

FASSET

**Strategic Plan for 2020 -
2025**



F A S S E T



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ABBREVIATIONS

Abbreviation	Description
APP	Annual Performance Plan
ATR	Annual Training Report
DG	Discretionary Grants
DHET	Department of Higher Education & Training
DoT	Department of Transport
DPME	Department of Performance, Monitoring and Evaluation
ETQA	Education & Training Quality Assurance
FASSET	Financial and Accounting Services SETA
FLC	Foundational Learning Competency
HET	Higher Education & Training
HETLA	Higher Education & Training Laws Amendment Bill
HRDS	Human Resource Development Strategy
IPAP	Industrial Policy Action Plan
MG	Mandatory Grants
MHEST	Minister of Higher Education, Science and Technology
MTEF	Medium Term Expenditure Framework
MTSF	Medium Term Strategic Framework
NDP	National Development Plan
NQF	National Qualification Framework
NSDP	National Skills Development Plan
NSDS	National Skills Development Strategy
NSF	National Skills Fund
PESTEL	Political, Economy, Social, Technological, Environmental and Legal
PFMA	Public Finance Management Act
PIVOTAL	Professional Vocational Technical and Academic Learning programmes that result in a qualification or part of a qualification on the NQF
PPE	Programme Performance Evaluation
PSET	Post-School Education and Training
PTP	PIVOTAL Training Plan



Abbreviation	Description
PTR	PIVOTAL Training Report
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SBDS	Small Business Development Strategy
SDA	Skills Development Act
SDL	Skills Development Levies
SETA	Sector Education and Training Authority
SIC codes	Standard Industrial Classification codes
SIPS	Strategic Infrastructure Programmes
SLA	Service Level Agreement
SSP	Sector Skills Plan
SWOT	Strengths, Weaknesses, Opportunities and Threats
TVET	Technical, Vocational, Education & Training



STATEMENT FROM THE ACCOUNTING AUTHORITY

It is our privilege, as the Finance and Accounting Services Sector Education and Training Authority (FASSET) Board, to submit the Annual update for the period 1 April 2021 to 31 March 2022 of the five (5) year Strategic Plan (SP) 1 April 2020 to 30 March 2025 to the Department of Higher Education, Training, Science and Technology (DHET). 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.

FASSET is a public entity listed in Part A of Schedule 3 of the PFMA, established in accordance with section 9 of the SDA as amended, and having all the powers granted to it in terms of the Act. The scope of coverage of FASSET is the financial and accounting sector, as determined by the Minister of Higher Education, Training, Science and Technology (MHET) in terms of section 9(2) of the SDA, read in conjunction with Government Gazette No 42589, of 22 July 2019. As a SETA that has been in operation since 2000, our re-establishment as indicated in the above-mentioned gazette to 31 March 2030, the extended licence period allows FASSET to plan longer term and implement programmes over a longer period where the impact can be measured.

The FASSET Board re-evaluated the SETA's strategy during August 2020, taking into account the Fasset Sector Skills Plan. The SP has been aligned also to the national imperatives of government as per the National Growth Plan, the National Development Plan. This version of the SP is FASSET's response to the National Skills Development Plan (NSDP) and in it we have sought to ensure that our intended plans align to the outcomes of the NSDP and addresses the challenges faced by South Africa in these times of job scarcity coupled with the impact of technology and its consequences.

The SP is constructed during a period when the world battles the COVID 19 pandemic. SAs economy feels the impact of the COVID 19 pandemic and the FASSET SSP research confirms the slowing down of all the economic sectors, and the effective use of the SDL becomes a necessity. We have positioned the APP in the context of the contrast of reducing resources on the one hand and increased needs by beneficiaries as unemployment increase. The SP incorporates input from the FASSET Management Team, Board and Governance and Strategy Committee.

To this end, FASSET will continue to concentrate 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 scarce skills areas. In tackling these two core areas, FASSET is more mindful of the need to be agile and respond to the skills needs of our sector timeously and in a coordinated manner to ensure success. Transformation remains key to all we do at FASSET and in this planning period, a priority will be the development of females at executive level.

In considering the current COVID 19 context and the increased strain on the public fiscus, the Board has amplified the need for strategic partnerships to integrate resources with stakeholders within FASSET's environment such as professional bodies, other SETAs and the private sector. A stakeholder engagement strategy will begin implementation within this planning phase to actively improve cross-sector collaboration and reduce duplications with the interventions being implemented by other SETAs with an aim to maximise



service delivery with the resources available. We will also increase access to provincial, rural and community level beneficiaries and consolidate our work via Community Education and Training (CET) and TVET colleges.

The DPME Framework for Strategic Plans (SPs) and Annual Performance Plans (APPs) 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.

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.

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Lynette Ntuli

Chairperson of the Board



STATEMENT FROM THE CHIEF EXECUTIVE OFFICER

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

Our mandate centres around the development of a skills pipeline that feeds Financial and Accounting Sector skills into the broader economy with a focus on closing scarce and critical skills gaps within the sector. As such, FASSET has four programmes which have been capacitated to drive delivery upon our mandate with Programme 3 leading the implementation of our interventions through our PIVOTAL and Non-PIVOTAL programmes. Over the past financial year our programmes have performed well with most targets being achieved or overachieved across the board. However, there is always room for improvement and efforts are being made to improve internal process and harness technology increase productivity and the quality of our delivery. Key areas of improvement include our marketing processes to increase awareness regarding FASSET programmes in order to drive participation from targeted beneficiaries. This is extremely important as it will ensure that the resources that have been made available are disbursed as planned to drive the impact and outcomes of our strategy and the broader national imperatives. In terms of beneficiaries, our current grant disbursement criteria are being reviewed as we seek to ensure alignment to the criteria indicated by DHET.

The development and adoption of the updates to the SSP alongside the recently held Board strategic session provided the necessary strategic direction for the institution over the 2021/22 FY and 5-year strategic period from 2020 to 2025. The broader strategic impact and outcomes remain relevant within our environment; however, the Board has indicated the need for a cross-selectorial view when considering our interventions as FASSET sector skills are required across all sectors of the economy. Thus, strategic partnerships will become increasingly important in executing our mandate. To this end, processes are being formalised internally through a Stakeholder Engagement Strategy which will be implemented in this planned period to drive the required cross-selectorial collaboration required; especially within this difficult economic climate caused by the COVID 19 pandemic. The upskilling of the public sector in terms of FASSET sector skills remains a key focal area in an effort improve the financial performance public institutions with a particular focus on local government which will also require coordinated partnerships with relevant stakeholder within that space.

From skills planning perspective, key updates include interventions to better understand issues regarding the alignment between TVET curriculums and FAS sector skills needs. Additionally, issues regarding ethics and integrity will be highlighted within the context of automation and digitisation within sector.

Our learning programmes and projects have been reprioritised to reduce duplication whilst increasing impact to our beneficiaries. Key interventions include the increased targets for our financial literacy programmes and tuition support programmes for learners in academic programmes. Online learning tools have become increasingly relevant we will seek to continue support in this area through our existing DG awards.

Finally, I would like to acknowledge DHET for its support and steer in the development of our SSP which has fed into the Annual Performance Plan. I would also like to acknowledge the Board for providing strategic direction and our management team and staff for continuing to drive the implementation of our mandate and contributing to national building through our programmes.

FASSET

Strategic Plan for 2020-2025

August 2019



A handwritten signature in black ink, appearing to read "Ayanda Mafuleka", written over a horizontal line.

Ms Ayanda Mafuleka
Chief Executive Officer



OFFICIAL SIGN-OFF

It is hereby certified that this Strategic Plan:

- Was developed by the management of the FASSET under the guidance of the Chairperson of the Board.
- Considers all the relevant policies, legislation and other mandates for which the FASSET is responsible.
- Accurately reflects the Impact, Outcomes and Outputs which the FASSET will endeavour to achieve over the period FY2021/22 – FY2020/2025.

Mr Zakariya Alli
Chief Financial Officer

Signature:

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Ms Elizabeth Thobejane
Chief Operations Officer

Signature:

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Ms Ayanda Mafuleka
Chief Executive Officer

Signature:

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Approved by:
Lynette Ntuli
Chairperson of the Board

Signature:

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PART A: OUR MANDATE

1. FASSET MANDATE

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

2. LEGISLATIVE AND POLICY MANDATES

The following Legislative and policy mandates impact FASSET.

