

STRATEGIC PLAN

2020/21 - 2024/25

**Digging with Skills
& Knowledge**



mineral resources

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

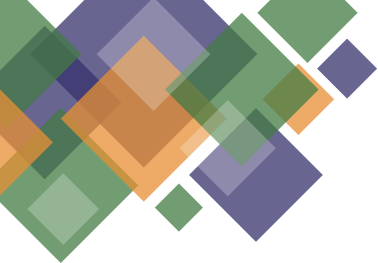


MINING QUALIFICATIONS AUTHORITY





Executive Authority Statement



Accounting Officer Statement

The MQA derives its revenues from the skills development levies received from mining houses, therefore, economic factors that affect employment in the mining and minerals sector, impact the organisation's financial stability.

We present the strategic plan at a time when several factors are at play. These may linger over time, or may change in favour of or against the MQA's medium to long-term operational strategies.

The mining and minerals sector employs about 3% of the 16.2 million employees in the country, with annual earnings of R116.7 billion (DMRE, 2016).

It is important to note that mining companies are inescapably influenced by global developments, with macro-economic growth and international markets strongly influencing both the demand and supply for resources as well as profitability (Lane, et al., 2015).

A five-year analysis of the sector reveals a decline in the number of employees from a peak of 525 248 in 2015 to 498 551 in 2019, except between 2016 and 2017, where the sector recorded a 5.9% increase.

As a result, on average over this period there has been a decrease in the reported number of employees by occupational categories, with the most significant comprising professional and manager occupations with a -2.9% and -3.3% concurrently.

The sector remains a male dominated one, employing 84% of males. The average growth rate of females employed within the sector over the 5 year period is 2.6%.

Technological transformations spearheaded the key skills change drivers within the sector, however, in 2020 the unprecedented global pandemic of Covid-19 as declared by the World Health Organisation, has posed a significant change driver for skills within the sector.

The Covid-19 pandemic, as one of the key change drivers, has led to numerous sectoral disruptions in 2020. In addition, mining companies are influenced by global developments as they influence the demand and supply for resources and profitability.

With the anticipated job losses emanating from the Covid-19 pandemic, community unrests will be inevitable as the scourge of unemployment will increase.

Uncertainty about the length and depth of the crisis are stimulating risks and volatility of financial markets, accompanied by job losses, a decrease in investments as well as production and sales.

Technological transformation can influence the sector's ability to become as safe, healthy, efficient and sustainable as possible. The mining and minerals sector presents a unique opportunity for a new industrialisation drive and advancement in the economy as a whole. This, however, can only be achieved if the sector fully embraces technology and addresses energy and water issues that are affecting mining operations.

The sector should also incorporate interdisciplinary training that will allow students to develop skills and knowledge in a range of subjects in order to produce a flexible workforce that can adjust to changing skills demands within and outside sector.

Local economic conditions including, amongst others, increasing electricity tariffs have been reported to adversely affect the cost structure of the industry which is energy intensive and may also lead to mine closures and further threaten our revenues.

On a positive local front, the recent inclusiveness in decision making by the mining sector stakeholders, including the government, organised labour and organised employers have resulted in an improved mining industry future outlook and policy certainty which, in the past, was reported as an impediment to investment by current and prospective role players.

This has resulted in positive relations between the stakeholders and enabled the finalisation and the gazetting of the 2018 Mining Charter. Following the Presidential Jobs Summit, the NEDLAC Social Partners (Government, Labour, Business and Community) jointly committed to a number of initiatives that this strategic plan continues to take into account.

The strategic plan which is mainly informed by the National Skills Development Plan (NSDP) 2020 to 2030 outcomes and indicators has not resulted in significant shifts in the MQA's value chain and primary activities.

The clarity of the NSDP outcomes and indicators enjoins us to develop and harness our key functional and operating strategies to ensure that we deliver on the outcomes, other national policies and priorities to ensure that we remain relevant in delivering our mandate.

The functional and operating strategies shall be proactive in nature with a specific focus on high impact skills development interventions that respond to periodic job losses and gains that occur during the mining sector's own economic cycles.

We will forge and harness partnerships with key stakeholders that will provide early warning signals to impending job losses for on-time actions to up-skill prospective retrenches for re-absorption into the sector during economic upswing periods, employment opportunities in other sectors as well as other economic opportunities.

At the same time, we need to develop a pool of adequately skilled future employees from unemployed persons and youth that the industry will tap into during its economic upswings.



A handwritten signature in black ink, appearing to read 'D. Mliza', written over a horizontal dashed line.

Mr. David Mliza

Board Chairperson

Mining Qualifications Authority (MQA)



Official Sign-Off

It is hereby certified that this Strategic Plan:

- Was developed by the management of the Mining Qualifications Authority under the guidance of the MQA Board.
- Takes into account all the relevant policies, legislation and other mandates for which the Mining Qualifications Authority is responsible.
- Accurately reflects impact, outcomes and outputs that the Mining Qualifications Authority will endeavour to achieve over the period 2020/21-2024/25;

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Mr. Tshepo Tsotetsi

Acting Executive Manager Corporate Service

Signature: _____

Ms. Bridgette Mathebula

Acting Chief Operations Officer

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Ms. Lebogang Ameliah Matlala

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Ms. Zodwa Mashinini

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Mr. Bethuel Nemagovhani

Acting Chief Executive Officer

Signature: _____

Mr. David Msiza

Chairperson of the Accounting Authority

Signature: _____

Approved by:

Executive Authority (Minister)

Signature: _____



CONTENTS

PART A: OUR MANDATE

1.	Constitutional Mandate	6
2.	Legislative and Policy Mandates	6
3.	Institutional Policies and Strategies over the five year planning period.	8
4.	Relevant Court Rulings	9

PART B: OUR STRATEGIC FOCUS

1.	Vision	10
2.	Mission	10
3.	Values	10
4.	Situational Analysis	10

PART C: MEASURING OUR PERFORMANCE

1.	Institutional Performance Information	32
2.	Key Risks	46
3.	Public Entities	51

PART D: TECHNICAL INDICATOR DESCRIPTIONS (TIDs)

TECHNICAL INDICATOR DESCRIPTIONS (TIDs)	52
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PART A: OUR MANDATE

1. CONSTITUTIONAL MANDATE

Section 29(1) &(2) of the Bill of Rights states that everyone has the right to a basic education, including adult basic education and further education, which state, through reasonable measure, must make progressively available and accessible.

2. LEGISLATIVE AND POLICY MANDATES

The MQA is a statutory body that has the primary mandate of coordinating skills development processes and programmes in the mining and minerals sector. The primary objective of the MQA is to support mining stakeholders to continuously develop sufficient competent persons in occupations that are core to the sector.

2.1. Legislative mandates

The legislative framework that the MQA operates under comprises of three primary statutes which are:-

- a) Mine Health and Safety Act of 1996;
- b) Mineral and Petroleum Resources Development Act of 2002; and
- c) Skills Development Act, Act 97 of 1998, as amended.

The MQA is guided by the above statutes within the framework of controls of the:

- a) Public Finance Management Act of 1999;
- b) Preferential Procurement Policy Framework Act of 2000;
- c) Skills Development Levies Act of 1998;
- d) Audit Act of 2004;
- e) King IV Governance Code of Conduct;
- f) Sector Education and Training Authorities (“SETAs”) Grant Regulations;
- g) SETA Standard Constitution Regulations;
- h) Regulations for the Conditions of Service and Appointment of the CEO of a SETA;
- i) SETA Work-Based Learning Programme Agreement Regulations;
- j) Draft National Artisan Development Strategy;

- k) National List of Artisan Trades;
- l) Criteria and Guidelines for the implementation of Artisan Recognition of Prior Learning;
- m) Trade Test Regulations;
- n) Draft National Register of Artisans Regulations;
- o) National Generic Artisan Workplace data, Learner Grant Funding and Administration System Policy;
- p) White Paper for School Education and Training; and
- q) National Skills Development Plan 2020-2030

The Mine Health and Safety Act, 1996 (Act 29 of 1996) Section 41(3) established the MQA on June 1996 to advise the Ministers of Minerals and Energy (now the Minister of Mineral Resources and Energy) on:

- a) The creation of a framework for qualifications and learning achievements in the mining industry to improve health and safety standards through proper training and education;
- b) Standards and competency setting, assessment, examinations, quality assurance and accreditation in the mining industry; and
- c) Linking and qualifying framework for the mining industry to the National Qualification Framework referred to in the National Qualifications Framework Act, 67 of 2008.

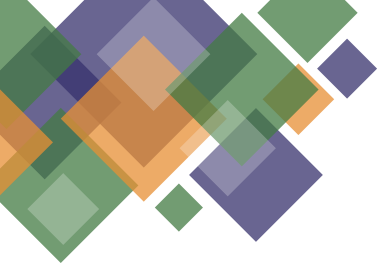
2.2. Skills Development Act, 1998(Act No. 97 of 1998) establishes the MQA as SETA and states as follows:

Despite anything to the contrary in either this Act or the Mine Healthy and Safety Act, 1996 (Act 29 of 1996 and with effect from 20 March 2002, the Mining Qualifications Authority, established in terms of section 9(1) of this Act as SETA 16 in addition the following insertion is made to schedule 2 4a to the Act 97 of 1998 as amended:

- 26. Schedule 2 to the principal Act is hereby amended by the insertion after item 4 of the following item:

“Mining Qualifications Authority”

- 4A. Despite anything to the contrary in either this Act or the Mine Health and Safety Act, 1996 (Act No. 29 of 1996)
 - (a) and with effect from 20 March 2000
 - (i) the Mining Qualifications Authority established in terms of section 4 l(3) of the Mine Health and Safety Act, 1996 must be regarded as having been established in terms of section 9(l) of this Act as SETA 16;
 - (ii) Schedule 7 to the Mine Health and Safety Act, 1996, must be regarded as the constitution of SETA 16; and



- (iii) the Chief Inspector of Mines must be regarded as the Chairperson of SETA 16;
- (b) the Minister may, in consultation with the Minister of Minerals and Energy and after consultation with the Mining Qualifications Authority
- (i) amend Schedule 7 to the Mine Health and Safety Act, 1996, in order to bring the Constitution of SETA 16 into line with the constitutions of other SETAs; and
- (ii) allow an interested professional body or a bargaining council with jurisdiction in the mining sector to be represented on the Mining Qualifications Authority; and
- (c) the Minister must, in consultation with the Minister of Minerals and Energy, with regard to SETA 16, perform any function entrusted to the Minister in Chapter 3 of this Act.”


2.3. The Mineral and Petroleum Resources Development Act, 2002(Act 28 of 2002)

Establishes that the Minerals and Mining Development Board must in terms of Section 58(1) of this Act “in consultation with the MQA, ensure the promotion of human resources development in the minerals and mining industry”.

3. INSTITUTIONAL POLICIES AND STRATEGIES OVER THE FIVE YEAR PLANNING PERIOD.

The MQA is guided, among others by the following policy frameworks:

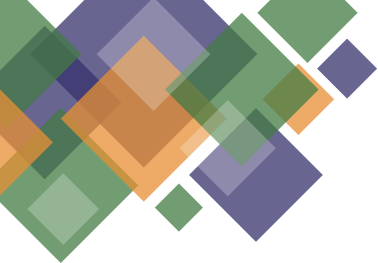
- a) Medium-term Strategic Framework (MTSF) which reflects socio-political priorities. The MQA supports the MTSF objectives of “Speeding up growth and transformation of the economy to create decent work and sustainable livelihoods.”
- b) National Skills Development Plan 2030 (NSDP: 2030). The MQA supports the various outcomes of the NSDP for an educated, skilled and capable workforce for South Africa.
- c) Human Resources Development Strategy of South Africa. The MQA supports skills development through projects such as Management Development and other transformational objectives for the sector.
- d) National Skills Accord. The MQA provides for artisan development which includes unemployed and employed learners.
- e) National Development Plan (NDP) is to improve access to occupations in high demand and priority skills aligned to supporting economic growth, employment creation and social cohesion.
- f) Beneficiation Strategy. Skills developments initiatives for the mining beneficiation processes are provided for.
- g) Broad-Based Socio-Economic Empowerment Charter for the mining and minerals sector. Various programmes have been implemented in order to support the skills needs identified for the mining and minerals sector.

- 
- h) National Policy Framework for Women's Empowerment and Gender Equality (2000) outlines South Africa's vision for gender equality and for how it intends to realise this ideal. It details the overarching principles, which will be integrated by all sectors into their own sectoral policies, practices and programmes.
 - i) Framework on Gender-responsive Planning, Budgeting, Monitoring, Evaluation and Auditing, 2018 (GRPBMEA) is a Policy Document from the Department of Women , Youth and People Living with Disabilities and sets out how it is imperative in achieving the country's constitutional vision of a non-sexist society to have such, inter alia, gender responsive plans and budgets and monitoring thereof.
 - j) Strategic Policy Framework on Disability for the Post-School Education and Training System (2018) is aligned with the disability-inclusive Sustainable Development Goals, adopted by the United General Assembly in September 2015. It seeks to operationalise the objectives of existing legislative and policy documents and builds on the numerous programmes that are initiated by national and provincial departments, agencies, institutions and by non-governmental organisations (NGOs) and community-based organisations (CBOs).
 - k) National Youth Policy (NYP) for 2015–2020 (NYP 2020) is developed for all young people in South Africa, with a focus on redressing the wrongs of the past and addressing the specific challenges and immediate needs of the country's youth including skills development.

4. RELEVANT COURT RULINGS

In *Minister of Higher Education and Training and Another v Business Unity South Africa and Another* (2018) 39 ILJ 160 (LAC) the Labour Appeal Court found that Regulation 4(4) which was promulgated and added to the Skills Development Act did not fulfil mandatory consultation prescripts in line with its empowering legislation and should be set aside. Regulation 4(4) stated, inter alia, that stating that mandatory grants would now be 20% as opposed to 50% before the promulgation of the regulation.

On the 17th of January 2020, the Department of Higher Education and Training issued Circular 01/2020 which stated its interpretation of the Court ruling. According to the DHET, although Skills Education Training Authorities (SETAs) must still pay mandatory grants to levy-paying employers, there is no specific percentage that SETAs should pay as Regulation 4(4), which was set aside, simply falls away. SETAs advised to determine their own percentage.



PART B: OUR STRATEGIC FOCUS

1. VISION

A competent health and safety oriented mining and minerals workforce.

2. MISSION

To ensure that the mining and minerals sector has sufficient competent people to improve health and safety, employment equity and increase productivity standards.

3. VALUES

The Mining Qualifications Authority subscribes to the following values:

- a) Integrity
- b) Accountability
- c) Service excellence
- d) Continuous learning
- e) Stakeholder orientation
- f) Respect
- g) Value for money

4. SITUATIONAL ANALYSIS

4.1. External Environment Analysis

PESTLE Analysis

In the planning process; A PESTLE analysis was used to analyse the key factors (Political, Economic, Sociological, Technological, Legal and Environmental) influencing the MQA externally. These factors were considered as part of the external environment analysis.

Political:

We have paid attention to the President in his State of National (SONA) address 2020, indicating that the government will focus on seven National Skills Priorities and the MQA in the next five years will contribute to the below three priorities:

- Economic Transformation;
- Education, Health and Science; and
- Social Transformation.

The emphasis placed on these resolutions by the government, dictates that the MQA and all other SETA's should intensify their activities to drive Economic and social transformation through skills development.

In addition, the 7 priorities of the National Development Plan (NDP) also speak to:

- Economic transformation and job creation;
- Education, skills and health; and
- Capable, ethical and developmental state.

The National Skills Authority's NSDS III evaluation report highlighted the importance of the following as issues that must be addressed when going forward with the NSDP 2030 namely:

- a) Skills development strategic plans;
- b) Importance of joint planning; Governance and accountability; and
- c) Fit for purpose programmes.

