

FASSET

**Annual Performance Plan
for FY2020/21**

November 2019



F A S S E T

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ABBREVIATIONS

Abbreviation	Description
APP	Annual Performance Plan
ATR	Annual Training Plan
DG	Discretionary Grants
DHET	Department of Higher Education & Training
DoT	Department of Transport
DPME	Department of Monitoring and Evaluation
ETQA	Education & Training Quality Assurance
FASSET	Financial and Accounting SETA
FLC	Foundational Learning Competency
HET	Higher Education Training
HETLA	Higher Education & Training Laws Amendment Bill
HRDS	Human Resource Development Strategy
IPAP	Industrial Policy Action Plan
MG	Mandatory Grants
MHEST	Minister of Higher Education, Science and Technology
MTEF	Medium Term Expenditure Framework
MTSF	Medium Term Strategic Framework
N/A	This target is new or was not measured previously
NDP	National Development Plan
NQF	National Qualification Framework
NSDP	National Skills Development Plan
NSDS	National Skills Development Strategy
NSF	National Skills Fund
PESTEL	Political, Economy, Social, Technological, Environmental and Legal

Abbreviation	Description
PFMA	Public Finance Management Act
PIVOTAL	Professional Vocational Technical and Academic Learning programmes that result in a qualification or part of a qualification on the NQF
PPE	Programme Performance Evaluation
PTP	PIVOTAL Training Plan
PTR	PIVOTAL Training Report
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SBDS	Small Business Development Strategy
SDA	Skills Development Act
SDL	Skills Development Levies
SETA	Sector Education and Training Authority
SIC codes	Standard Industrial Classification codes
SIPS	Strategic Infrastructure Programmes
SLA	Service Level Agreement
SSP	Sector Skills Plan
SWOT	Strengths, Weaknesses, Opportunities and Threats
TVET	Technical, Vocational, Education & Training

STATEMENT FROM THE ACCOUNTING AUTHORITY (CHAIRPERSON OF THE BOARD)

It is our privilege, as the Finance and Accounting Services Sector Education and Training Authority (FASSET) Board, to submit the Annual Performance Plan (APP) to the Department of Higher Education, Training, Science and Technology (DHET) for the period 1 April 2020 to 31 March 2021. As a Sector Education and Training Authority (SETA), we are focused on continuing to deliver on our mandate of facilitating skills development across the Post-School Education and Training (PSET) pipeline. We are doing this by continuing to partner with all our stakeholders, including DHET, and various delivery partners for the benefit of the FASSET sector and the broader economy.

This version of the APP is FASSET's response to the National Skills Development Plan (NSDP) and in it we have sought to ensure that our intended plans align to the outcomes of the NSDP and addresses the challenges faced by South Africa in these times of job scarcity coupled with the impact of technology and its consequences.

The APP incorporates input from the FASSET Management Team, Board and Governance and Strategy Committee.

FASSET is a public entity listed in Part A of Schedule 3 of the PFMA, established in accordance with section 9 of the SDA as amended, and having all the powers granted to it in terms of the Act. The scope of coverage of FASSET is the financial and accounting sector, as determined by the Minister of Higher Education, Training, Science and Technology (MHET) in terms of section 9(2) of the SDA, read in conjunction with Government Gazette No 42589, of 22 July 2019.

As a SETA that has been in operation since 2000, our re-establishment as indicated in the above-mentioned gazette to 31 March 2030, the extended licence period allows FASSET to plan longer term and implement programmes over a longer period where the impact can be measured.

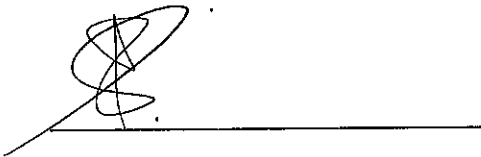
Post the re-establishment of the SETA, the FASSET Board in late July 2019 re-evaluated the SETA's strategy, taking into account developments within the skills development environment, whilst remaining mindful of the need to be agile and respond to the skills needs of our sector timeously and in a coordinated manner to ensure success.

To this end, FASSET will continue to focus on two core areas; firstly, the facilitating of learner placement and enhancing their employability prospects for sustained employment, and secondly, supporting the achievement of Professional, Vocational, Technical and Academic Learning (PIVOTAL) programmes. In tackling these two core areas, FASSET is more mindful of the need to address various national governmental strategic imperatives. As such new interventions which FASSET has piloted in the 2019/20 year, inter alia the SETA response to the National YES programme targeting unemployed graduates and unemployed matriculants, initiatives assisting the Community colleges, Technical and Vocational Education and Training (TVET) facilitator development programmes and small business learner placement programmes will be continued and expanded in the APP we submit here. FASSET will also ensure we continue to respond on the career guidance programmes so essential for learners in the schooling system and will continue to fund wrap around bursaries to university learners in our sector. TVET Bursaries will also be offered in this new planning phase as we seek to ensure we grow the economy. Skills programmes

for entrepreneurs has become a key focus area of FASSET and we will look to ensure impactful interventions here. Transformation remains key to all we do at FASSET and in this planning period, a priority will be the development of females at executive level.

The DPME Framework for Strategic Plans (SPs) and APPs has been used as the basis for the preparation of this APP. Additionally, this APP is submitted in accordance with the requirements of DHET, the PFMA, Treasury Regulations and the FASSET Constitution. In preparing this APP, we have taken into account the funding regulations, which govern the SETA levy-grant system. No changes to the regulations have been introduced, however the existing regulations are incorporated in FASSET's planned interventions and related budget.

As the FASSET Board, we endorse this APP and look forward to our continued working with DHET and delivering against FASSET's refined strategic goals and objectives in the upcoming year for the benefit of our stakeholders and the country.



Ms Lynette Ntuli


Chairperson of the Board

OFFICIAL SIGN-OFF


It is hereby certified that this Annual performance Plan:

- Was developed by the management of the FASSET under the guidance of the Chairperson of the Board.
- Considers all the relevant policies, legislation and other mandates for which the FASSET is responsible.
- Accurately reflects the Impact, Outcomes and Outputs which the FASSET will endeavour to achieve over the period 2020/21 Financial Year.

Mr Zakariya Alli CA (SA)
Chief Financial Officer

Signature: 

Ms Elizabeth Thobejane
Chief Operations Officer

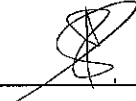
Signature: 

Ms Ayanda Mafuleka CA (SA)
Chief Executive Officer

Signature: 

Approved by:

Ms Lynette Ntuli
Chairperson of the Board

Signature: 

PART A: OUR MANDATE

1. UPDATES TO THE RELEVANT LEGISLATIVE AND POLICY MANDATES

1.1 Constitutional Mandate

The Constitution of the Republic of South Africa is the supreme law governing the country of South Africa. It provides the legal foundation for the existence of the Republic, sets out the rights and duties of its citizens and defines the structure of the government. The relevant sections of the Constitution that have a direct bearing on the governance of FASSET are the following:

- Chapter 2 outlines the Bill of Rights which enumerates the civil, political, economic, social and cultural human rights of the people of South Africa.
- Chapter 4 defines the structure of Parliament and lays down the process for enacting bills into law, amongst others.
- Chapter 10 on Public Administration, which lists values and principles for the administration of the civil service.
- Chapter 13 deals with Public Finance which requires effective and transparent budgeting at all levels of government; it gives the National Treasury the power to oversee budgetary processes and places some restrictions on government procurement and borrowing.
- Chapter 14 outlines general provisions dealing with transitional and incidental provisions such as requiring that obligations imposed by the Constitution be carried out without delay; providing that some executive powers may be delegated by one organ of state to another; and as the Constitution is published in all eleven official languages, providing that the English text is authoritative in the event of a conflict.

FASSET does not directly draw its mandate from the Constitution. However, the SETA's functions specifically seek to uphold the following rights, as outlined under Chapter 2:

- The right to **freedom of trade, occupation and profession**

22. Every citizen has the right to choose their trade, occupation or profession freely. The practice of a trade, occupation or profession may be regulated by law.

- The right to **Education**

29. (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, considering—

- (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.

As a public entity, FASSET reports to the MHEST as the Executive Authority of the SETA (i.e. the Board). FASSET is accountable to Parliament and are also under the oversight of National Treasury in terms of performance management and financial administration. FASSET engages with a broad range of stakeholders in fulfilment of the SETA mandate which requires FASSET to uphold principles of good governance in the interest of making a meaningful contribution in skills development for the benefit of the FASSET sector and the country.

1.2 Legislative Mandate

The following Legislative and policy mandates impact FASSET.

1.2.1 Skills Development Act, No. 97 of 1998

Chapter 3 of the Skills Development Act, No. 97 of 1998, outlines the establishment and functions of the SETAs. The functions of the SETAs are outlined in the excerpt below.

- 10(1). A SETA must, in accordance with any requirements that may be prescribed-
- a) develop a sector skills plan within the framework of the national skills development strategy;
 - b) implement its sector skills plan by-
 - i. establishing learning programmes;
 - ii. approving workplace skills plans and annual training reports;
 - iii. allocating grants in the prescribed manner and in accordance with any prescribed standards and criteria to employers, education and skills development providers and workers; and
 - iv. monitoring education and skills development provision in the sector;
 - c) promote learning programmes by-
 - i. identifying workplaces for practical work experience;
 - ii. supporting the development of learning materials;
 - iii. improving the facilitation of learning; and
 - iv. assisting in the conclusion of agreements for learning programmes, to the extent that it is required;
 - d) register agreements for learning programmes, to the extent that it is required;
 - e) perform any functions delegated to it by the QCTO in terms of section 26l;
 - f) when required to do so as contemplated in section 7(1) of the Skills Development Levies Act, collect the skills development levies, and must disburse the levies, allocated to it in terms of sections 8(3)(b) and 9(b), in its sector;

- g) liaise with the National Skills Authority on-
 - i. the national skills development policy;
 - ii. the national skills development strategy; and
 - iii. its sector skills plan;
- h) submit to the Director-General-
 - i. any budgets, reports and financial statements on its income and expenditure that it is required to prepare in terms of the Public Finance Management Act; and
 - ii. strategic plans and reports on the implementation of its service level agreement;
- i) liaise with the provincial offices and labour centres of the Department and any education body established under any law regulating education in the Republic to improve information-
 - i. about placement opportunities; and
 - ii. between education and skills development providers and the labour market;
 (iA) liaise with the skills development forums established in each province in such manner and on such issues as may be prescribed;
- j) subject to section 14, appoint staff necessary for the performance of its functions;
 (jA) promote the national standard established in terms of section 30B;
 (jB) liaise with the QCTO regarding occupational qualifications; and
- k) perform any other duties imposed by this Act or the Skills Development Levies Act or consistent with the purposes of this Act.

(2) A SETA has –

- a) (a) all such powers as are necessary to enable it to perform its duties referred to in subsection (1); and
- b) (b) the other powers conferred on the SETA by this Act or the Skills Development Levies Act.

The Skills Development Act (No. 97 of 1998) (SDA) makes provision for the establishment of SETAs for each national economic sector. In terms of this, a SETA Constitution is drawn up in accordance with the requirements of section 13, as further provided for in terms of section 9 (1) of the Act, and provides an institutional framework for the SETA to develop and implement national, sectoral and workplace strategies, in order to develop and improve the skills of the South African workforce.

1.2.2 Skills Development Levies Act, No. 9 of 1999

This Act regulates a compulsory levy scheme to fund education and training in businesses within various sectors in South Africa. It aims to expand the knowledge and competencies of the labour force and in so doing increase the supply of skilled labour in South Africa, providing for greater productivity and employability.

The criteria currently used for employers to become eligible to pay Skills Levies

- SARS collects all SDLs of which 20% goes to the National Skills Fund and 80% to the SETAs. SETAs retain 10.5% for their own administration, 0.5% the Quality Council for Trades and Occupation (QCTO) for quality assurance, 20% is dispersed back to compliant and participating employers (Mandatory Grant) and allocate 49% to their Pivotal pool of funds.
- 80% of this Pivotal pool of funds is available to employers in the form of a Pivotal Grant (subject to application and success submission of a Pivotal Grant Plan) and 20% is reserved for Discretionary funding of compliant employers (subject to application/allocation).

- Non-compliant or non-participating employers' Mandatory Grant is swept into the discretionary pool. SETAs may also apply for additional funding from the National Skills Fund for special projects. Should the SETA not use the funds at their disposal they are swept back to the National Skills Fund (NSF).

1.2.3 Other Legislation & Policy Mandates

Other key legislation includes:

- a) Basic Conditions of Employment Act, 1997 (Act No. 75 of 1997),
- b) Broad-Based Black Economic Empowerment Act, 2003 (Act No. 53 of 2003),
- c) Division of Revenue Acts
- d) Employment Equity Act, 1998 (Act No. 55 of 1998),
- e) Income Tax Act, 1962 (No. 58 of 1962).
- f) Labour Relations Act, 1995 (Act No. 66 of 1995),
- g) National Qualifications Framework Act, 2008 (Act No. 67 of 2008),
- h) Preferential Procurement Policy Framework Act, 2000 (Act No. 5 of 2000),
- i) Public Audit Act, 2004 (Act No. 25 of 2004),
- j) Public Finance Management Act, 1999 (Act No. 1 of 1999),

Other policy mandates include:

- a) White Paper for Post-School Education and Training (2014) (PSET)

2. UPDATES TO INSTITUTIONAL POLICIES AND STRATEGIES

2.1 National Development Plan

The NDP 2030, which is aimed at growing an inclusive economy, building capabilities, enhancing the capacity of the state, and promoting leadership and partnerships throughout society, has also shaped the policy imperatives which have been taken into account. Furthermore, the White Paper on the PSET System (released in 2014) outlined the policy direction that will be adopted by the DHET. Although an implementation plan on the White Paper has not yet been issued, FASSET has considered the contents of the policy document. It is within FASSET's understanding that a number of gaps need to be addressed relating to areas such as centralisation of shared SETA services, the increased focus on research, monitoring and impact assessment of SETA interventions, the employability pipeline of individuals entering the sector, and the effective use of the SDL. We will continue to participate in the process with DHET to craft a workable implementation plan which is, as far as possible, geared towards ensuring that the policy imperatives of the White Paper are operationalised.

By 2030, the South African Government seeks to:

- Eliminate income poverty – Reduce the proportion of households with a monthly income below R419 per person (in 2009 prices) from 39% to zero;
- Reduce inequality – The Gini coefficient should fall from 0.69 to 0.6.

Chapter 9, *Improving Education, Training and Innovation*, is directly linked to the SETAs, which outlines the following objectives and actions:

CHAPTER 9: EDUCATION, TRAINING AND INNOVATION
<p>OBJECTIVES:</p> <ul style="list-style-type: none">• Make early childhood development a top priority among the measures to improve the quality of education and long-term prospects of future generations. Dedicated resources should be channeled towards ensuring that all children are well cared for from an early age and receive appropriate emotional, cognitive and physical development stimulation• All children should have at least 2 years of pre-school education• About 90 percent of learners in grades 3, 6 and 9 must achieve 50 percent or more in the annual national assessments in literacy, math's and science.• Between 80 – 90 percent of learners should complete 12 years of schooling and or vocational education with at least 80 percent successfully passing the exit exams• Eradicate infrastructure backlogs and ensure that all schools meet the minimum standards by 2016• Expand the college system with a focus on improving quality. Better quality will build confidence in the college sector and attract more learners. The recommended participation rate of 25% would accommodate about 1.25 million enrollments• Eradicate infrastructure backlogs and ensure that all schools meet the minimum standards by 2016• Expand the college system with a focus on improving quality. Better quality will build confidence in the college sector and attract more learners. The recommended participation rate of 25 percent would accommodate about 1.25 million enrolments.• Provide 1 million learning opportunities through Community Education and Training Centres• Improve the throughput rate to 80 percent by 2030.• Produce 30 000 artisans per year• Increase enrolment at universities by at least 70 percent by 2030 so that enrolments increase to about 1.62 million from 950 000 in 2010• Increase the number of students eligible to study towards maths and science-based degrees to 450 000 by 2030• Increase the percentage of PhD qualified staff in the higher education sector from the current 34 percent to over 75 percent by 2030• Produce more than 100 doctoral graduates per million per year by 2030. That implies an increase from 1420 in 2010 to well over 5000 a year• Expand science, technology and innovation outputs by increasing research and development spending by government and through encouraging industry to do so.

Figure 1: Chapter 9 of the National Development Plan (Objectives)

ACTIONS:

Early Childhood development

Schooling

- The interests of all stakeholders should be aligned to support the common goal of achieving good educational outcomes that are responsive to community needs and economic development
- Introduce incentive schemes linked to the annual national assessments to reward schools for consistent improvements
- Top performing schools in the public and private sectors must be recognised as national assets. They should be supported and not saddled with unnecessary burdens.
- Strengthen and expand Funza Lushaka and ensure that graduates of the programme are immediately absorbed into schools. It should not be left to graduates to find placements in schools
- Investigate introducing professional certification. Newly qualified teachers would need to demonstrate certain competencies before they are employed in schools, and after that they would be offered preliminary or probationary certification, to be finalised based on demonstrated competence. The professional certification of all teachers would need to be renewed periodically.
- Change the appointment process to ensure that competent individuals are attracted to become school principals.

Further Education and training

- Support the development of specialized programmes in universities focusing on training college lecturers and provide funding for universities to conduct research on the vocational education sector
- Build the capacity of FET institutions to become the preferred institutions for vocational education and training. Learners should be able to choose the vocational pathway before completing Grade 12. Expand the geographical spread of FET institutions.
- ***Build a strong relationship between the college sector and industry. SETAs have a crucial role in building relationships between education institutions and the employers.***

Higher Education

- Implement a National Programme to develop the Next Generation of Academics for South African Higher Education.
- Complete the construction of two new universities in Mpumalanga and the Northern Cape; new medical schools in Limpopo and a number of academic hospitals; expand the infrastructure of existing institutions and allow all universities to use of distance education to reach more learners
- Provide an option of a four-year university degree, combined with bridging courses and more support for universities to help students from disadvantaged backgrounds.
- Provide all students who qualify for the National Student Financial Aid Scheme with access to full funding through loans and bursaries to cover the costs of tuition, books, accommodation and other living expenses. Students who do not qualify should have access to bank loans, backed by state sureties. Both the National Student Financial Aid Scheme and bank loans should be recovered through arrangements with the South African Revenue Service. Service-linked scholarships should be available in areas such as nursing, teaching and social work.
- Relax immigration requirements for highly skilled science and mathematics teachers, technicians and researchers. All graduates from foreign countries should be granted 7-year work permits.

Figure 2: Chapter 9 of the National Development Plan (Actions)

As highlighted above, a critical FASSET related action is, *build a strong relationship between the college sector and industry. SETAs have a crucial role in building relationships between education institutions and the employers.*

As such, FASSET will continue to focus on the key recommendations of our SSP. These include the:

- Continued promotion of the SETA's Skills Development Strategy and the National Skills Development Plan
- Delivery of effective projects that impact on the skills needs of our sector and beyond, and across the PSET pipeline
- Emphasising the need for transformation in the sector i.e. the transformation agenda, to ensure that more African Black people, Coloured people in the Western and Northern Cape and people with disabilities are assisted to gain access to the sector and that B-BBEE imperatives are addressed in all our interventions
- Continued focus on tracking the impact of our skills development interventions will also be maintained

2.2 National Growth Plan¹

In 2013, the NGP called for the need to improve skills in every job and target 1,2 million workers for certified on-the-job skills improvement programmes annually. Whilst there has been significant progress made in this regard, there remains work to be done in achieving this goal. Every Sector Education and Training Authority (SETA) should therefore aim to facilitate and co-finance training for approximately 10% of the workforce annually. The NGP also commits government to improve SETA performance by strengthening governance, accountability and administrative systems. It emphasises that SETAs must prioritise the identification and funding of the main sector skills needs based on the NGP.

The National Growth Plan (NGP) emphasises the importance of skills development and, as indicated above, looks to the National Skills Development Plan for guidance. This challenge translates into a question: What skills are required for the implementation of its five main job drivers:

1. Substantial public investment in infrastructure both to create employment directly, in construction, operation and maintenance as well as the production of inputs, and indirectly by improving efficiency across the economy;
2. Targeting more labour-absorbing activities across the main economic sectors – the agricultural and mining value chains, manufacturing and tourism and high-level services;
3. Taking advantage of new opportunities in the knowledge and green economies;
4. Leveraging social capital in the social economy and the public services; and
5. Fostering rural development and regional integration.

2.2.1 Role of SETAs on the demand and supply side:

The role of SETAs needs to be clarified from a demand and supply perspective. FASSET plays a crucial role in identifying sector skills needs and addressing them through FASSET programmes.

On the demand side:

1. Conduct labour market research and develop Sector Skills Plans (SSP);
2. Develop Strategic Plans (SP), Annual Performance Plans (APP) and Service Level Agreements (SLA); and submit quarterly reports.

