



Strategic Plan

2020/21-2024/25



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

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2. LIST OF ABBREVIATIONS

APP	Annual Performance Plan
ATR	Annual Training Report
B-BBEE	Broad-Based Black Economic Empowerment
BUSA	Business Unity South Africa
COVID-19	Coronavirus disease
DHET	Department of Higher Education and Training
ERRP	Economic Reconstruction and Recovery Plan
ETQA	Education and Training Quality Assurance
ICT	Information Communication and Technology
MTEF	Medium Term Expenditure Framework
MTSF	Medium Term Strategic Framework
NDP	National Development Plan
NEET	Not in Employment, Education or Training
NPPSET	National Plan for the Post School Education and Training, 2023
NQF	National Qualifications Framework
NSDP	National Skills Development Plan
OFO	Organising Framework for Occupations
PFMA	Public Finance Management Act (No. 1 of 1999)
PIVOTAL	Professional, Vocational, Technical and Academic Learning
PSET	Post-School Education and Training
QCTO	Quality Council for Trades and Occupations
SASSETA	Safety and Security Sector Education and Training Authority
SDA	Skills Development Act (No. 97 of 1998)
SDLA	Skills Development Levies Act (No. 9 of 1999)
SETAs	Sector Education and Training Authorities
SIPs	Strategic Integrated Projects
SLA	Service Level Agreement
SMMEs	Small, Medium and Micro Enterprises
SONA	State of the Nation Address
SSP	Sector Skills Plan
TIDs	Technical Indicator Definitions
TVET	Technical Vocational Education and Training
WSP	Workplace Skills Plan

EXECUTIVE AUTHORITY STATEMENT

03

I hereby endorse the Safety and Security Sector Education and Training Authority (SASSETA) strategic plan for the period 2020/21-2024/25 and further commit to ensuring its implementation.




Dr BE Nzimande

Minister of Higher Education, Science, and Innovation

04 OFFICIAL Sign-off

It is hereby certified that this Annual Performance Plan (APP):

- Was developed by the Management of the Safety and Security Sector Education and Training Authority under the guidance of the SASSETA Board.
- Takes into account all relevant policies, legislations, and other mandates for which the Safety and Security SETA is responsible.
- Accurately reflects the Impact, Outcomes, and Outputs, which the Safety and Security SETA will endeavour to achieve over the period 2020/21-2024/25.



Juwayria Amod (Ms)

(Programmes 3 and 4)

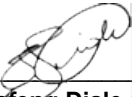
Executive Manager: Learning Programmes



Vukani Memela (Mr)

(Programme 2)


Executive Manager: Skills Planning, Research, Monitoring, Evaluation and Reporting



Ikalafeng Diale (Mr)

(Programme 1)

Chief Financial Officer



Thamsanqa Mdontswa (Mr)

Chief Executive Officer



Mr C Mudau

Chairperson of the Board



PART

OUR MANDATE

01. CONSTITUTIONAL MANDATE

Sector Education and Training Authorities (SETAs) are operating in a complex regulated environment. The Safety and Security Sector Education and Training Authority (SASSETA) is one of the 21 SETAs that was established and entrusted with the requisite authority to facilitate the skills development in the safety and security sector. It is mandated to identify and increase the production of occupations in high demand in the safety and security sector. It is also mandated to increase access to occupationally directed programmes.

In the process of discharging its mandate, SASSETA is guided by the Constitution of the Republic of South Africa, 1996 (hereafter, “the Constitution”), other legislation and policies that constitute the legal framework for its establishment. The SETA shall consistently uphold the values of the democratic state as enshrined in the Constitution, namely: human dignity, the achievement of equality and the advancement of human rights and freedoms; non-racialism and non-sexism, supremacy of the Constitution and the rule of law, accountability, responsiveness, and openness.

SASSETA takes cognisance of Chapter 11 of the Constitution, which makes provision for the establishment of the Security Services. These incorporates the establishment of the National Defence Force, the South African Police Service, the Intelligence Services, as well as civilian oversight bodies such as the Civilian Secretariat for Police Services, the Defence Civilian Secretariat as well as the Inspector General of Intelligence, among others. These Security Service agencies comprise some of the public sector stakeholders of the SETA.

Furthermore, section 29 (1) of the Constitution states that the State should take reasonable measures to ensure that adult and further education is accessible to all citizens as a human right. Additionally, section 22 stipulates that every citizen has the right to choose their trade, occupation, or profession freely. As an education and training authority, SASSETA is enjoined to uphold this right.

2. LEGISLATIVE AND POLICY MANDATES

The operations of the SETA are further guided by the legislative and policy directives outlined below. SASSETA was established in terms of the Skills Development Act, No. 97 of 1998 (SDA) with the mandate to promote and facilitate skills development for the safety and security sector. The Minister of Higher Education, Science and Innovations relicensed the SETAs for the period of 1 April 2020 to 31 March 2030, to operate within the skills development framework articulated in the National Skills Development Plan (NSDP) 2030.

The SETA's mandate is therefore to facilitate the skills development of multiple generations in the safety and security sector by making an active contribution towards the realisation of the National Skills Deployment Plan's vision of 'An Educated, Skilled and Capable Workforce for South Africa'.

SASSETA will strive to improve access to occupations in high demand and priority skills aligned to supporting economic growth, the creation of employment and social development whilst seeking to address systemic considerations. This shall be advanced through the provision of job-oriented programmes to assist individuals in obtaining jobs and employment opportunities. Other legislation, policies and strategies that underpin the operations of the SETAs including SASSETA are depicted in Table 1.

Table 1: Legislation, policy and strategies that underpin operations of the SETAs

Legislation/Policy/Strategy	Description
Skills Development Levies Act, No. 9 of 1999	The Act makes provision for leviable employers to pay 1% of their payroll to the South African Revenue Service (SARS).
Public Finance Management Act, No. 1 of 1999	SASSETA is a public entity that falls under Schedule 3A of the Public Finance Management Act, No. 1 of 1999 and must therefore conduct its financial affairs in line with the PFMA. PFMA regulates financial management in the public entities to ensure that all their revenue, expenditure, assets, and liabilities are managed efficiently and effectively.
National Development Plan 2030	Chapters 3, 5, 12 and 13 of the National Development Plan 2030 (NDP) are relevant to the sphere of the SETA. The NDP 2030 aims to eliminate poverty and reduce inequality and unemployment in the nominated period.
National Skills Development Plan, 2030	The NSDP is the critical strategic guide to inform skills development interventions and sector skills planning to respond to skills development challenges in the country by making an active contribution towards the realisation of 'An Educated, Skilled and Capable Workforce for South Africa.'
National Human Resource Development Strategy of South Africa	The Strategy has several commitments designed to address the priorities of the South African Government in terms of skills development that supports economic and social development, facilitating greater access to education opportunities, as well as building a capable public sector to meet the needs of a developmental state.
Strategic Integrated Projects (SIPs)	The 36 SIPs focus on infrastructure development as a catalyst for facilitating the creation of employment.
National Qualifications Framework Act, No. 67 of 2008	SASSETA employs the provisions of Chapter 5 of the National Qualifications Framework Act, No. 67 of 2008 (NQF), to design training programmes, to carry out quality assurance, assess learner achievement, and accredit training providers.

Legislation/Policy/Strategy	Description
White Paper on Post-School Education and Training	The White Paper on Post-School Education and Training aims to establish a vision for the type of post-school education and training system that the Department of Higher Education and Training (DHET) (now the Department of Higher Education, Science, and Technology) desires by 2030.
National Skills Accord	The National Skills Accord is a multi-constituency agreement between business, organised labour, community constituents at the National Economic and Development Labour Council (NEDLAC), and Government. It was signed to support the New Growth Path target of creating five million jobs by 2020. The Accord identifies eight commitments concerning training and skills development that need to be implemented by the constituencies to achieve the New Growth Path.
Youth Employment Accord	The Youth Employment Accord has six commitments, namely, education and training; access to work exposure; public sector measures to increase the number of young people employed in the public service; youth target set-asides; youth entrepreneurship and youth cooperatives; and private sector measures.
Medium Term Strategic Framework (MTSF)	Strategic Plan for Government for the current electoral term. It reflects the commitments made by the Government, including the responsibility to implement the National Development Plan.
Medium Term Expenditure Framework (MTEF)	It provides the medium-term spending plans of Government and budget allocations. It further highlights the impact of critical national priorities.
New Growth Path	It is a bold, imaginative, and effective strategy, which seeks to create 5 million new jobs in South Africa needs.
Economic Reconstruction and Recovery Plan (ERRP)	<p>The ERRP focuses on strengthening key sectors/industries of the economy and includes a major mass employment drive linked to public services. It aims to ensure that the economy recovers and rebuilds capacity during and post-global health pandemic.</p> <p>It targets multiple economic sectors in a gender- and youth-equitable manner. The implementation of the ERRP is anticipated to create jobs for individuals in the country.</p>
ERRP Skills Strategy	The strategy sets out ten (10) interventions to ensure that the skills required are produced. Six (6) of the interventions are focused on delivery (specific skills to be produced immediately linked to sectoral strategies); and four (4) interventions are systemic and include mechanisms for refining and adding to skills and qualifications needed for fast responsiveness as the economy changes with the ERRP interventions. SETAs are a key stakeholder in the implementation of the ERRP.
National Plan for Post-School Education and Training, 2023	<p>The NPPSET has six goals, namely: an integrated, co-ordinated, and articulated PSET system; expanded access to PSET opportunities; a responsible PSET system; improved relations between education and training institutions and the world of work; improved quality of PSET provision; and improved efficiency and success of the PSET system.</p> <p>Our strategic plan is only one part of our strategic planning process. SASSETA further strengthens its planning process by developing institutional policies and strategies for the five (5) year period. To give effect to the internal policies listed in Table 2, SASSETA developed Standard Operating Procedures and remains committed to oversee the implementation of the same. These policies are reviewed and updated, where necessary, to ensure that they address the strategic intent of the organisation in both external and internal contemporary environments.</p>

Table 2: SASSETA Internal policies

Policy Name	Purpose of the Policy
Programme 1: Administration	
Finance Policy	To provide a framework within which financial transactions should be recorded and accounted for.
Supply Chain Management Policy	To regulate the procurement of goods and services in line with the Public Finance Management Act (PFMA), Preferential Procurement Policy Framework Act (PPPFA) and Broad-Based Black Economic Empowerment (B-BBEE) Act.
Risk Management Policy	To provide a framework for the management of risks.
Fraud Prevention Policy	To promote ethical conduct and address fraud and corruption.
Ethics Policy	To promote a culture of openness, trust, fairness, and transparency between SASSETA and its stakeholder.
Gift Acceptance Policy	To govern and provide guidance on the acceptance and administration of gifts.
Whistle Blower Policy	To eradicate unethical behaviour in the workplace.
Code of Conduct and Ethics Policy	To govern the conduct of SASSETA employees and representatives, and to provide overall guidance on matters of conduct.
Disciplinary Policy	To set and maintain standards of conduct within SASSETA and in doing so, ensure that all employees are treated fairly and consistently.
Employment Equity Policy	To ensure fair practice in appointing, developing, and promoting employees from designated groups.
Grievance Policy	To provide individual employees with an effective procedure of expressing, without prejudice, a grievance, complaint, problem, dissatisfaction or feeling of injustice regarding a work situation.
Delegation of Authority	To regulate the process of delegation of authority across all levels.
Human Resources Development Policy	To develop and unleash the potential of its employees, and thus enhance the productivity levels through training and development interventions in line with individual learning needs.
Internship Policy	To establish a clear framework that will guide and give direction to the management of all internship training for interns placed in terms of this policy.
Job Evaluation Policy	To provide a regulatory framework for the evaluation of jobs.
Leave Policy	To provide a regulatory framework and procedures for the granting, withdrawal, management, and administration of leave for employees.
Overtime Policy	To provide a framework for the compensation of employees for additional duties performed in specific circumstances which are in excess of the prescribed working hours.
Performance Management Policy	To provide a framework to supervisors in managing performance in all employees to ensure that performance standards are met, objectives are reached, and employees are rewarded in accordance with their performance.
Recruitment and Selection Policy	To provide direction on the consistent implementation of the recruitment and selection of human resources.
Remuneration Policy	To articulate and give effect to SASSETA's directive on fair, responsible and transparent remuneration.
Resettlement Policy	To provide measures and guidelines for SASSETA to meet, within reasonable economic limits the actual expenses incurred by an employee and their immediate family due to relocation and concomitant resettlement.
Staff Retention Policy	To regulate the retention of staff.

Policy Name	Purpose of the Policy
Programme 1: Administration	
Termination of Employment Policy	To regulate terms and conditions for the termination of employment contracts between SASSETA and its employees.
Working Hours Policy	To determine official hours of duty for all SASSETA employees.
Liability Policy	To regulate the circumstances in which SASSETA as an employer shall be liable for reimbursing and compensating employees for losses they may occur whilst performing official duties.
Smoking Policy	To ensure legal compliance and demonstrate commitment to promote health at work by protecting SASSETA employees from passive tobacco smoking
Sexual Harassment Policy	To develop a workplace that is free of sexual harassment.
Incapacity Policy	To provide a framework within which incapacity of employees due to injury or ill health can be handled effectively, efficiently, and uniformly.
Information Security Policy	To protect Information Communication and Technology (ICT) assets and information within SASSETA
Email & Internet Use Policy	To manage and control of SASSETA's Email and Internet
Acceptable Use Policy	To control and manage the use of ICT resources by end users
POPIA Policy	To ensure protection of and management of personal information
Backup and Restore Policy	To ensure business continuity in case of disaster
ICT Programme Change Management Policy	To manage the changes to ICT systems in order to avoid unnecessary disruptions
Corporate and Promotional Gift Policy	To provide minimum standards regarding risk and opportunity management of the sourcing and distribution of corporate gifts
Sponsorship and Donation Policy	To provide the minimum standards for managing risk and opportunities relation to the conduct of sponsorships and donations
Call Centre Policy	To define the roles and responsibilities of call centre agents in terms of client service
Frontline Policy	To outline customer service improvement at the main entrances of the SETA
Events Policy	To define the events guiding principles while providing detailed task instructions, and to promote cooperation between internal and external partners.
Brand and Corporate Identity Policy	To manage develop usage and protection of the SASSETA brand as a strategic corporate asset
Communications Policy	To ensure that SASSETA communications are well coordinated, effectively managed and are responsive to diverse stakeholder needs
Media Policy	To foster healthy relationships with the media as an effective communication channel with external stakeholders
Programme 2: Skills Planning, Monitoring, Evaluation, Reporting and Research	
Records Management Policy	To ensure that all SASSETA records are properly managed and stored
Performance Monitoring and Reporting Policy	To monitor SASSETA's performance in terms of the Annual Performance Plan (APP) and Service Level Agreement (SLA) targets and to monitor performance on individual projects.
Mandatory Grants Policy	Aimed at guiding and implementing the disbursement of Mandatory Grants in line with SETA grant regulations

Policy Name	Purpose of the Policy
Programme 3: Learning Programmes	
Centres of Specialisation Policy	To set out the funding framework for the specified trades, the different delivery models and project types that will be deployed to assist qualifying employers to access the discretionary grant and implement the Centres of Specialisation accordingly.
Discretionary Grants Policy	To set out the funding framework for Professional, Vocational, Technical and Academic Learning (PIVOTAL) and non-PIVOTAL programmes, the different delivery models and project types that will be deployed to assist the SASSETA stakeholders to access the discretionary grants and implement learning programmes accordingly.
Learner Administration Policy	To regulate the registration of learners on learning programmes.
Bursary Policy	To provide guidelines and principles for the management and administration of SASSETA Bursaries.
Programme 4: Quality Assurance	
Qualifications Development Policy	To develop occupational qualifications that serve the requirements of the sector.
Assessment and Moderation Policy	To provide guidelines on the assessment and moderation of learner results
Skills Development Provider Accreditation Policy	To provide a framework for the accreditation of skills development providers
Certificate Policy	To provide a regulatory framework for printing of certificates.

