Welcome to the 2025 MICT SETA Stakeholder Roadshows





STAKEHOLDER ENGAGEMENT ROADSHOW PRESENTATION

March 2025

#MictStakeholderEngagement2025















PROGRAMME

TIME	DESCRIPTION	PRESENTER
12:00 – 13:00	ARRIVALS AND REGISTRATION	
13:00 - 13:05	Opening and Welcome	Regional Manager: Western Cape Ms Cikizwa Roto
13:05 - 13:35	Key Address: 2025 Stakeholder Engagement Roadshows	Chairperson of the Board Mr Simphiwe Thobela
13:35 – 14:05	CEO Overview	Chief Executive Officer Mr Matome Madibana
14:05 - 14:25	SSP Overview - WSP/ATR Submission Overview - OFO Codes - Mandatory Grants - SETA Levy Income - SSP Findings - Learner Enrollments vs Completions	Senior Manager: Sector Skills Planning Ms Bontle Mokoena
14:25 - 14:35	Engagement Session	All
14: 35 - 14:55	AFTERNOON TEA BREAK	

TIME	DESCRIPTION	PRESENTER	
14:55 - 15:15	Learning Programmes Overview	Senior Manager: Learning Programmes Mr Ernest Nemugavhini	
	 - Learning Programmes Mandate and Implementation Process - 2025/26 Predetermined Objectives - Discretionary Grants Application Process and Updates 		
15:15 - 15:40	Quality Assurance Update	Senior Manager: Education, Training and Quality Assurance Ms Natalie Nelson	
	 - Update on the Transitional Arrangements - Subject Matter Expert Registration - Update on Replacement Qualifications - Development & Learning Materials - Occupational Learnership Registration - Occupational Qualifications Implementation - Workplace Approval - EISA Centre Registration & Implementation 		
	- Occupational Accreditation Tariffs - Certificate Reprints: Process		
15:40 - 16:00	4IR Division Update	Senior Manager: 41R Ms Gugu Sema	
	 4IR Roadmap 4IR Advisory Committees Integrated Digital Skills Strategy 4IR Qualification Development Research Chairs 4IR Learning Programmes Implemented and Labs 4IR Learning Materials MICT SETA National Skills Competition 		
16:00 - 16:20	Engagement Session	All	
16:20 - 16:35	Closing Remarks	Chairperson of the Board Mr Simphiwe Thobela	
16:40	COCKTAIL DINNER		

KEY ADDRESS BY CHAIRPERSON OF THE BOARD

Mr Simphiwe Thobela



Communication Technologies
Sector Education And Training Authority



OVERVIEW BY CEO

Mr Matome Madibana





SECTOR SKILLS PLANNING

Presentation by: Ms Bontle Mokoena





ABOUT SSP

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.



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



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



Presentation Outline

- 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





WSP/ATR Submission Overview

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.

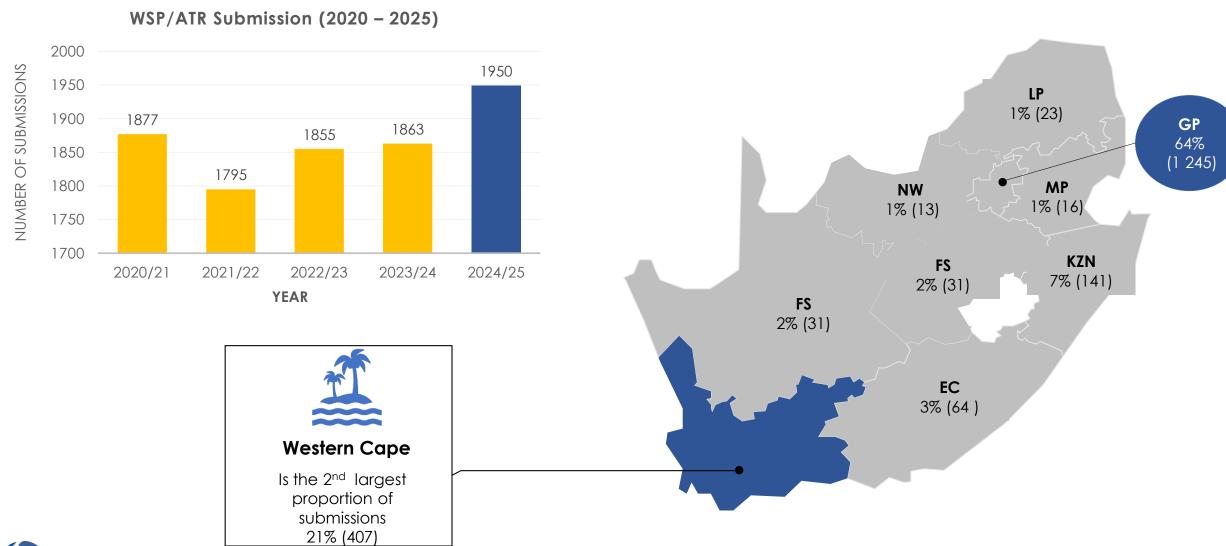
Pivotal Training Report (PTR)

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)





ORGANISING FRAMEWORK FOR OCCUPATIONS

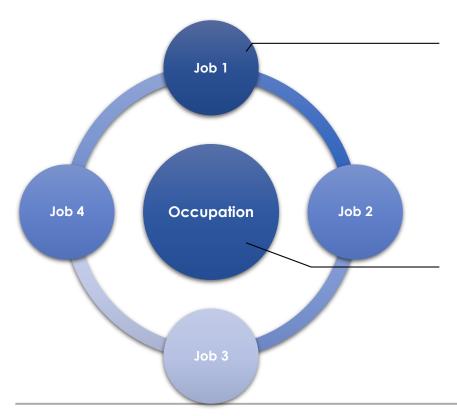




Organising Framework for Occupations

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	Major Group
2021-25 Information and Communications Technology Professionals	Sub Major Group
2021-251 Software and Applications Developers and Analysts	Minor Group
2021-2512 Software Developers	Unit Group
2021-251201 Software Developer	Occupation

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

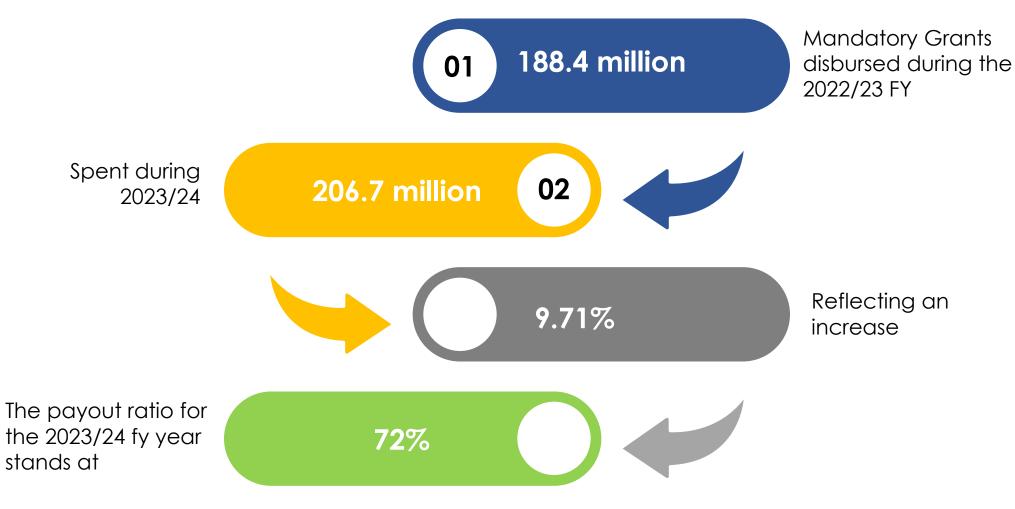


Mandatory Grant





Mandatory Grant





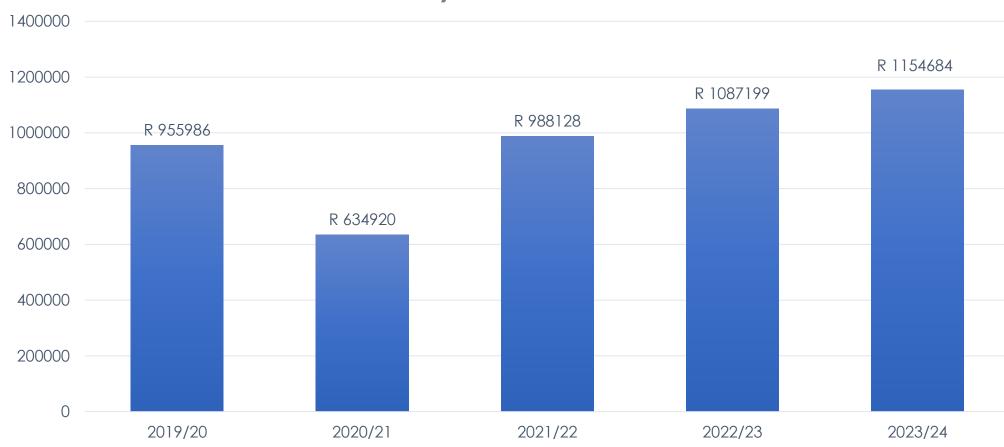
SETA Levy Income





SETA Levy Income

Levy Income '000





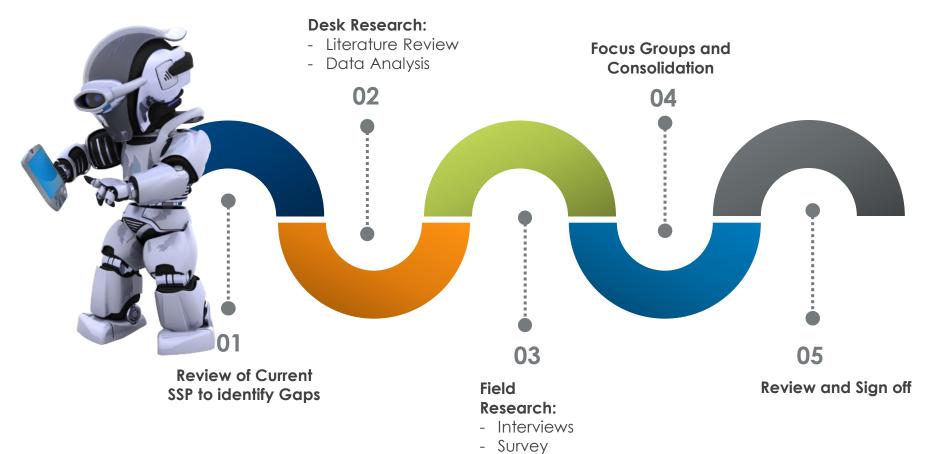
The entity received R1.2 billion in skills development levies (SDL) income, a marginal increase from the previous year's R1.1 billion. The 5.49% growth can be attributed to the improved economy within the sector.

