



# BUILDING SKILLS FOR THE ENERGY AND WATER SECTOR

## **DISCRETIONARY GRANT APPLICATION GUIDELINES FOR SKILLS DEVELOPMENT PROGRAMME (FEBRUARY 2025)**

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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. 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, Department of Water and Sanitation Regulation 3630, Decarbonisation, Water Quality, Water Demand Management and Water Conservation, inclusion of women and Persons with disabilities and support for rural and township economies. In addition to this, transformation and inclusivity within the sectors is also a key focus area





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## 2. Guiding Principles

EWSETA invites proposals for specific learning programmes as part of the February 2025 Discretionary Grant (DG) window. The following programmes are eligible for funding:

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 NQF 1 – 4: R 36 000 NQF 5: R 38 000 NQF 6: R 40 000
	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.	





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<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>Funding: R300 per Credit Stipend: R3,000 per month (for unemployed learners)</p>
	<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>	





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<p>Work learning</p>	<p>Integrated</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</p> <p>University: R 60 000</p>
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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 their proposals to the EWSETA Grants Policy, Strategic Plan, Annual Performance Plan and Sector Skills Plan as published on the website.

### 3. Application Process

- 3.1 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.
- 3.2 Submissions should be made by midnight on the advertised due date, and late applications will not be considered.
- 3.3 The application process comprises the following stages:





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### 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 3.

## 4. 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 applications. 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.



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## 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
67435	National Certificate: Electrical Engineering: Renewable Energy	NQF Level 02
72081	National Certificate: Electrical Engineering: Renewable Energy	NQF Level 03
57228	National Certificate: Metrology	NQF Level 05
57693	National Diploma: Electrical Network Power Dispatch Controlling	NQF Level 05
66514	National Certificate: Energy Regulation: Electrical	NQF Level 05
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



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## ANNEXURE 2: EWSETA RELATED OCCUPATIONAL ANDSKILLS PRROGRAMME

SAQA ID	Qualification Title	NQF Level
122681	Advanced Occupational Diploma: Renewable Energy Technologist	NQF Level 07
121158	Intermediate Occupational Certificate: Waste Electrical and Electronic Equipment Small Business Operator	NQF Level 03
121156	Higher Occupational Certificate: Power Plant Electrical Network Controller	NQF Level 05
121887	National Occupational Certificate: Borehole Pump Operator	NQF Level 04
103263	Occupational Certificate: Auxiliary Fossil Power Plant	NQF Level 04
119991	Occupational certificate: Cable Jointer (Electric Cable Jointer)	NQF Level 04
103263	Occupational Certificate: Fossil Power Plant Operator	NQF Level 05
97384	Occupational Certificate: Fossil Power Plant Process Controller	NQF Level 06
99426	Occupational Certificate: Energy Efficiency Technician (Energy Audit Technician)	NQF Level 06
118111	Occupational Certificate: Gas Turbine Power Plant Process Controller	NQF Level 06
104458	Occupational Certificate: Hydro Power Plant Operator	NQF Level 05
97224	Occupational Certificate: Hydro Power Plant Process Controller	NQF Level 06
102758	Occupational Certificate: Industrial Water Plant	NQF Level 04
102578	Occupational Certificate: Industrial Water Process Controller	NQF Level 06
94701	Occupational Certificate: Instrument Mechanician	NQF Level 05
119992	Occupational Certificate: Low Voltage Electric Cable Jointer	NQF Level 03
103259	Occupational Certificate: Nuclear Power Plant Operator	NQF Level 05
97384	Occupational Certificate: Nuclear Power Plant Process Controller	NQF Level 06
110350	Occupational Certificate: Radiation Protection Technician	NQF Level 05
110353	Occupational Certificate: Radiation Protection Practitioner	NQF Level 06
	Occupational Certificate: Solar Photovoltaic Farm Technician	NQF Level 04
99447	Occupational Certificate: Solar Photovoltaic Service Technician	NQF Level 05





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120883	Occupational Certificate: Solar Photovoltaic Standalone System Installer	NQF Level 04
120885	Occupational Certificate: Solar Photovoltaic Standalone System Mounter	NQF Level 04
101471	Occupational Certificate: Water Regulation Practitioner	NQF Level 08
121336	Occupational Certificate: Waste Electrical and Electronic Equipment (WEEE) Collector and Sorter	NQF Level 02
121160	Occupational Certificate: Waste Electrical and Electronic Equipment (WEEE) Manual Dismantler	NQF Level 03
118808	Occupational Certificate: Water Works Management Practitioner	NQF Level 06
SP-220803	Skills Programme: Dam Siltation Practitioner Credit: 60	NQF Level 05
SP-20802	Skills Programme: Dam Siltation Process Controller Credit: 60	NQF Level 03
SP-240208	Skills Programme: Domestic Refrigeration Appliance Repairer Credit: 60	NQF Level 03
SP- 191201	Skills Programme: Domestic Water and Drainage Pipe Repairer Credit: 60	NQF Level 03
SP-220323	Skills Programme: Energy Performance Certificate (EPC) Practitioner Credit: 25	NQF Level 05
SP-211004	Skills Programme: Hot- and Cold-Water Systems Installer Credit 93 NQF Level 5	NQF Level 05
SP-230201	Skills Programme: Hydrogen Fuel Cell System Practitioner Credit: 39	NQF Level 03
SP-210403	Skills Programme: Plumbing Hand Credit: 49	NQF Level 03
SP-210602	Skills Programme: Renewable Energy Workshop Assistant Credit: 24	NQF Level 04