On the supply side:

1. Address sector skills needs and priorities;
2. Address scarce and critical skills (PIVOTAL) through implementation of learning programmes (i.e. Artisans and Learnerships);
3. Facilitate easy access and different entry points (Articulation and RPL);
4. To collaborate with the relevant Quality Council, especially the Quality Council for Trade; and
5. Occupations to ensure quality and provision of learning programmes.

¹ Taken from the National Skills Development Plan

2.3 National Skills Development Plan

The National Department of Higher Education and Training (DHET) promulgated the NSDP in March 2019. The NSDP aligns to the outcomes of the National Development Plan and outlines outcomes and sub-outcomes for 2030. These are summarised in Figure 3:

Outcomes	Sub-Outcomes
Outcome 1: Identify and increase production of occupations in high demand	1.1. National enrolment and resource ratios for the high, intermediate and elementary skills level 1.2. Targets for priority occupations 1.3. Targets for priority qualifications 1.4. Identification of interventions required to improve enrolment and completion of priority occupations
Outcome 2: Linking education and the workplace	2.1. Opening of workplace based learning opportunities increased
Outcome 3: Improving the level of skills in the South African workforce	3.1. To increase workers participating in various learning programmes to a minimum of 80% by 2030, to address, critical skills required by various sectors of the economy, to transform workplaces, improve productivity and to improve economic growth in various sectors of the economy
Outcome 4: Increase access to occupationally directed programmes	4.1. Occupational qualifications developed by the Quality Councils 4.2. Increase access for Intermediate and high level skills
Outcome 5: Support the growth of the public college system	5.1. Support the TVET Colleges 5.2. Support the CET Colleges
Outcome 6: Skills development support for entrepreneurship and cooperative development	6.1. To increase skills development support for entrepreneurial activities and the establishment of new enterprises and cooperatives
Outcome 7: Encourage and support worker initiated training	
Outcome 8: Support career development services	

Figure 3: NSDP Outcomes and Sub-Outcomes

Each of these outcomes are inputs into the SSP and SP as shown in the summary table below:

NSDP OUTCOMES	LINKED FASSET IMPACTS	LINKED FASSET OUTCOMES	PROGRAMME2
Outcome 1: Identify and increase production of occupations in high demand	Facilitating the timeous and relevant upskilling of the FASSET sector	<ul style="list-style-type: none"> • Outcome 2 Appropriate skills intervention determined as informed by research • Outcome 3 Reduced critical skills and skills shortages in the sector 	<ul style="list-style-type: none"> • Programme 2 • Programme 3
Outcome 2: Linking education and the workplace	Facilitating the timeous and relevant upskilling of the FASSET sector	<ul style="list-style-type: none"> • Outcome 2 Appropriate skills intervention determined as informed by research • Outcome 3 Reduced critical skills and skills shortages in the sector 	<ul style="list-style-type: none"> • Programme 2 • Programme 3
Outcome 3: Improve the level of skills in the South African workforce	Facilitating the timeous and relevant upskilling of the FASSET sector	<ul style="list-style-type: none"> • Outcome 1 Efficient and effective organisational support system with an enabling culture • Outcome 2 Appropriate skills intervention determined as informed by research • Outcome 3 Reduced critical skills and skills shortages in the sector • Outcome 4 Improved quality assurance system for the sector learning programs 	<ul style="list-style-type: none"> • Programme 1 • Programme 2 • Programme 3 • Programme 4
Outcome 4: Increase access to occupationally directed programmes	Facilitating the timeous and relevant upskilling of the FASSET sector	<ul style="list-style-type: none"> • Outcome 3 Reduced critical skills and skills shortages in the sector 	<ul style="list-style-type: none"> • Programme 3
Outcome 5: Support the growth of the public college system	<ul style="list-style-type: none"> • Facilitating the timeous and relevant upskilling of the FASSET sector 	<ul style="list-style-type: none"> • Outcome 3 Reduced critical skills and skills shortages in the sector 	<ul style="list-style-type: none"> • Programme 3
Outcome 6: Skills development support for entrepreneurship and cooperative development	<ul style="list-style-type: none"> • Facilitating the timeous and relevant upskilling of the FASSET sector 	<ul style="list-style-type: none"> • Outcome 3 Reduced critical skills and skills shortages in the sector 	<ul style="list-style-type: none"> • Programme 3

Outcome 7: Encourage and support worker-initiated training	<ul style="list-style-type: none"> Facilitating the timeous and relevant upskilling of the FASSET sector 	<ul style="list-style-type: none"> Outcome 2 Appropriate skills intervention determined as informed by research Outcome 3 Reduced critical skills and skills shortages in the sector 	<ul style="list-style-type: none"> Programme 2 Programme 3
Outcome 8: Support career development services	<ul style="list-style-type: none"> Facilitating the timeous and relevant upskilling of the FASSET sector 	<ul style="list-style-type: none"> Outcome 3 Reduced critical skills and skills shortages in the sector 	<ul style="list-style-type: none"> Programme 3

² Programme 1 – Administration, Programme 2 – Skills Planning, Programme 3 – Learning Programmes and Projects, Programme 4 – Quality Assurance

2.4 Medium-Term Strategic Framework (MTSF)

Linked to the NDP, in 2019, the following priorities were highlighted for the Medium-Term Strategic Framework:

PRIORITIES	OUTCOMES
Priority 1: Economic Transformation and Job Creation	<ul style="list-style-type: none"> • Create more decent jobs • Inclusive economic growth • Re-industrialisation of the economy and emergence of globally competitive sectors • Increased access to and uptake of ICT • Increased ownership and participation by historical disadvantaged individuals • Competitive and accessible markets through reduced share of dominant firms in priority sectors • A macroeconomic framework that supports growth, employment and inclusion • Reduced illicit activity and improved tax collection
Priority 2: Education, Skills and Health	<ul style="list-style-type: none"> • Improved education, training and innovation • Universal access to good quality health care for all South Africans achieved • A long and healthy life for all South Africans
Priority 3: Consolidating the Social Wage through Reliable and Quality Basic Services	<ul style="list-style-type: none"> • Comprehensive social security coverage; efficient and effective • Increased access to development opportunities for children, youth and parents / guardians
Priority 4: Spatial Integration, Human Settlements and Local Government	<ul style="list-style-type: none"> • Inclusive rural economy • Reduced Vulnerability of Key Sectors to Climate Change • Reduction of Total GHG Emissions in South Africa • Reduced waste disposal by landfill and Improved state of Ecological Infrastructure • Protection of vulnerable communities and workers to the transition to low carbon economy • A spatially just and transformed national space economy that enables equal access to social services and economic opportunities in cities, regions and rural areas • Spatial transformation and justice • Increased access to affordable and integrated transport system
Priority 5: Social Cohesion and Safe Communities	<ul style="list-style-type: none"> • United, democratic, participatory, non-sexist, non-racial, equal society • Strengthened criminal justice system, professionalized South African Police Service, and • improved community participation in public policing • Improved level of trust in the public sector and credibility of public institutions
Priority 6: A Capable, Ethical and Developmental State	<ul style="list-style-type: none"> • Functional and integrated government • Honest and capable state with professional and meritocratic public servants • Professional and ethical the public service • Improved governance and intergovernmental and • engagement with citizens • Developmental state and compact with citizens, responsiveness, public trust • Strengthen relations and efficiency in government
Priority 7: A better Africa and World	<ul style="list-style-type: none"> • Increased investment opportunities for foreign direct investment in the South African economy • Increased investment opportunities for foreign direct investment in the South African economy

Figure 4: Medium Term Strategic Framework

3. UPDATES TO RELEVANT COURT PROCEEDINGS

In 2013, Business Unity South Africa (BUSA) launched a court case against DHET on the SETA Grant Regulations Regarding Monies Received by a SETA and Related Matters, which was gazetted on 3 December 2012 and came into effect on 1 April 2013. The primary contention relates to DHET allegedly not following due process when implementing the December 2012 funding regulations. BUSA also did not agree with the decrease in the Mandatory Grant percentage from 50% to 20% and that unspent SETA funds be transferred to the National Skills Fund (NSF). DHET filed a response to the BUSA case with the High Court and BUSA have, in turn, responded by filing a counterclaim.

The final court ruling was issued in August 2015 in BUSA's favour where BUSA's arguments were upheld and the SETA Grant Regulations providing for the Mandatory Grant decrease and the transfer of unspent SETA funds to the NSF were declared invalid and set aside. The effect of the Order of the Court was suspended until 31 March 2016. This enabled the MHEST to consult with the National Skills Authority (NSA), which supported the re-promulgation of the Mandatory Grant at 20%. This was gazetted on 13 January 2016 and remains in force until the court makes a ruling on the matter.

In the meantime, SETAs are required to continue to disclose uncommitted surpluses that are transferrable to the NSF as a contingent liability at the end of each financial year and applications must continue to be made to National Treasury for the retention of surpluses. Concurrently, NSF will continue to disclose a contingent asset for uncommitted surpluses receivable from SETAs at the end of each year.

BUSA has subsequently lodged another challenge on 30 June 2016 pertaining to the Mandatory Grant being decreased from 50% to 20%. At this stage, there is no court ruling on the matter and the regulation remains in force as per the MHEST's gazette of 13 January 2016. FASSET will continue to implement the current funding regulations until a different directive is received from DHET.

PART B: OUR STRATEGIC FOCUS

4. SITUATIONAL ANALYSIS

FASSET exists in a complex environment, with multiple stakeholders with varying demands. The environment is continuously changing, with the following key skills issues which need to be addressed by FASSET:

- The need to retain a long-term and holistic view of the skills pipeline and to address the key challenges that occur in the pipeline;
- Ensuring that new entrants reach professional, associate or required status;
- Strengthening the capacity of the TVET colleges and improving the absorption of TVET graduates in the labour market;
- Supporting the transformation of the sector.

To understand how these key skills issues, need to be dealt with, an understanding of the FASSET environment is required. The following figure (Figure 5) provides this.

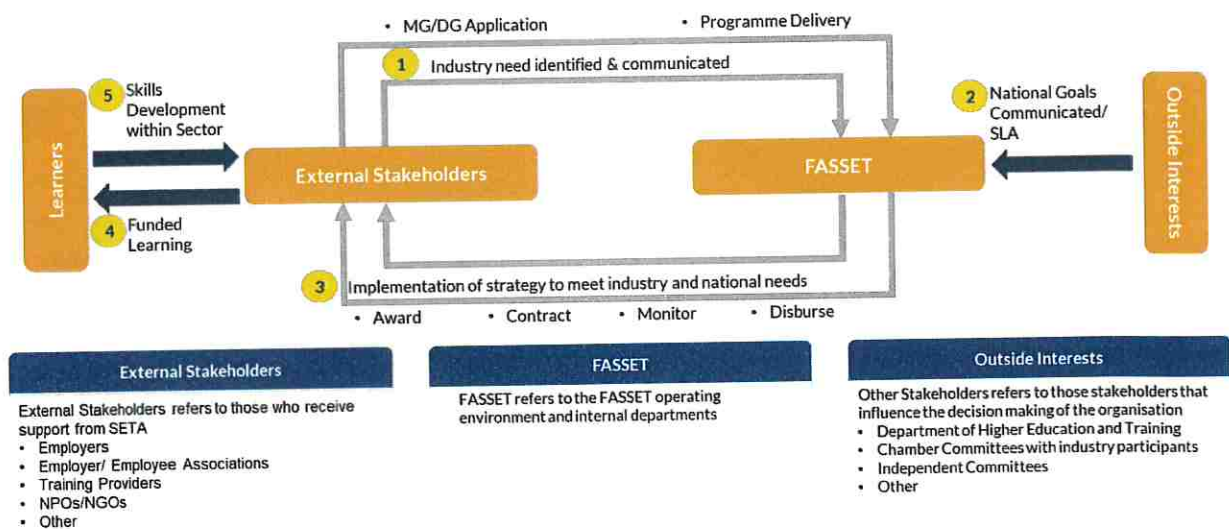


Figure 5: FASSET Operating Environment

Industry needs are identified and communicated to FASSET by external stakeholders, these include many of the Finance and Accounting sector professional bodies, amongst others. These needs are then aligned to national imperatives, through which a directed strategy is developed that addresses both industry and national needs. Funding is provided, ensuring skills development, which then in turn feeds into FASSET'S industry needs identification process. The complications experienced in this process is that industry changes at a higher rate than which FASSET can adapt. This speaks to FASSET'S research functionality being able to pre-empt the trends to create proactive adaptation to the industry needs.

First world factors such as financial technology, widening skills requirements of an individual and third world issues of South Africa create a complexity for FASSET. The new strategy seeks to blend the requirements of the first and third world factors to ensure it is improving the status quo on skills within the Financial and Accounting sector and achieving its mandate.

4.1 External Environment Analysis

A PESTEL was conducted to understand the external environment that directly have an impact on FASSET.

Political.

Enterprise development and business incubation initiatives are saturating the market. Many of these initiatives focus on entrepreneurial skills development which includes an element on finance and accounting. The President allocated R1 billion towards the SME Fund to increase access to resources by SMEs³. The increased access will create an increased demand in training and skills development services through enterprise development and business incubation services.

South Africa's credit rating remains a high-risk threat for the country. However, the employment trends show an increasing number of individuals employed, as shown by the following figure.

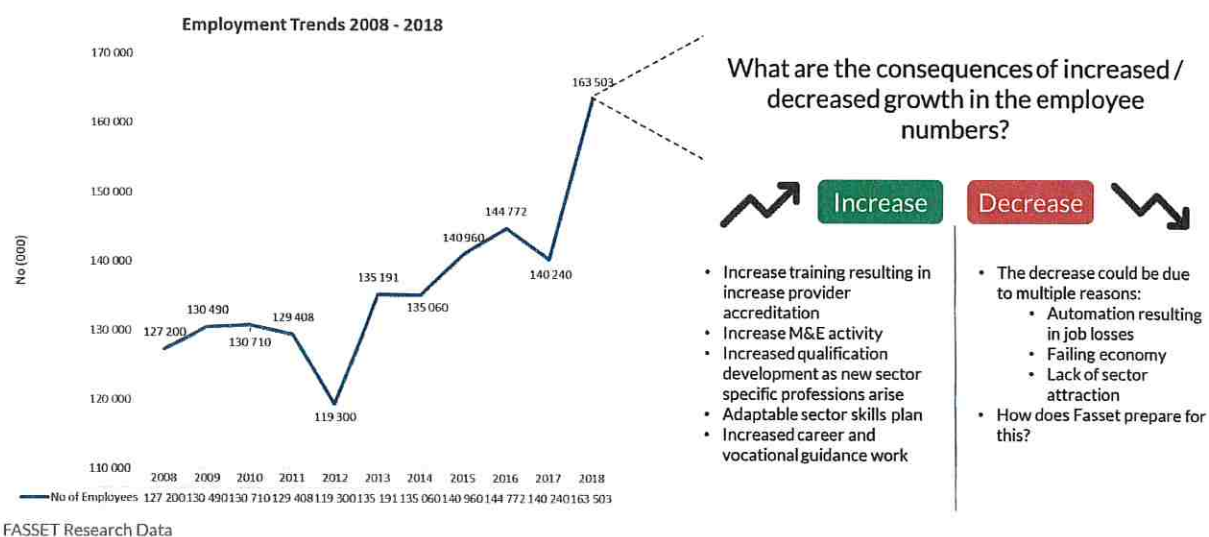


Figure 6: Employment Trends

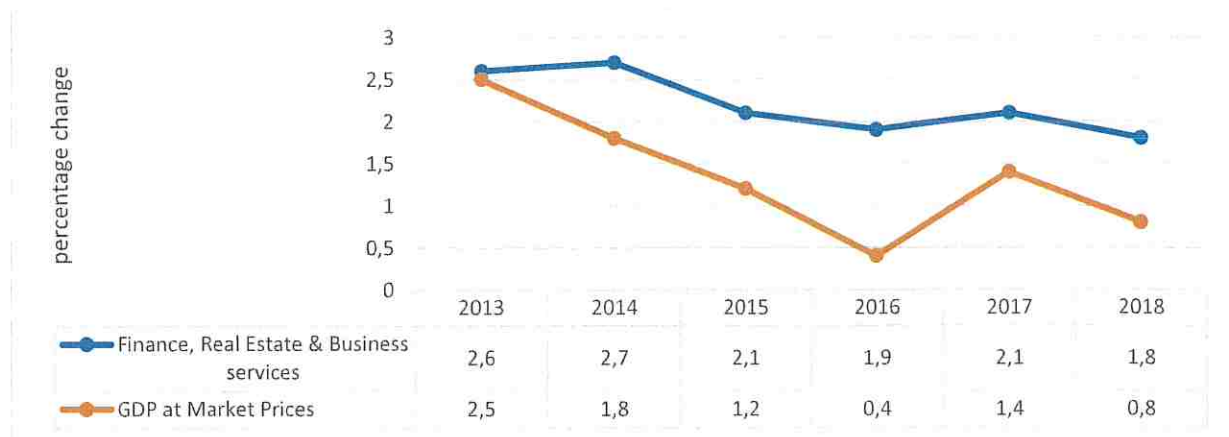
Economic

Job creation and alignment to national economic development mandates are key factors which will determine how FASSET disburses its grants. Currently, alignment to DHET (which automatically aligns to national imperatives) ensures alignment to economic development mandates. The method of delivering these need to be considered based on the skills issues experienced in South Africa.

Economic Performance of the Sector

The Finance, Real Estate, and Business services sector as the broader sector of the Finance and Accounting Services (FAS) sector has remained the strongest non-primary sector in the South African economy. The sector outperformed all sectors including agriculture and became the main supporter of growth in 2018 increasing by 1.8% (Figure 7).

³ <https://businesstech.co.za/news/business/208525/r1-billion-allocated-to-new-sme-fund/>



Source: Statistics South Africa (StatsSA), PO441, Fourth Quarter 2018

Figure 7: Growth rates in industry value added and GDP (constant 2010 prices, seasonally adjusted and annualised): 2013-2018

The Finance, Real Estate, and Business services sector contributed 19.8% to the Gross Domestic Product (GDP) in 2017, 9% coming from finance and insurance, 5.7% real estate, and 5.1% from business services. Business services includes categories such as accounting, auditing and tax services. The sector experienced a decline in the first quarter of 2017, compared to previous years, contracting by 0.5% but recovered in the second, third and fourth quarter of 2017. In the fourth quarter of 2018, the Finance, Real Estate, and Business services sector increased by 2.7%, relatively higher compared to the 2.3% increase in the second quarter. The sector was the main supporter of growth leading the economy out of technical recession entered in the second quarter of 2018. The sector's performance can, in part, be attributed to loosening in the monetary conditions which further supported credit growth and helped sustain the increase in the financial intermediation activity.

The SARS has over the years demonstrated its resilience to sustain revenue collection. In the 2017/18 financial year, SARS collected an amount of R1 216.6 billion, 0.6% close to the forecasted estimate of R1 217.4 billion announced by the Minister of Finance in the 2018 budget speech. The amount collected represented a R2.4 billion (6.3%) growth compared to the 2016/17 financial year. In the 2018/19 financial year however, the tax revenue estimate was revised downwards recording a shortfall of R42.8 billion. This revenue collection shortfall was caused, in part, by problems with tax administration at SARS, in addition to broad economic weaknesses and higher than expected VAT refunds.

The stockbroking and financial markets subsector have experienced some turbulence. The Johannesburg Stock Exchange (JSE) all share index which represent 99% of the full market capitalisation of all eligible equities listed on the main board of JSE increased by 8 019 points or 15.64% since the beginning of 2019. The South African market capitalisation, which measures the size of the stock market in the country, accounted for 260.2% of the country's nominal GDP in December 2018, lower compared with a percentage of 332.2% in the previous year. Any market capitalization above 50% is viewed as an emerged or performing stock market. The investment and unit trust subsector performed poorly in 2018 compared to the previous year. The local market share in unit trusts declined by more than 11% in 2018.

Social

Awareness of Financial and Accounting professions as well as community access to FASSET are some of the key social considerations. Finance and Accounting are popular choices for aspiring students, however, the

progression into financial technology means interest can be raised towards niche skills required to fill gaps in industry.

Community access to FASSET are critical to ensure ease of communication and increasing awareness of the FASSET brand.

Technological

The fourth industrial revolution (4IR) as well as South Africa's high popularity on financial technology solutions requires FASSET to meet the demands of industry. As 4IR technology consumes the workplace, older financial and accounting skills are becoming obsolete. Professionals need to be re-skilled and re-purposed for new demands. For example, Blockchain technology and the distributed ledger will be vital for professional Accountants.

Environmental

FASSET must adhere to national imperatives on reducing carbon emissions. Unlike the energy sector, environmental regulations in the Finance and Accounting are relatively less.

Legal

Audit scandals and unethical finance operations are increasing. Ensuring ethical practice proves to be harder when the environment, especially financial technology, continuously changes. Driving ethical practice is key and requires concerted engagement with professional body stakeholders to continuously communicate and uphold.

Findings from the 2019 SSP

As indicated in Chapter 1 of the SSP, out of 29 209 employers in the sector, a total of 8 067 organisations paid the SDL. Most organisations in the FAS sector are very small and 99% of the organisations in the sector employ fewer than 50 people. Thirty-nine per cent of the workforce in the FAS sector are Black African, 35% are White, 12% are coloured and 9% Indian. The majority (58%) of the employees in the FAS sector are women. About 80% of workers in the sector are 45 years or younger.

