



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



National Skills Development Awards 2019 Application Form

Applicants must complete all relevant sections of the Application Form and must submit the required portfolio of evidence in electronic format.

Name of organisation / applicant:

Name of the SETA your organisation is registered with

Name of Contact Person

Contact Number	Email Address

DECLARATION

I DECLARE THAT THE INFORMATION PROVIDED IS ACCURATE

NAME :

SURNAME :

DESIGNATION :

.....

SIGNATURE

DATE:



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



Categories 1 - 22	Mark with X	Criteria (2017/2018 performance)
Best Artisan Development Programme		
Provincial Department		The submission should provide information on: • Number of artisans trained and qualified. • Number of artisans employed (both 18:1 and 18:2 learners as per the SDA) • Employment Equity alignment (Gender, Race, disability)
National Department		
Municipality		
Large company		
Small (SMME) Company		
State owned Entity (SoE)		
Best TVET placement programme		
TVET College / Employer & Provider		• Partnership between TVET/Employer • Number of TVET college students placed (both 18:1 and 18:2 learners as per the SDA) • Employment Equity alignment (Gender, Race, disability)
Best Adult Education and Training (AET) Programme		
Employer & Provider		• Number of learners trained through AET(both 18:1 and 18:2 learners as per the SDA) • Employment Equity alignment (Gender, Race, disability)
Best Skills Programme		
Provincial Department		• Number of learners trained through skills programme (intake and succession) both 8:1 and 18:2 learners as per the SDA) • Employment Equity alignment (Gender, Race, disability)
National Department		
Municipality		
SMME Company		
Large Company		
SoE		
Best University Placement Programme (WIL)		

University & Employer		• Partnership between University Employer Number of graduates placed • Number of graduates employed • Employment Equity alignment (Gender, Race, disability)
Best Community project		
NGO/CBO/NPO/worker initiated programme/cooperative		• Number of beneficiaries employed • Employment Equity alignment (Gender, Race, disability)
Best Public Sector Internship and learnership programmes		
National Department		• Number of interns, and learners appointed into the post establishment. • 5% target (recruitment) achieved against total staff compliment. • Employment and equity alignment (gender and race and 2% disability target).
Provincial Department		
Municipality		
Best career and vocational guidance programme		
Career guidance partnership		• Partnerships and working relationships with other similar organisations and departments • Innovation and multiple platforms for accessing services • Career information for citizens in disadvantaged and/or rural areas

NATIONAL SKILLS DEVELOPMENT AWARDS

Artisan Development Programmes offered between 1 April 2017 and 31 March 2018

Name of Registered Apprenticeship Trade	Number of Learners Registered		Number of Learners Certificated		Number of Learners placed in permanent employment	Employment Equity alignment (Race, gender and disability) * Provide an indication of how many learners were registered, certificated and placed per equity
	Employed	Unemployed	Unemployed	Unemployed	Unemployed	

Learner Profile							People with disabilities					
	Number of Learners Registered		Number of Learners Certificated		Number of Learners placed in work integrated learning opportunities / employment		Number of Learners Registered		employment Number of Learners Certificated		Number of Learners placed in work integrated learning opportunities /employment	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
African												
Coloured												
Indian												
White												

Please attach a one page case study demonstrating the implementation of best practice in skills development as it relates to the provision of artisan development programmes in your organisation.



TVET placement programmes offered between 1 April 2017 and 31 March 2018

Name of Programme	Name of TVET/SETA/Employer	Number of Learners Registered		Number of Learners placed in permanent employment	Employment Equity alignment (Race, gender and disability) * Provide an indication of how many learners were registered, certificated and placed per equity
		Employed	Unemployed	Unemployed	

Learner Profile							People with disabilities					
	Number of Learners Registered		Number of Learners Certificated		Number of Learners placed in work integrated learning opportunities / employment		Number of Learners Registered		employment Number of Learners Certificated	Number of Learners placed in work integrated learning opportunities /employment		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
African												
Coloured												
Indian												
White												

Please attach a one page case study demonstrating the implementation of best practice in skills development as it relates to the provision of placement programmes in your organisation.

