

2015/16 - 2019/20



# REVISED STRATEGIC PLAN



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

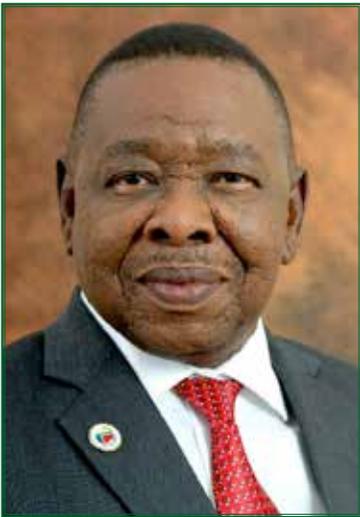
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# FOREWORD BY THE MINISTER OF HIGHER EDUCATION AND TRAINING



The existing Strategic Plan of the Department of Higher Education and Training was approved and tabled in Parliament during March 2015. Since then, the shifting of adult education and training, now known as community education and training, as well as technical and vocational education and training functions was completed and fully incorporated into the activities of the Department. This required the Department to amend its programme structure and the erstwhile Vocational and Continuing Education and Training Branch was split into two separate branches, one for Technical and Vocational Education and Training and the other, Community Education and Training. This further necessitated a need for the review of the Departmental strategies, system targets and focus areas. The review was aimed at sequencing necessary reforms and setting out reasonable timelines for attainment, while improving the quality of learning and student skills.

Important initiatives were implemented to meet Outcome 5 of Government's 14 performance outcomes, namely *"A skilled and capable workforce to support an inclusive growth path"*. The Department is currently responsible for 26 Universities, 50 Technical and Vocational Education and Training (TVET) Colleges, 9 Community Education and Training (CET) Colleges and 26 public entities consisting of the 21 Sector Education and Training Authorities, National Skills Fund, Quality Council on Trades and Occupations, National Student Financial Aid Scheme, South African Qualifications Authority and Council on Higher Education. The Department remains responsible for rendering secretariat services to the Human Resource Development Council of South Africa, which is chaired by the Deputy President of the Republic, as well as the National Skills Authority.

Departmental endeavours remain informed by the White Paper for Post-School Education and Training (PSET) that was released early during 2014, the National Development Plan and the Medium Term Strategic Framework. The revised Strategic Plan still reflects a commitment to expand and improve the quality of the PSET system by introducing appropriate teaching and learning support interventions for universities, as well as TVET and CET Colleges. A strong emphasis is also placed on improving the capacity of the system through infrastructure development interventions for universities and TVET Colleges, alongside student housing.

Good corporate governance including effective resource management by the Department and its entities remain a key focus area especially since the TVET and CET function shift. The Department continues to combat any form of criminal activity and strives towards the attainment of unqualified audit opinions throughout the system.

The Department will continue to serve all its clients, including our most precious asset, our students, to the best of its ability with available resources, while ensuring that resources are utilised in the most cost effective and economical way. Active engagements will continue with our key stakeholders to ensure the provision of quality Post-School Education and Training in a stable and sustainable environment. Cognisance must be taken of the current global economic environment and its concomitant challenges in meeting all our key priority areas. Various successes have been apparent since the establishment of the Department in 2009 and continued efforts will be made to improve access and success within the PSET system. However, in order to manage the system effectively, a phased approach will be required for enrolment growth until the system can respond positively to the needs of all our post-school youth and adults.

Notwithstanding the above, we have seen the university system exceeding targets with regard to producing graduates in scarce skills areas such as engineering, natural and physical science, as well as animal and human health studies. The number of university graduates also increased significantly and signals that the system is improving its output. Notably, the number of Research Masters and Doctoral (PhD)

graduates have increased at a higher rate than the overall number of graduates, which is critical as it is on these post-graduates that the country depends for its future academics, researchers and other leaders within knowledge-intensive professions.

The adjustments to the Strategic Plan have been necessary and will assist the Department to make meaningful progress towards the delivery of its mandate. In order to achieve this goal, I commit the Department to periodically assess the impact of the steering mechanisms devised for the system in ensuring the precision of all our plans for the period covered by this revised Strategic Plan.



**DR BE NZIMANDE, MP**

**MINISTER OF HIGHER EDUCATION AND TRAINING**

# OFFICIAL SIGN-OFF

It is hereby certified that this revised Strategic Plan:

- Was developed by the management of the Department under the guidance of the Minister, Dr BE Nzimande, MP
- The plan takes into account all the relevant policies, legislation and other mandates for which the Department of Higher Education and Training is responsible and accurately reflects the strategic outcome oriented goals and objectives which the Department will endeavour to achieve over the period 2015/16 to 2019/20.



**Mr TW Tredoux:**  
**Chief Financial Officer**



**Dr SNP Sishi:**  
**Head Official responsible for Planning**



**Mr GF Qonde:**  
**Accounting Officer**



**Approved by:**  
**Dr BE Nzimande, MP**  
**Executive Authority**

# MESSAGE FROM THE DEPUTY MINISTER OF HIGHER EDUCATION AND TRAINING



The Department of Higher Education and Training commenced with the implementation of the existing Strategic Plan on 1 April 2015 and focused among others on artisan development, youth development programmes, career development and improving access to Post-School Education and Training (PSET) for people with disabilities. It is becoming increasingly apparent that artisan development remains a priority and is on course with the endorsement and support from employers within Government, state-owned companies and the private sector by providing work opportunities and apprenticeships.

The challenges faced by the Department cannot be addressed within the time-frame of the Strategic Plan. The work as outlined in this revised Strategic Plan, aims to address some of the challenges within the PSET system in order to find relevant solutions.

During the remainder of this strategic period, the Department will continue to focus on the consolidation of artisan development and the further operationalisation of standards, setting and moderation functions. The Department will build on the success of the Decade of the Artisan campaign and continue with the advocacy of artisanship. Through this advocacy campaign, young people are reached in every corner of the country with emphasis placed on taking up artisanship as a career of choice. Young women are especially encouraged to claim their space in traditionally male-dominated areas of expertise, in order to make a positive contribution to the South African economy. TVET Colleges are being positioned to play a more impactful role in the production of artisans.

One of the key steering mechanisms announced in the Strategic Plan has been ensuring a sound PSET system to improve the provision of education and training for people with disabilities. The development of a comprehensive policy and implementation framework are included in the strategic objectives of the Department and will be finalised in the near future to ensure the integration of students and staff with disabilities in all facets of university and college life.

As far as career development is concerned, the central application system will gain impetus over the next three years and have a positive impact in steering the PSET system. The White Paper on Post-School Education and Training has placed a strong emphasis on student support services to promote successful throughput rates of students. This Strategic Plan includes the institutionalisation of career development services and open learning initiatives.

The revised Strategic Plan is an accurate reflection of the planned activities of the Department and indeed captures the mandate and spirit envisioned by the White Paper.

**MR MC MANANA, MP**

**DEPUTY MINISTER OF HIGHER EDUCATION AND TRAINING**

# INTRODUCTION AND STRATEGIC OVERVIEW BY THE DIRECTOR-GENERAL



The primary objective of Outcome 5 of Government's 14 Outcomes, is the creation of *"A skilled and capable workforce to support an inclusive growth path"* and forms the basis for the delivery focus of the Department of Higher Education and Training. The Department tabled its second Strategic Plan since its establishment in March 2015.

Following on two years of implementation, it has become evident that certain areas in the plan had to be strengthened although the broader focus of the plan remains unchanged. More emphasis has been placed on the development and implementation of steering mechanisms as well as teaching and learning support by all delivery programmes, especially the programme responsible for TVET Colleges. The revised Strategic Plan therefore focuses more strongly on the following areas within the Technical and Vocational Education and Training (TVET) sector:

- a review of qualifications;
- a review of the examination system and the conduct policy for National Certificate (Vocational) qualifications;
- a review of curricula; and
- the improvement of learning assessment services.

The Department's strategies remain focused on simultaneously ensuring that versatile and creative challenges are addressed and that South Africans have access to education and training of the highest quality. There is a need for the different sectors within the Post-School Education and Training (PSET) system to work more closely together in allowing students different learning opportunities.

The TVET sector has to grow substantially in an effort to become responsive to the changing labour market and must also be stabilised. Certain targets relating to TVET Colleges have been adjusted downwards due to previous performance challenges and inadequate funding. The Department is setting in place improved measures to ensure that the resources at our disposal are optimally utilised in achieving the best returns on the outcomes of the PSET system in relation to the investment made by Government.

This revised Strategic Plan is indeed the result of extensive deliberations and planning with all relevant stakeholders. The Department is confident that its implementation will go a long way towards meeting the expectations of the public. The revised Strategic Plan also reflects the changes to the budget programme structure as introduced during the 2015/16 financial year, namely the split of Vocational and Continuing Education and Training into Technical and Vocational Education and Training and Community Education and Training.

The Department will progressively move forward to meet its target in ensuring access and success within the PSET system. We are indeed thankful to the Minister, Dr BE Nzimande, and the Deputy Minister, Mr MC Manana, for their leadership and support in this regard.

A stylized, handwritten signature in black ink, appearing to read 'GF Qonde'.

**MR GF QONDE**

**DIRECTOR-GENERAL: HIGHER EDUCATION AND TRAINING**

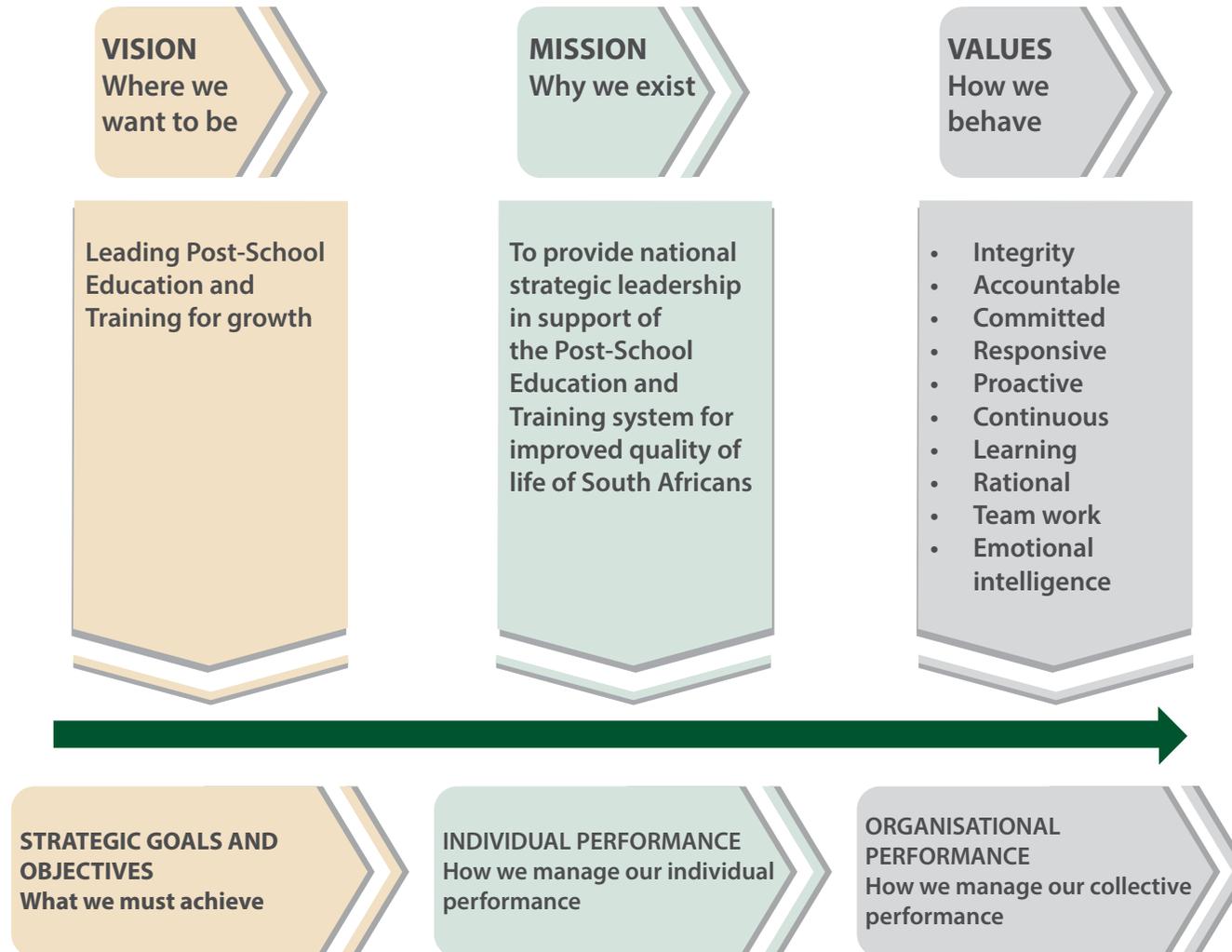


# PART A

STRATEGIC OVERVIEW

# PART A: STRATEGIC OVERVIEW

## 1. VISION, MISSION AND VALUE STATEMENT



## 2. LEGISLATIVE AND OTHER MATTERS

### 2.1 CONSTITUTIONAL MANDATES

The Department derives its legislative mandate from the supreme law of the Republic, the Constitution, within the purport of section 29, read with Schedule 4, which lists education at all levels, excluding tertiary education as a functional area of concurrent national and provincial legislative competence, whereas section 29 states as follows:

- (1) Everyone has the right-
  - (a) to a basic education, including adult basic education; and
  - (b) to further education, which the state, through reasonable measures, must make progressively available and accessible.
- (2) Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to- and implementation of this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account-
  - (a) equity;
  - (b) practicability; and
  - (c) the need to redress the results of past racially discriminatory laws and practices.
- (3) Everyone has the right to establish and maintain, at their own expense, independent educational institutions that-
  - (a) do not discriminate on the basis of race;
  - (b) are registered with the state; and
  - (c) maintain standards that are not inferior to standards at comparable public educational institutions.
- (4) Subsection (3) does not preclude state subsidies for independent educational institutions.

### 2.2 LEGISLATIVE MANDATES

#### **Higher Education Act, 1997 (Act No. 101 of 1997) (HE Act)**

- Regulates higher education;
- Provides for the establishment, composition and functions of a Council on Higher Education (CHE);
- Delineates the establishment, composition and functions of public higher education institutions;

- Regulates the appointment and functions of an independent assessor;
- Regulates the registration of Private Higher Education Institutions (PHEIs); and
- Determines quality assurance and quality promotion in higher education institutions and matters connected therewith.

**National Student Financial Aid Scheme Act, 1999 (Act No. 56 of 1999) (NSFAS Act)**

- Provides for the management, governance and administration of NSFAS; and
- The granting of loans and bursaries to eligible students at public Colleges and public Higher Education Institutions, the administration of such loans and bursaries as well as the recovery of the loans and for matters connected therewith.

**Continuing Education and Training Act, 2006 (Act No. 16 of 2006) (CET Act)**

- Provides for the regulation of continuing education and training;
- Oversees the governance and funding of TVET and CET Colleges;
- Monitors the registration of private colleges; and
- Manages the establishment, composition functions and functioning of the South African Institute for Vocational and Continuing Education and Training (SAIVCET) and for matters connected therewith.

**National Qualifications Framework Act, 2008 (Act No. 67 of 2008) (NQF Act)**

- Provides for the National Qualifications Framework;
- Outlines the responsibilities of the Minister in terms of this Act; and
- Provides for SAQA and the Quality Councils (QCs), repeal of the SAQA Act and provides for matters connected therewith.

The Minister is also responsible for the following shared legislation:

**Skills Development Act, 1998 (Act No. 97 of 1998) (SD Act)**

The whole Act is the responsibility of the Minister except some sections where reference is made to the Minister of Labour. The Act provides for an integrated framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African workforce and to integrate those strategies within the National Qualifications Framework as contemplated in the NQF Act; learnerships that lead to recognised occupational qualifications; the financing of skills development by means of a levy-financing scheme and NSF to provide for matters connected therewith.

In the following sections reference is made to the Minister of Labour: Section 2(1)(g) and (h), Section 2(2)(a)(v) (vi) and (xii), Section 5(4) (only with respect to the Productivity SA); Section 22(1) 23(1)(a) and (d), (2), (3); Sections 24, 25, 26, 26K, 26L, 26M, 26N; 32(2), 36(o),(p) and (q); item 7 of Schedule 2A and Schedule 4; Section 32(1), 33 and 36(a), (s) and any other provision to the extent that these provisions apply to "employment services", as defined in section 1, or Productivity South Africa, as established by Section 26(K), but excluding Section 23(1)(b) and (c).

**Skills Development Levies Act, 1999 (Act No. 9 of 1999) (SDL Act)**

Provides for the imposition of a skills development levy and for matters connected therewith.

**General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001) (GENFETQA ACT)**

The Minister is responsible for the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001) in respect of functions relating to continuing education and training offered in public TVET and CET Colleges and private colleges offering continuing education and training as per the CET Act No. 16 of 2006. The Minister of Basic Education is responsible for matters relating to school education.

## 2.3 POLICY MANDATES

Within the context of Higher Education and Training, the following key policies, notices and sub-ordinate legislation were developed and published as from 1 April 2009:

**The Higher Education Act, 1997 (Act No. 101 of 1997), (HE Act)**

- Regulations for the Establishment of a National Institute for the Humanities and Social Sciences, 2013 (GN 952 in GG 37118 of 5 December 2013);
- Regulations for Reporting by Public Higher Education Institutions (GN R464 in GG 37726 of 9 June 2014);
- Establishment of a public university in terms of Section 20: Sol Plaatje University (GN 630 in GG 36771 of 23 August 2013);
- Establishment of a public university in terms of Section 20: University of Mpumalanga (GN 631 in GG 36772 of 23 August 2013);
- Establishment of a public university in terms of Section 20: Sefako Makgatho Health Sciences University (GN 5871 in GG 37658 of 16 May 2014);
- Incorporation of a campus into a public university in terms of Section 20: Incorporation of the Medunsa campus of University of Limpopo into the Sefako Makgatho Health Sciences University (GN 592 in GG 38086 of 10 October 2014);
- Incorporation of a higher education entity into a public university in terms of Section 20: Incorporation of the Lowveld College of Agriculture into the University of Mpumalanga (GN 592 in GG 38085 of 10 October 2014);
- Policy for the provisioning of Distance Education in South African Universities in the context of an integrated Post-School system (GN 589 in GG 37811 of 7 July 2014);
- Minimum admission requirements for Higher Certificate, Diploma and Degree Programmes requiring a National Certificate (Vocational) at Level 4 of the National Qualifications Framework (GN 1114 in GG 32743 of 26 November 2009); and
- Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training Colleges (GN 410 in GG 36554 of 11 June 2013).

**National Student Financial Aid Scheme Act, 1999 (Act No. 56 of 1999), (NSFAS Act)**

- Regulations under the NSFAS, 1999 (GN R676 in GG 22491 of 19 July 2001);
- Minimum Requirements for Teacher Education Qualifications;
- Regulations for PHEIs; and
- Policy on Early Childhood Development (ECD).

**Continuing Education and Training Act, 2006 (Act No. 16 of 2006), (CET Act of 2006)**

- Approval of the Policy Document, Formal Further Education and Training College Programmes at Levels 2 to 4 on the National Qualifications Framework (NQF) (GN 524 in GG 33220 of 25 May 2010);
- Higher Education and Training Information Policy (GN 832 in GG 36973 of 1 November 2013);
- DHET 009: Standard for the Publication of Post-School Education and Training Statistics Reports in South Africa (GN 202 in GG 37461 of 28 March 2014);
- DHET 010: Data Dissemination Standard (GN 470 in GG 37733 of 12 June 2014);
- National Norms and Standards for Funding Further Education and Training Colleges (NSF-FET Colleges), (GN 294 in GG 32010 of 16 March 2009);
- National Policy on Community Education and Training Colleges, 2015; and
- National Policy for the Monitoring and Evaluation of Community Education and Training Colleges.

**In terms of the repealed Adult Education and Training Act, 2000 (Act No. 52 of 2000)**

- Regulations on the Assessment Process for Adult Education and Training (AET) National Qualifications Framework (NQF) Level 1 (GN 352 in GG 36463 of 15 May 2013);
- General Education and Training Certificate (GETC) - Adult Basic Education and Training (ABET) Level 4, a qualification at Level 1 on the National Qualifications Framework (NQF)(GN 1173 in GG 32793 of 11 December 2009); and
- Indefinite postponement of the Implementation of the National Norms and Standards for Funding Adult Learning Centres (NSF-ALCs) (GN 111 in GG 35024 of 9 February 2012).

