ANNUAL **PERFORMANCE** PLAN 2019/**20**

FASSET

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ACRONYMS

Abbreviation	Term
AGSA	Auditor-General of South Africa
APP	Annual Performance Plan
ARC	Audit and Risk Committee
ATR	Annual Training Report
CEO	Chief Executive Officer
CFO	Chief Financial Officer
CHE	Council on Higher Education
CIPC	Companies and Intellectual Property Commission
COO	Chief Operating Officer
DHET	Department of Higher Education and Training
EEP	Employment Equity Plan
FASSET	Finance and Accounting Services Sector Education and Training Authority
FSCA	Financial Sector Conduct Authority
HEI	Higher Education Institutions
HRDS-SA	Human Resources Development Strategy for South Africa
ICT	Information and Communication Technology
IT	Information Technology
LEG	Learner Employment Grant
LL	Lifelong Learning
LPD	Learner Professional Development
MHET	Minister of Higher Education and Training
MTEF	Medium Term Expenditure Framework
MTSF	Medium Term Strategic Framework 2014 – 2019
N/A	Not Applicable
NDP	National Development Plan
NGP	New Growth Path
NLP	Non-Levy Paying Employer
NSAC	National Skills Accord
NSDS	National Skills Development Strategy
NSF	National Skills Fund
NSFAS	National Students Financial Aid Scheme

Abbreviation	Term
NURCHA	National Urban Reconstruction and Housing Agency
PIC	Public Investment Corporation
PIVOTAL	Professional, Vocational, Technical and Academic Learning Programme
PQA	Processing and Quality Assurance
PSET	Post-School Education and Training
PSETA	Public Service Sector Education and Training Authority
QA	Quality Assurance
QCTO	Quality Council for Trades and Occupations
SAICA	South African Institute of Chartered Accountants
SAIPA	South African Institute of Public Accountants
SARS	South African Revenue Service
SCM	Supply Chain Management
SDL	Skills Development Levy
SETA	Sector Education and Training Authority
SIC	Standard Industrial Classification
SIPS	Strategic Integrated Projects
SLA	Service Level Agreement
SP	Strategic Plan
SSP	Sector Skills Plan
TVET	Technical and Vocational Education and Training
WSP	Workplace Skills Plan

Legislative framework

Abbreviation	Full title
B-BBEE	Broad-Based Black Economic Empowerment Act 53 of 2003
NQFA	National Qualifications Framework Act 67 of 2008
PFMA	Public Finance Management Act 1 of 1999
PPPFA	Preferential Procurement Policy Framework Act 5 of 2000
SDA	Skills Development Act 97 of 1998
SDLA	Skills Development Levies Act 9 of 1999

Foreword

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 and Training (DHET) for the period 1 April 2019 to 31 March 2020. 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 will do 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 builds on the initial version submitted to DHET in August 2018, and incorporates feedback provided by DHET in October 2018. 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 and Training (MHET) in terms of section 9(2) of the SDA, read in conjunction with Government Gazette No 33756, RG 9417, No R 1055 of 11 November 2010.

As a SETA that has been in operation since 2000, our re-establishment for two years until 2018 was extended to 2020 following the expiry of our five-year licence on 31 March 2016. When the MHET extended FASSET's licence by an additional two years in 2016, the FASSET Board re-evaluated the SETA's strategy and took into account developments within the skills development environment, whilst remaining mindful of the proposed amendments to the SETA landscape beyond 31 March 2018.

FASSET's strategy, entitled #LastingLegacy was introduced in the 2016/17 financial year, and remains the SETA's focus until 2020. Within the #LastingLegacy strategy, some revisions had been introduced to FASSET's discretionary-funded programmes, with the intention of ensuring impactful delivery through addressing skills gaps and niche areas that were not being adequately addressed in the PSET system. 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 academic 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 FASSET has planned for the 2019/20 year include the SETA response to the National YES programme targeting unemployed graduates and unemployed matriculants.

There are also initiatives assisting the Community colleges, Technical and Vocational Education and Training College facilitator development programmes and small business learner placement programmes.

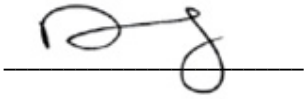
The National Treasury Framework for Strategic Plans (SPs) and APPs (August 2010) has been used as the basis for the preparation of this APP. Additionally, this APP is submitted in accordance with the requirements of DHET, the PFMA, National Treasury regulations and the FASSET Constitution. In preparing 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.

This APP is aligned to and guided by the updated FASSET SP for the 2015 – 2020 period.

The APP for this year has been streamlined considerably compared to last years' version. Changes introduced in this years' version include changes carried over from the updated SP, the refinement of indicators, the introduction of sub-programme and strategic objective grouping levels and the clarification of the relationship between targets in the APP, the SLA and the PIVOTAL list.

As the FASSET Board, we endorse this APP and look forward to working with DHET and delivering against NSDS III in the upcoming year for the benefit of our stakeholders and the country.

Yours in skills development,



Njabulo Ngwenya

Sign-off

This APP is submitted by FASSET, the Finance and Accounting Services SETA.

It was prepared by FASSET and should be read in conjunction with the updated SP for 2015 – 2020. The APP reflects the operational plans, programmes and deliverables that FASSET will pursue in 2019-2020 in fulfilment of the strategic priorities and goals that have been set by the FASSET Board for the 2015 to 2020 financial year.

It is signed-off as follows:

Acting Chief Financial Officer:

Raymond Mulovhedzi Signature: _____ Date: 15 November 2018

Acting Chief Executive Officer:

Elizabeth Thobejane Signature: _____ Date: 15 November 2018

The APP is approved by the Chairman of the FASSET Board on behalf of the Accounting Authority as follows:

Chairman:

Njabulo Ngwenya Signature: _____ Date: 15 November 2018

Part A

Strategic Overview

PART A: STRATEGIC OVERVIEW

1 Updated Situational Analysis

The education and training, and sector environment within which FASSET developed this APP is outlined in the Sector Skills Plan (SSP) and is summarised in the updated SP for 2015 – 2020. FASSET's ability to achieve its performance objectives in the upcoming financial year takes into account the performance delivery environment as informed by the SSP, as summarised below, and is in line with our planned organisational capacity.

1.1 Performance Delivery Environment

The FASSET sector, currently employs approximately 140 000 people, contributes approximately 1% of the employment opportunities in South Africa and about 6% of the jobs in the Finance, Real Estate and Business Services Sector. Approximately 80% of the workforce is employed in the medium and large organisations in the sector while the rest are employed in small organisations – mainly professional practices. Although the sector has made some progress in terms of transformation, the under-representation of African Black and Coloured workers in specific provinces, especially at professional and managerial level, remains an issue requiring redress.

The FASSET sector is a highly regulated sector and changes in legislation and in the regulatory environment are affecting the skills situation in the sector. An important change from the past 11 years is the implementation of the Companies Act, 71 of 2008 which introduced new responsibilities for a range of professionals, including accountants, auditors, company secretaries, risk managers and internal auditors. More recent changes include the expanding regulatory and governance requirements that follow on the introduction of the King Codes, changes in the tax environment, changes in the regulation of the financial markets, changes in the registration requirements for auditors, reputational issues for the sector stemming from questionable conduct of some accounting firms and the imminent regulation of the accountancy professions.

FASSET's planning is to a large extent influenced by national policies and strategies, especially the National Development Plan (NDP) and the White Paper for PSET. Consideration was also given to the requirements of the Strategic Integrated Projects (SIPs).

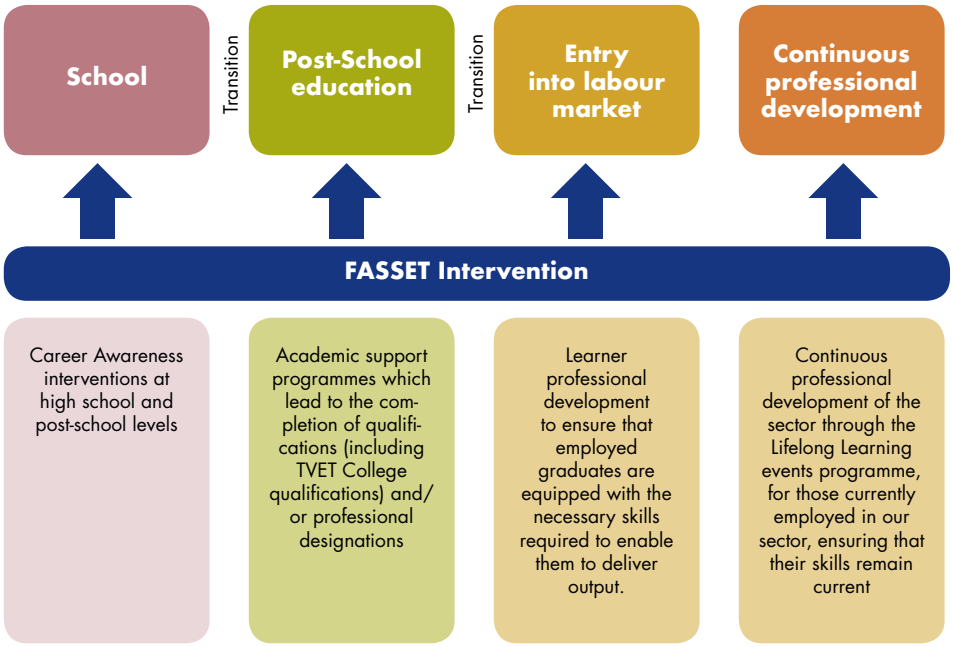
The four most important skills issues that FASSET needs to contend with and that need to be addressed in its priority setting are:

- The need for a long-term and holistic view of the skills pipeline;
- Ensuring that new entrants reach professional status;
- Strengthening the capacity of the TVET Colleges and improving the absorption of TVET learners in the labour market; and
- Supporting the population group transformation of the sector.

The supply of financial skills does not meet the demand for these skills in the FASSET sector and 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 African Black and Coloured 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 1.

The formation of skills 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 attempts to address the full spectrum of the pipeline to varying extents.

Figure 1: Education and skills formation pipeline and FASSET's interventions



FASSET shares the responsibility of skills formation with many other role players, including Government, the PSET system, professional bodies and employers. In its strategic decision-making, FASSET's Board also had to consider the SETA's responsibilities and available resources in relation to the responsibilities and resources of other role players. Partnerships are entered into where possible and if required. The need for partnerships between training providers and between training providers and the SETA was stressed by sector stakeholders at the 2018 FASSET AGM.

After considering the situation of the sector, 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 listed as follows:

1) Increasing the flow of new finance and accounting entrants to employment,
2) Developing and growing the skills required in the sector, and
3) Facilitating transformation of the Finance and Accounting Services Sector.

Specific priorities were set for each of these broad priority areas.

1.2 Organisational Environment

Internally, our human capital consists of individual employees' knowledge, skills, competencies and their ability to understand and implement the FASSET strategy. Our staff complement has grown to 42 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 increases regularly.

Since inception, FASSET had outsourced the Finance and Information Technology (IT) functions. Over the past two years the SETA experienced attrition in the roles of CEO, COO, PQA director and Projects Director.

The appointment of a Human Resources (HR) Manager and Chief Financial Officer (CFO) was finalised in 2017 and the Chief Operating Officer (COO) was appointed in March 2018. Additional managerial appointments were made from June to August 2018, including:

- Processing and Quality Assurance (PQA) Director;
- Supply Chain Manager;
- Finance Manager; and
- IT Manager.

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

To ensure we remain focussed on the recruitment and retention of talented staff at FASSET, as well as ensuring we transform our workforce, we have 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.

2 Revisions to Legislative and Other Mandates

2.1 Legislative Mandates

FASSET operates in terms of the SDA, which makes provision for the establishment of SETAs for each national economic sector as well as the SDLA, which describes programmes and funding policies designed to increase investment in skills development. This legislation 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 national workforce, resulting in improvements in employability and productivity, whilst contributing to the competitiveness of the country.

Furthermore, the Grant Regulations Regarding Monies Received by a SETA and Related Matters, that was gazetted on 3 December 2012 and came into effect on 1 April 2013, has also been taken into account in our budgeting and planned skills intervention programmes. Details on these programmes are included in relevant sections of this APP.

SETAs are required to continue to disclose uncommitted surpluses that are transferrable to the National Skills Fund (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.

Other relevant legislative requirements which FASSET is cognisant of, in ensuring that good governance structures and practices, such as the PFMA and the NQFA are maintained in executing the SETA mandate.

2.2 Policy Mandates

FASSET's strategic goals and outcomes are aligned to the NSDS III, the Human Resources Development Strategy for South Africa (HRDS-SA) (which outlines the human resources development strategy for the country), the Medium Term Strategic Framework 2014 – 2019 (MTSF) (which is a broad government framework that indicates economic growth drivers) as well as the National Skills Accord (NSAC) (which is brokered between Government, Labour, Business and Civil Society to speed up the skilling of young South Africans as a key element of Government's New Growth Path (NGP)). 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. Specific detail on the linkages between relevant government policy mandates indicated and FASSET interventions is included in the SP.

Furthermore, the White Paper on the PSET System (released in 2014) outlined the policy direction to be adopted by 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 our 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 skills development levy (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.

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

- Continued promotion of the SETA's Skills Development Strategy;
- 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; and
- Continued focus on tracking the impact of our skills development interventions will also be maintained.

2.3 Ministerial Imperatives

In addition to legislative and policy mandates, we address imperatives as identified by the MHET and the Portfolio Committee on Higher Education and Training (PCHET) aimed at ensuring that the NSDS III goals are comprehensively addressed to enable effective implementation. Such imperatives are incorporated into the programmes and interventions that FASSET will implement in the realisation of the NSDS III goals, outcomes and outputs, which we have adopted as our strategic priorities.

3 Overview of 2019/20 Budget and MTEF Estimates

3.1 Overview of 2019/20 Budget

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%).

The funding allocation for the 2019/20 financial year has been finalised by the FASSET Board, 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 remain within the administration budget limit at all times.
  - 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 2019/20 financial year has been approved by the FASSET Board as depicted in Table 1.

Table 1: Allocation of Funds for the 2019/20 Financial Year

		2019/20
#	**Project Name**	**R'000**
1	**PIVOTAL Programmes (87%)**	**R 377 274**
A	**PLACEMENT**	**R 163,292**
i	Learner Employment Grant (LEG)	R 75,120
ii	Public Sector LEG	R 8,672
iii	TVET Work-Based Experience (WBE)	R 40,000
iv	Yes HET! Work Programme	R 30,000
v	Yes NSC! Work Programme	R 9,500
B	**ACADEMIC SUPPORT**	**R 213 982**
i	Bridging Programme Academic Qualifications/Designations – Universities	R 60,000
ii	Bridging Programme Academic Qualifications/Designations – Professional Bodies	R 22,200
iii	FASSET Bursary Scheme	R 76,720
iv	Employer Bursary Grant	R 25,000
v	Public Sector Bursary Grant	R 5,062
vi	National Students Financial Aid Scheme (NSFAS) Loan Repayment Grant (NLRG)	R 25,000
2	**Non-PIVOTAL Programmes (13%)**	**R 72 666**
i	Lifelong Learning (LL) (including Learner Professional Development) (LPD)	R 23,000
ii	Stakeholder Engagement	-
iii	Stakeholder Communications	-
iv	Career Awareness	R 2,500
v	Small Business Learner Placement Grant (new project)	R 2,000
vi	Non-PIVOTAL LEG	R 20,900
vii	Community Education and Training College Support (new project)	R 2,000
viii	Basic Education: Maths Support Programme	R 3,500
ix	TVET Lecturer Development Workplace Exposure	R 1,000
x	Non-PIVOTAL Bridging Programme for the Completion of Professional Qualifications/Designations	R 16,500
xi	Non-PIVOTAL Public Sector LEG	R 1,266
	TOTAL	**R 449,940**

Note: The allocation of funds has been prepared based on the current grant regulations. Should any changes transpire as a result of changes in legislation, FASSET reserves the right to revise the budget and amend this allocation of funds accordingly.

3.2 Expenditure Estimates

The 2018/19 budget (this financial year in which this APP is being prepared) and MTEF expenditure estimates (for future financial years) are presented in Table 2 together with the administration budget and forecast for 2019/20 and over the MTEF period.

