on the length of the programme, which can span from a week to 11 months.
<b>Source of Data</b>	Universities who signed MoAs with the HWSETA for Under-Graduate Bursaries Funded Persons
<b>Method of Calculating/ Measuring</b>	Each student (worker) that is employed who received a bursary from the HWSETA to fund university short learning programmes/short courses and then completes his or her studies will be recorded as an achievement
<b>Means of verification</b>	3. Proof of completion in the form of statement of results or completion certificate. 4. Approval schedule containing list of students/learners funded. This schedule should be signed by the Executive Manager and should contain the funding year; or <ul style="list-style-type: none"> <li>• Learner registration (agreement) form of the HWSETA</li> <li>• ID copy of a learner</li> </ul>
<b>Assumptions</b>	Workers will timeously report completions to the HWSETA
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Completions are reported by learners timeously so as to improve efficiencies in reporting
<b>Indicator Responsibility</b>	Projects Manager
<b>Indicator Weight</b>	0,3%

## Output Indicator 7(1)

<b>Indicator Title</b>	Number of unemployed graduates entered-into the internship programme funded by the HWSETA in the reporting period
<b>Definition</b>	This indicator identifies the number of unemployed graduates who are placed on work experience programmes funded by the HWSETA after completing their qualifications. Graduates include those from universities and those from TVET and other Public Colleges. Other Public Colleges can be described as Health and Social Sector Colleges which comprise Colleges that are recognised by Professional Councils, such as the Nursing Council for Nursing Colleges, the HPCSA for Emergency Services Colleges; HPCSA for Psychology Colleges, Pharmacy Council for Pharmacy Colleges, Various religious councils for various religious colleges, Veterinary Council for Agricultural Colleges etc. Also CETs are included in this definition These colleges are a priority to the HWSETA as they are colleges in the health welfare sector.
<b>Source of Data</b>	Employer organisations Funded Persons
<b>Method of Calculating/ Measuring</b>	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
<b>Means of verification</b>	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)
<b>Assumptions</b>	Employers will expose unemployed graduates to work experience that will help them to find jobs.
<b>Disaggregation of Beneficiaries</b>	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: 75% women 60% youth 5% persons with disability 60% from municipal nodes (refer to page 13) The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	All unemployed graduates that are placed on internship programmes should find jobs before the internship ends
<b>Indicator Responsibility</b>	Projects Manager
<b>Indicator Weight</b>	1,6%

## Output Indicator 7(2)

<b>Indicator Title</b>	Number of unemployed graduates reported to the HWSETA as having completed the internship programme funded by the HWSETA in the reporting period
<b>Definition</b>	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. Graduates include those from universities and those from TVET Colleges and other Public Colleges. Other Public Colleges can be described as Health and Social Sector Colleges which comprise Colleges that are recognised by Professional Councils, such as the Nursing Council for Nursing Colleges, the HPCSA for Emergency Services Colleges; HPCSA for Psychology Colleges, Pharmacy Council for Pharmacy Colleges, Various religious councils for various religious colleges, Veterinary Council for Agricultural Colleges etc. Also CETs are included in this definition. These colleges are a priority to the HWSETA as they are colleges in the health welfare sector.
<b>Source of Data</b>	Employer Organisation Funded Persons
<b>Method of Calculating/ Measuring</b>	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
<b>Means of verification</b>	Proof of completion in the form of certificate of completion or letter from the employer ID copy of a learner



## Output Indicator 7(2)

<b>Assumptions</b>	Employer organisation will timeously report completions to the HWSETA
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Completions are reported by employer organisations timeously so as to improve efficiencies in reporting
<b>Indicator Responsibility</b>	Projects Manager
<b>Indicator Weight</b>	0,3%

## Output Indicator 8(1)

<b>Indicator Title</b>	Number of workers entered- into skills programmes and short learning programmes funded by the HWSETA in the reporting period.
<b>Definition</b>	<p>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.</p> <p>According to the DHET Dictionary of Terms and Concepts for Post-School Education and Training (2021),</p> <ul style="list-style-type: none"> <li>• "A QCTO-accredited learning programme that is occupationally based and which, when completed, will constitute credits towards a qualification registered in terms of the NQF. It uses skills development providers accredited by the QCTO and complies with any requirements that may be prescribed.2"</li> <li>• "A short learning programme is a short course through which a learner/student may or may not be awarded credits towards a qualification or a part-qualification, depending on the purpose of the programme."</li> </ul>
<b>Source of Data</b>	Employer organisations Funded Persons
<b>Method of Calculating/ Measuring</b>	Each worker is counted once per programme funded.
<b>Means of verification</b>	Employers participating in skills programmes Learners funded for skills programmes and short-learning programmes
<b>Assumptions</b>	Learners should attend the skills programme and complete it.
<b>Disaggregation of Beneficiaries</b>	<p>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:</p> <p>50% women 40% youth 5% persons with disability</p> <p>The disaggregation of the target allocated for this indicator for the current financial year remains discretionary</p>
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Employer organisations should register their learner agreements with the HWSETA.
<b>Indicator Responsibility</b>	Learning Programme Manager
<b>Indicator Weight</b>	2,4%

## Output Indicator 8(2)

<b>Indicator Title</b>	Number of workers reported to the HWSETA as having completed skills programmes and short learning programmes funded by the HWSETA in the reporting period
<b>Definition</b>	<p>This indicator identifies the number of workers who completed skills programmes or a short-learning programme funded by the HWSETA. The completion depends on the length of the programme, which can span from a day to nine months.</p> <p>According to the DHET Dictionary of Terms and Concepts for Post-School Education and Training (2021),</p> <ul style="list-style-type: none"> <li>• “A QCTO-accredited learning programme that is occupationally based and which, when completed, will constitute credit towards a qualification registered in terms of the NQF. It uses skills development providers accredited by the QCTO and complies with any requirements that may be prescribed.”</li> <li>• “A short learning programme is a short course through which a learner/student may or may not be awarded credits towards a qualification or a part-qualification, depending on the purpose of the programme.”</li> </ul>
<b>Source of Data</b>	Employer organisations Funded Persons
<b>Method of Calculating/ Measuring</b>	Each worker is counted once per programme funded.
<b>Means of verification</b>	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 ID copy of a learner.
<b>Assumptions</b>	Employer organisations will timeously report completions to the HWSETA
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Completions are reported by employer organisations timeously so as to improve efficiencies in reporting
<b>Indicator Responsibility</b>	Learning Programme Manager
<b>Indicator Weight</b>	0,3%

## Output Indicator 9

<b>Indicator Title</b>	Number of cooperatives in the health and welfare sector whose skills needs are funded by the HWSETA per year
<b>Definition</b>	<p>This indicator identifies and supports skills development needs of cooperatives in the health and welfare sector.</p> <p>According to the Co-operative Act, No 14 of 2005, a “co-operative” means an autonomous association of persons united voluntarily to meet their common economic and social needs and aspirations through a jointly owned and democratically controlled enterprise organised and operated on co-operative principles.</p>
<b>Source of Data</b>	Members of Cooperatives
<b>Method of Calculating/ Measuring</b>	Cooperatives that have been funded are reported as achievements
<b>Means of verification</b>	MoA or SLA with relevant stakeholder CIPC Registration of a Cooperative
<b>Assumptions</b>	Cooperatives will identify skills needs relevant to their core business
<b>Disaggregation of Beneficiaries</b>	Priority will be given to cooperatives with a majority of women as part of membership and also youth.

Output Indicator 9	
Calculation Type	Cumulative (year-end)
Reporting Cycle	Quarterly
Desired Performance	The HWSETA will fund skills development priorities of cooperatives
Indicator Responsibility	Projects Manager
Indicator Weight	2,5%

Output Indicator 10(1)	
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 CIPC registration certificate Schedule of funded small and emerging businesses Skills portal to verify the size of businesses funded.
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	Cumulative (year-end)
Reporting Cycle	Quarterly
Desired Performance	The HWSETA will fund skills development priorities of small and emerging businesses
Indicator Responsibility	WSP Manager
Indicator Weight	1,5%

Output Indicator 10.2	
Indicator Title	Number of people funded by the HWSETA for entrepreneurship development to support their businesses start-up ventures in the reporting period
Definition	This indicator measures the number of people funded through the entrepreneurship development programme of the HWSETA to support their businesses start-up ventures. This programme involves skills development training initiatives for exposure of individual persons to entrepreneurship as well as support for business start-ups by the HWSETA per year. A business startup is a company not older than 3-5 years.
Source of Data	Individuals funded by the HWSETA through its entrepreneurship development programme to start their businesses during the reporting period. CIPC registration certificates for companies.
Method of Calculating/ Measuring	Each person funded by the HWSETA for participation in the entrepreneurship development programme will be counted once irrespective of the number of activities he or she has been exposed to.
Means of verification	Schedule of people participating in the entrepreneurship development programme during the period under review MoAs with entities participation in the entrepreneurship development programme Proposals for new venture funding and/or CIPC registration certificate Learner agreement form and ID copy of a learner

### Output Indicator 10(2)

<b>Assumptions</b>	The HWSETA will support people based on new venture proposal and support them to either start their businesses or a new venture. This will involve a business cycle from pre-registration (including informal businesses) of a registered business not older than 5years of registration.
<b>Disaggregation of Beneficiaries</b>	Targets for Women: 50% Targets for Youth: 65% Targets for people with Disabilities: 5%
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	The HWSETA will fund skills development priorities of small and emerging businesses
<b>Indicator Responsibility</b>	WSP Manager
<b>Indicator Weight</b>	1%