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





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## ANNEXURE 3: 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	Learnship/Learnership RPL	Skills Programme	Work Integrated Learning (WIL)
<b>CET / TVET / FET Colleges / University / University of Technology</b>	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
<b>EWSETA Levy Exempted Employer / EWSETA Levy-Paying Employer / Non- EWSETA - Levy Exempted Company / Non-EWSETA - Levy Paying Company /</b>	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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<b>Non-Levy Paying Company</b>	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 Accredited Provider *- APP	CSD* - APP  COIDA Letter of Good Standing* - APP
<b>Private Skills Development Provider</b>	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
<b>Industry Association / Professional Body</b>	Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI Tax Pin* - APP BBBEE - APP Professional	Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI Professional Body Registration* - EOI Tax Pin* - APP	Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI Professional Body Registration* - EOI Tax Pin* - APP	Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI Tax Pin* - APP BBBEE - APP Professional



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	Bo dy Registration* - EOI	BBBEE* - APP	BBBEE* - APP	B ody Registration* - EOI  Workplace MOU* - APP
		Accreditation / MOU with Accredited Provider *- APP  Workplace MOU* - APP	Accreditation / MOU with Accredited Provider *- APP  Workplace MOU* - APP	
<b>Other Government Institution</b>	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
<b>Community Based Organisation / Co- Operative / Non- Governmental Organisation / Non-</b>	Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI CIPC* - EOI	Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI CIPC* - EOI	Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI CIPC* - EOI	Signed SBD 4* - EOI Popia* - EOI Proposal * - EOI CIPC* - EOI
<b>Profit Organisation /</b>	Tax Pin* - APP	Tax Pin* - APP	Tax Pin* - APP	Tax Pin* - APP
<b>Other</b>	Financial State* - APP	Financial State* - APP	Financial State* - APP	Financial State* - APP
	BBBEE* - APP	BBBEE* - APP	BBBEE* - APP	BBBEE* - APP





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	<p>CSD* - APP</p> <p>COIDA Letter of Good Standing* - APP</p> <p>Accreditation *- APP</p>	<p>CSD* - APP</p> <p>COIDA Letter of Good Standing* - APP</p> <p>Accreditation *- APP</p> <p>Workplace MOU* - APP</p>	<p>CSD* - APP</p> <p>COIDA Letter of Good Standing* - APP</p> <p>Accreditation *- APP</p>	<p>CSD* - APP</p> <p>COIDA Letter of Good Standing* - APP</p> <p>Workplace MOU* - APP</p>
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### ANNEXURE 4: 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.

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.
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.



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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.
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	<p>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.</p> <p>Meeting the requirements does not guarantee the awarding to discretionary funding.</p>





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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.
EWSETA	<p>The Energy &amp; 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.





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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.
General Education and Training Certificate (GETC)	<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>
Geographical coordinates	An ordered set of two coordinates specifying a position in degrees of latitude and longitude.



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Government Department	Means national, provincial, district and local government department involved in skills development activities within or the EWSETA sector.  Most local government department fall under the Local Government SETA.
Historically Disadvantaged Individuals (HDI)	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.
Labour Organisations	Means recognised labour unions representing workers in the EWSETA sector.
Lead Employer	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.
Learner Agreement	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.  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).
Learnership	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.
Learning	The acquisition of knowledge, understanding, values, skills, competencies or experience.
Learning field	Main branch of knowledge or a discipline that students pursue as a subject of study or learning.





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Learning programme	A structured and purposeful set of learning experiences that leads to a qualification or part-qualification.
Legacy qualifications	<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"> <li>• Accreditation of training providers against legacy qualifications</li> <li>• Approval of legacy learning programs</li> <li>• Registration of Education, Training and Development (ETD) constituent assessors and moderators</li> <li>• Quality Assurance of learner achievements</li> <li>• Certification of ETD constituent learners; and</li> <li>• Monitoring of provisioning of ETD constituent providers.</li> </ul>
Letter of Award (or award letter)	<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>





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Levy-paying employer	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.
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.





