Aligning the planning and resourcing cycles of SETAs and TVET Colleges – ideas in motion

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Why?

- Securing appropriate placement for learners is a challenge for all colleges
- Finding appropriately prepared learners is a challenge for employers
- The SETAs have levy grants to offer employers who are willing to take on learners
- So how can SETA grants for employers be better used to do two things:
  - firstly, convey to colleges what kinds of learners employers are looking for; and
  - secondly, help encourage employers to take on appropriately prepared learners?

Artisans are pointing the way:

- There are standard grants for employers taking on apprentices
- For an employer to get a PIVOTAL grant from their SETA, they must respond to a call for applications
- They are likely to apply for grants for apprentices in those trades that they are wanting to employ (otherwise why take on the trouble of training?)
- **So, when they apply for a grant, they are telling us what trades are in demand! This is the best information source we can get!**
- The National Artisan Development Team has standardised the information to be submitted for trade claims and standardised the times when applications get made

LESSONS FROM ARTISANS – KWA-THEMA SYSTEM

SETA: (select from drop down)

Company Name: ……………

Company Type (select: Private, SOC, Government National, Provincial, Local)

SD Levy Number: …………..

SETA Work Site Approval Number: (issued by the SETA) (qualified artisan mentor?) …………..

Approved Work Site Physical Address: …………….

Approved Work Site GPS Coordinate: ……………..

Trade OFO Code: (select from drop down)

Trade: (select from drop down)

No of Learners: ………….

Who is being asked to pay the grant?

Who hopes to receive the grant?

Approved (able to train)?

Where (exactly) will the training take place?

Which trade?

How many learning places?

Grant applications from all firms and departments from all SETAs

SETA 1	SETA 2	SETA 3	Etc.	Total
TRADE e.g. Electrician				
Firm 1	Firm 1	Firm 1	…	1+1+1
Firm 2	Firm 2	Firm 2	…	2+2+2
Firm 3	Firm 3	Firm 3	…	3+3+3
Firm 4	Firm 4	Firm 4	…	4+4+4
Total	Total	Total	…	TOTAL

SETA 1	SETA 2	SETA 3	Etc.	Total
GEOGRAPHIC AREA				
Firm 1	Firm 1	Firm 1	…	1+1+1
Firm 2	Firm 2	Firm 2	…	2+2+2
Firm 3	Firm 3	Firm 3	…	3+3+3
Firm 4	Firm 4	Firm 4	…	4+4+4
Total	Total	Total	…	TOTAL

The figures can be sorted by trade, by area, etc.

From a college perspective … in your area

SETA 1	SETA 2	SETA 3	Etc.	Total
GEOGRAPHIC AREA (Trade 1)				
Firm 1	Firm 1	Firm 1	…	1+1+1
Firm 2	Firm 2	Firm 2	…	2+2+2

SETA 1	SETA 2	SETA 3	Etc.	Total
GEOGRAPHIC AREA (Trade 2)				
Firm 1	Firm 1	Firm 1	…	1+1+1
Firm 2	Firm 2	Firm 2	…	2+2+2
Firm 3	Firm 3	Firm 3	…	3+3+3
Firm 4	Firm 4	Firm 4	…	4+4+4
Total	Total	Total	…	TOTAL

Which firms are getting grants in your area?

What trades are they wanting?

Which of these trades could you train?

How many placements can be guaranteed?

Can you partner with these firms?

Can they help you to train better artisans?

From a college perspective, imagine if:

- Every 5 years you look at which trades you would like to focus on (no-one can do everything) – your areas of specialisation – informed by SETA data / locality
- Each year you get this SETA grant information BEFORE you have to submit your enrolment plans
- You actively set out to enter partnership agreements with the firms in your area getting SETA grants (they agree to select from your graduates/students & to help you improve your quality)
- Guaranteed placements (by agreement with the relevant firms) could be translated into a college placement plan
- Guaranteed placements translate into guaranteed state subsidies for the 'college part' of the trade from DHET (subject to funds available)

Annual planning and resourcing cycle:

February

Colleges & SETAs campaign

Firms apply

Colleges determine areas of 'specialisations'

April

- SETAs commit grants

Partnership agreements struck

July

- Colleges & firms informed

September

- College plans submitted

November

- Plans finalised DHET allocates

Where partnerships struck, SETAs can fund support measures too

What about the rest?

Other programmes?

For programmes that do not require workplace learning, the ‘normal’ enrolment planning continues

- DHET funding divides between those programmes that require work placement (and hence require placement plans) and those that do not.
- Post-qualification work ‘exposure’ for these students could still follow with National Treasury tax incentives

For employed workers?

The same applies – either way. The grants flow by programme criteria.

Other occupations?

The same could apply:

Eg. Placement plans for N4-N6 learners for diplomas

Eg. For all occupational qualifications (QCTO)

What do you think?

Could it work if we had a good IT system to ensure information flowed smoothly?

Thank you

These are ideas in motion… they are not policy

(it depends, inter alia, on your views …)