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3. RELEVANT COURT RULINGS

In October 2019, Business Unity South Africa (BUSA) won a court case against DHET where the decision of the department to decrease the mandatory grant levies and grants percentage from 50% to 20% in terms of section 4(4) of the SETAs Grant Regulations regarding monies received was set aside. The court did not decide on the mandatory levy or grant percentage to be applied from the court date onwards.

The effect of the ruling is that the Minister would have to decide on the percentage for mandatory grants in consultation with the sector. The Minister has not yet made the decision regarding the mandatory grant percentage.

The SETA therefore discloses a contingent liability. This is disclosed as a contingent liability as the intention of the litigants, BUSA, was to increase the mandatory grant percentage from 20%. The timing and amount of this contingent liability is uncertain, and no reasonable estimate can be made at this point. The department is currently in discussions with BUSA regarding the mandatory grant percentage and effective date of implementation of the ruling. No new information has emerged which changes the status of this disclosure from the prior year.



PART B

OUR STRATEGIC FOCUS

04. VISION, MISSION, AND VALUES

VISION

To be the leader in skills development for the safety and security sector.

MISSION

Transforming and professionalising the safety and security sector by providing qualifications and quality skills through effective and efficient partnerships.

VALUES

VALUES: LEAP	Leadership	We commit to decisive leadership in advancing skills development within the sector.
	Equity	We commit to treat all diverse stakeholders in an equitable manner.
	Accountability, Transparency, and Integrity	We pledge to execute SASSETA's responsibilities in an open, honest, and ethical manner.
	Professionalism	We work as a team and value the contribution of others, while maintaining proficiency and service excellence.

5. SITUATIONAL ANALYSIS

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5.1 EXTERNAL ENVIRONMENT ANALYSIS

South Africa's economic conditions remain poor. Economic growth is volatile and prospects for growth are uncertain. As at July 2023, the Central Bank's forecast for South Africa's Growth Domestic Product (GDP) was 0.4% for 2023, 1.0% for 2024 and 1.1% for 2025. There are various global and domestic contributing factors that contribute to this low economic growth. The Central Bank estimates that loadshedding alone deducts 2% from GDP growth.

The crime levels in South Africa, especially contact crime, are unacceptably high. During the first quarter of 2023/24 (April to June 2023) 6, 228 murders were reported to the SAPS, of which 1, 188 were women and children. During the same period there were 11, 616 sexual offences, of which 9, 252 was rape, 1, 642 were sexual assault, 510 attempted sexual offences, and 212 contact sexual offences. The total contact crimes reported were 149, 806.

According to the Quarterly Labour Force Survey (QLFS) the official unemployment rate measured during the second quarter of 2023 was 32.6%, a decrease of 0.3 % from the previous quarter. The unemployment rate in terms of the expanded definition was at 42.1%. The unemployment rate in South Africa is one of the highest in the world.

Young people continue to experience unemployment at rates that are higher than older persons. In quarter two (2) of 2023 records that youth aged 15-24 years and 25-34 years recorded the highest unemployment rates of 60.7% and 39.8% respectively. Youth aged 15-34 are more vulnerable to unemployment when compared to older age groups. Approximately 3.5 million (34.2%) out of 10.2 million young people aged 15 to 24 years were not in employment, education, or training.

Skills development is critical for economic growth and social development. Unemployment, poverty, and youth skills development remain a prominent global concern. South Africa has one of the highest unemployment and inequality rates in the world, with the bulk of the workforce unskilled and historically employed in primary industries such as mining and agriculture. South Africa remains the world's most unequal society and inequality has persistently increased from 0.61 in 1996 to 0.63 in 2015 as measured by the Gini coefficient (a gauge of economic inequality). A broad economic recovery remains a necessary – but not sufficient condition for sustained improvement in labour market conditions. Without accelerating the implementation of growth- and employment-enabling reforms, job growth will remain very low in line with modest average GDP growth over the medium term.

The skills development issue in South Africa is thus pertinent both at the demand and supply level and extensive efforts are required to upskill the workforce, both in quantity and quality. Skills development in South Africa is facilitated through various education and training interventions, among others, sector education and training authorities. SETAs are statutory bodies funded through the public purse and are regulated mainly by the Skills Development Act No. 97 of 1998 and the Skills Development Levies Act No. 9 of 1999 (SDLA). These Acts are supplemented by regulations which are published in the Government Gazette.

SASSETA is responsible for the facilitation of skills development in the safety and security sector and ensuring that skills needs are identified and addressed through a number of initiatives by the SETA and the sector. The safety and security sector includes components of two of the major sectors in the Standard Industrial Classification (SIC) namely: Group 8 (Finance, Real Estate and Business Services) and Group 9 (General Government Services). The SIC codes and the specific constituencies associated with each of the sub-sectors are depicted in Table 3.

Table 3: SIC Codes, Subsectors and Constituencies of the Safety and Security Sector

SIC Codes	Chamber	Constituencies
9110A	Policing	Independent Police Investigative Directorate (IPID), Provincial Secretariats for Safety and Security, Civilian Secretariat for Police Service (CSPs), and South African Police Service (SAPS)
91301 91302		Metropolitan Police Departments, Municipal Traffic Management / Law Enforcement. and the Road Traffic Management Corporation (RTMC).
9110B	Corrections	Department of Correctional Services (DCS), Private Correctional Services Providers (Kutama Sinthumule Correctional Centre and Mangaung Correctional Centre), Judicial Inspectorate for Correctional Services, Correctional Supervision, and Parole Boards.
9110C	Justice	Department of Justice and Constitutional Development (DoJCD), National Prosecuting Authority (NPA), Special Investigations Unit (SIU), SIU Special Tribunal, and the Office of the Chief Justice of South Africa.
9110D	Defence	The Department of Defence (DOD), South African National Defence Force (SANDF) (including SA Army, SA Air force, SA Military Health Service, and SA Navy).
91104 91105	Intelligence Activities	State Security Agency (SSA) The South African Secret Service (SASS).
88110	Legal Services	Law firms, Paralegal services, Sheriffs, South African Board for Sheriffs (SABFS), and Legal Aid Services.
88920	Private Security and Investigation Activities	Private security companies, investigation, and polygraph services

The safety and security sector in South Africa include both public and private entities. The public security sector consists of government security agencies and law enforcement bodies, whose role is to protect and serve the public and the interests of the state while the private sector element of the security sector comprises those companies and bodies who provide security and legal services to paying clients.

The vital issues confronting public sector departments or entities in the sector include dwindling levels of public confidence in institutions in the cluster. South Africa is also confronted by an increase in certain categories of crime such Gender-Based Violence, service delivery protests, cybercrimes, armed robbery, and murder, amongst others. The country is also not winning in the fight to lower increasing road fatalities.

Notwithstanding, there is a need for the SETA to intensify skills development initiatives and assessing the impact of these initiatives to respond to the challenges mentioned herein. The White Paper on Post School Education and Training (November 2013) locates SETAs as one component of the post-schooling system.

The Post-School Education and Training (PSET) aims to build a fair, equitable, non-racial, non-sexist, and democratic South Africa and to provide expanded access, improved quality, and increased diversity in the provision of a stronger and more cooperative relationship between education and training institutions and the workplace.

A National Plan for the Post School Education and Training was launched in September 2023. It has six goals, namely: an integrated, co-ordinated, and articulated PSET system; expanded access to PSET opportunities; a responsible PSET system; improved relations between education and training institutions and the world of work; improved quality of PSET provision; and improved efficiency and success of the PSET system.

The government has promulgated Sectoral Determination 6: Private Security Sector, in accordance with the Basic Conditions of Employment Act, No. 75 of 1997, governing conditions of employment and setting minimum wages

for employees in the South African Private Security Sector. The sectoral determination applies to all employers and employees involved in guarding or protecting fixed property, premises, goods, persons, or employees, but excludes managers and workers who are covered by another sectoral determination or bargaining council agreement.

The NDP identifies the need for expanded systems of further education and training to offer clear, meaningful education and training opportunities particularly for young people. It also calls for such an improvement in the quality of education and training to enhance capabilities of our people so that they are active participants in developing the potential of the country. As part of the vision for 2030, the NDP identifies the need for people living in South Africa to feel safe and have no fear of crime. To achieve this, the NDP identifies several areas that need to be addressed within the security sector.

These include strengthening the Criminal Justice System and implementation of the recommendations of the review of the Criminal Justice System findings and ensuring the revamp, modernisation, efficiency, and transformation of the system. With regards to the Medium Term Expenditure Framework (MTEF) there is a need for greater focus and acceleration of the implementation of the seven-point plan to make the Criminal Justice System more efficient and effective; Building a professional police service that is a well-resourced professional institution staffed by highly skilled officers; and Building safety using an integrated approach of mobilising a wider range of state and non-state capacity and resources and building active citizen involvement.

The NSDP sets a vision of ‘An Educated, Skilled and Capable Workforce for South Africa’ through mutual supportive relationships that advance the skills development at large. Furthermore, to improve access to occupations in high demand and priority skills aligned to supporting economic growth, employment creation and social development whilst seeking to address systematic considerations. According to the International Labour Organisation, “Education, vocational training and lifelong learning are central pillars of employability, employment of workers and sustainable enterprise development.”

Our internal processes are geared to support the NSDP outcomes as well as the Sector Skills Plan (SSP) priorities, with a steadfast focus support on the Technical Vocational Education and Training (TVET) Colleges, Community Educational and Training Colleges, Public Universities and Universities of Technology.

SASSETA will work together with its strategic partners to promote small business development and the establishment of cooperatives to bolster income-generating opportunities for the Not in Employment, Education or Training (NEET) over the next 8-year period. SASSETA will also implement dynamic and impactful targeted programmes for youth, disable persons, women, and programmes that address gender base violence.

The safety and security sector is one of the most labour-intensive sectors and the major contributor to employment in the country.

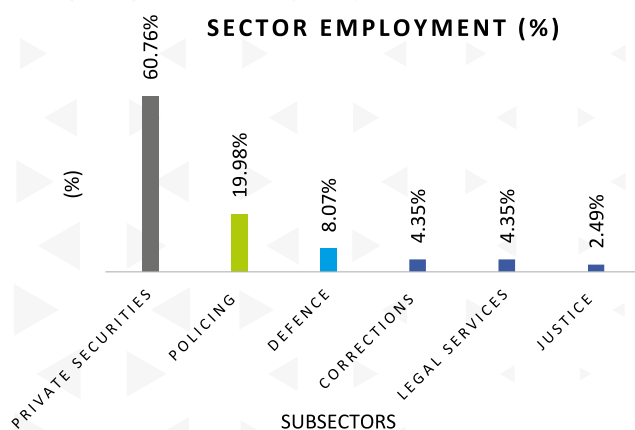


Figure 1: Employment status per subsector

Source: SASSETA - WSP data (2024/25)

Figure 1 provides an overview of the total employment in the safety and security sector. Based on the information from the SMS (2022) and Annual report of 2021, 917 178 employees are represented in the sector. The majority of employees are engaged in the Private Security (557 277 or 60.76%) and Policing (183 286 or 19.98%) subsectors, while the least number of employees are in the Justice (22 831 or 2%) and the Legal subsectors (39 876 or 4.35%).

Table 4: Consolidated Government Expenditure - Defence, Public Order And Safety

Departments	2022/23	2023/24	2024/25	2025/26	Percentage (%) of total MTEF allocation	Average annual MTEF growth
Defence and State Security	52 418	52 726	52 812	54 838	22.6%	1.5%
Police Service	112 512	119 244	119 244	125 358	50.2%	3.7%
Law courts and prisons	51 472	51 437	53 726	56 081	22.7%	2.9%
Home Affairs	11 398	11 110	10 482	11 129	15.9%	-0.8%

Source: National Treasury, Budget Review (2023)

Over the medium term, the National Prosecuting Authority has been allocated R1.3 billion to support the implementation of the State Capture Commission’s recommendations and the findings of the Financial Action Task Force’s assessment of South Africa’s framework for combating money laundering and terrorism financing.

The funds will be used to hire 120 new employees in the National Prosecutions Service and the Investigating Directorate, to procure specialist prosecution services for complex matters (particularly financial crimes), to commission contracted forensic auditors and accountants to deal with high-priority asset forfeiture matters, to establish a digital forensic data centre, to provide close protection services and integrated security systems, and to finance increased staffing.

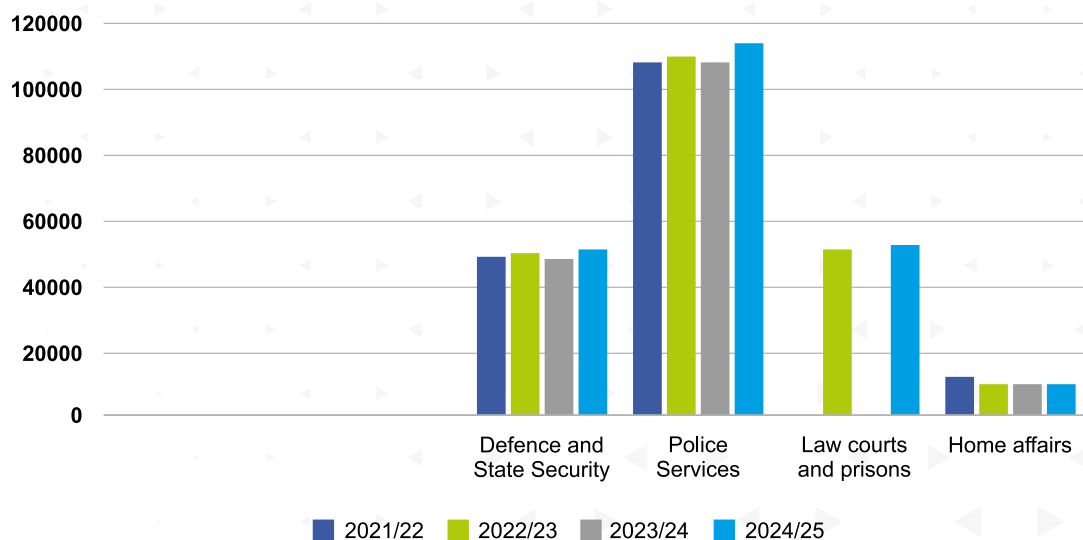


Figure 2: Projected Expenditure on Defence, Public Order and Safety

Source: National Treasury, Budget Review (2022)

The private security and legal sub-sectors have been realising steady growth, which contributes to the nation’s GDP. The growth of these sub-sectors is linked to various factors, including good corporate governance, regulatory issues and the booming of the issues that require the services of these stakeholders. Figure 3 depicts the contribution of the private and legal sub-sector to the entire economy.

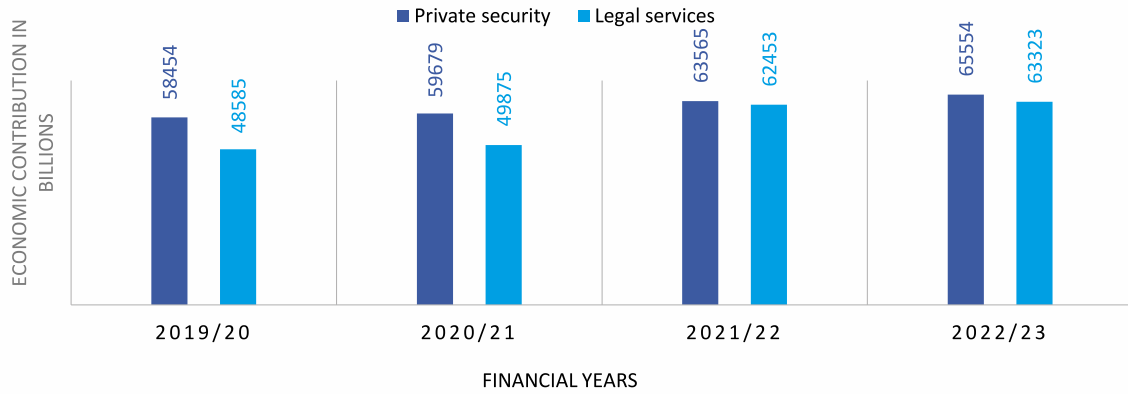


Figure 3: Economic contribution of the private security and legal service (in billion Rands)

Source: International Monetary Fund (2023)

The figure depicts a consistent increase in the two economic sub-sectors (i.e., private security and legal services). The private security industry seems to be more resilient compared to the legal services sub-sector. However, if these values are interpreted in a per-capital model, the legal services contribute far more than the private security services (IMF, 2021).

