



DISCRETIONARY GRANT FUNDING



DISCRETIONARY GRANT APPLICATION GUIDE JANUARY/FEBRUARY 2024

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1. Mandate and Key Strategic Objectives

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 (SDA), 97 of 1998, as amended, and reports to the Honourable Minister of Higher Education, Science, and Innovation. The mandate of the SETA is to anticipate, build and strategically plan and manage skills development and training needs in the energy and water sectors as directed by the National Skills Development Plan 2030. Within our scope, that comprises South Africa's energy and water sectors, we also serve the energy sub-sectors of electricity, gas, nuclear and renewable energy and the water sub-sectors of collection, purification and distribution, waste and sewage and refuse and sanitation. The EWSETA has identified key priorities within the energy and water sectors that include, but are not limited to, Energy Security, Energy Efficiency, The Just Energy Transition, Decarbonisation, Water Quality, Water Demand Management and Water Conservation. In addition to these, transformation and inclusivity within the sectors is also a key focus area.

2. Expiry of Historically Registered Legacy Qualifications

All historically registered unit standard – based qualifications are currently being phased out and replaced by Occupational Qualifications and Skills Programmes as per SAQA and the QCTO in order to implement training that better equips learners for the world of work. The structure of legacy programmes and occupational programmes differ, and a separate accreditation is required to implement each type of programme. The majority of Skills Development Providers training within the Energy and Water Sectors are currently registered for legacy programmes and are currently implementing training.

The following dates apply to legacy programmes:

Last date of new learner enrolments: 30 June 2024

Last date of learner achievement: 30 June 2027



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Therefore, there will be no new enrolments of learners post 30 June 2024 and all learners who are in pursuit of these programmes must complete by 30 June 2027.

EWSETA has implemented the current DG Funding window to specifically give applicants an opportunity to obtain funding for these legacy programmes and to enrol learners before 30 June 2024.

3. Guiding Principles

For the January/February 2024 DG window, EWSETA has only invited proposals for specific types of learning programmes. The following programmes have been advertised:

| Type of Intervention | Definition | Cost as per Discretionary Grant Policy (Funding is limited to this amount) |
|--------------------------------------|--|---|
| Learnerships for unemployed learners | A learnership is a structured credit – bearing vocational training program that combines theoretical learning with practical work experience. It is designed to provide individuals with the opportunity to gain knowledge, skills, and competencies in a specific occupation or industry. Learnerships typically involve a formal agreement between the learner, the employer, and a training provider, outlining the duration, learning outcomes, and assessment criteria. Learnerships aim to bridge the gap between academic | R17 600 Annual Stipend: NQF 1 – 4: R 36 000 NQF 5: R 38 000 NQF 6: R 40 000 |





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| | <p>education and workplace requirements, equipping learners with the necessary qualifications and practical experience to enter or progress in their chosen field. A learnership yields a full qualification upon successful completion.</p> | |
| <p>Learnerships through Recognition of Prior Learning towards full qualifications</p> | <p>Recognition of Prior Learning (RPL) refers to the formal assessment and acknowledgement of an individual's existing skills, knowledge, and competencies that have been acquired through non-formal or informal learning experiences. In the context of a learnership, RPL involves evaluating and recognizing an individual's prior learning achievements to determine their eligibility for exemptions, credit, or advanced standing within the learnership program. This recognition enables learners to progress more efficiently through the learnership by acknowledging their existing expertise and reducing the duplication of learning efforts.</p> | <p>Employed: R35 000 Unemployed: R 55 000 Align to DG policy "Artisan Recognition of Prior Learning (ARPL and RPL) Stipend: Not Applicable</p> |
| <p>Skills Programmes for Employed and Unemployed</p> | <p>A skills programme is a structured credit - bearing training initiative designed to develop specific skills and competencies in a particular area or field. It is typically shorter in duration compared to a full qualification and aims to provide learners with targeted knowledge and</p> | <p>R 300 per Credit Stipend of R 3 000 per month for unemployed</p> |





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| | <p>practical abilities related to a specific job role or task. Skills programmes are often tailored to meet the specific needs of industries or occupations and are intended to enhance learners' employability or improve their performance in a particular area.</p> | |
| <p>Work Integrated learning</p> | <p>An umbrella term to describe curricular, pedagogic and assessment practices across a range of academic disciplines that integrate formal learning and workplace concerns, which culminates in a qualification or part-qualification.</p> <p>Placement programmes are designed to give university and TVET College learners an opportunity to receive the structured workplace exposure and specialised training required to graduate.</p> <p>TVET and HET learners are placed on a full-time basis at a host employer or host employers to gain the necessary workplace exposure to graduate.</p> | <p>TVET: R42 000 University: R 60 000</p> |

All applications will be subjected to an internal evaluation, verification and approval process aligned to the principles as set out in the EWSETA Grants Policy. Applicants are requested to align





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their proposals to the EWSETA Grants Policy, Strategic Plan, Annual Performance Plan and Sector Skills Plan as published on the website.

