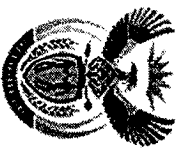


**higher education
& training**
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

**DEPARTMENT OF HIGHER EDUCATION AND TRAINING
SERVICE DELIVERY IMPROVEMENT PLAN (SDIP)**

ANNEXURE A

2013/14



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

SERVICE DELIVERY IMPROVEMENT PLAN (SDIP) FOR THE DEPARTMENT OF HIGHER EDUCATION AND TRAINING (DHET) FOR THE PERIOD 1 APRIL 2013 TO 31 MARCH 2014

Vision: Our vision is of a South Africa in which we have a differentiated and fully inclusive post-school system that allows all South Africans to access and succeed in relevant post-school education and training in order to fulfil the economic and social goals of participation in an inclusive economy and society.

Mission: It is the mission of the Department of Higher Education and Training (DHET) to develop capable, well-educated and skilled citizens who are compete in a sustainable, diversified and knowledge – intensive international economy , which meet the developmental goals of our country. The Department will undertake this mission by reducing the skills bottlenecks, especially in priority and scarce skills areas; improving low participation rates in the post-school system; correcting distortions in the shape, size and distribution of access to post-school education and training; and improving the quality and efficiency in the system, its sub-systems and its institutions.

Value statement

The DHET is committed to:

- Distinction and excellence in all our work efforts to develop a skilled and capable workforce for the country;
- Honesty, perseverance and commitment in providing differentiated education and training opportunities for all the people of South Africa;
- Efficiency of work habits and proficiency of all employees in fulfilling the mandate of the Department;
- Teamwork, cooperation and solidarity in working with our partners in higher education and training to achieve the shared goals; and
- Transformation imperatives by addressing social inequality, race, gender, age, geography, HIV/AIDS and disability issues in all our higher education and training institutions in order to normalise our institutions.

Legislative Mandate

The Department derives its legislative mandate from the supreme law of the Republic, the Constitution, within the purport of section 29, read with Schedule 4, which lists education at all levels, excluding tertiary education as a functional area of concurrent national and provincial legislative competence, whereas section 29 states as follows:

1. Everyone has the right-
 - (a) to a basic education, including adult basic education; and
 - (b) to further education, which the state, through reasonable measures, must make progressively available and accessible.

2. Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account:
 - (a) equity;
 - (b) practicability; and
 - (c) the need to redress the results of past racially discriminatory laws and practices.
3. Everyone has the right to establish and maintain, at their own expense, independent educational institutions that:
 - (a) do not discriminate on the basis of race;
 - (b) are registered with the state; and
 - (c) maintain standards that are not inferior to standards at comparable public educational institutions.
4. Subsection (3) does not preclude state subsidies for independent educational institutions. Within the context of Higher Education and Training (HET), key policies and legislation were developed and can be summarised as follows:
 1. The Higher Education Act, 1997 (Act 101 of 1997), (HEA), provides for a unified and nationally planned system of higher education. It furthermore established the green light for a statutory Council on Higher Education, (CHE) which advises the Minister while being responsible for quality assurance and promotion. The Higher Education Act and Education White Paper 3: A Programme for the Transformation of Higher Education (1999) formed the basis for the transformation of the higher education sector with implementation being guided by the National Plan for Higher Education (2001).