We have also looked at the Mining Leadership Compact commitments at a sectorial level which sets the tone for a strategy that will seek to attain vision 2030 that seeks to make South Africa a competitive mining jurisdiction building off the "Strategy for the Sustainable Growth and Meaningful Transformation of the South African Mining Industry. It looks at 12 commitments agreed to by government, business and labour. This was analysed together with the Based Socio- Economic Empowerment Charter for the Mining and Minerals Industry, 2018 (Mining Charter) commitments.

Economic:

The economic ratings agencies continue to give South Africa a negative economic outlook and this has been taken into consideration during our planning process. However, it is also important to recognise that the inflation rate currently has been the lowest experienced in a while.

The President has signed the Carbon Tax into the law effective from 1 June 2019, this will put a strain on all major emitters, and of particular interest to the MQA's planning process are the coal mining companies who will be required to pay environmental levies going forward. This additional tax will have an effect on the available resources that companies will dedicate to skills development initiatives.

Fluctuations and instability of commodity prices and the on-going trade war between the United States and China will also have an effect on the MQA's planning for the next five years.



Sociological:

Social cohesion is high on the priorities of government as is seen in the NDP and the State of the Nation Address (SONA) by the State President. We have also taken into consideration the following:

- Employment equity;
- Community protests in mining areas;
- Skills delivery for unemployed youth and women in mining communities including labour sending areas; and
- Impact of Covid-19

Technological:

The President in his State of the Nation address (SONA), indicated that the government is looking at smart cities as a vehicle for driving change through inter-connectedness. Whilst this and the effects at the 4IR are already being felt by the mining sector, we believe that further research should be conducted to understand the impact that the new technologies will have on skills development in the next five years.

Legal:

The MQA currently has a dual reporting mandate namely, it reports to the Department of Minerals and Energy (DMRE) in terms of the Mine Health and Safety Act (MHSA) of 1996 and to the Department of Higher Education and Training (DHET) in terms of the Skills Development Act (SDA) of 1998 as amended. This unique type of establishment has been factored into the planning process.

In October 2019, BUSA won a court case against the DHET where the department's decision to decrease the mandatory grant levies and grants percentage from 50% to 20% in terms of section 4(4) of the SETA grant regulations was set aside. The court did not decide on the mandatory levy or grant percentage, nor did it specify whether the ruling should be applied retrospectively or prospectively. The effect of the ruling is that the Minister would have to determine the percentage for mandatory grants in consultation with the sector. The Minister has not yet made the decision with regard to the mandatory grant percentage.

Environmental:

The commitment made in the Mining Leadership Compact around the rehabilitation of old and disused mines will require the MQA to consider the skills needed to support such operations. The implications of the new Carbon Tax have also been considered as above and the MQA is expected to intensify the development, implementation and delivery of Green Skills to aid the sector to employ greener mining methodologies.

South Africa is also a signatory to the agreement within the United Nations Framework Convention on Climate Change (UNFCCC), dealing with greenhouse-gas-emissions mitigation, adaptation, and finance, signed in 2016. Under the Paris Agreement, each country must determine, plan, and regularly report on the contribution that it undertakes to mitigate global warming. The effects to the mining sector in relation to skills development have been considered.

4.1.1. Performance Environment

South Africa remains one of the largest net exporters of minerals and metals. The economy earns about 40% of export earnings from mining (DMRE, 2016). South Africa is an important global mining industry hub with deep vertical integration and a fully-fledged supply industry serving both South African and foreign companies (ibid). The mining and minerals sector has played a key role in the country's economic development, which has transformed South Africa into one of the most industrialised countries in Africa.

The sector employs about 3% of 16.2 million employees in the country whose annual earnings is R116.7 billion. Those employed in the sector support about 4.5 million dependents. In 2017-18, the sector paid R5.8 billion royalties up from R3.7 billion giving a 56.7% increase whilst taxes paid to government increased by 28% to R16 billion from R12.5 billion. The large increase in royalties' payments were largely driven by the depreciation of the Rand to the US dollar over the period reported. The sector has also been the principal driver of the current integrated network which now underpins jobs in many other sectors. The New Development Plan and New Growth Path both recognise the critical role that mining contributes to growing investments, exports, GDP and job creation.

Mining production decreased 8.4% year-on-year in March 2018. The decline was largely driven by downfall in the production of diamond by 245.1%, gold by 18%, iron ore by 8.9% and PGMs by 6.1%.

Between 2007 and 2017 with respect to sales there was upward trend of both local and export minerals. However, the proportion of local sales has been slowly increasing, hence the call for local beneficiation of minerals rather exporting them in their unprocessed state. Local sales increased by 14.4%, whilst export sales increased by 6.3% between 2016 and 2017. Total sales and exports increased from 2009 to 2011 after the global crisis and subsequently there was a sluggish trend due to global economic slowdown which affected China as one of the major consumers of the minerals. The year 2017 was characterised by policy uncertainty and weak economic growth and moreover, the economy went into technical recession and later rebounded to record a growth rate.

4.1.2. Mining and Minerals Sector contribution to GDP and comparison with other economic sectors

The figure below illustrates the sector's contributions to the national GDP for the past 5 years (2015-2019). There was a decrease in the mining and quarrying GDP from 2016 to 2017. However, an exponential increase was observed in 2018 and further in 2019. The total direct contribution of mining to GDP accounted R360.9 billion (MCSA, 2020). The sector's GDP increased by 1, 8% in 2019 in comparison to the 2018 GDP which contributed 0, 1 of a percentage point to GDP growth. This can be attributed to the increased production of platinum group metals, iron ore and gold in the fourth quarter of 2019 (StatsSA, 2020).

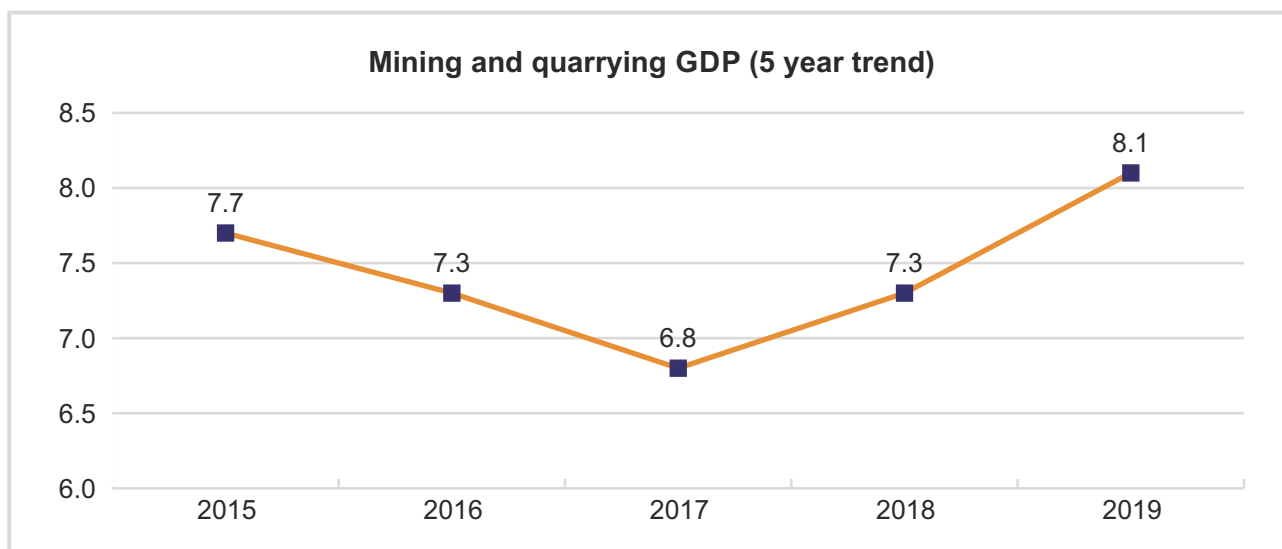
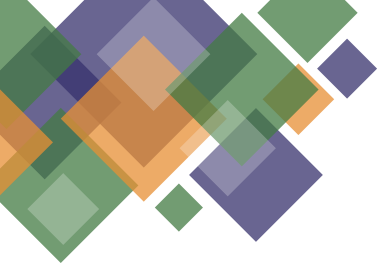


Figure 0-1: Mining and quarrying GDP (5 year trend)

Source: Stats SA in Minerals Council South Africa 2018-2020, SARB, StatsSA & DMRE, 2019



4.1.3 MMS Future Outlook

Mining Charter, 2018

The 2018 Mining Charter was published in September 2018 and aims at addressing past inequalities by dealing with specifics below:

- In terms of employment equity at board, top, senior, middle and junior management level, emphasis is on the placement of HDSAs and women with set percentage targets for each of these demographics.
- Employees with disabilities should represent 1, 5% of the employee population.
- Training in scarce and critical skills should prioritise HDSAs at a target of 60%.
- Mining companies are required to invest 5% of their total annual amount levied on essential skills development.
- Mining organisations are expected to develop mine communities through SLPs and IDPs in line with the requirements of mine licence regulations.
- Mines are also expected to improve the living and housing conditions of their employees under the principles of decent, home ownership, proper health services as well as social and economically integrated human settlement.

Global Demand for Commodities

Global demand has a strong influence on both the demand and supply of mineral resources. With limited post-recession growth prospects in the USA and Europe, companies have looked to Asia to drive global demand. For example, Chinese demand has had profound effects on South Africa's extractive sector (Reboredo, 2018). Chinese investors have developed specific interest in South Africa's chrome and platinum deposits as these are of strategic importance to China's economic growth (IBID).

Among other advanced economies is the demand to shift towards cleaner and efficient use of energy such as natural gas. As a result, coal prices are expected to decline as countries especially economic giants such as China will be switching to alternative sources of energy. Per capita demand for metals has also started to decline as it is driven by to some extent the outsourcing of manufacturing to emerging markets and developing economies such as China. This transition from an investment which is metals intensive to a consumption driven economy has also caused a stagnation of iron ore prices.

It is prudent to note that PGM is a basket of the platinum group metals and attention should be paid to commodities such as Palladium and Rodium when analysing the commodity prices and global demand. An example that is cited from the MCSA facts and figures September document that shows the South African global supply share for Palladium and Rodium increased from 2017 to 2018 by 2.1% for each commodity whilst the Platinum had experiences only a one percentage point increase over this period. Anecdotal evidence suggests that the shift from diesel and internal combustion engines moving towards electric vehicles may be a possible driving force for the increased demand of other commodities within the PGM basket. Such trends need to be managed proactively as they could pose as opportunities in the form of addressing priorities such as unemployment, beneficiation and new skills development.

According to views by Peter O'Connor, metals and mining analyst at Australian-based Shaw & Partners, commodities with the brightest prospects are those critical for steelmaking — iron ore, coking coal and manganese (Steyn, 2020). That demand was anticipated to come from China, as it ramps back up (ibid). In contrast, platinum and palladium prices have dropped by more than 40%. The implications for South Africa as one of the leading producers of platinum are not positive.

Economic growth prospects

The finalisation of the 2018 Mining Charter and the withdrawal of MPRDA amendment Bill provided policy certainty and increased investment into the country. Against this background, there is optimism in that the country will attract more investment into the mining and minerals sector.

These new events indicated a positive outlook for the sector before the Covid-19 pandemic. The pandemic has had a negative impact in all economic sectors including the mining and minerals sector. Globalisation renders the world to be intrinsically small and thus, many aspects including economies of countries are no longer isolated but interconnected, intersecting and therefore, influencing one another. As one of the biggest traders with South Africa, China's economic downfall for example, will largely impact the sector. Chinese demand for South African commodities has had profound effects on South Africa's extractive sector, more specifically their interest in chrome and platinum deposits which are of strategic importance to their economic growth. In addition to China, the mining sector has shown good relations with investors in the USA and Europe. Therefore, their markets also strongly influence both the demand and supply for commodities as well as profitability in the sector.

Mandela Mining Precinct

The Mandela Mining Precinct means the public-private partnership that stems out of the Mining Phakisa held in 2015 to facilitate and coordinate the research activities pertaining to the South African Mining Extraction Research, Development & Innovation (SAMERDI) Strategy. The broad aim of Mining Phakisa, held in October 2015, was to foster growth, transformation, investment and employment preservation and creation along the entire mining value chain, in relevant input sectors and within communities affected by mining activities. This is to be achieved by conducting innovative research and development initiatives in collaboration with industry, the OEMs within the mining supply chain, tertiary education institutions, and Government departments, such as the DST and DTI as well as other stakeholders in the industry. There are notions that the innovations developed by the MMP will result in job retention and growth in the sector up to the year 2046. The MQA has a formal partnership with the MMP to conduct research aimed at gauging technology and its implications on skills development in the sector, as these developments may require reskilling training drives for mining and minerals sector related occupations such as technicians, artisans, supervisors and managers.

Mineral beneficiation

Mineral Beneficiation has become one of the major drivers in advancing the empowerment of historically disadvantaged communities in South Africa. It also presents opportunities for development of new entrepreneurs in large and small mining industries (DMRE, 2020).

South Africa's endowment to mineral resources gives the country a "competitive edge" for developing a downstream beneficiation. "The cost competitiveness is poor for South Africa, the challenge is that South Africa has to pay the same international rates for commodities dictated by the London Metal Exchange" (DTI, 2019). Beneficiation or value addition refers to the transformation of a mineral (or a combination of minerals) to a higher value product, which can either be consumed locally or exported (DMRE, 2011). With mining and mineral products contributing substantially to exports and employment, the potential of local beneficiation in terms of job creation has been acknowledged. South Africa still has the potential to further raise the level of beneficiated mineral output, particularly in the production of finished goods. This will also advance the objectives of the Minerals and Petroleum Resources Development Act (MPRDA), the Broad-Based Socio Economic Empowerment Charter (BBSEE), the Precious Metals Act, the Diamonds Amendment Act, energy growth plan as well as compliance with environmental protocols.

MMS Worker Representatives

Trade unionism is one of the essential components of the current workplace dispensation. The sector is highly unionised with a great number of employees represented or affiliated to a union. Their inclusiveness in decision making has a significant bearing on the productivity of the sector. With a move towards the fourth industrial revolution which may change the nature and type of skills required in the sector, labour representation is critical in gaining buy-in for skilling the workforce.

4.1.4 Employer Profile

The analysis of employers within the sector is predominantly based on the DHET levy registration file. The data limitations in this regard pertained to certain employers not disclosing their location, size or number of employees. To best accommodate this, the MQA has captured these organisations as an unknown field.

Geographical location of employers in the MMS

The table below shows the geographic location of companies in the sector- indicating that Gauteng hosts the majority of mining companies (34, 1%). The Eastern Cape (1, 6%) and Free State (2%) on the other hand, contribute the least towards the provincial allocation of employers within the sector. There is no relevant information on start-ups and closures to be published at this period.

Province	No. of Employers	% of Employers
Eastern Cape	37	1,6%
Free state	46	2,0%
Gauteng	796	34,1%
KwaZulu-Natal	74	3,2%
Limpopo	99	4,3%
Mpumalanga	227	9,7%
North West	217	9,3%
Northern Cape	134	5,7%
Western Cape	187	8,0%
Unknown	511	21,9%
Total	2328	100,0%

Table 0-1: Employers' geographical location

Source: DHET levy registration file (March 2020)

Subsector, Size and Number of companies represented in the sector

The table below details the number of employers based on the subsector and company size category they fall within the sector. The majority of employers are small (56, 2%), with medium and large employers sharing the balance equally (10, 7%). The largest number of employers can be found within the Other Mining subsector (35%), followed by Services Incidental to Mining (19, 5%), whilst the least number of employers fall within PGM Mining (1, 1%).