**The National Qualifications Framework Act, 2008 (Act No. 67 of 2008), (NQF Act)**

- Determination of the Sub-Frameworks that comprise the National Qualifications Framework (GN 1040 in GG 36003 of 14 December 2012);
- Determination of the Sub-Frameworks that comprise the Frameworks: Amendment (GN 891 in GG 36803 of 30 August 2013);
- DHET 002: Data Quality Standard for Surveys (GN 610 in GG 35560 of 2 August 2012);
- DHET 003: Standard for the publication of The Master List of Education Institutions in the Post-School Sector (GN 730 in GG 35664 of 6 September 2012);
- General and Further Education and Training Qualifications Sub-Framework and Higher Education Qualifications Sub-Framework of the National Qualifications Framework (GN 648 in GG 36797 of 30 August 2013);

- Level descriptors for the South African National Qualifications Framework (GN 586 in GG 35548 of 27 July 2012);
- Guidelines on strategy and priorities for the National Qualifications Framework (NQF), 2012/2013 (GN 972 in GG 35915 of 27 November 2012; GG 38123 of 24 October 2014; GG 38797 of 15 May 2015);
- Policy and criteria for recognising a professional body and registering a professional designation for the purposes of the Act (GN 585 in GG 35547 of 27 July 2012);
- Policy and criteria for the registration of qualifications and part-qualifications on the National Qualifications Framework, 2013;
- National Policy for the implementation of the Recognition of Prior Learning, March 2013;
- Policy for Credit Accumulation and Transfer within the National Qualifications Framework, December 2014;
- National policy and criteria for designing and implementing assessment for NQF qualifications and part-qualifications and professional designations in South Africa, December 2014;
- Policy on minimum requirements for Teacher Education Qualifications (GN R743 in GG 33483 of 27 August 2010);
- Recognition of Prior Learning Coordination Policy, 31 March 2016; and
- Standard glossary of terms related to the South African National Qualifications Framework, April 2014.

#### **Skills Development Act, 1998 (Act No. 97 of 1998), (SD Act)**

- Regulations to prescribe the limit regarding the cost to administer the National Skills Fund (GN R1030 in GG 33740 of 8 November 2010);
- Regulations for the conditions of service and appointment of the CEO of a SETA (GN R902 in GG 34720 of 4 November 2011);
- Standard Constitution of SETA Regulations (GN 369 in GG 35336 of 11 May 2012);
- Sector Education and Training Authorities (SETAs) Grant Regulations (GN R990 in GG 35940 of 3 December 2012);
- Establishment of Sector Education and Training Authorities (SETAs) (GN R1055 in GG 33756 of 11 November 2010);
- Establishment of Sector Education and Training Authorities (SETAs): extension of existing period (GN 52 in GG 32916 of 5 February 2010);
- Establishment of Sector Education and Training Authority (SETA): SETA 21 (GN R1057 in GG 33756 of 11 November 2010);
- Establishment of Sector and Training Authority (SETA): SETA 4 and the transfer of SIC Codes (GN R454 in GG 34317 of 27 May 2011);
- Coming into operation of the Quality Council for Trades and Occupations (GN 247 in GG 33059 of 1 April 2010);
- Amalgamation of Sector Education and Training Authorities (SETAs): SETAs 4, 10 and 15 (GN R1056 in GG 33756 of 11 November 2010); and
- Listing of occupations as trades for which artisan qualifications are required (GN 691 in GG 35625 of 31 August 2012).

### 3. RELEVANT COURT RULINGS

Among the court cases dealt with by the Department, there are two court rulings that are of significant importance to the PSET system, namely:

- *Afriforum and Another v Chairman of the Council of the University of the Free State & Others, Free State High Court, Bloemfontein Case No. A70/2016; and*
- *Business South Africa (BUSA) v Minister of Higher Education and Training & Others, Labour Court, Johannesburg Case No. JR 110/13.*

### 4. PLANNED POLICY INITIATIVES

Table 1 below shows planned policy initiatives that the Department will develop and review during the period covered by this plan. This includes a number of policies and contingent legislation (e.g Regulations).

**Table 1:** Planned policy initiatives and responsible programmes

PLANNED POLICY INITIATIVE	RESPONSIBLE PROGRAMME
<ol style="list-style-type: none"> <li>1. A policy on Articulation developed;</li> <li>2. A Strategic Disability Policy Framework for the PSET system developed;</li> <li>3. A Social Inclusion Policy Framework for public PSET institutions developed;</li> <li>4. A policy on open learning and distance education in support of diversity of provision based on open learning principles as a strategic enabler to improve learning opportunities across the PSET system developed;</li> <li>5. A national policy on career development services that provides strategic direction to the implementation of career development services across all spheres of Government developed;</li> <li>6. A competency framework for Career Development Practitioners in South Africa developed;</li> <li>7. A review of the National Qualifications Framework Act developed;</li> <li>8. A review of the GENFETQA Act developed;</li> <li>9. A policy on open learning developed; and</li> <li>10. A framework for PSET system planning.</li> </ol>	<p><b>Programme 2:</b> Planning, Policy and Strategy</p>

PLANNED POLICY INITIATIVE	RESPONSIBLE PROGRAMME
<p>11. A review of the Higher Education Act developed;</p> <p>12. A review of the NSFAS Act developed;</p> <p>13. A review of regulations for regulating PHEIs developed;</p> <p>14. Introducing a Central Application Service Bill to institutionalise applications for courses and programmes in PSET developed;</p> <p>15. A review of language policy in higher education developed;</p> <p>16. A review of the university funding framework developed;</p> <p>17. A policy on community service for graduates developed;</p> <p>18. A policy on ECD educators' professional qualifications developed;</p> <p>19. An internationalisation policy developed;</p> <p>20. A policy framework to enhance collaboration for the production of professionals developed;</p> <p>21. A policy on the provision of student housing at South Africa's public universities and minimum norms and standards developed;</p> <p>22. A policy on creative and innovation outputs developed; and</p> <p>23. A policy on differentiation in higher education.</p>	<p><b>Programme 3:</b> University Education</p>
<p>24. A reviewed funding framework for TVET Colleges developed;</p> <p>25. A performance reporting policy/regulations for TVET Colleges developed;</p> <p>26. A policy/regulations for TVET College finance management developed;</p> <p>27. A policy on South African Institute for Vocational and Continuing Education and Training (SAIVCET) developed;</p> <p>28. A policy/regulation for administration/management of student admission to TVET Colleges developed;</p> <p>29. A continuous professional development policy developed;</p> <p>30. A governance and policies for TVET Colleges developed;</p> <p>31. Guidelines for implementing occupational programmes in TVET Colleges developed;</p> <p>32. Policy directive for TVET College information technology systems developed;</p> <p>33. National admission and promotion guidelines for NC(V) developed;</p> <p>34. TVET Colleges monitoring, evaluation and support model developed;</p> <p>35. Examination conduct policy for NC(V) developed; and</p> <p>36. A review of current costing model for TVET College programmes developed.</p>	<p><b>Programme 4:</b> Technical and Vocational Education and Training</p>

PLANNED POLICY INITIATIVE	RESPONSIBLE PROGRAMME
<p>37. Review and finalise the Departmental Policy Framework on TVET qualifications;</p> <p>38. A review of the Skills Development Act developed;</p> <p>39. A review of SETA landscape developed;</p> <p>40. A review of SETA grant regulations developed;</p> <p>41. National Artisan Data Submission Policy and Procedures developed;</p> <p>42. National Criteria for Artisan Recognition of Prior Learning Policy developed;</p> <p>43. National Trade Testing Regulations developed;</p> <p>44. National Artisan Registration Regulations developed;</p> <p>45. A review of the Skills Development Levies Act developed;</p> <p>46. Workplace based learning policy and learning programmes regulations developed;</p> <p>47. A review of the National Skills Development Strategy developed;</p> <p>48. A policy for the submission and distribution of Artisan Data and Information by SETAs, the Institute for the National Development of Learnerships, Employment, Skills and Labour Assessments (INDLELA), TVET Colleges and Accredited Trade Test Centres developed;</p> <p>49. Governance standards for SETAs developed; and</p> <p>50. Governance Charter for SETAs developed.</p>	<p><b>Programme 5:</b> Skills Development</p>
<p>51. A curriculum policy for CET Colleges developed;</p> <p>52. National Staffing Norms and Standards for CET Colleges developed;</p> <p>53. A policy for Annual Reporting by CET Colleges developed;</p> <p>54. A reviewed funding framework for CET Colleges;</p> <p>55. A policy for NASCA developed;</p> <p>56. Governance policy for CET Colleges developed;</p> <p>57. CET service delivery model developed;</p> <p>58. Regulations for the establishment of the satellite community learning centres developed;</p> <p>59. National curriculum policy for CET Colleges developed; and</p> <p>60. Conduct policy for General Education and Training Certificate for Adults developed.</p>	<p><b>Programme 6:</b> Community Education and Training</p>

## 5. SITUATIONAL ANALYSIS

The Department's long-term strategic plans for the PSET system will optimise continuity and change. The foundations were laid in the solid work of the past 20 years, but future challenges will require versatile and creative strategies.

The challenges that the Department is facing cannot be addressed within the limited time-frame of five years. The work as outlined in this revised Strategic Plan, forms part of a longer-term objective that was imagined over many years of public debate and which must continue to shape the vision for the future. The Department has some understanding of the obstacles being faced and these challenges must be rigorously examined so that relevant solutions can be found.

### 5.1 PERFORMANCE ENVIRONMENT

As committed by Government in the NDP, South Africans should have access to education and training of the highest quality, leading to significantly improved learning outcomes by 2030. The education, training and innovation system should cater for different needs and produce highly skilled individuals. The graduates of South African universities and TVET Colleges should have the skills and knowledge to meet the present and future needs of the economy and society.

Research and development should be significantly expanded to contribute towards building an inclusive society, providing equal opportunities and helping all South Africans to realise their full potential and in particular those previously disadvantaged by Apartheid policies, namely black men, women and individuals with disabilities.

The different sectors of the education system should work together allowing students to take different pathways that offer high quality learning opportunities. There should be clear linkages between schools, CET Colleges, TVET Colleges, universities and other providers of education and training on the one hand and between education and training and the formal work sector on the other. Furthermore, everyone within the schooling system onwards, should have access to quality career information and receive appropriate and adequate career guidance and advice to pursue education and training opportunities leading to a career and ultimately employment.

South Africa needs engineering skills to deliver the massive infrastructure programme announced in the 2012 State of the Nation Address. The country also needs sufficient doctors, nurses and health professionals in different occupational categories to deliver quality healthcare. Critically, the pool of researchers needs to be expanded and their productivity increased significantly. Innovators are going to play a critical role in creating new products and new ways of producing products economically and more efficiently, including the delivery of public services. Research institutions and the National Science and Innovation System must be coordinated and collaborative. The PSET system must also improve equity in access and quality of outcomes. Participation rates in PSET are limited and affect among others, the skills needs of the economy and society. Currently, the PSET system is skewed towards university education which has limited access and few students that can attend institutions of learning. Approximately three times as many students enter universities each year when compared to TVET Colleges, a situation which is unsustainable if the skills needs of the economy and society are to be fully met.

Approximately one million young individuals exit the schooling system annually, many of whom leave without achieving a Grade 12 certificate. Half of those who exit the schooling system do so before Grade 11, either because they do not enroll in or fail Grade 12 and only a small number of those who leave the schooling system enroll in TVET Colleges or have access to any PSET. The TVET sector does not offer a solution to these students because it is characterised by limited growth in enrolments and poor throughput rates. The net effect is that access to PSET is limited for school leavers. Few that access PSET opportunities are

adequately prepared for the workplace partly due to the poor quality of education and the training provided. The university sector is not an alternative for these students and those who do make it to university, face numerous social and financial challenges leaving them with no alternative but dropping out. As a result, the system is not able to produce the number and quality of graduates needed by the economy.

The TVET sector has to grow substantially to be responsive to changing labour-market and individual needs and yet still be flexible enough to address skills imbalances and shortages. This requires a responsive, properly planned and effective TVET sector. The objective to expand numbers and responsibilities of the TVET Colleges must be taken in conjunction with acknowledging the limited resources available in this sub-system. The priority should first be to stabilise the sector, while providing clarity about its vision and role in the PSET system. This should be supported by the availability of qualified lecturers, a suitable legal framework and strong partnerships with industry and social partners. Therefore, the realistic approach is to sequence necessary reforms and set out reasonable timelines for attainments while improving the quality of learning and student skills.

### 5.1.1 UNIVERSITY SECTOR

South Africa has 26 public universities. These consist of 11 general academic universities, six universities of technology and nine comprehensive universities (that combine the functions of both general academic universities and universities of technology). During the 2015 academic year, a new comprehensive university, the Sefako Makgatho Health Sciences University (SMU) in the Gauteng Province, admitted its first student cohort of 5 000 students. SMU was established as a legal entity in 2014 and on 1 January 2015 incorporated the Medunsa Campus of the University of Limpopo. SMU is expected to expand to an enrolment target of 10 000 students by the year 2024.

With the establishment of the Sol Plaatje University (SPU) and the University of Mpumalanga (UMP) in 2013, the two National Institutes of Higher Education (NIHE) in the Northern Cape and Mpumalanga Province respectively, were disestablished in 2015 in line with the prescripts of the *Higher Education Act (Act No. 101 of 1997, as amended)*. As a result, there is now only one NIHE, the National Institute for the Humanities and Social Sciences (NIHSS).

#### **Access and Growth**

The total audited student headcount enrolments for the 26 universities in the 2015 academic year was 985 212. This includes both full-time and part-time enrolments for contact and distance study. In terms of the Ministerial Statement on enrolment planning, universities planned a headcount enrolment of 987 000 for the 2015 academic year. The target was determined in line with Government's economic priorities, the National Skills Development Strategy (NSDS) III, the White Paper and the NDP, as well as the growth possibilities within the university sector. Every university has agreed on enrolment targets for all undergraduate and post-graduate programmes linked to the cycle ending 2019/20, in order to meet the national requirements for increasing high-level skills in the country. The Department tracks the enrolment targets and graduate outputs and ensures that the plan is aligned to available funding from Government appropriations. A mid-term review exercise was undertaken during 2016, half way into the six-year cycle from 2014/15 to 2019/20. The outcome of this review has resulted in a revised Ministerial Statement on enrolment planning.

Planning for the expansion of the system to produce mid to high-level skills in line with Government priorities is ongoing. The Department is specifically responsible for the skills development agenda linked to the Operation Phakisa Programmes for the ocean economy, mining and Information and Communication Technology (ICT) in education and health. An Institute for Maritime Studies responsible for coordinating the skills strategy map for the ocean economy has been established at the Nelson Mandela Metropolitan University (NMMU), and is funded by the NSF.

Applications by Grade 12 learners for spaces in universities and the PSET system in general remain a serious challenge. The need, not only to expand the system, but also to better manage applications across the system has resulted in the implementation of the Central Application Clearing House (CACH). The CACH provides a service to prospective PSET students who are not offered a space at the institution they

applied to, redirecting them to other opportunities available at universities or the PSET system more broadly. The CACH is seen as the first phase for implementing a Central Application Service (CAS). From 6 January 2016 to the end of February 2016, CACH assisted with career advice, redirecting learners who did not get spaces in their institutions of choice as well as with late applications. It has proved to be successful in limiting walk-ins and increasing access to universities, colleges as well as to learnerships offered by SETAs. During the 2016/17 financial year, the enterprise architecture and business systems designs, including the governance structure and related management and human resource requirements, for the full roll-out of the CAS were developed. A policy on the CAS was published for public comment in 2016 and the final policy is expected to be published in the Government Gazette by end September 2017. The Central Application Services Bill has been drafted and will be processed for submission to Parliament in 2017, subject to the publication of the policy and Parliamentary programme.

With regard to teacher education, the Department has vigorously implemented its responsibilities as outlined in the Integrated Strategic Planning Framework for Teacher Education and Development (2011 - 2025), which has resulted in an expansion of teacher education provisioning. The number of new teacher graduates produced by the public universities per annum has expanded from 5 939 in 2008 to 20 698 in 2015. The number of teachers graduating annually is now close to addressing the teacher supply - demand gap.

The Department will continue with its focus on teacher education but attention over the next three years will be directed to ensuring that the shape of teacher education enrolments is such that universities produce teachers with specialties that meet the needs of the system, and that the quality of teacher education is improved and becomes consistently high across the university system. Specific projects will be implemented as part of the Teaching and Learning Development Capacity Improvement Programme (TLDCIP) to support universities in producing teachers in areas traditionally neglected, such as, teachers for ECD (from birth to four years); primary school teaching; teachers for special needs environments and lecturers for TVET and CET Colleges.

### ***Developing a more successful and transformed university system***

The Second Higher Education Transformation Summit held in October 2015 highlighted that, while significant progress has been made with respect to student success, enhanced research outputs by universities and a student and staff demographic that is becoming more aligned to the profile of the country's population, more needs to be done. During 2016/17 the Department continued to strengthen its oversight of Teaching Development Grants (TDGs) and Research Development Grants (RDGs), including requiring universities to develop clear targets on success and transformation imperatives for activities supported by these two grants.

During January 2015, the Minister approved the Staffing South Africa's Universities Framework (SSAUF), a comprehensive approach to revitalising and transforming the academic profession. The first phase of the framework, the new Generation of Academics Programme (nGAP), was introduced in 2015/16 with 125 new positions being advertised, and in 2016/17 a further 83 positions were advertised. Over the next three years the SSAUF will be progressively implemented.

Linked to the Staffing South Africa's Universities Framework is the Department's commitment to support the NDP, which sets a target of at least 75% of academics acquiring PhDs by 2030. This has in part been supported by the current RDG through which existing academics are supported to study towards Masters and PhD qualifications.

Plans have also been initiated as part of the SSAUF, in an effort to build management and leadership capacity for universities, including the ability to effectively manage the range of earmarked grants allocated to universities.

The Report of the Ministerial Committee for the Review of the Funding of Universities of October 2013 proposed that the TDG and the RDG should be consolidated and replaced with the University Capacity Development Grant, which will have the main purpose of further promoting success and transformation in the university system. It is expected that the University Capacity Development Programme (UCDP) will be implemented from the start of the 2018 academic year. The UCDP is envisaged to become the main vehicle through which the SSAUF is fully implemented.

**Funding and Efficiency**

The Department published a revised University Funding Framework Policy for public comment during 2015. Public comments received were analysed and incorporated into a final revised funding framework. Consultation on the contents of the framework within the sector is underway. The document is expected to be published during the 2017/18 financial year.

It is important to monitor the system in ensuring that public funds are spent effectively. This monitoring is taking place through improved policies and reporting regulations. Indicators for the financial health of universities were approved during 2014/15 and an annual report on the financial health of the university sector will be produced each year.

A Sector Planning, Monitoring, Evaluation and Support Programme (SPMESP) was implemented during the 2015/16 financial year through an earmarked fund approved by the Minister, as indicated in the university funding reports published in November 2014. The SPMESP is focused on ensuring that the various earmarked grants, such as teaching and research development, historically disadvantaged universities, as well as infrastructure and efficiency grants, are effectively utilised for the intended purposes. It will also support planning processes related to the expansion of the system.

The provision of funding assistance to students in TVET Colleges and universities via the NSFAS will continue to enable poor and academically eligible students to access education in these sub-sectors. For the 2017 academic year the NSFAS rolled out their new student-centered model on the management and administration of bursaries and loans to all universities and TVET Colleges. The new loan and bursary management system is designed to increase efficiencies in the administration of loans and bursaries to qualifying students.

The expansion and improved quality of the public university system is augmented by the Department's infrastructure and efficiency programme. The Minister approved infrastructure projects amounting to R6 billion across 23 institutions in line with Ministerial priorities from 2012/13 to 2014/15. A strategic decision was taken to change the process for the allocation of infrastructure and efficiency funds from 2015/16 onwards. Universities were requested to undertake infrastructure, maintenance and disability audits and develop campus master plans for the next 10 to 15 years. The Department brought together a team of experts to analyse the plans and develop a Macro-infrastructure Planning Framework for the university education system. The Department made a decision to allocate the R4.3 billion Infrastructure and Efficiency Grant (IEG) over the 2015/16 and 2016/17 financial years aimed at supporting universities in addressing their maintenance backlog requirements, as well as benefit selected priority and student housing projects.

A Student Housing Symposium was held in July 2016 and following on this symposium, ten universities have since been identified for inclusion as part of the accelerated Student Housing Infrastructure Plan (SHIP). The plan is aimed at providing space for approximately 200 000 new beds at universities over the next 10 years with the assistance of various stakeholders and investors. The SHIP also includes TVET Colleges, where it is envisaged that 100 000 beds will also be provided over the next ten years.

Two important processes recommended in the Presidential Task Team report published in November 2015 on short-term funding challenges at universities, were implemented during 2016; i) a process to develop a regulatory framework for determining university fees and fee increases in future, which is expected to be completed during 2017/18; and ii) the appointment of a Ministerial Task Team (MTT) to explore various options for funding the broad range of students who require financial assistance to succeed in university and TVET College programmes. The MTT report proposes a model referred to as the Ikusasa Student Financial Aid Programme (ISFAP) that brings together the NSFAS and the private sector into a Public Private Partnership to achieve the objective of support and funding for the poor and "missing middle" students. Cabinet reviewed the MTT's full report and approved an ISFAP pilot project at seven universities and one TVET College for implementation during 2017.

