



2025/2026

# Annual *Performance Plan*



## higher education & training

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Department:  
Higher Education and Training  
**REPUBLIC OF SOUTH AFRICA**

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## LIST OF ABBREVIATIONS

<b>AGSA</b>	Auditor-General South Africa
<b>APP</b>	Annual Performance Plan
<b>ARC</b>	Audit and Risk Committee
<b>ATR</b>	Annual Training Report
<b>BUSA</b>	Business Unity South Africa
<b>COVID-19</b>	Coronavirus disease
<b>DG</b>	Discretionary Grant
<b>DHET</b>	Department of Higher Education and Training
<b>ETQA</b>	Education and Training Quality Assurance
<b>ERRP</b>	Economic Reconstruction and Recovery Plan
<b>GBV</b>	Gender Based Violence
<b>HR</b>	Human Resources
<b>ICT</b>	Information Communication Technology
<b>MER</b>	Monitoring Evaluation and Reporting
<b>MOU</b>	Memorandum of Understanding
<b>MTEF</b>	Medium Term Expenditure Framework
<b>MTDP</b>	Medium Term Development Plan, 2024-2029
<b>NDP</b>	National Development Plan, 2030
<b>NEET</b>	Not in Employment, Education or Training
<b>NQF</b>	National Qualifications Framework
<b>NSA</b>	National Skills Authority
<b>NSDP</b>	National Skills Development Plan, 2030
<b>PFMA</b>	Public Finance Management Act (No. 1 of 1999)
<b>PIVOTAL</b>	Professional, Vocational, Technical and Academic Learning
<b>PSIRA</b>	Private Security Industry Regulatory Authority
<b>QA</b>	Quality Assurance
<b>QCTO</b>	Quality Council for Trades and Occupations
<b>OFO</b>	Organising Framework for Occupations
<b>QMR</b>	Quarterly Monitoring Report
<b>QPR</b>	Quarterly Progress Report
<b>RPL</b>	Recognition of Prior Learning
<b>SAQA</b>	South African Qualifications Authority
<b>SASSETA</b>	Safety and Security Sector Education and Training Authority
<b>SCM</b>	Supply Chain Management
<b>SDA</b>	Skills Development Act (No. 97 of 1998)
<b>SDLA</b>	Skills Development Levies Act (No. 9 of 1999)
<b>SETA</b>	Sector Education and Training Authority
<b>SIPs</b>	Strategic Integrated Projects
<b>SIHIP</b>	SETA Integrated High-Impact Projects
<b>SLA</b>	Service Level Agreement
<b>SMMEs</b>	Small, Medium and Micro Enterprises

<b>SONA</b>	State of the Nation Address
<b>SSP</b>	Sector Skills Plan
<b>TERS</b>	Temporary Employee Relief Scheme
<b>TIDs</b>	Technical Indicator Definitions
<b>TVET</b>	Technical Vocational Education and Training

## FOREWORD BY THE MINISTER

The mandate of the Sector Education and Training Authorities is derived, in the main from the Skills Development Act (Act No. 97 of 1998) as amended, which amongst others, directs the SETAs to develop Sector Skills Plans (SSPs). In their SSPs, the SETAs must reflect and incorporate government priorities, especially those that address our priority developmental goals, that of tackling the triple challenges of poverty, unemployment and inequalities. The SSPs are intended to ensure that skills are not a constraint to the economic development of our country.

The mandate of the SETAs must be understood within our vision of the post-school education and training system of having an integrated, coordinated and articulated PSET system for improved economic participation and the social development of youth and adults. Critical to this vision is our challenge of addressing the plight of the youth not in Education, Employment or Training (NEET), standing at over 3.6 million in the second quarter of 2024.

The White Paper for Post-School Education and Training (WPPSET) envisages the post-school education and training system as an important institutional mechanism that must be responsive to the needs of society. Critical to this are our transformational and developmental imperatives, which include, amongst others, class, gender, race, geography, and youth, and must always be reflected in our SETA interventions. Though the MTDP has three strategic priorities, which link well with the White Paper for Post-School Education and Training and the National Development Plan, such as:

- Inclusive growth and job creation;
- Reduce poverty and tackle the high cost of living and
- Building a capable, ethical, and developmental state.

The National Plan for Post-School Education and Training (NPPSET) will play a central role in ensuring that the Medium-Term Development Plan (MTDP) is not constrained by the skills development, which is framed within the broader goals and priorities of the National Development Plan (NDP), foregrounding the national efforts to address the triple challenges of unemployment, inequality, and poverty (and gender-based violence). The National Plan for Post-School Education and Training has six goals, which are the drivers for the system as referred to below:

1. An integrated, coordinated, and articulated PSET system;
2. Expanded access to PSET opportunities;
3. A responsive PSET system with appropriate size and shape;
4. Improved relations between education and training institutions and the world of work;
5. Improved quality of PSET provision and
6. Improved efficiency and success of the PSET system.

The President launched the Economic Reconstruction and Recovery Plan (ERRP) in October 2020, pointing out skills development, science, and innovation as enablers in driving South Africa's economic reconstruction and recovery, but also key in sustaining it. In support of this initiative, the Department, working with social partners at the National Economic Development and Labour Council (NEDLAC) & the National Skills Authority, developed the Skills Strategy to support the government's efforts to mitigate the impact of COVID-19 global health pandemic and the initiatives towards economic and social recovery.

The ERRP SS is located within the broader skills planning arsenal of the Post-School Education and Training (PSET) system, which promotes using labour market intelligence (including future work scenarios) to inform PSET provisioning. The Department of Higher Education and Training has identified skills needs in the form of the List of Occupations in High Demand, the Priority Skills List, and the Critical Skills List (which it prepared on behalf of the Department of Home Affairs). The SETAs will continue to play a critical role in implementing the Skills Strategy to support the Economic Reconstruction and Recovery Plan.

The National Skills Development Plan (NSDP) 2030 remains at the centre in directing how the skills development levy will be disbursed up to 31 March 2030. For this reason, the Sector Education and Training Authorities (SETAs) have been re-established until 2030, in alignment with the National Development Plan to ensure that the SETAs focus on skills required for our socio-economic development. For the financial year, we aim to expand the participation of young people in skills development programs and workplace-based learning opportunities.

For the 2025/26 financial year, the entire SETA system has set itself the following targets as part of expanding post-school opportunities:

- 200 300 workplace-based learning (WBL) opportunities.
- 155 500 learners registered in skills development programs;
- 37 000 learners entering artisanal programs;
- 28 000 learners passing artisanal trades;
- 56 000 learners completing learnerships; and
- 11 770 learners completing internships.
- 130 960 learners completing skills programmes

The SETA will enter into the Service Level Agreement with the Department's Director-General and commit to achieving 75% of all targets (especially related to learning programs) by the end of December, with the remaining 25% achieved in the last quarter of the financial year.

The SETA Annual Performance Plan (APP) clearly commits to implementing our skills development priorities and targets during the 2025/26 financial year.

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**DR. NP NKABANE, MP**  
EXECUTIVE AUTHORITY OF HIGHER EDUCATION AND TRAINING



## STATEMENT OF THE CHAIRPERSON OF THE BOARD

As South Africa continues to face the socio-economic challenges of poverty, unemployment, inequality, and the pressing issue of gender-based violence and femicide, our nation finds itself at a pivotal moment. Addressing these issues requires a collective, systemic response across government, civil society, and the private sector. The government, under the seventh administration, has identified eight key priorities in the statement of intent to guide the country towards sustainable development. Notably, priority number four emphasizes “Investing in people through quality education and healthcare,” a cornerstone of national growth.

The 2024 Opening of Parliament Address by the President outlined three apex strategic priorities: inclusive growth and job creation, reducing poverty and tackling the high cost of living, and building a capable, ethical, and developmental state. These priorities, which shape the Medium-Term Development Plan (MTDP) from 2024-2029, are interrelated and development oriented. All these priorities are relevant to our mandate at SASSETA.

The MTDP outcomes to be supported by the higher education sector are as follows:

1. Inclusive growth & job creation
  - A Just energy transition
  - Increased employment opportunities
  - Re-industrialisation, localisation and beneficiation
2. Reduce poverty and tackle the high cost of living
  - Skills for the economy
  - Improved education outcomes and skills
  - Social cohesion and nation-building
3. Build a capable, ethical & developmental state
  - Improved governance and performance of public entities
  - A capable and professional public service

As the Sector Education and Training Authority (SETA) for the safety and security sector, SASSETA's role in contributing to these national imperatives cannot be overstated. Our strategic initiatives for the 2025/26-2029/30 period are intricately aligned with the MTDP, the National Development Plan (NDP), and other key policies such as the National Skills Development Plan (NSDP) 2030 and the Economic Reconstruction and Recovery Plan (ERRP). These frameworks emphasize the importance of skills development as a critical lever for economic growth, employment creation, and improved quality of life for all South Africans.

Our contribution will focus on producing the skills that our sector and broader economy urgently needs, to ensure impact. Through an expansion of vocational and technical training in schools and post-school institutions, SASSETA will take a demand-led approach to skills development. A strengthened partnership with the private sector will unlock opportunities for artisans, TVET graduates, and other learners, facilitating workplace-based placements and work-integrated learning. These initiatives are not only critical for creating employment but are also aligned with our broader mandate of fostering an inclusive, ethical, and capable workforce.

SASSETA's work is also aligned with the SETA Integrated High-Impact Projects (SIHIP). These six flagship programmes—ranging from public sector capacitation to entrepreneurial development and rural community impact—represent transformative interventions that will drive change across various sectors, including safety and security. SASSETA is committed to playing an active role in ensuring these programmes are successfully implemented and yield tangible outcomes.

We recognize that our efforts must be framed within a comprehensive policy ecosystem, including the NDP 2030, the Reconceptualized Human Resources Development Strategy for South Africa 2024-2033, and the District Development Model. Our strategic focus will be to ensure that the initiatives we champion directly contribute to the larger national agenda of inclusive growth, development, and social justice.

As we move forward, our strategic plan for 2025/26-2029/30 is not just a roadmap for SASSETA's continued growth and success but also a commitment to South Africa's future.

Together, through collaboration, innovation, and a shared vision for prosperity, we will build a skilled and empowered workforce that contributes meaningfully to the socio-economic development of our country.

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**Mr C Mudau**  
Chairperson of the Board

## OFFICIAL SIGN-OFF

It is hereby certified that this Strategic Plan (SP):

- Was developed by the management of the Safety and Security SETA under the guidance of the SASSETA Board.
- Takes into account all relevant policies, legislations, and other mandates for which the Safety and Security SETA is responsible.
- Accurately reflects the Impact, Outcomes and Outputs which the Safety and Security SETA will endeavour to achieve over the period 2025/2026-2029/30.

Attest:

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**Ms Juwayria Amod (Ms)**  
**(Programmes 3 and 4)**  
Executive Manager: Learning Programmes

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**Mr Vukani Memela (Mr)**  
**(Programme 2)**  
Executive Manager: Research, Monitoring, Evaluation and Reporting

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**Mr Ikalafeng Diale (Mr)**  
**(Programme 1)**  
Chief Financial Officer

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**Mr Thamsanqa Mdontswa (Mr)**  
Chief Executive Officer

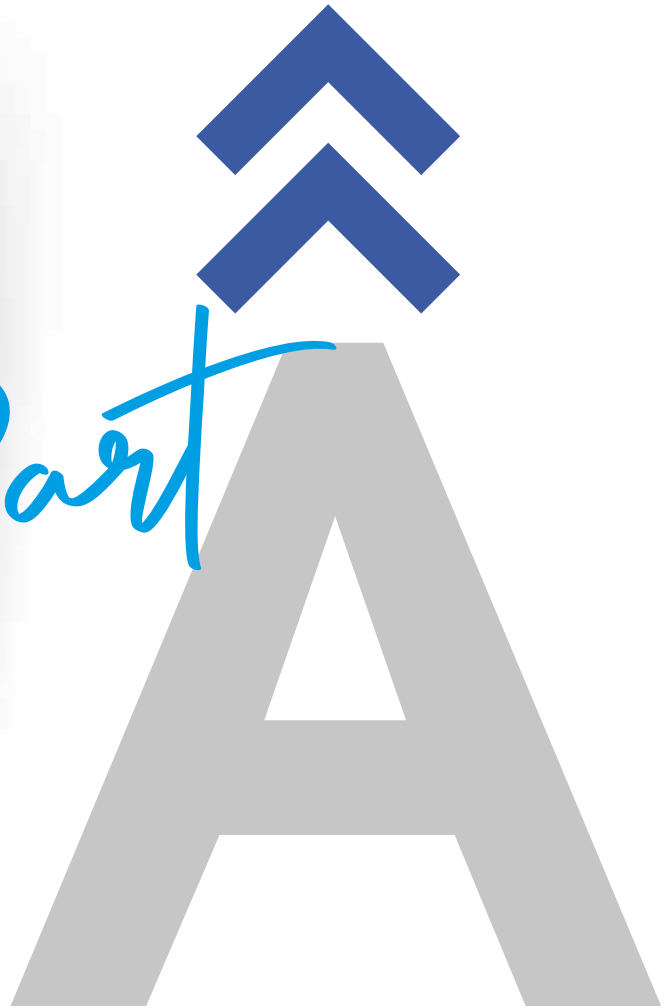
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**Mr C Mudau**  
Chairperson of the Board





Part



OUR MANDATE

# 1 UPDATES TO THE RELEVANT LEGISLATIVE AND POLICY MANDATES

SASSETA is committed to working collaboratively with individuals, employers, training providers, stakeholders and partners throughout South Africa to determine how we can make a valuable contribution to the skills agenda and the South African economy through the services we deliver, thereby creating a more work-ready opportunities and skilled workforce equipped to respond to the current and future skills needs.

Our work will continue to be framed within a structured approach to the monitoring and evaluation of programme and service delivery performance and directly feed into the Governments of National Unity (GNU) programmes, in tandem with driving forward efficiency savings and ensuring value for money for the public purse. The 2025-2030 strategy clearly sets out four strategic goals that guide activity and directly feed into the Medium-Term Development Plan 2024-2029 priorities:

- Strategic Priority 1 - inclusive growth and job creation;
- Strategic Priority 2 - to reduce poverty and tackle the high cost of living, and
- Strategic Priority 3 - a capable, ethical, and developmental state.

These strategic priorities are development orientated, interrelated, and interlinked, with inclusive growth and job creation as the apex priority.

## 1.1 SKILLS DEVELOPMENT ACT NO. 97 OF 1998

SASSETA was established in terms of the Skills Development Act, No. 97 of 1998, with the mandate to promote and facilitate skills development for the safety and security sector. The Minister relicensed the SETAs for the period of 1 April 2020 to 31 March 2030, to operate within the skills development framework articulated in the National Skills Development Plan (NSDP) 2030. SASSETA also seeks to improve access to occupations in high demand and priority skills aligned to supporting economic growth, employment creation, and social development while seeking to address systemic considerations. This will be done through the provision of need-based, job-oriented programmes to assist individuals in obtaining jobs and employment opportunities.

## 1.2 NSDP

SASSETA has implemented the NSDP 2030 with effect from 01 April 2020 and will continue to implement same up to 31 March 2030. The NSDP is the critical strategic guide to inform skills development interventions and sector skills planning to respond to skills development challenges in the country by making an active contribution towards the realisation of 'An Educated, Skilled and Capable Workforce for South Africa.'

### ***SASSETA will respond to the following eight (8) outcomes of the NSDP: 2030***

- Outcome 1:** Identify and increase the production of occupations in high demand
- Outcome 2:** Linking education and the workplace
- Outcome 3:** Improving the level of skills in the South African workforce
- Outcome 4:** Increase access to occupationally directed programmes
- Outcome 5:** Support the growth of the public college system
- Outcome 6:** Skills development support for entrepreneurship and cooperative development
- Outcome 7:** Encourage and support worker-initiated training
- Outcome 8:** Support career development services

### 1.3 GOVERNMENT GAZETTE NO. 42589 OF 22 JULY 2019

In terms of this Gazette, SASSETA has been re-established up until 31 March 2030. The new lifespan links with the duration of the NSDP, thereby giving SASSETA ten years to contribute to the outcomes of the NSDP. This increased lifespan will lead to a reduction in the staff turnover rate - easing the insecurity of tenure among employees - as well as providing more certainty in longer term planning and project execution.

### 1.4 JOB SUMMIT RESOLUTIONS

The resolutions about the SETA environment from the job summit are as follows:

#### 1.4.1 *Temporary Employee Relief Scheme (TERS)*

SETAs should implement the Training Lay-off Scheme. SASSETA will be implementing the TERS in partnership with the Unemployment Insurance Fund over the Medium Expenditure Framework (MTEF). In this regard, the SASSETA's Discretionary Grant (DG) Policy has been amended to make provision for this implementation.

#### 1.4.2 *Installation Repair and Maintenance Training Initiative*

SETAs and Technical Vocational Education and Training (TVET) colleges are called upon to work together to make this initiative possible. SASSETA will support the TVETs, with which it currently has Memorandum of Understanding (MOUs), by ensuring that the training needs of the employers that fall within SASSETA scope are provided for at the TVET Colleges. This will include workshops, training material, and lecturer development.

#### 1.4.3 *Joint Curriculum Development for TVET Colleges' Manufacturing Skills*

SETAs and TVET colleges should work together to develop curricula for manufacturing occupational qualifications. SASSETA will focus on providing financial support to the TVET's to address the artisan training needs of the Department of Defense, the Department of Correctional Services, and the South African Police Service.

#### 1.4.4 *Expanding interventions by Public and Private Sectors on skills commitments for Youth Employment, including capacity building for young people*

SASSETA will set aside a budget for the capacity development of youth over the coming years (2026/2026 until 2029/2030). As regards the issue of employment of youth, SASSETA has a standard requirement that all recipients of Discretionary Grant, who are training unemployed youth on Learnerships, must provide 30% of the youth trained with employment subsequent to the completion of the learning programmes.

#### 1.4.5 *Pathway Management Solutions to accelerate the transition of People Not in Employment, Education or Training (NEET's) onto pathways for earning income*

SASSETA will promote small business development and the establishment of cooperatives to bolster income-generating opportunities for the NEETs over the next 6-year period. The SETA has embarked on several learning interventions that will realise in the establishment of several entrepreneurs and co-operatives in the 2023/24 financial year. The focus of these entrepreneurs is targeting development for the Fourth Industrial Revolution, the private security industry, and agriculture. SASSETA will also continue to provide NEET from rural areas with driving skills and their driving licenses thereby enabling them to get involved in delivery entrepreneurship and to qualify to apply for jobs that has a pre-requisite of a drivers' license.

## GENDER-BASED VIOLENCE AND FEMICIDE

GBVF remains a critical issue in South Africa. It is pervasive, affecting individuals regardless of age, gender, or socio-economic status. This has led to Government developing an approach of dealing with GBVF as a pandemic.

The enactment of the Gender-Based Violence and Femicide Act 9 of 2024 is a critical step to ensure the safety and protection of women and children from abuse and violence. Other relevant recent legislative amendments include the Criminal Law (Sexual Offences and Related Matters) Amendment Act (Act 32 of 2007, as amended by Act 13 of 2021). Awareness and education are therefore critical.

SASSETA will continue with its interventions in terms of Gender Based Violence (GBV) Awareness Programmes as well as support to victims and survivors of GBV.

**Table 1: Other legislation, policies, and strategies of the SETA**

Legislation/Policy/Strategy	Description
<b>Skills Development Levies Act, No. 9 of 1999</b>	The Act makes provision for leviable employers to pay 1% of their payroll to the South African Revenue Service (SARS).
<b>Public Finance Management Act, No. 1 of 1999</b>	SASSETA is a public entity under Schedule 3A of the Public Finance Management Act, No. 1 of 1999 (PFMA) and must therefore conduct its financial affairs in line with the PFMA. PFMA regulates financial management in the public entities to ensure that all their revenue, expenditure, assets, and liabilities are managed efficiently and effectively.
<b>Basic Conditions of Employment Act, 1997 (Act No. 75 of 1997) and Labour Relations Act, 1995 (Act No. 66 of 1995)</b>	These acts provide the legal framework for labour practices in South Africa. SASSETA plays a role in ensuring that skills development initiatives contribute to the compliance of safety and security sector employers with labour laws, improving working conditions and employment relations.
<b>Broad-Based Black Economic Empowerment Act, 2003 (Act No. 53 of 2003)</b>	The BBBEE Act seeks to advance economic transformation and participation of Black people in the South African economy. SASSETA's training programs must contribute to BBBEE goals by focusing on historically disadvantaged individuals, supporting entrepreneurship, and promoting equitable opportunities in the safety and security sectors
<b>Employment Equity Act, 1998 (Act No. 55 of 1998)</b>	SASSETA must ensure that its programs promote workplace equity and address the under-representation of historically disadvantaged groups in the safety and security sector, as per the objectives of the Employment Equity Act.
<b>National Development Plan 2030</b>	Chapter 3,5,12 and 13 of the National Development Plan 2030 is relevant to the sphere of SASSETA. The National Development Plan (NDP) 2030 aims to eliminate poverty and reduce inequality and unemployment in the nominated period.
<b>Reconceptualised Human Resources Development Strategy for South Africa (HRDS-SA) 2024-2033</b>	<p>The HRDS-SA 2024-2033 emphasizes building a skilled, capable, and adaptable workforce to meet the evolving needs of the economy. SASSETA's role in producing the skills required by the safety and security sector is integral to this national objective. By aligning its training programs with national skills development priorities, SASSETA helps to close the skills gap in critical areas such as law enforcement, security services, and public safety.</p> <p>One of the key goals of the HRDS-SA is to reduce unemployment, particularly among young people. SASSETA's initiatives, such as vocational and technical training, work-integrated learning, and workplace-based placements for TVET graduates, directly support this objective by creating opportunities for young people to gain practical experience and access to the labour market.</p>
<b>Strategic Integrated Projects (SIPs)</b>	Large infrastructure development projects designed to drive economic growth and job creation. SASSETA will align its skills development initiatives with SIPs to ensure qualified professionals are available for key infrastructure sectors.



