



## Annual Performance Plan 2023/2024



## List of Acronyms

<b>AB</b>	<b>Alternative Banking</b>
<b>CBDA</b>	<b>Co-operative Bank Development Agency</b>
<b>APP</b>	<b>Annual Performance Plan</b>
<b>DHET</b>	<b>Department of Higher Education and Training</b>
<b>DPME</b>	<b>Department of Planning, Monitoring and Evaluation</b>
<b>ERRP</b>	<b>Economic Reconstruction and Recovery Plan</b>
<b>HEI</b>	<b>Higher Education Institutions</b>
<b>IT</b>	<b>Information Technology</b>
<b>JV</b>	<b>Joint Venture</b>
<b>MFI/s</b>	<b>Micro Finance Institution/s</b>
<b>MFSA</b>	<b>Micro Finance South Africa</b>
<b>MOA</b>	<b>Memorandum of Agreement</b>
<b>MOU</b>	<b>Memorandum of Understanding</b>
<b>MTSF</b>	<b>Medium-Term Strategic Framework</b>
<b>MTEF</b>	<b>Medium-Term Expenditure Framework</b>
<b>NDP</b>	<b>National Development Plan</b>
<b>NSDP</b>	<b>National Skills Development Plan</b>
<b>PIVOTAL</b>	<b>Professional, Vocational, Technical and Academic Learning</b>
<b>QCTO</b>	<b>Quality Council for Trade and Occupations</b>
<b>SARB</b>	<b>South African Reserve Bank</b>
<b>SETA</b>	<b>Sector Education and Training Authority</b>
<b>SMEs</b>	<b>Small and Micro Enterprises</b>
<b>SP</b>	<b>Strategic Plan</b>
<b>SSP</b>	<b>Sector Skills Plan</b>
<b>TIDs</b>	<b>Technical Indicator Descriptions</b>
<b>TVET</b>	<b>Technical and Vocational Education and Training</b>
<b>WSP</b>	<b>Workplace Skills Plan</b>

## FOREWORD BY THE MINISTER



The mandate of the Sector Education and Training Authorities is derived, in the main from the Skills Development Act 97 of 1998 as amended, which amongst others, directs SETAs to develop Sector Skills Plan (SSPs). In their Sector Skills Plans, 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 that are Not in Education, Employment or Training (NEET), which is standing at over 3.4 million in the fourth quarter of 2022.

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, is our transformational and developmental imperatives which include amongst others: class, gender, race, geography and youth, which must be reflected at all materials times in our SETA interventions. The Ministry of Higher Education, Science and Innovation is among the leading ministries for the 2019–2024 Medium Term Strategic Framework (MTSF) Priority 3: Education, Skills and Health, and the following medium-term outcomes have been identified:

- An integrated and coordinated PSET system.
- Expanded access to PSET opportunities.
- Improved success and efficiency of the PSET system.
- Improved quality of PSET provisioning.
- A responsive PSET system

The President launched the Economic Reconstruction and Recovery Plan (ERRP) in October 2020 pointing out to 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, in the main 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 Economic Reconstruction and Recovery Plan Skills Strategy (ERRP SS) aims to support the Economic Reconstruction and Recovery Plan (ERRP), ensuring that it is not compromised by skills shortages. It is born out of the urgency for a well-coordinated strategy of skills development to support both the management of the COVID-19 global health pandemic and economic and social recovery. President Ramaphosa captured our determination to reset the South African economy when he said: "We are determined not merely to return our economy to where it was before the coronavirus, but to forge a new economy in a new global reality." As stated in the ERRP, South Africa is now on the threshold of an important opportunity to imaginatively, and with a unity of purpose, reshape its economic landscape.

The ERRP SS is located within the broader skills planning arsenal of the Post-School Education and Training (PSET) system, which promotes the use of 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 the implementation of the Skills Strategy to support 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 at expanding the participation of young people in skills development programs as well as workplace-based learning opportunities. We have surpassed the State of the Nation Address (SoNA) 10 000 Technical and Vocational Education and Training (TVET) target placements in 2022 leading to setting a target for 2023 of 20,000 TVET placements.

For the 2023/24 financial year, the entire SETA system has set itself the following targets, as part of expanding post-school opportunities:

- 107 000 workplace-based learning (WBL) opportunities;
- 148 000 learners registered in skills development programs;
- 22 000 learners entering artisanal programs;
- 20 500 learners passing artisanal trades;
- 31 300 learners completing learnerships; and
- 5 200 learners completing internships.

The SETA will enter into the Service Level Agreement with the Director-General of the Department and commit that 25% of all targets to be achieved on a quarterly basis, with 100% achievement in the last quarter of the financial year.

The SETA Annual Performance Plan (APP) provides a clear commitment to the delivery of our skills development priorities and targets for implementation during the 2023/24 financial year.

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**Dr. BE Nzimande, MP**  
**Executive Authority of Higher Education, Science and Innovation**

## FOREWORD BY BOARD CHAIRPERSON

As the South African economy continues to recover from the devastating effects of COVID-19, the finance sector, especially banking, remains the economy's backbone. The economy has recovered and reached the pre-COVID-19 levels in March 2022. The positive growth is expected to continue in the near future with the South African Reserve Bank estimating the growth of 1,3% and 1,5% in 2023 and 2024 respectively. Analysts agree that this level of growth will not create enough jobs to reduce the high levels of unemployment in the country.

To stimulate higher economic growth and create jobs, the government has introduced the Economic Reconstruction and Recovery Plan (ERRP). This plan together with the National Development Plan (NDP) and the National Skills Development Plan (NSDP) form the backbone of the government's efforts to reduce unemployment. Skills development is at the heart of the economic recovery and as a result, the Skills Strategy to Support the Effective Implementation of the Economic Reconstruction and Recovery Plan was developed to ensure that relevant skills are prioritised. It is against this backdrop that the BANKSETA has developed the 2023/2024 Annual Performance Plan (APP) to heed to the national as well as the sectoral priorities by ensuring that the sector's skills needs are addressed.

The key objective of the Annual Performance Plan is to reflect specific performance targets that the institution aims to achieve in the relevant financial year (2023/2024) in alignment with the BANKSETA Strategic Plan 2020/2021 – 2024/2025. The APP responds to the National Skills Development Plan (NSDP) outcomes and outputs as well as the management of performance thereof (inclusive of monitoring and evaluation).

The BANKSETA has identified the following five strategic focus priorities to which relevant projects are implemented:

- COVID-19: Economic Reconstruction and Recovery Plan
- Technology, Digitalisation and Innovation
- Compliance and Risk Management
- Management and Leadership Development
- Markets, Products and Services

I am confident that once again for the 2023/24 year, BANKSETA will strive to utilise resources efficiently and perform above the targets set and will continue to create innovative programmes to meet the demands of the sector.



**Nosipho Mia Makhanya Ms.**

**BANKSETA Board (Chairperson)**

## Chief Executive Officer Statement

The COVID-19 pandemic has affected the entire globe and continues to alter life as we know it. South Africa has been severely affected socially and economically by the COVID-19 crisis. We have witnessed a high death rate of COVID-19 related cases countrywide. We have also witnessed the closure of businesses resulting in a high rate of unemployment.

As a direct response to the COVID-19 crisis, the South African government introduced the ERRP. South Africa's ERRP builds on our comprehensive health response to restore economic activity and rebuild the economy in a manner that ensures sustainability, resilience and inclusiveness.

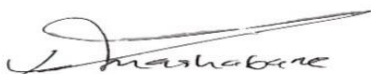
The BANKSETA's Strategic Plan (SP) heeds to the ERRP as a response to the Covid-19 crisis. The Strategic Plan outlines the strategic direction and priorities of the BANKSETA as per its mandate as defined in the Skills Development Act and all associated national imperatives. Strategic Plan demonstrates the integration of the BANKSETA's primary responsibilities in its endeavour to progressively realise the objectives of the NSDP. The strategic plan covers a five-year period (from 2020/21 to 2024/25) even though the current SETA license period is until March 2030.

Strategic Plans identify strategically important outcomes, goals and objectives against which the institutions' medium-term results can be measured and its impact evaluated. Annual Performance Plans identify the output indicators and targets that the institution will seek to achieve in the upcoming financial year.

The BANKSETA recognises the need to be proactive in developing a clear skills planning strategy to determine how skills development interventions cohesively respond to the current and future needs of the sector as determined by the SSP and to manage the risks it might face. In the development of the strategy, the BANKSETA was also cognisant of aligning governance and organisational capacity to meet the SETA needs as well as balancing the priorities from a national and sectoral basis with the priorities prevalent in the economy.

As part of its strategic planning process, BANKSETA ensures accurate alignment of the Sector Skills Plan, Strategic Plan and Annual Performance Plan encapsulated in the development of a Strategy Alignment Matrix. The programmes in support of the strategies are outlined within the 2023/2024 Annual Performance Plan. Further to the programmes in the Annual Performance Plan, the BANKSETA has compiled a formal research strategy to support the organisational strategy. Strategic planning is also supported by continuously engaging with our stakeholder base to ensure a collaborative approach as outlined in the BANKSETA Stakeholder Engagement Plan.

With a positive team and a constructive Board, we do not doubt that we shall achieve our strategic objectives as articulated in the Strategic Plan.



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**Eubert Mashabane Mr.**  
**Chief Executive Officer**

## Official sign-off

It is hereby certified that this Annual Performance Plan:

- Was developed by the Management of BANKSETA under the guidance of the BANKSETA Board
- Takes into account all relevant policies, legislation and other mandates for which the BANKSETA is responsible
- Accurately reflects the Impact, Outcomes and Outputs which the BANKSETA will endeavour to achieve over the period 2023/2024.

**Vuyani Ntanjana**

*Head: Strategy and Research*

(Representing the Head of Planning)

Signature: \_\_\_\_\_



**Christine Jonck**

*GM: Operations*

Signature: \_\_\_\_\_



**Beaula Dziruni**

*Chief Financial Officer*

Signature: \_\_\_\_\_



**Eubert Mashabane**

*Chief Executive Officer*

Signature: \_\_\_\_\_



**Nosipho Mia Makhanya**

*BANKSETA Board (Chairperson)*

Signature: \_\_\_\_\_



Approved by:

**Dr Blade Nzimande**

*Executive Authority*

Signature: \_\_\_\_\_

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### 1. Updates to Legislative and Policy Mandates

The Banking Sector Education and Training Authority (BANKSETA) is a statutory body established through the Skills Development Act of 1998 as amended by the Skills Development Act, 26 of 2011 to enable its stakeholders to advance the national and global position of the banking and alternative banking sector. In terms of the Skills Development Act, No 97 of 1998 as amended by the Skills Development Act, within the National Skills Development Plan (NSDP) framework; BANKSETA is mandated to develop skills in the banking and alternative banking sector. It does so by:

- Encouraging employers in its sector to develop an active learning environment in the workplace.
- Providing employees with opportunities to acquire new skills/progress their careers
- Increasing levels of investment in workplace education and training.
- Promoting transformation as guided by the NSDP equity targets of 85% Black, 54% Female and 4% people living with disabilities.

Ultimately this means that work-seekers find employment, retrenched workers re-enter the market and employers find qualified employees in a fair and equitable framework

The mandate of the BANKSETA is informed by the Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996).

Constitutional applicability is based on the following sections:

- Section 22: Freedom of trade, occupation and profession

Every citizen has the right to choose their trade, occupation or profession freely. The practice of a trade, occupation or profession may be regulated by law.

- Section 29: Education

Everyone has the right to:

- 1) a basic education, including adult basic education; and
- 2) further education, which the state, through reasonable measures, must make progressively available and accessible

The BANKSETA is established in terms of the Skills Development Act, 1998 (Act No. 97 of 1998) and operates within the following legislative and policy mandates:

Legislation/ policy/ regulation	Applicability	BANKSETA's Contribution to Legislative and Policy Mandate
Skill Development Act Development Act 97 of 1998, (Act No. 97 of 1998)	Provides an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African workforce;	The BANKSETA implements skills development programmes that equip the banking and alternative banking sector with relevant and appropriate skills and this is in line with the SDA.
Skills Development Levies Act, 1999 (Act No 09 of 1999)	Provides for the imposition of a skills development levy, and matters connected therewith.	The BANKSETA uses the levies to fund skills development programmes as per the SDLA
South African Qualifications Authority Act, 1995 (Act No 58 of 1995)	Provides for the development and implementation of a National Qualifications Framework and for this purpose to establish the South African Qualifications Authority.	The BANKSETA makes sure that all qualifications funded are compliant with the SAQAA
The National Qualifications Framework Act, (Act No. 67 of 2008)	Provide for the responsibilities of the Minister of Higher Education and Training; to provide for the South African Qualifications Authority; to provide for Quality Councils; to provide for transitional arrangements; to repeal the South African Qualifications Authority Act, 1995	The BANKSETA makes sure that all qualifications funded are compliant with the NQFA.
Employment Equity Act, 1998 (Act No 55, 1998)	<ul style="list-style-type: none"> <li>a. Promoting equal opportunity and fair treatment through the elimination of unfair discrimination.</li> <li>b. Implementing positive measures (affirmative action) to ensure the equitable representation of black people, women and the disabled at all levels in the workplace.</li> </ul>	The BANKSETA, through the Human Resources Policy, makes sure that it promotes equal opportunities, addresses the affirmative action prescripts and eliminates unfair discrimination.
Public Finance Management Act (Act No 29 of 1999)	Ensures that all revenue, expenditure, assets and liabilities of that government are managed efficiently and effectively; to provide for the responsibilities of persons entrusted with financial management in that government	The BANKSETA, through its Governance Structures and Policies, make sure that it complies with PFMA.
Preferential Procurement Policy Framework (Act No. 5 of 2000)	This provision sets out basic principles and the regulations thereof and it provides detailed Supply	The BANKSETA, through its Governance Structures, Policies and Bid Committees like the Bid Specification Committee (BSC),

Legislation/ policy/ regulation	Applicability	BANKSETA's Contribution to Legislative and Policy Mandate
	Chain Management guidelines that shall be followed by all state institutions.	Bid Adjudication Committee (BAC) and Bid Evaluation Committee (BEC) make sure that it complies with SCM Policy.
Policy Framework for the Government-wide Monitoring and Evaluation System	This is an overarching policy framework for monitoring and evaluation in the South African Government.	The BANKSETA funded the development of the Monitoring and Evaluation Framework for SETAs. At the moment, BANKSETA is busy developing its M&E system.
Broad-Based Black Economic Empowerment (Act No. 53 of 2003)	Promotes the participation of previously disadvantaged individuals within the landscape of the South African economy.	The BANKSETA, through its Governance Structures, Policies and Bid Committees like the Bid Specification Committee (BSC), Bid Adjudication Committee (BAC) and Bid Evaluation Committee (BEC) make sure that it complies with SCM Policy.

## 2. Updates to Institutional Policies and Strategies

The BANKSETA also derives its skills development mandate from the following national strategies and policies:

Strategy/Policies	Applicability	BANKSETA's Contribution in the medium and long term
National Development Plan (NDP)	The National Development Plan commonly known (NDP), is a plan to unite South Africans, unleash the energies of its citizens, grow an inclusive economy, build capabilities, and enhance the capability of the state and leaders working together to solve complex problems.	All the BANKSETA strategies and plans are aligned to NDP and all our programmes are aligned to national priorities intending to strengthen the country's economy
White Paper for Post-School Education and Training	A post-school education and training system that is responsive to the needs of individual citizens, employers in both public and private sectors, as well as broader societal and developmental objectives.	<p><b>Expanded access to PSET opportunities</b></p> <ul style="list-style-type: none"> <li>To provide a diverse students population with access to a comprehensive and multifaceted range of PSET opportunities</li> <li>Bursaries for Lecturer development Programme</li> </ul> <p><b>Improved efficiency and success of the PSET system:</b></p> <ul style="list-style-type: none"> <li>Bursaries for Masters and PhD</li> </ul>

Strategy/Policies	Applicability	BANKSETA's Contribution in the medium and long term
		<ul style="list-style-type: none"> <li>Learnerships and Internships Programmes</li> </ul> <p><b>Improved quality of PSET provision:</b></p> <ul style="list-style-type: none"> <li>Bursaries for Lecturer development Programme</li> </ul> <p><b>A responsive PSET system:</b></p> <ul style="list-style-type: none"> <li>All qualifications programmes and curricula are in line with the SSP</li> </ul>
National Skills Development Plan (NSDP)	The NSDP seeks to ensure that South Africa has adequate, appropriate, and high-quality skills that contribute towards economic growth, employment creation and social development. The plan derives from the broader plan of government, namely the NDP, which aims to put in place the framework whereby, we 'build the capabilities of our citizens to make our future work'.	All the BANKSETA outcomes are aligned to the objectives and outcomes of the NSDP
New Growth Path	This framework reflects the government's commitment to prioritising employment creation in all economic policies. It identifies strategies that will enable South Africa to grow in a more equitable and inclusive manner while attaining South Africa's developmental agenda.	All the BANKSETA programmes are aligned to New Growth Path as they are focussing on skills meant for employment opportunities
National Skills Accord	<p>The National Skills Accord is based on the following commitments:</p> <ul style="list-style-type: none"> <li>To expand the level of training using existing facilities more fully</li> <li>To make internship and placement opportunities available within workplaces.</li> <li>To set guidelines of ratios of trainees: artisans as well as across the technical vocations, in order to improve the level of training</li> </ul>	All the BANKSETA programmes are aligned to National Skills Accord as they are focussing on skills meant for employment opportunities and these include internship and learnership programmes

Strategy/Policies	Applicability	BANKSETA's Contribution in the medium and long term
	<ul style="list-style-type: none"> <li>• To improve the funding of training and the use of funds available for training and incentives on companies to train</li> <li>• To set annual targets for training in state-owned enterprises</li> <li>• To improve SETA governance and financial management as well as stakeholder involvement</li> <li>• To align training to the New Growth Path and improve Sector Skills Plans</li> <li>• To improve the role and performance of TVET Colleges</li> </ul>	
<p>7 priorities to take South Africa forward:</p> <ul style="list-style-type: none"> <li>• Economic transformation and job creation;</li> <li>• Education, skills and health;</li> <li>• Consolidating the social wage through reliable and quality basic services;</li> <li>• Spatial integration, human settlements and local government;</li> <li>• Social cohesion and safe communities;</li> <li>• A capable, ethical and developmental state and</li> <li>• A better Africa and World.</li> </ul>	<p>Applicable to the BANKSETA:</p> <ul style="list-style-type: none"> <li>• Education, skills and health;</li> <li>• Economic transformation and job creation;</li> </ul>	<p>All the BANKSETA educations and skills programmes are aligned to the 7 Priorities to take South Africa forward and these include internship and learnership programmes</p>

Strategy/Policies	Applicability	BANKSETA's Contribution in the medium and long term
Economic Reconstruction and Recovery Plan (ERRP).	South Africa's ERRP builds on our comprehensive health response to restore economic activity and rebuild the economy in a manner that ensures sustainability, resilience and inclusiveness.	The BANKSETA introduced a national Internship Programme as a part of employment creation for economic recovery. We will also strengthen the Entrepreneurship and Rural Development Programmes for job creation purposes.
Skills Strategy: Support for the South African Economic Reconstruction and Recovery Plan	The skills strategy sets out key interventions to ensure the effective implementation of the Economic Reconstruction and Recovery Plan (ERRP). The skills strategy focuses on those interventions that facilitate access to skills development and workplace-based learning (WBL) programmes for large numbers of young people in order to boost job creation and improve emp	In addition to the national Internship Programme and Entrepreneurship projects, the BANKSETA will also introduce projects that focus on funding skills identified under this strategy
Presidential Employment Stimulus	This approach recognises that there is no shortage of work to be done to address current social challenges or to improve the quality of life in communities. The intention is to create a new instrument able to support the considerable creativity, initiative and institutional capabilities that exist in the wider society to engage people in such work.	The BANKSETA introduced a national Internship Programme as a part of employment creation for economic recovery. We will also strengthen the Entrepreneurship and Rural Development Programmes for job creation purposes.

### **3. Updates to Relevant Court Rulings**

Regulations published in the Government Gazette, No.35940, 03 December 2012 regarding Monies Received by a SETA and Related Matters was updated by NT Circular 15 2017 which outlined the judgement of the Labour Appeals Court on Forfeiture on Uncommitted Surpluses and Mandatory Grants that set aside the Regulation 3(12) which pertained to uncommitted surpluses being forfeited and submitted to the NSF. Regulation 4(4) which pertains to mandatory grants is still in force and set at 20%.

### 4. Updated Situational Analysis

The scope of coverage of the BANKSETA, as approved and set out in the Government Gazette Notice No. 265 of 20 March 2000 and the SETA re-establishment scope for the period 2020 – 2030 is as follows:

- Central Banking;
- Other Monetary Intermediation;
- Activities of holding companies;
- Trusts, funds and similar financial institutions;
- Financial leasing;
- Other credit granting and micro-lending;
- Other financial service activities, except insurance and pension funding activities

#### Environmental challenges associated with BANKSETA Performance

##### Covid-19

There is no doubt that COVID-19 has spread throughout the world at an unprecedented speed and has affected all sectors. As countries seek to recover, some of the more long-term economic, business, environmental, societal and technological challenges and opportunities are just beginning to become visible. The COVID-19 crisis has revealed the urgent need to shape a better world. As economies restart, there is a possibility to ensure greater social equality and sustainability become part of the recovery. To ensure positive outcomes from the crisis, the immediate and longer-term emerging risks must be identified and managed effectively. The BANKSETA as an organisation has included responses to Covid-19 to its strategic plan.

##### Fourth Industrial Revolution (4IR)

According to the World Economic Forum (WEF), the Fourth Industrial Revolution is changing the way we live, work and think. It is bringing with it the rapid advancement of technologies, especially those related to advanced robotics, artificial intelligence, and machine learning. As technology becomes invisible it shapes the lives of young adults and workers across the globe, erasing borders and allowing people to work from anywhere. Work is no longer a place you go and requires interdisciplinary thinkers that can be creative, think critically and solve problems as they arise. These are just some of the top 10 skills the World Economic Forum has identified as being essential for success over the next decade. The 4th industrial revolution is here to stay.

##### The Skills Gap

As the need for the future skills economy evolves to become more interdisciplinary with critical soft skills becoming essential, organisations will need to adopt a new approach to learning. The public sector needs to consider how to better prepare students for future work integration based on skills-of-the-future today.

Higher education and organisations both need to prepare the next generation for the mindset of lifelong learning. Lifelong learning can take many forms including attending events such as conferences, team workshops, innovation challenges, as well as taking skills courses and certifications.

This shift also needs to take into account how we assess a prospective employee's qualifications. No longer is a degree sufficient, now the future employer will recognise the individual's portfolio of work, which may include start-up pitches, code projects or creative designs that can take on many forms from data visualizations to illustrations.



## What happens with employment?

The characteristics of the fourth Industrial Revolution are destined to bring about different impacts on employment, which are no longer confined to one industry, but all industries. At the same time, a lot of jobs will disappear, but there will be a lot of new job requirements. It is expected that more than 65% of children entering primary school today will end up working in completely new jobs that currently do not exist when they enter the workplace 15 years from now. As the changes brought by social media, digital publications and e-commerce, the most in-demand occupations did not exist 10 or even five years ago. According to the Future of Employment report, around 47 per cent of total US employment is in the high-risk category. People may be more concerned about what types of jobs are at high risk? What jobs will be safe in the future?

## Retrenchments by banks in South Africa

Major banks in South Africa have been retrenching employees due to the closure of branches. Banks have attributed their retrenchment process to the emergence of the Fourth Industrial Revolution (4IR).

Surprisingly, the major drivers of the retrenchment at the banks are digitalisation and automation which are key elements of the 3<sup>rd</sup> Industrial Revolution. Therefore, there is an argument that states that banks are using the 4IR as a scapegoat.

This argument further states that banks have been aware for years, if not decades, of the digitisation trends in the banking industry around the world and how those impact certain jobs. As such, through a partnership with organised labour, employers could have prepared their employees for this long before it was necessary to retrench staff.

Sensitizing their staff in time could have facilitated exploring various re-skilling opportunities and in some cases, the employees could have made alternative plans and preparations being fully aware that their jobs are soon to be redundant.

## Implications of retrenchment to the BANKSETA and mitigation mechanisms

The Retrenchment of employees by banks has serious implications for the BANKSETA as this may have serious implications on the amount of levy BANKSETA receives from the employers. As a mechanism to deal with this challenge, BANKSETA has adequately resourced the Reskilling Programme with a particular focus on retrenched employees.

### 4.1 External Environment

The Banking sector forms part of the financial services sector and is classified by Statistics South Africa as part of the “financial and business services” industry. The Financial Services sector consists of all entities that manage money in some way or form. Generally, it consists of the following institutions: Banks, Insurers, Asset Managers, Stock Brokerages, Credit Unions, Micro-financiers and any other private or public sector companies capable of extending credit or other financing activities. The banking sector as a sub-set of the financial services sector consists of banking, credit unions, cooperative financial institutions and micro-financiers. Financial Services refers to the economic activities undertaken by such entities, which fundamentally encompass the access to funding/finance or the creation of wealth for consumption purposes or further economic productivity. Banking, Savings, Investment, Insurance and Financing assist individuals to consume, save, mitigate risk and accumulate credit while enabling companies to start-up, expand and improve competitiveness both locally and internationally. Financial Services is therefore fundamental to economic development and growth and holds a linear relationship. The Financial Services sector may be categorised into three primary subsectors:

- Banking and Credit Services (Banks, Mutual Banks, Credit Unions, Microfinance institutions, etc.);

- Insurance (Long-term and Short-term Insurers covering a variety of risks); and
- Investment and Related Services (Exchanges, Security Broking companies, Asset Managers, etc.).

Banking constitutes a key component of the financial services system and the economy, as a whole. The Banking system is a key driver of the South African economy as it facilitates the liquidity (amount of capital available for investment and spending) required by households and firms for consumption and future investment. The credit and loans extended by financial institutions to the economy imply that households do not have to save up in order to make large purchases, while companies can also start hiring and making capital expenditures now, in anticipation of future demand and expansion. The banking sector can be separated into banking and non-banking services.

BANKSETA's mandate is limited to all employers who fall within the scope of the following Standard Industrial Classification Codes:

**Table 1: SIC Code Classification**

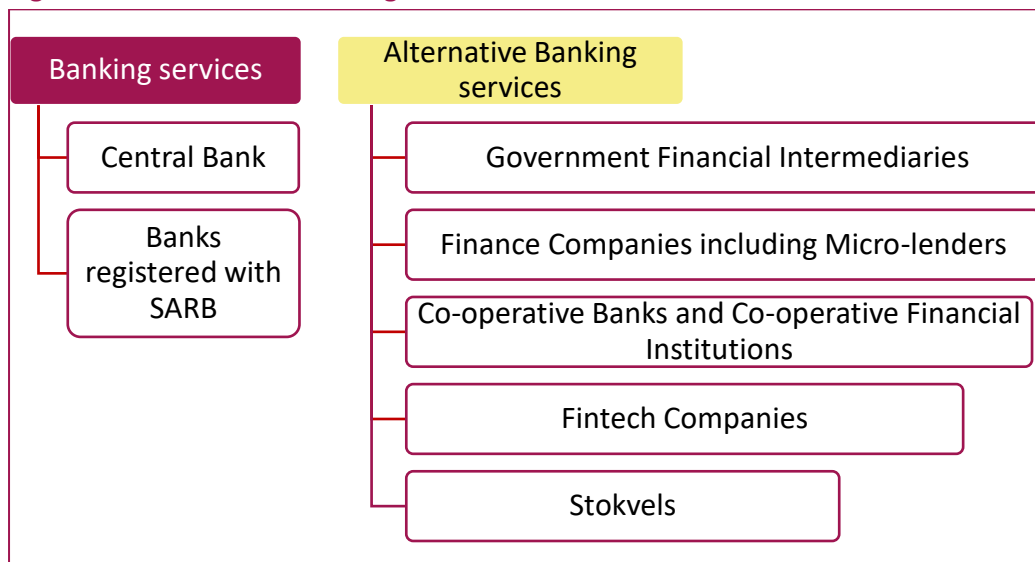
Code	Type	Description
64110	Central Banking	This class includes: <ul style="list-style-type: none"> <li>• issuing and managing the country's currency,</li> <li>• monitoring and control of the money supply,</li> <li>• taking deposits that are used for clearance between financial institutions,</li> <li>• supervising banking operations,</li> <li>• holding the country's international reserves, and</li> <li>• acting as a banker to the government.</li> </ul>
64190	Other monetary intermediation	This class includes the receiving of deposits and/or close substitutes for deposits and extending of credit or lending funds. The granting of credit can take a variety of forms, such as loans, mortgages, credit cards, etc. These activities are generally carried out by monetary institutions other than central banks, such as: <ul style="list-style-type: none"> <li>• banks,</li> <li>• savings banks,</li> <li>• credit unions,</li> <li>• postal giro and postal savings bank activities,</li> <li>• credit granting for house purchase by specialised deposit-taking institutions, and</li> <li>• money order activities.</li> </ul>
64200	Activities of holding companies	This class includes the activities of holding companies, i.e. units that hold the assets (owning controlling-levels of equity) of a group of subsidiary corporations and whose principal activity owns the group. The holding companies in this class do not provide any other service to the businesses in which the equity is held, i.e. they do not administer or manage other units.
64300	Trusts, funds and similar financial entities	This class includes legal entities organised to pool securities or other financial assets, without managing, on behalf of shareholders or beneficiaries. The portfolios are customised to achieve specific investment characteristics, such as diversification, risk, rate of return and price volatility. These entities earn interest, dividends and other property income, but have little or no employment and no revenue from the sale of services.

