

Content Outline & Content
www.ewseta.org.za
&
EWSETA Communications APP

(as at 31/03/2021)



LANDING PAGE

Menu 1: Contact Us

Head Office

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Tel: +27 11 247 7400

E-Mail: info@eseta.org.za

www.ewseta.org.za

Helpdesk queries

Information to be added

Provincial Offices

Western Cape & Eastern Cape, False Bay TVET College Westlake Campus, Westlake Drive, Westlake, Cape Town, Tel: +27 21 701 0582

North West (Brits), Orbit TVET College, Brits Campus, Reitz Street North, Brits, Tel: +27 12 381 5700/58

North West (Mahikeng), Taletso TVET College, Leah Mangope Highway (Between Lehurutshe Fire Station And Hospital), Mahikeng, Tel: +27 18 363 4124

Free State Provincial Office, Motheo TVET College Corner St Georges And Aliwal Streets, Bloemfontein, Tel: +27 51 406 9481/9391

Departmental Contacts

A table will be created providing direct tel. no and e-mail contact info for all departments

Menu 1: Fraud Hotline info

The EWSETA is committed to conduct healthy business practices with honesty and integrity, that will not only ensure a stable employment environment for everyone, but also ensure the continued future success of the organisation. For this reason, the EWSETA utilises a Fraud Hotline service that will enable all internal and external stakeholders to report anonymously on any unethical and dishonest conduct by EWSETA staff and stakeholders.

The EWSETA Fraud Hotline is managed by Tip-Offs Anonymous and is therefore totally independent of the EWSETA. This service includes a complete anonymous reporting function supported by the Protected Disclosures Act 26 of 2000.

How it works

Anyone can contact the EWSETA Fraud Hotline by dialing the dedicated toll free number, or alternatively via e-mail, website, post or fax. All of these facilities are independently managed by Deloitte Tip-Offs Anonymous. Trained operators, using sophisticated contact centre equipment will respond to calls in English 24/7, and in all 11 official languages between 8am and 5pm, 365 days a year. Operators will interview callers, probing for specific facts so as to record as much information as possible and to gain a clear understanding of the case. The information is then analysed and forwarded to the designated senior officials at the EWSETA who will decide on the corrective action to be taken. Feedback on reported incidents is provided upon follow-up by the whistle blower through the Deloitte Tip-offs Anonymous facility

Make a real difference and report what you know.

Contact Details for the Tip-offs Anonymous Hotline

Toll free Number: 0800 611 205

E-mail address: ewseta@tip-offs.com

Website: www.tip-offs.com

FreeFax: 0800 00 77 88

FreePost: KZN 138, Umhlanga Rocks, 4320

Menu 1: Recruitment

EWSETA Vacancy Information

Landing Page: Welcome to the EWSETA

The Energy and Water Sector Education and Training Authority (EWSETA) is one of 21 SETAs established in terms of Section 9 of the Skills Development Act, 97 of 1998, as amended and reports to the Minister of the Department of Higher Education, Science and Technology.

Our mandate is to anticipate, build and manage the skills development and training needs of the energy and water services sectors through strategic skills planning within the context of the National Development Plan and National Skills Development Plan 2030.

Landing Page: The Sectors we Serve

Energy

South Africa's growing population and rapid urbanisation has seen electricity supply come under pressure. Furthermore, delays in infrastructure projects, as well as inadequate investment in maintenance and refurbishment has placed additional pressure on the national power grid. Skills development has been identified as an important contributor to sustainable energy supply.

Water

South Africa is a water scarce country with an average annual rainfall of approximately 464 mm (compared to a global average of 860 mm). This, combined with climate change and delays in infrastructure maintenance and development, places the country's water resources under immense pressure. Sustainable supply of this precious resource is dependent on numerous factors, including skills development.

Sustainable Environment

South Africa's energy challenges and government support for independent power producers has resulted in remarkable growth in the renewable energy sector that presents numerous opportunities for skills development and entrepreneurs.

Landing Page: The Role of Partnerships

The skills development environment has borne witness to many changes since the inception of the SETAs. One factor that has remained consistent throughout this period, is the importance of partnerships to effectively deliver on the skills development needs of every one of South Africa's sectors. To meet our mandate and to contribute in a constructive manner to the vision of the NDP, we are reliant on partners and partnerships with a variety of stakeholders.

