



# WELCOME

## PSETA SKILLS DEVELOPMENT FACILITATORS ENGAGEMENT

11 AUGUST 2022



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11 AUGUST 2022



# PRESENTATION OUTLINE

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1. Quarterly Monitoring Report
2. WSP Evaluation Analysis Report
3. The Sector Skills Plan 2023-24



## VISION

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



## MISSION

*To be the heart of developing a skilled, capable, and innovative public 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.



A capable institution

## VALUES



*Honesty and integrity*



*Accountability*



*Service excellence*



*Fairness and transparency*



# QUARTERLY MONITORING REPORT

**Mr. Mokoto Makaepea – Learning Programmes Manager**



# PRESENTATION OUTLINE

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1. Purpose of submitting QMR
2. General applicable rules for reporting per learning programme
3. 2022/23 Financial Year submission dates
4. QMR submission process

# QMR PURPOSE

- The purpose of QMR is to collate and collect data from the stakeholders within the Public Service Sector, and to encourage stakeholders to report on a quarterly basis with an ultimate goal of annual reporting.
- In terms of the Skills Development Act, the Director- General of DHET is the Accounting Officer. SETAs are therefore required to report on a quarterly basis using the Quarterly Monitoring Report (QMR) format to the Director-General on the efficient and effective use of the skills development levies.



# QMR PURPOSE

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- Section 30 of the Skills Development Act, 97 of 1998 as amended states that, each public service employers in the National and Provincial spheres of Government, must budget for at least one percent of its payroll for training and education of their employees and may contribute funds to a SETA.
- The SLA regulations prescribe that SETAs must report performance against the NSDP targets as set out in the SLA. These prescripts indicate that the SETA must report to the DHET fifteen (15) working days after the end of each quarter. PSETA like any other SETA is expected to report on performance with regards to NSDP targets to the DHET on a quarterly basis (QMR). To achieve this, the PSETA has a responsibility to report on training implemented by National and Provincial Departments on quarterly basis to the DHET.





## QMR PURPOSE

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- In order for the PSETA to be in the position to report on government expenditure in particular, implementation of learning programmes in the public service sector, government departments are hereby requested to ensure that all learning programmes agreements that are government funded are reported accordingly to PSETA.

# GENERAL APPLICABLE RULES FOR REPORTING

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- SETAs must keep certified ID copies and supporting documents of learners.
- Evidence must be presented electronically.
- All the reported data must be linked to the NSDP outcomes.
- A SETA may not report activities of the previous financial years.
- **(Certified documents must not be older than 6 months)**

# DOCUMENTS REQUIRED TO REPORT LEARNERSHIP

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- A fully completed and duly signed Workplace Based Learning Programme Agreement for Learnership (agreement signed by all relevant parties and each page initialed).
- Certified copy of Learner's ID.
- Certified copy of Learner's highest qualification.
- A completed and duly signed employment contract for unemployed learners.
- Employment confirmation letter for permanently employed learners.
- **Completions – certified copy of certificate/Statement of results.**

# DOCUMENTS REQUIRED TO REPORT AN INTERNSHIP

- A fully completed and duly signed Workplace Based Learning Programme Agreement for Internship (agreement signed by all relevant parties and each page initialed).
- Certified copy of learner's ID.
- Certified copy of learner's highest qualification.
- A completed and duly signed employment contract.
- **Completions – letter stating that the learner completed the internship programme.**

# DOCUMENTS REQUIRED TO REPORT A BURSARY

- A fully completed and duly signed bursary agreement (agreement signed by all relevant parties and each page initialed).
- Certified copy of learner's ID.
- Proof of registration with the institution (proof of registration should be within the reporting financial year).
- **Completions – certified copy of the qualification (Certificate/SOR).**



# DOCUMENTS REQUIRED TO REPORT A SKILLS PROGRAMME

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- A fully completed and duly signed Skills Programmes form (form signed by all relevant parties and each page initialed).
- Certified copy of learner's ID.
- Proof of employment (formal letter).
- Completions – certified copy of a Certificate/SOR.

# DOCUMENTS REQUIRED TO REPORT ON RPL

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- A fully completed and duly signed RPL Programmes form (form signed by all relevant parties and each page initialed).
- Certified copy of learner's ID
- A duly signed letter from the employer outlining the learner's competencies.
- Certified copies of learner's qualifications.
- **Completions – certified copy of a Certificate/SOR.**

# DOCUMENTS REQUIRED TO REPORT WIL

- A fully completed and signed Workplace Based Learning Programme Agreement for WIL (agreement signed by all relevant parties and each page initialed).
- Certified copy of learner's ID.
- Certified copy of N6 certificate/statement of results in case of TVET students or certified copy of progress report/academic record in case of University students.
- Letter from the Institution stating that the learner requires WIL, in order to complete a qualification.
- A completed and signed employment contract.
- **Completions – certificate/a duly signed letter of completion from employer.**

# QMR SUBMISSION DATES

- QMR submission dates are communicated to all PSETA stakeholders through a circular before end of the first quarter.

Quarter	Dates
Quarter 1	15 July 2022
Quarter 2	17 October 2022
Quarter 3	16 January 2023
Quarter 4	17 April 2023



# QMR SUBMISSION PROCESS

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- The stakeholder must complete the QMR template provided by the PSETA and submit it with the QMR evidence (submission through email).

## IMPORTANT INFORMATION

- PSETA cannot accept the QMR without the evidence as the two go hand in hand. Evidence is required to authenticate and to validate the accuracy of the data that is reported.