Legislation/Policy/Strategy	Description
<b>SETA Integrated High-Impact Projects</b>	<ul style="list-style-type: none"> <li>Integrated institutional delivery mechanism to ensure implementation of the launched six (6) SETA Integrated High Impact Programmes (SIHIP).</li> </ul>
<b>National Qualifications Framework Act, No. 67 of 2008</b>	SASSETA employs the provisions of Chapter 5 of the National Qualifications Framework Act, No. 67 of 2008 (NQF), to design training programmes, to carry out quality assurance, assess learner achievement, and accredit training providers.
<b>Protection of Personal Information Act, No.4 of 2013</b>	To promote the protection of personal information processed by public and private bodies and to introduce certain conditions to establish minimum requirements for the processing of personal information.
<b>The Promotion of Access to Information Act, No. 2 of 2000</b>	To foster a culture of transparency and accountability in public and private bodies by giving effect to the right of access to information; and to promote actively a society in which the people of South Africa have effective access to information to enable them to exercise and protect their rights.
<b>White Paper on Post-School Education and Training</b>	<p>The White Paper on Post-School Education and Training aims to establish a vision for</p> <ol style="list-style-type: none"> <li>1. a post-school system that can assist in building a fair, equitable, non-racial, non-sexist and democratic South Africa;</li> <li>2. a single, coordinated post-school education and training system;</li> <li>3. expanded access, improved quality and increased diversity of provision;</li> <li>4. a stronger and more cooperative relationship between education and training institutions and the workplace; and</li> <li>5. a post-school education and training system that is responsive to the needs of individual citizens and of employers in both public and private sectors.</li> </ol>
<b>National Skills Accord</b>	The National Skills Accord is a multi-constituency agreement between business, organised labour, community constituents at the National Economic and Development Labour Council (NEDLAC), and Government. It was signed to support the New Growth Path target of creating five million jobs by 2020. The Accord identifies eight (8) commitments concerning training and skills development that need to be implemented by the constituencies to achieve the New Growth Path.
<b>Youth Employment Accord</b>	<p>The Youth Employment Accord has six (6) commitments, namely, education and training; access to work exposure; public sector measures to increase the number of young people employed in the public service; youth target set-asides; youth entrepreneurship and youth cooperatives; and private sector measures.</p> <p>SASSETA continues to support the Government's drive to empower the youth by facilitating access to its skills development opportunities and programmes that include learnerships, internships, workplace learning, bursaries, and providing Career Guidance support. SASSETA has also encouraged access for the unemployed youth to such skills development opportunities.</p>
<b>Youth Employment Service</b>	The <b>Youth Employment Service (YES) Programme</b> is a South African government initiative aimed at addressing the high levels of youth unemployment in the country. Launched in 2018 in partnership with the private sector, it seeks to create job opportunities for young South Africans between the ages of 18 and 35 by offering them work experiences that enhance their employability.

Legislation/Policy/Strategy	Description
<b>Youth Employment Service</b>	The programme encourages businesses to provide structured and meaningful workplace opportunities, with the ultimate goal of equipping young people with the skills and experience needed to enter the labour market.
<b>Medium Term Development Plan 2024-2029</b>	The <b>Medium-Term Development Plan (MTDP)</b> in South Africa is a strategic framework that outlines the government's priorities and development goals over a medium-term period, typically five years. It serves as a bridge between long-term national goals, such as those outlined in the <b>National Development Plan (NDP) 2030</b> , and the immediate, actionable priorities that need to be addressed in the short to medium term. The MTDP provides a detailed roadmap for implementing government policies, programs, and initiatives aimed at addressing key socio-economic challenges.
<b>Medium Term Expenditure Framework</b>	It provides the medium-term spending plans of Government and budget allocations. It further highlights the impact of critical national priorities.
<b>New Growth Path</b>	It is a bold, imaginative, and effective strategy, which seeks to create 5 million new jobs in South Africa.
<b>Economic Reconstruction and Recovery Plan (ERRP)</b>	The ERRP focuses on strengthening key sectors/industries of the economy and includes a major mass employment drive linked to public services. It aims to ensure that the economy recovers and rebuilds capacity during and post-global health pandemic. It targets multiple economic sectors in a gender- and youth-equitable manner. The implementation of the ERRP is anticipated to create jobs for individuals in the country.
<b>ERRP Skills Strategy</b>	The strategy sets out ten (10) interventions to ensure that the skills required are produced. Six (6) of the interventions are focused on delivery (specific skills to be produced immediately linked to sectoral strategies); and four (4) interventions are systemic and include mechanisms for refining and adding to skills and qualifications needed for fast responsiveness as the economy changes with the ERRP interventions. SETAs are a key stakeholder in the implementation of the ERRP.
<b>District Development Model</b>	A Cabinet approved Implementation Delivery Model, in terms of which a new integrated district-based approach to addressing service delivery challenges and localised procurement and job creation, that promotes and supports local businesses, and that involves communities. The model requires that National Departments and entities that have district-level delivery capacity together with the provinces to provide implementation plans in line with priorities identified of Government.  The Model consists of a process by which joint and collaborative planning is undertaken at local, district and metropolitan by all three spheres of governance resulting in a single strategically focussed.
<b>National Plan for Post-School Education and Training, 2023</b>	The NPPSET has six goals, namely: an integrated, co-ordinated, and articulated PSET system; expanded access to PSET opportunities; a responsible PSET system; improved relations between education and training institutions and the world of work; improved quality of PSET provision; and improved efficiency and success of the PSET system.

## 1.6 NATIONAL DEVELOPMENT PLAN 2030

The aim of the National Development Plan is to eliminate poverty and reduce inequality by 2030. The plan is a vision of long-term goals which the Presidency wishes to attain for country, it identifies the roles that different sectors of society need to contribute to reach the goal.

## 1.7 ECONOMY AND EMPLOYMENT

South Africa's economic conditions remain poor. Economic growth is volatile and prospects for growth are uncertain. As of July 2023, the Central Bank's forecast for South Africa's Growth Domestic Product (GDP) was 0.4% for 2023, 1.0% for 2024 and 1.1% for 2026. There are various global and domestic contributing factors that contribute to this low economic growth. The Central Bank estimates that loadshedding alone deducts 2% from GDP growth.

An increase in productivity and growth will reduce inequality and poverty in South Africa. Some of the methods to achieve productivity is to lower the cost of living for the poor, reduce burdens on small businesses, improve performance of the labour market and ease access of skills development to the youth.

The Sector has always and will continue to encourage stakeholders to absorb the skilled learners to reduce unemployment and increase performance in the labour market. Successful learners, who have attained jobs after training, encourage and inspire unemployed youth to develop their skills so that they are more employable. To address the inequalities of the past, we require a clear focus and integration and collaboration between SASSETA and the sub-sectors.

## 1.8 ENSURING ENVIRONMENTAL SUSTAINABILITY AND AN EQUITABLE TRANSITION TO A LOW CARBON ECONOMY

The climate change vulnerabilities have given the impression that the climate impacts from natural disasters threatens long-term economic growth gains, human progress, food security, regional migration, social and economic infrastructure, security, with implications for skills and jobs. It creates significant fragility in people's lives and livelihoods, especially those in vulnerable and marginalised communities at risk of climate-induced shocks.

In severe impacts of climate change, the security sector capacity is called upon to intervene and restore order and assist with recovery. The safety and security sector has to invest on disaster recovery skills, climate adaptation and response, resilience, and technical assistance to mitigate disasters related to climate impacts, increase their preparedness, and enhance recovery efforts when disasters strike, as well as in mainstreaming disaster risk management.

The vision of the NDP, is to attain a low-carbon and climate-resilient society, whilst at the same time addressing poverty, inequality, and unemployment. To achieve this vision SASSETA has upgraded some systems to reduce the usage of paper. SASSETA is also extending this across the organisation over the next few years. SASSETA also uses LED lights to reduce our carbon footprint. The development of sustainable green methods and techniques will also contribute to the development of jobs and skills required to find ways to reduce our carbon footprint.

## 1.9 BUILDING SAFER COMMUNITIES

The National Development Plan aims to ensure that communities are and feel safe. The plan ensures that police officials are professional, and well trained to be responsive to the needs of the communities. The SETA will ensure that there is an integrated approach across to safety across the various departments within the Safety and Security Sector.

The skilled response of officials and civil society will enhance reporting of crimes and decrease address gender-based violence in communities.

SASSETA is also involved in groundbreaking work with SAPS and UKZM in terms of dealing with public protests and training SAPS officials on matters including but not limited to crowd psychology.

## 1.10 BUILDING A CAPABLE AND DEVELOPMENTAL STATE

To build a capable and developmental state, government structures for State Owned Enterprises need to ensure that there is a clear line of accountability and leadership. The Safety and Security SETA will contribute to this notion as a state entity by ensuring transparency in all accounts.

## 1.11 THE SEVEN-POINT PLAN TO STRENGTHEN THE CRIMINAL JUSTICE SYSTEM

The seven-point plan outlines a framework to establish a single, integrated, seamless, and modern criminal justice system, while addressing critical issues of public trust and confidence. A central feature of the plan is multi-agency and multi-department cooperation, through a coordinating and management structure at every level, from national to local. In particular, the plan calls for greater collaboration between the judiciary, the SAPS, prosecutors, correctional services, and Legal Aid South Africa. In essence, the seven-point plan spans and integrates the core mandate of four public sector stakeholders i.e., the Department of Police, the Department of Justice and Constitutional Development, the Office of the Chief Justice and the Department of Correctional Services, the National Prosecuting Authority, and several other role-players such as Legal Aid South Africa.

## 1.12 THE WHITE PAPER ON SAFETY AND SECURITY

The White Paper on Safety and Security (Civilian Secretariat for Police, 2015) is premised on an integrated and developmental approach to safety and crime and violence prevention, requiring broader and complementary initiatives. It focuses on six themes, namely:

- An effective criminal justice system;
- Early intervention to prevent crime and violence, and promote safety;
- victim support;
- Effective integrated service delivery for safety, security, and violence, and crime prevention;
- Safety through environmental design;
- Active public and community participation.

To give effect to the vision of the White Paper will require close cooperation of all sectors involved in addressing the fundamental causes of crime, both within and outside government, SASSETA included.

## 1.13 THE WHITE PAPER ON POLICING

The implementation of the White Paper on Policing (Civilian Secretariat for Police, 2016) requires a comprehensive skills development plan across policing which would be informed by an internal audit that the police leadership will undertake, including:

- Competency audit of officer qualifications, knowledge, attitude, and training against role and function, to determine the skills needs analysis of each officer;
- Specialised field audit to determine extra special skills and training of officers, the relevance of the training for the job, and the need for further training;
- An institutional audit of the current state of training colleges and academies, of training and training staff and equipment; and
- An audit of leadership and management, including the number of managers, their functions, qualifications, experience, relevance, and current performance ratings.

## 1.14 ECONOMIC RECONSTRUCTION AND RECOVERY PLAN (ERRP) SKILLS STRATEGY

The President tabled the Economic Reconstruction and Recovery Plan (ERRP) following the devastating impact of the COVID-19 pandemic to our economy. The ERRP sets out practical interventions to be implemented to support efforts to improve competitiveness in the economy, build confidence and improve economic performance. It targets multiple economic sectors and identifies skills development as one of the key enablers to restore growth.

In response to this, the Department of Higher Education and Training (DHET) developed a Skills Strategy to support the ERRP. The strategy sets out ten (10) interventions to ensure that the skills required are produced. Six (6) of the interventions are focused on delivery (specific skills to be produced immediately linked to sectoral strategies); and four (4) interventions are systemic and include mechanisms for refining and adding to skills and qualifications needed for fast responsiveness as the economy changes with the ERRP interventions. SETAs are a key stakeholder in the implementation of the ERRP.

## 2. UPDATES TO INSTITUTIONAL POLICIES AND STRATEGIES

The SETA had five (5) years, post-administration, to build on the successful strategies developed and implemented to get the organisation back on track. The policies, plans, procedures, corporate governance, compliance, and other improvements were continued with the result that SASSETA again achieved a clean audit outcome in the 2023/24 financial year, making it four (4) clean audits in a row. The mandate of the current Board, which was appointed for five years on the 1st of April 2020, is to continue to strengthen the policies and strategies in ensuring positive audit outcomes while delivering exceptional services to stakeholders.

The Board continues to bring a variety of skills and experiences that ensure effective leadership is provided in delivering the goals of the NSDP. This will be achieved through proactive allocation of discretionary grants to qualifying stakeholders, thus allowing the skills in the sector to grow.

The strategic intent of SASSETA will be continuously reviewed to ensure that the skills demands of the youth and society are met. This enables an effective response in facilitating the promotion of service delivery improvement and the efficient utilisation of resources to ensure the fulfilment of the SETA mandate.

The vision of SASSETA is to be the leader in skills development within the sector. The values of our SETA revolve around intellectual excellence, commitment to high quality and competitive education, founded on academic standards.

The success of SASSETA's skills development interventions and improved financial sustainability is a consequence of, among other things, resilient strategic partnerships, and collaboration with other social actors for shared purposes. Partnerships enable a combination of the distinctive aptitudes and resources of multiple sector entities to be brought to bear on projects for shared objectives. The Sector Skills Plan (SSP) is being strengthened and will continue to align with sector skills needs and national imperatives.

Management has instituted policies that are updated annually. Procedures have been implemented to bolster the internal performance environment resulting in more focus and hard work from staff. We will continue to enhance our control environment and heighten the culture of high performance and accountability to ensure that the SETA delivers in response to the NSDP outcomes.

SASSETA will implement a new document management system that will allow for the scanning and storage of binding documents to a secure online cloud. This will encourage the reduction of our carbon footprint. The access of the documents will be readily available, which will assist in the day-to-day payment and administration process.



### 3. UPDATES TO RELEVANT COURT RULINGS

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

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

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

#### SAPFTC

SASSETA is cited as the Second Respondent in the matter of South African Professional Firearms Trainers Council NPC (SAPFTC) v The Quality Council for Trades and Occupation & Others, Case No 2024/066460 Gauteng Division (Pretoria) of the High Court.

The SAPFTC has brought a two-part urgent application in the High Court against the QCTO, SASSETA and SAQA regarding the quality assurance functions relating to the Further Education and Training Certificate: Firearm Training qualification, SAQA 50480. In Part A, the court granted an interim order that "The status quo as it existed prior to 30 June 2024 in respect of qualification 50480 is extended pending the decision of the fourth respondent (Minister) to extend, replace or realign the qualification with a new qualification, whichever the case may be. The costs of the application are reserved pending the determination of part B." Part B, which are pending review proceedings, the SAPFTC seeks an order effectively ordering the approval and registration by the QCTO of the realigned firearm qualification.

#### SASA

SASSETA is also a respondent in the matter of The Security Association of South Africa v The Minister of Higher Education and Training & Others (Case No. 2024/091907), Gauteng Division of the High Court, Pretoria. SASA also brought an application seeking in Part A an interim order reinstating three pre-2009 qualifications (General Security Practices SAQA 58577; Special Security Practices SAQA 57713; and Electronic Security Practices SAQA 58697), pending further litigation in Part B concerning the review of their exclusion from the 3 June 2024 Ministerial Directive. The Court granted the relief sought in Part A. Part B is pending.

The Minister has since issued guidelines to implement the 3 June 2024 Directives (which were the subject of litigation in the SAPFTC and SASA matters referred to above) which extended the enrolment dates for 374 pre-2009 qualifications. The new guidelines provide for a case-by-case extension of up to 2 years for pre-2009 expired qualifications. The QCTO and SAQA have been enabled by the Minister to decide on extension for learner registration of pre-2009 qualification that were not on the 2024 Directive.



# Part B

OUR STRATEGIC  
FOCUS

## 4. UPDATED SITUATIONAL ANALYSIS

Our work will continue to be framed within a structured approach to the monitoring and evaluation of programme and service delivery performance and directly feed into the Governments of National Unity (GNU) programmes, in tandem with driving forward efficiency savings and ensuring value for money for the public purse. We will invest in our relationships with our stakeholders and deepen partnerships and ensure investment in the skills system better reflects the needs and priorities of the sector and the country at large.

The Safety and Security Sector includes components of two major sectors in the Standard Industrial Classification (SIC), namely, Group 8 (i.e., Finance, Real Estate, and Business Services) and Group 9 (i.e., General Government Services). SASSETA has grouped its constituencies into seven (7) subsectors, namely: Policing, Corrections, Defence, Justice, Intelligence Activities, Legal Services, Private Security, and Investigation Activities.

The SIC codes and the specific constituencies associated with each of the subsectors are depicted in Table 1 below.

**Table 2: SIC Codes, Subsectors and constituencies of the Safety and Security Sector**

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

Source: SASSETA SSP (2026/2026 Update)

Table 2 illustrates that the Safety and Security Sector comprises of seven (7) sub-sectors, namely: Policing, Corrections, Defence, Justice, Intelligence activities, Legal services, as well as Private Security and Investigation activities.

South Africa is faced with numerous challenges which affect the political stability, economy, cost of living, and the future of the country.



In addition, South Africans also need to deal with issues such as crime, gender-based violence, high levels of poverty, high unemployment rates, and road fatalities. SASSETA will contribute towards increasing confidence in public sector institutions, by fulfilling its role of improving and developing skills within the sector in accordance with national standards, and also by continuing with clean administration within the SETA as evidenced by three (3) consecutive clean audits. The SETA will address challenges faced by South Africans as follows:

## 4.1 CRIME, UNEMPLOYMENT AND POVERTY

The crime levels in South Africa, especially contact crime, are unacceptably high. As of the second quarter of the 2024/2025 financial year (July to September 2024), South Africa has observed notable shifts in crime statistics:

### Overall Crime Trends:

- **Decrease in Serious Crimes:** The 17 community-reported serious crimes experienced an overall decline of 5.1%. Specifically, contact crimes decreased by 3.0%, property-related crimes by 9.9%, and other serious crimes by 3.4%.

### Specific Crime Categories:

- **Murder:** There was a 5.8% reduction in murder cases during this period.
- **Sexual Offenses:** Incidents of sexual offenses decreased by 2.5%.
- **Robbery with Aggravating Circumstances:** These offenses saw an 8.8% decline.

### Crimes Against Children:

- **Assault:** In the 2022/23 period, there were 19,418 reported cases of common assault and assault with intent to cause grievous bodily harm (GBH) against children, accounting for approximately 45% of all reported crimes against minors.
- **Rape:** Rape was the most reported crime against children, constituting 38.3% of all cases involving minors.

### Public Perception and Safety:

- **Sense of Safety:** The Governance, Public Safety, and Justice Survey (GPSJS) 2023/24 revealed a decline in the sense of safety among individuals walking alone in their neighborhoods during both day and night since the 2019/20 period.
- **Home Robberies:** An estimated 209,000 households experienced home robberies in the 2023/24 period, with about 58% of these incidents reported to the police. Firearms were commonly used in these crimes, yet only 7.4% of victims received counseling afterward.

These statistics underscore the ongoing challenges in addressing crime and ensuring public safety in South Africa. While certain crime categories have seen reductions, the persistent prevalence of offenses against vulnerable populations and the public's declining sense of safety highlight areas requiring continued focus and intervention. As of the third quarter of 2024, South Africa's official unemployment rate decreased to 32.1%, down from 33.5% in the previous quarter. This improvement reflects a reduction of 373,000 in the number of unemployed individuals, bringing the total to 8 million. Additionally, employment increased by 294,000, reaching 16.9 million.

Despite this positive trend, unemployment remains a significant challenge, particularly among the youth. In the first quarter of 2024, the unemployment rate for individuals aged 15-34 was 45.5%, substantially higher than the national average. SASSETA will continue to work with law enforcement agencies, private security industry, community policing forums, and all other stakeholders to support the fight against crime, through skills development. To increase the number of young people in employment, SASSETA will embark on programmes to enable the youth to become self-sufficient by supporting their entrepreneurial spirit and innate innovation during these trying times. SASSETA will also incentivise employers training unemployed youth to absorb them into employment.

## 4.2 THE FOURTH INDUSTRIAL REVOLUTION (4IR)

The Fourth Industrial Revolution (4IR) represents a new era of innovation in technology that is envisaged to enhance human-machine relationships, unlock new market opportunities, and fuel growth economic growth and industrialisation across the global. The 4IR is changing tasks within occupations and therefore, also the skills required to perform them. Many young people are still taught with out-of-date curricula and pedagogy, which means they are not well prepared for the demands of the fast-changing labour market. Furthermore, for many existing jobs that will remain, the nature of work performed is being changed by technology.

Digital transformation has accelerated during the pandemic, with increased use of virtual offices, automation of business processes and artificial intelligence. This evolution has fundamentally changed the traditional labour market and occupations. Changes in technologies, processes, regulations, or systems call for new skills and hence, the need for upskilling (reskilling) workforce at all levels in sector. The survival and profitability of industries in South Africa and elsewhere hinges firmly on the skills of the workforce and how effectively these skills are harnessed and coordinated to achieve the set targets of the industry.

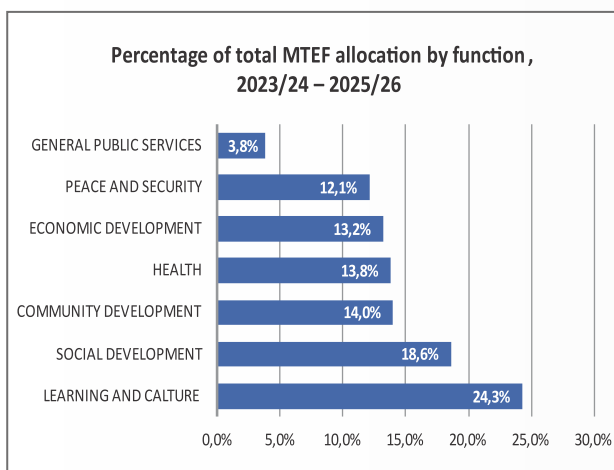
The SETA will implement changes in the way in which it operates to leverage the speed and accuracy of data exchange to provide a digital service that saves time, money and assists stakeholders in real time. Out stakeholders are now able to use online platforms to apply for grants, view our information portal, conduct online inductions, and the electronic submission of invoices. As much as there is an improvement within the SETA, the digital divide is still existent among citizens, especially learners. The SETA acknowledges this and accommodates these stakeholders as well.