Code	Type	Description
		<p>This class includes:</p> <ul style="list-style-type: none"> <li>• open-end investment funds,</li> <li>• closed-end investment funds,</li> <li>• trusts, estates or agency accounts, administered on behalf of the beneficiaries under the terms of a trust agreement, will or agency agreement, and</li> <li>• unit investment trust funds.</li> </ul>
<b>64910</b>	Financial leasing	<p>This class includes leasing where the term approximately covers the expected life of the asset and the lessee acquires substantially all the benefits of its use and takes all the risks associated with its ownership. The ownership of the asset may or may not eventually be transferred. Such leases cover all or virtually all costs including interest.</p>
<b>64920</b>	Other credit granting	<p>This class includes financial service activities primarily concerned with making loans by institutions not involved in monetary intermediation, where the granting of credit can take a variety of forms, such as loans, mortgages, credit cards etc., providing the following types of services:</p> <ul style="list-style-type: none"> <li>• granting of consumer credit</li> <li>• international trade financing</li> <li>• provision of long-term finance to the industry by industrial banks</li> <li>• money lending outside the banking system</li> <li>• credit granting for house purchase by specialised non-depository institutions</li> <li>• pawnshops and pawnbrokers.</li> </ul>
<b>64990</b>	Other financial service activities, except insurance and pension funding activities, NEC	<p>This class includes:</p> <ul style="list-style-type: none"> <li>• other financial service activities primarily concerned with distributing funds other than by making loans including factoring activities, writing of swaps, options and other hedging arrangements and activities of viatical settlement companies</li> <li>• own-account investment activities, such as by venture capital companies, investment clubs, etc.</li> </ul>

Source: **BANKSETA SSP 2022**

The monetary authority consists of the Reserve Bank which is the central bank of South Africa, governed in terms of the South African Reserve Bank Act 90 of 1989, as amended, and its subsidiary, the Corporation for Public Deposits, governed in terms of the Corporation for Public Deposits Act 46 of 1984. For the purposes of implementing skills development interventions, the BANKSETA adopts the following sub-sector categorisation within its scope of levy-paying employers according to SARS.

**Figure 1: Sub-Sectors in Banking**



The functions of the BANKSETA under the Skills Development Act as outlined in its Constitution include the following:

- Develop a sector skills plan within the framework of the National Skills Development Plan for the BANKSETA;
- Implement the sector skills plan by:
  - approving workplace skills plans;
  - establishing learning programmes;
  - allocating grants in the prescribed manner to employers, education and training providers and employees; and
  - monitoring education and training in the sector.
- Promote workplace-based learning by:
  - identifying workplaces for practical work experience;
  - support the development of learning materials;
  - improving the facilitation of learning; and
  - assisting in the conclusion of learning programme agreements.
- Disburse the skills development levies in the banking and alternative banking sector in terms of the Act and the Skills Development Levies Act;
- Liaise with the National Skills Authority as well as other SETAs
- Report to the Director-General on the implementation of its sector skills plan and its income and expenditure;
- Liaise with employment services of the Department of Labour and any educational body established in terms of educational laws of South Africa to improve the quality of information about employment opportunities; and between education and training providers and the labour market.
- Appoint office bearers and staff necessary for the performance of its functions;
- Facilitate the involvement of the relevant government departments in the activities of the Authority to:
  - address the competency requirements for social delivery;
  - address the learning needs of the most vulnerable segments of the sector;
  - promote training SMEs to enable them to qualify for public contracts.
- Perform any other duties imposed by the Act or any other function not specifically mentioned, to fulfil the objectives of the BANKSETA and the Act;
- Notwithstanding the above functions and objectives, the Authority must at all times give effect to the purposes of the Act, being:
  - to develop the skills of the South African workforce;

- to increase the levels of investment in education and training in the labour market and to improve the return on that investment;
- to encourage employers:
  - to use the workplace as an active learning environment;
  - to provide employees with opportunities to acquire new skills;
  - to provide opportunities for new entrants to the labour market to gain work experience; and
- to encourage workers to participate in learning programmes and other training programmes;
- to improve the prospects of persons previously disadvantaged by discrimination and to redress those disadvantages through training and education; to ensure the quality of education and training in and for the workplace;
- to provide and regulate employment services;
- to assist:
  - work-seekers to find work;
  - retrenched workers to re-enter the labour market;
  - employers to find qualified employees.
- to forge links with stakeholders and bodies in the banking sector;
- account for the effective and efficient use of public monies received from levies collected from employers, in line with the provisions of the Public Finance Management Act; and
- Report to the Minister through the Director-General of the Department on matters related to the BANKSETA.

#### **4.1.1 Key Role-players**

##### **(a) Central Bank**

In South Africa, the South African Reserve Bank (SARB) plays the role of the central bank. It fulfils both the functions of a monetary authority as well as a regulatory body. The central bank, among other things, issues banknotes and coins, conducts monetary policy, provides credit to banks, manages South Africa's foreign exchange reserves, supervises and regulates the banking sector, and acts as the lender of last resort to the banking system. The Corporation for Public Deposits accepts call deposits from the public sector and invests the funds in short-term money market instruments, including Treasury bills.

##### **(b) Banks**

A bank is a public company (Limited) registered as a bank in terms of the Banks Act 94 of 1990. The business of a bank is the solicitation and advertising for, and the acceptance of, deposits from the general public regularly and the utilisation of deposits accepted. Banks are classified as follows:

- South African Registered Banks: Locally Controlled
- South African Registered Banks: Foreign Controlled
- South African Registered Mutual Banks: A mutual bank is a juristic person that is registered as a mutual bank in terms of the Mutual Banks Act 124 of 1993.
- South African Branches of Foreign banks

The core banking services offered by most banks include:

- Retail banking services for individual clients in their personal capacity from current accounts, credit cards, personal loans, home loans, vehicle finance and savings and investments

- Business banking services assist businesses with business current accounts, business credit cards, business loans, tailored products and services, business relationship management, small business support including mentorship and network outreach
- Corporate banking supports large-scale organisations both locally and abroad with a range of banking services

### **(c) Government Financial Intermediaries**

This classification includes any subsidiary or entity under the ownership or control of public entities that are engaged in financial intermediation. This classification includes any subsidiary or entity under the ownership or control of the national, provincial or local government that is engaged in financial intermediation. The Public Investment Corporation (PIC) as an example invests funds on behalf of public sector entities, including the Government Employees Pension Fund.

### **(d) Finance Companies including Micro-lenders**

Finance companies are companies established in terms of the Companies Act 71 of 2008, with the specific purpose of obtaining funds in the form of loans, debentures or notes, and with the sole objective of lending or investing these funds again in the form of mortgage loans, hire-purchase and leasing finance. Microlenders (if incorporated) are included in this category.

### **(e) Co-Operative Banks and Co-operative Financial Institutions (CFIs)**

Co-operative banks are member-owned banks based on the co-operative principles of voluntary and open membership, democratic member control, member's economic participation, autonomy and independence, education, information and training, co-operation between co-operatives and concern for the community. The Prudential Authority is responsible for the supervision of all registered co-operative banks, whilst the CBDA is responsible for the training needs of the sector. The Co-operative Banks Act as amended by the Financial Services Regulatory Act 2017 provides that a "co-operative financial institution" means a co-operative that takes deposits and chooses to identify itself by use of the name Financial Co-operative, Financial Services Co-operative, Credit Union or Savings and Credit Co-operative.

### **(f) Fintech Companies**

Financial technology companies, also known as FinTechs are companies that use new technology and innovation with available resources in order to compete in the marketplace of traditional financial institutions and intermediaries in the delivery of financial services. Financial technology companies consist of both start-ups and established financial and technology companies trying to replace or enhance the usage of financial services.

### **(g) Stokvels and Savings Clubs**

Exemption Notice No. 2173 allows informal member-based groups to pool funds and utilise the funds for the benefit of their members on the condition that a common bond exists between members within the group, relying on self-imposed regulation to protect the interests of their members. The focus of this exemption notice is on stokvels, CFIs, and employee savings clubs. Such deposit-taking institutions must be affiliated with the National Stokvel Association of South Africa (NASASA), being the self-regulating body of the deposit-taking financial institutions operating under this exemption notice. NASASA represents the interests of the stokvels movement in South Africa.

## 4.1.2 Key Role-players Groupings

Role-players in the banking sector fall into one of the following groups: Regulatory, Employers, Associations, Professional Bodies and Trade Unions. The table below reflects the role each of these organisations plays in the banking sector.

**Table 2: Role-player Groupings (Including other key stakeholders)**

Groups	Key Role-players	Role
Monetary Authority and Regulatory	South African Reserve Bank	SARB is the central bank of South Africa. It is an organ of state established by the SARB Act, and its mandate and independence are entrenched in the Constitution of the Republic of South Africa, 1996. In terms of its constitutional mandate, the bank is required to protect the value of the currency in the interest of balanced and sustainable economic growth in South Africa. Price stability is a critical element of the foundation of an economy, contributing to economic growth, development and employment creation. The achievement of price stability is defined by the government setting an inflation target that serves as a yardstick against which price stability is measured. The achievement of price stability is underpinned by the stability of the entire financial system. The data from SARB is used for skills planning. As a regulatory body, it also has a role to play in achieving the outcomes of NSDP.
Regulatory	Financial Conduct (FSCA) Services Authority	The FSCA is tasked with protecting financial customers through supervising market conduct. The compliance requirements mean that the sector needs constant training on current and new regulations. The FSCA also has a major role to play in achieving all the outcomes of the NSDP.
Regulatory	National Regulator Credit	The NCR is responsible for regulating the South African credit industry, including the registration of credit providers, credit bureaux and debt counsellors. It is responsible for enforcing compliance with the National Credit Act and is focused on developing an accessible credit market to meet and promote the needs of people who are marginalised, especially economically. The NCR is also responsible for consumer education. The NCR also has a major role to play in achieving all the outcomes of the NSDP.
Regulatory	Co-operative Banks Development Agency	The CBDA is responsible for the development and promotion of co-operative banking. This includes the training of co-operative banks and co-operative financial institutions. The CBDA contributes towards Outcome 4.6 (Skills development support for entrepreneurship and cooperative development) of the NSDP.

Groups	Key Role-players	Role
Associations Banking	- Banking Association of South Africa (BASA)	<p>BASA is an industry body representing all registered banks in South Africa. It is the mandated representative of the sector and represents the industry through lobbying, engagement with stakeholders and political influence.</p> <p>BASA is the mandated representative of the banking sector and addresses industry issues through:</p> <ul style="list-style-type: none"> <li>• Lobbying and advocacy</li> <li>• Policy influence</li> <li>• Guiding transformation in the sector</li> <li>• Acting as a catalyst for constructive and sustainable change in the sector</li> <li>• Research and development</li> <li>• Engagement with critical stakeholders</li> </ul> <p>BASA as an industry body plays an important role in advancing the interests of the sector, including skills development. It also has a significant role to play in the achievement of all the NSDP outcomes.</p>
Associations Banking	- South African Banking Risk Information Centre (SABRIC)	<p>SABRIC is a Non-Profit Organisation formed by the four major banks to assist the banking and cash-in-transit companies combat organised bank-related crimes. It serves as a financial crime risk information centre. The BANKSETA has partnered with SABRIC to develop cybersecurity occupational qualifications in the sector. The information shared by SABRIC helps shape the skills landscape in the cybersecurity space. It also has a significant role to play in the achievement of all the NSDP outcomes.</p>
Alternative Banking Associations	- MicroFinance South Africa	<p>MFSA is a representative body of registered and legal microfinance credit providers in South Africa. MFSA represents almost 1700 microfinance offices registered with the NCR and the majority of significant service providers in the sector.</p> <p>MFSA as an industry body plays an important role in advancing the interests of the microfinance sector, including skills development. Its activities support all the NSDP outcomes.</p>
Alternative Banking Associations	- Development Microfinance Association (DMA)	<p>A non-profit organisation that supports the development of micro-finance institutions in South Africa. The benefits to members include opportunities for joint training, cooperation and capacity building. This is also a direct contribution towards NSDP outcome 6.</p>
Alternative Banking Associations	- National Stokvel Association of South Africa (NASASA)	<p>NASASA represents the interests of the stokvels movement in South Africa. It represents a constituency of over 800 000 Stokvel groups consisting of over 11 million individuals, collecting roughly R50 billion annually. As an industry association, NASASA has a role to play in achieving all the NSDP outcomes.</p>



Groups	Key Role-players	Role
Professional Bodies	Institute of Bankers South Africa (IOBSA)	IOBSA is the professional body for bankers and financial specialists. The IOBSA provides members with professional designations, networking, educational, training and information opportunities. As a professional body, the IOBSA's contribution is towards the attainment of the first four outcomes of the NSDP.
Trade Unions	SASBO, the Finance Union	SASBO is the trade union for the finance sector. The Finance Union represents employees in all the major banks and hence serves as the voice of labour within the finance sector. As an employees representative, it also has a major role to play in the attainment of all the NSDP outcomes.

Source: BANKSETA SSP 2022

### 4.1.3 Drivers of Change in the Banking Sector

COVID-19 remains the single biggest driver of change in the sectors of the economy worldwide. It has also led to the rapid adoption of technology in most sectors. The five major change drivers are COVID-19; Digitalisation and Technology; Changing Customer Expectations; Regulation, Risk and Cybercrime and Disruptors in banking.

#### COVID-19

The challenges brought about by COVID-19 meant that the sector had to quickly adopt the technological plans that were considered somewhat still far in the future for South Africa. The technological plans that were planned for years ahead had to be implemented immediately with minimal testing. This was to ensure that clients continue to receive banking services while also minimising the risk that comes with direct contact with clients. Despite the fact that banking has been classified as an essential service under the lockdown regulations, the banks reported that more than 50% of their employees were working from home. The work from home continued even after the restrictions were eased towards the end of 2020. This shows how adaptive the banks have become during this pandemic.

Employers have realised that remote work has benefits for both the employer and employees. The benefits for employees include quality time with family, increased employee morale, savings on fuel and commuting time. As a result, employers in the banking sector have embraced this benefit and major banks are starting to look at a possibility of implementing a combination of remote work and office for their employees. Despite these benefits, employers also understand that there are households that may not be suitable for remote work and that employees that find themselves in this situation should also be catered for in the planning process.

The micro-finance subsector has experienced a lot of difficulties compared to the banking subsector. According to a survey conducted by TransUnion (2020), over 90% of businesses in this sector were struggling or have temporarily closed due to the effects of the pandemic. The other 10% were able to continue operating normally mainly because of the investment they have put towards business ICT infrastructure, working from home technology and marketing. The study further found that only 11% of the small businesses were using digital channels as their primary sales channel. The majority (85,7%) of these businesses are selling directly to the consumers who mostly are the low-income earners. The combination of this and the lockdown regulations meant that most of these businesses were unable to withstand the effects of the lockdown as their channels of sales were not accessible during this period.

The survey by TransUnion also shows that although the conditions are tough for the micro-finance sector all is not lost as over 54% of the businesses were positive about the prospects of recovery. Employers in this sector also show that they have started investing in work from home technology and are also trying to improve their IT infrastructure. They have also identified the need to attract new customers as they move forward into the future.

The ERRP is a plan by the government to reignite the economy from a long period of stagnation and the consequences of the COVID-19 pandemic. This resulted in the Skills Strategy for ERRP that the government has consulted with its partners. This strategy was approved and released in May 2022. The BANKSETA has allocated a budget to support the implementation of the strategy.

## **Digitalisation and Technology**

The COVID-19 pandemic brought about a massive acceleration on digital transformation even though there is still a shortage of digital skills, so upskilling is essential. Digital upskilling will combat unemployment.

In the banking sector, digital banking entails the incorporation of new and developing technologies throughout the financial services sector to provide enhanced customer services and experiences effectively and efficiently. Digitalisation in banking is driven by three major factors: technology push, customer experience and economic benefits. Customers' adaptation to the digital environment, forces banks to relook their products and services. Digital technology is rapidly influencing the way customers engage in banking activities.

'Digital' is a collective term that refers to an integrated and collaborative platform that allows consumers, suppliers and organisations to transact using various electronic devices or technologies. It brings together emerging technologies which include social media, cloud, analytics and mobile to provide a cost-effective and convenient distribution channel for consumers to use.

The use of technology to better interpret the complex and evolving needs of customers so as to better engage with them is an area that the banks are expected to continue to invest in with a view to strengthening their capabilities through smarter and deeper use of predictive data analytics and better harnessing the wealth of information that already exists within their systems.

Technological innovation is revolutionising the banking industry. There is no getting away from the fact that banks are under threat unless they can keep pace with technology. Some of these innovations are great for banks. Cloud computing, for example, can reduce costs and promote low-cost innovation. But some advances disrupt banking in a big way, like crypto-currency, which skips banks in the payment process. The four technological advances that are changing the face of banking, for better or for worse are social media, mobile banking, cloud technology and crypto-currency.

Banks traditionally operated in silo channels, with different business areas operating independently of each other. The introduction of open banking and PSD2 will see a new way of banking emerge. It will allow the industry to innovate and enhance customer service, and help new entrants (fintechs) to gain a share of new financial products and services. Large banks have built their technology and data around individual products and channels, and are beholden to legacy systems. To overcome this, banks must invest in technological capabilities and incorporate the right architecture to respond quickly and drive an agile culture throughout the business.

## Changing Customer Expectations

In his article, 'Technology: Hunting the Big Four' (2019), Mark Brown argues that the global banking industry is evolving in response to economic pressures, digital innovation and most importantly the changing way their customers use banking and financial services. While their platforms are changing, banks remain relevant. Referring to Bill Gates's famous comment in which he stated, "We need banking not banks", Mark Brown suggested that Bill Gates should rather have said: "We need efficient, digital banking platforms that focus on clients, not expensive bureaucracies focused on products."

Today's connected consumers have embraced technology to such an extent that it has become an extension of them. The influence of mobile technology, social media, rising customer experience and service expectations and lower switching costs for customers to take their business elsewhere has dramatically changed the competitive landscape for banks. With ready access to information, the influence of online retail experiences and the adoption of new technologies, customer expectations are rapidly changing. This is driving a shift in the market and forcing organisations to develop new interaction models that deliver deeper personalised service and improved customer care.

Banks need to put the customer at the heart of the design process and take new products to market quickly. They also need to be more attuned to their customers' needs, determine how they can better engage with their clients, know the products they want and predict what's needed rather than wait and react. This means embracing social media, giving customers more ways to interact with the business, rethinking traditional marketing tactics and mastering analytics. Tech-savvy customers are increasingly seeking a user experience that aligns with their individual needs.

Central to a bank's success in the digital economy is, therefore, the data they accumulate about customers and intelligent ways of processing it. Data is only useful if banks can use it effectively. Banks must ensure they have easily accessible, high-quality data. It is not about the volume of data but its application that will make banks successful. By gathering meaningful insights, they can create audience segmentation and deliver innovative, customised products in a way that appeals to customers. Banks need to reach a point where they understand the needs of the customer, without taking any direct feedback.

## Regulatory Changes, Risk and Cybercrime

The 2023 Deloitte Report on Banking and Regulatory Outlook cites a growing divergence in global regulatory standards. With such a dynamic regulatory landscape, banks should buckle down and make compliance modernisation a priority focusing particularly on making regulatory systems already in place more efficient for business strategy. Throughout all compliance efforts, banks should prioritise soundness and safety. Regulatory divergence seems to be encouraging experimentation by fintechs and welcoming them to the fold. The OCC announced in July 2018 that it would begin accepting fintech bank charter applications. South Africa is also following the same path and the following regulatory bodies play a critical role in South Africa's regulatory system.

### **(a) The South African Reserve Bank**

The South African Reserve Bank is the central bank of the Republic of South Africa. The primary purpose of the Bank is to achieve and maintain price stability in the interest of balanced and sustainable economic growth in South Africa. The primary function of the Reserve Bank is to protect the value of South Africa's currency. In discharging this role, it takes responsibility for:

- Ensuring that the South African money, banking and financial system as a whole is sound, meets the requirements of the community and keeps abreast of international developments;
- Assisting the South African government, as well as other members of the economic community of southern Africa, with data relevant to the formulation and implementation of macroeconomic policy; and
- Informing the South African community and all stakeholders abroad about monetary policy and the South African economic situation.

### **(b) Co-operative Banks Development Agency (CBDA)**

The Co-operative Banks Development Agency was established to regulate, promote and develop co-operative banking, including deposit-taking and lending co-operatives

The institution was created for the following tasks:

- To register, regulate and supervise co-operative banks
- To promote, register and regulate representative bodies
- To facilitate, promote and fund education and training to enhance the work of co-operative financial institutions
- To accredit and regulate support organisations
- To provide liquidity support to registered co-operative banks through loans or grants, and
- To manage a deposit insurance fund

The South African Cabinet has recently approved the incorporation of the Small Enterprise Finance Agency (SEFA) and Cooperative Banks Development Agency (CBDA) into the Small Enterprise Development Agency (SEDA). The merger is expected to take effect from the 1<sup>st</sup> of April 2022. This merger is expected to enable integrated government support to small, micro and medium enterprises, as well as cooperatives.

### **(c) National Credit Regulator**

The National Credit Regulator (NCR) was established as the regulator under the National Credit Act No. 34 of 2005 (The Act) and is responsible for the regulation of the South African credit industry. It is tasked with carrying out education, research, policy development, registration of industry participants, investigation of complaints, and ensuring the enforcement of the Act. The Act requires the Regulator to promote the development of an accessible credit market, particularly to address the needs of historically disadvantaged persons, low-income persons, and remote, isolated or low-density communities. The NCR is also tasked with the registration of credit providers, credit bureaux and debt counsellors; and with the enforcement of compliance with the Act.

### **(d) The Financial Sector Conduct Authority (FSCA)**

The FSCA is the market conduct regulator of financial institutions that provide financial products and financial services, financial institutions that are licensed in terms of a financial sector law, including banks, insurers, retirement funds and administrators, and market infrastructures. The FSCA is responsible for market conduct regulation and supervision. FSCA aims to enhance and

support the efficiency and integrity of financial markets and to protect financial customers by promoting their fair treatment by financial institutions, as well as providing financial customers with financial education. The FSCA will further assist in maintaining financial stability.

## Disruptors in Banking

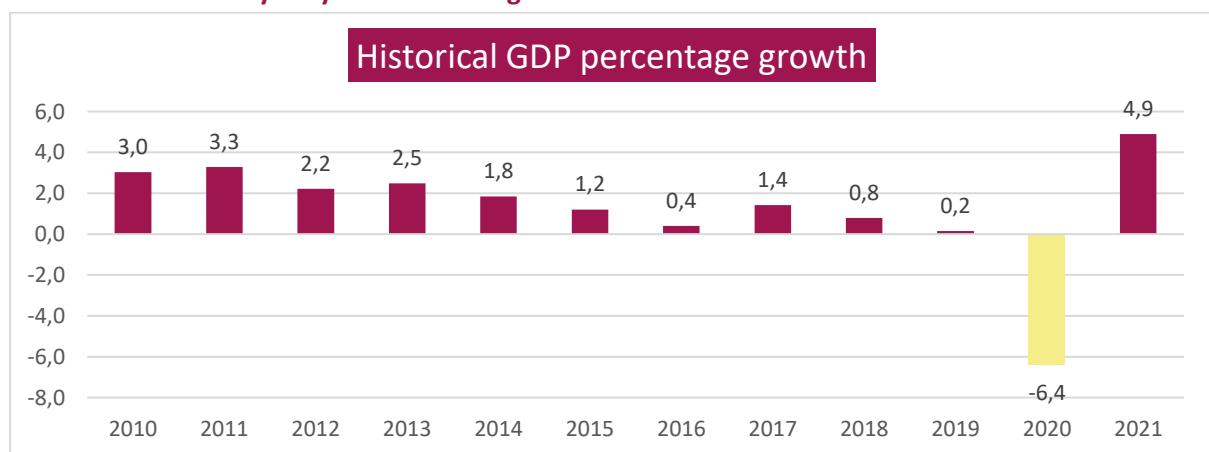
Mark Brown (2019) revealed that new competitors in the banking sector have generally begun by targeting niche markets. More recently, competition has evolved from traditional competitors to Fintech disruptors to “big tech” disruptors. These disruptors are revolutionising the banking experience for clients and, if traditional players do not respond, they will continue to capture more of the banking value chain. Many Fintech players have found it difficult to scale up and are increasingly partnering with traditional banks. But “big tech” disruptors have both the financial muscle and ability to grow, presenting a greater threat to traditional banks that do not embrace change and innovation.

### 4.1.4 Performance Environment

The South African economy grew by 4,9% in 2021. Despite this growth, the economy is still less than it was prior to the COVID-19 pandemic. The economy declined by 7% in 2020, the biggest decline in known history. The latest set of gross domestic product (GDP) figures released by Stats SA provides an overview of the economic performance in 2021.

The main contributor to the growth was Finance, which contributed 0,9 of a percentage point to the overall growth. This was followed by Personal Services with a 0.8 of a percentage point.

**FIGURE 2: Historical yearly GDP Percentage Growth**



Source: Statistics SA 2022

The banking and alternative banking is part of the finance sector, this sector grew by 3,7% in 2021 and was the main contributor to the overall GDP growth. The finance sector continues to grow despite the challenges of COVID-19 that the country has endured recently. On the other hand, the mining sector performed better than all the other sectors in 2021 as it grew by 11,8%. This growth follows a three-year spell of contraction in this sector. The mining sector was followed by agriculture, forestry and fishing sector which grew by 8,3%. The sector remained resilient during 2020 when most the other sectors of economy were declining. In fact, this sector together with finance, real estate and business services, and general government services were the only sectors with a positive growth in 2020 (13,4%; 0,8%; 0,5% respectively).

The economy is expected to continue to rebound in 2022 and 2023 after the impact of COVID-19. The contraction of the economy in 2020 due to the lack of economic activity, has resulted in higher growth in 2021. South Africa is expected to grow by 2,1% in 2022, followed by an average growth of 1,8% in the subsequent years. This growth will enable the economy to reach the pre-COVID-19 levels in 2022. The projected growth, though promising, it is still way below the average expected global growth of 3,6% for the next two years.

The number of banking entities in South Africa stands at 40, these include 18 registered banks, 4 mutual banks, 5 co-operative banks and 13 branches of foreign banks. There are also 29 local representative offices of foreign banks in the country. The 18 registered banks include Tyme Bank, Discovery Bank and Bank Zero that were recently registered. The banking industry is dominated by the four big banks as over 83% of the industry deposits are held by these banks (Absa, Standard bank, FirstRand bank and Nedbank). On the other hand, Capitec continues to attract more clients and has surpassed the big banks with a total of over 16 million clients, but still holds only 2% of the total industry deposit.

The banking sector is expected to continue to grow as the economy rebounds from the devastating effects of COVID-19. There seems to be a consensus amongst analysts that the pandemic and its devastating effects are behind us. The current trajectory of interest rates suggests that the rates will continue to go up in 2022 as the SARB tries to bring the inflation rate down to within the targeted range. The interest rates were increased by 25 basis points in March 2022 from 4% to 4,25% and then by 50 basis points in May 2022 increasing the interest rates to 4,75%. The bullishness in the interest rates will boost the profit margins of the banks.

