



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

FRAMEWORK FOR VALIDATING PERFORMANCE INFORMATION OF SECTOR EDUCATION AND TRAINING AUTHORITIES

APPROVED/ NOT APPROVED/ AMENDED	
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DATE	19 February 2024

DEPARTMENT OF HIGHER EDUCATION AND TRAINING



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October 2023



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1. Introduction

Within the framework of the Skills Development Act, the Director-General assumes the crucial role of the Accounting Officer, wielding authority over the effective stewardship of skills development levies. This fiduciary responsibility is further entrenched by the governance principles enshrined in the Public Financial Management Act (PFMA), which prescribes the meticulous handling of public funds.

In pursuit of transparency and accountability, Sector Education and Training Authorities (SETAs) are mandated to meticulously demonstrate the judicious utilization of these levies, navigating the intricate landscape of fiscal governance. To this end, SETAs are annually bound to enter into Service Level Agreements (SLAs) replete with ambitious targets. These SLAs not only serve as strategic roadmaps but also establish a framework for measuring and evaluating performance outcomes.

Crucially, the mechanism for tracking progress is anchored in the submission of Quarterly Monitoring Reports (QMRs), which constitute a cornerstone of the accountability framework. These reports provide a real-time snapshot of SETAs' progress and their alignment with the prescribed targets and objectives.

Amidst this backdrop, the Seta Performance Management (SPM) framework emerges as a vital instrument. It not only delineates the criteria for assessing SETAs' performance but also furnishes comprehensive guidelines for the validation of SETA Quarterly Monitoring and Reporting (QMR) data. By fostering standardization in the validation process, the SPM framework ensures a uniform and robust approach to scrutinizing the accuracy, integrity, and compliance of reported data.

The introduction of the SPM framework represents a commitment to transparency and accountability within the realm of skills development. It empowers SETAs to not only fulfil their statutory obligations but also navigate the intricate terrain of fiscal governance, thereby contributing to the overarching goals of economic development, workforce empowerment, and social progress.

2. Background and Alignment with NSDP 2030

Section 10 of the Skills Development Act (SDA) 97 of 1998 empowers Sector Education and Training Authorities (SETAs) to establish annual Service Level Agreements (SLAs) with the Director-General, thereby ensuring the harmonization of their operations with the provisions of the Act and the National Skills Development Strategy. These SLAs serve as a vital mechanism for SETAs to outline their strategic objectives, performance targets, and financial commitments, all in line with the broader national skills development framework.

The NSDP 2030, officially published on February 6, 2018, stands as a pivotal compass guiding both national and sectoral endeavors in the realm of skills development. This comprehensive framework underscores the paramount importance of SETAs aligning their policies and legislative frameworks with the NSDP 2030. Such alignment is not merely a procedural requirement but a strategic imperative to ensure that skills development initiatives are effectively channeled toward addressing the dynamic demands of the labour market, economic growth, and societal development.

The NSDP 2030 also emphasizes the imperative of continuous review and the innovative design of programs aimed at fulfilling the plan's overarching objectives. As the skills landscape evolves, SETAs must remain agile and responsive to emerging challenges and opportunities. This necessitates the regular examination and adaptation of policies, interventions, and skills development strategies to meet the evolving needs of South Africa's workforce, industries, and communities.

In essence, the alignment with NSDP 2030 represents a symbiotic relationship between SETAs and the national skills development agenda. It is a commitment to ensuring that skills development initiatives are not only compliant with legislative mandates but are also strategically positioned to drive economic growth, enhance employment opportunities, and contribute significantly to the social and economic development of the nation.

3. Purpose of Validation

The primary objective of the validation process is to methodically ensure the precision, quality, and adherence to regulatory standards in the data submitted by Sector Education and Training Authorities (SETAs) to the Department of Higher Education and Training (DHET). This critical endeavour functions as a robust quality assurance mechanism, assuring that the information furnished by SETAs is both reliable and harmonious with the intricate regulatory framework outlined in the Skills Development Act.

Fundamentally, validation serves as the guarantor of SETAs' meticulous compliance with the stipulated processes and procedures mandated by the Act. By subjecting reported data to rigorous scrutiny, validation guarantees that all aspects of performance information are in strict conformity with the statutory directives. This unwavering commitment to established protocols assumes pivotal importance in furnishing performance data that can be relied upon for astute decision-making and strategic planning.