Figure 4 illustrates the and security organisations per size. It reveals that small companies (0-49 employees) are in the majority (53%) in the sector, while medium-sized (50-149) companies are in the minority (22%).

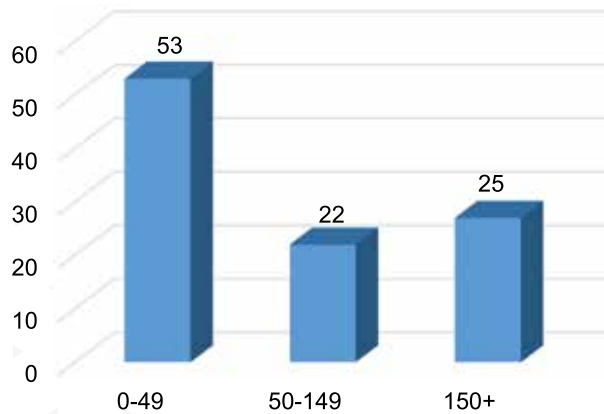


Figure 4: Organisations per Size

Source: SASSETA SSP data (2023)

It should be noted, however, that companies located in Gauteng are often larger, with higher numbers of employees. It goes without saying that the density of employers in the sector are in Gauteng, followed by KwaZulu-Natal and the Western Cape respectively.

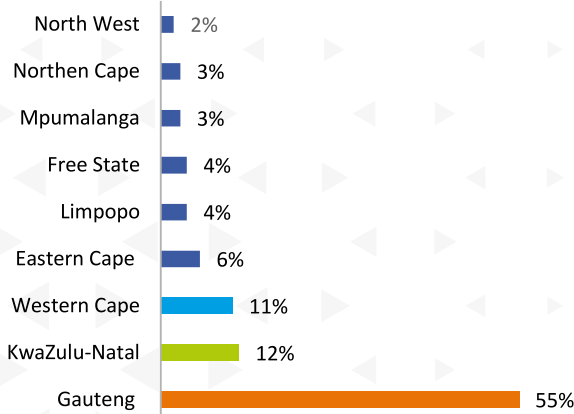


Figure 5: Labour Force Status Per Province

Source: SASSETA SSP data (2022)

Most employees in the Safety and Security sector are based in Gauteng (55%) followed by KwaZulu-Natal (12%) and the Western Cape (11%).

The least number of employees in the sector are based in the North West Province (2%). Gauteng is affected by the fact that all the government departments, and numerous civil society organisations as well as private sector companies have their head offices in the province.

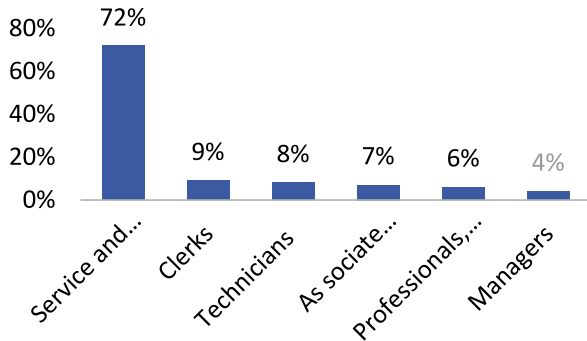


Figure 6: Occupational Classification in the Sector

Source: SASSETA SSP data (2023)

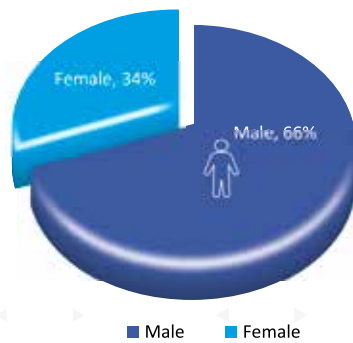


Figure 7: Gender representation

Source: SASSETA SSP (2022)

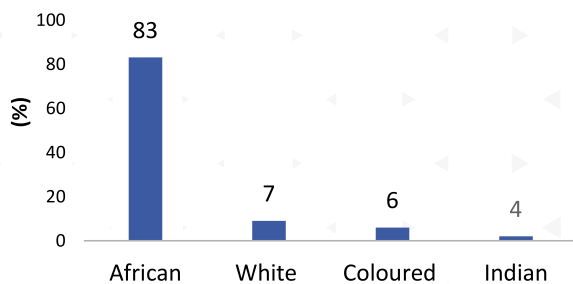


Figure 8: Demographic Composition in the Sector

Source: SASSETA SSP (2022)

Most employees (72%) in the sector are Service and Sales employees, followed by Clerks (9%) and Technicians (8%). The rest of the employees are Associate Professionals (7%), Professionals, and Legislators, Senior Officials (6%) as well as Managers (4%). This general representation is affected by the reality that the majority (90%) of employees in the Private Security subsector are categorized as Service and Sales Workers.

Figure 7 articulates the gender composition in the sector. It shows that 66% of the sector's employees are males whilst 34% are females. This representation is influenced by the profile of the Private Security subsector, where most employees (79%) are males, while in Policing, almost two thirds (66%) of employees are males, while the Corrections and Defence subsectors are at 69% and 71% male, respectively. In contrast to the picture painted above, females dominate in both the Justice (58%) and Legal Services (63%) subsectors.

Africans (83%) are a major contributor in all sectors of the safety and security sector. The least contributing race is Indians (4%) in all sub-sectors however they are more represented in the legal services.

Education is the backbone of every country. A country will not be able to survive in the competitive world if its education system is not capable of contributing to its development. The South African education system is widely criticized in many dimensions for its failure to create employability in its students according to the industry requirements and its inability to contribute to inclusive growth to the nation. Tables 2, 3 and 4 present the top 10 scarce skills and critical skills list for the sector respectively. Employability is a serious problem today. This is evident in people getting degrees and become unemployed or underemployed.

The quality of education is directly linked to the resources available, and it is important for the government to improve resource allocation to bring about qualitative changes in the field of education. SASSETA will be implementing learning programmes which address the needs of the employers to enable learners who are trained to meet the requirements of the job market with more success.

Table 5: Top 10 PIVOTAL List for the Sector

No	OFO Code	Occupation	Specialisation	Intervention	NQF
1	2021-251201	Data Administrator	Cloud Administrator, Software and Application Developer	Learnership/Skills Program	4 & 6
2	2021-252901	ICT Security Specialist	Database Security Expert	Bursary	7
3	2021-252902	Technical ICT Support Services Manager	Technical ICT Support Services Manager	Bursary	7
4	2021-242215	Fraud Examiner	Fraud Examiner	Bursary	6
5	2021-541402	Alarms, Security or Surveillance Monitor	Alarms, Security or Surveillance Monitor	Learnership/Skills Program	5
6	2021-541501	Intelligent Operator	Police intelligent operator	Bursary	7
7	2021-242403	Assessment Practitioner	Assessor	Skills programme	7
8	2021-341101	Conveyancer	Conveyancing Compliance Officer	Learnership/Skills Program	6
9	2017-355501	Detective	Forensic Detective, harmful and occult investigator commercial crime	Learnership/Skills Program	7
10	2021-341110	Associate legal professional	Legal Analyst and Legal Officer	Bursary	7

Source: SASSETA, SSP 2024/25 Update

Table 6: Sectoral Priority Occupations (PIVOTAL) List

OFO Code	Occupation (Scare Skills)	Specialisation / Alternative Title	Intervention Planned by the SETA	Required number
2021-221101	Doctor	Medical Practitioner	Bursary	650
2021-222108	Registered Nurse (Medical)	Professional Nurse (Primary Health Care)	Bursary	3246
2021-541401	Security Officer	Security Guard	Learnership	6580
2021-235101	Education or Training Advisor	Education or Training Advisor	Skills Programme	605
2021-226204	Authorised Pharmacist Prescriber	Clinical Pharmacist	Bursary	520
2021-541402	Alarms, Security or Surveillance Monitor	Alarms, Security or Surveillance Monitor	Learnership / Skills Programme	2562
2021-226201	Hospital Pharmacist	Clinical Pharmacist & Health Service Pharmacist	Bursary	682
2021-263403	Organisational Psychologist	Organisational Psychologist	Bursary	91
2021-143904	Security Services Manager	Security Services Manager	Skills Programme / Bursary	20
2021-311301	Electrical Engineering Technician	Electrical Engineering Technician	Bursary	10
2021-351101	Computer Operator	Computer Operator	Bursary	100

OFO Code	Occupation (Scare Skills)	Specialisation / Alternative Title	Intervention Planned by the SETA	Required number
2021-541201	Traffic Officer	Law Enforcement Officer	Learnership	1600
2021-252901	Security Service Administrative Officer	Security Specialist	Bursary	15
2021-862918	Electronic Equipment Mechanic	Electronic Equipment Mechanic	Apprenticeship	120
2021-132404	Warehouse Manager	Warehouse manager	Bursary	200
2021-516501	Driving Instructor	Driving Instructor	Learnership	170
2021-121908	Quality Systems Manager	Quality Systems Manager	Skills Programme	160
2021-421401	Debt Collector	Debt Collector	Skills Programme	71
2021-343401	Chef	Commis Chef	Bursary	89
2021-351301	Computer Network Technician	Computer Network Technician	Bursary	51
2021-335501	Detective	Forensic Detective / Investigator	Skills Programme	1 200
2021-325705	Safety, Health, Environment and Quality (SHEQ) Practitioner	Safety, Health, Environment and Quality (SHEQ) Manager	Skills Programme / Bursary	36
		Radiation Protection	Bursary	30
2021-341103	Paralegal	Paralegal	Learnerships	151
2021-261101	Attorney	Attorney	Bursary	870
2021-261905	Notary	Notary	Skills Programme / Bursary	5
2021-261901	Skills Development Facilitator	Skills Development Facilitator	Skills Programme / Bursary	6
2021-263101	Economist	Economist	Bursary	8
2021-341107	Law Clerk	Legal Clerk	Skills Programme / Bursary	155
2021-112101	Director (Enterprise / Organisation)	Managing Director (Enterprise / Organisation)	Bursary	130
2021-334201	Legal Secretary	Legal Practice Manager	Learnership	450
2021-132402	Logistics Manager	Dispatch Logistics Manager	Bursary	7
2021-121903	Physical Asset Manager	Contract Manager	Skills Programme / Bursary	10
2021-242403	Assessment Practitioner	Assessor	Skills Programme / Bursary	68
2021-341104	Clerk of Court	Clerk of Court	Learnership	20
2021-134914	Correctional Services Manager	Correctional Services Manager	Learnership	9
2021-541501	Intelligence Operator	Police Intelligence Operators	Learnership	23
2021-121202	Business Training Manager	Training & Development Manager	Bursary	15
2021-341101	Conveyancer	Conveyancing Compliance Officer	Learnership	13
2021-331201	Credit or Loans Officer	Financial Accounting Officer	Learnership	60
2021-341102	Legal Executive	Legal Executive	Learnership	6

OFO Code	Occupation (Scare Skills)	Specialisation / Alternative Title	Intervention Planned by the SETA	Required number
2021-121905	Programme or Project Manager	Project Director	Learnership	3
2021-121908	Quality Systems Manager	Quality Systems Coordinator	Learnership	7
2021-541904	Armoured Car Escort	Armoured Car Escort	Learnership	34
2021-351301	Computer Network Technician	Network Support Technician	Learnership	51
2021-261104	Trademark Attorney	Trademark Advisor	Bursary	300
2021-343401	Chef	Executive Chef	Bursary	38
2021-515103	Commercial Housekeeper	Housekeeper (Not Private)	Commercial Housekeeping Training	40
2021-133103	Data Management Manager	Data Processing Manager/ data analysts	Learnership	252
2021-862918	Electrical or Telecommunications Trades Assistant	Artisan Aide Electrical	Apprenticeship	119
2021-241104	External Auditor	Forensic Auditor/financial analyst / Investigator	Internship	15
2021-242215	Fraud Examiner	Fraud Examiner	Bursary	5
2021-651302	Boiler Maker	Boilermaker-welder	Apprenticeship	11
2021-641201	Bricklayer	Chimney Repairman	Apprenticeship	20
2021-641501	Carpenter and Joiner	Panel Erector	Apprenticeship	17
2021-643302	Chimney Cleaner	Chimney Cleaner	Training	25
2021-263401	Clinical Psychologist	Forensic Psychologist	Bursary	3
2021-251901	Computers Quality Assurance Analyst	Software tester	Bursary	41
2021-341105	Court Bailiff	Court Collections Officer	Training	2
2021-335101	Customs Officer	Customs Investigator	Learnership	4
2021-671102	Electrical Installation Inspector	Electrical Inspector Construction	Learnership	91
2021-671301	Electrical Line Mechanic	Electrical Line Mechanic (Transmission)	Learnership	87
2021-215201	Electronics Engineer	Communications Engineer (Army)	Bursary	10
2021-226301	Environmental Health Officer	Licensed Premises Inspector	Bursary	20
2019-143901	Facilities Manager	Facilities Supervisor	Learnership	4
2021-862202	Handyperson	Handy Man	Training	8
2021-351302	Geographic Information Systems Technicians	Geographic Information Systems Analyst	Learnership	56
2021-251101	ICT Systems Analyst	ICT Systems Coordinator	Bursary	5
2021-672105	Instrument Mechanician	Instrument Mechanician (Industrial Instrumentation & Process Control)	Learnership	3
2021-652203	Locksmith	Safe maker	Learnership	10

OFO Code	Occupation (Scare Skills)	Specialisation / Alternative Title	Intervention Planned by the SETA	Required number
2021-134702	Military Commander	Unit Commander (Combat Units Only)	Learnership	7
2021-643101	Painter	Painting Contractor	Learnership	12
2021-321301	Pharmacy Technician	Pharmacy Technician - Inactive	Bursary	351
2021-642601	Plumber	Sanitary Plumber	Learnership	11
2021-132109	Quality Systems Auditor	Quality Systems Auditor	Bursary	12
2021-341203	Social Auxiliary Worker	Life Skills Instructor	Bursary	1529
2021-252902	Technical ICT Support Services Manager	Technical ICT Support Services Manager	Learnership	8
2021-216402	Transport Analyst	Logistics Analyst	Bursary	6
2021-216604	Web Designer	Web Designer	Bursary	4
2021-718907	Weighbridge Operator	Licensed Weigher	Learnership	6
2021-732203	Driver	Advance/K53 security driver	Driving learnerships	204
2021-263507	Adoption Social Worker	Occupational social worker/ Forensic Social Worker	Bursary	745
2021-6531	Motor Vehicle Mechanics and Repairers	Motor Vehicle Mechanics and Repairers	Learnership	76
2021-214401	Mechanical Engineer	Mechatronics Engineer	Bursary	14
2021-261106	Advocate	Advocate	Bursary	311
2021-134905	Judicial Court Manager	Judicial Court Manager	Learnership	12
2021-264301	Interpreter	Court Interpreter	Bursary	19
2021-341110	Associate legal professional	Legal Analyst	Bursary	54
		Legal Officer		49
2021-251203	Developer Programmer	ICT Programmer	Bursary	6
2021-331301	Bookkeepers	Financial Administration Officer	Learnership	9
2021-315305	Pilot	Attack Helicopter Pilot	Bursary	15
2021-542304	Armour Soldier	Armour Officer	Learnership	150
2021-341106	Court Orderly Court Registry Officer	Court Officer	Learnership	4
2021-225101	Veterinarian	Veterinary Pathologist	Bursary	7
2021-213304	Earth and Soil Scientist	Soil Fertility Expert	Bursary	9
2021-252901	ICT Security Specialist	Database Security Expert	Bursary	400
2021-221207	Pathologist	Forensic Pathologist	Bursary	21
2021-541202	Non - commissioned Police Official	Bomb Squad Officer	Learnership	500
2021-311901	Forensic Technician (Biology, Toxicology)	Forensic Technician (Biology, Toxicology)	Bursary	19
2021-242401	Training and Development Professional	Training Material Developer	Bursary	75
***	Computer Aided Drawing specialist	Drawing Specialist	Bursary	190

