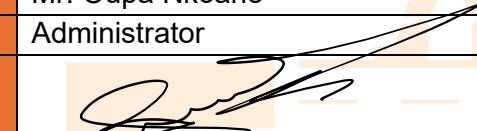


DISCRETIONARY GRANTS POLICY
OF THE
CONSTRUCTION EDUCATION AND TRAINING AUTHORITY

DISCRETIONARY GRANTS POLICY

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Construction Education and Training Authority

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1. ACRONYMS

ACRONYM	EXPANDED FORM
AA	Accounting Authority
APP	Annual Performance Plan
ARPL	Artisan Recognition of Prior Learning
ATR	Annual Training Report
CBO	Community Based Employer/entity
CEO	Chief Executive Officer
CETA	Construction Sector Education & Training Authority
CETC	Community Education and Training College
CFO	Chief Financial Officer
DG	Discretionary Grant(s)
DHET	Department of Higher Education and Training
HEI	Higher Education Institution
HEQSF	Higher Education Qualification Sub-Framework
MG	Mandatory Grant(s)
MoU	Memorandum of Understanding
NGO	Non-Governmental Employer/entity
NPC	Non-Profit Company
NPO	Non-Profit Employer/entity
NQF	National Qualifications Framework
NSDP	National Skills Development Plan 2030
OQSF	Occupations Qualifications Sub-Framework
PFMA	Public Finance Management Act No. 1 of 1999, as amended
PIVOTAL	Professional, Vocational, Technical and Academic Learning
PP	Pivotal Plans
PR	Pivotal Report
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
SARS	South African Revenue Service
SDA	Skills Development Act, No. 97 of 1998, as amended
SDF	Skills Development Facilitator
SDLA	SDLA No. 9 of 1999, as amended

SETA	Sector Education and Training Authority
SMME	Small and Micro and Medium Enterprises
SP	Strategic Plan
SSP	Sector Skills Plan
TVET	Technical and Vocational Education and Training
WBLPA Regs	Workplace Based Learning Programme Agreement Regulations
WIL	Work Integrated Learning
WSP	Workplace Skills Plan

2. DEFINITIONS

TERM	DEFINITION
Accounting Authority	The Board, appointed by the Executive Authority (MHET) for five years, as CETA's highest decision-making body responsible for governing and managing the CETA in line with the PFMA, SDA, SDLA, and relevant laws.
Allowance (Stipend)	The money a learner receives or is entitled to for regular working hours, or for the hours they typically work each day or week if those are fewer.
Annual Training Report	A report summarising the employer's education, training, and development activities, showing progress compared to the previous year's workplace plan.
Apprenticeship	Workplace training leading to an occupational qualification for a listed trade.
Artisan	A person deemed competent in a listed trade under applicable legislation and guided by the SDA.
Artisan Recognition of Prior Learning (ARPL) and Recognition of Prior Learning (RPL)	The principles and processes used to identify, assess, and validate a person's prior knowledge and skills for alternative access, admission, recognition, certification, or further learning. (SAQA 2013: National Policy for the Implementation of RPL and Government Gazette 42319 of 19 March 2019)
Assessment	An organised approach used to collect evidence and evaluate how well a person performs according to established national standards.

Bursary	A bursary provides funds for learners to attend university or college, covering tuition and sometimes accommodation, meals, books, and transport.
Candidacy Programmes	Workplace-based learning undertaken by a graduate as part of the requirement for registration as a professional in the required professional designation as stipulated by a professional body.
Commissioner	The South African Revenue Services (“SARS”)
Critical Skills	Skills and knowledge within an occupation that are required for the work/job tasks and activities of an occupation.
Co-operatives	An autonomous association of persons united voluntarily to meet their common economic, social and cultural needs and aspirations through a jointly owned and democratic enterprise. Forms of ownership registered in terms of the Co-operatives Act No. 14 of 2005, as amended.
Discretionary Grant	A grant allocated to qualifying entities at the discretion of the CETA as contemplated in Regulation 3(2)(c) to (9) as read with regulation 6 of the 2012 SETA Grant Regulations, to incentivise or support education, training and skills development and related activities addressing skills development needs of the CETA sub sectors. PIVOTAL programmes and non-PIVOTAL programmes designed to implement the CETA’s APP and national imperatives are considered.
Disability	Long-term or recurring physical, psychosocial, cognitive, neurological and/or sensory impairment which denies one access to full participation in all aspects of life, and that substantially limits their prospects of entry, or advancement in employment.
Due Diligence	The process of verifying information that has been provided during the application phase. This verification is conducted to evaluate and determine the applicant’s operational capacity. The process ensures that all claims and data submitted by the applicant are accurate and reliable, supporting informed decision-making regarding eligibility and capability.
Employer/ entity	An employer/entity legally established in terms of relevant establishment laws such as the Companies Act, various education legislation, NPO Act No. 71 of 1997, Public Service act No.103 of 1994 and the Constitution of the Republic of South Africa of 1996. This includes levy paying and non-levy paying companies as defined in the Grant Regulations of 3 December 2012.
Extension	Learning programme implementation plans that need to be extended due to a variety of reasons on provision of reasonable supporting evidence and written motivation.

Evaluation Process	The process of evaluating DG applications, whether they are PIVOTAL or non-PIVOTAL, across the stages of compliance review, evaluation, due diligence or workplace approval, final approval, and award within the DG procedure.
Funding Window	A public call made through open media platforms and/or publications for applications for mandatory and Discretionary Grants in accordance with the CETA Grant Funding Policy, related Grants Criteria and Guidelines and Grant Award Procedure.
Hard to fill vacancies	Vacancies that take the employer/entity a period of twelve months or more to find suitable candidates to fill vacancies.
Graduate Internship	A period of workplace-based learning for the purposes of allowing a person who has completed a post-school qualification to gain workplace experience or exposure to enhance competence and/or employability (WBLPA)
Government departments and public entities	National, provincial, local government departments and public entities established in terms of the Public Service Act, Municipal Act, the Constitution, governed by the Public Finance Management Act No. 1 of 1999 and Municipal Finance Management Act No. 56 of 2003 and participate in skills development related interventions within or for the CETA.
Higher Education Institution	A public or private institution established in terms of the Higher Education Amendment Act No. 9 of 2016 that provides higher education on a full-time, part-time or distance basis and may be a University, University of Technology, or higher education college as defined by the Act.
Internship (in-service training) previously Work Integrated Learning (WIL)	<p>A programme designed to provide learners with supervised, on the job training to gather the necessary practical experience to enable them to obtain a full qualification. This includes:</p> <p>Internship for the NATED (N-Diploma), which is learning undertaken as part of the requirement for the N-Diploma (TVET WIL 18 months for Business Diplomas and 24 months for Technical Diplomas).</p> <p>Student Internship (HET Placement): Category A workplace-based learning undertaken as part of the requirement for the Diploma, National Diploma, Higher Certificate or Advanced Certificate as a vocational qualification stipulated in the Higher Education Qualifications Sub Framework (HEQSF).</p>
Intervention	Means an activity or combination of activities implemented to address the mandate and strategy of the CETA. Interventions include but not limited to research, planning, evaluation, innovation, learning programmes, quality assurance of learning, strategic programmes, projects and partnerships.
Learnership	Means a period of workplace-based learning culminating in an occupational qualification or part qualification.

