



FASSET

Strategic Plan for 2020-2025

November 2022



Table of Contents

Table of Contents.....	2
Abbreviations	3
Statement from the Accounting Authority	5
Statement from the Chief Executive Officer.....	7
Official Sign-off.....	9
Part A: Our Mandate	10
1. Updates to the Relevant Legislative and Policy Mandates.....	10
1.1 Constitutional Mandate	10
1.2 Legislative Mandate	11
2. Updates to Institutional Policies and Strategies.....	13
2.1 National Development Plan Twenty Thirty	13
2.2 National Growth Plan	15
2.3 National Skills Development Plan Twenty Thirty	16
2.4 Medium-Term Strategic Framework (MTSF).....	18
3. Updates to Relevant Court Proceedings.....	19
Part B: Our Strategic Focus	20
1. Vision	20
2. Mission	20
3. Values	20
4. Situational Analysis.....	20
4.1 External Environment Analysis.....	22
4.2 Internal Environment Analysis.....	33
Part C: Measuring our Performance	38
5. Institutional Performance Information	38
5.1 Measuring the Impact.....	39
5.2 Measuring Outcomes, Narratives and Key risks.....	39
6. Public Entities	46
Part D: Technical Indicator Description (TID).....	47
Outcome 1: Efficient and effective organisational support system with an enabling culture that will ensure optimal performance with a key focus on service. (The digitisation of processes to ensure effective implementation of interventions to be prioritised).....	47



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
PTR	PIVOTAL Training Report
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning



Abbreviation	Description
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
SPOI	Sector Priority Occupations and Interventions
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 Performance Plan (APP) to the Department of Higher Education and Training (DHET) for the period 1 April 2022 to 31 March 2023. 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 and the Finance and Accounting Services (FAS) sector. We are doing this by continuing to partner with all our stakeholders, including DHET, and various delivery partners for the benefit of the FASSET sector and the broader economy.

This version of the APP is FASSET's response to the National Skills Development Plan Twenty Thirty (NSDP 2030), and in it, we have sought to ensure that our intended plans align with the outcomes of the NSDP 2030. In addition, it addresses the challenges faced by South Africa in these trying times of job scarcity coupled with the impact of the Fourth Industrial Revolution (4IR) and its consequences. The APP is constructed during a period when the world battles the Corona Virus (COVID 19) pandemic. The FASSET Sector Skills Plan (SSP) Annual Update for 2023/2024 research, confirms the slowing down of the economy as a result of the impact of the COVID-19 lockdown imposed on sectors. We have positioned the APP in the context of contrasting scenarios of reduced resources on the one hand and increased need for training by beneficiaries (due to increasing unemployment).

The FASSET Board re-evaluated the SETA's strategy during June 2021, considering the developments within the skills development environment, whilst remaining mindful of the need to be agile and responsive to the skills needs of our sector, timeously and in a coordinated manner, to ensure success. To this end, FASSET in its Strategic Plan (SP) and APP will continue to concentrate our 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 Sector Priority Occupations and Interventions (SPOI) programmes in scarce skills areas. In tackling these two core areas, FASSET is more mindful of the need to address various national governmental strategic imperatives by improving access to unemployed matriculants, provinces and rural communities, small businesses to improve their financial sustainability, partnerships with community based institutional forms such as the Community Education and Training (CET) and Technical and Vocational Education and Training (TVET) Colleges will be consolidated.

FASSET has identified the prioritisation of rural interventions in its strategy by increasing access to FASSET products and services for the people in the rural areas and this will form the basis of its community-based programme. Besides the two core focus areas, FASSET will maintain the provision of critical skills for employees in companies and trade unions in our sector. Transformation remains a key theme to all we do at FASSET and in this planning period, a priority will be the development of females, with emphasis on Black, at the executive level as well as Black Business Development.

This APP is aligned to the FASSET SSP and SP and was finalised with inputs from the FASSET management and relevant committees of the FASSET Board. The APP is submitted in accordance with the requirements of DHET, the PFMA, Treasury Regulations, and the FASSET Constitution and the funding regulations, which govern the SETA levy-grant system. As the FASSET Board, we endorse this APP and look forward to our continued working with DHET and delivering against FASSET's refined strategic goals and objectives in the upcoming year for the benefit of our stakeholders and the country.

A handwritten signature in black ink, appearing to be 'L. Ntuli', is written over a horizontal line.

Ms. Lynette Ntuli

Chairperson of the Board



Statement from the Chief Executive Officer

The Financial and Accounting Services Sector Education and Training Authority (FASSET) is a public entity listed in Part A of Schedule 3 of the PFMA, established in accordance with section 9 of the Skills Development Act (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, 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 as a SETA, centres around the development of a skills pipeline that feeds FAS 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 that have been capacitated to drive delivery upon its mandate with Programme 3 leading the implementation of its interventions through its PIVOTAL and Non-PIVOTAL programmes. Over the past financial year (financial year 2022/2023) our programmes performed well as we had targeted.

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 2022/23 FY and the 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 the 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; 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 to improve the financial performance of public institutions with a particular focus on local government which will also require coordinated partnerships with relevant stakeholders within that space.

From the skills planning perspective, key updates include interventions to better understand issues regarding the TVET lecturer development arena. Additionally, a study on ethics and integrity will be conducted with a special focus on the use of the implementation of digitisation to reduce accounting irregularities in the FAS sector. Our learning programmes and projects have been reprioritised to reduce duplication whilst increasing the impact on our beneficiaries. Key interventions include the increased targets for our financial literacy programmes, tuition support programmes for learners in academic programmes and support for online learning tools will be prioritised.

Our stakeholder engagement strategy will be further implemented 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.

Finally, I would like to acknowledge the DHET for its support and guidance in the development of our SSP which has fed into the SP and APP. I would also like to acknowledge and thank the Board for providing strategic direction and our management team and staff for continuing to drive the implementation of our mandate and contributing to nation building through our programmes.

A handwritten signature in black ink, appearing to read 'Ayanda Mafuleka', is positioned above a horizontal line.

Ms. Ayanda Mafuleka CA (SA)

Chief Executive Officer




Official Sign-off

It is hereby certified that this APP:

- 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 2023/24 Financial Year.

Mr. Zakariya AlliCA (SA)

Chief Financial Officer

Signature: 

Ms. Ayanda Mafuleka CA (SA)

Chief Executive Officer

Signature: 

Approved by:

Ms. Lynette Ntuli

Chairperson of the Board

Signature: 



Part A: Our Mandate

1. Updates to the Relevant Legislative and Policy Mandates

1.1 Constitutional Mandate

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

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

The SETA's functions specifically seek to uphold the following rights, as outlined under Chapter 2:

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

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

- The right to **Education**

29. (1) Everyone has the right—

(a) to a basic education, including adult basic education; and

(b) to further education, which the state, through reasonable measures, must make progressively available and accessible.

(2) Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of, this right, the state must consider all reasonable educational alternatives, including single medium institutions, considering—

(a) equity;

(b) practicability; and

(c) the need to redress the results of past racially discriminatory laws and practices.



