

Welcome to the Stakeholder Engagement Forum 2023

#MictStakeholder2023



MICTSETA

Media, Information And
Communication Technologies
Sector Education And Training Authority

SHAPING SKILLS, PIONEERING INDUSTRIES, EMPOWERING FUTURES



PROGRAMME



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TIME	DESCRIPTION	PRESENTER
08h45 – 09h25	Arrivals and Registration	All
SESSION ONE		
09h30 – 09h35	Opening and Welcome	Ms Xabiso Matshikiza, Manager: Marketing and Communications
09h35 – 09h55	CEO Overview	Mr Matome Madibana, Chief Executive Officer
09h55 – 10h15	SSP Overview <ul style="list-style-type: none">• OFO Codes 2021• WSP/ATR Submissions• Mandatory Grants• SSP Findings	Ms Bontle Mokoena, Senior Manager: Sector Skills Planning
10h15 – 10h35	Learning Programmes Overview <ul style="list-style-type: none">• 2023/24 Predetermined Objectives• Learning Programme Implementation process• 2023/24 Discretionary Grants Window Updates	Mr Ernest Nemugavhini, Senior Manager: LPD
10h35 – 11h00	Engagement Session	All

TEA BREAK | 11h00 – 11h30

PROGRAMME



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TIME

DESCRIPTION

PRESENTER

SESSION TWO

11h30 – 11h50

4IR Overview

- New 4IR Qualifications Update
- MICT SETA Integrated Digital Skills Strategy (IDSS)

Ms Gugu Sema,
Senior Manager: 4IR

11h50 – 12h10

Quality Assurance Update

- Occupational and Historical Accreditation Process update
- Registration of Subject Matter Experts
- Verification of historical programmes
- EISA ISA Centre registration process

Ms Natalie Nelson,
Senior Manager: ETQA

12h10 – 12h40

QCTO Presentation

QCTO Representative

12h40 – 12h55

Engagement Session

All

12h55 – 13h00

Closing Remarks

Mr Simphiwe Thobela,
Board Chairperson

LUNCH | 13h00 – 14h00

OVERVIEW BY CEO

Mr Matome Madibana



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SECTOR SKILLS PLANNING

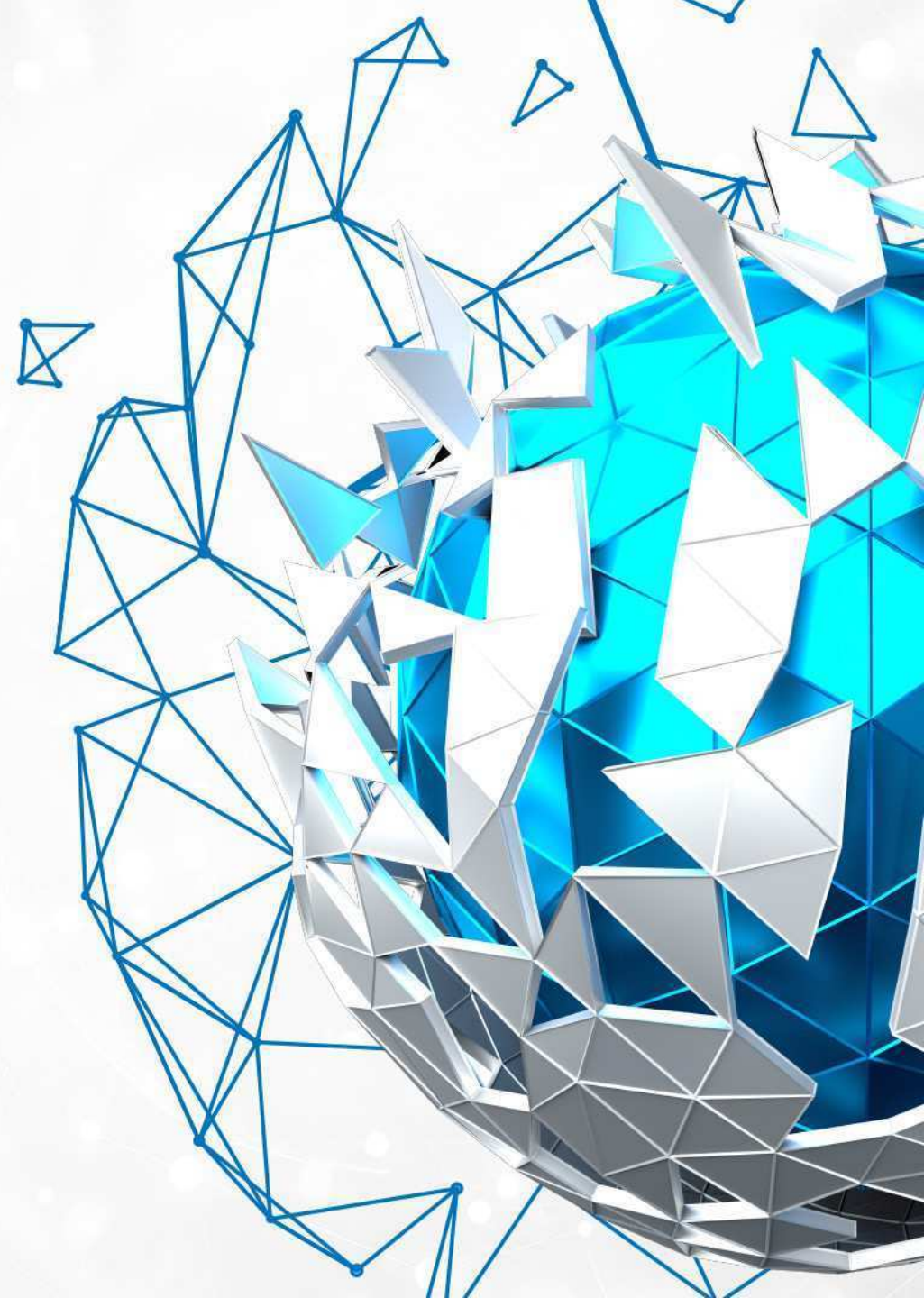
Presentation by: Ms. Bontle Mokoena



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ABOUT SSP

The Sector Skills Planning is a unit within the MICT SETA that conducts research, develops a credible Sector Skills Plan that reflects an accurate (triangulated) list of scarce and critical skills, serving as the basis for the SETA's Strategic Plan

A

Manage the Workplace Skills Plans and Annual Training Reports processes

B

Mandatory Grants processes

C

Manage the OFO Code Framework for all occupations that fall within the MICT sector

D

Conduct research and develop a credible Sector Skills Plan that reflects an accurate list of scarce and critical skills

E

Develop or update the SETA's Strategic (SP) and Annual Performance Plan (APP)

CONTENTS

- 1 OFO Codes 2021
- 2 WSP/ATR Submissions
- 3 Mandatory Grants
- 4 2023/24 SSP Findings



OFO CODES 2021

Understanding the OFO Codes for WSP/ATR submission

- The Organising framework for Occupations (OFO) is a coded system.
- It is intended to enable the SETAs and DHET to achieve consistency in reporting, monitoring the supply and demand of skills.
- It will help both the SETA and DHET to assess the impact of skills development interventions.
- The frame work is updated and published every two years by DHET, the SETAs being the coordinators.

NB: The version that will be used for the 2023/24 submission is the '2021 OFO Code version'



WSP/ATR SUBMISSIONS

☐ Workplace Skills Plan (WSP) :

- This is a Plan that documents the skills needs of a company.
- Its purpose is to outline how organisations will address their training and skills development requirements.
- It supports employers in the recognition and implementation of various skills development programmes such as learnerships and internships to deal with skills gaps within a company.

☐ Annual Training Report (ATR) : This is a report on the education and training interventions that were delivered the past year.

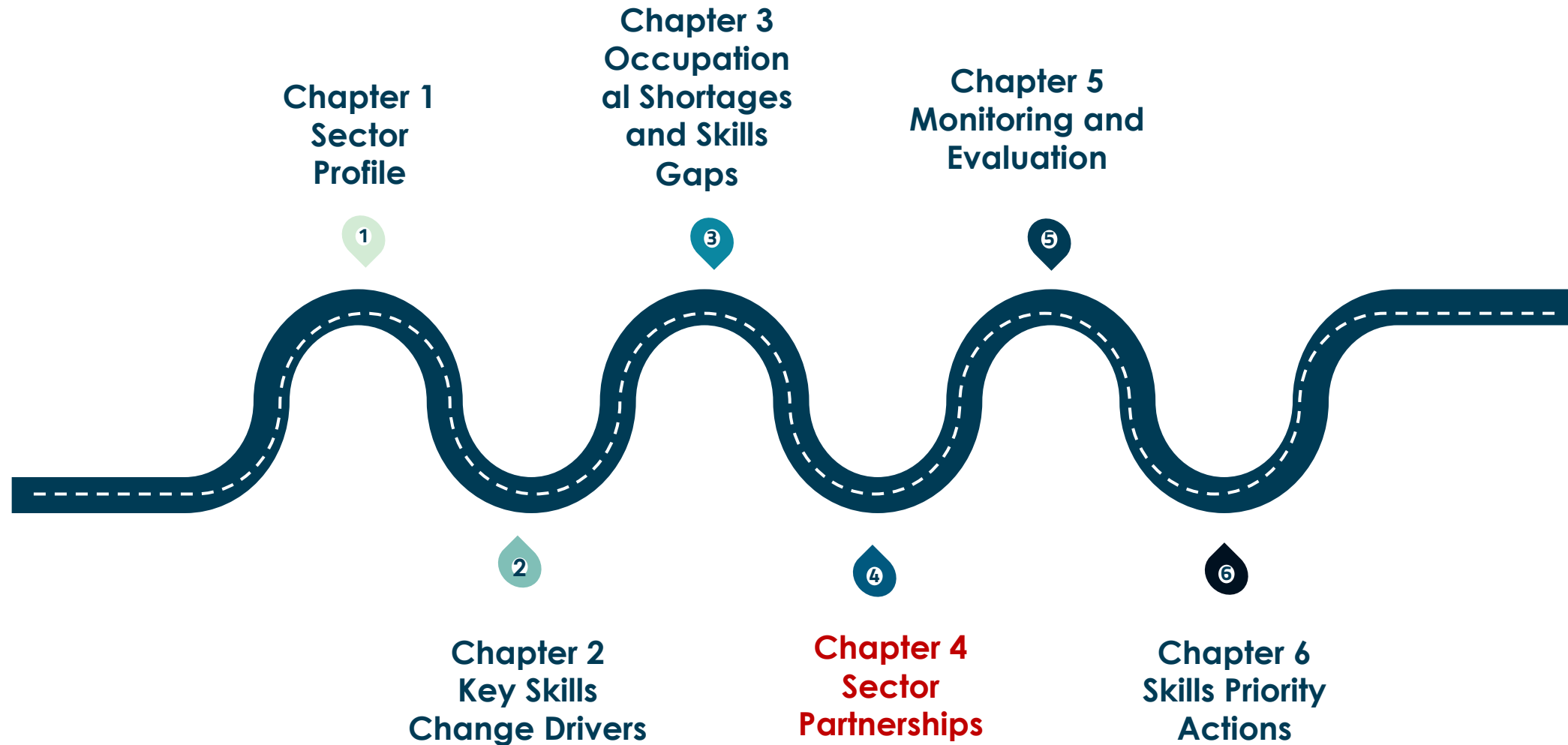
☐ Pivotal Training Plan (PTP)– A Plan to address Professional, Vocational, Technical and Academic learning programmes in the workplace which meet critical needs for economic growth and social development.

☐ Pivotal Training Report (PTR) – A Report on Professional, Vocational, Technical and Academic learning programmes that were delivered the past year.

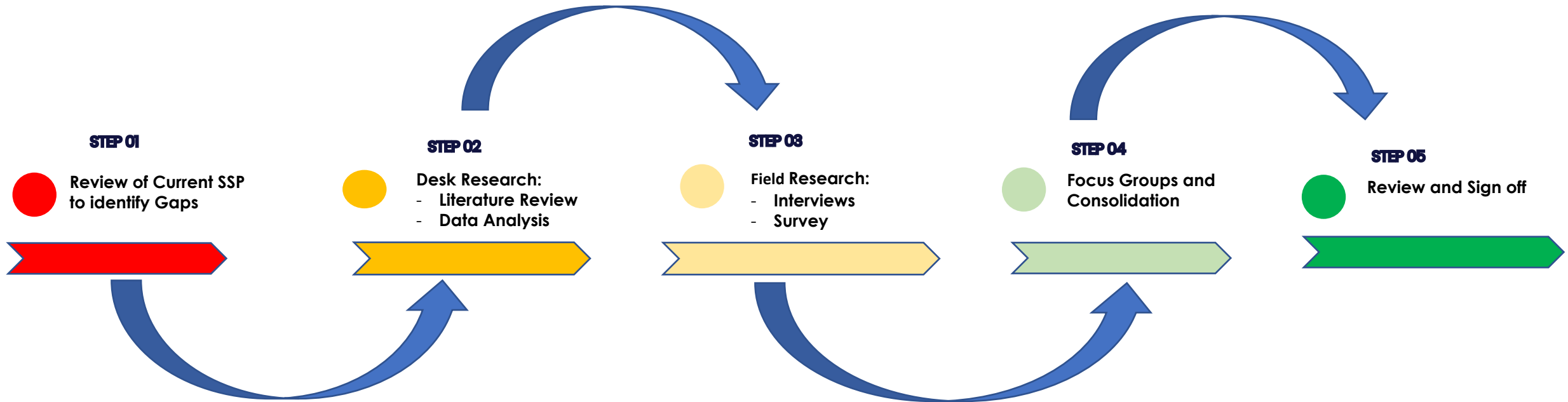
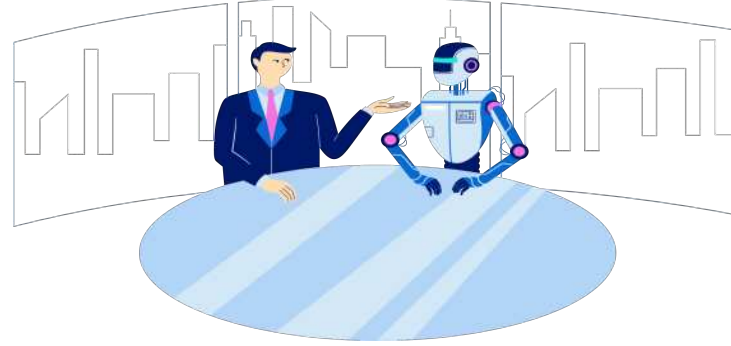
☐ NB: The aforementioned documents should be submitted to the sector-specific SETA on or before 30 April each year.

☐ NB: All submitting companies need to appoint a suitably qualified Skills Development Facilitator (SDF) to facilitate the training needs within the organisation and liaise with the SETA.

