

Welcome to the 2024 Stakeholder Engagement Roadshow

14 May 2024 | Cape Town

#MictStakeholderEngagement2024



MICTSETA

Media, Information And
Communication Technologies
Sector Education And Training Authority

SHAPING SKILLS, PIONEERING INDUSTRIES, EMPOWERING FUTURES



PROGRAMME

TIME	ITEM	PERSON RESPONSIBLE
08:00 – 09:15	ARRIVALS AND REGISTRATION	
09:30 – 09:40	Opening and Welcome	
09:40 – 10:00	Key Address: 2024 Stakeholder Engagement Roadshows	Chairperson of the Board Mr Simphiwe Thobela
10:00 – 10:20	CEO Overview	Chief Executive Officer Mr Matome Madibana
10: 20 – 10:40	SSP Overview WSP/ATR Submission Overview Mandatory Grants Tracer Study Findings	Senior Manager: Sector Skills Planning Ms Bontle Mokoena
10:45 – 11:00	TEA BREAK	
11:05 – 11:25	Learning Programmes Overview Learning Programmes Mandate and Implementation Process 2024/25 Predetermined Objectives Discretionary Grants Application Process and Updates	Senior Manager: Learning Programmes Mr Ernest Nemugavhini
11:30 – 12:00	Engagement Session	All
12:00 – 13:00	LUNCH	

TIME	ITEM	PERSON RESPONSIBLE
13:00 – 13:20	Quality Assurance Update Transitional Arrangements - Navigating the Change	Senior Manager: Education, Training and Quality Assurance Ms Natalie Nelson
13:20 – 13:40	4IR Division Update 4IR Roadmap 4IR Advisory Committees Integrated Digital Skills Strategy Qualification Development Research Chairs Partnerships and Key Initiatives	Senior Manager: 4IR Ms Gugu Sema
13:40 – 14:10	Engagement Session	All
14:15 – 14:30	Closing Remarks	Chairperson of the Board Mr Simphiwe Thobela

KEY ADDRESS BY CHAIRPERSON OF THE BOARD

Mr Simphiwe Thobela



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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 Summary of the 2024/25 SSP Findings
- 5 SETA Levy Income
- 6 Measuring Impact



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 2024/25 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.

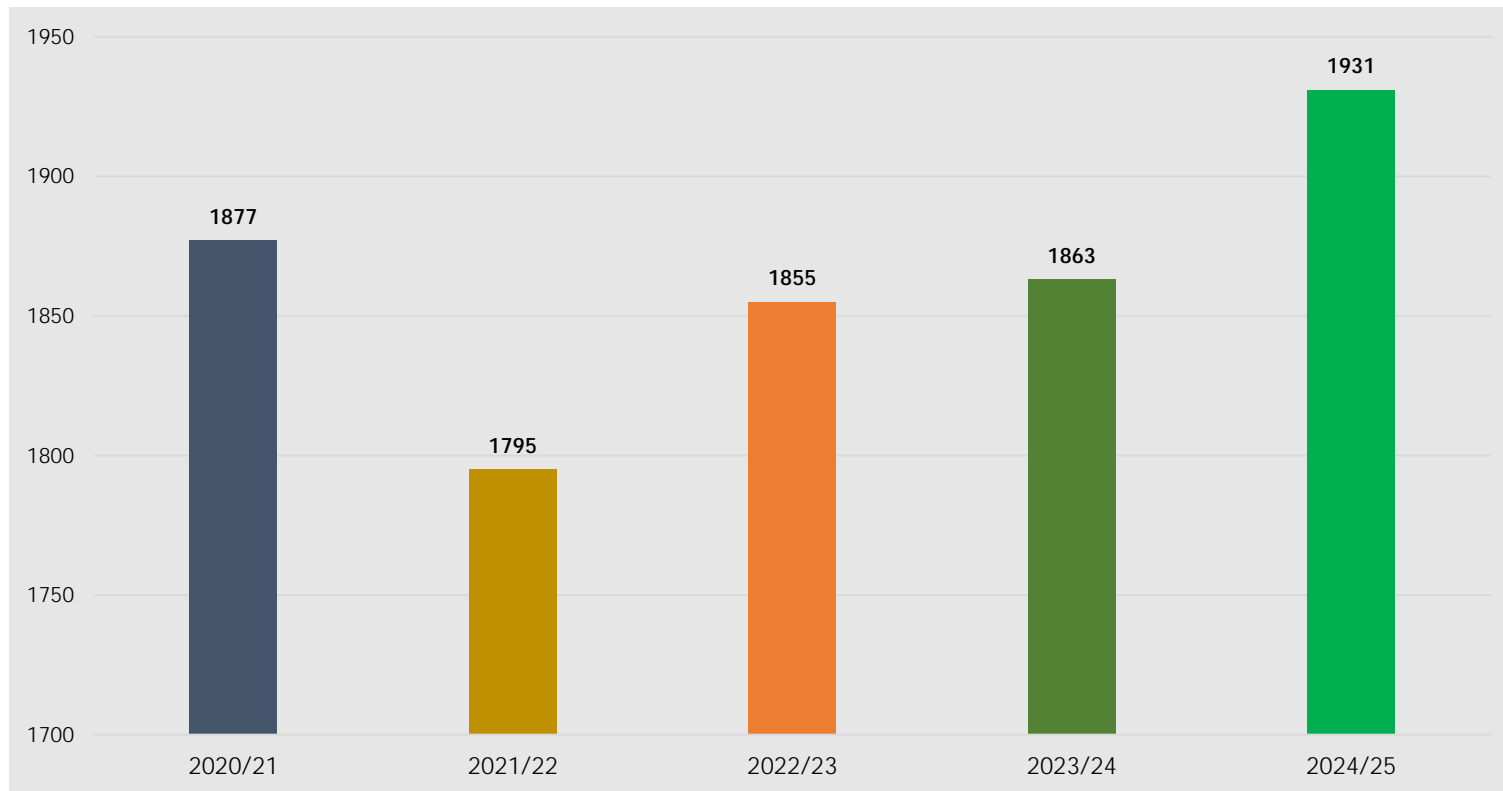
☐ Pivotal Training Report (PTR) – A Report on Professional, Vocational, Technical and Academic learning programmes that were delivered the past year.

☐ 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.

WSP/ATR SUBMISSIONS

WSP and ATR Submissions over the years



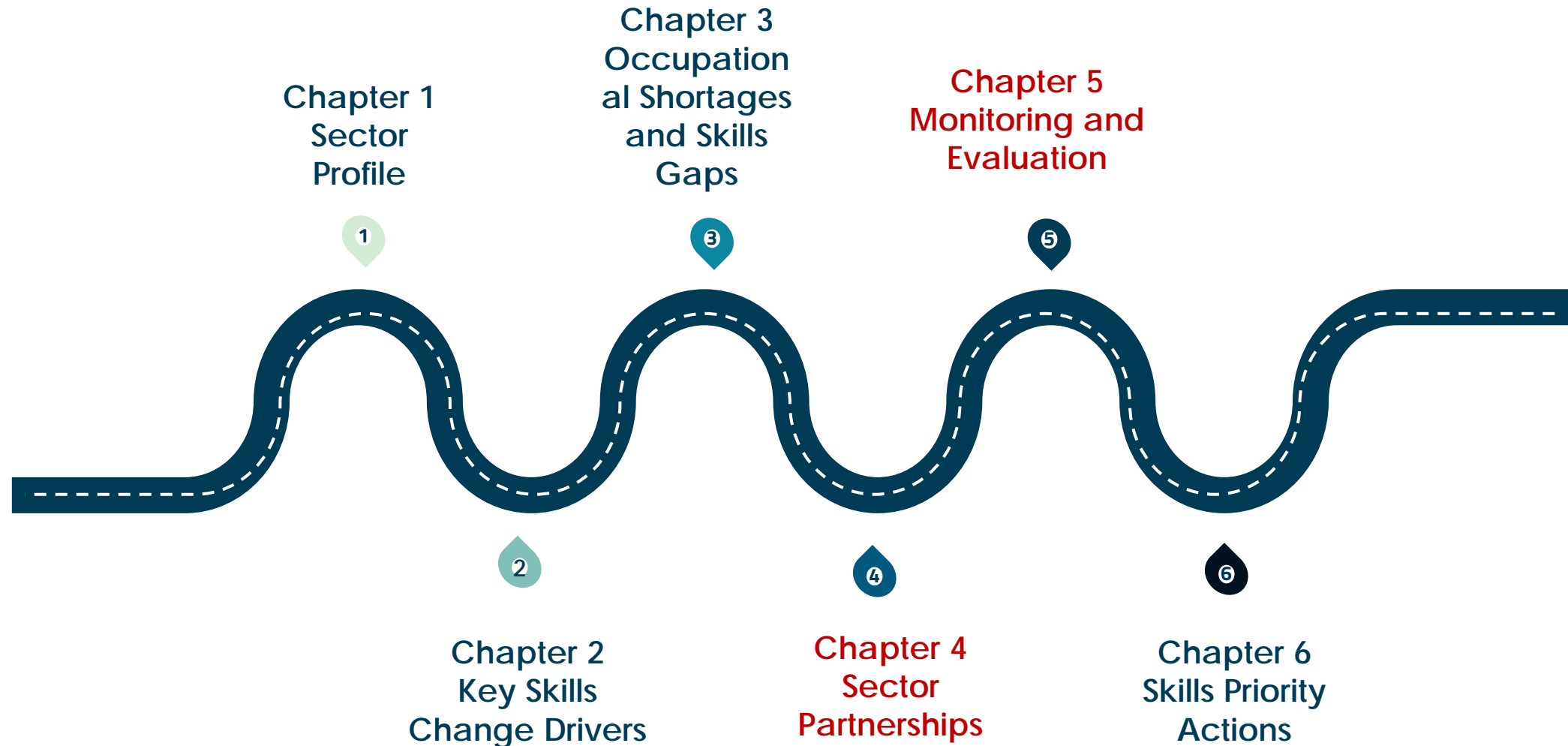
In the 2024/25 submission window, WC employers submitted only **402** WSP/ATR applications.

In 2023/24 FY, 57 employers (Nation wide) were left on query status, forfeiting a total of **R 1.8 million** in Mandatory Grant

Summary of the 2024/25 SSP Findings



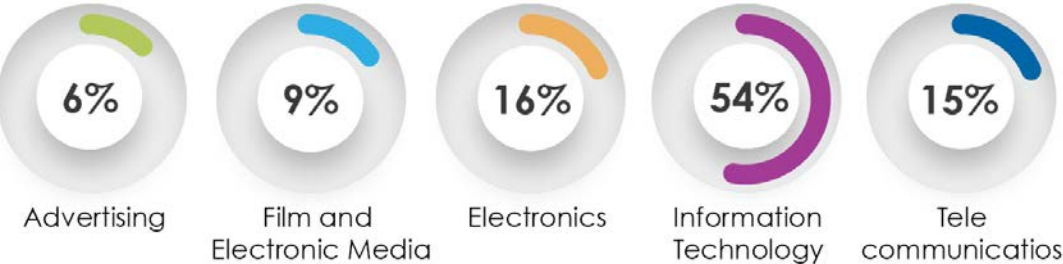
SECTOR SKILLS PLAN STRUCTURE



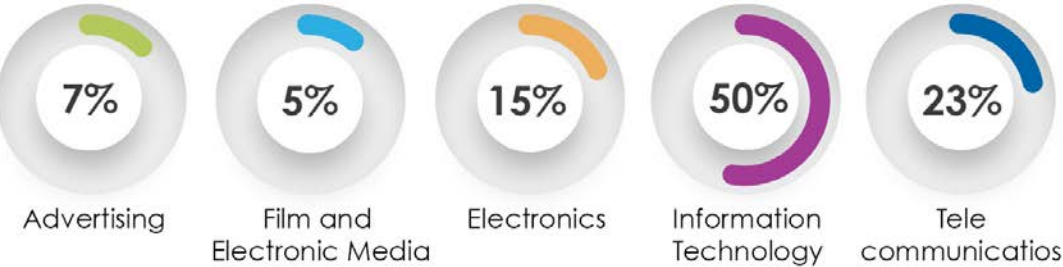
CHAPTER 1: SECTOR PROFILE

Employers in MICT sector: Levies and Non-Levy paying

Employers (Levy & Non-levy)



Employers: Levy Paying

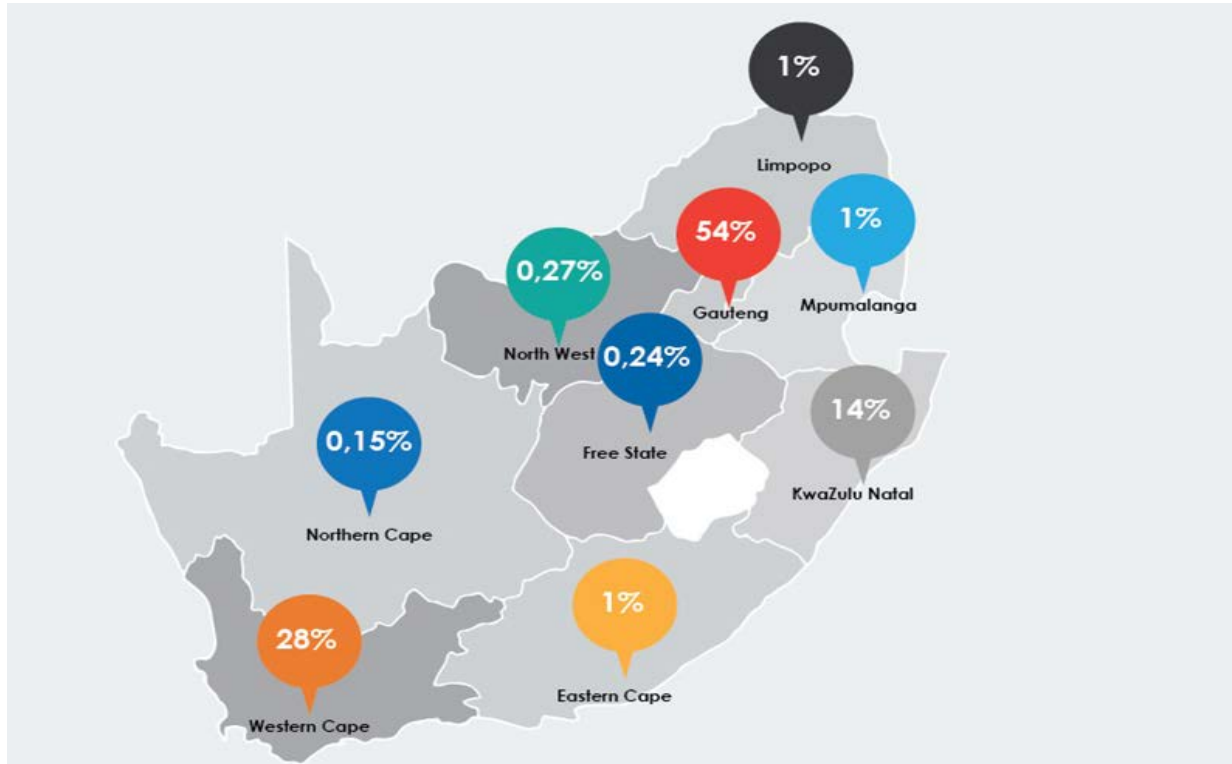


The MICT Sector is made up of 30 866 employers, which are spread across five Sub-sectors.

This represents a 6% decrease from the 32 985 in the previous financial year.

Employers by Province

Percentage distribution of employers by province

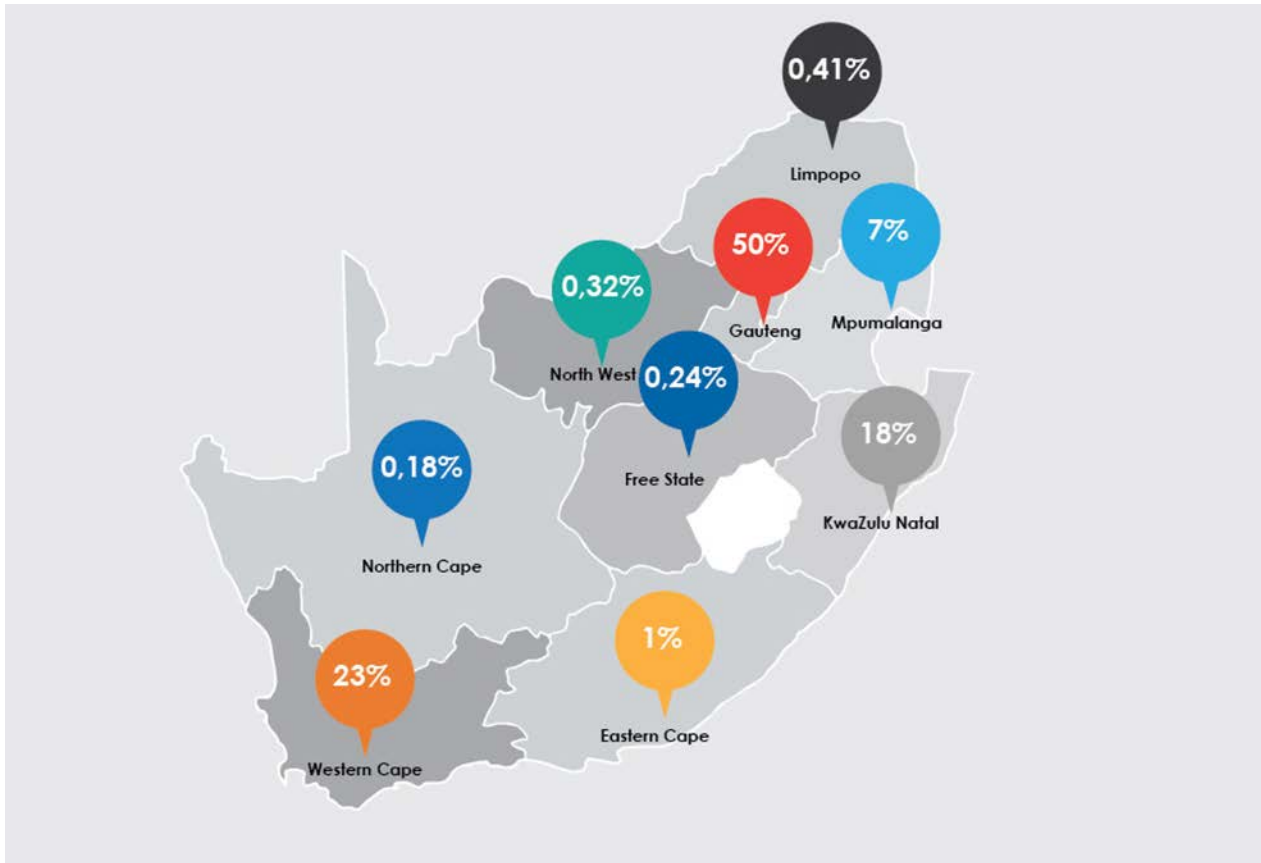


- The vast majority of employers are located in the industrialized provinces.
- Gauteng hosts the largest proportion of employers across the five sub-sectors (54%)
- Followed by the Western accounting **28%**. About 14% of employers are based in Kwa Zulu Natal.

