

# STAKEHOLDER ENGAGEMENT ROADSHOW PRESENTATION

September 2025

#MictStakeholderEngagement2025



**MICTSETA**

Media, Information And  
Communication Technologies  
Sector Education And Training Authority

SHAPING SKILLS, PIONEERING INDUSTRIES, EMPOWERING FUTURES



# PROGRAMME

## PROGRAMME: 2025 Virtual Stakeholder Engagement 30 September 2025

TIME	DESCRIPTION	PRESENTER
09:00 – 09:05	Opening and Welcome	
09:05 – 09:35	<b>CEO Overview:</b> Progress, Impact, and Strategic Outlook	<b>Chief Executive Officer</b> Mr Matome Madibana
09:35 – 10:00	<b>SSP Overview</b> - Final SSP Update 2026/27 - 2025 WSP/ATR Submission Overview	<b>Senior Manager: Sector Skills Planning</b> Ms Bontle Mokoena
Short Beneficiary Video 1: Youth/Women/Disability success story in digital/4IR-related skills training		
10 minutes	Q&A	
10:15 – 10:35	<b>Learning Programmes Overview</b> - Learning Programmes Mandate and Implementation Process - 2025/26 Predetermined Objectives - And Key Successes - Discretionary Grants Application Process and Updates	<b>Senior Manager: Learning Programmes</b> Mr Ernest Nemugavhini



**Short Beneficiary Video 2: Story of a beneficiary who launched a successful start-up after completing an MICT SETA programme**

10 minutes

Q&A

10:50 – 11:20

**Quality Assurance Update**  
- Overview of OQSF  
- Transitional Arrangements:  
- Historical and Occupational Programmes  
- Strengthening Quality Partner Governance

**Senior Manager: Education,  
Training and Quality Assurance**  
Ms Natalie Nelson

10 minutes

Q&A

11:30 – 12:00

**4IR Division Update**  
- 4IR Roadmap  
- 4IR Advisory Committees  
- Integrated Digital Skills Strategy  
- Qualification Development  
- Research Chairs  
- Partnerships and Key Initiatives

**Senior Manager: 4IR**  
Ms Gugu Sema

**Short Beneficiary Video 3: Impact story from a graduate placed in industry through MICT SETA programmes**

10 minutes

Q&A

12:15 – 12:25

**Closing Remarks**

**Chief Executive Officer**  
Mr Matome Madibana



# OPENING & WELCOME

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*Ms Cikizwa Roto*



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# SECTOR SKILLS PLANNING

*Presentation by: Ms Khanyisa Jack*



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# CONTENTS

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- **WSP/ATR Submission Process**
- **Organising Framework for Occupations**
- **SSP Structure and Approach**
- **Chapter 1: Sector Profile**
- **Chapter 2: Key Skills Change Drivers**
- **Chapter 3: Skills Demand and Supply**
- **Chapter 4: Sector Partnerships**
- **Chapter 5: SETA Monitoring and Evaluation**
- **Chapter 6: Strategic Skills Priority Actions**



# WSP/ATR SUBMISSION OVERVIEW

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# WSP/ATR SUBMISSION OVERVIEW

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## Workplace Skills Plan (WSP)

- Plan that documents the skills needs of a company.
- Outlines how organisations will address their training and skills development requirements.
- Supports employers in the recognition and implementation of various skills development programmes such as learnerships and internships to deal with skills gaps within a company.

## Annual Training Report (ATR)

- Report on the education and training interventions that were delivered in the past year.

## Pivotal Training Plan (PTP)

- Plan to address Professional, Vocational, Technical and Academic learning programmes in the workplace.

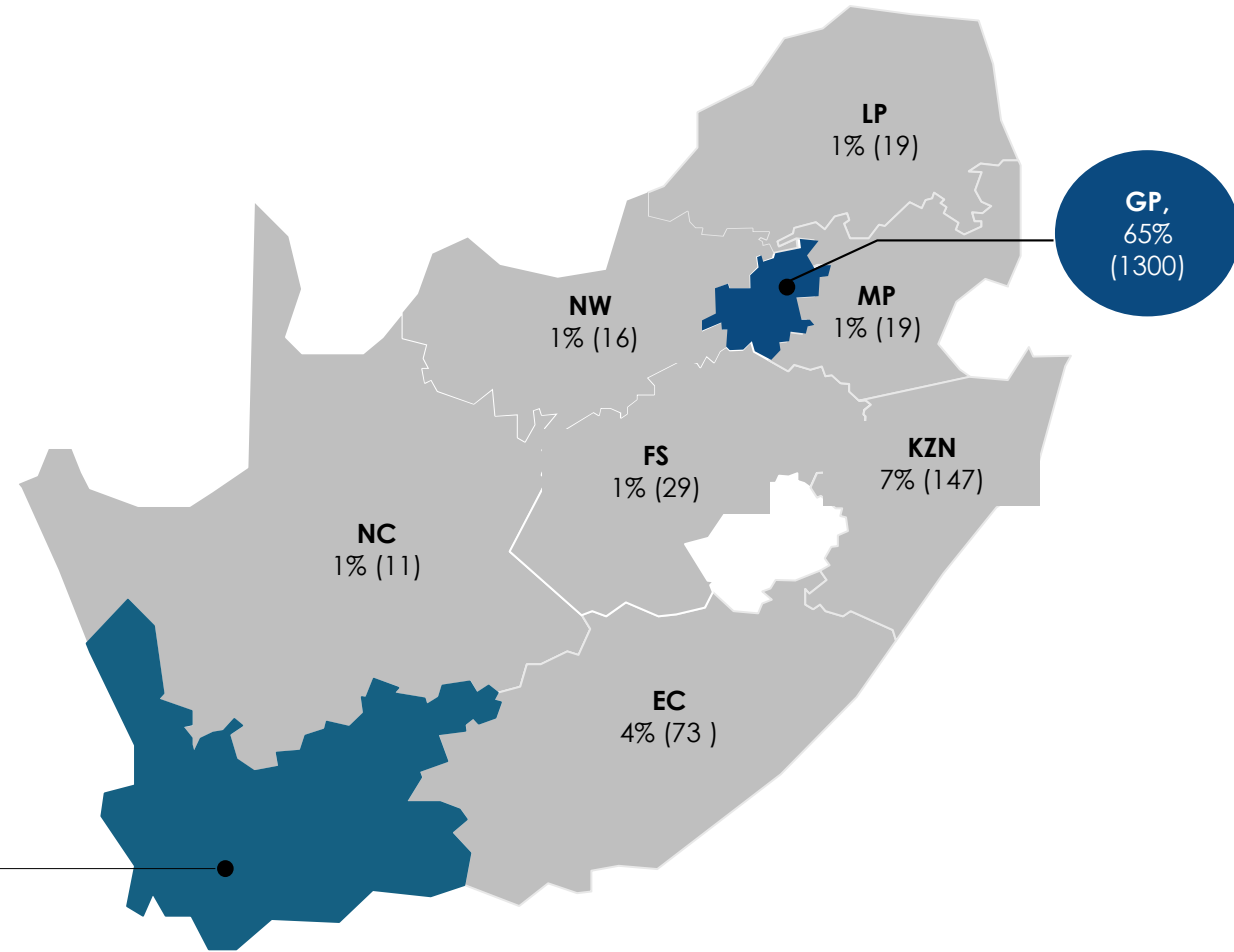
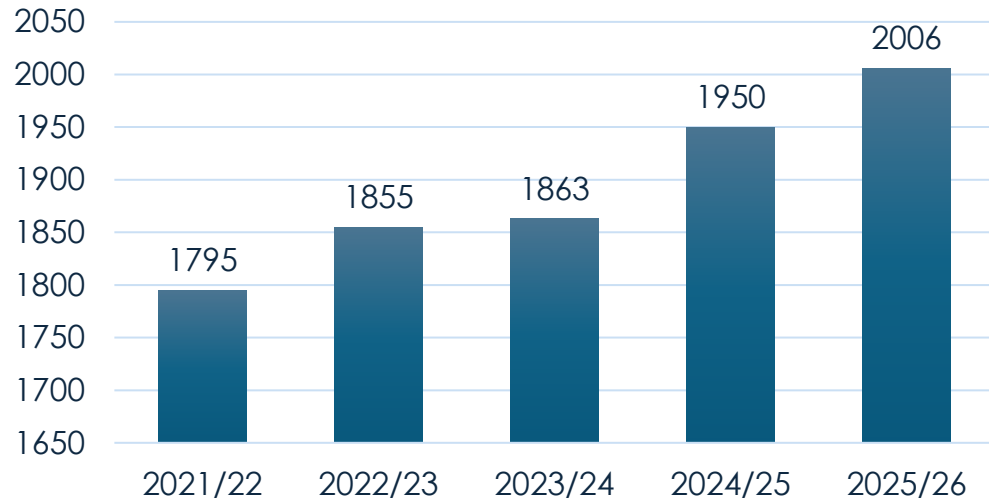
## Pivotal Training Report (PTR)

- Report on Professional, Vocational, Technical and Academic learning programmes that were delivered in the past year.

**NB:** The aforementioned documents should be submitted to the sector-specific SETA on or before 30 April each year. All submitting companies need to appoint a suitably qualified SDF to facilitate the training needs within the organisation and liaise with the SETA.

# WSP/ATR SUBMISSION OVERVIEW (CONTINUED)

WSP/ATR Submission (2020 – 2025)



## Western Cape

2<sup>nd</sup> largest share of submissions, 20% (400)

# ORGANISING FRAMEWORK FOR OCCUPATIONS

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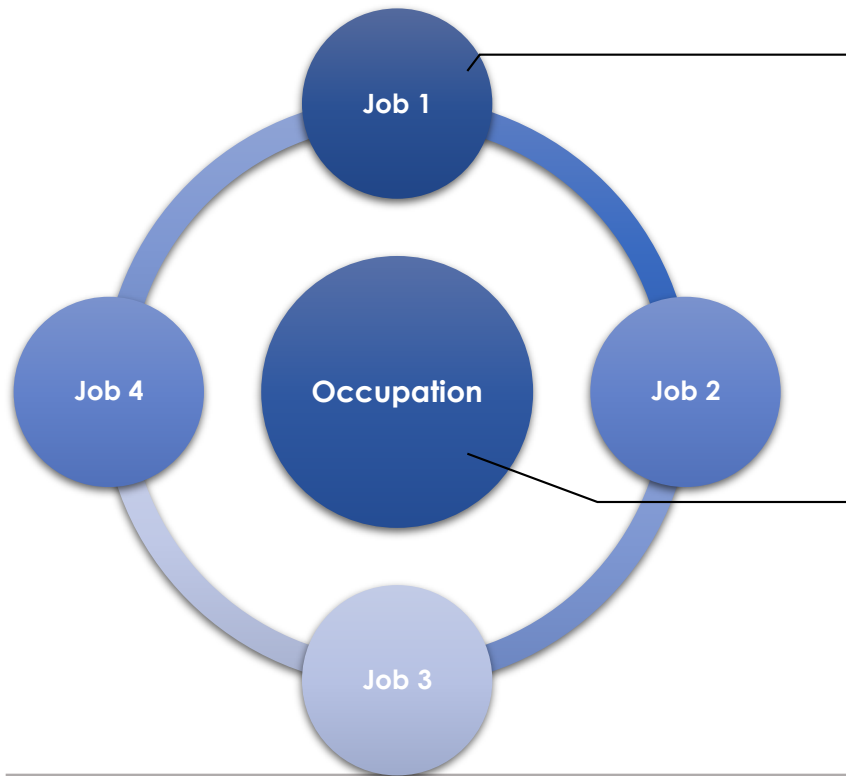


# ORGANISING FRAMEWORK FOR OCCUPATIONS

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## What is an OFO?

- Classification system used to categorise and classify occupations in the labour market.
- The OFO is the SETAs' and DHET's primary tool for identifying, reporting, and monitoring skills demand and supply in the South African labour market.



- A **job** is a set of **tasks and duties** performed by an individual for a specific employer.
- An **occupation** is a group of **similar jobs, tasks, and duties**.
- Specialisations within an occupation define specific roles.

# HOW THE OFO IS STRUCTURED

OFO CODE	DESCRIPTION
2021-1	MANAGERS
2021-2	PROFESSIONALS
2021-3	TECHNICIANS AND ASSOCIATE PROFESSIONALS
2021-4	CLERICAL SUPPORT WORKERS
2021-5	SERVICE AND SALES WORKERS
2021-6	SKILLED AGRICULTURAL, FORESTRY, FISHERY, CRAFT AND RELATED TRADES WORKERS
2021-7	PLANT AND MACHINE OPERATORS AND ASSEMBLERS
2021-8	ELEMENTARY OCCUPATIONS



**NB:** The version that will be used for the 2025/26 submission is the '2021 OFO Code version'

# SSP STRUCTURE AND APPROACH

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# SSP STRUCTURE

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## Chapter 1

Sector  
Profile



## Chapter 2

Key Skills  
Change  
Drivers



## Chapter 3

Occupational  
Shortages  
and Skills  
Gaps



## Chapter 4

Sector  
Partnerships



## Chapter 5

Monitoring  
and  
Evaluation

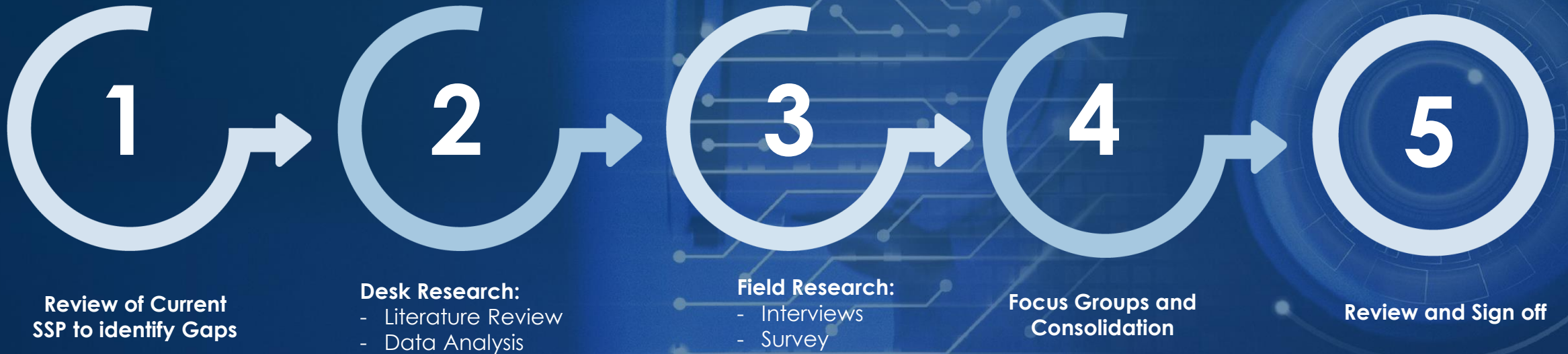


## Chapter 6

Skills  
Priority  
Actions

# APPROACH TO DEVELOPING THE SSP

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# CHAPTER 1: SECTOR PROFILE

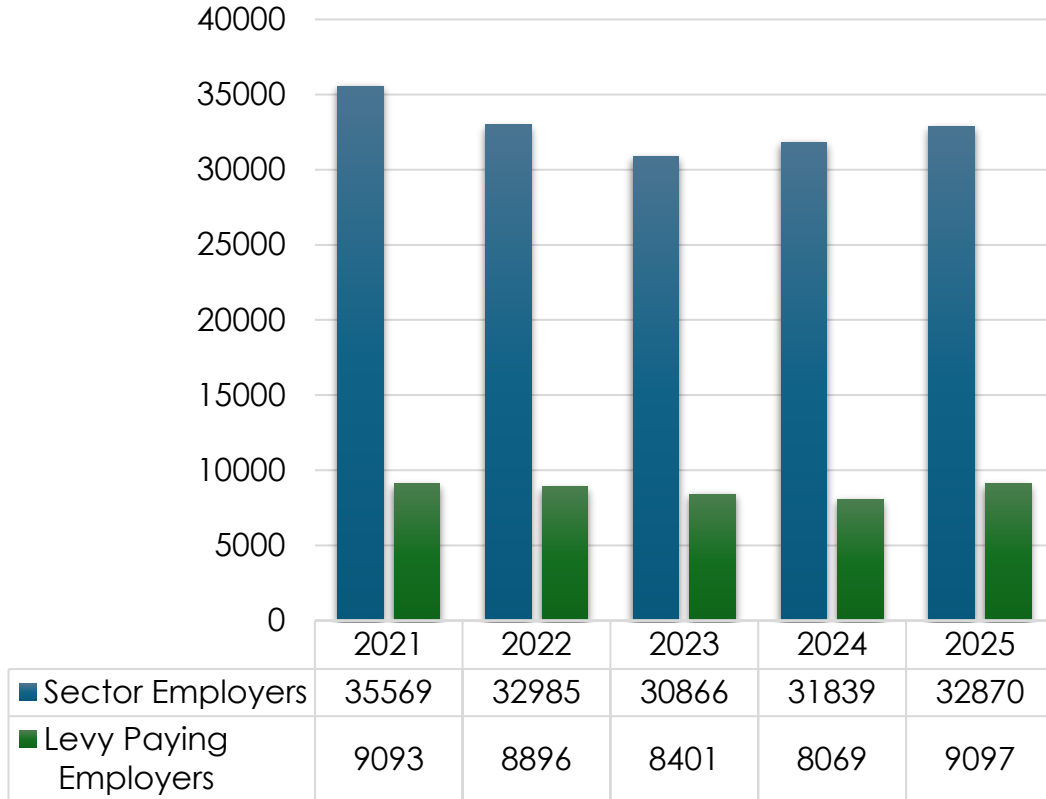
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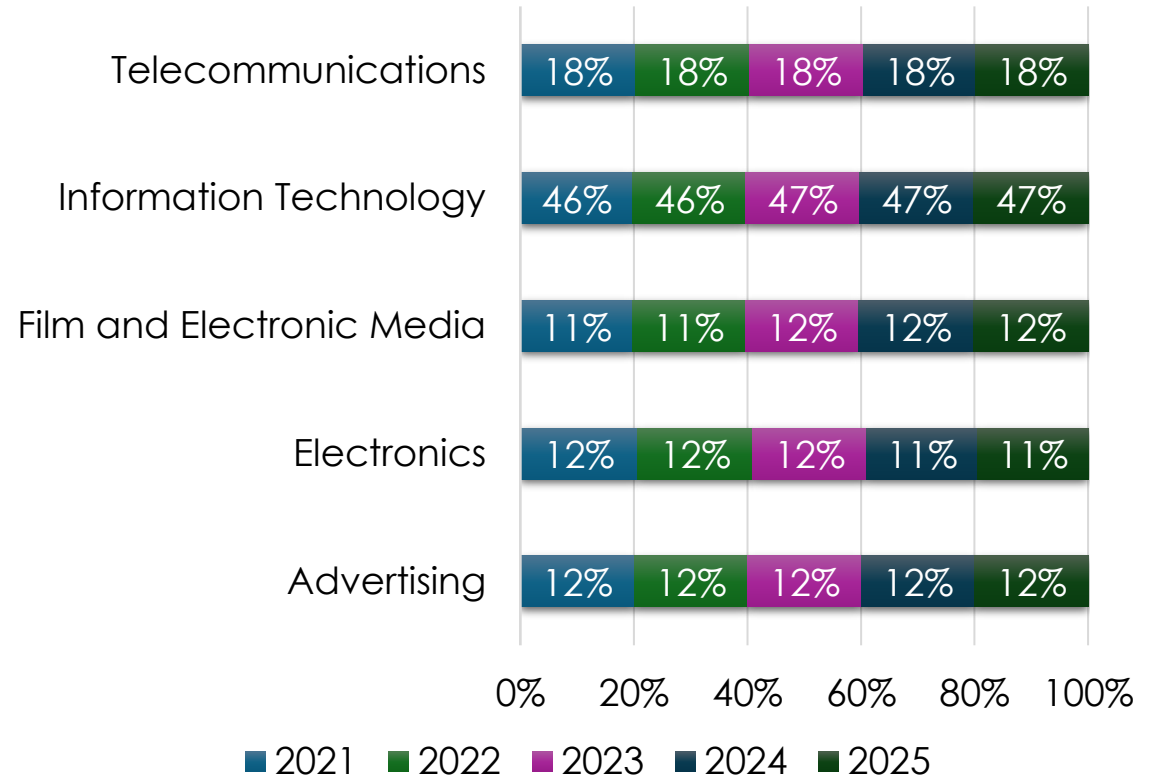
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# MICT SECTOR EMPLOYER PROFILE

MICT Sector Employers and Levy Payers (2021 – 2025)

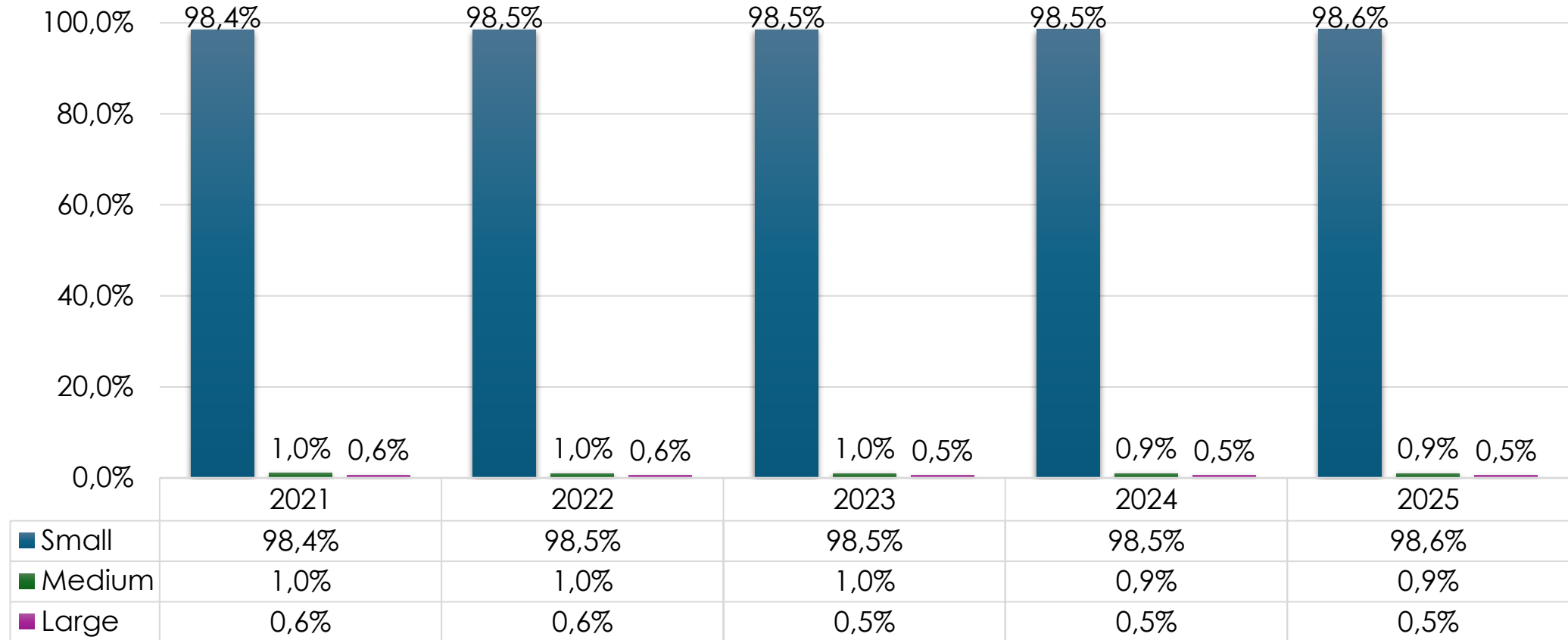


Sub-sector Distribution of Employers (2021 – 2025)