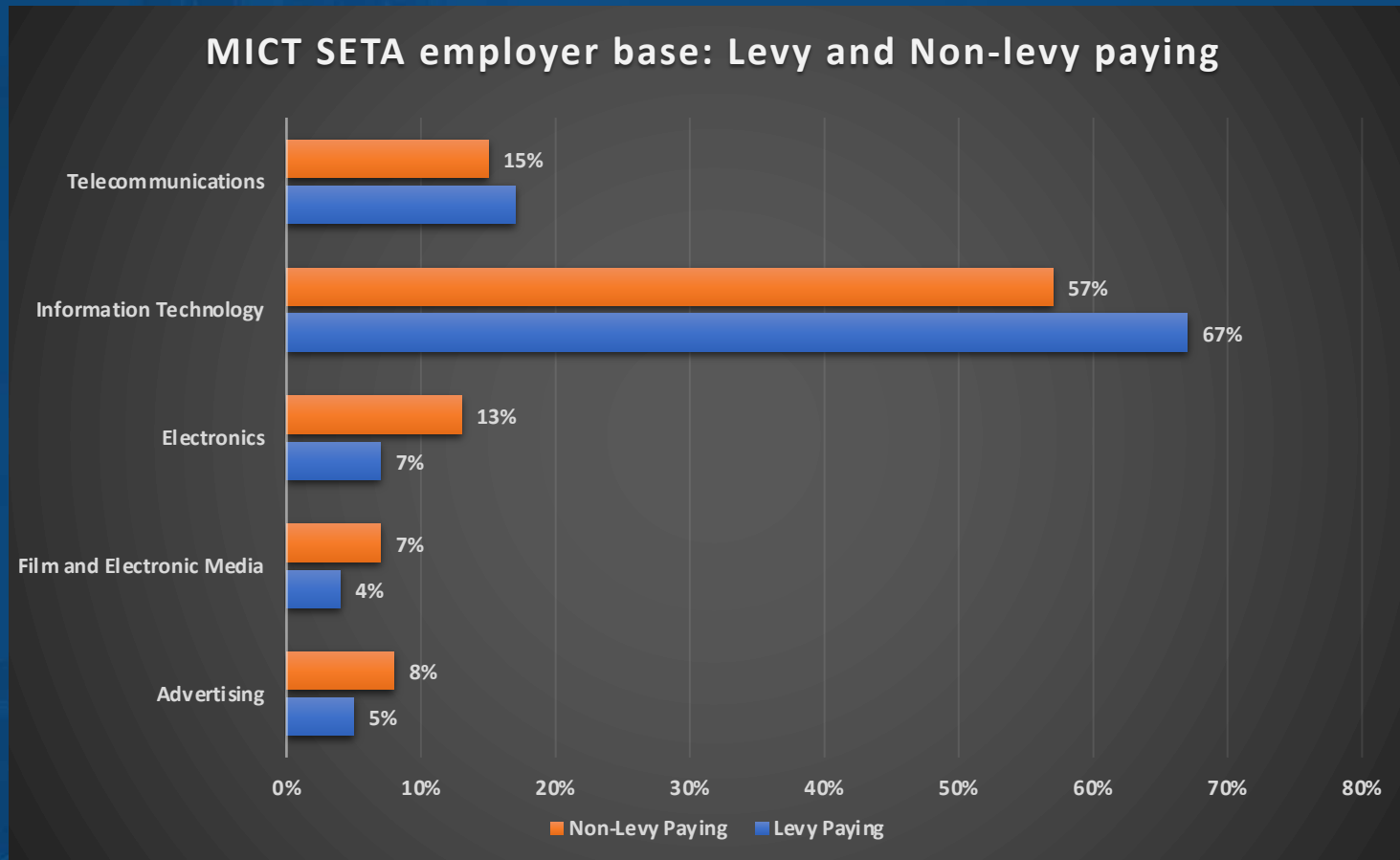
SECTOR SKILLS PLAN STRUCTURE



APPROACH TO SSP UPDATE



CHAPTER 1: SECTOR PROFILE

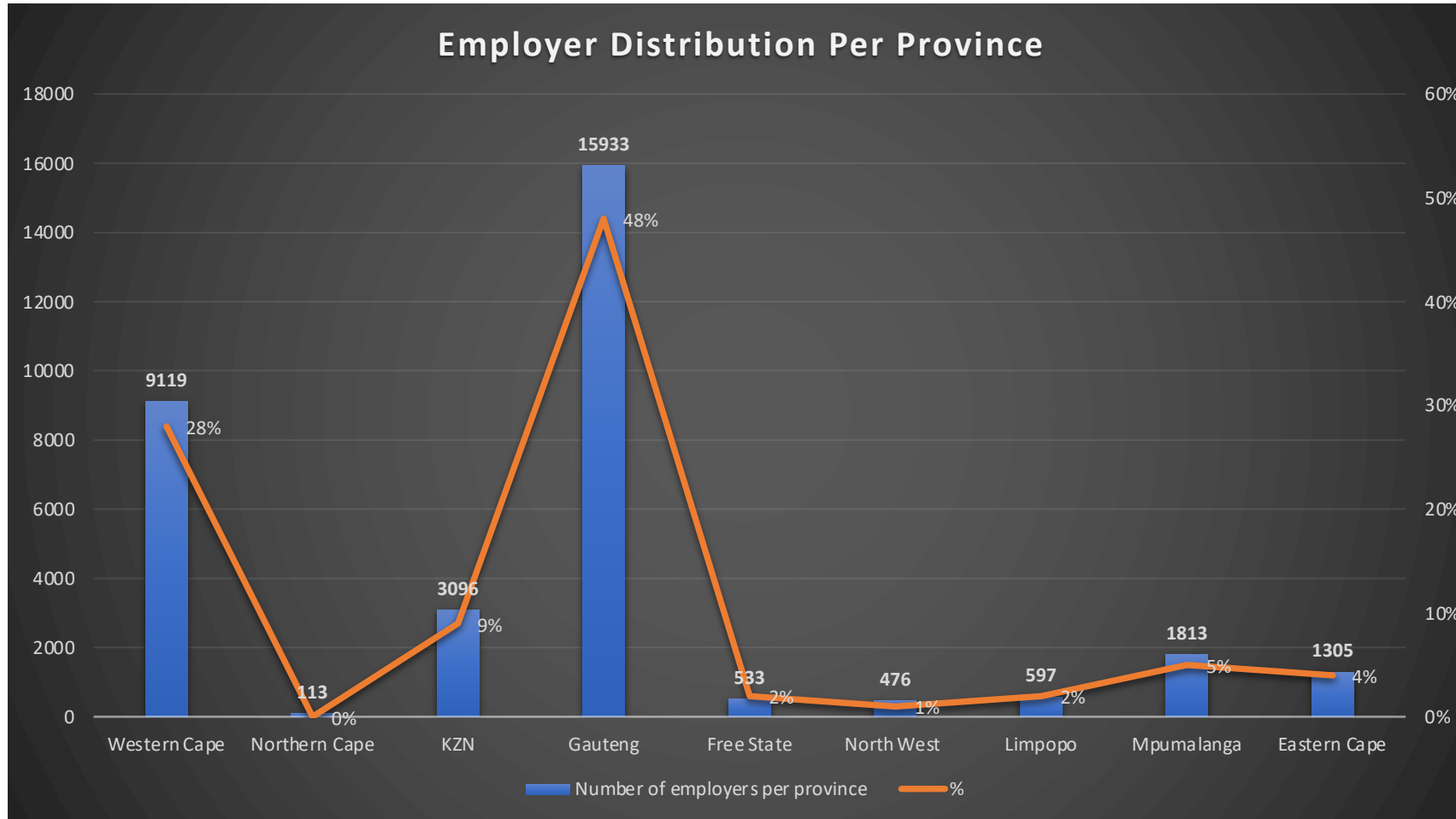


Source: MICT SETA Levy Hugu File, 2022

The MICT Sector is made up of 32 985 employers, which are spread across five Sub-sectors.

This represents a 7% decrease from the 35 569 in the previous financial year.

EMPLOYERS BY PROVINCE

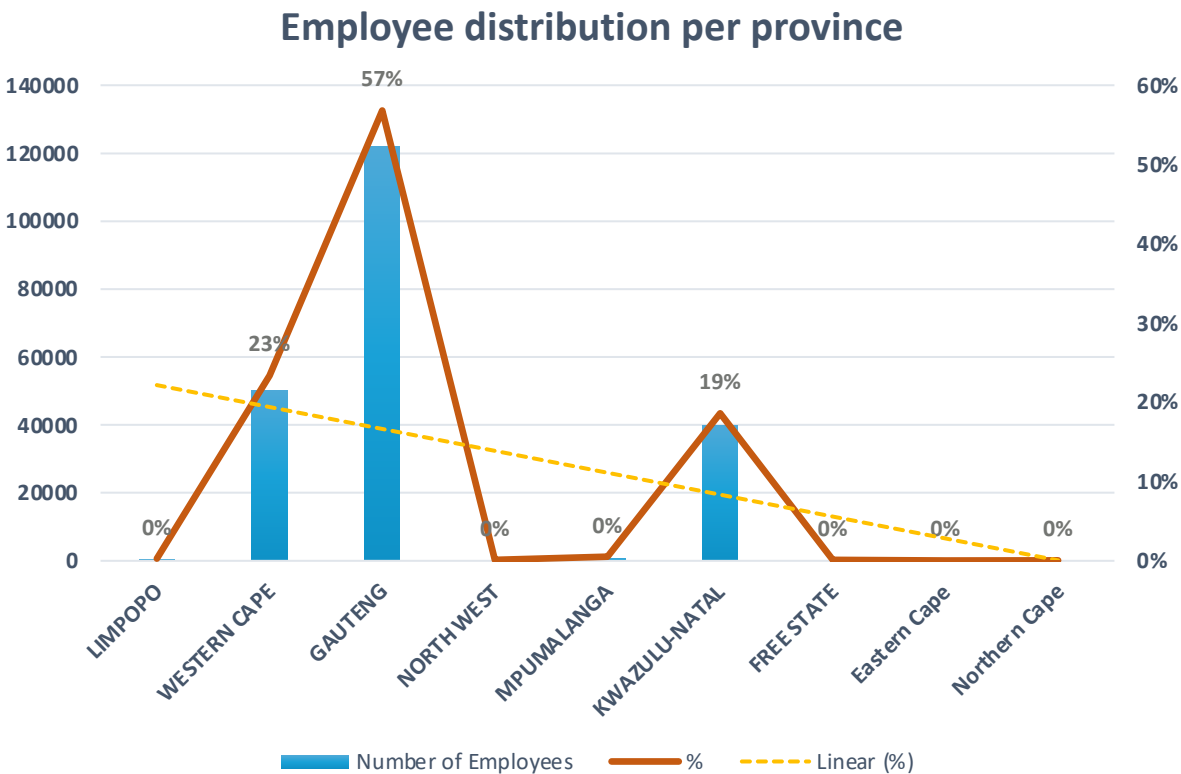


- The vast majority of employers are located in the industrialized provinces.
- Gauteng hosts the largest proportion of employers across the five sub-sectors (48%)
- Followed by the Western accounting 28%. About 9% of employers are based in Kwa Zulu Natal.

Source: MICT SETA Levy Huge File, 2022

EMPLOYMENT IN THE MICT SECTOR

Employee distribution per province					
Province Number of Employees		%		Province Number of Employees	
LIMPOPO		588		0%	
WESTERN CAPE		50221		23%	
GAUTENG		121886		57%	
NORTH WEST		324		0%	
MPUMALANGA		1067		0%	
KWAZULU-NATAL		39981		19%	
FREE STATE		204		0%	
Eastern Cape		158		0%	
Northern Cape		119		0%	



Source: MICT SETA Levy Huge File, 2022

EMPLOYMENT IN THE MICT SECTOR

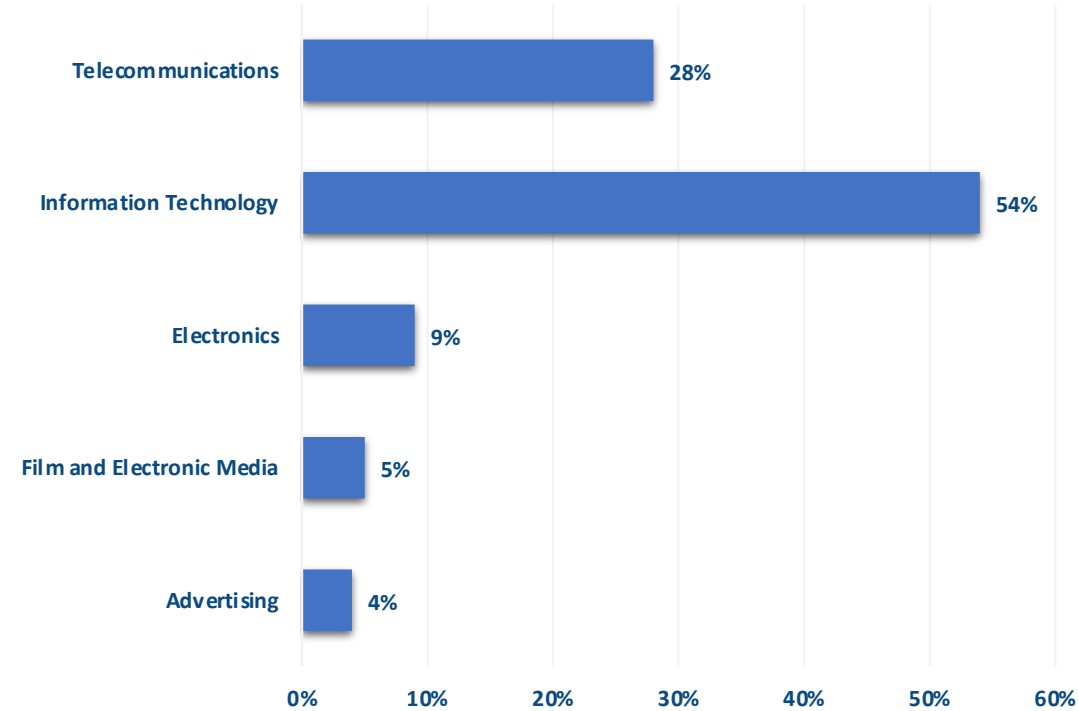


There are 121 886 employees in Gauteng, this represents only 57% of employment in the MICT sector

SUB-SECTOR DISTRIBUTION OF EMPLOYEES

The largest proportion (54%) of employees are working in the Information and Technology sub-sector, followed by 28% working in the Tele-communications, 9% in the electronics subsector.

Sub-sector distribution of employees



Sub-Sector	Number of employees	Number of employees in %
Advertising	8 964	4%
Film and Electronic Media	10 968	5%
Electronics	19 522	9%
Information Technology	115 003	54%
Telecommunications	60 091	28%

GENDER PROFILES OF EMPLOYEES

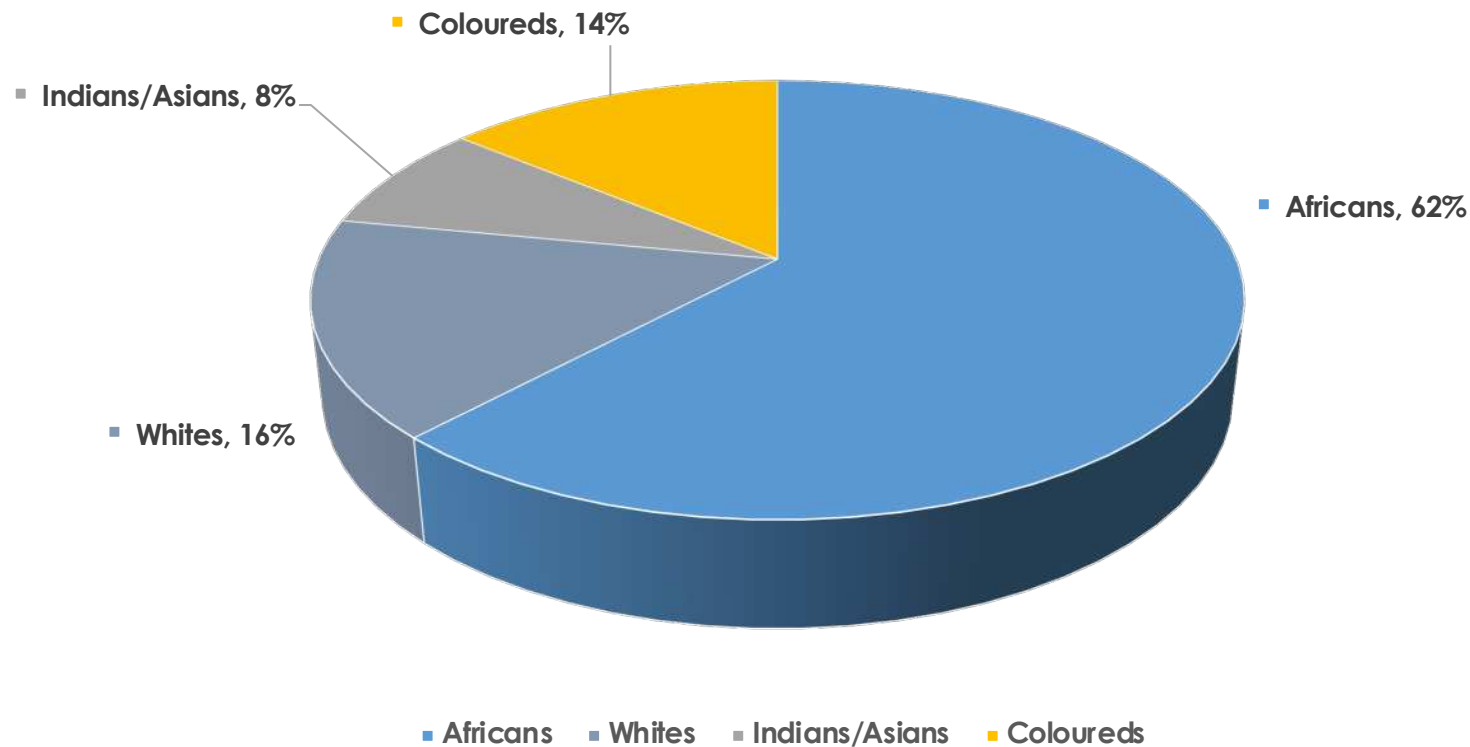
There are more male employees (58%) in the sector than females. These results have remained similar over the past 3 years.



Source: MICT SETA Levy Huge File, 2022

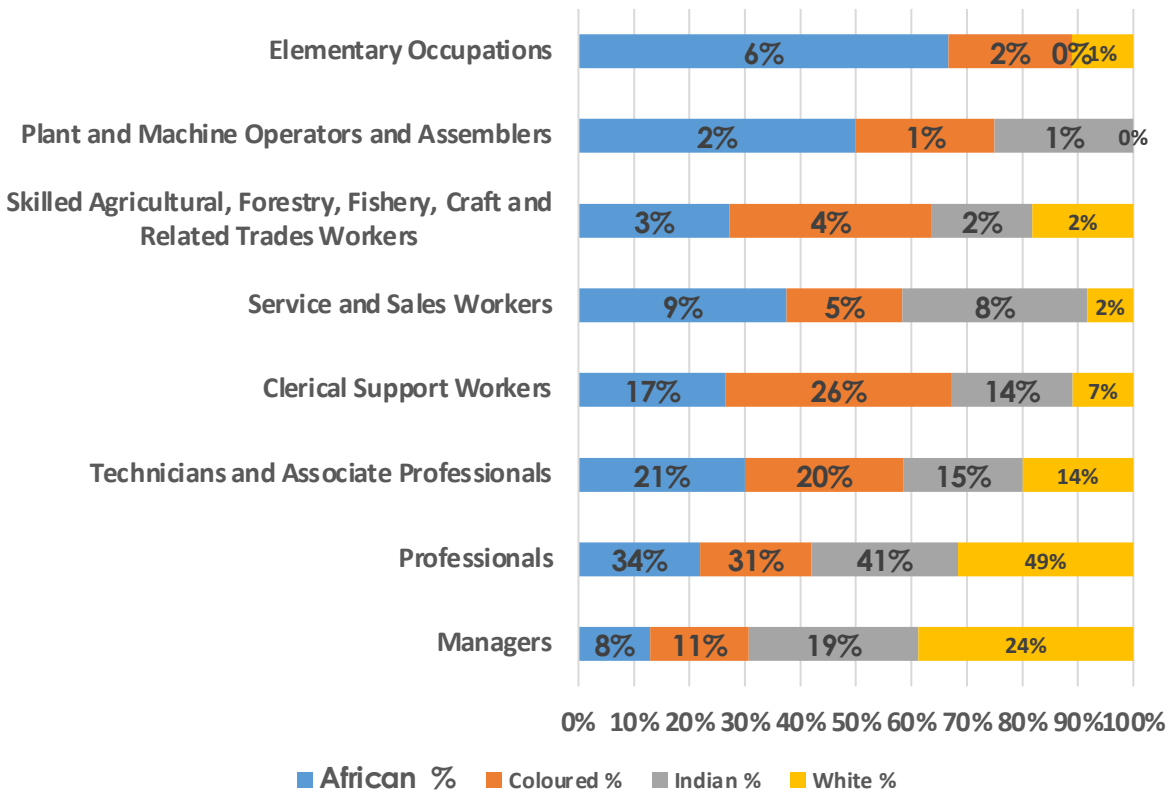
RACE PROFILES OF EMPLOYEES

The highest proportion of people employed in the sector are African (62%), followed by White (16%).