2.1 Skills Development Act, No. 97 of 1998

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

10(1). A SETA must, in accordance with any requirements that may be prescribed-

- a) develop a sector skills plan within the framework of the national skills development strategy;
- b) implement its sector skills plan by-
 - i. establishing learning programmes;
 - ii. approving workplace skills plans and annual training reports;
 - iii. allocating grants in the prescribed manner and in accordance with any prescribed standards and criteria to employers, education and skills development providers and workers; and
 - iv. monitoring education and skills development provision in the sector;
- c) promote learning programmes by-
 - i. identifying workplaces for practical work experience;
 - ii. supporting the development of learning materials;
 - iii. improving the facilitation of learning; and
 - iv. assisting in the conclusion of agreements for learning programmes, to the extent that it is required;
- d) register agreements for learning programmes, to the extent that it is required;
- e) perform any functions delegated to it by the QCTO in terms of section 26I;
- f) when required to do so as contemplated in section 7(1) of the Skills Development Levies Act, collect the skills development levies, and must disburse the levies, allocated to it in terms of sections 8(3)(b) and 9(b), in its sector;
- g) liaise with the National Skills Authority on-
 - i. the national skills development policy;
 - ii. the national skills development strategy; and
 - iii. its sector skills plan;
- h) submit to the Director-General-
 - i. any budgets, reports and financial statements on its income and expenditure that it is required to prepare in terms of the Public Finance Management Act; and
 - ii. strategic plans and reports on the implementation of its service level agreement;



- i) liaise with the provincial offices and labour centres of the Department and any education body established under any law regulating education in the Republic to improve information-
 - i. about placement opportunities; and
 - ii. between education and skills development providers and the labour market;
- (iii) liaise with the skills development forums established in each province in such manner and on such issues as may be prescribed;
- j) subject to section 14, appoint staff necessary for the performance of its functions;
 - (j) promote the national standard established in terms of section 30B;
 - (ji) liaise with the QCTO regarding occupational qualifications; and
- k) perform any other duties imposed by this Act or the Skills Development Levies Act or consistent with the purposes of this Act.

(2) A SETA has –

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

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

2.2 Skills Development Levies Act, No. 9 of 1999

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

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

- SARS collects all SDLs of which 20% goes to the National Skills Fund and 80% to the SETAs. SETAs retain 10.5% for their own administration, with 0.5% of this going to the Quality Council for Trades and Occupation (QCTO) for quality assurance, 20% is dispersed back to compliant and participating employers (Mandatory Grant) and allocate 49,5 % to their Discretionary pool of funds.
- 80% of this Pivotal pool of funds is available to employers in the form of a Pivotal Grant (subject to application and success submission of a Pivotal Grant Plan) and 20% is reserved for Discretionary funding of compliant employers (subject to application/allocation).
- Non-compliant or non-participating employers' Mandatory Grant is swept into the discretionary pool. SETAs may also apply for additional funding from the National Skills Fund for special projects. Should the SETA not use the funds at their disposal they have to be returned to the National Skills Fund (NSF).

2.3 Other Legislation & Policy Mandates

Other key legislation includes:

- a) Basic Conditions of Employment Act, 1997 (Act No. 75 of 1997),
- b) Broad-Based Black Economic Empowerment Act, 2003 (Act No. 53 of 2003),



- c) Division of Revenue Acts
- d) Employment Equity Act, 1998 (Act No. 55 of 1998),
- e) Income Tax Act, 1962 (No. 58 of 1962).
- f) Labour Relations Act, 1995 (Act No. 66 of 1995),
- g) National Qualifications Framework Act, 2008 (Act No. 67 of 2008),
- h) Preferential Procurement Policy Framework Act, 2000 (Act No. 5 of 2000),
- i) Public Audit Act, 2004 (Act No. 25 of 2004),
- j) Public Finance Management Act, 1999 (Act No. 1 of 1999),

Other policy mandates include:

- a) White Paper for Post-School Education and Training (2014) (PSET)
- b) The National Development Plan

3. INSTITUTIONAL POLICIES AND STRATEGIES OVER THE PLANNING PERIOD

FASSET's impacts and outcomes are aligned to the NSDP, the Human Resources Development Strategy for South Africa (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 the National Skills Accord (NSA) (which is brokered between Government, Labour, Business and Civil Society to speed up the skilling of young South Africans as a key element of Government's New Growth Path (NGP)) has been taken into account.

The following institutional policies and strategies have been identified:

- National Development Plan (NDP),
- New Growth Path (NGP),
- National Skills Development Plan (NSDP), and
- Medium Term Strategic Framework (MTSF) (presented in 2019).

These plans are further elaborated upon in the sections below.

Other institutional policies and strategies that have been incorporated:

- Human Resources Development Strategy for South Africa (HRDS-SA),
- National Skills Accord (NSA),
- Industrial Policy Action Plan (IPAP),
- B-BBEE Codes of Good Practice.

3.1 National Development Plan

The NDP 2030, which is aimed at growing an inclusive economy, building capabilities, enhancing the capacity of the state, and promoting leadership and partnerships throughout society, has also shaped the policy imperatives which have been considered. Furthermore, the White Paper on the PSET System (released in 2014) outlined the policy direction that will be adopted by the DHET. Although an implementation plan on the White Paper has not yet been issued, FASSET has considered the contents of the policy document. It is within FASSET's



understanding that several gaps need to be addressed relating to areas such as centralisation of shared SETA services, the increased focus on research, monitoring and impact assessment of SETA interventions, the employability pipeline of individuals entering the sector, and the effective use of the SDL. We will continue to participate in the process with DHET to craft a workable implementation plan which is, as far as possible, geared towards ensuring that the policy imperatives of the White Paper are operationalised.

By 2030, the South African Government seeks to:

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

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

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

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



CHAPTER 9: EDUCATION, TRAINING AND INNOVATION

ACTIONS:

Early Childhood development

Schooling

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

Further Education and training

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

Higher Education

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

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

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

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

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



3.2 National Growth Plan¹

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

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

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

3.2.1 Role of SETAs on the demand and supply side:

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

On the demand side:

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

On the supply side:

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

¹ Taken from the National Skills Development Plan



3.3 National Skills Development Plan

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

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

Figure 3: NSPD Outcomes and Sub-Outcomes

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



Table 1: NSDP Outcomes Linked to FASSET Outcomes and Programmes

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

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



NSDP OUTCOMES	LINKED FASSET IMPACTS	LINKED FASSET OUTCOMES	PROGRAMME ²
Outcome 5: Support the growth of the public college system	<ul style="list-style-type: none"> Facilitating the timeous and relevant upskilling of the FASSET sector 	<ul style="list-style-type: none"> Outcome 3 Reduced critical skills and skills shortages in the sector 	<ul style="list-style-type: none"> Programme 3
Outcome 6: Skills development support for entrepreneurship and cooperative development	<ul style="list-style-type: none"> Facilitating the timeous and relevant upskilling of the FASSET sector 	<ul style="list-style-type: none"> Outcome 3 Reduced critical skills and skills shortages in the sector 	<ul style="list-style-type: none"> Programme 3
Outcome 7: Encourage and support worker-initiated training	<ul style="list-style-type: none"> Facilitating the timeous and relevant upskilling of the FASSET sector 	<ul style="list-style-type: none"> Outcome 2 Appropriate skills intervention determined as informed by research Outcome 3 Reduced critical skills and skills shortages in the sector 	<ul style="list-style-type: none"> Programme 2 Programme 3
Outcome 8: Support career development services	<ul style="list-style-type: none"> Facilitating the timeous and relevant upskilling of the FASSET sector 	<ul style="list-style-type: none"> Outcome 3 Reduced critical skills and skills shortages in the sector 	<ul style="list-style-type: none"> Programme 3



3.4 Medium-Term Strategic Framework (MTSF)

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

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

Figure 4: Medium Term Strategic Framework

4. RELEVANT COURT PROCEEDINGS

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



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

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

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



PART B: OUR STRATEGIC FOCUS

5. VISION

To facilitate the achievement of world-class finance and accountancy scarce and critical skills

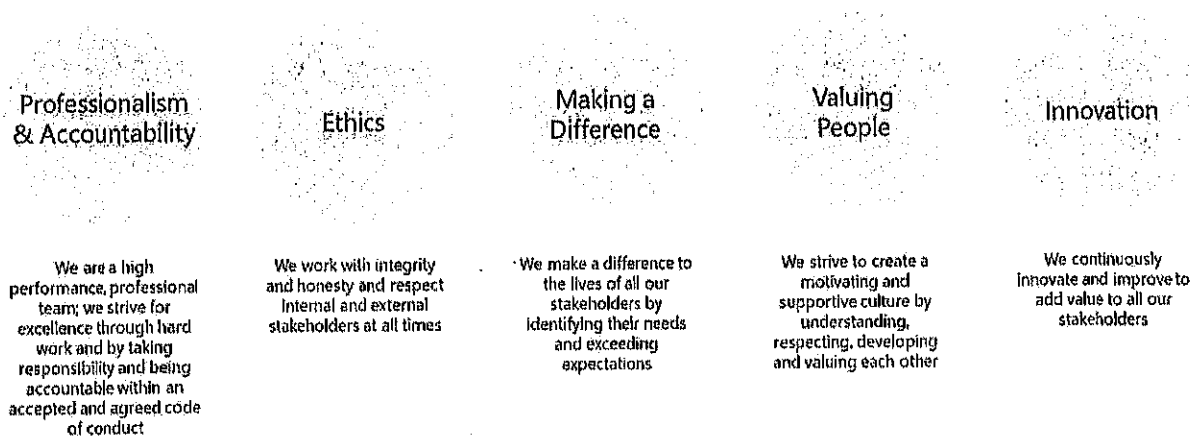
6. MISSION

Our mission is:

- To inject relevant Finance and Accounting Services skills into the South African economy;
- To position FASSET as a thought leader in skills development and training;
- To demonstrate continued excellence in Finance and Accounting Services;
- To drive transformation and promote inclusivity in the Finance and Accounting Services workforce.