Table 2: Budget and MTEF Estimates

	%	2015/16 Actual	2016/17 Actual	2017/18 Actual	2018/19 Budget	2019/20 Budget	2020/21 Budget	2021/22 Budget
Revenue		**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**
Total Levies collected from employers	100	**536 976**	**584 524**	**642 254**	**R677 213**	**710 397**	**729 000**	**874 800**
Levies Revenue (received from DHET)	80	**429 581**	**467 619**	**513 803**	**541 771**	**568 317**	**583 200**	**699 840**
Admin	10,50	56 383	61 399	66 212	R71 107	74 592	76 545	91 854
Mandatory	20	107 395	119 174	125 000	R135 443	142 079	145 800	174 960
Discretionary grants	49,5	265 803	287 047	322 591	R335 221	351 646	360 855	433 026
Approve Retained Surplus								
Retained Surplus					**258 989**			
Government Levies Received		**19 743**	**19 576**	**21 507**	**16 927**	**18 281**	**19 744**	**21 718**
Admin Levies		6 577	6 809	7 169	5 642	6 093	6 581	7 239
Discretionary Grant Levies		13 166	12 767	14 338	11 285	12 188	13 163	14 479
Investment Income		16 679	23 900	36 968	23 073	24 919	26 913	30 949
Other income		34	174					
Total Budget		**466 037**	**511 269**	**572 278**	**840 760**	**611 517**	**629 856**	**752 507**
Admin Expenses		41 959	54 911	52 494	71 107	74 592	76 545	91 854
Admin Allocation from Public Sector levies					5 642	3 159	6 581	7 239
Mandatory Grants Expenses		55 915	73 245	74 400	79 911	83 826	84 270	92 697
Project Admin Expense (7.5% of DG)						33 746	32 435	42 054
Discretionary Grants Expenses		316 116	262 635	194 777	684 099	416 194	430 025	518 663
PIVOTAL programmes					547 279	332 955	369 968	448 574
Other Discretionary projects					136 820	83 239	92 492	112 143
		413 990	**390 791**	**321 671**	**840 760**	**611 517**	**629 856**	**752 507**
SURPLUS		**52 047**	**120 478**	**250 607**	**-**	**-**	**-**	**-**

Table 3: Budget for the 4 Programmes

Programme	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
	Audited outcomes	Audited outcomes	Audited outcomes	Current	Revised budget estimate	Revised budget estimate	Budget estimate
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Programme 1: Administration	38 966	50 692	48 952	71 421	72 058	77 228	92 605
Programme 2: Skills Planning	56 756	74 880	75 244	80 911	84 886	85 394	93 933
Programme 3 (Learning Programmes and Projects include 7.5% Project Admin)	316 116	262 635	194 777	684 099	449 940	462 460	560 717
Programme 4: Quality Assurance	2 153	2 585	2 698	4 329	4 633	4 775	5 252
	413 988	**390 791**	**321 671**	840 760	611 517	**629 856**	**752 507**

Table 4: Economic Classification

Programme	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Administration	**41 959**	**54 911**	**52 494**	**76 749**	**77 751**	**83 126**	99 093
Current payment	41 959	54 911	52 494	76 749	77 751	83 126	99 093
Compensation of employees	17 282	19 729	18 154	29 108	31 057	38 732	42 411
Goods and services:	24 677	35 182	34 340	47 641	46 694	44 394	56 682
Agency and support/outsourced services	12 659	14 043	15 536	9 308	2 971	4 270	6 404
Communication	838	1 098	760	1 630	1 793	1 901	2 091
Computer services	–	–	–	–	–	0	0
Consultants	–	–		1 700	2 886	3 093	5 745
Contractors	–	–	–	–	–	0	0
Inventory	–	–	–	–	–	–	–
Lease payments	1 444	1 822	1 830	2 846	3 253	3 135	3 448
Repairs and maintenance	158	168	20	234	273	263	289
Research and development	841	1 635	844	500	530	562	618
Training and staff development	278	499	414	765	811	1 310	1 931
Travel and subsistence	60	57	79	158	153	262	178
Other	8 399	15 860	14 857	30 500	34 023	29 598	35 978

Table 5: Transfers and Subsidies

Programme	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Transfers and subsidies	372 031	335 880	269 483	**764 010**	**533 766**	**546 730**	**653 414**
Employer Grant (SETAs only)	55 915	73 245	74 400	79 911	**83 826**	84 270	92 697
Other government units							
Public corporations and private enterprises (subsidies and other transfers)							
Public corporations							
Private enterprises							
Discretionary Grant (SETAs only)	316 116	262 635	194 777	**684 099**	449 940	462 460	560 717
	413 988	390 791	321 671	840 760	611 517	629 856	752 507

3.3 Financial Assumptions

The following assumptions concerning Table 2 must be noted:

1. Skills Development Levies (SDL) contributed by employers through South Africa Revenue Services (SARS) are forecasted to be R568 million with a 4.9% increase compared to the revised estimated 2018/19 budget of R542 million.

2. Levies contributed by government departments are forecasted to be R18 million with an 8% increase compared to the 2018/19 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 R25 million with an 8% increase compared to the 2018/19 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 58% pay-out ratio based on the trend for the previous year actual pay-out ratio which was 58% in the 2017/2018 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 (42% 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 2017/18 has been added to the current year budget of 2018/19 as instructed by DHET and that increase the 2018/19 budget by R258.9 million.

3.4 Administration Budget

A history of the SETA administration budgets is presented in Table 6 below.

Table 6: Administration Budget 2015/16 – 2021/22

ADMIN BUDGET	2015/16– Actual	2016/17 Actual	2017/18 Actual	2018/19- Budget	2019/20 Budget	2020/21 Budget	2021/22 Budget
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
CAPEX	-	-	**468**	**8 650**	**10 482**	**5 230**	**5 041**
ICT (MIS & Financial Systems)				5 600	9 400	2 800	2 940
Assets procurement - Computers for new staff				1 150	472	1 988	1 488
Furniture for new offices				1 900	610	442	613
ADMIN EXPENDITURE/ OPERATING EXPENSE							
Salaries	17 282	19 729	18 154	29 108	31 057	38 732	42 411
Operational Expenses	**24 677**	**35 182**	**33 873**	**31 973**	**36 211**	**39 164**	**51 641**
Sector trend report	-	-		500	530	562	618
Audit and Risk Committee Remuneration	40	140	129	308	239	510	563
External Audit Fees	1 533	1 905	2 875	3 332	2 968	3 496	4 031
Bank Charges	52	53	80	70	65	65	72
Board Expenses	1 038	1 100	5 516	2 860	2 756	3 201	3 533
Catering Services	36	36	28	96	110	157	194
Cell phones	39	21	19	112	119	115	126
Certificates	53	177	107	352	373	360	396
Committee cost (PQA)	-	-	-	163	173	207	234
Committee cost travel and refreshments	455	306	67	83	88	134	153

ADMIN BUDGET	2015/16– Actual	2016/17 Actual	2017/18 Actual	2018/19- Budget	2019/20 Budget	2020/21 Budget	2021/22 Budget
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Courier Service	-	-	-	569	550	387	653
Entertainment	294	-	-	-	-	-	-
Insurance	207	207	316	380	353	440	484
Internal Audit Fees	586	760	752	1 300	1 166	1 236	1 960
Legal Fees	378	102	635	1 764	1 662	2 567	4 024
License fees	4	4	4	-	-	-	-
Marketing and Communication	838	999	654	1 630	1 793	1 901	2 091
				-			
Stakeholder Communication				-	2 850	1 100	2000
Repairs & Maintenance (office maintenance)	5	16	20	30	35	229	252
Repairs & Maintenance - IT (Equip repair)	116	91	133	204	238	34	37
Assets written off	37	61	18	55	58	56	62
Policies and procedures	305	89	40	-	-	-	-
Postage	21	4	4	150	47	45	49
Printing	259	363	364	300	361	448	583
QCTO	1 690	2 174	2 411	3 451	3 702	3 645	4 374
Quality assurance	410	233	180	526	557	537	591
Recruitment Expenditure	219	-	5	935	835	281	337
Rent	1 444	1 822	1 830	2 846	3 253	3 135	3 448
Service Provider fees/ Consultants	12 659	14 043	15 536	9308	2 971	4 370	6 404
SSP update	-	-		787	876	943	1 037

ADMIN BUDGET	2015/16– Actual	2016/17 Actual	2017/18 Actual	2018/19- Budget	2019/20 Budget	2020/21 Budget	2021/22 Budget
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Staff Travel Domestic	42	37	38	92	89	124	104
Stationery	102	80	82	180	127	185	148
Strategic planning	88	17	122	494	260	375	413
Subscriptions	39	37	0	100	53	56	62
Telephones and Faxes	82	86	97	144	153	262	288
Staff Training and development	280	499	414	765	811	1 310	1 930
Travel - stakeholder visits	18	15	41	66	64	137	74
Water and electricity	465	573	442	720	988	1078	1 248
Benchmark report	840	1 635	844	500	530	562	618
Other	6	194	72	410	100	233	165
Tuition and learnership	-	-		787	795	843	927
Lease of printers				320	683	475	1 023
Professional service				1 700	2 886	3 093	5 745
IT Expenditure				600	450	150	350
Board assignment		7 304					
Total Admin Budget	**41 959**	**54 911**	**52 494**	**76 749**	**77 751**	**83 126**	**99 093**

3.5 Relating Expenditure Trends to Strategic Outcome-Oriented Goals

The budget and MTEF estimates will ensure that our programmes and interventions as described in detail in the SP are delivered accordingly to enable us to attain our Strategic Outcome-Oriented Goals. The projected expenditure related to the strategic objectives, strategic goals and programmes is shown in Table 7 below.

Table 7: Projected Expenditure related to Strategic Outcome Oriented Goals and Programmes

Programme	Strategic Objective	Goal No.	2019-2020 Budget R'000
Programme 1: Administration	1. To ensure efficient and effective organisational support (Finance, SCM, HR, IT, Communications) capabilities and operations 2. To establish and maintain enabling, integrated core and supporting systems 3. To ensure a capacitated, capable workforce, empowered by an enabling culture	1	R74 992
Programme 2: Skills Planning	4. To determine appropriate skills interventions; informed by relevant research	2	R81 952
Programme 3: Learning Programmes	5. To enable and enhance skills development in and for the finance and accounting sector, in partnership with relevant stakeholders 6. To promote the finance and accounting sector as a preferred career choice for new entrants into the labour market 7. To enable transformation of the finance and accounting profession and sector through targeted funding of skills interventions 8. To ensure value and impact of the SETA's funded interventions, while ensuring compliance	2,3,4	R449 940
Programme 4: Quality Assurance	9. To support the professional organisations to align their qualifications to the new dispensation, while ensuring quality	4	R4 633

The performance targets that have been set are therefore based on the available budget required to meet the deliverables as included in the Service Level Agreement (SLA) with DHET. Any changes to the legislative environment, such as the outcome of court cases or additional imperatives that have a cost implication, will have an impact on the budget and the SP and APP will need to be adjusted accordingly.

Part B

Programme Plans

PART B: PROGRAMME PLANS

4 Programme Overview

Table 8 summarises each of the 4 Programmes, providing a breakdown by Strategic Objective and Sub-programme.

Table 8: Breakdown of each Programme by Strategic Objective and Sub-programme

Programme	Strategic Objective	Sub-Programme
1. Administration	1	1.1: Corporate Services
		1.2: Finance, SCM and Assets
		1.3: Governance (Audit and Risk)
	3	1.4: Human Resources
	2	1.5: Information Technology
2. Skills Planning	4	2.1: Research (Chairs and SOEs)
		2.2: Sector Skills Plan
		2.3: WSPs and ATRs
3. Learning Programmes	5,7,8	3.1: Implementation of programmes as per NSDS goals
	5	3.2: Special Projects (including partnerships)
	5,8	3.3: Monitoring, Evaluation and Reporting
	6	3.4: Career and Vocational Guidance
4. Quality Assurance	8	2.1. Research (Chairs and SOEs)
	9	3.3: Monitoring, Evaluation and Reporting
		4.1: Provider Accreditation
		4.2: Learning programmes
		4.3: Certification
		4.4: Qualification Development

The Programme Budget Structure is included in Table 9. Actual figures for 2015/16, 2016/17, and 2017/18 are indicated. The actual spend for 2018/19 is included, as well as the projected figures for 2019/20 and 2020/21 and 2021/22.

Table 9: Programme Budget Structure

Programme 1: Administration	**Actual**	**Actual**	**Actual**	**Current**	**MTEF**		
	2015/16	**2016/17**	**2017/18**	**2018/19**	**2019/20**	**2020/21**	**2021/22**
	R'000	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**
	R38 966	R50 692	R48 952	R70 671	R74 197	R76 518	R91 460
Programme 2: Skills Planning	**Actual**	**Actual**	**Actual**	**Current**	**MTEF**		
	2015/16	**2016/17**	**2017/18**	**2018/19**	**2019/20**	**2020/21**	**2021/22**
	R'000	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**
	R56 755	R74 880	R75 244	R81 661	R85 682	R86 336	R94 970
Programme 3: Learning programmes and projects (including Project Admin at 7.5% of DG)	**Actual**	**Actual**	**Actual**	**Current**	**MTEF**		
	2015/16	**2016/17**	**2017/18**	**2018/19**	**2019/20**	**2020/21**	**2021/22**
	R'000	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**
	R316 116	R262 635	R194 777	R684 099	R449 940	R462 460	R560 717
Programme 4: Quality assurance	**Actual**	**Actual**	**Actual**	**Current**	**MTEF**		
	2015/16	**2016/17**	**2017/18**	**2018/19**	**2019/20**	**2020/21**	**2021/22**
	R'000	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**	**R'000**
	R2 153	R2 585	R2 698	R 4329	R4 633	R4 542	R5 360

The following sections detail the purpose, key personnel, performance indicators, quarterly targets and budget for each programme.

4.1 Programme 1: Administration

4.1.1 Programme 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, Human Resources, Information Technology, Communications and Supply Chain Management (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.

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. A number of Board members are new, given the inception of a new Board at the start of the 2018/19 financial year. There has also been a significant ramp-up in staffing given the insourcing of a number of supporting functions that were previously outsourced; a ramp up that is expected to continue into 2019/20. Given this context, it is key that internal FASSET capabilities are stabilised and strengthened to the required levels.

4.1.2 Personnel

The key personnel supporting this programme include:

- Chief Executive Officer (CEO);
- Chief Operating Officer (COO);
- Chief Financial Officer (CFO);
- Quality Assurance (QA) Manager;
- SCM Manager;
- Communications Manager;
- Company Secretary;
- Financial Manager;
- Operations Manager;
- HR Manager;
- PQA Director; and
- Strategic Planning Manager.

4.1.3 Programme 1 (Administration) – Programme Performance Indicators, Annual and Quarterly Targets

In the sections below annual and quarterly targets for this programme area will be tabulated. Note that the targets presented in this section, and in other sections of this APP, align to associated targets in the PIVOTAL list (as per APP) and the SLA. This alignment of targets is described in detail in Table 20 included in Annexure 3.

4.1.3.1 Programme 1 (Administration) – Annual Targets

The annual targets in respect of Programme 1 are indicated in Table 10.

Table 10: Programme 1 (Administration) – Annual Targets

Indicators	Audited/Actual performance			Estimated performance (current year)	Medium-term targets		
	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22
Strategic objective 1: To ensure efficient and effective organisational support (Finance, SCM, HR, IT, Communications) capabilities and operations							
· Sub-programme 1.1: Corporate Services							
1.1.1 Number of facilities management reports produced annually	ANA[1]	ANA	ANA	4	4	4	4
· Sub-programme 1.2: Finance, SCM and Assets							
1.2.1 Number of complete set of AFSs submitted annually to Board and approved by 31 July	ANA	ANA	ANA	1	1	1	1
1.2.2 Number of monthly budget management reports produced per annum	ANA	ANA	ANA	12	12	12	12
1.2.3 Number of Approved Procurement Plans submitted annually to DHET and National Treasury by 31 March	ANA	ANA	ANA	1	1	1	1
1.2.4 Number of Annual Integrated Reports completed and submitted annually by 31 August	ANA	ANA	ANA	1	1	1	1
· Sub-programme 1.3: Governance (Audit and Risk)							
1.3.1 Number of Audit Action Plan Implementation reports produced annually	ANA[2]	ANA	ANA	4	4	4	4
1.3.2 Number of Quarterly Governance Charters submitted to DHET annually	ANA	ANA	ANA	4	4	4	4
1.3.3 Number of Internal Audit Plans implemented by end of the financial year	ANA	ANA	ANA	1	1	1	1
1.3.4 Number of Board meetings convened annually	ANA	ANA	ANA	4	4	4	4

Indicators	Audited/Actual performance			Estimated performance (current year)	Medium-term targets		
	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22
1.3.5 Number of policies reviewed annually	ANA	ANA	ANA	NA[3]	27	27	27
Strategic objective 2: To establish and maintain enabling, integrated core and supporting systems							
· Sub-programme 1.5: Information Technology							
1.5.1 Number of times Information and Communication Technology (ICT) strategy is reviewed and approved by the Audit and Risk Committee annually	ANA	ANA	ANA	1	1	1	1
1.5.2 Number of monthly ICT reports generated annually	ANA[4]	ANA	ANA	12	12	12	12
Strategic objective 3: To ensure a capacitated, capable workforce, empowered by an enabling culture							
· Sub-programme 1.4: Human Resources							
1.4.1 Percentage of FASSET employees retained annually	ANA	ANA	ANA	95%	95%	95%	95%
1.4.2 Percentage of FASSET employee learning and development plans implemented annually	ANA	ANA	ANA	80%	80%	80%	80%

[1] Audited Data Not Available

[2] Audited Data Not Available

[3] The indicator was different for 18/19 in that, the target was 1 adn was merely either a 'yes all policies were reviewed' or 'no not all policies were reviewed'. Due to the rewording of the indicator changing the meaning and the targets, this constitutes a new indicator.

