



**POLOKWANE  
25 MARCH**

# **Welcome to the 2025 MICT SETA Stakeholder Roadshows**



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Media, Information And  
Communication Technologies  
Sector Education And Training Authority

# STAKEHOLDER ENGAGEMENT ROADSHOW PRESENTATION

March 2025

#MICTStakeholderEngagement2025



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SHAPING SKILLS, PIONEERING INDUSTRIES, EMPOWERING FUTURES



# PROGRAMME

TIME	DESCRIPTION	PRESENTER
08:30 – 08:55	ARRIVALS AND REGISTRATION	
09:00 – 09:05	Opening and Welcome	<b>Regional Manager: Eastern Cape</b> Mr Andile Nene
09:05 – 09:35	<b>Key Address:</b> <b>2025 Stakeholder</b> <b>Engagement Roadshows</b>	<b>Chairperson of the Board</b> Mr Simphiwe Thobela
09:35 – 10:05	<b>CEO Overview</b>	<b>Chief Executive Officer</b> Mr Matome Madibana
10:05 – 10:25	<b>SSP Overview</b> <ul style="list-style-type: none"><li>- WSP/ATR Submission Overview</li><li>- OFO Codes</li><li>- Mandatory Grants</li><li>- SETA Levy Income</li><li>- SSP Findings</li><li>- Learner Enrollments vs Completions</li></ul>	<b>Senior Manager: Sector Skills Planning</b> Ms Bontle Mokoena
10:25 – 10:40	<b>Engagement Session</b>	<b>All</b>
10:40 – 10:55	<b>TEA BREAK</b>	



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<b>11:00 – 11:20</b>	<b>Learning Programmes Overview</b> <ul style="list-style-type: none"> <li>- Learning Programmes Mandate and Implementation Process</li> <li>- 2025/26 Predetermined Objectives</li> <li>- Discretionary Grants Application Process and Updates</li> </ul>	<b>Senior Manager: Learning Programmes</b> Mr Ernest Nemugavhini
<b>11:20 – 11:45</b>	<b>Quality Assurance Update</b> <ul style="list-style-type: none"> <li>- Update on the Transitional Arrangements</li> <li>- Subject Matter Expert Registration</li> <li>- Update on Replacement Qualifications Development &amp; Learning Materials</li> <li>- Occupational Learnership Registration</li> <li>- Occupational Qualifications Implementation</li> <li>- Workplace Approval</li> <li>- EISA Centre Registration &amp; Implementation</li> <li>- Occupational Accreditation Tariffs</li> <li>- Certificate Reprints: Process</li> </ul>	<b>Manager: Education, Training and Quality Assurance</b> Ms Lesha Singh
<b>11:45 – 12:05</b>	<b>4IR Division Update</b> <ul style="list-style-type: none"> <li>- 4IR Roadmap</li> <li>- 4IR Advisory Committees</li> <li>- Integrated Digital Skills Strategy</li> <li>- 4IR Qualification Development</li> <li>- Research Chairs</li> <li>- 4IR Learning Programmes Implemented and Labs</li> <li>- 4IR Learning Materials</li> <li>- MICT SETA National Skills Competition</li> </ul>	<b>Senior Manager: 4IR</b> Ms Gugu Sema
<b>12:05 – 12:25</b>	<b>Engagement Session</b>	<b>All</b>
<b>12:30 – 12:45</b>	<b>Closing Remarks</b>	<b>Chairperson of the Board</b> Mr Simphiwe Thobela
<b>12:45</b>	<b>LUNCH</b>	



# ***KEY ADDRESS BY CHAIRPERSON OF THE BOARD***

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*Mr Simphiwe Thobela*



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# OVERVIEW BY CEO

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*Mr Matome Madibana*



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# ***SECTOR SKILLS PLANNING***

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*Presentation by: Ms Bontle Mokoena*



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# ABOUT SSP

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The Sector Skills Planning is a division within the MICT SETA that conducts research and develops a credible Sector Skills Plan that reflects an accurate (triangulated) list of occupations in high demand and skills gaps, serving as the basis for the SETA's Strategic Plan.

A

Manage the WSP/ATR processes

B

Mandatory Grants processes

C

Manage the OFO Code Framework for MICT sector

D

Conduct labour market research and develop a credible Sector Skills Plan

E

Develop or update the SETA's Strategic and Annual Performance Plan

# Presentation Outline

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- 1) WSP/ATR Submission Overview
- 2) OFO Codes
- 3) Mandatory Grants
- 4) SETA Levy Income
- 5) SSP Findings
- 6) Learner Enrollments vs Completions



# *WSP/ATR Submission Overview*

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# WSP/ATR Submission Overview

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## Workplace Skills Plan (WSP)

- Plan that documents the skills needs of a company.
- Outlines how organisations will address their training and skills development requirements.
- 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)

- Report on the education and training interventions that were delivered in the past year.

## Pivotal Training Plan (PTP)

- Plan to address Professional, Vocational, Technical and Academic learning programmes in the workplace.

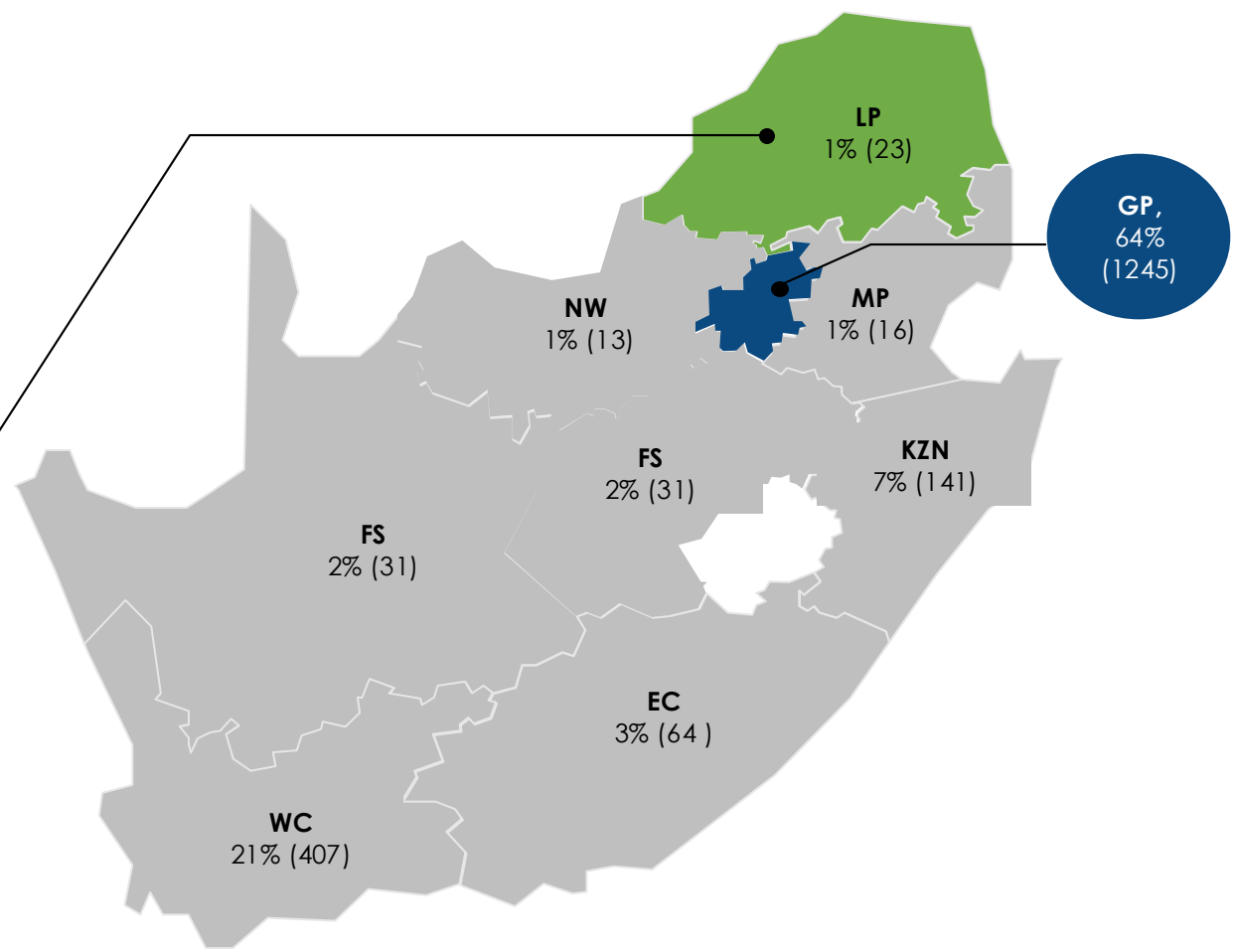
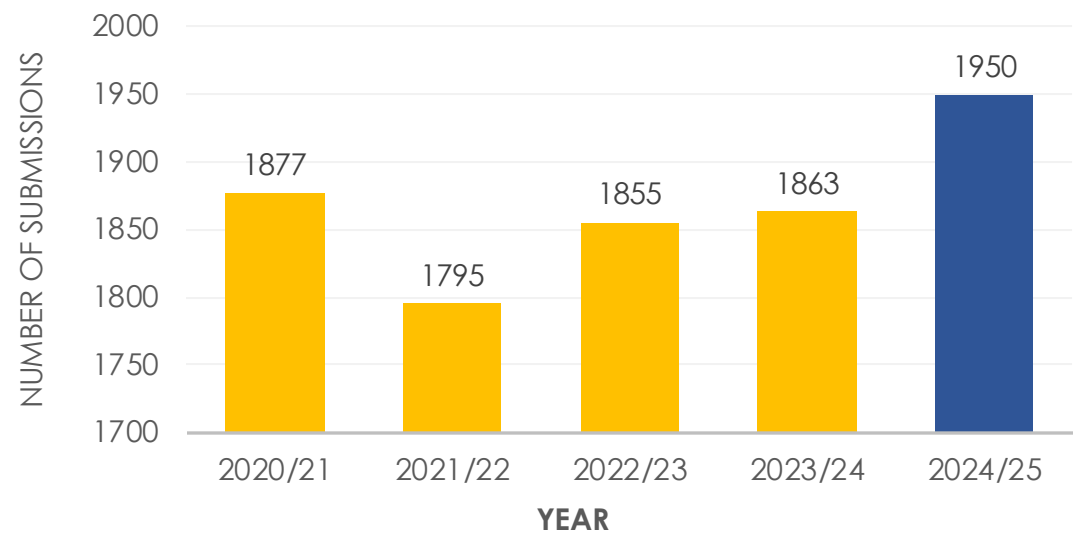
## Pivotal Training Report (PTR)

- Report on Professional, Vocational, Technical and Academic learning programmes that were delivered in the past year.

**NB:** The aforementioned documents should be submitted to the sector-specific SETA on or before 30 April each year. All submitting companies need to appoint a suitably qualified SDF to facilitate the training needs within the organisation and liaise with the SETA.

# WSP/ATR Submission Overview (continued)

WSP/ATR Submission (2020 – 2025)



## Limpopo

has amongst the lowest proportion of submissions  
1% (23)

# ORGANISING FRAMEWORK FOR OCCUPATIONS

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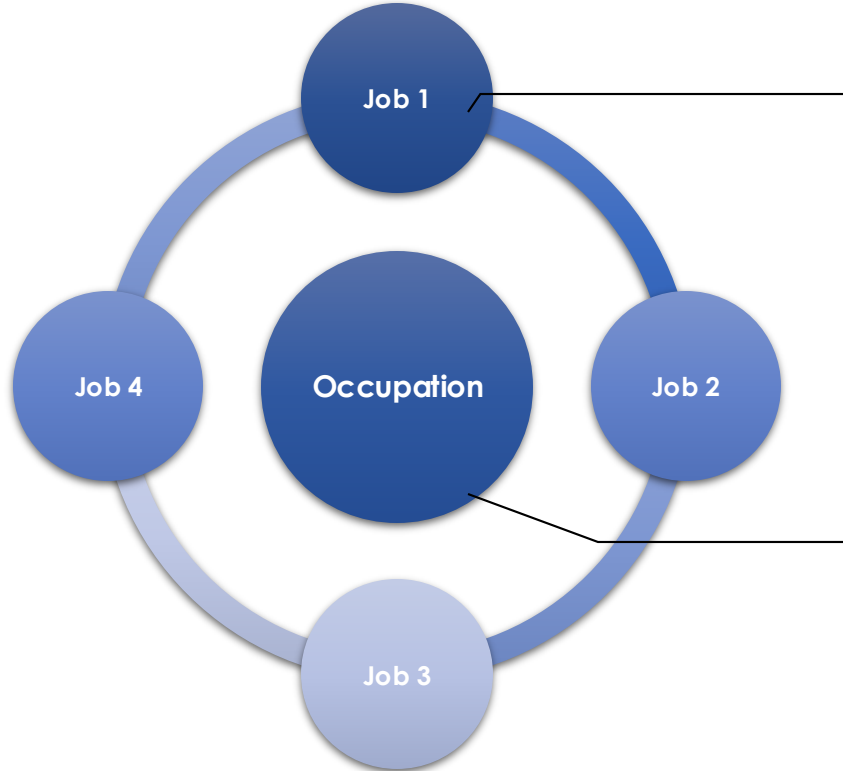


# Organising Framework for Occupations

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## What is an OFO?

- Classification system used to categorise and classify occupations in the labour market.
- The OFO is the SETAs' and DHET's primary tool for identifying, reporting, and monitoring skills demand and supply in the South African labour market.



- A **job** is a set of **tasks and duties** performed by an individual for a specific employer.
- An **occupation** is a group of **similar jobs, tasks, and duties**.
- Specialisations within an occupation define specific roles.

# How the OFO is Structured

OFO Code	Description
2021-1	MANAGERS
2021-2	PROFESSIONALS
2021-3	TECHNICIANS AND ASSOCIATE PROFESSIONALS
2021-4	CLERICAL SUPPORT WORKERS
2021-5	SERVICE AND SALES WORKERS
2021-6	SKILLED AGRICULTURAL, FORESTRY, FISHERY, CRAFT AND RELATED TRADES WORKERS
2021-7	PLANT AND MACHINE OPERATORS AND ASSEMBLERS
2021-8	ELEMENTARY OCCUPATIONS

2021 – 2 Professionals	<b>Major Group</b>
2021-25 Information and Communications Technology Professionals	<b>Sub Major Group</b>
2021-251 Software and Applications Developers and Analysts	<b>Minor Group</b>
2021-2512 Software Developers	<b>Unit Group</b>
2021-251201 Software Developer	<b>Occupation</b>

**NB:** The version that will be used for the 2025/26 submission is the '2021 OFO Code version'

# *Mandatory Grant*

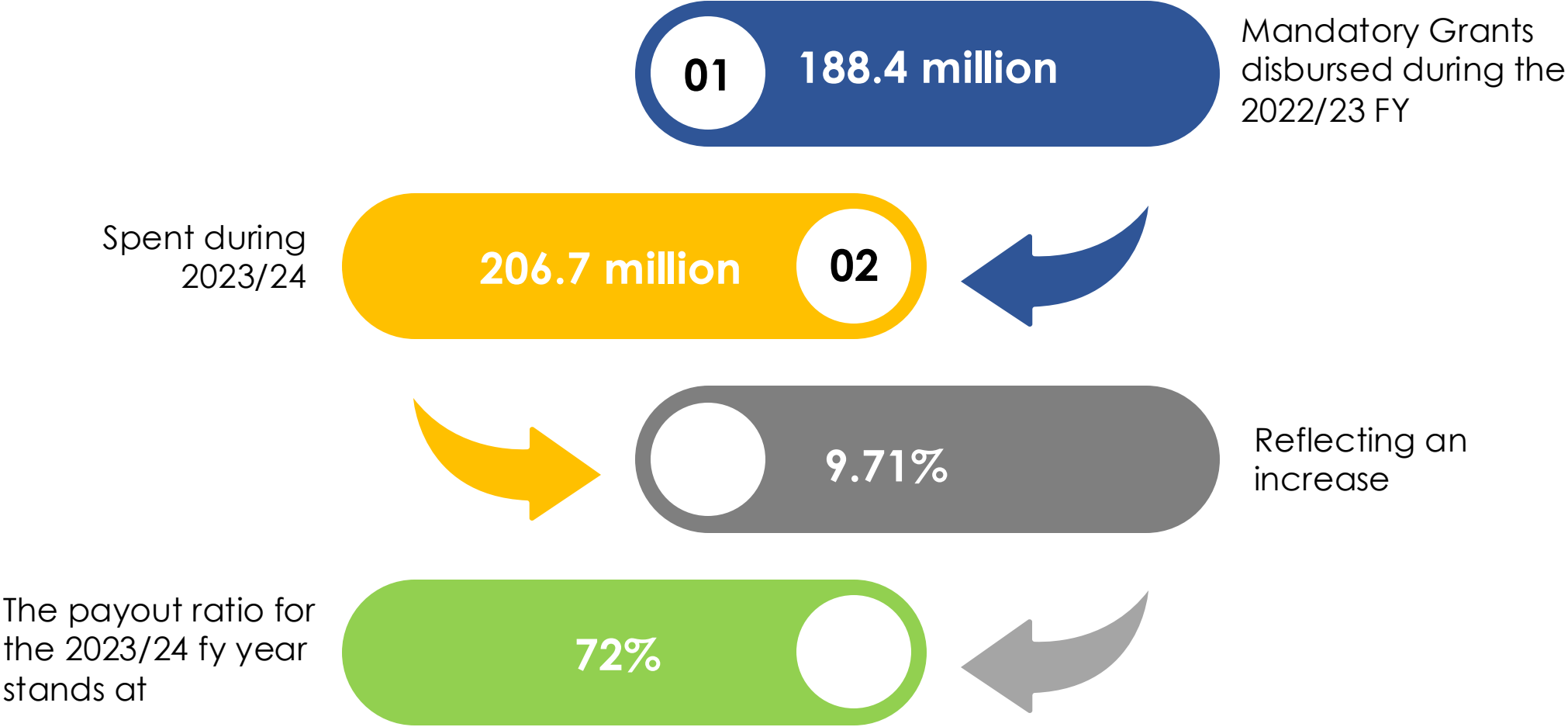
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# Mandatory Grant



# *SETA Levy Income*

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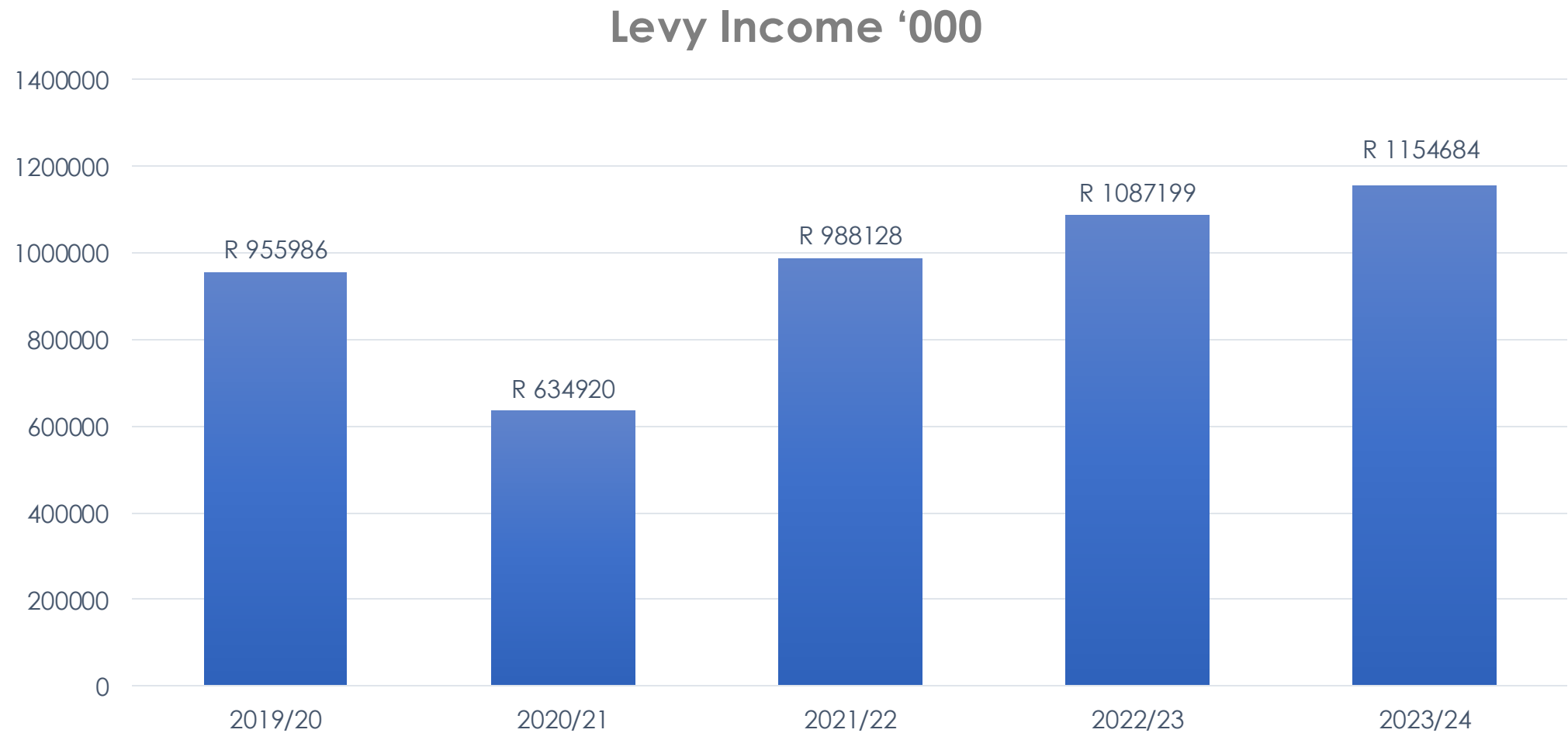


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# SETA Levy Income



# *2025/26 SSP Findings*

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# Approach to Developing the SSP



# Sector Skills Plan Structure

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**Chapter 1**  
Sector Profile

1

**Chapter 3**  
Occupational  
Shortages and  
Skills Gaps

3

**Chapter 5**  
Monitoring and  
Evaluation

5

**Chapter 2**  
Key Skills  
Change Drivers

2

**Chapter 4**  
Sector  
Partnerships

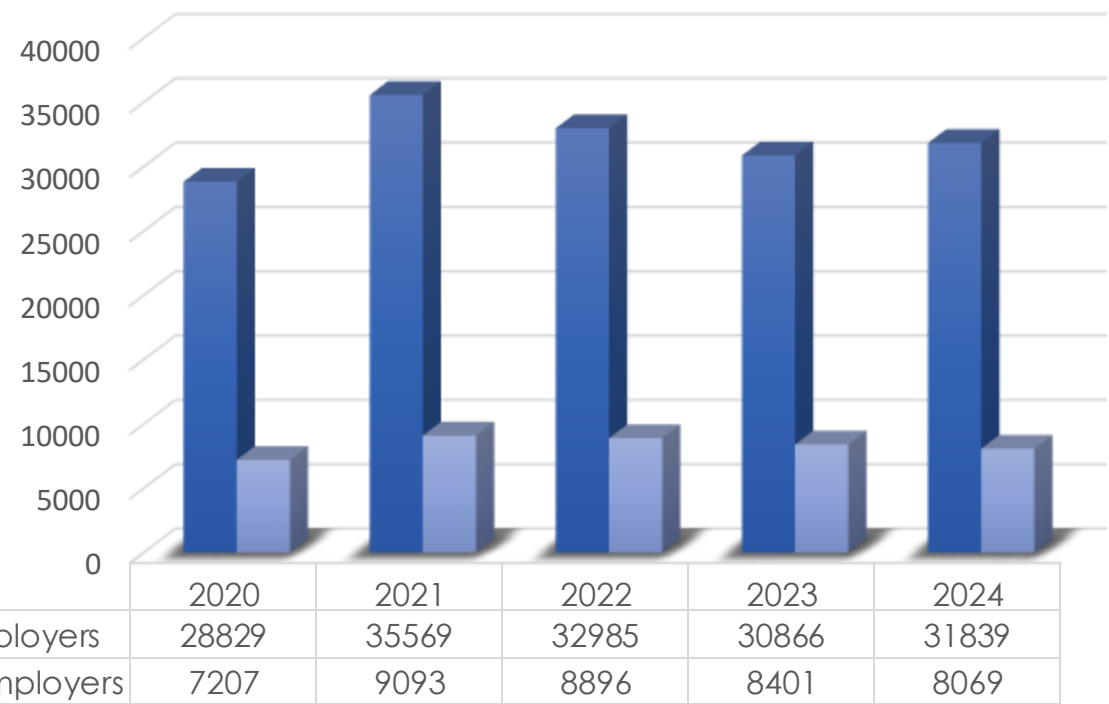
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**Chapter 6**  
Skills Priority  
Actions

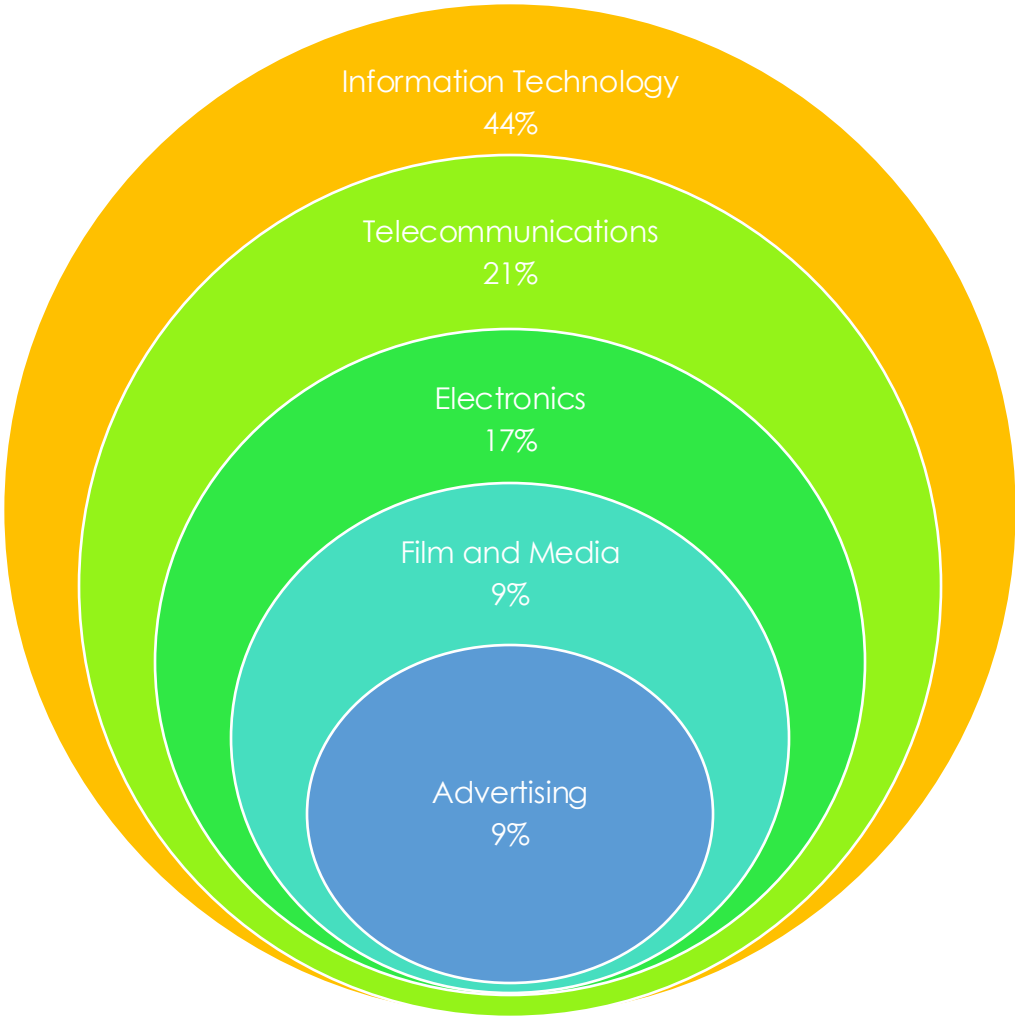
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# Chapter 1: Sector Profile