7. VALUES

Our Values:



8. SITUATIONAL ANALYSIS

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

- Increasing responsiveness of skills planning to change drivers
- Increasing the flow of new Finance and Accounting entrants into employment
- Developing and growing the skills required in the sector and the economy
- 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, where necessary, new entrants reach professional status;
- Strengthening the capacity of the Technical Vocational Education and Training (TVET) colleges and improving the absorption of TVET learners in the labour market; and
- Supporting the transformation of the sector.

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

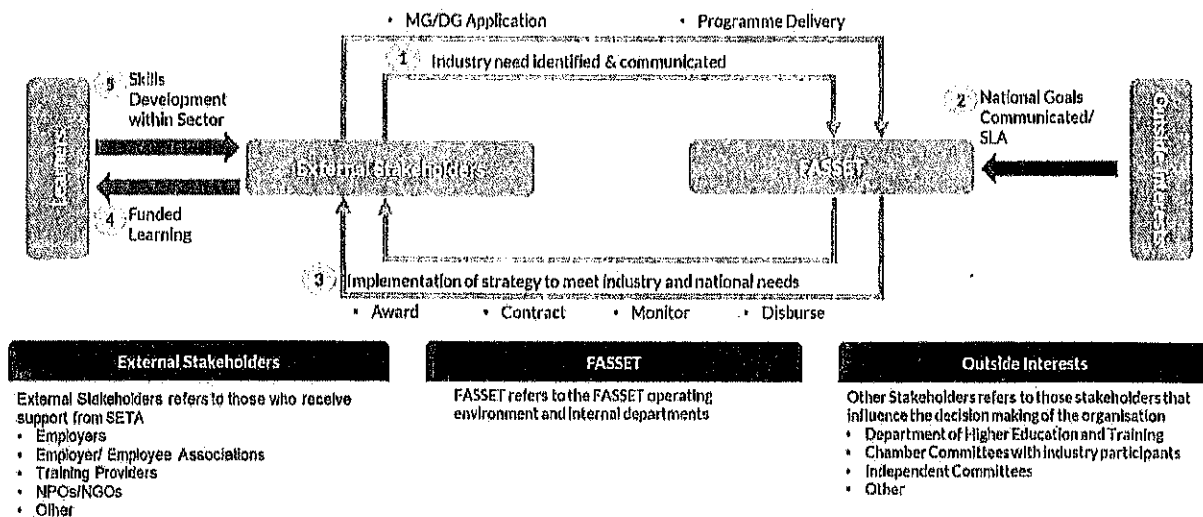


Figure 5: FASSET Operating Environment

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

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

8.1 External Environment Analysis

A PESTEL analysis was conducted to understand the external environment that directly have an impact on FASSET. Of note in the updated to Annual Performance Plan is the significant impact of COVID-19 on the global economy. South Africa has been through a tumultuous time in trying to balance the need for a vibrant economy with need to save lives by limiting human contact which ultimate slows down economic activity. The FASSET sector has needed to respond to the lockdown and the risk adjusted approach as many service sectors of the economy have had to.

Political

The pandemic arrived at a time when South Africa is navigating slow economic growth and increased political pressure for structural reforms which would decentralise certain areas of the economy and allow increased private sector participation. Additionally, the country is reeling from the effects of State Capture which have been investigated and unpacked by the Judicial Commission of Inquiry into Allegations of State Capture at the direction of the sitting President. This public enquiry is mandated to investigate matters public and national interest concerning allegations of state capture, corruption, and fraud. Several state-owned enterprises have come to the spotlight in this process raising concerns that billions of Rands in expenditure have been misdirected through state capture. Examples of this have been noted within the FASSET Sector with several



large auditing and consulting firms being compelled to refund fees obtained for work conducted. As the commission reached the tail of its mandated period, questions surrounding the ethical conduct of public and private institutions will remain and shape the political discourse of the future.

South Africa's credit rating remains a high-risk threat for the country. However, the employment trends show an increasing number of individuals employed, as shown by the following figure. Although the financial sector remains one of the most robust in the South African economy, the convergence of the COVID-19 pandemic, automation and digital channels to receive financial service may shift the demand for current form employment within the sector over the long term.

