

MINING QUALIFICATIONS

AUTHORITY

STRATEGIC PLAN

FOR

2020/21-2024/25

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MINING QUALIFICATIONS AUTHORITY

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 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

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)

- 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 which the Mining Qualifications Authority will endeavour to achieve over the period 2020/21-2024/25.

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

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Mr. Bethuel Nemagovhani

Chief Risk Monitoring and Evaluation Officer

Signature: _____

Dr. Thabo Mashongoane

Acting Chief Executive Officer

Signature: _____

Mr. David Msize

Signature: _____

Chairperson of the Accounting Authority

Approved by:

Executive Authority (Minister)

Signature: _____

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PART A: OUR MANDATE

This section discusses the mandate of the Mining Qualifications Authority (MQA) by, firstly, highlighting the Constitutional mandate of the MQA. It provides a brief overview of key legislation and policies that drive the mandate of the MQA. Thirdly, it presents key MQA policies and strategies that enable the MQA to implement its mandate. Lastly, it sets out applicable court rulings.

1. Constitutional Mandate

Section 29 of the Constitution of the Republic of South Africa, 1996 (Act No.108 of 1996) stipulates that everyone has the right:

- to a basic education, including adult basic education; and
- to further education, which the state, through reasonable measures, must make progressively available and accessible.

The MQA contributes to the Constitution right of further education and training to enhance the economic prospects everyone in South Africa.

2. Legislative and Policy Mandates

This section discusses key legislation, policies and Government programmes that inform the MQA's mandate

2.1. Legislative mandates

2.1.1 Mine Health and Safety Act No. 29 of 1996.

The MQA is a tripartite institution which was established in terms of section 45 of the Mine Health and Safety Act. The MQA was established to advise the Ministers of Minerals and Energy (now the Minister of Mineral Resources and Energy) on , *inter alia* ; the creation of a framework for qualifications and learning achievements in the mining industry to improve health and safety standards through proper training and education; standards and competency setting, assessment, examinations, quality assurance and accreditation in the mining industry; and linking and qualifying framework for the mining industry to the National Qualification Framework referred to in the National Qualifications Framework Act, 67 of 2008.

2.1.2 Skills Development Act No 97 of 1998.

The MQA was later on regarded as a Sector Education and Training Authority (SETA) in terms of the Skills Development Act (SDA). The key functions of SETAs are to develop and implement sector skills plan within the framework of the national skills development strategy; and to promote and register learning programmes. Key programmes for SETAs comprise on-the-job training, learnerships, internships and bursaries, with a particular focus on the unemployed and youth. To strengthen accountability on the SETAs

performance, the SDA mandates the national Department of Higher Education and Training (DHET) to enter into a Service Level Agreement (SLA) with all SETAs.

2.1.3 Skills Development Levies Act No 9 of 1999

The Skills Development Levies Act (SDLA) makes provision for the funding of SETAs through levies collected from employers. In terms of the SDLA, employers are required to pay 1% of the payroll cost to the National Treasury through the South African Revenue Services (SARS). SETAs receive 80% of the funds to facilitate training of current and prospective employees. SETAs distribute a portion of the funds back to employers upon receipt of workplace training plans and reports. The levy system creates an incentive for employers to train employees and to support training to drive the skills development programme of the government. The skills levy is not the only source of funding for skills development in the sector. Many learners might fund their own further learning and development. The MQA would, through sector skills planning, influence any training and skills development expenditure in the sector.

2.1.4 Public Finance Management Act No. 1 of 1999

The MQA is a national public entity established in terms of Schedule 3 (Part A) of the Public Finance Management Act (PFMA). The MQA must conduct all its financial affairs in line with the PFMA. The PFMA regulates financial management in MQA and the MQA must ensure that all revenue, expenditure, assets and liabilities are managed efficiently and effectively.

The systems of internal controls over financial reporting, for the period under review are audited both internally and externally by the Auditor – General of South Africa.

2.2 Policy Mandates

2.2.1 The National Skills Development Plan

The National Skills Development Plan (NSDP) is a 10-year plan that “seeks to ensure that South Africa has adequate, appropriate and high-quality skills that contribute towards economic growth, employment creation and social development”.