As the Sector moves towards a solid, though evolving, digital platform, the SETA is partnering with employers in the sector, to re-skill and re-train employees to ensure that they are capable to deal with the changes brought about by Fourth Industrial Revolution.

## 4.3 EXTERNAL ENVIRONMENT ANALYSIS

The main mandate of the Peace and Security function is to ensure the safety and security of residents in the country through an efficient and effective criminal justice system. For this function to advance it mandate, a budget of R664.3 billion over the medium term has been set aside. Over the next three years, this function will focus on intensifying the fight against crime and corruption and implementing personnel reforms to contain departmental compensation within the expenditure ceiling (National Treasury, 2022).

The role of peace and security is in charge of safety and security, which includes the criminal justice system and ports of entry. Its budget would rise by 2.8 percent each year from R227.8 billion in 2022/23 to R247.4 billion in 2026/26. This is mostly due to the provision of increased funds for the public-sector pay rise in 2022/23 and its carry-through expenses during the MTEF term. The funds will also be used to assist new hires and to improve marine and port security.



Over the next three years, this function will focus on intensifying the fight against crime and corruption and implementing personnel reforms to contain departmental compensation within the expenditure ceiling (National Treasury, 2022). As the 4th Industrial Revolution (4IR) continue to play a huge role in the day to day running of business, the peace and security function is not spared (National Treasury, 2022). Figure 1-14 shows the project MTEF allocation for the government expenditure.

**Figure 1: MTEF allocation for the government expenditure, 2023 -2026**

Source: National Treasury, Budget Review (2023)

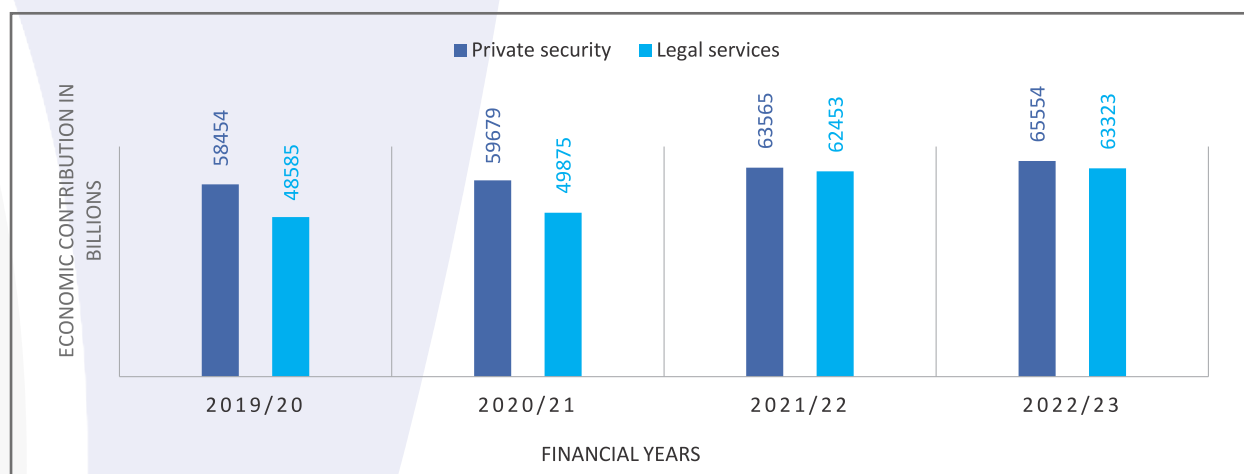
Figure 1 shows the government expenditure allocation across functions supports the implementation of new and existing policy priorities. The learning and culture function receives more than 24.3 per cent (R1.43 trillion) of the total function budgets, it followed by the social development function taking more that R1 trillion of the national budget. The other functions which include community development, health and economic development have less than a trillion-rand budget allocation individual. While general public services receive the smallest share at 3.8 per cent (R224.6 billion) followed by the peace and security which account 12.1% (R225 billion) of the estimated expenditure.

The role of peace and security is in charge of safety and security, which includes the criminal justice system and ports of entry. Its budget would rise by 2.8 percent each year from R227.8 billion in 2022/23 to R247.4 billion in 2026/26. This is mostly due to the provision of increased funds for the public-sector pay rise in 2022/23 and its carry-through expenses during the MTEF term. The funds will also be used to assist new hires and to improve marine and port security.

The private security industry in South Africa is among the largest in the world. According to Stats SA is now a more than R45 billion-a-year industry, and it is growing at a staggering rate. Most customers using private security services are businesses, but individual users are starting to invest more in security systems and the services that go along with them. There has been an increase in the crime rate over the years, and private security is the solution customers are increasingly relying on more and more.

The legal services sub-sector in South Africa plays a vital role in upholding the rule of law and promoting fair, democratic, and equitable functioning of the country. While somewhat exposed to South Africa's low economic growth, the legal services sub-sector enjoys a stable increase in business as more companies are seeking compliance and advisory services in the face of new legislation, and a shifting regulatory framework (Statistics South Africa, 2019). According to Statistics South Africa (2019), this industry contributes more than R40 billion annually. Figure 2 depicts the economic contribution of the Private Security and Legal Services subsectors.

**Figure 2: Economic Contribution of the Private Security and Legal Services subsectors (In Billion Rand)**



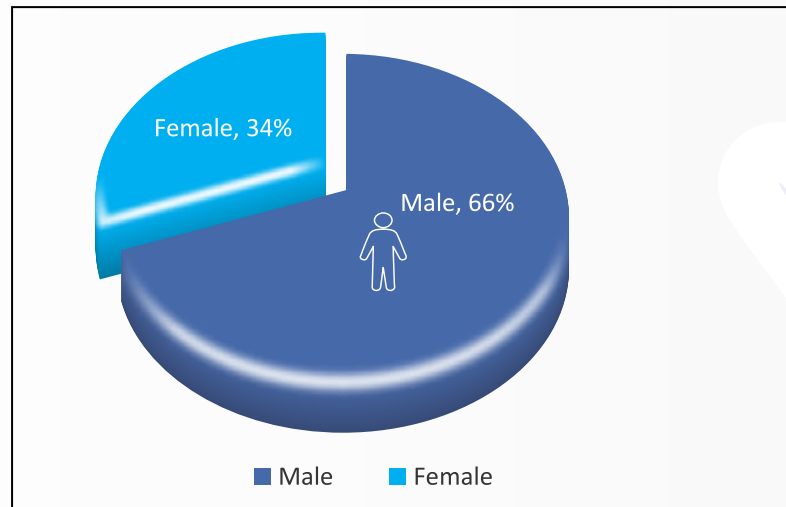
Source: SASSETA, SSP 2026/2026 update

Figure 2 above depicts a consistent increase in the two economic sub-sectors (i.e., private security and legal services). The private security industry seems to be more resilient compared to the legal services sub-sector. However, if these values are interpreted in a per-capita model, the legal services contribute far more than the private security services (IMF, 2021).

As depicted in Figure 3 below, gender disparity remains an issue in South Africa and the world at large. Gender equity reforms are essential and required in the sector. Some of the programmes that SASSETA will be implementing in terms of this APP will be targeted to at least 54% of the participants being women. This will mean that women will be sufficiently trained to work in the industry and thereafter the necessary reforms will be implemented to open the workplace for women.

**Figure 3: Gender Distribution (%)**

Source: SASSETA, SSP 2025/2026 update



**Table 3: Top 10 Sectoral Priority Occupations (PIVOTAL) List for the Sector**

No	OFO Code	Occupation	Specialisation	Intervention	NQF
1	2021-225101	Veterinarian	Veterinary Pathologist	Doctor of Veterinary Medicine Bursary	7
2	2021-252901	ICT Security Specialist	Cyber security specialist	National Certificate: IT Systems Support (Cybersecurity Specialization) Learnership	5
3	2021-252902	Software Developer	Software Engineer	ICT related Degree (Bursary) and Learnership	4-7
4	2021-242215	Fraud Examiner	Fraud Examiner	Forensic related qualification (Bursary)	5
5	2021-541402	Alarms, Security or Surveillance Monitor	Alarms, Security or Surveillance Monitor	CCTV and Control Room Operator Course (Skills Programme)	4
6	2021-541501	Intelligence Operator	Police Intelligence Operators	Bursary	7
7	2021-242403	Assessment Practitioner	Assessor	Learnership	7
8	2021-341101	Conveyancer	Conveyancing Compliance Officer	Candidate Attorney programme	8
9	2017-355501	Detective	Forensic detective, harmful and occult investigator commercial crime, Counter narcotics, Car & truck, Anti-gang investigator	Occupation Qualification: National Certificate_ Resolving Crime	5
10	2021-341110	Associate legal professional	Legal Analyst and Legal Officer	Bachelor of Law (LLB) (Bursary)	8

Source: SASSETA, SSP 2025/2026 update

Table 3 shows the Top 10 Sectoral Priority Occupations (PIVOTAL) in the Safety and Security Sector. The following is a list of identified occupations required in the sector and those required by the ERRP Skills Strategy relevant to the sector (especially related to digital skills as they cut across, including but not limited to Software Developer, Programme Analyst, Developer Programmes, and Information Technology Manager).

**Table 4: Sectoral Priority Occupations (PIVOTAL) List**

OFO Code	Occupation (Scare Skills)	Specialisation / Alternative Title	Intervention Planned by the SETA	Required number
2021-221101	Doctor	Medical Practitioner	Bursary	400
2021-222108	Registered Nurse (Medical)	Professional Nurse (Primary Health Care)	Bursary	1200
2021-226204	Authorised Pharmacist Prescriber	Clinical Pharmacist	Bursary	520
2021-541402	Alarms, Security or Surveillance Monitor	Alarms, Security or Surveillance Monitor	Learnership / Skills Programme	2562
2021-226201	Hospital Pharmacist	Clinical Pharmacist & Health Service Pharmacist	Bursary	50
2021-263403	Organisational Psychologist	Organisational Psychologist	Bursary	91
2021-311301	Electrical Engineering Technician	Electrical Engineering Technician	Bursary	10
2021-351101	Computer Operator	Computer Operator	learnership	100
2021-541201	Traffic Officer	Law Enforcement Officer	Learnership	1600
2021-252901	Security Service Administrative Officer	Security Specialist	Learnership	15
2021-862918	Electronic Equipment Mechanic	Electronic Equipment Mechanic	Apprenticeship	120
2021-121908	Quality Systems Manager	Quality Systems Manager	Skills Programme	160
2021-351301	Computer Network Technician	Computer Network Technician	Bursary	51
2021-335501	Detective	Forensic Detective / Investigator	Skills Programme	1 200
2021-325705	Safety, Health, Environment and Quality (SHEQ) Practitioner	Safety, Health, Environment and Quality (SHEQ) Manager	Skills Programme / Bursary	36
		Radiation Protection	Bursary	30
2021-341103	Paralegal	Paralegal	Learnerships	151
2021-261101	Attorney	Patent Attorney, Trade Mark Attorney	Candidacy Programme	1570
2021-261905	Notary	Notary	Skills Programme / Bursary	5
2021-341107	Law Clerk	Legal Clerk	Skills Programme / Bursary	155
2021-112101	Director (Enterprise / Organisation)	Managing Director (Enterprise / Organisation)	Bursary	130
2021-334201	Legal Secretary	Legal Practice Manager	Learnership	450
2021-132402	Logistics Manager	Dispatch Logistics Manager	Bursary	7
2021-121903	Physical Asset Manager	Contract Manager	Skills Programme / Bursary	10
2021-341104	Clerk of Court	Clerk of Court	Learnership	20
2021-134914	Correctional Services Manager	Correctional Services Manager	Learnership	9
2021-541501	Intelligence Operator	Police Intelligence Operators	Learnership	23



OFO Code	Occupation (Scare Skills)	Specialisation / Alternative Title	Intervention Planned by the SETA	Required number
2021-341101	Conveyancer	Conveyancing Compliance Officer	Learnership	13
2021-331201	Credit or Loans Officer	Financial Accounting Officer	Learnership	60
2021-341102	Legal Executive	Legal Executive	Learnership	6
2021-121905	Programme or Project Manager	Project Director	Learnership	3
2021-541904	Armoured Car Escort	Armoured Car Escort	Learnership	34
2021-351301	Computer Network Technician	Network Support Technician	Learnership	500
2021-133103	Data Management Manager	Data Processing Manager/ data analysts	Learnership	252
2021-862918	Electrical or Telecommunications Trades Assistant	Artisan Aide Electrical	Apprenticeship	119
2021-241104	External Auditor	Forensic Auditor/financial analyst / Investigator	Internship	300
2021-242215	Fraud Examiner	Fraud Examiner	Bursary	5
2021-651302	Boiler Maker	Boilermaker-welder	Apprenticeship	11
2021-641201	Bricklayer	Chimney Repairman	Apprenticeship	20
2021-641501	Carpenter and Joiner	Panel Erector	Apprenticeship	17
2021-643302	Chimney Cleaner	Chimney Cleaner	Training	25
2021-263401	Clinical Psychologist	Forensic Psychologist	Bursary	3
2021-251901	Computers Quality Assurance Analyst	Software tester	Learnership	41
2021-341105	Court Bailiff	Court Collections Officer	Training	2
2021-335101	Customs Officer	Customs Investigator	Learnership	4
2021-671102	Electrical Installation Inspector	Electrical Inspector Construction	Learnership	91
2021-671301	Electrical Line Mechanic	Electrical Line Mechanic (Transmission)	Learnership	87
2021-215201	Electronics Engineer	Communications Engineer (Army)	Learnership	100
2021-226301	Environmental Health Officer	Licensed Premises Inspector	Bursary	20
2019-143901	Facilities Manager	Facilities Supervisor	Learnership	4
2021-862202	Handyperson	Handy Man	Training	8
2021-351302	Geographic Information Systems Technicians	Geographic Information Systems Analyst	Learnership	56
2021-251101	ICT Systems Analyst	ICT Systems Coordinator	Learnership	5
2021-672105	Instrument Mechanician	Instrument Mechanician (Industrial Instrumentation & Process Control)	Learnership	3
2021-652203	Locksmith	Safe maker	Learnership	10
2021-134702	Military Commander	Unit Commander (Combat Units Only)	Learnership	7

OFO Code	Occupation (Scare Skills)	Specialisation / Alternative Title	Intervention Planned by the SETA	Required number
2021-643101	Painter	Painting Contractor	Learnership	12
2021-321301	Pharmacy Technician	Pharmacy Technician - Inactive	Bursary	351
2021-642601	Plumber	Sanitary Plumber	Learnership	11
2021-132109	Quality Systems Auditor	Quality Systems Auditor	Bursary	12
2021-341203	Social Auxiliary Worker	Life Skills Instructor	Bursary	152
2021-252902	Technical ICT Support Services Manager	Technical ICT Support Services Manager	Learnership	150
2021-216402	Transport Analyst	Logistics Analyst	Bursary	6
2021-216604	Web Designer	Web Designer	Learnership	100
2021-718907	Weighbridge Operator	Licensed Weigher	Learnership	6
2021-732203	Driver	Advance/K53 security driver	Driving learnerships	204
2021-263507	Adoption Social Worker	Occupational social worker/ Forensic Social Worker	Bursary	745
2021-6531	Motor Vehicle Mechanics and Repairers	Motor Vehicle Mechanics and Repairers	Learnership	76
2021-214401	Mechanical Engineer	Mechatronics Engineer	Bursary	14
2021-261106	Advocate	Advocate	Bursary	311
2021-134905	Judicial Court Manager	Judicial Court Manager	Learnership	12
2021-264301	Interpreter	Court Interpreter	Bursary	19
2021-341110	Associate legal professional	Legal Analyst,	Bursary	54
		Legal Officer		49
2021-251203	Developer Programmer	ICT Programmer	Learnership	6
2021-331301	Bookkeepers	Financial Administration Officer	Learnership	9
2021-315305	Pilot	Attack Helicopter Pilot	Bursary	15
2021-542304	Armour Soldier	Armour Officer	Learnership	150
2021-341106	Court Orderly/ Court Registry Officer	Court Officer	Learnership	4
2021-225101	Veterinarian	Veterinary Pathologist	Bursary	7
2021-213304	Earth and Soil Scientist	Soil Fertility Expert	Bursary	9
2021-252901	ICT Security Specialist	Database Security Expert	Bursary	400
2021-221207	Pathologist	Forensic Pathologist	Bursary	21
2021-541202	Non - commissioned Police Official	Bomb Squad Officer	Learnership	500
2021-311901	Forensic Technician (Biology, Toxicology)	Forensic Technician (Biology, Toxicology)	Bursary	19
2021-242401	Training and Development Professional	Training Material Developer	Bursary	75
***	Computer Aided Drawing specialist	Drawing Specialist	Bursary	190

Source: SASSETA, SSP 2025/2026 update

These are some of the interventions that will be implemented to address priority occupations in the country.

Occupations in high demand in the sector	Interventions to address occupations in high demand	Quantity needed	Quantity to be supported by the SETA
Data Administrator	Learnership/Skills Programmes	450	100
ICT Security Specialist	Bursary	200	50
Technical ICT Support Services Manager	Bursary	500	150
Fraud Examiner	Bursary	150	10
Alarms, Security or Surveillance Monitor	Learnership/Skills Programmes	1 000	500
Intelligence Operator	Bursary	100	20
Assessment Practitioner	Skills programmes	60	20
Conveyancer	Learnership/Skills Programmes	500	100
Detective	Learnership/Skills Programmes	200	100
Associate legal professional	Bursary	100	50

**Table 5: Critical Skills and Planned Interventions**

No	Critical Skills (or Skills Gap)	Intervention
1	Legislation drafting skills	Legislation Drafting Skills Programme
2	Adult Education and Training [AET]	Adult Education and Training [AET] Skills Programme
3	Risk Management Related Skills	Risk Management Related Skills Programme
4	Interpretation Law Skills	Interpretation Law Skills Programme
5	First Aid Skills	First Aid Skills Programme
6	Cyber Crime Skills	Skills Programme in Investigations and Management of Cyber Related Crimes
7	Firearm Trainer Skills	Firearm Trainer Skills Programme
8	Correctional Officer	Corrections Science Learnership
9	Contact Centre Skills	Contact Centre Skills Programme
10	Sheriffs Introductory course	Skills Programme
11	Negotiation Skills	Negotiation Skills Programme
12	Labour Relations Skills	Labour Relations Skills Programme
13	Defensive Driving Skills	Defensive Driving Skills Programme
14	Offensive Driving Skills	Offensive Driving Skills Programme
15	Public Sector Manager (Various specific Occupations)	Educational Degree/Continuing Professional Development
16	Maritime Law Skills	Maritime Law Skills Programme
17	Coaching skills	Coaching Skills Programme
18	Mentoring skills	Mentoring Skills Programme
19	Customary Law Skills	Customary Law Skills Programme
20	Law Business Finance Skills	Law Business Finance Skills Programme
21	Administration of Estate Skills	Administration of Estate Skills Programme
22	Insolvency Skills	Insolvency Skills Programme
23	Security Management Skills	Security Management related Skills Programme
24	Control Room Operations Skills	Control Room Operations Related Skills Programme



No	Critical Skills (or Skills Gap)	Intervention
25	Report Writing Skills	Report Writing Skills Programme
26	Artisan: (Bricklayer, Electrician, Carpenter, & Plumber)	Artisans Development (Learnerships, apprenticeship)
27	Foreign Languages Skills	Foreign Languages Skills Programme
28	Case Management Skills	Case Management Skills Programme
29	Correctional Science	Corrections Science Learnership
31	Police Oversight Skills	Short course
32	Evaluate Loads on Vehicles Skills	Evaluate Loads on Vehicles Skills Programme
33	Sign Language Skills	Sign Language Skills Programme
34	Financial Management Skills	Financial Management Skills Programme
35	Alarms and Surveillance Monitoring skills	Learnership
36	Cybercrime investigating skills	Skills Programme
37	Bookkeeping	Skills Programme
38	General security officer	Learnership (or Skills programme)
39	Forensic analysis skills	Skills Programme / Learnership
40	Locksmith (Key Cutter skills)	Learnership
41	Automotive Mechanic skills	Bursary
42	ICT Systems Coordinator	Bursary
43	Patrolman	Skills Programme
44	Financial Administration Officer	Skills Programme
45	Handling of hazardous snakes within academies, Snake Handlers	Skills Programme / Learnership Bursary
46	Crime Statistics and Research, Geographical information system, policy standards and Compliance	Skills Programme
47	Ballistics – Skills and Bomb technicians	Skills Programme
48	Giving Evidence-presentation skills, Crime scene reconstruction, Vehicle/ train accident reconstruction, plan drawing, Facial Composition, Facial Image Comparison	Skills Programme
49	Electronic Systems and Accessing to information skills.	Skills Programme
50	Archives and registry	Skills Programme
51	In-Service Police Development, Development Biological Assets – Socialisation (Horses and Dogs)	Skills Programme
52	Computer Network Technician	Skills Programme
53	Clinical Psychologist	Bursary
54	ICT Systems Analyst, ICT Business Analyst, ICT Programming	Bursary
55	Facilitator	Skills Programme
56	Artisans Aide Building Trade	Skills Programme
57	Intelligence Operator	Skills Programme
58	Statement Drafting/Taking	Skills Programme
59	Legal Practice Manager	Bursary