(3) Everyone has the right to establish and maintain, at their own expense, independent educational institutions that—

- (a) do not discriminate on the basis of race;
- (b) are registered with the state; and
- (c) maintain standards that are not inferior to standards at comparable public educational institutions.

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

1.2 Legislative Mandate

The following Legislative and policy mandates impact FASSET.

1.2.1 Skills Development Act, No. 97 of 1998

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

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

- a) develop a sector skills plan within the framework of the national skills development strategy;
- b) implement its sector skills plan by-
 - i. establishing learning programmes;
 - ii. approving workplace skills plans and annual training reports;
 - iii. allocating grants in the prescribed manner and in accordance with any prescribed standards and criteria to employers, education and skills development providers and workers; and
 - iv. monitoring education and skills development provision in the sector;
- c) promote learning programmes by-
 - i. identifying workplaces for practical work experience;
 - ii. supporting the development of learning materials;
 - iii. improving the facilitation of learning; and
 - iv. assisting in the conclusion of agreements for learning programmes, to the extent that it is required;
- d) register agreements for learning programmes, to the extent that it is required;
- e) perform any functions delegated to it by the QCTO in terms of section 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;
- (iA) liaise with the skills development forums established in each province in such manner and on such issues as may be prescribed;
- j) subject to section 14, appoint staff necessary for the performance of its functions;
- (A) promote the national standard established in terms of section 30B;
- (B) liaise with the QCTO regarding occupational qualifications; and
- k) perform any other duties imposed by this Act or the Skills Development Levies Act or consistent with the purposes of this Act.
- (2) A SETA has –
 - a) (a) all such powers as are necessary to enable it to perform its duties referred to in subsection (1); and
 - b) (b) the other powers conferred on the SETA by this Act or the Skills Development Levies Act.

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

1.2.2 Skills Development Levies Act, No. 9 of 1999

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

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

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

1.2.3 Other Legislation & Policy Mandates

Other key legislation includes:

- a) Basic Conditions of Employment Act, 1997 (Act No. 75 of 1997),
- b) Broad-Based Black Economic Empowerment Act, 2003 (Act No. 53 of 2003),
- c) Division of Revenue Acts
- d) Employment Equity Act, 1998 (Act No. 55 of 1998),
- e) Income Tax Act, 1962 (No. 58 of 1962).
- f) Labour Relations Act, 1995 (Act No. 66 of 1995),
- g) National Qualifications Framework Act, 2008 (Act No. 67 of 2008),
- h) Preferential Procurement Policy Framework Act, 2000 (Act No. 5 of 2000),
- i) Public Audit Act, 2004 (Act No. 25 of 2004),
- j) Public Finance Management Act, 1999 (Act No. 1 of 1999),
- k) Protection of Personal Information Act NO 4 of 2013

Other policy mandates include:

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

2. Updates to Institutional Policies and Strategies

2.1 National Development Plan Twenty Thirty

The National Development Plan Twenty Thirty (NDP 2030) is aimed at growing an inclusive economy, building capabilities, enhancing the capacity of the state, and promoting leadership and partnerships throughout society. The NDP has also shaped the policy imperatives for this APP. 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 Skills Development Levy (SDL). We will continue to participate in the process with DHET to craft a workable implementation plan which is, as far as possible, geared towards ensuring that the policy imperatives of the White Paper are operationalised.

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

OBJECTIVES:

- Make early childhood development a top priority among the measures to improve the quality of education and long-term prospects of future generations. Dedicated resources should be channeled towards ensuring that all children are well cared for from an early age and receive appropriate emotional, cognitive and physical development stimulation
- All children should have at least 2 years of pre-school education
- About 90 percent of learners in grades 3, 6 and 9 must achieve 50 percent or more in the annual national assessments in literacy, math's and science.
- Between 80 – 90 percent of learners should complete 12 years of schooling and or vocational education with at least 80 percent successfully passing the exit exams
- Eradicate infrastructure backlogs and ensure that all schools meet the minimum standards by 2016
- Expand the college system with a focus on improving quality. Better quality will build confidence in the college sector and attract more learners. The recommended participation rate of 25% would accommodate about 1.25 million enrollments
- Eradicate infrastructure backlogs and ensure that all schools meet the minimum standards by 2016
- Expand the college system with a focus on improving quality. Better quality will build confidence in the college sector and attract more learners. The recommended participation rate of 25 percent would accommodate about 1.25 million enrolments.
- Provide 1 million learning opportunities through Community Education and Training Centres
- Improve the throughput rate to 80 percent by 2030.
- Produce 30 000 artisans per year
- Increase enrolment at universities by at least 70 percent by 2030 so that enrolments increase to about 1.62 million from 950 000 in 2010
- Increase the number of students eligible to study towards maths and science-based degrees to 450 000 by 2030
- Increase the percentage of PhD qualified staff in the higher education sector from the current 34 percent to over 75 percent by 2030
- Produce more than 100 doctoral graduates per million per year by 2030. That implies an increase from 1420 in 2010 to well over 5000 a year
- Expand science, technology and innovation outputs by increasing research and development spending by government and through encouraging industry to do so.

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



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, especially relevant communication strategy to reach rural areas and increasing access to FASSET products and services for the people in the rural areas and across the PSET pipeline.
- A key driving force will be the development of the historically disadvantaged individuals and the transformation of the Asset Management Services. Interventions to support this will include funding programmes that lead to occupations and specialisation in the assets management field. In addition, the SETA will where required play role in linking candidates to professional designation. This will include a stakeholder engagement strategy, development and implementation. This will include a stakeholder engagement strategy, development and implementation. 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, including a formal way of capturing and tracking the journey of the students. To achieve this, the FASSET Research and Planning Department will implement a comprehensive monitoring and evaluation programme. The programme will include tracer studies and tracking of FASSET beneficiaries.

2.2 National Growth Plan¹

In 2013, the National Growth Plan (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 SETA should therefore, aim to facilitate and co-finance training for approximately 10% of the workforce annually. The NGP also commits the 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 NGP emphasises the importance of skills development and, as indicated above, looks to the NSDP for guidance. This challenge translates into a question: What skills are required for the implementation of its five main job drivers:

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

2.2.1 Role of SETAs on the demand and supply side:

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

On the demand side:

1. Conduct labour market research and develop the SSP;
2. Develop the SP, 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 the implementation of learning programmes (i.e., Artisans and Learnerships);
3. Facilitate easy access and different entry points (Articulation and RPL);

¹ Taken from the National Skills Development Plan



4. To collaborate with the relevant Quality Council, especially the Quality Council for Trade and Occupations to ensure quality and provision of learning programmes.

