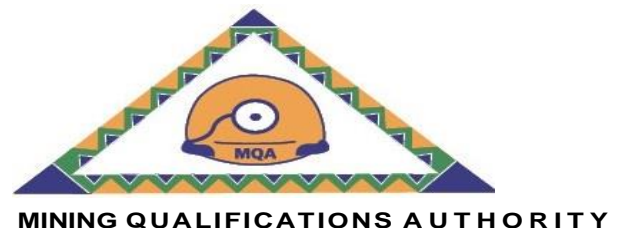


**MINING QUALIFICATIONS
AUTHORITY
ANNUAL PERFORMANCE PLAN
FOR
2023-2024**

**Date of Tabling:
March 2023**



FOREWORD BY THE MINISTER



The mandate of the Sector Education and Training Authorities is derived, in the main from the Skills Development Act 97 of 1998 as amended, which amongst others, directs SETAs to develop Sector Skills Plan (SSPs. In their Sector Skills Plans, SETAs must reflect and incorporate government priorities, especially those that address our priority developmental goals, that of tackling the triple challenges of poverty, unemployment and inequalities. The SSPs are intended to ensure that skills are not a constraint to the economic development of our country.

The mandate of the SETAs must be understood within our vision of the post-school education and training system of having an integrated, coordinated and articulated PSET system for improved economic participation and the social development of youth and adults. Critical to this vision is our challenge of addressing the plight of the youth that are Not in Education, Employment or Training (NEET), which is standing at over 3.4 million in the fourth quarter of 2022.

The White Paper for Post-School Education and Training (WPPSET) envisages the post-school education and training system as an important institutional mechanism that must be responsive to the needs of society. Critical to this, is our transformational and developmental imperatives which include amongst others: class, gender, race, geography and youth, which must be reflected at all materials times in our SETA interventions. The Ministry of Higher Education, Science and Innovation is among the leading ministries for the 2019–2024 Medium Term Strategic Framework (MTSF) Priority 3: Education, Skills and Health, and the following medium-term outcomes have been identified:

- An integrated and coordinated PSET system.
- Expanded access to PSET opportunities.
- Improved success and efficiency of the PSET system.
- Improved quality of PSET provisioning.
- A responsive PSET system

The President launched the Economic Reconstruction and Recovery Plan (ERRP) in October 2020 pointing out to skills development, science and innovation as enablers in driving South Africa's economic reconstruction and recovery, but also key in sustaining it. In support of this initiative, the Department working with social partners at the National Economic Development and Labour Council (NEDLAC) & the National Skills Authority, in the main developed the Skills Strategy to support the government's efforts to mitigate the impact of COVID-19 global health pandemic and the initiatives towards economic and social recovery.

The Economic Reconstruction and Recovery Plan Skills Strategy (ERRP SS) aims to support the Economic Reconstruction and Recovery Plan (ERRP), ensuring that it is not compromised by skills shortages. It is born out of the urgency for a well-coordinated strategy of skills development to support both the management of the COVID-19 global health pandemic and economic and social recovery. President Ramaphosa captured our determination to reset the South African economy when he said: "We are determined not merely to return our economy to where it was before the coronavirus, but to forge a new economy in a new global reality." As stated in the ERRP, South Africa is now on the threshold of an important opportunity to imaginatively, and with a unity of purpose, reshape its economic landscape.

The ERRP SS is located within the broader skills planning arsenal of the Post-School Education and Training (PSET) system, which promotes the use of labour market intelligence (including future work scenarios) to inform PSET provisioning. The Department of Higher Education and Training has identified skills needs in the form of the List of Occupations in High Demand, the Priority Skills List and the Critical Skills List (which it prepared on behalf of the Department of Home Affairs). The SETAs will continue to play a critical role in the implementation of the Skills Strategy to support Economic Reconstruction and Recovery Plan.

The National Skills Development Plan (NSDP) 2030 remains at the centre in directing how the skills development levy will be disbursed up to 31 March 2030. For this reason, the Sector Education and Training Authorities (SETAs) have been re-established until 2030, in alignment with the National Development Plan to ensure that the SETAs focus on skills required for our socio-economic development. For the financial year, we aim at expanding the participation of young people in skills development programs as well as workplace-based learning opportunities. We have surpassed the State of the Nation Address (SoNA) 10 000 Technical and Vocational Education and Training (TVET) target placements in 2022 leading to setting a target for 2023 of 20,000 TVET placements.

For the 2023/24 financial year, the entire SETA system has set itself the following targets, as part of expanding post-school opportunities:

- 107 000 workplace-based learning (WBL) opportunities;
- 148 000 learners registered in skills development programs;
- 22 000 learners entering artisanal programs;
- 20 500 learners passing artisanal trades;
- 31 300 learners completing learnerships; and
- 5 200 learners completing internships.

The SETA will enter into the Service Level Agreement with the Director-General of the Department and commit that 25% of all targets to be achieved on a quarterly basis, with 100% achievement in the last quarter of the financial year.

The SETA Annual Performance Plan (APP) provides a clear commitment to the delivery of our skills development priorities and targets for implementation during the 2023/24 financial year.



Dr. BE Nzimande, MP
Executive Authority of Higher Education, Science and Innovation

Accounting Officer Statement

The MQA derives its revenues from the skills development levies received from mining companies, therefore, economic factors that affect employment in the mining and minerals sector, impact the organisation's plans, operations, and financial stability. In the next three years we will consider the strategic plan with a view of reviewing our annual performance plans. South Africa is one of the largest producers of the mineral resources. For example, PGM which includes platinum, palladium, rhodium, ruthenium, iridium, and osmium mining commodities. South Africa's reserves constitute 87% of the global reserve base, and the country contributes around 58.7% to global production. Globally, gold remains one of the most sought-after metals used for jewellery and many industrial applications. However, the gold subsector is affected by illegal mining, crime, theft of precious metals and security at the mines. The South African coal subsector is ranked 6th globally in terms of production and 6th in terms of reserves, contributing 3.5% to global output. South Africa produced 9.7 million carats of diamonds in 2021, a 14.8% increase from 2020. Export volumes grew by 40.4% to 8.3 million carats in 2021, owing to high commodity demand as economies and consumer disposable income recovered from the COVID-19 pandemic. The export statistics indicate that commodities valued at R841.6 million were exported in 2021, with the mining economy earning the country approximately US\$55 million in foreign exchange.

We should be cognizant, to the existence of macro, meso and micro factors that serve as key drivers of change that impact on skills demand and supply within the sector and will impact government policy and skills development priorities. Lack of a stable political environment, compounded by social ills such as corruption, protest and violence are among key important determinants of foreign direct investment. Conflict in Ukraine also affect the global commodity market with increasing demand of commodities such as grain and crude oil. Economic factors such as slow economic growth impacts on job creation, persistent inequalities and poverty also play a critical role in the skills development landscape. The effects of COVID-19 pandemic increasing energy tariffs and load shedding, as well 4IR are also important factor that we need to be alive to and respond appropriately. Also affecting skills demand and supply are a wide spectrum of legislative and policy frameworks such as the Mineral and Petroleum Resources Development Act that gave effect to the Mining Charter 2018, the Mine Health and Safety Act No. 29 of 1996, Mineral Beneficiation Strategy, National Growth Path, Industrial Policy Action 2018/19, the National Development Plan, NSDP, HRD Strategy for South Africa, National Priority Skills Plan, Exploration implementation Plan, Hydrogen South Africa Strategy and Economic Reconstruction and Recovery Strategy that seek to contribute towards a creating a sustainable, inclusive economic growth and development in South Africa. All these change

drivers and policy and legislative instruments influence change, interlock and reinforce one another to shape the skills development landscape. Therefore, it is imperative to understand these factors and the opportunities that could be derived from them to identify proper avenues for interventions respond especially in skills development. It is noteworthy 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.

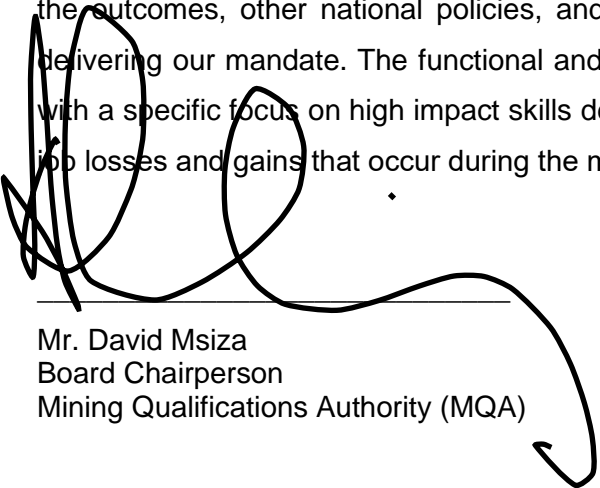
Despite its importance to the South African economy, the sector has not been without challenges. For the past decade, the South African economy has experienced stagnation which has put a strain in the effort to tackle the historical structural inequalities, unemployment, and poverty. The social partners converge on the idea that there should be substantial structural change in the economy that could potentially unlock growth and foster conditions for development. This requires a massive mobilisation of resources and efforts in economic activities that will put the economy in a sustainable and recovery trajectory. For example, during the COVID-19 PANDEMIC outbreak in 2020, the South African government imposed a national lockdown, requiring the closure of non-essential businesses to contain the spread of COVID-19 PANDEMIC. Mining operations were significantly reduced, particularly deep level mining, which is labour intensive, apart from collieries, which were deemed essential for the supply of coal to Eskom, albeit at reduced production levels. Productions that were scaled down included gold, chrome, manganese, and surface material in the PGM subsector. As a result, mines were compelled to undergo care and maintenance for the duration of the lockdown period to avoid the deterioration of operations.

On a positive note, the MMS' economic performance has improved significantly since the outbreak of COVID-19 pandemic. This recovery began in the 3rd quarter of 2020, with most mining companies benefiting from commodity price increases aided by a weaker currency from the South African perspective, resulting in an increase in certain commodity prices and investment. Moreover, the vaccination rollout, which is strongly supported by the industry, is partly responsible for this improvement. Therefore, the MMS continues to be a significant contributor to the economy, with good profitability and strong balance sheets. The economic performance of each subsector is discussed in detail in the section below.

To this end, South Africa has adopted a holistic, integrated and well-coordinated response to these challenges through Economic Reconstruction and Recovery Plan (ERRP) that is aimed at stimulating equitable and inclusive growth was put in place. Importantly for us a SETA, is the Skills Strategy to support the implementation of ERRP. To support the development and

advancement of the employees with the sector, the MQA is committed to continuing to support National Strategies and Plans through skills development. The MQA undertake a wide spectrum of interventions to drive skills transformation and address shortages and gaps in the sectors through interventions such as learnerships, internships, bursaries, skills programmes, workplace exposure programmes and collaborations with TVETs and universities, the MQA can accelerate transformation to ensure the sustainable growth and development of the MMS to expand opportunities for HDIs and improve occupational health and safety. Through partnerships with relevant stakeholders, the MQA aims to promote the growth and sustainability of the jewellery sector through skills development.

Moreover, the MQA aims to explore measures that could develop economic linkages between The strategic plan is in the main 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.



Mr. David Msiza
Board Chairperson
Mining Qualifications Authority (MQA)

OFFICIAL SIGN-OFF

It is hereby certified that this Annual Performance 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 2023- 2024.

Mr. Mashudu Mavhungu

Executive Manager Corporate Service

Signature: 

Ms. Bridgette Mathebula

Acting Chief Operations Officer

Signature: 

Ms. Lebogang Ameliah Matlala

Chief Financial Officer

Signature: 

Mr. Tshepo Tsotetsi

Acting Executive Manager Stakeholder Relations

Signature: 

Mr. Bethuel Nemagovhani

Chief Risk Monitoring and Evaluation Officer

Signature: 

Dr. Thabo Mashongoane

Acting Chief Executive Officer

Signature: 

Mr. David Msiza

Chairperson of the Accounting Authority

Signature: 

Approved by:
Executive Authority (Minister)

Signature: 

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PART A: OUR MANDATE

1. Update to the Relevant Legislative and Policy Mandates

This section should be read in conjunction with the MQA's Strategic Plan, and it does not presume to set out all the legislative and Policy mandates. The Sector Skills Plan (SSP) further identified the subsector legislative changes that affect the business of employers falling within the scope of the Mining and Minerals Sector. The purpose of this section is to highlight the policy and legislative prescripts that hold implications for the forthcoming year, and therefore the APP.

2. Update to Institutional Policies and Strategies

The MQA through this Annual Plan aims to support applicable policies including the National Development Plan. The MQA has through the provision of and increasing of bursaries, artisan development and training of unemployed learners tried to attend to the NDP objectives.

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. The MQA supports various outcome of the NSDP numeracy promoting growth of the TVET sector and encouraging better use of workplace-based skill development.
- 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 development whilst also seeking to address systemic considerations.
- f) Beneficiation Strategy. Skills developments initiatives for the mining beneficiation processes are provided for.
- g) Broad-Based Socio-Economic Empowerment Charter for the MMS. Various programmes have been implemented in order to support the skill needs identified for the MMS.
- 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 2020–2030 (NYP 2030) 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.

- l) Sector Education and Training Authorities ("SETAs") Grant Regulations.
- m) SETA Standard Constitution Regulations.
- n) SETA Work-Based Learning Programme Agreement Regulations.
- o) Draft National Artisan Development Strategy.
- p) National List of Artisan Trades.
- q) Criteria and Guidelines for the implementation of Artisan Recognition of Prior Learning.
- r) Trade Test Regulations.
- s) Draft National Register of Artisans Regulations.
- t) National Generic Artisan Workplace data, Learner Grant Funding and Administration System Policy.
- u) White Paper for School Education and Training.
- v) National Skills Development Plan 2020-2030.

2.1. The MQA through this Strategic Plan aims to support applicable policies including the National Development Plan and the Medium-Term Strategic Framework and Provincial Priorities. The section below outlines the role of the MQA in supporting these policies.

2.1.1 The National Development Plan

This Strategic Plan place emphasis on the priorities identified in the National Development Plan (NDP) including through the provision of bursaries, artisan development and training of unemployed learners.

2.1.2. Medium-Term Strategic Framework

The Medium-Term Strategic Framework (2019-2024) identifies seven priorities to implement the National Development Plan. The MQA will directly contribute to priority 2 (Education, Skills and Health). The MQA will also indirectly contribute to priority 1 (Economic Transformation and Job Creation) and priority 6 (A Capable, Ethical and Developmental State).

3. Updates to 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 compared 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 Sector 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. DHET is currently in engagement with Business Unity South Africa (BUSA) in order to find an amicable solution in regard here to and once resolved, the agreed upon percentage will be communicated to SETAs for implementation.

PART B: OUR STRATEGIC FOCUS

1. Updated Situational Analysis

It is important to be sharp and sure in terms of framing the problem with respect to how supply and demand in the MMS have been impacted by the current socio-political factors. The background context in which these skills development initiatives are implemented is of paramount significance. For the past decade, the South African economy has experienced stagnation which has adversely affected the major policies objectives of government and the sector of creating jobs. Thus, this was counterintuitive to efforts to tackle the historical structural inequalities, unemployment, and poverty. The country continues to encounter the persistent challenges of inequality, unemployment, and poverty.

These challenges have overtime been worsened by sustained low levels of investment and growth. The South African economy experienced two consecutive quarters of negative growth prior to the intensification of the impact of the COVID-19 PANDEMIC crisis on the economy. The unemployment rate has remained stubbornly high and has been increasing prior to the impact of the crisis filtering through the South African economy. The economy has also been experiencing a series of downgrades including for SOEs, thereby rendering the cost of accessing funds for funding critical socio-economic programmes of government expensive. These challenges, coupled with an increasing budget deficit and a rising levels of debt has constrained the fiscal space. To break the stranglehold of these challenges and other economic constraints, requires a plan that will help us take advantage of the opportunities presented by the global economy to put the economy which is also on the mend on a successful trajectory.

The outbreak of the COVID-19 pandemic in March 2020, found a vulnerable South African economy. In fact, the South African economy had experienced two consecutive quarters of a recession, by the time when the pandemic reached our shores. Consequently, the COVID-19 pandemic exacerbates the economic crisis from bad to worse. The negative effects include job losses, deepening the poverty and widening inequality situations of the affected due to loss of income. The extent of the devastation is comprehensive and extensive, and the economic response needed should match or even exceed the scale of such disruption.

The following considerations were made in the process of reviewing the 2023-2024 APP:

SWOT analysis, SSP and other research informed the changes, major contributing factors are:

- Availability of Workplaces
- Improvement of skills development for the growth of the MMS
- Improvement of health and safety in the MMS
- Possible changes in how training and assessment are conducted

- Pipeline of learners
- Possible retrenchments
- Impact of COVID-19 pandemic

PROGRAMME 1

- No changes to the estimated

PROGRAMME 2

- No changes to the estimated

PROGRAMME 3

- 11 out of 46 output indicator targets have been reduced for programme 3 of the year under review.
- 16 out of 46 output indicator targets have been increased for programme 3 of the year under review to ensure achievement of the planned 5-year targets.
- Inclusion of Ministerial imperatives
- Inclusion of Sectoral Priorities list/scarce and critical list

PROGRAMME 4

- No changes to the estimated

1.1. External Environment Analysis

The purpose of the strategy is to ensure that skills required to implement ERRP are available, maximize opportunities for new entrants to access labour markets and support re-training of employees to prevent further job losses. The strategy is demand-driven, establishes linkages to other key government interventions, encourages national departments and entities and the private sector to support its implementation to build the nation. It also acknowledges the importance of public and private education and training providers and workplaces and recognise the need for a coordinated response across government and social partners.

The implications for skills development implications of this strategy is that to achieve the objectives of the ERRP, the MQA should continue to support interventions that increase access to hard-to-fill occupations, support skills programmes, workplace experience programmes, support entrepreneurship and innovation, and employee retraining/up skilling through portable skills. This will ensure that the sector has adequate skills, existing jobs are retained, and new jobs are created.

In addition to the above-mentioned policies and strategies is the National Youth Policy (NYP) 2015-2020, which states that the mining industry needs to work towards enabling more equity participation of black people, support youth-owned businesses through procurement and enterprise development, explore beneficiation as a tool for creating future industrialists, and use the employment equity

legislative requirements to develop and mentor youth to strategic positions within mining companies. The White Paper sets out strategies to improve the capacity of the post-school education and training system to meet South Africa's needs.

The skills implications of these policies are the need for the MQA to improve the capacity of post-school education through the provision of ongoing support for bursaries, learnerships, internships, lecturers' workplace exposure and learners' workplace experience programmes. Moreover, the National Environmental Management Act 107 of 1998 (NEMA) defines the national approach to environmental management and is aimed at promoting sustainable development of renewable and non-renewable resources. Given the existing environmental challenges facing the sector, there will be a need for the sector to align their practices with goals closely linked to achieving the development path of the green economy

Measures to support national strategies and plans including ERRP and its skills strategy. To support the development and advancement of the employees with the sector, the MQA is committed to continuing to support National Strategies and Plans through skills development. Through its offerings such as learnerships, internships, bursaries, skills programmes, workplace exposure programmes and collaborations with TVETs and HETs, the MQA can accelerate transformation to ensure the sustainable growth and development of the MMS to expand opportunities for HDIs and improve occupational health and safety. Through partnerships with relevant stakeholders, the MQA aims to promote the growth and sustainability of the jewellery sector through skills development.

Moreover, the MQA aims to explore measures that could develop economic linkages between primary agriculture, mining and manufacturing sectors to secure greater downstream beneficiation and maximise upstream linkages. Considering the decline in some subsectors, there is a need to develop linkages with other sectors. This may result in multi-sectoral skills transfer.

PESTLE Analysis

Research studies indicate that there are a spectrum of macro and micro, internal and external factors that continue to shape the skills development landscape of the MMS. To this effect, in the planning process, A PESTLE analysis was used in mapping key change drivers of change in the skills development landscape within the MMS. This is a framework used to identify and monitor political, economic, social, technological, environmental, and legal factors affecting attainment of strategic goals in the short, medium, and long terms within the MMS. These factors possess risks and create opportunities as they do not operate in isolation and should, therefore, be thought of as a set of interrelated factors. A broader understanding of these intersecting indicators is critical as they should inform skills planning in the MMS. Therefore, the sector is required to adapt their strategic interventions due to various factors that may affect them, to navigate through the concomitant

challenges. Skills planning at different levels through planning frameworks such as strategic plans and annual performance should engage these new realities. Supply-side organisations such as SETA and training providers can only remain relevant if they respond appropriately to the needs of society. These responses must be reflected in future Sector Skills Plans, programmatic interventions, and training budgets.

Political Factors

Political stability and the absence of conflict and tension are important determinants of foreign direct investment (FDI). Mining companies are very unlikely to invest in a country that they perceive to lack stable political environment and that the government may be destabilised. Though anchored in constitutional democracy, the South African political environment is often afflicted by social ills such as corruption, mismanagement, political intolerance, protests, and violence. These issues often slow down economic development and progress. Therefore, winning the support and confidence of public and investors considering the political challenges becomes one of the most important responsibilities of the government of South Africa.

Socio-Economic Factors

Often referred to as the 'rainbow nation' to its multicultural diversity. The current population of the country is estimated 59.7 million. Life expectancy is estimated to be almost 64 years. However, there are big challenges South Africa faces today such as unemployment which is high, and the public health system is in a state of ailment. Social mobility and economic growth are often halted by poor and inadequate infrastructure. South Africa remains an unequal divided society with growing tensions between immigrants from other parts of Africa and the local communities.

However, despite these challenges, South Africa offers good business opportunities in industries such as the MMS, tourism, building and construction, automotive, telecommunications, education and utility services. People in general in the country desire for better education for their children, rewarding employment opportunities and faster economic growth that offers great opportunities for both local and international organisations. The population patterns and social ills that afflict the society means that SETAs should conceptualise and implement programmes that support emerging businesses, provide vulnerable groups such as unemployment youth, people with disability and women with portable skills necessary for the MMS only but also to ensure employability in other sectors of the economy.

Slow economic growth adversely impacts on job creation and causes a rising trend of retrenchments, with unemployment rate reaching unprecedented levels, as well as downstream consequences including increased poverty and inequality. South Africa is the 42nd largest economy in the world in

terms of nominal GDP. The GDP stands at around 282 billion USD. However, between 2013 and 2016 unemployment rate increased from 24.2% to 26.2% and it now stands at 40 percent (Stats SA, 2021).