2. The National Student Financial Aid Scheme Act, 1999 (Act 56 of 1999), provides for the granting of loans and bursaries to eligible students attending public higher educational institutions, as well - as for the administration of such loans and bursaries.
3. The Adult Education and Training Act, 2000 (Act 52 of 2000), (AET), provides for the establishment of public and private adult learning centres, funding for AET, the governance of public centres, as well as for quality assurance mechanisms for the sector.
4. The Further Education and Training Colleges Act, 2006 (Act 16 of 2006), provides for the regulation of further education and training, the establishment of governance bodies and the funding of public FET colleges, the registration of private FET colleges and the promotion of quality in further education and training.
5. The National Qualifications Framework Act, 2008 (Act 67 of 2008), provides for the National Qualifications Framework (NQF), the South African Qualifications Authority (SAQA) and the Quality Councils (QC's). The National Qualifications Framework is the principal instrument through which national education and training qualifications are recognised and quality assured.
6. The administration powers and functions originally entrusted to the Minister of Labour by the Skills Development Levies Act and the Skills Development Act, with the exception of provisions dealing with Productivity South Africa and employment services, were transferred to the Minister of Higher Education and Training (MHEIT), effective from 1 November 2009, by way of Presidential Proclamation 56 of 2009. However, the provisions dealing with Productivity South Africa and employment services have since been repealed.
7. The Skills Development Levies Act, 1999 (Act 9 of 1999), provides for the imposition of the skills development levy and matters connected therewith.

8. The Skills Development Act, 1998 (Act 97 of 1998), provides for an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African workforce, to integrate those strategies within the National Skills Framework (NSF) contemplated in the South African Qualifications Authority Act; to provide for learnerships that lead to the recognition of occupational qualifications; to provide for the financing of skills development by means of a levy as well as the financing of skills and the National Skills Fund (NSF).

Shared legislation

9. The National Education Policy Act, 1996 (Act No. 27 of 1996), (NEPA), insofar as the administration, powers and functions pertaining to the determination of policy for public and private centres offering adult education and training, established as envisaged in the Adult Education and Training Act, 2000 is still applicable to the Minister of Higher Education and Training (MHET). Public and private colleges providing further education as envisaged in the FETC Act, 2006 as amended, were transferred to the Minister of Higher Education and Training and NEPA is still applicable until the functions are fully transferred to the DHET / Minister on a date to be determined by the Minister

10. The NEPA was designed to inscribe in law the policies, as well as the legislative and monitoring responsibilities of the Minister of Education and to formalise the relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers (CEM), as well as for the Heads of Education Departments Committee (HEDCOM), as inter-governmental forums to collaborate in developing a new education system. As such, it provides for the formulation of national policies in general and further education and training, for curriculum assessment and language policy as well as quality assurance. NEPA embodies the principle of co-operative governance, as elaborated on in Schedule 3 of the Constitution.

11. The Employment of Educators Act, 1998 (Act 76 of 1998) (EEA), insofar as the administration, powers and functions pertain to adult education centres; the South African Council for Educators Act, 2000 (Act 31 of 2000), insofar as the administration, powers and functions pertain to the powers and functions of the South African Council for Educators (SACE) in relation to adult learning centres; the General and Further Education and Training Quality Assurance Act (GENFETQA), 2001 (Act 58 of 2001) insofar as the administration, powers and functions pertain to the powers and functions entrusted to Umalusi in relation to public and private centres offering adult education and training as envisaged in the Adult Education and Training Act, 2000; and public and private FET colleges are legislations that were partially transferred to the Minister of Higher Education and Training.

12. The applicable provisions of the NEPA, the EEA and the SACE Act have already been incorporated in the principal Acts by way of the Higher Education Laws Amendment Act, 2010 (Act 26 of 2010) (HELA).

1. RESPONSE TO QUERIES

List of services provided: Hotline / toll free and website.

1.1 The problem

- The Department of Higher Education and Training (DHET) still has an out-dated call centre system (software and hardware) which contributes to the daily operational challenges encountered by the operators e.g. recording of calls, queuing calls, reports done manually; and
- Turn-around time (time frame for referrals to Branches and Service Providers) for the Call Centre referrals is normally 7 days allowance for investigations and for Presidential hotline is 3 days.

