



FASSET

Strategic Plan

For the Period:
1 April 2015 to 31 March 2020

Submitted:
15 November 2018

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ACRONYMS

Abbreviation	Term
AGM	Annual General Meeting
AGSA	Auditor General of South Africa
APP	Annual Performance Plan
ARC	Audit and Risk Committee
ATR	Annual Training Report
BUSA	Business Unity South Africa
CAE	Chief Audit Executive
CEO	Chief Executive Officer
CFO	Chief Financial Officer
COO	Chief Operating Officer
CTA	Certificate in the Theory of Accounting
DHET	Department of Higher Education and Training
DPSA	Department of Public Service and Administration
EE	Employment Equity
EEP	Employment Equity Plan
EXCO	Executive Committee
FASSET	Finance and Accounting Services Sector Education and Training Authority
FINCO	Finance Committee
FMPPI	Framework for Managing Programme Performance Information
HASA	Hospital Association of South Africa
HET	Higher Education and Training
HR	Human Resource
HRDS-SA	Human Resources Development Strategy for South Africa
HRM	Human Resources Management
HREMCO	Human Resources and Remuneration Committee
HWSETA	Health and Welfare SETA
IP	Intellectual Property
IPAP	Industrial Policy Action Plan
IT	Information Technology
LL	Lifelong Learning
LPD	Learner Professional Development
M&E	Monitoring & Evaluation
MANCO	Manager's Committee

Abbreviation	Term
MHET	Minister of Higher Education and Training
MTEF	Medium-Term Expenditure Framework
MTSF	Medium Term Strategic Framework 2014-2019
NDP	National Development Plan
NGO	Non-Governmental Organisations
NGP	New Growth Path
NT	National Treasury
NSA	National Skills Authority
NSAC	National Skills Accord
NSC	National Senior Certificate
NSDS	National Skills Development Strategy
NSF	National Skills Fund
PIVOTAL	Professional, Vocational, Technical and Academic Learning Programme
POPI	Protection for Personal Information Act
PQA	Processing and Quality Assurance
PSET	Post-School Education and Training
QAP	Quality Assurance Partner
QCTO	Quality Council for Trades and Occupations
RMC	Risk Management Committee
SAIPA	South African Institute of Professional Accountants
SARS	South African Revenue Service
SCM	Supply Chain Management
SDL	Skills Development Levy
SETA	Sector Education and Training Authority
SLA	Service Level Agreement
SME	Subject Matter Expertise
SMME	Small, Medium and Micro Enterprise
SP	Strategic Plan
SSP	Sector Skills Plan
TVET	Technical and Vocational Education and Training
WBE	Workplace-Based Experience
WSP	Workplace Skills Plan

Legislative framework

Abbreviation	Full title
B-BBEE	Broad-Based Black Economic Empowerment Act 53 of 2003
BCEA	Basic Conditions of Employment Act 75 of 1997
EEA	Employment Equity Act of 1998
ITA	Income Tax Act 58 of 1962
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 of 1999

FOREWORD

It is our privilege, as the Finance and Accounting Services Sector Education and Training Authority (FASSET) Board, to submit the Strategic Plan (SP) to the Department of Higher Education and Training (DHET) for the period 1 April 2015 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 are doing this by continuing to partner with all our stakeholders, including DHET, and various delivery partners for the benefit of the FASSET sector and the broader economy.

This version of the SP builds on the initial version submitted to DHET in August 2018, and incorporates feedback provided by DHET in October 2018. The SP 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.

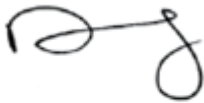
FASSET's strategy, entitled #LastingLegacy was introduced in the 2016/2017 financial year, and remains the SETA's focus until 2020. Within the #LastingLegacy strategy, some revisions had been introduced to FASSET's discretionary-funded programmes, with the intention of ensuring impactful delivery through 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 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 (TVET) 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 SP. Additionally, this SP is submitted in accordance with the requirements of DHET, the PFMA, Treasury Regulations and the FASSET Constitution. In preparing this SP, 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 SP is aligned to the updated FASSET APP for the 2019 – 2020 period. Key aspects of the SP that have been updated since the version last year include an updated situational analysis, redefined strategic goals and objectives, updated organisation details, refined risks, and an overview of the 2019 to 2020 budget and Medium-Term Expenditure Framework (MTEF) estimates.

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

Yours in skills development,



Njabulo Ngwenya
FASSET Chairman


SIGN-OFF

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

This Strategic Plan reflects the strategic direction as well as the goals, outcomes and outputs that FASSET will endeavour to achieve over the 2019/20 period in respect of the 5-year period from 2015 to 2020, in fulfilment of our mandate. It takes into account the relevant policies, legislation and other imperatives that are relevant to our operating environment.

It is signed-off as follows:

Acting Chief Financial Officer:

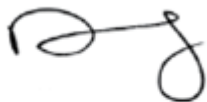
Raymond Mulovhedzi Signature:  _____ Date: _____

Acting Chief Executive Officer:

Elizabeth Thobejane Signature:  _____ Date: _____

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

FASSET Chairman:

Njabulo Ngwenya Signature:  _____ Date: _____

PART A: STRATEGIC OVERVIEW

1 Vision

FASSET's vision is as follows:

- To facilitate the achievement of world-class finance and accounting skills

2 Mission

FASSET's mission is as follows:

- Increase the flow of new finance and accounting entrants into employment;
- Develop and grow the skills required in the sector; and
- Facilitate transformation of the finance and accounting sector.

FASSET's vision and mission are aligned to our organisational strategy and form the foundation upon which we build a pipeline of world-class skills for the broader finance sector whilst driving the transformation strategy for the sector.

3 Values

FASSET's values (see Table 1 below) articulate what the SETA stands for, what we value as an organisation and informs how we interact with our valuable stakeholders. These are values that are shared by internal FASSET stakeholders; the Board, management and staff. The SETA also expects that these values are emulated by sector stakeholders."

Table 1: FASSET Values

Values	What our values mean to us
Professionalism and accountability	We are a high performance, professional team; we strive for excellence through hard work and by taking responsibility and being accountable within an accepted and agreed code of conduct
Ethics	We work with integrity and honesty and respect internal and external stakeholders at all times
Making a difference	We make a difference to the lives of all our stakeholders by identifying their needs and exceeding expectations
Valuing people	We strive to create a motivating and supportive culture by understanding, respecting, developing and valuing each other
Innovation	We continuously innovate and improve to add value to all our stakeholders

4 Legislative and Other Mandates

The SETA is bound by a variety of mandates including legislative and those linked to important policy matters. The sections that follow describe these mandates.

4.1 Legislative Mandates

FASSET has been operating since April 2000 and is responsible for skills development activities within the finance, accounting, management consulting and other financial services sector. It was re-established for a further two-year period from 1 April 2016 to 31 March 2018 by the MHET, Dr Blade Nzimande. The re-establishment has since been further extended until 2020. Confirmation of the SETA's operating licence beyond 2020 period has not yet been communicated by DHET. Within this context, this strategic plan has been drafted with an immediate focus on the 2019-2020 period, while taking into account the SETA's required trajectory over the longer term.

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 introduced programmes and funding policies designed to increase investment in skills development. These pieces of legislation provide 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.

The SETA's *Grant Regulations Regarding Monies Received by a SETA and Related Matters*, which was gazetted on 3 December 2012 and came into effect on 1 April 2013, has also been taken into account in our budgeting and skills programme interventions. Detail on this is included in the relevant sections of this SP.

Other relevant legislative requirements which FASSET is cognisant of, in ensuring that good governance structures and practices such as the PFMA and the National Qualifications Framework are maintained in executing the SETA mandate are as follows:

- The PFMA, which is aimed at promoting good financial management in order to maximise delivery through the efficient and effective use of financial resources; and
- The NQFA, which provides for the regulation of qualifications and professional bodies, and establishes the quality councils that FASSET interacts with.

FASSET is also bound by the following legislation:

- BCEA;
- EEA;
- B-BBEE;
- ITA; and
- PPPFA.

4.2 Policy Mandates

FASSET's strategic planning process has taken cognisance of a number of government policy frameworks that have a direct bearing on our mandate as a SETA in as far as skills development is concerned. In addition, sector-specific charters are also important to the SETA mandate. These are:

- White Paper on Post-School Education and Training (PSET);
- Human Resources Development Strategy for South Africa (HRDS-SA);
- NSDS III;
- Medium Term Strategic Framework (MTSF) 2014-2019;
- National Skills Accord (NSAC);
- New Growth Path (NGP);
- Industrial Policy Action Plan (IPAP);
- National Development Plan (NDP); and
- B-BBEE Codes of Good Practice.

The SETA supports the aims and objectives of the HRDS-SA, which outlines the human resources development strategy for the country; the MTSF, which is a broad government framework that indicates economic growth drivers; as well as NSDS III, which outlines the five-year NSDS and serves as the roadmap for FASSET, within which we will deliver our skills development interventions.

In terms of economic growth and social development, cognisance was taken of the NDP¹ which serves as the blueprint and policy framework for all other government policies. The NDP addresses a wide array of economic and social issues, including education and training. Particular focus has been placed on the need to provide educational and economic opportunities for young people and the imperative to transform the workplace and ownership of businesses. Furthermore, the NSA, which was brokered between government, labour, business and civil society in 2011, to speed up the skilling of young South Africans as a key element of government's NGP, has also been taken into account.

These policy imperatives have provided the backdrop against which FASSET will contribute towards the following national strategic imperatives:

- Increase access to skills development opportunities that enable effective participation in the economy and society by all South Africans, particularly those who have been previously disadvantaged and continue to remain on the fringes of human resource development and economic participation;
- Achieve fundamental transformation of inequities that are linked to race, gender, class, age and disability; and
- Address the challenge of occupational skills shortages with a view to improving productivity within the economy.

The fact that NSDS III is linked to the MTSF, the HRDS-SA, IPAP, the NGP, the NSA, sector development plans, government's goals for rural development, and the new environment

¹ National Planning Commission, *Make our Future Work: National Development Plan 2013*.

strategy, will enable FASSET to deliver against national initiatives on a broader scale in the future.