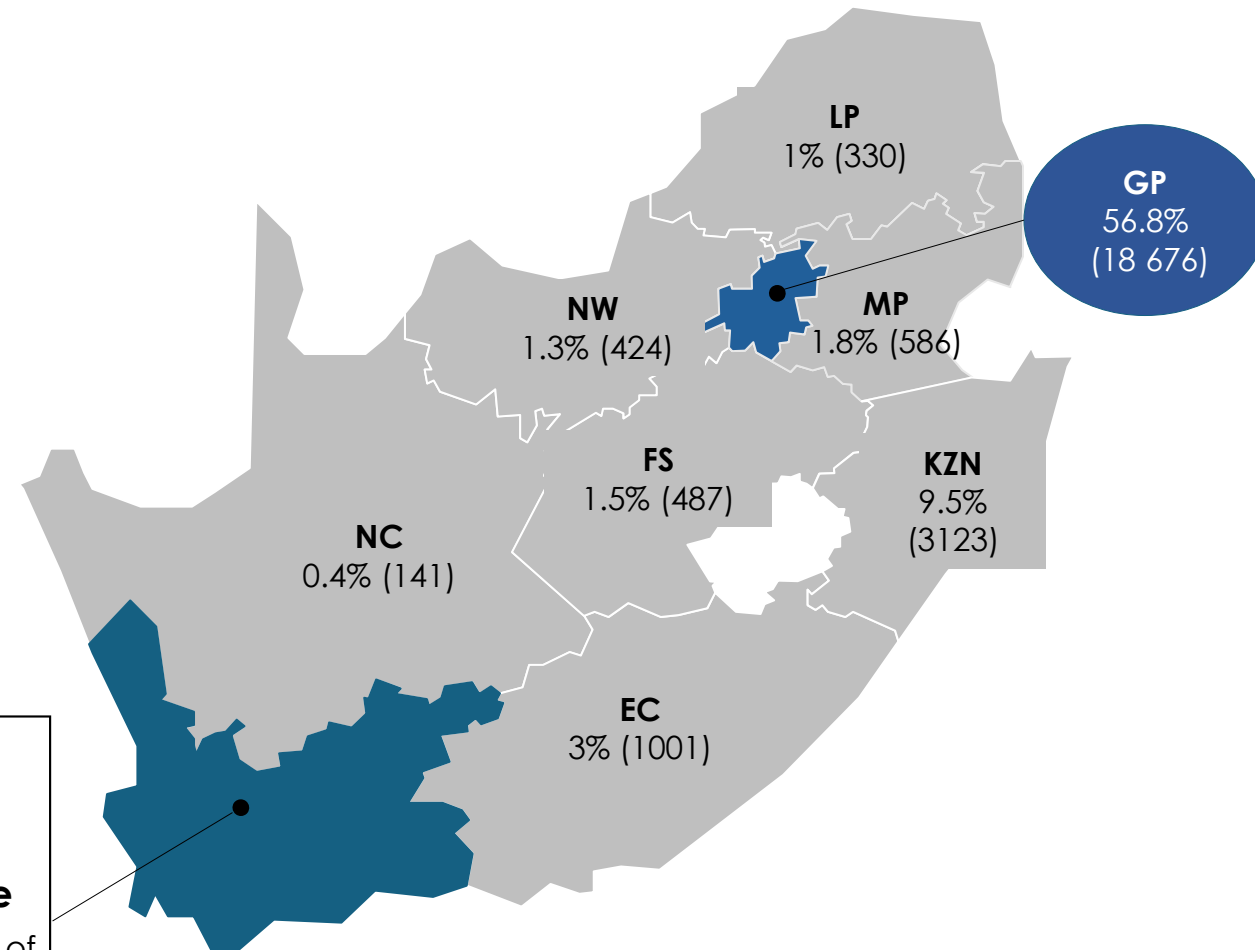
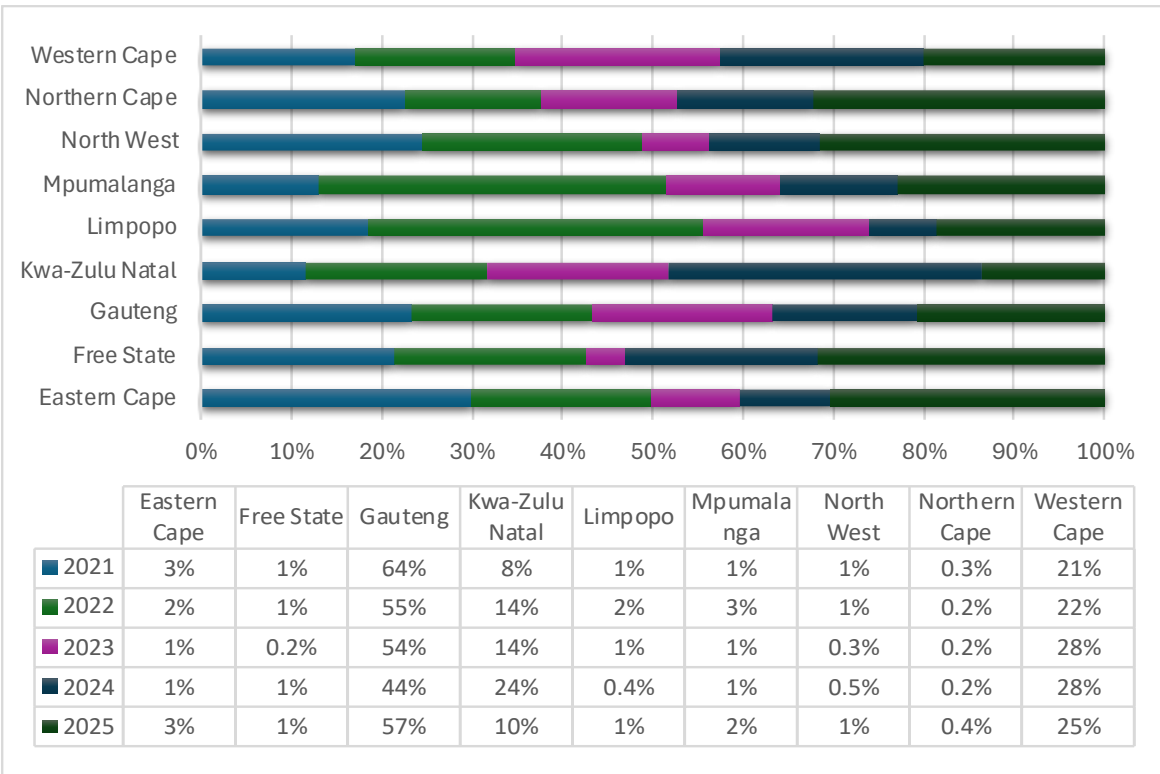
# EMPLOYERS BY SIZE

Employer Distribution by Size



Source: MICT SETA Levy Huge File, 2021 - 2025

# EMPLOYERS BY PROVINCE

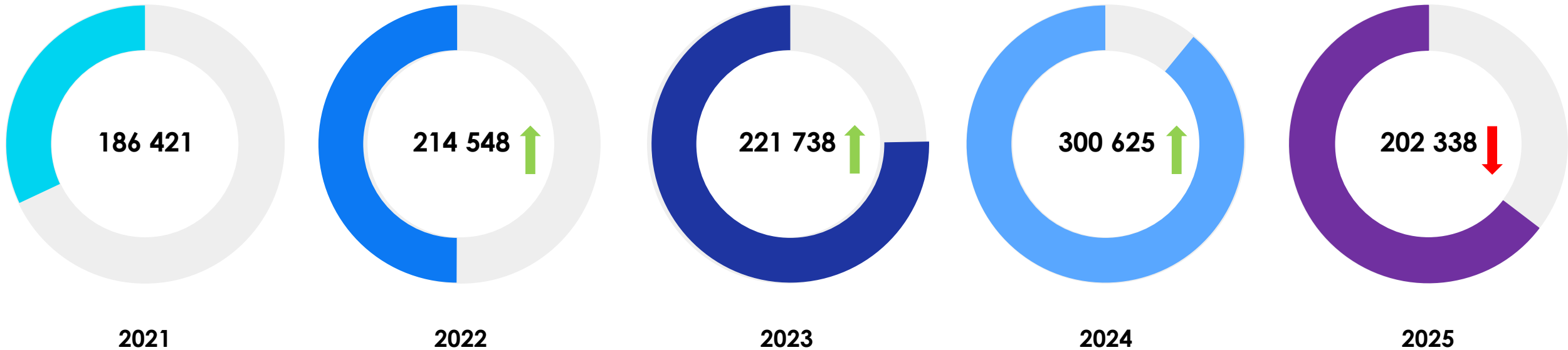


  
**Western Cape**  
2<sup>nd</sup> largest share of employers  
24.6% (8092)

Source: MICT SETA Levy Huge File, 2021 - 2025

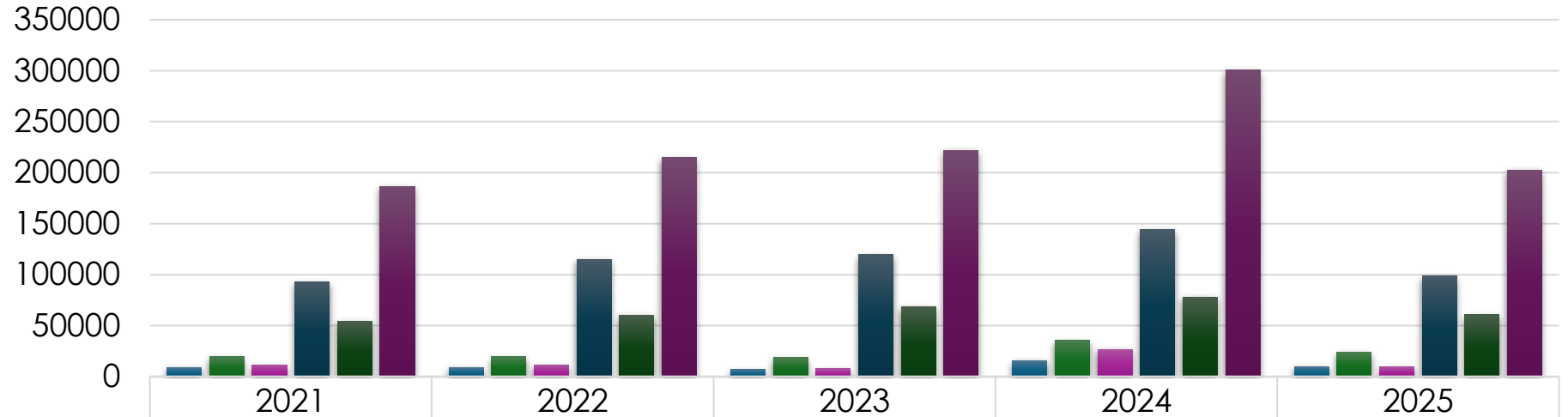
# LABOUR MARKET PROFILE

Employment in the MICT Sector (2021 – 2025)



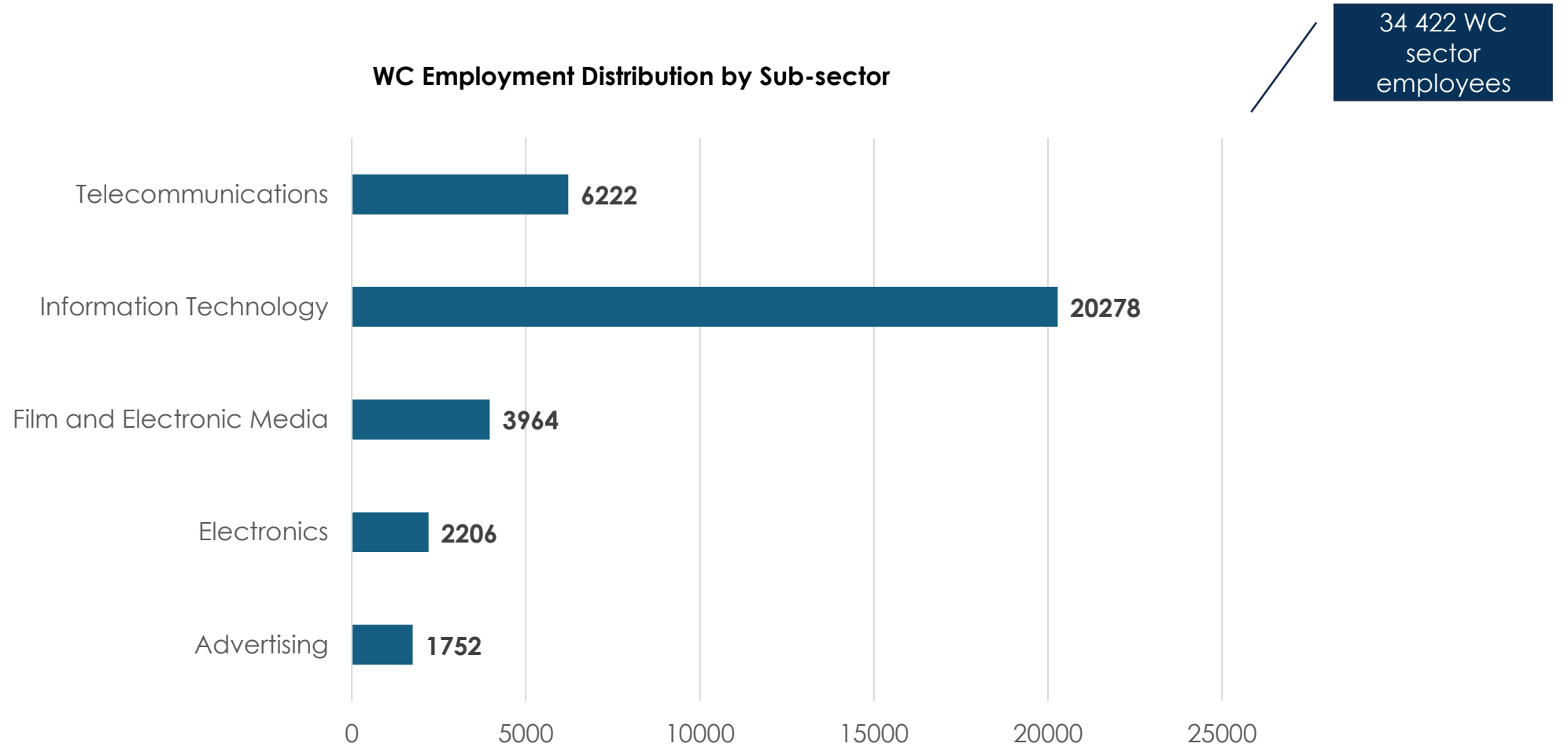
# LABOUR MARKET PROFILE

## Employment Distribution by Sub-sector

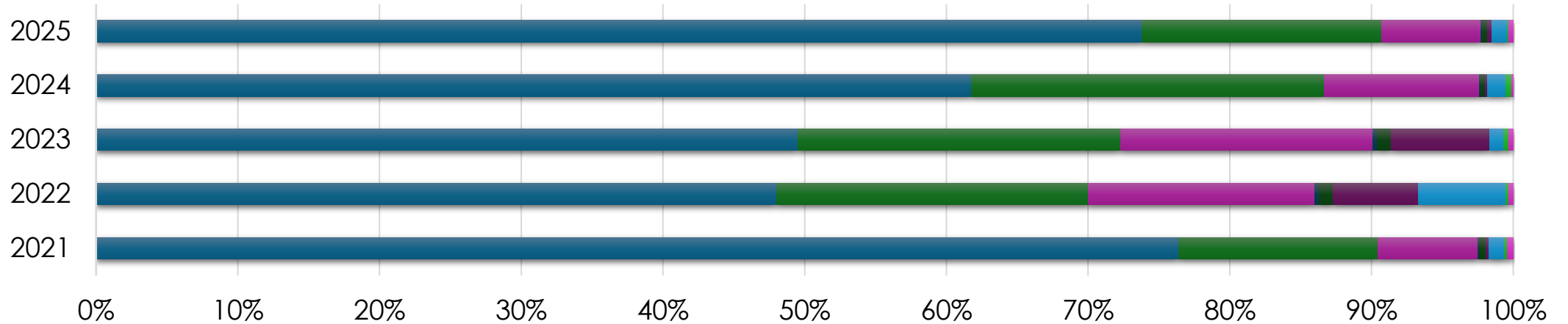


	2021	2022	2023	2024	2025
■ Advertising	8964	8964	7129	15710	9941
■ Electronics	19426	19522	18522	35720	23695
■ Film and Electronic Media	10968	10968	8024	26589	9441
■ Information Technology	92555	115003	119692	144409	98658
■ Telecommunications	54508	60091	68371	78197	60603
■ Grand Total	186421	214548	221738	300625	202338

# WC LABOUR MARKET PROFILE



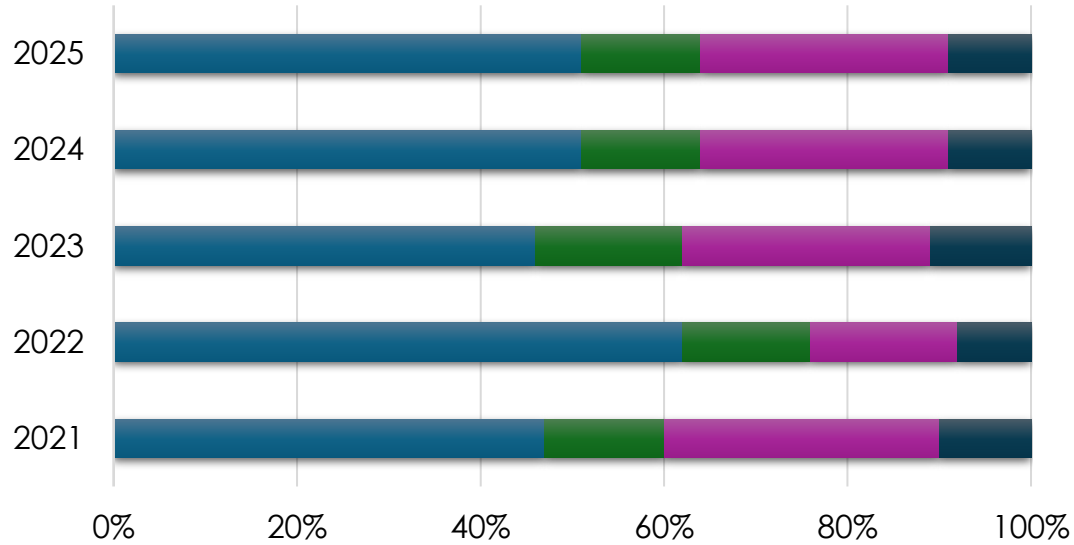
# PROVINCIAL DISTRIBUTION OF EMPLOYEES



	2021	2022	2023	2024	2025
■ Gauteng	76%	48%	50%	62%	74%
■ Western Cape	14%	22%	23%	25%	17%
■ Kwa-Zulu Natal	7%	16%	18%	11%	7%
■ Northern Cape	0,1%	0,3%	0,3%	0,1%	0,1%
■ Free State	0,5%	1,0%	1,0%	0,3%	0,4%
■ Mpumalanga	0,2%	6,0%	7,0%	0,2%	0,3%
■ Eastern Cape	1,1%	6,2%	1,0%	1,3%	1,1%
■ Limpopo	0,2%	0,2%	0,4%	0,4%	0,1%
■ North West	0,4%	0,3%	0,3%	0,1%	0,3%

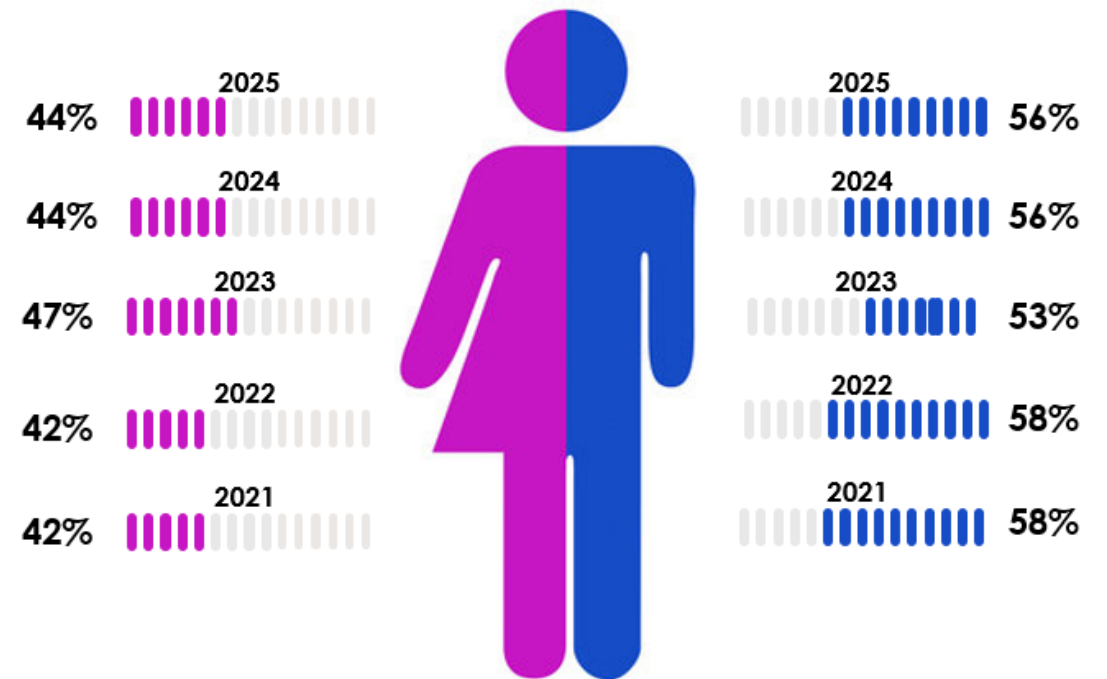
# EMPLOYEE RACE AND GENDER DISTRIBUTION

## Employee Racial Demographic



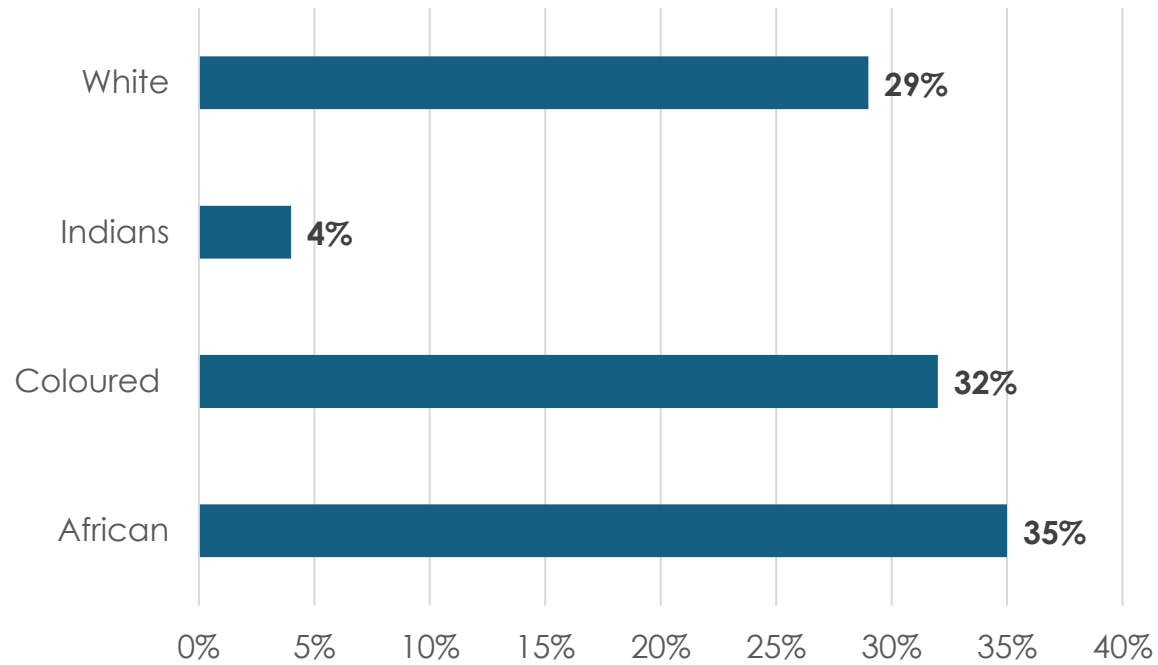
	2021	2022	2023	2024	2025
■ African	47%	62%	46%	51%	51%
■ Coloured	13%	14%	16%	13%	13%
■ White	30%	16%	27%	27%	27%
■ Indian	10%	8%	11%	9%	9%

## Employee Gender Distribution

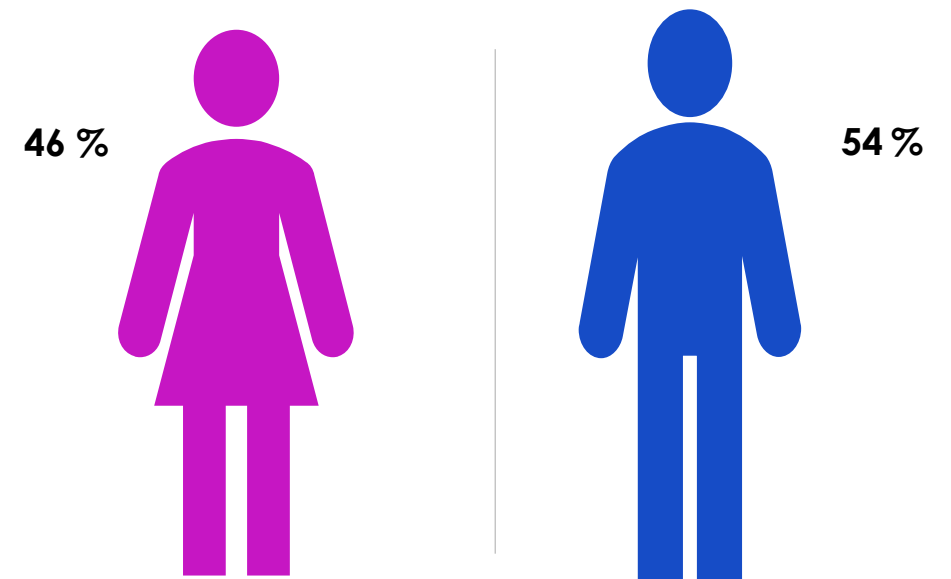


# WC EMPLOYEE RACE AND GENDER DISTRIBUTION

WC Employee Racial Demographic

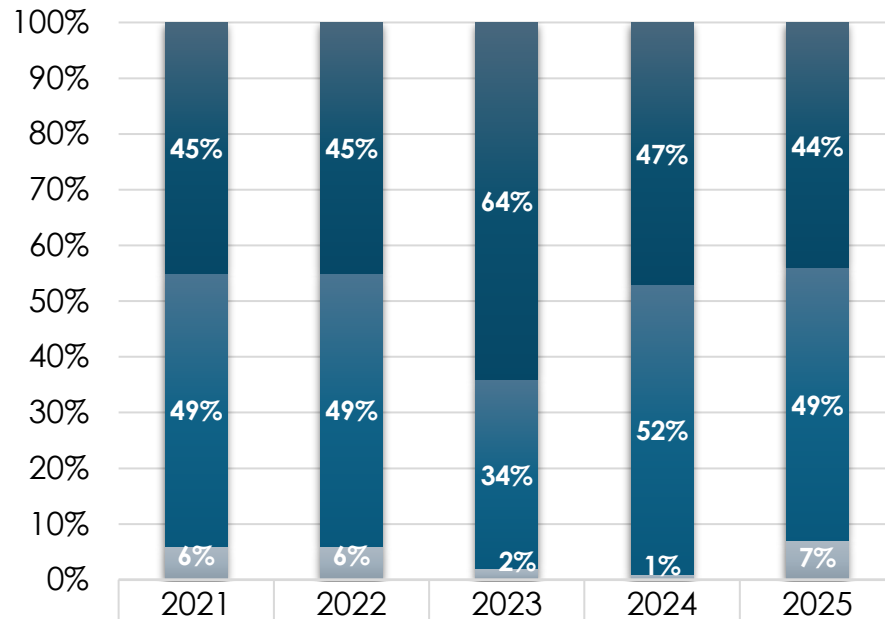


WC Employee Gender Distribution



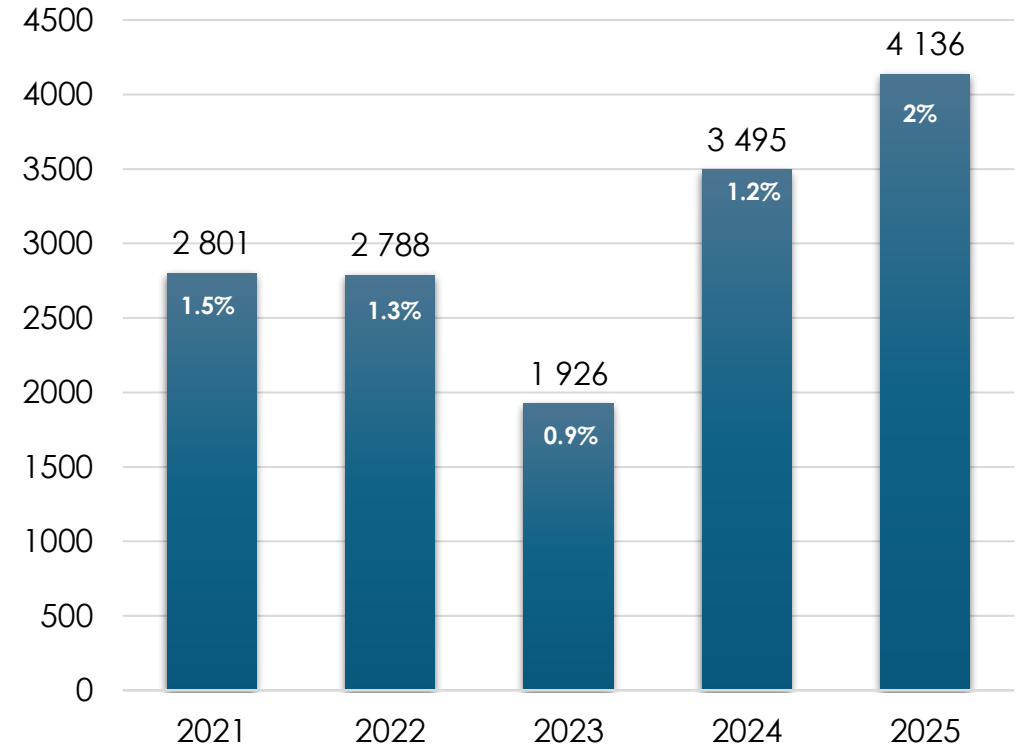
# EMPLOYEE AGE DISTRIBUTION AND DISABILITY STATUS