KEY SERVICE	SERVICE BENEFICIARY	CURRENT STANDARD	DESIRED STANDARD	PERFORMANCE
1. Hotline / toll-free	1. Stakeholders: General Public, Students and DHET staff members, Further Education and Training Colleges, Universities and Entities	Quantity	<ul style="list-style-type: none"> • Answer all calls (80%) • Address lists • Lists of Institutions • Updated content 	<ul style="list-style-type: none"> • Answer all calls (90%) • Address lists • Lists of Institutions • Updated content
2. Website			<ul style="list-style-type: none"> • Answer all calls (100%) • Address lists • Lists of Institutions • Updated content 	

Hotline		Quality	<ul style="list-style-type: none"> • Phone rings 3 times, and then hunts for the next available agent. • Log all calls and provide an acceptable response within: <ul style="list-style-type: none"> a. 2 days b. 5 days (require Branch input) c. 6 weeks (complex and require investigation) 	<ul style="list-style-type: none"> • Phone rings 3 times, and then hunts for the next available agent. • Log all calls and provide an acceptable response within: <ul style="list-style-type: none"> a. 1 day b. 3 days c. 5 weeks 	<ul style="list-style-type: none"> • Phone rings 3 times, and then hunts for the next available agent. • Log all calls and provide an acceptable response within: <ul style="list-style-type: none"> a. Immediate b. A day c. A week
Website			<ul style="list-style-type: none"> • Attractive, user-friendly and updated website 	<ul style="list-style-type: none"> • Good website 	<ul style="list-style-type: none"> • Outstanding website

		<p>Consultation</p>	<ul style="list-style-type: none"> • nil 	<ul style="list-style-type: none"> • Twitter • Facebook • Put an evaluation form on website for comments 	<ul style="list-style-type: none"> • Twitter • Facebook • Put an evaluation form on website for comments
		<p>Access</p>	<ul style="list-style-type: none"> • Our working hours are from 8H00 to 16H00. • Free Access at 123 Francis Baard Pretoria 0001 and Regional Offices (4) • Serve in all official languages 	<ul style="list-style-type: none"> • Our working hours are from 8H00 to 16H00. • Free Access at 123 Francis Baard Pretoria 0001 • Regional Offices (9) • Serve in all official languages 	<ul style="list-style-type: none"> • Our working hours are from 8H00 to 16H00. • Free Access at 123 Francis Baard Pretoria 0001 • Regional Offices (9) • Serve in all official languages • Walk in Centre and Sign Language

		Courtesy	<ul style="list-style-type: none"> Voice mail greetings: Welcome to the Department of Higher Education and Training. Your call is important to us. 	<ul style="list-style-type: none"> Voice mail greetings: Welcome to the Department of Higher Education and Training. Your call is important to us.
		Open & Transparency	<ul style="list-style-type: none"> Recording / reports (weekly, monthly and quarterly) Log books 	<ul style="list-style-type: none"> Recording / reports (weekly, monthly and quarterly) Log books Frequently Answered Questions (FAQ's)
			<ul style="list-style-type: none"> Voice mail greetings: Welcome to the Department of Higher Education and Training. Your call is important to us. 	<ul style="list-style-type: none"> Voice mail greetings: Welcome to the Department of Higher Education and Training. Your call is important to us.
			<ul style="list-style-type: none"> Recording / reports (weekly, monthly and quarterly) Log books Frequently Answered Questions (FAQ's) 	<ul style="list-style-type: none"> Recording / reports (weekly, monthly and quarterly) Log books Frequently Answered Questions (FAQ's)

			<ul style="list-style-type: none"> • Walk ins/visits to the Department • Website/email (call centre@dhet.gov.za) • Fax(012 321 1324) • Toll-free/hotline (0800872 222) • Presidential Hotline 	<ul style="list-style-type: none"> • Walk ins/visits to the Department • Website/email (call centre@dhet.gov.za) • Fax(012 321 1324) • Toll-free/hotline (0800872 222) • Presidential Hotline • Advertise Toll-free / hotline • Advertise website 	<ul style="list-style-type: none"> • Walk ins/visits to the Department • Website/email (call centre@dhet.gov.za) • Fax(012 321 1324) • Toll-free/hotline (0800872 222) • Presidential Hotline • Advertise Toll-free / hotline • Advertise website
		<p>Information</p>	<ul style="list-style-type: none"> • Follow up on queries / correspondence / enquiries in all 11 official languages. 	<ul style="list-style-type: none"> • Follow up on queries / correspondence / enquiries in all 11 official languages 	<ul style="list-style-type: none"> • Follow up on queries / correspondence / enquiries in all 11 official languages
		<p>Redress</p>	<ul style="list-style-type: none"> • Usage of Toll-free services 	<ul style="list-style-type: none"> • Use of effective technology to resolve 100% of problems at no 	<ul style="list-style-type: none"> • Use of effective technology to resolve 100% of problems at no
		<p>Value for Money</p>	<ul style="list-style-type: none"> • Usage of Toll-free services 	<ul style="list-style-type: none"> • Use of effective technology to resolve 100% of problems at no 	<ul style="list-style-type: none"> • Use of effective technology to resolve 100% of problems at no