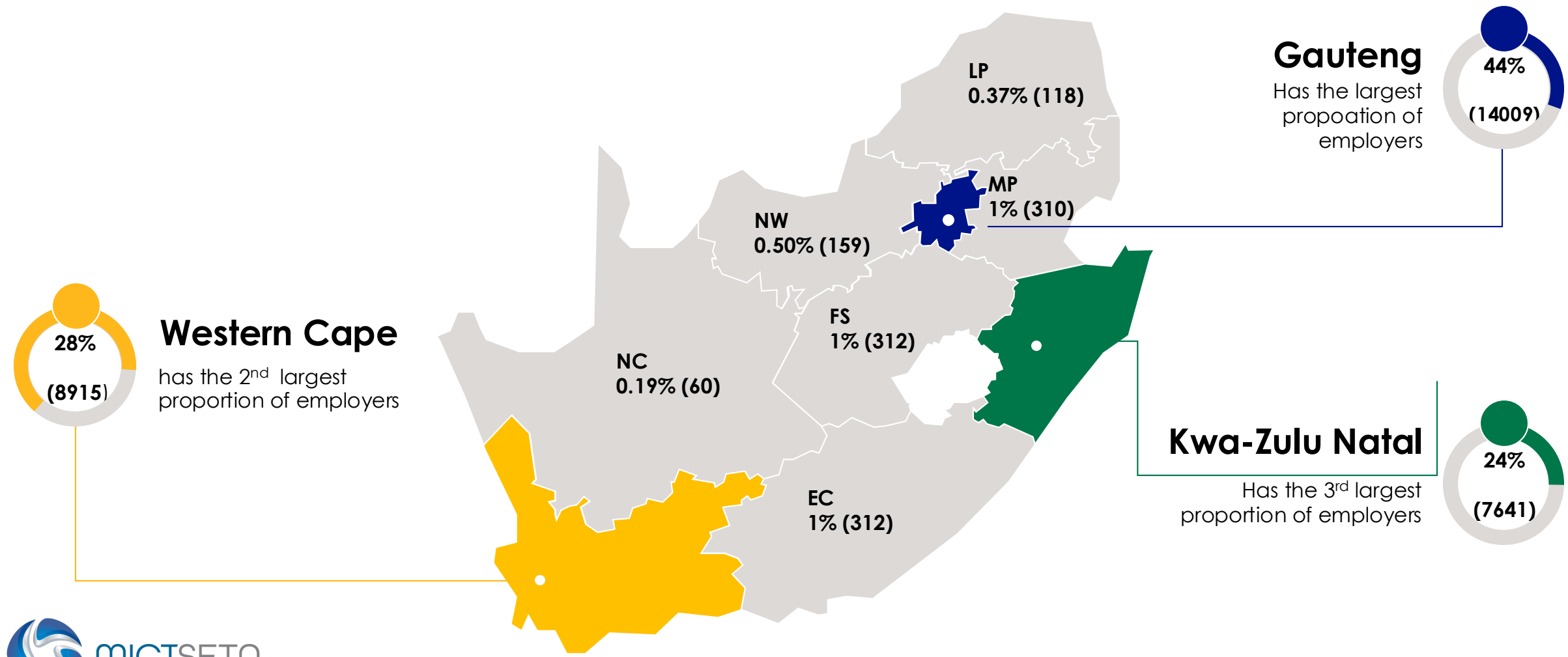
Number of MICT sector employers and levy payers, 2020-2024



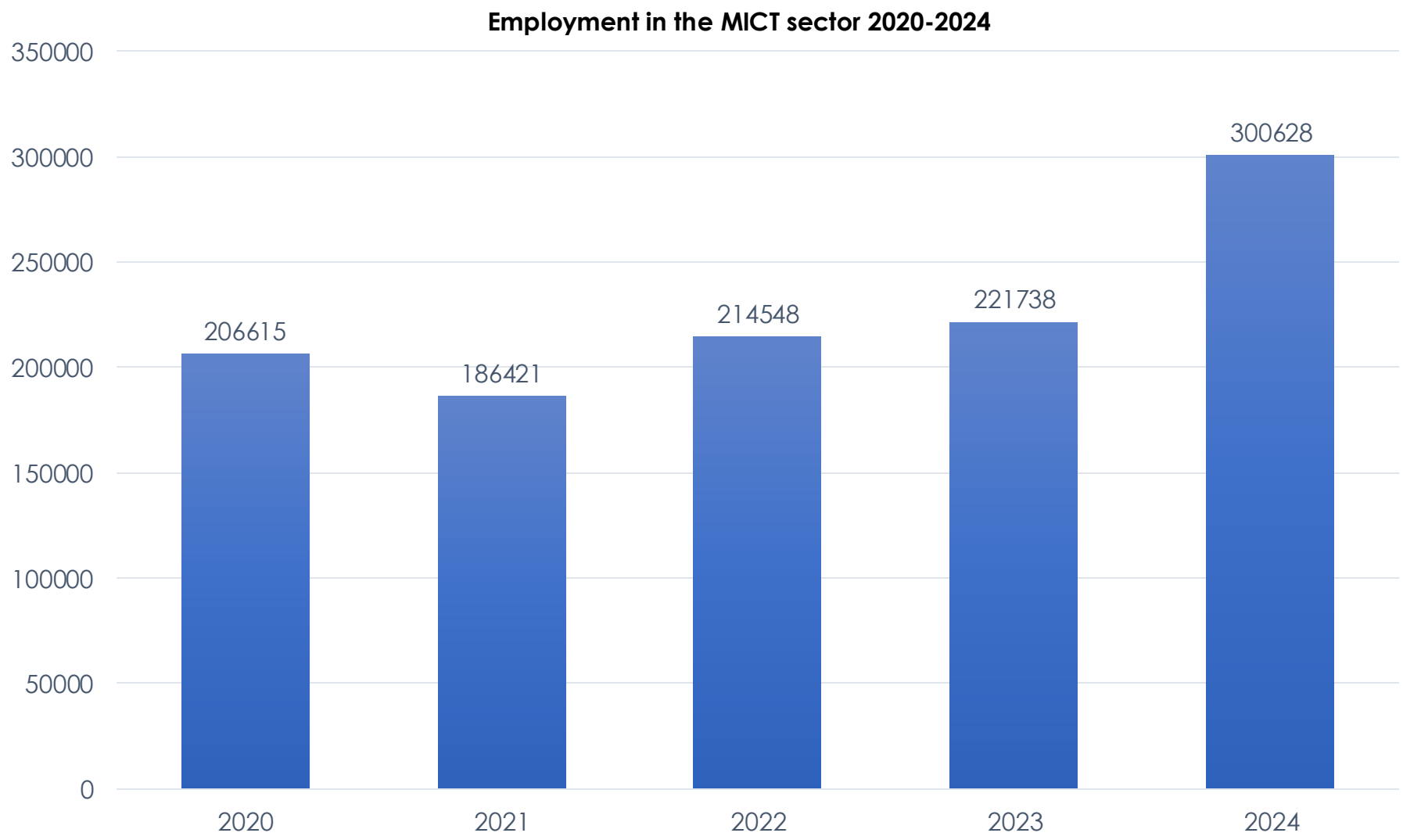
Sub-sector distribution of employers, 2024