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<p>National Artisan Moderation Body (NAMB)</p>	<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"> <li>• Monitor the performance of accredited artisan trade test centres;</li> <li>• Moderate artisan trade tests;</li> <li>• Develop, maintain and apply a national data-bank of instruments for assessment and moderation of artisan trade tests;</li> <li>• Develop and maintain a national data-base of registered artisan trade assessors and moderators;</li> <li>• Record artisan achievements;</li> <li>• Determine appeals against assessment decisions;</li> <li>• Recommend the certification of artisans to the QCTO; and</li> <li>• Perform any other prescribed function.</li> </ul>	
<p>National Skills Development Plan 2030 (NSDP)</p>	<p>DHET’s skills development plan which was published in 2019 and is being implemented since 01 April 2020 by EWSETA and others.</p>	
<p>National Qualifications Framework (NQF)</p>	<p>Provides principles and guidelines for recording learners’ achievements. Based on nationally recognised qualifications, the NQF encourages lifelong learning.</p>	
	<p>NQF Level</p>	<p>Title of Qualification</p>
	<p>10</p>	<p>Doctorates/PhD</p>
	<p>9</p>	<p>Master’s degrees (research/coursework)</p>
	<p>9</p>	<p>Master’s in business administration (MBA)</p>
	<p>8</p>	<p>Honours</p> <p>Postgraduate Diplomas and Professional Qualifications</p>





## BUILDING SKILLS FOR THE ENERGY AND WATER SECTOR

	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
	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.



# BUILDING SKILLS FOR THE ENERGY AND WATER SECTOR

<p>Non-PIVOTAL Programmes</p>	<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>
<p>Occupational part qualification</p>	<p>Means a recognised component (theoretical, practical or work experience component) of an occupational qualification which is registered on the National Qualifications Framework.</p>
<p>Occupational qualification</p>	<p>Means a qualification that includes a knowledge, a practical and a work experience component registered on the National Qualification Framework.</p>
<p>Occupational Qualifications Sub-Framework (OQSF)</p>	<p>The sub-framework of the NQF for trades and occupations, which is developed and managed by the QCTO.</p>
<p>Partnership</p>	<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>





## BUILDING SKILLS FOR THE ENERGY AND WATER SECTOR

<p>Personal Protective Equipment (PPE)</p>	<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>
<p>Personal Protective Equipment (PPE)</p>	<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>
<p>PIVOTAL</p>	<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>
<p>Post School Education</p>	<p>Means universities, university of technologies, TVET and community colleges involved in skills development activities within and for the energy and water sector.</p>
<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>







## BUILDING SKILLS FOR THE ENERGY AND WATER SECTOR

Professional body	<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>
Protection of Personal Information (POPI)	<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>
Provider class	<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>
Provider classification	<p>A unique code issued by a quality council or its appointed agent for a legally registered institution.</p>
	<p>The position the provider has in relation to its registration for operation.</p>
Province	<p>An administrative division of a country that forms the second layer of government, between the national and the local government.</p>



## BUILDING SKILLS FOR THE ENERGY AND WATER SECTOR

<p>Public education and training institution</p>	<p>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).</p> <p>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.</p>
<p>Qualification</p>	<p>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.</p>
<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"> <li>• Establishment and management of the Occupational Qualification Sub- framework (OQSF)</li> <li>• Occupational Qualifications development and maintenance</li> <li>• Assessment</li> <li>• Certification</li> <li>• Accreditation of Skills Development Providers</li> <li>• Research and Knowledge Development</li> <li>• Accreditation of Assessment Centres</li> <li>• Stakeholder Management and Advocacy</li> </ul>



## BUILDING SKILLS FOR THE ENERGY AND WATER SECTOR

Reaccreditation	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.
Recognition of Prior Learning (RPL)	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.
Response rate	Proportion of eligible respondents who submitted data with usable information to total number of eligible respondents.
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	<p>EWSETA must report to the DHEST regarding the geographic status of the beneficiaries of discretionary funding. This information must be completed in the SETMIS.</p> <p>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.</p>
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.





## BUILDING SKILLS FOR THE ENERGY AND WATER SECTOR

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.
Sector Education and Training Management Information System (SETMIS)	<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>
Sectoral Priority Occupations List (SPOL)	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.





## BUILDING SKILLS FOR THE ENERGY AND WATER SECTOR

<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>
<p>Short courses (non-credit bearing)</p>	<p>Means a short learning programme where credits are not awarded, i.e. a certificate of attendance/registration/completion. They are considered non-PIVOTAL.</p>
<p>Skills development provider</p>	<p>A legal entity accredited by the QCTO or through a dedicated SETA to offer occupational qualifications or part-qualifications registered on the OQSF.</p>
<p>Skills programmes</p>	<p>Means and accredited learning programme that is occupationally based and which, when completed, may constitute credits towards a qualification registered on the NQF.</p>
<p>Standard</p>	<p>The registered statements of desired education and training outcomes and their associated assessment criteria.</p>
<p>Strategic Projects</p>	<p>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.</p>





## BUILDING SKILLS FOR THE ENERGY AND WATER SECTOR

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.
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.





## BUILDING SKILLS FOR THE ENERGY AND WATER SECTOR

<p>Umalusi</p>	<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>
<p>Unemployed (18.2)</p>	<p>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.</p>
<p>Unique identifier</p>	<p>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.</p>
<p>Unit standard</p>	<p>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.</p>
<p>Work integrated learning</p>	<p>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.</p>





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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.
Workplace approval	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
Workplace Skills Plan (WSP)	<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>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>
Youth	means a person thirty-five (35) years or younger.