4. Application Process

- 4.1 All applications must be submitted electronically via the DG application system. To capacitate applicants to use the DG system, virtual capacitation sessions will be held by EWSETA on the advertised dates.
- 4.2 Submissions should be made by midnight on the advertised due date, and late applications will not be considered.
- 4.3 The application process comprises the following stages:

Stage 1: Online expression of interest (EOI)

The EOI stage comprises the submission of limited documentation which will be utilized by the EWSETA team to make an initial assessment of the relevance of the application to the EWSETA strategy and goals. Where applicable, applicants are requested to make submissions using the templates accessible on the DG system. Templates that are available on the system are the proposal template (applicants must use a separate template per intervention.), POPIA declaration and SBD declaration. At the end of this stage, the applicant will receive a confirmation email confirming the successful submission of the required EOI documentation. Within 1 working day of receiving this confirmation email, applicants will be invited via email to proceed to the next stage. The expected documentation is outlined in Annexure 2.

Stage 2: Online full application

The full application stage involves the submission of additional documentation to determine that the necessary documentation is in place to support the successful implementation of the proposed project. Where applicable, applicants are requested to make submissions using the templates accessible on the DG system. The expected documentation is outlined in Annexure 2.



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Both stage 1 and 2 must be completed by the closing date.

5. Evaluation and Selection Process

EWSETA will conduct an internal evaluation process based on the principles outlined in the EWSETA Grants Policy. EWSETA will contact applicants individually should any clarification be required on aspects of their applicants. Where necessary, a due diligence visit may be conducted to confirm aspects of the application. Applicants will receive feedback on the outcome of their application by 30 May 2025.

ANNEXURE 1: EWSETA LEGACY QUALIFICATIONS

| SAQA ID | Qualification Title | NQF Level |
|---------|---|--------------|
| 49056 | National Certificate: Domestic Appliance Repair | NQF Level 03 |
| 50371 | Further Education and Training Certificate: Domestic Appliance Repair | NQF Level 04 |
| 49753 | General Education and Training Certificate: General Technical Practice | NQF Level 01 |
| 63789 | National Certificate: Electrical Engineering | NQF Level 02 |
| 63790 | National Certificate: Electrical Engineering | NQF Level 03 |
| 63889 | Further Education and Training Certificate: Electrical Engineering | NQF Level 04 |
| 67432 | National Certificate: Electrical Engineering: Electrical Distribution | NQF Level 02 |
| 72077 | National Certificate: Electrical Engineering: Electrical Distribution | NQF Level 03 |
| 72075 | Further Education and Training Certificate: Electrical Engineering: Electrical Distribution | NQF Level 04 |
| 67433 | National Certificate: Electrical Engineering: Electrical Generation | NQF Level 02 |
| 72079 | National Certificate: Electrical Engineering: Electrical Generation | NQF Level 03 |
| 72076 | Further Education and Training Certificate: Electrical Engineering: Electrical Generation | NQF Level 04 |
| 67435 | National Certificate: Electrical Engineering: Renewable Energy | NQF Level 02 |





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| 72081 | National Certificate: Electrical Engineering: Renewable Energy | NQF Level 03 |
| 63478 | National Certificate: Mechanical Engineering: Fitting: Electrical Power Generation | NQF Level 02 |
| 63472 | National Certificate: Mechanical Engineering: Fitting: Electrical Power Generation | NQF Level 03 |
| 63482 | Further Education and Training Certificate: Mechanical Engineering: Fitting: Electrical Power Generation | NQF Level 04 |
| 63486 | National Certificate: Mechanical Handling: Rigging: Electrical Power Generation | NQF Level 02 |
| 63488 | National Certificate: Mechanical Handling: Rigging: Electrical Power Generation | NQF Level 03 |
| 63492 | Further Education and Training Certificate: Mechanical Handling: Rigging: Electrical Power Generation | NQF Level 04 |
| 58204 | Further Education and Training Certificate: Cable Jointing and Termination | NQF Level 4 |
| 57228 | National Certificate: Metrology | NQF Level 05 |
| 65629 | National Certificate: Measurement, Control and Instrumentation | NQF Level 02 |
| 65631 | National Certificate: Measurement, Control and Instrumentation | NQF Level 03 |
| 65630 | Further Education and Training Certificate: Measurement, Control and Instrumentation | NQF Level 04 |
| 49746 | National Certificate: Measurement, Control and Instrumentation | NQF Level 05 |
| 61549 | National Certificate: Power Plant Auxiliary Systems Operations | NQF Level 03 |
| 61569 | Further Education and Training Certificate: Power Plant Operations | NQF Level 04 |
| 61570 | National Diploma: Power Plant Process Control | NQF Level 05 |
| 23678 | National Certificate: Fossil Power Plant Operation | NQF Level 04 |
| 23733 | National Certificate: Nuclear Power Plant Operation | NQF Level 04 |
| 48978 | Further Education and Training Certificate: Electrical Network Control | NQF Level 04 |
| 57693 | National Diploma: Electrical Network Power Dispatch Controlling | NQF Level 05 |
| 49596 | National Certificate: Radiation Monitoring | NQF Level 03 |
| 50329 | Further Education and Training Certificate: Radiation Protection | NQF Level 04 |
| 66514 | National Certificate: Energy Regulation: Electrical | NQF Level 05 |