AET Programmes offered between 1 April 2017 and 31 March 2018

Name of Programme	Name of SETA/Employer	Number of Learners Registered		Employment Equity alignment (Race, gender and disability) * Provide an indication of how many learners were registered, certificated and placed per equity
		Employed	Unemployed	

Learner Profile							People with disabilities					
	Number of Learners Registered		Number of Learners Certificated		Number of Learners placed in work integrated learning opportunities / employment		Number of Learners Registered		employment Number of Learners Certificated		Number of Learners placed in work integrated learning opportunities /employment	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
African												
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Indian												
White												

Please attach a one page case study demonstrating the implementation of best practice in skills development as it relates to the provision of AET programmes in your organisation.



Skills Programmes offered between 1 April 2017 and 31 March 2018

Name of Programme	Name of Organisation / Employer	Number of Learners Registered		Employment Equity alignment (Race, gender and disability) * Provide an indication of how many learners were registered, certificated and placed per equity
		Employed	Unemployed	

Learner Profile							People with disabilities					
	Number of Learners Registered		Number of Learners Certificated		Number of Learners placed in work integrated learning opportunities / employment		Number of Learners Registered		employment Number of Learners Certificated		Number of Learners placed in work integrated learning opportunities /employment	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
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Please attach a one page case study demonstrating the implementation of best practice in skills development as it relates to the provision of skills programmes in your organisation.

University Placement Programme (WIL) offered between 1 April 2017 and 31 March 2018

Name of Programme	Name of University/ Employer	Number of Learners Registered		Number of Learners placed in permanent employment	Employment Equity alignment (Race, gender and disability) * Provide an indication of how many learners were registered, certificated and placed per equity
		Employed	Unemployed	Unemployed	

Learner Profile							People with disabilities					
	Number of Learners Registered		Number of Learners Certificated		Number of Learners placed in work integrated learning opportunities / employment		Number of Learners Registered		employment Number of Learners Certificated	Number of Learners placed in work integrated learning opportunities /employment		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
African												
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Indian												
White												

Please attach a one page case study demonstrating the implementation of best practice in skills development as it relates to the provision of learnership training

Best Community Project 2017 and 31 March 2018

Name of Programme	Name of Organisation/Employer	Number of Learners Registered		Number of Learners placed in permanent employment	Employment Equity alignment (Race, gender and disability) * Provide an indication of how many learners were registered, certificated and placed per equity
		Employed	Unemployed		

Learner Profile								People with disabilities					
Number of Learners Registered		Number of Learners Certificated		Number of Learners placed in work integrated learning opportunities / employment		Number of Learners Registered		Number of Learners Certified		Number of Learners placed in work integrated learning opportunities /employment			
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
African													
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Indian													
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Please attach a one page case study demonstrating the implementation of best practice in skills development as it relates to the provision of skills programmes in your organisation.

Best Public Sector Internship and learnership programmes offered between 1 April 2017 and 31 March 2018

Name of Programme	Name of Employer	Number of Learners Registered		Number of Learners Completed		Number of Learners placed in permanent employment	5% target (recruitment) achieved against total staff compliment.	Employment Equity alignment (Race, gender and disability)
		Employed	Unemployed	Employed	Unemployed	Unemployed		

Learner Profile								People with disabilities			
Number of Learners Registered		Number of Learners Certificated		Number of Learners placed in employment		Number of Learners Registered		employment Number of Learners Certificated		Number of Learners placed in employment	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
African											
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Indian											
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Please attach a one page case study demonstrating the implementation of best practice in skills development as it relates to the provision of internship and learnership opportunities in your organisation.

NATIONAL SKILLS DEVELOPMENT AWARDS

Career guidance programmes offered between 1 April 2017 and 31 March 2018

Name of Programme	Name of Employer & Partner	Number of Learners Registered		Platforms for accessing services	5% target (recruitment) achieved against total staff compliment.	Employment Equity alignment (Race, gender and disability)	
		Unemployed	Employed		Unemployed		

Learner Profile							People with disabilities					
	Number of Learners Registered		Number of Learners Certificated		Number of Learners placed in work integrated learning opportunities / employment		Number of Learners Registered		employment Number of Learners Certificated		Rural coverage Name of Province	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
African												
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Please attach a one page case study demonstrating the implementation of best practice in skills development as it relates to the provision of internship and learnership opportunities in your organisation.