The President appointed a Commission of Inquiry into Higher Education and Training (The Fees Commission) on 22 January 2016 in terms of Section 84(2)(f) of the Constitution of the Republic of South Africa, 1996. The Presidential Commission's final report is expected to be submitted to the President by 30 June 2017. The Presidential Commission Report and the political decisions made in the wake of its recommendations, will determine the future university fee landscape, as well as that of the new model for support and financial assistance to poor and "missing middle" students alongside the regulatory framework for determining university fees.

**Student Protests**

The university sector was disrupted by student protests linked to demands for free higher education and the decolonisation of universities during the 2015 and 2016 academic years. The Department has closely monitored the higher education sector registration process at the commencement of the 2017 academic year and the Minister has actively engaged with the sector and stakeholders to mitigate risks associated with various protest actions.

The magnitude of the violence and destruction of property during the protests that flared up over the 2016 academic year has been devastating for the system. There is an emerging culture of violent protests which not only led to major financial losses (costs related to buildings and general infrastructure), but also the destruction of irreplaceable artifacts (paintings and library holdings). It is imperative that the public system is normalised as soon as possible and that an agreement is reached on the way forward during 2017 so as to enable the sector in providing quality higher education in a stable and sustainable manner.

**Transformation Oversight**

During April 2013, the Minister established the Transformation Oversight Committee (TOC) to monitor the transformation of HEIs. The TOC could not initially function as envisaged in its Terms of Reference, due to lack of administrative support and dedicated funding. In 2015, the Director-General approved a budget to establish a transformation unit within the University Education Branch in support of the Committee and to render assistance regarding the monitoring of the system. The first TOC's term came to an end in December 2016, and a new Committee will continue with these functions during the 2017/18 financial year. It is envisaged that the Committee will develop transformation indicators for the system in consultation with relevant stakeholders, a process that will be finalised by 31 March 2017.

**Private Higher Education**

The private higher education sector comprised a total of 124 registered PHEIs during 2016. The scope and range of programme offerings range from Higher Certificates to PhDs. Most of the programme offerings are concentrated at National Qualifications Framework (NQF) Levels 5, 6 and 7 as well as Business, Information Technology and Computer Science and Theology disciplines. Unique offerings, such as, visual arts, graphic design, nature conservation and organisational change, respond to specific training and job needs identified within the market and provide relevant training linked to both qualifications and employment. PHEIs have consolidated their position within their respective niche areas which has brought about a greater level of stability to the sector.

The regular updating of registered institutions and their programme offerings through the Department's Register of PHEIs, has served to strengthen the link between the Department, the sector and students. PHEIs catered for 147 210 students in the 2015 academic year. The majority of these are Africans (80 997). The number of female students (80 532) exceeded the number of male students (66 516). It should be noted that these figures have not yet been audited. The sector has the potential of addressing the need for various mid-level scarce and critical skills. In this regard, it has proven necessary to improve the legislative and regulatory environment aimed at strengthening oversight, particularly in relation to ensuring that only legitimate registered and quality assured private providers operate within the country. For this reason, new regulations for the registration of PHEIs in terms of the *Higher Education Act of 1997 (Act No. 101 of 1997, as amended)*, were published on 31 March 2016. These regulations are being implemented across the system and in addition the Higher Education Amendment Act (2016) will ensure improvements within the service delivery environment for PHEIs.

**5.1.2 TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING****Macro-governance**

The Department received the functions of AET and TVET Colleges from provincial authorities as part of the function shift. The function shift requires appropriate capacity provided within the Department as the implementing authority in presiding over this new mandate. It was therefore incumbent on the Department to review its structure along side an assessment of the Vocational and Continuing Education

and Training (VCET) Programme in order to ensure that it is appropriately positioned to receive, maintain and improve the functions transferred from provincial authorities in terms of the function shift. The VCET Branch was disbanded at the end of 2015/16 financial year and the Department subsequently created two new Branches namely; Technical and Vocational Education and Training (Programme 4) and Community Education and Training (Programme 6) each headed by a Deputy Director-General.

One of the major risks related to the function shift is the Department's ability to effectively manage the provision of examination and assessment services. The Department administers seven TVET College and two AET examination cycles per financial year. As a result of the function shift from provinces, examination processes and the model require drastic review in an effort to ensure that administration and management thereof is properly maintained and improved and that the integrity and reliability of examinations are ensured.

### ***Growth and expansion***

The growth, expansion and performance of institutions within the VCET sub-sector is a strategic priority for the Department. This is reflected in the review and expansion of TVET College campuses and the establishment of CET Colleges. The NDP and White Paper mandate the Department to expand the provision of education and training within the college sector by identifying multiple funding streams for the college sector, dealing with efficiency and effectiveness of institutions setting in place functional governance and management structures and providing appropriate support for learning and teaching. In this regard, the position of Government is aimed at expanding access to and the success of the post-school youth and adults who wish to improve their skills for employability or progression to opportunities in higher education. The NDP has committed Government to increase youth and adult participation in the VCET sector to 3.5 million by 2030, of which a 2.5 million headcount enrolment is anticipated for the TVET sub-system, and 1 million for the CET sub-system.

However, it must be noted that the TVET system is currently experiencing extreme funding challenges which will impact on envisaged growth as required by the NDP and White Paper. Currently TVET College students are funded at 57% of the required 80% programme funding level provided by the State. This is due to over-enrolments by TVET Colleges in achieving the envisaged growth targets in the absence of receiving the required funding.

Without an increase in the baseline funding for enrolments, the Department will not achieve the targets as set in the NDP and would have to adjust its enrolment targets downwards from 2017 onwards in order to maintain and improve the provision of quality teaching and learning in colleges utilising limited allocated funds. It should also be noted that the Department on an ongoing basis has communicated with the National Treasury as well as the Department of Planning, Monitoring and Evaluation regarding the funding shortfall and the implications thereof related to realising the targets as set in the NDP and White Paper. This has also been highlighted as a funding priority in the bids submitted to National Treasury each year, but no additional funds have been received by the Department.

### ***Systemic capacity-building***

In view of the systemic weaknesses that the Department has identified, it will sustain its efforts focusing on the implementation of the approved Turnaround Strategy for TVET Colleges, in order to speed up delivery on skills provision in an integrated manner. The strategy will continue to focus on improving:

- Teaching and learning;
- Management, governance and leadership;
- Financial management;
- Human resource management and development;

- Partnerships between colleges, employers, SETAs and universities; and
- Articulation.

### ***Institutional governance, management and leadership***

Proper governance, management and leadership at institutional and campus level are preconditions for optimal institutional functionality. The development of uniform standards of governance, management and leadership will provide the Department with a framework for monitoring and evaluation of governance in the TVET Colleges.

The steering and guiding of TVET Colleges to ensure that the core mandate of the sector is realised require legislation and uniform guiding principles and frameworks to regulate the system. The transition of these institutional types require a review of current legislation as well as the development of guiding frameworks in order to ensure that compliance issues are addressed in order to provide the requisite support across the subsystem.

### ***Quality improvement focus***

The review of the TVET College sector by the Organisation for Economic Cooperation and Development (OECD) and the recommendations thereof enjoins the Department to focus, among other issues, on quality improvements within the sub-sector. In an effort to increase access to and success within the college sector, targets have been adopted focusing on the certification rates in colleges, throughput rates, the introduction of foundation programmes and the extent of support for students through the provision of suitable accommodation and financial assistance who qualify for assistance. These targets will ensure that the college sector is appropriately positioned to fulfill the Department's mandate on achieving a capable and skilled workforce in South Africa.

To this end, it is necessary that annual plans are developed, the implementation of which is managed at national level to support and improve teaching and learning in the sector, as well as respond to industry needs. During the development of these plans, consultation with all key stakeholders should be undertaken with a view to ensure mutual agreement on the objectives and requisite actions to be undertaken. The plans should take into account both the content and pedagogical knowledge of the teaching staff so as to ensure that they align with the curriculum developments within the system and the need to improve quality in the system.

For a very long time, student support services have been mainly focused on the management and awarding of financial aid to students which resulted in a situation that required support to students was compromised. Support provided to students must focus on addressing different student socio-economic backgrounds in a holistic manner and the implementation of a national student support plan across the sector, should therefore take into account the differentiation across localities within the system and respond to geographical and sectoral challenges, while dealing with all economic and sociological student profiles. Efficient and effective student support must therefore address the internal inefficiencies in institutions and the system as a whole with the overall objective of improving student success and completion rates.

### ***Partnerships***

Colleges will continuously be strengthened to serve as implementing agents for the facilitation of SETA programmes. Through these initiatives, institutional and industry collaboration will be realised. Further enhancement of such collaborations will be realised by providing clarity on the role of SETA offices located at colleges as well as the development of appropriate programmes in cooperation with industry.

Colleges will also continue to collaborate with universities for the provision of level 5 and 6 qualifications in colleges. Greater effort must be focused towards this initiative so that all colleges participate in this initiative. There is a need for the system to become more differentiated and responsive to geographical and sectoral needs and challenges. The offering of appropriate and quality programmes also needs to be supported by appropriate infrastructure.

### 5.1.3 SKILLS DEVELOPMENT

#### **SETA Landscape**

The White Paper sets a new tone for skills development and training. It proposes a system that threads the different parts of the Post-School system together. In order to build an expanded, effective and integrated Post-School system, the future role, function and architecture of SETAs must be framed within this context. The White Paper clarifies the scope of the SETAs and the NSF. The roles of the SETAs and the NSF will be simplified and clarified and their capacity built in line with their core functions. The two-year progress report on the NSDS III (2011-2013) indicated that there is a critical need for simplification of the system and that this is an element identified during the period of NSDS II and re-iterated on a regular basis by numerous researchers and stakeholders over the years, but it appears that the complexity of the system is still increasing.

Furthermore, the SETAs are envisaged to have a relationship with all three sub-sectors of the PSET system and with all quality councils, not only the QCTO. This suggests that significant restructuring of the skills system is required post 2016, guided by the principles of radical transformation with minimal disruption, as well as the attitude of change in continuity. This implies a phased in approach with clear time-lines over the medium to long-term.

In the meantime, a possibility exists to bring about a greater degree of collaboration through the clustering of SETAs. The key challenges that can be addressed through clustering include: sharing of research within broad economic sectors; collaboration in relation to skills training along supply chains; making effective use of offices located in TVET Colleges; sharing of resources at provincial and local levels in improving access; the development of common approaches to qualifications and programmes that cut across different SETA sectors; centralising the registration and record-keeping of learners registered on all learning programmes; implementing a standard annual discretionary grant regime across all SETA sectors and generally assisting the Department and other stakeholders to address the implementation of the NSDS within available resources. Features of the strategy beyond 2016 should include, among others, the HRDC goals, Department's Strategic Plan objectives, White Paper mandate, the NDP and the national priorities of Government. The review should include the NSDS III as it remains key in providing focus for the SETAs, the NSF and the skills system at large. On 10 November 2015, the Minister published the *"Proposal for the new NSDS and SETA landscape"* for public comment and consultation.

#### **Efficiency**

In response to section 8.6 of the White Paper, the National Skills Authority (NSA) Board has identified key issues to be considered for the successful implementation of the proposed Monitoring and Evaluation Framework. The White Paper states that *"the National Skills Authority will concentrate specifically on monitoring and evaluating the SETAs. This implies that it will become an expert body with high-level monitoring and evaluation skills."*

The NSA views the Monitoring and Evaluation Framework as a final destination of all information related to skills development, regardless of the body collecting the information. The ability to measure impact in order to successfully manage outcomes is deeply reliant on the integration of the varied sources of data in order to ensure that *"the data may be analysed in a meaningful way"*. By collecting skills development information from all delivery agents, the NSA will be enabled to monitor and evaluate the qualitative performance indicators linked to the goals of the NSDS, namely that skills development:

- Achieves the NSDS III aims and transformational imperatives;
- Is based on the NSDS III pillars; and
- Supports the NDP objectives, Human Resource Development Strategy for South Africa (HRDSSA) goals and other overarching Government programmes and priorities.

The NSA approved the following critical key areas on which the Minister will be advised over the transition period aligned to the legislative mandate:

- Develop and implement a Monitoring and Evaluation Framework in terms of the White Paper including the development of the business case;
- Mobilisation of business, Government, community and labour sectors to take full ownership of the NSDS III and the development of the related framework (including mobilisation of the Southern African Development Community in skills development and the TVET College model);
- Support development of a PSET system that encourages society to support and build a developmental state, with specific focus on rural development and state-owned entities;
- Strengthen monitoring and evaluation functions, particularly in respect of the performance and governance of the NSDS III; and
- Coordinate and promote research, development and innovations ensuring that business enterprise opportunities are created to benefit communities and the vulnerable, in particular.

#### **Artisan Development**

Artisan Development is on course with the support of employers to open up workplaces for apprenticeships within Government, state-owned companies and the private sector. The strategic and operational focus for the next five years will be on the consolidation of the artisan development work that has already been established, primarily:

- The further operationalisation of the NAMB standards, setting and moderation functions within the stable performance environment of the QCTO;
- The development and deployment of a common electronic trade test system to all accredited trade test centres in the country;
- The entrenchment of the artisan management information system in terms of artisan data reporting;
- The implementation of the regulated artisan learner workplace data and learner grant policy;
- The full implementation of Artisan Recognition of Prior Learning (ARPL) and its funding regime;
- Advocacy of artisanship through the Decade of the Artisan campaign; and
- Modernisation and upgrading security of artisan development facilities at INDLELA to match industrial development efforts.

#### 5.1.4 COMMUNITY EDUCATION AND TRAINING

##### ***Growth and Expansion***

The NDP has committed Government to increase youth and adult participation in the CET sector to one million by 2030. The growth and expansion of institutions within the CET sector is a strategic priority for the Department. In an attempt to realise and prioritise this function, the Minister created a Branch focusing mainly on CET, as well as the establishment of CET Colleges.

The position of Government is aimed at expanding access and success for post-school youth and adults who wish to raise the bar for further learning, improve skills for meaningful economic participation and/or progression to opportunities in the TVET Colleges and university education. In addition, the focus of the CET Branch is to ensure the offering of programmes that contribute to improving social cohesion and social capital.

There is a need for the system to become differentiated and responsive to geographic and sectoral needs and challenges. The offering of appropriate and quality programmes need to be supported by appropriate infrastructure in order to achieve the NDP targets.

##### ***Macro-governance***

New legislation has been introduced for the CET system in order to regulate the system on a standardised basis. This has resulted in the establishment of new nomenclature in the system. Further, it is essential to take cognisance of the fact that Programme 6 (Community Education and Training) inherited different practices from PEDs as part of its new mandate, after the shifting of the function of the erstwhile AET. Therefore, this programme, while forging ahead with the new mandate of CET, still also has to manage the aftermath of the function shift.

##### ***Funding Practice***

When the function shifted to the Department, the PEDs used different resourcing and funding practices. Therefore, the Department needs to prioritise the development of a new funding framework for efficient and equitable distribution of the fiscal allocation to the CET College sector.

##### ***Partnerships***

There is a policy for the provision of formal literacy and numeracy to a diversified programme mix, which includes formal, occupational and part-qualifications, as well as and skills through the establishment of networks and partnerships with Community-Based, Non-Government, as well as Faith-Based Organisations. Partnerships with other Government Departments, skills levy institutions and universities are critical for the successful roll-out of this policy. To achieve the mandate of the Branch, a phased approach will be adopted, taking into account available resources and establishing innovative options of accessing additional resources.

##### ***Quality Improvement***

The NDP and the White Paper mandate the Department to expand the provision of education and training within the college sector by finding multiple funding streams for the college sector, dealing with efficiency and effectiveness of institutions, putting in place functioning governance and management structures and providing appropriate support for learning and teaching interventions.

Acknowledging the weaknesses of the previous AET system, the focus of the CET sector will be on the establishment of appropriate support systems for lecturers and students. To consolidate capacity of the new Branch, there is a need for realignment of existing resources in improving and achieving learning and teaching outcomes.

## 5.2. ORGANISATIONAL ENVIRONMENT

### 5.2.1 SWOT ANALYSIS

The table below reflects the Department's strengths, weaknesses, opportunities as well as threats.

**Table 2:** Strengths, Weaknesses, Opportunities and Threats.

STRENGTHS	WEAKNESSES
<p><b>Sound PSET steering framework</b></p> <ul style="list-style-type: none"> <li>Steering mechanisms development</li> <li>Implementation oversight</li> </ul> <p><b>Improved PSET services</b></p> <ul style="list-style-type: none"> <li>Learning assessment services</li> <li>Research development support</li> <li>Teaching and learning support</li> <li>Student support services</li> <li>Career development</li> </ul> <p><b>Improved PSET capacity</b></p> <ul style="list-style-type: none"> <li>Infrastructure/facilities development</li> </ul> <p><b>Strong stakeholder network</b></p> <ul style="list-style-type: none"> <li>Partnerships development</li> <li>Stakeholder relations management</li> </ul> <p><b>Business management/leadership</b></p> <ul style="list-style-type: none"> <li>Strategic planning</li> <li>Corporate communication</li> <li>Internal stakeholder relations management</li> <li>Corporate governance</li> </ul> <p><b>Resource management</b></p> <ul style="list-style-type: none"> <li>Financial management</li> <li>Asset management</li> <li>Shared logistical services</li> </ul>	<p><b>Sound PSET steering framework</b></p> <ul style="list-style-type: none"> <li>Integrated planning</li> </ul> <p><b>Improved PSET services</b></p> <ul style="list-style-type: none"> <li>Central application service</li> </ul> <p><b>Improved PSET capacity</b></p> <ul style="list-style-type: none"> <li>Funding</li> <li>HR capacity development</li> <li>Management information/statistics</li> </ul> <p><b>Business management/leadership</b></p> <ul style="list-style-type: none"> <li>Business positioning</li> <li>Business performance management</li> <li>Organisation culture development</li> </ul> <p><b>Resource management</b></p> <ul style="list-style-type: none"> <li>HR management</li> <li>Information/knowledge management</li> <li>ICT management</li> </ul>

OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>• Positioning of TVET Colleges as institutions of choice in PSET system</li> <li>• High demand for education and training</li> <li>• Technological advancements (e.g. e-learning)</li> <li>• Political support for PSET</li> <li>• Education is an apex priority</li> <li>• Improving the match between field of study and labour market destination</li> <li>• Diversified delivery modes to improve access to PSET</li> <li>• Alternative solutions to fund tuition fees</li> <li>• Supportive stakeholder network/strategic partnerships</li> <li>• Improved public confidence in the PSET system</li> <li>• Fast tracking of occupationally directed programmes directed at the youth</li> <li>• Flexible modes of learning delivery</li> <li>• Research production</li> <li>• Competent lecturers/trainers/workplace mentors</li> <li>• Horizontal articulation pathways</li> <li>• Vertical articulation pathways</li> <li>• Adequate number of qualified students</li> <li>• Institutional differentiation (in terms of programme mix, level and niche)</li> </ul>	<ul style="list-style-type: none"> <li>• Insufficient funds for funding poor, working and middle class students</li> <li>• Student protests for free education and other transformation agendas</li> <li>• Slow economic growth</li> <li>• Mismatch between labour demand and supply</li> <li>• Low pass rates for the National Certificate (Vocational)</li> <li>• Low Level of TVET College enrolment above NQF Level 4</li> <li>• Inadequate education outcomes in Basic Education</li> <li>• Global qualification recognition challenges</li> <li>• Low pass rate of NSFAS funded students</li> </ul>

### 5.2.2 OUTCOMES

The Department aims to realise the following broad envisaged outcomes/impacts from its initiatives.

**Table 3:** Outcomes

Outcomes / Impacts	
	<ul style="list-style-type: none"> <li>• Skilled citizenry</li> <li>• Quality graduates</li> <li>• Employable graduates</li> <li>• Improved public confidence</li> <li>• Economic growth                             <ul style="list-style-type: none"> <li>- Improved economy</li> <li>- Reduced unemployment</li> <li>- Reduced poverty</li> <li>- Improved productivity</li> <li>- Reduced inequality</li> </ul> </li> <li>• Reduced crime</li> </ul>

### 5.2.3 STAKEHOLDER FRAMEWORK

The Department understands its stakeholder base and seeks to work with everyone who has an interest in creating a vibrant PSET system. Table 4 below shows stakeholders that have been identified as key to the delivery of the PSET system.