Subsector	Size of Employers				Total per subsector	
	Small	Medium	Large	Unknown	No. of Employers	% of Employers
CLAS	79	25	20	4	128	5,5%
Coal Mining	111	36	39	31	217	9,3%
Diamond Mining	19	8	14	2	43	1,8%
Diamond Processing	42	1	3	2	48	2,1%
Gold Mining	57	11	25	5	98	4,2%
Jewellery Manufacturing	145	6	-	6	157	6,7%
Other Mining	544	101	87	81	813	35%
PGM Mining	2	4	19	-	25	1,1%
Services Incidental to Mining	310	55	43	47	455	19,5%
Unknown	-	-	-	344	344	14,8%
Total	1309	247	250	522	2328	100,0%
Percentages (%)	56,2%	10,7%	10,7%	22,4%	100%	100%

Table 0-2: Subsector, Size and number of companies

Source: DHET levy registration file (March 2020)

Labour Market Profile

As mentioned in the research limitations section, the MQA appointed a new service provider to provide a WSP-ATR system that was operational from 9th May 2020. Due to the Covid-19 breakout and the imposed national lockdown, the DHET extended the WSP-ATR submission period initially to 31 May 2020 and later to 31 July 2020 as per Directive 4 Directive 7 respectively. The MQA received 737 WSP-ATRs during the 2020 submission period. Data received in this cycle of submission could not be used for the SSP update due to various concerns that could have compromised the report's integrity. It is on this basis that the MQA has opted to use the 2020 WSP-ATRs submission for analysis as this will provide an incorrect picture of labour force, skills priorities and Pivotal list for the sector. In addition, key informant interviews conducted did not have representation of all subsectors in the sector. Therefore, findings might not include the views of subsectors that could not participate in the interviews. However, this limitation was accommodated by the usage of other data collection methods, namely quantitative data.

The labour market profile is obtained primarily from the MQA WSP and ATR dataset, the DHET levy registration file and DMRE's Public Labour data. Weighting of the data was applied to provide a close to a realistic outlook of the sector. The formula for weighting the data and other relevant formulae can be found in the Annexure to the SSP. For the previous financial year (as of 30 May 2019), 807 companies submitted WSP's and ATRs.

Major Occupational Groups by Gender and Race

Occupational Categories	Gender		Race				
	Female	Male	African	Coloured	Indian	White	Total
Managers	2366	9586	4523	521	540	6368	11952
	20%	80%	38%	4%	5%	53%	2%
Professionals	8072	14927	13630	1130	651	7588	22999
	35%	65%	59%	5%	3%	33%	5%
Technicians and Associate Professionals	9318	46181	37911	2255	519	14815	55499
	17%	83%	68%	4%	1%	27%	11%
Clerical Support Workers	11586	10654	15393	1701	322	4823	22240
	52%	48%	69%	8%	1%	22%	4%
Service and Sales Workers	1937	4613	5603	225	31	691	6550
	30%	70%	86%	3%	0%	11%	1%
Skilled Agricultural and Related Trades Workers (Artisan category)	4388	40917	30356	2420	200	12329	45305
	10%	90%	67%	5%	0,4%	27%	9%
Plant and Machine Operators and Assemblers	17186	187354	196345	4816	161	3219	204540
	8%	92%	96%	2%	0,1%	2%	41%
Elementary Occupations	20512	96567	112698	2207	43	2130	117078
	18%	82%	96%	2%	0%	2%	23%
Learners	4969	7419	10957	778	72	582	12388
	40%	60%	88%	6%	1%	5%	2%
Total	80333	418218	427415	16052	2538	52546	498551
	16%	84%	86%	3%	1%	11%	100%

Table 0-3: Major occupational groups by gender and race

Source: Weighted MQA WSP and ATR (31 May 2019)

The table above shows that the race composition in the sector is dominated by Africans constituting 86% of the sector's employees followed by Whites (11%), Coloureds (3%) and Indians (1%). This however is concerning as the dominant race group within the Managerial Occupations is White (53%) followed by African (38%), Indian (5%) and Coloured (4%).

The sector remains a male dominated one employing 84% males throughout the major occupational categories, with the exception of Clerical Support Workers. The occupational categories with the lowest representation of women are trade workers (10%), plant and machine operators and assemblers (8%) and elementary occupations (18%).

Management levels by race trend 2018 - 2019

A more granular look within the different management levels depicted in the figure below reveals that Whites (63%) dominate the Top Management category followed by Africans (28%), Indians (5%) and lastly Coloureds (4%). In Senior Management, a similar trend of white dominance is noticed with the majority being Whites (60%), followed by African (30%), Indian (6%) and Coloureds (4%). The Professionally qualified and experienced specialists and mid-management comprise mostly of African (56%) followed by White (37%), Colored (5%) and Indian (3%).

Management levels by race trend (2018-2019)

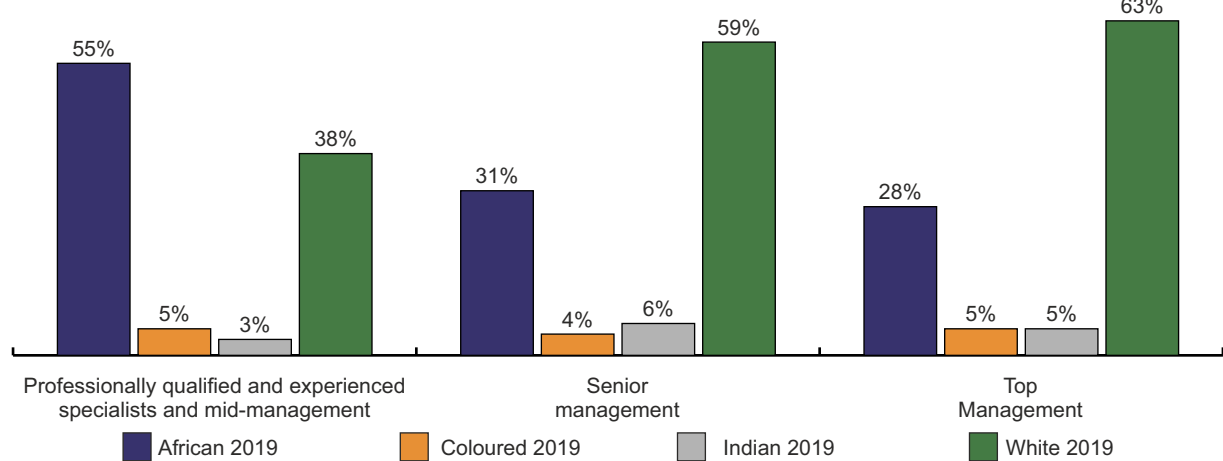


Figure 0-2: Management levels by race trend (2018-2019)

Source: MQA Weighted WSP and ATR (31 May 2019)

Management Levels by race and gender

Management Level	Gender	Race	No. of employees	% of employees
Top management	Female	African	108	44%
		Coloured	14	6%
		Indian	18	8%
		White	104	43%
	Male	African	238	24%
		Coloured	44	4%
		Indian	40	4%
		White	669	68%
Senior management	Female	African	361	8%
		Coloured	53	1%
		Indian	85	2%
		White	411	9%
	Male	African	1101	29%
		Coloured	122	3%
		Indian	190	5%
		White	2362	63%
Professionally qualified and experienced specialists and mid-management	Female	African	3986	57%
		Coloured	342	5%
		Indian	309	4%
		White	2353	34%
	Male	African	12121	54%
		Coloured	1034	5%
		Indian	463	2%
		White	8688	39%

Table 0-4: Management levels by race and gender

Source: MQA Weighted WSP and ATR (31 May 2019)



The preceding table shows that at top management level, White and African females account for 43% and 44% respectively within the gender group, whereas African males account for 24%, whilst White males are at 68%. It is concerning to note that 19% of total employees in top management and senior management are females. Professionally qualified and experienced specialists and mid-management consists of only 24% females.

Highest Education Obtained

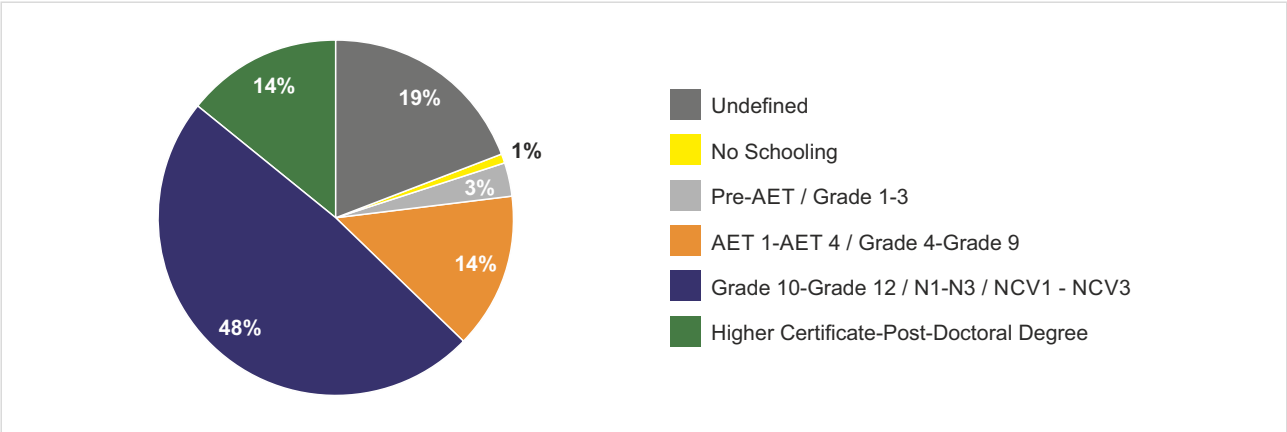


Figure 0-3: Highest education obtained
 Source: MQA Weighted WSP and ATR (31 May 2019)

Analysis of qualifications reveals that the highest proportion of employees (48%) in the sector has achieved between Grade 10 (including N1 and NCV1) and Grade 12 (including up to N3 and NCV3). This is followed by employees who have achieved between Grade 4 (including AET1) and Grade 9 (including up to AET level 4) who constitute 14%. On the other hand, 14% of employees have between a Higher Certificate and Post-Doctoral degree. Approximately 1% of the sector's employees are reported to have no schooling. The "Undefined" category represents the employees whose education levels were not specified, equating to 19%.

The status and trends of employment in the mining and minerals sector

The following table provides a five-year trend analysis of employment in the sector for the period 2015-2019. The column labelled "CAGR" represents the 'Compound Annual Growth Rate' over this period and makes adjustments for the spikes and drops in employment over the five-year period, thereby depicting an annual average delineation of the rise or decline in employment figures.

Table 0-5: Provincial employment trends in the MMS (2015-2019)

Province	2015	2016	2017	2018	2019	CAGR
Eastern Cape	2 170	1 889	2 204	647	533	-24,5%
	0,4%	0,4%	0,4%	0,1%	0,1%	
Free State	40545	36378	39 665	15684	14823	-18,2%
	7,7%	7,0%	7,2%	3,2%	3,0%	
Gauteng	96802	84559	87 043	157275	154995	9,9%
	18,4%	16,3%	15,8%	31,9%	31,1%	
KwaZulu-Natal	11616	10669	12 120	7718	8792	-5,4%
	2,2%	2,1%	2,2%	1,6%	1,8%	
Limpopo	82373	86680	75 474	74790	77598	-1,2%
	15,7%	16,7%	13,7%	15,2%	15,6%	
Mpumalanga	90289	63219	70 516	78801	79353	-2,5%
	17,2%	12,2%	12,8%	16,0%	15,9%	
North West	165213	185352	225 320	132660	132801	-4,3%
	31,5%	35,6%	40,9%	26,9%	26,6%	
Northern Cape	31126	44329	33 605	20015	22128	-6,6%
	5,9%	8,5%	6,1%	4,1%	4,4%	
*Western Cape	5114	6928	5 509	5882	7529	8,0%
	1,0%	1,3%	1,0%	1,2%	1,5%	
Totals	525 248	520 003	550 905	493471	498551	-1,0%

Source: MQA Weighted WSP and ATR (31 May 2019)

*Although percentage is high, one needs to take into account the actual numbers of employees i.e. the province represents 1, 5% of the sector.

With regards to changes in the provincial distribution of employees, the Eastern Cape (-24,5%) followed by the Free State (-18,2%) have seen the largest decline in employees on a compounded average analysis over the 5 years, whilst Gauteng (9,9%) and the Western Cape (8%) have increased in employment over the same period.

Table 0-6: Sub sectoral employment trends in the MMS (2015-2019)

Subsector	2015	2016	2017	2018	2019	CAGR
CLAS	13449	13162	14424	15637	10746	-4,4%
	2,6%	2,5%	2,6%	3,2%	2,2%	
Coal mining	87389	56930	26610	86235	89775	0,5%
	16,6%	10,9%	4,8%	17,5%	18,0%	
Diamond mining	16286	8974	8743	16714	15888	-0,5%
	3,1%	1,7%	1,6%	3,4%	3,2%	
Diamond Processing	989	1849	1758	1790	1461	8,1%
	0,2%	0,4%	0,3%	0,4%	0,3%	
Gold mining	118235	91357	238245	98965	94152	-4,5%
	22,5%	17,6%	43,2%	20,1%	18,9%	
Jewellery Manufacturing	1074	2802	1631	1902	1853	11,5%
	0,2%	0,5%	0,3%	0,4%	0,4%	



Subsector	2015	2016	2017	2018	2019	CAGR
Other mining	107969	129829	153057	68580	83103	-5,1%
	20,6%	25,0%	27,8%	13,9%	16,7%	
PGM mining	144690	173529	87404	167794	166367	2,8%
	27,5%	33,4%	15,9%	34,0%	33,4%	
Services incidental to mining	35117	41509	19034	35854	35206	0,1%
	6,7%	8,0%	3,5%	7,3%	7,1%	
Totals	525 248	520 003	550 905	493471	498551	-1,0%

Source: MQA Weighted WSP and ATR (31 May 2019)

Other Mining (-5, 1%), Gold Mining (-4, 5%), CLAS (-4, 4%) and Diamond Mining (-0, 5%) have shown a decline in employment over the 5 year period. The subsectors showing the most improvement in employment is Jewellery Manufacturing (11, 5%) and Diamond Processing (8, 1%) over the 5 years.

Table 0-7: Gender distribution trends in the MMS (2015-2019)

Gender distribution	2015	2016	2017	2018	2019	CAGR
Male	454663	444553	474217	418449	418218	-1,7%
	86,6%	85,5%	86,1%	84,8%	83,9%	
Female	70585	75450	76688	75023	80333	2,6%
	13,4%	14,5%	13,9%	15,2%	16,1%	
Totals	525 248	520 003	550 905	493471	498551	-1,0%

Source: MQA Weighted WSP and ATR (31 May 2019)

The mining and minerals sector remains a male dominated sector. However, the proportion of females has been increasing gradually from 2015 to 2019 with a compounded annual average over the 5 years at 2, 6%. Concerns are still raised on the appropriate growth rate in terms of the progress of female representation in the sector with the alignment of the transformational objectives of the Mining Charter.

Table 0-8: Racial distribution trends in the MMS (2015-2019)

Racial distribution	2015	2016	2017	2018	2019	CAGR
African	441699	435100	474189	424537	427415	-0,7%
	84,1%	83,7%	86,1%	86,0%	85,7%	
Coloured	15352	19582	17349	13070	16052	0,9%
	2,9%	3,8%	3,1%	2,6%	3,2%	
Indian	2832	3907	2701	2629	2538	-2,2%
	0,5%	0,8%	0,5%	0,5%	0,5%	
White	65365	61414	56666	53235	52546	-4,3%
	12,4%	11,8%	10,3%	10,8%	10,5%	
Totals	525 248	520 003	550 905	493471	498551	-1,0%

Source: MQA Weighted WSP and ATR (31 May 2019)

Equity composition of employees shows that all race groups aside from coloureds have been diminishing on average over the 5 years. The greatest decline is depicted by Whites (-4, 3%) followed by Indians (-2, 2%) and Africans (-0, 9%).

