



IMPACT ASSESSMENT (IA)

DRAFT REPORT:

ACADEMIC SUPPORT

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ACRONYMS

DG	Discretionary Grant
DHET	The Department of Higher Education and Training
IA	Impact Assessment
FASSET	Finance and Accounting Services Sector Education and Training Authority
NEET	Not in Education, Employment, or Training
POPIA	Protection of Personal Information Act
ROI	Return on Investment
SETA	Sector Education and Training Authority
SSP	Sector Skills Plan
TVET	Technical and Vocational Education and Training
WSP	Work Skills Plan

GLOSSARY OF TERMS

Beneficiary	A person who was funded by FASSET and was part of the ACADEMIC SUPPORT learning programme
Desktop analysis	A method that explores data from existing documents and previous research
Host employer	The organisation where the beneficiary was contractually employed or 'hosted' to undertake work-based experiential learning to complete a qualification
Large enterprise	Employ 251 or more employees with a turnover of more than R85 million
Medium enterprise	Employ 51 to 250 employees with a turnover of less than or equal to R85 million
Micro Enterprise	Employ less than 10 employees with a turnover over of less than or equal to R7,5 million
Sample size	The predetermined total number of participants was drawn from the population size to conduct the survey questionnaire.
Small Enterprise	Employ 11 to 50 employees with a turnover over of less than or equal to R35 million
Target group	The group of individuals that the intervention intends to conduct research in and draw conclusions from
Training provider	An accredited training organisation in partnership with FASSET to provide sector-related training

N.B: The classification of enterprises is based on the Revised Schedule 1 of the National Definition of Small Enterprise in South Africa dated 15 March 2019

1. **BACKGROUND AND INTRODUCTION**

The objective of this report is to detail the findings of the Impact Assessment (IA) study conducted with the beneficiaries of the Finance and Accounting Services Sector Education and Training Authority (FASSET) Academic Support programme between 2018 and 2022. The renewed emphasis on monitoring beneficiaries by the Sector Education and Training Authority (SETA) and Department of Higher Education and Training (DHET) reflects a proactive commitment to obtaining comprehensive feedback, measuring the Return on Investment (ROI), improving programmes, upholding accountability, and facilitating strategic planning. This strategic approach aims to maximize the impact of educational and training initiatives, ensuring their alignment with national objectives while consistently catering to the dynamic needs of beneficiaries and industries.

FASSET endeavours to conduct an evaluative analysis concerning the efficacy and impact of Academic Support initiatives financed through the Discretionary Grant (DG) budget. The primary objective is to ascertain the inherent value contributed by this programme and meticulously monitor the advancement trajectory of beneficiaries towards the attainment of prosperous careers or self-entrepreneurship. The meticulous tracking of beneficiaries assumes paramount importance as it serves as a means to verify the congruence between the provided support and the alignment with beneficiaries' career aspirations. The evaluative process encompasses comprehensive data acquisition, the administration of surveys or interviews, solicitation of stakeholder perspectives, and the subsequent formulation of strategic recommendations aimed at augmenting the efficacy of the programmes under scrutiny.

Over the years, there has been a renewed interest in keeping track of beneficiaries among SETAs as well as the DHET. This interest was created by the SETAs' need for feedback on the progress and destination of SETA-funded initiatives' beneficiaries. SETAs anticipate that this feedback will assist them in the establishment and measurement of the ROI. FASSET share this interest and thus the request to have an assessment on the impact of the Work Based Experience (WBE) programmes which are funded through the DG budget conducted. Through the IA, FASSET seeks not only to keep track of the destination of its beneficiaries but also to also determine the value-add that the programme has and continues to make among its beneficiaries.

Keeping track of the beneficiaries is an important endeavour for FASSET, as this will assist the organisation in ensuring that the processes followed and the support given to beneficiaries has the intended impact and does assist in the establishment of their careers and successful journey towards

gainful employment or self-employment.

In addition, FASSET intends to use lessons learned from this study for business improvement opportunities as it grows and adapts to the needs of clients and stakeholders, especially the levy-paying entities. The study can also assist in the development of an academic support intervention for beneficiaries whilst they are still at tertiary. This will be designed to ensure that beneficiaries get the necessary support to complete their studies.

The benefits of conducting an Impact Assessment study can be summarised as follows:

- Contribute to FASSET's forward-looking strategic planning and quest to facilitate the achievement of world-class finance and accounting services skills,
- Contribute to FASSET's mission of increasing the flow of new finance and accounting services entrants to employment,
- Interventions get continuously improved through lessons learned and are better packaged and customized for beneficiaries and stakeholders,
- Optimal skills planning and resource leveraging,
- Credible benchmarking for good practice, and
- Good governance and accountability.

Objectives

The SETAs and the DHET are now increasingly required to answer questions that relate to outcomes and impacts (particularly labour market outcomes) of the skills development initiatives implemented. IA is regarded as the process of identifying the future consequences of current SETA programmes. Against this background, FASSET commissioned Injeje Consulting and Training to undertake an IA Study with the aim of understanding, exploring, and documenting key features, trends, challenges and outcomes of these interventions.

The objectives of the study are summarised as follows:

- To gather the effectiveness of the academic support programme.
- To the key achievements and challenges on the delivery of the programme.
- To make recommendations on the betterment of the programme.

Specifically, the Impact Assessment was inclined towards answering the following questions:

- What is the effectiveness of the academic support programme?

- What are the key achievements and challenges of the delivery of the programme?
- What are the recommendations for the betterment of the programme?

Impact Assessment Summary Benefits

The advantages derived from conducting IA can be distilled into several key points:

1. **Strategic Planning:** IA contributes significantly to FASSET's forward-looking strategic planning. It aids in the facilitation of world-class finance and accounting services skills, aligning initiatives with long-term organisational goals.
2. **Mission Fulfilment:** The assessment assists FASSET in achieving its mission of enhancing the influx of new entrants in finance and accounting services into gainful employment, thereby fostering growth within the sector.
3. **Continuous Improvement:** IA facilitates continual enhancement of interventions by incorporating lessons learnt. This iterative process results in better-tailored and customised support for both beneficiaries and stakeholders.
4. **Optimised Skills Planning:** Through the insights garnered from the assessment, FASSET can engage in optimal skills planning and resource allocation, ensuring efficient utilisation of available resources.
5. **Credible Benchmarking:** IA establishes credible benchmarks for best practices, enabling FASSET to measure its performance against industry standards and identify areas for improvement.
6. **Governance and Accountability:** The assessment promotes good governance practices within FASSET by ensuring accountability in programme implementation and resources allocation, thereby fostering transparency and trust among stakeholders.

2. LITERATURE REVIEW

2.1 Overview of the Academic Support Programme

In response to a notable issue observed within the educational landscape, FASSET identified a pressing requirement to provide academic support to students enrolled in finance and accounting education programmes. This decision stems from the observation of a pronounced failure and attrition rate among students who were recipients of FASSET financial (i.e., bursaries) support. These students, despite demonstrating commendable academic performance to gain admission at universities, encountered challenges in adapting to the independent and self-driven study culture prevalent at post school institutions.

Unlike the structured guidance provided by high school educators, post school institutions' lecturers primarily introduce new concepts without offering individualised support, which can pose difficulties for students accustomed to more personalised assistance¹. Particularly for students originating from disadvantaged backgrounds, the transition to this educational environment might be overwhelming, affecting their academic performance negatively. Against this backdrop, FASSET instituted an Academic Support programme tailored to assist students encountering such challenges in their post school educational pursuits.

There is increasing recognition that academic support interventions should lead to improvements in academic performance and lead to improvements in the economic status (inclusion). As a secondary method of data collection, a literature review of pertinent documents was carried out, including FASSET's Annual Integrated Reports (2019/20, 2020/21, 2021/22 and 2022/23)² and FASSET's Sector Skills Plans (SSP) (2019/20, 2020/21/ 2021/22 and 2022/23)³. These documents were deemed relevant to the impact assessment study in relation to providing information on performance data. At the SETA level, the SSP is the primary instrument for identifying and prioritising skills needed within the sector. The SSP is informed by needs expressed by employers through their Workplace Skills Plans (WSP), and from a broader labour market assessment that analyses the dynamics influencing the availability of skills within the labour market. FASSET, like other SETAs, uses DGs to leverage investments in skills development for skills that have been identified as priority skills within the sector, which are in short supply.

¹ Howthorne, Hannah. 2023. Effective Interventions in Education. Accessed 14/02/2024. DOI: <http://www.highspeedtraining.co.uk/hub/effective-interventions-in-education/>

² FASSET Annual Integrated Report. 2019/20, 2020/21, 2021/22, 2022/23.

³ FASSET Sector Skills Plans. 2019/20, 2020/21, 2021/22, 2022/23.

A further review of international and local body of literature that focused on impact assessment, especially in the context of academic support, was also used to ascertain patterns and gain an understanding of the existing research and debates relevant to impact assessment. This approach was mainly informed by Schomburg (2016)⁴ who suggests that the best way to collect labour market intelligence is the right mix and complementarity of different methods to obtain a reliable and comprehensive overview of skills demand and matching but not only linear methodology.

Attaining and ascertaining trends and patterns from other applicable sources, literature review, is significant to share and analyse ideas from numerous sources, review theories, policies and practices, and build relationships of ideas to answer research questions and arrive at objectives. Literature review further assist to collate data for analysis later in the study⁵. Literature review enhances thematic review and the importance of thematic review as an approach to literature review “focuses on different ideas, schools of thoughts by deriving different views, perspectives and themes”⁶. Literature review as carried out in this study, was geared to contextualise issues of academic support, mentoring, coaching and tutoring and the impact of these in terms of further professional development and changes in social status.

The guiding principles used for selecting sources included relevance, credibility and validity and these were as follows:

- **Relevance:** In our literature review, care was taken to select sources that provided relevant and not so old data or information.
- **Credibility:** Care was also taken to give preference to studies and information published by FASSET, other SETAs, the DHET and organisations commissioned by SETAs.
- **Validity:** Over and above, care was taken to guarantee by selecting information from multiple sources as far as possible. This enabled comparing the findings of different researchers of local and international localities where applicable.

Academic support, i.e. mentoring, coaching and tutoring, is regarded, as being relatively new field⁷, there is therefore a limited number of studies and literature related to this. Several research studies on academic coaching in higher education indicates that academic coaching can “be a powerful

⁴ Schomburg, Harald. 2016. “Carrying Out Tracer Studies: Guide to Anticipating and Matching Skills and Jobs.” European Training Foundation/ European Centre for the Development of Vocational Training.

⁵ Creswell, John. 2014. Research design: Qualitative, quantitative, and mixed methods approach (4th ed.). Thousand Oaks: Sage Publication.

⁶ Terre Blanche, Martin, Durrheim, Kevin, and Painter, Desmond. 2002. Research in practice: Applied methods for social sciences. (2nd ed.). Cape Town: University of Cape Town.

⁷ Robinson, Claire. 2015. Academic / Success Coaching: A description of an emerging field in higher education. (Doctoral dissertation). University of South Carolina. DOI: <http://scholarcommons.sc.edu/etd/3148>.

intervention in encouraging student academic success”⁸. An additional body of literature indicates that practitioners in higher education have struggled for decades to determine how best to evaluate programmes and assess student academic success (Palomba & Banta, 1999)⁹. In many instances, practitioners and researchers have found that survey research can be beneficial in answering this question¹⁰. This can be particularly true when assessing academic support programmes such as academic coaching, mentoring, and tutoring.

Studies carried out by Bettinger and Baker (2011)¹¹ illustrates that academic mentoring, coaching and tutoring can potentially increase student persistence (assessed as being enrolled one year after participation in coaching). Chamblis and Takacs (2014)¹² argue that developing relationships with campus staff (such as those that form during academic coaching) can have a positive impact on student success.

2.2. Post-School Education and Training Landscape in South Africa

2.2.1 Legislative and policy context

The premise for legislative policy context is the Constitution of South Africa (1996) which provides the right to education for all South African citizens. The government of South Africa, guided by the constitution, had put in place a number of key priorities, among them being the unleashing of individuals’ potentials and a better quality life for all South African citizens¹³.

Over and above, the Government has attempted to give effect to the right to education, particularly post- schooling education and did this through the introduction and putting in place of a plethora of legislative and policy initiatives which seek to expand the current provision of quality higher education and training. The following represents the applicable legislative and policy initiatives:

- The White Paper on Post School Education and Training¹⁴; The White Paper on Post School Education and Training (DHET, 2014);
- The Human Resource Development Strategy (HRDS) for South Africa (DHET, 2009); The Human Resource Development Strategy (HRDS) for South Africa (DHET, 2009);

⁸ Dalton, John and Crosby, Pamela. 2014. “The power of personal coaching: Helping first-year students to connect and commit in college.” *Journal of College and Character*. 15(2): 59–66.

⁹ Palomba, Catherine and Banta, Trudy. 1999. *Assessment essentials: planning, implementing, and improving assessment in higher education*. Jossey-Bass, San Francisco.

¹⁰ Fowler, Floyd. 2009. *Survey Research Methods*. Sage Publications: Thousand Oakes, California (5th edition).

¹¹ Bettinger, Eric and Baker, Rachel. 2011. “The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring.” NBER working paper No. 16881. National Bureau of Economic Research.

¹² Chambliss, D. F., & Takacs, G. G. 2014. *How college works*. Harvard University Press.

¹³ Republic of South Africa. 1996. *The Constitution of the Republic of South Africa*. Act No. 108 of 1996.

¹⁴ White Paper on Post School Education and Training .2014. *The White Paper on Post School Education and Training*. Department of Higher Education and Training.

- The National Student Financial Aid Scheme (NSFAS) Act No. 56 of 1999 (Republic of South Africa, 1999) and The National Student Financial Aid Scheme (NSFAS) Act No. 56 of 1999 (Republic of South Africa, 1999) and
- The National Qualifications Framework (NQF) Act No. 67 of 2008, (Republic of South Africa, 2009)¹⁵.