# CONTACT DETAILS

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QMR reports and evidence should be submitted to:

[qmr@pseta.org.za](mailto:qmr@pseta.org.za)

Minah Mola: 012 423 5700

[minahk@pseta.org.za](mailto:minahk@pseta.org.za)

Koketso Makgoka: 012 423 5700

[koketsom@pseta.org.za](mailto:koketsom@pseta.org.za)



# WSP ANALYSIS REPORT 2022-2023



# CONTENTS

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- ❑ POLICY FRAMEWORK
- ❑ WSP EVALUATION PROCESS
- ❑ KEY FINDINGS
- ❑ AREAS OF IMPROVEMENT
- ❑ RECOMMENDATIONS



# LEGISLATIVE AND POLICY MANDATES

## Policies

- Skills Development Act
- Skills Development Levies Act
- The Sector Education and Training Grant Regulations
- DPSA Directive on the Utilisation of 1% Personnel Budget for Training
- DPSA Directive on the Implementation of Developmental Programmes in the Public Service
- The White Paper on Post-School Education and Training

## Strategies

- NDP
- New Growth Path
- White Paper for PSET
- Industrial Policy Action
- NSDP
- Sector Skills Plan

# PSETA MANDATE

- Section 10.1 (a) and (b) of the Skills Development Act
- Develop a 5-year Sector Skills Plan (SSP) (aligned to NSDS):
- Implement the SSP by:
- Implement its sector skills plan by-

i. Establishing learning programmes;

ii. approving workplace skills plans;

iii. allocating grants in the prescribed manner and in accordance with any prescribed standards and criteria to employers, education and training providers and workers; and

v. monitoring education and training in the sector



# THE SETA GRANT REGULATIONS

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- ❑ The SETA Grant Regulations (Regulation 990 of 3 December 2012) makes provision for employers to submit Workplace Skills Plans (WSP) and Annual Training Plans (ATR) to the relevant SETA for evaluation and approval of such plans.
- ❑ The Regulations state that with effect from 1<sup>st</sup> April 2014 an application for a mandatory grant (WSP/ATR) in terms of sub-regulation (1) must be submitted by 30<sup>th</sup> April of each year.

# PSETA BLANKET EXTENSION

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- ❑ The PSETA Delegations of Authority (12/1/DA/2019, delegation 5.5.6) delegates the approval of requests for extension to the CEO.
- ❑ Due to the new Microsoft Dynamics 365 online system having been introduced to stakeholders in February 2022, the PSETA granted all stakeholders a blanket extension to submit their WSP by 31 May 2022.

# WSP EVALUATION CRITERIA

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The minimum evaluation requirements are as follows:

- ☐ Have all signatories signed
- ☐ Organised / Union labour representative
- ☐ Head of Department/ Director General/ Chief Executive Officer
- ☐ Authorisation page should be uploaded on system before midnight of 30 April (31 May should extension be granted)
- ☐ Does planned/priority training support organisations strategic objectives

# WSP MANDATORY SIGNATORIES

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☐ The mandatory signatures required on authorization page see details below:

☐ Primary SDF

☐ Organised / Union labour representative

☐ Head of Department/ Director General/ Chief Executive Officer

☐ Name of union should be stated clear on the signature page

☐ Authorisation page should be uploaded on system before midnight of 30 April

**No WSP will be approved if the signature page does not have all the above-mentioned signatories**

# WSP EVALUATION OBJECTIVES

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- ☐ To be able to get a sense of how departments intend to spend their allocated training budget.
- ☐ To determine the extent to which the strategic training prioritise are linked to organisational strategic objectives.
- ☐ To establish whether departments, legislators and public entities implement their approved Workplace Skills Plan.

