



STRATEGIC PLAN

2020 - 2025



higher education
& training
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA







2020 / 21

STRATEGIC PLAN

Table of Contents

ABBREVIATIONS AND ACRONYMS	4
OFFICIAL SIGN-OFF	8
PART A: OUR MANDATE	9
1. Constitutional Mandate	10
2. Legislative and Policy Mandates	10
2.1. Legislative Mandate	10
2.2. Policy Mandates	14
2.3. Other Policy Mandates	18
3. Institutional Policies and Strategies	19
4. Relevant Court Rulings	20
PART B: OUR STRATEGIC FOCUS	21
5. Vision	22
6. Mission	22
7. Values	22
8. Situational Analysis	23
8.1. External Environment Analysis	23
8.2. Internal Environment Analysis	26
8.3. Organisational Structure	29
PART C: MEASURING OUR PERFORMANCE	31
9. Institutional Performance Information	32
9.1. The PSETA Theory of Change (Toc)	33
9.2. Programme 1: Administration:	37
9.3. Programme 2: Skills Planning And Research	40
9.4. Programme 3: Learning Programmes And Projects	42
9.5. Programme 4: Quality Assurance	44

10. PART D: TECHNICAL INDICATOR DESCRIPTION (TID)	45
PSETA IMPACT INDICATOR	46
10.1. Administration	47
10.2. Skills Planning And Research	47
10.3. Learning Programmes And Projects	48
10.4. Quality Assurance	48
10.5. Quality Assurance - SDP's Accredited	49

ANNEXURES:	50
11. Medium Term Revenue and Expenditure Framework	51
12. Programmes – Resources Consideration	53
13. Stakeholder Value Analysis	56

Acronyms

4IR	Fourth Industrial Revolution
AA	Accounting Authority (the Board)
AC	Audit Committee
AG	Auditor-General
AGSA	Auditor-General South Africa
APP	Annual Performance Plan
B-BBEE	Broad-Based Black Economic Empowerment
BPR	Business Process Reengineering
CEO	Chief Executive Officer
CET	Community Education and Training
CFO	Chief Financial Officer
CGICT	Corporate Governance of Information and Communications Technology
DHET	Department of Higher Education and Training
DPASA	Department of Public Service and Administration
EEC	Employment Equity Committee
EISA	External Integrated Summative Assessment
ERP	Enterprise Resource Planning
ETQA	Education and Training Quality Assurance
GDP	Gross Domestic Product
GESF	Gender Equality Strategic Framework
HEI	Higher Education Institutions
HR	Human Resource
HRD	Human Resource Development
HRDSA	Human Resource Development Strategy
HSRC	Human Sciences Research Council
ICT	Information and Communications Technology
M&E	Monitoring and Evaluation
MHET	Minister of Higher Education and Training
MIS	Management Information System
MTEF	Medium-Term Expenditure Framework
MTSF	Medium-Term Strategic Framework
NDP 2030	National Development Plan 2030
NEET	Not in Employment, Education or Training
NGP	New Growth Path
NQF	National Qualifications Framework
NSDP 2030	National Skills Development Plan 2030
NSDS III	National Skills Development Strategy III

NSF	National Skills Fund
NSG	National School of Government
NT	National Treasury
NYDA	National Youth Development Agency
OFO	Organising Framework for Occupations
OTP	Office of the Premier
PARI	Public Affairs Research Institute
PESTEL	Political, Economic, Social, Technology, Environment and Legal
PFMA	Public Finance Management Act
PIVOTAL	Professional, Vocational, Technical and Academic Learning
POPI	Protection of Personal Information
PSET	Post-School Education and Training
PSETA	Public Service Sector Education Training Authority
PS-HRDSF	Public Service Human Resource Development Strategic Framework
QA	Quality Assurance
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
SCM	Supply Chain Management
SDA	Skills Development Act
SDF	Skills Development Facilitator
SDLA	Skills Development Levies Act
SDP	Skills Development Provider
SETA	Sector Education and Training Authority
SETMIS	Sector Education and Training Management Information System
SIP	Strategic Integrated Project
SLA	Service Level Agreement
SMME	Small, Medium and Micro Enterprises
SOE	State-Owned Enterprise
SP	Strategic Plan
SPR	Skills Planning and Research
SSP	Sector Skills Plan
TID	Technical Indicator Description
TOC	Theory of Change
TVET	Technical Vocational Education and Training
WIL	Work-Integrated Learning
WSP	Workplace Skills Plan

Chairperson's Foreword

The PSETA Strategic Plan (SP) for the 2020/21 to 2024/25 five-year period is being presented by the Accounting Authority (AA) in line with the Public Finance Management Act No. 99 of 1999 (as amended) (PMFA). The revised PSETA SP has been developed in accordance with the Governing Policy Prescripts listed below:

- a. National Development Plan Vision 2030
- b. New Growth Path Framework 2010
- c. Draft Medium Term Strategic Framework
- d. Post-School Education and Training White Paper
- e. National Skills Development Plan 2030
- f. Outcome of the Presidential Job Summit Framework Agreement 2018

The National Skills Development Plan (NSDP) 2030 ushered in a new era for the Sector Education and Training Authorities (SETAs) and necessitated the overhauling of the skills development planning circle. The SP has been developed according to the requirements of the NSDP, drawing lessons from the National Skills Development Strategy III (NSDS III). This requires PSETA to embrace new thinking, innovation and more streamlined roles to ensure skills needs in the Public Service are met and the efficient delivery of training solutions.

PSETA continues to improve its operational systems, processes and people to enable it to execute its mandate despite the challenges faced in the Post-School Education and Training (PSET) Service Sector.

After an in-depth interrogation of its mission at the strategic session held in July 2019, the PSETA revised its vision as follows: "To be the heart of developing a skilled, capable and innovative Public Sector workforce" in order to be more responsive to its core mandate.

The AA believes the SP 2020/2021 lays a good foundation for the incoming AA to make a significant contribution in identifying skills development needs aligned to the National Development Vision 2030. The SP accurately reflects the impact, output and outcomes which the PSETA endeavours to achieve over the medium term.

The Sector Skills Plan (SSP) has provided research evidence which the PSETA AA has used to guide decision making. The SSP further informs PSETA's strategic considerations and annual performance to ensure that the utilisation of public funds under PSETA's control addresses the needs of the Sector.

A critical component of the PSETA strategy is to deliver interventions that reach a significantly large number of individuals, with the aim of contributing to the professionalising the Public Service, prioritising workplace-based learning experiences which may lead to permanent job placement in targeted jobs in a more economical, efficient and effective manner.

PSETA is aware of the emergence of the Fourth Industrial Revolution (4IR) and the profound effect it will have on the Public Service Sector skills demand and supply. The 4IR provides the opportunity for greater government efficiency and effectiveness and, therefore, the digitisation of the Public Service Sector interventions through e-government forms part of the strategic move towards improved Information and Communications Technology (ICT) systems within the Sector.

PSETA continues to prioritise the development of State capabilities to support the priorities identified in the National Development Plan (NDP) Chapter 13. Based on the PSETA's strategic priorities outlined in the five-year SSP 2020/21 to 2024/25, the following are the four strategic outcome priorities of the PSETA which will be delivered through relevant programmes arising from these outcomes:

Outcome 1: Enhanced PSETA capabilities to deliver its strategy

Outcome 2: Improved credible research for skills planning

Outcome 3: Increased pool of skills into and within the Public Service Sector

Outcome 4: Provided learning interventions in the Public Service Sector

The PSETAAA would like to thank management and stakeholders for their role in the development of the SP and pledge its commitment to the quality delivery of the programmes and interventions.



Advocate Diamond Mushwana

Chairperson: PSETA Accounting Authority

Date: 31 January 2020

Official Sign-Off

It is hereby certified that this Strategic Plan:

- Was developed by the management of the PSETA under the guidance of the PSETA Accounting Authority and through various consultative processes which reflected on the organisation's past performance, challenges and evolving future needs in the Public Service skills education and training sector.
- Is based on the National Skills Development Plan (NSDP) 2030, derived from the broader National Development Plan, which has provided the policy direction.

Took into consideration all the relevant legislation, policies, and other mandates which the PSETA is responsible for, and the PSETA Sector Skills Plan (SSP) 2020/21 to 2024/25.

Accurately reflects the impact, outcomes and outputs which PSETA will endeavour to achieve over the next five years, 2021-2025.



Mr Godfrey Chooka

Manager: Strategic Support, Risk and Compliance



Ms Shivanthini Nagalingam-Potter

Acting Chief Operating Officer



Mr Phuti Mphaga

Acting Corporate Services Executive



Mr Farhaan Shamsodeen

Chief Financial Officer



Ms Bontle Lerumo

Chief Executive Officer



Advocate Diamond Mushwana

Chairperson of PSETA Accounting Authority



PART A:
OUR MANDATE

As a public entity, PSETA is governed by a legal framework, which includes the Constitution of the Republic of South Africa, legislation and policies. This legal framework sets out PSETA's constitutional, legislative and policy mandate and adherence to the framework is central to the operations of PSETA.

1. CONSTITUTIONAL MANDATE

PSETA's constitutional mandate is underpinned by section 29(1)(b) of the Constitution of the Republic of South Africa (Act 108 of 1996), which bestows upon all South African citizens the right to further education. This right to further education and training must be provided by the State (including the organs of State such as PSETA) within reasonable measures.

PSETA's constitutional mandate is also derived from the prescripts of section 195(1)(a) of the Constitution, which states:

- (1) Public administration must be governed by the democratic values and principles enshrined in the Constitution, including the following principles:
 - (a) A high standard of professional ethics must be promoted and maintained.
 - (b) Efficient, economic and effective use of resources must be promoted.
 - (c) Public administration must be development-oriented.
 - (d) Services must be provided impartially, fairly, equitably and without bias.
 - (e) People's needs must be responded to, and the public must be encouraged to participate in policymaking.
 - (f) Public administration must be accountable.
 - (g) Transparency must be fostered by providing the public with timely, accessible and accurate information.
 - (h) Good human resource management and career development practices, to maximise human potential, must be cultivated.
 - (i) Public administration must be broadly representative of the South African people, with employment and personnel management practices based on ability, objectivity, fairness, and the need to redress the imbalances of the past to achieve broad representation.

These Constitutional prescripts and values are the keystone of PSETA's mandate.

2. LEGISLATIVE AND POLICY MANDATES

2.1. LEGISLATIVE MANDATE

A. SKILLS DEVELOPMENT ACT NO. 97 OF 1998, AS AMENDED (SDA)

PSETA is established in terms of section 9(1) and (2) of the SDA. The SDA is our enabling legislation and guides our operations as a SETA, as set out in section 10 of the Act. Section 10 of the Act sets out the functions of SETAs such as PSETA. In particular, section 10(1) states:

- (1) A SETA must, in accordance with any requirements that may be prescribed:
- (a) develop a sector skills plan within the framework of the national skills development strategy;
 - (b) implement its sector skills plan by:
 - (i) establishing learning programmes;
 - (ii) approving workplace skills plans and annual training reports;
 - (iii) allocating grants in the prescribed manner and in accordance with any prescribed standards and criteria to employers, education and skills development providers and workers; and
 - (iv) monitoring education and skills development provision in the sector;
 - (c) promote learning programmes by:
 - (i) identifying workplaces for practical work experience;
 - (ii) supporting the development of learning materials;
 - (iii) improving the facilitation of learning; and
 - (iv) assisting in the conclusion of agreements for learning programmes, to the extent that it is required;
 - (d) register agreements for learning programmes, to the extent that it is required;
 - (e) perform any functions delegated to it by the QCTO in terms of section 26I;
 - (f) when required to do so as contemplated in section 7(1) of the Skills Development Levies Act, collect the skills development levies, and disburse the levies, allocated to it in terms of sections 8(3) (b) and 9(b), in its sector;
 - (g) liaise with the National Skills Authority on:
 - (i) the national skills development policy;
 - (ii) the national skills development strategy; and
 - (iii) its sector skills plan;
 subject to section 14, appoint staff necessary for the performance of its functions;
 - (h) submit to the Director-General (of the Department of Higher Education and Training):
 - (i) any budgets, reports and financial statements on its income and expenditure that it is required to prepare in terms of the Public Finance Management Act; and
 - (ii) strategic plans and reports on the implementation of its service level agreement;
 - (i) liaise with the provincial offices and labour centres of the Department and any education body established under any law regulating education in the Republic to improve information:
 - (i) about placement opportunities; and
 - (ii) between education and skills development providers and the labour market;

- (j) liaise with the skills development forums established in each province in such manner and on such issues as may be prescribed; subject to section 14, appoint staff necessary for the performance of its function
- (k) promote the national standard established in terms of section 30B
- (l) liaise with the QCTO regarding occupational qualifications; and
- (m) perform any other duties imposed by this Act or the Skills Development Levies Act or consistent with the purposes of this Act.