Source: MICT SETA Levy Huge File, 2023

Employment in the MICT sector

Percentage (%) Distribution of Employees by Province



- The province with the largest number of employees is Gauteng (50%), followed by the **Western Cape (23%)** and KwaZulu-Natal (18%). These three provinces account for the majority of employees in the sector.
- Moreover, Mpumalanga with (7%), the Free State and Eastern Cape accounting (1%).
- Provinces with least number of employees are Northern Cape, Northwest, and Limpopo each are below 1%.

Employment in the MICT sector

Below is representation of national employment and the MICT Sector total employment. The Western Cape is represented by about 50 979 employees which is 23% of employment in the MICT sector employment.

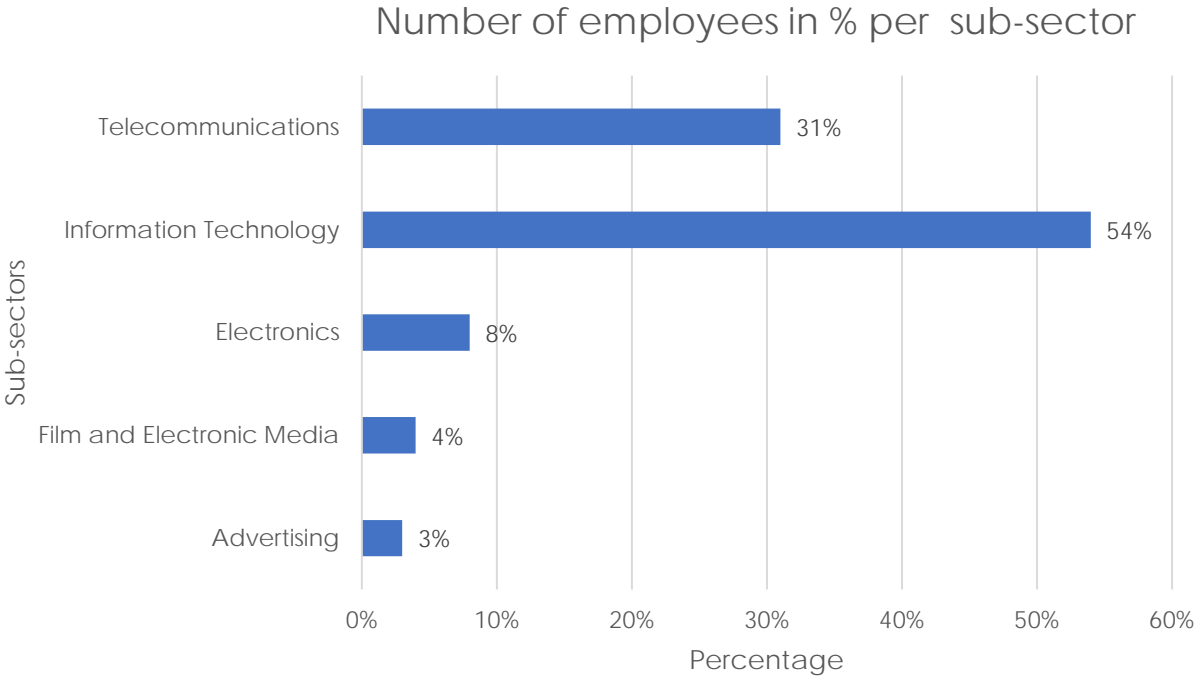


Source: CEIC Data & MICT SETA Levy Huge File, 2023

Sub-sector distribution of employees

The largest proportion (54%) of employees are working in the Information and Technology sub-sector, followed by 31% working in the Telecommunications, 8% in the electronics subsector.

Sub-sector distribution of employees

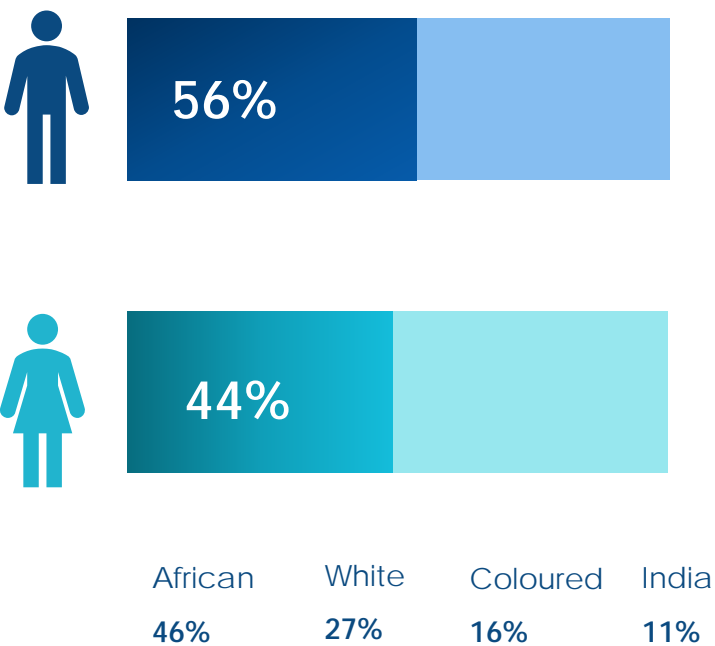


Sub-Sector	Number of employees	Number of employees in %
Advertising	7 129	3%
Film and Electronic Media	8 024	4%
Electronics	18 522	8%
Information Technology	119 692	54%
Telecommunications	68 371	31%

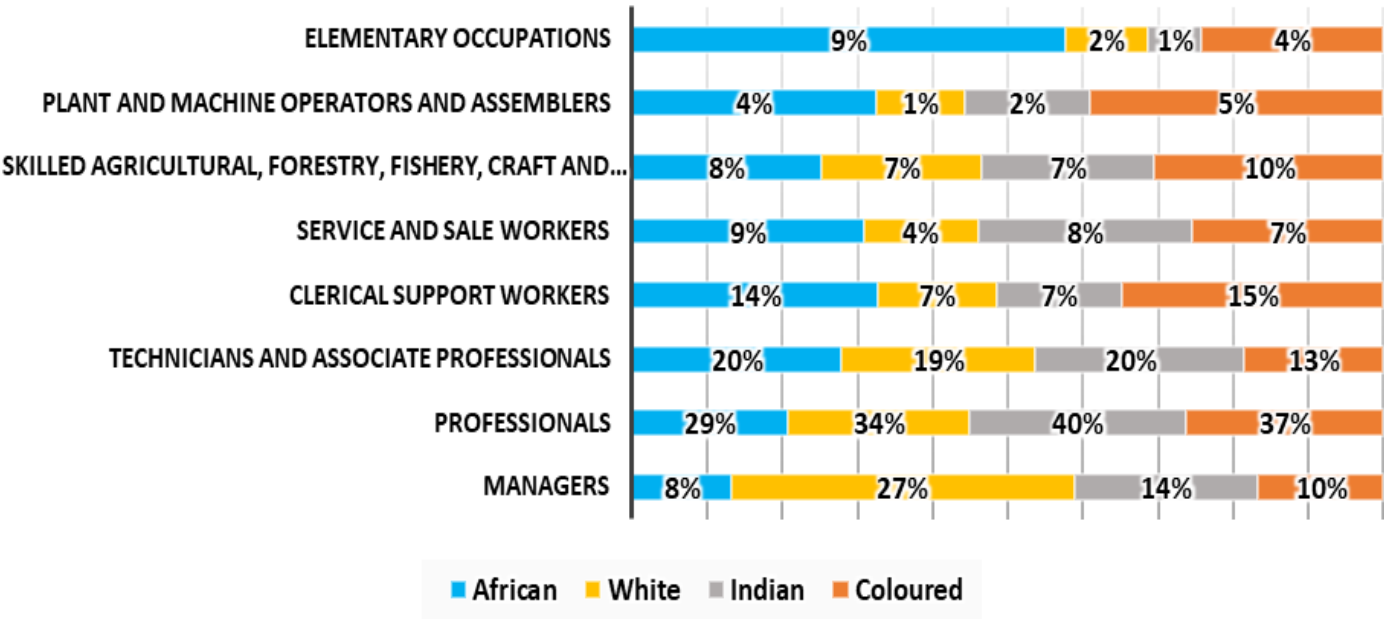
Sector Profile of Employees

- There are more male employees (53%) in the sector than females. These results have remained similar over the past 3 years.
- Majority of White dominate managerial and professional levels in the sector.

Distribution of employees by gender and race



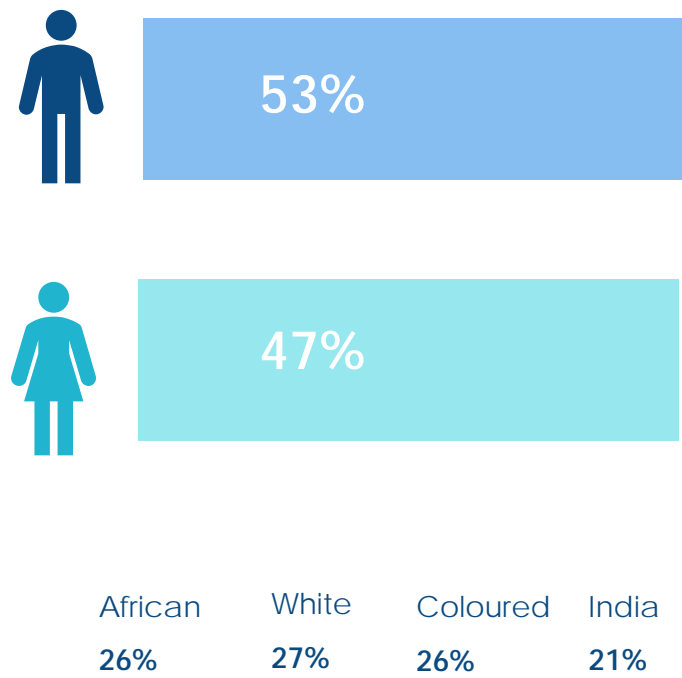
Occupational levels distribution by race