Employee Age Distribution



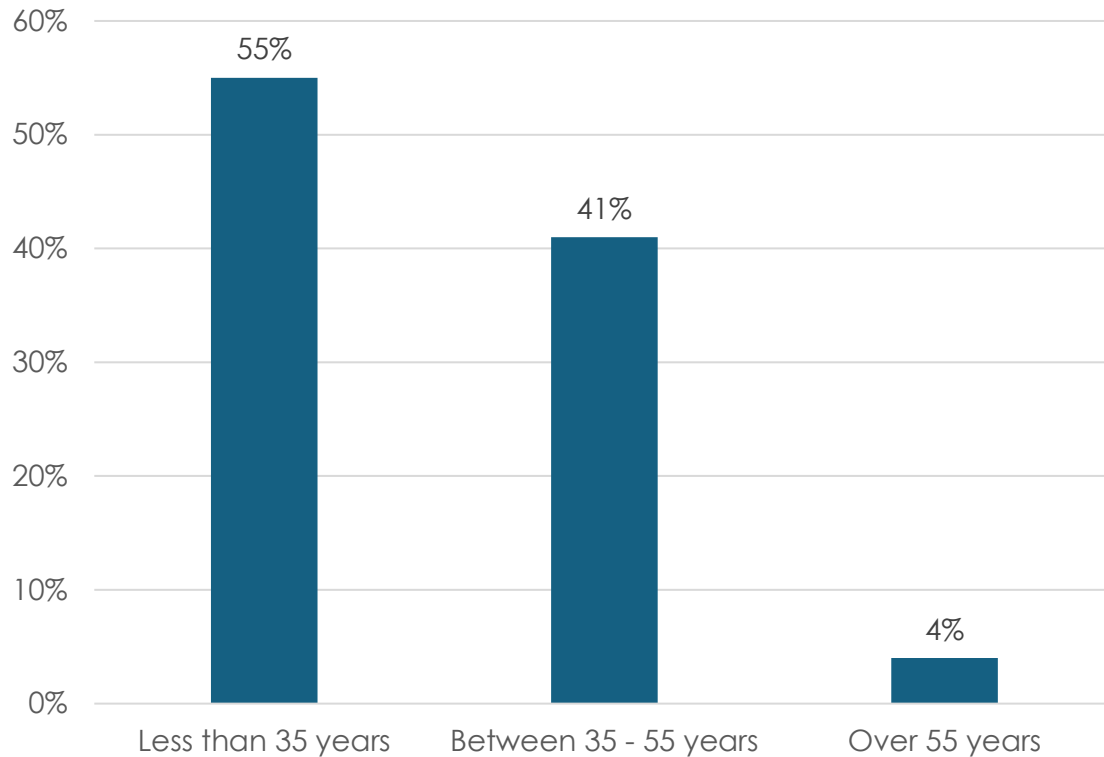
■ Less than 35 years	45%	45%	64%	47%	44%
■ 35- 55 years	49%	49%	34%	52%	49%
■ Greater than 55 years	6%	6%	2%	1%	7%

Employee Disability Status

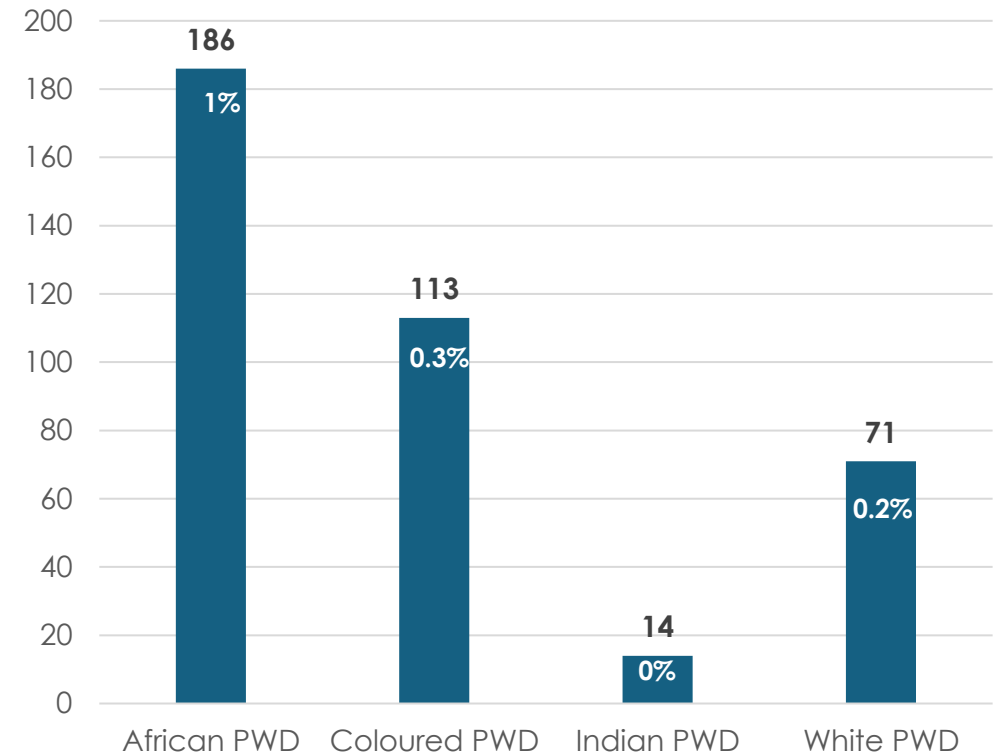


# WC EMPLOYEE AGE DISTRIBUTION AND DISABILITY STATUS

## WC Employee Age Distribution

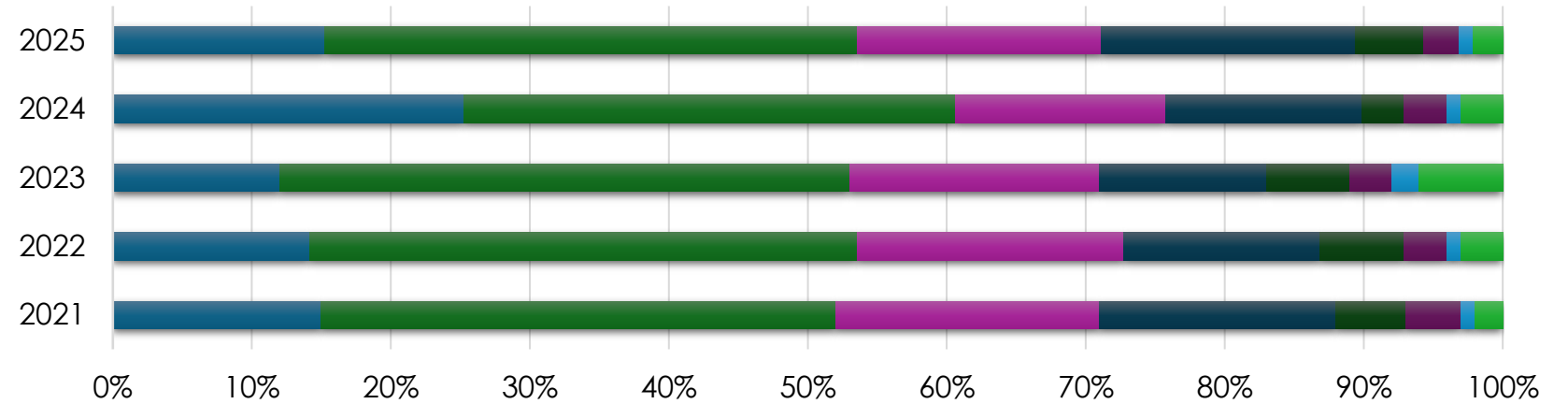


## WC Employee Disability Status



A total of 384 employees living with disabilities were recorded out of 34, 422 representing 1% of the provincial workforce

# OCCUPATIONAL SEGMENTATION



	2021	2022	2023	2024	2025
MANAGERS	15%	14%	12%	25%	15%
PROFESSIONALS	37%	39%	41%	35%	38%
TECHNICIANS AND ASSOCIATE PROFESSIONALS	19%	19%	18%	15%	18%
CLERICAL SUPPORT WORKERS	17%	14%	12%	14%	18%
SERVICE AND SALES WORKERS	5%	6%	6%	3%	5%
SKILLED AGRICULTURAL, FORESTRY, FISHERY, CRAFT AND RELATED TRADES WORKERS	4%	3%	3%	3%	3%
PLANT AND MACHINE OPERATORS AND ASSEMBLERS	1%	1%	2%	1%	1%
ELEMENTARY OCCUPATIONS	2%	3%	6%	3%	2%

# WC OCCUPATIONAL SEGMENTATION



# CHAPTER 2: KEY SKILLS CHANGE DRIVERS

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# KEY CHANGE DRIVERS



# POLICY FRAMEWORKS

## **Policy frameworks affecting skills demand and supply:**

- National Development Plan (NDP) 2030
- Medium-Term Development Plan (MTDP) 2024–2029
- White Paper on Post-School Education and Training (WP-PSET)
- National Skills Development Plan (NSDP) 2030
- Industrial Policy Action Plan (IPAP)
- National Integrated ICT Policy White Paper
- Economic Reconstruction and Recovery Plan (ERRP) & Skills Strategy
- Presidential Youth Employment Initiative (PYEI)
- District Development Model (DDM)

# MICT SETA MEASURES IN SUPPORT OF MTDP PRIORITIES

## MTDP PRIORITIES

Inclusive Growth & Job Creation

Reduce Poverty and Tackle the High Cost of Living

Build A Capable, Ethical & Developmental State

**Outcome 1:** Credible labour market information that accurately identifies occupations in high demand

**Outcome 2:** Enablement of the 4IR

**Outcome 5:** Increased and focused skills development for rural and marginalised communities to ensure inclusivity through technology skills development

**Outcome 7:** Support for SMMEs, Entrepreneurship and CBOs particularly in relation to 4IR cross-sectoral partnerships and projects for sustainable growth

**Outcome 3:** Increased access to, and delivery on occupationally directed priority programmes that link education and the workplace

**Outcome 4:** Support initiatives that prioritise the provision of agile, flexible and demand-led skills development programmes, with retraining/ upskilling being a priority

**Outcome 8:** Supported career development services within the MICT sector

**Outcome 6:** Support growth of the public college system through sectoral partnerships in the delivery of learning interventions



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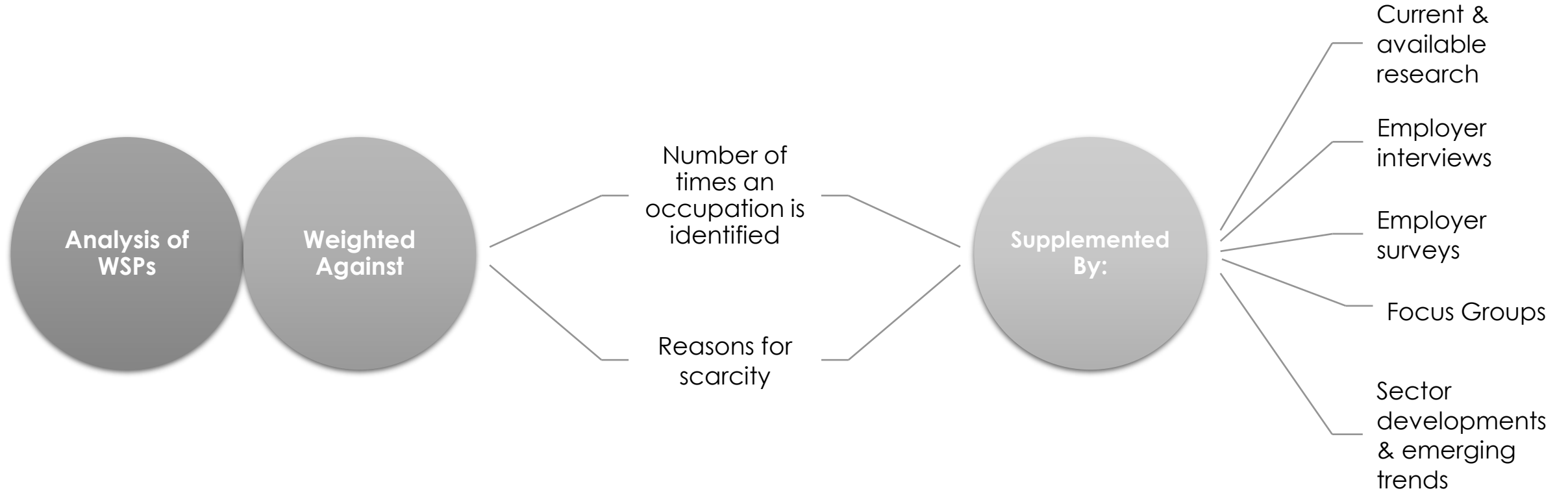
# CHAPTER 3: SECTORAL DEMAND AND SUPPLY ANALYSIS

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# SECTORAL OCCUPATIONAL DEMAND METHODOLOGY



# HARD-TO-FILL-VACANCIES

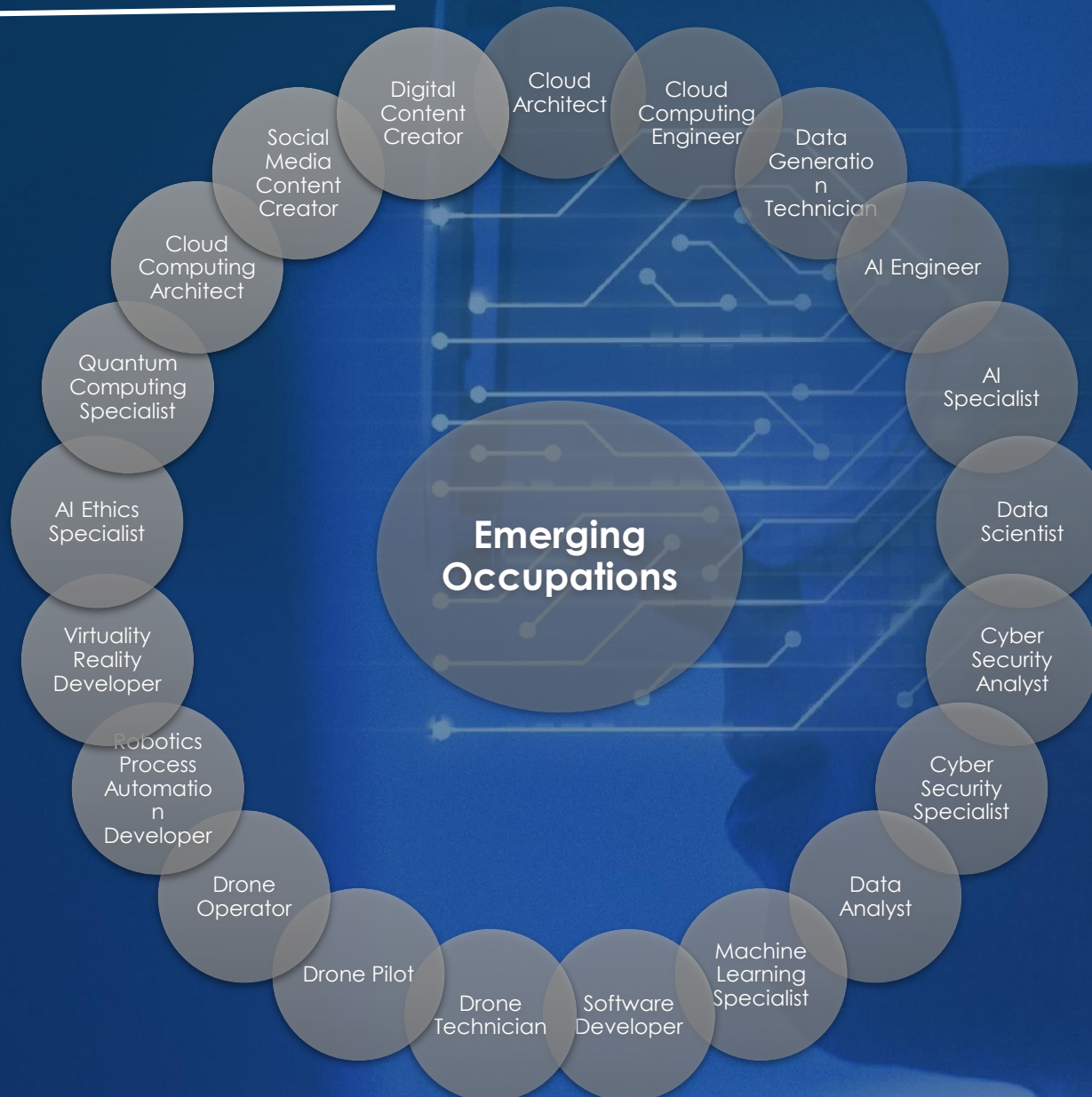
Sub-sector	OFO Code	Occupation	Number of HTFV	Reason for HTFV
Advertising	2021-251301	Multimedia Specialist	17	Equity considerations; lack of skilled people
	2021-216603	Multimedia Designer	15	Equity considerations; lack of skilled people; replacement demand
	2021-243101	Advertising Specialist	15	Equity considerations; lack of skilled people; replacement demand
	2021-216601	Digital Artist	9	Equity considerations; lack of skilled people; replacement demand
	2021-264201	Copywriter	9	Equity considerations; lack of skilled people; replacement demand
	2021-351301	Computer Network Technician	9	Lack of skilled people
	2021-243103	Marketing Practitioner	8	Equity considerations; lack of skilled people; replacement demand
	2021-351401	Web Technician	7	Equity considerations; lack of skilled people; replacement demand
	2021-122201	Advertising and Public Relations Manager	6	Lack of skilled people; replacement demand
	2021-243202	Communication Strategist	6	Equity considerations; lack of skilled people

Sub-sector	OFO Code	Occupation	Number of HTFV	Reason for HTFV
Film and Electronic Media	2021-251301	Multimedia Specialist	11	Equity considerations; geographical location; lack of skilled people
	2021-265412	Media Producer	10	Equity considerations; geographical location; lack of skilled people
	2021-352106	Production Assistant (Film, Television or Radio)	8	Equity considerations; lack of skilled people; replacement demand
	2021-265409	Film and Television Production Manager	7	Lack of skilled people
	2021-352102	Camera Operator (Film, Television or Video)	7	Equity considerations; lack of skilled people; replacement demand
	2021-252901	ICT Security Specialist	6	Equity considerations; geographical location; lack of skilled people
	2021-352101	Broadcast Transmitter Operator	6	Geographical location; lack of skilled people; replacement demand
	2021-352103	Sound Technician	6	Geographical location; lack of skilled people
	2021-265402	Director of Photography	5	Equity considerations; geographical location; lack of skilled people
	2021-351301	Computer Network Technician	5	Lack of skilled people

# HARD-TO-FILL-VACANCIES

Sub-sector	OFO Code	Occupation	Number of HTFV	Reason for HTFV
<b>Electronics, Telecommunication, Information Technology</b>	2021-251201	Software Developer	389	Equity considerations; geographical location; lack of skilled people; replacement demand
	2021-351301	Computer Network Technician	203	Equity considerations; lack of skilled people; replacement demand
	2021-251101	ICT Systems Analyst	150	Equity considerations; geographical location; lack of skilled people
	2021-252301	Computer Network and Systems Engineer	139	Equity considerations; lack of skilled people; replacement demand
	2021-252901	ICT Security Specialist	129	Geographical location; lack of skilled people; replacement demand
	2021-251102	Data Scientist	92	Lack of skilled people
	2021-352201	Telecommunications Technical Officer or Technologist	79	Equity considerations; lack of skilled people; replacement demand
	2021-251203	Developer Programmer	78	Equity considerations; geographical location; lack of skilled people; replacement demand
	2021-351201	ICT Communications Assistant	54	Equity considerations; geographical location; lack of skilled people; replacement demand
	2021-252101	Database Designer and Administrator	44	Equity considerations; lack of skilled people; replacement demand
	2021-251202	Programmer Analyst	41	Equity considerations; geographical location; lack of skilled people; replacement demand
	2021-252201	Systems Administrator	39	Equity considerations; lack of skilled people; replacement demand
	2021-243403	ICT Sales Representative	37	Lack of skilled people; replacement demand
	2021-351401	Web Technician	36	Equity considerations; geographical location; lack of skilled people; replacement demand
2021-112101	Director (Enterprise/Organisation)	35	Equity consideration; replacement demand	

# EMERGING OCCUPATIONS



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# MICT SECTOR SKILLS GAPS

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## Managers

- Industry-related experience
- Project management skills
- Leadership or people management skills

## Professionals

- Industry-related experience
- Digital skills
- Technical skills

## Technicians

- Systems thinking skills
- Technical knowledge
- Problem-solving skills

## Clerical Workers

- Customer service skills
- Communication skills
- Problem-solving skills

## Sales Workers

- Industry specific sales skills
- Product knowledge skills
- Business communication skills

## Trades Workers

- Communication skills
- Vendor or product knowledge
- Negotiation or conflict resolution skills

## Machine Operators

- Technical operational skills
- Software testing skills
- ICT skills

## Elementary Workers

- Negotiation or conflict resolution skills
- Product knowledge



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# TOP 10 SECTORAL PRIORITY OCCUPATIONS LIST

Occupation Code	Occupation	Intervention Planned by the SETA	Quantity Needed	Quantity to be supported by the SETA
2021-251201	Software Developer	Bursary (diploma)	399	360
		Bursary (degree)		
		Internship		
		Candidacy		
2021-351301	Computer Network Technician	Bursary (degree)	217	200
		Internship		
2021-251101	ICT Systems Analyst	Bursary (diploma)	156	150
		Bursary (degree)		
		Internship		
		Candidacy		
2021-252301	Computer Network and Systems Engineer	Work Integrated Learning	141	140
		Bursary (diploma)		
		Bursary (degree)		
		Internship		
		Candidacy		
		CISCO Certification		
2021-252901	ICT Security Specialist	CompTIA Network+ Certification	135	130
		Bursary (diploma)		
		Bursary (degree)		
		Internship		
		Candidacy		
		CompTIA Security + Certification		
		CISSP Certification		
Work Integrated Learning				

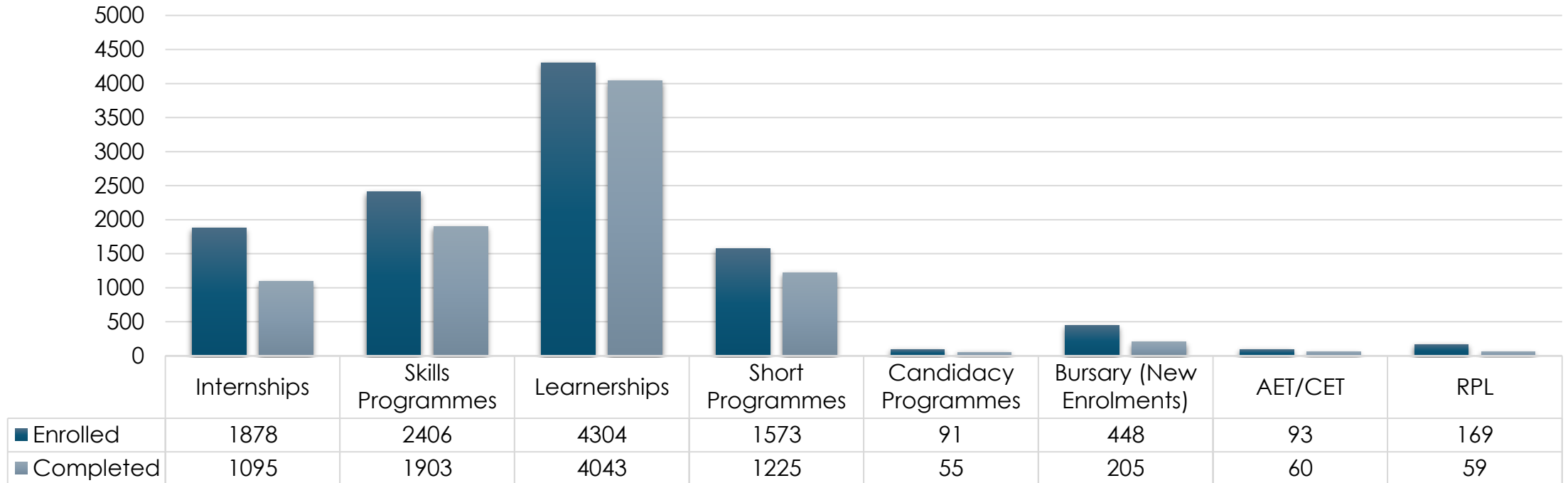
# SECTORAL PRIORITY OCCUPATIONS LIST

Occupation Code	Occupation	Intervention Planned by the SETA	NQF Level	NQF Aligned	Quantity Needed	Quantity to be supported by the SETA
2021-251102	Data Scientist	Bursary (degree)	7,8	Y	93	TBC
2021-352201	Telecommunications Technical Officer or Technologist	Bursary (diploma)	6	Y	84	TBC
		Internship	6,7	Y		TBC
2021-251203	Developer Programmer	Bursary (diploma)	6	Y	82	TBC
		Bursary (degree)	7	Y		TBC
		Internship	6,7	N		TBC
		Candidacy	6	Y		TBC
		PRINCE2 Certification	6,7	N		TBC
2021-351201	ICT Communications Assistant	Bursary (diploma)	6	Y	57	TBC
		Internship	6	Y		TBC
2021-251301	Multimedia Specialist	Bursary (diploma)	6	Y	48	TBC
		Bursary (degree)	7,8	Y		TBC
		Internship	6,7	N		TBC

Source: MICT SETA WSP/ATR, 2021– 2025

# THE EXTENT OF SUPPLY

Enrolments and Completions in MICT SETA Programmes, 2024/25



Learnership and skills programmes record the highest enrolment and completion rates across the MICT SETA learning interventions.