CATEGORY 23 - NSA CHAIRPERSON'S AWARD FOR RECOGNITION OF MOST OUTSTANDING SETA)

(indicate with "X" if applying for this category)

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NSDSIII GOALS	CRITERIA	RECIPIENT
Goal 4.2 Increasing access to occupationally-directed programmes Goal 4.3 Promoting the growth of a public FET College system that is responsive to sector, local, regional and national skills needs and priorities Goal 4.4 Addressing the low level of youth and adult language and numeracy skills to enable additional training Goal 4.5. Encouraging better use of workplace-based skills development Goal 4.6. Encouraging and supporting cooperatives, small enterprises, worker-initiated, NGO and community training initiatives Goal 4.7 Increasing public Sector capacity for improved service delivery and supporting the building of a developmental state Goal 4.8 Building career and vocational guidance	1. PERFORMANCE AGAINST TARGETS <i>The submission should provide information on:</i> Service Level Agreement. Annual Performance Plan. Annual budget achievement. Overall organisational performance.	Best SETA
	2. GOVERNANCE <i>The submission should provide information on:</i> Board composition as per the SDA. Number of board meetings held. Board member attendance.	
	3. FINANCIAL SUSTAINABILITY <i>The submission should provide information on:</i> Financial position including commitments, reserves, assets and liabilities. Auditor-General report including whether or not irregular expenditure was incurred.	
	4. MANAGEMENT / CORPORATE SERVICES <i>The submission should provide information on:</i> Number of vacancies and filled positions. Organisation structure / organogram to be provided, including equity profile. Employment and equity alignment (race, gender and disability)	

	5. COLLABORATION / PARTNERSHIPS <i>The submission should provide information on:</i> Stakeholder relations and number of partnership initiatives.	
	6. INNOVATION / CREATIVITY <i>The submission should provide information on:</i> Innovative / creative ideas E.g. for overcoming challenges such as meeting/exceeding targets despite limited funding.	
	7. ACCESSIBILITY OF INFORMATION <i>The submission should provide information on:</i> User-friendliness for learners, stakeholder and/or beneficiaries E.g creation of portals for students.	

PERFORMANCE AGAINST TARGETS BETWEEN 1 APRIL 2017 TO 31 MARCH 2018

1. Service Level Agreement Performance			
	Number of Targets Agreed Upon	Number of Targets Not Met	Number of Targets Achieved
Number			
Percentage			
2. Annual Performance Plan (APP) Achievement			
	Number of Targets Agreed Upon	Number of Targets Not Met	Number of Targets Achieved
Number			
Percentage			
3. Summary Budget Achieved			
	Annual Budget	Total Actual Expenditure	Percentage of Annual Budget Expended
4. Overall Organisation Performance			
Percentage			

GOVERNANCE BETWEEN 1 APRIL 2017 TO 31 MARCH 2018

1. Board composition	
Board Member	Constituency Representation
1.	
2.	
3.	
4.	
5.	

6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
15.		
2. Number of board meetings held:		
Number of Meetings Attended By Board Members		Percentage of Board Meetings Attended

FINANCIAL SUSTAINABILITY FOR PERIOD OF 1 APRIL 2017 TO 31 MARCH 2018

1. Financial Position: (Financial statements to be attached in support)				
Current Assets:	Current Liabilities:	Commitments for next 12 months:	Mandatory Reserves:	
Non-Current Assets:	Non-Current Liabilities:	Commitments beyond 12 months:	Discretionary Reserves:	
Cash and Cash Equivalents:	Contingent Liabilities:		Other Reserves:	
2. Auditor-General Report (Report to be attached in support)				
Audit Finding: (Please indicate with an "X")				
Clean Audit Opinion	Unqualified Audit Opinion	Qualified Audit Opinion	Adverse Audit Opinion	Disclaimer Audit Opinion
3. Irregular expenditure incurred: (Please indicate with an "X")		YES ☐	NO ☐	
Rand Value of Irregular Expenditure:				
Percentage of Irregular Expenditure in relation to Total Actual Expenditure:				
<i>* For Qualified / Adverse / Disclaimer Audit Opinions, please attach Management Report</i>				

MANAGEMENT / CORPORATE SERVICES FOR PERIOD 1 APRIL 2017 TO 31 MARCH 2018

1. Number of Vacancies (Organisation structure/organogram to be provided)				
Level	No. of Employees	Approved Positions	Vacancies	Percentage of Vacancies
Top Management				
Senior Management				
Professional Qualified				
Skilled				
Semi-Skilled				
Unskilled				