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|-------|--|--------------|
| 48495 | General Education and Training Certificate: Water Services | NQF Level 01 |
| 61689 | National Certificate: Community Water, Health and Sanitation Promotion | NQF Level 02 |
| 64589 | National Certificate: Community Water, Health and Sanitation Monitoring | NQF Level 03 |
| 61669 | Further Education and Training Certificate: Community Water, Health and Sanitation Facilitation | NQF Level 04 |
| 48908 | National Certificate: Sanitation Project Co-ordination | NQF Level 05 |
| 58951 | National Certificate: water and Wastewater Treatment Process Operations | NQF Level 02 |
| 60190 | National Certificate: Water and Wastewater Process Control | NQF Level 03 |
| 61709 | Further Education and Training Certificate: Water and Wastewater Treatment Process Control Supervision | NQF Level 04 |
| 23475 | National Certificate: Water Reticulation Services | NQF Level 02 |
| 60169 | National Certificate: Water and Wastewater Reticulation Services | NQF Level 02 |
| 60155 | National Certificate: Water and Wastewater Reticulation Services | NQF Level 03 |
| 60189 | Further Education and Training Certificate: Wastewater and Water Reticulation Services | NQF Level 04 |
| 48910 | Further Education and Training Certificate: Water Purification Processes | NQF Level 04 |
| 96404 | National Certificate: Hot Water System Installation | NQF Level 02 |
| 77163 | National Certificate: Industrial Water Treatment Support System Operations | NQF Level 02 |

Please refer to the QCTO Website for a complete list of Trade Qualifications





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ANNEXURE 2: DOCUMENT SUBMISSIONS

The following documentation will be required during the online application process (additional documentation may be requested during clarification and due diligence):

Notes:

* indicates mandatory documents

EOI specified documents that will be requested during the EOI stage.

AP specifies documents that will be requested during the Full application stage.

| Type of applicant | ARPL | Learnership/Learnership RPL | Skills Programme | Work Integrated Learning (WIL) |
|---|--|---|---|---|
| CET / TVET / FET Colleges / University / University of Technology | Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI | Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI Accreditation / MOU with Accredited Provider - APP Workplace MOU - APP COIDA Letter of Good Standing - APP | Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI Accreditation / MOU with Accredited Provider - APP Workplace MOU - APP COIDA Letter of Good Standing - APP | Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI Workplace MOU - APP |
| EWSETA Levy Exempted Employer / EWSETA Levy-Paying Employer / Non- EWSETA - Levy Exempted Company / Non-EWSETA - Levy Paying Company / | Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI CIPC* - EOI Tax Pin* - APP Financial State* - APP BBBEE* - APP | Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI CIPC* - EOI Tax Pin* - APP Financial State* - APP BBBEE* - APP | Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI CIPC* - EOI Tax Pin* - APP Financial State* - APP BBBEE* - APP | Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI CIPC* - EOI Tax Pin* - APP Financial State* - APP BBBEE* - APP SETA Workplace approval |



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| Non-Levy Paying Company | CSD* - APP COIDA Letter of Good Standing* - APP | CSD* - APP COIDA Letter of Good Standing* - APP Accreditation / MOU with Accredited Provider *- APP | CSD* - APP COIDA Letter of Good Standing* - APP Accreditation / MOU with Accredit ed Provider *- APP | CSD* - APP COIDA Letter of Good Standing* - APP |
| Private Skills Developme nt Provider | Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI CIPC* - EOI Tax Pin* - APP Financial State* - APP BBBEE* - APP CSD* - APP COIDA Letter of Good Standing* - APP | Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI CIPC* - EOI Tax Pin* - APP Financial State* - APP BBBEE* - APP CSD* - APP COIDA Letter of Good Standing* - APP Accreditation *- APP Workplace MOU* - APP | Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI CIPC* - EOI Tax Pin* - APP Financial State* - APP BBBEE* - APP CSD* - APP COIDA Letter of Good Standing* - APP Accreditation *- APP Workplace MOU* - APP | Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI CIPC* - EOI Tax Pin* - APP Financial State* - APP BBBEE* - APP CSD* - APP COIDA Letter of Good Standing* - APP SETA workplace approval / Workplace MOU* - APP |
| Industry Association / Professional Body | Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI Tax Pin* - APP BBBEE - APP Professional Bo dy Registration* - EOI | Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI Professional Body Registration* - EOI Tax Pin* - APP BBBEE* - APP | Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI Professional Body Registration* - EOI Tax Pin* - APP BBBEE* - APP | Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI Tax Pin* - APP BBBEE - APP Professional Bo dy Registration* - EOI |