RACE PROFILE BY OFO MAJOR GROUP

Africans make up the largest employee group by race, they still occupy relatively lower positions compared



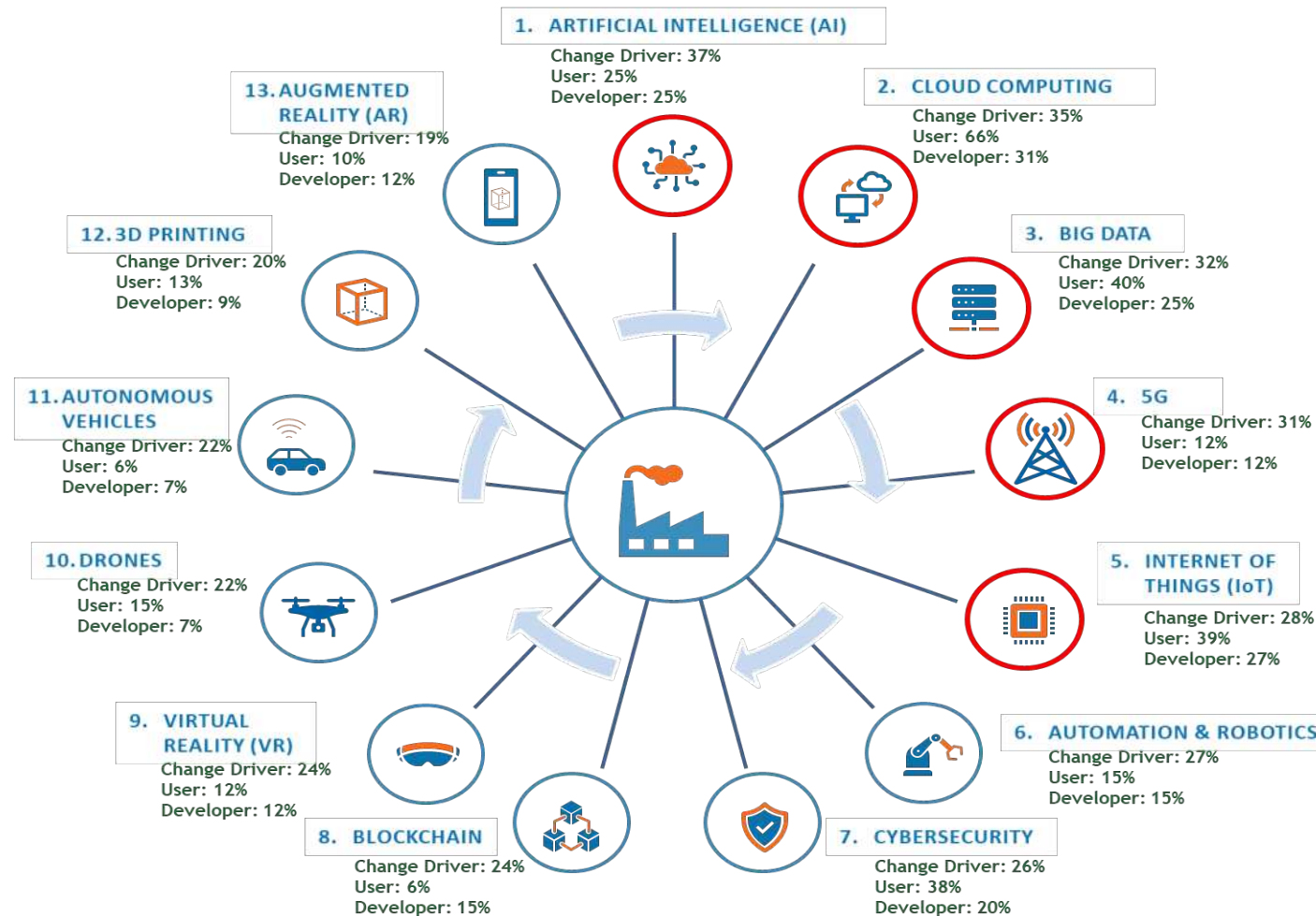
	African	Coloured	Indian	White
OFO Major Group	%	%	%	%
Managers	8%	11%	19%	24%
Professionals	34%	31%	41%	49%
Technicians and Associate Professionals	21%	20%	15%	14%
Clerical Support Workers	17%	26%	14%	7%
Service and Sales Workers	9%	5%	8%	2%
Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers	3%	4%	2%	2%
Plant and Machine Operators and Assemblers	2%	1%	1%	0%
Elementary Occupations	6%	2%	0%	1%

CHAPTER 2: KEY SKILLS ISSUES



CHANGE DRIVERS IN THE SECTOR

The list below should not be viewed as exclusive, but rather, a condensed view of the key drivers of change within the sector.



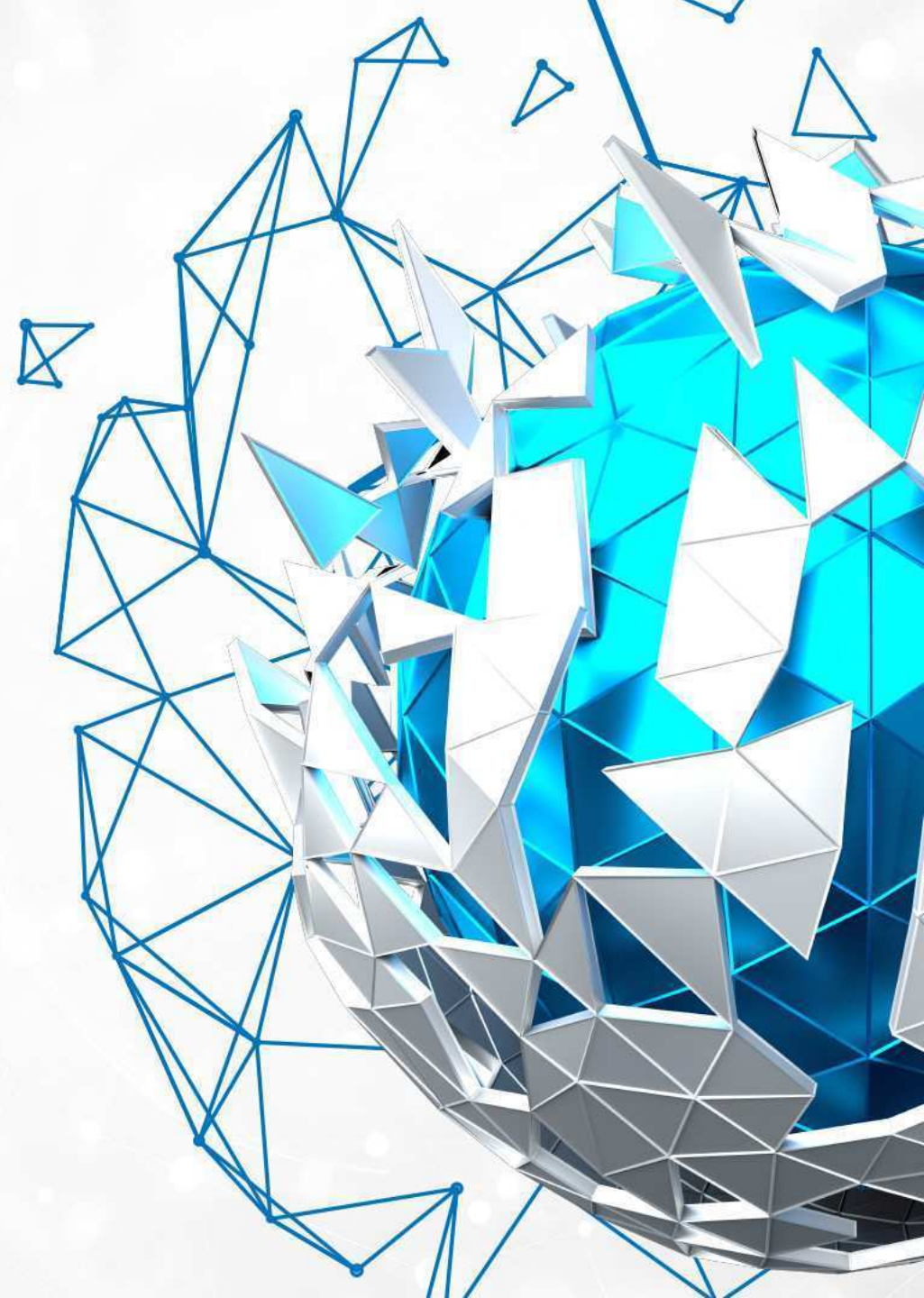
CHAPTER 3: SKILLS DEMAND AND SUPPLY



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SECTORAL OCCUPATIONAL DEMAND METHODOLOGY



SECTORAL PRIORITY OCCUPATIONS LIST

OFO Code	Occupation
2021-251201	Software Developer
2021-252301	Computer Network and Systems Engineer
2021-251101	ICT Systems Analyst
2021-242101	Management Consultant (Business Analyst)
2021-252901	ICT Security Specialist
2021-251301	Multimedia Specialist
2021-243403	ICT Sales Representative
2021-251202	Programmer Analyst
2021-251203	Developer Programmer
2021-133102	ICT Project Manager

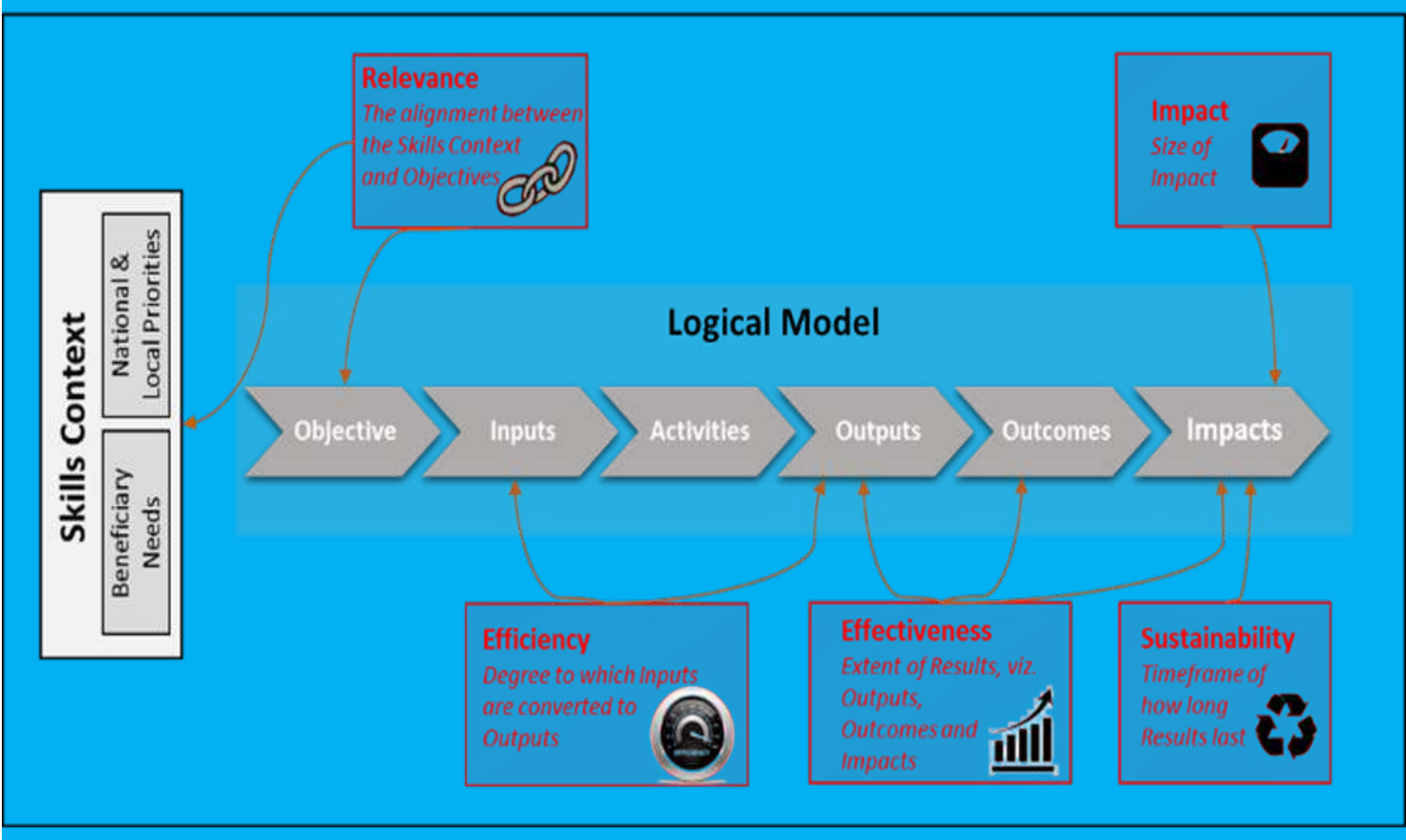
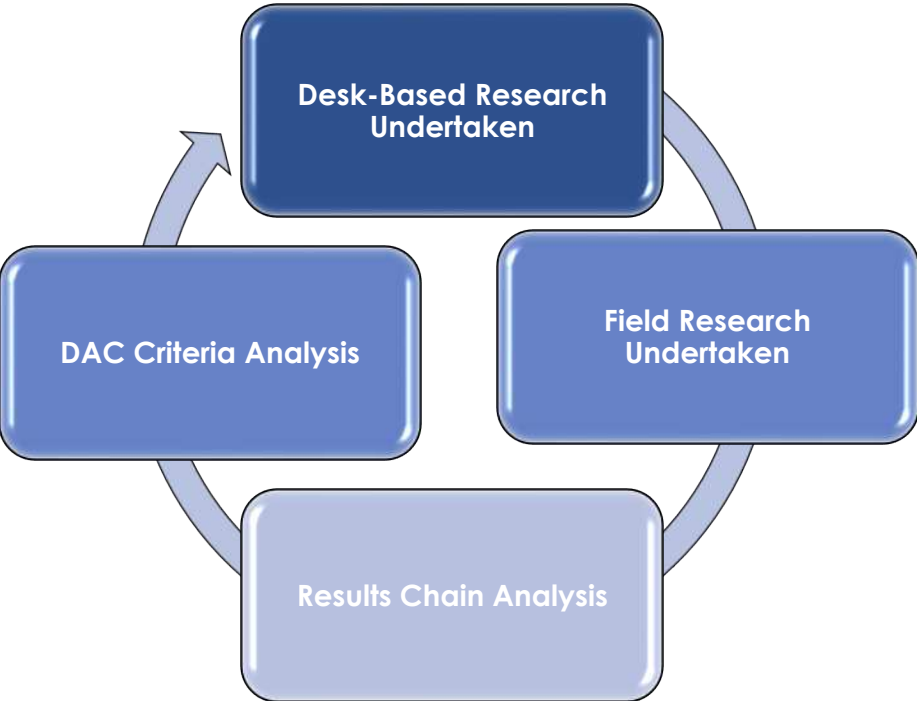
Chapter 5

Monitoring and Evaluation

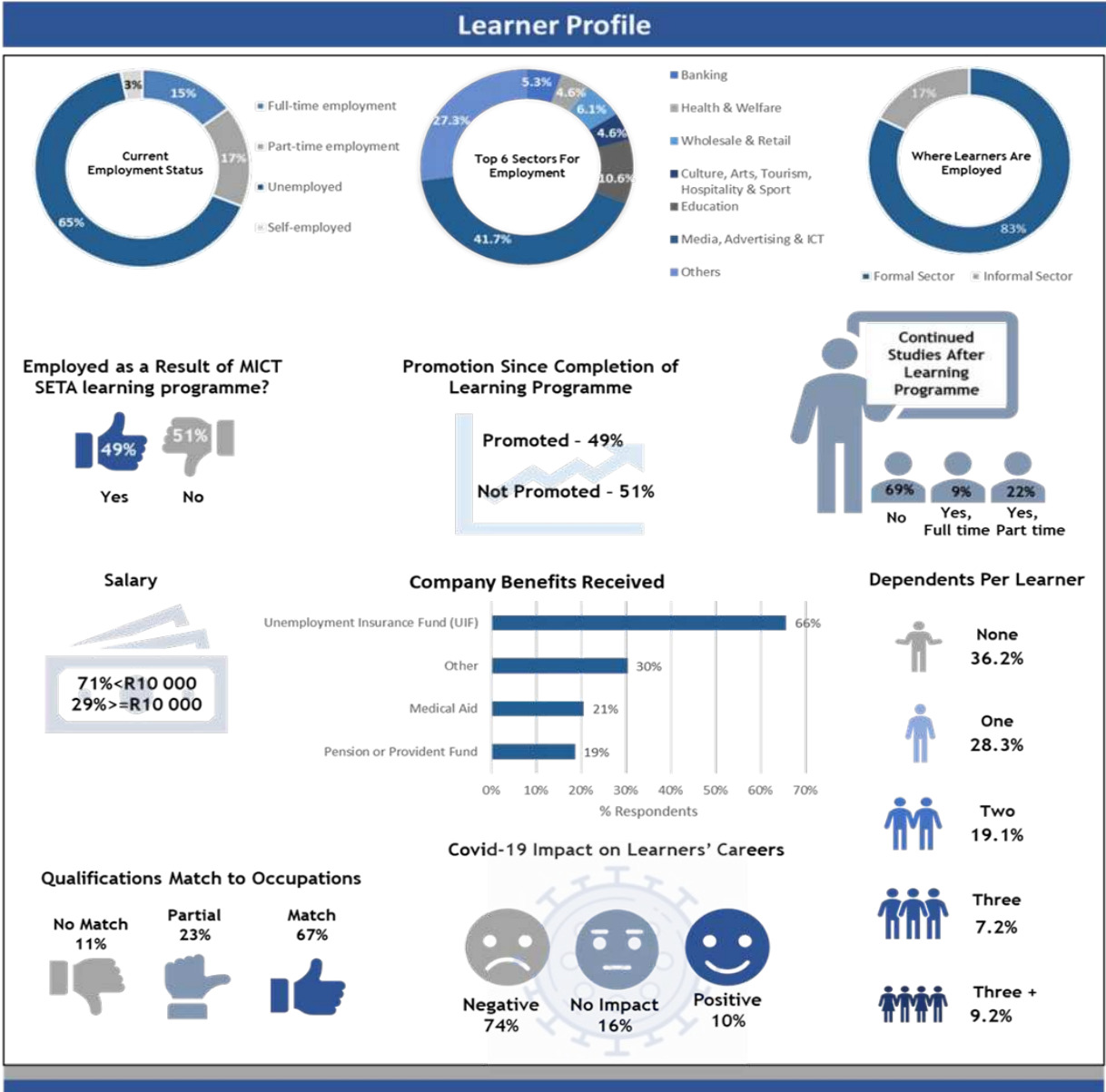


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EVALUATION RESEARCH METHODOLOGY



2019/20 WBL TRACER STUDY FINDINGS



CHAPTER 6: STRATEGIC SKILLS

PRIORITY ACTIONS



STRATEGIC SKILLS PRIORITY ACTIONS

1. Credible labour market information that accurately identifies occupations in high demand.

2. Enablement of the Fourth Industrial Revolution (4IR).

3. Increased access to, and delivery on occupationally directed priority programmes that link education and the workplace

4. Support initiatives that prioritize the provision of agile, flexible and demand-led skills development programmes, retraining/ Upskilling being a priority

5 Increased and focused skills development for rural and marginalised communities to ensure inclusivity through technology skills development.

6. Support growth of the public college system through sectoral partnerships in the delivery of learning interventions

7. Support for SMMEs, Entrepreneurship and community-based organisations, particularly in relation to 4IR cross-sectoral partnerships and projects for sustainable growth.