Furthermore, the White Paper on PSET (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, the increased focus on research, monitoring and impact assessment of SETA interventions, the employability pipeline and the effective use of the SDL.

We recognise that the implementation of the White Paper currently presents some challenges in as far as legislative misalignments are concerned. We will continue to provide inputs to the White Paper and 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.

In terms of these, FASSET will continue to focus on the key components of our Sector Skills Plan (SSP), including:

- The continued promotion of the skills development strategy;
- The delivery of effective projects that impact on the skills needs of our sector and beyond our sector, across the post-schooling system pipeline;
- Emphasis on driving the transformation strategy to ensure that more Black African 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.

Specific detail on how the above policy imperatives are supported, and the links with FASSET programmes and interventions, is detailed in Part C of this SP.

4.3 Relevant Court Rulings

There are two relevant historical court rulings affecting the SETA as outlined below.

4.3.1 Business Unity South Africa

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

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

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

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

4.3.2 Hospital Association of South Africa

The court action here relates to a judgement handed down by the Labour Court in May 2014 on a matter involving the Hospital Association of South Africa (HASA) and the Health and Welfare SETA (HWSETA) and stakeholders within the health and welfare sector where the new SETA Constitutions and the subsequent appointment of SETA Boards by the MHET have been questioned. It was ruled that the MHET could not approve a new SETA constitution and appoint constitutive members to the Board in terms of section 33(2) of the SDA. This judgement was appealed by the Minister.

The Labour Appeal Court has found in favour of HASA and ruled that the new SETA constitution was invalid and that HWSETA Board should be reconstituted in accordance with the 2005 constitution by March 2016.

This ruling has a potential impact on the composition of the current FASSET Board and the status of the SETA constitution. DHET has advised all SETAs that the *status quo* remains in the interim until advised otherwise.

5 Situational Analysis

The institutional environment within which FASSET operates is outlined in great detail in the SSP. Important sector profile and skills priority sections of the SSP have been included in this document. Detail on the strategic-oriented goals and programmes to address challenges emanating from the performance environment are described in the relevant sections of this document. Also outlined in this section is the organisational environment as well as the strategic planning process undertaken, which culminates in the development of the SP and APP.

5.1 Sector Environment

In the 2017/18 financial year a total of 7 101 organisations paid the Skills Development Levy (SDL) to FASSET (FASSET, 2018). In July 2018/19 the number of organisations paying the SDL was 6 962, marking a 2% decrease from 2017/18. Employers in the sector play a very important role in the development of skills for the sector and financial skills for the rest of the economy, especially in terms of the provision of work integrated learning.

Employers in the sector include a number of government institutions such as the South African Revenue Service (SARS), the National Treasury (NT) and the Office of the Auditor General of South Africa (AGSA).

The largest percentage (41%) of SDL-paying organisations can be found in the subsector Accounting, Bookkeeping, Auditing and Tax Services. This subsector consists of a few large accounting and auditing firms and a large number of smaller accounting and auditing practices. Government departments do not pay skills development levies to SARS, but their contribution of 30% of 1% of their payrolls is received via a separate payment to the SETA.

The majority of organisations in the FASSET sector are small. About 95% employ fewer than 50 people and just 5% of organisations employ 50 or more people. Given this context, this strategic plan and the accompanying APP acknowledges the need for a focus on smaller enterprises.

Being the economic hub of South Africa, Gauteng is the province where most workers in the sector are employed. In 2017, 51% were based in Gauteng, 29% in the Western Cape and 7% in KwaZulu-Natal. Relatively small percentages of employees were located in the remaining six provinces. The modest sector presence outside of the economic hubs in the country poses challenges with regard to the SETA's ability to reach rural businesses. The needs of rural learners is not well understood at the moment; an area FASSET plans to research to better understand and address.

Professionals are the largest occupational group of workers in the sector, followed by clerical support workers. The relatively high percentage of managers can be ascribed to the large number of smaller organisations in the sector. The managers in this sector are mostly sourced from the pool of professionals and most of them are professionals with membership in professional bodies.

In 2018, 47% of the workforce in the FASSET sector was African Black, 17% was Coloured and 8% Indian. Whites constituted 26% of the workforce in the sector and non-South Africans, 2%.

African Blacks have traditionally lagged behind other population groups in the FASSET sector. This is highlighted by the fact that 25% of the managers, 37% of professionals, 35% of the technicians and associated professionals and 73% of clerical support workers in the sector are African Black. While 80% of the labour force is African Black, only 47% of the workers in the sector belong to this population group. On the other hand, 26% of the workers in the sector are White while Whites constitute only 8% of the total labour force.

In Gauteng, where the majority of FASSET's sector is located, African Blacks constitute 77% of the labour force, but they form only 52% of the workers in the sector. In the Western Cape Coloureds form 49% of the labour force, but only 39% of the workers in FASSET's sector. In KwaZulu-Natal, Indians form 7% of the labour force but 29% of the workers in FASSET's sector. Most of employees in the FASSET sector are women. In 2018, 48% of managerial, 52% of professional, 55% of technician and associate professional and 79% of clerical support worker positions were occupied by women.

The 2018 WSP data shows that management in the sector is no longer as dominated by men, with almost half of the managers now being women. Furthermore, most employees in the sector, including professionals from which managers are usually sourced, are women.

The sector served by FASSET is relatively small and consists mainly of micro- and small organisations, many of which are professional practices. However, about 82% of the employees in the sector work in the small number of large- and medium-sized organisations. FASSET is thus left with the challenge of balancing the needs and interests of Small, Medium and Micro Enterprises as well as those of large organisations.

The organisations belonging to the sector are largely concentrated in the metropolitan areas of Gauteng, the Western Cape and KwaZulu-Natal. This limits FASSET's ability to reach out to rural areas and to roll out large-scale skills development interventions in rural areas.

The services rendered by organisations in the sector are mainly of a specialised and professional nature; consequently, the sector tends to employ large numbers of professionals and the majority of employees have post-school qualifications. These workers are supported by clerical and administrative staff, which also constitutes a substantial proportion of the employees in the sector.

A special feature of the sector is the presence and influence of a number of professional associations whose roles have become ingrained in the sector's qualification structure, in the organisation of education and training, and in the professional designations used in the sector. The professional bodies play a very important role in skills development in the sector.

The sector has been undergoing transformation over the last ten years and currently Blacks comprise 63% and African Blacks 42% of total employment. This can, in part be ascribed to the fact that few African Black professionals have opened their own professional practices and small businesses in the sector. Transformation of the sector remains a priority that influences all FASSET's skills development interventions.

The following four strategic focus priorities have been identified for the FASSET sector:

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

The SSP describes that the supply of financial skills does not meet the demand for these skills in the FASSET sector and in the rest of the economy. The skills shortages are persistent – as the fact that the same occupations are identified by employers year after year illustrates.

Occupational shortages are reflected in vacancies that are hard to fill and are mainly the result of blockages in the skills pipelines. FASSET monitors occupational shortages on an annual basis through employers' mandatory grant applications. These shortages are to a large extent interlinked with the transformation goals of the organisations in the sector and will only be relieved through larger numbers of Black graduates delivered by the education and training sector with the specific qualifications required in the sector and by more Black graduates progressing to full professional status. Sector stakeholders have also expressed the view that the sector would benefit from potential restructuring of jobs to better accommodate non-degreed individuals. It is expected that this would provide an alternative solution to the lower than required output of university graduates suitable for entry to the sector.

There is an increasing need for most professionals in the sector to have a strong combination of skills including technical (e.g. vocational), business and soft skills, as well as the abilities to think strategically and lead a company, division or group of people. It is particularly challenging to find candidates with this combination of skills early in their careers. This situation may be alleviated, to some extent, by recognition of prior learning (RPL) of those with the experience but lacking formal qualifications. RPL is supported by FASSET through the discretionary grant process.

At this stage there is little statistical information available on the role of emigration in the creation of occupational shortages. However, organisations in the sector employ foreign nationals especially in professional positions. This does, to some extent, help to relieve shortages.

New employees enter the sector through different pathways or pipelines. A key aspect in these pipelines is the number of learners who obtain the National Senior Certificate (NSC) with Maths and Accounting as subjects. These figures have varied substantially in the last few years. Output from the public TVET colleges is still relatively small and pass rates are low. This situation is exacerbated by various other issues, including lecturers' lack of industry experience, and the sector's preference for university graduates, as stressed by sector stakeholders during the SETA's 2018 AGM. There was an increase in the number of graduates with NQF Level 8 qualifications in Accounting over the last five years – especially female graduates.

The reasons for the current mismatches in the sectoral labour market can be found at different points in the skills pipeline. Table 2 summarises the challenges that are experienced at each key point in the pipeline.

Table 2: Key Challenges in Skills Formation in FASSET's sector

Key Point	Pipeline	Key Challenges	Resolution
GENFET/ TVET	School	Maths passes	FASSET is providing a Basic Education and Training Mathematics and Accounting Programme to increase the number of students passing mathematics at a matric level (approximately 450 Grade 9 learners

Key Point	Pipeline	Key Challenges	Resolution	
			who achieved a minimum of 60% will be targeted)	
		Career Guidance	FASSET participates in various career expos to support career guidance in the sector (40 events are targeted for 2019/20).	
		Content of N Courses	FASSET has participated in the process of updating the content of N Courses in the past. Current methods of alleviating this challenge are through the implementation of the TVET WBE programme.	
		Lecturer capacity	FASSET is providing the TVET lecturer development programme (20 lecturers are targeted for 2019/20).	
		Infrastructure	FASSET is providing the TVET WBE programme – this provides the learner with exposure to the latest technology and systems.	
		Work placements (N Diploma)	FASSET is providing the TVET WBE programme.	
	Professional body qualifications	Qualifications in demand outside FASSET's sector	FASSET assist professional bodies through non-PIVOTAL grants which addresses identified and needed qualifications outside the FASSET sector.	
		Work experience needed for completion of qualifications	FASSET provides the following programmes to assist with work experience: <ul style="list-style-type: none"> • Learner employment grant targeted for 2019/20: <ul style="list-style-type: none"> ○ 1216 unemployed learners (PIVOTAL); ○ 450 unemployed learners (Non-PIVOTAL); • Internship Programme (480 TVET students are targeted for 2019/20) • Learnerships targeted for 2019/20: <ul style="list-style-type: none"> ○ 420 unemployed learners on mid-level learnerships ○ 3200 unemployed learners on high-level learnerships ○ 160 employed learners on mid-level learnerships ○ 130 employed learners on high-level learnerships 	
	Higher Education	Students - First degrees and diplomas	Need for financial assistance	<ul style="list-style-type: none"> • FASSET provides the FASSET bursary scheme (563 unemployed learners are targeted for 2019/20)