[4] Audited Data Not Available

4.1.3.2 Programme 1 (Administration) – Quarterly Targets

FASSET's approach towards Programme 1 (Administration) has been taken into account in the identified interventions and quarterly targets outlined in Table 11 below as funded by FASSET.

Table 11: Programme 1 (Administration) – Quarterly Targets

Indicators	Reporting period	Annual target/ report	Quarterly targets			
			1st	2nd	3rd	4th
Strategic objective 1: To ensure efficient and effective organisational support (Finance, SCM, HR, IT, Communications) capabilities and operations						
· Sub-programme 1.1: Corporate Services						
1.1.1 Number of facilities management reports produced annually	Quarterly	4	1	1	1	1
· Sub-programme 1.2: Finance, SCM and Assets						
1.2.1 Number of complete set of AFSs submitted annually to Board and approved by 31 July	Annually	1	0	1	0	0
1.2.2 Number of monthly budget management reports produced per annum	Quarterly	12	3	3	3	3
1.2.3 Number of Approved Procurement Plans submitted annually to DHET and National Treasury by 31 March	Annually	1	0	0	0	1
1.2.4 Number of Annual Integrated Reports completed and submitted annually by 31 August	Annually	1	0	1	0	0
· Sub-programme 1.3: Governance (Audit and Risk)						
1.3.1 Number of Audit Action Plan Implementation reports produced annually	Quarterly	4	1	1	1	1
1.3.2 Number of Quarterly Governance Charters submitted to DHET annually	Quarterly	4	1	1	1	1
1.3.3 Number of Internal Audit Plans implemented by end of the financial year	Annually	1	0	0	0	1
1.3.4 Number of Board meetings convened annually	Quarterly	4	1	1	1	1
1.3.5 Number of policies reviewed annually	Annually	27	0	0	0	27

Indicators	Reporting period	Annual target/ report	Quarterly targets			
			1st	2nd	3rd	4th
Strategic objective 2: To establish and maintain enabling, integrated core and supporting systems						
· Sub-programme 1.5: Information Technology						
1.5.1 Number of times Information and Communication Technology (ICT) strategy is reviewed and approved by the Audit and Risk Committee annually	Annually	1	0	0	0	1
1.5.2 Number of monthly ICT reports generated annually	Annually	12	3	3	3	3
Strategic objective 3: To ensure a capacitated, capable workforce, empowered by an enabling culture						
· Sub-programme 1.4: Human Resources						
1.4.1 Percentage of FASSET employees retained annually	Annually	95%	100%	98%	96%	95%
1.4.2 Percentage of FASSET employee learning and development plans implemented annually	Annually	80%	20%	40%	60%	80%

4.1.4 Programme 1 (Administration) – Reconciling Performance Targets with the Budget and MTEF

FASSET's primary responsibility remains the delivery and maintenance of fully functional operational systems that include the necessary governance and quality assurance mechanisms. This provides a sound platform for FASSET to play a meaningful role in supporting all our stakeholders in the enhancement of skills development within the sector. The impact of budget allocations on programme performance targets and measures that will be put in place to ensure the realisation of strategic objectives are outlined in Table 12.

Table 12: Programme 1 (Administration) – Budget Reconciliation

Programme 1: Administration	Historical			Current	MTEF		
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Sub-programme 1.1: Corporate Services	R4 144	R4 442	R4 423	R11021	R14 340	R15 282	R21 428
Sub-programme 1.2: Finance, SCM and Assets	R881	R1 080	R1 634	R10 775	R12 777	R7 503	R8 641
Sub-programme 1.3: Governance (Audit and Risk)	R3 458	R10 862	R8 749	R8 027	R7 358	R7 924	R8 927
Sub-programme 1.4: Human Resources	R17 823	R20 265	R18 609	R31 688	R37 096	R41 289	R45 709
Sub-programme 1.5: Information Technology	R12 659	R14 043	R15 536	R9 909	R3 421	R4 520	R6 754
Total	**R38 966**	**R50 692**	**R48 952**	R71 420	R74 992	**R76 520**	**R91 460**

4.2 Programme 2: Skills Planning

4.2.1 Programme 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.

4.2.2 Personnel

FASSET employs a Director of Research which enables the SETA to complete a large number of research projects in-house, using FASSET staff.

Where projects are technical or large in nature, such projects will be tendered for, and appropriate service providers will be contracted.

4.2.3 Programme 2 (Skills Planning) – Programme Performance Indicators, Annual and Quarterly Targets

In the sections below annual and quarterly targets for this programme area will be tabulated.

4.2.3.1 Programme 2 (Skills Planning) – Annual Targets

The annual targets in respect of this Programme 2 is indicated in Table 13.

Table 13: Programme 2 (Skills Planning) – Annual Targets

Indicators	Audited/Actual performance			Estimated performance (current year)	Medium-term targets		
	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22
Strategic objective 4: To determine appropriate skills interventions; informed by relevant research							
· Sub-programme 2.1: Research (Chairs and SOEs)							
2.1.1 Number of research reports on a model for SETA Grants and Incentives produced annually	ANA[5]	ANA	1	1	1	1	1
2.1.2 Number of research reports on review of community colleges in relation to the FASSET sector produced annually	ANA[6]	ANA	ANA	ANA	1	N/A	N/A
2.1.3 Number of research reports on FASSET Sector Trends produced annually	ANA	ANA	ANA	1	1	1	1

Indicators	Audited/Actual performance			Estimated performance (current year)	Medium-term targets		
	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22
2.1.4 Number of research reports on Transformation in the FASSET sector produced annually	ANA	ANA	ANA	1	1	1	1
2.1.5. Number of impact assessments conducted annually	ANA	ANA	ANA	ANA	1	1	1
2.1.6 Number of updates per annum to the FASSET Monitoring and Evaluation Report based on research conducted	ANA	ANA	ANA	1	1	1	1
2.1.7 Number of reports produced for review of the YES programme in relation to the FASSET sector annually	ANA	ANA	ANA	ANA	1	N/A	N/A
2.1.8 Number of SETA Benchmarking reports produced annually	ANA[7]	ANA	ANA	1	1	1	1
2.1.9 Number of Non-PIVOTAL Grant Assessment reports submitted annually	ANA	ANA	ANA	ANA	1	N/A	N/A
2.1.10 Number of Public Sector Grants Assessment reports produced annually	ANA	ANA	ANA	ANA	1	N/A	N/A
· Sub-programme 2.2: Sector Skills Plan							
2.2.1 Number of final SSP submissions to DHET by due date annually	1	1	1	1	1	1	1
· Sub-programme 2.3: WSPs and ATRs							
2.3.1 Number of large firms WSP/ATR (Skills Development Plan) approved and Mandatory Grant paid annually	61	62	71	60	65	65	65

Indicators	Audited/Actual performance			Estimated performance (current year)	Medium-term targets		
	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22
2.3.2 Number of medium firms WSP/ATR (Skills Development Plan) approved and Mandatory Grant paid annually	89	95	113	90	100	100	100
2.3.3 Number of small firms WSP/ATR (Skills Development Plan) approved and Mandatory Grant paid annually	ANA[8]	513	637	550	600	600	600
2.3.4 Number of Government Department WSP/ATR (Skills Development Plan) approved annually	5	6	4	5	5	5	5

[5] Audited Data Not Available

[6] Audited Data Not Available

[7] Audited Data Not Available

[8] Audited Data Not Available

4.2.3.2. Programme 2 (Skills Planning) – Quarterly Targets

FASSET's approach towards Programme 2 (Skills Planning) has been taken into account in the identified interventions and quarterly targets outlined in Table 14 below as funded by FASSET.

Table 14: Programme 2 (Skills Planning) – Quarterly Targets

Indicators	Reporting period	Annual target	Quarterly targets			
			1st	2nd	3rd	4th
Strategic objective 4: To determine appropriate skills interventions; informed by relevant research						
· Sub-programme 2.1: Research (Chairs and SOEs)						
2.1.1 Number of research reports on a model for SETA Grants and Incentives produced annually	Annually	1	0	0	1	0
2.1.2 Number of research reports on review of community colleges in relation to the FASSET sector produced annually	Annually	1	1	0	0	0
2.1.3 Number of research reports on FASSET Sector Trends produced annually	Annually	1	0	0	1	0
2.1.4 Number of research reports on Transformation in the FASSET sector produced annually	Annually	1	0	0	0	1

Indicators	Reporting period	Annual target	Quarterly targets			
			1st	2nd	3rd	4th
2.1.5 Number of research reports on FASSET-funded Project Beneficiaries produced annually	Annually	1	0	0	1	0
2.1.6 Number of updates per annum to the FASSET Monitoring and Evaluation Report based on research conducted	Annually	1	0	0	0	1
2.1.7 Number of reports produced for review of the YES programme in relation to the FASSET sector annually	Annually	1	1	0	0	0
2.1.8 Number of SETA Benchmarking reports produced annually	Annually	1	0	0	1	0
2.1.9 Number of Non-PIVOTAL Grant Assessment reports submitted annually	Annually	1	0	0	1	0
2.1.10 Number of Public Sector Grants Assessment reports submitted annually	Annually	1	0	1	0	0
· Sub-programme 2.2: Sector Skills Plan						
2.2.1 Number of SSP submissions to DHET by due date annually	Annually	1	0	1	0	0
· Sub-programme 2.3: WSPs and ATRs						
2.3.1 Number of large firms WSP/ATR (Skills Development Plan) approved and Mandatory Grant paid annually	Quarterly	65	0	50	10	5
2.3.2 Number of medium firms WSP/ATR (Skills Development Plan) approved and Mandatory Grant paid annually	Quarterly	100	0	75	15	10
2.3.3 Number of small firms WSP/ATR (Skills Development Plan) approved and Mandatory Grant paid annually	Quarterly	600	0	200	250	150

Indicators	Reporting period	Annual target	Quarterly targets			
			1st	2nd	3rd	4th
2.3.4 Number of Government Department WSP/ATR (Skills Development Plan) approved annually	Quarterly	5	0	5	0	0

4.2.4 Programme 2 (Skills Planning) – Reconciling Performance Targets with the Budget and MTEF

The impact of budget allocations on programme performance targets and measures that will be put in place to ensure the realisation of strategic objectives are outlined in Table 15.

Table 15: Programme 2 (Skills Planning) – Budget Reconciliation

Programme 2: Skills Planning	Historical			Current	MTEF		
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Sub-programme 2.1: Research (Chairs and SOEs)	R840	R1 635	R844	R1 000	R1 060	R1 124	R1 236
Sub-programme 2.2: Sector Skills Plan	N/A	N/A	N/A	R750	R795	R943	R1 037
Sub-programme 2.3: WSPs and ATRs	R55 915	R73 245	R74 400	R79 911	R83 827	R84 270	R92 697
Total	**R56 755**	**R74 880**	**R75 244**	**R81 661**	**R85 682**	**R86 336**	**R94 970**

4.3 Programme 3 (Learning Programmes and Projects)

4.3.1 Programme Purpose

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 NSDS III as well as the SETA's vision and mission, as articulated in the SETA's SP.

4.3.2 Personnel

The key personnel supporting this programme include:

- CEO;
- COO;
- PQA Director;
- CFO;
- QA Manager;
- SCM Manager;
- Marketing and Communications Manager;
- Company Secretary;
- Projects Manager;
- Financial Manager;
- Operations Manager; and
- HR Manager.

4.3.3 Programme 3 (Learning Programmes and Projects) – Programme Performance Indicators, Annual and Quarterly Targets

In the sections below annual and quarterly targets for this programme area will be tabulated.

4.3.3.1 Programme 3 (Learning Programmes and Projects) – Annual Targets

The annual targets in respect of Programme 3 are indicated in Table 16.

Table 16: Programme 3 (Learning Programmes and Projects) – Annual Targets

Indicators	Audited/Actual performance			Estimated performance (current year)	Medium-term targets		
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Strategic objective 5: To enable and enhance skills development in and for the finance and accounting sector, in partnership with relevant stakeholders							
· Sub-programme 3.1: Implementation of programmes as per NSDS goals							
3.1.1 Number of unemployed learners processed for registration on mid-level learnerships annually	353	241	454	420	420	420	420
3.1.2 Number of unemployed learners processed for registration on high-level learnerships annually	4146	3570	3 973	2 970	3 200	3 200	3 200
3.1.3 Number of unemployed learners where a LEG is approved and paid annually	ANA[9]	ANA	1 138	1 460	1 216	1 216	1 216
3.1.4 Number of unemployed learners where a Public Sector Placement Grant is approved and paid annually	ANA	ANA	ANA	20	60	60	60
3.1.5 Number of unemployed learners where a Public Sector Academic Support Grant is approved and paid annually	ANA	ANA	ANA	16	50	50	50
3.1.6 Number of unemployed learners where a Bursary Grant is approved and paid annually	551	495	265	500	400	400	400

Indicators	Audited/Actual performance			Estimated performance (current year)	Medium-term targets		
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
3.1.7 Number of unemployed learners awarded a bursary via the FASSET Bursary Scheme annually	ANA[10]	69	673	625	639	639	639
3.1.8 Number of unemployed learners where a Non-PIVOTAL LEG is approved and paid annually	ANA	ANA	98	400	450	450	450
3.1.9 Number of unemployed matriculants funded for placement at FASSET employers annually	ANA	ANA	ANA	ANA	150	200	200
3.1.10 Number of unemployed learners who enter an academic support skills programme for progression at University annually	ANA	ANA	1 455	1 830	1 500	1 500	1 500
3.1.11 Number of unemployed learners who enter a PIVOTAL professional body programme annually	ANA	ANA	104	330	365	365	365
3.1.12 Number of unemployed learners who enter a non-PIVOTAL professional body programme annually	ANA[11]	ANA	700	250	330	330	330
3.1.13 Number of unemployed learners funded for entry on a mathematics and accounting programme	ANA	ANA	ANA	ANA	450	450	450

Indicators	Audited/Actual performance			Estimated performance (current year)	Medium-term targets		
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
3.1.14 Number of unemployed learners funded for entry to a skills programme offered at a Community Education and Training College annually	ANA	ANA	ANA	ANA	20	100	100
3.1.15 Number of unemployed learners processed for completion on mid-level learnerships annually	151	87	120	315	100	100	100
3.1.16 Number of unemployed learners processed for completion on high-level learnerships annually	1951	2 242	2 752	2 265	2 300	2 350	2 350
3.1.17 Number of unemployed learners who completed an academic year or qualification via the FASSET Bursary Scheme annually	ANA[12]	ANA	334	500	438	438	438
3.1.18 Number of unemployed learners who complete an academic support skills programme for progression at University annually	ANA	ANA	730	1 050	1 281	1 281	1 281
3.1.19 Number of unemployed learners who complete a PIVOTAL professional body programme annually	ANA	ANA	0	231	231	231	231

Indicators	Audited/Actual performance			Estimated performance (current year)	Medium-term targets		
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
3.1.20 Number of unemployed learners who complete a non-PIVOTAL professional body programme annually	ANA	ANA	409	175	175	175	175
3.1.21 Number of employed learners processed for registration on mid-level learnerships annually	115	175	146	280	160	160	160
3.1.22 Number of employed learners processed for registration on high-level learnerships annually	353	116	122	360	130	150	150
3.1.23 Number of employed learners where a LEG is approved and paid annually	ANA[13]	ANA	ANA	ANA	284	284	284
3.1.24 Number of employed learners where a Bursary Grant is approved and paid annually	ANA	ANA	ANA	ANA	100	100	100
3.1.25 Number of employed learners awarded a bursary via the NLRG annually	56	142	299	400	400	400	400
3.1.26 Number of employed learners who register for and attend Lifelong Learning Events annually.	20 476	12 983	*7 755*	29 200	24 500	24 500	24 500
3.1.27 Number of employed learners processed for completion of mid-level learnerships annually	46	154	83	135	100	100	100