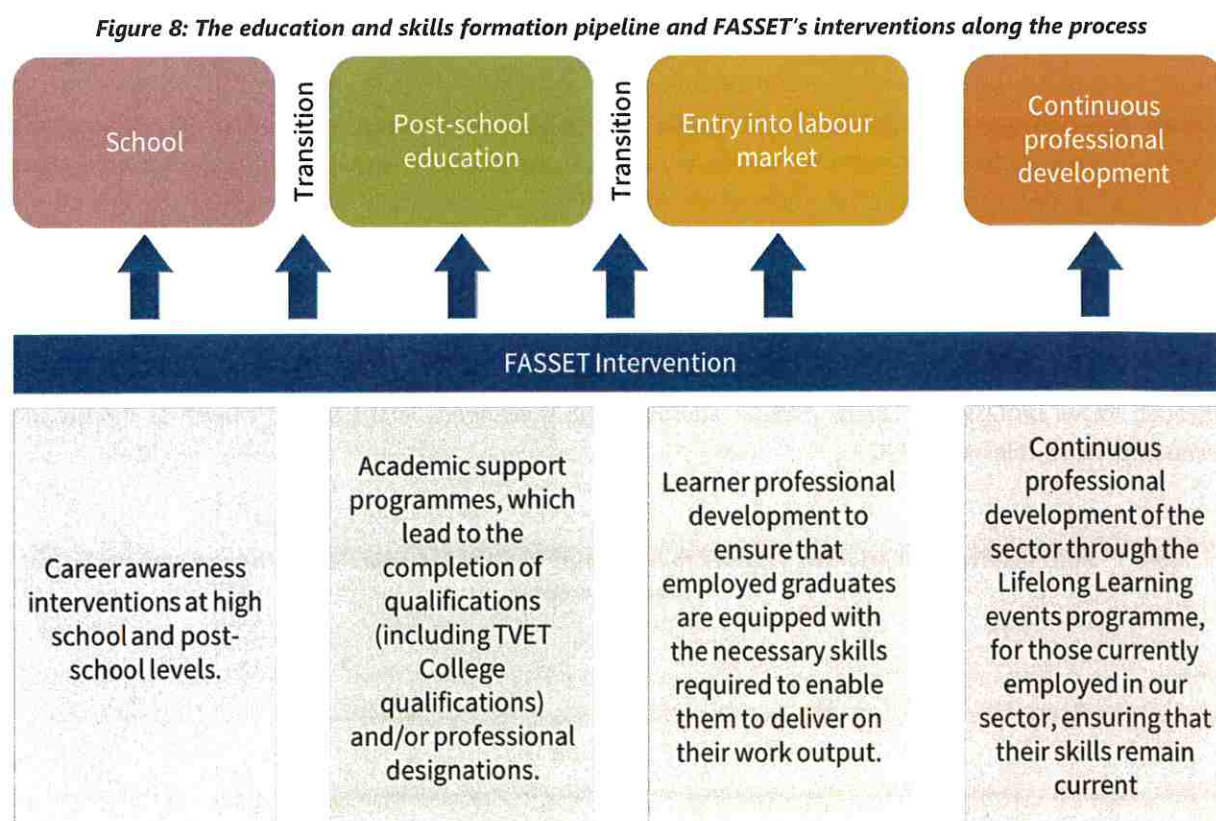
In Chapter 2 of the SSP, it was highlighted that the drivers of change include technological advancements, regulations and issues of globalisation. The advent of the developments in technology known as 4IR are having an impact on the nature of work. The FAS sector is a highly regulated sector and changes in legislation and in the regulatory environment are affecting the skills situation in the sector. The most important changes are the implementation of the Companies Act of 2008 which introduced new responsibilities for a range of professionals, including accountants, auditors, company secretaries, risk managers and internal auditors. Other changes include the expanding regulatory and governance requirements that follow on the revised King Codes, changes in the tax regiment, changes in the regulation of the financial markets, changes in the registration requirements for professionals and the continuously changing regulation of the accountancy professions. In the public sector the commitment of the newly elected government to combatting corruption, strengthening the capacity of the public service and improving service delivery will result in new and increased demand for finance and accounting skills.

FASSET's planning is to a very large extent influenced by national policies and strategies, especially the NDP, the recently adopted NSDP and the White Paper for Post-School Education and Training. Consideration was also given to IPAP and the requirements of the SIPs.

The FASSET Board in 2018/19 identified the three most important skills issues that FASSET needs to contend with and that need to be addressed in its priority setting. These are:

- The need for a long-term and holistic view of the skills pipeline and identifying the specific gaps and blockages that need to be promoted and supported
- Ensuring that new entrants, particularly black graduates, reach professional status
- Strengthening the capacity of the TVET colleges and improving the absorption of TVET college graduates in the labour market

The analysis presented in Chapter 3 of the SSP clearly indicates that the supply of financial skills does not meet the demand for these skills in the FAS sector and in the rest of the economy. Skills shortages are to a large extent interlinked with the transformation goals of the organisations in the sector and will only be relieved through larger numbers of Black graduates in specific provinces delivered by the education and training sector. The reasons for the current mismatches in the sectoral labour market can be found at different points in the skills pipeline and consequently, in the setting of skills development priorities, the Board took into consideration the skills formation process as it spans the lifetimes of individuals. This process is illustrated in figure 6. As indicated in Chapter 3 of the SSP, skills formation already starts at school level. It then continues through post-school education to the point where a person enters the labour market for the first time. Two very important transitional moments in this process are the transition from school to post-school education and from post-school education to the labour market. Once established in the labour market, people need to continue with the development of skills in order to progress in their careers and in order to stay abreast with changes in the world of work. In the conceptualisation of skills development priorities and interventions for the SETA, FASSET seeks to understand the full pipeline, identify gaps and blockages and work with stakeholder partners to address them.



As noted in Chapter 4 of the SSP, FASSET shares the responsibility of skills formation with many other role players, including government, the post-school education and training system, professional bodies and employers. As such partnerships have been entered to advance skills development in the sector and for the rest of the economy. In its strategic decision-making, FASSET's Board has also considered the SETA's responsibilities and available resources in relation to the responsibilities and resources of other role players.

In Chapter 5 of the SSP, the FASSET highlighted its approach to M&E including areas where challenges have been experienced. A reflection on the outcomes of SSP priority actions was conducted, demonstrating the areas where FASSET has achieved the predetermined objectives. An action plan to improve M&E has been set out which includes operationalising the M&E unit, reviewing the M&E framework and institutionalising the reviewed framework.

Recommended Actions from the SSP

After considering the analysis presented in the SSP, the requirements of the FASSET sector as well as certain national imperatives and cross-cutting objectives emanating from Government's national strategies and policies and the skills needs of the broader economy, three skills development priorities were identified and are described below. These are:

- 1) Increasing the flow of new finance and accountancy entrants into employment;
- 2) Developing and growing the skills required in the sector; and
- 3) Supporting transformation of the Finance and Accounting Services Sector.

Increasing the flow of relevant finance and accountancy entrants to employment

FASSET's first overarching priority is to ensure an increase in the flow of new finance and accountancy entrants to the sector and into the financial divisions in organisations in the rest of the economy. This increase should be large enough to provide for the systematic eradication of the skills shortages that are currently experienced, for the expected growth of the economy, and for the replacement demand that exists in the sector. New entrants should possess the professional and/or technical qualifications required by the sector and should increasingly reflect the racial composition of the South African economically active population. This priority focuses on different places in the access routes into the sector. The priorities also address the different components of the education and training pipeline into the sector – from FET level through to workplace training.

FASSET's interventions start before FET level, with career guidance initiatives at school level and continue through to full professional levels. FASSET addresses the skills needs in the sector, as well as the broader economy, via its role as a SETA.

Table 1: Skills development priorities (aligned to NSDP outcomes) to increase the flow of new entrants to the labour market

#	Priority	Entry route ⁴	Level of skill
1	Increasing the flow of new finance and accounting entrants to employment	Entry route 1	Middle level skills
2	Increasing the number of entrants at HET level	Entry route 2	High level skill
3	Increasing the number of entrants to employment	Entry route 3 and 4	High level skill
4	Developing work readiness of entrants at HET level	Entry route 2	High level skill
5	Increasing the number of learners who qualify on professional body learnerships	Entry route 3 and 4	High level skill
6	Increasing the retention, work readiness and employment absorption of learners on learnerships	Entry route 3 and 4	High level skill
7	Increasing the number of learners that enter employment through internships	Entry route 6	High level skill

Developing and growing the relevant skills required in the sector and the economy

FASSET's overall priority is to ensure that all employees in the sector have access to quality education and training. This education and training should be linked to the business objectives of employer organisations and specifically in medium-sized- and large organisations; it should support the employment equity plans of the organisations. The specific skills development priorities that will be addressed in the planning period covered by the 2019 SSP are listed in the table below.

Public sector organisations will become more involved in skills development initiatives owing to a directive issued by the Department of Public Service and Administration (DPSA) ordering government departments to pay a percentage of the one per cent skills development levy to SETAs.

Table 2: Skills development priorities to develop and maintain the skills base of the current workforce

#	Priority	Level of skill
1	Increasing the number of employees in employment at FET and HET levels	Mid and high-level skill
2	Ensuring that employees receive training (short courses and skills programmes)	Mid and high-level skill
3	Supporting skills development in small organisations	Mid and high-level skill

⁴ Entry route 1 - move straight from the FET qualification to professional body qualification

Route 2 – Move from HET qualification to learnerships

Route 3 & 4 - move from a HET certificate to professional learnerships (internships) like SAICA ones.

Facilitating transformation and inclusivity of the FASSET sector workforce

African Black and Coloured people in specific provinces, as well as people living with disabilities are under-represented at a professional, management and senior management level in the FASSET sector. FASSET, professional bodies associated with FASSET and educational institutions, have, for many years been engaged in initiatives to ensure that this skewed demographic is transformed.

Financial professionals form the core of employment in the sector and it is therefore imperative that young talented African Black and Coloured professionals in specific provinces and people living with disabilities are attracted into the sector and complete relevant further and tertiary qualifications, as well as professional body learnerships in order to become full members of the professional bodies active in the sector.

The only population groups that are under-represented in FASSET's sector are African people across the country and additionally Coloured people in the Northern Cape and Western Cape. People living with disabilities of all races, are also under-represented in this sector. For this reason, one of the fundamental goals of FASSET is to address the demographic imbalance of employment in the sector by directing funding into numerous initiatives for African Black people across the educational and career pipeline.

Table 3: Skills development priorities to facilitate transformation in the FASSET sector

#	Priority	Entry route	Level of skill
1	Increasing the number of African Black and Coloured entrants in specific provinces to the employment at FET level	Entry route 1	Mid-level skill
2	Increasing the number of African Black and Coloured entrants in specific provinces at HET level	Entry route 2	High level skill
3	Increasing the number of African Black and Coloured entrants in specific provinces into employment	Entry route 3 and 4	High level skill
4	Developing work readiness of entrants at HET level	Entry route 2	High level skill
5	Increasing the number of learners who qualify on professional body learnerships	Entry route 3 and 4	High level skill
6	Increasing the retention, work readiness and employment absorption of learners on learnerships	Entry route 3 and 4	Mid and high-level skill
7	Increasing the number of learners that enter the employment through internships	Entry route 6	High level skill
8	Increasing the number of employees in the employment at a FET and HET levels	Entry route 3 and 4	Mid and high-level skill
9	Ensuring that employees receive training (short courses and skills programmes)		Mid and high-level skill
10	Supporting skills development in small organisations (Middle and high-level skills)		Mid and high-level skill

4.2 Internal Environment Analysis

The analysis examines three core elements, (a) the capacity of the SETA to delivery upon the mandate, (b) the status of the institutions regarding compliance with the BBBEE Act (No. 46 of 2013) as well as transformational demographics of staff, and (c) a SWOT analysis diagnosing the Strengths, Weaknesses, Threats and Opportunities of FASSET.

4.2.1 Capacity to Delivery Upon the Mandate

FASSET Programmes

The SETA is structured through four programmes: Programme 1 – Administration, Programme 2 – Skills Planning, Programme 3 – Learning Programmes and Programme 4 – Quality Assurance. The programme purposes are detailed below.

Programme 1: Administration

The purpose of this programme is to enable effective and efficient capabilities for core and supporting functions. These capabilities include governance, leadership, organisational, pro-cess and system components. Supporting functions include Finance, Operations, Human Capital, Information Technology, Communications and Supply Chain Management. This programme also aims to establish and maintain enabling, integrated core and supporting systems, as well as ensure a capacitated, capable workforce, empowered by an enabling culture.

It is important to note that FASSET has undergone significant internal change over the past two years. The composition of the executive management team has changed significantly over this period. There has also been a significant increase in staffing given the insourcing of a number of supporting functions that were previously outsourced. Given this context, it is key that internal FASSET capabilities are stabilised and strengthened to acceptable levels.

Programme 2: Skills Planning

The purpose of this programme is to establish an effective mechanism for skills planning and research. It is responsible for researching skills needs within the sector and developing the SSP that guides skills development priorities for the finance and accounting sector; as well as informing the SETA's SP and APP.

Programme 3: Learning Programmes and Projects

This programme is one in which the SETA invests the bulk of its resources and energy and is most aligned to the outcomes of the NSDP.

The learning programmes and projects programme is focused on enabling and enhancing skills development in and for the finance and accounting sector in partnership with relevant stakeholders. It also aims to promote the finance and accounting sector as a preferred career choice for new entrants into the labour market. Through the targeted funding of skills interventions, the SETA expects to transform the finance and accounting profession and sector. This programme needs to ensure that delivery of skills interventions meets with compliance requirements. Ultimately this programme is expected to deliver the requisite value and impact through the SETA's funded interventions.

To deliver on FASSET's strategic outcomes, collaboration with TVET colleges needs to form a key component of the SETA's partnership approach. Pilot implementations at TVET colleges over the past 5 years have informed the way forward; including establishment of FASSET offices at TVETs and relevant qualification development.

Collaboration with other sector stakeholders is also key – the SETA is in the process of establishing various stakeholder working committees to address this need.

Programme 4: Quality Assurance

Programme four is focused on supporting the professional organisations to align their qualifications to the new dispensation (as introduced through QCTO) while ensuring quality. The support role assumed by the SETA in this regard acknowledges the key role played by professional organisations in the development and implementation of qualifications for the finance and accounting sector.

FASSET Organogram & Staff Count

Internally, FASSET’s human capital consists of individual employees’ knowledge, skills, competencies and their ability to understand and implement the FASSET strategy. FASSET’s staff complement has grown to 53 people to address growing operational requirements and a change in SETA strategy to insource several of our previously outsourced functions. Due to ongoing recruitment, the staff complement has been on the rise.

Since inception, FASSET had outsourced the Finance and Information Technology (IT) functions. Both these functions are now insourced to enable greater control and implementation capacity.

In 2019, two critical positions were filled permanently: a new CEO was appointed in January 2019 (a position that has been vacant since 2017) while a new CFO was appointed in September, a position which was filled by an acting CFO since December 2018. The Executive team is thus capacitated and better enabled to make decisions related to the effective execution of the mandate. Additionally, a Corporate Services Director joined the executive team in September 2019, and this has allowed for better execution of the very important area of Human Capital, Marketing and Facilities Management.

Non-core functions relevant to the organisation, such as Internal Audit and the SETA’s Call Centre are currently outsourced. Additional expertise is procured as and when required (for example in the field of research).

To ensure that FASSET remains focussed on the recruitment and retention of talented staff, as well as driving transformation within the workforce, FASSET follows a Recruitment and Selection Policy and an Employment Equity Plan (EEP). These policies are reviewed and updated regularly.

The current skills capacity described above is well poised to meet the operational requirements to enable FASSET to effectively deliver on its mandate as contained in this delivery plan for the upcoming financial year.

Compliance with the BBBEE Act (No. 46 of 2013) and Transformational Demographics

Categories	African		Coloured		Indian		Grand Total
	Female	Male	Female	Male	Female	Male	
Junior Management	10	5	0	0	0	0	15
Management	2	4	0	0	0	0	6
Professional	1	1	0	0	0	0	2
Semi-Skilled	13	2	0	0	0	0	15
Senior Management	2	1	0	1	0	0	4
Top management	1	0	1	0	0	1	3
Intern	4	2	0	0	0	0	6
Unskilled	3	0	0	0	0	0	3
Grand Total	36	15	1	1	0	1	54

4.2.2 Internal Analysis

An understanding of environment is done through a SWOT framework which looks at strengths and weaknesses which are internally focussed, and opportunities and threats which are usually externally focussed. The following figure provides an overview of the SWOT:

INTERNAL		EXTERNAL	
STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> Established SETA with a proven track record; possess the internal structures and capabilities to execute the existing strategy Excellent relationships with our stakeholders which improve collaboration Stakeholders are supportive of the SETA's initiatives Financial strength and window to scale up the SETA operations is open Improved effectiveness and efficiency aligned to global best practice Strong new board with resilient management Despite the current recession, FASSET is one of four SETAs still showing growth with regard to its sectors' contribution to GDP - this has been evidenced through increased levy income 	<ul style="list-style-type: none"> Too many changes in the legislative framework Vacancy in key managerial positions The current lack of adequate staffing capacity Under spending on programmes negatively impacting on the achievement of set objectives and targets (e.g. underspend of DG budget) Low skilled and poor education among employees and recycling of talent Perceived lack of attractiveness to finance and accounting sector Heavy workload, staff overstretched Poor policies and processes and too many audit findings Inadequate research to identify the needs to be addressed Weak monitoring and evaluation structures, systems and processes 	<ul style="list-style-type: none"> Enhance the quality of learners produced in the pipeline Increase focus on middle-level skills development, should the sector be able to restructure jobs to accommodate non-university graduates at entry level Better meet the skills development needs of small enterprises, township businesses, and rural organisations (e.g. accountants at rural municipalities); through innovative skills delivery mechanisms (e.g. e-learning). Effect best practice, service-oriented operations and management with the support of enabling systems and business processes and a capable workforce Steer the SETA in a new direction, more appropriate to the current landscape, given recent and pending changes at FASSET 	<ul style="list-style-type: none"> Uncertain future - anticipated merger of SETAs have job security implications and long-term planning difficult Technological changes threatening future working conditions and trends Poor economic conditions - slowed economic growth and reduced employment opportunities for graduates Structural inequality - black student remain disadvantaged (low employment rates) Complex legal requirements making it hard to achieve unqualified audits Capacity/ delivery constraints at institutions and poor-quality basic education

Figure 9: Organisational SWOT Analysis

Internally, FASSET needs to consider 3 key factors which will shape the delivery of its mandate:

1. Technological Advancements (examples indicated below)
 - a. Change in curricula of education and training institutions
 - b. Understanding of blockchain and distributed ledger will be vital for professional Accountants
 - c. Professions will require digital technology skills and understanding how to align to ever-changing financial - technology
 - d. Accountants roles are becoming more strategic
2. Globalisation (examples indicated below)
 - a. From a skills perspective, it is important that there is a good understanding with-in enterprises of the changing nature of global markets and how it relates to their products and customer base.
 - b. Future accountants will increasingly need education and awareness in globalisation (outsourcing of accounting services) and evolving regulations which includes tax regulation, new forms of corporate reporting
3. Changes in Regulation and Governance (examples indicated below)
 - a. The market-demand is shifting towards higher qualified, professional tax practitioners
 - b. Tax practitioners who don't meet the educational requirements of the professional bodies, need training in order to comply with the requirements

REVISIONS TO THE APP 2020- 2025 BASED ON THE CURRENT COVID PANDEMIC

Impact of COVID-19 pandemic on the economy

In addition to the overall economic disruption brought on by the pandemic, the South African government, in compliance with global health regulations, legislated a national lockdown on 27 March 2020. The lockdown

followed a phased approach, with the initial phase of Level 5 halting nearly all business and economic activities in the country. Subsequently, plans and revisions were put in place to ensure the economy was cushioned against a complete collapse. Some of the major changes businesses, with the consideration of the FAS sector, faced because of lockdown measures include:

- The cessation of businesses not providing essential services;
- Forced reduction in operations and restrictions on non-essential business operation;
- Less consumerism and decreased business confidence;
- Rising unemployment;
- The provision of, and access to, goods and services;
- Changes to workforce capacity, productivity, stability; and
- Uncertainty on business investment (Pillay et al., 2020; Arndt et al., 2020).

Due to the listed changes, a March-April Stats SA survey on business impact conducted on 2 182 tax-paying businesses across all economic industries revealed that majority of business (over (85%) had a below normal turnover in Level 5 lockdown. Nearly 37% of businesses expected to lay off staff in the short-term, while over 45% expected a reduction in workforce (Pillay et al., 2020). Most businesses in Real Estate & Other Business Services indicated they were able to trade only partially, while many have temporarily closed or paused trading (Pillay et al., 2020).