Key Point	Pipeline	Key Challenges	Resolution
and Training (HET)			<ul style="list-style-type: none"> FASSET provides the National Students Financial Aid Scheme (NSFAS) Loan Repayment Grant (NLRG) (400 employed learners are targeted for 2019/20)
		Low throughput rates	FASSET provides support programmes for academic support and professional body support
	Students - Post graduate degrees	Low pass rate on Certificate in the Theory of Accounting (CTA)	FASSET provides a professional body support programme
	Professional body qualifications	Insufficient learners progress to professional status	FASSET provides a professional body support programme
		Slower transformation at this level	FASSET places emphasis on driving the transformation strategy to ensure that more Black African 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 interventions
	Drop-out from learnerships before completion	FASSET provides a professional body support programme	
Workplace	Job seekers	Work readiness and ability to find employment	<p>FASSET is providing the YES programme for graduates and school leavers. However, FASSET has supported other programmes in the past, over and above the YES programme and will continue to do so in the future. These programmes include:</p> <ul style="list-style-type: none"> TVET WBE Programme Small Business Learner Placement Grant Non-PIVOTAL LEGs LEG
	Ownership of firms	Slow transformation	FASSET has limited control over slow transformation in the sector as this is a long term impact which will be realized; however, FASSET does place emphasis on driving the transformation strategy to ensure that more Black African people, Coloured people in the Western and Northern Cape and people with disabilities

Key Point	Pipeline	Key Challenges	Resolution
			are assisted to gain access to the sector and that B-BBEE imperatives are addressed in all interventions
	Employees	Scarcities remain in certain occupations	The PIVOTAL list produced by FASSET identifies the relevant programmes to be funded – this allows for FASSET to deal with skill scarcities, and match funding to the requirements and needs of the sector.
		Transformation of sector profile	FASSET places emphasis on driving the transformation strategy to ensure that more Black African 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 interventions
		Career development - challenging for small firms	FASSET provides the following programmes to assist career development in small firms: <ul style="list-style-type: none"> • Learner Placement Programme • Lifelong learning • Learner Professional Development (LPD)
		Need for high-level specialisation remains	FASSET has expanded the funding criteria to include funding of employed learners – this is for people who are interested in doing their Masters/PhD

FASSET has, since its inception, developed long-standing partnerships with professional bodies and higher education institutions. These partnerships have become a crucial area of the SETA's interventions in the skills pipeline and consist mainly of professional bodies and educational institutions participating in FASSET's structures and projects initiated by professional bodies and education institutions through a dedicated funding window. Individual projects are monitored throughout and FASSET adapts its criteria for funding from time to time in order to give preference to the most successful intervention types. Placement in further education programmes and employment remains an important criterion for all these projects.

Professional bodies also perform certain functions in terms of the promotion and administration of their own qualifications and learnerships, under their delegation as Quality Assurance Partners (QAP) of the Quality Council for Trades and Occupations. This arrangement has enabled FASSET to remain an effective organisation that collaborates with various professional bodies in the implementation of educational and quality assurance functions by relying on their inherent Subject Matter Expertise (SME).

Historically the public TVET college sector has not been a major contributor of skills to the FASSET sector and FASSET has not been involved with TVET colleges. However, about five years ago FASSET started to engage with TVET colleges on a pilot basis. Based on the

pilot results FASSET came to the conclusion that the best point of intervention is the placement of N6 Business Studies learners for work experience. This intervention is continuing and has so far proved successful, as well as being aligned to the imperatives of DHET. FASSET is further currently funding TVET learner enrolments, in the finance programmes, as we expand our involvement with TVET Colleges.

5.2 Performance Environment

5.2.1 External Environment

The following developments are expected to influence the opportunities and constitute threats in the external environment of FASSET.

5.2.1.1 A Changing Skills Development Landscape

A number of processes underway implies changes to the skills development landscape. Key developments include the formulation of the NSDP and PSET in line with the White Paper on PSET. Anticipated changes include a narrower focus on skills development in the workplace for SETAs; emphasis on quality assurance related to the workplace; and introduction of shared services across SETAs. These anticipated changes provide opportunities and also constitute potential threats.

It provides an opportunity for greater focus and alignment of resources towards skills development in the workplace. Furthermore, it provides an opportunity to simplify and make less onerous quality assurance of skills development in workplaces.

The threat posed is related to the introduction of shared services as this may lead to limited control over the quality of shared services delivered and limit the knowledge and Intellectual Property (IP) relevant to the provision of such services in FASSET.

5.2.1.2 Support for the Skills Pipeline Beyond the Workplace

There is an expectation (as expressed in the directives by the MHET) that SETAs must provide support to the skills pipeline more broadly, and over and above the provision of skills development support for workplaces. For example, SETAs are also expected to develop and implement capacity building and skills development measures related to post-school institutions such as TVET Colleges.

This expectation provides an opportunity to enhance the quality of learners coming through the pipeline and, in turn, improve skills development interventions directed at preparing learners for the workplace and employability.

The threat this poses is that there may be some stakeholders unhappy with this shift in focus as it may imply less funding is available to employers to undertake skills development in the workplace.

5.2.1.3 Increase in the Number of Learners in the Skills Pipeline and Associated Quality Concerns

There is a steady increase in the number of learners in the skills pipeline. While this increase augurs well for supply this may also exacerbate already existing concerns about the quality of the learners produced. Workplaces have to bear the costs of fully equipping learners graduating from the skills pipeline without the required skills for employment. The threat this poses is that funding may be directed away from training in the workplace to training learners in other parts of the skills pipeline.

A key concern from sector stakeholders is the low attractiveness of the sector to new entrants; and the impact this may have on the quality of learners entering the sector.

5.2.1.4 Advances in Technology

Technology is changing the occupational and skills demands in the workplace and sector. Some occupations may no longer exist in future or may be substantially changed. Furthermore, the increasing exposure of firms to cyber-oriented risks with new cyber-security demands stress the importance of staying abreast of the implications of technological changes to occupations and the various professions in the sector.

These developments provide an opportunity for FASSET to lead changes to skills development curricula and modes of delivery that take into account technological advances and the 4th industrial revolution; a leadership role to be undertaken with active support from the sector. Simultaneously, the changes pose a threat since FASSET may be left behind if it does not take significant technological changes into account in the execution of its mandate.

5.2.1.5 Constrained Economic Growth Prospects

South Africa has experienced slow economic growth over the past few years; culminating in its recent entry into a technical recession. This coupled with an uncertain policy environment is constraining investment in new capacity by firms. This is a significant threat to skills development in the sector, given that limited economic growth is likely to dampen demand for skills and employment in the sector.

5.3 Summary – Strengths, Weaknesses, Opportunities and Threats

A summary of the strengths, weaknesses, opportunities and threats for FASSET based on the analysis of external and internal trends and developments are provided in Table 3 below:

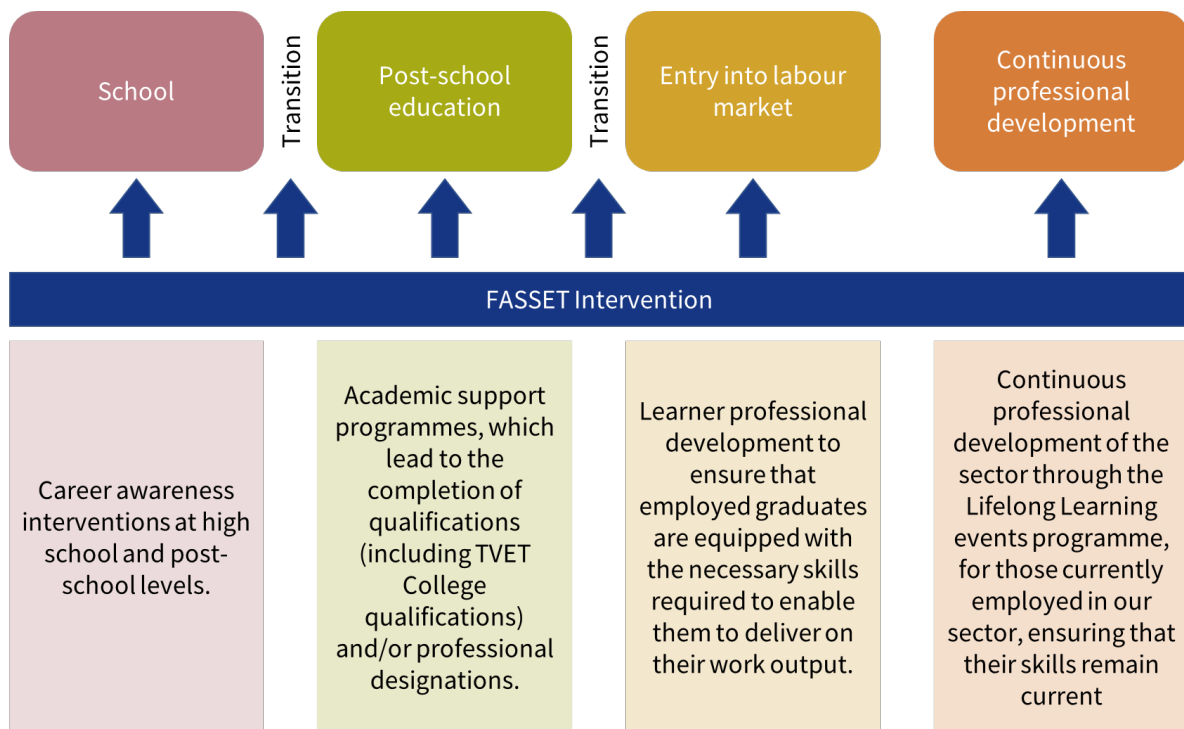
Table 3: Strengths, Weaknesses, Opportunities and Threats