Learning Programme	Means a structured and purposeful set of learning experiences that lead to a qualification or part-qualification, or a set of knowledge, skills and competencies. This may include, learnerships, apprenticeships, skills programmes, internships, work experience, candidacy, bursary and any other set of learning which may or may not include a structured work experience component.
Learning Programme Agreement	Means an agreement between employer/entity, learner and/or skills development provider for purposes of workplace-based learning.
Levy Paying Company	An employer/entity who is compelled to pay skills development levies in terms of section 3(1) of the SDLA. If the company has staff registered for PAYE/UIF/SDL and the annual payroll exceeds R500 000 per annum, the company must register with SARS and pay a skills levy of 1% of the monthly payroll.
Mandatory Grant	Funds designated as mandatory contemplated in regulation (4) of SETA Grant Regulations to fund the education and training programmes as contained in the Annexure II submitted to a SETA. A mandatory grant is a reimbursement on a skills levy contributed by the employer/entity. It shall not be viewed as income to an employer/entity and therefore is not taxable. It is purely intended for the training and development of employees.
Military Veteran	Any South African citizen who rendered military service as contemplated in the Military Veterans Act 18 of 2011.
Non-Levy paying company (NLPC)	Employers with fewer than 50 employees and annual payroll under R500,000 who are exempt from the skills development levy by SARS qualify. For-profit companies must operate within CETA sub-sectors, while NPOs must develop skills for beneficiaries in those sectors.
Non-Government Employer/entity (NGO)	A non-profit, citizen-based group that functions independently from government, even if funded by government. This definition includes entities that are developing the skills of beneficiaries/learners that are within the CETA sub sectors.
Non-PIVOTAL Programmes	Credit and non-credit bearing learning interventions. Non-credit bearing interventions not leading to qualifications or part qualifications, must still address the key objectives and priorities of the CETA. Non- PIVOTAL programmes also include but are not limited to research, evaluation, innovation, innovative projects and other non-learning delivery interventions core to the achievement of the CETA mandate and strategy.
Non-Profit Employer/entity (NPO)	A trust, company or other association of persons as defined in the Non-Profit employer/entity's Act 71 of 1997. This definition includes companies that are developing the skills of beneficiaries/learners that fall within the CETA sub sectors.

Non-Profit Company(NPC)	A Non-Profit Company as described in section 1 of the Companies Act as a company – incorporated for a public benefit or other object as required by item 1(1) of Schedule 1. This definition includes non-profit entities that are developing the skills of beneficiaries/learners that are within the CETA sub sectors.
Non-responsiveness	This refers to cases where CETA formally requests information or evidence about learner progress or completion from a grant recipient, but the recipient does not respond within the specified timeframe.
Occupational Qualifications	A qualification associated with a trade, occupation or profession resulting from work-based learning and consisting of knowledge modules, practical modules and work experience modules; as registered on the OQSF.
Partnerships	A contractual arrangement between CETA and one or more parties where the parties agree to a common education, training and/or skills development purpose, aligned to national and sector specific strategic imperatives.
Part Qualification	An assessed unit of learning that is registered on the NQF as part of a qualification.
Person with Disability	Persons who have a long-term or recurring physical, including sensory, or mental impairment which substantially limits their prospect of entry into or advancement in employment.
PIVOTAL	Professional, Vocational, Technical and Academic Learning programmes that result in qualifications or part-qualifications on the National Qualifications Framework as contemplated in Regulation 3(6) & (7) as read with regulation 6 (11) to (15).
Sectoral Priority Occupations	Professional learning programmes that lead to designations that are registered by professional bodies. Vocational learning programmes (trades and artisanal programmes) that lead to a trade and/or the National Certificate Vocational (NCV). Technical learning programmes that are occupationally directed and registered by the CETA, such as apprenticeships, learnerships and skills programmes. Academic learning programmes that lead to academic qualifications such as Certificates, HigherCertificates, Diplomas and Degrees.
Pivotal Plan	A strategic training plan, designed to address scarce skills, serving as an overview of the training scheduled for the upcoming financial year.
Pivotal Report	A report outlining the education, training, and development initiatives undertaken by the employer or entity, and highlights progress made in comparison to the previous year's pivotal plan.

Project	Short-term initiatives with specific, strategically focused objectives are set up to reach a distinct goal within a scheduled timeline. These projects begin and end at predetermined times and include defined deliverables, necessary activities, reporting, as well as monitoring and evaluation processes.
Skills Programme	A learning intervention developed as an occupation-focused, short-term programme which upon successful completion, is intended to provide credits toward a qualification registered on the National Qualification Framework.
Stakeholder	A party that has an interest in an organisation and can either affect or be affected by the business.
Strategic Projects	Interventions intended to address strategic priorities of the CETA, which include national or industry imperatives, as encapsulated in the CETA SP and APP. These are also known as special projects.
Termination	To dissolve a learning programme agreement between the employer/entity, learner and/or skills development provider before all the terms of the agreement have been fulfilled. OR Where CETA reserves the right to terminate a learning programme due to non-responsiveness.
Workplace Approval	The process of assessing the workplace's capacity to deliver on the structured workplace component of a learning programme.
Workplace Skills Plan	A strategic document that articulates how an employer/entity intends to address the training and development needs in the workplace during a forthcoming year.

All terminology not defined above shall bear the same meaning as in the applicable legislation

3. LEGISLATIVE AND REGULATORY FRAMEWORK

This DG policy is implemented in alignment with the following:

- 3.1. Skills Development Act No. 97 of 1998 (as amended)
 - 3.2. Skills Development Levies Act No. 9 of 1999
 - 3.3. Public Finance Management Act No. 1 of 1999 (PFMA) and (Treasury Regulations).
 - 3.4. SETA Grants Regulations
 - 3.5. The Workplace Based Learning Programmes Regulations effective 1 April 2019.
 - 3.6. National Skills Development Plan 2030 (NSDP)
- This Policy must be read in conjunction with all other relevant CETA policies, and any other prevailing legislation and any other prescripts and interventions as required to achieve the objectives of the NSDP including but not limited to:
- 3.7. 2023/24 Service Level Agreement signed with the Director-General of DHET
 - 3.8. National Artisan Moderation Body (NAMB) Guidelines issued from time to time.
 - 3.9. National Standardised Artisan Learner Workplace and/or site approval criteria and guidelines
 - 3.10. Sectoral Determination 5: Learnerships (gazetted 15 June 2001) including the Annual Learner Allowance Increases)

- 3.11. National Artisan Development Funding and Learner Administration Policy (published 1 April 2013) and the Annual DHET Circulars revising this policy
- 3.12. Guidelines on SETA Grant Regulations (published in 2015)
- 3.13. National Apprenticeship & Artisan Development Strategy (gazetted 22 July 2022)
- 3.14. CETA Constitution
- 3.15. CETA Delegation of Authority Policy
- 3.16. CETA Financial Management Policies
- 3.17. CETA Monitoring and Evaluation Policy
- 3.18. CETA Code of Conduct
- 3.19. The CETA Disciplinary Code; and
- 3.20. Other policies and standard operating procedures.