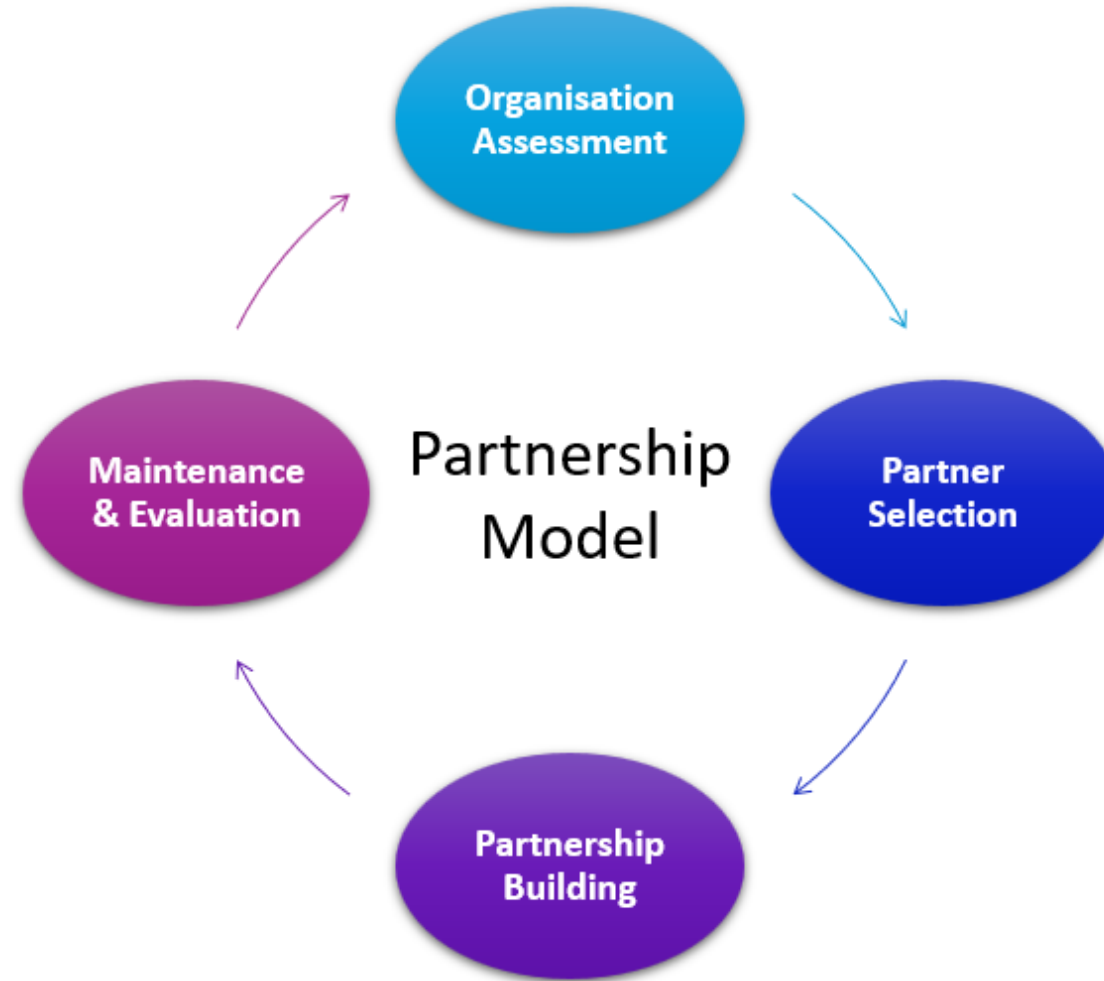
# CHAPTER 4: SETA PARTNERSHIPS

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# MICT SETA PARTNERSHIP MODEL



# PROPOSED NEW PARTNERSHIPS

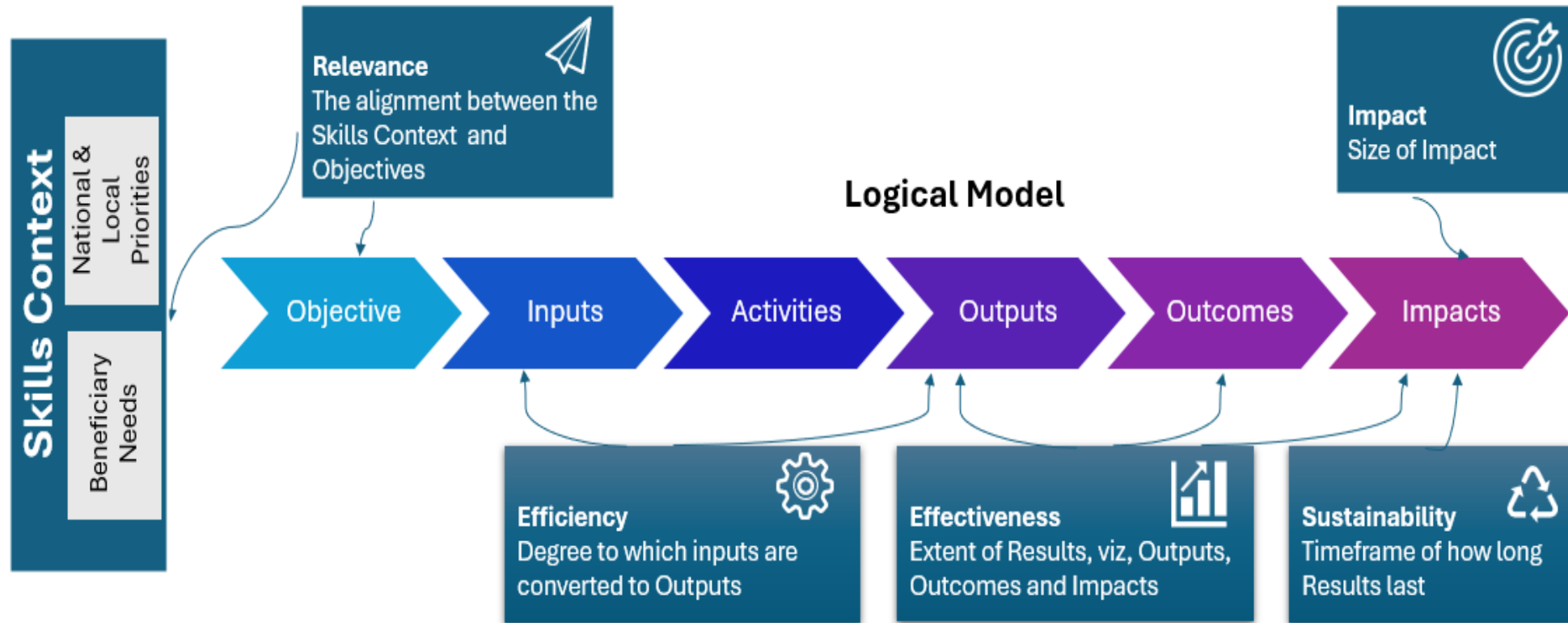
Industry Partner	Rationale and Objectives of Partnership	Intended Strategic Focus
<b>MICT sub-sector employers</b>	To leverage existing vendor-based training programmes offered by employers within the sector. These programmes are often aligned with industry needs and create significant youth employment opportunities.	Support high-impact vendor programmes that enhance youth employment and contribute to the goals of the ERRP, MTDP and other national priorities.
<b>Partnership with Big Corporations within the MICT SETA</b>	To explore co-funding opportunities for sector-relevant education and training programmes, while leveraging corporate infrastructure, technical expertise, and global experience. The aim is to deliver agile, demand-driven skills development initiatives.	Foster collaborative investment in skills development through co-funding and shared responsibility, with a focus on industry-aligned, responsive training programmes.
<b>International exchange programmes</b>	To train learners in advanced technologies such as software development and systems analytics, while building local capacity to innovate and protect intellectual property.	This partnership will seek to expose learners to global best practices, cutting-edge technologies, and innovation ecosystems that will strengthen the MICT sector's competitiveness and self-reliance.

# CHAPTER 5: SETA MONITORING AND EVALUATION

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# MICT SETA APPROACH TO MONITORING AND EVALUATION



# CHAPTER 6: STRATEGIC SKILLS PRIORITY ACTIONS

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# PLANNED KEY STRATEGIC SKILLS PRIORITIES FOR THE SETA

MICT Key Strategic Skills Priority Actions	Planned Programmes/Interventions
<p><b>Outcome 1:</b> Credible labour market information that accurately identifies occupations in high demand</p>	<ul style="list-style-type: none"> <li>• Triangulate labour market data to enhance accuracy and reliability of skills planning</li> <li>• Manage and disseminate research on occupations in high demand</li> <li>• Develop a SSP informed by credible data and research</li> </ul>
<p><b>Outcome 2:</b> Enablement of the 4IR</p>	<ul style="list-style-type: none"> <li>• Establish CoS and 4IR partnerships</li> <li>• Fund students under 4IR Research Chairs</li> <li>• Develop 4IR-related occupational qualifications</li> <li>• Support 4IR learning laboratories in collaboration with industry</li> <li>• Conduct skills competitions in partnership with stakeholders</li> <li>• Host national and provincial skills competitions</li> </ul>
<p><b>Outcome 3:</b> Increased access to, and delivery on, occupationally directed priority programmes that link education and the workplace</p>	<ul style="list-style-type: none"> <li>• Implement learning programmes that integrate education and workplace experience</li> <li>• Conduct exit verifications and accredit training providers</li> <li>• Register assessment centres for EISA</li> <li>• Support capacity-building for ETD practitioners</li> </ul>
<p><b>Outcome 4:</b> Support initiatives that prioritise the provision of agile, flexible and demand-led skills development programmes, retraining/upskilling being a priority</p>	<ul style="list-style-type: none"> <li>• Implement workplace training for employed individuals</li> <li>• Facilitate RPL for employed learners</li> <li>• Support worker-initiated skills development interventions (e.g., trade unions)</li> <li>• Develop new qualifications aligned with emerging industry needs</li> </ul>

# PLANNED KEY STRATEGIC SKILLS PRIORITIES FOR THE SETA

MICT Key Strategic Skills Priority Actions	Planned Programmes/Interventions
<p><b>Outcome 5:</b> Increased and focused skills development for rural and marginalised communities to ensure inclusivity through technology skills development</p>	<ul style="list-style-type: none"> <li>• Implement rural skills development projects</li> <li>• Promote digital literacy initiatives in rural schools and townships</li> <li>• Expand access to technology-enabled learning in underserved areas</li> </ul>
<p><b>Outcome 6:</b> Support the growth of the public college system through sectoral partnerships in the delivery of learning interventions</p>	<ul style="list-style-type: none"> <li>• Expose TVET and CET college lecturers to industry through skills programmes</li> <li>• Award bursaries to TVET lecturers</li> <li>• Establish and strengthen partnerships with TVETs, CETs, universities, and employers</li> </ul>
<p><b>Outcome 7:</b> Support for SMMEs, entrepreneurship, and CBOs, particularly in relation to 4IR cross-sectoral partnerships and projects for sustainable growth</p>	<ul style="list-style-type: none"> <li>• Provide skills development support to members and employees of co-operatives, NGOs, CBOs, and entrepreneurship programmes</li> <li>• Promote inclusion of SMMEs in 4IR projects and partnerships</li> </ul>
<p><b>Outcome 8:</b> Support career development services within the MICT sector</p>	<ul style="list-style-type: none"> <li>• Deliver career guidance services on occupations in high demand</li> <li>• Collaborate with industry and educational institutions to promote informed career choices</li> <li>• Support access to labour market information for learners and job seekers</li> </ul>

# *Thank You*

## Q & A



MICTSETA

Media, Information And  
Communication Technologies  
Sector Education And Training Authority

# LEARNING PROGRAMMES

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*Presentation by: Mr Ernest Nemugavhini*



**MICTSETA**

Media, Information And  
Communication Technologies  
Sector Education And Training Authority

SHAPING SKILLS, PIONEERING INDUSTRIES, EMPOWERING FUTURES



# LEARNING PROGRAMMES MANDATE

Implementation of Sector Skills Plan ,4IR and  
Future Skills

80% =Pivotal Programmes

20% =Non Pivotal programmes

Developing high level skills

Developing intermediate skills

Developing elementary skills

A

Implementation of Sector Skills Plan

B

Allocation of Discretionary Grants

C

Monitoring and  
Reporting the implementation of learning  
programmes

# LEARNING PROGRAMMES

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- **Learnership /Skills Programme (18.1 and 18.2) Pivotal Programmes –**
  - Is a work-based learning programme that leads to a nationally recognised qualification that is directly related to an occupation, for example an Broadcast Engineering.
- **Graduate Internship programme (18.2) Non Pivotal programmes**
  - Interns are exposed to the workplace experience and eventually employed by respective workplaces.



# LEARNING PROGRAMMES

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- **Work Integrated Learning**
  - (University Placement and TVET Placement)
- **Bursary (Pivotal)**
  - Contributes towards education of PDI's;
- **Short /Vendor Specific programmes (Pivotal)**
  - MCSE ,VENDOR SEPCIFIC PROGRAMMES



# LEARNING PROGRAMMES

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## **Recognition of Prior Learning (18.1) Pivotal**

- Is a work-based learning programme that involves assessment of an individual's relevant prior learning to determine the credit outcomes of an individual application for credit..

## **TVET and CET Skills Development programmes (18.1) Pivotal**

- AET Programmes
- TVET Lecturers exposed to industry through a skills programme
- TVET Managers receiving training on curriculum-related studies



# LEARNING PROGRAMMES

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- **Skills Developed support for SMMEs, entrepreneurship, Cooperatives development and Community-based organisation**
- **Skills Development for federation and union members within the MICT sector**



# 2026/2027 PREDETERMINED OBJECTIVES

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OUTPUT INDICATOR	Annual Target 2026/27
Number of TVET students requiring Work Integrated Learning to complete qualifications placed in workplaces	2200 R70 000 per learner (Budget is R154 000 000)
Number of TVET students completed their work integrated learning placements	1320

# 2026/2027 PREDETERMINED OBJECTIVES

OUTPUT INDICATOR	Annual Target 2026/27
Number of universities students requiring work integrated learning to complete their qualifications placed in workplaces	1000 R70 000 per learner (Budget is R70 000 000)
Number of university students completed their Work Integrated Learning placements	600
Number of unemployed learners enrolled in internship programmes	2600 R73 600 per learner (Budget is R191 360 000)
Number of unemployed learners completed internships	1560

# 2026/2027 PREDETERMINED OBJECTIVES

OUTPUT INDICATOR	Annual Target 2026/27
Number of unemployed learners enrolled in skills programmes	1400 R40 400 per learner (Budget is R56 560 000)
Number of unemployed learners completed skills programmes	840
Number of unemployed learners enrolled in learnership programmes	5243 R65 000 per learner (Budget is R340 795 000)
Number of unemployed learners completed learnership programmes	3000

# 2026/2027 PREDETERMINED OBJECTIVES

OUTPUT INDICATOR	Annual Target 2026/27
Number of unemployed learners enrolled for Candidacy programmes	120 R70 000 per learner (Budget is R8 400 000 )
Number of unemployed learners completed candidacy programmes	70
Number of unemployed learners enrolled for short programmes	1400 R50 400 per learner (Budget is R70 560 000)
Number of unemployed learners completed short programmes	800

# 2026/2027 PREDETERMINED OBJECTIVES

OUTPUT INDICATOR	Annual Target 2026/27
Number of unemployed learners granted Bursaries (new enrolments)	500 R90 000 (ceiling) per student (Budget is R45 000 000)
Number of unemployed learners granted Bursaries (continuing)	240 R90 000 (ceiling) per student (Budget is R21 600 000)
Number of unemployed learners granted bursaries who completed their studies	150

# 2026/2027 PREDETERMINED OBJECTIVES

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OUTPUT INDICATOR	Annual Target 2026/27
Number of CET learners Accessing AET programmes	80
Number of CET learners completing AET programmes	45

# 2026/2027 PREDETERMINED OBJECTIVES

OUTPUT INDICATOR	Annual Target 2026/27
Number of workers granted bursaries (new entries)	<p style="text-align: center;"><b>85</b>            R90 000 (ceiling) per student            (Budget is R7 650 000)</p>
Number of workers granted Bursaries (continuing)	<p style="text-align: center;"><b>40</b>            R90 000 (ceiling) per student            (Budget is R3 600 000)</p>
Number of workers granted Bursaries completed their studies	<p style="text-align: center;"><b>45</b></p>
Number of workers enrolled in skills programmes	<p style="text-align: center;"><b>300</b>            R35 000 per learner            (Budget is R10 500 000)</p>

# 2026/2027 PREDETERMINED OBJECTIVES

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OUTPUT INDICATOR	Annual Target 2026/27
Number of workers completed skills programmes	150
Number of workers enrolled for AET programmes	80
Number of workers completed AET programmes	50
Number of learners enrolled RPL/ARPL	125
Number of learners completed RPL/ARPL	80

# 2026/2027 PREDETERMINED OBJECTIVES

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OUTPUT INDICATOR	Annual Target 2026/27
Number of Rural Development Projects initiated	70
Number of small businesses funded for skills that enhance growth and development	300
Number of learners trained to form Co-Operatives	230
Number of Co-operatives funded for skills that enhance enterprise growth and development	10

# 2026/2027 PREDETERMINED OBJECTIVES

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OUTPUT INDICATOR	Annual Target 2026/27
Number of learners enrolled in entrepreneurship skills development programmes	220
Number of learners completed entrepreneurship skills development programmes	100
Number of NGOs/NPOs/CBOs funded to implement skills development learning programmes	60

## 2026/2027 PREDETERMINED OBJECTIVES

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<b>OUTPUT INDICATOR</b>	<b>Annual Target 2026/27</b>
Number of NGOs/NPOs/CBOs learners enrolled in skills development interventions	160
Number of NGOs/NPOs/CBOs learners completed skills development interventions	100
Number of federations/trade unions funded to implement skills development programmes	6

# 2026/2027 PREDETERMINED OBJECTIVES

OUTPUT INDICATOR	Annual Target 2026/27
Number of Federation/Trade Union members enrolled in skills development interventions	260
Number of Federation/Trade Union members completed skills development interventions	100
Number of Centres of Specialisation funded	20
Number of TVET Lecturers enrolled and registered in skills development programmes (Skills Programmes or Short Programmes)	110

# 2026/2027 PREDETERMINED OBJECTIVES

OUTPUT INDICATOR	Annual Target 2026/27
Number of TVET Lecturers completed Skills development Programmes (Skills Programmes/Short Programmes)	40
Number of TVET college Lecturers enrolled for bursary programme (New Enrolment)	110
Number of TVET college Lecturers enrolled for bursary programme (Continuing)	25
Number of TVET college Lecturers completed their studies	20

# 2026/2027 PREDETERMINED OBJECTIVES

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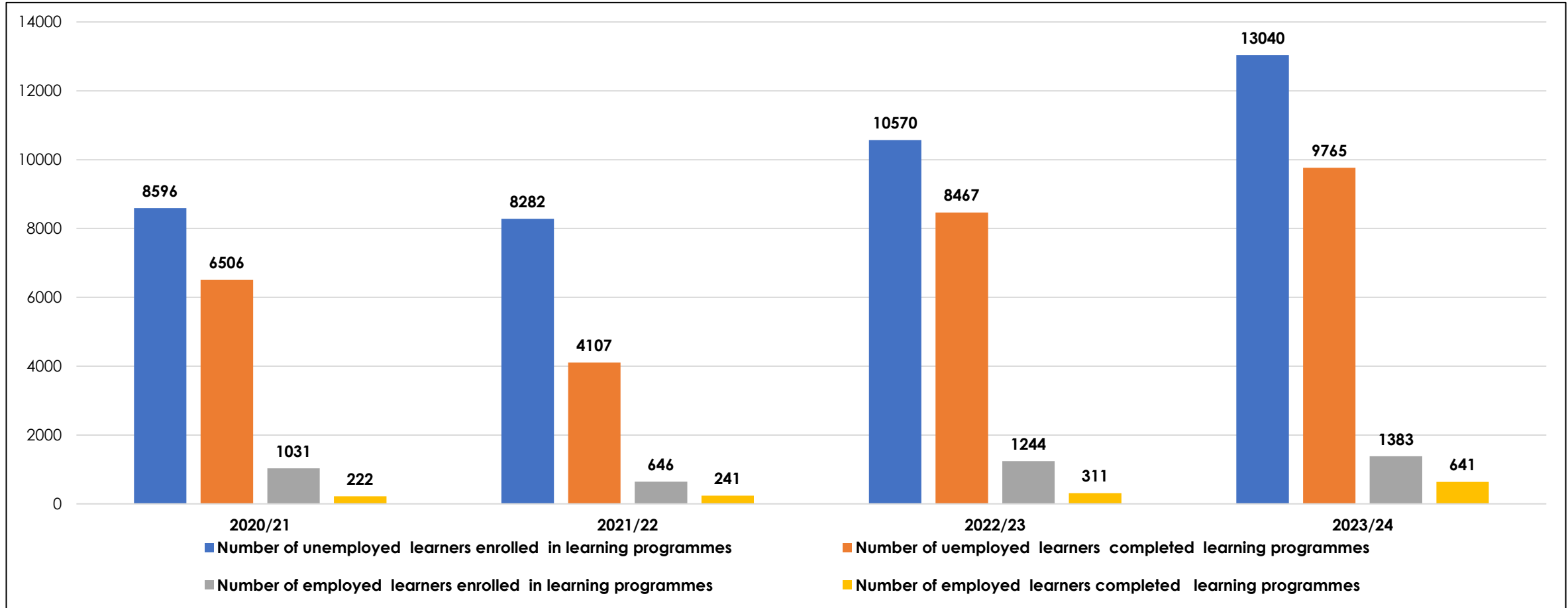
OUTPUT INDICATOR	Annual Target 2026/27
Number of CET college Lecturers enrolled in skills development programmes	110
Number of CET college Lecturers completed skills development programmes	50
Number of TVET partnerships established	20
Number of CET partnerships established	9

# 2026/2027 PREDETERMINED OBJECTIVES

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OUTPUT INDICATOR	Annual Target 2026/27
Number of HEI partnerships established	25
Number of SETA-employer partnership established	20

# NUMBER OF LEARNERS ENROLLED IN LEARNING PROGRAMMES (2020/21 TO 2023/24 )



# DG APPLICATION PROCESS

1



## Online Submission of Letter of Intent

- Verification of compliance documents
- Evaluation by DG Committee
- Vetting by Advisors
- Vetting Outcome Approval/disapproval

2



## Issuing of Service Level Agreement (SLA)

- SLA Signed by both parties (MICT SETA & Stakeholder)

3



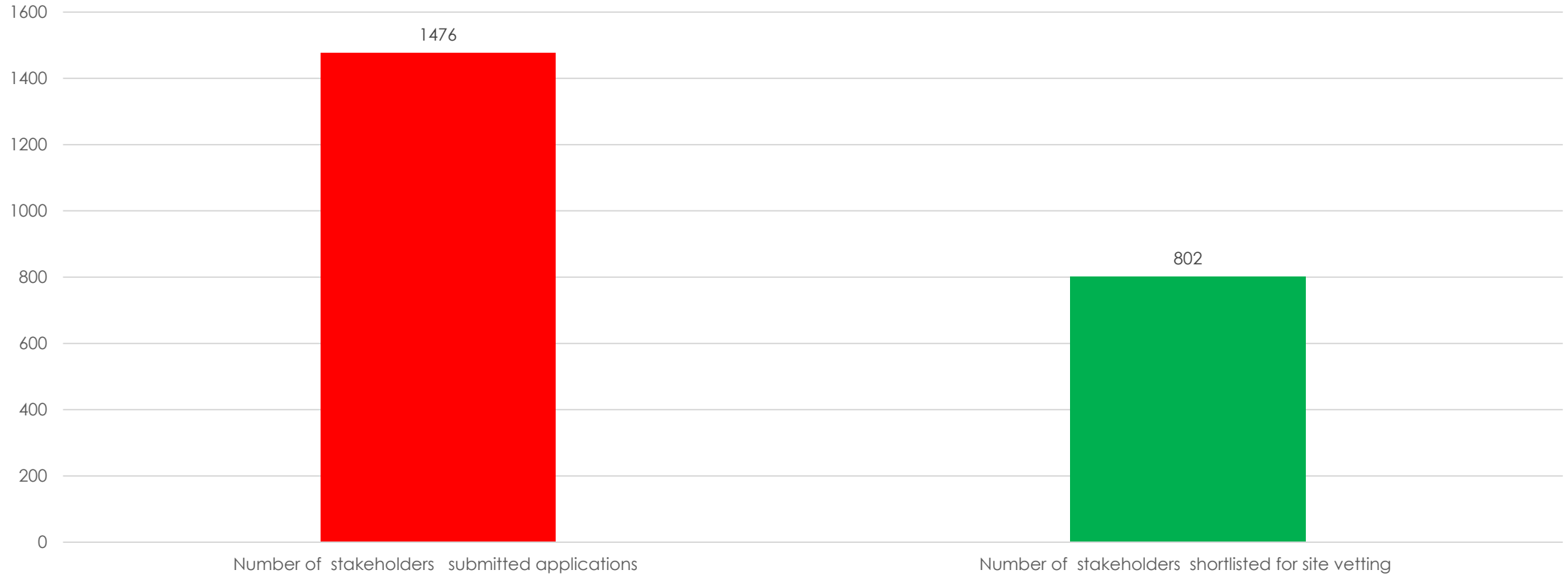
## Programme Implementation

- Online Submission of Learners Agreements
- ID copies, Qualification,
- List of Learners
- Disbursement of payments as per Annexure A Schedule.
- Submission of quarterly progress reports.
- Site visits by LPD Advisors.