Strengths	Weaknesses
<ul style="list-style-type: none"> Strong, effective working relationships with sector stakeholders, in particular professional bodies, employers and universities. 	<ul style="list-style-type: none"> Less than ideal business operations, underpinned by poor system support, inefficient processes and weak controls The risk of the loss of institutional memory

Strengths	Weaknesses
<ul style="list-style-type: none"> • Positive brand image amongst sector stakeholders. • FASSET management and staff have demonstrated resilience and commitment. • Well established core learning programmes, bolstered through active support from professional bodies • Despite the current recession, FASSET is one of four SETAs still showing growth with regard to its sectors' contribution to GDP – this has been evidenced through increased levy income 	<ul style="list-style-type: none"> at FASSET with the departure of some long tenured staff. • The current lack of adequate staffing capacity. • A perceived lack of attractiveness of the finance and accounting sector as a preferred career choice – which could be due to lack of awareness • Low availability of matriculants that meet PSET entry requirements and graduates that meet current job entry needs
Opportunities	Threats
<ul style="list-style-type: none"> • The expectation to provide support for the educational components of the skills pipeline provides an opportunity to enhance the quality of learners produced in the pipeline. • Opportunity to increase focus on middle-level skills development, should the sector be able to restructure jobs to accommodate non-university graduates at entry level • Opportunity to better meet the skills development needs of small enterprises, township businesses, and rural organisations (e.g. accountants at rural municipalities); through innovative skills delivery mechanisms (e.g. e-learning). • Opportunity to effect best practice, service-oriented operations and management with the support of enabling systems and business processes and a capable workforce • Opportunity to steer the SETA in a new direction, more appropriate to the current landscape, given recent and pending changes at FASSET 	<ul style="list-style-type: none"> • Technological advances in the sector may undermine the relevance of FASSET if it does not take into account, and anticipate, the skills implications of technological change. • Poor delivery from third party stakeholders may negatively influence individuals' perception of FASSET. • Possibility of an increase in smaller training provider companies (with more onerous support requirements from the SETA) should government reduce the threshold for subcontracting on tenders. • Risk that FASSET may lose efficacy should its weaknesses and opportunities not be adequately addressed

FASSET shares the responsibility of skills formation with many other role players, including government, the PSET system, professional bodies and employers (as can be seen in Figure 1 below). 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 where required.

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



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 described below. The FASSET Board first took into consideration the skills formation process as it spans the lifetimes of individuals. FASSET attempts to address the full spectrum of the pipeline to varying extents. Emphasis is placed on overcoming the challenges at every point in the skills formation pipeline.

The three broad areas covered by the skills development priorities are:

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

Specific priorities have been set for each of these priority areas. Specific objectives and proposed targets to which FASSET will commit to are described in this SP.

5.4 Governance

FASSET's organisational environment is underpinned by corporate governance principles and practices. The SETA complies with the PFMA and the King IV Code of Corporate Governance. An implementation plan has also been crafted in preparation for full compliance with the Protection for Personal Information (POPI) Act while from the Information Technology (IT) governance perspective, implementation is underway for Phase 3 of the Department of Public Service and Administration (DPSA) ICT Governance Framework.

We recognise that good governance is at the heart of creating sustainable organisations. This enables us to manage stakeholder concerns, build commitment within and outside the organisation, and to focus on delivery. As such, we comply with the National Treasury Framework

for Strategic Plans and Annual Performance Plans as well as the Annual Reporting Guides from Treasury, which enables us to track key pieces of legislation that are introduced or revised to enable us to align accordingly. We also track our level of compliance related to all supply chain management (SCM) standards and practice notes and also report accordingly to the National Treasury periodically.

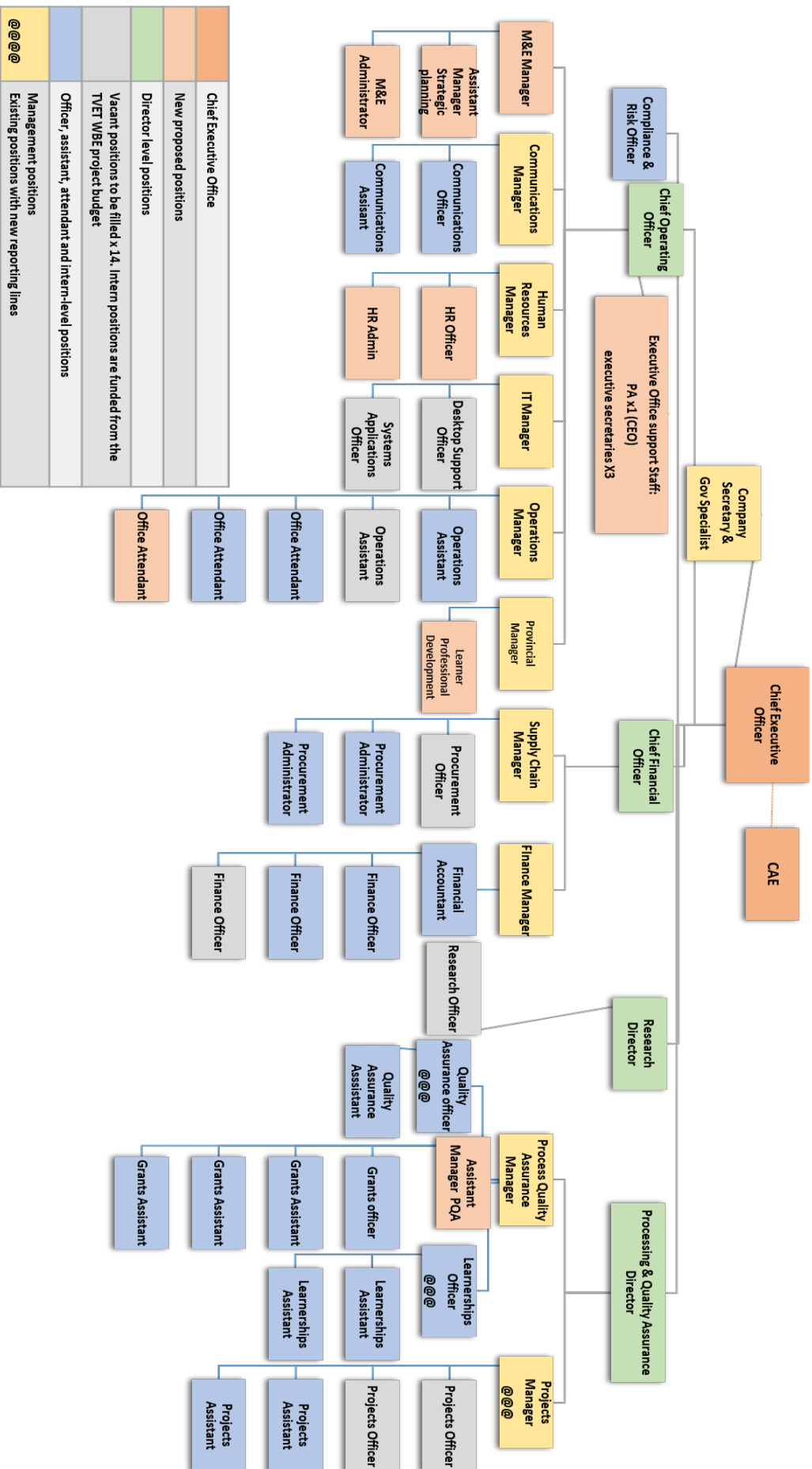
A comprehensive set of policies and procedures is also in place in accordance with FASSET's Constitution and in support of the SSP and the SP. Our Board and other governance structures such as the Executive Committee (EXCO), Finance Committee (FINCO), Audit and Risk Committee (ARC) and HREMCO will continue to ensure that internal controls are implemented and monitored adequately to provide reasonable assurance. Management Committees are also in place, which includes the FASSET Manager's Committee (MANCO), the Risk Management Committee (RMC) and the IT Steering Committee. An integrated quality management system has been institutionalised, which is updated regularly in line with changing business practice and legislative requirements.

Quality assurance is no longer provided in line with the approved QAP model. All previously approved FASSET QAPs have become QAPs of the QCTO. In terms of the QCTO QAP model, sector Professional Bodies are responsible for quality assuring most qualifications in the FASSET sector as directly delegated to them by the QCTO and any new accreditation requests for qualifications that fall in the scope of the Professional Body QAPs will not be performed by FASSET. FASSET remains responsible for certification of all qualifications, which was previously the domain of Professional Bodies, and now delegated to the SETA by the QCTO.

5.5 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 currently outsourced functions. Due to ongoing recruitment, the staff complement increases regularly. The organogram is represented in Figure 2.

Figure 2: FASSET's Organogram



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.

Other key human resource matters are dealt with as follows:

5.5.1 Recruitment and Selection

FASSET has a Recruitment and Selection Policy and an Employment Equity Plan (EEP) that drives Human Resources Management (HRM). An EEP is also compiled and reported on periodically under the oversight of the Employment Equity (EE) Forum and as reported to the Human Resources and Remuneration Committee (HREMCO).

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). The approach to outsourcing non-core functions, within the parameters of the SDA, has enabled us to consistently deliver on our mandate.

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 EEP.

5.5.2 Training and Development

We rely on the knowledge and training of our employees to fulfil the obligations of our mandate. Through our Education and Training Policy, we ensure that our staff is upskilled on an ongoing

basis to meet their development potential and are capacitated to deliver on FASSET's strategic priorities.

We prepare and submit the Mandatory Grant (containing a Workplace Skills Plan (WSP) and Annual Training Report (ATR)). This document outlines our annual training and development plans to be undertaken for our employees and the training conducted in the preceding period.

In alignment with this approach, we have a Recruitment and Selection Policy and an EEP that drives HRM. An EEP is also compiled and reported on periodically under the oversight of the EE Forum and as reported to HREMCO.

5.5.3 Talent Management and Succession Planning

Despite the SETA's re-establishment until 31 March 2020, there is still a very real risk that employees may leave the employment of FASSET at any time, particularly during key periods of delivery. A succession and transitional plan as well as a retrenchment and retention policy has been revised and are in place.