## **4.2 Internal Environment**

BANKSETA is located in Centurion in Gauteng with a regional footprint in Limpopo, Eastern Cape and Free State. It comprises the following core divisions: Strategy and Research; Finance incorporating Supply Chain Management; Internal Audit; Governance; Corporate Services incorporating Marketing and Communications, Information Technology and Human Resources and the Operations Division which focuses primarily on the disbursement of discretionary grants and the Quality Assurance of training service provision. The BANKSETA Board provides strategic direction and guidance to the Executive Management team.

In March 2020 when the country was placed under a hard lockdown due to COVID-19, the BANKSETA employees started working mainly from home. This also coincided with the relocation of the head office to the current location. A committee was established to ensure that BANKSETA adheres to the COVID-19 regulations and limit the transmission of the virus in the office. The BANKSETA ICT systems were also enhanced to allow seamless remote access and also embrace the cloud-based architecture which resulted in the main systems migrated to the cloud platform. The BANKSETA also reviewed its Disaster Management Policy to make sure that it is water-tight when it comes to emergencies.

### **(a) Service Level Agreement with DHET**

On an annual basis, BANKSETA negotiates a set of targets and deliverables to be agreed on with DHET. The Service Level Agreement forms the foundation for the development of the Annual Performance Plan as most activities within the SETA are aimed at meeting/exceeding the targets set. The targets provide the benchmark for planning whilst the skills development needs/demands provide guidance in terms of the interventions/programmes/qualifications forming the basis for the PIVOTAL programmes. On a quarterly basis as mandated by the DHET, BANKSETA reports on the progress made towards the achievement of the targets set.

### **(b) Governance**

Board members are appointed in terms of the BANKSETA Constitution, in line with the Skills Development Act (Act No. 97 of 1998) (and the Standard Constitution of SETA Regulations, Section 13 (1) of Skills Development Amendment Act, Act 26 of 2011). The Board represents organised labour, organised employers, and relevant community organisations as approved by

the Minister. Organised labour and employers are equally represented on the Board. All members of the Board are bound by the BANKSETA Code of Conduct. All Board members are aware of their fiduciary responsibilities and the need for fair, transparent and accountable decisions and actions. The Board monitors BANKSETA's strategic objectives. Currently, there are four Board committees in place to assist the Board in discharging its governance obligations. These committees are the Audit and Risk Committee, the Finance and Remuneration Committee, Executive Committee and Governance and Strategy Committee which assists in the oversight and monitoring of BANKSETA operations, strategic planning and constitution requirements. The Risk Management Committee is also a sub-committee of the Audit and Risk Committee and monitors the performance of risk management.

### **(c) Establishment of Committees**

In addition to Board Committees, several advisory committees exist to provide expert advice on various aspects to support the delivery mandate. Sector Skills Planning is supported by the Skills Planning Committee comprising of senior managers from the various employer organisations and provides human resource development expertise to inform skills planning. The Skills Development Sub-Committee comprises of Skills Development Facilitators/Managers who serve as a link with the various employer organisations and advises on skills development interventions to meet the demands of occupational shortages and skills gaps. Various ad-hoc project-specific committees which are term specific are formed to guide the operational delivery of projects. These committees also play a key role in advising on the value of the interventions and whether they should be changed, continued, etc.

### **(d) Stakeholder Engagement and Partnerships**

The Stakeholder Engagement Strategy provides a detailed guideline on engagements with various stakeholders who influence the strategic and operational mandate of BANKSETA. Engagements with stakeholders take place at various levels to ensure the participation of all relevant stakeholders at both strategic decision making and operational levels. Stakeholder input into the strategic planning and skills planning is imperative to ensure alignment of BANKSETA strategies to sectoral needs. On an annual basis, a stakeholder engagement plan is developed and reported quarterly. The annual stakeholder satisfaction survey is conducted to evaluate and to ensure continuous improvement and to identify mechanisms to strengthen stakeholder participation and relations.

### **(e) Balanced Scorecard and Performance Management**

To assist in strategy execution, BANKSETA has introduced a Balanced Score Card, which is directly linked to the approved strategy and the annual performance plan. The Balanced Score Card is proving invaluable assistance in ensuring that all resources are mobilised towards achieving the strategic themes and targets set for the year.

The Balanced Score Card has a dashboard consisting of four key themes and specific measures to map progress. The themes are as follows:

- Stakeholder Perspective: A professional centre of excellence for skills development in the banking and alternative banking industry
- Financial Accountability and Governance Perspective: A cost-effective, well-governed and compliant organisation striving for an optimal return on investment in skills development
- Internal Business Processes Perspective: Seamless, best practice business processes that enable high-quality skills development and credibility

- Learning and Growth Perspective: Performance is driven through a capable and resilient BANKSETA

#### (f) Human Resources

The approved staff complement of the SETA is 64 persons (currently with 3 vacancies) The three vacant positions include that of the Quality Management Manager, the General Manager: Corporate Services and Quality Management Specialist.

The recruitment strategy and process ensure that the appropriate expertise is sourced in line with the approved Employment Equity Plan. The table below shows the demographic composition of the BANKSETA employees.

The BANKSETA employs 35 (52%) female and 32 (48%) male employees. The majority of staff members are in skilled level positions (32 or 48%). Both executive managers at the BANKSETA are female. Currently, there are no employees with disabilities. The BANKSETA plans to achieve a target of 85% black employees by March 2023. The current target for female employees is 52% and the BANKSETA is currently sitting at 56% for the female employees. BANKSETA management and staff support the principle of lifelong learning and continued professional development by providing opportunities for study and training. This leads to a workforce that is continuously upskilled and capable to advise the sector on skills related matters. On an annual basis, BANKSETA implements a values assessment survey to measure the extent to which the staff upholds the values of the organisation.

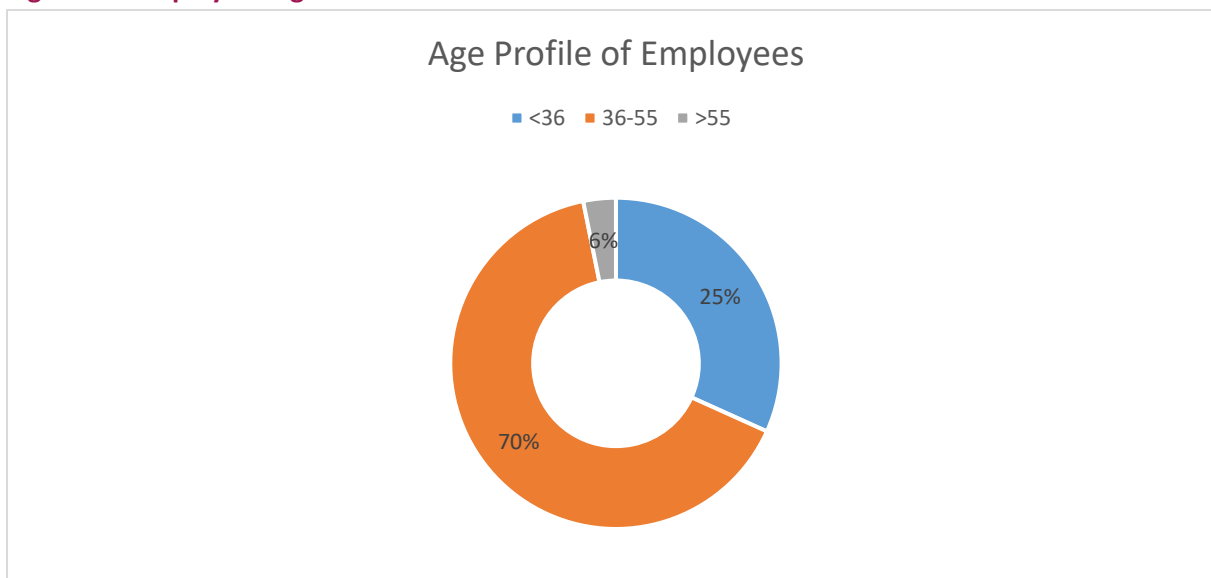
**Table 4: The BANKSETA Employment Equity**

Level	Male				Female				Foreign national		Total		
	African	Coloured	Indian	White	African	Coloured	Indian	White	Female	Male	Male	Female	Total
Senior Management	1	0	0	0	0	0	0	1	1	0	1	2	3
Professionals	7	1	1	0	4	1	0	2	0	1	10	7	17
Skilled	16	0	1	0	13	0	0	1	1	0	17	15	32
Semi-Skilled	4	0	0	0	3	0	0	0	0	0	4	3	7
Unskilled	0	0	0	0	2	0	0	0	0	0	0	2	2
Disabled	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Permanent	28	1	2	0	22	1	0	4	2	1	32	29	61
Total Temporary	0	0	0		6	0	0	0	0	0	0	6	6
<b>Totals</b>	<b>28</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>28</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>32</b>	<b>35</b>	<b>67</b>

The age profile of the BANKSETA employees shows that 25% of the employees are younger than 36 years. Only 6% of the staff complement are older than 55 years.



**Figure 15: Employees Age Profile**



Currently, the BANKSETA does not have employees living with disabilities. The BANKSETA endeavours to advertise new positions giving preference to the most suitable candidates, especially, where applicable, those with disabilities. The lack of disclosure remains the main contributor to the low number of employees living with disabilities at BANKSETA.

### **BANKSETA Gender-Based Violence (GBV) Status**

Currently, BANKSETA is using the DHET Gender-Based Violence (GBV) Framework on Post-School Education and Training System to implement the Gender-Based Violence Programme. The BANKSETA Board has approved the implementation of a three-year GBV Pilot Programme at three universities in the Eastern Cape namely, the University of Fort Hare, Rhodes and Walter Sisulu Universities. The objectives of the GBV Programme are as follows:

- **To assist** Post School Education Training and System (PSET) institutions and entities to address the occurrence of GBV
- **To promote** the safety of all students and staff by putting in place comprehensive **prevention programmes** intended to **raise awareness** of policies and services addressing GBV, as well as other measures aimed at preventing incidents of GBV in the PSET environment; and
- To provide for or refer GBV victims to comprehensive, specialised **support and other assistance**.

From an implementation strategy point of view, the project has so far reached the following milestones:

- Inception Meeting between the BANKSETA and the three universities have been held in May 2022
- Report of the status of GBV in the three institutions have been developed
- A theory of change that informs the GBV training for the institutions has been developed
- The training material is being developed and it will be piloted on before the end of 2022
- The BANKSETA is also trying to source funds for the launch of the project

### **(g) Internal Business Processes and Systems**

The BANKSETA has several systems to support its operations including a SETA Management System, a Finance and Purchase Order System, as well as HR and Payroll System. The SETA Management System is a comprehensive system that includes learner certification, and

employer WSP/ATR management, amongst others. The HR and Payroll system allows the full human resource functions to be managed electronically. The Finance and Purchase Order System tracks all financial related transactions. The BANKSETA website is utilised for the dissemination of research and skills planning outputs.

#### **(h) Internal Audit Function**

The mission of the Internal Audit function, in accordance with the Institute of Internal Auditors (IIA) is to provide independent, objective assurance and consulting services designed to add value and improve the operations of BANKSETA. Internal Audit thus assists the BANKSETA to accomplish its objectives by bringing a systematic and disciplined approach to evaluate and improve the effectiveness of risk management, internal controls, and governance processes, as articulated in its Internal Audit Charter. In doing so, the Internal Audit function adheres to the standards as laid down by the Institute of Internal Auditors for the Professional Practice of Internal Auditing and Code of Ethics.

The BANKSETA has an in-house Internal Audit unit comprising of the Head of Internal Audit, who has overall responsibility for the function and is supported by two Internal Audit specialists, with sufficient knowledge, skills, experience, and professional certifications to carry out the function's responsibilities. To ensure the independence of Internal Audit, the function reports functionally to the Audit & Risk Committee and has full and unrestricted access to the Chairperson of the Audit and Risk Committee, the Board and to the Chief Executive Officer. The Internal Audit unit completed an External Quality Assurance Review in January 2022. The BANKSETA Internal Audit unit received a positive General Conformance rating that confirmed Internal Audits are conducted in accordance with the International Standards for the Professional Practice of Internal Auditing and the Code of Ethics.

#### **(i) Materiality and Significance Framework**

The Accounting Authority has prepared a materiality and significance framework in terms of the PFMA and Treasury Regulations. BANKSETA is of the view that criminal conduct should not be tolerated within the SETA environment and hence has not included any amount resulting from criminal conduct in the materiality and significance framework. In terms of fruitless and wasteful expenditure caused by gross negligence or any other circumstance, BANKSETA has taken a very strong view in that fruitless and wasteful expenditure of any kind should not be tolerated within the SETA environment and hence BANKSETA has not included any amount arising from fruitless and wasteful expenditure in the materiality and significance framework. Based on the materiality and significance framework, BANKSETA has set its materiality and significance amount to 0.5% of gross budgeted levy revenue for the 2023/2024 Financial Year. The overall materiality level set is R4,735,000.

#### **(j) ICT Governance**

ICT governance exists to inform and align decision making for Information and Communication Technology planning, policy and operations in order to meet business objectives, ascertain that risks are managed appropriately and verify that resources are being used responsibly and strategically. ICT Governance continues to feature highly on the agenda within many organisations as Corporate Governance increasingly realises that ICT touches every area of the organisation and contributes as an essential enabler of future business opportunities. ICT Governance comprises of the culture, organisation delivery platforms, policies and practices that provide this kind of oversight and transparency of ICT. BANKSETA adopted COBIT 2019 as the governance framework for effective implementation of ICT Governance, and the organisation's

culture and size are also drivers that need to be considered for governance. ICT governance is not an isolated discipline but it is an integral part of overall corporate governance.

### **(k) Reporting**

BANKSETA ensures that all reporting protocols are strictly adhered to and that all timelines set are met. BANKSETA undertakes quarterly performance reporting to the Department of Higher Education and Training, Department of Planning, Monitoring and Evaluation and National Treasury in accordance with SETA performance information management requirements. BANKSETA adheres to the annual compliance calendar requirements and timelines. On an annual basis, the Annual Report is prepared, submitted to the Department of Higher Education, National Treasury and Parliament before it is tabled at the BANKSETA Annual General Meeting.

### **(l) Monitoring and Evaluation**

BANKSETA monitors and evaluates on two levels: organisational effectiveness and efficiency as well as skills development programme performance. Organisational efficiency relates to the measurement of internal processes whilst the latter relates to the measurement of the impact of skills development interventions using tracking and tracer studies. Monitoring and evaluation at a strategic level measure the impact and outcomes against the achievement of strategic objectives on a 3 – 5-year basis, whilst monitoring and evaluation at an operational level is largely measured annually against the achievement of targets/outputs set.

## **4.2.1 Financial Environment**

### **Income**

BANKSETA's operations and targets are driven by the financial resources available to achieve the training needs of the sector.

These resources are in three main categories

- a. Skills development levies (SDL) from sector companies paid during the year. This comprises 93,5% of the income of the year.
- b. Reserves – being accumulated funds from prior years which the BANKSETA has received approval from National Treasury to retain and use in future years for discretionary training programmes
- c. Interest and investment income

### **Skills development Levies (SDL)**

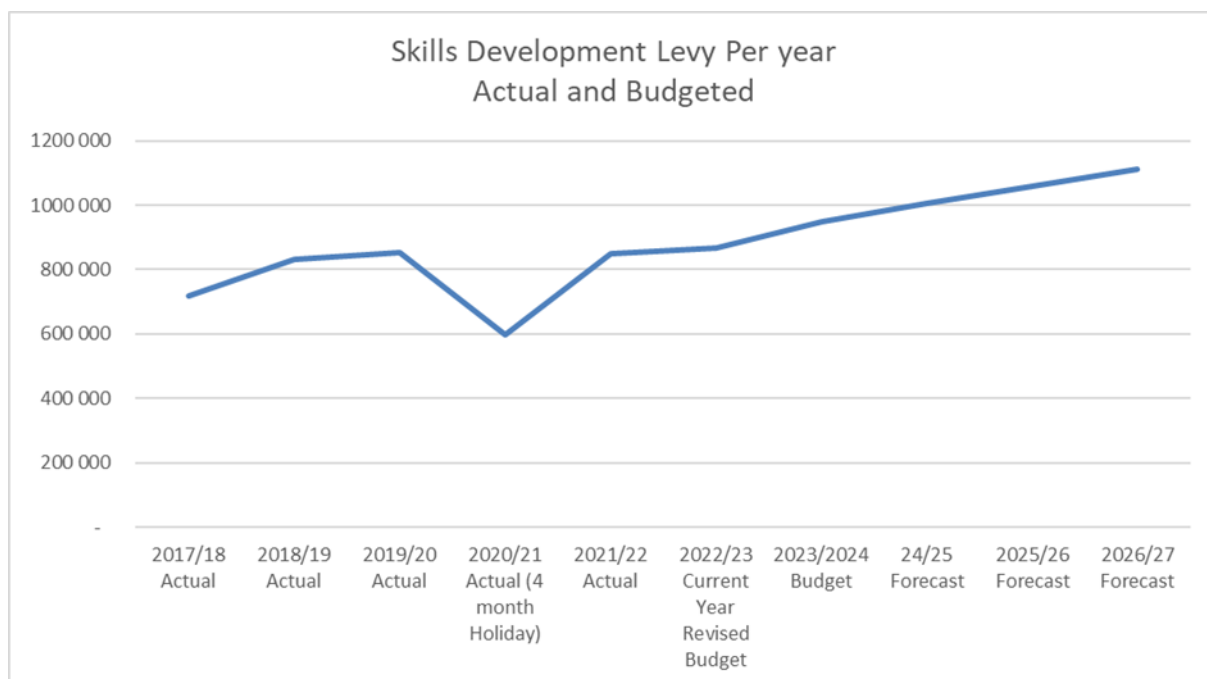
There are no changes expected in the funding framework and employers will continue to pay a 1% skills development levy on payrolls exceeding R500 000 per annum. The collection method through which SARS collects the SDL monthly remains unchanged. The BANKSETA had budgeted low levies for 2022/23 due to the negative economic conditions post the Covid recovery still being felt. However, this has not materialised and the sector's mid-year results for 2022 are very good. The BANKSETA has received levies for the first 5 months of 2022/23 at 24% above the 2022/23 budget.

The actual audited 2021/22 levies are higher than the original budgeted 2022/23 levies. The 2022/23 budget was therefore revised upwards in October 2022.

The levy increase for 2023/24 has therefore been set at 9% in line with levy receipts being experienced for 2022/23 year.

The projections as well as the past 5-year history are as follows.

Year Ended 31 March	2017/18 Actual	2018/19 Actual	2019/20 Actual	2020/21 Actual (4 month Holiday)	2021/22 Actual	2022/23 Current Year Revised Budget	2023/2024 Budget	24/25 Forecast	2025/26 Forecast	2026/27 Forecast
SDL Levy Int & penalties (R 000s)	716 992	832 993	853 542	599 048	848 243	868 914	947 000	1 003 820	1 059 030	1 111 982
Growth %	8,6%	16,2%	2,5%	-29,8%	41,6%	2,4%	9,0%	6,0%	5,5%	4,8%



The main drivers to the level of SDL expected from the sector are:

- Financial performance within the Banking Sector
- Inflation scenario: banking employees normally expect at least a cost-of-living increase based on CPI on their salaries each year around March. BANKSETA has used an inflation rate of 6.50% in the projections.
- Any reduction in sector employment numbers. Currently, the BANKSETA has not budgeted for any reduction in employment.
- The levies were increased by 9% in line with current levy receipts.
- BANKSETA has taken the actual levies being received in 2022/23 year as a basis to project 2023/24 levies.

### **Mandatory Expense**

- The mandatory grants will be based on 20% of levies.
- The courts had ruled that the 20% level was invalid in 2019 and that the Honourable Minister of Higher Education, Science and Innovation, Dr. B.E Nzimande, BUSA, employers and SETAs should work towards an agreed percentage.
- The decision in regard to a new mandatory grants percentage is still pending.

- BANKSETA and all other SETAs have maintained the 20% mandatory grant in the meantime. The SETAs had proposed an increase to 25% in 2023/24 and are awaiting a response from DHET.

BANKSETA has budgeted for a 99% mandatory grant claim ratio.

### Administration expense

The administration budget is set at the maximum legislated amount of 10.5% of SDL. BANKSETA is experiencing some constraints due to limited admin budget.

BANKSETA has received the results of an organisational design study which has pointed to the need for additional staff. Some of these have been factored into the administration budget and the rest would need to be funded from discretionary grants.

The administration expenditure budget was calculated separately for each expense line.

DHET is still to issue the letters in regards to the QCTO contribution.

### Employee Costs

The BANKSETA has budgeted for a 72-person staff complement. The BANKSETA cannot cater for the full increase in staff as per the OD study outcome. Some operations staff will be catered for under discretionary grants.

Inflationary salary increases have been provided for at 6.5%. The actual increase is negotiated with the union in January 2023 and is therefore not within the National Treasury limit.

No new offices are planned in 2022/23 though the results of the OD study is that BANKSETA should incorporate three more regional offices in the medium term.

The current leases are until 2030 except for head office where BANKSETA can terminate the lease in 2025 with no penalty. The leases have a 6% increase

### Capex

The main CAPEX items would be for ICT for software licences and systems and computer hardware as well for the gradual replacement of office furniture which is over 20 years old.

### Systems

The main systems are

- MIS. The BANKSETA is procuring a new licence in 2022/23 and the annual payments are expensed and included in the administration budgets.
- finance system. The BANKSETA will seek licences for this annually and will procure a service provider for support and hosting services through SCM channels.

### Cost savings measures

Admin budget was prepared and maintained within the 10.5% legislated limit.

Wherever possible the BANKSETA reviewed its implementation methods to ensure that costs are minimised, and the economy is exercised at all levels.

Cost containment measures were applied as per the National Treasury directives.

## **Management of financial assets and liabilities**

### **ii) Management of Financial Assets and Liabilities**

The BANKSETA's main assets are cash and cash equivalents being mainly fixed deposits at the CPD and major South African banks. This cash basically represents the funds retained to cover discretionary grant commitments. The BANKSETA has an investment policy which covers how these investments are sought. It covers risk mitigation of such assets. It is envisaged that in 2022 -2025 period, cash and cash equivalents will continue to be the main assets. Other assets are other debtors due to non-exchange levy adjustments and sundry prepayments and receivables. All are raised in the normal SETA business.

Liabilities are mainly:

- non-exchange liabilities due to mandatory grant payables which would be settled within the quarter,
- non-exchange liabilities for under R500,000 levy payers
- exchange liabilities due to administration and discretionary grant payables settled within 30 days
- sundry short-term liabilities and staff related accruals

There is no planned acquisition of any other financial assets or capital transfers. Financial assets, which potentially subject the SETA to the risk of non-performance by counterparties and thereby subject to credit concentrations of credit risk, consist mainly of cash and cash equivalents, investments and accounts receivable. The SETA limits its treasury counter-party exposure by only dealing with well-established financial institutions approved by the National Treasury and the Board. The BANKSETA has an approved investment policy that limits its exposure to any one counterparty. SETA's exposure is continuously monitored by the Accounting Authority.

Credit risk with respect to levy-paying employers is limited due to the nature of the income received. The SETA does not have any material exposure to any individual or counter-party. The SETA's concentration of credit risk is limited to the industry (Banking and Financial Services) in which the SETA operates. Due to the negative economic climate, a number of the BANKSETA's stakeholders' credit status' have been downgraded by international rating agencies. BANKSETA will continue to monitor the effect of these developments on levy income and accounts receivables. The SETA is exposed to a concentration of credit risk, as significant

amounts may be owed by SARS and the Department of Higher Education, Science and Technology. This concentration of risk is limited as SARS and the Department of Higher Education, Science and Technology are government entities with a sound reputation.

The SETA has adequate funds to settle all liabilities as they fall due. All creditors are settled within 30 days. The SETA manages liquidity risk through proper management of working capital, capital expenditure and actual vs forecasted cash flows and its cash management policy. Adequate reserves and liquid resources are maintained.

The BANKSETA has commitments for discretionary grant projects that stretch over the next 3 years. This is in line with the SETA business. The BANKSETA has sufficient reserves to cover these and has applied to the National Treasury to retain those surpluses.

The BANKSETA has a potential contingent liability for mandatory grants should the DHET and the sector agree to increase the mandatory grant percentage and backdate the increase. BANKSETA would not have sufficient reserves to cover such contingent liability but would need to re-order its budgets.

### Overall 2023/24 Budget

Year Ended 31 March (R 000's)	2018/19 Actual	2019/20 Actual	2020/2021 Actual (4 months SDL holiday)	2021/2022 Actual	2022/2023 Current Year Revised	2023/2024 Budget	2024/2025 Forecast	2025/2026 Forecast
<b>Income</b>								
Discretionary levies - 49.5%	504 029	519 422	342 373	500 445	537 641	585 956	621 114	655 275
Mandatory levies - 20%	193 035	210 218	136 775	199 053	217 229	236 750	250 955	264 758
Admin levies -10.5%	105 457	110 230	72 410	105 723	114 045	124 294	131 751	138 998
<b>SDL</b>	<b>802 521</b>	<b>839 870</b>	<b>551 558</b>	<b>805 221</b>	<b>868 915</b>	<b>947 000</b>	<b>1 003 820</b>	<b>1 059 030</b>
SDL Interest & penalties	30 373	13 671	47 490	43 023		-	-	-
<b>Total SDL, penalties, interest</b>	<b>832 894</b>	<b>853 541</b>	<b>599 048</b>	<b>848 244</b>	<b>868 915</b>	<b>947 000</b>	<b>1 003 820</b>	<b>1 059 030</b>
Investment income	50 013	62 782	45 023	47 613	50 667	46 380	27 755	19 942
other income	86	47	48	106	89	120	127	135
<b>Total Income</b>	<b>882 993</b>	<b>916 370</b>	<b>644 119</b>	<b>895 963</b>	<b>919 671</b>	<b>993 500</b>	<b>1 031 702</b>	<b>1 079 107</b>
<b>Expenditure</b>								
Mandatory Grants	187 920	205 075	133 739	194 101	215 310	234 383	248 445	262 110
DG	469 452	424 054	323 419	522 670	640 318	684 824	701 505	727 999
Admin Expenditure	70 679	76 435	82 727	80 080	108 217	117 294	124 331	131 133
QCTO Expenditure	4 885	5 300	5 793	3 951	5 826	7 000	7 420	7 865
<b>Total Expenditure</b>	<b>732 936</b>	<b>710 864</b>	<b>545 678</b>	<b>800 802</b>	<b>969 671</b>	<b>1 043 500</b>	<b>1 081 702</b>	<b>1 129 107</b>
<b>Surplus/(Deficit)</b>	<b>150 057</b>	<b>205 506</b>	<b>98 441</b>	<b>95 161</b>	<b>-50 000</b>	<b>-50 000</b>	<b>-50 000</b>	<b>-50 000</b>

Main Administration Line Items								
Year Ended 31 March (R000's)	2018/19 Actual	2019/20 Actual	2020/2021 Actual (4 months SDL holiday)	2021/2022 Actual	2022/2023 Current Year	2023/2024 Budget	2024/2025 Forecast	2025/2026 Forecast
Total Cost of Staff	43 863	48 023	52 712	56 052	65 776	72 212	78 347	84 612
Buidling rentals	3 099	3 254	4 319	3 543	3 791	4 020	4 261	4 517
Building Utilities	549	619	647	1 032	1 274	1 400	1 484	1 573
Audit fees	1 995	3 096	2 672	4 187	5 065	4 900	5 194	5 480
Landlines & Cellphones	1 269	787	960	1 111	1 310	1 660	1 760	1 856
Research	2 537	20	2 590	1 380	-	-	-	-
capex/depreciation	1 096	1 538	1 318	1 661	3 067	6 150	4 100	3 600
Board fees	2 654	2 797	3 440	3 480	3 890	4 123	4 371	4 611
Outsourced services	4 583	5 031	6 225	3 317	10 117	8 490	8 999	9 494
Other	9 033	11 270	7 844	4 317	13 928	14 338	15 815	15 389
<b>Total Administration Expenses</b>	<b>70 679</b>	<b>76 435</b>	<b>82 727</b>	<b>80 080</b>	<b>108 217</b>	<b>117 293</b>	<b>124 331</b>	<b>131 133</b>

### Discretionary Programmes

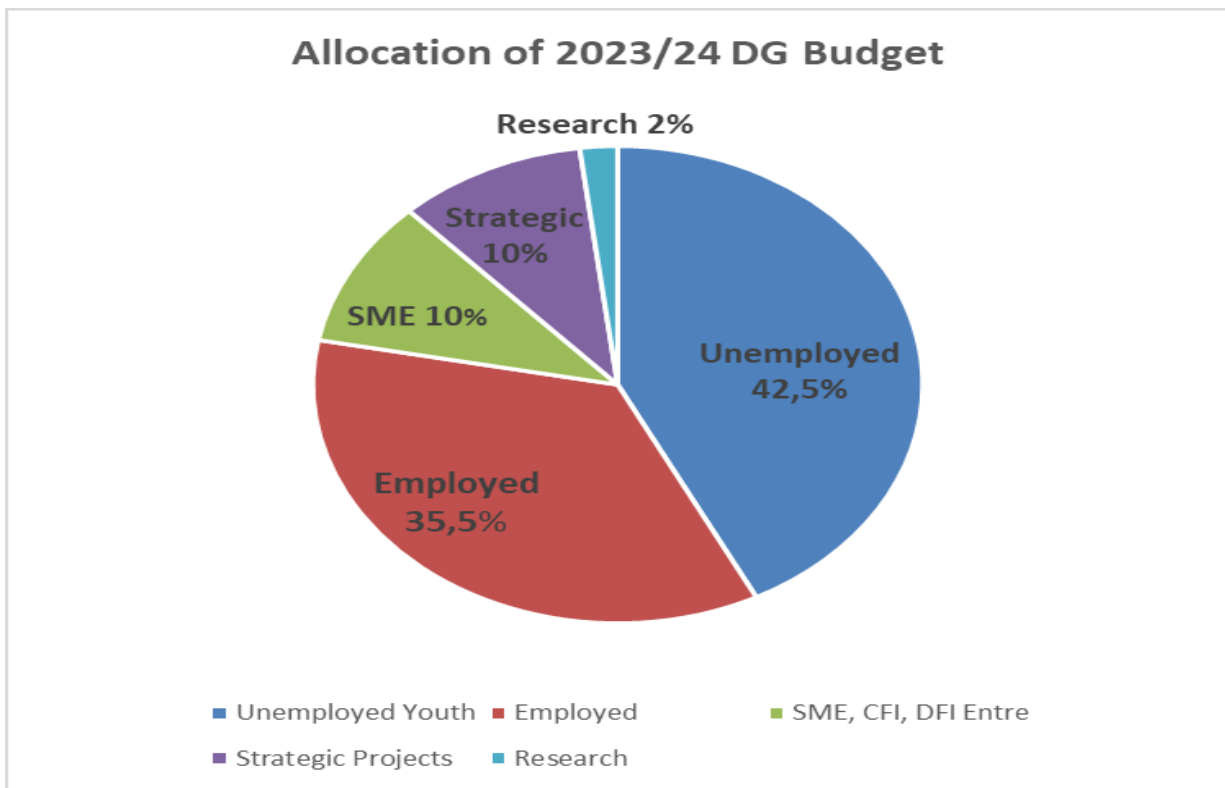
There has been no decision in regard to a new mandatory grant and therefore new discretionary grant percentage. The 49.5% level for discretionary grants has been maintained.