# Employers by Province as per SARS Huge Levy File



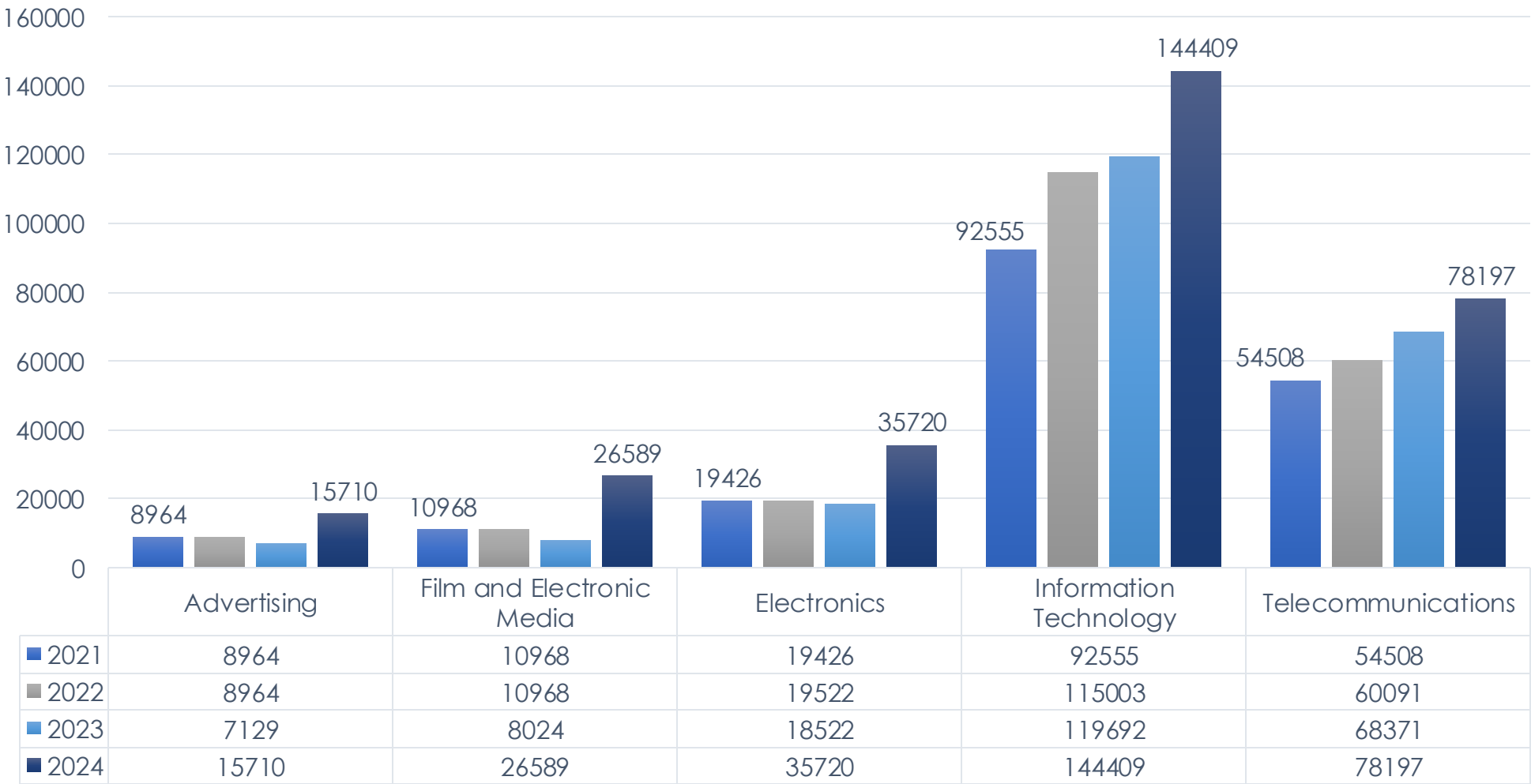
# Labour Market Profile



Source: MICT SETA Levy Huge File, 2020-2024

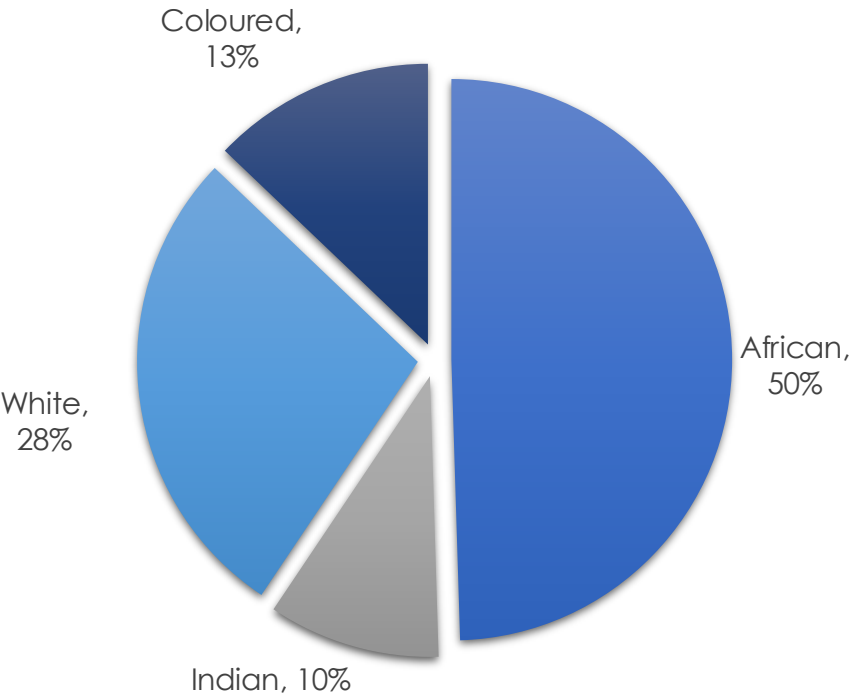
# Labour Market Profile

Number of employees by sub-sector, 2021-2024

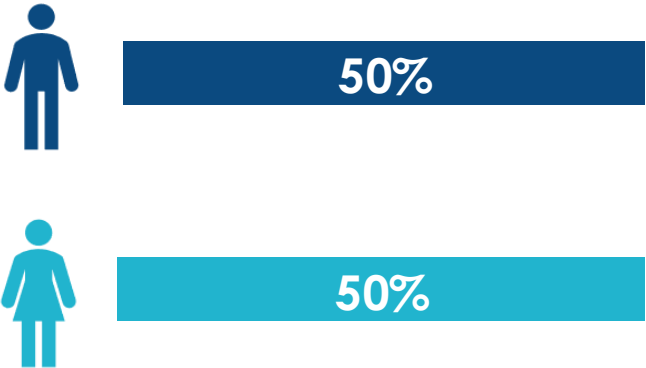


# Employee Race, Gender and Age Profile

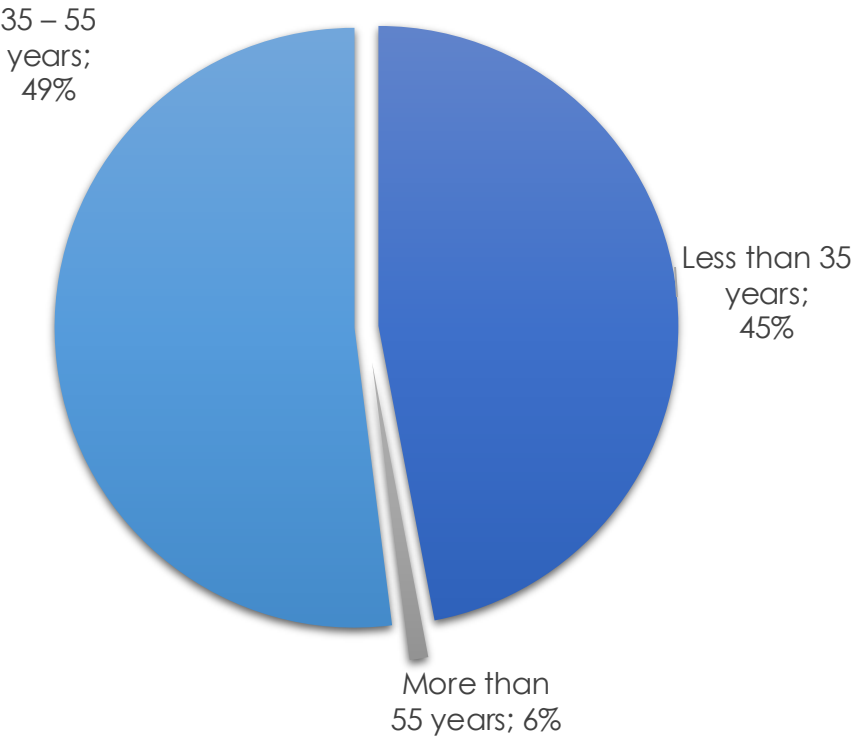
Employee distribution by race



Employee distribution by gender

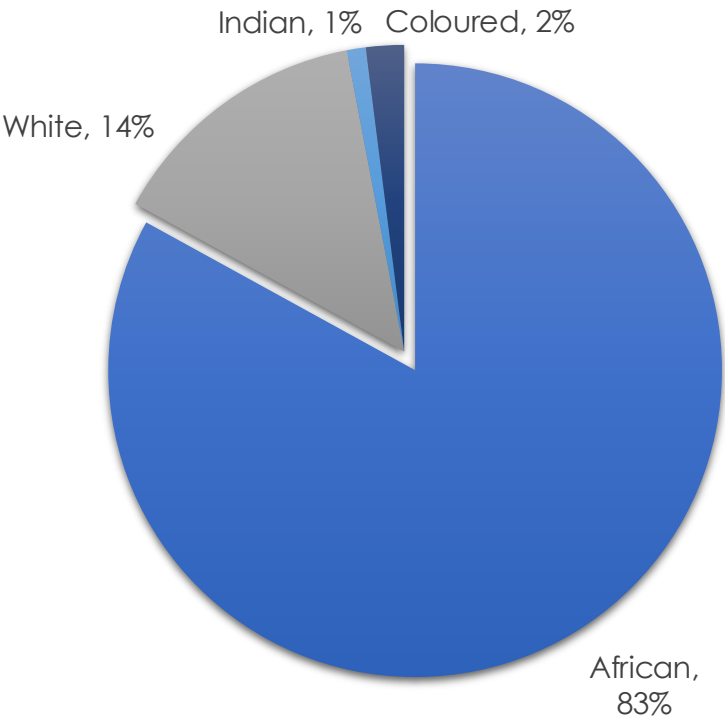


Employee distribution by age group

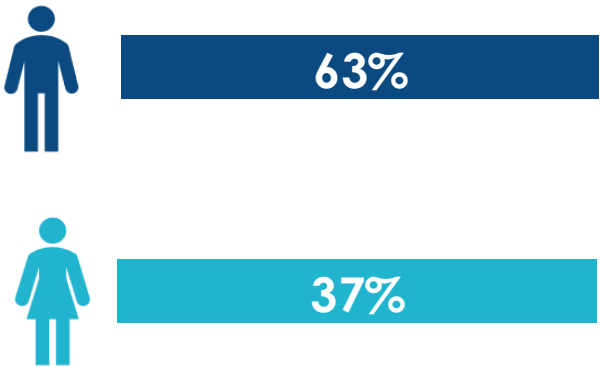


# Limpopo Employee Race, Gender and Age Profile

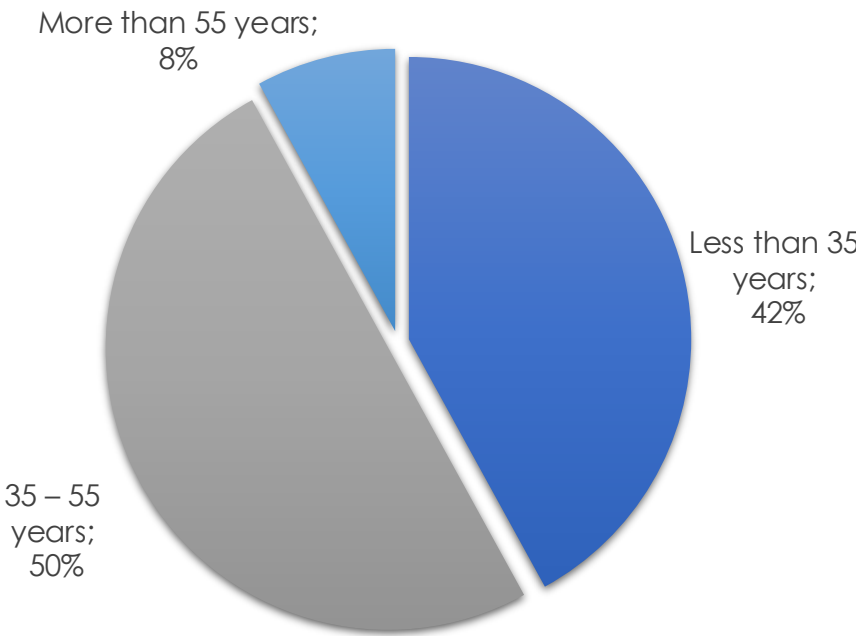
Employee distribution by race



Employee distribution by gender

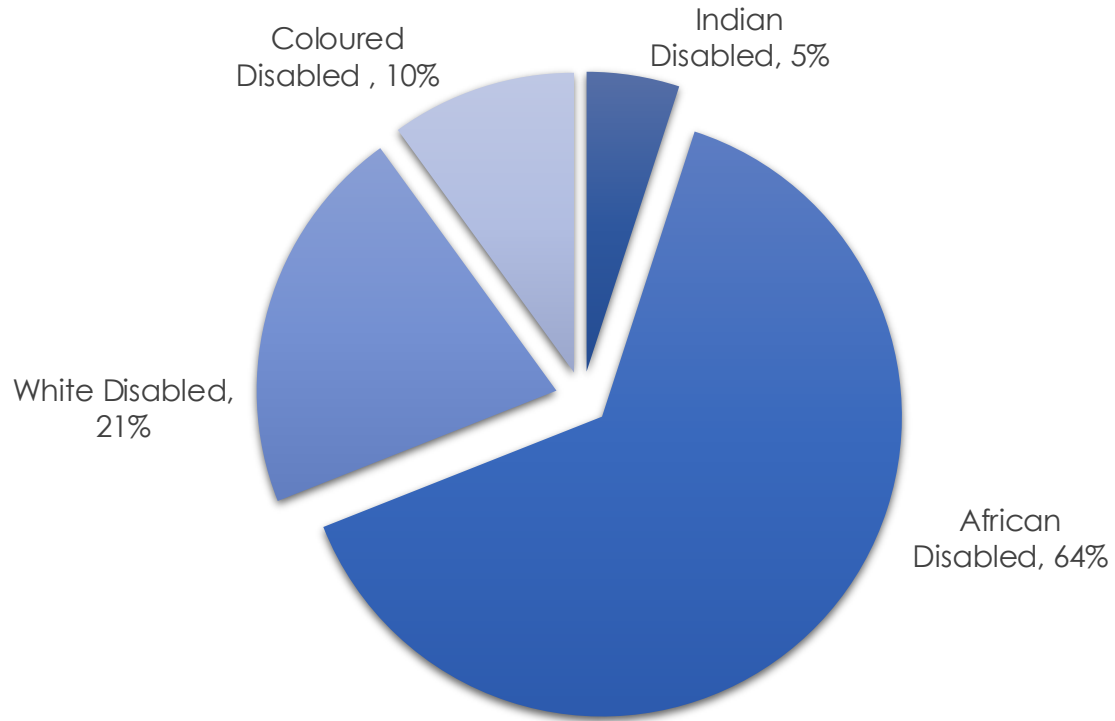


Employee distribution by age group

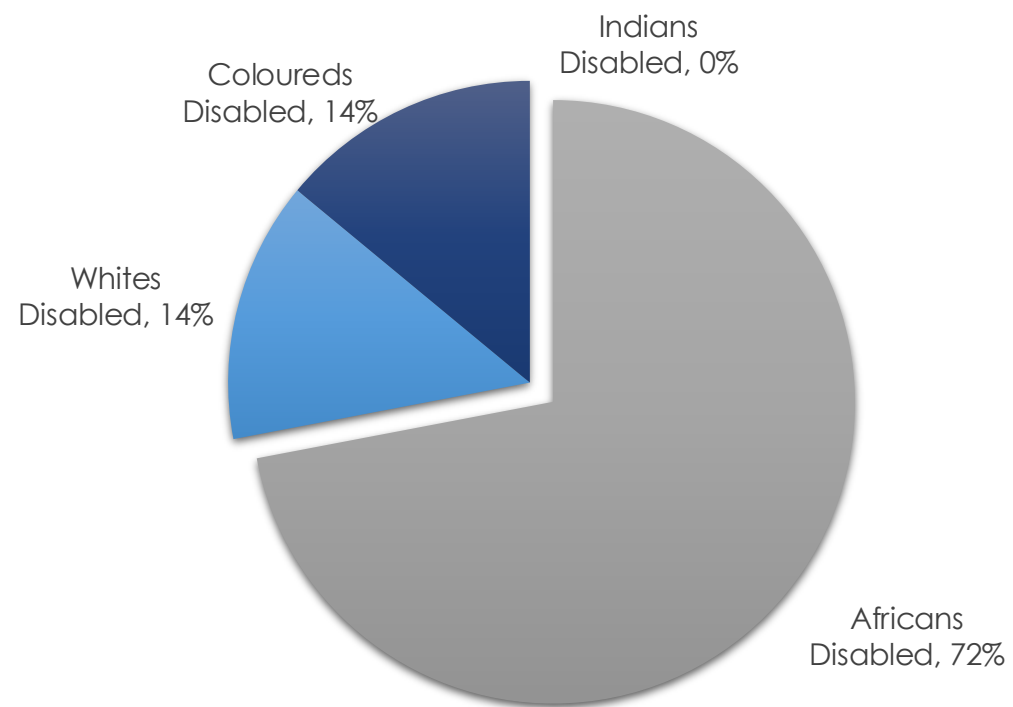


# Employee Disability Profile

Employees with disabilities

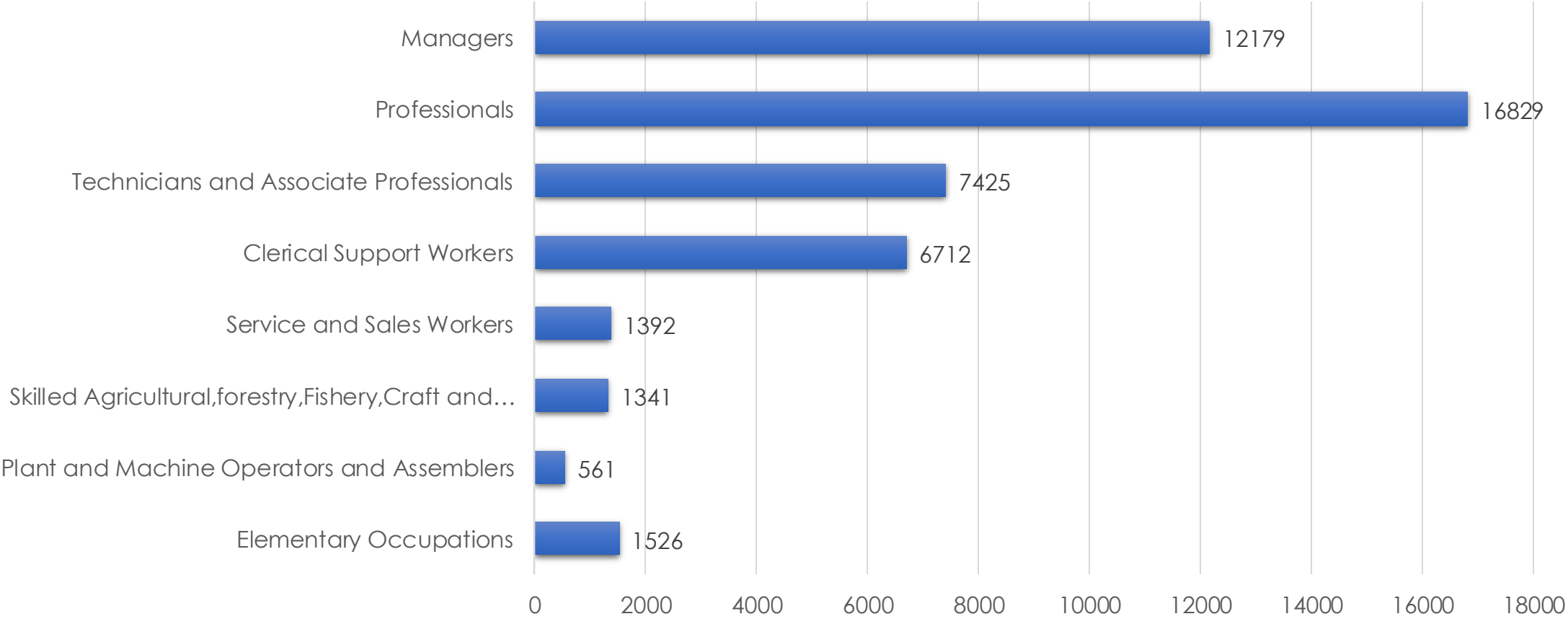


Limpopo Employees with disabilities



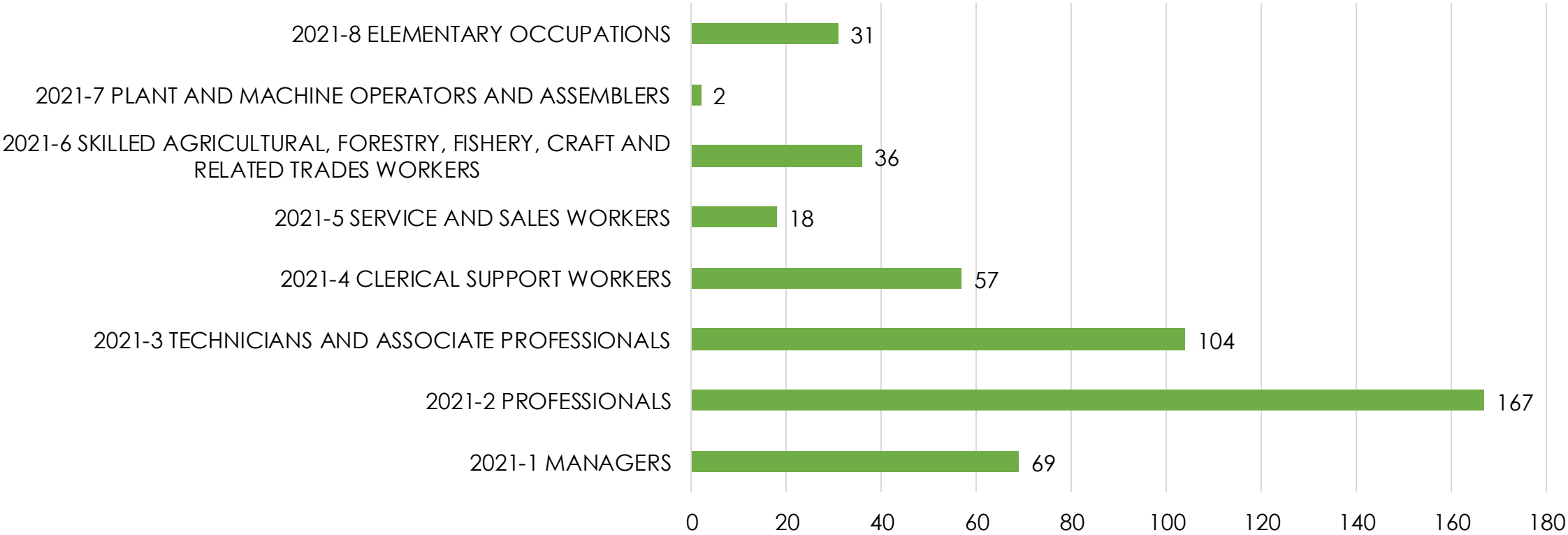
# Occupational Segmentation

Employee distribution by Major OFO Group



# Limpopo Occupational Segmentation

Limpopo Employee distribution by Major OFO Group



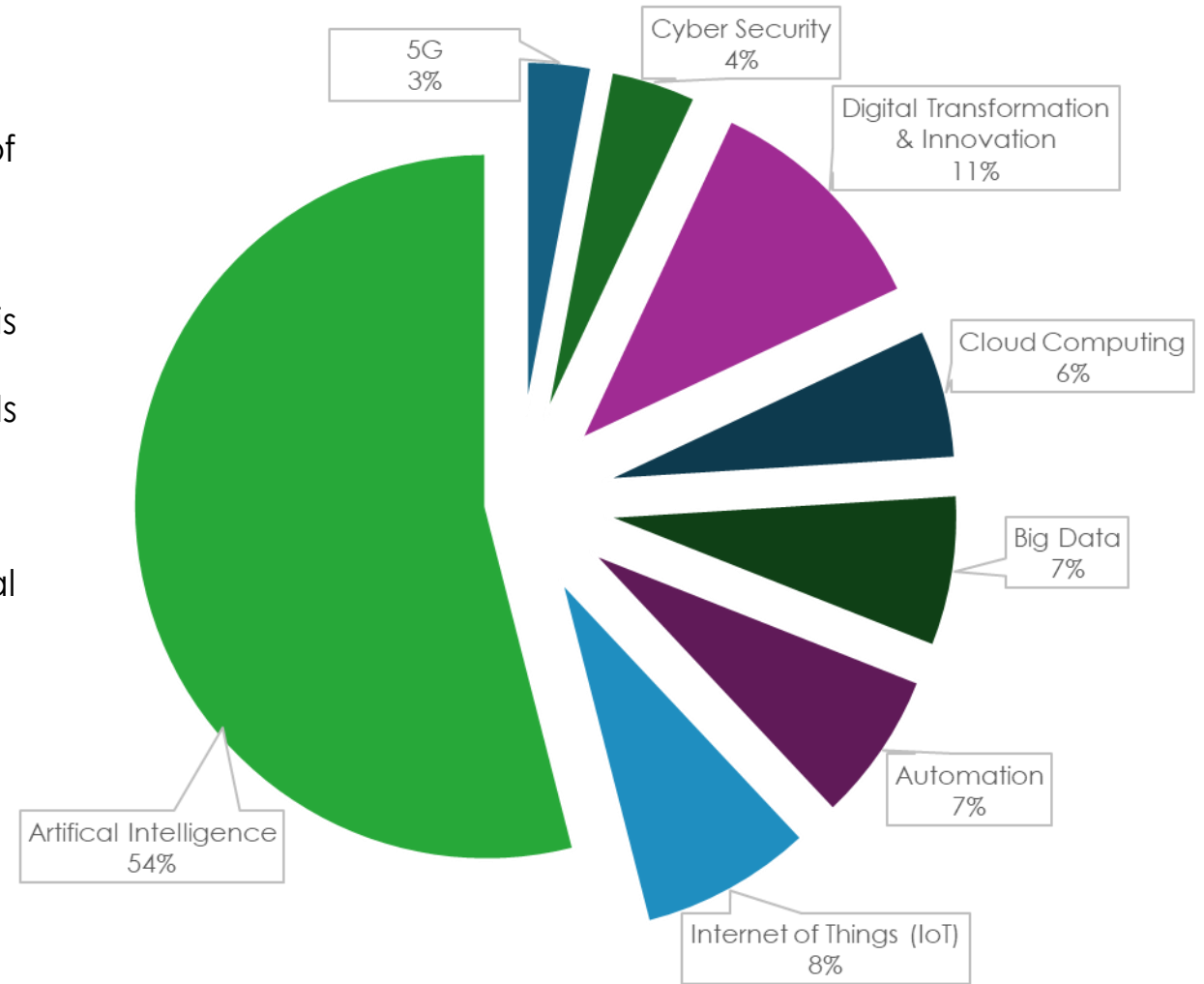
# *Chapter 2: Key Skills Issues*

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# Change Drivers in the Sector

- The diagram is a condensed view of the key drivers of change within the sector.
- Widespread technology adoption across industries is causing a significant shift in the MICT sector skills landscape.
- 4IR is a leading change driver: all other technological change drives manifest from the 4IR.



# *Chapter 3: Skills Demand and Supply*

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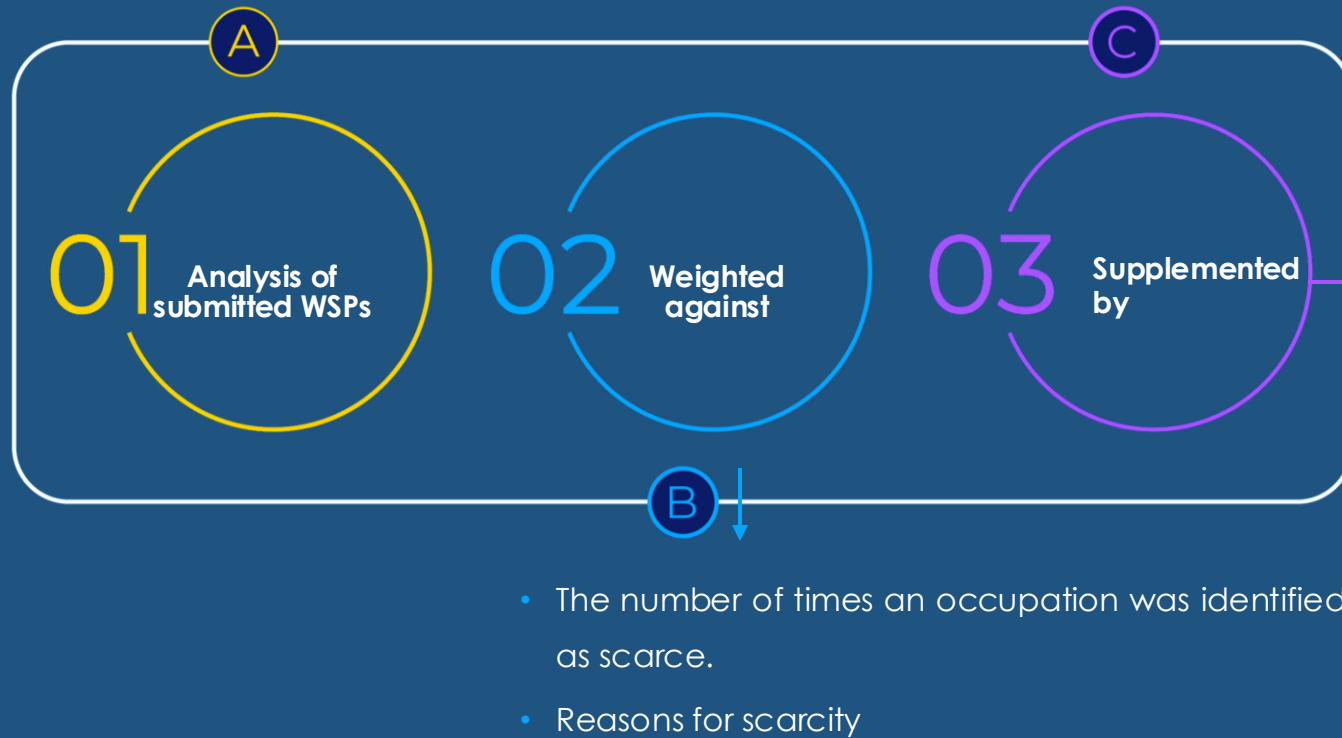
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# Sectoral Occupational Demand Methodology

## Process of identifying skills shortages



- Current and available research
- Employer surveys
- Employer interviews
- Focus Groups sessions
- Developments in the sector, emerging trends as well as future skills needs

# Sectoral Occupational Demands

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## Advertising hard-to-fill vacancies

OFO Code	Occupation	Reason	Quantity Needed in Sub-sector
2021-251301	Multimedia Specialist	Lack of skilled people	47
2021-216603	Multimedia Designer	Lack of skilled people	40
2021-243101	Advertising Specialist	Lack of skilled people	40
2021-216601	Digital Artist	Equity consideration	20
2021-243103	Marketing Practitioner	Replacement demand	20

# Sectoral Occupational Demands

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## Film and Electronic Media hard-to-fill vacancies

OFO Code	Occupation	Reason	Quantity Needed in Sub-sector
2021-265401	Director (Film, Television, Radio, or Stage)	Lack of skilled people	43
2021-352102	Camera Operator (Film, Television or Video)	Equity consideration	36
2021-265412	Media Producer	Lack of skilled people	26
2021-352103	Sound Technician	Lack of skilled people	23
2021-216601	Digital Artist	Lack of skilled people	20
2021-264203	Journalist	Lack of skilled people	20
2021-264202	Editor	Lack of skilled people	20

# Sectoral Occupational Demands

## ICT hard-to-fill vacancies

OFO Code	Occupation	Reason	Quantity Needed in Sub-sector
<b>2021-251201</b>	Software Developer	Lack of skilled people	380
<b>2021-252301</b>	Computer Network and Systems Engineer	Lack of skilled people	285
<b>2021-251101</b>	ICT Systems Analyst	Lack of skilled people	165
<b>2021-351301</b>	Computer Network Technician	Lack of skilled people	148
<b>2021-252901</b>	ICT Security Specialist	Lack of skilled people	130
<b>2021-251203</b>	Developer Programmer	Lack of skilled people	91
<b>2021-251102</b>	Data Scientist	Lack of skilled people	87
<b>2021-352201</b>	Telecommunications Technical Officer or Technologist	Lack of skilled people	63
<b>2021-243403</b>	ICT Sales Representative	Lack of skilled people	28
	Electronics Engineer	Lack of skilled people	25

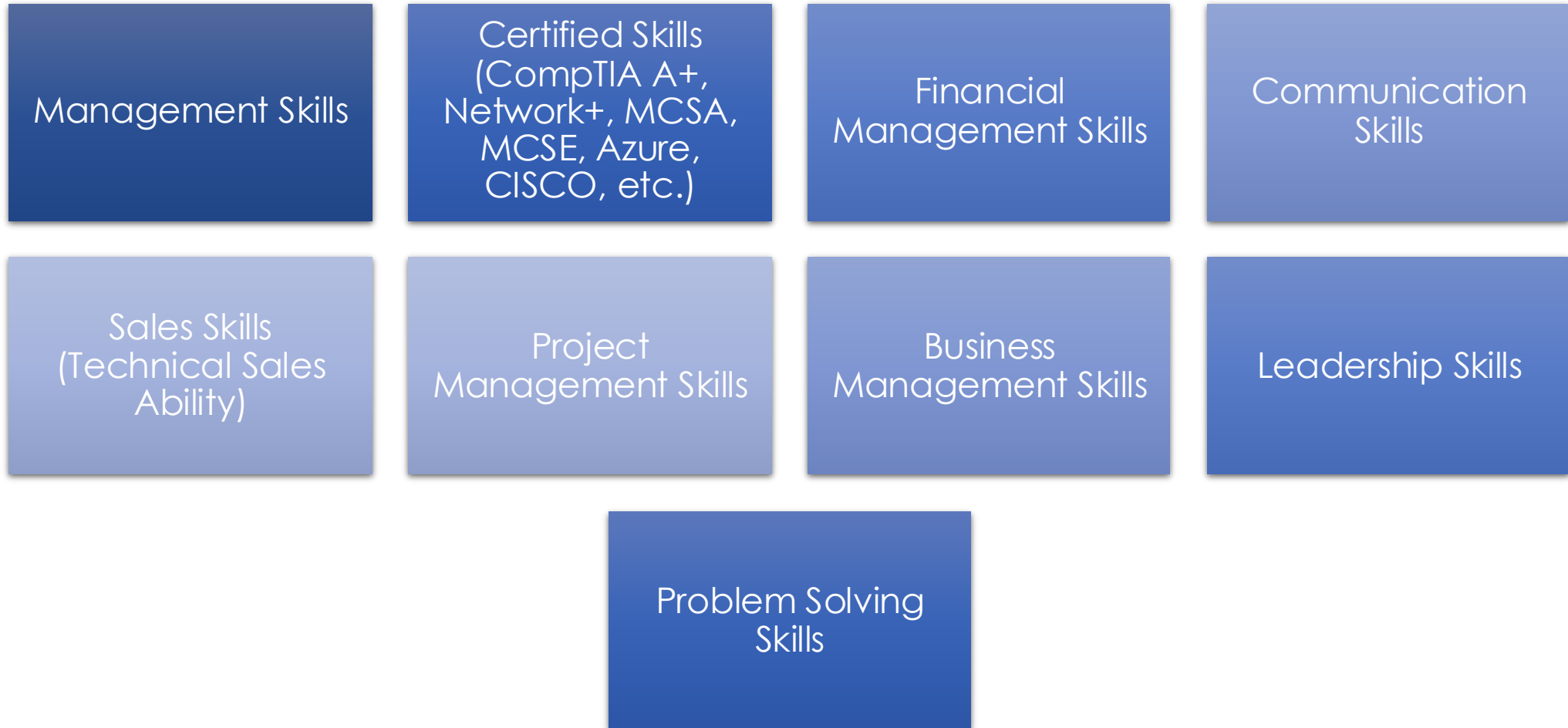
# Sectoral Priority Occupations List

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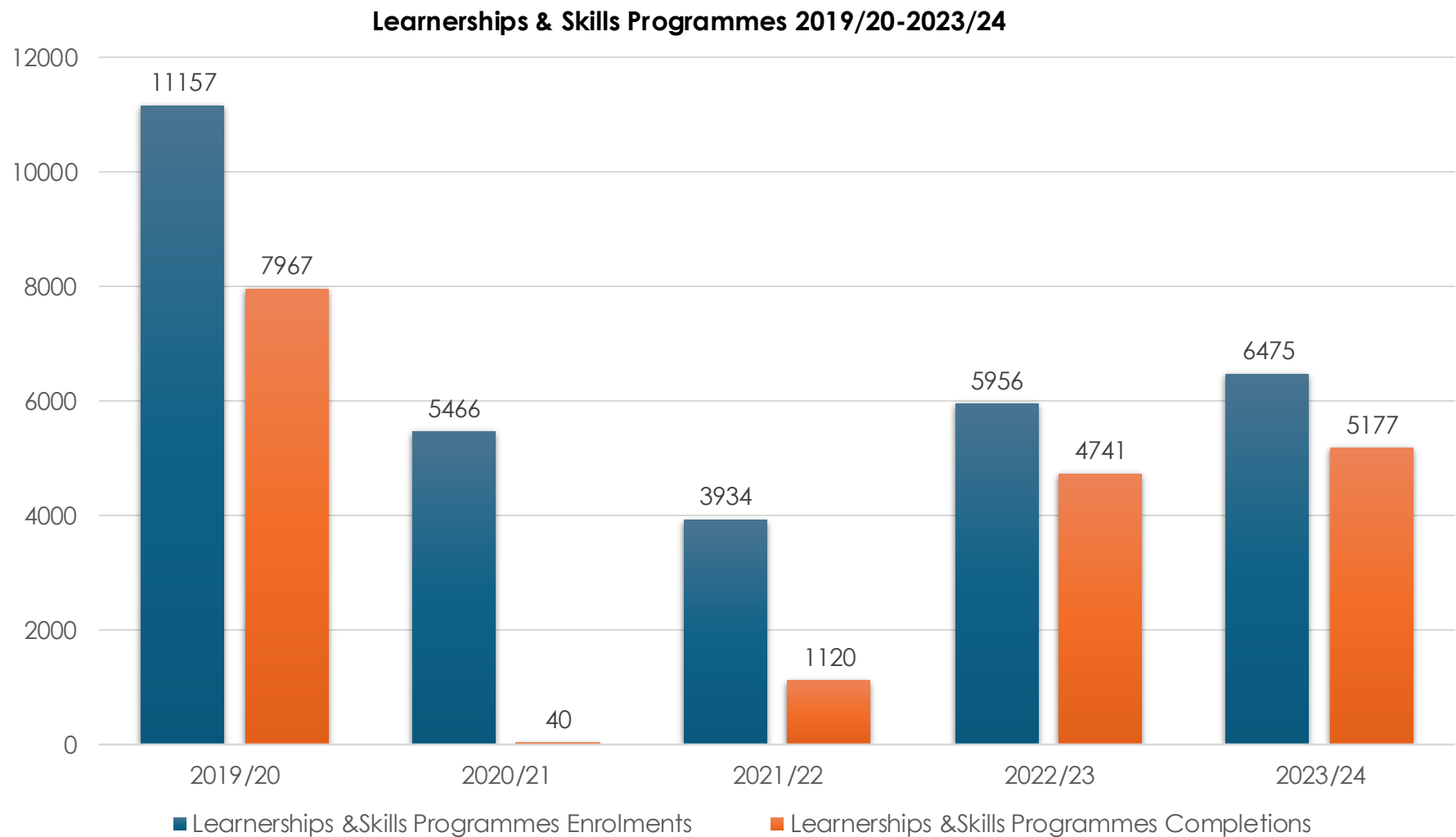
Occupation Code	Occupation	Quantity Needed	Quantity to be supported by the SETA
<b>2021-2511201</b>	Software Developer	380	350
<b>2021-252301</b>	Computer Network and Systems Engineer	285	280
<b>2021-251101</b>	ICT Systems Analyst	165	160
<b>2021-252901</b>	ICT Security Specialist	130	120
<b>2021-251203</b>	Developer Programmer	91	90
<b>2021-2511102</b>	Data Scientist	87	80
<b>2021-352201</b>	Telecommunications Technical Officer or Technologist	63	60
<b>2021-251301</b>	Multimedia Specialist	47	40
<b>2021-243403</b>	ICT Sales Representative	28	25
<b>2021-264202</b>	Editor	20	20

# Skills Gaps

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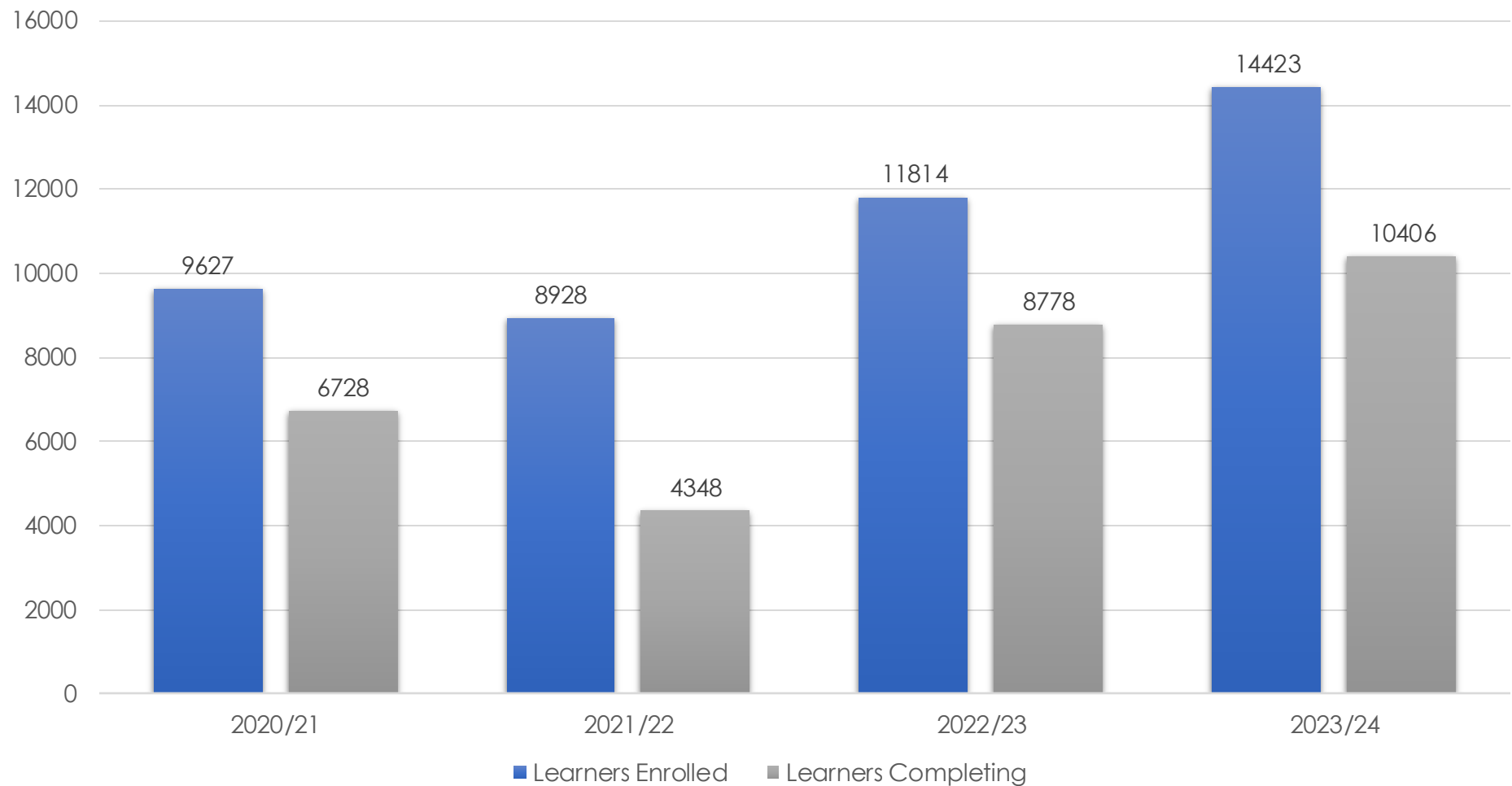