The reality of staff implementing their own exit strategies remains, despite FASSET initiatives, and this risk will be managed accordingly should it materialise.

5.5.4 Recognition and Reward

An integrated performance management system is in place, which includes individual performance contracts, personal learning and development plans and two performance reviews per annum.

The performance management system and incentive scheme, with a maximum value of 14% of the annual remuneration package, are also in place aimed at rewarding exceptional performance.

These are aligned to and support the attainment of the strategic priorities, goals and outcomes outlined in the SP and APP. The incentive scheme exists and certain incentives are paid (including but not limited to an annual performance bonus) at EXCO and HREMCO discretion.

5.5.5 Employee Wellness

The success of any organisation depends heavily on the productivity and work performance of its human resources. The welfare of employees therefore needs to be taken into account focused on maximising individual's potential for functioning properly within a particular work environment.

FASSET has an Employee Wellness Programme aimed at increasing employee morale, engagement and productivity whilst at the same time reducing absenteeism and organisational health risk exposure.

5.5.6 Staff Capacity

At the time of preparation of this SP, FASSET has filled many of the vacancies from 2017/18, with the Chief Executive Officer (CEO) position (currently filled in an acting capacity) being the key appointment pending.

Staff turnover may occur from time to time, however the SETA's retention and succession planning policy attempts to guard against a negative impact of losses.

The full staff complement will enable the SETA to deliver on its mandate.

5.5.7 Strategic Planning Process

FASSET's strategic planning process outcomes (as outlined in Figure 3 below) is informed by the regulatory environment, policy imperatives as well as research detailed in the SSP. This process is conducted annually and commences eight months before the start of the incoming financial year which commences on 1 April.

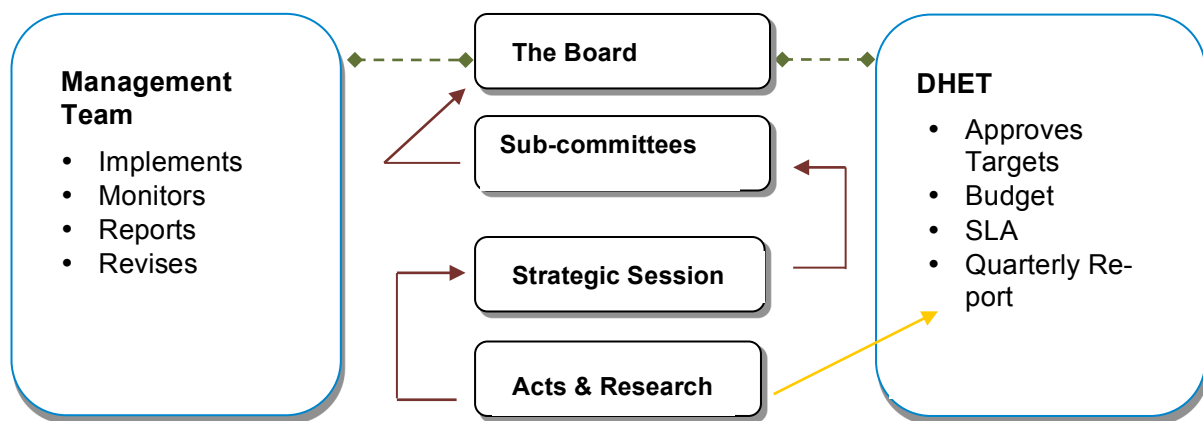


Figure 3: FASSET's Strategic Planning Process

An integrated approach to strategic planning is adopted, which considers strategic, financial and performance information. The process generally followed is that the FASSET management team, sub-committees as well as the FASSET Board generally have an opportunity to provide input, which culminates in a two-day strategic session. At this session, decisions are typically made that inform the strategic direction to be embarked upon in the upcoming financial year. Based on these decisions, programmes are approved and funding is allocated to meet the performance targets that are aligned to the NSDS III goals, outcomes and outputs.

The SP is drafted after the strategic planning session, and submitted to DHET and National Treasury in accordance with requirements and set deadlines. Once approved by DHET, the performance targets and agreed deliverables aligned to NSDS III form the basis for the Service Level Agreement (SLA) entered into between the SETA and DHET.

Subsequent to the Board's strategic planning meeting, the FASSET management team meets to review targets and ensure that appropriate resources are available to enable the achievement of performance targets. Performance against targets is then monitored regularly by way of internal performance management tools, as well as being reported quarterly to the Board and its sub-

committees. External monitoring of targets consists of quarterly reporting to DHET and National Treasury.

The SETA follows National Treasury’s planning and budgeting guidelines. In addition, the government-wide planning and the MTSF inform and align the SETA’s plans on three levels of planning, namely:

1. Five-year SP;
2. APPs and Medium-Term Expenditure Framework (MTEF) targets; and
3. Operational plans of business units and divisions and individual performance agreements.

For the planning period 2019/20, as expected by statutory requirement for the MTEF, FASSET reviewed and amended the strategic goals and objectives considering the relevance and appropriateness of these, as well as taking into account DHET proposed budget programmes for SETAs.

The SP and APP draws on research and monitoring of trends in FASSET’s sector. Preliminary drafts of the SP and APP are generally sent to the FASSET sector as part of consultation processes, where these documents are tabled at the FASSET Annual General Meeting (AGM). Ultimately the Board, as the final consultative forum for the sector, approves the SSP, SP and APP, as is their mandate.

In terms of understanding FASSET’s strategic planning cycle, and performance model, Figure 4 indicates the SETA’s approach to aligning its vision, mission, goals, objectives, targets and indicators with SETA and DHET policy.

Figure 4: FASSET’s Strategic Planning Cycle



6 Strategic Outcome-Orientated Goals of the SETA: 2015/16 – 2019/20

In developing the strategic outcome-oriented goals for the five-year period, we have taken into account the needs of the sector as outlined in our SSP, as well as the objectives set by the NSDS III, MTSF, HRDS-SA, NDP, IPAP, NGP and NSA. Furthermore, we not only considered the needs of our own sector, but also the financial needs of the rest of the economy in fulfilment of FASSET's role as the incubator sector for finance and accounting skills.

Emphasis was also placed on addressing the skills formation process as it spans the lifetime of individuals with a view to overcoming the challenges at every point of the skills formation pipeline as well as ensuring that FASSET, as an organisation, is operating at a high level of efficiency and effectiveness.

The FASSET strategy can be articulated as follows:

- 'Our strategy is to incentivise education, training and skills development in the workplace and post-school education and training institutions, toward the attainment of qualifications and professional designations for employability and employment to meet the critical and scarce skills needs, while at the same time transforming the demographics and addressing anticipated changes in occupational and professional requirements of the sector.'

The four FASSET goals, as linked to the strategic objectives, have been identified for FASSET for the period 2015 – 2020; as detailed in Table 4.

Table 4: Four FASSET Goals

Key Result Area (Programme)	Strategic Outcome Oriented Goal	Goal Statement
Administration	Improve core and supporting FASSET capabilities; thus enabling effective and efficient service delivery	<ul style="list-style-type: none"> • Implement effective and efficient processes • Implement systems that adequately support business processes • Provide sufficient human resources to support operations • Promote good corporate governance and processes • Enhance controls and performance reporting
Skills Planning	Improve sector skills planning	<ul style="list-style-type: none"> • Conduct sector research that informs the SSP, SP and APP • Produce planning outcomes (SSP, SP, APP) approved by DHET and viewed as useful by industry stakeholders
Learning Programmes and Projects	Reduce skills shortages in the sector; thereby enabling employability and transformation	<ul style="list-style-type: none"> • Increase the pool of eligible sector-relevant learners through career guidance initiatives • Enable transformation of the sector through skills development interventions focused on relevant learner and business segments • Support employers in the sector to develop and grow skills levels of the current workforce; particularly for identified occupational shortages and skills gaps • Develop pioneering partnerships with TVET colleges • Increase collaboration with sector stakeholders

Key Result Area (Programme)	Strategic Outcome Oriented Goal	Goal Statement
		<ul style="list-style-type: none"> Measure impact of learning interventions; to ensure desired employability and transformation outcomes
Quality Assurance	Improve the skills quality assurance system for the finance and accounting sector.	<ul style="list-style-type: none"> Collaborate with sector stakeholders to ensure qualifications that meet sector needs and comply with qualifications authority requirements

7 PART B: STRATEGIC OBJECTIVES

FASSET's strategic objectives have been defined by its management team and reviewed by the Board. These strategic objectives are geared towards achieving the SETA's desired end state, in support of its vision and mission. The strategic objectives also take into account FASSET's current context, including challenges stemming from recent changes in the Board and management and the insourcing of supporting functions, which were previously outsourced.

Programmes and performance targets have been identified to address the above strategic objectives. These programmes and targets are reviewed annually as part of the annual strategic planning process to ensure relevance and take into account the current dynamics in the SETA's operating landscape.

Table 5 below outlines the relationship between the Strategic Goals and Strategic Objectives. Refer to Table 4 for the detailed Strategic Goals.

Table 5: Relationship between Strategic Goals and Strategic Objectives

Strategic Objective	Strategic Goal			
	Goal 1: To improve core and supporting FASSET capabilities to ensure service delivery that is effective and efficient	Goal 2: To improve sector skills planning	Goal 3: To address skills shortages in the sector to increase employability and enable transformation	Goal 4: To improve the skills quality assurance system for the fiancé and accounting sector
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	✓			
4. To determine appropriate skills interventions; informed		✓		

Strategic Objective	Strategic Goal			
	Goal 1: To improve core and supporting FASSET capabilities to ensure service delivery that is effective and efficient	Goal 2: To improve sector skills planning	Goal 3: To address skills shortages in the sector to increase employability and enable transformation	Goal 4: To improve the skills quality assurance system for the fiancé and accounting sector
by relevant research				
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				✓
9. To support the professional organisations to align their qualifications to the new dispensation, while ensuring quality				✓

Table 6 below, links skills priority actions to strategic goals and their associated programmes, which are in turn related to strategic objectives (as per Table 5 above) and performance indicators (as detailed in the APP).