The discretionary budget is made up of the 49.5% budgeted discretionary levy income plus unspent administration expenditure, budgeted unclaimed mandatory grants and interest received from the investment. The discretionary programme expenditure budget amount will be used to fund programmes in line with NSDP and in line with the BANKSETA Strategic Plan and Annual Performance Plan. The APP will detail the individual projects to be covered along the main category split shown above. Individual project charters will be tabled at the board showing the number of learners, cost per learner, target, delivery method etc.

These main categories of DG send to be included in the APP as follows:

Proposed DG Expenditure Split 2023/24			
Category	2023/24 DG Budgets R'000s	%	2022/23 Revised DG Budgets R'000s
Unemployed Youth	291 050	42,5%	259 958
Employed	243 113	35,5%	232 058
SME, CFI, DFI Entre	68 482	10,0%	133 302
Strategic Projects	68 482	10,0%	-
Research	13 696	2,0%	15 000
<b>TOTAL</b>	<b>684 824</b>	<b>100%</b>	<b>640 318</b>





#### 4.2.2 BANKSETA Infrastructure Projects

Direct contribution to the Infrastructure Programme is not applicable to the BANKSETA.

#### 4.2.3 BANKSETA Spatial Plan

The BANKSETA Research Chair on Digitalisation and Technology, Durban University of Technology (DUT) has been commissioned to conduct research on a Geographical Information System (GIS). A geographic information system is a system designed to capture, store, manipulate, analyse, manage, and present all types of geographical data. The keyword to this technology is Geography – this means that some portion of the data is spatial. In other words, data that is in some way referenced to locations on the earth.

GIS can be used as a tool in both problems solving and decision-making processes, as well as for the visualization of data in a spatial environment. Geospatial data can be analysed to determine (1) the location of features and relationships to other features, (2) where the most and/or least of some feature exists, (3) the density of features in a given space, (4) what is happening inside an area of interest (AOI), (5) what is happening nearby some feature or phenomenon, and (6) and how a specific area has changed over time (and in what way).

GIS can do the following mapping:

- Mapping where things are: GIS is used to map the spatial location of real-world features and visualize the spatial relationships among them.
- Mapping quantities. GIS is used to map quantities, such as where the most and least are, to find places that meet their criteria or to see the relationships between places.
- Mapping densities. Sometimes it is more important to map concentrations, or a quantity normalized by area or total number.
- Finding what is inside. GIS is used to determine what is happening or what features are located inside a specific area/region. We can determine the characteristics of "inside" by creating specific criteria to define an area of interest (AOI).
- Finding what is nearby. GIS can find out what is happening within a set distance of a feature or event by mapping what is nearby using geoprocessing tools like BUFFER. The Buffer tool is often used in geoprocessing workflows. It is a tool that is particularly sensitive to the coordinate system. Buffer operates in two modes depending on

whether the coordinate system is projected (defined by a flat, two-dimensional surface) or geographic (defined by a three-dimensional spherical surface).

- Mapping change. GIS can map the change in a specific geographic area to anticipate future conditions, decide on a course of action, or to evaluate the results of an action or policy.

DUT submitted the GIS data for input to the BANKSETA Management Information System (MIS) that will be used for planning purposes to address transformational matters.

#### **4.2.4 Public-Private Partnership**

Currently, the BANKSETA does not have any Public-Private Partnership as per the definition in the PFMA however, the BANKSETA has planned a number of partnerships for the purpose of delivering on its outcomes. Some of the partnerships include the following:

- Banking Association South Africa
- South African Banking Risk Information Centre
- MicroFinance South Africa
- Co-operative Banks Development Agency
- South African Local Government Association
- TVET Colleges
- Universities and Universities of Technology
- District and local municipalities
- Government and its entities
- SETAs

### **4.3 Description of the Strategic Planning Process**

BANKSETA views Strategic Planning as a process and not an event. The skills planning process undertaken for the development of the Sector Skills Plan forms the foundation for the Strategic Planning activities. A detailed research agenda informs the skills planning process. Research outputs form the structure and content for the development of the Sector Skills Plan. The findings from the skills planning process as reflected in the Sector Skills Plan guides the Strategic Planning Process. An analysis of the change drivers, national priorities and sectoral priorities are key to the development of strategies for BANKSETA. Research is conducted in full consultation with BANKSETA's stakeholder constituency. The consultation takes the form of one-on-one meetings, various committees, focus group workshops and information sharing sessions.

The Board plays a crucial role in providing strategic guidance to the BANKSETA management team during the development of the Strategy. A balance of both employer and employee representation ensures that a balanced view is achieved to manage both the demand and supply perspectives to developing the strategy.

## Part C: Measuring Our Performance

### 5. Institutional Programme Performance Information

#### 5.1 Programme 1: Administration

**Purpose:** The administrative function provides leadership, strategic management and administrative support to all activities of the BANKSETA ensuring effective communication with all stakeholders.

It comprises three core activities of corporate services, finance and governance.

The programme is comprised of the following seven sub-programmes:

- *Strategic Management:* The purpose of the sub-programme is to provide executive support, strategic leadership and management to BANKSETA
- *Human Resources:* The purpose of the sub-programme is to provide effective and efficient human resources support services to BANKSETA.
- *Financial Services:* The purpose of the sub-programme is to manage all financial-related activities in line with the PFMA.
- *Governance, Compliance and Risk Management:* The purpose of the sub-programme is to provide Internal Audit and Enterprise Risk Management services to BANKSETA
- *Stakeholder and Partnership Engagement:* Key stakeholder/partnership relationships developed and strengthened, BANKSETA reach expanded and synergies capitalised on, for effective skills planning and implementation
- *Organisational Performance Evaluation:* This sub-programme aims at an overall evaluation of the performance of the organisation including measuring the effectiveness of Programme implementation
- *ICT Support:* The purpose of the sub-programme is to provide ICT infrastructure and business applications including disaster recovery to support the business continuity of BANKSETA in order to deliver on its mandate

The budget allocated to this programme will directly impact performance targets through the budget being utilised towards:

- Optimal human resources to implement programme targets
- Adequate IT systems support
- Implementation/delivery of marketing and communication plan

<b>Sub Programme 1.1</b>	<b>Strategic Management</b>
<b>Purpose</b>	To co-ordinate the development of BANKSETA Strategic and Annual Performance Plans and co-ordinate monitoring of the implementation of plans and report progress on their implementation
<b>Responsibility</b>	Chief Executive Officer
<b>Strategic Outcome</b>	An efficient and effective SETA that complies with legislation, policy and good corporate governance principles

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

Outcome	Output	Output Indicator	Annual Targets						
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period		
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026
An efficient and effective SETA that complies with legislation, policy and good corporate governance principles	Conduct an annual review of SP and APP	1.1.1 Reviewed SP and APP	An annual review of strategic plans and APP as prescribed by the relevant planning frameworks has been conducted	An annual review of strategic plans and APP as prescribed by the relevant planning frameworks has been conducted	An annual review of strategic plans and APP as prescribed by the relevant planning frameworks has been conducted	Conduct an annual review of SP and APP	Review and produce strategic plan and APP approved by Accounting Authority and submit to DHET on or before the stipulated date provided by DHET to SETAs		

Outcome	Output	Output Indicator	Annual Targets						
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period		
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026
	Quarterly reports submitted to the Accounting Authority, DHET and, National Treasury on or before the set due dates	1.1.2 Number of Quarterly APP Implementation Reports	4	4	4	4	4	4	4
	Produce and obtain Accounting Authority's approval of the Annual Report (AR) and submit to the authorities and Parliament by the final submission date	1.1.3 Accounting Authority approved and Audited Annual Report	Audited Annual Report (AR) approved and submitted to National Treasury and Parliament within stipulated time frames	Audited Annual Report (AR) approved and submitted to National Treasury and Parliament within stipulated time frames	Audited Annual Report (AR) approved and submitted to National Treasury and Parliament within stipulated time frames	Audited Annual Report (AR) approved and submitted to National Treasury and Parliament within stipulated time frames	Produce Annual Report and submit to the Accounting Authority (AA) and obtain Accounting Authority approval. Submit to National Treasury, AGSA and DHET for tabling in parliament by due dates		

Outcome	Output	Output Indicator	Annual Targets						
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period		
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026
	Quarterly SETA Good Governance report	1.1.4 Quarterly SETA Good Governance report				4	4	4	4

## Output Indicators, Annual and Quarter Targets

Output Indicator 2023/2024	Annual Target	Q1	Q2	Q3	Q4
1.1.1 Reviewed SP and APP	Review and produce strategic plan and APP approved by Accounting Authority and submit to DHET on or before the stipulated date provided by DHET to SETAs		Review and produce 1 <sup>st</sup> draft of strategic plan and APP approved by Accounting Authority and submit to DHET on or before the stipulated date provided by DHET to SETAs	Review and produce strategic plan and APP approved by Accounting Authority and submit to DHET on or before the stipulated date provided by DHET to SETAs	
1.1.2 Number of Quarterly APP Implementation Reports	4	4th quarter performance report for 2022/2023 submitted to the Authorities (DHET and DPME) within 30 days from the end of the quarter	1st quarter performance report for 2023/2024 submitted to the Authorities (DHET and DPME) within 30 days from the end of the quarter	2nd quarter performance report for 2023/2024 submitted to the Authorities (DHET and DPME) within 30 days from the end of the quarter	3rd quarter performance report for 2023/2024 submitted to the Authorities (DHET and DPME) within 30 days from the end of the quarter
1.1.3 Accounting Authority approved and Audited Annual Report	Produce Annual Report and submit to the Accounting Authority (AA) and obtain Accounting Authority approval. Submit to National Treasury, AGSA and DHET for tabling in parliament by due dates	Draft Annual Report and submit to the Accounting Authority (AA) and obtain Accounting Authority approval. Submit to DHET and AGSA	Produce Annual Report and submit to the Accounting Authority (AA) and obtain Accounting Authority approval. Submit to National Treasury, AGSA and DHET for tabling in parliament by due dates		

Output Indicator 2023/2024	Annual Target	Q1	Q2	Q3	Q4
1.1.4 Quarterly SETA Good Governance report	4	1	1	1	1

<b>Sub Programme 1.2</b>	<b>Optimal Human Resource Capacity</b>
<b>Purpose</b>	To recruit, develop and retain the right people, in the right positions and implement an effective performance management system throughout the licensing period of the BANKSETA
<b>Responsibility</b>	General Manager: Corporate Services
<b>Strategic Outcome</b>	An efficient and effective SETA that complies with legislation, policy and good corporate governance principles

### Outcomes, Outputs, Output Indicators and Targets

Outcome	Output	Output Indicator	Annual Targets						
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period		
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026
An efficient and effective SETA that complies with legislation, policy and good corporate	Conducting Survey on employee satisfaction	1.2.1 Employee satisfaction index	Score of 3,7/5	Score of 4,09/5	4,0/5	Score of 3,5/5	Score of 3,5/5	Score of 3,5/5	Score of 3,5/5



governance principles								
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### Output Indicators, Annual and Quarter Targets

Output 2023/2024	Indicator	Annual Target	Q1	Q2	Q3	Q4
1.2.1 Employee satisfaction index		Score of 3,5/5				Score of 3,5/5

<b>Sub Programme 1.3</b>	<b>Communication and Brand Awareness</b>
<b>Purpose</b>	Develop a marketing and communication strategy and plan for engagement, stakeholder liaison and communication with the public to increase brand awareness and ensuring increasing levels of stakeholder satisfaction.
<b>Responsibility</b>	General Manager: Corporate Services
<b>Strategic Outcome</b>	An efficient and effective SETA that complies with legislation, policy and good corporate governance principles

### Outcomes, Outputs, Output Indicators and Targets

Outcome	Output	Output Indicator	Annual Targets						
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period		
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026
An efficient and effective SETA that complies with	Approval of a marketing and communication	1.3.1 Approved Annual Marketing and Communication strategy	Marketing and Communication Strategy approved	Marketing and Communication Strategy not approved	A Marketing and Communication Strategy and	Annual Marketing and Communication	Annual Marketing and Communication Strategy approved by the CEO		

legislation, policy and good corporate governance principles	strategy by the CEO				an annual communication plan was produced and reported on quarterly	Strategy approved			
	Approval of a marketing and communication plan by the CEO	1.3.2 Approved Annual Marketing and Communication plan	Annual Marketing and Communication plan approved by the CEO	Annual Marketing and Communication plan approved by the CEO	Annual Marketing and Communication plan approved by the CEO	Annual Marketing and Communication plan approved by the CEO	Annual Marketing and Communication plan approved by the CEO		
	Conducting Stakeholder Satisfaction Survey	1.3.3 Annual Stakeholder satisfaction rating score	4.5/5	4.18/5	4,4/5	3,5/5	3,5/5	3,5/5	3,5/5

### Output Indicators, Annual and Quarter Targets

Output 2023/2024	Indicator	Annual Target	Q1	Q2	Q3	Q4
1.3.1 Approved Annual Marketing and Communication strategy		Annual Marketing and Communication Strategy approved by the CEO	Annual Marketing and Communication Strategy approved by the CEO			
1.3.2 Approved Annual Marketing and Communication plan		Annual Marketing and Communication plan approved by the CEO	Annual Marketing and Communication plan approved by the CEO			
1.3.3 Annual Stakeholder satisfaction rating score		3,5/5				3,5/5

<b>Sub Programme 1.4</b>	Information and Communication Technology Support
<b>Purpose</b>	To enhance BANKSETA services delivery through use of information and communication technologies
<b>Responsibility</b>	General Manager: Corporate Services
<b>Budget</b>	R0
<b>Strategic Outcome</b>	An efficient and effective SETA that complies with legislation, policy and good corporate governance principles

### Outcomes, Outputs, Output Indicators and Targets

Outcome	Output	Output Indicator	Annual Targets						
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period		
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026
An efficient and effective SETA that complies with legislation, policy and good corporate governance principles	Approval of ICT Strategy	1.4.1 Approved ICT Strategy	None	None	None	Board approved ICT Strategy	Board approved ICT Strategy	Board approved ICT Strategy	Board approved ICT Strategy
	Submission of quarterly progress reports on the Implementation of the ICT Strategy to the ICT Steering Committee, Audit and Risk Committee and Board.	1.4.2 Number of progress reports submitted to the Board on Implementation of the ICT Strategy	None	None	None	4	4	4	4

### Output Indicators, Annual and Quarter Targets

Output Indicator 2023/2024	Annual Target	Q1	Q2	Q3	Q4
1.4.1 Approved ICT Strategy	Board Approved ICT strategy				Board Approved ICT Strategy
1.4.2 Number of progress reports submitted to the Board on Implementation of the ICT Strategy	4	1	1	1	1

<b>Sub Programme 1.5</b>	<b>Financial Management, Supply Chain and Reporting</b>
<b>Purpose</b>	To promote overall financial efficiency as measured by prudent financial management and compliance with prescripts and policies governing public finance by strengthening financial management practices in the areas of budgeting, expenditure monitoring and reporting
<b>Responsibility</b>	Chief Financial Officer
<b>Strategic Outcome</b>	An efficient and effective SETA that complies with legislation, policy and good corporate governance principles

### Outcomes, Outputs, Output Indicators and Targets

Outcome	Output	Output Indicator	Annual Targets							
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period			
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026	
An efficient and effective SETA that complies with legislation, policy and	Unqualified audit results	1.5.1 An unqualified audit outcome is achieved	Unqualified audit outcome achieved	Unqualified audit outcome achieved	Unqualified audit outcome achieved	Unqualified audit outcome achieved	Unqualified audit outcome achieved	Unqualified audit outcome achieved	Unqualified audit outcome achieved	
	Control admin and QCTO expenses	1.5.2 Admin and QCTO costs	< 10%	< 10%	< 10%	< 10.5%	< 10.5%	< 10.5%	< 10.5%	

Outcome	Output	Output Indicator	Annual Targets							
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period			
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026	
good corporate governance principles	within the legislated limit	controlled to be within 10.5% of levies unless permission received from DHET to exceed								
	Processing of mandatory grants	1.5.3 % Mandatory grants claimed compared to total mandatory levies	97%	97%	98%	96%	97%	97%	97%	
	SCM implementation in support of the BANKSETA operations	1.5.4 Completion of tenders on the procurement plan	52%	50%	60%	60%	65%	65%	65%	
	Discretionary grant budget allocated at developing high level skills	1.5.5 Percentage of discretionary grant budget allocated at developing high level skills				40%	11%	13.2%	13.2%	
	Discretionary grant budget allocated at	1.5.6 Percentage of discretionary				49.6%	84%	82%	82%	

Outcome	Output	Output Indicator	Annual Targets							
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period			
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026	
	developing intermediate skills	grant budget allocated at developing intermediate skills								
		1.5.7 Percentage of discretionary grant budget allocated at developing elementary skills				5.8%	3%	3%	3%	

### Output Indicators, Annual and Quarter Targets

Output Indicator 2023/2024	Annual Target	Q1	Q2	Q3	Q4
1.5.1 An unqualified audit outcome is achieved	Unqualified audit outcome achieved	N/A		N/A	Unqualified audit outcome achieved
1.5.2 Admin and QCTO costs controlled to be within 10.5% of levies unless permission received from DHET to exceed	<10.5%	<10.5%	<10.5%	<10.5%	<10.5%
1.5.3 % Mandatory grants claimed compared to total mandatory levies	97%	97%	97%	97%	97%
1.5.4 Completion of tenders on the procurement plan	65%	-	25%	50%	65%
1.5.5 Percentage of discretionary grant budget allocated at developing high level skills	11%				11%

Output Indicator 2023/2024	Annual Target	Q1	Q2	Q3	Q4
1.5.6 Percentage of discretionary grant budget allocated at developing intermediate skills	84%				84%
1.5.7 Percentage of discretionary grant budget allocated at developing elementary skills	3%				3%

<b>Sub Programme 1.6</b>	Organisational Compliance, Internal Audit and Risk Management
<b>Purpose</b>	To conduct periodic risk assessment and audits on compliance with laws and regulations to identify potential risks and governance weakness
<b>Responsibility</b>	Risk and Compliance Officer, Company Secretary and Head of Internal Audit
<b>Strategic Outcome</b>	An efficient and effective SETA that complies with legislation, policy and good corporate governance principles

### Outcomes, Outputs, Output Indicators and Targets

Outcome	Output	Output Indicator	Annual Targets						
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period		
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026
An efficient and effective SETA that complies with legislation, policy and good corporate governance principles	Prepare the Risk Management Implementation Plan	1.6.1 Approved Risk Management Implementation Plan	The Risk Management Plan was approved by the Board	The Risk Management Plan was approved by the Board and reporting	The Risk Management Plan was approved by the Board and reporting was done	Prepare the Risk Management Implementation plan and report progress quarterly	Produce the Risk Management Implementation plan and report progress quarterly	Produce the Risk Management Implementation plan and report progress quarterly	Produce the Risk Management Implementation plan and report progress quarterly

Outcome	Output	Output Indicator	Annual Targets							
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period			
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026	
				g was done						
	Prepared and presented quarterly report progress	1.6.2 Number of quarterly progress reports provided	4	4	4	4	4	4	4	4
	Prepare Annual Audit Plan and report progress against the plan	1.6.3 Approved Internal Audit annual operational plan by the Audit & Risk Committee (ARC) and progress reports submitted to ARC quarterly	Approved Annual Audit Plan and progress against the plan reported	Approved Annual Audit Plan and progress against the plan reported	Approved Annual Audit Plan and progress against the plan reported	Approved Annual Audit Plan and progress against the plan reported	Prepare an Internal Audit annual operational plan by 30 March each year (to be approved by ARC by 30 June each year) and submit progress reports to ARC quarterly	Prepare an Internal Audit annual operational plan by 30 March each year (to be approved by ARC by 30 June each year) and submit progress reports to ARC quarterly	Prepare an Internal Audit annual operational plan by 30 March each year (to be approved by ARC by 30 June each year) and submit progress reports to ARC quarterly	

**Output Indicators, Annual and Quarter Targets**



Output 2023/2024	Indicator	Annual Target	Q1	Q2	Q3	Q4
1.6.1	Approved Risk Management Implementation Plan	Produce the Risk Management Implementation plan and report progress quarterly				Produce the Risk Management Implementation plan and report progress quarterly
1.6.2	Number of quarterly progress reports provided	4	1	1	1	1
1.6.3	Approved Annual Audit Plan and report progress against the plan	Prepare an Internal Audit annual operational plan by 30 March each year (to be approved by ARC by 30 June each year) and submit progress reports to ARC quarterly	Approved Annual Audit Plan	1st quarter internal audit progress report submitted to Audit and Risk Committee	2nd quarter internal audit progress report submitted to the Audit and Risk Committee	3rd quarter internal audit progress report submitted to the Audit and Risk Committee

<b>Sub Programme 1.7</b>	<b>Monitoring and Evaluation of BANKSETA Learning Programmes</b>
<b>Purpose</b>	To trace and track beneficiaries of learning programmes to measure the effectiveness of skills development interventions.
<b>Responsibility</b>	Head: Strategy and Research
<b>Budget</b>	R0
<b>Strategic Outcome</b>	An efficient and effective SETA that complies with legislation, policy and good corporate governance principles

### Outcomes, Outputs, Output Indicators and Targets

Outcome	Output	Output Indicator	Annual Targets						
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period		
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026
An efficient and effective SETA that complies with legislation, policy and good corporate governance principles	Tracking and Tracer Study for BANKSETA interventions	1.7.1 Report on Tracking and Tracer Study	Report on WBL Tracking and Tracer Study completed	Report on WBL Tracking and Tracer Study completed	Report on WBL Tracking and Tracer Study completed	-	Report on Tracking and Tracer Study completed	-	-

### Output Indicators, Annual and Quarter Targets

Output Indicator 2023/2024	Annual Target	Q1	Q2	Q3	Q4
1.7.1 Report on Tracking and Tracer Study	Report on Tracking and Tracer Study completed				Report on Tracking and Tracer Study completed

<b>Sub Programme 1.8</b>	<b>BANKSETA offices established and maintained in TVET colleges</b>
<b>Purpose</b>	To support Public TVET colleges

<b>Responsibility</b>	Chief Executive Officer
<b>Budget</b>	R0
<b>Strategic Outcome</b>	An efficient and effective SETA that complies with legislation, policy and good corporate governance principles

### Outcomes, Outputs, Output Indicators and Targets

Outcome	Output	Output Indicator	Annual Targets						
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period		
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026
An efficient and effective SETA that complies with legislation, policy and good corporate governance principles	SETA offices established and maintained in TVET colleges	1.8.1 Number of SETA offices established and maintained in TVET colleges				1	1	1	1

### Output Indicators, Annual and Quarter Targets

Output Indicator 2023/2024	Annual Target	Q1	Q2	Q3	Q4
1.8.1 Number of SETA offices established and maintained in TVET colleges	1				1

## 5.2 Programme 2: Skills Planning

**Purpose:** To ensure that appropriate and relevant research and benchmarking studies are conducted to provide input into the development of high quality and credible Sector Skills Plan and the Strategic Plan for the banking and alternate banking sector. A Sector Skills Plan is developed for the banking and alternate banking sector that reflects the labour market demands.

The Programme consists of the following three sub-programmes:

- *Mandatory Grant Claims:* Evaluation and approval of Workplace Skills Plans and Annual Training Reports for the production of the Sector Skills Plan and Mandatory Grant claims.
- *Research and Benchmarking:* The development of a research agenda and ensuring that all research including benchmark studies is conducted
- *Sector Skills Plan:* Development, updating and dissemination of the Sector Skills Plan

The budget allocated to this programme will directly impact on performance targets through the budget being utilised towards:

- Optimal human resources to implement programme targets (administration budget)
- Implementation/delivery of research agenda (discretionary grant budget)

The budget for mandatory grants will be directly affected by the performance target of the number of WSP/ATR submissions approved.

<b>Sub Programme 2.1</b>	<b>Submission and approval of Workplace Skills Plans/Annual Training Reports</b>
<b>Purpose</b>	Develop a comprehensive system for the approval of employer WSP/ATR submissions for the approval of Mandatory Grant claims and/or the provision of valid labour market data ensuring that qualifying levy-paying employers receive their Mandatory Grants within regulated timelines.
<b>Responsibility</b>	Manager: Skills Development
<b>Strategic Outcome</b>	A credible Sector Skills Planning mechanism that identifies relevant skills priorities to meet the labour market demands for the Banking and Alternative Banking Sector.