2024/25 SSP Findings





Approach to Developing the SSP





Sector Skills Plan Structure

Chapter 1Sector Profile



Chapter 3

Occupational Shortages and Skills Gaps



Chapter 5

Monitoring and Evaluation





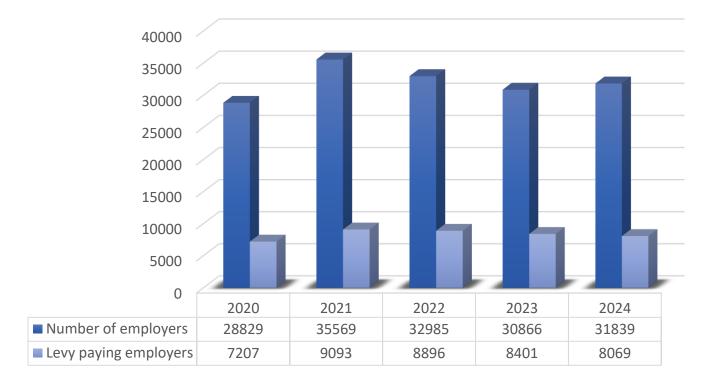




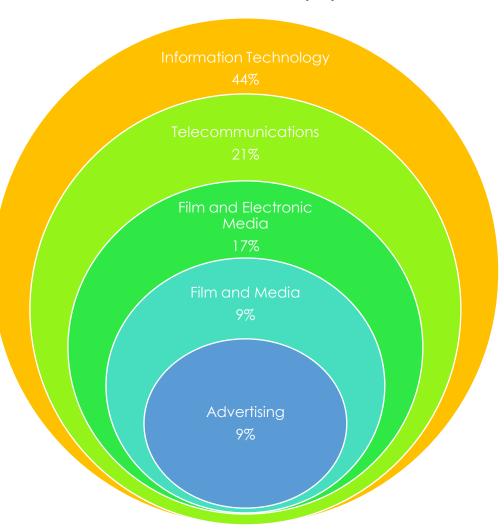


Chapter 1: Sector Profile

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

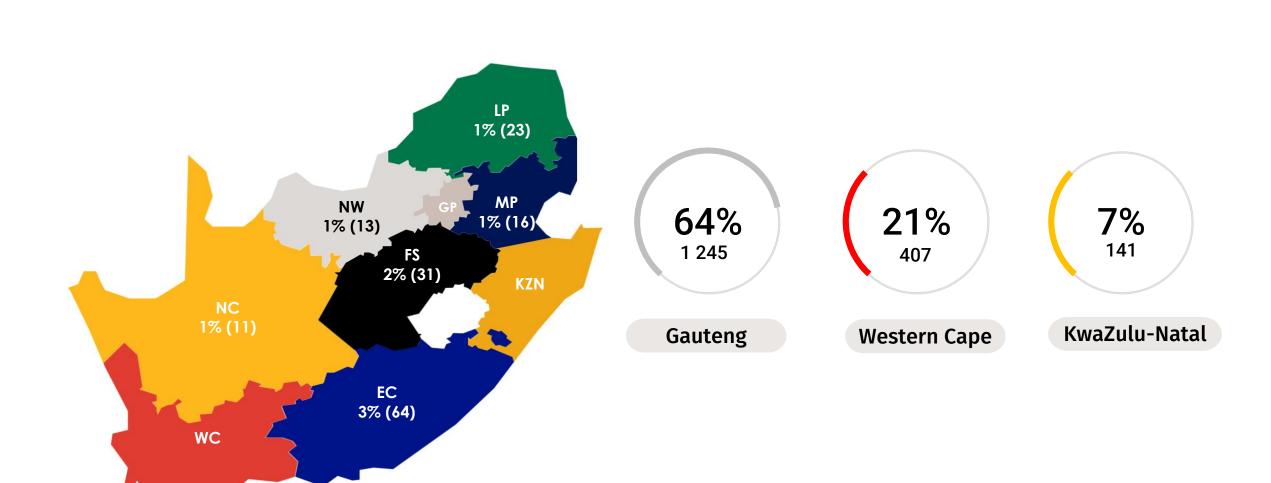


Sub-sector distribution of employers, 2024



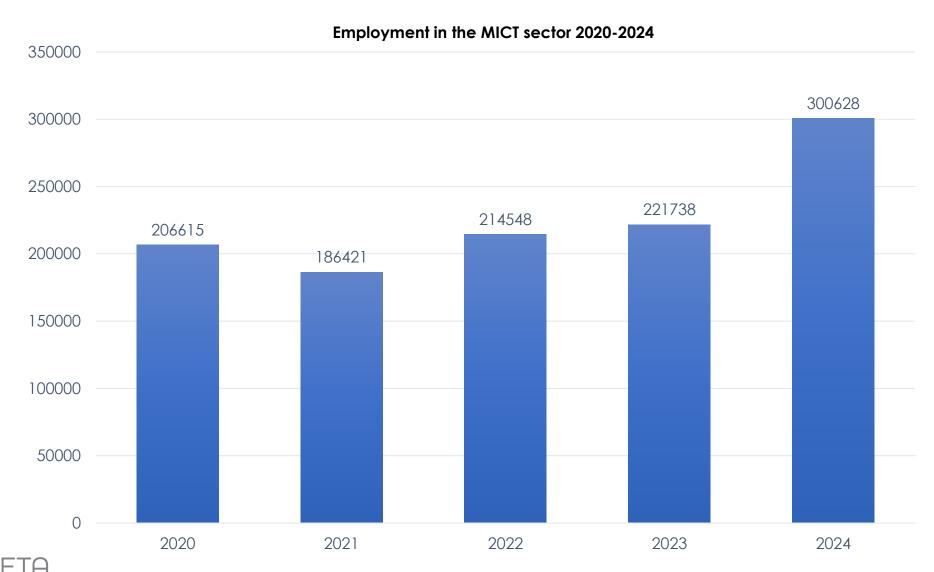


Employers by Province





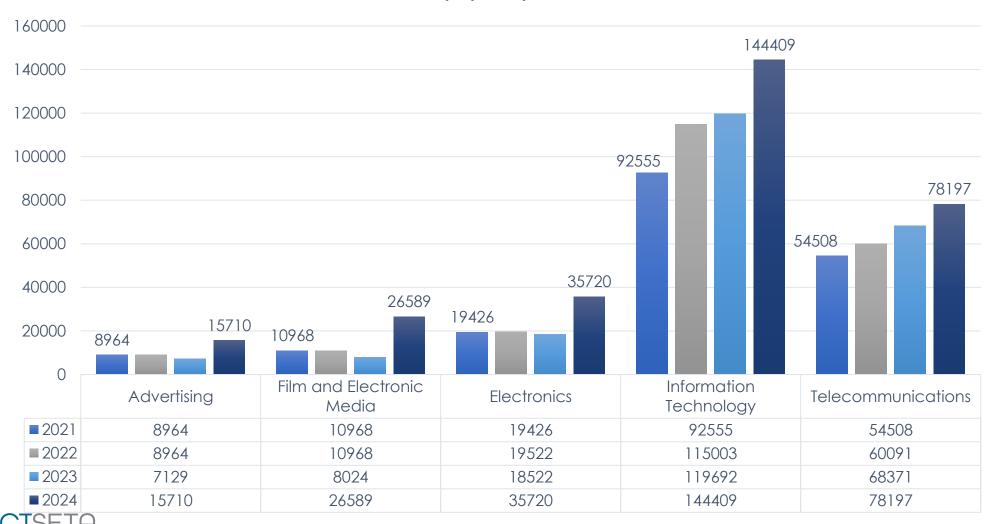
Labour Market Profile



Source: MICT SETA Levy Huge File, 2020-2024

Labour Market Profile

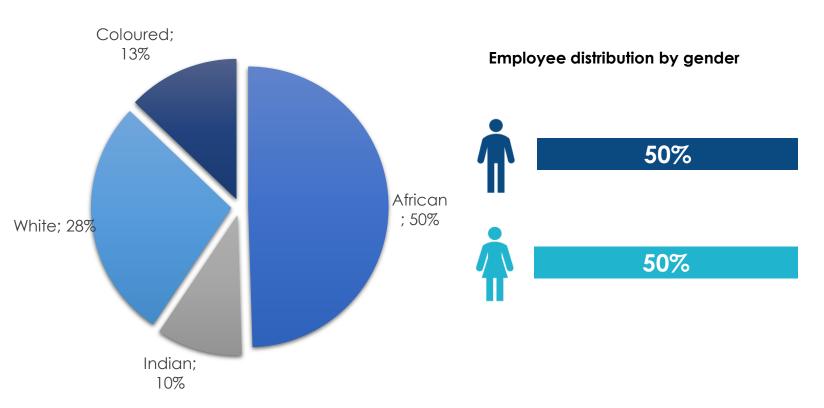
Number of employees by sub-sector, 2021-2024



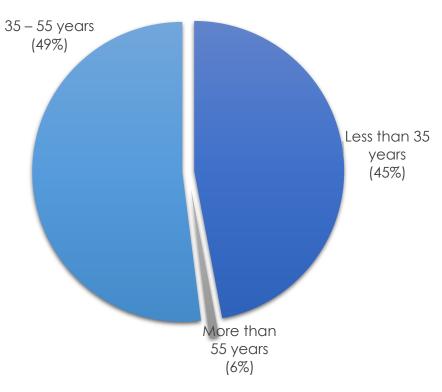
Source: MICT SETA Levy Huge File, 2020-2024

Employee Race, Gender and Age Profile

Employee distribution by race



Employee distribution by age group

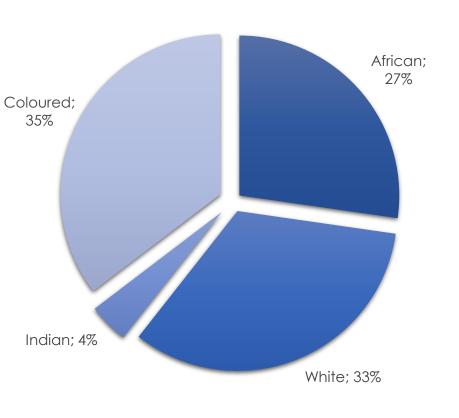




Source: MICT SETA WSP/ATR, 2024

Western Cape Employee Race, Gender and Age Profile

Employee distribution by race

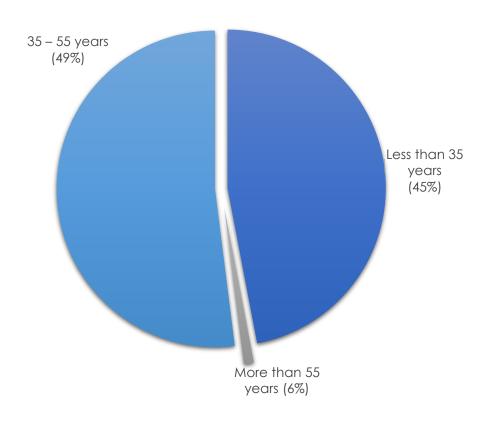


Employee distribution by gender





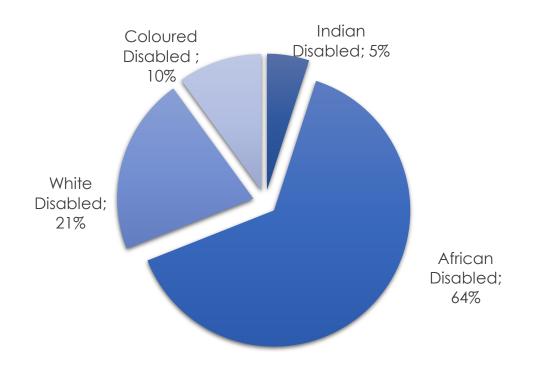
Employee distribution by age group



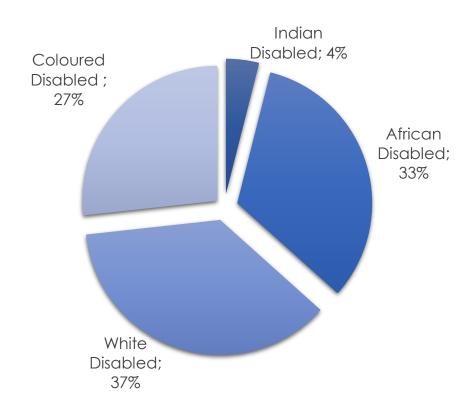


Employee Disability Profile

Employees with disabilities



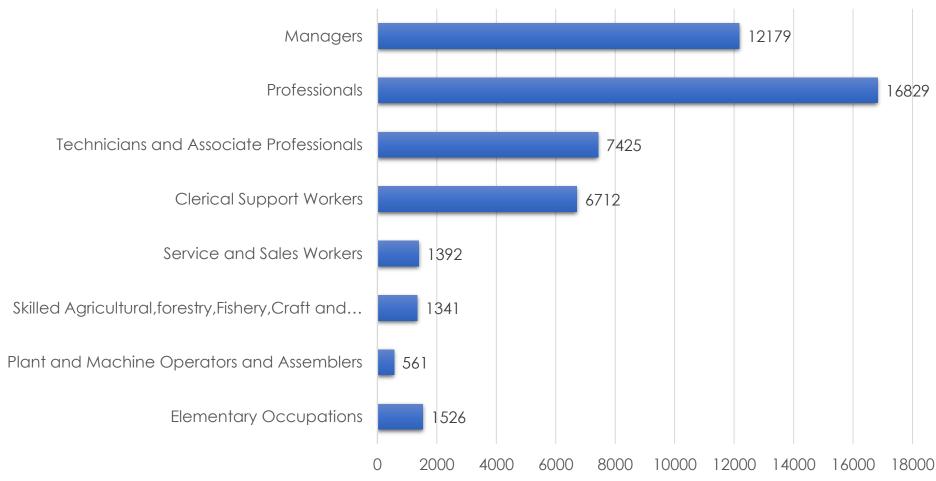
Western Cape Employees with disabilities