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| | | | | Workplace MOU* - APP |
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| | | Accreditation / MOU with Accredited Provider *- APP Workplace MOU* - APP | Accreditation / MOU with Accredited Provider *- APP Workplace MOU* - APP | |
| Other Government Institution | Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI | Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI Accreditation / MOU with Accredited Provider - APP Workplace MOU - APP COIDA Letter of Good Standing - APP | Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI Accreditation / MOU with Accredited Provider - APP Workplace MOU - APP COIDA Letter of Good Standing - APP | Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI |
| Community Based Organisation / Co-Operative / Non-Governmental Organisation / Non-Profit Organisation / Other | Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI CIPC* - EOI Tax Pin* - APP Financial State* - APP BBBEE* - APP CSD* - APP COIDA Letter of Good Standing* - APP Accreditation *- APP | Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI CIPC* - EOI Tax Pin* - APP Financial State* - APP BBBEE* - APP CSD* - APP COIDA Letter of Good Standing* - APP Accreditation *- APP Workplace MOU* - APP | Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI CIPC* - EOI Tax Pin* - APP Financial State* - APP BBBEE* - APP CSD* - APP COIDA Letter of Good Standing* - APP Accreditation *- APP | Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI CIPC* - EOI Tax Pin* - APP Financial State* - APP BBBEE* - APP CSD* - APP COIDA Letter of Good Standing* - APP Workplace MOU* - APP |





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| | | | Workplace MOU* - APP |
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ANNEXURE 3: TERMINOLOGY

The below is not exhaustive list of definitions but is meant to guide the EWSETA DG process and are specific to this document and purpose.

| | |
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| Accreditation | Means the certification, usually for a particular period of time, of a person, a body or an institution as having the capacity to fulfil a particular function in the quality assurance system of South Africa. |
| Accredited programme | Approval status granted to a programme for a stipulated period after the Quality Committee’s evaluation indicates that it meets minimum standards of quality. |
| Age | The number of years from the date of birth to the year in which the data collection is being undertaken. |
| Annual Performance Plan (APP) | EWSETA’s Annual Performance Plan identifies the performance indicators and targets that the institution will seek to achieve in the budget year. |
| Artisan | Means a person certified as competent in a listed trade in accordance with the relevant legislation, informed by the Skills Development Act (Act No 97 of 1998, as amended). |
| Artisan Recognition of Prior Learning (ARPL) | Means the principles and processes through which prior knowledge and skills of a person are made visible, mediated and assessed for the purpose of alternative access and admission for trade test certification. |
| Assessor | A person that is able to conduct internal and external assessments for specific qualifications and or part-qualifications. |



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| Certificate | An official record of learner/student achievement towards awarding of a full or part-qualification. |
| Cohort | A group of students/learners that commence a particular programme of study in a particular defined period. |
| Co-funding | Means funding where EWSETA and an organisation (public or private) co-fund the skills development intervention. |
| Collaboration Agreement | Means a legally binding agreement concluded between two (2) or more parties for the execution of agreed skills interventions, research or relevant sector interventions. These are defined and timebound. |
| Continuing | Learners who were previously funded by EWSETA for the same qualification they are now applying for. As opposed to new learners who are entering the system for the first time. |
| Cooperatives | Means forms of ownership registered in terms of the Co-operatives Act (Act No. 14 of 2005). For the purposes of this document, co-operatives fall under the energy and water ambit. |
| Critical skill | Particular capabilities needed within an occupation. |
| Department of Higher Education and Training (DHET) | Ministry to which EWSETA reports and signs an annual Service Level Agreement with. |
| Disability | Any medical condition that substantially limits an individual's ability to perform his or her functions in their chosen field of employment. The medical condition may not impede the person in meeting the medical requirements of the chosen profession. |



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| Discretionary Grant (DG) | Means the money allocated within the SETA to be spent on discretionary grants and project to support the energy and water skills imperatives. |
| Due Diligence | Means the process through desktop, third-party, and on-site verification of ensuring all eligible organisations applying for grants meet the requirements for the allocation of grants. Meeting the requirements does not guarantee the awarding to discretionary funding. |
| Economic status | Measure of the level of economic well-being of individuals. |
| Education and training quality assurance body | A body that is either legally mandated to undertake quality assurance within a national education and training system, or officially recognised within a framework as compliant with agreed quality assurance standards in a geographical area. |
| Emerging Micro Enterprise (EME) | Means an enterprise with an annual total revenue of R10 million or less. |
| Employed (18.1) | Means beneficiaries or learners who are permanently or temporarily employed with an organisation/business. |
| Employer Associations | Means organisations representing employers operating in the energy and water sector. |
| Employers | Means companies registered in terms of the Companies Act (Act No 71 of 2008). Employers include levy-paying and non-levy-paying companies according to the Sills Development Levies Act (Act No. 9 of 1999), as amended. |



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| EWSETA | <p>The Energy & Water Sector Education Training Authority (EWSETA) is a skills development authority serving the energy and water sectors. As one of South Africa’s 21 SETAs, EWSETA was established in terms of Section 9 of the Skills Development Act (SDA), 97 of 1998, as amended and reports to the Honourable Minister of Higher Education, Science and Technology.</p> <p>Our Vision: Creating a sustainable tomorrow, today through skills.</p> |
| Facilitator | An inclusive term referring to an educator or a teacher at a school, a lecturer at a college or university and a trainer at workplaces. |
| Financial year/ Statement | <p>Means a year ending on 31 March in accordance with the Public Finance Management Act (PFMA)</p> <p>Statements consisting of at least (a) a balance sheet; (b) an income statement; (c) a cash-flow statement; (d) any other statements that may be prescribed; and (e) any notes to these statements.</p> |
| Formal education and training | Education and training that is institutionalized, intentional and planned through public organizations and recognised private bodies and, in their totality, make up the formal education system of a country. |
| Funding | The process of providing financial assistance for a particular purpose or intervention, to either an enrolled student or the institution. |
| Gender | Social distinction between males and females. |
| General Further Education and Training Qualifications Sub-Framework (GFETQSF) | The sub-framework of the NQF for GFET that is developed and managed by Umalusi. |