Outcome	Output	Output Indicator	Annual Targets						
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period		
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026
A credible Sector Skills Planning mechanism that identifies relevant skills priorities to meet the labour market demands for the Banking and Alternative Banking Sector.	Encourage & Simplify the WSP/ATR submissions for Employers in the Banking and Alternative Banking Sector	2.1.1 Number of Workplace Skills Plans / Annual Training Reports approved for large firms, medium firms and small firms	498 (Large: 76 Medium: 50 Small: 372)	477 (Large: 78 Medium: 46 Small: 353)	415 (Large:73 Medium: 40 Small: 302)	416 (Large: 73 Medium: 42 Small: 301)	416 (Large: 73 Medium: 42 Small: 301)	416 (Large: 73 Medium: 42 Small: 301)	416 (Large: 73 Medium: 42 Small: 301)

### Output Indicators, Annual and Quarter Targets

Output Indicator 2023/2024	Annual Target	Q1	Q2	Q3	Q4
2.1.1 Number of Workplace Skills Plans / Annual Training Reports approved for large firms, medium firms and small firms	416 (Large: 73 Medium: 42 Small: 301)		416 (Large: 73 Medium: 42 Small: 301)		

<b>Sub Programme 2.2</b>	<b>Research and Benchmarking</b>
<b>Purpose</b>	Develop an annual research agenda in line with sector skills planning requirements and the DHET post-school research agenda. Establish research partnerships with Research Institutions through the funding support of Research Partners who will be responsible for conducting research as outlined and approved in the research agenda in order to support skills planning and/or sector growth.
<b>Responsibility</b>	Head: Strategy and Research
<b>Budget</b>	R13 696 000
<b>Strategic Outcome</b>	A credible sector skills planning mechanism that identifies relevant skills priorities to meet the labour market demands for the banking and alternative banking sector

### Outcomes, Outputs, Output Indicators and Targets

Outcome	Output	Output Indicator	Annual Targets						
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period		
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026
A credible sector skills planning mechanism that identifies relevant skills priorities to meet the labour market demands for the	Development of 3 year rolling research agenda	2.2.1 Board Approved 3 year rolling research agenda submitted to DHET by compliance due date	Board-approved three-year rolling research agenda submitted to DHET by compliance due date	Board-approved three-year rolling research agenda submitted to DHET by compliance due date	Board-approved three-year rolling research agenda submitted to DHET by compliance due date	Submit Board-approved three-year rolling research agenda to DHET by compliance due date	Submit Board-approved three-year rolling research agenda to DHET by compliance due date	Submit Board-approved three-year rolling research agenda to DHET by compliance due date	Submit Board-approved three-year rolling research agenda to DHET by compliance due date
	Production of research deliverables	2.2.2 Number of research reports completed	17	17	7	5	5	5	5

banking and alternative banking sector		and publications placed on the website						
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**Output Indicators, Annual and Quarter Targets**

Output 2023/2024	Indicator	Annual Target	Q1	Q2	Q3	Q4
2.2.1 Board Approved 3-year rolling research agenda submitted to DHET by compliance due date	3	Submit Board-approved three-year rolling research agenda to DHET by compliance due date		Submit Board-approved three-year rolling research agenda to DHET by compliance due date		
2.2.2 Number of research reports completed and publications placed on the website	5					5

<b>Sub Programme 2.3</b>	<b>Annual Sector Skills Plan developed and approved by DHET</b>
<b>Purpose</b>	Sector Skills Plan meets the requirements of DHET, and provides a sound analysis of the sector and articulates an agreed sector skills strategy to address the identified skills priorities for the sector.
<b>Responsibility</b>	Head: Strategy and Research
<b>Budget</b>	NIL
<b>Strategic Outcome</b>	A credible sector skills planning mechanism that identifies relevant skills priorities to meet the labour market demands for the banking and alternative banking sector

**Outcomes, Outputs, Output Indicators and Targets**

Outcome	Output	Output Indicator	Annual Targets
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			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period		
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026
A credible sector skills planning mechanism that identifies relevant skills priorities to meet the labour market demands for the banking and alternative banking sector	Develop/Review SSP	2.3.1 Annual SSP approved by Board and submitted to DHET by compliance due date	Annual Board approved SSP	Annual Board approved SSP	The final SSP was approved by Board and submitted to DHET by compliance due date	Annual Board approved SSP for 2023/2024	Final Board approved SSP 2024/2025 Submitted by the due date	Final Board approved SSP 2025/2026 Submitted by the due date	Final Board approved SSP 2026/2027 Submitted by the due date



**Output Indicators, Annual and Quarter Targets**

Output Indicator 2023/2024	Annual Target	Q1	Q2	Q3	Q4
2.3.1 Annual SSP, approved by Board and submitted to DHET by compliance due date	Final Board approved SSP 2024/2025 submitted to DHET by compliance due date	Draft Board Approved Annual SSP 2024/2025 submitted to DHET by compliance due date.	Final Board approved SSP 2024/2025 submitted to DHET by compliance due date		

### 5.2.1 Programme 3: Learning Programmes

**Purpose:** To implement a range of interventions by entering into agreements between SETAs, qualifying employers and skills development service providers to deliver appropriate interventions to support the provision of substantial-quality programmes for employed workers, unemployed youth, TVET and University students, Co-Ops, SMEs, NGOs resulting in the ability of the beneficiaries to adapt to changes in the labour market and measure and report on the impact of the interventions. All BANKSETA programmes are diverse, that is, they include women, men, youth and people with disabilities.

The budget allocated to this programme will directly impact on performance targets through the budget being utilised towards:

- Optimal human resources to implement programme targets (administration budget)
- Implementation of marketing and communication plan (project administration budget)
- The number of beneficiaries supported by each sub-programme (discretionary grant budget)

<b>Sub Programme 3.1</b>	<b>Sector Learnerships</b>
<b>Purpose</b>	The purpose of this project is to give an opportunity to unemployed learners to undergo a work-based learning programme
<b>Responsibility</b>	Manager: Youth Development
<b>Budget</b>	R50 715 000
<b>Strategic Outcome</b>	Linking education and the workplace
<b>Skills Priorities</b>	<ul style="list-style-type: none"> <li>• Covid-19 Economic Reconstruction and Recovery Plan</li> <li>• Technology, Digitalisation, Cybersecurity and Analytics</li> <li>• Risk Management and Compliance</li> <li>• Management, Professional and Leadership Development</li> <li>• Core banking products/services</li> </ul>

## Outcomes, Outputs, Output Indicators and Targets

Outcome	Output	Output Indicator	Annual Targets						
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period		
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026
Linking education and the workplace	Registered unemployed learners in the work-based learning programme	3.1.1 Number of unemployed learners enrolled learnership programmes	700	0	483	234	500	500	500
	Successful implementation of the work-based learning programme	3.1.2 Number of unemployed learners completing learnership programmes	661	626	0	256	210	400	400

## Output Indicators, Annual and Quarter Targets

Output Indicator 2023/2024	Annual Target	Q1	Q2	Q3	Q4
3.1.1 Number of unemployed learners enrolled learnership programmes	500				500
3.1.2 Number of unemployed learners completing learnership programmes	210			210	

<b>Sub Programme 3.2</b>	<b>PIVOTAL Grant Funding Window: Unemployed</b>
<b>Purpose</b>	The purpose of this programme is to give an opportunity to unemployed beneficiaries to meet the demand of the Banking and Alternative Banking Sector
<b>Responsibility</b>	Manager: Youth Development
<b>Budget</b>	R151 066 080
<b>Strategic Outcome</b>	Identify and increase the production of occupations in high demand
<b>Skills Priorities</b>	<ul style="list-style-type: none"> <li>• Covid-19 Economic Reconstruction and Recovery Plan</li> <li>• Technology, Digitalisation, Cybersecurity and Analytics</li> <li>• Risk Management and Compliance</li> <li>• Management, Professional and Leadership Development</li> <li>• Core banking products/services</li> </ul>

### Outcomes, Outputs, Output Indicators and Targets

Outcome	Output	Output Indicator	Annual Targets						
			Audited / Actual Performance			Estimated Performance 2022/2023	MTEF Period		
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026
Identify and increase the production of occupations in high demand	Registered unemployed learners in the work-based learning programme	3.2.1 Number of unemployed learners enrolled: Learnerships internships skills programmes	715	156	1021	1766	1990 of which 1416 Learnerships 520 internships and 54 skills programmes	2000	2000
	Successful implementation of the work-based	3.2.2 Number of unemployed learners completed: Learnerships	561	411	229	573	2041 of which 706 Learnerships 755	3313	563

	learning programme	internships skills programmes					internships and 580 skills programmes		
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### Output Indicators, Annual and Quarter Targets

Output Indicator 2023/2024	Annual Target	Q1	Q2	Q3	Q4
3.2.1 Number of unemployed learners enrolled: Learnerships internships skills programmes	1990 of which 1416 Learnerships 520 internships and 54 skills programmes			995 of which 708 Learnerships 260 internships and 27 skills programmes	995 of which 708 Learnerships 260 internships and 27 skills programmes
3.2.2 Number of unemployed learners completed: Learnerships internships skills programmes	2041 of which 706 Learnerships 755 internships and 580 skills programmes			1017 of which 353 Learnerships, 377 Internships 290 Skills Programmes	1018 of which 353 Learnerships 378 Internships 290 Skills Programmes

<b>Sub Programme 3.3</b>	<b>Skills Development Initiatives for Grade 12 Learners</b>
<b>Purpose</b>	The purpose of this programme is to register Grade 12 learners on a programme (ICT related skills programmes and/or work readiness programme and/or Maths and Accounting programme) to prepare the learners for the world of work
<b>Responsibility</b>	Regional offices
<b>Budget</b>	R20 000 000
<b>Strategic Outcome</b>	Support career development services
<b>Skills Priorities</b>	Not applicable
<b>Scarce Skill / PIVOTAL Programme</b>	Skills development initiatives for grade 12

## Outcomes, Outputs, Output Indicators and Targets

Outcome	Output	Output Indicator	Annual Targets						
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period		
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026
Support career development services	Recruitment of learners for enrolment	3.3.1 Number of learners enrolled in the programme	1072	249	2913	2400	1000	1000	1000
	Feasible learner programme implementation	3.3.2 Number of learners Completing the programme	269	98	1891	1520	700	700	700

## Output Indicators, Annual and Quarter Targets

Output Indicator 2023/2024	Annual Target	Q1	Q2	Q3	Q4
3.3.1 Number of learners enrolled in the programme	1000		1000		
3.3.2 Number of learners Completing the programme	700				700

<b>Sub Programme 3.4</b>	<b>Online Short Courses Funding Window</b>
<b>Purpose</b>	The purpose of this programme is to fund employees for Online Short Course Programmes in the Banking and Alternative Banking Sector.
<b>Responsibility</b>	Manager: Skills Development
<b>Budget</b>	R10 000 000

<b>Strategic Outcome</b>	Identify and increase the production of occupations in high demand
<b>Skills Priorities</b>	As per the ERRP Skills Strategy

### Outcomes, Outputs, Output Indicators and Targets

Outcome	Output	Output Indicator	Annual Targets						
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period		
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026
Improving the level of skills in the South African Workforce	Selection of employees for the programme	3.4.1 Number of employees entering the programme	0	0	0	2032	2020	2020	2020
	Successful completion of the programme	3.4.2 Number of employees completing the programme successfully	0	0	0	1219	1212	1212	1212

### Output Indicators, Annual and Quarter Targets

Output Indicator 2023/2024	Annual Target	Q1	Q2	Q3	Q4
3.4.1 Number of employees entering the programme	2020	0	0	1010	1010
3.4.2 Number of employees completing the programme successfully	1212	0	0	0	1212

<b>Sub Programme 3.5</b>	<b>TVET Work Integrated Learning Funding Window</b>
<b>Purpose</b>	The purpose of this programme is to assist TVET College learners to access work-integrated learning (WIL) opportunities through collaborations with Technical Vocational Education and Training Institutions (TVETs) as per the annual targets below.
<b>Responsibility</b>	Manager: Bursaries and Work Integrated Learning
<b>Budget</b>	R79 845 000
<b>Strategic Outcome</b>	Linking education and the workplace



## Outcomes, Outputs, Output Indicators and Targets

Outcome	Output	Output Indicator	Annual Targets						
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period		
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026
Linking education and the workplace	Create partnerships with TVET colleges	3.5.1 Number of TVET partnerships established	19	0	24	20	20	20	20
	Implementation of the WIL programme	3.5.2 Number of TVET students requiring Work Integrated Learning to complete their qualifications placed in workplaces	876	221	1691	976	1200	900	900
	Completion of the WIL programme	3.5.3 Number of TVET students completed their work integrated learning placements	125	273	535	0	700	700	700

## Output Indicators, Annual and Quarter Targets

Output Indicator 2023/2024	Annual Target	Q1	Q2	Q3	Q4
3.5.1 Number of TVET partnerships established	20		20		
3.5.2 Number of TVET students requiring Work Integrated Learning to complete their qualifications placed in workplaces	1200			1200	
3.5.3 Number of TVET students completed their work integrated learning placements	700				700

<b>Sub Programme 3.6</b>	<b>Universities of Technology Work Integrated Funding Window</b>
<b>Purpose</b>	The purpose of this programme is to fund demand-driven skills development through collaborations with the Universities of Technology and to register learners to access work-integrated learning (WIL) opportunities as per the annual targets listed below.
<b>Responsibility</b>	Manager: Bursaries and Work Integrated Learning
<b>Budget</b>	R32 079 000
<b>Strategic Outcome</b>	Linking education and the workplace
<b>Skills Priorities</b>	<ul style="list-style-type: none"> <li>• Covid-19 Economic Reconstruction and Recovery Plan</li> <li>• Technology, Digitalisation, Cybersecurity and Analytics</li> <li>• Risk Management and Compliance</li> <li>• Management, Professional and Leadership Development</li> <li>• Core banking products/services</li> </ul>

### Outcomes, Outputs, Output Indicators and Targets

Outcome	Output	Output Indicator	Annual Targets						
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period		
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026
Linking education and the workplace colleges for capacity building	Create partnerships with UOTs	3.6.1 Number of HEI partnerships established	5	1	6	5	5	5	5
	Implementation of the WIL programme	3.6.2 Number of universities students requiring work integrated learning to complete their qualifications placed in workplaces	150	138	505	281	458	428	428

Outcome	Output	Output Indicator	Annual Targets						
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period		
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026
	Completion of the WIL programme	3.6.3 Number of university students completed their Work Integrated Learning placements	173	174	100	378	200	200	200

### Output Indicators, Annual and Quarter Targets

Output Indicator 2023/2024	Annual Target	Q1	Q2	Q3	Q4
3.6.1 Number of HEI partnerships established	5		5		
3.6.2 Number of universities students requiring work integrated learning to complete their qualifications placed in workplaces	458		458		
3.6.3 Number of university students completed their Work Integrated Learning placements	200				200

<b>Sub Programme 3.7</b>	<b>Higher Education Funding Window</b>
<b>Purpose</b>	The purpose of this programme is to fund demand-driven skills through collaborations with Universities and Universities of Technology, with a focus on awarding bursaries in scarce and critical skills areas.
<b>Responsibility</b>	Manager: Bursaries and Work Integrated Learning
<b>Budget</b>	R77 120 000
<b>Strategic Outcome</b>	Identify and increase the production of occupations in high demand

### Skills Priorities

- Covid-19 Economic Reconstruction and Recovery Plan
- Technology, Digitalisation, Cybersecurity and Analytics
- Risk Management and Compliance
- Management, Professional and Leadership Development
- Core banking products/services

### Outcomes, Outputs, Output Indicators and Targets

Outcome	Output	Output Indicator	Annual Targets						
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period		
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026
Identify and increase the production of occupations in high demand	Create partnerships with HEIs	3.7.1 Number of HEI partnerships established	24	34	55	15	15	15	15
	Funding bursaries for demand driven skills	3.7.2 Number of unemployed learners granted Bursaries (new enrolments and continuing	1185	1424	717	600	607 of which: 307 new enrolments 300 continuing	607	607
	Completion of programmes funded through bursaries	3.7.3 Number of unemployed learners granted Bursaries completed their studies	450	453	885	450	200	200	200

### Output Indicators, Annual and Quarter Targets

Output Indicator 2023/2024	Annual Target	Q1	Q2	Q3	Q4
3.7.1 Number of HEI partnerships established	15	15			
3.7.2 Number of unemployed learners granted Bursaries (new enrollments and continuing)	607 of which: 307 new enrolments 300 continuing	607 of which: 307 new enrolments 300 continuing			
3.7.3 Number of unemployed learners granted Bursaries completed their studies	200				200

<b>Sub Programme 3.8</b>	<b>Career Development Services</b>
<b>Purpose</b>	The purpose of this programme is to train delegates on Career Development
<b>Responsibility</b>	Manager: Marketing and Communication
<b>Budget</b>	R2 500 000
<b>Strategic Outcome</b>	Support career development services

### Outcomes, Outputs, Output Indicators and Targets

Outcome	Output	Output Indicator	Annual Targets						
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period		
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026
Support career development services	Conducting career awareness	3.8.1 Number of Career Development Events on occupations in high demand: (Urban and Rural )	45	0	0	20	20 of which 10 Urban and	20 of which 10 Urban and	20 of which 10 Urban and

							10 Rural	10 Rural	10 Rural
	Training delegates	3.8.2 Number of Career Development Practitioners trained	1248	0	0	250	250	250	500

### Output Indicators, Annual and Quarter Targets

Output Indicator 2023/2024	Annual Target	Q1	Q2	Q3	Q4
3.8.1 Number of Career Development Events on occupations in high demand: (Urban and Rural )	20 of which 10 Urban and 10 Rural	5 Rural	5Urban	5 Rural	5 Urban
3.8.2 Number of Career Development Practitioners trained	250	50	50	50	100

<b>Sub Programme 3.9</b>	<b>Leadership Development Programme</b>
<b>Purpose</b>	The purpose of the programme is to develop and empower learners with complex Leadership Capabilities targeting learners with a potential to occupy Leadership positions in the Banking and Alternative Banking sector.
<b>Responsibility</b>	Manager: Skills Development
<b>Budget</b>	R0
<b>Strategic Outcome</b>	Improving the level of skills in the South African Workforce (complex leadership capabilities)
<b>Skills Priorities</b>	Management, Professional and Leadership Development

## Outcomes, Outputs, Output Indicators and Targets

Outcome	Output	Output Indicator	Annual Targets						
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period		
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026
Improving the level of skills in the South African workforce	Selection of employees for the programme	3.9.1 Number of employees entering the programme	0	0	0	100	100	100	100
	Successful completion of the programme	3.9.2 Number of employees completing the programme successfully	0	0	0	180	80	80	80

## Output Indicators, Annual and Quarter Targets

Output Indicator 2023/2024	Annual Target	Q1	Q2	Q3	Q4
3.9.1 Number of employees entering the programme	100		100		
3.9.2 Number of employees completing the programme successfully	80				80

<b>Sub Programme 3.10</b>	<b>PIVOTAL Grant Funding Window</b>
<b>Purpose</b>	The purpose of this programme is to develop employees in the Banking and Alternative Banking Sector through PIVOTAL programmes.
<b>Responsibility</b>	Manager: Skills Development
<b>Budget</b>	R193 113 000
<b>Strategic Outcome</b>	Improving the level of skills in the South African Workforce
<b>Skills Priorities</b>	<ul style="list-style-type: none"> <li>• Covid-19 Economic Reconstruction and Recovery Plan</li> <li>• Technology, Digitalisation, Cybersecurity and Analytics</li> <li>• Risk Management and Compliance</li> <li>• Management, Professional and Leadership Development</li> <li>• Core banking products/services</li> </ul>

### Outcomes, Outputs, Output Indicators and Targets

Outcome	Output	Output Indicator	Annual Targets						
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period		
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026
Improving the level of skills in the South African workforce	Selection of employees for the programme	3.10.1 Number of workers enrolled in Learnership programmes, granted Bursaries (new entries), Granted Bursaries (Continuing) and Enrolled skills programmes	3607	3689	1266	2850	4558 of which: 2111 Learnership programmes 1173 Bursaries (new entries) 600 Bursaries (continuin	4420	4420



							g) and 674 skills programmes		
	Successful completion of the programme	3.10.2 Number of workers: completed learnerships programmes, granted bursaries completed their studies and completed skills programmes	1747	3540	814	1740	1690 of which: 600 learnerships 500 bursaries 590 skills programmes	2652	2652

**Output Indicators, Annual and Quarter Targets**

Output Indicator 2023/2024	Annual Target	Q1	Q2	Q3	Q4
3.10.1 Number of workers: enrolled in Learnership programmes, granted Bursaries (new entries), Granted Bursaries (Continuing) and Enrolled skills programmes	4558 of which: 2111 Learnership programmes 1173 Bursaries (new entries) 600 Bursaries (continuing) and			2279 of which: Learnership programmes 1055 Bursaries (new entries) 586)	2279 of which: Learnership programmes 1056 Bursaries (new entries 587)

	674 skills programmes			Bursaries (continuing 300) skills programmes (337)	Bursaries (continuing 300) skills programmes (337)
3.10.2 Number of workers: completed learnerships programmes, granted bursaries completed their studies and completed skills programmes	1690 of which: 600 learnerships 500 bursaries 590 skills programmes				1690 of which: 600 learnerships 500 bursaries 590 skills programmes

<b>Sub Programme 3.11</b>	<b>Reskill, Upskill and/or Out-Skill Funding Window for Employees</b>
<b>Purpose</b>	The purpose of this programme is to reskill, upskill and/or out-skill employees in the Banking and Alternative Banking Sector whose occupations are impacted by changes.
<b>Responsibility</b>	Manager: Skills Development
<b>Budget</b>	R20 000 000
<b>Strategic Outcome</b>	Improving the level of skills in the South African Workforce
<b>Skills Priorities</b>	Not applicable

### Outcomes, Outputs, Output Indicators and Targets

Outcome	Output	Output Indicator	Annual Targets							
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period			
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026	

Improving the level of skills in the South African workforce	Selection of employees to enter the programme in order to be upskilled, reskilled and out-skilled.	3.11.1 Number of employees entering the programme	4642	0	0	1300	800	800	800
	Successful completion of the programme	3.11.2 Number of employees completing the programme successfully	645	1735	829	400	480	480	480

### Output Indicators, Annual and Quarter Targets

Output Indicator 2023/2024	Annual Target	Q1	Q2	Q3	Q4
3.11.1 Number of employees entering the programme	800	200	200	200	200
3.11.2 Number of employees completing the programme successfully	480				480

<b>Sub Programme 3.12</b>	<b>IT Skills Funding Window for Employees</b>
<b>Purpose</b>	The purpose of this programme is to provide funding to employees for demand-driven IT Skills Development in the Banking and Alternative Banking Sector.
<b>Responsibility</b>	Manager: Skills Development
<b>Budget</b>	R20 000 000
<b>Strategic Outcome</b>	Improving the level of skills in the South African Workforce
<b>Skills Priorities</b>	Technology, Digitalisation, Cybersecurity and Analytics

## Outcomes, Outputs, Output Indicators and Targets

Outcome	Output	Output Indicator	Annual Targets							
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period			
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026	
Improving the level of skills in the South African workforce	Selection of employees for the programme	3.12.1 Number of employees entering the programme	412	82	476	300	600	600	600	
	Successful completion of the programme	3.12.2 Number of employees completing the programme successfully	283	31	352	200	360	360	360	

## Output Indicators, Annual and Quarter Targets

Output Indicator 2023/2024	Annual Target	Q1	Q2	Q3	Q4
3.12.1 Number of employees entering the programme	600	0	300	300	0
3.12.2 Number of employees completing the programme successfully	360	0	0	0	360

<b>Sub Programme 3.13</b>	<b>SME and CFI Support</b>
<b>Purpose</b>	The purpose of this programme is to support small enterprises and Cooperative Financial Institutions that are registered with BANKSETA through funding scarce and critical skills to sustain and grow these institutions
<b>Responsibility</b>	Manager: Alternative Banking
<b>Budget</b>	R10 000 000
<b>Strategic Outcome</b>	Skills development support for Small Employers and Cooperative Finance Institutions who are registered with BANKSETA
<b>Skills Priorities</b>	<ul style="list-style-type: none"> <li>• Covid-19 Economic Reconstruction and Recovery Plan</li> <li>• Technology, Digitalisation, Cybersecurity and Analytics</li> <li>• Risk Management and Compliance</li> <li>• Management, Professional and Leadership Development</li> <li>• Core banking products/services</li> </ul>

### Outcomes, Outputs, Output Indicators and Targets

Outcome	Output	Output Indicator	Annual Targets						
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period		
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026
Skills development support for SME and cooperative development	Recruitment of programme participants	3.13.1 Number of small and emerging enterprises trained on sector and national identified priority occupations or skills.	141	26	101	100	100	100	100
		3.13.2 Number of established or emergent cooperatives trained on sector and national priority occupations or skills.	33	18	4	30	30	30	30

## Output Indicators, Annual and Quarter Targets

Output Indicator 2023/2024	Annual Target	Q1	Q2	Q3	Q4
3.13.1 Number of small and emerging enterprises trained on sector and national identified priority occupations or skills.	100	0	0	100	0
3.13.2 Number of established or emergent cooperatives trained on sector and national priority occupations or skills.	30	0	0	30	0

<b>Sub Programme 3.14</b>	<b>Entrepreneurship Programme</b>
<b>Purpose</b>	The purpose of this project is to equip delegates with the necessary business skills to sustain their businesses and/or supporting new businesses by registering learners on various programmes with a purpose of growing SME businesses.
<b>Responsibility</b>	Manager: Alternative Banking
<b>Budget</b>	R38 482 000
<b>Strategic Outcome</b>	Skills development support for SME development
<b>Skills Priorities</b>	<ul style="list-style-type: none"> <li>• Covid-19 Economic Reconstruction and Recovery Plan</li> <li>• Technology, Digitalisation, Cybersecurity and Analytics</li> <li>• Risk Management and Compliance</li> <li>• Management, Professional and Leadership Development</li> <li>• Core banking products/services</li> </ul>

## Outcomes, Outputs, Output Indicators and Targets

Outcome	Output	Output Indicator	Annual Targets						
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period		
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026
Skills development support for entrepreneurship and cooperative development	Recruitment of programme participants	3.14.1 Number of people trained on entrepreneurship supported to start their business	405	0	0	500	500	500	500
	Implementation of the programme	3.14.2 Number of people trained on entrepreneurship completing the programme successfully	346	0	0	130	300	300	300

## Output Indicators, Annual and Quarter Targets

Output Indicator 2023/2024	Annual Target	Q1	Q2	Q3	Q4
3.14.1 Number of people trained on entrepreneurship supported to start their business	500	0	500	0	0
3.14.2 Number of people trained on entrepreneurship completing the programme successfully	300	0	0	0	300

<b>Sub Programme 3.15</b>	<b>Rural Development Project</b>
<b>Purpose</b>	The purpose of the programme is to provide skills support to participants in rural areas
<b>Responsibility</b>	Manager: Alternative Banking
<b>Budget</b>	R10 000 000
<b>Strategic Outcome</b>	Skills development support for rural areas

### Skills Priorities

- Covid-19 Economic Reconstruction and Recovery Plan
- Technology, Digitalisation, Cybersecurity and Analytics
- Risk Management and Compliance
- Management, Professional and Leadership Development
- Core banking products/services

### Outcomes, Outputs, Output Indicators and Targets

Outcome	Output	Output Indicator	Annual Targets						
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period		
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026
Skills development support for rural areas	Identification of rural development project	3.15.1 Number of Rural Development Projects initiated	21	0	22	10	1	1	1
	Implementation of the programme	3.15.2 Number of rural-based participants attending training	1558	0	1946	1500	1500	1500	1500

### Output Indicators, Annual and Quarter Targets

Output Indicator 2023/2024	Annual Target	Q1	Q2	Q3	Q4
3.15.1 Number of Rural Development Projects initiated	1	0	0	1	0
3.15.2 Number of rural-based participants attending training	1500	0	0	1000	500

### Sub Programme 3.16

Executive Development Programme: Development Finance



<b>Purpose</b>	The purpose of this programme is to provide training to participants on a management development programme targeting participants with a potential to occupy Executive management positions in the Banking and Alternative banking sector
<b>Responsibility</b>	Manager: Alternative Banking
<b>Budget</b>	R10 000 000
<b>Strategic Outcome</b>	Improving the level of managerial skills in the South African workforce
<b>Skills Priorities</b>	<ul style="list-style-type: none"> <li>• Management, Professional and Leadership Development</li> <li>• Core banking products/services</li> </ul>

## Outcomes, Outputs, Output Indicators and Targets

Outcome	Output	Output Indicator	Annual Targets						
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period		
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026
Improving the level of managerial skills in the South African workforce	Recruitment of programme participants	3.16.1 Number of participants enrolled in the programme	0	0	20	20	20	20	20
	Implementation of IEDP	3.16.2 Number of participants completing the programme successfully	0	0	20	18	18	18	18

## Output Indicators, Annual and Quarter Targets

Output Indicator 2023/2024	Annual Target	Q1	Q2	Q3	Q4
3.16.1 Number of participants enrolled in the programme	20	20	0	0	0
3.16.2 Number of participants completing the programme successfully	18	0	0	0	18

<b>Sub Programme 3.17</b>	<b>Doctoral and Post-Doctoral Funding Window</b>
<b>Purpose</b>	The purpose of this programme is to provide funding for Employed and Unemployed learners to pursue their Doctoral and Post-Doctoral Studies.
<b>Responsibility</b>	Manager: Skills Development
<b>Budget</b>	R3 000 000
<b>Strategic Outcome</b>	Identify and increase the production of occupations in high demand
<b>Skills Priorities</b>	This project is aligned with the research needs of the Banking and Alternative Banking Sector