### Output Indicator 11(1)

<b>Indicator Title</b>	Number of officials from NGOs and NPOs funded by the HWSETA for skills development per year
<b>Definition</b>	This indicator identifies the number of employees from Non-Profit Organisations (NPOs) that are not Organs of the State (meaning non-Governmental, NGOs) who have been exposed to some form of skills development programme funded by the HWSETA. NPOs are registered in terms of the NPO Act No, 71 of 1997, defines NPOs as "a trust, company or other association of persons established for a public purpose; and the income and property of which are not distributable to its members or office-bearers except as reasonable compensation for services rendered." The acronym NGO/NPO therefore refers to NPOs that are not an Organs of the State.
<b>Source of Data</b>	Employees from NPOs that are not Organs of the State.
<b>Method of Calculating/ Measuring</b>	Officials exposed to skills development programmes through HWSETA funding will be recorded as achievements against this indicator
<b>Means of verification</b>	MoAs with NPOs that are not Organs of the State Schedule or list of official that have been trained Attendance registers of the training or learner agreement form and ID copy of a learner
<b>Assumptions</b>	The HWSETA will fund skills development priorities of NGOs/NPOs
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	The HWSETA will fund skills development priorities of NGOs/NPos
<b>Indicator Responsibility</b>	Projects Manager
<b>Indicator Weight</b>	2,9%

### Output Indicator 11(2)

<b>Indicator Title</b>	Number of officials from Trade Unions funded by the HWSETA for skills development per year
<b>Definition</b>	This indicator identifies the number of employees from Trade Unions that have been exposed to some form of skills development programme by the HWSETA. "Trade unions or labour unions are organisations formed by workers from related fields that work for the common interest of its members. They help workers in issues like fairness of pay, good working environment, hours of work and benefits. They represent a cluster of workers and provide a link between the management and workers". <a href="https://economictimes.indiatimes.com/definition/trade-union">https://economictimes.indiatimes.com/definition/trade-union</a>

Output Indicator 11(2)	
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 or registration form and ID copy of a learner
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	Cumulative (year-end)
Reporting Cycle	Quarterly
Desired Performance	The HWSETA will fund skills development priorities of Trade Unions
Indicator Responsibility	Projects Manager
Indicator Weight	2%

Output Indicator 12(1)		
Indicator Title	Number of SSP updates and applied research reports <sup>63</sup> completed and noted by key stakeholders <sup>64</sup> in the reporting period	
Definition	The indicator reports the latest SSP update and number of research reports <sup>65</sup> produced per financial year. The SSP Update is acknowledged by the DHET and the research reports are noted by one of the HWSETA Board Committees. The SSP update is an annual update that precedes the strategic planning and operational planning process. The SSP is an applied research report (one update report annually). What is peculiar about this report is that it is legislated and therefore regulated by the DHET. Also, it has a specific objective of informing the sector about the overall skills needs. The specific mention of the SSP in the indicator is to emphasise its inclusion as one of the research reports to be reported on.	
Source of Data	SSP Update (one update report annually) Research reports	
Method of Calculating/ Measuring	Research reports produced and noted by Board committees will be recorded as achievements SSP update produced per year will be recorded as an achievement	
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	Cumulative (year-end)	
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	3,5%	

63 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

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

65 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

## Output Indicator 12(2)

<b>Indicator Title</b>	Number of partnerships entered into by the HWSETA with key stakeholders to support research initiatives in the sector during the reporting period.
<b>Definition</b>	The indicator reports partnerships entered into with stakeholders in the health and social development sector. Such stakeholders as employers, PSET institutions, Government Departments, etc. These partnerships focus on research collaboration between the HWSETA and stakeholders.
<b>Source of Data</b>	SSP Update (one update report annually) Theory of Change Framework
<b>Method of Calculating/ Measuring</b>	Partnerships entered into with stakeholders in the sector will be reported as achievements
<b>Means of verification</b>	Contractual agreements, such as Service Level Agreements, MoAs and MoUs.
<b>Assumptions</b>	The HWSETA will enter into partnerships for collaboration in research.
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Non-Cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	Research partnerships that will support the HWSETA research work with databases and data
<b>Indicator Responsibility</b>	Research Manager
<b>Indicator Weight</b>	1,5%

## Output Indicator 13(1)

<b>Indicator Title</b>	Number of WSPs and ATRs approved for Small firms per year
<b>Definition</b>	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
<b>Source of Data</b>	Small Firms with approved WSPs/ATRs
<b>Method of Calculating/ Measuring</b>	Small firms whose WSPs are approved will be recorded as achievements against this indicator
<b>Means of verification</b>	List of Small Firms with approved WSPs/ATRs Access to the WSP ERP module
<b>Assumptions</b>	Small firms will submit WSPs/ATRs that meet minimum standards for approval
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	The Small firms will submit WSPs/ATRs that meet minimum standards for approval
<b>Indicator Responsibility</b>	WSP Manager
<b>Indicator Weight</b>	0,5%

### Output Indicator 13(2)

<b>Indicator Title</b>	Number of WSPs and ATRs approved for Medium firms per year
<b>Definition</b>	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
<b>Source of Data</b>	Medium Firms with approved WSPs/ATRs
<b>Method of Calculating/ Measuring</b>	Medium firms whose WSPs are approved will be recorded as achievements against this indicator
<b>Means of verification</b>	List of Medium Firms with approved WSPs/ATRs Access to the WSP ERP module
<b>Assumptions</b>	Medium firms will submit WSPs/ATRs that meet minimum standards for approval
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	The Medium firms will submit WSPs/ATRs that meet minimum standards for approval
<b>Indicator Responsibility</b>	Projects Manager
<b>Indicator Weight</b>	0,5%

### Output Indicator 13(3)

<b>Indicator Title</b>	Number of WSPs and ATRs approved for Large firms per year
<b>Definition</b>	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
<b>Source of Data</b>	Large Firms with approved WSPs/ATRs
<b>Method of Calculating/ Measuring</b>	Larger firms whose WSPs are approved will be recorded as achievements against this indicator
<b>Means of verification</b>	List of Large Firms with approved WSPs/ATRs Access to the WSP ERP module
<b>Assumptions</b>	Large firms will submit WSPs/ATRs that meet minimum standards for approval
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	The Large firms will submit WSPs/ATRs that meet minimum standards for approval
<b>Indicator Responsibility</b>	Projects Manager
<b>Indicator Weight</b>	0,5%

## Output Indicator 14

<b>Indicator Title</b>	Number of projects funded through discretionary grants aimed at public sector education and training in the reporting period
<b>Definition</b>	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.
<b>Source of Data</b>	Departments of Health and Social Development and other public sector institutions
<b>Method of Calculating/ Measuring</b>	Number of skills development projects of the Departments of Health and Social Development and other public sector institutions supported by the HWSETA
<b>Means of verification</b>	MoAs signed by the HWSETA with the Departments of Health and Social Development and other public sector institutions
<b>Assumptions</b>	The HWSETA will fund skills development priorities of the department of social development and health and other public sector institutions
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	The HWSETA will fund skills development priorities of the department of social development and health and other public sector institutions
<b>Indicator Responsibility</b>	Projects Manager
<b>Indicator Weight</b>	4%

## Output Indicator 15

<b>Indicator Title</b>	Number of school and post-school youth from urban and rural areas reached through career development awareness programmes in the reporting period
<b>Definition</b>	This indicator measures exposure of youth in schools through career development awareness events. This indicator also measures post-school youth who access the career portal of the HWSETA. School Youths are comprised by pupils still in school, from grade 9 to 12. Post-school youth comprise 15year old to 34 year olds who are outside the schooling system either due to dropping out of school or from completing matric. These youths are grouped by location, either by being from urban or rural areas. The location of school youths is identified through the school in which the this youth attended career development awareness event as a proxy indicator. The location of pots-school youth is identified through the addresses these youth provide on the career portal of the HWSETA. Classification of rural and urban areas is contained as an annexure to the Standard Operating Procedures for Performance Information. This classification is based on Metropolitan and district municipalities and has been taken from the municipal profiles provided by the Department of Cooperative Governance and Traditional Affairs
<b>Source of Data</b>	The Marketing division will provide attendance registers, report on the career guidance events held by the HWSTA. The career portal will be utilized to identify post-school youth and those that will be of particular interest are those that are in the NEET (Not in Education, Employment, or Training) category.
<b>Method of Calculating/ Measuring</b>	School youth and post school youth reached through career awareness development programmes, including those reached through the career portal will be recorded as achievements against this indicator
<b>Means of verification</b>	Attendance register completed by school youth who attended the event Report of the event Database from the Career Portal
<b>Assumptions</b>	Pupils reside within the vicinity of the location of the school. Therefore, if the school is situated in a rural area, it will be assumed that the pupils from that school are from the rural areas
<b>Disaggregation of Beneficiaries</b>	Transformational target for municipal development nodes identified on the 2023-2024 APP should reach 60% of youth from these nodes. Refer to figure 3 for the municipal development nodes targeted by the HWSETA.



Output Indicator 15	
Calculation Type	Cumulative (year-end)
Reporting Cycle	Quarterly
Desired Performance	The Marketing division will make career guidance services available to school pupils and youth Not in Employment, Education, and Training (NEET)
Indicator Responsibility	Marketing Manager
Indicator Weight	Provincial Managers
	1,0%

Output Indicator 16(1)	
Indicator Title	Number of lectures and Managers 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 and Managers from TVET Colleges and other public colleges funded by the HWSETA for skills development in the reporting period. Other Public Colleges can be described as Health and Social Sector Colleges which comprise Colleges that are recognised by Professional Councils, such as the Nursing Council for Nursing Colleges, the HPCSA for Emergency Services Colleges; HPCSA for Psychology Colleges, Pharmacy Council for Pharmacy Colleges, Various religious councils for various religious colleges, Veterinary Council for Agricultural Colleges etc. .
Source of Data	Lecturers from TVET and other Public Colleges funded Managers from TVET and other Public Colleges funded
Method of Calculating/ Measuring	All lecturers and Managers funded for skills development programmes by the HWSETA are recorded as achievements against this indicator by the HWSETA
Means of verification	MoAs Schedule or list of lecturers from TVET and other Public Colleges funded Schedule of managers from TVET and other Public Colleges funded Registration or learner agreement forms of lecturers and Managers from TVET and other Public Colleges funded ID copy of lecturers and Managers funded from TVET and other Public Colleges (availability is dependent on learner consent)
Assumptions	Lecturer and Managers 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
Calculation Type	Cumulative (year-end)
Reporting Cycle	Quarterly
Desired Performance	Employer organisations should register their learner agreements with the HWSETA
Indicator Responsibility	Projects Manager
Indicator Weight	2%