2.3 National Skills Development Plan Twenty Thirty

The National Department of Higher Education and Training (DHET) promulgated the NSDP 2030 in March 2019. The NSDP aligns with the outcomes of the National Development Plan and outlines outcomes and sub-outcomes for 2030. These are summarised in **Error! Reference source not found.:**

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

Figure 3: NSDP Outcomes and Sub-Outcomes

Each of these outcomes is an input into the SSP and SP as shown in the summary table below:



NSDP OUTCOMES	LINKED FASSET IMPACTS	LINKED FASSET OUTCOMES	PROGRAMME2
Outcome 1: Identify and increase production of occupations in high demand	Facilitating the timeous and relevant upskilling of the FAS 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 FAS 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 FAS 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 programmes 	<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 FAS sector	<ul style="list-style-type: none"> Outcome 3 Reduced critical skills and skills shortages in the sector 	<ul style="list-style-type: none"> Programme 3
Outcome 5: Support the growth of the public college system	Facilitating the timeous and relevant upskilling of the FAS 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	Facilitating the timeous and relevant upskilling of the FAS 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	Facilitating the timeous and relevant upskilling of the FAS sector	<ul style="list-style-type: none"> Outcome 2 Appropriate skills intervention determined as informed by research 	<ul style="list-style-type: none"> Programme 2 Programme 3



		<ul style="list-style-type: none"> Outcome 3 Reduced critical skills and skills shortages in the sector 	
Outcome 8: Support career development services	Facilitating the timeous and relevant upskilling of the FAS 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

2.4 Medium-Term Strategic Framework (MTSF)

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

PRIORITIES
PRIORITY 1: Building a capable, ethical and developmental state
PRIORITY 2: Economic transformation and job creation
PRIORITY 3: Education, skills and health
PRIORITY 4: Consolidating the social wage through reliable and quality basic services
PRIORITY 5: Spatial integration, human settlements and local government
PRIORITY 6: Social cohesion and safe communities
PRIORITY 7: A better Africa and world



3. Updates to Relevant Court Proceedings

In 2013, the 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, 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.

Meanwhile, 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 the 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

1. Vision

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

2. 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.

3. Values

Our Values:



4. Situational Analysis

The current volatility resulting from

- *The COVID pandemic*
- *The war in Ukraine*
- *Climate change and the impact of society of natural disasters not experienced in decades*
- *New technologies being introduced into the environment at an increasingly fast rate requiring new and different skills*
- *Economic downturn due to the pandemic cost of basic food and fuel and a world economy that has very limited growth*

Has created a complex and challenging environment for the SETA and the beneficiaries of training and development as follows:

1. *On the demand side:*
 - *New skills are required that do not exist and have to be developed as the technology emerges. The result is that FASSET will need to invest in research and partner with leaders in the new environment to create the material and ultimately develop the skills that are going to be required to support the demands from the technology driven economy.*



- *The advent of new delivery platforms (Zoom, Teams, etc.) is placing further pressure on FASSET and service providers to change their content and delivery to suit the new remote learning demands.*
- *Training providers will need to upskill to provide the new skills and delivery methods*
- *Accreditation agencies (SAQA)*
- *Improving the enthusiasm for entrepreneurship is a challenge as the youth are still caught in the environment where the only way to earn a living is to get a job. The emergence of the new technologies will create numerous opportunities for the youth to engage in businesses of their own as there will be a requirement for these new skills but not many traditional businesses that will be offering jobs in the new skills as they are concerned with the cost of converting from existing investment to new investment. A good example is the growth of Capitec bank vs the traditional banks that only now have realised that the future customer base wants to interact with their bank via technology and be able to access loans etc online.*
- *The future SMME's will require FASSET assistance as this is very often where start-ups fail since they are now their speciality (ICT< Plumbing etc.) But the other aspects of finance and accounting services is where they fail by not investing for slow times or breakdowns and then end up with cash flow problems*
- *The BBBEE points for entrepreneur development is a source of mentorship that can be exploited especially where it comes to international companies that cannot score points through ownership. FASSET can play a leading role in bringing (SMME) entrepreneurs and potential mentors from the corporate sector together through programmes that focus on the BBBEE entrepreneurship development and supplier development*

On the supply side:

- *The availability of suppliers of material that are up to date with the latest developments*
- *The impacts of the economic downturn due to the pandemic and other factors have reduced the number of suppliers of services*
- *Organisations have also reduced their spend on employee development in order to survive*
- *Numerous SMMEs have either ceased to operate or have gone into liquidation reducing the demand for skills development and at the same time the availability of jobs*
- *SMME lack of funds and knowledge on how to access learnerships, internship programme etc reduces the opportunities of the youth to obtain the necessary skills and experience to enter the job market but above all, the entrepreneur opportunities that exist.*
- *Not only is the FASSET mandate to develop more finance and accounting skilled employees, but to provide the SMME sector with these skills as they cannot always afford the services of a finance and accounting specialist.*

It is important to note that FASSET is primarily involved in the finance and accounting industry and is mandated to provide that sector with growth and an increased FAS workforce. However, the finance and accounting skill is a fundamental requirement for entrepreneurial development and as such, FASSET has a role to play in the TVET colleges to provide this fundamental skill as many of the graduates in this area will most probably become SMME owners.

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.

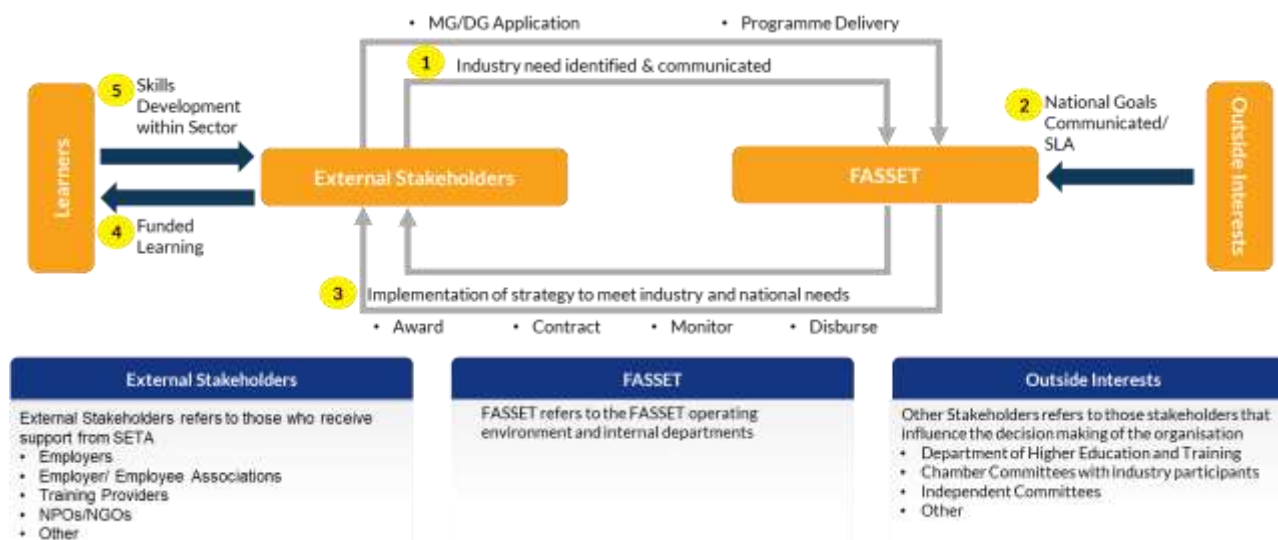


Figure 4: FASSET Operating Environment

Industry needs are identified and communicated to FASSET by external stakeholders, these include the FAS sector professional bodies, training providers and employers amongst others. These needs are then aligned to national imperatives, through which, a directed strategy is developed that addresses both industry and national needs. One of the critical processes that inform the FASSET APP is research. On an annual basis, the FASSET Research Unit develops the SSP and produces research that significantly informs the greater part of the SETA's targets. For example, FASSET conducted a study on the TVET College Graduates' Poor Absorption in the Finance and Accounting Services Sector. The findings of that study demonstrated that there was very little evidence of a poor or "bad" curriculum, but the actual implementation of the curriculum was indicated to be the problem. Taking from these findings, FASSET has set a target of 30 TVET lecturers to be supported in the form of skills programmes or other NQF linked qualifications to uplift their skills and better allow them to facilitate the curriculum.