				cost	cost
		<p>Time</p>	<ul style="list-style-type: none"> • Most enquiries are resolved instantly / first hand • Some enquiries are daily/ continuous • Turn-around time for the Call Centre referrals is 7 days (allowance for investigations) 	<ul style="list-style-type: none"> • Most enquiries are resolved instantly / first hand • Some enquiries are daily/ continuous • Turn-around time for the Call Centre referrals is 5 days (allowance for investigations) 	<ul style="list-style-type: none"> • Most enquiries are resolved instantly / first hand • Some enquiries are daily/ continuous • Turn-around time for referrals is 4 days (allowance for investigations).
		<p>Cost</p>	<ul style="list-style-type: none"> • Toll-Free 	<ul style="list-style-type: none"> • Toll-Free 	<ul style="list-style-type: none"> • Toll-Free
		<p>Human Resources</p>	<ul style="list-style-type: none"> • 9 agents 	<ul style="list-style-type: none"> • 12 agents 	<ul style="list-style-type: none"> • 15 agents

2. EXAMINATION – CERTIFICATION

2.1 The problem

There is a backlog in issuing of examination certificates dating back to 2007 when the NC (V) was first introduced.

Certification of FET College graduates in NC (V) qualifications	NC (V) graduates- A certificate is issued for each of the 3 levels	Quantity	<ul style="list-style-type: none"> No NC (V) candidates have received certificates since November 2010. 	<ul style="list-style-type: none"> Conclude the special certification backlog project by 30 June 2013. November 2012 and Supplementary 2013 candidates certificated by September 2013. 	<ul style="list-style-type: none"> Twice a year – within 3 months of resulting the November 2013 and supplementary 2014 examination cycles.
		Quality	<ul style="list-style-type: none"> Issue certificates without mistakes DHET: Consult students via FET College officials, i.e. examinations officers, stationed at the campuses at which the NC (V) students are registered. Consult the campus examinations 	<ul style="list-style-type: none"> Issue certificates without mistakes DHET: Consult students via examinations officers even if they make direct contact with DHET officials. 	<ul style="list-style-type: none"> Issue certificates without mistakes DHET: Consult students via FETC examinations officers only, and not directly.
Consultation					

			<p>officers directly via telephone, email, fax and courier.</p>		
		<p>Courtesy</p>	<ul style="list-style-type: none"> • DHET Examinations Officials strive to be polite and patient and to communicate in a respectful manner at all times 	<ul style="list-style-type: none"> • DHET examinations officials will continue to strive to be polite and patient and to communicate in a respectful manner at all times. 	<ul style="list-style-type: none"> • DHET examinations officials will continue to strive to be polite and patient and to communicate in a respectful manner at all times.
		<p>Open & Transparency</p>	<ul style="list-style-type: none"> • Some of the information in the examinations environment is highly confidential so is not publicly made known to students and examinations officers. However, when an individual candidate queries how a final subject mark is arrived at, an explanation is provided using the raw marks achieved by the candidate in the 	<ul style="list-style-type: none"> • Some of the information in the examinations environment is highly confidential so is not publicly made known to students and examinations officers. However, when an individual candidate queries how a final subject mark is arrived at, an explanation is provided using the raw marks achieved by the candidate in the subject being queried. 	<ul style="list-style-type: none"> • Some of the information in the examinations environment is highly confidential so is not publicly made known to students and examinations officers. However, when an individual candidate queries how a final subject mark is arrived at, an explanation is provided using the raw marks achieved by the candidate in the subject being queried.