B. SKILLS DEVELOPMENT LEVIES ACT NO. 9 OF 1999, AS AMENDED (SDLA)

The SDLA is another important piece of legislation that impacts PSETA's operations. The main purpose of the SDLA is to regulate a compulsory levy scheme to fund education and training in various sectors. The compulsory levy scheme seeks to fund skills development initiatives in the country. The intention is to encourage a planned and structured approach to learning and to increase employment prospects for job seekers.

Section 3 of the SDLA compels employers to pay one percent (1%) of their monthly employee remuneration payroll to the South African Revenue Service (SARS) as a levy. The levies are collected by the relevant SETA, which then distributes the levies within their particular sector. However, section 4(a) of the SDLA states:

The levy is not payable by -

- (a) any public service employer in the national or provincial sphere of government.

This provision impacts on PSETA as its sector encompasses the public service and, therefore, the amount of levies PSETA collects is limited. As a result, PSETA is largely funded by funds allocated through vote 15 under one of the budget programmes of the Department of Higher Education and Training (DHET).

C. THE SECTOR EDUCATION AND TRAINING AUTHORITIES GRANT REGULATIONS OF 3 DECEMBER 2012

The Sector Education and Training Authorities Grant Regulations (2012 Grant Regulations) are also critical to PSETA's operations. The main purpose of the 2012 Grant Regulations is to improve the focus, management and effectiveness of a SETA's disbursement and allocation of grants to stakeholders for skills development within its sector.

Regulation 3 provides guidance on the manner in which a SETA should manage its finances, particularly funds received as levies in terms of the SDLA. Regulations 3 (1), (2) and (6) state:

- (1) Each SETA must, in compliance with the Public Finance Management Act, establish banking accounts.

- (2) A SETA must use all monies received in terms of the Skills Development Levies Act to -
 - (a) administer the activities of the SETA;
 - (b) pay employers their mandatory grants;
 - (c) implement the SSP and APP as contemplated in the Treasury Regulations issued in terms of the Public Finance Management Act, through the allocation of the discretionary grants.
- (6) A SETA is required to allocate 80% of its available discretionary grants within a financial year to professional, vocational, technical and academic learning (PIVOTAL) programmes that address scarce and critical skills in its sectors.

Regulation 4 provides guidance on the manner in which a SETA should allocate mandatory grants. These are grants allocated to employers that pay levies to the SETA and have submitted workplace skills programmes and annual training reports to the SETA. Regulation 4(4) states:

- (3) 20% of the total levies paid by the employer 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 and ATR.

Regulation 6 deals with the allocation of discretionary grants by a SETA and prescribes a host of requirements to be met. Regulations 6(4) and (8), in particular, state:

- (4) A SETA must, on an annual basis and in accordance with any guidelines issued by DHET, approve a Discretionary Grants Policy, specifying how the SETA discretionary grants will be allocated to meet sector needs as set out in the SSP.
- (8) The Discretionary Grants Policy must embrace the principles of transparency, openness, access and fairness.

These provisions are all crucial in providing guidance to PSETA when allocating mandatory and discretionary grants to various stakeholders for skills development programmes which fall within PSETA's sector.

D. NATIONAL QUALIFICATIONS FRAMEWORK (NQF) ACT, NO. 67 OF 2008

The NQF Act provides a framework for all national qualifications. The NQF is a comprehensive system, approved by the Minister of Higher Education and Training, for the classification, registration and publication of articulated and quality-assured national qualifications and part-qualifications. The objectives of the NQF, as set out in section 5(1) and (2) of the NQF Act, are given below.

- (1) The objectives of the NQF are to:
 - (a) create a single integrated national framework for learning achievements;
 - (b) facilitate access to, and mobility and progression within, education, training and career paths;
 - (c) enhance the quality of education and training;
 - (d) accelerate the redress of past unfair discrimination in education, training and employment opportunities.

- (2) The objectives of the NQF are designed to contribute to the full personal development of each learner and the social and economic development of the nation at large.

The PSETA employs the provisions of this Act to design training programmes, carry out quality assurance of various training programmes, assess learner achievement, and accredit training providers as per its delegated function from the Quality Council for Trades and Occupations (QCTO).

E. PUBLIC FINANCE MANAGEMENT ACT, NO. 1 OF 1999 (PFMA)

The PFMA is another piece of critical legislation that impacts PSETA's operations. PSETA is classified as a National Public Entity under Schedule 3A of the PFMA and, therefore, compliance with the prescripts of the PFMA and the Treasury Regulations of 2005 are of utmost importance for PSETA.

The PFMA regulates financial management in all spheres of government and government institutions; ensures that all revenue, expenditure, assets and liabilities of these institutions are managed efficiently and effectively; and provides for the responsibilities of persons entrusted with financial management in these institutions and matters connected therewith.

PSETA is governed by an Accounting Authority (AA), as per the prescripts of section 49 of the PFMA. The duties and functions of the PSETAAA are guided by the prescripts of sections 50 and 51 of the PFMA and include the following:

- (a) exercising the duty of utmost care to ensure reasonable protection of the assets and records of the public entity;
- (b) act with fidelity, honesty, integrity and in the best interests of the public entity in managing the financial affairs of PSETA;
- (c) ensuring that that public entity has and maintains effective, efficient and transparent systems of financial and risk management and internal control;
- (d) a system of internal audit under the control and direction of an audit committee complying with and operating in accordance with regulations and instructions prescribed in terms of sections 76 and 77; and
- (e) an appropriate procurement and provisioning system which is fair, equitable, transparent, competitive and cost-effective.

The prescripts of the PFMA, Treasury Regulations, and the various practice notes and instructions issued by National Treasury are critical in guiding PSETA in its financial management and corporate governance functions.

2.2. POLICY MANDATES

2.2.1 THE NATIONAL DEVELOPMENT PLAN (NDP)

Chapter 13 of the NDP on "Building a capable state" states that the vision of a capable state should be the development of "well-run and effectively coordinated state institutions with skilled public servants who are committed to the public

good and capable of delivering consistently high quality services". The implication is that PSETA needs to be at the heart of developing these highly skilled professional public servants as a means of increasing the pool of required skills and further harness and elevate the existing skills within the Public Service.

The five areas identified in the NDP as key to developing a capable and developmental state are:

1. Stabilise the political-administrative interface to build a professional public service that serves Government
2. Make the public service and local government careers of choice
3. Develop technical and specialist professional skills
4. Improve relations between the three spheres of Government
5. State-Owned Enterprises (SOEs)

2.2.2. NEW GROWTH PATH (NGP)

The NGP is aimed at enhancing growth, employment creation and equity. It specifically emphasises the role of government departments and agencies (particularly SETAs) in meeting set targets for scarce and critical skills with a focus on producing professional and technical skills. The NGP calls for greater focus on workplace training, targeting on-the-job training, and refresher programmes for at least 10% of the workforce every year.

2.2.3. PRESIDENTIAL JOBS SUMMIT FRAMEWORK AGREEMENT

The Jobs Summit Framework Agreement was adopted at the 2018 Presidential Jobs Summit. The Framework Agreement comprises programmes and projects to create jobs, mechanisms to unblock barriers to effective implementation, as well as agreements on the imperative for job retention and ways to prevent job losses. The primary commitments in terms of workstreams of the Jobs Summit are:

- Economic sector-specific interventions
- Small, medium and micro enterprises (SMMEs) support
- Education and skills
- Inclusive growth, transformation and inequality
- Public and social programmes, labour market and anti-corruption

PSETA plays a critical role in the education and skills workstream, specifically in supporting access to Technical Vocational Education and Training (TVET) and Community Education and Training (CET) colleges, and facilitating workplace opportunities for youths in the Public Service Sector. Such interventions will support youths to increase their competency in skills required for employment and self-employment.

The PSETA has the following initiatives and interventions in place to train drop-outs and those with a grade 12 in the competencies needed for employment and self-employment:

- (a) Increased access to TVET and CET colleges: PSETA will work collaboratively with TVET colleges and community-based institutions that offer skills development programmes. The SETA will also include community-based institutions for career advocacy sessions.

- (b) Installation, Repair and Maintenance Training Initiative: SETAs and TVET colleges are called upon to work together to make this initiative possible. The intervention should operate at the supply-demand interface and open pathways for technical occupations.
- (c) Expanding Public and Private Sector skills commitments for youth employment, including capacity-building for young people. PSETA will set aside a budget to make these interventions possible.
- (d) Pathway Management: Solutions to accelerate the transition of people not in employment, education or training (NEET) onto pathways for earning income: PSETA will promote small business development through collaborations with identified strategic partners to strengthen income-generating opportunities for NEET people.

2.2.4. THE MEDIUM-TERM STRATEGIC FRAMEWORK (MTSF) (2019-2024)

The MTSF is a high-level government strategic document that guides the five-year implementation and monitoring of the NDP 2030. In line with the Electoral Mandate, it identifies the priorities to be undertaken during the MTSF period 2019-2024 to put the country on a positive trajectory towards the achievement of the 2030 vision.

The MTSF sets targets for implementation of the priorities and interventions for the five-year period and states the outcomes and indicators to be monitored. The seven priorities for 2019-2024 derived from the Electoral Mandate and State of the Nation Address (SONA) are as follows:

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

The PSETA will focus on priorities 2 and 6 on Education, Skills and Health, and A Capable, Ethical and Developmental State as a contribution towards putting the Public Service Sector on a positive trajectory towards the achievement of the NDP goals for 2030.

2.2.5. THE WHITE PAPER ON POST-SCHOOL EDUCATION AND TRAINING OF NOVEMBER 2013

The White Paper on Post-School Education and Training provides a framework within which the different stakeholders of the post-school system operate. It brings together three major components – education and training; skills development; and the world of work.

PSETA will focus on the participation of employers in the submission of credible workplace skills plans (WSPs). Training of labour representatives on training committees, capacity-building sessions, and skills development facilitator (SDF) training programmes are all initiatives aimed at responding to the White Paper and improving the quality of sector intelligence available to the SETA.

In contributing to improving the capacity of the TVET college system, PSETA will provide assistance to TVET colleges with obtaining accreditation and/or extension of scope on the PSETA historical and/or occupational qualifications, including prioritised skills programmes. PSETA's role will also include funding the implementation of work-integrated learning (WIL) and lecturer development programmes.

2.2.6. NATIONAL HUMAN RESOURCE DEVELOPMENT STRATEGY (HRDSA)

The theory of change for the HRDSA is based on a number of assumptions. One of them is that Human Resource Development (HRD) activities within government departments do take place; however, there is a need for coordination of those activities across government. HRD activities are influenced by a wave of digital transformation across the globe which the Public Service Sector is not exempt from.

The HRD Strategy has identified five programmes aligned to the national imperatives, namely:

- Programme 1: Foundation Education with Science, Technology, Engineering, Maths and Languages Skills.
- Programme 2: TVET and the rest of the college system
- Programme 3: Higher Education and Training, Research and Innovation
- Programme 4: Skills for a Transformed Society and the Economy
- Programme 5: Developmental and Capable State.

HRD issues cut across the implementation forum which PSETA is part of and it requires the collective engagement of all departments involved. PSETA, together with the Department of Public Service and Administration (DPSA), can monitor the extent to which HRD targets are met by departments. PSETA is directly involved in Programme 2, 3, 4 and 5.

2.2.7. THE NATIONAL SKILLS DEVELOPMENT PLAN (NSDP) 2030

The NSDP, which comes into effect from 01 April 2020, follows on the previous National Strategy (NSDS III) and is to be achieved mainly by SETAs in collaboration with the DHET, TVET colleges, CETs, universities and the National Skills Fund (NSF). The NSDP is set within the broader policy framework of the NDP.

Ensuring an accountable and responsive PSET system which addresses the needs of the economy and the broader developmental objectives of the country is the overarching focus of the NSDP.

Linking education and the workplace, improving the skills level of the workforce, and ensuring the production of sufficient artisans to support the technical skills requirements of the country all continue from the previous NSDS and find further emphasis in the NSDP.

PSETA has aligned its strategy to achieve the outcomes of the NSDP listed below by conducting labour market research, addressing sector skills needs and priorities, implementing learning programmes, supporting the TVET system, artisan development, and collaborating with relevant quality councils.

The eight NSDP outcomes are given in the table below.

NATIONAL SKILLS DEVELOPMENT PLAN OUTCOMES	
Outcome 1	Identify and increase production of occupations in high demand
Outcome 2	Linking education and the workplace
Outcome 3	Improving the level of skills in the South African workforce
Outcome 4	Increase access to occupationally directed programmes
Outcome 5	Support the growth of the public college institutional type as a key provider of skills required for socio-economic development
Outcome 6	Skills development support for entrepreneurship and cooperative development
Outcome 7	Encourage and support worker initiated training
Outcome 8	Support Career Development services

2.3. OTHER POLICY MANDATES

2.3.1 PUBLIC SERVICE HUMAN RESOURCE DEVELOPMENT STRATEGIC FRAMEWORK (PS-HRDSF)

The Strategic Framework for the development of human resources in the Public Service is a sub-system of a larger human resource development framework which addresses the focused demand for human resource development in the Public Service. The PS-HRDSF Vision 2015 rests on four distinct pillars relating to:

- Capacity Development
- Organisational Support Systems
- Governance and Institutional Development
- Economic and Growth Development

The overall strategic approach and focus for HRD in the Public Service have been rearticulated to place a greater emphasis on the imperative for the alignment and consolidation of the inward focus of the Public Service (demand side) with the broader external labour market dynamics. PSETA is facilitating and improving the extent to which skills supply is able to address the skills and talent requirements of the Public Service Sector on a consistent, predictable and reliable basis.