4. PURPOSE

The purpose of this policy is:

- 4.1. To provide the basis for the CETA to disburse grants to stakeholders, in line with the criteria set out in the Grants Regulations and to set the conditions, rules and standards for the application, awarding and management of discretionary grants.
- 4.2. To ensure that the skills levy is used to meet the skills needs of employer/entities and employees within the construction sector.
- 4.3. To achieve the national objectives as per the National Skills Development Plan 2030 (NSDP).
- 4.4. To support the CETA's sector strategy, which is outlined in the Sector Skills Plan and Strategic Plan of the CETA.
- 4.5. To drive the DHET goals, national objectives, and construction sector skills development outputs and targets.
- 4.6. To provide a framework for the various learning programmes and projects to be funded through CETA Discretionary and Mandatory Grants.
- 4.7. To outline the application, awarding and management of the Discretionary Grant (DG) and Special/Strategic Projects and Partnerships.
- 4.8. To determine the proportion of Grants that can be used for administration or project management purposes in the various Grants and project categories provided.

5. SCOPE

This policy applies to:

- 5.1. All CETA governance structures and departments responsible for funding its mandate and core functions, including learning programmes, projects, and quality assurance.
- 5.2. Entities and employers (as defined by the Grant Regulations and this policy) that are operating or could operate within CETA's skills development ecosystem by carrying out interventions aligned with CETA's strategic priorities.
- 5.3. Employed workers, unemployed youth, professionals, and economically or socially disadvantaged groups such as black people, women, people with disabilities, and those from township and rural communities.

6. PRINCIPLES

This policy is committed to the principles of:

- 6.1. **Transparency**

The CETA conducts grant funding processes in a manner that is honest and open, ensuring access to information whilst guided by the laws of the Republic of South Africa.

6.2. **Accountability**

The CETA conducts grant funding processes in a manner that demonstrates its obligations to responding to the needs of its stakeholders and beneficiaries.

6.3. **Inclusivity**

The CETA supports structural economic transformation that promotes an inclusive growth agenda; transformation in terms of the demographic transformation of the labour market with respect to issues such as race, gender, people with disabilities, youth, township and rural communities.

6.4. **Ethics**

The CETA conducts grant funding processes in a manner that is professional, unbiased, fair, equitable and recognises the diversity and dignity of its stakeholders and beneficiaries.

6.5. **Conflict of Interest**

CETA manages grant funding to serve its stakeholders and beneficiaries through best practice governance and oversight. CETA officials involved in Discretionary Grant processes must declare any actual or potential conflicts of interest to prevent personal benefit from their decisions.

6.6. **Fairness and Progressiveness**

CETA distributes grant funding in a way that encourages equity and forward-thinking, considering the prevailing economic climate. It will review and potentially increase grants from existing commitments whenever grant values are raised.

6.7. **Competitiveness**

CETA allocates grant funding in a manner that allows competitiveness.

7. POLICY PROVISIONS

7.1. The Grant Funding Policy supports the funding of the CETA mandate and strategy as informed by the skills development legislation, SDA, SDLA, Grant Regulations (Government Gazette No. 35940 of 3 December 2012), strategic imperatives of the NSDP.

7.2. The CETA will open funding windows for Discretionary Grant funding applications as per approval by the Accounting Authority.

7.3. Proposals with strategic or national significance (special) may be considered at any time, but funding depends on available uncommitted funds. This includes proposals from employers or entities seeking to partner with CETA on strategic projects.

7.4. Funding is at the sole discretion of the CETA and is dependent on available funds.

7.5. Site visits and/or due diligence processes will be conducted for all first-time applicants prior to the award of the grant.

7.6. A key focus of discretionary grants is to address scarce and critical skills through programmes that are designed to address such skills needs, and which include work integrated learning.

7.7. CETA allocates 49.5% of the skills development levy to discretionary grants.

7.8. Any unallocated mandatory grants or unspent administrative funds will be added to the discretionary fund and will be available for payment thereof.

7.9. Within a financial year, 80% of available discretionary grants will be allocated to PIVOTAL programmes that address scarce and critical skills in the sector and a maximum of 20% of the discretionary grant will be allocated to funding of programmes, other than PIVOTAL programmes, to develop the sector in

accordance with the priorities outlined in the SSP.

- 7.10. CETA and its stakeholders shall work together to put finalise contracts immediately after a grant is approved.

8. ELIGIBILITY TO RECEIVE FUNDING

CETA may award Discretionary Grants to legal entities inclusive of the following:

- 8.1. Public Higher Education and Training Institutions.
- 8.2. A levy paying employer/entity or company operating within the CETA sub sectors.
- 8.3. An employer/entity exempted from paying a skills development levy operating within CETA sub sectors.
- 8.4. A non-levy paying employer/entity operating within CETA sub sectors (small, micro and medium enterprises (SMMEs), and cooperatives legally registered with CIPC.
- 8.5. A non-levy paying employer/entity (NPO, NPC, Community Based Employer/entity's legally registered with CIPC) with an interest in skills development of beneficiaries within the CETA sub sectors.
- 8.6. A government department or public employer/entity/institution (registered under the PFMA) with an interest in skills development of beneficiaries within the CETA sub-sector. Such an employer/entity must have submitted within the time frames prescribed a WSP and ATR as a minimum requirement.
- 8.7. Organised Labour (Trade Unions) within CETA sub sectors.
- 8.8. These legal persons/entities may apply for any category of grant or participate in any type of skills development programmes as per opportunities availed by the CETA.
- 8.9. The CETA will implement its SSP through the disbursement of discretionary grants, ensuring that all Provinces are allocated grant funding.
- 8.10. The CETA will establish an annual process that will be widely communicated within the sector, ensuring sufficient time is provided for the development and submission of suitable applications.
- 8.11. Discretionary Grants will not be awarded to the following institutions, amongst others:
 - 8.11.1. Entities that are insolvent or in the process of being wound up
 - 8.11.2. Entities that are undergoing business rescue proceedings
 - 8.11.3. Entities that have entered arrangements with creditors, or have suspended business activities
 - 8.11.4. Entities that have had their debt written off by CETA in the past for various reasons
 - 8.11.5. Entities with pending DG related litigation proceedings with the CETA
 - 8.11.6. Directors and shareholders of companies that have been blacklisted on the National Treasury register of entities / directors prohibited from doing business with the state, CETA or any other organ of state
 - 8.11.7. Entities that failed to implement awarded projects in the past, abandoned projects and/or poor performed in discharging their contractual training obligations
 - 8.11.8. Entities with a history of enrolling learners not meeting minimum entry requirements into CETA learning programmes
 - 8.11.9. Non-levy paying entities (small businesses and non-profit employer/entities) should declare if they are funded by other SETAs, as CETA will have to assess the capacity of this employer/entity type to implement in the context of other projects they have.