2. Employment and Equity Alignment												
	TOP MANAGEMENT		SENIOR MANAGEMENT		PROFESSIONAL QUALIFIED		SKILLED		SEMI-SKILLED		UNSKILLED	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
African												
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Indian												
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COLLABORATION / PARTNERSHIPS FOR PERIOD OF 1 APRIL 2017 TO 31 MARCH 2018

Stakeholder &/or Partnership initiative / project	Description and aim	Impact	Beneficiaries
<i>*Portfolio of evidence to be provided</i>			

INNOVATION / CREATIVITY FOR PERIOD OF 1 APRIL 2017 TO 31 MARCH 2018

Innovative / Creative ideas eg. Overcoming challenges such as meeting targets despite limited funding.
<i>*Motivation and portfolio of evidence to be provided</i>

ACCESSIBILITY OF INFORMATION FOR PERIOD OF 1 APRIL 2017 TO 31 MARCH 2018

User-friendliness for learners, stakeholders and/or beneficiaries. Eg. Creation of portals for students.
<i>*Motivation and portfolio of evidence to be provided, including feedback from learners, stakeholder and/or beneficiaries.</i>

CATEGORY 24: MINISTER'S AWARD FOR RECOGNITION OF MOST OUTSTANDING INDIVIDUAL (<i>indicate with "X" if applying for this category</i>)		
INDIVIDUAL	CRITERIA	RECIPIENT
To recognise an individual who has distinguished him/herself in their professional, organisation and community within the skills development system.	1. SKILLS DEVELOPMENT PARTICIPATION The submission should provide information on: Demonstrate significant levels of involvement in activities in skills development. (<i>Activities to be specified</i>) The individual seeks out opportunities to contribute to improving the effectiveness and efficiency of the Skills Development System.	Most Outstanding Individual
	2. ACCOMPLISHMENT The submission should provide information on: Demonstrate exceptional job performance beyond what is normally performed or expected. Demonstrate commitment to fostering growth and development of individuals by sharing guidance and professional skills. Eg. Mentoring	
	3. COMMUNITY INVOLVEMENT The submission should provide information on: Demonstrate commitment to community by sharing time and talent in ways that benefit the community or individuals within the community. (<i>Sharing time and talent</i>) Demonstrate personal commitment to skills development endeavours within the community, outside of their professional obligations. (<i>Commitment to skills development</i>) Played a lead role in developing community awareness of skills development opportunities and/or career development services. (<i>Skills development awareness</i>)	
	4. LEADERSHIP The submission should include information on: Demonstrates initiative and inspires others to work collaboratively and creatively. Proven willingness to work flexibly when needed. Individual finds ways to motivate, utilize and incorporate others to move the NSDSIII vision forward.	

	5. ETHICS AND INTEGRITY <i>The submission should provide information on:</i> The individual understands that their actions, both public and private are reflective of their values. When faced with ethical issues, the individual challenges themselves and others to act in ways congruent with their personal and shared values. E.g. declaring conflict of interest. The individual demonstrates the highest level of integrity in all aspects of their lives.	
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Individual (*Motivation and portfolio of evidence to be provided*)

1. Skills Development Participation		
Identify current and/or previous skills development activities the individual is/was involved in.	Details and level of involvement in skills development to be provided.	
2. Accomplishments		
Describe how the performance of the individual is beyond what is normally performed/expected.	Demonstrate how the individual shows commitment to fostering growth and development of individuals.	
3. Community Involvement		
Describe instances when the individual shared time and talent in ways that benefit the community or individuals within the community.	Describe instances when the individual showed personal commitment to skills development endeavours within the community.	Describe instances when the individual played a lead role in the community in developing awareness of skills development opportunities and/or career development services.
4. Leadership		
Describe instances when the individual demonstrated initiative and inspired others to work collaboratively and creatively.	Provide a track record of the individuals willingness to work flexibly when needed.	Demonstrate how the individual finds ways to motivate, utilize and incorporate others to move the NSDSIII vision forward.
5. Ethics and Integrity		
Give a description of the individual's values, characteristics and describe the way the individual conducts him/herself in public and in private.	Describe instances when the individual was faced with ethical challenges and explain how the individual reacted in the circumstances.	Motivate how the individual demonstrates the highest level of integrity in all aspects of their lives and why the individual deserves to receive this award.
<i>*Please attached detailed motivation and portfolio of evidence</i>		