2.3.2. SECTOR SKILLS PLAN (SSP)

In line with section (10) of the SDA, a SETA must develop, annually update and implement an SSP. The SSP is an evidence-based plan which informs supply-side planning, guides the determination of funding priorities for PSETA, informs the allocation of resources to develop qualifications and learning programmes, establishes occupation-specific skills priorities for the sector, and monitors skills development provision in the sector. The PSETA SSP has identified the following four strategic focus priorities for the PSETA, which will be delivered through relevant programmes:

- Priority 1: Establish strategic partnerships with key departments
- Priority 2: Increased research and impact assessment of programmes
- Priority 3: Strengthen capacity of public institutions and provision of occupational qualifications
- Priority 4: Implement workplace based learning programmes in building the workplace into a training space.

3. INSTITUTIONAL POLICIES AND STRATEGIES

PSETA's strategic direction is informed and aligned with relevant legislation and policy mandates. Over the next five years, PSETA will be guided by various policies and strategies including, but not limited to, the following:

- **NDP:** The NDP offers a long-term vision for the country. It defines a desired destination and identifies the role different sectors of society need to play in reaching that goal.
- **MTSF:** The MTSF is a high-level strategic document to guide the five-year implementation and monitoring of the NDP 2030. In line with the electoral mandate, it identifies the priorities to be undertaken during 2019-2024 to put the country on a positive trajectory towards the achievement of the 2030 vision. It prioritises the nation's attainment of a capable, ethical and developmental state.
- **NSDP:** With the vision of "an educated, skilled and capable workforce for South Africa", the PSETA strategic focus areas and skills priority areas are aligned with the NSDP outcomes.
- **White Paper on PSET:** The NSDP will be implemented within the context of an integrated and differentiated PSET.
- **PS-HRDSF:** The Framework's intent is to create an integrated strategic approach to human resource planning to achieve departmental strategic objectives and the government programme of action.
- **PFMA:** The Act is part of a broader strategy on improving financial management in the public sector to ensure that all revenue, expenditure, assets and liabilities of the government are managed efficiently and effectively.

PSETA RESPONSE TO NSDP OUTCOMES

The NSDP outcomes in the table below are linked to the skills priority actions identified in the SSP and guide the formulation of the performance matrices for the PSETA programmes.

NSD Outcomes	NSDP Outcome Description	PSETA Outcomes	PSETA Impact Statement
Outcome 1	Identify and increase production of occupations in high demand	Increased pool of skills into and within the Public Service Sector	To contribute towards sufficient technical and professional skills in the Public Service Sector
Outcome 2:	Linking education and the workplace	Increased pool of skills into and within the Public Service Sector	
Outcome 3:	Improving the level of skills in the South African workforce	Provided learning interventions in the Public Service Sector.	
Outcome 4:	Increase access to occupationally directed programmes	Increased pool of skills into and within the Public Service Sector	
Outcome 5:	Support the growth of the public colleges and institutional type as a key provider of skills required for socio economic development	Provided learning interventions in the Public Service Sector.	
Outcome 6:	Skills development support for entrepreneurship and cooperative development.	Increased pool of skills into and within the Public Service Sector	
Outcome 7:	Encourage and support worker initiated training	Improved credible research for skills planning	
Outcome 8:	Support Career Development	Increased pool of skills into and within the Public Service Sector	
Internal Outcome	NA	Enhanced PSETA capabilities to deliver its strategy.	

4. RELEVANT COURT RULINGS

A recent judgment handed down by the Labour Appeal Court on 16 October 2019 in the matter of Business Unity South Africa v Minister of Higher Education and Training and Others ((JA111/2018) [2019] ZALAC 68). In this case, the court ruled that certain provisions in the 2012 Grant Regulations are invalid and should be set aside. These provisions are Regulation 3(11) (12) and Regulation 4(4).

Regulation 3(11) states that at the end of each financial year (31 March), a SETA must have spent or committed at least 95% of the discretionary funds available to it. Therefore, a maximum of 5% of uncommitted funds may be carried over to the next financial year. Regulation 3(12) states that where there is a surplus of discretionary funds, they must be paid by the SETA to the National Skills Fund by 01 October of each year.

Regulation 4(4) states that an employer that has paid levies, as per the provisions of the SDLA, can claim 20% of the levies it has paid from the applicable SETA, in the form of mandatory grants, provided the employer has also submitted a WSP and annual training report.

The court held that these two provisions are irrational and not rationally linked to the purpose of the SDA, particularly considering that the 2007 Grant Regulations stipulate that an employer may claim 50% of levies paid in the form of mandatory grants. Therefore, there was no rational purpose in reducing the 50% to 20% in the 2012 Grant Regulations.



PART B:
OUR STRATEGIC FOCUS

The PSETA has revised its vision and mission after an in-depth interrogation in order to be more responsive to its core mandate.

5. VISION

PSETA's new vision is:

“To be the heart of developing a skilled, capable and innovative Public Sector workforce”.

6. MISSION

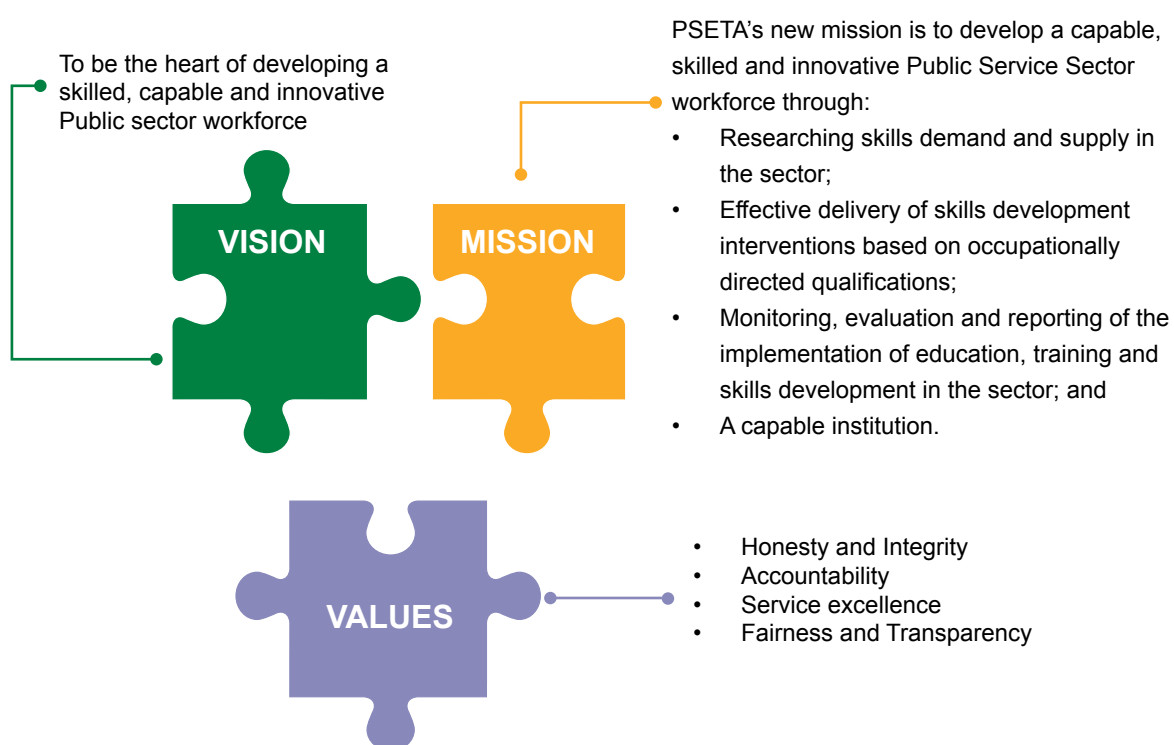
PSETA's new mission is to develop a capable, skilled and innovative Public Service Sector workforce through:

- Researching skills demand and supply in the sector;
- Effective delivery of skills development interventions based on occupationally directed qualifications;
- Monitoring, evaluation and reporting of the implementation of education, training and skills development in the sector; and
- A capable institution.

7. VALUES

PSETA's values are:

- Honesty and Integrity
- Accountability
- Service Excellence
- Fairness and Transparency



8. SITUATIONAL ANALYSIS

8.1. EXTERNAL ENVIRONMENT ANALYSIS

PSETA's overarching strategic imperative is building the skills required for a capable, skilled and developmental state. The scope of coverage includes National and Provincial Government departments, identified Public Entities, and Parliament and Provincial Legislatures. The focus and emphasis of the PSETA are primarily on transversal skills, i.e., functions of administration, management, planning legislation, policy administration, monitoring and evaluation. The PSETA sector encompasses approximately 804 049 employees (PERSAL, 2019). PSETA shares the responsibility of HRD in the Public Service with the DPSA as a policy department that issues directives on HRD across the Public Service, and with state and sector academies, including the National School of Government (NSG), that provide the sector-specific training.

An analysis of the external environment was conducted using the PESTEL (political, economic, social, technology, environment and legal) tool to analyse and monitor the macro-environmental factors that have a profound impact on PSETA.

POLITICAL	<ul style="list-style-type: none"> Leveraging government commitment to achieve NDP goals High government expenditure The risk of loss of skills and institutional memory in the public service sector pending the implementation of early retirement packages The 10 year SETA landscape horizon - NSDP 2030 creates stability in policy implementation National Macro Organisation of Government 	ECONOMIC	<ul style="list-style-type: none"> Slow economic growth and looming recession Stretched fiscus leading to reduction in training budget in the public service sector SMME's and Co-operatives as engines for economic growth Disparities of economic opportunities between rural and urban areas
SOCIAL	<ul style="list-style-type: none"> High levels of poverty High crime levels High structural unemployment and youth unemployment Significant disparities between rural and urban areas Improved transformation interventions in the public sector Service delivery protests Rural urban migration leading to skills imbalances 	TECHNOLOGY	<ul style="list-style-type: none"> Shift towards e-learning, multimedia and technology-based learning and teaching platforms Poor access to technology by rural areas Leveraging opportunities offered by 4IR Up-skilling and re-skilling arising from 4IR requirements Lack of infrastructure to support 4IR and ICT
ENVIRONMENT	<ul style="list-style-type: none"> Focus on clean environment and green economy opportunities for research and awareness programmes Climate change and the new set of skills requirements, including raising awareness 	LEGAL	<ul style="list-style-type: none"> POPI Act and Cyber Crime Bill B-BBEE SETA Grant Regulations NQF Amendment Act Application of regulations in the sector e.g. Public Service Regulations and Directives

A key enabler for the SETA is the policy stability over the longer-term with the NDP and NSDP. The National Macro Organisation of Government has resulted in a number of departments being merged or reconfigured. Ministries have been reduced to 28 and departments to 34. The restructured departments are aligned with the strategic priorities,

and some core functions will be moved to departments that are more appropriately aligned to their delivery mechanisms. The reconfiguration has provincial impacts as well, given the alignment of powers and functions. This will require re-skilling and up-skilling of the affected public servants.

The Public Service Wage Bill has been a major driver of the fiscal deficit within the country, making up more than 35% of consolidated public spending. Initiatives to manage government spending include consideration of early retirement, changes to performance bonus payments, salary progression payments, and active management of overtime (National Treasury, 2019). The likely impact of the budget reductions for National and Provincial Government departments may be seen within recruitment as a reduced or consistent headcount in the Public Service. It is expected that job prospects in the Public Service Sector will likely be negatively affected by this move. Other negative consequences may be seen with budget cuts to the 1% training budget allocated for training by National and Provincial Departments.

From an economic perspective, high levels of unemployment, poverty and inequality continue to persist, with the youth impacted the most. This can partly be attributed to the prevalence of irrelevant or low skills levels. The spill-over effect is negative in the social sphere, exemplified by high crime, rural-to-urban migration, and the challenges the latter brings to skills imbalances between urban and rural areas.

Demographic data on gender distribution in the Public Service Sector has remained constant over the past few years with more women employed than men across the sector. The proportion of disabled people employed in the sector remains low at approximately 1.10%. Annually, National and Provincial Government departments submit plans and reports on the Gender Equality Strategic Framework (GESF) and the implementation thereof. The GESF is driven by the DPISA and has been operational since April 2009. Based on some of the overall findings from the GESF reports, in the forthcoming five-year period, PSETA will focus on leadership development for women and pursuing collaborative projects aimed at benefitting women, youths and people with disabilities. PSETA has established strategic partnerships with the Department of Women, Youth and Persons with Disabilities, as well as the National Youth Development Agency (NYDA). These partnerships will be leveraged over the five-year period to deliver skills development programmes aimed at empowering these targeted groups.