Occupational Segmentation

Employee distribution by Major OFO Group



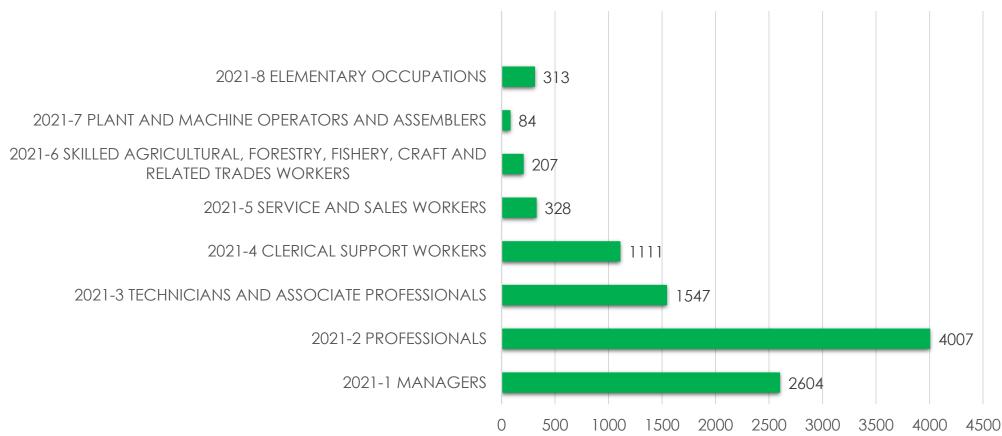


Source: MICT SETA WSP/ATR, 2024

Western Cape Occupational Segmentation

Employee distribution by Major OFO Group

Western Cape





Source: MICT SETA WSP/ATR, 2024

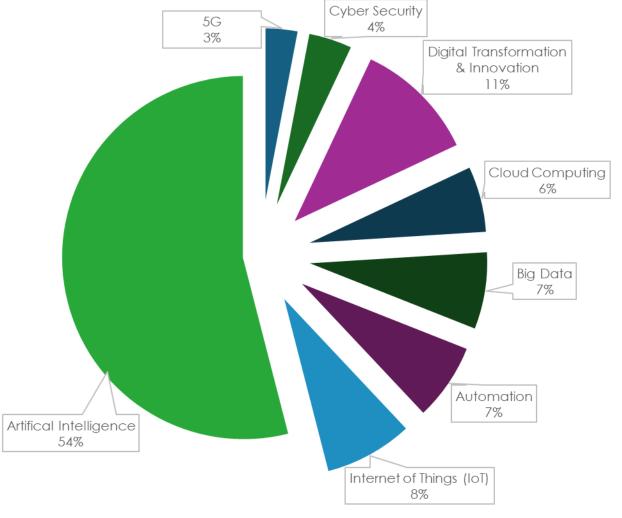
Chapter 2: Key Skills Issues





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.



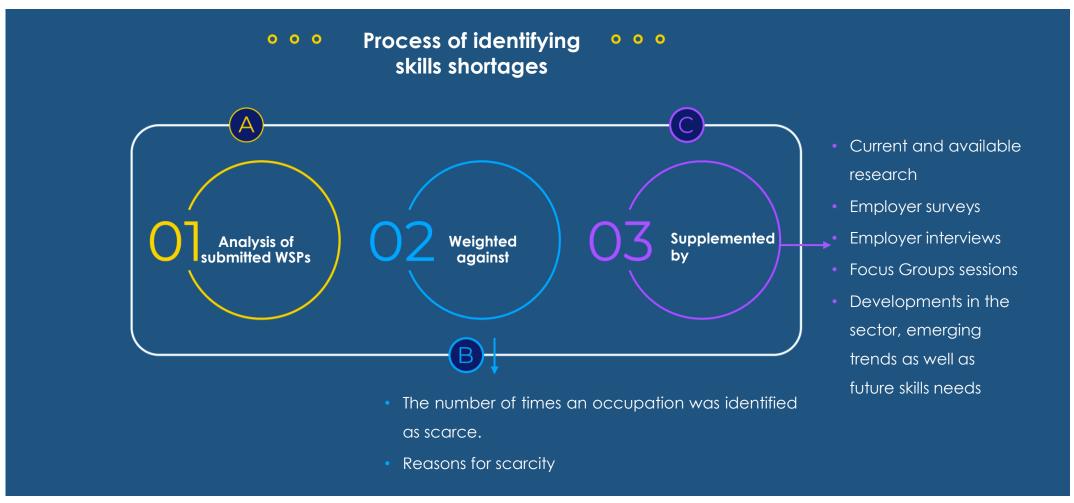


Chapter 3: Skills Demand and Supply





Sectoral Occupational Demand Methodology





Sectoral Occupational Demands

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

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
2021-251201	Software Developer	Lack of skilled people	380
2021-252301	Computer Network and Systems Engineer	Lack of skilled people	285
2021-251101	ICT Systems Analyst	Lack of skilled people	165
2021-351301	Computer Network Technician	Lack of skilled people	148
2021-252901	ICT Security Specialist	Lack of skilled people	130
2021-251203	Developer Programmer	Lack of skilled people	91
2021-251102	Data Scientist	Lack of skilled people	87
2021-352201	Telecommunications Technical Officer or Technologist	Lack of skilled people	63
2021-243403	ICT Sales Representative	Lack of skilled people	28
	Electronics Engineer	Lack of skilled people	25

Sectoral Occupational Demands

Telecommunications hard-to-fill vacancies

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



Skills Gaps

Management Skills

Certified Skills (CompTIA A+, Network+, MCSA, MCSE, Azure, CISCO, etc.)

Financial Management Skills Communication Skills

Sales Skills (Technical Sales Ability)

Project

Management Skills

Business Management Skills

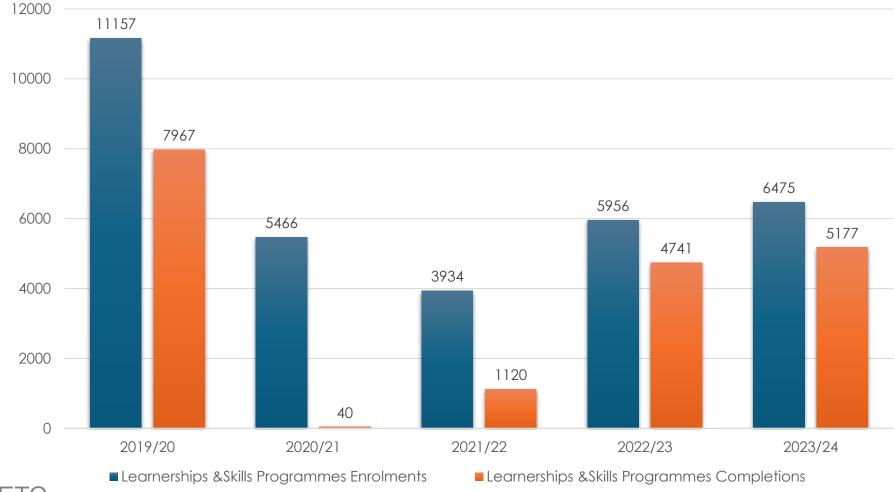
Leadership Skills

Problem Solving Skills



The Extent of Supply



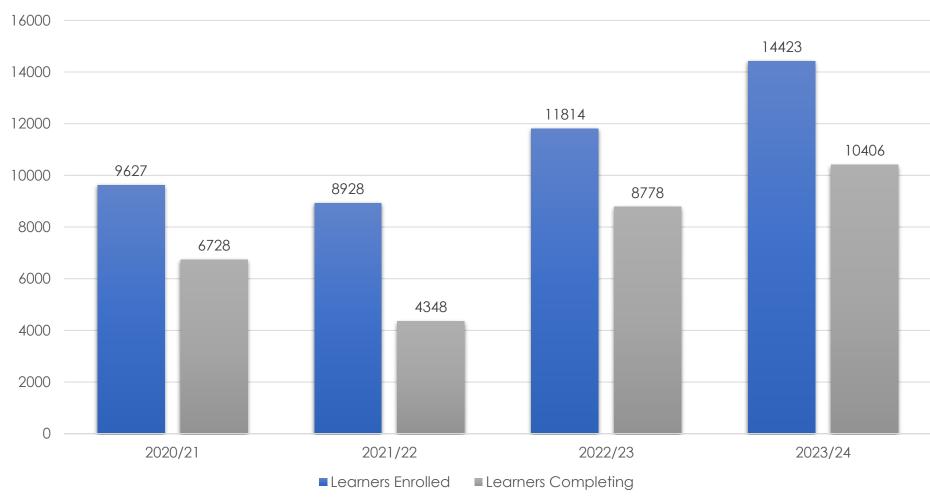




Source: MICT SETA QMR, 2023/24

LEARNER ENROLMENTS AND COMPLETIONS

Enrolments versus Completions: Unemployed and Employed





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

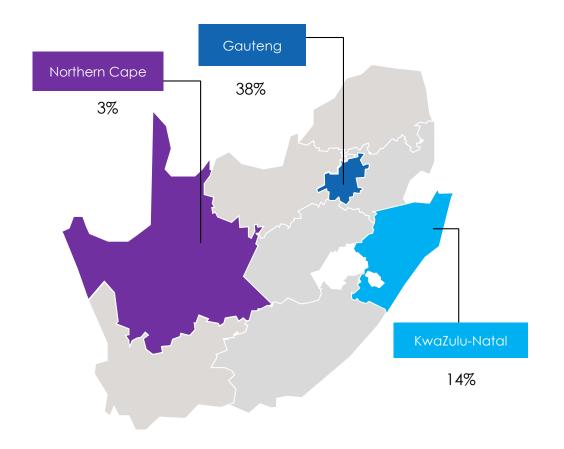
Majority of enrolments

LEARNERSHIPS (41%)

SKILLS PROGRAMMES (13%)

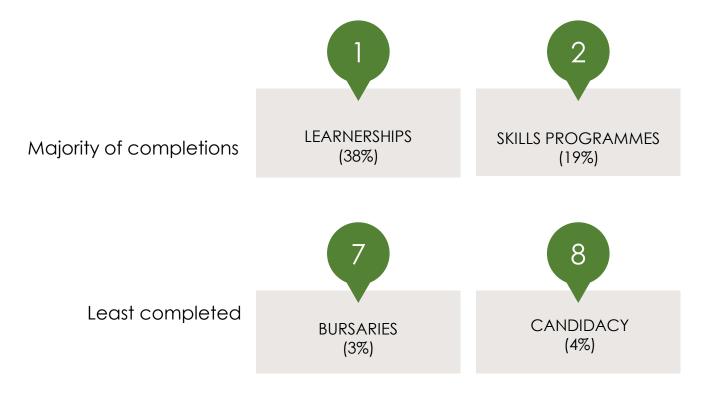
The state of t

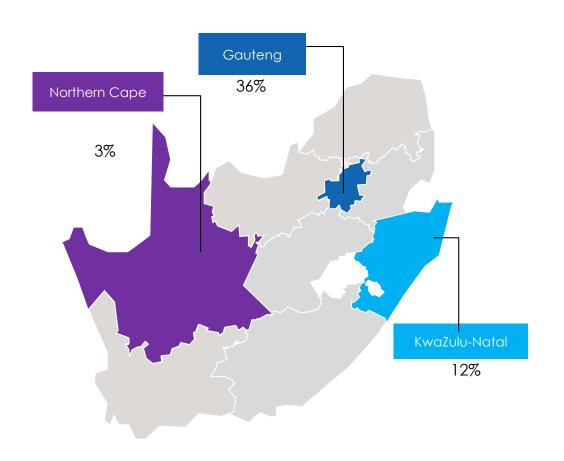
(5%)