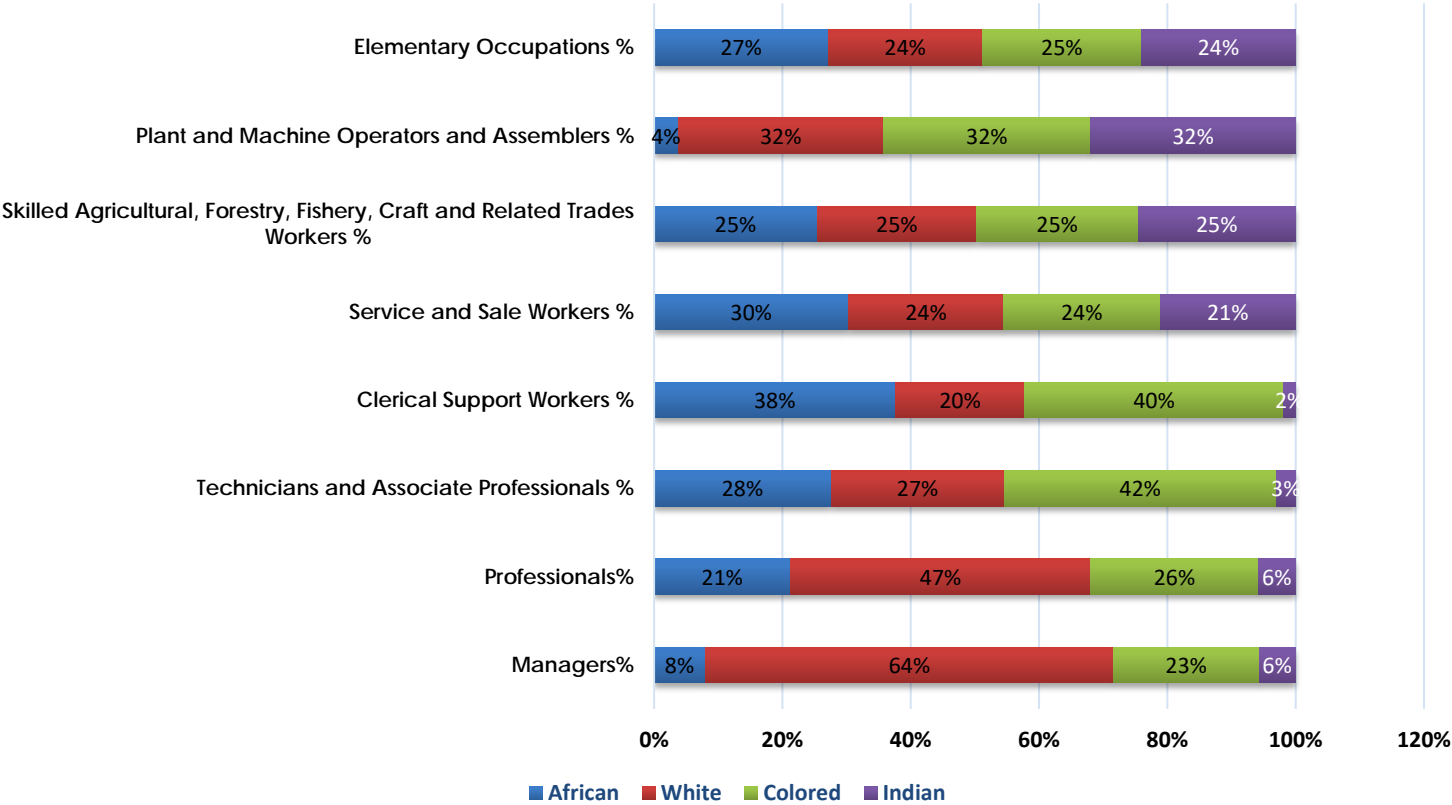
Source: MICT SETA Levy Huge File, 2023

WC Profile of Employees

Distribution of employees by gender and race



Occupational levels distribution by race

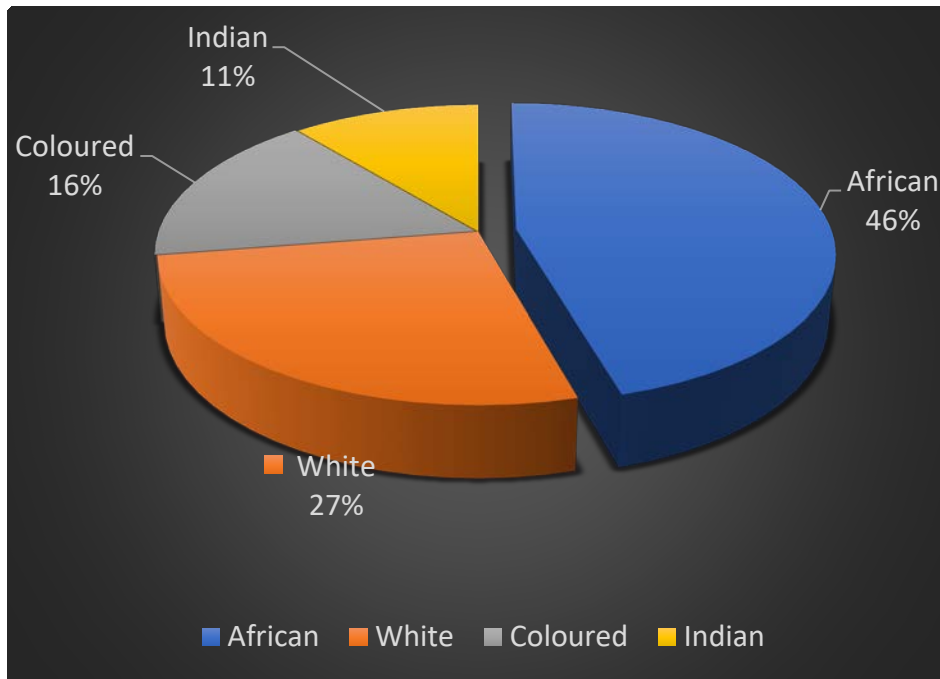


Source: MICT SETA Levy Huge File, 2023

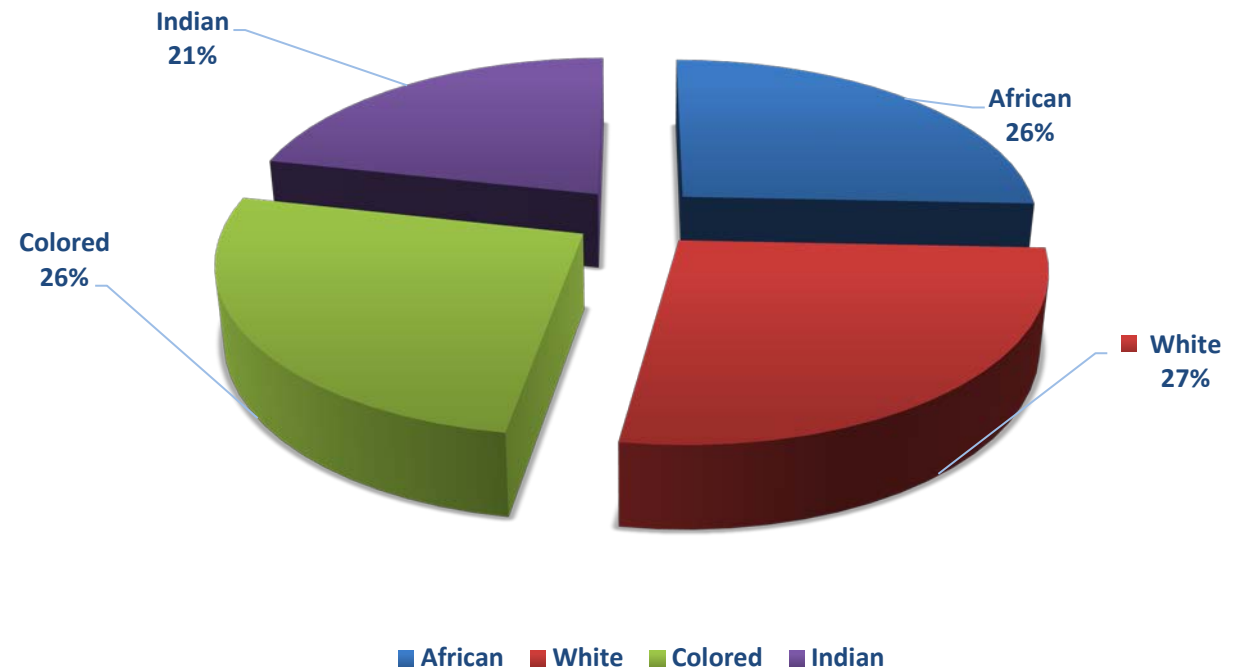
Race Profiles of Employees

- At a national level, the highest proportion of people employed in the sector are African (46%), followed by White (27%)
- The picture is a little different at provincial level, African (26%), white (27%), Colored (26%). Lastly Indian account 21%

Employee profile by race

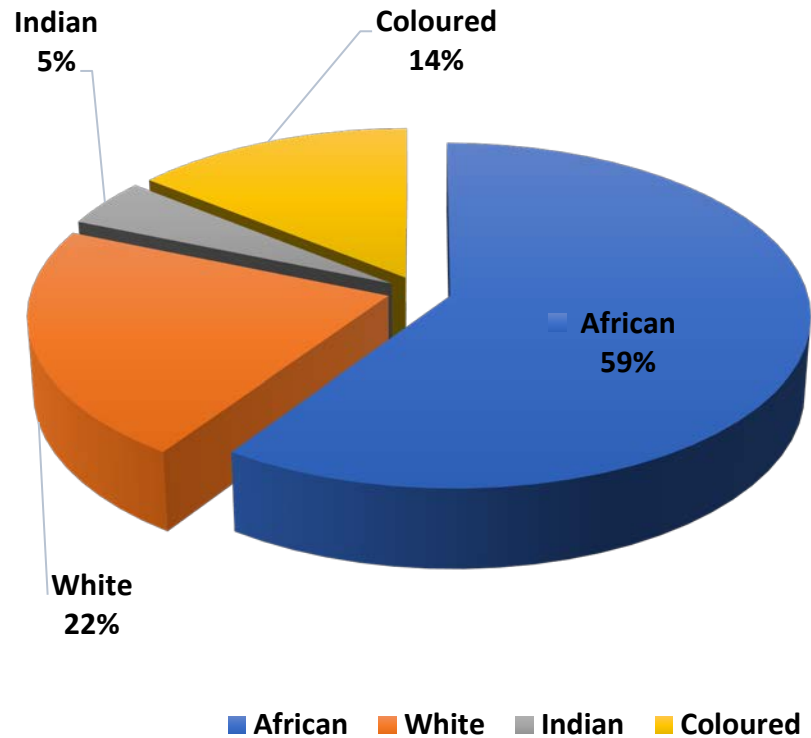


WC Employee profile by race

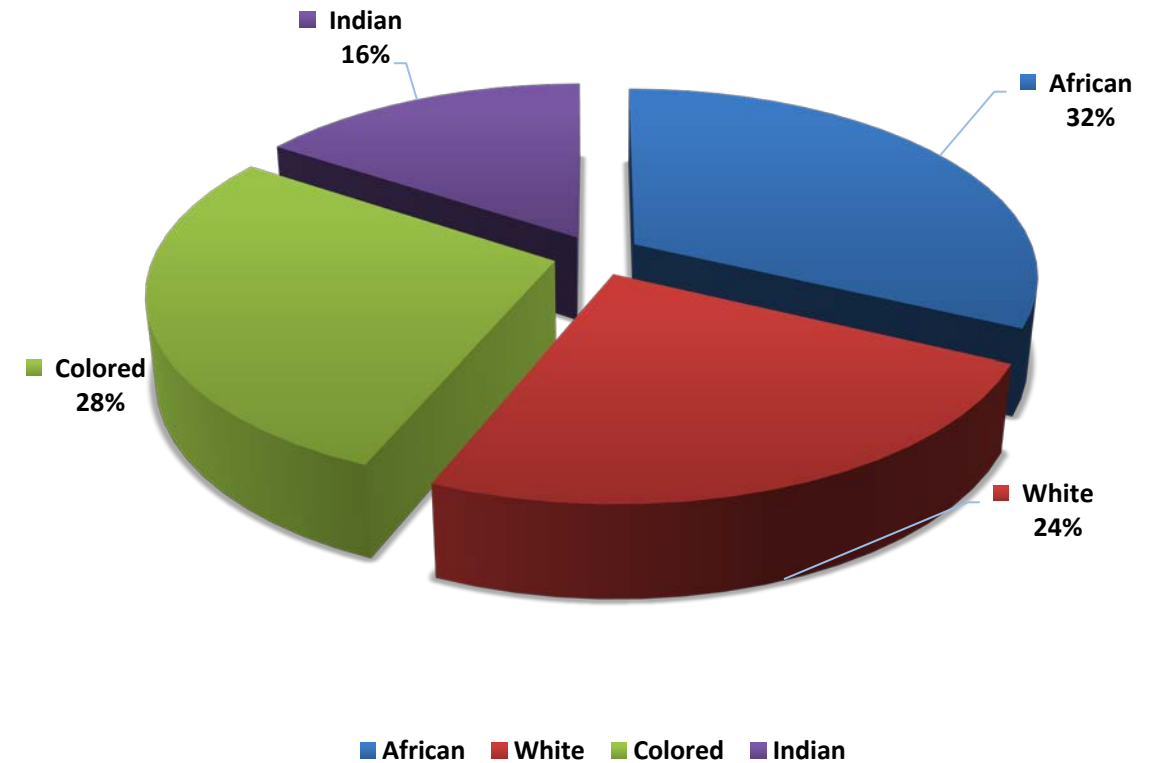


WC Profiles of Employees

Employees with disabilities



WC Employees with disabilities



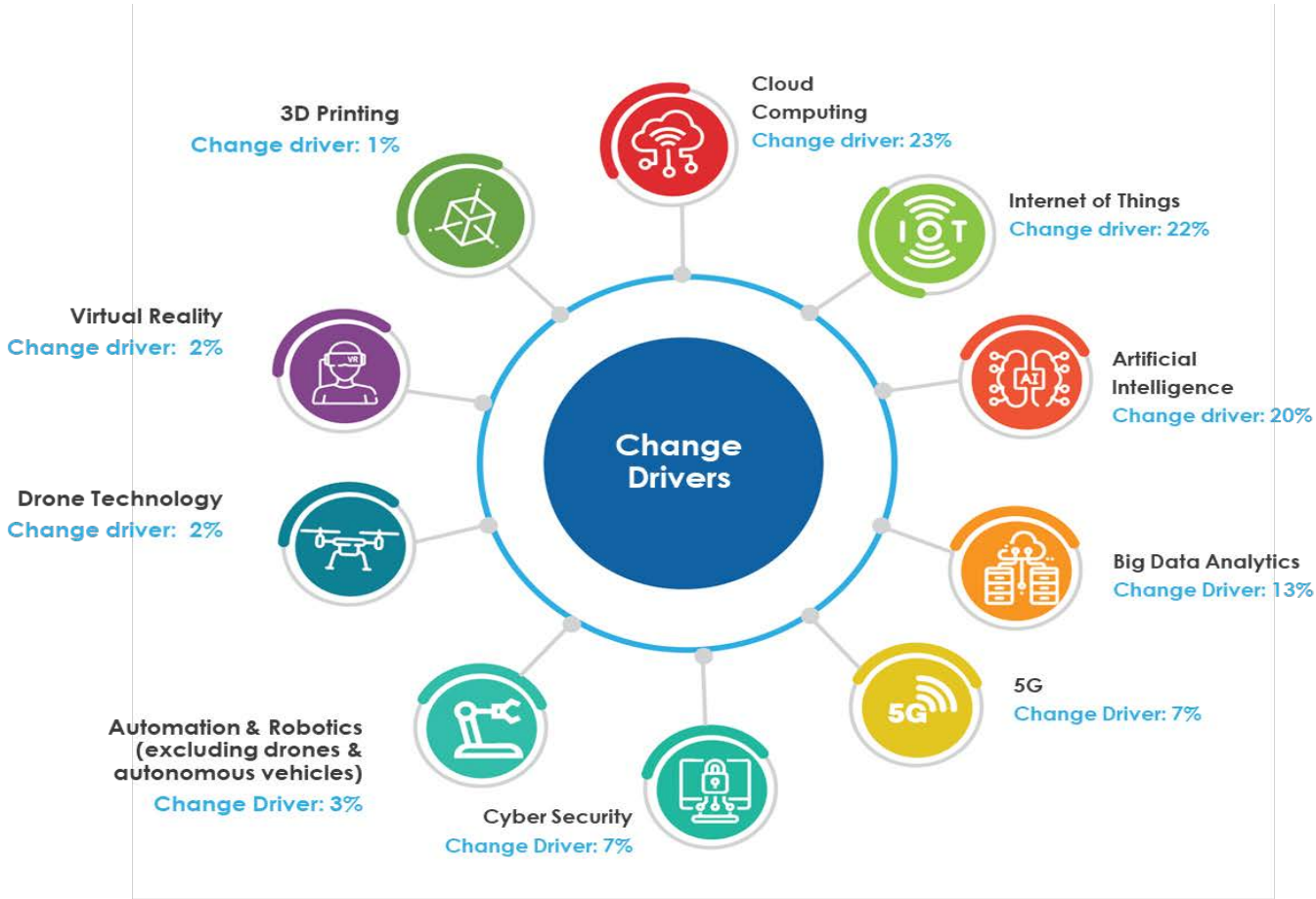
Source: MICT SETA Levy Huge File, 2023

CHAPTER 2: KEY SKILLS ISSUES



CHANGE DRIVERS IN THE SECTOR

The diagram below demonstrates the presence and influence of 4IR technologies in the MICT sector, ranked by “Change Driver”, the percentage of stakeholders who view the technology as a change driver. 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

Process of identifying skills shortages



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 6: STRATEGIC SKILLS PRIORITY ACTIONS



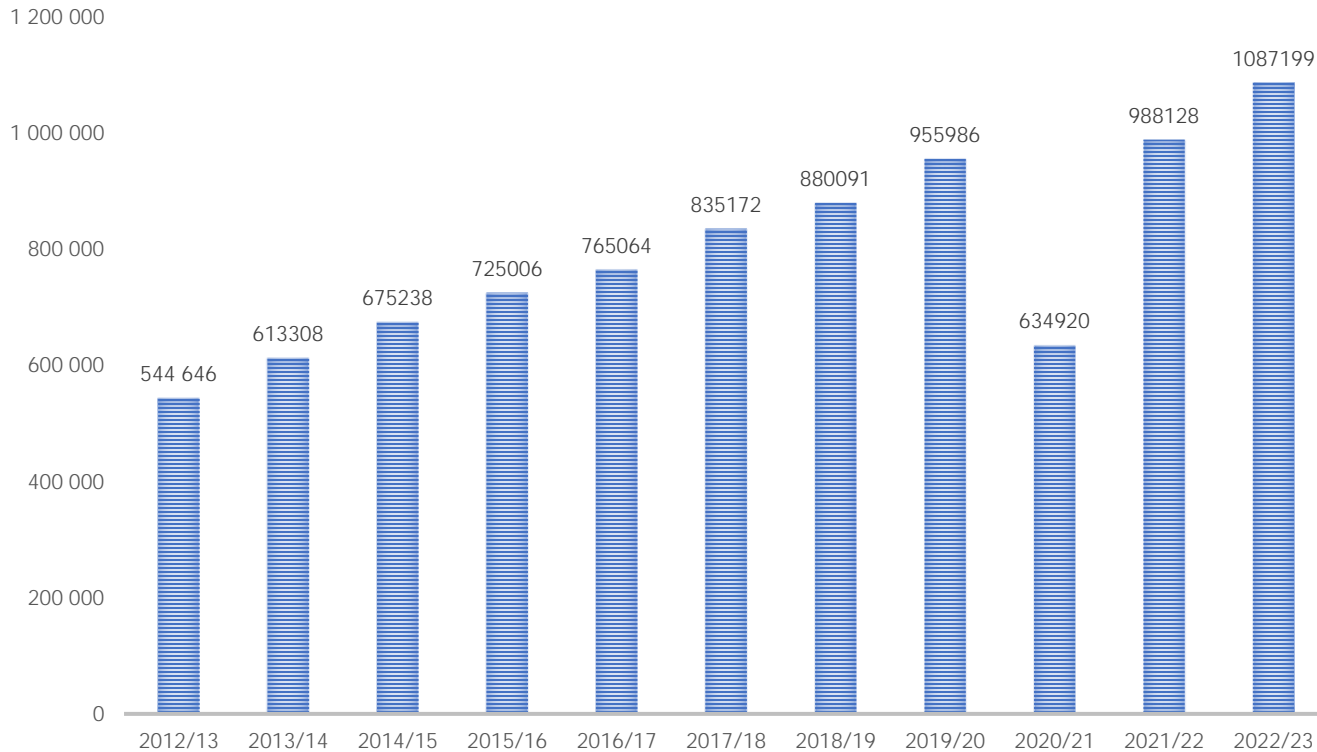
STRATEGIC SKILLS PRIORITY ACTIONS



LEVY INCOME



SKILLS DEVELOPMENT LEVY INCOME



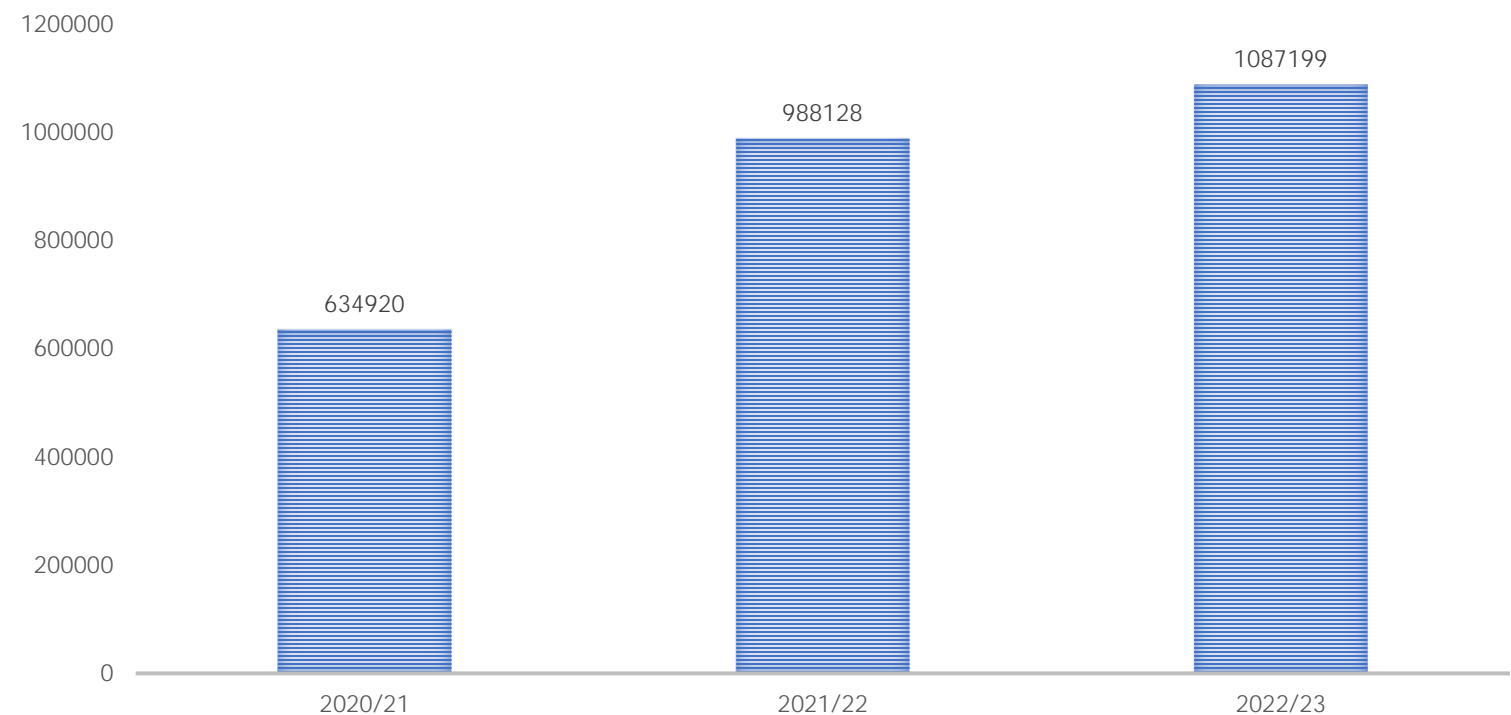
R 8,7 billion

in levy income received by the SETA between 2012/13 to 2022/23

Levy income declined significantly between 2019/20 and 2020/21 (by 33,6%), after which it increased by 55,6% in 2021/22