In essence, the purpose of validation extends beyond the mere verification of data; it embodies a dedication to upholding the highest standards of transparency, accuracy, and integrity within the domain of skills development. Through validation, SETAs not only discharge their statutory responsibilities but also contribute to the establishment of a resilient and accountable skills development ecosystem, one that catalyses the nation's economic progress, workforce enhancement, and social advancement.

4. General Applicable Rules - Key Validation Guidelines

The validation process is underpinned by a set of fundamental rules and guidelines to ensure accuracy, transparency, and adherence to regulatory standards. These essential principles include.



4.1. Preservation of Documentation

SETAs are mandated to meticulously preserve signed or certified identification copies and supporting documents for learners or entities. These records serve as the cornerstone of validation efforts, substantiating the accuracy of reported data.

4.2. Alignment with NSDP Objectives

All reported data must be in alignment with the overarching goals and sub-outcomes outlined in the National Skills Development Plan (NSDP). This alignment ensures that skills development initiatives remain focused on national priorities.

4.3. Digital Reporting via SETMIS

Reporting of data must be conducted exclusively through the Skills Education and Training Management Information System (SETMIS) by the specified reporting calendar. No hardcopy submissions are permissible, streamlining the data collection process.

4.4. Temporal Consistency

To maintain data integrity, supporting evidence must be current and correspond to the correct reporting period. This temporal alignment ensures that performance information accurately reflects the designated timeframe.

4.5. Preclusion of Prior-Year Reporting

Reporting on activities from previous financial years against current Service Level Agreement (SLA) targets is prohibited, except in cases related to program completions. This safeguards against misleading data presentation.

4.6. Mitigation of Duplications

Duplication of data, such as counting learners multiple times within the same intervention, is strictly forbidden. This rule promotes accuracy and prevents inflation of reported figures.

4.7. Verification Process

The data reported undergoes a rigorous verification process, including checks for duplications, correctness of IDs, and adherence to reporting periods. SETAs are provided an opportunity to confirm the data accuracy.

4.8. Sampling for Validation

In preparation for validation, SETAs are required to furnish DHET with a sampling of data at least five working days before the scheduled validation date. This proactive measure facilitates an efficient validation process.

4.9. Data Declaration

SETAs are obligated to declare their data within 15 days following its submission to DHET. This declaration signifies their commitment to data accuracy and transparency.

4.10. Random Sampling by DHET

DHET conducts random sampling, encompassing a minimum of 20% of each reported program. This process adds an extra layer of scrutiny, ensuring the representativeness and reliability of reported data.

4.11. Communication of Findings

The outcomes of the validation process are communicated to SETAs through the office of the SETA CEO. This transparent feedback loop enables SETAs to address any identified discrepancies and improve data quality.

These guidelines collectively form the bedrock of the validation process, upholding the standards of data accuracy, compliance, and reliability essential for informed decision-making and the advancement of skills development initiatives.

4.12. Evidence-Based Reporting

The reported quarterly performance results by SETAs should be based on readily available supporting evidence.



5. NSDP OUTCOMES AND NSDP SUB-OUTCOMES

Targets will be set for three years and annually determined through the SLAs with skills levy institutions.

5.1. NSDP OUTCOMES: Identify and increase the production of occupations in high demand.

The primary aim of determining occupations in high demand is to improve the responsiveness of the post-school education and training system to the needs of the economy and to the broader developmental objectives of the country.

NSDP SUB-OUTCOMES: Identification of interventions required to improve enrolment and completion of priority occupations:

Expert teams, known as Occupational Teams or Professional Bodies, will work with SETAs, selected institutions, and workplaces to determine the required interventions and workplaces to increase the required occupations.

OUTPUT INDICATORS

5.1.1. Number of WSPs and ATRs approved for small firms.

5.1.2. Number of WSPs and ATRs approved for medium firms.

5.1.3. Number of WSPs and ATRs approved for large firms.

The following documents should be provided by the SETA as evidence:

- Proof of submission of WSP/ATR
- Proof of payment

5.1.4. Number of people trained on entrepreneurship supported to start their businesses.

The following documents should be provided by the SETA as evidence:

- A signed report on people supported to start their businesses.