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| <p>General Education and Training Certificate (GETC)</p> | <p>The General Education and Training Certificate (GETC) is suitable for adult learners and will provide them with fundamental basics of general education learning.</p> <p>The GETC: ABET Level 4 is registered at Level 1 of the NQF and is accredited by Umalusi. It is comparable to Grade 9 or the old Standard 7. A person who has successfully passed all the GETC: ABET Level 4 subjects will be on the same academic level as someone who has passed Grade 9 at school.</p> |
| <p>Geographical coordinates</p> | <p>An ordered set of two coordinates specifying a position in degrees of latitude and longitude.</p> |
| <p>Government Department</p> | <p>Means national, provincial, district and local government department involved in skills development activities within or the EWSETA sector.</p> <p>Most local government department fall under the Local Government SETA.</p> |
| <p>Historically Disadvantaged Individuals (HDI)</p> | <p>refers to any person, category of persons or community, disadvantaged by unfair discrimination before the Constitution of the Republic of South Africa, 1993 (Act No. 200 of 1993) came into operation.</p> |
| <p>Labour Organisations</p> | <p>Means recognised labour unions representing workers in the EWSETA sector.</p> |
| <p>Lead Employer</p> | <p>An employer, who is identified in the Learnership Agreements as a lead employer who undertakes to ensure compliance with the employer's duties in terms of the Agreement.</p> |





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| Learner Agreement | <p>Means a legally binding agreement between an employer, a learner and a Training Provider. This agreement is intended to spell out the tasks and duties of the employer, the learner and the Training Provider. It is designed to ensure the quality of the training and to protect the interests of each party.</p> <p>In most skills intervention projects, EWSETA will require a signed and fully completed Learner Agreement to register the learner on the Sector Education and Training Management Information System (SETMIS).</p> |
| Learnership | <p>Means structured learning process for gaining theoretical knowledge and practical skills in the workplace leading to a qualification registered on the NQF. A learnership is outcomes-based and not time-based and allows for recognition of prior learning.</p> |
| Learning | <p>The acquisition of knowledge, understanding, values, skills, competencies or experience.</p> |
| Learning field | <p>Main branch of knowledge or a discipline that students pursue as a subject of study or learning.</p> |
| Learning programme | <p>A structured and purposeful set of learning experiences that leads to a qualification or part-qualification.</p> |



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| <p>Legacy qualifications</p> | <p>Means old qualifications that are currently registered on the National Qualifications Framework (NQF).</p> <p>EWSETA will continue performing the quality assurance function as delegated by the QCTO. The delegated accreditation functions of EWSETA are as follows:</p> <ul style="list-style-type: none"> • Accreditation of training providers against legacy qualifications • Approval of legacy learning programs • Registration of Education, Training and Development (ETD) constituent assessors and moderators • Quality Assurance of learner achievements • Certification of ETD constituent learners; and • Monitoring of provisioning of ETD constituent providers. |
| <p>Letter of Award (or award letter)</p> | <p>is sent by EWSETA as written confirmation that a project has been successful and will be awarded an SLA. The aim of the letter is to give the successful proposer assurance, and to allow them to begin preparations. The letter is not legally binding.</p> <p>The letter forms part of the grant award, which is the process of formally notifying a proposer that they have been selected as the implementor of a particular skills development intervention.</p> <p>The letter will typically contain details of the amount of the award, the date of the award, and when the contract will be signed. The Letter may spell out conditions which must be met before contracting can be finalised.</p> |
| <p>Levy-paying employer</p> | <p>Means an employer who is compelled to pay skills development levies in terms of Section 3(1) of the Skills Development Levies Act. Employers in the energy and water sector who are liable for payment of the Skills Development Levy (SDL) to SARS should nominate EWSETA as their SETA due to the nature of their business. SDL is paid monthly to SARS together with PAYE and UIF contributions, and SARS then allocates this to EWSETA.</p> |





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| Moderator | A person, apart from the examiner, who is appointed by the institution to be responsible for ensuring the standard of the examination and its accompanying marking framework and response exemplars, and for marking a representative sample of examination responses. |
| Module | An independently defined learning unit, designed to result in a specific set of learning outcomes, and which is a component of a programme. |
| Nationality | The official right to belong to a particular country. |
| National Learner Records Database (NLRD) | The electronic management information system of the NQF under the authority of SAQA, which contains records of qualifications, part-qualifications, learner achievements, recognised professional bodies, professional designations and all related information such as registrations and accreditations. |
| National Artisan Moderation Body (NAMB) | <p>The NAMB is established in terms of Section 26A (1)(a) of the Skills Development Act , Act 97 of 1998 as an operational unit within the Department of Higher Education and Training with statutory functions.</p> <p>NAMB performs the following statutory functions:</p> <ul style="list-style-type: none"> • Monitor the performance of accredited artisan trade test centres; • Moderate artisan trade tests; • Develop, maintain and apply a national data-bank of instruments for assessment and moderation of artisan trade tests; • Develop and maintain a national data-base of registered artisan trade assessors and moderators; • Record artisan achievements; • Determine appeals against assessment decisions; • Recommend the certification of artisans to the QCTO; and • Perform any other prescribed function. |