Indicators	Audited/Actual performance			Estimated performance (current year)	Medium-term targets		
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
3.1.28 Number of employed learners processed for completion of high-level learnerships annually	232	118	78	95	85	90	90
3.1.29 Number of TVET students who enter a National Diploma internship annually	132	287	453	525	480	480	480
3.1.30 Number of TVET students who complete a National Diploma internship annually	100	128	308	336	300	300	300
3.1.31 Number of unemployed learners where a Public Sector Non-PIVOTAL Grant is approved and paid annually	ANA[14]	ANA	ANA	4	10	10	10
3.1.32 Number of unemployed university graduates funded for placement at a FASSET employer annually	ANA	ANA	ANA	ANA	450	500	500
3.1.33 Number of unemployed university graduates placed at small businesses annually	ANA	ANA	ANA	ANA	33	33	33
3.1.34 Number of NLPs supported through Discretionary Funding annually	ANA[15]	ANA	181	100	150	150	150

Indicators	Audited/Actual performance			Estimated performance (current year)	Medium-term targets		
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
3.1.35 Number of TVET College lecturers funded for entry to a development programme annually	ANA	ANA	ANA	ANA	10	30	30
· Sub-programme 3.2: Special Projects (including partnerships)							
3.2.1 Number of partnership agreements signed between FASSET and a public higher education institution annually	ANA	ANA	5	5	8	8	8
3.2.2 Number of partnership agreements signed between FASSET and a public TVET college annually	ANA	ANA	0	15	2	5	5
3.2.3 Number of partnership agreements signed between FASSET and an employer for placement of TVET learners annually	ANA	ANA	24	15	20	20	20
· Sub-programme 3.3: Monitoring, Evaluation and Reporting							
3.3.1 Number of quarterly management reports submitted to DHET annually	ANA[16]	ANA	ANA	4	4	4	4
3.3.2 Number of quarterly reports submitted to National Treasury (Exempted Micro Enterprises reports) annually	ANA	ANA	ANA	4	4	4	4

Indicators	Audited/Actual performance			Estimated performance (current year)	Medium-term targets		
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Strategic objective 6: To promote the finance and accounting sector as a preferred career choice for new entrants into the labour market							
· Sub-programme 3.4: Career and Vocational Guidance							
3.4.1 Number of career guidance events supported annually	264	20	40	40	40	260	260
3.4.2 Number of times FASSET career guide is updated annually	1	1	1	1	1	1	1
Strategic objective 7: To enable transformation of the finance and accounting profession and sector through targeted funding of skills interventions							
· Sub-programme 3.1: Implementation of programmes as per NSDS goals							
3.1.3.6 Number of small businesses supported through discretionary funding annually	ANA	ANA	592	400	550	550	550
Strategic objective 8: To ensure value and impact of the SETA's funded interventions, while ensuring compliance							
· Sub-programme 3.1: Implementation of programmes as per NSDS goals							
3.1.3. 7 Number of offices opened at a public TVET college annually	ANA[17]	ANA	ANA	2	1	0	0

4.3.3.2 Programme 3 (Learning Programmes and Projects) – Quarterly Targets

The focus of skills development strategies within the sector should be on the full spectrum of the skills formation process across the PSET. This, as well as FASSET's incubator role and the transformation imperative, has been taken into account in the identified interventions and quarterly targets outlined in Table 17 below as funded by FASSET.

Table 17: Programme 3 (Learning Programmes and Projects) – Quarterly Targets

Indicators	Reporting period	Annual target	Quarterly targets			
			1st	2nd	3rd	4th
Strategic objective 5: To enable and enhance skills development in and for the finance and accounting sector, in partnership with relevant stakeholders						
· Sub-programme 3.1: Implementation of programmes as per NSDS goals						
3.1.1 Number of unemployed learners processed for registration on mid-level learnerships annually	Quarterly	420	180	60	30	150
3.1.2 Number of unemployed learners processed for registration on high-level learnerships annually	Quarterly	3 200	1 120	640	320	1120
3.1.3 Number of unemployed learners where a LEG is approved and paid annually	Quarterly	1 216	0	0	608	608
3.1.4 Number of unemployed learners where a Public Sector Placement Grant is approved and paid annually	Quarterly	60	0	0	0	60
3.1.5 Number of unemployed learners where a Public Sector Academic Support Grant is approved and paid annually	Quarterly	50	0	0	0	50
3.1.6 Number of unemployed learners where a Bursary Grant is approved and paid annually	Quarterly	400	0	0	0	400
3.1.7 Number of unemployed learners awarded a bursary via the FASSET Bursary Scheme annually	Quarterly	639	0	0	0	639
3.1.8 Number of unemployed learners where a Non-PIVOTAL LEG is approved and paid annually	Quarterly	450	0	0	50	400
3.1.9 Number of unemployed matriculants funded for placement at FASSET employers annually	Annually	150	0	0	0	150
3.1.10 Number of unemployed learners who enter an academic support skills programme for progression at University annually	Quarterly	1 500	0	0	0	1 500
3.1.11 Number of unemployed learners who enter a PIVOTAL professional body programme annually	Quarterly	365	0	0	125	240

Indicators	Reporting period	Annual target	Quarterly targets			
			1st	2nd	3rd	4th
3.1.12 Number of unemployed learners who enter a non-PIVOTAL professional body programme annually	Quarterly	330	0	0	110	220
3.1.13 Number of unemployed learners funded for entry on a mathematics and accounting programme	Annually	450	0	0	0	450
3.1.14 Number of unemployed learners funded for entry to a skills programme offered at a Community Education and Training College annually	Annually	20	0	0	0	20
3.1.15 Number of unemployed learners processed for completion on mid-level learnerships annually	Quarterly	100	20	20	20	40
3.1.16 Number of unemployed learners processed for completion on high-level learnerships annually	Quarterly	2 300	100	100	100	2000
3.1.17 Number of unemployed learners who completed an academic year or qualification via the FASSET Bursary Scheme annually	Quarterly	438	0	0	0	438
3.1.18 Number of unemployed learners who complete an academic support skills programme for progression at University annually	Quarterly	1 281	0	0	0	1 281
3.1.19 Number of unemployed learners who complete a PIVOTAL professional body programme annually	Quarterly	231	0	0	0	231
3.1.20 Number of unemployed learners who complete a non-PIVOTAL professional body programme annually	Quarterly	175	0	0	0	175
3.1.21 Number of employed learners processed for registration on mid-level learnerships annually	Quarterly	160	20	20	20	100
3.1.22 Number of employed learners processed for registration on high-level learnerships annually	Quarterly	130	10	10	10	100

Indicators	Reporting period	Annual target	Quarterly targets			
			1st	2nd	3rd	4th
3.1.23 Number of employed learners where a LEG is approved and paid annually	Quarterly	284	0	0	0	284
3.1.24 Number of employed learners where a Bursary Grant is approved and paid annually	Quarterly	100	0	0	0	100
3.1.25 Number of employed learners awarded a bursary via the NLRG annually	Quarterly	400	0	100	150	150
3.1.26 Number of employed learners who register for and attend Lifelong Learning Events annually.	Quarterly	24 500	6000	6000	2000	10 500
3.1.27 Number of employed learners processed for completion of mid-level learnerships annually	Quarterly	100	25	25	25	25
3.1.28 Number of employed learners processed for completion of high-level learnerships annually	Quarterly	85	5	5	5	70
3.1.29 Number of TVET students who enter a National Diploma internship annually	Quarterly	480	0	100	180	200
3.1.30 Number of TVET students who complete a National Diploma internship annually	Quarterly	300	0	0	0	300
3.1.31 Number of unemployed learners where a Public Sector Non-PIVOTAL Grant is approved and paid annually	Quarterly	10	0	0	0	10
3.1.32 Number of unemployed university graduates funded for placement at a FASSET employer annually	Quarterly	450	0	0	0	450
3.1.33 Number of unemployed university graduates placed at small businesses annually	Quarterly	33	0	0	0	33
3.1.34 Number of NLPs supported through Discretionary Funding annually	Quarterly	150	0	0	75	75
3.1.35 Number of TVET College lecturers funded for entry to a development programme annually	Quarterly	10	0	0	0	10

Indicators	Reporting period	Annual target	Quarterly targets			
			1st	2nd	3rd	4th
· Sub-programme 3.2: Special Projects						
3.2.1 Number of partnership agreements signed between FASSET and a public higher education institution annually	Quarterly	8	0	0	3	5
3.2.2 Number of partnership agreements signed between FASSET and a public TVET college annually	Quarterly	2	0	0	0	2
3.2.3 Number of partnership agreements signed between FASSET and an employer for placement of TVET learners annually	Quarterly	20	0	0	0	20
· Sub-programme 3.3: Monitoring, Evaluation and Reporting						
3.3.1 Number of quarterly management reports submitted to DHET annually	Quarterly	4	1	1	1	1
3.3.2 Number of quarterly reports submitted to National Treasury (EME reports) annually	Quarterly	4	1	1	1	1
Strategic objective 6: To promote the finance and accounting sector as a preferred career choice for new entrants into the labour market						
· Sub-programme 3.4: Career and Vocational Guidance						
3.4.1 Number of career guidance events supported annually	Quarterly	40	10	10	5	15
3.4.2 Number of times FASSET career guide is updated annually	Annually	1	0	0	1	0
Strategic objective 7: To enable transformation of the finance and accounting profession and sector through targeted funding of skills interventions						
· Sub-programme 3.1: Implementation of programmes as per NSDS goals						
3.1.36 Number of small businesses supported through discretionary funding annually	Quarterly	550	0	150	150	250
Strategic objective 8: To ensure value and impact of the SETA's funded interventions, while ensuring compliance						
· Sub-programme 3.1: Implementation of programmes as per NSDS goals						
3.1.37 Number of offices opened at a public TVET college annually	Annually	1	0	0	1	0

4.3.4 Programme 3 (Learning Programmes and Projects) – Reconciling Performance Targets with the Budget and MTEF

The impact of budget allocations on programme performance targets and measures that will be put in place to ensure the realisation of strategic objectives is outlined in Table 18.

Table 18: Programme 3 (Learning Programmes and Projects) – Budget Reconciliation

Programme 3 (Learning Programmes and Projects)	Historical			Current	MTEF		
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Sub-programme 3.1: Implementation of programmes as per NSDS goals	R316 116	R262 635	R194 777	R681 819	R413 663	R427 266	R515 684
Sub-programme 3.2: Special Projects	N/A	N/A	N/A	N/A	R0.00	R0.00	R0.00
Sub-programme 3.3: Monitoring, Evaluation and Reporting	N/A	N/A	N/A	N/A	R0.00	R0.00	R0.00
Sub-programme 3.4: Career and Vocational Guidance	N/A	N/A	N/A	R2 280	R2 531	R2 759	R2 979
Sub-programme 3.5: Project Admin					R33 746	32 435	R42 054
Total	**R316 116**	**R262 635**	**R194 777**	**684 099**	R449 940	**462 460**	**560 717**

4.4 Programme 4: Quality Assurance

4.4.1 Programme Purpose

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.

4.4.2 Personnel

In order to ensure increased objectivity in the quality assurance of functions and processes within the PQA Department, the Quality Assurance Department operates separately from the PQA Department. In addition to the in-house capacity, FASSET also draws on external expert capacity and professional bodies for qualification and curriculum development, assessment and moderation.

4.4.3 Programme 4 Quality Assurance – Programme Performance Indicators, Annual and Quarterly Targets

In the sections below annual and quarterly targets for this programme area will be tabulated.

4.4.3.1 Programme 4 Quality Assurance – Annual Targets

The annual targets in respect of Programme 4 are indicated in Table 19.

Table 19: Programme 4 Quality Assurance – Annual Targets

Indicators	Audited/Actual performance			Estimated performance (current year)	Medium-term targets		
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Strategic objective 9: To support the professional organisations to align their qualifications to the new dispensation, while ensuring quality							
· Sub-programme 4.1: Provider Accreditation							
4.1.1 Number of skills development providers accredited to offer FASSET programmes annually	ANA[18]	ANA	ANA	ANA	2	2	2
· Sub-programme 4.2: Learning Programmes							
4.2.1 Number of discretionary funded learning programmes monitoring reports produced annually	ANA[19]	ANA	ANA	4	4	4	4

Indicators	Audited/Actual performance			Estimated performance (current year)	Medium-term targets		
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
· Sub-programme 4.3: Certification							
4.3.1 Number of Qualification and Learnership Certification reports produced quarterly	ANA	ANA	ANA	4	4	4	4

4.4.3.2 Programme 4 Quality Assurance – Quarterly Targets

FASSET's approach towards Programme 4 (Quality Assurance) has been taken into account in the identified interventions and quarterly targets outlined in Table 20 below as funded by FASSET.

Table 20: Programme 4 Quality Assurance – Quarterly Targets

Indicators	Reporting period	Annual target	Quarterly targets			
			1st	2nd	3rd	4th
Strategic objective 9: To support the professional organisations to align their qualifications to the new dispensation, while ensuring quality						
· Sub-programme 4.1: Provider Accreditation						
4.1.1 Number of skills development providers accredited to offer FASSET programmes annually	Annually	2	0	0	0	2
· Sub-programme 4.2: Learning Programmes						
4.2.1 Number of discretionary funded learning programmes monitoring reports produced annually	Annually	4	1	1	1	1
· Sub-programme 4.3: Certification						
4.3.1 Number of Qualification and learnership certification reports produced quarterly	Quarterly	4	1	1	1	1

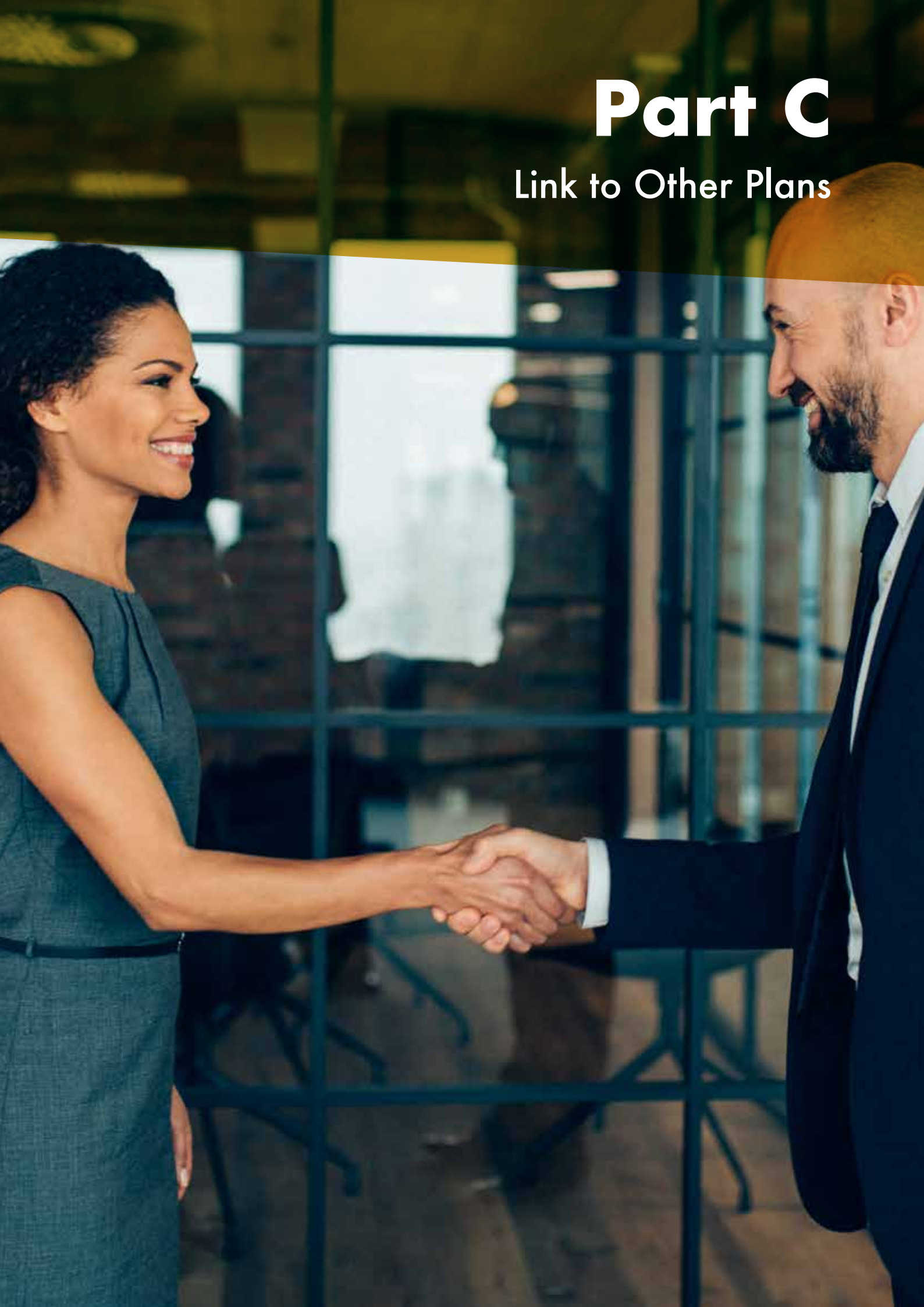
Programme 4 Quality Assurance – Reconciling Performance Targets with the Budget and MTEF

The impact of budget allocations on programme performance targets and measures that will be put in place to ensure the realisation of strategic objectives is outlined in Table 21.