No	Critical Skills (or Skills Gap)	Intervention
60	Technicians (Alarms Installations)	Skills Programme
61	Veterinarian	Bursary
62	ICT Security Specialist	Bursary
63	Technical ICT Support Services Manager	Bursary
64	Fraud Examiner	Bursary
65	Trademark Attorney	Learnership
66	Intelligence Operator	Learnership
67	Assessment Practitioner	Learnership
68	Conveyancer	Learnership
69	Detective	Occupation Qualification: National Certificate_ Resolving Crime
70	Associate legal professional	Bursary
71	Gender Based Violence (GBV)	Skills Programme

The PESTLE is used to monitor the macro external environmental factors that have an impact on the business of the SETA. These factors are depicted in the table below

**Table 6: PESTLE Analysis**

PESTLE	OPPORTUNITIES	THREATS	RESPONSE
<b>Political</b>	<ul style="list-style-type: none"> <li>Amendments to election legislation</li> <li>Establishment of the GNU</li> </ul>	<ul style="list-style-type: none"> <li>Increased political uncertainty due to the landscape.</li> <li>Change of government leadership structures</li> <li>Uncertain political climate because of poverty, inequality and unemployment which could jeopardise social and political stability.</li> <li>Tensions due to corruption and mismanagement of government funds leading to a lack of public confidence.</li> <li>Threat to international affiliations</li> <li>Civil unrest, service delivery protests (including #FeesMustFall), supply chain disruptions, and continued threats of looting.</li> <li>Possible changes to the SETA's landscape as a result of changed leadership</li> <li>Amendments to election legislation</li> </ul>	<ul style="list-style-type: none"> <li>Work closely with training institutions to enhance their capacity and advance the production of occupations which are in high demand in the sector; and work closely with employers to fund the placement of unemployed youth.</li> <li>Continued compliance with all laws in the management of public funds and maintain the clean audit opinion that SASSETA obtained in the 2021/22 financial year.</li> <li>Continued support of the efforts of government to restore normalcy where there have been civil unrests.</li> <li>Increased partnerships with social partners</li> <li>Realignment of the organisational strategy to encapsulate the new vision of the new leadership</li> </ul>

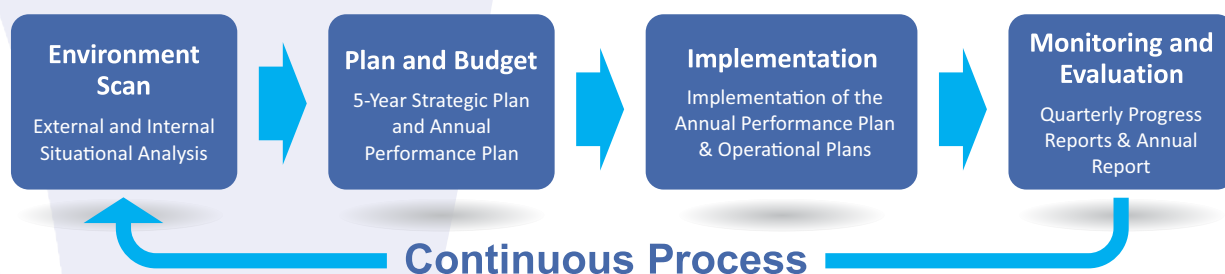
PESTLE	OPPORTUNITIES	THREATS	RESPONSE
<b>Economic</b>	<ul style="list-style-type: none"> <li>Government has developed and is implementing an Economic Reconstruction and Recovery Plan (ERRP).</li> <li>The DHET has in turn developed a Skills Strategy to support the ERRP.</li> <li>Presidential Youth Employment Initiative</li> <li>African Continental Free Trade Area</li> </ul>	<ul style="list-style-type: none"> <li>Slow economic growth, with growth focus by the South African Reserve Bank of 0.4% for 2023, 1.0% for 2024 and 1.1% for 2025</li> <li>Unemployment rate at 33.5% as at Q2 2024. Youth unemployment rates that are higher than older persons. In quarter two of 2024 records that youth aged 15-24 years and 25-34 years recorded the highest unemployment rates of 60.8% and 41.7% respectively</li> <li>The increasing cost of doing business.</li> <li>The increasing cost of living.</li> <li>Impact and higher stages of load-shedding, cable theft and inflation on businesses and society.</li> <li>Impact of illegal mining activities on economic infrastructure, and the economy as a whole (Economic sabotage)</li> </ul>	<ul style="list-style-type: none"> <li>Focus on the production of skills required by the ERRP Skills Strategy in the sector.</li> <li>Implement the revenue enhancement strategy.</li> <li>Communicate to all stakeholders (above R500k) the benefits of paying levies and joining the skills development arena</li> <li>Enforce remedies available in legislation providing for recovery of funds via SARS</li> <li>Roll out programmes to drive economic growth (support Small, Medium and Micro Enterprises (SMMEs), qualified and unemployed)</li> </ul>
<b>Social</b>	<ul style="list-style-type: none"> <li>A greater population of young people to be trained.</li> <li>Entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>Increased levels of crime.</li> <li>Inefficient and inadequate justice and correctional processes</li> <li>High unemployment levels (35% at quarter 2 of 2024).</li> <li>Lack of employer capacity to host people with disabilities.</li> <li>Skills development in rural areas restricted due to digital divide.</li> <li>Undocumented foreign nationals putting strain on the justice system/safety and security services.</li> <li>Destruction of social and economic infrastructure.</li> <li>Lack of adequate access to ICT and electricity, especially in rural areas.</li> <li>Rising levels of transnational crime, gender-based violence and femicide affect the political stability of the country.</li> </ul>	<ul style="list-style-type: none"> <li>Implement the ERRP Skills Strategy.</li> <li>Benchmarking the justice system against global best practice</li> <li>Implement more targeted training to enhance employability.</li> <li>Implement inclusive targets to cater for people with disabilities, etc.</li> <li>Implementation of programme to address gender imperatives</li> <li>Funding framework will focus on South Africans and where appropriate co-funding arrangements shall be entered into</li> <li>Implement entrepreneurship training and support to create self-employment.</li> <li>Finalise research into the SETA's readiness to implement e-learning.</li> <li>Continued support to the sector to produce the skills required to prevent and combat transnational crime, gender-based violence and femicide.</li> </ul>

PESTLE	OPPORTUNITIES	THREATS	RESPONSE
		<ul style="list-style-type: none"> <li>Impact of load shedding on livelihoods.</li> <li>Food and water insecurity</li> <li>Lack of inclusiveness (LGBTQ+ community)</li> </ul>	
<b>Technological</b>	<ul style="list-style-type: none"> <li>New technologies such as 5G, Block-Chain, Artificial Intelligence, Cloud Computing, Cybersecurity, etc.</li> <li>Increase in learning platforms</li> <li>Positive impact on processes due to machine learning</li> <li>Increase business intelligence</li> <li>Increased artificial learning resulting in more efficient processes</li> </ul>	<ul style="list-style-type: none"> <li>High cost of infrastructure</li> <li>Increased incidents of cybercrime, prevent data breaches</li> <li>Inadequate infrastructure to deal with the advanced technological space</li> <li>Impact on the workforce as current roles will evolve from largely administrative functions to more analytical work and the implications to staffing models.</li> <li>Increase in organised crime syndicates</li> </ul>	<ul style="list-style-type: none"> <li>Implement more training on ICT and awareness</li> <li>Basic and advanced ICT skills</li> <li>Invest in ICT infrastructure</li> <li>Implement the National Digital Future Skills Strategy in South Africa</li> <li>Implement e-learning platform within the sector on specific learning interventions</li> </ul>
<b>Legal</b>	<ul style="list-style-type: none"> <li>Clear legislative and policy mandate, as espoused in the Skills Development Act (SDA) and the National Skills Development Plan</li> <li>Credible and independent judicial system</li> </ul>	<ul style="list-style-type: none"> <li>Delayed implementation due to funding constraints limits the impact of the legislative intervention (mandate).</li> <li>Uncertainty regarding Mandatory Grants (BUSA matter)</li> <li>Manual processing of legal documents</li> <li>The transition to occupational qualification and skills programmes.</li> <li>Litigation resulting non extension of existing qualification</li> <li>Delay in approving the new grant regulation and amendment of the SDA</li> </ul>	<ul style="list-style-type: none"> <li>Implement revenue enhancement strategies.</li> <li>Intensify inter-seta transfer process.</li> <li>Influence stakeholders to adopt more digital practices</li> <li>Repurpose employees and a moratorium on HR recruitment processes</li> </ul>

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

## 4.4 INTERNAL ENVIRONMENT ANALYSIS

Management drafted SASSETA's Strategic, Annual, and Quarterly plans in consultation, and with the approval of members of the Board in terms of the process outlined in the SETA Strategic Planning Process below.



### Box 2: SETA's Strategic Planning Process

The key internal environmental analysis uses the PFILMS framework, the summary and approach are set out below:

**Table 7: SASSETA internal environmental analysis using the PFLIMS framework**

PFILMS	STRENGTHS	WEAKNESSES	OPPORTUNITY	THREATS
Personnel	<ul style="list-style-type: none"> <li>Vacancies are filled with personnel possessing the required NQF level and experience.</li> </ul>	<ul style="list-style-type: none"> <li>Recent QCTO developments require revision of the Organogram.</li> </ul>	<ul style="list-style-type: none"> <li>Revision of the Organogram to address ETQA functions can lead to better alignment with QCTO requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Uncertainty in the SETA landscape affecting job security may lead to low morale and staff turnover.</li> </ul>
	<ul style="list-style-type: none"> <li>Fair balance between youth and experienced personnel within the organisation.</li> </ul>	<ul style="list-style-type: none"> <li>Uncertainty in the SETA landscape affects security of tenure of staff, causing anxiety and disengagement.</li> </ul>	<ul style="list-style-type: none"> <li>Elevation of Employee Assistance Programmes (EAP) focusing on management referrals can improve staff well-being.</li> </ul>	<ul style="list-style-type: none"> <li>Changes in the macro environment impacting staff well-being and productivity could lead to higher absenteeism and decreased output.</li> </ul>
	<ul style="list-style-type: none"> <li>Continuous staff development and competitive remuneration packages retain talent and encourage growth.</li> </ul>	<ul style="list-style-type: none"> <li>Inadequate exposure for newly qualified staff limits their effectiveness and career growth potential.</li> </ul>	<ul style="list-style-type: none"> <li>Reskilling and re-purposing staff to reduce the impact of digitisation could enhance the workforce's adaptability to future needs.</li> </ul>	<ul style="list-style-type: none"> <li>The potential irrelevance of some roles due to digitisation could lead to redundancies and loss of skilled workers.</li> </ul>
	<ul style="list-style-type: none"> <li>High retention of staff – low turnover ensures organisational stability and continuity.</li> </ul>	<ul style="list-style-type: none"> <li>No succession planning, which risks leadership voids and loss of institutional knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Formalisation of procedures to enable exposure to workplace experience can improve staff readiness and competence.</li> </ul>	<ul style="list-style-type: none"> <li>High retention of staff – low turnover ensures organisational stability and continuity.</li> </ul>
Finance	<ul style="list-style-type: none"> <li>Clearly defined revenue framework with predictable contributing sources of funds ensures financial stability.</li> </ul>	<ul style="list-style-type: none"> <li>Limited flexibility in budget repurposing due to the current SETA Grant Regulatory framework restricts financial agility.</li> </ul>	<ul style="list-style-type: none"> <li>Effective implementation of the approved revenue enhancement strategy can increase financial resources and sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>Late payments and contributions by some entities threaten SASSETA's ability to meet its financial commitments and programme targets.</li> </ul>
	<ul style="list-style-type: none"> <li>Adequate internal controls deployed for effective financial administration (clean audit opinion reflects this strength).</li> </ul>		<ul style="list-style-type: none"> <li>Management of stakeholder relations to ensure compliance and timely contributions could enhance financial predictability.</li> </ul>	

PFILMS	STRENGTHS	WEAKNESSES	OPPORTUNITY	THREATS
Infrastructure	<ul style="list-style-type: none"> <li>Continuous improvement of ICT systems resulting in minimal downtime ensures operational efficiency.</li> </ul>	<ul style="list-style-type: none"> <li>ICT strategy and digital roadmap pending approval delays the advancement of digital capabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of business automation projects can streamline operations and improve service delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Inadequate capacity to deal with cybercrime and the impact of load-shedding/ load reduction on infrastructure could disrupt operations and compromise data security.</li> </ul>
		<ul style="list-style-type: none"> <li>Inadequate integration of systems limits operational efficiency and data sharing across the organisation.</li> </ul>	<ul style="list-style-type: none"> <li>Increase investment for ICT optimisation to meet changing business needs could improve agility and responsiveness.</li> <li>Digital transformation strategy in place could lead to more efficient operations and reduced long-term costs.</li> </ul>	<ul style="list-style-type: none"> <li>Data silos and inconsistent data management</li> <li>Increased cost of operations</li> </ul>
	<ul style="list-style-type: none"> <li>Visionary, diverse leadership providing clear strategic direction ensures alignment with organisational goals.</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient resource capacity to execute the mandate hampers the ability to achieve strategic objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Leverage partnerships to deliver on the mandate could extend SASSETA's reach and impact.</li> </ul>	<ul style="list-style-type: none"> <li>Limited continuity in leadership resulting from the institutional architecture could lead to instability and loss of direction during transitions.</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>Improved governance and internal controls leading to a clean audit opinion builds trust with stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Inadequate organisation culture affecting communication strategy and decision-making could slow down progress and create disconnects.</li> </ul>	<ul style="list-style-type: none"> <li>Continuous development of leadership capabilities at all levels could strengthen organisational resilience and adaptability.</li> </ul>	
	<ul style="list-style-type: none"> <li>Strong policy framework enhancing oversight over risks ensures that the organisation remains compliant and risk-aware.</li> </ul>	<ul style="list-style-type: none"> <li>Inadequate organisation culture affecting communication strategy and decision-making could slow down progress and create disconnects.</li> </ul>	<ul style="list-style-type: none"> <li>Continuous development of leadership capabilities at all levels could strengthen organisational resilience and adaptability.</li> </ul>	



PFILMS	STRENGTHS	WEAKNESSES	OPPORTUNITY	THREATS
Management	<ul style="list-style-type: none"> <li>Approachable, hands-on, flexible, and collaborative management with a sound knowledge base supports effective operations.</li> </ul>	<ul style="list-style-type: none"> <li>Management not fully diversified in terms of race and gender could limit perspectives and innovation.</li> <li>Performance management processes need improvement to cascade from organisational to individual levels to ensure alignment and accountability.</li> <li>Inadequate organisational culture to influence communication and decision-making could hinder the organisation's ability to act cohesively.</li> </ul>	<ul style="list-style-type: none"> <li>Compliance with employment equity legislation in recruitment processes can enhance diversity and inclusivity.</li> <li>Streamlining of activities and change management initiatives could improve efficiency and reduce resistance to change.</li> <li>Development of a program from the employee climate survey to improve organisational culture could enhance employee satisfaction and engagement.</li> </ul>	
Systems	<ul style="list-style-type: none"> <li>Well-researched policies with effective implementation provide a solid foundation for organisational operations.</li> </ul>	<ul style="list-style-type: none"> <li>Lag in the recruitment process could delay the filling of critical positions, affecting operational efficiency.</li> <li>ICT systems lacking capacity to provide a holistic view of business performance limits strategic decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>Procurement of a system to shorten the time for data capturing could enhance productivity and data accuracy.</li> <li>Increase investment in ICT optimisation to meet changing business needs could lead to more informed and agile decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>High cost of implementing fully integrated ICT systems could strain financial resources and limit other investments.</li> <li>Cyber threats and potential penalties due to unauthorized or illegal software use could compromise data security and lead to financial losses.</li> </ul>

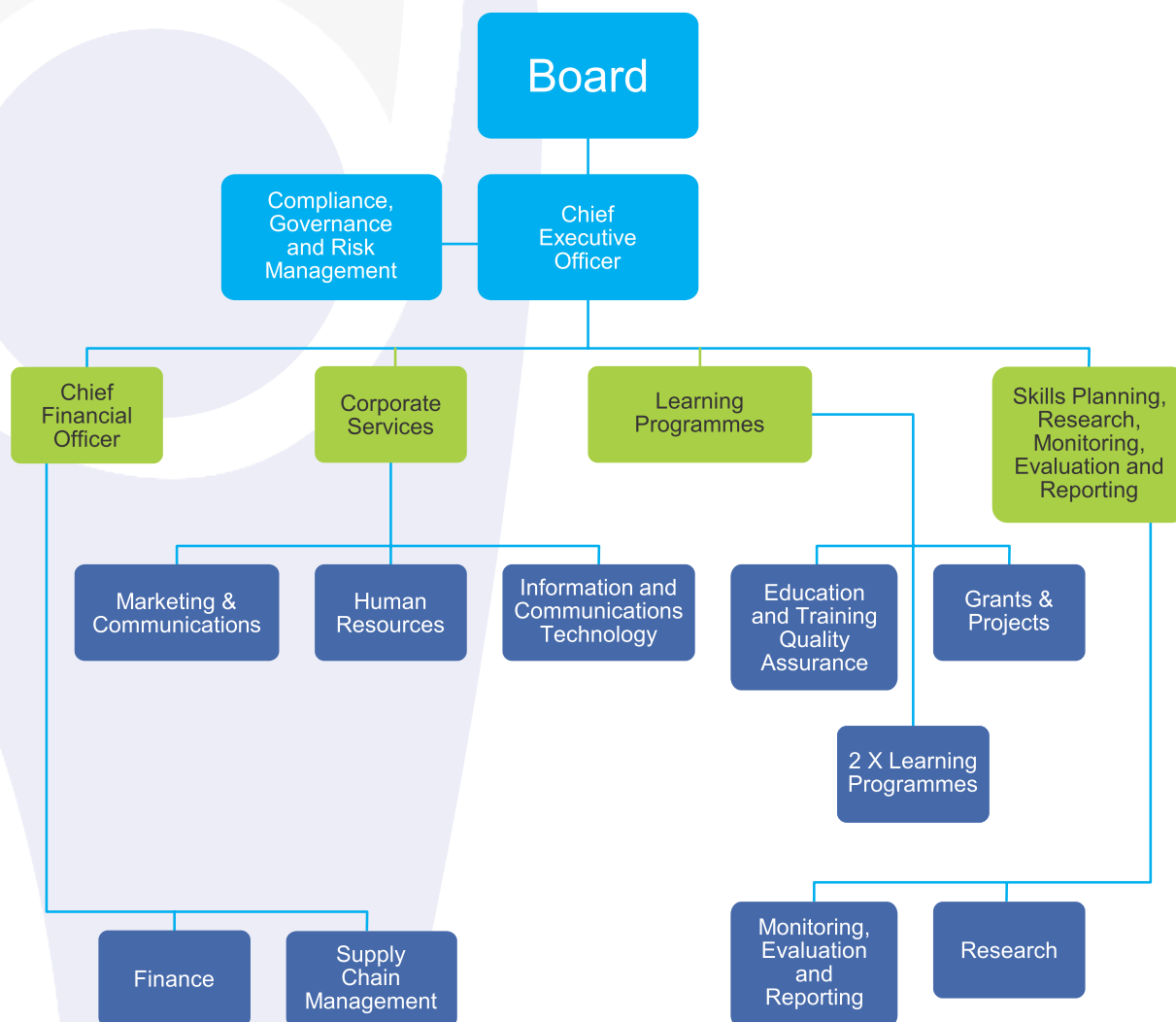
#### 4.4.1 Strategic Outcome and Outputs

The strategic focus of SASSETA during the fiscal period 2026/26 is in terms of its strategic goals. The strategic goals seek to respond to the challenges and critical skills issues. These strategic goals represent specific areas within which this plan develops objectives and actions that inform the programmes of the SETA.

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



## 4.5 HIGH LEVEL ORGANISATIONAL STRUCTURE



## 4.6 SASSETA'S DEMOGRAPHIC VARIABLES FOR EMPLOYEES

*Table 5 illustrates SASSETA's demographic variables.*

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

## 4.7 OVERVIEW OF 2026/26 BUDGET AND MTEF ESTIMATES

SASSETA is a statutory body established in terms of the Skills Development Act of 1998 (as amended), intending to enable its stakeholders to advance skills levels in the safety and security sector, following relevant legislative and policy frameworks. The SETA realised a steady increase in the number of levies paying stakeholders from the private sector during the 2024/25 financial year. The table below depicts the budget overview for the 2025/26 and the two outer financial periods.

### 4.7.1 Levies income

Levies received and the related trends in the immediately preceding 3 financial years as well as levies received in the current financial year were used to estimate levy income for the 2025/26. In estimating the amount receivable, a prudent approach was followed in predicting average monthly levies excluding periods in which unusually high or low amounts were received in previous periods.

The estimated levy income was then projected as guided by National Treasury's Mid Term Expenditure Framework (MTEF) guideline to estimate the 2025/26 income. The inflation rate was compared to the available Consumer Price Index (CPI) published by the Reserve Bank at the point of budget preparation.

It is assumed that levies will continue to be received in relation to previous scheme years hence the budget is not limited to one scheme year's levy income.

### 4.7.2 Penalties and Interest

Although penalties and interest are received every year, this budget has prudently considered such receipts as they are based on default by employers in making Skills Development Levy payments within legislated times. Therefore, no reliable trend or pattern can be established to estimate interest and penalties that may be received for the 2025/26 financial year.

### 4.7.3 Interest Income

Interest income is earned from cash held with the Corporation for Public Deposits (CPD) and an operating account from the approved commercial bank. Interest has been also prudently estimated considering the performance of interest rates for the past financial years. It is expected that invested amounts will decrease as retained cash surpluses are utilised to fund discretionary grant commitments.