**Table 4:** List of stakeholders

Stakeholder Framework	
	<ul style="list-style-type: none"> <li>• <b>Primary beneficiaries</b> <ul style="list-style-type: none"> <li>- Students</li> <li>- Examinations officials at public and private colleges</li> <li>- Training providers (Universities, TVET Colleges, CET Colleges, public, private and workplaces)</li> <li>- Relevant Government departments (all spheres)</li> <li>- Academic and research institutions</li> <li>- Public entities (SETAs, NSF, etc.)</li> </ul> </li> <li>• <b>Secondary beneficiaries</b> <ul style="list-style-type: none"> <li>- Cooperatives</li> </ul> </li> </ul>

- State owned enterprises
- Community members
- Non-profit organisations
- Workers
- Employers
- **Suppliers of resources (service providers inbound)**
  - Providers of funds
  - Providers of expertise/human resources
  - Providers of ICT
  - Providers of information
  - Providers of infrastructure/facilities
- **Regulators**
  - Auditor-General
  - National Treasury
  - Relevant Government departments
  - Audit Committees
  - Parliamentary Committees
  - Executive Authority
- **Strategic partners**
  - Quality Councils
  - SAQA
  - Employers
  - SETAs
  - South African Revenue Service
  - NSA
  - HRDC
- **Service providers outbound (providing a service on behalf of the Department to beneficiaries)**
  - Contractors/consultants/academic/research institutions
- **Organised labour**
- **Employees/interns**
- **Media**

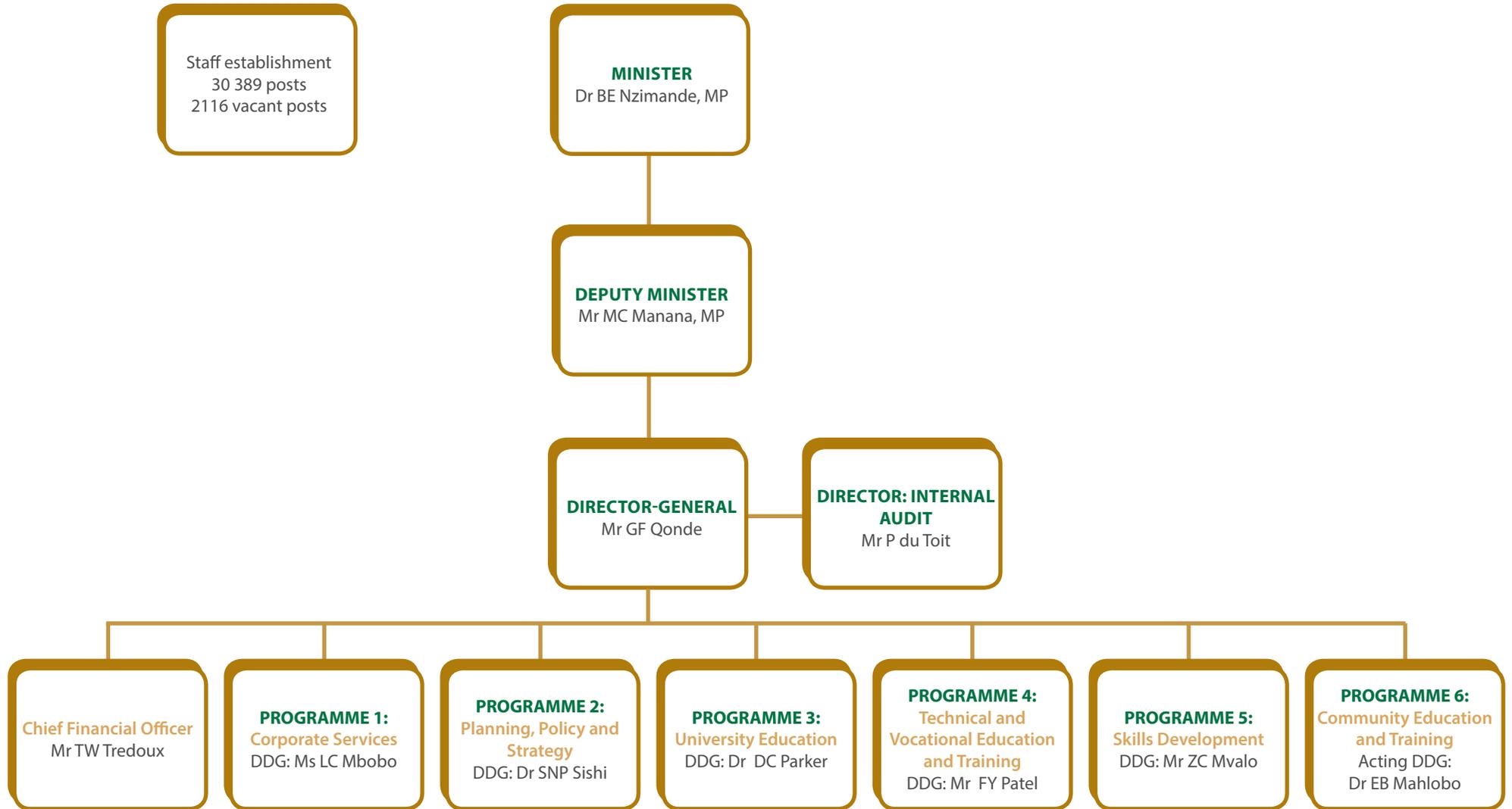
### 5.3 HIGH-LEVEL ORGANISATIONAL STRUCTURE

There has been a significant growth in the post establishment of the Department, increasing from 790 (2009), to over 38 000 (2015), as a result of the transfer of employees from Provincial Departments of Education and TVET Colleges. A total of 439 posts were advertised in 2015 of which 255 (58%) were filled. The advertised posts include 67 newly created posts for the provision of administrative support in relation to the transfer of staff, having commenced as of 1 April 2015. The services of an external service provider appointed to assist with the capturing of applications have significantly improved the response time in conjunction with accuracy rates related to the processing of applications.

For the 2015/16 financial year the Department reduced its vacancy rate to 6.9% which exceeds the 10% performance target by 3.1%. The Department, since its establishment, has never been fully capacitated but has an organisational structure that is aligned to its Strategic Plan objectives. In order to address this imbalance, the Minister approved the review of the organisational structure in 2010 and has since approved the reviewed structure in 2014.

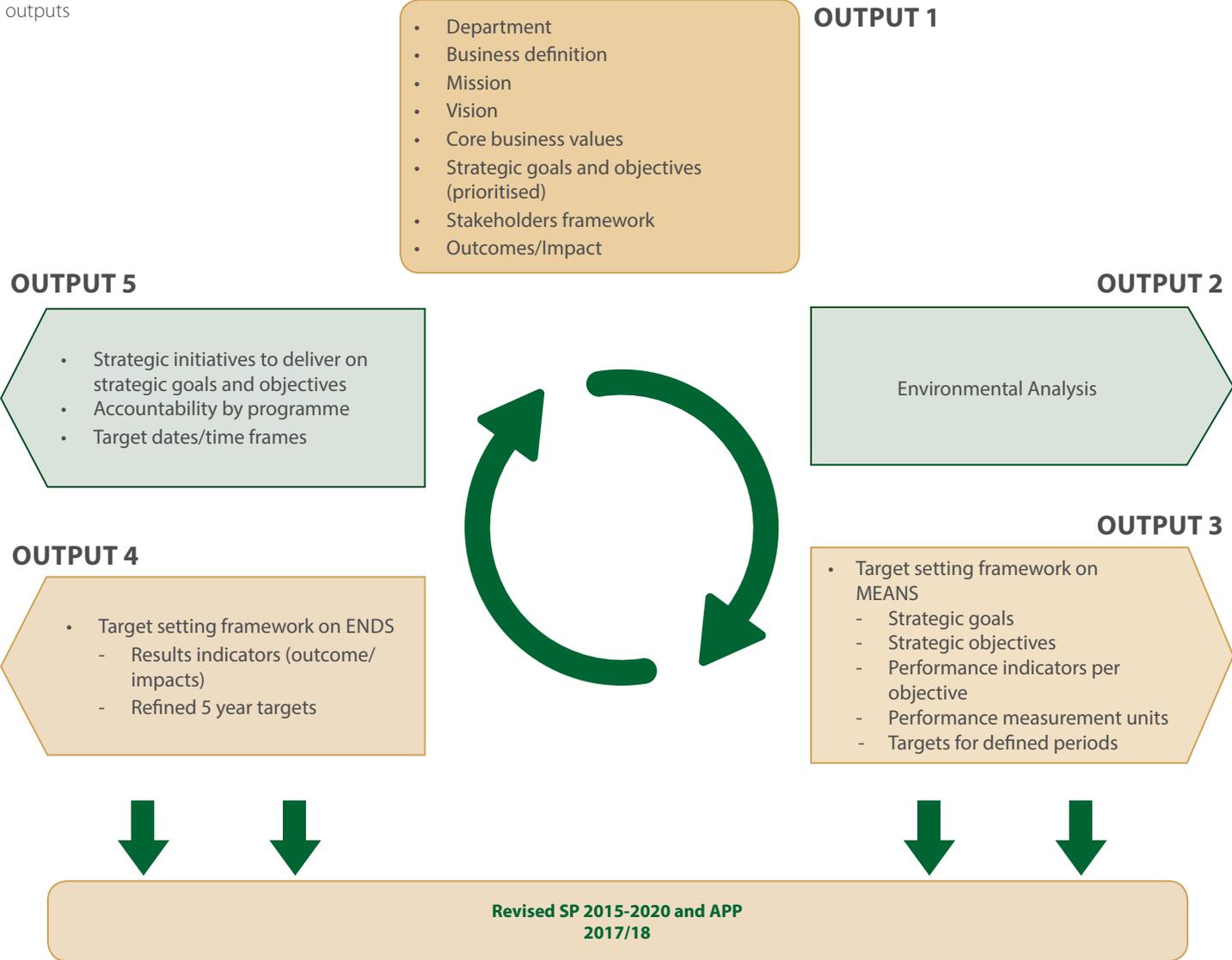
The new organisational structure of the Department if implemented, will provide the resources that are required for the Department to meet its service delivery objectives. The high-level organisational structure below is based on the newly approved organogram which will be phased in over the next three years subject to the availability of funds.

Figure 2: Departmental Organisational Structure



### 5.4 DESCRIPTION OF THE STRATEGIC PLANNING PROCESS

Figure 3: Strategic Planning outputs



It is mandatory for Government departments to produce a five-year Strategic Plan at the advent of the subsequent five-year political mandate, following national elections. For this reason a strategic planning session of senior managers and the Director-General was held on 10 and 11 November 2016. The Department used the session to review the Strategic Plan adopted in 2014 taking into consideration developments in the service delivery environment since then. The figure above summarises the outputs of the workshop.

These outputs include a target setting framework which informs the architecture of the revised Strategic Plan and Annual Performance Plan for the 2017 MTEF. In order to effectively manage and gauge service delivery performance, the Department has differentiated between two sets of deliverables; namely direct deliverables (Means) and indirect deliverable (Ends, or outcomes/impacts) for the core programmes in particular (delivery programmes), namely University Education, TVET, Skills Development and CET. Targets on the Means represent outputs within the control of budget programmes of the Department which in the main constitute the interventions envisaged for the system during the period covered by this plan. By contrast, the targets on the Ends, (outcomes/impacts) represent the expected performance of the entire PSET system resulting from the interventions of the Department.

The principle underlying this model is that the performance of the system, although not within the control of the Department, reflects the Department's performance in terms of its interventions and leadership. The actual performance of the system will be monitored against set targets and reported by the Department as management information/statistics on a quarterly, bi-annually and annual basis. Such information will form the basis for evaluating system performance and decision making on the required interventions in an effort to correct any under-performance and/or any deficiencies as accordingly identified.

## 6. STRATEGIC OUTCOME ORIENTED GOALS

The 2019 MTSF is structured around 14 priority outcomes which cover the focus areas identified in the NDP. The Department is responsible for Outcome 5 of the 14 Government outcomes, namely *"A skilled and capable workforce to support an inclusive growth path"*. The following MTSF sub-outcomes have been identified for this Outcome:

- 1) Credible institutional mechanism for labour market and skills planning;
- 2) Increased access and success in programmes leading to intermediate and high level learning;
- 3) Increased access to and efficiency of high-level occupationally directed programmes in needed areas; and
- 4) Increased access to occupationally directed programmes in needed areas and thereby expand the availability of intermediate level skills with a special focus on artisan skills.

For the realisation of the afore-mentioned sub-outcomes, five strategic outcome oriented goals have been identified which are indicated as per the table below:

Table 5: Strategic Outcome Oriented Goals

STRATEGIC OUTCOME ORIENTED GOALS		CONTRIBUTING PROGRAMMES
Goal 1	Sound Post-School Education and Training steering framework	2, 3, 4, 5 and 6
Goal Statement	To steer the Post-School Education and Training system through the development and review of steering mechanisms, integrated planning and implementation oversight by 31 March 2020	
Goal 2	Improved Post-School Education and Training services	2, 3, 4, 5 and 6
Goal Statement	To improve the Post-School Education and Training system through the provision of appropriate learning assessment services, teaching and learning, and student support services by 31 March 2020	
Goal 3	Improved Post-School Education and Training capacity	2, 3, 4, 5 and 6
Goal Statement	To improve the capacity of the Post-School Education and Training system through funding interventions and infrastructure development by 31 March 2020	
Goal 4	Strong stakeholder network	2, 3, 4, 5 and 6
Goal Statement	To develop partnerships and maintain good stakeholder relations in support of an effective Post-School Education and Training system	
Goal 5	Excellent business operations within the Department of Higher Education and Training	1
Goal Statement	To ensure sound business management/leadership and effective resource management within the Department	





# PART B

STRATEGIC OBJECTIVES

# PART B: STRATEGIC OBJECTIVES

## 7. STRATEGIC OBJECTIVES PER PROGRAMME

*Note: Where the baseline performance information is zero, the indicator is either new or no previous information was collected by the Department.*

The Department is structured along six budget programmes as follows:

### 7.1 PROGRAMME 1: ADMINISTRATION

The purpose of the programme is to provide strategic leadership, management and support services to the Department.

STRATEGIC OBJECTIVE 7.1.1	HUMAN RESOURCE MANAGEMENT
Objective statement	To ensure effective human resource management within the Department through sound human resource management practices including staffing, human resource development, performance management, labour relations and human resource administrative systems
2015/16 Baseline	<ul style="list-style-type: none"> <li>• Approved positions filled (%): 93.1%</li> <li>• Average number of days to fill an advertised post (days): 221.25</li> <li>• Disciplinary cases resolved within 90 days (%): 47%</li> </ul>
Justification	To build required capacity in order to support the objectives of the Department and improve efficiency, productivity and morale
Links	Key Acts including the Public Service Act (PSA), the Occupational Health and Safety Act (OHS), the Single Public Service Bill, the Labour Relations Act (LRA), the Public Finance Management Act (PFMA), the Public Service Coordinating Bargaining Council (PSCBC) resolutions, the Skills Development Act (SDA), the Basic Conditions of Employment Act (BCEA) and Employment Equity Act (EEA)
<b>5 Year Targets</b>	<ol style="list-style-type: none"> <li>1. Fill 90% of approved positions per annum</li> <li>2. The average number of days to fill an advertised post in terms of days should be 180 per annum</li> <li>3. Resolve all (100%) disciplinary cases within 90 days per annum</li> <li>4. Annual review of the Human Resource Plan</li> <li>5. Develop and approve a plan to reduce the number of days to resolve disciplinary cases by 31 December 2017</li> <li>6. Develop and approve a plan to improve the human resource recruitment and selection process by 30 September 2017</li> <li>7. Develop and approve an Individual Performance Management Development System in line with the Business Performance Management System by 31 March 2018</li> </ol>

STRATEGIC OBJECTIVE 7.1.2	FINANCIAL MANAGEMENT
Objective statement	To ensure effective financial management practices through the application of good financial management systems, including management accounting, financial accounting and Supply Chain Management (SCM) in line with the requirements of the PFMA
2015/16 Baseline	<ul style="list-style-type: none"> <li>• Creditor payment age: 30 days</li> <li>• Unqualified audit opinion</li> </ul>
Justification	To ensure effective financial management practices and systems
Links	Key Acts including the PFMA
<b>5 Year Targets</b>	<ol style="list-style-type: none"> <li>1. Pay creditors within 30 days annually</li> <li>2. Achieve a clean audit by 31 March 2020</li> </ol>

STRATEGIC OBJECTIVE 7.1.3	ICT MANAGEMENT
Objective statement	To improve ICT services relating to procurement, management and maintenance of hardware, software and networks
2015/16 Baseline	<ul style="list-style-type: none"> <li>• ICT Procurement plan available (n): 1</li> </ul>
Justification	This objective will ensure Departmental IT infrastructure availability and functionality
Links	The Government Information Technology Policy and Public Service Act
<b>5 Year Targets</b>	<ol style="list-style-type: none"> <li>1. Develop and approve an ICT procurement plan annually</li> <li>2. Develop and approve an ICT support improvement plan annually</li> <li>3. Implement an ICT strategy and system plan annually</li> <li>4. Established data centre infrastructure by 31 March 2018</li> <li>5. Implement an ICT governance framework annually</li> </ol>

### 7.1.1 RESOURCE CONSIDERATIONS

The prolonged process of the approval of the Department's organisational structure is impacting negatively on the ability of the Department to acquire the resources required to meet its strategic objectives. The Minister signed and submitted the structure to the Minister for Public Service and Administration for his concurrence, which could not be obtained due to budget constraints. The current shortage in human resource capacity within human resource management and finance is a serious challenge as staff have to work around the clock including working overtime on weekends. It is not sustainable and the appointment of permanent staff should be prioritised.

The need to capacitate Regional Offices has become more critical due to the transfer of college staff to the Department. Regional Offices operate with skeleton staff to support teaching and learning and administrative support does not exist at all. To mitigate this the Department has appointed a team of human resource business partners, based at Regional Offices, through the extension of the partnership with the South African Institute for Chartered Accountants for a three-year period.

The Department is currently implementing an electronic record management system including the use of the the biometric system for individual staff verification. This is the first step towards having a record for employee attendance and which will be accessible by the press of a button. The next phase in the current financial year is the roll-out of the entire enterprise content management system, starting with e-recruitment and an automated performance management system.

There is significant progress in the improvement of the information technology and communication services with the migration of the email to a hosted exchange environment which is cloud based lastly been concluded. There were interruptions in the provision of email services during the migration phase, but there are long term benefits of this new email environment as it will not be affected by power cuts or network outages at the State Information Technology Agency (SITA). All 50 Colleges have PERSAL installed and some of the routine human resource functions such as leave capturing and viewing of personnel profiles are now processed at college level. The Department is in the process of developing a proposal for the connectivity of TVET Colleges via the South African National Research Education Network partnership with the Department of Science and Technology.

The process of acquiring physical accommodation for Regional Offices began in earnest in 2016/17 and so far four Regional Offices, the Western Cape, Limpopo, Gauteng as well as KwaZulu-Natal at Umgungundlovu TVET College, are in the final stages of leasing, pending the approval by the Department of Public Works. It is expected that these offices will be fully functional by the end of the 2017/18 financial year. The non-availability of parking facilities in the CBD is a serious challenge and it affects staff attendance and safety as they struggle to find safe parking places in the nearby facilities. The private parking facilities are also not affordable for low level employees and the Department needs to consider how staff could be assisted in this regard. Although land has been identified for a new Head Office building, a feasibility study must still be conducted and funding for the project must be secured.

**7.1.2 RISK MANAGEMENT**

RISK DESCRIPTION	MITIGATING MEASURES
1. An inadequate organisational structure	<ul style="list-style-type: none"> <li>• Accommodating all funded positions on the new structure and alignment to the Strategic Plan of the Department</li> <li>• Re-submission of the new structure to the Department of Public Service and Administration for approval once finalised</li> </ul>
2. Static and declining budget	<ul style="list-style-type: none"> <li>• Reprioritisation of objectives and plans</li> <li>• Engagements with political office bearers, Parliamentary Committees and National Treasury</li> <li>• Increased budget monitoring and reporting</li> <li>• Regular cash-flow reporting to the Minister, the Director-General and Branch Heads</li> </ul>
3. Non-compliance with applicable policies, procedures and legislation regarding financial and SCM administration	<ul style="list-style-type: none"> <li>• Regular review of the SCM and Finance Management policies and delegations</li> <li>• Regular communication in respect of the revised policies and regulations utilising all means of communication</li> <li>• Compliance monitoring and implementation of corrective measures</li> </ul>
4. Delays on procurement of IT services through SITA processes	<ul style="list-style-type: none"> <li>• Continuous engagements with National Treasury in ensuring proper implementation of the procurement processes (for IT services)</li> <li>• The Director-General and Minister’s intervention required to ensure approval of deviations from SITA procurement processes, where required</li> </ul>
5. Non-adherence to the Performance Management and Development Support (PMDS) policy and its principles	<ul style="list-style-type: none"> <li>• Alignment of a PMDS Policy with the Annual Performance Plan as well as the Strategic Plan of the Department</li> <li>• Development of clear performance standards</li> </ul>

## 7.2 PROGRAMME 2: PLANNING, POLICY AND STRATEGY

The purpose of the programme is to provide strategic direction in the development, implementation and monitoring of Departmental policies and in the Human Resource Development Strategy for South Africa.