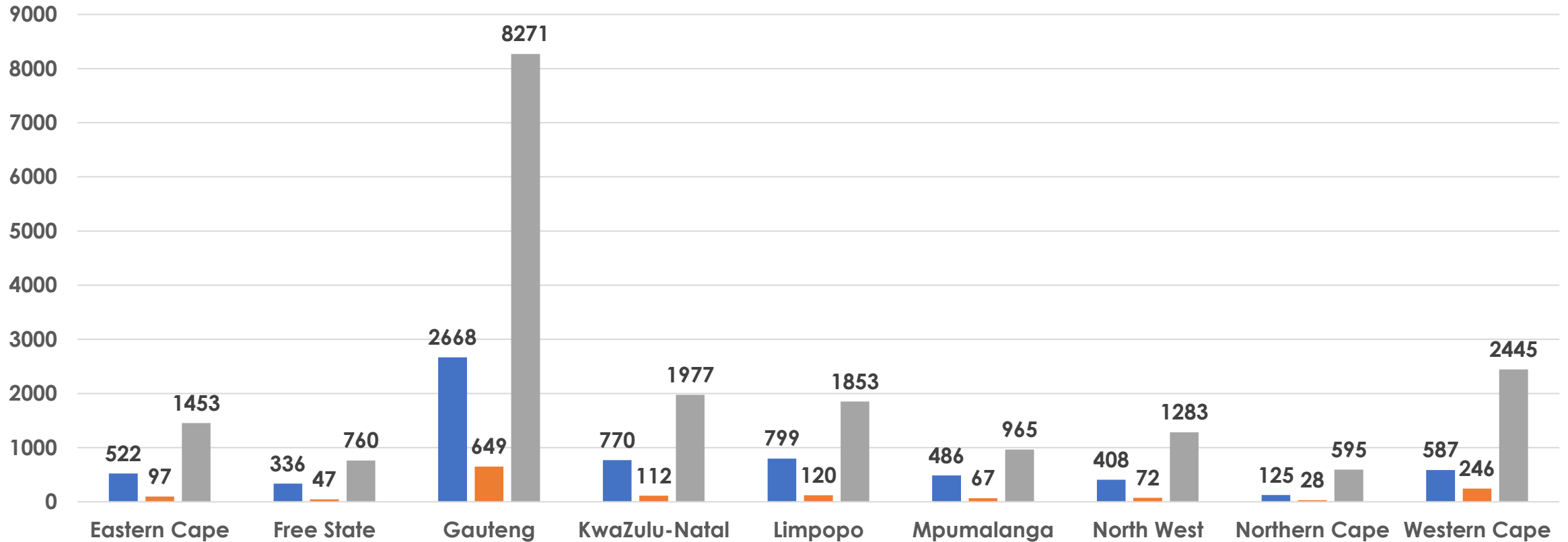


# DG WINDOW 2024/25 UPDATES

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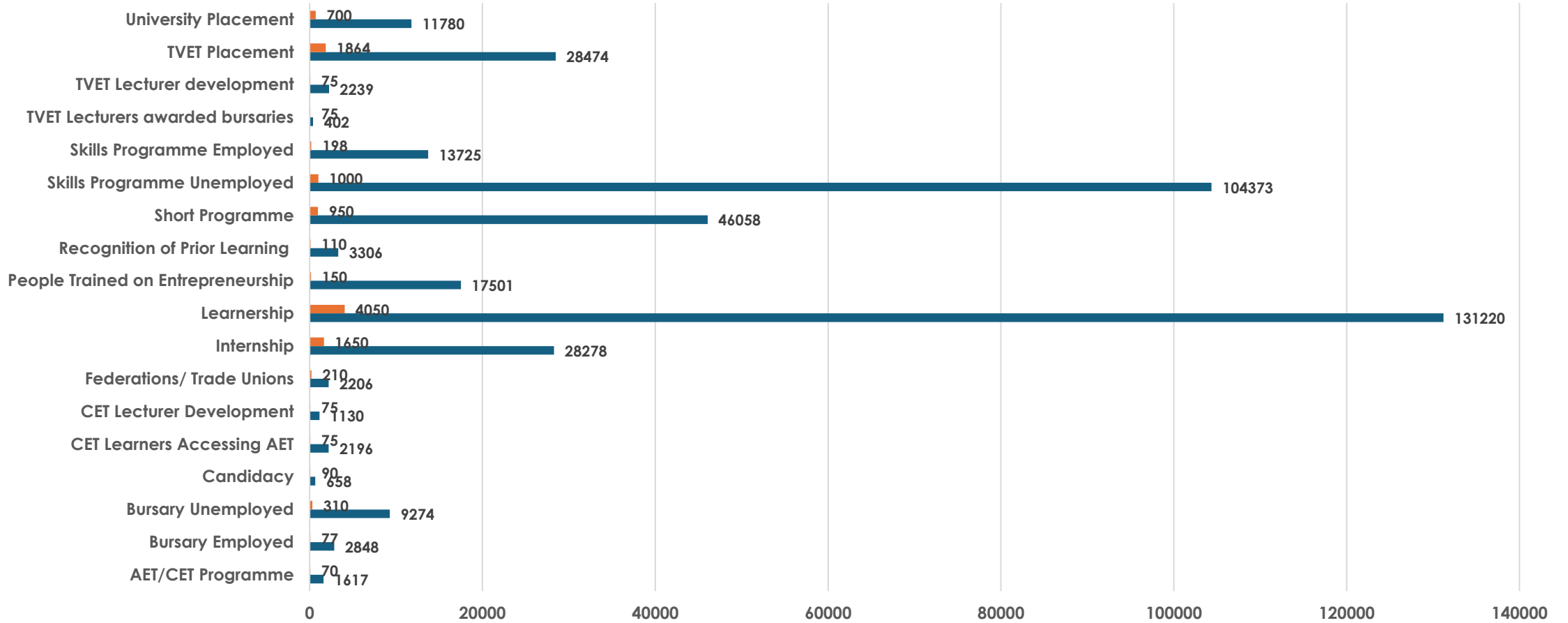


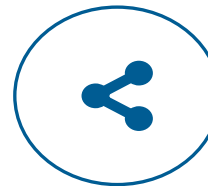
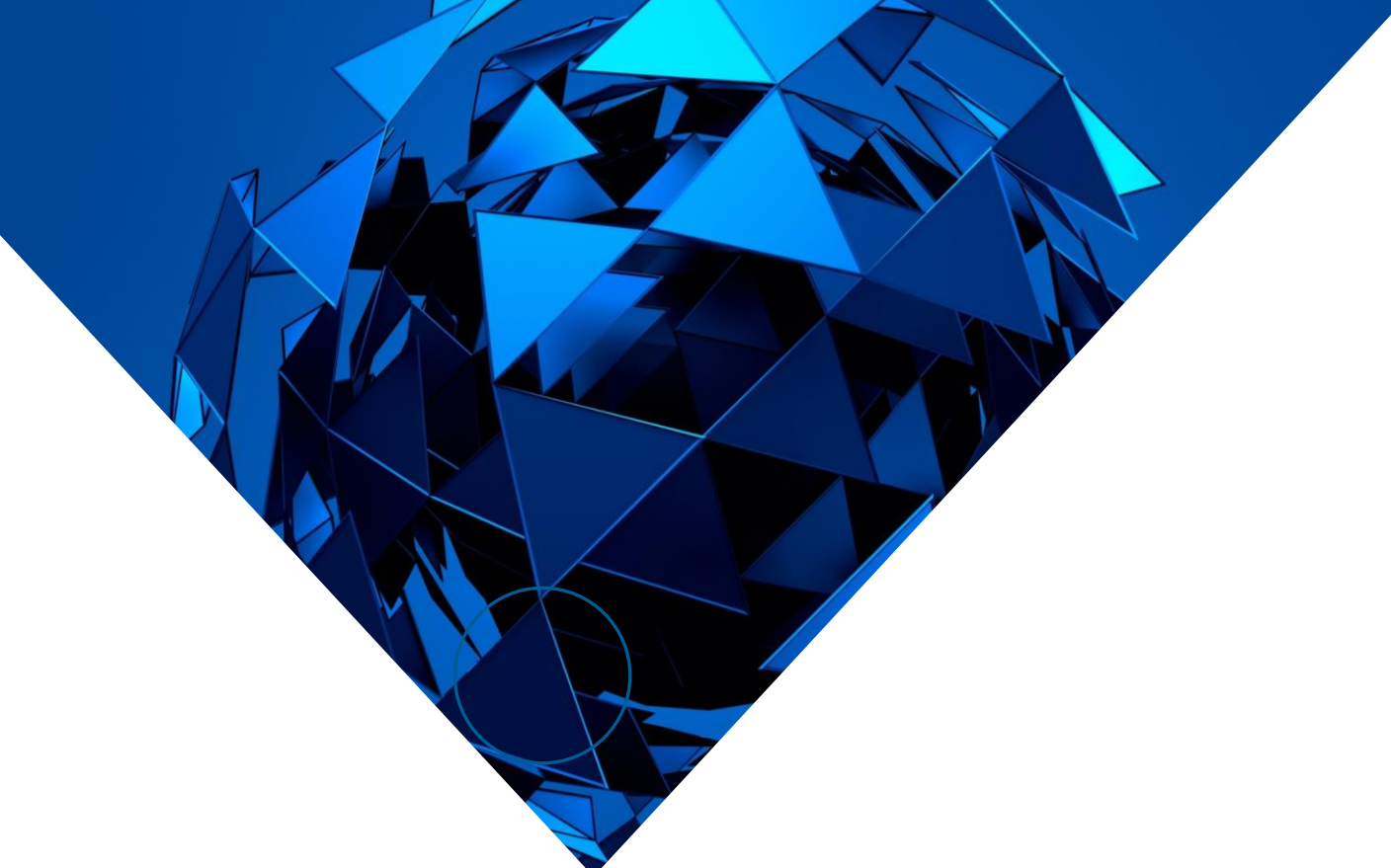
# DG WINDOW 2024/25 UPDATES



■ Total number of interventions applied for per province  
■ Number of learning interventions Short listed for site vetting  
■ Number of learners

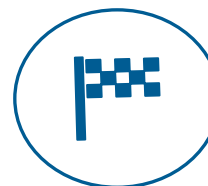
# DG WINDOW 2024/25 UPDATES





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## CONTENT

All content available on the website  
[www.mict.org.za](http://www.mict.org.za)

# *Thank You*

## Q & A



MICTSETA

Media, Information And  
Communication Technologies  
Sector Education And Training Authority

# EDUCATION, TRAINING AND QUALITY ASSURANCE

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*Presentation by: Ms Lesha Singh*



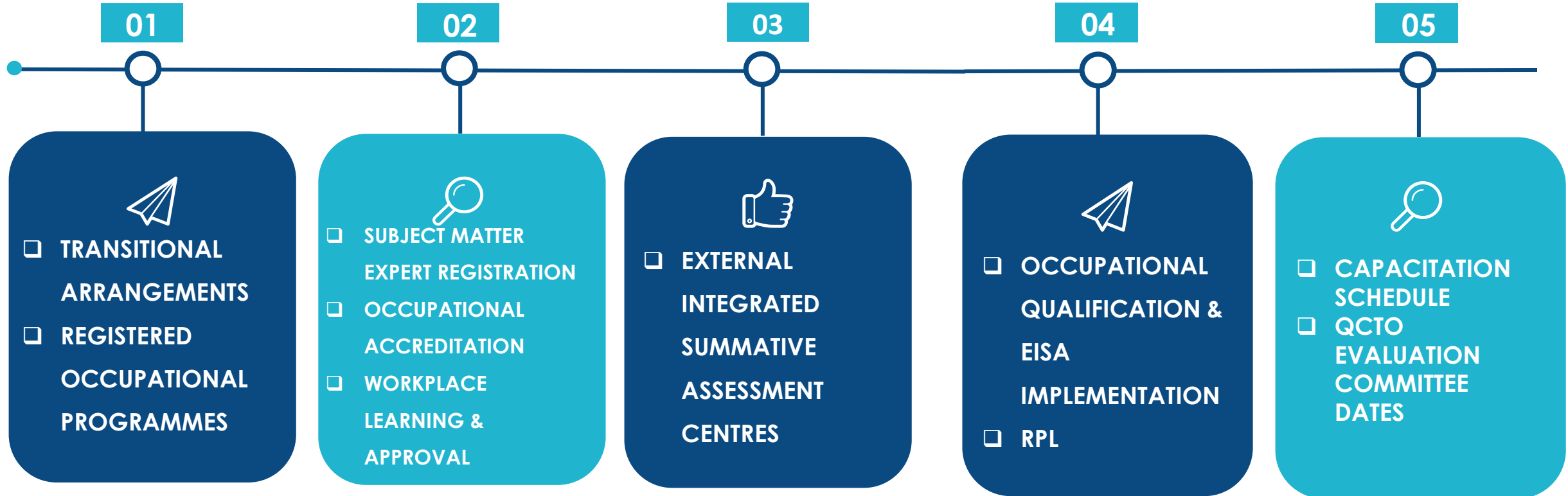
**MICTSETA**

Media, Information And  
Communication Technologies  
Sector Education And Training Authority

SHAPING SKILLS, PIONEERING INDUSTRIES, EMPOWERING FUTURES



# THE KEY POINTS



# THE TRANSITIONAL ARRANGEMENTS



# PRESCRIPTS OF THE TRANSITIONAL ARRANGEMENTS

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- ❑ OQSF gives effect to the Ministerial Determination and the transitional arrangements:  
<https://www.dhet.gov.za/National%20Qualifications%20Framework/OQSF%20Policy%202021.pdf>
- ❑ 32 Historical qualifications granted extension as per the Honourable Minister.
- ❑ Last date of enrolment **is firmly set** at 30 June 2026.
- ❑ **Skills Development Providers may not enroll learner post 30 June 2026.**
- ❑ Learners must be enrolled on the MICT SETA iLMS system: <https://lms.mict.org.za/accounts/login/user>.
- ❑ **Learners enrolled post 30 June 2026 are not eligible for Exit Verification.**
- ❑ Skills Development Providers may request for their letters of extension by completing the online application form using the following link: <https://forms.office.com/r/0yLysxivSP>.
- ❑ Skills Development Providers who have changed their implementation sites must apply for site approval using the following link: <https://forms.office.com/r/ceNRLtW4Ab>.

# PRESCRIPTS OF THE TRANSITIONAL ARRANGEMENTS

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REQUEST FOR ACCREDITATION  
EXTENSION LETTER AS PER GOV  
ERNMENT GAZETTE NO: 50742



TRAINING SITE APPROVAL



# LIST OF EXTENDED QUALIFICATIONS

NO	QUALIFICATION ID	QUALIFICATION TITLE	CREDITS	REGISTRATION END DATE	LAST DATE OF ENROLMENT
1	21190	Further Education and Training Certificate: PC Engineering	120	30-Jun-23	30-Jun-26
2	21191	Further Education and Training Certificate: PC Support	120	30-Jun-23	30-Jun-26
3	48573	National Certificate: Information Technology: Systems Support	147	30-Jun-23	30-Jun-26
4	71850	Certificate: Information Technology: Database Development	120	30-Jun-23	30-Jun-26
5	71869	Certificate: Information Technology: Database Administration	120	30-Jun-23	30-Jun-26
6	48792	Certificate: Broadcast Engineering	120	30-Jun-23	30-Jun-26
7	49077	National Certificate: Information Technology: End User Computing	130	30-Jun-23	30-Jun-26
8	59910	National Certificate: Information Technologies Operations	130	30-Jun-23	30-Jun-26
9	71853	Further Education and Training Certificate: Information Technology: End User Computing	132	30-Jun-23	30-Jun-26
10	49127	Further Education and Training Certificate: Design Foundation	141	30-Jun-23	30-Jun-26
11	60509	National Certificate: Design Techniques	121	30-Jun-23	30-Jun-26
12	73390	Further Education and Training Certificate: Graphic Web Design and Multimedia	136	30-Jun-23	30-Jun-26
13	49121	National Certificate: Interactive Media	130	30-Jun-23	30-Jun-26
14	57607	National Certificate: 3D Animation and Visual Effects	149	30-Jun-23	30-Jun-26
15	57611	National Certificate: 2D Animation	136	30-Jun-23	30-Jun-26

# LIST OF EXTENDED QUALIFICATIONS

NO	QUALIFICATION ID	QUALIFICATION TITLE	CREDITS	REGISTRATION END DATE	LAST DATE OF ENROLMENT
16	49138	National Diploma: Copywriting	240	30-Jun-23	30-Jun-26
17	49317	National Certificate: Scriptwriting	147	30-Jun-23	30-Jun-26
18	50479	Further Education and Training Certificate: Advertising	148	30-Jun-23	30-Jun-26
19	58820	National Certificate: Advertising	124	30-Jun-23	30-Jun-26
20	58394	National Certificate: Film and Television Production	122	30-Jun-23	30-Jun-26
21	61450	Further Education and Training Certificate: Film and Television Production Operations	157	30-Jun-23	30-Jun-26
22	59057	Further Education and Training Certificate: Telecommunication Network Operations	132	30-Jun-23	30-Jun-26
23	59569	National Certificate: Electronics	120	30-Jun-23	30-Jun-26
24	83446	National Certificate: Electronics	135	30-Jun-23	30-Jun-26
25	63849	Further Education and Training Certificate: Electronics	122	30-Jun-23	30-Jun-26
26	62069	National Certificate: Radio Production	159	30-Jun-23	30-Jun-26
27	73298	Further Education and Training Certificate: Photography	128	30-Jun-23	30-Jun-26
28	78964	Further Education and Training Certificate: Information Technology: Technical Support	163	30-Jun-23	30-Jun-26
29	78965	Further Education and Training Certificate: Information Technology: Systems Development	165	30-Jun-23	30-Jun-26
30	83026	National Certificate: Information and Communications Technology (ICT) Software Testing	138	30-Jun-23	30-Jun-26
31	63769	National Certificate: Business Analysis Support Practice	138	30-Jun-23	30-Jun-26
32	63909	National Certificate: Business Analysis	149	30-Jun-23	30-Jun-26

# REGISTERED OCCUPATIONAL PROGRAMMES



# REGISTERED OCCUPATIONAL FULL AND PART QUALIFICATIONS

NO	SAQA ID	QUALIFICATION TYPE	QUALIFICATION TITLE		CREDITS
1	119438	Occupational Certificate	Software Tester (Learnership)	5	70
2	122449	Occupational Certificate	Laptop Repairer	4	96
3	118705	Occupational Certificate	Design Thinking Practitioner	4	100
4	122468	Occupational Certificate	Mobile Device Repairer	4	104
5	122469	Occupational Certificate	Wearables, Accessories and Peripherals Repairer	4	104
6	121447	Higher Occupational Certificate	Advertiser (Learnership)	5	120
7	122661	Higher Occupational Certificate	Database Administrator	5	120
8	121150	Higher Occupational Certificate	Human Resource Management (HRM) Administrator	5	120
9	120749	Higher Occupational Certificate	Information and Communication Technology Business Development Consultant (Learnership)	5	120
10	121161	Occupational Certificate	Remotely Piloted Aircraft Systems (RPAS) Pilot	4	128
11	121151	Advanced Occupational Certificate	Human Resource Management Officer	6	134
12	119262	Occupational Certificate	Internet-of-Things Developer	4	141
13	122622	Higher Occupational Certificate	Radio and Multimedia Content Practitioner	5	145
14	118699	Occupational Certificate	Cloud Administrator	4	149
15	118788	Occupational Certificate	Design Thinking Innovation Lead	4	160
16	122663	National Occupational Certificate	Graphic Media Designer	4	160
17	121587	Occupational Certificate	Telecommunication Specialist	5	161
18	119264	Occupational Certificate	E-Waste Operations Controller	4	167
19	120748	Higher Occupational Certificate	Sound Operator (Learnership)	5	168
20	122428	National Occupational Certificate	Mobile Computing Device Technician	4	172

# REGISTERED OCCUPATIONAL FULL AND PART QUALIFICATIONS

NO	SAQA ID	QUALIFICATION TYPE	QUALIFICATION TITLE	NQF LEVEL	CREDITS
21	118986	Occupational Certificate	Cybersecurity Analyst	5	173
22	121152	Advanced Occupational Diploma	Human Resource Management Advisor	7	178
23	118789	Occupational Certificate	Quality Test Automator	5	179
24	122700	Specialised Occupational Diploma	Professional Construction Project Manager	8	180
25	118708	Occupational Certificate	Data Science Practitioner	5	185
26	119242	Occupational Certificate	Robotic Processing Automation (RPA) Developer	5	185
27	118792	Occupational Certificate	Artificial Intelligence Software Developer	5	209
28	121155	Occupational Certificate	Remotely Piloted Aircraft Systems (RPAS) Technician	4	212
29	121296	Advanced Occupational Certificate	Extended Reality Developer	6	218
30	118707	Occupational Certificate	Software Developer	5	220
31	122683	Higher Occupational Certificate	Wireless Telecommunications Technical Officer	5	227
32	122662	Higher Occupational Certificate	Animation Artist	5	229
33	122664	Higher Occupational Certificate	Interactive Media Designer	5	229
34	122621	Higher Occupational Certificate	Motion Graphics Designer	5	229
35	101869	Occupational Certificate	Project Manager	5	240
36	119458	Occupational Certificate	Software Engineer (Learnership)	6	240
37	121157	Advanced Occupational Certificate	Media/Programme Content Production Manager (Learnership)	6	241
38	118249	Occupational Certificate	Telecommunications Cable Jointer	3	265
39	101408	Occupational Certificate	Computer Technician (Learnership)	5	282
40	119461	Occupational Certificate	Telecommunication Line Mechanic	4	548
41	119562	Occupational Certificate	Data and Telecommunications Cabler	3	575

# REGISTERED OCCUPATIONAL SKILLS PROGRAMMES

NO.	SKILLS PROGRAMME ID	SKILLS PROGRAMME DESCRIPTOR	NQF LEVEL	CREDITS	NO.
1	SP-240202	Intermediate End User Computing	4	20	MICT SETA
2	SP-240203	Advanced End User Computing	5	20	MICT SETA
3	SP-191211	Cellphone Repairer	2	25	QCTO
4	SP-201201	Workplace Preparation	2	30	QCTO
5	SP-240201	Basic End User Computing	3	30	MICT SETA
6	SP-240206	Digital Innovation Implementer	6	30	MICT SETA
7	SP-191222	Computer and Digital Support Assistant	4	34	MICT SETA
8	SP-210603	Advanced Spatial Intelligence Data Scientist	5	40	QCTO
9	SP-250406	Digital Innovation Driver	7	40	BANKSETA
10	SP-220329	Java Programmer	4	53	MICT SETA
11	SP-210604	Spatial Intelligence Data Scientist	5	56	QCTO
12	SP-220327	Fifth Generation (5G) Cellular Network Administrator	4	59	MICT SETA
13	SP-220328	Technopreneur	4	60	MICT SETA
14	SP-220330	Cybersecurity Defender	4	60	MICT SETA
15	SP-230202	Front-End Web Designer	4	60	MICT SETA
16	SP-230372	Hypertext Markup Language (HTML) Programmer	4	60	MICT SETA
17	SP-230373	JavaScript Programmer	4	60	MICT SETA

# SUBJECT MATTER EXPERT REGISTRATION



# REGISTRATION OF SUBJECT MATTER EXPERTS

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- ❑ In terms of the Occupational Qualifications Sub-Framework (OQSF), Subject Matter Experts (SMEs) are individuals with deep expertise and practical experience in a specific field or occupation. Their role is crucial in the development, design, and evaluation of occupational qualifications, part-qualifications, and related assessments, including External Integrated Summative Assessments (EISA).
- ❑ Applications to become registered as a Subject Matter Expert with the MICT SETA must be done via the LMIS.
- ❑ The requirements for successful registration include, but are not limited to:
  1. The applicant must possess a relevant qualification
    1. SAQA “Have a relevant academic qualification or equivalent recognition, **at a level higher than the qualification being assessed**”
    2. MICT SETA Policy Clause 6.1.37: “Certified copies of certificate of competence in relation to the unit standard(s) and/or qualification(s) for which they apply to be **registered at (or preferably above) the level of the said standard (s) and/or qualification(s).**”
  2. The applicant must have a minimum of 2 years occupational experience
  3. The applicant must submit the relevant compliance documents
  4. MICT SETA registered Assessors and Moderators qualify to become Subject Matter Experts dependant on their skills, knowledge and expertise against the curriculum requirements.