Table 21: Programme 4 Quality Assurance – Budget Reconciliation

Programme 4: Quality Assurance	Historical			Current	MTEF		
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Sub-programme 4.1: Provider accreditation	N/A	N/A	N/A	N/A	R0.00	R0.00	R0.00
Sub-programme 4.2: Learning programmes	R2 100	R2 407	R2 591	R3 977	R4 260	R4 415	R4 857
Sub-programme 4.3: Certification	R53	R178	R107	R352	373	R360	R395
Sub-programme 4.4: Qualification Development	N/A	N/A	N/A	N/A	0	0	0
Total	**R2 153**	**R2 585**	**R2 698**	R4 329	R4 633	**R4 775**	**R5 252**

Note: Majority of the budget for Sub-programme 4.2 (Learning Programmes) relates to the 0.5% paid to QCTO



Part C

Link to Other Plans

PART C: LINK TO OTHER PLANS

1 Links to Infrastructure and Other Capital Plans

Not applicable.

2 Conditional Grants

Not applicable.

3 Public Entities

Through funding made available to public entities via mandatory grants, the SETA supports the skills development plans of the following public entities:

- Auditor General South Africa (AGSA)
- Companies and Intellectual Property Commission (CIPC)
- Eastern Cape Provincial Treasury
- Financial Sector Conduct Authority (FSCA)
- Industrial Development Corporation
- Limpopo Economic Development Enterprise
- Mpumalanga Provincial Treasury
- National Treasury
- National Urban Reconstruction and Housing Agency (NURCHA)
- North West Department of Finance
- North West Development Corporation
- Public Investment Corporation (PIC)
- SARS

4 Public-Private Partnerships

Public-private partnerships supported by the SETA are enabled through discretionary grants. An example is the funding provided by the SETA to National Treasury to support its public-private partnership with the South African Institute of Public Accountants (SAIPA). This partnership is focused on development of professional qualifications for budding accountants in rural municipalities. Given that the public-private partnerships the SETA may support is dependent on the discretionary grant applications submitted to it in a given financial year, these partnerships are not known, and cannot thus be planned for, in advance.

Annexures

ANNEXURES

The APP should be read in conjunction with the updated 2015 – 2020 SP as well as the following annexures to provide a holistic view of the performance indicators and how these will be achieved in the 2018 – 2019 financial year.

Annexure 1: Materiality and Significance Framework 2018 – 2019

1. BACKROUND

Treasury Regulation Section 28.3.1 – "For purposes of materiality sections 55(2) of the 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, however there is no limit for materiality for criminality and irregularity. In determining the materiality value as 0.5% we have considered the following factors:

- Nature of the SETA's business:

Funding for a SETA is received from levies collected by DHET's collection agent (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 grant 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 SDA and the SDLA and has been listed as a 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 the following, amongst others:

¨ Proper and appropriate governance structures have been established;
¨ An audit and risk committee (ARC) 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 2018/2019 has been set as follows:

- Admin R76 749 391 x 0.5% = R383 747
- Grants R81 265 590 x 0.5% = R406 328
- Discretionary (Including Retained Surplus) R682 744 619 x 0.5% = R3 413 723
- Assets R462 312 000 x 0.5% = R2 311 560

For classes of transactions in the Statement of Financial Performance, the 2018/19 levy budget was used.

For transactions in the Statement of Financial Position, the 2017/18 audited total assets balance was used.

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

- Admin 80 685 013 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 levy budget was used.

For transactions in the Statement of Financial Position, the 2017/18 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. 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)	The annual report and financial statements must - (b) include particulars of – (i) any **material** losses through criminal conduct and any irregular expenditure and fruitless and wasteful expenditure that occurred during the financial year;	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).
Section 54 (2)	**Information to be submitted by accounting authorities** (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 **(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.	Specific level of significance defined per subsection: · Any transaction to establish a company · Where participation exceeds 20% of voting rights · Any transaction to acquire or dispose of shareholding in a company · The cost of the asset acquired or disposed exceeds 15% of the total cost of assets · Any transaction where the income from or the investment in the business activity exceeds the amount determined in section 2.1 and section 3 · Where the change in the interest results in a change in the accounting treatment of the arrangement

Annexure 2: Technical Indicator Descriptions

1 Programme 1: Administration

1.1 Sub-programme 1.1: Corporate Services

1.1.1 Number of facilities management reports produced annually

Indicator Title	Number of facilities management reports produced annually
Short Definition	Reporting on execution of facilities services as per contract and stakeholder relationships. In addition, reporting on management and control of facilities related expenditure
Purpose/Importance	Proper reporting to ensure effective facilities management and proper expenditure control as part of operations management.
Source/Collection of Data	Recording of achievement on the FASSET Management Information System based on report submitted
Method of Calculation	Each quarterly facilities management report is counted once for reporting
Data Limitations	Absence of operations manager Irregular constitution of meetings Delays in receipt of information required for reporting
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Exact
Indicator Responsibility	Operations Manager

1.2 Sub-programme 1.2: Finance, Supply Chain Management and Assets

1.2.1 Complete set of AFS's submitted to board and approved by 31 July

Indicator Title	Complete set of AFS's submitted to Board and approved by 31 July
Short Definition	Report about the annual summary about the financial performance, financial position and net assets of FASSET that is required in terms of the PFMA. The complete Annual Financial Statements are submitted to and approved by the FASSET Board by 31 July
Purpose/Importance	It is a legislated requirement, but also contributes to accountability for the use of the public resources
Source/Collection of Data	Recording of achievement on the FASSET Management Information System based on AFS signed by the Chairman
Method of Calculation	The final submission and approval of the AFS by the Board is counted, if such occurrence is by 31 July
Data Limitations	Delays in the audit, rejection of the AFS
Type of Indicator	Output
Calculation Type	Non-cumulative
Reporting Cycle	Annually
New Indicator	No
Desired Performance	Exact
Indicator Responsibility	CFO

1.2.2 Number of monthly budget management reports produced per annum

Indicator Title	Number of monthly budget management reports produced per annum
Short Definition	Expenditure against budget is tracked and monitored on a monthly basis to assist with sound financial management and delivery against the SETA mandate and strategy
Purpose/Importance	Monitoring the use of allocated funds
Source/Collection of Data	Recording of achievement on the FASSET Management Information System based on report submitted
Method of Calculation	Each monthly budget management report is counted once for reporting
Data Limitations	Delays in receiving management input, time lapse between processing of payments and reporting
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	Yes
Desired Performance	Exact
Indicator Responsibility	CFO

1.2.3 Number of approved Procurement Plans submitted annually to DHET and National Treasury by 31 March

Indicator Title	Number of approved Procurement Plans submitted annually to DHET and National Treasury by 31 March
Short Definition	The procurement guideline and regulations require proper planning to ensure procurement supports implementation of the strategic plan and APP. This indicator is compliance driven in terms of PFMA, PPPFA, Preferential Procurement Regulations, Instructions Notes and other applicable regulations
Purpose/Importance	Assists with planning and measuring how funds will be used to support the strategic objectives of the entity
Source/Collection of Data	Recording of achievement on the FASSET Management Information System based on email proof of submission
Method of Calculation	Simple count of submission of procurement plan by 31 March
Data Limitations	Delays in submission of information required for the procurement plan, or in submission of the plan to DHET and National Treasury
Type of Indicator	Output
Calculation Type	Non-cumulative
Reporting Cycle	Annually
New Indicator	Yes
Desired Performance	Exact
Indicator Responsibility	Supply Chain Manager

1.2.4 Number of Annual Integrated Reports completed and submitted annually by 31 August

Indicator Title	Number of Annual Integrated Reports completed and submitted annually by 31 August
Short Definition	The Annual Integrated Report is finalised and submitted to National Treasury, the AGSA, and DHET by 31 August
Purpose/Importance	Adherence to legislation
Source/Collection of Data	Recording of achievement on the FASSET Management Information System based on proof of submission to National Treasury, the AGSA and DHET
Method of Calculation	Simple count of submission of the Annual Integrated Report by the stipulated due date
Data Limitations	Delays in finalising the annual audit of financial and performance information. Delays in submitting the report to National Treasury, the AGSA and DHET by the due date.
Type of Indicator	Output
Calculation Type	Non-cumulative
Reporting Cycle	Annual
New Indicator	Yes
Desired Performance	Exact
Indicator Responsibility	CEO / CFO / COO / Marketing and Communications Manager

1.3 Sub-programme 1.3: Governance (Audit and Risk)

1.3.1 Number of audit action plan implementation reports produced per annum

Indicator Title	Number of audit action plan implementation reports produced per annum
Short Definition	Audit action plan implementation is monitored and reported on quarterly to prevent audit findings from reoccurring.
Purpose/Importance	Improve internal controls to avoid recurrence of audit findings
Source/Collection of Data	Recording of achievement on the FASSET Management Information System based on report submitted
Method of Calculation	Each quarterly audit action plan report is counted once for re-porting
Data Limitations	Lack of proper action to address findings, but also non-submission of information needed to address internal control weaknesses
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	CFO and other managers

1.3.2 Number of Quarterly Governance Charters submitted to DHET annually

Indicator Title	Number of Quarterly Governance Charters submitted to DHET annually
Short Definition	FASSET submits a quarterly governance charter to DHET in the format required. This is either submitted with the Quarterly Management Report or as a separate submission delivered to the DHET offices
Purpose/Importance	Good governance
Source/Collection of Data	Recording of achievement on the FASSET Management Information System based on charter submitted
Method of Calculation	Simple count of each quarter for which a submission was made to DHET
Data Limitations	Process and/or requirements changed by DHET
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	Yes
Desired Performance	Exact
Indicator Responsibility	Company Secretary

1.3.3 Number of internal audit action plans implemented by the end of the financial year

Indicator Title	Number of internal audit action plans implemented by the end of the financial year
Short Definition	The FASSET appointed internal auditors produce reports as per deliverables in the annual internal audit plan. Implementation and reporting need to be completed in line with the plan by the end of the financial year
Purpose/Importance	Good governance
Source/Collection of Data	Recording of achievement on the FASSET Management Information System based on implementation of Internal Audit Action Plan
Method of Calculation	Implementation of the internal audit plan is counted based on a verification of reports completed as per expected deliverables stipulated at the end of the financial year
Data Limitations	Delays in approval or implementation of internal audit plan
Type of Indicator	Output
Calculation Type	Non-cumulative
Reporting Cycle	Annually
New Indicator	Yes
Desired Performance	Exact
Indicator Responsibility	CFO

1.3.4 Number of Board meetings convened annually

Indicator Title	Number of Board meetings convened annually
Short Definition	The FASSET Board meetings take place at least once a quarter
Purpose/Importance	Good governance
Source/Collection of Data	Recording of achievement on the FASSET Management Information System based on meetings
Method of Calculation	Each Board meeting is counted once
Data Limitations	Postponement or cancellation of meetings
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	Yes
Desired Performance	Exact
Indicator Responsibility	Company Secretary

1.3.5 Number of policies reviewed annually

Indicator Title	Number of policies reviewed annually
Short Definition	Specified FASSET policies are subjected to a review process and necessary updates are made annually. These are subjected to Board and/or sub-committee approval. A total of 27 policies are relevant to this indicator
Purpose/Importance	Good governance
Source/Collection of Data	Recording of achievement on the FASSET Management Information System based on confirmation of approval of reviewed policies
Method of Calculation	Each policy is counted once when the applicable approved review is reported
Data Limitations	Postponement of meetings
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Annually
New Indicator	Yes
Desired Performance	Exact
Indicator Responsibility	CEO

1.4 Sub-programme 1.4: Human Resources

1.4.1 Percentage of FASSET employees retained annually

Indicator Title	Percentage of FASSET employees retained annually
Short Definition	Retention of employees is maintained at a minimum of 95%. This includes all employees on permanent and fixed term contracts, but excludes interns and temporary workers
Purpose/Importance	Retention of employees is an important enabler of successful implementation of the FASSET strategy
Source/Collection of Data	Recording of achievement on the FASSET Management Information System based on calculation of retention rate at the end of each quarter
Method of Calculation	The percentage of employees on permanent and fixed term contracts who were retained for the duration of the financial year, calculated on a quarterly basis. Newly appointed employees during the course of the year are not taken into consideration. The percentage is calculated using the following formula: · Retention % = Applicable employees at the end of the quarter / Applicable employees at the start of the financial year
Data Limitations	Limited lifespan of the SETA may impact on the retention rate
Type of Indicator	Input
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	HR Manager

1.4.2 Percentage of FASSET employee learning and development plans implemented annually

Indicator Title	Percentage of FASSET employee learning and development plan implemented annually
Short Definition	A minimum of 80% of all planned learning and development interventions, formal and informal, as stipulated in employee annual performance agreements, are implemented in the financial year
Purpose/Importance	Ongoing skills development of employees is an important enabler of the FASSET strategy
Source/Collection of Data	Recording of achievement on the FASSET Management Information System based on calculation of implementation rate at the end of each quarter
Method of Calculation	The percentage of learning and development initiatives implemented for the duration of the financial year, calculated quarterly. Learning and development plans for newly appointed employees during the course of the financial year are excluded from the calculation. The percentage is calculated using the following formula: · Implementation % = Learning and development initiatives implemented as at the end of each quarter / Learning and development initiatives planned as at the beginning of the financial year
Data Limitations	Training budget limitations
Type of Indicator	Input
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	HR Manager

1.5 Sub-programme 1.5: Information Technology

1.5.1 Number of times ICT strategy is reviewed and approved by the Audit and Risk Committee annually

Indicator Title	Number of times ICT strategy is reviewed and approved by the Audit and Risk Committee annually
Short Definition	The FASSET ICT strategy is reviewed and updated annually in line with FASSET's strategy, changes in legislation, and contextual changes in the SETA environment
Purpose/Importance	To ensure that the governance of ICT is aligned to support business operation and to comply with regulatory requirements
Source/Collection of Data	Recording of achievement on the FASSET Management Information System based on confirmation of approval of the ICT Strategy by ARC
Method of Calculation	Simple count once reviewed ICT strategy is approved by ARC on an annual basis
Data Limitations	Delays in obtaining approval from the IT Steering Committee, ARC, or the Board
Type of Indicator	Output
Calculation Type	Non-cumulative
Reporting Cycle	Annually
New Indicator	Yes
Desired Performance	Exact
Indicator Responsibility	IT Manager

1.5.2 Number of monthly ICT reports generated annually

Indicator Title	Number of monthly ICT reports generated annually
Short Definition	Monthly ICT reports are generated to monitor and report on ICT Infrastructure and business applications to support FASSET to deliver on its mandate
Purpose/Importance	To provide effective and efficient ICT operations
Source/Collection of Data	Recording of achievement on the FASSET Management Information System based on monthly ICT report generated by the IT Manager
Method of Calculation	Simple count of monthly reports generated for the financial year; each report is counted once
Data Limitations	Delays in finalising reports
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	Yes
Desired Performance	Exact
Indicator Responsibility	IT Manager