¹⁵ National Qualifications Framework (NQF) Act No. 67 of 2008, (2009). https://www.gov.za/sites/default/files/gcis_document/201409/31909167.pdf

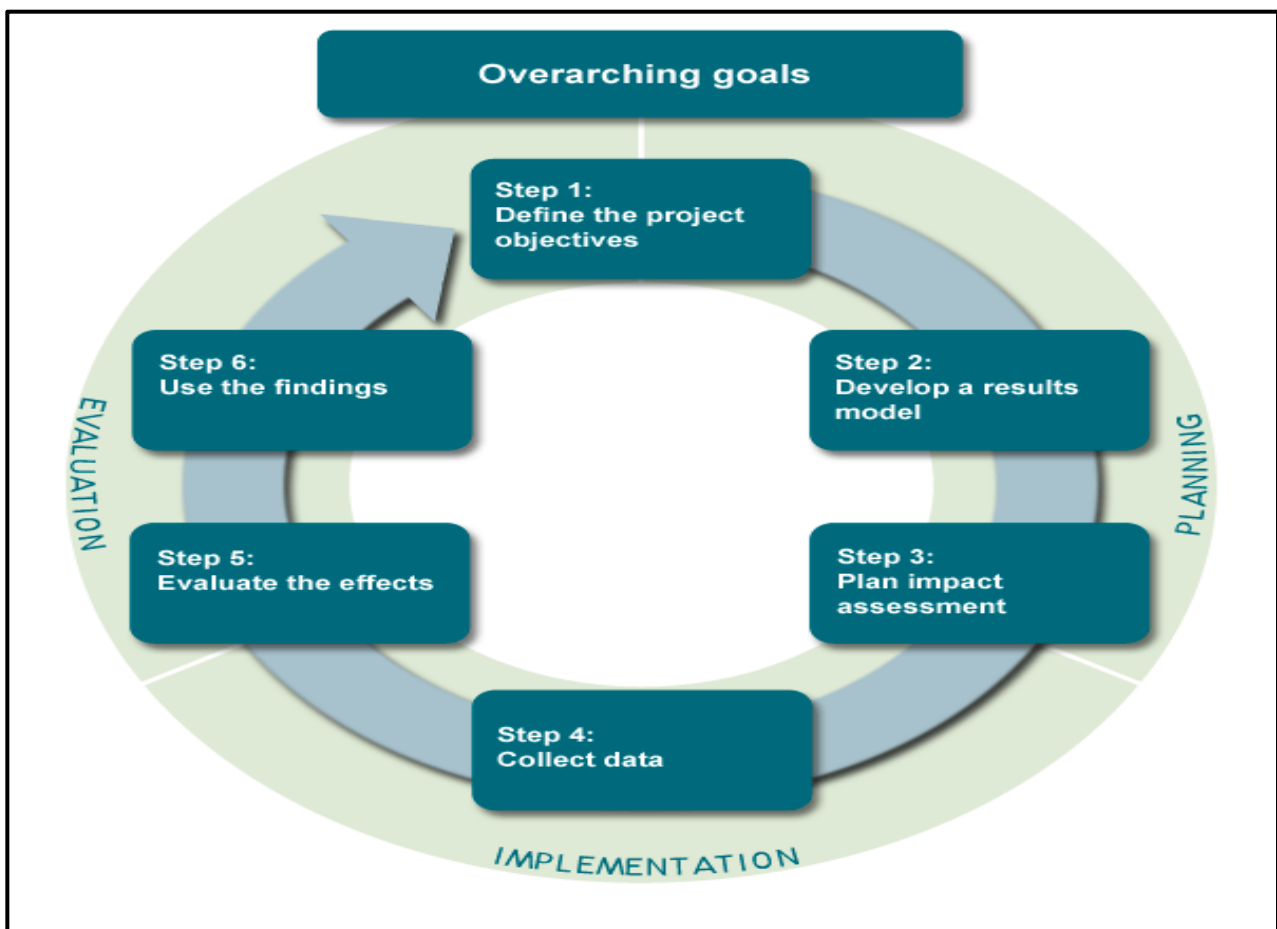
3. APPROACH AND METHODOLOGY

This section outlines the approach and methodology followed in the completion of the study:

- Questionnaire design;
- Desktop analysis;
- The selection of a sample size;
- Completion of the Impact Assessment; and
- Data collection and analysis.

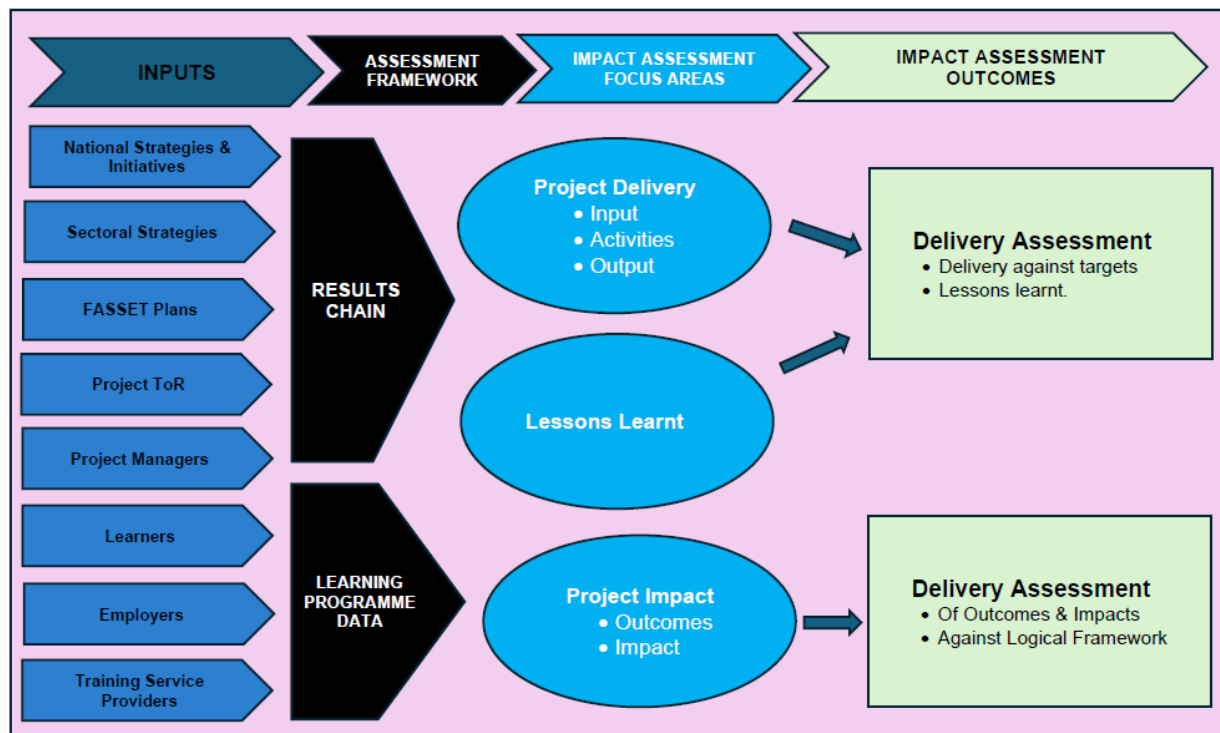
The following figure explains methodology and activities in chronological order for conducting the impact assessment.

Chart 1: *Impact assessment process flow and method*



The assessment procedure was initiated by reaching out to beneficiaries through telephone calls. The primary objective of these calls was to introduce the study, secure beneficiaries' consent to participate, and verify their contact information. Subsequently, an online questionnaire, designed in accordance with the terms of reference and insights from the FASSET Research Department, was dispatched via email to the beneficiaries. As part of the assessment procedure, the questionnaire responses were carefully monitored and thoroughly analysed.

Chart 2: *Impact assessment strategic approach*



3.1 Desktop Analysis

At the study's outset, a thorough desktop analysis was carried out to understand the specific challenges experienced by participants in the Academic Support initiatives. This analysis aimed to grasp the characteristics, scope, location, and progress of the beneficiaries. It involved a detailed review of pertinent documents such as the academic support programme's study material and other relevant resources. This review was essential in obtaining insights into the difficulties faced by beneficiaries, providing a basis for further assessment stages.

3.2 Data Collection Methods

The Impact Assessment utilised both quantitative and qualitative research methods, i.e., mixed-method research (MMR). Beneficiaries received an online questionnaire via email. For those unable

to complete it online, telephonic interviews were arranged.

The report tracks insights from both the quantitative and qualitative processes.

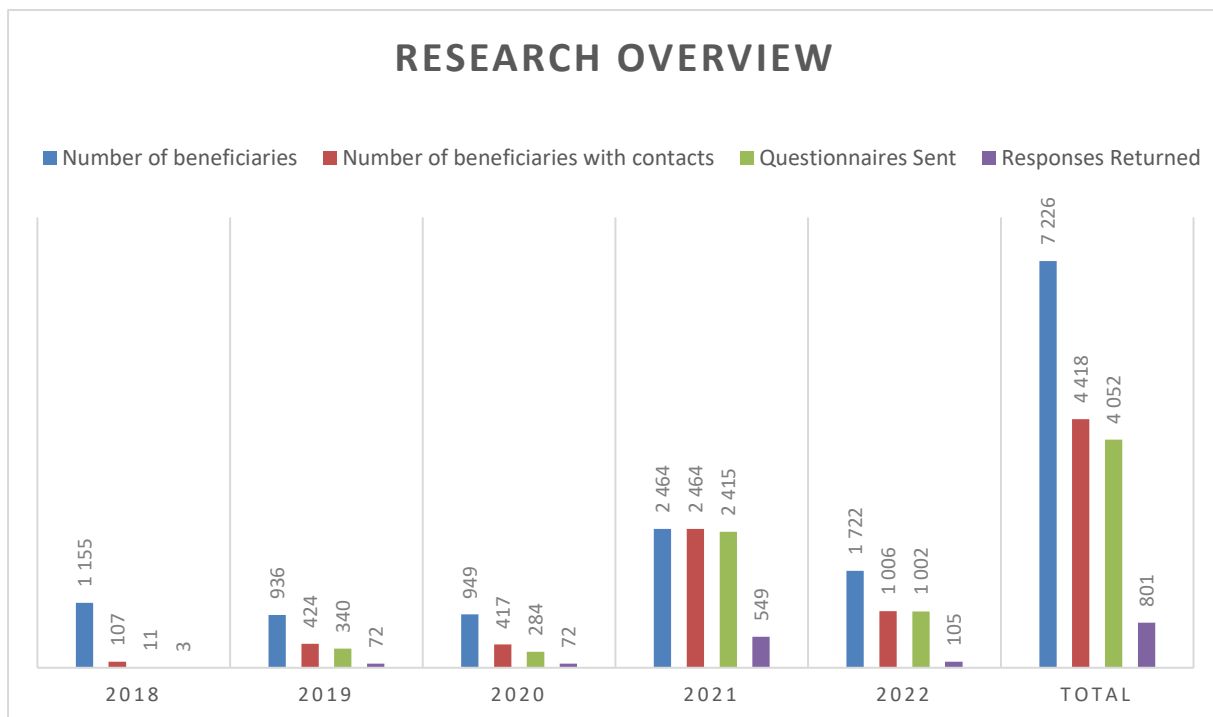
- **4 052** questionnaires were distributed, and **801** responses received, i.e. **±20%** response rate.
- The difference of 3 174 (i.e. 4 052 of 7 226), had no contact details and had to be traced through the internet and HEIs.

Table 1: Response rate

Response Rate: 19,8%	Initial number of beneficiaries	7 226
	Number of beneficiaries with contact details	4 052
	Number of questionnaires sent	4 052
	Number of questionnaires received	801
	Outstanding Questionnaires	3 251

Figure 1 below attempts to show the trends of how each year, from the original database, responded to the study and which years had better responses in relation to the initial numbers.

Figure 1: Research overview



4. LIMITATIONS

Throughout the IA study, Injeje encountered several significant challenges that affected the response rate of our study.

- **Incomplete Beneficiary Database:** The database provided by FASSET lacked some contact details for **3 174** beneficiaries, posing a hurdle in reaching a substantial portion of the intended participants for our study.
- **Varied Sourcing of Beneficiary Information:** To compensate for incomplete data, we sought beneficiary details from host employers (i.e. previous and current) and professional platforms like LinkedIn. However, this approach might have introduced inconsistencies and potential biases into our dataset, affecting the study's reliability.
- **Inaccurate or Outdated Information:** Some contact details provided by FASSET were inaccurate or outdated, making it difficult to establish communication with beneficiaries, thereby affecting our data collection process significantly.
- **Issues within the Database:** The initial database itself contained duplications and inaccuracies, necessitating a thorough rectification process before the study's commencement, consuming additional time and effort.
- **Challenges due to POPI Act:** Concerns regarding the POPI Act led to reluctance among some host employers in sharing beneficiaries' details. This prompted an alternate approach to distribute questionnaires, potentially influencing responses and complicating the tracking process.
- **Discrepancies between Databases:** Some beneficiaries listed in the FASSET database did not appear in their respective host employers' records. This discrepancy raised uncertainties about their participation in the programme, which could significantly impact the accuracy of our findings.

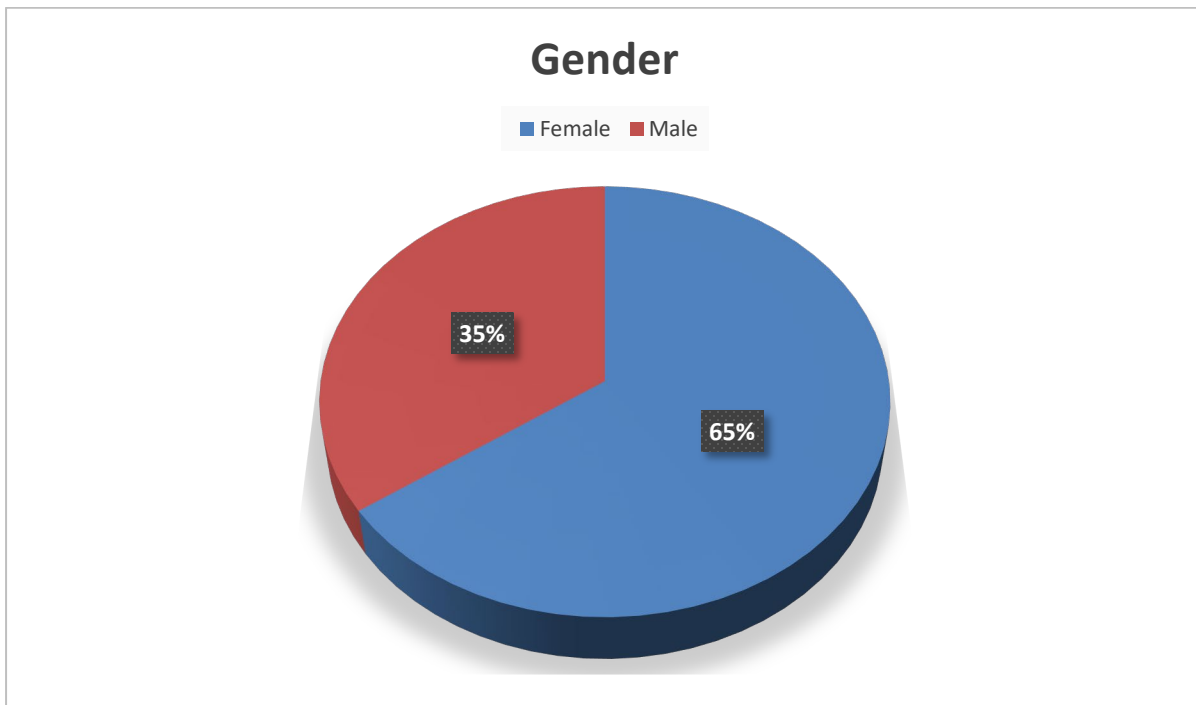
To expedite the process and address these challenges to some extent, we shared a letter of authorisation signed by FASSET's CEO and ensured compliance with the POPI Act while engaging with host employers and beneficiaries. To overcome these limitations effectively, we need to undertake a comprehensive data validation process, reconcile inconsistencies between databases, and potentially reconsider our data collection methods to ensure accuracy and align with privacy regulations.