In terms of government relief schemes, organisations were given a four-month (May to August 2020) tax relief on the skills development levy (SDL) to alleviate financial stress for businesses (SA government, 2020; SARS, 2020). On 4 June, the Minister of Higher Education, Science and Technology Blade Nzimande stated that the tax relief is a deferral which companies must apply for and will be required to pay back (Curson, 2020). The consequences of the SDL payment holiday will be seen in skills planning efforts in the short- to medium term. Stakeholder engagements revealed that organisations should ideally continue to spend on skills development despite the levy payment holiday because of the importance of updating skills during this time.

The full-scale impact will only be clearer in hindsight. Currently, perceptions are largely reactionary and based on assumptions and the suddenness of the crisis (Rasool, 2020). The impact on the pool size of businesses, the workforce and the labour market can only be objectively determined after the virus is mostly contained and lockdown measures have ceased. Skills planning for the sector will also likely change drastically in the coming months as new skills requirements are revealed during the lockdown

Skills Development priorities to enable Government wide Economic Stimulus Projects to mitigate covid 19 impact

Projects identified	Total targeted	Budget implication
Entrepreneurship programmes – the number of skills programs will be increased (ind 3.44)	1200 (by increasing target number of indicator 3.44)	No budget implication. Leverage the savings from Lifelong learning budget and move to on line learning
SMME support increased (provide OHS Covid 19 training) – the number is	Incorporated into indicator 3.1 and 3.2 training topics for LL	No budget implication. Leverage the savings from

included in the 16795 above for skills programs	events includes covid OHS training as per below)	Lifelong learning budget and move to on line learning
Provide increased tuition support for learners in academic programs by increasing academic support skills programs	2500 (by increasing the target under Ind 3.11)	No budget implication. Leverage the savings from contact sessions being converted to on line learning
Provide on line learning tools: laptops and data	This is incorporated into the existing DG awards	No budget implication. Leverage the savings from contact sessions being converted to on line learning
Covid 19 OHS training program	5000 incorporated into the total of 14500 provided under indicator 3.1 for skills programs above	No budget implication. Leverage the savings from Lifelong learning budget and move to on line learning

Reduce programs requiring workplace based training or conferencing modes:

Description	Refer to Indicator number (revised targets)	Total numbers reduced by	Reasons
Reduce skills programs for employees	3.1	10 000	This indicator is reliant on conferencing to reach target,
Reduce entry into learnerships	3.3, 3.4, 3.5, 3.20, 3.21	1360	Due to the reduction of available workplaces required for learning
Reduce learnerships completions	3.15, 3.24	1095	Anticipate delays in the completion of learnerships
Reduce entry into internships	3.9, 3.10, 3.25, 3.26, 3.27, 3.28, 3.29	440	Due to the reduction of available workplaces required for learning
Reduce employer funded bursaries	3.7	40	Due to anticipated reduction in employer internships and learnerships

PART C: MEASURING OUR PERFORMANCE

FASSET followed a structured approach in developing the present strategy and annual performance plan. This process is highlighted in the image below:

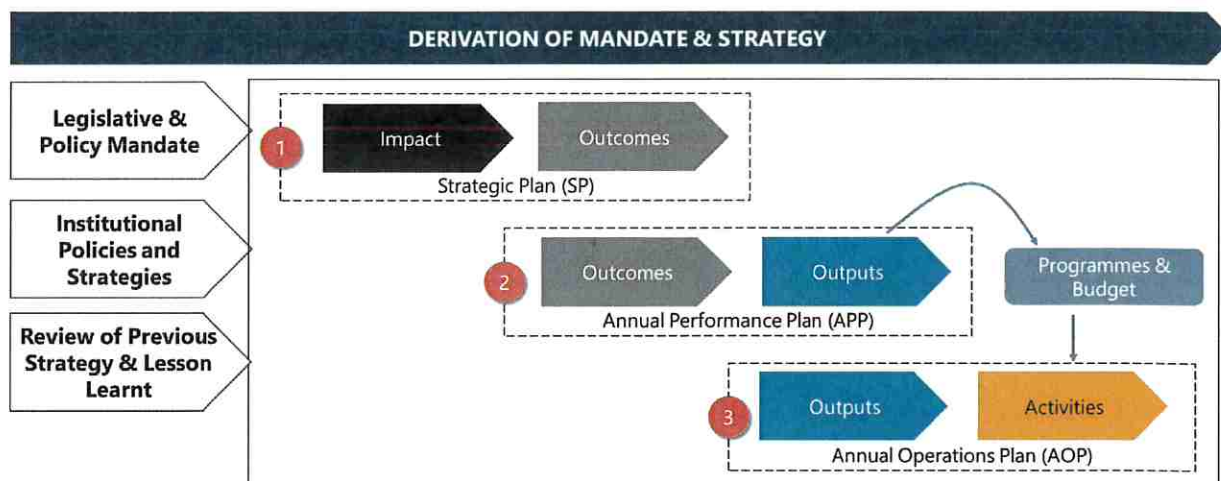


Figure 10. Strategic Planning Process Followed

The legislative and policy mandates of FASSET were examined, together with the identification and review of institutional policies and strategies, as well as a review of previous strategies and lessons learnt. Applying the new DPME framework, these served as inputs into deriving the new impacts, outcomes, outputs and activities linked to existing programmes of the organisation.

FASSET exists within a complex environment, with a legislative and policy mandate to adhere to, together with institutional policies and strategies to incorporate. FASSET has identified the following MTSF priorities which it incorporates into the strategic plan.

PRIORITIES	OUTCOMES
Priority 1: Economic Transformation and Job Creation	<ul style="list-style-type: none"> • Create more decent jobs • Inclusive economic growth • Re-industrialisation of the economy and emergence of globally competitive sectors • Increased access to and uptake of ICT • Increased ownership and participation by historical disadvantaged individuals • Competitive and accessible markets through reduced share of dominant firms in priority sectors • A macroeconomic framework that supports growth, employment and inclusion • Reduced illicit activity and improved tax collection
Priority 2: Education, Skills and Health	<ul style="list-style-type: none"> • Improved education, training and innovation • Universal access to good quality health care for all South Africans achieved • A long and healthy life for all South Africans
Priority 6: A Capable, Ethical and Developmental State	<ul style="list-style-type: none"> • Functional and integrated government • Honest and capable state with professional and meritocratic public servants • Professional and ethical the public service • Improved governance and intergovernmental and engagement with citizens • Developmental state and compact with citizens, responsiveness, public trust • Strengthen relations and efficiency in government

Figure 11. MTSF Priorities

The impacts identified incorporate the recommendations from the SSP.

Table 4: SSP Recommendations and Linked Impacts

SSP Recommendation	Linked Impact
Increasing the flow of new finance and accountancy entrants into employment	1. A South African economy injected with relevant Finance and Accounting Services skills

Developing and growing the skills required in the sector	1. A South African economy injected with relevant Finance and Accounting Services skills 2. Influential thought leadership and continued excellence in the Finance and Accounting Services Sector
Supporting transformation of the Finance and Accounting Services Sector	3. A transformed and inclusive workforce for the Finance and Accounting Services Sector

5. INSTITUTIONAL PROGRAMME PERFORMANCE INFORMATION

The following sections aligns Outcomes, Outputs, Performance Indicators and Targets to the current programme structures of FASSET. The format of the following sections will be as follows: (a) Overview of the programme, (b) Outcomes, Outputs, Performance Indicators and Targets, and (c) Indicators, Annual and Quarterly Targets.

5.1 Programme 1: Administration

Programme 1:	Administration
Purpose:	The purpose of this programme is to enable effective and efficient capabilities for core and supporting functions. These capabilities include governance, leadership, organisational, process and system components. Supporting functions include Finance, Operations, Human Resources, Information Technology, Communications and SCM. This programme also aims to establish and maintain enabling, integrated core and supporting systems, as well as ensure a capacitated, capable workforce, empowered by an enabling culture.
Sub-Programmes	<ol style="list-style-type: none"> 1. Corporate Services 2. Finance, SCM and Assets 3. Governance (Audit and Risk) 4. Human Resources 5. Information technology

5.1.1 Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	ANNUAL TARGETS											
		Output Indicator	Audited/ Actual Performance	Estimated Performance	MTEF Period								
		2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23					
Efficient and effective organisational support system with an enabling culture	1. Developed stakeholder strategy	Develop the stakeholder strategy	N/A	N/A	N/A	N/A	1	0	0				
	2. Joint processes with other SETAs facilitated	Number of programmes facilitated annually	N/A	N/A	N/A	1	1	0					
	3. Internal skills development Strategy developed and implemented	Percentage of internal skills strategy implemented on an annual basis	N/A	N/A	N/A	80%	80%	80%					
	4. Improved business processes	Percentage of business processes identified that have been reviewed annually	N/A	N/A	N/A	N/A	60%	65%	70%				
	5. Improved organisational culture	Percentage improvement of organisational climate on an annual basis	N/A	N/A	N/A	N/A	60%	70%	75%				
	6. Policies reviewed	Percentage of policies reviewed annually	N/A	N/A	N/A	N/A	100%	100%	100%				

		ANNUAL TARGETS										
Outcome	Outputs	Output Indicator	Audited/ Actual Performance					Estimated Performance			MTEF Period	
			2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23			
7.	Unqualified audit outcome obtained	Number of unqualified audit outcomes obtained annually	N/A	N/A	N/A	N/A	1	1	1	1	1	1
8.	Management reports submitted to DHET	Number of quarterly management reports submitted to DHET annually	N/A	4	4	4	4	4	4	4	4	4
9.	Reports to National Treasury submitted	Number of quarterly reports submitted to National Treasury (Exempted Micro Enterprises reports) annually	N/A	4	4	4	4	4	4	4	4	4
10.	Implemented operationalisation strategy	Percentage of operationalisation Strategy Implemented on annual basis	N/A	N/A	N/A	N/A	20%	20%	20%	20%	20%	60%
11.	Working Committee meetings held	Number of Working Committees meetings held annually	N/A	N/A	N/A	N/A	3	3	3	3	3	3

5.1.2 Indicators, Annual and Quarterly Targets

Output Indicator	Annual Target				Q1	Q2	Q3	Q4
	1	2	3	4				
1.1 Develop the stakeholder strategy	1				0	0	0	1
1.2 Number of programmes facilitated annually	2				0	1	1	0
1.3 Percentage of internal skills strategy implemented on an annual basis	80%				20%	20%	20%	20%
1.4 Percentage of business processes identified that have been reviewed annually	50%				10%	10%	10%	20%
1.5 Percentage improvement of organisational climate on an annual basis	60%				0	60%	0	0
1.6 Percentage of policies reviewed annually	100%				25%	25%	25%	25%
1.7 Number of unqualified audit outcomes obtained annually	1				0	1	0	0
1.8 Number of quarterly management reports submitted to DHET annually	4				1	1	1	1
1.9 Number of quarterly reports submitted to National Treasury (Exempted Micro Enterprises reports) annually	4				1	1	1	1
1.10 Percentage of operationalisation strategy implemented on an annual basis	20%				0	0	0	20%
1.11 Number of working committees' meetings held annually	3				1	1	1	0

5.2 Programme 2: Skills Planning

Programme 2:	Skills Planning
Purpose:	The purpose of this programme is to establish an effective mechanism for skills planning and research. It is responsible for researching skills needs within the sector and developing the SSP that guides skills development priorities for the finance and accounting sector, as well as informing the SETA's SP and APP.
Sub-Programmes	<ol style="list-style-type: none"> 1. Research (Chairs and SOEs) 2. Sector Skills Plan 3. WSPs and ATRs

5.2.1 Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicator	ANNUAL TARGETS					MTEF Period			
			Audited/ Actual Performance	Estimated Performance	2016/17	2017/18	2018/19		2019/20	2020/21	2021/22
Appropriate skills intervention determined as informed by research	1. Report on TVET curriculum development research produced	Number of research report produced on TVET curriculum development annually	N/A	N/A	N/A	N/A	1	1	1	1	1
	2. Detailed SSP which identifies skills requirements and adapts accordingly produced	Number of Sector Skills Plan developed and submitted	N/A	N/A	N/A	1	1	1	1	1	1
	3. FASSET Sector Trends report produced	Number of FASSET Sector trends reports produced annually	N/A	N/A	TBD	1	1	1	1	1	1

Outcome	Outputs	Output Indicator	ANNUAL TARGETS						
			Audited/ Actual Performance	Estimated Performance	MTEF Period				
			2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
4.	Training Benchmarks report produced	Number of SETA Benchmarking reports produced annually	N/A	N/A	TBD	1	1	1	1
5.	FASSET Project Beneficiary Tracer Study report produced	Number of research reports on FASSET-funded Project Beneficiaries produced annually	N/A	N/A	TBD	1	1	1	1
6.	Transformation Research report produced	Number of research reports on Transformation in the FASSET sector produced annually	N/A	N/A	TBD	1	1	1	1
7.	Position papers on 4IR and impact on professions produced	No. of position papers developed	N/A	N/A	N/A	1	1	0	0
8.	Monitoring & Evaluation Impact Report produced	Number of updates per annum to the FASSET Monitoring and Evaluation Report based on research conducted	N/A	N/A	N/A	1	1	1	1
9.	Investments in critical areas for thought leadership made	Number of circulars of influence forums	N/A	N/A	N/A	3	3	3	3

Outcome	Outputs	Output Indicator	ANNUAL TARGETS					MTEF Period				
			Audited/ Actual Performance	Estimated Performance	2016/17	2017/18	2018/19		2019/20	2020/21	2021/22	2022/23
		hosted by FASSET annually										
	10. Approved WSP and ATR for large firms	Number of large firms WSP/ATR approved and Mandatory Grant paid annually	90	71	68	65	65	65	65	65	65	65
	11. Approved WSP and ATR for medium firms	Number of medium firms WSP/ATR approved and Mandatory Grant paid annually	78	113	118	100	100	100	100	100	100	100
	12. Approved WSP and ATR for small firms	Number of small firms WSP/ATR approved and Mandatory Grant paid annually	234	637	732	600	600	600	600	600	600	600
	13. Approved WSP and ATR for government departments	Number of government department WSP/ATR approved annually	14	N/A	6	5	5	5	5	5	5	5

5.2.2 Indicators, Annual and Quarterly Targets

Output Indicator		Annual Target			
		Q1	Q2	Q3	Q4
2.1	Number of research report produced on TVET curriculum development annually	0	0	1	0
2.2	Number of Sector Skills Plan developed and submitted	0	1	0	0
2.3	Number of FASSET Sector trends reports produced annually	0	0	1	0
2.4	Number of SETA Benchmarking reports produced annually	0	0	0	1
2.5	Number of research reports on FASSET-funded Project Beneficiaries produced annually	0	0	1	0
2.6	Number of research reports on Transformation in the FASSET sector produced annually	0	0	1	0
2.7	Number of position papers developed	0	0	1	0
2.8	Number of updates per annum to the FASSET Monitoring and Evaluation Report based on research conducted	0	0	0	1
2.9	Number of circulars of influence forums hosted by FASSET annually	0	1	1	1
2.10	Number of large firms WSP/ATR approved and Mandatory Grant paid annually	0	50	10	5
2.11	Number of medium firms WSP/ATR approved and Mandatory Grant paid annually	0	75	15	10
2.12	Number of small firms WSP/ATR approved and Mandatory Grant paid annually	0	200	250	150
2.13	Number of government department WSP/ATR approved annually	0	2	2	1

5.3 Programme 3: Learning Programmes and Projects

<p>Programme 3:</p>	<p>Learning Programmes and Projects</p> <p>This programme is one in which the SETA invests the bulk of its resources and energy, and is most aligned to the goals, objectives and performance indicators of NSDP as well as the SETA's vision and mission, as articulated in the SETA's SP.</p> <p>The learning programmes and projects programme is focused on enabling and enhancing skills development in and for the finance and accounting sector in partnership with relevant stakeholders. It also aims to promote the finance and accounting sector as a preferred career choice for new entrants into the labour market. Through targeted funding of skills interventions, the SETA expects to transform the finance and accounting profession and sector. This programme needs to ensure that delivery of skills interventions meets with compliance requirements. Ultimately this programme is expected to deliver the requisite value and impact through the SETA's funded interventions.</p>
<p>Sub-Programmes</p>	<ol style="list-style-type: none"> 1. Implementation of Programmes as per NSDP Outcomes 2. Special Projects 3. Monitoring, Evaluation and Reporting 4. Career and Vocational Guidance 5. Project Admin

5.3.1 Outcomes, Outputs, Performance Indicators and Targets

		ANNUAL TARGETS							
Outcome	Outputs	Output Indicator	Audited/ Actual Performance				Estimated Performance	MTEF Period	
			2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Injection of relevant critical skills and reducing skills shortages	1. High number of learners attending relevant LL/LPD programmes provided	Number of employed learners who attend Lifelong Learning Events and Learner Professional Development events annually	12 983	7 755	30 596	24 500	14 500 [^]	24 500	25 500
		Number of Life Long Events attended by Trade Unions	N/A	N/A	N/A	N/A	2 [^]	2	2
	2. High number of learners attended FASSET programmes (FASSET bursary scheme, TVET WBE, Professional Body Designation etc.)	Number of unemployed learners processed for entry on learnerships annually	N/A	3 950	3 390	3 620	2 810 [^]	3 620	3 620
		Number of unemployed learners processed for entry on learnership and approved for funding annually	N/A	1 138	2 008	1 216	1 003	1 216	1 216
		Number of unemployed learners processed for	N/A	N/A	20	60	10	60	60

Outcome	Outputs	Output Indicator	ANNUAL TARGETS					MTEF Period					
			Audited/ Actual Performance	Estimated Performance	2016/17	2017/18	2018/19		2019/20	2020/21	2021/22	2022/23	
		entry on learnership and approved for Public Sector Grant annually											
		Number of unemployed learners entering a bursary and approved for Public Sector Academic Support Grant annually	N/A	N/A	N/A	50	50	50	50	50	50	50	50
		Number of unemployed learners entering an employer bursary programme annually	N/A	265	683	400	400	360	400	400	400	400	400
		Number of unemployed learners entering a FASSET Bursary Scheme annually	N/A	673	872	639	639	639	639	639	639	639	639
		Number of unemployed learners entering an internship (Non-pivotal Learner	N/A	98	384	450	450	300	450	450	450	450	450

Outcome	Outputs	Output Indicator	ANNUAL TARGETS					MTEF Period					
			Audited/ Actual Performance	Estimated Performance	2016/17	2017/18	2018/19		2019/20	2020/21	2021/22	2022/23	
		Employment grant) annually											
		Number of unemployed matriculants entering a YES programme annually	N/A	N/A	N/A	200	150	200	200	200			200
		Number of unemployed learners who enter an academic skills programme for progression at University annually	N/A	1 455	1 433	1 500	2 500	1 500	1 500	1 500			1 500
		Number of unemployed learners who enter a PIVOTAL professional body programme annually	N/A	104	221	365	365	365	365	365			365
		Number of unemployed learners who enter a non-PIVOTAL professional body programme annually	N/A	700	2	330	330	330	330	330			330

		ANNUAL TARGETS										
Outcome	Outputs	Output Indicator	Audited/ Actual Performance	Estimated Performance	MTEF Period	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
		Number of unemployed learners entering a skills programme offered at a Community Education and Training College annually	N/A	N/A	N/A	N/A	N/A	N/A	20	100	100	100
		Number of unemployed learners processed for completion on learnerships annually	N/A	2 722	2 918	2 400	1 450	2 450	2 400	2 450	2 450	2 450
		Number of unemployed learners who completed a qualification via the FASSET Bursary Scheme annually	N/A	334	745	438	438	438	438	438	438	438
		Number of unemployed learners who complete an academic support skills programme for progression at University annually	N/A	730	1 338	1 281	1 281	1 281	1 281	1 281	1 281	1 281

Outcome	Outputs	Output Indicator	ANNUAL TARGETS						
			Audited/ Actual Performance	Estimated Performance	MTEF Period				
			2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
		Number of unemployed learners who complete a PIVOTAL professional body programme annually	N/A	0	0	231	231	231	231
		Number of unemployed learners who complete a non-PIVOTAL professional body programme annually	N/A	409	0	175	175	175	175
		Number of employed learners processed for entry on learnerships annually	N/A	257	465	290	155	310	310
		Number of employed learners processed for entry on learnership and approved for funding annually	N/A	N/A	N/A	284	122	284	284
		Number of employed learners entering an	N/A	N/A	N/A	100	100	100	100

Outcome	Outputs	ANNUAL TARGETS												
		Audited/ Actual Performance					Estimated Performance					MTEF Period		
		2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23						
	Output Indicator													
	employer bursary programme annually													
	Number of employed learners entering a bursary via the NLRG annually	0	0	353	400	400	400	400						400
	Number of employed learners processed for completion of learnerships annually	N/A	159	175	190	90	190	190						190
	Number of TVET students who enter a National Diploma internship annually	N/A	453	312	480	240	480	480						480
	Number of TVET students who complete a National Diploma internship annually	N/A	308	276	300	150	300	300						300
	Number of unemployed learners entering an internship and	N/A	N/A	N/A	10	10	10	10						10