9. GRANT FUNDING CRITERIA AND GUIDELINES

- 9.1. To apply for CETA DG funding for PIVOTAL programmes, eligible legal entities must submit a completed PIVOTAL training plan and report using the provided template, along with the WSP/ATR if they are levy-paying employers or entities.
- 9.2. Non-levy paying entities applying for PIVOTAL grants will not be required to complete the prescribed PIVOTAL training plan and report but will be requested to provide information on participation in PIVOTAL programmes and the impact of these programmes.
- 9.3. Employer/industry associations, or professional bodies submitting proposals for companies in their sector, must include information about the training needs and how much training those companies currently provide.
- 9.4. Project proposals addressing one (or several) of the following themes will be eligible for funding:
 - 9.4.1. PIVOTAL programmes delivered through public education and training institutions.
 - 9.4.2. Learning interventions aligned to SAQA-registered qualifications and unit standards where such qualifications and unit standards are available, and where the programme addresses a critical or scarce skill listed in the SSP.
 - 9.4.3. Artisan training whereby the company enrolls an apprentice, ensuring exposure to theoretical learning, workshop training and practical work experience, culminating in a trade test.
 - 9.4.4. The provision of workplace learning for a student engaged in practical work as part of their qualification, or to gain professional registration after qualifying.
 - 9.4.5. The provision of a structured work placement for students who have completed a qualification regarded as a scarce skill, and who is seeking practical experience in such an occupation in the form of an internship.
 - 9.4.6. Enrolling a staff member or unemployed youth in a learnership or skills programme targeting scarce or critical skills, linked to occupational qualifications.
 - 9.4.7. The application for a Discretionary Grant should describe the overall goal and objective of the programme, links to addressing sector skills needs, learning programme(s), number of learners per learning programme, the major milestones over the proposed period as well as cost projections for programme completion.
 - 9.4.8. Where appropriate, subsequent yearly commitments/awards will be related to satisfactory performance, in terms of outputs, verified expenditures, and the approval of future annual activity, future outputs, and spending forecasts.
 - 9.4.9. All funding applications must demonstrate capacity to successfully implement the proposed project.
 - 9.4.10. The CETA will verify that the employer/entity has the capacity to deliver effectively, efficiently, and in a timely manner.
 - 9.4.11. A DG will be allocated, subject to the availability of funds at the CETA's disposal. The award of a DG is not guaranteed to applicants, and it shall be within the discretion of the CETA.
 - 9.4.12. CETA will open a funding window calling entities within the sector to apply for DGs.
 - 9.4.13. An application for a DG must be submitted on or before the stipulated closing date indicated in the applicable DG funding window.
 - 9.4.14. Employer/entities (levy paying and non-levy paying) that fall within CETA sub-sector may apply for DGs, by applying as prescribed, on or before the closing date as stipulated in the advertisement.

- 9.4.15. DG priorities shall address hard to fill vacancies through learning programmes that are designed to address such skills needs in the sector, including workplace-based learning as identified in the SSP.
- 9.4.16. Successful applicants must comply with the processes established by CETA for the management, monitoring and evaluation of the grant disbursement process.
- 9.4.17. CETA reserves the right to withdraw a DG where a successful applicant does not comply with any such requirements and timelines as may be prescribed by CETA from time to time.
- 9.4.18. Preference for training on learning programmes will be given to South African citizens and permanent residents, designated groups such as women, youth, people with disabilities, townships and rural communities.
- 9.4.19. Unemployed student bursaries will be awarded from start of study programme until completion, provided that the students submit academic records that prove successful completion for each year of study. Furthermore, bursary holders must provide copies of certificates when they complete their studies; however, CETA reserves the right to fund needy students who have already commenced their studies provided that their studies contribute to CETA imperatives.
- 9.4.20. Students who have bursaries from other institutions are ineligible to obtain a bursary from CETA.
- 9.5. Students who receive CETA bursaries and fail their subjects, will repeat failed subjects at their own cost.
- 9.6. CETA will communicate with approved or rejected applicants by sending out a notification letter. Where approved, the letter will indicate intention to award bursary grants by requesting the applicant to enter a DG bursary contract with CETA by duly signing a contract with its annexures. The agreement will indicate the approved learning programme, number of learners approved, the total amount approved per learning programme and study programme timelines.
- 9.7. CETA will indicate the period by which the signed contract must be submitted and indicate the period by which the learner agreements must be submitted.
- 9.8. Employer/entities may only commence training once CETA has issued a commencement letter with a commencement date.
- 9.9. Should the applicant foresee that they will not be able to adhere to the set deadlines, the applicant must request an extension for submission of required documents by indicating the anticipated date of submission. CETA reserves the right to approve or decline such a request based on CETA priorities.

10. TARGET GROUPS FOR TRANSFORMATIONAL IMPERATIVES

- 10.1. The following are the targets as per the CETA's strategic priorities, women, youth, people with disabilities, military veterans, rural and township communities.
- 10.2. CETA will prioritise approval of applications that contribute to growth and development, transformation, and employment equity. It is important that training contributes to:
 - 10.2.1. Employment equity (improving the employee profile at all levels in terms of race, gender, and disability).
 - 10.2.2. Provision of opportunities for young people (particularly those not currently in education and training or in work).
 - 10.2.3. Contribute to initiatives meant to improve societal challenges
 - 10.2.4. Supporting enterprise development within the sector, including co-operatives and community-based entities.

- 10.2.5. Improving the skills profile of those from poorer socio-economic backgrounds and assisting in career-pathing from lower graded to higher graded jobs within companies.

