

In this issue:

CEO's desk	1
Quality assurance advocacy for improved supply of skills in the public service sector	2
Impact-based learning programmes for a better skilled and capable state	2
Highlights	3
New Corporate Services Executive appointed	4
Fraud in the workplace	4



Editor's note
Lavhe Malnganye

Its hard to believe that we have come to the financial year end. It feels like yesterday when the team sat to

put together an annual performance plan for the year, and now is the time to reflect on the progress of the strategic goals the SETA set for the 15/16 financial year. In this issue we share with you some of the highlights of the organisation's performance. A full report will be encapsulated in detail in the Annual Report for the financial year. It has been a busy yet successful year for the PSETA. In this issue we feature a new approach to quality assurance capacity building which emphasises on strengthening the supply side of skills in the public

services. Another feature is on the impact assessment of learning programmes developed by PSETA, both these features are on page two. We welcomed the new Corporate Services Executive aboard PSETA in November 2015. She brings in extensive experience gained from the public service as well as public entities. PSETA recently intensified an internal campaign on fraud management and felt it would be worthwhile to feature some facts about fraud in the workplace.

From the CEO's desk



As our financial year officially came to a close on 31 March 2016, I would like to take this opportunity to reflect and share my sincere appreciation for the support and leadership of the Accounting Authority; the efforts staff have extended to make it such a successful year; and last but not least the positive response and faith from all PSETA stakeholders. The 2015/16 financial year has been filled with exceptional challenges. Uncertainty about the landscape and the future of

PSETA, major social crises in the youth sector, and dealing with two financial years budgets in one year have all put pressure on us. In the context of these challenges, I am pleased to see the contributions that PSETA has made:

- ◆ Our Sector Skills Plan is focused on supporting the objectives of the National Development Plan and the Strategic Integrated Projects.
- ◆ The 2014/15 and the bulk of 2015/16 Discretionary Grants were advertised, evaluated, moderated, adjudicated and awarded. These Grants serve to implement the priorities identified in the Sector Skills Plan.
- ◆ A partnerships framework has been developed, and partnerships have already been initiated with Treasury, DPSSA, DPME, the National School of Government, some Offices of the Premier and other bodies that

play a key oversight role in relation to the NDP priorities. These partnerships will be formalised during 2016/17 and will embed PSETAs skills development interventions within wider initiatives to build state capabilities.

- ◆ There has been a consistent annual increase in the number of accredited providers, registered assessors and moderators and approved learning programs being delivered against PSETA qualifications. These have translated into exponential growth in the number of learners enrolling, completing and achieving the qualifications (from 8000 in 2012/3 to 28 500 in 2015/16). The first three internally commissioned research reports – assessing the impact of PSETA qualifications - have now been completed. They will be reviewed and published during 2016/17. With another year behind us – a year of change, challenges and achievements– we remain dedicated to ensuring **Cutting-Edge Skills for Quality Public Services**.

Quality assurance advocacy for improved supply of skills in the public sector

During 2015/2016 financial year the ETQA conducted a series of stakeholder advocacy sessions throughout the nine provinces. The aim of the sessions was to create awareness on the quality assurance processes of the PSETA ETQA as delegated by the Quality Council for Trades and Occupations (QCTO). The targeted audience for the advocacy included human resources & development officials in the public service sector; higher education institutions; public service academies as well as private training providers.

Strengthening the supply side

Capacity is more than the number of training providers accredited as well as the number of registered assessors and moderators. The supply of training within the public service must be relevant and this is achieved through constant monitoring of learning programmes offered by different training providers. Thus the advocacy sessions also look beyond the guidance and support that is provided by the PSETA among accredited training providers. As a measure to strengthen the supply side in terms of training provision, training providers are required to put in

place internal impact assessment policy and procedures, to assist them measure impact of training programmes they offer.

Training providers both public and private need to comply with the national skills development legislative requirements by delivering quality and standardised training interventions. In essence, qualification "Z" offered by a public training provider must be similar to qualification "Z" offered by a private training provider. That way it will be easy to bridge the inconsistency on the supply of skills required in the sector.

PSETA plays a major role of monitoring the implementation of such processes to ensure quality learning within the sector. It is imperative that the supply of training provisions is of quality, impact-driven and addresses the needs of the public service sector.