# REGISTRATION OF SUBJECT MATTER EXPERTS

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- ❑ The curriculum document for each qualification outlines the Human Resource requirements for Subject Matter Experts.
- ❑ In some instances, Vendor certification is required .e.g. An applicant seeking to register as a Cybersecurity SME must complete a short programme and receive certification. This may be from Microsoft, CompTIA, AWS or any other institution.
- ❑ Please note that all certification will be verified.
- ❑ The excerpt below is from the Occupational Certificate: Cloud Administrator curriculum document:  
<https://www.qcto.org.za/full---part-registered-qualifications.html>

*Human Resource Requirements:*

- Lecturer/learner ratio of 1:20 (Maximum)
- Qualification of lecturer (SME):
  - NQF 5 industry recognised qualification with 1 years' experience in the IT industry
  - Vendor certification
- Assessors and moderators: accredited by the MICT SETA

# ASSESSOR, MODERATOR & SUBJECT MATTER EXPERT REGISTRATION GOVERNANCE PROCESS



Online Application  
on ILMS

Evaluation

Recommendation

Approval &  
Registration

Issuance of Letter

PLANNED TIMEFRAME: 30 – 45 DAYS

FINALISATION DEPENDANT ON COMPLETENESS OF APPLICATION AND TURN-AROUND TIMES FOR GAP-CLOSURE

# OCCUPATIONAL ACCREDITATION



# OCCUPATIONAL ACCREDITATION REQUIREMENTS

INSTITUTIONAL COMPLIANCE	PROGRAMME DELIVERY READINESS	MANAGEMENT OF THE INSTIUTION
CIPC registration documents or proof of establishment (PTY, CC, NGO, NPO, Public Institution)	Implementation Plan/ Programme Delivery Strategy	Organogram of the institution
Latest Tax Compliance Status (TCS) exemption for State entities	Learning Material Matrix	Policies to govern the management of the institution including:
Proof of financial stability (AFS, Reviews Financial Statements)	Learning Matters	<ul style="list-style-type: none"> <li>• Governance and Finance</li> </ul>
A valid Occupational Health and Safety (OHS) audit report issued by an authorised person	Signed Declaration	<ul style="list-style-type: none"> <li>• Human Resources</li> </ul>
Proof of premises	Learning Materials (exemption for MICT SETA)	<ul style="list-style-type: none"> <li>• Training (Teaching and Learning)</li> </ul>
Signed Workplace MoU or QCTO Affidavit	Checklist of resources/Training Inventory for the knowledge component	<ul style="list-style-type: none"> <li>• Assessment</li> </ul>
CV's, Qualifications & credentials of facilitators & subject matter experts	Checklist of resources/Training Inventory for the practical component	<ul style="list-style-type: none"> <li>• Certification</li> </ul>
Signed Employment Contracts or SLAs for each Facilitator	Equipment required for the Trade as per the NAMB checklist (Trade qualifications only)	<ul style="list-style-type: none"> <li>• Appeals</li> </ul>
MICT REQUIREMENTS: Surety/Public Liability Insurance, Assessor & Moderator registration and any other requirement as per legislation/municipal by-laws	Suitable classrooms for knowledge module	<ul style="list-style-type: none"> <li>• Occupational Health and Safety</li> </ul>
	Suitable classrooms for simulation through the practical module	<ul style="list-style-type: none"> <li>• COVID 19 Policy</li> </ul>
	Learner placement strategy for the workplace component	<ul style="list-style-type: none"> <li>• Refund Policy</li> </ul>
	Career pathway mapped outlining options for learner articulation	
	Learner support services, before, during, and after the training intervention	
	Learner Management Information System (LMIS) that will support Confidentiality	

# OCCUPATIONAL ACCREDITATION PROCESS



Submit application to QCTO: desktop compliance vetting conducted

List of compliant applications issued to MICT SETA

MICT SETA conducts site visits & report generated

Sitting of MICT accreditation committee for recommendation

Issuance of recommendation list to QCTO for internal processing

PLANNED TIMEFRAME – 90 DAYS

FINALISATION DEPENDANT ON DATE OF RECEIPT OF APPLICATIONS FROM QCTO, CONFIRMED DATE OF SITE VISIT BY SDP AND TURN-AROUND TIMES FOR GAP-CLOSURE

## Full & Part Qualifications:

[https://customervoice.microsoft.com/Pages/ResponsePage.aspx?id=WYKvGtx\\_dkOLCRj6eXre7cQfdpB9YCFAsVRDfPf78FpUOU9aRjE4OV01UlGwTFJJV1oxUkczVUhETS4u](https://customervoice.microsoft.com/Pages/ResponsePage.aspx?id=WYKvGtx_dkOLCRj6eXre7cQfdpB9YCFAsVRDfPf78FpUOU9aRjE4OV01UlGwTFJJV1oxUkczVUhETS4u)

## Skills Programmes

[https://customervoice.microsoft.com/Pages/ResponsePage.aspx?id=WYKvGtx\\_dkOLCRj6eXre7cQfdpB9YCFAsVRDfPf78FpUQkZNNec1U043SzlGWTE4UU5EQjhKQU03Ui4u](https://customervoice.microsoft.com/Pages/ResponsePage.aspx?id=WYKvGtx_dkOLCRj6eXre7cQfdpB9YCFAsVRDfPf78FpUQkZNNec1U043SzlGWTE4UU5EQjhKQU03Ui4u)

# WORKPLACE LEARNING AND APPROVAL



# WHAT IS WORKPLACE LEARNING

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- ❑ Workplace learning is gaining practical experience through tasks and activities in a real work environment.
- ❑ Workplace Learning contains three key components:
  - ❑ The alignment of classroom and workplace learning;
  - ❑ Application of academic, technical, and employability skills in a work setting; and,
  - ❑ Support from classroom or workplace mentors.

## BENEFITS OF WORKPLACE LEARNING

- ❑ Skill Development Learners apply theoretical knowledge in practical settings
- ❑ Work Readiness Learners gain familiarity with workplace culture
- ❑ Mentorship Support Learners receive guidance from experienced mentors or coaches
- ❑ Improved Employability Real-world experience makes learners more attractive to employers
- ❑ Industry Alignment Ensures training is relevant to current industry needs
- ❑ Confidence Building Learners develop confidence through real tasks and responsibilities



# WORKPLACE APPROVAL REQUIREMENTS

INSTITUTIONAL/LEGISLATIVE COMPLIANCE	PROGRAMME DELIVERY READINESS
<p>The site has the ability and resources to report to the MICT SETA and as required on learners' progress, administration and attendance.</p>	<p>Structured programme with clearly identified timeframes aligned to the relevant work experience components of the curriculum in standardised format.</p>
<p>The site is a juristic person registered and established in terms of any South African law/CIPC</p>	<p>Names, surnames and ID Numbers of persons who will be the workplace or site facilitators and mentors.</p>
<p>The site has proof of financial sustainability to deliver on the contractual arrangement with the learner in terms of the required workplace component. (AFS, Reviews Financial Statements).</p>	<p>Formal letters of appointment of workplace mentors and commitment from each mentor endorsed by the employer indicating the number of learners allocated to the mentor and duration of the mentoring process. Learner to mentor ratio of no more than 1: 3 for technical programmes and 1:5 for non-technical programmes. A learning log/logbook which can be in the traditional format or e-logged</p>
<p>The site must be compliant with the relevant legislation applicable to the specific occupation including but not limited to the Occupational Health and Safety Act.</p>	<p>Checklist of the prescribed tools and equipment and/or agreements with other approved sites with the prescribed tools equipment to cover the workplace components not addressed at the applicant workplace.</p>

# WORKPLACE APPROVAL PROCESS



Application received via ILMS. Desktop vetting of application & feedback on compliance status

Allocation of Compliant applications for site visit.

Site visit conducted & report generated. Gap closure within 21 workings days or the application will be closed & resubmission will be required

Report presented to the MICT Accreditation Committee with recommendation for approval

Workplace Approval letter issued

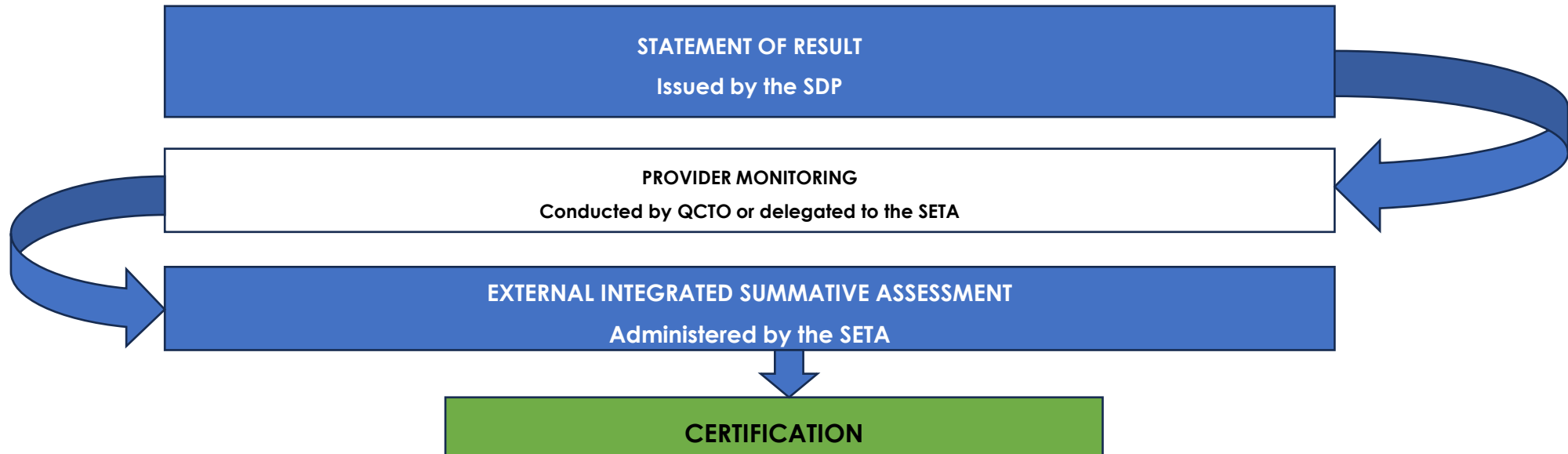
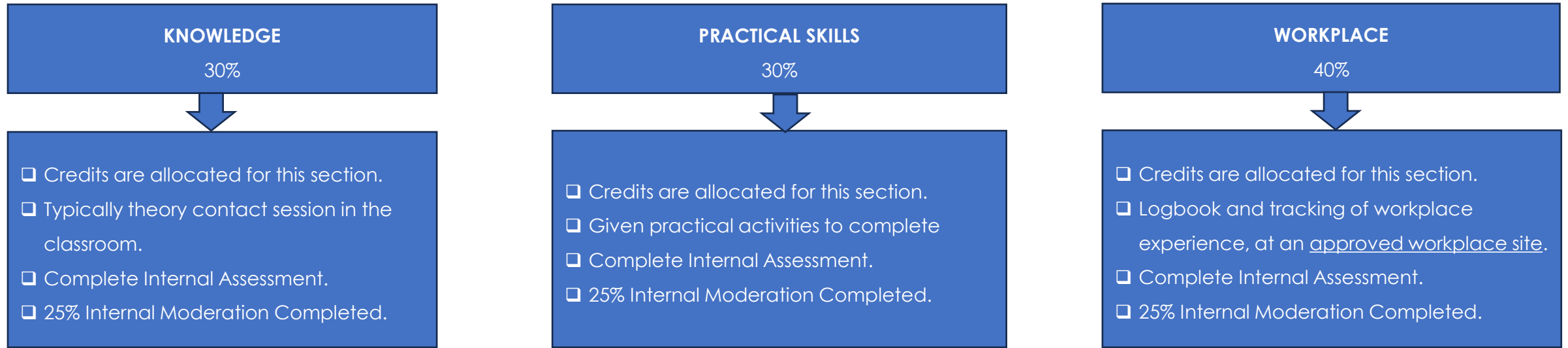
PLANNED TIMEFRAME – 90 DAYS

FINALISATION DEPENDANT ON DATE OF RECEIPT OF APPLICATIONS FROM QCTO, CONFIRMED DATE OF SITE VISIT BY SDP AND TURN-AROUND TIMES FOR GAP-CLOSURE

# IMPLEMENTING OCCUPATIONAL PROGRAMMES



# IMPLEMENTING OCCUPATIONAL PROGRAMMES



# WHY ARE ASSESSORS REQUIRED IN THE OCCUPATIONAL PROCESS

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- ❑ Assessors ensure that learners meet the required standards through fair and consistent evaluation. They uphold the principles of assessment:
  - ❑ **Integration** - To form part of a system of human resources development that provides for the establishment of a unifying approach to education and training.
  - ❑ **Relevance** - To be and remain responsive to national development needs.
  - ❑ **Credibility** - To have international and national value and acceptance.
  - ❑ **Coherence** - To work within a consistent framework of principles and certification.
  - ❑ **Flexibility** - To allow for multiple pathways to the same learning ends.
  - ❑ **Standards** - To be expressed in terms of a nationally agreed framework and internationally acceptable outcomes.
  - ❑ **Legitimacy** - To provide for the participation of all national stakeholders in the planning and co-ordination of standards and qualifications
  - ❑ **Access** - To provide ease of entry to appropriate levels of education and training for all prospective learners in a manner that facilitates progression.
  - ❑ **Articulation** - To allow learners, on successful completion of accredited prerequisites, to move between components of the delivery system.
  - ❑ **Progression** - To ensure that the framework of qualifications permits individuals to move through the levels of national qualifications via different appropriate combinations of the components of the delivery system.
  - ❑ **Portability** - To ensure that learners are able to transfer credits of qualifications from one learning institution and/or employer to another.
  - ❑ **Recognition of Prior Learning** - To, through assessment, give credit to learning which has already been acquired in different ways.
  - ❑ **Guidance of learners** - To provide for counselling of learners by specially trained individuals who meet nationally recognised standards of educators and trainers.

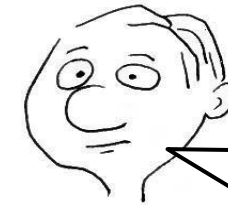
# WHY ARE MODERATORS REQUIRED IN THE OCCUPATIONAL PROCESS

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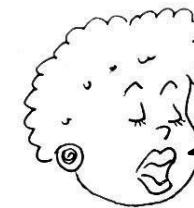
- ❑ Moderators ensure an essential part of ensuring integrity in assessment task: learner competence and endorsement of sound implementation process which will be verified by the QCTO at provider monitoring level.

They assess:

- ❑ Moderates and ensures quality of the assessments done by the assessor to ensure that they are fair, valid, reliable and practicable.
- ❑ Ensure that the assessor complies with the assessment procedure as stated in the assessment guide.
- ❑ Ensures that assessment meets the principles of good assessment.
- ❑ An appeals procedure for dissatisfied learners is provided and the feedback and results can be documented.
- ❑ The required performance of the assessors can be monitored and evaluated regularly.
- ❑ Prepares the Moderation by reviewing the Moderation strategy.
- ❑ Establish a system which will standardise the implementation of assessment in the organisation.
  - ❑ Verify the design of assessment methods and tools
  - ❑ Verify, through a process of sampling if assessments were conducted fairly, whether results are valid and reliable and if a need to re-design assessments is required.

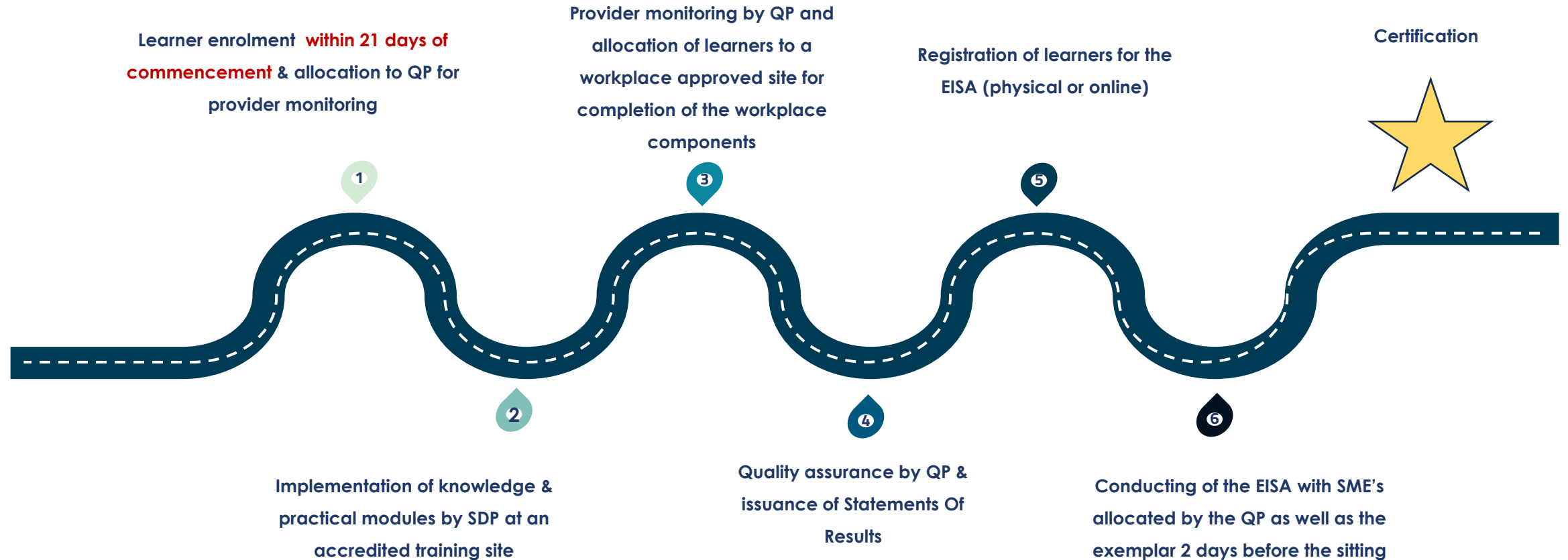


What does it boil down to when we conduct moderation at the provider level?



It ensures that the NQF as a whole, is a credible system in providing qualifications and standards to learners.

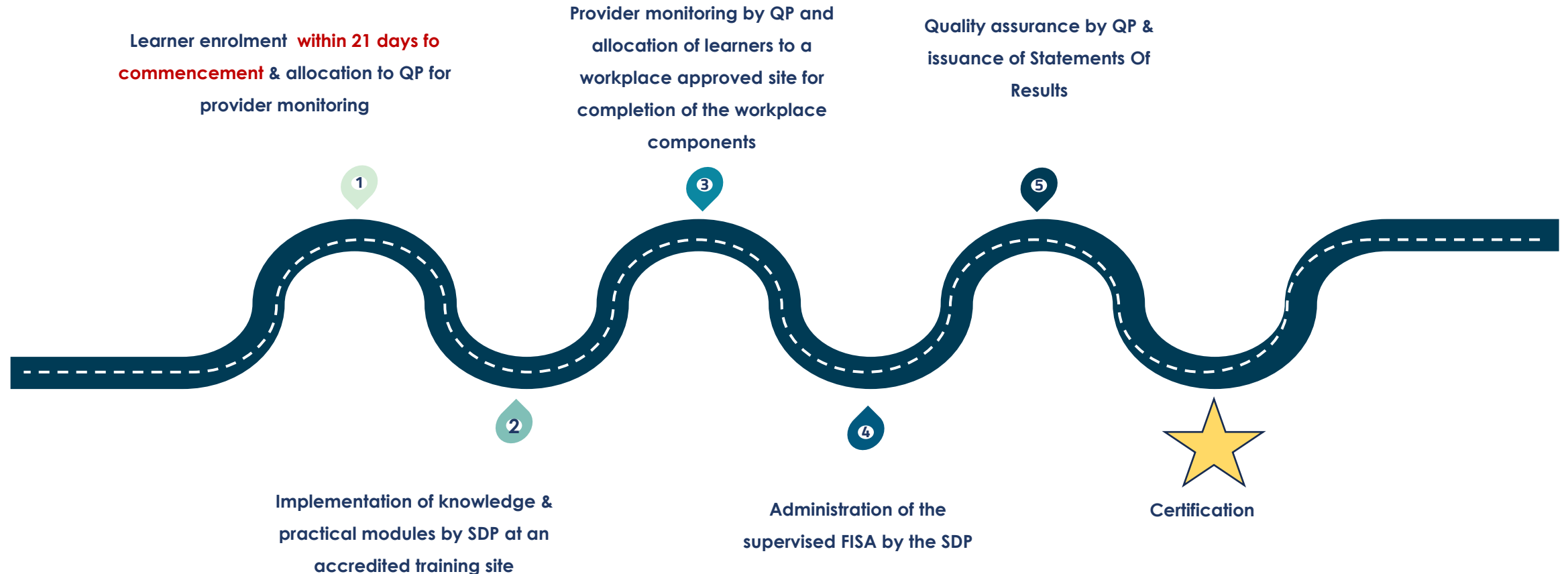
# OCCUPATIONAL QUALIFICATIONS, PART QUALIFICATIONS AND EISA IMPLEMENTATION



TIMEFRAME: DEPENDANT ON THE CREDITS OF THE QUALIFICATION & PART QUALIFICATION AND NUMBER OF ASSESSMENT OPPORTUNITIES

[https://www.qcto.org.za/assets/qcto\\_the-road-to-success.pdf](https://www.qcto.org.za/assets/qcto_the-road-to-success.pdf)

# OCCUPATIONAL SKILLS PROGRAMMES AND FISA IMPLEMENTATION



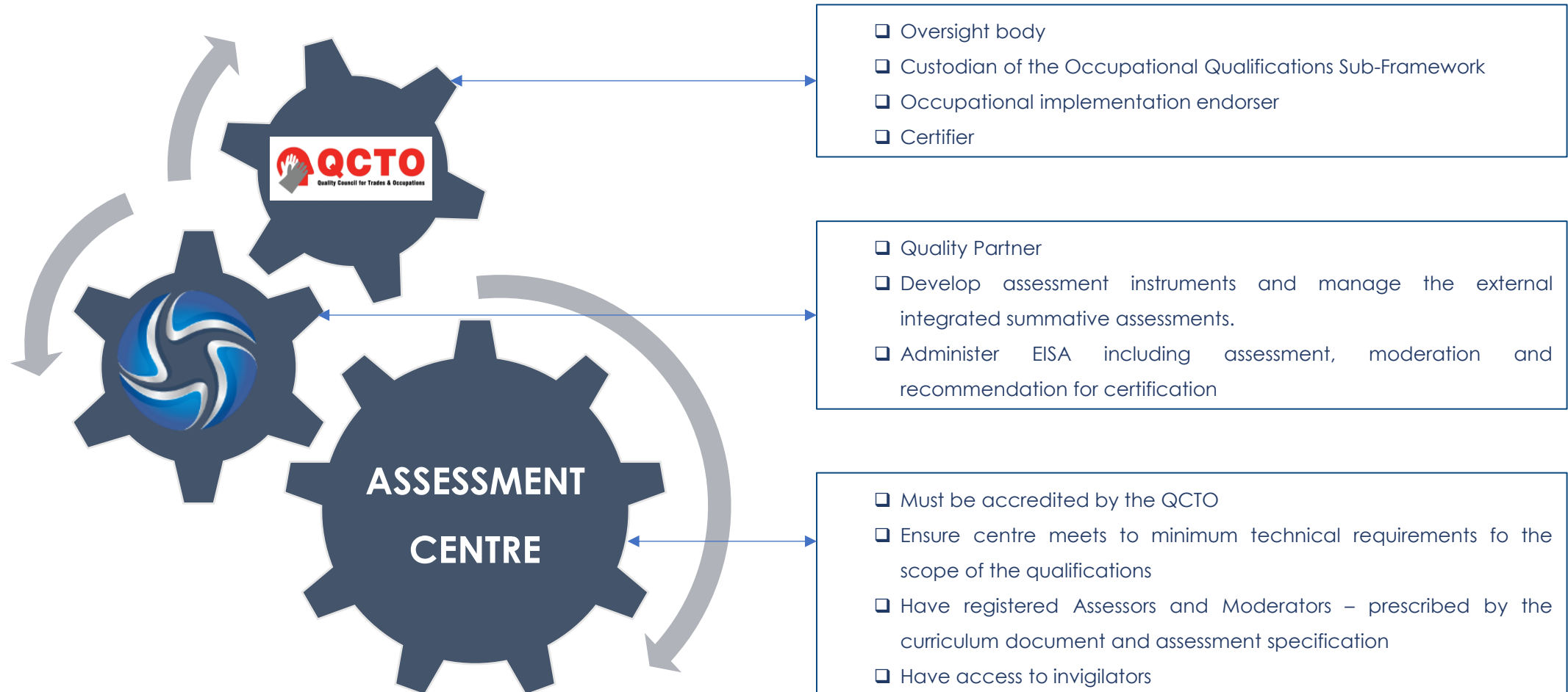
TIMEFRAME: DEPENDANT ON THE CREDITS OF THE SKILLS PROGRAMME AND NUMBER OF ASSESSMENT OPPORTUNITIES

[https://www.qcto.org.za/assets/qcto\\_the-road-to-success.pdf](https://www.qcto.org.za/assets/qcto_the-road-to-success.pdf)

# EXTERNAL INTEGRATED SUMMATIVE ASSESSMENT



# ROLES AND RESPONSIBILITIES OF ROLE-PLAYERS IN THE EXTERNAL INTEGRATED SUMMATIVE ASSESSMENT CENTRE PROCESS



# UNPACKING THE EISA

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- ❑ Acronym for External Integrated Summative Assessment and leads to an Occupational Qualification Certificate.
- ❑ Provides the Single national assessment conducted by applying standardized assessment instruments developed and administered by the Quality Partner (QP).
- ❑ For learners to qualify for the EISA, they must complete all **THREE components: Theory/knowledge, Practical and Workplace.**
- ❑ The SDP issues the Statement of Results (SOR) as a proof that the learner met all EISA requirements and can sit for the EISA.
- ❑ Planned EISA dates published on the QCTO website: [www.wcto.org.za](http://www.wcto.org.za)
- ❑ Closing dates for registration of learners are specified, learners must be registered 3 months prior to the EISA date. **No late registrations allowed.**
- ❑ The QCTO must conduct provider monitoring
- ❑ writes the EISA only if the QA team approves the readiness of the SDP to conduct the EISA.