# The Extent of Supply

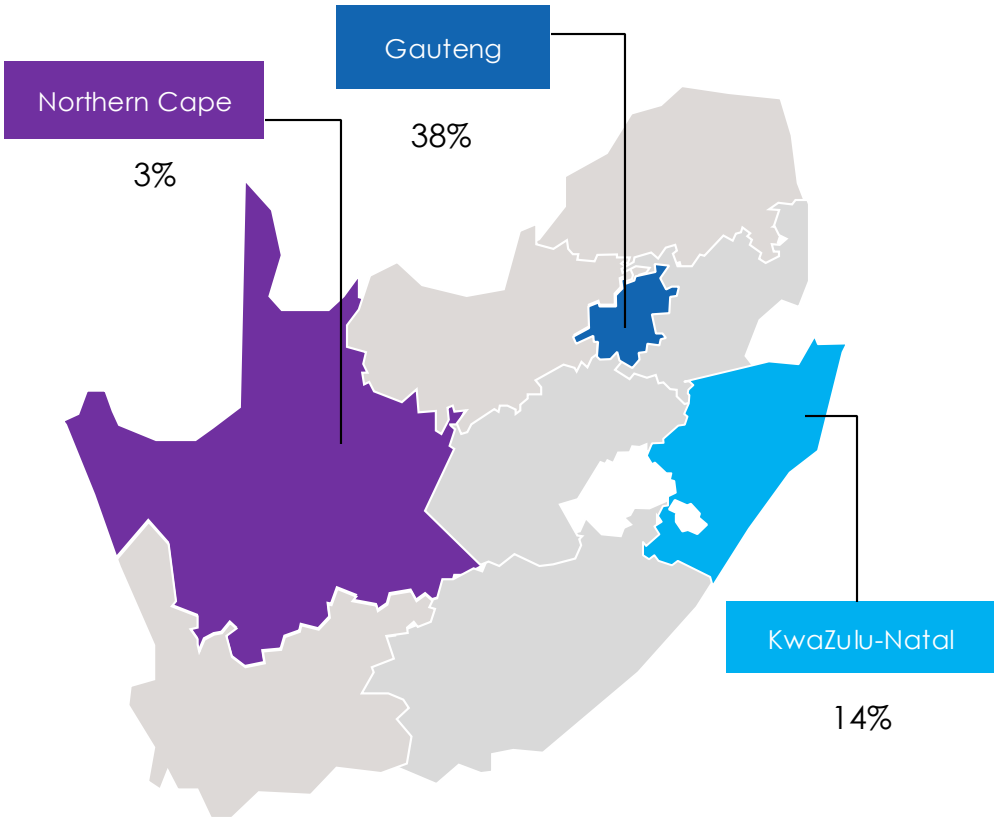
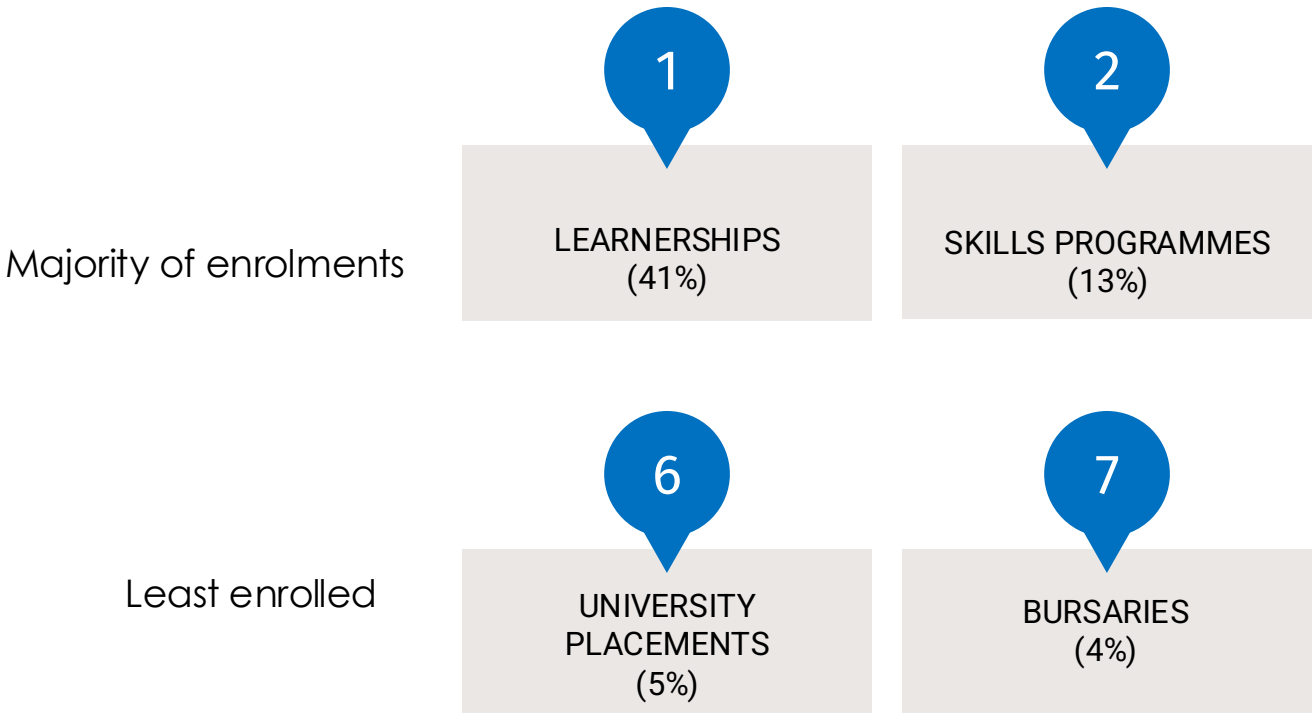


# LEARNER ENROLMENTS AND COMPLETIONS

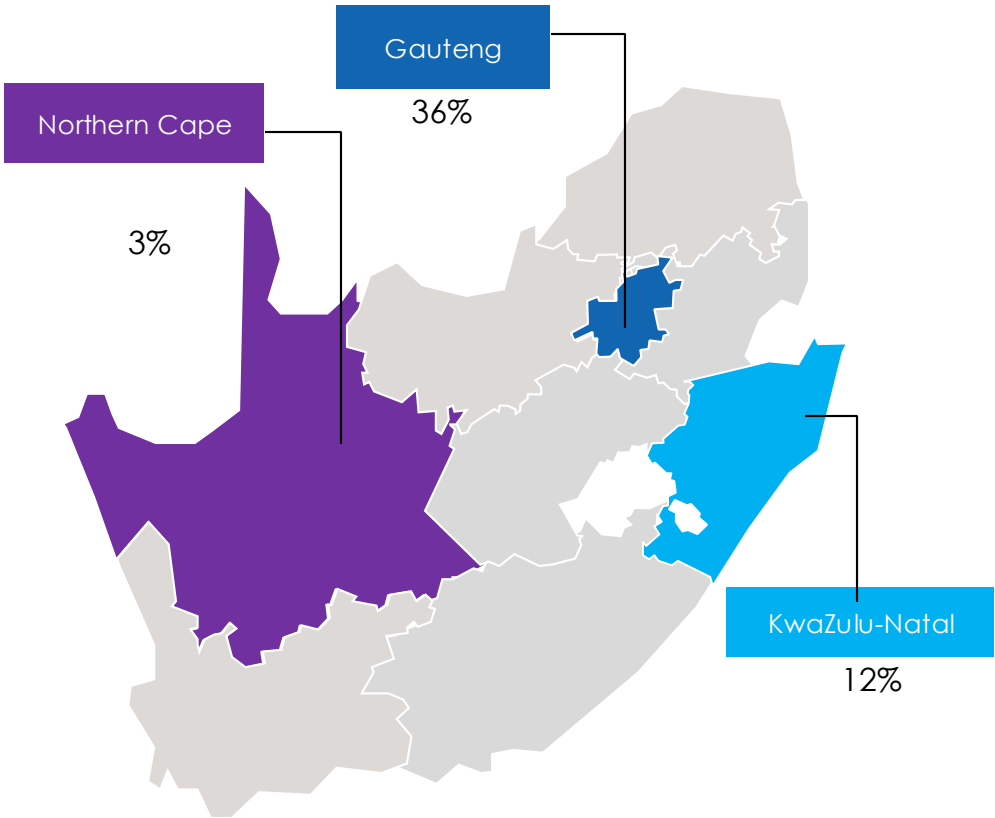
Enrolments versus Completions: Unemployed and Employed



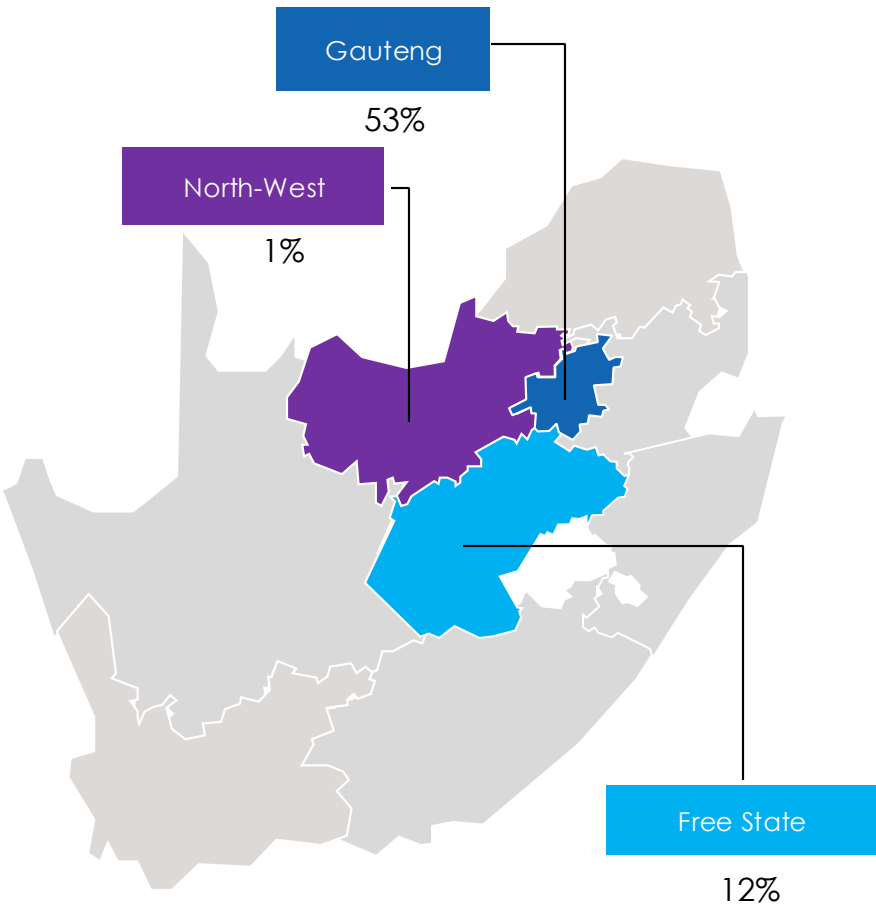
# 2020/21 – 2023/24 Unemployed Learners Enrolled in Learning Programmes



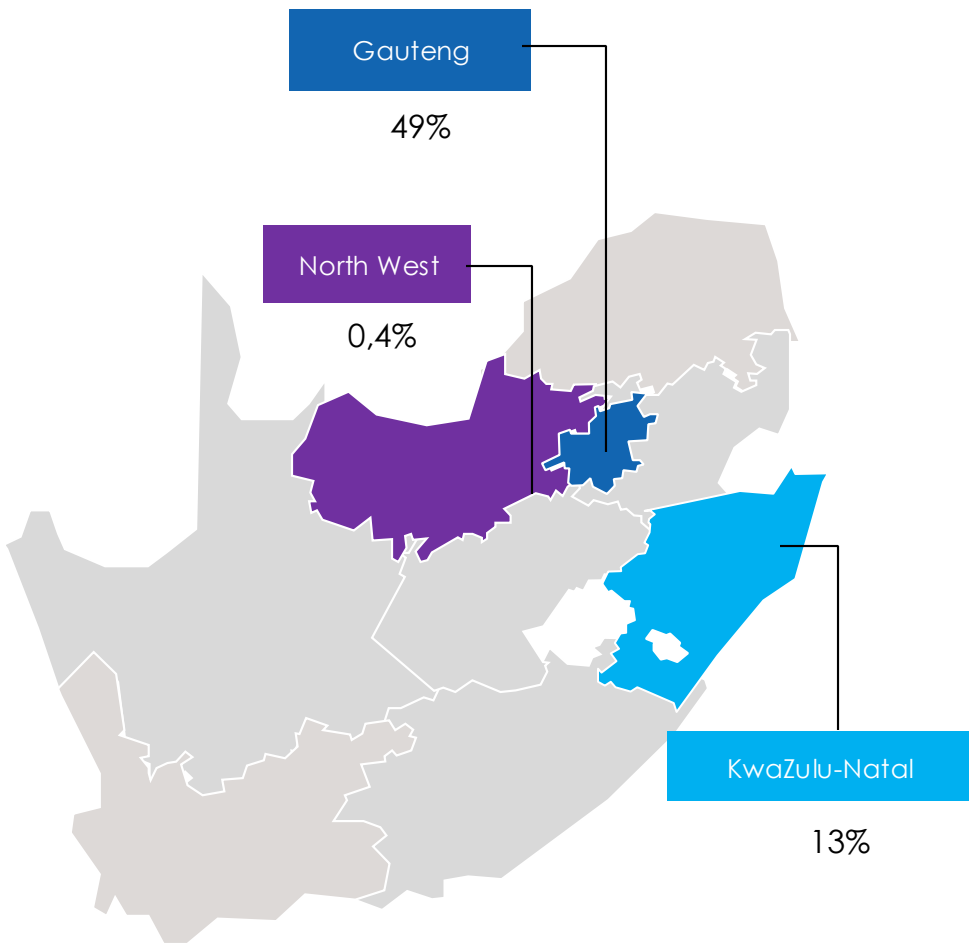
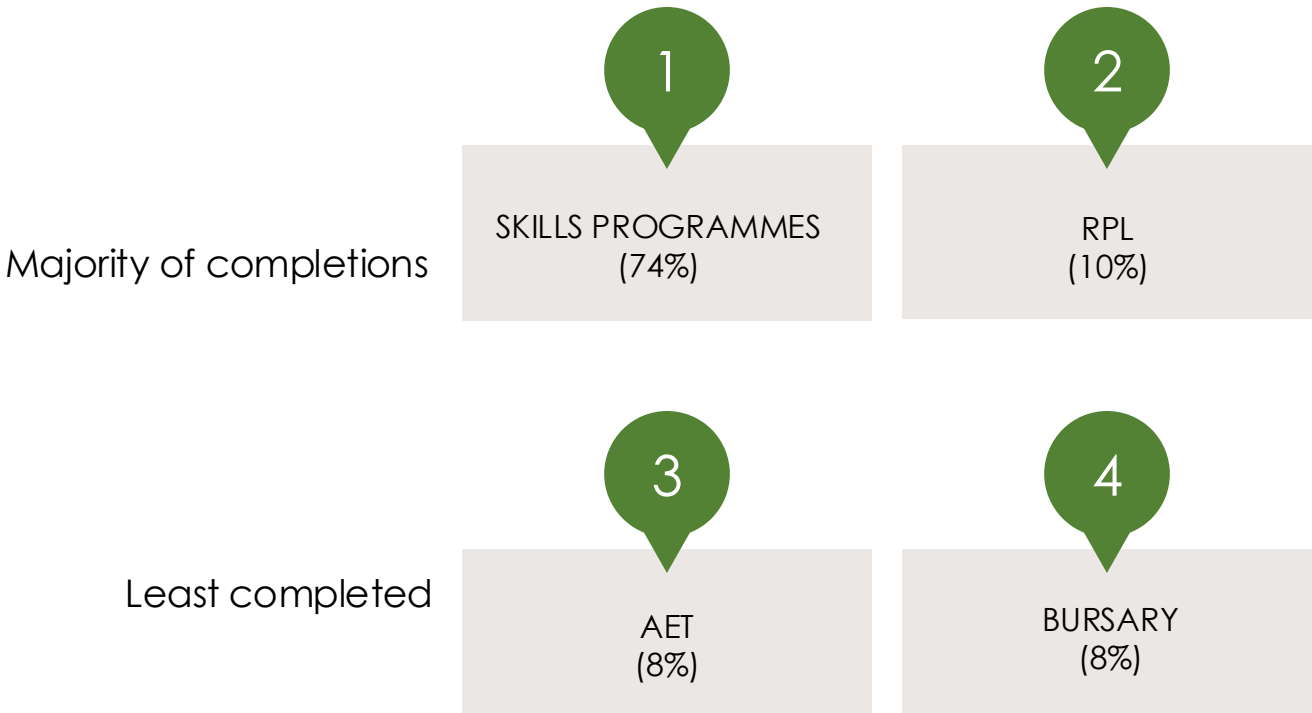
# 2020/21 – 2023/24 Unemployed Learners Completing in Learning Programmes



# 2020/21 – 2023/24 Employed Learners Enrolled in Learning Programmes



# 2020/21 – 2023/24 Employed Learners Completing in Learning Programmes



# *Chapter 4: SETA Partnerships*

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# Types of SETA Partnerships

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## 1. Strategic and Special Project Partnerships

- Partnerships with industry vendors.

## 2. Education and Training Delivery Partnerships

- Partnerships with TVET colleges and universities.

## 3. Industry and Professional Bodies Partnerships

- Partnerships with employers and professional bodies.

The SETAs partnership approach takes account of the SETA High Impact Programmes. These include:

- a) Rural Development for Community Impact
- b) Infrastructure development and public sector institutional delivery capacitation
- c) Significant reduction of unemployed people including graduates
- d) Sustainable entrepreneurial, SMME and cooperatives development
- e) Holistic digitisation and advancement of technological infrastructure, research and development
- f) Effective and efficient shared services on ICT for SETA-wide LMS

# Strategic and Special Projects Partnerships

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Industry Vendor	Term and Duration
GIRLHYPE	Apr 2024 - Mar 2027
QCTO	Apr 2024– Mar 2024

# Industry and Professional Bodies Partnerships

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SMMEs	Term and Duration
DKSS Trading	Jan 2024 - Mar 2025
ELIDZ	Feb 2024 - Mar 2025
Maredi Technologies	Jan 2024 - 31 Mar 2025
Mecer	Feb 2024 - Mar- 2025
Mirae Robotics	Feb 2024 - Mar 2025
MmaTau INC	2Feb 2024 - Mar 2025
JP4IR	Feb 2024 - Mar 2025
SAIGA	Feb 2024 - Mar 2025

# Education and Training Delivery Partnerships

Name of TVET	Term and Duration
INGWE TVET COLLEGE	May 2023 – Jul 2024
SOUTH CAPE TVET COLLEGE	Apr 2023 – Jun 2024
SOUTHWEST GAUTENG TVET COLLEGE	Dec 2023 – Dec 2024
COLLEGE OF CAPE TOWN	Sep 2023 – Nov 2024
KING SABATA DALINDYEBO TVET COLLEGE	Jul 2023- Sep 2024
NKANGALA TVET COLLEGE	Sep 2023- Nov 2024
KING HINTSA TVET COLLEGE	Oct 2023 – Jan 2025
GERT SIBANDE TVET COLLEGE	Sep 2023 - Aug 2024
KING SABATA DALINDYEBO TVET COLLEGE	Dec 2023 - Dec 2024
MTHASHANA TVET COLLEGE	Dec 2023 - Dec 2024
NORTHERN CAPE URBAN TVET COLLEGE	Sept 2023 - Dec 2024
UMGUNGUNDLOVU TVET COLLEGE	Dec 2023 - Dec 2024
LETABA TVET COLLEGE	Aug 2023 – Aug 2024
GOLDFIELDS TVET COLLEGE	Feb 2023 - Feb 2025
VHEMBE TVET COLLEGE	Mar 2024 -March 2025
LEPHALALE TVET COLLEGE	Sep 2023 - Aug 2024
MAJUBA TVET COLLEGE	Dec 2023 - Dec 2024
SEDIBENG TVET COLLEGE	Feb 2024 - Feb 2025
NORTHERN CAPE RURAL TVET COLLEGE	Feb 2024 -Jan 2025
MALUTI TVET COLLEGE	Feb 2024 - Feb 2025
FLAVIUS TVET COLLEGE	Feb 2024 - Feb 2025

Name of University	Term and Duration
ESRI SOUTH AFRICA (PTY) LTD	Apr 2023 - Jul 2024
NORTHWEST UNIVERSITY	Apr 2023 -Jul 2024
RHODES UNIVERSITY	Jul 2023 - Sep 2024
TSHWANE UNIVERSITY OF TECHNOLOGY	Jun 2023 - Sep 2024
VAAI UNIVERSITY OF TECHNOLOGY	Aug 2023 - Oct 2024



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# Proposed Partnership

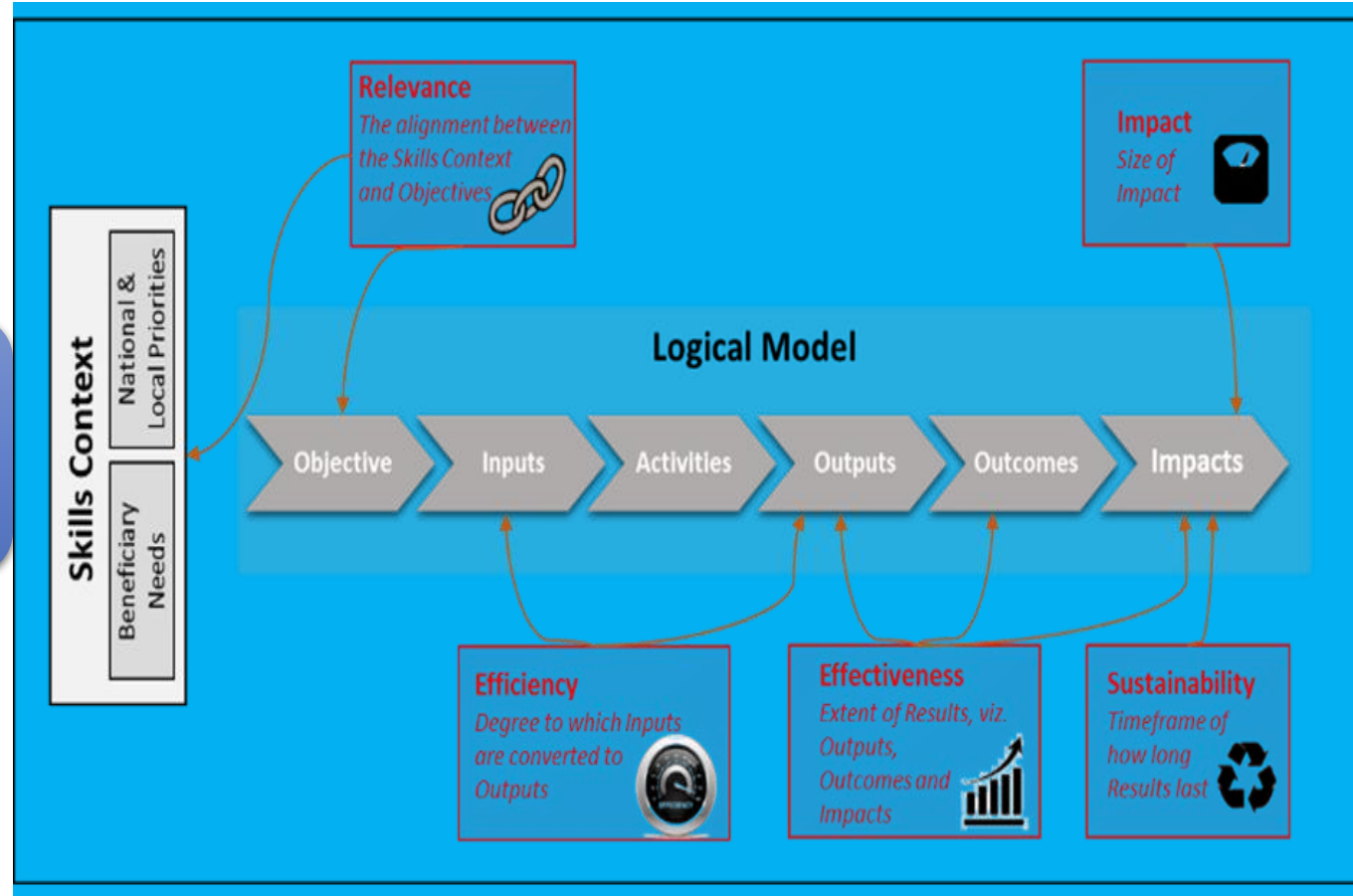
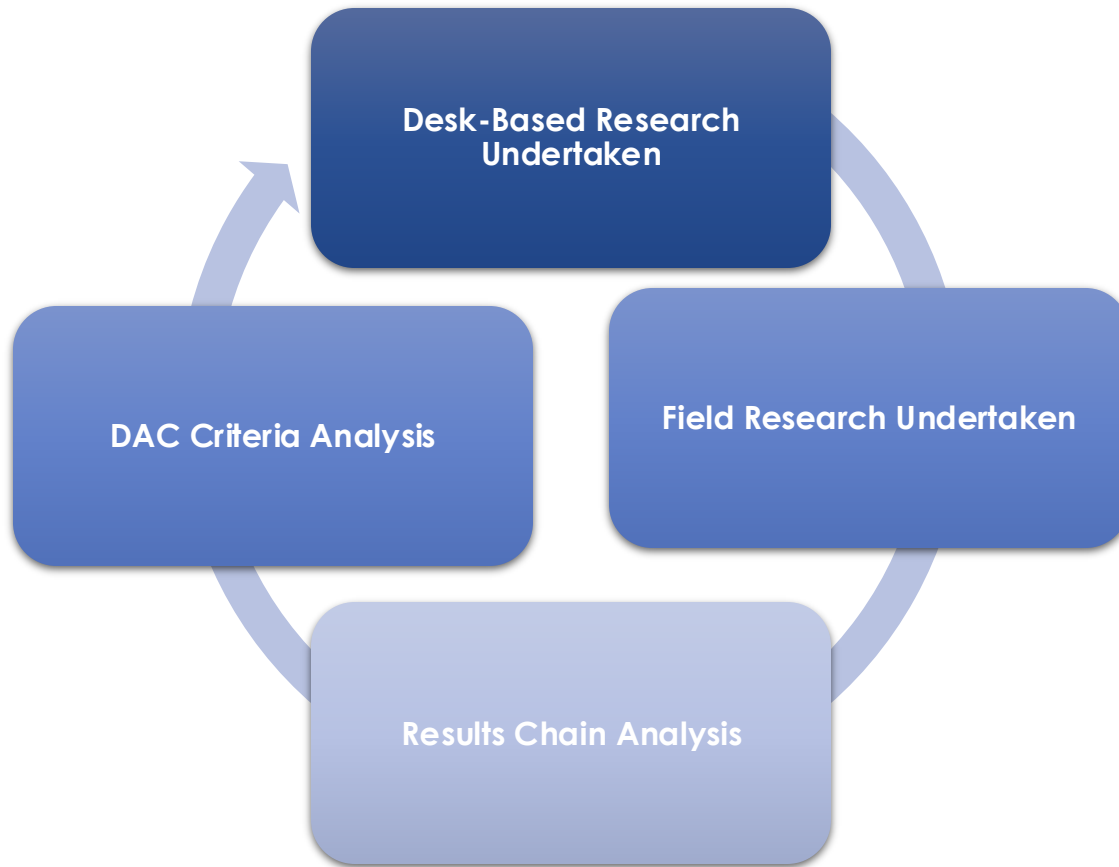
Industry Partner	Rationale and Objectives of Partnership	Intended Strategic Focus
<b>Mara Phones South Africa</b>	<p>The reason for the partnership is to expand the availability of appropriately skilled individuals in the MICT sector.</p> <p>The partnership will enable students to gain valuable workplace experience in the MICT sector.</p>	<p>The partnership will foster sectoral collaboration and initiatives intended to reduce unemployment in South Africa as set out in the National Development Plan (NDP) and the Economic Reconstruction and Recovery Plan (ERRP). In addition, this will form a strategic partnership as Mara phone is only phone manufacturing in South Africa.</p>
<b>All MICT Sub-sectors employers</b>	<p>The reason for this partnership will be to exploit existing vendor-based training programmes that are being implemented by employers within the MICT sector.</p>	<p>Vendor programmes that are provided by employers are often very attractive for the sector and contributing to significant employment opportunities especially for youth. Funding these programmes will significantly contribute to aspirations of the ERRP and other government priorities.</p>