2.2.2 White Paper on Post-School Education and Training

The White Paper on Post-School Education and Training focuses on improving the quality of the Post-School Education and Training colleges which entails, *inter alia*, the development of appropriate programmes; improving of lecturer qualifications; improving corporate governance; improving learner support; and facilitating partnerships between institutions and employers in the public and private sectors.

2.2.3 Human Resources Development Strategy

Human Resources Development Strategy (HRDS) is concerned with human resource development. Human resource development refers to formal and explicit activities that will enhance the ability of all individuals to reach their full potential. This is by enhancing the skills, knowledge and abilities of individuals, this would serve to improve the productivity of people in their areas of work – whether these are in formal or informal settings. Increased productivity and improvements to the skills base in a country supports economic development, as well as social development. This places human resource development at the heart of social development in South Africa.

3. Institutional Policies and Strategies over 5-Year Planning Period

3.1 Institutional Policies

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.

3.1.1 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.

3.1.2 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).

4. Relevant Court Rulings

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

On the 17th of January 2020, the Department of Higher Education and Training issued Circular 01/2020 which stated its interpretation of the Court ruling. The circular states that 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. Vision

A competent health and safety-oriented mining and minerals workforce.

2. Mission

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

3. Values

The Mining Qualifications Authority subscribes to the following values:

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

4. Situational Analysis

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 was conducted to situate the response within a proper organisational context, to take into account strengths, weakness, opportunities and threats going forward. The labour market intelligence was also gleaned from the Sector Skills Plan, and other research to understand, the sector profile, hard to fill occupations, key drivers, partnerships required to achieve economies of scale as well monitoring and evaluations systems in place to ensure programme are effective, efficient, and impactful. This 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

- Inclusion of Ministerial imperatives
- Inclusion of Sectoral Priorities list/scarce and critical list

PROGRAMME 4

- No changes to the estimated

4.1. External Environment 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.

4.1.1. 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.

4.1.1. 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.

4.1.2. Illegal mining

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.

4.1.3. 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

4.1.4. 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 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 explored 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.

4.1.5. Legal

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.

4.1.6. Policy frameworks and strategies affecting skills demand and supply

There are many legislative, policy and strategic plans and interventions that the MMS from skills planning both at policy and implementation levels point of view be conscious of, to advance transformation by contributing to the building of the developmental state anchored on the principles of inclusivity and sustainability with the aim of pushing back the frontiers of poverty, unemployment, and inequalities through economic growth. Table 2 below, though not exhaustive for spatial reasons provides a synopsis of the key legislative instruments, policies, plans and mechanisms which inform the MQA's key planning frameworks and programmatic interventions to make difference within and beyond.

Table 2: Policy frameworks affecting skills demand and supply

Policy/ Strategy	Policy input Relevant to the MMS (Policy Objective)	Implications for skills planning in the sector
Mineral and Petroleum Resources Development Act (28 of 2002)	<ul style="list-style-type: none"> • The MPRDA is a legislative transformation instrument intending to create enabling conditions conducive for the redress socio-economic inequalities, equitable access, meaningful participation of the black persons and sustainable exploitation of mineral and energy resources in the MMS. 	<ul style="list-style-type: none"> • The MQA's planning frameworks (SP and APPs), policies and mechanisms (funding policies and grants allocation criteria) and skills development interventions (learning programmes and special projects) should be underpinned by the principles equity, equality (race, class, and gender), fairness, social and economic justice.
Mining Charter, 2018	<ul style="list-style-type: none"> • The Mining Charter, 2018 gives effect to the MPDRA by setting guidelines and specific targets with regards to ownership, management, skills training and business(entrepreneurial), procurement support within the MMS • Promotes the beneficiation of South Africa's mineral commodities • Calls for the development of entrepreneurial skills that improve people's livelihoods, and create mining led local and regional economic diversification. • Requires an investment of 5% of the leviable amount on amongst others essential skills development activities such as science, technology, engineering, mathematics skills, as well as artisans, internships, learnerships, apprentices, bursaries, literacy and numeracy skills for employees and non-employees (community members), graduate training programmes, research and development of solutions in exploration, mining, processing, technology efficiency (energy and water use in mining), 	<ul style="list-style-type: none"> • Through research (M& E and impact studies) the MQA should continue to track the impact of the Mining Charter, identify bottlenecks, identify weaknesses, strengths, and a way forward, assess the sector's readiness for beneficiation in terms of infrastructure and the necessary competencies • The MQA should develop and support strategic interventions including supporting efforts to bring SMMEs into mainstream economic activities in the MMS, support through funding and other avenues interventions that are intended to ensure access of the historical marginalised (black and women groups), as well as dismantling the systemic (organisational and cultural) and personal factors that impede their access to leadership positions. • Support skills development interventions within the pipeline for the consistent skills supply of STEM cohort, artisans