## Output Indicator 16(2)

<b>Indicator Title</b>	Number of lecturers and Managers from TVET and other public colleges reported to the HWSETA as having completed training funded by the HWSETA in the reporting period
<b>Definition</b>	This indicator measures the number of lectures and Managers from TVET Colleges and other public colleges that completed training funded by the HWSETA in the reporting period. Other Public Colleges can be described as Health and Social Sector Colleges which comprise Colleges that are recognised by Professional Councils, such as the Nursing Council for Nursing Colleges, the HPCSA for Emergency Services Colleges; HPCSA for Psychology Colleges, Pharmacy Council for Pharmacy Colleges, Various religious councils for various religious colleges, Veterinary Council for Agricultural Colleges etc. . Also CETs are included in this definition Lecturers includes educators of colleges as well as career guidance teachers at schools. Lectures includes educators in colleges and career guidance teachers. Managers include persons occupying management positions in TVET and other public colleges.
<b>Source of Data</b>	Lecturers funded Managers funded
<b>Method of Calculating/ Measuring</b>	Funded learners who complete training will be recorded as achievements against this indicator
<b>Means of verification</b>	Proof of completion in the form of statement of results or qualification certificate ID copy of a learner
<b>Assumptions</b>	TVET and other public college lecturers will timeously report completions to the HWSETA
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Completions are reported by TVET and other public college lecturers and managers timeously so as to improve efficiencies in reporting
<b>Indicator Responsibility</b>	Projects Manager
<b>Indicator Weight</b>	0,2%

### Output Indicator 16(3)

<b>Indicator Title</b>	Number of lecturers and Managers from CET public colleges funded by the HWSETA for skills development programmes in the reporting period.
<b>Definition</b>	This indicator measures the number of lectures and Managers from public Community Education and Training (CET) Colleges funded by the HWSETA for skills development in the reporting period. Lecturers includes educators of colleges. Managers include persons occupying management positions in CET Colleges.
<b>Source of Data</b>	lecturers from public CET Colleges funded Managers from public CET Colleges funded
<b>Method of Calculating/ Measuring</b>	All lecturers and Managers funded for skills development programmes by the HWSETA are recorded as achievements against this indicator by the HWSETA
<b>Means of verification</b>	MoAs Schedule or list of lecturers from public CET Colleges funded Schedule of managers from public CET Colleges funded Registration forms of lecturers and Managers from public CET Colleges funded ID copy of lecturers and Managers funded from public CET Colleges (availability is dependent on lecturer or managers' consent)
<b>Assumptions</b>	Lecturer and Managers funded will complete the programme
<b>Disaggregation of Beneficiaries</b>	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
<b>Calculation Type</b>	Cumulative (year end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Employer organisations should register their learner agreements with the HWSETA
<b>Indicator Responsibility</b>	Projects Manager
<b>Indicator Weight</b>	1,5%

### Output Indicator 16(4)

<b>Indicator Title</b>	Number of lecturers and Managers from CET public colleges reported to the HWSETA as having completed skills development programmes funded by the HWSETA in the reporting period.
<b>Definition</b>	This indicator measures the number of lectures and Managers from Community Education and Training (CET) Colleges that completed training funded by the HWSETA in the reporting period. Lecturers includes educators of colleges. Managers include persons occupying management positions in TVET and other public colleges.
<b>Source of Data</b>	Schedule or list of lecturers funded Schedule or list of Managers funded Proof of completion in the form of statement of results or qualification certificate.
<b>Method of Calculating/ Measuring</b>	Funded lecturers and managers who complete training will be recorded as achievements against this indicator
<b>Means of verification</b>	Proof of completion in the form of statement of results or qualification certificate ID copy of lecturers and managers.
<b>Assumptions</b>	CET college lecturers will timeously report completions to the HWSETA CET college managers will timeously report completions to the HWSETA
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A

Output Indicator 16(4)	
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	Completions are reported by CET college lecturers and managers timeously so as to improve efficiencies in reporting
Indicator Responsibility	Projects Manager
Indicator Weight	0,1%

Output Indicator 17(1)	
Indicator Title	Number of students and lectures from TVET and other public colleges funded by the HWSETA through vocational and occupational training bursaries in the reporting period
Definition	This indicator identifies the number of students and lecturers from TVET and other public colleges students funded by the HWSETA through vocational and occupational training bursaries. Other Public Colleges can be described as Health and Social Sector Colleges which comprise Colleges that are recognised by Professional Councils, such as the Nursing Council for Nursing Colleges, the HPCSA for Emergency Services Colleges; HPCSA for Psychology Colleges, Pharmacy Council for Pharmacy Colleges, Various religious councils for various religious colleges, Veterinary Council for Agricultural Colleges etc. . Also CETs are included in this definition 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 funded students Schedule or list of funded lecturers from TVET and other public Colleges Registration forms for students and lecturers ID copy of students and lecturers (availability is dependent on learner consent)
Assumptions	Students 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: 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	Cumulative (year-end)
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)

<b>Indicator Title</b>	Number of students and lecturers from TVET and other public colleges reported to the HWSETA as having completed training funded by the HWSETA through vocational and occupational training bursaries in the reporting period
<b>Definition</b>	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 can be described as Health and Social Sector Colleges which comprise Colleges that are recognised by Professional Councils, such as the Nursing Council for Nursing Colleges, the HPCSA for Emergency Services Colleges; HPCSA for Psychology Colleges, Pharmacy Council for Pharmacy Colleges, Various religious councils for various religious colleges, Veterinary Council for Agricultural Colleges etc. . Also CETs are included in this definition These colleges are a priority to the HWSETA as they are colleges in the health welfare sector.
<b>Source of Data</b>	TVET or other public colleges Students Lecturers
<b>Method of Calculating/ Measuring</b>	Funded students and lecturers who complete training will be recorded as achievements against this indicator
<b>Means of verification</b>	Proof of completion in the form of statement of results or qualification certificate ID copy of student or lecturer.
<b>Assumptions</b>	TVET and other public colleges will timeously report completions to the HWSETA
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Completions are reported by TVET and other public college timeously so as to improve efficiencies in reporting
<b>Indicator Responsibility</b>	Projects Manager
<b>Indicator Weight</b>	0,3%

## Output Indicator 18(1)

<b>Indicator Title</b>	Percentage of filled positions in the HWSETA organisational structure of the HWSETA to facilitates the delivery of its mandate and achievement of its targets in the reporting period
<b>Definition</b>	This indicator measures the number of positions filled on the approved organogram, at the end of each quarter, in the reporting period. The approved organogram in 2023/24 has a total of 152 positions. The expectation is that the organisation should have at least 144 positions filled during the financial year.
<b>Source of Data</b>	Summary of filled posts and vacant positions
<b>Method of Calculating/ Measuring</b>	Number of filled positions against total positions existing in the organogram of the HWSETA
<b>Means of verification</b>	Organogram of the HWSETA showing filled and vacant positions
<b>Assumptions</b>	Organogram will be updated at the end of every quarter List of current employee contracts of the HWSETA will be updated monthly
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Non-Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	95% of positions in the approved organogram will be filled by the end of each financial year
<b>Indicator Responsibility</b>	HR Manager
<b>Indicator Weight</b>	1.8%

## Output Indicator 18(2)

<b>Indicator Title</b>	Number of HWSETA Good Governance Reports submitted to the Department of Higher Education and Training in the reporting period
<b>Definition</b>	This indicator measures the number of Health and Welfare Sector Education and Training Authority good governance reports prepared in line with the requirements of the DHET and submitted to the DHET in the reporting period.
<b>Source of Data</b>	HWSETA governance report submitted to the DHET
<b>Method of Calculating/ Measuring</b>	One report will be counted once
<b>Means of verification</b>	HWSETA governance report Proof of submission to the DHET
<b>Assumptions</b>	One governance report will be submitted quarterly to the DHET and a letter of acknowledgement will be issued by the DHET
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	One governance report will be submitted quarterly to the DHET and a letter of acknowledgement will be issued by the DHET
<b>Indicator Responsibility</b>	Board Secretary
<b>Indicator Weight</b>	0.2%

## Output Indicator 19(1)

<b>Indicator Title</b>	Number of skills development providers accredited and re-accredited <sup>66</sup> by the HWSETA in the reporting period
<b>Definition</b>	This indicator measures skills development providers that are accredited and those that are re-accredited by the HWSETA based on legacy regulations or the QCTO regulations and SLA. The Dictionary of Terms and Concepts for Post-School Education and Training (2021) defines a skills development provider as a legal entity accredited by the QCTO to offer occupational qualifications or part-qualifications registered on the QOSF. Reaccreditation is the process of reviewing a previously accredited programme or institution when the validity of its accreditation lapses, in order to determine whether it still meets the accreditation criteria, and thus is eligible for the reinstatement or extension of the accreditation status for another determined period
<b>Source of Data</b>	Accredited and/or re-accredited skills development providers
<b>Method of Calculating/ Measuring</b>	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
<b>Means of verification</b>	List of Accredited and/or re-accredited skills development providers Accreditation and/or re-accreditation letter
<b>Assumptions</b>	Only training providers accredited by the HWSETA will be reported
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Accredited training providers and re-accredited training providers
<b>Indicator Responsibility</b>	Provider Accreditation Manager
<b>Indicator Weight</b>	1,2%

<sup>66</sup> The accreditation and re-accreditation includes, both, primary and secondary accreditation by the HWSETA


## Output Indicator 19(2)

<b>Indicator Title</b>	Number of certificates issued by the HWSETA to learners found competent by skills development providers and confirmed by the HWSETA in the reporting period
<b>Definition</b>	This indicator measures the number of certificates issued by the HWSETA to learners found competent by skills development providers and confirmed by the HWSETA in the reporting period. Certificates are issued for full qualifications, and Statements of Results (SORs) are issued for part-qualifications or skills programmes
<b>Source of Data</b>	Skills Development Providers
<b>Method of Calculating/ Measuring</b>	Number of qualification certificates or statement of results issued per students or person
<b>Means of verification</b>	Statement of Results, and/or Qualification Certificate ID copy of a learner
<b>Assumptions</b>	All students on skills programmes will be issued statement of results All students on full qualifications will be issued a qualification certificate
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	All students on skills programmes will be issued statement of results All students on full qualifications will be issued a qualification certificate
<b>Indicator Responsibility</b>	Learner Achievement manager
<b>Indicator Weight</b>	1,3%