PROGRAMMES	Audited Outcomes			Estimated Expenditure		Medium - Term Expenditure Estimate		
	(R'000)			(R'000)		(R'000)		
	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	
<b>REVENUE</b>								
Skills development levy - DHET	365,423	423,236	456,057	472,415	496,036	520,838	546,879	
Skills development levy - DHET - interest/penalties	15,563	10,240	8,667	11,815	12,406	13,026	13,677	
Contributions from government departments	118,730	126,977	131,762	145,257	152,520	160,146	168,153	
Investment income and other income	25,569	41,059	58,977	61,519	64,595	67,825	71,216	
Transfer of prior year surplus funds*	-	-	-	645,209	-	-	-	
<b>TOTAL REVENUE</b>	<b>525,284</b>	<b>601,512</b>	<b>655,463</b>	<b>1,336,215</b>	<b>725,556</b>	<b>761,834</b>	<b>799,926</b>	
Total revenue available per revenue segment	525,284	601,512	655,462	1,336,215	725,556	761,834	799,926	
Administration grant on gross income	144,317	161,144	167,230	165,049	173,302	181,967	191,065	
Mandatory grant on gross income	90,805	105,454	113,685	121,522	127,598	133,978	140,676	
Discretionary grant on gross income	290,162	334,914	374,547	1,049,643	424,656	445,888	468,183	
<b>EXPENDITURE</b>								
Administration expenditure	168,567	196,643	195,843	231,499	243,074	255,228	267,990	
QCTO expenditure	1,630	2,446	2,798	3,224	3,385	3,554	3,732	
Mandatory grant expenditure	62,875	78,421	85,073	90,655	95,188	99,947	104,945	
Discretionary grant expenditure	226,694	254,299	328,923	365,627	383,909	403,104	423,259	
Prior year discretionary grant expenditure	-	-	-	645,209	-	-	-	
<b>TOTAL EXPENDITURE</b>	<b>459,767</b>	<b>531,809</b>	<b>612,637</b>	<b>1,336,215</b>	<b>725,556</b>	<b>761,834</b>	<b>799,926</b>	
<b>NET SURPLUS / (DEFICIT)</b>	<b>65,517</b>	<b>69,703</b>	<b>42,826</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	

### Expenditure Estimates per Programmes

Programmes	Audited Outcomes (R'000)				Estimated Expenditure (R'000)	Medium - Term Expenditure Estimate (R'000)			
	2021/22	2022/23	2023/24			2024/25	2025/26	2026/27	2027/28
Administration	125,485	141,993	148,393		194,320	204,036	214,238	224,951	
Planning, monitoring, evaluation, reporting and research	96,426	121,850	119,203		131,927	138,523	145,450	152,722	
Learning programmes	226,120	252,077	327,721		345,256	362,519	380,645	399,677	
Learning programmes - prior year	-	-	-		645,209	-	-	-	-
ETQA	11,737	15,889	17,320		19,502	20,477	21,501	22,576	
<b>TOTAL</b>	<b>459,767</b>	<b>531,809</b>	<b>612,637</b>		<b>1,336,215</b>	<b>725,556</b>	<b>761,834</b>	<b>799,926</b>	

Classification - Administration	Audited Outcomes				Estimated Expenditure (R'000)	Medium - Term Expenditure Estimate (R'000)			
	(R'000)	2022/23	2023/24			2024/25	2025/26	2026/27	2027/28
Advertising, marketing and promotions, communication	1,175	1,120	1,132						
1,660	1,743	1,830	1,922						
Provision for doubtful debts	385	160	613		-	-	-	-	-
Depreciation/amortisation and impairment	10,659	12,297	13,395		32,469	34,092	35,797	37,587	
External auditor's remuneration	3,534	3,663	3,430		3,718	3,904	4,099	4,304	
Operating lease rentals (minimum lease payments)	9,308	10,310	10,305		10,341	10,858	11,400	11,971	
Cost of employment	88,748	99,443	108,364		116,407	122,227	128,339	134,756	
Skills Development Levies expenditure	776	864	939		963	1,011	1,061	1,114	
Information, Communication & Technology maintenance	6,588	7,938	7,991		8,391	8,810	9,251	9,713	
Legal fees	108	956	626		1,100	1,155	1,213	1,273	
Utilities, maintenance, repairs and running costs	2,568	3,027	6,541		5,380	5,649	5,932	6,228	
Remuneration to members of the accounting authority	2,252	2,254	2,811		3,282	3,446	3,619	3,800	
Remuneration to members of the audit committee	596	615	494		819	860	903	948	
Remuneration to members of other committees	921	-	-		-	-	-	-	
Remuneration to chambers	-	986	1,025		1,100	1,155	1,213	1,273	
Cellphone and data allowance	-	311	185		449	472	495	520	

Board evaluation and assesment	-	-	430	473	496	521	547
Board training	418	257	419	491	516	541	569
Chamber training and workshop	93	119	93	158	165	174	182
Staff training and development	1,121	1,622	1,531	1,544	1,621	1,702	1,787
QCTO funding	1,630	2,446	2,798	3,224	3,385	3,554	3,732
Security	1,744	1,601	1,683	1,000	1,050	1,103	1,158
Insurance	320	380	303	450	473	496	521
Travel, subsistence and accommodation	483	555	1,488	1,833	1,924	2,020	2,121
Meetings and workshops	510	236	841	1,051	1,103	1,158	1,216
Telephone costs	1,663	1,517	1,557	1,575	1,654	1,736	1,823
Recruitment costs	587	964	423	500	525	551	579
Stationery, printing and consumables	1,160	2,932	880	1,870	1,964	2,062	2,165
Internal audit fees	4,763	2,085	3,135	3,000	3,150	3,308	3,473
Storage rental	190	207	140	-	-	-	-
Printer rental	27	-	14	-	-	-	-
Printer service & maintenance	379	616	569	644	676	710	745
Procurement advertisement	37	-	-	105	110	116	122
Monitoring, reporting & evaluation	35	-	-	-	-	-	-
Risk management integration	421	-	-	-	-	-	-
Consulting fees	-	3,125	2,167	4,839	5,081	5,335	5,602
Discretionary grant evaluation	2,399	1,304	3,712	3,898	4,092	4,297	4,512
Stipend disbursement and management solution	-	-	-	2,217	2,327	2,444	2,566
ICT security	-	-	-	5,250	5,513	5,788	6,078
Conflict of interest and business intelligence	-	1,361	-	2,709	2,844	2,987	3,136
Donations/sponsorships	-	363	942	2,100	2,205	2,315	2,431
Other expenses	2,834	5,790	1,914	2,443	2,565	2,693	2,827
Skills planning and research related administration cost	18,284	25,540	7,994	6,701	7,036	7,388	7,757
ETQA related administration cost	1,697	2,124	-	573	602	632	663
<b>TOTAL</b>	<b>168,413</b>	<b>199,089</b>	<b>190,884</b>	<b>234,723</b>	<b>246,460</b>	<b>258,783</b>	<b>271,722</b>

Classification	Audited Outcomes (R'000)			Estimated Expenditure (R'000)	Medium - Term Expenditure Estimate (R'000)		
	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Mandatory grant expenditure	62,875	78,421	85,073	90,655	95,188	99,947	104,945
<b>TOTAL</b>	<b>62,875</b>	<b>78,421</b>	<b>85,073</b>	<b>90,655</b>	<b>95,188</b>	<b>99,947</b>	<b>104,945</b>

Classification - Discretionary	Audited Outcomes (R'000)			Estimated Expenditure (R'000)	Medium - Term Expenditure Estimate (R'000)		
	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Pivotal grants	210,401	221,752	221,752	290,159	351,195	368,755	387,192
Prior year discretionary grant expenditure	-	-	-	645,209	-	-	-
Non-pivotal grants - discretionary	13,914	28,581	31,221	52,754	8,864	9,307	9,773
Non-pivotal grants - other	571	2,500	2,500	20,371	21,390	22,459	23,582
Project administration	1,804	1,744	3,265	2,343	2,460	2,583	2,712
<b>TOTAL</b>	<b>226,691</b>	<b>254,577</b>	<b>258,738</b>	<b>1,010,836</b>	<b>383,909</b>	<b>403,104</b>	<b>423,259</b>

#### 4.7.4 Relating Expenditure Trends to Strategic Outcome and Outputs

SASSETA receives revenue from both private companies, entities, and government departments. Revenue received from private companies and entities is allocated predominantly to fund skills development programmes implementation and mandatory grants. 10.5% of this revenue is then distributed to cover administration and QCTO costs. SASSETA also receives contributions from the different government departments within the Safety and Security Sector, and this revenue is used both to address administration costs and to fund skills development programmes. The administration segment budget projects that the expenditure will exceed the allocated revenue, due to numerous multi-year strategic projects under implementation. The SETA will ensure compliance with the SETA Grant Regulations for approval to exceed spending over 10.5% of the administration costs limit.

The budget for 2025/2026 and the MTEF budget developed by SASSETA allows for slight increases in revenue based on the historical revenue trends. Small increases in SASSETA expenditure also accompany this increase in revenue. However, the budget still ensures that SASSETA complies with the Skills Development Levies Act (SDLA) and at the same time, can implement its critical strategic outcomes. Most of the budget received will be allocated to the implementation of the skills development programmes through SASSETA's Discretionary Grant process, with 80% of the skills development programmes budget being assigned to the implementation of critical and pivotal skills programmes and 20% to non-pivotal programmes.



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MEASURING OUR  
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## 5. INSTITUTIONAL PROGRAMMES PERFORMANCE INFORMATION

The following sections align Outcomes, Outputs, Performance Indicators, and Targets to the current SASSETA programmes structures. The format of the following areas will be as follows:

- (a) Overview of the programmes;
- (b) Outcomes, Outputs, Performance Indicators and Targets; and
- (c) Indicators, Annual and Quarterly Targets.

### 5.1 PROGRAMMES 1: ADMINISTRATION

Programmes 1:	Administration
<b>Purpose:</b>	The purpose of this programmes is to provide strategic leadership, technical and administrative support through the following sub-programmes:
<b>Sub-Programmes</b>	<ol style="list-style-type: none"> <li><b>1. Office of the Chief Executive Officer:</b></li> <li><b>2. Governance, Compliance and Risk</b> To ensure overall financial management, good governance, and compliance in delivering the mandate of the SETA.</li> <li><b>3. Finance and Supply Chain Management (SCM):</b> To ensure proper revenue collection, budgeting, and spending in line with the Public Finance Management Act and Treasury Regulations</li> <li><b>4. Human Resources Management:</b> To ensure acquisition, development, and retention of human capital to deliver on the mandate of the SETA</li> <li><b>5. Information, Communication and Technology:</b> Effective provisioning of Communication and Information Technology to support the business of the SETA</li> <li><b>6. Marketing and Communication</b> To promote the brand of SASSETA and to enhance stakeholder relations</li> <li><b>7. Auxiliary Services</b> To ensure a safe, user-friendly, and conducive work environment for employees and stakeholders.</li> </ol>

The success of this programmes will be measured in terms of its ability to establish organisational capacity that will promote a high performance and value-based culture to enable the delivery of the SETA's mandate. This will be attained through the deployment of robust business processes and systems, embedding effective corporate governance, as well as strengthening oversight and compliance. SASSETA views employment equity as a strategic function. The Employment Equity Committee (EEC) is established in terms of Section 16 of the Employment Equity Act, and the Employment Equity Plan (EEP), which guides employment equity matters, was developed and is being implemented. Currently, SASSETA has a staff complement of 150 employees, of which 110 (73%) are female, and 40 (27%) are males. There are 17 filled management positions in SASSETA, 48% of which are females and 52% males.

With one staff member who is a person with a disability, SASSETA's People Living with Disabilities (PWDs) is not well represented. The SETA has established and maintained good relationships with organisations representing people living with disabilities to share information about vacancies and to encourage applications from this designated group. Also, recruitment advertisements will communicate SASSETA's commitment to employment equity and mention that applicants from designated groups are encouraged to apply.

### 5.1.1 Outcomes, Outputs, Output Indicators, and Targets

IMPACT 1: GOOD GOVERNANCE AND SOUND ADMINISTRATION										
Outcomes	Outputs	Output indicators	Annual targets							
			Audited/actual performance			Estimated performance	MTEF period			
			2021/22	2022/23	2023/24		2025/26	2026/27	2027/28	
			2021/22	2022/23	2023/24		2024/25	2025/26	2026/27	2027/28
Strengthened collaboration with stakeholders to advance skills development within the sector	Newly established partnerships with stakeholders to advance skills development within the sector	1. Number of newly established partnerships with stakeholders to promote skills development within the sector by 31 March 2026	4	4	4	4	4	4	4	4
Enhanced risk intelligence to promote good governance of the SETA	Maintain the risk maturity assessment level 5 (100% achievement)	2. Maintain annual assessment of Risk Management maturity level 5 by 31 March 2026	Level 5	Level 5	Level 5	Level 5	Level 5	Level 5	Level 5	Level 5

### 5.1.2 Indicators, Annual and Quarterly Targets

Output Indicators	Annual Target	Cumulative/Non-Cumulative	2025/26 Quarterly Targets			
			Quarter 1	Quarter 2	Quarter 3	Quarter 4
Number of newly established partnerships with stakeholders to advance skills development within the sector by 31 March 2026	4	Cumulative	-	2	1	1
Maintain annual assessment of Risk Management maturity level by 31 March 2026	Level 5	Non-Cumulative	-	-	-	Level 5

### 5.1.3 Programme 1 Resource Considerations

Programme 1: Administration	Audited Outcomes (R'000)				Estimated Expenditure (R'000)		Medium - Term Expenditure Estimate (R'000)			
	2021/22	2022/23	2023/24		2024/25		2025/26	2026/27	2027/28	
Human Resources	7,836	8,056	8,184		9,218		9,679	10,163	10,671	
Marketing and Communication	5,366	12,284	8,105		10,843		11,385	11,955	12,552	
Information & Communication Technology	10,206	15,169	12,588		18,844		19,786	20,775	21,814	
Finance and Supply Chain Management	46,077	36,215	42,581		64,457		67,680	71,064	74,617	
Office of the Chief Executive Officer	12,685	11,705	3,579		3,593		3,772	3,961	4,159	
Office of the Board Secretariat	-	8,590	10,598		12,526		13,153	13,810	14,501	
Governance, Risk and Compliance	7,515	7,736	7,274		12,786		13,425	14,096	14,801	
Auxiliary	7,794	8,252	23,046		21,579		22,658	23,791	24,980	
Provincial Offices	1,135	3,904	982		1,076		1,130	1,187	1,246	
<b>TOTAL</b>	<b>98,614</b>	<b>111,910</b>	<b>116,937</b>		<b>154,921</b>		<b>162,667</b>	<b>170,801</b>	<b>179,341</b>	

While SASSETA's revenue increased steadily over the past years, it was able to healthily manage its support spending through the administration programmes for various critical operational needs. The above budget is required to ensure that SASSETA meets output.

#### 5.1.4 Updated Key Risks

Outcome	Key Risk	Risk Mitigation
Strengthened collaboration with stakeholders to advance skills development within the sector	Inadequate levy contribution resulting in inability to fully address skills development mandate within the sector	Improved revenue collection quarterly by:  Implementation of the revenue enhancement strategy which includes stakeholder relations to ensure sustainable collection of levies.  NB: The strategy outlines activities to be executed for the realisation of the revenue enhancement strategy and progress is reported regularly.
Enhanced risk intelligence to promote good governance of the SETA.	Ineffective and inefficient ICT function to support business objectives.	Realise the implementation of business automation projects by 31 March 2026 for the identified activities.
	Possible loss of business information and operations due to cyber-crimes.	a) Implement the Security Policy for Incident Management and Response to enable the organisation to adequately respond to cyber security event b) Implement the ICT security risk register c) Monitoring of the vulnerability and patch management capabilities to ensure early detection of potential weakness d) Implement employee security training and awareness programmes.
Enhance risk intelligence to promote good governance and an ethical environment.	Inability to timeously identify and mitigate emerging business risks.	a) Continuous integration of ERM with organisational processes through MANCO and EXCO performance reports (i.e., Risk-based Agenda at Performance Reporting). b) Continuous implementation of the incidents management process and reporting to relevant structures.

## 5.2 PROGRAMMES 2: RESEARCH, SKILLS PLANNING, AND REPORTING

Programmes 2	Research, Skills Planning, And Reporting
<b>Purpose:</b>	The purpose of Programmes 2 is to institutionalise and strengthen mechanisms for skills planning, research, monitoring, evaluation, and reporting for the safety and security sector. This programme comprises of two sub-programmes.
<b>Sub-Programmes</b>	<b>Research and Skills Planning</b> <ul style="list-style-type: none"> <li>To give effect of section 10 (1)(a) of Skills Development Act of 1998 as amended, by institutionalising skills planning mechanisms.</li> <li>Develop the sector skills plan (SSP) and monitor the production of occupations in high demand (scarce &amp; critical skills) in the sector.</li> </ul> <b>Monitoring, Evaluation, and Reporting:</b> <ul style="list-style-type: none"> <li>To monitor, evaluate and report on the organisational performance</li> </ul>

The success and impact of this programmes will be measured by institutionalised planning and evidence-based decision-making. The table below illustrates the Outcomes, Outputs, Output Indicators, and Targets of Programmes 2.

### 5.2.1 Outcomes, Outputs, Output Indicators, and Targets

Outcomes	Outputs	Output Indicators	Audited /Actual Performance				Estimated Performance	MTEF - Term Targets		
			2021/22	2022/23	2023/24	2024/25		2025/26	2026/27	2027/28
Identified occupations in high demand in the safety & security sector	Development & approval of the SSP	1. Update of the SSP approved by SASSETA Board & submitted to DHET on the due date determined by DHET.	4	4	6	8	4	4	4	4
		2. Number of research studies focused on the skills development matters affecting the safety and security sector completed by 31 March 2026.	4	4	6	8	4	4	4	4
Identified occupations in high demand	Number of approved WSPs/ATRs for small, medium, and large firms	3. Number of approved WSPs/ATRs for small firms b15 August 2026.	No audited Information Available	No audited Information Available	330	330	330	330	347	371

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Established a skills planning mechanism to facilitate evidence-based planning and implementation through research, monitoring and evaluation of SASSETA interventions	Credible and integrated strategic and annual performance plans compiled	7. The Strategic Plan (SP) and Annual Performance Plan (APP) updated and tabled as per legislation	New Indicator	New Indicator	New Indicator	New Indicator	New Indicator	The Strategic Plan (SP) and Annual Performance Plan (APP) updated and tabled as per legislation	The Strategic Plan (SP) and Annual Performance Plan (APP) updated and tabled as per legislation	The Strategic Plan (SP) and Annual Performance Plan (APP) updated and tabled as per legislation
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### 5.2.2 Quarterly targets for 2025/26

Outcome Indicators	Annual Targets	Cumulative/ non-cumulative	2026/26 Quarterly Targets			
			Quarter 1	Quarter 2	Quarter 3	Quarter 4
2026/27 Update of the SSP approved by SASSETA Board & submitted to DHET on the due date determined by DHET	2026/27 Update of the SSP approved by SASSETA Board & submitted to DHET on the target date.	Non-cumulative	1st Draft 2026/27 Update of the SSP approved by SASSETA Board & submitted to DHET on the target date	2nd Draft 2026/27 Update of the SSP approved by SASSETA Board & submitted to DHET on the target date		
Number of research studies focused on the skills development matters completed by 31 March 2026	4	Cumulative	Development of TORs (Research Proposals)	Progress Reports	Progress Reports	4 Research studies completed & published
Number of approved WSPs/ ATRs for small firms by the 15 August 2026	330	Cumulative		330		
Number of approved WSPs/ ATRs for medium firms by the 15 August 2026	151	Cumulative		151		
Number of approved WSPs/ ATRs for large firms by the 15 August 2026	173	Cumulative		173		
Number of evaluation (tracer studies) and/or impact studies on skills development matters completed by 31 March 2026	4	Cumulative	Developed and approved TORs	Progress Reports	Progress Reports	4 evaluation (tracer studies) and/or impact studies completed & published
The Strategic Plan (SP) and Annual Performance Plan (APP) updated and tabled as per legislation	The Strategic Plan (SP) and Annual Performance Plan (APP) updated and tabled as per legislation	Annually	-	-	-	Strategic Plan and APP tabled in Parliament

### 5.2.3 Programme 2 Resource Considerations, Monitoring and Evaluation including Research

Programme 2: Skills Planning, Monitoring and Evaluation including Research	Audited Outcomes			Estimated Expenditure	Medium - Term Expenditure Estimate		
	(R'000)			(R'000)	(R'000)		
	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Mandatory grant expenditure	62,875	78,421	85,073	90,655	95,188	99,947	104,945
Monitoring, reporting and evaluation	-	900	85	200	210	221	232
Conflict of interest and business intelligence	535	5,260	4,155	4,201	4,411	4,632	4,863
Research	1,091	799	2,999	3,980	4,179	4,388	4,607
Filing and archiving	13,965	15,709	3,702	2,500	2,625	2,756	2,894
Postage and registry	34	188	137	-	-	-	-
Evaluation (impact studies)	2,658	2,295	2,505	7,500	7,875	8,269	8,682
Roadshow and exhibitions	-	389	100	525	551	579	608
ATR/WSP verification	-	-	-	444	466	490	514
Sector skills plan	-	-	-	525	551	579	608
Other administration expenditure (payroll)	15,268	17,888	20,448	21,397	22,467	23,590	24,770
<b>TOTAL</b>	<b>96,426</b>	<b>121,850</b>	<b>119,203</b>	<b>131,927</b>	<b>138,523</b>	<b>145,450</b>	<b>152,722</b>

The budget for Programmes 2 accommodates both costs related to the implementation of programmes outcomes and the disbursement of mandatory grants. The budget accommodates expenditure on research, monitoring, and evaluation functions, which include the monitoring of skills development programmes funded through the discretionary grant as well as evaluation studies to measure the impact of learning interventions implemented by the SETA. Some of the impact studies to be conducted include measuring the throughput rate of learners on learnerships and skills programmes and studies about the employment status of learners who completed their learning intervention.