11. DISCRETIONARY GRANT APPLICATION PROCESS

- 11.1. CETA accepts funding applications annually through a transparent process. Although additional calls for applications may occur, the focus is on supporting the yearly proposals within the sector.
- 11.2. The AA shall approve the specifications of the advertisement at any given time. Once the specifications have been approved, the CETA shall invite applications for DG funding.
- 11.3. Applications will be assessed by any person/committee or entity appointed by CETA for such purpose.
- 11.4. DG applications will be advertised on CETA platforms.
- 11.5. Without exception, applications must be submitted as prescribed in the advertisement(s). Extensions to submit applications after the advertised closing date and time will not be permitted.
- 11.6. The CETA may not consider a DG application if:
 - 11.6.1. The DG criteria aligned to the Grant Regulations are not met
 - 11.6.2. The submission deadline and evaluation criteria have not been met
 - 11.6.3. The applicant is blacklisted on the National Treasury database or is listed in the CETA Register of Poor Performing and / or Blacklisted SDPs, or
 - 11.6.4. The CETA does not have an adequate budget to allocate the required award

12. DISCRETIONARY GRANT EVALUATION CRITERIA AND PROCESS

- 12.1. The CETA shall take the following measures to guarantee an accurate, transparent, objective, and impartial assessment process and procedure:
 - 12.1.1. The composition of DG application evaluation and adjudication teams used will be varied to prevent bias.
 - 12.1.2. To avoid conflicts of interest, anyone with a present or past connection with any of the applicant employer/entity's will be excluded from the assessment.
- 12.2. The CETA shall evaluate the discretionary grant applications against the following compliance and evaluation criteria:
 - 12.2.1. Levy-paying companies must be up to date with payment of their skills levies.
 - 12.2.2. An applicant must submit an online application with a duly completed and signed off Pivotal Plan setting out the overall goal and objective and how these link to addressing sector skills needs, specifying the learning programme(s), number of learners per learning programme, the major milestones to be met over
 - 12.2.3. the proposed period, and cost projections for completion.
 - 12.2.4. Companies employing less than 50 employees and a payroll below R500 000,00 must have submitted a simplified PIVOTAL Plan/Report providing information on their participation in PIVOTAL Programmes and the impact of these programmes.
 - 12.2.5. An applicant must indicate the chamber and sub-sector of the chamber they belong to, where applicable.
 - 12.2.6. Where appropriate, subsequent yearly commitments / awards will be related to satisfactory performance, in terms of outputs, verified expenditures, and the approval of future annual activity, future outputs, and spending forecasts.
 - 12.2.7. The grant applicant needs to ensure that the skills development provider's facilitators, assessors and moderators selected to provide the training are

- CETA accredited and properly qualified.
- 12.2.8. The employer/entity must obtain exemption certificate from SARS or provide a letter from their accountant/ auditors confirming that their payroll is less than R500 000,00 for all permanent employees. A letter/report from the employer/entity's accountant must indicate the average payroll per head of permanent employees as proof that the reported number of permanent employees' payroll does not exceed the threshold.
 - 12.2.9. The applicant should ensure that the learning programme(s) are accredited and lead to a recognised qualification.
 - 12.2.10. In instances where training is for a short course, the value and benefit of the training programme(s) to the learner and (potential) employer/entity(ies) must be clearly demonstrated in the application documents.
 - 12.2.11. All applications shortlisted for funding must demonstrate capacity to successfully implement the project proposed. An applicant that is applying for work-based training must indicate a qualified and accredited mentor that will mentor and/or coach learners. A reasonable ratio that will be considered, and for evaluation purposes such ratio is 1:4 learners per mentor.
 - 12.2.12. The CETA will verify that the employer/entity has the capacity to deliver effectively, efficiently, and in a timely manner through a due diligence process in line with the provisions of this Policy. These include assessing learning materials used, qualifications and experience of engaged facilitators, assessors, and moderators; demonstrable financial capacity and resources including the adequacy of facilities to be utilised for training roll-out.
- 12.3. Transformation imperatives may be imposed by the CETA for DG awardees and may include:
- 12.3.1. The consideration of vulnerable groups when allocating projects to skills development providers
 - 12.3.2. Providers may be paired with start-ups and SMME SDP entities to empower them in line with the PPPFA Regulations of 2017
 - 12.3.3. Allocation of work to skills development providers belonging to a different province from that of the learning project delivery site will require CEO approval
 - 12.3.4. Priority shall be afforded to South African-owned entities. Such ownership status must be verified through the submission of valid Companies and Intellectual Property Commission (CIPC) documentation
 - 12.3.5. Levy-paying entities operating in the sector shall be given priority in the allocation of DGs, in recognition of their role as employers contributing to the sector and to the sustainability of the CETA
 - 12.3.6. The evaluation and final determination of awards shall remain at the discretion of the CETA, guided by approved DG criteria, funding availability, sectoral needs, and compliance with governance and regulatory frameworks.

13. AWARDS AND CONTRACTING

- 13.1. The entities approved for awards will be given an "intention to contract" or an "offer letter".
- 13.2. The "offer letter" lists requirements to be fulfilled and applicable timeframes to be met by the entities, for the CETA to proceed to contract with that employer/entity. The offer letters are legally binding once accepted.

- 13.3. Employer/entity issued with offer letters are required to acknowledge receipt thereof, sign and return the letter(s) within ten (10) working days from the date of dissemination by the CETA.
- 13.4. Failure to acknowledge or sign the acceptance of the offer letter within the prescribed period will result in the immediate cancellation of the offer to that employer/entity.
- 13.5. On receipt of acceptance of the offer letter, contracts will be entered into between CETA and the employer/entity by the 31 March.
- 13.6. Awarded employees/entities are expected to implement the projects within the duration as stipulated in the award letter and the implementation plan agreed with the CETA.
- 13.7. The training commencement and completion timelines will be specified in the implementation plan.
- 13.8. Overrunning training programmes may be considered poor performance on the part of the SDP.
- 13.9. Failure by the contracted entity to commence or implement the project within the prescribed timelines shall constitute a material breach of the award conditions. In such circumstances, the CETA may, at its sole discretion, cancel the award with immediate effect.
- 13.10. Upon cancellation/withdrawal, the CETA reserves the right to reallocate the funding to other eligible entities from the list of entities already awarded discretionary grants and implementing the same programme as well as having demonstrated readiness and capacity to implement the project.
- 13.11. If CETA targets are not met, CETA will review awarded entities that completed projects during the financial year and increase their learner awards to achieve its goals.
- 13.12. No change requests for learning programmes and pathways will be allowed for the DG window awards. For example, change requests from a learnership to an apprenticeship will not be allowed.
- 13.13. The CETA shall prioritise the funding of Occupational Qualifications in all DG windows going forward. A comprehensive list of occupational qualifications organised per pathway, shall be developed and made available to applicants at the beginning of each funding cycle.
- 13.14. Qualifications that fall outside the formal scope of the CETA may be considered for funding where such funding demonstrably supports levy payer retention.
- 13.15. Except for programmes related to artisan development, no legacy qualifications/trades shall be funded under any DG window going forward. Funding allocations shall align strictly with occupational qualifications and the strategic priorities of the CETA.
- 13.16. The CETA CEO, with recommendation from the Executive Manager: ETQA and Projects, may approve qualification change request applications within the awarded pathway provided that the qualification changes are still within the CETA's priority and scarce skills list.
- 13.17. The awarded or funded employer/entity has a responsibility to submit invoice claims to the CETA no later than the 4th day of the following month to ensure seamless transmission of funds.
- 13.18. In certain circumstances, other than those that have been prescribed by DHET policy or circulars, the AA may approve tranche payments for projects subject to the relevant conditions as approved and imposed by the CETA being met.
- 13.19. Application for tranche payment will only apply to public entities/institutions, professional bodies/associations and levy-payers registered with the CETA, approval will be at the sole discretion of the CETA.