### Outcomes, Outputs, Output Indicators and Targets

Outcome	Output	Output Indicator	Annual Targets						
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period		
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026
Identify and increase production of occupations in high demand	Selection of Employed and Unemployed learners for the programme	3.17.1 Number of Employed and Unemployed learners entering the programme	24	4	20	16	42	42	42
	Successful completion of the programme	3.17.2 Number of Employed and Unemployed learners completing the programme successfully	1	1	1	7	7	7	7

## Output Indicators, Annual and Quarter Targets

Output Indicator 2023/2024	Annual Target	Q1	Q2	Q3	Q4
3.17.1 Number of Employed and Unemployed learners entering the programme	42	0	21	21	0
3.17.2 Number of Employed and Unemployed learners completing the programme successfully	7	0	0	0	7

<b>Sub Programme 3.18</b>	<b>Strategic Projects</b>
<b>Purpose</b>	The purpose of this programme is to provide support strategic projects aligned to national strategies and plans
<b>Responsibility</b>	Manager: Alternative Banking
<b>Budget</b>	R68 482 000
<b>Strategic Outcome</b>	Supporting national strategies and plans
<b>Skills Priorities</b>	<ul style="list-style-type: none"> <li>National Skill Priorities</li> </ul>

## Outcomes, Outputs, Output Indicators and Targets

Outcome	Output	Output Indicator	Annual Targets						
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period		
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026
Supporting national strategies and plans	Recruitment of programme participants	3.18.1 Number of participants enrolled in strategic projects	-	-	-	500	300	300	300
	People enrolled in CET Internships	3.18.2 Number of people enrolled in CET Internships	-	-	-	0	100	100	100
	CET partnerships established	3.18.3 Number of CET partnerships established	-	-	-	4	4	4	4
	CET colleges infrastructure development support (equipment/workshops/connectivity/ICT)	3.18.4 CET colleges infrastructure development support (equipment/workshops/connectivity/ICT)	-	-	-	0	100	100	100
	Federations/trade unions supported through the relevant skills training interventions	3.18.5 Number federations/trade unions supported through the relevant skills training interventions	-	-	-	1	1	1	1

**Output Indicators, Annual and Quarter Targets**

<b>Output Indicator 2023/2024</b>	<b>Annual Target</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
3.18.1 Number of participants enrolled in strategic projects	300	0	0	300	0
3.18.2 Number of people enrolled in CET Internships	100			100	
3.18.3 Number of CET partnerships established	4			4	
3.18.4 CET colleges infrastructure development support (equipment/workshops/connectivity/ICT)	100			100	
3.18.5 Number federations/trade unions supported through the relevant skills training interventions	1			1	

### 5.3 Programme 4: Quality Assurance

**Purpose:** To develop relevant occupational based qualifications/ Part-Qualifications/ Skills Programmes

<b>Sub Programme 4.1</b>	Development of Occupational Qualifications/Part-Qualifications/ Skills Programmes
<b>Purpose</b>	BANKSETA works with the QCTO to develop new occupational qualifications/ Part-Qualifications/ Skills Programmes.
<b>Responsibility</b>	Manager: Quality Management
<b>Budget</b>	R0
<b>Strategic Outcome</b>	Occupational qualifications/ Part-Qualifications/ Skills Programmes for the banking and alternative banking sector
<b>Skills Priorities</b>	<ul style="list-style-type: none"> <li>• Covid-19 Economic Reconstruction and Recovery Plan</li> <li>• Technology, Digitalisation and Innovation</li> <li>• Compliance and Risk Management</li> <li>• Management and Leadership Development</li> <li>• Markets, Products and Services</li> </ul>

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

Outcome	Output	Output Indicator	Annual Targets						
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period		
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026
Occupational qualifications/ Part-Qualifications/ Skills Programmes for the banking and alternative banking sector	Identification and registration of Occupational Qualifications/Part-Qualifications/ Skills Programmes	4.1.1 Number of submissions to QCTO for Occupational Qualifications/ Part-Qualifications/ Skills Programmes	2	1	3	1	2	2	2

## Output Indicators, Annual and Quarter Targets

Output Indicator 2023/2024	Annual Target	Q1	Q2	Q3	Q4
4.1.1 Number of submissions to QCTO for Occupational Qualifications/ Part- Qualifications/ Skills Programmes.	2	0	0	0	2

<b>Sub Programme 4.2</b>	The certification of learners on BANKSETA qualifications
<b>Purpose</b>	To measure and report on the number of learners certified on the BANSETA qualifications.
<b>Responsibility</b>	Manager: Quality Management
<b>Budget</b>	R0
<b>Strategic Outcome</b>	Quality management of training provision against legacy qualifications to certify learners
<b>Skills Priorities</b>	<ul style="list-style-type: none"> <li>• Covid-19 Economic Reconstruction and Recovery Plan</li> <li>• Technology, Digitalisation and Innovation</li> <li>• Compliance and Risk Management</li> <li>• Management and Leadership Development</li> <li>• Markets, Products and Services</li> </ul>

## Outcomes, Outputs, Output Indicators and Targets

Outcome	Output	Output Indicator	Annual Targets						
			Audited /Actual Performance			Estimated performance 2022/2023	MTEF Period		
			2019/2020	2020/2021	2021/2022		2023/2024	2024/2025	2025/2026
Quality management of training provision against legacy qualifications to certify learners	Processing of learner certifications	4.2.1 Number of learners certificated on BANKSETA qualifications.	5962	7346	5312	6000	4000	2000	0
	Submission of the quarterly report	4.2.2 Timeous and accurate submission of the QCTO Quarterly Report.	4	4	4	4	4	4	4



**Output Indicators, Annual and Quarter Targets**

<b>Output Indicator 2023/2024</b>	<b>Annual Target</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
4.2.1 Number of learners certificated on BANKSETA qualifications.	4000	1000	1000	1000	1000
4.2.2 Timeous and accurate submission of the QCTO Quarterly Report.	4	1	1	1	1

## 6. Explanation of Planned Performance Over the Medium-Term Period

Programme	Outputs contribution to the outcome	Achievement of Priorities of women, children and people with disabilities	Impact aligned with the mandate of the institution
Programme 1: Administration	<p>The effective implementation of the outputs contributes to the progressive of the programmes outcomes and impact as it is aligned to the mandate of the institution:</p> <ul style="list-style-type: none"> <li>• Conducting Survey on employee satisfaction</li> <li>• Design of communication plan</li> <li>• Conducting Stakeholder Satisfaction</li> <li>• Produce an annual report on indicating achievement of ICT standards</li> <li>• Control Admin costs within the regulated limit</li> <li>• Processing/ payment of mandatory grants</li> <li>• Accounting Authority Approval of the Procurement Plan for submission to DHET and NT</li> <li>• 100% adherence to approved audit processes, quality documents are submitted and the set timelines are met in order to Inculcate culture compliance for clean Audit</li> <li>• Conduct Risk assessment, analysis and plan</li> <li>• Design Audit Plan and its implementation</li> <li>• Tracking and Tracer Study for WBL interventions</li> <li>• Report on WBL Tracking and Tracer Study</li> </ul>	<p>Women: 52%            Black: 83%            Disabled: 3%            Youth: N/A</p>	<p>Relevant sector skills development interventions that are aligned to identified skills priority actions designed to address occupational shortages and skills gaps</p>
Programme 2: Skills Planning	<p>The effective implementation of the outputs contributes to the progressive of the programmes outcomes and impact as it is aligned to the mandate of the institution:</p> <ul style="list-style-type: none"> <li>• Encourage &amp; simplify WSP submissions for employers</li> <li>• Development of 3-year rolling research agenda</li> <li>• Production of research deliverables</li> <li>• Develop/Review SSP, SP &amp; APP</li> </ul>	<p>N/A</p>	

Programme	Outputs contribution to the outcome	Achievement of Priorities of women, children and people with disabilities	Impact aligned with the mandate of the institution
Programme 3: Learning Programmes	<p>The effective implementation of the outputs contributes to the progressive of the programmes outcomes and impact as it is aligned to the mandate of the institution:</p> <ul style="list-style-type: none"> <li>• Recruitment of learners for enrolment</li> <li>• Feasible learner programme implementation</li> <li>• Create partnerships with TVET colleges</li> <li>• Implementation of the WIL programme</li> <li>• Completion of the WIL programme</li> <li>• Create partnerships with UoTs colleges</li> <li>• Implementation of the WIL programme</li> <li>• Completion of the WIL programme</li> <li>• Create partnerships with HEIs</li> <li>• Funding/ bursaries for demand-driven skills</li> <li>• Completion of funding/bursary demand-driven skills programmes</li> <li>• Conducting career awareness</li> <li>• Implementation of IEDP</li> <li>• Identification of targeted rural areas</li> <li>• Implementation of the rural skills development programme</li> </ul>	Women: 54% Black: 85% Disabled: 4% Youth: 80%	
Programme 4: Quality Assurance	<p>The effective implementation of the outputs contributes to the progressive of the programmes outcomes and impact as it is aligned to the mandate of the institution:</p> <ul style="list-style-type: none"> <li>• Identification and registration of occupational qualifications</li> <li>• Processing of due learner certifications</li> <li>• Development of quarterly report to the QCTO</li> </ul>		

## 6.1 Explanation of the difference in outcomes in the Strategic Plan and Annual Performance Plan

The request to review the targets and realign the APP to the SLA has also prompted changes in the wording of the outcomes as stated in the Strategic Plan. The reworded outcomes are shown below. These outcomes will be incorporated into the revised 2024/2025 SP.

Outcome No.	Outcomes as per SP	Reworded Outcomes as per APP
1.	Linking Education to Work	Linking education and the workplace.
2.	Increase access to occupationally directed programmes	Identify and increase the production of occupations in high demand
3.	Occupation based qualifications registered through QCTO is available to the sector	Occupational Qualifications/ Part-Qualifications/ Skills Programmes for the banking and alternative banking sector
4.	Quality management of training provision against legacy qualifications	Quality management of training provision against legacy qualifications to certify learners

In addition, BANKSETA has included additional outcomes in the Annual Performance Plan that were not included in the initial Strategic Plan. This was necessitated due to changes in the BANKSETA environment and due to additional stakeholder needs. The list below details the additional outcomes added to this Annual Performance Plan:

- a. Skills development support for SME and cooperative development
- b. Skills development support for rural areas
- c. Improving the level of managerial skills in the South African workforce
- d. Supporting national strategies and plans

## 6.2 Changes in the SLA indicator targets that resulted in a change in the APP indicator targets

The request to review the SLA targets and has prompted changes in the SLA and APP indicator targets below:

NSDP OUTCOMES	NSDP SUB-OUTCOMES	OUTPUT INDICATORS	ORIGINAL SLA TARGETS	REVISED SLA TARGETS <sup>1</sup>	APP INDICATOR IMPACTED
1. Identify and increase production of occupations in high demand	1.1 National enrolment and resource ratios for the high, intermediate and elementary skills level.	• Percentage of discretionary grant budget allocated at developing high level skills	13.2%	11%	1.5.2
		• Percentage of discretionary grant budget allocated at developing intermediate skills	82%	84%	1.5.3
2. Linking education and the workplace	2.1: Opening of workplace based learning opportunities increased	• Number of TVET students requiring Work Integrated Learning to complete their qualifications placed in workplaces	900	1200	3.5.2
		• Number of universities students requiring work integrated learning to complete their qualifications placed in workplaces	428	458	3.6.2
		• Number of unemployed learners enrolled Internships	220	520	3.2.1
		• Number of unemployed learners completed Internship	706	755	3.2.2
		• Number of unemployed learners enrolled Skills programmes	50	54	3.2.1
		• Number of unemployed learners completed Skills programmes	200	580	3.2.2
		• Number of unemployed learners enrolled Learnerships programmes	916	1416	3.2.1
3. Improving the level of skills in the South	3.1: To increase workers participating in various learning programmes to a	• Number of workers enrolled in Learnerships programmes	1973	2111	3.10.1

<sup>1</sup> The increased targets will be funded through surplus funds.

NSDP OUTCOMES	NSDP SUB-OUTCOMES	OUTPUT INDICATORS	ORIGINAL SLA TARGETS	REVISED SLA TARGETS <sup>1</sup>	APP INDICATOR IMPACTED
African workforce	minimum of 80% by 2030, to address, critical skills required by various sectors of the economy, to transform workplaces, improve productivity and to improve economic growth prospects in various sectors of the economy.				

## 7. Programme Resource Considerations

### Overview Budget and Medium-Term Expenditure Framework (MTEF) Estimates

Year Ended 31 March (R 000's)	2019/20 Actual	2020/2021 Actual (4 months SDL holiday)	2021/2022 Actual	2022/2023 Current Year Revised Budget	2023/2024 Budget	% Var	2024/2025 Forecast	2025/2026 Forecast
<b>Income</b>								
Discretionary levies - 49.5%	519 422	342 373	500 445	537 641	585 956	9%	621 114	655 275
Mandatory levies - 20%	210 218	136 775	199 053	217 229	236 750	9%	250 955	264 758
Admin levies including QCTO - 10.5%	110 230	72 410	105 723	114 045	124 294	9%	131 751	138 998
<b>SDL</b>	<b>839 870</b>	<b>551 558</b>	<b>805 221</b>	<b>868 915</b>	<b>947 000</b>	<b>9%</b>	<b>1 003 820</b>	<b>1 059 030</b>
SDL Interest & penalties	13 671	47 490	43 023					
<b>Total SDL, penalties, interest</b>	<b>853 541</b>	<b>599 048</b>	<b>848 244</b>	<b>868 915</b>	<b>947 000</b>	<b>9%</b>	<b>1 003 820</b>	<b>1 059 030</b>
Investment income	62 782	45 023	47 613	50 667	46 380	-8%	27 755	19 942
other income	47	48	106	89	120	35%	127	135
<b>Total Income</b>	<b>916 370</b>	<b>644 119</b>	<b>895 963</b>	<b>919 671</b>	<b>993 500</b>	<b>8%</b>	<b>1 031 702</b>	<b>1 079 107</b>
<b>Expenditure</b>								
Mandatory Grants Expenditure								
Programme 2 - Mandatory grants	<b>205 075</b>	<b>133 739</b>	<b>194 101</b>	<b>215 310</b>	<b>234 383</b>	<b>9%</b>	<b>248 445</b>	<b>262 110</b>
Discretionary Grant Expenditure								
Programme 2 : Direct Costs	968	697	906	2 500	13 696	448%	3 000	3 000
Programme 2 : project Admin Costs	10	11	-	12	-		-	-
<b>Total Programme 2 : DG</b>	<b>978</b>	<b>708</b>	<b>906</b>	<b>2 512</b>	<b>13 696</b>	<b>445%</b>	<b>3 000</b>	<b>3 000</b>
Programme 3 : Direct Costs	414 366	316 827	505 470	608 289	625 128	3%	645 140	669 861
Programme 3 : project Admin Costs	6 837	5 258	16 294	29 517	46 000	56%	48 365	49 638
<b>Total Programme 3 : DG</b>	<b>421 203</b>	<b>322 085</b>	<b>521 764</b>	<b>637 806</b>	<b>671 128</b>	<b>5%</b>	<b>693 505</b>	<b>719 499</b>
Programme 4 : Direct Costs	1 872	624	-	-	-		5 000	5 500
Programme 4 : Project Admin Costs	1	2	-	-	-		-	-
<b>Total Programme 4 : DG</b>	<b>1 873</b>	<b>626</b>	<b>-</b>	<b>-</b>	<b>-</b>		<b>5 000</b>	<b>5 500</b>
<b>Total Discretionary expenditure</b>	<b>424 054</b>	<b>323 419</b>	<b>522 670</b>	<b>640 318</b>	<b>684 824</b>	<b>7%</b>	<b>701 505</b>	<b>727 999</b>
<b>Administration Costs</b>								
Admin costs for programme 1 related ac	55 356	49 150	50 974	78 255	72 966	-7%	77 657	82 316
Admin costs for programe 2 related acti	3 520	11 590	1 700	1 800	1 936	8%	2 061	2 185
Admin costs for programe 3 related acti	14 585	18 884	24 400	25 000	39 000	56%	41 000	42 802
Admin costs for programe 4 related acti	2 974	3 106	3 006	3 162	3 392	7%	3 613	3 830
Admin costs -QCTO Expenditure	5 300	5 793	3 951	5 826	7 000	20%	7 420	7 865
<b>Total Admin expenditure</b>	<b>81 735</b>	<b>88 523</b>	<b>84 031</b>	<b>114 043</b>	<b>124 294</b>	<b>9%</b>	<b>131 751</b>	<b>138 998</b>
<b>Total Expenditure</b>	<b>710 864</b>	<b>545 681</b>	<b>800 802</b>	<b>969 671</b>	<b>1 043 501</b>		<b>1 081 701</b>	<b>1 129 107</b>
<b>Surplus/(Deficit)</b>	<b>205 506</b>	<b>98 438</b>	<b>95 161</b>	<b>-50 000</b>	<b>-50 000</b>		<b>-50 000</b>	<b>-50 000</b>

The project admin expenditure budget is lower than the 7.5% of the project management cost allowed as the BANKSETA manages its own projects but allocates all the project staff salaries to admin expenditure. BANKSETA does not allocate any staff salaries to discretionary/project budgets.

The project admin budget is made out of marketing, travel, monitoring and evaluation and any learner administration contract cost.

Programme 4 has no budgeted costs as QCTO has taken over the curriculum activities.

## 8. Key Risks

Outcome	Key Risk	Risk Mitigation
To coordinate planning, monitoring and reporting on the implementation of BANKSETA plans	The decline in levy revenue	BANKSETA keeps constant contact with big employers to confirm payments declared. BANKSETA maintain a buffer for admin expenditure in case levies drop below the budgeted amount. Application to the National Treasury to carry over surplus funds received. Review shortfalls within programmes and re-allocate surplus funds.
An efficient and effective SETA that complies with legislation, policy and good corporate governance principles	Unstable leadership and management	
To promote internal and external communication on the work of BANKSETA	Inefficient positioning & aligning of BANKSETA with industry needs	
	Ineffective information security	



To implement and realize benefits from ICT solutions in doing the work of BANKSETA	Ineffective disaster recovery and business continuity(site, testing, DML)	
A credible sector skills planning mechanism that identifies relevant skills priorities to meet the labour market demands for the banking and alternative banking sector	Misaligned and delayed intervention which are relevant to sector needs Misalignment of new occupational qualifications to the industry needs	
Identify and increase the production of occupations in high demand  Support career development services  Increase access to occupationally directed programmes  Improving the level of skills in the South African workforce Linking education and the workplace	BANKSETA not able to align delivery methodology to changing environment	
Support career development services	Ineffective growth within the rural areas	

## 9. BANKSETA's Response to the District Development Model

The BANKSETA Board has already approved a budget of more than R 96 million in support of District Development Model Projects. The purpose of this project is to support the District Development Model with skills development. The district municipalities are Capricorn, Xhariep, Lejweleputswa and Zululand with another three still to be identified.

The District Development Model Project is aligned with the following NSDP outcomes:

- Outcome 3: Improving the level of skills in the South African workforce
- Outcome 6: Skills development support for entrepreneurship and cooperative development

The BANKSETA District Development Model Project is being implemented in the following municipalities:

Project description 2021-2024	District Municipality	Project leader	Social partners
Entrepreneurial Development	Capricorn	Shaun Starr	TBA
End User Computer skills Entrepreneurial Development Environmental Practice Food Security IT Technical Support	Xhariep	Shaun Starr	TBA
End User Computer skills Entrepreneurial Development Environmental Practice Food Security IT Technical Support	Lejweleputswa	Shaun Starr	TBA
Learnership Internship Training of Cooperatives Entrepreneurial Development	Zululand	Shaun Starr	TBA

For the 2023/2024 year, the Rural Skills Development Project (Sub Programme 3.15) is allocated a further R10 million to support the DDM.

The BANKSETA is also planning to extend its District Development Model projects to the following District Municipalities:

- OR Tambo, (Eastern Cape)
- Frances Baard (Northern Cape)
- Bojanala (North West)
- Dr Kenneth Kaunda (North West)

## 10. Cross-reference to the SLA

SDP OUTCOMES	NSDP SUB-OUTCOMES	OUTPUT INDICATORS	SETA FUNDED TARGETS	Q1	Q2	Q3	Q4	Link to APP
1. Identify and increase production of occupations in high demand	1.1 National enrolment and resource ratios for the high, intermediate and elementary skills level.	• Percentage of discretionary grant budget allocated at developing high level skills	11%				11%	1.5.5
		• Percentage of discretionary grant budget allocated at developing intermediate skills	84%				84%	1.5.6
		• Percentage of discretionary grant budget allocated at developing elementary skills	3%				3%	1.5.7
	1.4 Identification of interventions required to improve enrolment and completion of priority occupations:	• Number of WSPs and ATRs approved for Small firms	301		301			Sub Prog 2.1
		• Number of WSPs and ATRs approved for Medium firms	42		42			Sub Prog 2.1
		• Number of WSPs and ATRs approved for Large firms	73		73			Sub Prog 2.1
		• Number of established or emergent cooperatives trained on sector and national priority occupations or skills.	30			30		Sub Prog 3.13 *
		• Number of small and emerging enterprises trained on sector and national identified priority occupations or skills.	100			100		Sub Prog 3.13
		• Number of people trained on entrepreneurship supported to start their business.	500		500			3.14.1 & 3.18*
	2. Linking education and the workplace	2.1: Opening of workplace based learning	• Number of TVET students requiring Work Integrated Learning to complete their qualifications placed in workplaces	1200			1200	

SDP OUTCOMES	NSDP SUB-OUTCOMES	OUTPUT INDICATORS	SETA FUNDED TARGETS	Q1	Q2	Q3	Q4	Link to APP
	opportunities increased	• Number of TVET students completed their work integrated learning placements.	700				700	3.5.3
		• Number of people enrolled in CET Internships	100				100	3.18.2
		• Number of people completed CET Internships	0					
		• Number of universities students requiring work integrated learning to complete their qualifications placed in workplaces	458		458			3.6.1
		• Number of university students completed their Work Integrated Learning placements	200				200	3.6.2
		• Number of unemployed learners enrolled Internships	520			410	110	3.2.1 & 3.18.1*
		• Number of unemployed learners completed Internship	755				755	3.2.1*
		• Number of unemployed learners enrolled Skills programmes	54				54	3.2.1*
		• Number of unemployed learners completed Skills programmes	580			580		3.2.1*
		• Number of unemployed learners enrolled Learnerships programmes	1416			666	750	3.1.1 1
		• Number of unemployed learners completed Learnerships programmes	916			210	706	3.1.2 and 3.2.2
		• Number of unemployed learners enrolled for Candidacy programmes	0					

SDP OUTCOMES	NSDP SUB-OUTCOMES	OUTPUT INDICATORS	SETA FUNDED TARGETS	Q1	Q2	Q3	Q4	Link to APP
		<ul style="list-style-type: none"> <li>Number of unemployed learners completed Candidacy programmes</li> </ul>	0					
3. Improving the level of skills in the South African workforce	3.1: To increase workers participating in various learning programmes to a minimum of 80% by 2030, to address, critical skills required by various sectors of the economy, to transform workplaces, improve productivity and to improve economic growth prospects in various sectors of the economy.	<ul style="list-style-type: none"> <li>Number of workers enrolled in Learnerships programmes</li> </ul>	2111			1055	1056	3.10.1
		<ul style="list-style-type: none"> <li>Number of workers completed Learnerships programmes</li> </ul>	600				600	3.10.2
		<ul style="list-style-type: none"> <li>Number of workers granted Bursaries (new entries)</li> </ul>	1293	20	121	566	586	3.9.1 3.10.1 3.16.1 3.17.1
		<ul style="list-style-type: none"> <li>Number of workers granted Bursaries (continuing)</li> </ul>	600			300	300	3.10.1
		<ul style="list-style-type: none"> <li>Number of workers granted Bursaries completed their studies</li> </ul>	598				598	3.9.2 3.10.2 3.16.2 3.17.2
		<ul style="list-style-type: none"> <li>Number of workers enrolled in Skills programmes</li> </ul>	674			337	337	3.10.1
		<ul style="list-style-type: none"> <li>Number of workers who completed Skills programmes</li> </ul>	590				590	3.10.2
		<ul style="list-style-type: none"> <li>Number of workers enrolled AET programmes</li> </ul>	0					
		<ul style="list-style-type: none"> <li>Number of workers who completed AET programmes</li> </ul>	0					
4. Increase access to occupationally directed programmes	4.2: Increase access for Intermediate and high-level skills	<ul style="list-style-type: none"> <li>Number of artisan learners enrolled</li> </ul>	0					
		<ul style="list-style-type: none"> <li>Number of artisan learners completed</li> </ul>	0					
		<ul style="list-style-type: none"> <li>Number of unemployed learners granted Bursaries (new enrolments)</li> </ul>	307	307				3.7.2

SDP OUTCOMES	NSDP SUB-OUTCOMES	OUTPUT INDICATORS	SETA FUNDED TARGETS	Q1	Q2	Q3	Q4	Link to APP
		<ul style="list-style-type: none"> <li>Number of unemployed learners granted Bursaries (continuing)</li> </ul>	300	300				3.7.2
		<ul style="list-style-type: none"> <li>Number of unemployed learners granted Bursaries completed their studies</li> </ul>	200				200	3.7.3
		<ul style="list-style-type: none"> <li>Number of learners enrolled RPL/ARPL</li> </ul>	0					
		<ul style="list-style-type: none"> <li>Number of learners completed RPL/ARPL</li> </ul>	0					
		<ul style="list-style-type: none"> <li>Number of TVET partnerships established</li> </ul>	20	20				3.5.1
		<ul style="list-style-type: none"> <li>Number of HEI partnerships established</li> </ul>	20	20				3.6.1 3.7.1
		<ul style="list-style-type: none"> <li>Number of CET partnerships established</li> </ul>	4			4		3.5.1, 3.6.1 and / or 3.18.3
5. Support the growth of the public college system	5.1: Support the TVET Colleges	<ul style="list-style-type: none"> <li>Number of SETA offices established and maintained in TVET colleges</li> </ul>	1	1				1.8.1
	5.2 Support the CET Colleges	<ul style="list-style-type: none"> <li>Number of CET colleges lecturers awarded skills development programmes</li> </ul>	0					
		<ul style="list-style-type: none"> <li>CET colleges infrastructure development support (equipment/ workshops/ Connectivity/ ICT)</li> </ul>	100				100	3.18.4
7. Encourage and support worker initiated training		<ul style="list-style-type: none"> <li>Number of Federations /Trade Unions supported through the relevant skills training interventions</li> </ul>	1				1	3.18.5

SDP OUTCOMES	NSDP SUB-OUTCOMES	OUTPUT INDICATORS	SETA FUNDED TARGETS	Q1	Q2	Q3	Q4	Link to APP
8. Support career development services		• Number of Career Development Events in urban areas on occupations in high demand	10		5		5	3.8.1
		• Number of Career Development Events in rural areas on occupations in high demand	10	5		5		3.8.1
		• Number of Career Development Practitioners trained	250	50	50	50	100	3.8.2
		• Number of capacity building workshops on Career Development Services initiated	0					
9. Governance		• Quarterly SETA Good Governance report	4	1	1	1	1	1.1.4
10. Rural Development		• Number of Rural Development Projects initiated	1				1	3.15

## **11. Public Entities**

Not Applicable

## **12. Infrastructure Projects**

Not Applicable

## **13. Public Private Partnerships**

Not Applicable



## Part D: Technical Indicator Descriptors

### Programme 1: Administration

#### Sub Programme 1.1 Strategic Management

<b>Indicator Title</b>	<b>1.1.1 Reviewed SP and APP</b>
<b>Short Definition</b>	Ensure that SP and APP are timeously developed/reviewed in line with planning frameworks
<b>Source of data</b>	Approved Strategic Plan and Annual Performance Plan
<b>Method of calculation</b>	2 x draft 2 x final
<b>Means of verification</b>	Proof of submission to DHET
<b>Data limitations</b>	None
<b>Assumptions</b>	Proof of submission is provided by DHET
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation (where applicable)</b>	N/A
<b>Type of indicator</b>	Qualitative
<b>Calculation type</b>	Non-cumulative for the year
<b>Reporting Cycle</b>	Quarterly (draft + final)
<b>Desired Performance</b>	Conduct annual review of Strategic Plans and APP as prescribed by the relevant planning frameworks and submit the plan for approval and tabling in Parliament
<b>Indicator Responsibility</b>	Chief Executive Officer