STRATEGIC OBJECTIVE 7.2.1	STEERING MECHANISMS DEVELOPMENT FOR PSET
Objective statement	To ensure a sound PSET system through the development of appropriate steering mechanisms by 31 March 2020
2015/16 Baseline	<ul style="list-style-type: none"> <li>• New steering mechanisms developed (n): 1</li> <li>• Steering mechanisms reviewed (n): 0</li> </ul>
Justification	Development of new and review of existing steering mechanisms in support of a sound PSET system
Links	This objective is linked to the White Paper, NDP and MTSF
<b>5 Year Targets</b>	Develop eight new and review two steering mechanisms in support of a sound PSET system as follows: <ol style="list-style-type: none"> <li>1. Develop and approve a Policy and Guidelines on RPL by 31 December 2015</li> <li>2. Develop and approve a Policy Framework on Disability by 31 March 2018</li> <li>3. Develop and approve a Policy Framework on Social Inclusion by 31 March 2017</li> <li>4. Develop and approve a Policy and Guidelines on Articulation by 31 March 2017</li> <li>5. Develop and approve a National Policy on Career Development Services across all spheres of Government by 31 March 2017</li> <li>6. Develop and approve a list of occupations in high demand by 31 March 2018</li> <li>7. Develop and approve a Framework for PSET system planning by 31 March 2019</li> <li>8. Develop and approve Policy for Open Learning and Distance Education by 31 March 2019</li> <li>9. Review GENFETQA Act by 31 December 2019</li> <li>10. Review and approve the amended NQF Act for submission to Parliament by 31 March 2018</li> </ol>

STRATEGIC OBJECTIVE 7.2.2	IMPLEMENTATION OF OVERSIGHT INSTRUMENTS
Objective statement	To ensure effective oversight of the PSET system by implementing oversight instruments by 31 March 2020
2015/16 Baseline	<ul style="list-style-type: none"> <li>• Monitoring and Evaluation reports produced (n): 1 Investment Trend Report</li> </ul>
Justification	To ensure the availability of an approved Monitoring and Evaluation framework to facilitate effective implementation oversight of the PSET system
Links	Linked to Government-Wide Monitoring and Evaluation Framework
<b>5 Year Targets</b>	<ol style="list-style-type: none"> <li>1. Develop and approve Monitoring and Evaluation Framework for effective implementation of oversight of the PSET system by 31 March 2017</li> <li>2. Monitor and report on International Relations on Post-School Education and Training approved by 31 March 2017</li> <li>3. Status report on International Relations implementation plan developed and approved annually (1<sup>st</sup> report due by 31 March 2018)</li> <li>4. A Macro Indicator trend report on PSET developed and approved bi-ennially (1<sup>st</sup> report due by 31 March 2017)</li> <li>5. Monitor and approve a report on the implementation of social inclusion and equity in PSET by 31 March 2018</li> <li>6. Monitor and approve a report on the implementation of the Articulation policy by 31 March 2019</li> <li>7. Report on the implementation of two developed and approved teaching and learning support plans as follows:                         <ol style="list-style-type: none"> <li>a. An annual report on the implementation of career development services developed and approved by 31 March 2018</li> <li>b. An annual report on the implementation of the open learning in PSET developed and approved beginning 2016/17 (1<sup>st</sup> report due by 31 March 2017)</li> </ol> </li> <li>8. Monitor and approve a report on the investment trends in PSET system bi-ennially beginning 2017/18 (1<sup>st</sup> report due by 31 March 2018)</li> </ol>
STRATEGIC OBJECTIVE 7.2.3	TEACHING AND LEARNING SUPPORT FOR PSET SYSTEM
Objective statement	To develop and implement teaching and learning support plans aimed at improving access to quality teaching and learning in the PSET system by 31 March 2020
2015/16 Baseline	<ul style="list-style-type: none"> <li>• Teaching and learning plans developed (n): 2</li> </ul>
Justification	Aligned to the White Paper strategies and interventions needed to improve access to quality teaching and learning in PSET
Links	Linked to the White Paper, NDP and MTSP
<b>5 Year Targets</b>	<ol style="list-style-type: none"> <li>1. Develop and approve flexible modes of learning delivery by 31 March 2016</li> <li>2. Develop and approve a prototype of the learning management system for Open Learning System by 31 March 2016</li> <li>3. Develop and approve materials for the identified two programmes to be piloted by 31 March 2017</li> </ol>

STRATEGIC OBJECTIVE 7.2.4	STUDENT SUPPORT SERVICES FOR PSET SYSTEM
Objective statement	To provide student support services in order to promote the success of students within the PSET system by 31 March 2020
2015/16 Baseline	<ul style="list-style-type: none"> <li>• Student support services planned (n): 0</li> </ul>
Justification	Aligned to the White Paper for PSET strategies and interventions needed to improve access to quality teaching and learning in PSET
Links	Linked to the White Paper, NDP and MTSF
<b>5 Year Targets</b>	<ol style="list-style-type: none"> <li>1. A communication strategy for student support services developed and approved by 31 March 2018</li> <li>2. Institutionalise career development developed and approved by 31 March 2018</li> <li>3. Career development services funding mainstreamed by 31 March 2019</li> </ol>

STRATEGIC OBJECTIVE 7.2.5	MANAGEMENT INFORMATION AND STATISTICS
Objective statement	To provide management information and statistics on PSET performance annually
2015/16 Baseline	<ul style="list-style-type: none"> <li>• Statistical report published (n): 1</li> <li>• Management information system developed (n): 1</li> </ul>
Justification	This objective seeks to ensure provision of statistical information on the performance of the PSET system for effective policy and planning
Links	White Paper, the National Skills Development Strategy and the Skills Accord
<b>5 Year Targets</b>	<ol style="list-style-type: none"> <li>1. Develop and approve a registration system for learners seeking work integrated learning opportunities and firms wanting to provide work integrated learning on the internet by 30 September 2015</li> <li>2. Design and approve a management information system for public Community Education and Training Colleges by 31 March 2018</li> <li>3. Approve and publish a report on Skills Supply and Demand bi-ennial (1<sup>st</sup> report due 30 June 2016)</li> <li>4. Approve and publish a report on annual statistics on PSET</li> </ol>

### 7.2.1 RESOURCE CONSIDERATIONS

The spending focus over the medium term will be on implementing support activities relating to the creation of a credible institutional mechanism for labour market skills planning, the review and development of new legislation, policies and frameworks as well as the institutionalisation of career development and open learning systems.

### 7.2.2 RISK MANAGEMENT

RISK DESCRIPTION	MITIGATING MEASURES
1. Delays in finalisation of policies and promulgation of legislation (due to dependencies on Government consultative processes)	Government processes to be streamlined (the request to the Minister and the DG submitted)
2. Lack of transformation reports on aspects of social inclusion	<ul style="list-style-type: none"> <li>• Policy Framework for the Realisation of Social Inclusion published in the Government Gazette (No 1560 of 15 December 2016)</li> <li>• A Strategic Disability Policy Framework for the PSET System presented to the Social Protection, Community and Human Development Cluster and a first draft of the policy framework has been developed</li> <li>• Reporting mechanisms for reporting by institutions included in the policy</li> </ul>
3. Lack of labour market intelligence, skills planning mechanisms and report	<ul style="list-style-type: none"> <li>• Labour market intelligence projects</li> <li>• Establishment of a skills planning unit (1<sup>st</sup> proposal of the organogram and flow maps for the skills planning unit has been presented and funding confirmed)</li> </ul>

### 7.3 PROGRAMME 3: UNIVERSITY EDUCATION

The purpose of the programme is to develop and coordinate policy and regulatory frameworks for an effective and efficient university education system. Provide financial support to universities , the National Student Financial Aid Scheme and to National Institutes for Higher Education.

STRATEGIC OBJECTIVE 7.3.1	HIGHER EDUCATION STEERING MECHANISMS DEVELOPMENT
Objective statements	To ensure a sound PSET system through the development of appropriate steering mechanisms for university education by 31 March 2020
2015/16 Baseline	<ul style="list-style-type: none"> <li>• Steering mechanisms developed (n): 1</li> <li>• Steering mechanisms reviewed (n): 1</li> </ul>
Justification	This objective will ensure the development and review of policies and legislation to be in line with vision as set out in the White Paper
Links	Linked to the White Paper, NDP and MTSF

STRATEGIC OBJECTIVE 7.3.1	HIGHER EDUCATION STEERING MECHANISMS DEVELOPMENT
<b>5 Year Targets</b>	Develop 10 new and review five steering mechanisms in support of a sound PSET system as follows: <ol style="list-style-type: none"> <li>1. Approve and publish a policy on the provision of student housing at South African public universities and minimum norms and standards by 30 September 2015</li> <li>2. Approve and publish a policy on creative and innovation outputs by 31 March 2017</li> <li>3. Develop and approve governance indicators for universities by 31 March 2017</li> <li>4. Approve and publish a policy on community service for graduates by 31 March 2017</li> <li>5. Approve and publish professional qualifications for ECD educators by 31 March 2017</li> <li>6. Approve and publish a policy on internationalisation of higher education by 31 March 2017</li> <li>7. Approve and publish a policy on differentiation in higher education by 31 March 2017</li> <li>8. Develop and approve Ministerial Statement to guide the management and utilisation of the university development grant by 31 March 2017</li> <li>9. Develop and approve a policy on the Central Application Service by 30 September 2017</li> <li>10. Develop and approve a policy framework to enhance collaboration for the production of professionals by 31 March 2018</li> <li>11. Approve and publish the revised language policy for higher education by 31 March 2017</li> <li>12. Approve and publish revised regulations for regulating PHEIs in the Government Gazette for implementation by 30 September 2015</li> <li>13. Revised Higher Education Act developed and approved by the Minister by 31 March 2016 for submission to Parliament for promulgation</li> <li>14. Revise and publish a university funding framework for Higher Education Institutions in the Government Gazette by 31 December 2016</li> <li>15. Revised NSFAS Act approved by the Minister by 31 March 2018 for submission to Parliament for promulgation</li> </ol>
STRATEGIC OBJECTIVE 7.3.2	PSET INTEGRATED PLANNING
Objective statement	To ensure integrated planning in support of an improved collaboration within the PSET sub-systems by 31 March 2020
2015/16 Baseline	<ul style="list-style-type: none"> <li>• Integrated plans developed (n): 0</li> </ul>
Justification	This objective will ensure that the PSET system functions in an integrated, coordinated and articulated way
Links	Linked to the White Paper, NDP and MTSF
<b>5 Year Targets</b>	<ol style="list-style-type: none"> <li>1. Approve and publish an integrated plan for offering NQF Level-5 qualifications in the PSET system by 31 March 2017</li> <li>2. National Plan for PSET developed and approved by the Minister by 31 March 2018</li> </ol>

STRATEGIC OBJECTIVE 7.3.3	IMPLEMENTATION OF OVERSIGHT INSTRUMENTS ON HIGHER EDUCATION INSTITUTIONS
Objective statement	To implement oversight instruments on higher education institutions to ensure an effective monitoring and evaluation of the university education sector by 31 March 2020
2015/16 Baseline	<ul style="list-style-type: none"> <li>• Monitoring and Evaluation reports produced per annum (n): 11</li> </ul>
Justification	This objective will ensure that the public universities and PHEIs function effectively and efficiently at an optimum with regard to governance, funding and management functions
Links	Links to the Higher Education Act, foundation provisioning guidelines, teaching and research development ministerial criteria, funding framework policy and Ministerial Statement for Enrolment Planning
<b>5 Year Targets</b>	<ol style="list-style-type: none"> <li>1. A monitoring report on the implementation of the HEAIDS programme for the previous financial year developed and approved by the Director-General by 30 September each year</li> <li>2. An annual monitoring report on the financial health of universities for the previous academic year developed and approved by the Director-General by 31 December each year</li> <li>3. Annually publish a report on the previous academic year's research outputs from 26 universities by 31 March on the Departmental website</li> <li>4. An annual monitoring report on the implementation of the effective use of the previous financial year foundation provision grant for Universities developed and approved by the Director-General by 31 December each year</li> <li>5. An annual monitoring report on the implementation of the effective use of infrastructure and efficiency grants for 24 universities developed and approved by the Director-General by 31 March each year</li> <li>6. An annual monitoring report on the implementation on the effective use of 2 new universities earmarked grant developed and approved by the Director-General by 31 March each year</li> <li>7. An annual monitoring report on the achievement of Ministerial enrolment targets developed and approved by the Director-General</li> <li>8. A report on BRICS partnerships approved by the Director-General by 31 March each year</li> <li>9. Monitor and approve a report on the effective use of the Teaching Development Grant annually for the period 2014/15 to 2016/17, with a close-out report by 31 March 2018</li> <li>10. Monitor and approve a report on the effective use of the Research Development Grant annually for the period 2014/15 to 2016/17, with a close-out report by 31 March 2018</li> <li>11. An annual report on the implementation of the Staffing South Africa's Universities Framework programme developed and approved by the Director-General by 31 March each year</li> <li>12. Institutional governance capacity development programme review report developed and approved by the Director-General by 31 March each year</li> <li>13. An implementation report on the teaching and learning capacity development improvement programme developed and approved by the Director-General by 31 March each year</li> <li>14. Report on the student leadership capacity development programme developed and approved by the Director-General by 31 March each year</li> <li>15. Report on PHEIs' compliance with the regulations developed and approved by the Director-General each year</li> </ol>

STRATEGIC OBJECTIVE 7.3.4	TEACHING AND LEARNING SUPPORT FOR UNIVERSITY EDUCATION
Objective statement	To provide teaching and learning support services aimed at improving access to quality teaching and learning in Higher Education Institutions by 31 March 2020
2015/16 Baseline	<ul style="list-style-type: none"> <li>• Teaching and learning plans developed (n): 1</li> </ul>
Justification	This objective will ensure improvement in teaching and research capacity at universities for teacher education in the fields of (i) ECD, (ii) primary education, (iii) TVET Colleges, (iv) CET Colleges and (v) special needs education
Links	Linked to the White Paper, NDP and MTSF
<b>5 Year Targets</b>	<ol style="list-style-type: none"> <li>1. Develop and approve the TLDCIP by 31 March 2016</li> <li>2. Develop and approve a TLDCIP project plan for ECD teacher education by 30 September 2016</li> <li>3. Develop and approve a TLDCIP project plan for primary teacher education by 30 September 2016</li> <li>4. Develop and approve a TLDCIP project plan for TVET and CET lecturer education by 30 September 2016</li> <li>5. Develop and approve a TLDCIP project plan for special needs teacher education by 30 September 2016</li> </ol>

STRATEGIC OBJECTIVE 7.3.5	STUDENT SUPPORT SERVICES FOR UNIVERSITIES
Objective statement	To provide student support services for Higher Education Institutions in order to promote success of students within the PSET system by 31 March 2020
2015/16 Baseline	<ul style="list-style-type: none"> <li>• Student support services plan developed (n): 2</li> </ul>
Justification	This objective will ensure improvement in capacity and competency of student leadership within the universities and enable a better managed application system to enable access to the PSET system
Links	Linked to the White Paper
<b>5 Year Targets</b>	<ol style="list-style-type: none"> <li>1. Develop and approve a student leadership capacity development strategy by 31 October 2015</li> <li>2. Develop and approve an Enterprise Architecture for Central Applications Service by 31 March 2016</li> <li>3. Operationalisation and development of a Central Application Service for universities by 31 December 2018</li> </ol>

STRATEGIC OBJECTIVE 7.3.6	MANAGEMENT INFORMATION AND STATISTICS
Objective statement	To provide management information and statistics on the performance of Higher Education Institutions annually
2015/16 Baseline	<ul style="list-style-type: none"> <li>• Cohort study report on higher education published (n): 1 cohort study for the 2005 to 2008 first-time entering undergraduate report</li> </ul>
Justification	To report information on the status of performance in universities in respect of first-time entry under-graduates to inform future planning for resources
Links	Linked to the White Paper, MTSF, NDP
<b>5 Year Targets</b>	<ol style="list-style-type: none"> <li>1. Approve and publish 5 annual first-time entering undergraduate cohort study reports by 31 March 2020</li> </ol>

STRATEGIC OBJECTIVE 7.3.7	PARTNERSHIP DEVELOPMENT FOR UNIVERSITY EDUCATION
Objective statement	To ensure a strong university education stakeholder network in support of effective collaboration of stakeholders within the PSET system by 31 March 2020
2015/16 Baseline	<ul style="list-style-type: none"> <li>BRICS Think-Tank and Participative Academic Fora established</li> <li>Key partnership reports provided (n): 1</li> </ul>
Justification	This objective will support the engagement of universities with Brazil, Russia, India, and China in various fields
Links	Linked to the White Paper, MTSF and NDP
<b>5 Year Targets</b>	1. Establish a BRICS Think-Tank and Participative Academic Fora to promote partnerships within the higher education system by 31 March 2016

### 7.3.1 PSET SYSTEM RESULT INDICATORS (OUTCOME/IMPACT) AND TARGETS

The following systemic targets relating to sub-outcome 3 of Outcome 5 of the 2014-2019 MTSF will be monitored and reported annually by **Programme 3**. The information reported will form the basis for evaluating system performance and decision making on the required interventions to correct any under-performance and/or any deficiencies identified.

**Sub-outcome 3:** Increase access to high-level occupationally directed programmes in needed areas:

NO	RESULT INDICATOR (OUTCOME/IMPACT)	BASELINE 2016/17 (2015 academic year, reported and verified by 31 October 2016)	2019/20 TARGET	TIME FRAME FOR REPORTING PROGRESS
1	Students enrolled in public higher education studies (universities ) (n)	985 212	1 070 000	3 <sup>rd</sup> Quarter of every financial year (2018 academic year, reported and verified by 31 October 2019)
2	Graduates in Engineering Sciences from universities (n)	12 470	57 000	3 <sup>rd</sup> Quarter of every financial year (cumulative from 2014 to 2018 academic year, reported and verified by 31 October 2019)
3	Graduates in Human Health and Animal Health from universities (n)	9 851	45 000	3 <sup>rd</sup> Quarter of every financial year (cumulative from 2014 to 2018 academic year, reported and verified by 31 October 2019)
4	Graduates in Natural and Physical Sciences from universities (n)	7 917	36 000	3 <sup>rd</sup> Quarter of every financial year (cumulative from 2014 to 2018 academic year, reported and verified by 31 October 2019)
5	Graduates in initial Teacher Education from universities (n)	20 698	99 000	4 <sup>th</sup> Quarter of every financial year (cumulative from 2014 to 2018 academic year, reported and verified by 31 October 2019)
6	Doctoral graduates from universities (n)	2 530	12 000	3 <sup>rd</sup> Quarter of every financial year (cumulative from 2014 to 2018 academic year, reported and verified by 31 October 2019)

NO	RESULT INDICATOR (OUTCOME/IMPACT)	BASELINE 2016/17 (2015 academic year, reported and verified by 31 October 2016)	2019/20 TARGET	TIME FRAME FOR REPORTING PROGRESS
7	Proportion of universities meeting standards of good governance (%)	Governance standards to be finalised by 31 March 2017	70%	4 <sup>th</sup> Quarter of every financial year
8	Research Masters graduates (n)	7 317	34 000	3 <sup>rd</sup> Quarter of every financial year (cumulative from 2014 to 2018 academic year, reported and verified by 31 October 2019)
9	Success rates at universities (%)	78%	78%	3 <sup>rd</sup> Quarter of every financial year (2018 academic year, reported and verified by 31 October 2019)
10	Higher education undergraduate success rates (contact) (%)	83%	81%	3 <sup>rd</sup> Quarter of every financial year (2018 academic year, reported and verified by 31 October 2019)
11	Higher education undergraduate success rates (distance) (%)	68%	71%	3 <sup>rd</sup> Quarter of every financial year (2018 academic year, reported and verified by 31 October 2019)
12	Universities offering accredited TVET College lecturer qualifications (n)	0	10	4 <sup>th</sup> Quarter of every financial year
13	University academic staff with PhDs (%)	44%	46%	3 <sup>rd</sup> Quarter of every financial year (2018 academic year, reported and verified by 31 October 2019)
14	Additional first-time entrants (black and women) into the academic workforce in addition to normal replacement and plans (n)	102	100	4 <sup>th</sup> Quarter of every financial year (non-cumulative)
15	Students in Foundation Programmes (n)	17 977	36 000	3 <sup>rd</sup> Quarter of every financial year (2018 academic year, reported and verified by 31 October 2019) - non-cumulative
16	Eligible university students obtaining financial aid (n) (NSFAS)	178 961	205 000	3 <sup>rd</sup> Quarter of every financial year

### 7.3.2 RESOURCE CONSIDERATIONS

Financial resources are required in terms of the continuation of the existing Higher Education Management Information System (HEMIS) project in order to appoint software developers from May 2017 when the current contract extension ends and in an effort to ensure the HEMIS software is maintained and developed. Additional financial resources are required to sustain the growth projections in terms of infrastructure development, student financial aid and staffing of universities in maintaining a sustainable staff-student ratio.