# Chapter 5: Monitoring And Evaluation

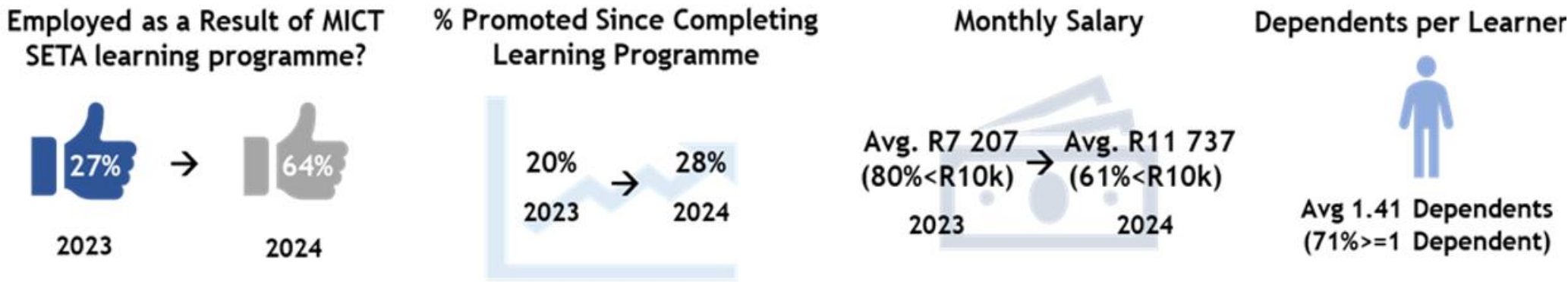
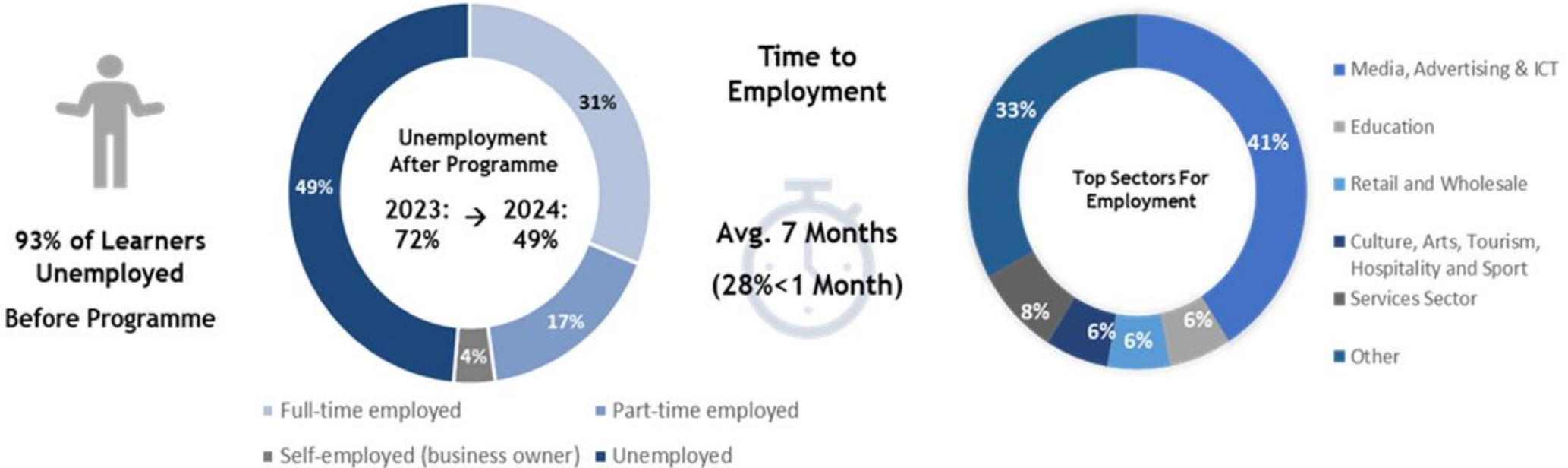


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# Evaluation Research Methodology

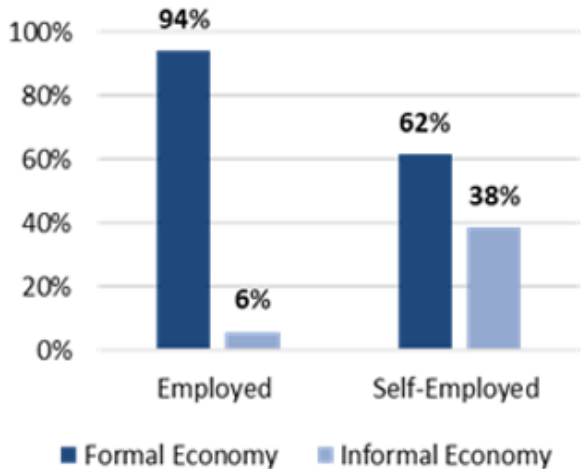


# 2023/24 WBL Tracer Study Findings

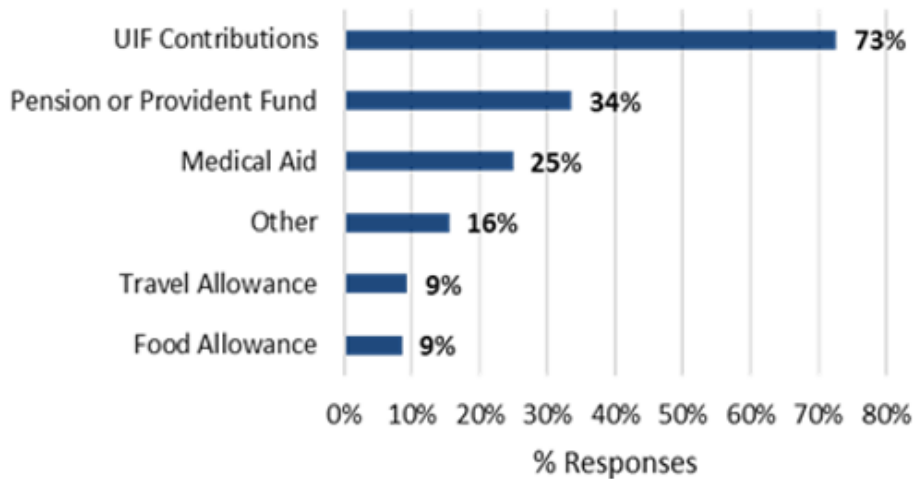


# 2023/24 WBL Tracer Study Findings

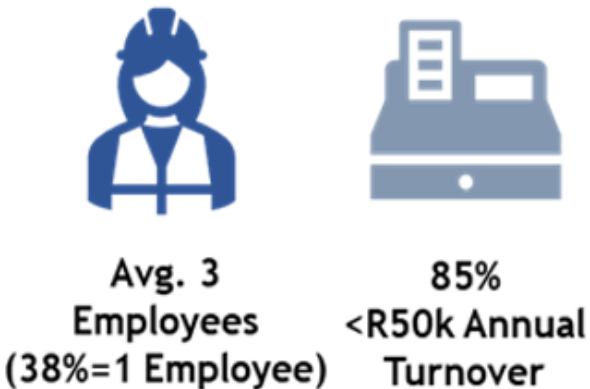
Where Learners Are Employed or Operate Businesses



Company Benefits Received



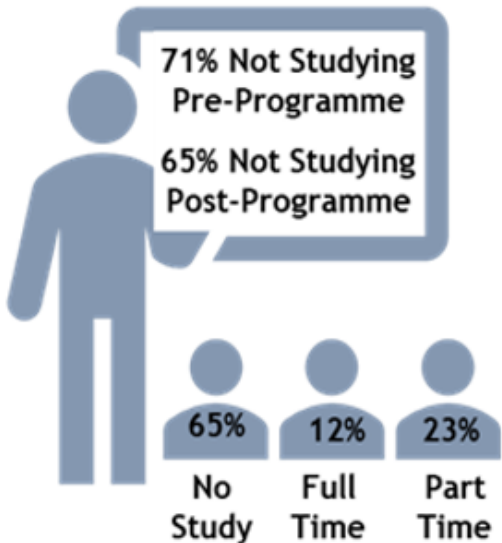
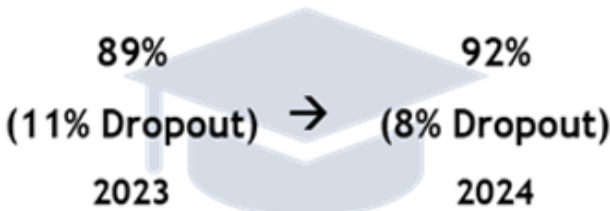
Businesses Started by Learners



Qualifications Match to Occupations



Completion Rate

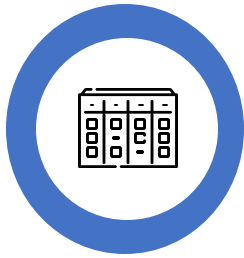


# *Chapter 6: Strategic Skills Priority Actions*

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# MTDP 2024/2029 Priorities and MICT SETA Strategic Skills Priority Actions



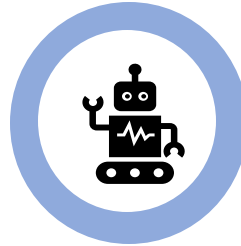
Outcome 1

Good Corporate governance and a productive workforce



Outcome 2

Credible labour market information that accurately identifies occupations in high demand



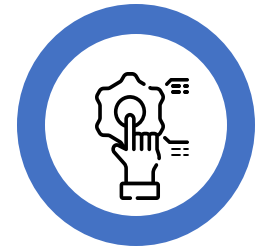
Outcome 3

Enablement of the Fourth Industrial Revolution (4IR)



Outcome 4

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



Outcome 5

Support initiatives that prioritise the provision of agile flexible and demand-led skills development programmes



Outcome 6

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



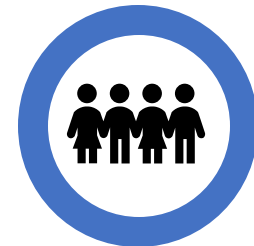
Outcome 7

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



Outcome 8

Support for SMMEs, entrepreneurship and community-based organisations



Outcome 9

Support career development services within the MICT sector

# MTDP Mapped to MICT SETA Outcomes

## MTDP PRIORITIES

Inclusive  
Growth &  
Job  
Creation

**Outcome 2:** Credible labour market information that accurately identifies occupations in high demand

**Outcome 3:** Enablement of the 4IR

**Outcome 6:** Increased and focused skills development for rural and marginalised communities to ensure inclusivity through technology skills development

**Outcome 8:** Support for SMMEs, Entrepreneurship and CBOs particularly in relation to 4IR cross-sectoral partnerships and projects for sustainable growth

Reduce  
Poverty and  
Tackle the  
High Cost of  
Living

**Outcome 4:** Increased access to, and delivery on occupationally directed priority programmes that link education and the workplace

**Outcome 5:** Support initiatives that prioritise the provision of agile, flexible and demand-led skills development programmes, with retraining/ upskilling being a priority

**Outcome 9:** Supported career development services within the MICT sector

Build A  
Capable,  
Ethical &  
Developmental  
State

**Outcome 1:** Good corporate governance and a productive workforce

**Outcome 7:** Support growth of the public college system through sectoral partnerships in the delivery of learning interventions



MICTSETA

# *Thank you*

THE END



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# Q & A



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Sector Education And Training Authority

# LEARNING PROGRAMMES

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*Presentation by: Mr Ernest Nemugavhini*



**MICTSETA**

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Sector Education And Training Authority

SHAPING SKILLS, PIONEERING INDUSTRIES, EMPOWERING FUTURES



# 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  
92,4% 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

# 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

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- **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

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## **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



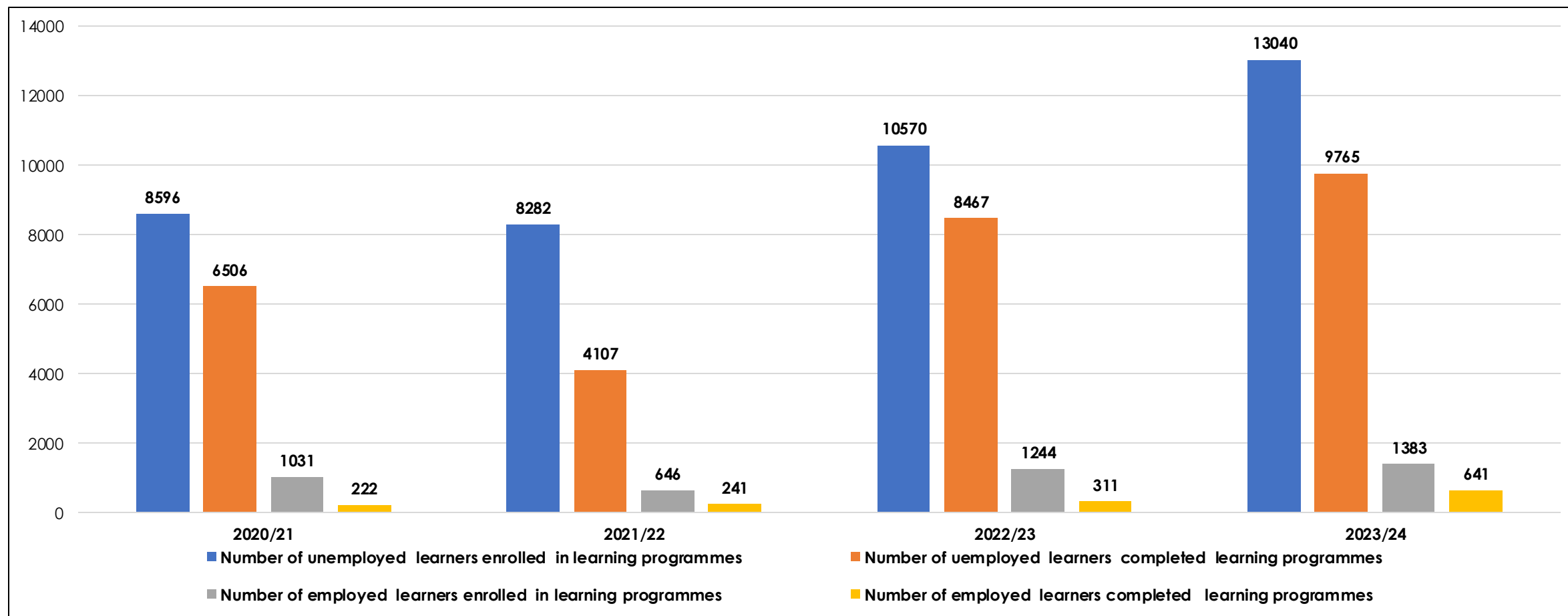
# LEARNING PROGRAMMES

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



# NUMBER OF LEARNERS ENROLLED IN LEARNING PROGRAMMES (2020/21 TO 2023/24 )



## 2025/2026 PREDETERMINED OBJECTIVES

---

OUTPUT INDICATOR	Annual Target 2025/26
Number of TVET students requiring Work Integrated Learning to complete qualifications placed in workplaces	2000 R70 000 per learner (Budget is R140 000 000)
Number of TVET students completed their work integrated learning placements	1200

## 2025/2026 PREDETERMINED OBJECTIVES

---

OUTPUT INDICATOR	Annual Target 2025/26
Number of universities students requiring work integrated learning to complete their qualifications placed in workplaces	900 R70 000 per learner (Budget is R63 000 000)
Number of university students completed their Work Integrated Learning placements	540
Number of unemployed learners enrolled in internship programmes	2500 R73 600 per learner (Budget is R184 000 000)
Number of unemployed learners completed internships	1500

## 2025/2026 PREDETERMINED OBJECTIVES

---

OUTPUT INDICATOR	Annual Target 2025/26
Number of unemployed learners enrolled in skills programmes	1200 R40 400 per learner (Budget is R42 000 000)
Number of unemployed learners completed skills programmes	720
Number of unemployed learners enrolled in learnership programmes	4900 R65 000 per learner (Budget is R318 500 000)
Number of unemployed learners completed learnership programmes	2940

## 2025/2026 PREDETERMINED OBJECTIVES

---

OUTPUT INDICATOR	Annual Target 2025/26
Number of unemployed learners enrolled for Candidacy programmes	99 R70 000 per learner (Budget is R6 930 000 )
Number of unemployed learners completed candidacy programmes	60
Number of unemployed learners enrolled for short programmes	1300 R50 400 per learner (Budget is R65 520 000)
Number of unemployed learners completed short programmes	780

## 2025/2026 PREDETERMINED OBJECTIVES

---

OUTPUT INDICATOR	Annual Target 2025/26
Number of unemployed learners granted Bursaries (new enrolments)	450 R90 000 (ceiling) per student (Budget is R40 500 000)
Number of unemployed learners granted Bursaries (continuing)	231 R90 000 (ceiling) per student (Budget is R20 790 000)
Number of unemployed learners granted bursaries who completed their studies	270

## 2025/2026 PREDETERMINED OBJECTIVES

---

OUTPUT INDICATOR	Annual Target 2025/26
Number of CET learners Accessing AET programmes	77
Number of CET learners completing AET programmes	40

# 2025/2026 PREDETERMINED OBJECTIVES

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OUTPUT INDICATOR	Annual Target 2025/26
Number of workers granted bursaries (new entries)	85 R90 000 (ceiling) per student (Budget is R7 650 000)
Number of workers granted Bursaries (continuing)	36 R90 000 (ceiling) per student (Budget is R3 240 000)
Number of workers granted Bursaries completed their studies	51
Number of workers enrolled in skills programmes	218 R35 000 per learner (Budget is R7 630 000)

## 2025/2026 PREDETERMINED OBJECTIVES

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OUTPUT INDICATOR	Annual Target 2025/26
Number of workers completed skills programmes	131
Number of workers enrolled for AET programmes	79
Number of workers completed AET programmes	47
Number of learners enrolled RPL/ARPL	121
Number of learners completed RPL/ARPL	73

## 2025/2026 PREDETERMINED OBJECTIVES

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OUTPUT INDICATOR	Annual Target 2025/26
Number of Rural Development Projects initiated	60
Number of small businesses funded for skills that enhance growth and development	250
Number of learners trained to form Co-Operatives	200
Number of Co-operatives funded for skills that enhance enterprise growth and development	10

## 2025/2026 PREDETERMINED OBJECTIVES

---

OUTPUT INDICATOR	Annual Target 2025/26
Number of learners enrolled in entrepreneurship skills development programmes	200
Number of learners completed entrepreneurship skills development programmes	75
Number of NGOs/NPOs/CBOs funded to implement skills development learning programmes	50

## 2025/2026 PREDETERMINED OBJECTIVES

---

OUTPUT INDICATOR	Annual Target 2025/26
Number of NGOs/NPOs/CBOs learners enrolled in skills development interventions	150
Number of NGOs/NPOs/CBOs learners completed skills development interventions	75
Number of federations/trade unions funded to implement skills development programmes	5

## 2025/2026 PREDETERMINED OBJECTIVES

---

OUTPUT INDICATOR	Annual Target 2025/26
Number of Federation/Trade Union members enrolled in skills development interventions	250
Number of Federation/Trade Union members completed skills development interventions	75
Number of Centres of Specialisation funded	15
Number of TVET Lecturers enrolled and registered in skills development programmes (Skills Programmes or Short Programmes)	100

## 2025/2026 PREDETERMINED OBJECTIVES

---

OUTPUT INDICATOR	Annual Target 2025/26
Number of TVET Lecturers completed Skills development Programmes (Skills Programmes/Short Programmes)	30
Number of TVET college Lecturers enrolled for bursary programme (New Enrolment)	100
Number of TVET college Lecturers enrolled for bursary programme (Continuing)	20
Number of TVET college Lecturers completed their studies	20

## 2025/2026 PREDETERMINED OBJECTIVES

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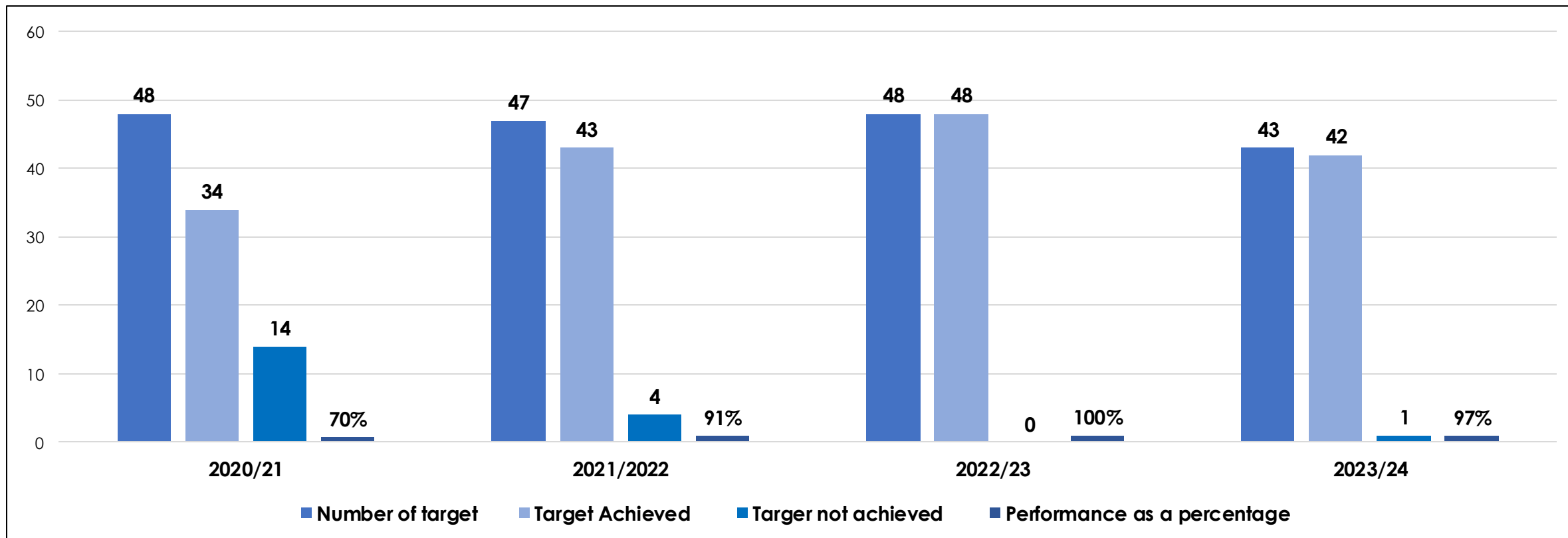
OUTPUT INDICATOR	Annual Target 2025/26
Number of CET college Lecturers enrolled in skills development programmes	100
Number of CET college Lecturers completed skills development programmes	30
Number of TVET partnerships established	14
Number of CET partnerships established	9

# 2025/2026 PREDETERMINED OBJECTIVES

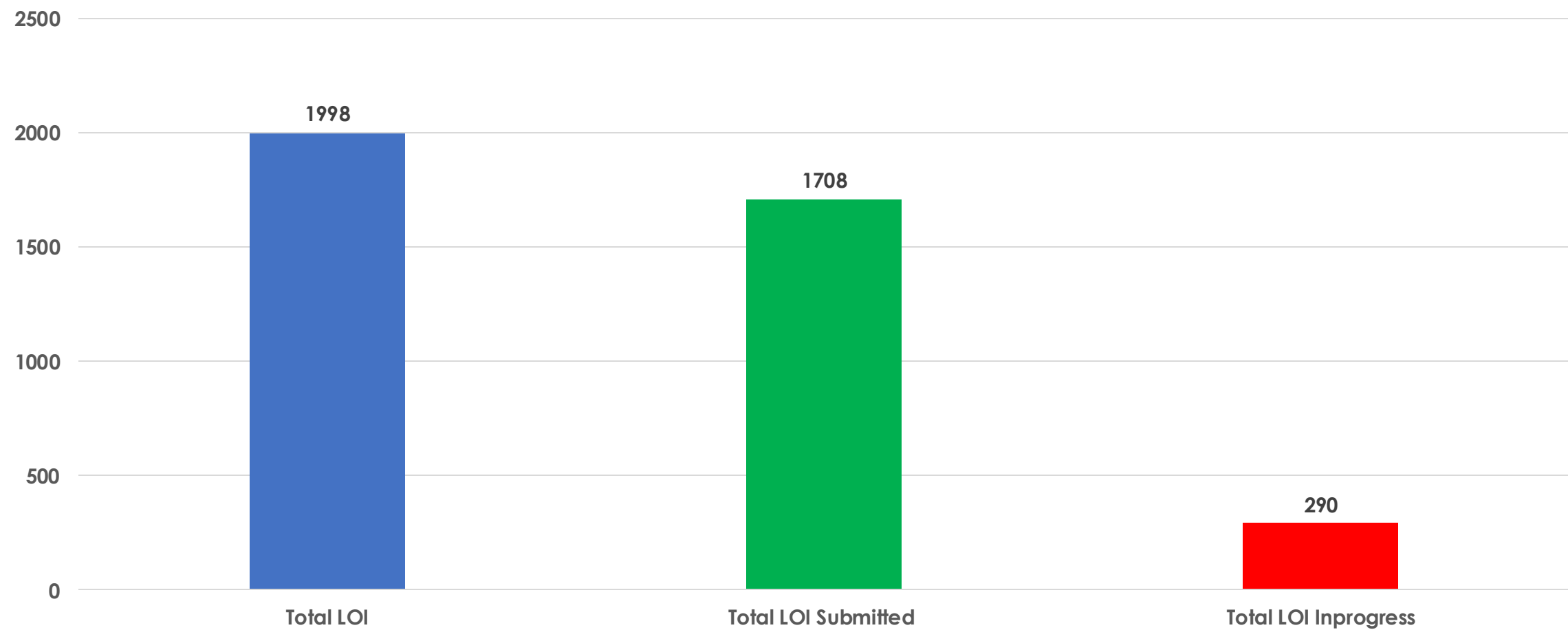
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OUTPUT INDICATOR	Annual Target 2025/26
Number of HEI partnerships established	25
Number of SETA-employer partnership established	20