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Percentage growth in levy income	13,2%	12,6%	10,1%	7,4%	5,5%	9,2%	5,4%	8,6%	-33,6%	55,6%	10,0%

SKILLS DEVELOPMENT LEVY INCOME (CONT)



R 2,7 billion

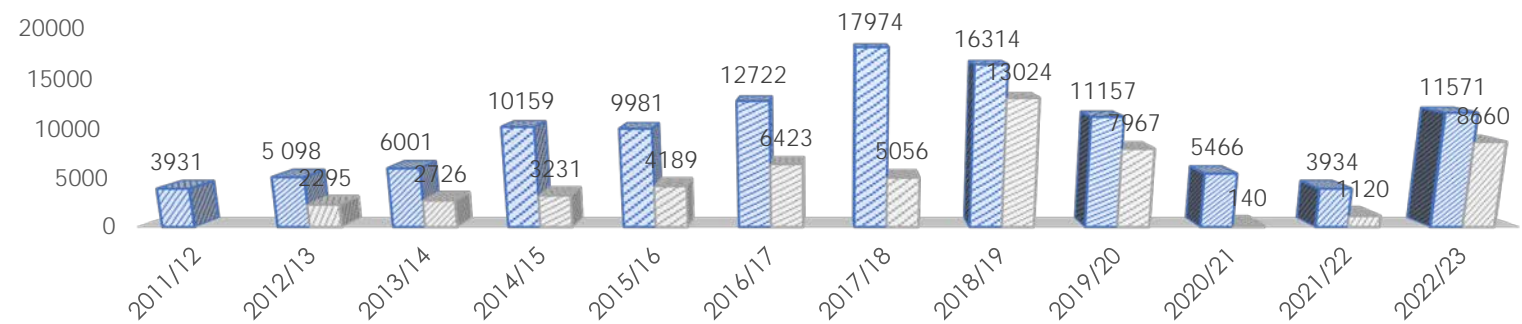
in levy income received by the SETA between 2020/21 to 2022/23

	2020/21	2021/22	2022/23
Percentage growth in levy income	-33,6%	55,6%	10,0%

LEARNER ENROLMENTS AND COMPLETIONS



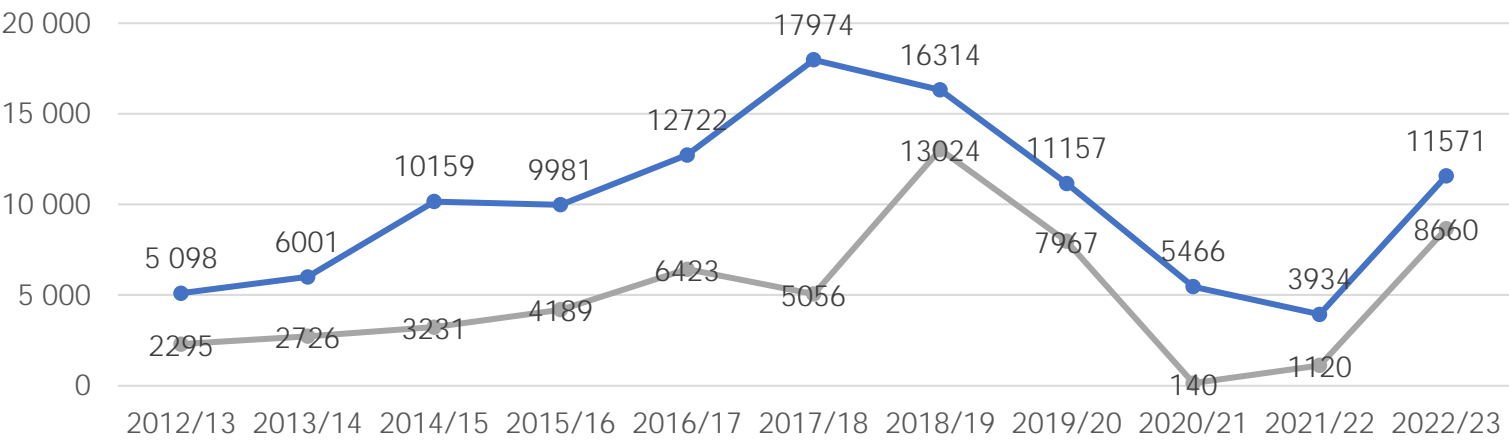
LEARNER ENROLMENTS AND COMPLETIONS



	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Total Learner Enrolments	3931	5 098	6001	10159	9981	12722	17974	16314	11157	5466	3934	11571
Total learner completions		2295	2726	3231	4189	6423	5056	13024	7967	140	1120	8660

110 377

Learners were enrolled in learning programme between 2012/13 to 2022/23



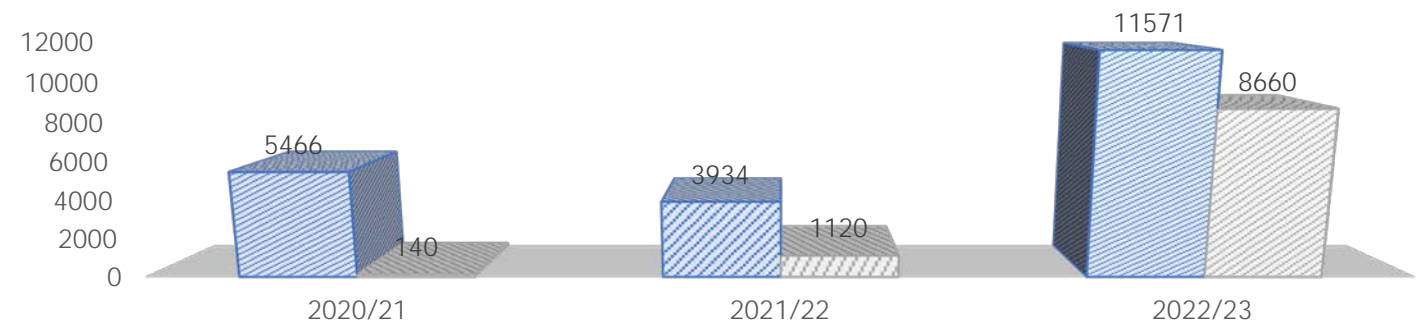
—●— Total Learner Enrolments

—●— Total learner completions

54 831

Learners completed learning programmes between 2012/13 to 2022/23

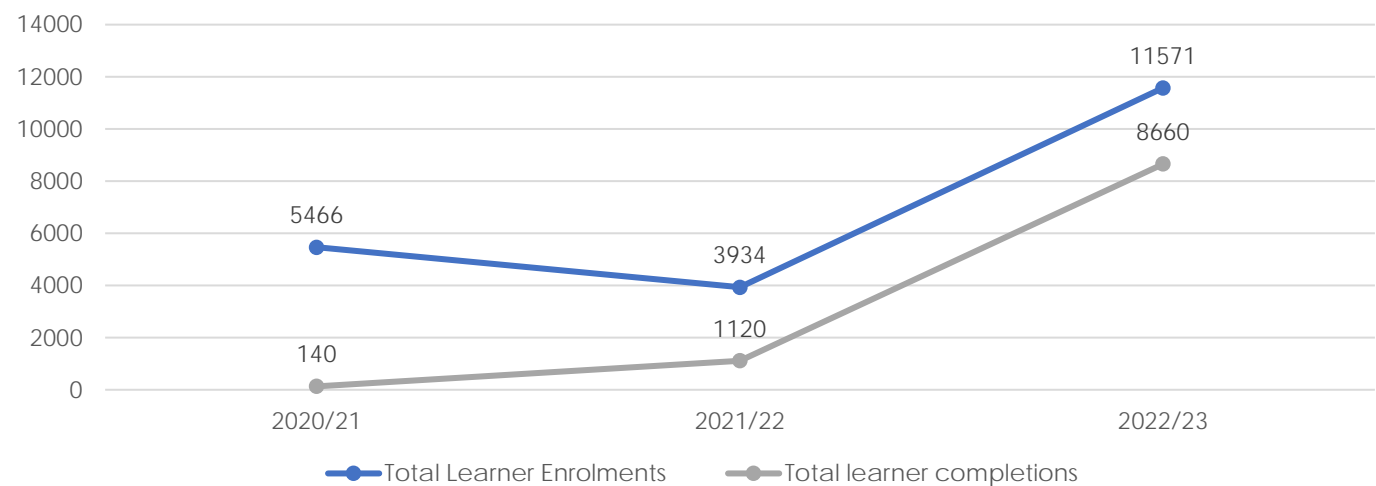
LEARNER ENROLMENTS AND COMPLETIONS



	2020/21	2021/22	2022/23
Total Learner Enrolments	5466	3934	11571
Total learner completions	140	1120	8660

20 971

Learners were enrolled in learning programme between 2020/21 to 2022/23



9 920

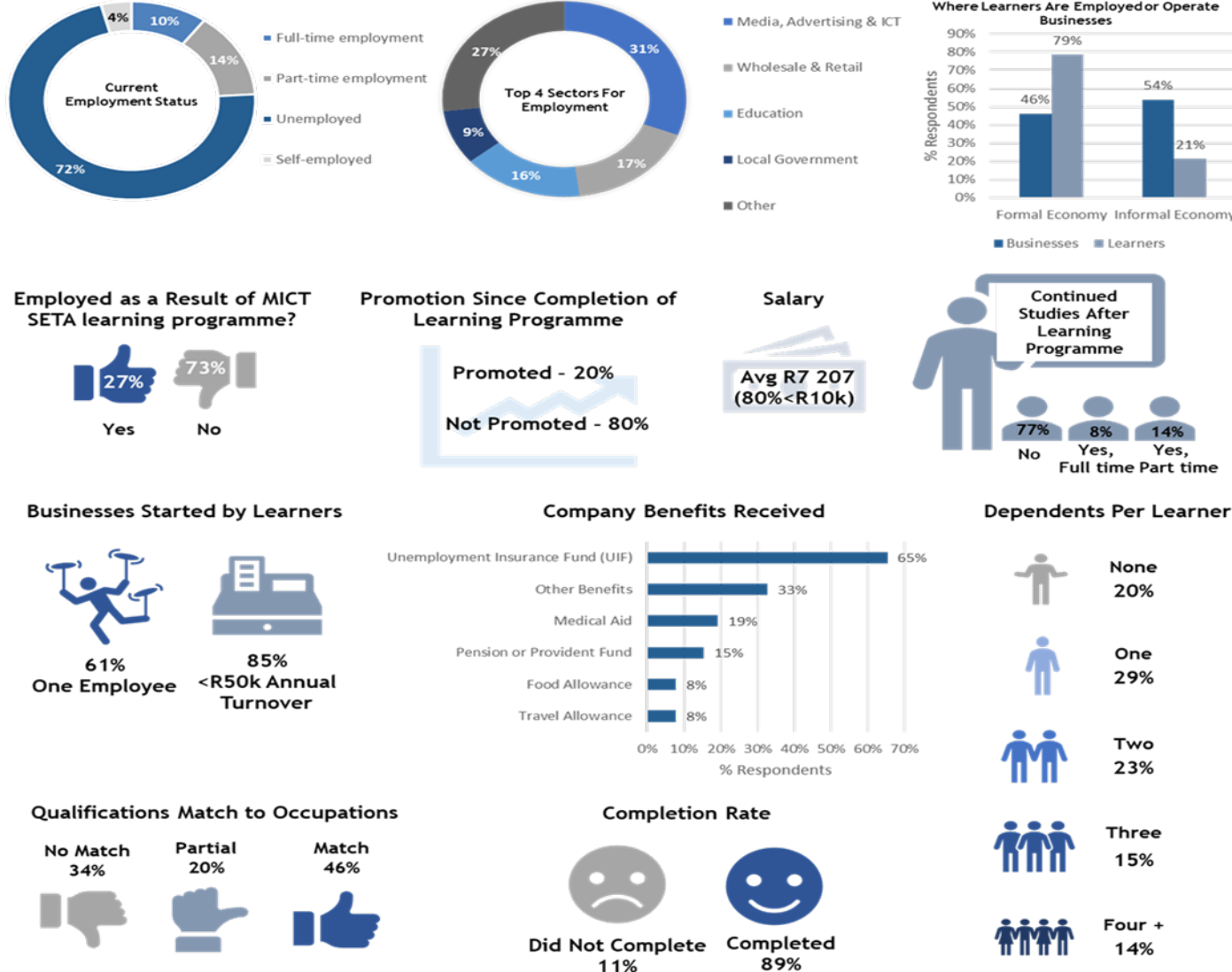
Learners completed learning programmes between 2020/21 to 2022/23

MEASURING IMPACT



EVALUATIONS FINDINGS

Learner Profile



Learner Outcomes

- The 2022 tracer study based on learners who completed in 2020/21 reflected a 72% unemployment.
- 27% have obtained employment as a result of the MICT SETA learning programmes.
- The top 4 sectors where learners are employed are Media, Advertising and ICT (accounting for 31% of employed learners), followed by Wholesale and Retail (17%), Education (16%), and Local Government (9%).