This is coupled with an economic environment which is ever changing as it was higher in 2019. This shows the impact of global lockdown on the country's economy in 2020. The sector's GDP has been fluctuating, but slightly increased in 2021. This increase was attributed to the increased demand of PGMs, iron ore, gold, and manganese. The sector was also aided by an increase in exports (StatsSA, 2020, Minerals Council 2021, PWC, 2021). However, the improved GDP contribution was not sustained, as it fell slightly in the first quarter of 2022, returning to pre-COVID-19 pandemic levels. The mining and quarrying industry decreased by 1,1% in the first quarter of 2022, according to StatsSA (2022). This decrease was caused by a drop in reported PGM, iron ore, and gold production (ibid).

Finance, real estate and business services accounts 21,6% of South Africa's GDP, followed by government services (17%), wholesale, retail and motor trade, catering and accommodation (15%), transport, storage and communication (9,3%). Manufacturing accounts for 13,9%; whilst mining and quarrying as previously stated, contributes 8,3% and agriculture 2,6% (Trading economics, 2022). Compared to other sectors of the economy, mining and quarrying was among the only two sectors that did not perform well in the first quarter of 2022. Mining (-1,1%) and construction (-0,7%) contracted in the first quarter. The remaining sectors all recorded positive growth, with the highest growth contributors being the manufacturing sector (4,9%), followed by trade, catering and accommodation (3,1%) and electricity, gas and water (2%) (StatsSA, 2022).

According to the World Bank, South African Reserve Bank, Statistics South Africa, and Minerals Council South Africa (2022), export statistics indicate that commodities valued at R841.6 million were exported in 2021, with the mining economy earning the country approximately US\$55 million in foreign exchange. These figures were 48.8% higher than in 2020. However, despite a rise in exports, total volumes fell by around 2%. Although total volumes slightly declined, exports were still 90% greater in values and 24% in volumes compared to pre-lockdown 2019 (MCSA, 2022).

The increased global demand for PGMs, gold, iron ore, and diamonds provides some relief to MMS employees as it means that their jobs will be sustained. If this demand persists, it will provide opportunities to address the triple challenge of unemployment, poverty, and inequality. On the other hand, there will be a need to invest in the re-skilling, upskilling, and portable skills for employees whose subsectors are not performing well. However, the effect of the Russia-Ukraine war on the South African mining industry cannot be underestimated. Russia's global supply share is 49% – palladium: 42%, diamonds: 33%, aluminium: 26%, platinum: 13%, steel: 7% and copper: 4% and ongoing sanctions imposed could have far-reaching implications. In the short to medium term the price of these minerals will increase, to the benefit of the SA mining sector. If the war continues for longer than three years – and prices are still high – other producers who were unprofitable before the price increases could find themselves profitable and supply will increase thereby stabilising prices (MNCSA, 2022) **COVID-19 PANDEMIC.**

The pre-existing challenges have been exacerbated by the COVID-19 pandemic which will be heightened among companies, employees and the vulnerable in the society. The induced lockdowns implemented to curb the spread of COVID-19 PANDEMIC did not only have an impact on the economic performance of the MMS, but affected Nated (mainly for artisan development), skills programmes, learnerships and short courses, learnerships and work placement programmes. Most MMS-related skills are developed at this level of education, covering a variety of mining operations including blasting, excavations, metallurgy and engineering. Practical training at college workshops and on-the-job workplace experience were said to be affected as access to mining companies were restricted. This has implications for Outcome 2 of the NSDP, articulating the need to link education and the workplace.

Employers stated that because of COVID-19 PANDEMIC, they had to reduce budgets for skills development at one point. This has an impact on the national skill base and jeopardises the achievement of national imperatives. Most companies are also under pressure to accelerate the pace at which critical elements of the fourth industrial revolution are integrated to ensure safety and sustainability. This implies that the nature of the jobs that will be available will change as well. Advanced technologies will drive the future of work, necessitating more educated skill sets.

While access to learning and skills development was maintained in some contexts through a rapid shift to distance learning in technical and vocational education and training (TVET), the pre-existing social and digital divides deprived the most marginalized groups of continued learning and put them at risk of falling further behind. In its planning frameworks the MQA should support the institutional capacitation of the TVET in their effort to adopt the digital(distance) learning solutions to facilitate the acquisition of practical skills and organization of work-based learning, which are essential components for the success of technical and vocational education. This includes efforts to support

TVET teaching force to adapt and transition to the new modalities of programme delivery, learner support and assessment and expanding programmes.

Illegal and unregulated artisanal gold mining remains one of South Africa's growing socio-economic problems, particularly in Gauteng province, where it is reported to pose a growing threat to community, industrial, and state security (Chuma, 2022). Criminal syndicates with global connections, illicit financial flows, and high levels of violence, including Gender-Based Violence and femicide, are frequently at the helm of illegal mining (MCSA, 2022a, DMRE, 2022). According to the DMRE (2022), illegal mining has been associated with human trafficking, the smuggling of weapons and explosives, and other crimes. Illegal miners (zama zamas) are reportedly frequently heavily armed, in possession of explosives, and set ambushes and booby traps for employees, security personnel, and rival illegal mining gangs when trespassing on operating mines (MCSA, 2022a).

Currently, the extent of illegal mining in South Africa is reportedly challenging to ascertain. Likewise, there is no precise estimate of what is lost due to illegal mining. There are approximately 6,100 "abandoned and unclaimed" mines in South Africa, according to the Minister of Mineral Resources and Energy, and rehabilitation estimates have risen to at least R49 billion (DMRE, 2022). Illegal mining is estimated to have cost the South African economy and mining industry approximately R49 billion in 2019; with recent statistics yet to be published. In addition, it is estimated that mining companies spend over R2 billion per year on security to prevent these illegal activities (DMRE, 2022). The Minerals Council South Africa asserts that the impact of illegal mining on operating mining companies, mining employees, communities, and lost taxes, regardless of the actual number is enormous (MCSA, 2022b).

In response to addressing the challenge of illegal mining, the Government established a national coordination and strategic management team (NCSMT), which include the DMRE, SAPS, Intelligence Services, and the DHA. The NCSMT had adopted a three-pronged approach in dealing with illegal mining practices. It was firstly promoting legitimate mining practices through the authorisation of mining permits. Secondly, it was dealing with rehabilitation of derelict mines, particularly in the sealing of mine entrances and shafts to prevent illicit access. Thirdly, the DMRE works closely with law enforcement agencies to reduce incentives for people to enter the practice of illegal mining.

However, the modus operandi of illegal miners was changing in response to these measures, and it was recognised that securitization on its own is not adequate sustainable in dismantling the sizable market for illicit minerals. There had been an increase in the prevalence of violent crimes resulting from gang fighting by competing, heavily armed syndicates for diminishing mining opportunities. The MQA needs to craft a strategy that will contribute towards addressing the phenomenon such as the support of the emerging companies to enter the mainstream mining activities.

Energy Tariffs and Load Shedding

Energy is at the heart of development (World Bank, 2019). The National Development Plan (NDP) envisages that by 2030 South Africa will have an energy sector that promotes economic growth and development through adequate investment in energy infrastructure. However, the MMS continues to face an increased risk on the energy front as electricity has in recent years become a scarce commodity subject to supply interruptions and rising prices.

Commodities that are projected to be vulnerable to the large adjustments in electricity tariffs include gold and platinum mining; ferrochrome and manganese smelting; basic chemicals; iron and steel and basic non-ferrous metals. The MYPD4 application would accelerate the demise of the gold industry (adding 41 027 job losses, on top of 57 482 currently under threat), and platinum group metals mining (adding 37 660 on top of the 90 000 already under threat). The total job loss impact from the MYPD4 when other commodities are included could make this number as high as 150 000, that is; gold; 41 027 + PGM; 37 660 + other commodities; 71 313 = 150 000. In addition, the increase in electricity tariffs will affect local beneficiation, thus making it impossible to render local beneficiation of minerals as a feasible option.

Furthermore, with the MMS being one of the most energy-intensive sectors, mining companies are negatively affected by load shedding. These power disruptions result in production losses which have an impact on the viability of mines. This then affects revenues, investment and will ultimately result in job losses. Unstable energy supply also poses a threat to the safety and security of employees, particularly when companies are uncertain about load shedding schedules and when these schedules are inaccurately implemented by Eskom.

To alleviate the above challenges, the sector requires a reliable supply of competitively priced and stable electricity. Stakeholders in the sector recommended that the relevant government leaders should permit regulatory processes that will enable the formation of self-generation facilities to supplement Eskom's constrained energy and not be heavily reliant on solitary supplier of energy. These challenges also compel mining companies to consider alternative green measures as a source of energy. However, that too will have an impact on the coal subsector in terms of production and employment. There are indirect jobs created by the coal subsector through its multiplier effect on the economy that will also be affected.

In terms of implications in skills planning SETAs should fund interventions that are geared towards creating alternative sources of energy, support merging programmes and identify skills needs requirements for alternative sources of energy as well as green skills.

Technological: Fourth Industrial Revolution (4IR)

Mining is operating within the milieu of 4IR which ushered in a new era in which mining processes and activities are subjected to digitisation in line with technological changes in the global technological-knowledge economy. The rising running costs faced by mining companies can be mitigated by the adoption of artificial intelligence, automation, and big data in the entire mining value chain and production processes. Essentially, this the fourth industrial revolution(4IR) described as a world where individuals move between digital domains and offline reality with the use of connected technology to enable and manage their lives. It integrates cyber-physical systems and the “Internet of Things”, big data and cloud computing, robotics, artificial intelligence-based systems, and additive manufacturing.

The ‘internet of things’ means adoption of technologies which could reduce operational costs including energy efficient systems, boost productivity and increase profit margins. For instance, drones can be used to significantly shorten surveying time, smart protective devices are also good in increasing workers safety. The MNCSA has set up a Digital Laboratory at Wits to explore digital solutions with the aim to improve productivity and safety. Applying advanced analytics can also be useful to optimise mine planning, increase yields and reduce equipment downtime. This digital revolution does not only impact the mining sector, employee skills sets but its effects are evident across all sectors globally and nationally.

The MQA’s 4IR study revealed that different subsectors have embraced technological innovation to different extents. For example, coal and diamond mining subsectors have enough or unlimited headroom and have made significant strides in technological innovation. On the other hand, conventional narrow reef gold and PGM subsectors have limited headroom and have been relatively stagnant when it comes to the introduction of new technologies.

As a result of innovation, the skills requirements will change. There will be a decline or increase in demand for certain roles and new roles will emerge. Thus, it is important for companies to align their human capital development strategies to their innovation strategies. This could include re-skilling, upskilling, and continuous training of employees on the emerging skills.

Table 0.1: Roles and activities expected to change in the MMS

Increasing Roles	Decreasing Roles
<ul style="list-style-type: none"> • Specialists in the re-mining of waste dumps • Data Analysts • Collaborators • Workplace and worker experience reformers (change management specialists) • Unmanned Aerial Vehicle (UAV) operators • Application developers • Re-designers of underground operations • Autonomous truck and loader operators and supervisors • Nanomaterial specialists • Robotics • Alternative energy specialists • Additive manufacturing (3D printing) specialists • Systems Engineers • Cloud computing developers • Information Systems Specialists • Modelling Practitioners 	<ul style="list-style-type: none"> • Payroll and timekeeping clerks • Inspectors, testers, sorters, weighers, samplers • Procurement clerks • Crushing and grinding machine operators and setters • Surveying and mapping technicians • Rock splitters • Excavator and loader operators • Conveyor operators • Freight and cargo agents • Tool and die makers • Truck and ship loaders • Crane, hoist, and winch operators

Source: MQA, 2021

Furthermore, the adoption of autonomous operations could have associated implications on skills requirements as the future of work now require high tech competencies on the part of the employees. There is a need for SETAs to develop a framework that has utility in terms of anticipating future skills needs that come with the ever-changing labour market and technology. 4IR is already changing the ways in which work is done and the future of work. The immediate danger is increased joblessness as tasks are getting digitised. However, there are also opportunities that need to be identified and explore to ensure that many jobs are not lost in the process. Reskilling, upskilling, and multiskilling of the workforce to adapt to the forces of 4IR is crucial. More labour policy and legislation also need to respond to the technological changes and future of work.

Environmental Factors

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.

There is a growing concern for the protection of environment, with the increased focus on the protection and sustainable management of biodiversity, water and climate. To this end, 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.

The needs of the MMs sectors remained varied. However, there are commonalities that cut across the subsectors. The sector requires a people centric, 4IR enabled modernization strategy, an accelerated, transforming innovation capacity building programmes to reclaim the status of South Africa as global leader in mining, public-private partnership like Mandela Mining Precinct to facilitate modernisation. The ability to develop new skills sets and adapt existing ones to rapidly respond to technological changes is also crucial. Recent studies have confirmed the likely impact of new technologies on the nature of jobs, highlighting how, in the mining sector, new skills sets will be required not only for new occupations, but also for existing ones, as current operational jobs will most likely have to adapt to automation going forward.

Legal:

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

In October 2019, BUSA won a court case against 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.

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Performance Environment

This section reflects on the economic performance and the sector's contribution to the economy as a whole.

South Africa ranks among the top ten producers of manganese ore, chrome, ferrochrome, iron ore, gold, platinum, piped medical gases, coal, and nickel in the world. It also produces 75.2 % of the world's chrome, 29 % manganese, 18.8 % zirconium, 17.5 % vanadium, and 11.1 % gold (MQA, 2019). Despite its importance to the South African economy, the sector has not been without challenges. For example, during the COVID-19 PANDEMIC outbreak in 2020, the South African government imposed a national lockdown, requiring the closure of non-essential businesses to contain the spread of COVID-19 PANDEMIC (Stats SA, 2020). Mining operations were significantly reduced, particularly deep level mining, which is labour intensive, with the exception of collieries, which were deemed essential for the supply of coal to Eskom, albeit at reduced production levels. Productions that were scaled down included gold, chrome, manganese, and surface material in the PGM subsector (Mining Review Africa, 2020). As a result, mines were compelled to undergo care and maintenance for the duration of the lockdown period to avoid the deterioration of operations (de Jager, 2020).

Encouragingly, the MMS' economic performance has improved significantly since the outbreak of COVID-19 pandemic. This recovery began in the third quarter of 2020, with most mining companies

benefiting from commodity price increases aided by a weaker Rand, resulting in an increase in certain commodity prices and investment (PWC, 2021). Moreover, the vaccination rollout, which is strongly supported by the industry, is partly responsible for this improvement (Mackay, 2022). Therefore, the MMS continues to be a significant contributor to the economy, with good profitability and strong balance sheets. The economic performance of each subsector is discussed in detail in the section below.

1.4.2 Overview of the MMS Subsectors

1.4.2.1 PGM Mining

PGM includes platinum, palladium, rhodium, ruthenium, iridium and osmium mining commodities. South Africa's reserves constitute 87% of the global reserve base, and the country contributes around 58.7% to global production. PGMs are primarily used in the jewellery and automotive sector for their excellent catalytic properties. They are also used for investment (coins and bars), fuel cells, and other various industrial purposes (MCSA, 2021a).

PGM sales surpassed coal sales in 2020 for the first time in the last decade, becoming the major contributor to the MMS' total sales. The last time this occurred was during the platinum price boom between 2000 and 2010. The key drivers of the basket price in 2020 were increases in the US\$ rhodium price (187.2 %) and palladium price (44 %). Platinum prices increased by 2%. Rand prices of PGMs were also aided by a significant decline in the Rand/Dollar exchange rate in 2020 when the Rand fell 12.4 % against the US dollar. This was due to the economic uncertainty caused by COVID-19 PANDEMIC (MCSA, 2021a). This upward trend continued in 2021, with PGM sales increasing by 76%, accounting for 26.1% of the sector's mineral sales (Stats SA, 2021b). PGM production increased by 26% in 2021, totalling 285.3 tonnes, up from 226.5 tonnes in 2020. Export volumes for the entire basket increased by 49% (264.6), from 177.5 tonnes in 2020. Export earnings increased by 85% to R321.3 billion in 2021 compared to 2020, with local sales increasing by 47 % to R25.3 billion (MCSA, 2022).

1.4.2.2 Gold Mining

Globally, gold remains one of the most sought-after metals used for jewellery and many industrial applications. However, the gold subsector is affected by illegal mining, crime, theft of precious metals and security at the mines (MCSA, 2020). Compared to other commodities, gold mining had the privilege of capitalising from the COVID-19 PANDEMIC outbreak. In 2020, the price of gold increased by 45.3% in Rand terms, aided by the weakening of the exchange rate (StatsSA, 2021b). In 2021 gold production increased by 9.6% to 105 tonnes from 96 tonnes in 2020.

Sales also increased at R102.2 billion, representing an increase of 18.2% when compared to 2020. Total export volumes increased by 51.6% to 107 tonnes, while export earnings increased by 35.1% to R93.1 billion. During the same period, local sales volumes dropped by more than half to 11 tonnes, while local sales revenues declined by 47.9% (to R9.2 billion) (MCSA, 2022).

1.4.2.3 Coal Mining

The South African coal subsector is ranked 6th globally in terms of production and 6th in terms of reserves, contributing 3.5% to global output (Minerals Council South Africa, 2020). Coal reserves and coal mining activities are predominant in Mpumalanga. It is one of the largest subsectors in South Africa, accounting for more than 24% of total production volumes (weighted). The major user of coal is the electricity generation sector, followed by exports, liquid fuels manufacturing, and other uses, including use by businesses for combustion processes and household use (MCSA, 2021).

Production in the coal subsector dropped by 7.8 % in 2021 to 228.6Mt from 248.1Mt in 2020. In 2021, the international price of South African coal averaged US\$119.84/Mt, up from US\$65.66/Mt in 2020. Naturally, this could have increased production and exports, but it did not. Export volumes were 21.5% lower in 2021, registering 46.8Mt compared to the 59.7Mt exported the year before. Most of the coal that was not exported can be attributed to constraints in rail and port infrastructure and operations. This equates to a loss of R22.7 billion in export revenue for the country (MCSA, 2022). The subsector has also seen little investment in the form of Greenfield projects. Due to the general negative global outlook of coal, coal mining is vulnerable to changes in global demand, with several countries enacting strict legislation prohibiting its usage (PWC, 2021).

Despite a drop in production, export earnings increased by 39.9 % from R45.5 billion in 2020 to R63.7 billion in 2021. Local sales earnings, which are dominated by Eskom pricing contracts, increased by 1.6 % to R86.4 billion. Local coal prices per tonne are generally significantly lower than international prices, accounting for up to one-third of international Rand-converted prices (MCSA, 2022).

1.4.2.4 Diamond Mining

Diamond deposits are concentrated in Northern Cape, Free State and Limpopo provinces. They comprise an intricate lattice of carbon atoms, a crystalline structure that makes them harder than any other form in nature. Diamonds are popular in jewellery and sought after in high-tech cutting, grinding, and polishing tools (MCSA, 2021a).

South Africa produced 9.7 million carats of diamonds in 2021, a 14.8% increase from 2020. Export volumes grew by 40.4% to 8.3 million carats in 2021, owing to high commodity demand as economies

and consumer disposable income recovered from the COVID-19 pandemic. In addition, domestic diamond sales volumes increased by 61.8% to 2.1 million carats in comparison to 2020. Compared to 2020, total sales earnings for the diamond subsector increased by 59.3% to R21.4 billion. This is also significantly higher than the R13.2 billion earnings achieved in 2019. Local sales earnings were R7.9 billion in 2021, a 54% increase over the previous year (MCSA, 2022).

1.4.2.5 Diamond Processing and Jewellery Manufacturing

The South African diamond processing subsector consists of 221 licenced diamond manufacturers. The Master Diamond Cutters' Association has 80 registered members employing 95% of the employees in this subsector. South Africa's State Diamond Trader was launched in February 2008 and is mandated to purchase 10% of South Africa's rough diamond production to sell to local beneficiaries.

Despite the country's wealth of resources, South Africa's jewellery manufacturing industry is small. The majority of jewellery manufacturing companies are located in Gauteng, the Western Cape, and KwaZulu-Natal. These companies benefit from mining outputs such as gold, platinum, silver, and diamonds to manufacture jewellery for both domestic and export markets. The COVID-19 PANDEMIC had a significant impact on the jewellery industry. According to stakeholders, COVID-19 PANDEMIC-19 slowed the industry's economic performance among small businesses. However, the opposite trend was observed for companies that sell high-end jewellery. When travel restrictions were imposed by some countries, people turned to high-end jewellery (antique jewellery, jewellery with high-quality gemstones and diamonds) as an alternative investment channel.

1.4.2.6 Cement, Lime, Aggregates and Sand (CLAS)

Small and medium-sized companies dominate the CLAS subsector. Large firms in this subsector include cement manufacturers, phosphates, vermiculite and dimension stone producers. The majority of small-scale mining (90%) also fall into this group of industrial commodities.

Aggregate and sands recorded the highest total sales in 2019, amounting to R6.9 billion. This was despite a 1.8% decrease in physical production due to an ailing domestic construction sector where most of these materials are used. The depressed construction sector also affected limestone production as it decreased by 1.1%. Limestone is predominately used in cement production, a key ingredient for the construction sector (MCSA, 2020).

Furthermore, South Africa's cement industry is reported to be oversupplied, making it prone to low-cost imports and the proliferation of low-cost blended cements. Due to prolonged economic stagnation, construction and government infrastructure spending have been claimed to have provided

little growth opportunity over the last five years. Despite the fact that South Africa has excess cement manufacturing capacity, the country continues to receive imported cement. Due to temporary import disruptions caused by COVID-19 pandemic and the government's adoption of a more aggressive localisation policy, opportunities in the industry have only arisen in the last two years. Even so, the domestic market is overtraded, resulting in significant capacity underutilization and price wars on occasion (Woods, 2022).

1.4.2.7 Other Mining

The Other mining subsector includes uranium producers, phosphates, copper, chrome, iron ore, manganese, and salt. South Africa's copper deposits lie mainly in Limpopo. South African iron ore is ranked 13th globally for reserves, 6th for production and 5th for exports. Manganese is ranked 1st in the world in terms of reserves, 2nd in production and 2nd for exports. Iron ore and manganese deposits are concentrated in Northern Cape (MCSA, 2020).

Total iron ore production increased by 31% to 73.1Mt, while export volumes increased by 1% to 60.8Mt. Local sales increased by 18% to 6.8MT. In 2021, export earnings increased by 39% to R115.7 billion, while local sales earnings rose by 57% to R5.1 billion, although from a low base (MCSA, 2022). In 2021, manganese production, exports, and local sales volumes increased by 18.3% to 19.2Mt, 4.9% to 16Mt, and 14.4 percent to 2.5Mt, respectively, compared to 2020. However, all sales earnings' indicators fell, with export earnings falling by 0.4 percent to R34.3 billion and local sales falling by 3.1 percent to R2.8 billion (Ibid).