The TLDCIP will be implemented as part of an approved European Union budget support programme. Successful implementation of the TLDCIP is dependent on regular tranches made available through the budget support programme.

A major risk is the insufficient financial resources for student funding made available for poor students through the NSFAS, as well as the lack of financial aid for students of the working class. Funding needs to increase substantially in order to support the growth of the sector and poor and working class students in universities.

The increase in university block grants has not kept pace with inflation in the university education sector, which is higher than the general inflation rate. The increase in subsidies has therefore not kept pace with the real growth in the sector. As the funding from the Department for universities is an average of 40% of the annual income for the sector, there is increasing pressure on universities to rely more on student fees, however, universities have been encouraged to implement efficiency measures in the system. The New Historical Disadvantaged Institutions Development grant will assist historically disadvantaged institutions to implement measures that, among others aimed at improved debt collection and third stream income. The earmarked infrastructure grant is insufficient in addressing backlogs in student housing. Therefore the Department is exploring other avenues to leverage funding for the universities. Expenditure for the programme is expected to increase at an average annual rate of 6.1% over the medium term and reach R36.3 billion in 2017/18 (including subsidies to universities).

**7.3.3 RISK MANAGEMENT**

RISK DESCRIPTION	MITIGATING MEASURES
1. Inadequate provision of higher education	<ul style="list-style-type: none"> <li>• Amended Higher Education Act</li> <li>• Development of the Central Application Service</li> <li>• Revised funding framework</li> <li>• MTEF bids for additional funding to support the sound provision of university education</li> </ul>
2. Inadequate integration between higher education and other PSET sectors	<ul style="list-style-type: none"> <li>• National plan for PSET</li> <li>• NQF Level 5 plan</li> </ul>
3. Equitable access to higher education opportunities not increased	<ul style="list-style-type: none"> <li>• Earmarked funding for infrastructure expansion</li> <li>• Structured and negotiated enrolment planning process and targets</li> <li>• Earmarked funding for student loans and bursaries</li> </ul>
4. Inability to improve the success rate and graduate output	<ul style="list-style-type: none"> <li>• Earmarked funding for teaching development and foundation provisioning</li> <li>• Implementation of the university Capacity Development Programme</li> </ul>
5. Lack of information to take effective strategic system decisions	<ul style="list-style-type: none"> <li>• Audited HEMIS data received according to timelines in relation to letters to Vice Chancellors</li> <li>• Email correspondence to HEMIS offices at the universities</li> <li>• Audited research outputs data received and evaluated</li> </ul>

## 7.4 PROGRAMME 4: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

The purpose of the programme is to plan, develop, implement, monitor, maintain and evaluate national policy, programme assessment practices and systems for Technical and Vocational Education and Training.

STRATEGIC OBJECTIVE 7.4.1	TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING STEERING MECHANISMS DEVELOPMENT
Objective statement	To develop and review TVET steering mechanisms in support of a sound PSET system by 31 March 2020
2015/16 Baseline	<ul style="list-style-type: none"> <li>• Steering mechanisms developed (n): 3</li> <li>• Steering mechanisms reviewed (n): 1</li> </ul>
Justification	This objective will ensure that all TVET institutions are functioning optimally within the applicable acts, policies and regulations relevant thereto
Links	Linked to NDP, MTSF and White Paper
<b>5 Year Targets</b>	<p>Develop eight new and review five TVET steering mechanisms in support of a sound PSET system by 31 March 2020 as follows:</p> <ol style="list-style-type: none"> <li>1. Develop and approve governance policies for TVET Colleges by 30 June 2015</li> <li>2. Develop and approve guidelines for standardised implementation of occupational programmes by 31 December 2015</li> <li>3. Develop and approve policy directives for TVET College information technology systems by 31 December 2015</li> <li>4. Develop and approve National Admission and Promotion Guidelines for NC(V) by 31 March 2017</li> <li>5. Develop and approve a performance reporting policy for TVET Colleges by 31 December 2017</li> <li>6. Develop and approved SAIVCET policy by 31 August 2017</li> <li>7. Develop and approve a policy for TVET College finance management by 31 March 2018</li> <li>8. Develop and approve a policy for the administration/management of student admission for TVET Colleges by 31 March 2018</li> <li>9. Review and approve TVET Colleges monitoring, evaluation and support model by 30 September 2015</li> <li>10. Review and approve a Departmental policy framework on TVET qualifications by 31 March 2018</li> <li>11. Review and approve an examination conduct policy for NC(V) by 31 March 2017</li> <li>12. Review and approve a current costing model for TVET College programmes by 31 March 2017</li> <li>13. Review and approve a Funding Framework for TVET Colleges by 30 September 2017</li> </ol>

STRATEGIC OBJECTIVE 7.4.2	IMPLEMENTATION OF OVERSIGHT INSTRUMENTS ON TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES
Objective statement	To implement oversight instruments on TVET Colleges to ensure effective monitoring and evaluation of the TVET sector by 31 March 2020
2015/16 Baseline	<ul style="list-style-type: none"> <li>• Monitoring and Evaluation reports produced (n): 2</li> </ul>
Justification	This objective will ensure that all TVET institutions are functioning in accordance with the acts, policies and regulations relevant thereto
Links	Linked to NDP, MTSF and White Paper
<b>5 Year Targets</b>	<ol style="list-style-type: none"> <li>1. Monitor and approve bi-annual reports on TVET Colleges by 31 March 2020</li> <li>2. Produce and approve a report on sampled TVET Colleges evaluated for compliance to recommended governance standards annually</li> <li>3. Monitor and approve quarterly reports on certification backlog eradication beginning 1 April 2017</li> <li>4. Monitor and approve reports on the implementation of the IT examination services system annually beginning 1 April 2017</li> <li>5. Monitor and approve four reports on the conduct of Public TVET College examination centres during national examinations and assessments annually beginning 1 April 2017</li> <li>6. Monitor and approve a report on the implementation of teaching and learning support plans in TVET Colleges annually (from 1 April 2016 to 31 March 2019)</li> <li>7. Monitor and approve a report on the implementation of student support services plans in TVET Colleges annually (from 1 April 2016 to 31 March 2019)</li> <li>8. Monitor and approve bi-annual reports on the maintenance of TVET Colleges infrastructure (1<sup>st</sup> report due 31 March 2017)</li> <li>9. Monitor and approve a report on the implementation of a strategy on strategic partnerships with key stakeholders by 31 March 2018</li> <li>10. Monitor and approve a report on performance of students in colleges for the previous academic year annually (from 1 April 2017) by 31 March 2020</li> </ol>
STRATEGIC OBJECTIVE 7.4.3	TEACHING AND LEARNING SUPPORT FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES
Objective statement	To provide TVET teaching and learning support plans aimed at improving access to quality teaching and learning in TVET Colleges by 31 March 2020
2015/16 Baseline	<ul style="list-style-type: none"> <li>• Teaching and learning plans developed (n): 2</li> </ul>
Justification	To ensure that lecturers and learners receive the support necessary to function and learners to perform optimally in TVET programmes
Links	Linked to NDP, MTSF and White Paper
<b>5 Year Targets</b>	<ol style="list-style-type: none"> <li>1. Develop and approve a teaching and learning support plan for TVET Colleges by 31 March 2017</li> <li>2. Develop and approve a protocol on the secondment of sector specialists to work in TVET Colleges and lecturers exposed to the workplace by 31 March 2016</li> <li>3. Develop and approve a plan for the review of curricula within the TVET sector by 30 June 2017</li> <li>4. Develop and approve a plan for lecturer development by 31 March 2018</li> </ol>

STRATEGIC OBJECTIVE 7.4.5	STUDENT SUPPORT SERVICES FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES
Objective statement	To provide student support services for TVET Colleges in support of an improved PSET system by 31 March 2020
2015/16 Baseline	<ul style="list-style-type: none"> <li>Student support services plan developed (n): 1</li> </ul>
Justification	This objective will ensure improvement of student success in programmes offered at TVET Colleges as well as learner progression (measured in terms of pass and certification rates)
Links	Linked to NDP, MTSF and White Paper
<b>5 Year Targets</b>	<ol style="list-style-type: none"> <li>Develop and approve a student support services plan by 31 March 2016</li> </ol>

STRATEGIC OBJECTIVE 7.4.6	INFRASTRUCTURE DEVELOPMENT FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES
Objective statement	To develop infrastructure for TVET Colleges to ensure optimal geographic spread by 31 March 2020
2015/16 Baseline	<ul style="list-style-type: none"> <li>TVET College infrastructure developed (n): three sites under construction: One at 99% completion and two at 50%</li> </ul>
Justification	To strengthen the institutional capacity of TVET Colleges
Links	Linked to NDP, MTSF and White Paper
<b>5 Year Targets</b>	<ol style="list-style-type: none"> <li>Three TVET College campuses built by 31 March 2017</li> <li>Develop and approve a roll-out plan for the construction of nine TVET College campuses by 31 March 2018</li> <li>Develop and approve an infrastructure funding model for TVET College sector by 31 March 2018</li> <li>Develop and approve a national infrastructure maintenance plan for the TVET College sector by 31 March 2018</li> <li>Develop and approve a National Infrastructure Asset Management System for TVET Colleges by 31 March 2018</li> </ol>

STRATEGIC OBJECTIVE 7.4.7	PARTNERSHIPS DEVELOPMENT FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES
Objective statement	To ensure a strong TVET stakeholder network in support of the effective collaboration of stakeholders in the PSET system by 31 March 2020
2015/16 Baseline	<ul style="list-style-type: none"> <li>Strategy on strategic partnerships with key stakeholders approved (n): 1</li> </ul>
Justification	To ensure that all TVET institutions are supported to function optimally
Links	Linked to NDP, MTSF and White Paper
<b>5 Year Targets</b>	<ol style="list-style-type: none"> <li>Develop and approve a strategy on strategic partnerships with key stakeholders by 30 September 2015</li> <li>Establish a coordinating structure for stakeholder engagement (SAIVCET unit) by 31 March 2017</li> </ol>

**7.4.1 PSET SYSTEM RESULT INDICATORS (OUTCOME/IMPACT) AND TARGETS**

The following systemic targets relating to sub-outcome 2 of Outcome 5 of the 2014-2019 MTSF will be monitored and reported annually by **Programme 4**. The information reported will form the basis for evaluating system performance and decision making on the required interventions to correct any under-performance and/or any deficiencies identified.

**Sub-outcome 2:** Increase access and success in programmes leading to intermediate and high level learning:

NO	RESULT INDICATOR (OUTCOME / IMPACT)	BASELINE 2015/16	2019/20 TARGET		TIME FRAME FOR REPORTING PROGRESS
1	Headcount enrolments in TVET Colleges (n) (State funded)	710 535	429 638	710 535	Annually (4 <sup>th</sup> Quarter) (2018 academic year, reported and verified by 31 October 2019)
2	Headcount enrolments in TVET Colleges (n) (College funded)		235 110		Annually (4 <sup>th</sup> Quarter) (2018 academic year, reported and verified by 31 October 2019)
3	Headcount enrolments in TVET Colleges (n) (Funded from other sources)		45 787		Annually (4 <sup>th</sup> Quarter) (2018 academic year, reported and verified by 31 October 2019)
4	NC(V) L4: certification rate (%)	23.3%	40%		Annually (4 <sup>th</sup> Quarter) (2018 academic year, reported and verified by 31 October 2019)
5	N3: certification rate (%)	51%	65%		Annually (4 <sup>th</sup> Quarter) (2018 academic year, reported and verified by 31 October 2019)
6	N6: certification rate (%)	34.3%	50%		Annually (4 <sup>th</sup> Quarter) (2018 academic year, reported and verified by 31 October 2019)
7	Certificates issued to qualifying candidates within three months (n of months)	More than 9 months	3 months		Annually (4 <sup>th</sup> Quarter)
8	Public TVET College examination centres evaluated in conducting national examinations and assessments in compliance with national policy (%)	87%	100%		Annually (4 <sup>th</sup> Quarter) (2018 academic year, reported and verified by 31 October 2019)
9	Report on TVET throughput rate (%)	The throughput rate is currently unknown – baseline is yet to be determined	Report on 2016-2018 cohort		31 December 2019 (Throughput report on student cohort for the academic period 2016 – 2018)
10	Number of additional beds for student accommodation in public TVET Colleges (n)	0	0		There is no funding for the target of this indicator. Therefore it will not be reported on

NO	RESULT INDICATOR (OUTCOME / IMPACT)	BASELINE 2015/16	2019/20 TARGET	TIME FRAME FOR REPORTING PROGRESS
11	Qualifying TVET students obtaining NSFAS financial assistance (n)	298 457	200 000	Annually (4 <sup>th</sup> quarter) (2018 academic year, reported and verified by 31 October 2019)
12	Funded NC(V) L4 students obtaining qualifications within the stipulated time (%)	Currently unknown – baseline is yet to be determined	40%	Funded NC(V) L4 report on student cohort for academic period 2014/18 by 31 December 2019
13	TVET institutions evaluated on implementation of proposed best practice policies and guidelines issued by the Department of Higher Education and Training (%)	33%	100%	End of March, annually
14	TVET lecturers undergoing specified hours of work in their industry for a specified period, every two years from 2019 (%)	3%	0	The exposure of TVET lecturers to industry is currently not funded and therefore the Department will not report on this indicator
15	Students entering the foundation programmes by March 2017 (n)	0	0	There is no funding for the target of this indicator, therefore it will not be reported on
16	Success rate in foundation programmes (%)	0	0	There is no funding for the target of this indicator, therefore it will not be reported on

#### 7.4.2 RESOURCE CONSIDERATIONS

The current baseline allocation for the Branch: Technical and Vocational Education and Training acknowledges the financial constraints under which the TVET Colleges sector is serviced by the Department. While a significant amount of funding is transferred to institutions in support of their programme delivery, the Branch only receives 0.94 per cent of this total budget for internal operations and is expected to provide direct support and services to institutions at site level as there are no provincial offices in existence to provide such support and services. The limited budget available to the Department through the fiscus in turn limits the number of officials that can be employed to provide the requisite support and services.

The TVET Branch comprises of several areas of service delivery and capacity building for the TVET sector. Each Chief Directorate is currently under-funded and under-staffed. This is having a detrimental effect on the impact of the Department regarding the governance, monitoring and support of TVET institutions across the country.

The targets for enrolment to a large extent and the certification and throughput rates have to be revised downwards. The enrolment rates will have to be drastically revised downwards to align with the available resources as the assumption of the growth rates in the NDP have not materialised and the budget of Government on the whole, is under tremendous strain.

#### *CURRICULUM PROGRAMMES AND QUALIFICATIONS*

Qualifications delivered at colleges require programme specific support. It is recommended that subject advisors be appointed at a National Level to support implementation within the system. Given the limited budget, this is unlikely and as a result programme delivery improvements at colleges can at best only be driven through communities of practice established in the colleges.

Monitoring of delivery is not done other than internally by the colleges as no budget is allocated for this purpose. Lecturer development remains a critical success factor for the college sector. Lecturer work placements for practical exposure and continued development is critical. This will require a systemic intervention by colleges in relation to industry partnerships. Through international partnerships these frameworks are currently being developed but it is preferable that this competency is developed within the Department.

Student support services provided at colleges continues to focus predominantly on student financial aid support. This trajectory continues due to limited human and financial resources to adequately provide holistic student support services. If the sector is to achieve success in programmes offered in our institutions, it is recommended that resources and support should be provided to institutions in order to provide holistic student support services targeted at pre-entry until the student exits the system.

#### ***FINANCIAL PLANNING***

Additional resources and operational budgets will be required to enable monitoring of the implementation of the recommended governance standards by TVET Colleges . Current operational budgets do not cater for these monitoring activities. Additional resources will also be required to establish financial systems at colleges.

The current operational budgets for the Directorates are fully utilised for other monitoring functions relating to funding processes which are not currently directed to recommended governance standard implementation monitoring.

Annual reports of TVET Colleges are currently used to ascertain staff attrition and filling of posts. The Department will conduct a detailed assessment of audit management letters to ascertain readiness and progress in terms of governance standard implementation by TVET Colleges .

#### ***NATIONAL EXAMINATION AND ASSESSMENT***

The Department is the national assessment body for VCET qualifications offered at both colleges and Community Learning Centres. As such, the Department is required to provide not only oversight in this regard, but to actually manage and administer the wide range of operations specific to the delivery of an examinations cycle. These operations start with the registration of examination centres and candidates and conclude with the resulting of candidates per VCET examination cycle of which there are currently nine (seven for TVET College programmes and two for community learning) in a financial period. The activities within each area of operation are very resource intensive with regards to facilities, personnel and finances.

The Chief Directorate: National Examination and Assessment is currently under-staffed and unable to effectively and efficiently serve the TVET College sector. The staff complement has not expanded to accommodate the introduction of a new qualification in 2007. The current staff allocation of 135 officials needs to double to improve current service delivery to the required standard; recognising that increasing enrolments will also require additional staff in later years.

The planned new examinations IT system is aimed at improving the quality and efficiency of the assessment services rendered by the Department. Similarly it is critical for public TVET Colleges to upgrade their IT systems to ensure improved assessment services at site levels. There are resource constraints with regard to devolving and cascading the system down to examinations centres.

#### ***PLANNING***

In order for the Planning Chief Directorate to contribute meaningfully towards the achievement of the strategic goals and objectives of the Department additional human and financial resources needs to be provided. There is a need to increase and capacitate the existing human resources base and re-position them at the nerve centre of the Chief Directorate. Current financial allocations are inadequate within the context of the myriad of critical functions that the Chief Directorate has to execute in an effort to place the TVET Colleges in a position to become institutions of choice. In addition, the Chief Directorate is poised

to take over the function of regulating, monitoring and supporting private colleges in terms of the Continuing Education and Training (CET) Act, 2006 (formerly FET Act, 2006). This places further strain on the existing human and financial resources. In order to verify student enrolment a TVET Information Management System at college level is required, as well as an interface with the Central Application Service for which considerable resources are required alongside the envisioned IT systems at college level.

#### *PHYSICAL FACILITIES FOR COLLEGES*

In order to progressively increase enrolment and access to rural learners additional colleges and campuses have to be provided, even though no additional funding has been made available since 1994. There is a serious backlog in the maintenance of college infrastructure and facilities, with limited funding allocated for major maintenance work.

#### **7.4.3 RISK MANAGEMENT**

<b>RISK DESCRIPTION</b>	<b>MITIGATING MEASURES</b>
1. Instability of the examinations IT system	<ul style="list-style-type: none"> <li>• Approval to source a service provider for the development of a new examinations system granted by Cabinet (Terms of Reference developed and the DDG to project manage the team at least monthly)</li> <li>• Continue escalating IT problems for the current system to the SITA Chief Executive Officer and the Director-General</li> </ul>
2. Irregular conduct during National Examinations	<ul style="list-style-type: none"> <li>• Revision and implementation of the revised Examination Conduct Policy (this is pending finalisation of the Qualification Policy by UMALUSI)</li> <li>• Revision and implementation of a compliance monitoring tool</li> </ul>
3. Lack of effective monitoring and evaluation of TVET enrolment data that is used as basis for funding allocations due to funding and capacity constraints	<ul style="list-style-type: none"> <li>• Pursue the implementation of biometrics at TVET Colleges that will automate student validation controls (dependent on availability of funding)</li> <li>• Set in place and report on a policy for data verification and a management plan for the regular auditing of student information at colleges and report thereon</li> </ul>
4. Incoherent and inconsistent teaching and learning practices in the 50 TVET Colleges	<ul style="list-style-type: none"> <li>• Standardised planning templates and checklists implemented</li> <li>• Timeous issuing of Departmental Circulars to the Regional Heads and college Principals</li> <li>• Consequence management and annual reporting</li> </ul>

## 7.5 PROGRAMME 5: SKILLS DEVELOPMENT

The purpose of this programme is to promote and monitor the National Skills Development Strategy. Develop a skills development policy and regulatory framework for an effective skills development system.