Include logos/hyperlinks of key partners

Links to South Africa's SETAs

Menu 2: About Us

<p>EWSETA Profile</p>		<p>The Energy and Water Sector Education and Training Authority (EWSETA) is one of 21 SETAs established in terms of Section 9 of the Skills Development Act, 97 of 1998, as amended and reports to the Minister of the Department of Higher Education, Science and Technology.</p> <p>Our mandate is to anticipate, build and manage the skills development and training needs of the energy and water services sectors through strategic skills planning within the context of the National Development Plan, and the National Skills Development Plan 2030.</p> <p>Both sectors represented by the EWSETA face challenges. South Africa’s growing population and rapid urbanisation has seen electricity supply come under pressure. Furthermore, delays in infrastructure projects, as well as inadequate investment in maintenance and refurbishment has placed additional pressure on the national power grid.</p> <p>South Africa is a water scarce country with an average annual rainfall of approximately 464 mm (compared to a global average of 860 mm). This, combined with climate change and delays in infrastructure maintenance and development, places the country’s water resources under immense pressure.</p> <p>Both sectors face skills supply challenges that are critical to the future growth and development of the sectors. The relevance of the EWSETA, and the role we play, cannot be over-emphasised.</p>
<p>Operational Overview</p>	<p>Vision – Mission - Values</p>	<p>VISION</p> <p>Creating a sustainable tomorrow, today through skills</p> <p>MISSION</p> <p>We will achieve our vision by:</p> <ul style="list-style-type: none"> • Research to determine the skills demand • Facilitating and coordinating skills development programmes to respond to sectoral challenges

		<ul style="list-style-type: none"> • Driving excellence through quality assurance • Fostering an ecosystem in energy and water that creates inclusive economic development <p>VALUES</p> <p>RESPECT A sense of value and trust towards each other and stakeholders INTEGRITY We act with honesty and integrity, not compromising the truth TEAMING Positively contributing and collaborating towards the greater vision EXCELLENCE Striving for the best in all our actions</p>
	Legislative Mandate	<p>In terms of the Public Finance Management Act (1999), SETAs are classified as Schedule 3A public entities. In delivering their mandate, SETAs and their Accounting Authorities (Boards) are governed by the Skills Development Act as amended; the PFMA, the Skills Development Levies Act, the standard SETA Constitution and any other relevant legislation. Consequently, Parliament, the Executive Authority (the Minister of Higher Education and Training) and the Board are responsible for the corporate governance of the SETA's.</p> <p>Corporate Governance is concerned with the balance of interest and powers between members, directors and stakeholders in order for the organisation to achieve its objectives in an open and transparent manner.</p>
	Accounting Authority	<p>SETAs, as public entities, serve as a steward of public funds and are accountable to DHET, as well as stakeholders; and takes responsibility for the implementation of its mandate. To this end, the EWSETA Accounting Authority (Board) needs to ensure that good corporate governance practices are applied and that compliance with the PFMA and timeous implementation of its governance charter and standards are adhered to in order for the EWSETA to discharge its duties and responsibilities effectively.</p> <p>The Executive Authority exercises its powers and responsibilities in respect of the SETA Constitution, to ensure that the implementation of the objectives and execution of the functions of the SETA comply with the SDA, the National Skills Development Strategy and the policies of the Executive Authority and government. This is managed through a Service Level Agreement that outlines the minimum service levels required from the SETA in performing its statutory functions,</p>