Source: SASSETA, SSP 2024/25 Update

Table 7: Critical Skills and Planned Interventions

Skills Gap (Specialisation)	NQF Level	Intervention
Alarms and Surveillance Monitoring skills	4	Learnership
Crowd Management	4, 5	Skills Programme
Bookkeeping	5	Skills Programme
Forensic analysis skills	5, 6, 8	Skills Programme / Learnership Bursary
Automotive Mechanic skills	6	Bursary
Front Desk Support Officer	5	Bursary
Human Resources Systems Administrator	5	Bursary
ICT Systems Coordinator	5	Bursary
Patrolman	5	Learnership
Financial Administration Officer	6	Bursary
Storytelling	4	Learnership
Creative writing and editing in the SAPS	5	Skills Programme
Graphic design: software: adobe create cloud software, design, illustrator	5	Skills Programme
Crime Statistics and Research, Geographical information system, policy standards and Compliance	6	Skills Programme / Learnership Bursary
First aiders –Providing emergency care, First aid level 1-3	3	Learnership
Handling of hazardous snakes within academies, Snake Handlers	4	Skills Programme / Learnership Bursary
Controlling of fire around bushes, Basic fire fighting	4	Skills Programme / Learnership Bursary
Ballistics – Skills and Bomb technicians	6	Bursary
Giving Evidence-presentation skills, Crime scene reconstruction, Vehicle/ train accident reconstruction, plan drawing, Facial Composition, Facial Image Comparison	7	Bursary
Electronic Systems and Accessing to information skills.	4	Learnership
Archives and registry	4	Skills Programme / Learnership Bursary
In-Service Police Development, Development Biological Assets – Socialisation (Horses and Dogs)	7	Bursary
In-Service Police Development, Farriers – Specialist in equine hoof care	5	Bursary
X Ray machine operation & First line repairs	4	Skills Programme / Learnership Bursary
Auxiliary Development for Dogs	4	Skills Programme / Learnership Bursary
Effective stakeholder management enterprise	2	Skills Programme
K53 – Driver instructors	3	Skills Programme
Second Hand Good and Critical Infrastructure, Prevention, and Investigation	2	Skills Programme / Learnership Bursary

Source: SASSETA WSP data (2024/25 Update)

Table 8 provides the PESTLE analysis of the external environment of SASSETA

Table 8: PESTLE Analysis

PESTLE	OPPORTUNITIES	THREATS	RESPONSE
Political	<ul style="list-style-type: none"> Amendments to election legislation (allowing independent candidates) will enhance accountability. 	<ul style="list-style-type: none"> Political instability and violence rated fourth in the 2023 Insurance Risk Barometer. Change of government leadership structures Uncertain political climate because of high-income inequality and unemployment which could jeopardise social and political stability. Uncertainty in political climate due to corruption and mismanagement of government funds. Threat to international affiliations Civil unrest, service delivery protests (including #FeesMustFall), supply chain disruptions, and continued threats of looting. 	<ul style="list-style-type: none"> Work closely with training institutions to enhance their capacity and advance the production of occupations which are in high demand in the sector; and work closely with employers to fund the placement of unemployed youth. Continued compliance with all laws in the management of public funds and maintain the clean audit opinion that SASSETA obtained in the 2021/22 financial year. Continued support of the efforts of government to restore normalcy where there have been civil unrests. More partnerships with social partners
Economic	<ul style="list-style-type: none"> Government has developed and is implementing an Economic Reconstruction and Recovery Plan (ERRP). The DHET has in turn developed a Skills Strategy to support the ERRP. Presidential Youth Employment Initiative African Continental Free Trade Area 	<ul style="list-style-type: none"> Slow economic growth, with growth focus by the South African Reserve Bank of 0.4% for 2023, 1.0% for 2024 and 1.1% for 2025 Unemployment rate at 32.6% at the end of the second quarter of 2023 Youth unemployment rates that are higher than older persons. In quarter two (2) of 2023 records that youth aged 15-24 years and 25-34 years recorded the highest unemployment rates of 60.7% and 39.8% respectively The increasing cost of doing business. The increasing cost of living. Impact and higher stages of load-shedding, cable theft and inflation on businesses and society. Impact of illegal mining activities on economic infrastructure, and the economy as a whole 	<ul style="list-style-type: none"> Focus on the production of skills required by the ERRP Skills Strategy in the sector. Implement the revenue enhancement strategy. Communicate to all stakeholders (above R500k) the benefits of paying levies and joining the skills development arena Enforce remedies available in legislation providing for recovery of funds via SARS Roll out programmes to drive economic growth (support Small, Medium and Micro Enterprises (SMMEs), qualified and unemployed)

PESTLE	OPPORTUNITIES	THREATS	RESPONSE
Social	<ul style="list-style-type: none"> A greater population of young people to be trained. 	<ul style="list-style-type: none"> Increased levels of crime. High unemployment levels (32.6% at second quarter of 2023). Lack of employer capacity to host people with disabilities. Skills development in rural areas restricted due to digital divide. Undocumented nationals putting strain on the justice system/ safety and security services. Destruction of social and economic infrastructure. Lack of adequate access to ICT and electricity, especially in rural areas. Rising levels of transnational crime, gender-based violence and femicide affect the political stability of the country. Impact of load shedding on livelihoods. Food and water insecurity Lack of inclusiveness (LGBTQ+ community) 	<ul style="list-style-type: none"> Implement the ERRP Skills Strategy. Implement more targeted training to enhance employability. Implement entrepreneurship training and support to create self-employment. Finalise research into the SETA's readiness to implement e-learning. Continued support to the sector to produce the skills required to prevent and combat transnational crime, gender-based violence and femicide.
Techno-logical	<ul style="list-style-type: none"> New technologies such as 5G, Block-Chain, Artificial Intelligence, Cloud Computing, Cybersecurity, etc. Increase in learning platforms Positive impact on processes due to machine learning Increase business intelligence Increased artificial learning resulting in more efficient processes 	<ul style="list-style-type: none"> High cost of infrastructure Increased incidents of cybercrime, prevent data breaches Inadequate infrastructure to deal with advanced technological space Impact on the workforce as current roles will evolve from largely administrative functions to more analytical work and the implications to staffing models. 	<ul style="list-style-type: none"> Implement more training on ICT and awareness Invest in ICT infrastructure Implement the National Digital Future Skills Strategy South Africa Implement e-learning within the sector based on the findings of the current research into the SETA's readiness to implement e-learning
Legal	<ul style="list-style-type: none"> Clear legislative and policy mandate, as espoused in the Skills Development Act (SDA) and the National Skills Development Plan Credible and independent judicial system 	<ul style="list-style-type: none"> Delayed implementation due to funding constraints limits the impact of the legislative intervention (mandate). Uncertainty regarding Mandatory Grants (BUSA matter) 	<ul style="list-style-type: none"> Implement revenue enhancement strategies. Intensify inter-seta transfer process.

PESTLE	OPPORTUNITIES	THREATS	RESPONSE
Environmental	<ul style="list-style-type: none"> Increased calls for sustainability (King IV / SDGs / integrated Reporting) The Green Economy has been identified as sustainable development imperative with the potential for job creation. 	<ul style="list-style-type: none"> Increase in natural disasters Negative impact of climate change – physical, operational, financial, and reputational risks as a result of climate change Disruptions caused by lack of proper infrastructure to deal with environmental issues (e.g., flooding, fires, greenhouse gas emission) Environmental crimes, e.g., illicit abalone trade, illicit mining trade (zama zama), stock theft and other low-profile crimes 	<ul style="list-style-type: none"> Forge relationships with employers in the Green Economy to open opportunities for the placement of youth with skills developed by our sector. Train the sub-sectors to assist in the enforcement of the environmental laws Just energy transition.

5.2 INTERNAL ENVIRONMENT ANALYSIS

The Board was appointed in April 2020 for a period up to 31 March 2025, and under its guidance, SASSETA continues to align its contributions to conclude the implementation of National Skills Development Plan 2030 primarily to support the achievement of the effectiveness and efficiency of skills development systems within the safety and security sector.

The Board brings a variety of skills and experiences that ensure effective leadership is provided in delivering the goals of the NSDP to effect an increase in the skills base in the safety and security sector. This will be achieved through proactive allocation of discretionary grants to qualifying stakeholders, thus allowing the sector to respond to a clarion call as enshrined in the NDP to “ensure that the people of South Africa are and feel safe”.

The strategic framework of the SETA will continue to be positioned within the context of opportunities and risks, while also continuing to strengthen risk management capabilities. This would enable an effective response in facilitating the promotion of service delivery improvement and efficient utilization of resources to ensure the fulfilment of the SETA mandate.

SASSETA is transforming its business operations, creating a new business model on the backbone of technology, as part of a broader digital transformation agenda. Over the next few years, the SETA will progressively be investing in technology to ease the way it delivers on its mandate.

The vision espoused in the White Paper for Post-School Education and Training seeks to ensure that the country achieves “A skilled and capable workforce to support an inclusive growth path” in a fair, equitable, non-racial, non-sexist, and democratic manner.

Central to the sector skills plan, SASSETA has identified the following skills priority actions which will be at the apex of the SETA agenda, namely:

- (i) Strengthening partnerships with sector training institutions and academies,
- (ii) Advance professionalisation and transformation of the sector,
- (iii) Support Information communication and technology (ICT),
- (iv) Support production of technical and specialised skills, and
- (v) Building active citizenry.

SASSETA will further:

- Facilitate and monitor skills development in the sector.
 - Re(up)skilling the workforce in the sector.
 - Support dynamic and impactful skills development in the sector.
 - Build and maintain competencies in the sector.
- Analysis of the skills supply and demand.
 - Hard - to - Fill- Vacancies.
 - Skills gap reported by employers.
 - Support better training and jobs match.

In pursuing our visionary goal ‘to be’ the leaders in skills development for safety and security”, we also aim to drive SASSETA into principles of intellectual excellence, be committed to providing high quality and competitive education founded on academic standards. The culture of good governance, administration and concomitant protocols should permeate the institution, rendering decision-making smoother, easier and more distributed.

This will be entrenched in the MTEF period by:

- (i) continuing to review business infrastructure and staff performance to support operational excellence,
- (ii) institutionalising a robust performance management system, and
- (iii) continuing to monitor organisational performance against the strategic objectives, risk management and high-level performance indicators. SASSETA is mindful of the fact that the success of the skills development interventions and financial sustainability is likely to come about because of, among other things, resilient strategic partnerships, and collaboration with other social actors for shared purposes.

Partnerships enable a combination of the distinctive aptitudes and resources of multiple actors to be brought to bear on common projects for shared purposes. The SSP will be strengthened and the skills programmes and learnerships will be aligned with sector skills needs as well as national imperatives.

The SETA will continue to implement the Broad-Based Black Economic Empowerment Act both in terms of its Supply Chain Management Policy and Discretionary Grant Policy. This is to ensure that previously disadvantaged individuals are the first to benefit in terms of services required by SASSETA. Skills development providers who are required to provide training to government departments and public entities will also be selected based on their B-BBEE status. As reflected above the SASSETA will be intensifying support towards women who are being trained to enable them to work in the sector over the next five years.

All categories of learning programmes will require that at least 54% of beneficiaries of learning interventions are women. Further to this, SASSETA will strive to ensure that at least 1% of learners with disabilities are trained on certain learnerships and skills programmes over the next five-year period. Companies allocated Discretionary Grants will be required to train at least 54% women in terms of the Discretionary Grant contracts they sign with SASSETA.

Due to the nature of most sub-sectors in the safety and security environment, not all the occupations are suitable to individuals with disabilities. As regards support to learners with disabilities, SASSETA has identified occupations that such learners can work in and will be partnering with employers to train individuals with disabilities to work in these areas. Employers will thereafter have to absorb a certain percent of learners trained into full time employment.

Due to the devastating impact of the COVID-19 virus, there will be focus on the following areas over the next few years:

- (i) Supporting SMMEs to get their businesses back into the market
- (ii) Supporting SMMEs via the economic stimulus programmes of government

- (iii) Training employees in the sector on Occupational Health and Safety issues occasioned by the COVID-19 virus
- (iv) Support to ensure that training takes place via virtual means and the necessary systems are in place to manage this.

It is planned to implement learning programmes that are targeted at the youth over the next 5 years. On average 80% of beneficiaries will be youth – i.e., individuals less than 35 years.