Outcome	Outputs	Output Indicator	ANNUAL TARGETS					MTEF Period					
			Audited/ Actual Performance	Estimated Performance	2016/17	2017/18	2018/19		2019/20	2020/21	2021/22	2022/23	
		approved for funding via Public Sector Non-PIVOTAL Grant annually											
		Number of unemployed university graduates entered for placement at a FASSET employer annually	N/A	N/A	N/A	500	500	500	500	500	500	500	500
		Number of unemployed university graduates placed at small businesses annually	N/A	N/A	N/A	33	33	33	33	33	33	33	33
		Number of NLPs supported through Discretionary Funding annually	N/A	181	52	150	150	150	150	150	150	150	150
		Number of TVET College lecturers who entered a development programme annually	N/A	N/A	N/A	10	30	30	30	30	30	30	30

		ANNUAL TARGETS										
Outcome	Outputs	Output Indicator	Audited/ Actual Performance					Estimated Performance			MTEF Period	
			2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23			
		Number of small businesses supported through discretionary funding annually	N/A	400592	193	550	550	550				
		Number of partnership agreements signed between FASSET and a public Higher Education Institution annually	N/A	N/A	12	8	8	8			8	
		Number of partnership agreements signed between FASSET and a public TVET College annually	N/A	N/A	15	2	5	5			5	
		Number of partnership agreements signed between FASSET and an employer for placement of TVET learners annually	N/A	26	16	20	20	20			20	

		ANNUAL TARGETS									
Outcome	Outputs	Output Indicator	Audited/ Actual Performance		Estimated Performance			MTEF Period			
			2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23		
		Number of career guidance events supported annually	N/A	N/A	46	260	560	260	260	260	
		Number of times FASSET career guide is updated annually	N/A	1	1	1	1	1	1	1	
	3. Unemployed learners enrolled for WIL programmes	Number of unemployed learners enrolled for WIL programmes from HETs	N/A	N/A	N/A	N/A	20	20	20	20	
	4. Unemployed learners completed WIL programmes	Number of unemployed learners completed WIL programmes from HETs	N/A	N/A	N/A	N/A	5	5	5	5	
	5. Learners enrolled for AET programmes	Number of AET programmes enrolled	N/A	N/A	N/A	N/A	50	50	50	50	
	6. Learners completed AET programmes	Number of AET programmes completed	N/A	N/A	N/A	N/A	35	35	35	35	

		ANNUAL TARGETS								
Outcome	Outputs	Output Indicator	Audited/ Actual Performance				Estimated Performance		MTEF Period	
			2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2021/22
	7. Partnership established with CET	Number of CET partnerships established	N/A	N/A	N/A	N/A	1	1	1	1
	8. Bursaries awarded to TVET lecturers	Number of TVET colleges lecturers awarded bursaries	N/A	N/A	N/A	N/A	10	10	10	10
	9. Trained conducted on Entrepreneurial skills	Number of people to be trained on entrepreneurial skills	N/A	N/A	N/A	N/A	1200	120	120	120
	10. Upskilled and informed English, Maths and Accounting educators	Number of educator-programmes conducted for English, Maths or Accounting	N/A	N/A	N/A	N/A	3	3	3	3
	11. English, Math and Accounting programmes offered to learners	Number of learners upskilled (Grade 8-12) in Maths, Accounting or English	N/A	N/A	TBD	N/A	600	600	600	600
	12. Targets of injecting supply of designated groups as per DHET and Sector needs met	Number of Black females entering a senior management development programmes (Executive)	N/A	N/A	N/A	N/A	10	10	10	10

Outcome	Outputs	Output Indicator	ANNUAL TARGETS					MTEF Period				
			Audited/ Actual Performance	Estimated Performance	2016/17	2017/18	2018/19		2019/20	2020/21	2021/22	2022/23
		Development Programmes)										
	13. High number of learners attended FASSET programmes (FASSET bursary scheme, TVET WBE, Professional Body Designation etc.)	Number of workers entering a bursary programme (continuing) Number of workers entering a bursary programme (continuing)	N/A	N/A	N/A	N/A	N/A	120	120	120	433	433
		Number of unemployed learners entering a bursaries programme (continuing)	N/A	N/A	N/A	N/A	N/A	433	433	433	433	433

5.3.2 Indicators, Annual and Quarterly Targets

Output Indicator	Annual Target				Q1	Q2	Q3	Q4
	14500	6000	6000	2000	500			
3.1 Number of employed learners who attend Lifelong Learning Events and Learner Professional Development events annually	2	0	1	0	1			
3.2 Number of Life Long Events attended by Trade Unions	2810	1300	700	50	760			
3.3 Number of unemployed learners processed for entry on learnerships annually	1033	0	0	500	533			
3.4 Number of unemployed learners processed for entry on learnership and approved for funding annually	10	0	0	0	10			
3.5 Number of unemployed learners entered on learnership and approved for Public Sector Grant annually	50	0	0	50	0			
3.6 Number of unemployed learners entering a bursary and approved for Public Sector Academic Support Grant annually	360	0	0	0	360			
3.7 Number of unemployed learners entering an employer bursary programme annually	639	0	0	0	639			
3.8 Number of unemployed learners entering a FASSET Bursary Scheme annually	300	0	0	0	300			
3.9 Number of unemployed learners entering an internship (Non-pivotal Learner Employment grant) annually	150	0	0	100	50			
3.10 Number of unemployed matriculants entering a YES programme annually								

Output Indicator	Annual Target			
	Q1	Q2	Q3	Q4
3.11 Number of unemployed learners who enter an academic skills programme for progression at University annually	0	0	0	2500
3.12 Number of unemployed learners who enter a PIVOTAL professional body programme annually	0	0	125	240
3.13 Number of unemployed learners who enter a non-PIVOTAL professional body programme annually	0	0	0	330
3.14 Number of unemployed learners entering a skills programme offered at a Community Education and Training College annually	0	50	0	50
3.15 Number of unemployed learners processed for completion on learnerships annually	120	120	0	1210
3.16 Number of unemployed learners who completed a qualification via the FASSET Bursary Scheme annually	0	0	300	138
3.17 Number of unemployed learners who complete an academic support skills programme for progression at University annually	0	0	1000	281
3.18 Number of unemployed learners who complete a PIVOTAL professional body programme annually	0	0	0	231
3.19 Number of unemployed learners who complete a non-PIVOTAL professional body programme annually	0	0	0	175
3.20 Number of employed learners processed for entry on learnerships annually	30	30	10	85
3.21 Number of employed learners processed for entry on learnership and approved for funding annually	0	0	0	122
3.22 Number of employed learners entering an employer bursary programme annually	0	0	0	100
3.23 Number of employed learners entering a bursary via the NLRG annually	0	100	150	150

Output Indicator	Annual Target			
	Q1	Q2	Q3	Q4
3.24 Number of employed learners processed for completion of learnerships annually	90	30	0	30
3.25 Number of TVET students who enter a National Diploma internship annually	240	100	140	0
3.26 Number of TVET students who complete a National Diploma internship annually	150	0	150	0
3.27 Number of unemployed learners entering an internship and approved for funding via Public Sector Non-PIVOTAL Grant annually	10	0	0	10
3.28 Number of unemployed university graduates entered for placement at a FASSET employer annually	500	0	0	500
3.29 Number of unemployed university graduates placed at small businesses annually	33	0	0	33
3.30 Number of NLPs supported through Discretionary Funding annually	150	0	75	75
3.31 Number of TVET College lecturers entered on a development programme annually	30	0	0	30
3.32 Number of small businesses supported through discretionary funding annually	550	150	150	250
3.33 Number of partnership agreements signed between FASSET and a public Higher Education Institution annually	8	0	3	5
3.34 Number of partnership agreements signed between FASSET and a public TVET College annually	5	0	2	3
3.35 Number of partnership agreements signed between FASSET and an employer for placement of TVET learners annually	20	0	5	15

Output Indicator	Annual Target				Q1	Q2	Q3	Q4
	Annual Target	Q1	Q2	Q3				
3.36 Number of career guidance events supported annually	560	80	80	170	230			
3.37 Number of times FASSET career guide is updated annually	1	0	0	1	0			
3.38 Number of unemployed learners enrolled for WIL programmes from HETs	20	0	0	20	0			
3.39 Number of unemployed learners completed WIL programmes from HETs	5	0	0	5	0			
3.40 Number of AET programmes enrolled	50	0	0	50	0			
3.41 Number of AET programmes completed	35	0	0	35	0			
3.42 Number of CET partnerships established	1	0	0	1	0			
3.43 Number of TVET colleges lecturers awarded bursaries	10	0	0	10	0			
3.44 Number of people to be trained on entrepreneurial skills	1200	0	0	100	1100			
3.45 Number of educator-programmes conducted for English, Maths, Accounting	3	0	0	0	3			
3.46 Number of learners upskilled (Grade 8-12) in Maths, Accounting and English	600	300	300	0	0			
3.47 Number of Black females entering a senior management development programmes (Executive Development Programmes)	10	0	0	0	10			
3.48 Number of workers entering a bursary programme (continuing)	120	0	120	0	0			
3.49 Number of unemployed learners entering a bursaries programme (continuing)	433	0	433	0	0			

5.4 Programme 4: Quality Assurance

Programme 4:	Quality Assurance
Purpose:	<p>This programme is focused on supporting the professional organisations to align their qualifications to the new dispensation (as introduced through QCTO) while ensuring quality. The support role assumed by the SETA in this regard acknowledges the key role played by professional organisations in the development and implementation of qualifications for the finance and accounting sector</p>
Sub-Programmes	<ol style="list-style-type: none"> 1. Learning Programmes 2. Certification

5.4.1 Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicator	ANNUAL TARGETS							
			Audited/ Actual Performance				Estimated Performance			
			2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	
Improved quality assurance system for the sector learning programmes	Quality assured sector aligned learning programmes	Number of discretionary funded learning programmes monitoring reports produced annually	N/A	N/A	4	4	4	4	4	
		Number of qualifications and learnership certification reports produced annually	N/A	N/A	4D	4	4	4	4	

5.4.2 Indicators, Annual and Quarterly Targets

Output Indicator	Annual Target	Q1	Q2	Q3	Q4
Number of discretionary funded learning programmes monitoring reports produced annually	4	1	1	1	1
Number of qualifications and learnership certification reports produced annually	4	1	1	1	1

FASSET

Annual Performance Plan for FY2020/21

November 2019



6. EXPLANATION OF PLANNED PERFORMANCE OVER THE MEDIUM-TERM PERIOD

Programme 1

Sound administration and governance are critical to the effective functioning of a SETA and FASSET places great emphasis on this component of its operations. We adhere and conform to the Public Finance Management Act and Treasury Regulations, King IV Principles, the Skills Development Act, Skills Development Levies Act mandate, the FASSET Constitution and Code of Ethics, Board and sub- committee charters, approved Delegation of Authority Framework, and strategic and operational policies. It is also to achieve:(i) management for planning, budgeting, and performance in accordance with Department of Planning, Monitoring and Evaluation (DPME), AGSA and National Treasury Framework of legislation, regulations and guidelines; (ii) management of financial controls and grants disbursements in accordance with the PFMA, National Treasury Regulations, AGSA and Grant Regulations;(iii) operational management systems for implementing incentives, programmes and projects in accordance with internal and external audit requirements and standard operating procedures; (iv) management systems for human, ICT and facilities infrastructure resources; (v) management systems for governance and management of data, records and knowledge assets of the SETA; (vi) management systems for communication, marketing and information dissemination in accordance with relevant legislation. The overall intended results must support the FASSET outcome of "Efficient and effective organisational support system with an enabling culture"

The achievement of this programme by FASSET will be demonstrated in the governance structures functioning in accordance with best practice governance processes, the office of the CEO, and, the functional operations of the Chief Financial Officer, Chief Operations Office, Corporate Service and Research Directorate working seamlessly together to ensure the functioning of governance structure by ensuring best practice management for the execution and operationalization of the board strategy.

Programme 2: Skills planning

The NSDP places a central emphasis on the need for the research which happens at the SETA to be robust and allow for improved forecasting and planning. SETAS must create credible institutional mechanisms for skills planning, applied research and innovation projects. FASSET seeks to ensure that it implements a research model and process that will facilitate the responsiveness of the SETA to national, regional, local and sectorial needs. Research and innovation should address priorities such as structural transformation, curriculum development, supporting the growth and development of the public PSET system, occupations in high demand and support of the social economy. This programme is therefore key in supporting the research outcomes;

(i) Appropriate skills for productivity in the FAS sector as determined by research priorities. (ii) PSET education, training and skills development public and private institutions responsive to the changing occupations and skills demand required for the FAS sector in the age of automation and artificial intelligence (iii) Skills for transformed financial and accounting services sector to support EE demographics transformation, changing business models and the transformation for the diversification of ownership, control and management and (iv), a skilled, agile and flexible current and future workforce for emerging and future occupations and employment opportunities within the sector.



This programme is also about the implementation of applied research and innovation projects. These are projects that are about testing and piloting innovations and new ideas, with the intention of taking such projects to scale if successful. Innovative approaches are critical in responding to changes in education, training and learning as well as the world of work.

Some of the outputs of this programme include: research projects conducted, the SSP, research papers and workshops sharing the research findings ensuring the SETA facilitates its role on being a thought leader.

Programme 3: Programmes and Projects

The learning programmes and projects programme is focused on enabling and enhancing skills development in and for the finance and accounting sector in partnership with relevant stakeholders. It also aims to promote the finance and accounting sector as a preferred career choice for new entrants into the labour market. Through targeted funding of skills interventions, the SETA expects to transform the finance and accounting profession and sector. This programme needs to ensure that delivery of skills interventions meets with compliance requirements

This core FASSET programme is key in achieving our focus on ensuring (i) new entrants are skilled to take up positions with the FASSET sector, as well as (ii) ensuring current workers are kept abreast of the latest development and trends through continuous professional development programmes.

This programme also develops the abilities of workers through further training interventions and ensures there are new leaders able to take up positions available in the sector.

This programme entrenches the FASSET focus on transformation with the beneficiaries of FASSET programmes comprising a minimum of 85% Black African, 54% female and 4% disabled.

Through partnerships with public universities, Universities of Technology and TVET Colleges, FASSET ensures opportunities are created for learning within the FAS sector through bursaries and education grants. By also partnering with employers, professional bodies and associations work experience opportunities such as learnerships, internships, work placements. In response to the challenge of basic education, FASSET will also be implementing English, Maths and Accounting programmes for high school learners and teachers. This seeks to create learners better able to take up higher education learning opportunities in the FAS sector. Career guidance programmes are essential to properly guiding scholars and exposing them to the FAS sector.

Skills programmes for entrepreneurs is a focus area and FASSET will implement this as a key small business growth and development initiative.

FASSET will ensure the applicable policies eg. The Grants Policy allows the SETA to offer a range of programmes that enable optimal participation from our various stakeholders and partners. It is through our different types of programmes and aligned incentives that FASSET will be able to reach its targets for this programme.

Programme 4

FASSET will in partnership with the professional bodies in the sector, ensure that learning programmes which are funded, are constantly updated, to reflect the latest knowledge requirements for the professions we serve. We will also ensure that these programmes are offered to learners in a constantly improving quality framework. The quality improvement of institution and providers is essential in ensuring that the PSET system is responsive



to the changing occupations and skills requirements for the FASSET sector. Ensuring the achievement of quality assurance outputs will allow FASSET to ensure excellent in the learning programmes offered by the Sector.

7. PROGRAMME RESOURCE CONSIDERATIONS

The main source of revenue for the upcoming year continues to be the SDL as a key input to FASSET as a public entity, paid by employers (equivalent to 1% of payroll) in accordance with the SDLA.

As a SETA, we are allocated 80% of the levies of employers that are registered with FASSET (in line with the Standard Industrial Classification (SIC) codes that are demarcated to FASSET). An additional 30% of levies is received from Government Departments falling within the FASSET sector in line with a directive from the Department of Public Service and Administration (DPSA) that 30% of the 1% payroll of Government Departments should be allocated to SETAs for skills development, which is split between FASSET (25.5%) and the Public Service Sector SETA (PSETA) (4.5%). It should be noted that in 2019/2020, SARS did not pay their portion due to an indicated financial challenge and this may continue to be the case going forward. The budget for 2020/2021 takes this into account.

The funding allocation for the financial year has been finalised, taking into account the dynamics in our operating environment, strategic direction and decisions adopted, are as follows:

- A maximum 20% of SDL is paid out in terms of the legislated Mandatory Grant.
- A maximum of 10.5% of the SDL is to be used for SETA administration costs.
 - 10% is used to run FASSET.
 - 0.5% will be allocated to the Quality Council for Trades and Occupations (QCTO).
 - We ensure that we always remain within the administration budget limit.
 - Savings and surplus SDL received is transferred to the discretionary fund as per the legislation.
 - Savings and surplus funds are used for strategic programmes and projects at the Board's discretion.
- Unclaimed Mandatory Grants will be transferred to the discretionary fund for use on discretionary projects and programmes, as per the legislation.
- A minimum of 80% of the monies collected as discretionary funds must be used for PIVOTAL programmes, as per the requirements of the legislation.
- A maximum of 20% of the monies collected as discretionary funds may be used for non-PIVOTAL programmes, as per the requirements of the legislation.
- Any savings or surplus money is transferred to the discretionary fund pool and these funds are then used for strategic projects at the Board's discretion.

The funding allocation for the 2020/21 financial year has been approved by the FASSET Board as depicted in the Table below.

Table 5: Budget Allocation for programme and subprogrammes



Programme	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
	Audited outcomes	Audited outcomes	Audited outcomes	Current	Budget estimate	Budget estimate	Budget estimate
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Programme 1: Administration	54 911	52 494	57 167	74851	74498	78155	82453
Programme 2: Skills Planning (Mandatory Grant)	73 245	74 400	83 638	85682	53 090	97 332	107 065
Programme 3 (Learning Programmes and Projects include 7.5% Project Admin)	262 635	195093	415 702	600 884	469 984	471 376	491 438
Programme 4: Quality Assurance (QCTO)	0	0	3 462	4 316	4135	4 804	5 068
	390 791	321 987	559 969	765 733	601 707	651 667	686 024

Table 6: Budget Allocation for programme 1

Programme	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Administration	54 911	52 504	60 870	74 534	74 498	78 155	82 453
Current payment	54 911	52 504	60 870	74 534	74 498	78 155	82 453
Compensation of employees	19 729	18 154	25 539	31524	35 642	38137	40 807
Goods and services:	35 182	34 350	35 331	43 010	38 856	40 018	41 646
Agency and support/outsourced services	14 043	15 536	11 341	7 585	10 906	8 236	8 623
Audit costs				2 968	3 119	3 291	3 472
Bank charges				150	158	166	175
Board costs				2 562	4 450	4 695	4 953
Communication	1098	760	1630	4 643	3 980	4 655	4 911
Computer services							
Consultants				225	225	238	251
Contractors							
Inventory							
Lease payments	1 822	1 830	2 792	3253	3419	3 761	4 137



Legal fees			2 731	2362	800	844	890
Repairs and maintenance	168	20	134	273	250	264	278
Research and development	1635	844	1743	1735	1831	2173	2293
Training and staff development	499	414	401	1285	852	899	948
Travel and subsistence	57	79	112	393	262	276	292
Other	15 860	14 867	14 447	15576	8604	10 520	10 423



Table 7: Budget Allocation for programme 2

Programme	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Skill Planning	73 245	74 400	83 491	85 682	53 090	97 332	107 065
Employer Grant (SETAs only)	73 245	74 400	83 491	85 682	53 090	97 332	107 065
Private enterprises	73 245	74 400	83 491	85 682	53 090	97 332	107 065

Table 8: Budget Allocation for programme 3

Programme	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Learning Programmes and Projects	262 635	195 083	411 279	600 884	469 984	471 376	491 438
Current payments	0	0	0	33 349	35 249	36 328	37 458
Compensation of employees	0	0	0	10 127	17 704	19 297	21 034
Salaries and wages				10 127	17 704	19 297	21 034
Social contributions				0	0	0	0
Goods and services				23 222	17 545	17 031	16 424
Agency and support/outourced services				17 000	7 738	7 351	6 190
Research and development				1 450	1 530	1 614	1 702
Travel and subsistence				500	528	557	587
Other				4 272	7 749	7 509	7 945



Transfers and subsidies	262 635	195 083	411 279	567 535	434 735	435 048	453 980
Discretionary Grant	262 635	195 083	411 279	567 535	434 735	435 048	453 980
Other government units				78 878	78 878	78 878	78 878
National government				31 000	31 000	31 000	31 000
Departmental agencies and accounts				30 000	30 000	30 000	30 000
Provinces				17 878	17 878	17 878	17 878
Public corporations and private enterprises (subsidiaries and other transfers)	262 635	195 083	411 279	488 657	355 857	356 170	375 102
Public corporations							
Private enterprises	262 635	195 083	411 279	488 657	355 857	356 170	375 102