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| National Skills Development Plan 2030 (NSDP) | DHET's skills development plan which was published in 2019 and is being implemented since 01 April 2020 by EWSETA and others. | |
|--|--|---|
| National Qualifications Framework (NQF) | Provides principles and guidelines for recording learners achievements. Based on nationally recognised qualifications, the NQF encourages lifelong learning. | |
| | NQF Level | Title of Qualification |
| | 10 | Doctorates/PhD |
| | 9 | Master's degrees (research/coursework) |
| | 8 | Master's in business administration (MBA) |
| | | Postgraduate Diplomas and Professional Qualifications |
| | | Honours |
| | 7 | Bachelor's Degrees and Advanced Diplomas |
| | 6 | National Diplomas and Advanced Certificates |
| | 5 | Higher Certificates and Advanced National (Vocational) Certificates |
| | 4 | Grade 12 Certificates and TVET Certificate |
| | | New Apprenticeship Trade Tests |
| | 3 | Grade 11, N3 and N2-courses |
| 2 | Grade 10, N2 and N1-courses | |



DISCRETIONARY GRANT FUNDING



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| | 1 | GETC |
| Non-governmental organisations (NGOs), community-based organisations (CBOs), non-profit organisations (NPOs) | Means civil society organisations focused on public benefit and community development, registered with the Department of Social Development and involved in activities that are within the EWSETA sector. | |
| Non-levy paying | Any employer exempt from SDL payment can apply for registration as an EWSETA non-levy paying member, if its core business relates to industries that fall under EWSETA. Companies with a wage bill of less than R500 000 per annum do not have to pay the 1% SDL. Exemptions must be applied for directly to SARS. | |
| Non-PIVOTAL Programmes | <p>Means credit and non-credit bearing interventions, not leading to a qualification. These must address the key objectives and skills development challenges as outlined in the EWSETA SSP. Non-PIVOTAL programmes could also include research projects, innovation projects and other non-qualification related programmes core to the EWSETA’s strategy.</p> <p>A SETA may allocate a maximum of 20% to funding of programmes other than PIVOTAL programmes.</p> | |
| Occupational qualification part | Means a recognised component (theoretical, practical or work experience component) of an occupational qualification which is registered on the National Qualifications Framework. | |
| Occupational qualification | Means a qualification that includes a knowledge, a practical and a work experience component registered on the National Qualification Framework. | |
| Occupational Qualifications Sub-Framework (OQSF) | The sub-framework of the NQF for trades and occupations, which is developed and managed by the QCTO. | |



DISCRETIONARY GRANT FUNDING



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| Partnership | <p>The SSP Framework defines partnerships as “A collaborative agreement between two or more parties intended to achieve specified outcomes directed towards addressing mutually inclusive skills priorities or objectives within a specified time frame”.</p> <p>EWSETA understand this to mean a contractual arrangement between EWSETA and one (1) or more parties where the parties agree to a common education, training and/or skills development purpose, aligned to sector imperatives.</p> |
| Personal Protective Equipment (PPE) | <p>is equipment worn to minimize exposure to hazards that cause serious workplace injuries and illnesses. These injuries and illnesses may result from contact with chemical, radiological, physical, electrical, mechanical, or other workplace hazards. Personal protective equipment may include items such as gloves, safety glasses and shoes, earplugs or muffs, hard hats, respirators, or coveralls, vests and full body suits.</p> |
| Personal Protective Equipment (PPE) | <p>The cost of appropriate and quality PPE for learners and mentors must be covered by the SLA signatory and is included in the total award for the project.</p> |
| PIVOTAL | <p>Means professional, vocational, technical and academic learning programmes that result in qualifications or part qualifications on the National Qualifications Framework.</p> <p>EWSETA is required to allocate 80% of its available discretionary grants within a financial year to PIVOTAL programmes that address scarce and critical skills in the energy and water sector.</p> |
| Post School Education | <p>Means universities, university of technologies, TVET and community colleges involved in skills development activities within and for the energy and water sector.</p> |