Table 9: SASSETA internal environmental analysis using the PFLIMS framework

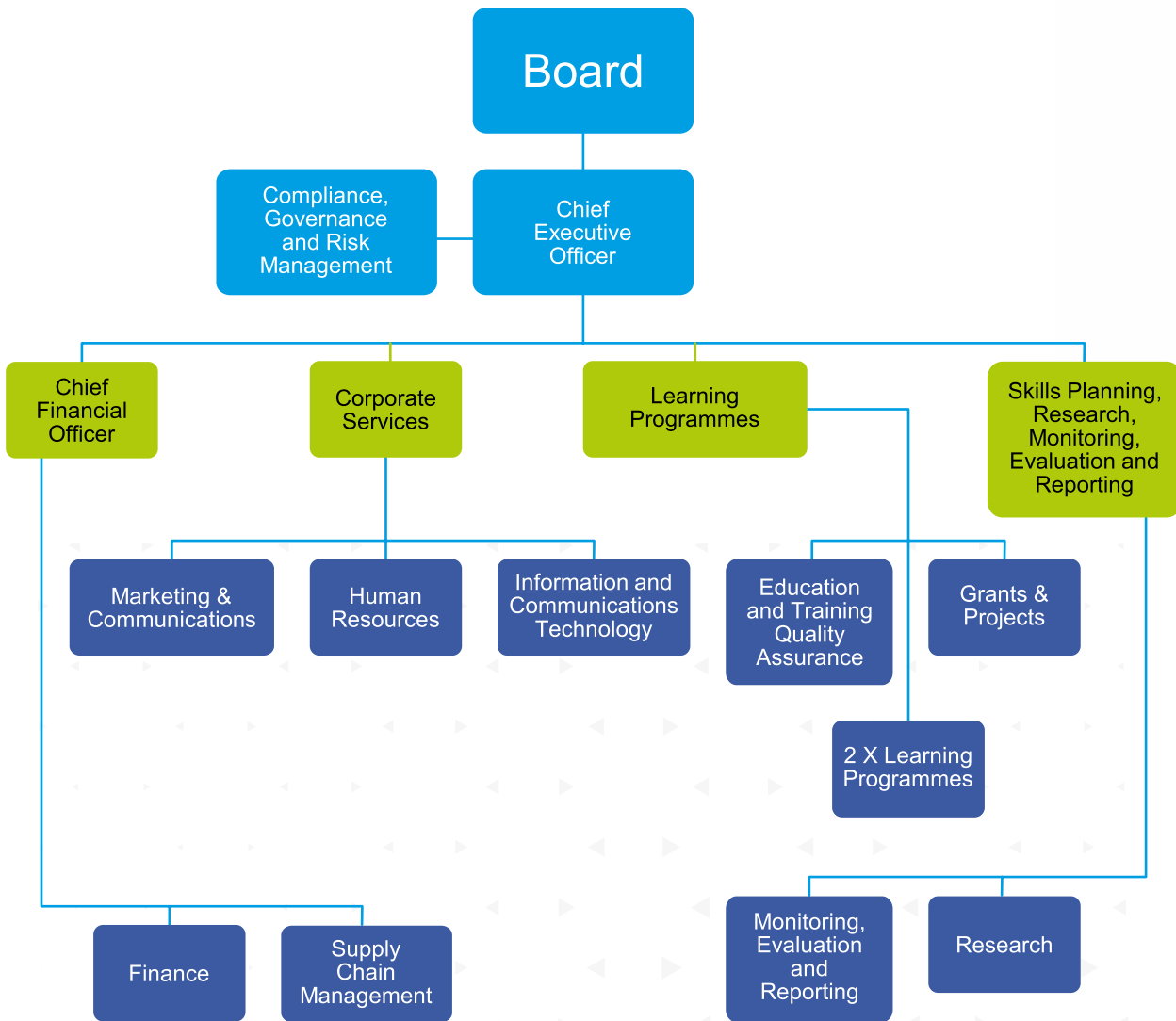
PFILMS	STRENGTHS	WEAKNESSES	RESPONSE
Personnel	<ul style="list-style-type: none"> • Vacancies are filled with personnel in possession of the required NQF level and experience. • Fair balance between youth and experienced personnel within the organisation. • Continuous staff development. • Competitive remuneration packages. 	<ul style="list-style-type: none"> • Recent development from the QCTO require revision of the Organogram • Uncertainty in SETA landscape affects security of tenure of staff. • Changes in the macro environment impact on the wellbeing and productivity of staff. 	<ul style="list-style-type: none"> • Revision of the organogram is in progress to address the ETQA function. • Consideration of extending staff employment contracts. • Elevation of the Employee Assistance Programmes (EAP) putting emphasis on management referrals. • Reduction of financial expenses through hybrid work from home solutions • Employee satisfaction survey
Finance	<ul style="list-style-type: none"> • Clearly defined revenue framework. • Predictable contributing sources of funds. • Adequate internal controls deployed for effective financial administration as evidenced by the clean audit opinion in 2020/21 financial year. 	<ul style="list-style-type: none"> • Limited financial resources to fully implement the digital transformation strategy • Limited flexibility in budget repurposing due to the current SETA Grant Regulatory framework. • Late payment by some entities threatens the SETA's revenue commitment programmes. 	<ul style="list-style-type: none"> • Effective implementation of the approved revenue enhancement strategy • Sustained compliance with financial management regulatory framework and improvement of internal controls • Management of Stakeholder relations. • Develop an action plan for possible surplus fund priority area.

PFILMS	STRENGTHS	WEAKNESSES	RESPONSE
Infrastructure	<ul style="list-style-type: none"> • ICT policies revised and approved. • Continuous improvement of ICT systems which are more reliable resulting in minimal downtime. 	<ul style="list-style-type: none"> • Inadequate integration of ICT systems and the capacity to provide a holistic view of the business performance. • Cost of implementing fully integrated ICT system • Inadequate capacity to deal with cybercrime • Unauthorised use of software could result in fines and other penalties for the organisation • Impact of load shedding 	<ul style="list-style-type: none"> • Implementation of the business automation projects • Increase investment for the optimisation of ICT to meet the changing business needs. • Upgrade security measures to detect and minimise impact of cyber threats and attacks. • Conduct regular threat assessments, including auditing software on the ICT hardware to ensure the SETA is not exposed to any risks and penalties to unauthorised or illegal software. • Digital transformation strategy in place
Leadership	<ul style="list-style-type: none"> • Visionary, diverse, leadership has provided the SETA with a clear strategy • Improved governance and internal controls have resulted in improved performance and a clean audit opinion in the last three (3) financial years. • Strong policy framework has enhanced oversight over risks 	<ul style="list-style-type: none"> • Insufficient resource capacity to execute the mandate (although the organisational structure has been revised, there are no financial resources to implement it) • There is limited continuity in leadership resulting from the institutional architecture. 	<ul style="list-style-type: none"> • Leverage our partnerships to deliver on our mandate. • Continuously develop leadership capabilities at all levels.
Management	<ul style="list-style-type: none"> • Approachable, hands-on, flexible, and collaborative management with sound knowledge base • Proactive monitoring of performance 	<ul style="list-style-type: none"> • Management not fully diversified in terms of race and gender 	<ul style="list-style-type: none"> • Compliance with employment equity legislation in our recruitment. • Streamlining of activities • Change Management
Systems	<ul style="list-style-type: none"> • Well researched policies • Effective implementation of policies 	<ul style="list-style-type: none"> • Limited integration between various functions within departments 	<ul style="list-style-type: none"> • Implementation of integrated automated systems.

SASSETA will implement a revenue enhancement strategy to ensure that levy contributions are sustained. Regarding, delayed implementation of projects, the SETA has amended its discretionary grants policy to enable the SETA to cancel any contract signed, should the recipients not implement training timeously.

5.3 HIGH-LEVEL ORGANISATIONAL STRUCTURE

Figure 8: High-level organisational structure



5.4 SASSETA’S DEMOGRAPHIC VARIABLES FOR EMPLOYEES

Table 10: SASSETA’s employees demographic variables

Total Number of Employees	Male	Female	Youth	Disabled Employees
150	40	110	46	1
(This figure includes the interns and temporary employees)				

5.5 DESCRIPTION OF THE STRATEGIC PLANNING PROCESS

SASSETA follows National Treasury’s planning and budgeting frameworks and guidelines as well as the government MTSF.

The SETA’s Strategic and Annual, Quarterly plans were drafted by the Management, in consultation with members of the Board. The process outlined in Diagram A.

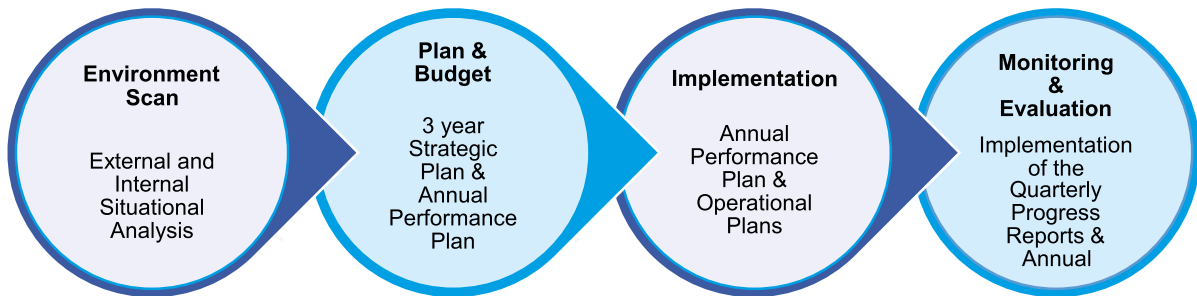


Diagram A: Strategic Planning Process



PART

MEASURING OUR PERFORMANCE

6. INSTITUTIONAL PERFORMANCE INFORMATION

06

SASSETA's performance information shows the extent to which the institution is meeting its constitutional, legislative and policy mandates. Moreover, this information enables the SETA to determine which policies and processes are working. This information is also playing a pivotal role to inform budgeting, hence will be used to monitor service delivery.

The SETA utilises the developmental approach to planning as a means of achieving first and foremost, the national development goals set out in the NDP, i.e. to contribute towards a productive society, wherein citizens are and feel safe, and are well-educated. Secondly, planning in SASSETA is geared towards ensuring the achievement of outcomes of the NSDP.

In addition to a developmental approach to planning, the SETA also applies capability-based planning (CBP). CBP is a planning technique that focuses on business outcomes. This technique copes well with the challenge of co-ordinating projects across corporate functional domains that together enable the enterprise to achieve that capability.

6.1 MEASURING THE IMPACT

The strategic focus of SASSETA for the 2020/21 – 2024/25 period is in terms of its impact and outcomes. The outcomes seek to respond to the challenges and key skills issues outlined earlier. These represent specific areas within which this plan develops outcomes and outputs that inform the programmes of the SETA. The SETA will utilise the theory of change as a tool of describing how it will bring about social impact through skills development planning and implementation of skills development initiatives.

Table 11: Measuring impact

Programme 1: Administration	
Impact statement	Good governance and sound administration
Outcome	<ol style="list-style-type: none"> 1. Strengthened collaboration with stakeholders to advance skills development within the sector 2. Enhanced risk intelligence to promote good governance and an ethical environment
Outcome Indicators	<ol style="list-style-type: none"> 1. Number of partnerships with stakeholders to advance skills development which are implemented by 31 March 2025 2. National Treasury Risk management maturity level maintained by 31 March 2025
Programme 2: Research, Skills Planning & Reporting	
Impact statement	Improve access to occupations in high demand
Outcome	Identified occupations in high demand
Outcome Indicator	SSP annually updated with the list of occupations in high demand
Programme 3: Learning Programmes	
Impact statement	Increased skills development in the safety and security sector targeted at occupations in high demand
Outcomes	<ol style="list-style-type: none"> 1. Increased production of occupations in high demand 2. Linking Education and the Workplace 3. Improved level of skills in the Safety and Security Sector 4. Increased access to occupationally directed programmes 5. The growth of the public college system supported
Outcome Indicators	<ol style="list-style-type: none"> 1. Number of qualified individuals available to fill occupations in high demand by 31 March 2025 2. Number of MOU's signed with TVET Colleges, Universities of Technology, Universities, and employers for the placement of learners on work integrated learning programmes by 31 March 2025 3. Improvement in the skills level of recipients of SASSETA funded learnerships, bursaries and skills programmes for employed learners by 31 March 2025 4. Number of partnerships with TVET Colleges for the training of artisans by 31 March 2025 5. Financial support provided to Community Colleges for the training of unemployed learners by 31 March 2025
Programme 4: Quality Assurance	
Impact statement	Increased number of learners with SAQA recognised qualifications
Outcome	Ensured efficiency in the delivery of occupational qualifications for the safety and security sector
Outcome Indicator	Number of occupational qualifications realigned or newly developed in the sector and submitted to QCTO for approval by 31 March 2025

6.2 MEASURING OUTCOMES

Table 12: Measuring outcomes

Programme 1: Administration			
Outcome	Outcome Indicator	Baseline	Five Year Plan
Strengthened collaboration with stakeholders to advance skills development within the sector	Number of partnerships with stakeholders to advance skills development which are implemented by 31 March 2025	No Audited Information Available (New Outcome Indicator)	20
Enhanced risk intelligence to promote good governance and an ethical environment	National Treasury Risk management maturity level maintained by 31 March 2025	Level 5	Level 5
Programme 2: Research, Skills Planning & Reporting			
Identified occupations in high demand	SSP annually updated with the list of occupations in high demand	Sector Skills Plan (SSP) 2019	Sector Skills Plan (SSP)
Programme 3: Learning Programmes			
Increased production of occupations in high demand	Number of qualified individuals available to fill occupations in high demand by 31 March 2025	472	350
Linking Education and the Workplace	Number of MOU's signed with TVET Colleges, Universities of Technology, Universities, and employers for the placement of learners on work integrated learning programmes 31 March 2025	40	50
Improved level of skills in the Safety and Security Sector	Improvement in the skills level of recipients of SASSETA funded learnerships, bursaries and skills programmes for employed learners 31 March 2025	No Audited Information Available (New Outcome Indicator)	1000
Increased access to occupationally directed programmes	Number of partnerships with TVET Colleges for the training of artisans 31 March 2025	10	15
The growth of the public college system supported	Financial support provided to Community Colleges for the training of unemployed learners by 31 March 2025	No Audited Information Available (New Outcome Indicator)	R10 000 000.00
Programme 4: Quality Assurance			
Ensured efficiency in the delivery of occupational qualifications for the safety and security sector	Number of occupational qualifications realigned or newly developed in the sector and submitted to QCTO for approval by 31 March 2025	7	15

6.3 EXPLANATION OF PLANNED PERFORMANCE OVER THE FIVE-YEAR PLANNING PERIOD

The outcomes above are taken directly from the National Skills Development Plan, which supports the National Development Plan. Focus in implementing these outcomes will be on vulnerable groups and specific targets will be determined in the Annual Performance Plan (APP).

6.4 EXPENDITURE TRENDS

The levies received and related expenditure are allocated to the four SASSETA programmes, i.e., Administration, Skills Planning, Learning Programmes and Quality Assurance. This model supports the tracking of the allocation of these against three main segments of Administration, Mandatory and Discretionary Grants and is key to the achievement of the SETA objectives.

RECONCILING PERFORMANCE TARGETS WITH THE BUDGET AND MTEF: PROGRAMME 1

Table 13: Reconciling performance targets with the Budget and MTEF: Programme 1

Programme 1: Administration	Audited Outcomes			Revised Estimated Expenditure	Medium - Term Expenditure Estimate		
	(R'000)			(R'000)	(R'000)		
	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
Human Resources	6,909	7,836	8,056	9,219	9,680	10,164	10,672
Marketing and Communication	5,340	5,366	12,284	9,734	10,220	10,731	11,268
Information & Communication Technology	8,797	10,206	15,169	17,544	18,421	19,342	20,309
Finance and Supply Chain Management	41,000	46,077	36,215	58,517	61,443	64,515	67,741
Office of the Chief Executive Officer	8,816	12,685	11,705	3,453	3,626	3,807	3,997
Office of the Board Secretariat	-	-	8,590	12,263	12,876	13,520	14,196
Governance, Risk and Compliance	3,656	7,515	7,736	11,543	12,120	12,726	13,362
Auxiliary	6,944	7,794	8,252	23,636	24,817	26,058	27,361
Provincial Offices	1,178	1,135	3,904	988	1,037	1,089	1,143
TOTAL	82,641	98,614	111,910	146,895	154,240	161,952	170,049

RECONCILING PERFORMANCE TARGETS WITH THE BUDGET AND MTEF: PROGRAMME 2

Table 14: Reconciling performance targets with the Budget and MTEF: Programme 2

Programme 2: Skills Planning, Monitoring and Evaluation including Research	Audited Outcomes			Revised Estimated Expenditure	Medium - Term Expenditure Estimate		
	(R'000)			(R'000)	(R'000)		
	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
Mandatory grant expenditure	47,443	62,875	78,421	88,808	93,248	97,911	102,806
Monitoring, reporting and evaluation	-	-	900	1,086	1,140	1,197	1,257
Conflict of interest and business intelligence	2,569	535	5,260	4,001	4,201	4,411	4,631
Research	184	1,091	799	3,790	3,980	4,178	4,387
Filing and archiving	9,558	13,965	15,709	6,000	6,300	6,615	6,946
Postage and registry	24	34	188	-	-	-	-
Evaluation (impact studies)	2,288	2,658	2,295	3,000	7,200	7,560	7,938
Roadshow and exhibitions	199	-	389	500	525	551	579
ATR/WSP verification	-	-	-	423	444	466	490
Sector skills plan	-	-	-	500	525	551	579
Other administration expenditure (payroll)	15,446	15,268	17,888	20,593	21,623	22,704	23,839
TOTAL	77,711	96,426	121,850	128,701	139,186	146,145	153,452

RECONCILING PERFORMANCE TARGETS WITH THE BUDGET AND MTEF: PROGRAMME 3

Table 15: Reconciling performance targets with the Budget and MTEF: Programme 3

Programme 3: Learning Programmes	Audited Outcomes			Revised Estimated Expenditure	Medium - Term Expenditure Estimate		
	(R'000)			(R'000)	(R'000)		
	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
Discretionary grants expenditure	150,021	210,401	221,752	266,033	323,034	339,186	356,145
Discretionary grants expenditure - prior year	-	-	-	599,334	-	-	-
Project administration costs - 7.5%	537	1,804	1,744	2,200	1,250	1,313	1,378
Non-pivotal grant expenditure	2,500	13,914	28,581	51,084	10,000	10,500	11,025
TOTAL	153,058	226,120	252,077	918,651	334,284	350,998	368,548