All research studies are reviewed by the management and the findings are presented to the various FASSET Board Committees to assist in planning. Funding is provided based on labour market knowledge and sectoral engagements. This ensures funding of programmes that respond to national and sectoral priorities. The complication 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. Where necessary, some industry research conducted by other institutions is considered to provide insight to FASSET management about sectoral skills issues and labour market imbalances. A possible think tank approach can be considered where FASSET researchers and industry representatives come together to do future scenario planning and what skills will be required in the sector to ensure a proactive approach to the development needs of the sector. E.g., how is big data going to affect the sector? will it be acceptable for finance and accounting professionals to only analyse and report of financial matters or will the requirement be that the holistic approach will be required that financial information is presented in context of environmental, social, economic, etc. environments?

First world factors such as financial technology, widening skills requirements of an individual, and third world issues of South Africa create 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 FAS sector and achieving its mandate.

In consideration of the FASSET Board's strategic resolutions, the SETA will align its interventions to the following key areas:

(a) Transformation of the FAS sector



Develop the historically disadvantaged individuals and transform the Asset Management Services Stakeholder engagement strategy development and implementation.

(b) Strengthened stakeholder engagement and partnerships

Alignment of partnerships to specific areas and ensure it is outcome-based leverage strategic partnerships for enhanced implementation of programmes and technology partners.

(c) Capacity and capability building through an efficient FASSET business model

Develop dashboard to *monitor the performance of FASSET on an ongoing basis to ensure that progress towards APP targets is measured and early intervention is implemented to ensure that where progress is not according to plan corrective action is taken.*

(d) Extension of representation and interventions to urban and rural communities in all regions

Implement a communication strategy to:

- *Reach rural areas Increase access to FASSET products and services for the people in the rural areas.*
- *Partner with HEIs in rural areas to identify learners for inclusion in programmes*
- *Use DPP (District Development Plan) to assist rural interventions.*

(e) Fit for purpose and responsive Research and Innovation studies

Interventions will be linked to research findings and implemented according to agreed plans and timelines.

(f) Monitoring and Evaluation (including post investment impact analysis)

An improved methodology for capturing the achievement of students and tracking their post qualification progress relating to their studies.

(g) Supporting the development and sustainability of the SME market with critical FAS skills

Enter into strategic partnerships to provide FAS skills to SMMEs, with emphasis on previously disadvantaged individuals.

4.1 External Environment Analysis

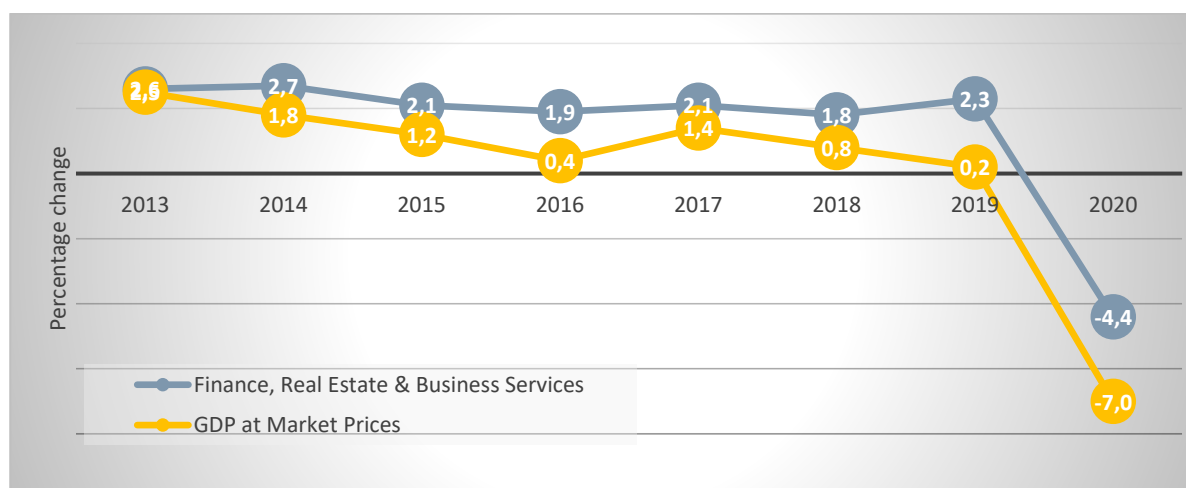
An analysis of the key issues identified the following external environmental conditions that has been addressed in the strategic plan

- *The dysfunctional municipalities in the rural areas are resulting in a population migration to the cities. This has resulted in a skills vacuum being created as the people with skills are more likely to find employment in the larger cities. FASSET has identified the rural areas as a target for skills development to address the lack of FAS skills and by providing these skills contributing to the development of SMMEs in these areas that can create jobs and prosperity within these communities.*
- *The migration to the cities has also created a need for upskilling of these migrants as large numbers of them do not have the skills but believe that they will find a better future in the cities. This has resulted*



in an imbalance and put enormous pressure of the city education systems. Government has identified vocational training as one of the priority skills that will assist in creating skills required to boost the manufacturing and service sector and assist with the infrastructure development of South Africa. The expansion of the TVET colleges has provided a need and platform for FASSET to partner with them to expand the FAS skills.

- *The economic downturn (as depicted in the diagram below) has also had a major impact on the number of available jobs and skilled people that have been retrenched. The result is a reduction of funding for FASSET and organisations funding learnership's and short courses. It has also had a considerable impact on the supply of training providers that can assist with the development of FAS skills. A further complication is the flight of skilled people emigrating from South Africa creating a shortage of skills and resources to mentor and coach new entrants.*



- *The impact of the 4IR has already had an impact on the FAS skills requirements. The traditional bookkeeping entry capture etc functions have to a large degree, been automated or simplified to the extent that they have become clerical positions and do not require in depth FAS skills. The result is that the FAS skill set is moving more to financial analysis using AI (Artificial Intelligence), Big Data, Data Analysis, etc. to provide better information for business decisions. This will entail that FASSET increase their research into what needs to be covered in learnerships in order to prepare candidates for the new jobs that are going to be required. It will also put pressure on service providers to develop material and to upskill the facilitators and assessors to be able to deliver on these requirements.*