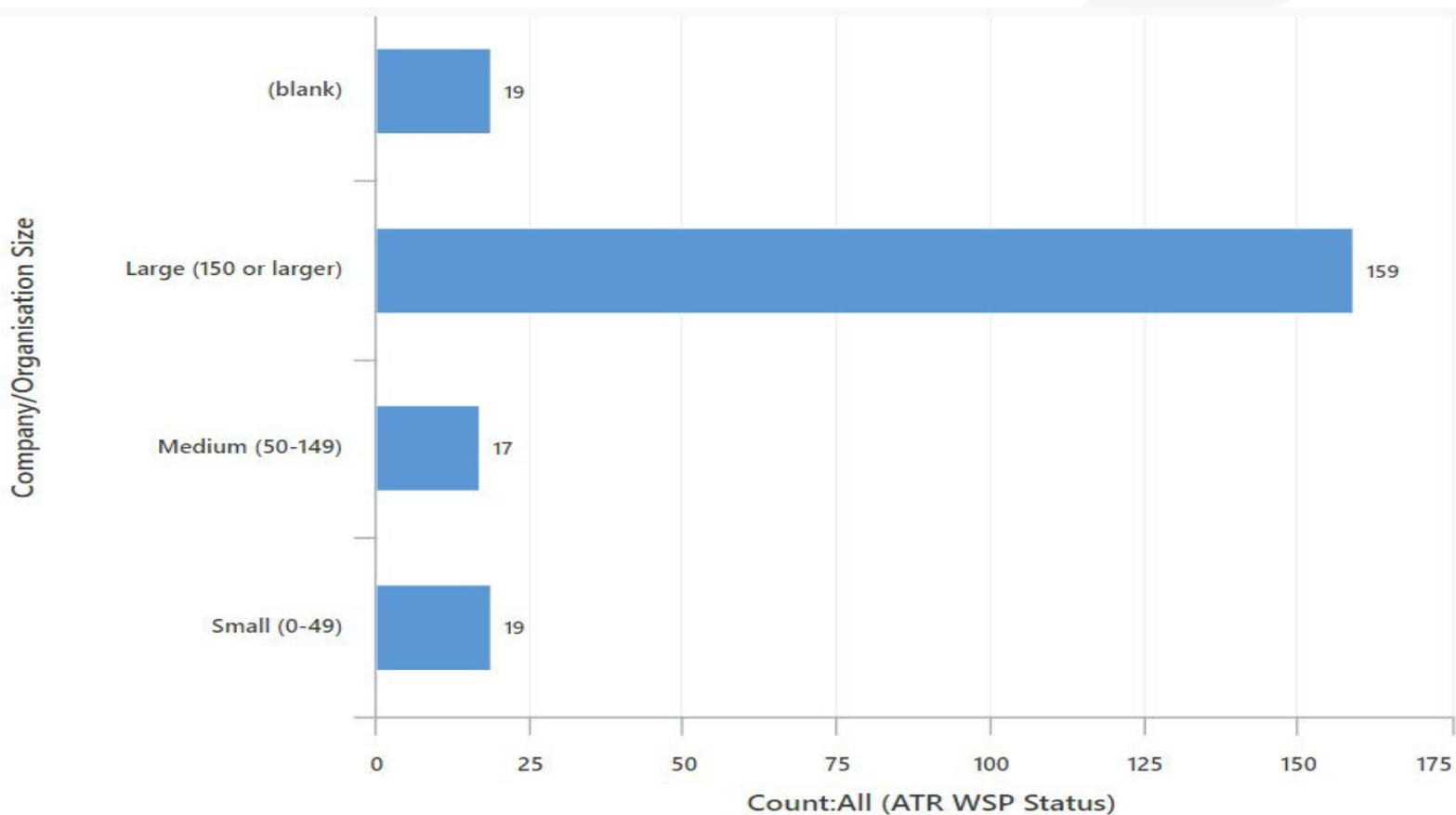


# WSP EVALUATION OBJECTIVES

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- ❑ To recommend Mandatory Grant disbursements for levy paying entities.
- ❑ To highlight key issues, lessons, challenges, strengths, and weakness or opportunities of the skills planning and reporting process.
- ❑ To identify and highlight any necessary changes to enhance the PSETA online Workplace Skills Plan and Annual Training Report (WSP/ATR) templates.

# 2022 WSP SUBMISSION DASHBOARD



# EVALUATION APPROACH

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- ❑ The WSP evaluations are conducted on the online system.
- ❑ The WSPs that met the minimum requirements were then recommended for approval.
- ❑ The first leg of evaluations prioritised evaluation of levy-paying entities, this process was concluded by 9 June 2022.
- ❑ The evaluation of non-levy paying organisations commenced and was concluded on 23 June 2022.

# WSP EVALUATION FINDINGS

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- ❑ The Microsoft Dynamics 365 system seems to have posed some data challenges, owing to the quality of data analysed in the WSPs.
- ❑ The Evaluators noted that a substantial number of departments were still not able to implement all their planned training, with COVID-19 awareness training interventions being prioritised.
- ❑ It was further noted that most departments prioritised bursaries, unit standard based learning programmes, non-unit standard based learning programmes as well as in-house capacity building interventions in 2022/23.

# WSP EVALUATION FINDINGS

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- ❑ In as far as hard-to-fill vacancies are concerned, most departments were not able to fill any vacancies due to numerous reasons, including budget restrictions and the transfer of posts to priority areas within departments.
- ❑ Training expenditure for 2022/23 is mainly allotted to bursaries, internships, and short learning interventions across departments.
- ❑ Expenditure of training for 2021/22 was more focused on priority learning programmes of the respective departments.

# WSP EVALUATION FINDINGS

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- ❑ The work of the SDFs is commendable as significant progress and efforts were employed to navigate the new system, considering that it was only open from 15 February 2022, which was over a month later than previous years.
- ❑ The majority of SDFs “new” and “old” were able to comply to the Skills Development Act obligations to submit their WSPs within the stipulated submission deadline and the subsequent blanket extension that was afforded to them.



# WSP AREAS OF IMPROVEMENT

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- ❑ Technical shortcomings in the Microsoft Dynamics 365 system where the data of some departments was not pulled through accurately.
- ❑ One such notable case is that of a new public entity whose data had gaps in all the WSP forms.
- ❑ Going forward this is a glaring area that requires urgent improvement.
- ❑ Lack of a common understanding of PIVOTAL programmes.

# RECOMMENDATIONS

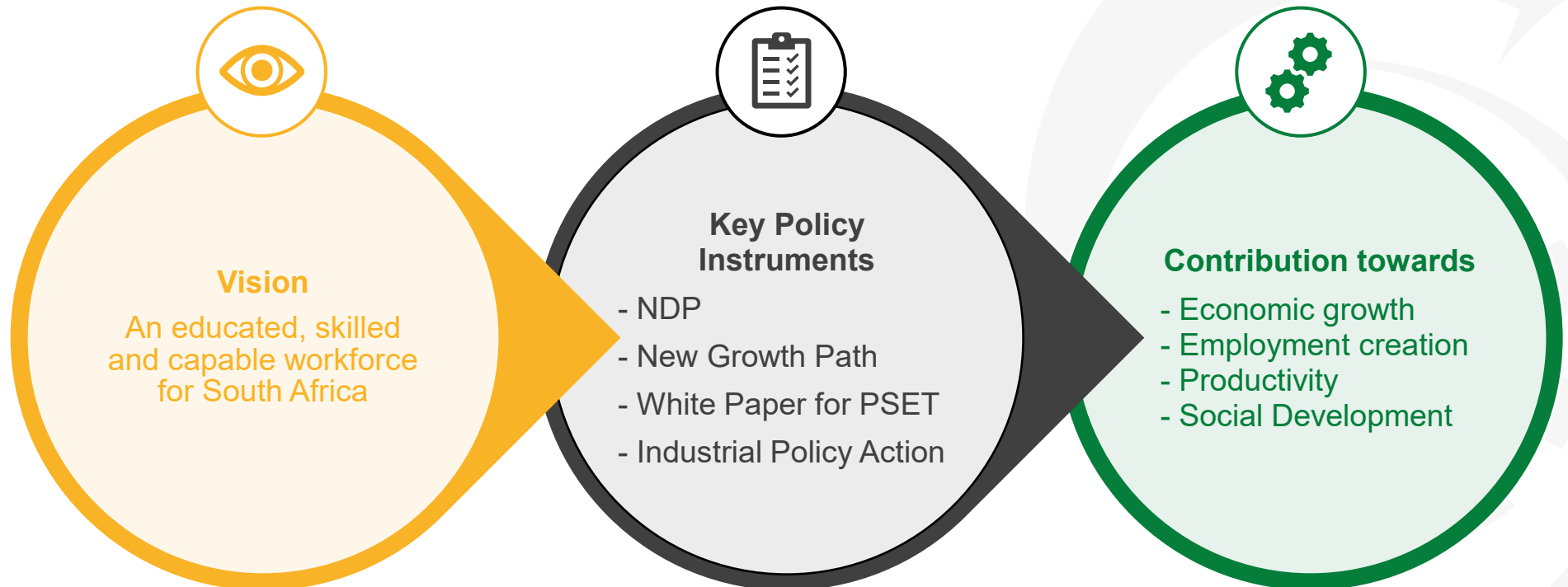
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- ❑ It is recommended that provincial coordinators be briefed on the provincial submission statistics and quality of data at a strategic level in order for the OTPs to also have sight of the progress of their departments.
- ❑ It is further recommended that more capacity building of Training Committee Members be conducted to deepen their understanding of WSP/ATR processes.
- ❑ The SPR Team will continuously review and simplify the online WSP submission system.