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







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

Majority of Enrolments

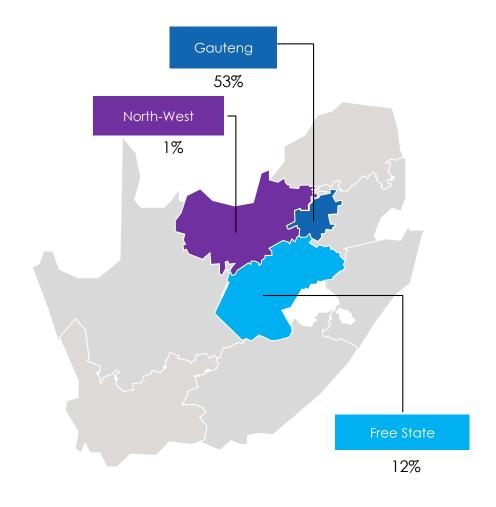




Least Enrolled

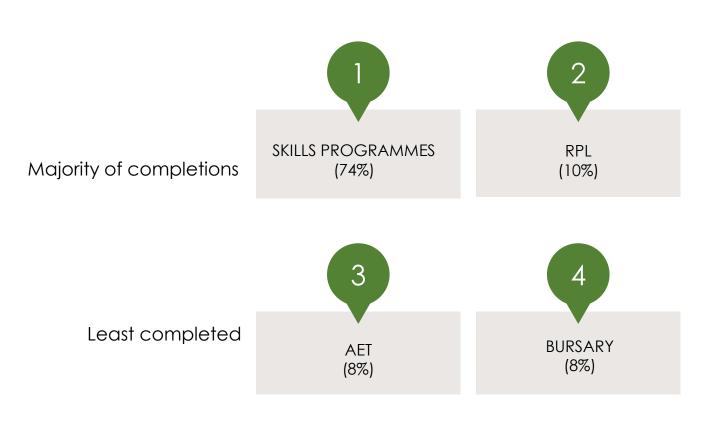


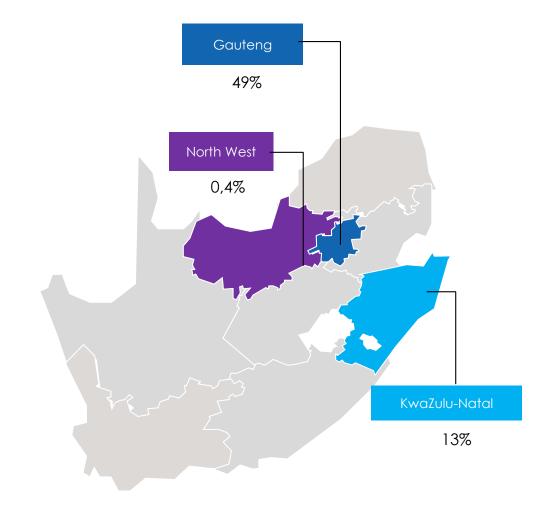






2020/21 – 2023/24 Employed Learners Completing in Learning Programmes







Chapter 4: SETA Partnerships





Types of SETA Partnerships

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
- 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 SETAwide LMS



Strategic and Special Projects Partnerships

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

Industry and Professional Bodies Partnerships

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	0ct 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
VAAL UNIVERSITY OF TECHNOLOGY	Aug 2023 - Oct 2024



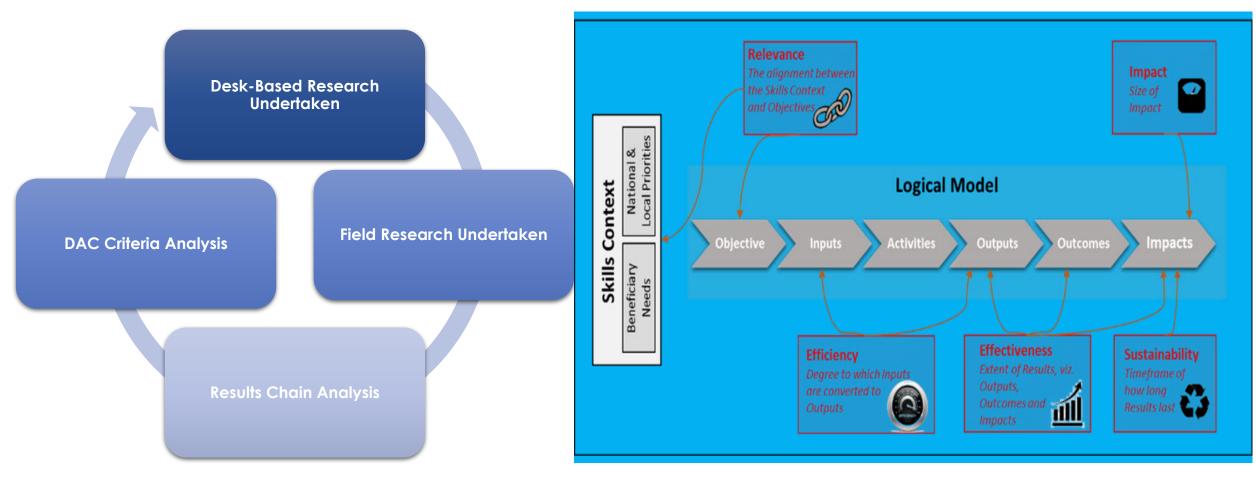
Proposed Partnership

Industry Partner	Rationale and Objectives of Partnership	Intended Strategic Focus
Mara Phones South Africa	·	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.
All MICT Sub- sectors employers	The reason for this partnership will be to exploit existing vendor-based training programmes that are being implemented by employers within the MICT sector.	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.



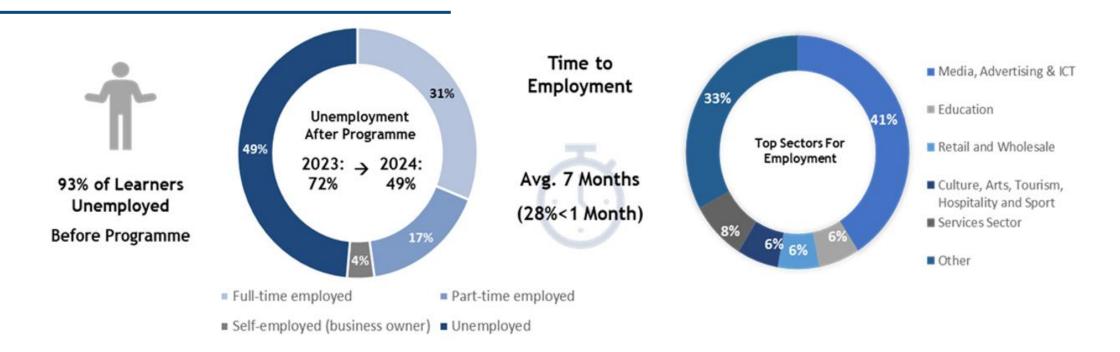


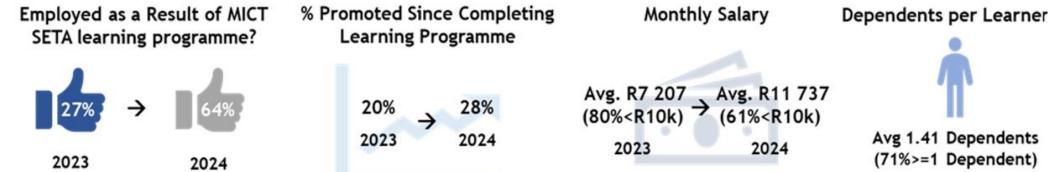
Evaluation Research Methodology





2023/24 WBL Tracer Study Findings

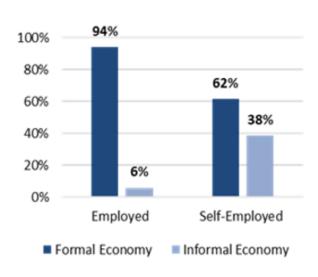




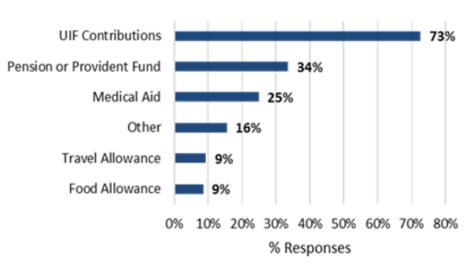


2023/24 WBL Tracer Study Findings

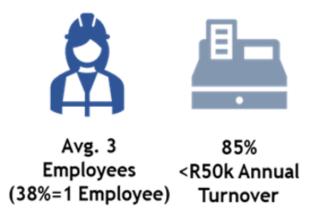
Where Learners Are Employed or Operate Businesses



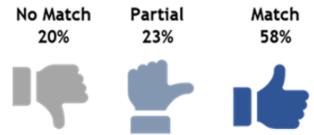
Company Benefits Received

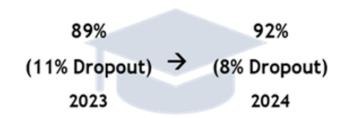


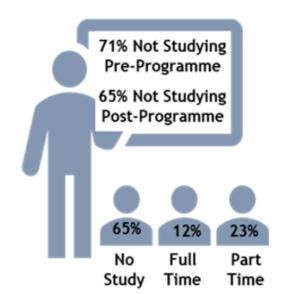
Businesses Started by Learners













Chapter 6: Strategic Skills Priority Actions





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



Outcome 1

Good Corporate governance and a productive workforce



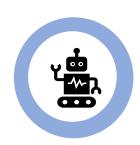
Outcome 2

Credible labour market information that accurately identifies occupations in high demand



Outcome 6

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



Outcome 3

Enablement of the Fourth Industrial Revolution (4IR)



Outcome 7

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



Outcome 4

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



Outcome 8

Support for SMMEs, entreprenurship and communitybased organisations



Outcome 5

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



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

MICT OUTCOMES

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 & Developme ntal 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



Q&A





Presentation by: Mr Ernest Nemugavhini





LEARNING PROGRAMMES MANDATE

Implementation of Sector Skills Plan ,4IR and Future Skills

80% Budget = Pivotal Programmes
20% Budget = Non Pivotal programmes

5% Budget = Developing high level skills
92,4% Budget = Developing intermediate skills
1% Budget = Developing elementary skills



Implementation of Sector Skills Plan

Allocation of Discretionary Grants

Monitoring and Reporting the implementation of 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.





- 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





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





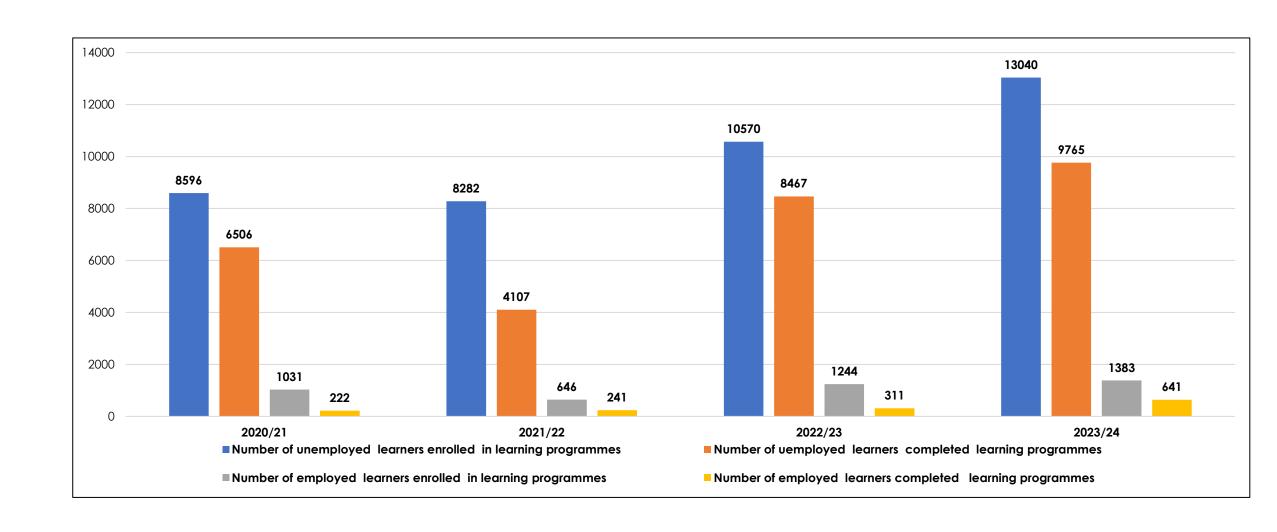
Skills Developed support for SMMEs, entrepreneurship,
 Cooperatives development and Community-based organisation