South Africa produces approximately 61% of the world's chrome. Chrome ore production has grown by 27% to 18.4MT in 2021, up from 14.5MT in 2020. Exports and local sales volumes increased by 14.2% to 10.2MT and 12.7% to 5.2MT, respectively (Ibid). Chrome ore has four main uses, i.e., steel or alloy making (metallurgical grade ore), chemical, foundry sand, and refractory grade.

1.4.2.8 Services Incidental to Mining (SITM)

The Services Incidental to Mining category consists of companies providing services incidental and closely related to the MMS. These include research and development in the mining and mineral extraction, training, catering, payroll services, manufacturing, distribution, hiring and maintenance of machinery and equipment, consulting services, shaft sinking, transportation and logistics. The contribution of this sector to the GDP is indirect since the mining sector depends on essential services. Stakeholders in the services incidental to mining subsector asserted that COVID-19 PANDEMIC had hard-hit their industry. Companies are struggling to retain jobs, having to retrench some of their employees.

1.4.3 Mineral Sales and Exports

According to the World Bank, South African Reserve Bank, Statistics South Africa, and Minerals Council South Africa (2022), export statistics indicate that commodities valued at R841.6 million were exported in 2021, with the mining economy earning the country approximately US\$55 million in foreign exchange, as seen in Figure 1.3 below. These figures were 48.8% higher than in 2020. However, despite a rise in exports, total volumes fell by around 2%. Although total volumes slightly declined, exports were still 90% greater in values and 24% in volumes compared to pre-lockdown 2019 (MCSA, 2022).

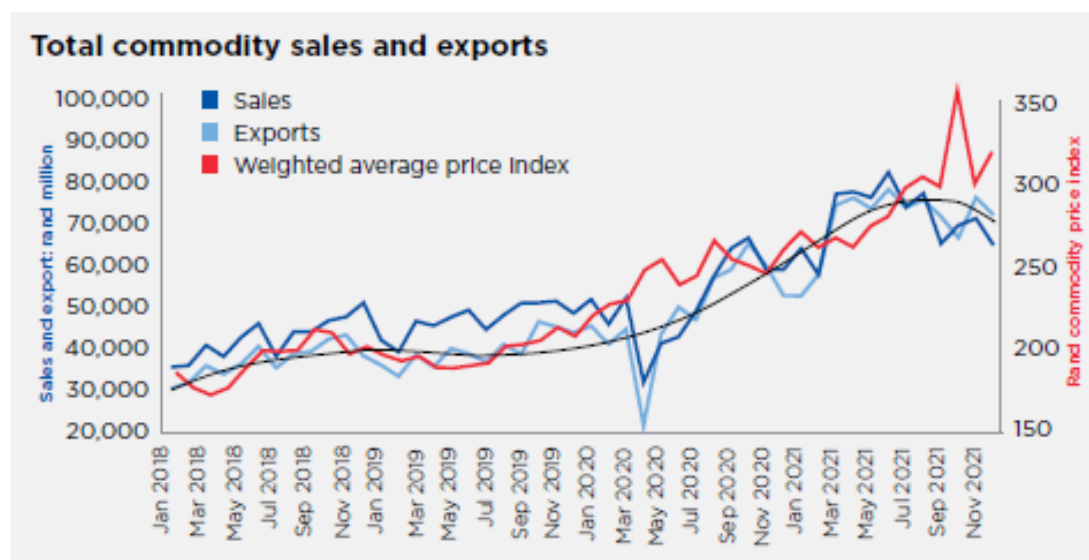
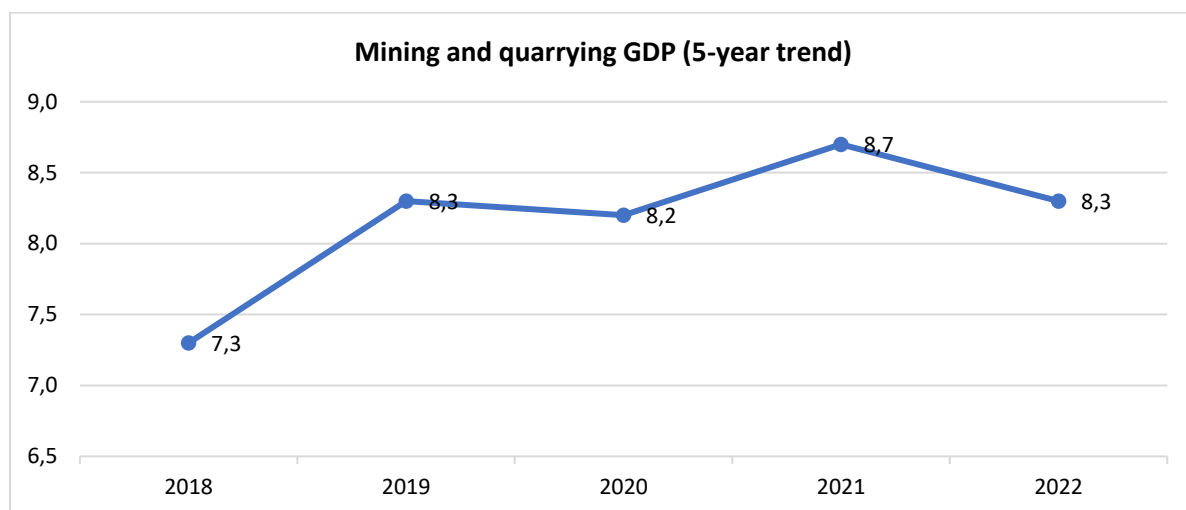


Figure 0.2: Minerals Sales and exports (2018-2021)

Source: World Bank, South African Reserve Bank, Statistics South Africa, Minerals Council South Africa, 2022

1.4.4 Mining and Quarrying GDP

The Figure below illustrates the MMS' contribution to the national GDP for the past five years (2018-2022). The sector's GDP has been fluctuating, but slightly increased in 2021. This increase was attributed to the increased demand of PGMs, iron ore, gold, and manganese. The sector was also aided by an increase in exports (StatsSA, 2020, Minerals Council 2021, PWC, 2021). However, the improved GDP contribution was not sustained, as it fell slightly in the first quarter of 2022, returning to pre-COVID-19 PANDEMIC levels. The mining and quarrying industry decreased by 1,1% in the first quarter of 2022, according to StatsSA (2022). This decrease was caused by a drop in reported PGM, iron ore, and gold production (ibid).



Source: MCSA, Stats SA, 2017-2021, Stats SA Q1, 2022

Figure 0.3: Mining and quarrying GDP (5-year trend)

1.4.3.1 Comparison of Economic Sector Contribution to GDP

Finance, real estate and business services accounts 21,6% of South Africa's GDP, followed by government services (17%), wholesale, retail and motor trade, catering and accommodation (15%), transport, storage and communication (9,3%). Manufacturing accounts for 13,9%; whilst mining and quarrying as previously stated, contributes 8,3% and agriculture 2,6% (Trading economics, 2022). Compared to other sectors of the economy, mining and quarrying was among the only two sectors that did not perform well in the first quarter of 2022. Mining (-1,1%) and construction (-0,7%) contracted in the first quarter. The remaining sectors all recorded positive growth, with the highest growth contributors being the manufacturing sector (4,9%), followed by trade, catering and accommodation (3,1%) and electricity, gas and water (2%) (StatsSA, 2022).

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 MMS.

These new events indicated a positive outlook for the MMS before the COVID-19 pandemic. The pandemic has had a negative impact in all economic sectors, with the MMS not being spared. 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 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 MMS 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 and 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 can 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 Department of Science and Technology and Department of Trade and Industry 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 MMS related occupations such as technicians, artisans, supervisors, and managers.

Mineral beneficiation

Mineral Beneficiation has become one of the major catalysts to 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). Thus, 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

The Constitution, which is the supreme law of South Africa provides for establishment of structures ensuring protection, respect, and fulfilment of the workers' rights, via provisions related to freedom of speech, assembly, and association. Consistent with this, trade unionism is one of the essential components of the current workplace dispensation. The MMS 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 MMS. 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.

Employer Profile

Table 1.6 below illustrates the geographical location of registered levy paying employers in the MMS - indicating that most companies are situated in Gauteng (42,3%). The Eastern Cape (1, 7%) and Free State (2,4%) have the least employers in the sector. There is no relevant information on start-ups and closures to be published at this period.

Table 0.2:Employers' geographical location

Province	No. of employers	% of employers
Gauteng	1093	42,3%
Mpumalanga	379	14,7%
North-West	328	12,7%
Western Cape	229	8,9%
Northern Cape	201	7,8%
Limpopo	150	5,8%
KwaZulu-Natal	100	3,9%
Free State	62	2,4%
Eastern Cape	44	1,7%
Total	2586	100%

Source: DHET registration file (July 2022)

1.6.1 Subsector, Size and Number of Companies Represented in the MMS

The majority of employers as illustrated in Table 1.7 below are small (79,6%) and found within the Other Mining subsector (46,5%), followed by Services Incidental to Mining (25,1%). The least number of employers are found within the PGMs mining (0,8%) and equally Diamond Mining (0,8%) subsectors.

Table 0.3:MMS companies represented by subsector and company size

Subsector	Company size			Total per subsector	
	Large	Medium	Small	No. of employers	% of employers
CLAS	15	27	90	132	5,1%
Coal Mining	43	29	187	259	10,0%
Diamond Mining	2	2	16	20	0,8%
Diamond Processing	4	2	37	43	1,7%
Gold Mining	27	13	45	85	3,3%
Jewellery Manufacturing	1	9	165	175	6,8%
Other Mining	149	106	947	1202	46,5%
PGM Mining	14	1	6	21	0,8%
Services Incidental to Mining	41	42	566	649	25,1%
Total	296	231	2059	2586	100%
%	11,4%	8,9%	79,6%		

Source: DHET registration file (July 2022)

The following section presents the labour market profile of the MMS

1.7 Labour Market Profile

The labour market profile was obtained from the 31 May 2022 MQA WSP/ATR dataset, the July 2022 DHET levy registration file and December 2021 DMRE's labour statistics. The data was weighted to provide a close to realistic outlook of the sector. The weighting formula and other relevant formulae can be found in Annexure A of the SSP.

1.7.1 Demographics: Gender, Race, Age & Major Occupation

Table 0.4: Major occupational groups by gender and race

Demographic	Category	N	%
Gender	Female	92246	18,4%
	Male	409358	81,6%
Race	African	443169	88,4%
	Coloured	12353	2,5%
	Indian	2550	0,5%
	White	43532	8,7%
Age	<25	9192	1,8%
	25-34	111655	22,3%
	35-44	186436	37,2%
	45-54	128295	25,6%
	55-64	64161	12,8%
	65+	1865	0,4%
Major occupation	Managers (2021-1)	12402	2,5%
	Professionals (2021-2)	24239	4,8%
	Technicians and associate professionals (2021-3)	77975	15,5%

	Clerical support workers (2021-4)	19769	3,9%
	Service and sales workers (2021-5)	5636	1,1%
	Skilled agricultural, forestry, fishery, craft and related trades workers (2021-6)	42590	8,5%
	Plant and machine operators and assemblers (2021-7)	196262	39,1%
	Elementary occupations (2021-8)	109706	21,9%
Total		501604	100%*

Source: Weighted MQA WSP and ATR (31 May 2022)

*Total indicating each demographic

Table 1.8 above indicates that the MMS is male dominated, with males representing 81,6% of the population. The majority of employees (88,4%) are Africans and are mostly between the ages of 35 and 44 (37,2%). In addition, most of the MMS employees (39,1%) are Plant and machine operators and assemblers. The three most common plant- and machine operators and assemblers are scraper winch operator, rock drill operator and mining operator (MQA, 2021).

1.7.2 Management Levels by Race and Gender

Table 0.5: Management Levels by race and gender

Management Level	Race				Total
	African	Coloured	Indian	White	
Skilled technical and academically qualified workers, management, supervisors, foremen and superintendents	79826	4470	946	23856	109099
	73,2%	4,1%	0,9%	21,9%	100%
Female	16732	1045	335	4050	22162
	15,3%	1,0%	0,3%	3,7%	20,3%
Male	63094	3425	612	19805	86936
	57,8%	3,1%	0,6%	18,2%	79,7%
Professionally qualified and experienced specialists and middle management	12304	1088	898	9125	23415
	52,5%	4,6%	3,8%	39,0%	100%
Female	3820	307	343	1951	6422
	16,3%	1,3%	1,5%	8,3%	27,4%
Male	8484	781	555	7174	16993
	36,2%	3,3%	2,4%	30,6%	72,6%
Senior management	2408	185	283	2781	5657

	42,6%	3,3%	5,0%	49,2%	100%
Female	658	35	101	470	1263
	11,6%	0,6%	1,8%	8,3%	22,3%
Male	1750	150	182	2311	4394
	30,9%	2,7%	3,2%	40,9%	77,7%
Top management	469	54	58	737	1318
	35,6%	4,1%	4,4%	55,9%	100,0%
Female	145	15	22	130	312
	11,0%	1,1%	1,7%	9,9%	23,7%
Male	324	39	36	607	1006
	24,6%	3,0%	2,7%	46,1%	76,3%
Total	95007	5797	2185	36499	139488
	68,1%	4,2%	1,6%	26,2%	100%

Source: Weighted MQA WSP and ATR (31 May 2022)

Africans account for 68,1% of management roles. The majority of them are in junior (73,2%) and middle management (52,5). Despite making up 26,2% of the management workforce, white employees dominate senior and top management positions. White males in particular, dominate senior (40,9%) and top management (46,1%). Females constitute almost a quarter of MMS' management.

1.7.3 Highest Education Obtained

Table 0.6: Highest education obtained

Qualification	N	%
No schooling	11222	2,2%
AET Level 1/ Grade 1-3	19117	3,8%
AET Level 2/ Grade 4-6	15897	3,2%
AET Level 3/ Grade 7-8	26071	5,2%
AET Level 4/ Grade 9/Standard 7/Form 2/Level 1 Occupational Certificate	18225	3,6%
Bachelor's Degree/Higher Diploma/B-Tech Diploma/Advanced Diploma	13455	2,7%
Diploma /National Diploma/N Diploma/Advanced Certificate	34402	6,9%
Doctorate /PhD	224	0,0%
Higher Certificate	14324	2,9%
Honours Degree/Postgraduate Diploma/Bachelor's Degree	4199	0,8%
Master's Degree	1915	0,4%
Std 10/ Grade 12/Form 5/National Senior Certificate/Matric/ National Certificate Vocational (NCV Level 4)/ Level 4 Occupational Certificate / N3 (NATED Level 3)	186149	37,1%
Std 8/ Grade 10/Form 3/ National Certificate Vocational (NCV Level 2 / Level 2 Occupational Certificate/ N1(NATED Level 1) /Elementary Certificate	44966	9,0%
Std 9/Grade 11/Form 4/ National Certificate Vocational (NCV Level 3) / Level 3 Occupational Certificate/ N2 (NATED Level 2) / Intermediate Certificate	49257	9,8%
Unspecified	62180	12,4%

Qualification	N	%
Total	501604	100%

Source: MQA Weighted WSP and ATR (31 May 2022)

The highest qualification held by the MMS workforce is depicted in Table 1.10 above. According to the MQA's WSP analysis study, the MMS was historically associated with a high rate of illiteracy among its workforces. However, the results above show that this has changed, as over a third of employees (37,1%) now have a standard ten or grade twelve as their highest qualification. Only a small percentage of employees (2,2%) have no schooling experience. Exposure to some form of education is critical for developing the competencies of low skilled employees and demonstrates that they are functionally literate (MQA, 2021). While this is positive, the proportion of employees with post-matric remains low, accounting for only 13,7% of employees. There is currently a trend towards recruiting employees with qualifications higher than a standard 10/matric as these credentials are required for advancement into more skilled occupations. In addition, the nature of work and jobs created as a result of technology implementation will necessitate the acquisition of new skills. Individuals with a lower level of education and skills are mostly at risk. As a result, they must be integrated into tertiary education, as emerging occupations will require employees with advanced digital and technological skills, which typically require post-matric education (MQA, 2020).

1.7.4 The Status and Trends of Employment in the MMS

This section provides a 5-year trend analysis of employment in the MMS for the period 2018-2022 by subsector, gender, and people living with disabilities. The results are discussed below. Please note that the 2020 data is the same as the 2019 data. Due to various concerns about data credibility, data received in the 2020 WSP-ATR submissions could not be used for the SSP update, necessitating the use of prior year's data.

1.7.4.1 Sub-sectoral employment trends

Table 0.11 Subsectoral employment trend in the MMS (2018-2022)

Subsector	2018	2019	2020	2021	2022	Average difference
CLAS	15637	10746	10746	6829	12275	-21,5%
Coal mining	86235	89775	89775	91271	91123	5,7%
Diamond mining	16714	15888	15888	13889	13489	-19,3%
Diamond Processing	1790	1461	1461	1626	1408	-21,3%
Gold mining	98965	94152	94152	93537	92452	-6,6%
Jewellery Manufacturing	1902	1853	1853	1811	2317	21,8%

Other mining	62 674	71198	71198	77210	78494	25,2%
PGM mining	167794	166367	166367	165308	177780	6,0%
Services incidental to mining	35854	35206	35206	56132	32266	-10,0%
Totals	487565	486646	486646	507613	501604	2,9%

Source: MQA Weighted WSP and ATR (2018-31 May 2022)

Table 1.11 above illustrates that in the past 5 years, 5 subsectors: Other mining (25,2%), Jewellery Manufacturing (21,8%), PGM mining (6%) and Coal mining (5,7%), contributed to employment growth in the sector. However, whilst there were employment growths in some subsectors, a decline was observed in others. The CLAS subsector (-21,5), followed by Diamond processing (-21,3) and Diamond mining (-19,3%) contributed to the most job losses.

1.7.4.2 DMRE sub-sectoral employment breakdown

Table 0.12 Subsectoral employment trend as per the DMRE (2018-2022)

Subsector	2018	2019	2020	2021	2022
CLAS	**	**	**	**	***
Coal mining	89790	95416	91231	91123	***
Diamond mining	16392	15091	13625	13489	***
Diamond Processing	**	**	**	**	***
Gold mining	100793	94731	94432	92452	***
Jewellery Manufacturing	**	**	**	**	***
Other mining	70630	77701	76468	78494	***
PGM mining	167038	164674	161503	177780	***
Services incidental to mining	**	**	**	**	***
Totals	444643	447613	437259	453338	***

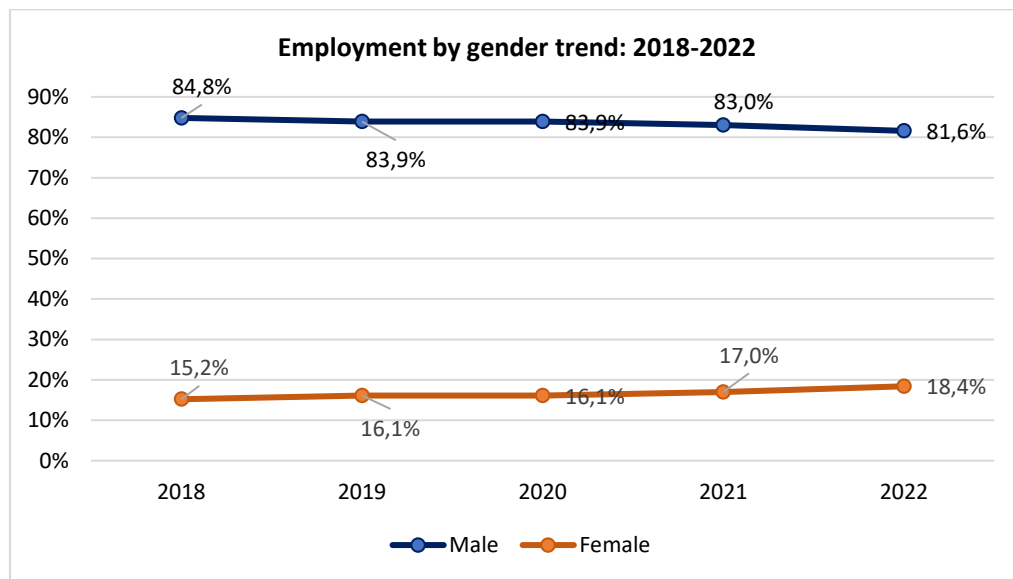
Source: DMRE Labour Stats (December 2021)

*** Statistics not yet published

** Subsectors not represented by DMRE

Table 1.12 above depicts an employment trend as reported in the DMRE data sets received for subsectors indicated under the period mentioned.

1.7.4.3 Gender distribution trend



Source: MQA Weighted WSP and ATR (2018-31 May 2022)

Figure 0.5: Employment by gender trend: 2018-2022

As previously mentioned, the sector remains male dominated. Even though females are underrepresented, the research results illustrated in Figure 1.5 indicate that the representation of females in the MMS has gradually improved, from 15,2% five years ago to 18,4% presently. Compared to other countries globally, this statistic surpasses India and Mongolia (6%), Chile (8,5%) and slightly passes Sweden (15%), Australia and Canada (16%) (Andersson, 2012; Connell & Claughton, 2018; Measham & Zhang, 2019; Minerals Council, 2020 and MIHR, 2019). Although female's representation is increasing, there is still room for improvement.