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

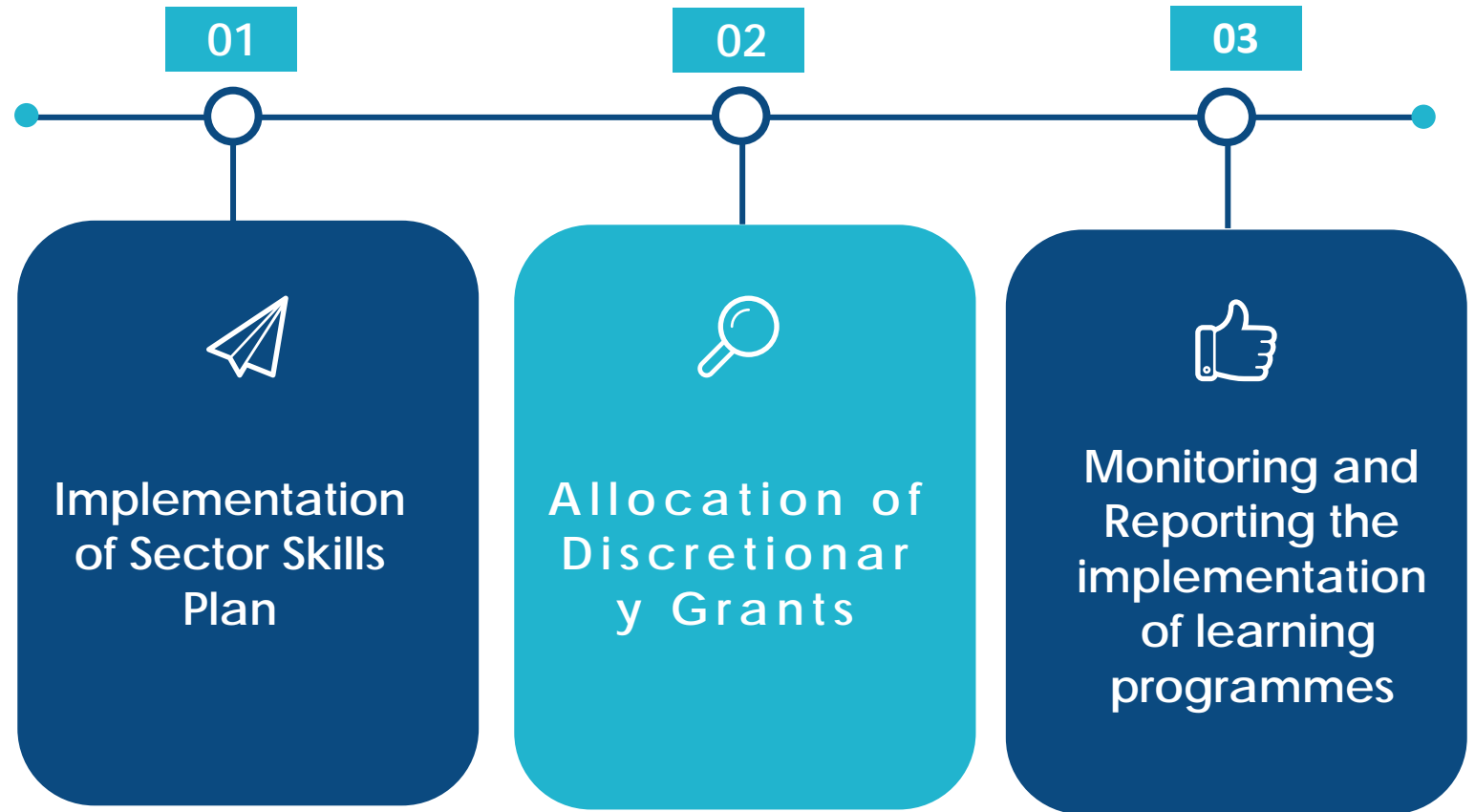
80% Budget =Pivotal Programmes

20% Budget =Non-Pivotal programmes

6,4% Budget =Developing high level skills

92,6% 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

6.4% Budget =Developing high level skills

92.6% 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



2024/2025 PREDETERMINED OBJECTIVES

OUTPUT INDICATOR	Annual Target 2024/2025
Number of Unemployed Learners enrolled for Work Integrated Learning (WIL) programmes from TVETs on an annual basis.	1864 R70,000 per learner Total projected budget = R130 480 000
Number of Unemployed Learners completed for Work Integrated Learning (WIL) programmes from TVETs on an annual basis.	932
Number of Unemployed Learners enrolled for Work Integrated Learning (WIL) programmes from HETs on an annual basis.	700 R70,000 Per Learner Total Project Budget = R49 000 000

2024/2025 PREDETERMINED OBJECTIVES

OUTPUT INDICATOR	Annual Target 2024/2025
Number of Unemployed learners completed for work integrated learning (WIL) programmes from HETs on an annual basis.	350
Number of Unemployed Learners enrolled for Workplace Experience/Internships on an annual basis.	1650 R73600 Per Learner Total Project Budget = R121 440 000
Number of Unemployed Learners completed Workplace Experience/Internships on an annual basis.	630
Number of Unemployed Learners enrolled for Learnership programmes on an annual basis.	4050 R65 000 Per Learner Total Project Budget = R263 250 000

2024/2025 PREDETERMINED OBJECTIVES

OUTPUT INDICATOR	Annual Target 2024/2024
Number of Unemployed Learners completed Learnership Programmes on an annual basis.	2025
Number of Unemployed Learners enrolled for Candidacy Programmes on an annual basis.	90 R70 000 Per Learner Total Project Budget = R6 300 000
Number of Unemployed Learners completed Candidacy Programmes on an annual basis.	53

2024/2025 PREDETERMINED OBJECTIVES

OUTPUT INDICATOR	Annual Target 2024/2025
Number of Unemployed Learners enrolled for Skills Programmes on an annual basis.	1000 R40 400 Per Learner Total Project Budget = R40 4000 000
Number of Unemployed Learners completed Skills Programmes on an annual basis.	494
Number of Unemployed Learners enrolled for Short Programmes on an annual basis	950 R40 400 Per Learner Total Project Budget = R47 880 000

2024/2025 PREDETERMINED OBJECTIVES

OUTPUT INDICATOR	Annual Target 2024/25
Number of Unemployed Learners completed Short Programmes on an annual basis	499
Number of Rural development projects initiated on an annual basis	60

2024/2025 PREDETERMINED OBJECTIVES

OUTPUT INDICATOR	Annual Target 2024/25
Number of Workers Enrolled for Bursary programmes (new entries) on an annual basis	77 R90 000 Per Learner Total Project Budget = R6 930 000
Number of Workers Enrolled for Bursary programmes (continuing) on an annual basis	33 R90,000 Per Learner Total Project Budget = R2 310 000
Number of Workers Completed Bursary programmes on annual basis	21
Number of Workers Enrolled for Skills Programmes on an annual basis.	198 R35 000 Per Learner Total Project Budget = R6 930 000

2024/2025 PREDETERMINED OBJECTIVES

OUTPUT INDICATOR	Annual Target 2024/25
Number of Unemployed Bursary learners enrolled (new enrolments) on an annual basis.	310 R90 000 Per Learner Total Project Budget = R27 900 000
Number of Unemployed Learners granted bursaries (Continuing)	210 R90000 Per Learner Total Project Budget = R18 900 000
Number of Unemployed Bursary learners completed on an annual basis.	142
Number of TVET Partnerships established on an annual basis.	14
Number of HET Partnerships established on an annual basis.	25



2024/2025 PREDETERMINED OBJECTIVES

OUTPUT INDICATOR	Annual Target 2024/25
Number of Centre of Specialisation supported on annual basis	15
Number of TVET Lecturers Exposed to the industry through Skills programmes on an annual basis.	75 R35 000 Per Learner Total Project Budget = R2 625 000

2024/2025 PREDETERMINED OBJECTIVES

OUTPUT INDICATOR	Annual Target 2024/25
Number of TVET Lecturers Awarded Bursaries on an annual basis.	75 R90000 Per Learner Total Project Budget = R6 750 000
Number of CET College Lectures Awarded Skills Development Programmes on an annual basis.	75 R35 000 Per Learner Total Project Budget = R2 625 000
Number of CET Learners Accessing AET Programmes	70 R35 000 Per Learner Total Project Budget = R2 450 000

2024/2025 PREDETERMINED OBJECTIVES

OUTPUT INDICATOR	Annual Target 2024/25
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.	250
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

2024/2025 PREDETERMINED OBJECTIVES

OUTPUT INDICATOR	Annual Target 2024/2025
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)	210
Number of Workers enrolled on RPL on annual basis	110
Number of Workers completed RPL on annual basis	45
Number of CET Partnerships established on annual basis	9

DG APPLICATION PROCESS

1



Online Submission of Letter of Intent

- 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



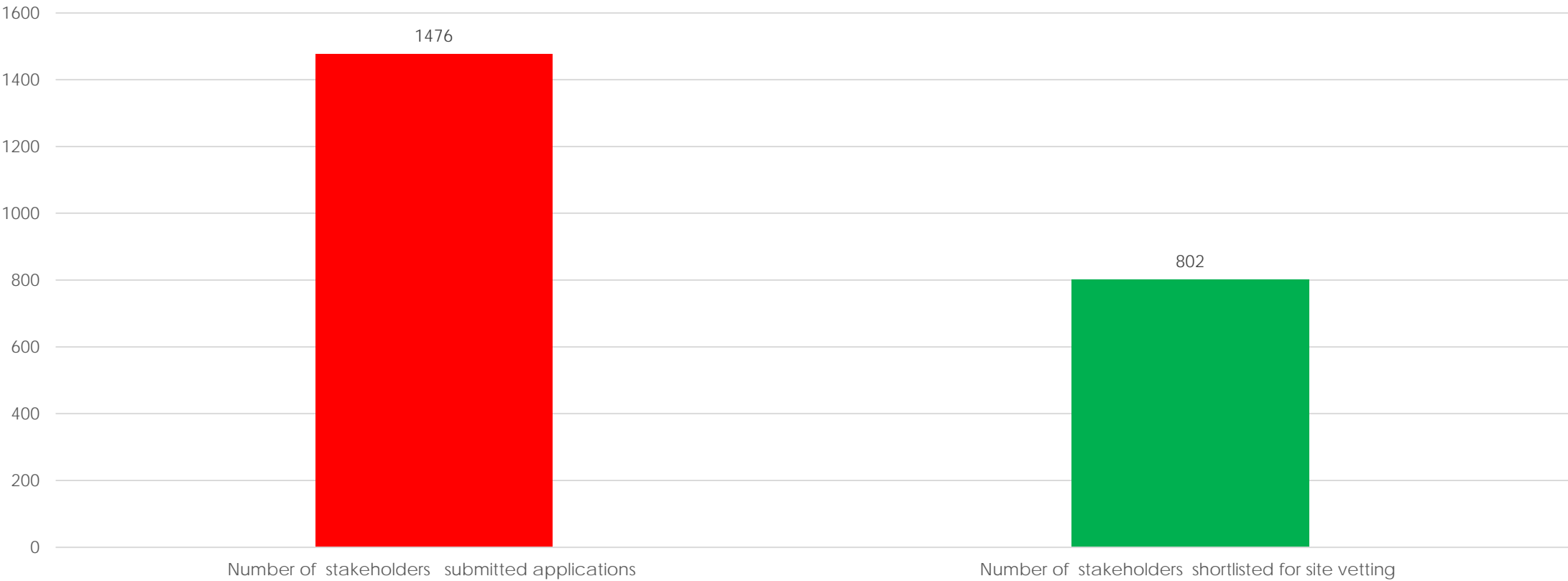
Programme Implementation

- Online 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.

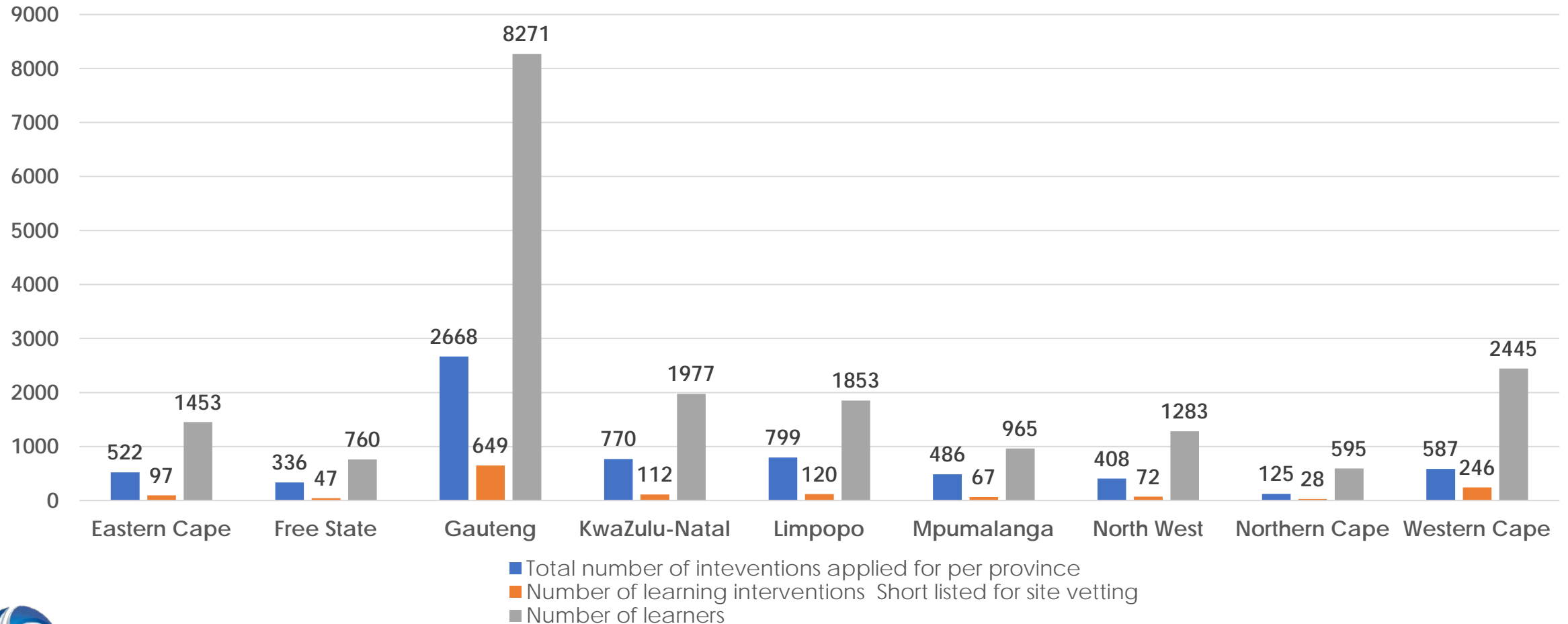


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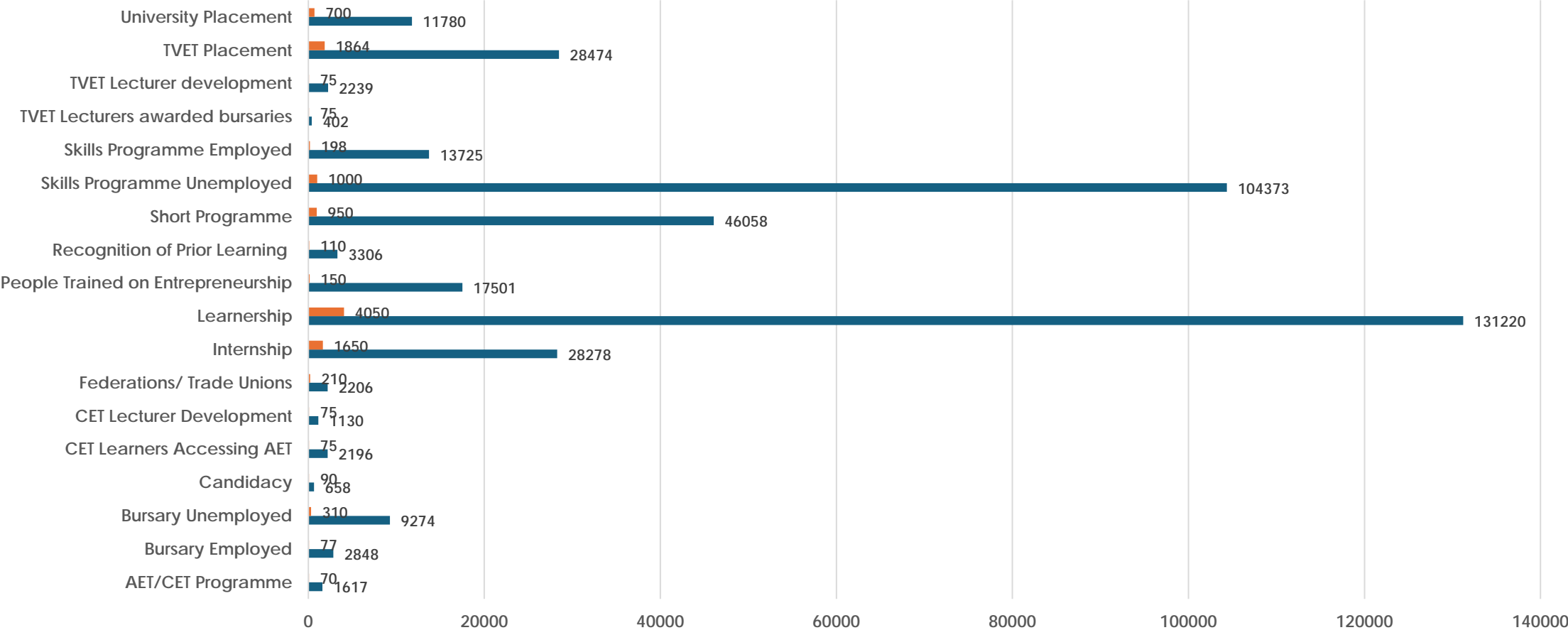
DG WINDOW 2024/25 UPDATES

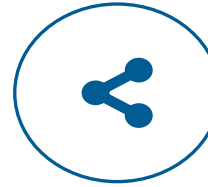


DG WINDOW 2024/25 UPDATES



DG WINDOW 2024/25 UPDATES

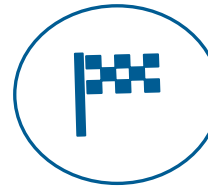




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CONTENT

All content available on the website

www.mict.org.za

Thank You

Q & A



MICTSETA

Media, Information And
Communication Technologies
Sector Education And Training Authority