# LEARNING PROGRAMME PERFORMANCE FROM 2020-2021 TO 2023-2024

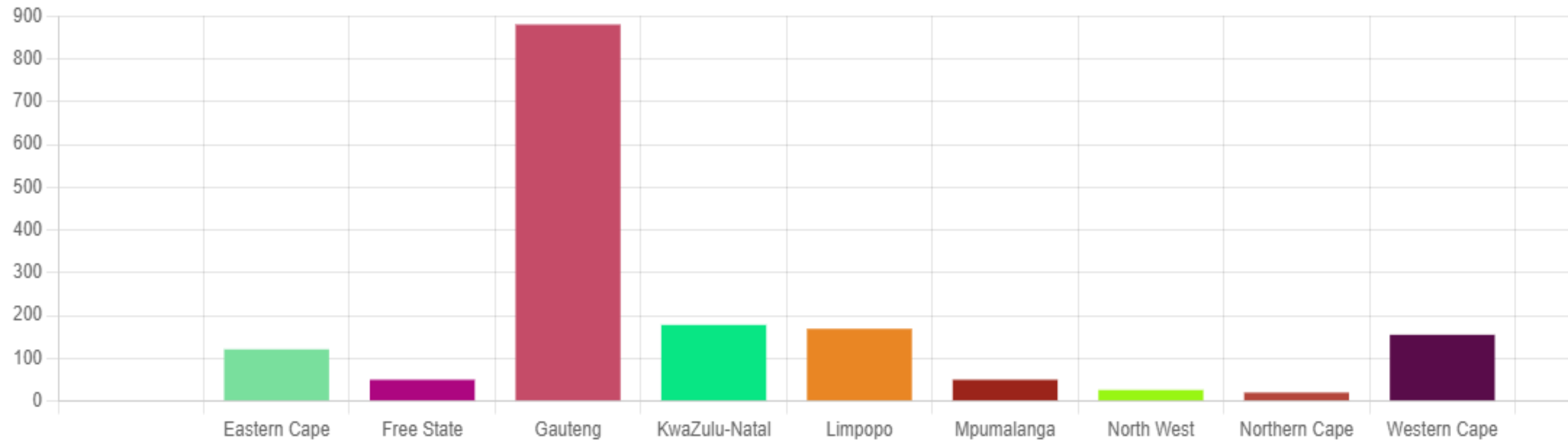


# DG WINDOW 2025/26 UPDATES

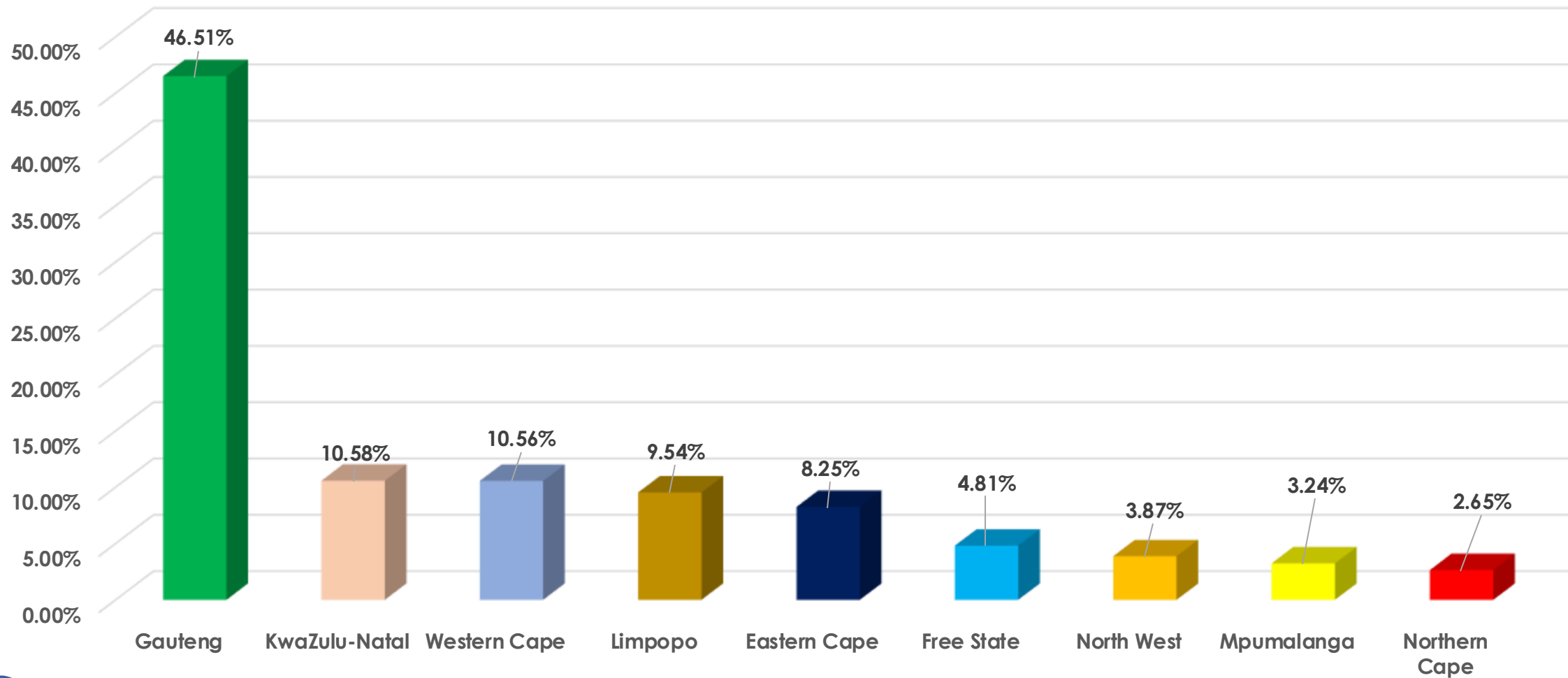


# DG WINDOW 2025/26 APPLICATIONS PER PROVINCE

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# DG ALLOCATION PERCENTAGE PER PROVINCE



# BUDGET REQUIRED BY THE SECTOR VERSUS MICT SETA 2025/26 DG BUDGET



# NUMBER OF LEARNERS REQUESTED PER PROJECTED ,BUDGET VERSUS NUMBER OF LEARNERS SHORTLISTED FOR SITE VETTING PER ROJECTED BUDGET

Annual Performance indicators	Number of Learners Requested by the Sector	Projected Budget per number of learners requested by the sector	Number of learner Recommended for site vetting	Projected Budget per number of learners allocated for site vetting	Cost per learner
AET/CET Programmes for Employed Workers	8703	R304 605 000,00	110	R3 850 000,00	R35 000,00
Bursary for Employed Workers (New enrolments)	2228	R200 520 000,00	541	R18 935 000,00	R90 000,00
Bursary for Unemployed Learners (New enrolments)	11585	R1 042 650 000,00	822	R73 980 000,00	R90 000,00
Candidacy Programmes	20782	R1 454 740 000,00	157	R10 990 000,00	R70 000,00
CET Learners Accessing AET Programmes	6385	R415 025 000,00	160	R10 400 000,00	R65 000,00
CET Lecturers Development	4635	R162 225 000,00	110	R3 850 000,00	R35 000,00
Federations/ Trade Unions Supported through relevant skills training interventions	5895	R206 325 000,00	70	R2 450 000,00	R35 000,00
Internship Programmes	59340	R4 367 424 000,00	3021	R222 345 600,00	R73 600,00
Learnership for Unemployed Learners	201406	R13 091 390 000,00	6521	R423 865 000,00	R65 000,00
People Trained on Entrepreneurship	17809	R1 157 585 000,00	380	R247 000 000,00	R65 000,00

# NUMBER OF LEARNERS REQUESTED PER PROJECTED ,BUDGET VERSUS NUMBER OF LEARNERS SHORTLISTED FOR SITE VETTING PER ROJECTED BUDGET

Annual Performance indicators	Number of Learners Requested by the Sector	Projected Budget per number of learners requested by the sector	Number of learner Recommended for site vetting	Projected Budget per number of learners allocated for site vetting	Cost per learner
RPL Skills Programme for Employed Workers	3983	R 139 405 000,00	175	R 6 125 000,00	R35 000,00
Short Programmes for Unemployed Learners	92565	R 4 665 276 000,00	2295	R 115 668 000,00	R 50 400,00
Skills Programmes for Unemployed Learners	136046	R 5 496 258 400,00	2274	R 91 869 600,00	R 40 400,00
Skills Programmes for Employed Workers	40869	R 1 430 415 000,00	1160	R 40 600 000,00	R35 000,00
TVET Lecturers Awarded Bursaries	583	R 52 470 000,00	73	R 6 570 000,00	R 90 000,00
TVET Lecturers Development	4400	R 154 000 000,00	300	R 10 500 000,00	R 35 000,00
TVET Placement Programmes	58421	R 4 089 470 000,00	2265	R 158 550 000,00	R 70 000,00
University Placement Programmes	40807	R 2 856 490 000,00	1011	R 70 770 000,00	R 70 000,00
<b>TOTAL</b>	<b>716442</b>	<b>R 41 286 273 400,00</b>	<b>21 445</b>	<b>R 1 518 318 200,00</b>	

# DG APPLICATION PROCESS



## Online Submission of Letter of Intent

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



## Issuing of Service Level Agreement (SLA)

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



## 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.

# CHALLENGES AND SOLUTIONS

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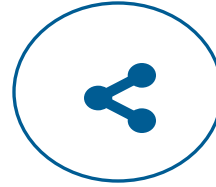
Challenge	Solution
Delay in the submission of compliance documents by stakeholders	Seven days turn around time for the stakeholders to submit required compliance documents
Learners enrolled on multiple SETA funded programmes	SETAs Integrated Learner Management System
Stakeholders defaulting on paying learners stipend	Black listing non compliant stakeholders
Submission of fraudulent documents	
Non- Placement of learners enrolled for occupationally directed programmes	Non-compliant stakeholders to be recorded on the Risk Database of Non-compliance Stakeholders



## CONTACT

Senior Manager : Learning Programmes

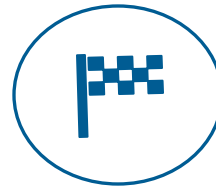
[Ernest.Nemugavhini@mict.org.za](mailto:Ernest.Nemugavhini@mict.org.za) and 0615837742



## CONTACT

Learning Programmes Manager

[Athalia.Maabane@mict.org.za](mailto:Athalia.Maabane@mict.org.za) and 0734962060



## CONTACT

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[Lpdadvors@mict.org.za](mailto:Lpdadvors@mict.org.za)

[GRMReviewcommittee@mict.org.za](mailto:GRMReviewcommittee@mict.org.za)

Special Project Manager

[Clifford.Malaka@mict.org.za](mailto:Clifford.Malaka@mict.org.za)



## CONTENT

All content available on the website

[www.mict.org.za](http://www.mict.org.za)



# *Thank You*

## Q & A



MICTSETA

Media, Information And  
Communication Technologies  
Sector Education And Training Authority

# ***EDUCATION, TRAINING AND QUALITY ASSURANCE***

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Ms. Lesha Singh



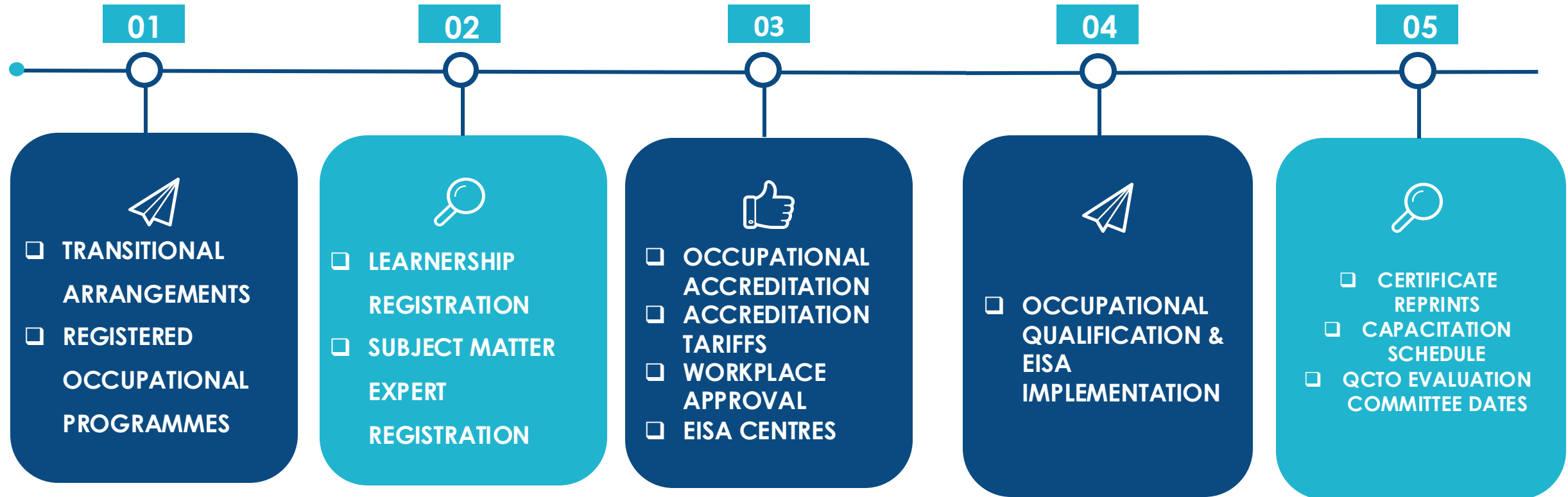
**MICTSETA**

Media, Information And  
Communication Technologies  
Sector Education And Training Authority

SHAPING SKILLS, PIONEERING INDUSTRIES, EMPOWERING FUTURES



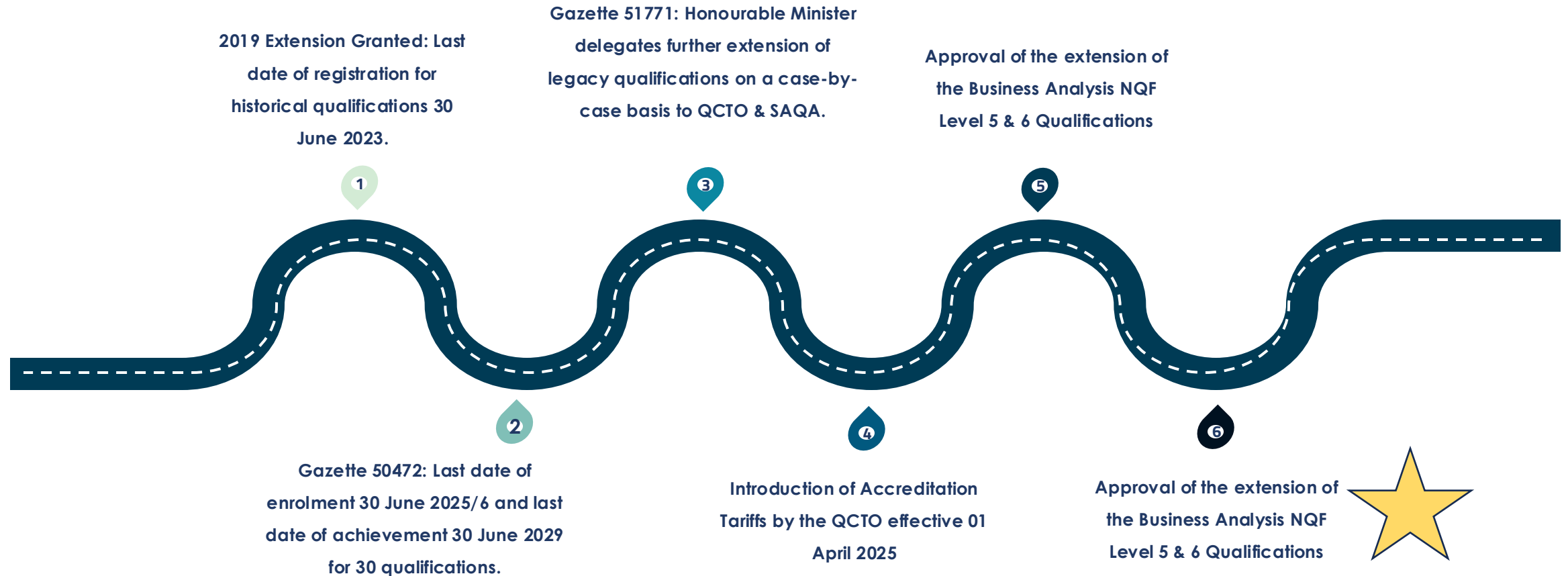
# THE KEY POINTS



# THE TRANSITIONAL ARRANGEMENTS



# TRANSITIONAL ARRANGEMENTS



# LIST OF QUALIFICATIONS EXTENDED UNDER THE TRANSITIONAL ARRANGEMENTS

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- ❑ Approval of a further extension on the last date of enrolment to 30 June 2026. Circular to be issued by 07 March 2025.
- ❑ The MICT SETA will automatically extend the accreditation status of **ALL SDPs** who are currently accredited for the above-mentioned qualifications and their Unit Standards.
- ❑ The list of accredited providers will be published on the MICT SETA website. Skills Development Providers may request for their letters of extension by completing the online application form using the following link: <https://forms.office.com/r/0yLysxivSP>.
- ❑ This link is valid up to and including **31 March 2025**, thereafter all requests are to be made via the MICT SETA Integrated Learner Management System.
- ❑ Turn-around times are planned to be 30 days; however, it is dependant on the receipt of the requested documentation. The timelines may be extended, depending on whether the training site has been changed. This will require a separate application for training site approval: <https://forms.office.com/r/ceNRLtW4Ab>.

# LIST OF QUALIFICATIONS EXTENDED UNDER THE TRANSITIONAL ARRANGEMENTS

NO	QUALIFICATION ID	QUALIFICATION TITLE	CREDITS	REGISTRATION END DATE	LAST DATE OF ENROLMENT
1	21190	Further Education and Training Certificate: PC Engineering	120	30-Jun-23	30-Jun-26
2	21191	Further Education and Training Certificate: PC Support	120	30-Jun-23	30-Jun-26
3	48573	National Certificate: Information Technology: Systems Support	147	30-Jun-23	30-Jun-26
4	71850	Certificate: Information Technology: Database Development	120	30-Jun-23	30-Jun-26
5	71869	Certificate: Information Technology: Database Administration	120	30-Jun-23	30-Jun-26
6	48792	Certificate: Broadcast Engineering	120	30-Jun-23	30-Jun-26
7	49077	National Certificate: Information Technology: End User Computing	130	30-Jun-23	30-Jun-26
8	59910	National Certificate: Information Technologies Operations	130	30-Jun-23	30-Jun-26
9	71853	Further Education and Training Certificate: Information Technology: End User Computing	132	30-Jun-23	30-Jun-26
10	49127	Further Education and Training Certificate: Design Foundation	141	30-Jun-23	30-Jun-26
11	60509	National Certificate: Design Techniques	121	30-Jun-23	30-Jun-26
12	73390	Further Education and Training Certificate: Graphic Web Design and Multimedia	136	30-Jun-23	30-Jun-26
13	49121	National Certificate: Interactive Media	130	30-Jun-23	30-Jun-26
14	57607	National Certificate: 3D Animation and Visual Effects	149	30-Jun-23	30-Jun-26
15	57611	National Certificate: 2D Animation	136	30-Jun-23	30-Jun-26

# LIST OF QUALIFICATIONS EXTENDED UNDER THE TRANSITIONAL ARRANGEMENTS

NO	QUALIFICATION ID	QUALIFICATION TITLE	CREDITS	REGISTRATION END DATE	LAST DATE OF ENROLMENT
16	49138	National Diploma: Copywriting	240	30-Jun-23	30-Jun-26
17	49317	National Certificate: Scriptwriting	147	30-Jun-23	30-Jun-26
18	50479	Further Education and Training Certificate: Advertising	148	30-Jun-23	30-Jun-26
19	58820	National Certificate: Advertising	124	30-Jun-23	30-Jun-26
20	58394	National Certificate: Film and Television Production	122	30-Jun-23	30-Jun-26
21	61450	Further Education and Training Certificate: Film and Television Production Operations	157	30-Jun-23	30-Jun-26
22	59057	Further Education and Training Certificate: Telecommunication Network Operations	132	30-Jun-23	30-Jun-26
23	59569	National Certificate: Electronics	120	30-Jun-23	30-Jun-26
24	83446	National Certificate: Electronics	135	30-Jun-23	30-Jun-26
25	63849	Further Education and Training Certificate: Electronics	122	30-Jun-23	30-Jun-26
26	62069	National Certificate: Radio Production	159	30-Jun-23	30-Jun-26
27	73298	Further Education and Training Certificate: Photography	128	30-Jun-23	30-Jun-26
28	78964	Further Education and Training Certificate: Information Technology: Technical Support	163	30-Jun-23	30-Jun-26
29	78965	Further Education and Training Certificate: Information Technology: Systems Development	165	30-Jun-23	30-Jun-26
30	83026	National Certificate: Information and Communications Technology (ICT) Software Testing	138	30-Jun-23	30-Jun-26
31	63769	National Certificate: Business Analysis Support Practice	138	30-Jun-23	30-Jun-26
32	63909	National Certificate: Business Analysis	149	30-Jun-23	30-Jun-26

# REGISTERED OCCUPATIONAL PROGRAMMES



# OCCUPATIONAL PROGRAMMES – REGISTERED QUALIFICATIONS

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

# OCCUPATIONAL PROGRAMMES – REGISTERED QUALIFICATIONS

The Animation qualifications have been registered and are available on the SAQA website. They are in the process of being uploaded to the QCTO website

No.	Qualification ID	Qualification Title	Level	Credits	Curriculum Code
8	122621	Higher Occupational Certificate: Motion Graphics Designer	NQF Level 5	229	216603-000-00-00
9	122622	Higher Occupational Certificate: Radio and Multimedia Content Practitioner	NQF Level 5	145	352105-001-00-00
10	122662	Higher Occupational Certificate: Animation Artist	NQF Level 5	229	216601-001-00-00
11	122663	National Occupational Certificate: Graphic Media Designer	NQF Level 4	160	216603-001-00-00
12	122664	Higher Occupational Certificate: Interactive Media Designer	NQF Level 5	229	216603-002-00-00

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

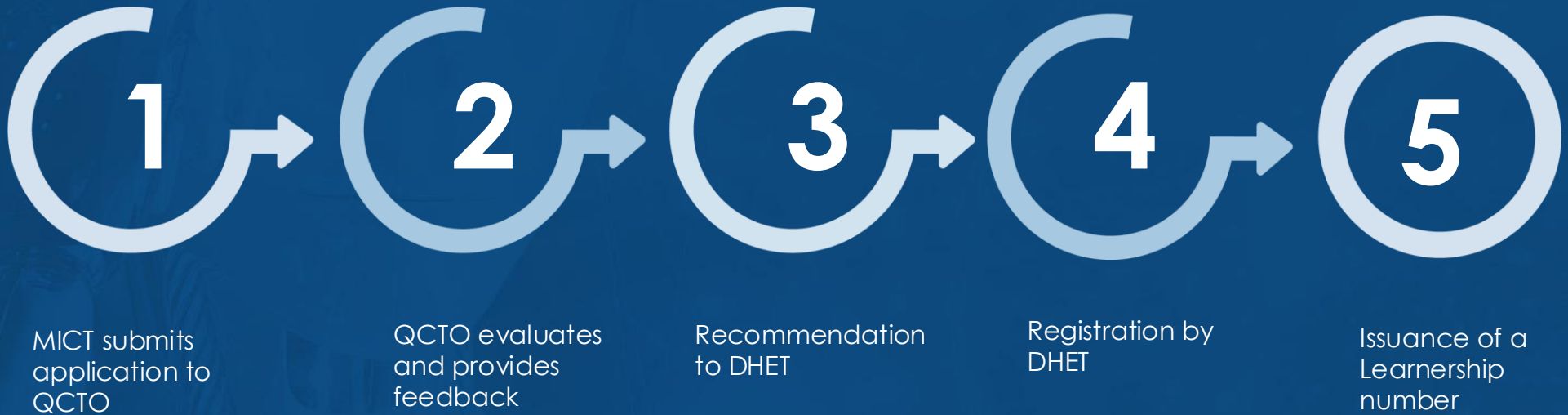
## OCCUPATIONAL PROGRAMMES – IN EVALUATION WITH QCTO

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		
20	48792	Certificate: Broadcast Engineering	120	Broadcasting/Telecommunications	Wireless Telecommunications Technical Officer
21	73298	Further Education and Training Certificate: Photography	128	Media – Photography	3 Skills Programmes: Essential, Intermediate and advanced Digital Photographic Image Creator
22	49138	National Diploma: Copywriting	240	Media	Copywriter
23	49317	National Certificate: Scriptwriting	147	Media	Scriptwriter

# OCCUPATIONAL LEARNERSHIP REGISTRATION



# LEARNERSHIP REGISTRATION PROCESS



PLANNED TIMEFRAME – 90 DAYS

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

# SUBJECT MATTER EXPERT REGISTRATION



# REGISTRATION OF SUBJECT MATTER EXPERTS

---

- ❑ In terms of the Occupational Qualifications Sub-Framework (OQSF), Subject Matter Experts (SMEs) are individuals with deep expertise and practical experience in a specific field or occupation. Their role is crucial in the development, design, and evaluation of occupational qualifications, part-qualifications, and related assessments, including External Integrated Summative Assessments (EISA).
- ❑ Applications to become registered as a Subject Matter Expert with the MICT SETA must be done via the LMIS.
- ❑ The requirements for successful registration include, but are not limited to:
  1. The applicant must possess a relevant qualification
  2. The applicant must have a minimum of 2 years occupational experience
  3. The applicant must submit the relevant compliance documents
  4. MICT SETA registered Assessors and Moderators qualify to become Subject Matter Experts dependant on their skills, knowledge and expertise against the curriculum requirements.

# REGISTRATION OF SUBJECT MATTER EXPERTS

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- ❑ The curriculum document for each qualification outlines the Human Resource requirements for Subject Matter Experts.
- ❑ In some instances, Vendor certification is required .e.g. An applicant seeking to register as a Cybersecurity SME must complete a short programme and receive certification. This may be from Microsoft, CompTia, AWS or any other institution.
- ❑ Please note that all certification will be verified.
- ❑ The excerpt below is from the Occupational Certificate: Cloud Administrator curriculum document:  
<https://www.qcto.org.za/full---part-registered-qualifications.html>

*Human Resource Requirements:*

- Lecturer/learner ratio of 1:20 (Maximum)
- Qualification of lecturer (SME):
  - NQF 5 industry recognised qualification with 1 years' experience in the IT industry
  - Vendor certification
- Assessors and moderators: accredited by the MICT SETA

# SUBJECT MATTER EXPERT GOVERNANCE PROCESS



Online Application  
on ILMS

Evaluation

Recommendation

Approval &  
Registration

Issuance of Letter

PLANNED TIMEFRAME – 30 DAYS

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

# OCCUPATIONAL ACCREDITATION & QCTO ACCREDITATION TARIFFS



# OCCUPATIONAL ACCREDITATION PROCESS



PLANNED TIMEFRAME – 90 DAYS

FINALISATION DEPENDANT ON DATE OF RECEIPT OF APPLICATIONS FROM QCTO, CONFIRMED DATE OF SITE VISIT BY SDP AND TURN-AROUND TIMES FOR GAP-CLOSURE

# WORKPLACE APPROVAL & EISA REGISTRATION



# QCTO RESOLUTIONS

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- ❑ Council Approval: The QCTO council initially approved the charging of accreditation fees during its 38th Council meeting held on 09th March 2016.
- ❑ Initial Implementation: Accreditation fees were first implemented for NATED programmes, set at R4,000 per programme.
- ❑ Benchmarking Results: A benchmarking study of other Quality Councils revealed accreditation tariffs ranging from R30,000 to R150,000.
- ❑ Recent Council Discussions :In the 13th March 2024 council meeting, the QCTO approved the introduction of accreditation tariffs across the board, effective from the 2025/26 Financial Year.