2 Programme 2: Skills Planning

2.1 Sub-programme 2.1: Research (Chairs and SOEs)

2.1.1 Number of research reports on a model for SETA Grants and Incentives produced annually

Indicator Title	Number of research reports on a model for SETA Grants and Incentives produced annually
Short Definition	Research regarding a model for SETA Grants and Incentives is conducted in line with the proposed research objectives, and a report is generated to inform and enable sector skills planning
Purpose/Importance	Additional research reports aim to provide the SETA with strategic information to guide decision-making, and operational data and documents to assist the implementation of skills development interventions amongst the SETAs stakeholders
Source/Collection of Data	Recording of achievement on the FASSET Management Information System based on approval of the report
Method of Calculation	Simple count upon CEO approval of the report
Data Limitations	None
Type of Indicator	Input
Calculation Type	Non-cumulative
Reporting Cycle	Annually
New Indicator	No
Desired Performance	Exact
Indicator Responsibility	Research Director

2.1.2 Number of research reports on review of community colleges in relation to the FASSET sector produced annually

Indicator Title	Number of research reports on review of community colleges in relation to the FASSET sector produced annually
Short Definition	Conduct research and compile a report on the relevance and impact of the FASSET funded Community College initiatives and its relevance to the beneficiaries and the FASSET sector
Purpose/Importance	Additional research reports aim to provide the SETA with strategic information to guide decision-making, and operational data and documents to assist the implementation of skills development interventions amongst the SETAs stakeholders
Source/Collection of Data	Recording of achievement on the FASSET Management Information System based on approval of the report
Method of Calculation	Simple count upon CEO approval of the report
Data Limitations	None
Type of Indicator	Input
Calculation Type	Non-cumulative
Reporting Cycle	Annually
New Indicator	Yes
Desired Performance	Exact
Indicator Responsibility	Research Director

2.1.3 Number of research reports on FASSET Sector Trends produced annually

Indicator Title	Number of research reports on FASSET Sector Trends produced annually
Short Definition	Conduct research to identify trends in the FASSET sector to provide context to skills development needs
Purpose/Importance	Additional research reports aim to provide the SETA with strategic information to guide decision-making, and operational data and documents to assist the implementation of skills development interventions amongst the SETAs stakeholders
Source/Collection of Data	Recording of achievement on the FASSET Management Information System based on approval of the report
Method of Calculation	Simple count upon CEO approval of the report
Data Limitations	None
Type of Indicator	Input
Calculation Type	Non-cumulative
Reporting Cycle	Annually
New Indicator	No
Desired Performance	Exact
Indicator Responsibility	Research Director

2.1.4 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
Purpose/Importance	Additional research reports aim to provide the SETA with strategic information to guide decision-making, and operational data and documents to assist the implementation of skills development interventions amongst the SETAs stakeholders
Source/Collection of Data	Recording of achievement on the FASSET Management Information System based on approval of the report
Method of Calculation	Simple count upon CEO approval of the report
Data Limitations	None
Type of Indicator	Input
Calculation Type	Non-cumulative
Reporting Cycle	Annually
New Indicator	No
Desired Performance	Exact
Indicator Responsibility	Research Director

2.1.5 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
Purpose/Importance	Additional research reports aim to provide the SETA with strategic information to guide decision-making, and operational data and documents to assist the implementation of skills development interventions amongst the SETAs stakeholders
Source/Collection of Data	Recording of achievement on the FASSET Management Infor-mation System based on approval of the report
Method of Calculation	Simple count upon CEO approval of the report
Data Limitations	None
Type of Indicator	Output
Calculation Type	Non-cumulative
Reporting Cycle	Annually
New Indicator	No
Desired Performance	Exact
Indicator Responsibility	Research Director

2.1.6 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 Re-port based on research conducted
Short Definition	The FASSET Monitoring and Evaluation report is updated annually to reflect statistical and other information aimed at informing the sector skills development strategy
Purpose/Importance	Additional research reports aim to provide the SETA with strategic information to guide decision-making, and operational data and documents to assist the implementation of skills development interventions amongst the SETAs stakeholders
Source/Collection of Data	Recording of achievement on the FASSET Management Information System based on approval of the report
Method of Calculation	Simple count upon CEO approval of the report
Data Limitations	None
Type of Indicator	Input
Calculation Type	Non-cumulative
Reporting Cycle	Annually
New Indicator	No
Desired Performance	Exact
Indicator Responsibility	Research Director

2.1.7 Number of reports produced for review of the YES programme in relation to the FASSET sector annually

Indicator Title	Number of reports produced for review of the YES programme in relation to the FASSET sector annually
Short Definition	Conduct research and compile a report on the relevance and need for the YES programme in the FASSET sector
Purpose/Importance	Additional research reports aim to provide the SETA with strategic information to guide decision-making, and operational data and documents to assist the implementation of skills development interventions amongst the SETAs stakeholders
Source/Collection of Data	Recording of achievement on the FASSET Management Information System based on approval of the report
Method of Calculation	Simple count upon CEO approval of the report
Data Limitations	None
Type of Indicator	Input
Calculation Type	Non-cumulative
Reporting Cycle	Annually
New Indicator	Yes
Desired Performance	Exact
Indicator Responsibility	Research Director

2.1.8 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
Purpose/Importance	Additional research reports aim to provide the SETA with strategic information to guide decision-making, and operational data and documents to assist the implementation of skills development interventions amongst the SETAs stakeholders
Source/Collection of Data	Recording of achievement on the FASSET Management Information System based on approval of the report
Method of Calculation	Simple count upon CEO approval of the report
Data Limitations	None
Type of Indicator	Input
Calculation Type	Non-cumulative
Reporting Cycle	Annually
New Indicator	No
Desired Performance	Exact
Indicator Responsibility	Research Director

2.1.9 Number of Non-PIVOTAL Grant Assessment Reports submitted annually

Indicator Title	Number of Non-PIVOTAL Grant Assessment Reports submitted annually
Short Definition	A research project tracing the impact of the FASSET Non-PIVOTAL LEG on the lives of recipients
Purpose/Importance	Additional research reports aim to provide the SETA with strategic information to guide decision-making, and operational data and documents to assist the implementation of skills development interventions amongst the SETAs stakeholders
Source/Collection of Data	Recording of achievement on the FASSET Management Information System based on approval of the report
Method of Calculation	Simple count upon CEO approval of the report
Data Limitations	None
Type of Indicator	Input
Calculation Type	Non-cumulative
Reporting Cycle	Annually
New Indicator	Yes
Desired Performance	Exact
Indicator Responsibility	Research Director

2.1.10 Number of Public Sector Grants Assessment Reports produced annually

Indicator Title	Number of Public Sector Grants Assessment Reports produced annually
Short Definition	A research project tracing the impact of funding on the lives of recipients of the various Public Sector Grants
Purpose/Importance	Additional research reports aim to provide the SETA with strategic information to guide decision-making, and operational data and documents to assist the implementation of skills development interventions amongst the SETAs stakeholders
Source/Collection of Data	Recording of achievement on the FASSET Management Information System based on approval of the report
Method of Calculation	Simple count upon CEO approval of the report
Data Limitations	None
Type of Indicator	Input
Calculation Type	Non-cumulative
Reporting Cycle	Annually
New Indicator	Yes
Desired Performance	Exact
Indicator Responsibility	Research Director

2.2 Sub-programme 2.2: Sector Skills Plan

2.2.1 Number of final SSP submissions to DHET by due date annually

Indicator Title	Number of final SSP submissions to DHET by due date annually
Short Definition	DHET requires each SETA to update and submit a revised SSP annually by the specified due date
Purpose/Importance	Legislated requirement
Source/Collection of Data	Recording of achievement on the FASSET Management Information System based on approval of the report
Method of Calculation	Simple count upon CEO approval of the report
Data Limitations	None
Type of Indicator	Output
Calculation Type	Non-cumulative
Reporting Cycle	Annually
New Indicator	No
Desired Performance	Exact
Indicator Responsibility	Research Director

2.3 Sub-programme 2.3: WSPs and ATRs

2.3.1 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
Short 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
Purpose/Importance	Legislated requirement
Source/Collection of Data	Approved WSP/ATR (Skills Development Plan) Payment list approved by CEO/CFO
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
Data Limitations	Firms transfer from one SETA to another Firms have outstanding SDL queries with SARS
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	PQA Director

2.3.2 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
Short 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
Purpose/Importance	Legislated requirement
Source/Collection of Data	Approved WSP/ATR (Skills Development Plan) Payment list approved by CEO/CFO
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
Data Limitations	Firms transfer from one SETA to another Firms have outstanding SDL queries with SARS
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	PQA Director

2.3.3 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
Short 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
Purpose/Importance	Legislated requirement
Source/Collection of Data	Approved WSP/ATR (Skills Development Plan) Payment list approved by CEO/CFO
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
Data Limitations	Firms transfer from one SETA to another Firms have outstanding SDL queries with SARS Firms are exempt from paying the SDL for the period
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	PQA Director

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

Indicator Title	Number of Government Department WSP/ATR (Skills Development Plan) approved annually
Short Definition	Number of Government Department WSP/ATR (Skills Development Plan) submitted and approved
Purpose/Importance	Government Departments meet the initial requirement to gain access to FASSET discretionary funding
Source/Collection of Data	Government Department submits WSP/ATR (Skills Development Plan) by 30 April and is approved by FASSET
Method of Calculation	Each Government Department is counted once when the associated WSP/ATR is approved in the financial year
Data Limitations	Number of Government Departments associated with FASSET
Type of Indicator	Input
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	PQA Director

Programme 3 (Learning Programmes and Projects)

3.1 Sub-programme 3.1: Implementation of learning programmes as per NSDS goals

3.1.1 Number of unemployed learners processed for registration on mid-level learnerships annually

Indicator Title	Number of unemployed learners processed for registration on mid-level learnerships annually
Short Definition	Learnership agreements entered into by employers in the sector are processed for unemployed learners on NQF levels 1 to 5 learnerships
Purpose/Importance	Learnership agreement evaluation and registration is a legislated requirement as per the Learnership Regulations of 2007
Source/Collection of Data	Signed learnership agreement with supporting documents: · Copy of learner's ID · Copy of signed employment contract · Proof of provider accreditation (optional) · Copy of learner's highest qualification (optional) OR Data uploaded from the professional body associated with the learnership, submitted in the FASSET specified format
Method of Calculation	Each unique learner is counted once when the learnership agreement is processed for registration on the FASSET system
Data Limitations	· Learnership agreements submitted with incorrect supporting evidence delays processing · Late registration of learners with professional bodies delays receipt and processing of data · Delays in receipt of data from professional bodies
Type of Indicator	Input
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	PQA Director

3.1.2 Number of unemployed learners processed for registration on high-level learnerships annually

Indicator Title	Number of unemployed learners processed for registration on high-level learnerships annually
Short Definition	Learnership agreements entered into by employers in the sector are processed for unemployed learners on NQF levels 6 to 10 learnerships
Purpose/Importance	Learnership agreement evaluation and registration is a legislated requirement as per the Learnership Regulations of 2007
Source/Collection of Data	Signed learnership agreement with supporting documents: · Copy of learner's ID · Copy of signed employment contract · Proof of provider accreditation (optional) · Copy of learner's highest qualification (optional) OR Data upload from professional body associated with the learnership, submitted in the FASSET specified format
Method of Calculation	Each unique learner is counted once when the learnership agreement is processed for registration on the FASSET system
Data Limitations	· Learnership agreements submitted with incorrect supporting evidence delays processing · Late registration of learners with professional bodies delays receipt and processing of data · Delays in receipt of data from professional bodies
Type of Indicator	Input
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	PQA Director

3.1.3 Number of unemployed learners where a LEG is approved and paid annually

Indicator Title	Number of unemployed learners where a LEG is approved and paid annually
Short 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
Purpose/Importance	Incentivise employers to support skills development associated with skills needs in the sector
Source/Collection of Data	Online application submitted by a FASSET employer evaluated and approved Proof of grant payment approval
Method of Calculation	Each unemployed learner is counted once when the grant has been approved for payment
Data Limitations	Employers submit incorrect or incomplete supporting evidence
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	PQA Director

3.1.4 Number of unemployed learners where a Public Sector Placement Grant is approved and paid annually

Indicator Title	Number of unemployed learners where a Public Sector Placement Grant is approved and paid annually
Short Definition	Public Sector Employers in the FASSET sector can apply for a Placement Grant for learners on PIVOTAL workplace-based programmes
Purpose/Importance	Incentivise employers to support skills development associated with skills needs in the public sector
Source/Collection of Data	· Application submitted by public sector employer evaluated and approved · Contract between public sector employer and learner with copy of ID · Data submission by public sector employer in the FASSET specified format
Method of Calculation	Each learner is counted once for reporting after required data and supporting evidence has been received and verified
Data Limitations	Delays in receipt of supporting evidence
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	Projects Manager

3.1.5 Number of unemployed learners where a Public Sector Academic Support Grant is approved and paid annually

Indicator Title	Number of unemployed learners where a Public Sector Academic Support Grant is approved and paid annually
Short Definition	Public Sector Employers in the FASSET sector can apply for an Academic Support Grant for learners on PIVOTAL qualifications
Purpose/Importance	Incentivise public sector employers to award bursaries to students who could potentially address Scarce Skills in the sector
Source/Collection of Data	· Application submitted by public sector employer evaluated and approved · Contract between public sector employer and learner with copy of ID · Data submission by public sector employer in the FASSET specified format
Method of Calculation	Each learner is counted once for reporting after required data and supporting evidence has been received and verified
Data Limitations	Delays in receipt of supporting evidence
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	Projects Manager

3.1.6 Number of unemployed learners where a Bursary Grant is approved and paid annually

Indicator Title	Number of unemployed learners where a Bursary Grant is approved and paid annually
Short 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
Purpose/Importance	Incentivise employers to award bursaries to students who could potentially address Scarce Skills in the sector
Source/Collection of Data	Online application submitted by a FASSET employer evaluated and approved Proof of grant payment approval
Method of Calculation	Each unemployed learner is counted once when the grant has been approved for payment
Data Limitations	Employers submitting incorrect or incomplete supporting evidence Challenges in the public higher education sector
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	PQA Director

3.1.7 Number of unemployed learners awarded a bursary via the FASSET Bursary Scheme annually

Indicator Title	Number of unemployed learners awarded a bursary via the FASSET Bursary Scheme annually
Short 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)
Purpose/Importance	Award bursaries to students who could potentially address Scarce Skills in the sector
Source/Collection of Data	· Application submitted by HEIs, professional body or bursary management agent evaluated and approved · Bursary contract between partner organisation and student with ID and proof of enrolment · Data submission by partner organisation in the FASSET specified format
Method of Calculation	Each learner is counted once for reporting once required data and supporting evidence has been received and verified
Data Limitations	Delays in receipt of supporting evidence
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	Projects Manager

3.1.8 Number of unemployed learners where a Non-PIVOTAL LEG is approved and paid annually

Indicator Title	Number of unemployed learners where a Non-PIVOTAL LEG is approved and paid annually
Short 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
Purpose/Importance	Incentivise employers in the FASSET sector to provide placement opportunities to unemployed graduates. Address Scarce Skills in the sector
Source/Collection of Data	Online application submitted by a FASSET employer evaluated and approved Proof of grant payment approval
Method of Calculation	Date of grant payment approval
Data Limitations	Learners are placed for a period shorter than 12 months
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	Yes
Desired Performance	Higher
Indicator Responsibility	PQA Director

3.1.9 Number of unemployed matriculants funded for placement at FASSET employers annually

Indicator Title	Number of unemployed matriculants funded for placement at FASSET employers annually
Short Definition	Unemployed matriculants are placed at FASSET employers for a minimum of 12 months following work readiness training
Purpose/Importance	Incentivise employers in the FASSET sector to provide placement opportunities to unemployed matriculants Increase employment opportunities for unemployed matriculants
Source/Collection of Data	· Application submitted by organisation evaluated and approved · Copy of learner National Senior Certificate · Contract between FASSET employer and learner with copy of ID · Data submission by organisation in the FASSET specified format
Method of Calculation	Each learner is counted once for reporting once required data and supporting evidence has been received and verified
Data Limitations	Delays in receipt of supporting evidence
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	Yes
Desired Performance	Higher
Indicator Responsibility	Projects Manager

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

Indicator Title	Number of unemployed learners who enter an academic support skills programme for progression at University annually
Short 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
Purpose/Importance	Increase throughput rate at HEIs for specific qualifications associated with Scarce Skills in the sector
Source/Collection of Data	· Application submitted by HEI evaluated and approved · Contract between HEI and student with ID and proof of enrolment · Data submission by HEI in the FASSET specified format
Method of Calculation	Each learner is counted once for reporting once required data and supporting evidence has been received and verified
Data Limitations	Delays in receipt of supporting evidence
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	Yes
Desired Performance	Higher
Indicator Responsibility	Projects Manager