5.2. NSDP OUTCOMES: Linking education and the workplace.

The alignment of planning and funding cycles of skills levy institutions will allow for much greater coherence between workplaces and education and training institutions in offering workplace learning opportunities to students in PSET, and industry experience for lecturing staff, particularly in public institutions

NSDP SUB-OUTCOMES: Opening of workplace-based learning opportunities increased

- 5.2.1. Number of TVET students requiring Work Integrated Learning to complete their qualifications placed in workplaces.
- 5.2.2. Number of TVET students completed their work-integrated learning placements.
- 5.2.3. Number of university students requiring work-integrated learning to complete their qualifications placed in workplaces.
- 5.2.4. Number of university students completed their Work Integrated Learning placements

The following documents should be provided by the SETA as evidence:

- A duly signed Workplace Experience agreement or fixed-term employment contract.
- Certified copy of Student's ID.
- Certificate/A duly signed letter of completion from employer ([Completions](#)).

- 5.2.5. Number of unemployed learners enrolled and Internships.
- 5.2.6. Number of unemployed learners who completed Internships.

The following documents should be provided by the SETA as evidence:

- A duly signed Internship agreement or a fixed-term employment contract between the intern and the employer.
- Certified copy of learner's ID.



- A close-out report from the employer where the learner was placed or a certified copy of a certificate/letter stating that the learner completed the internship programme ([Completions](#)).

5.2.7. Number of unemployed learners enrolled Skills programmes.

5.2.8. Number of unemployed learners completed Skills programmes.

The following documents should be provided by the SETA as evidence:

- A duly signed skills programme agreement or a duly signed Learner registration form with clear start and end dates of the programme.
- Certified copy of learner's ID.
- Certified copy of a completion certificate/statement of results/ETQA assessment report ([Completion](#)).

5.2.9. Number of unemployed learners enrolled in Learnerships programs.

5.2.10. Number of unemployed learners who completed the Learnerships programs.

The following documents should be provided by the SETA as evidence:

- DHET/QCTO Learnership registration certificate.
- Registered and duly signed Learnership agreement.
- Duly signed fixed-term contract of employment.
- Certified copy of learner's ID.
- Certified copy of completion certificate/Statement of results ([Completions](#)).

5.2.11. Number of unemployed learners enrolled for Candidacy programs.

5.2.12. Number of unemployed learners completed Candidacy programs.

The following documents should be provided by the SETA as evidence:

- A duly signed candidacy agreement or a contract between the candidate and the employer.
- Certified copy of candidate's ID.
- Proof of registration with the relevant professional body ([Completion](#)).



5.3.NSDP OUTCOMES: Improving the level of skills in the South African workforce.

South Africa is challenged by low productivity in the workplace, as well as slow transformation of the labour market and a lack of mobility of the workforce, largely because of inadequate, quality assured training for those already in the labour market.

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

NSDP SUB-OUTCOMES: To increase workers participating in various learning Programmes to a minimum of 80% by 2030, to address, critical skills required by various sectors of the economy, to transform workplaces, improve productivity and to improve economic growth prospects in various sectors of the economy.

The number of employees trained and supported through skills development interventions.

5.3.1. Number of workers enrolled in Learnerships programmes.

5.3.2. Number of workers completed Learnerships programmes.

The following documents should be provided by the SETA as evidence:

- Registered and duly signed Learnership agreement.
- Certified copy of learner's ID.
- Certified copy of completion certificate/Statement of results ([Completions](#)).

5.3.3. Number of workers granted Bursaries (new entries)

5.3.4. Number of workers granted Bursaries (continuing)

5.3.5. Number of workers granted Bursaries completed their studies

The following documents should be provided by the SETA as evidence:



- A duly signed bursary agreement entered between the learner and the SETA or its contracted Agent.
- Certified copy of Bursar's ID.
- Certified copy of the qualification or a letter from the institution confirming that the Bursar has completed the qualification ([Completions](#)).

5.3.6. Number of workers enrolled Skills programmes.

5.3.7. Number of workers completed Skills programmes.

The following documents should be provided by the SETA as evidence:

- A duly signed skills programme agreement or a duly signed Learner registration form with clear start and end dates of the programme.
- Certified copy of learner's ID.
- Certified copy of a completion certificate/statement of results/ETQA assessment report ([Completion](#)).

5.3.8. Number of workers enrolled AET programmes.

5.3.9. Number of workers completed AET programmes.

The following documents should be provided by the SETA as evidence:

- A duly signed learner's registration form with clear start and end dates of the programme
- Certified copy of learner's ID.
- Certified copy of a certificate/ statement of results/assessment report ([Completion](#)).