Our aim remains to mitigate these challenges to provide a thorough and accurate Impact Assessment report reflecting the true outcomes of the programme.

5. FINDINGS

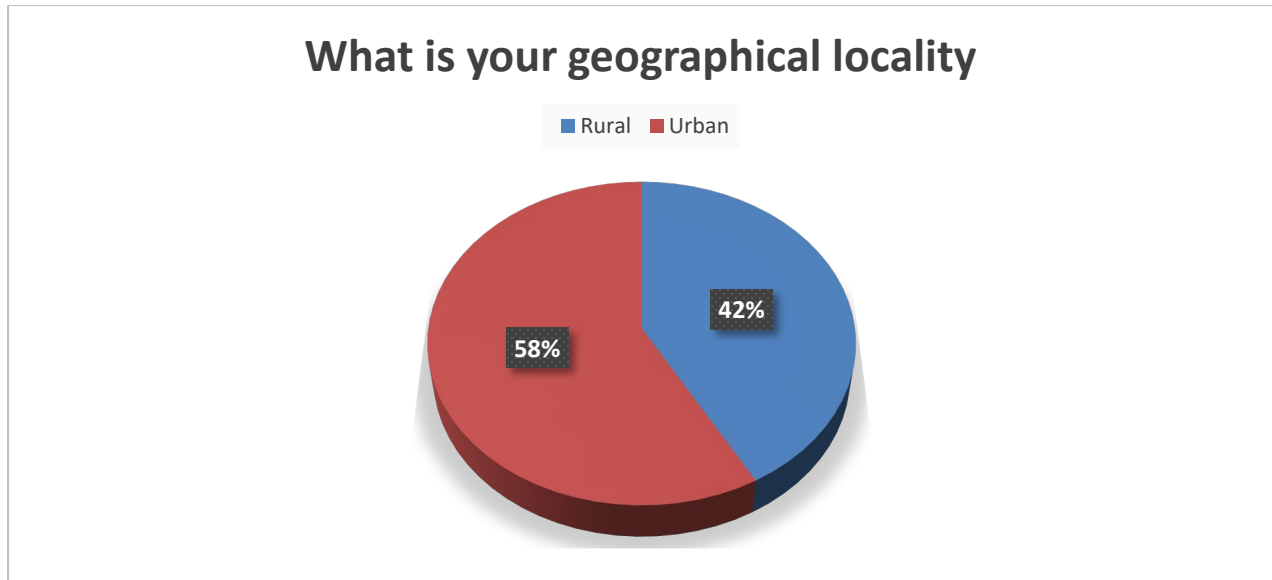
The target group for the study were the beneficiaries of the Academic Support programme who benefitted from the initiative by FASSET between 2018 and 2022. The total number of beneficiaries in the database was **7 226**, but the questionnaires were distributed to **4 052 (56%)** of the **7 226** beneficiaries, and **801 (20%)** responses were received. Further, **3 174 (i.e. 44%)** of the beneficiaries' contact details were either incorrect or no longer in use, and this drops the number of contactable beneficiaries to **4 052**.

Figure 2: *Gender inclusion and representativity*



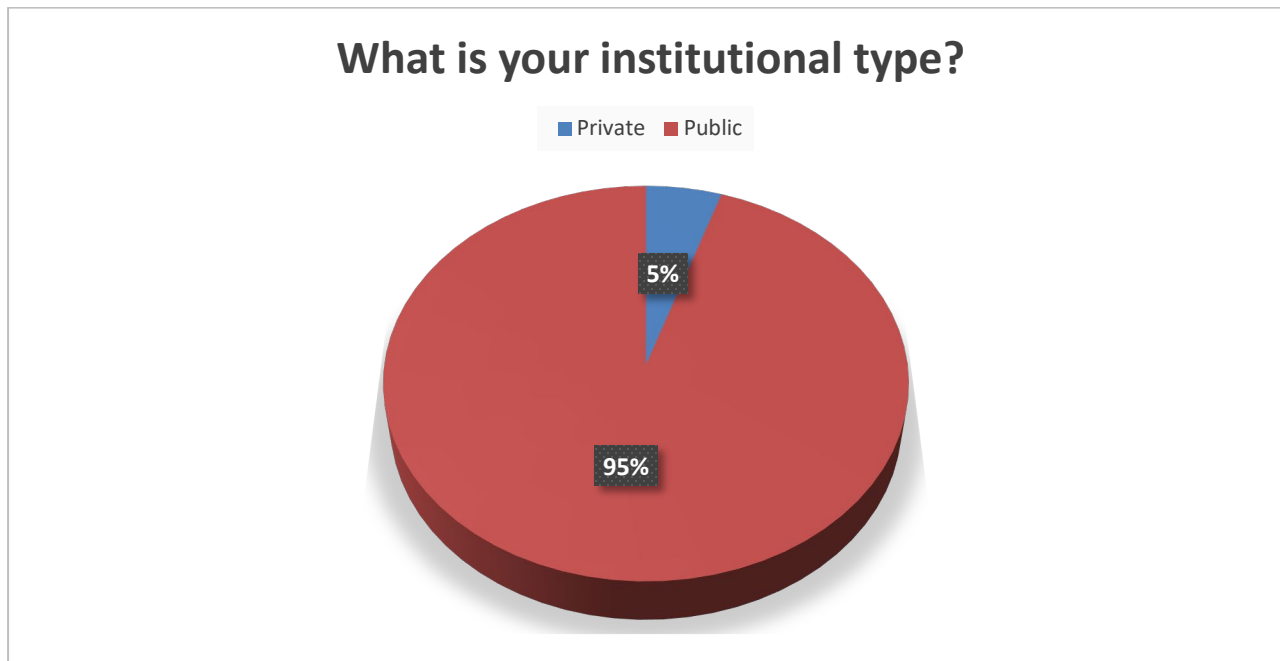
- **Gender inclusion and representativity:** In terms of gender inclusion and representativity, the study indicates that **65%** of respondents are female and **35%** are males.

Figure 3: *Geographical locality*



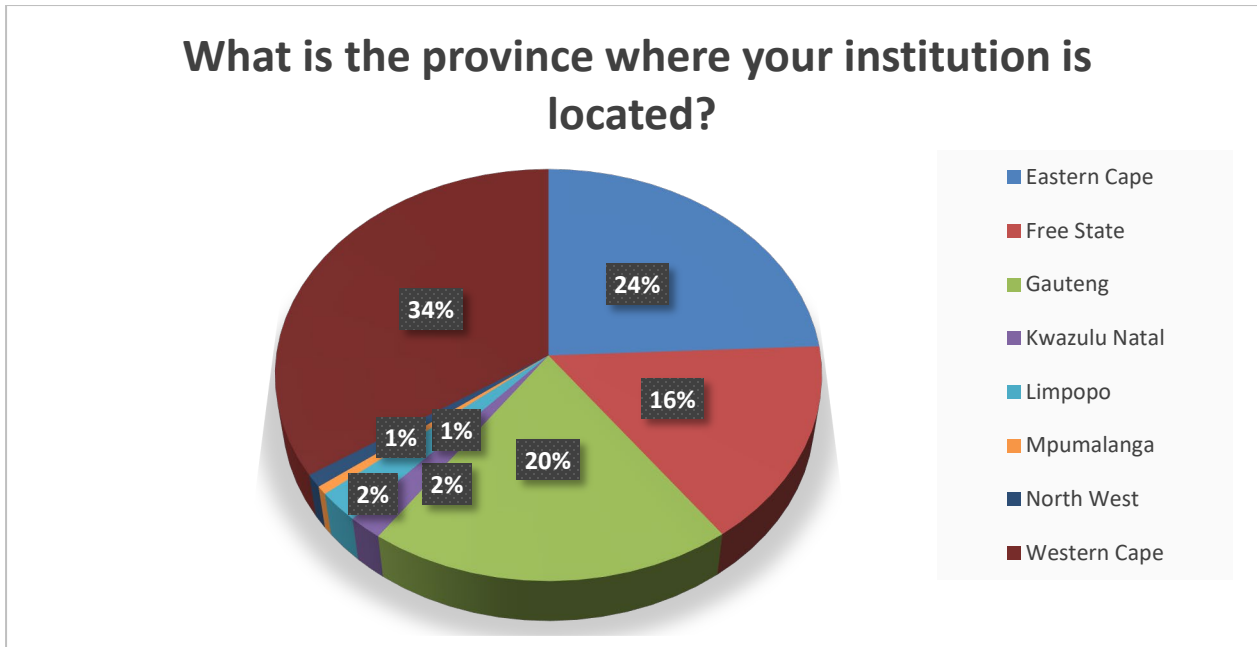
- **Geographical locality:** In terms of geographical locality the study established that **58%** of the respondents are based in the urban area, whilst **42%** are based in the rural areas.

Figure 4: *Institutional type*



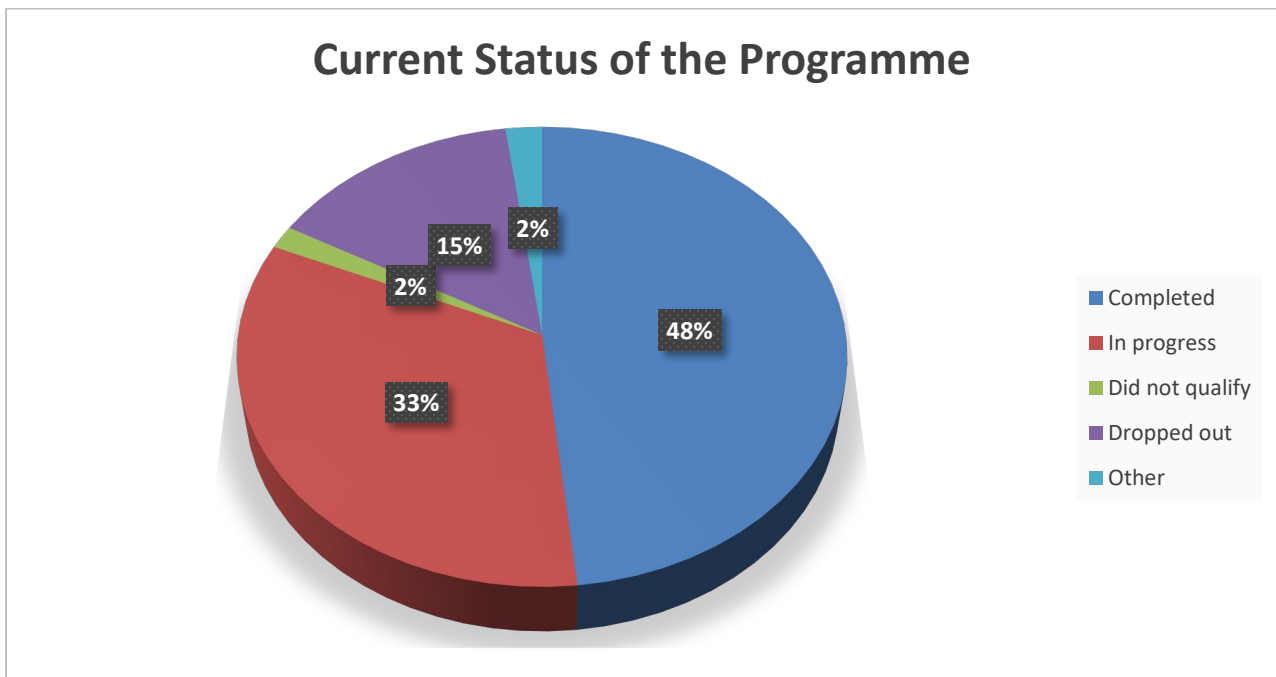
- **Institutional type:** In terms of their institutional type, the study revealed that **94.7%** of respondents are/were registered at public institutions, whereas **6.3%** are/were registered at private institutions.

Figure 5: *Institutional locality*



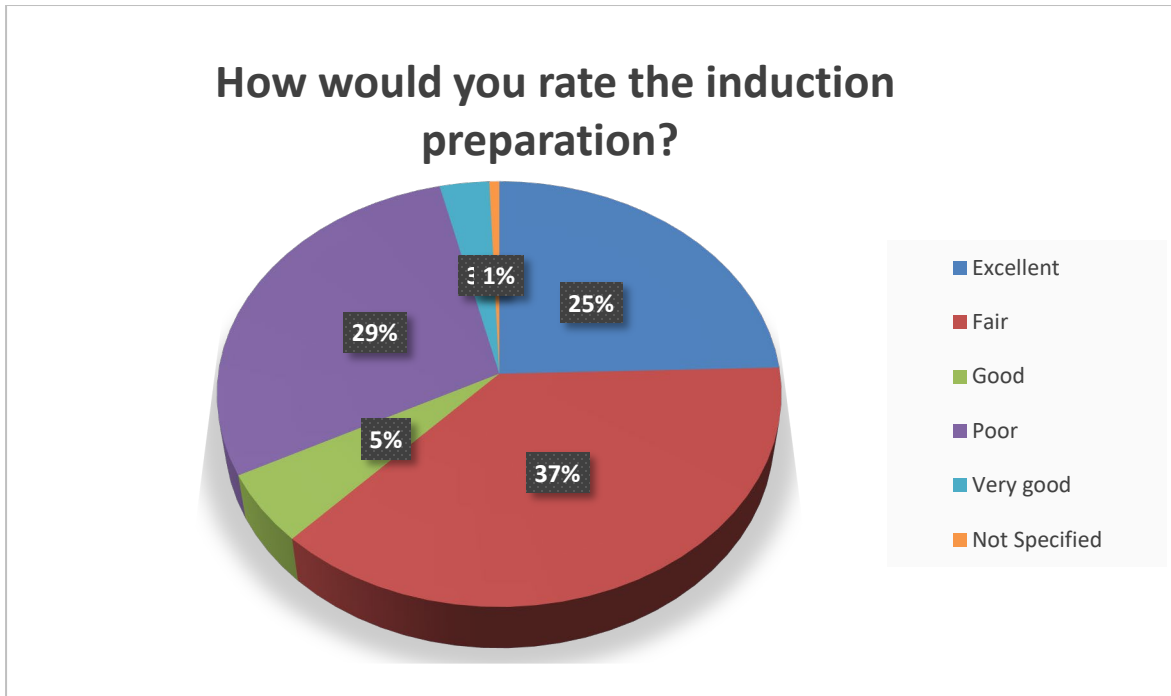
- Institutional locality (province):** the study indicates that **34%** of respondents are/were located in the Western Cape, followed by Eastern Cape at **24%**, Gauteng with **20%**, and Free State with **16%**. The balance is spread across all other provinces except for the Northern Cape, this province only had the HEI recently.