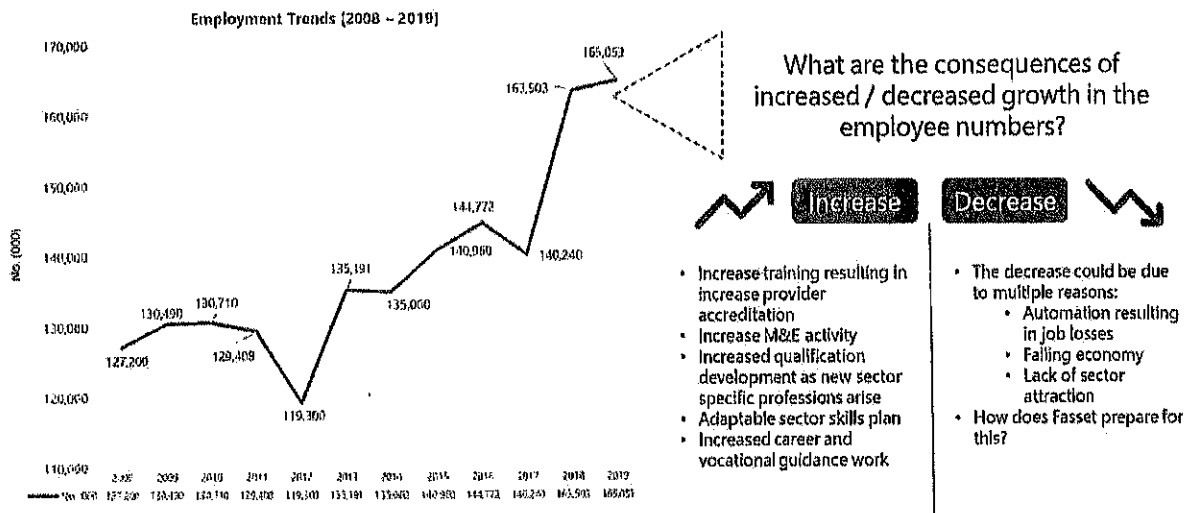


Figure 6: Employment Trends

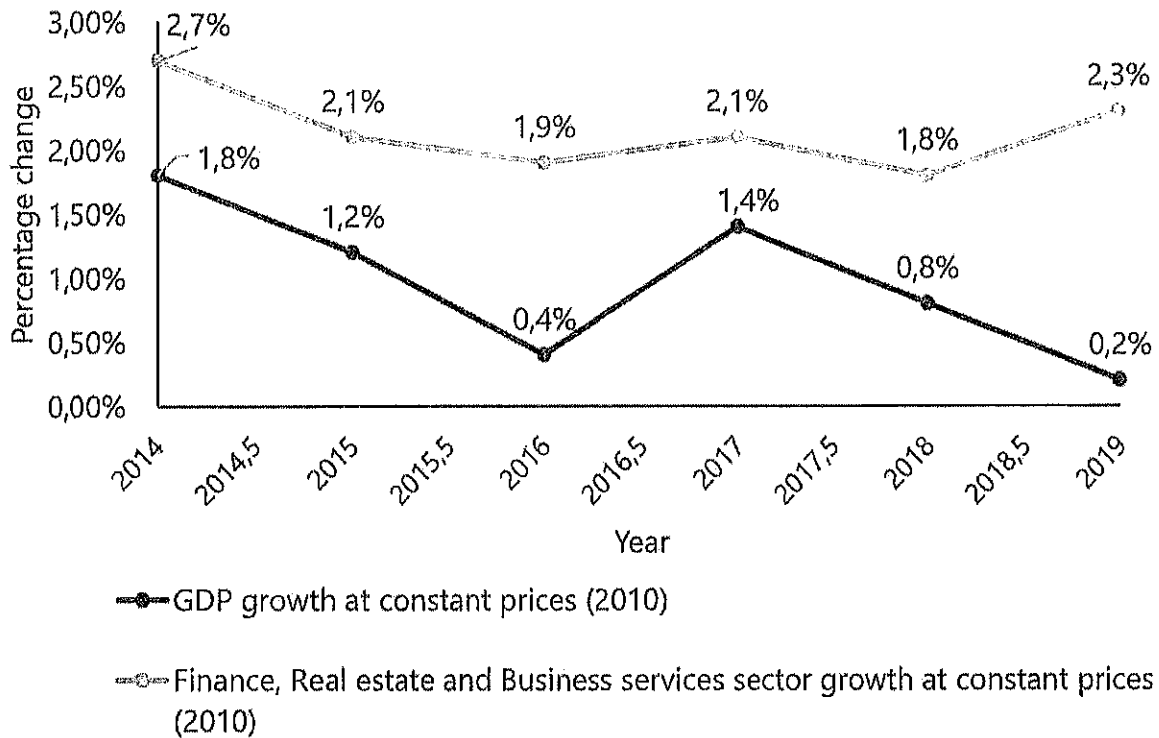
Economic

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

In terms of the broader economic environment, the South African economy contracted by 2.0% in the first quarter of 2020 as measured by real GDP on an annualised and seasonally adjusted basis. It is anticipated that this contraction will be further extended within the quarter driven largely by national lockdown which impeded upon economist activity whilst ensuring that society overcomes the threat of COVID-19.

Economic Performance of the Sector

The Finance, Real Estate, and Business services sector as the broader sector (in which the FAS sector fits) has remained the strongest sector in the South African economy over the past few years. The sector outperformed all other sectors, including agriculture, and is a major driver of growth, achieving a growth rate of 2.3% in 2019 (Figure 7).



Source: Statistics South Africa (StatsSA), P0441, 4th quarter 2019

Figure 7: Growth rates in industry value added and GDP (constant 2010 prices, seasonally adjusted and annualised): 2014-2020

The Finance, Real Estate, and Business Services sector contributed 0.6 (0.4% in 2018) of a percentage point to the Gross Domestic Product (GDP) of South Africa (SA) in 2019, based on Q4 growth rate of 2.7%. In terms of nominal GDP growth, the Finance, Real Estate, and Business Services sector contributed a value of 20% to the GDP growth of SA in Q4 of 2019. The Finance, Real Estate, and Business Services recorded a growth rate of 1.1% in the first quarter (Q1) of 2019 but recovered to 4.1% in the second quarter (Q2). The sector contracted again in quarter three (Q3) to a growth rate of 1.6% but ended the year with a sound 2.7% of growth in the fourth quarter (Q4). The sub-sectors recorded to perform well include financial intermediation, auxiliary activities, real estate activities and business services. The growth rate has continued to increase in the first quarter of 2020, reaching 3.7%. The sector’s performance can, in part, be attributed to loosening in the monetary conditions which further supported credit growth and helped sustain the increase in the financial intermediation activity. The sector has been one of highest performing sectors in the first quarter of 2020, only behind agriculture:

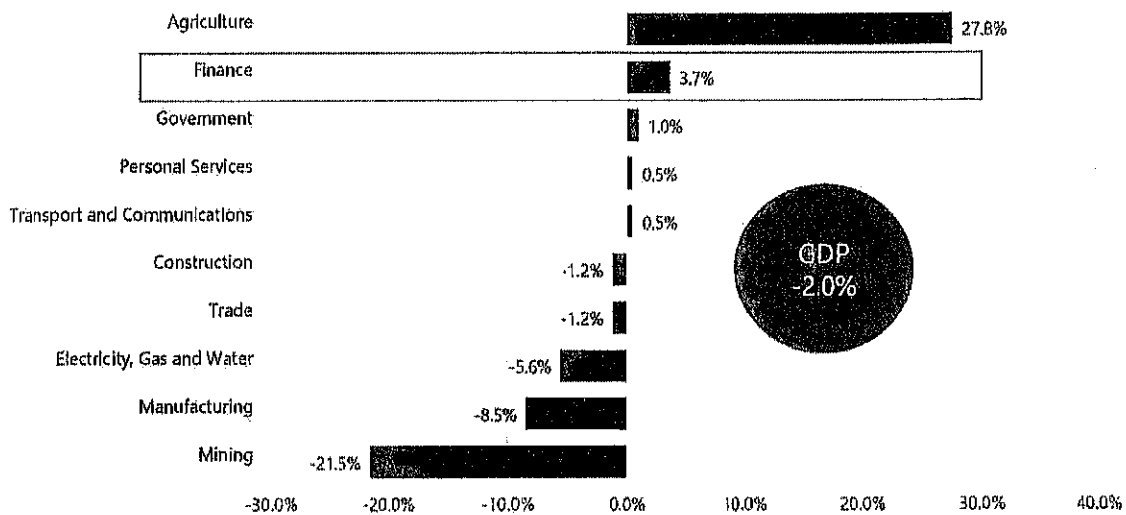


Figure 8: Growth rates in industry value added and GDP (constant 2010 prices) 2020 Q1, Stats SA (2020)

The SARS has over the years demonstrated its resilience to sustain revenue collection. In the 2019/20 financial year, SARS collected an amount of R1 355.9 billion, 0.2% close to the forecasted estimate of R1 359.0 billion announced by the Minister of Finance in the 2020 budget speech. The amount collected represented a R68.2 billion (5.3%) growth compared to the 2018/19 financial year. This revenue collection shortfall of R 3.1 billion has been driven largely by weak economic activity which decreased the collections in major tax categories such as PAYE and Corporate Taxes. While there have been several turbulences in the sector over the past few year, the Covid-19 pandemic has presented an unprecedented challenge. With a projected GDP contraction ranging from 5% to as much as 23.5%, the impact is foreseen to be long lasting. The projected economic downturn is expected to have wide-ranging effects, even on sectors that may have not been directly impacted by the pandemic.

Small, Medium and Micro Enterprise

In the 2019/20 FY, 8 426 (26%) out of 32 951 identified employers in the Finance, Real Estate and Business Services sector paid the Skills Development Levy (SDL). The number is relatively low because the majority of businesses in the sector are SMME entities. Whilst these are not required to pay the SDL, they still require the skills to be supplied by FASSET. In the country overall, SMME account for about 2.5 million businesses, employing more than 10 million people as shown below

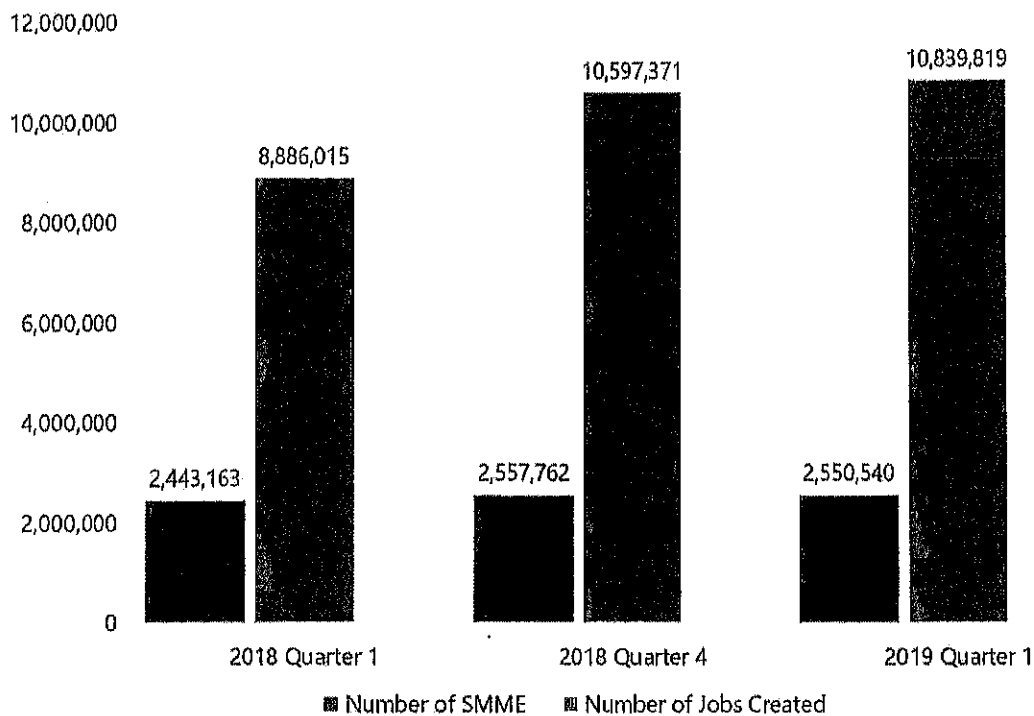


Figure 9: SMMEs and Jobs they created

As of the first quarter in 2019, SMMEs contributed around a third of formal sector employment with over 10 million jobs being created. The number of SMME employees (mainly in the formal sector) expanded by a strong 29%, indicating a major shift in employment from large to small enterprises. SMMEs will thus require a great amount of skills support, to ensure the efficiency of the sector and continued job opportunities. With the current SA economic climate proving to impact large corporates negatively, the number of entrepreneurs is expected to increase, and this will come from a need to supplement income that was obtained through formal employment. Hence, SMMEs will continue to require significant support in developing financial skills to ensure that their business remain sustainable.