Notably, the evolution of the Fourth Industrial Revolution (4IR) has a profound effect on the Public Service Sector and has thus been identified as a key change driver which is impacting skills demand and supply in the sector. ICT advances impact the nature of work profoundly by shaping the types of skills required, and the modes of service delivery in the Public Service Sector. The digitisation of the Public Service Sector marks a shift from physical technologies towards adaptive social technologies in order to create a favourable environment as a critical success factor in this era. To this end, the ongoing research priority areas for the PSETA are understanding the impact of 4IR in the Public Service Sector as well as the role of the PSET Sector in 4IR.

Based on the increased use and accessibility of ICT systems and platforms in the Public Service Sector, the opportunity for the utilisation of technology-enabled learning platforms to build greater efficiencies in the delivery of training is crucial. Over the short term, PSETA will develop a policy framework to assure quality e-learning and provide a platform for the sector to use this mode of delivery and assessment. This ties in with the use of technologies to enhance the learning environment and promote access to learning opportunities.

PSETA's delegated functions from the QCTO will continue for the foreseeable future, and PSETA will work closely with QCTO in the areas of qualification development, assessment, accreditation, certification and monitoring of skills development providers (SDPs). Processes within PSETA will be reviewed and aligned to QCTO requirements. Over the short term, increased focus and resources will be invested in realigning historically registered qualifications. The PSETA and QCTO will sign a Service Level Agreement (SLA), effective from 01 April 2020, which will detail the PSETA's commitments to specific areas in terms of the delegated functions.

PSETA has engaged in various research and skills planning initiatives, such as tracer studies, curriculum review, and assessment of selected Public Administration qualifications. PSETA commissioned a research study into the key change drivers, including technology and 4IR, and its impact on the sector. The results from these studies inform future PSETA interventions to address the impact of 4IR on the sector. As part of its tracer studies, PSETA has developed tools for tracking and tracing learners in all PSETA-funded projects. The information collected through these tools will provide PSETA with the evidence base needed to address challenges with learning programmes and adopt its learning interventions for the sector.

Furthermore, key projects undertaken in partnership with the DPSA to ensure enabling frameworks for HRD of the Public Service Sector include the development of a Skills Audit Framework for the Public Service Sector, a review of the Public Service HRD Strategy, and development of a Monitoring and Evaluation Framework for the Public Service HRD Strategy.

Recognition of Prior Learning (RPL) for the sector has been an increasing focus area for PSETA. Based on research conducted in preceding years, PSETA, in collaboration with the DPSA, has been focussing efforts on support structures for RPL implementation for the sector. This includes the training of RPL Advisors and building the capacity of SDPs to implement RPL interventions. The DPSA has been working towards the finalisation of an RPL Policy for the Public Service. Over the next five-year period, PSETA plans to ensure funding for RPL is prioritised incrementally to address the demand from the sector. The RPL interventions for the short term will be targeted at public service employees who have the requisite work experience, but do not yet have a formal qualification. PSETA will prioritise RPL interventions on the PSETA Public Administration qualifications.

Community Education and Training (CET) colleges cater to the knowledge and skills needs of the large numbers of adults and youths requiring education and training opportunities. CET programmes link directly with the work of public programmes to provide appropriate skills and knowledge. Through a dedicated partnership programme with identified CET colleges, PSETA will formalise partnerships with these colleges to support CET college lecturers with skills development programmes.

Due to the dynamics of the sector, the nature of demand and supply for labour and skills is shaped by a far more complex set of processes than in the private sector. For example, regional labour market dynamics intersect with policy and political priorities emerging from the Executive. Furthermore, long institutional histories of the State shape the nature of organisational competencies. Indicators that can be used as rough estimations of demand and supply of skills in the private sector (such as vacancy rates and the price of labour) do not provide public service managers with nearly sufficient information about the nature of scarce and critical skills in their departments.

Thus, the PSETA's approach to sector skills planning is premised on the fact that, within the Public Service Sector, skills development priorities must be identified using organisational performance as the lens to thematise skills needs where a priority skill is one that will make the biggest difference to the performance of the Public Service Sector. Skills development for the Public Service continues to be informed by the following concept: *"Skills development in isolation will not yield a more capable state, skills development must be integrated with wider organisational development initiatives if it is to be effective"* (DPSA/HRDC, 2013).

Accordingly, the analysis of key drivers of change, as well as the direction of national strategies and plans impacting on skills demand and supply, form the basis for the identification of sectoral priority occupations and skills. Current labour market shortages and skills gaps across organisations in the Public Service Sector provide a secondary base for identifying priority skills and the required skills development interventions. These are outlined in further detail in the PSETA SSP.

Based on the analysis of the external environment, PSETA is required to build a performance and organisational system that is capable of anticipating, modelling and innovating programmes that are responsive to the needs of the sector, and that is capable of consistently delivering high-quality skills for effective and capable Public Service. To this end, PSETA adopts a systematic approach of delivering value to its stakeholders wherein demand and supply are integrated through the PSETA's business operating model that is underpinned by strong partnerships and collaborations with all the sector stakeholders.

PSETA will further integrate new legislative requirements into the design of its control mechanisms and align its programmes accordingly. PSETA's information systems will be reviewed, and a compliance process will be initiated to embrace good governance and compliance in areas such as Protection of Personal Information (POPI) Act, NQF Act, Broad-Based Black Economic Empowerment (B-BBEE), and the ICT governance framework. The entity will strive to enable online access to its stakeholders in the areas of application submission, learner registration and reporting.

8.2. INTERNAL ENVIRONMENT ANALYSIS

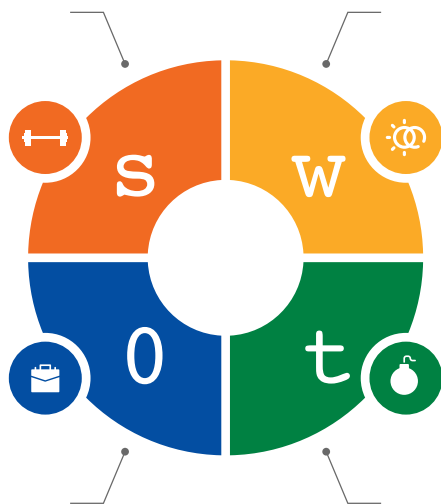
PSETA will review and align its structure, processes, systems and policies to the ever-changing business environment by responding to policy directives and interventions arising from its SWOT analysis depicted below.

STRENGTHS

- Improved Stakeholder collaboration
- Improved Good Governance
- Strong Financial and Performance Management
- Public service is a key economic sector
- Pockets of excellence in PSETA staff competencies

OPPORTUNITIES

- High levels of unemployment and poverty present an opportunity for training
- Utilise e-learning to access provinces
- Strong stakeholder relationships and collaboration
- New 10 year SETA landscape
- Free post school education presents opportunities for PSETA



WEAKNESSES

- Absence of provincial footprint
- Limited budget leading to financial and human capital constraints
- Lack of integrated ICT systems
- Lack of coherent human resource strategy and policies
- Inadequate records management system
- Slow policy response to emerging requirements e.g. 4th Industrial Revolution
- Inadequate clarity on the role of Managers in the organisation
- Lack of coherent business processes

THREATS

- Economic slow down
- Risk of budget cuts
- Low learner absorption and placement rate in the sector

The key strengths that will be built on include strong governance and financial and performance management of the organisation. The Minister has recently gazetted the new landscape for SETAs and PSETA has been re-established to operate for a period of ten years. The granting of a ten-year licence to PSETA will create stability in the organisation.

The new PSETA business model has been specifically developed to describe how PSETA will fulfil its mission. This business model will be implemented from the 2020/21 period and will streamline operations, increase PSETA’s service to the Public Service Sector, and enhance the performance of the organisation. The business model will require the restructuring of the organisation, the implementation of innovative businesses processes, and pursuing new funding models. PSETA’s stakeholders will also be engaged to ensure its successful implementation.

One of the main challenges that continues to impact PSETA is its funding model. PSETA shares the responsibility for skills development in the public service with the sector as the sector is expected to spend one percent (1%) of their wage bill towards skills development, and has thus been exempt from paying the skills development levy to the PSETA. PSETA’s operations are mainly funded through a Budget Vote from the National Treasury through the DHET. PSETA has a limited budget and, as a result, is not in a position to meet the needs and expectations of its stakeholders. The overall budget has increased from R111 million in 2015/16 to R130 million over the Medium Term Expenditure Framework (MTEF) period. This amounts to a three percent (3%) average increase in the budget (inflationary increase).

The PSETA had undergone an assessment of its compliance with the B-BBEE Act and has been assessed as a Grade B, Level Seven Contributor with a total BEE score of 63.15 points. The PSETA is committed to improving its assessment rating by ensuring that:

- The employment equity plan is drafted to ensure transformation imperatives are prioritised and the plan is adhered to.
- Procurement processes are refined to ensure that service providers with the highest level of B-BBEE compliance are appointed as far as possible.
- Access to skills development opportunities, including training for the previously disadvantaged, are increased.

Lack of integrated ICT systems and coherent business processes have been identified as weaknesses, and these are currently being addressed through the reengineering of the business processes and the procurement of integrated ICT systems that will drive significant efficiencies, facilitate insight-driven decision-making, increase openness and transparency between PSETA and the public, and provide an improved user experience and quality of service for citizens, service providers and the sector.

In order for PSETA to deliver on its mandate, it is important to assess its capacity and capabilities. The organisation has undertaken an organisational assessment wherein the skills audit was conducted, which revealed positive findings in terms of the levels of skills that the organisation possesses, although concerns were raised over management turnover.

Further to that, the assessment pointed to the need for alignment of the organisational structure with the mandate. It is therefore anticipated that implementation of the outcomes of this organisational assessment will be implemented in this planning cycle in order to ensure that the structure is able to support the implementation of the mandate.

Realigning HR to operational requirements is an ongoing strategic activity and more emphasis will be placed on this function to deliver on the outcome of enhanced PSETA capabilities to deliver its strategy going forward.

The PSETA's strategic intent and the organisational requirements will be translated into an HR Strategy that will ensure a workforce that is relevant, reliable and responsive to change. A strategic workforce plan will address the composition, capabilities and competence of the PSETA workforce of the future, ensuring the achievement of PSETA's vision, *“to be the heart of developing a skilled, capable and innovative Public Sector workforce”*.

The intention of the HR value chain is to support the employee work lifecycle within the context of PSETA.



The HR offering will ensure that the capability and skills developed by the organisation are in line with best practices, the requirements of the PSETA strategy, and the future workplace, with particular reference to the envisaged future expansion in relation to the business operating model. In the planning year (2019/20), job descriptions and HR policies will also be reviewed.

Regional and Provincial presence remains a challenge. In order for PSETA to build capable delivery machinery, it should assess its geographical footprint and seek ways to build such capacity as it is required. In this regard, PSETA's business operating model shall reflect the ways in which PSETA will build this capacity in the medium-term planning process. The process of setting up regional and provincial presence will thus implement a decentralised service delivery model to be

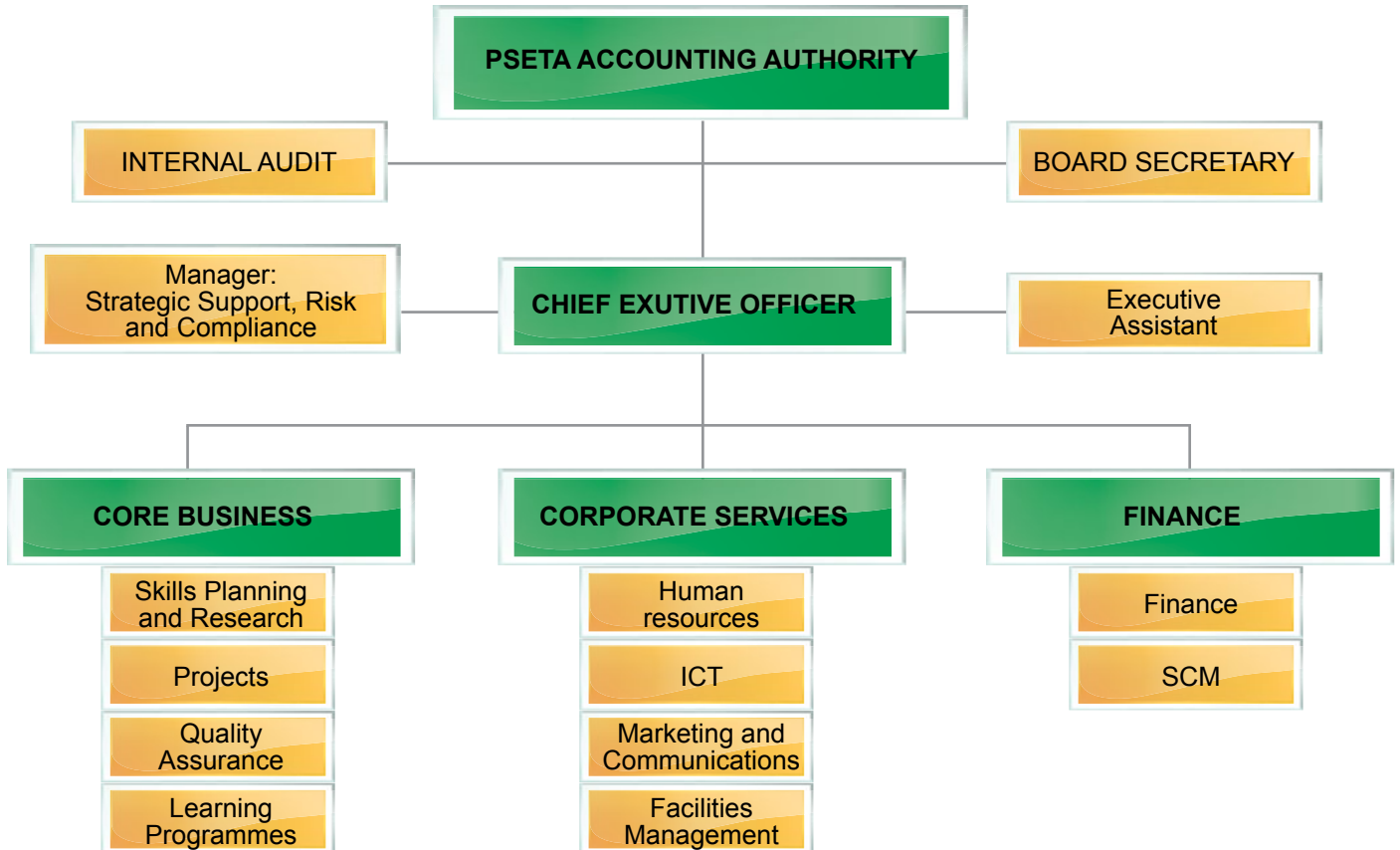
rolled out as outlined in the table below.