3.1.11 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
Short 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
Purpose/Importance	Increase throughput rate in professional qualifications and designations Reduce Scarce Skills in the sector
Source/Collection of Data	· Application submitted by professional body, or training provider accredited by the professional body, evaluated and approved · Contract between professional body or accredited training provider and learner with ID and proof of enrolment · Copy of learner highest qualification · Data submission by professional body or accredited training provider in the FASSET specified format
Method of Calculation	Each learner is counted once for reporting once required data and supporting evidence has been received and verified
Data Limitations	Delays in receipt of supporting evidence
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	Yes
Desired Performance	Higher
Indicator Responsibility	Projects Manager

3.1.12 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
Short 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
Purpose/Importance	Increase throughput rate in professional qualifications and designations Reduce Scarce Skills in the sector
Source/Collection of Data	· Application submitted by professional body or training provider accredited by the professional body evaluated and approved · Contract between professional body or training provider accredited by the professional body and learner with ID and proof of enrolment · Data submission by professional body or training provider accredited by the professional body in the FASSET specified format
Method of Calculation	Each learner is counted once for reporting once required data and supporting evidence has been received and verified
Data Limitations	Delays in receipt of supporting evidence
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	Yes
Desired Performance	Higher
Indicator Responsibility	Projects Manager

3.1.13 Number of unemployed learners funded for entry on a mathematics and accounting programme

Indicator Title	Number of unemployed learners funded for entry on a mathematics or accounting programme
Short Definition	Assist unemployed learners to enhance their mathematics and accounting results at National Senior Certificate level.
Purpose/Importance	Increase access to higher education
Source/Collection of Data	Application submitted by partner organisation evaluated and approved. Contract between partner organisation and learner with ID and proof of enrolment. Data submission by partner organisation in the FASSET specified format.
Method of Calculation	Each learner is counted once for reporting when required data and supporting evidence has been received and verified
Data Limitations	Delays in receipt of supporting evidence.
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	Yes
Desired Performance	Higher
Indicator Responsibility	Projects Manager

3.1.14 Number of unemployed learners funded for entry to a skills programme offered at a Community Education and Training College annually

Indicator Title	Number of unemployed learners funded for entry to a skills programme offered at a Community Education and Training College annually
Short Definition	Assist unemployed learners to obtain knowledge and skills which contribute to their ability to become economically active
Purpose/Importance	Address knowledge and skills shortages for unemployed learners
Source/Collection of Data	· Application submitted by partner organisation evaluated and approved · Contract between partner organisation and learner with ID and proof of enrolment · Data submission by partner organisation in the FASSET specified format
Method of Calculation	Each learner is counted once for reporting when required data and supporting evidence has been received and verified
Data Limitations	Delays in receipt of supporting evidence
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	Yes
Desired Performance	Higher
Indicator Responsibility	Projects Manager

3.1.15 Number of unemployed learners processed for completion on mid-level learnerships annually

Indicator Title	Number of unemployed learners processed for completion on mid-level learnerships annually
Short Definition	Learnership completions associated with employers in the sector are processed for unemployed learners on NQF levels 1 to 5 learnerships
Purpose/Importance	Learnerships are successfully completed
Source/Collection of Data	Proof of completion submitted and processed on the FASSET system Completion data upload submitted by a professional body
Method of Calculation	Each unique learner is counted once when the learnership agreement is processed for completion (achievement) on the FASSET system
Data Limitations	Delays in receipt of evidence to support completion of learnerships Delays in completion of learnerships
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	PQA Director

3.1.16 Number of unemployed learners processed for completion on high-level learnerships annually

Indicator Title	Number of unemployed learners processed for completion on high-level learnerships annually
Short Definition	Learnership completions associated with employers in the sector are processed for unemployed learners on NQF levels 6 to 10 learnerships
Purpose/Importance	Learnerships are successfully completed
Source/Collection of Data	Proof of completion submitted and processed on the FASSET system Completion data upload submitted by a professional body
Method of Calculation	Each unique learner is counted once when the learnership agreement is processed for completion (achievement) on the FASSET system
Data Limitations	Delays in receipt of evidence to support completion of learnerships Delays in completion of learnerships
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	PQA Director

3.1.17 Number of unemployed learners who completed an academic year or qualification via the FASSET Bursary Scheme annually

Indicator Title	Number of unemployed learners who completed an academic year or qualification via the FASSET Bursary Scheme annually
Short 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
Purpose/Importance	Students' progress within or complete a higher education qualification associated with a Scarce Skill in the sector
Source/Collection of Data	Academic transcript issued by the HEI Data submission by partner organisation in the FASSET specified format
Method of Calculation	Each learner is counted once for reporting once required data and supporting evidence has been received and verified
Data Limitations	Delays in receipt of supporting evidence
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	Projects Manager

3.1.18 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
Short 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
Purpose/Importance	Increase throughput and completion rates at HEIs for specific qualifications associated with Scarce Skills in the sector
Source/Collection of Data	Academic transcript issued by the HEI Data submission by HEI in the FASSET specified format
Method of Calculation	Each learner is counted once for reporting once required data and supporting evidence has been received and verified
Data Limitations	Delays in receipt of supporting evidence
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	Yes
Desired Performance	Higher
Indicator Responsibility	Projects Manager

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

Indicator Title	Number of unemployed learners who complete an academic support PIVOTAL skills programme for progression with a professional body annually
Short 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
Purpose/Importance	Increase throughput rate in professional qualifications and designations Reduce Scarce Skills in the sector
Source/Collection of Data	Confirmation of completion of a professional body qualification or attainment of a professional designation Data submission by professional body or training provider accredited by the professional body in the FASSET specified format
Method of Calculation	Each learner is counted once for reporting once required data and supporting evidence has been received and verified
Data Limitations	Delays in receipt of supporting evidence
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	Yes
Desired Performance	Higher
Indicator Responsibility	Projects Manager

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

Indicator Title	Number of unemployed learners who complete an academic support non-PIVOTAL skills programme for progression with a professional body annually
Short 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
Purpose/Importance	Increase throughput rate in professional qualifications and designations Reduce Scarce Skills in the sector
Source/Collection of Data	Confirmation of completion of a professional body qualification or attainment of a professional designation Data submission by professional body or training provider accredited by the professional body in the FASSET specified format
Method of Calculation	Each learner is counted once for reporting once required data and supporting evidence has been received and verified
Data Limitations	Delays in receipt of supporting evidence
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	Yes
Desired Performance	Higher
Indicator Responsibility	Projects Manager

3.1.21 Number of employed learners processed for registration on mid-level learnerships annually

Indicator Title	Number of employed learners processed for registration on mid-level learnerships annually
Short Definition	Learnership agreements entered into by employers in the sector are processed for employed learners on NQF levels 1 to 5 learnerships
Purpose/Importance	Learnership agreement evaluation and registration is a legislated requirement as per the Learnership Regulations of 2007
Source/Collection of Data	Signed learnership agreement with supporting documents: · Copy of learner's ID · Copy of signed employment contract · Proof of provider accreditation (optional) · Copy of learner's highest qualification (optional) · Copy of learner registration with professional body (optional) OR Data uploaded from the professional body associated with the learnership, submitted in the FASSET specified format

Method of Calculation	Each learner is counted once as per: · 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
Data Limitations	Learnership agreements submitted with incorrect supporting evidence delays processing
Type of Indicator	Input
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	PQA Director

3.1.22 Number of employed learners processed for registration on high-level learnerships annually

Indicator Title	Number of employed learners processed for registration on high-level learnerships annually
Short Definition	Learnership agreements entered into by employers in the sector are processed for employed learners on NQF levels 6 to 10 learnerships
Purpose/Importance	Learnership agreement evaluation and registration is a legislated requirement as per the Learnership Regulations of 2007
Source/Collection of Data	Signed learnership agreement with supporting documents: · Copy of learner's ID · Copy of signed employment contract · Proof of provider accreditation (optional) · Copy of learner's highest qualification (optional) · Copy of learner registration with professional body (optional) OR Data uploaded from the professional body associated with the learnership, submitted in the FASSET specified format
Method of Calculation	Each learner is counted once for: Date of processing of the learnership agreement on the FASSET system OR Date of upload of professional body data on the FASSET system
Data Limitations	Learnership agreements submitted with incorrect supporting evidence delays processing Late registration of learner chartered accountants with SAICA delays receipt and processing of data
Type of Indicator	Input
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	PQA Director

3.1.23 Number of employed learners where a LEG is approved and paid annually

Indicator Title	Number of employed learners where a LEG is approved and paid annually
Short 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
Purpose/Importance	Incentivise employers to support skills development associated with skills needs in the sector
Source/Collection of Data	Online application submitted by a FASSET employer evaluated and approved Proof of grant payment approval
Method of Calculation	Each employed learner is counted once when the grant has been approved for payment
Data Limitations	Employers submit incorrect or incomplete supporting evidence
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	PQA Director

3.1.24 Number of employed learners where a Bursary Grant is approved and paid annually

Indicator Title	Number of employed learners where a Bursary Grant is approved and paid annually
Short 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
Purpose/Importance	Incentivise employers to award bursaries to employees who could potentially address Scarce Skills in the sector
Source/Collection of Data	Online application submitted by a FASSET employer evaluated and approved Proof of grant payment approval
Method of Calculation	Each employed learner is counted once when the grant has been approved for payment
Data Limitations	Employers submitting incorrect or incomplete supporting evidence Challenges in the public higher education sector
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	PQA Director

3.1.25 Number of employed learners awarded a bursary via the NLRG annually

Indicator Title	Number of employed learners awarded a bursary via the NLRG annually
Short Definition	Employers in the FASSET sector can apply for a NLRG for learners on learnerships. The grant is calculated according to a set tariff scale related to progress made on the learnership. The grant is paid directly to NSFAS against the learner's loan account
Purpose/Importance	The intention is to increase retention of learners on learnerships by alleviating debt
Source/Collection of Data	Online application submitted by a FASSET employer evaluated and approved
Method of Calculation	Date of grant approval
Data Limitations	Individual learners are counted once irrespective of the number of applications received and approved
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	PQA Director

3.1.26 Number of employed learners who register for and attend Lifelong Learning Events annually

Indicator Title	Number of employed learners who register for and attend LL events annually
Short Definition	Delegates associated with employers in the sector register for and attend training events associated with critical skills
Purpose/Importance	Critical skills, including both technical and soft skills, are addressed
Source/Collection of Data	Completion of online registration or physical registration form at training venue Signed attendance form
Method of Calculation	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
Data Limitations	Invalid age captured for delegates with non-South African ID numbers Capturing errors made by delegates in the registration process
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	Marketing and Communications Manager

3.1.27 Number of employed learners processed for completion of mid-level learnerships annually

Indicator Title	Number of employed learners processed for completion of mid-level learnerships annually
Short Definition	Learnership completions associated with employers in the sector are processed for employed learners on NQF levels 1 to 5 learnerships
Purpose/Importance	Learnerships are successfully completed Employed learners are upskilled
Source/Collection of Data	Proof of completion submitted and processed on the FASSET system: Proof of successful completion issued by the SETA responsible for quality assurance of the learnership OR Proof of successful completion issued by the professional body associated with the learnership
Method of Calculation	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
Data Limitations	Delays in receipt of evidence to support completion of learnerships Delays in completion of learnerships
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	PQA Director

3.1.28 Number of employed learners processed for completion of high-level learnerships annually

Indicator Title	Number of employed learners processed for completion of high-level learnerships annually
Short Definition	Learnership completions associated with employers in the sector are processed for employed learners on NQF levels 6 to 10 learnerships
Purpose/Importance	Learnerships are successfully completed Employed learners are upskilled
Source/Collection of Data	Proof of completion submitted and processed on the FASSET system: Proof of successful completion issued by the SETA responsible for quality assurance of the learnership OR Proof of successful completion issued by the professional body associated with the learnership

Method of Calculation	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
Data Limitations	Delays in receipt of evidence to support completion of learnerships Delays in completion of learnerships
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	PQA Director

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

Indicator Title	Number of TVET students who enter a National Diploma internship annually
Short Definition	Students from public TVET colleges are placed for completion of an 18 month internship as required for achievement of the National N Diploma
Purpose/Importance	Unemployed TVET learners gain valuable work experience and achieve an NQF level 6 qualification
Source/Collection of Data	· 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 · Data upload from the employer in the FASSET specified format
Method of Calculation	Each learner is counted once for reporting once required data and supporting evidence has been received and verified
Data Limitations	Delays in submission of supporting evidence Data submitted in incorrect format
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	Projects Manager

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

Indicator Title	Number of TVET students who complete a National Diploma internship annually
Short Definition	Students from public TVET colleges complete an 18 month internship as required for achievement of the National N Diploma
Purpose/Importance	Unemployed TVET learners gain valuable work experience and achieve an NQF level 6 qualification
Source/Collection of Data	Confirmation of completion letter submitted by employer AND Data upload from the employer in the FASSET specified format
Method of Calculation	Each learner is counted once for reporting once required data and supporting evidence has been received and verified
Data Limitations	Delays in submission of supporting evidence Data submitted in incorrect format
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	Projects Manager

3.1.31 Number of unemployed learners where a Public Sector Non-PIVOTAL Grant is approved and paid annually

Indicator Title	Number of unemployed learners where a Public Sector Non-PIVOTAL Grant is approved and paid annually
Short 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
Purpose/Importance	Incentivise employers to support skills development associated with skills needs in the public sector
Source/Collection of Data	· Application submitted by public sector employer evaluated and approved · Contract between public sector employer and learner with copy of ID · Data submission by public sector employer in the FASSET specified format
Method of Calculation	Each learner is counted once for reporting once required data and supporting evidence has been received and verified
Data Limitations	Delays in receipt of supporting evidence
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	Projects Manager

3.1.32 Number of unemployed university graduates funded for placement at a FASSET employer annually

Indicator Title	Number of unemployed university graduates funded for placement at a FASSET employer annually
Short Definition	Unemployed university graduates are placed for a minimum 12 month period at a FASSET employer following work readiness training
Purpose/Importance	Increase employment opportunities for unemployed graduates whilst addressing scarce skills in the sector
Source/Collection of Data	· Application submitted by organisation evaluated and approved · Copy of learner highest qualification · Contract between FASSET employer and learner with copy of ID · Data submission by organisation in the FASSET specified format
Method of Calculation	Each learner is counted once for reporting once required data and supporting evidence has been received and verified
Data Limitations	Delays in receipt of supporting evidence
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	Yes
Desired Performance	Higher
Indicator Responsibility	Projects Manager

3.1.33 Number of unemployed university graduates placed at small businesses annually

Indicator Title	Number of unemployed university graduates placed at small businesses annually
Short Definition	Unemployed university graduates are placed at small businesses to increase capacity for the business and enhance employability of the graduate
Purpose/Importance	Increase employment opportunities for unemployed graduates whilst increasing capacity for small businesses
Source/Collection of Data	· Application submitted by organisation evaluated and approved · Copy of learner highest qualification · Contract between FASSET employer and learner with copy of ID · Data submission by organisation in the FASSET specified format
Method of Calculation	Each learner is counted once for reporting once required data and supporting evidence has been received and verified
Data Limitations	Delays in receipt of supporting evidence
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	Yes
Desired Performance	Higher
Indicator Responsibility	Projects Manager

3.1.34 Number of NLPs supported through Discretionary Funding annually

Indicator Title	Number of NLPs supported through Discretionary Funding annually
Short 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
Purpose/Importance	Small businesses gain access to skills development initiatives to support their business
Source/Collection of Data	Proof of payment of grant OR Signed attendance register for LL/LPD event
Method of Calculation	Employers are counted once only for one of: · Date of payment of grant · Delegate attendance captured on the event management system
Data Limitations	Employer levy status changes during the course of the period due to increases or decreases in total payroll
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	Yes
Desired Performance	Higher
Indicator Responsibility	PQA Director

3.1.35 Number of TVET College lecturers funded for entry to a development programme annually

Indicator Title	Number of TVET College lecturers funded for entry to a development programme annually
Short Definition	TVET College lecturers complete a development programme to increase industry exposure and understanding
Purpose/Importance	Increase TVET College lecturer practical knowledge to enhance tuition ability and knowledge transfer
Source/Collection of Data	· Agreement between FASSET and the public TVET college · Agreement between FASSET and the public TVET college lecturer · Agreement between FASSET and the host employer
Method of Calculation	Simple count of each lecturer participating in the programme
Data Limitations	Lack of lecturer motivation to participate in the programme Lack of employers willing to participate in the programme due to concerns around confidentiality of information
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	Yes
Desired Performance	Higher
Indicator Responsibility	Projects Manager