Social

The world has been significantly impacted by the COVID-19 Pandemic. The spread of the virus has changed how people interact in what has been labelled as then "new normal". Social norms such a social distancing have become a common measure to deter the spread of the deadly virus which has caused a rise in the use of digital technology particular in-service related sectors such as the financial sector. This trend will likely remain going forward as technology continues to enable the modality of work into the future. Measures taken by the government to impose lockdown regulations as guided by Health Experts have had significant effects on the livelihoods of families, including loss of income for many as most employers have had to cut down on their staff complement. The reduced workforce and the overall economic climate will see organisations operating in highly constrained environments. Nearly 37% of businesses are expected to lay off their staff in the short term, with an overall 45% reduction in workforce. This will ultimately see a decline in employees in the sector from the total of 165 053 reported in the 2019/20 FY. The figure below highlights six traits that organisations need to adopt to navigate the changes brought on by the COVID-19 pandemic.

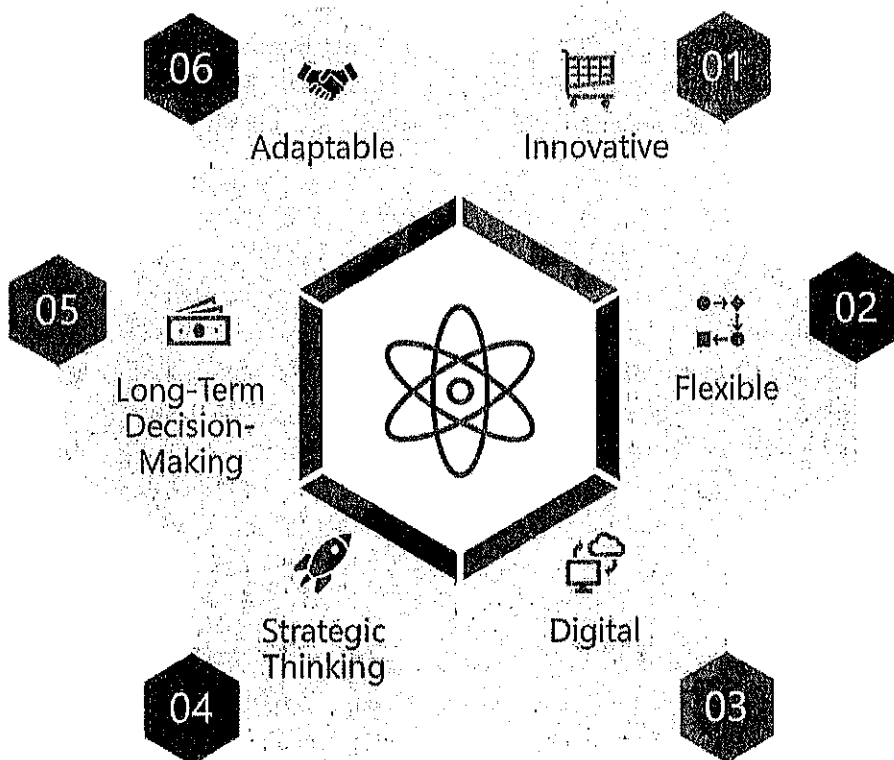


Figure 10: Six organisational traits to navigate COVID-19 (Service Provider Research)

The traits are detailed as follows

1. Organisations are bound to have limited resources post-COVID, hence they need to be innovative when using available resource to capture maximum value from their environment.
2. Organisations need to be flexible with their interventions, as the make-up of the economic environment remains unstable.
3. The pandemic has accelerated the move towards digitization. Organisations thus need to invest in necessary digital platforms to stay relevant and maintain a productive environment.
4. Strategic thinking is needed now more than ever, with the current scarcity of resources. Planning for the future and creating partnerships will be crucial within this time.
5. The decisions made now are a thrust towards the long-term survival of organisations, hence they need to be taken with caution.
6. Moving forward, there is more uncertainty in the horizon. Organisations thus need to develop the ability to capitalize on change and recover from unexpected events.

Technological

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

Environmental

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



Legal

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

Findings from the Revised SSP

As indicated in Chapter 1 of the SSP, out of 32 951 employers in the sector, a total of 8 426 (26%) organisations paid the SDL. Most organisations in the FAS sector are very small and 99% of the organisations in the sector employ fewer than 50 people. Thirty-nine (39%) per cent of the workforce in the FAS sector are Black African, 35% are White, 12% are coloured and 9% Indian. Estimations for the 2020 period indicated that the Black demographic (Black African, Coloured and Indian) together would occupy 63% of jobs in the sector. The majority (58%) of the employees in the FAS sector are women. In 2020 WSP/ATR submissions, 48% of managers, 54% of professionals, 58% of technician and associate professionals and 72% of clerical worker positions were occupied by women. About 80% of workers in the sector are 45 years or younger. The largest concentration of employers is found in the Gauteng region (49%), followed by the Western Cape (19%) and KwaZulu Natal (10%).

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

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

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

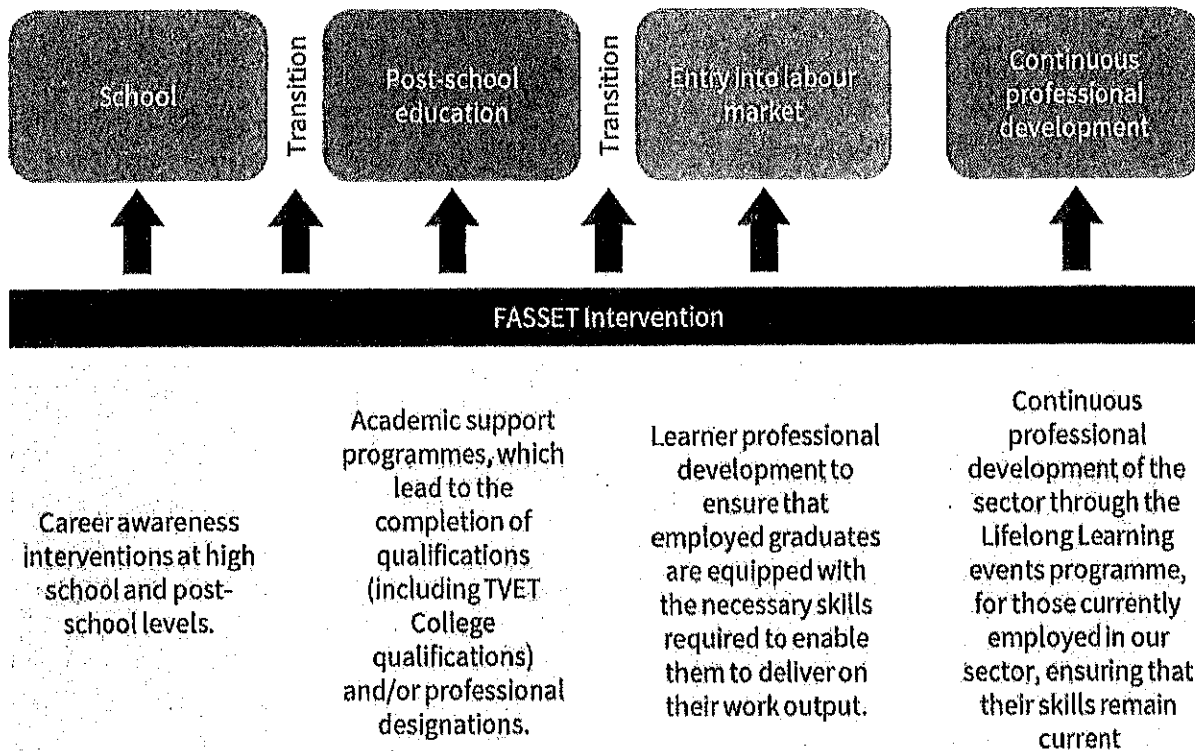
- The need for a long-term and holistic view of the skills pipeline and identifying the specific gaps and blockages that need to be promoted and supported
- Ensuring that new entrants, particularly black graduates, reach professional status
- Strengthening the capacity of the TVET colleges and improving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

The analysis presented in Chapter 3 of the SSP clearly indicates that the supply of financial skills does not meet the demand for these skills in the FAS sector and in the rest of the economy. Skills shortages are to a large extent interlinked with the transformation goals of the organisations in the sector and will only be relieved through larger numbers of Black graduates delivered by the education and training sector. The reasons for the current mismatches in the sectoral labour market can be found at different points in the skills pipeline and



consequently, in the setting of skills development priorities, the Board took into consideration the skills formation process as it spans the lifetimes of individuals. This process is illustrated in figure 6. As indicated in Chapter 3 of the SSP, skills formation already starts at school level. It then continues through post-school education to the point where a person enters the labour market for the first time. Two very important transitional moments in this process are the transition from school to post-school education and from post-school education to the labour market. Once established in the labour market, people need to continue with the development of skills in order to progress in their careers and in order to stay abreast with changes in the world of work. In the conceptualisation of skills development priorities and interventions for the SETA, FASSET seeks to understand the full pipeline, identify gaps and blockages and work with stakeholder partners to address them.