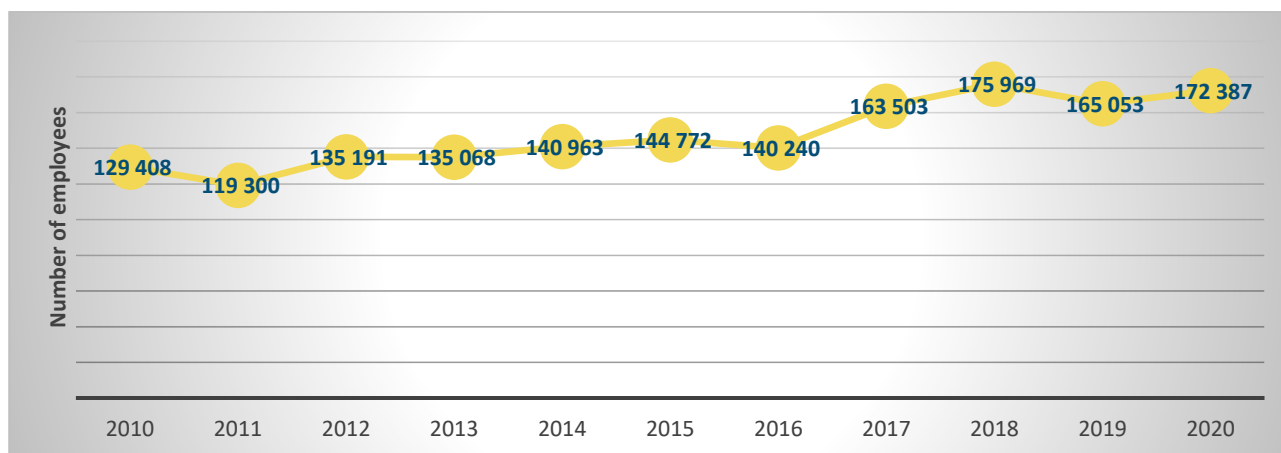
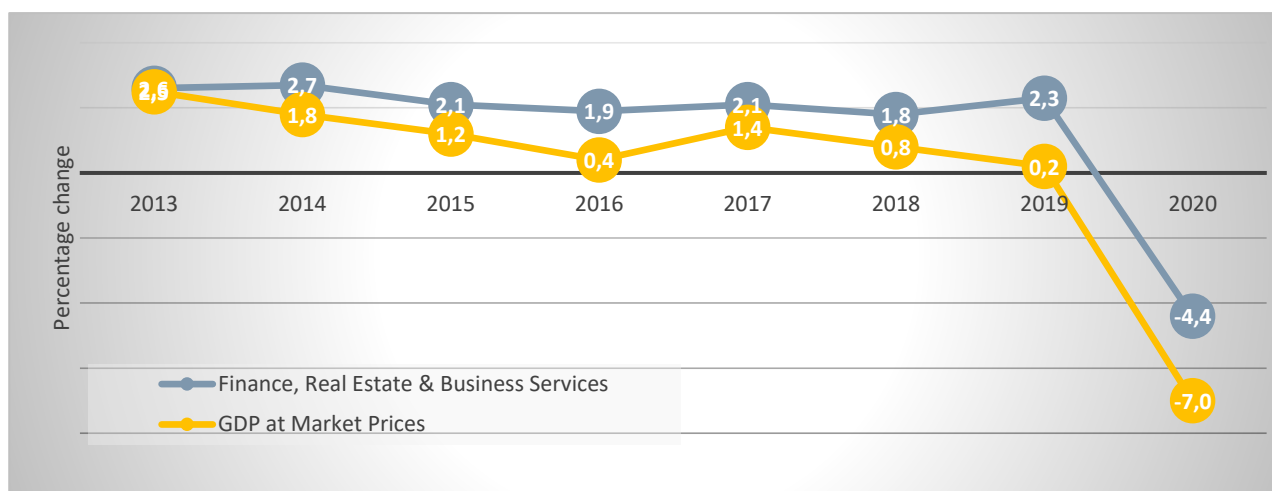


Figure 5: Employment Trends

Source: FASSET (2021). 2022/2023 Draft Sector Skills update.

SA, 2021a).³ The national GDP growth rate in Q4 of 2020 was 6.3% compared to -1.4% in the same quarter of 2019 (Stats SA, 2021a). This means that while national GDP recovered in the final quarter of the year, the Finance, Real Estate, and Business Services sector was unable to match the national outcome. Moreover, the sector was one of only two sectors, the other being Mining, that did not show recovery of economic activity in Q4 of 2020 (Stats SA, 2021a).



³ Quarter-on-quarter GDP represents the percentage change in GDP for the latest quarter compared with the immediate preceding quarter (for example, Q3: 2020 compared with Q2: 2020) (Stats SA, 2021a).

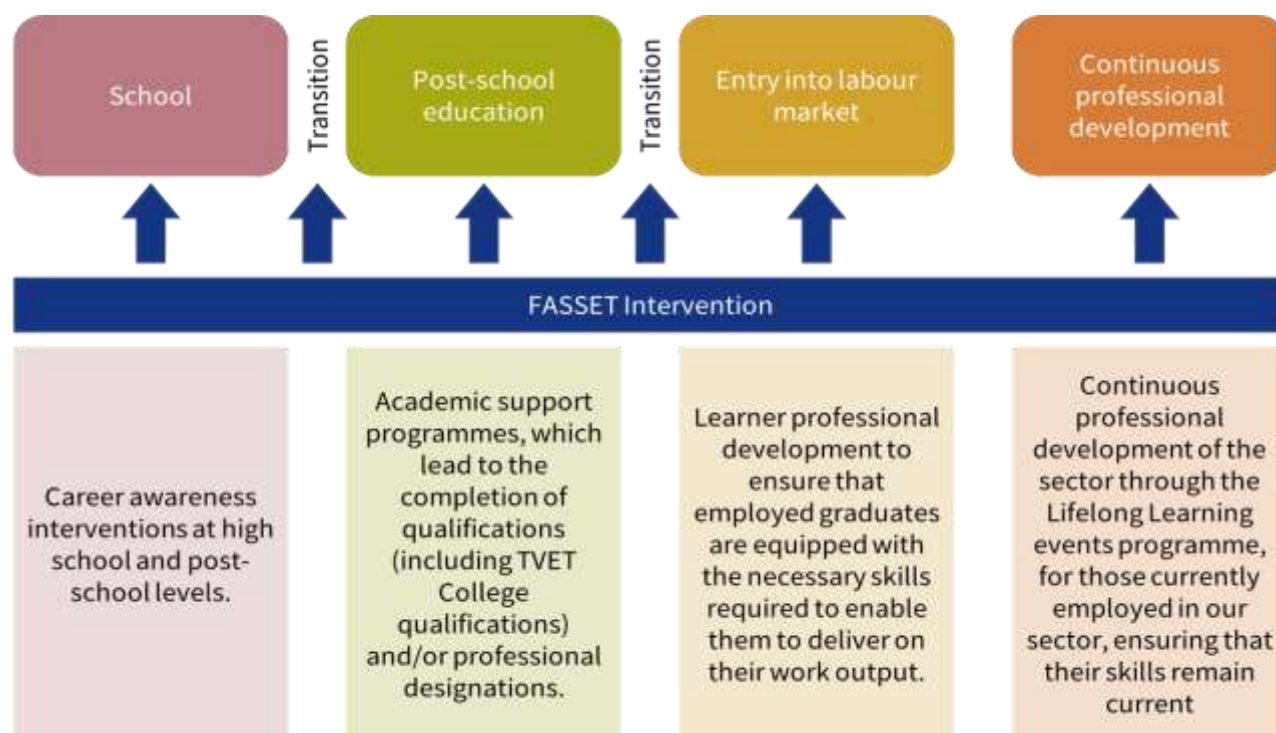


Figure 6: The education and skills formation pipeline and FASSET's interventions along the process