Table 0-9: Employment by major occupational group trends in the MMS (2015-2019)

Major Occupational Groups	2015	2016	2017	2018	2019	CAGR
Managers	14165	13397	11871	13455	11952	-3,3%
	2,7%	2,6%	2,2%	2,7%	2,4%	
Professionals	26601	25591	22960	23387	22999	-2,9%
	5,1%	4,9%	4,2%	4,7%	4,6%	
Technicians & Associate Professionals	61145	57877	62986	53128	55499	-1,9%
	11,6%	11,1%	11,4%	10,8%	11,1%	
Clerical Support Workers	22315	21582	22435	21290	22240	-0,1%
	4,2%	4,2%	4,1%	4,3%	4,5%	
Service & Sales Workers	6419	6885	7100	6205	6550	0,4%
	1,2%	1,3%	1,3%	1,3%	1,3%	
Trades category	39678	39949	37320	40489	45305	2,7%
	7,6%	7,7%	6,8%	8,2%	9,1%	
Plant & Machine Operators & Assemblers	213412	216245	236402	206481	204540	-0,8%
	40,6%	41,6%	42,9%	41,8%	41,0%	
Elementary occupations	131172	127534	140632	118436	117078	-2,2%
	25,0%	24,5%	25,5%	24,0%	23,5%	
Learners	10341	10841	9122	10600	12388	3,7%
	2,0%	2,1%	1,7%	2,2%	2,5%	
Total	525248	520003	550905	493471	498551	-1,0%

Source: MQA Weighted WSP and ATR (31 May 2019)

A review of employment by occupational categories on a compounded average annual basis over 5 years shows that the sector is bleeding Managers (-3, 3%), Professionals (-2, 9%), Elementary Occupations (-2, 2%), Technicians & Associate Professionals (-1, 9%), Plant & Machine Operators & Assemblers (-0, 8%) and Clerical Support Workers (-0, 1%) over the 5 year period.

The sector is however absorbing Learners (3, 7%), Trades (2, 7%) and Services and Sales Workers (0, 4%) over the 5 year period.

Table 0-10: Employment trends by disabled employees (2015-2019)

Disability distribution	2015	2016	2017	2018	2019	CAGR
Disabled Employees	3815	4864	4575	4639	3948	0,7%
	0,7%	0,9%	0,8%	0,9%	0,8%	

Source: MQA Weighted WSP and ATR (31 May 2019)

The disability figures in the sector remain a concern, there has been minimal change in percentages employed over the 5 year period however there has been a compounded average annual increase of 0,7% in disabled employees.

Table 0-11: Management by Equity trend (2015-2019)

Total employment in MMS	2015	2016	2017	2018	2019	CAGR
African	4315	4340	9018	5453	4523	0,9%
	30,5%	32,4%	36,0%	40,5%	37,8%	
Coloured	586	649	1311	518	521	-2,3%
	4,1%	4,8%	5,2%	3,9%	4,4%	
Indian	649	704	1071	550	540	-3,6%
	4,6%	5,3%	4,3%	4,1%	4,5%	
White	8614	7704	13656	6933	6368	-5,9%
	60,8%	57,5%	54,5%	51,5%	53,3%	
Total in management	14164	13397	25057	13455	11952	-3,3%

Source: MQA Weighted WSP and ATR (31 May 2019)

The equity profile of Managers depicts that Africans (0,9%) have been the only group to have increased on average over the 5 year period with the biggest decline coming from Whites (-5,9%) followed by Indians (-3,6%) and Coloured (-2,3%) over the same period.

Conclusions

This chapter revealed that South Africa remains a key role player in the global mining economy. The Covid-19 pandemic has brought about several changes which have already started affecting the sector. As a result of this pandemic, the sector's economic performance and growth were affected. The future economic outlook is bleak, with probabilities of increasing South Africa's triple challenges of inequality, poverty and unemployment. In addition, the employment rate has been affected over the years as it has been decreasing from a peak of 628 750 in 2012 to 498 551 in 2019.

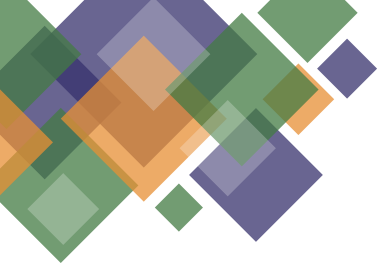
The successful remediation of the Covid-19 pandemic will depend on the effectiveness of global and national response to address challenges brought by the pandemic. This provides a window of opportunity to develop innovative strategies to address skills development within the sector. Demographic disparities in gender and management by equity compositions signal the need for the sector to continue addressing workforce imbalances. The sector should increase the intake and absorption of females in core mining occupations. The same applies for people living with disabilities. Individuals living with disabilities need to be provided with equal opportunities in employment within the sector. Therefore, increased efforts need to be placed to increase the representation of individuals with disabilities. Moreover, it is imperative that the transformational objectives of the Mining Charter be aligned to relevant skills development programmes in the sector with the aim of increasing participation of HDPs within management levels. The MQA through its skills development programmes may assist in addressing such challenges.

The next chapter aims at discussing the factors that drive change in the sector and how they influence the skills demand and supply of skills, be it negatively or positively. Policy frameworks affecting skills demand and supply are also reviewed and deliberated.

4.2. Internal Environment Analysis

SWOT Analysis





SWOT Analysis

The MQA internal environment analysis employed a SWOT analysis of the organisation's Strengths, Weaknesses, Opportunities and Threats.

Strengths

The MQA's financial position is strong to enable the organisation to carry out its plans. The forecasted revenue also shows an upward trend in this respect. The effective governance structure as well as the internal organisational structure is also a positive factor towards the achievement of the MQA's mandate.

This is coupled with the tranquil labour relations enjoyed by the MQA. This will go a long way in enhancing the envisaged service delivery and achievement of goals.

The MQA also has sound policies and systems that will enable it to fulfil its mandate, in the coming five years.

Weaknesses

In terms of Information Technology, the current core Management Information System of the MQA is more than 10 years old and will require a revamp to enable the organisation to perform its functions seamlessly and effectively. Plans are already underway for the procurement of an all-encompassing Enterprise Resource Planning (ERP) system to be implemented by mid-2020.

The lack of physical foot print across the nine provinces poses some challenges for effective service delivery; however the other provinces are currently being serviced by the existing regional offices in conjunction with the head office.

Opportunities

The MQA has built an internal research capacity. Research and Development (R&D) offers the MQA an opportunity to develop new initiatives and interventions for the rapidly changing mining sector. With these changes in the technology and the future of work, the MQA has the opportunity of influencing health and safety in the sector.

The Mining Charter 2018 also presents opportunities for the MQA to conceptualise programmes that will support the equity targets envisage in the charter, for the empowerment of women and youth.

Threats

The re-establishment of the MQA for only 2 years (until 2022) poses a threat to the business when it comes to investing in long term plans. This is further exacerbated by the dual reporting mandate of the MQA. Regulatory changes in the mining sector might also hamper long term planning for the entity.

Governance

The MQA was an industry body established in terms of two legislations, namely, the Mine Health and Safety Act (MHSA) of 1996 and the Skills Development Act (SDA) of 1998. The governance framework of the MQA is aligned to the Governance Protocols of 2002 and it has a constitution which serves as the guide for its operations and protocols.

The MQA constitution, the Code of Conduct, the Board Charter and the Terms of Reference of the legislated and standing committees, are aligned to the principles incorporated in the Code of Corporate Practices and Conduct in the King IV report. The Board's legislated and standing committees support the Accounting Authority in executing its fiduciary responsibilities.

The below table illustrates the MQA's Governance Structure:

NO	NAME	FUNCTION	COMPOSITION	MEETINGS
1.	MQA Board	Accounting Authority Policy, strategies and resource allocations	Five representatives per stakeholder group present	Quarterly
2.	Executive Committee (EXCO)	Board delegated tasks and management oversight	Chairperson of the Board, Three Conveners, Chief Executive Officer (CEO), Chief Operations Officer (COO), , COO, CFO, Executive Manager Corporate Services (EMCS), Chief Risk Monitoring and Evaluation (CRMEO), Executive Manager Stakeholder Relations (EMSR). One Stakeholder	Quarterly
3.	Audit and Risk Committee	Advices the MQA on general matters relating to internal and external audit, financial management, risk management, compliance with laws, regulations and ethics, reporting practices and corporate governance.	Three external representatives, one representative per stakeholder group representative from internal auditors, one representative from external auditors, CEO, COO, CFO, EMCS, CRMEO and EMSR	Quarterly
4.	Finance Committee	Advise on budget, financial control of projects and grants, levy grant disbursement	Two representatives per stakeholder group, CEO, COO, CFO, EMCS, CRMEO and EMSR	Quarterly
5.	Skills Planning and Research Committee	Advices on development and implementation of the Sector Skills Plan, administration of workplace skills plan and annual training report and grants, unit projects and grants implementation	Two representatives per stakeholder group and unit management	Quarterly
6.	Learning Programmes Committee (LP)	Advices on learning programmes, skills programme registration and unit projects and grants implementation	Two representatives per stakeholder group and unit management	Quarterly



NO	NAME	FUNCTION	COMPOSITION	MEETINGS
7.	Quality Assurance Committee	Advises on quality assurance, accreditation, workplace approval, learner achievements, certification, QAP delegated function, AQP delegated functions, DQP delegated functions, Monitoring of learning provision, unit projects and grant	Two representatives per stakeholder group and unit management	Quarterly
8.	Human Resources and Remuneration Committee (HRREMCO)	Oversee the implementation of the Human Resource governance and a Remuneration Framework for the MQA	Three external representatives, one representative per stakeholder	Quarterly
9.	IT Steering Committee	To oversee the information and communications technology (ICT) function within the organisation	Two representatives per stakeholder group and executive management	Quarterly

The MQA currently employs 103 permanent staff members supported by 7 Interns and 15 fixed term staff and 14 temporary staff to assist the organisation. The organisation also has a training and development plan. The staff training and development plan will continue to be implemented to empower staff and close gaps identified in the system.

Organisational Structure

The staff complement as at 30 June 2020 depicted in the table below, gives a split of number of employees by position against the approved organizational structure.

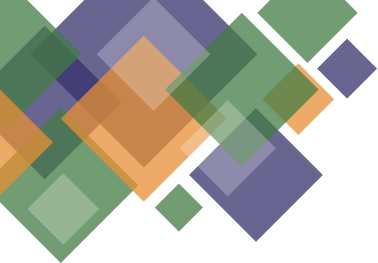
The MQA staff complement as at 30 June 2020.

Position	Un 2020/2021		
	No. of employees (in original positions)	No. of vacancies	% of vacancies
Top Management	1	5	83,3%
Senior Management	13	6	31,6%
Professionally qualified	27	3	13,3%
Skilled technical and academically	49	6	7,3%
Semi-skilled	8	0	0,0%
Unskilled	5	0	0,0%
Total	103	20	16,26%
Fixed Term (Temporary employees and Interns)	36	8	
Total	139	28	

Employee Workforce Profile

The table below outlines the MQA work force profile as at 30 June 2020 also reflects people in their original positions:

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	1	0	0	0	0	0	0	0	0	0	1
Senior management	5	0	0	0	6	2	0	0	0	0	13
Professionally qualified and experienced specialists and mid-management	9	1	1	0	12	0	1	3	0	0	27
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	14	2	1	0	31	1	0	0	0	0	49
Semi-skilled and discretionary decision making	2	0	0	0	6	0	0	0	0	0	8
Unskilled and defined decision making	1	0	0	0	4	0	0	0	0	0	5
TOTAL PERMANENT	32	3	2	0	59	3	1	3	0	0	103
Temporary employees	10	1	0	0	24	1	0	0	0	0	36
TOTAL	42	4	2	0	83	4	1	3	0	0	139



IMPACT OF COVID- 19 AND MITIGATION MEASURES IMPLEMENTED

The Department of Higher Education, Science and Innovation (DHESI) released Covid-19 Guidelines on 08 April 2020 with regard to the management of the pandemic. In line with the prescripts of the guidelines, there are a number of interventions the MQA implemented in response to the Covid-19 epidemic and towards the protection of the employees. These interventions include, inter alia, the establishment of Covid-19 Task Team, Communication Strategies, the deactivation of the biometric system, Covid-19 Work-from-home Guidelines, the appointment of a Compliance Officer, social distance space planning the supply of hand sanitation lotion, personal protection clothing and the allocation of dedicated surface cleaning staff.

The MQA had one incident that was reported as a positive case on the 25th June 2020. The office closed on the 26th June to allow for the deep cleaning and decontamination. The MQA decided to embark on a mass testing exercise with regard to employees that had close contact with the affected employee, as well as those that were in the office when the affected employee was present. Out of the seventy-eight (78) employees that were tested, six (6) further employees tested positive. Additionally, six (6) more of the employees that carried out private tests also tested positive. All of the employees that tested positive observed the self-quarantine stipulated procedures as per the Covid-19 Guidelines as well as the MQA Standard Operating Procedure. It is encouraging to note that the MQA has not had any fatality due to Covid-19 as all the employees that tested positive subsequently returned to work after the quarantine period.

Business disruption:

- The majority of employees were working from home and this has resulted in staff not operating at optimal levels.
- Timely submission of documents by the service providers was a challenge which adversely impacted the payment of grants and ultimately the achievement of targets.
- Delays in the submission of annual financial statements for issue to the Auditor-General South Africa as well as the finalisation of the year-end audit were affected.
- Covid-19 necessitated the extension of the accreditation status for all affected training providers whose status was about to lapse during the lockdown.
- There was a need to suspend some of the service delivery models such as;
 - ◆ The onsite quality assurance audits; and
 - ◆ Physical learner verifications.
- In order to ensure business continuity, meetings had to be conducted via teleconferencing and video conferencing facilities.
- There was a delayed allocation of discretionary grants.
- Employees with comorbidities were provided with tools of trade to work from home in line with the MQA guidelines.



Four months skills development levy paying holiday:

His Excellency, the President of the Republic of South Africa, Mr Cyril Ramaphosa, on the occasion of further economic and social measures in response to the Covid-19 pandemic stated, amongst others, that “in addition exiting tax relief measures, the government will also be introducing the four months skills development levy paying holiday by companies to SETAs.” This had an impact on the MQA as the targets as well as the budget for the 2021 financial year were reduced.

Learner stipend relief

The MQA has an established practice of only paying stipends to learners that are active on the programmes and in proportion to the number of active learners. However, in view of this pandemic, the MQA Board requested management to develop a plan to pay stipend to learners during the lockdown period. The DHET SETA Covid-19 Guidelines, Directive 04/2020 stipulated that the full stipend should be paid out to learners with proof of continued learning during the lockdown. However, the DHET subsequently issued Directive 5 which stipulates that stipends should be paid without any condition during the lockdown period. Management developed documents to assist companies to claim stipends paid with caution regarding the possibility of double-dipping, which is strictly prohibited. Companies that have already claimed from other relief funding initiatives could claim from the MQA to top up provided the total amount does not exceed what MQA offers for the specific programmes.