### 5.2.4 Updated Key Risks

Outcome	Key Risk	Risk Mitigation
Identified occupations in high demand for the Safety and Security	Inadequate labour market intelligence to inform business or evidence-based decision making.	a) Annual updated Sector Skills Plan. b) Annual update Top 10 PIVOTAL List & Scarce and Critical Skills List. c) Chambers & Board. d) Continuous improvement plan (CIP) - capacitating the department in line with the approved structure.
	Inadequate monitoring and evaluation of the SETA programmes and objectives (i.e., Skills and human capacity)	a) Continuous implementation of the M&E Policy and Procedures and guidelines to ensure threat monitoring is conducted in a more effective manner. b) Capacitate MER Staff through continuous training

Outcome	Key Risk	Risk Mitigation
		c) Continue to hold monitoring meetings frequently to ensure that corrective action is timeously executed.

## 5.3 PROGRAMMES 3: LEARNING PROGRAMMES

Programme 3: Learning Programmes	
<b>Purpose:</b>	The purpose of this programme is to reduce the scarce and critical skills gap in the safety and security sector through the provisioning of quality learning programmes.

Learnerships, Skills Programmes, Bursaries, Artisan Support (Including Centres of Specialisation), Student Placements (TVET, Universities, Universities of Technology and Internships), Recognition of Prior Learning (RPL) support, Career Guidance, Entrepreneurship and Partnerships in capacitating CET's and TVET colleges, non-levy paying entities (NLPE), and special interest groups form part of this programme. In addition to the interventions mentioned above, the programme will also be supporting students on Candidacy Placement, forging partnerships with Community Colleges, providing skills development support for entrepreneurship and cooperative development, supporting NGOs, CBOs and Trade Unions, as well as supporting learners participating in youth, adult language and numeracy skills to enable further training. The SETA will also be involved in implementing learning programs that address economic recovery for the country. In this regard SASSETA will intensify in its implementation of learning programs that seek to capacitate NEET (Not in Education Employment or Training) to become economically active citizens. SASSETA will also expand its current Artisan trajectory to include training unemployed youth in trades including but not limited to Plumbing, Carpentry, Brick-laying Electrical Technicians, Welding, Automotive Mechanic and Diesel Mechanic.

In consideration of the fact that recent research shows that the sector is still predominantly dominated by males (67%) SASSETA will contribute towards the transformation of the Sector particularly through programs that will advance females into leadership and management positions. Specific learning programmes will require a percentage of women to be trained in line with the Technical Indicator Descriptors (TID's). As regards disabled learners, SASSETA will be implementing special projects targeting disabled learners. The SETA will focus its WIL related programs targeting placements of PWD (People with Disabilities). The SETA will also run a focused program in the security sub sector targeting persons with disability to be trained to operate control rooms.

As regards the SIHIP, SASSETA will be contributing to the training of unemployed youth in areas of digitization and relevant IT skills. Furthermore, the SETA will be contributing to employment of graduates by partnering with stakeholders to facilitate the absorption of learners into employment. In addition, the SETA will be funding support to learners to open their own business via the entrepreneurship program.

In light of the high levels of unemployment in the country, SASSETA will be implementing learning programmes directed towards unemployed youth to render them employable through rigorous workplace readiness programmes. Unemployed youth from rural areas will also be given skills and civil related trades that will enable them to empower themselves and develop their communities. Several interventions will be made to address certain critical skills areas, where there are no credit bearing programs in place. This will be done through the use of the non-pivotal funds. When it comes to funding of unemployed youth on bursaries, SASSETA will give preference to impoverished and academically excelling students from rural areas, and those studying in previously disadvantaged Universities.

Implementation shall, where possible, take place in the District Municipalities or Metropolitan Municipalities that are targeted in the District Development Model. SASSETA will also use the partnership model to deliver on its learning programmes. SASSETA plans to implement Learnerships and Internships in partnership with the National Youth Development Agency, Unemployment Insurance Fund, Expanded Public Work Programmes, TVET Colleges and other critical stakeholders in the skills development arena.

Outcomes	Outputs	Output Indicators	Audited/Actual Performance			Estimated Performance	MTEF Period		
			2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Increased production of occupations in high demand	Bursaries allocated for unemployed youth by 31 March 2026	<ul style="list-style-type: none"> <li>Number of Bursary agreements entered for unemployed youth by 31 March 2026</li> </ul>	201	230	263	200	220	242	266
	Unemployed youth completed studies through bursaries awarded in prior years by 31 March 2026	<ul style="list-style-type: none"> <li>Number of unemployed youth that complete studies under SASSETA funded Bursary by 31 March 2026</li> </ul>	55	65	62	45	80	92	105
Linking Education and the Workplace	TVET students entered work-integrated learning placement programmes by 31 March 2026	<ul style="list-style-type: none"> <li>Number of TVET students entered work integrated learning placement programmes by 31 March 2026</li> </ul>	511	655	590	750	603	788	827
	TVET students completed work-integrated learning placement programmes by 31 March 2026	<ul style="list-style-type: none"> <li>Number of TVET students completed work integrated learning placement programs by 31 March 2026</li> </ul>	561	335	590	500	410	354	450
	University of technology students provided with work-integrated learning to complete their qualifications	<ul style="list-style-type: none"> <li>Number of University of Technology students placed in work integrated learning by 31 March 2026 to complete their qualifications</li> </ul>	311	312	344	480	200	210	221

Outcomes	Outputs	Output Indicators	Audited/Actual Performance			Estimated Performance	MTEF Period		
			2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
	University of Technology students placed who complete Work-Integrated learning thereby enabling them to complete their qualifications in due course	<ul style="list-style-type: none"> <li>Number of University of Technology students who complete their work integrated learning by 31 March 2026, thereby enabling them to complete their qualifications</li> </ul>	55	290	311	290	160	168	176
	Graduates entered workplace-based learning programmes in strong partnerships with the industry	<ul style="list-style-type: none"> <li>Number of law graduates placed in candidacy programs by 31 March 2026</li> </ul>	166	186	208	200	300	315	331
	Graduates/ completed workplace-based learning programmes	<ul style="list-style-type: none"> <li>Number of law graduates placed, completing candidacy programs by 31 March 2026</li> </ul>	63	93	124	85	300	195	205
	Graduates entered workplace-based learning programmes in strong partnerships with the industry	<ul style="list-style-type: none"> <li>Number of graduates and interns entered workplace-based learning programmes, in partnership with industry, by 31 March 2026</li> </ul>	503	602	1 022	600	800	662	695
	Graduates completed workplace-based learning programmes	<ul style="list-style-type: none"> <li>Number of graduates and interns completed workplace-based learning programmes by 31 March 2026</li> </ul>	114	255	476	320	280	360	378

Outcomes	Outputs	Output Indicators	Audited/Actual Performance			Estimated Performance	MTEF Period		
			2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
	Unemployed learners entered learnerships by 31 March 2026	<ul style="list-style-type: none"> <li>Number of unemployed learners entered learnerships by 31 March 2026</li> </ul>	1 020	1 459	1 222	1 400	1 470	1 544	1 621
	Unemployed learners completed learnerships by 31 March 2026	<ul style="list-style-type: none"> <li>Number of unemployed learners completed learnerships by 31 March 2026</li> </ul>	490	513	1 016	960	898	1 029	1 080
	Candidates and learners who completed workplace based learning programmes for candidacy and learnerships absorbed into employment or in self-employment by 31 March 2026	<ul style="list-style-type: none"> <li>Number of candidates and learners who completed workplace based learning programmes for candidacy and learnerships absorbed into employment or in self-employment by 31 March 2026</li> </ul>	No Audited Information Available	No Audited Information Available	No Audited Information Available	No Audited Information Available	100	110	120
	Graduates and interns completed workplace-based learning programmes who are absorbed into employment or in self-employment during or after workplace-based learning programmes by 31 March 2026	<ul style="list-style-type: none"> <li>Number of graduates and interns who entered workplace-based learning programmes, who are absorbed into employment or in self-employment during or after the workplace based learning programme by 31 March 2026</li> </ul>	No Audited Information Available	No Audited Information Available	No Audited Information Available	No Audited Information Available	60	70	80



Outcomes	Outputs	Output Indicators	Audited/Actual Performance			Estimated Performance	MTEF Period		
			2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Improved level of skills in the Safety and Security Sector	Employed learners entered learnerships by 31 March 2026	<ul style="list-style-type: none"> <li>Number of employed learners entered learnerships by 31 March 2026</li> </ul>	504	725	706	610	641	673	707
	Employed learners completed learnerships by 31 March 2026	<ul style="list-style-type: none"> <li>Number of employed learners completed learnerships by 31 March 2026</li> </ul>	260	316	479	520	397	417	437
	Employed learners entered Bursary Agreements by 31 March 2026	<ul style="list-style-type: none"> <li>Number of employed learners entered Bursary Agreements by 31 March 2026</li> </ul>	82	95	104	100	105	116	127
	Employed learners holding bursaries who completed studies by 31 March 2026	<ul style="list-style-type: none"> <li>Number of SASSETA funded employed learners having bursaries who completed studies by 31 March 2026</li> </ul>	35	37	47	30	45	50	54
	Employed learners entered skills programmes/ Short courses by 31 March 2026	<ul style="list-style-type: none"> <li>Number of employed learners entered skills programmes/ Short courses by 31 March 2026</li> </ul>	1 449	1 457	1 528	2 280	1 040	1 050	1 103
	Employed learners completed skills programmes/ Short courses by 31 March 2026	<ul style="list-style-type: none"> <li>Number of employed learners completed skills programmes/ Short courses by 31 March 2026</li> </ul>	908	915	1 016	1 961	1 000	650	683

Outcomes	Outputs	Output Indicators	Audited/Actual Performance			Estimated Performance	MTEF Period		
			2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
	Employed learners entering RPL programmes by 31 March 2026	<ul style="list-style-type: none"> <li>Number of Employed learners entering Recognition of Prior Learning Programmes on qualifications by 31 March 2026</li> </ul>	No Audited Information Available	No Audited Information Available	51	60	65	72	79
			No Audited Information Available	No Audited Information Available	50	50	39	43	47
Increased access to occupationally directed programmes and The growth of the public college system Supported	Learners entering artisan related learning programmes by 31 March 2026	<ul style="list-style-type: none"> <li>Number of learners entering artisan related learning programmes by 31 March 2026</li> </ul>	111	105	127	200	400	221	232
			50	53	57	84	350	76	120
Skills development support for entrepreneurship	Entrepreneurs supported by 31 March 2026	<ul style="list-style-type: none"> <li>Number of persons declared competent on Trade Tests by 31 March 2026</li> <li>Number of entrepreneurs supported by 31 March 2026</li> </ul>	16	32	16	20	25	26	28
Outcomes	Outputs	Output Indicators	Audited/Actual Performance			Estimated Performance	MTEF Period		
			2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28

The growth of the public college system Supported	Unemployed learners entered elementary skills programmes through Community Education and Training Colleges by 31 March 2026	• Number of Unemployed learners entered elementary skills programmes through Community Education and Training Colleges by 31 March 2026	No Audited Information Available	No Audited Information Available	No Audited Information Available	150	158	165
	Unemployed learners completed elementary skills programmes through Community Education and Training Colleges by 31 March 2026	• Number of unemployed learners completed elementary skills programmes through Community Education and Training Colleges by 31 March 2026	No Audited Information Available	No Audited Information Available	No Audited Information Available	90	95	99

### 5.3.2 Indicators, Annual and Quarterly Targets

Output Indicators	Annual Target	Cumulative/ Non-Cumulative	2025/26 Quarterly Targets			
			Quarter 1	Quarter 2	Quarter 3	Quarter 4
OUTCOME 1: Increased production of occupations in high demand						
Number of Bursary agreements entered into for unemployed youth by 31 March 2026	220	Cumulative	-	20	60	140
Number of unemployed youth that complete studies under a SASSETA funded Bursary by 31 March 2026	80	Cumulative	-	5	20	55
OUTCOME 2: Linking Education and the Workplace						
Number of TVET students entered work integrated learning placement programmes by 31 March 2026	603	Cumulative	150	200	53	200
Number of TVET students completed work integrated learning placement programs by 31 March 2026	410	Cumulative	-	100	200	110
Number of University of Technology students placed in work-integrated learning by 31 March 2026 to complete their qualifications	200	Cumulative	-	100	-	100
Number of University of Technology students who complete their work integrated learning by 31 March 2026, thereby enabling them to complete their qualifications	160	Cumulative	-	30	30	100
Number of law graduates placed in candidacy programs by 31 March 2026	300	Cumulative	-	100	100	100
Number of law graduates placed completing candidacy programs by 31 March 2026	300	Cumulative	-	100	100	100
Number of graduates and interns entered workplace-based learning programmes, in partnership with industry, by 31 March 2026	800	Cumulative	50	270	80	400
Number of graduates and interns completed workplace-based learning programmes by 31 March 2026	280	Cumulative	-	80	100	100
Number of Unemployed learners entered learnerships by 31 March 2026	1470	Cumulative	-	470	500	500
Number of Unemployed learners completed learnerships by 31 March 2026	898	Cumulative	-	230	200	468
Number of candidates and learners who completed workplace based learning programmes for candidacy and learnerships absorbed into employment or in self-employment by 31 March 2026	100	Cumulative	-	20	20	60
Number of graduates and interns who entered workplace-based learning programmes, who are absorbed into employment or in self-employment during or after the workplace based learning programme by 31 March 2026	60	Cumulative	-	10	10	40

<b>OUTCOME 3: Improved level of skills in the Safety and Security Sector</b>						
Number of employed learners entered learnerships by 31 March 2026	641	Cumulative	-	41	300	300
Number of employed learners completed learnerships by 31 March 2026	397	Cumulative	-	97	150	150
Number of employed learners entered Bursary Agreements by 31 March 2026	105	Cumulative	-	10	20	80
Number of SASSETA funded employed learners having bursaries who completed studies by 31 March 2026	45	Cumulative	-	5	15	25
Number of employed learners entered skills programmes/short courses by 31 March 2026	1040	Cumulative	200	340	200	300
Number of employed learners completed skills programmes/short courses by 31 March 2026	1000	Cumulative	150	200	300	350
Number of learners entering Recognition of Prior Learning Programmes by 31 March 2026	65	Cumulative	-	20	25	20
Number of learners Completed Recognition of Prior Learning Programmes by 31 March 2026	39	Cumulative	-	-	10	29
<b>Outcome 4: Increased access to occupationally directed programmes</b>						
Number of learners entering artisan related learning programmes by 31 March 2026	400	Cumulative	-	20	70	310
Number of persons declared competent on Trade Tests by 31 March 2026	350	Cumulative	-	-	35	315
<b>OUTCOME 5: Skills development support for entrepreneurship</b>						
Number of entrepreneurs supported by 31 March 2026	25	Cumulative	-	10	-	15
<b>OUTCOME 6: The growth of the public college system Supported</b>						
Number of Unemployed learners entered elementary skills programmes through Community Education and Training Colleges by 31 March 2026	150	Cumulative	-	50	50	50
Number of unemployed learners completed elementary skills programmes through Community Education and Training Colleges by 31 March 2026	90	Cumulative	-	-	40	50

The Internship and TVET Placement Targets reflected above are inclusive of SASSETA's commitment towards the Presidential Youth Employment Intervention. This will be targeted support for learners to be placed at TVET and CET Colleges to enable them to acquire practical work experience in a bid to render them more employable. The Intervention will also assist the TVET and CET Colleges by bringing on board extra human capital to assist them, mainly at an administrative level.

For purposes of this APP high level learning programs refer to those learning programs that are on the current South African Qualifications Authority NQF level 7 upwards. Intermediate learning programs are learning programs NQF 3 to NQF 6. Elementary learning programs are learning programs that are below NQF level 3.

### 5.3.3 Programme 3 Resources Considerations

Programme 3: Learning Programmes	Audited Outcomes			Estimated Expenditure	Medium - Term Expenditure Estimate		
	(R'000)			(R'000)	(R'000)		
	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Discretionary grants expenditure	210,401	221,752	293,235	290,159	351,195	366,786	385,125
Discretionary grants expenditure - prior year	-	-	-	645,209	-	-	-
Project administration costs - 7.5%	1,804	1,744	3,265	2,343	2,460	2,583	2,712
Non-pivotal grant expenditure	13,914	28,581	31,221	52,754	8,864	9,307	9,773
<b>TOTAL</b>	<b>226,120</b>	<b>252,077</b>	<b>327,721</b>	<b>990,465</b>	<b>362,519</b>	<b>378,676</b>	<b>397,610</b>

Programme 3: Learning Programmes	Audited Outcomes			Estimated Expenditure	Medium - Term Expenditure Estimate (R'000)		
	(R'000)			(R'000)	(R'000)		
	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Unemployed entering bursaries	17,456	16,723	25,100	45,205	17,600	18,480	19,404
Unemployed entering learnerships	21,840	46,234	68,785	47,510	98,490	103,415	108,585
Graduate internship placement	32,855	33,996	49,194	38,340	83,160	87,318	91,684
TVET student placement	54,586	45,676	44,848	39,275	60,750	63,788	66,977
Artisans	22,043	11,254	27,967	21,364	14,490	15,215	15,975
Candidacy placement	20,373	34,677	37,173	40,486	28,800	30,240	31,752
Workers entering learnerships	20,259	9,781	17,599	15,159	19,230	20,192	21,201
Workers entering skills programme	12,177	7,475	8,844	14,588	8,000	8,400	8,820
Workers entering bursaries	3,402	5,556	3,566	11,715	11,550	12,128	12,734
University of technology student placement	1,319	3,327	5,633	9,158	5,400	5,670	5,954
Unemployed entering skills programme	4,091	4,740	3,858	6,400	1,200	1,260	1,323
Centres of specialization support	-	-	-	533	-	-	-
Recognition of prior learning	-	-	208	426	650	683	717
Entrepreneurs	-	-	-	-	1,875	1,969	2,067
Adult Education & Training	-	-	460	-	-	-	-
Lecture development	-	140	-	-	-	-	-
University Placement	-	2,174	-	-	-	-	-
Administration costs - 7.5%	1,804	1,744	3,265	2,343	2,460	2,583	2,712
Non-pivotal grant expenditure	13,914	28,581	31,221	52,754	8,864	9,307	9,773
Discretionary grants expenditure - prior year	-	-	-	645,209	-	-	-
<b>TOTAL</b>	<b>226,120</b>	<b>252,078</b>	<b>327,721</b>	<b>990,465</b>	<b>362,519</b>	<b>380,645</b>	<b>399,677</b>

#### 5.3.4 Relating Expenditure Trends to Strategic Outcome Oriented Goals

The budget for Programmes 3 accommodates the implementation of skills development programmes in SASSETA through the Discretionary Grant processes. The funding for this programme is allocated as follows:

#### **The cost of implementation of skills development programmes in 2026/26.**

Up to 7.5% of the above costs are then allocated to the administration costs of implementing the above programmes. The costs related to projects implemented in the prior year that require multi-year funding.

Based on prior year expenditure experience, SASSETA has agreements in place with some private and public institutions for some of the learnership programmes to be implemented through co-funding between both SASSETA and the different institutions.

#### 5.3.5 Updated Key Risks

Outcome	Key Risk	Risk Mitigation
Increase production of occupations in high demand	Inability to achieve the SETA Learning Programme APP & SLA targets.	a) Compulsory submission of highest qualifications of learners such that SASSETA can be certain that learners do meet the minimum entry requirements to do the learning program they are being enrolled for.
		b) Conduct quarterly meetings with recipients of discretionary grants to give necessary support and guidance.
		c) Intensify collaborations with all Stakeholder and Other relevant SETA's.
	Inability to rollout learning programmes due to the current manual systems and limited resources	a) Finalisation of the automation of the business process by 31 March 2026 b) Ongoing skills capacitation of the current staff quarterly

## 5.4 PROGRAMMES 4: QUALITY ASSURANCE

Programmes 4: Quality Assurance	
<b>Purpose:</b>	The purpose of the sub programmes is to develop quality occupational qualifications which are responsive to occupations in high demand.

Implement all existing and new qualifications under the updated SASSETA authority allocated by the Minister of Higher Education The department will continue to perform the following functions as required by the SDA, Skills Development Levy Act No.9 of 1999 (SDL), Workplace Based Learning Programme Agreement Regulation (WBLPAR), 2018, the Occupational Qualification Sub Framework (OQSF), QCTO Policies, Forms, Templates, and other related legislations: Qualification Development,

- Recommendation of Accreditation of Skills Development Providers to the QCTO
- Quality Assurance of all training for Qualifications falling under its cope of operations
- External Moderation/Verification
- Assessment and Certification



#### 5.4.1 Outcomes, Outputs, Output Indicators, and Targets

Outcomes	Outputs	Output Indicator	Annual Targets						
			Audited/actual performance		Estimated performance		MTEF Period		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Ensured efficiency in the delivery of occupational qualifications for the safety and security sector	Occupational qualifications realigned or developed	1. Number of qualifications realigned or newly developed in the sector and submitted to QCTO for approval by 31 March 2026		4	4	4	4	4	3
Ensured efficiency in the delivery of occupational qualifications for the safety and security sector	Occupational qualifications reviewed	Number of occupational qualifications reviewed in the sector and submitted to QCTO by 31 March 2026	New Indicator (No Audited Information)	New Indicator (No Audited Information)	New Indicator (No Audited Information)	New Indicator (No Audited Information)	1	2	2
Enhanced Quality Assurance efficiencies in executing QCTO delegated functions of learner certification for the safety and security sector	Improve the capacity of skills supply	Reduced number of days taken for the certification of learners from 30 working days to 21 working days by the 31 March 2026	New Indicator (No Audited Information)	New Indicator (No Audited Information)	New Indicator (No Audited Information)	New Indicator (No Audited Information)	21 working days	21 working days	21 working days

#### 5.4.2 Quarterly Targets

Output Indicator	Annual Target	Cumulative/ Non-Cumulative	2026/26 Quarterly Targets			
			Quarter 1	Quarter 2	Quarter 3	Quarter 4
OUTCOME: Ensured efficiency in the delivery of qualifications for the safety and security sector						
Number of qualifications realigned or newly developed in the sector and submitted to QCTO for approval by 31 March 2026	4	cumulative	-	1	1	2
Number of occupational qualifications reviewed in the sector and submitted to QCTO by 31 March 2026	1		-	-	1	-
OUTCOME: Enhanced Quality Assurance efficiencies in executing QCTO delegated functions of learner certification for the safety and security sector						
Reduced number of days taken for the certification of learners from 30 working days to 21 working days by the 31 March 2026	21 working days	Non-cumulative	-	-	-	21 working days

#### 5.4.3 Updated Key Risks

Outcome	Key Risk	Risk Mitigation
Ensure efficiency in the delivery of qualifications in the safety and security sectors	Inability to fulfil the obligations in terms of the new QCTO SLA	a) Approval of the new Organogram by end of quarter 2. b) Filling of the critical posts

#### 5.4.4 Programme 4 Resource Considerations

Programme 4: ETQA	Audited Outcomes			Estimated Expenditure	Medium - Term Expenditure Estimate		
	(R'000)				(R'000)		
	2021/22	2022/23	2023/24		2024/25	2025/26	2026/27
External verifiers	1,543	1,986	2,068	2,000	2,100	2,205	2,315
Programme evaluators	154	138	-	0	-	-	-
Delivery of learner certificates	-	-	-	0	-	-	-
Qualification development and learning material	571	2,222	1,203	3,833	4,025	4,226	4,437
External Integrated Summative Assessment	-	-	-	1,365	1,433	1,505	1,580
Capacity building workshop	-	-	-	573	602	632	663
Other administration expenditure (payroll)	9,470	11,542	14,049	11,731	12,318	12,933	13,580
TOTAL	11,738	15,889	17,320	19,502	20,477	21,501	22,576

The ETQA budget under Programmes 4 covers SASSETA's strategic objective of building a capable workforce. This includes both the costs of ensuring learners are certified and the costs related to accreditation and verification of both the persons/institutions providing training and the training programmes undertaken within the sector.