As noted in Chapter 4 of the SSP, FASSET shares the responsibility of skills formation with many other role players, including the 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 Monitoring and Evaluation (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 several 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 to be under equipped for the work environment. Some of the most important critical skills gaps highlighted by the revised SSP include:







Broad Levels	Occupational Levels	Critical Skills Gaps
Entry 	Graduate workers, trainees, junior professionals	Computer literacy skills Basic professional competence & etiquette Communication (online & interpersonal) Time management skills Self-management skills Sense of urgency & responsibility Critical thinking Analytical thinking Adaptability
Lower 	Clerical support workers, service and sales, trade workers, elementary occupations	Communication skills Computer skills – MS Excel Time management skills Customer service Complex problem solving Negotiating skills Self-management
Middle 	Professionals, technicians and associate professionals	IT-related skills Advanced MS Excel skills Negotiation skills Critical thinking and analytical skills Supervising skills Project management Complex problem solving Operational advisory services
Senior 	Managers	Emotional intelligence High-level leadership skills Managing remotely Change management Conflict management skills Negotiating & networking skills Entrepreneurial skills Complex problem solving Creative & integrative thinking Outcome-driven

Figure 12: Skills Gaps in the sector



With the pandemic having accelerated the move towards digitalisation of the FAS sector and presenting new ways of working, there are numerous emerging skills coming into the sector, pushing for employees to be flexible and adaptive. The new skills set that will be required going into the future include digital computing, data analysis, machine learning, robotics, change management, adaptability, and diversity management amongst others. FASSET will therefore, support digital transformation initiatives.

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 the government's national strategies and policies and the skills needs of the broader economy, four skills development priorities were identified and are described below. These are:

- Increasing the flow of new FAS 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 TVET level through to workplace training.

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

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

#	Priority	Entry route ⁴	Level of skill
1	Increasing the flow of new FAS 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

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

Route 2 – Move from HET qualification to learnerships.

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



#	Priority	Entry route ⁴	Level of 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- and large-sized 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 2023/24 SSP are listed in the table below.

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

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

#	Priority	Level of skill
1	Increasing the flow of new FAS sector entrants to employment	Mid and high-level skill
2	Developing and growing the skills required in the sector	Mid and high-level skill
3	Supporting transformation of the FAS sector	Mid and high-level skill
4	Increasing responsiveness of skills planning to change drivers	Mid and high-level skill
5	Enterprise development targeting small and medium enterprises	Mid and high-level skill

Facilitating transformation and inclusivity of the FASSET sector workforce

Professional bodies associated with FASSET, and educational institutions have for many years, engaged in initiatives to ensure that skewed demographics are 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. In Programme 3 presented later in this APP document, amongst the interventions programme to address transformation and managerial and executive level in our sector, including executive development programme that is targeted to Black African females.

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 people. In seeking to ensure that FASSET aids the transformation of the FAS sector, various FASSET programmes, are implemented according to aggregation indicated above, i.e., 85% Black, 54% female, and 4% disabled people. Over and above this, the vast majority



of FASSET interventions are aimed at the youth subsector. The TID's related to each FASSET intervention indicate the aggregation of the intervention and the reader is referred to the TID's in Part D of this APP.

Table 3: 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 TVET 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	Increase number of Female Executives who are trained in Advanced Executive Programmes		High level skill
7	Increasing the retention, work readiness and employment absorption of learners on learnerships	Entry route 3 and 4	Mid and high-level skill
8	Increasing the number of learners that enter the employment through internships	Entry route 6	High level skill
9	Increasing the number of employees in employment at a TVET and HET levels	Entry route 3 and 4	Mid and high-level skill
10	Ensuring that employees receive training (short courses and skills programmes)		Mid and high-level skill
11	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 necessitated 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.

4.2 Internal Environment Analysis

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



4.2.1.1 Capacity to Deliver 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 support 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 changes over the past three years. The composition of the executive management team and the 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 FAS 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. FASSET has aligned its strategies and plans to the outcomes of the NSDP. In addition, there has been a critical consideration of the current COVID 19 crisis. Consequently, FASSET has considered challenges emanating from the COVID-19 pandemic. Additionally, having considered the findings from the latest FASSET SSP which indicate the increased penetration of the 4IR, FASSET has customised some of its interventions to allow acceleration of these new technologies.

The learning programmes and projects programmes are focused on enabling and enhancing skills development in and for the FAS sector in partnership with relevant stakeholders. It also aims to promote the FAS 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 FAS 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 and CET 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 satellite offices at TVETs and support of relevant qualification development. Programmes in partnership with CET Colleges were introduced for the first time during the 2019/20 Financial Year, and we have increased our partnerships and the targeted beneficiaries in respect of the current APP. 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 bodies/organisations in the development and implementation of qualifications for the FAS sector.



FASSET Organogram & Staff Count

Internally, FASSET's human capital consists of individual employees' knowledge, skills, competencies, and ability to understand and implement the FASSET strategy. FASSET's staff complement has grown from 53 to 84 employees in the year in question. This number includes 10 interns. The main reason for the growth is to capacitate all departments in ensuring that the mandate of FASSET is reached and it addresses growing operational requirements and a change in SETA strategy. Due to ongoing recruitment, the staff complement has been on the rise at 84 employees by 01 September 2022 with and of a White male and Coloured female in reaching out to achieving the set targets. FASSET retained 2 people with disabilities out of the total staff complement of 84.