PART C: MEASURING OUR PERFORMANCE

1. INSTITUTIONAL PERFORMANCE INFORMATION

Linking of outcomes to the NSDP

NSDP SPECIFIED OUTCOMES	OUTCOMES	INDICATORS
1. Identify and increase production of occupations in demand	4	10
2. Linking education and workplace	1	11
3. Improving the level of skills in the South African workforce	1	5
4. Increase access to occupationally directed programmes	1	11 (CB)
5. Support the growth of the public college institutional type as a key provider of skills required for socio-economic development	2	5
6. Skills development support for entrepreneurship and cooperative development	1	3
7. Encourage and support worker initiated training	1	2
8. Support career development services	1	3

Mining and mineral sector priority actions

PRIORITY ACTIONS	OUTCOMES
1. Facilitate transformation and SMME development of the sector through skills development	Number of HDSA supported as training providers for entry to mining and minerals sector
2. Continue to support interventions to improve Mine Health and Safety through skills development	Number of employees that successfully completed the occupational health and safety representatives' skills programme
	Number of employees supported to complete other health and safety programmes
3. Continue to monitor and provide support to interventions responding to technological changes through skills development	Number of learners that entered and completed bursaries, internships, candidacy and work experience
4. Monitor and support interventions aimed at developing the skills required for minerals beneficiation	Number of learners that entered and completed learnership programme
5. Focus on increasing support for core mining-related skills and hard-to-fill occupations in terms of skills development in the mining and minerals sector	Number of learners that entered and completed bursaries, internships, candidacy and work experience
6. Develop Skills for environmental sustainability	Number of learners that entered and completed bursaries, internships, candidacy and work experience
7. Support National Strategies and Plans through skills development	Number of learners that entered and completed artisans, learnerships, skills programmes, bursaries, internships, candidacy and work experience



1.1 Measuring the Impact

PROGRAMME 1: ADMINISTRATION

Impact statement	To improve efficiency and effective management of ethical behaviour, human resources, monitoring and evaluation, legal, marketing and communications, ICT, finance, supply chain management and stakeholder relations to achieve its mandate
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(a) Measuring Outcomes

Outcome	Outcome Indicator	Baseline	Five year target
Effective and efficient governance and administration.	1.1 Unqualified audit outcome with no audit findings (Material).	Unqualified audit	Unqualified audit outcome with no audit findings (material).
	1.2 Achievement of 80% spend on BBBEE level 1-4 suppliers (of good and services).	94%	100%
	1.3 One of customer satisfaction survey conducted biennially and 75% Customer satisfaction.	3	2
	1.4 Percentage of MQA projects monitored (previously number of projects).	100%	100%
	1.5 Number of MQA projects evaluated per annum (Value for Money analysis) conducted.	4	15
	1.6 Develop and Implement an HR Change Management Strategy.	N/A	100%

PROGRAMME 2: RESEARCH

Impact statement	To lead and collaborate on quality research projects in skills development priorities within the MMS for the purpose of making informed decisions.
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(b) Measuring Outcomes

Outcome	Outcome Indicator	Baseline	Five year target
Improved skills development planning through research.	2.1. Number of Workplace Skills Plans (WSP's) and Annual Training Reports (ATRs) evaluated to access mandatory grants per annum.	3295	3800
	2.2. Number of sector research outputs completed.	44	30
	2.3. Number of MOAs signed with targeted public and private sector organisations.	11	15
Improved capacity of SDFs and skills development committee members	2.4. Number of Skills Development Facilitator capacity building workshops.	49	65
	2.5. Number of Skills Development Committee Members capacity building workshops.	129	125

PROGRAMME 3: LEARNING PROGRAMMES

Impact statement	To increase priority occupations, qualifications, intermediate high level skills to support transformation in the MMS
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(c) Measuring Outcomes

Outcome	Outcome Indicator	Baseline	Five year target
Increased number of qualified artisans, Non artisan and artisan aides within mining and minerals sector.	3.1a. Number of learners that enter an artisan programme.	6255	5900
	3.1b. Number of learners that complete an artisan programme.	7068	2450
	3.1c. Number of learners that complete artisan recognition of prior learning.	N/A	575
	3.1d. Number of learners that complete an artisan aides programme.	1226	1000
	3.2a. Number of employed entering Learnerships.	4657	2800
	3.2b. Number of employed completing Learnerships.	3397	3230
	3.2c. Number of unemployed entering Learnerships.	8477	3700
	3.2d. Number of unemployed completing Learnerships.	4806	2800
	3.2e. Number of employees completing RPL for Learnerships.	361	145
Improved health and safety measures within the mining and minerals sector.	3.3a. Number of employees that successfully complete the Occupational Health and Safety Representatives' skills programme.	22123	14800
	3.3b. Number of employees supported to complete other Health and Safety Programmes.	100	3700
Improved level of numeracy and literacy within the mining and minerals sector.	3.4. Number of learners that successfully complete AET and NATED courses.	9942	6990
	3.5. Number of learners that successfully complete FLC.	982	1050
Work experience provided to graduates within the mining and minerals sector.	3.6a. Number of graduates that enter an internship programme.	2133	2800
	3.6b. Number of graduates that complete an internship programme.	556	100
Work experience provided to under graduates within the mining and minerals sector.	3.7a. Number of undergraduates that enter a work place experience programme	3066	2250
	3.7b. Number of undergraduates that complete a work place experience programme.	1215	2070

Outcome	Outcome Indicator	Baseline	Five year target
HDSA employees capacitated with management skills.	3.8a. Number of HDSA MMS employees that enter a management development programme.	556	830
	3.8b. Number of HDSA MMS employees that complete a management development programme.	486	540
Transform the industry through the provision of exposure and experience to HDSA lecturers.	3.9. Number of HDSA HET lecturers that enter into a lecturer development programme.	147	44
Improved competency of HDSAs towards the attainment of Government Competency Certificates and other certificates of competency recognised within the Mining and Minerals Sector.	3.10. Number of HDSA MMS learners that enter candidacy programme.	80	260
Transferred skills from qualified coaches to unemployed learners through structured work based learning programmes.	3.11. Number of coaches placed within workplaces to support employers with on-the job mentoring and coaching activities.	154	700
Improved access to higher education through provision of bursaries for studies in the prioritised disciplines.	3.12a. Number of unemployed learners awarded a bursary.	4467	5780
	3.12b. Number of unemployed learners awarded a bursary completing.	1930	3650
	3.13. Number of employed learners awarded a bursary.	31	280



Sub-Programme 3a: PARTNERSHIPS WITH STAKEHOLDERS, COMMUNITIES, AND ENTREPRENEURS

Impact statement	To increase skills development support for entrepreneurial activities, enhance skills for job opportunities across sectors and support worker initiated interventions.
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Outcome	Outcome Indicator	Baseline	Five year target
Improved employability and self-employment of beneficiaries from mining communities and labour sending areas through training in portable skills and entrepreneurship.	3.14a. Number of Mine Community beneficiaries enter a training programme.	1179	6260
	3.14b. Number of Mine Community beneficiaries complete a training programme.	1340	3750
Improved employability and self-employment of unemployed youth from mining communities and labour sending areas through training in portable skills and entrepreneurship.	3.15a. Number of unemployed youth in mining communities and labour sending areas that enter training programme.	5140	10300
	3.15b. Number of unemployed youth in mining communities and labour sending areas that complete training programme.	5152	7000
Improved employability and self-employment of beneficiaries from mining communities and labour sending areas through training in portable skills and entrepreneurship.	3.16. Number of beneficiaries trained in Small-scale Mining.	406	1200
Improved awareness of Mining and Minerals Sector disciplines through provision of career guidance.	3.17. Number of Career Guidance Material Distributed to Institutions / Schools.	218	400
Improved awareness of literacy in the Mining and Minerals Sector	3.20. Annual International Literacy Day hosted.	4	4

Sub-Programme 3a: COLLABORATION WITH PUBLIC COLLEGES

Impact statement	To increase skills development support for TVETs and CET's colleges to be key providers of skills required for socio economic development.
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Outcome	Outcome Indicator	Baseline	Five year target
Improved collaboration between industry and public colleges and CETs for a training that is responsive to the changing occupations and skills demand required within the Mining and Minerals Sector.	3.18a. Number of TVET NCV graduates that enter a work placement programme.	1209	985
	3.18b. Number of TVET NCV graduates that complete a work placement programme.	364	500
	3.19. Number of TVET Lectures supported.	134	145



PROGRAMME 4: QUALITY ASSURANCE, MONITORING AND EVALUATION

Impact statement	To ensure the delivery of quality and impactful learning programmes in the Mining and Minerals Sector
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(d) Measuring Outcomes

Outcome	Outcome Indicator	Baseline	Five year target
Increased number of accredited and work place approved training providers in the Mining and Minerals Sector	4.1. Number of training provider's quality assured or approved workplace.	963	1010
QCTO aligned learning materials developed for the Mining and Minerals Sector	4.2. Number of reviewed or developed learning programmes, assessment tools or learning packs.	264	420
Increased number supported HDSA SMMEs accredited in the Mining and Minerals Sector.	4.3. Number of HDSA Supported as training providers for entry to Mining & Minerals Sector.	19	18

1.3. EXPLANATION OF PLANNED PERFORMANCE OVER THE FIVE YEAR PLANNING PERIOD

PROGRAMME 1: ADMINISTRATION

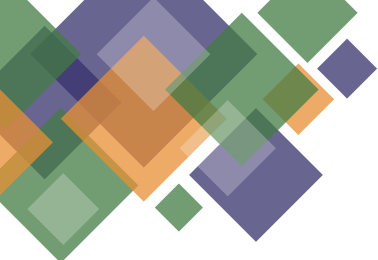
To promote an ethical, efficient and effective organisation.

The MQA will improve efficiency and effective management and promote ethical behaviour in operations, M&E, human resources, legal, marketing and communications, ICT, finance, supply chain management and stakeholder relations to achieve its mandate.

Good management practices and corporate governance are prerequisites that will enable ethical, effective and efficient skills delivery.

- Priority Action 1:** Strengthening ethical capacity to prevent corruption
- Priority Action 2:** M&E to ensure full compliance
- Priority Action 3:** Implement continuous training on the ISO QMS
- Priority Action 4:** Develop and implement efficient and effective systems
- Priority Action 5:** Develop and implement a change management strategy

Linkages to the NSDP	<ul style="list-style-type: none">• Outcome 7: Encourage and Support worker initiated training• Outcome 8: Support career development services• Principle 6: Strong emphasis on accountability
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PROGRAMME 2: RESEARCH

Improve skills development planning and decision making through quality research.

Lead and collaborate on quality research projects in skills development priorities within the MMS for the purpose of making well informed decisions.

Quality research will improve efficiency and effectiveness of planning, decision making and strategic funds allocation.

- Priority Action 1:** Enhance internal research capacity to improve research outputs
- Priority Action 2:** Identify and collaborate with key stakeholders in areas of common research interest to eliminate duplication of efforts
- Priority Action 3:** Conduct research on alternative innovative training to inform the development of relevant and responsive learning programmes.
- Priority Action 4:** Continuously monitor the skills in high demand to influence proper resource allocation.

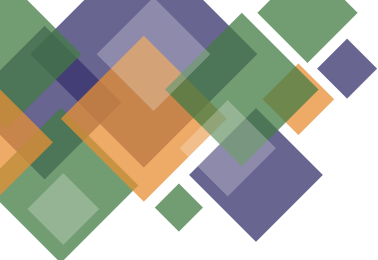
Linkages to the NSDP	<ul style="list-style-type: none">• Outcome 7: Encourage and Support worker initiated training• Outcome 8: Support career development services• Principle 6: Strong emphasis on accountability
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PROGRAMME 3: LEARNING PROGRAMMES

Facilitate opening of workplace based learning opportunities and access to occupational directed programmes. Increase priority occupations, qualifications, intermediate high level skills to support transformation in the Mining and Minerals Sector. Support transformation in intermediate and high occupational employment levels in the MMS

- Priority Action 1:** Identify and collaborate with employers to open up their workplaces for skills development.
- Priority Action 2:** Increase funding for occupations in high demand to support transformation in the MMS.
- Priority Action 3:** Perform implementation, impact and economic evaluations on occupational directed programmes and occupations in high demand to ensure that efficiencies are created.
- Priority Action 4:** Conduct career and vocational guidance to assist people to embrace their potential.
- Priority Action 5:** Develop and implement alternative innovative learning programmes on beneficiation.

Linkages to the NSDP	<ul style="list-style-type: none">• Outcome 1: Identify and increase production of occupations in high demand• Outcome 2: Linking Education and Workplace• Outcome 3: Improving the level of skills in South African workforce• Outcome 4: Increases Access to Occupationally directed programmes• Outcome 7: Encourage and Support Worker initiated training
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Sub-Programme 3a: PARTNERSHIPS WITH STAKEHOLDERS, COMMUNITIES, AND ENTREPRENEURS

Facilitate training for stakeholders, communities and entrepreneurs.

To increase skills development support for entrepreneurial activities, enhance skills for job opportunities across sectors and support worker initiated interventions. Training for Stakeholders, Communities, and Entrepreneurs will skill workers in broader sectorial policies, provide alternative skills to retrenches and unemployed individuals in mine communities and capacitate entrepreneurs to start their own businesses.

- Priority Action 1:** Support mine community training initiatives to access economic opportunities.
- Priority Action 2:** Support worker initiated training to effectively engage in the workplace and broader economy.
- Priority Action 3:** Perform a design evaluation on worker initiated programmes and implementation, impact and economic evaluation for all stakeholder skills development training.

Linkages to the NSDP	<ul style="list-style-type: none">• Outcome 6: Skills Development support for entrepreneurship and cooperative development• Outcome 7: Encourage and Support Worker initiated training
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Sub-Programme 3b: COLLABORATION WITH PUBLIC COLLEGES

To increase skills development support for TVETs and CET's colleges to be key providers of skills required for socio economic development. To realize the placement of TVET and CET graduates in the labour markets.

- Priority Action 1:** Support the TVETs centres of specialization project to improve the quality of learning delivery.
- Priority Action 2:** Facilitate the placement of lectures for industry exposure
- Priority Action 3:** Capacitation of TVET colleges to be accredited in mining skills programmes
- Priority Action 4:** Capacitate TVET colleges on relevant capacity building initiatives

Linkages to the NSDP	<ul style="list-style-type: none">• Outcome 5: Support for growth of public college institutional type as a key provider of skills required for socio-economic development
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PROGRAMME 4: QUALITY ASSURANCE, MONITORING AND EVALUATION

Facilitate access to occupationally directed learning programmes for the unemployed.

Increasing access to occupationally directed programmes and encouraging better use of workplace based skills development.

- Priority Action 1:** Support the sector with guidelines for implementation of impactful and quality learning programmes.
- Priority Action 2:** Conduct exhaustive impact assessments to derive better value from all interventions.
- Priority Action 3:** Continue to improve health and safety standards.
- Priority Action 4:** To increase skills development support for entrepreneurial activities.

Linkages to the NSDP	<ul style="list-style-type: none">• Outcome 1: Identify and increase production of occupations in high demand• Principle 8: Steering supply- Qualifications and Provision• Outcome 6: Skills Development support for entrepreneurship and cooperative development• Principle 8: Steering supply- Qualifications and Provision
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2. KEY RISKS

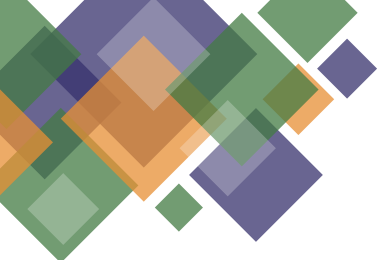
Objectives	Key Risks	Risk Mitigation
Programme 1: Administration Promote efficient and effective governance and administration	Adverse impact of policy and regulatory environment	1) Regular engagements with the Executive Authorities, Chairpersons, CEO and CFO forums on impending legislative and national priorities changes. 2) Facilitate the realignment of MQA as a SETA. 3) One-on-one engagements with the Executive Authority 4) Regular engagements with National Treasury. 5) Responsiveness to the Executive Authority directives. Ongoing. 6) Input through public comments, etc.
Programme 1: Administration Promote efficient and effective governance and administration.	Non achievement of a clean audit and non-achievement of 80% planned targets as required by the Board	1) Monthly monitoring of the grant due reports 2) Dedicated team to prepare and review financial statements inclusive of commitments register team 3) Monthly monitoring of batches on pre-processor 4) Expired contract register is sent to all managers monthly
Programme 1: Administration Promote efficient and effective governance and administration	Ineffective ICT steering committee	1) ICT steering committee; 2) Composition of the committee is in line with the charter; 3) The committee meetings are aligned to the charter; and 4) Policies are updated regularly.