## Output Indicator 20

<b>Indicator Title</b>	Percentage of business processes automated and confirmed by stakeholders as useful for efficient service delivery in the reporting period
<b>Definition</b>	This indicator identifies business processes planned to be automated per annum. Automation involves the development of an integrated ERP system for each of the functions of the HWSETA based on business processes. Usefulness of the ERP system is integral to the completion of each module of the system, that is, of each business function automation. Therefore, user divisions need to confirm usefulness of each module for efficient service delivery in the reporting period.
<b>Source of Data</b>	Business process automation and integration plan Users of automated business processes
<b>Method of Calculating/ Measuring</b>	Number of business processes automated, integrated, and confirmed to be useful for effective service delivery against total business processes planned to be automated per year
<b>Means of verification</b>	Business process automation and integration plan Implementation progress report Confirmation report of usefulness of automated business processes
<b>Assumptions</b>	The business process automation and integration plan will be implemented in line with set targets
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Non-Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Business processes of the HWSETA are automated and integrated
<b>Indicator Responsibility</b>	IT Manager
<b>Indicator Weight</b>	2,0%

## Output Indicator 21(1)

<b>Indicator Title</b>	Number of workers from the sector entered- into AET programmes funded by the HWSETA in the reporting period																		
<b>Definition</b>	<p>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. Adult Education and Training Programme (AET) addresses low level skills of youth and adult language and numeracy skills to enable lifelong learning. AET programmes are meant for employees of health and welfare sector organisations who never had an opportunity to pass Standard 7/ Grade 9/ ABET 4/ NQF 1.</p> <p>Adult Education and Training (AET) is registered with the NQF at NQF level 1, but AET consists of 4 levels. The 4 levels as a whole, when completed is the equivalent of NQF level 1 or Grade 9. In other words the four (4) levels of AET is equivalent to Grades R – 9. The table below indicates where in the NQF, ABET is situated, (2023 Triple E Training; eeee.co.za):</p> <table border="1" data-bbox="448 607 1414 1099"> <thead> <tr> <th>NQF LEVEL</th> <th colspan="2">TRADITIONAL ABET/AET</th> </tr> </thead> <tbody> <tr> <td>5-10</td> <td>HET</td> <td></td> </tr> <tr> <td rowspan="3">4 2 2</td> <td rowspan="3">FET</td> <td>Grade 12</td> </tr> <tr> <td>Grade 11</td> </tr> <tr> <td>Grade 10</td> </tr> <tr> <td rowspan="5">1</td> <td rowspan="5">GET</td> <td>AET Level 4 - Grade 9</td> </tr> <tr> <td>AET Level 3 - Grade 7</td> </tr> <tr> <td>AET Level 2 - Grade 5</td> </tr> <tr> <td>AET Level 1 - Grade 3</td> </tr> <tr> <td>AET Level 0 - Pre AET</td> </tr> </tbody> </table> 	NQF LEVEL	TRADITIONAL ABET/AET		5-10	HET		4 2 2	FET	Grade 12	Grade 11	Grade 10	1	GET	AET Level 4 - Grade 9	AET Level 3 - Grade 7	AET Level 2 - Grade 5	AET Level 1 - Grade 3	AET Level 0 - Pre AET
NQF LEVEL	TRADITIONAL ABET/AET																		
5-10	HET																		
4 2 2	FET	Grade 12																	
		Grade 11																	
		Grade 10																	
1	GET	AET Level 4 - Grade 9																	
		AET Level 3 - Grade 7																	
		AET Level 2 - Grade 5																	
		AET Level 1 - Grade 3																	
		AET Level 0 - Pre AET																	
<b>Source of Data</b>	Employer organisations HWSETA learner database Registration form																		
<b>Method of Calculating/ Measuring</b>	All learners funded for AET by the HWSETA are recorded as achievements against this indicator by the HWSETA																		
<b>Means of verification</b>	MoA Schedule or list of learners Learner registration forms ID copy of learner (availability is dependent on learner consent)																		
<b>Assumptions</b>	Learners funded for AET programmes are registered with the HWSETA.																		
<b>Disaggregation of Beneficiaries</b>	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																		
<b>Calculation Type</b>	Cumulative (year-end)																		
<b>Reporting Cycle</b>	Quarterly																		
<b>Desired Performance</b>	Employer organisations should register their learner agreements with the HWSETA																		
<b>Indicator Responsibility</b>	Projects Manager																		
<b>Indicator Weight</b>	1,5%																		



## Output Indicator 21(2)

<b>Indicator Title</b>	Number of workers reported to the HWSETA as having completed AET programmes funded by the HWSETA in the reporting period
<b>Definition</b>	This indicator identifies the number of workers who completed AET programmes funded by the HWSETA. The completion depends on the length of the programme. AET programmes spans over a period of 12 months for each level.
<b>Source of Data</b>	Employer organisations Funded Persons
<b>Method of Calculating/ Measuring</b>	Funded learners who complete training will be recorded as achievements against this indicator
<b>Means of verification</b>	Proof of completion in the form of statement of results or qualification certificate or certificate of completion ID copy of a learner
<b>Assumptions</b>	Employers will timeously report completions to the HWSETA
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Employer organisations should register their learner agreements with the HWSETA
<b>Indicator Responsibility</b>	Projects Manager
<b>Indicator Weight</b>	0,3%

## Output Indicator 22

<b>Indicator Title</b>	Number of levy exempt organisations whose skills development needs are funded by the HWSETA in the reporting period
<b>Definition</b>	This indicator measures the number of levy exempt organisations whose skills development needs are funded by the HWSETA to support priorities aimed at facilitating the business continuity of Levy Exempt Organisation. Levy Exempt Organisations are organisations that are exempted from paying the Skills Levy and are registered with the HWSETA as such.
<b>Source of Data</b>	Levy exempt organisations
<b>Method of Calculating/ Measuring</b>	Levy Exempt Organisations funded by the HWSETA. Each organisation will be counted once irrespective of the number of skills development needs funded.
<b>Means of verification</b>	MoAs signed by the HWSETA and levy exempt organisations
<b>Assumptions</b>	The HWSETA will fund levy exempt organisations of the health and welfare SETA
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	The HWSETA will fund skills development priorities of levy exempt organisations
<b>Indicator Responsibility</b>	WSP Manager
<b>Indicator Weight</b>	2,9%

## Output Indicator 23

<b>Indicator Title</b>	Number of partnerships entered-into by the HWSETA with post-school education institutions in the reporting period
<b>Definition</b>	This indicator measures the number of post-school education institutions 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, including CETs. 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.
<b>Source of Data</b>	List of all post-school education institutions that have signed partnership agreements with the HWSETA MoAs signed with post-school education institutions
<b>Method of Calculating/ Measuring</b>	Each institution is calculated once even though participation may involve a number of learning programmes
<b>Means of verification</b>	List of all post-school education institutions that have signed partnership agreements with the HWSETA MoAs signed with post-school education institutions
<b>Assumptions</b>	Institutions who enter-into these partnerships will not decommit
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	All institutions who sign Moas with the HWSETA for training learners will do so for the duration of the learning programme
<b>Indicator Responsibility</b>	Managers responsible for TVET WIL, University WIL, and bursaries
<b>Indicator Weight</b>	3.8%

## Output Indicator 24

<b>Indicator Title</b>	Number of part and full occupational qualifications, as well as skills programmes developed by the HWSETA and accepted by the QCTO for registration in the reporting period
<b>Definition</b>	This indicator identifies the number of part and full qualifications, as well as skills programmes developed by the HWSETA and accepted by the QCTO for registration in the reporting period. According to the Dictionary of Terms and Concepts for Post-School Education and Training (2021): <ul style="list-style-type: none"> <li>• An occupational qualification is a qualification that consist of a minimum of 25 credits associated with a trade, occupation or profession, resulting from work-based learning and consisting of the knowledge practical skills and work experience standards as defined in the Skills Development Act No 97 of 1998.</li> <li>• A part-qualification is an assessed unit of learning with a clearly defined purpose that is, or will be, registered as part of a qualification on the NQF.</li> <li>• A skills programme is a QCTO-accredited learning programme that is occupationally based and which, when completed, will constitute credits towards a qualification registered in terms of the NQF. It uses skills development providers accredited by the QCTO and complies with any requirements that may be prescribed.</li> </ul>
<b>Source of Data</b>	Facilitators appointed by the HWSETA Fully developed qualification Letter of submission to the QCTO Acknowledgement and acceptance letter issued by the QCTO
<b>Method of Calculating/ Measuring</b>	Qualifications submitted to the QCTO for registration and the QCTO acknowledges them will be counted as achievements against this indicator
<b>Means of verification</b>	Fully developed qualification Letter of submission to the QCTO Acknowledgement letter issued by the QCTO

## Output Indicator 24

<b>Assumptions</b>	Institution will teach learners the approved syllabus Institutions apply for certification of learners
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	The annual target for full or part-qualifications is cumulative, The annual target for skills programmes its non-cumulative
<b>Reporting Cycle</b>	The annual for full or part-qualifications a quarter 4 target only The annual targets skills programmes is disaggregated into quarterly targets
<b>Desired Performance</b>	Institutions and employers will provide quality education and employers will be willing to appoint qualified learners should there be vacancies
<b>Indicator Responsibility</b>	Manager Qualifications Development
<b>Indicator Weight</b>	1%

## Output Indicator 25(1)

<b>Indicator Title</b>	Number of workers entered-into the HWSETA Recognition of Prior Learning programme in the reporting period.
<b>Definition</b>	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. The Dictionary of Terms and Concepts for Post-School Education and Training (2021) defines Recognition of Prior Learning as principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development.
<b>Source of Data</b>	Employer organisations Skills Development providers Funded Persons
<b>Method of Calculating/ Measuring</b>	This indicator identifies workers exposed to RPL, those who obtain part-qualifications after training, and those that obtain full qualifications after training
<b>Means of verification</b>	Schedule of list of learners Learner registration forms ID copy of learner (availability is dependent on learner consent) SLA/MOA with the stakeholder
<b>Assumptions</b>	Learners exposed to RPL will either get part-or full qualifications
<b>Disaggregation of Beneficiaries</b>	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
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Annually but assessing cohort that has a year after successfully completing training
<b>Indicator Responsibility</b>	Provider Accreditation Manager
<b>Indicator Weight</b>	Learner Achievement Manager 2,4%