A new Director of Corporate Services is now part of the team. Additionally, a Legal Service Manager joined the FASSET team in October 2019, and the Company Secretary post which became vacant during January 2020, is now filled. The post for the Chief Information Officer is currently vacant. (CIO)

The non-core function relevant to the organisation, such as Internal Audit is currently outsourced. The other non-core function, the SETA's Call Centre is now operating. 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		White		Grand Total
	Female	Male	Female	Male	Female	Male	Female	Male	
Skilled	10	9	1	0	0	0	0	0	20
Management	7	6	0	0	0	0	0	1	14
Professional	1	0	0	0	0	0	0	0	1
Semi-Skilled	15	6	0	0	0	0	0	0	21
Senior Management	2	0	0	0	0	0	0	0	2
Top management	1	0	1	0	0	1	0	0	3
Unskilled	1	2	0	0	0	0	0	0	3
Grand Total	37	23	2	0	0	1	0	1	64

Number of FASSET employees categorised by age brackets

Age bracket	Total number
21 – 35	30



36 – 45	25
46 – 55	8
56 – 65	1

4.2.1.2 Internal Analysis

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

Strengths	Weaknesses
<ul style="list-style-type: none"> • More than 80% achievement of performance indicators. • Translate criticism positively. • Clean Audit obtained in last financial year. • FASSET brand – Has not received any negative publicity. • Beginning to have presence in the rural areas. • Healthy financial position. • Sustainability post extension of SETA license. • Clear understanding of mandate and implementation requirements. • Good social impact – brand people want to be associated with. • Achieved APP targets. for the previous Period • Achieving a positive social impact of trained students. • Governance done effectively resulting in a good industry reputation. • Organisation is seen as value adding according to levy payers. • Competencies that are well matched to the sector key success factors • Attractive beneficiary base 	<ul style="list-style-type: none"> • Stakeholder engagement in projects not effective. • Budget constraints. • ICT vulnerability - lack of integration, stability, resources & budget constraints • Over emphasis on controls impacts on the ability to focus on strategy • Due to a lack of clarity of the boards role they tend to get involved in execution as opposed to providing direction and oversight. • Board dynamics e.g., egos, personalities, unhealthy conflicts • Lack of balance of skills in the Board. • Not enough resources to perform mandate. • Not enough resources at Secretariat office • DHET response is slow or unclear and not enough support • Executives not getting feedback. • Inadequate Data management results in a lack of tracking performance • Lack of Visibility in rural areas compared to urban areas impacting on FASSET ability to implement in these areas. • High Executive staff turnover and vacancy rate. • The trust deficit between the board and executive management creating an unhealthy relationship. • Board does not understand how management works.



	<ul style="list-style-type: none"> • Management does NOT clearly understand the Boards vision. • The actions of the Board in providing direction and oversight are not visible. • Management struggling with the identity of the Board. • Lack of quality information in relation to decision making.
Opportunities	Threats
<ul style="list-style-type: none"> • Digital Transformation within the FAS sector • 4IR could be solution for problems. • Programmes to be curated to changing times. • From a levy point of view in the sector, FASSET representative not affected • Increase levy base in order to improve FASSET. • Lack of diversity/slow pace of transformation at senior financial position level in corporates • Sharply demand for the sector product (new skills set internal audit) to bridge the gap or to bring about equality and economic transformation- 4IR • Expand the organisation into new geographic areas -hence rural presence • Use of existing skills know how to enter new areas and be visible in rural areas • Strengthen partnership to boost our capability and expand our reach • SMME development • Demands to innovate • The new skills set that will be required going into the future include digital computing, data analysis, machine learning, robotics, change management, adaptability, and diversity management amongst others • Increasing the flow of new FAS entrants into employment • The non-core function relevant to the organisation, such as Internal Audit is currently outsourced. 	<ul style="list-style-type: none"> • Unemployment. • Corruption. • Cost of living. • Youth substance abuse. • Pandemic impact on mandate and operations. • Ukraine war affecting economy • Decrease in Maths and Accounting students. • Poor access to technology – connectivity issues. • Career guidance at school level not enough. • Load shedding. • Global financial crisis. • Grey listing. • Pessimistic view of the youth. • Changes in the National Skills Development Plan



Figure 7: Organisational SWOT Analysis

Internally FASSET will:

- *Need to continue its interventions concerning the improvement of its systems and processes*
- *Leverage digital technology, especially Artificial Intelligence and online learning programmes.*
- *The pandemic has created opportunities and demands to innovate in terms of the mechanisms that FASSET employs to deliver upon its mandate. It was clear during the strategic session that FASSET will need to ensure programmes are transferred to online platforms in order to meet the needs of its constituency.*
- *A robust and cohesive organisational culture that is centred around FASSET's values must be developed to act as a foundation for the development of the institution.*

Revisions to the APP to accommodate the Impact of the 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 and subsequent lockdowns including 29 June 2021. 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 2020 Stats SA survey on business impact conducted on 2 182 tax-paying businesses across all economic industries revealed that most businesses (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 SDL to alleviate financial stress for businesses (SA government, 2020; SARS, 2020). On 4 June, the Minister of Higher Education, Science, and Technology Dr. Bonginkosi Nzimande stated that the tax relief is a deferral that 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.

FASSET has identified the following areas to prioritise that are linked to the NSP and the NSDP and they include the following:

- Transformation of the sector
- Strengthening of partnerships
- Development of Rural areas, information awareness and infrastructure
- More efficient business model
- Unemployed and research – Monitoring and evaluation/tracing impact analysis
- SMME development – Black business enterprise development
- Human resource strategy

FASSET will continue with its skills development priorities to ensure it supports the government wide Economic Reconstruction and Recovery Plan. Programmes to be supported are set out in sections C and D.

Part C: Measuring our Performance

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

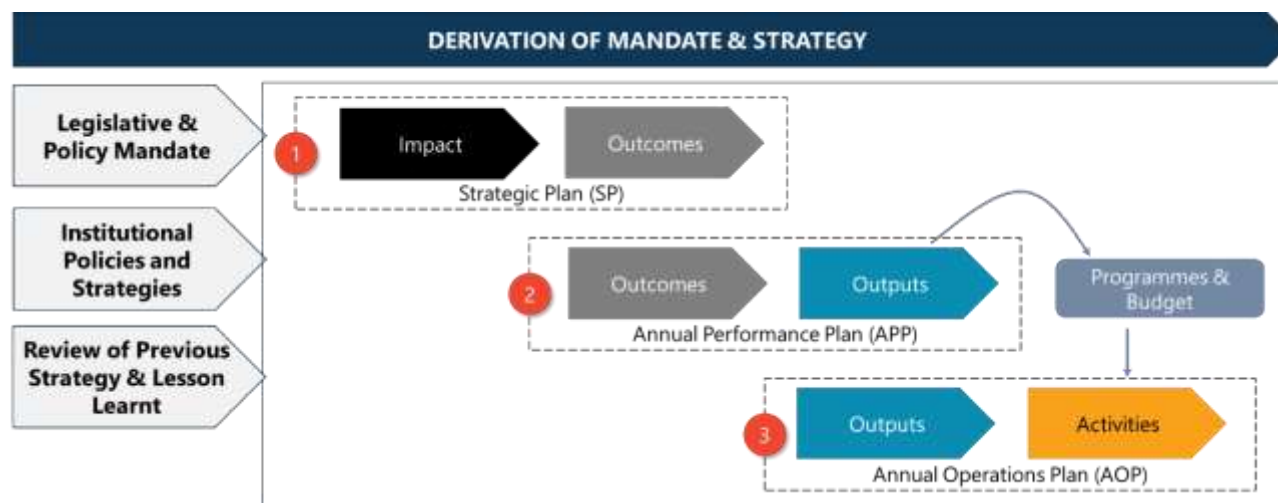


Figure 8. Strategic Planning Process Followed

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.



The impacts identified to incorporate the recommendations from the SSP.