Figure 6: *Current status of the programme (Completion status)*



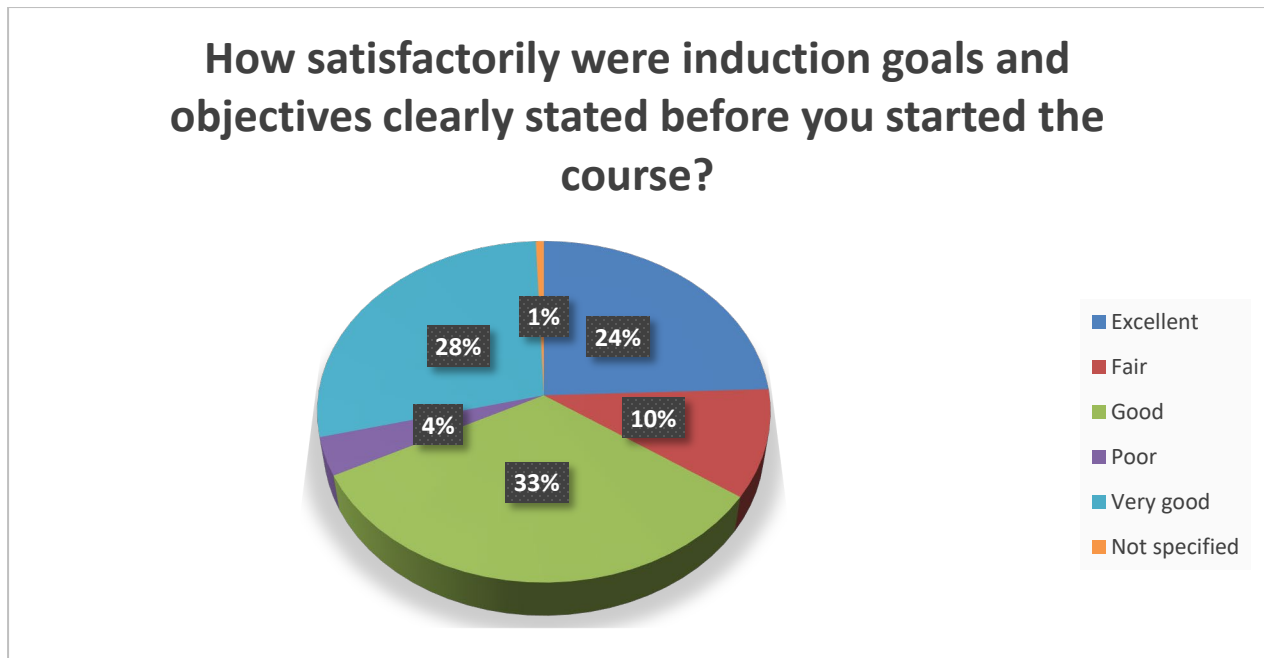
- **Current status of the programme (Completion status):** In terms of **current status of the programme** (completion status), **48%** of the respondents indicated that they have completed their programmes, **33%** are still in progress, **15%** indicated that they dropped out or did not qualify.

Figure 7: *Induction support*



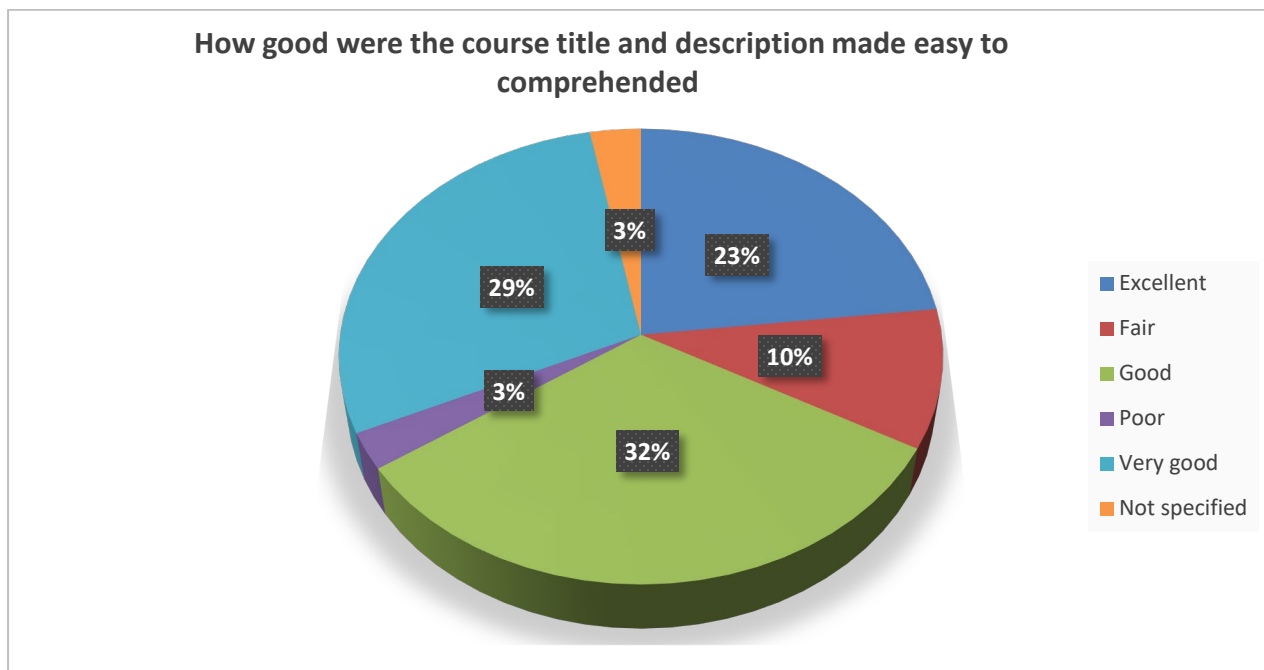
- **Induction support:** In terms of induction support, the study indicates that **35%** of the respondents rated the support as fair, **29%** as poor, **25%** as excellent, **8%** as very good and good.

Figure 8: *Induction goals and object clearly stated*



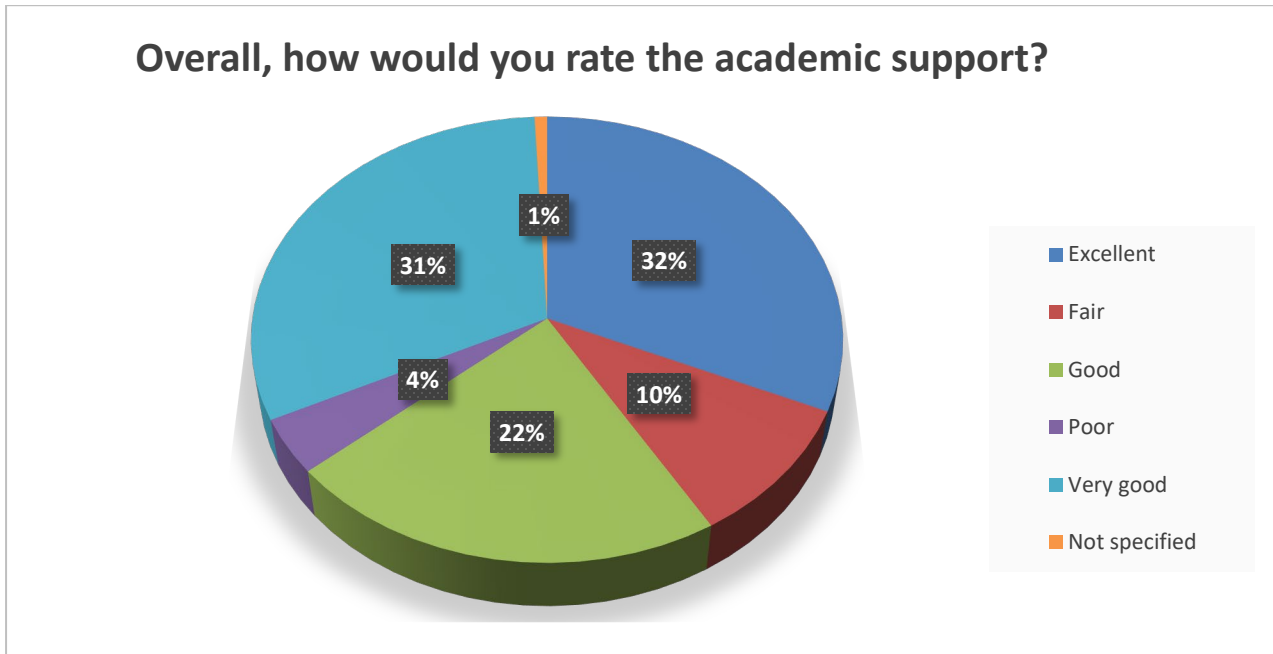
- **Induction goals and objects were clearly stated before course commencement:** With regard to the respondents satisfaction levels as it relates to induction goals and objectives being clearly explained before the beneficiaries started the course, **33%** responded good, **28%** responded very good, **24%** responded excellent and only 4% rated it as poor.

Figure 9: *Course title and description made to comprehend*



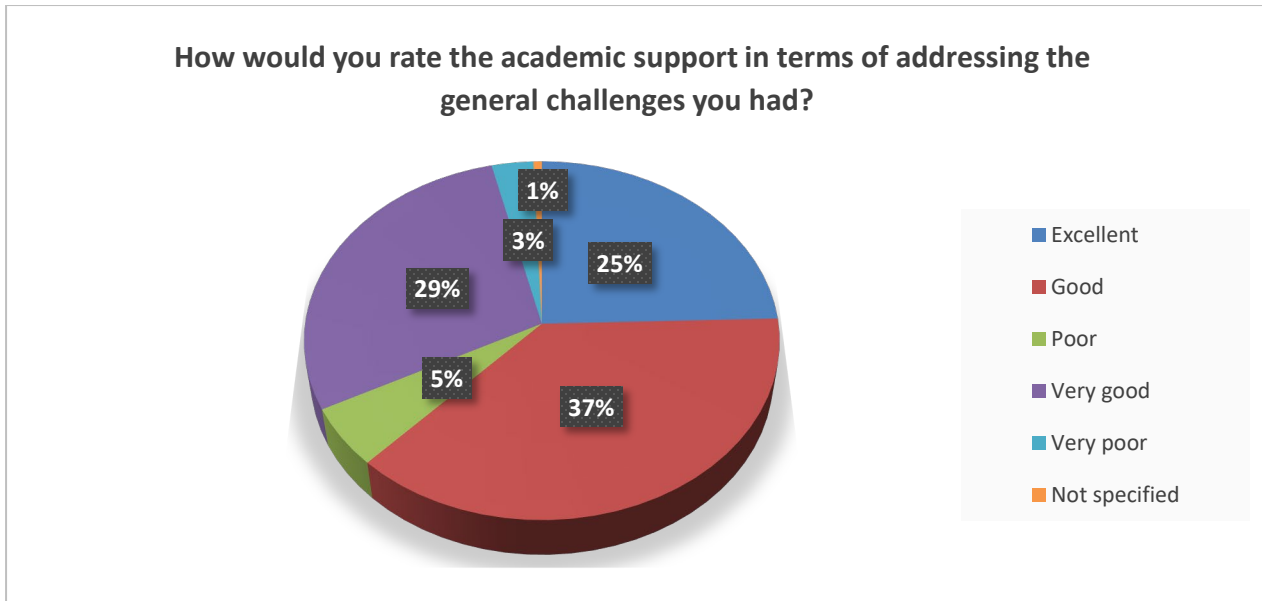
- **Course title and description made easy to comprehend:** On the question whether the course title and description were made easy to comprehend, the study indicates that **32%** respondents indicated good, 29% indicated very good, **23%** responded excellent, **10%** indicated fair.

Figure 10: Overall rating of academic support



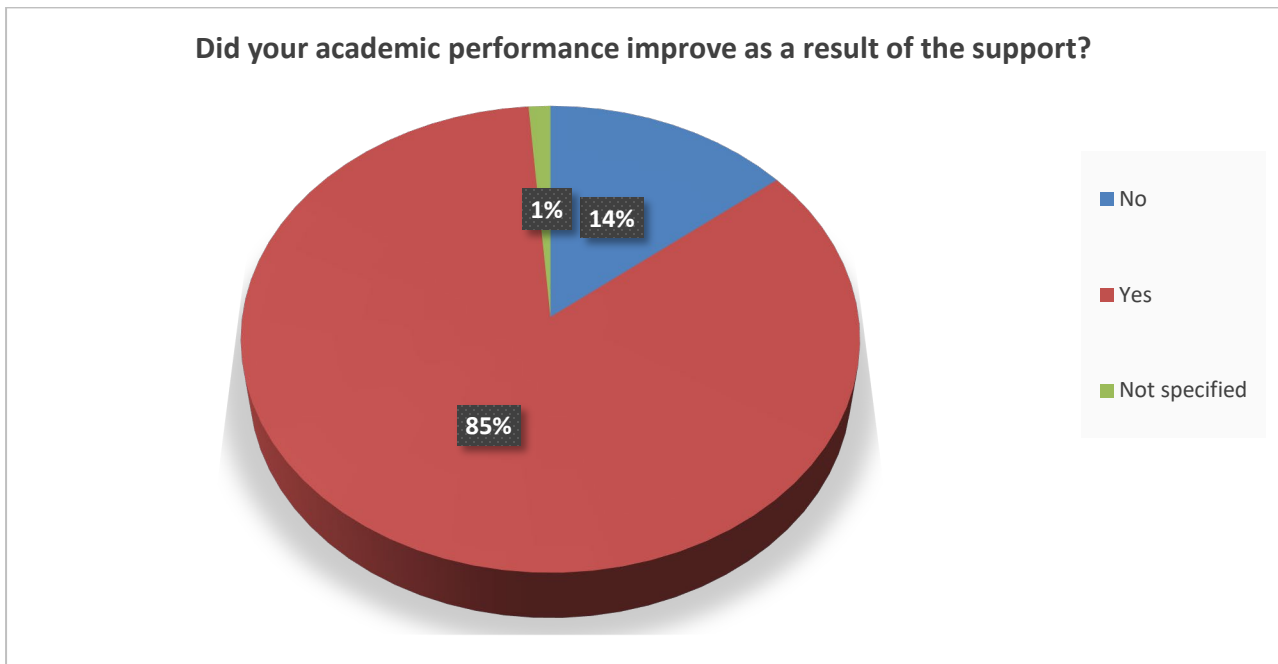
- **Overall rating of the academic support:** In terms of the overall rating of the academic support programme, the study reveals that **32%** of respondents rated this level as excellent, **31%** rated it as very good, **22%** as good, **10%** rated it as fair.