<p>Programme 1: Administration</p> <p>Promote efficient and effective governance and administration.</p>	<p>Reputational damage</p>	<ol style="list-style-type: none"> 1) Successful strategy to address exceptions raised by the Auditor-General. 2) Communication policy and Strategy, Code of Conduct, Conflict of Interest policy as well as Fraud Prevention policy and fraud hotline are in place, implemented and monitored. 3) Enhanced declaration of Interests mechanisms, verification and accountability thereto. 4) Winded and Procure Check are being utilised.(SCM) 5) List of National Treasury blacklisted companies is considered when awarding tenders. 6) Unfavourable media reports are responded to. 7) Mine Community Development projects are part of discretionary grant as per the 2018/19 Funding Policy, going forward.(2020 Funding Policy) 8) Effective Stakeholder Management <ul style="list-style-type: none"> - Annual Consultative Conferences. - Stakeholder engagement workshops. 9) Fraud Prevention Policy. 10) All newly appointed board members are inducted 11) Development and implementation of a change management strategy.
<p>Programme 1: Administration</p> <p>Promote efficient and effective governance and administration</p>	<p>Inadequate information, analysis and reporting systems</p>	<ol style="list-style-type: none"> 1) MIS proposal to deal with the information gaps has been prepared and presented to the Board. 2) MIS steering committee and task team with stakeholder representation in place. 3) Currently implementing SharePoint for electronic records management. 4) The enterprise architecture has been developed and the IT Road Map developed and reviewed by the IT Steering Committee Task Team and was presented to and endorsed by the IT Steering Committee and approved by Board.



<p>Programme 1: Administration</p> <p>Promote efficient and effective governance and administration</p>	<p>Threats to financial sustainability of the MQA</p>	<ol style="list-style-type: none"> 1) Monthly validation and monitoring of commitments registers and reconciliation with existing reserves, targets and future revenue forecasts and deciding on the most appropriate of the three controls. 2) Downward negotiation of allocations and targets with stakeholders where necessary. 3) Annual strategic planning reviews taking into account available funding. 4) Budget for 2020/21 was revised to consider the impact of Covid-19. 5) Annual APP targets were reviewed for the 2020/21 financial year. 6) Effective forecasting and scenario planning tools.
<p>Programme 1: Administration</p> <p>Promote efficient and effective governance and administration</p>	<p>Business disruptions</p>	<ol style="list-style-type: none"> 1) IT Disaster recovery policy and disaster recovery plans including a disaster recovery site in place. 2) The simulation of the disaster incidents is performed quarterly to ICT Steering Committee 3) BCP and strategy approved November 2017 and mobile tools of trade (Laptops, cell phones, and data) given to employees 4) Support and maintenance contracts are in place with equipment suppliers. 5) Established Covid-19 Task team and posters on most strategic areas on how to manage the virus.

<p>Programme 1: Administration</p> <p>Promote efficient and effective governance and administration</p>	<p>Cyber attacks</p>	<ol style="list-style-type: none"> 1) Firewall in place. 2) Controlled access to premises and server room. 3) Restricted logical access (encryption). 4) Disaster recovery site in place.
<p>Programme 2 & 3:</p> <p>Programme 2: Research</p> <p>Improve skills development planning and decision –making through research.</p> <p>Programme 3: Learning Programmes</p> <ol style="list-style-type: none"> 3) Facilitate opening of workplace based learning opportunities and access to occupationally directed programmes. 3a) Facilitate training for stakeholders, communities, and entrepreneurs. 3b) The placement of TVET and CET graduates in the labour markets. 	<p>Prioritisation of inappropriate skills for the sector</p>	<ol style="list-style-type: none"> 1) WSP-ATR system ensures that mandatory fields in the WSP-ATR are captured before system submission. 2) Address system challenges to ensure data integrity. 3) Training workshops on data integrity and OFO codes for all SDFs.



<p>Programme 4: Quality Assurance, Monitoring And Evaluation</p> <p>Ensure the delivery of quality and impactful learning programmes in the mining and minerals sector.</p>	<p>Inadequate MQA interventions in relation to national and sectorial imperatives</p>	<ol style="list-style-type: none"> 1) Training providers are accredited by the MQA. 2) Review and development of learning programmes every three to five years 3) Continues feedback from the community expect practitioners (CEP) 4) Continuous Quality Assurance activities are in place.
<p>Programme 1: Administration</p> <p>Promote efficient and effective governance and administration.</p>	<p>Misalignment between organisational values and corporate culture</p>	<ol style="list-style-type: none"> 1) Disciplinary Code and Procedure policy. 2) Grievance procedure. 3) Conflict of interest policy. 4) Stakeholder Management <ul style="list-style-type: none"> - Annual Consultative Conferences. - Stakeholder engagement workshops. 5) Stakeholder Satisfaction Survey. 6) Development and implementation of a change management strategy.



3. PUBLIC ENTITIES

Not applicable to the Mining Qualifications Authority



PART D: TECHNICAL INDICATOR DESCRIPTIONS (TIDs)

Technical Indicator Descriptions (TIDs)

Most of the indicators that will be implemented by the MQA over the next coming five years will center around learning delivery in the mining sector. The implementation approach is based on a call for interest to the mining companies who then declare interest and select potential candidates for funding.

The MQA will apply a deliberate emphasis on specific quotas for women, youth and people living with disabilities in all its programmes where applicable. However during the planning process specific 5 year targets have not been explicitly identified.

PROGRAMME 1: ADMINISTRATION

Indicator Title	1.1 Unqualified audit outcome with no material audit findings
Definition	Unqualified audit outcome with no material audit finding on the Financial statements, no material findings on usefulness and reliability of reported performance information, and no material non-compliance with laws and regulations.
Source of data	Auditor-General South Africa Annual audit report
Method of calculation / Assessment	Simple observation
Assumptions	N/A
Disaggregation of Beneficiaries (where applicable)	Target for Women : N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Annual
Desired performance	Clean audit outcome
Indicator Responsibility	Chief Financial Officer

Indicator title	1.2 Achievement of and 80% spend of BBBEE Level 1-4 suppliers (of goods and suppliers)
Definition	Implement a supplier development initiative that is responsive to the socio-economic responsibilities and needs and gives effect to enhancing relationships with SMME's and BEE vendors with the view of building the supplier community to become economically viable.
Source of data	iQual system, contract register and Great plains system
Method of calculation / Assessment	Amount spent on BBBEE level 1 – 4 as a percentage of total administration expenditure for goods and services.
Assumptions	All service providers sourced through the central suppliers database are level 1-4 BBBEE compliant
Disaggregation of Beneficiaries (where applicable)	Target for Women : N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Quarterly
Desired performance	Developed relationship between vendors that is responsive to procurement requirements
Indicator Responsibility	Chief Financial Officer

Indicator title	1.3 One customer satisfaction survey conducted biennially and 85% customer satisfaction
Definition	Stakeholder Perception Survey report compiled within the financial year under review.
Source of data	Questionnaires distributed to stakeholders that are on the MQA Database to respond to and Stakeholder Perception Survey report with findings and recommendations for improvement and report.
Method of calculation / Assessment	Simple count and qualitative: One Stakeholder Perception Survey report with findings and recommendations for improvement
Assumptions	1x Stakeholder Satisfaction Survey Report
Disaggregation of Beneficiaries (where applicable)	Target for Women : N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Reporting cycle	Every Alternate Year (Biennially)
Desired performance	The indicator must improve the way the MQA staff responds to mining and minerals sector stakeholder needs.
Indicator responsibility	Executive Manager Corporate Services



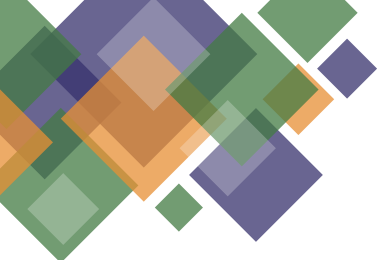
Indicator title	1.4 Percentage of MQA projects monitored
Definition	Performance monitoring of the APP/QMR programmes conducted and reported
Source of data	List of MQA funded projects currently active
Method of calculation / Assessment	Number of projects monitored from the number of projects to be monitored
Assumptions	Monitor all programmes within the financial year
Disaggregation of Beneficiaries (where applicable)	Target for Women : N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Percentage of projects monitored
Desired performance	100%
Indicator Responsibility	Chief Risk Monitoring and Evaluation Officer

Indicator title	1.5 Number of MQA projects evaluated per annum (Value for Money analysis) conducted
Definition	To determine the return on investment on the funded projects
Source of data	List of completed projects
Method of calculation / Assessment	Number of completed evaluations
Assumptions	Funded projects are completed
Disaggregation of Beneficiaries (where applicable)	Target for Women : N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Reporting cycle	Quarterly
Desired performance	15 tracer studies
Indicator responsibility	Chief Risk Officer

Indicator title	1.6 Develop and implement an HR Change Management Strategy
Definition	Development and implementation of Change Management Strategy to ensure healthy organisational culture.
Source of data	Approved Change Management Strategy.
Method of calculation / Assessment	Documentation serving as proof of the development and implementation of the Change Management Strategy
Means of verification	Change Management Strategy, Stakeholder Perception Survey.
Assumptions	Employees' buy-in to the process.
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Reporting cycle	Annually
Desired performance	Improved productive and healthy working environment
Indicator responsibility	Executive Manager: Corporate Services

PROGRAMME 2: RESEARCH

Indicator title	2.1 Number of Workplace Skills Plan (WSPs) and Annual Training Reports (ATRs) evaluated to access mandatory grants per annum.
Definition	The number of Workplace Skills Plans (WSPs) and Annual Training Reports (ATRs) evaluated as per the financial year review
Source of data	Signed and submitted WSP-ATR within the legislated timeframes
Method of calculation / Assessment	Simple count- Each WSP-ATR (linked to an SDL or T number) is counted once
Assumptions	WSP-ATR submissions are done within the legislated timeframes
Disaggregation of Beneficiaries (where applicable)	Target for Women : N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Quarterly
Desired performance	The indicator must measure the correlation between planned training interventions versus actual training reported.
Indicator Responsibility	Chief Operating Officer

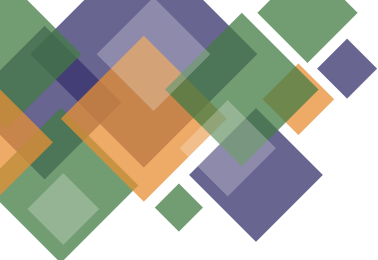


Indicator title	2.2 Number of sector research outputs completed per annum
Definition	Conduct research as per the annual research agenda for the financial year under review
Source of data	Research report (progress reports, drafts reports and final reports)
Method of calculation / Assessment	Simple count- each research project is counted once
Assumptions	Research is completed within the financial year under review
Disaggregation of Beneficiaries (where applicable)	Target for Women : N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Quarterly
Desired performance	Conduct research on innovative training to inform the development of relevant and responsive learning programmes.
Indicator Responsibility	Chief Operating Officer

Indicator title	2.3 Number of MOAs signed with targeted public and private sector organisations
Definition	Identify and collaborate with public and private organisations in areas of common research interest to eliminate duplication of efforts
Source of data	Memorandum of agreement with public and private organisations institutions
Method of calculation / Assessment	Simple count-each research partnership is counted once
Assumptions	Memorandum of agreement is signed within the financial year under review
Disaggregation of Beneficiaries (where applicable)	Target for Women : N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Reporting cycle	Quarterly
Desired performance	Increase knowledge repository for the MQA
Indicator responsibility	Chief Operating Officer

Indicator title	2.4 Number of Skills Development Facilitator capacity building workshops per annum
Definition	Facilitate skills development Facilitator capacity building workshops to encourage better use of workplace based planning for skills development within MMS
Source of data	Signed attendance registers
Method of calculation / Assessment	Simple count: each skills development facilitator capacity building workshop is counted once.
Assumptions	Each Skills Development Facilitator attending workshops is registered with the MQA
Disaggregation of Beneficiaries (where applicable)	Target for Women : N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Quarterly
Desired performance	To improve use of workplace based planning for skills development and to improve the understanding of skills planning and reporting within MMS.
Indicator Responsibility	Chief Operations Officer

Indicator title	2.5 Number of Skills Development Committee capacity building workshops per annum
Definition	Number of skills development committee workshops within the financial year under review.
Source of data	Signed attendance registers
Method of calculation / Assessment	Simple count: Each workshop conducted, reported against the financial year once.
Assumptions	The stakeholders attend the workshops and accept invitations.
Disaggregation of Beneficiaries (where applicable)	Target for Women : N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Quarterly
Desired performance	The indicator must improve the understanding of planning, implementing, reporting of training and increase broad based participation for skills planning by the skills development committee members.
Indicator Responsibility	Executive Manager Stakeholder Relations



PROGRAMME 3: LEARNING PROGRAMMES

Indicator title	3.1a Number of learners that enter an artisan programme per annum.
Definition	Employed and unemployed learners indentured on Artisan Learnerships. It is a learning pathway that teaches the skills and competencies necessary to perform tasks to an industry standard, and it leads to a trade qualification.
Source of data	Registered Learning Programme Agreements and supporting documents such as; certified ID copies, Learners highest qualification, Employment Contract / letter of appointment, and MOA for SETA Funded learners. Sector funded does not require an MOA.
Method of calculation/Assessment	Simple count: Each employed and unemployed learner is reported against Learning Programme Agreement once.
Assumptions	That companies will submit all required documentation for verifications that meets the criteria for registration and reporting.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 30% Target for Youth: 42% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
Reporting cycle	Quarterly
Desired performance	Desired performance is meeting the target for the financial year.
Indicator responsibility	Chief Operating Officer

Indicator title	3.1b Number of learners that complete an artisan programme per annum.
Definition	Employed and Unemployed learners completed Artisan Learnerships. It is a learning pathway that teaches the skills and competencies necessary to perform tasks to an industry standard, and it leads to a trade qualification.
Source of data	Registered Learning Programme Agreements and supporting documents such as; certified ID copies, Proof of Disability for disabled learners, Learners highest qualification, Employment Contract / Confirmation of Employment, Certificate and/or Statement of Results and MOA for SETA Funded learners. Sector funded does not require an MOA.
Method of calculation/Assessment	Simple count: Each employed and unemployed learner is reported against Learning Programme certificate once.
Assumptions	That learners have the necessary Statements of Results or Certificates that meet the criteria for completion and reporting.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 30% Target for Youth: 70% Target for People with Disabilities: 0%

Spatial Transformation (where applicable)	N/A
Reporting cycle	Quarterly
Desired performance	Desired performance is meeting the target for the financial year.
Indicator responsibility	Chief Operating Officer

Indicator title	3.1c Number of learners that complete artisan recognition of prior learning (ARPL) programmes per annum.
Definition	Employed learners completed ARPL. It is a learning pathway that teaches the skills and competencies necessary to perform tasks to an industry standard, and it leads to a trade qualification.
Source of data	Certificate and/or Statement of Results
Method of calculation/Assessment	Simple count: Each employed learner is reported against Learning Programme certificate once. A learner can be counted more than once for achieving two or more different Learnerships within a financial year.
Assumptions	That learners have the necessary Statements of Results or Certificates that meet the criteria for completion and reporting.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 10% Target for Youth: 15% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
Reporting cycle	Quarterly
Desired performance	Desired performance is meeting the target for the financial year.
Indicator responsibility	Chief Operating Officer

Indicator title	3.1d Number of learners that complete artisan aides' programmes per annum.
Definition	Employed learners completed Artisan Aides. It is a learning pathway that teaches the skills and competencies necessary to perform tasks to an industry standard, and it leads to a trade qualification.
Source of data	Certificate and/or Statement of Results
Method of calculation/Assessment	Simple count: Each employed learner is reported against Learning Programme certificate once. A learner can be counted more than once for achieving two or more different Skills programmes within a financial year.