- 13.20. Direct payment arrangements to the appointed training provider and/or learners must be agreed to during the project initiation phase. Such discussions shall occur through the Joint Project Management Team's Project Initiation Meeting, and any agreed arrangements must be formally recorded prior to implementation.
- 13.21. If the awarded entity does not utilise the full allocation during the approved project period, any unspent funds shall be deemed a positive balance and shall automatically be retained by the CETA at the conclusion of the project or upon early termination.
- 13.22. The CETA reserves the right to conduct a financial reconciliation ("sweep process") to determine the remaining balance and reallocate such funds at its sole discretion. Under no circumstances shall the awarded entity retain or claim unutilised funds once the project period has ended.
- 13.23. If a project is cancelled prematurely or abandoned, the award will be terminated with immediate effect. The CETA may recover, sweep, and reallocate these funds, and may also reassign the project to the appointed training provider or to another employer or provider with the capacity to implement.

14. PIVOTAL PROGRAMMES

- 14.1. PIVOTAL is defined as "Professional, Vocational, Technical and Academic Learning" linked to fully occupationally directed qualifications.
- 14.2. Such programmes normally include enrolling at a college or university as well as supervised practical learning in a workplace.
- 14.3. PIVOTAL learning programmes include:
 - 14.3.1. Formal full-time and part-time programmes that result in an occupational qualification. Such programmes may attract bursary applications
 - 14.3.2. Apprenticeships leading to a trade test and artisanal qualification
 - 14.3.3. Internships for learners studying for an occupational qualification and who require work experience and learning as part of the qualification
 - 14.3.4. Internships for learners who have completed their occupational qualification and who are seeking a period of workplace experience in their chosen occupation. The work experience must be structured and supervised by a suitably qualified person
 - 14.3.5. Graduate placements and candidacy programmes that enable qualified individuals to become professionally registered
 - 14.3.6. Learnerships and skills programmes
 - 14.3.7. CETA will prioritise PIVOTAL programmes in its DG awards. The proportion of funds allocated for each of these categories will be determined by the priorities for the year as stipulated in the Strategic Plan and Annual Performance Plan of the CETA as guided by the SSP.
 - 14.3.8. The CETA may fund a learner more than once where such funding supports approved progression from one learning programme to the next.
 - 14.3.9. Repeat funding across financial years is permitted, provided each award complies with the DG Policy, aligns with SSP priorities, and does not constitute duplication of funding.

15. OTHER SPECIAL PROJECTS FUNDED THROUGH DG BUDGET

- 15.1. CETA will accept unsolicited proposals for special projects, and these will be evaluated in line with the Special Projects Policy.
- 15.2. Funding of Special Projects shall be linked to the NSDP 2030 and CETA Annual Performance Plan objectives, targets and budget requirements.
- 15.3. The CETA will allocate funding for specific projects at its discretion, and may

provide resources for non-essential elements that aim to improve learning or the conditions thereof. Such expenditures may include items that further support the NSDP and CETA's strategic objectives and policy priorities within the Republic from a skills development perspective.

- 15.4. The CETA may invite interested stakeholders to apply for funding of special projects at any time, including periods outside the DG window.
- 15.5. Proposals for special projects with a co-funding element will be considered by the CETA.
- 15.6. In evaluating the proposal for Special Projects, CETA may request co-funding
- 15.7. Funding of special projects includes, but are not limited to:
 - 15.7.1. Research and Research Chairs,
 - 15.7.2. Lecturer development initiatives (increased number, improve qualifications and work placements),
 - 15.7.3. Learning materials (including learning aids, computers, tools, costume, or gear, and or special attire),
 - 15.7.4. Equipment and training material (any other resources used to deliver training, tools of trade and other incidental costs including excursions),
 - 15.7.5. Infrastructure (including skills development centres and funding of building or improving other resources or facilities critical to achieving the sector skills imperatives and creating access for those previously marginalised and disadvantaged),
 - 15.7.6. Development of qualifications and curricula (including new, or upgraded),
 - 15.7.7. Career guidance (events, material, and any other support),
 - 15.7.8. Rural development programmes and Youth development programmes and initiatives,
 - 15.7.9. Any other learning support intervention that will improve and enhance learning provision, subject to motivation demonstrating relevance,
 - 15.7.10. SMME and Entrepreneurship develop programmes; and
 - 15.7.11. Psycho-social and mentorship support.

16. STANDARD DG AND SPECIAL DG ADMINISTRATION COSTS

- 16.1. Grant Regulations provide for the CETA not to exceed 7,5% of the DG levy income towards projects administration costs. Up to a maximum of 7.5% of direct project cost as per signed contracts may be used for administration cost.
- 16.2. Project costs mean costs payable for approved projects funded through Discretionary Grants.
- 16.3. The projects administration costs for the DG participants, may include:
 - 16.3.1. 3.75% administration costs payable to the skills development provider (where applicable) another 3.75 payable to the employer. Where an accredited skills development provider is not required the 7.5% administration costs is payable to the employer/entity.
 - 16.3.2. Project Administration costs for the CETA may include but are not limited to:
 - 16.3.2.1. Salaries and benefits for staff directly linked to projects,
 - 16.3.2.2. Travel, subsistence and accommodation,
 - 16.3.2.3. Sector Skills Plan and Strategic Plan costs,
 - 16.3.2.4. Security and cleaning of skills development centres,
 - 16.3.3. Communication, PR and marketing costs for the projects,
 - 16.3.4. Evaluation and adjudication of DG proposals and adjudication of DG applications,
 - 16.3.5. Consulting and outsourcing costs directly related to DG projects,
 - 16.3.6. Project Management,

- 16.3.7. Legal costs,
- 16.3.8. Management information system costs, and
- 16.3.9. Other project administration expenditures.

17. DG PAYMENT / RE-IMBURSEMENT REGIME

- 17.1. The CETA primarily uses a performance-based payment or re-imbursalment model for DG learning programmes and projects regime.
- 17.2. The CETA will only consider tranche payment system for approved entities as stipulated below:
 - 17.2.1. Large entities who are levy-payers to CETA as their primary SETA, who have been with the CETA for a continuous period of ten (10) years and above.
 - 17.2.2. Government related institutions, including national or provincial departments, local authorities, state owned entities, PFMA schedule entities and constitutional entities.
 - 17.2.3. Public learning institutions like universities, universities of technology, TVETs, Community Education Colleges etc.
- 17.3. The CETA will administer the payment of learner stipends based on the evidence and records of attendance as verified on the learner attendance biometric or recording system.
- 17.4. CETA will consider the annual December construction sector shutdown when setting payment timelines. To maintain support for CETA-funded programmes during this period, approved entities may submit advance December payment claims along with the November claim—based on November's amount—due to CETA's year-end closure.
- 17.5. Claims that meet all requirements will be processed. Supporting December claim documents and attendance evidence must be submitted in January for reconciliation purposes.
- 17.6. CETA may issue credit notes or recover any overpayments found during this process.
- 17.7. CETA shall conduct a risk assessment to mitigate exposure arising from entities with a history of non-compliance with this provision or related funding requirements, and may impose additional conditions, limit advance payments, or decline such advances where deemed necessary.