EDUCATION, TRAINING AND QUALITY ASSURANCE

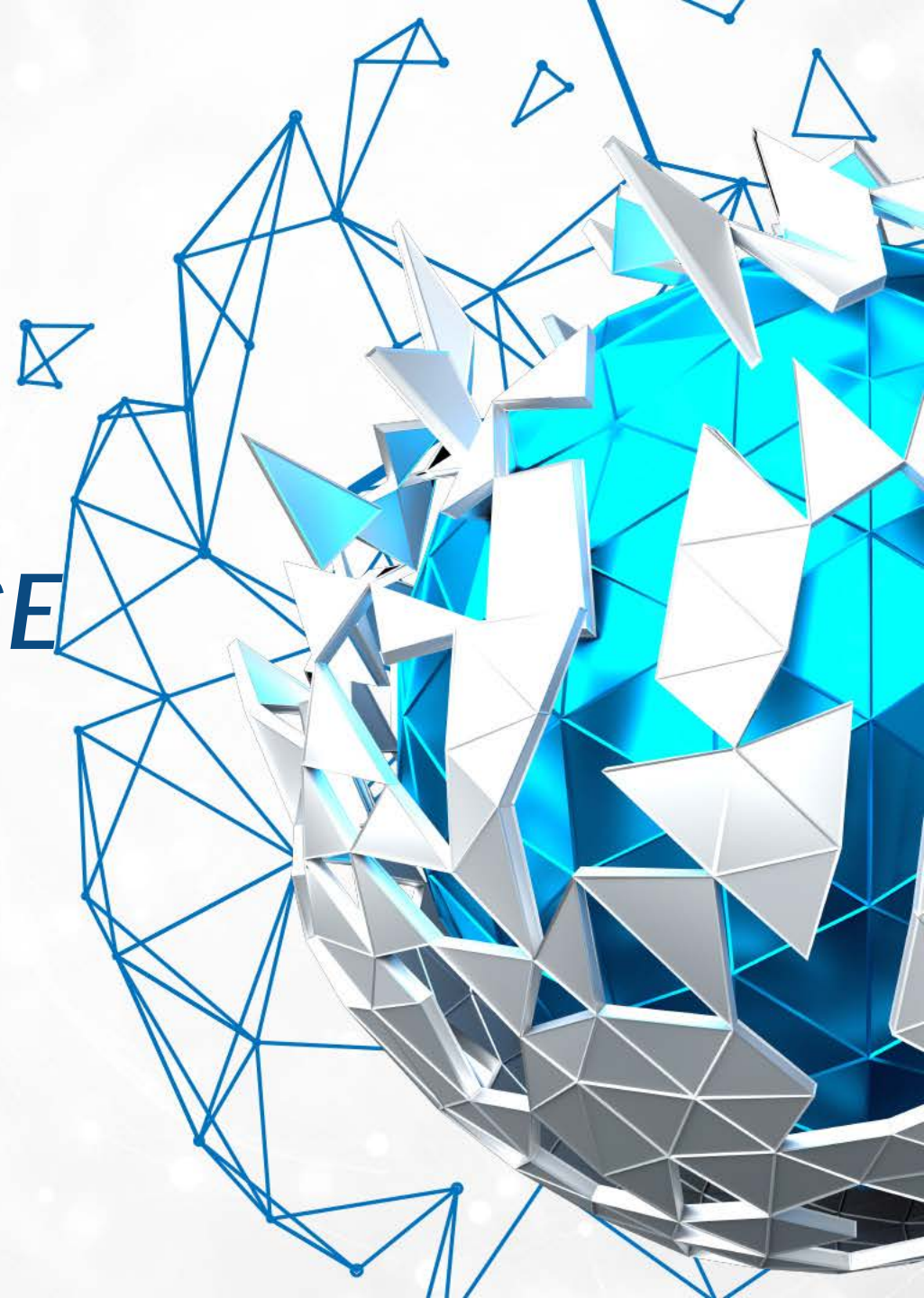
Presentation by: Ms Natalie Nelson



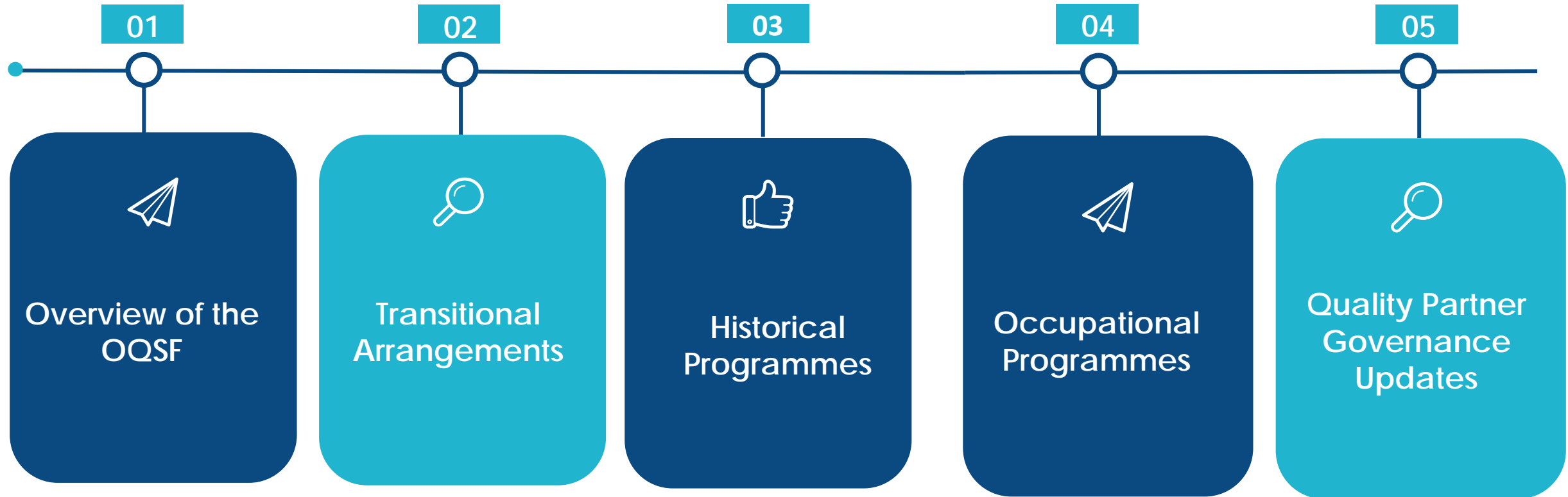
MICTSETA

Media, Information And
Communication Technologies
Sector Education And Training Authority

SHAPING SKILLS, PIONEERING INDUSTRIES, EMPOWERING FUTURES



THE KEY POINTS



OVERVIEW OF THE OQSF

- ❑ The purpose of the Occupational Qualification Sub-Framework is to facilitate the development and registration of quality assured occupational (including trade-related) qualifications, part-qualifications and skills programmes from NQF Level 1 to 8.
- ❑ The OQSF makes available occupational qualifications and part-qualifications that give people access to occupations, trades and/or relevant professions.
- ❑ The OQSF gives effect to the ***Ministerial determination of the Sub-frameworks published in Gazette No. 44031 of 24 December 2020.***
- ❑ It meets the needs of existing and emerging sectors by ensuring that all learners, professionals, workers, unemployed and those classified as NEET (not in employment, education or training), are equipped with relevant and portable competencies that support lifelong employability.



OVERVIEW OF THE OQSF

NQF Sub-Framework/ Quality Council	NQF Level	NQF Sub-Framework and Qualification Type		NQF Sub-Framework/ Quality Council
Higher Education Qualifications Sub-Framework (HEQSF) Council on Higher Education (CHE)	10	Doctoral Degree Doctoral Degree (Professional)		Occupational Qualifications Sub-Framework (OQSF) Quality Council for Trades and Occupations (QCTO)
	9	Master's Degree Master's Degree (Professional)		
	8	Bachelor Honours Degree Post Graduate Diploma Bachelor's Degree	Specialised Occupational Diploma	
	7	Bachelor's Degree Advanced Diploma	Advanced Occupational Diploma	
	6	Diploma Advanced Certificate	Occupational Diploma Advanced Occupational Certificate	
	5	Higher Certificate	Higher Occupational Certificate	
General and Further Education and Training Qualifications Sub-Framework (GFETQSF) Umalusi	4	National Certificate	National Occupational Certificate	
	3	Intermediate Certificate	Intermediate Occupational Certificate	
	2	Elementary Certificate	Elementary Occupational Certificate	
	1	General Certificate	General Occupational Certificate	



OCCUPATIONAL PROGRAMMES

QUALIFICATION TYPE	NQF LEVEL	MINIMUM CREDIT VALUE
<input type="checkbox"/> GENERAL OCCUPATIONAL CERTIFICATE	<input type="checkbox"/> LEVEL 1	<input type="checkbox"/> 120 CREDITS
<input type="checkbox"/> ELEMENTARY OCCUPATIONAL CERTIFICATE	<input type="checkbox"/> LEVEL 2	<input type="checkbox"/> 120 CREDITS
<input type="checkbox"/> INTERMEDIATE OCCUPATIONAL CERTIFICATE	<input type="checkbox"/> LEVEL 3	<input type="checkbox"/> 120 CREDITS
<input type="checkbox"/> NATIONAL OCCUPATIONAL CERTIFICATE	<input type="checkbox"/> LEVEL 4	<input type="checkbox"/> 120 CREDITS

OCCUPATIONAL PROGRAMMES

QUALIFICATION TYPE	NQF LEVEL	LEVEL MINIMUM CREDIT VALUE
<input type="checkbox"/> HIGHER OCCUPATIONAL CERTIFICATE	<input type="checkbox"/> LEVEL 5	<input type="checkbox"/> 120 CREDITS
<input type="checkbox"/> ADVANCED OCCUPATIONAL CERTIFICATE	<input type="checkbox"/> LEVEL 6	<input type="checkbox"/> 120 CREDITS
<input type="checkbox"/> OCCUPATIONAL DIPLOMA	<input type="checkbox"/> LEVEL 6	<input type="checkbox"/> 360 CREDITS
<input type="checkbox"/> ADVANCED OCCUPATIONAL DIPLOMA	<input type="checkbox"/> LEVEL 7	<input type="checkbox"/> 120 CREDITS
<input type="checkbox"/> SPECIALISED OCCUPATIONAL DIPLOMA	<input type="checkbox"/> LEVEL 8	<input type="checkbox"/> 120 CREDITS

THE TRANSITIONAL ARRANGEMENTS

PROVISION	IMPLICATION
<ul style="list-style-type: none">❑ The registration end date for Pre-2009 qualifications and unit standards registered on the OQSF shall be 30 June 2023.	<ul style="list-style-type: none">❑ All historical qualifications have expired and the SETA can no longer award accreditation to new Skills Development Providers on these qualifications.
<ul style="list-style-type: none">❑ The last date of first-time learners enrolling for Pre-2009 qualifications and unit standard registered on the OQSF shall be 30 June 2024.	<ul style="list-style-type: none">❑ Skills Development Providers must ensure that learners are enrolled on the relevant programmes, with the SETA by 30 June 2024. Enrolment received after this date will not be eligible for exit verification.
<ul style="list-style-type: none">❑ The last date of achievement for learners enrolled for Pre-2009 qualifications and unit standards on the OQSF shall be 30 June 2027.	<ul style="list-style-type: none">❑ This is known to be the “teach-out” period, Skills Development Providers must ensure that learners are assessed, moderated and that exit verification has been facilitated by the SETA.

HISTORICAL PROGRAMMES

LEARNER ENROLMENT

- ❑ The MICT SETA are the final stages of testing on the ETQA Module of the Learner Management System.
- ❑ The system provisions for all of the sub-functions for both historical and occupational processes.
- ❑ The current process of learner enrolment is as follows:
 - ❑ Access the MICT SETA Website using the following link:
<https://www.mict.org.za/certification/>
 - ❑ Download the MICT Learner Enrolment Form and complete it for all learners enrolled in programmes prior to 30 June 2024.
 - ❑ Submit the form to certification@mict.org.za
 - ❑ You will receive a letter confirmation learner enrolment within 21 working days of submission of the Learner Enrolment form.
 - ❑ **NB: All enrolment received after 30 June 2024 will not be eligible for exit verification.**



HISTORICAL PROGRAMMES

ETD PRACTITIONER REGISTRATION

The requirements for ASSESSOR AND MODERATOR 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 SETA.
- ❑ **Assessor:** Must have subject matter experience in the field in which they will be assessing.
- ❑ 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 ETD SETA.
- ❑ **Moderator:** Must have subject matter experience in the field of assessment and moderation



HISTORICAL PROGRAMMES

ETD PRACTITIONER REGISTRATION

- ❑ 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).
 - ❑ In the instances where the individual has access to an exemption certificate, this requirement will be waived in line with the Home Affairs Ministerial Determination of December 2023 which extends this exemption up to and including December 2024.
 - ❑ 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 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

VERIFICATION

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

WHY IS VERIFICATION REQUIRED

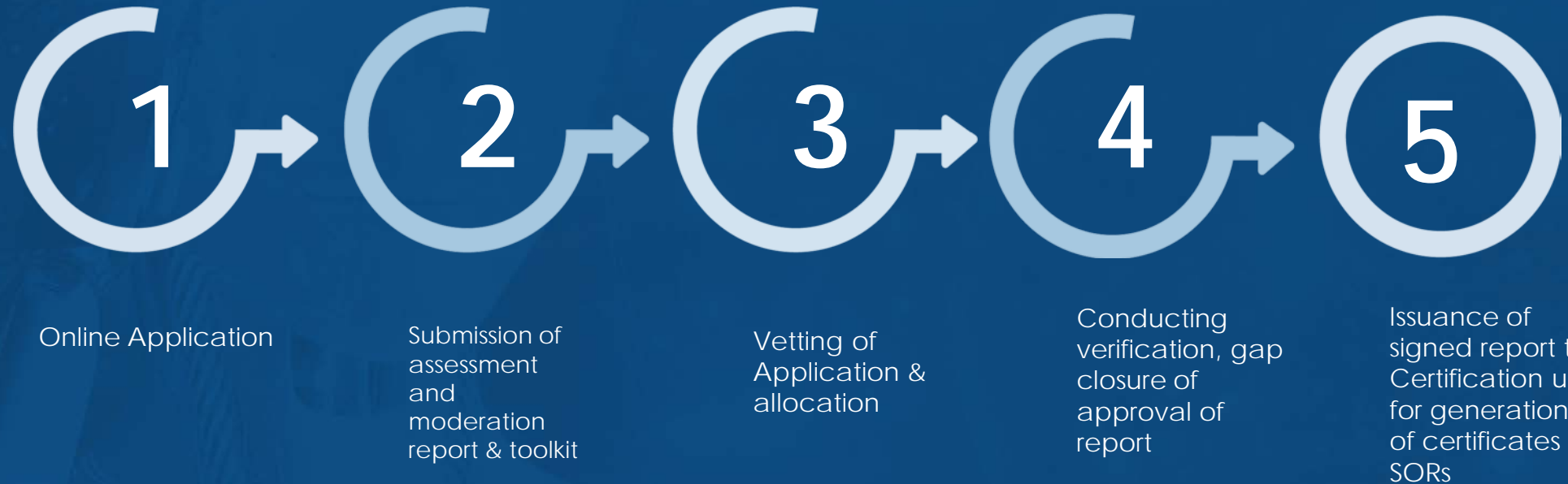
- ❑ Ensure that learners have been enrolled against the learning programme and that assessment and moderation have taken place according to the assessment policy and schedule and moderation policy and schedule.
- ❑ Ensure that Learner progress has been tracked and achievements have been recorded.
- ❑ Learners have been granted the opportunity for re-assessment as per the assessment policy and the principles of assessment.

ROLEPLAYERS IN VERIFICATION

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



VERIFICATION GOVERNANCE PROCESS



PLANNED TIMEFRAME – 60 DAYS

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

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



Issuance of
approved
verification report
to certification unit

Validation of
Learner
achievement
details with
SDP

Generation of
certificates and
SORs

Issuance of
Certificates &
SORs to SDP

Issuance of
Certificates &
SORs by SDP to
learner

PLANNED TIMEFRAME – 40 DAYS

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

OCCUPATIONAL PROGRAMMES – REGISTERED QUALIFICATIONS

No.	Qualification ID	Qualification Title	Level	Credits	Curriculum Code	SAQA Link
1	119458	Occupational Certificate: Software Engineer	NQF Level 6	240	251201-001-00-00	https://allqs.saqa.org.za/showQualification.php?id=119458
2	119438	Occupational Certificate: Software Tester	NQF Level 5	70	251201-001-00-01	https://allqs.saqa.org.za/showQualification.php?id=119438
3	120748	Higher Occupational Certificate: Sound Operator	NQF Level 5	168	352103-001-00-00	https://allqs.saqa.org.za/showQualification.php?id=120748
4	120749	Higher Occupational Certificate: ICT Business Development Consultant	NQF Level 5	120	243402-000-00-00	https://allqs.saqa.org.za/showQualification.php?id=120749
5	121157	<u>Advanced Occupational Certificate: Media/Programme Content Production Manager</u>	NQF Level 6	241	265410-001-00-00	https://allqs.saqa.org.za/showQualification.php?id=121157
6	121447	Higher Occupational Certificate :Advertiser	NQF Level 5	120	243101-000-00-00	https://allqs.saqa.org.za/showQualification.php?id=121447
7	121587	Occupational Certificate: Telecommunications Specialist	NQF Level 5	161	215303-001-00-00	https://allqs.saqa.org.za/showQualification.php?id=121587

OCCUPATIONAL PROGRAMMES – REGISTERED SKILLS PROGRAMMES

APPROVED END USER COMPUTING SKILLS PROGRAMMES					
NO	SP ID	Skills Programme Descriptor	NQF Level	Credits	Curriculum Code
1	SP-240201	Basic End User Computing	Level 3	30	900238-000-00-00
2	SP-240202	Intermediate End User Computing	Level 4	20	900239-000-00-00
3	SP-240203	Advanced End User Computing	Level 5	20	900240-000-00-00