Assumptions	That learners have the necessary Statements of Results or Certificates that meet the criteria for completion and reporting.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 5% Target for Youth: 15% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
Reporting cycle	Quarterly
Desired performance	To increase the number of intermediate level skills with Trade Skills in the Mining and Minerals Sector.
Indicator responsibility	Chief Operating Officer

Indicator title	3.2a Number of employees entering a Learnership per annum.
Definition	Employed learners registered on Non-Artisan Learnerships It is a structured, occupationally directed programme that leads to a qualification and is not trade related.
Source of data	Registered Learning Programme Agreements and supporting documents such as; certified ID copies, Training Plan, Proof of Disability for disabled learners, Learners highest qualification, Employment Contract / Record of Service / Confirmation of Employment and MOA for SETA Funded learners. Sector funded does not require an MOA.
Method of calculation/Assessment	Simple count: Each employed learner is reported against Learning Programme Agreement once. A learner can be counted more than once for achieving two or more different Learnerships within a financial year.
Assumptions	That learners have the necessary Learnership Agreement and supporting documentation meets the criteria for reporting.
Disaggregation of Beneficiaries (where applicable)	Target for Women:15% Target for Youth: 30% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
Reporting cycle	Quarterly
Desired performance	To increase the number of intermediate level skills with requisite Technical Skills in the Mining and Minerals Sector.
Indicator responsibility	Chief Operating Officer

Indicator title	3.2b Number of employees completing a Learnership per annum.
Definition	Employed learners completed Non-Artisan Learnerships. It is a structured, occupationally directed programme that leads to a qualification and is not trade related
Source of data	Statement of Results/certificate
Method of calculation/Assessment	Simple count: Each employed learner is reported against Learning Programme certificate once. A learner can be counted more than once for achieving two or more different Learnerships within a financial year.
Assumptions	That learners have the necessary Statements of Results or Certificates that meet the criteria for completion and reporting.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 15% Target for Youth: 30% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
Reporting cycle	Quarterly
Desired performance	To increase the number of intermediate level skills with requisite Technical Skills in the Mining and Minerals Sector.
Indicator responsibility	Chief Operating Officer

Indicator title	3.2c Number of Unemployed learners that enter a Learnerships per annum.
Definition	Unemployed learners registered on Non-Artisan Learnerships. It is a structured occupationally directed programme that leads to a qualification and is not trade related.
Source of data	Registered Learning Programme Agreements and supporting documents such as; certified ID copies, Training Plan, Proof of Disability for disabled learners, Learners highest qualification, Employment Contract and MOA for SETA Funded learners. Sector funded does not require an MOA.
Method of calculation/Assessment	Simple count: Each unemployed learner is reported against Learning Programme Agreement once. A learner can be counted more than once for achieving two or more different Learnerships within a financial year.
Assumptions	That learners that have the learnership agreement and supporting documentation are eligible for reporting.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 15% Target for Youth: 30% Target for People with Disabilities: 12%
Spatial Transformation (where applicable)	N/A
Reporting cycle	Quarterly
Desired performance	To increase the number of intermediate level skills with requisite Technical Skills in the Mining and Minerals Sector.
Indicator responsibility	Chief Operating Officer



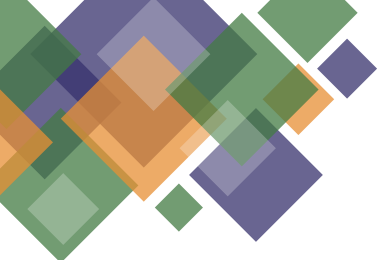
Indicator title	3.2d Number of Unemployed learners that completed a Learnerships per annum.
Definition	Unemployed learners completed Non-Artisan Learnerships. It is a structured, occupationally directed programme that leads to a qualification and is not trade related.
Source of data	Registered Learning Programme Agreements and supporting documents such as; certified ID copies, Training Plan, Proof of Disability for disabled learners, Learners highest qualification, Employment Contract/ Confirmation of Employment, Certificate and/or Statement of Results and MOA for SETA Funded learners. Sector funded does not require an MOA
Method of calculation/Assessment	Simple count: Each employed learner is reported against Learning Programme certificate once. A learner can be counted more than once for achieving two or more different Learnerships within a financial year.
Assumptions	That learners have the necessary Statements of Results or Certificates that meet the criteria for completion and reporting.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 15% Target for Youth: 30% Target for People with Disabilities: 12%
Spatial Transformation (where applicable)	N/A
Reporting cycle	Quarterly
Desired performance	To increase the number of intermediate level skills with requisite Technical Skills in the Mining and Minerals Sector.
Indicator responsibility	Chief Operating Officer

Indicator title	3.2e Number of learners that complete RPL for Learnerships.
Definition	To recognise prior skills and competencies attained
Source of data	Registered Learning Programme Agreements and supporting documents such as; certified ID copies, Training Plan, Learners highest qualification, Employment Contract / Confirmation of Employment, Statement of Results/Certificate and MOA for SETA Funded learners. Sector funded does not require an MOA.
Method of calculation/Assessment	Simple count: Each employed learner is reported against Learning Programme certificate once. A learner can be counted more than once for achieving two or more different Learnerships within a financial year.
Assumptions	That learners have the necessary Statements of Results or Certificates that meet the criteria for completion and reporting.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 15% Target for Youth: 30% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A

Reporting cycle	Quarterly
Desired performance	Desired performance is meeting the target for the financial year.
Indicator responsibility	Chief Operating Officer

Indicator title	3.3a Number of Employees that successfully complete Occupational Health and Safety Representatives skills programme per annum.
Definition	Employed learners completing OHS Programme. It's a core contextualised unit standards that addresses Health and Safety in the sector
Source of data	Skills Programmes Enrolment forms, signed certificate/signed statement of results and certified ID copy and MOA for SETA Funded learners.
Method of calculation/Assessment	Simple count: Each employed learner is reported against OHS Programme once. A learner can be counted more than once for achieving two or more different skills programmes within a financial year.
Assumptions	That learners have the necessary Statements of Results or Certificates that meet the criteria for completion and reporting.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 3% Target for Youth: 1% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
Calculation type	Cumulative for the year
Reporting cycle	Quarterly
Desired performance	Desired performance is meeting the target for the financial year.
Indicator responsibility	Chief Operating Officer

Indicator title	3.3b Number of Employees that successfully complete other Occupational Health and Safety Representatives programme per Health and Safety Representatives skills programme per annum.
Definition	Employed learners completing other Health and Safety programmes
Source of data	Skills Programmes Enrolment forms, signed certificate/signed statement of results and certified ID copy and MOA for SETA Funded learners.
Method of calculation/Assessment	Simple count: Each employed learner is reported against Other OHS Programme once. A learner can be counted more than once for achieving two or more different skills programmes within a financial year.
Assumptions	That learners have the necessary Statements of Results or Certificates that meet the criteria for completion and reporting.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 0% Target for Youth: 7% Target for People with Disabilities: 0%



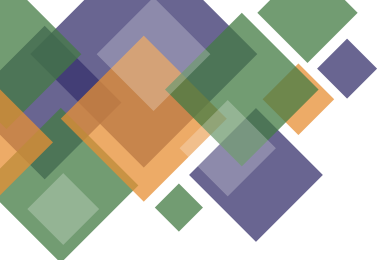
Spatial Transformation (where applicable)	N/A
Reporting cycle	Quarterly
Desired performance	Desired performance is meeting the target for the financial year.
Indicator responsibility	Chief Operating Officer

Indicator title	3.4 Number of learners that successfully completed AET and NATED Courses.
Definition	Learners completed AET programme Adult Education and Training Programme addresses low level skills of youth and adult language and numeracy skills to enable additional training.
Source of data	AET enrolment form, certified ID copy and certified certificate and/or Statement of Results from IEB or Benchmark for AET 1-4, training provider certificate for pre AET, MQA for GETC Level certificate or statement of results, Umalusi GETC certificate or statement of results and DHET Statement of results or certificates for NATED courses.
Method of calculation/Assessment	Simple count: Each employed and unemployed learner is reported against AET Programme Level once. A learner can be counted more than once for achieving two or more different skills programmes within a financial year.
Assumptions	That learners have the necessary Statements of Results or Certificates that meet the criteria for completion and reporting.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 30% Target for Youth: 30% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
Reporting cycle	Quarterly
Desired performance	Desired performance is meeting the target for the financial year.
Indicator responsibility	Chief Operating Officer

Indicator title	3.5 Number of learners that successfully complete FLC programmes.
Definition	Employed and Unemployed learners completing the FLC Programme. Foundational Learning Programme address low level skills for learners who require fundamental skills. To give unemployed and employed learner numeracy and literacy that will enable them to get a qualification.
Source of data	IEB results and certified ID copies/statement of results, DHET QMR data, SLA, and MOA for SETA funded
Method of calculation/Assessment	Simple count: Each unemployed and employed learner is reported against FLC Programme once. A learner can be counted more than once for achieving two or more different skills programmes within a financial year.
Assumptions	That learners have the necessary Statements of Results or Certificates that meet the criteria for completion and reporting.

Disaggregation of Beneficiaries (where applicable)	Target for Women : 0% Target for Youth: 0% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
Reporting cycle	Quarterly
Desired performance	Desired performance is meeting the target for the financial year.
Indicator responsibility	Chief Operating Officer

Indicator title	3.6a Number of graduates that enter an Internship Programme per annum.
Definition	Number of unemployed graduates placed in structured work based programmes at host companies. This affords the graduate workplace learning that supports the qualification that has been achieved at the HEI.
Source of data	From mining companies. Submission of signed tripartite internship agreement, certified copy of ID, certified qualification or letter confirming graduation on the qualification or academic record indicating completion of the qualification and signed MoAs with companies.
Method of calculation / Assessment	Simple count of the number of graduates placed for work based learning in the financial year.
Assumptions	<ol style="list-style-type: none"> 1. Companies will express interest and apply for grants 2. Companies will submit all required documentation that meets the criteria for registration and reporting. 3. Companies will deliver programmes as per the requirements.
Disaggregation of Beneficiaries (where applicable)	Target for Women : 30% Target for Youth: 100% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting cycle	Quarterly
Desired performance	All the individuals graduated in mining related fields are placed in the mining and minerals sector
Indicator responsibility	Chief Operating Officer



Indicator title	3.6b Number of graduates that complete an Internship Programme per annum.
Definition	Number of unemployed graduates completing structured work experience programmes or absorbed into employment.
Source of data	From mining companies, Contract termination letter from companies indicating that graduates have completed their structured 2- year programme or have been absorbed into employment
Method of calculation / Assessment	Simple count – each learner is counted once for the structured work based programme that is completed or when learner is absorbed into employment. The count is of graduates that entered programmes in previous financial years and complete the 2 year programme in current financial year and the count could include graduates that have been registered in current financial year and where they have been absorbed into employment in the same financial year.
Assumptions	At the end of the training, learners are ready for employment.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Reporting cycle	Quarterly
Desired performance	All the individuals graduated in mining related fields are placed in the mining and minerals sector
Indicator responsibility	Chief Operating Officer

Indicator title	3.7a Number of undergraduates that enter a work place experience programme per annum
Definition	Number of learners placed for workplace based learning for the required duration as per the University of Technology/ TVET/ Universities in the financial year pursuing careers within the Mining and Mineral Sector.
Source of data	Host companies submit a signed tripartite agreement, certified ID copy, letter from university of technology/ TVET/ Universities indicating that a student requires P1/P2 or vacation work.
Method of calculation / Assessment	Simple count of total number of students entered work experience programmes within the financial year.
Assumptions	<ol style="list-style-type: none"> 1. Companies will express interest and apply for grants 2. Companies will submit all required documentation that meets the criteria for registration and reporting. 3. Companies will deliver programmes as per the requirements.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 30% Target for Youth: 100% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
Reporting cycle	Quarterly
Desired performance	Students graduating after completing structured work experience programme
Indicator responsibility	Chief Operating Officer

Indicator title	3.7b Number of undergraduates that complete a work place experience programme per annum
Definition	Number of learners completing workplace based learning programmes with the intention of attaining their qualifications.
Source of data	Host Employers provide MQA with a list of students who completed structured work experience/ (Completion Letter).
Method of calculation / Assessment	Simple count of total number of students completed Work Experience (WE) programme in the current financial year.
Assumptions	At the end of the training, learners qualify to be awarded their diplomas
Disaggregation of Beneficiaries (where applicable)	Target for Women: 30% Target for Youth: 30% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
Reporting cycle	Quarterly
Desired performance	Identifies whether actual performance that is higher or lower than targeted performance is desirable.
Indicator responsibility	Chief Operating Officer



Indicator title	3.8a Number of HDSA MMS employees that enter a management development programme per annum
Definition	To support HDSA employees with management programmes to acquire relevant management skills.
Source of data	Signed MoA, signed tripartite contract, certified ID copies, proof of registration with institution.
Method of calculation / Assessment	A simple count of the number of learners supported for this programme
Assumptions	<ol style="list-style-type: none"> 1. Companies will express interest and apply for grants 2. Companies will submit all required documentation that meets the criteria for registration and reporting. 3. Companies will deliver programmes as per the requirements.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 15% Target for Youth: 30% Target for People with Disabilities: 2%
Spatial Transformation (where applicable)	N/A
Reporting cycle	Quarterly
Desired performance	Desired performance is based on budget availability; the intention is to support more lecturers at both the junior or senior levels.
Indicator responsibility	Chief Operating Officer

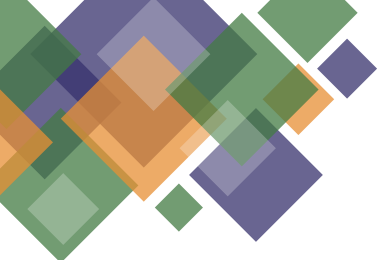
Indicator title	3.8b Number of HDSA MMS employees that complete a management development programme per annum
Definition	To support HDSA employees completing Management Development Programmes
Source of data	Certificates or statement of results.
Method of calculation / Assessment	This is a simple addition of learners that complete the management development programme in the financial year.
Assumptions	At the end of the training, learners qualify take on supervisory, management or executive roles.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 10% Target for Youth: 30% Target for People with Disabilities: 2%
Spatial Transformation (where applicable)	N/A
Reporting cycle	Quarterly
Desired performance	Desired performance is based on budget availability; the intention is to support more lecturers at both the junior or senior levels.
Indicator responsibility	Chief Operating Officer

Indicator title	3.9 Number of HDSA HET lecturer that enter into a lecturer development programme per annum
Definition	Universities are supported to provide work exposure opportunities for identified HDSA individuals with the desire to become lecturers for HE students in the technical mining disciplines. Support that is provided includes lecturer salaries as well as identified development for the lecturer at the University.
Source of data	The relevant universities provide confirmation of employment, certified ID copies, progress report
Method of calculation / Assessment	A simple count of the number of lecturers supported
Assumptions	Higher Education institutions will provide the required work exposure opportunities for the appointed lecturers
Disaggregation of Beneficiaries (where applicable)	Target for Women: 30% Target for Youth: 30% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
Reporting cycle	Quarterly
Desired performance	This indicator measures output, the lecturer gains experience and is developed for readiness for lecturer roles at the TVET College.
Indicator responsibility	Chief Operating Officer



Indicator title	3.10 Number of HDSA MMS learners that enter candidacy programme per annum
Definition	Number of unemployed/employed individual placed in structured work based programmes at host companies; the graduate undergoes learning that will lead to readiness for the examination for certificate of competency. This affords the individuals work place learning that supports the qualification that has been achieved at the HEI.
Source of data	From Mining companies, signed tripartite candidacy contracts, ID copies signed MoAs with companies.
Method of calculation / Assessment	Simple count of the number of individuals placed for work based learning in the financial year.
Means of verification	Tripartite candidacy agreement, certified copy of ID, certified qualification and signed MoAs with companies.
Assumptions	Companies will express interest and apply for grants Companies will submit all required documentation that meets the criteria for registration and reporting. Companies will deliver programmes as per the requirements.
Disaggregation of Beneficiaries (where applicable)	Target for Women : 5% Target for Youth: 5% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
Reporting cycle	Quarterly
Desired performance	All the individuals placed in the mining and minerals sector are ready for the examination for certificate of competency and declared competent
Indicator responsibility	Chief Operating Officer