Targets and Activities	Time Frame
<ul style="list-style-type: none"> Alignment of structure with strategic objectives and strategy Development of the business model and business operating model Streamlining of processes and procedures (BPR) 	Year 1: Planning Year (2019/20)
<ul style="list-style-type: none"> Coordinate the use of PSETA's people, systems, facilities and resources to build sustainable capabilities 	Year 2: Implementation (2020/21)
<ul style="list-style-type: none"> Develop a network of cooperative agreements with key partners (TVET colleges and OTP) to enable delivery 	Year 2: Implementation (2020/21)
<ul style="list-style-type: none"> Setting up offices in provinces 	Year 2: Implementation (2020/21)

Expenditure: Infrastructure, service delivery methods, people
Relationship: Customise relationship to stakeholder type

The above realignment will enable PSETA to articulate clear accountabilities and responsibilities which will assist the PSETA in delivering on its mandate.

8.3. ORGANISATIONAL STRUCTURE



WORKFORCE ANALYSIS							
Age Group	20-29	30-39	40-49	50-60	Total	Female	Male
Numbers	5	31	19	6	61	39	22

MANAGEMENT		
Males	Females	Total
8	7	15
53%	47%	100%



PART C:

MEASURING OUR PERFORMANCE

9. INSTITUTIONAL PERFORMANCE INFORMATION

The PSETA Theory of Change (TOC)

The PSETA Strategic Plan (SP) is the product of interactions with its Accounting Authority (AA), input from management and staff, research results in the Sector Skills Plan (SSP), and a robust debate throughout the entity that culminated in the revised vision and mission statement.

Having reviewed the entity's mandate and progress made over the past five-year strategic period 2015-2019, the TOC begins with a problem statement:

“The lack of and shortage of technical and professional skills to address service delivery in the Public Service Sector”

There is consensus that the problem statement is indeed within PSETA's influence and, subsequently, the TOC process starts with the identification of the desired impact. This is important so as to be specific and assist with the future planning of the entity.

The Impact Statement was created to describe the horizon of the organisation. This is the direction in which PSETA will be heading in the next five to ten years and will define its success. The Impact Statement articulates the change required and what the PSETA expects from its investment in the institutional strategies, given the current situation. PSETA's Impact Statement, which describes PSETA's desired future and horizon, is:

“To contribute towards sufficient technical and professional skills in the Public Service Sector”

How will PSETA know whether it has achieved its desired result? The answer to this question becomes the **Impact Indicator**. This was further specified as:

“To contribute to Public Service Sector that delivers on its mandate”

Having identified the long-term Impact, we identified outcomes, outputs, and inputs by brainstorming in an interactive process. The Impact Statement is designed from the vision of the NSDP 2030, which is to ensure that, by 2030, South Africa has an **educated, skilled and capable workforce**.

By pursuing the above three goals, the vision of the NSDP 2030 will be achieved, namely:

“An educated, skilled and capable workforce for South Africa”

TOC Assumptions

In addition to the vision of the NSDP 2030, the following cross-cutting issues need to be considered in addition to, or in conjunction with, the above TOC:

- (a) The strategy will achieve fundamental transformation and address historical inequities linked to race,

gender, age and disabilities in our society and will enable previously disadvantaged people to gain access to opportunities through skills development.

- (b) The assumption that the importance of training to enable workers to avoid retrenchment and adapt to change will be taken into account across the public service to address rural skills needs and to ensure that the focus of training is not on towns and urban areas alone.
- (c) The assumption underpinning these commitments is that there will be improved coordination across and between government departments to ensure that skills development and other interventions support each other to achieve wider goals.
- (d) The PSETA has in place an effective Monitoring and Evaluation (M&E) framework and system.

The above assumptions will need to be tested and measured as part of the evaluation.

9.1. Programme 1: Administration

Programme Purpose: To provide the support services and governance needed by PSETA to fulfil its core mandate.

This programme is comprised of three sub-programmes, i.e.:

- Governance
- Finance and Supply Chain Management (SCM)
- Corporate Services

The purpose of the programme is to ensure that the organisation has effective and efficient governance structures that lead, monitor and evaluate organisational performance, and ensure prudent financial management, procurement of goods and services, and reporting in compliance with relevant acts and regulations.

Furthermore, the programme should provide efficient and effective corporate services functions to internal departments within the PSETA and to external stakeholders by providing the following services: HR, ICT, improved communication, marketing and stakeholder engagements and auxiliary services.

Outcome: Enhanced PSETA capabilities to deliver its strategy

PSETA acknowledges that in order to deliver successfully on its mandate, it is required to review the current institutional arrangement. This will include ICT infrastructure and systems to support the organisation to deliver on its mandate. PSETA has undergone an organisational assessment which identified a need to reorganise PSETA to contribute towards building a skilled and capable workforce. In view of this assessment, PSETA has adopted an approach of building an organisation premised on the principles of employer of choice. Being an employer of choice means that:

- We ensure acquisition, development and retention of human capital to deliver on the mandate;
- We attract high-level talent and skills for identifying, delivering, monitoring and evaluating the provisioning of quality skills in the public service;

- We work smart, employing technology as a basis for our work;
- We have well-designed systems and process that are integrated for the benefit of our sector patrons; and
- We have enabling policies that assist in harnessing relations with our employees.

Output: Develop and implement corporate support strategies and systems that contribute to the achievement of the organisational mandate.

Measuring the Impact

Impact Statement	To contribute towards enhanced technical and professional skills in the Public Service Sector
Indicator	To contribute to a Public Service Sector that delivers on its mandate

Measuring the Outcomes

Outcome	Outcome Indicator	Baseline	Five-Year Target
Enhanced PSETA capabilities to deliver its strategy	Improved operational performance and an unqualified audit opinion	80% achievement of the APP targets and clean audit	100% achievement of the APP targets and clean audit outcome annually

Programme 1: Administration

PROBLEM STATEMENT: Lack of and shortage of technical and professional skills to address service delivery in the Public Service Sector	
Impact Statement: To contribute towards sufficient technical and professional skills in the Public Service Sector	
Impact Indicator: To contribute to a Public Service Sector that delivers on its mandate	
PROGRAMME 1: ADMINISTRATION This programme is comprised of three sub-programmes: <ul style="list-style-type: none"> • Governance • Finance and SCM • Corporate Services The purpose is to ensure that the organisation has effective and efficient governance structures that lead, monitor and evaluate organisational performance, and to ensure prudent financial management, procurement of goods and services, and reporting in compliance with relevant acts and regulations. Furthermore, the programme provides efficient and effective corporate services functions through the following services: HR, ICT, communication, marketing and stakeholder engagements and auxiliary services	
Outcomes	Enhanced PSETA capabilities to deliver its strategy
Outcome Indicator	PSETA receives a clean audit outcome annually
Outputs	Report with 100% implementation of planned training initiatives Learners and job seekers exposed to all information pertaining to careers within the public service, thus making public service a career of choice Percentage implementation of the approved ICT plan
Output Indicators	<ul style="list-style-type: none"> • Percentage implementation of the approved training plan as per submitted WSP • Percentage implementation of the approved Integrated Communication and Stakeholder Relations Management Plan • Number of career guidance advocacy sessions • Valid invoices paid within 30 days of receipt

Planned performance over the five-year planning period

- In order to implement effective and efficient processes and operations to ensure stakeholder objectives are achieved, the PSETA requires effective, efficient and transparent financial management and internal controls. This will improve financial and non-financial reporting and equip those who are entrusted with decision making to ensure that public funds are utilised effectively and for the betterment of the Public Sector skilling. This will build public confidence as the public resources are used in a transparent and effective manner. The entity will allocate funds where there is a need to redress the imbalances of the past.
- As discussed in the internal environment analysis, one of the key challenges of the PSETA is its funding model. To ensure that the goal of a skilled and capable Public Service Sector is realised, the funding model of the PSETA will be reviewed and, if need be, revised to enable the entity to make a substantial impact in the sector. The DHET, DPSA and National Treasury will be consulted as soon as the draft document has been developed.
- As per the government call to promote B-BBEE compliant service providers, the entity will give preference in bidding and awarding tenders to previously disadvantaged groups. This will empower them, create employment, alleviate poverty and enhance the economy. The entity will comply by ensuring that service providers are paid within 30 days, as per the National Treasury Regulations in terms of the PFMA on payment of invoices.
- PSETA will strive to improve and meet its obligations by complying with the Corporate Governance of Information and Communications Technology Policy Framework (CGICT), as developed by the DPSA. In order to ensure alignment with the DPSA Policy Framework, the PSETA ICT Strategy has been developed, which will focus on the identification of the complete ICT requirements of the organisation, these being:
 - Co-ordination of ICT use
 - Support and maintenance of the ICT infrastructure
 - Consideration of future ICT developments
 - Ensuring that the PSETA keeps abreast of technology and utilises it efficiently and effectively
 - ICT communication requirements
- In summary, the ICT strategy pillars are aligned with the Cobit Framework and at the centre are the four pillars, namely, business requirements, IT resources and enterprise information. This will strengthen internal processes, such as SCM, management, and the use of IT. This will impact on effective and efficient governance, quality and value for money, and trust between government and its citizens, which impact positively on service delivery.
- PSETA commissioned an organisational development and design in 2018, with the objective of aligning the structure to the implementation of the strategy. PSETA is planning to consolidate recommendations of the process and align with the proposed business model and operating model that will be developed to support the new strategy.
- The objective of the exercise is to develop a structure that is aligned to the new strategy and that is a fit-for-purpose structure that will support the implementation of the mandate. Key objectives of Human Resources Management are to ensure talent management, development and retention of human capital to deliver on the mandate.

PSETA aims to do this by attracting and retaining a capable workforce, and will recruit the right people for the right jobs, as per the approved staff establishment. In order to realise this, an HR Strategy, Retention Strategy and Succession Plan will be developed. With the implementation of business processes and agile ERP, modernisation of the HR function will be realised. Furthermore, there is a need to strengthen performance management systems to support the PSETA mandate. A Recognition Programme linked to performance management will be introduced, and this should be commensurate with the PSETA Remuneration approach. This is to position PSETA as an employer of choice, leverage on the expertise of PSETA employees, and work collaboratively to achieve the best possible outcomes for the organisation.

- In addition, PSETA has adopted an approach of continuous staff development and has adopted a policy for bursaries and skills development for staff which will facilitate further investments in building the required human capital and critical skills required in the future for the realisation of PSETA's strategy.

Furthermore, PSETA will improve gender representation among employees, in management positions, and the employment of persons with disabilities. Women, youths, people with disabilities, and those in rural areas are the most vulnerable groups within society. This transformation agenda will have a positive impact on addressing the high unemployment rate, improving skills, poverty alleviation, and addressing gender representation, as per the vision of the NDP, which is aligned with the targets of the United Nations Sustainable Developmental Goals.

PSETA views employment equity as a strategic function, and an Employment Equity Committee (EEC) in terms of Section 16 of the Employment Equity Act will be established. An Employment Equity Plan was developed which is intended to guide employment equity matters in the organisation. Currently, PSETA has a staff complement of sixty-four (64) employees, with three (03) vacancies. The current gender split is as follows: 39 employees are female and 22 are males. It should, however, be noted that PSETA is not doing well with the disability target. PSETA will employ interventions and strategies that are aimed at attracting applicants from this designated group.