Thank you

THE END



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LEARNING PROGRAMMES

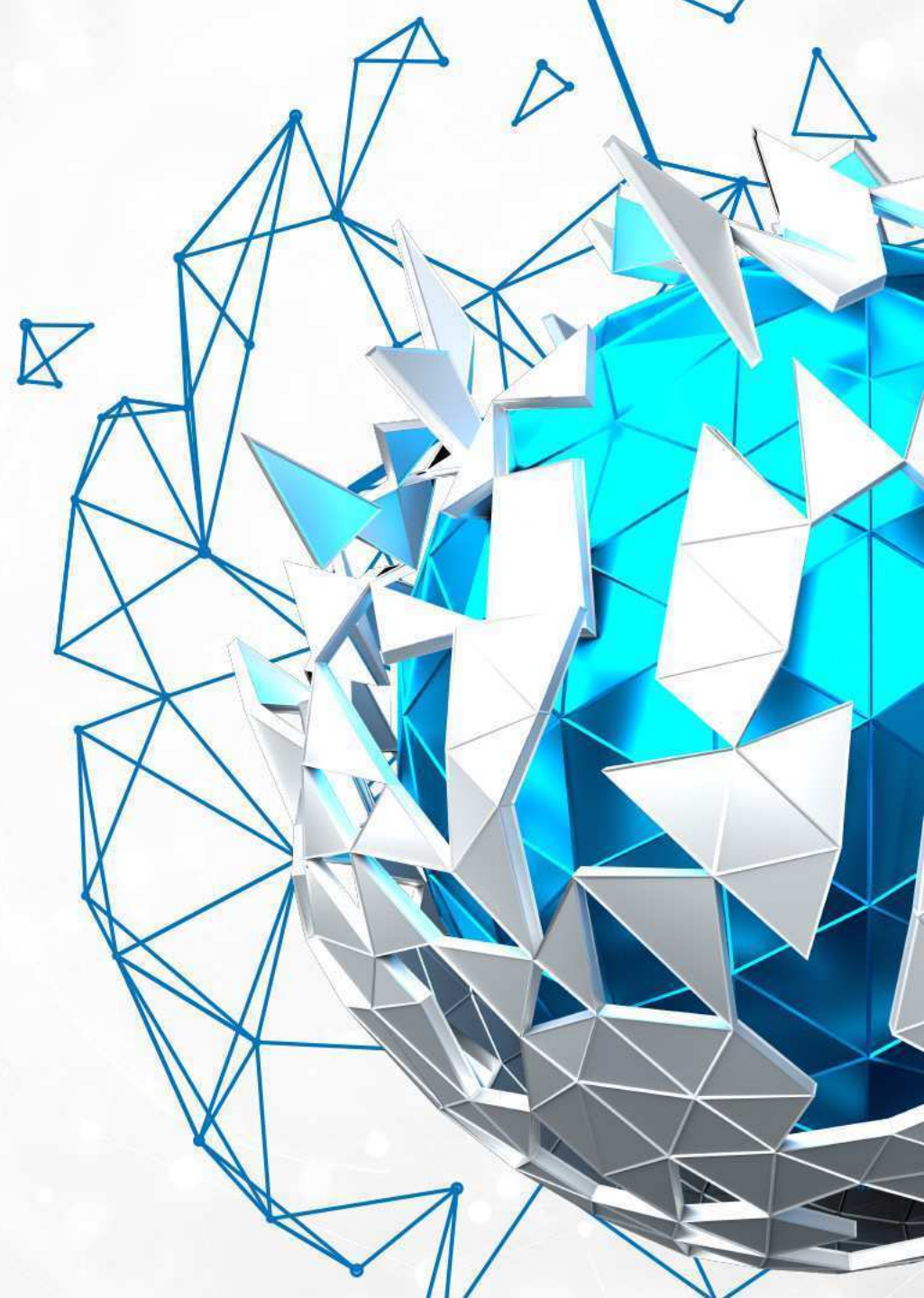
Presentation by: Mr Ernest Nemugavhini



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THE KEY POINTS

Implementation of Sector Skills Plan ,4IR
and Future Skills

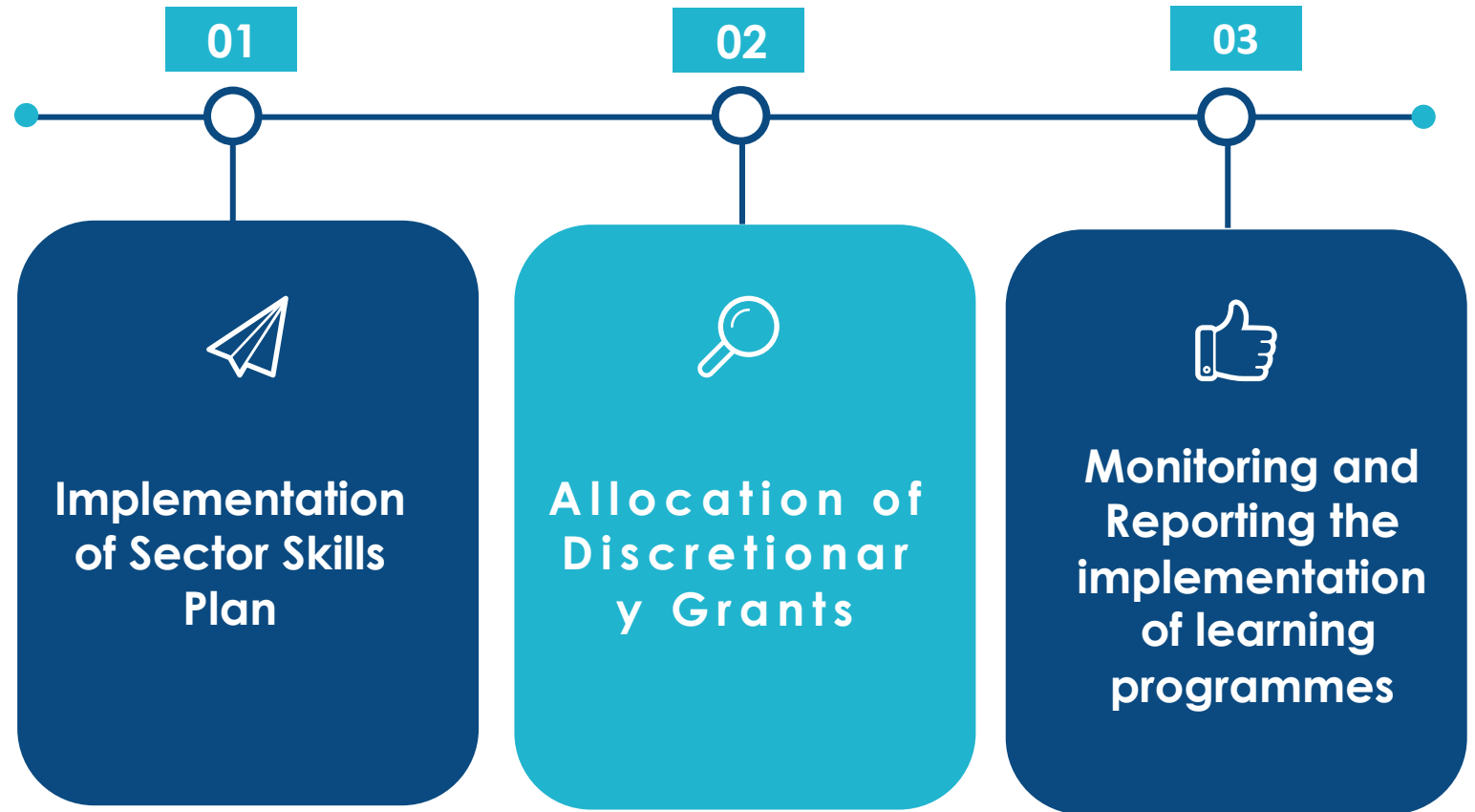
80% Budget =Pivotal Programmes

20% Budget =Non Pivotal programmes

6,4% Budget =Developing high level skills

9,2% Budget =Developing intermediate
skills

1% Budget =Developing elementary skills



LEARNING PROGRAMMES MANDATE

Implementation of Sector Skills Plan ,4IR and
Future Skills

80% Budget =Pivotal Programmes

20% Budget =Non Pivotal programmes

5% Budget =Developing high level skills

94% Budget =Developing intermediate skills

1% Budget =Developing elementary skills

A

Implementation of Sector Skills Plan

B

Allocation of Discretionary Grants

C

Monitoring and
Reporting the implementation of learning
programmes

SWOT ANALYSIS



STRENGTHS

- Highly experienced and dedicated Team
- A resource dedicated to DHET QMR reporting
- A team dedicated to the LOI response handling process
- A full complement of Advisors dedicated to each Project for the various Learning Programme Indicators
- An Admin Team with each one looking after specific Learning Programme Indicators
- Most vacant positions have been filled
- A fair number of projects being implemented in rural, township and underdeveloped areas
- Physical offices in 5 Provinces for improved accessibility
- Ongoing upskilling of Staff

- High manual component of some of our processes/slow transition to automation
- Some Learning Programmes run longer than the allocated period, with an adverse impact on our commitments register
- Under Reporting

WEAKNESSES



SWOT ANALYSIS cont.



OPPORTUNITIES

- 4IR related training programmes (3D Printing, Drone piloting, Robotics/AI)
- Growing interest in Cybersecurity and other emerging skills
- There is an overall growth in the ICT sector due to growing demand for ICT services
- Improved partnerships with TVET Colleges, Employers and HEIs, including establishment of offices at TVET Colleges countrywide
- Attendance at career days/expos to improve interest in ICT/Media/Telecoms Careers
- Inclusion of entrepreneurship/new venture creation in a number of our Learning Programmes for job creation & strengthening of SMMEs
- Stakeholder capacity building
- High Appetite by the industry to implement learning programmes

- Some stakeholders defaulting on payment of Learner stipends
- Low stipend amount on Learnerships leading to some Learners dropping out
- Some employers not placing Learners for the workplace component or workplace component in some programmes not aligned to the qualification Learners are undertaking
- Social ills such as high levels of crime, unemployment, inequality and poverty in society.

THREATS



LEARNING PROGRAMMES

- **Learnership /Skills Programme**
(18.1 and 18.2) Pivotal Programmes –
 - Is a work-based learning programme that leads to a nationally recognised qualification that is directly related to an occupation, for example an Broadcast Engineering.
- **Graduate Internship programme (18.2) Non Pivotal programmes**
 - Interns are exposed to the workplace experience and eventually employed by respective workplaces.



LEARNING PROGRAMMES

- **Work Integrated Learning**
 - (University Placement and TVET Placement)
- **Bursary (Pivotal)**
 - Contributes towards education of PDI's;
- **Short /Vendor Specific programmes (Pivotal)**
 - MCSE ,VENDOR SEPCIFIC PROGRAMMES



LEARNING PROGRAMMES

Recognition of Prior Learning (18.1) Pivotal

- Is a work-based learning programme that involves assessment of an individual's relevant prior learning to determine the credit outcomes of an individual application for credit..

TVET and CET Skills Development programmes (18.1) Pivotal

- AET Programmes
- TVET Lecturers exposed to industry through a skills programme
- TVET Managers receiving training on curriculum-related studies



LEARNING PROGRAMMES

- Skills Developed support for SMMEs, entrepreneurship, Cooperatives development and Community-based organisation
- Skills Development for federation and union members within the MICT sector



2023/2024 PREDETERMINED OBJECTIVES

OUTPUT INDICATOR	Annual Target 2023/24
Number of Unemployed Learners enrolled for Work Integrated Learning (WIL) programmes from TVETs on an annual basis.	1600 R70,000 per learner Total projected budget = R112 000 000
Number of Unemployed Learners completed for Work Integrated Learning (WIL) programmes from TVETs on an annual basis.	560
Number of Unemployed Learners enrolled for Work Integrated Learning (WIL) programmes from HETs on an annual basis.	685 R70,000 Per Learner Total Project Budget = R47 950 000

2023/2024 PREDETERMINED OBJECTIVES

OUTPUT INDICATOR	Annual Target 2023/24
Number of Unemployed learners completed for work integrated learning (WIL) programmes from HETs on an annual basis.	230
Number of Unemployed Learners enrolled for Workplace Experience/Internships on an annual basis.	1200 R73600 Per Learner Total Project Budget = R88 320 000
Number of Unemployed Learners completed Workplace Experience/Internships on an annual basis.	600
Number of Unemployed Learners enrolled for Learnership programmes on an annual basis.	3250 R56600 Per Learner Total Project Budget = R183 950 000



2023/2024 PREDETERMINED OBJECTIVES

OUTPUT INDICATOR	Annual Target 2023/24
Number of Unemployed Learners completed Learnership Programmes on an annual basis.	1600
Number of Unemployed Learners enrolled for Candidacy Programmes on an annual basis.	85
Number of Unemployed Learners completed Candidacy Programmes on an annual basis.	50



2023/2024 PREDETERMINED OBJECTIVES

OUTPUT INDICATOR	Annual Target 2023/24
Number of Unemployed Learners enrolled for Skills Programmes on an annual basis.	950 R40 400 Per Learner Total Project Budget = R38 380 000
Number of Unemployed Learners completed Skills Programmes on an annual basis.	470
Number of Unemployed Learners enrolled for Short Programmes on an annual basis	900

2023/2024 PREDETERMINED OBJECTIVES

OUTPUT INDICATOR	Annual Target 2023/24
Number of Unemployed Learners completed Short Programmes on an annual basis	450
Number of Rural development projects initiated on an annual basis	50

2023/2024 PREDETERMINED OBJECTIVES

OUTPUT INDICATOR	Annual Target 2023/24
Number of Workers Enrolled for Bursary programmes (new entries) on an annual basis	70 R90 000 Per Learner Total Project Budget = R6 300 000
Number of Workers Enrolled for Bursary programmes (continuing) on an annual basis	30 R90,000 Per Learner Total Project Budget = R2 700 000
Number of Workers Completed Bursary programmes on annual basis	20
Number of Workers Enrolled for Skills Programmes on an annual basis.	180 R40400 Per Learner Total Project Budget = R7 272 000



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2023/2024 PREDETERMINED OBJECTIVES

OUTPUT INDICATOR	Annual Target 2023/24
Number of Unemployed Bursary learners enrolled (new enrolments) on an annual basis.	300 R90 000 Per Learner Total Project Budget = R27 000 000
Number of Unemployed Learners granted bursaries (Continuing)	200 R90000 Per Learner Total Project Budget = R18 000 000
Number of Unemployed Bursary learners completed on an annual basis.	135
Number of TVET Partnerships established on an annual basis.	14
Number of HET Partnerships established on an annual basis.	25



2023/2024 PREDETERMINED OBJECTIVES

OUTPUT INDICATOR	Annual Target 2023/24
Number of SETA-Employer Partnerships established on an annual basis.	0
Number of MICT SETA Offices established and maintained in TVET colleges on an annual basis.	14
Number of Centre of Specialisation supported on annual basis	14
Number of TVET Lecturers Exposed to the industry through Skills programmes on an annual basis.	75

2023/2024 PREDETERMINED OBJECTIVES

OUTPUT INDICATOR	Annual Target 2023/24
Number of TVET Lecturers Awarded Bursaries on an annual basis.	75
Number of CET College Lectures Awarded Skills Development Programmes on an annual basis.	75
Number of CET Learners Accessing AET Programmes	65

2023/2024 PREDETERMINED OBJECTIVES

OUTPUT INDICATOR	Annual Target 2023/24
Number of Workers Completed Skills Programmes on an annual basis.	140
Number of Workers Enrolled for AET/ CET Programmes on an annual basis.	65
Number of Workers Completed CET Programmes on an annual basis.	20

2023/2024 PREDETERMINED OBJECTIVES

OUTPUT INDICATOR	Annual Target 2023/24
Number of Cooperatives Supported with Training Interventions or funded on an annual basis. TDI definition(Provide entrepreneurship programmes to Cooperatives (Learners) to assist them to acquire targeted business skills)	150
Number of Small Businesses Supported with Training Interventions or funded on an annual basis.	200
Number of People Trained on Entrepreneurships Supported to start their business on an annual basis.	150
Number of NGOs/NPOs Supported with Training Interventions on an annual basis. TDI definition (Provide training programmes to CBOS, NGOs, NPOs (learners) to assist them to acquire targeted skills).	150

2023/2024 PREDETERMINED OBJECTIVES

OUTPUT INDICATOR	Annual Target 2023/24
Number of (federations or trade unions) Supported through Skills-related programmes on an annual basis. Skills Programme TDI Definition(Provide skills programmes to federation/union/Seta Initiated training to their beneficiaries/members to assist them to acquire targeted skills)	200
Number of Workers enrolled on RPL on annual basis	60
Number of Workers completed RPL on annual basis	55
Number of CET Partnerships established on annual basis	16

DG APPLICATION PROCESS

1



Submission of Letter of Intent /proposal

- Verification of compliance documents
- Evaluation by DG Committee
- Vetting by Advisors
- Vetting Outcome Approval/disapproval

2



Issuing of Service Level Agreement (SLA)

- SLA Signed by both parties (MICT SETA & Stakeholder)

3



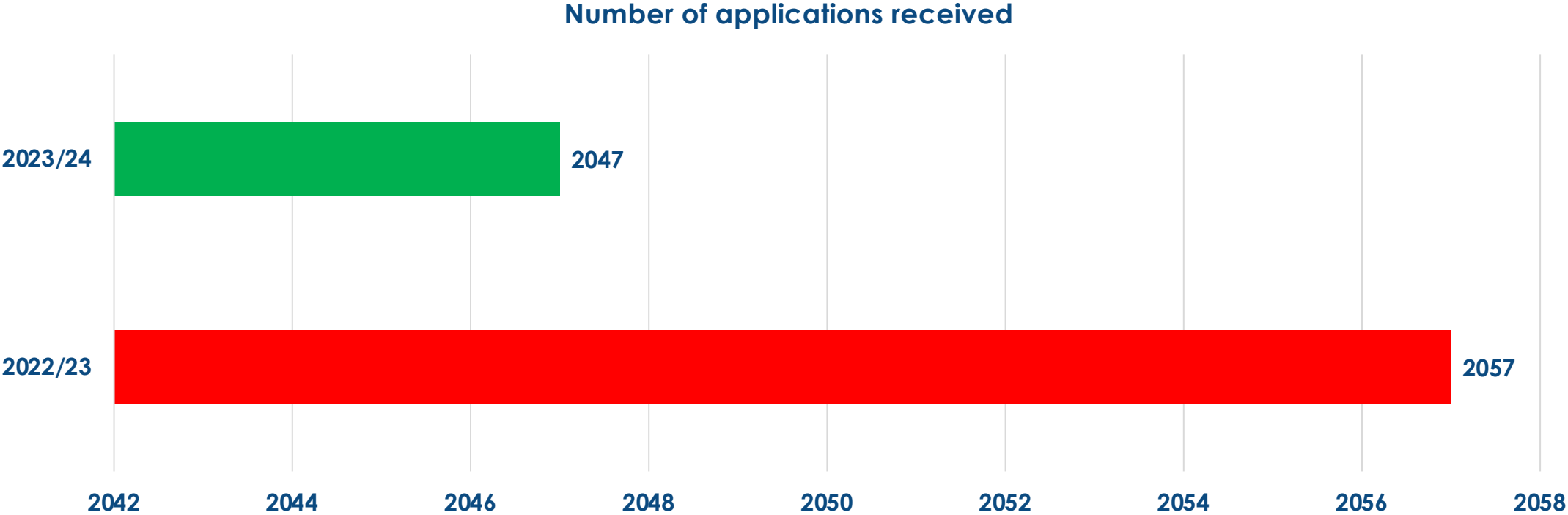
Programme Implementation

- Submission of Learners Agreements
- ID copies, Qualification,
- List of Learners
- Disbursement of payments as per Annexure A Schedule.
- Submission of quarterly progress reports.
- Site visits by LPD Advisors.