1.7.4.4 Employment trend of employees living with a disability

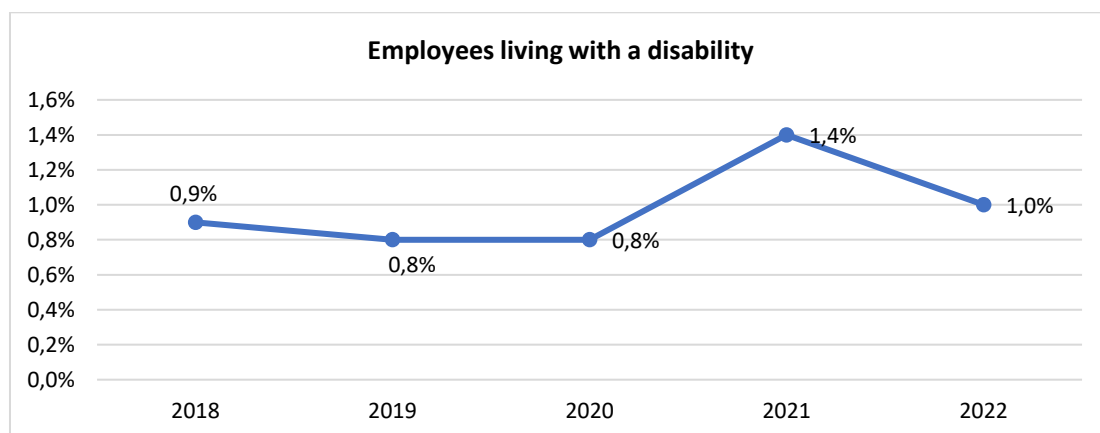


Figure 0.6: Employment trend of employees living with a disability: 2018-2022

Source: MQA Weighted WSP and ATR (2018-30 April 2022)

Figure 1.6 above demonstrates the employment of employees living with disabilities in the MMS. The 2018 Mining Charter requires that a minimum of 1,5% representation of people living with a disability,

in line with national or provincial demographics. The results demonstrate that the sector is falling short of attaining the Mining Charter's targets, although the target was nearly met in 2021. The MQA is currently conducting research with a research partner to investigate factors that are impeding the attainment of equity targets with respect to people with disability within the MMS. The findings of this study's research will ideally provide answers the challenges that employers experience in employing people living with a disability.

1.8 Conclusions

This chapter demonstrated that South Africa continues to play an important role in the global mining economy. Despite the fact that the COVID-19 PANDEMIC precipitated several changes that impacted the sector, most of the subsectors managed to rebound from these challenges. The future economic outlook for some subsectors, however, is bleak, with the likelihood of increasing South Africa's triple challenges of inequality, poverty, and unemployment. The successful remediation of the COVID-19 pandemic will depend on global and national response effectiveness to address challenges brought by the pandemic. This provides a window of opportunity to develop innovative strategies to address skills development within the MMS.

The majority of registered employers in the MMS are from Gauteng (42,3%) and Other mining (46,5%). PGM mining (35,4%) employs most of the sector's employees. Transformation in the sector is moving at snail's pace as males remain dominant and targets set by the 2018 Mining Charter for employees living with a disability have never been met. This indicates a cause for concern and a need to address this challenge. Demographic disparities in gender and management by equity compositions signals the need for the MMS to continue addressing workforce imbalances. The sector should increase the intake and absorption of females in core mining occupations. The same applies to people living with disabilities. Moreover, it is imperative that the transformational objective of the Mining Charter be aligned to relevant skills development programmes in the MMS with the aim of increasing the participation of historically disadvantaged persons within management levels. The MQA, through its skills development programmes, may assist in addressing such challenges.

1.2. Internal Environment Analysis

SWOT Analysis

STRENGTHS

- Governance structure (Board in place, with committees)
- Organisational structure- demonstrates transformation
- Financial stability
- Policies and systems
- Willingness to innovate (OTIM)
- Recognition agreement with organised labour
- National footprint
- Customer centricity (Improving)
- Partnership
- Organisational culture
- Leadership

WEAKNESSES

- SSP- Discretionary Grant alignment
- Limited human capital
- Information Management
- Lack of customer centricity
- Turnaround times not effective as it should be.
- Ineffective performance management system
- Strategic Objectives not realised/missed targets
- Too many indicators' compromises focus
- Digitalization of workplace environment

OPPORTUNITIES

- COVID-19 Pandemic-new interventions
- 4IR-innovations
- Brand image
- Research and development (innovation)
- Improve health and safety policies
- Empowerment programmes-empower youth and women
- Mining Charter-(gives cues for sector priorities)
- Beneficiation
- Unemployment rate/retrenchment
- Cooperation with the employers in the Mining and Minerals Sector
- Partnerships
- Digitalization Strategy
- Knowledge Management System
- Promote Skills Development
- Improvement of regional offices

THREATS

- COVID-19 Pandemic challenges to business model & skills
- Disaster Management
- 4IR- addressing the impact thereof
- Re-establishment of SETAs
- Regulation changes/Legislation uncertainty
- Economic recession
- Unemployment rate
- Retrenchments
- Court ruling on the DHET regulation 4.4 regarding mandatory grants (BUSA Case)
- Capacity constraints (unavailability of workplaces to host learners)
- Cyber Attacks



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 footprint 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 impact of COVID-19 pandemic has resulted in the shrinking of the MMS and has led to low intake of learners by employers. The MMS is still lacking in addressing the 4IR.

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	Advise 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.	Governance and Strategy Committee	<ul style="list-style-type: none"> • Development policies, principles, criteria and guidelines that are necessary for the governance and strategy function for the SETA. • Promote good governance. • Review the process for communicating the code of conduct to the MQA's board and employees and monitoring compliance therewith. • Report to the Accounting Authority on such matters as it deems necessary; and • Develop the skills development strategy for the Sector. • Quality Management Systems for skills development provision on reporting for reviewed/developed Learning programmes, assessment tool bank, accreditation of providers including Workplace Approvals and quality learner achievements for certifications. • Oversee and Report to the AA on matters relating to quality assurance, as delegated by the QCTO • Oversee and report to the AA on matters relating to the development, management and implementation of effective and efficient learning program systems for MQA. • Oversee the development and implementation of policies, strategies, 	The Committee comprise of at least four (4) members representing Organised Labour and Organised Employers, CEO, COO, CFO, EMCS, CRMEO and EMSR	Quarterly
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		<p>principles, criteria related to learning programme and initiatives for MQA</p> <ul style="list-style-type: none"> • Oversee the strategic planning of MQA in terms of MQA Strategic focal areas in support of SSP and industry needs. • Oversee the execution of the skills planning and development through research. • Oversee the MQA Sector Skills Planning process and research agenda to inform and guide MQA on relevant scarce and critical skills for the chemical industry. • Oversee on Organisational Performance Reporting, Impact Assessment and monitoring of deliverables against SSP, Strategic Plan and Annual Performance Plan. • Organisational performance and monitoring of deliverables against SSP, Strategic Plan and Annual Performance Plan. 		
6.	Remuneration Committee (REMCO)	Oversee the implementation of the Human Resource governance and a Remuneration Framework for the MQA	Three independent members; and one representative stakeholder per	Quarterly

Organisational Structure

The staff compliment as at end of August 2022 depicted in the table below, gives a spilt of number of employees by position against the approved organisational structure.

The MQA staff compliment as at end of August 2022.

Position	2020/2021		
	No. of employees (in original positions)	No. of vacancies	% of vacancies
Top Management	4	1	2,0%
Senior Management	11	6	35,29%
Professionally qualified	25	8	24,24%
Skilled technical and academically	70	6	7,89%
Semi-skilled	8	0	0,0%
Unskilled	8	0	0,0%
Total	126	21	14,28%
Fixed Term (Temporary employees and Interns)	38	2	
Total	164	23	

Employee Workforce Profile

The table below outlines the MQA work force profile as at end of August 2022 also reflects employees in their original positions

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	3	0	0	0	1	0	0	0	0	0	4
Senior management	5	0	0	0	5	1	0	0	0	0	11
Professionally qualified and experienced specialists and mid-management	9	0	1	0	11	0	1	3	0	0	25
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	20	1	2	0	45	2	0	0	0	0	70
Semi-skilled and discretionary decision making	2	0	0	0	5	1	0	0	0	0	8
Unskilled and defined decision making	2	0	0	0	6	0	0	0	0	0	8
TOTAL PERMANENT	41	1	3	0	73	3	1	3	0	0	126
Temporary employees	14	0	1	0	23	1	0	0	0	0	38
TOTAL	55	1	4	0	96	4	1	3	0	0	164

The MQA currently employs 126 permanent staff members supported by 9 Interns and 29 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.

IMPACT OF COVID-19 PANDEMIC

On the 4th of April 2022, His excellency, The President of The Republic of South Africa, declared an end to National State of Disaster. Subsequently, The Minister of Health Dr. Joe Phaahla, gazetted the repeal of regulations on notifiable medical conditions dealing with the COVID-19 pandemic. In light of the above, all MQA employees have returned to their respective offices effective 04 July 2022. The MQA is with the assistance of the COVID-19 pandemic. Task Team, exploring a possible operating model to consider in the near future.

PART C: MEASURING OUR PERFORMANCE

1. Institutional Programme Performance Information

Linking of outcomes to the NSDP

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

Mapping the NSDP Outcomes to Mining Qualifications Authority SETA outcomes

National Skills Development Plan Outcomes	Mining Qualifications Authority Outcomes
1. Identify and increase production of occupations in demand	<ul style="list-style-type: none"> Outcome 4: Skills for transformed MMS to support EE demographic transformation, changing business models of production and technology, and transformation for the diversification of ownership, control, and management. Outcome 5: A skilled and flexible current and future workforce for emerging and future occupations and employment opportunities, within the MMS labour market.
2. Linking education and workplace	Outcome 3: PSET education, training and skills development public institutions responsive to the changing occupations, and skills demand required for the MMS and related labour market.
3. Improving the level of skills in the South African workforce	<ul style="list-style-type: none"> Outcome 4: Skills for transformed MMS to support EE demographic transformation, changing business models of production and technology, and transformation for the diversification of ownership, control, and management.

	<ul style="list-style-type: none"> • Outcome 5: A skilled and flexible current and future workforce for emerging and future occupations and employment opportunities, within the MMS labour market.
4. Increase access to occupationally directed programmes	<ul style="list-style-type: none"> • Outcome 4: Skills for transformed MMS to support EE demographic transformation, changing business models of production and technology, and transformation for the diversification of ownership, control, and management. • Outcome 5: A skilled and flexible current and future workforce for emerging and future occupations and employment opportunities, within the MMS labour market.
5. Support the growth of the public college institutional type as a key provider of skills required for socio-economic development	Outcome 3: PSET education, training and skills development public institutions responsive to the changing occupations, and skills demand required for the MMS and related labour market.
6. Skills development support for entrepreneurship and cooperative development	Outcome 6: To increase skills development support for entrepreneurial activities and the establishment of new enterprises and cooperatives.
7. Encourage and support worker-initiated training	Outcome 4: Skills for transformed MMS to support EE demographic transformation, changing business models of production and technology, and transformation for the diversification of ownership, control, and management.
8. Support career development services	Outcome 5: A skilled and flexible current and future workforce for emerging and future occupations and employment opportunities, within the MMS labour market.

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 on accreditation as training providers for entry to mining and minerals sector
2. Continue to support interventions to improve Mine Health and Safety through skills development	OHS Representative Development and Other MQA approved Skills 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 Artisan Development, 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

Sectoral priority list/scarcie and critical list

Occupations in high Demand in the sector	Interventions to address occupations in high demand	Quantity needed	Quantity to be supported by the SETA
Engineering Manager	Candidacy	28	28
Mine manager	Candidacy	54	54
Mechanical Engineer	Candidacy and Internship	27	27
Mining Engineer	Bursary, Work Experience and Internships	47	47
Safety, Health, Environment and Quality (SHE&Q) Practitioner	Internships	21	21
Mining Technician	Internships	27	2
Mining Production Supervisor	Candidacy	42	42
Miner	To be confirmed	21	21
Engineering Supervisor	Bursary, work experience & Internships	26	26
Millwright	Artisan Development	27	27

Source data: MQA 2023-2024 Sector Skills Plan (SSP)

In addition to the above extracted from the WSP/ATR from the mines, the DMRE also highlighted Rock Break Engineering, Occupational Hygienist as hard to fill occupations in the MMS.

The MQA aims to align the key objectives of the NSDP and ERRP that impact the MMS in a direct and focus manner to ensure that the MMS has adequate, appropriate, and high-quality skills that contribute towards economic growth, employment creation, and social development within the sector. The table below provide a snapshot of how the MQA through its programmatic intervention support some of the ERRP intervention:

ERRP intervention	Measures to be implemented
Intervention one: Embedding skills planning into sectoral processes (so that demand planning is dynamic)	Focused engagement with DHET and other social partners to determine skills required for growth and recovery
Intervention two: Updating or amending technical and vocational education programmes	<ul style="list-style-type: none"> • Influence the space to update/amend existing TVET programmes to ensure that they meet the critical demands in the sectors. • Engagement to determine what adjustments can be made to ensure programmes are aligned with priorities of ERRP to preserve and create jobs
Intervention three: Increased access to programmes resulting in qualifications in priority sectors	Continue to prioritize partnerships between TVET and CET colleges
Intervention four: Access to targeted skills programmes	Skills Programmes (Various programmes related to the MMS)
Intervention five: Access to workplace experience	Massify and expand opportunities for: Learnerships, Work Experience Training Programme, Internships, Artisan Aides Artisan Recognition of Prior Learning, Artisan Development, Recognition of Prior Learning for Learnerships, Foundational Learning Competence, TVET College Support – NCV Level 4 Graduates and Lecturer Development Programme
Intervention six: Supporting entrepreneurship and innovation	SMME's supported as training providers in the MMS, Small-scale Mining programme, Youth in Mining Communities training programme, Mine Community training programme
Intervention seven: Retraining/up-skilling of employees to preserve jobs	Adult Education and Training, Management executive development programmes and employees' bursaries
Intervention eight: Meeting demand outlined in the List of Critical Occupations	<ul style="list-style-type: none"> • Continue to conduct research that significantly contribute towards the update of critical skills list to appropriately influence the nature of skills that are necessary for the sector.

	<ul style="list-style-type: none"> • Provide support in terms of bursaries, skills programmes, learnerships and internships
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Source data: MQA 2023-2024 Sector Skills Plan (SSP)

Interventions for the matric class of 2022

The MQA will support class of 2022 in programmes listed below:

Programme/intervention	Number of beneficiaries	Budget
Bursaries	1000	R 157 158
Learnerships	754	R 82 200
Artisans Development	1365	R 170 066

1.1. PROGRAMME 1: ADMINISTRATION

1.1.1. Purpose: Ensure efficient and effective governance and administration.

: Ensure the delivery of quality and impactful learning programmes in the mining and minerals sector

: Facilitate training for stakeholders, communities and entrepreneurs.

1.2. Sub- programme (Not applicable)

1.3. OUTCOMES, OUTPUTS, OUTPUT INDICATORS AND TARGETS

Outcome	Outputs	Output Indicators	Audited Performance			Estimated Performance	MTEF targets		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Effective and efficient governance and administration	Effective and efficient internal controls.	1.1. Unqualified audit outcome	Unqualified audit outcome	Unqualified audit outcome with findings	Unqualified audit outcome with no material findings	Unqualified audit outcome	Unqualified audit outcome	Unqualified audit outcome	Unqualified audit outcome
	Increased support for SMMEs.	1.2. Achievement of 90% spend on BBBEE level 1-4 suppliers (goods and services	95%	92%	90%	90%	90%	90%	90%
	Good stakeholder relations	1.3. One of customer satisfaction survey conducted biennially and 75% Customer satisfaction.	68%	N/A	1 survey report and 75% of customer satisfaction	N/A	1 survey report and 75% of customer satisfaction	N/A	1 survey report and 75% of customer satisfaction
	Ensure quality training	1.4 Percentage of MQA twelve (12) monitorable projects monitored through learner verification	100%	100%	100%	100%	100%	100%	100%

	Impact analysis	1.5. Number of MQA projects evaluated per annum (Value for Money analysis) conducted	2	3	3	3	3	3	3
	Change Management Strategy developed and implemented	1.6. Implementation of Change Management Strategy Recommendations/ Priorities for the MQA.	N/A	0%	10% of Change Management priorities implemented	30% of change Management priorities implemented	30% of change Management priorities implemented	30% of change Management priorities implemented	N/A

1.4. OUTPUT INDICATORS: ANNUAL AND QUARTERLY TARGETS

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
1.1. Unqualified audit outcome	Unqualified audit outcome	0	0	0	Unqualified audit outcome
1.2. Achievement of 90% spend on BBBEE level 1-4 suppliers (goods and services).	90%	90%	90%	90%	90%
1.3. One customer satisfaction survey conducted biennially and 75% Customer satisfaction.	One customer satisfaction survey conducted biennially and 75% Customer satisfaction.	0%	0%	0%	One customer satisfaction survey conducted biennially and 75% Customer
1.4. Percentage of MQA twelve (12) monitorable projects monitored through learner verification	100%	25%	25%	25%	25%
1.5. Number of MQA projects evaluated per annum (Value for Money analysis) conducted	3	0	0	0	3
1.6. Implementation of Change Management Strategy Recommendations/ Priorities for the MQA.	30% of change Management priorities implemented	5% (communication of the efficiency study)	10% (OD process mapping intervention)	5% (development of coaching and leadership development programme)	10% (Implementation of PMS and culture status report)

PROGRAMME 2: RESEARCH

Purpose: Improve skills development planning and decision-making through research.

: Facilitate training for stakeholders, communities, and entrepreneurs

OUTCOMES, OUTPUTS, OUTPUT INDICATORS AND TARGETS

Outcome	Outputs	Output Indicators	Audited Performance			Estimated Performance	MTEF targets		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Improved skills development planning through research.	WSP and ATR's analysis reports.	2.1. Number of workplace skills plans (WSP's) and annual training reports (ATRs) evaluated to access mandatory grants per annum.	807	824	787	800	750	750	800
	Research reports	2.2. Number of sector research outputs completed per annum.	6	2	3	6	10	10	6
	Skills development research in the mining and mineral sector.	2.3. Number of MoAs signed with targeted public and private organisations.	3	0	3	3	3	5	3
Improved capacity of SDFs and skills development committee members.	Capacitated SDFs	2.4. Number of skills development facilitator capacity building workshops per annum.	0	16	14	15	21	21	15
Improved capacity of SDFs and skills development committee members	Capacitated SDC members	2.5. Number of capacity building workshops conducted for skills development committee members per annum.	13	17	23	25	21	17	17

OUTPUT INDICATORS: ANNUAL AND QUARTERLY TARGETS

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
2.1. Number of workplace skills plans (WSP's) and annual training reports (ATRs) evaluated to access mandatory grants per annum.	750	0	400	350	0
2.2. Number of sector research outputs completed per annum.	10	1	1	2	6
2.3. Number of MoAs signed with targeted public and private organisations.	3	0	1	1	1
2.4. Number of Skills Development Facilitator capacity building workshops per annum.	21	0	0	10	11
2.5. Number of capacity building workshops conducted for skills development committee members per annum.	21	0	5	5	11

PROGRAMME 3: LEARNING PROGRAMMES

Purpose:

1. Facilitate opening of workplace-based learning opportunities and access to occupationally directed programmes
2. Facilitate training for stakeholders, communities, and entrepreneurs.
3. Support industry collaboration with public college system

Outcome	Outputs	Output Indicators	Audited Performance			Estimated Performance	MTEF targets		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Increased number of qualified artisans, non-artisan and artisan aides within mining and minerals sector.	Trained learners	3.1a. Number of learners that enter an artisan programme per annum.	911	842	1401	1000	1365	1300	1375
	Trained learners	3.1b. Number of learners that complete an artisan programme per annum.	950	652	526	500	479	771	419
	Trained learners	3.1c. Number of learners that complete artisan recognition of prior learning (ARPL) programmes per annum.	N/A	32	127	50	105	123	123
	Trained learners	3.1d. Number of learners that complete an artisan aides programme per annum.	143	171	327	200	200	229	229
	Trained learners	3.2a. Number of employees entering a learnership per annum.	431	516	510	415	680	680	680

Outcome	Outputs	Output Indicators	Audited Performance			Estimated Performance	MTEF targets		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Increased number of qualified artisans, non-artisan and artisan aides within mining and minerals sector.	Trained learners	3.2b. Number of employees completing a learnership per annum.	340	350	351	703	500	500	500
	Trained learners	3.2c. Number of unemployed entering a learnership per annum.	696	539	1752	1000	754	754	754
	Trained learners	3.2d. Number of unemployed completing a learnership per annum.	450	516	903	675	676	676	676
	Trained learners	3.2e. Number of learners completing RPL for Learnership per annum.	26	24	33	35	32	23	23
Improved health and safety measures within the mining and minerals sector.	Trained learners	3.3 Number of workers completing Occupational Health and Safety Skills Programmes per annum	3498	3124	4318	3500	3415	3415	3415
Improved level of numeracy and literacy within the mining and minerals sector.	Trained learners	3.4 Number of learners that successfully complete AET programme per annum	1240	1250	1499	1550	1418	1418	1418
	Trained learners	3.5 Number of learners that successfully complete FLC per annum.	N/A	116	218	250	233	233	233

Outcome	Outputs	Output Indicators	Audited Performance			Estimated Performance	MTEF targets		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Work experience provided to graduates within the mining and minerals sector.	Trained learners	3.6. Number of graduates that enter an internship programme per annum.	557	463	818	650	650	700	700
	Trained learners	3.7a. Number of undergraduates that enter a workplace experience programme per annum.	485	468	550	600	683	700	700
	Trained learners	3.7b. Number of undergraduates that complete a workplace experience programme per annum.	416	411	471	400	450	470	470
HDSA employees capacitated with management skills.	Trained learners	3.8a Number of HDSA MMS employees that enter a Management Development programme per annum	128	131	160	150	170	160	170
	Trained learners	3.8b. Number of HDSA MMS employees that complete a Management Development Programme per annum	19	77	50	70	80	100	100
Transform the industry through the provision of exposure and experience to HDSA lecturers.	Trained learners	3.9. Number of HDSA HET lecturers that enter into a lecturer development programme per annum	26	11	30	13	5	5	N/A

Outcome	Outputs	Output Indicators	Audited Performance			Estimated Performance	MTEF targets		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Improved competency of HDSAs towards the attainment of Government Competency Certificates and other certificates of competency recognised within the Mining and Minerals Sector.	Trained learners	3.10. Number of HDSA MMS learners that enter candidacy programme per annum	N/A	N/A	26	50	79	80	70
Transferred skills from qualified coaches to unemployed learners through structured work-based learning programmes.	Trained learners	3.11. Number of coaches placed within workplaces to support employers with on-the-job mentoring and coaching activities per annum	N/A	N/A	100	100	126	150	150
Improved access to higher education through provision of bursaries for studies in the prioritised disciplines.	Trained learners	3.12a.Number of unemployed learners awarded a bursary per annum.	756	653	1130	750	1000	1000	850