Programme 3: Learning Programmes	Audited Outcomes			Revised Estimated Expenditure	Medium - Term Expenditure Estimate (R'000)		
	(R'000)			(R'000)	(R'000)		
	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
Unemployed entering bursaries	14,852	17,456	16,723	53,749	32,000	33,600	35,280
Unemployed entering learnerships	19,357	21,840	46,234	51,462	68,400	71,820	75,411
Graduate internship placement	15,076	32,855	33,996	34,308	74,558	78,286	82,200
TVET student placement	40,871	54,586	45,676	34,308	60,750	63,788	66,977
Artisans	6,754	22,043	11,254	23,591	18,026	18,927	19,874
Candidacy placement	-	20,373	34,677	24,015	16,200	17,010	17,861
Workers entering learnerships	15,807	20,259	9,781	11,531	12,200	12,810	13,451
Workers entering skills programme	7,838	12,177	7,475	11,436	12,400	13,020	13,671
Workers entering bursaries	3,074	3,402	5,556	10,483	11,000	11,550	12,128
University of technology student placement	20,113	1,319	3,327	5,489	12,960	13,608	14,288
Unemployed entering skills programme	6,282	4,091	4,740	4,803	3,440	3,612	3,793
Centres of specialisation support	-	-	-	476	500	525	551
Recognition of prior learning	-	-	-	381	600	630	662
Lecture development	-	-	140	-	-	-	-
Entrepreneur	-	-	-	-	1,000	1,050	1,103
University Placement	-	-	2,174	-	-	-	-
Project administration costs - 7.5%	537	1,804	1,744	2,200	1,250	1,313	1,378
Non-pivotal grant expenditure	2,500	13,914	28,581	51,084	10,000	10,500	11,025
Discretionary grants expenditure - prior year	-	-	-	599,334	-	-	-
TOTAL	153,058	226,120	252,078	918,651	335,284	352,048	369,651

RECONCILING PERFORMANCE TARGETS WITH THE BUDGET AND MTEF: PROGRAMME 4

Table 16: Reconciling performance targets with the Budget and MTEF: Programme 4

Programme 4: ETQA	Audited Outcomes			Revised Estimated Expenditure	Medium - Term Expenditure Estimate		
	(R'000)			(R'000)	(R'000)		
	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
External verifiers	3,076	1,543	1,986	1,500	1,575	1,654	1,736
Programme evaluators	83	154	138	125	131	138	145
Delivery of learner certificates	40	-	-	100	105	110	116
Qualification development and learning material	847	571	2,222	3,650	3,833	4,024	4,225
External Integrated Summative Assessment	-	-	-	1,300	1,365	1,433	1,505
Capacity building workshop	-	-	-	125	131	138	145
Other administration expenditure (payroll)	9,527	9,470	11,542	11,153	11,711	12,296	12,911
TOTAL	13,573	11,738	15,889	17,953	18,851	19,793	20,783

7. KEY RISKS

Table 17: Key risks

Outcome	Risk Factor	Key Risk Description	Risk Mitigation Strategy
Programme 1: Administration			
Strengthened collaboration with stakeholders to advance skills development within the sector	<ul style="list-style-type: none"> • Completeness of levies received • Lack of adequate rationalisation of the Standard Industry Classification Codes within various industries. 	Inadequate levy contribution resulting in inability to fully address skills development mandate within the sector.	<p>Improved revenue collection on a quarterly basis i.e.</p> <p>Implement the revenue enhancement strategy which includes stakeholder relations and revenue collection road map to ensure sustainable collection of levies.</p> <p>NB: The strategy outlines all activities to be executed for the realisation of the revenue enhancement strategy and progress is reported to the Board on a quarterly basis.</p>
Enhance risk intelligence to promote good governance and an ethical environment	Lack of business process automation to enable integration	Ineffective and inefficient ICT function to support business objectives	Expedite the implementation of business automation projects by 31 March 2025
	Inadequate security control to identify and protect critical organisation assets, detect potential threats, respond and recovery from cyber security events	Possible loss of business information and operations due to cyber-crimes.	<ul style="list-style-type: none"> • Implement the Security Policy for Incident Management and Response to enable the organisation to adequately respond to cyber security event • Implement the ICT security risk register • Monitoring of the vulnerability and patch management capabilities to ensure early detection of potential weakness • Implement employee security training and awareness programmes
Enhance risk intelligence to promote good governance and an ethical environment	<ul style="list-style-type: none"> • Inadequate integration of risk management into SASSETA's daily operations. • Deficiencies in the adequacy and completeness of the incident's collation process. 	Inability to timeously mitigate and identify emerging business risks.	<ul style="list-style-type: none"> • Enhance integration of ERM with organisational processes through MANCO and EXCO performance reports (i.e., Risk-based Agenda at Performance Reporting) • Continuous implementation of the incident management process and report to various structures

Programme 2: Research, Skills Planning & Reporting			
Identified occupations in high demand for the Safety and Security	<ul style="list-style-type: none"> Inadequate research that does not fully address the research agenda Inadequate stakeholder engagements in that stakeholders may give insufficient information leading to meaningful engagements 	Inadequate labour market intelligence to inform business or evidence-based decision making.	<ul style="list-style-type: none"> Annual updated Sector Skills Plan. Annual update Top 10 PIVOTAL List & Scarce and Critical Skills List. Chambers & Board. Continuous improvement plan (CIP) - capacitating the department in line with the approved structure.
	<ul style="list-style-type: none"> Lack of key resources to adequately capacitate the M&E function as required. Inadequate implementation of the M&E Policy and Procedures due to limited capacity. 	Inadequate monitoring and evaluation of the SETA programmes and objectives (i.e., Skills and human capacity)	<ul style="list-style-type: none"> Continuous implementation of the M&E Policy and Procedures and guidelines to ensure threat monitoring is conducted in a more effective manner. Capacitate MER Staff through continuous training Continue to hold monitoring meetings frequently to ensure that corrective action is timeously executed.
Programme 3: Learning Programmes			
Increase production of occupations in high demand	<ul style="list-style-type: none"> Inadequate resources to support all stakeholders due to the capped administration costs. Some stakeholders have their own priorities that are not aligned with the SASSETA priorities therefore negatively affecting training interventions Other socio-economic factors due to the high unemployment rate. 	Inability to achieve the SETA Learning Programme APP & SLA targets.	<ul style="list-style-type: none"> Compulsory submission of highest qualifications such that SASSETA can be certain that learners do meet the minimum entry requirements to do the learning program they are being enrolled for. Conduct quarterly meetings with recipients of discretionary grants to give necessary support and guidance. Intensify collaborations with all Stakeholder and Other relevant SETA's.
	<ul style="list-style-type: none"> Manual intensive processes are currently being used Limited human resource capacities and capabilities 	Inability to rollout learning programmes due to the current manual systems and limited resources	<ul style="list-style-type: none"> Finalisation of the automation of the business process by 31 March 2025 Ongoing skills capacitation of the current staff quarterly
Programme 4: Quality Assurance			
Ensure efficiency in the delivery of qualifications in the safety and security sectors	<ul style="list-style-type: none"> The current organizational structure does not have the positions for the resources required. 	Inability to fulfil the obligations in terms of the new QCTO MOU	<ul style="list-style-type: none"> Approval of the new Organogram by end of quarter 2. Filling of the critical posts



PART

TECHNICAL INDICATOR DESCRIPTIONS (TID)

08

8. TECHNICAL INDICATOR DEFINITIONS

8.1 PROGRAMMES 1: ADMINISTRATION

Table 18: Technical indicators: Programme 1

Indicator title	Number of newly established partnerships with stakeholders to promote skills development within the sector by 31 March 2025
Short definition	To ensure that the SETA enters into Strategic Partnerships with stakeholders within the sector
Source of data	Manual – Files Implementation reports, or contracts/ Service Level Agreement (SLA) with specific deliverables
Method of calculation/ assessment	A count of the number of partnership agreements with stakeholders within the sector to address the scarce and critical skills, specifically occupations in high demand
Means of Verification	Partnership Agreements
Assumptions	It is assumed that stakeholders will enter partnerships with SASSETA
Disaggregation of Beneficiaries (where applicable)	Not Applicable
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year-end)
Reporting cycle	Annually
Desired performance	4 partnership agreements
Indicator responsibility	Chief Executive Officer
2. INDICATOR	
Indicator title	Maintain annual assessment of Risk Management maturity level by 31 March 2025
Short definition	To assess the risk appetite and risk behaviour in SASSETA
Source of data	National Treasury Risk Assessment Maturity Report
Method of calculation/ assessment	National Treasury Risk Assessment Maturity Report by 31 March 2025
Means of Verification	National Treasury Risk Assessment Maturity Report by 31 March 2025
Assumptions	Effective Implementation of the risk management plan
Disaggregation of Beneficiaries (where applicable)	Not Applicable
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Non-Cumulative
Reporting cycle	Annually
Desired performance	Level 5 achievement
Indicator responsibility	Chief Executive Officer

8.2 PROGRAMME 2: RESEARCH, SKILLS PLANNING AND REPORTING

Table 19: Technical indicators: Programme 2

1. INDICATOR	
Indicator title	The number of research studies focused on skills development matters that are completed by 31 March 2025
Short definition	Research studies conducted to support the SSP, while improving the identification and understanding of the scarce and critical skills needs in the safety and security sector
Source of data	Manual – Research Files
Method of calculation/ assessment	Count the number of research study reports completed by 31 March 2025
Means of Verification	Completed research studies reports
Assumptions	The research agenda supports the SSP while improving the identification and understanding of the scarce and critical skills needs across the safety and security sector
Disaggregation of Beneficiaries (where applicable)	Not Applicable
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year End)
Reporting cycle	Quarterly
Desired performance	8 research studies concluded
Indicator responsibility	Executive Manager: Research, Monitoring and Evaluation and Planning
2. INDICATOR	
Indicator title	The number of evaluations (tracer studies) and or impact studies focused on Skills development matters completed by 31 March 2025
Short definition	Research studies conducted to support the SSP, while improving the identification and understanding of the scarce and critical skills needs in the safety and security sector
Source of data	Manual – Research Files or reports
Method of calculation/ assessment	Count the number of evaluation (tracer studies) or impact studies focused on skills development matters completed by 31 March 2025
Means of Verification	Completed evaluation (tracer studies) to test the impact of learning programmes implemented by SASSETA in previous financial years
Assumptions	The research agenda supports the SSP while improving the identification and understanding of the scarce and critical skills needs across the safety and security sector
Disaggregation of Beneficiaries (where applicable)	Not Applicable
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year End)

Reporting cycle	Quarterly
Desired performance	8 impact studies concluded by 31 March 2025
Indicator responsibility	Executive Manager: Research, Monitoring and Evaluation and Planning
3. INDICATOR	
Indicator title	2025/26 Update of the SSP approved by SASSETA Board and submitted to DHET by the due date
Short definition	Updated SSP
Source of data	Manual – SSP
Method of calculation/ assessment	Proof of Submission of SSP to DHET Proof of Approval from the SASSETA Board
Means of Verification	Updated SSP
Assumptions	Credible research data
Disaggregation of Beneficiaries (where applicable)	Not Applicable
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year End)
Reporting cycle	Annually
Desired performance	2025 SSP developed
Indicator responsibility	Executive Manager: Research, Monitoring and Evaluation and Planning
4. INDICATOR	
Indicator title	Number of small firms WSP/ATR approved between 1 April 2024 and 15 August 2024.
Short definition	Firms in the sector with 49 or less employees submit a WSP/ATR by 30 April which result in the first payment of the Mandatory Grant once approval is granted within the financial year.
Source of data	SASSETA Management System.
Method of calculation/ assessment	Each small firm is counted once the approval is granted in the financial year, following the approval of the associated WSP/ATR.
Means of Verification	Approval of WSP/ATR by delegated official - Manager: Research & Skills Planning.
Assumptions	Small firms will submit WSP/ATR.
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	At least 330 small firms WSP/ATR are approved
Indicator responsibility	Executive Manager: Research, Skills Planning & Reporting

5. INDICATOR	
Indicator title	Number of medium firms WSP/ATR approved between 1 April 2024 and 15 August 2024
Short definition	Firms in the sector with between 50 to 149 employees submit a WSP/ATR by 30 April which result in the first payment of the Mandatory Grant once approval is granted within the financial year.
Source of data	SASSETA Management System
Method of calculation/ assessment	Each medium firm is counted once upon the approval is granted in the financial year, following the approval of the associated WSP/ATR.
Means of Verification	Approval of WSP/ATR by delegated official - Manager: Research & Skills Planning.
Assumptions	Medium firms will submit WSP/ATR.
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	At least 151 WSP/ATRS approved for Medium Firms
Indicator responsibility	Executive Manager: Research, Skills Planning & Reporting
6. INDICATOR	
Indicator title	Number of large firms WSP/ATR approved between 1 April 2024 and 15 August 2024
Short definition	Firms in the sector with 50 or more employees submit a WSP/ATR by 30 April which result in the first payment of the Mandatory Grant once approval is granted within the financial year.
Source of data	SASSETA Management System.
Method of calculation/ assessment	Each large firm is counted once upon the approval is granted in the financial year, following the approval of the associated WSP/ATR
Means of Verification	Approval of WSP/ATR by delegated official - Manager: Research & Skills Planning.
Assumptions	Large firms will submit WSP/ATR.
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	At least 173 large firms submit their WSP/ ATR
Indicator responsibility	Executive Manager: Research, Skills Planning & Reporting

8.3 PROGRAMME 3: LEARNING PROGRAMMES

Table 20: Technical indicators: Programme 3

1. INDICATOR	
Indicator title	Number of Bursary agreements entered for unemployed youth by 31 March 2025
Short definition	To measure the number of bursaries allocated to unemployed youth for priority occupations as identified from hard to fill vacancies as per the Sector Skills Plan and the national listing of occupations in high demand.
Source of data	Learner Records Management System or Learner Files
Method of calculation/ assessment	A simple count of the number of bursaries allocated for unemployed youth
Means of Verification	Unemployed bursary listing for 1 April 2024 to 31 March 2025 Bursary agreements with copies of certified Identification document, highest qualification, and proof of registration.
Assumptions	Unemployed students meet the qualifying criteria in the bursaries policy that are studying towards priority occupations.
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> • Transformational disaggregation: • At Least 90% of beneficiaries are Youth • Fields of study disaggregation: • At least 50 students studying LLB • At least 5 students studying Veterinary Science • At least 10 students studying IT Related Programmes • At Least 10 students enrolled for Investigation related studies • At least 20 students studying Criminology. • Balance of the target for other programmes linked to occupations in high demand and those required by the Sector Skills Plans.
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year End)
Reporting cycle	Quarterly
Desired performance	200 unemployed youth entering bursaries to study towards priority occupations during the period 01 April 2024 to 31 March 2025
Indicator responsibility	Executive Manager Learning Programmes
2. INDICATOR	
Indicator title	Number of unemployed youth that complete studies under a SASSETA funded Bursary by 31 March 2025
Short definition	To measure the number of bursaries completed for priority occupations as identified from hard to fill vacancies as per the Sector Skills Plan (SSP) and the DHET list of occupations in high demand for the period 01 April 2024 to 31 March 2025
Source of data	Learner Records Management System or learner files
Method of calculation/ assessment	A Simple Count of unemployed bursary students who completed their studies during the period 1 April 2024 to 31 March 2025.
Means of Verification	Unemployed bursary listing for 1 April 2024 to 31 March 2025 and Statement of results or Certificate of completion. A learner can only be reported once as a completion either with the SOR or the Certificate.