SASSETA also works closely with different stakeholders and institutions in the development of new qualifications required for the sector, and this aspect is covered in the budget for Programmes 4. The budget for the certification and accreditation and verification covers salaries of staff and the administrative costs linked to these processes and is drawn from the administrative portion of SASSETA's budget.

The budget for Qualification Development relates to the costs incurred during the development of new qualifications and is financed as part of the non-pivotal portion of the money allocated in line with the Skills Development Levies Act to Discretionary Grants.



*Part*



**TECHNICAL  
INDICATOR  
DEFINITIONS (TID)**

## 6 TECHNICAL INDICATOR DEFINITIONS

### 6.1 PROGRAMME 1: ADMINISTRATION

1. INDICATOR	
Indicator title	Number of newly established partnerships with stakeholders to promote skills development within the sector by 31 March 2026
Short definition	To ensure that the SETA enters into Strategic Partnerships with stakeholders within the sector
Source of data	Manual – Files Implementation reports, or signed Contracts/ Service Level Agreement (SLA)/ MOU with specific deliverables
Method of calculation/ assessment	A count of the number of partnership agreements with stakeholders within the sector to address the scarce and critical skills, specifically occupations in high demand
Means of Verification	Partnership Agreements
Assumptions	It is assumed that stakeholders will enter partnerships with SASSETA
Disaggregation of Beneficiaries (where applicable)	Not Applicable
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year-end)
Reporting cycle	Annually
Desired performance	4 partnership agreements
Indicator responsibility	Chief Executive Officer

2. INDICATOR	
Indicator title	Maintain annual assessment of Risk Management maturity level by 31 March 2026
Short definition	To assess the risk appetite and risk behaviour of SASSETA
Source of data	National Treasury Risk Assessment Maturity Report
Method of calculation/ assessment	National Treasury Risk Assessment Maturity Report by 31 March 2026
Means of Verification	National Treasury Risk Assessment Maturity Report by 31 March 2026
Assumptions	Effective Implementation of the risk management plan
Disaggregation of Beneficiaries (where applicable)	Not Applicable
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Non-Cumulative
Reporting cycle	Annually
Desired performance	Level 5 risk maturity achievement
Indicator responsibility	Chief Executive Officer

## 6.2 PROGRAMME 2: SKILLS PLANNING, MONITORING, EVALUATION, REPORTING, AND RESEARCH

1. INDICATOR	
<b>Indicator title</b>	The number of research studies focused on skills development matters that are completed by 31 March 2026
<b>Short definition</b>	Research studies conducted to support the SSP, while improving the identification and understanding of the scarce and critical skills needs in the safety and security sector
<b>Source of data</b>	Manual – Research Files
<b>Method of calculation/assessment</b>	Count the number of research study reports completed by 31 March 2026
<b>Means of Verification</b>	Completed research studies reports
<b>Assumptions</b>	The research agenda supports the SSP while improving the identification and understanding of the scarce and critical skills needs across the safety and security sector
<b>Disaggregation of Beneficiaries (where applicable)</b>	Not Applicable
<b>Spatial Transformation (where applicable)</b>	Not Applicable
<b>Calculation Type</b>	Cumulative (Year End)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	4 research studies concluded
<b>Indicator responsibility</b>	Executive Manager: Research, Monitoring and Evaluation and Planning

2. INDICATOR	
<b>Indicator title</b>	The number of evaluations (tracer studies) and or impact studies focused on Skills development matters completed by 31 March 2026
<b>Short definition</b>	Research studies conducted to support the SSP, while improving the identification and understanding of the scarce and critical skills needs in the safety and security sector
<b>Source of data</b>	Manual – Research Files or reports
<b>Method of calculation/assessment</b>	Count the number of evaluation (tracer studies) or impact studies focused on skills development matters completed by 31 March 2026
<b>Means of Verification</b>	Completed evaluation (tracer studies) to test the impact of learning programmes implemented by SASSETA in previous financial years
<b>Assumptions</b>	The research agenda supports the SSP while improving the identification and understanding of the scarce and critical skills needs across the safety and security sector
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Spatial Transformation</b>	Not Applicable
<b>Calculation Type</b>	Cumulative (Year End)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	4 impact studies concluded by 31 March 2026
<b>Indicator responsibility</b>	Executive Manager: Research, Monitoring and Evaluation and Planning



3. INDICATOR	
Indicator title	2026/27 Update of the SSP approved by SASSETA Board and submitted to DHET by the due date
Short definition	Updated SSP
Source of data	Manual – SSP
Method of calculation/ assessment	Proof of Submission of SSP to DHET Proof of Approval from the SASSETA Board
Means of Verification	Updated SSP
Assumptions	Credible research data
Disaggregation of Beneficiaries (where applicable)	Not Applicable
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year End)
Reporting cycle	Annually
Desired performance	2026 SSP developed
Indicator responsibility	Executive Manager: Research, Monitoring and Evaluation and Planning

4. INDICATOR	
Indicator title	The Strategic Plan (SP) and Annual Performance Plan (APP) updated and tabled as per legislation
Short definition	The indicator measures the process followed in developing the strategic plans: and APP. For the process to be credible, it must be evidence-based on research, evaluation studies and findings, participatory and consultative. Consultations with SASSETA employers/ industry role players and management, ensure an integrated approach. The outcome will be the approval of the strategic plans by the Executive Authority.
Source of data	Manual – Research Agenda, SSP, SP and APP drafts
Method of calculation/ assessment	Proof of Submission of SP and APP to DHET Proof of Approval from the SASSETA Board
Means of Verification	Updated SP and APP
Assumptions	Credible research data
Disaggregation of Beneficiaries (where applicable)	Not Applicable
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year End)
Reporting cycle	Annually
Desired performance	SP and APP developed
Indicator responsibility	Executive Manager: Research, Monitoring and Evaluation and Planning

4. INDICATOR	
<b>Indicator title</b>	Number of small firms WSP/ATR approved between 1 April 2025 and 15 August 2025.
<b>Short definition</b>	Firms in the sector with 49 or less employees submit a WSP/ATR by 30 April which result in the first payment of the Mandatory Grant once approval is granted within the financial year.
<b>Source of data</b>	SASSETA Management System.
<b>Method of calculation/assessment</b>	Each small firm is counted once the approval is granted in the financial year, following the approval of the associated WSP/ATR.
<b>Means of Verification</b>	Approval of WSP/ATR by delegated official - Manager: Research & Skills Planning.
<b>Assumptions</b>	Small firms will submit WSP/ATR.
<b>Disaggregation of Beneficiaries (where applicable)</b>	N/A
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation Type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	At least 330 small firms WSP/ATR are approved
<b>Indicator responsibility</b>	Executive Manager: Research, Skills Planning & Reporting

5. INDICATOR	
<b>Indicator title</b>	Number of medium firms WSP/ATR approved between 1 April 2025 and 15 August 2025
<b>Short definition</b>	Firms in the sector with between 50 to 149 employees submit a WSP/ATR by 30 April which result in the first payment of the Mandatory Grant once approval is granted within the financial year.
<b>Source of data</b>	SASSETA Management System
<b>Method of calculation/assessment</b>	Each medium firm is counted once upon the approval is granted in the financial year, following the approval of the associated WSP/ATR.
<b>Means of Verification</b>	Approval of WSP/ATR by delegated official - Manager: Research & Skills Planning.
<b>Assumptions</b>	Medium firms will submit WSP/ATR.
<b>Disaggregation of Beneficiaries (where applicable)</b>	N/A
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation Type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	At least 151 WSP/ATRS approved for Medium Firms
<b>Indicator responsibility</b>	Executive Manager: Research, Skills Planning & Reporting

6. INDICATOR	
<b>Indicator title</b>	Number of large firms WSP/ATR approved between 1 April 2025 and 15 August 2025
<b>Short definition</b>	Firms in the sector with 150 or more employees submit a WSP/ATR by 30 April which result in the first payment of the Mandatory Grant once approval is granted within the financial year.
<b>Source of data</b>	SASSETA Management System.
<b>Method of calculation/ assessment</b>	Each large firm is counted once upon the approval is granted in the financial year, following the approval of the associated WSP/ATR
<b>Means of Verification</b>	Approval of WSP/ATR by delegated official - Manager: Research & Skills Planning.
<b>Assumptions</b>	Large firms will submit WSP/ATR.
<b>Disaggregation of Beneficiaries (where applicable)</b>	N/A
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation Type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	At least 173 large firms submit their WSP/ ATR
<b>Indicator responsibility</b>	Executive Manager: Research, Skills Planning & Reporting

## 6.3 PROGRAMME 3: LEARNING PROGRAMMES

1. INDICATOR	
<b>Indicator title</b>	Number of Bursary agreements entered for unemployed youth by 31 March 2026
<b>Short definition</b>	To measure the number of bursaries allocated to unemployed youth for priority occupations as identified from hard to fill vacancies as per the Sector Skills Plan and the national listing of occupations in high demand.
<b>Source of data</b>	Learner Records Management System or Learner Files
<b>Method of calculation/ assessment</b>	A simple count of the number of bursaries allocated for unemployed youth
<b>Means of Verification</b>	Unemployed bursary listing for 1 April 2024 to 31 March 2026 Bursary agreements with copies of certified Identification document, highest qualification, and proof of registration.
<b>Assumptions</b>	Unemployed students meet the qualifying criteria in the bursaries policy that are studying towards priority occupations.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Transformational disaggregation: <ul style="list-style-type: none"> <li>• At Least 90% of beneficiaries are Youth</li> <li>• At least 2 learners are persons with disabilities</li> <li>• Fields of study disaggregation: <ul style="list-style-type: none"> <li>• At least 20 students studying LLB</li> <li>• At least 10 students studying IT Related Programmes</li> <li>• At least 10 students studying in the digitization field (part of the SIHIP)</li> <li>• At Least 10 students enrolled for cybercrime Investigation</li> <li>• Balance of the target for other programmes linked to occupations in high demand and those required by the Sector Skills Plans.</li> </ul> </li> </ul>
<b>Spatial Transformation (where applicable)</b>	Not Applicable
<b>Calculation Type</b>	Cumulative (Year End)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	220 unemployed youth entering bursaries to study towards priority occupations during the period 01 April 2024 to 31 March 2026
<b>Indicator responsibility</b>	Executive Manager Learning Programmes

2. INDICATOR	
<b>Indicator title</b>	Number of unemployed youth that complete studies under a SASSETA funded Bursary by 31 March 2026
<b>Short definition</b>	To measure the number of bursaries completed for priority occupations as identified from hard to fill vacancies as per the Sector Skills Plan (SSP) and the DHET list of occupations in high demand for the period 01 April 2024 to 31 March 2026
<b>Source of data</b>	Learner Records Management System or learner files
<b>Method of calculation/ assessment</b>	A Simple Count of unemployed bursary students who completed their studies during the period 1 April 2024 to 31 March 2026.
<b>Means of Verification</b>	Unemployed bursary listing for 1 April 2024 to 31 March 2026 and Statement of results or Certificate of completion. A learner can only be reported once as a completion either with the SOR or the Certificate.
<b>Assumptions</b>	Bursary students completing their courses by 31 March 2026
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Spatial Transformation</b>	Not Applicable
<b>Calculation Type</b>	Cumulative (Year End)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	80 unemployed youth funded by SASSETA completed studies towards priority occupations between 01 April 2024 to 31 March 2026
<b>Indicator responsibility</b>	Executive Manager Learning Programmes

3. INDICATOR	
<b>Indicator title</b>	Number of TVET students entered work integrated learning placement programmes by 31 March 2026
<b>Short definition</b>	To measure the number of TVET students entered work-integrated learning placements by 31 March 2026
<b>Source of data</b>	Learner Records Management System or learner files
<b>Method of calculation/ assessment</b>	A simple count of TVET Students who entered work integrated learning placement programmes during the period 1 April 2025 to 31 March 2026
<b>Means of Verification</b>	TVET learner listing for the period 01 April 2025 to 31 March 2026 Work-based learning programmes. Agreements of TVET students with copies of certified Identification document and highest qualification.
<b>Assumptions</b>	Compliant Discretionary Grant applications from TVET colleges and Employers for work integrated learning placement programmes. <ul style="list-style-type: none"> <li>• Disaggregation of Beneficiaries (where applicable)</li> <li>• At least 90% of beneficiaries are Youth</li> <li>• At least 54% female</li> <li>• At least 5 persons with disabilities</li> </ul>
<b>Spatial Transformation</b>	Not Applicable
<b>Calculation Type</b>	Cumulative (Year End)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	603 TVET students who enter workplace-based learning agreements during the period 01 April 2025 to 31 March 2026
<b>Indicator responsibility</b>	Executive Manager Learning Programmes

4. INDICATOR	
<b>Indicator title</b>	Number of TVET students completed work integrated learning placement programs by 31 March 2026
<b>Short definition</b>	To measure the number of TVET students who completed the work-integrated learning placement programmes during the period 01 April 2025 to 31 March 2026
<b>Source of data</b>	Learner Records Management System or learner files
<b>Method of calculation/ assessment</b>	A simple count of the number of Service certificates of TVET students who completed the work-integrated learning placement programmes for the period 01 April 2025 to 31 March 2026
<b>Means of Verification</b>	TVET student completion learner listing for the period 01 April 2025 to 31 March 2026 and Service Certificates
<b>Assumptions</b>	Project closeout reports from TVET Colleges and Employers for workplace-based learning are submitted
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Spatial Transformation</b>	Not Applicable
<b>Calculation Type</b>	Cumulative (Year End)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	410 TVET students who complete learning under workplace-based learning agreements/ TVET Placement Agreements during the period from 1 April 2025 to 31 March 2026.
<b>Indicator responsibility</b>	Executive Manager Learning Programmes

5. INDICATOR	
<b>Indicator title</b>	Number of University of Technology students placed in work integrated learning by 31 March 2026 to complete their qualifications
<b>Short definition</b>	To measure the number University of technology students provided with work-integrated learning to complete their qualifications by 31 March 2026
<b>Source of data</b>	Learner Records Management System or learner files
<b>Method of calculation/ assessment</b>	A simple count of the number of agreements for university of technology students who enter work integrated learning placement programmes for the period 01 April 2025 to 31 March 2026
<b>Means of Verification</b>	University of Technology learner listing for the period 01 April 2025 to 31 March 2026 Work-based learning programme Agreements of University of Technology students
<b>Assumptions</b>	Compliant Discretionary Grant applications from the University of Technology for workplace-based learning
<b>Disaggregation of Beneficiaries (where applicable)</b>	80% of beneficiaries are Youth 54% Female At least 2 learners who are persons with disability
<b>Spatial Transformation</b>	Not Applicable
<b>Calculation Type</b>	Cumulative (Year End)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	200 University of Technology students entered workplace-based learning during the period 01 April 2025 to 31 March 2026
<b>Indicator responsibility</b>	Executive Manager Learning Programmes

6. INDICATOR	
<b>Indicator title</b>	Number of University of Technology students who complete their work integrated learning by 31 March 2026.
<b>Short definition</b>	To measure the number of University of Technology students placed, who completed work integrated learning 31 March 2026
<b>Source of data</b>	Learner Records Management System or learner files or Letters confirming completion of placements or service certificates
<b>Method of calculation/ assessment</b>	A simple count of the number of Service certificates of University of Technology students who completed the work-integrated learning placement programmes for the period 01 April 2025 to 31 March 2026
<b>Means of Verification</b>	Learner listing for University of Technology students who completed their Work Integrated Learning in the period 01 April 2025 to 31 March 2026 Service certificates /Letters issued by the host employer or University of Technology confirming completion of placements
<b>Assumptions</b>	Project closeout reports from University of Technology for workplace-based learning is submitted to SASSETA
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Spatial Transformation</b>	Not Applicable
<b>Calculation Type</b>	Cumulative (Year-End)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	160 University of Technology students completed workplace-based learning during the period 01 April 2025 to 31 March 2026
<b>Indicator responsibility</b>	Executive Manager Learning Programmes



7. INDICATOR	
<b>Indicator title</b>	Number of law graduates placed in candidacy programs in strong partnerships with the industry by 31 March 2026
<b>Short definition</b>	To measure the number of law graduates placed in candidacy programmes in strong partnerships with the industry during the period 01 April 2025 to 31 March 2026
<b>Source of data</b>	Learner Records Management System or learner files
<b>Method of calculation/ assessment</b>	A simple count of the number of Work-based learning programme Agreements for law graduates on candidacy programmes in partnerships with the industry for the period 01 April 2025 to 31 March 2026
<b>Means of Verification</b>	Learner listing for candidacy learners for the period 01 April 2025 to 31 March 2026 Work-based learning programme Agreements for candidate attorneys
<b>Assumptions</b>	Compliant Discretionary Grant applications from Employers for workplace-based learning
<b>Disaggregation of Beneficiaries (where applicable)</b>	At least 54% of beneficiaries are Women At least 80 % of beneficiaries are Youth At least 60%% of the beneficiaries must be Black At Least 20 Learners placed within law firms doing conveyancing work and are exposed to this area At Least 5 Learners placed within law firms doing Intellectual Property work and are exposed to this area
<b>Spatial Transformation (where applicable)</b>	Not Applicable
<b>Calculation Type</b>	Cumulative (Year-End)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	300 candidate attorneys placed in workplaces during the period 01 April 2025 to 31 March 2026
<b>Indicator responsibility</b>	Executive Manager Learning Programmes

8. INDICATOR	
Indicator title	Number of law graduates placed, completing candidacy programs placements in strong partnerships with the industry by 31 March 2026
Short definition	To measure the number of law graduates who completed workplace-based candidacy programme by 31 March 2026
Source of data	Learner Records Management System or learner files or Service certificates
Method of calculation/ assessment	A simple count of the number of Service certificates for Law graduates who completed the work-integrated learning placement programmes for the period 01 April 2025 to 31 March 2026
Means of Verification	Learner listing for law graduates placed, completing candidacy programmes in strong partnerships with industry during the period 01 April 2025 to 31 March 2026. Service Certificates for law graduates placed who completed their workplace based candidacy programmes for the period 01 April 2025 to 31 March 2026
Assumptions	Project closeout reports from Employers for candidacy programmes
Disaggregation of Beneficiaries	Not Applicable
Spatial Transformation	Not Applicable
Calculation Type	Cumulative (Year-End)
Reporting cycle	Quarterly
Desired performance	300 candidate attorneys completed workplace-based learning during the period 01 April 2025 to 31 March 2026
Indicator responsibility	Executive Manager: Learning Programmes

9. INDICATOR	
Indicator title	Number of graduates and interns entered workplace-based learning programmes, in partnership with industry, by 31 March 2026
Short definition	To measure the number of graduates and interns (excluding candidate attorneys) entered workplace-based learning programmes, in partnership with the industry by the 31 March 2026
Source of data	Learner Records Management System or learner files
Method of calculation/ assessment	A count of the number of workplace-based learning programme agreements of graduates and interns (excluding candidate attorneys) who enter work-integrated learning placements for the period 1 April 2025 to 31 March 2026
Means of Verification	Graduate and intern learner listing for the period 1 April 2025 to 31 March 2026 Work-based learning programme agreements of graduates and interns excluding candidate attorneys who enter work-integrated learning placements for the period 1 April 2025 to 31 March 2026
Assumptions	Compliant Discretionary Grant applications received
Disaggregation of Beneficiaries	At least 54% of beneficiaries are Woman • At least 80% of beneficiaries are Youth At least 8 learners are persons with disabilities At least 100 learners placed will be targeting occupations identified by the SASSETA SSP.
Spatial Transformation	Not Applicable
Calculation Type	Cumulative (Year-End)
Reporting cycle	Quarterly
Desired performance	800 graduates and interns (excluding candidate attorneys) enter workplace-based learning
Indicator responsibility	Executive Manager Learning Programmes