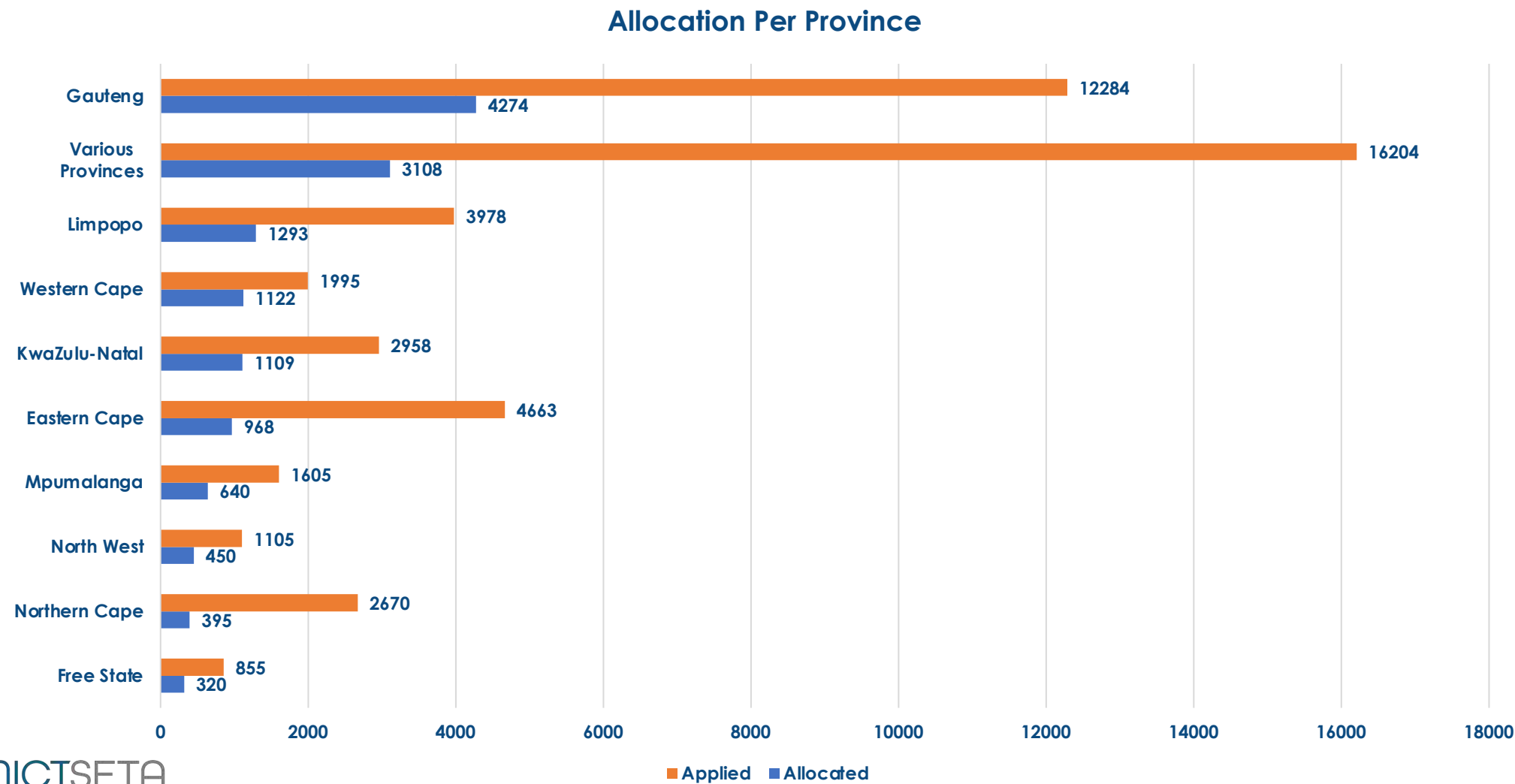


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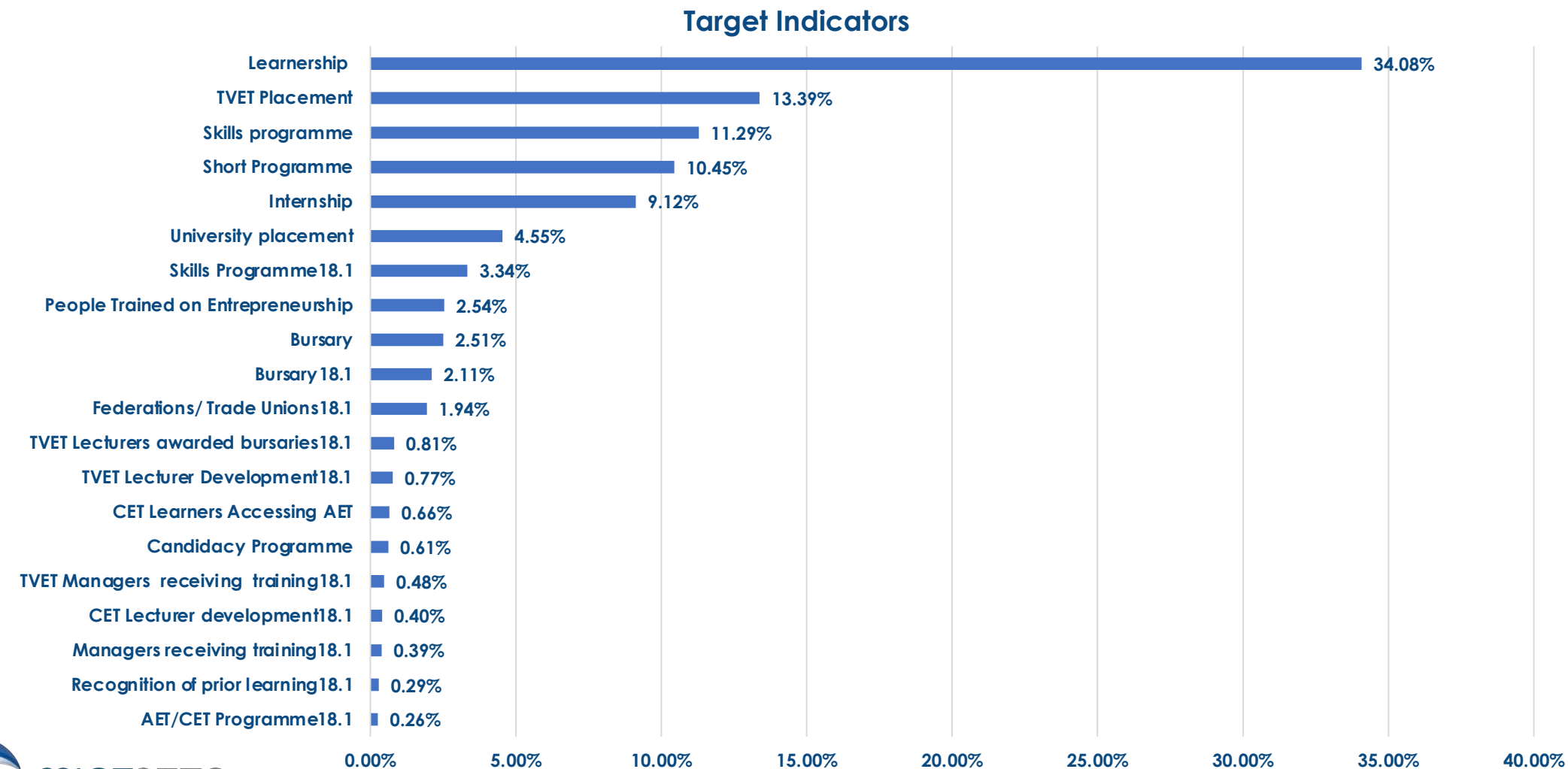
DG WINDOW 2023/24 UPDATES



ALLOCATION PER PROVINCE



ALLOCATION PER INDICATOR



Thank you

THE END



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4IR DIVISION

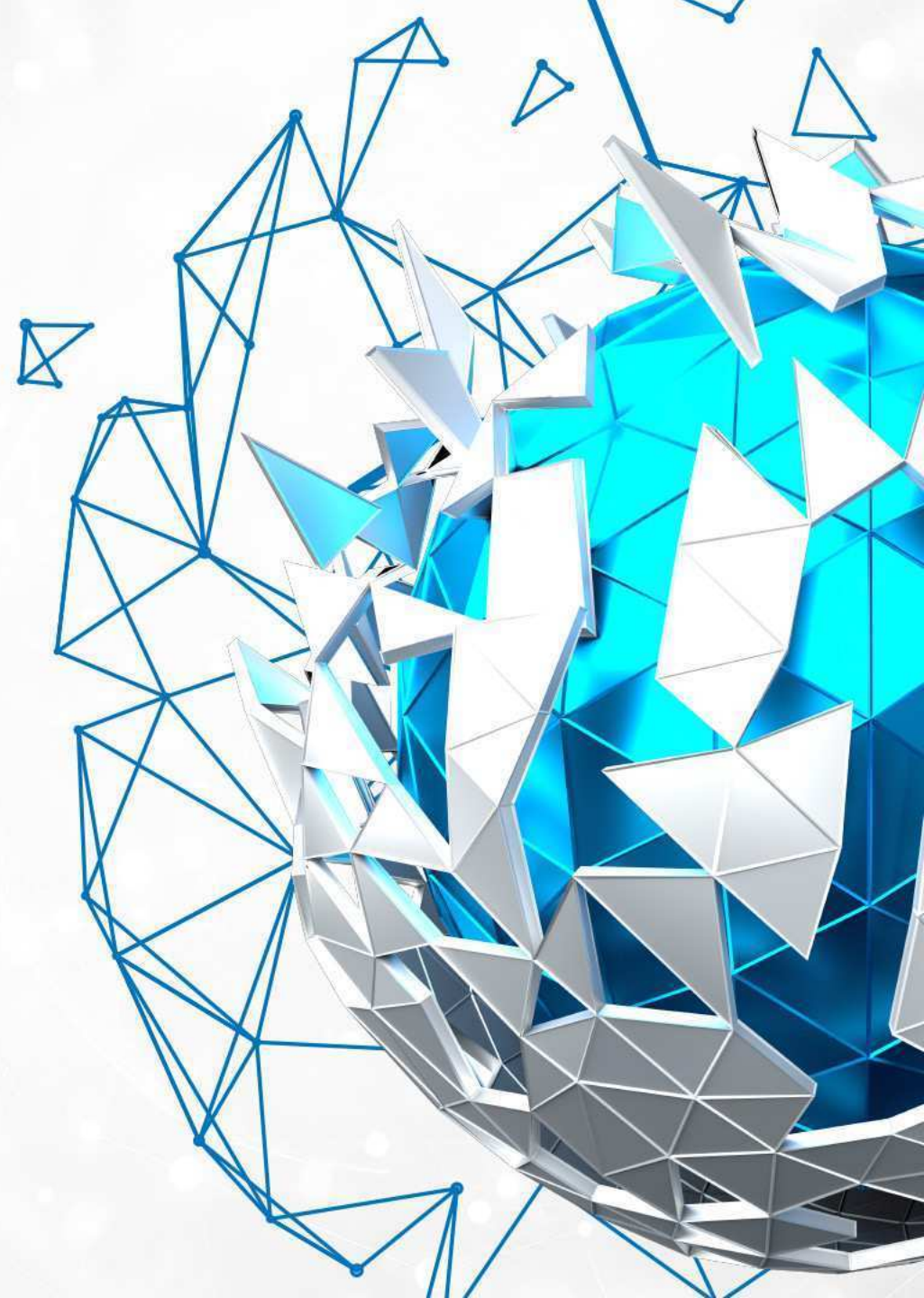
Presentation by: Ms Gugu Sema



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CONTENTS

- 1 How the MICT SETA implements 4IR using Integrated Digital Skills Strategy (IDSS)
- 2 Methods and Process
- 3 Achievements



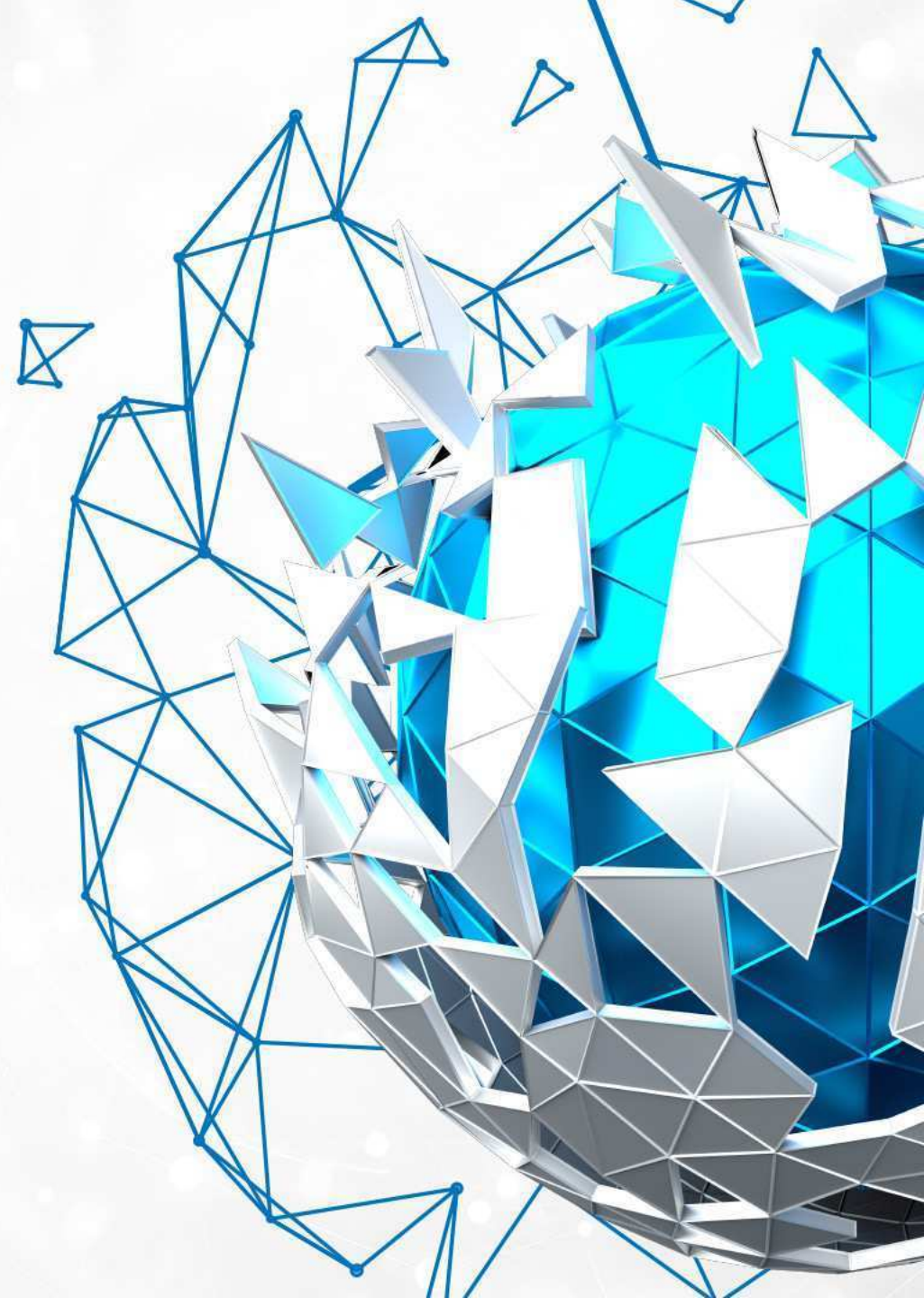
ADVENT OF 4IR IN SA GOVERNMENT 2018



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4IR SA NATIONAL LEVEL

- 2018 President appointed Presidential Commissioners
- 2019 Research and Consultations by the Commission
- 2020 Report presented to the President with recommendations
- **Definition:** The 4th Industrial Revolution is an era where people are using smart, connected and converged Cyber, Physical and Biological systems and smart business models to define and reshape the social, economic and political spheres. (PC4IR, 2020).



MICT SETA LEVEL



CALL/
INVITATION FOR
NOMINATION TO
PARTICIPATE ON
THE 4IR
ADVISORY
COMMITTEE

04 MARCH 2019



ESTABLISHMENT
OF THE
MICTSETA 4IR
ADVISORY
COMMITTEE

22 MARCH 2019



WORK STREAMS
- EDUCATION
- RESEARCH
- LABOUR
- POLICY

8 JUNE 2019



LAUNCH OF MICT SETA ADVISORY COMMITTEE



MINISTRY OF COMMUNICATIONS AND DIGITAL TECHNOLOGIES

DHET APPROVAL

DHET granted approval for MICT SETA to establish a stand alone 4IR division

- Placed under Programme 3
- Sub - programme 3.1



4IR ANNUAL PERFORMANCE PLAN (APP) OUTCOME

A 4IR Integrated Digital Strategy that
is responsive to 4IR skills demand of
the MICT sector.