		<p>meeting the NSDS III targets/NSDP targets and implementing its strategic plan and annual performance plan.</p> <p>As detailed in the Sector Education and Training Authority Governance Charter, the Minister, after consultation with the National Skills Authority, must appoint a person as Chairperson of the Accounting Authority of the SETA. The Chairperson has no voting rights, but in the case of equality of votes, the Chairperson has a casting vote. All other members of the Accounting Authority have full voting rights.</p> <ul style="list-style-type: none"> • Six persons nominated by organised labour • Six persons nominated by organised employers, including small business or government departments that are employers • Two persons nominated by: <ul style="list-style-type: none"> ○ Government departments that have an interest in the sector, but the departments are not an employer ○ Any interested professional body ○ Any bargaining council with jurisdiction in the sector ○ Community organisation with an identifiable interest in skills development in the sector <p>Duties and Responsibilities of the Accounting Authority</p> <ul style="list-style-type: none"> • Govern the SETA in accordance with the Public Finance Management Act, National Treasury Regulations, the Skills Development Act and any other applicable legislation • Ensure that the SETA achieves the objectives contemplated in item 5 of the Constitution and performs the functions contemplated in item 6 of the Constitution • Provide effective leadership and ensure that the SETA implements the goals of the National Skills Development Strategy and the Performance Agreement with the Minister • Provide strategic direction for the SETA • Liaise with stakeholders • Ensure that the SETA complies with the relevant statutory requirements and the requirements of the SETA Constitution • Manage institutional risk
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		<ul style="list-style-type: none"> • Monitor the performance of the SETA <p>EWSETA Accounting Authority Tenure Commenced: 1 April 2020</p> <p>Dr Limakatso Moorosi - Chairperson Dr Lester Goldman - Professional Bodies Dr Nandi Malumbazo - Community Organisation Mr Ndlela Radebe - Organised Labour Ms Nomava Nobatana - Organised Labour Mr Thomas Wedderspoon - Organised Labour Mr Dumisane Magagula - Organised Labour Ms Ruth Ntlokotse - Organised Labour Ms Keagile Pholoba - Organised Labour Mr Nhlanhleni Ngidi - Organised Employer Ms Hilda Mhlongo - Organised Employer Mr Solomon Manko Bokaba - Organised Employer Ms Monica Malunga - Organised Employer Dr Esme Coetzer - Organised Employer Ms Verena Singh - Organised Employer</p>
	Executive Management	Chief executive Officer – Mpho Mookapele Chief Financial Officer – Robyn Vilakazi Chief Operating Officer – Position Vacant Corporate Services Executive – Candice Moodley Planning Reporting and Monitoring Executive – Tsholofelo Mokotedi (Acting)
Downloads	Annual Reports	Documents from the last five financial years are on hand
	Newsletters	EWSETA Chronicle Issues 1 – 15 are on hand
	Annual Performance Plan	2021/22 APP on hand
	Strategic Plan	2020/21 – 2024/25 Strategic Plan on hand

Menu 2: Skills Planning & Research

<p>The Role of Research</p>	<p>Skills development is a critical enabler of economic growth and development. Of great importance to this endeavour is the role of research in continuously providing solutions throughout the process and the generation of knowledge to enhance innovation and creativity in skills development delivery.</p> <p>Core to this research is the importance of planning, design and support interventions, measuring performance and impact of various interventions, as well as to assess and evaluate progresses, successes, and failures in the skills development process. This task requires cooperation, partnerships and collaboration by both the public and private sector as key role players with the likes of SETAs and beneficiaries of skills development on a broad scale.</p> <p>The EWSETA's in-house research, information, monitoring and evaluation division has contributed extensively to the body of skills development knowledge in South Africa.</p> <p><i>Links to EWSETA Research studies</i> <i>Research Studies to be loaded as PDF documents</i></p>
<p>Sector Skills Plan</p>	<p>A Sector Skills Plan (SSP) serves as a comprehensive document that outlines the skills demand and supply resulting in the skills gaps that exist in a sector. This skills gap, defined previously as scarce or critical skills, and more recently as hard to fill vacancies (HTFVs), informs the development of PIVOTAL interventions aimed at addressing skills needs in the sector.</p> <p>The key objective of the SSP is to identify the skills priority focus areas by investigating the economic and labour market performance of the Sector and the extent of skills mismatches to identify scarce occupations and critical skills required in a sector. These in turn inform the PIVOTAL programmes that the SETA allocates discretionary grants to as a means to address and reduce sector skills shortages.</p> <p>Skills planning, underpinned by relevant research, is imperative for the analysis and development of appropriate and relevant interventions to address identified skills priorities. The SSP provides the foundational information for decision-making and informs the development of the Strategic Plan (SP) and Annual Performance Plan (APP) to ensure that interventions addressing the needs as defined through an interrogation of national priorities and drivers of change are met.</p> <p><i>Link to EWSETA SSP</i></p>