DISCRETIONARY GRANT FUNDING



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| <p>Private Education and Training Provider</p> | <p>Also referred to as private Skills Development Provider (SDP).</p> <p>Means a non-public provider or private education and training institution registered as a private higher education institution, compliance in terms of legislative requirements and registrations for the purposes of participation in skills development activities pertaining to relevant policies of the DHEST, and Umalusi.</p> |
| <p>Professional body</p> | <p>SAQA is responsible for the recognition of professional bodies and registration of professional designations for the purposes of the NQF Act, no 67 of 2008.</p> <p>A Professional Body is a body of expert practitioners in an occupation or profession resulting in learning in and for the workplace (SAQA).</p> <p>Professional bodies oversee Professional Designations which is a title or status in recognition of a person's expertise and/or right to practice in an occupational field. Professional bodies must also provide Continuous Professional Development (CPD) to its registered professionals.</p> |
| <p>Protection of Personal Information (POPI)</p> | <p>POPI Act aims to give effect to the constitutional right to privacy by balancing the right to privacy against the access to information. POPI requires that personal information pertaining to individuals be processed lawfully and in a reasonable manner that does not infringe on the right to privacy.</p> |
| <p>Provider class</p> | <p>The classification of a body that offers any education programme or trade and occupational learning programme that leads to a qualification or part-qualification on the NQF.</p> |
| <p>Provider classification</p> | <p>A unique code issued by a quality council or its appointed agent for a legally registered institution.</p> |



DISCRETIONARY GRANT FUNDING



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| | The position the provider has in relation to its registration for operation. |
| Province | An administrative division of a country that forms the second layer of government, between the national and the local government. |
| Public education and training institution | Means a public higher education institution as defined in the Higher Education act, 1997 (Act No 101 of 19997) and a public college as defined in the Further Education and Training Act, 2006 (Act No. 16 of 2006). For the purposes of this document means public higher education and training institutions, technical high schools, public Technical, Vocational, Education and Training (TVET) colleges, Community Education and Training (CET) colleges. |
| Qualification | The formal recognition of the achievement of the required number and range of credits and such other requirements at specific levels of the NQF as may be determined by the relevant bodies registered for such purpose by SAQA. |



DISCRETIONARY GRANT FUNDING



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| <p>QCTO</p> | <p>Its role is to oversee the design, implementation, assessment and certification of occupational qualifications, including trades, on the Occupational Qualifications Sub-Framework (OQSF).</p> <p>The QCTO also offers guidance to skills development providers who must be accredited by the QCTO to offer occupational qualifications.</p> <p>The QCTO is responsible for the following but has agreements with EWSETA to fulfil some of these functions for the energy and water sector:</p> <ul style="list-style-type: none"> • Establishment and management of the Occupational Qualification Sub-framework (OQSF) • Occupational Qualifications development and maintenance • Assessment • Certification • Accreditation of Skills Development Providers • Research and Knowledge Development • Accreditation of Assessment Centres • Stakeholder Management and Advocacy |
| <p>Reaccreditation</p> | <p>The process of reviewing a previously accredited programme or institution when the validity of its accreditation lapses, in order to determine whether it still meets the accreditation criteria, and thus is eligible for the reinstatement or extension of the accreditation status for another determined period.</p> |
| <p>Recognition of Prior Learning (RPL)</p> | <p>Means the principles and processes through which prior knowledge and skills of a person are made visible, mediated and assessed for the purpose of alternative access and admission, recognition and certification, or further learning and development.</p> |
| <p>Response rate</p> | <p>Proportion of eligible respondents who submitted data with usable information to total number of eligible respondents.</p> |



DISCRETIONARY GRANT FUNDING



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| Rural allowance | In certain circumstances EWSETA may award an additional R10.000 per annum/per learner as a rural allowance for travel and subsistence. |
| Rural/Urban | EWSETA must report to the DHEST regarding the geographic status of the beneficiaries of discretionary funding. This information must be completed in the SETMIS. Unfortunately, there is no official definition of rural/urban. EWSETA believes the most accurate definition is that of self-classification although it reserves the right to verify the information based on a site visit. |
| Scarce skill | An absolute or relative demand (current or future) for skilled/qualified and experienced people to fill roles/professions/occupations/specialisations in the labour market, measured in terms of an occupation or specific qualification. |
| Sector Skills Plan | Serves as a comprehensive document that outlines the skills demand and supply resulting in the skills gaps that exist in the energy and water sector, which informs the development of pivotal interventions aimed at addressing skills needs. |
| Sector Education and Training Authority (SETA) | A SETA established in terms of section 9(1) of the Skills Development Act, 1998 (Act 97 of 1998) to develop and implement sector skills plans and promote learning programmes, including workplace learning. |
| Self-employed | A person who works for himself/herself for pay, profit or family gain, and not working for an employer. |



DISCRETIONARY GRANT FUNDING



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| <p>Sector Education and Training Management Information System (SETMIS)</p> | <p>is a unit record based information system that stores and maintains unit records of Sector Education and Training Authority (SETA) data related to skills education and training, including participating employers, providers, assessors, learners and skills education and training. Further, SETMIS stores and maintains unit records of SETA data related to skills demand, including all employers, sectors and occupations.</p> <p>The data content of SETMIS is primarily maintained and supplied by SETAs by means of electronic data submission files that are extracted in standard formats and transmitted to the Department of Higher Education and Training (DHET) to be loaded into SETMIS.</p> |
| <p>Sectoral Priority Occupations List (SPOL)</p> | <p>An annually updated list of intervention in the energy and water sector informed by analysis conducted in the EWSETA Sector Skills Plan 2020-25, external stakeholder interactions, as well as through internal engagements with the relevant EWSETA departments.</p> |
| <p>Service Level Agreement</p> | <p>Means a documented, signed and initialled agreement between a service provider and EWSETA that identifies the intervention, number of learners, budget and payment conditions, location, deliverables and other project details as applicable. The agreement may vary from project to project.</p> <p>The SLA is the final stage of the DG allocation process and indicates that all EWSETA’s requirements have been met.</p> <p>Before signing, the SLA should be carefully evaluated, to this end EWSETA conducts mandatory SLA Inductions.</p> |