Table 9: Budget Allocation for programme 4

Programme	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Quality Assurance	0	0	3 462	4 316	4 135	4 804	5 068
Current payments	0	0	878	614	229	242	256
Goods and services			878	614	229	242	256
<i>Other</i>			878	614	229	242	256
Transfers and subsidies	0	0	2 584	3 702	3 906	4 562	4 812
Discretionary Grant (SETAs only)	0	0	2 584	3 702	3 906	4 562	4 812



Departmental agencies and accounts				2584	3 702	3 906	4 562	4 812
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Estimate National Expenditure Framework

The 2020/2021 budget and MTEF expenditure estimates are presented in the table below together with the administration budget and forecast for 2021/2022 and over the MTEF period

	%	2016/17		2017/18		2018/19		2019/20		2020/21		2021/22		2022/23	
		Actual	R'000	Actual	R'000	Actual	R'000	Budget	R'000	Budget	R'000	Budget	R'000	Budget	R'000
Revenue															
Total Levies collected from employers	100	584 524	642 254	659 854	696 146	440 661	774 829	817 445							
Levies Revenue (received from DHET)	80	467 620	513 803	527 883	556 917	352 529	619 863	653 956							
Administration	10,50	61 399	66 212	69 285	73 095	46 270	81 357	85 832							
QCTO Income (0,5)		2 923	3 211	3 299	3 481	2 203	3 874	4 087							
Admin Income (10%)		58 476	63 001	65 986	69 614	44 066	77 483	81 745							
Mandatory	20	119 174	125 000	131 971	139 229	88 132	154 966	163 489							
Discretionary grants	49,5	287 047	322 591	326 628	344 593	218 127	383 540	404 635							
Approve Retained Surplus															
Retained Surplus				0	154 500										
Government Levies Received		19 576	21 507	21 309	4 316	2 732	4 804	5 068							



Admin Levies	6 809	7 169	7 103	1 439	911	1 601	1 689
Discretionary Grant Levies	12 767	14 338	14 206	2 877	1 821	3 203	3 379
Investment Income	23 900	36 968	53 894	50 000	27 000	27 000	27 000
Other income	174		7				
Total Income	511 270	572 278	603 093	765 733	382 261	651 667	686 024
Administration Expenses	54 911	52 494	60 629	79 167	78 633	82 959	87 521
Admin Allocation from Public Sector levies				1 439	1 518	1 601	1 689
QCTO expense	2 174	2 411	3 451	3 481	3 672	3 874	4 087
Admin expense	52 737	50 083	57 178	74 247	73 443	77 484	81 745
Mandatory Grants Expenses	73 245	74 400	83 638	85 682	53 090	97 332	107 065
Discretionary Grants Expenses	262 635	195 093	415 702	600 884	469 984	471 376	491 438
PIVOTAL programmes (80%)				480 707	375 987	377 101	393 150
Other Discretionary projects (20%)				120 177	93 997	94 275	98 288
Total Expenditure	390 791	321 987	559 969	765 733	601 707	651 667	686 024
SURPLUS	120 479	250 291	43 124	0	-219 447	0	0



Financial Assumptions

The following assumptions concerning ENE must be noted:

1. Skills Development Levies (SDL) contributed by employers through South Africa Revenue Services (SARS) are forecasted to be R587.5 million with a 5.5% increase compared to the revised estimated 2019/20 budget of R556.9 million.
2. Levies contributed by government departments are forecasted to be R4.5 million with an 5.5% increase compared to the 2019/20 budget. This is due to the directive not being enforceable on the government departments to contribute levies to FASSET.
3. Investment revenue is budgeted at R45 million with an 10% decrease compared to the 2019/20 revised estimated budget.
4. Estimated expenditures need to be in compliance with the SETA Grant Regulations;
 - Administration budget is capped at 10.5% of the projected SDL levies and 33.3% of government department levies. Of the levies available, administration expenditure has been budgeted for as per available authorized limits.
 - Mandatory Grants budget is determined on a 60% pay-out ratio based on the trend for the previous year actual pay-out ratio which was 60% in the 2018/2019 financial year.
 - Discretionary grant budget comprises 49.5% of the projected SDL levies, 66.7% of government department levies, and a residual of un-utilised Mandatory Grant budget (40% of the Mandatory Grant levies budget).
5. FASSET does not budget for a surplus nor a deficit and compliance with the relevant laws and regulations. However, the retained approved surplus for 2018/19 has been added to the current year budget of 2019/20 as instructed by DHET and that increase the 2019/20 budget by R154.5 million.



8. UPDATED KEY RISKS

Impact	Outcome	Key Risk	Risk Mitigation
	1.1. Efficient and effective organisational support system with an enabling culture	<ol style="list-style-type: none"> 1. Changes in the National Skills Development Plan 2. Reputational risk (Negative stakeholder perception) 3. Non-conformance to administrative, procurement and financial management policies, legislation and procedures 4. Ineffective contract management 5. Poor implementation of organisation-wide M&E Framework 6. Poor implementation of staff training and development 7. Loss / unavailability key ICT services 8. Lack of compliance to prescripts 9. Ineffective contract management 10. The effect of Covid 19 on all aspects of organisational processes 11. Impact on availability of key human capabilities (internal and external) due to becoming infected by Covid – 19 	<ol style="list-style-type: none"> a.) Continuous engagements with DHET and attending of DHET meetings and workshops conducted by DHET when required b.) Approved Media Communication Policy All communication (brochures, newsletters, advertisements, mailers etc.) to FASSET's stakeholders are signed off by the Marketing and Comms Manager before printing and dissemination. When advertisements are placed, the design drafts are received and signed off by the Marketing and Comms Manager. Content to be placed on FASSET's website is reviewed and approved by the Marketing and Comms Manager and other Core Function Managers. All press articles are signed off by the official Spokesperson and all official pronouncements to the media are attended to by the Media Liaison office and the Spokesperson. Stakeholder engagement plan is in place and implemented Research conducted on sector skills development needs. c.) Policy and process reviews to promote transparency Strict adherence to SCM policies and procedures Regular procurement audits Compliance schedule/register maintained monthly Full time employed compliance Officer Submission of quarterly SETA governance compliance charter to DHET d.) Regular review of the contract management schedule Regular review of the commitment's registers



Impact	Outcome	Key Risk	Risk Mitigation
			<ul style="list-style-type: none"> e.) Provide capacity building on M&E Report on non-compliance to M&E activities Report on non-compliance to FMPPI f.) Staff development budget and individual development plans Encourage personal development and team building Succession planning of critical positions Regular performance appraisals g.) Strict SLA in terms of monitoring performance Service monitoring reports Quarterly ICT steering committee meetings to review contract performance Monthly SLA meeting with various functional managers Review of the ICT policies and procedures Develop operational ICT risk register h.) Policy and process reviews to promote transparency i.) Develop BPR, and plan and project cost for working on line j.) Create OHS training and protocols and spread awareness for curbing the spread of Covid 19 in the FASSET office and its stakeholders and partners k.) Regular review of the contract management schedule Regular review of the commitments' register. Compliance Officer to determine organisational compliance requirements through completion of a Compliance Universe and Compliance risk register for all business unit.
	<p>1.2. Appropriate skills intervention determined as informed by research</p>	<ul style="list-style-type: none"> a.) Insufficient participation from sector b.) Delayed identification of new skills 	<ul style="list-style-type: none"> a.) New channels and approaches to increase participation b.) International benchmarking to predict trends before they come to South Africa c.) Outsourcing of technical and large-scale research projects



Impact	Outcome	Key Risk	Risk Mitigation
		<ul style="list-style-type: none"> c.) Limited research capacity d.) Low impact in closing the scarce skills gap in the FASSET sector e.) Changes in the National Skills Development Plan f.) Shifts in the economy as a result of covid pandemic & new skills required 	<ul style="list-style-type: none"> d.) Employment of staff, should research agenda grow e.) Develop research strategy and annual research plan f.) Identify new/relevant skills requirements
	<p>1.3. Reduced critical skills and skills shortages in the sector</p>	<ul style="list-style-type: none"> a.) Insufficient participation from sector b.) Low training uptake within designated groups c.) Low up take on available programmes d.) Reduction in workplace based learning programs as a result of covid 19 workplace restrictions e.) Unavailability of the related infrastructure in other areas could affect some people to operate effectively. f.) The closing of the institutions as a result of Covid 19 will affect the achievement of set target. g.) Eskom – Load shading will contribute to slow 	<ul style="list-style-type: none"> a.) New channels and approaches to increase participation b.) Identify and conduct different types of evaluation studies to determine the impact of learning programmes in increasing the uptake by designated groups into the sector c.) Adequate advertising and steady build-up of programme. Offer programme to internal suppliers first. d.) New channels and approaches to address QA requirements a.)



Impact	Outcome	Key Risk	Risk Mitigation
		level of communication and interaction between relevant	
	1.4. Improved quality assurance system for the sector learning programs	a.) Slow process for updating occupational qualifications and part-qualifications relevant to the FASSET sector. b.) Changes in the QCTO business model and processes c.) Changes in the QA business procedures as a result of covid workplace restrictions	a.) Participate in QCTO structures to influence QCTO policies based on research evidence and best practice models b.) Continuous engagement with the QCTO through attendance of various forums to gage on anticipated changes for proactive planning c.) Review the internal organisational QMS

A long-term risk of the organisation from an operational and governance perspective is the merger between FASSET, Bank SETA and InSETA. The merger was proposed due to the overlap of the body of knowledge between these three SETAs. It has been identified that this merger will not occur within the period of this strategy, however, it is a risk which needs to be kept in mind.



9. FASSET MATERIALITY AND SIGNIFICANCE FRAMEWORK 2020/2021 FINANCIAL YEAR

1. BACKGROUND

Treasury Regulation Section 28.3.1 – “For purposes of materiality sections 55(2) of the Public Finance Management Act (PFMA) and significance section 54(2) of the PFMA, the accounting authority must develop and agree a framework of acceptable levels of materiality and significance with the relevant executive authority.

The purpose of this document is to record the level and reasoning for the suggested levels of materiality and significance for consideration by the governance structures of the SETA and for submission to and approval by the executive authority.

SAAS 320.03 defines materiality as follows: “Information is material if its omission or misstatement could influence the economic decisions of users taken on the basis of the financial statements. Materiality depends on the size of the item or error judged in the particular circumstances of its omission or misstatement. Thus, materiality provides a threshold or cut-off point, rather than being a primary qualitative characteristic which information must have if it is to be useful.”

Accordingly, we will be dealing with this framework under two main categories, being quantitative and qualitative aspects.

Materiality can be based on a number of financial indicators. Detailed below is an indicative table of financial indicators of the type that is widely used and accepted in the accounting profession as a basis for calculating materiality.

Basis	Acceptable Percentage Range
Gross revenue	0.25 – 1%
Gross profit	1 – 2%
Net income	2.5 – 10%
Equity	2 – 5%
Total assets	0.5 – 2%

FASSET will use 0.5% to determine materiality. In determining the materiality value as 0.5% we have considered the following factors:



- Nature of the SETA's business.
Funding in a SETA is received from levies collected by the Department of Higher Education and Training's collection agent, being SARS, and interest earned on investments in call deposit accounts. A significant portion of these levies received are then channelled back to the sectors via various grants types. The SETA can therefore be seen as a conduit for the redistribution of funds received for learning needs back into the sector.
- Statutory requirements laid down on the SETA.
The SETA is a statutory body that has been formed to give effect to the Skills Development Act (SDA) and the Skills Development Levies Act (SDLA), and has been listed as a Public Finance Management Act (PFMA) Schedule 3A public entity. We accordingly decided to give preference to a lower level of materiality (i.e. closer to the lower level of the acceptable percentage range) due to it being so closely governed by various Acts, Regulations and the public accountability responsibility that the SETA has towards its stakeholders.
- The control and inherent risks associated with the SETA.
In assessing the control risk of the SETA, and concluding that a materiality level higher than 0.25% can be used due to a good control environment being present cognisance was given to amongst others:
 - ◆ Proper and appropriate governance structures have been established;
 - ◆ An audit and risk committee that closely monitors the control environment of the SETA was established;
 - ◆ The function of internal audit was outsourced to a firm with SETA specific experience;
 - ◆ A three year internal audit plan, based on annual risk assessments being performed, is annually reviewed and agreed by the audit committee;
 - ◆ The results of recent internal audit reports highlighted that there are no material risks that are not being addressed.

2. QUANTITATIVE ASPECTS

2.1 MATERIALITY LEVEL FOR CONSIDERATION:

The level of materiality for 2019/2020 has been set as follows:

- Admin R80 685 013 x 0.5% = R403 425
- Grants R80 892 346 x 0.5% = R404 462
- Discretionary R449 940 000 x 0.5% = R2 249 700
- Assets R700 227 000 x 0.5% = R3 501 135

For classes of transactions in the Statement of Financial Performance, the 2018/2019 budget was used.

For transactions in the Statement of Financial Position, the 2017/2018 audited total assets balance was used.



The level of materiality for 2020/2021 has been set as follows:

- o Admin R78 634 000 x 0.5% = R393 170
- o Grants R88 484 000 x 0.5% = R442 420
- o Discretionary R469 984 000 x 0.5% = R2 349 920
- o Assets R809 028 000 x 0.5% = R4 045 140

For classes of transactions in the Statement of Financial Performance, the 2020/2021 budget was used.

For transactions in the Statement of Financial Position, the 2018/2019 audited total assets balance was used.

3. QUALITATIVE ASPECTS

Materiality is not merely related to the size of the entity and the elements of its financial statements. Obviously, misstatements that are large either individually or in the aggregate may affect a “reasonable” user’s judgement. However, misstatements may also be material on qualitative grounds. These qualitative grounds include amongst others:

- New ventures that the SETA has entered into.
- Unusual transactions entered into that are not of a repetitive nature and are disclosable purely due to the nature thereof due to knowledge thereof affecting the decision making of the user of the financial statements.
- Transactions entered into that could result in reputational risk to the SETA.
- Any fraudulent or dishonest behaviour of an officer or staff of the SETA.
- Any infringement of Fasset’s agreed QMS performance levels.
- Procedures/processes required by legislation or regulation (e.g. PFMA and the Treasury Regulations)

4. STATUTORY APPLICATION

Section 55 (2)	<p>The annual report and financial statements ... must -</p> <p>(b) include particulars of –</p> <p style="padding-left: 40px;">(i) any material losses through criminal conduct and any irregular expenditure and fruitless and wasteful expenditure that occurred during the financial year;</p>	<p>Both quantitative and qualitative aspects as referred to in sections 2.1 and 3 define materiality for purposes of losses through criminal conduct. All losses relating to irregular and fruitless and wasteful expenditure are regarded as material due to the application of the nature of these losses (qualitative aspects).</p>
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<p>Section 54 (2)</p>	<p>Information to be submitted by accounting authorities</p> <p>(1) Before a public entity concludes any of the following transactions, the accounting authority for the public entity must promptly and in writing inform the relevant treasury of the transaction and submit relevant particulars of the transaction to its executive authority for approval of the transaction</p> <ul style="list-style-type: none"> (a) establishment or participation in the establishment of a company; (b) participation in a significant partnership, trust, unincorporated joint venture or similar arrangement (c) acquisition or disposal of a significant shareholding in a company (d) acquisition or disposal of a significant asset (e) commencement or cessation of a significant business activity; and (f) a significant change in the nature or extent of its interest in a significant partnership, trust, unincorporated joint venture or similar arrangement. 	<p>Specific level of significance defined per subsection:</p> <p>Any transaction to establish a company</p> <p>Where participation exceeds 20% of voting rights</p> <p>Any transaction to acquire or dispose of shareholding in a company</p> <p>The cost of the asset acquired or disposed exceeds 15% of the total cost of assets</p> <p>Any transaction where the income from or the investment in the business activity exceeds the amount determined in section 2.1 and section 3.</p> <p>Where the change in the interest results in a change in the accounting treatment of the arrangement.</p>
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10. PUBLIC ENTITIES

Not applicable to FASSET.

11. INFRASTRUCTURE PROJECTS

Not applicable to FASSET.

12. PUBLIC PRIVATE PARTNERSHIPS

Not applicable to FASSET.



PART D: TECHNICAL INDICATOR DESCRIPTION (TID)

PROGRAMME 1: ADMINISTRATION

1.1 Develop the stakeholder strategy

Indicator Title	Develop the stakeholder strategy
Definition	A stakeholder strategy is required to navigate the varying needs of FASSET's stakeholders. Each stakeholder grouping presents specific needs which must be addressed in a structured and adaptable manner.
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Simple count
Means of Verification	Stakeholder engagement strategy document
Assumptions	Stakeholder engagement strategy addresses the needs of FASSET employers
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annual
Desired Performance	Higher
Indicator Responsibility	Corporate Services Director

1.2 Number of processes / programmes facilitated annually

Indicator Title	Number of programmes facilitated annually
Definition	All SETAs have programmes which overlap in functionality. A measure is required to ensure FASSET identifies these programmes / processes and provides input or facilitates them
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Simple count of all programmes jointly Facilitated with another seta or SETAs



Means of Verification	Agreements signed with other seta's for programmes or processes
Assumptions	That FASSET will be funding programmes done with other SETAs
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative (Year-to-date)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Corporate Services Director

1.3 Percentage of internal skills strategy developed and implemented on an annual basis

Indicator Title	Percentage of internal skills strategy implemented on an annual basis
Definition	The internal skills development strategy, which also extends to the Professional Development Plan (PDP) is utilised to measure inefficiencies within the organisation and how it should be addressed. The end goal is to develop skills within the organisation, so employees can service the end client of FASSET efficiently and effectively
Source of Data	Internal Skills Development Strategy or Training plan
Method of Calculation/ Assessment	The number of skills developments implemented at the end of the year / the total number of planned training or skills development planned at the beginning of the year
Means of Verification	Attendance registers
Assumptions	Correct skills development areas identified
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative (Year-to-date)



Reporting Cycle	Annually
Desired Performance	Higher
Indicator Responsibility	Director Corporate services

1.4 Percentage of business processes identified that have been reviewed and improved annually

Indicator Title	Percentage of business processes identified that have been reviewed annually
Definition	Business processes link to improved services to the end client. Measuring how many processes are improved and gauging through surveys the quality of improvement by actual end-users will ultimately improve FASSET operations
Source of Data	A survey conducted during the year externally with stakeholders to access level of service
Method of Calculation/ Assessment	= Number of business processes reviewed and improved at the end of the year/ Number of business process that FASSET has at the beginning of the year
Means of Verification	Survey forms/results
Assumptions	That business processes will be aligned to the regulations that are governing the SETAs
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annual
Desired Performance	Higher
Indicator Responsibility	Corporate Services Director

1.5 Percentage improvement of organisational climate on an annual basis

Indicator Title	Percentage improvement of organisational climate on an annual basis
Definition	The organisational climate survey will provide feedback by employees themselves on how they feel about working at FASSET, uncovering some of the cultural issues across all levels of operation



Source of Data	Organisational Climate Survey forms
Method of Calculation/ Assessment	= Number of employees who are satisfied/ number of employees who participated in the survey (quantitative)
Means of Verification	Climate survey forms
Assumptions	That there is a need to determine the climate of FASSET as an entity
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annual
Desired Performance	Higher
Indicator Responsibility	Director of corporate services

1.6 Percentage of policies reviewed annually

Indicator Title	Percentage of policies reviewed annually
Definition	Specified FASSET policies are subjected to a review process and necessary updates are made annual. These are subjected to Board and/or sub-committee approval.
Source of Data	Policy Universe Register
Method of Calculation/ Assessment	= Number of policies reviewed at the end of the year/ Total number of policies at the beginning of the year
Means of Verification	Board/sub-committee approved Minutes or signed Policies
Assumptions	<ul style="list-style-type: none"> Responsible individual/department reviews policies annually Board/sub-committee approves policies as and when required
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A



Calculation Type	Cumulative
Reporting Cycle	Annually
Desired Performance	Higher
Indicator Responsibility	Board Secretary

1.7 Number of unqualified audit outcomes obtained annually

Indicator Title	Number of unqualified audit outcomes obtained annually
Definition	Audit reports identify some of the key failures and issues within the organisation, particularly those linking to ineffective governance. An improve audit report results in tighter governance on FASSETs processes
Source of Data	Audit Report
Method of Calculation/ Assessment	Simple count
Means of Verification	AGSA Audit report
Assumptions	FASSET is going to be audited every year
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annual
Desired Performance	Higher
Indicator Responsibility	Chief Financial Officer

1.8 Number of quarterly management reports submitted to DHET annually

Indicator Title	Number of quarterly management reports submitted to DHET annually
Definition	Quarterly management reports submitted to DHET one month after the quarter end or as agreed with DHET. and Successful upload of data to SETA Education and Training Management



	Information System (SETMIS) on a quarterly basis as per the published schedule
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Each quarterly management report is counted as per either: Date of loading proof of submission on the FASSET system OR Date of confirmation of successful SETMIS upload
Means of Verification	Proof of submission to DHET
Assumptions	That the programme is associated with the top 10 scarce skills occupation identified in the SSP
Disaggregation of Beneficiaries (where applicable)	Target for Black African: N/A Target for Women: N/A Target for People with Disabilities: N/A Target for Youth: N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Annual
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