Policy/ Strategy	Policy input Relevant to the MMS (Policy Objective)	Implications for skills planning in the sector
	beneficiation as well as environmental conservation and rehabilitation.	
Mine Health and Safety Act (MHSA) No. 29 of 1996	<ul style="list-style-type: none"> The Act exist to create enabling conditions for ensuring the health and safety employers and every stakeholder in the mines. 	<ul style="list-style-type: none"> In collaboration with entities such as the DRME, MINCSA and MHSC, through research and benchmarking the MQA should continue to identify factors contributing towards the safety and health or lack thereof, implement or support training that is intended to entrench the healthy and safe culture within mines.
Mineral Beneficiation Strategy	<ul style="list-style-type: none"> The beneficiation strategy is aimed at developing mineral value chains and facilitating the expansion of mineral beneficiation initiatives in the country up to the last stages of the value chain. The strategy is aligned to a national industrialisation programme which seeks to enhance the quantity and quality of exports, promote creation of decent employment and diversification of the economy, including promotion of the green economy. 	<ul style="list-style-type: none"> The MMS could form partnerships with other SETAs such as AgriSETA and MERSETA through programmes that support mineral beneficiation. In addition, greater collaboration with industry councils and jewellery manufacturers needs to be encouraged to promote the sustainability and growth of the sector. The increasing need to implement innovative technology in the sector will have an impact on beneficiation as it will prompt the need to manufacture the demanded technology locally. This will then create employment opportunities for new entrants in the sector, community members and upskill existing employees. Qualifications will correspondingly be required to be carefully scoped against these new developments with a longer-term view of the type of the emerging workforce in mind. Considering that contemporary and future beneficiation trends demonstrate a high dependence of employees with knowledge of science technology engineering & maths (STEM); supporting individuals with this expertise will become a critical component of sustainable industrial development.
National Growth Path (NGP)	<ul style="list-style-type: none"> The NGP is the government's vision to reduce the rate of unemployment through job creation. It has set a target of five million new jobs to be created by 2020. It calls for the need to improve skills in every job and targets 1, 2 million workers for certified on-the-job skills improvement programmes annually from 2013. 	<ul style="list-style-type: none"> The NGP in conjunction with the beneficiation strategy are expected to help grow the diamond manufacturing industry. Thus, creating employment opportunities. This will also lead to the development of new entrepreneurs with the relevant skills to enable South Africa to become a jewellery hub.

Policy/ Strategy	Policy input Relevant to the MMS (Policy Objective)	Implications for skills planning in the sector
	<ul style="list-style-type: none"> • The MQA is required to facilitate and co-finance training for approximately 10% of the MMS workforce annually. • Focus is also placed in supporting beneficiation on the final manufacturing of consumer and capital goods, which can create large-scale employment. • The growth path also requires a radical review of the training system to address shortfalls in artisanal and technical skills. 	<ul style="list-style-type: none"> • In striving to achieve the mandate of the NGP, the MQA has funded learnerships and bursaries to learners studying towards mining related qualifications. Workplace exposure support has also been provided to learners and lecturers.
Industrial Policy Action (IPAP) 2018/19	<ul style="list-style-type: none"> • IPAP plans to address the key challenges of economic and industrial growth and race-based poverty, inequality and unemployment. • It aims at promoting investment by the private sector in new industrial capabilities. In mining, mineral beneficiation has been identified in IPAP as a key instrument for the industrialisation agenda. 	<ul style="list-style-type: none"> • Similarly, as the Mineral Beneficiation Strategy, IPAPS's plans to promote the investment of mineral beneficiation could be achieved through developing economic linkages between the primary agriculture, mining and manufacturing sectors to secure much greater downstream beneficiation and maximise upstream linkages. Such linkages may well result in multi-sectoral skills transfer and will address high rates of unemployment in the country. • The MQA could partner with the DTI to make its contribution in this area by organising trade fairs. This can be facilitated through providing small companies with access to new markets, giving them exposure to international design skills or accessing new designs over and above their existing design and trading skills. The acquired skills will ultimately be brought back to South Africa and transferred to emerging small companies.
The National Development Plan (NDP)	<ul style="list-style-type: none"> • The National Development Plan aims to eliminate poverty and reduce inequality by 2030. • It aims to improve education, training and innovation, provide learning opportunities through Community Education and Training Centres and support the development of specialised programmes in 	<ul style="list-style-type: none"> • Currently the MQA funds learnerships, workplace experience programmes, internships and bursaries aimed at developing a pool of HET graduates to pursue careers in the MMS. This includes universities, university of technologies, CETs and TVETs.