			<p>subject being queried.</p>		
		<p>Information</p>	<ul style="list-style-type: none"> • DHET: Provides electronic schedule of results to campuses via email to share with students, couriers hard copies of individual statements of results and certificates to campuses to distribute to students. • Circulars are emailed and loaded on the DHET website. • STUDENTS: Receive results, statements and certificates from FETC examinations 	<ul style="list-style-type: none"> • DHET: Provides electronic schedule of results to campuses via email to share with students, couriers hard copies of individual statements of results and certificates to campuses to distribute to students. • Circulars are emailed and loaded on the DHET website. • STUDENTS: Receive results, statements and certificates from FETC examinations officers. Also receive directly 	<ul style="list-style-type: none"> • DHET: Provides electronic schedule of results to campuses via email to share with students, couriers hard copies of individual statements of results and certificates to campuses to distribute to students. • Circulars are emailed and loaded on the DHET website. • STUDENTS: Receive results, statements and certificates from FETC examinations officers. Also receive directly

KEY SERVICE	SERVICE BENEFICIARY	CURRENT STANDARD	DESIRED STANDARD
		4013/14	2012/13

		<p>officers. Also receive directly from DHET officials when contact is made directly with DHET resulting and certification officials.</p>	<p>from DHET officials when contact is made directly with DHET resulting and certification officials.</p>	<p>from DHET officials when contact is made directly with DHET resulting and certification officials.</p>
	<p>Redress</p>	<ul style="list-style-type: none"> Grievances lodged by students, public stakeholders (parents, etc.) or examinations officers are prioritised and dealt with and responded to as a matter of urgency 	<ul style="list-style-type: none"> Grievances lodged by students, public stakeholders (parents, etc.) or examinations officers are prioritised and dealt with and responded to as a matter of urgency 	<ul style="list-style-type: none"> Grievances lodged by students, public stakeholders (parents, etc.) or examinations officers are prioritised and dealt with and responded to as a matter of urgency

		<ul style="list-style-type: none"> The FET Colleges do not pay DHET for the issuing of NC (V) certificates, but have to pay the quality assessor, Umalusi, for this service. 	<ul style="list-style-type: none"> Umalusi has accessed a grant via National Treasury to cover the bulk of the NC (V) certification costs for this financial period going forward so public FET Colleges have been exempted from paying for certificates. 	<ul style="list-style-type: none"> Umalusi will continue to issue certificates free of charge to candidates studying at public FET Colleges.
	<p>Value for Money</p>	<ul style="list-style-type: none"> A candidate can access the workplace or higher education study programmes with an NC (V) Level 4 certificate. 	<ul style="list-style-type: none"> A candidate can access the workplace or higher education study programmes with an NC (V) Level 4 certificate. 	<ul style="list-style-type: none"> A candidate can access the workplace or higher education study programmes with an NC (V) Level 4 certificate.
	<p>Time</p>	<ul style="list-style-type: none"> Not applicable – not achieved. 	<ul style="list-style-type: none"> Conclude the special certification backlog project by 30 June 2013. November 2012 and Supplementary 2013 candidates certificated by September 2013. 	<ul style="list-style-type: none"> Certificates must be issued within 3 months of the results being released and occurs twice a year for Levels 2, 3 and 4.