Figure 11: *Did the academic support address the general challenges?*



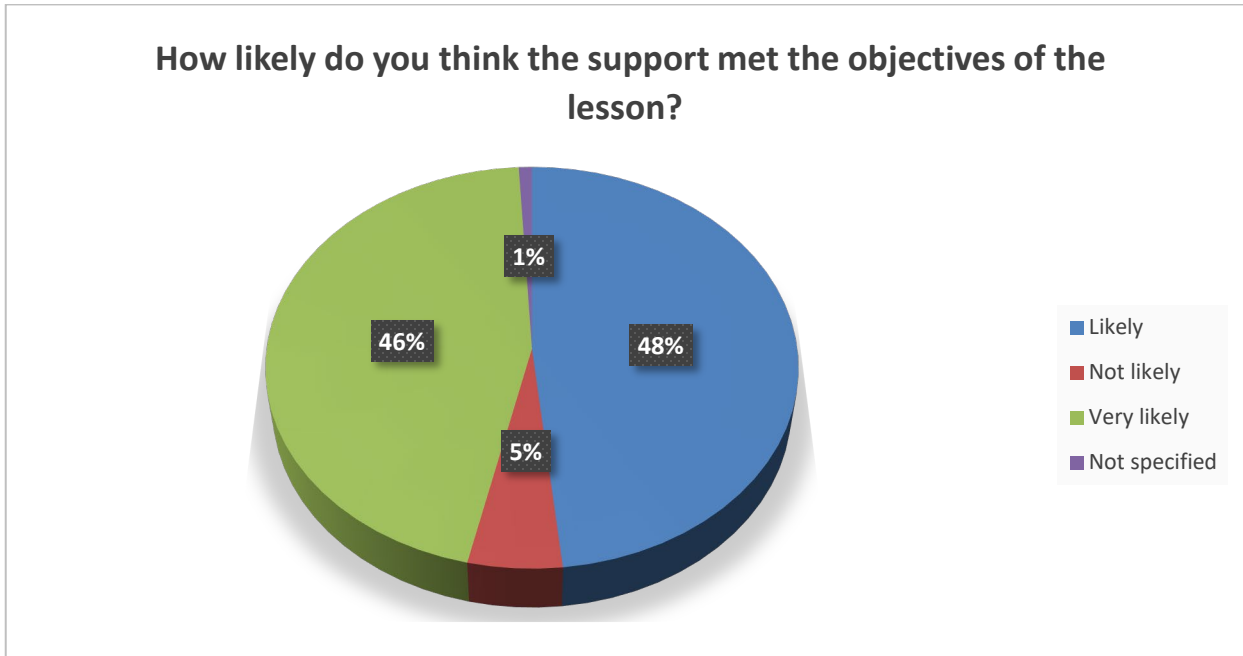
- **Rating the academic support in terms of addressing the general challenges:** When asked how respondents rated the academic support in terms of addressing the general challenges they had, **37%** rated this area good, **29%** rated it very good, **25%** rated it excellent, and **6%** of the respondents rated it poor or very poor.

Figure 12: *Academic performance improved as a result of the support.*



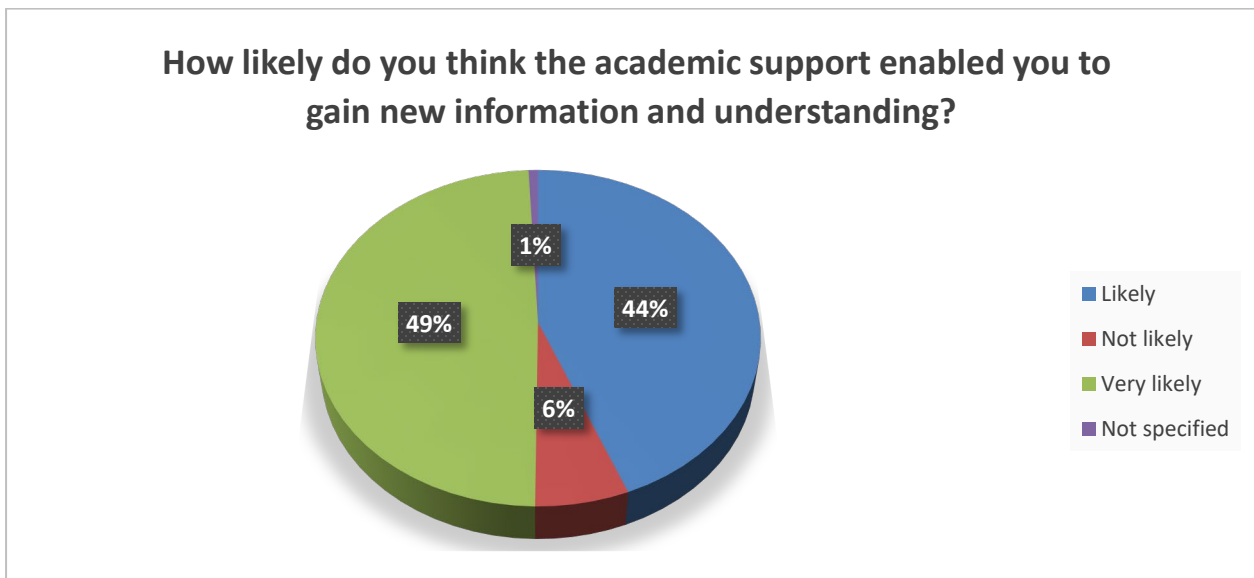
- **Academic performance improved as a result of the support:** On the question whether respondents' academic performance improved as a result of the support, **85%** responded YES whilst **14%** responded NO.

Figure 13: *Support achieved the objectives of the lesson*



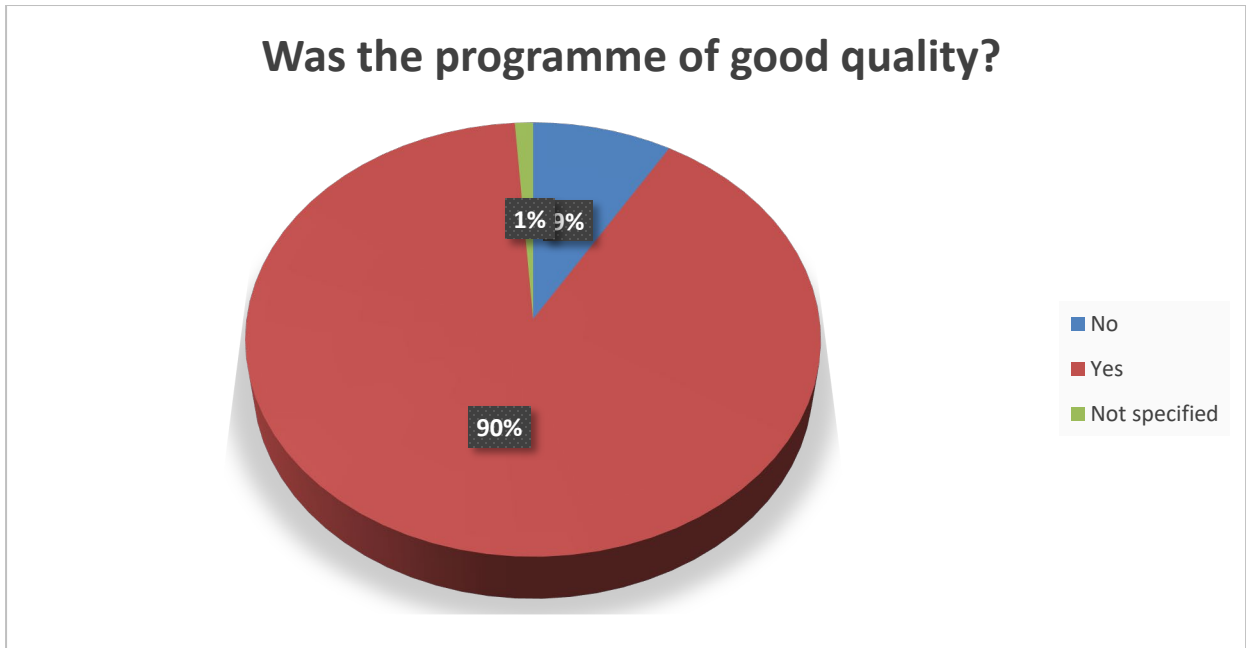
- **Support achieved the objectives of the lesson:** On whether they think the programme achieved the objectives, **48%** and **46%** indicated likely and very likely, respectively.

Figure 14: *Support enabled respondents to gain new information and understanding*



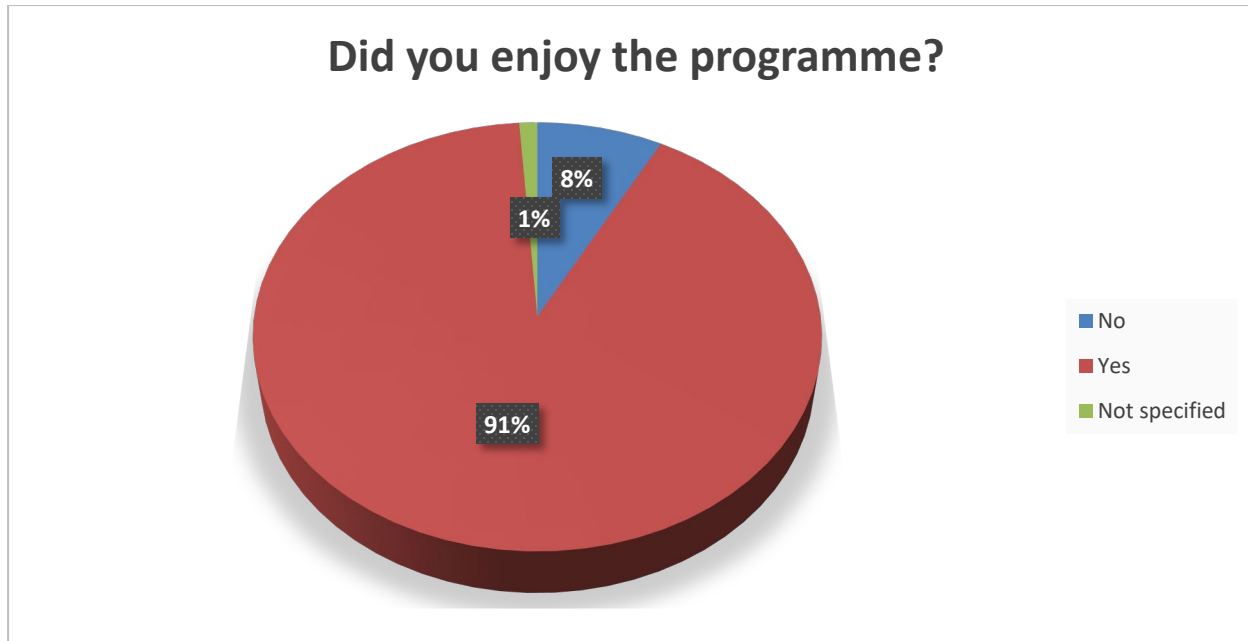
- **Academic support enabled you to gain new information and understanding:** When asked whether the academic support enabled them to gain new information and understanding, **49%** of the respondents indicated very likely and **44%** responded likely and the rest of the respondent responded not likely or did not specify.

Figure 15: Programme was of good quality



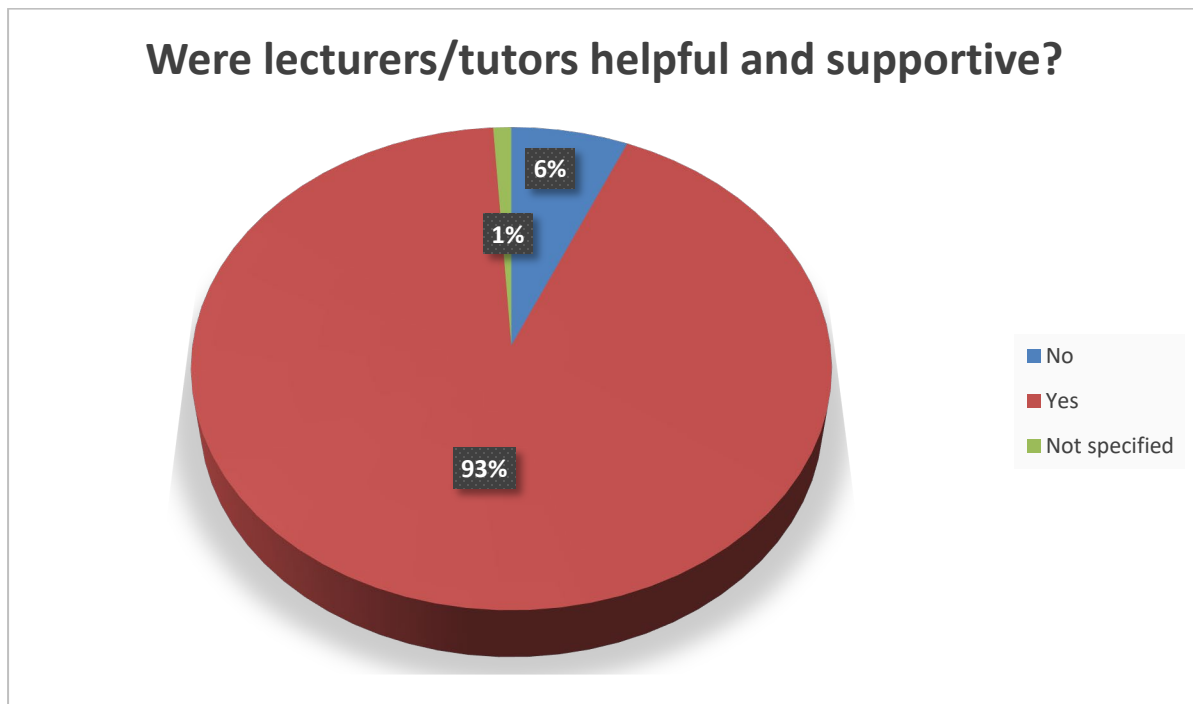
- **Was programme of good quality:** On the question of whether the support programme was of good quality or not, **91.6%** of respondents indicated YES and **8.4%** responded NO.