Outcome	Outputs	Output Indicators	Audited Performance			Estimated Performance	MTEF targets		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Improved access to higher education through provision of bursaries for studies in the prioritised disciplines.	Trained learners	3.12b.Number of unemployed learners awarded a bursary completing per annum.	519	242	362	400	500	600	600
	Trained learners	3.13. Number of employed learners awarded a bursary per annum.	52	38	55	60	65	70	70
Improved employability and self-employment of beneficiaries from mining communities and labour sending areas through training in portable skills and entrepreneurship.	Trained learners	3.14a. Number of mine community beneficiaries that enter a portable skills programme per annum.	1426	1438	8855	1300	1000	1000	1300
	Trained learners	3.14b.Number of mine community beneficiaries that complete a portable skills programme per annum.	916	1030	3515	1000	800	800	950
Improved employability and self-employment of unemployed youth from mining communities and labour sending areas through training in portable skills and entrepreneurship.	Trained learners	3.15a. Number of unemployed youth in mining communities and labour sending areas that enter a portable skills programme per annum.	692	2166	3276	2100	2300	2415	2415
	Trained learners	3.15b. Number of unemployed youth in mining communities and labour sending areas that complete a portable skills programme per annum.	27	1182	3505	1400	1600	1750	2415

Outcome	Outputs	Output Indicators	Audited Performance			Estimated Performance	MTEF targets		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Improved employability and self-employment of beneficiaries from mining communities and labour sending areas through training in portable skills and entrepreneurship.	Trained learners	3.16. Number of beneficiaries trained in small-scale mining per annum.	150	100	283	250	150	167	250
Improved awareness of mining and minerals sector disciplines through provision of career guidance.	Career guidance awareness	3.17. Number of Career guidance activities undertaken per annum.	91 Events	105 Events	128 career material deliveries recorded at events/institutions/schools.	95 career material deliveries recorded at events/institutions/schools.	50 career guidance activities undertaken per annum.	50 career guidance activities undertaken per annum.	50 career guidance activities undertaken per annum.
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.	TVET learners gaining work experience	3.18a. Number of TVET NCV graduates that enter a work placement programme per annum.	151	187	410	500	600	650	450
	TVET learners gaining work experience	3.18b. Number of TVET NCV graduates that complete a work placement programme per annum.	192	73	216	100	150	260	200
	TVET lecturers gaining industry exposure	3.19. Number of CET/TVET College Lecturers supported per annum.	32	44	0	20	42	41	30

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.	Trained learners	3.20. Number of TVET College and HEI graduates that enter CET Internship Programme	N/A	N/A	N/A	N/A	20	30	35
	Trained learners	3.21. Number of TVET College graduates that enter an Internship Programme	N/A	N/A	N/A	N/A	50	100	120
Improved awareness of literacy in the mining and minerals sector	Literacy awareness	3.22. Annual International Literacy Day hosted.	1 Event	1 Event	N/A	1 Event	1 Event	1 Event	1 Event

OUTPUT INDICATORS: ANNUAL AND QUARTERLY TARGETS

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
3.1a. Number of learners that enter an artisan programme per annum.	1365	60	270	435	600
3.1b. Number of learners that complete an artisan programme per annum.	479	100	120	120	139
3.1c. Number of learners that complete artisan recognition of prior learning (ARPL) programmes per annum.	105	5	10	40	50
3.1d. Number of learners that complete an artisan aides per annum.	200	5	30	65	100
3.2a. Number of employees entering a learnership per annum.	680	10	50	230	390
3.2b. Number of employees completing a learnership per annum.	500	50	100	150	200
3.2c. Number of unemployed entering a learnership per annum.	754	54	150	250	300
3.2d. Number of unemployed completing a learnership per annum.	676	200	200	176	100
3.2e. Number of learners completing RPL for Learnership per annum.	32	2	5	10	15
3.3. Number of workers completing Occupational Health and Safety Skills Programmes per annum.	3415	160	1000	826	1429
3.4. Number of learners that successfully complete AET programme per annum.	1418	150	300	400	568
3.5. Number of learners that successfully complete FLC per annum.	233	10	70	80	73
3.6. Number of graduates that enter an internship programme per annum.	650	0	100	150	400
3.7a. Number of undergraduates that enter a workplace experience programme per annum.	683	0	30	150	503

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
3.7b. Number of undergraduates that complete a workplace experience programme per annum.	450	5	10	180	255
3.8a. Number of HDSA MMS employees that enter a Management Development Programme per annum.	170	0	20	50	100
3.8b. Number of HDSA MMS employees that complete a Management Development programme per annum	80	10	20	20	30
3.9. Number of HDSA HET lecturers that enter into a lecturer development programme per annum.	5	0	2	2	1
3.10. Number of HDSA MMS learners that enter candidacy programme per annum.	79	0	5	15	59
3.11. Number of Mentors and coaches placed within workplaces to support employers with on-the job mentoring and coaching activities per annum.	126	10	20	10	86
3.12a. Number of unemployed learners awarded a bursary per annum.	1000	0	0	0	1000
3.12b. Number of unemployed learners awarded a bursary completing per annum.	500	0	0	0	500
3.13. Number of employed learners awarded a bursary per annum.	65	0	0	0	65
3.14a. Number of mine community beneficiaries that enter a portable skills programme per annum.	1000	0	250	250	500
3.14b. Number of mine community beneficiaries that complete a portable skills programme per annum.	800	100	200	200	300
3.15a. Number of unemployed youth in mining communities and labour sending areas that enter a portable skills programme per annum.	2300	0	500	900	900

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
3.15b. Number of unemployed youth in mining communities and labour sending areas that complete a skills portable programme per annum.	1600	400	600	300	300
3.16. Number of beneficiaries trained in small-scale mining per annum.	150	0	0	0	150
3.17. Number of Career guidance activities undertaken per annum.	50 career guidance activities undertaken per annum.	10	10	15	15
3.18a. Number of TVET NCV graduates that enter a work placement programme per annum.	600	0	150	230	220
3.18b. Number of TVET NCV graduates that complete a work placement programme per annum.	150	20	30	50	50
3.19. Number of CET/TVET College Lecturers supported per annum.	42	0	10	15	10
3.20. Number of TVET College and HEI graduates that enter CET Internship Programme	20	0	5	10	5
3.21. Number of TVET College graduates that enter an Internship Programme	50	0	15	20	15
3.22. Annual International Literacy Day hosted.	1 Event	0	1 Event	0	0

PROGRAMME 4: QUALITY ASSURANCE, MONITORING AND EVALUATION

Purpose: Ensure the delivery of quality and impactful learning programmes in the Mining and Minerals Sector.

OUTCOMES, OUTPUTS, OUTPUT INDICATORS AND TARGETS

Outcome	Outputs	Output Indicators	Audited Performance			Estimated Performance	MTEF targets		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Increased number of accredited, or MIS Access, or workplace approved for training in the mining and minerals sector.	Accredited training providers or approved workplace access MIS	4.1. Number of skills development providers quality assured per annum.	259	124	212	130	SDPs 30 Assessment centres 5 Workplace based learning 115	SDPs 30 Assessment centres 5 Workplace based learning 115	SDPs 30 Assessment centres 5 Workplace based learning 115
Support review or development for learning programme, assessments and materials for the mining and minerals sector.	Learning programmes, assessments tools or learning packs.	4.2. Number of reviewed and developed learning programmes/ assessments toolkits/ learning materials	231	79	138	90	Review learning programme 10 Development of learning programme 2 Development learning materials (packs or modules) 83 Development of assessments toolkits 5	Review learning programme 10 Development of learning programme 2 Development learning materials (packs or modules) 83 Development of assessments toolkits 5	Review learning programme 10 Development of learning programme 2 Development learning materials (packs or modules) 83 Development of assessments toolkits 5
Support HDSA SMMEs for primary accredited in the mining and minerals sector.	Support New HDSA SMMEs for training providers to mining sector.	4.3. Number of HDSA supported on primary accreditation as training providers for entry into the Mining & Minerals Sector per annum.	N/A	8	5	4	4	5	5

OUTPUT INDICATORS: ANNUAL AND QUARTERLY TARGETS

Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
4.1. Number of skills development providers quality assured per annum.	SDPs 30 Assessment centres 5 Workplace based learning 115	0	30	70	50
4.2. Number of reviewed and developed learning programmes/ assessments toolkits/ learning materials)	Review learning programme 10 Development of learning programme 2 Development learning materials (packs or modules) 83 Development of assessments toolkits 5	0	10	80	10
4.3. Number of HDSA supported on primary accreditation as training providers for entry into the Mining & Minerals Sector per annum.	4	0	0	2	2

1.5. Explanation of planned performance over the medium-term period

PROGRAMME 1: ADMINISTRATION

To ensure an ethical, efficient and effective organisation.

The MQA will ensure efficiency and effective management and promote ethical behaviour in Operations, Monitoring and Evaluation, Human Resources, Legal, Customer Service and Communication, Information Technology, 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: Monitoring and evaluation 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

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 mining and minerals sector 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.

PROGRAMME 3: LEARNING PROGRAMMES

Facilitate opening of workplace-based learning opportunities and access to occupationally directed programmes. Facilitate training for stakeholders, communities, and entrepreneurs.

Support industry collaboration with public college system. 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 mining and minerals sector.

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 mining and minerals sector.

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.

PROGRAMME: 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 provide capacity for 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.

PROGRAMME: 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 realise the placement of TVET and CET graduates in the labour markets.

Priority Action 1: Support the TVETs centres of specialisation project to improve the quality of learning delivery.

Priority Action 2: Facilitate the placement of lectures for industry exposure.

Priority Action 3: Provide capacity to TVET colleges to be accredited in mining skills programmes.

Priority Action 4: Provide capacity to TVET colleges on relevant capacity building initiatives.

PROGRAMME 4: QUALITY ASSURANCE, MONITORING AND EVALUATION

Facilitate access to occupationally directed learning programmes for the unemployed by increasing access to occupationally directed programmes and encouraging better use of workplace-based skills development. To ensure the delivery of quality and impactful learning programmes in the Mining and Minerals Sector

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.

1.6. Programme Resource Considerations

Budget allocation for programmes and sub programmes

Reconciling performance targets with the Budget and MTEF

Programme	AUDITED OUTCOME		APPROVED BUDGET	MEDIUM-TERM ESTIMATE		
	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
	R'000	R'000	R'000	R'000	R'000	R'000
Administration	133 130	124 306	157 396	172 625	181 596	191 048
Mandatory Grant	200 370	282 462	285 664	334 684	348 071	361 994
Discretionary Grant	535 207	936 394	799 756	1 056 272	1 109 086	1 164 540
Total Expenditure	868 707	1 343 162	1 242 816	1 563 581	1 638 753	1 717 583

Budget per programme

Programme	Programme Name	AUDITED OUTCOME		APPROVED BUDGET	MEDIUM-TERM ESTIMATE		
		2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
		R'000	R'000	R'000	R'000	R'000	R'000
Programme 1	ADMINISTRATION	133 130	124 306	157 396	172 625	181 596	191 048
Programme 2 *	RESEARCH INCL MANDATORY GRANTS	200 966	282 462	288 829	338 007	351 561	365 658
Programme 3	LEARNING PROGRAMMES	534 438	936 236	794 153	1 050 202	1 102 713	1 157 848
Programme 4 **	QUALITY ASSURANCE, MONITORING AND EVALUATION	173	158	2 438	2 747	2 884	3 028

Note: Program contains project administration costs that are detailed in the next page in respect of each financial year.

Legends

* The amount for research forms part of the Discretionary grants budget

** The amount for Quality Assurance and Monitoring and Evaluation forms part of Discretionary grants Budget.

Project administration costs

Programme	Programme Name	AUDITED OUTCOME		APPROVED BUDGET	MEDIUM-TERM ESTIMATE		
		2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
		R'000	R'000	R'000	R'000	R'000	R'000
Programme 2	RESEARCH INCL MANDATORY GRANTS	0	0	165	173	182	191
	Budget %	0,00%	0,00%	0,06%	0,05%	0,05%	0,05%
Programme 3	LEARNING PROGRAMMES	3 047	0	33 373	42 218	44 329	46 545
	Budget %	0,57%	0,00%	4,20%	4,02%	4,02%	4,02%
Programme 4	QUALITY ASSURANCE, MONITORING AND EVALUATION	0	0	48	0	0	0
	Budget %	0,00%	0,00%	1,97%	0,00%	0,00%	0,00%

DETAILED BREAKDOWNS OF DISCRETIONARY GRANT

	AUDITED OUTCOME		APPROVED BUDGET	MEDIUM-TERM ESTIMATE		
MQA Project Name	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
	R'000	R'000	R'000	R'000	R'000	R'000
A001-Lecturer (HET)	6 147	6 806	20 906	22 369	23 488	24 662
A002-Bursaries	97 986	133 295	149 437	157 158	165 016	173 266
A003-Work Experience	43 244	55 952	58 414	82 238	86 350	90 668
A004-Standard Setting Grant (TRGs) & HET	173	158	738	962	1 010	1 060
A005-Learning Materials Development	1 628	1 964	2 500	2 625	2 756	2 894
A006-Internships (GDP)	115 725	188 799	143 555	241 481	253 555	266 233
A007-Learnerships (Non Artisan & Learners with Disability)	48 844	74 884	70 750	82 200	86 310	90 626
A008-Skills Development Facilitator Support	-	108	520	550	578	606
A009-AET	10 794	16 096	16 750	19 593	20 573	21 601
A010-OHS Rep Development	10 565	12 720	9 150	11 608	12 188	12 797
A011-NSF 2 - Artisan Development	-	-	-	-	-	-
A012-UIF 1 Learnerships Artisan	-	-	-	-	-	-
A013 MQA Artisan Development-Employed & Unemployed	119 254	190 410	122 656	170 066	178 569	187 498
A014-RPL / Artisan Aides - Employed	2 565	4 905	7 020	7 371	7 740	8 127
A015-FET College Support	22 133	73 822	71 645	116 257	122 070	128 174
A016-Maths & Science	-	-	-	-	-	-
A017-FLC Grant Incentive	580	1 090	1 340	1 315	1 381	1 450
A018-Mpumalanga FET Artisan	-	-	-	-	-	-
A019-Mine Community Capacity Building	21 225	87 250	36 394	40 196	42 206	44 316
A020-Workplace Coach Development	-	13 680	22 400	23 500	24 675	25 909
A021-Youth Development Projects	25 161	53 113	43 381	47 138	49 494	51 969
A022-Management Development Projects	5 186	7 582	8 549	9 600	10 080	10 584
A023 - Artisan RPL	2 640	10 478	4 125	3 375	3 544	3 721
A041-HDSA Mgmt. Dev. Candidacy	-	2 833	3 967	8 823	9 264	9 728
A042-HDSA ATP Support	760	450	496	540	567	595
A043-Impact Assessment	-	-	1 700	1 785	1 874	1 968
A044-Research Partnership	596	-	3 165	3 323	3 489	3 664
A045 - Small Business Support	-	-	200	2 200	2 310	2 426
TOTAL EXPENDITURE	535 207	936 394	799 756	1 056 272	1 109 086	1 164 540

PROJECT ADMINISTRATION COST INCLUDED ABOVE				
Maximum DG % Allowed for Project Administration - 7,5%				
Budgeted %	4%	4%	4%	4%
	2022/2023	2023/2024	2024/2025	2025/2026
TOTAL	33 586	42 391	44 511	46 736
A001 – HEI Lecturer Support	300	0	0	0
A002 – Bursaries- Universities and TVET	8 878	9 783	10 272	10 785
A003 – Work Experience	1 474	2 900	3 045	3 198
A004 - Standard Setting Grant (TRGs) & HET	0	0	0	0
A005 - Learning Materials Development	0	0	0	0
A006 – Internships (GDP)	7 077	9 431	9 903	10 398
A007 – Non-Artisan Learnerships	2 000	2 100	2 205	2 315
A008 - SDF Workshops	0	0	0	0
A009 - AET	1 250	1 313	1 379	1 448
A010 - OHS Rep Development	400	420	441	463
A013 - Artisan Development -Employed & Unemployed	6 675	7 270	7 634	8 015
A014 – Artisan Aides - Employed	420	441	463	486
A015 – TVET College Support	3 600	8 160	8 568	8 996
A016 – Maths & Science	0	0	0	0
A017 - FLC Grant Incentive	90	0	0	0
A019 – Mine Community Development	0	0	0	0
A020 – Workplace Coach Development	800	100	105	110
A021 – Youth Development	0	0	0	0
A022 – Management Development	409	200	210	221
A023 - Artisan RPL	0	0	0	0
A041 - HDSA Management Development Candidacy	0	0	0	0
A042 - HDSA Accredited Training Provider Support	48	0	0	0
A043-Impact Assessment	0	100	105	110
A044 - Partnership Research	165	173	182	191
A045 - Small Business Support	0	0	0	0

* Note: Project administration cost is included in the total grant expenditure budget

OVERVIEW OF 2022/23 TO 2025/26 BUDGET AND MTEF ESTIMATES

Expenditure estimates- The expenditure estimates are indicated below:

STATEMENT OF FINANCIAL PERFORMANCE						
	AUDITED OUTCOME		APPROVED BUDGET	MEDIUM TERM ESTIMATES		
R'thousands	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Revenue						
Tax revenue						
Non-tax revenue - Investment income	R48 576	R45 226	R40 088	R76 097	R79 902	R83 897
Sales of goods and other services than capital asset of which: Administrative fees sales by market establishment						
Other sales						
Other non-tax revenue						
Skills development levy income						
Administration income	R115 453	R174 820	R157 867	R193 373	R202 644	R212 365
Mandatory grants income (WSP/ATR)	R219 974	R328 861	R300 699	R371 871	R389 700	R408 395
Discretionary grants income incl interest & penalties	R563 390	R835 293	R744 229	R922 240	R966 456	R1 012 819
Total Skills Levies	R898 818	R1 338 972	R1 202 794	R1 487 485	R1 558 800	R1 633 579
Total revenue	R947 394	R1 384 198	R1 242 883	R1 563 581	R1 638 701	R1 717 476
Expenses						
Administration Expenses	R133 130	R124 306	R157 396	R172 625	R181 596	R191 048
Current expenses						
Compensation of employees	R80 893	R78 672	R100 856	R106 490	R112 815	R119 516
Goods and services	R38 269	R34 777	R40 407	R49 119	R51 083	R53 127
Depreciation	R5 881	R5 341	R7 420	R7 843	R8 157	R8 483
Loss from disposal of assets	R80	R19	R-	R-	R-	R-
Transfers and subsidies (QCTO)	R8 007	R5 497	R8 714	R9 174	R9 541	R9 923
Total grant and project expenditure	R735 577	R1 218 856	R1 085 419	R1 390 956	R1 457 157	R1 526 534
Discretionary Grant Expenditure	R535 207	R936 394	R799 756	R1 056 272	R1 109 086	R1 164 540
Mandatory Grants Expenditure	R200 370	R282 462	R285 664	R334 684	R348 071	R361 994
Total Expenses	R868 707	R1 343 162	R1 242 816	R1 563 581	R1 638 753	R1 717 583
Surplus(Deficit)	R78 687	R41 036	R67	R0	-R52	-R107

FINANCIAL POSITION

AUDITED OUTCOME			APPROVED BUDGET	MEDIUM TERM ESTIMATE		
Thousand	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
ASSETS						
Cash & Cash Equivalents	R1 045 144	R1 080 674	R857 589	R1 078 871	R1 130 704	R1 185 058
Inventory Loans	R328	R490	R515	R541	R568	R596
Accrued Investment	R-	R-	R-	R-	R-	R-
Receivables and prepayments	R7 382	R7 559	R7 751	R8 139	R8 546	R8 973
Carrying value of assets	R53 587	R50 297	R52 812	R55 453	R58 226	R61 137
Non-current assets held for sale	-	-	-	-	-	-
Defined benefit plan assets	-	-	-	-	-	-
Taxation	-	-	-	-	-	-
Derivatives financial instruments	-	-	-	-	-	-
	-	-	-	-	-	-
TOTAL ASSETS	R1 106 440	R1 139 021	R918 667	R1 143 003	R1 198 043	R1 255 764
EQUITY & LIABILITIES						
Accumulated surplus(deficit)	R78 687	R41 036	R67	R0	-R52	-R107
Capital and reserves	R738 191	R817 295	R561 315	R803 903	R878 031	R927 880
Capital reserve fund						
Borrowings						
Finance lease						

Deferred Income						
Trade and other payables	R268 896	R259 141	R334 422	R314 842	R294 325	R300 682
Benefits payables						
Capitalised value of pension						
Taxation						
Provisions	R20 667	R21 549	R22 864	R24 259	R25 738	R27 308
Managed funds(e.g. poverty alleviation fund)						
Derivatives financial instruments						
TOTAL EQUITY & LIABILITIES	R1 106 441	R1 139 021	R918 667	R1 143 003	R1 198 043	R1 255 764

MATERIALITY AND SIGNIFICANCE FRAMEWORK (YEAR END: 31 MARCH 2024)

In terms of Treasury Regulations (Section 28. 1.5, 28.2.1, 30.1.3(e)) issued in terms of Public Finance Management Act, Act no 1 of 1999, the accounting authority of the MQA must develop and agree a framework of acceptable levels of materiality and significance with the relevant executive authority.

The ethical conduct of the MQA Board and staff is built on moral values such as trust, integrity, confidentiality, and discretion which underpin our commitment to adhere to the highest possible acceptable norms and standards of society in all our dealings with our clients and stakeholders as well as the relationships within the organization.

Our staff members will refrain from any conduct, which may be prejudicial to the image, name and good standing of the MQA and will ensure that all activities will be done according to the legal framework of South Africa.

The specific section of the PFMA that has relevance for the purpose of material is Section 50(1), Section 55(2) and Section 66(1) and for significance is Section 54(2).

Definition of Materiality

Information is material if its omission or misstatement could influence the economic decisions of users taken on the basis of the financial statements. Materiality depends on the size of the item or error judged in the particular circumstances of its omission or misstatement. This materiality provides a threshold or cut-off point, rather than being a primary qualitative characteristic which information must have if it is to be useful.

Definition of significant

Extensive or important enough to merit attention. In the development of the framework, we considered both the quantitative aspects.

Factors considered in developing the framework

Nature of the business

The MQA is responsible for skills development facilitation in the MMS.

Statutory Requirements

The SETA is a public organisation that is accountable to many stakeholders. A lower level of materiality is apt in light of the strict legislation within which the SETA operates.

Control and inherent risks

The following factors were examined in determining the materiality percentage:

- a. Annual risk assessment (outsourced to a reputable auditing firm)
- b. 3-year internal audit plan
- c. Fraud prevention plan
- d. Appropriate approvals framework
- e. A well-structured procurement policy tying in with the relevant legislation
- f. The implementation and adoption of a Quality Management System
- g. Technical competence (qualifications), skills and experience of staff engaged in the decision-making process including the governance structure.
- h. Structure of the Audit Committee with reference to King's Code of Corporate Governance
- i. Appointment of internal auditors (external to the MQA) to ensure an independent report on areas of non-conformance.