# TARIFF STRUCTURE

---

- ❑ Fees will be charged for both Skills Development Providers (SDP) and Assessment Centres (AC) per Application, Per Qualification, Per Site.
- ❑ The current agreement between NAMB and Assessment Centres/Trade Test Centre (TTC) within the Artisan Community, will remain in place where Centres sign an MoU with NAMB and release SME for site visit at own cost, and in return are not charged for accreditations.
- ❑ Updated Tariffs are as follows:
  - ❑ R2,500-00 per qualification
  - ❑ R1,000-00 per part qualification and skills programme
  - ❑ Fees payable **directly to the QCTO** upon lodging the application and are non-refundable.

# WORKPLACE APPROVAL



## Alignment of Classroom and Workplace Learning

This means that comprehensive WBL experiences:



help meet industry demands for a more skilled workforce by providing opportunities for students to receive training, learn skills, and gain experience in all aspects of an industry;



map academic content to authentic workplace tasks and integrate workplace tasks and classroom instruction;



allow students to reflect on their learning process and experience; and



require training for instructors on how to integrate WBL experiences into curriculum and instruction.

# WORKPLACE APPROVAL

## Occupational

- ❑ 70% of the learning is dedicated to "hands on", learning with the combination of practical & workplace training.
- ❑ Qualifications are developed by the industry in partnership with the SETA and QCTO.
- ❑ WBL requirements are clearly defined and articulated in the curriculum.
- ❑ Access to the workplace becomes a bi-product of the development process.
- ❑ Assessment Tools are developed for each stage of learning with emphasis on workplace learning.
- ❑ Process creates proximity to industry and relevance of WBL outcomes to industry needs.

## Historical

- ❑ WBL for historical qualifications has been fragmented .i.e. the applicability has not extended across all qualifications.
- ❑ The 30% theoretical, 30% practical and 40% workplace approach has been adopted, however, access to workplaces has proved challenging.
- ❑ As a mitigation, the practical and workplace components have been integrated with simulation serving the purpose of WBL.
- ❑ While this closed the gap, it highlighted that industry were only involved at the end of the process i.e. when WBL was required versus from the development of qualification stage.

# WORKPLACE APPROVAL

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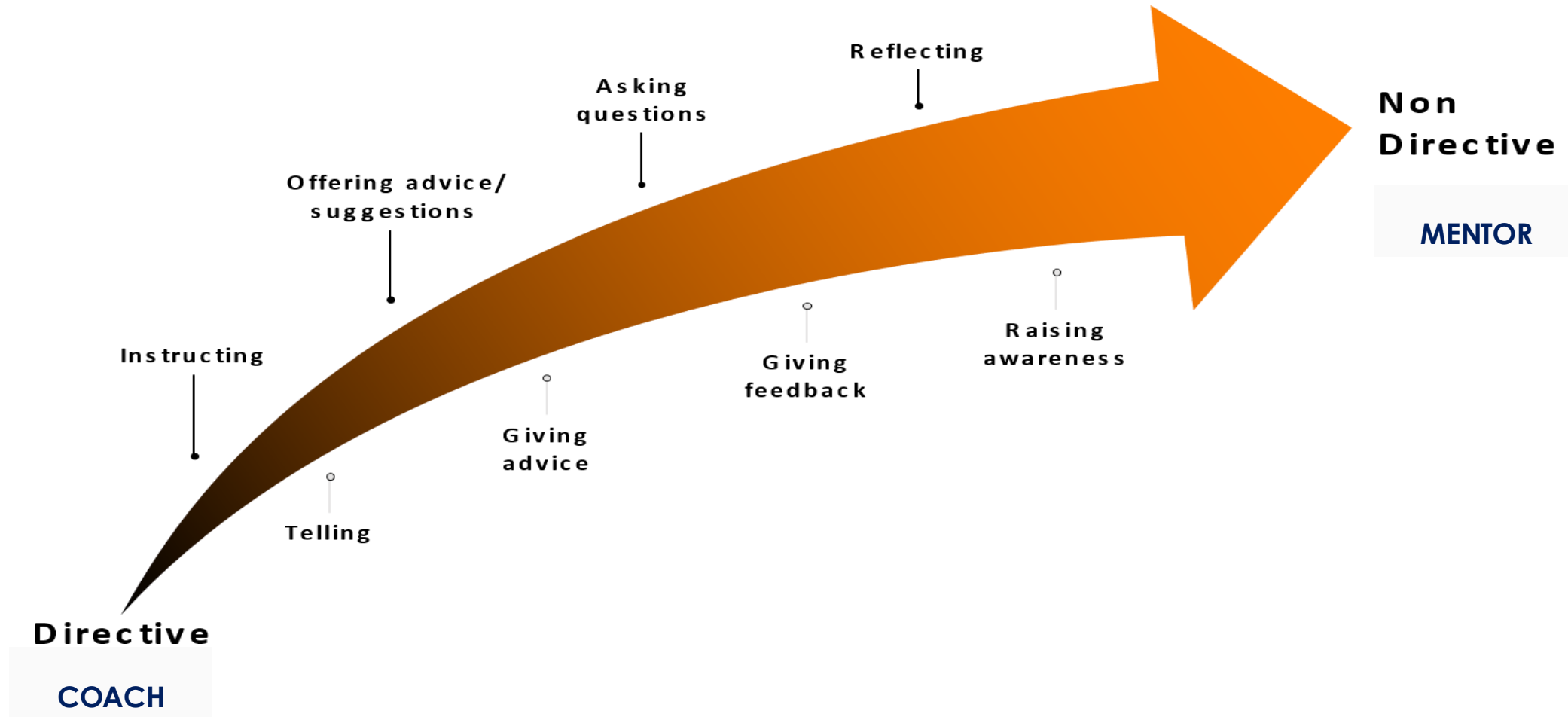
- ❑ A set standard adopted to verifying that the site where the WBL will be implemented meets the minimum requirements for the scope of workplace component. MICT SETA Workplace Approval Policy has been approved and is applicable to all MICT occupationally accredited
- ❑ Duration of approval in line with the life cycle of the **occupational qualification (5 years)**.
- ❑ Legislative requirements for workplace approval:
  - ❑ The site has the ability and resources to report to the MICT SETA and as required on learners' progress, administration and attendance.
  - ❑ The site is a juristic person registered and established in terms of any South African law.
  - ❑ The site has proof of financial sustainability to deliver on the contractual arrangement with the learner in terms of the required workplace component.
  - ❑ The site must be compliant with the relevant legislation applicable to the specific occupation including but not limited to the Occupational Health and Safety Act.

# WORKPLACE APPROVAL

---

- ❑ Occupational requirements for workplace approval:
  - ❑ Structured program with clearly identified timeframes aligned to the relevant work experience components of the curriculum in standardised format.
  - ❑ Names, surnames and ID Numbers of persons who will be the workplace or site facilitators and mentors.
  - ❑ Formal letters of appointment of workplace mentors.
  - ❑ Checklist of the prescribed tools and equipment and/or agreements with other approved sites with the prescribed tools equipment to cover the workplace components not addressed at the applicant workplace.
  - ❑ Letter of commitment from each mentor endorsed by the employer indicating the number of learners allocated to the mentor and duration of the mentoring process.

# THE WORKPLACE COACH VERSUS THE MENTOR MENTOR



# REQUIREMENTS FOR SUCCESSFUL WORKPLACE LEARNING

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- ☐ A workplace approved site.
- ☐ Workplace Mentors who have been upskilled on identifying whether a learner requires mentorship or coaching.
- ☐ Learner to mentor ratio of no more than 1: 3 for technical programmes and 1:5 for non-technical programmes.
- ☐ A structured WBL programme which indicates how the outcomes of the programme will be addressed throughout the WBL duration.
- ☐ A learning log/logbook which can be in the traditional format or e-logged.
- ☐ Entrenched learning culture.
- ☐ Commitment and dedication from all parties.

# WORKPLACE APPROVAL PROCESS



Application received via ILMS. Desktop vetting of application & feedback on compliance status

Allocation of Compliant applications for site visit.

Site visit conducted & report generated. Gap closure within 21 workings days or the application will be closed & resubmission will be required

Report presented to the MICT Accreditation Committee with recommendation for approval

Workplace Approval letter issued

PLANNED TIMEFRAME – 90 DAYS

FINALISATION DEPENDANT ON DATE OF RECEIPT OF APPLICATIONS FROM QCTO, CONFIRMED DATE OF SITE VISIT BY SDP AND TURN-AROUND TIMES FOR GAP-CLOSURE

# ROLES AND RESPONSIBILITIES OF ROLE-PLAYERS IN THE ASSESSMENT CENTRE PROCESS



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



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



*Assessment Quality  
Partner (AQP)*

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



# REQUIREMENTS TO REGISTER AS AN ASSESSMENT CENTRE

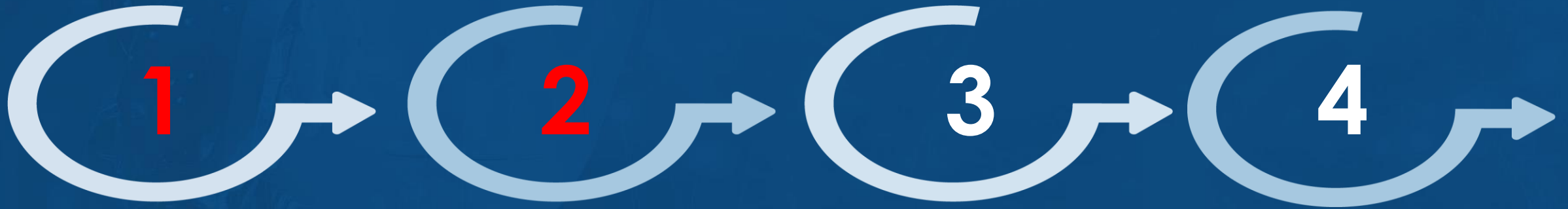
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The QCTO will accredit an entity as an assessment centre for a specified occupational qualification or part qualification if recommended by an AQP and if that entity satisfies the criteria listed below.

**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.

# EISA ACCREDITATION APPLICATION PROCESS



Online Application with QCTO

Submission of documents  
to QCTO & desktop  
evaluation

Allocation to MICT & site visit  
and generation of report.

Presentation of report to  
MICT accreditation  
committee & submission to  
QCTO for further  
processing

PLANNED TIMEFRAME – 40 DAYS

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

# RATIO OF EISA CENTRES TO SDPS

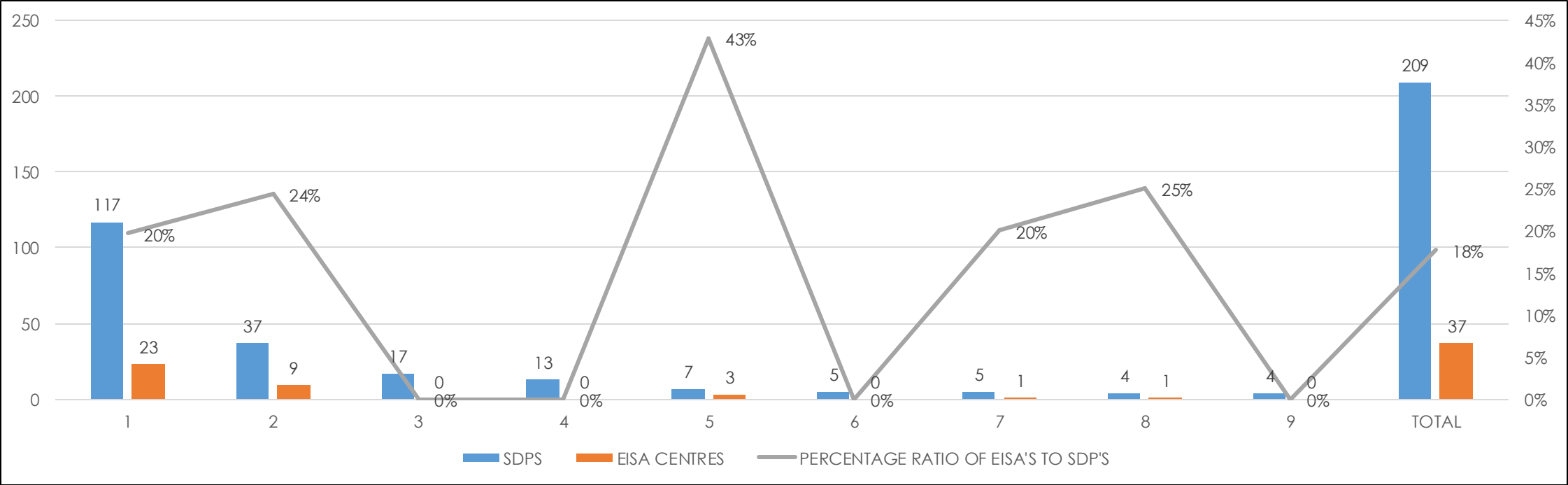
TREND ANALYSIS

1.

Limited number of EISA centres available per region to service the assessment need.

2.

Ideal ratio is between 60% - 70%.



NO	PROVINCE	SDPS	EISA CENTRES	PERCENTAGE RATIO OF EISA'S TO SDP'S
1	GP	117	23	20%
2	KZN	37	9	24%
5	LP	7	3	43%

# LIST OF REGISTERED EISA CENTRES

PROVIDER TRADING NAME	QUALIFICATION TITLE	ACCREDITATION START DATE	ACCREDITATION END DATE	ACCREDITATION NUMBER
Aldabri 106 Institute for Quality (Pty) Ltd	Occupational Certificate: Cybersecurity Analyst	2025-01-06	2030-01-05	07-QCTO/AC-TTC140125101459
Aldabri 106 Institute for Quality (Pty) Ltd	Occupational Certificate: Artificial Intelligence Software Developer	2025-01-06	2030-01-05	07-QCTO/AC-TTC140125101459
Aldabri 106 Institute for Quality (Pty) Ltd	Occupational Certificate: Design Thinking Innovation Lead	2025-01-06	2030-01-05	07-QCTO/AC-TTC140125101459
Alpvest Institute for Futuretech	Occupational Certificate: Software Developer	2025-01-17	2030-01-16	09-QCTO/AC-TTC200125115740
Alpvest Institute for Futuretech	Occupational Certificate: Cybersecurity Analyst	2025-01-17	2030-01-16	09-QCTO/AC-TTC200125115740
Alpvest Institute for Futuretech	Occupational Certificate: Design Thinking Innovation Lead	2025-01-17	2030-01-16	09-QCTO/AC-TTC200125115740
Alpvest Institute for Futuretech	Occupational Certificate: Data Science Practitioner	2025-01-17	2030-01-16	09-QCTO/AC-TTC200125115740
Alpvest Institute for Futuretech	Occupational Certificate: Design Thinking Practitioner	2025-01-17	2030-01-16	09-QCTO/AC-TTC200125115740
Alpvest Institute for Futuretech	Occupational Certificate: Cloud Administrator	2025-01-17	2030-01-16	09-QCTO/AC-TTC200125115740
Alpvest Institute for Futuretech	Occupational Certificate: Artificial Intelligence Software Developer	2025-01-17	2030-01-16	09-QCTO/AC-TTC200125115740
Alpvest Institute for Futuretech	Occupational Certificate: Internet-of-Things Developer	2025-01-17	2030-01-16	09-QCTO/AC-TTC200125120137

# LIST OF REGISTERED EISA CENTRES

PROVIDER TRADING NAME	QUALIFICATION TITLE	ACCREDITATION START DATE	ACCREDITATION END DATE	ACCREDITATION NUMBER
Mindworx Consulting	Occupational Certificate: Data Science Practitioner	2025-01-06	2030-01-05	07-QCTO/AC-TTC140125101752
Mindworx Consulting	Occupational Certificate: Robotic Processing Automation (RPA) Developer	2025-01-06	2030-01-05	07-QCTO/AC-TTC140125101752
Mindworx Consulting	Occupational Certificate: Software Engineer	2025-01-06	2030-01-05	07-QCTO/AC-TTC140125101752
Ngunikazi Concepts (Pty) Ltd	Occupational Certificate: Software Developer	2025-01-17	2030-01-16	05-QCTO/AC-TTC200125115305
Ngunikazi Concepts (Pty) Ltd	Occupational Certificate: Data Science Practitioner	2025-01-17	2030-01-16	05-QCTO/AC-TTC200125115305
Ngunikazi Concepts (Pty) Ltd	Occupational Certificate: Artificial Intelligence Software Developer	2025-01-17	2030-01-16	05-QCTO/AC-TTC200125115305
Ngunikazi Concepts (Pty) Ltd	Occupational Certificate: Robotic Processing Automation (RPA) Developer	2025-01-17	2030-01-16	05-QCTO/AC-TTC200125115305
Northern Technical College NPC	Occupational Certificate: Artificial Intelligence Software Developer	2025-01-06	2030-01-05	09-QCTO/AC-TTC140125102047

# EISA CALENDAR

OCCUPATIONAL QUALIFICATIONS	SAQA ID	NQF LEVEL	CREDITS	EISA DATE	EISA REGISTRATION CLOSING DATE	REGIONS
Occupational Certificate: Cloud Administrator	118699	4	149	23 - 27 June 2025 & 03 - 7 November 2025	23 April 2025 03 September 2025	All Regions
Occupational Certificate: Software Developer	118707	5	220	03 - 07 November 2025	23 April 2025 03 September 2025	All Regions
Occupational Certificate: Data Science Practitioner	118708	5	185	23 - 27 June 2025 & 03 - 7 November 2025	23 April 2025 03 September 2025	All Regions
Occupational Certificate: Design Thinking Innovation Lead	118788	4	160	23 - 27 June 2025 & 03 - 7 November 2025	23 April 2025 03 September 2025	All Regions
Occupational Certificate: Software Engineer	119458	6	240	23 - 27 June 2025 & 03 - 7 November 2025	23 April 2025 03 September 2025	All Regions

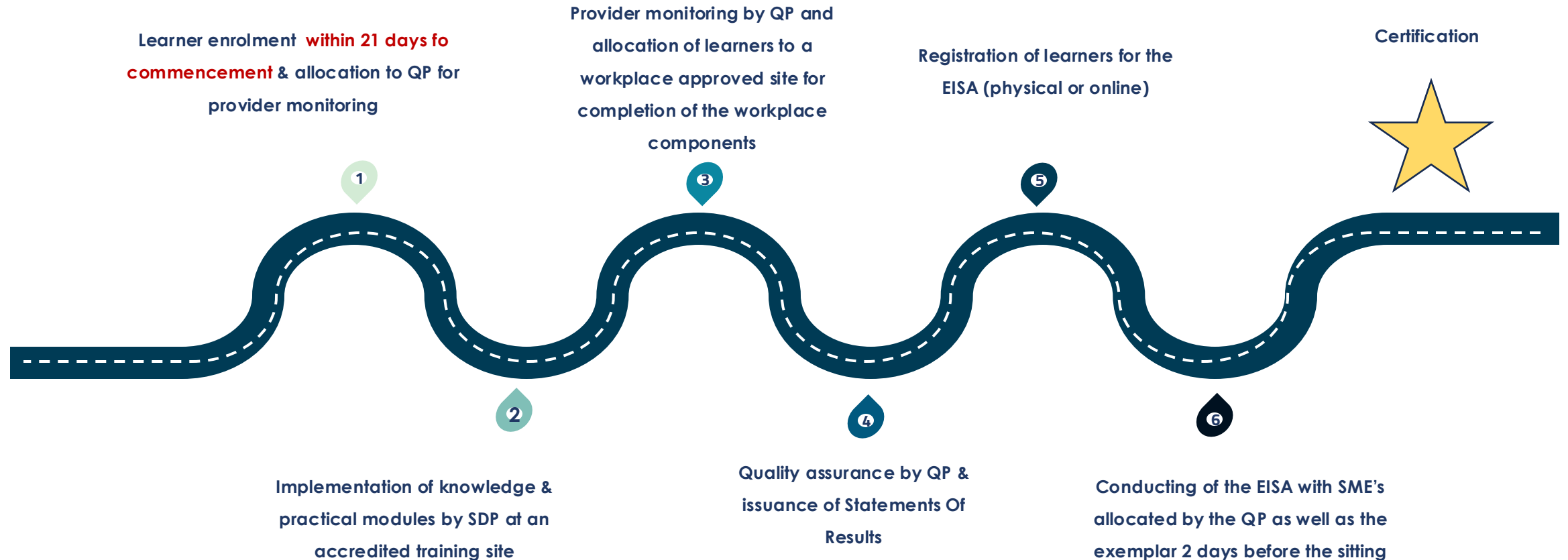
# EISA CALENDAR

OCCUPATIONAL QUALIFICATIONS	SAQA ID	NQF LEVEL	CREDITS	EISA DATE	EISA REGISTRATION CLOSING DATE	REGIONS
Occupational Certificate: Artificial Intelligence Software Developer	11872	5	209	23 - 27 June 2025 & 03 - 7 November 2025	23 April 2025 03 September 2025	All Regions
Occupational Certificate: Cybersecurity Analyst	118986	5	173	23 - 27 June 2025 & 03 - 7 November 2025	23 April 2025 03 September 2025	All Regions
Occupational Certificate: Software Tester	119438	5	70	23 - 27 June 2025 & 03 - 7 November 2025	23 April 2025 03 September 2025	All Regions
Occupational Certificate: Computer Technician	101408	5	282	23 - 27 June 2025 & 03 - 7 November 2025	23 April 2025 03 September 2025	All Regions
Occupational Certificate: Robotic Processing Automation (RPA) Developer	119242	5	185	03 - 07 November 2025	23 April 2025 03 September 2025	All Regions
Occupational Certificate: Internet-of-Things Developer	119262	4	141	03 - 07 November 2025	23 April 2025 03 September 2025	All Regions

# OCCUPATIONAL QUALIFICATION & EISA IMPLEMENTATION

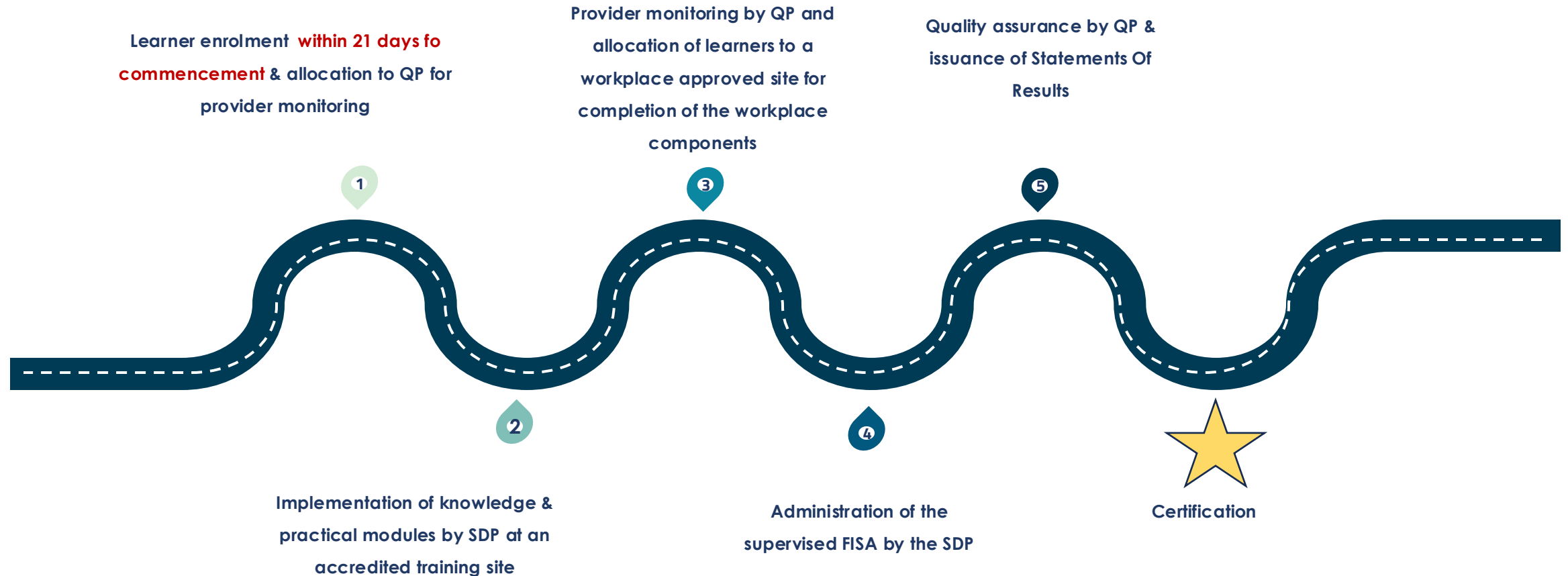


# OCCUPATIONAL QUALIFICATIONS, PART QUALIFICATIONS AND EISA IMPLEMENTATION



TIMEFRAME: DEPENDANT ON THE CREDITS OF THE QUALIFICATION & PART QUALIFICATION AND NUMBER OF ASSESSMENT OPPORTUNITIES  
[https://www.qcto.org.za/assets/qcto\\_the-road-to-success.pdf](https://www.qcto.org.za/assets/qcto_the-road-to-success.pdf)

# OCCUPATIONAL SKILLS PROGRAMMES AND FISA IMPLEMENTATION



TIMEFRAME: DEPENDANT ON THE CREDITS OF THE SKILLS PROGRAMME AND NUMBER OF ASSESSMENT OPPORTUNITIES

[https://www.qcto.org.za/assets/qcto\\_the-road-to-success.pdf](https://www.qcto.org.za/assets/qcto_the-road-to-success.pdf)

An abstract sphere composed of many white and light blue triangular facets, creating a crystalline or low-poly effect. It is positioned in the bottom left corner of the image.

# CERTIFICATE REPRINTS

A series of thin, white, wavy lines that flow from the top right towards the bottom right, creating a sense of movement and fluidity against the solid blue background.

# CERTIFICATE REPRINTS

---

- ❑ The SETA prints an average of 26 000 certificates on an annual basis.
- ❑ Based on the information supplied by SDP's for certification, an average of 46% of the certificates are incorrectly printed: names spelt incorrectly and incorrect ID numbers.
- ❑ The impacts are additional costs for the SETA, strained internal capacity and frustration as a result of the delays experienced by the learners.
- ❑ As a result, a certificate reprint module will be included in the ILMS.
- ❑ The module and its implications will be further communicated in the monthly ETQA capacity building workshops.