# ***SECTOR SKILLS PLAN UPDATE 2023-2024***

# NATIONAL SKILLS DEVELOPMENT PLAN



Shifting to a Longer-term Plan

# NSDP OUTCOMES

## OUTCOME ONE:

Identify and increase production of occupations in high demand

## OUTCOME FIVE:

Support the growth of the public college system

## OUTCOME TWO:

Linking education and the workplace

## OUTCOME SIX:

Skills development support for entrepreneurship and cooperative development

## OUTCOME THREE:

Improving the level of skills in the South African workforce

## OUTCOME SEVEN:

Encourage and support worker initiated training

## OUTCOME FOUR:

Increase access to occupationally directed programmes

## OUTCOME EIGHT:

Support career development services

# NSDP – ROLE OF SETAS

On the Demand Side	On the Supply Side
<ol style="list-style-type: none"><li>1. Conduct labour market research and develop Sector Skills Plans (SSP);</li><li>2. Develop Strategic Plans (SP), Annual Performance Plans (APP) and Service Level Agreements (SLA); and submit quarterly reports.</li></ol>	<ol style="list-style-type: none"><li>1. Address sector skills needs and priorities;</li><li>2. Address scarce and critical skills (PIVOTAL) through implementation of learning programmes (i.e. Artisans and Learnerships);</li><li>3. Facilitate easy access and different entry points (Articulation and RPL); and</li><li>4. To collaborate with the relevant Quality Council, especially the Quality Council for Trade and Occupations to ensure quality and provision of learning programmes.</li></ol>



# PUBLIC SERVICE SECTOR

## A Capable, Ethical and Developmental State

### Capable State

A capable state has the required human capabilities, institutional capacity, service processes and technological platforms to deliver on the NDP through a social contract with the people.

### Ethical State

An ethical state is driven by the constitutional values and principles of public administration and the rule of law, focused on the progressive realisation of socio-economic rights and social justice as outlined in the Bill of Rights.

### Developmental State

A developmental state aims to meet people's needs through interventionist, developmental, participatory public administration. Building an autonomous developmental state driven by the public interest and not individual or sectional interests; embedded in South African society leading an active citizenry through partnerships with all sectors of society.

# INTRODUCTION



- The Sector Skills Plan (SSP) is a framework within which PSETA identifies key priorities and critical skills development trends, objectives and priority areas.
- It must provide a sector profile and analysis of the demand for, and supply of skills in the Public Service sector to inform a responsive intervention of priority skills development in the sector.

# LEGISLATIVE MANDATE

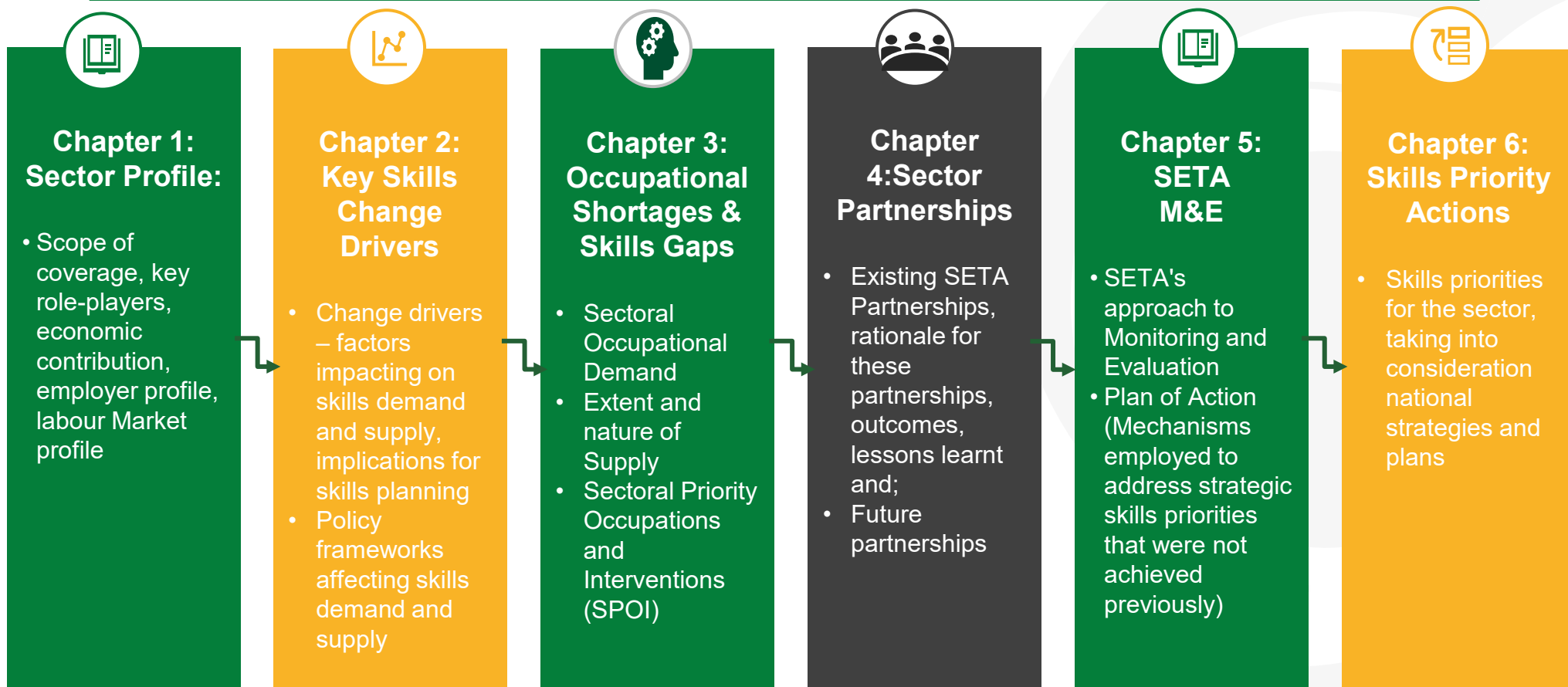


In terms of Section  
10.1 (a) and (b) of the  
Skills Development  
Act, a SETA must:

- Develop a 5-year SSP aligned to the National Skills Development Strategy;
- Annually update the SSP through research, stakeholder consultation and identify hard-to-fill vacancies and skills gaps; and
- Develop a Strategic Plan (SP) and Annual Performance Plan (APP) that informs the implementation of the SSP.