<b>Indicator Title</b>	<b>1.1.2 Number of Quarterly APP Implementation Reports</b>
<b>Short Definition</b>	Quarterly reports showing the performance of BANKSETA against set targets in the Annual Performance Plan. The progress report submitted in the current quarter relates to the previous quarterly performance.
<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of calculation</b>	Simple Count (The progress report submitted in the current quarter relates to the previous quarterly performance).
<b>Means of verification</b>	Proof of submission to DPME Proof of submission to DHET
<b>Data limitations</b>	None
<b>Type of indicator</b>	Quantitative
<b>Calculation type</b>	Cumulative for the year
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Achieve the set target
<b>Indicator Responsibility</b>	GM Operations

<b>Indicator Title</b>	<b>1.1.3 Accounting Authority approved and Audited Annual Report</b>
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<b>Short Definition</b>	Annual Report on BANKSETA activities against planned targets. The final Annual Report is submitted to DHET for tabling in parliament, National Treasury and Auditor General SA.
<b>Purpose/Importance</b>	To report on prior year organisational strategic, operational, and financial performance and on strategic and operational achievements and challenges
<b>Source/Collection of data</b>	Audited Annual Report
<b>Method of calculation</b>	1 x Draft 1 x Final
<b>Means of verification</b>	Proof of submission of the final Annual Report to DHET, National Treasury, Auditor General SA and Parliament
<b>Data limitations</b>	None
<b>Calculation type</b>	Non-cumulative for the year
<b>Reporting Cycle</b>	Quarterly
<b>New Indicator</b>	No
<b>Desired Performance</b>	Timeous submission of the Annual Report to the authorities and Parliament by due dates
<b>Indicator Responsibility</b>	GM: Corporate Services

<b>Indicator Title</b>	<b>1.1.4 Quarterly SETA Good Governance Report Submitted</b>
<b>Short Definition</b>	SETA Good Governance Reports Submitted. The SETA Good Governance Reports submission is aligned to DHET requirements and includes reporting on Board Governance, meetings minutes etc. The report submitted in the current quarter relates to the previous quarterly performance.
<b>Source of data</b>	Submitted Good Governance Reports
<b>Method of calculation</b>	1 x 4
<b>Means of verification</b>	Proof of submission to DHET (The report submitted in the current quarter relates to the previous quarterly performance).
<b>Data limitations</b>	None
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation (where applicable)</b>	N/A
<b>Type of indicator</b>	Quantitative
<b>Calculation type</b>	Cumulative for the year
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	4 reports submitted
<b>Indicator Responsibility</b>	Chief Executive Officer

## Sub Programme 1.2

## Optimal human resource capacity

<b>Indicator Title</b>	<b>1.2.1 Employee satisfaction index</b>
<b>Short Definition</b>	BANKSETA values its employees and continues to monitor their levels of satisfaction with BANKSETA by conducting a stakeholder satisfaction survey for the current financial year.
<b>Source of data</b>	Stakeholder Satisfaction Survey Report
<b>Method of calculation</b>	Qualitative: Stakeholder Satisfaction Survey Report showing the rating score
<b>Means of verification</b>	Stakeholder Satisfaction Survey Report showing the Stakeholder Satisfaction Score
<b>Data limitations</b>	Insufficient data (Insufficient Responses)
<b>Calculation type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>New Indicator</b>	No
<b>Desired Performance</b>	Achieve a 3,5/5 rating or higher
<b>Indicator Responsibility</b>	GM: Corporate Services

### Sub Programme 1.3: **Communication and Brand Awareness**

<b>Indicator Title</b>	<b>1.3.1 Approved Annual Marketing and Communication strategy</b>
<b>Definition</b>	An approved marketing and communication strategy to effectively communicate the work of the BANKSETA and engage with stakeholders
<b>Source of data</b>	Approved marketing and communication strategy
<b>Method of calculation</b>	Simple count and verification of the presence of the strategy
<b>Means of Verification</b>	Approved marketing and communications strategy
<b>Assumptions</b>	None
<b>Data limitations</b>	None
<b>Calculation type</b>	Non-cumulative (marketing and communications strategy)
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	Approve a marketing and communications strategy
<b>Indicator Responsibility</b>	GM: Corporate Services

<b>Indicator Title</b>	<b>1.3.2 Approved Annual Marketing and Communication plan</b>
<b>Short Definition</b>	An approved marketing and communication plan to effectively communicate the work of the BANKSETA and engage with stakeholders
<b>Source/Collection of data</b>	Approved Marketing and Communications Plan
<b>Method of calculation</b>	Qualitative (Verification of the Approved Marketing and Communications plan)
<b>Means of verification</b>	Approved Marketing and Communications Plan
<b>Data limitations</b>	None
<b>Calculation type</b>	Non-cumulative

<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	Approve a marketing and communications Plan
<b>Indicator Responsibility</b>	GM: Corporate Services

<b>Indicator Title</b>	<b>1.3.3 Annual Stakeholder satisfaction rating score</b>
<b>Short Definition</b>	To assess internal and external stakeholder satisfaction related to BANKSETA service provision on programme offerings, resource/s capacity and overall stakeholder experience of service and perception of the organisation in the current financial year.
<b>Source of data</b>	Survey Data: Interview and online questionnaires
<b>Method of calculation</b>	Baseline achievement (Average of the scores)
<b>Means of verification</b>	Stakeholder Satisfaction Survey Report
<b>Data limitations</b>	Insufficient data (Insufficient Responses)
<b>Calculation type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annual
<b>New Indicator</b>	No
<b>Desired Performance</b>	Achieve a 3,5/5 rating or higher
<b>Indicator Responsibility</b>	GM: Corporate Services

#### Sub Programme 1.4 **ICT Support**

<b>Indicator Title</b>	<b>1.4.1 Approved ICT Strategy</b>
<b>Definition</b>	Ensure that the ICT Strategy is approved.
<b>Source of data</b>	Board Approved ICT Strategy
<b>Method of calculation or assessment</b>	A simple count of 1 x ICT Strategy
<b>Means of verification</b>	Board for Approved ICT Strategy with minutes or board decision number
<b>Assumptions</b>	The Board shall sit on the respective quarter for consideration of the ICT Strategy for approval
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Non-Cumulative
<b>Reporting cycle</b>	Annually
<b>Desired Performance</b>	As per set target
<b>Indicator Responsibility</b>	General Manager: Corporate Services

<b>Indicator Title</b>	<b>1.4.2 Number of progress reports Submitted to the Board on Implementation of the ICT Strategy</b>
<b>Definition</b>	Ensure that the ICT Strategy is implemented and progress on ICT Strategy is reported on a quarterly basis to ICT Steering Committee, Audit and Risk Committee and the

	Board. The progress report submitted in the current quarter relates to the previous quarterly performance.
<b>Source of data</b>	Submitted progress reports
<b>Method of calculation</b>	A simple count of four (4) x ICT Strategy Implementation progress reports (The progress report submitted in the current quarter relates to the previous quarterly performance).
<b>Means of verification</b>	Quarterly Progress reports with minutes or board decision number
<b>Assumptions</b>	The ICT Steering Committee, Audit and Risk Committee and the Board shall sit on the respective quarter for consideration of progress reports on the Implementation of ICT Strategy.
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative - year to date
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per set target
<b>Indicator Responsibility</b>	General Manager: Corporate Services

## Sub Programme 1.5 Financial Management Audit and Reporting

<b>Indicator Title</b>	<b>1.5.1 An unqualified audit outcome is achieved</b>
<b>Definition</b>	Ensure that the entity maintains compliant provisioning systems, accurate and prompt capturing of transactions, sound financial management and reporting in line with legislation, accounting standards and good governance
<b>Source of data</b>	AGSA Management Report
<b>Method of calculation or assessment</b>	Qualitative
<b>Means of verification</b>	Final audit opinion from the AGSA
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired Performance</b>	As per the set target
<b>Indicator Responsibility</b>	Chief Financial Officer

<b>Indicator Title</b>	<b>1.5.2 Admin and QCTO costs controlled to be within 10.5% of levies unless permission received from DHET to exceed</b>
<b>Definition</b>	Ensure that the entity complies with legislation and controls its expenditures.
<b>Source of data</b>	Monthly management accounts
<b>Method of calculation or assessment</b>	Calculation of admin, QCTO and capex expenditure as a percentage of total levies received by BANKSETA.
<b>Means of verification</b>	Calculation based on the monthly management accounts
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	Budgeting, control of expenditure and accurate and prompt reporting all year round.
<b>Indicator Responsibility</b>	Chief Financial Officer

<b>Indicator Title</b>	<b>1.5.3 % Mandatory grants claimed compared to total mandatory levies</b>
<b>Definition</b>	Ensure that the BANKSETA facilitates that a high percentage of employers participate in WSP processes, the WSP/ATR submissions are approved, BANKSETA complies with legislation on payment of mandatory grants and also raises accurate provisions..
<b>Source of data</b>	Monthly management accounts
<b>Method of calculation or assessment</b>	Percentage of mandatory grant expenses compared to mandatory levy income
<b>Means of verification</b>	Calculation based on the monthly management accounts
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	BANKSETA assistance to employers in WSP/ATR process, approval of the WSP, accurate provisions and payments all year round.
<b>Indicator Responsibility</b>	Chief Financial Officer

<b>Indicator Title</b>	<b>1.5.4 Completion of tenders on the procurement plan</b>
<b>Definition</b>	Ensure that the BANKSETA processes tenders during the year. Compliantly and timeously
<b>Source of data</b>	Quarterly procurement plan monitoring report

<b>Method of calculation or assessment</b>	Quantitative (Number of tenders completed compared to total number on latest procurement plan (cumulatively -YTD). Note that completed tender does not need to be awarded as there may be valid reasons why a tender is a non award). A completed tender is the legislated description of completed being: <ul style="list-style-type: none"> <li>a) Awarded – awarded signed by the CEO (up to R5 million) or resolved by board (above R5 million) in line with delegation of authority and either the service provider has signed the letter of intent or contract and the tender award reported on eTender/website Or</li> <li>b) Non-award or cancellation- CEO (in line with the delegation of authority) has signed off the non-award/cancellation documents and the non-award/cancellation letters have been sent to the service providers and the tender outcome which is reported as a cancellation has been reported on eTender/website.</li> </ul>
<b>Means of verification</b>	Calculation based on the quarterly procurement plan monitoring report showing status of tenders per the 2023/24 procurement plans. Prior year tenders (i.e tenders advertised and advert closed before the beginning of the financial year) are not included as tenders fall in the year advert closes.
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative (year-to-date)
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	BANKSETA ensures that tender implementation is done compliantly and promptly.
<b>Indicator Responsibility</b>	Chief Financial Officer

<b>Indicator Title</b>	<b>1.5.5 Percentage of discretionary grant budget allocated at developing high level skills</b>
<b>Definition</b>	This indicator measures the amount of the Discretionary Grant budget allocated at developing high-level skills. The high-level skills are skills aligned to an NQF level 7 and above. This allocation excludes any in-year changes to the allocated budget
<b>Source of data</b>	Annual Allocated DG Budget Split Document showing allocation for high-level skills
<b>Method of calculation or assessment</b>	Quantitative (Allocated budget for high-level skills divided by total DG budget)
<b>Means of verification</b>	Financial Year Budget Split Document/Report
<b>Assumptions</b>	This allocation excludes any in-year changes to the allocated budget
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A

<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>Desired Performance</b>	Achieve the target as stated
<b>Indicator Responsibility</b>	GM: Operations

<b>Indicator Title</b>	<b>1.5.6 Percentage of Discretionary Grant budget allocated at developing intermediate level skills</b>
<b>Definition</b>	This indicator measures the amount of the Discretionary Grant budget allocated at developing intermediate-level skills. The intermediate-level skills are skill aligned to an NQF Level between 5 and 6. This allocation excludes any in-year changes to the allocated budget.
<b>Source of data</b>	Annual Allocated DG Budget Split Document showing allocation for intermediate-level skills
<b>Method of calculation or assessment</b>	Quantitative (Allocated budget for intermediate-level skills divided by total DG budget)
<b>Means of verification</b>	Financial Year Budget Split Document/Report
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>Desired Performance</b>	Achieve the target as stated
<b>Indicator Responsibility</b>	GM: Operations

<b>Indicator Title</b>	<b>1.5.7 Percentage of Discretionary Grant budget allocated at developing elementary skills</b>
<b>Definition</b>	This indicator measures the amount of the Discretionary Grant budget allocated at developing elementary skills. The elementary skills are skills aligned to NQF level 4 and below. This allocation excludes any in-year changes to the allocated budget
<b>Source of data</b>	Annual Allocated Budget Split Document showing allocation for elementary skills
<b>Method of calculation or assessment</b>	Quantitative (Allocated budget for elementary skills divided by total DG budget)
<b>Means of verification</b>	Financial Year Budget Split Document/Report
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A



<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>Desired Performance</b>	Achieve the target as stated
<b>Indicator Responsibility</b>	GM: Operations

**Sub Programme 1.6: Organisational Compliance, Internal Audit and Risk Management**

<b>Indicator Title</b>	<b>1.6.1 Approved risk management implementation plan</b>
<b>Definition</b>	Ensure adequate and effective risk management programme
<b>Source of data</b>	Risk Management Plan
<b>Method of calculation or assessment</b>	Qualitative (Produce annual risk management implementation plan)
<b>Means of verification</b>	Risk Management Plan with Board minutes and/or Board Decision Number
<b>Assumptions</b>	Improved risk culture and maturity within BANKSETA
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>Desired Performance</b>	Desired Performance 80% implementation of the risk management implementation planned
<b>Indicator Responsibility</b>	Risk and Compliance Officer

<b>Indicator Title</b>	<b>1.6.2 Number of quarterly progress reports provided</b>
<b>Definition</b>	Ensure adequate and effective risk management programme in the organisation. The progress report submitted in the current quarter relates to the previous quarterly performance.
<b>Source of data</b>	Quarterly Risk Management Reports
<b>Method of calculation or assessment</b>	Simple count (The progress report submitted in the current quarter relates to the previous quarterly performance).
<b>Means of verification</b>	Quarterly Risk Management Reports with Board minutes and/or Board Decision Number
<b>Assumptions</b>	Improved risk culture and maturity within BANKSETA
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative year to date

<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	Desired Performance 80% implementation of the risk management implementation planned
<b>Indicator Responsibility</b>	Risk and Compliance Officer

<b>Indicator Title</b>	<b>1.6.3 Approved Internal Audit annual operational plan by the Audit &amp; Risk Committee (ARC) and progress reports submitted to ARC quarterly</b>
<b>Short Definition</b>	<ul style="list-style-type: none"> <li>▪ The internal audit annual operational plan is a list of activities/projects or assignments that the internal audit division plans to perform and complete during the financial year.</li> <li>▪ Quarterly progress reports that provide progress against planned internal audit activities documented in the annual operational plan.</li> <li>▪ The progress report submitted in the current quarter relates to the previous quarterly performance.</li> </ul>
<b>Source/Collection of data</b>	Annual plan & reports submitted to the ARC
<b>Method of calculation or assessment</b>	Qualitative (The progress report submitted in the current quarter relates to the previous quarterly performance).
<b>Means of verification</b>	Internal Audit annual operational plan approved by the ARC and quarterly progress reports submitted to ARC
<b>Assumptions</b>	n/a
<b>Disaggregation of beneficiaries</b>	n/a
<b>Spatial Transformation</b>	n/a
<b>Calculation type</b>	Non-cumulative
<b>Reporting Cycle</b>	Operational plan - Annually Progress Reports - Quarterly
<b>Desired Performance</b>	One annual operational plan approved by ARC and three quarterly reports issued to ARC
<b>Indicator Responsibility</b>	Head: Internal Audit

**Sub Programme 1.7: Monitoring and evaluation of BANKSETA effectiveness and impact measured**

<b>Indicator Title</b>	<b>1.7.1 Report on Tracking and Tracer Study</b>
<b>Definition</b>	To ensure that the beneficiaries of BANKSETA programmes are traced and tracked and the impact of programmes is measured
<b>Source of data</b>	Research Reports Portfolio
<b>Method of Calculation</b>	Qualitative
<b>Means of verification</b>	Tracking, Tracing Report or Impact Assessment Report
<b>Data limitations</b>	None
<b>Assumptions</b>	Data collected by project managers and readily available
<b>Disaggregation of beneficiaries (where</b>	N/A

applicable)	
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting Cycle	Annual
Desired Performance	Report on tracking and tracing of BANKSETA beneficiaries
Indicator Responsibility	Head: Strategy and Research

### Sub Programme 1.8: **BANKSETA Offices Established and Maintained in TVET Colleges**

<b>Indicator Title</b>	<b>1.8.1 Number of SETA offices Established and Maintained in TVET Colleges</b>
<b>Definition</b>	This indicator measures the number of SETA offices Established and Maintained in TVET Colleges with the aim of improving the relations with TVET colleges. Maintaining the office means BANKSETA has amongst others, deployed one staff member to support stakeholders in the area and attend events and meetings as required.
<b>Source of data</b>	Occupancy Agreement with TVET colleges and Asset Register for the office
<b>Method of Calculation</b>	Quantitative
<b>Means of verification</b>	Occupancy Agreement with TVET colleges. Asset Register for the office
<b>Data limitations</b>	None
<b>Assumptions</b>	None
<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>	Annual
<b>Desired Performance</b>	As per set target
<b>Indicator Responsibility</b>	Chief Executive Officer

## Programme 2: Skills Planning

### Sub-Programme 2.1: Mandatory Grants

<b>Indicator Title</b>	<b>2.1.1 Number of Workplace Skills Plans / Annual Training Reports approved for large firms, medium firms and small firms</b>
<b>Definition</b>	To measure the number of firms (large firms, Medium Firms and Small Firms) who submitted their Workplace Skills Plans and/or Annual Training Reports information and its approval. Large Firms employ 150 or more employees Medium Firms employ from 50 to 149 employees Small Firms employ from 1 to 49 employees

	The target is disaggregated as follows: Large Firms: 73 Medium Firms: 42 Small Firms: 301
Source of data	List of WSP Submissions and approvals
Method of calculation or assessment	Performance is calculated (quantitative) - Simple Count
Means of verification	Workplace Skills Plans and/or Annual Training Reports submitted on MIS and/or Manual and its approval
Assumptions	None
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation	N/A
Calculation type	Cumulative for the year
Reporting cycle	Quarterly
Desired Performance	As per set target
Indicator Responsibility	Manager: Skills Development

### Sub-Programme 2.2: Research and Benchmarking

<b>Indicator Title</b>	<b>2.2.1 Board Approved 3 year rolling research agenda submitted to DHET by compliance due date</b>
<b>Definition</b>	To ensure that the three-year research agenda submitted to the DHET is approved by the board
<b>Source of data</b>	Research Agenda
<b>Method of Calculation</b>	Qualitative
<b>Means of verification</b>	Proof of Research Agenda submitted to DHET (This forms part of the SSP submission pack, proof of submission for SSP will be used for verification. This is because the SSP would not be accepted without the Research Agenda)
<b>Data limitations</b>	The acknowledgement letter may state only the SSP submission when it actually refers to both the SSP and the Research Agenda
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation (where applicable)</b>	N/A
<b>Calculation type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annual
<b>Desired Performance</b>	Approved Research Agenda
<b>Indicator Responsibility</b>	Head: Strategy and Research

<b>Indicator Title</b>	<b>2.2.2 Number of research reports completed and publications placed on the website</b>
<b>Short Definition</b>	To measure the number of research reports and /or working papers completed
<b>Source of data</b>	Research reports placed on <a href="http://www.bankseta.org.za">www.bankseta.org.za</a>

<b>Method of assessment</b>	Quantitative
<b>Means of verification</b>	Screenshot of the reports on the website or Availability of the Research Reports on the website
<b>Assumptions</b>	Functional website
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation (where applicable)</b>	N/A
<b>Calculation type</b>	Cumulative (year-end)
<b>Reporting Cycle</b>	Annual
<b>Desired Performance</b>	Increased number of papers
<b>Indicator Responsibility</b>	Head: Strategy and Research

### Sub-Programme 2.3: Annual Sector Skills Plan developed and approved by DHET

<b>Indicator Title</b>	<b>2.3.1 Annual SSP approved by Board and submitted to DHET by compliance due date</b>
<b>Short Definition</b>	To ensure that the approved SSP is submitted to the DHET on the due date
<b>Source of data</b>	Approved SSP Report
<b>Method of assessment</b>	Qualitative
<b>Means of verification</b>	Letter of acknowledgement from DHET
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Non-cumulative
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Approved SSP
<b>Indicator Responsibility</b>	Head: Strategy and Research

## Programme 3: Learning Programmes

### Sub-Programme 3.1 Sector Learnership Programmes

<b>Indicator Title</b>	<b>3.1.1 Number of unemployed learners enrolled in learnership programmes</b>
<b>Definition</b>	To measure the number of unemployed learners enrolled in the BANKSETA learnership programme
<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of calculation or assessment</b>	Simple Count
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>Registered and duly signed Learning Programme Agreement</li> <li>Duly signed fixed-term contract of employment</li> <li>Copy of learner's ID</li> <li>Copy of highest qualification</li> </ul>
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	Black: 85% Female: 54%
<b>Spatial transformation</b>	National
<b>Calculation type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per set target
<b>Indicator Responsibility</b>	Manager: Youth Development

<b>Indicator Title</b>	<b>3.1.2 Number of unemployed learners completed the learnerships programmes</b>
<b>Definition</b>	To measure the number of learners completing the BANKSETA learnership programme. The learners will have supplied initial information while entering such as a copy of learner's ID and copy of their highest qualification.
<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of calculation or assessment</b>	Simple Count
<b>Means of verification</b>	Registered and duly signed Learning Programme Agreement Duly signed fixed-term contract of employment Copy of learner's ID Copy of highest qualification Copy of Certificate/ Statements of Results
<b>Assumptions</b>	N/A
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	National
<b>Calculation type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly

<b>Desired Performance</b>	As per set target
<b>Indicator Responsibility</b>	Manager: Youth Development

### Sub-Programme 3.2 PIVOTAL Grant Funding Window: Unemployed

<b>Indicator Title</b>	<b>3.2.1 Number of unemployed learners enrolled: Learnerships internships skills programmes</b>
<b>Definition</b>	The number of unemployed beneficiaries registered to meet sector demand on programmes that fall within the definition of PIVOTAL programmes including Learnerships, Internships and Skills Programmes
<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of calculation or assessment</b>	Simple Count
<b>Means of verification</b>	<p><b>Unemployed Learnership</b> Registered and duly signed Learnership Agreement Duly signed fixed-term contract of employment Copy of learner's ID and highest qualification Training provider's certificate of accreditation applicable to the Learnership</p> <p><b>Unemployed Internships</b> Duly signed Internship Agreement Duly signed fixed employment contract Copy of the learner's qualifications and ID</p> <p><b>Unemployed Skills Programme/ Part Qualification</b> Duly signed skills programme agreement or a duly signed Learner registration form with clear start and end dates of the programme Learner's ID copy</p>
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	None
<b>Spatial transformation</b>	National
<b>Calculation type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per set target
<b>Indicator Responsibility</b>	Manager: Youth Development

<b>Indicator Title</b>	<b>3.2.2 Number of unemployed learners completed: Learnerships internships skills programmes</b>
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<b>Definition</b>	The number of unemployed beneficiaries completing programmes that fall within the definition of PIVOTAL programmes including Learnerships, Internships and Skills Programmes
<b>Source of data</b>	Quarterly Monthly Information Report
<b>Method of calculation or assessment</b>	Simple Count
<b>Means of verification</b>	<p><b>Unemployed Learnership</b> Registered and duly signed Learnership Agreement Duly signed fixed-term contract of employment Copy of learner's ID and highest qualification Training provider's certificate of accreditation applicable to the Learnership Copy of Certificate/ Statement of Results</p> <p><b>Unemployed Internship</b> Duly signed Internship Agreement Duly signed fixed employment contract Copy of the learner's qualifications and ID Copy of certificate/letter stating the learner completed the internship programme.</p> <p><b>Unemployed Skills Programme/Part Qualification</b> Duly signed skills programme agreement or a duly signed Learner registration form with clear start and end dates of the programme Learner's ID copy Copy of a completion certificate/statement of results/ETQA assessment report</p>
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	National
<b>Calculation type</b>	Accumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per set target
<b>Indicator Responsibility</b>	Manager: Youth Development

### Sub-programme 3.3 Skills Development Initiatives for Grade 12 Learners

<b>Indicator Title</b>	<b>3.3.1 Number of learners enrolled in the programme</b>
<b>Definition</b>	<p>The number of learners in grade 12 that are enrolled in the programme. The learners participate in various programmes that include:</p> <p>Digital Literacy Programme that incorporates ICT skills and/or</p> <p>Mathematics and science assistance to Grade 12 learners at schools and/or</p> <p>Assist learners who have not passed Grade 12 to achieve the certificate</p>
<b>Source of data</b>	Quarterly Performance Information Reports
<b>Method of calculation or assessment</b>	Count the number of learners enrolled in the programme



<b>Means of verification</b>	<ul style="list-style-type: none"> <li>▪ Signed learner registration form (with the name of the school and the Grade the learner is registered for).</li> <li>▪ Grade 11 School Report</li> <li>▪ Copy of identity document of grade 12 learner (ID card/ ID book/ Birth certificate)</li> </ul>
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	None
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per set target
<b>Indicator Responsibility</b>	Managers: Regional Offices

<b>Indicator Title</b>	<b>3.3.2 Number of learners Completing the programme</b>
<b>Definition</b>	<p>The number of learners in grade 12 that are completing the programme. The learners participate in various programmes that include:</p> <p>Digital Literacy Programme that incorporates ICT skills and/or</p> <p>Mathematics and science assistance to Grade 12 learners at schools and/or</p> <p>Assist learners who have not passed Grade 12 to achieve the certificate</p>
<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of calculation or assessment</b>	<p>Simple Count:</p> <p>Digital Literacy Programme that incorporates ICT skills (Certificate issued by the provider)</p> <p>Mathematics and science assistance to Grade 12 learners at schools (Statement of results with Maths and Science passed)</p> <p>Assist learners who have not passed/ failed Grade 12 to achieve the certificate (Statement of results with passed subjects)</p>
<b>Means of verification</b>	<p>Signed learner registration form.</p> <p>Copy of identity document of grade 12 learner (ID card/ ID book/ Birth certificate)</p> <p>Digital Literacy Programme that incorporates ICT skills (Certificate issued by the provider)</p> <p>Mathematics and science assistance to Grade 12 learners at schools (Statement of results with Maths and Science passed)</p> <p>Assist learners who have not passed/ failed Grade 12 to achieve the certificate (Statement of results with passed subjects)</p> <p>Proof of completion for the programme (Letter of completion or certificate of completion issued by the implementing partner)</p>

<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	None
<b>Spatial transformation</b>	None
<b>Calculation type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per the set target
<b>Indicator Responsibility</b>	Regions

### Sub-Programme 3.4 Online Short Courses Funding Window

<b>Indicator Title</b>	<b>3.4.1 Number of employees entering the programme</b>
<b>Definition</b>	Number of employees selected by their Employers to enter Short Courses linked to specified Occupations as indicated in the Scarce Skills List of the ERRP.
<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of calculation or assessment</b>	Performance is calculated (quantitative) - Simple Count
<b>Means of verification</b>	A letter from the employer confirming full name/s as per ID book, ID number and employee number of the learner.  Proof of registration for the online course
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	85% Black 54% Women
<b>Spatial transformation</b>	N/A
<b>Data Limitations</b>	Performance Information is received late and incomplete
<b>Calculation type</b>	Cumulative for the year
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per set target
<b>Indicator Responsibility</b>	Manager: Skills Development

<b>Indicator Title</b>	<b>3.4.2 Number of employees completing the programme successfully</b>
<b>Definition</b>	Number of employees selected by their employers to complete Short Courses linked to specified Occupations as indicated in the ERRP.
<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of calculation or assessment</b>	Performance is calculated (quantitative) - Simple Count

<b>Means of verification</b>	<p>A letter from the employer confirming full name/s as per ID book, ID number and employee number of the learner.</p> <p>Proof of registration for the online course</p> <p>Proof of successful learner completion (certificate or statement of results or letter from provider confirming completion)</p>
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Data Limitations</b>	Performance Information is received late and incomplete
<b>Calculation type</b>	Cumulative for the year
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per set target
<b>Indicator Responsibility</b>	Manager: Skills Development

### Sub-Programme 3.5 TVET Work Integrated Funding Window

<b>Indicator Title</b>	<b>3.5.1 Number of TVET partnerships established</b>
<b>Definition</b>	As part of the BANKSETA mandate, partnerships must be entered into with TVET to support learners. To achieve these, MoAs are signed with qualifying learning institutions. Several MoAs might be signed with the same institution for different programmes and those MoAs need to be counted separately.
<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of calculation or assessment</b>	A Simple count of the individual MoAs
<b>Means of verification</b>	A duly signed agreement/MoU/Contract with clear defined deliverables and timelines entered into between the SETA and the TVET College
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	As per set target
<b>Indicator Responsibility</b>	Manager: Bursaries and Work Integrated Learning

<b>Indicator title</b>	3.5.2 Number of TVET students requiring Work Integrated Learning to complete their qualifications placed in workplaces
<b>Definition</b>	The number of learners accessing Work integrated learning opportunities to fulfil their academic workplace requirements from qualifying TVETs.
<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of Calculation or assessment</b>	Simple count
<b>Means of verification</b>	A duly signed agreement/MoU/Contract with clear defined deliverables and timelines entered into between the SETA and the TVET College. Workplace Experience Agreement. A duly signed term fixed-term employment contract. Student's ID copy.
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries</b>	None
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly

<b>Desired performance</b>	As per set target
<b>Indicator responsibility</b>	Manager: Bursaries and Work Integrated Learning

<b>Indicator Title</b>	3.5.3 Number of TVET students completed their work integrated learning placements
<b>Definition</b>	The number of learners completing Work Integrated learning programmes
<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of calculation or assessment</b>	Simple count
<b>Means of verification</b>	A duly signed agreement/MoU/Contract with clear defined deliverables and timelines entered into between the SETA and the TVET College. Workplace Experience agreement A duly signed term fixed-term employment contract. Student's ID copy Letter of completion from TVET or Copy of Student placement certificate.
<b>Assumptions</b>	N/A
<b>Disaggregation of beneficiaries</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	as per set target
<b>Indicator Responsibility</b>	Manager: Bursaries and Work Integrated Learning

### Sub-programme 3.6 University of Technology Work Integrated Funding Window

<b>Indicator Title</b>	<b>3.6.1 Number of HEI partnerships established</b>
<b>Definition</b>	As part of the BANKSETA mandate, partnerships must be entered into with public UoT to support learners. To achieve these, MoAs are signed with qualifying UoTs. Several MoAs might be signed with the same institution for different programmes and those MoAs need to be counted separately.