 Skills Development for federation and union members within the MICT sector





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



OUTPUT INDICATOR	Annual Target 2025/26
Number of TVET students completed their work integrated learning placements	1200 R70 000 per learner (Budget is R84 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 Intern (Budget is R184 000 000)



OUTPUT INDICATOR	Annual Target 2025/26
Number of unemployed learners enrolled in skills programmes	1200 R40400 (Budget is R42 000 000)
Number of unemployed learners completed skills programmes	720
Number of unemployed learners enrolled in learnership programmes	4900 65000 (Budget is R318 500 000)
Number of unemployed learners completed learnership programmes	2940



OUTPUT INDICATOR	Annual Target 2025/26
Number of unemployed learners completed candidacy programmes	60
Number of unemployed learners enrolled for short programmes	1300 R50400 per learner. (Budget is R65 520 000)
Number of unemployed learners completed short programmes	780



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



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



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



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



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



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



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



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



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



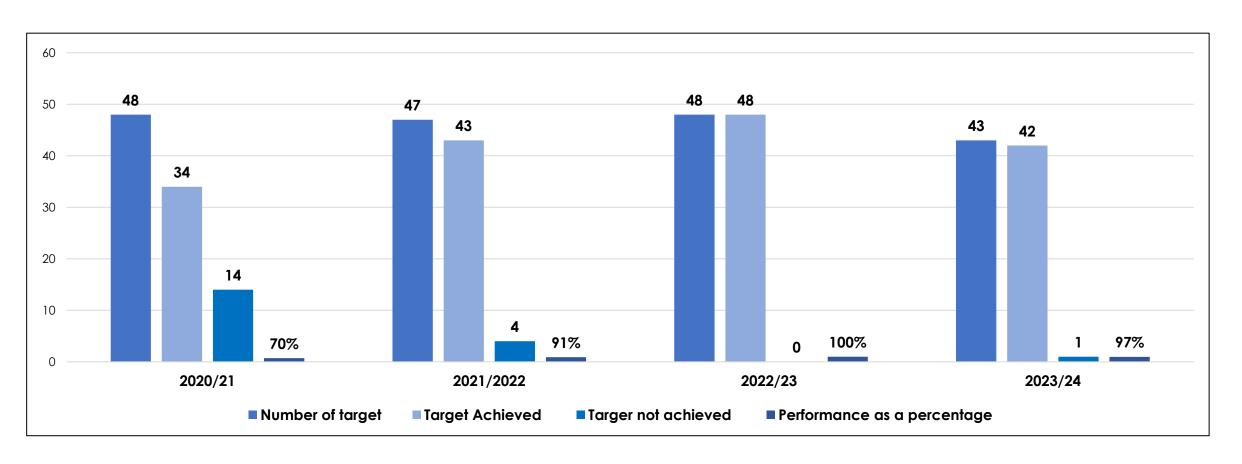
OUTPUT INDICATOR	Annual Target 2025/26
Number of CET college Lecturers enrolled in skills development programmes	100
Number of CET college Lecturers completed skills development programmes	30
Number of TVET partnerships established	14
Number of CET partnerships established	9



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

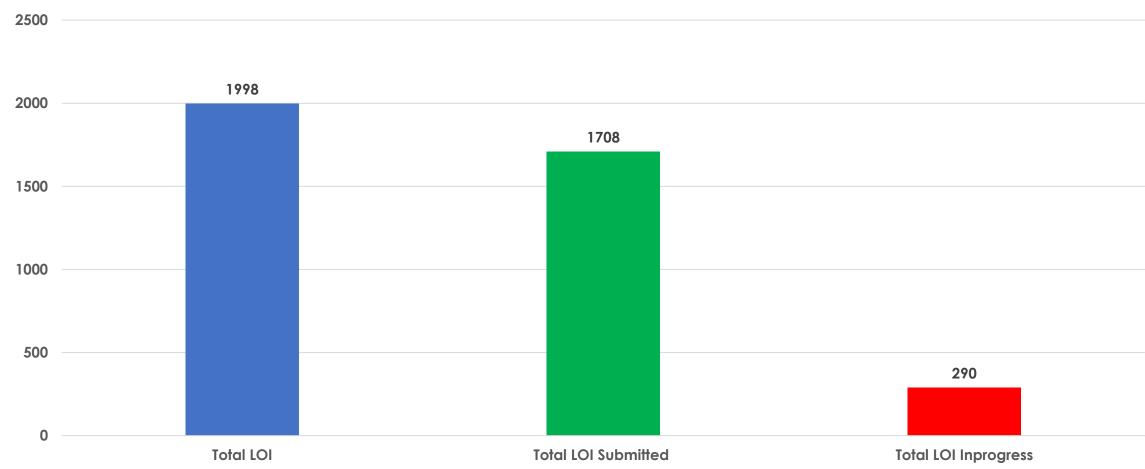


LEARNING PROGRAMME PERFORMANCE FROM 2020-2021 TO 2023-2024



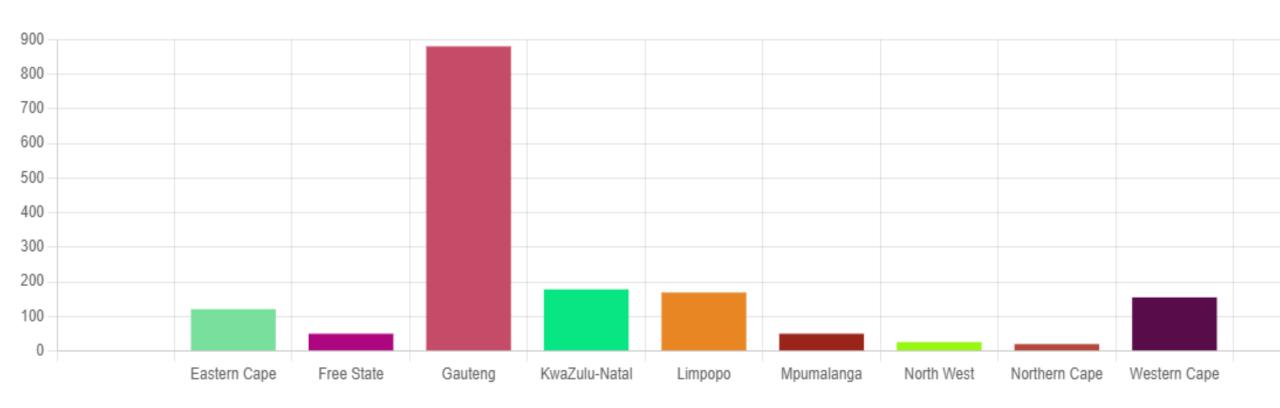


DG WINDOW 2025/26 UPDATES



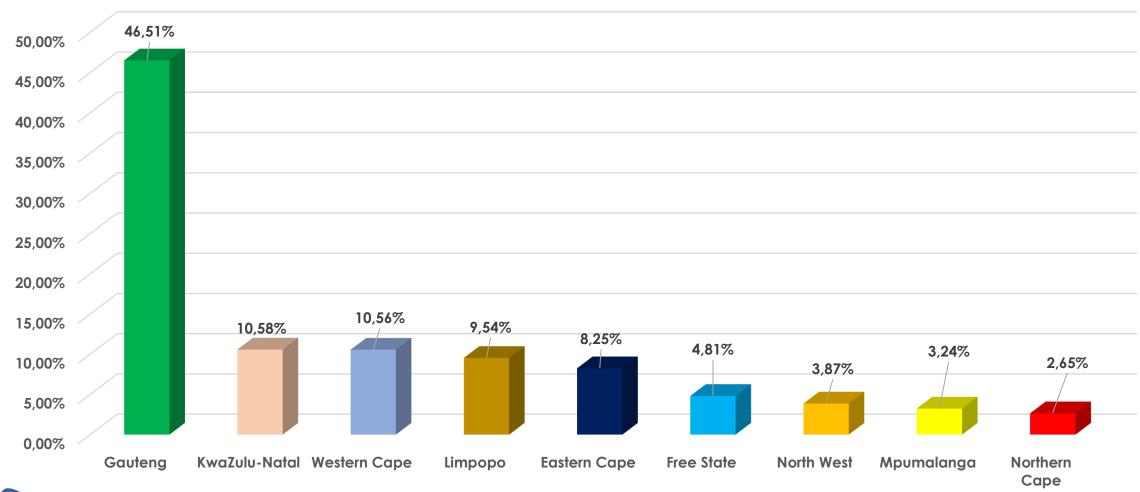


DG WINDOW 2025/26 APPLICATIONS PER PROVINCE





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		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
reopie Irainea on Emiepieneoisnip	1/007	KT 137 383 000,00	380	R247 000 000,00	R65 000,00

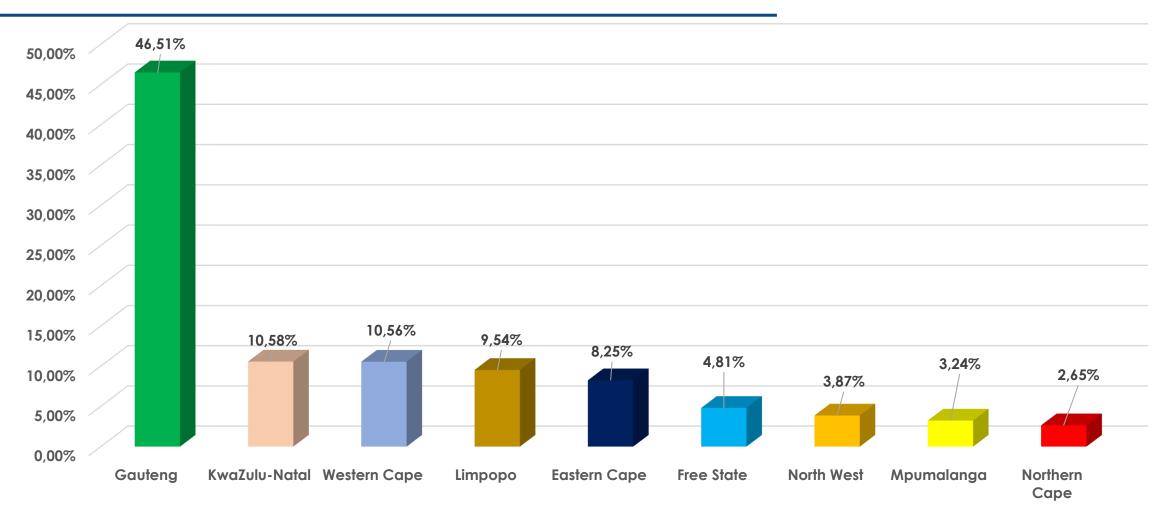


NUMBER OF LEARNERS REQUESTED PER PROJECTED, BUDGET VERSUS NUMBER OF LEARNERS SHORTLISTED FOR SITE VETTING PER ROJECTED BUDGET

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	R139 405 000,00	175	R6 125 000,00	R35 000,00
Short Programmes for Unemployed Learners	92565	R4 665 276 000,00	2295	R115 668 000,00	R50 400,00
Skills Programmes for Unemployed Learners	136046	R5 496 258 400,00	2274	R91 869 600,00	R40 400,00
Skills Programmes for Employed Workers	40869	R1 430 415 000,00	1160	R40 600 000,00	R35 000,00
TVET Lecturers Awarded Bursaries	583	R52 470 000,00	73	R6 570 000,00	R90 000,00
TVET Lecturers Development	4400	R154 000 000,00	300	R10 500 000,00	R35 000,00
TVET Placement Programmes	58421	R4 089 470 000,00	2265	R158 550 000,00	R70 000,00
University Placement Programmes	40807	R2 856 490 000,00	1011	R70 770 000,00	R70 000,00
TOTAL	716442	R41 286 273 400,00	21 445	R1 518 318 200,00	



DG ALLOCATION PERCENTAGE PER PROVINCE





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

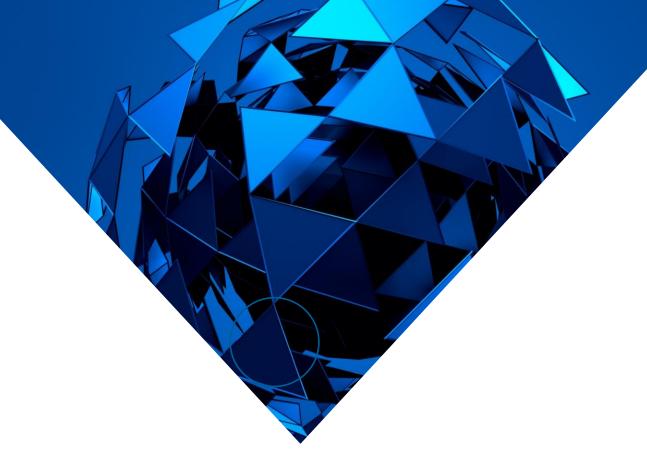
- Online Submission of Learners Agreements
- ID copies, Qualification,
- List of Learners
- Disbursement of payments as per Annexure A Schedule.
- Submission of quarterly progress reports.
- Site visits by LPD Advisors.