DISCRETIONARY GRANT FUNDING



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| Short courses (non-credit bearing) | Means a short learning programme where credits are not awarded, i.e. a certificate of attendance/registration/completion. They are considered non-PIVOTAL. |
| Skills development provider | A legal entity accredited by the QCTO or through a dedicated SETA to offer occupational qualifications or part-qualifications registered on the OQSF. |
| Skills programmes | Means an accredited learning programme that is occupationally based and which, when completed, may constitute credits towards a qualification registered on the NQF. |
| Standard | The registered statements of desired education and training outcomes and their associated assessment criteria. |
| Strategic Projects | Means ongoing initiatives and interventions that are intended to address strategic priority areas of the EWSETA, which include national or industry imperatives, as encapsulated by the EWSETA's SP and APP. |
| Structured workplace learning | Means the component of learning in an occupational qualification, an internship, or work placement for professional designation whereby a learner is mentored by a qualified, and where required, registered mentor in the application and integration of knowledge and practical skills learnt under supervision, in the actual context of a workplace in accordance with the prescripts set by the relevant qualification authority or professional body. |
| Supplementary funding | Means funding where there is an existing project (for example infrastructure development) and EWSETA funds the skills development intervention as per the DG Policy. |



DISCRETIONARY GRANT FUNDING



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| Throughput rate | Means the as the percentage of learners which either successfully completed the programmes or successfully progressed to the next project stage. |
| Trade | An occupation for which an artisan qualification is required in terms of section 26B of the Skills Development Act. |
| Trade Test | Means a final integrated summative assessment for an artisan qualification for a listed trade that is conducted at an accredited Trade Test Centre by an Assessor registered with National Artisan Moderating Body (NAMB). Previously, a trade is not allocated a National Qualifications Framework (NQF) level but the new trades (A21) are to be registered at NQF level 4. This is a national certification against a national occupational qualification. |
| Umalusi | <p>Umalusi Council sets and monitors standards for general and further education and training in South Africa in accordance with the National Qualifications Framework Act No 67 of 2008 [as amended] and the General and Further Education and Training Quality Assurance Act No 58 of 2001, as amended.</p> <p>Umalusi is currently responsible for the certification of the following EWSETA relevant qualifications:</p> <p>TVET Colleges:</p> <p>National Technical Certificate (N3)</p> <p>National Certificate Vocational (NCV)</p> <p>Adult Learning Centres:</p> <p>General Education and Training Certificate: Adults (GETC)</p> |






DISCRETIONARY GRANT FUNDING



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| Unemployed (18.2) | An individual who has no employment and has not entered into a contract of employment. This includes individuals who have been retrenched and registered, full-time students. |
| Unique identifier | Any identifier that is assigned to a data subject and is used by a responsible party for the purposes of the operations of that responsible party and that uniquely identifies that data subject in relation to that responsible party. |
| Unit standard | A part-qualification registered on the NQF developed under the SAQA Act, 58 of 1995. Currently, registered unit standards remain valid until they are replaced or reach the end of their registration period. |
| Work integrated learning | Is an umbrella term to describe curricular, pedagogic and assessment practices, across a range of academic disciplines in the energy and water sector that integrate formal learning and workplace concerns, which culminates in a qualification of part qualification and can include internships, workplace experience, industry-based learning, and placements. |
| Workplace-based learning (WBL) | An educational component of an occupational qualification that provides students with real-life work experiences where they can apply academic and technical skills and increase the prospect of employability. |
| Workplace-based learning programme | An intervention as contemplated in an occupational qualification where a person internalises knowledge, skills and competencies and gain insights through exposure to work by achieving specific outcomes to enhance employability. |

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| <p>Workplace approval</p> | <p>Workplace approval is required for certain qualifications and recommended for all structured workplace-based learning interventions. Its aim is to ensure safe and appropriate learning takes place to ensure learners receive adequate and quality training</p> |
| <p>Workplace Skills Plan (WSP)</p>  | <p>The WSP documents skills needs in an organisation and describe the range of skills development interventions that an organisation will use to address these needs.</p> <p>DISCRETIONARY GRANT FUNDING</p> <p>A WSP is developed annually – for the period 01 April to 31 March - by a registered skills development facilitator (SDF) and is submitted to the EWSETA by our employers. The WSP facilitates access to the EWSETA’s mandatory grant for skills training. Organisations are required to report against their WSPs in an Annual Training Report (ATR) that shows how they have addressed the priority skills defined in the WSP. An equally important purpose of the WSP is that it also provides important sector information to the SETA on employee profiles, skills needs and skills development interventions. This information in turn informs the development of the EWSETA’s Sector Skills Plan (SSP).</p> |
| <p>Youth</p> | <p>means a person thirty-five (35) years or younger.</p> |