STRATEGIC OBJECTIVE 7.5.1	STEERING MECHANISMS DEVELOPMENT FOR SKILLS DEVELOPMENT
Objective statement	To develop and review steering mechanisms for artisan development in support of a sound PSET system by 31 March 2020
2015/16 Baseline	<ul style="list-style-type: none"> <li>• Steering mechanisms developed (n): 2</li> <li>• Steering mechanisms reviewed (n): 2</li> </ul>
Justification	This objective will assist the Department to align the skills system to the White Paper and other national priorities of Government
Links	Facilitate links with employers, SETAs, TVET Colleges and private providers, universities, Government departments and social partners
<b>5 Year Targets</b>	<p>Develop four new and review eight skills development steering mechanisms in support of a sound PSET system by 31 March 2020</p> <ol style="list-style-type: none"> <li>1. Develop and approve a workplace-based learning policy by 31 December 2016</li> <li>2. Develop and approve a Governance Charter for SETAs by 31 March 2016</li> <li>3. Develop and approve governance standards for SETAs by 31 March 2016</li> <li>4. Develop and approve workplace-based learning programmes regulations by 31 December 2016</li> <li>5. Review and approve the SETA landscape from 1 April 2015 to 31 March 2017</li> <li>6. Review and approve the National Skills Development Strategy from 1 April 2015 to 31 March 2017</li> <li>7. Review and approve SETA grant guidelines by 31 March 2019</li> <li>8. Review and approve SETA grant regulations by 31 March 2019</li> <li>9. Review and approve the National Skills Development Plan by 31 March 2018</li> <li>10. Review and approve the revised Skills Development Act by 31 March 2019 for submission to Parliament for promulgation</li> </ol>

STRATEGIC OBJECTIVE 7.5.2	IMPLEMENTATION OF OVERSIGHT INSTRUMENTS ON SKILLS DEVELOPMENT
Objective statement	To implement oversight instruments on skills development to ensure effective monitoring and evaluation of artisan development by 31 March 2020
2015/16 Baseline	<ul style="list-style-type: none"> <li>• Monitoring and Evaluation reports produced (n): 4</li> </ul>
Justification	To ensure that all SETAs are functioning optimally in accordance with applicable acts, policies and regulations relevant thereto
Links	Linked to the National Skills Development Strategy, White Paper, NDP and other Government imperatives
<b>5 Year Targets</b>	<ol style="list-style-type: none"> <li>1. Monitor and approve 4 quarterly reports on the implementation of the National Skills Development Strategy by SETAs annually</li> <li>2. Monitor and approve a report on the implementation of good governance standards by SETAs annually beginning 1 April 2017</li> </ol>

STRATEGIC OBJECTIVE 7.5.3	ARTISAN DEVELOPMENT ASSESSMENT SERVICES
Objective statement	To ensure effective artisan development assessment services in support of an improved PSET system by 31 March 2020
2015/16 Baseline	<ul style="list-style-type: none"> <li>• Artisan learners qualified (n): 16 114</li> <li>• Artisan learners registered (n): 28 640</li> <li>• Provide trade testing dates to 100% (all) qualifying applications received</li> <li>• Average lead time from qualifying trade test applications received until trade test conducted (days): 169 days</li> </ul>
Justification	Considering the available resources this objective will ensure progressive attainment of the White Paper and the NDP targets
Links	Aligned to activities undertaken by SETAs, QCTO, trade test centres and TVET Colleges and is linked to the NDP and the White Paper
<b>5 Year Targets</b>	<ol style="list-style-type: none"> <li>1. Conduct trade testing for all qualifying trade test applications received within an average of 60 days by 31 March 2020</li> <li>2. 30 000 Artisan learners registered per annum by 31 March 2020</li> <li>3. 24 000 Artisan learners qualified per annum by 31 March 2020</li> </ol>
STRATEGIC OBJECTIVE 7.5.4	INFRASTRUCTURE/FACILITIES FOR ARTISAN DEVELOPMENT
Objective statement	To develop infrastructure/facilities in order to improve artisan development by 31 March 2020
2015/16 Baseline	<ul style="list-style-type: none"> <li>• Infrastructure/facilities for artisan development planned (n): 0</li> </ul>
Justification	To ensure infrastructure/facilities development to promote artisan development
Links	Linked to the NDP, MTSF and White Paper
<b>5 Year Targets</b>	<ol style="list-style-type: none"> <li>1. Develop and implement security infrastructure at INDLELA by 31 December 2017</li> </ol>
STRATEGIC OBJECTIVE 7.5.5	SETA MANAGEMENT INFORMATION AND STATISTICS
Objective statement	To develop a management information and statistics monitoring system in support of SETA performance monitoring
2015/16 Baseline	<ul style="list-style-type: none"> <li>• Management information system developed (n): 0</li> </ul>
Justification	To mitigate lack of data and information that results in poor planning and implementation
Links	SARS, Quality Councils, Employers, SETAs, TVET Colleges, universities and social partners
<b>5 Year Targets</b>	<ol style="list-style-type: none"> <li>1. Develop and approve a single national artisan development information management system by 31 March 2019</li> </ol>

### 7.5.1 PSET SYSTEM RESULT INDICATORS (OUTCOME/IMPACT) AND TARGETS

The following systemic targets relating to sub-outcome 4 of Outcome 5 of the 2014-2019 MTSF will be monitored and reported annually by **Programme 5**. The information reported will form the basis for evaluating system performance and decision making on the required interventions to correct any under-performance and/or any deficiencies identified.

**Sub-Outcome 4:** Increase access to occupationally-directed programmes in needed areas and thereby expand the availability of intermediate level skills with a special focus on artisan skills:

NO	RESULT INDICATOR (OUTCOME / IMPACT)	BASELINE 2015/16	2019/20 TARGET	TIME FRAME FOR REPORTING PROGRESS
1	Work based learning opportunities (n)	118 582	140 000	Annually
2	National artisan learners trade test pass rate (including INDLELA) (%)	54%	65%	Quarterly every financial year
3	National artisan learners employed or self-employed (%)	40%	80%	Annually
4	Proportion of SETAs meeting standards of good governance (%)	0	100%	Annually
5	New artisan learners qualified (n)	16 114	24 000	Annually
6	New artisan learners registered (n)	28 640	30 000	Annually

### 7.5.2 RESOURCE CONSIDERATIONS

The skills development system is funded mainly through the skills levy calculated as a percentage of payroll costs of contributing employers in terms of the Skills Development Levies Act, 1999. Although this line of funding is not immediately affected by the constraints facing the fiscus, it is however similarly vulnerable to economic challenges and the concomitant reduction in payroll costs as contributing companies restructure their operations. This funding has been relatively stable over the years.

On the other hand, statutory appropriations through the fiscus have been under-funded as a result of budgetary constraints. In practical terms, this limited funding has reduced the capacity of the Department to perform its oversight, monitoring and evaluation functions of the entire skills development system. Over the medium term, the Department will continue to improve the effectiveness of the skills development system to:

- Enhance its performance monitoring and evaluation system for SETAs;
- Improve the role and alignment of the SETA initiatives in support of the universities and TVET Colleges;
- Refocus the NSA to support the monitoring and evaluation of SETAs; and
- Design a new landscape for SETAs in line with the White Paper.

### 7.5.3 RISK MANAGEMENT

RISK DESCRIPTION	MITIGATING MEASURES
1. Unsustainable organisational structures for INDLELA and Work Integrated Learning (WIL) (due to the slow pace in filling vacant positions and a lack of funding)	<ul style="list-style-type: none"> <li>• Continuous engagements with the National Treasury in ensuring adequate MTEF funding</li> <li>• Enhancement of INDLELA and WIL structures (e.g. the Chief Director position for WIL to be filled)</li> </ul>
2. Constraints in meeting artisan assessment demands	<ul style="list-style-type: none"> <li>• National Artisan Development Committees established</li> <li>• National Skills Accord in place</li> <li>• Enhancement of Monitoring and Evaluation systems</li> <li>• Improve monitoring allocation of the Pivotal grant</li> <li>• Implementation of the Artisan Learner grant</li> <li>• Expanded Memorandum of Understanding between the Department and the Department of Public Enterprises</li> </ul>
3. Inaccurate information systems and infrastructure	<ul style="list-style-type: none"> <li>• An integrated information system (SETMIS) has been developed</li> <li>• National Artisan Development Support Centre (NADSC) has been consolidated and INDLELA has taken over the centre</li> <li>• A National Artisan MIS established</li> </ul>
4. Lack of cooperation from stakeholders	<ul style="list-style-type: none"> <li>• Stakeholders forum established</li> <li>• Strategy on strategic partnerships with key stakeholders developed</li> <li>• Grant Regulations implemented</li> <li>• SLA targets between the Department and SETAs implemented</li> <li>• Work Based Learning policy developed/approved</li> </ul>

## 7.6 PROGRAMME 6: COMMUNITY EDUCATION AND TRAINING

The purpose of the programme is to plan, develop, implement, monitor, maintain and evaluate national policy, programme assessment practices and systems for Community Education and Training.

STRATEGIC OBJECTIVE 7.6.1	COMMUNITY EDUCATION AND TRAINING STEERING MECHANISMS DEVELOPMENT
Objective statement	To develop and review CET steering mechanisms in support of a sound PSET system by 31 March 2020
2015/16 Baseline	<ul style="list-style-type: none"> <li>• Steering mechanisms developed (n): 3</li> <li>• Steering mechanisms reviewed (n): 0</li> </ul>
Justification	This objective will ensure that all CET Colleges are functioning optimally within the ambit of applicable acts, policies and regulations relevant thereto
Links	Linked to the NDP, MTSF and White Paper
<b>5 Year Targets</b>	Develop nine and review one CET steering mechanisms in support of a sound PSET system by 31 March 2020 as follows: <ol style="list-style-type: none"> <li>1. Develop and approve staffing norms and standards for CET Colleges by 30 June 2015</li> <li>2. Develop and approve an examination conduct policy for NASCA by 30 September 2015</li> <li>3. Develop and approve a governance policy for CET Colleges by 31 March 2016</li> <li>4. Develop and approve a CET service delivery model by 30 September 2017</li> <li>5. Develop and approve a Monitoring and Evaluation policy for CET Colleges by 30 September 2016</li> <li>6. Develop and approve regulations for the establishment of the satellite Community Learning Centres by 31 December 2016</li> <li>7. Develop and approve a national curriculum policy for CET Colleges by 31 March 2017</li> <li>8. Develop and approve a conduct policy for General Education and Training Certificate for adults by 31 March 2017</li> <li>9. Develop and approve a reporting policy for CET Colleges by 31 March 2018</li> <li>10. Review and approve a funding framework for CET Colleges by 30 September 2017</li> </ol>
STRATEGIC OBJECTIVE 7.6.2	IMPLEMENTATION OF OVERSIGHT INSTRUMENTS ON COMMUNITY EDUCATION AND TRAINING COLLEGES
Objective statement	To implement oversight instruments on CET Colleges to ensure effective monitoring and evaluation of the CET sector by 31 March 2020
Baseline	<ul style="list-style-type: none"> <li>• Teaching and learning support plans for CET Colleges produced (n): 0</li> <li>• CET infrastructure maintenance reports approved per annum (n): 0</li> </ul>
Justification	This objective will ensure that all CET Colleges are functioning optimally within the ambit of the acts, policies and regulations relevant thereto
Links	Linked to NDP, MTSF and White Paper

STRATEGIC OBJECTIVE 7.6.2	IMPLEMENTATION OF OVERSIGHT INSTRUMENTS ON COMMUNITY EDUCATION AND TRAINING COLLEGES
<b>5 Year Targets</b>	<ol style="list-style-type: none"> <li>1. Monitor and approve bi-annual reports on the implementation of teaching and learning support plans for CET Colleges (beginning September 2017) by 31 March 2020</li> <li>2. Monitor and approve a report on the implementation of CET infrastructure maintenance bi-ennially beginning 1 April 2016 (1<sup>st</sup> report due by 31 March 2017)</li> <li>3. Monitor and approve a report on the implementation of partnerships with key stakeholders by 31 March 2019</li> <li>4. Monitor and approve a report on CET College sector performance beginning 1 April 2017 (1<sup>st</sup> report due by 31 March 2018)</li> </ol>
STRATEGIC OBJECTIVE 7.6.3	TEACHING AND LEARNING SUPPORT FOR COMMUNITY EDUCATION AND TRAINING COLLEGES
Objective statement	To provide CET teaching and learning support plans aimed at improving access to quality teaching and learning in CET Colleges by 31 March 2017
2015/16 Baseline	<ul style="list-style-type: none"> <li>• CET teaching and learning planning frameworks developed (n): 0</li> </ul>
Justification	To ensure that lecturers and learners receive the support necessary for lecturers to function and learners to perform optimally in CET Programmes
Links	Linked to the Auditor-General's report, the NDP, MTSF and White Paper
<b>5 Year Targets</b>	<ol style="list-style-type: none"> <li>1. Develop and approve a teaching and learning plan for CET Colleges by 31 March 2017</li> </ol>
STRATEGIC OBJECTIVE 7.6.4	INFRASTRUCTURE DEVELOPMENT FOR COMMUNITY EDUCATION AND TRAINING COLLEGES
Objective statement	To develop infrastructure for CET Colleges to ensure optimal geographic spread by 31 March 2020
2015/16 Baseline	<ul style="list-style-type: none"> <li>• CET infrastructure developed (n): 9 CET Colleges established</li> </ul>
Justification	To strengthen the institutional capacity of CET Colleges
Links	Linked to the NDP, MTSF and White Paper
<b>5 Year Targets</b>	<ol style="list-style-type: none"> <li>1. Identify nine public institutions to be declared as CET Colleges</li> <li>2. Establish and operationalise CET Colleges by 31 March 2016</li> </ol>
STRATEGIC OBJECTIVE 7.6.5	PARTNERSHIP DEVELOPMENT FOR COMMUNITY EDUCATION AND TRAINING COLLEGES
Objective statement	To ensure a strong CET stakeholder network in support of effective collaboration of stakeholders in the PSET system by 31 March 2020
2015/16 Baseline	<ul style="list-style-type: none"> <li>• Strategies on strategic partnerships (n): 0</li> </ul>
Justification	To ensure that all CET Colleges are supported to function optimally and that critical challenges are addressed
Links	Linked to the NDP, MTSF, CET Act, White Paper, CET Policy, PGDS, NSDS III and SETAs
<b>5 Year Targets</b>	<ol style="list-style-type: none"> <li>1. Develop and approve a strategy on CET strategic partnerships by 31 March 2017</li> </ol>

### 7.6.1 PSET SYSTEM RESULT INDICATORS (OUTCOME/IMPACT) AND TARGETS

The following systemic targets relating to sub-outcome 2 of Outcome 5 of the 2014-2019 MTSF will be monitored and reported annually by **Programme 6**. The information reported will form the basis for evaluating system performance and decision making on the required interventions to correct any under-performance and/or any deficiencies identified.

**Sub-outcome 2:** Increase access and success in programmes leading to intermediate and high level learning:

NO	RESULT INDICATOR (OUTCOME / IMPACT)	BASELINE 2015/16	2019/20 TARGET	TIME FRAME FOR REPORTING PROGRESS
1	Head count enrolments in CET Colleges (n)	300 000	340 000	Annually
2	Certification rates in CET formal qualifications (%)	0	45%	Annually

### 7.6.2 RESOURCE CONSIDERATIONS

The Branch: Community Education and Training is set up to lead and support the newly established CET Colleges. The Branch has been established in the midst of the financial constraints and there is no additional funding to support the operations thereof. Reprioritisation and shifting of funds should therefore be effected within the current allocations. The limited resources impact on the following:

#### Learning and teaching support material

Prior to the AET function shift, the PEDs transferred funds to the Public Adult Learning Centres for operations and procurement of Learning and Teaching Support Materials (LTSM) for learners. Of importance is that the allocations have always been inadequate and therefore priority was given to AET Level 4, with a view to improve certification rates. The lack of LTSM is a challenge that undermines the quality and improvement of performance in the formal CET qualifications. The current allocation still falls far short in addressing LTSM needs. An additional allocation towards LTSM is required to enable quality provision across AET Levels 1 to 4. The Department should at least ensure that adequate funding is allocated for the provision of textbooks and LTSM materials used at centres for teaching and learning, so as to enhance the quality of the CET programme.

The CET Colleges do not have the capacity to procure LTSM and a Memorandum of Agreement (MOA) has since been signed between the TVET and CET Colleges to assist with procurement until such time CET Colleges have built such capacity. Some provinces redirect Senior Certificate and the National Senior Certificate learners to Community Learning Centres, yet there is no budget to effectively support teaching and learning regarding the two qualifications.

#### Conditions of service

The employment conditions for lecturers in the CET Colleges vary from permanent, fixed-term contracts to temporary employment positions. There is no standard employment practice among the Department's regions, except that all lecturers are employed in terms of the Public Service Act. The Department should therefore expedite the processes of stabilising the conditions of service.

### **Human resources**

Some regions employ teachers from the mainstream schooling system on a contract basis. The impact of this is that provision of CET programmes are affected and limited, as access will be determined by the availability of the lecturers. The CET landscape demands that the system is responsive to the needs of communities. In essence, a lack of dedicated staff and lecturers impact negatively on CET provisioning. Therefore, appropriate funding is necessary to capacitate CET lecturers.

### **Infrastructure**

The Department inherited and maintained the agreement set out in section 8 of the repealed AET Act, which enjoined the Head of Department to provide facilities for use by the public schooling sector to perform its functions. The agreement provides for facility utilisation time, access to resources, costs, liabilities and maintenance. While this agreement provides some relief in terms of access to infrastructure, a number of challenges remain. The CET environment cannot function optimally due to limited times, that may vary from two to three hours a day, the suitability of the physical infrastructure for an adult learner and the atmosphere of the school environment in accommodating the vibrancy and flexibility that underpins CET Colleges. The Department needs to sustain its attempts in identifying unused and alternative infrastructure for CET Colleges and Community Learning Centres.

### **Functionality and operationalisation of CET Colleges**

For a CET College to have some basic functionality, it is imperative that at least the posts of principal and three deputy principals, with support staff are filled. However, within the context of the Department's cap on the compensation of employees' budget, the absence of permanent incumbents with requisite management and financial expertise, threatens the functionality of colleges.

### **Implementation of National Senior Certificate for Adults and funding for new Programmes**

Sub-output 5.2 of Outcome 5: A skilled and capable workforce to support an inclusive growth path, enjoins the Department to develop a matric-equivalent qualification to cater for adults and out-of-school youth. Whereas the qualification has been registered on the NQF and the curriculum thereof developed, there is no resource allocation for system support and the implementation roll-out of this qualification in terms of subsidies and examination costs.

Furthermore, the implementation of the CET concept requires the diversification of programme offerings in CET Colleges to include both full and part qualifications, as well as skills programmes as determined by the community. The diversification requires more funding than the current fiscal allocation allows.

### **Examination and Assessment**

The Department is the national assessment body for CET formal qualifications. As such, the Department is required to provide not only oversight in this regard, but to actually manage and administer the wide range of operations, specific to the delivery of an examinations cycle. These operations start with the registration of examination centres and candidates and concludes with the results of candidates for the examinations in a financial year. The activities within each area of operation are very resource intensive with regards to facilities, personnel and finance. The Chief Directorate: National Examination and Assessment in the TVET Branch is currently under-staffed for effectively and efficiently serving the Department's needs.