CHALLENGES AND SOLUTIONS

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	
Submission of fraudulent documents	Black listing non compliant stakeholders
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 and 0615837742



CONTACT

Learning Programmes Manager

Athalia.Maabane@mict.org.za and 0734962060



CONTACT

dgquries@mict.org.za

Lpdadviors@mict.org.za

GRMReviewcommittee@mict.org.za

Special Project Manager

Clifford.Malaka@mict.org.za



CONTENT

All content available on the website

www.mict.org.za





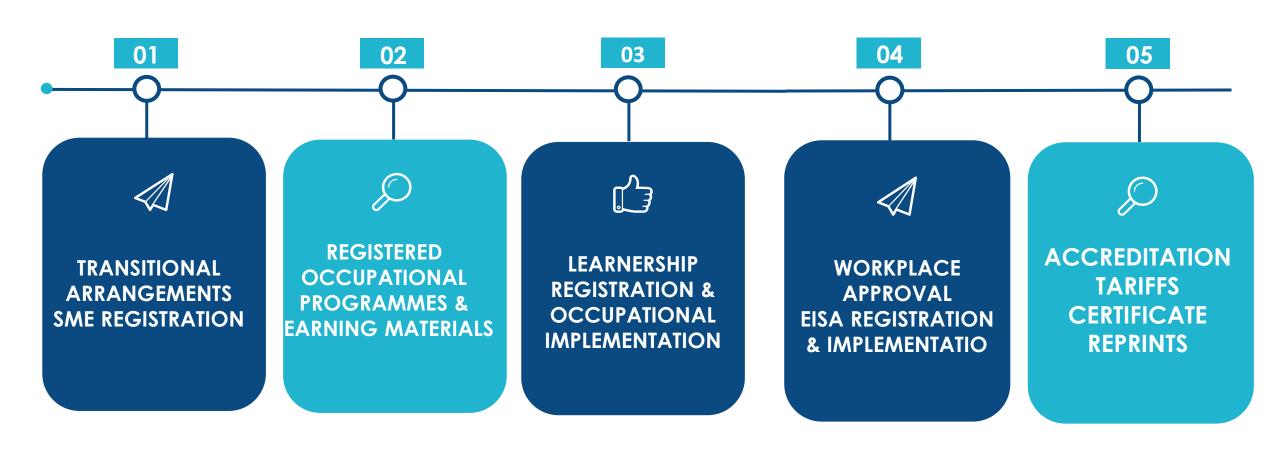
EDUCATION, TRAINING AND QUALITY ASSURANCE

06 MARCH 2025 MS. NATALIE NELSON





THE KEY POINTS







THE TRANSITIONAL ARRANGEMENTS

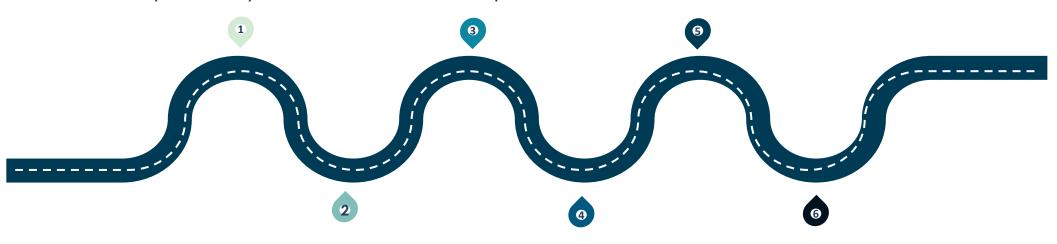
TRANSITIONAL ARRANGEMENTS

Ministerial determination

2014:

Phasing out of historical qualifications by 2018

Gazette 50472: Last date of enrolment 30 June 2025/6 and last date of achievement 30 June 2029 for 30 qualifications. Introduction of
Accreditation Tariffs by the
QCTO effective 01 April
2025



2019 Extension Granted:
Last date of registration for
historical qualifications 30
June 2023.

Gazette 51771: Honourable

Minister delegates further
extension of legacy
qualifications on a case-bycase basis to QCTO & SAQA.

Further Extensions approval of extensions on Historical Qualifications



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



LIST OF QUALIFICATIONS EXTENDED UNDER THE TRANSITIONAL ARRANGEMENTS

NO	QUALIFICATION ID	QUALIFICATION TITLE	CREDITS	REGISTRATION END DATE	LAST DATE OF ENROLMENT
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
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



LIST OF QUALIFICATIONS EXTENDED UNDER THE TRANSITIONAL ARRANGEMENTS

- □ 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 <u>ALL SDPs</u> 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 dependent 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.



SCOPE OF GOVERNMENT GAZETTE 51771

- Government Gazette 51771 makes provision for legacy qualifications that are not covered under GG 50742 delegating the QCTO in conjunction with SAQA to extend the last date of enrolment. This is only applicable for qualifications whereby:
 - No new replacement qualifications are registered;
 - Current learnerships are registered against pre-2009 qualifications;
 - Inadequate learnerships have been registered against Occupational Qualifications; Qualifications are still being realigned;
 - Pre-2009 qualifications are linked to regulatory requirements; and
 - ☐ The funding regime that is still linked to pre-2009 qualifications (2024-2025 performance targets)
- ☐ The QCTO has granted SETAs the opportunity to submit motivations for the extension of additional legacy programmes, this information must be provided to the QCTO by 30 March 2025.
- □ A working group has been formed between SAQA, DHET and the QCTO for the processing of these motivations.





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

- ☐ 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.gcto.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







OCCUPATIONAL PROGRAMMES – REGISTERED QUALIFICATIONS

No.	Qualification ID	Qualification Title	Level	Credits	Curriculum Code
	119458	Occupational Certificate: Software Engineer	NQF Level 6	240	251201-001-00-00
	119438	Occupational Cartificato: Software Tester	NQF Level 5	70	251201-001-00-01
	117438	Occupational Certificate: Software Tester	NQF Level 3	/0	251201-001-00-01
2					
		Higher Occupational Certificate: Sound Operator	NQF Level 5	1.0	
3	120748			168	352103-001-00-00
		111 1 0 111 10 1111 1 10 1	NQF Level 5		
4	120749	Higher Occupational Certificate: ICT Business Development Consultant		120	243402-000-00-00
7	120747	Development Consoliditi			243402-000-00-00
5	121157	Advanced Occupational Certificate: Media/Programme Content Production Manager	NQF Level 6	241	265410-001-00-00
	12113/	Media/110graffiltie Coffieffi 110d0CfloffMafiager	NOI LEVELO	241	263410-001-00-00
6	121447	Higher Occupational Certificate :Advertiser	NQF Level 5	120	243101-000-00-00
		Occupational Cartificato: Talacommunications			
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	
2	SP-240202	Intermediate End User Computing	Level 4	20	900239-000-00	
3	SP-240203	Advanced End User Computing	Level 5	20	900240-000-00	

OCCUPATIONAL PROGRAMMES - IN EVALUATION WITH QCTO

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



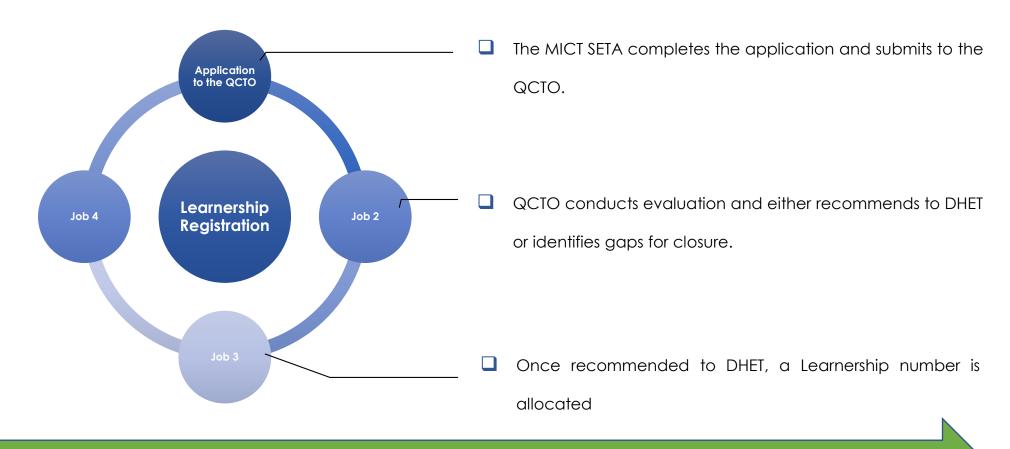
OCCUPATIONAL PROGRAMMES - IN EVALUATION WITH QCTO

	QUAL /		MIN			
NO.	PROG ID	QUALIFICATION TITLE / LEARNING PROGRAMME TITLE	CREDITS	SUB SECTOR	OCCUPATIONAL TITLE	
15	63849	Further Education and Training Certificate: Electronics	122			
16	59569	National Certificate: Electronics	120		Electronics Engineering	
17	83446	National Certificate: Electronics	135	Electronics	Mechanician	
		Further Education and Training Certificate: Film and Television Production				
18	61450	Operations	157		Video, Film and Multimedia	
19	58394	National Certificate: Film and Television Production	122	Film and Television	Practitioner	
				Broadcasting/Teleco	Wireless Telecommunications	
20	48792	Certificate: Broadcast Engineering	120	mmunications	Technical Officer	
					3 Skills Programmes: Essential,	
					Intermediate and advanced	
					Digital Photographic Image	
21	73298	Further Education and Training Certificate: Photography	128	Media – Photography	Creator	
	40100		0.40			
22	49138	National Diploma: Copywriting	240	Media	Copywriter	
23	49317	National Certificate: Scriptwriting	147	Media	Scriptwriter	





ETQA LEARNERSHIP APPLICATIONS



TIMELINES: 90 DAYS



OCCUPATIONAL QUALIFICATION IMPLEMENTATION & WORKPLACE

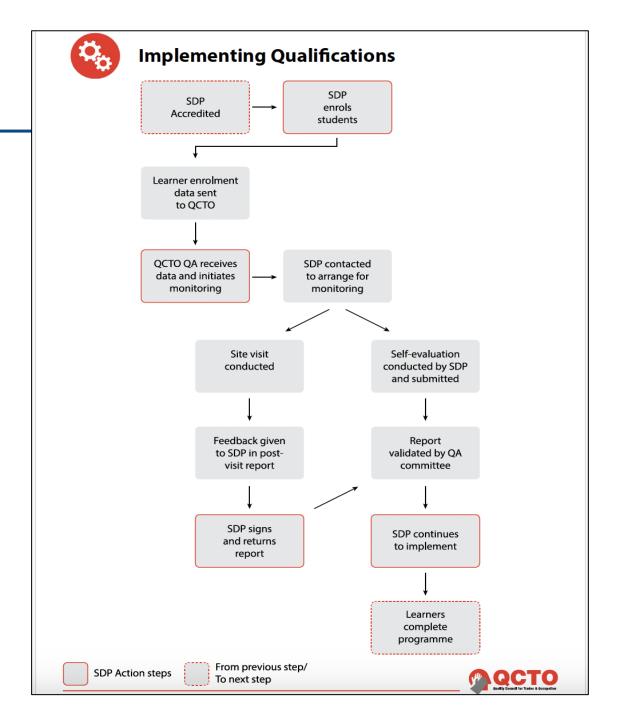


APPROVAL

OCCUPATIONAL QUALIFICATION IMPLEMENTATION

- ☐ The QCTO have developed a guideline to the process of occupational accreditation and the implementation of the programmes.
- This can be found using the following link:

 https://www.qcto.org.za/assets/qcto the-road-to
 success.pdf
- The process flow is as follows:





OCCUPATIONAL QUALIFICATION IMPLEMENTATION

- Post implementation of the programme, the Quality Partner will conduct a quality assurance process.
- ☐ This will culminate in the issuance of SORS



Assessment

Statement of Results (SOR)

As the SDP, you are responsible for formally assessing every module and recording the results, together with the learner's evidence of workplace experience. An example of the Statement of Workplace Experience required is included at the end of the qualification's Curriculum document.