GOVERNANCE PROCESS



DEVELOPMENT PROCESS

- Design Thinking Framework
- A Strategy development task Tool (Harvard Method)



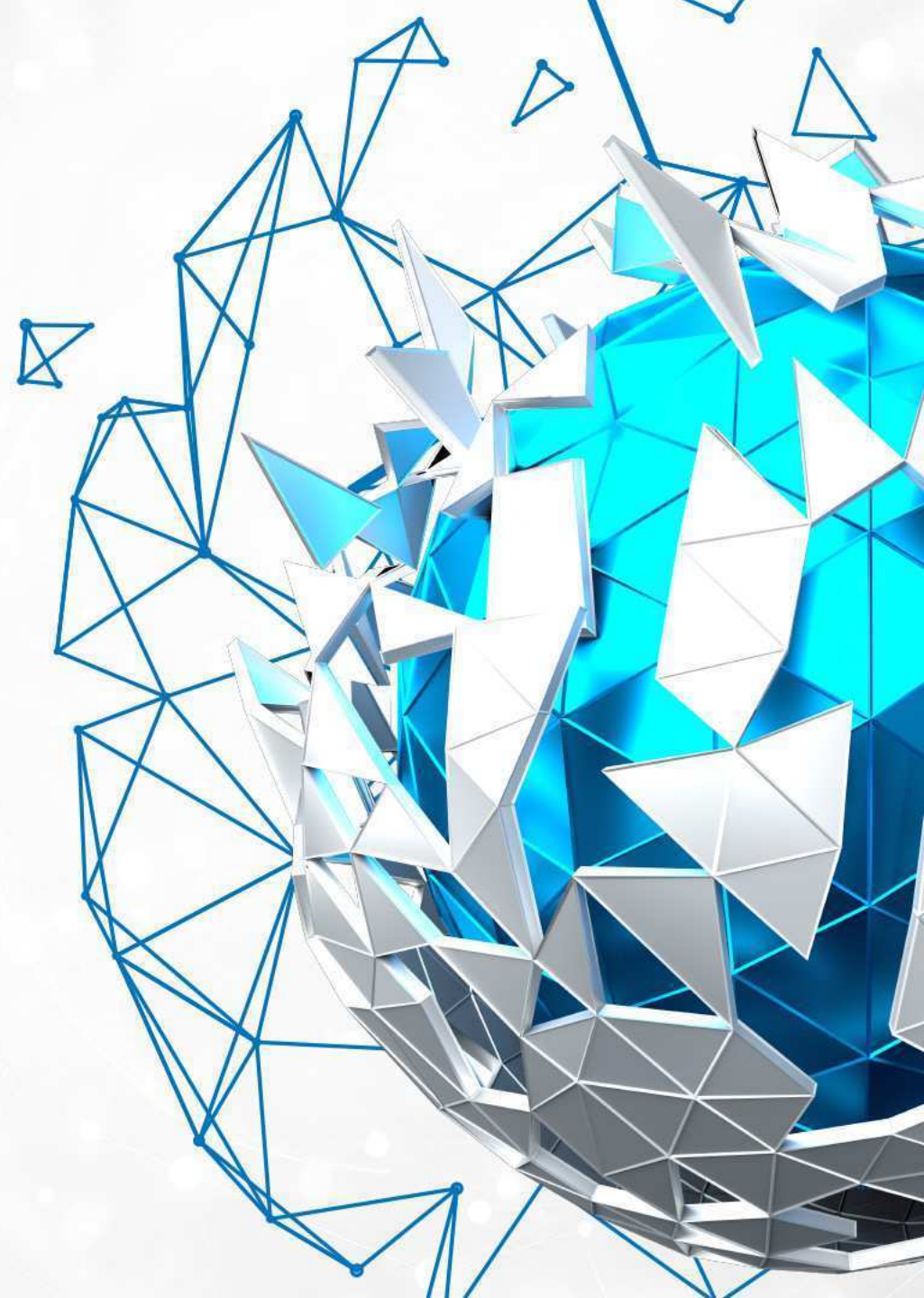
THE MICT SETA INTEGRATED DIGITAL SKILLS STRATEGY (IDSS)



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Implementation Plan						
Education Ecosystem Five goals Six strategic objectives		Research Two goals Three strategic objectives		Labour Workforce Two goals Five strategic objectives		
Item	Plan of Action	Responsibility	Enabler/required resources	Expected results and Measurement (If we knew what we know now then)		
				Short-term Outputs (0-12 months)	Mid-long term Outcomes (1-3 years)	Long term Impact (3 to 5 years and beyond)
KPI	<ul style="list-style-type: none"> It replaces critical and scarce skills with future skills It calls for the funding of 4IR learning programmes from ECD to post matric level It introduces 4IR learning programmes to unemployed youth and retrenched workers marketing campaign on future skills programs It calls for unemployed youth to have at least one future skills The recruitment of unemployed youth from townships and or rural areas into entrepreneurship programs 	4IR PMO	Budget – DG/ MG Staff Partners ICT Council AICT 300, NSF, UIF, SME, COEs, SDPs, CSIR, DCDT, Digital Council, NEMISA, ZadDna, Harambee, WSPs, ATRs etc	Got here	Stay there	Don't back track

MICT SETA 4IR INTEGRATED DIGITAL SKILLS STRATEGY

4IR INTEGRATED DIGITAL SKILLS STRATEGY	4IR DIVISION			
	Activity	EXPECTED RESULTS		
		Short term	Mid-long	Impact
	4IR Advisory Committees	4 Stream: Education, Policy, Research and Labour	Diverse industry participation	Supported industry with relevant skills
	Established Research Chairs	Responsive research agenda	Contribute to the body of knowledge	Expanded Science Technology & Innovation
	4IR qualifications	QCTO approval and SAQA registration	Implementation of 4IR learning programmes	Skilled youth and Labour workforce
	Strategic Partnerships	Sign MoU Strategy implementation	Strategic goals achieved	Business and job opportunities

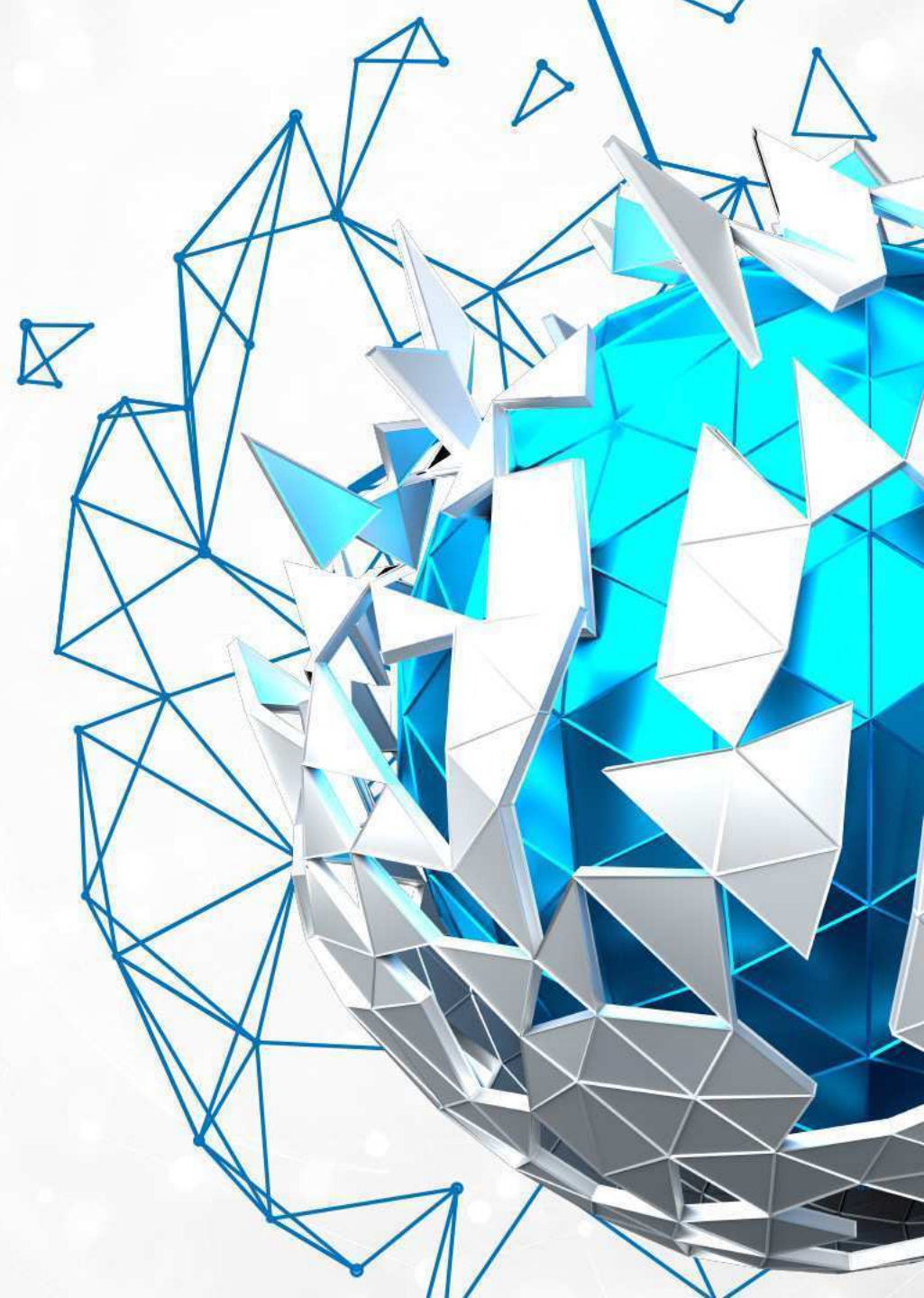
ACHIEVEMENTS



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Sector Education And Training Authority

SHAPING SKILLS, PIONEERING INDUSTRIES, EMPOWERING FUTURES





UNIVERSITY OF WESTERN CAPE

7 STUDENTS
5 – MASTERS
2 PhDs



TSHWANE UNIVERSITY OF TECHNOLOGY

13 STUDENTS
16 STUDENTS



DURBAN UNIVERSITY OF TECHNOLOGY

19 STUDENTS



WITS

5 STUDENTS



UNIVERSITY OF LIMPOPO

5 STUDENTS
8 STUDENTS - ZADNA



UNIVERSITY OF JOHANNESBURG

5 STUDENTS
8 STUDENTS – ZADNA



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UNIVERSITY OF
KWA-ZULU NATAL

7 STUDENTS



CAPE PENINSULA
UNIVERSITY OF
TECHNOLOGY

15 STUDENTS



VAALE UNIVERSITY
OF TECHNOLOGY

14 STUDENTS



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MICT SETA ICT PROJECTS WITH UNIVERSITY RESEARCH CHAIRS

Universities	MICT SETA ICT PROJECTS
Tshwane University of Technology	- Learning Management System (LMS)
University of Limpopo	- The College and SETAs times website
University of Johannesburg	- MICT SETA Intranet and mobile App
Durban University of Technology	- Knowledge and Information management plan
Cape Peninsula University of Technology	- Cybersecurity plan and MICT SETA enterprise architecture and ICT master plan.



4IR QUALIFICATIONS DEVELOPMENT



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QUALIFICATIONS DEVELOPMENT COMMUNITY OF EXPERTS (CEPs)

- OEMs
- SMMEs
- LABOUR
- PROFESSIONAL BODIES
- UNIVERSITIES/TVETs/SDPs
- GOVERNMENT



TOP 10 EMERGING CAREERS IN ICT

- Artificial Intelligence Engineer
- Cyber security Analyst;
- Cloud Engineer;
- Data Scientist;
- Software developer;
- Business Intelligence Analyst;
- Web developer;
- Network Analyst and;
- Machine learning Engineer



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4IR QUALIFICATIONS DEVELOPED

Trending Occupations	Occupational Code	Occupational Title	NQF
Artificial Intelligence	251201	AI Developer	5
Cyber Security	252901	Cyber Security Analyst	5
Cloud computing	252301	Cloud Administrator	4
Design Thinking	242102	DT Lead	4
Design Thinking Practitioner	251102	DS Practitioner	5
Data science	251102	DS Practitioner	5
Internet of Things	251201	IOT Developer	4
Systems development	251201	Software Developer	5
Robotic Processing Automation	251201	RPA Developer	5
Quality Engineering Automation	251901	Quality Test Automator	5
e-Waste	311906	e-Waste Operation	4



4IR QUALIFICATIONS ALSO DEVELOPED

Trending Occupations	Occupational Code	Occupational Title	NQF
Mobile Repair	672205	Mobile Computing Devices Technician	4
Laptop Repairer	672205	Mobile Computing Technician Laptop Repairer	4
Wearables	672205	Mobile Computing Technician Wearables	4
Accessories	672205	Mobile Computing Technician Accessories	4
Peripherals Repairer	672205	Mobile Computing Technician Peripheral	4
Blockchain	133104	Block Chain Developer	6
Drone Technician	311401	Drone Technician	4
Remote Piloting Aircraft (RPAS)	733211	Remotely Piloted Aircraft Systems Pilot	4
Remote Piloting Aircraft (RPAS) Technician	311401	(RPAS) Technician	4

4IR QUALIFICATIONS DEVELOPED

Trending Occupations	Occupational Code	Occupational Title	NQF
3D Printing	713201	3D Technical Administrator	6
Extended Reality (AR & VR)	251301	XR Developer	6
Optical Fibre Network	672202	Fibre Optic Technician	5
3D Printing	713201	3D Technical Administrator	6
Design Thinking	118705	Design Thinking Practitioner	4

SKILLS PROGRAMMES DEVELOPED AND REGISTERED BY QCTO

Skills Programme Descriptor	NQF Level	Credits
5g	4	16
Web Design	4	60
Cyber Security defender	4	60
Technopreneur	4	60
C++ Programmer	4	60
Front end -Web Designer	4	60
Python programmer	4	60
HTML Programmer	4	60
Java Programmer	4	60
Java script Programmer	4	60



4IR QUALIFICATIONS REGISTERED BY DHET AS LEARNERSHIPS

Occupational Qualifications	Occupational Code	Occupational Title	NQF
Artificial Intelligence	251201	AI Developer	5
Systems development	251201	Software Developer	5
Design thinking	242102	DT Lead	4
Data science	251102	DS Practitioner	5
Cloud	118699	Cloud Administrator	4
Design Thinking	118788	Design Thinking Lead	4
Quality Engineering Automation	251901	Quality Test Automator	5

2023 FUTURE DEVELOPMENT



NEW RESEARCH CHAIRS - 2023



UNIVERSITY OF
CAPE TOWN

UNIVERSITY
OF
STELLEBOSCH

UNIVERSITY
OF FORT
HARE

NELSON
MANDELA
METROPOLITAN
UNIVERSITY

NORTH-WEST
UNIVERSITY

QUALIFICATIONS TO BE DEVELOPED IN 2023/2024

1. PCB Fabrication
2. Automotive Ethernet
3. Substation Automation
4. Embedded Chip
5. Data Science Engineering



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QUALIFICATIONS TO BE DEVELOPED IN 2023/2024

- 6. Quantum Computing
- 7. Encryption
- 8. Smart Grid Communication



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QUALIFICATIONS TO BE DEVELOPED IN 2023/2024

9. Scrum

10. Agile

11. UI/UX

12. Reactive Native



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QUALIFICATIONS TO BE DEVELOPED IN 2023/2024

13. Go Groovy

14. Ruby

15. Domain Name

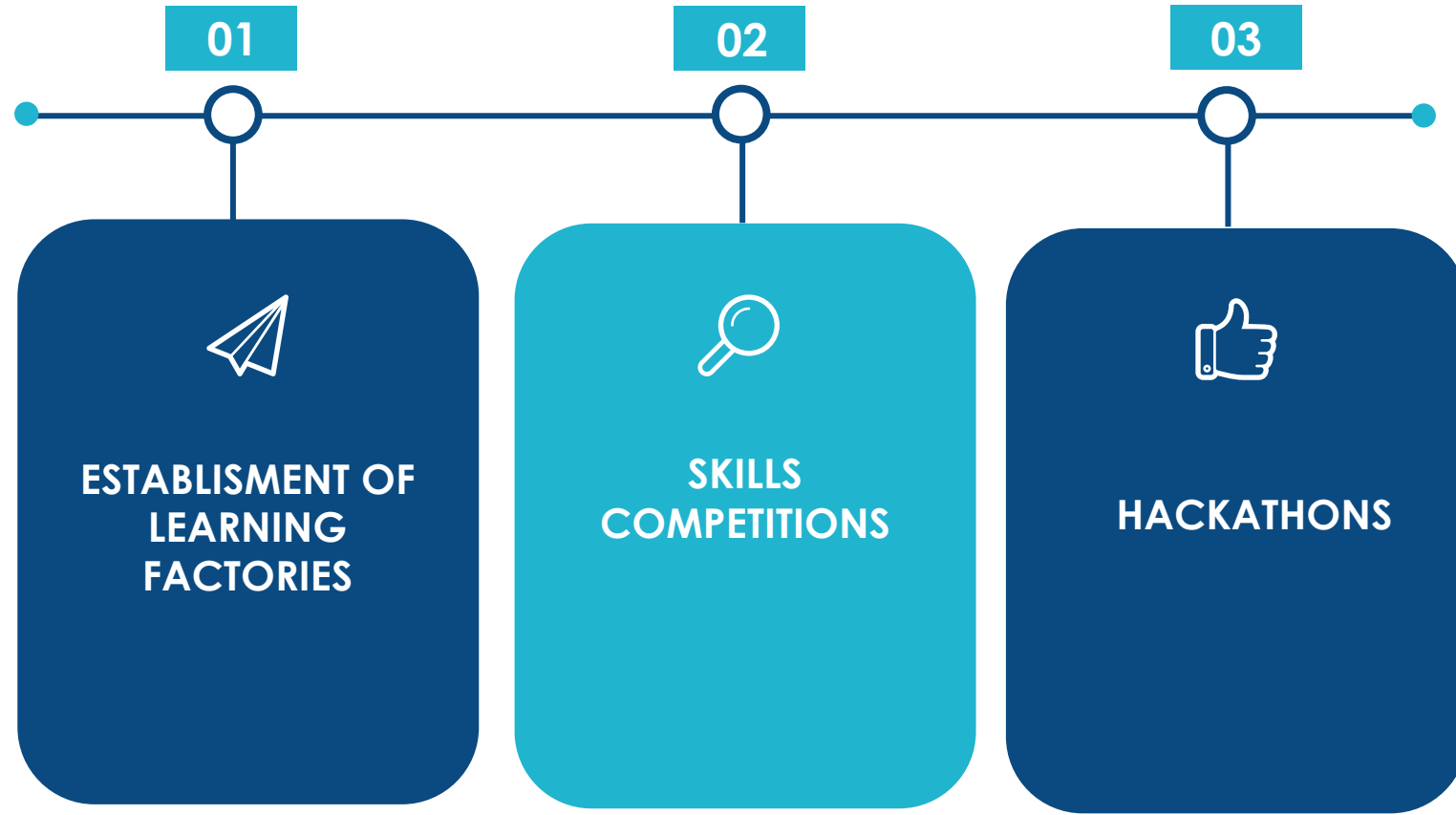
16. Reactive Native



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NEW APP OUTPUT



Thank you

THE END



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EDUCATION, TRAINING & QUALITY ASSURANCE