2. INDICATOR	
Assumptions	Bursary students completing their courses by 31 March 2025
Disaggregation of Beneficiaries (where applicable)	Not Applicable
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year End)
Reporting cycle	Quarterly
Desired performance	45 unemployed youth funded by SASSETA completed studies towards priority occupations between 01 April 2024 to 31 March 2025
Indicator responsibility	Executive Manager Learning Programmes
3. INDICATOR	
Indicator title	Number of TVET students entered work integrated learning placement programmes by 31 March 2025
Short definition	To measure the number TVET students entered work integrated learning placements by 31 March 2025
Source of data	Learner Records Management System or learner files
Method of calculation/ assessment	A simple count of TVET students who entered work integrated learning placement programmes during the period 1 April 2024 to 31 March 2025.
Means of Verification	TVET learner listing for the period 01 April 2024 to 31 March 2025 Work-based learning programmes. Agreements of TVET students with copies of certified Identification document and highest qualification.
Assumptions	Compliant Discretionary Grant applications from TVET colleges and Employers for work integrated learning placement programmes
Disaggregation of Beneficiaries (where applicable)	At least 90% of beneficiaries are Youth Placement of at least 50 students who studied the safety in society learning programmes
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year End)
Reporting cycle	Quarterly
Desired performance	750 TVET students who entered workplace-based learning agreements during the period 01 April 2024 to 31 March 2025
Indicator responsibility	Executive Manager Learning Programmes
4. INDICATOR	
Indicator title	Number of TVET students completed work integrated learning placement programmes by 31 March 2025
Short definition	To measure the number TVET students who completed the work integrated learning placement programmes during the period 01 April 2024 to 31 March 2025
Source of data	Learner Records Management System or learner files
Method of calculation/ assessment	A simple count of the number of Service certificates of TVET students who completed the work integrated learning placement programmes for the period 01 April 2024 to 31 March 2025
Means of Verification	TVET Student completion learner listing for the period 01 April 2024 to 31 March 2025 and Service Certificates

4. INDICATOR	
Assumptions	Project closeout reports from TVET Colleges and Employers for workplace-based learning are submitted
Disaggregation of Beneficiaries (where applicable)	Not Applicable
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year End)
Reporting cycle	Quarterly
Desired performance	500 TVET students who completed learning under workplace-based learning agreements/ TVET Placement Agreements during the period from 1 April 2024 to 31 March 2025
Indicator responsibility	Executive Manager Learning Programmes
5. INDICATOR	
Indicator title	Number of University of Technology students placed in work integrated learning by 31 March 2025
Short definition	To measure the number University of technology students provided with work integrated learning by 31 March 2025
Source of data	Learner Records Management System or learner files
Method of calculation/ assessment	A simple count of the number of workplace-based learning programme agreements for university of technology students who entered work integrated learning placement programmes for the period 01 April 2024 to 31 March 2025
Means of Verification	Learner Listing for University of Technology students who entered workplace-based learning for the period 01 April 2024 to 31 March 2025 Workplace-based learning programmes Agreements of University of Technology students for the period 1 April 2024 to 31 March 2025
Assumptions	Compliant Discretionary Grant applications from the Universities of Technology and Employers for workplace-based learning for University of Technology student placements
Disaggregation of Beneficiaries (where applicable)	70% of beneficiaries are Youth
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year End)
Reporting cycle	Quarterly
Desired performance	480 University of Technology students entered workplace-based learning during the period 01 April 2024 to 31 March 2025
Indicator responsibility	Executive Manager Learning Programmes
6. INDICATOR	
Indicator title	Number of University of Technology students placed who complete their work integrated learning by 31 March 2025
Short definition	To measure the number of University of Technology students placed, who completed work integrated learning by 31 March 2025
Source of data	Learner Records Management System or learner files or Letters confirming completion of placements

6. INDICATOR	
Method of calculation/ assessment	A simple count of the number of Service certificates of University of Technology students who completed the work-integrated learning placement programmes for the period 01 April 2024 to 31 March 2025
Means of Verification	Learner listing for University of Technology students who completed their work integrated learning in the period 01 April 2024 to 31 March 2025 Service certificates/ Letters issued by the host employer or University of Technology confirming completion of placements
Assumptions	Project closeout reports from University of Technology and Employers for workplace-based learning is submitted to SASSETA
Disaggregation of Beneficiaries (where applicable)	Not Applicable
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year-End)
Reporting cycle	Quarterly
Desired performance	290 University of Technology students completed workplace-based learning during the period 01 April 2024 to 31 March 2025
Indicator responsibility	Executive Manager Learning Programmes
7. INDICATOR	
Indicator title	Number of law graduates placed in candidacy programmes in strong partnership with industry by 31 March 2025
Short definition	To measure the number of law graduates placed in candidacy programmes in strong partnerships with the industry during the period 01 April 2024 to 31 March 2025
Source of data	Learner Records Management System or learner files
Method of calculation/ assessment	A simple count of the number of Work based learning programmes, Agreements for law graduates placed on candidacy programmes in partnership with industry for the period 01 April 2024 to 31 March 2025
Means of Verification	Learner listing for Candidacy learners for the period 01 April 2024 to 31 March 2025. Work-based learning programmes, Agreements for law graduates entering candidacy programmes
Assumptions	Compliant Discretionary Grant applications from Employers for workplace-based learning
Disaggregation of Beneficiaries (where applicable)	At least 54% of beneficiaries are Women At least 80 % of beneficiaries are Youth At least 80% of the beneficiaries must be Black At Least 20 Learners given exposure to conveyancing work
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year-End)
Reporting cycle	Quarterly
Desired performance	200 law graduates placed in workplaces in candidacy programs during the period 01 April 2024 to 31 March 2025
Indicator responsibility	Executive Manager Learning Programmes

8. INDICATOR	
Indicator title	Number of law graduates placed, completing candidacy programmes placements in strong partnership with industry by 31 March 2025
Short definition	To measure the number of law graduates who completed workplace-based candidacy programmes by 31 March 2025.
Source of data	Learner Records Management System or learner files
Method of calculation/ assessment	A simple count of the number of Service Certificates for law graduates who completed the workplace-based candidacy programmes for the period 01 April 2024 to 31 March 2025
Means of Verification	Learner listing for law graduates placed, completing candidacy programmes in strong partnership with industry during the period 01 April 2024 to 31 March 2025. Service certificates for law graduates placed who completed workplace-based candidacy programmes for the period 1 April 2024 to 31 March 2025.
Assumptions	Project closeout reports from Employers for candidacy programmes
Disaggregation of Beneficiaries (where applicable)	Not Applicable
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year-End)
Reporting cycle	Quarterly
Desired performance	85 law graduates completed workplace-based learning during the period 01 April 2024 to 31 March 2025
Indicator responsibility	Executive Manager: Learning Programmes
9. INDICATOR	
Indicator title	Number of graduates and interns entered workplace-based learning programmes, in partnership with industry, by 31 March 2025
Short definition	To measure the number of graduates and interns (excluding candidacy above) entered workplace-based learning programmes, in partnership with the industry by the 31 March 2025
Source of data	Learner Records Management System or learner files
Method of calculation/ assessment	A simple count of the number of workplace-based learning programmes agreements of graduates and interns (excluding candidacy above) who enter work-integrated learning placements for the period 1 April 2024 to 31 March 2025
Means of Verification	Graduate and intern learner listing for the period 1 April 2024 to 31 March 2025 Work-based learning programmes agreements of graduates and interns (excluding candidacy learners) who enter work-integrated learning placements for the period 1 April 2024 to 31 March 2025
Assumptions	Compliant Discretionary Grant applications received
Disaggregation of Beneficiaries (where applicable)	At least 54% of beneficiaries are Woman At least 70% of beneficiaries are Youth At least 100 learners placed, targeting occupations identified by the SASSETA SSP. At least 50 learners placed in CET Internships
Spatial Transformation (where applicable)	Not Applicable

9. INDICATOR	
Calculation Type	Cumulative (Year-End)
Reporting cycle	Quarterly
Desired performance	600 graduates and interns (excluding candidate attorneys) enter workplace-based learning
Indicator responsibility	Executive Manager Learning Programmes
10. INDICATOR	
Indicator title	Number of graduates and interns completed workplace-based learning programmes in strong partnership with industry by 31 March 2025
Short definition	To measure the number of graduates and interns (excluding candidacy learners) who completed workplace-based learning programmes by 31 March 2025
Source of data	Learner Records Management System or learner files
Method of calculation/assessment	Count of the number of service certificates of graduates and interns (excluding candidacy learners) who completed their programmes for the period 1 April 2024 to 31 March 2025
Means of Verification	Graduates and intern's completion learner listing for the period 1 April 2024 to 31 March 2025. Service certificates for graduates and interns completing in the period 1 April 2024 to 31 March 2025
Assumptions	Project closeout reports from employers are submitted to SASSETA
Disaggregation of Beneficiaries (where applicable)	Not Applicable
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year-End)
Reporting cycle	Quarterly
Desired performance	320 graduates and interns (excluding candidacy learners) completed workplace-based learning programmes by 31 March 2025
Indicator responsibility	Executive Manager Learning Programmes
11. INDICATOR	
Indicator title	Number of unemployed learners entered learnerships by 31 March 2025
Short definition	To measure the number of unemployed learners who entered learnerships by 31 March 2025
Source of data	Learner Records Management System or learner files
Method of calculation/assessment	A count of the number of unemployed learnership agreements of learners who entered learnerships for the period 01 April 2024 to 31 March 2025
Means of Verification	Learner listing for Unemployed learners entering learnerships for the period 01 April 2024 to 31 March 2025. Learnership agreements for all unemployed learners entering learnerships for the period 1 April 2024 to 31 March 2025
Assumptions	Compliant Discretionary Grant applications from Employers for learnerships
Disaggregation of Beneficiaries (where applicable)	At least 70% of beneficiaries are Youth At least 50 learners trained on electronic installation practices learnership.
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year-End)

11. INDICATOR	
Reporting cycle	Quarterly
Desired performance	1400 unemployed learners entering learnerships during the period 01 April 2024 to 31 March 2025
Indicator responsibility	Executive Manager Learning Programmes
12. INDICATOR	
Indicator title	Number of unemployed learners completed learnerships by 31 March 2025
Short definition	To measure the number of unemployed learners completed learnerships by 31 March 2025
Source of data	Learner Records Management System or learner files
Method of calculation/ assessment	A simple count of the number of unemployed learners who completed learnerships for the period 01 April 2024 to 31 March 2025
Means of Verification	Unemployed learnership completion listing for the period 01 April 2024 to 31 March 2025. Statement of results or certificates for unemployed learners completing learnerships for the period 1 April 2024 to 31 March 2025
Assumptions	Learners are deemed competent after assessment.
Disaggregation of Beneficiaries (where applicable)	Not Applicable
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year-End)
Reporting cycle	Quarterly
Desired performance	960 unemployed learners completed learnerships during the period 01 April 2024 to 31 March 2025
Indicator responsibility	Executive Manager Learning Programmes
13. INDICATOR	
Indicator title	Number of employed learners entered learnerships by 31 March 2025
Short definition	To measure the number of employed learners who entered learnerships by 31 March 2025
Source of data	Learner Records Management System or learner files
Method of calculation/ assessment	A count of the number of employed learners who entered learnerships for the period 01 April 2024 to 31 March 2025
Means of Verification	Listing for learners entering Employed learnerships for the period 01 April 2024 to 31 March 2025. Learnership Agreements for employed learnerships for the period 1 April 2024 to 31 March 2025
Assumptions	Compliant Discretionary Grant applications from Employers for learnerships
Disaggregation of Beneficiaries (where applicable)	At least 75% of beneficiaries are over 35 years At Least 50 Learners trained on Electronic Installation Practices Learnership At least 20 learners to be trained on the IT related Learnerships Remaining learners to be trained on occupations in high demand
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year-End)
Reporting cycle	Quarterly

13. INDICATOR	
Desired performance	610 employed learners entered learnership agreements during the period 01 April 2024 to 31 March 2025
Indicator responsibility	Executive Manager Learning Programmes
14. INDICATOR	
Indicator title	Number of employed learners completed learnerships by 31 March 2025
Short definition	To measure the number of employed learners completed learnerships by 31 March 2025
Source of data	Learner Records Management System or learner files
Method of calculation/assessment	A simple count of the number of employed learners completing learnership during the period 01 April 2024 to 31 March 2025
Means of Verification	Learner listing for employed learners completing learnerships during the period 01 April 2024 to 31 March 2025 Learnership Agreement Statement of Results or Certificates for employed learners completing learnerships during the period 1 April 2024 to 31 March 2025
Assumptions	Learners deemed competent after assessment.
Disaggregation of Beneficiaries (where applicable)	Not Applicable
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year-End)
Reporting cycle	Quarterly
Desired performance	520 employed learners completed learnerships during the period 01 April 2024 to 31 March 2025
Indicator responsibility	Executive Manager Learning Programmes
15. INDICATOR	
Indicator title	Number of employed learners entered SASSETA funded Bursaries by 31 March 2025
Short definition	To measure the number of employed learners funded through bursaries by 31 March 2025
Source of data	Bursary files
Method of calculation/assessment	A simple count of the number of bursaries allocated for employed learners
Means of Verification	Employed bursary listing for the period 1 April 2024 to 31 March 2025. Bursary Agreements for employed learners entering SASSETA funded Bursaries for the period of 1 April 2024 to 31 March 2025.
Assumptions	Compliant Discretionary Grant applications for employed bursaries
Disaggregation of Beneficiaries (where applicable)	Transformational disaggregation: At least 54% of beneficiaries are Women At least 5 bursaries are for TVET Lecturers
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year-End)
Reporting cycle	Quarterly

15. INDICATOR	
Desired performance	100 employed learners entered bursaries during the period 01 April 2024 to 31 March 2025
Indicator responsibility	Executive Manager Learning Programmes
16. INDICATOR	
Indicator title	Number of SASSETA funded employed learners holding bursaries who completed studies by 31 March 2025
Short definition	To measure the number of employed learners holding bursaries who completed studies by 31 March 2025
Source of data	Bursary files
Method of calculation/ assessment	A simple count of the number of bursaries allocated for employed learners
Means of Verification	Employed Bursary entered listing for the period 1 April 2024 to 31 March 2025 Statement of results or Certificates for employed learners completing studies under a SASSETA funded Bursary
Assumptions	Learners complete their studies
Disaggregation of Beneficiaries (where applicable)	Not Applicable
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year-End)
Reporting cycle	Quarterly
Desired performance	30 employed learners completed studies under bursary contract during the period 01 April 2024 to 31 March 2025
Indicator responsibility	Executive Manager Learning Programmes
17. INDICATOR	
Indicator title	Number of employed learners entered skills programmes/ short courses by 31 March 2025
Short definition	To measure the number of learners entered skills programmes/ short courses by 31 March 2025
Source of data	Learner Records Management System or learner files
Method of calculation/ assessment	A count of the number of employed learners entering skills programmes/short courses for the period 01 April 2024 to 31 March 2025
Means of Verification	Listing for Employed learners entering Skills programmes for the period 01 April 2024 to 31 March 2025. Skills Programme/Short Course Registration forms for employed learners entering skills programmes for the period 1 April 2024 to 31 March 2025
Assumptions	Compliant Discretionary Grant applications for skills programmes/short courses
Disaggregation of Beneficiaries (where applicable)	At least 5 Managers from TVET to be trained on curriculum-related studies At least 10 Lecturers from TVET to be trained on skills programmes and exposed to industry for practicals At least 5 Managers from CET to be trained on curriculum-related studies At least 10 CET lecturers trained on skills programmes and exposed to industry for practicals