Figure 16: *Beneficiaries enjoyed the programme*



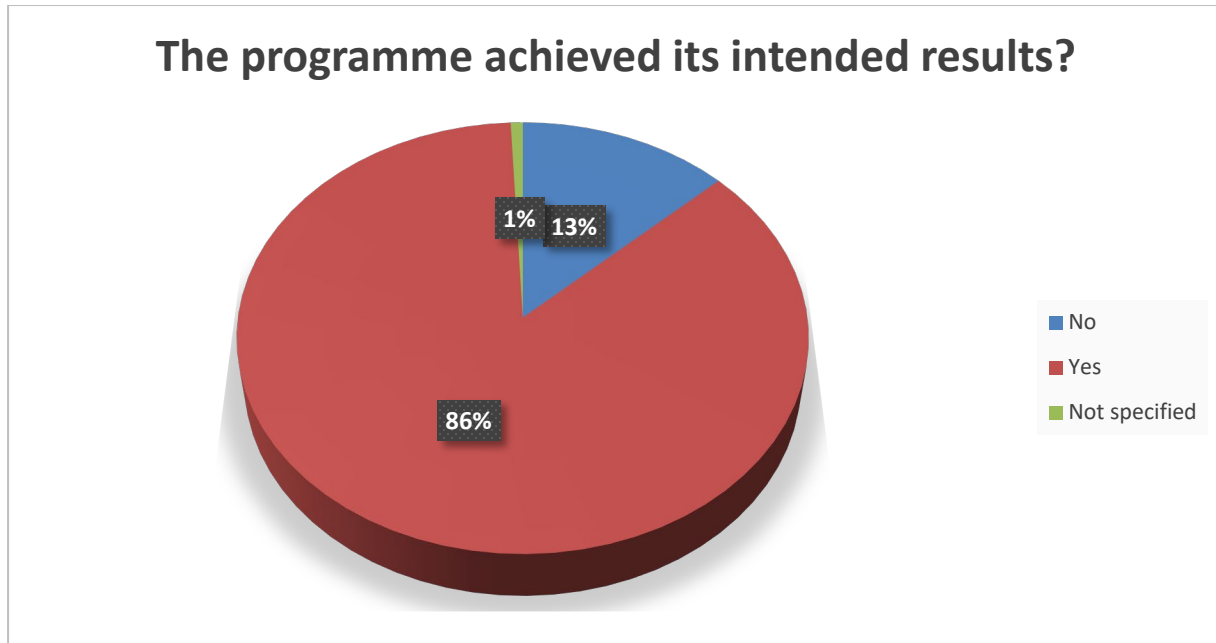
- **Enjoyed the programme?** When asked whether they enjoyed the programme, **91%** of respondents indicates YES, whilst **8%** indicated NO.

Figure 17: *Lecturers were helpful and supportive*



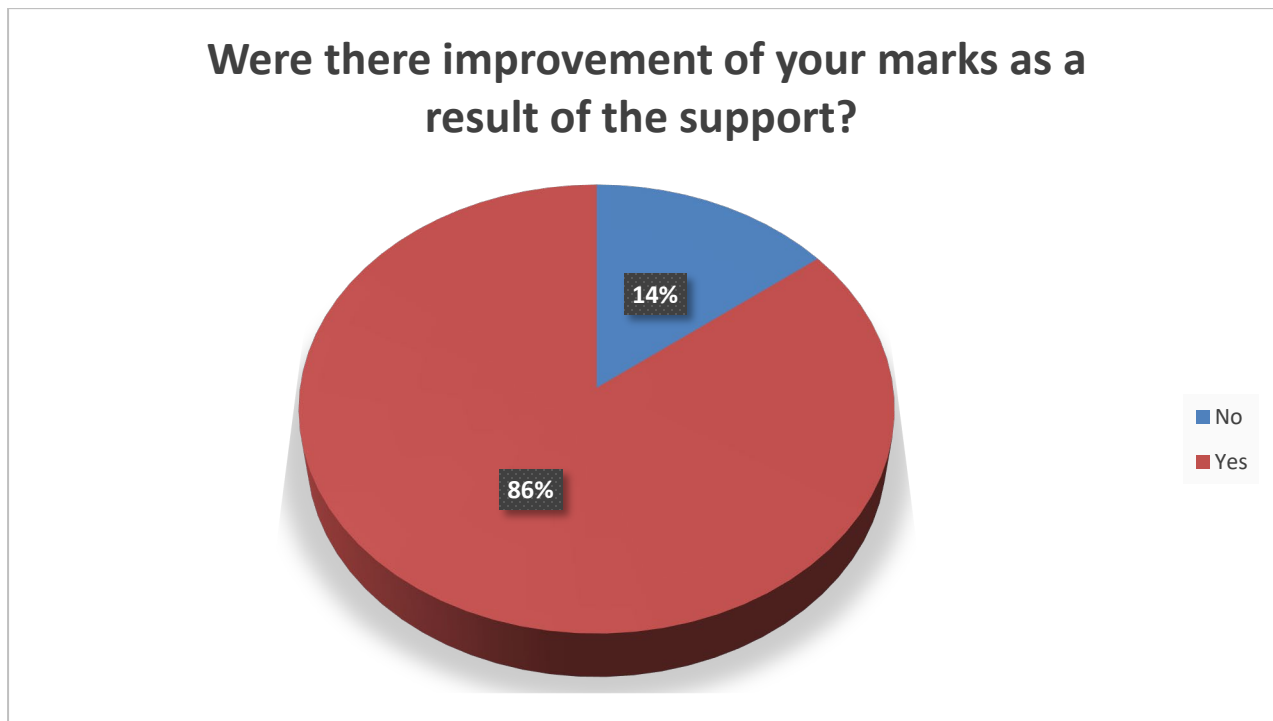
- **Lecturers helpful and supportive:** On the question of whether lecturers were helpful and supportive or not, **93%** of respondents indicated YES whilst **6%** indicated NO.

Figure 18: Support programme achieved its intended results



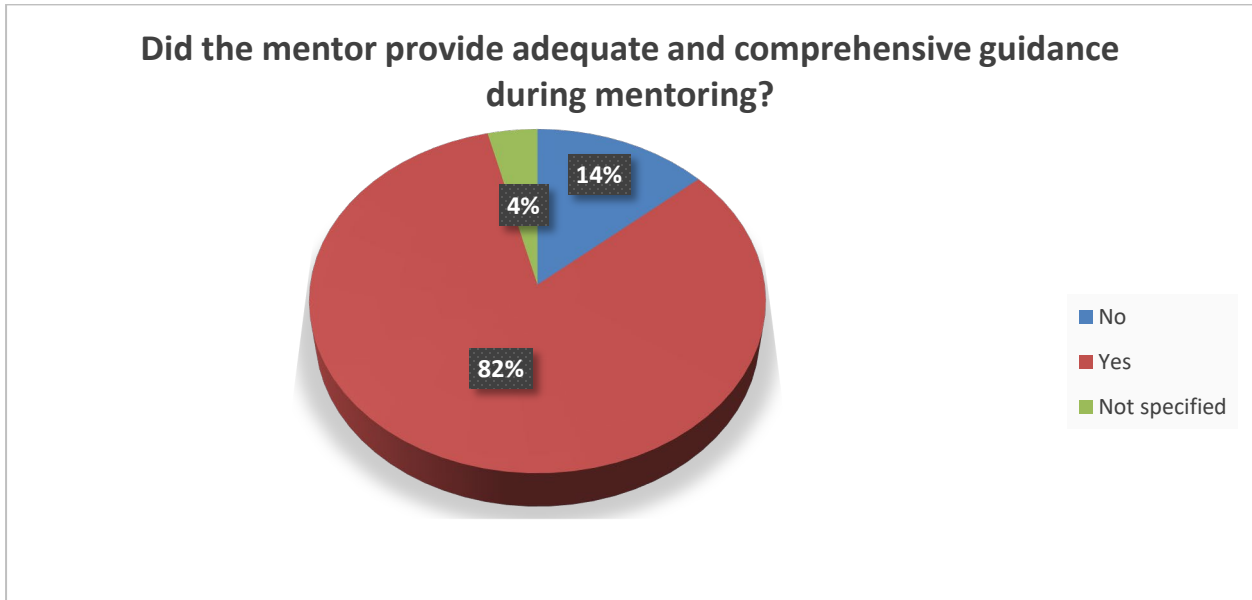
- **Support programme achieved its intended results:** In terms of the question whether the academic support programme achieved its intended results, the study revealed that **86%** of the respondents indicated YES whilst **13%** responded NO.

Figure 19: Improvement of marks as a result of support programme



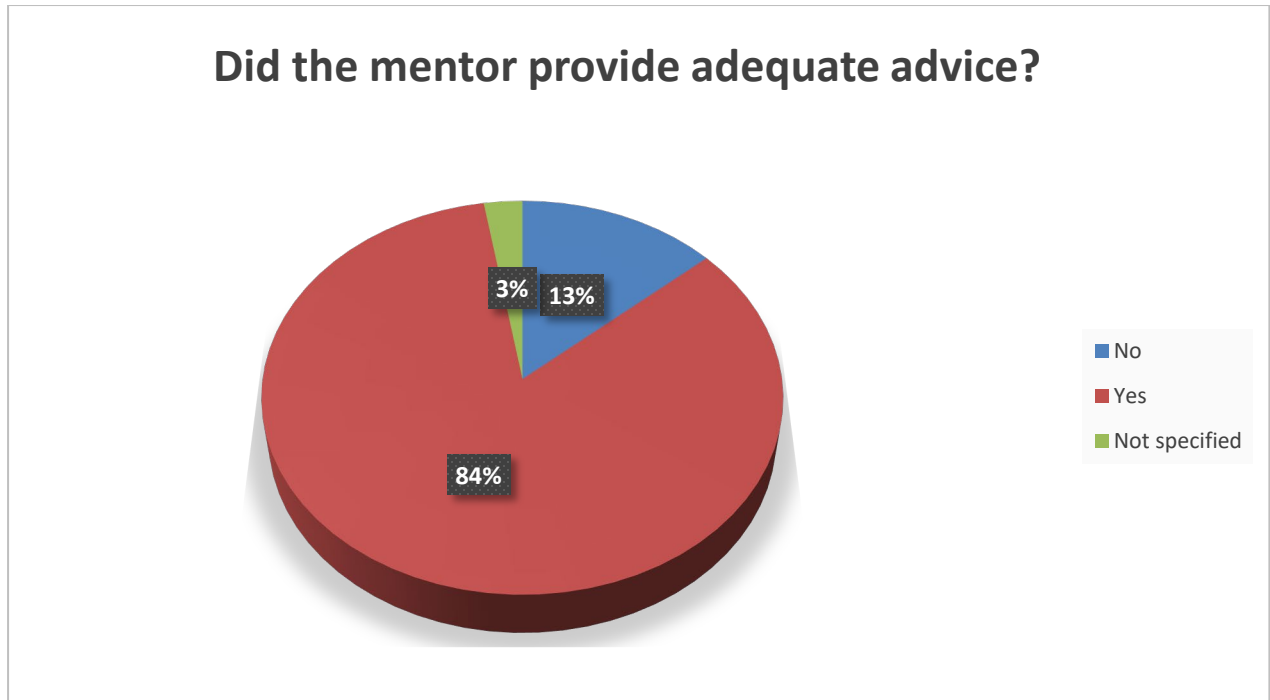
- **Improvement of your marks as a result of the programme:** On the question whether there was an improvement in academic performance because of the academic support programme, the study indicated that **86%** of respondents indicated YES, whilst **14%** indicated NO.

Figure 20: *Mentor provided adequate and comprehensive support*



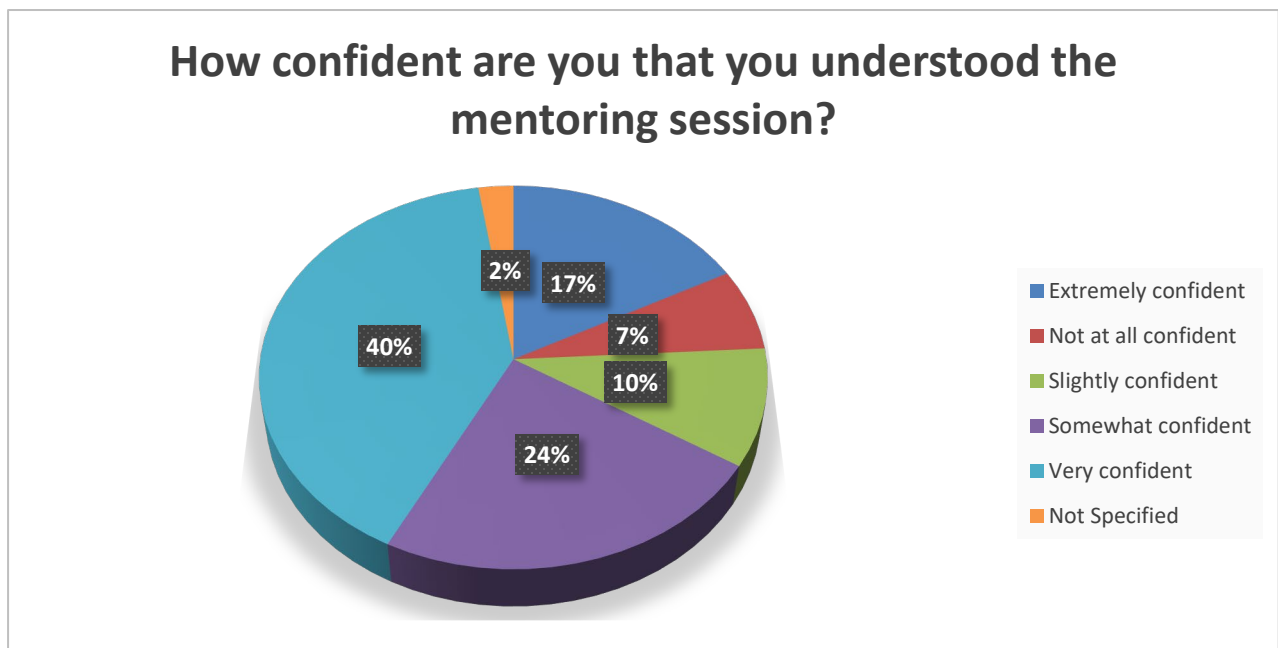
- **Mentor provided adequate and comprehensive mentorship:** Regarding the question whether the mentor provided adequate and comprehensive mentorship during the academic support programme, **82%** responded YES and **14%** responded NO.