OCCUPATIONAL PROGRAMMES – IN EVALUATION WITH QCTO

No.	Qual / Prog ID	Qualification Title / Learning Programme Title	Min Credits	Sub Sector	Occupational Title
1	21799	Certificate in Telecommunications for Customer Premises Equipment	135	Telecommunications	Telecommunications Network Operation Technical Officer
2	78963	National Certificate: Telecommunications for Customer Premises Equipment	120		
3	59057	Further Education and Training Certificate: Telecommunication Network Operations	132		
4	65874	Further Education and Training Certificate: Telecommunication Systems	132		
5	65876	Certificate: Telecommunication Systems	120		
6	62069	National Certificate: Radio Production	159	Media - Communication	Radio and Multimedia Practitioner
7	71869	Certificate: Information Technology: Database Administration	120	Information Technology	Database Administrator
8	71850	Certificate: Information Technology: Database Development	120		Content covered in other qualifications. Entry level qualification titled Software Development Officer developed
9	73391	Further Education and Training Certificate: Website Development	136		
10	73429	Further Education and Training Certificate: Computer Programming	136		
11	48573	National Certificate: Information Technology: Systems Support	147		Computer Systems Administrator
12	78965	Further Education and Training Certificate: Information Technology: Systems Development	165		
13	78964	Further Education and Training Certificate: Information Technology: Technical Support	163		Computer Network Operator
14	83026	National Certificate: Information and Communications Technology (ICT) Software Testing	138		Computer Quality Assurance Practitioner

OCCUPATIONAL PROGRAMMES – IN EVALUATION WITH QCTO

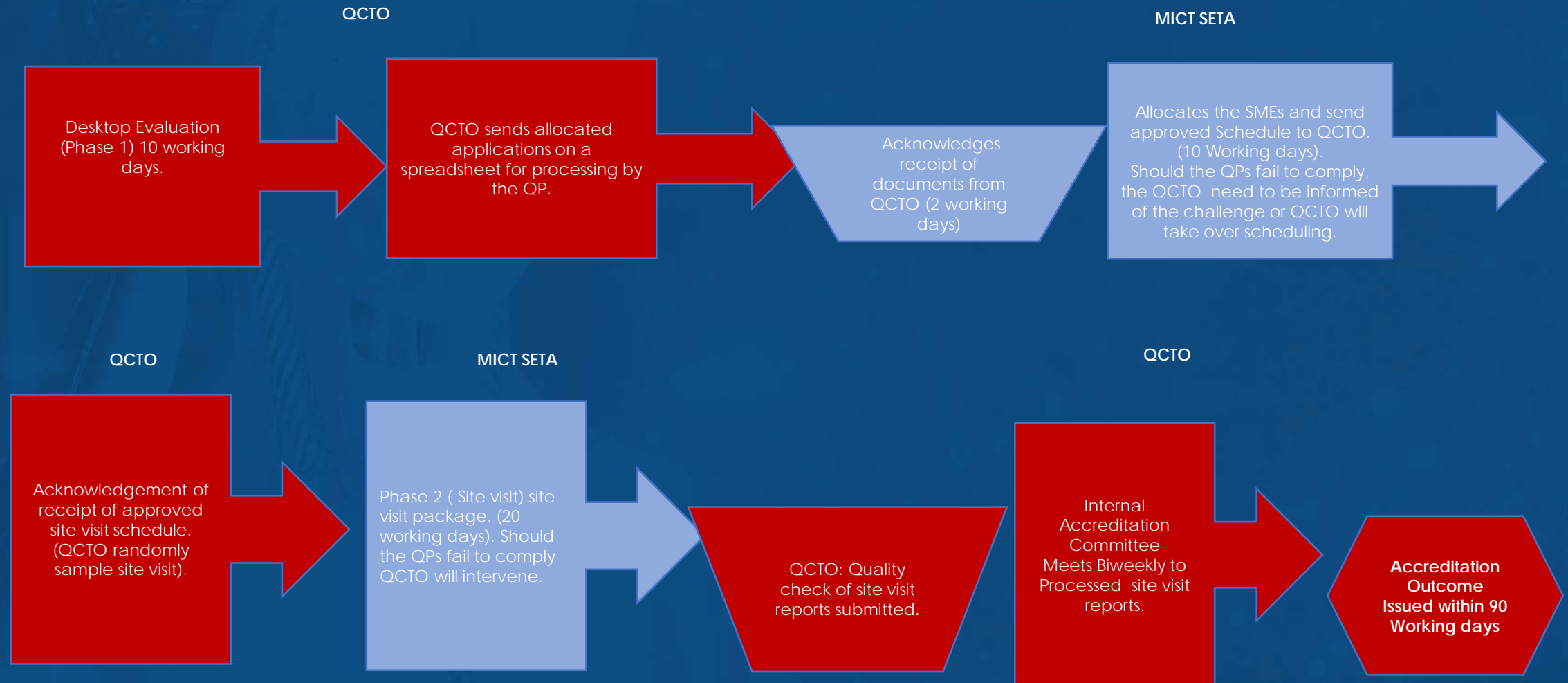
No.	Qual / Prog ID	Qualification Title / Learning Programme Title	Min Credits	Sub Sector	Occupational Title
15	63849	Further Education and Training Certificate: Electronics	122	Electronics	Electronics Engineering Mechanician
16	59569	National Certificate: Electronics	120		
17	83446	National Certificate: Electronics	135		
18	61450	Further Education and Training Certificate: Film and Television Production Operations	157	Film and Television	Video, Film and Multimedia Practitioner
19	58394	National Certificate: Film and Television Production	122		
21	49127	Further Education and Training Certificate: Design Foundation	141	Interactive Media, Animation	Four Qualifications under this Media and Animation Cluster will be devoped. The qualifications are: 1. Creative Media Designer, 2. Interactive Media Designer, 3. Motion Designer and 4. Animation Artist.
22	57611	National Certificate: 2D Animation	136		
23	57607	National Certificate: 3D Animation and Visual Effects	149		
24	60509	National Certificate: Design Techniques	121		
25	49121	National Certificate: Interactive Media	130		
26	73390	Further Education and Training Certificate: Graphic Web Design and Multimedia	136		
27	48792	Certificate: Broadcast Engineering	120	Broadcasting/Telecommunications	Wireless Telecommunications Technical Officer

OCCUPATIONAL PROGRAMMES – IN REALIGNMENT

Qual / Prog ID	Qualification Title / Learning Programme Title	Min Credits	Sub Sector	Occupational Title
73298	Further Education and Training Certificate: Photography	128	Media - Photography	Photographer
101872	Occupational Certificate: Journalist	193		Journalist
49317	National Certificate: Scriptwriting	147		Author
49138	National Diploma: Copywriting	240		Copywriter
101408	Occupational Certificate: Computer Technician	282	Information Technology	Computer Technician

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



OCCUPATIONAL PROGRAMMES – EXTERNAL INTEGRATED SUMMATIVE ASSESSMENT CENTRES



The QCTO will manage and coordinate the qualifications in the occupational qualifications framework in terms of their development, provision, assessment and impact. Its scope will be the development and quality assurance of fit-for-purpose occupational qualifications and unit standards as required by the labour market for work and employment purposes



Assessment Quality Partner (AQP)

A centre accredited by the QCTO for the purpose of conducting external integrated summative assessments for specified NOF registered occupational qualifications and part qualifications.



A body delegated by the QCTO to develop assessment instruments and manage the external integrated summative assessments of specific NOF registered occupational qualifications and part qualifications.



OCCUPATIONAL PROGRAMMES – EISA CENTRE RESPONSIBILITIES

An assessment centre must;

- ❑ Assess the occupational qualification or part qualification in accordance with the standards set by the delegated AQP;
- ❑ Comply with the QCTO and AQP assessment policies and procedures;
- ❑ Conduct integrated external summative assessments in accordance with the AQP requirements;
- ❑ Adhere to standards set by the AQP in order to maintain accreditation;
- ❑ Enter into a formal agreement with the relevant AQP;
- ❑ Only allow candidates registered for assessment and assessment practitioners conducting the assessment into the assessment area;
- ❑ Ensure that candidates are not assessed or moderated by the facilitator responsible for their training; and
- ❑ Have appropriately qualified human resources to conduct assessments as specified by the AQP.

OCCUPATIONAL PROGRAMMES – EISA CENTRE RESPONSIBILITIES

The QCTO will accredit an entity as an assessment centre for a specified occupational qualification or part qualification if recommended by an AQP and if that entity satisfies the criteria listed below.

The entity must:

- ☐ Be a juristic person registered or established in terms of South African law;
- ☐ Have a valid tax clearance certificate issued by the South African Revenue Service if applicable;
- ☐ Have a suitable and compliant MIS in accordance with QCTO specifications;
- ☐ Be safe, secure and accessible to candidates;
- ☐ Meet the relevant standards for occupational health and safety;
- ☐ Have the required physical resources (e.g.; venue; equipment, machinery or protective clothing), specified by the AQP to assess learners' competence regarding the occupational qualification or part qualification;
- ☐ Have appropriately qualified human resources as specified by the AQP; and
- ☐ Make provision for any other requirements specified for the relevant trade, occupational qualification or part qualification.

OCCUPATIONAL PROGRAMMES – SCOPE OF ACCREDITATION

- ❑ An accredited assessment centre may increase its scope by applying to one or more QPs for conducting integrated external summative assessments for additional occupational qualifications or part qualifications.
- ❑ The QP will recommend the amendment of scope to the QCTO.

The QCTO may amend the scope, if:

- ❑ the QP recommends the assessment centre to conduct assessment for one or more additional occupational qualifications.
In such a case the generic requirements will be deemed to be met, and the extension of scope application will be restricted to the additional curriculum components; and
- ❑ the QCTO determines that an accredited assessment Centre no longer has the capacity to conduct the external summative assessments for which it has been accredited.
- ❑ In all cases of an amendment to scope, the QCTO will inform the QP and fulfil all its responsibilities

EISA ACCREDITATION APPLICATION PROCESS



Online Application

Submission of
supporting
evidence

Desktop compliance
Vetting of Application &
allocation by QCTO

Conducting of site
visit, report
generation,
committee sitting &
accreditation

PLANNED TIMEFRAME – 40 DAYS

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

QUALITY PARTNER GOVERNANCE UPDATES

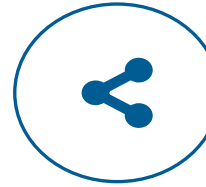
- ❑ While the policies have served the SETA well, there have been several shifts in the skills development landscape which have required the review of the policies.
- ❑ The changes include but are not limited to:
 - ❑ The Occupational Qualification Sub-Framework which includes the expiry of historical qualifications and by default, the governance aspects around the accreditation of skills development providers, the enrolment of learners into these qualifications and learner achievements.
 - ❑ The MICT SETA - QCTO SLA and the additional delegated functions of Occupational accreditation, subject matter expert registration, External Integrated Summative Assessment Centre registration and occupational provider monitoring.

QUALITY PARTNER GOVERNANCE UPDATES

❑ The policy updates thus seek to respond to the noted changes and ensure that they provision for these. The updated policies include:

- ❑ Accreditation Policy
- ❑ eLearning Policy
- ❑ Verification & Certification Policy
- ❑ Workplace Approval Policy
- ❑ Assessment and Moderation Policy

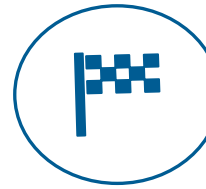
❑ The policies can be accessed as follows: www.mict.org.za : Stakeholder Information Tab



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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



MICTSETA

Media, Information And
Communication Technologies
Sector Education And Training Authority

4IR DIVISION

Presentation by: Ms Gugu Sema



MICTSETA

Media, Information And
Communication Technologies
Sector Education And Training Authority

SHAPING SKILLS, PIONEERING INDUSTRIES, EMPOWERING FUTURES



CONTENTS

1. MICT
2. 4IR Division Roadmap
3. Background of the 4IR Division
4. 4IR Advisory Committees
5. IDSS
6. 4IR Qualifications developed
7. Established 4IR Research Chairs
8. 4IR Learning Programmes
9. 4IR Learning Labs
10. 4IR Skills Competitions/Hackathons





MICTSETA

4IR DIVISION ROADMAP

**Establishment
of 4IR Division**

2019

**Establishment of 4IR
Advisory Committees**

2020

**Development of
Integrated Digital
Skills Strategy**

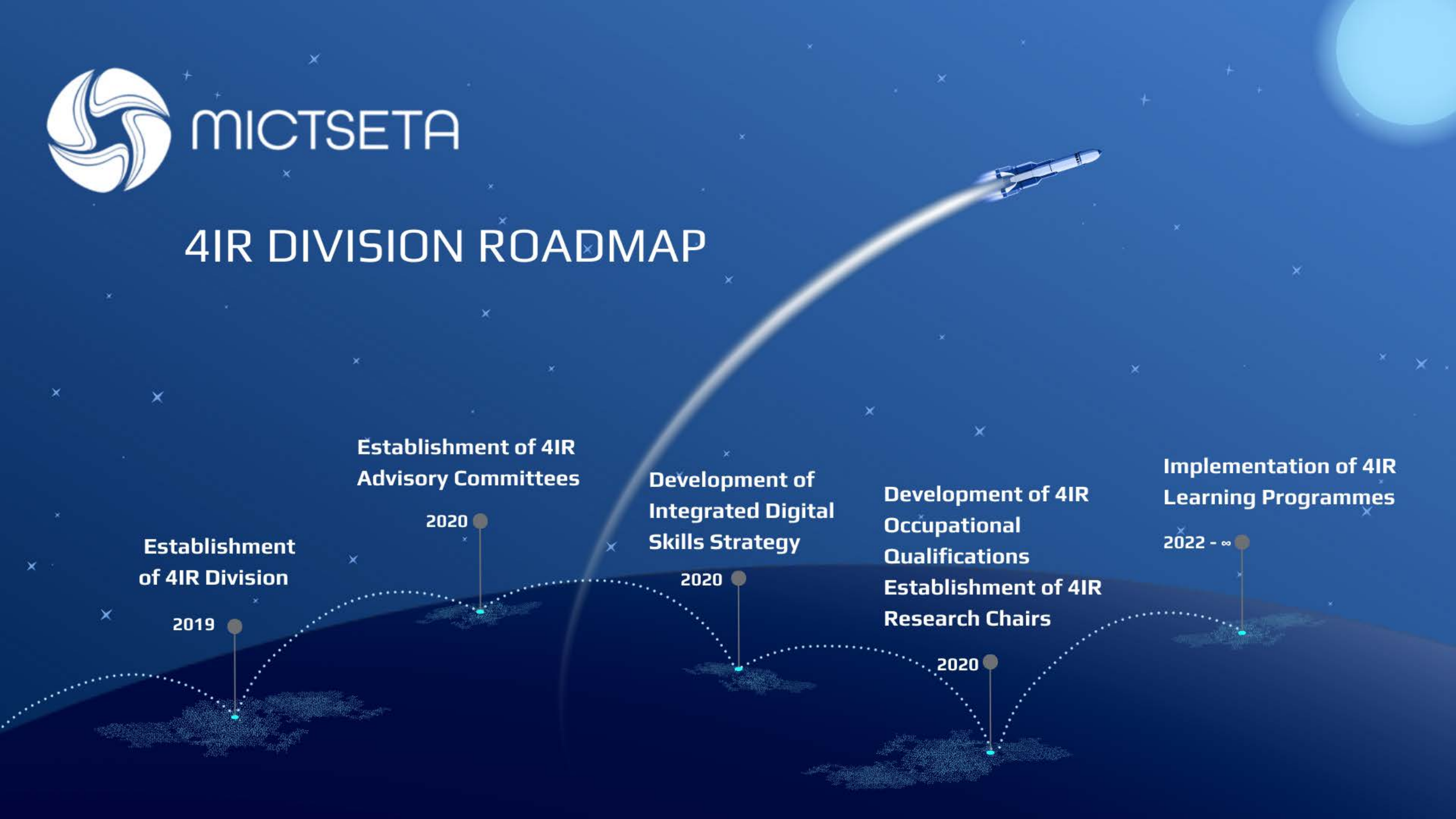
2020

**Development of 4IR
Occupational
Qualifications
Establishment of 4IR
Research Chairs**

2020

**Implementation of 4IR
Learning Programmes**

2022 - ∞



ADVENT OF 4IR IN SA GOVERNMENT 2018



MICTSETA

Media, Information And
Communication Technologies
Sector Education And Training Authority

SHAPING SKILLS, PIONEERING INDUSTRIES, EMPOWERING FUTURES



4IR SA NATIONAL LEVEL

- Appointment of Presidential Commission on 4IR in 2018.
- In 2019, the Department of Higher Education and Training (DHET) approved the establishment of a stand-alone 4IR Department at the MICT SETA, to be placed under sub programme 3.
- Mandate of the Division:
 1. Drive 4IR skills development initiatives and interventions in South Africa;
 2. Creating a skilled workforce to respond to the demands presented by 4IR through learning programmes
 3. Support the expansion of 4IR in various industries in South Africa;
 4. Support Innovation and entrepreneurial initiatives around 4IR.



4IR Advisory Committees



MICTSETA

Establishment of Advisory Committees

To provide input and guidance on the major technological shifts, innovation and workforce strategies that will impact skills planning and implementation.

- *Four Workstreams*

1. Education
2. Labour
3. Research
4. Policy

Roles of Advisory Committees

- Develop an integrated MICT SETA strategy and plan to respond to the 4IR.
- Advise on strategies to enhance MICT subsector's global competitiveness;
- Advise on a research programme to advance 4IR;
- Advise on the skills development and future of work;
- Make recommendations on enabling relevant infrastructure for South Africa to participate in the digital economy



Integrated Digital Skills Strategy (IDSS)

Integrated Digital Skills Strategy (IDSS)

Vision

A sector that benefit from enhanced digital skills realigned workforce, redesigned ecosystem and research.