17. INDICATOR	
Disaggregation of Beneficiaries (where applicable)	At least 20 learners trained in skills programmes on accident investigation and re-construction At least 20 learners trained on conveyancing short courses. At least 10 learners trained on detective skills programmes
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year-End)
Reporting cycle	Quarterly
Desired performance	2280 employed learners entering skills programmes/short courses during the period 01 April 2024 to 31 March 2025
Indicator responsibility	Executive Manager Learning Programmes
18. INDICATOR	
Indicator title	Number of employed learners completed skills programmes/short courses by 31 March 2025
Short definition	To measure the number of employed learners completed skills programmes/Short courses by 31 March 2025
Source of data	Learner Records Management System or learner files
Method of calculation/assessment	A simple count of employed learner work-based learning agreements for skills programmes for the period of 01 April 2024 to 31 March 2025
Means of Verification	Employed Skills Programme Completion Listing for period 01 April 2024 to 31 March 2025. Statement of results or Certificates for employed learners completing skills programmes for the period 1 April 2024 to 31 March 2025
Assumptions	Compliant discretionary grant applications for skills programmes and short courses
Disaggregation of Beneficiaries (where applicable)	Not Applicable
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year-End)
Reporting cycle	Quarterly
Desired performance	1961 Employed learners completing skills programmes / short courses in the period 1 April 2024 to 31 March 2025
Indicator responsibility	Executive Manager Learning Programmes
19. INDICATOR	
Indicator title	Number of learners entering artisan related learning programmes by 31 March 2025
Short definition	To measure the number of learners entering artisan related learning programmes by 31 March 2025
Source of data	Learner Records Management System or learner files
Method of calculation/assessment	A count of the number of persons enrolled on Artisans development programmes
Means of Verification	Artisan listing for the period 01 April 2024 to 31 March 2025. Learner Agreement for learners enrolled in artisan training during the period 1 April 2024 to 31 March 2025
Assumptions	Compliant qualifying applications for artisan programmes

19. INDICATOR	
Disaggregation of Beneficiaries (where applicable)	Field of Study: At least 10 learners to be trained on the Plumbing trade At least 10 learners to be trained on the Electrical Equipment Mechanics trade At Least 10 learners to be trained on the Brick Layers trade At Least 10 learners to be trained on the Carpenters trade At least 10 learners to be trained on the Diesel Mechanic trade At least 10 learners to be trained on the Welding trade
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year-End)
Reporting cycle	Quarterly
Desired performance	200 learners entering artisans learning programmes during the period of 01 April 2024 to 31 March 2025
Indicator responsibility	Executive Manager Learning Programmes
20. INDICATOR	
Indicator title	Number of persons declared competent on Trade Tests by 31 March 2025
Short definition	To measure the number of learner artisans supported by 31 March 2025
Source of data	Learner Records Management System or learner files
Method of calculation/ assessment	A count of the number of learners who completed Artisans development programmes and issued with Trade Test Certificates
Means of Verification	Artisans completion/ trade test completion listing or the period 1 April 2024 to 31 March 2025. Trade Test certificate or Statement of Results for persons completing artisan training in the period 1 April 2024 to 31 March 2025
Assumptions	Learners undertake trade tests and are declared competent
Disaggregation of Beneficiaries (where applicable)	Not Applicable
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year-End)
Reporting cycle	Quarterly
Desired performance	84 persons declared competent under artisan learning programmes during the period of 01 April 2024 to 31 March 2025
Indicator responsibility	Executive Manager: Learning Programmes
21. INDICATOR	
Indicator title	Number of Memorandum of Understanding entered into with Centres of Specialisations aimed at supporting the Centre by 31 March 2025
Short definition	To measure the number of Centres of Specialisations supported by 31 March 2025
Source of data	Manual – Files Implementation reports, or contracts/ MOU /Service Level Agreement (SLA) with specific deliverables
Method of calculation/ assessment	A simple count of the Number of MOUs signed with Centres of Specialisation

21. INDICATOR	
Means of Verification	Signed MOUs with Centres of Specialisation
Assumptions	Signed MOU with SASSETA and Centre of Specialisation
Disaggregation of Beneficiaries (where applicable)	Not Applicable
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year-End)
Reporting cycle	Quarterly
Desired performance	1 MOU entered into with Centres of Specialisation aimed at supporting the Centre by 31 March 2025.
Indicator responsibility	Executive Manager: Learning Programmes
22. INDICATOR	
Indicator title	Number of learners entering Recognition of Prior Learning Programmes on qualifications by 31 March 2025
Short definition	To measure the number of learners entering RPL programmes against a qualification by 31 March 2025
Source of data	Learner Records Management System or learner files
Method of calculation/ assessment	A simple count of the number of learners entered RPL Programmes on qualifications
Means of Verification	Learner listing for learners entering RPL Programmes on qualifications in the period 1 April 2024 to 31 March 2025 Learner Agreements
Assumptions	Learners enrolled under RPL programmes
Disaggregation of Beneficiaries (where applicable)	At least 40 learners are over 35 years old
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year End)
Reporting cycle	Quarterly
Desired performance	60 learners entering RPL programmes during the period 01 April 2024 to 31 March 2025
Indicator responsibility	Executive Manager Learning Programmes
23. INDICATOR	
Indicator title	Number of learners completing Recognition of Prior Learning Programmes on qualifications by 31 March 2025
Short definition	To measure the number of learners completing RPL programmes by 31 March 2025
Source of data	Learner Records Management System or learner files
Method of calculation/ assessment	A simple count of the number of learners who completed RPL Programmes on qualifications by 31 March 2025
Means of Verification	Learner Listing of learners completing RPL programmes on qualifications by 31 March 2025. Statement of Results or Certificates for learners who complete RPL by 31 March 2025
Assumptions	Learners completed training under a RPL Programmes

23. INDICATOR	
Disaggregation of Beneficiaries (where applicable)	Not Applicable
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year End)
Reporting cycle	Quarterly
Desired performance	50 learners completed RPL programmes during the period 01 April 2024 to 31 March 2025
Indicator responsibility	Executive Manager Learning Programmes
24. INDICATOR	
Indicator title	Number of entrepreneurs supported to start their business by 31 March 2025
Short definition	To measure the number of Entrepreneurs supported to start their businesses by 31 March 2025
Source of data	Manual – a listing of Entrepreneurs, supported or learner files
Method of calculation/ assessment	A count of the number of entrepreneurs supported to start their business by 31 March 2025
Means of Verification	Workshop attendance registers of entrepreneurs MOUs with SASSETA and entrepreneurs Evidence of assistance provided for entrepreneurs to start their businesses
Assumptions	Entrepreneurs meet the selection criteria
Disaggregation of Beneficiaries (where applicable)	At Least 50% Of Beneficiaries Are Female At Least 50% Are Youth
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year-End)
Reporting cycle	Quarterly
Desired performance	20 Entrepreneurs supported by 31 March 2025
Indicator responsibility	Executive Manager: Learning Programmes
25. INDICATOR	
Indicator title	Number of unemployed learners entered skills programmes/short courses by 31 March 2025
Short definition	To measure the number of unemployed learners entered skills programmes/ short courses by 31 March 2025
Source of data	Learner Records Management System or learner files
Method of calculation/ assessment	A simple count of the number of unemployed learners entered Skills programme / short courses for the period 1 April 2024 to 31 March 2025
Means of Verification	List of unemployed learners entering Skills programme/ short course for the period 01 April 2024 to 31 March 2025. Skills Programmes Learner registration forms with certified ID attached
Assumptions	Compliant Discretionary Grant applications from employers for skills programmes/short course

25. INDICATOR	
Disaggregation of Beneficiaries (where applicable)	At least 54% of beneficiaries are female At least 50% are youth At least 50 CET learners trained on AET
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year-End)
Reporting cycle	Quarterly
Desired performance	430 Unemployed learners entering skills programmes / short courses from 01 April 2024 to 31 March 2025
Indicator responsibility	Executive Manager: Learning Programmes
26. INDICATOR	
Indicator title	Number of unemployed learners completed skills programmes/ short courses by 31 March 2025
Short definition	To measure the number of unemployed learners completed skills programmes/ short courses by 31 March 2025
Source of data	Learner Records Management System or learner files
Method of calculation/ assessment	A simple count of the number of unemployed learners completing skills programmes / short courses during the period 01 April 2024 to 31 March 2025
Means of Verification	Listing of unemployed learners completing Skills programme/ short course for the period 01 April 2024 to 31 March 2025. Statement of Results or Certificates for unemployed learners completing skills programmes/short course for the period 1 April 2024 to 31 March 2025
Assumptions	Learners will complete their studies
Disaggregation of Beneficiaries (where applicable)	Not Applicable
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year-End)
Reporting cycle	Quarterly
Desired performance	260 unemployed learners completed skills programmes/ short courses during the period 01 April 2024 to 31 March 2025
Indicator responsibility	Executive Manager: Learning Programmes
27. INDICATOR	
Indicator title	Number of career development events in urban and rural areas focusing on occupations in high demand by 31 March 2025
Short definition	To measure the number of career guidance workshops by 31 March 2025
Source of data	Manual – Attendance registers
Method of calculation/ assessment	A count of the number of career guidance workshops attended during the period 01 April 2024 to 31 March 2025
Means of Verification	Attendance registers for each career development event
Assumptions	Sufficient career development guidance workshops
Disaggregation of Beneficiaries (where applicable)	At least 20 Rural Events At Least 7 Urban Events

27. INDICATOR	
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year-End)
Reporting cycle	Quarterly
Desired performance	27 career guidance workshops in urban and rural areas focusing on occupations in high demand by 31 March 2025
Indicator responsibility	Executive Manager: Learning Programmes
28. INDICATOR	
Indicator title	Number of Capacity Building Workshops on Career Development Services held by 31 March 2025
Short definition	To measure the number of capacity building workshops on career development services initiated by 31 March 2025
Source of data	Manual – Attendance registers
Method of calculation/ assessment	A simple count of the number of capacity building workshops on career development services held in the period 1 April 2024 to 31 March 2025
Means of Verification	Attendance Register
Assumptions	Number of capacity building workshops conducted
Disaggregation of Beneficiaries (where applicable)	Not Applicable
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year-End)
Reporting cycle	Annually
Desired performance	2 Capacity Building Workshops on Career Development Services Initiated by 31 March 2025
Indicator responsibility	Executive Manager: Learning Programmes
29. INDICATOR	
Indicator title	Number of learners who completed workplace-based learning programmes absorbed into employment or in self-employment by 31 March 2025
Short definition	To measure the number of learners, who completed workplace-based learning programmes (Learnerships, TVET Placements, Graduate/Internship Placements, Candidacy Programmes and Artisans) and are absorbed into employment or self-employment.
Source of data	Learner Records Management System or Learner Files
Method of calculation/ assessment	A simple count of the number of learners absorbed into employment or in self-employment.
Means of Verification	Learner File and Proof of employment in the form of a confirmation of employment letter or employment contract or proof of self-employment
Assumptions	Learners are offered employment after completion of workplace-based learning programmes.
Disaggregation of Beneficiaries (where applicable)	None
Spatial Transformation (where applicable)	Not Applicable

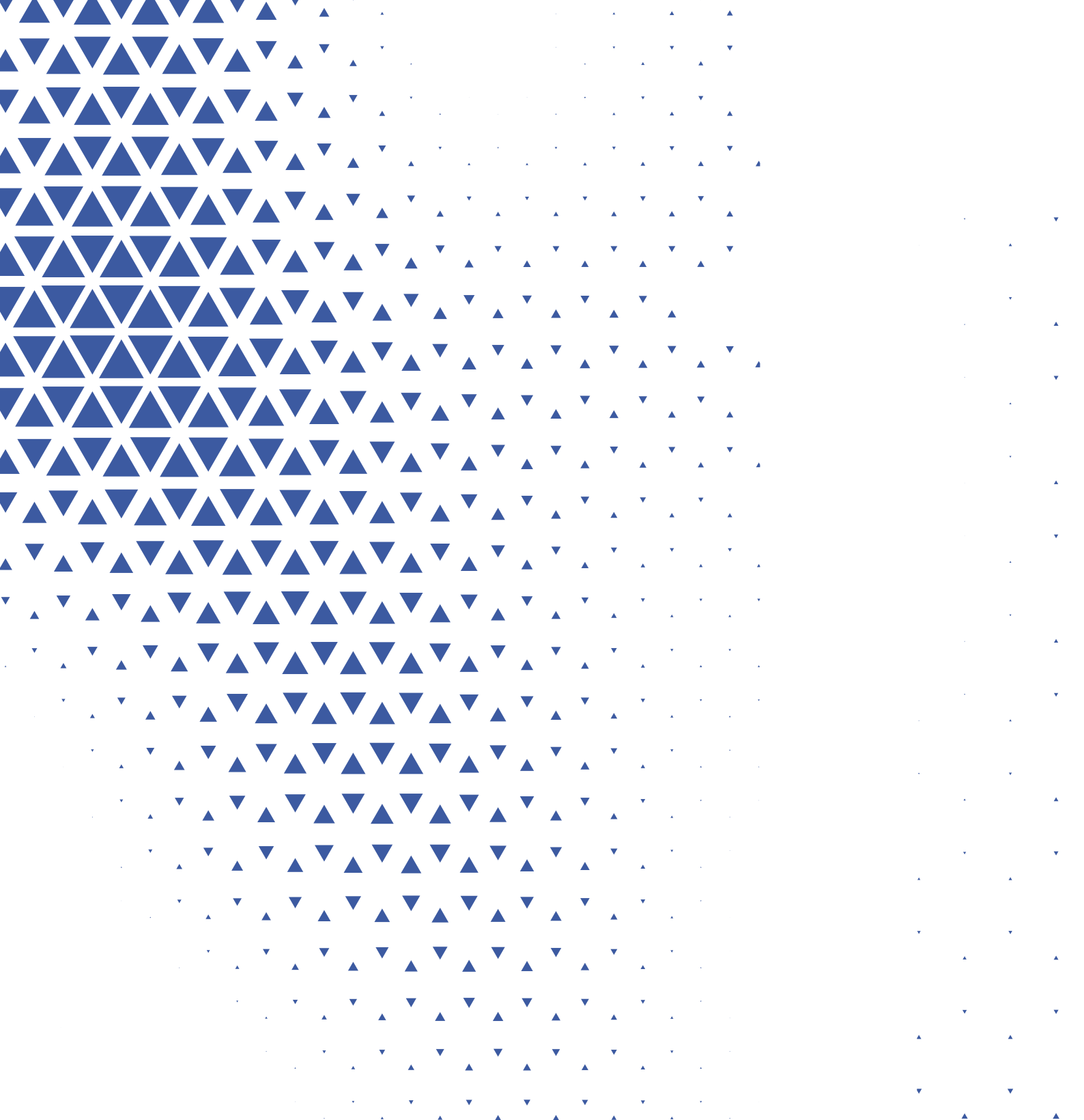
29. INDICATOR	
Calculation Type	Cumulative (Year End)
Reporting cycle	Quarterly
Desired performance	30 learners who completed workplace-based learning programmes absorbed into employment or in self-employment by 31 March 2025
Indicator responsibility	Executive Manager Learning Programmes

8.4 PROGRAMME 4: QUALITY ASSURANCE

Table 21: Technical indicators: Programme 4

1. INDICATOR	
Indicator title	Number of qualifications realigned or newly developed in the sector and submitted to QCTO for approval by 31 March 2025
Short definition	To measure occupational qualifications re-aligned or newly developed and submitted to QCTO
Source of data	Manual – a list of realigned or newly developed occupational qualifications
Method of calculation/ assessment	A count of re-aligned or newly developed occupational qualifications submitted to QCTO by 31 March 2025
Means of Verification	QCTO acknowledgement of submission for approval
Assumptions	The community of expert practitioners will be available for the development/ re-alignment process
Disaggregation of Beneficiaries (where applicable)	Not Applicable
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year-End)
Reporting cycle	Quarterly
Desired performance	Four qualifications realigned or newly developed in the sector and submitted to QCTO for approval by 31 March 2025
Indicator responsibility	Executive Manager: Learning Programmes





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