	<p><i>Current SSP to be loaded as a PDF</i></p>
PIVOTAL List	<p>The Sectoral Priority Occupations (PIVOTAL) list is a list of priority occupations identified by the sector through research as occupational shortages planned to be addressed through a variety of interventions in a specific financial year. The term PIVOTAL is used to refer to these occupations until legislative amendments/reviews are finalised on legislation which this term stems from.</p> <p>Whilst the term PIVOTAL is legislated and has been used, it needs to capture recognition of how occupations are prioritised as being in demand for a particular sector and also recognise what would be the requisite education and training interventions that would address sectoral occupations in demand. Thus, the term “Sectoral Priority Occupations and Interventions” or SPOL seeks to outline how SETAs identify occupations and link that to education and training provision.</p> <p><i>Current PIVOTAL/SPOL list to be added as a PDF</i></p>
National Qualifications Framework	<p>South Africa needed to create a national education and training system that provides quality learning, is responsive to the ever-changing influences of the external environment and also promote the development of the nation that is committed to life-long learning. The National Qualifications Framework (NQF) is a strategy in response to these demands. It provides a framework within which the South African Qualifications system is constructed, representing a national effort at integrating education and training. The NQF is the set of principles and guidelines by which records of learner achievement are registered to enable national recognition of acquired skills and knowledge, thereby ensuring an integrated system that encourages life-long learning.</p> <p>www.saqa.org.za</p>

Menu 2: Learners

How the EWSETA Assists Learners

Career Guidance

The preamble to South Africa's Constitution notes the importance of 'freeing the potential of each person' whilst the NDP talks about the need for every individual to 'embrace their potential'. This is considered critical to the nations' socio-economic development. Career development services, therefore, do not just aim to provide quality career and study related information and counselling services, but also to contribute to the larger goal of assisting our people to 'embrace' and 'fulfil their potential'.

In line with this, the EWSETA is mandated to provide career guidance services to young people, with a strong focus on rural learners. The provision of career guidance includes a key focus on Life Orientation Teachers who have an important role to play in capacitating young South Africans with career information.

The Role of DHET

DHET's Career Development Services (CDS) national initiative was established in 2010 and serves to bring free, quality career information, advice and counselling services to South Africans of all walks of life. Their services aim to provide information to learners, employed and unemployed persons, career development practitioners, students, parents, entrepreneurs and job seekers.

<https://www.careerhelp.org.za/>



Links to all career guidance information to be added here

	<p>Learning Programmes</p> <p>Learning Programmes are implemented to address specific sectoral needs as identified in the Sector Skills Plan and include a practical, structured work experience component. Learning programmes implemented by the EWSETA include:</p> <p>An internship: comprises a mixed mode of delivery in that the beneficiary, either during their course of study, or after completing studies will be placed in a practical work environment An internship is career specific, and allows the intern to gain an understanding of the nature of the working world, to gain valuable practical experience, as well as the opportunity to make use of the theoretical skills acquired from the training provided at the place of study.</p> <p>A learnership: a structured learning programme that consists of a theoretical and practical component and that leads to a qualification registered on the National Qualifications Framework (NQF). A learnership provides a learner with an excellent opportunity to gain experience in the labour market while studying towards a qualification. Learnerships are regulated by a formal contract (learnership agreement) between an employer, a learner and a training provider.</p> <p>An apprenticeship: a technical training system that includes theoretical and practical training, as well as workplace experience and requires successful completion of a trade test, after which the successful learner is recognised as an artisan. Apprenticeships are job-orientated in that they relate to a specific trade.</p> <p>Work Integrated Learning (WIL): the placement of University and University of Technology students into workplace experience with an employer as a component of the qualification that they are studying towards. During the work experience period, learners integrate theoretical learning with its application in the workplace.</p> <p>Informal training: Occupationally-directed informal training programmes involve structured information sharing through workshops, seminars, conferences and short courses. Work-based informal training refers to training in the workplace that leads to an increased understanding of a specific job or work context and results in improved performance or skills.</p>	
Learner Opportunities	In this section of the website, information on learner opportunities available via EWSETA employers and partners will be posted i.e. links to information re. the opportunities available	
Downloads	Learnership certification process	PDF to be loaded once available
	Wireman’s license process	PDF to be loaded once available
	Stipend process	PDF to be loaded once available
	Bursary process	PDF to be loaded once available