**7.6.3 RISK MANAGEMENT**

RISK DESCRIPTION	MITIGATING MEASURES
1. The current lack of funding to support lecturers and students in CET Colleges	<ul style="list-style-type: none"> <li>• Teaching and learning improvement plan in place</li> <li>• To establish curriculum structures</li> <li>• Sourcing of open-source material</li> <li>• To establish SAIVCET and provide support to CET</li> </ul>
2. Non-conducive learning environment for CET Colleges	<ul style="list-style-type: none"> <li>• School facilities used currently (on a rental arrangement)</li> <li>• The Department is working with Councils to identify unused buildings</li> <li>• To add appropriate infrastructure through the strategic partnerships</li> </ul>
3. The delay in the establishment of academic boards	<ul style="list-style-type: none"> <li>• The Department currently plays the role of the academic board, however a Programme Manager who will deal with curriculum and programmes in the CET Colleges will be appointed</li> <li>• Establishment of the curriculum coordinating committees in the Regional Offices</li> </ul>
4. High management and leadership turnover in CET Colleges	<ul style="list-style-type: none"> <li>• Draft policy on staffing norms developed and published for public comments</li> <li>• Appropriate conditions of service to be developed and consulted</li> </ul>
5. Lack of a framework for forging partnerships	<ul style="list-style-type: none"> <li>• Filling of senior management positions within the CET branch to enhance capacity (i.e. Chief Director and Director positions)</li> <li>• Development of a framework to forge strategic partnerships</li> </ul>



# PART C

LINKS TO OTHER PLANS

## PART C: LINKS TO OTHER PLANS

### 8. LINKS TO THE LONG-TERM INFRASTRUCTURE AND OTHER CAPITAL PLANS

None

### 9. CONDITIONAL GRANTS

None

### 10. PUBLIC PRIVATE PARTNERSHIPS

None

## 11. PUBLIC ENTITIES

NUMBER	NAME OF ENTITY	MANDATE	OUTPUTS
1.	Agriculture Sector Education and Training Authority (AGRISETA)	Provision of relevant, quality and accessible education, training and development in both primary and secondary agriculture sectors	<ul style="list-style-type: none"> <li>• Establish a credible institutional mechanism for skills planning</li> <li>• Increase access to occupationally-directed programmes</li> <li>• Promote the growth of a public TVET College system</li> <li>• Address the low level of youth and adult language and numeracy skills</li> <li>• Support cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>
2.	Banking Sector Education and Training Authority (BANKSETA)	Provision of relevant, quality and accessible education, training and development in the banking and micro finance sector	<ul style="list-style-type: none"> <li>• Establish a credible institutional mechanism for skills planning</li> <li>• Increase access to occupationally-directed programmes</li> <li>• Promote the growth of a public TVET College system</li> <li>• Address the low level of youth and adult language and numeracy skills</li> <li>• Support cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>
3.	Chemical Industries Education and Training Authority (CHIETA)	Provision of relevant, quality and accessible education, training and development in the chemical industries sector	<ul style="list-style-type: none"> <li>• Establish a credible institutional mechanism for skills planning</li> <li>• Increase access to occupationally-directed programmes</li> <li>• Promote the growth of a public TVET College system</li> <li>• Address the low level of youth and adult language and numeracy skills</li> <li>• Support cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>
4.	Construction Sector Education and Training Authority (CETA)	Provision of relevant, quality and accessible education, training and development in the construction industry	<ul style="list-style-type: none"> <li>• Establish a credible institutional mechanism for skills planning</li> <li>• Increase access to occupationally-directed programmes</li> <li>• Promote the growth of a public TVET College system</li> <li>• Address the low level of youth and adult language and numeracy skills</li> <li>• Support cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>
5.	Council on Higher Education (CHE)	Advises the Minister on all higher education policy matters, implements the system of quality assurance for higher education, monitors the state of the higher education system and contributes to the development of higher education through intellectual engagement	<ul style="list-style-type: none"> <li>• Provide advice to the Minister on all higher education matters as requested</li> <li>• Promote quality and quality assurance in higher education through its permanent sub-committee, the Higher Education Qualifications Committee (HEQC), including auditing the quality assurance mechanisms of and accrediting programmes offered by higher education institutions</li> <li>• Monitor the state of higher education and publishing information regarding developments in higher education on a regular basis, including arranging and coordinating conferences on higher education issues</li> </ul>

NUMBER	NAME OF ENTITY	MANDATE	OUTPUTS
6.	Culture, Arts, Tourism, Hospitality and Sports Education and Training Authority (CATHSSETA)	Provision of relevant, quality and accessible education, training and development in the arts, culture, tourism, hospitality and sport sector	<ul style="list-style-type: none"> <li>• Establish a credible institutional mechanism for skills planning</li> <li>• Increase access to occupationally-directed programmes</li> <li>• Promote the growth of a public TVET College system</li> <li>• Address the low level of youth and adult language and numeracy skills</li> <li>• Support cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>
7.	Education, Training and Development Practices Sector Education and Training Authority (ETDPSETA)	Provision of relevant, quality and accessible education, training and development in the education, training and development sector	<ul style="list-style-type: none"> <li>• Establish a credible institutional mechanism for skills planning</li> <li>• Increase access to occupationally-directed programmes</li> <li>• Promote the growth of a public TVET College system</li> <li>• Address the low level of youth and adult language and numeracy skills</li> <li>• Support cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>
8.	Energy and Water Sector Education and Training Authority (EWSETA)	Provision of relevant, quality and accessible education, training and development in the energy and water sector	<ul style="list-style-type: none"> <li>• Establish a credible institutional mechanism for skills planning</li> <li>• Increase access to occupationally-directed programmes</li> <li>• Promote the growth of a public TVET College system</li> <li>• Address the low level of youth and adult language and numeracy skills</li> <li>• Support cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>
9.	Fibre, Processing and Manufacturing Sector Education and Training Authority (FP&MSETA)	Facilitate, coordinate and monitor the implementation of the NSDS in the fibre processing and manufacturing sector	<ul style="list-style-type: none"> <li>• Establish a credible institutional mechanism for skills planning</li> <li>• Increase access to occupationally-directed programmes</li> <li>• Promote the growth of a public TVET College system</li> <li>• Address the low level of youth and adult language and numeracy skills</li> <li>• Support cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>
10.	Financial and Accounting Services Sector Education and Training Authority (FASSET)	Provision of relevant, quality and accessible education, training and development in the financial and accounting services sector	<ul style="list-style-type: none"> <li>• Establish a credible institutional mechanism for skills planning</li> <li>• Increase access to occupationally-directed programmes</li> <li>• Promote the growth of a public TVET College system</li> <li>• Address the low level of youth and adult language and numeracy skills</li> <li>• Support cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>
11.	Food and Beverages Sector Education and Training Authority (FOODBEV-SETA)	Provision of relevant, quality and accessible education, training and development in the food and beverages sector	<ul style="list-style-type: none"> <li>• Establish a credible institutional mechanism for skills planning</li> <li>• Increase access to occupationally-directed programmes</li> <li>• Promote the growth of a public TVET College system</li> <li>• Address the low level of youth and adult language and numeracy skills</li> <li>• Support cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>

NUMBER	NAME OF ENTITY	MANDATE	OUTPUTS
12.	Health and Welfare Sector Education and Training Authority (HWSETA)	Provision of relevant, quality and accessible education, training and development in the health and welfare sector	<ul style="list-style-type: none"> <li>• Establish a credible institutional mechanism for skills planning</li> <li>• Increase access to occupationally-directed programmes</li> <li>• Promote the growth of a public TVET College system</li> <li>• Address the low level of youth and adult language and numeracy skills</li> <li>• Support cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>
13.	Insurance Sector Education and Training Authority (INSETA)	Provision of relevant, quality and accessible education, training and development in the insurance sector	<ul style="list-style-type: none"> <li>• Establish a credible institutional mechanism for skills planning</li> <li>• Increase access to occupationally-directed programmes</li> <li>• Promote the growth of a public TVET College system</li> <li>• Address the low level of youth and adult language and numeracy skills</li> <li>• Support cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>
14.	Local Government Sector Education and Training Authority (LGSETA)	Provision of relevant, quality and accessible education, training and development in the Local Government sector	<ul style="list-style-type: none"> <li>• Establish a credible institutional mechanism for skills planning</li> <li>• Increase access to occupationally-directed programmes</li> <li>• Promote the growth of a public TVET College system</li> <li>• Address the low level of youth and adult language and numeracy skills</li> <li>• Support cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>
15.	Manufacturing, Engineering and Related Services Sector Education and Training Authority (MERSETA)	Provision of relevant, quality and accessible education, training and development in the manufacturing, engineering and related services sector	<ul style="list-style-type: none"> <li>• Establish a credible institutional mechanism for skills planning</li> <li>• Increase access to occupationally-directed programmes</li> <li>• Promote the growth of a public TVET College system</li> <li>• Address the low level of youth and adult language and numeracy skills</li> <li>• Support cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>
16.	Media, Information and Communication Technologies Sector Education and Training Authority (MICTSETA)	Provision of relevant, quality and accessible education, training and development in the information system, electronics and telecommunications technologies sector	<ul style="list-style-type: none"> <li>• Establish a credible institutional mechanism for skills planning</li> <li>• Increase access to occupationally-directed programmes</li> <li>• Promote the growth of a public TVET College system</li> <li>• Address the low level of youth and adult language and numeracy skills</li> <li>• Support cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>
17.	Mining Qualifications Authority (MQA)	Provision of relevant, quality and accessible education, training and development in the mining and minerals sector	<ul style="list-style-type: none"> <li>• Establish a credible institutional mechanism for skills planning</li> <li>• Increase access to occupationally-directed programmes</li> <li>• Promote the growth of a public TVET College system</li> <li>• Address the low level of youth and adult language and numeracy skills</li> <li>• Support cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>

NUMBER	NAME OF ENTITY	MANDATE	OUTPUTS
18.	National Student Financial Aid Scheme (NSFAS)	Responsible for administering and allocating loans and bursaries to eligible students, developing criteria and conditions for the granting of loans and bursaries to eligible students in consultation with the Minister, raising funds, recovering loans, maintaining and analysing a database for loans and bursary administration, undertaking research for the better utilisation of financial resources and advising the Minister on matters relating to student financial aid	<ul style="list-style-type: none"> <li>• Increase in percentages of recovered funds from informal sector</li> <li>• Effectively manage the institutional utilisation of funds administered</li> <li>• Strengthen efficiencies in the processing of students awards/claims to ensure that funding reaches target population</li> <li>• Strengthen the quality of internal management in line with changing funding patterns</li> <li>• Effectively communicate and manage the relationship with all NSFAS stakeholder groups and targeted audiences</li> </ul>
19.	National Skills Fund (NSF)	To fund national skills development priority projects as identified in the National Skills Development Strategy and projects related to achieving the purpose of the Act as determined by the Accounting Authority	<ul style="list-style-type: none"> <li>• Commit 100% reserve funds</li> <li>• Fund 70 000 learners</li> <li>• Disburse 90% of grants revenue received</li> <li>• Fund 80% of earmarked infrastructure projects</li> </ul>
20.	Public Services Sector Education and Training Authority (PSETA)	Provision of relevant, quality and accessible education, training and development in the public service sector	<ul style="list-style-type: none"> <li>• Establish a credible institutional mechanism for skills planning</li> <li>• Increase access to occupationally-directed programmes</li> <li>• Promote the growth of a public TVET College system</li> <li>• Address the low level of youth and adult language and numeracy skills</li> <li>• Support cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>
21.	Quality Council for Trades and Occupations (QCTO)	To develop and quality assure occupational qualifications that are responsive to labour market and developmental state initiatives	<ul style="list-style-type: none"> <li>• Establish and maintain occupational standards and qualifications</li> <li>• Quality assure occupational standards and qualifications and learning in the workplace</li> <li>• Design and develop occupational standards and qualifications and submit them to SAQA for registration on the National Qualifications Framework</li> <li>• Ensure the quality of occupational standards and qualifications and learning in the workplace</li> <li>• Liaise with the National Skills Authority on the suitability and adequacy of occupational standards and qualifications and on the quality of learning in the workplace</li> <li>• Liaise with SAQA, other Quality Councils and professional bodies responsible for establishing standards and qualifications</li> </ul>

NUMBER	NAME OF ENTITY	MANDATE	OUTPUTS
22.	Safety and Security Sector Education and Training Authority (SASSETA)	Provision of relevant, quality and accessible education, training and development in the safety and security sector	<ul style="list-style-type: none"> <li>Establish a credible institutional mechanism for skills planning</li> <li>Increase access to occupationally-directed programmes</li> <li>Promote the growth of a public TVET College system</li> <li>Address the low level of youth and adult language and numeracy skills</li> <li>Support cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>
23.	Services Sector Education and Training Authority (SERVICES SETA)	Provision of relevant, quality and accessible education, training and development in the services sector	<ul style="list-style-type: none"> <li>Establish a credible institutional mechanism for skills planning</li> <li>Increase access to occupationally-directed programmes</li> <li>Promote the growth of a public TVET college system</li> <li>Address the low level of youth and adult language and numeracy skills</li> <li>Support cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>
24.	South African Qualifications Authority (SAQA)	SAQA focuses on the further development and implementation of the National Qualifications Framework (NQF), which includes upholding the principles and objectives of the National Qualification Framework, ensuring access, quality, redress and development for all learners, through an integrated national framework of learning achievements	<ul style="list-style-type: none"> <li>Advise the Minister, inform policy makers, develop policies and make recommendations on all NQF matters</li> <li>Facilitate effective and good corporate governance throughout the organisation and provide support to the Board and Management of SAQA</li> <li>Collaborate with countries and regions requesting assistance in developing qualifications framework</li> </ul>
25.	Transport Education and Training Authority (TETA)	Provision of relevant, quality and accessible education, training and development in the transport sector	<ul style="list-style-type: none"> <li>Establish a credible institutional mechanism for skills planning</li> <li>Increase access to occupationally-directed programmes</li> <li>Promote the growth of a public TVET College system</li> <li>Address the low level of youth and adult language and numeracy skills</li> <li>Support cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>
26.	Wholesale and Retail Sector Education and Training Authority (W&RSETA)	Provision of relevant, quality and accessible education, training and development in the wholesale and retail sector	<ul style="list-style-type: none"> <li>Establish a credible institutional mechanism for skills planning</li> <li>Increase access to occupationally-directed programmes</li> <li>Promote the growth of a public TVET College system</li> <li>Address the low level of youth and adult language and numeracy skills</li> <li>Support cooperatives, small enterprises, worker-initiated, NGO and community training</li> </ul>



# ADDENDUM

## ADDENDUM 1

**ADDENDUM 1:** Proposed adjustments on the original five year PSET system performance impact targets.

Note: The targets highlighted in red represent downward adjustment, while those in black represent either upward or no adjustments.

NO	PERFORMANCE INDICATOR	ORIGINAL 5 YEAR TARGET(2015-2020)	REVISED 5 YEAR TARGET (2015-2020)	MOTIVATION ON ADJUSTMENTS
<b>UNIVERSITY EDUCATION</b>				
1	Students enrolled in public higher education studies (universities ) (n)	1 070 000	1 070 000	
2	Graduates in Engineering Sciences from universities (n)	57 000	57 000	
3	Graduates in Human Health and Animal Health from universities (n)	45 000	45 000	
4	Graduates in Natural and Physical Sciences from universities (n)	36 000	36 000	
5	Graduates in Initial Teacher Education from universities (n)	99 000	99 000	
6	Doctoral graduates from universities (n)	12 000	12 000	
7	Proportion of universities meeting standards of good governance (%)	70%	100%	
8	Research Masters graduates (n)	34 000	34 000	
9	Success rates at universities (%)	78%	78%	
10	Higher education undergraduate success rates (contact) (%)	81%	81%	
11	Higher education undergraduate success rates (distance) (%)	71%	71%	
12	Universities offering accredited TVET College lecturer qualifications (n)	10	10	
13	University academic staff with PhDs (%)	46%	46%	
14	Additional first-time entrants (black and women) to academic workforce in addition to normal replacement and plans (n)	100	100	
15	Students in Foundation Programmes (n)	36 000	36 000	

NO	PERFORMANCE INDICATOR	ORIGINAL 5 YEAR TARGET(2015-2020)	REVISED 5 YEAR TARGET (2015-2020)	MOTIVATION ON ADJUSTMENTS
16	Eligible university students obtaining financial aid (n) (NSFAS)	205 000	205 000	
<b>TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING</b>				
17	Headcount enrolments in TVET Colleges (n)	1 238 000	<b>710 535</b> which is made up of: 1. Headcount enrolments in TVET Colleges (State funded) 429 638 2. Headcount enrolments in TVET Colleges (College funded) 235 110 3. Headcount enrolments in TVET Colleges (Funded from other sources) 45 787	To align the number of headcount enrolments with available funding so as to avoid over-enrolment and over-extension of resources which result to a negative impact on the quality of teaching provided and student performance. The reality is that the Department can only control the Ministerial funded qualifications and not the College funded programmes  Note: Annual Target based on assumption that increase in fiscus is equal to CPI – 6.2% used as the annual increase for programme costs
18	Certification rate in TVET qualifications (NC(V) L4) (%)	65%	<b>40%</b>	To align the certification rates with actual performance trends displayed from 2015
19	Certification rate in TVET qualifications (N3) (%)	65%	65%	
20	Certification rates in TVET qualifications (N6) (%)	65%	<b>50%</b>	To align the certification rates with actual performance trends displayed from 2015
21	Certificates issued to qualifying candidates within specified period (n of months)	3 months	3 months	
22	Public TVET College examination centres evaluated on conducting national examinations and assessments in compliance with national policy (%)	100%	100%	
23	Report on TVET throughput rate (%)	TVET throughput rate (%)	Report on 2016 – 2018 cohort	Due to repeated data processing errors on the examination IT system it is not possible for the throughput rate to be calculated during the 2016/17 period. Therefore the performance indicator has been reworded and during the 2017/18 financial year the Department will establish a baseline for the 2012 to 2014 cohort

NO	PERFORMANCE INDICATOR	ORIGINAL 5 YEAR TARGET(2015-2020)	REVISED 5 YEAR TARGET (2015-2020)	MOTIVATION ON ADJUSTMENTS
24	Number of additional beds for student accommodation in public TVET Colleges (n)	5 000	0	The provision of student housing is dependent on the availability of funding. No funding is available for the Department to deliver on this target
25	Qualifying TVET students obtaining NSFAS financial assistance annually (n)	200 000	200 000	Unchanged
26	Funded NC(V) L4 students obtaining qualification within stipulated time (%)	60%	40%	Due to repeated data processing errors on the examination IT system it is not possible for the throughput rate to be calculated during the 2016/17 period.
27	TVET lecturers undergoing specified hours of work in their industry for specified period every two years from 2019 (%)	30%	0	The exposure of TVET lecturers to industry is not funded by the Department and therefore the Department cannot control the output
28	Students entering the foundation programmes by March 2017 (n)	5 000	0	Due to non-availability of funds for Foundation Programmes, enrolments will depend on what colleges can afford through utilising their own funds
29	Success rate in foundation programmes (%)	50%	0	
30	TVET institutions evaluated on implementation of proposed best practical policies and guidelines issued by the Department of Higher Education and Training (%)	60%	100%	It is not possible to achieve 100% compliance across all institutions, but it is possible to evaluate the level of implementation by all institutions and report on it. Therefore the performance indicator has been reworded to reflect as "evaluate the level of implementation by all institutions and report on it"
<b>SKILLS DEVELOPMENT</b>				
31	Work based learning opportunities (n)	140 000	140 000	
32	National artisan learners trade test pass rate (including INDLELA) (%)	65%	65%	
33	National artisan learners employed or self-employed (%)	80%	80%	
34	Proportion of SETAs meeting standards of good governance (%)	100%	100%	
35	New artisan learners qualified (n)	24 000	24 000	
36	New artisan learners registered (n)	0	33 750	

NO	PERFORMANCE INDICATOR	ORIGINAL 5 YEAR TARGET(2015-2020)	REVISED 5 YEAR TARGET (2015-2020)	MOTIVATION ON ADJUSTMENTS
<b>COMMUNITY EDUCATION AND TRAINING</b>				
37	Headcount enrolments in CET Colleges (n)	0	340 000	
38	Certification rate in CET formal qualification (%)	0	45%	

## ACRONYMS

ABET	Adult Basic Education and Training
AET	Adult Education and Training
ALC	Adult Learning Centre
ARPL	Artisan Recognition of Prior Learning
CHE	Council on Higher Education
DDG	Deputy Director-General
ECD	Early Childhood Development
FET	Further Education and Training
GENFETQA	General and Further Education and Training Quality Assurance
GETC	General Education and Training Certificate
GG	Government Gazette
GN	Government Notice
HEAIDS	Higher Education HIV/Aids Programme
HEDCOM	Heads of Education Department Committee
HEI	Higher Education Institutions
HEMIS	Higher Education Management Information System
HIV/Aids	Human Immuno-Deficiency Virus / Acquired Immunodeficiency Syndrome
HRD	Human Resource Development
HRDSA	Human Resource Development Strategy for South Africa
ICT	Information and Communication Technology
INDLELA	Institute for the National Development of Learnerships, Employment Skills and Labour Assessments
MIS	Management Information System
MTSF	Medium Term Strategic Framework

NAD	National Artisan Development
NADSC	National Artisan Development Services Centre
NAMB	National Artisan Moderation Body
NASCA	National Senior Certificate for Adults
NC(V)	National Certificate (Vocational)
NDP	National Development Plan
NIHE	National Institute of Higher Education
NQF	National Qualifications Framework
NSA	National Skills Authority
NSDS	National Skills Development Strategy
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme
OECD	Organisation for Economic Cooperation and Development
PEDs	Provincial Education Departments
PERSAL	Personnel Salary System
PSET	Post-School Education and Training
RDG	Research Development Grant
QCTO	Quality Council for Trades and Occupations
SAIVCET	South African Institute for Vocational and Continuing Education and Training
SAQA	South African Qualifications Authority
SDA	Skills Development Act (No. 97 of 1998)
SDL	Skills Development Levy
SETA	Sector Education and Training Authority
SIC	Standard Industrial Classification
SITA	State Information Technology Agency

SPMESP	Sector Planning, Monitoring, Evaluation and Support Programme
SSAUF	Staffing South Africa's Universities Framework
TDG	Teaching Development Grant
TLDCIP	Teaching and Learning Development Capacity Improvement Programme
TOC	Transformation Oversight Committee
TVET	Technical and Vocational Education and Training
UCDP	University Capacity Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
VCET	Vocational and Continuing Education and Training





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