Indicator title	3.11 Number of Mentors and Coaches placed within workplaces to support employers with on-the job mentoring and coaching activities per annum
Definition	Coaches placed at workplaces to assist learners through their structured workplace based learning programmes.
Source of data	A MoA is entered into with the host employer; tripartite contracts (coach, employer and MQA) are then signed for all the coaches. Certified copy of ID. Coaches Progress reports are required after the first 6 months from the company
Method of calculation / Assessment	The number of coaches supported per organisation in the M&M sector are added, this is reported on a quarterly basis.
Assumptions	<ol style="list-style-type: none"> 1. Companies will express interest and apply for grants 2. Companies will submit all required documentation that meets the criteria for registration and reporting. 3. Companies will deliver programmes as per the requirements. 4. Potential coaches not willing to accept the grant amount offered.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 0% Target for Youth: 0% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
Reporting cycle	Quarterly
Desired performance	Desired performance is to ensure that all learners at the relevant host company are supported to ensure quality learning.
Indicator responsibility	Chief Operating Officer

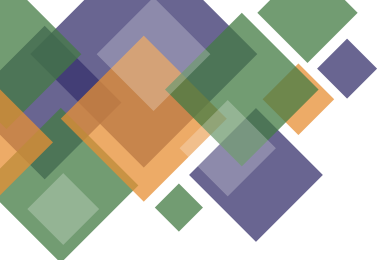


Indicator title	3.12a Number of unemployed learners awarded a bursary per annum.
Definition	Number of unemployed learners (unemployed during their studies) awarded financial assistance to study at institutions of higher learning and TVET Colleges
Source of data	A signed bursary contract, certified copy of ID, proof of registration with institution
Method of calculation / Assessment	Simple count, each bursar is counted once.
Assumptions	1. Learners applying for this programme are will be unemployed during their studies 2. Learners complying with registration and reporting requirements.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 30% Target for Youth: 100% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
Reporting cycle	Quarterly
Desired performance	The aim is to ensure we achieve bursary allocation of 100% as per the APP and SLA.
Indicator responsibility	Chief Operating Officer

Indicator title	3.12b Number of unemployed learners awarded a bursary completing per annum
Definition	Number of bursars support to graduate at an institution of higher learning and are awarded a certificate.
Source of data	A signed bursary contract, certified copy of ID, proof of registration with institution
Method of calculation / Assessment	Each bursar who has qualified is counted once; it is therefore a simple count.
Assumptions	Learners will remain unemployed during their studies whiles being funded by MQA.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 30% Target for Youth: 100% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
Reporting cycle	Quarterly
Desired performance	The aim is to ensure the MQA achieves the highest graduations throughput.
Indicator responsibility	Chief Operating Officer

Indicator title	3.13 Number of employed learners awarded a bursary per annum
Definition	Number of employed learners awarded financial assistance to study at institutions of higher learning.
Source of data	A signed bursary contract, certified copy of ID, proof of registration from the institution, proof of employment.
Method of calculation / Assessment	Each bursary counted once; it is therefore a simple count.
Assumptions	Factors that accepted as true and certain to happen without proof
Disaggregation of Beneficiaries (where applicable)	Target for Women: 30% Target for Youth: 30% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
Reporting cycle	Quarterly
Desired performance	Achieve 100% of the set targets as per APP and SLA.
Indicator responsibility	Chief Operating Officer

Indicator title	3.14a Number of mine community beneficiaries entering training programme per annum.
Definition	Beneficiaries (unemployed inclusive of women) from mining communities and labour sending areas entering training on portable skills and mining related programmes for employability and sustainability
Source of data	Signed enrolment forms/contracts and certified ID copies
Method of calculation/Assessment	Simple count: Trained unemployed mining community beneficiaries inclusive of women from labour sending areas is reported against a Programme certificate once.
Assumptions	That learners must have completed/signed enrolment forms/contracts and provided certified ID Copies.
Disaggregation of Beneficiaries (where applicable)	Target for Women : 30% Target for Youth: 15% Target for People with Disabilities: 5%
Spatial Transformation (where applicable)	N/A
Reporting Cycle	The indicator is reported quarterly
Desired performance	Desired performance is meeting the 100% of the target
Indicator Responsibility	Executive Manager Stakeholder Relations



Indicator title	3.14b Number of mine community beneficiaries completing training programme per annum.
Definition	Beneficiaries (unemployed inclusive of women) from mining communities and labour sending areas completing training on portable skills and mining related programmes for employability and sustainability
Source of data	Simple count, ID Copies / Statement of Results / certificate / completion letter
Method of calculation/Assessment	Simple count: Trained unemployed mining community beneficiaries inclusive of women from labour sending areas is reported against a Programme certificate once.
Assumptions	That the learner must have completed the programme they were enrolled for.
Disaggregation of Beneficiaries (where applicable)	Target for Women : 30% Target for Youth:15% Target for People with Disabilities: 5%
Spatial Transformation (where applicable)	N/A
Reporting Cycle	The indicator is reported quarterly
Desired performance	Desired performance is meeting 100% of the target
Indicator Responsibility	Executive Manager Stakeholder Relations

Indicator title	3.15a Number of unemployed youth in mining communities and labour sending areas that enter training programme per annum.
Definition	Accredited Training programmes offered to unemployed youth living in Mine Communities and labour sending areas
Source of data	Signed enrolment forms / contracts and certified ID copies
Method of calculation	Simple count: Trained unemployed youth entering a training programme.
Means of verification	Enrolment forms/ learner contract and certified ID copies
Assumptions	That learners must have completed / signed enrolment forms / contracts and provided certified ID Copies.
Disaggregation of Beneficiaries (where applicable)	Target for Women : 30% Target for Youth: 100% Target for People with Disabilities: 5%
Spatial Transformation (where applicable)	N/A
Reporting Cycle	The indicator is reported quarterly
Desired performance	Desired performance is meeting 100% of the target
Indicator Responsibility	Executive Manager Stakeholder Relations

Indicator title	3.15b Number of unemployed youth in mining communities and labour sending areas that complete training programme per annum.
Definition	Accredited Training programmes offered to unemployed youth living in Mine Communities and labour sending areas
Source of data	Signed enrolment forms / contracts and certified ID copies / Statement of Results / certificate / completion letter
Method of calculation/Assessment	Simple count: Trained unemployed youth is reported against a Programme certificate once.
Assumptions	That learner must have completed enrolment forms, ID Copies.
Disaggregation of Beneficiaries (where applicable)	Target for Women : 30% Target for Youth: 100% Target for People with Disabilities: 5%
Spatial Transformation (where applicable)	N/A
Reporting Cycle	The indicator is reported quarterly
Desired performance	Desired performance is meeting 100% of the target
Indicator Responsibility	Executive Manager Stakeholder Relations

Indicator title	3.16 Number of beneficiaries trained in Small-scale Mining programmes per annum
Definition	Beneficiaries trained on accredited small scale mining programmes.
Source of data	Simple count: ID Copy, Learner contracts / Statement of Results / certificate / completion letter
Method of calculation/Assessment	Simple count: Each beneficiary is reported against Programme once.
Assumptions	That learner must have completed enrolment forms, ID Copies.
Disaggregation of Beneficiaries (where applicable)	Target for Women : 30% Target for Youth: 15% Target for People with Disabilities: 2%
Spatial Transformation (where applicable)	N/A
Reporting Cycle	The indicator is reported quarterly
Desired performance	Desired performance is meeting 100% of the target
Indicator Responsibility	Executive Manager Stakeholder Relations



Indicator title	3.17 Number of Career Guidance events held per annum
Definition	Number of career guidance exhibitions that the MQA participated in within the financial year under review.
Source of data	Invitations received, commitment to participating, signed attendance registers of learners from the various learning institutions.
Method of calculation/Assessment	Documentation serving as proof of participation in the event. Simple count: each event is documented and learners are counted on the attendance registers for statistical purposes only.
Means of verification	Supporting documentation for each Proof of distribution and acknowledgement of receipt
Assumptions	Supporting documentation for each event – Simple count
Disaggregation of Beneficiaries (where applicable)	Target for Women : 0% Target for Youth: 100% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Quarterly
Desired performance	The indicator must improve the understanding of mining related careers which will facilitate an increased number of learners studying Maths and Science and applications for bursaries for mining related careers
Indicator responsibility	Executive Manager Corporate Services

Indicator title	3.18a Number of TVET NCV graduates that enter a work placement programme per annum.
Definition	Number of unemployed NCV level 4 graduates placed in structured work based programmes at host companies. This affords the graduate work place learning that supports the qualification that has been achieved at the TVET college in order to qualify for a trade test
Source of data	Host companies provide learner contracts, certified ID copies and NCV level 4 certificates or Statement of results.
Method of calculation/Assessment	Simple Count each learner is reported against the programme
Assumption	That learner must have completed NCV Level 4, ID Copies and Learner Contracts.
Disaggregation of Beneficiaries (where applicable)	Target for Women : 30% Target for Youth: 30% Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Reporting cycle	Quarterly.
Desired performance	The MQA desires higher performance and to have more qualified artisans that emanate from this project.
Indicator Responsibility	Executive Manager Stakeholder Relations

Indicator title	3.18b Number of TVET NCV graduates that complete work placement programme per annum.
Definition	Number of unemployed NCV level 4 graduates completing structured work based programmes at host companies. This affords the graduate work place learning that supports the qualification that has been achieved at the TVET college in order to qualify for a trade test. Number of learners that passes trade test at an accredited trade test centre.
Source of data	Host companies provide learner contracts, certified ID copies, NCV level 4 certificates, Trade Certificate or Statement of results or completion letter
Method of calculation/Assessment	Simple Count each learner is reported against the programme
Assumption	That learner must pass trade test at an accredited trade test centre.
Disaggregation of Beneficiaries (where applicable)	Target for Women : 30% Target for Youth: 30% Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Reporting cycle	Quarterly.
Desired performance	The MQA desires higher performance and to have more qualified artisans that emanates from this project. The major constraint is the buy-in from both the host employer to host specifically the NCV learners.
Indicator Responsibility	Executive Manager Stakeholder Relations

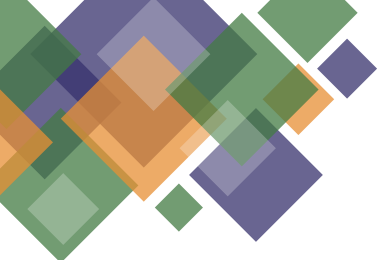
Indicator title	3.19 Number of TVET Lecturers capacitated per annum.
Definition	TVET Lecturers are supported with work experience at host employers and/ or on other training interventions identified. The MQA pays the host employer/TVET College to expose the Lecturer on site for workplace exposure and other training interventions undertaken by the lecturer, this is done within the MMS and also with employers outside the MMS.
Source of data	TVET Colleges provide a list of lecturers and the MQA provides a list of sourced host employers for practical exposure and/or taken for other training interventions. MOA, attendance registers, certified ID copy and Certificate/SOR.
Method of calculation/Assessment	Simple Count each lecturer is reported against the programme
Assumptions	That Lecturer have necessary statement of results (SOR) or Certificates or completion letter that meet the criteria for completion and reporting.
Disaggregation of Beneficiaries (where applicable)	Target for Women : 30% Target for Youth: 15% Target for People with Disabilities: 2%
Spatial Transformation (where applicable)	N/A
Reporting Cycle	The indicator is reported quarterly.
Desired performance	The MQA desires higher performance
Indicator Responsibility	Executive Manager Stakeholder Relations



PROGRAMME 4: QUALITY ASSURANCE, MONITORING AND EVALUATION

Indicator Title	4.1 Number of training provider's quality assured including workplace approved per annum.
Definition	<p>Ensure compliances and quality learning delivery within MMS through an accreditation of training providers that meet standard including workplace approvals.</p> <p>Accreditation: audited scope for organisations and met accreditation requirements.</p> <p>Programme Approval: Organisations granted secondary accreditation.</p> <p>Monitoring/Verification: Existing providers with status about to lapse.</p> <p>Scope extension: Providers request to extend scope for learning</p> <p>Workplace Approval: An approved and accessible workplace conducive for learners' placement purpose of "On the Job" training or learning.</p>
Source of data	Workplace Skills Plan (WSP), Management Information System Database and sector Applications/Demands.
Method of calculation / Assessment	Number of conducted audits or workplace approved for quality learning outcome.
Assumptions	Likely to meet target with proof.
Disaggregation of Beneficiaries (where applicable)	<p>Target for Women : N/A</p> <p>Target for Youth: N/A</p> <p>Target for People with Disabilities: N/A</p>
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Each Quarter, Bi-Annual or Annual
Desired performance	Skills development providers' compliance on accreditations status and a conducive approved workplace for creditability and quality of learning delivery within MMS as per National Qualification Framework specifics.
Indicator Responsibility	Chief Operating Officer

Indicator Title	4.2 Number of review or develop learning programmes with associated assessment addendums including learning materials for the MMS per annum.
Definition	<p>Ensure standard setting on learning programmes with associated assessments toolkits including learning materials within MMS.</p> <p>Review: Number of updated/amended Qualifications, Skills programmes, Learnerships, assessments and Learning materials as per sector needs.</p> <p>Develop: Number of developed Qualifications & Part Qualifications, Skills programmes, Learnerships, assessments and Learning Material as per sector needs.</p> <p>Learning programmes: Qualifications, Part Qualifications, Skills programmes, Learnerships and Learning material as per sector needs.</p> <p>Assessment Addendums: External Integrated Summative Assessment for qualifications or part-qualifications.</p>
Source of data	OFO Framework, Skills Sector Plan, Workplace Skills Plan (WSP), MQF and industry/sector demands.
Method of calculation / Assessment	Number of reviewed or developed learning programmes, assessments addendums or and learning material packs for the MMS.
Assumptions	Likely to meet target with proof.
Disaggregation of Beneficiaries (where applicable)	<p>Target for Women : N/A</p> <p>Target for Youth: N/A</p> <p>Target for People with Disabilities: N/A</p>
Spatial Transformation (where applicable)	N/A
Reporting Cycle	Each Quarter, Bi-Annual or Annual
Desired performance	Granting of accreditation/programme approval status and workplace approval for creditability and maintaining the quality of learning delivery within National Qualification Framework.
Indicator Responsibility	Chief Operating Officer



Indicator Title	4.3 Number of HDSA SMME's Supported on primary accreditation as training providers for entry to Mining & Minerals Sector per annum.
Definition	<p>Ensure to support HDSA on accreditation as training providers for entry to Mining & Minerals Sector.</p> <ul style="list-style-type: none"> • HDSA: historical disadvantaged South African emerging organisation. • Primary Accreditation: organisations with core business within MMS, granted primary accreditation • Monitoring/Verification: Existing providers with status about to lapse.
Source of data	Skills Sector Plan, Workplace Skills Plan (WSP) and industry/sector demands or database and Submitted/received applications.
Method of calculation / Assessment	Number of recorded/registered conducted capacity building, learning materials supported or accreditation status.
Assumptions	Likely to meet target with proof.
Disaggregation of Beneficiaries (where applicable)	<p>Target for Women : N/A</p> <p>Target for Youth: N/A</p> <p>Target for People with Disabilities: N/A</p>
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative (Year-End)
Reporting Cycle	Each Quarter, Bi-Annual or Annual
Desired performance	To increase the number for HDSA training providers granted accreditation within the MMS
Indicator Responsibility	Chief Operating Officer



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