SSP Recommendation	Linked Impact
Increasing of the <i>flow of</i> 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 the transformation of the FAS Sector ITO gender and race	Facilitating the timeous and relevant upskilling of the FASSET sector
Increasing responsiveness of our programs to Address change in the FAS sector	Facilitating the timeous and relevant upskilling of the FASSET sector

Table 14: SSP Recommendations and Linked Impact

4.3 Measuring the Impact

Building on the external focused FASSET 2020-2025 Strategic Goals and government's 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	FASSET endeavours to facilitative skills development programmes that address and focus on responsiveness, competitiveness, transformation, and capacity building.
-------------------------	---

The tables to follow showcase, per impact, the outcome and respective indicators, baseline and 5-year targets.

4.4 Measuring Outcomes, Narratives and Key risks

Programme 1: Administration

Outcome	Outcome indicator	Baseline	Five-year target
Efficient and effective organisational support system with an enabling culture that will ensure optimal performance with a key focus on service. (The digitisation of processes to ensure effective implementation of interventions to be prioritised).	Number of administration targets achieved after five years	42	25



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 that will ensure optimal performance with a key focus on service. (Including the digitisation of processes to ensure effective implementation of interventions.

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 1 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 2 of the MTSF, *Economic Transformation and Job Creation*:

FASSET believes that in order to achieve its mandate, we must ensure that the SETA's administration is efficient and effective where staff has 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 are 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 the achievement of the FASSET mandate.

The key enablers are:

- Human Resource Department'
- ICT Department
- Corporate Services Department
- SCM Department

Key Risks

Outcome	Key Risk	Risk Mitigation
Efficient and effective organisational support system with an enabling culture that will ensure optimal performance with a key focus on service. (The digitisation of processes to ensure effective	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	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 Communications Manager before printing and dissemination. When advertisements are placed, the design drafts are received and signed off



Outcome	Key Risk	Risk Mitigation
implementation of interventions to be prioritised).	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	by the Marketing and Communications Manager. Content to be placed on FASSET's website is reviewed and approved by the Marketing and Communications 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 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 an operational ICT risk register h.) Policy and process reviews to promote transparency



Outcome	Key Risk	Risk Mitigation
		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 (prioritising capturing and tracking the journey of the students)	Number of research initiatives implemented (tracing of learners and impact to be highlighted)	40	32
	Number of skills planning initiatives approved and paid	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 (including a formal way of capturing and tracking the journey of the students) 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 that 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

The 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 (prioritising capturing and tracking the journey of the students)	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 f.) <i>Tracking of students to establish the impact of interventions</i>	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 f.) <i>Annual tracing research project and a five-year project every cycle.</i>

Programme 3: Learning Programmes and Projects

Outcome	Outcome indicator	Baseline	5-year target
Reduced critical skills and skills shortages in the sector including relevant communication strategy and increasing access to FASSET products and services for the rural areas	Number of learning programmes and projects implemented	150	181

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 including relevant communication strategy and increasing access to FASSET products and services for the people in the rural areas.

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 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 employers.

The outcome and impact link closely to impact, with a 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 2) through targeted injection of critical skills.

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 that 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 that addresses the needs of the SA economy at large and the FAS sector. A key driving force will be the development of the historically disadvantaged individuals and the transformation of the Asset Management Services. This will include a stakeholder engagement strategy, development and implementation.

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. This will be done through the alignment of partnerships to specific areas and ensure it is outcome based. It will Leverage strategic partnerships for enhanced implementation of programmes which includes the use of technology partners.

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 including relevant communication	a.) Insufficient participation from sector b.) Low training uptake within designated groups c.) Low uptake 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



Outcome	Key Risk	Risk Mitigation
strategy and increasing access to FASSET products and services for the rural areas	d.) Rural areas are not catered for.	c.) Adequate advertising and steady build-up of programme. Offer programme to internal suppliers first. d.) Programme criteria reflect the rural aspects of the intervention

Programme 4: Quality Assurance

Outcome	Outcome indicator	Baseline	Five-year target
Improved quality assurance system for the sector learning programmes	Number of quality assurance interventions conducted for the sector learning programmes	12	7

Explanation of Planned Performance over the Five -Year Planning Period

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

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

The outcome supports Chapter 13 of the NDP and Priority 1 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 2 of the MTSF, *Economic Transformation and Job Creation*

Quality and excellence are critical for successful navigation of the rapid changes which the FAS sector faces currently.

Through effective partnerships with other SETAS, 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 programmes	a.) Slow process for updating occupational qualifications and part-qualifications relevant to the FAS sector.	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



Outcome	Key Risk	Risk Mitigation
	b.) Changes in the QCTO business model and processes.	gage on anticipated changes for proactive planning.

5. 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 that will ensure optimal performance with a key focus on service. (The digitisation of processes to ensure effective implementation of interventions to be prioritised).

Indicator Title	Number of administration targets achieved after five years
Definition	This indicator includes Company secretary, HR, IT, Finance, SCM, Marketing and Communications and Operations departments targets
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
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting Cycle	Quarterly
Indicator Responsibility	<ol style="list-style-type: none"> 1. Director Corporate Services 2. Chief Information Officer 3. Company Secretary 4. Chief Financial Officer 5. Chief Executive Officer

Outcome 2: Appropriate skills intervention determined as informed by research (prioritising capturing and tracking the journey of the students)

Indicator Title	Number of research initiatives implemented (tracing of learners and impact to be highlighted)
Definition	Research conducted
Source of Data	Research reports
Method of Calculation/ Assessment	Simple count
Assumptions	Research conducted
Disaggregation of beneficiaries (where applicable)	N/A



Spatial transformation (where applicable)	N/A
Reporting Cycle	Quarterly
Indicator Responsibility	Research Director

Indicator Title	Number of skills planning, and research initiatives approved and paid
Definition	Companies in the sector submit WSP/ATR
Source of Data	Approved WSP/ATR and payment
Method of Calculation/ Assessment	Simple count
Assumptions	WSP/ATR was submitted
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting Cycle	Quarterly
Indicator Responsibility	COO

Outcome 3: Reduced critical skills and skills shortages in the sector including a relevant communication strategy to reach rural areas and increasing access to FASSET products and services for the rural areas

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
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting Cycle	Quarterly
Indicator Responsibility	Chief Operations Officer Chief Information Officer



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
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting Cycle	Quarterly
Indicator Responsibility	Chief Operations Officer

Annexures to the Strategic Plan

Annexure A: District Development Model

Areas of intervention (examples)	Five-year planning period					
	Project description	Budget allocation	District Municipality	Location: GPS coordinates	Project leader	Social partners
Education	Internship programme	34 898 800	Zululand District Municipality	31.4456° E	Project Manager	Ubuntu Institute
			Joe Gqabi District Municipality	26.9852° E		
Education	AET programme	1 000 000	Umkhanyakude District Municipality	32.5373° E	Project Manager	KZN CET
Education	Internship programme	30 985 800	King Cetshwayo District Municipality	31.5370° E	Project Manager	Nkungumathe
Education	Maths, English and Accounting programme	2 199 250	OR Tambo District Municipality	29.2321° E	Project Manager	St Johns College