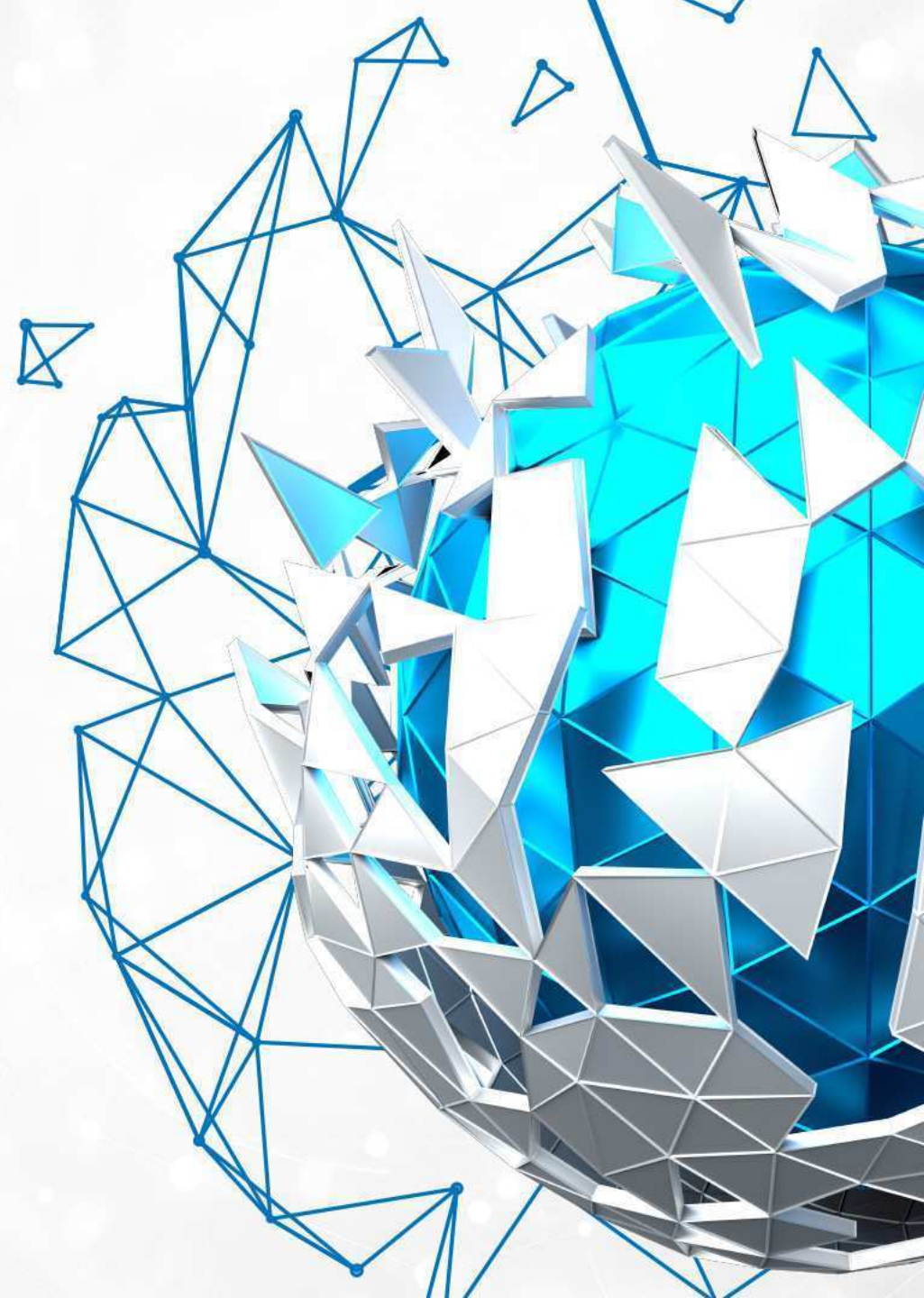
Presentation by: Ms. Natalie Nelson



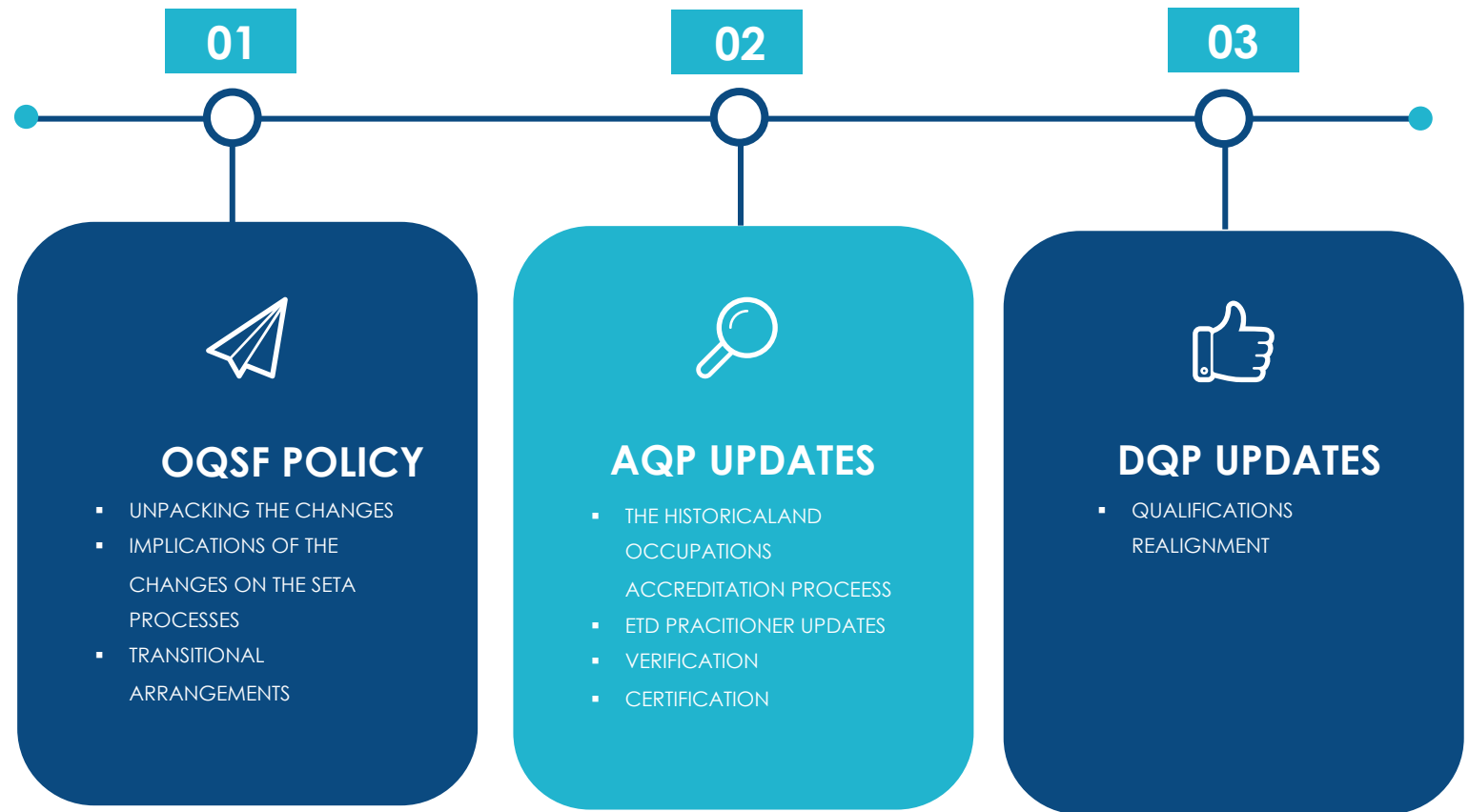
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SHAPING SKILLS, PIONEERING INDUSTRIES, EMPOWERING FUTURES



THE KEY POINTS



ABOUT SERVICES

The Education, Training and Quality Assurance is the unit which is delegated the function of being the Assurance Quality Partner and the Development Quality Partner by the QCTO.

The ETQA is established under the ETQA Regulations No. 1127 OF 8 September 1998 which are outlined in the South African Qualifications Authority Act No. 58 OF 1995.

A

ACCREDITATION OF SKILLS DEVELOPMENT PROVIDERS

The accreditation of Skills Development Providers on MICT SETA historically registered qualifications.

B

REGISTRATION OF ETD PRACTITIONERS

The registration of Assessors and Moderators on MICT SETA registered qualifications.

C

CONDUCT VERIFICATION & CERTIFICATION

The conducting of verification of the entire learning process to enable the process of certification.

D

QUALIFICATIONS REALIGNMENT

The realignment of historical qualifications into the occupation model in line with the OQSF Policy.

ASSURANCE QUALITY PARTNER UPDATES



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SUB-FRAMEWORKS, THE NQF & THE OQSF



THE OQSF & THE TRANSITIONAL ARRANGEMENTS

ACCREDITATION

- ❑ The Occupational Qualification Sub-Framework Policy indicates the following:
 - ❑ Historical qualification registration end date is noted to be 30 June 2023.
implication = **MICT SETA can no longer accredit Skills Development Providers on historical qualifications beyond 30 June 2023.**
 - ❑ **The closing date for receipt of accreditation applications is noted to be 31 March 2023. Applications received after this date will not be processed and SDP's will be required to seek accreditation from QCTO.**
 - ❑ Extensions have been granted to those Providers seeking re-accreditation with expiry dates commencing in November 2019 and ending prior to 30 June 2024.



THE OQSF & THE TRANSITIONAL ARRANGEMENTS

ACCREDITATION

- ❑ All accreditation processes including completeness of evidence, site visits, tabling at the Accreditation Committee and approval must be conducted on or before 30 June 2023.
- ❑ Skills Development Providers are requested **to ensure that all identified gaps are closed within 7 working days of feedback from the** MICT SETA to ensure timeous processing of applications.



THE OQSF & THE TRANSITIONAL ARRANGEMENTS

IMPLEMENTATION

- ❑ Last date of learner enrolment into legacy qualifications is 30 June 2023. Implication = Skills Development Providers may not enrol learner on a historical qualification post this date. Learners enrolled post this date will be exited by the MICT SETA.
- ❑ The last date of achievement for learners enrolled for Pre-2009, historical qualifications and unit standards shall be 30 June 2027. Implication = all learners must be trained, assessed, internally moderated and externally verified prior to this date.



ACCREDITATION PROCESS FOR HISTORICAL QUALIFICATIONS

The following is applicable and required in respect of the MICT SETA accreditation process:

- ❑ Accreditation can be issued for full qualifications or skills programmes. Skills Development Providers must apply for a referral letter from QCTO if they seek accreditation on full programmes:
https://customervoice.microsoft.com/Pages/ResponsePage.aspx?id=WYKvGtx_dkOLCRj6eXre7cQfdpB9YCFAsVRDtpf78FpUNFVFTkIHRkFVNvNaNVNOU0RFMIYxR0QwWi4u
- ❑ Applications are submitted via the online platform
<https://www.mict.org.za/etqa-online-application-forms/>



ACCREDITATION OF SDP'S ON HISTORICAL QUALIFICATIONS

- ❑ **Referral letter from** QCTO (full qualifications). This is not a requirement for skills programmes.
- ❑ **Legislative documentation** i.e. CIPC registration, lease agreements , proof of financial viability (AFS and/or cash flow statements).
- ❑ **ETD Practitioners:** Assessor and Moderators who are registered and can assess and moderate against the qualifications.
- ❑ **Learning Materials** including learner guide, facilitator guides, assessment guide, logbook, alignment matrix.
- ❑ **Quality Management System** i.e. policies, processes and procedures which govern how learning will be implemented.
- ❑ **Training and workplace implementation sites** with the relevant equipment



ACCREDITATION GOVERNANCE PROCESS



Online Application

Desktop
Compliance
vetting

SDP site visit
(Physical or
manual)

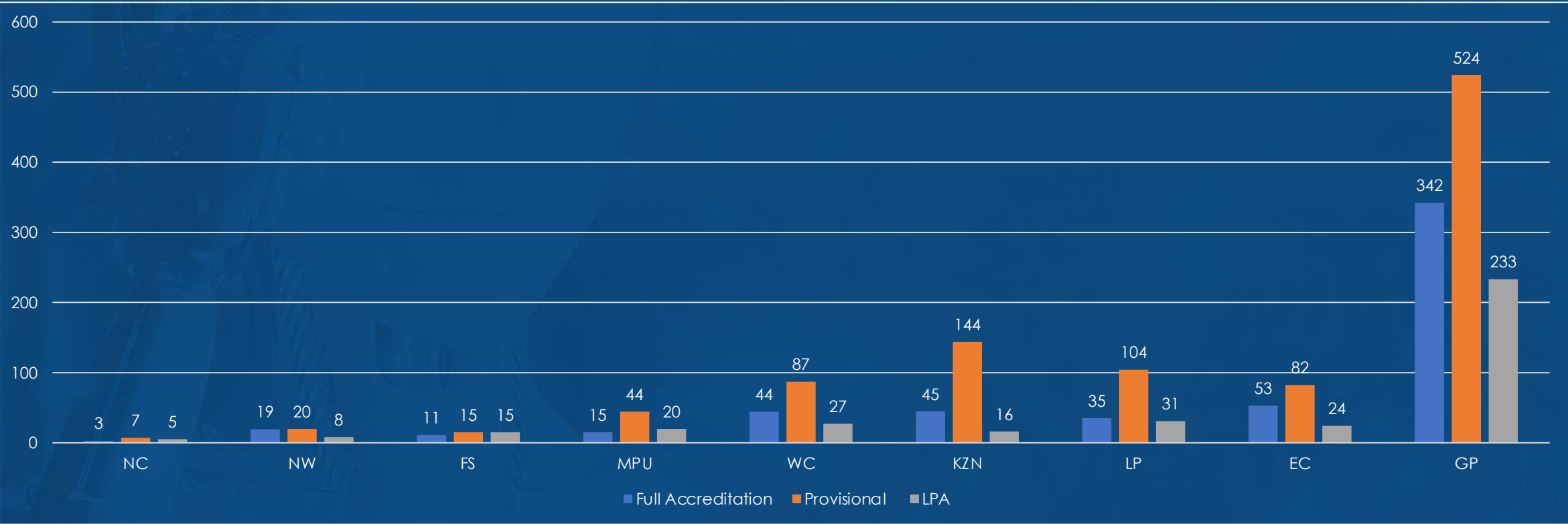
Recommendation
by Advisor

Presentation to
Accreditation Committee &
Award/Decline of
accreditation

PLANNED TIMEFRAME – 45 DAYS

FINALISATION DEPENDANT ON COMPLETENESS OF APPLICATION AND TURN-AROUND TIMES FOR GAP-CLOSURE

Accredited Providers per Region



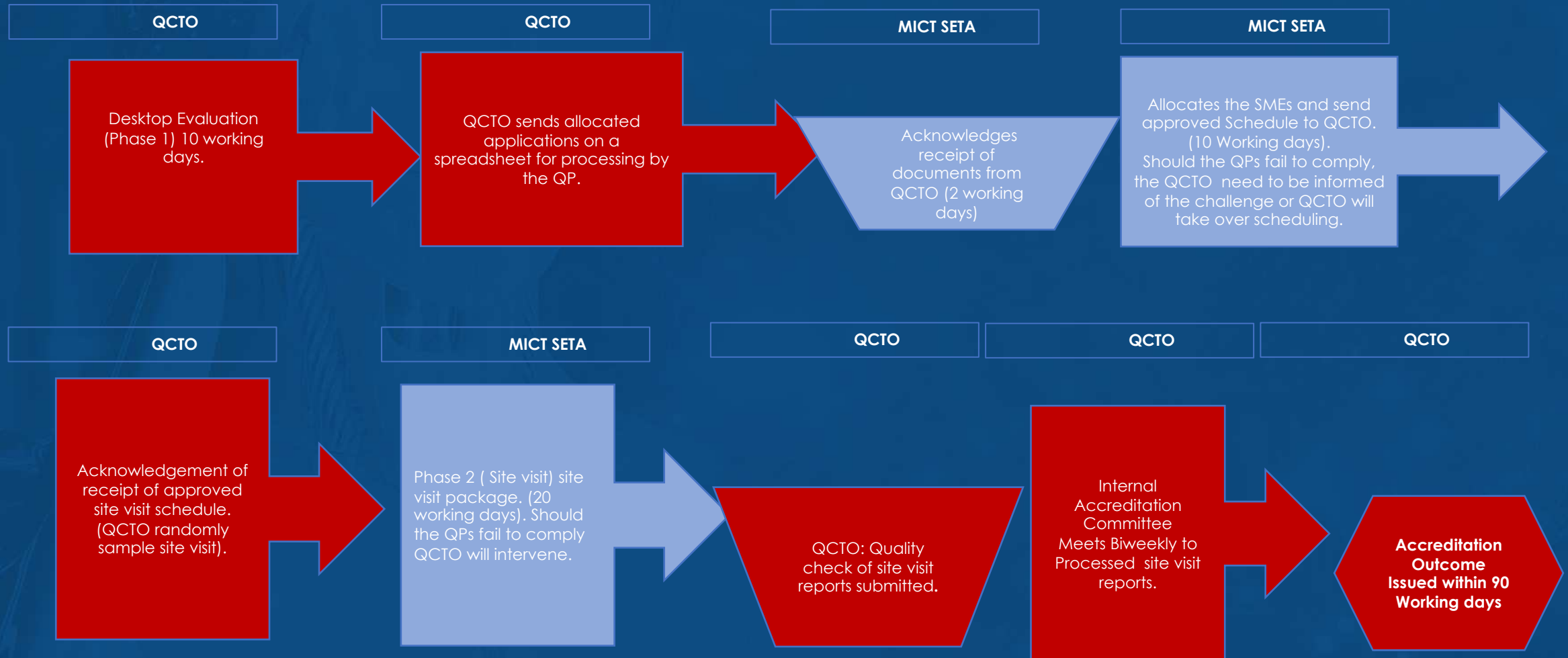
A TOTAL OF 1099 SKILLS DEVELOPMENT PROVIDERS WITHIN GAUTENG



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OCCUPATIONAL ACCREDITATION & THE ROLE OF THE MICT SETA

THE QCTO HAVE A 5 PHASE ACCREDITATION PROCESS WHICH INCLUDES THE FOLLOWING PHASES AND STAKEHOLDERS AT EACH STAGE OF THE PROCES. FOR MORE INFORMATION VISIT THE QCTO WEBSITE ON WWW.QCTO.ORG.ZA



ETD PRACTITIONER UPDATES

The requirements for **ASSESSOR** registration are as follows:

- ❑ Assessor must have completed the Conduct Outcomes-based assessment (115753) unit standard and have the the statement of results validating their registration with the ETD P SETA.
 - ❑ **Assessor:** Must have subject matter experience in the field in which they will be assessing.
1. The documents required at registration includes:
- ❑ Certified copy of ID and/or passport (must be certified no later than 6 months prior to submission)
 - ❑ Certified copy of Work permit for Foreign Nationals (must be certified no later than 6 months prior to submission)
 - ❑ Comprehensive CV which must outline experience and expertise in the subject matter for which you seek registration.
 - ❑ For re-registration, an assessment reports are required.



ETD PRACTITIONER UPDATES

The requirements for **MODERATOR** registration are as follows:

- ❑ Moderator must have completed the Conduct moderation of Outcomes-based assessment (115759) unit standard and have the the statement of results validating their registration with the ETDP SETA.
 - ❑ **Moderator:** Must have subject matter experience in the field of assessment and moderation
1. The documents required at registration includes:
- ❑ Certified copy of ID and/or passport (must be certified no later than 6 months prior to submission)
 - ❑ Certified copy of Work permit for Foreign Nationals (must be certified no later than 6 months prior to submission)
 - ❑ Comprehensive CV which must outline experience and expertise in the subject matter for which you seek registration.
 - ❑ For re-registration, an assessment reports are required.