The use of Naturally Occurring Evidence to support the Statement of Workplace Experience is encouraged. This is evidence created by the learner during their workplace experience such as:

- Documents that they had to complete
- · Performance reviews
- · Photos of products made

Formal assessments must be completed for all modules and cover all of the Internal Assessment Criteria in the Curriculum document. Assessment dates, including re-assessments, and results must be recorded, and dates should be in line with the assessment plan. Each learner's overall competence per module is recorded on a Statement of Results. To register for the EISA, learners must be found competent in all modules.



The SOR template and guidelines for completion should be provided to the SDP by the QP.







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.

Occupational

- 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.





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.



Occupational Health and Safety Act.

□ A set standard adopted to verifying that the site where the WBL will be implemented meets the minimum the scope of workplace component.	um requirements foi
☐ MICT SETA Workplace Approval Policy has been approved and is applicable to all MICT occupational	y 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	ion 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 workplace component.	terms of the required

☐ The site must be compliant with the relevant legislation applicable to the specific occupation including but not limited to the

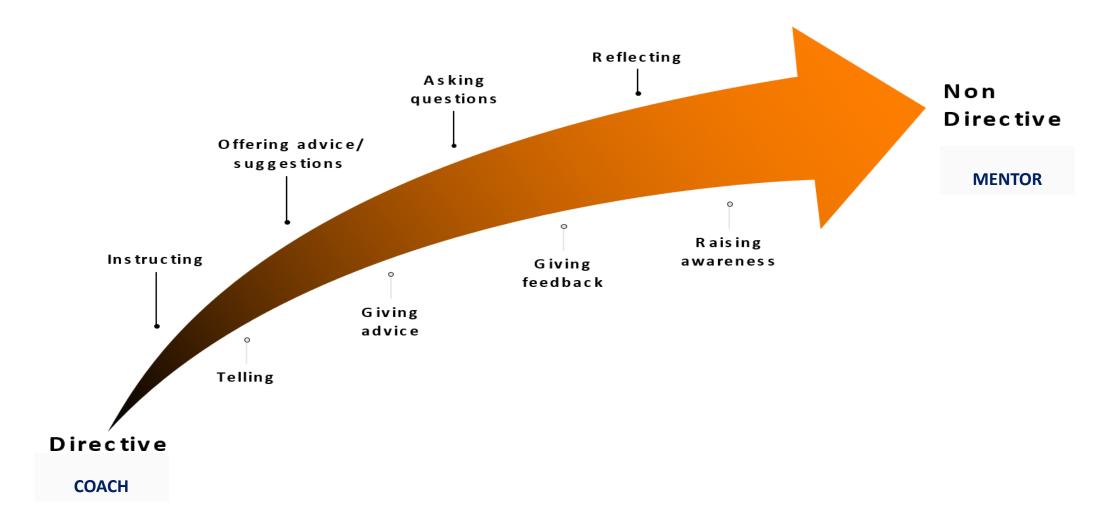


$\overline{}$			•		t to the second
	()ccupational	requirements	tor workn	lace approval:
$\overline{}$	\sim	ccopanonai	10901101110	TOT TOTAL	race approvan

- □ 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 the each mentor endorsed by the employer indicating the number of learners allocated to the mentor and duration of the mentoring process.



WORKPLACE APPROVAL PROCESS FLOW





REQUIREMENTS FOR SUCCESSFUL WORKPLACE LEARNING

☐ 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.

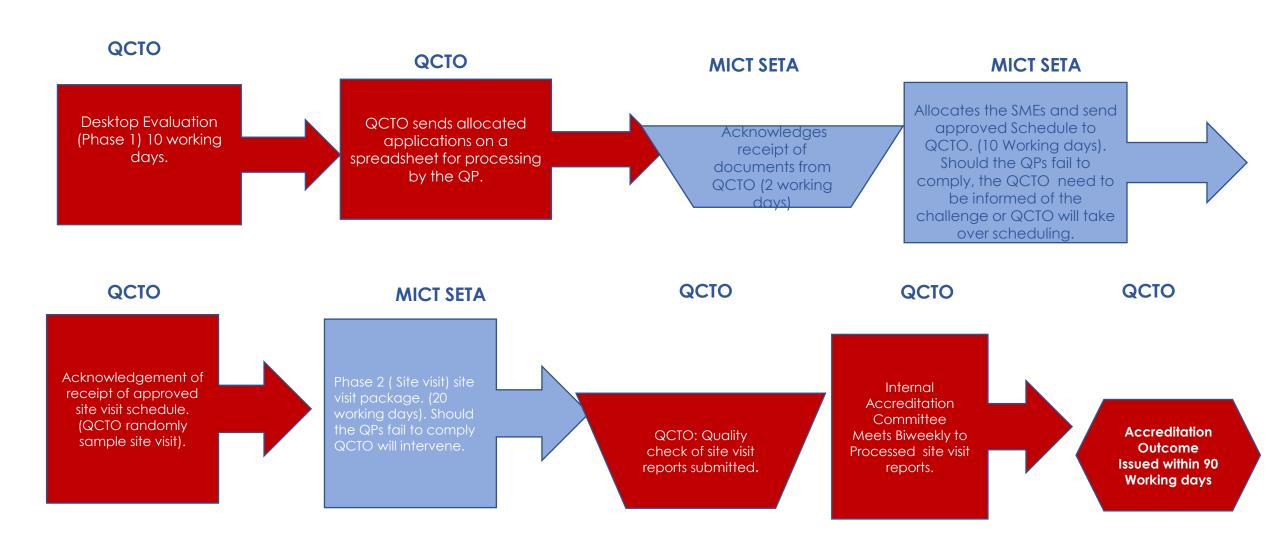


WORKPLACE APPROVAL PROCESS FLOW





OCCUPATIONAL ACCREDITATION PROCESS



http://www.qcto.org.za/for-skills-development-providers.html

OCCUPATIONAL ACCREDITATION PROCESS

- □ Skills Development Providers are required to comply with the MICT SETA accreditation policy, terms and conditions in addition to the QCTO requirements.
- All assessors and moderators that SDPs would like to use as Subject Matter Experts are required to be registered with the MICT SETA as per the MICT SETA accreditation policy.
- □ Upon completion of training and being deemed competent by the training provider, learners will be subjected to the External Integrated Summative Assessment (EISA) which will be implemented by the Quality Partner (MICT SETA).
- □ Skills Development Providers are further encouraged to apply for assessment centre accreditation with the QCTO.





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.



Responsibilities of Assessment Centre:

An	assessment	centre	must

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



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.



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

The QCTO may amend the scope, if:

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



WITHDRAWAL OF ACCREDITATION AND APPEALS

The QCTO, may on reasonable grounds, withdraw on recommendation from the relevant QP.

Reasonable grounds include, but are not limited to:

- 1. Inability to meet the accreditation criteria;
- 2. Assessment irregularities;
- 3. Failure or refusal to fulfil accreditation responsibilities;
- 4. Failure or refusal to comply with the relevant QCTO policies and procedures; and
- 5. Failure to comply with the relevant AQP requirements including but not limited to:
- Poor record keeping and reporting on assessments;
- ☐ Any fraudulent activity uncovered within the Centre
- Poor internal moderation; and
- Ineffective reporting to the AQP

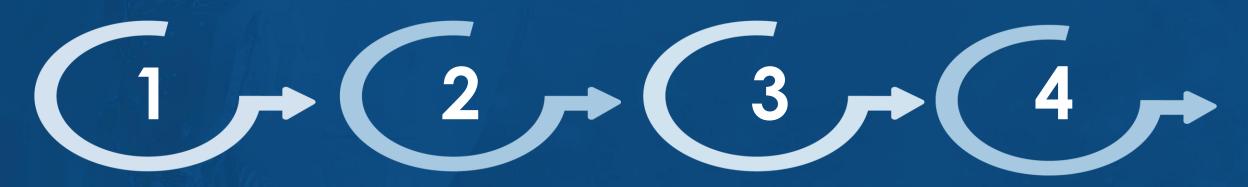
Definition: Appeal is the process where parties request a formal change to an official decision. Appeals also functions as a process for error correction as well as a process of clarifying and interpreting the decision.

Procedure on Appeals

- ☐ The assessment centre may appeal the de-accreditation recommendation to the QCTO at a cost determined by the QCTO.
- ☐ If de-accreditation is appealed, the QCTO will convene an appeals committee to consider any representations received and will notify the AQP and assessment centre of its appeal decision in writing.



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



http://www.qcto.org.za/for-assessment-centres.html

REGISTERING FOR THE EISA

Registering Learners for the EISA

Once learners have completed the programme and the Statement of Results has been issued, the learners may be registered for the EISA.



The Learner Enrolment and Readiness for EISA spreadsheet is updated in the Learner Readiness for EISA column. This must then be emailed to EISAReadiness@qcto.org.za.



EISA dates are set in advance by the QP for the year. You will need to check the QP or QCTO websites to find out what the next date is. Closing dates for registration of learners will also be specified, which is approximately 3 months before the scheduled EISA date. No late submissions are allowed.



Special needs learners must be identified when they are registered for the EISA to make sure that allowances can be made for them when they come to the AC.



CONDUCTING THE EISA

Conducting the EISA

The EISA is externally managed by the QP. It is developed based on the exit level outcomes of the qualification. The Qualification Assessment Specifications (QAS) document is made available with the Curriculum document and gives the assessment requirements. You can use the QAS as a guide to help your learners prepare for the EISA.



An exemplar EISA and memo for each qualification should be available on the QP's website.



The EISA is conducted by accredited Assessment Centres (ACs). The QP is responsible for overseeing the EISA process at the AC, as well as the marking and moderation of the completed EISA scripts. The QCTO conducts quality assurance of the QP's process.



Make sure that you prepare your learners properly for the EISA. The assessment is conducted in English and learners need to know this in advance. Use the exemplar EISA to help them become familiar with the way the EISA will be conducted. Giving learners the opportunity to write a 'mock' EISA set according to the same standards helps learners to prepare.

Certification

SDPs are not allowed to print their own certificates for occupational qualifications. Certificates are issued by the QCTO's secure CVS certification system.



The QAS document specifies the timeline for the EISA assessment and moderation process, but this is usually about 21 days. From there, the QCTO aims to approve the results in 21 days, after which it should take the QCTO 21 days to issue the learner certificates.