# SECTOR SKILLS PLAN STRUCTURE



# RESEARCH INFORMING THE SSP UPDATE

Training Needs Analysis of selected departments in the Public Service sector

Impact Assessment studies of PSETA learning Interventions

Policy Frameworks and their implications for Public Service sector skills planning.

Review of Jobs, Qualifications and Occupations in the Public Service sector

Development of guidelines for Organisational Competency Framework for the Public Service departments

E-learning assessment Framework for the Public Service

Primary and Secondary data analysis

# LINKING SKILLS PLANNING TO SKILLS DEVELOPMENT

1

Use organisational performance as the lens to thematise skills needs.

A priority skill is one that will make the biggest difference.

2

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.

3

Basis for the identification of sectoral priority occupations and skills.

4

Current labour market shortages and skills gaps are a secondary base.





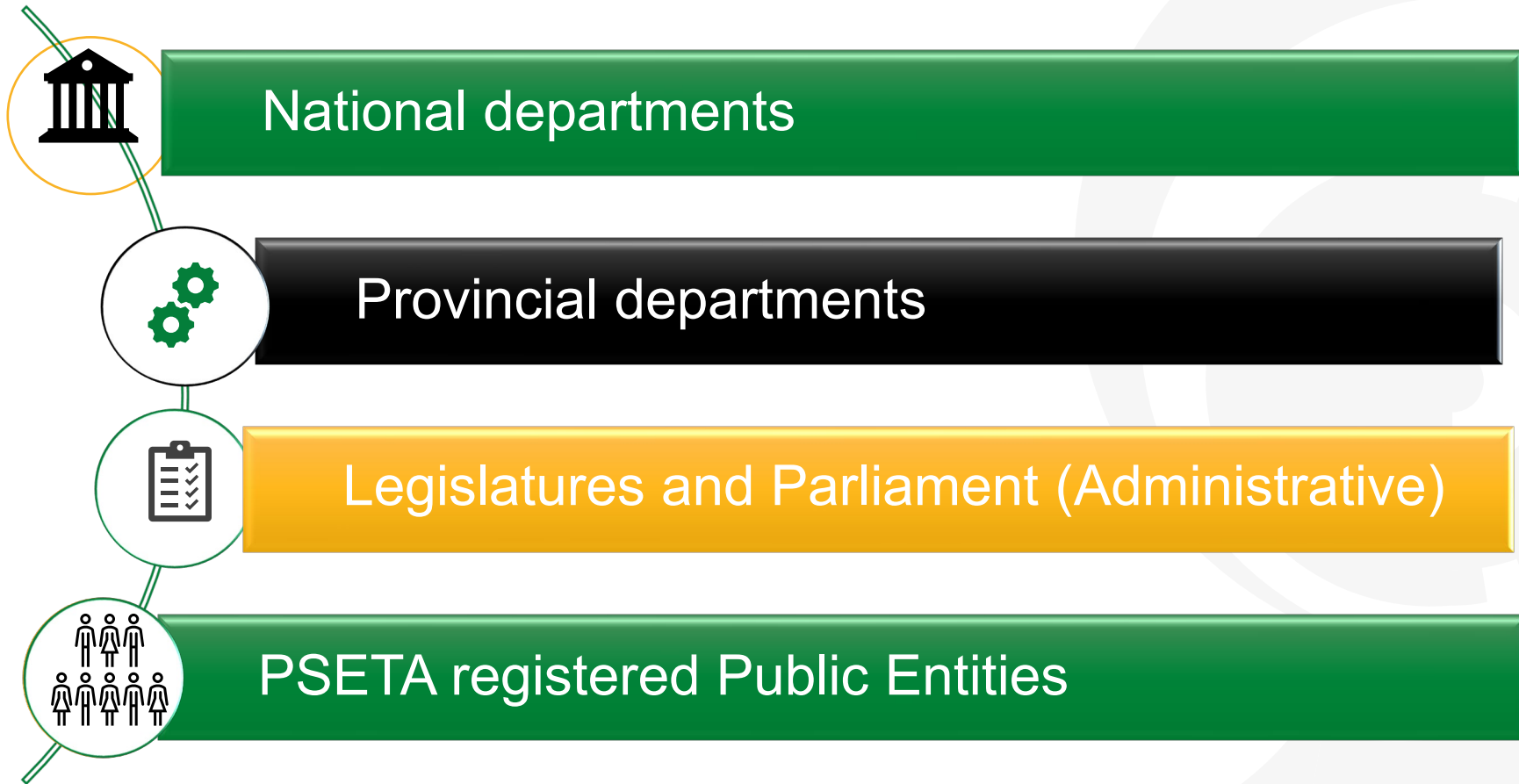
# CHAPTER 1

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## ***SECTOR PROFILE***

This chapter presents a profile of the sector. It indicates the scope of coverage of the sector, its key role-players, its economic performance and labour market profile; and how it has been evolving.