Table 6: Link between skills priority actions, strategic goals, programmes, strategic objectives and performance indicators

Skills Priority Actions	Goals	Programmes	Strategic Objectives	Performance Indicators
Developing and growing the skills required in the sector	1	Programme 1: Administration	1. To ensure efficient and effective organisational support (Finance, SCM, HR, IT, Communications) capabilities and operations	1.1.1 Number of facilities management reports produced annually 1.2.1 Number of complete set of AFSs submitted annually to Board and approved by 31 July 1.2.2 Number of monthly budget management reports produced per annum 1.2.3 Number of Approved Procurement Plans submitted annually to DHET and National Treasury by 31 March 1.2.4 Number of Annual Integrated Reports completed and submitted annually by 31 August 1.3.1 Number of Audit Action Plan Implementation

Skills Priority Actions	Goals	Programmes	Strategic Objectives	Performance Indicators
				reports produced annually 1.3.2 Number of Quarterly Governance Charters submitted to DHET annually 1.3.3 Number of Internal Audit Plans implemented by end of the financial year 1.3.4 Number of Board meetings convened annually 1.3.5 Number of policies reviewed annually
Developing and growing the skills required in the sector	1	Programme 1: Administration	2. To establish and maintain enabling, integrated core and supporting systems	1.5.1 Number of times Information and Communication Technology (ICT) strategy is reviewed and approved by the Audit and Risk Committee annually 1.5.2 Number of monthly ICT reports generated annually
Developing and growing the skills required in the sector	1	Programme 1: Administration	3. To ensure a capacitated, capable workforce, empowered by an enabling culture	1.4.1 Percentage of FASSET employees retained annually 1.4.2 Percentage of FASSET employee learning and development plans implemented annually
Developing and growing the skills required in the sector	2	Programme 2: Skills Planning	4. To determine appropriate skills interventions; informed by relevant research	2.1.1 Number of research reports on a model for SETA Grants and Incentives produced annually 2.1.2 Number of research reports on review of community colleges in relation to the FASSET sector produced annually 2.1.3 Number of research reports on FASSET Sector Trends produced annually 2.1.4 Number of research reports on Transformation in the FASSET sector produced annually 2.1.5 Number of Impact Assessments conducted annually 2.1.6 Number of updates per annum to the FASSET Monitoring and Evaluation Report based on research conducted 2.1.7 Number of reports produced for review of the YES programme in relation to the FASSET sector annually 2.1.8 Number of SETA Benchmarking reports produced annually 2.1.9 Number of Non-PIVOTAL Grant Assessment reports submitted annually 2.1.10 Number of Public Sector Grants Assessment reports produced annually 2.2.1 Number of final SSP submissions to DHET by due date annually 2.3.1 Number of large firms WSP/ATR (Skills Development Plan) approved and Mandatory Grant paid annually 2.3.2 Number of medium firms WSP/ATR (Skills Development Plan) approved and Mandatory Grant paid annually 2.3.3 Number of small firms WSP/ATR (Skills Development Plan) approved and Mandatory Grant paid annually 2.3.4 Number of Government Department WSP/ATR (Skills Development Plan) approved annually
Developing	2,3	Programme 3:	5. To enable and	3.1.1 Number of unemployed learners processed for

Skills Priority Actions	Goals	Programmes	Strategic Objectives	Performance Indicators
and growing the skills required in the sector		Learning Programmes	enhance skills development in and for the finance and accounting sector, in partnership with relevant stakeholders	<p>registration on mid-level learnerships annually</p> <p>3.1.2 Number of unemployed learners processed for registration on high-level learnerships annually</p> <p>3.1.3 Number of unemployed learners where a LEG is approved and paid annually</p> <p>3.1.4 Number of unemployed learners where a Public Sector Placement Grant is approved and paid annually</p> <p>3.1.5 Number of unemployed learners where a Public Sector Academic Support Grant is approved and paid annually</p> <p>3.1.6 Number of unemployed learners where a Bursary Grant is approved and paid annually</p> <p>3.1.7 Number of unemployed learners awarded a bursary via the FASSET Bursary Scheme annually</p> <p>3.1.8 Number of unemployed learners where a Non-PIVOTAL LEG is approved and paid annually</p> <p>3.1.9 Number of unemployed matriculants funded for placement at FASSET employers annually</p> <p>3.1.10 Number of unemployed learners who enter an academic support skills programme for progression at University annually</p> <p>3.1.11 Number of unemployed learners who enter a PIVOTAL professional body programme annually</p> <p>3.1.12 Number of unemployed learners who enter a non-PIVOTAL professional body programme annually</p> <p>3.1.13 Number of unemployed learners funded for entry on a mathematics and accounting programme</p> <p>3.1.14 Number of unemployed learners funded for entry to a skills programme offered at a Community Education and Training College annually</p> <p>3.1.15 Number of unemployed learners processed for completion on mid-level learnerships annually</p> <p>3.1.16 Number of unemployed learners processed for completion on high-level learnerships annually</p> <p>3.1.17 Number of unemployed learners who completed an academic year or qualification via the FASSET Bursary Scheme annually</p> <p>3.1.18 Number of unemployed learners who complete an academic support skills programme for progression at University annually</p> <p>3.1.19 Number of unemployed learners who complete a PIVOTAL professional body programme annually</p> <p>3.1.20 Number of unemployed learners who complete a non-PIVOTAL professional body programme annually</p> <p>3.1.21 Number of employed learners processed for registration on mid-level learnerships annually</p> <p>3.1.22 Number of employed learners processed for registration on high-level learnerships annually</p> <p>3.1.23 Number of employed learners where a LEG is approved and paid annually</p> <p>3.1.24 Number of employed learners where a Bursary Grant is approved and paid annually</p> <p>3.1.25 Number of employed learners awarded a bursary via the NLRG annually</p> <p>3.1.26 Number of employed learners who register for and attend Lifelong Learning Events annually.</p> <p>3.1.27 Number of employed learners processed for</p>

Skills Priority Actions	Goals	Programmes	Strategic Objectives	Performance Indicators
				<p>completion of mid-level learnerships annually</p> <p>3.1.28 Number of employed learners processed for completion of high-level learnerships annually</p> <p>3.1.29 Number of TVET students who enter a National Diploma internship annually</p> <p>3.1.30 Number of TVET students who complete a National Diploma internship annually</p> <p>3.1.31 Number of unemployed learners where a Public Sector Non-PIVOTAL Grant is approved and paid annually</p> <p>3.1.32 Number of unemployed university graduates funded for placement at a FASSET employer annually</p> <p>3.1.33 Number of unemployed university graduates placed at small businesses annually</p> <p>3.1.34 Number of NLPs supported through Discretionary Funding annually</p> <p>3.1.35 Number of TVET College lecturers funded for entry to a development programme annually</p> <p>3.2.1 Number of partnership agreements signed between FASSET and a public higher education institution annually</p> <p>3.2.2 Number of partnership agreements signed between FASSET and a public TVET college annually</p> <p>3.2.3 Number of partnership agreements signed between FASSET and an employer for placement of TVET learners annually</p> <p>3.3.1 Number of quarterly management reports submitted to DHET annually</p> <p>3.3.2 Number of quarterly reports submitted to National Treasury (EME reports) annually</p>
Increasing the flow of new finance and accountancy entrants into employment	3	Programme 3: Learning Programmes	6. To promote the finance and accounting sector as a preferred career choice for new entrants into the labour market	<p>3.4.1 Number of career guidance events supported annually</p> <p>3.4.2 Number of times FASSET career guide is updated annually</p>
Facilitating transformation of the Finance and Accountancy Services Sector	3	Programme 3: Learning Programmes	7. To enable transformation of the finance and accounting profession and sector through targeted funding of skills interventions	3.1.36 Number of small businesses supported through discretionary funding annually
Developing and growing the skills required in the sector	4	Programme 3: Learning Programmes	8. To ensure value and impact of the SETA's funded interventions, while ensuring compliance	3.1.37 Number of offices opened at a public TVET college annually
Developing and growing the skills	4	Programme 4: Quality Assurance	9. To support the professional organisations to	<p>4.1.1 Number of skills development providers accredited to offer FASSET programmes annually</p> <p>4.2.1 Number of discretionary funded learning</p>

Skills Priority Actions	Goals	Programmes	Strategic Objectives	Performance Indicators
required in the sector			align their qualifications to the new dispensation, while ensuring quality	programmes monitoring reports produced annually 4.3.1 Number of Qualification and Learnership Certification reports produced quarterly

8 Budget Programmes

Strategic programmes have been identified and will be supported through the Mandatory Grant and discretionary-funded programmes. Under the theme of #LastingLegacy, the SETA's focus on facilitating the development of finance and accounting skills needed by the sector and the broader economy through a pipeline approach will be sharpened to ensure impactful delivery during the SETA's re-establishment period. This entails a deliberate focus on the following two key strategic programmes:

1. Facilitating learner placements and enhancing the employability prospects for sustained employment; and
2. Supporting the academic achievement of learners on PIVOTAL programmes.

These two programmes will be pursued with the intention of ensuring that a high success rate of programmes funded is achieved. Furthermore, non-PIVOTAL programmes will also be supported to include career awareness, the provision of Lifelong Learning (LL) and Learner Professional Development, as well as the implementation of non-PIVOTAL Bridging Programmes. This will be underpinned by a robust stakeholder engagement programme, enterprise risk management and continued research for the purposes of tracking, monitoring and measuring the impact of FASSET-funded programmes.

The core funding principles as previously approved by the Board will be maintained to address the transformation strategy through the continued focus on funding programmes directed at African Black learners, Coloured people in Western and Northern Cape and all people with disabilities, and aligned to the scarce skills imperative.

The strategic programmes will be implemented with the objective of increasing the flow of new finance and accounting entrants into the South African economy, developing and growing the skills required in the sector and facilitating transformation of the demographic profile of the finance and accountancy sector.

8.1 Programme 1: Administration

8.1.1 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, Operations, Human Resources,

Information Technology, Communications and SCM. This programme also aims to establish and maintain enabling, integrated core and supporting systems, as well as ensure a capacitated, capable workforce, empowered by an enabling culture.

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. The majority 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. Given this context, it is key that internal FASSET capabilities are stabilised and strengthened to acceptable levels.

8.1.2 Strategic Objectives

Three Strategic Objectives relate to this Programme and are detailed in table 7 below.