## Output Indicator 25(2)

<b>Indicator Title</b>	Number of workers reported at the HWSETA as having completed the Recognition of Prior Learning programme funded by the HWSETA in the reporting period
<b>Definition</b>	This indicator identifies workers who complete the RPL assessments or programme. The Dictionary of Terms and Concepts for Post-School Education and Training (2021) defines Recognition of Prior Learning as principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development.
<b>Source of Data</b>	Employer organisations Skills Development providers Funded Persons
<b>Method of Calculating/ Measuring</b>	Funded learners who complete assessment will be recorded as achievements against this indicator
<b>Means of verification</b>	Learners exposed to RPL will either get part-or full qualifications, ID copy of a learner
<b>Assumptions</b>	RPL Assessments or employer report or certificate of completion
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Annually but assessing cohort that has a year after successfully completing training
<b>Indicator Responsibility</b>	Provider Accreditation Manager Learner Achievement Manager
<b>Indicator Weight</b>	0,3%

## Output Indicator 26(1)

<b>Indicator Title</b>	Number of unemployed apprentices and trainee technicians entered- into the HWSETA funded apprenticeship programme in the reporting period
<b>Definition</b>	This indicator identifies the number of unemployed apprentices and trainee technicians supported by the HWSETA through funding. According to DHET Dictionary of Terms and Concepts for Post-School Education and Training (2021) an Artisan, "is a person who has been certified as competent to perform a listed trade in accordance with the Skills Development Act, 1998 (Act 97 of 1998)." 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.
<b>Source of Data</b>	Employer organisations Skills Development Providers Funded Persons
<b>Method of Calculating/ Measuring</b>	All learners funded for apprenticeships by the HWSETA are recorded as achievements against this indicator by the HWSETA
<b>Means of verification</b>	MoA Schedule or list of learners Learner agreement forms ID copy of learner (availability is dependent on learner consent)
<b>Assumptions</b>	Learners enrolled on learnerships established by the HWSETA have learner agreements registered with the HWSETA whether they are funded by the HWSETA or industry.

## Output Indicator 26(1)

<b>Disaggregation of Beneficiaries</b>	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
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Employers should register learner agreements of all learners enrolled for apprenticeships funded by the HWSETA
<b>Indicator Responsibility</b>	Learning Programme Manager
<b>Indicator Weight</b>	2,8%

## Output Indicator 26(2)

<b>Indicator Title</b>	Number of unemployed apprentices and trainee technicians reported to the HWSETA as having completed apprenticeships funded by the HWSETA in the reporting period
<b>Definition</b>	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.
<b>Source of Data</b>	Employers Training Providers Funded Persons
<b>Method of Calculating/ Measuring</b>	Funded learners who complete training will be recorded as achievements against this indicator
<b>Means of verification</b>	Proof of completion in the form of statement of results or qualification certificate ID copy of a learner.
<b>Assumptions</b>	Employers and/or training providers will timeously report completions to the HWSETA
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Completions of apprenticeship programmes are reported by employers and training providers timeously so as to improve efficiencies in reporting
<b>Indicator Responsibility</b>	Learning Programme Manager
<b>Indicator Weight</b>	0,3%

## Output Indicator 27(1)

<b>Indicator Title</b>	Number of unemployed persons entered-into the HWSETA post-graduate research bursaries in the reporting period
<b>Definition</b>	<p>This indicator identifies the number of workers funded by the HWSETA through post-graduate research bursaries. The <b>Post-graduate research bursary programme funds</b>: Honours Degree • Master's Degree • Doctoral or PhD Degrees. These qualifications include those with course work and research component, and those that involved research only.</p> <p>According to the Higher Education Qualifications Framework Higher Education Act, 1997 (Act No. 101 of 1997) the National Qualifications Framework has ten levels. Higher education qualifications occupy six levels of the NQF, levels 5 to 10. Levels 5-7 are under-graduate and levels 8-10 are post-graduate. The framework comprises the following qualification types: <b>Under-graduate Qualifications</b>• Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree; <b>Post-graduate Qualifications</b> • Post-graduate Diploma • Honours Degree • Master's Degree • Doctoral Degree. The HWSETA however has to operationalize it's Undergraduate and Post-graduate bursary programmes to represent the following types of qualifications: <b>Undergraduate bursary programme to fund</b>: Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree • Post-graduate Diploma. The <b>Post-graduate bursary programme to fund</b>: Honours Degree • Master's Degree • Doctoral or PhD Degrees.</p>
<b>Source of Data</b>	<p>Universities</p> <p>Unemployed university students funded</p> <p>HWSETA learner database</p>
<b>Method of Calculating/ Measuring</b>	All unemployed persons funded for post-graduate studies by the HWSETA are recorded as achievements against this indicator by the HWSETA
<b>Means of verification</b>	<p>MoA</p> <p>Learner list</p> <p>Learner registration or agreement forms</p> <p>ID copy of learner (availability is dependent on learner consent)</p>
<b>Assumptions</b>	Unemployed persons funded on post-graduate bursaries are registered with the HWSETA.
<b>Disaggregation of Beneficiaries</b>	<p>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. Universities therefore will be encouraged to endeavor to include the following percentages of targeted populations:</p> <p>50% women</p> <p>40% youth</p> <p>5% persons with disability</p> <p>The disaggregation of the target allocated for this indicator for the current financial year remains discretionary</p>
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Unemployed persons funded by the HWSETA should register their learner agreements with the HWSETA
<b>Indicator Responsibility</b>	Projects Manager
<b>Indicator Weight</b>	1,8%

## Output Indicator 27(2)

<b>Indicator Title</b>	Number of unemployed persons re-entered-into the HWSETA post-graduate research bursaries in the reporting period
<b>Definition</b>	<p>This indicator identifies the number of workers funded by the HWSETA through post-graduate research bursaries. The <b>Post-graduate research bursary programme funds</b>: Honours Degree • Master's Degree • Doctoral or PhD Degrees. These qualifications include those with course work and research component, and those that involved research only.</p> <p>According to the Higher Education Qualifications Framework Higher Education Act, 1997 (Act No. 101 of 1997) the National Qualifications Framework has ten levels. Higher education qualifications occupy six levels of the NQF, levels 5 to 10. Levels 5-7 are under-graduate and levels 8-10 are post-graduate. The framework comprises the following qualification types: <b>Under-graduate Qualifications</b> • Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree; <b>Post-graduate Qualifications</b> • Post-graduate Diploma • Honours Degree • Master's Degree • Doctoral Degree. The HWSETA however has to operationalize it's Undergraduate and Post-graduate bursary programmes to represent the following types of qualifications: <b>Undergraduate bursary programme to fund</b>: Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree • Post-graduate Diploma. The <b>Post-graduate bursary programme to fund</b>: Honours Degree • Master's Degree • Doctoral or PhD Degrees.</p>
<b>Source of Data</b>	<p>Universities</p> <p>Unemployed university students funded</p> <p>HWSETA learner database</p>
<b>Method of Calculating/ Measuring</b>	All learners funded for post-graduate studies by the HWSETA are recorded as achievements against this indicator by the HWSETA
<b>Means of verification</b>	<p>Learner list</p> <p>Learner agreement or registration form</p> <p>ID copy of learner (availability is dependent on learner consent)</p>
<b>Assumptions</b>	Learners funded on post-graduate bursaries are registered with the HWSETA.
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Learners should register their learner agreements with the HWSETA
<b>Indicator Responsibility</b>	Projects Manager
<b>Indicator Weight</b>	0,5%

## Output Indicator 27(3)

<b>Indicator Title</b>	Number of unemployed persons reported to the HWSETA for having completed postgraduate research qualifications funded by the HWSETA in the reporting period
<b>Definition</b>	<p>This indicator identifies the number of workers funded by the HWSETA through post-graduate research bursaries. The <b>Post-graduate research bursary programme funds</b>: Honours Degree • Master's Degree • Doctoral or PhD Degrees. These qualifications include those with course work and research component, and those that involved research only.</p> <p>According to the Higher Education Qualifications Framework Higher Education Act, 1997 (Act No. 101 of 1997) the National Qualifications Framework has ten levels. Higher education qualifications occupy six levels of the NQF, levels 5 to 10. Levels 5-7 are under-graduate and levels 8-10 are post-graduate. The framework comprises the following qualification types: <b>Under-graduate Qualifications</b> • Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree; <b>Post-graduate Qualifications</b> • Post-graduate Diploma • Honours Degree • Master's Degree • Doctoral Degree. The HWSETA however has to operationalize it's Undergraduate and Post-graduate bursary programmes to represent the following types of qualifications: <b>Undergraduate bursary programme to fund</b>: Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree • Post-graduate Diploma. The <b>Post-graduate bursary programme to fund</b>: Honours Degree • Master's Degree • Doctoral or PhD Degrees.</p>

### Output Indicator 27(3)

<b>Source of Data</b>	Universities Unemployed university students funded HWSETA learner database
<b>Method of Calculating/ Measuring</b>	Funded learners who complete training will be recorded as achievements against this indicator
<b>Means of verification</b>	<ol style="list-style-type: none"> <li>1. Proof of completion for Honours, Post-Qualification and Master's degree and PhDs in the form of statement of results or qualification certificate</li> <li>2. Approval schedule containing list of learners funded. This schedule should be signed by the Executive Manager and should contain the funding year; or <ul style="list-style-type: none"> <li>• Learner registration (agreement) form of the HWSETA</li> <li>• ID copy of the learner</li> </ul> </li> </ol>
<b>Assumptions</b>	Unemployed persons will timeously report completions to the HWSETA
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Completions are reported by unemployed persons funded timeously so as to improve efficiencies in reporting
<b>Indicator Responsibility</b>	Projects Manager
<b>Indicator Weight</b>	0,3%