# PSETA SCOPE OF COVERAGE



# EMPLOYMENT PER SUB-SECTOR

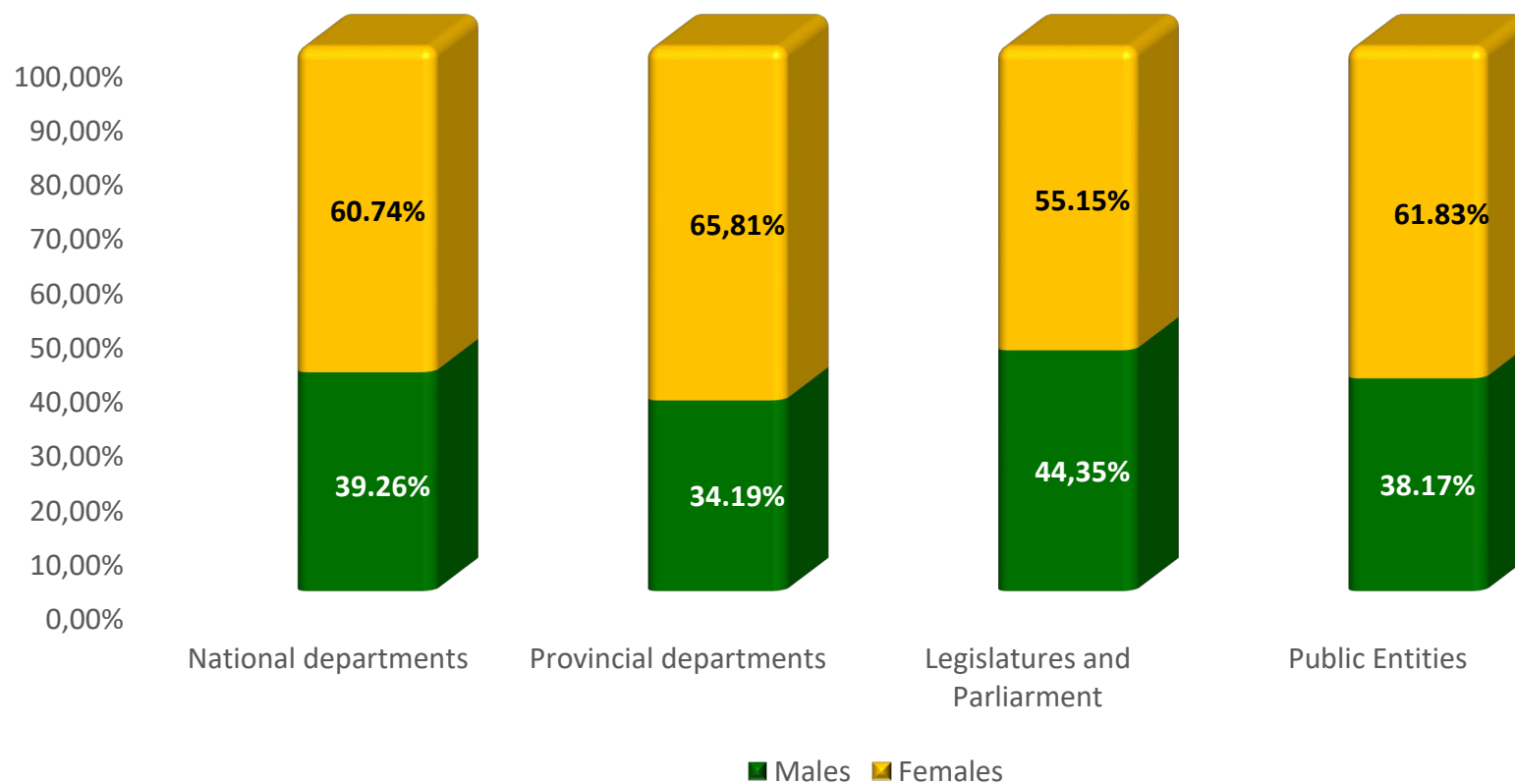
Sub-sector	Number of employees	% in the sector
National departments	87 853	10.56%
Provincial departments	725 371	87.23%
Legislatures and parliament	2 869	0.35%
Public entities	15 445	1.86%
<b>Total</b>	<b>831 538</b>	<b>100.00%</b>

# ECONOMIC PERFORMANCE

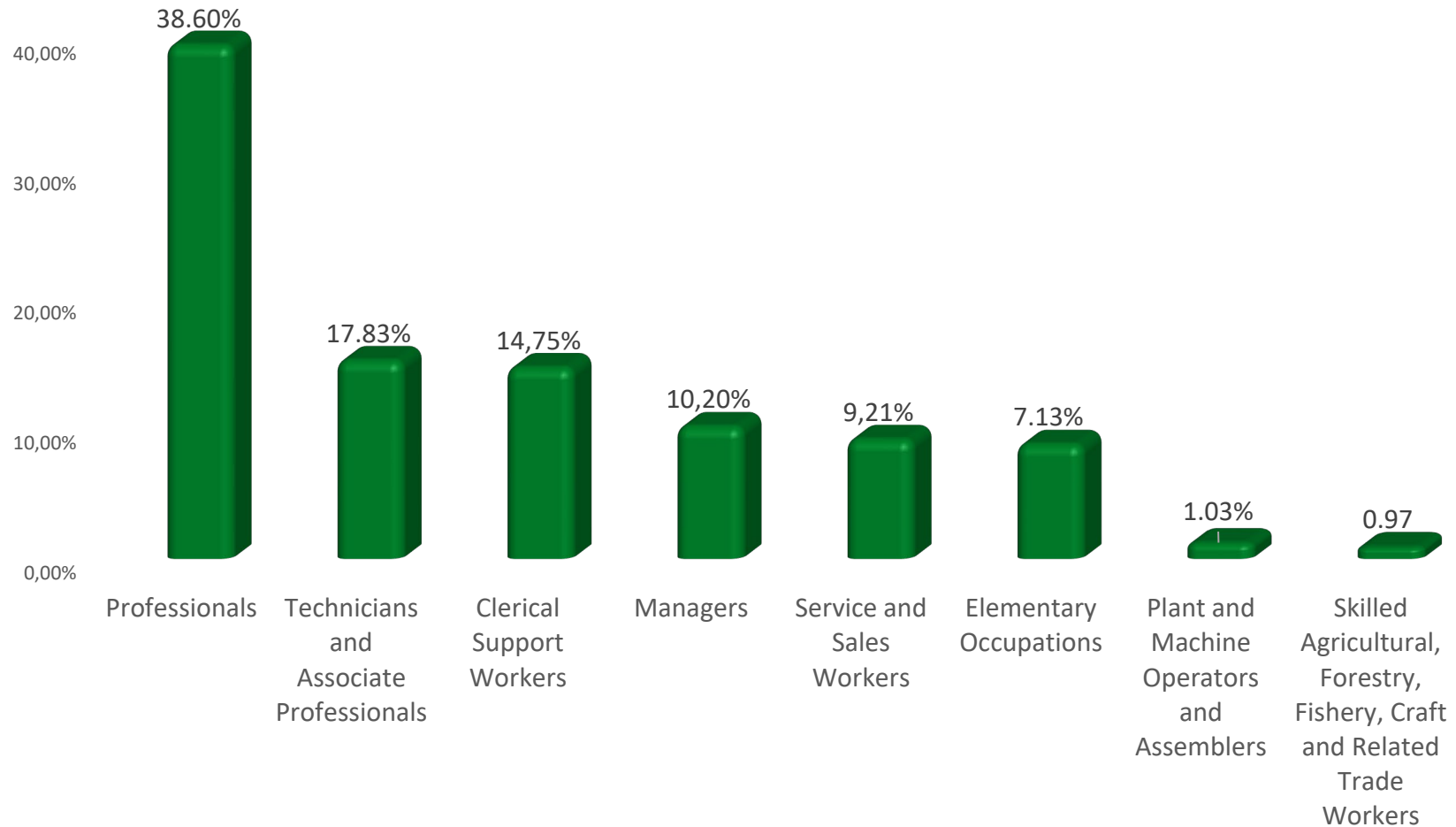
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- The performance and well-being of the Public Service sector is intrinsically linked to the performance of the country's economy.
- The economic outlook for the Public Service sector seems bleak with the risk of higher-than-budgeted public-service wages, demands for additional funding from financially distressed state-owned companies, and calls for permanent increases in spending that exceed available resources
- The country's Gross domestic product (GDP) for the first quarter of 2022 shows that the economy grew by 1,1%, showing an annualised growth rate of 4,6%. Notwithstanding this growth, issues of lead shedding and supply of water contributed to contraction in certain industries.
- In efforts to address low confidence and constrained investment in the country, government has introduced the Economic Reconstruction and Recovery Plan (ERRP)