10. INDICATOR	
<b>Indicator title</b>	Number of graduates and interns completed workplace-based learning programmes in strong partnership with the industry by 31 March 2026
<b>Short definition</b>	To measure the number of graduates and interns (excluding candidate attorneys) who complete workplace-based learning programmes by 31 March 2026
<b>Source of data</b>	Learner Records Management System or learner files
<b>Method of calculation/assessment</b>	Count of number of service certificates of graduates and interns (excluding candidate attorneys) who completed their programmes for the period 01 April 2025 to 31 March 2026
<b>Means of Verification</b>	Graduates and interns' completion learner listing for the period 1 April 2025 to 31 March 2026. Service certificates for graduates and interns completing in the period 1 April 2025 to 31 March 2026
<b>Assumptions</b>	Project closeout reports from employers are submitted to SASSETA
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Spatial Transformation</b>	Not Applicable
<b>Calculation Type</b>	Cumulative (Year-End)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	280 graduates and interns (excluding candidate attorneys) completed workplace-based learning programmes by 31 March 2026
<b>Indicator responsibility</b>	Executive Manager Learning Programmes

11. INDICATOR	
<b>Indicator title</b>	Number of unemployed learners entered learnerships by 31 March 2026
<b>Short definition</b>	To measure the number of unemployed learners who entered learnerships by 31 March 2026
<b>Source of data</b>	Learner Records Management System or learner files
<b>Method of calculation/assessment</b>	A count of the number of unemployed learnership agreements of learners who entered learnerships for the period 01 April 2025 to 31 March 2026
<b>Means of Verification</b>	Lerner listing for unemployed learners entering learnerships for the period 01 April 2025 to 31 March 2026. Learnership agreements for all unemployed learners entering learnerships for the period 01 April 2025 to 31 March 2026.
<b>Assumptions</b>	Compliant Discretionary Grant applications from Employers for learnerships
<b>Disaggregation of Beneficiaries</b>	At least 70% of beneficiaries are Youth
<b>Spatial Transformation</b>	Not Applicable
<b>Calculation Type</b>	Cumulative (Year-End)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	1470 unemployed learners entering learnerships during the period 01 April 2025 to 31 March 2026
<b>Indicator responsibility</b>	Executive Manager Learning Programmes

12. INDICATOR	
<b>Indicator title</b>	Number of unemployed learners completed learnerships by 31 March 2026
<b>Short definition</b>	To measure the number of unemployed learners completed learnerships by 31 March 2026
<b>Source of data</b>	Learner Records Management System or learner files
<b>Method of calculation/ assessment</b>	A simple count of the number of unemployed learners who completed learnerships for the period 01 April 2025 to 31 March 2026
<b>Means of Verification</b>	Unemployed learnership completion listing for the period 01 April 2025 to 31 March 2026. Statement of results or certificates for unemployed learners completing learnerships for the period 01 April 2025 to 31 March 2026
<b>Assumptions</b>	learners are deemed competent after assessment.
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Spatial Transformation</b>	Not Applicable
<b>Calculation Type</b>	Cumulative (Year-End)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	898 unemployed learners completed learnerships during the period 01 April 2025 to 31 March 2026
<b>Indicator responsibility</b>	Executive Manager Learning Programmes

13. INDICATOR	
<b>Indicator title</b>	Number of candidates and learners who completed workplace based learning programmes for candidacy and learnerships absorbed into employment or in self-employment by 31 March 2026
<b>Short definition</b>	To measure the Number of candidate completing candidacy programs and learners who completed and learnerships absorbed into employment or in self-employment by 31 March 2026
<b>Source of data</b>	Letters confirming absorption of candidates and learners after the intern during the workplace based learning is concluded or contract of employment entered into after the candidates or learners completed their workplace based learning or proof of self-employment.
<b>Method of calculation/ assessment</b>	A simple count of number of candidates and learners absorbed into employment or self-employment who has completed their workplace based learning and reported as completed within the past 3 financial years
<b>Means of Verification</b>	Learner file and proof of employment in the form of Letter/s confirming absorption of learners or contract of employment or proof of self-employment
<b>Assumptions</b>	Sufficient candidates and learners are offered employment after the Workplace based learning programmes
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Spatial Transformation</b>	Not Applicable
<b>Calculation Type</b>	Cumulative (Year-End)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	100 candidates and learners who completed workplace based learning programmes for candidacy and learnerships absorbed into employment or in self-employment by 31 March 2026
<b>Indicator responsibility</b>	Executive Manager: Learning Programmes

14. INDICATOR	
<b>Indicator title</b>	Number of graduates and interns who entered workplace-based learning programmes, who are absorbed into employment or in self-employment during or after the workplace based learning programme by 31 March 2026
<b>Short definition</b>	To measure the Number of graduates and interns completed workplace-based learning programmes who are absorbed into employment or in self-employment during or after workplace based learning programmes by 31 March 2026
<b>Source of data</b>	Letters confirming absorption of intern during the workplace based learning or after the completion of the learning program or contract of employment or proof of self-employment
<b>Method of calculation/assessment</b>	A simple count of number of funded learners absorbed into employment or self-employment
<b>Means of Verification</b>	Learner file and proof of employment in the form of Letter/s confirming absorption of learners or contract of employment or proof of self-employment
<b>Assumptions</b>	Sufficient graduates and interns are offered employment during or after the Workplace based learning programmes
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Spatial Transformation</b>	Not Applicable
<b>Calculation Type</b>	Cumulative (Year-End)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	60 graduates and interns completed workplace-based learning programmes who are absorbed into employment or in self-employment during or after workplace based learning programmes by 31 March 2026
<b>Indicator responsibility</b>	Executive Manager: Learning Programmes
15. INDICATOR	
<b>Indicator title</b>	Number of employed learners entered learnerships by 31 March 2026
<b>Short definition</b>	To measure the number of employed learners who entered learnerships by 31 March 2026
<b>Source of data</b>	Learner Records Management System or learner files
<b>Method of calculation/assessment</b>	A count of the number of employed learners who entered learnerships for the period 01 April 2025 to 31 March 2026
<b>Means of Verification</b>	Listing for learners entering employed learnerships for the period 01 April 2025 to 31 March 2026. Learnership Agreements for employed learnerships for the period 01 April 2025 to 31 March 2026.
<b>Assumptions</b>	Compliant Discretionary Grant applications from Employers for learnerships
<b>Disaggregation of Beneficiaries</b>	At least 75% of beneficiaries are over 35 years learners to be trained on occupations in high demand
<b>Spatial Transformation</b>	Not Applicable
<b>Calculation Type</b>	Cumulative (Year-End)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	641 employed learners entered learnership agreements during the period 01 April 2025 to 31 March 2026
<b>Indicator responsibility</b>	Executive Manager Learning Programmes

16. INDICATOR	
Indicator title	Number of employed learners completed learnerships by 31 March 2026
Short definition	To measure the number of employed learners completed learnerships by 31 March 2026
Source of data	Learner Records Management System or learner files
Method of calculation/ assessment	A simple count of the number of employed learners completing learnership during the period 01 April 2025 to 31 March 2026
Means of Verification	Learner listing, Learnership Agreement, Statement of Results or Certificates for employed learners completing learnerships during the period 1 April 2025 to 31 March 2026
Assumptions	Learners deemed competent after assessment.
Disaggregation of Beneficiaries	Not Applicable
Spatial Transformation	Not Applicable
Calculation Type	Cumulative (Year-End)
Reporting cycle	Quarterly
Desired performance	397 employed learners completed learnerships during the period 01 April 2025 to 31 March 2026
Indicator responsibility	Executive Manager Learning Programmes

17. INDICATOR	
Indicator title	Number of employed learners entered SASSETA Funded Bursaries by 31 March 2026
Short definition	To measure the number of employed learners funded through bursaries by 31 March 2026
Source of data	Bursary files
Method of calculation/ assessment	A simple count of the number of bursaries allocated for employed learners
Means of Verification	Employed bursary listing for the period 1 April 2025 to 31 March 2026 Bursary Agreements for Employed Learners entering SASSETA Bursaries for the period of 01 April 2025 to 31 March 2026
Assumptions	Compliant Discretionary Grant applications for employed bursaries
Disaggregation of Beneficiaries (where applicable)	Transformational disaggregation: At least 54% of beneficiaries are Women At least 5 bursaries are for TVET Lecturers
Spatial Transformation (where applicable)	Not Applicable
Calculation Type	Cumulative (Year-End)
Reporting cycle	Quarterly
Desired performance	105 employed learners entered bursaries during the period 01 April 2025 to 31 March 2026
Indicator responsibility	Executive Manager Learning Programmes



18. INDICATOR	
<b>Indicator title</b>	Number of SASSETA funded employed learners holding bursaries who completed studies by 31 March 2026
<b>Short definition</b>	To measure the number of employed learners holding bursaries who completed studies by 31 March 2026
<b>Source of data</b>	Bursary files
<b>Method of calculation/ assessment</b>	A simple count of the number of bursaries allocated for employed learners
<b>Means of Verification</b>	Employed Bursary entered listing for the period 1 April 2025 to 31 March 2026 Statement of results or Certificates for employed learner completing studies under a SASSETA Funded bursaries
<b>Assumptions</b>	Learners complete their studies
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Spatial Transformation</b>	Not Applicable
<b>Calculation Type</b>	Cumulative (Year-End)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	45 employed learners completed studies under bursary contract during the period 01 April 2025 to 31 March 2026
<b>Indicator responsibility</b>	Executive Manager Learning Programmes

19. INDICATOR	
<b>Indicator title</b>	Number of employed learners entered skills programmes/ short courses by 31 March 2026
<b>Short definition</b>	To measure the number of learners entered skills programmes/ short courses by 31 March 2026
<b>Source of data</b>	Learner Records Management System or learner files
<b>Method of calculation/ assessment</b>	A simple count of the number of employed learners entering skills programmes/ short courses for the period 01 April 2025 to 31 March 2026
<b>Means of Verification</b>	Listing for employed learners entering skills programmes for the period 01 April 2025 to 31 March 2026. Skills Program/Short Course Registration forms for employed learners entering skills programmes for the period of 01 April 2025 to 31 March 2026
<b>Assumptions</b>	Compliant Discretionary Grant applications for skills programmes/short courses
<b>Disaggregation of Beneficiaries</b>	At least 45 % of learners must be female At least 5 Managers from TVET to be trained on curriculum-related studies At least 10 Lecturers from TVET to be trained At least 5 Managers from CET to be trained on curriculum-related studies At least 10 CET lecturers trained
<b>Spatial Transformation (where applicable)</b>	Not Applicable
<b>Calculation Type</b>	Cumulative (Year-End)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	1040 employed learners entering skills programmes/short courses during the period 01 April 2025 to 31 March 2026
<b>Indicator responsibility</b>	Executive Manager Learning Programmes



20. INDICATOR	
<b>Indicator title</b>	Number of employed learners completed skills programmes/short courses by 31 March 2026
<b>Short definition</b>	To measure the number of employed learners completed skills programmes/ Short courses by 31 March 2026
<b>Source of data</b>	Learner Records Management System or learner files
<b>Method of calculation/ assessment</b>	A simple count of employed learners entering skills programmes for the period of 01 April 2025 to 31 March 2026
<b>Means of Verification</b>	Employed skills programmes completion Listing for period 01 April 2025 to 31 March 2026 Statement of results or Certificates for employed learners completing skills programmes for the period 01 April 2025 to 31 March 2026
<b>Assumptions</b>	Compliant DG Grant applications for skills programmes and short courses
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Spatial Transformation</b>	Not Applicable
<b>Calculation Type</b>	Cumulative (Year-End)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	1000 Employed learners completing skills programmes / short courses in the period 01 April 2025 to 31 March 2026
<b>Indicator responsibility</b>	Executive Manager Learning Programmes

21. INDICATOR	
<b>Indicator title</b>	Number of employed learners entering Recognition of Prior Learning Programmes on qualifications by 31 March 2026
<b>Short definition</b>	To measure the number of employed learners entering RPL programmes against a qualification by 31 March 2026
<b>Source of data</b>	Learner Records Management System or learner files
<b>Method of calculation/ assessment</b>	A simple count of the number of learners entered for RPL Programmes on qualifications
<b>Means of Verification</b>	Learners listing for employed learner entering RPL programmes on qualification in the period 1 April 2025 to 31 March 2026.
<b>Assumptions</b>	Learners enrolled under RPL programmes
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Spatial Transformation</b>	Not Applicable
<b>Calculation Type</b>	Cumulative (Year End)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	65 employed learners entering RPL programmes during the period 01 April 2025 to 31 March 2026
<b>Indicator responsibility</b>	Executive Manager Learning Programmes

22. INDICATOR	
<b>Indicator title</b>	Number of employed learners completing Recognition of Prior Learning Programmes on qualifications by 31 March 2026
<b>Short definition</b>	To measure the number of learners completing RPL programmes by 31 March 2026
<b>Source of data</b>	Learner Records Management System or learner files
<b>Method of calculation/assessment</b>	A simple count of the number of learners completed RPL Programmes on qualifications by 31 March 2026
<b>Means of Verification</b>	Learner listing of learners completing RPL programmes on qualifications by 31 March 2026. Statement of Results or Certificate for learners who completed RPL by 31 March 2026
<b>Assumptions</b>	Learners completed training under a RPL Programme
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Spatial Transformation</b>	Not Applicable
<b>Calculation Type</b>	Cumulative (Year End)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	39 learners completed RPL programmes during the period 01 April 2025 to 31 March 2026
<b>Indicator responsibility</b>	Executive Manager Learning Programmes

23. INDICATOR	
<b>Indicator title</b>	Number of learners entering artisan related learning programmes by 31 March 2026
<b>Short definition</b>	To measure the number of learners entering artisan related learning programmes by 31 March 2026
<b>Source of data</b>	Learner Records Management System or learner files
<b>Method of calculation/assessment</b>	A simple count of the number of persons enrolled on Artisans development programmes
<b>Means of Verification</b>	Artisan listing for the period 01 April 2025 to 31 March 2026 Learner Agreement for learner enrolled in artisan training during the period 01 April 2025 to 31 March 2026
<b>Assumptions</b>	Compliant qualifying applications for artisan programmes Disaggregation of Beneficiaries (where applicable) Field of Study: At Least 10 learners to be trained on Carpenters At least 10 learners to be trained on Diesel Mechanic At least 10 learners to be trained on Welding At least 10 learners to be trained on Automotive Mechanic At least 2 Centres of Specialisations supported At least 190 learners trained and funded under ARPL
<b>Spatial Transformation</b>	Not Applicable
<b>Calculation Type</b>	Cumulative (Year-End)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	400 learners entering artisans learning programmes during the period of 01 April 2025 to 31 March 2026
<b>Indicator responsibility</b>	Executive Manager Learning Programmes

24. INDICATOR	
<b>Indicator title</b>	Number of persons declared competent on Trade Tests by 31 March 2026
<b>Short definition</b>	To measure the number of learner artisans supported by 31 March 2026
<b>Source of data</b>	Learner Records Management System or learner files
<b>Method of calculation/ assessment</b>	A simple count of the number of learners who completed Artisans development programmes and issued with a trade test certificate
<b>Means of Verification</b>	Artisans completion/ Trade test completion listing for the period 1 April 2025 to 31 March 2026
<b>Trade Test certificate</b>	
<b>Assumptions</b>	Learners undertake trade tests and are declared competent
<b>Disaggregation of Beneficiaries (where applicable)</b>	Not Applicable
<b>Spatial Transformation (where applicable)</b>	Not Applicable
<b>Calculation Type</b>	Cumulative (Year-End)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	350 persons declared competent under artisan learning programmes during the period of 01 April 2025 to 31 March 2026
<b>Indicator responsibility</b>	Executive Manager: Learning Programmes

25. INDICATOR	
<b>Indicator title</b>	Number of entrepreneurs supported to start their business by 31 March 2026
<b>Short definition</b>	To measure the number of Entrepreneurs supported to start their businesses by 31 March 2026
<b>Source of data</b>	Manual – a listing of Entrepreneurs, supported or learner files
<b>Method of calculation/ assessment</b>	A count of the number of entrepreneurs supported to start their business by 31 March 2026
<b>Means of Verification</b>	Workshop attendance registers of entrepreneurs MOUs with SASSETA and entrepreneurs Evidence of assistance provided for entrepreneurs to start their businesses
<b>Assumptions</b>	Entrepreneurs meet the selection criteria
<b>Disaggregation of Beneficiaries</b>	At Least 50% of Beneficiaries are Female At Least 50% are Youth
<b>Spatial Transformation (where applicable)</b>	Not Applicable
<b>Calculation Type</b>	Cumulative (Year-End)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	25 Entrepreneurs supported by 31 March 2026
<b>Indicator responsibility</b>	Executive Manager: Learning Programmes

26. INDICATOR	
<b>Indicator title</b>	Number of Unemployed learners entered elementary skills programmes through CET Colleges by 31 March 2026
<b>Short definition</b>	To measure the number of Unemployed learners entered elementary skills programmes through CET Colleges by 31 March 2026
<b>Source of data</b>	Learner Records Management System or learner files
<b>Method of calculation/assessment</b>	A simple count of the number of unemployed learners entered elementary skills programmes through CET Colleges by 31 March 2026
<b>Means of Verification</b>	List of unemployed learners entering elementary skills programmes through CET Colleges by 31 March 2026 Skills programmes learner registration forms
<b>Assumptions</b>	Compliant Discretionary Grant applications from elementary skills programmes through CET Colleges
<b>Disaggregation of Beneficiaries</b>	At least 54% of beneficiaries are female At least 80 % are youth
<b>Spatial Transformation</b>	Not Applicable
<b>Calculation Type</b>	Cumulative (Year-End)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	150 Unemployed learners entered elementary skills programmes through CET Colleges by 31 March 2026
<b>Indicator responsibility</b>	Executive Manager: Learning Programmes

27. INDICATOR	
<b>Indicator title</b>	Number of unemployed learners completed elementary skills programmes through CET Colleges by 31 March 2026
<b>Short definition</b>	To measure the number of unemployed learners completed elementary skills programmes through CET Colleges by 31 March 2026
<b>Source of data</b>	Learner Records Management System or learner files
<b>Method of calculation/assessment</b>	A simple count of the Number of unemployed learners completed elementary skills programmes through CET Colleges by 31 March 2026
<b>Means of Verification</b>	Listing of unemployed learners completed elementary skills programmes through CET Colleges by 31 March 2026 Statement of Results or certificate for unemployed learners completed elementary skills programmes through CET Colleges by 31 March 2026
<b>Assumptions</b>	Learners will complete elementary skills programmes through CET Colleges
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Spatial Transformation</b>	Not Applicable
<b>Calculation Type</b>	Cumulative (Year-End)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	90 unemployed learners completed elementary skills programmes through CET Colleges by 31 March 2026
<b>Indicator responsibility</b>	Executive Manager: Learning Programmes
<b>Spatial Transformation</b>	Not Applicable
<b>Calculation Type</b>	Cumulative (Year-End)
<b>Reporting cycle</b>	Quarterly

<b>Desired performance</b>	105 employed learners entered bursaries during the period 01 April 2025 to 31 March 2026
<b>Indicator responsibility</b>	Executive Manager Learning Programmes

## 6.4 PROGRAMME 4: QUALITY ASSURANCE

<b>1 INDICATOR</b>	
<b>Indicator title</b>	Number of qualifications realigned or newly developed in the sector and submitted to QCTO for approval by 31 March 2026
<b>Short definition</b>	To measure occupational qualifications re-aligned or newly developed and submitted to QCTO
<b>Source of data</b>	Manual – a list of realigned or newly developed occupational qualifications
<b>Method of calculation/ assessment</b>	A count of re-aligned or newly developed occupational qualifications submitted to QCTO by 31 March 2026
<b>Means of Verification</b>	QCTO acknowledgement of submission for approval
<b>Assumptions</b>	The community of expert practitioners will be available for the development/ re-alignment process
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Spatial Transformation</b>	Not Applicable
<b>Calculation Type</b>	Cumulative (Year-End)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	Four qualifications realigned or newly developed in the sector and submitted to QCTO for approval by 31 March 2026
<b>Indicator responsibility</b>	Executive Manager: Learning Programmes

<b>2. INDICATOR</b>	
<b>Indicator title</b>	Number of occupational qualifications reviewed in the sector and submitted to QCTO by 31 March 2026
<b>Short definition</b>	To measure occupational qualifications reviewed and submitted to QCTO by 31 March 2026
<b>Source of data</b>	Reviewed Occupational Qualification
<b>Method of calculation/ assessment</b>	A simple count of reviewed occupational qualifications submitted to QCTO by 31 March 2026
<b>Means of Verification</b>	Reviewed Occupational Qualification
<b>Proof of Submission to QCTO</b>	
<b>Assumptions</b>	Subject Matter Experts available for the review of the Occupational Certificates
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Spatial Transformation</b>	Not Applicable
<b>Calculation Type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	1 occupational qualification reviewed and submitted to QCTO
<b>Indicator responsibility</b>	Executive Manager: Learning Programmes

3. INDICATOR	
<b>Indicator title</b>	Reduced number of days taken for the certification of learners from 30 working days to 21 working days by 31 March 2026
<b>Short definition</b>	To measure the number of days taken to print learner certificates with focus on the number of days being reduced from 30 days to 21 days by 31 March 2026
<b>Source of data</b>	Certification logbooks for the financial year Copies of all certificates printed Monthly list of all certificates printed
<b>Method of calculation/assessment</b>	A simple count of the number of days taken to print each certificate
<b>Means of Verification</b>	Certification logbooks for the financial year Copies of all certificates printed Monthly list of all certificates printed
<b>Assumptions</b>	All required compliance documents to enable certification are submitted to the SETA
<b>Disaggregation of Beneficiaries</b>	Not Applicable
<b>Spatial Transformation</b>	Not Applicable
<b>Calculation Type</b>	Cumulative
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	Reduction from 30 days to 21 days by 31 March 2026
<b>Indicator responsibility</b>	Executive Manager: Learning Programmes

## ANNEXURES TO THE ANNUAL PERFORMANCE PLAN

There are no annexures to this Performance PlanPART B: A







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