Materiality Level

The level of a material loss for Grant expenditure is assessed at R7 817 907.00 (rounded) being 0.5% of budgeted Total Revenue for 2023/2024. Previous financial year was R6 214 413.00.

The level of a material loss for Operational/ Administrative expenditure is assessed at R1 726 251,00 (rounded) being 1% of budgeted Total Administration expenses for 2023/2024. Previous financial year was R1 573 965.00.

Different levels of materiality can be used and the decision to use a conservative level of 0.5% is based on the fact that the total assets of MQA is not considered to be an indicator of performance as MQA is not an asset intensive entity and the revenue component is selected as a basis for the materiality calculation as the level of activity (grant and discretionary payments) is dependent on the levies received.

Quality Factors considered

Materiality does not only relate to size of the assets and the elements of the financial statements. Misstatements that are large individually or in aggregate may affect a reasonable user's judgement. Misstatements may also be material on qualitative grounds. We have considered the following qualitative factors:

- a. Unusual transactions entered into that are not of a repetitive nature and that are disclosable purely due to the nature thereof due to knowledge thereof affecting the decision making of the user of financial statements.
- b. Sizeable increase in our stakeholder base, that is, more organisations contributing SDL to MQA levy income base.
- c. Fraudulent or dishonest behaviour of an officer or staff of the SETA at senior management level.
- d. Rand value to be disclosed.
- e. Fraudulent or dishonest behaviour of ALL other employees or officers of MQA, if in aggregate or individually the sum total of those transactions exceeds R2000.00.
- f. Material infringement of legislation that governs MQA
- g. Any transactions entered into that could result in reputational risk to MQA.
- h. Changes in key personnel and departure of key executives.
- i. Application of new or changes in accounting policy.

Materiality Framework aligned to Treasury Regulation

TREASURY REGULATION 28.1.5		
<p>“For purposes of “material [section 50(1), 55(2) and 66(1) (c) of the Act]” and “significant” [section 54(2) of the Act], the accounting authority must develop and agree a framework of acceptable levels of materiality and significance with the relevant executive authority in consultation with the external auditors”.</p>		
REGULATION		MATERIAL
Section 50(1)	<p>(1)The accounting authority must</p> <p>(c) on request disclose to the executive authority responsible for that public entity or the legislature to which the public entity is accountable , all material facts, including those reasonably discoverable, which in any way influence the decision or actions of the executive authority or that legislature; and</p>	Both the qualitative and quantitative aspects as referred to in section 3 and 4.
Section 55(2)	<p>(b) include particulars of</p> <p>(i) any material losses through criminal conduct and any irregular expenditure and fruitless and wasteful expenditure that occurred during the financial year;</p>	Section 3 and 4 define qualitative and quantitative aspects that are considered for the purpose of this section
Section 66(1)	<p>(1) An institution to which this Act applies may not borrow money or issue a guarantee, indemnity or security, or enter into any transaction that binds or may bind that institution or the Revenue Fund to any future financial commitment, unless such borrowing, guarantee, indemnity, security or other transaction-</p> <p>(a) is authorised by this act</p> <p>(b) in the case of public entities, is also authorised by other legislation not in conflict with this Act; and</p> <p>(c) in the case of loans by a province or a provincial government business enterprise under the ownership control of a provincial executive, is within the limits as set in terms of the Borrowing Powers of Provincial Government Act, 1996 (Act 48 of 1996).</p>	Losses incurred due to criminal conduct by 100% compliance with the Act within the ambit as set by this clause. Full disclosure required for all transactions.

Section 54(2)	<p>Before a public entity concludes any of the following transactions, the accounting authority for the public entity must promptly and in writing inform the relevant treasury of the transactions and submit relevant particulars of the transaction to its executive authority for approval of the transaction</p> <p>(a) establishment or participation in the establishment of a company;</p> <p>(b) participation in a significant partnership, trust, unincorporated joint venture or similar arrangement;</p> <p>(c) acquisition of disposal or a significant shareholding in a company;</p> <p>(d) acquisition or disposal of a significant asset</p>	All transactions to be approved by the DHET.
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2. Updated Key Risks and Mitigation from the SP

Outcomes	Key Risks	Risk Mitigations
Programme 1: Administration Promote efficient and effective governance and administration	Adverse impact of policy and regulatory environment (I/E)	1) Regular engagements with executive authorities (Chairpersons, CEO and CFO forums) for impending legislative and changes in national priorities. 2) One-on-one engagements with the Executive Authorities 3) Regular engagements with National Treasury. 4) Responsiveness to the Executive Authority directives. 5) Legal opinion sought when there is a need (Actions from legal opinion) 6) MQA has been re-established in line
All Programmes: Administration Ensure efficient and effective governance and administration. Improve skills development planning and decision –making through research. Facilitate opening of workplace-based learning opportunities and access to occupationally directed programmes. Facilitate training for stakeholders, communities, and entrepreneurs. The placement of TVET and CET graduates in the labour markets. Ensure the delivery of quality and impactful learning programmes in the Mining and Minerals Sector.	Non achievement of audit outcome and planned performance targets. (I)	1) Monthly monitoring of the grant due reports 2) Dedicated team prepares and reviews financial statements and annual performance report which are also reviewed independently by Internal Audit and the oversight committees (Audit Committee, etc.) 3) Reconciliation between I-share and Great Plains accounting systems 4) Continuous monitoring of expired contracts 5) Consequence management regarding nonadherence to set deadlines 6) GRAP checklist 7) Continuous monitoring of achievements against targets 8) Stakeholder engagements and capacity building workshops 9) Validation of reported performance information 10) Opening multiple funding windows to target new employers and employers

		<p>implementing programmes without funding</p> <p>11) Review of strategic plans by assurance providers and oversight committees prior to finalisation</p>
<p>All Programmes: Administration</p> <p>Ensure efficient and effective governance and administration.</p> <p>Improve skills development planning and decision –making through research.</p> <p>Facilitate opening of workplace-based learning opportunities and access to occupationally directed programmes.</p> <p>Facilitate training for stakeholders, communities, and entrepreneurs.</p> <p>The placement of TVET and CET graduates in the labour markets.</p> <p>Ensure the delivery of quality and impactful learning programmes in the Mining and Minerals Sector.</p>	<p>Reputational damage (I/E)</p>	<p>1) Regular follow-ups and reporting on matters raised by Internal Audit and the Auditor-General.</p> <p>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.</p> <p>3) Declaration of interests' mechanisms, verification and accountability thereto.</p> <p>4) Windeed and Procure Check are being utilised for procurement.</p> <p>5) List of National Treasury blacklisted companies is considered when awarding tenders.</p> <p>6) Unfavourable media reports are responded to.</p> <p>7) Stakeholder Management</p> <ul style="list-style-type: none"> - Annual Consultative Conferences. - Stakeholder engagement workshops - Bi-annual stakeholder satisfaction survey <p>8) Conduct internal control reviews to provide an independent opinion on the state of controls.</p>
<p>Programme1: Administration</p> <p>Ensure efficient and effective governance and administration</p>	<p>Inadequate information, analysis and reporting systems (I)</p>	<p>1) Currently implementing One Drive for electronic records management.</p> <p>2) One Drive, I-Qual, Microsoft Great Plains, WSP-ATR, CRM, and Pays pace</p>

<p>Programme1: Administration</p> <p>Ensure efficient and effective governance and administration</p>	<p>Threats to financial sustainability of the MQA (I/E)</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. 2) Downward negotiation of allocations and targets with stakeholders where necessary. 3) Annual strategic planning reviews taking into account available funding. 4) Effective forecasting and scenario planning tools. 5) Investigations and follow up on SARS reversals 6) Fraud and corruption awareness session 7) Investigation of hotline cases 8) Bi-Annual Stakeholder satisfaction survey 9) Stakeholder engagement forums
<p>Programme1: Administration</p> <p>Ensure efficient and effective governance and administration</p>	<p>Business disruptions (I/E)</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 disaster recovery test is performed quarterly, and results reported to oversight committees. 3) BCP and strategy approved and are being implemented and mobile tools of trade (Laptops and cell phones) allocated to regions 4) Support and maintenance contracts are in place with equipment suppliers 5) Established Disaster Management Task Team 6) Training and Development Policy (Information security awareness programs to enforce awareness)

		<p>7) OHS measures in place (fire extinguishers, water drainage system, etc)</p> <p>8) Firewall in place.</p> <p>9) Controlled access to premises and server room.</p> <p>10) Restricted logical access. (encryption)</p> <p>11) Register for ICT electronics and enforce compliance by the users</p> <p>12) Energy back up equipment (generator)</p>
<p>Programme 2,3,4 & 5: Administration</p> <p>Improve skills development planning and decision –making through research.</p> <p>Facilitate opening of workplace-based learning opportunities and access to occupationally directed programmes.</p> <p>Facilitate training for stakeholders, communities, and entrepreneurs.</p> <p>The placement of TVET and CET graduates in the labour markets.</p>	<p>Prioritisation of inappropriate skills for the sector (I/E)</p>	<p>1) WSP-ATR System ensures that mandatory fields in the WSP-ATR are captured before system submission.</p> <p>2) Advocacy on submission of WSP/ATR</p> <p>3). Training workshops on data integrity and OFO codes for all SDFs.</p> <p>4) To subject the DG Research Partnerships applications to the SCM with (Business Case and TORs)</p>

<p>Programme 4:</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 (I/E)</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) Continuous feedback from the Community Expert Practitioners (CEP) 4) Continuous Quality Assurance activities in place.
<p>All Programmes: Administration</p> <p>Ensure efficient and effective governance and administration. Improve skills development planning and decision –making through research. Facilitate opening of workplace-based learning opportunities and access to occupationally directed programmes. Facilitate training for stakeholders, communities, and entrepreneurs. The placement of TVET and CET graduates in the labour markets. Ensure the delivery of quality and impactful learning programmes in the Mining and Minerals Sector.</p>	<p>Misalignment between organisational values & corporate culture (I)</p>	<ol style="list-style-type: none"> 1) Disciplinary Code and Procedure policy. 2) Grievance procedure. 3) Stakeholder Management <ul style="list-style-type: none"> - Annual Consultative Conferences. - Stakeholder engagement workshops. 4) Bi-annual stakeholder satisfaction survey 5) Revision and definition of MQA values 6) Awareness sessions on MQA values

3. Public Entities

Not applicable to the Mining Qualifications Authority

4. Infrastructure Projects

Not applicable to the Mining Qualifications Authority

5. Public Private Partnerships (PPPs)

Not applicable to the Mining Qualifications Authority



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

SETA/DHET SERVICE LEVEL AGREEMENT FRAMEWORK 2023-2024

APPROVED/ NOT APPROVED/ AMENDED	
DIRECTOR-GENERAL	HIGHER EDUCATION AND TRAINING
SIGNATURE	
DATE	



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

entered into by and between

DEPARTMENT OF HIGHER EDUCATION AND TRAINING

(hereinafter referred to as the “DHET” represented by Dr. N Sishi, duly authorised thereto by virtue of his capacity as the Director-General),

and

SETA NAME: MINING QUALIFICATIONS AUTHORITY (MQA)

(hereinafter referred to as “SETA” represented by Mr. David Msiza duly authorised thereto in his/her capacity as Accounting Authority (Chairperson)

1. PURPOSE OF THE SERVICE LEVEL AGREEMENT

This Service Level Agreement (SLA) is entered into between the above-mentioned parties to agree on the targets required by the SETA in performing its statutory functions, meeting the National Skills Development Plan (NSDP) principles, outcomes and output indicators in implementing its Strategic Plan (SP) and Annual Performance Plan (APP).

2. DURATION OF THE SERVICE LEVEL AGREEMENT

The SLA is entered into for the period of **01 April 2023 to 31 March 2024**.

3. OBLIGATIONS OF THE SETA

3.1 The SETA undertakes to:

- 3.1.1 perform its functions as required by the Skills Development Act No, 97 of 1998 as amended (SDA), Skills Development Levy Act No.9 of 1999 (SDL), Public Finance Management Act No. 1 of 1999 (PFMA), and all Related Regulations (RR), notices and guidelines promulgated currently and in the future and other related legislation;
- 3.1.2 implement the approved SP, APP, and budget;
- 3.1.3 provide adhoc reports that may from time to time be required by the Minister, Cabinet and Parliament within specified timelines;
- 3.1.4 address all findings raised by the Auditor-General South Africa (AGSA) in the previous financial year;
- 3.1.5 achieve all NSDP SLA targets, as failure to do so may result in the Department of Higher Education and Training (DHET) recommending to the Minister, implementation section 14 of the SDA, subsequently section 15;
- 3.1.6 advance economic growth, job creation and labour market development drivers through skills in current and future skills needed for development in technological advancement and digitalisation (4th Industrial Revolution);
- 3.1.7 submit Quarterly Skills Education and Training Management Information System (SETMIS) Reports and Annual Reports (AR) in accordance with National Treasury (NT), Department of Planning, Monitoring and Evaluation (DPME) and DHET requirements, including reporting on Sector funded interventions;
- 3.1.8 establish policies, processes and systems for credible research, monitoring, reporting and evaluation to support evidence based planning decisions (including the development of Sector Skills Plan (SSP), SP, APP) and operational decisions;
- 3.1.9 conduct tracer and impact evaluation studies inclusive of but not limited to determining employment (including self-employment) absorption rates of unemployed learners completing the SETA's priority occupations;

- 3.1.10 integrate in its interventions targets for women, differently-abled persons, youth, rural and other economically excluded beneficiaries;
- 3.1.11 establish a functional operational structure and staff establishment appropriate to the size of the sector, levy income and the administration budget limit thereof;
- 3.1.12 establish collaborations to implement the approved SP and APP including but not limited to partnerships with departments and public entities at all three spheres of government, inter SETA partnerships, public – private partnerships, and other organisations as permitted by the SDL Acts, RRs and the SETA Grants Policy;
- 3.1.13 support the imperatives contained within Job Summit Agreements and the temporary employee and employer relief scheme through delivery of flexible programmes that ensure that young people are suitably prepared and skilled to fill every entry level roles, particularly where companies need to scale their operations, these may include inter alia work readiness programme, short courses (accredited or non-accredited) that allow candidates to respond to changing economy;
- 3.1.14 support the collaboration in the establishment of public college Centres of Specialisation in partnership with employers and labour organisation.
 - 3.1.14.1 ring-fence grants annually and allocate as employers become available to take apprentices for Centres of Specialisation (CoS).
 - 3.1.14.2 prioritise the allocation of grants and report to DHET on the results annually.
- 3.1.15 support the implementation of rural development programmes for women, youth and people with disability;
- 3.1.16 support the revitalisation of rural and townships to uplift local economy through skills development;
- 3.1.17 provide financial support to World Skills South Africa;
- 3.1.18 the SETA Discretionary Grant (DG) Policy to include a provision for unsolicited proposals to enable flexibility and responsiveness to emerging needs of the Economic Reconstruction and Recovery Plan (ERRP), the Presidential Youth Employment Intervention (PYEI), and other government related priority projects. These projects will be guided by any of the interventions listed in the ERRP Skills Strategy which outlines a set of core interventions that allow for responsiveness to current and emerging opportunities in ways that build the system.
- 3.1.19 the SETA will meet one hundred percent (100%) of its TVET Graduate Placement targets by 31 December 2022.
- 3.1.20 the SETA will endeavor to meet at least twenty-five percent (25%) of its targets in every quarter and quarterly reports will be submitted to the Department to track progress on the implementation of set targets.
- 3.2 achieve all targets for the planning period as reflected in the table below:

NSDP OUTCOMES	NSDP SUB-OUTCOMES	OUTPUT INDICATORS	BASELINE	SETA FUNDED TARGETS	SECTOR FUNDED
1. Identify and increase production of occupations in high demand	1.1 National enrolment and resource ratios for the high, intermediate and elementary skills level.	• Percentage of discretionary grant budget allocated at developing high level skills	60%	48%	N/A
		• Percentage of discretionary grant budget allocated at developing intermediate skills	36%	35%	N/A
		• Percentage of discretionary grant budget allocated at developing elementary skills	3%	17%	N/A
	1.4 Identification of interventions required to improve enrolment and completion of priority occupations:	• Number of WSPs and ATRs approved for Small firms	279	290	N/A
		• Number of WSPs and ATRs approved for Medium firms	153	165	N/A
		• Number of WSPs and ATRs approved for Large firms	217	225	N/A
		• Number of sector research agreements signed for TVET growth occupationally directed programmes	N/A	N/A	N/A
		• Number of learners who completed workplace-based learning programmes absorbed into employment or self-employment	N/A	N/A	N/A
		• Number of established or emergent cooperatives trained on sector and national priority occupations or skills.	N/A	N/A	N/A
		• Number of small and emerging enterprises trained on sector and national identified priority occupations or skills.	N/A	N/A	N/A
		• Number of people trained on entrepreneurship supported to start their business.	520	50	N/A
2. Linking education and the workplace	2.1: Opening of workplace based learning opportunities increased	• Number of TVET students requiring Work Integrated Learning to complete their qualifications placed in workplaces	410	600	N/A
		• Number of TVET students completed their work integrated learning placements.	205	150	N/A

NSDP OUTCOMES	NSDP SUB-OUTCOMES	OUTPUT INDICATORS	BASELINE	SETA FUNDED TARGETS	SECTOR FUNDED
		<ul style="list-style-type: none"> Number of universities students requiring work integrated learning to complete their qualifications placed in workplaces 	550	683	N/A
		<ul style="list-style-type: none"> Number of people enrolled in CET Internships 	N/A	20	N/A
		<ul style="list-style-type: none"> Number of people completed CET Internships 	N/A	0	N/A
		<ul style="list-style-type: none"> Number of university students completed their Work Integrated Learning placements 	471	450	N/A
		<ul style="list-style-type: none"> Number of unemployed learners enrolled Internships 	818	650	N/A
		<ul style="list-style-type: none"> Number of unemployed learners completed Internship 	N/A	N/A	N/A
		<ul style="list-style-type: none"> Number of unemployed learners enrolled Skills programmes 	6519	N/A	3000
		<ul style="list-style-type: none"> Number of unemployed learners completed Skills programmes 	7925	N/A	3500
		<ul style="list-style-type: none"> Number of unemployed learners enrolled Learnerships programmes 	1756	754	N/A
		<ul style="list-style-type: none"> Number of unemployed learners completed Learnerships programmes 	903	676	N/A
		<ul style="list-style-type: none"> Number of unemployed learners enrolled for Candidacy programmes 	26	79	N/A
		<ul style="list-style-type: none"> Number of unemployed learners completed Candidacy programmes 	N/A	N/A	N/A
3. Improving the level of skills in the South African workforce	3.1: To increase workers participating in various learning programmes to a minimum of 80% by 2030, to address, critical skills required by various sectors of the economy, to transform	<ul style="list-style-type: none"> Number of workers enrolled in Learnerships programmes 	801	680	N/A
		<ul style="list-style-type: none"> Number of workers completed Learnerships programmes 	491	500	N/A
		<ul style="list-style-type: none"> Number of workers granted Bursaries (new entries) 	55	65	N/A
		<ul style="list-style-type: none"> Number of workers granted Bursaries (continuing) 	64	50	N/A
		<ul style="list-style-type: none"> Number of workers granted Bursaries completed their studies 	0	20	N/A

NSDP OUTCOMES	NSDP SUB-OUTCOMES	OUTPUT INDICATORS	BASELINE	SETA FUNDED TARGETS	SECTOR FUNDED
	workplaces, improve productivity and to improve economic growth prospects in various sectors of the economy.	<ul style="list-style-type: none"> Number of workers enrolled Skills programmes Number of workers completed Skills programmes Number of workers enrolled AET programmes Number of workers completed AET programmes 	25567	N/A	25000
4. Increase access to occupationally directed programmes	4.2: Increase access for Intermediate and high level skills	<ul style="list-style-type: none"> Number of artisan learners enrolled Number of artisan learners completed Number of unemployed learners granted Bursaries (new enrolments) Number of unemployed learners granted Bursaries (continuing) Number of unemployed learners granted Bursaries completed their studies Number of learners enrolled RPL/ARPL Number of learners completed RPL/ARPL Number of TVET partnerships established Number of HEI partnerships established Number of CET partnerships established Number of SETA-Employer partnerships established 	1527	1365	N/A
5. Support the growth of the public college system	5.1: Support the TVET Colleges	<ul style="list-style-type: none"> Number of SETA offices established and maintained in TVET colleges Number of Centres of Specialisation supported 	5	5	N/A

NSDP OUTCOMES	NSDP SUB-OUTCOMES	OUTPUT INDICATORS	BASELINE	SETA FUNDED TARGETS	SECTOR FUNDED
		• Number of TVET Lecturers exposed to the industry through Skills Programmes	17	20	N/A
		• Number of Managers receiving training on curriculum related studies	45	N/A	N/A
		• Number of TVET colleges Lecturers awarded Bursaries	48	35	N/A
		• TVET colleges infrastructure development (equipment/workshops)	N/A	N/A	N/A
	5.2 Support the CET Colleges	• Number of CET colleges lecturers awarded skills development programmes	N/A	N/A	N/A
		• CET colleges infrastructure development support (equipment/workshops/ Connectivity/ ICT)	N/A	N/A	N/A
		• Number of Managers receiving training on curriculum related studies	N/A	N/A	N/A
		• Number of CET learners accessing AET programmes	403	350	N/A
6. Skills development support for entrepreneurship and cooperative development	6.1: To increase skills development support for entrepreneurial activities and the establishment of new enterprises and cooperatives	• Number of cooperatives funded for skills that enhance enterprise growth and development	7	5	N/A
		• Number of small businesses funded for skills that enhance growth and development	38	7	N/A
		• Number of people trained on entrepreneurship supported to start their businesses	N/A	N/A	N/A
		• Number of CBOs/ NGOs/ NPOs funded for skills that enhance the development and sustainability of their organisation activities.	N/A	N/A	N/A
7. Encourage and support worker initiated training		• Number of Federations /Trade Unions supported through the relevant skills training interventions	20	4	N/A

NSDP OUTCOMES	NSDP OUTCOMES	SUB- OUTPUT INDICATORS	BASELINE	SETA FUNDED TARGETS	SECTOR FUNDED
8. Support career development services		• Number of Career Development Events in urban areas on occupations in high demand	N/A	N/A	N/A
		• Number of Career Development Events in rural areas on occupations in high demand	N/A	N/A	N/A
		• Number of Career Development Practitioners trained	N/A	N/A	N/A
		• Number of capacity building workshops on Career Development Services initiated	N/A	N/A	N/A
9. Governance		• Quarterly SETA Good Governance report	4	4	N/A
10. Rural Development		• Number of Rural Development Projects initiated	38	15	N/A

4. OBLIGATIONS OF DEPARTMENT OF HIGHER EDUCATION AND TRAINING

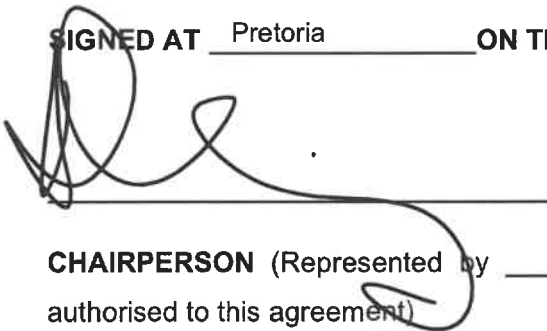
4.1 The Department undertakes to:

- 4.1.1 consult the SETA on policy and strategic matters that may affect the functioning of the SETA;
- 4.1.2 specify timelines for the submission of adhoc reports;
- 4.1.3 continuously and timeously inform the SETA of any changes to legislation, regulations, policies and strategies that impact on the strategy and functions of the SETA and provide guidance for implementation;
- 4.1.4 provide the SETA with guidance on strategic planning documents and any matter that may be requested by the SETA in relation to its functions;
- 4.1.5 provide support to SETA where applicable in performing its functions and responsibilities;
- 4.1.6 validate and verify the accuracy of reports submitted by SETA and provide feedback quarterly.