# GENDER DEMOGRAPHICS



# EMPLOYEES PER OFO MAJOR GROUP







## CHAPTER 2

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# ***KEY SKILLS CHANGE DRIVERS***

This chapter is concerned with identifying factors that are driving change in the sector influencing skills demand and supply either positively or negatively. Another “key skills issue” that is analysed is the alignment of sector skills planning to national strategies and plans

# SUMMARY OF KEY SECTOR TRENDS IMPACTING SKILLS

Budget reductions at national and provincial government departments may be seen within recruitment; with a reduction or constancy in head counts in the Public Service and cuts to training budgets

Recruitment challenges and competition for skills; high turnover and a thin supply pipeline;

Lack of autonomy and the human resource function perceived as a transactional unit rather than a strategic unit

The world of work has moved towards more technology-based platforms, remote working and future world of work.

Need for Business continuity models and improved ICT governance to address risks

# KEY CONSIDERATIONS INFORMING INTERVENTIONS



## **Economic Reconstruction and Recovery Plan:**

The ERRP Skills Strategy places emphasis on accessing targeted skills programmes

- Immediate and short interventions that result in access to targeted skills programmes – Skills Programmes – Digital skills, Ethics and Change Management
- Access to workplace-based experience – WIL and Internships
- Access to programmes resulting in qualifications in priority sectors and meeting demand in List of Critical Occupations



## **Medium Term Strategic Framework**

- Priority one of the MTSF is a Capable, Ethical and Developmental State which is at the core of the PSETA's mandate



## **Quality Provisioning (QCTO Delegation)**

- Occupational qualifications
- Accreditation
- Certification



## CHAPTER 3

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# ***OCCUPATIONAL SHORTAGES AND SKILLS GAPS***

This chapter focuses primarily on understanding occupation shortages, skills gaps and occupational supply in the sector.

# OCCUPATIONAL SHORTAGES

- **Occupational shortages:** Occupational shortages occur when the demand for workers in specific occupations exceed the supply of workers who are qualified, available and willing to work – it refers – to excess demand for workers in specific occupations. The strongest indicator or unit to measure occupational shortages is Hard-To-Fill Vacancies (HTFVs).
- **Hard-To-Fill Vacancy:** This is a vacancy (occupation) that an employer was unable to fill within 12 months, or it took longer than 12 months for the employer to find a suitably qualified and experienced candidate.

# PSETA SECTORAL PRIORITY OCCUPATIONS & INTERVENTIONS (SPOI) LIST 2023-2024

PSETA has adapted both a qualitative and quantitative approach in determining the Sectoral Priority Occupations List.

Transversal occupations on Sectoral Priority Occupations List were identified from the following sources:

- Analysis of occupations indicated as hard to fill by employers who submitted the WSP for 2021.
- 2021 DHET's list of top 100 occupations in high demand.
- 2021 PSETA SPOI list

In order for an occupation to be deemed a Sectoral Priority, it had to appear on all of the three sources.

A total of 10 Sectoral Priority Occupations and Interventions (SPOI) list have been identified.

# PSETA SECTORAL PRIORITY OCCUPATIONS & INTERVENTIONS (SPOI) LIST

OCCUPATION	SPECIALISATION/ ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA
General Manager Public Service	Labour Inspectorate Manager/ Diplomatic Mission Administrator	Public Administration and/or Management, Management Development, Public Development Management, Monitoring and Evaluation, Change Management
Senior Government Official	Chief of Staff/ Commissioner	Public Administration and/or Management (postgraduate); Management Development, Public Development Management, Monitoring and Evaluation (postgraduate); Governance and Public Leadership.
Senior Government Manager	Head of Department/ Superintendent-general	Public Administration and/or Management (postgraduate); Management Development, Public Development Management, Monitoring and Evaluation (postgraduate); Governance and Public Leadership
Finance Manager	Chief Financial Officer (CFO)/ Chief Accountant/ Financial Controller	Advanced Financial Management, Postgraduate Diploma in Management
Policy and Planning Manager	Strategic Planning Manager/ Public Policy Manager/ Planning & Development Manager/ Corporate Planning Manager	Public Policy Development, Monitoring & Evaluation