	Career guidance information	Links to PDFs of all available career guidance information
	Artisanship Information	Links to PDFs of all artisan information available https://nadsc.dhet.gov.za/
	Entrepreneur Guide	Link to PDF of entrepreneur guide https://www.servicesseta.org.za/page?&site=Entrepreneurship_at_Services_SETA
	Stipend Process	PDF to be loaded once available
	Bursary Process	PDF to be loaded once available

Menu 2: Employers

Employers play a vital role in the skills development of South Africa's energy and water sectors. Employers, through their partnership with the EWSETA, can offer quality skills training to learners who are entering the job market in the energy and water sectors. This process ensures that the learner, on completion of their learning programme, has the necessary theoretical and practical skills to be able to carry out their job duties and responsibilities.

Employers are therefore a key role player in ensuring that the incoming (and existing) workforce can effectively and efficiently carry out their job duties and responsibilities, and in so doing contribute in a positive way to the company that employs them. Furthermore, the industry at large will benefit through an increased skills pool, and the economy of the country will benefit too through an increase in productive and skilled professionals.

Mandatory Grant Funding	<p>Mandatory Grants are calculated at 20% of an employer's 1% skills levy and paid by the EWSETA to companies who are eligible to receive funding. To claim mandatory grant funding, an employer is required to submit a Workplace Skills Plan and an Annual Training Report by 30 April each year. Mandatory grants are paid quarterly and any mandatory grant not claimed will be transferred into the EWSETA's discretionary grants fund.</p> <p><i>Include link to MG process</i></p> <p><i>Include link to MG policy</i></p>
Discretionary Grant Funding	<p>Discretionary grants are paid out at the discretion of SETA management for skills development projects linked to hard to fill vacancies (HTFVs). These grants are applicable when an employer addresses the sector's scarce and critical skills through PIVOTAL programmes (Professional, Vocational, Technical and Academic learning programmes) that result in occupational qualifications or part qualifications on the National Qualifications Framework (NQF).</p> <p><i>Include link to DG process</i></p> <p><i>Include link to DG policy</i></p>
SMMEs	<p>The South African government has since the birth of its democracy recognised the importance of fostering an enabling environment for the creation and growth of small enterprises. Since then, the government has articulated several measures to foster an enabling environment for South African SMMEs.</p> <p>Of specific relevance to SETAs is the National Skills Development Plan (NSDP) 2030 that outlines eight key outcomes of which one is the 'Skills development support for entrepreneurship and cooperative development'.</p>

Downloads	SIC Codes	Upload PDF	
	Inter-SETA Transfer Policy	Upload PDF	
	DHET Inter-SETA transfers SOP	Upload PDF	
	EWSETA Inter-SETA transfers SOP	Upload PDF	
	SETA funding model	Upload PDF	
	Employer brochure	Upload PDF	

Menu 2: QA & Compliance

The Quality Council for Trades and Occupations (QCTO) has delegated the following quality assurance (QA) and compliance functions to the EWSETA:

- Accreditation of Skills Development Providers and training centres
- Approval and Monitoring of workplaces/sites for practical skills training
- Certification
- Issue of serial numbers and submission of trade test certificates to the National Artisan Moderating Body (NAMB)
- Development of occupational qualifications, qualification assessment specification (QAS) Addendums and development of learning material

Accreditation	<p>Accreditation refers to a person, body or institution that has been certified as ‘having the capacity to fulfil a particular function in the quality assurance system set up by the South African Qualifications Authority’. EWSETA accreditation can only be attained by a training provider if it successfully completes the stringent application process.</p> <p>The purpose of accreditation is to make sure that education and training is of a high standard and quality and that it is relevant to the needs of the energy or water sector. Accreditation is an indication that a training provider’s courses comply with the NQF standards, and that the courses offered have been evaluated to ensure that they are in line with these standards and that there is uniformity of similar courses offered by different training providers.</p> <p>A student who completes a SETA accredited course with an accredited training provider can earn the appropriate NQF credits that can count towards full qualifications and are recognised throughout South Africa. SETA accreditation is also an indication to students that a training provider is reputable, and that they will be receiving industry relevant training.</p> <p>List of Accredited Service Providers</p>
Moderation	<p>A process that ensures assessment of outcomes as described in NQF standards alignment</p> <ul style="list-style-type: none"> ○ A periodic evaluation of skills development providers ○ A process of ensuring compliance and validating provider practices against set accreditation criteria ○ Assessment of projects and project requirements
Certification	<ul style="list-style-type: none"> ○ Learnerships ○ Statement of results ○ Assessor