Figure 21: *Mentor provided adequate advice.*



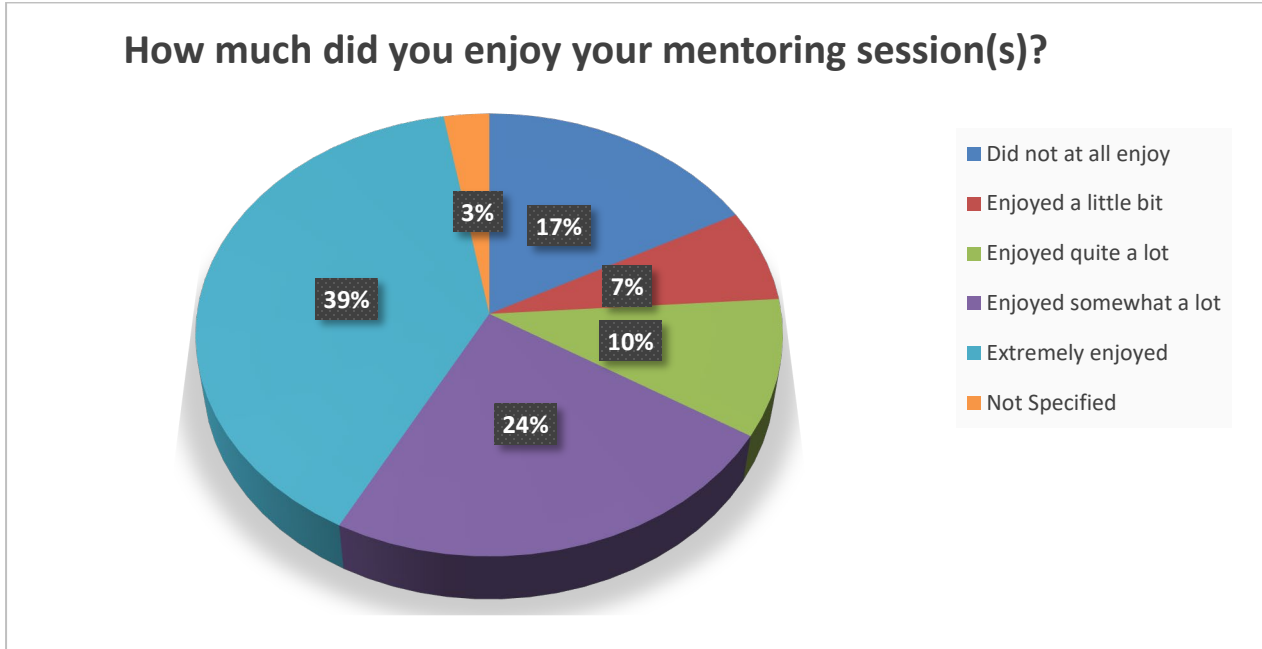
- **Mentor provide adequate mentorship advise:** On the question of whether the academic support mentor provided adequate mentorship advise, 86.1% responded YES and 13.9 responded NO.

Figure 22: *Level of understanding the mentoring sessions.*



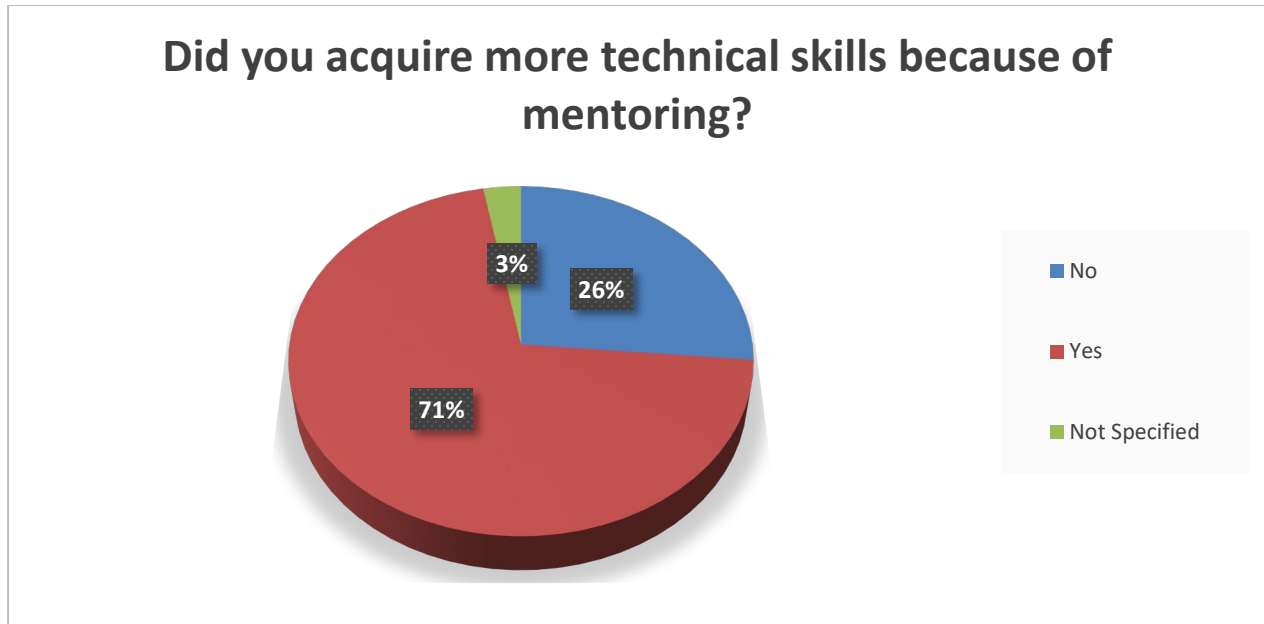
- **Confidence in understanding the mentoring sessions:** 17% (extremely confident) and 40% (very confident), while 7% indicated that they were not at all confident.

Figure 23: *Enjoying the mentoring sessions*



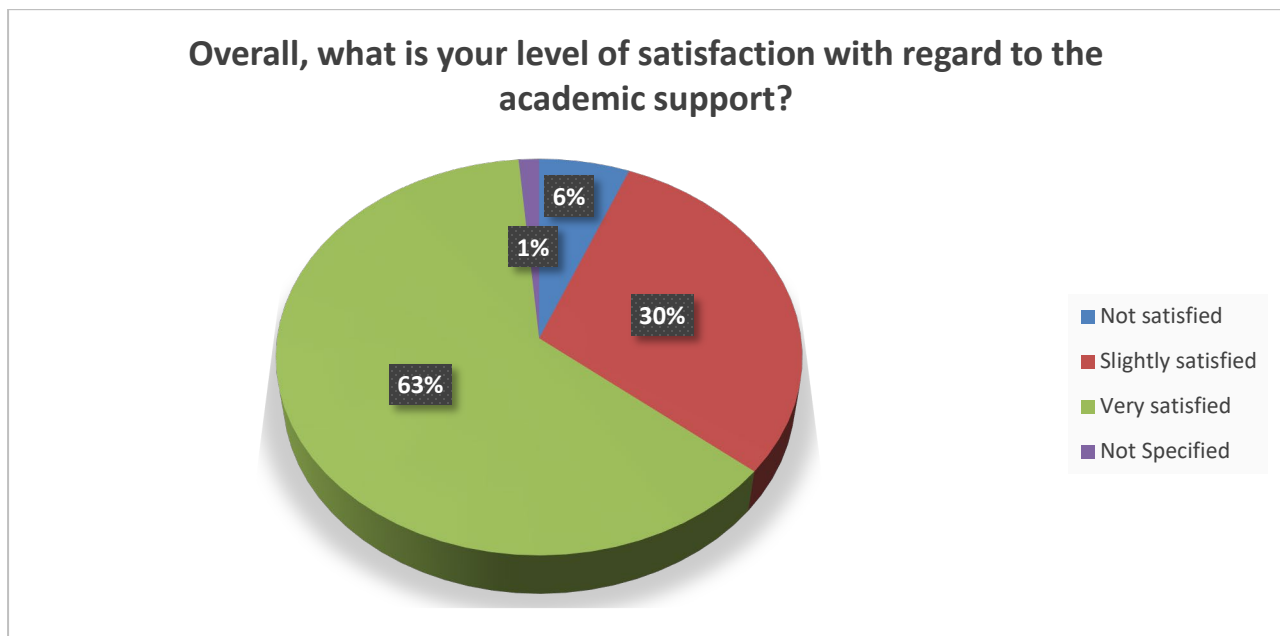
- **Enjoying the mentoring sessions:** The majority of the respondents rated enjoying the mentoring sessions from “enjoyed quite a bit” to ‘extremely enjoyed” at a total of 73%, whilst 17% indicated they did not enjoy the sessions.

Figure 24: Acquisition of more technical skills



- **Acquisition of skills:** The respondents (i.e. 71%) indicated that they acquired more technical skills from participating in the programme, with only 26% indicating NO.

Figure 25: Overall satisfaction with Academic Support programme



- **The level of satisfaction with the programme:** Majority (63%) of respondents were very satisfied while 30% were slightly satisfied, only 6% were not satisfied.

6. RECOMMENDATIONS AND CONCLUSION

- **Record Management:** Based on the amount of data cleansing that was required before the study commenced, there is a need to improve the process of capturing and keeping a record of beneficiaries' details.
- **Develop structured Academic Support and Mentorship Programmes:** FASSET should develop a structured and institutional framework for Academic Support and mentorship. Effective support and mentoring require more than common sense. Research indicates that mentors and mentees who develop and manage successful mentoring partnerships demonstrate several specific, identifiable skills that enable learning and change to take place.
- **Involve professional bodies in the development of structured academic support programmes:** Research has indicated that the structured academic support programmes that are linked to professional bodies are often very effective and successful. Professional bodies may therefore play a critical role in strengthening the learning and training and ensure the success of learners. FASSET is therefore encouraged to direct that training providers link their academic support and training services to standards that are accepted by professional bodies and, if relevant, SAQA.

In conclusion, this research has shown that the academic support programme provided by FASSET was successful, effective and has demonstrated its ability to meet the goals and objectives laid out upon its conceptualisation and inception. The support programme has enabled beneficiaries to be effective in terms of learning and primarily because of this intervention, a sizeable number of beneficiaries completed the training and managed successfully obtained their qualifications.

The academic support programme provided beneficiaries with an opportunity to be gainfully employed as well as being in self-employment and business operations. A sizeable number of beneficiaries indicated that they have acquired knowledge and skills that have helped them grow and feel confident in class, to perform better, to be endowed with skills that have helped them grow as individuals and have a better approach to their future.

The findings from this study present compelling evidence that the Academic Support programme, has resulted in significant improvements in academic performance for a substantial majority of participants. In terms of the overall rating of the academic support, the study reveals that 96.1% of respondents responded positively on the support programme (i.e., 31.8% rated this level as very good, 31.6% rated it as excellent, 22.8% good, 9.9% rated it as fair) and none of the respondents

rated it as poor.

The survey revealed that 85% of the beneficiaries indicated that their results improved after the programme. Therefore, overall, the programme appears to have improved the skills and knowledge of beneficiaries across the sectors. More so, **91%** indicated that the programme managed to address the challenges they had. These results underscore the programme's effectiveness and its ability to positively impact the educational outcomes of those involved. Over and above, the results affirm the importance and success of investing in initiatives aimed at providing academic support, emphasizing the value of continued support and resources towards similar educational programmes.

APPENDIX 1: TELEPHONIC INTERVIEWS WITH BENEFICIARIES AND EMPLOYERS

Name and Surname	Comments
1. Bandile Gungwana	He was happy with the academic support that he got. He was attending only one module. The classes were held online. The university used different tutors. He really appreciates the fact that they got R500 to buy data, laptops and vouchers for food after classes. He highly recommends FASSET academic support.
2. Kamogelo Merafe	She was happy with academic support. She was attending only one module and she got assistance that she needed. They were attending online classes. She was not sure if it was done by the same tutors, but she loved the fact that they were mini group activities that they were doing, and they really help her. She appreciated everything that FASSET has done they even got calculators and books from the academic support classes. On which she feels like they really held her. She highly recommended the FASSET academic support.
3. Inganathi Mzitshi	She was happy with academic support. She was attending 2 modules. The classes were online. They used different tutors and which made things easier for her. They really help her since she was really struggling with her everyday tutors (Tutors from the university). She even got tools of trade for academic classes. She recommended the FASSET academic support because she did pass her 2 models with the help of these extra classes. She was grateful for the opportunity.
4. Khayakazi Blayi	She applied for the academic support but she did not get confirmation that her application was improved. Therefore, she did not start attending academic classes.
5. Khanyisiwe Peni	She was happy with academic support. She was attending two modules. Her classes were online. She got support from the group activities that they were doing. Her marks improved a lot and she is so grateful for the opportunity that she got. She recommended FASSET academic support.
6. Brain Tshabalala	He enjoyed academic support. It was very helpful the tutors were dedicated; they came to the class prepared every day. They did allow one on one assistance. He was doing 3 modules. He recommended academic support since the tutors they were even giving them exam techniques on how to pass these modules. He is grateful for the opportunity.
7. Legogang Ntsoane	She did enjoy academic support. It did assist her as she did improve on her 2 modules. It was online classes. She recommended the FASSET academic support.

APPENDIX 2: RESEARCH QUESTIONS AND RESPONSES SPREADSHEET

["C:\Users\Thami\Desktop\Dadani Folder\FASSET January 2022\Research Department 2023\Impact assessment graphs.xlsx"](#)

APPENDIX 3: AUTHORISATION LETTER



Make the future count

Physical Address: 1st Floor, 296 Kent Avenue, Ferndale, Randburg, 2194
Postal Address: P.O. Box 6801, Cresta, 2118, Gauteng
Tel: (011) 476 8570, **Fax:** (011) 476 5756
E-mail: fassetcalcentre@fasset.org.za, **Website:** www.fasset.org.za

02 August 2023

Dear valued FASSET Beneficiary/Stakeholder,

REQUEST FOR YOUR PARTICIPATION IN THE FASSET MONITORING AND EVALUATION PROJECT

The Financial and Accounting Services Sector Education and Training Authority (FASSET) was established in 2000 in terms of the Skills Development Act (1998). FASSET facilitates skills development in the Finance and Accounting Services (FAS) sector.

In an effort to develop to align programmes to a broader vision of FASSET and ensuring that we implement research-informed skills intervention programmes, FASSET awarded Injeje Consulting and Training a contract to conduct Monitoring and Evaluation project, with a specific focus on the four (4) work streams listed below:

- Monitoring and Evaluation
- Due Diligence
- Tracer Study on the FASSET Learnership Beneficiaries
- Impact Assessment of the FASSET Academic Support Programme

Monitoring and Evaluation and Due Diligence

The main focus of the Monitoring and Evaluation will be to conduct onsite monitoring and evaluation on the implementation of FASSET skills intervention programmes. The Due Diligence work component will focus on conducting due processes on stakeholders that apply for FASSET funding to ascertain if they have all the required resources and processes in place to implement and manage the programme. The monitoring and evaluation work strands will focus on the monitoring and evaluation of implementation of the FASSET programme/s whilst they are underway.