3.1.36 Number of small businesses supported through discretionary funding annually

Indicator Title	Number of small businesses supported through discretionary funding annually
Short 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
Purpose/Importance	Small businesses gain access to skills development initiatives to support their business
Source/Collection of Data	Proof of grant payment approval OR Signed attendance register for LL/LPD event
Method of Calculation	Employers are counted once only for one of: · Date of grant payment approval · Delegate attendance captured on the event management system
Data Limitations	Employer levy status changes during the course of the period due to increases or decreases in total payroll
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	Yes
Desired Performance	Higher
Indicator Responsibility	PQA Director

3.1.37 Number of offices opened at a public TVET college annually

Indicator Title	Number of offices opened at a public TVET college annually
Short Definition	SETA footprint is expanded through establishment of offices at public TVET colleges
Purpose/Importance	Increased access to SETA information and services
Source/Collection of Data	Agreement between FASSET and the public TVET college
Method of Calculation	Each office is counted once when officially opened
Data Limitations	Delays in securing office space Delays in identifying a public TVET college at a location of strategic relevance to the FASSET sector
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	Yes
Desired Performance	Higher
Indicator Responsibility	Executive office

3.2 Sub-programme 3.2: Special projects (including partnerships)

3.2.1 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 HEI annually
Short Definition	A contract or agreement is entered into between FASSET and a public HEI for specified skills development deliverables
Purpose/Importance	Partnerships between SETAs and public HEIs contribute to an integrated post-school education system
Source/Collection of Data	Signed agreement or contract
Method of Calculation	Simple count of each contract or agreement entered into with a public HEI. Each public HEI is only counted once in the financial year, irrespective of the number of agreements entered into
Data Limitations	Delays in finalising contractual arrangements
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	Projects Manager

3.2.2 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
Short Definition	A contract or agreement is entered into between FASSET and a public TVET college for specified skills development deliverables
Purpose/Importance	Partnerships between SETAs and public TVET colleges contribute to an integrated post-school education system
Source/Collection of Data	Signed agreement or contract
Method of Calculation	Simple count of each contract or agreement entered into with a public TVET college. Each college is only counted once in the financial year, irrespective of the number of agreements entered into
Data Limitations	Delays in finalising contractual arrangements
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	Projects Manager

3.2.3 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
Short Definition	A contract or agreement is entered into between FASSET and an employer in the sector for the placement of TVET learners for completion of the National N Diploma internship
Purpose/Importance	TVET learners must complete an 18 month internship for achievement of the National N Diploma Increase capacity of employers and expose employers to TVET learners as a potential resource pool
Source/Collection of Data	Signed agreement or contract
Method of Calculation	Simple count of each contract or agreement entered into 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
Data Limitations	Delays in finalising contractual arrangements
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	Projects Manager

3.3 Sub-programme 3.3: Monitoring, evaluation and reporting

3.3.1 Number of quarterly management reports submitted to DHET annually

Indicator Title	Number of quarterly management reports submitted to DHET annually
Short Definition	Quarterly management reports submitted to DHET within 10 working days after quarter end OR Successful upload of data to SETA Education and Training Management Information System (SETMIS) on a quarterly basis as per the published schedule
Purpose/Importance	Good governance
Source/Collection of Data	Proof of submission to DHET
Method of Calculation	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
Data Limitations	Changes in process or requirements as per DHET
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	Yes
Desired Performance	Exact
Indicator Responsibility	QA Manager

3.3.2 Number of quarterly reports submitted to National Treasury (EME reports) annually

Indicator Title	Number of quarterly reports submitted to National Treasury (EME reports) annually
Short Definition	Quarterly reports on performance information submitted to National Treasury
Purpose/Importance	Good governance
Source/Collection of Data	Proof of submission to National Treasury
Method of Calculation	Each quarterly report is counted once as per date of loading proof of submission on the FASSET system
Data Limitations	Change in process and/or requirements specified by National Treasury
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	Yes
Desired Performance	Exact
Indicator Responsibility	Company Secretary

3.4 Sub-programme 3.4: Career and Vocational Guidance

3.4.1 Number of career guidance events supported annually

Indicator Title	Number of career guidance events supported annually
Short Definition	Participation in and exhibiting at career guidance events hosted by DHET, FASSET, professional bodies, other SETAs, public education institutions, and so forth
Purpose/Importance	Students are made aware of career paths and associated requirements as relevant to the sector
Source/Collection of Data	Confirmation of participation issued by the organiser
Method of Calculation	Each career guidance event is counted once
Data Limitations	Delays in receiving confirmation of participation
Type of Indicator	Input
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Higher
Indicator Responsibility	Marketing and Communications Manager

3.4.2 Number of times FASSET Career Guide is updated annually

Indicator Title	Number of times FASSET Career Guide is updated annually
Short Definition	Career guide is reviewed and updated in collaboration with relevant stakeholders
Purpose/Importance	Distribution of up to date information to scholars and students
Source/Collection of Data	Career guide is approved and published
Method of Calculation	Date of confirmation of final approved career guide is loaded on the FASSET system
Data Limitations	Delays in obtaining feedback and input from relevant stakeholders
Type of Indicator	Output
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
New Indicator	No
Desired Performance	Exact
Indicator Responsibility	Marketing and Communications Manager

4 Programme 4: Quality Assurance

4.1 Sub-programme 4.1: Provider accreditations

4.1.1 Number of skills development providers accredited to offer FASSET programmes annually

Indicator Title	Number of skills development providers accredited to offer FASSET programmes annually
Short Definition	FASSET awards accreditation to skills development providers for programmes as per the delegation issued by the QCTO
Purpose/Importance	Adherence to delegation by the QCTO Increase number of skills development providers who offer finance and accounting related training
Source/Collection of Data	Accreditation application Accreditation report
Method of Calculation	Simple count of each provider where accreditation is awarded in the financial year
Data Limitations	Sub-standard applications, inability of providers to meet accreditation criteria, delays in approving learning material
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	Yes
Desired Performance	Higher
Indicator Responsibility	QA Manager

4.2 Sub-programme 4.2: Learning programmes

4.2.1 Number of discretionary funded learning programmes monitoring reports produced annually

Indicator Title	Number of discretionary funded learning programmes monitoring reports produced annually
Short 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
Purpose/Importance	Monitoring the use of allocated funds to evaluate adherence to contractual obligations or grant criteria
Source/Collection of Data	Monitoring reports following the site visits and/or desktop evaluations
Method of Calculation	Date of evaluation of implementation of monitoring process

Data Limitations	Cancelations of site visits due to unforeseen circumstances, and/or unavailability of supporting evidence
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	Yes
Desired Performance	Higher
Indicator Responsibility	QA Manager

4.3 Sub-programme 4.3: Certifications

4.3.1 Number of qualification and learnership certification reports produced quarterly

Indicator Title	Number of qualification and learnership certification reports produced quarterly
Short 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
Purpose/Importance	Function delegated by the QCTO
Source/Collection of Data	· Data uploads and certification requests from Quality Assurance Partners, Training providers and/or workplace providers in the FASSET prescribed format. · Certification requests submitted to the appointed service provider · Certificates issued to Quality Assurance Partners, training providers and/or workplace providers
Method of Calculation	Date of quarterly review of certification turn-around times
Data Limitations	Data uploads submitted in incorrect format
Type of Indicator	Output
Calculation Type	Cumulative
Reporting Cycle	Quarterly
New Indicator	Yes
Desired Performance	Higher
Indicator Responsibility	PQA Director

4.4 Sub-programme 4.4: Qualification Development

Not applicable

Annexure 3: Alignment between SLA, PIVOTAL and APP targets

Table 22 below indicates the alignment of targets between the SLA, PIVOTAL list and the APP.

Table 22: SLA, PIVOTAL and APP Alignment

Learning Intervention	SLA	PIVOTAL List			APP	
	2019/20 Target	Intervention Planned by the SETA	Occupation	Quantity to be Supported for 2019/20	Indicator	2019/20 Target
ACADEMIC SUPPORT						
Public Sector Placement Grant	60	Learnerships	Accountant	30	3.1.4 Number of unemployed learners where a public sector placement grant is approved and paid annually	60
			Internal Auditor	30		

Learning Intervention	SLA	PIVOTAL List			APP	
	2019/20 Target	Intervention Planned by the SETA	Occupation	Quantity to be Supported for 2019/20	Indicator	2019/20 Target
Learner Employment Grant	1,500				**Total**	**1500**
		Learnerships	Accountant	619	3.1.3 Number of unemployed learners where a LEG is approved and paid annually. 3.1.22 Number of employed learners where a LEG is approved and paid annually	1216 284
			External Auditor	320		
			Information Technology Manager	148		
			Internal Auditor	43		
			Tax Professional	32		
			Bookkeeper	29		
			Investment Manager	20		
		Learner Employment Grant	Accountant	70		
			External Auditor	36		
			Information Technology Manager	16		
			Management Consultant	93		
			Investment Advisor	58		
			Internal Auditor	5		
			Tax Professional	4		
			Compliance Officer	7		
TVET Workplace-based Experience Project	480	TVET Work-Based Experience	Information Technology Manager	96	3.1.28 Number of TVET students who enter a National Diploma internship annually	480
			Bookkeeper	384		

Learning Intervention	SLA	PIVOTAL List			APP	
	2019/20 Target	Intervention Planned by the SETA	Occupation	Quantity to be Supported for 2019/20	Indicator	2019/20 Target
Yes HET! Programme	450	YES HET Work Programme	Accountant	211	e.g. 3.1.31 Number of unemployed university graduates funded for placement at a FASSET employer annually	450
			External Auditor	109		
			Information Technology Manager	51		
			Management Consultant	28		
			Investment Advisor	18		
			Internal Auditor	15		
			Tax Professional	11		
			Investment Manager	6		
			Compliance Officer	1		
Yes NSC! Programme	150	YES NSC Work Programme	Bookkeeper	150	3.1.9 Number of unemployed matriculants funded for placement at FASSET employers	150

Learning Intervention	SLA	PIVOTAL List			APP	
	2019/20 Target	Intervention Planned by the SETA	Occupation	Quantity to be Supported for 2019/20	Indicator	2019/20 Target
ACADEMIC SUPPORT						
Bridging Programme Universities	1 500	Bridging Programmes	Accountant	703	3.1.10 Number of unemployed learners who enter an academic support skills programme for progression at University annually	1500
			External Auditor	363		
			Information Technology Manager	168		
			Management Consultant	95		
			Investment Advisor	59		
			Internal Auditor	49		
			Tax Professional	37		
			Investment Manager	21		
			Compliance Officer	5		
Bridging Programme Professional Bodies	365	Professional Body Qualifications and Designations	Accountant	180	3.1.11 Number of unemployed learners who enter a PIVOTAL professional body programme annually	365
			External Auditor	90		
			Internal Auditor	50		
			Bookkeeper	45		

Learning Intervention	SLA	PIVOTAL List			APP	
	2019/20 Target	Intervention Planned by the SETA	Occupation	Quantity to be Supported for 2019/20	Indicator	2019/20 Target
Public Sector Bursary Grant	50	Bursaries	Accountant	25	3.1.5 Number of unemployed learners where a public sector academic support grant is approved and paid annually	50
			Internal Auditor	25		
Employer Bursary Grant	500				**Total**	**500**
		Bursaries	Accountant	229	3.1.6 Number of unemployed learners where a bursary grant is approved and paid annually 3.1.23 Number of employed learners where a Bursary Grant is approved and paid	400 100
			External Auditor	118		
			Information Technology Manager	55		
			Management Consultant	31		
			Investment Advisor	19		
			Internal Auditor	16		
			Tax Professional	12		
			Bookkeeper	11		
			Investment Manager	7		
			Compliance Officer	2		

Learning Intervention	SLA	PIVOTAL List			APP	
	2019/20 Target	Intervention Planned by the SETA	Occupation	Quantity to be Supported for 2019/20	Indicator	2019/20 Target
Fasset Bursary Scheme	639	Bursaries	Accountant	294	3.1.7 Number of unemployed learners awarded a bursary via the FASSET Bursary Scheme	639
			External Auditor	151		
			Information Technology Manager	70		
			Management Consultant	39		
			Investment Advisor	25		
			Internal Auditor	20		
			Tax Professional	15		
			Bookkeeper	14		
			Investment Manager	9		
			Compliance Officer	2		

Learning Intervention	SLA	PIVOTAL List			APP	
	2019/20 Target	Intervention Planned by the SETA	Occupation	Quantity to be Supported for 2019/20	Indicator	2019/20 Target
NSFAS Loan Repayment Grant	400	Bursaries	Accountant	183	3.1.24 Number of employed learners awarded a bursary via the NLRG annually	400
			External Auditor	95		
			Information Technology Manager	44		
			Management Consultant	25		
			Investment Advisor	15		
			Internal Auditor	13		
			Tax Professional	10		
			Bookkeeper	9		
			Investment Manager	5		
			Compliance Officer	1		

Annexure 4: FASSET 2019-2020 PIVOTAL List

Table 23 below shows the FASSET 2019-2020 PIVOTAL List.

Table 23: FASSET 2019-2020 PIVOTAL List

Occupation Code	Occupation	Intervention Planned by the SETA	NQF Level	NQF Aligned Y/N	Quantity to be supported by SETA	Quantity Needed
2017 - 241101	Accountant	Bursaries	6 - 8	Y	621	2197
		Learnerships	7 & 8	Y	657	
		Bridging Programmes	6 - 8	Y	703	
		YES HET Work Programme	6 - 8	N	211	
		Learner Employment Grant	N/A	N	70	
		Professional Body Qualifications and Designations	5 - 8	Y	180	
2017 - 241104	External Auditor	Bursaries	7 & 8	Y	308	1 135
		Learnerships	7 & 8	Y	324	
		Bridging Programmes	7 & 8	Y	363	
		YES HET Work Programme	7 & 8	N	109	
		Learner Employment Grant	7 & 8	N	36	
		Professional Body Qualifications and Designations	7 & 8	Y	90	
2017 - 133105	Information Technology Manager	Bursaries	7	Y	143	526
		Learnerships	5, 6 & 7	Y	150	
		Bridging Programmes	7	Y	168	
		YES HET Work Programme	7	N	51	
		Learner Employment Grant	5 - 7	N	17	
		TVET Work-Based Experience	3 - 6	N	20	

Occupation Code	Occupation	Intervention Planned by the SETA	NQF Level	NQF Aligned Y/N	Quantity to be supported by SETA	Quantity Needed
2017 - 242101	Management Consultant	Bursaries	6 - 8	Y	80	296
		Bridging Programmes	6 - 8	Y	95	
		YES HET Work Programme	6 - 8	N	28	
		Learner Employment Grant	6 - 8	N	94	
2017 - 241203	Investment Advisor	Bursaries	7 & 8	Y	50	184
		Bridging Programmes	7 & 8	Y	59	
		YES HET Work Programme	6 - 8	N	18	
		Learner Employment Grant	6 - 8	N	58	
2017 - 242211	Internal Auditor	Bursaries	6 - 8	Y	67	153
		Learnerships	6 - 8	Y	74	
		Bridging Programmes	6 - 8	Y	49	
		YES HET Work Programme	6 - 8	N	15	
		Learner Employment Grant	6 - 8	N	5	
		Professional Body Qualifications and Designations	6 - 8	Y	50	
2017 - 241103	Tax Professional	Bursaries	6 - 8	Y	31	115
		Learnerships	6 - 8	Y	33	
		Bridging Programmes	6 - 8	Y	37	
		YES HET Work Programme	6 - 8	N	11	
		Learner Employment Grant	6 - 8	N	4	
2017 - 331301	Bookkeeper	Bursaries	3 - 6	Y	28	104
		Learnerships	3 - 6	Y	30	
		YES NSC Work Programme	3 - 6	N	150	
		TVET Work-Based Experience	3 - 6	N	80	
		Professional Body Qualifications and Designations	3 - 6	Y	45	

Occupation Code	Occupation	Intervention Planned by the SETA	NQF Level	NQF Aligned Y/N	Quantity to be supported by SETA	Quantity Needed
2017 - 241202	Investment Manager	Bursaries	6 - 8	Y	18	65
		Learnerships	6 - 8	Y	21	
		Bridging Programmes	6 - 8	Y	21	
		YES HET Work Programme	6 - 8	N	6	
2017 - 242207	Compliance Officer	Bursaries	6 & 7	Y	4	16
		Bridging Programmes	6 & 7	Y	5	
		YES HET Work Programme	6 & 7	N	1	
		Learner Employment Grant	6 & 7	N	7	