### Output Indicator 27(4)

<b>Indicator Title</b>	Number of unemployed persons entered-into the HWSETA undergraduate qualifications and post-graduate diploma bursaries in the reporting period
<b>Definition</b>	<p>This indicator identifies the number of workers funded by the HWSETA through post-graduate research bursaries. The <b>Post-graduate research bursary programme funds</b>: Honours Degree • Master's Degree • Doctoral or PhD Degrees. These qualifications include those with course work and research component, and those that involved research only.</p> <p>According to the Higher Education Qualifications Framework Higher Education Act, 1997 (Act No. 101 of 1997) the National Qualifications Framework has ten levels. Higher education qualifications occupy six levels of the NQF, levels 5 to 10. Levels 5-7 are under-graduate and levels 8-10 are post-graduate. The framework comprises the following qualification types: <b>Under-graduate Qualifications</b> • Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree; <b>Post-graduate Qualifications</b> • Post-graduate Diploma • Honours Degree • Master's Degree • Doctoral Degree. The HWSETA however has to operationalize it's Undergraduate and Post-graduate bursary programmes to represent the following types of qualifications: <b>Undergraduate bursary programme to fund</b>: Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree • Post-graduate Diploma. The <b>Post-graduate bursary programme to fund</b>: Honours Degree • Master's Degree • Doctoral or PhD Degrees.</p>
<b>Source of Data</b>	Universities Unemployed university students funded HWSETA learner database
<b>Method of Calculating/ Measuring</b>	All unemployed persons funded for under-graduate studies by the HWSETA are recorded as achievements against this indicator by the HWSETA
<b>Means of verification</b>	MoA Learner list Learner registration forms ID copy of learner (availability is dependent on learner consent)



## Output Indicator 27(4)

<b>Assumptions</b>	Unemployed persons funded for under-graduate bursaries are registered with the HWSETA.
<b>Disaggregation of Beneficiaries</b>	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. Universities 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
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Unemployed persons should register their learner agreements with the HWSETA
<b>Indicator Responsibility</b>	Projects Manager
<b>Indicator Weight</b>	1,4%

## Output Indicator 27(5)

<b>Indicator Title</b>	Number of unemployed persons re-entered-into the HWSETA undergraduate qualifications and post-graduate diploma bursaries in the reporting period
<b>Definition</b>	This indicator identifies the number of workers funded by the HWSETA through post-graduate research bursaries. The <b>Post-graduate research bursary programme funds</b> : Honours Degree • Master's Degree • Doctoral or PhD Degrees. These qualifications include those with course work and research component, and those that involved research only.  According to the Higher Education Qualifications Framework Higher Education Act, 1997 (Act No. 101 of 1997) the National Qualifications Framework has ten levels. Higher education qualifications occupy six levels of the NQF, levels 5 to 10. Levels 5-7 are under-graduate and levels 8-10 are post-graduate. The framework comprises the following qualification types: <b>Under-graduate Qualifications</b> • Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree; <b>Post-graduate Qualifications</b> • Post-graduate Diploma • Honours Degree • Master's Degree • Doctoral Degree. The HWSETA however has to operationalize it's Undergraduate and Post-graduate bursary programmes to represent the following types of qualifications: <b>Undergraduate bursary programme to fund</b> : Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree • Post-graduate Diploma. The <b>Post-graduate bursary programme to fund</b> : Honours Degree • Master's Degree • Doctoral or PhD Degrees.
<b>Source of Data</b>	Universities Unemployed university students funded HWSETA learner database
<b>Method of Calculating/ Measuring</b>	All unemployed persons funded for under-graduate studies by the HWSETA are recorded as achievements against this indicator by the HWSETA
<b>Means of verification</b>	Learner list Learner registration forms ID copy of learner (availability is dependent on learner consent)
<b>Assumptions</b>	Unemployed persons funded for under-graduate qualifications and post-graduate diploma bursaries are registered with the HWSETA.
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Unemployed persons funded should register their learner agreements with the HWSETA
<b>Indicator Responsibility</b>	Learning Programme Manager
<b>Indicator Weight</b>	0,5%

## Output Indicator 27(6)

<b>Indicator Title</b>	Number of unemployed persons reported to the HWSETA for having completed undergraduate qualifications and post-graduate diploma qualifications funded by the HWSETA in the reporting period
<b>Definition</b>	<p>This indicator identifies the number of workers funded by the HWSETA through post-graduate research bursaries. The <b>Post-graduate research bursary programme funds</b>: Honours Degree • Master's Degree • Doctoral or PhD Degrees. These qualifications include those with course work and research component, and those that involved research only.</p> <p>According to the Higher Education Qualifications Framework Higher Education Act, 1997 (Act No. 101 of 1997) the National Qualifications Framework has ten levels. Higher education qualifications occupy six levels of the NQF, levels 5 to 10. Levels 5-7 are under-graduate and levels 8-10 are post-graduate. The framework comprises the following qualification types: <b>Under-graduate Qualifications</b> • Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree; <b>Post-graduate Qualifications</b> • Post-graduate Diploma • Honours Degree • Master's Degree • Doctoral Degree. The HWSETA however has to operationalize its Undergraduate and Post-graduate bursary programmes to represent the following types of qualifications: <b>Undergraduate bursary programme to fund</b>: Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree • Post-graduate Diploma. The <b>Post-graduate bursary programme to fund</b>: Honours Degree • Master's Degree • Doctoral or PhD Degrees.</p>
<b>Source of Data</b>	<p>Universities</p> <p>Unemployed university students funded</p> <p>HWSETA learner database</p>
<b>Method of Calculating/Measuring</b>	Funded learners who complete training will be recorded as achievements against this indicator
<b>Means of verification</b>	<ol style="list-style-type: none"> <li>1. Proof of completion in the form of statement of results or qualification certificate.</li> <li>2. Approval schedule containing list of learners funded. This schedule should be signed by the Executive Manager and should contain the funding year; or <ul style="list-style-type: none"> <li>• Learner registration (agreement) form of the HWSETA</li> <li>• ID Copy of the learner</li> </ul> </li> </ol>
<b>Assumptions</b>	Unemployed persons funded will timeously report completions to the HWSETA
<b>Disaggregation of Beneficiaries</b>	<p>Targets for Women: N/A</p> <p>Targets for Youth: N/A</p> <p>Targets for people with Disabilities: N/A</p>
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Completions are reported by unemployed persons funded timeously so as to improve efficiencies in reporting
<b>Indicator Responsibility</b>	Projects Manager
<b>Indicator Weight</b>	0,3%

## Output Indicator 28(1)

<b>Indicator Title</b>	Number of TVET and other college students entered-into work integrated learning programmes funded by the HWSETA in the reporting period
<b>Definition</b>	This indicator identifies the number of TVET and other public college students funded by the HWSETA for work integrated programmes. The Dictionary of Terms and Concepts for Post-School Education and Training (2021) explains that Work-integrated learning may take various forms, including simulated learning, work-directed theoretical learning, problem-based learning, project-based learning and workplace-based learning.
<b>Source of Data</b>	<p>Employer organisations</p> <p>Learners</p>
<b>Method of Calculating/Measuring</b>	All learners funded for TVET college work integrated learning by the HWSETA are recorded as achievements against this indicator by the HWSETA.

## Output Indicator 28(1)

<b>Means of verification</b>	MoA Schedule or list of learners Learner registration forms ID copy of learner (availability is dependent on learner consent)
<b>Assumptions</b>	TVET and other public college students placed with employers for work integrated learning funded by the HWSETA are registered with the HWSETA.
<b>Disaggregation of Beneficiaries</b>	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
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Employer organisations should register learner registration forms for TVET work integrated with the HWSETA
<b>Indicator Responsibility</b>	Projects Manager
<b>Indicator Weight</b>	2%

## Output Indicator 28(2)

<b>Indicator Title</b>	Number TVET and other college students reported to the HWSETA as having completed the work integrated learning programmes funded by the HWSETA in the reporting period
<b>Definition</b>	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
<b>Source of Data</b>	Employer Organisation Learners
<b>Method of Calculating/ Measuring</b>	Funded learners who complete the programme will be recorded as achievements against this indicator
<b>Means of verification</b>	Proof of completion in the form of a certificate of completion or letter from the employer report ID copy of a learner
<b>Assumptions</b>	Employer organisation will timeously report completions to the HWSETA
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Completions are reported by employer organisations timeously so as to improve efficiencies in reporting
<b>Indicator Responsibility</b>	Learning Programme Manager
<b>Indicator Weight</b>	0,3%

## Output Indicator 29(1)

<b>Indicator Title</b>	Number of unemployed persons whose learner agreements are registered with the HWSETA for learnerships as industry funded or HWSETA funded in the reporting period
<b>Definition</b>	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. A list of registered learnerships is attached at the end of the TID.
<b>Source of Data</b>	Employer organisations HWSETA learner database
<b>Method of Calculating/ Measuring</b>	All learners funded for learnerships by the HWSETA are recorded as achievements against this indicator by the HWSETA
<b>Means of verification</b>	MoA (for funded learners) Schedule or list of learners Learner registration forms ID copy of learner (availability is dependent on learner consent)
<b>Assumptions</b>	Learners enrolled on learnerships established by the HWSETA have learner agreements registered with the HWSETA whether they are funded by the HWSETA or industry.
<b>Disaggregation of Beneficiaries</b>	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: 75% women 60% youth 5% persons with disability 60% from municipal nodes (refer to page 13) The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	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
<b>Indicator Responsibility</b>	Learning Programme Manager
<b>Indicator Weight</b>	4,0%

## Output Indicator 29(2)

<b>Indicator Title</b>	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
<b>Definition</b>	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
<b>Source of Data</b>	Employers Training Providers Learners
<b>Method of Calculating/ Measuring</b>	Funded learners who complete training will be recorded as achievements against this indicator
<b>Means of verification</b>	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 ID copy of a learner.