Records management is critical to the work of any organisation. In terms of the core function of a SETA specifically, this is a central focus, especially for reporting purposes. To ensure that an effective and efficient records management system is used and to ensure the preservation of appropriate official records for the organisation, there will be continuous capacity-building in this area.

In as far as records management is concerned, the plan takes into consideration the need for greater capacity in this area. The process of designing a sustainable records management system for the organisation is outlined below:

- Year 1 (2020/21) – Training of all administrators
- Year 1 (2020/21) – Development of a Records Management Policy
- Year 2 (2021/22) – Design of a file plan
- Year 3 (2022/23) – Automation of the systems

As part of building institutional capacity, the focus will be on elevating Facilities Management to a higher level. This will be achieved by ensuring that the organisation provides a quality environment and professional services to support and facilitate a conducive work environment. The safety of employees will be taken into consideration, and relevant provisions in the Occupational Health and Safety Act will be implemented.

Part of building organisational capacity and capability is the increased visibility of PSETA in all provinces and particularly in rural areas. The partnership with TVET colleges and Offices of the Premier in all the provinces will be strengthened as this will be the vehicle to ensure visibility in rural areas. The robust rollout of PSETA's Integrated Marketing and Communication Strategy will ensure we respond to NSDP Goal 8: Support career development services.

The success of Programme 1 over the next five years will be measured in terms of the entity's ability to build organisational capacity that will promote a high-performance organisation and a value-based culture to enable delivery of PSETA's mandate.

Programme 1: Administration Key Risks

Outcome	Key Risk	Risk Mitigation
Enhanced PSETA capabilities to deliver on its strategy	Management of HR, alignment and implementation of policies	HR Strategy and Policies
	Negative PSETA reputation	Integrated Marketing, Communication and Stakeholder Management Plan

9.2. Programme 2: Skills Planning and Research (SPR)

PROBLEM STATEMENT : Lack of and shortage of technical and professional skills to address service delivery in the Public Service Sector	
Impact Statement: To contribute towards sufficient technical and professional skills in the Public Service Sector	
Impact Indicator: To contribute to a Public Service Sector that delivers on its mandate	
PROGRAMME 2	
The purpose of this programme is to conduct and coordinate research to inform the strategic skills development priorities for the sector. This programme is made up of two organisational business units: Skills Planning and Research (SPR). The development and annual update of the Sector Skills Plan (SSP), research studies, coordinating research activities and conferences, and capacity-building of stakeholders in skills planning are core outputs within this programme.	
Outcome	Improved credible research for skills planning
Outcome Indicator	Number of Skills Planning and Research initiatives implemented
Outputs	To collaborate and conduct labour market research and develop an SSP To strengthen workplace capabilities in relation to skills planning in the sector
Output Indicators	<ul style="list-style-type: none"> Number of labour market-related research studies conducted Number of organisations' Workplace Skills Plans approved by PSETA Number of workplace engagements related to labour market trends and skills planning interventions

Outcome: Improved credible research for skills planning. PSETA's strategic trajectory is premised on the quality and credible information about its performance environment. PSETA requires knowledge and information on the labour market profile and the future world of work. PSETA's research efforts shall be diagnostic and signalling in nature to reveal the world view of past performance in relation to sector challenges, while projecting the future of the Public Service from a skills requirements perspective. Longitudinal studies on the implications of training being provided in the sector will be conducted.

Outputs: To collaborate and conduct labour market research and develop an SSP, and to strengthen workplace capabilities in relation to skills planning in the sector.

Measuring the Impact

Impact Statement	To contribute towards enhanced technical and professional skills in the Public Service Sector
Indicator	“To contribute to a Public Service Sector that delivers on its mandate”

Measuring the Outcomes

Outcome	Outcome Indicator	Baseline	Five-Year Target
Improved credible research for skills planning	Number of SPR initiatives implemented	<ul style="list-style-type: none"> • 52 SPR outputs • 100% achievement of capacity-building sessions 	<ul style="list-style-type: none"> • 30 SPR initiatives • 100% achievement of capacity-building sessions

Planned performance over the five-year planning period:

Research is a key component in providing evidence to inform decision making, policy review and strategy formulation, and to improve upon systems and services within the SETA.

An improved institutional mechanism ensures that interventions implemented by the PSETA, firstly, identify the occupations in high demand and priority skills relevant to the Public Service Sector and, secondly, inform resource allocation for interventions to address these needs. In line with the NDP and NSDP, PSETA will continue to pursue various SPR initiatives to ensure that credible labour market information is available to inform sector skills planning. The starting point of the NSDP is the understanding and determination of the demands of the labour market, as well as national priorities, which are translated into interventions from education and training institutions.

The PSETA's Research Agenda is informed by a number of national priorities which respond to the skills needs of the Public Service Sector. The White Paper for Post-School Education and Training (DHET, 2013) asserts that “if the provision of education and training is to be better coordinated with the needs of society and the economy, central information about skills needs is required”. In line with this assertion, the recently promulgated NSDP 2030 identified research and innovation as a key component of the NSDP. Therefore, identifying current and future skills demand as accurately as possible is extremely important if the goals of the NDP are to be achieved within the Public Service and South Africa as a whole. The PSETA Research Agenda has identified five broad focus areas derived from, inter alia, the White Paper on Post-School Education and Training, the DHET Research Agenda, the Public Service Human Resource Development Strategic Framework (PS-HRDSF), the NSDP 2030, and other key skills development and HRD policy imperatives.

These focus areas are:

- (a) Education and the Workplace;
- (b) Analysis of Skills Demand and Supply;
- (c) Cross-Cutting and Sector-Specific Issues;

- (d) Curriculum, Programmes and Qualifications; and
- (e) The National Qualifications Framework (NQF), Quality Councils, and Articulation.

An ongoing research priority area for PSETA over the next five years will be understanding the impact of the 4IR in the Public Service Sector, as well as the role of the PSET in the 4IR. Given the increasing role of ICT in the Public Service Sector, and the disruptions that will be brought about by the 4IR, PSETA needs to be responsive and plan for the future world of work. The outcomes of the research conducted will be shared with the DPSA and other key stakeholders to ensure employees are capacitated. Up-skilling and re-skilling are two important concepts that form part of preparing an employee to adapt to the changing working environment. A key part of PSETA's work involves sector skills planning research to ensure that public investments in skills development resonate with the needs of the respective constituencies and our government's key economic and social priorities.

In accordance with Section 10 of the SDA, PSETA will continue to develop, annually update, and implement an SSP to inform supply-side planning, determine funding priorities for PSETA, inform the allocation of resources to develop qualifications and learning programmes, establish occupation-specific skills priorities for the sector, and monitor skills development provision in the sector.

In order to achieve the five-year target set above, PSETA will engage in research partnerships with higher education and research institutions or organisations, and also continue working closely with the DPSA to conduct and coordinate research to inform strategic skills development priorities for the sector.

Programme 2: SPR Key Risks

Outcome	Key Risk	Risk Mitigation
Improved credible research for skills planning	Lack of streamlined and coordinated skills planning mechanism for the sector	<ul style="list-style-type: none"> • Research Agenda updated annually in consultation with core business, approved by the PSETA AA, and submitted to the DHET • Research Plan developed on the basis of Research Agenda and approved by the CEO • Stakeholder engagements take place through WSP and SSP workshops • Partnerships with DPSA, NSG and other key stakeholders on identified research areas
	Challenging environment within which to conduct research	Strategic stakeholder engagement initiated through the office of the CEO, and participation in high-level sector forums to position PSETA
	Inadequate use of research recommendations to inform future or strategic decisions	<ul style="list-style-type: none"> • Tracer studies on PSETA and sector-funded programmes • Participation in provincial forums and quarterly workshops • Planned research colloquium to share research findings

9.3. Programme 3: Learning Programmes and Projects

Impact Statement: To contribute towards sufficient technical and professional skills in the Public Service Sector	
Impact Indicator: To contribute to a Public Service Sector that delivers on its mandate	
PROGRAMME 3: The purpose of this programme is to facilitate and manage the implementation of learning programmes for and within the Public Service Sector, as per the NSDP goals. This programme includes special projects (including partnerships), and the monitoring, evaluation and reporting of learning interventions.	
Outcome	Increased pool of skills into and within the Public Service Sector
Outcome Indicator	Percentage of sectoral priority occupations identified in the SSP addressed through implementing relevant programmes
Outputs	To implement programmes that address skills identified in the SSP and occupationally directed programmes
Output Indicators	<ul style="list-style-type: none"> • Number of public service employees entering learning programmes • Number of public service employees completing learning programmes • Number of unemployed learners entering learning programmes • Number of unemployed learners completing learning programmes • Number of worker-initiated training (federation/trade unions) interventions supported through capacity building • Number of rural development projects initiated • Number of TVET partnerships established • Number of HET partnerships established • Number of SETA-employer partnerships established

Outcome: Increased pool of skills into and within the Public Service Sector

This outcome focuses on training interventions in priority skills required to deliver the NDP for existing and future employees, and is intended to bridge unemployed graduates and learners into internship and placement opportunities in the Public Service. The overarching goal aims to open up the Public Service as a training space and to encourage workplace learning and WIL. It will increase access to occupationally directed programmes, encourage better use of workplace-based skills development, and build career and vocational guidance.

Measuring the Impact

Impact Statement	To contribute towards enhanced technical and professional skills in the Public Service Sector
Indicator	“To contribute to a Public Service Sector that delivers on its mandate”

Measuring the Outcomes

Outcome	Outcome Indicator	Baseline	Five-Year Target
Increased pool of skills into and within the Public Service Sector	Percentage of sectoral priority occupations identified in the SSP and addressed through implementing relevant programmes	50%	70%

Planned performance over the five-year planning period

This outcome will ensure that the goal of a skilled and capable Public Service Sector is realised. Over the next five years, PSETA will continue to focus on addressing the skills needed to improve the state capabilities listed as priorities in Chapter 13 of the NDP. The aim is to improve the economy and efficiency in skills efforts significantly, and direct skills efforts towards building state capabilities to deliver on the NDP. PSETA will pursue PIVOTAL learning interventions in the form of learnerships, internships, bursaries, WIL, skills programmes, and artisan development programmes.

The outcome indicator has been selected to ensure that interventions implemented are informed by the PSETA SSP and, accordingly, are responsive to the needs identified for the sector and the country more broadly. In order to ensure that the PSETA is able to achieve the five-year target of 70% of sectoral priority occupations being addressed through implementing relevant programmes, key enablers include the identification of qualifications and programmes that are best placed to deliver and target institutions and workplaces, including centres of specialisation, to deliver these programmes.

In the forthcoming five-year period, PSETA will pursue collaborative projects aimed at benefitting women, youths and people with disabilities. This will be through the strategic partnerships which PSETA has established with the Department of Women, Youth and Persons with Disabilities, as well as the NYDA. These partnerships will be leveraged over the five-year period to deliver skills development programmes aimed at empowering these targeted groupings.

PSETA will also work with strategic partners, such as the Small Enterprise Development Agency, to customise its learning interventions to include business management and entrepreneurial skills, thus enabling unemployed individuals on a PSETA programme to transition into pursuing their own enterprises.

Furthermore, PSETA plans to incrementally ensure funding for RPL interventions on the PSETA Public Administration qualification is prioritised to address the demand from the sector. The RPL interventions for the short term will be targeted at public service employees who have the requisite work experience but do not yet have a formal qualification. PSETA will prioritise RPL interventions on the PSETA Public Administration qualifications.

Programme 3: Learning Programmes and Projects Key Risks

Outcome	Key Risks	Risk Mitigation
Increased pool of skills into and within the Public Service Sector	Failure to deliver on our SLA targets	Partnerships and collaborations
	Non-alignment of the PSETA Management Information System (MIS) (Indicium) with the Sector Education and Training Management Information System (SETMIS) requirements	Mapping the MIS with the SETMIS requirements

9.4. Programme 4: Quality Assurance

PROBLEM STATEMENT: Lack of and shortage of technical and professional skills to address service delivery in the Public Service Sector	
Impact Statement: To contribute towards sufficient technical and professional skills in the Public Service Sector	
Impact Indicator: To contribute to a Public Service Sector that delivers on its mandate	
PROGRAMME 4: The purpose of this programme is to build the provider capacity required to deliver the priority skills for the sector, developing standards, accrediting providers and quality assuring learning. The Quality Assurance (QA) department undertakes the review of legacy qualifications, the development of new occupational qualifications, and capacitation of providers through advocacy workshops.	
Outcome	Provided learning interventions in the Public Service Sector
Outcome Indicator	<ul style="list-style-type: none"> • Number of learning interventions available to address skills priorities identified in the SSP • Percentage of skills development providers (SDPs) accredited
Outputs	To implement a quality assurance system that allows for effective monitoring, analysis, support and continuous improvement of training provisioning within the Public Service Sector
Output Indicators	<ul style="list-style-type: none"> • Percentage of accredited SDPs implementing PSETA-funded programmes monitored • Number of TVET colleges and state and sector academies supported • Number of qualifications developed and/or re-aligned and submitted to QCTO

Outcome: Provided learning interventions in the Public Service Sector

The aim is to align supply-side provision to demand-side needs and to bridge current supply-demand “mismatches”. It includes work to review legacy qualifications, align qualifications to the Organising Framework for Occupations (OFO) codes, build state training academies and TVET college capacity to deliver the qualifications, and improve economy and efficiency on the supply side. It further entails promoting the growth of a public provider system that is responsive to sector, local, regional and national skills needs and priorities.