Fit for purpose training

To ensure quality learning, the public service sector needs to ensure that education, training & development is fit for purpose by ensuring that training is:

- ◆ demand driven, needs and competency based;
- ◆ supportive of work performance and career development for all public service employees;
- ◆ strategically linked to the broader process of transformation and institution building within the sector;
- ◆ strategically linked to the national qualification framework and Quality Council for Trades and Occupations frameworks;
- ◆ responsive to the NSDS III and HRD strategy for South Africa.

The process of ensuring quality learning in the public service sector requires a tripartite effort between the PSETA Quality Assurance playing a role of monitoring of qualifications; the public service sector continuously empowering training provider to effectively supply high quality and job relevant skills as well as assess the impact of programmes supplied. On the other hand the public/private training providers need to provide quality, consistent and impact based qualifications or learning programmes.

Source: Quality Assurance Provincial Advocacy report

Impact-based learning programmes for a better skilled and capable state

PSETA's approach towards a "better skilled and capable state" is that of ensuring fit for purpose training within the sector. This is in response to previous training interventions which did not address the skills required in the sector. The PSETA ETQA commissioned an impact assessment study to PSETA learning programmes implemented by the sector with an aim of ascertaining return on investment, and to evaluate the impact of the effectiveness of programmes and qualifications offered.

PSETA learning programme, namely National Certificates in Mission Administration (SAQA Qualification ID N0.48761 NQF 5); Home Affairs Services (SAQA Qualification ID No. 66869 NQF 5); Official Statistics (SAQA ID No. 65649 NQF 5) and National Diploma in Diplomacy (SAQA

Qualification ID No. 64329 NQF 7) are professional qualifications intended to provide qualifying learners with skills that will enable them to be competent in their functions as well as to improve organisational performance. The aim of an impact assessment conducted on these qualifications is to evaluate the effectiveness, relevance, impact and efficiency of the PSETA ETQA learning programmes. The study looks to address the following objectives:

- ◆ evaluate the **effectiveness** of the ETQA learning programme towards achieving its objectives;
- ◆ assess the **relevance** of the ETQA learning programmes against the current needs of the sector;
- ◆ evaluate the **impact** of the ETQA

learning programmes on the delivery of services and performance by relevant trained officials;

- ◆ measure the **sustainability** of the qualifications; and
- ◆ evaluate the **efficiency** of the qualifications.

Furthermore, the impact assessment looks to measure the outcome of learners who were trained on the qualifications, as well as to assess any impact the course/training may have had on learners lives and work performance after the completion of the qualifications.

The impact assessment of the learning programme is influenced by the fact that an understanding of the potential impact on the qualifications on the labour market outcomes within the PSETA and custodian governments is limited.

OPERATIONAL ACHIEVEMENTS HIGHLIGHTS

PSETA apprenticeship training beneficiary



S'bongiseni Majola from Kwazulu Natal is a qualified Motor Mechanic Artisan. He studied at Umfolozi College in KZN. We chatted to him about his journey to becoming a qualified Artisan.

How did you get into the Artisan Development programme ?

We were recruited by PSETA through the office of the premier in KZN. I was actually among the first group to be recruited for this project.

Mentorship training for TVET Colleges officials

Two hundred TVET Student Support Officers and Managers were trained on **Mentor a Colleague to Enhance Individual Knowledge, Skills, Values and Attitudes in a Selected Career Path.**

Training was conducted across all nine provinces, over three days per session. Fifty TVET colleges were identified and only 46 of the identified colleges participated in the learning programme. The analysis of the work-

shop evaluations received from the delegates reveals that the delegates were happy with the facilitation; the training content; relevance to their current job responsibilities; the learning material; practicality of the course and the standard of training was highly rated as professional. The knowledge, skills and attitude acquired by the delegates during these workshops will allow for workplace application.

Library Practice Learnership

In 2014 eighty nine (89) unemployed youth from Mpumalanga and Free State provinces commenced with a Library Practice: Learnership Level 4. Of the 89 enrolled eighty three (83) successfully completed the programme with the other six having dropped out. The project was completed in June 2015. We wish our learners, every success in all their future endeavours.

How long did it take you to complete the programme?

I commenced my training in 2013 and it took me three full years to complete the Automotive Mechanics.

What were some of the challenges you had to face?

The course itself was not easy. However, I pushed myself working extra hours in the workplace. I also read the materials a lot trying to link theory and practice.

What is your advise to young people who are aspiring to become Artisans?

My advise to young people out there is that, the training is not as complicated as it is made to seem. The most important thing is to study hard. Invest a lot of time in your studies. Most importantly always respect others.