Output Indicator 29(2)	
<b>Assumptions</b>	Employers and/or training providers will timeously report completions to the HWSETA
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Completions of learnership programmes are reported by employers and training providers timeously so as to improve efficiencies in reporting
<b>Indicator Responsibility</b>	Learning Programme Manager
<b>Indicator Weight</b>	0,3%

Output Indicator 30(1)	
<b>Indicator Title</b>	Number of unemployed persons entered- into skills programmes and short learning programmes funded by the HWSETA in the reporting period
<b>Definition</b>	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.
<b>Source of Data</b>	Employer organisations HWSETA learner database
<b>Method of Calculating/ Measuring</b>	Each learner is counted once
<b>Means of verification</b>	MoA Schedule or learner list Learner registration forms ID copy of learner (availability is dependent on learner consent)
<b>Assumptions</b>	Learners funded for skills programmes are registered with the HWSETA.
<b>Disaggregation of Beneficiaries</b>	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: 75% women 60% youth 5% persons with disability 60% from municipal nodes (refer to page 13) The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Employer organisations should register their learner agreements with the HWSETA
<b>Indicator Responsibility</b>	Learning Programme Manager
<b>Indicator Weight</b>	2,4%

## Output Indicator 30(2)

<b>Indicator Title</b>	Number of unemployed persons reported to the HWSETA as having completed skills programmes and short learning programmes funded by the HWSETA in the reporting period
<b>Definition</b>	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
<b>Source of Data</b>	Employer organisations Funded Persons
<b>Method of Calculating/ Measuring</b>	Funded learners who complete training will be recorded as achievements against this indicator
<b>Means of verification</b>	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, ID copy of a learner
<b>Assumptions</b>	Employer organisations will timeously report completions to the HWSETA
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Completions are reported by employer organisations timeously so as to improve efficiencies in reporting
<b>Indicator Responsibility</b>	Learning Programme Manager
<b>Indicator Weight</b>	0,3%

## Output Indicator 31(1)

<b>Indicator Title</b>	Number of unemployed persons entered- into AET programmes funded by the HWSETA in the reporting period		
<b>Definition</b>	<p>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. Adult Education and Training Programme (AET) addresses low level skills of youth and adult language and numeracy skills to enable lifelong learning. AET programmes are meant for employees of health and welfare sector organisations who never had an opportunity to pass Standard 7/ Grade 9/ ABET 4/ NQF 1.</p> <p>Adult Education and Training (AET) is registered with the NQF at NQF level 1, but AET consists of 4 levels. The 4 levels as a whole, when completed is the equivalent of NQF level 1 or Grade 9. In other words the four (4) levels of AET is equivalent to Grades R – 9. The table below indicates where in the NQF, ABET is situated, (2023 Triple E Training; eeee.co.za):</p>		
	<b>NQF LEVEL</b>	<b>TRADITIONAL ABET/AET</b>	
	<b>5-10</b>	<b>HET</b>	
	<b>4</b>	<b>FET</b>	Grade 12
	<b>2</b>		Grade 11
	<b>2</b>		Grade 10
	<b>1</b>	<b>GET</b>	AET Level 4 - Grade 9
			AET Level 3 - Grade 7
			AET Level 2 - Grade 5
			AET Level 1 - Grade 3
			AET Level 0 - Pre AET
			

Output Indicator 31(1)	
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 (unemployed persons) 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: 75% women 60% youth 5% persons with disability 60% from municipal nodes (refer to page 13) The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
Calculation Type	Cumulative (year-end)
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. AET programmes spans over a period of 12 months for each level.
Source of Data	Employer organisations Learners
Method of Calculating/ Measuring	Each learner is counted once
Means of verification	Proof of completion in the form of statement of results or certificate of completion ID copy of a learner.
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	Cumulative (year-end)
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)

<b>Indicator Title</b>	Number of university students entered-into work integrated learning programmes funded by the HWSETA in the reporting period
<b>Definition</b>	Number university students reported to the HWSETA as having completed the work integrated programmes funded by the HWSETA in the reporting period. The Dictionary of Terms and Concepts for Post-School Education and Training (2021) explains that Work-integrated learning may take various forms, including simulated learning, work-directed theoretical learning, problem-based learning, project-based learning and workplace-based learning.
<b>Source of Data</b>	Employer organisations HWSETA learner database
<b>Method of Calculating/ Measuring</b>	All learners funded for university work integrated learning by the HWSETA are recorded as achievements against this indicator by the HWSETA
<b>Means of verification</b>	MoA Schedule or list of learners Learner registration forms ID copy of learner (availability is dependent on learner consent)
<b>Assumptions</b>	University students placed with employers for work integrated learning funded by the HWSETA are registered with the HWSETA.
<b>Disaggregation of Beneficiaries</b>	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: 75% women 60% youth 5% persons with disability 60% from municipal nodes (refer to page 13) The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Employer organisations should register learner registration forms for university work integrated with the HWSETA
<b>Indicator Responsibility</b>	Projects Manager
<b>Indicator Weight</b>	3,4%

## Output Indicator 32(2)

<b>Indicator Title</b>	Number university students reported to the HWSETA as having completed the work integrated learning programmes funded by the HWSETA in the reporting period
<b>Definition</b>	This indicator identifies the number of university students who completed work integrated leaning programmes funded by the HWSETA. Work Integrated Learning (WIL) for university students spans over 6 to 18 months depending on the programmes.
<b>Source of Data</b>	Employer Organisation Funded Persons
<b>Method of Calculating/ Measuring</b>	Funded learners who complete the programme will be recorded as achievements against this indicator
<b>Means of verification</b>	Proof of completion in the form of employer report , ID copy of a learner
<b>Assumptions</b>	Employer organisation will timeously report completions to the HWSETA
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A



## Output Indicator 32(2)

<b>Calculation Type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Completions are reported by employer organisations timeously so as to improve efficiencies in reporting
<b>Indicator Responsibility</b>	Learning Programme Manager
<b>Indicator Weight</b>	0,3%

## Output Indicator 33

<b>Indicator Title</b>	Percentage of discretionary grant budget allocated for the development of high-level, intermediate, and elementary skills in the reporting period
<b>Definition</b>	This indicator indicates the allocation of the discretionary grant budget to learning programmes by level of skills, which includes high-level skills, intermediate skills and elementary skills. High level skills cover NQF level 8-10, intermediate skills cover NQF level 5 – 7 and elementary skills cover NQF 1-4.
<b>Source of Data</b>	Discretionary grant Budget
<b>Method of Calculating/ Measuring</b>	Discretionary budget for 2024-2025 is R617 930 141 and this will be the denominator of the 3 targets of this indicator. This therefore means that high-level skills will be allocated 10% of R617 930 141, intermediate skills will be allocated 30% of R617 930 141, and elementary skills will be allocated 20% of R617 930 141. Therefore, the numerators are 10% for high-level skills, 30% for intermediate skills, and 20% for elementary skills level learning programmes
<b>Means of verification</b>	Discretionary grant budget allocation schedule
<b>Assumptions</b>	60% of the discretionary grant budget will be allocated by level of skill per learning programme
<b>Disaggregation of Beneficiaries</b>	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
<b>Calculation Type</b>	Non-Cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	60% of the discretionary grant budget will be allocated by level of skill per learning programme
<b>Indicator Responsibility</b>	Learning Programme Manager Projects Manager
<b>Indicator Weight</b>	0,2%

**HWSETA REGISTERED LEARNERSHIPS:  
UPDATED: 26 OCTOBER 2023**

App. Date	Credits	Title	NQF Level	Regist. Number	Regist. Date	Status
2017/10/09	120	Post Basic Diploma: Medical & Surgical Nursing Science: Orthopedic Nursing Science	7	11Q110035001207	201710092128	Registered
2017/09/19	190	Further Education and Training Certificate: Child and Youth Care Work	4	11Q110031001905	201709191525	Registered
2017/09/28	355	University Diploma: Veterinary Nursing	6	11Q110032003556	201709281100	Registered
2017/09/28	120	Occupational Certificate: Social Auxiliary Worker	5	11Q110033001295	201709281134	Registered
2017/09/29	190	Occupational Certificate: Child and Youth Care Work	5	11Q110034001905	201709281213	Registered
2016/07/22	180	FETC: Social Auxiliary Work	4	11Q110026051804	201607221445	Registered
2016/09/16	120	Advanced University Diploma: Midwifery and Neonatal Nursing	7	11Q110027001307	201609061212	Registered
2016/09/06	130	Higher Certificate: Auxiliary Nursing	5	11Q110028001205	201609061230	Registered
2016/09/06	160	Post Basic Diploma: Operating Theatre Nursing Science	7	11Q110029001647	201609061312	Registered
2016/09/23	60	Occupational Certificate: Health Promotional Officer	3	11Q110030001633	201609231133	Registered
2011/07/15	240	National Certificate: Community Development - HIV/AIDS Support	4	11Q110016051804	201107151309	Registered
2006/06/21	120	Community Health Worker	3	11Q110016271203	200606271109	Registered
2009/07/02	120	Further Education and Training Certificate: Counseling	4	11Q110018691404	200907021209	Registered
2009/07/02	120	Further Education and Training Certificate: Theology and Ministry	4	11Q110019521204	200907021240	Registered
2009/07/06	120	National Certificate: Theology and Ministry	2	11Q110019521402	200907021244	Registered
2011/03/30	145	Further Education and Training Certificate: Occupational Hygiene and Safety	4	11Q110025361454	201103301207	Registered
2011/07/28	242	National Diploma: Occupational Safety	5	11Q110023402245	201107281154	Registered
2011/10/05	130	NC: Pharmacist Assistant	3	11Q110024131403	201110051507	Registered
2011/11/15	120	Certificate in General Nursing (Enrolled)	4	11Q110030001324	201111151243	Registered
2017/08/14	120	Post Basic Pharmacist Assistant Learnership	4	11Q110028001205	201708141236	Registered
2008/07/03	180	GET Certificate in Ancillary Health Care	1	11Q110018691404	200807031051	Registered
2017/09/18	180	FET Certificate in Social Auxiliary Work	4	11Q110026051804	201709181410	Registered
2004/10/14	120	Diploma: Medical Technology Level 5	5	11Q110010001504	200410141027	Registered
2006/03/09	120	Certificate in General Nursing (Auxiliary)	4	11Q110014101324	200603091409	Registered
2002/03/12	140	Diploma in Primary Health Care (Post Basic)	6	11Q110009236006	200203121135	Registered
2002/01/08	160	Post Basic Diploma in Medical/Surgical Nursing (Elective: Critical Care/Operating Theater Nursing)	6	11Q110013031206	200201081213	Registered