Figure 11: The education and skills formation pipeline and FASSET's interventions along the process



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

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



Skills Gaps in the Sector

The SSP has identified a number of gaps in employee skills within the sector, with skills being defined as the proficiency, or the ability to do the work required, most employees have been under equipped for the work environment. Some of the most important critical skills gaps highlighted by the revised SSP include: conflict management, negotiation, entrepreneurial skills, emotional intelligence, critical thinking, project management, supervision, complex problem solving, computer skills and technical skills across occupation levels (from Managers to Clerical Workers).

With the pandemic having accelerated the move towards, presenting new ways of working, there are thus a number of emerging skills coming into the sector, pushing for employees to be flexible and adaptive. The new skills sets' that will be required going into the future include digital computing, data analysis, machine learning, robotics, change management, adaptability, diversity management amongst others.

Recommended Actions from the SSP

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

- Increasing the flow of new Finance and Accounting entrants into employment
- Developing and growing the skills required in the sector and the economy
- Facilitating transformation and inclusivity of the FAS sector workforce
- Increasing responsiveness of skills planning to change drivers

Increasing the flow of relevant finance and accountancy entrants to employment

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

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

Table 2: Skills development priorities (aligned to NSDP outcomes) to increase the flow of new entrants to the labour market



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

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

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

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

Table 3: Skills development priorities to develop and maintain the skills base of the current workforce

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

³ Entry route 1 - move straight from the FET qualification to professional body qualification

Route 2 – Move from HET qualification to learnerships

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



Facilitating transformation and Inclusivity of the FASSET sector workforce

FASSET, professional bodies associated with FASSET and educational institutions have for many years engaged in initiatives to ensure that skewed demographics is transformed to be reflective of the South African population. Transformation imperatives must be accelerated through sincere sector engagements to address the shortfalls and lag in achieving transformation and bridging ongoing disparities.

Taking into consideration the above recommended actions. The table below outlines the specific and key skills development priorities to be addressed. The skills development priorities specifically target transformation groups including Black, women and people with disabilities. To ensure alignment with national imperatives and key stakeholders, FASSET will adopt DHET's criteria regarding the beneficiaries of its programmes to benefit 85% Blacks, 54% women and 4% disabled.

Table 4: Skills development priorities to facilitate transformation in the FASSET sector

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

Increasing responsiveness of skills planning to change drivers

The COVID-19 pandemic and the sudden advent of 4IR in South Africa, necessitates an intensified response to skills needs and skills planning for the sector. The change drivers, occupational shortages and identified future skills reinforce the idea that the skills development landscape will undergo a drastic shift. FASSET needs to prepare for a more dynamic supply and demand of the labour market, including technology-facing occupations and skills in the future. Developing new and enhancing existing qualifications and training in line with key skills change drivers is of increasing importance.



8.2 Internal Environment Analysis

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

8.2.1 Capacity to Delivery Upon the Mandate

FASSET Programmes

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

Programme 1: Administration

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

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

Programme 2: Skills Planning

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

Programme 3: Learning Programmes and Projects

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

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

To deliver on FASSET's strategic outcomes, collaboration with TVET colleges needs to form a key component of the SETA's partnership approach. Pilot implementations at TVET colleges over the past 5 years have informed the way forward; including the 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 engagement platforms to address this need.

Programme 4: Quality Assurance

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

FASSET Organogram & Staff Count

Internally, FASSET's human capital consists of individual employees' knowledge, skills, competencies and their ability to understand and implement the FASSET strategy. FASSET's staff complement has grown to 53 people to address growing operational requirements, and a change in SETA strategy to insource several of our previously outsourced functions. Due to ongoing recruitment, the staff complement has been on the rise. Fasset staff compliment currently has 26 youth, and 2 people with disabilities out of the total staff compliment of 58. Since inception, FASSET had outsourced the Finance, Human Resources and Information Technology (IT) functions. These functions are now insourced to enable greater control and implementation capacity.

In 2020, the organisations Executive team was fully capacitated with all the incumbents' CEO, COO, CFO, Corporate Services Director and Research Director occupying their posts, and better enabled to make decisions related to the effective execution of the mandate. Additionally, a Legal Service Manager joined the FASSET team in October 2019, and the Company secretary post which became vacant during January 2020, is currently in the process of being filled.

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

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

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

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

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



8.2.2 Internal Analysis

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

INTERNAL		EXTERNAL	
STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
<ol style="list-style-type: none"> 1. Established SETA with a proven track record; possess the internal structures and capabilities to execute the existing strategy 2. Stakeholders are supportive of the SETA's initiatives 3. Financial strength and window to scale up the SETA operations is open 4. Improved effectiveness and efficiency aligned to global best practice 5. Strong new board with resilient management 6. Despite the current slow down of the economic sectors, due to the Covid 19 lockdown, the FAS sector remains stable 7. Career events are always over-achieved 	<ol style="list-style-type: none"> 1. Under spending on programmes negatively impacting on the achievement of set objectives and targets (e.g. underspend of DG budget) 2. Lack of capacity with adequate and relevant competencies to support service delivery 3. Heavy workload, staff overstretched 4. Weak monitoring and evaluation structures, systems and processes 5. Inadequacy of systems and technology 6. Insufficient marketing of some programmes 7. Limited geographical reach 8. Limited agility within the organisation 9. Lack of programmes and process integration among SETAs 10. Non-cohesive organisational culture 	<ol style="list-style-type: none"> 1. Enhance the quality of learners produced in the pipeline 2. Increase focus on middle-level skills development, 3. 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). 4. Steer the SETA in a new direction, more appropriate to the current landscape, given recent changes due to the current pandemic 5. Potential to save costs through remote means of working 6. Continue improvement in business processes 7. Developing relationships with our stakeholders which improve collaboration 8. Move towards online learning provides an opportunity for more learners under the Learner Support Programme and building internal digital capacity. 9. Partnerships with other SETAs on programmes Fasset does not have implementation capacity for 10. Partnerships with professional bodies 11. Consolidate current partnerships 12. Lower NQF Level qualifications (5, 4 and 3) 	<ol style="list-style-type: none"> 1. Technological changes threatening future working conditions and trends 2. The current slow down of the economy, due to the Covid 19 lockdown, may result in the slowing down of the FAS economic sector 3. Structural inequality – black student remain disadvantaged (low employment rates) 4. Complex legal requirements making it hard to achieve unqualified audits 5. Capacity/ delivery constraints at institutions and poor-quality basic education 6. Too many changes in the legislative framework 7. Levy income uncertainty 8. Not achieving targets due to current economic challenges caused by the pandemic 9. Lack of transformation in the sector in top management positions 10. Traditional means of programme delivery not possible in COVID context 11. Misalignment between accounting education and real world expectations

Figure 12: Organisational SWOT Analysis

Internally FASSET will need to continue its interventions concerning the improvement of its systems and processes whilst leveraging digital technology. The current pandemic presents an opportunity to innovate in terms of the mechanisms that FASSET employs to deliver upon its mandate. However, a robust and cohesive organisational culture which is centred around FASSET's values must be developed to act as a foundation for the development of the institution

Revisions in the SP to accommodate the Impact of COVID-19 pandemic on the economy

In addition to the overall economic disruption brought on by the pandemic, the South African government, in compliance with global health regulations, legislated a national lockdown on 27 March 2020. The lockdown followed a phased approach, with the initial phase of Level 5 halting nearly all business and economic activities in the country. Subsequently, plans and revisions were put in place to ensure the economy was cushioned against a complete collapse. Some of the major changes businesses, with the consideration of the FAS sector, faced because of lockdown measures include:

- The cessation of businesses not providing essential services;
- Forced reduction in operations and restrictions on non-essential business operation;
- Less consumerism and decreased business confidence;
- Rising unemployment;
- The provision of, and access to, goods and services;



- Changes to workforce capacity, productivity, stability; and
- Uncertainty on business investment (Pillay et al., 2020; Arndt et al., 2020).