18. ROLES AND RESPONSIBILITIES

- 18.1. The ETQA and Projects Division initiates the call for proposal by identifying various learning programmes to fund as per the SSP and APP.
- 18.2. The ETQA and Projects division shall confirm full DG budget allocation for the period. This shall include verification of budget availability, spending limits, and fiscal compliance requirements.
- 18.3. The ETQA and Projects division shall develop a detailed affordability matrix for each learning pathway, outlining the cost implications and maximum funding capacity within the approved DG budget.
- 18.4. The development of the affordability matrix and allocation of DG funds shall be aligned with the targeted performance indicators as approved in the CETA Annual Performance Plan (APP) and other strategic documents. Funding decisions shall support the achievement of these indicators.
- 18.5. The affordability matrix and associated financial guidance shall form part of the DG planning process and shall be applied during evaluation, adjudication, and award decisions.

- 18.6. Accounting Authority (AA) will authorise a call for proposal and approve the DG awards.
- 18.7. The CETA shall determine the applications handling, evaluation and adjudication processes. Recommendations for approval shall be submitted to the AA.
- 18.8. Where an employer/entity is not accredited, they must recommend an accredited skills development provider and submit with the recommendation letter and an accreditation certificate to be considered by the training provider appointment committee.
- 18.9. CETA will appoint accredited skills development providers within the employer's province for approved projects. If few providers are available locally, a provider from any province in South Africa may be selected.
- 18.10. It is the CETA's responsibility to ensure verification of accreditation of appointed skills development providers.
- 18.11. A skills development provider whose accreditation lapses during implementation will not be allowed to continue with class room training. Learners on this programme will be sent to the workplace while the skills development provider is in the process of reaccreditation. Project related disbursements will continue within the allocated budget except for those that are payable to the skills development provider. The CETA and the skills development provider will agree on a timeline for re-accreditation prior to commencement of the programme.

19. DG PROJECTS AND SPECIAL PROJECTS MONITORING AND EVALUATION

- 19.1. Ongoing monitoring and evaluation mechanisms will be implemented to ensure DG Policy plans are executed in CETA.
- 19.2. Workplace sites will be subjected to a workplace approval process in terms of the National Workplace Approval Policy prior to learners being transferred to workplaces.
- 19.3. Thorough and effective due diligence will be performed on regular basis to ensure and reduce programme project failures.
- 19.4. These include regular site visits and independent unannounced visits to DG projects delivery sites to ensure quality and compliance.
- 19.5. Beneficiary lists of learners recruited for the relevant project should be submitted by the awarded employer/entity to CETA for approval prior to the commencement of the project.
- 19.6. The CETA will issue commencement letters once verification of learner information has been satisfactorily concluded.
- 19.7. Conditional commencement letters may be issued if it is in the interest of successful implementation of a project.
- 19.8. Learners/beneficiaries may not be replaced without the prior approval of the CETA.
- 19.9. Replacements must be effected within 21 days from the commencement date as per the commencement letter and replacement learners must be registered on the CETA system within this period.
- 19.10. A detailed replacement matrix per learning pathway, as provided by the CETA, must be used to guide and document all replacement processes.
- 19.11. Allocations for candidates in a CETA-funded candidacy programme may be retained to allow for replacements where a candidate resigns from the awarded entity.
- 19.12. Replacements may be effected only with the approval of the CETA and must involve a candidate of comparable experience, registration status, and progression toward professional designation.

- 19.13. All replacements must be made in accordance with the requirements and timelines prescribed by the CETA
- 19.14. Any project that commences prior to the issuing of a commencement letter by the CETA, shall be deemed invalid, unless reasons are provided by the employer/entity and approval is granted by the CEO, with the recommendation of the Executive Manager: ETQA and Projects.
- 19.15. Termination of learners must be effected on an official CETA termination form supported by the necessary documents (i.e. resignation letter, death certificate and minutes of a disciplinary hearing if the learner was dismissed).
- 19.16. The CETA shall collect, process, manage, store, and retain personal information relating to participating learners strictly in accordance with the Protection of Personal Information Act, 2013 (Act No. 4 of 2013) (“POPIA”), and any other applicable data protection legislation.
- 19.17. Learner information shall be processed only for lawful and legitimate purposes, including the administration and implementation of funded programmes, monitoring and evaluation, research and analytical activities, statutory and management reporting, and for contacting learners regarding programme-related matters and potential learning or employment opportunities.
- 19.18. The CETA shall ensure that such personal information is adequate, relevant, and not excessive for the stated purposes, is protected by appropriate technical and organisational safeguards against unauthorised access, loss, or misuse, and is accessible only to authorised personnel.
- 19.19. Personal information shall not be retained for longer than is necessary to achieve the purposes for which it was collected, unless retention is required or permitted by law.

20. NON-COMPLIANCE

- 20.1. Individual employees who breach the principles of this policy shall face consequence management including but not limited to disciplinary proceedings.
- 20.2. Any violation of the policy by an employer/entity awarded a DG may result in the termination of their contract or assignment.

21. POLICY AMENDMENTS AND REVIEW

- 21.1. This policy shall be reviewed on a biennial basis.

22. ANNEXURE A: LEARNING PATHWAYS AND APPLICABLE FUNDING

Learning Programme	Allocated funds/learner / annum	Programme Duration	Monthly stipend per learner
Apprenticeship Unemployed	R206 290,00	3yrs	R3,000.00
Apprenticeship for Unemployed (people with disabilities)	R254 290,00	3yrs	Minimum monthly allowance (stipend) of R3,500.00 (inclusive of a R1000) Disability Grant (R4 000,00 per learner to the TP) for disability toolkit
Learnership (unemployed)	R55,000.00	12 months	R2,500.00
Learnership Unemployed (people with disabilities)	R71,000 .00	12 months	Minimum monthly allowance (stipend) of R3500,00 (inclusive of a R1000) Disability Grant (R4,000.00) for disability toolkit to the TP
Learnership Employed	R25,000.00	12 months	N/A
Learnership Employed (People with disabilities)	R29,000.00	12 months	No allowance (stipend) for employed learners) Disability Grant (R4,000.00 per learner as a once off to the TP)
Short Skills programmes	R15,000.00	3 months	R1,500.00
Internship	R60,000.00	12 months	R4,000.00
University (HET) Student Placement	R50,000.00	12 months	R3,000.00
TVET Student Placement (NATED Engineering Related)	R85,000.00	24 months	R3 000.00
Candidacy	R300,000.00/	3 years	-