Mission

To realign the labour workforce with 4IR skills demands to focus on industry specific research agenda in support of the redesigned education ecosystem, digital skills interventions and innovation

Integrated Digital Skills Strategy (IDSS)

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 MoUs Strategy implementation	Strategic goals achieved	Business and job opportunities

4IR Qualifications Development



MICTSETA

4IR QUALIFICATIONS DEVELOPED IN 2020/21

Occupational Qualifications Developed	Occupational Code	Occupational Title	NQF
1. Artificial Intelligence	251201	AI Developer	5
2. Cyber Security	252901	Cyber Security Analyst	5
3. Cloud computing	252301	Cloud Administrator	4
4. Design thinking	242102	DT Lead	4
5. Design thinking Practitioner	251102	DS Practitioner	5
6. Data science	251102	DS Practitioner	5
7. Internet of Things	251201	IOT Developer	4
8. Systems development	251201	Software Developer	5
9. Robotic Processing Automation	251201	RPA Developer	5
10. Quality Engineering Automation	251901	Quality Test Automator	5
11. eWaste	311906	eWaste Operation	4



4IR QUALIFICATIONS DEVELOPED IN 2021/22

Occupational Qualifications Developed	Occupational Code	Occupational Title	NQF
12.Mobile Computing Technician Devices	672205	Mobile Computing Technician Devices	4
13. Laptop Repairer	672205	Mobile Computing Technician Laptop Repairer	4
14. Wearables	672205	Mobile Computing Technician Wearables	4
15. Accessories	672205	Mobile Computing Technician Accessories	4
16. Peripherals Repairer	672205	Mobile Computing Technician Peripheral	4
17. Drone Technician	311401	Drone Technician	4
18. Remote Piloting Aircraft (RPAS)	733211	Remotely Piloted Aircraft Systems Pilot	4
19.Remote Piloting Aircraft (RPAS) Technician	311401	(RPAS) Technician	4



4IR QUALIFICATIONS DEVELOPED IN 2021/22

Occupational Qualifications Developed	Occupational Code	Occupational Title	NQF
20. Blockchain	251201-000-00-00	Advanced Occupational Certificate: Blockchain Developer	6
21. 3D Printing	713201-000-00-00	Advanced Occupational Certificate: 3D Printing Technical Administrator	6
22. Extended Reality (AR & VR)	251301-000-00-00	Advanced Occupational Certificate: Extended Reality Developer (XR)	6
23. Optical Fibre Network	672202-001-00-00	Higher Occupational Certificate: Fibre Optic Technician	5



4IR SKILLS PROGRAMMES DEVELOPED IN 2021/22

Skills Programme Descriptor	NQF Level	Credits
24. Fifth Generation (5G)	4	16
25. Technopreneur	4	60
26. Java Programmer 4 53	4	53
27. Cybersecurity Defender	4	60
28. Python Programmer	4	60
29. HTML Programmer	4	60
30. Java Programmer	4	60
31. Java script Programmer	4	60
32. C++ Programmer	4	60



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4IR FULL OCCUPATIONAL QUALIFICATIONS DEVELOPED IN 2023/24

	NQF Level	Credits	
33. PCB fabrication	4	169	
34. Digital and Analog Electronics	4	137	
35. Smart Grids Communication	5		
36. Substation Automation	5		
37. Embedded Systems Developer	5	183	
38. Quantum Computing	6		
39. Data science engineering	5	165	
40. Encryption	5		
41. Automotive ethernet	5	125	



4IR SKILLS PROGRAMMES DEVELOPED IN 2023/24

Skills Programme Descriptor	NQF Level	Credits	
42. Scrum	5	36	
43. Agile	5	33	
44. UI/UX	5	43	
45. Reactive Native	5	40	
46. Go Groovy	5	59	
47. Ruby	5	59	
48. Digital Terrestrial TV Decoder Installer	5	42	
49. Digital Literacy Trainer	5	39	
50. Information Technology Trainer	4	46	



2024 New 4IR Qualifications approved for development by QCTO

Database Security Expert

Creative & Critical Thinking

Business Intelligence Analyst

Machine Learning Specialist

New 4IR Skills programmes in development with the QCTO

Low Code Developer Skills programme

No Code Developer Skills Programme



MICTSETA



4IR Research Chairs



MICTSETA

Establishment of Research Chairs

NSDP objective:

- Produce more than 100 doctoral graduates per year
- Expand science, technology and innovation outputs by increasing research and development spending
- MICT established Research Chairs under 4IR
- Adopted a different approach from traditional approach
- Fund Masters and PhD Students



MICTSETA



Established 4IR Research Chairs and Number of Students Funded to Date



**Tshwane University
of Technology**

We empower people

167



**VAAL UNIVERSITY
OF TECHNOLOGY**

Inspiring thought. Shaping talent.

19



48



**Cape Peninsula
University of Technology**

22

Established 4IR Research Chairs and Number of Students Funded to Date



UNIVERSITY
OF
JOHANNESBURG

18



19



UNIVERSITY OF
KWAZULU-NATALTM
INYUVESI
YAKWAZULU-NATALI

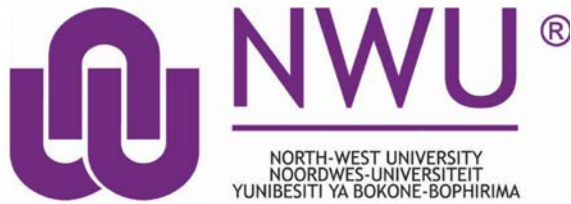
23



University of Fort Hare
Together in Excellence

12

Established 4IR Research Chairs and Number of Students Funded to Date



15



15



6



15

Established 4IR Research Chairs and Number of Students Funded to Date



UNIVERSITY *of the*
WESTERN CAPE

29



10

Total Number of
Beneficiaries: 425

4IR Research Chair Pillars

1

- Research

2

- Innovation

3

- Capacity Building

4IR Research Chair Projects

- ICT Projects adopted by the 4IR Research Chairs:

	Name of University	ICT Project
1.	Tshwane University of Technology	Learner Management System (LMS)
2.	University of Limpopo	DHET College & SETA Times website
3.	University of Johannesburg	MICT Intranet
4.	Durban University of Technology	Knowledge and Information Management Plan
5.	Cape Peninsula University of Technology	Cybersecurity Plan and MICT SETA enterprise architecture and ICT master plan

4IR Research Chair Projects

- ICT Projects adopted by the 4IR Research Chairs:

	Name of University	ICT Project
6.	Tshwane University of Technology	Career Hub
7.	Vaal University of Technology	e-Recruitment Solution
8.	Tshwane University of Technology	e-Learning Platform
9.	University of Kwa-Zulu Natal	Management Information System (MIS/DSS)
10.	Northwest University	GIS



4IR Learning Programmes

4IR Learning Programmes

Province	Strategic Focus Area	Type of Programme	Number of Learners
Mpumalanga	Artificial Intelligence/Machine Learning	Short Programme	10
Mpumalanga	Software Development	Internship	15
Mpumalanga	5G	Short Programme	25
Kwa-Zulu Natal	e-Waste	TVET Placement	25
Mpumalanga	Data Science	Learnership	22
East London	Optic Fibre	Short Programme	20
Northwest	3D Printing	Short Programme	25
Northwest	Mobile Repairs	Short Programme	45
Port Elizabeth	Data Science	Learnership	22

4IR Learning Programmes

Province	Strategic Focus Area	Type of Programme	Number of Learners
Northern Cape	IoT	Short Programme	55
Mpumalanga	Design Thinking	Internship	25
Gauteng	Data Science; Artificial Intelligence, Machine Learning, VR and Gaming	Internship	15
Gauteng	Software Development	Internship	15
Gauteng	Robotic Processing Automation (RPA)	Internship	25
Gauteng	Design Thinking	Internship	15
Gauteng	Optic Fibre	Short Programme	25
Free state	3D Printing	Short Programme	25
Gauteng	Data Science	Internship	15

LEARNING MATERIALS

- Development of learning materials has commenced – mid April
- 3 Occupational Qualifications
 - ❖ **Artificial Intelligence**
 - ❖ **Cyber Security**
 - ❖ **Cloud Computing**
- ❖ Envisage to have the 3 set of learning materials by June 2024



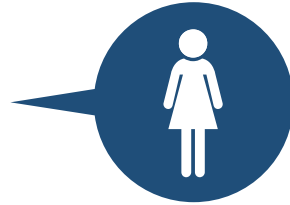
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Reach and Impact

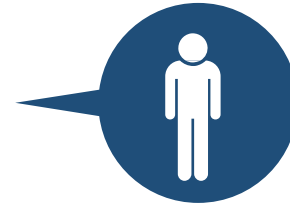
Females - 40%

Rural & Townships



Male - 60%

Rural & Townships



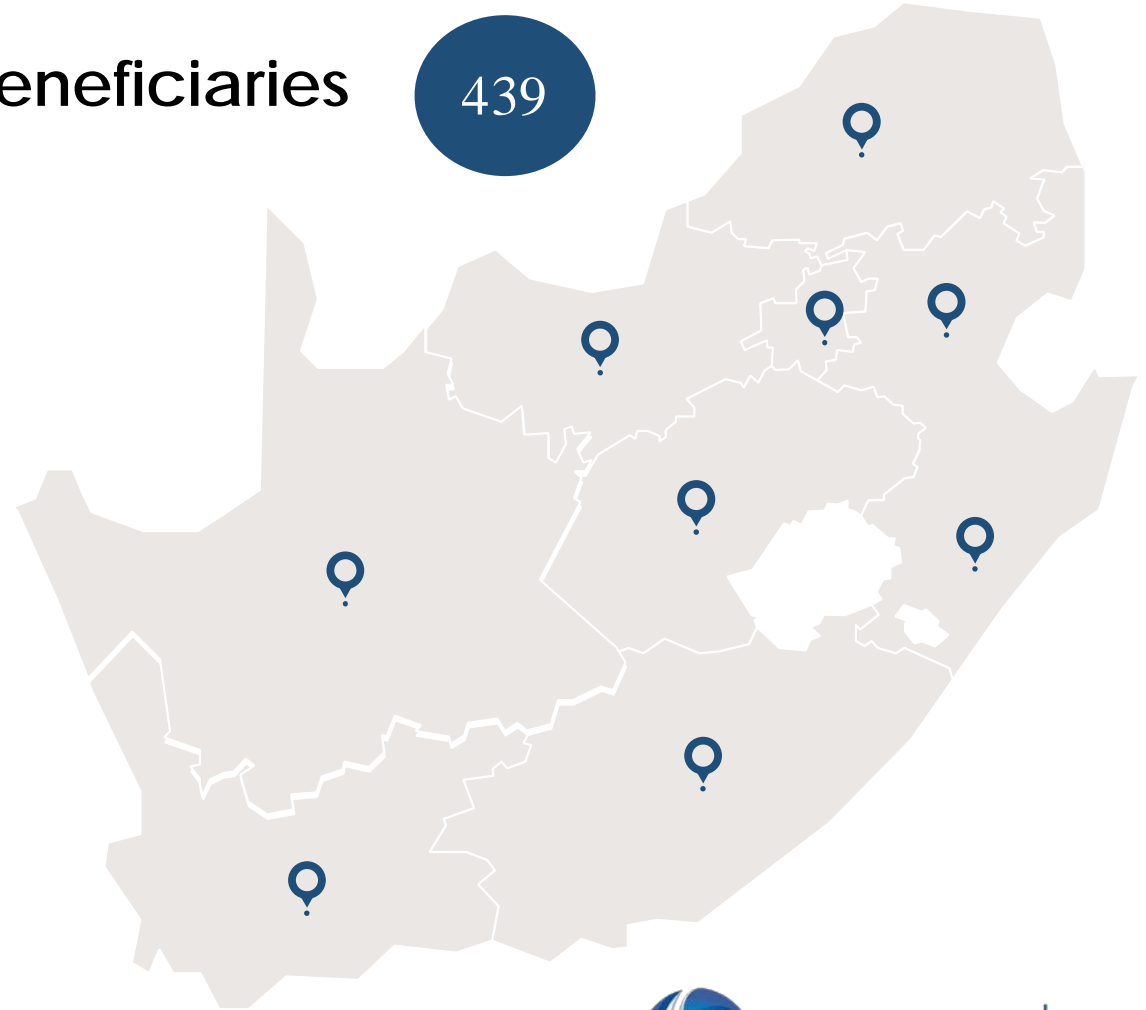
Disabilities - 5%

Rural & Townships



Beneficiaries

439



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Communication Technologies
Sector Education And Training Authority

SHAPING SKILLS, PIONEERING INDUSTRIES, EMPOWERING FUTURES

Success Stories

Output/Results:

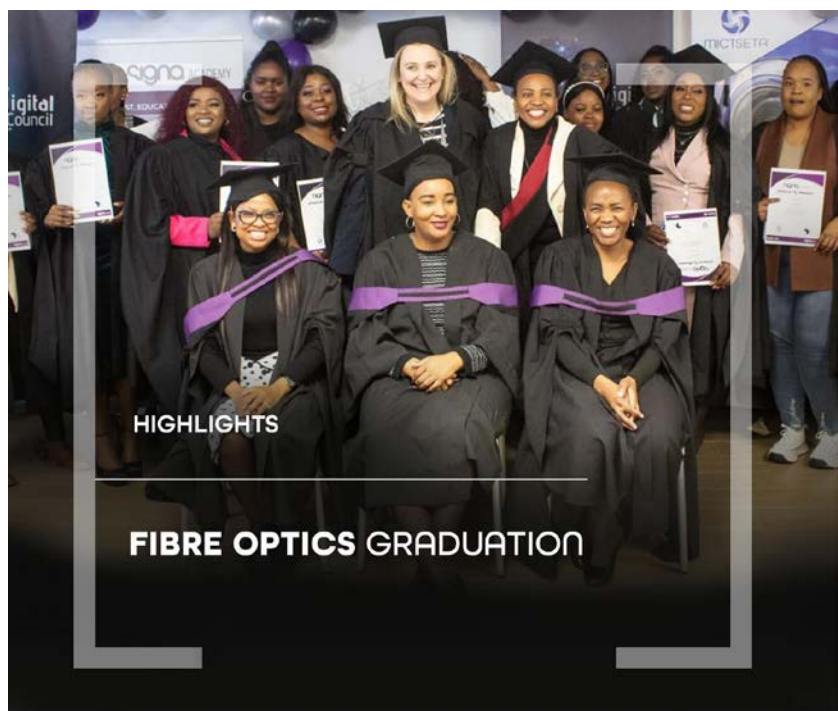
- 68 jobs have been created from the above programmes.
- 27 Companies have been registered specializing in various 4IR general purpose technologies (Optic Fibre, 5G and Cloud Computing, Artificial Intelligence, Software Development, Internet of Things etc.)
- 10 Registered Digital Cooperatives (3D Printing, 5G & Cloud computing, Optic Fibre, IoT, Software Development; Cell phone and Laptop repairs)
- 5 Digital Incubation programmes (3 Artificial Intelligence; 2 Optic Fibre)

4IR Learning Programmes: Optic Fibre Programme EC



4IR Programme Graduations

All Woman Fibre Optics Graduations
30 June 2023



4IR Programme Graduations

Cell phone and Laptop Graduations
Brits, North West.



4IR Graduations

Forge Academy: 5G & Cloud Computing
Ka-Mhlutshwa, Malelane, Mpumalanga



4IR *Learning Labs*



MICTSETA

Establishment of the MICT SETA 4IR Learning Labs

- Partner with Key stakeholders (Industry, Academic Institutions, Government departments and entities) to establish 4IR Learning Labs.
- Roll out 4IR Learning programmes focusing on innovation, entrepreneurship, and starts-ups among youth within the ICT Sector.
- Fund and implement 4IR learning and incubation programmes in the Learning Labs.
- Partner with strategic partners to donate appropriate infrastructure, equipment, devices and resources needed for training in the Learning Labs.
- Target: TVET Colleges, IDZs, Community Centres.
- Signed MoUs with about 20 TVET Colleges

An abstract graphic on the left side of the image, composed of numerous blue triangles and lines forming a complex, glowing structure that resembles a stylized letter 'A' or a network diagram. The background is a dark blue gradient with scattered white dots and faint geometric patterns.

4IR Hackathons

MICT SETA 4IR Hackathons

- In fostering an innovation culture and digital entrepreneurship in South Africa, the MICT SETA hosts hackathons in collaboration with various industry stakeholders to allow young people to come up with innovative solutions that will address various government, business and societal challenges.
- Hackathons allow young developers and digital practitioners to innovate and create digital solutions that help governments, businesses, and communities address some of their challenges.
- MICT SETA has hosted hackathons with the following institutions:
- State Information Technology Agency (SITA) – Improving Government Digital Systems, Geekulcha – Cyber Security Solutions, Mlab – Internet of Things, Youth ICT Council – Infrastructure Security in Local Government, Forge Academy – Using 5G and AWS to develop security solutions, Phumelela Consulting –Artificial Intelligence for Local Economic Development and improving service delivery.

4IR Hackathons

SITA Hackathon: SITA Centurion



4IR Hackathons

Forge Academy: IoT, Cloud and 5G Malelane, Mpumalanga



Thank You

THE END



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Q & A



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CLOSING REMARKS BY CHAIRPERSON OF THE BOARD

Mr Simphiwe Thobela



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Thank You

THE END



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