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

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

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

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

Projects identified	Total targeted	Budget implication
Financial Literacy programs – the number of skills programs will be increased	1200 (by increasing target number of indicators 3.41)	No budget implication. Leverage the savings from Lifelong learning budget and move to online learning
SMME support increased (provide OHS COVID 19 training) – the number is included in the 16795 above for skills programs	Incorporated into indicator 3.1 and 3.2 training topics for LL events includes COVID OHS training as per below)	No budget implication. Leverage the savings from Lifelong learning budget and move to online learning
Provide increased tuition support for learners in academic programs by increasing academic support skills programs	2500 (by increasing the target under Ind 3.10)	No budget implication. Leverage the savings from contact sessions being converted /to online learning
Provide online learning tools: laptops and data	This is incorporated into the existing DG awards where relevant/ required.	No budget implication. Leverage the savings from contact sessions being converted to online learning



COVID 19 OHS training program	5000 incorporated into the total of 14500 provided under indicator 3.1 for skills programs above	No budget implication. Leverage the savings from Lifelong learning budget and move to online learning
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PART C: MEASURING OUR PERFORMANCE

9. INSTITUTIONAL PERFORMANCE INFORMATION

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

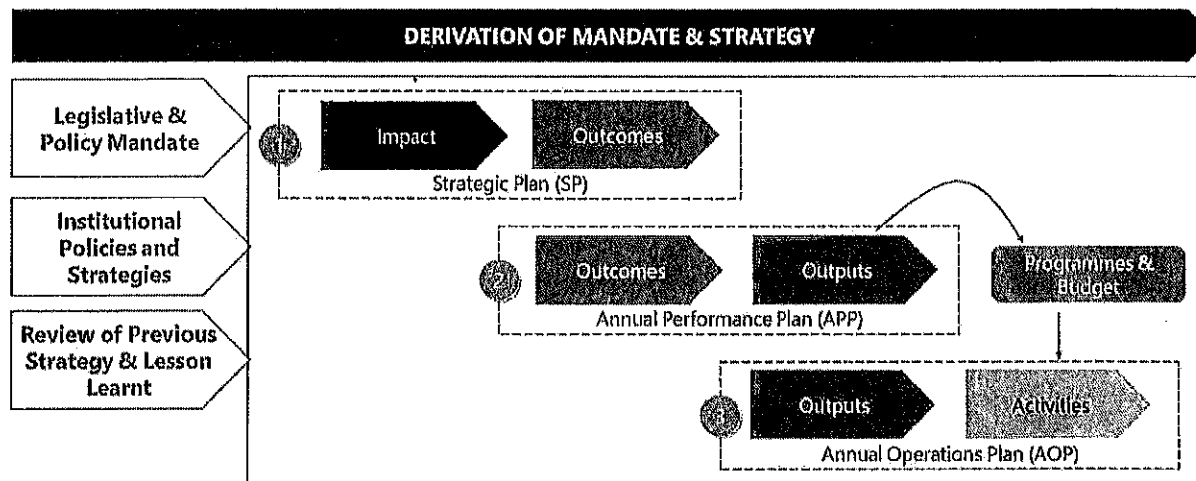


Figure 13. Strategic Planning Process Followed

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

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

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

Figure 14. MTSF Priorities



Strategic planning is not a stop-start activity, and FASSET's 2020-25 strategy reflects continuity in terms of its strategic intent, built on its enabling mandate. The FASSET's 2020-25 strategy therefore draws on the strategic goals captured in the FASSET 2015-20 Strategic Plan

Lastly, the impacts identified incorporate the recommendations from the SSP.

Table 5: SSP Recommendations and Linked Impacts

SSP Recommendation	Linked Impact
Increasing the flow of new finance and accountancy entrants into employment	Facilitating the timeous and relevant upskilling of the FASSET sector
Developing and growing the skills required in the sector	Facilitating the timeous and relevant upskilling of the FASSET sector
Supporting transformation of the Finance and Accounting Services Sector	Facilitating the timeous and relevant upskilling of the FASSET sector
Increasing responsiveness of skills planning to change drivers	Appropriate Skills intervention determined as informed by research

9.1 Measuring the Impact

Building on the external focused FASSET 2015-2020 Strategic Goals and government priorities, strengthening the alignment with the FASSET's mandate and taking cognisance of the external situational analysis, the FASSET 2020-25 Strategic Plan is built around the following Impact Statement:

Impact Statement	Facilitating the timeous and relevant upskilling of the FASSET sector
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The tables to follow showcase, per impact, the outcome and respective indicators, baseline and 5-year targets.

9.2 Measuring Outcomes, Narratives and Key risks

Programme 1: Administration

Outcome	Outcome indicator	Baseline	Five year target
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Efficient and effective organisational support system with an enabling culture	Number of administration targets achieved	42	70
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Explanation of Planned Performance over the Five -Year Planning Period

Attainment of the FASSET Outcome 1: Efficient and effective organisational support system with an enabling culture supports the attainment of the following NDSP outcome:

- NSDP Outcome 3, *Improving the level of skills in the South African workforce*

FASSET seeks to enable the internal organisation in order to support and enhance continued excellence within the sector. The outcome supports Chapter 13 of the NDP and Priority 6 of the MTSF by supporting:

- *A functional and integrated government;*
- *An honest and capable state with professional and meritocratic public servants;*
- *A professional and ethical the public service;*
- *An improved governance and intergovernmental and engagement with citizens;*
- *A developmental state and compact with citizens, responsiveness, public trust; and*
- *To strengthen relations and efficiency in government.*

The outcome links to the enablers of Priority 1 of the MTSF, *Economic Transformation and Job Creation*:

<p>Priority 1: Economic Transformation and Job Creation</p>	<ul style="list-style-type: none"> • Create more decent jobs • Inclusive economic growth • Re-industrialisation of the economy and emergence of globally competitive sectors • Increased access to and uptake of ICT • Increased ownership and participation by historical disadvantaged individuals 	<ul style="list-style-type: none"> • Competitive and accessible markets through reduced share of dominant firms in priority sectors • A macroeconomic framework that supports growth, employment and inclusion • Reduced illicit activity and improved tax collection
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FASSET believes that in order to achieve its' mandate, we must ensure that the SETA's administration is efficient and effective where staff have the requisite skills to execute what should be achieved and ensure adherence to financial regulations and good and ethical governance.

FASSET seeks to ensure a culture of accountability, transparency and the optimal use of resources in building a SETA capable of fulfilling its developmental and transformational role. Moreover, innovation, continuous improvement, learning, recognition and high performance is essential in enabling the achievement of our mandate. Developing a team of skilled leaders, managers and staff with expertise in core and support functions of the SETA remains critical in achievement of FASSET mandate.

The key enablers are:

- Human Resource Department'
- ICT Department
- Corporate Services Department-inclusive of Operations Management and Marketing and Communications
- Finance and SCM department
- Company Secretary

Key Risks



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



Outcome	Key Risk	Risk Mitigation
		Report on non-compliance to FMPP f.) Staff development budget and individual development plans Encourage personal development and team building Succession planning of critical positions Regular performance appraisals g.) Strict SLA in terms of monitoring performance Service monitoring reports Quarterly ICT steering committee meetings to review contract performance Monthly SLA meeting with various functional managers Review of the ICT policies and procedures Develop operational ICT risk register h.) Policy and process reviews to promote transparency i.) Regular review of the contract management schedule Regular review of the commitments' register. Compliance Officer to determine organisational compliance requirements through completion of a Compliance Universe and Compliance risk register for all business units

Programme 2: Skills Planning

Outcome	Outcome indicator	Baseline	Five year target
Appropriate skills intervention determined as informed by research	Number of research initiatives implemented	40	50
	Number of skills planning initiatives implemented	5 019	3 850

Explanation of Planned Performance over the Five- Year Planning Period

Attainment of the FASSET Outcome 2: Appropriate skills intervention determined as informed by research supports the attainment of the following NDSP outcomes:



- NSDP Outcome 1, *Identify and increase production of occupations in high demand*
- NSDP Outcome 2, *Linking education and the workplace*
- NSDP Outcome 3, *Improving the level of skills in the South African workforce*
- NSDP Outcome 7, *Encourage and support worker-initiated training*

As the 4th industrial revolution continues to pervade all aspects of the world we operate in, FASSET continues to plan and implement initiatives which ensure that the FAS sector is constantly aware of the changing skills needs in the occupations and industries which constitute our sector.

Advances in automation of functions, globalisation, artificial intelligence, technology, and consumer markets, local and international regulations mean the sector and its' workers need to be agile in adapting to these changes. The reality is that new jobs will emerge while others disappear. FASSET must ensure that the skilling and reskilling of the current workers, new entrants and future workers should not only focus on current and intermediate needs but future needs.