THE ROLE OF THE MODERATOR IN THE OQSF HAS NOT YET BEEN FULLY DEFINED HOWEVER IT IS INTEGRATED INTO OF THE EXTERNAL INTEGRATED SUMMATIVE ASSESSMENT CENTRES.

THIS WILL BE FURTHER EXPANDED ON IN THE UPCOMING ETQA CAPACITY BUILDING WORKSHOPS



SUBJECT MATTER EXPERT REGISTRATION

- ❑ This is new requirement in line with Occupational Qualification Model
- ❑ The Subject Matters Experts fulfill the role of Assessors in the process, this includes assisting the SETA with the process of assessing the applicants ability to deliver on the outcomes of the qualification with elements such as:
 - ❑ Suitability of the equipment to be used
 - ❑ Suitability of the workplace site

**THIS PROCESS IS CURRENTLY AT THE STAGE OF FINALISATION AND WILL BE FULLY COMMUNICATED AT THE
UPCOMING ETQA CAPACITY BUILDING SESSIONS**



ETD PRACTITIONER GOVERNANCE PROCESS



Online Application

Desktop
Compliance
vetting

Recommendat
ion by Advisor

Approval &
Registration

Issuance of Letter

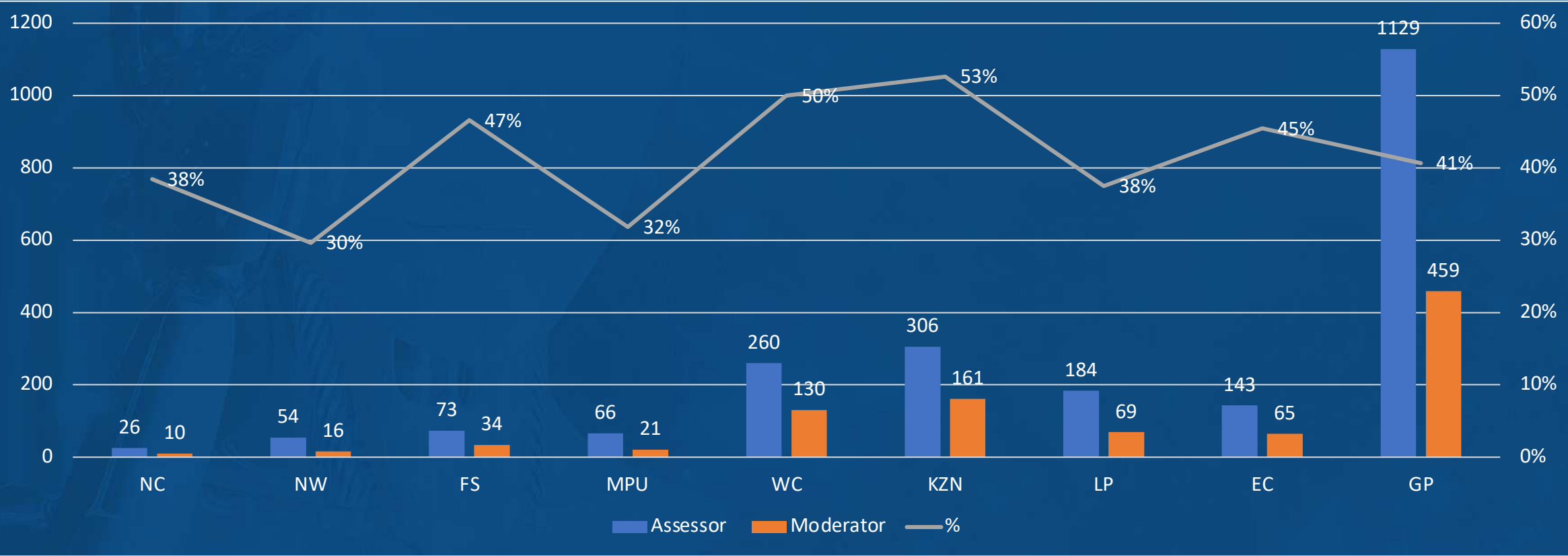
PLANNED TIMEFRAME – 30 DAYS

FINALISATION DEPENDANT ON COMPLETENESS OF APPLICATION AND TURN-AROUND TIMES FOR GAP-CLOSURE



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ETD PRACTITIONERS PER REGION

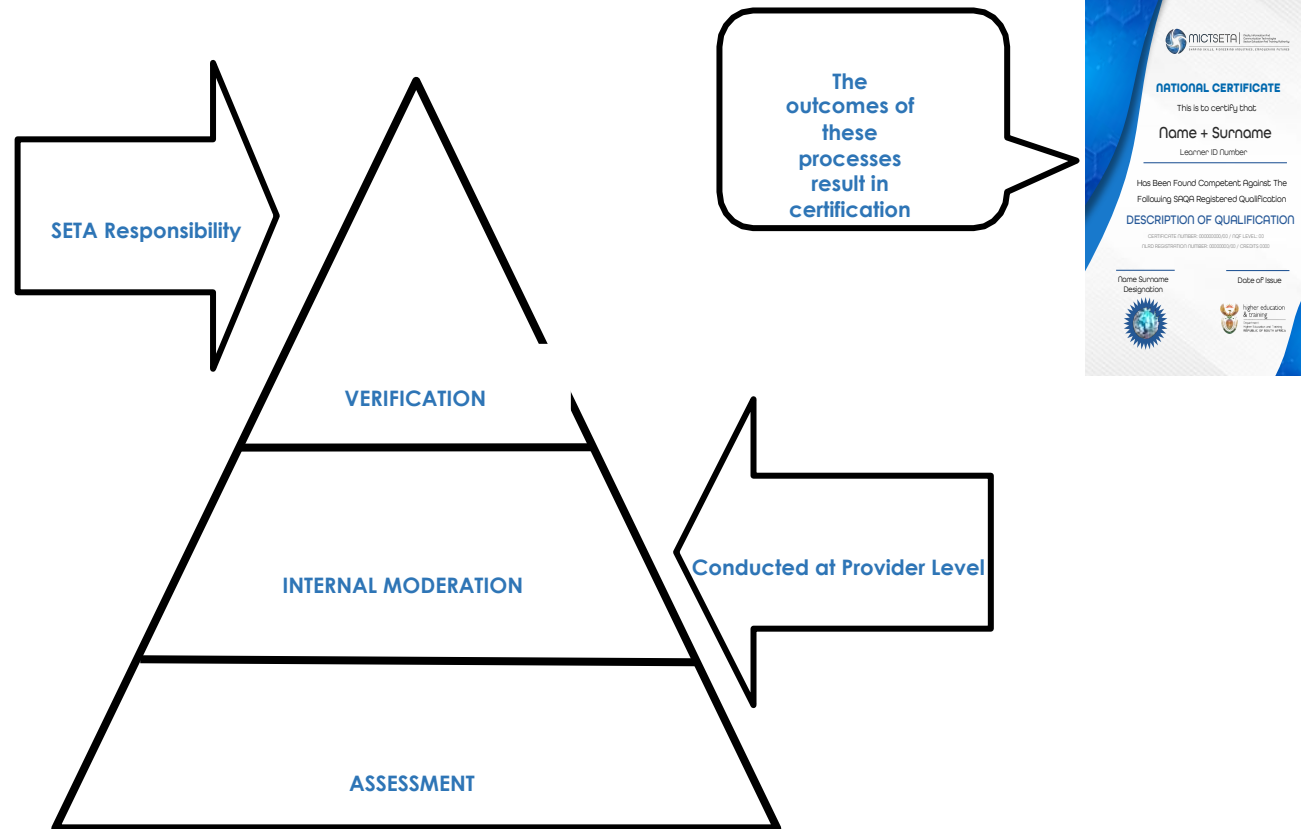


A TOTAL OF 1588 ETD PRACTITIONERS WITHIN GAUTENG

SUPPLY OF ASSESSOR TO SDP = 71% WHICH IS SUFFICIENT
SUPPLY OF MODERATOR TO SDP = 29% WHICH IS INSUFFICIENT TO MEET THE HISTORICAL QUALIFICATION DEMAND

VERIFICATION

- Governs the Tripartite Outcomes-based Relationship between the SETA, SDP and Learner.



TYPES OF VERIFICATION

- ❑ **Induction:** conducted prior to the commencement of training to ensure SDP readiness for implementation.
- ❑ **Interval:** conducted at 50% implementation of full qualifications and learnerships.
- ❑ **Exit:** conducted at 100% completion as a precursor to certification.

Only induction and exit verification are applicable to skills programme implementation.



WHY WE DO VERIFICATION

- ❑ Ensure that learners have been enrolled against the learning programme on the SETA system. <https://www.mict.org.za/certification/>
- ❑ Assessment has taken place according to the assessment policy and schedule.
- ❑ Internal moderation has taken place according to the moderation policy and schedule.
- ❑ Learner progress has been tracked.
- ❑ Learners have been granted the opportunity for re-assessment as per the assessment policy and the principles of assessment.
- ❑ Learner achievements have been recorded, prior to the request for verification.

ROLEPLAYERS IN VERIFICATION

1. Skills Development Provider
2. Assessor
3. Internal Moderator
4. Selected Sample POE's
5. Learners – randomly selected by the Advisor

MICT SETA Verification

► **MICT SETA Verification Report**

Download Transcript Spreadsheet

Download SOR Demo template

Download MICT-Learner Enrollment Form



VERIFICATION GOVERNANCE PROCESS



Online Application

Submission of
assessment
and
moderation
report & toolkit

Vetting of
Application &
allocation

Conducting
verification, gap
closure of
approval of
report

Issuance of
signed report to
Certification unit
for generation
of certificates &
SORs

PLANNED TIMEFRAME – 40 DAYS

FINALISATION DEPENDANT ON COMPLETENESS OF APPLICATION AND TURN-AROUND TIMES FOR GAP-CLOSURE



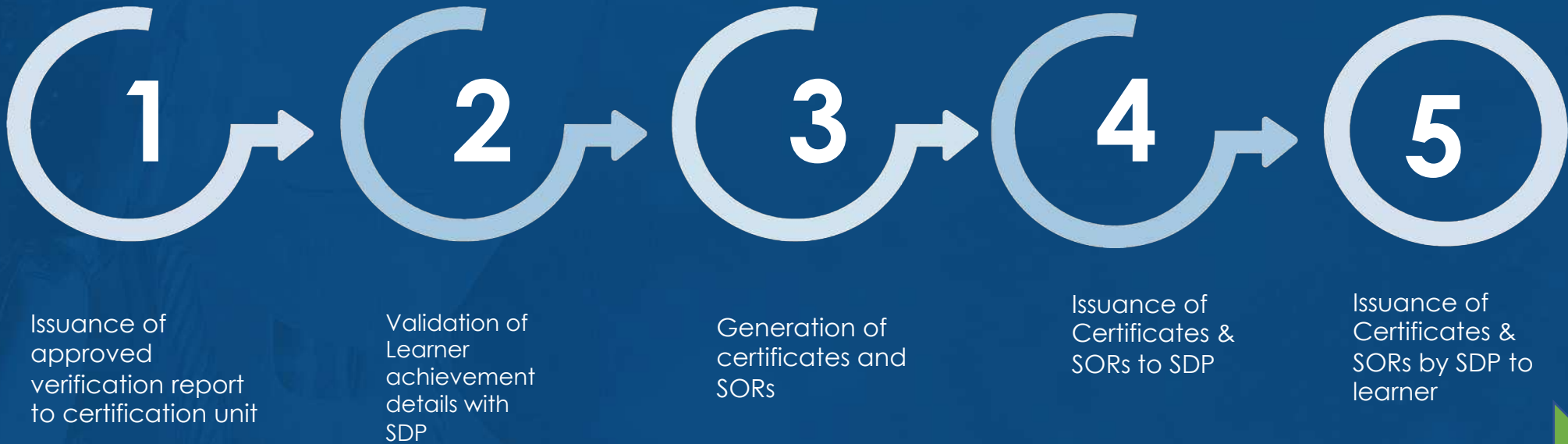
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CERTIFICATION

- ❑ Certification is two-fold and dependent on the scope of the verification:
 - ❑ Issuing of certificates to learners who have completed their full qualifications; and
 - ❑ Issuing of statements of results to learners who have completed a skills programme or unit standard.
- ❑ **SDPs must document which learners are eligible for full certificates and those that only qualify for SORS.**
- ❑ In terms of timelines, the process should not exceed 40 working days.



CERTIFICATION GOVERNANCE PROCESS



PLANNED TIMEFRAME – 40 DAYS

FINALISATION DEPENDANT ON COMPLETENESS OF APPLICATION AND TURN-AROUND TIMES FOR GAP-CLOSURE

DEVELOPMENT QUALITY PARTNER UPDATES



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Sector Education And Training Authority

REALIGNMENT OF QUALIFICATIONS

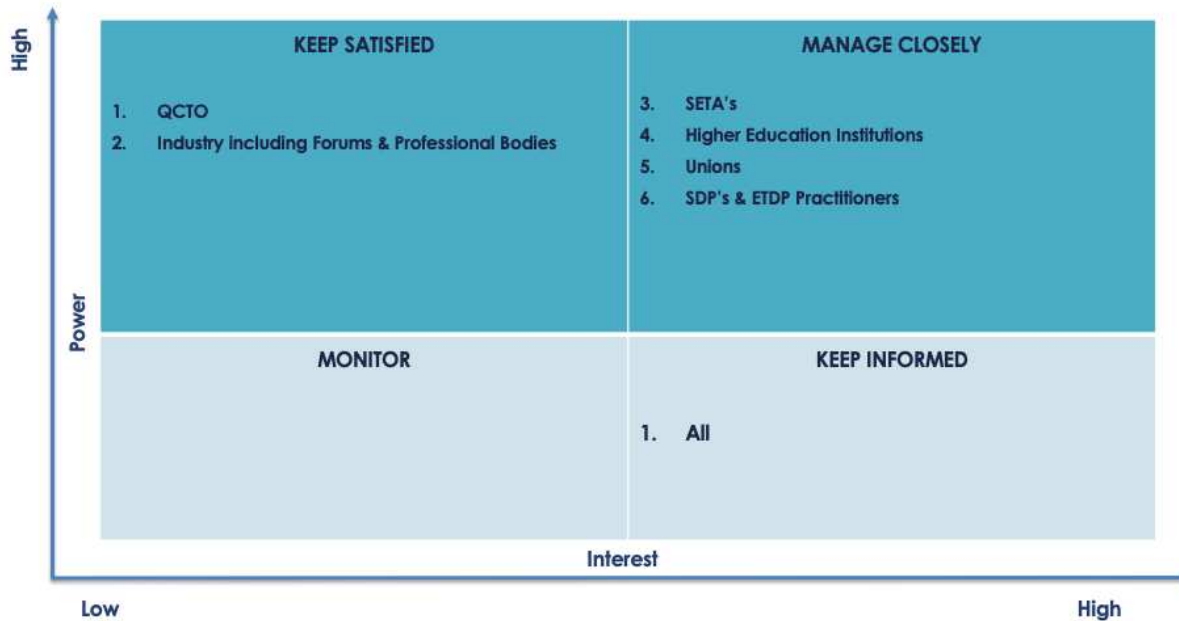
- ❑ The advent of the OQSF requires that all historical qualifications are realigned into Occupational Qualifications.
- ❑ The MICT SETA process is currently underway with all 43 of its qualifications in progress.
- ❑ The process includes the 6 pillar key stakeholders

The realigned qualification will consist of three components of learning:

- Knowledge/Theory
- Practical Skills and
- Work Experience, as required of all Occupational Qualifications.

The realignment process will also include part qualifications.

All realigned qualifications will have an external integrated summative assessment as a requirement.





REALIGNED QUALIFICATIONS

1. Advertiser
2. Occupational Certificate: Journalist
3. Sound Operator
4. Media or Programme Content Production Manager
5. Telecommunications Specialist
6. Systems Administrator
7. Computer Network Officer
8. Software Engineer
9. ICT Business Development and Sales Consultant
10. Computer Quality Assurance Analyst
11. Software Development Officer
12. Database Administrator
13. End-User Computing Skills Programmes X 5 (Basic to Advanced)

**10 Occupational
Qualifications developed**

**19 Historical Qualifications
to be Realigned**



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QUALIFICATIONS IN REALIGNMENT

3 Occupational
Qualifications in
development

OCCUPATIONAL QUALIFICATION TITLE			
Phase	Camera Operator (Film, Television or Video)	Radio Station Operator	Electronics Engineer
Scoping	Session Concluded		
Profiling			
Knowledge			
Practical			
Workplace			
EISA			
QAS			
Verification	28 March 2023	30 March 2023	27 March 2023
Submission	31 March 2023	31 March 2023	31 March 2023

QUALIFICATIONS IN REALIGNMENT: APRIL – JUNE 2023

1. Graphics and Multimedia Specialist
2. Telecommunications Engineer
3. Multi-Media Specialist
4. Photographer
5. Multi-Media Designer
6. Film and Television Production Manager
7. Author
8. Copywriter
9. Broadcast Transmitter Operator
10. Computer Engineering Mechanic

**10 Occupational
Qualifications developed**

**18 Historical Qualifications
to be Realigned**

NEW QUALIFICATIONS DEVELOPMENT

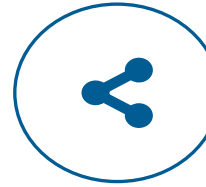
1. MICT SETA received approval to develop its first NQF Level 7 & * Qualifications for the Film & Television sub-sector
2. The approval builds a career path for those individuals who have been in the industry but could not articulate into any Degree or Honours level vocational qualification.
3. SSP research shows that the sector has highly skilled and experience individuals but they lack the requisite qualifications thus these qualifications are critical for the sector.
4. An RPL model is to be developed alongside the qualifications to ensure the fast-tracking of recognition and certification.

1. Development sessions commenced

2. Development paused due to low participation by Subject Matter Experts

3. Qualifications cannot continue in the absence of SME's

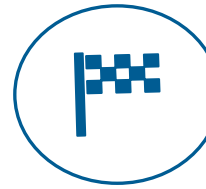




CONTACT

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Natalie.nelson@mict.org.za and 083 239 6952



CONTACT

ACTING ETQA MANAGER

Mokgadi.Masekela@mict.org.za and 076 255 7414



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Enrolment & Certification: matema.Mogashoa@mict.org.za

Verification: Mokgadi.Masekela@mict.org.za

ETD Practitioners: suzan.ramphore@mict.org.za

Qualifications realignment: gugulethu.jiyane@mict.org.za



CONTENT

All content available on the website

www.mict.org.za under the quality Assurance

Tab.

Thank You

Q & A

THE END



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