<https://www.qcto.org.za/assets/quick-guide---implementation-of-occupational-qualifications.pdf>

# UNPACKING THE EISA

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## THE SDP'S RESPONSIBILITY

- ❑ To register learners for the EISA, learners must be found competent in all three modules.
- ❑ The standardized Statement of Results (SORs) template is provided to all QCTO accredited Skills Development Provider (SDP) by the QCTO.
- ❑ The SDP must Complete the LEISA file for the learners that are ready to write the EISA.
- ❑ The SORs and the LEISA File are submitted to the QCTO to confirm the readiness of the learners to write the EISA.
- ❑ This is emailed to [EISAReadiness@qcto.org.za](mailto:EISAReadiness@qcto.org.za)
- ❑ SORs submitted by SDPs are sampled to verify the supporting documents for quality assurance.
- ❑ Practical EISA with the **Assessor/s and Moderator/s** or Simulation
- ❑ Written EISA: Invigilators, Markers and Moderators
- ❑ The Assessment Centres must have the necessary equipment to accommodate the EISA specifications.

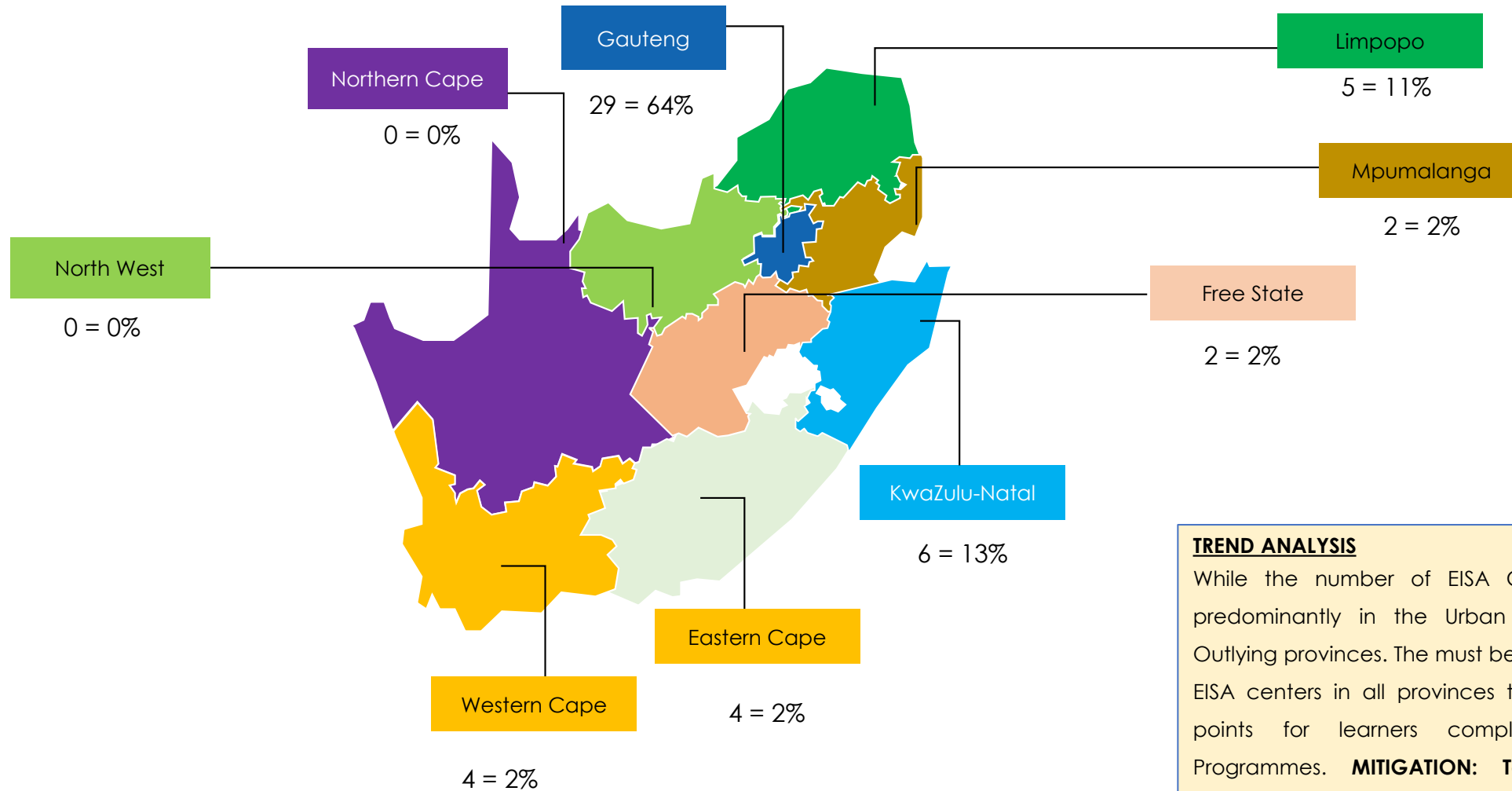
# EISA ACCREDITATION REQUIREMENTS

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INSTITUTIONAL/LEGISLATIVE COMPLIANCE	PROGRAMME DELIVERY READINESS
The site is a juristic person registered and established in terms of any South African law/CIPC	Have a suitable and compliant MIS in accordance with QCTO specifications;
Have a valid tax clearance certificate issued by the South African Revenue Service if applicable	Be safe, secure and accessible to candidates
Registered Assessors and Moderators	Have appropriately qualified human resources as specified by the AQP
	Make provision for any other requirements specified for the relevant trade, occupational qualification or part qualification.

[https://customervice.microsoft.com/Pages/ResponsePage.aspx?id=WYKvGtx\\_dkOLCRj6eXre7cQfdpB9YCFAsVRDtPf78FpUQ1daRTNPWUZRUDBCNO5NIBXUVVYMUtBVy4u](https://customervice.microsoft.com/Pages/ResponsePage.aspx?id=WYKvGtx_dkOLCRj6eXre7cQfdpB9YCFAsVRDtPf78FpUQ1daRTNPWUZRUDBCNO5NIBXUVVYMUtBVy4u)

# ASSESSMENT CENTRES ACCREDITED AS AT AUGUST 2025



## **TREND ANALYSIS**

While the number of EISA Centres has increased, it is predominantly in the Urban and Per-Urban Centres of Outlying provinces. There must be an increase in the number of EISA centers in all provinces to ensure that there are exit points for learners completing MICT Occupational Programmes. **MITIGATION: Targeted Capacity Building sessions with accredited SDP's to assist them with the process of becoming Assessment Centers.**

# LEARNER ENROLMENT – KWAZULU NATAL

QUALIFICATION	NO. OF ENROLLED LEARNERS	PROVINCE	TRAINING START DATE	EXPECTED END DATE OF TRAINING
Occupational Certificate: Computer Technician	3	KwaZulu Natal	2/1/2025	1/31/2027
Occupational Certificate: Cloud Administrator	1	KwaZulu Natal	2/24/2025	12/31/2025
Occupational Certificate: Software Developer	2	KwaZulu Natal	2/24/2025	6/30/2026
Occupational Certificate: Cybersecurity Analyst	9	KwaZulu Natal	2/24/2025	6/30/2026
Occupational Certificate: Design Thinking Innovation Lead	21	KwaZulu Natal	1/31/2025	12/11/2025

## **REMINDER**

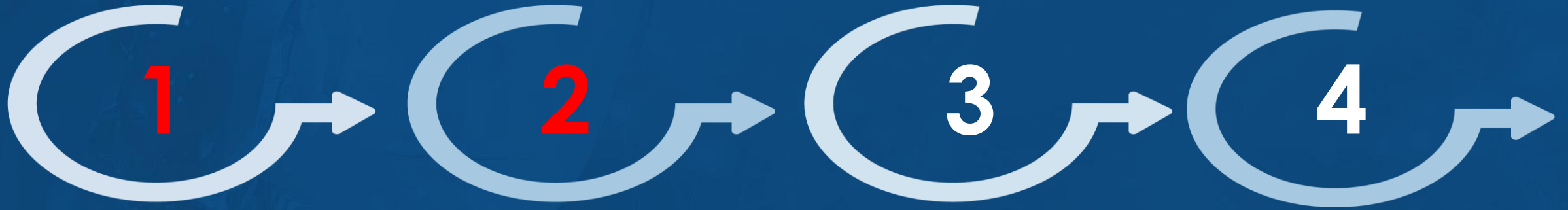
1. Learners must be deemed competent on the knowledge, practical and workplace components. Learners must be issued with statements of results.
2. QCTO must have conducted the provider monitoring visit.
3. Learners must be registered for the EISA no later than 3 months prior to the sitting of the EISA.

# EISA CALENDAR

OCCUPATIONAL QUALIFICATIONS	SAQA ID	NQF LEVEL	CREDITS	EISA REGISTRATION CLOSING DATE	EISA DATE
Occupational Certificate: Artificial Intelligence Software Developer	11872	5	209	20 December 2025 18 March 2026 17 June 2026 10 September 2025	19 March 2026 - 20 March 2026 18 June 2026 - 19 June 2026 16 September 2025 - 17 September 2025 09 December 2026 - 10 December 2026
Occupational Certificate: Cybersecurity Analyst	118986	5	173		
Occupational Certificate: Software Tester	119438	5	70		
Occupational Certificate: Computer Technician	101408	5	282		
Occupational Certificate: Robotic Processing Automation (RPA) Developer	119242	5	185		
Occupational Certificate: Internet-of-Things Developer	119262	4	141		

REGIONS WHERE THERE IS LEARNER ENROLMENT AND EISA REGISTRATION

# EISA ACCREDITATION APPLICATION PROCESS



Online Application with QCTO

Submission of documents to QCTO & desktop evaluation

Allocation to MICT & site visit and generation of report.

Presentation of report to MICT accreditation committee & submission to QCTO for further processing

PLANNED TIMEFRAME – 40 DAYS

FINALISATION DEPENDANT ON COMPLETENESS OF APPLICATION AND TURN-AROUND TIMES FOR GAP-CLOSURE

# RECOGNITION OF PRIOR LEARNING

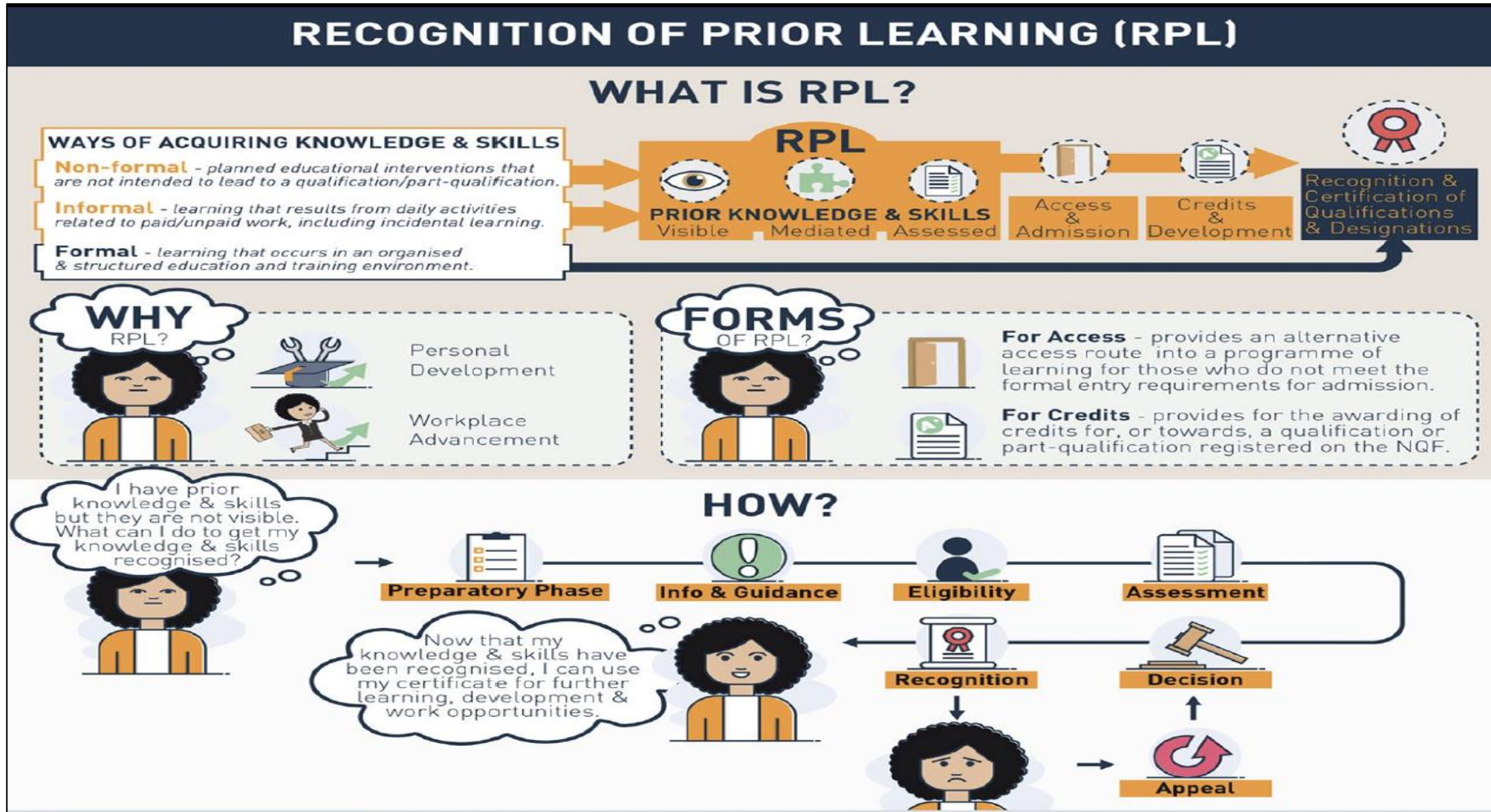


# RECOGNITION OF PRIOR LEARNING

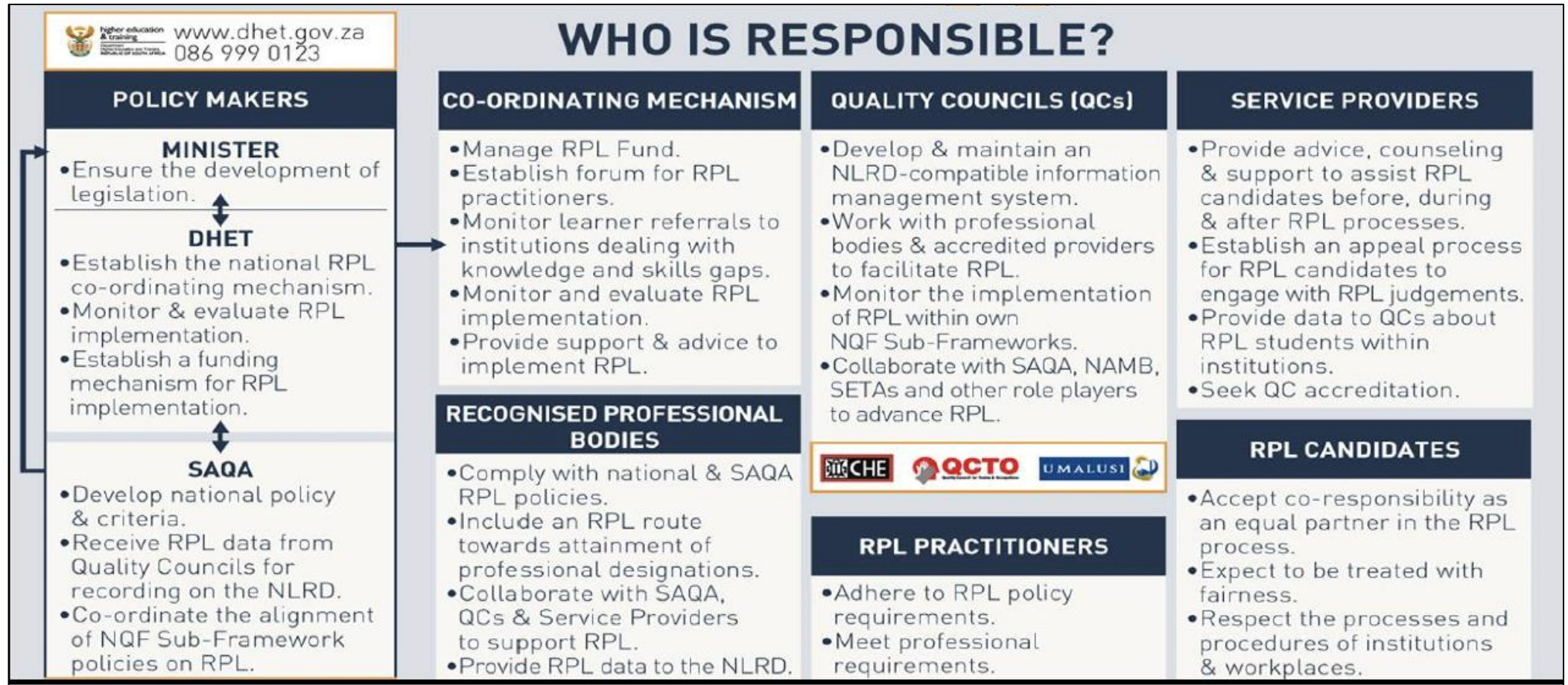
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- ❑ Recognition of Prior Learning (RPL) is governed by the QCTO's RPL policy: <https://www.qcto.org.za/publications%2c-policies%2c-guidelines---forms.html>
- ❑ The QCTO and Quality Partner must be notified of the planned implementation of RPL prior to the programme commencement.
- ❑ RPL can only be implemented using the **RPL Toolkit which is developed per qualification. This is available from the MICT SETA.**
- ❑ RPL for access or credits remains part of the QCTO's approach and is supported and encouraged.
- ❑ The outcome of the RPL must prove that the learners are ready to write the EISA by completing internal assessments and the SDP must issue a Statement of Results for the learners.
- ❑ ARPL/ RPL Learners need to write the EISA to be issued the certificate.

# RECOGNITION OF PRIOR LEARNING: PROCESS & REQUIREMENTS



# RECOGNITION OF PRIOR LEARNING: PROCESS & REQUIREMENTS



# RECOGNITION OF PRIOR LEARNING PROCESS



Candidate sources an Accredited SDP and applies for the process of RPL

Candidate provides the required documents as a precursor to gain access into RPL

An assessment is conducted by the SDP & learner is enrolled onto the programme

RPL Toolkit outcomes completed along with assessment & QA for issuance of SORs

EISA is completed & learner achieves against the outcomes. Certificate is issued

PLANNED TIMEFRAME – 90 DAYS

FINALISATION DEPENDANT ON DATE OF RECEIPT OF APPLICATIONS FROM QCTO, CONFIRMED DATE OF SITE VISIT BY SDP AND TURN-AROUND TIMES FOR GAP-CLOSURE

# CAPACITATION SCHEDULE & QCTO EVALUATION COMMITTEE DATES

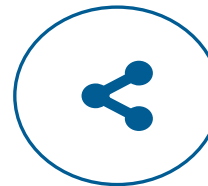
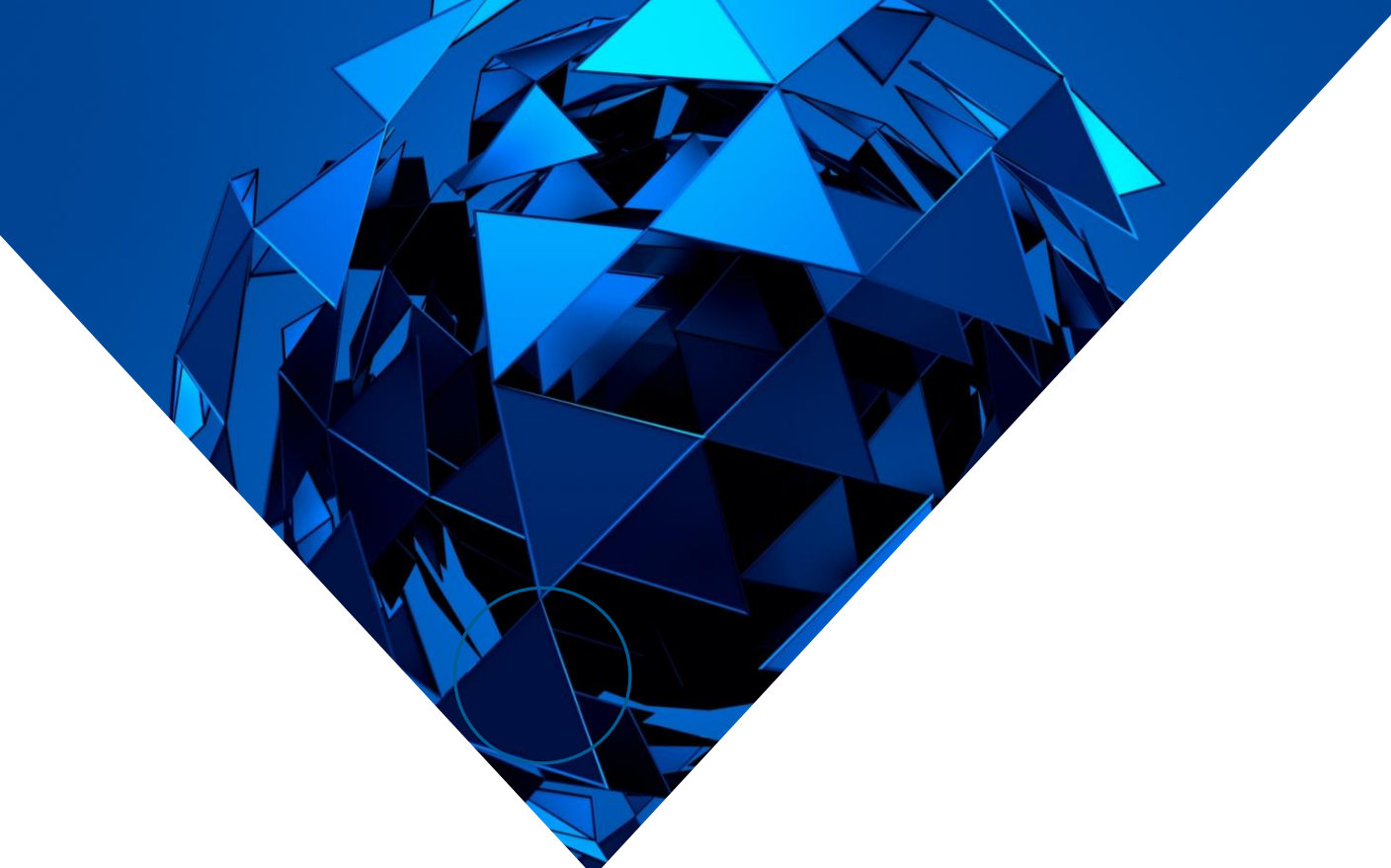


# STAKEHOLDER ENGAGEMENT PLAN

PROPOSED DATE	TRAINING
26-Sep-25	Integrating work - based learning into programme delivery
	Facilitator Training - integrating technology into the curriculum
	LMS Training
30-Oct-25	E - Learning
	Assessment practices (Internal and EISA)
	LMS Training
20-Nov-25	Compliance
	LMS Training

# QCTO ACCREDITATION COMMITTEE DATES

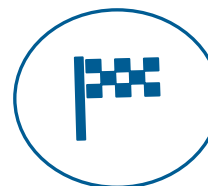
SUBMISSION BY QUALITY PARTNERS	QCTO ACCREDITATION COMMITTEE
15 January 2025	31 January 2025
15 February 2025	28 February 2025
28 February 2025	14 March 2025
15 April 2025	29 April 2025
15 May 2025	30 May 2025
15 June 2025	27 June 2025
15 July 2025	25 July 2025
15 August 2025	29 August 2025
30 August 2025	19 September 2025
15 October 2025	30 October 2025
30 October 2025	21 November 2025



## CONTACT

SENIOR MANAGER: ETQA

[Natalie.nelson@mict.org.za](mailto:Natalie.nelson@mict.org.za)



## CONTACT

ETQA MANAGER

[Lesha.Singh@mict.org.za](mailto:Lesha.Singh@mict.org.za)



## CONTACT

Accreditation: [Becky.Nkuna@mict.org.za](mailto:Becky.Nkuna@mict.org.za) &

[angeline.talakgale@mict.org.za](mailto:angeline.talakgale@mict.org.za)

Enrolment & Certification: [ronnie.neluvhola@mict.org.za](mailto:ronnie.neluvhola@mict.org.za)

Verification: [Bafana.mosoma@mict.org.za](mailto:Bafana.mosoma@mict.org.za)

ETD Practitioners: [suzan.ramphore@mict.org.za](mailto:suzan.ramphore@mict.org.za) &

[Angela.Ngobe@mict.org.za](mailto:Angela.Ngobe@mict.org.za)

Qualifications realignment: [gugulethu.jiyane@mict.org.za](mailto:gugulethu.jiyane@mict.org.za)



## CONTENT

All content available on the website [www.mict.org.za](http://www.mict.org.za) under the quality Assurance Tab.

# 4IR DIVISION

*Presentation by: Ms Gugu Sema*



**MICTSETA**

Media, Information And  
Communication Technologies  
Sector Education And Training Authority

SHAPING SKILLS, PIONEERING INDUSTRIES, EMPOWERING FUTURES



# Presentation Outline

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1. *4IR Advisory Committees*
2. *IDSS*
3. *4IR Qualifications developed and Under development*
4. *4IR Research Chairs*
5. *4IR Learning Programmes*
6. *4IR Skills Competitions/Hackathons*



# MICT SETA NDFSS IMPLEMENTATION ROADMAP

**2019**

- 1
- Genesis of 4IR in SA
  - Launch of the MICT SETA 4IR Advisory Committees
  - Establishment of MICT SETA 4IR Division

**2020**

- 2
- Development of MICT SETA Integrated Digital Skills Strategy (IDSS)
  - Establishment of Key Strategic Partnerships
  - Development of 4IR Occupational Qualifications
  - Establishment of 4IR Research Chairs

**2022-23**

- Implementation of 4IR Learning Programmes

**2024 - ∞**

- Development of 4IR Learning Material

# 4IR Advisory Committees

# Ministerial Launch of the MICT SETA Advisory Committees

Launch of  
the MICT  
4IR  
Advisory  
Committee



# *Establishment of Advisory Committees*

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- To provide input and guidance on the major technological shifts, innovation and workforce strategies that will impact skills planning and implementation.