5.4. NSDP OUTCOMES: Increase access to occupationally directed programmes.

The NDP target of 30,000 artisans to be produced annually by 2030 is an indication that South Africa's intermediate skills base is too low to support the country's socio-economic development goals. The workforce is also not keeping pace with the skills required to remain competitive in an increasingly knowledge-based economy. To address this, the Quality Council for Trades



and Occupations has, since 2012, been developing new occupational qualifications which will become an important part of the offerings in TVET colleges and CET colleges.

NSDP SUB-OUTCOMES: Increase access for Intermediate and high-level skills

Targets will be set for a three-year period and annually determined through the Service Level Agreements with skills levy institutions.

5.4.1. Number of artisan learners enrolled.

5.4.2. Number of artisan learners completed.

The following documents should be provided by the SETA as evidence:

- A duly signed Apprenticeship/Learnership agreement or contract.
- Certified copy of learner's ID.
- Certified copy of trade test certificate signed by QCTO ([Completions](#)).

5.4.3. Number of unemployed learners granted Bursaries (new enrolments)

5.4.4. Number of unemployed learners granted Bursaries (continuing)

5.4.5. Number of unemployed learners granted Bursaries completed their studies.

The following documents should be provided by the SETA as evidence:

- A duly signed bursary agreement entered between the learner and the SETA or its contracted Agent.
- Certified copy of Bursar's ID.
- Certified copy of the qualification or a letter from the institution confirming that the Bursar has completed the qualification ([Completions](#)).

5.4.6. Number of learners enrolled RPL/ARPL

5.4.7. Number of learners completed RPL/ARPL

The following documents should be provided by the SETA as evidence:

- A duly signed letter from the employer outlining the learner's competencies.
- Certified copy of a certificate/ statement of results/assessment report..



- Certified copy of learner's ID.
- Certified copy of the qualification or a letter from the institution confirming that the Bursar has completed the qualification ([Completions](#)).

5.4.8. Number of TVET partnerships established.

5.4.9. Number of HEI partnerships established.

5.4.10. Number of CET partnerships established.

5.4.11. Number of SETA-Employer partnerships established.

The following documents should be provided by the SETA as evidence:

- A duly signed agreement/MoU/Contract with clearly defined deliverables and timelines entered between the SETA and the TVET College/ HEI/ CET/ Employer.

5.5. NSDP OUTCOMES: Support the growth of the public college system.

The growth of stronger TVET colleges will expand the provision of mid-level technical and occupational qualifications. These will articulate directly into the world of work for the growing numbers of young people leaving the schooling system. A significantly expanded TVET institutional type will also relieve the higher education institutional type which is already under strain from high demand driven by student aspirations for post-school education and a lack of alternative and attractive opportunities elsewhere in the PSET system. TVET is a high priority for government.

NSDP SUB-OUTCOMES: Support the TVET Colleges

5.5.1. Number of SETA offices established and maintained in TVET colleges.

5.5.2. Number of Centres of Specialisation supported.

5.5.3. Number of TVET Lecturers exposed to the industry through Skills Programmes.

5.5.4. Number of Managers receiving training on curriculum related studies



5.5.5. Number of TVET colleges Lecturers awarded Bursaries.

5.5.6. TVET colleges infrastructure development (equipment/workshops)

The following documents should be provided by the SETA as evidence:

- A duly signed skill development programme agreement or a duly signed learner's registration form with clear start and end dates of the programme.
- Certified copy of learner's ID.
- A duly signed agreement/MoU/Contract with clearly defined deliverables and timelines entered between the SETA and the TVET College.

NSDP SUB-OUTCOMES: Support the CET Colleges
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5.5.7. Number of CET colleges lecturers awarded skills development Programs.

5.5.8. CET colleges infrastructure development support (equipment/workshops/ Connectivity/ ICT).

5.5.9. Number of Managers receiving training on curriculum related studies

5.5.10. Number of CET learners accessing AET programmes.

The following documents should be provided by the SETA as evidence:

- A duly signed skill development programme agreement or a duly signed learner's registration form with clear start and end dates of the programme.
- Certified copy of learner's ID.
- A duly signed agreement/MoU/Contract with clearly defined deliverables and timelines entered between the SETA and the CET College



5.6.NSDP OUTCOMES: Skills development support for entrepreneurship and cooperative development

Targets will be set for a three-year period and annually determined through the Service Level Agreements with skills levy institutions. Skills levy institutions will work with the federations/trade unions in their sectors in identifying the required skills needs, especially in better understanding the sectors, and implement the relevant interventions.