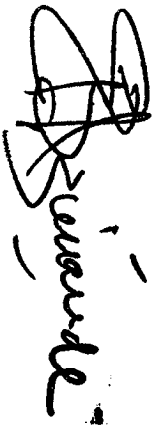
		<ul style="list-style-type: none"> The issuing of NC (V) certificates does not cost DHEIT money. Umalusi charges the colleges per candidate. 	<ul style="list-style-type: none"> The issuing of NC (V) certificates does not cost DHEIT money. Umalusi will charge only private institutions for certification. 	<ul style="list-style-type: none"> The issuing of NC (V) certificates does not cost DHEIT money. Umalusi will charge only private institutions for certification.
Cost		<ul style="list-style-type: none"> NC (V) resulting team deals with certification processes as well. 	<ul style="list-style-type: none"> NC (V) resulting team deals with certification processes as well. 	<ul style="list-style-type: none"> NC (V) resulting team will be expanded and split into 2 teams to create a separate team for certification.
		<p>Human Resources</p>		

3. TRADE TESTING FOR APPRENTICE AND RECORD KEEPING

3.1 The problem: There is lack of single integrated national artisan learner trade testing and record keeping system that needs to be implemented to ensure that artisan learners are given best possible access to trade testing, certification and employment opportunities.

Single National Artisan Learner Trade Testing & Record keeping system	Artisan learners, Employers, Labour Unions, SETA's, QCTO and Government Departments	Quantity	<ul style="list-style-type: none"> 8655 Artisans 	<ul style="list-style-type: none"> 12 000 Artisans 	<ul style="list-style-type: none"> 13 000 Artisans
		Quality	<ul style="list-style-type: none"> 44% pass rate 	<ul style="list-style-type: none"> 48% pass rate 	<ul style="list-style-type: none"> 50% pass rate
		Consultation	<ul style="list-style-type: none"> 4 Stakeholder Forums & 4 Technical Forums 	<ul style="list-style-type: none"> 4 Stakeholder Forums & 10 Technical Forums & 6 Trade Test Forums 	<ul style="list-style-type: none"> 4 Stakeholder Forums & 13 Technical Forums & Trade Test Forums
		Access	<ul style="list-style-type: none"> 300 Trade Test Centres 	<ul style="list-style-type: none"> 350 Trade Test Centres 	<ul style="list-style-type: none"> 300 Trade Test Centres
		Courtesy	<ul style="list-style-type: none"> No Candidate Satisfaction Measure 	<ul style="list-style-type: none"> Design Candidate Satisfaction System 	<ul style="list-style-type: none"> Implement Candidate Satisfaction System
		Open & Transparency	<ul style="list-style-type: none"> No National Trade Testing Web Site 	<ul style="list-style-type: none"> Design National Trade Testing Web Site 	<ul style="list-style-type: none"> Implement National Trade Testing Web Site
		Information	<ul style="list-style-type: none"> No National Trade Testing Statistics 	<ul style="list-style-type: none"> Design National Trade Testing Statistics Report 	<ul style="list-style-type: none"> Implement National Trade Testing Statistics Report
		Redress	<ul style="list-style-type: none"> No Grievance or Redress System 	<ul style="list-style-type: none"> Establish Artisan Development Ombudsman 	<ul style="list-style-type: none"> Operational Artisan Development Ombudsman
		Value for Money	<ul style="list-style-type: none"> No Cost Analysis System 	<ul style="list-style-type: none"> No Cost Analysis System 	<ul style="list-style-type: none"> No Cost Analysis System
		Time	<ul style="list-style-type: none"> No Lead Time Analysis for access to Trade Testing 	<ul style="list-style-type: none"> Design Lead Time Analysis for access to Trade Testing 	<ul style="list-style-type: none"> Implement Lead Time Analysis for access to Trade Testing

KEY SERVICE	SERVICE IDENTIFICATION	CURRENT STANDARD	DISBURSED FUNDS
		Cost	<ul style="list-style-type: none"> • R49m Voted Funds • R14m NSF Funds
		Human Resources	<ul style="list-style-type: none"> • No Record of Qualified Trade Assessors and Moderators • R52m Voted Funds • R44m NSF Funds • Develop Qualified Trade Assessors and Moderators Registration System • R56m Voted Funds • R48m NSF Funds • Implement Qualified Trade Assessors and Moderators Registration System



Dr BE Nzimande, MP

Minister: Higher: Education and Training

Date: 27/09/2013