<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of calculation or assessment</b>	Simple count of the individual MoAs
<b>Means of verification</b>	Signed MoAs with Universities of Technology
<b>Assumptions</b>	N/A
<b>Disaggregation of beneficiaries</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	As per set target
<b>Indicator Responsibility</b>	Manager: Bursaries and Work Integrated Learning

<b>Indicator Title</b>	3.6.2 Number of universities students requiring work integrated learning to complete their qualifications placed in workplaces
<b>Definition</b>	The number of learners accessing Work integrated learning opportunities from qualifying UoTs.
<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of calculation or assessment</b>	Simple count
<b>Means of verification</b>	A duly signed agreement/MoU/Contract with clear defined deliverables and timelines entered into between the SETA and the UoT. Workplace Experience agreement A duly signed term fixed term employment contract. Student's ID copy
<b>Assumptions</b>	Data is available, completed, and accurate
<b>Disaggregation of beneficiaries</b>	None
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	As per set target
<b>Indicator Responsibility</b>	Manager: Bursaries and Work Integrated Learning

<b>Indicator Title</b>	3.6.3 Number of university students completed their Work Integrated Learning placements
<b>Definition</b>	The number of learners who complete WIL opportunities and Work Integrated learning encourage learners to gain valuable workplace

	experience and are pre-requisites for the completion of a learning programmes
<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of calculation or assessment</b>	Count of completions
<b>Means of Verification</b>	A duly signed agreement/MoU/Contract with clear defined deliverables and timelines entered into between the SETA and the UoT. Workplace Experience agreement A duly signed term fixed term employment contract. Student's ID copy Letters of completion from institutions or Copy of Student placement certificate.
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	As per set target
<b>Indicator Responsibility</b>	Manager: Bursaries and Work Integrated Learning

### Sub-programme 3.7 Higher Education Funding Window

<b>Indicator Title</b>	<b>3.7.1 Number of HEI partnerships established</b>
<b>Definition</b>	As part of the BANKSETA mandate, partnerships must be entered into with public higher education institutions to support learners. To achieve this, Memoranda of Agreement (MoAs) are signed with qualifying learning institutions. Several MoAs might be signed with the same institution for different programmes and those MoAs need to be counted separately.
<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of calculation or assessment</b>	Simple count
<b>Means of verification</b>	A duly signed agreement/MoU/Contract with clear defined deliverables and timelines entered into between the SETA and the University
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries</b>	None
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Sign more MoAs

<b>Indicator Responsibility</b>	Manager: Bursaries and Work Integrated Learning
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<b>Indicator title</b>	<b>3.7.2 Number of unemployed learners granted Bursaries (new enrolments and continuing)</b>
<b>Definition</b>	The number of unemployed learners awarded bursaries at universities who are funded by the BANKSETA. This includes new enrolments as well as continuations
<b>Source of data</b>	Quarterly Performance Information report
<b>Method of Calculation or assessment</b>	Simple count
<b>Means of verification</b>	A duly signed bursary agreement entered into between the learner and the SETA or its contracted Agent. Bursar's ID copy. Proof of registration from the University or college.
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries</b>	None
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	As per set target
<b>Indicator responsibility</b>	Manager: Bursaries and Work Integrated Learning

<b>Indicator title</b>	<b>3.7.3 Number of unemployed learners granted Bursaries completed their studies</b>
<b>Definition</b>	The number of learners that successfully complete the full qualification, through bursary funding. Performance Information may relate to learners who have already completed (settlements)
<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of Calculation or assessment</b>	Simple count
<b>Means of verification</b>	A duly signed bursary agreement entered into between the learner and the SETA or its contracted Agent. Bursar's ID copy. Proof of registration from the University or college. Copy of the qualification or a letter from the institution confirming that the Bursar has completed the qualification.



<b>Assumptions</b>	
<b>Disaggregation of beneficiaries</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	As per set target
<b>Indicator responsibility</b>	Manager: Bursaries and Work-Integrated Learning

### Sub-Programme 3.8 Career Awareness Services

<b>Indicator Title</b>	<b>3.8.1 Number of Career Development Events on occupations in high demand: (Urban and Rural)</b>
<b>Short Definition</b>	Workshops held to Capacitate delegates by providing career guidance material and disseminating related information through workshops to enable them to share career path information with learners through learning from BANKSETA material in classes and career guidance events.
<b>Source/Collection of data</b>	Quarterly Performance Information Report
<b>Means of verification</b>	Event's invitation or SETA project plan for career guidance Attendance register for Career Guidance Event beneficiaries showing location (The Municipal Demarcation Document will be used to determine if the location is urban or rural ) Career guidance booklet/Training Manuals with the updated sector scarce skills list booklet (only at first quarter validation unless amended)
<b>Method of calculation</b>	Simple Count
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation (where applicable)</b>	N/A
<b>Data limitations</b>	N/A
<b>Calculation type</b>	Cumulative for the year
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	As per set target
<b>Indicator Responsibility</b>	Manager: Marketing and Communications

<b>Indicator Title</b>	<b>3.8.2 Number of Career Development Practitioners trained</b>
<b>Short Definition</b>	Capacitating delegates by providing career-guidance material and disseminating related information through workshops to enable them to share career path information with learners through learning from BANKSETA material in classes and career guidance events
<b>Source/Collection of data</b>	Quarterly Performance Information Report
<b>Means of verification</b>	Event's invitation or SETA project plan for career guidance Attendance register for career guidance beneficiaries Career guidance booklet with the updated sector scarce skills list booklet (only at first quarter validation unless amended) Attendance registers or registration forms
<b>Method of calculation</b>	Simple Count
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation (where applicable)</b>	N/A
<b>Data limitations</b>	N/A
<b>Calculation type</b>	Cumulative for the year
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	As per set target
<b>Indicator Responsibility</b>	Manager: Marketing and Communication

### Sub-Programme 3.9 Leadership Development Programme

<b>Indicator Title</b>	<b>3.9.1 Number of employees entering the programme</b>
<b>Definition</b>	Number of employees selected by their Employers to enter the Leadership Development Programme aimed at enhancing their Leadership Skills. This is part of the workers granted bursaries (new entrants)
<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of calculation or assessment</b>	Performance is calculated (quantitative) - Simple Count
<b>Means of verification</b>	A duly signed bursary agreement entered into between the learner and the SETA or its contracted Agent. Confirmation of Employment letter Bursar's ID copy. Proof of registration from the University or college.
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	85% Black 54% Women
<b>Spatial transformation</b>	N/A
<b>Data Limitations</b>	N/A
<b>Type of Indicator</b>	Quantitative
<b>Calculation type</b>	Cumulative for the year
<b>Reporting cycle</b>	Quarterly-
<b>Desired Performance</b>	As per set target
<b>Indicator Responsibility</b>	Manager: Skills Development

<b>Indicator Title</b>	<b>3.9.2 Number of employees completing the programme successfully</b>
<b>Definition</b>	Number of employees selected by their Employers to complete the Leadership Development Programme by meeting the requirements of the programme. This is part of the workers completing bursary
<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of calculation or assessment</b>	A Simple Count
<b>Means of verification</b>	A duly signed bursary agreement entered into between the learner and the SETA or its contracted Agent. Confirmation of Employment letter  Bursar's ID copy. Proof of registration from the University or college. Copy of the qualification or a letter from the institution confirming that the Bursar has completed the qualification.
<b>Assumptions</b>	N/A
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative for the year
<b>Reporting cycle</b>	Quarterly

<b>Desired Performance</b>	As per set target
<b>Indicator Responsibility</b>	Manager: Skills Development

### Sub-Programme 3.10 PIVOTAL Grant Funding Window

<b>Indicator Title</b>	<b>3.10.1 Number of workers: enrolled in Learnerships programmes, granted Bursaries (new entries), Granted Bursaries (Continuing) and Enrolled skills programmes</b>
<b>Definition</b>	Number of employees selected by their Employers to enter PIVOTAL / Accredited Learning Programmes inclusive of Learnerships, Bursaries and Registered Skills Programmes / Registered Part-Qualifications. Employees may have already started their learning programme before the signing of the Memorandum of Agreement.
<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of calculation or assessment</b>	A Simple Count
<b>Means of verification</b>	<p><b>Learnerships:</b>  Duly signed Learnership agreement  Learner ID copy.  Copy of learner's highest qualification.  Training provider's certificate of accreditation applicable to the learnerships.  Proof of employment</p> <p><b>Bursaries</b>  A duly signed bursary agreement entered into between the learner and the SETA or its contracted Agent.  Bursar's ID copy.  Proof of registration from the University or college.  Proof of employment</p> <p><b>Skills Programmes</b>  A duly signed skills programme agreement <b>or</b> a duly signed Learner registration form  Learner's ID copy.  Proof of employment</p>
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	None
<b>Spatial transformation</b>	N/A
<b>Type of Indicator</b>	Quantitative
<b>Calculation type</b>	Cumulative for the year
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per set target
<b>Indicator Responsibility</b>	Manager: Skills Development

<b>Indicator Title</b>	<b>3.10.2 Number of workers: completed learnerships programmes, granted bursaries completed their studies and completed skills programmes</b>
<b>Definition</b>	Number of employees selected by their Employers to complete PIVOTAL / Accredited Learning Programmes inclusive of Learnerships, Bursaries and Registered Skills Programmes / Registered Part-Qualifications
<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of calculation or assessment</b>	A Simple Count
<b>Means of verification</b>	<p><b>Learnerships:</b> Duly signed Learnership agreement Learner ID copy. Copy of learner's highest qualification. Training provider's certificate of accreditation applicable to the learnerships. Copy of completion certificate Proof of employment</p> <p><b>Bursaries</b> A duly signed bursary agreement entered into between the learner and the SETA or its contracted Agent. Bursar's ID copy. Proof of registration from the University or college. Copy of the qualification or a letter from the institution confirming that the Bursar has completed the qualification. Proof of employment</p> <p><b>Skills Programmes</b> A duly signed skills programme agreement or a duly signed Learner registration form Learner's ID copy. Copy of completion certificate/statement of results/ETQA assessment report. Proof of employment</p>
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative for the year
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per set target
<b>Indicator Responsibility</b>	Manager: Skills Development

### Sub-Programme 3.11 Reskill, Upskill and/or Out-Skill Funding Window for Employees

<b>Indicator Title</b>	<b>3.11.1 Number of employees entering the programme</b>
<b>Definition</b>	Number of employees selected by their Employers to enter the Programme to allow employees to remain relevant and/or to support the job role changes planned by the employer or evolving job roles. This may form part of the workers entering bursaries, learnerships or skills programmes. Employees may have already started their learning programme before the signing of the Memorandum of Agreement.
<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of calculation or assessment</b>	A Simple Count
<b>Means of verification</b>	<p><b>Learnerships:</b>  Duly signed Learnership agreement  Learner ID copy.  Copy of learner's highest qualification.  Training provider's certificate of accreditation applicable to the learnerships.  Proof of employment</p> <p><b>Bursaries</b>  A duly signed bursary agreement entered into between the learner and the SETA or its contracted Agent.  Bursar's ID copy.  Proof of registration from the University or college.  Proof of employment</p> <p><b>Skills Programmes</b>  A duly signed skills programme agreement <b>or</b> a duly signed Learner registration form  Learner's ID copy.  Proof of employment</p> <p><b>Other</b>  Complete and duly signed Reskilling Agreement for each learner including:</p> <ul style="list-style-type: none"> <li>• Valid and relevant proof of training provider accreditation</li> <li>• Learner ID copy</li> <li>• Copy of learner's highest qualification</li> <li>• Proof of employment</li> </ul>
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative for the year
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per set target
<b>Indicator Responsibility</b>	Manager: Skills Development

<b>Indicator Title</b>	<b>3.11.2 Number of employees completing the programme successfully</b>
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<b>Definition</b>	Number of employees selected by their Employers to complete the Reskilling Programme to allow employees to remain relevant through job role changes planned by the employer or evolving job roles. This may form part of the workers completing bursaries, learnerships or skills programmes
<b>Source of data</b>	Quarterly Report
<b>Method of calculation or assessment</b>	Performance is calculated (quantitative) - Simple Count
<b>Means of verification</b>	<p><b>Learnerships</b>  Duly signed Learnership agreement  Proof of employment  Learner ID copy.  Copy of learner's highest qualification.  Training provider's certificate of accreditation applicable to the learnerships.  Copy of completion certificate</p> <p><b>Bursaries</b>  A duly signed bursary agreement entered into between the learner and the SETA or its contracted Agent.  Proof of employment  Bursar's ID copy.  Proof of registration from the University or college.  Copy of the qualification or a letter from the institution confirming that the Bursar has completed the qualification.</p> <p><b>Skills Programmes</b>  A duly signed skills programme agreement or a duly signed Learner registration form  Proof of employment  Learner's ID copy.  Copy of completion certificate/statement of results/ETQA assessment report.</p> <p><b>Other</b>  Complete and duly signed Reskilling Agreement for each learner including:  Proof of employment  Valid and relevant proof of training provider accreditation  Learner ID copy  Copy of learner's highest qualification  Learner Certificates/statement of results</p>
<b>Assumptions</b>	
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Data Limitations</b>	Performance Information is received late and incomplete
<b>Calculation type</b>	Cumulative for the year
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per set target
<b>Indicator Responsibility</b>	Manager: Skills Development

## Sub-Programme 3.12 IT Funding Window for Employees

<b>Indicator Title</b>	<b>3.12.1 Number of employees entering the programme</b>
<b>Definition</b>	Number of employees selected by their Employers to enter the IT Skills Funding to allow employees to remain relevant through IT courses that are non-SAQA and non-NQF aligned. It also includes international qualifications. Learners may have already started their learning programme before the signing of the Memorandum of Agreement.
<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of calculation or assessment</b>	A Simple Count
<b>Means of verification</b>	Complete and duly signed learning programme agreement for each learner including: Learner ID copy Proof of employment
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	85% Black 54% Women
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative for the year
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per set target
<b>Indicator Responsibility</b>	Manager: Skills Development

<b>Indicator Title</b>	<b>3.12.2 Number of employees completing the programme successfully</b>
<b>Definition</b>	Number of employees selected by their Employers to complete the IT Skills Funding to allow employees to remain relevant through IT courses that are non-SAQA and non-NQF aligned. It also includes international qualifications.
<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of calculation or assessment</b>	A Simple Count
<b>Means of verification</b>	Complete and duly signed learning programme agreement for each learner including: Learner ID copy Proof of employment Proof of successful learner completion: Copy of completion certificate/statement of results/ETQA assessment report or letter from provider confirming completion.
<b>Assumptions</b>	None
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative for the year
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per set target
<b>Indicator Responsibility</b>	Manager: Skills Development



### Sub Programme 3.13 SME and CFI Programme

<b>Indicator Title</b>	3.13.1 Number of small and emerging enterprises trained on sector and national identified priority occupations or skills.
<b>Definition</b>	The number of SME organisations accessing funding. In an effort to grow the economy, Small Enterprises development is important for job creation. BANKSETA targets SME skills development to support these organisations with the required skills
<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of calculation or assessment</b>	A Simple count
<b>Means of verification</b>	A duly signed contract entered into between the small business and the SETA or a registration form for the small business support stating the kind of support provided or Workshop/meeting attendances register with clear purpose of supporting small businesses or proof of payment by SETA to the small business (Grant payment).
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per set target
<b>Indicator Responsibility</b>	Manager: Alternative Banking

<b>Indicator Title</b>	3.13.2 Number of established or emergent cooperatives trained on sector and national priority occupations or skills.
<b>Definition</b>	To ensure that CFI businesses have the necessary business skills for sustainability.
<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of calculation or assessment</b>	A Simple count
<b>Means of verification</b>	Signed MoAs with CFIs and Attendance Registers of trained beneficiaries on training intervention
<b>Assumptions</b>	
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per set target
<b>Indicator Responsibility</b>	Manager Alternative Banking

### Sub Programme 3.14 Entrepreneurship Programme

<b>Indicator Title</b>	3.14.1 Number of people trained on entrepreneurship supported to start their business
<b>Definition</b>	To ensure the necessary business skills to sustain business with targeted interventions. The participants in the programme are individuals from different SMEs
<b>Source of data</b>	Quarterly Performance Information Reports
<b>Method of calculation or assessment</b>	Simple count
<b>Means of verification</b>	Signed MoA with implementation partner, ID copy of the delegate, Learner agreement
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per set target
<b>Indicator Responsibility</b>	Manager Alternative Banking

<b>Indicator Title</b>	<b>3.14.2 Number of participants completing the programme successfully</b>
<b>Definition</b>	The number of participants completing the programme successfully. The participants in the programme are individuals from different SMEs
<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of calculation or assessment</b>	Simple count
<b>Means of verification</b>	Signed MoA with implementation partner, ID copy of the delegate, Learner agreement. Proof of Learner Completion in the form of a copy of completion certificate or statement of results or letter of completion from the provider.
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per set target
<b>Indicator Responsibility</b>	Alternative Banking Manager

### Sub-programme 3.15 Rural Development Project

<b>Indicator Title</b>	3.15.1 Number of Rural Development Projects initiated
<b>Definition</b>	Skills development support for rural areas. The rural areas are defined as per SALGA Municipal Boundary Demarcation

<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of calculation or assessment</b>	Simple count
<b>Means of verification</b>	A signed MOA
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	None
<b>Calculation type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per set target
<b>Indicator Responsibility</b>	Manager Alternative Banking

<b>Indicator Title</b>	<b>3.15.2 Number of rural based participants attending training</b>
<b>Definition</b>	Skills development support for rural areas. The rural areas are defined as per SALGA Municipal Boundary Demarcation
<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of calculation or assessment</b>	A simple count
<b>Means of verification</b>	Attendance Registers or Registration Forms and/or Training Report
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	None
<b>Calculation type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per the set target
<b>Indicator Responsibility</b>	Manager Alternative Banking

### Sub Programme 3.16 Executive Development Programme – Development Finance

<b>Indicator Title</b>	<b>3.16.1 Number of participants enrolled in the programme</b>
<b>Definition</b>	Improving the level of skills within the South African workforce in Managerial positions in the banking and Alternative banking sectors. The performance will be reported against Number of workers granted bursaries (new entrants)
<b>Source of data</b>	Quarterly Performance Information
<b>Method of calculation or assessment</b>	A Simple count
<b>Means of verification</b>	A duly signed bursary agreement entered into between the learner and the SETA or its contracted Agent. Bursar's ID copy. Proof of registration from the University or college.
<b>Assumptions</b>	Participants are employed

<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per the set target
<b>Indicator Responsibility</b>	Manager Alternative Banking

<b>Indicator Title</b>	<b>3.16.2 Number of participants completing the programme successfully</b>
<b>Definition</b>	Improving the level of skills within the South African workforce in Managerial positions in the banking and Alternative banking sectors. The performance will be reported against Number of workers granted bursaries completed their studies
<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of calculation or assessment</b>	Simple count
<b>Means of verification</b>	A duly signed bursary agreement entered into between the learner and the SETA or its contracted Agent. Bursar's ID copy. Proof of registration from the University or college. Copy of the qualification or a letter from the institution confirming that the Bursar has completed the qualification.
<b>Assumptions</b>	Participants are employed
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per the set target
<b>Indicator Responsibility</b>	Manager Alternative Banking

### Sub-Programme 3.17 Doctoral and Post-Doctoral Funding Window

<b>Indicator Title</b>	<b>3.17.1 Number of Employed and Unemployed learners entering the programme</b>
<b>Definition</b>	Number of Employed/Unemployed learners entering the programme. This indicator forms part of the bursaries granted for employed and unemployed. It also supports the NDP goals of increasing research capabilities of the country. Learners may have already started their learning programme before the signing of the Memorandum of Agreement due to the start of the academic year.
<b>Source of data</b>	Quarterly Performance Information Report

<b>Method of calculation or assessment</b>	A simple count
<b>Means of verification</b>	A duly signed bursary agreement entered into between the learner and the SETA or its contracted Agent. Bursar's ID copy. Proof of registration from the University or college. University Faculty Accepted Research Proposal (New entrants) or Annual university progress report in the form of a letter (Continuing)
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative for the year
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per the set target
<b>Indicator Responsibility</b>	Manager: Skills Development

<b>Indicator Title</b>	<b>3.17.2 Number of Employed and Unemployed learners completing the programme successfully</b>
<b>Definition</b>	Number of learners completing the programme successfully. This indicator forms part of the bursaries granted for employed and unemployed. It also supports the NDP goals of increasing research capabilities of the country.
<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of calculation or assessment</b>	Performance is calculated (quantitative) - Simple Count
<b>Means of verification</b>	A duly signed bursary agreement entered into between the learner and the SETA or its contracted Agent. Bursar's ID copy. Proof of registration from the University or college. Copy of the qualification or a letter from the institution confirming that the Bursar has completed the qualification. Letter of completion from the university or statement of results or copy of certificate
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative for the year
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per the set target
<b>Indicator Responsibility</b>	Manager: Skills Development

### Sub-Programme 3.18 Strategic Projects

<b>Indicator Title</b>	<b>3.18.1 Number of participants enrolled in strategic projects</b>
<b>Definition</b>	The number of participants taking part in strategic projects. This may form part of the workers entering bursaries, learnerships or skills programmes. Employees may have already started their learning programme before the signing of the Memorandum of Agreement.
<b>Source of data</b>	QMR
<b>Method of calculation or assessment</b>	Simple count,
<b>Means of verification</b>	<p><b>Learnerships</b> Duly signed Learnership agreement Learner ID copy. Copy of learner's highest qualification. Training provider's certificate of accreditation applicable to the learnerships.</p> <p><b>Bursaries</b> A duly signed bursary agreement entered into between the learner and the SETA or its contracted Agent. Bursar's ID copy. Proof of registration from the University or college.</p> <p><b>Skills Programmes</b> A duly signed skills programme agreement or a duly signed Learner registration form Learner's ID copy.</p> <p><b>Other</b> Complete and duly signed Reskilling Agreement for each learner including: Valid and relevant proof of training provider accreditation Learner ID copy Copy of learner's highest qualification</p>
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per the set target
<b>Indicator Responsibility</b>	Manager Alternative Banking

<b>Indicator Title</b>	<b>3.18.2 Number of people enrolled in CET internships</b>
<b>Definition</b>	Number of people enrolled in CET internships. These are interns from CET Colleges placed elsewhere or interns from elsewhere placed in CET colleges.

<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of calculation or assessment</b>	A simple count
<b>Means of verification</b>	Duly signed Internship Agreement Duly signed fixed employment contract Copy of the learner's qualifications and ID
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per the set target
<b>Indicator Responsibility</b>	Manager WIL and Bursaries

<b>Indicator Title</b>	<b>3.18.3 Number of CET partnerships established</b>
<b>Definition</b>	Number of CET partnerships established
<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of calculation or assessment</b>	Simple count
<b>Means of verification</b>	Partnership Agreement
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per the set target
<b>Indicator Responsibility</b>	Manager WIL and Bursaries

<b>Indicator Title</b>	<b>3.18.4 CET colleges infrastructure development support (equipment/workshops/connectivity/ICT)</b>
<b>Definition</b>	CET colleges support through lecturer workshops
<b>Source of data</b>	Quarterly Performance Information Reports
<b>Method of calculation or assessment</b>	Simple count
<b>Means of verification</b>	Attendance Registers/Online recordings/Provider confirmation of attendance/certificate of attendance or completion
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per the set target

<b>Indicator Responsibility</b>	Manager WIL and Bursaries
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<b>Indicator Title</b>	<b>3.18.5 Number federations/trade unions supported through the relevant skills training interventions</b>
<b>Definition</b>	Number federations/trade unions supported through the relevant skills training interventions
<b>Source of data</b>	Quarterly Performance Information Reports
<b>Method of calculation or assessment</b>	A simple count
<b>Means of verification</b>	A duly signed contract entered into between the trade union and the BANKSETA.
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per the set target
<b>Indicator Responsibility</b>	Manager Skills Development



## Programme 4: Quality Assurance

### Sub Programme 4.1 Quality Management of training provision

<b>Indicator Title</b>	<b>4.1.1 Number of submissions to QCTO for Occupational Qualifications/ Part- Qualifications/ Skills Programmes</b>
<b>Definition</b>	The development and registration of occupation-based qualifications based on the business need from the sector for the registration of Occupational Qualification/Part-qualifications/ Skills programme
<b>Source of data</b>	Registration Documents for Occupational Qualification/Part-qualifications/ Skills programme
<b>Method of calculation or assessment</b>	Simple count of submissions
<b>Means of verification</b>	Proof of submission
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative (year to date)
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per the set target
<b>Indicator Responsibility</b>	Manager: Quality Management

### Sub Programme 4.2 Quality Management of training provision, assessment, and certification of legacy qualifications

<b>Indicator Title</b>	<b>4.2.1 Number of learners certificated on BANKSETA qualifications</b>
<b>Definition</b>	To measure the number of learners who receive BANKSETA registered qualifications. Learners will continue to register for legacy qualifications that are expiring on 2023
<b>Source of data</b>	Quarterly Performance Information Report
<b>Method of calculation or assessment</b>	Simple Count of the certificates issued
<b>Means of verification</b>	A copy of certificate
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative (year to date)
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per the set target
<b>Indicator Responsibility</b>	Manager: Quality Management

<b>Indicator Title</b>	<b>4.2.2 Timeous and accurate submission of the QCTO Quarterly Report.</b>
<b>Definition</b>	BANKSETA must report to the QCTO on its delegated function to quality assure the provision of legacy qualifications. Report includes the number of providers accredited, the number of learners certified, the number of registered assessors and moderators and the number of external moderations conducted
<b>Source of data</b>	QCTO Quarterly Report
<b>Method of calculation or assessment</b>	A simple count of submissions
<b>Means of verification</b>	Proof of submission
<b>Assumptions</b>	None
<b>Disaggregation of beneficiaries (where applicable)</b>	N/A
<b>Spatial transformation</b>	N/A
<b>Calculation type</b>	Cumulative (year to date)
<b>Reporting cycle</b>	Quarterly
<b>Desired Performance</b>	As per the set target
<b>Indicator Responsibility</b>	Manager: Quality Management