NSDP SUB-OUTCOMES: To increase skills development support for entrepreneurial activities and the establishment of new enterprises and cooperatives

5.6.1. Number of Co-Operatives supported with training interventions or funded.

5.6.2. Number of Small Businesses supported with training interventions or funded.

5.6.3. Number of people trained on entrepreneurship supported to start their businesses.

5.6.4. Number of CBOs/ NGOs/ NPOs supported with training interventions or funded.

The following documents should be provided by the SETA as evidence:

- A duly signed contract entered between the co-operative/ small business/entrepreneurship/ Co-ops/ CBOs/ NGOs/ NPOs and the SETA.
- A registration form for the co-operative/ small business/ entrepreneurship/ Co-ops/ CBOs/ NGOs/ NPOs support stating the kind of support provided.
- Workshop/meeting attendances register with the clear purpose of supporting co-operative/ small business/ entrepreneurship/ Co-ops/ CBOs/ NGOs/ NPOs.
- Proof of payment by SETA to the co-operative and small business (Grant payment).



- Registration certificate or affidavit confirming the status/ registration of the enterprise for CBOs/ NGOs/ NPOs.

5.7. NSDP OUTCOMES: Encourage and support worker-initiated training.

Targets will be set for a three-year period and annually determined through the Service Level Agreements with skills levy institutions. Skills levy institutions will work with the federations/trade unions in their sectors in identifying the required skills needs, especially in better understanding the sectors, and implement the relevant interventions.

5.7.1. Number of Federations /Trade Unions supported through the relevant skills training interventions.

The following documents should be provided by the SETA as evidence:

- A duly signed contract entered between the Federations /Trade Unions and the SETA.
- Registration form for the Federations /Trade Unions support stating the kind of support provided; or
- Workshop/meeting attendances register with clear purpose Federations /Trade Unions.
- Registration certificate or affidavit confirming the status/ registration of the enterprise.

5.8. NSDP OUTCOMES: Support career development services

Targets will be set for three years and annually determined through the Service Level Agreements with skills levy institutions. Career development services (including material) must be accessible to all, especially in rural areas and targeted beneficiaries; and prioritize the support of career development services related to the sector and government priorities.



5.8.1. Number of Career Development Events in urban areas on occupations in high demand

5.8.2. Number of Career Development Events in rural areas on occupations in high demand

5.8.3. Number of Career Development Practitioners trained.

The following documents should be provided by the SETA as evidence:

- A duly signed skill development program agreement or a duly signed learner's registration form with clear start and end dates of the program.
- Certified copy of learner's ID.

5.8.4. Number of capacity building workshops on Career Development Services initiated.

The following documents should be provided by the SETA as evidence:

- Event invitation or SETA project plan for Career Development Events.
- Attendance registers for career guidance beneficiaries
- Career guidance booklet with the updated sector scarce skills list booklet (only at first quarter validation unless amended)

5.9. NSDP OUTCOMES: Governance

5.9.1. Quarterly SETA Good Governance Report

The following documents should be provided by the SETA as evidence:

- Action Plan to address the previous year's AG audit findings.
- Report on implementing action plans to address the audit findings.
- Minutes and resolutions of Accounting Authority meetings
- Signed attendance register of Accounting Authority meetings.
- Minutes and recommendations of the Audit Committee meetings
- Signed attendance register of Audit Committee meetings.
- Terms of Reference for the Audit Committee



- Signatures - Declaration of interests by the Accounting Authority
- Risk Management or Internal Control System/Framework
- Risk register and mitigating measures
- CFO Appointment letter/employment contract
- Approved Delegations of authority
- Approved code of conduct for the Accounting Authority

5.10. NSDP OUTCOMES: Rural Development

5.10.1. Number of Rural Development Projects Initiated.

The following documents should be provided by the SETA as evidence:

- A duly signed agreement/ MOU/ Contract with clearly defined deliverables and timelines entered between the SETA and the contracted institution or organisation.
6. This comprehensive framework establishes a structured approach for validating performance information reported by SETAs. It reinforces accountability, transparency, and alignment with the NSDP, thereby contributing to the effective realisation of South Africa's skills development priorities.