Table 7: Programme 1 Administration – Strategic Objectives

Objective Number	Objective Description
Strategic Objective 1	To ensure efficient and effective organisational support (Finance, SCM, HR, IT, Communications) capabilities and operations
Objective Statement	To provide support according to the SETA's requirements, SP and APPs for the remainder of the strategic plan period (2019/20)
Baseline	Partial compliance with applicable legislation, policies and procedures with regards to financial management, SCM, HR, IT and communications for the 2017/18 year
Strategic Objective 2	To establish and maintain enabling, integrated core and supporting systems
Objective Statement	To adequately support the SETA's business operations for the remainder of the strategic plan period (2019/20); as indicated by system audits and user satisfaction surveys
Baseline	<ul style="list-style-type: none"> • User satisfaction surveys have been conducted annually • System audits have not been conducted separately in the past, however IT has been included as part of the AGSA audit
Strategic Objective 3	To ensure a capacitated, capable workforce, empowered by an enabling culture
Objective Statement	To ensure adequate staffing capacity (less than 5% vacancies) and performance (average individual performance rating of 3 or greater)
Baseline	<ul style="list-style-type: none"> • 8.6% vacancies for 2017/18 • The average individual performance rating for 2016/17 was 3.15/5. The average individual performance rating for 2017/18 was not available at time of writing

8.1.3 Risk Management

Key risks are identified in Table 8 below.

Table 8: Programme 1 Administration – Risks

#	Risk	Risk Description	Risk Mitigation
1	Non-conformance to administrative, procurement and financial management policies, legislation and procedures.	<ul style="list-style-type: none"> • SCM legislation, policies and procedures not complied with • Delays in the procurement process, impacting negatively on the FASSET's implementation • Irregular and wasteful expenditure • Qualified audit • Products and services not being procured at optimal value 	<ul style="list-style-type: none"> • Strict adherence to SCM policies and procedures • Regular internal and external audits, including, but not limited to procurement
2	Ineffective contract management	<ul style="list-style-type: none"> • Payments made outside of approved contract periods • Contract extensions not appropriately accounted for • Incorrect commitment disclosures 	<ul style="list-style-type: none"> • Regular review of the contract management schedule • Regular review of the commitments register • Contracts are legally vetted and include provisions for project delays and/ or poor/ non-performance
3	Poor implementation of organisation-wide M&E Framework	<ul style="list-style-type: none"> • Lack of commitment to implement processes • Lack of capacity in the implementation of the M&E framework • Non-adherence to FMPPPI 	<ul style="list-style-type: none"> • Provide capacity building on monitoring and evaluation • Report on non-compliance to M&E activities • Report on non-compliance to FMPPPI • Ensure adequate system support for M&E
4	Poor implementation of staff training and development	<ul style="list-style-type: none"> • Poor knowledge sharing culture • Poorly skilled workforce 	<ul style="list-style-type: none"> • Staff development budget and individual development plans • Encourage personal development and team-building • Succession planning (critical positions) • Regular performance appraisals
5	Delays in recruitment and transfer of knowledge to new employees	<ul style="list-style-type: none"> • Lack of capacity in the implementation of the insourcing of Finance and IT within FASSET 	<ul style="list-style-type: none"> • Recruitment planning and implementation • Induction sessions • Succession planning (critical positions)

8.1.4 Resource Considerations

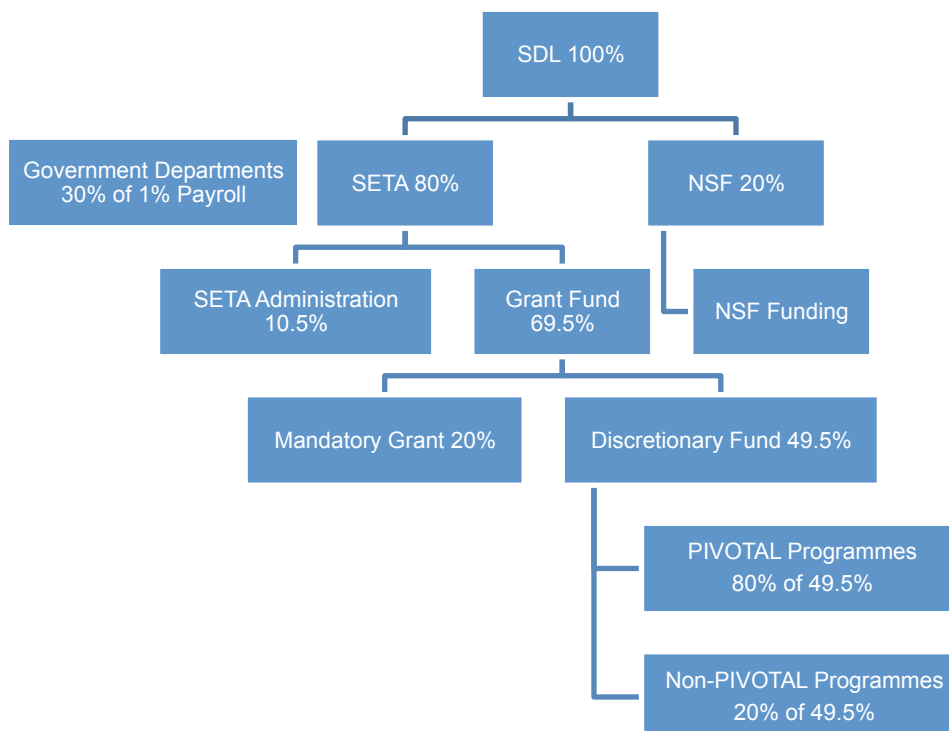
8.1.4.1 Financial Resources

The main source of revenue for the period is the SDL (1% of the payroll of the business) which is paid by employers, in accordance with the SDLA. Additional levy contributions are received from Government Departments falling within the FASSET sector in line with a directive from the DPSSA that 30% of 1% of payroll of Government Departments should be allocated to SETAs for skills development programmes. The funding received is then channelled towards the following funding streams as depicted in Figure 5 **Error! Reference source not found.** below.

The strategic direction and principle decisions adopted by the Board are as follows:

- Mandatory Grants aimed at supporting skills development initiatives in the workplace;
- Discretionary Grants, aimed at increasing access to occupationally-directed programmes in needed areas, as well as to expand the availability of skills. A transformation focus has been included as a key imperative;
- Policy imperatives that keep FASSET at the cutting-edge through interventions such as research. Such imperatives inform strategic decisions and communications initiatives that advocate the FASSET brand and position the sector as the sector career of choice; and
- Direct interventions that include well-received projects such as Lifelong Learning, FASSET Bursary Scheme and the TVET Workplace-Based Experience (WBE) project.

Figure 5: Funding 2019/20



Sufficient financial resources have been budgeted to ensure that good governance and innovative leadership within FASSET are not compromised. In the 2016/17 financial year FASSET's actual SDL income was R487 195 000. This figure increased to R535 310 000 in the 2017/18 financial year. Levy income is expected to increase, despite the economic downturn.

The budget for programme 1 is given below:

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	4 144	4 442	4 423	11021	14 340	15 282	21 428
Sub-programme 1.2: Finance, SCM and Assets	881	1 080	1 634	10 775	12 777	7 503	8 641
Sub-programme 1.3: Governance (Audit and Risk)	3 458	10 862	8 749	8 027	7 358	7 924	8 927
Sub-programme 1.4: Human Resources	17 823	20 265	18 609	31 688	34 161	41 289	45 709
Sub-programme 1.5: Information Technology	12 659	14 043	15 536	9 909	3 421	4 520	6 754
Total	38 966	50 692	48 952	71 420	72 057	76 520	91 460

8.1.4.2 Human Resources

The FASSET HR Strategy is aligned to the SETA's overall strategy. The SETA is focussed on achieving targets and performing in terms of its values referred to in Section 3. The FASSET staff complement at the end of the past financial year was 28 of which 26 people were permanent staff members, two people were on contract and three staff were working in internship positions. The staff turnover rate was 14.8% in the 2017/18 financial year.

The staff complement as at the time of drafting the current Strategic Plan was 42 people, it is planned to be 45 for the new financial year.

8.2 Programme 2: Skills Planning

8.2.1 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.

8.2.2 Strategic Objectives

A key Strategic Objective relates to this Programme and is detailed in Table 9 below.

Table 9: Programme 2 Skills Planning – Strategic Objectives

Objective Number	Objective Description
Strategic Objective 4	To determine appropriate skills interventions; informed by relevant research
Objective Statement	<ul style="list-style-type: none"> To produce a SSP, SP and APP that is approved by DHET To complete 10 research projects per year that inform the SSP
Baseline	<ul style="list-style-type: none"> SSP, AP and APP submitted to, and approved by, DHET in 2017/18 10 Research projects completed in 2017/18

8.2.3 Risk Management

Key risks are identified in Table 10 below.

Table 10: Programme 2 Skills Planning – Risks

#	Risk	Risk Description	Risk Mitigation
1	Limited research capacity	<ul style="list-style-type: none"> Uninformed decision-making Lack of internal research capacity for high level research Lack of research outputs Lack of application of research findings 	<ul style="list-style-type: none"> Interaction with the finance cluster concerning SSP Outsourcing of technical and large-scale research projects Employment of staff, should the research agenda grow Regular monitoring and evaluation of research outputs and reporting Development of the Research Strategy and the Annual Research Plan
2	Poor quality WSP/ATR data misinforms skills planning	<ul style="list-style-type: none"> Data provided by employers in WSPs/ATRs lacks required accuracy and usefulness given the way in which data is captured Poor data capture relates to data provision potentially being undertaken by inappropriate people or without the requisite care 	<ul style="list-style-type: none"> Educate employers on the importance of the provision of sound WSP and ATR data Support employers in the capture of WSPs and ATRs, e.g. via training Supplement insights gained through analysis of WSP/ATR data with stakeholder consultations to ensure veracity of skills insights
3	Strategic planning outcomes are not widely accepted	<ul style="list-style-type: none"> Inadequate consultation during and following the strategic planning process may result in low buy-in to the outcomes of the planning process, both internally and externally 	<ul style="list-style-type: none"> Ensure adequate involvement from the management team and the Board in the strategic planning process Consult with external stakeholders to source input to the strategic plan Communicate the strategic plan to external stakeholders, e.g. through

#	Risk	Risk Description	Risk Mitigation
			the AGM
4	Insufficient budget allocated to specialised research	<ul style="list-style-type: none"> Insufficient budget is allocated to research to account for specialised research 	<ul style="list-style-type: none"> Ensure the research plan is well interrogated to ensure specialised research needs are properly understood and funded
5	SSP does not meet requirements from all stakeholders	<ul style="list-style-type: none"> Potentially conflicting requirements from different government entities result in one or more of the requirements not being met 	<ul style="list-style-type: none"> Where conflicting requirements arise, bring the different government departments together to agree a common and consistent set of requirements

8.2.4 Resource Considerations

8.2.4.1 Financial Resources

Research is a core activity of SETA and this is reflected in an annual budget allocated to research activities.