	R100,000.00 (per annum)		
Recognition of Prior Learning (Unemployed)	R15,000.00	3 months	R1,500.00
Artisan Recognition of Prior Learning (ARPL) for employed	R35,000	As per training gap requirements	Pre-assessment, gap analysis, training, trade preparation and trade testing
Artisan Recognition of Prior Learning (ARPL) for unemployed	R55,000.00	Course duration determined by the training period	pre assessment, gap training, trade testpreparation and Trade testing) R2 500 stipends.
Bursaries Employed	Up to a maximum of R80,000.00	Course Duration as per Institution guidelines	Funding provided for the actual cost of tuition fees and books/study material limited to the amount as indicated.
Bursaries Unemployed	Up to maximum of R120,000 for unemployed	Course duration as per Institution guidelines	Funding to be in terms of the bursary policy
Bursaries for Masters and PhDs	Up to a maximum of R80000.00	Course duration as per institution guidelines	This category is reserved for the employed and will be funded as per the bursary policy.
Rural allowance		For the duration of the programme	The allowance payable to the learner by the CETA shall be one forth $\frac{1}{4}$ of the total learning intervention cost (i.e. Learnership fixed stipend is R4000. Rural top up is going to be R1000. Which add up to be R5000 P/L)

23. ANNEXURE B: LEARNING PROGRAMME DESCRIPTION AND QUALIFICATION CRITERIA

PROGRAMME	DESCRIPTION	QUALIFICATION CRITERIA TO COMMENCE PROGRAMME	DURATION
Apprenticeship ending in a trade test	An apprenticeship is a technical training system, which includes practical and theoretical components. An apprentice must complete theoretical and practical training under the guidance of a mentor and pass phase tests. After successfully completing the above, the apprentice will sit for a final trade test and qualify as an artisan. This is a final integrated summative assessment for an artisan qualification for a listed trade that is conducted at an accredited trade test centre by an assessor registered with NAMB. To qualify as a designated tradesman, an apprentice must pass an approved trade test in the relevant trade.	Minimum of Grade 9 or a National Technical Certificate Part 1 (N1) or equivalent qualification. Conformance to the minimum criteria of apprentices as determined by CETA. Practical experience at an accredited training institution and the applicant having met all the tasks (modules) as specified in the skills register for that trade. Practical experience at an accredited institution (training centre or employer/entity) until he/she has met the tasks (modules) as specified in the skills register for that trade. 18 months' practical site experience with the employer/entity in accordance with the above.	3 Years - funded at R206 290,00 for all aspects of the programme including trade testing preparation and three attempts. Learners will be allowed maximum of three trade test attempts.
Bursary	A programme for learners to acquire tuition at a college or University for certain period of time in order to achieve a formal qualification i.e., certificate, diploma or degree	Persons that meet the minimum criteria for construction qualifications as prescribed by the below public higher education and training instructions: University University of Technology TVET College	Bursary funding and limits thereto, are addressed in the CETA Bursary Policy
Candidacy	A candidate is a person who has satisfied/completed the educational requirements toward registration in a category and is receiving training and gaining experience through employment with the intention of attaining the competency required for professional registration in that category. It's a	Graduates who have fulfilled educational requirements can be enrolled into candidacy programmes as candidate engineer, candidate engineering technologist or candidate engineering technician. Candidates MUST be registered with the relevant professional body under the Council for the Built Environment within the Built Environment sector.	3 Years funded at R300, 000 or R100, 000.00 p.a. for all aspects of the programme

	programme that enables qualified people to obtain professional registration with the respective council	Must be in possession of a minimum University Degree or University of Technology Diploma or Artisan Trade Certificate.					
Internship	A structured and monitored workplace experience opportunity offered by an employer/entity to a graduate for a fixed period of time with the objective of gaining workplace experience within a real work environment	Must be in possession of a University Degree, University of Technology Diploma, or TVET College Diploma. NQF 5 shall also be considered, especially qualifications in line with the construction sector.	12 Months funded at R80, 000.00 for all aspects of the programme				
Learnership	A learnership is a learning programme that leads to an occupational qualification or a part qualification. A learnership is traditionally a twelve-month programme which combines institutional learning (theory) and work experience (practical)	Highest qualification as prescribed by the learnership in line with the qualification against which it is registered. Literacy and numeracy skills.	12 Months funded at R55,000.00 for all aspects of the programme				
Skills Programme	A skills programme is occupationally based and when completed, will provide credits towards a full qualification registered on the NQF national qualifications framework. A skills programme is a shorter version of a learnership and is meant to address short-term needs with long-term benefits. The intention is to ultimately lead to a full qualification	Highest qualification as prescribed by the qualification applied for. Literacy and numeracy skills.	3 Months funded at R15, 000.00 for all aspects of the programme where funded learners are employed, the skills programme shall be funded at R10, 500.00 / exclusive of the stipend amount.				
HET and TVET Student Placement	A structured programme for work experience afforded to a student at a University of Technology (HET Student Placement) or TVET College (TVET Student Placement) in a workplace as part of their studies	Learners enrolled at TVET Colleges seeking workplace experience to complete their NATED course/s. Students from Higher Education and Training (HET) institutions.	Funded for all aspects of the programme as follows <table border="1" data-bbox="1182 1585 1485 1682"> <tr> <td>N6 (Technical)</td> <td>24 months</td> </tr> <tr> <td>HET</td> <td>4 to 18 months</td> </tr> </table>	N6 (Technical)	24 months	HET	4 to 18 months
N6 (Technical)	24 months						
HET	4 to 18 months						
Recognition of Prior Learning (RPL)	Recognition of Prior Learning is a process that compares previous learning of a learner, whether it's done formally, non-formally or informally with experience. In practice the learners or employees are	Suitable experience or training received in line with the requirements of the specific construction qualification with the accreditation scope of the CETA. All documents in the PoE must align with a checklist provided by the CETA and NAMB.	Assessment; gap training, Moderation and Certification at R15 000,00				

	assessed against Associated Assessment Criteria and exit level outcomes of the qualifications		
Artisan Recognition of Prior Learning (ARPL)	This is a process whereby people's prior learning can be formally recognized in terms of registered qualifications and unit standards, regardless of where and how the learning was attained. It acknowledges that people never stop learning, whether it takes place formally at an educational institution, or whether it happens informally.	Prospective ARPL candidates apply at an accredited Trade Test Centre, accredited for the trade, which is being applied for, to undergo an ARPL process. Candidates must complete a POE as per their CV and relevant supporting documents with when applying for ARPL. Where a candidate is self-employed, such a candidate must provide proofs of trade related evidence and affidavits (signed in the presence of an officer of the law) from clients and a community leader to support the request for ARPL. All documents in the PoE must align with a checklist provided by the CETA and NAMB.	R35 000,00 (employed candidates) R55 000,00 (unemployed candidates) Learners will be allowed maximum of three trade test attempts.