	<ul style="list-style-type: none"> ○ Moderator ○ RPL Adviser ○ Facilitator <p>Link to Trade Test Certification Process Link to Learnership Certification Process</p>
Workplace Approval	<ul style="list-style-type: none"> ○ Workplace or site approval ○ Extension for Artisan Training ○ Workplace approval for Learnerships and Skills Programmes <p>Link to workplace approval process as a PDF</p>
Development Quality Partner (DQP)	<ul style="list-style-type: none"> ○ Coordinate and fund the development of Occupational Qualifications and part qualifications ○ Align all Unit Standards based qualifications to the Occupational Qualifications ○ Review Occupational Qualification when need arises ○ Appoint the QCTO registered Qualification Development Facilitator (QDF) to facilitate the development of occupational qualifications ○ To not develop or review unit standards qualifications anymore ○ Forward the following documents to the QCTO on completion: <ul style="list-style-type: none"> ▪ Qualification document ▪ Curriculum document ▪ Assessment Specification document ▪ Process report of the development

<p>Qualification Development Process</p>	<pre> graph TD A["1. Scoping Meeting 2. Appoint QDF 3. CEP Nominations and Selection 4. CEP Develops Profile Document 5. CEP Develops: knowledge/ workplace/practical Modules"] --> B[Curriculum Document] B --> C[CEP Develop Qualification Document] C --> D[Develop Assessment Specific Document] D --> E[CEP Final Verification Meeting] E --> F[QCTO Evaluation] F --> G[SAQA Public Comment Registration] </pre> <p>CEP: Community of Experts Practitioner - group of qualified and currently practicing practitioners within the relevant occupation</p>
<p>QAS Addendum Development</p>	<p>Functions of the AQP (as delegated to SETAs by QCTO)</p> <ul style="list-style-type: none"> ○ Develop the Qualification Assessment Specification (QAS) addendum ○ Submit the QAS addendum and the exemplar question paper to the QCTO for approval ○ Develop data-bank of question papers, assessors and moderators ○ Manage and coordinate external assessment ○ Monitor the Assessment centres to conduct assessment ○ Develop assessment criteria ○ Record learner achievements ○ Recommend learner certificate to the QCTO

	AQP: Assessment Quality Partner - delegated by QCTO to manage the development of assessment instruments and external summative assessment for occupational qualifications
Development of Learning Material	<ul style="list-style-type: none"> ○ On registration of the qualification, the Development Quality Partner (DQP) is required to develop learning material against the registered qualifications ○ DQP will appoint the QCTO registered QDF to facilitate the development process ○ DQP will identify the suitable Community of Experts Practitioner (CEP) to assist with the technical inputs in the development ○ The developed learning material will be approved by the EWSETA appointed SME's <p>CEP: Community of Experts Practitioner - a group of qualified and currently practicing practitioners within the relevant occupation</p>

Supply Chain

Tenders	Available tenders	Pull info from existing website
	Tender outcomes	Pull info from existing website
	Tender Guidelines and FAQs	To be created
RFQs	Available RFQs	Pull info from existing website
	Archived RFQs	Pull info from existing website
	RFQ Guidelines and FAQs	To be created
Downloads	Tender Process	To be produced
	RFQ process	To be produced
	SBD Forms	On hand
	Presentation on capacitating SMMEs	On hand

News & Events

News & Information	Current news items	
	Archive	Anything older than 6 months?
Events	Add details of anything coming up	Create a month at a glance calendar?
Publications	Annual Reports	
	Newsletters	
	Brochures	
Relevant Department Circulars/ Whitepapers for comment		
Legislation	NSDP 2030 NDP 2030 SDA SDLA PFMA Other as identified in the SSP	