# CAPACITATION SCHEDULE & QCTO EVALUATION COMMITTEE DATES



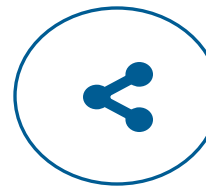
# STAKEHOLDER ENGAGEMENT PLAN

PROPOSED DATE	TRAINING
03-Feb-25	Transitional Arrangements - Information Session
	LMS Training
24-Mar-25	Implementation of Occupation Programmes
	Registration of Subject Matter Experts
	LMS Training
21-Apr-25	EISA readiness and assessment process
	LMS Training
23-May-25	Registration of Subject Matter Experts
	LMS Training
20-Jun-25	Enhancing quality in programme delivery
	LMS Training
25-Jul-25	RPL - Information Session
	LMS Training
22-Aug-25	Accreditation and workplace approval
	LMS Training
26-Sep-25	Integrating work - based learning into programme delivery
	Facilitator Training - integrating technology into the curriculum
	LMS Training
30-Oct-25	E - Learning
	Assessment practices (Internal and EISA)
	LMS Training
20-Nov-25	Compliance
	LMS Training

# QCTO ACCREDITATION COMMITTEE DATES

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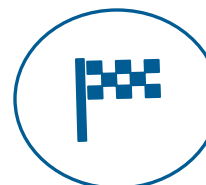
SUBMISSION BY QUALITY PARTNERS	QCTO ACCREDITATION COMMITTEE
15 January 2025	31 January 2025
15 February 2025	28 February 2025
28 February 2025	14 March 2025
15 April 2025	29 April 2025
15 May 2025	30 May 2025
15 June 2025	27 June 2025
15 July 2025	25 July 2025
15 August 2025	29 August 2025
30 August 2025	19 September 2025
15 October 2025	30 October 2025
30 October 2025	21 November 2025



## CONTACT

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[Natalie.nelson@mict.org.za](mailto:Natalie.nelson@mict.org.za)



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ETQA MANAGER

[Lesha.Singh@mict.org.za](mailto:Lesha.Singh@mict.org.za)



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Qualifications realignment: [gugulethu.jiyane@mict.org.za](mailto:gugulethu.jiyane@mict.org.za)



## CONTENT

All content available on the website  
[www.mict.org.za](http://www.mict.org.za) under the quality Assurance  
Tab.

THANK YOU



# 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

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



MICTSETA



# MICT SETA NDFSS IMPLEMENTATION ROADMAP

**2019**

1

- Genesis of 4IR in SA
- Launch of the MICT SETA 4IR Advisory Committees
- Establishment of MICT SETA 4IR Division

**2020**

2

- Development of MICT SETA Integrated Digital Skills Strategy (IDSS)
- Establishment of Key Strategic Partnerships
- Development of 4IR Occupational Qualifications
- Establishment of 4IR Research Chairs

**2022-23**

3

- Implementation of 4IR Learning Programmes
- Establishment of 4IR Learning Labs

**2024 - ∞**

4

- Development of 4IR Learning Material
- 4IR Research Symposium & Expo
- MICT SETA National Skills Competition

# ***ESTABLISHMENT OF 4IR DIVISION***

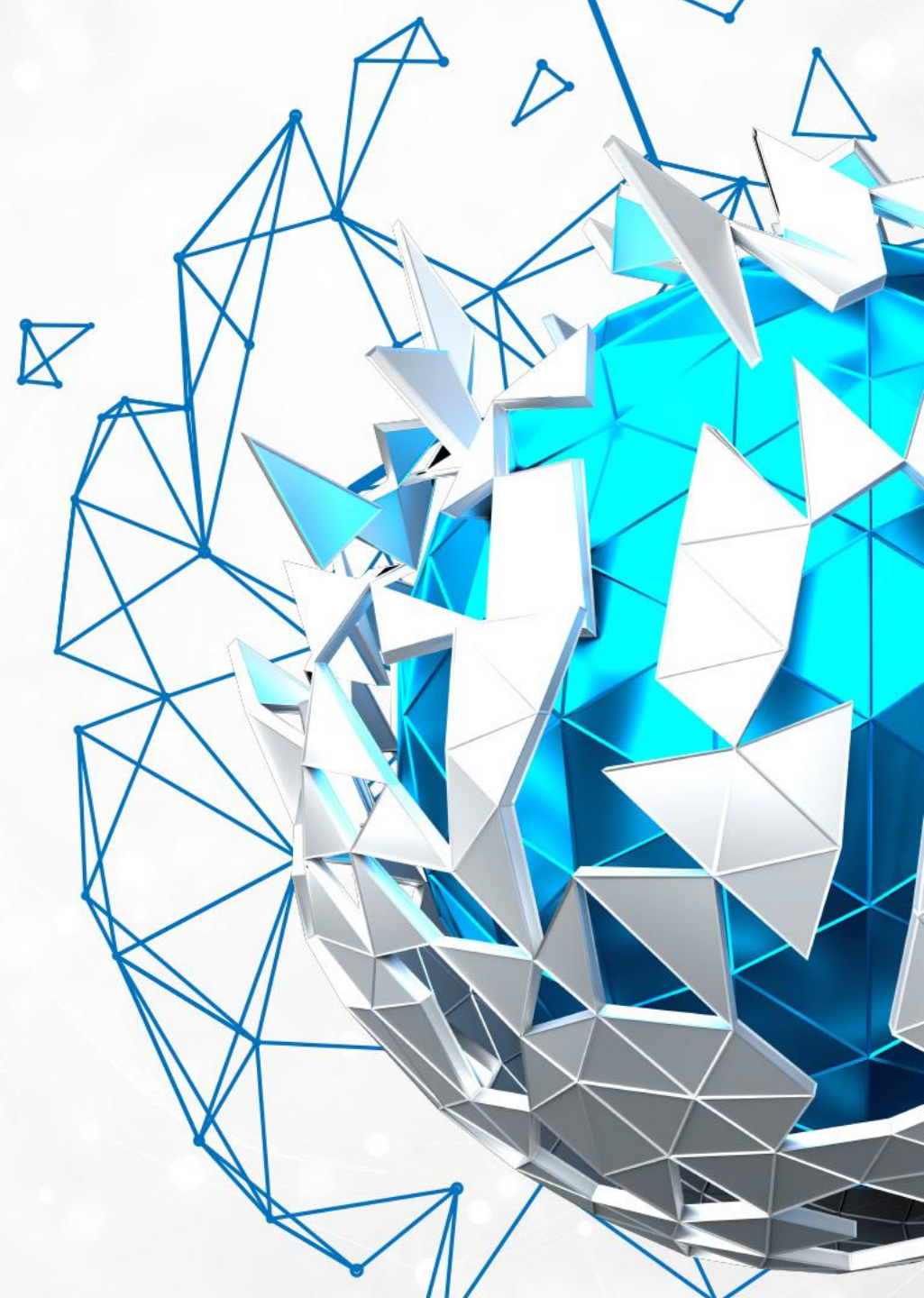
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**MICTSETA**

Media, Information And  
Communication Technologies  
Sector Education And Training Authority

SHAPING SKILLS, PIONEERING INDUSTRIES, EMPOWERING FUTURES



# ESTABLISHMENT OF 4IR DIVISION

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- 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,
- Mandate of the Division:
- Drive 4IR skills development initiatives and interventions in South Africa;
- Creating a skilled workforce to respond to the demands presented by 4IR through learning programmes
- Support the expansion of 4IR in various industries in South Africa;
- Support Innovation and entrepreneurial initiatives around 4IR.



# 4IR Advisory Committees

# ***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***

---

- 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 benefits 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)

4IRINTEGRATED 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



MICTSETA

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



## 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	120	
36. Substation Automation	5	120	
37. Embedded Systems Developer	5	183	
38. Quantum Computing	6		
39. Data science engineering	5	165	
40. Encryption	5	160	
41. Automative 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



# *New 4IR Qualifications currently in development*

## **2024/25 4IR QUALIFICATIONS UNDER DEVELOPMENT UNTIL 31 MARCH 2025**

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- Database Security Expert
- Creative & Critical Thinking Strategist
- Business Intelligence Analyst
- Machine Learning Specialist

### **New 4IR Skills programmes to be development 2025/2026**

- Low Code Developer Skills programme
- No Code Developer Skills Programme
- Basic Digital literacy
- Colour Grading Professional (5IR)
- Ethics & Privacy



# ***4IR Learning Materials***

# 4IR LEARNING MATERIALS

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- 4IR Division has completed the development 4IR learning materials and mock exams for the following qualifications:

	Name of Qualifications
1.	Cloud Administrator
2.	Cyber security analyst
3.	Artificial Intelligence Software Developer

# 4IR LEARNING MATERIALS

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- Below is a list of New 4IR Learning Material currently in development, which will be completed by end of June 2025

	Occupational Qualification		Occupational Qualification
1.	Data Science Practitioner	4.	Remotely Pilot Aircraft Systems: Technician
2.	Internet of Things	5.	Remotely Pilot Aircraft Systems: Pilot
3.	E-waste Practitioner	6.	Software Developer

# 4IR Research Chairs

# ESTABLISHMENT OF RESEARCH CHAIRS

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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



## ESTABLISHED 4IR RESEARCH CHAIRS AND NUMBER OF STUDENTS FUNDED TO DATE

---



**Tshwane University  
of Technology**

*We empower people*

**233**



**VAAI UNIVERSITY  
OF TECHNOLOGY**

*Inspiring thought. Shaping talent.*

**53**



**48**



**Cape Peninsula  
University of Technology**

**42**

## ESTABLISHED 4IR RESEARCH CHAIRS AND NUMBER OF STUDENTS FUNDED TO DATE

---



UNIVERSITY  
OF  
JOHANNESBURG

30



24



UNIVERSITY OF  
KWAZULU-NATAL<sup>TM</sup>  
INYUVESI  
YAKWAZULU-NATALI

30



University of Fort Hare  
*Together in Excellence*

12

## ESTABLISHED 4IR RESEARCH CHAIRS AND NUMBER OF STUDENTS FUNDED TO DATE

---



15



60



26



25

## ESTABLISHED 4IR RESEARCH CHAIRS AND NUMBER OF STUDENTS FUNDED TO DATE

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UNIVERSITY *of the*  
WESTERN CAPE

29



10

**Total Number of  
Beneficiaries: 637**

# NEWLY ONBOARDED RESEARCH CHAIRS

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**University of Venda**  
*Creating Future Leaders*

**NELSON MANDELA**  
UNIVERSITY

## 4IR RESEARCH CHAIR PILLARS

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1

- Research

2

- Innovation

3

- Capacity Building

# MICT SETA 4IR RESEARCH CHAIR SYMPOSIUM



# 4IR RESEARCH CHAIR PROJECTS

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- ICT Projects adopted by the 4IR Research Chairs:

	<b>Name of University</b>	<b>ICT Project</b>
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

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- ICT Projects adopted by the 4IR Research Chairs:

	<b>Name of University</b>	<b>ICT Project</b>
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	Area	District Municipality	Description of Project	Number of Beneficiaries
Mpumalanga	Agincourt, KaMhlushwa, Emalahleni, Mbombela and Secunda	Bushbuckridge, Nkomazi, Mbombela, Emalahleni & Govan Mbeki Local	Short Programme: Artificial Intelligence, 5G, Software Development, Design Thinking & Data Science	192
Northwest	Mafikeng	Moses Kotane Madibeng, Ngaka Modiri- Molema	Short Programme: Artificial Intelligence & Mobile Repairs	180
Free state	Botshabelo	Mangaung Metro Municipality	Short Programme: 3D Printing	25

# 4IR LEARNING PROGRAMMES

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Province	Area	District Municipality	Description of Project	Number of Beneficiaries
Northern Cape	Kimberley & Upington	Sol Plaatjie, Dawid Kruiper ,	Short Programme: IoT	85
Kwa-Zulu Natal	Ethekwini, Richmond & Newcastle	Richmond, Ethekwini, Amajuba,	Short Programme: Internet of Things, eWaste, Machine Learning	105
Eastern Cape	Gqeberha & East London	Nelson Mandela Bay Metro & Buffalo City	Learnership: Data Science, Optic Fibre & Machine Learning	82

# 4IR LEARNING PROGRAMMES

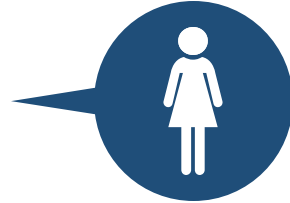
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Province	Area	District Municipality	Description of Project	Number of Beneficiaries
Gauteng	Tshwane & Johannesburg	Johannesburg & Tshwane Metropolitan Municipalities	Internship Programme: AI, Design Thinking and Software Development, RPA, Extended Reality, AI & Machine Learning, 3D Printing, 5G & Cloud Computing	350
Limpopo	Mokopane	Waterberg District Municipality	Data Science	30

# REACH AND IMPACT

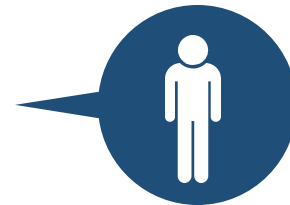
**Females - 46%**

Rural & Townships  
Total Number: 483



**Male - 54%**

Rural & Townships  
Total Number: 566



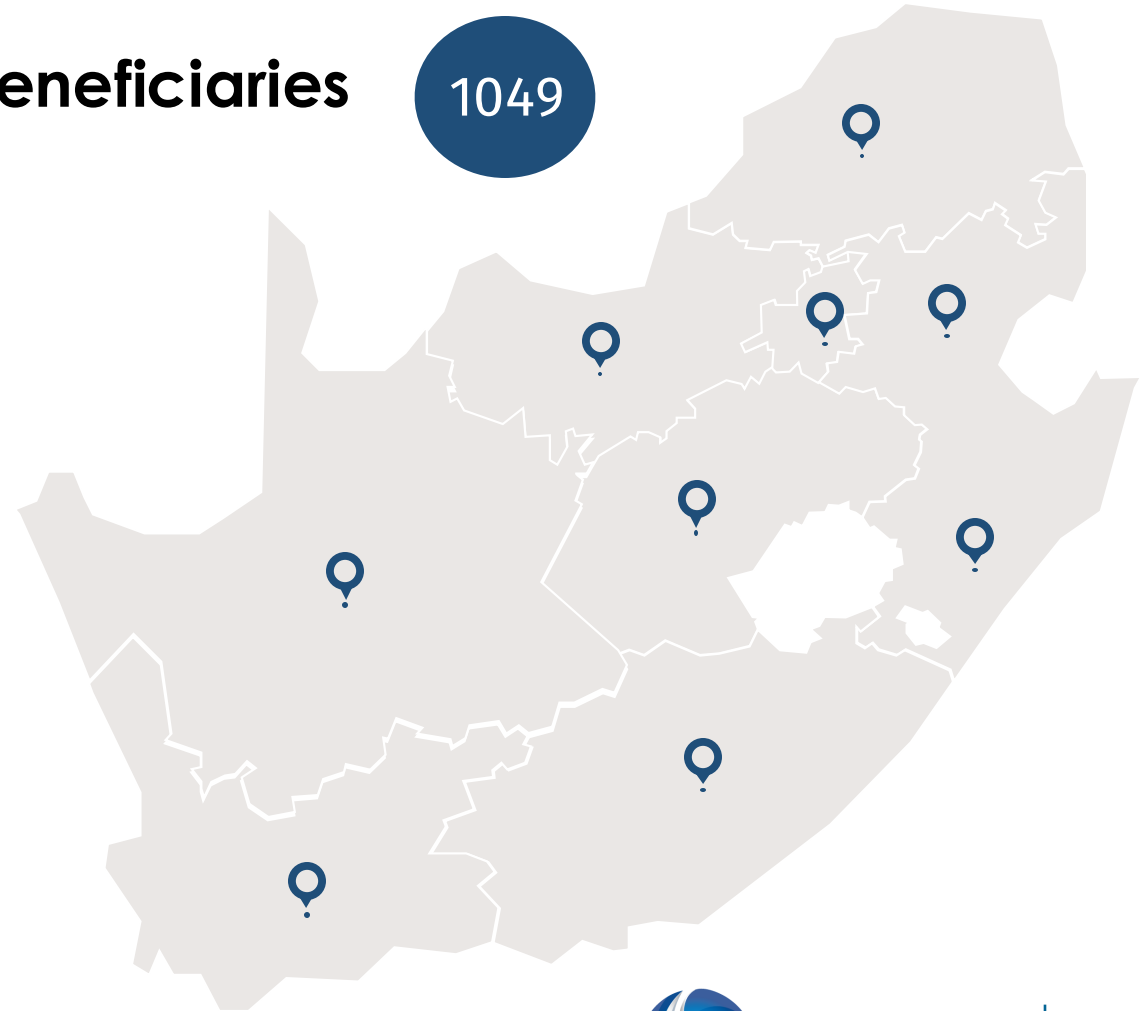
**Disabilities - 5%**

Rural & Townships  
Total Number: 53



**Beneficiaries**

1049



MICTSETA



MICTSETA | Media, Information And  
Communication Technologies  
Sector Education And Training Authority  
SHAPING SKILLS, PIONEERING INDUSTRIES, EMPOWERING FUTURES

# SUCCESS STORIES

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## Output/Results:

- Reduction of Unemployment: 130 jobs have been created from the above programmes.
- Startups and SMMEs: 47 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.)
- Cooperatives promoting self-employment: 18 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, Cell phone and Mobile Device Repairs)

# 4IR GRADUATIONS

Internet of Things (IoT) Short Programme, Upington, Northern Cape, 23 August 2024



# 4IR Graduations

Data Science Short Programme, Mpumalanga – Ehlanzeni TVET College, Barberton



# 4IR GRADUATIONS

Optic Fibre (Woman-only) Short Programme, Pretoria, Gauteng



# 4IR *Learning Labs*

# ***ESTABLISHMENT OF THE MICT SETA 4IR LEARNING LABS***

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- 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, Community Centres and Digital Hubs.
- Signed MoUs with about 20 TVET Colleges



# **4IR** *Hackathons*

# ***MICT SETA 4IR HACKATHONS & NATIONAL SKILLS COMPETITIONS***

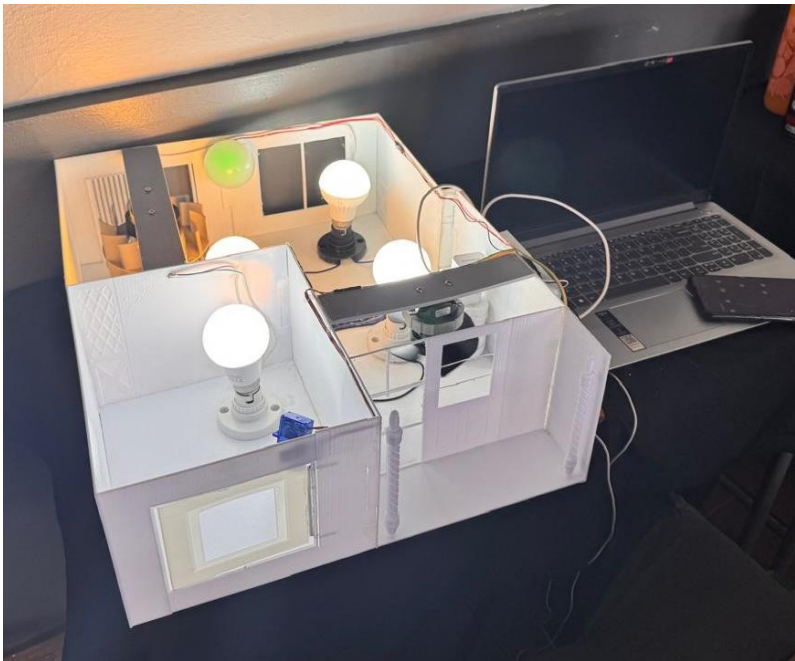
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- In fostering an innovation culture and digital entrepreneurship in South Africa, the MICT SETA hosts hackathons in collaboration with various industry stakeholders to allow young people to create innovative solutions that will address various government, 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 its strategic partners.

# 4IR LEARNING PROGRAMMES

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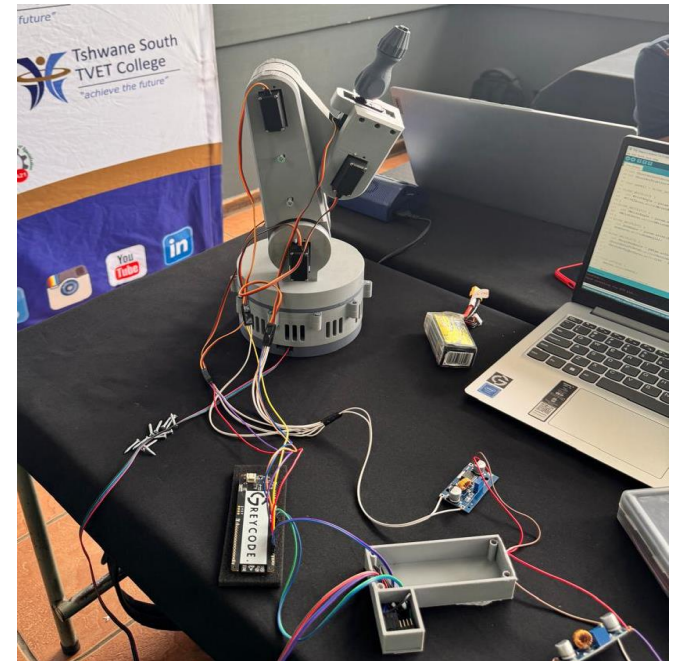
## Internet of Things Short Programme



Smart House



Smart Planter

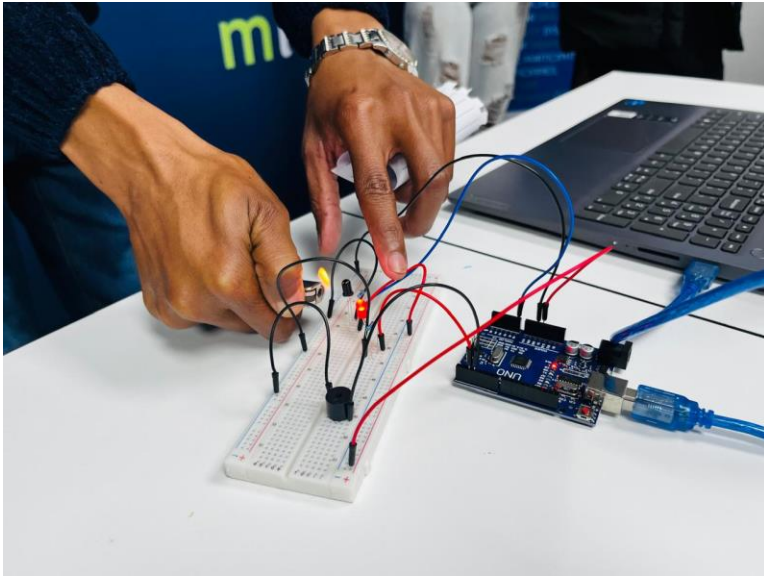


Robotic Arm

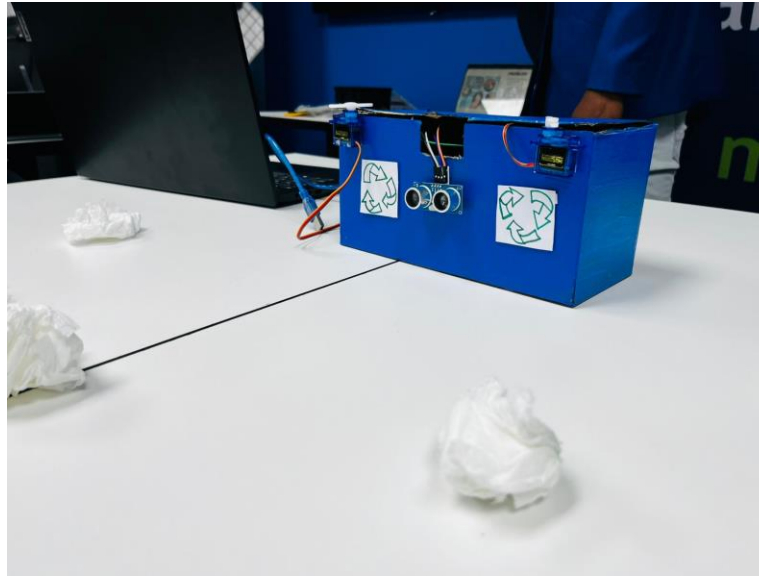
# 4IR HACKATHONS

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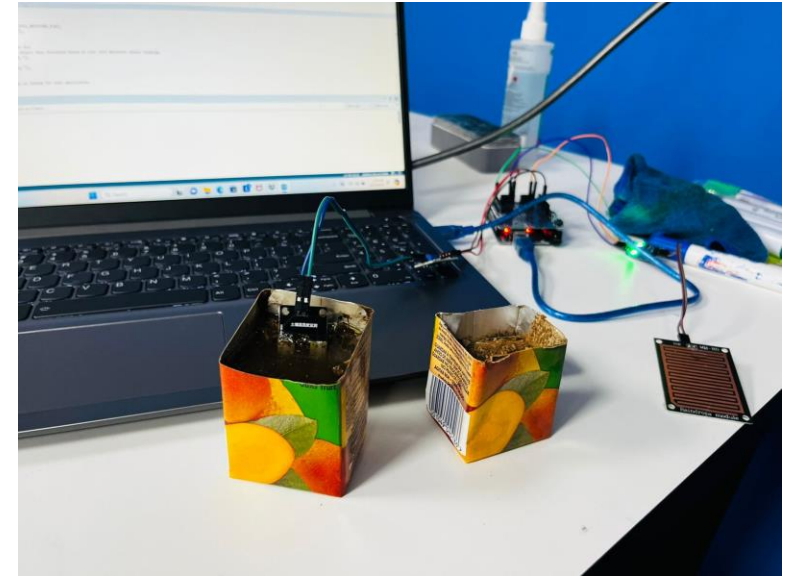
## IoT Hackathon, Upington, Northern Cape



IoT fire and Smoke  
Detector



Smart remote-sensing  
recycling Bin



Rain and Soil Detector

# 4IR HACKATHONS

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## 3D Printing Hackathon, Botshabelo, Free State



Smart Agricultural Water  
Pump



Smart Oil Extractor



Smart House



***Future  
2025/26***

# *New 4IR Qualifications to be developed in 2025*

# **NEW 4IR SKILLS PROGRAMMES TO BE DEVELOPMENT 2025/2026**

- No Code Developer Skills Programme
- Basic Digital literacy
- Colour Grading Professional (5IR)
- Ethics & Privacy



## NEW 4IR SKILLS PROGRAMMES TO BE DEVELOPMENT... CONT

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- Intermediate Digital literacy
- Advanced Digital literacy
- Basic Cell phone Repairer - **CET**
- Intermediate Cell phone Repairer - **CET**
- Advanced Cell phone Repairer - **CET**
- Visual Arts (3D Animation and Visual Effects) Skills Programme Level 2
- Visual Arts (3D Animation and Visual Effects) Skills Programme Level 3





***MICT SETA  
NATIONAL SKILLS  
COMPETITION***

# ***MICT SETA 4IR HACKATHONS & NATIONAL SKILLS COMPETITIONS***

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- In the 2025/2026 financial year, the MICT SETA will expand on its hackathon initiative by hosting MICT SETA National Skills Competitions across the country to foster digital innovations.

# Q & A



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# ***CLOSING REMARKS BY CHAIRPERSON OF THE BOARD***

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*Mr Simphiwe Thobela*



**MICTSETA**

Media, Information And  
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Sector Education And Training Authority



# *Thank You*

*THE END*



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Communication Technologies  
Sector Education And Training Authority



**POLOKWANE**  
**25 MARCH**

# FEEDBACK FORM

## 2025 MICT SETA Stakeholder Roadshows

Scan the  
QR Code to  
rate the session



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