- ***Four Workstreams***

1. Education
2. Labour
3. Research
4. Policy

# Roles of Advisory Committees

- Advise on strategies to enhance MICT subsector's global competitiveness;
- Advise on a research programme to advance 4IR;
- Advise on the skills development and future of work;
- Make recommendations on enabling relevant infrastructure for South Africa to participate in the digital economy



***Integrated  
Digital Skills  
Strategy  
(IDSS)***

# *Integrated Digital Skills Strategy (IDSS)*

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## *Vision*

A sector that benefit from enhanced digital skills realigned workforce, redesigned ecosystem and research.

## *Mission*

To realign the labour workforce with 4IR skills demands to focus on industry specific research agenda in support of the redesigned education ecosystem, digital skills interventions and innovation

# 4IR Qualifications Development



MICTSETA

## 4IR QUALIFICATIONS DEVELOPED IN 2020/21



Occupational Qualifications Developed	Occupational Code	Occupational Title	NQF
1. Artificial Intelligence	251201	AI Developer	5
2. Cyber Security	252901	Cyber Security Analyst	5
3. Cloud computing	252301	Cloud Administrator	4
4. Design thinking	242102	DT Lead	4
5. Design thinking Practitioner	251102	DS Practitioner	5
6. Data science	251102	DS Practitioner	5
7. Internet of Things	251201	IOT Developer	4
8. Systems development	251201	Software Developer	5
9. Robotic Processing Automation	251201	RPA Developer	5
10. Quality Engineering Automation	251901	Quality Test Automator	5
11. eWaste	311906	eWaste Operation	4



## 4IR QUALIFICATIONS DEVELOPED IN 2021/22



Occupational Qualifications Developed	Occupational Code	Occupational Title	NQF
12. Mobile Computing Technician Devices	672205	Mobile Computing Technician Devices	4
13. Laptop Repairer	672205	Mobile Computing Technician Laptop Repairer	4
14. Wearables	672205	Mobile Computing Technician Wearables	4
15. Accessories	672205	Mobile Computing Technician Accessories	4
16. Peripherals Repairer	672205	Mobile Computing Technician Peripheral	4
17. Drone Technician	311401	Drone Technician	4
18. Remote Piloting Aircraft (RPAS)	733211	Remotely Piloted Aircraft Systems Pilot	4
19. Remote Piloting Aircraft (RPAS) Technician	311401	(RPAS) Technician	4





## 4IR QUALIFICATIONS DEVELOPED IN 2021/22

Occupational Qualifications Developed	Occupational Code	Occupational Title	NQF
20. Blockchain	251201-000-00-00	Advanced Occupational Certificate: Blockchain Developer	6
21. 3D Printing	713201-000-00-00	Advanced Occupational Certificate: 3D Printing Technical Administrator	6
23. Extended Reality (AR & VR)	251301-000-00-00	Advanced Occupational Certificate: Extended Reality Developer (XR)	6
24. Optical Fibre Network	672202-001-00-00	Higher Occupational Certificate: Fibre Optic Technician	5





## 4IR SKILLS PROGRAMMES DEVELOPED IN 2021/22

Skills Programme Descriptor	NQF Level	Credits
25. Fifth Generation (5G)	4	16
26. Technopreneur	4	60
27. Java Programmer 4 53	4	53
28. Cybersecurity Defender	4	60
29. Python Programmer	4	60
30. HTML Programmer	4	60
31. Java Programmer	4	60
32. Java script Programmer	4	60
33. C++ Programmer	4	60



# 4IR FULL OCCUPATIONAL QUALIFICATIONS DEVELOPED IN 2023/24



	NQF Level	Credits
34. PCB fabrication	4	169
35. Digital and Analog Electronics	4	137
36. Smart Grids Communication	5	120
37. Substation Automation	5	120
38. Embedded Systems Developer	5	183
39. Quantum Computing	6	170
40. Data science engineering	5	165
41. Encryption	5	160
42. Automotive Ethernet	5	125



## 4IR SKILLS PROGRAMMES DEVELOPED IN 2023/24

Skills Programme Descriptor	NQF Level	Credits
43. Scrum	5	36
44. Agile	5	33
45. UI/UX	5	43
46. Reactive Native	5	40
47. Go Groovy	5	59
48. Ruby	5	59
49. Digital Terrestrial TV Decoder Installer	5	42
50. Digital Literacy Trainer	5	39
51. Information Technology Trainer	4	46



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# *New 4IR Qualifications to be developed in 2025*

## New 4IR Skills Programmes to be development 2025/2026

- No Code Developer Skills Programme
- Basic Digital literacy
- Colour Grading Professional (5IR)
- Ethics & Privacy



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# Qualification Development

- The Division has submitted the following qualification applications to the QCTO:

No.	Occupational Qualification	No.	Occupational Qualification
1.	Telecom Tower Technician	6.	Hand Soldering Technician Telecom Board
2.	Telecom Technician IOT Devices	7.	Infrastructure Telecom Technician 5G Networks
3.	Telecom E-waste Handler	8.	5G Systems Integrator
4.	Telecom Embedded Hardware Developer	9.	Drone Data Processor
5.	In-Building Wireless Solution (IBS) Telecom Technician	10.	Drome Monitoring and Maintenance

# *4IR Learning Materials*

# 4IR Learning Materials

- 4IR Division has completed the development 4IR learning materials and mock exams for the following qualifications:

	Name of Qualifications
1.	Cloud Administrator
2.	Cyber security analyst
3.	Artificial Intelligence Software Developer

# Learning Material Development

- The Division has completed the learning materials for the following qualifications:

No.	Occupational Qualification	No.	Occupational Qualification
1	Artificial Intelligence	2	Cyber Security
3	Cloud Administrator	4	Design thinking practitioner
5	Design thinking Innovation Lead	6	Quality Test Automator
7	Data Science Practitioner	8	Remotely Pilot Aircraft Systems: Technician
9	Internet of Things	10	Robotic Processing Automation (RPA)
11	E-waste Practitioner	12	Software Developer

- The development of EISA's for the above qualifications is underway on final stage. Data Science Practitioner has been completed.

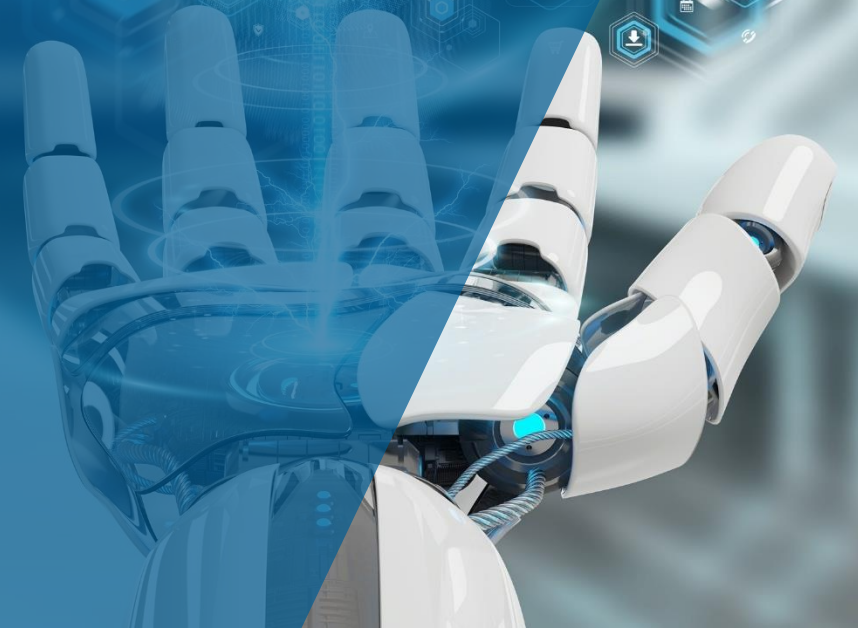
# 4IR Research Chairs



# Establishment of Research Chairs

NSDP objective:

- ❖ Produce more than 100 doctoral graduates per year
- ❖ Expand science, technology and innovation outputs by increasing research and development spending
- ❖ MICT established Research Chairs under 4IR
- ❖ Adopted a different approach from traditional approach
- ❖ Fund Masters and PhD Students



# 4IR Research Chair Pillars

---

1

- Research

2

- Innovation

3

- Capacity Building



# Established 4IR Research Chairs and Number of Students Funded to Date



**Tshwane University  
of Technology**

*We empower people*

**233**



**VAAL UNIVERSITY  
OF TECHNOLOGY**

*Inspiring thought. Shaping talent.*

**53**



**48**



**Cape Peninsula  
University of Technology**

**42**



**MICTSETA**

Media, Information And  
Communication Technologies  
Sector Education And Training Authority

# Established 4IR Research Chairs and Number of Students Funded to Date



UNIVERSITY  
OF  
JOHANNESBURG

30



UNIVERSITY OF LIMPOPO

24



UNIVERSITY OF  
KWAZULU-NATAL<sup>TM</sup>  
INYUVESI  
YAKWAZULU-NATALI

30



University of Fort Hare  
*Together in Excellence*

12



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# Established 4IR Research Chairs and Number of Students Funded to Date



15



60



Stellenbosch

UNIVERSITY  
IYUNIVESITHI  
UNIVERSITEIT

26



25



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# Newly Onboarded Research Chairs

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University of Venda  
*Creating Future Leaders*

NELSON MANDELA  
UNIVERSITY

**Gordon Institute  
of Business Science**  
University of Pretoria

## Established 4IR Research Chairs and Number of Students Funded to Date

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UNIVERSITY *of the*  
WESTERN CAPE

29



10

**Total Number of  
Beneficiaries: 755**

# 4IR Research Chair Projects

- ICT Projects adopted by the 4IR Research Chairs:

	<b>Name of University</b>	<b>ICT Project</b>	<b>Status</b>
1.	Tshwane University of Technology	Learner Management System (LMS)	In-progress Some modules are in use
2.	University of Limpopo	DHET College & SETA Times website	Concluded
3.	University of Johannesburg	MICT Intranet	In-progress
4.	Durban University of Technology	Knowledge and Information Management Plan	In- progress
5.	Cape Peninsula University of Technology	Cybersecurity Plan and MICT SETA enterprise architecture and ICT master plan	In- progress

# 4IR Research Chair Projects

- ICT Projects adopted by the 4IR Research Chairs:

	<b>Name of University</b>	<b>ICT Project</b>	<b>Status</b>
6.	Tshwane University of Technology	Career Hub	Concluded
7.	Vaal University of Technology	e-Recruitment Solution	Concluded
8.	Tshwane University of Technology	e-Learning Platform	Concluded
9.	University of Kwa-Zulu Natal	Management Information System (MIS/DSS)	To be re-allocated
10.	Northwest University	GIS	To be re-allocated

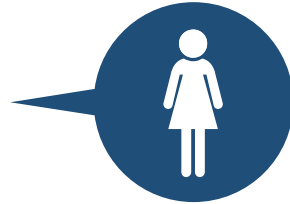


# *4IR Learning Programmes*

# Reach and Impact

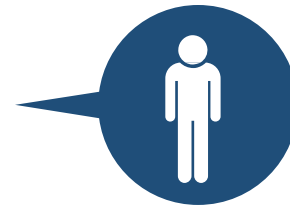
**Females - 46%**

Rural & Townships  
Total Number: 483



**Male - 54%**

Rural & Townships  
Total Number: 566



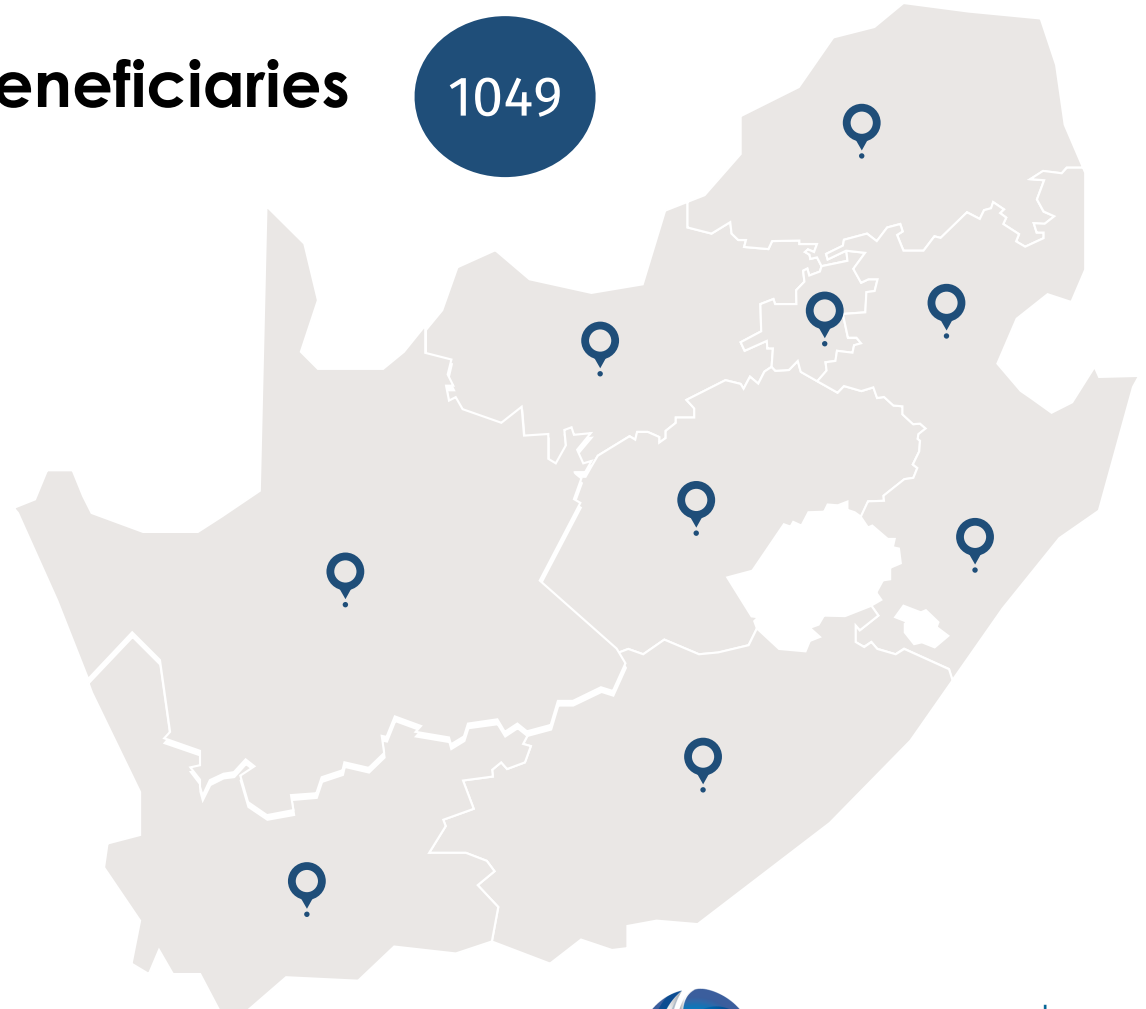
**Disabilities - 5%**

Rural & Townships  
Total Number: 53



**Beneficiaries**

1049



**MICTSETA** | Media, Information And  
Communication Technologies  
Sector Education And Training Authority

SHAPING SKILLS, PIONEERING INDUSTRIES, EMPOWERING FUTURES

# Success Stories

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## Output/Results:

- Reduction of Unemployment: 130 jobs have been created from the above programmes.
- Startups and SMMEs: 47 Companies have been registered specializing in various 4IR general purpose technologies (Optic Fibre, 5G and Cloud Computing, Artificial Intelligence, Software Development, Internet of Things etc.)
- Cooperatives promoting self-employment: 18 Registered Digital Cooperatives (3D Printing, 5G & Cloud computing, Optic Fibre, IoT, Software Development; Cell phone and Laptop repairs)
- 5 Digital Incubation programmes (3 Artificial Intelligence; 2 Optic Fibre, Cell phone and Mobile Device Repairs)

# 4IR Graduations

- On the 23<sup>rd</sup> of May 2025, the MICT SETA, in collaboration with Orbit TVET College and Trailblazer held graduations for the second cohort of the Mobile Device Repairs programme. Repair Toolkits were handed over to the graduates to support their Mobile device repairs businesses.



# 4IR Graduations

- On the 22<sup>nd</sup> of May 2025, the MICT SETA, in collaboration with Forge Academy held graduations for students who completed programmes in AWS Cloud Computing and Business Analysis. The occasion was graced by the CEO, Mr Matome Madibana.



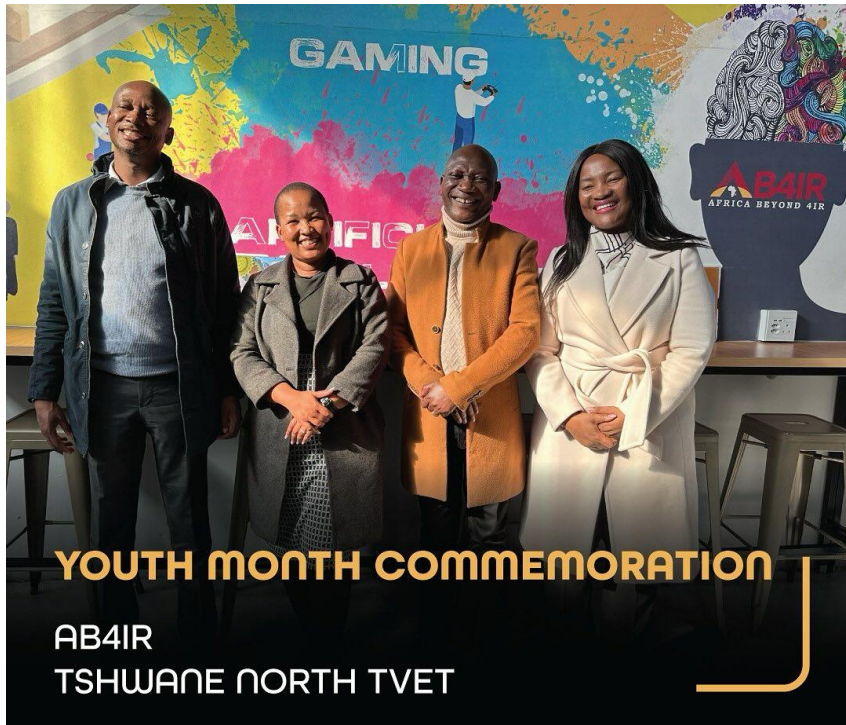
# Engagements

- On 24<sup>th</sup> June 2025, The CEO along with Senior Manager: 4IR visited one of the 4IR learning programmes implemented at Tshwane North TVET, by one of our Strategic Partners – Greycode. Students showcased some of the IoT innovations developed during the programme.



# Engagements

- As part of the Youth Month Commemoration, The 4IR Division along with the CEO visited AB4IR offices and training centre to witness some of 4IR innovations and work done by the digital Hub.





**4IR**  
***Hackathons***

# ***MICT SETA 4IR Hackathons & National Skills Competitions***

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- In fostering an innovation culture and digital entrepreneurship in South Africa, the MICT SETA hosts hackathons in collaboration with various industry stakeholders to allow young people to create innovative solutions that will address various government, business and societal challenges.
- Hackathons allow young developers and digital practitioners to innovate and create digital solutions that help governments, businesses, and communities address some of their challenges.
- MICT SETA has hosted hackathons with the its strategic partners.

# 4IR Learning Programmes

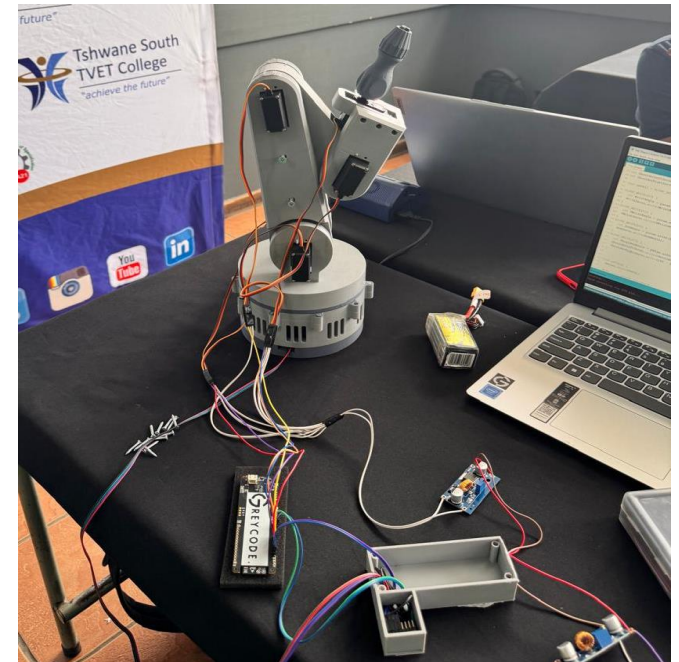
## Internet of Things Short Programme



Smart House



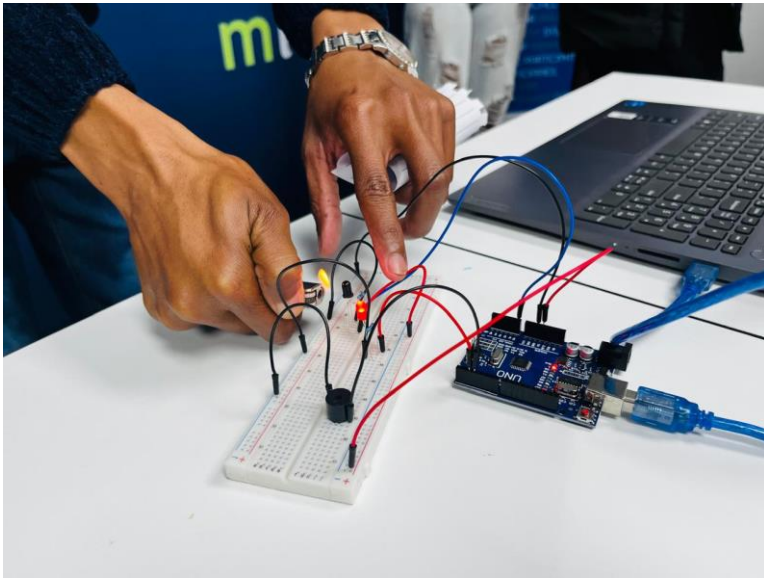
Smart Planter



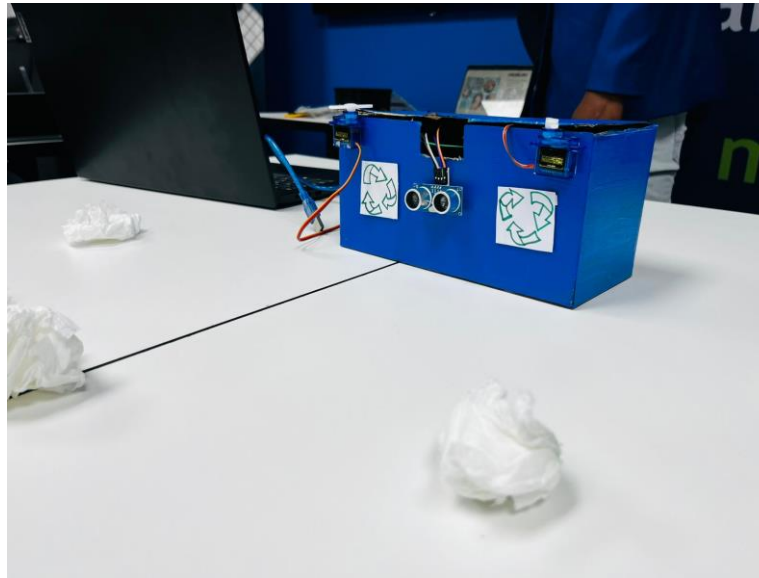
Robotic Arm

# 4IR Hackathons

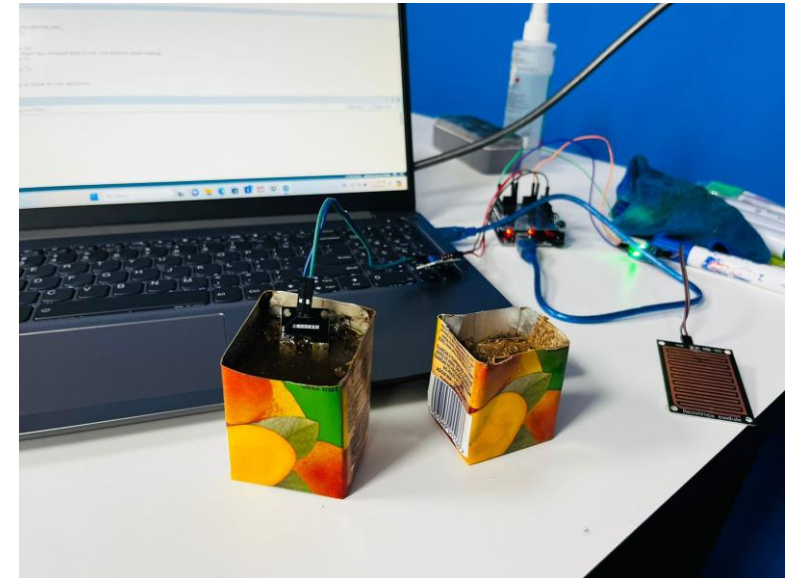
## IoT Hackathon, Uptington, Northern Cape



IoT fire and Smoke Detector



Smart remote-sensing recycling Bin



Rain and Soil Detector

# 4IR Hackathons

## 3D Printing Hackathon, Botshabelo, Free State



Smart Agricultural Water  
Pump



Smart Oil Extractor



Smart House



***MICT SETA  
NATIONANAL SKILLS  
COMPETITION***

# ***MICT SETA 4IR Hackathons & National Skills Competitions***

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- In the 2025/2026 financial year, the MICT SETA will expand on its hackathon initiative by hosting MICT SETA National Skills Competitions across the country to foster digital innovations.

# *Thank You*

*THE END*



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