The budget for programme 2 is given below:

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)	840	1 635	844	1 000	1 060	1 124	1 236
Sub-programme 2.2: Sector Skills Plan	N/A	N/A	N/A	750	795	943	1 037
Sub-programme 2.3: WSPs and ATRs	55 915	73 245	74 400	79 911	83 826	84 270	92 697
Total	56 755	74 880	75 244	81 661	85 682	86 336	94 970

8.2.4.2 Human Resources

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 with.

8.3 Programme 3: Learning Programmes and Projects

8.3.1 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.

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

To deliver on FASSET's strategic goals, collaboration with TVET colleges needs to form a key component of the SETA's partnership approach. Pilot implementations at TVET colleges over the past 5 years have informed the way forward; including establishment of FASSET offices at TVETs and relevant qualification development. Collaboration with other sector stakeholders is also key – the SETA is in the process of establishing various stakeholder working committees to address this need.

8.3.2 Strategic Objectives

Strategic Objectives linked to this programme are detailed in Table 11 below.

Table 11: Programme 3 Learning Programmes and Projects – Strategic Objectives

Objective Number	Objective Description
Strategic Objective 5	To enable and enhance skills development in and for the finance and accounting sector, in partnership with relevant stakeholders
Objective Statement	<ul style="list-style-type: none"> To ensure at least 85% of the overall learner target is met for the remainder of the strategic plan period (2019/20) To establish partnerships with the targeted number of professional organisations and training providers
Baseline	<ul style="list-style-type: none"> 68.7% of overall learner target met for 2017/18 3 partnership agreements with professional bodies, 9 project partnership agreements with HEIs and 24 partnership agreements with employers for placement of TVET learners
Strategic Objective 6	To promote the finance and accounting sector as a preferred career choice for new entrants into the labour market
Objective Statement	To undertake the targeted number of career awareness events for the remainder of the strategic plan period (2019/20)
Baseline	33 career awareness events for 2017/18

Objective Number	Objective Description
Strategic Objective 7	To enable transformation of the finance and accounting profession and sector through targeted funding of skills interventions
Objective Statement	To meet the NSDS III targets with regard to race, gender, disability and to demonstrate continuous improvement for rural and youth learners
Baseline	NSDSIII targets were met for race and gender in 2017/18

8.3.3 Risk Management

Key risks are identified in Table 12 below.

Table 12: Programme 3 Learning Programmes and Projects – Risks

#	Risk	Risk Description	Risk Mitigation
1	Low impact in closing the scarce skills gap in the FASSET sector	<ul style="list-style-type: none"> Lack of adequate information to determine the impact made in addressing the scarce and critical skills within the sector as a result of weak monitoring and evaluation of projects undertaken 	<ul style="list-style-type: none"> Identify and conduct different types of evaluation studies to determine the impact of the learning programmes in closing the scarce and critical skills gap in the sector.
2	Inaccurate reporting of performance information.	<ul style="list-style-type: none"> Unclear Technical Indicator Descriptions (TIDs) do not allow for discrete / distinct measurement of target achievement, leading to misinterpretation by oversight bodies such as the AGSA and DHET, as well as possible internal misinterpretations. 	<ul style="list-style-type: none"> Ensure that TIDs are written in a simple and explicit manner. TIDs are duplicated exactly, where necessary, across documents e.g. APP, SP. Ensure adherence to the NT FMPPI.
3	Nomination of projects which do not serve the sector requirements	<ul style="list-style-type: none"> Limited evidence of research Ad hoc decisions taken during strategic planning process 	<ul style="list-style-type: none"> Decision on programmes and projects funded through discretionary funding to be based on research-based evidence and scarce skills
4	Non-responsiveness by PSET institutions	<ul style="list-style-type: none"> TVETs curriculum not aligned to sector needs resulting in PSET institutions delivering programmes not relevant to sector 	<ul style="list-style-type: none"> Facilitating engagements between sector stakeholders and post schooling education institutions so as to get the institutions to offering sector relevant/responsive programmes
5	Low to no impact outcomes from partnerships	<ul style="list-style-type: none"> Ill-conceived partnerships that are not aligned to strategic priorities of SETA stakeholders Lack of 	<ul style="list-style-type: none"> Process and procedures for conceptualising partnerships to be in alignment with strategy

#	Risk	Risk Description	Risk Mitigation
		positive outcomes • Lack of sufficient partnerships, particularly in rural areas	• Dedicated staff to support the conceptualisation of partnerships and manage implementation including monitoring, regular reporting and evaluation, as well as managing risks

8.3.4 Resource Considerations

8.3.4.1 Financial Resources

Discretionary grant disbursements have shown a marked increase in previous years mainly attributed to the legislated increase in discretionary levies from 20% to 50%. Furthermore, any surplus monies are allocated for programmes and projects.

Additional funding is also leveraged through partnerships whereby learning programmes and projects are co-funded through employer Mandatory Grants and the funding contributions of partner institutions and other organs of state.

The budget for programme 3 is given below:

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	316 116	262 635	194 777	681 819	413 663	427 266	515 684
Sub-programme 3.2: Special Projects	N/A	N/A	N/A	N/A	0	0	0
Sub-programme 3.3: Monitoring, Evaluation and Reporting	N/A	N/A	N/A	N/A	0	0	0
Sub-programme 3.4: Career and Vocational Guidance	N/A	N/A	N/A	2 280	2 531	2 759	2 979
Sub-programme 3.5: Project Admin					33 746	32 435	42 054
Total	316 116	262 635	194 777	684 099	449 940	462 460	560 717

8.3.4.2 Human Resources

The key personnel supporting this programme include:

- CEO;

- COO;
- CFO;
- PQA Director;
- Project Manager;
- SCM Manager;
- Communications Manager;
- Company Secretary;
- Financial Manager;
- Operations Manager; and
- HR Manager.

8.4 Programme 4: Quality Assurance

8.4.1 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.

8.4.2 Strategic Objectives

One Strategic Objective is linked to this Programme and is detailed in Table 13 below.

Table 13: Programme 4 Quality Assurance – Strategic Objectives

Objective Number	Objective Description
Strategic Objective 9	To support the professional organisations to align their qualifications to the new dispensation, while ensuring quality
Objective Statement	To ensure at least 6 of the 30 qualifications are QCTO-aligned within the remainder of the strategic plan period (2019/20)
Baseline	2 of the qualifications QCTO aligned in the 2017/18 period

8.4.3 Risk Management

Key risks are identified in Table 14 below.

Table 14: Programme 4 Quality Assurance – Risks

#	Risk	Risk Description	Risk Mitigation
1	Slow throughput of learners on occupational	<ul style="list-style-type: none"> • Learners not having access to NQF-registered qualifications as a result of 	<ul style="list-style-type: none"> • Influencing QCTO policies based on research evidence and best practice models.

#	Risk	Risk Description	Risk Mitigation
	programmes due to change in policies from QCTO	the QCTO changing policies, making stakeholders reluctant to implement new occupational qualifications.	<ul style="list-style-type: none"> Capacity building, supporting training and workplace providers on QCTO processes.
2	Slow process for updating occupational qualifications and part-qualifications relevant to the FASSET sector.	<ul style="list-style-type: none"> QCTO delays in processing qualifications submitted for registration, which discourages stakeholders. 	<ul style="list-style-type: none"> Participate in QCTO structures to influence QCTO policies based on research evidence and best practice models.
3	Misalignment between QCTO and FASSET mandates	<ul style="list-style-type: none"> The mandate of the QCTO and FASSET appears to be misaligned. The unstructured communication and unclear procedures of the QCTO impact on the misalignment. 	<ul style="list-style-type: none"> FASSET attends all QCTO meetings and workshops FASSET has representatives on all QCTO working committees. Inputs are provided on all QCTO legislative and regulatory changes proposed, in an attempt to ensure that FASSET's concerns are noted and accounted for in final decisions.
4	Inadequate system supports reduces ability to implement effective internal controls	<ul style="list-style-type: none"> System issues may hinder ability to implement required internal controls 	<ul style="list-style-type: none"> Ensure system requirements for internal controls are included in process for implementation of new system
5	Professional organisation partners do not align to QCTO requirements in time	<ul style="list-style-type: none"> Professional organisations may not have the capacity to deliver against alignment requirements 	<ul style="list-style-type: none"> Work with professional organisations to monitor progress and collaborate on addressing of issues.

8.4.4 Resource Considerations

8.4.4.1 Financial Resources

The QCTO has delegated certain quality assurance functions to FASSET and the SETA's budgeting process takes these into account.

The budget for programme 4 is given below:

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	0	0	0
Sub-programme 4.2: Learning programmes	2 100	2 407	2 591	3 977	4 260	4 415	4 857
Sub-programme 4.3: Certification	53	178	107	352	373	360	395
Sub-programme 4.4: Qualification Development	N/A	N/A	N/A	N/A	0	0	0
Total	2 153	2 585	2 698	4 329	4 633	4 775	5 252

8.4.4.2 Human Resources

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.

9 PART C: LINK TO OTHER PLANS

10 Links to Infrastructure and Other Capital Plans

Not applicable.

11 Conditional Grants

Not applicable.

12 Public Entities

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

- AGSA
- Companies and Intellectual Property Commission (CIPC)
- National Treasury
- 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.

13 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 in advance.