5. GENERAL

In-year amendments to the approved Service Level Agreement are not encouraged.

SIGNED AT Pretoria ON THIS 30 DAY OF November 20 22



CHAIRPERSON (Represented by David Msiza who warrants that he/she is duly authorised to this agreement)

SIGNED AT _____ ON THIS ____ DAY OF _____ 20

DIRECTOR-GENERAL (Represented by **Dr. N Sishi**, duly authorised thereto)

Acronyms and Abbreviations

AET- Adult Education Training

AGSA- Auditor-General South Africa

APP - Annual Performance Plans

ARPL - Artisan Recognition of Prior Learning

ATRs- Annual Training Reports

CBO – Community Based Organisations

CET- Community Education and Training Colleges

CoS- Centres of Specialisation

DG - Director General of Higher Education and Training

DHET - Department of Higher Education and Training

DPME- Department of Planning, Monitoring and Evaluation

ICT- Information Communication Technology

INDLELA- National Development of Learnerships, Employment Skills and Labour Assessment

IR- 4th Industrial Revolution

M & R - Sub-directorate: Monitoring and Reporting of the (SETA Performance Management)

Minister - Minister of the Department of Higher Education and Training

NC (V) - National Certificate (Vocational)

NGO – Non-Government Organisation

NPO – Non-Profit Organisation

NSDP- National Skills Development Plan

NT- National Treasury

PFMA- Public Finance Management Act No. 1 of 1999

RPL - Recognition of Prior Learning

RR- Related Regulations

SDA- Skills Development Act No, 97 of 1998 and Skills Development Levy Act No.9 of 1999

SDLA- Skills Development Levy Act No.9 of 1999

SETA - Sector Education and Training Authority

SLA - Service Level Agreement

SP - Strategic Plans

SPM - SETA Performance Management of the DHET

SSP - Sector Skills Plans

TR- Treasury Regulations

TVET - Technical and Vocational Education and Training (formerly FET)

WBLPAR- Workplace Based Learning Programme Agreement Regulation

WIL - Work Integrated Learning

PART D: TECHNICAL INDICATOR DESCRIPTIONS (TID)

Technical Indicator Descriptions (TID's)

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
Definition	Unqualified audit outcome
Source of data	Auditor-General South Africa Annual audit report
Method of Calculation Assessment	Simple observation
Means of verification	Audit report
Assumptions	Financial statements fairly present the affairs of 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
Calculation Type	Cumulative (year- End)
Reporting Cycle	Annual
Desired performance	Unqualified audit outcome
Indicator Responsibility	Chief Financial Officer

Indicator title	1.2 Achievement of 90% spend of BBBEE Level 1-4 suppliers (goods and suppliers)
Definition	Spending at least 90% on BBBEE level 1 -4 suppliers when procuring goods and services in line with the SCM policy.
Source of data	List of payments from GP, BBBEE certificate/affidavits and/or Central suppliers database system.
Method of calculation/ Assessment	Quantitative: Amount spent on BBBEE level 1 – 4 as a percentage of total administration expenditure for goods and services.
Means of verification	BBBEE certificate/ affidavits
Assumptions	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
Calculation Type	Cumulative (year-end)
Reporting Cycle	Quarterly
Desired performance	90% spend of BBBEE Level 1-4 suppliers (goods and suppliers)
Indicator Responsibility	Chief Financial Officer

Indicator title	1.3 One customer satisfaction survey conducted biennially and 75% customer satisfaction
Definition	One Stakeholder Perception Survey report compiled and the attainment of a desired level of satisfaction rating.
Source of data	Stakeholder Perception Survey report.
Method of calculation/Assessment	Simple count and quantitative: One Stakeholder Perception Survey report with a satisfaction rating.
Means of verification	Stakeholder Satisfaction Survey Report
Assumptions	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
Calculation type	Cumulative (year-end)
Reporting cycle	Every Alternate Year (Biennially)
Desired performance	At least 75% improvement in 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 twelve (12) monitorable projects monitored through learner verification
Definition	<p>Performance of learner verification on the twelve (12) monitorable projects monitored through learner verification in order to mitigate the risks of ghost learners, non-compliance, amongst others in line with the M&E policy. The monitorable programmes for the financial year are as follows:</p> <ul style="list-style-type: none"> -Workplace Experience -Internships -Mine community -Artisans -Non-Artisans -Lecturer Support -Work Integrated Learning -Management Development (MDP) - Workplace coaches and mentors - TVET College support -Unemployed development programme -Candidacy
Source of data	<p>M&E Reports</p> <p>List of MQA funded projects through discretionary grant.</p> <p>List of identifiable funded monitorable programmes.</p>
Method calculation/Assessment of	Quantitative- number of projects monitored through verification against the twelve (12) monitorable projects.
Means of Verification	<p>M&E Reports on verified programmes.</p> <p>Consolidated verification records (Desktop Verification and Physical Verification)</p>
Assumptions	1. Discretionary grant advertisements, applications, and allocation of successful employers and service providers.

	2. Successful implementation of funded programmes. 3. Submission of verification requests by Operations and Stakeholder Relations. 4. Cooperation from employers and service providers through, amongst others, availing learners and supporting documentation. 5. Verification of 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	Cumulative (year-end)
Reporting Cycle	Quarterly
Desired performance	Achievement 100% targeted projects verified
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	Definition To determine the return on investment on the funded projects through the following tracers' studies on the beneficiaries funded: -Small Scale Mining -Unemployed Youth Development - Occupational Health Safety Skills Programme (Employed)
Source of data	M&E report on projects evaluated
Method of calculation/ Assessment	Quantitative- number of completed evaluations
Means of verification	Records of learners that completed the programme Evaluation Reports
Assumptions	1. Funded projects are successfully implemented. 2. Availability of learner database for funded projects. 3. Traceability of learners and cooperation therefrom.
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	Cumulative (year-end)
Reporting cycle	Quarterly

Desired performance	Achievement of 100% planned target
Indicator responsibility	Chief Risk Monitoring and Evaluation Officer

Indicator title	1.6 Implementation of Change Management Strategy Recommendations/ Priorities for the MQA.
Definition	Develop Change Management Strategy and implement priorities/recommendations/activities in line with the approved Change Management Strategy implementation plan to ensure healthy organisational culture.
Source of data	Approved Change Management Strategy, Change Management implementation plan.
Method of calculation/ Assessment	Quantitative: number of implemented priorities/recommendations/activities against the total number of priorities/recommendations/activities in the Change Management Strategy implementation plan.
Means of verification	Report on Change Management Strategy implementation.
Assumptions	Employees' buy-in to the process.
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	30% achievement of change Management priorities implemented
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	Workplace Skills Plans (WSPs) and Annual Training Reports (ATRs) are evaluated to determine qualification for the mandatory grants allocation.
Source of data	WSPs-ATRs

Method of Calculation/ Assessment	Quantitative- Simple count: each WSP-ATR (linked to an SDL or T number) is counted once
Means of verification	WSP-ATR linked to an SDL or T number
Assumptions	WSP-ATR submissions and evaluations are done within the required 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
Calculation Type	Cumulative (year-end)
Reporting Cycle	Quarterly
Desired performance	Achievement of 100% target of Workplace Skills Plan (WSPs) and Annual Training Reports (ATRs) evaluated to access mandatory grants per annum.
Indicator Responsibility	Chief Operating Officer

Indicator title	2.2 Number of research report outputs completed per annum.
Definition	Undertake and complete research projects per the annum.
Source of data	Completed Research reports
Method of Calculation/ Assessment	Quantitative- simple count: each research project report is counted once
Means of verification	Final Research reports
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
Calculation Type	Cumulative (year-end)
Reporting Cycle	Quarterly
Desired performance	Achievement of 100% targeted research outputs completed per annum

Indicator Responsibility	Chief Operating Officer
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Indicator title	2.3 Number of MoAs signed with public and private organisations
Definition	MoAs signed with public and private organisations to undertake research per annum.
Source of data	Memorandum of Agreement
Method of Calculation/ Assessment	Quantitative- simple count: each research partnership is counted once.
Means of verification	Signed Memorandum of Agreement
Assumptions	Partners will honour the signed agreement.
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	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	Achievement of 100% targeted MoAs signed with public and private organisations
Indicator responsibility	Chief Operating Officer

Indicator title	2.4 Number of Skills Development Facilitator building workshops per annum
Definition	Conduct capacity building workshops for the Skills Development Facilitators to improve data credibility for the submission of WSP-ATRs.
Source of data	Attendance registers (virtual and physical attendance) and agenda.
Method of Calculation/ Assessment	Quantitative- simple count: each workshop conducted, reported once annually.
Means of verification	Attendance registers

Assumptions	Skills Development Facilitators attend the workshops.
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	Cumulative (year-end)
Reporting Cycle	Quarterly
Desired performance	100% of the targeted Skills Development Facilitator building workshops held per annum.
Indicator Responsibility	Chief Operating Officer

Indicator title	2.5 Number of capacity building workshops conducted for skills development committee members per annum.
Definition	Capacity building workshops organised for SDC members.
Source of data	Signed attendance registers and SDC request forms
Method of Calculation/ Assessment	Quantitative- simple count: each workshop conducted, reported against the financial year once.
Means of verification	Signed attendance registers and SDC request forms
Assumptions	The SDC members attend the workshops.
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	Cumulative (year-end)
Reporting Cycle	Quarterly
Desired performance	100% SDC capacity building workshops held per annum.
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 enrolled on Artisan Learnerships programme.
Source of data	Registered Learning Programme Agreements and supporting documents such as; certified ID copies, Learners highest qualification (except for qualifications with open access), Employment Contract/letter of appointment, Record of service and MoA for SETA Funded learners. Sector funded does not require a MoA.
Method calculation/Assessment	Simple count: Each employed and unemployed learner is reported against Learning Programme Agreement once.
Means of Verification	Registered Learning Programme Agreements and supporting documents such as; certified ID copies, Training Plan, Learners highest qualification (except for qualifications with open access), Employment Contract, Record of service and MoA for SETA Funded learners. Sector funded does not require a MoA.
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: 20% Target for Youth: 50% Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Calculation type	Cumulative (year-end)
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	3.1b Number of learners that complete an artisan programme per annum.
Definition	Number of Employed and Unemployed learners completing Artisan Learnerships.

Source of data	Certified ID copies, Certificate or Statement of Results or Trade Test Report, signed Offer Letter and an MoA with Annexure for SETA Funded learners. Sector funded do not require a signed Offer letter and an MoA with the Annexure.
Method calculation/Assessment	Simple count: Each employed and unemployed learner is reported against Learning Programme certificate or SOR or Trade Test Report once.
Means of Verification	Certified ID copies, Certificate or Statement of Results or Trade Test Report, signed Offer Letter and an MoA with Annexure for SETA Funded learners. Sector funded do not require a signed Offer letter and an MoA with the Annexure.
Assumptions	That learners have the necessary Statements of Results or Certificates or Trade Test Report that meet the criteria for completion and reporting.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 15% Target for Youth: 40% Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Calculation type	Cumulative (year-end)
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	3.1c Number of learners that complete artisan recognition of prior learning (ARPL) programmes per annum.
Definition	Employed and Unemployed Learners that completed ARPL.
Source of data	Registered Learning Programme Agreements and supporting documents such as certified ID/Passport copies, Learners highest qualification (except for qualifications with open access), Training Plan, signed Offer Letter and an MoA with Annexure for SETA Funded learners. Sector funded do not require a signed Offer letter and an MoA with the Annexure. 18.1 Permanent Employment Contract or Record of service or confirmation of employment on a company letter head 18.2 Fixed term employment contract and confirmation of employment on a company letter head

Method calculation/Assessment	Simple count: Each learner is reported against Learning Programme Agreement once. A learner can be counted more than once for achieving two or more different Learning Programmes within a financial year. Learners will be reported on completion irrespective of the financial year in which they were registered.
Means of Verification	Registered Learning Programme Agreements and supporting documents such as certified ID/Passport copies, Learners highest qualification (except for qualifications with open access), Training Plan, signed Offer Letter and an MoA with Annexure for SETA Funded learners. Sector funded do not require a signed Offer letter and an MoA with the Annexure. 18.1 Permanent Employment Contract or Record of service or confirmation of employment on a company letter head 18.2 Fixed term employment contract and confirmation of employment on a company letter head
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: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Calculation type	Cumulative (year-end)
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	3.1d Number of learners that complete an Artisan Aides per annum.
Definition	Employed and Unemployed learners completing Artisan Aides.
Source of data	Skills Agreements and supporting documents such as certified ID copies, Statement of Results or Certificate, signed Offer Letter and an MoA with Annexure for SETA Funded learners. Sector funded do not require a signed Offer letter and an MoA with the Annexure.

Method calculation/Assessment	of Simple count: Each learner is reported against Skills Programme Enrolment form once. A learner can be counted more than once for achieving two or more different Learning Programmes within a financial year. Learners will be reported on completion irrespective of the financial year in which they were registered.
Means of Verification	Skills Programme Enrolment Form and supporting documents such as certified ID copies, Statement of Results/Certificate, signed Offer Letter and an MoA with Annexure for SETA Funded learners. Sector funded do not require a signed Offer letter and an MoA with the Annexure.
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: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Calculation type	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	Achievement of 100% targeted of learners completing an Artisan Aides programme.
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
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 (except for qualifications with open access), Employment Contract/ and Confirmation of Employment, Record of service and MoA for SETA Funded learners. Sector funded does not require a MoA.
Method calculation/Assessment	of 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. Learners will be reported on registration irrespective of the financial year in which they commenced with training.

Means of Verification	Registered Learning Programme Agreements and supporting documents such as; certified ID copies, Training Plan, Proof of Disability for disabled learners, Learners highest qualification (except for qualifications with open access), Employment Contract/Confirmation of Employment, Record of service and MoA for SETA Funded learners. Sector funded does not require a MoA.
Assumptions	That learners have the necessary Learnership Agreement and supporting documentation meets the criteria for reporting.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 10% Target for Youth: 15% Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Calculation type	Cumulative (year-end)
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	3.2 b Number of employees completing a Learnership per annum.
Definition	Employed learners completed Non-Artisan Learnerships.
Source of data	Registered Learning Programme Agreements and supporting documents such as; certified ID copies, Training Plan, Learners highest qualification (except for qualifications with open access), Employment Contract/Confirmation of Employment, Record of service, Proof of Disability for disabled learners, Statement of Results/Certificate and MoA for SETA Funded learners. Sector funded does not require a 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.
Means of Verification	Registered Learning Programme Agreements and supporting documents such as; certified ID copies, Training Plan, Learners highest qualification (except for qualifications with open access), Employment Contract/Confirmation of Employment, Record of service, Proof of Disability for disabled learners, Statement of Results/Certificate and MoA for SETA Funded learners. Sector funded does not require a MoA.
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: 10% Target for People with Disabilities: N/A

Spatial Transformation (where applicable)	N/A
Calculation type	Cumulative (year-end)
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 entering a Learnership per annum.
Definition	Unemployed learners registered on Non-Artisan Learnerships.
Source of data	Registered Learning Programme Agreements and supporting documents such as certified ID/Passport copies, Learners highest qualification (except for qualifications with open access), Training Plan, Confirmation of disability, signed Offer Letter and an MoA with Annexure for SETA Funded learners. Sector funded do not require a signed Offer letter and an MoA with the Annexure. 18.2 Fixed term employment contract and confirmation of employment on a company letter head
Method calculation/Assessment	of 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. Learners will be reported on registration irrespective of the financial year in which they commenced with training.
Means of Verification	Registered Learning Programme Agreements and supporting documents such as certified ID/Passport copies, Learners highest qualification (except for qualifications with open access), Training Plan, Confirmation of disability, signed Offer Letter and an MoA with Annexure for SETA Funded learners. Sector funded do not require a signed Offer letter and an MoA with the Annexure. 18.2 Fixed term employment contract and confirmation of employment on a company letter head
Assumptions	That learners that have the learnership agreement and supporting documentation are eligible for reporting.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 20% Target for Youth: 60% Target for People with Disabilities: 5%
Spatial Transformation (where applicable)	N/A

Calculation type	Cumulative (year-end)
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 completing Learnership per annum.
Definition	Unemployed learners completed Non-Artisan Learnerships.
Source of data	Certified ID copies, Certificate or Statement of Results or Trade Test Report, signed Offer Letter and an MoA with Annexure for SETA Funded learners. Sector funded do not require a signed Offer letter and an MoA with the Annexure.
Method of calculation/Assessment	Simple count: Each unemployed 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.
Means of Verification	Certified ID copies, Certificate or Statement of Results or Trade Test Report, signed Offer Letter and an MoA with Annexure for SETA Funded learners. Sector funded do not require a signed Offer letter and an MoA with the Annexure.
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: 50% Target for People with Disabilities: 5%
Spatial Transformation (where applicable)	N/A
Calculation type	Cumulative (year-end)
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 completing RPL for Learnerships per annum.
Definition	To recognise prior skills and competencies attained
Source of data	<p>Registered Learning Programme Agreements and supporting documents such as certified ID/Passport copies, Learners highest qualification (except for qualifications with open access), Training Plan, Confirmation of disability, signed Offer Letter and an MoA with Annexure for SETA Funded learners. Sector funded do not require a signed Offer letter and an MoA with the Annexure.</p> <p>18.1 Permanent Employment Contract or Record of service or confirmation of employment on a company letter head</p> <p>18.2 Fixed term employment contract and confirmation of employment on a company letter head</p>
Method calculation/Assessment	<p>Simple count: Each learner is reported against Learning Programme Agreement once. A learner can be counted more than once for achieving two or more different Learning Programmes within a financial year. Learners will be reported on completion irrespective of the financial year in which they were registered.</p>
Means of Verification	<p>Registered Learning Programme Agreements and supporting documents such as certified ID/Passport copies, Learners highest qualification (except for qualifications with open access), Training Plan, Confirmation of disability, signed Offer Letter and an MoA with Annexure for SETA Funded learners. Sector funded do not require a signed Offer letter and an MoA with the Annexure.</p> <p>18.1 Permanent Employment Contract or Record of service or confirmation of employment on a company letter head</p> <p>18.2 Fixed term employment contract and confirmation of employment on a company letter head</p>
Assumptions	That companies will submit all required documentation for verifications that meets the criteria for completion and reporting.
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	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	3.3 Number of workers completing Occupational Health and Safety Skills Programmes per annum
Definition	Employed learners completing Skills Programmes
Source of data	Skills Programmes Enrolment forms, certificate/ statement of results and certified ID/Passport copy, Confirmation of employment, signed Offer Letter and an MoA with Annexure for SETA Funded learners. Sector funded do not require a signed Offer letter and an MoA with the Annexure.
Method of calculation/Assessment	Simple count: Each employed learner is reported against Skills Programme once. A learner can be counted more than once for achieving two or more different skills programmes within a financial year. Learners will be reported on completion irrespective of the financial year in which they were registered.
Means of Verification	Skills Programmes Enrolment forms, certificate/ statement of results and certified ID/Passport copy, Confirmation of employment, signed Offer Letter and an MoA with Annexure for SETA Funded learners. Sector funded do not require a signed Offer letter and an MoA with the Annexure.
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: 7% Target for Youth: 10% Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Calculation type	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	To increase the number of people with requisite Occupational Health and Safety Skills in the Mining and Minerals Sector.
Indicator responsibility	Chief Operating Officer

Indicator title	3.4 Number of learners that successfully complete AET per annum
Definition	Employed and Unemployed learners completed AET per annum. Including GETC and Nated courses, with pre-AET as an entry and N3 as exit level. AET programmes are pre-AET, AET Level 1, 2, 3 and 4 and GETC programme are N1, N2 and N3.
Source of data	AET Enrolment form, certified ID copy and certified certificate and/or Statement of Results from IEB/Benchmark/South African Comprehensive Assessment Institute (SACAI) or issued by relevant accredited external assessment body for AET 1-4 or training provider certificate for pre AET or MQA for GETC Level certificate or statement of results or Umalusi GETC certificate or statement of results or DHET Statement of results or certificates for NATED courses.
Method of calculation	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. Learners will be reported on completion irrespective of the financial year in which they were registered.
Means of Verification	AET Enrolment form, certified ID copy and certified certificate and/or Statement of Results from IEB/Benchmark/South African Comprehensive Assessment Institute (SACAI) or issued by relevant accredited external assessment body for AET 1-4 or training provider certificate for pre AET or MQA for GETC Level certificate or statement of results or Umalusi GETC certificate or statement of results or DHET Statement of results or certificates for NATED courses.
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: 20% Target for Youth: 15% Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Calculation type	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	To decrease the levels of illiteracy in the Mining and Minerals Sector
Indicator responsibility	Chief Operating Officer

Indicator title	3.5 Number of learners that successfully complete FLC per annum.
Definition	Employed and Unemployed learners completing the FLC Programme.
Source of data	Skills Enrolment form, certified ID copies, certificate and/or Statement of Results from accredited external assessment body, signed Offer Letter and an MoA with Annexure for SETA Funded learners. Sector funded do not require a signed Offer letter and an MoA with the Annexure.
Method of calculation	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. Learners will be reported on completion irrespective of the financial year in which they were registered.
Means of Verification	Skills Enrolment form, certified ID copies, Statement of Results/Certificate from accredited external assessment body, signed Offer Letter and an MoA with Annexure for SETA Funded learners. Sector funded do not require a signed Offer letter and an MoA with the Annexure.
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: 20% Target for Youth: 15% Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Calculation type	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	To ensure that learners doing Level 3 and Level 4 Occupational Qualifications in the Mining and Minerals Sector are supported to exit the programmes.
Indicator responsibility	Chief Operating Officer

Indicator title	3.6 Number of graduates that enter an Internship Programme per annum.
Definition	Number of 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 and TVET College.
Source of data	Submission of signed Workplace Based Learning Programme Agreement, certified copy of ID, certified copy of qualification or letter confirming graduation on the qualification or academic record indicating completion of the qualification and signed MoAs and annexure (list of funded learners) with companies
Method of calculation or Assessment	Quantitative- simple count of the number of graduates placed for work-based learning in the financial year.
Means of Verification	Signed Workplace Based Learning Programme 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 and annexure (list of funded learners) with companies.
Assumptions	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: 80% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
Calculation type	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	Achievement of 100% of the planned target
Indicator responsibility	Chief Operating Officer

Indicator title	3.7a Number of undergraduates that enter a workplace experience programme per annum
Definition	Number of learners placed for workplace-based learning for the required duration as per the University of Technology/ TVET College/ Universities in the financial year pursuing careers within the Mining and Mineral Sector.
Source of data	Host companies submit a signed Workplace Based Learning Programme agreement, certified ID copy, letter from university of technology/ TVET College (N6 certificate or SoR or completion letter)/ Universities indicating that a student requires P1/P2 or vacation work and signed MoAs and annexure (list of funded learners) with companies.