App. Date	Credits	Title	NQF Level	Regist. Number	Regist. Date	Status
2003/09/03	240	Diagnostic Radiography	6	11Q110009236006	200309031229	Registered
2017/09/19	165	Further Education and Training Certificate: Child and Youth Care Work	4	11Q110031001905	201709191525	Registered
2016/07/27	165	Further Education and Training Certificate: Child and Youth Care Work	4	11Q110031001905	201607271130	Registered
2016/07/27	165	Further Education and Training Certificate: Pharmacist Assistance	4	11Q110024131403	201607271232	Registered
2015/06/19	240	Diploma in General Nursing (Bridging)	5	11Q110008201204	201506191623	Registered
2007/07/02	120	National Certificate Pharmacist Assistant Basic	4	11Q110020131203	200707021102	Registered
2005/05/10	120	Further Education and Training Certificate: Phlebotomy Techniques	4	11Q110030001324	200505101434	Registered

### 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	4,0%
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	3,7%
Post-Grad Bursary	Employed	Entry	6	1	1,8%
Post-Grad Bursary	Employed	Re-Entry	6	2	0,5%
Post-Grad Bursary	Employed	Completion	6	3	0,3%
Under-Grad Bursary	Employed	Entry	6	4	1,4%
Under-Grad Bursary	Employed	Re-Entry	6	5	0,5%
Under-Grad Bursary	Employed	Completion	6	3	0,3%
Internships for university graduates	Unemployed	Entry	7	1a	1,1%
Internships for TVET graduate	Unemployed	Entry	7	1b	0,5%
Internships for university graduates	Unemployed	Completion	7	2a	0,2%
Internships for TVET graduate	Unemployed	Completion	7	2b	0,1%
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	1	1,5%
Entrepreneurship development	n/a	n/a	10	2	1,0%
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	4,0%
Large Levy Paying	n/a	n/a	13	1	0,5%

## APP INDICATOR WEIGHTS

ABRIDGED DESCRIPTION	SOCIO-ECONOMIC STATUS	ENTRY/COMPLETION	INDICATOR	SUB-INDICATOR	WEIGHT
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	1,0%
Lecturer Development (TVET and other Colleges)	Employed	Entry	16	1a	3,5%
Lecture Development (Career Guidance)	Employed	Entry	16	1b	1,5%
Lecturer Development (TVET and other Colleges)	Employed	Completion	16	2a	0,2%
Lecture Development (Career Guidance)	Employed	Completion	16	2b	0,1%
Vocational Bursaries	n/a	Entry	17	1	4,0%
Vocational Bursaries	n/a	Completion	17	2	0,3%
Filling of Posts	n/a	n/a	18	1	1,8%
HWSETA Governance Reports	n/a	n/a	18	2	0,2%
Accreditation of SDPs	n/a	n/a	19	1	1,2%
Certification	n/a	n/a	19	2	1,3%
ERP	n/a	n/a	20	n/a	2,0%
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	3,8%
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%
Post-Grad Bursary	Unemployed	Entry	27	1	1,8%
Post-Grad Bursary	Unemployed	Re-Entry	27	2	0,5%
Post-Grad Bursary	Unemployed	Completion	27	3	0,3%

## APP INDICATOR WEIGHTS

ABRIDGED DESCRIPTION	SOCIO-ECONOMIC STATUS	ENTRY/COMPLETION	INDICATOR	SUB-INDICATOR	WEIGHT
Under-Grad Bursary	Unemployed	Entry	27	4	1,4%
Under-Grad Bursary	Unemployed	Re-Entry	27	5	0,5%
Under-Grad Bursary	Unemployed	Completion	27	6	0,3%
TVET-WIL	n/a	Entry	28	1	2,0%
TVET-WIL	n/a	Completion	28	2	0,3%
Learnerships	Unemployed	Entry	29	1	4,0%
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%
University-WIL	n/a	Entry	32	1	3,4%
University-WIL	n/a	Completion	32	2	0,3%
Allocation of Discretionary Grant Budget	n/a	n/a	33	n/a	0,2%
					100,0%






Health and Welfare Sector  
Education and Training Authority

**HWSETA**



**health**

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Health and Welfare Sector  
Education and Training Authority

**HWSETA**



# **MATERIALITY AND SIGNIFICANCE FRAMEWORK POLICY**

**2024/25**





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# MATERIALITY AND SIGNIFICANCE FRAMEWORK POLICY



## 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

<b>PFMA</b>	Public Finance and Management Act of 1999 as amended
<b>SARS</b>	South African Revenue Service
<b>HWSETA</b>	Health and Welfare Sector Education and Training Authority
<b>Executive Authority</b>	The Department of Higher Education Science and Technology
<b>Qualitative</b>	relating to, measuring, or measured by the quality of something i.e why, how or what rather than its quantity.
<b>Quantitative</b>	relating to, measuring, or measured by the quantity of something i.e how many, how much or how often rather than its quality.
<b>Conservative</b>	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 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.”

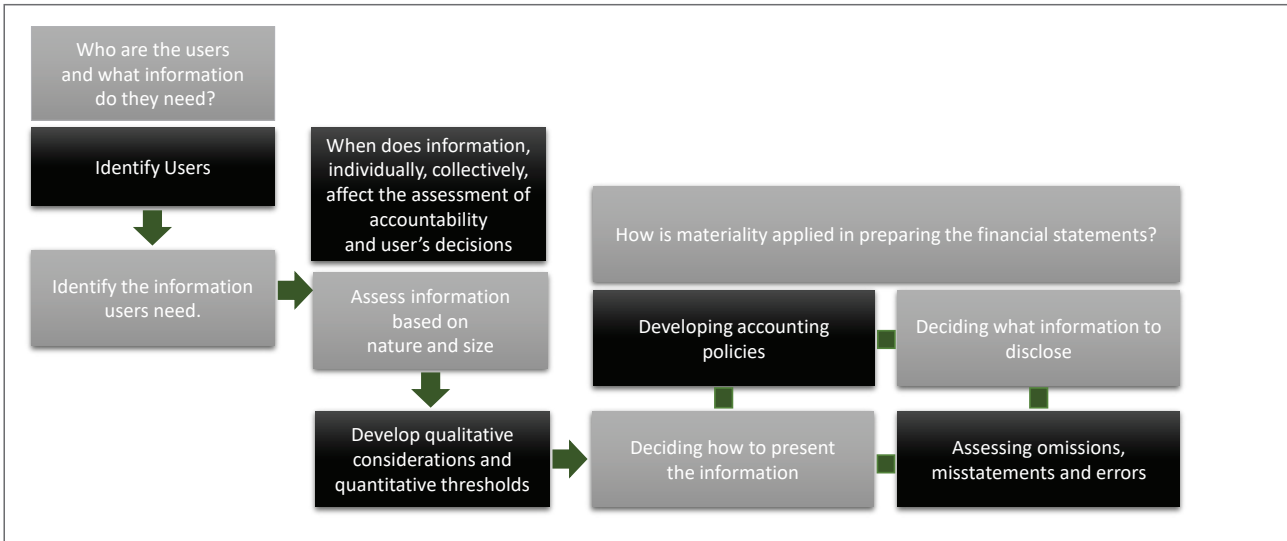
SAAS 320.03 defines materiality as follows: “Information is material if its omission or misstatement could influence the economic decisions of users taken based on the financial statements. Materiality depends on the size of the item or error judged in the circumstances of its omission or misstatement. 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.”

The document has further been aligned with the with the Guidelines on the application of materiality to financial statements issued by the Accounting Standards Board (the ASB) in April 2019.

#### **Omissions or misstatements of items are material:**

- If they could collectively or individually,
- Influence decisions or assessment of users,
- Made based on financial statements, and
- Depends on the nature and size of the omission or misstatement.

## Key Assessments and Decisions:



Materiality can be based on several 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. The materiality framework also sets out the materiality and significance levels as follows:

Materiality Type	Materiality Basis	Threshold
Legislative	Section 54 and 55 of the PFMA	Disclosure to be made in line with legislative requirements
Significant transaction	Total revenue	0,5% (R6 million)
Quantitative	Total revenue	0,5% (R3 million)
Qualitative	Fruitless and wasteful expenditure	All transactions reported
	Irregular expenditure	All transactions reported
	Losses due to fraud or criminal conduct	All transactions reported





### 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

The policy shall be adhered to by all employees of the HWSETA.

#### 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 about 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
- Accounting Standards Board (ASB)
- Guideline on the application of materiality to financial statements

<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 <b>material</b> 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 <b>material</b> 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 incurred relating to criminal conduct, irregular and any fruitless and wasteful expenditure is regarded as material due to the application of the nature of such 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>

Section 54 (2) (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.

The HWSETA acts within the ambit as set by this clause.



# MATERIALITY AND SIGNIFICANCE FRAMEWORK PROCEDURE





## 5. Procedure

### Quantitative Aspects

#### 5.1 Materiality Level

A more conservative materiality level has been set and will be used for all classes of transactions. The level of a material loss is assessed as R4 283 000 (R3 334 000: 2023/24) annually and R357 000 (R278 000: 2023/24) 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 government departments in the health and social welfare sector. 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. The HWSETA has 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 Innovation, 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. Accordingly, preference is given to a lower level of materiality (i.e. closer to the lower level of the acceptable percentage range of a given percentage) because the 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, Risk, Governance and Ethics Committee that closely monitors the control environment of the HWSETA was established;
- The function of internal audit is 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, Risk, Governance and Ethics 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, irregular 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. GRAP, PFMA and the Treasury Regulations).

**As approved by the Board of the HWSETA on 30 August 2023**



**Ms Elaine Brass**

HWSETA Chief Executive Officer



**Dr Mnisi**

Chairperson of the HWSETA Board





Health and Welfare Sector  
Education and Training Authority




**HWSETA**



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