1.9 Number of quarterly reports submitted to National Treasury (Exempted Micro Enterprises reports) annually

Indicator Title	Number of quarterly reports submitted to National Treasury (Exempted Micro Enterprises reports) annually
Definition	Quarterly reports on finance and performance information submitted to National Treasury
Source of Data	FASSET Management System



Method of Calculation/ Assessment	Each quarterly report is counted once as per date of loading proof of submission on the FASSET system
Means of Verification	Proof of submission to National Treasury
Assumptions	That the programme is associated with the top 10 scarce skills occupation identified in the SSP
Disaggregation of Beneficiaries (where applicable)	Target for Black African: N/A Target for Women: N/A Target for People with Disabilities: N/A Target for Youth: N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Annual
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

1.10 Percentage of operationalisation strategy implemented on an annual basis

Indicator Title	Percentage of operationalisation strategy implemented on an annual basis
Definition	Implement the strategy for the satellite offices and ensure the satellite offices can serve the purpose of establishment
Source of Data	Implementation strategy
Method of Calculation/ Assessment	Simple count
Means of Verification	$= \frac{\text{Number of strategies implemented at the end of the year}}{\text{Number of strategies identified at the beginning of the year}}$
Assumptions	That satellite offices are required
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A



Calculation Type	Cumulative (Year-End)
Reporting Cycle	Annually
Desired Performance	Higher
Indicator Responsibility	Corporate Services Director

1.11 Number of working committees' meetings held annually

Indicator Title	Number of working committees' meetings held annually
Definition	Working committees are established to assist FASSET with planning of interventions Working committees afford expert feedback on interventions
Source of Data	Schedule of meetings and attendance registers
Method of Calculation/ Assessment	Simple Count
Means of Verification	Attendance registers Minutes of meetings
Assumptions	That FASSET stakeholders will be available to serve on the committees
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Annual
Desired Performance	Higher
Indicator Responsibility	Corporate Service Director

2. PROGRAMME 2: SKILLS PLANNING

2.1 Number of research report on produced on TVET curriculum development annually

Indicator Title	Number of research report on produced on TVET curriculum development annually
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Short Definition	A report on TVET curriculum development relating to the Finance and Accounting Services Sector
Source/Collection of Data	FASSET Management System
Method of Calculation/Assessment	Simple count
Means of verification	Approved research report
Assumption	Report produced to recommend development of new Curriculum relating to the FAS sector
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Higher
Indicator Responsibility	Research Director

2.2 Number Sector Skills Plan developed and submitted annually

Indicator Title	Number Sector Skills Plan developed and submitted annually
Definition	All skills required within the sector identified in the SSP need to be defined and adapt to the requirements of the sector
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Each skill identified in the SSP will be counted once
Means of Verification	Sector Skills Plan
Assumptions	All new skills that are coming in the sector will be identified and programmes will be designed to address the shortage.
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Higher



Indicator Responsibility	Research Director
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2.3 Number of FASSET Sector trends reports produced annually

Indicator Title	Number of FASSET Sector trends reports produced annually
Short Definition	Conduct research to identify trends in the FASSET sector to provide context to skills development needs
Source/Collection of Data	FASSET Management System
Method of Calculation/Assessment	Simple count
Means of verification	Approved research report
Assumption	Sector trends produced to guide skills development initiatives
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Higher
Indicator Responsibility	Research Director

2.4 Number of SETA Benchmarking reports produced annually

Indicator Title	Number of SETA Benchmarking reports produced annually
Short Definition	Conduct a desktop evaluation to compile a SETA benchmarking report. The report is intended to identify best practice in the SETA environment
Source/Collection of Data	FASSET Management System
Method of Calculation/Assessment	Simple count
Means of verification	Approved research report
Assumption	Training benchmarks report produced to guide skills development
Disaggregation of Beneficiaries (where applicable)	N/A



Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Higher
Indicator Responsibility	Research Director

2.5 Number of research reports on FASSET-funded Project Beneficiaries produced annually

Indicator Title	Number of research reports on FASSET-funded Project Beneficiaries produced annually
Short Definition	A study is completed to determine the impact of FASSET funded projects on beneficiaries
Source/Collection of Data	FASSET Management System
Method of Calculation/Assessment	Simple count
Means of verification	Approved research report
Assumption	Tracking and Tracing research conducted to measure the success of the Fasset projects
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Higher
Indicator Responsibility	Research Director

2.6 Number of research reports on Transformation in the FASSET sector produced annually

Indicator Title	Number of research reports on Transformation in the FASSET sector produced annually
Short Definition	A statistical analysis is completed using demographical information of the sector to determine progress made in transformation of the FASSET sector



Source/Collection of Data	FASSET Management System
Method of Calculation/Assessment	Simple count
Means of verification	Approved research report
Assumption	Research conducted to measure progress on transformation within the FAS sector
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Higher
Indicator Responsibility	Research Director

2.7 Number of position papers developed annually

Indicator Title	Number of position papers developed annually
Definition	Position papers are evidence-based thought pieces of FASSETs position on current technology and sector specific information / trends / updates. This is to be done to create awareness of FASSETs lead in understanding and driving the sector skills requirements
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Simple count
Means of Verification	Approved position paper
Assumptions	That FASSET has a requirement to be the Eminent authority That industry sees the need for FASSET to fulfil this role
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Higher



Indicator Responsibility	Research Director
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2.8 Number of updates per annum to the FASSET Monitoring and Evaluation report based on research conducted

Indicator Title	Number of updates per annum to the FASSET Monitoring and Evaluation report based on research conducted
Definition	The FASSET Monitoring and Evaluation report is updated annually to reflect statistical and other information aimed at informing the sector skills development strategy
Source/Collection of Data	FASSET Management System
Method of Calculation/Assessment	Simple count
Means of verification	Approved research report
Assumption	Report produced to outline impact of Fasset grants and programmes
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Higher
Indicator Responsibility	Research Director

2.9 Number of circulars of influence forums hosted by Fasset annually

Indicator Title	Number of circulars of influence forums hosted by Fasset annually
Definition	Number of forums held with the employers in the sector, training providers, professional bodies and other stakeholders to tackle position papers in the sector
Source of Data	FASSET Management System



Method of Calculation/ Assessment	Simple count
Means of Verification	Attendance registers
Assumptions	That FASSET will be paying for forums meetings
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative (Year-to-date)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Corporate Service Director

2.10 Number of large firms WSP/ATR (Skills Development Plan) approved and Mandatory Grant paid annually

Indicator Title	Number of large firms WSP/ATR (Skills Development Plan) approved and Mandatory Grant paid annually
Definition	Firms in the sector with 150 or more employees submit a WSP/ATR (Skills Development Plan) by 30 April which results in the first payment of the Mandatory Grant once final approval is granted within the financial year
Source of Data	FASSET Management System
Method of Calculation	Each large firm is counted once upon the first payment of a mandatory grant in the financial year, following approval of the associated WSP/ATR
Means of verification	Approved WSP/ATR (Skills Development Plan) Payment list approved by CEO/CFO
Assumption	Large firms will submit WSP/ATR
Disaggregation of beneficiaries (Where applicable)	N/A
Spatial Transformation (Where Applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer



2.11 Number of medium firms WSP/ATR (Skills Development Plan) approved and Mandatory Grant paid annually

Indicator Title	Number of medium firms WSP/ATR (Skills Development Plan) approved and Mandatory Grant paid annually
Definition	Firms in the sector with between 50 to 149 employees submit a WSP/ATR (Skills Development Plan) by 30 April which result in the first payment of the Mandatory Grant once final approval is granted within the financial year
Source of Data	FASSET Management System
Method of Calculation	Each medium firm is counted once upon the first payment of a mandatory grant in the financial year, following approval of the associated WSP/ATR
Means of verification	Approved WSP/ATR (Skills Development Plan) Payment list approved by CEO/CFO
Assumptions	Government Departments will submit WSP/ATR
Disaggregation of beneficiaries (Where Applicable)	N/A
Spatial Transformation (Where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

2.12 Number of small firms WSP/ATR (Skills Development Plan) approved and Mandatory Grant paid annually

Indicator Title	Number of small firms WSP/ATR (Skills Development Plan) approved and Mandatory Grant paid annually
Definition	Firms in the sector with 49 or less employees submit a WSP/ATR (Skills Development Plan) by 30 April which result in the first payment of the Mandatory Grant once final approval is granted within the financial year
Source of Data	FASSET Management System
Method of Calculation	Each small firm is counted once upon the first payment of a mandatory grant in the financial year, following approval of the associated WSP/ATR
Means of verification	Approved WSP/ATR (Skills Development Plan) Payment list approved by CEO/CFO
Assumptions	Government Departments will submit WSP/ATR
Disaggregation of beneficiaries (Where Applicable)	N/A



Spatial Transformation (Where Applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

2.13 Number of Government Department WSP/ATR (Skills Development Plan) approved annually

Indicator Title	Number of Government Department WSP/ATR (Skills Development Plan) approved annually
Definition	Number of Government Department WSP/ATR (Skills Development Plan) submitted and approved
Source of Data	FASSET Management System
Method of Calculation	Simple count
Means of verification	Government Department submits WSP/ATR (Skills Development Plan) by 30 April and is approved by FASSET
Assumptions	Government Departments will submit WSP/ATR
Disaggregation of beneficiaries (Where Applicable)	N/A
Spatial Transformation (Where Applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer



PROGRAMME 3: LEARNING PROGRAMMES

3.1 Number of employed learners who attend Lifelong Learning Events and Learner Professional Development events annually

Indicator Title	Number of employed learners who attend Lifelong Learning Events and Learner Professional Development events annually
Definition	Delegates associated with the employers in the FASSET sector register for and attend training events associated with critical skills
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Each learner is counted once for an event. Learners who attend more than one event in the financial year are counted for each event attended.
Means of Verification	Attendance register signed by each learner who attend
Assumptions	That Lifelong learning topics are relevant to work done
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	National
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

3.2 Number of Lifelong Learning Events attended by Trade Unions

Indicator Title	Number of Lifelong Learning Events attended by Trade Unions
Definition	Employees from Trade Unions associated with the FASSET sector attend training events associated with critical skills
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Each learner is counted once for an event. Learners who attend more than one event in the financial year are counted for each event attended.
Means of Verification	Attendance register signed by each learner who attend



Assumptions	That Lifelong learning topics are relevant to work done
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	National
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

3.3 Number of unemployed learners processed for entry on learnerships annually

Indicator Title	Number of unemployed learners processed for entry on learnerships annually
Definition	Learnership agreements entered by employers in the sector are processed for unemployed learners on learnerships
Source of Data	FASSET Management System
Method of Calculation/ Assessment	<p>Each learner is counted once as per:</p> <ul style="list-style-type: none"> • Date of processing of the learnership agreement on the FASSET system, OR • Date of upload of the South African Institute of Chartered Accountants (SAICA) professional body data on the FASSET system
Means of Verification	<p>Signed learnership agreement with supporting documents:</p> <ul style="list-style-type: none"> • Copy of learners ID • Copy of signed employment contract
Assumptions	That learnerships are funded by FASSET
Disaggregation of Beneficiaries (where applicable)	<p>Target for Black African: 85%</p> <p>Target for Women: 54%</p> <p>Target for People with Disabilities: 4%</p> <p>Target for Youth: 80%</p>



Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)/ Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

3.4 Number of unemployed learners processed for entry on learnership and approved for funding annually

Indicator Title	Number of unemployed learners processed for entry on learnership and approved for funding annually
Definition	Employers in the FASSET sector can apply for a LEG for learners on specific learnerships. Grants are paid once-off for either entry on, completion of a second year, or completion of the full learnership according to a set tariff amount
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Each unemployed learner is counted once when the grant has been approved for payment
Means of Verification	Signed learnership agreement with supporting documents: <ul style="list-style-type: none"> • Copy of learners ID • Copy of signed employment contractApproval letter
Assumptions	That grants are paid to FASSET employers after approval
Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54% Target for People with Disabilities: 4% Target for Youth: 80%
Spatial Transformation (where applicable)	National



Calculation Type	Cumulative (Year-End)/ Non- cumulative
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

3.5 Number of unemployed learners entered on learnership and approved for Public Sector Grant annually

Indicator Title	Number of unemployed learners processed for entry on learnership and approved for Public Sector Grant annually
Definition	Public Sector Employers in the FASSET sector can apply for a Placement Grant for learners on PIVOTAL workplace-based programmes
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Each learner is counted once for reporting after required data and supporting evidence has been received and verified
Means of Verification	<ul style="list-style-type: none"> • Contract between public sector employer and learner • Copy of ID • Approval letter for funding
Assumptions	That learners are working for public sector employer
Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54% Target for People with Disabilities: 4% Target for Youth: 80%
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	Higher



Indicator Responsibility	Chief Operations Officer
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3.6 Number of unemployed learners entering a bursary and approved for Public Sector Academic Support Grant annually

Indicator Title	Number of unemployed learners entering a bursary and approved for Public Sector Academic Support Grant annually
Definition	Public Sector Employers in the FASSET sector can apply for an Academic Support Grant for learners on PIVOTAL qualifications
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Each learner is counted once for reporting after required data and supporting evidence has been received and verified
Means of Verification	<ul style="list-style-type: none"> • Contract between public sector employer and learner • Copy of ID • Approval letter for funding
Assumptions	That learners are working for public sector employer
Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54% Target for People with Disabilities: 4% Target for Youth: 80%
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer



3.7 Number of unemployed learners entering an employer bursary programme annually

Indicator Title	Number of unemployed learners entering an employer bursary programme annually
Definition	Employers in the FASSET sector can apply for a Bursary Grant for full time students pursuing higher education qualifications associated with Scarce Skills in the sector. The amount paid by the employer is reimbursed up to a maximum tariff and is only approved if the learner successfully completed an academic year
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Each unemployed learner is counted once when the grant has been approved for payment
Means of Verification	<ul style="list-style-type: none"> • Online application submitted by a FASSET employer evaluated and approved • • Proof of learner registration/ enrolment • Learner ID copy • Approval letter for funding
Assumptions	That learners are working for employers in Fasset sector
Disaggregation of Beneficiaries (where applicable)	<p>Target for Black African: 85%</p> <p>Target for Women: 54%</p> <p>Target for People with Disabilities: 4%</p> <p>Target for Youth: 80%</p>
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer



3.8 Number of unemployed learners entering a FASSET Bursary Scheme annually

Indicator Title	Number of unemployed learners entering a FASSET Bursary Scheme annually
Definition	Full bursaries are awarded to students pursuing higher education qualifications associated with Scarce Skills in the sector. Bursaries are managed either through a partnership with a higher education institution (HEI), a professional body, or a bursary management agent. HEIs include public institutions so proclaimed by DHET and private institutions accredited by the Council on Higher Education (CHE)
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Simple count
Means of Verification	<ul style="list-style-type: none"> • Bursary contract between partner organisation and student • Learner ID copy • Proof of enrolment
Assumptions	That learners are registered for a qualification addressing Fasset scarce skills
Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54% Target for People with Disabilities: 4% Target for Youth: 80%
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer



3.9 Number of unemployed entering an internship (Non-Pivotal Learner Employment Grant) annually

Indicator Title	Number of unemployed entering an internship (Non-Pivotal Learner Employment Grant) annually
Definition	Employers in the FASSET sector can apply for a non-PIVOTAL LEG for unemployed graduates placed on a 12-month internship or in permanent employment. Placement must relate to specified Scarce Skills. Grants are paid once-off according to a set tariff amount
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Simple count
Means of Verification	<ul style="list-style-type: none"> • Online application submitted by a FASSET employer evaluated and approved • Approval letter for funding • ID copy
Assumptions	That the programme is associated with the top 10 scarce skills occupation identified in the SSP
Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54% Target for People with Disabilities: 4% Target for Youth: 80%
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer



3.10 Number of unemployed matriculants entering a YES programme annually

Indicator Title	Number of unemployed matriculants entering a YES programme annually
Definition	Unemployed matriculants are placed at FASSET employers for a minimum of 12 months .
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Each learner is counted once for reporting once required data and supporting evidence has been received and verified
Means of Verification	<ul style="list-style-type: none"> • Copy of learner National Senior Certificate • Contract between FASSET employer and learner • Learner ID copy
Assumptions	FASSET employers would be prepared to host matric learners
Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54% Target for People with Disabilities: 4% Target for Youth: 80%
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer



3.11 Number of unemployed learners who enter an academic skills programme for progression at University annually

Indicator Title	Number of unemployed learners who enter an academic skills programme for progression at University annually
Definition	Additional academic support to at risk students pursuing higher education qualifications associated with Scarce Skills in the sector. Universities include any public HEI so proclaimed by DHET, or private HEI as accredited by the CHE
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Each learner is counted once for reporting once required data and supporting evidence has been received and verified
Means of Verification	<ul style="list-style-type: none"> • Contract between HEI and student • Learner ID copy • Proof of enrolment
Assumptions	That the programme is associated with the top 10 scarce skills occupation identified in the SSP
Disaggregation of Beneficiaries (where applicable)	<p>Target for Black African: 85%</p> <p>Target for Women: 54%</p> <p>Target for People with Disabilities: 4%</p> <p>Target for Youth: 80%</p>
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer



3.12 Number of unemployed learners who enter a PIVOTAL professional body programme annually

Indicator Title	Number of unemployed learners who enter a PIVOTAL professional body programme annually
Definition	Assist learners to complete professional body qualifications or attain professional designations associated with Scarce Skills in the sector. Professional qualifications must be registered on the NQF, and designations must form part of a qualification on the NQF
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Each learner is counted once for reporting once required data and supporting evidence has been received and verified
Means of Verification	<ul style="list-style-type: none"> • Contract between professional body or accredited training provider and learner • Learner ID copy • Proof of enrolment • Copy of learner highest qualification
Assumptions	That the programme is associated with the top 10 scarce skills occupation identified in the SSP
Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54% Target for People with Disabilities: 4% Target for Youth: 80%
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer



3.13 Number of unemployed learners who enter a non-PIVOTAL professional body programme annually

Indicator Title	Number of unemployed learners who enter a non-PIVOTAL professional body programme annually
Definition	Assist learners to complete professional body qualifications or attain professional designations associated with Scarce Skills in the sector. Professional qualifications need not be registered on the NQF, and designations do not have to form part of a qualification on the NQF
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Each learner is counted once for reporting once required data and supporting evidence has been received and verified
Means of Verification	<ul style="list-style-type: none"> • Contract between professional body or training provider accredited by the professional body and learner • Learner ID copy • Proof of enrolment
Assumptions	That the programme is associated with the top 10 scarce skills occupation identified in the SSP
Disaggregation of Beneficiaries (where applicable)	<p>Target for Black African: 85%</p> <p>Target for Women: 54%</p> <p>Target for People with Disabilities: 4%</p> <p>Target for Youth: 80%</p>
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer



3.14 Number of unemployed learners entering a skills programme offered at a Community Education and Training College annually

Indicator Title	Number of unemployed learners entering a skills programme offered at a Community Education and Training College annually
Definition	Assist unemployed learners to obtain knowledge and skills which contribute to their ability to become economically active
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Each learner is counted once for reporting when required data and supporting evidence has been received and verified
Means of Verification	<ul style="list-style-type: none"> • Contract between partner organisation and learner • Learner ID copy • Proof of enrolment
Assumptions	That the programme is associated with the top 10 scarce skills occupation identified in the SSP
Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54% Target for People with Disabilities: 4% Target for Youth: 80%
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

3.15 Number of unemployed learners processed for completion on learnerships annually

Indicator Title	Number of unemployed learners processed for completion on learnerships annually
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Definition	Learnership completions associated with employers in the sector are processed for unemployed learners on NQF levels learnerships
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Each unique learner is counted once when the learnership agreement is processed for completion (achievement) on the FASSET system
Means of Verification	<ul style="list-style-type: none"> • Proof of completion submitted and processed on the FASSET system or • Completion data upload submitted by a professional body
Assumptions	Learners are unemployed
Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54% Target for People with Disabilities: 4% Target for Youth: 80%
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

3.16 Number of unemployed learners who completed a qualification via the FASSET Bursary Scheme annually

Indicator Title	Number of unemployed learners who completed a qualification via the FASSET Bursary Scheme annually
Definition	Completion of an academic year or qualification associated with full bursaries awarded to full time students pursuing higher education qualifications associated with Scarce Skills in the sector. Bursaries are managed either through a partnership with a HEI, a professional body, or a bursary management



	agent. HEIs include public institutions so proclaimed by DHET and private institutions accredited by the CHE
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Each learner is counted once for reporting once required data and supporting evidence has been received and verified
Means of Verification	Academic transcript issued by the HEI
Assumptions	That all learners that complete bursary programme are ready to enter employment space
Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54% Target for People with Disabilities: 4% Target for Youth: 80%
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-to-date)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

3.17 Number of unemployed learners who complete an academic support skills programme for progression at University annually

Indicator Title	Number of unemployed learners who complete an academic support skills programme for progression at University annually
Definition	At risk students complete an academic year of or a higher education qualification, associated with a Scarce Skill in the sector, through additional academic support. Universities include any public HEI so proclaimed by DHET, or private HEI as accredited by the CHE
Source of Data	FASSET Management System