Method of calculation Assessment	Quantitative- simple count of total number of students entered work experience programmes within the financial year.
Means of Verification	A signed Workplace based agreement, certified ID copy, letter from university of technology/ TVET College (N6 certificate or SoR or completion letter)/ Universities indicating that a student requires P1/P2 or vacation work and signed MoAs with companies.
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: 80% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
Calculation type	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	Achievement of 100% of the planned target
Indicator responsibility	Chief Operating Officer

Indicator title	3.7b Number of undergraduates that complete a workplace 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 learners who completed structured work experience/ (Completion Letter).
Method of calculation / Assessment	Simple count of total number of learners completed Work Experience (WE) programme in the current financial year.
Means of Verification	A completion letter from companies listing learners who have completed structured work experience.
Assumptions	Learners have adequate theoretical background. Employers will open workplaces. At the end of the training, learners qualify to be awarded their diplomas or degrees
Disaggregation of Beneficiaries (where applicable)	Target for Women: 30% Target for Youth: 80% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
Calculation type	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	Achievement of 100% of the planned target
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 Historically Disadvantaged South Africans (HDSA) employees with Management/Executive Development Programmes to acquire relevant management skills. Historically disadvantaged South Africans refers to Africans Coloureds, Indians and White females
Source of data	Signed MoAs with companies, signed tripartite contract, certified ID copies, and proof of registration with institution and provide confirmation of employment.
Method of calculation / Assessment	Quantitative- a simple count of the number of learners supported for this programme
Means of Verification	Signed MoAs with companies, signed tripartite contract, certified ID copies, and proof of registration with institution and provide confirmation of employment.
Assumptions	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: 40% Target for Youth: 0% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
Calculation type	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	Achievement of 100% of the planned target
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 Historically Disadvantaged South Africans (HDSA) employees completing Management/Executive Development Programmes Historically disadvantaged South Africans refers to Africans Coloureds, Indians and White females.
Source of data	Certificates or statement of results or completion letter.
Method of calculation Assessment	Quantitative- a simple addition of learners that complete the management development programme in the financial year.
Means of Verification	Certificates or statement of results or completion letter.
Assumptions	At the end of the training, learners qualify to apply for supervisory, management or executive roles.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 30% Target for Youth: 0% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
Calculation type	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	Achievement of 100% of the planned target
Indicator responsibility	Chief Operating Officer

Indicator title	3.9 Number of HDSA HET lecturers that enter into a lecturer development programme per annum
Definition	Universities are supported to provide work exposure opportunities for identified Historically Disadvantaged South Africans (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. Historically disadvantaged South Africans refers to Africans Coloureds, Indians and White females.
Source of data	The universities provide confirmation of employment, certified ID copies and HET Lecturer Support funding confirmation letter.
Method of calculation / Assessment	Quantitative- a simple count of the number of lecturers supported
Means of Verification	Confirmation of employment, certified ID copies and HET Lecturer Support funding confirmation letter
Assumptions	Higher Education Institutions will apply and open their workplaces to provide lecturers with the required work exposure.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 50% Target for Youth: 0% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
Calculation type	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	Achievement of 100% of the planned target
Indicator responsibility	Chief Operating Officer

Indicator title	3.10 Number of HDSA MMS learners that enter candidacy programme per annum
Definition	Number of learners placed in structured work-based programmes at host companies; the graduate undergoes learning that will lead to readiness for the examination for a certificate of competency. This affords the individuals workplace learning that supports the qualification that has been achieved at the HEI. Historically disadvantaged South Africans refers to Africans Coloureds, Indians and White females
Source of data	From Mining companies, signed Workplace Based Learning Programme Agreement, certified ID copy, certified relevant qualifications and signed MoAs and annexure (list of funded learners) with companies.
Method of calculation / Assessment	Quantitative- simple count of the number of individuals placed for work-based learning in the financial year.

Means of verification	Workplace Based Learning Programme Agreement, certified copy of ID, certified copy of 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: 2% Target for Youth: 80% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
Calculation type	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	Achievement of 100% of the planned target
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	Mentors and Coaches placed at workplaces to assist learners through their structured workplace-based learning programmes
Source of data	Signed MoA, tripartite contracts (coach, employer and MQA)–Certified copy of ID and contract of employment.
Method of calculation / Assessment	Quantitative- the number of coaches supported per organisation in the Mining and Minerals sector are added, this is reported on a quarterly basis.
Means of Verification	Signed MoA, tripartite contracts (coach, employer and MQA), certified copy of ID and contract of employment.
Assumptions	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: 20% Target for Youth: 0% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
Calculation type	Cumulative (year-end)

Reporting cycle	Quarterly
Desired performance	Achievement of 100% of the planned target
Indicator responsibility	Chief Operating Officer

Indicator title	3.12a Number of unemployed learners awarded a bursary per annum.
Definition	Number of unemployed learners awarded financial assistance to study at institutions of higher learning and TVET Colleges
Source of data	A signed bursary contract, certified copy of ID, affidavit confirming unemployment status, certificate or academic record or a list of learners completed nated courses from the TVET college
Method of calculation / Assessment	Quantitative- simple count, each bursar is counted once.
Means of Verification	A signed bursary contract, certified copy of ID, affidavit confirming unemployment status, proof of registration with institution
Assumptions	1. Learners applying for this programme will be unemployed during their studies 2. Learners complying with registration and reporting requirements.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 50% Target for Youth: 90% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
Calculation type	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	Achievement of 100% of the planned target
Indicator responsibility	Chief Operating Officer

Indicator title	3.12b Number of unemployed learners awarded a bursary completing per annum
Definition	Number of bursars supported to graduate at an institution of higher learning and are awarded a certificate.
Source of data	A signed bursary contract, certified copy of ID, certificate or academic record, a list of completed learned from a TVET College
Method of calculation / Assessment	Quantitative- each bursar who has qualified is counted once; it is therefore a simple count.

Means of Verification	A signed bursary contract, certified copy of ID, certificate or academic record, a list of completed learned from a TVET College
Assumptions	Learners will remain unemployed during their studies whiles being funded by MQA.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 50% Target for Youth: 90% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
Calculation type	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	Achievement of 100% of the planned target
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	Quantitative- each bursary counted once; it is therefore a simple count.
Means of Verification	A signed bursary contract, certified copy of ID, proof of registration from the institution, proof of employment.
Assumptions	Learners will remain employed during their studies whiles being funded by MQA.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 30% Target for Youth: 50% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
Calculation type	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	Achievement of 100% of the planned target
Indicator responsibility	Chief Operating Officer

Indicator title	3.14a Number of mine community beneficiaries entering a portable skills programme per annum.
Definition	<p>Beneficiaries (unemployed people, retrenched, soon to be retrenched and/or ex-mine workers) from mining communities which includes labour sending areas entering training on accredited portable skills and mining related programmes for employability and sustainability.</p> <p>Labour sending: refers to areas where mines source labour from.</p> <p>Mining community: refers to a community within a local or metropolitan municipality adjacent to the mining area.</p> <p>Portable skills: refers to a short skills programme.</p>
Source of data	Signed enrolment forms/contracts and certified ID copies, Confirmation of unemployment/retrenched/soon to be retrenched/ex-mine worker status
Method of Calculation	Quantitative- simple count: entered unemployed mining community and/or labour sending areas beneficiaries.
Means of verification	Certified ID Copies and enrolment form, Confirmation of unemployment/retrenched/soon to be retrenched/ex-mine worker status
Assumptions	That learners must be either unemployed/ retrenched or soon to be retrenched and have signed enrolment forms/contracts and provided certified ID Copies.
Disaggregation of Beneficiaries (where applicable)	<p>Target for Women: 40%</p> <p>Target for Youth: 10%</p> <p>Target for People with Disabilities: 0,5%</p>
Spatial Transformation (where applicable)	N/A
Calculation type	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	Achievement of 100% of the planned target
Indicator Responsibility	Executive Manager Stakeholder Relations

Indicator title	3.14b Number of mine community beneficiaries completing a portable skills programme per annum.
Definition	<p>Beneficiaries (unemployed people/ retrenched, soon to be retrenched and ex-mine workers) from mining communities and/or labour sending areas completing training on accredited portable skills and mining related programmes for employability and sustainability.</p> <p>Labour sending refers to areas where mines source labour from.</p>

	<p>Mining community: refers to a community within a local or metropolitan municipality adjacent to the mining area.</p> <p>Portable skills: refers to a short skills programme</p>
Source of data	Signed enrolment forms/contracts, certified ID copies, Certificates/Statement of Results/completion letter.
Method of Calculation or Assessment	Quantitative- simple count: trained unemployed mining community and/or labour sending areas beneficiaries.
Means of verification	Signed enrolment forms/contracts, Certified ID Copies and Statement of Results/certificate/ completion letter.
Assumptions	That the learner must have completed the programme they were enrolled for.
Disaggregation of Beneficiaries (where applicable)	<p>Target for Women: 20%</p> <p>Target for Youth: 10%</p> <p>Target for People with Disabilities: 0,25%</p>
Spatial Transformation (where applicable)	N/A
Calculation type	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	Achievement of 100% of the planned target
Indicator Responsibility	Executive Manager Stakeholder Relations

Indicator title	3.15a Number of unemployed youth in mining communities and labour sending areas that enter a portable skills programme per annum.
Definition	<p>Unemployed youth beneficiaries (18 – 35-year-old) from mining communities and or labour sending areas entering training on accredited portable skills and mining related programmes for employability and sustainability.</p> <p>Labour sending areas where mines source labour from.</p> <p>Mining community: refers to a community within a local or metropolitan municipality adjacent to the mining area.</p> <p>Portable skills: refers to a short skills programme.</p>
Source of data	Certified copy of ID, enrolment form; Confirmation of unemployment status

Method of Calculation or Assessment	Quantitative- simple count: entered unemployed youth from mining communities and/or labour sending areas beneficiaries.
Means of verification	Enrolment forms/ learner contract and certified ID copies; Confirmation of unemployment status
Assumptions	That the learner is unemployed and between the ages 18 and 35 at commencement of training and have signed enrolment forms/contracts and provided certified ID Copies.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 60% Target for Youth: 100% Target for People with Disabilities: 0,5%
Spatial Transformation (where applicable)	N/A
Calculation type	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	Achievement of 100% of the planned target
Indicator Responsibility	Executive Manager Stakeholder Relations

Indicator title	3.15b Number of unemployed youth in mining communities and labour sending areas that complete a portable skills programme per annum.
Definition	Unemployed youth beneficiaries from mining communities and labour sending areas completed training on accredited portable skills and mining related programmes for employability and sustainability. Labour sending areas where mines source labour from. Mining community: refers to a community within a local or metropolitan municipality adjacent to the mining area. Portable skills: refers to a short skills programme.
Source of data	Signed enrolment forms/contracts, certified ID copies; Certificates/Statement of Results/completion letter
Method of Calculation or Assessment	Quantitative- simple count: trained unemployed mining community and/or labour sending areas beneficiaries is reported against a programme certificate once.
Means of verification	Certified copy of ID, Statement of Results/ Certificate/ Completion letter

Assumptions	That the learner is unemployed and was between the ages 18 and 35 at commencement of training and have completed training and declared competent.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 60% Target for Youth: 100% Target for People with Disabilities: 0,5%
Spatial Transformation (where applicable)	N/A
Calculation type	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	Achievement of 100% of the planned target
Indicator Responsibility	Executive Manager Stakeholder Relations

Indicator title	3.16 Number of beneficiaries trained in Small-scale Mining programmes per annum
Definition	Beneficiaries (unemployed people/ retrenched, soon to be retrenched and ex-mine workers) from mining communities and/or labour sending areas trained and completed accredited small scale mining programmes. Labour sending areas where mines source labour from. Mining community: refers to a community within a local or metropolitan municipality adjacent to the mining area.
Source of data	Signed enrolment forms/contracts, certified ID copies; Certificates/Statement of Results/completion letter
Method of Calculation or Assessment	Quantitative- simple count: each learner is reported on completion.
Means of verification	Certified copy of ID, Statement of Results/certificate/ completion letter
Assumptions	That learner must have completed the programme that they were enrolled for.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 20% Target for Youth: 5% Target for People with Disabilities: 0,25%
Spatial Transformation (where applicable)	N/A
Calculation type	Cumulative (year-end)

Reporting cycle	Quarterly
Desired performance	Achievement of 100% of the planned target
Indicator Responsibility	Executive Manager Stakeholder Relations

Indicator title	3.17 Number of career guidance activities undertaken per annum.
Definition	Number of career guidance events and/or exhibitions that the MQA participated in within the financial year under review to provide career guidance information in rural areas and townships in all nine provinces.
Source of data	Signed register on career exhibitions attendance/ signed attendance registers of learners and invitations.
Method of calculation or Assessment	Quantitative- simple count: each event attended counted once.
Means of verification	Signed register on career exhibitions attendance/ signed attendance registers of learners and invitations.
Assumptions	The MQA would have participated in career guidance events or exhibitions.
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	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	Achievement of 100% of the planned target
Indicator Responsibility	Executive Manager Stakeholder Relations

Indicator title	3.18a Number of TVET NCV graduates that enter a work placement programme per annum.
Definition	Number of unemployed NVC level 4 graduates placed in structured work-based programmes at host companies in order to trade test and qualify as artisans.
Source of data	Signed learner contracts, certified ID copies and NCV level 4 certificates or Statement of results and confirmation of unemployment status.

Method of Calculation or Assessment	Quantitative- simple count each learner is reported on enrolment.
Means of verification	Learner Contracts, Certified ID Copies and NCV Level 4 Certificates or Statements of Results and confirmation of unemployment status.
Assumption	That learner must have completed NCV Level 4 and unemployed.
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	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	Achievement of 100% of the planned target
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 who completed structured work-based programmes at host companies and have passed trade test at an accredited trade test centre.
Source of data	Signed learner contracts, certified ID copies and NCV level 4 certificates, Trade Certificate or Statement of results or trade test report
Method of Calculation or Assessment	Quantitative - simple count each learner is reported on completion.
Means of verification	Learner Contracts, Completed NCV Level 4 qualification, certified ID Copies and, Trade Certificate/ Statement of results/ Trade Test Report
Assumption	That learner must pass trade test at an accredited trade test centre.
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	Cumulative (Year-end)

Reporting cycle	Quarterly
Desired performance	Achievement of 100% of the planned target
Responsibility	Executive Manager Stakeholder Relations

Indicator title	3.19 Number of CET/TVET College Lecturers supported per annum.
Definition	CET/TVET College Lecturers are supported with work experience at host employers to expose them within the MMS and/or trained on curriculum studies.
Source of data	Signed MoAs between MQA & CET/TVET Colleges, SOR or Completion Letter or Certificate of attendance.
Method of calculation or Assessment	Quantitative- simple count of Lecturers supported.
Means of verification	Signed MoAs between MQA & CET/TVET Colleges, Statement of Results (SoR) or Completion Letter or Certificate of attendance.
Assumptions	That Lecturers have the necessary statement of results (SoR) or completion letter that meets the criteria for completion and reporting.
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	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	Achievement of 100% of the planned target
Indicator Responsibility	Executive Manager Stakeholder Relations

Indicator title	3.20. Number of TVET College and HEI graduates that enter CET Internship Programme.
Definition	Number of TVET College and HEI graduates placed in structured work-based programmes at TVET Colleges. This affords the graduate workplace learning that supports the qualification that has been achieved at the TVET College and HEI.

Source of data	Submission of signed Workplace Based Learning Programme Agreement, certified copy of ID, certified copy of qualification or letter confirming graduation on the qualification or academic record indicating completion of the qualification and signed MoAs and annexure (list of funded learners) with colleges.
Method of calculation or Assessment	Quantitative- simple count of the number of graduates placed for work-based learning in the financial year.
Means of Verification	Signed Workplace Based Learning Programme 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 and annexure (list of funded learners) with companies.
Assumptions	1. Beneficiaries would have graduated/ completed a qualification. 2. Colleges will submit all required documentation that meets the criteria for registration and reporting. 3. Colleges will deliver programmes as per the requirements.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 40% Target for Youth: 60% Target for People with Disabilities: 1%
Spatial Transformation (where applicable)	N/A
Calculation type	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	Achievement of 100% of the planned target
Indicator responsibility	Executive Manager Stakeholder Relations

Indicator title	3.21. Number of TVET graduates that enter an Internship Programme per annum.
Definition	Number of TVET College graduates placed in structured work-based programmes at TVET Colleges. This affords the graduate workplace learning that supports the qualification that has been achieved at the TVET College.
Source of data	Submission of signed Workplace Based Learning Programme Agreement, certified copy of ID, certified copy of qualification or letter confirming graduation on the qualification or academic record indicating completion of the qualification and signed MoAs and annexure (list of funded learners) with TVET Colleges
Method of calculation or Assessment	Quantitative- simple count of the number of graduates placed for work-based learning in the financial year.

Means of Verification	Signed Workplace Based Learning Programme 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 and annexure (list of funded learners) with companies.
Assumptions	1. Beneficiaries would have graduated/ completed a qualification. 2. TVET Colleges will submit all required documentation that meets the criteria for registration and reporting. 3. TVET Colleges will deliver programmes as per the requirements.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 40% Target for Youth: 60% Target for People with Disabilities: 1%
Spatial Transformation (where applicable)	N/A
Calculation type	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	Achievement of 100% of the planned target
Indicator responsibility	Executive Manager Stakeholder Relations

Indicator title	3.22. Annual International Literacy Day event hosted
Definition	International Literacy Day event organised by the MQA for the MMS to celebrate AET learners' achievements.
Source of data	Invitation, Event attendance register, ILD programme and Close-out report
Method of calculation or Assessment	Quantitative- simple count: one event organised by the MQA reported once annually.
Means of verification	Invitation, Event attendance register, ILD programme and Close-out report
Assumptions	That delegates will attend the event.
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	Once a year
Reporting Cycle	Annually
Desired performance	The MQA and the MMS stakeholders celebrating AET learners' achievements.

Indicator Responsibility	Executive Manager Stakeholder Relations
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PROGRAMME 4: QUALITY ASSURANCE, MONITORING AND EVALUATION

Indicator Title	4.1 Number of skills development providers quality assured per annum.
Definition	Ensure compliance and quality learning delivery through accreditation/ scope, programme approval and workplace approval of employers.
Source of data	Sector Applications database (quality assured).
Method of Calculation Assessment	Quantitative - number of conducted audits or workplace approved for quality learning outcome.
Means of verification	Access MIS letter, Accreditation letter, programme approval, scope extension letter, or workplace approval Letter
Assumptions	Training providers and employers will apply for accreditation and workplace approval respectively Ability to conduct audits
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	Cumulative (year-end)
Reporting Cycle	Quarterly
Desired performance	Increased number of quality assured skills development providers and approved workplaces to deliver quality learning.
Indicator Responsibility	Chief Operations Officer

Indicator Title	4.2. Number of reviewed and developed learning programmes/ assessments toolkits/ learning materials.
Definition	Learning programmes, assessments toolkits, or learning materials are developed or reviewed to ensure attainment of the required quality assurance standard.
Source of data	OFO Framework, Skills Sector Plan, MQF and industry/sector demands.
Method of Calculation Assessment	Quantitative- number of reviewed or developed learning programmes, assessments addendums or learning material packs for the Mining and Minerals Sector.

Means of verification	Developed or reviewed learning programmes, or learning material or assessment toolkits
Assumptions	Requests/applications by employers and providers for the development or review of learning programmes, or assessments toolkits, or learning materials
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	Cumulative (year-end)
Reporting Cycle	Quarterly
Desired performance	Achievement of 100% of the target: The sector need for the development or review of learning programmes or assessments toolkits, or learning materials is met.
Indicator Responsibility	Chief Operations Officer

Indicator Title	4.3. Number of HDSA supported on primary accreditation as training providers for entry into the Mining & Minerals Sector per annum.
Definition	Support HDSA through capacity building workshop, provision of learning material aimed at attaining accreditation status.
Source of data	List of applications and allocations for support
Method of Calculation Assessment	Quantitative- number of recorded/registered conducted capacity building, learning materials supported or accreditation status.
Means of verification	Accreditation letter and Approval of payment.
Assumptions	HDSA will express interest on support towards accreditation. Adequate support will be provided to enable accreditation. Supported HDSA will implement recommendations that are aimed at addressing identified short comings.
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	Cumulative (year-end)
Reporting Cycle	Quarterly
Desired performance	Achievement of 100% of the planned target.

Indicator Responsibility	Chief Operations Officer
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Annexures to the Strategic Plan

Annexure D: District Development Model

Areas of Intervention	Five-year planning period				
	Project description	District municipality	Location: GPS coordinates	Project leader	Social partners
None					