# PSETA SECTORAL PRIORITY OCCUPATIONS & INTERVENTIONS (SPOI) LIST

OCCUPATION	SPECIALISATION/ ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA
Programme or Project Manager	Project Director	Public Management, Advanced Project Management
Forensic Accountant		Postgraduate Diploma in Investigative and Forensic Accounting
Internal Auditor	Information Systems Auditor, ICT Internal Auditor	Postgraduate studies in Internal Audit
ICT Security Specialist	ICT Security Architect; Security Administrator; Information Technology Security Manager;	Degree in ICT
Economist	Economic Advisor, Economic Analyst,	Postgraduate studies in Economics

# SKILLS GAPS

- **Skills gaps:** Refers to skills deficiencies in employees or lack of specific competencies by employees to undertake job tasks successfully to required industry standards. Skills gaps may arise due to lack of training, new job tasks, technological changes, or new production processes, to list a few.
- The term “top up skills” also refers to skills gaps. It usually requires a short training intervention.
- For example, a medical specialist (occupation) may require training in robotics (skills gap) to conduct surgery, or bank manager (occupation) may require training in customer care (skills gap) to manage clients effectively.
- The term “critical skills” is used in the South African context to refer to skills gaps. We should avoid using this term and instead use the term “skills gaps” which is commonly used internationally.

# SKILLS GAPS LIST

## MANAGEMENT

- Policy development, Occupational Health and Safety, Digital Skills, Advanced Leadership; Governance and Public Leadership; Mentoring; Strategic Management; Change Management; Monitoring and Evaluation, Financial Management

## PROFESSIONALS

- People and Performance Management; OHS, Digital Skills, Supply Chain Management

## CLERICAL SUPPORT WORKERS

- Business Writing, Digital skills, Data analytics, Records Management, Service Delivery/Customer Orientation; OHS, Digital Skills



# CHAPTER 4

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## ***SECTOR PARTNERSHIPS***

The purpose of this chapter is to assess the effectiveness of existing SETA partnerships in the sector, identify problems to maintaining and creating partnerships and propose measures for deepening partnerships



# EXISTING PARTNERSHIPS

## Government Departments, Public Entities, Trade Unions, Bargaining Councils and Legislatures

- Learning Programmes implementation
- Data sharing
- Research
- Worker-initiated training
- Qualifications Development and Curriculum Review

## Higher Education Institutions:

- TVET Colleges: WIL for TVET learners and Programme approval scope
- UOTs: WIL for UOT learners
- Universities: Bursaries and Research
- Curriculum Review

## SETAs

- Research,
- Data sharing
- Learning Programmes

## Other Partnerships

- Microsoft SA – Digital Skills Programme



# PLANNED PARTNERSHIPS

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## Government Departments, Public Entities, Trade Unions, Bargaining Councils and Legislatures

- Learning Programmes implementation
- Data sharing
- Research
- Worker-initiated training
- Qualifications Development and Curriculum Review

## Higher Education Institutions:

- TVET Colleges: WIL for TVET learners and Programme approval scope
- UOTs: WIL for UOT learners
- Universities: Bursaries and Research
- Curriculum Review

## SETAs

- Research,
- Data sharing
- Learning Programmes



## CHAPTER 5

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### ***SETA Monitoring and Evaluation***

Reflection on the SETA's achievement of the strategic priorities outlined in the previous SSP



# SECTOR SKILLS PLANNING REFLECTIONS

- Currently M&E within the PSETA takes place independently within individual core business units that implement various programmes.
- Tracer and evaluation studies are conducted by Skills Planning and Research unit with the purpose of evaluating SETA interventions.
- Evaluability of qualifications, impact assessment of PSETA programmes, tracking and tracer studies, studies on the effectiveness of learnerships, internships and apprenticeships, evaluations of the use of training budgets and assessing the effectiveness of workplace-based programmes are some of the M&E areas in which research is conducted. The outcome of this type of research provides evaluation of interventions at a programme level.



# SECTOR SKILLS PLANNING REFLECTIONS

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- PSETA has ensured that the strategic priorities identified in the previous SSP is translated into the organisation's Strategic and Annual Performance Plan. Achievement however of these priorities takes place at varying degrees.
- As certain functions within the PSETA mature, the scope of targets associated with each strategic priority may increase in both number and complexity. This however, will be considerate of viability and effectiveness.
- Further M&E mechanisms are currently being considered within the PSETA in order to ensure the continuing achievement of these priorities.



# CHAPTER 6

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## ***Strategic Skills Priority Actions***

This chapter summarises the findings from previous chapters and reflects on priority actions for the sector.

# Strategic Outcomes and Priority Actions

1

Increased research and impact assessment of programmes

**Outcome:** Improved credible research for skills planning

Strengthen capacity of public institutions and provision of occupational qualifications

**Outcome:** Quality learning interventions in the Public Service Sector

3

2

Building a competent and capable institution for Planning, Facilitation, Monitoring and Evaluation of Skills Provisioning in the sector

**Outcome:** Enhanced PSETA capabilities to deliver its strategy

Implement workplace based learning programmes in building the workplace into a training space

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

4

## OUR VISION:

To be the heart of developing a skilled, capable and innovative Public sector workforce

Establish strategic partnerships with key stakeholders

# KEY INTERVENTIONS 2022/23



## Research and Skills Planning

ERRP and the public service

Public Service Professionalisation Framework

Competency Framework Guidelines for the sector

Future Public Servant

Impact assessment of learning programmes

RPL implementation for the sector



## Learning Programmes

Learnerships – ICT, Public Administration (Leadership and Procurement)

Skills Programmes – Ethics, Service Delivery, Labour Relations, and Change Management

RPL – Public Administration Levels 5 and 6

Bursaries and Internships – SSP SPOI

WIL – HR Management, Public Management, Management Assistant



## Quality Assurance

Occupational qualifications – Learnerships and Skills Programmes

Learning Material Development – occupational qualifications

Accreditation – occupational qualifications

EISA – occupational qualifications

Certification

RPL Capacity building



## Special Projects and Partnerships

Digital Skills – employed and unemployed

Worker Initiated training – trade unions and bargaining councils

Rural Development – delivery with strategic partners

Small Business support- PSETA SDPs

CET and TVET lecturer capacity building



# THANK YOU

**Report any incidents of fraud, corruption or unethical behaviour to KPMG**

FairCall 0800 202 586