Method of Calculation/ Assessment	Each learner is counted once for reporting once required data and supporting evidence has been received and verified
Means of Verification	Academic transcript issued by the HEI
Assumptions	That all learners that complete programme are ready to enter employment space
Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54% Target for People with Disabilities: 4% Target for Youth: 80%
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

3.18 Number of unemployed learners who complete a PIVOTAL professional body programme annually

Indicator Title	Number of unemployed learners who complete a PIVOTAL professional body programme annually
Definition	Learners complete professional body qualifications or attain professional designations associated with Scarce Skills in the sector. Professional qualifications must be registered on the NQF, and designations must form part of a qualification on the NQF
Source of Data	FASSET Management system
Method of Calculation/ Assessment	Each learner is counted once for reporting once required data and supporting evidence has been received and verified
Means of Verification	Confirmation of completion of a professional body qualification or attainment of a professional designation



Assumptions	That the programme is associated with the top 10 scarce skills occupation identified in the SSP
Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54% Target for People with Disabilities: 4% Target for Youth: 80%
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

3.19 Number of unemployed learners who complete a non-PIVOTAL professional body programme annually

Indicator Title	Number of unemployed learners who complete a non-PIVOTAL professional body programme annually
Definition	Learners complete professional body qualifications or attain professional designations associated with Scarce Skills in the sector. Professional qualifications need not be registered on the NQF, and designations do not form part of a qualification on the NQF
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Simple count
Means of Verification	Confirmation of completion of a professional body qualification or attainment of a professional designation
Assumptions	That the programme is associated with the top 10 scarce skills occupation identified in the SSP
Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54%



	Target for People with Disabilities: 4% Target for Youth: 80%
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

3.20 Number of employed learners processed for entry on learnerships annually

Indicator Title	Number of employed learners processed for entry on learnerships annually
Definition	Learnership agreements entered by employers in the sector are processed for employed learners on NQF levels learnerships
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Each learner is counted once as per: <ul style="list-style-type: none"> • Date of processing of the learnership agreement on the FASSET system OR <ul style="list-style-type: none"> • Date of upload of the South African Institute of Chartered Accountants (SAICA) professional body data on the FASSET system
Means of Verification	Signed learnership agreement with supporting documents: <ul style="list-style-type: none"> • Copy of learners ID • Copy of signed employment contract OR <p>Data uploaded from the professional body associated with the learnership, submitted in the FASSET specified format</p>



Assumptions	That the programme is associated with the top 10 scarce skills occupation identified in the SSP
Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54% Target for People with Disabilities: 4% Target for Youth: 80%
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

3.21 Number of employed learners processed for entry on learnership and approved for funding annually

Indicator Title	Number of employed learners processed for entry on learnership and approved for funding annually
Definition	Employers in the FASSET sector can apply for a LEG for learners on specific learnerships. Grants are paid once-off for either entry on, completion of a second year, or completion of the full learnership according to a set tariff amount .
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Simple count
Means of Verification	Signed learnership agreement with supporting documents: <ul style="list-style-type: none"> • Copy of learners ID • Copy of signed employment contract • Approval letter for funding
Assumptions	That the programme is associated with the top 10 scarce skills occupation identified in the SSP



Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54% Target for People with Disabilities: 4% Target for Youth: 80%
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

3.22 Number of employed learners entering an employer bursary programme annually

Indicator Title	Number of employed learners entering an employer bursary programme annually
Definition	Employers in the FASSET sector can apply for a Bursary Grant for full time students pursuing higher education qualifications associated with Scarce Skills in the sector. The amount paid by the employer is reimbursed up to a maximum tariff and is only approved if the learner successfully completed an academic year
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Each unemployed learner is counted once when the grant has been approved for payment
Means of Verification	<ul style="list-style-type: none"> • Online application submitted by a FASSET employer evaluated and approved • Proof of learner registration/ enrolment • Learner ID copy • Approval letter for funding •
Assumptions	That the programme is associated with the top 10 scarce skills occupation identified in the SSP



Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54% Target for People with Disabilities: 4% Target for Youth: 80%
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

3.23 Number of employed learners entering a bursary via the NLRG annually

Indicator Title	Number of employed learners entering a bursary via the NLRG annually
Definition	Employers in the FASSET sector can apply for a NLRG for learners on learnerships and Internships. The grant is calculated according to a set tariff scale related to progress made on the learnership/Internship. The grant is paid directly to NSFAS against the learner's loan account
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Individual learner is counted once on date of grant approval
Means of Verification	<ul style="list-style-type: none"> • Online application submitted by a FASSET employer evaluated and approved • ID copy
Assumptions	That the programme is associated with the top 10 scarce skills occupation identified in the SSP
Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54% Target for People with Disabilities: 4% Target for Youth: 80%



Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

3.24 Number of employed learners processed for completion of learnerships annually

Indicator Title	Number of employed learners processed for completion of learnerships annually
Definition	Learnership completions associated with employers in the sector are processed for employed learners on NQF levels learnerships
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Each learner is counted once as per: Date of processing of the learnership completion on the FASSET system OR Date of upload of data submitted by a professional body on the FASSET system
Means of Verification	Proof of completion submitted and processed on the FASSET system: <ul style="list-style-type: none"> • Proof of successful completion issued by the SETA responsible for quality assurance of the learnership OR <ul style="list-style-type: none"> • Proof of successful completion issued by the professional body associated with the learnership
Assumptions	That the programme is associated with the top 10 scarce skills occupation identified in the SSP
Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54%



	Target for People with Disabilities: 4% Target for Youth: 80%
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

3.25 Number of TVET students who enter a National Diploma internship annually

Indicator Title	Number of TVET students who enter a National Diploma internship annually
Definition	Students from public TVET colleges are placed for completion of an 18-month internship as required for achievement of the National N Diploma
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Each learner is counted once for reporting once required data and supporting evidence has been received and verified
Means of Verification	<ul style="list-style-type: none"> • Copy of Memorandum of Agreement between FASSET and the employer • Copy of contract between learner and employer • Copy of transcript or certificates issued by public TVET college • Copy of learner ID
Assumptions	That learners are hosted by employers in our sector
Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54% Target for People with Disabilities: 4%

	Target for Youth: 80%
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

3.26 Number of TVET students who complete a National Diploma internship annually

Indicator Title	Number of TVET students who complete a National Diploma internship annually
Definition	Students from public TVET colleges complete an 18-month internship as required for achievement of the National N Diploma
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Each learner is counted once for reporting once required data and supporting evidence has been received and verified
Means of Verification	Confirmation of completion letter submitted by employer
Assumptions	That learners are going to receive stipend from FASSET
Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54% Target for People with Disabilities: 4% Target for Youth: 80%
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly



Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

3.27 Number of unemployed learners entering an internship and approved for funding via Public Sector Non-PIVOTAL Grant annually

Indicator Title	Number of unemployed learners entering an internship and approved for funding via Public Sector Non-PIVOTAL Grant annually
Definition	Public Sector Employers in the FASSET sector can apply for a Placement Grant for learners on Non-PIVOTAL workplace-based programmes such as internships and graduate placement programmes
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Simple count
Means of Verification	<ul style="list-style-type: none"> • Contract between public sector employer and learner • Learner ID copy • Approval letter for funding
Assumptions	That the programme is associated with the top 10 scarce skills occupation identified in the SSP
Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54% Target for People with Disabilities: 4% Target for Youth: 80%
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer



3.28 Number of unemployed university graduates entered for placement at a FASSET employer annually

Indicator Title	Number of unemployed university graduates entered for placement at a FASSET employer annually
Definition	Unemployed university graduates are placed for a minimum 12-month period at a FASSET employer following work readiness training
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Each learner is counted once for reporting once required data and supporting evidence has been received and verified
Means of Verification	<ul style="list-style-type: none"> • Copy of learner highest qualification • Contract between FASSET employer and learner • Copy of ID
Assumptions	Unemployed graduates will complete their 12 months with one employer
Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54% Target for People with Disabilities: 4% Target for Youth: 80%
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer



3.29 Number of unemployed university graduates placed at small businesses annually

Indicator Title	Number of unemployed university graduates placed at small businesses annually
Definition	Unemployed university graduates are placed at small businesses to increase capacity for the business and enhance employability of the graduate
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Each learner is counted once for reporting once required data and supporting evidence has been received and verified
Means of Verification	<ul style="list-style-type: none"> • Copy of learner highest qualification • Contract between FASSET employer and learner • Copy of ID
Assumptions	Unemployed graduates will be hosted by a small employer in our sector
Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54% Target for People with Disabilities: 4% Target for Youth: 80%
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer



3.30 Number of NLPs supported through Discretionary Funding annually

Indicator Title	Number of NLPs supported through Discretionary Funding annually
Definition	Levy-exempt employers have access to and participate in skills development initiatives funded by FASSET including grants and attendance at LL and LPD events
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Employers are counted once only for one of: <ul style="list-style-type: none"> • Date of payment of grant Delegate attendance captured on the event management system
Means of Verification	<ul style="list-style-type: none"> • Proof of payment of grant OR • Signed attendance register for LL/LPD event
Assumptions	That the NLPs are exempted to pay skills development levy
Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54% Target for People with Disabilities: 4% Target for Youth: 80%
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

3.31 Number of TVET College lecturers entered on a development programme annually

Indicator Title	Number of TVET College lecturers entered on a development programme annually
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Definition	TVET College lecturers complete a development programme to increase industry exposure and understanding
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Simple count of each lecturer participating in the programme
Means of Verification	<ul style="list-style-type: none"> • Agreement between FASSET and the public TVET college • Agreement between FASSET and the public TVET college lecturer • Agreement between FASSET and the host employer • Lecturer's ID copy
Assumptions	That the lectures will complete the programme in one employer
Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54% Target for People with Disabilities: 4% Target for Youth: 80%
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

3.32 Number of small businesses supported through discretionary funding annually

Indicator Title	Number of small businesses supported through discretionary funding annually
Definition	Levy-paying employers with fewer than 50 employees have access to and participate in skills development initiatives funded by FASSET including grants and attendance at LL and LPD events



Source of Data	FASSET Management System
Method of Calculation/ Assessment	Simple count
Means of Verification	<ul style="list-style-type: none"> • Proof of grant payment approval OR • Signed attendance register for LL/LPD event
Assumptions	That only small employers in our sector are supported
Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54% Target for People with Disabilities: 4% Target for Youth: 80%
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

3.33 Number of partnership agreements signed between Fasset and a public Higher Education Institution annually

Indicator Title	Number of partnership agreements signed between Fasset and a public Higher Education Institution annually
Definition	A contract or agreement is entered between FASSET and a public HEI for specified skills development deliverables
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Simple count of each contract or agreement entered with a public HEI. Each public HEI is only counted once in the financial year, irrespective of the number of agreements entered with same HEI.
Means of Verification	Signed agreement or contract



Assumptions	That the public Higher Education Institutions are registered with DHET
Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54% Target for People with Disabilities: 4% Target for Youth: 80%
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

3.34 Number of partnership agreements signed between FASSET and a public TVET college annually

Indicator Title	Number of partnership agreements signed between FASSET and a public TVET college annually
Definition	A contract or agreement is entered between FASSET and a public TVET college for specified skills development deliverables
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Simple count of each contract or agreement entered with a public TVET college. Each college is only counted once in the financial year, irrespective of the number of agreements entered with same TVET college.
Means of Verification	Signed agreement or contract
Assumptions	That the public TVET Colleges are registered with DHET
Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54% Target for People with Disabilities: 4%



	Target for Youth: 80%
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

3.35 Number of partnership agreements signed between FASSET and an employer for placement of TVET learners annually

Indicator Title	Number of partnership agreements signed between FASSET and an employer for placement of TVET learners annually
Definition	A contract or agreement is entered between FASSET and an employer in the sector for the placement of TVET learners for completion of the National N Diploma internship
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Simple count of each contract or agreement entered with an employer in the sector. Each employer is only counted once in the financial year, irrespective of the number of learners associated with the agreement
Means of Verification	Signed agreement or contract
Assumptions	That the employer hosting a learner is in our sector
Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54% Target for People with Disabilities: 4% Target for Youth: 80%
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)



Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

3.36 Number of career guidance events supported annually

Indicator Title	Number of career guidance events supported annually
Definition	Fasset identifies opportunities of engagement platforms and attends career awareness events invited to; or arranged by the department. Human resource needs are identified, and brand ambassadors are appointed to ensure geographic spread of Fasset.
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Simple count
Means of Verification	Confirmation of attendance by Fasset signed by organiser
Assumptions	Brand Ambassadors disseminate the relevant career guidance information to the targeted audience.
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative annually
Reporting Cycle	Quarterly
Desired Performance	Attendance of 260 career events nationally
Indicator Responsibility	Corporate Service Director

3.37 Number of times FASSET career guide is updated annually

Indicator Title	Number of times FASSET career guide is updated annually
Definition	Career guide is reviewed and updated in collaboration with relevant stakeholders
Source of Data	FASSET Management System



Method of Calculation/ Assessment	Date of confirmation of final approved career guide is loaded on the FASSET system
Means of Verification	Updated career guide approved and published
Assumptions	That the programme is associated with the top 10 scarce skills occupation identified in the SSP
Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54% Target for People with Disabilities: 4% Target for Youth: 80%
Spatial Transformation (where applicable)	National
Calculation Type	Non-Cumulative (Year-End)
Reporting Cycle	Annual
Desired Performance	Higher
Indicator Responsibility	Corporate Service Director

3.38 Number of unemployed learners enrolled for WIL programmes from HETs

Indicator Title	Number of unemployed learners enrolled for WIL programmes from HETs
Definition	Learners who are required to complete a work experience component in order to complete the qualification are assisted by FASSET to find suitable work placements. Learner stipends paid to assist the process.
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Simple count
Means of Verification	Learner employment contracts ID copies
Assumptions	Learners require assistance to find placement Employers are available to assist

Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative
Reporting Cycle	Annual
Desired Performance	Higher
Indicator Responsibility	COO

3.39 Number of unemployed learners who complete WIL programmes from HETs

Indicator Title	Number of unemployed learners who complete WIL programmes from HETs
Definition	Learners requiring a structured work experience programme to complete the requirements of their qualification and have been enrolled by FASSET, who complete this programme
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Simple count
Means of Verification	Letter confirming completion of WIL programme
Assumptions	Learners received the required training and assistance
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	National
Calculation Type	Non-cumulative
Reporting Cycle	Annual
Desired Performance	Higher
Indicator Responsibility	COO



3.40 Number of learners who enrol on AET Programmes

Indicator Title	Number of learners who enrol on AET Programmes
Definition	Learners requiring a structured work experience programme to complete the requirements of their qualification and have been enrolled by FASSET, who complete this programme
Source of Data	FASSET Management system
Method of Calculation/ Assessment	Simple count
Means of Verification	<ul style="list-style-type: none"> • Learner contracts/ SLA • ID Copy • Proof of registration
Assumptions	Learners require assistance to find placement Employers are available to assist
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	National
Calculation Type	Non-cumulative
Reporting Cycle	Annual
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

3.41 Number learners who complete AET programmes

Indicator Title	Number learners who complete AET programmes
Definition	Learners requiring a structured work experience programme to complete the requirements of their qualification and have been enrolled by FASSET, who complete this programme
Source of Data	FASSET Management system
Method of Calculation/ Assessment	Simple counts
Means of Verification	Certificate or proof of completion
Assumptions	Learners received the required training and assistance
Disaggregation of Beneficiaries (where applicable)	N/A



Spatial Transformation (where applicable)	National
Calculation Type	Non-cumulative
Reporting Cycle	Annual
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

3.42 Number of CET partnerships established

Indicator Title	Number of CET partnerships established
Definition	A contract or agreement is entered between FASSET and Community Education Training for programmes relating to Finance
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Simple count
Means of Verification	Signed agreement or contract
Assumptions	Interested CET will sign contract with FASSET
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	National
Calculation Type	Non-cumulative
Reporting Cycle	Annual
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

3.43 Number of TVET colleges lecturers awarded bursaries

Indicator Title	Number of TVET colleges lecturers awarded bursaries
Definition	TVET College lecturers will be awarded bursaries to study, this will assist in improving their knowledge and in them being up to date with all changes.



Source of Data	FASSET Management System
Method of Calculation/ Assessment	Simple count
Means of Verification	Contract ID Copy Proof of registration
Assumptions	FASSET will pay for their tuition
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	National
Calculation Type	Non-cumulative
Reporting Cycle	Annual
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

3.44 Number of people to be trained on entrepreneurial skills

Indicator Title	Number of people to be trained on entrepreneurial skills
Definition	Learners will receive training to improve their entrepreneurial skills
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Simple count
Means of Verification	Attendance register ID copy
Assumptions	Training is enough to improve the entrepreneurial skills of the learners
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	National
Calculation Type	Non-cumulative
Reporting Cycle	Annual
Desired Performance	Higher



Indicator Responsibility	Corporate Services Director
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3.45 Number of educator-programmes conducted for English, Maths or Accounting

Indicator Title	Number of educator-programmes conducted for English, Maths or Accounting
Definition	It has been identified that educators are key stakeholders in the communication of Finance and Accounting and developing learners' interests for the sector. FASSET needs to partake or provide input to these programmes or processes which in turn drives a longer-term vision of attracting students to the Finance and Accounting sector
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Simple count
Means of Verification	Attendance register
Assumptions	That FASSET will be paying for Accounting, Mathematics or English programmes
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

3.46 Number of learners upskilled (Grade 8-12) in Maths, Accounting or English

Indicator Title	Number of learners upskilled (Grade 8-12) in Maths, Accounting or English
Definition	To improve learners' interests in the Financial and Accounting sector, FASSET needs to partake or provide input to such programmes or processes which deal with



	addressing awareness and educating learners about the sector professions Fasset will funds learners to attend extra lessons for grade 8 to 12 in Maths, Accounting or English to improve university entrance and attract learners to enter the sector
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Simple count
Means of Verification	Attendance register
Assumptions	That FASSET will be paying for extra classes
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

3.47 Number of Black females entering a senior management development programmes (Executive Development Programmes)

Indicator Title	Number of Black females entering a senior management development programmes (Executive Development Programmes)
Definition	Black females are assisted in developing leadership capacity through leadership programmes. (E.g. – Executive Development Programmes)
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Simple count
Means of Verification	Attendance register
Assumptions	There are sufficient female applicants There is uptake of the interventions
Disaggregation of Beneficiaries (where applicable)	Target for Women: 65% Target for Youth: 55% Target for People with Disabilities: 4%



Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Annual
Desired Performance	Higher
Indicator Responsibility	COO

3.48 Number of workers entering a bursary programme (continuing)

Indicator Title	Number of workers entering a bursary programme (continuing)
Definition	Learners that entered bursaries in the previous year and qualify for bursary will be awarded a bursary for the current year.
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Simple count
Means of Verification	<ul style="list-style-type: none"> • Bursary contract between partner organisation and student • Learner ID copy • Proof of enrolment • Proof of results for previous year
Assumptions	That learners are registered for a qualification addressing Fasset scores skills
Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54% Target for People with Disabilities: 4% Target for Youth: 80%
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly



Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

3.49 Number of unemployed learners entering a bursary programme (continuing)

Indicator Title	Number of unemployed learners entering a bursary programme (continuing)
Definition	Learners that entered bursaries in the previous year and qualify for bursary will be awarded a bursary for the current year.
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Simple count
Means of Verification	<ul style="list-style-type: none"> • Bursary contract between partner organisation and student • Learner ID copy • Proof of enrolment • Proof of results for previous year
Assumptions	That learners are registered for a qualification addressing Fasset scarce skills
Disaggregation of Beneficiaries (where applicable)	Target for Black African: 85% Target for Women: 54% Target for People with Disabilities: 4% Target for Youth: 80%
Spatial Transformation (where applicable)	National
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Quarterly
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer



Programme 4

4.1 Number of discretionary funded learning programmes monitoring reports produced annually

Indicator Title	Number of discretionary funded learning programmes monitoring reports produced annually
Definition	Desktop and/or site visits conducted to monitor whether funded interventions delivered according to the approved application and project plan, and whether their performance satisfy the conditions of the contract. Project grants: 100% of learning programmes monitored through desktop evaluation, and 50% of learning programmes monitored through site visits conducted by a FASSET delegate. Employer grants: 20% of large firm applications monitored through desktop evaluation, 30% of medium firm applications monitored through desktop evaluation, 50% of small firm applications monitored through desktop evaluation
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Simple count
Means of Verification	Monitoring reports
Assumptions	Factors that are accepted as true and certain to happen without proof
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer



4.2 Number of qualifications and learnership certification reports produced annually

Indicator Title	Number of qualifications and learnership certification reports produced annually
Definition	Certification requests by QCTO Quality Assurance Partners, Training Providers and/or Workplace providers, for both qualifications and learnerships are processed and certificates printed within 90 days turn-around time
Source of Data	FASSET Management System
Method of Calculation/ Assessment	Date of quarterly review of certification turn-around times
Means of Verification	Certification reports
Assumptions	Factors that are accepted as true and certain to happen without proof
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Higher
Indicator Responsibility	Chief Operations Officer