Tell us how you feel about having afforded this opportunity?

I am very excited about this opportunity and the achievement thereof. This is going to change my life and my background.

Skills development facilitators training

During this financial year a total of hundred and sixty (160) employed skills development facilitators from National, Provincial governments and some public entities were successfully trained on the programme Skills Development Facilitation. This is an annual training intervention aimed at capacitating officials who are responsible for skills development facilitation in their respective offices.

New Corporate Services Executive Appointed



The ever smiling proud mother of three boys and an Industrial Psychology Graduate from the University of Fort Hare, Mrs Ntombekhaya Qamata is the newly appointed Corporate Services Executive (CSE) effective from November 2016.

Ntombekhaya boasts 16 years of management and leadership experience of which most of it has been People Management which she gained in the public service sector. Like most civil servants she started as a junior employee and grew up the ranks until she was a senior

manager for the Department of Labour. Prior to joining PSETA she worked for the Road Accident Fund where she was a Senior Manager: Centre of Excellence.

The newly appointed CSE's position spans a variety of portfolios ranging from the Marketing & Communication of PSETA, Information Communication Technology, Human Resources Management and Auxilliary Services. "My plan for PSETA is to improve it's productivity through instilling a culture of effective people management, reputation management and seamless processes through service automation. The Human Resource Strategy, the Marketing and Communication Strategy and the ICT Strategy of the SETA will be the key drivers for attaining this goal. Positioning PSETA as an Employer of Choice for its employees is top on my priorities followed by improved corporate image and built stakeholder confidence and lastly provide the SETA, staff and our clients (learners, training providers, employers, our key stakeholders and general public) with efficient, cost-effective access to the information they need, when they need it, and in a format that is useful and easily accessible to them." she said.

"Mentoring and developing others is my

main focus as I am now maturing in my career path. Impartation of Knowledge and Skills to the young and aspiring leaders has always been at the centre of my career progression. I have mentored all my Personal Assistants in my previous and highlighted portfolios to be promotable immediately after my departure. I can proudly say I have turned Personal Assistants to Deputy Directors, Assistant Directors and Team Leaders through implementation of mentorship programmes. Among all my previous team members I always ensured that I share my knowledge and expertise on a monthly, quarterly and annual basis to enable them to be the next generation of leaders. The goal of building leadership through mentorship is one of my goals that will feed into my self actualisation."

On women empowerment, "key to my transformational goals is the development of women to achieve greater heights. I have a focused ambition to see women, young and matured disproving the myth that " Women are weak and emotional". I strongly believe that this a real myth which all women of South Africa must work tirelessly to disprove. As women we have God given talents to lead, nature and multi-task and these are critical skills that are needed in all organisations"

Risk Management in the workplace



Godfrey Chooka—Strategic Support, Risk & Compliance Manager: PSETA

It is critical for organisations to know that fraud is an organisational risk and the management thereof is of the utmost importance. Fraud is one of the main causes of failure among organisations and businesses. Fraud involves deliberate deception that can remain undiscovered for years and is committed by peo-

ple in all walks of life. Employees, owners, directors and international crime syndicates are all potential white-collar criminals. Research shows that more than 99% of employees are honest, trustworthy and loyal. There are warning signs for the less than 1%. Some may seem obvious, others not so. Watch out for an employee who:

- ◆ has a close relationship with a vendor or vendors, but is usually a loner;
- ◆ indicates a need to control operations, and have custody of assets;
- ◆ disregards segregation of duties, controls and procedures;
- ◆ frequently expresses discontent with their job;
- ◆ creates an adversarial relationship with auditors and other groups inside and outside the organisation;

- ◆ is reluctant to take vacations or be away from the office;
- ◆ lives an extravagant lifestyle or possesses expensive items not consistent with the position;and
- ◆ have frequent mood swings, significant changes in behaviour and compulsive tendencies.

It is a fact that fraud may be consuming 6% of your revenue. Occupational fraud and abuses fall into three main categories: asset misappropriation, fraudulent statements, and bribery & corruption. A four step approach to preventing fraud include screening out fraudsters before hiring them; reducing opportunities for fraud; creating an 'anti-fraud' environment and prosecuting all fraudsters.

**FRAUD IS EVERYWHERE – DON'T SUPPORT IT, REPORT IT!
BE BOLD, TAKE AN ETHICAL STAND!**



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