LIST OF REGISTERED EISA CENTRES

		Quality	Accreditation Start	Accreditation End			
Provider Trading Name	Qual-Prog Title	Partner	Date	Date	Accreditation Number	Town-City	Province
Aldabri 106 Institute for Quality	Occupational Certificate: Cybersecurity				07-QCTO/AC-		
(Pty) Ltd	Analyst	MICT SETA	2025-01-06	2030-01-05	TTC140125101459	Midrand	Gauteng
Aldabri 106 Institute for Quality	Occupational Certificate: Artificial Intelligence				07-QCTO/AC-		
(Pty) Ltd	Software Developer	MICT SETA	2025-01-06	2030-01-05	TTC140125101459	Midrand	Gauteng
Aldabri 106 Institute for Quality	Occupational Certificate: Design Thinking				07-QCTO/AC-		
(Pty) Ltd	Innovation Lead	MICT SETA	2025-01-06	2030-01-05	TTC140125101459	Midrand	Gauteng
					09-QCTO/AC-		
Alpvest Institute for Futuretech	Occupational Certificate: Software Developer	MICT SETA	2025-01-17	2030-01-16	TTC200125115740	Polokwane	Limpopo
	Occupational Certificate: Cybersecurity				09-QCTO/AC-		
Alpvest Institute for Futuretech	Analyst	MICT SETA	2025-01-17	2030-01-16	TTC200125115740	Polokwane	Limpopo
	Occupational Certificate: Design Thinking				09-QCTO/AC-		
Alpvest Institute for Futuretech	Innovation Lead	MICT SETA	2025-01-17	2030-01-16	TTC200125115740	Polokwane	Limpopo
	Occupational Certificate: Data Science				09-QCTO/AC-		
Alpvest Institute for Futuretech	Practitioner	MICT SETA	2025-01-17	2030-01-16	TTC200125115740	Polokwane	Limpopo
	Occupational Certificate: Design Thinking				09-QCTO/AC-		
Alpvest Institute for Futuretech	Practitioner	MICT SETA	2025-01-17	2030-01-16	TTC200125115740	Polokwane	Limpopo
					09-QCTO/AC-		
Alpvest Institute for Futuretech	Occupational Certificate: Cloud Administrator	MICT SETA	2025-01-17	2030-01-16	TTC200125115740	Polokwane	Limpopo
	Occupational Certificate: Artificial Intelligence				09-QCTO/AC-		
Alpvest Institute for Futuretech	Software Developer	MICT SETA	2025-01-17	2030-01-16	TTC200125115740	Polokwane	Limpopo
	Occupational Certificate: Internet-of-Things				09-QCTO/AC-		
Alpvest Institute for Futuretech	Developer	MICT SETA	2025-01-17	2030-01-16	TTC200125120137	Polokwane	Limpopo

LIST OF REGISTERED EISA CENTRES

Provider Trading		Quality	Accreditation	Accreditation	Accreditation		
Name	Qual-Prog Title	Partner	Start Date	End Date	Number	Town-City	Province
	Occupational Certificate: Data Science				07-QCTO/AC-		
Mindworx Consulting	Practitioner	MICT SETA	2025-01-06	2030-01-05	TTC140125101752	Sandton	Gauteng
	Occupational Certificate: Robotic Processing				07-QCTO/AC-		
Mindworx Consulting	Automation (RPA) Developer	MICT SETA	2025-01-06	2030-01-05	TTC140125101752	Sandton	Gauteng
					07-QCTO/AC-		
Mindworx Consulting	Occupational Certificate: Software Engineer	MICT SETA	2025-01-06	2030-01-05	TTC140125101752	Sandton	Gauteng
Ngunikazi Concepts					05-QCTO/AC-		KwaZulu-
(Pty) Ltd	Occupational Certificate: Software Developer	MICT SETA	2025-01-17	2030-01-16	TTC200125115305	Durban	Natal
Ngunikazi Concepts	Occupational Certificate: Data Science				05-QCTO/AC-		KwaZulu-
(Pty) Ltd	Practitioner	MICT SETA	2025-01-17	2030-01-16	TTC200125115305	Durban	Natal
Ngunikazi Concepts	Occupational Certificate: Artificial Intelligence				05-QCTO/AC-		KwaZulu-
(Pty) Ltd	Software Developer	MICT SETA	2025-01-17	2030-01-16	TTC200125115305	Durban	Natal
Ngunikazi Concepts	Occupational Certificate: Robotic Processing				05-QCTO/AC-		KwaZulu-
(Pty) Ltd	Automation (RPA) Developer	MICT SETA	2025-01-17	2030-01-16	TTC200125115305	Durban	Natal
Northern Technical	Occupational Certificate: Artificial Intelligence				09-QCTO/AC-	Thohoyando	
College NPC	Software Developer	MICT SETA	2025-01-06	2030-01-05	TTC140125102047	U	Limpopo





QCTO RESOLUTIONS

- □ 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.





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.







CONTACT

SENIOR MANAGER: ETQA

Natalie.nelson@mict.org.za



CONTACT

ETQA MANAGER

Lesha.Singh@mict.org.za



CONTACT

Accreditation Lead: ltmmleng.mosola@mict.org.za

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

Verification: Mokgadi.Masekela@mict.org.za

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

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



CONTENT

All content available on the website www.mict.org.za under the quality Assurance Tab.





4IR DIVISION

Presentation by: Ms Gugu Sema





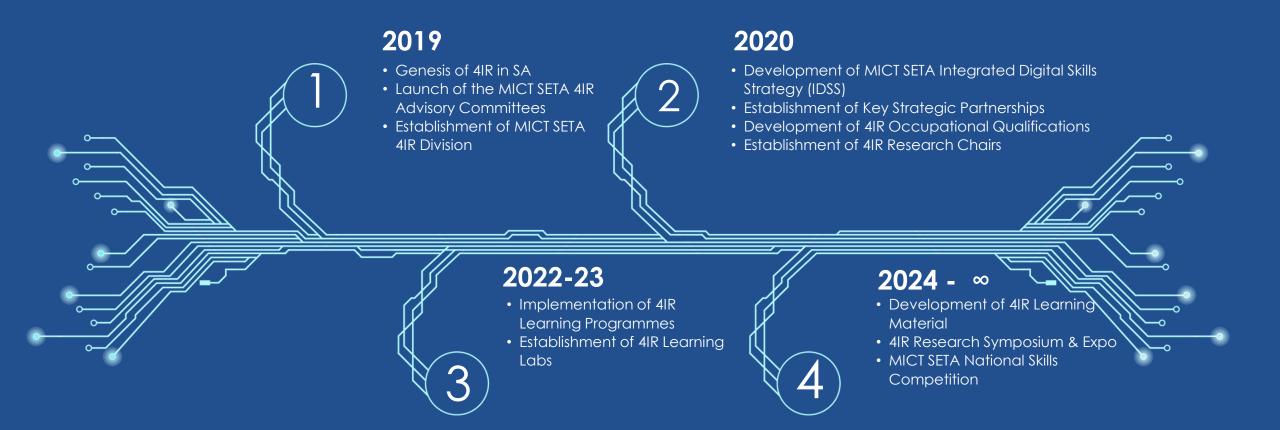
CONTENTS

- 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
- 3. 4IR Learning Labs
- 9. 4IR Skills Competitions/Hackathons
- 10. 4IR Future Plans





MICT SETA NDFSS IMPLEMENTATION ROADMAP



ESTABLISHMENTOF 4IR DIVISION





ESTABLISHMENT OF 4IR DIVISION

- 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.







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)

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)

	4IR DIVISION					
4IRINTEGRATED	Activity	EXPECTED RESULTS				
DIGITAL SKILLS STRATEGY	ACIIVIIY	Short term	Mid-long	Impact		
	4IR Advisory Committees	4 Stream: Education,Policy, Research and Labour	Diverse industry participation	Supported industry withrelevant skills		
	Established Research Chairs	Responsiveresearch agenda	Contribute to the body of knowledge	Expanded Science Technology & Innovation		
	4IR qualifications	QCTOapproval and SAQA registration	Implementation of 4IR learningprogrammes	Skilled youth and Labour workforce		
	Strategic Partnerships	Sign MoUs Strategy implementation	Strategic goals achieved	Businessand job opportunities		



4IR QUALIFICATIONS DEVELOPED IN 2020/21

Occupational Qualifications Developed	Occupational Code	Occupational Title	NQF
1.Artificial Intelligence	251201	Al 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

NQF Level	Credits	
4	16	
4	60	
4	53	
4	60	
4	60	
4	60	
4	60	
4	60	
4	60	
	4 4 4 4 4 4 4 4	4 16 4 60 4 53 4 60 4 60 4 60 4 60 4 60 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 Installe	5	42
49.Digital Literacy Trainer	5	39
50. Information Technology Trainer	4	46





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

- 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 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

 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





ESTABLISHMENT OF RESEARCH CHAIRS

NSDP objective:

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



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











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











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







UNIVERSITEIT





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



UNIVERSITY of the WESTERN CAPE



Total Number of Beneficiaries: 637

29



NEWLY ONBOARDED RESEARCH CHAIRS









4IR RESEARCH CHAIR PILLARS

 Research Innovation Capacity Building



MICT SETA 4IR RESEARCH CHAIR SYMPOSIUM









4IR RESEARCH CHAIR PROJECTS

• ICT Projects adopted by the 4IR Research Chairs:

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



4IR RESEARCH CHAIR PROJECTS

• ICT Projects adopted by the 4IR Research Chairs:

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





4IR LEARNING PROGRAMMES

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

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

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

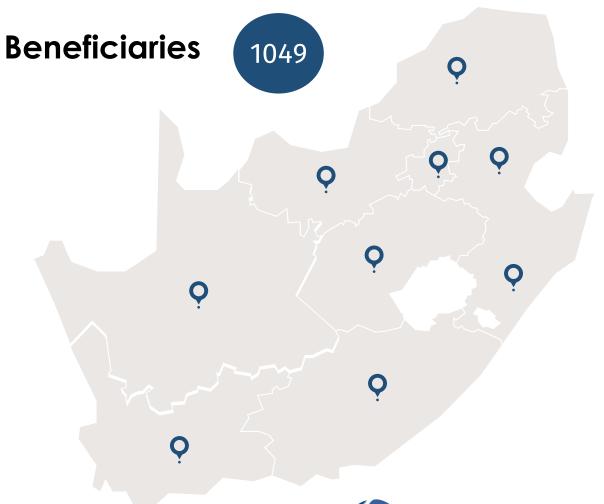


Disabilities - 5%

Rural & Townships Total Number: 53









SUCCESS STORIES

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









ESTABLISHMENT OF THE MICT SETA 4IR LEARNING LABS

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





MICT SETA 4IR HACKATHONS & NATIONAL SKILLS COMPETITIONS

• 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.

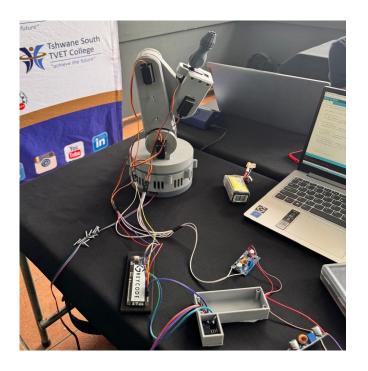


4IR LEARNING PROGRAMMES

Internet of Things Short Programme





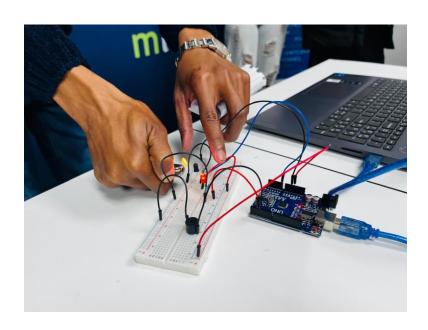


Smart House Smart Planter Robotic Arm



4IR HACKATHONS

loT Hackathon, Upington, Northern Cape

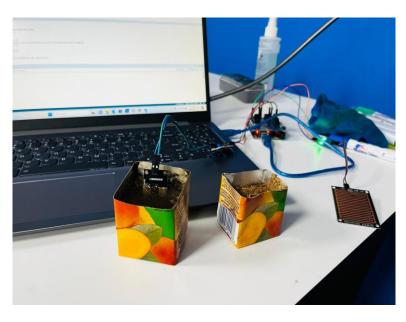


loT fire and Smoke Detector





Smart remote-sensing recycling Bin



Rain and Soil Detector

4IR HACKATHONS

3D Printing Hackathon, Botshabelo, Free State



Smart Agricultural Water Pump



Smart Oil Extractor



Smart House







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

- 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 4IR HACKATHONS & NATIONAL SKILLS COMPETITIONS

• 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.





CLOSING REMARKS BY CHAIRPERSON OF THE BOARD

Mr Simphiwe Thobela



Communication Technologies
Sector Education And Training Authority





FEEDBACK FORM

2025 MICT SETA Stakeholder Roadshows