Key enablers are:

- Research and Skills Planning Department
- Processing, Quality Assurance Department
- Employers
- Professional bodies
- Learners
- Research consultants

Research will determine the skills required and direct the entity on the interventions to be undertaken to address skills shortages and gaps in the sector.

Key Risks

Outcome	Key Risk	Risk Mitigation
Appropriate skills intervention determined as informed by research	a.) Insufficient participation from sector b.) Delayed identification of new skills c.) Limited research capacity d.) Low impact in closing the scarce skills gap in the FASSET sector e.) Changes in the National Skills Development Plan	a.) New channels and approaches to increase participation b.) International benchmarking to predict trends before they come to South Africa c.) Outsourcing of technical and large-scale research projects d.) Employment of staff, should research agenda grow e.) Develop research strategy and annual research plan

Programme 3: Learning Programmes and Projects



Outcome	Outcome indicator	Baseline	5-year target
Reduced critical skills and skills shortages in the sector	Number of learning programmes and projects implemented	150	220

Explanation of Planned Performance over the Five -Year Planning Period

Attainment of the FASSET Outcome 3; Reduced critical skills and skills shortages in the sector supports the attainment of the following NSDP outcomes:

- NSDP Outcome 1, *Identify and increase production of occupations in high demand*
- NSDP Outcome 2, *Linking education and the workplace*
- NSDP Outcome 3, *Improving the level of skills in the South African workforce*
- NSDP Outcome 4, *Increase access to occupationally directed programmes*
- NSDP Outcome 5, *Support the growth of the public college system*
- NSDP Outcome 6, *Skills development support for entrepreneurship and corporative development*
- NSDP Outcome 7, *Encourage and support worker-initiated training*
- NSDP Outcome 8, *Support career development services*

A critical action for FASSET, taken from NDP 2030, Chapter 9, Action 62 is to build a strong relationship between the college sector and industry. SETAs have a crucial role in building relationships between education institutions and the employers.

The outcome and impact links closely to impact 1, with specific focus on transformation and inclusivity of the sector. Transformation and inclusivity underpin all chapters within the NDP. Pursuance of transformation and inclusivity will foster inclusive economic growth (support Priority 1) through targeted injection of critical skills.

<p>Priority 1: Economic Transformation and Job Creation</p>	<ul style="list-style-type: none"> • Create more decent jobs • Inclusive economic growth • Re-Industrialisation of the economy and emergence of globally competitive sectors • Increased access to and uptake of ICT • Increased ownership and participation by historical disadvantaged individuals 	<ul style="list-style-type: none"> • Competitive and accessible markets through reduced share of dominant firms in priority sectors • A macroeconomic framework that supports growth, employment and inclusion • Reduced illicit activity and improved tax collection
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Outcome 3.1 is measured through (i) *Minimum percentage of black African learners funded*; (ii) *Minimum percentage of female learners funded*; (iii) *Percentage of women in senior management funded*; and (iv) *Minimum percentage of learners with disability funded*.

However, transformation and inclusivity are bigger than injecting vulnerable groups with critical skills, as it requires broader societal acceptance and change. This imperative will be supported primarily by supporting vulnerable groups, but will, through the FASSET thought leadership and internal environment, facilitate greater change.

Whilst our knowledge creation looks at the skills the sector requires to be competitive and respond to challenges, it is our learning programmes interventions which are critical to ensuring the required skills for the FASSET sector are implemented and thus ensure new entrants are equipped to enter the FASSET sector whilst also ensuring those already in the sector are at the cutting edge of the skills requirements.



FASSET is committed to playing its 'very important role in the development of a PSET system which addresses the needs of the SA economy at large and the FAS sector.

Partnering with our stakeholders (labour, business, professional bodies, education and training institutions and government) is essential as we seek to execute our mandate and ensure collaboration on skills development initiatives aimed at addressing current and future skills gaps thereby growing the economy and ultimately the country. Implementation of learning interventions will enhance the injection of critical skills and reduce the skills shortages in the sector.

Key enablers are:

- Processing, Quality Assurance Department
- Employers
- Professional bodies
- Learners
- Institutions of higher learning

Key risks

Outcome	Key Risk	Risk Mitigation
Reduced critical skills and skills shortages in the sector	a.) Insufficient participation from sector b.) Low training uptake within designated groups c.) Low up take on available programmes	a.) New channels and approaches to increase participation b.) Identify and conduct different types of evaluation studies to determine the impact of learning programmes in increasing the uptake by designated groups into the sector c.) Adequate advertising and steady build-up of programme. Offer programme to internal suppliers first.

Programme 4: Quality Assurance

Outcome	Outcome indicator	Baseline	Five year target
Improved quality assurance system for the sector learning programs	Number of quality assurance interventions conducted for the sector learning programmes	12	20

Explanation of Planned Performance over the Five -Year Planning Period

Attainment of the FASSET Outcome 4: Improved quality assurance system for the sector learning programs supports the attainment of the following NDSP outcome:

- NDSP Outcome 3, *Improving the level of skills in the South African workforce*

The outcome supports Chapter 13 of the NDP and Priority 6 of the MTSF by supporting:



- *A functional and integrated government;*
- *A developmental state and compact with citizens, responsiveness, public trust; and*
- *To strengthen relations and efficiency in government.*

The outcome links to the enablers of Priority 1 of the MTSF, *Economic Transformation and Job Creation*:

<p>Priority 1: Economic Transformation and Job Creation</p>	<ul style="list-style-type: none"> • Create more decent jobs • Inclusive economic growth • Re-Industrialisation of the economy and emergence of globally competitive sectors • Increased access to and uptake of ICT • Increased ownership and participation by historical disadvantaged individuals 	<ul style="list-style-type: none"> • Competitive and accessible markets through reduced share of dominant firms in priority sectors • A macroeconomic framework that supports growth, employment and inclusion • Reduced illicit activity and improved tax collection
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Quality and excellence are critical for successful navigation of the rapid changes which the Finance and accounting services sector faces currently.

Through effective partnerships with professional bodies, institutions and employers, FASSET will ensure that the skills offered to new entrants and existing workers within the sector allow the worker to operate at optimum efficiency and with the latest skills as identified and required for excellence.

Key enablers are:

- Processing, Quality Assurance Department
- QCTO
- Professional bodies

Key risks

Outcome	Key Risk	Risk Mitigation
Improved quality assurance system for the sector learning programs	<ul style="list-style-type: none"> a.) Slow process for updating occupational qualifications and part-qualifications relevant to the FASSET sector b.) Changes in the QCTO business model and processes 	<ul style="list-style-type: none"> a.) Participate in QCTO structures to influence QCTO policies based on research evidence and best practice models b.) Continuous engagement with the QCTO through attendance of various forums to gauge on anticipated changes for proactive planning

10. PUBLIC ENTITIES

Not applicable to FASSET.



PART D: TECHNICAL INDICATOR DESCRIPTION (TID)

The following tables provide descriptions of the indicators linked to the specific outcomes laid out in this document. The TIDs identify key narratives for the indicator.

Outcome 1: Efficient and Effective organisational support system with an enabling culture

Indicator Title	Number of administration targets achieved
Definition	All Administration indicators in Program 1.
Source of Data	Recording of achievement on the Fasset Management Information System
Method of Calculation/ Assessment	Simple count
Assumptions	All information will be received from each Manager
Reporting Cycle	Quarterly
Indicator Responsibility	<ol style="list-style-type: none"> 1. HR Manager 2. SCM Manager 3. Finance Manager 4. Operations Manager 5. Marketing and Communications Manager 6. Company Secretary

Outcome 2: Appropriate Skills intervention determined as informed by research

Indicator Title	Number of skills planning, and research initiatives implemented
Definition	Companies in the sector submit WSP/ATR and research conducted
Source of Data	Approved WSP/ATR and Research reports
Method of Calculation/ Assessment	Simple count
Assumptions	WSP/ATR submitted, and Research conducted
Reporting Cycle	Quarterly
Indicator Responsibility	<ol style="list-style-type: none"> 1. Research Director



	2. Project Manager
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Outcome 3: Injection of relevant critical skills and reducing skills shortages

Indicator Title	Number of learning programmes and projects implemented
Definition	All learning programmes and interventions
Source of Data	Recording of achievement on the Fasset Management Information System
Method of Calculation/ Assessment	Simple count
Assumptions	All learning programmes except learnership are funded by Fasset
Reporting Cycle	Quarterly
Indicator Responsibility	Chief Operations Officer Projects Manager

Outcome 4: Improved quality assurance system for the sector learning programmes

Indicator Title	Number of quality assurance interventions conducted for the sector learning programmes
Definition	Provider accreditation, monitoring and certification reports
Source of Data	Recording of achievement on the Fasset Management Information System
Method of Calculation/ Assessment	Simple count
Assumptions	Providers will submit files for accreditation
Reporting Cycle	Quarterly
Indicator Responsibility	Chief Operations Officer