In order to promote the growth of the public provider system that is responsive to the sector skills needs and priorities, the PSETA has embarked on a process of supporting centres of specialisation in the TVET colleges. This programme aims to, among others, inform college differentiation, promote quality artisanal learning, facilitate responsiveness and industry partnerships, and provide a model for the implementation of Occupational Trade Qualifications. The PSETA has selected five (5) trades from the thirteen (13) priority trades needed for the construction and maintenance of the Government’s Strategic Integrated Projects (SIPs). These trades are particularly relevant in the Public Service Sector.

Measuring the Impact

Impact Statement	To contribute towards enhanced technical and professional skills in the Public Service Sector
Indicator	“To contribute to Public Service Sector that delivers on its mandate”

Measuring Outcomes

Outcome	Outcome Indicator	Baseline	Five-Year Target
Provided learning interventions in the Public Service Sector	Number of learning interventions available to address skills priorities identified in the SSP	7	20
	Percentage of SDPs accredited	100%	100%

Planned performance over the five-year planning period

On the supply side, the PSETA will facilitate easy access and different entry points, with a specific focus on RPL. Furthermore, in line with the NSDP, PSETA will collaborate with the QCTO to ensure the quality and provision of learning programmes.

In response to the need to prepare Public Service employees for the future world of work over the short term, PSETA will develop a policy framework to quality assure e-learning in order to provide a platform for the sector to use this mode of delivery and assessment. This ties in with the use of technologies to enhance the learning environment and promote access to learning opportunities. Furthermore, in ensuring that learning interventions are responsive to the increased use of ICT and the emergence of the 4IR, PSETA's learning interventions will delve into aspects of digital skills, change management and data analytics. These will be in the form of full and part qualifications in order to address the varying skills needs of the sector. Provider capacity, a key enabler to deliver on such programmes, will also be addressed through concerted provider capacity-building efforts.

The above four outcomes are underpinned and delivered by establishing strategic partnerships with key departments

The NSDP has positioned SETAs as the intermediaries that link the demand to the supply. PSETA has to ensure that partnerships are based on the needs and capabilities of the different stakeholders within the Public Service Sector. PSETA partners and collaborates with other SETAs, National and Provincial Departments, Offices the Premier, TVET colleges, higher education institutions (HEIs), public training academies, and quality councils. PSETA needs to maintain multiple links with its partners at different levels.

PSETA engages in a range of formal institutionalised partnerships and less formalised arrangements. Moreover, PSETA provides an opportunity for other organisations, individuals, government departments and academia to be involved in the quest for a continuous supply of skilled and competent employees, as well as to contribute to the general up-skilling of the unemployed for sustained economic growth in the country. Individuals can thereby gain access to work experience and decent and sustainable jobs.

PSETA has explored in detail the key role players who have been specifically identified in accordance with each sub-sector's latitude. The key role players are well defined, regulated and mandated to deliver specific skills development related to each sub-sector for a capable and skilled workforce.

9.4. Programme 4: Quality Assurance Key Risks

Outcome	Key Risks	Mitigations
<p>Provided learning interventions in the Public Service Sector</p>	<p>Inadequate number of occupational qualifications and learnerships available to address sector skills needs</p>	<ul style="list-style-type: none"> • Increased investment and focus on re-aligning historically registered qualifications • Review of occupational qualifications as and when required • Engagements with the sector to identify occupational qualifications required • Closer collaboration with the QCTO for the development of occupational qualifications, and to ensure that learnerships are developed and registered for every occupational qualification registered
	<p>Slow implementation of QCTO requirements for External Integrated Summative Assessment (EISA) for historically registered qualifications</p>	<ul style="list-style-type: none"> • Identify capacity and allocate funding required to develop EISA for historically registered qualifications • Review PSETA learning material • Engage with sector stakeholders and QCTO



PART D:

**TECHNICAL INDICATOR
DESCRIPTION (TID)**

10. PSETA IMPACT INDICATORS

Indicator title	To contribute to a Public Service Sector that delivers on its mandate
Definition	A Public Service Sector which is a career of choice, has sufficient technical and specialist professional skills, efficient and effective management and operations systems, a procurement system that delivers value for money and reduced corruption, i.e., a Public Service Sector that can be deemed capable, ethical and developmental
Source of data	Statistics SA
Method of calculation/assessment	<ul style="list-style-type: none"> • Reduced service delivery protests in the Public Service Sector • Improved Corruption Index in the Public Service Sector, year-on-year towards 2030 • All DPSSA vacancies filled within X number of days • Public Service Productive Index • SA Human Development Index • Global Competitiveness Index
Assumptions	<p>(a) The strategy will achieve fundamental transformation and address historical inequities linked to race, gender, age and disabilities in our society and will enable previously disadvantaged people to gain access to opportunities through skills development.</p> <p>(b) The assumption that the importance of training to enable workers to avoid retrenchment and adapt to change will be taken into account in implementation across the Public Service.</p> <p>(c) Rural skills needs will be prioritised to avoid placing too much focus on training in towns and urban areas.</p> <p>(d) The assumption underpinning these commitments is that there will be improved coordination across and between government departments to ensure that skills development and other interventions support one another to achieve wider goals.</p> <p>(e) The PSETA has in place an effective M&E framework and system.</p>
Disaggregation of beneficiaries	None
Spatial transformation	None
Reporting cycle	Mid-term 2024, and at the end of the NDP and NSDP 2030 period, i.e., 2029
Desired performance	A Public Service Sector that delivers on its mandate, i.e., has improved levels of skills in the South African Public Service workforce; has increased workers' participation in various learning programmes to a minimum of 80% by 2030; and has addressed critical skills required by the sector, leading to a transformed Public Service workplace, improved productivity, and growth prospects for the economy
Indicator responsibility	CEO

10.1. Administration

Indicator title	Improved operational performance and an unqualified audit opinion
Definition	100% achievement of APP targets and unqualified audit opinion with no findings
Sources of data	PSETA SP and APP, Risk Management Plan, Auditor-General SA (AGSA) Management Report and Annual Report
Method of calculation/assessment	Number of APP targets achieved / Total number of APP targets x 100, i.e. % APP targets achieved and AGSA audit opinion
Assumptions	Effective Internal Controls and Compliance monitoring systems, sound financial management, and clean administration
Disaggregation of beneficiaries	None
Spatial transformation	None
Reporting cycle	Annually
Desired performance	100% APP achievement and clean audit outcome annually
Indicator responsibility	CEO

10.2. Skills Planning and Research (SPR)

Indicator title	Number of skills planning and research initiatives implemented
Definition	Skills planning and research initiatives refer to research reports, skills planning frameworks, guidelines and tools developed for the Public Service Sector
Sources of data	Research reports, skills planning frameworks, guidelines and tools
Method of calculation/assessment	Simple count
Assumptions	Sufficient funding available for planned initiatives
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • Target for women: N/A • Target for youths: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	<ul style="list-style-type: none"> • Reflect on contribution to spatial transformation priorities: N/A • Reflect on the spatial impact area: N/A
Reporting cycle	Annual
Desired performance	Number of SPR initiatives implemented is equal to the target
Indicator responsibility	SPR Manager

10.3. Learning Programmes and Projects

Indicator title	Percentage of sectoral priority occupations identified in the SSP addressed through implementing relevant programmes
Definition	This refers to learning interventions implemented by PSETA to address the priority occupations identified in the SSP. Learning interventions refer to learnerships, skills programmes, internships, WIL and bursaries. Each learning intervention will be considered based on the individual field of study
Sources of data	PSETA SSP and SETMIS report
Method of calculation/ assessment	(Total number of learning interventions addressing sectoral priority occupations implemented / Total number of learning interventions implemented) x 100
Assumptions	Functional MIS system
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • Target for women: 54% • Target for youth: 70% • Target for people with disabilities: 1%
Spatial transformation (where applicable)	<ul style="list-style-type: none"> • Reflect on contribution to spatial transformation priorities: N/A • Reflect on the spatial impact area: N/A
Reporting cycle	Annual
Desired performance	100%
Indicator responsibility	Learning Programmes Manager

10.4. Quality Assurance

Indicator title	Number of learning interventions available to address skills priorities identified in the SSP
Definition	Learning interventions refer to the occupational qualifications, learnerships and skills programmes that have been developed to respond to the sector's skills needs identified in the PSETA SSP
Sources of data	Submitted occupational qualifications, learnerships and/or skills programmes developed
Method of calculation/ assessment	Sum of occupational qualifications and skills programmes developed per year
Assumptions	Availability of Qualification Development Facilitator, Community of Expert Practitioners and delegated function from QCTO
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • Target for women: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	<ul style="list-style-type: none"> • Reflect on contribution to spatial transformation priorities: N/A • Reflect on the spatial impact area: N/A
Reporting cycle	Annual
Desired performance	At least four learning interventions developed per year
Indicator responsibility	Quality Assurance Manager

10.5. Quality Assurance: SDPs Accredited

Indicator title	Percentage of SDPs accredited
Definition	Skills development providers issued with accreditation to operate as both primary and secondary providers. Primary providers refer to SDPs that have never been accredited by other SETAs before. Secondary providers refer to SDPs that have been accredited by other SETAs prior to the PSETA accreditation. The total number of applications that will be received for SDPs to be issued with accreditation for both primary and secondary providers
Source of data	Accreditation documentation
Method of calculation/ assessment	Number of new applications received which meet the set criteria and issued with primary and secondary providers/ Total number of applications received for skills development providers for accreditation
Assumptions	SDPs apply to PSETA for accreditation
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • Target for women: N/A • Target for youth: N/A • Target for people with disabilities: N/A
Spatial transformation (where applicable)	<ul style="list-style-type: none"> • Reflect on contribution to spatial transformation priorities: N/A • Reflect on the spatial impact area: N/A
Reporting cycle	Annual
Desired performance	100%
Indicator responsibility	Quality Assurance Manager



PART D:
ANNEXURES

11. MEDIUM-TERM REVENUE AND EXPENDITURE FRAMEWORK

11.1. Revenue and Expenditure Estimates

TOTAL REVENUE	Audited Amounts		2019/20 Budget	Medium-Term Expenditure		
	R'000	R'000		R'000	R'000	R'000
	2016/17	2017/18	2019/20	2020/21	2021/22	2022/23
Revenue Estimates						
Skills Development Levy Public Entities: (DHET)						
Admin	-	878	1 165	192	205	220
Mandatory	1 235	1 673	2 022	366	391	419
Discretionary	2 814	4 149	4 852	905	969	1 036
Levies: Other Departments	2 807	3 183	-	-	-	-
Penalties	224	193	234	74	80	85
Interest	-	-	36	33	35	37
Transfers from DHET	55 727	103 760	112 304	118 516	125 036	133 788
Other Income	16	11	13	15	16	17
Donor Funding Realised Income	5 907	5	-	-	-	-
Interest	1 142	2 762	9 550	10 066	10 844	11 603
Total Revenue	69 873	116 614	130 177	130 167	137 576	147 206
Surplus Fund Retention	-	-	31 670	-	-	-
Total Revenue Inclusive of Surplus Fund	69 873	116 614	161 847	130 167	137 576	147 206