Tracer and Impact Assessment studies

The primary focus of these studies, firstly, is to Track Beneficiaries of the FASSET Learnership programme and secondly, to conduct an Impact Assessment of FASSET Academic Support programme.

FASSET is committed to adding value to the FAS sector and its stakeholders through its research. To achieve this objective, FASSET requests your participation as a valued Beneficiary/Stakeholder. The streams (specifically the Tracer and Impact Assessment Studies) will be conducted under conditions of strict confidentiality and only with the informed consent of all participants. No individual source or specific organisation will be identified in this research project. The requirements of the Protection of Personal Information (POPI) Act will be followed.

You will be contacted by Injeje Consulting and Training researchers requesting your participation in the project. If you have any questions regarding the above project, please contact Mr Abongile Tsotsi at Abongile.Tsotsi@fasset.org.za / 072 241 8481.

Your co-operation will be greatly appreciated, and your inputs and your support of FASSET and its objectives are truly valued.

Sincerely

Ms. Ayanda Mafuleka CA(SA)

(FASSET CEO)

Board Members: Mr B Mathibela (Interim Chair), Ms M P Nhlapo (Government Department), Ms R I Singo (Community Organisation), Mr M J Maboa (Organised Labour), Mr X Lingani (Organised Labour), Mr M D Meluse (Organised Labour), Ms T B Masemola, (Organised Labour), Mr N Mapiloko (Organised Labour), Mr T Phatlane (Organised Employer), Mr P Khumalo (Organised Employer), Ms M Magasa (Organised Employer), Ms M Mushwana (Organised Employer), Ms A Nyathela-Maharjana (Organised Employer), Ms P N Ngwenya (Organised Employer).

CEO: A. Mafuleka

APPENDIX 4: POPIA MEMORANDUM

ADDENDUM

Between

Finance and Accounting Services SETA ("FASSET")

(A schedule 3A National Public Entity established under section (9) of the Skills Development Act No. 97 of 1998, herein represented by the individual who warrants that they have the duly authorised capacity to sign this agreement on behalf of FASSET)

(Herein referred to as the "Client")

1.

2.

AND

3.

Injeje Consulting and Training Pty Ltd

A private company, registered in terms of Company Act of 2008 as amended, with Registration Number. 2009/006774/07 (hereinafter referred to as "Injeje Consulting and Training Pty Ltd")

(Service Provider)

THE PARTIES HEREBY WISH TO AMEND THE MAIN AGREEMENT AS SET OUT IN THIS ADDENDUM 1

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Injeje Consulting and Training	Client
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Revision July 2023

1. Definitions and Interpretation

- 1.1 Terms defined in the Main Agreement shall carry the same meaning in this Addendum and Appendix A;
- 1.2 In the Addendum, unless otherwise stated in or inconsistent with the context. The following terms will bear the following meanings:
 - 1.2.1 "Addendum 1" means this addendum to the Main Agreement;
 - 1.2.2 "Effective Date" means 20 May 2023 end date 31st March 2023.
 - 1.2.3 "Main Agreement" means the Service Agreement entered into between Injeje Consulting and Training Pty Ltd, and the Client, as signed by Parties on 20 May 2023 with Effective Date of 20 May 2023; until 31st March 2024.
 - 1.2.4 "Parties" means the parties to the Main Agreement.
- 1.3 Unless inconsistent with the context and save where amended by this Addendum 1, the words and expressions defined in the Main Agreement will, where they appear in clause 2 of this Addendum 1, have the same meaning.

2. Amendment to the Main Agreement

The Main Agreement is hereby supplemented and amended with effect from the Effective Date as follows:

- 2.1 The Parties agree to add Appendix A as attached to this Addendum to the Main Agreement.
- 2.2 This Addendum and Appendix shall be read as if incorporated in the Main Agreement and shall be construed as a further addendum to the Main Agreement.
- 2.3 The service provider acknowledges and agrees, notwithstanding the clause 9 of the main agreement, that FASSET, not to secure it against liability for any actions that may result in a lawsuit form infringement of the POPI Act.

3. Remaining provisions of the Main Agreement

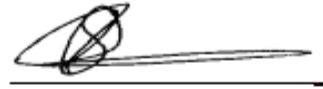
This Addendum 1 constitutes an amendment to the Main Agreement. Save as amended herein, all of the remaining provisions on the Main Agreement shall be and remain unaltered and of full force and effect and binding on the Parties.

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SIGNED at Sunninghill by Injeje Consulting and Training Pty Ltd on this the 18th day of August 2023.

Thami Dube

Project Manager



(Print Name in block letters)

Designation

Signature

For and on behalf of Injeje Consulting and Training Pty Ltd and duly authorised thereto.

SIGNED at _____ by Finance and Accounting Service Sector Education and Training Authority on this the _____ day of _____ 2023.

Ayanda Mafuleka

Chief Executive Officer



(Print Name in block letters)

Designation

Signature

For and on behalf of Finance and Accounting Service Sector Education and Training Authority and duly authorised thereto.

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Appendix A

B. DATA PRIVACY AND INFORMATION SECURITY

1. BACKGROUND AND SCOPE

- 1.1. The Client and Injeje Consulting and Training Pty Ltd have entered into the Main Agreement to which this Appendix A is annexed and incorporated by reference.
- 1.2. The Parties acknowledge that in providing the Services, it may have access to Personal Information relating to Data Subject(s) and/or it may process Personal Information, and that the provisions of this Appendix A shall apply in this regard.
- 1.3. This Appendix A sets out the terms and conditions for the Processing of Personal Information pursuant to the Main Agreement to the extent where Injeje Consulting and Training Pty Ltd acts as Operator in relation to Personal Information and the Client acts as Responsible Party in relation to Personal Information.
- 1.4. To the extent that the Main Agreement already contains provisions regulating data protection or any other matter regulated by this Appendix A, such clauses remain of full force and effect and will be supplementary to the provisions of this Appendix A.
- 1.5. The Parties further agree that in the event of a conflict between the provisions of this Appendix A and the Main Agreement the provisions of this Appendix A will take precedence regarding all aspects pertaining to processing of Personal Information by Injeje Consulting and Training Pty Ltd.

1. DEFINITIONS

Unless otherwise indicated the following words shall bear the following meaning: -

- 1.1. "Data Breach" has the meaning ascribed thereto in terms of applicable Data Protection Laws and includes any suspected or actual breach of the conditions for lawful processing of Personal Information leading to the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to Personal Information;
- 1.2. "Data Subject" means any living natural person or existing juristic (legal entity) person to whom the specific Personal Information relates as defined in POPIA;
- 1.3. "Data Protection Legislation" means any statutes, laws, legislation or regulations that relates to the security and protection of personal information, data privacy, trans-border data flow or data protection in force from time to time in the Republic of South Africa, including but not limited to the Protection of Personal Information Act 4 of 2013 (POPIA), Electronic Communications and Transactions Act 25 of 2002; Promotion of Access to Information Act 2 of 2002, and/or any equivalent legislation of other jurisdiction(s) where Personal Information is being Processed or where a Party is obliged to comply with, as amended or replaced from time to time;

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- 1.4 "Operator" has the meaning ascribed thereto in POPIA and will include Operator or a Sub-Operator who processes Personal Information for a e lawful purpose;
- 1.5 "Lawful Purpose" means in pursuance of the Services under the Main Agreement;
- 1.6 "Permitted Disclosees" means any employee, who has access to Personal Information in pursuance of the Lawful Purpose or any support activities concerning the Main Agreement, and will include its professional advisors and Sub-processors;
- 1.7 "Personal Information" means personal information as defined by Data Protection Laws and relates to Personal Information of Data Subjects of which the Client is the Responsible Party which is furnished to Injeje Consulting and Training Pty Ltd to enable Injeje Consulting and Training Pty Ltd to render the Services under the Main Agreement;
- 1.8 "POPIA" means the Protection of Personal Information Act, No 4 of 2013;
- 1.9 "Process" or "Processing" means the meaning ascribed thereto in Chapter 1 of POPIA and includes any operation or activity or any set of operations, whether or not by automatic means, concerning Personal Information, including its collection, receipt, recording, organisation, collation, storage, updating or modification, merging, linking, blocking, degradation, erasure or destruction, retrieval, alteration, consultation, testing or use, dissemination or distribution by any means and "Processing" will have a corresponding meaning
- 1.10 "Responsible Party" means a public or private body or any other person which, alone or in conjunction with others, determines the purpose of and means for processing personal information as defined in POPIA;
- 1.11 "Security Incident" means any Data Breach and any incident that constitutes a breach of the security-related requirements, or is notifiable or subject to sanctions under applicable Data Protection Laws;
- 1.12 "Sub-processor" has the meaning given to it in applicable Data Protection Laws and includes Injeje Consulting and Training Pty Ltd's hosting service providers, contractors, subcontractors, subsidiaries and affiliates, engaged in delivering the Service, or person under the authority of Injeje Consulting and Training Pty Ltd involved in Processing activities under the Main Agreement;
- 1.13 The use of any word or expression, or term or process or definition in this Appendix A which has its meaning derived from POPIA, including but not limited to "Personal Information", "Responsible Party", "Operator", "Process" / "Processing", "Data Subject", "Sub-operator", "Data Breach", "Information Regulator", will be construed to mean the corresponding word or expression or term or process or definition which has its meaning derived from the GDPR or any applicable Data Protection Laws such as "Personal Information", "Controller", "Data Processor", "Process" / "Processing", "Data Subject", "Sub-processor", "Data Breach", "Supervisory Authority", "Commission", "Member State";

2. PROCESSING OF PERSONAL INFORMATION

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Revision July 2023

- 1.14 The Parties (or Injeje Consulting and Training Pty Ltd, where relevant) warrant on an ongoing basis that, it will:
 - 1.14.1 comply with all privacy and Data Protection Laws applicable to the Services relating to the Processing of Personal Information;
 - 1.14.2 process Personal Information only insofar as it is necessary for the Services rendered to the Client and as permitted or required by law;
 - 1.14.3 keep the Personal Information confidential and not commercially exploit or engage in any other practice or activity that may in any manner adversely affect the integrity, security or confidentiality of the Personal Information;
 - 1.14.4 not disclose or otherwise make available Personal Information to any third party other than Permitted Disclosees, who require access to such Personal Information in order for Injeje Consulting and Training Pty Ltd to carry out its obligations under the Main Agreement;
 - 1.14.5 take reasonable technical and organisational security and physical safety measures to protect the integrity of Personal Information Processed by Injeje Consulting and Training Pty Ltd under the Main Agreement and to avoid unauthorised access to or loss of any such Personal Information;
 - 1.14.6 promptly inform the other if, in its opinion, an instruction given by the Party regarding Personal Information infringes Data Protection Laws;
 - 1.14.7 promptly inform the other of any actual or suspected Security Incident involving the Personal Information;
 - 1.14.8 co-operate with the Client and take reasonable steps as are directed by Client to assist in the investigation, mitigation and remediation of each such breach of personal information;
 - 1.14.9 provide the Client upon request with any information required to meet the Client’s obligations in the law relating to the processing of Personal Information and make the necessary documentation available within a reasonable time; and
 - 1.14.10 ensure that its employees who process Personal Information receive adequate and appropriate training in the care and handling of Personal Information in terms of POPIA; and
 - 1.14.11 only retain Personal Information for such period as may be permitted by applicable legislation and regulations and it shall not retain Personal Information for any longer than is necessary for achieving the purpose for which the Personal Data was Processed.
- 1.15 To the extent that Injeje Consulting and Training Pty Ltd allows a subcontractor to process the Personal Information, Injeje Consulting and Training Pty Ltd shall ensure that it binds such subcontractor to obligations which provide a similar level of protection as sub-clause 3.1. Injeje Consulting and Training Pty Ltd shall nevertheless remain fully liable to the Client for the performance of such obligations.

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- 1.16 Injeje Consulting and Training Pty Ltd will not transfer Personal Information outside of the Republic of South Africa other than a foreign third party recipient which is subject to a law or binding corporate rules or binding agreement which provides an adequate level of protection that is similar to the protection provided for the Processing of Personal Information under POPIA;
- 1.17 The provisions of sub-clause 3.1 shall not apply to the whole or any part of the information which is;
 - 1.17.1 publicly available without breach of this Agreement;
 - 1.17.2 Lawfully received from a third party; or
 - 1.17.3 required to be disclosed in response to a valid order of court or other governmental agency or if disclosure thereof is otherwise required by law.
- 1.18 In the event that Injeje Consulting and Training Pty Ltd is required to disclose or process any Personal Information that is (a) required by law, regulation or court order, or (b) required to enable a public body to properly perform a public law duty to carry out actions for the conclusion or performance of a contract to which Data Subject is a party, or (c) necessary for pursuing the legitimate interests of (i) the Client, (ii) a third party to whom the information is supplied, or (iii) a Data Subject, or to comply with an obligation imposed by law on Responsible Party, Injeje Consulting and Training Pty Ltd will:
 - 1.18.1 If legally permissible, (a) advise the Client thereof prior to such disclosure, (b) afford the Client a reasonable opportunity, if possible and permitted, to intervene in the proceedings; and (c) comply with Client's requests as to the manner and terms of any such disclosure, where permissible
- 1.19 The operator (Injeje Consulting and Training Pty Ltd) shall make available to the Client on request all information necessary to demonstrate compliance with this Agreement, and shall allow for and contribute to audits, including inspections, by the Client or an auditor mandated by the Client in relation to the processing of the Personal Information in terms of this Agreement.
- 1.20 The Client warrants that it has, in its capacity as Responsible Party, obtained the consent from the relevant Data Subject as defined in POPIA.
- 1.21 Insofar as the Client processes any Personal Information of Injeje Consulting and Training Pty Ltd, the Client shall conduct such Processing within the ambit of applicable data protection laws.

PRIVACY NOTICE PROTECTION OF PERSONAL INFORMATION ACT (POPIA) NO.4 OF 2013


- 1. The Client understands that in terms of POPIA and other laws in South Africa, there are instances where the Client's consent as defined in POPIA is not required/necessary in order to permit Injeje Consulting and Training Pty Ltd to process Personal Information, which may be related to investigations, litigation or when Personal Information is publicly available or

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Injeje Consulting and Training	Client
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when Injeje Consulting and Training Pty Ltd has a justifiable legitimate interest to process Personal Information.

2. The Client will hold Injeje Consulting and Training Pty Ltd liable or responsible for any improper or unauthorised use of Personal Information relating to FASSET programmes' beneficiaries.
3. The Client confirms that the Client representative has read this Privacy Notice and understands and agrees to the contents thereof.

Signed at Summinghill on this 18th day of August 2023.



Signature

Name: Thami Dube

Designation: Project Manager

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