TOTAL OPERATIONAL EXPENDITURE	Audited Amounts				2019/20 Budget			Medium-Term Expenditure		
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23
Cost of Employment	30 530	30 419	36 653	43 644	48 311	51 645	55 260	48 311	51 645	55 260
Goods and Services:	15 711	21 203	21 970	39 552	29 642	31 684	33 902	29 642	31 684	33 902
Advertising, Marketing and Promotions, Communications	612	1 349	1 098	1 403	1 057	1 131	1 211	1 057	1 131	1 211
AGM and Annual Report and Related Costs	54	40	262	641	361	383	410	361	383	410
Audit Fees	1 668	1 962	1 921	1 980	2 119	2 267	2 426	2 119	2 267	2 426
General Expenses	2 547	1 425	1 665	1 776	1 219	1 292	1 383	1 219	1 292	1 383
Consultancy and Service Provider Fees	1 808	3 679	5 381	17 522	6 312	6 686	7 153	6 312	6 686	7 153
Finance Costs	-	224	-	-	-	-	-	-	-	-
Governance Fees	1 568	1 621	2 722	3 071	2 990	3 170	3 392	2 990	3 170	3 392
Legal Fees	198	1 485	344	947	1 322	1 401	1 499	1 322	1 401	1 499
Loss on Disposal of Assets	-	5	9	-	-	-	-	-	-	-
Operating Lease Buildings	3 262	4 064	3 912	4 390	7 024	7 687	8 225	7 024	7 687	8 225
Printing and Stationery	581	664	594	707	750	795	850	750	795	850
Equipment Rental	-	-	105	216	233	252	270	233	252	270
Staff Recruitment	57	372	130	159	169	179	191	169	179	191
Staff Welfare	1	24	117	652	691	732	784	691	732	784
Licences	-	-	217	388	411	436	466	411	436	466
Telephones	377	321	64	390	449	476	510	449	476	510
Training and Staff Development	287	733	1 078	1 626	868	913	977	868	913	977
Travel and Subsistence	2 103	2 266	1 467	2 492	2 477	2 626	2 810	2 477	2 626	2 810
Repairs and Maintenance	553	948	847	1 148	1 143	1 211	1 296	1 143	1 211	1 296
QCTO Expenditure	36	21	35	45	46	47	50	46	47	50
Total Operations Expenditure	46 241	51 622	58 623	83 196	77 953	83 329	89 162	77 953	83 329	89 162
Mandatory Grants	133	131	249	194	213	226	242	213	226	242
Donor Funding Expenditure	5 057	5	4	-	-	-	-	-	-	-
Discretionary Grants	36 017	45 409	65 298	77 397	50 878	52 831	56 529	50 878	52 831	56 529

TOTAL OPERATIONAL EXPENDITURE	Audited Amounts				2019/20 Budget	Medium-Term Expenditure			
	R'000	R'000	R'000	R'000		R'000	R'000	R'000	R'000
	2016/17	2017/18	2018/19	2019/20		2020/21	2021/22	2022/23	
- Learning Programmes	34 556	45 409	64 347	55 849	45 310	46 549	49 807	-	
- Learning Programmes (Funded by Surplus)	-	-	-	10 000	-	-	-	-	
- Skills Planning And Research	1 461	-	951	8 114	1 927	2 423	2 592	-	
- Quality Assurance	-	-	-	3 434	3 640	3 859	4 129	-	
Total Expenditure	87 448	97 167	124 173	160 787	129 043	136 385	145 932	-	
Net Surplus/Deficit Before Capex	-17 576	19 447	1 685	1 060	1 124	1 191	1 274	-	
Capex	839	1 008	1 447	1 060	1 124	1 191	1 274	-	
Net Surplus/Deficit After Capex	-18 415	18 439	238	-	-	-	-	-	

12. PROGRAMMES – RESOURCES CONSIDERATION

12.1. Programme 1: Administration

ADMINISTRATION									
	Audited Amounts				2019/20 Budget	Medium-Term Expenditure			
	R'000	R'000	R'000	R'000		R'000	R'000	R'000	R'000
	2016/17	2017/18	2018/19	2019/20		2020/21	2021/22	2022/23	
Cost of Employment	16 612	18 879	20 460	25 607	27 557	29 458	31 520	-	
QCTO Expenditure	36	21	35	45	46	47	50	-	
Depreciation and Amortisation	1 319	-	-	-	-	-	-	-	
General Expenses	566	1 244	1 859	1 170	958	1 016	1 087	-	
Audit Fees	1 776	1 400	1 921	1 980	2 119	2 267	2 426	-	
Governance Fees	1 647	1 300	2 722	3 371	2 990	3 170	3 392	-	
Staff Welfare	3	615	117	652	691	732	784	-	

ADMINISTRATION						
	Audited Amounts			2019/20 Budget	Medium-Term Expenditure	
	R'000	R'000	R'000	R'000	R'000	R'000
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Consultancy and Service Provider Fees	1 808	3 679	5 381	17 522	6 312	6 686
Staff Recruitment	57	150	130	159	169	179
Printing and Stationery	529	516	594	707	750	795
Travel and Subsistence	341	649	311	718	691	733
AGM and Annual Report and Related Costs	54	250	262	641	361	383
Repairs and Maintenance	553	941	847	1 148	1 143	1 211
Licences	-	-	217	388	411	436
Legal Fees	198	618	344	947	1 322	1 401
Telephones	377	300	64	390	449	476
Advertising, Marketing and Promotions, Communications	612	700	1 098	1 403	1 057	1 131
Training and Staff Development	197	1 260	1 078	1 626	868	913
Equipment Rental	-	-	105	216	233	252
Operating Lease Buildings	3 262	4 064	3 912	4 390	7 024	7 687
Goods and Services	13 334	17 707	20 998	37 472	27 595	29 515
Total Operations Expenditure	29 946	36 586	41 458	63 079	55 152	58 973
Capex	839	1 200	1 447	1 060	1 124	1 191
Total	30 785	37 786	42 905	64 139	56 276	60 164
						2022/23
						7 153
						850
						784
						410
						1 296
						466
						1 499
						510
						1 211
						977
						270
						8 225
						31 581
						63 101
						1 274
						64 375

12.2 Programme 2: Skills Planning and Research

SKILLS PLANNING, RESEARCH AND PARTNERSHIPS	Audited Amounts			2019/20 Budget	Medium-Term Expenditure		
	R'000	R'000	R'000		R'000	R'000	R'000
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Cost of Employment	3 241	3 412	3 437	4 286	5 039	5 391	5 769
Goods and Services	651	732	337	427	418	443	474
Total Operations Expenditure	3 892	4 144	3 774	4 713	5 456	5 834	6 243
Mandatory Grants Expenditure	133	160	249	194	213	226	242
Discretionary Grants Expenditure (Conducting Research Costs)	-	3 000	951	8 114	1 927	2 423	2 592
Total Expenditure	4 026	7 304	4 975	13 021	7 597	8 483	9 077

12.3. Programme 3: Learning Programme and Projects

LEARNING PROGRAMMES AND PROJECTS	Audited Amounts			2019/20 Budget	Medium-Term Expenditure		
	R'000	R'000	R'000		R'000	R'000	R'000
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Cost of Employment	7 027	7 230	7 150	8 512	9 747	10 409	11 138
Goods and Services	865	2 074	665	1 071	1 136	1 204	1 288
Total Operations Expenditure	7 892	9 304	7 815	9 582	10 883	11 613	12 426
Discretionary Grants Expenditure	34 556	45 409	64 347	65 849	45 310	46 549	49 807
Total Expenditure	42 448	54 713	72 162	75 431	56 193	58 162	62 233

12.4. Programme 4: Quality Assurance

QUALITY ASSURANCE	Audited Amounts			2019/20 Budget	Medium-Term Expenditure		
	R'000	R'000	R'000		R'000	R'000	R'000
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Cost of Employment	3 589	4 082	4 267	5 239	5 969	6 386	6 833
Goods and Services	665	531	310	582	493	522	559
Total Operations Expenditure	4 254	4 613	4 577	5 821	6 461	6 909	7 392
Discretionary Grants Expenditure (Development of New Qualifications)	-	2 000	-	3 434	3 640	3 859	4 129
Total Expenditure	4 254	6 613	4 577	9 255	10 102	10 768	11 521

13. STAKEHOLDER VALUE ANALYSIS

Stakeholder	Characteristic/Potential	Influence, Interest and Expectations	Roles and Responsibilities
National departments	<p>Critical source of information on the dynamics of the sector and complementary sectoral initiatives</p> <p>Good knowledge base on the needs of the sector</p> <p>Enabling agent for linkage between projects and overarching growth strategy for the sector</p>	<p>Collaborative relationships</p> <p>Knowledge sharing and capacity development</p> <p>Policy discourse</p> <p>Joint use of resources</p> <p>Advocacy and communication</p>	<p>Delivery on policy objectives in respect of work creation and economic growth within the sector</p> <p>Enhanced productivity and competitiveness of the sector</p> <p>Ensure integration of skills development with complementary initiatives being undertaken</p> <p>Take advantage of links with international expertise</p> <p>Vehicle through which sector training can be effectively addressed and resourced</p>

Stakeholder	Characteristic/Potential	Influence, Interest and Expectations	Roles and Responsibilities
Provincial departments– Premiers’ Offices	<p>Critical resource in terms of accessing and recruiting learners and ensuring that interventions are aligned with provincial strategies</p> <p>Programme will complement and reinforce existing work creation initiatives and plans aimed at achieving NSDP targets and success indicators</p> <p>Serve as provincial implementation wings and important partners in terms of practical support for the programme at a regional level</p>	<p>Collaborative relationships</p> <p>Knowledge sharing and capacity development</p> <p>Policy discourse</p> <p>Joint use of resources</p> <p>Advocacy and communication</p>	<p>Members of provincial committees</p> <p>Key recruitment agencies</p> <p>Critical link to local communities and regional stakeholders</p>
Parliament and provincial legislatures	<p>Serve as governmental implementation wings, important partners in terms of practical support to the programme at a legislative level</p>	<p>Collaborative relationships</p> <p>Knowledge sharing and capacity development</p> <p>Policy discourse</p> <p>Joint use of resources</p> <p>Advocacy and communication</p>	<p>Ensure integration of skills development with complementary initiatives being undertaken</p> <p>Vehicle through which industry training can be effectively addressed and resourced</p>
PSETA-registered public entities	<p>Critical resource in terms of accessing and recruiting learners and ensuring that interventions are aligned to national strategies</p> <p>Programme will complement and reinforce existing work creation initiatives and plans aimed at achieving NSDP targets and success indicators</p> <p>Serve as corporate implementation wings, important partners in terms of practical support to the programme at a corporate level</p>	<p>Collaborative relationships</p> <p>Knowledge sharing and capacity development</p> <p>Policy discourse</p> <p>Joint use of resources</p> <p>Advocacy and communication</p>	<p>Delivery on policy objectives in respect of work creation and economic growth within the sector</p> <p>Enhanced productivity and competitiveness of the sector</p> <p>Ensure integration of skills development with complementary initiatives being undertaken</p> <p>Vehicle through which industry training can be effectively addressed and resourced</p>

Stakeholder	Characteristic/Potential	Influence, Interest and Expectations	Roles and Responsibilities
Universities, CET and TVET colleges	<p>Provision of traditional training to address critical skills development needs within the PSETA sectors</p> <p>Building supply-side capacity</p> <p>Strong institutional infrastructure and resource base</p> <p>Strong knowledge and research base</p> <p>Centres for innovation and vision</p> <p>Emerging recognition of the need to align training with skills development framework and imperatives</p>	<p>Efficient disbursement of tuition fees to institutions and students</p> <p>Improved communication</p> <p>Strong knowledge and research base</p> <p>Centres for innovation and vision</p>	<p>Provision of training</p> <p>Emerging recognition of need to align training with skills development framework and imperatives</p> <p>Participation in project management structures</p>
DHET	<p>Executive support</p> <p>Programme ultimately accountable to DHET on achievement of results and deliverables</p> <p>Important resource for learnership and skills programme development and implementation support</p>	<p>Performance in terms of the mandate</p> <p>Measurable and meaningful contribution made to the achievement of NSDS targets</p> <p>Efficient use of allocated resources within a well-managed framework</p>	<p>Ensure ongoing, quality reports on programme status, achievements and challenges</p> <p>Ensure ongoing communication with DHET at all levels</p> <p>Improved communication</p>
National Treasury	<p>Provision of funding and overseeing the implementation through MTEF</p> <p>Possession of critical financial resources for the management of the PSETA</p>	<p>Expenditure in terms of the approved budget</p> <p>Performance in terms of the mandate</p>	<p>Achievement of NSDP targets</p> <p>Realisation of broader skills development goals</p>
DPME and DPSA	<p>Policy discourse</p> <p>Informs demand-side needs</p>	<p>Collaborative relationships</p> <p>Knowledge sharing and capacity development</p> <p>Policy discourse</p> <p>Joint use of resources</p>	<p>Achievement of NSDP targets</p> <p>Realisation of broader skills development goals</p>

Stakeholder	Characteristic/Potential	Influence, Interest and Expectations	Roles and Responsibilities
Parliament	Provision of political and economic oversight	Performance in terms of the mandate Timely submission of required documents	Achievement of NSDP targets Realisation of broader skills development goals
Employees and staff trade union	Critical source of information on the dynamics of the sector and complementary sectoral initiatives Good knowledge base on the needs of the sector Enabling agent for linkage between the mandate and overarching growth strategy for the sector	Consultation Continuous improvement in working conditions	Achievement of NSDP targets Realisation of the PSETA strategic objectives and meeting performance targets
Governance structures	Provision of governance oversight	Compliance Organisational performance	Achievement of NSDP targets Realisation of the PSETA strategic objectives and meeting performance targets
Research partners, Human Sciences Research Council (HSRC) and Public Affairs Research Institute (PARI)	Critical source of information on the impact of government's personnel budget used for skills development	Research partner for the development of the SSP	Assist with broad skills development-related research aspects

PHYSICAL ADDRESS

353 Festival Street
Sanlam Building
Hatfield, 0028

Tel: 012 423 5700

Fax: 012 423 5755 / 65

Email: Communications@pseta.org.za