Policy/ Strategy	Policy input Relevant to the MMS (Policy Objective)	Implications for skills planning in the sector
	<p>universities focusing on training college lecturers and provide funding for universities to conduct research on the vocational education sector.</p>	<ul style="list-style-type: none"> Considering the implementation of innovative technology in the sector, R &D support should be given to HET to adjust their curriculum to be in line with these new developments. Considering the decline of some subsectors in the MMS, there is a need to develop linkages with other sectors other than mining to accelerate employment creation and accommodate those that lose their jobs due to retrenchments.
<p>National Development (NSDP) Skills Plan</p>	<ul style="list-style-type: none"> The NSDP was derived from the NDP and seeks to ensure that South Africa has adequate, appropriate and high-quality skills that contribute towards economic growth, employment creation and social development. The priorities that stand out in the NSPD for the MMS are as follows: <ul style="list-style-type: none"> Identify and increase production of occupations in high demand Linking education and workplace Improving the levels of skills in South African workforce Improving the quality of education, skills development and innovation Increase access to occupationally directed programmes. Support the growth of the public college system Skills development for entrepreneurship Support worker-initiated training Support career development service 	<ul style="list-style-type: none"> To address the key objectives of the NSDP, the MQA should continue establishing credible skills planning measures through research and identify skills that are needed in the sector and from that develop interventions to address challenges in their supply. There will be a need for the MQA to fast-track and continue supporting: <ul style="list-style-type: none"> Workplace experience programmes Funding that supports occupations in demand Partnering with TVET and CET colleges Small scale mining programme Career guidance events Management development programmes for the sector's employees

Policy/ Strategy	Policy input Relevant to the MMS (Policy Objective)	Implications for skills planning in the sector
Economic Reconstruction and Recovery Skills Plan (ERRP)	<ul style="list-style-type: none"> Is borne out of the strategy that aims to create a balance between the short terms and long-term skills needs as well strengthening the implementation of the skills system of the country. Therefore, in the context national recovery and reconstruction process, therefore, the overarching goal is to create sustainable, resilient and inclusive economy in various strategic sectors of the economy including in the MMS 	<ul style="list-style-type: none"> To achieve the objectives of the ERRS, the MQA should respond to the six core delivery interventions of the ERRP by continuing the support and also scaling up and accelerating the implementation of the interventions that increase access to enablers such hard-to-fill occupations, skills programmes, workplace experience programmes, support for entrepreneurship and innovation, and employee retraining/upskilling through portable skills while being sensitive to gender equality, and inclusion of the historically marginalised groups (bursary). Conclude skills compact arrangements with institutions to expand learning opportunities, improve success and efficiency as well as the responsiveness of the systems within the PSET environment. Also, it should respond to the enabling interventions of the ERRP by influencing the skills regulation environment (adaptation of accreditation requirements to the new normal)
HRD Strategy for South Africa (2010-2030)	<p>The strategy offers a blueprint for skills development by identifying strategic priorities and subsequently puts in place in frameworks to achieve institutional coherence and operational plan to implement, coordinate, monitor and evaluate HRD interventions. Thus, it seeks to optimise the efficacy of HRD as a permanent feature of the global discourse on development in respect to the country development agenda. To this effect, it seeks to improve competencies (skills, knowledge and abilities) of individuals to raise productivity levels in the workplace and better the quality of life for all.</p>	<p>This implies that the MQA' mandate need to be undergirded by people centric interventions as means to achieve social, economic and development goals. To this end, the focus should be to:</p> <ul style="list-style-type: none"> drive a deliberate process informed by a proper strategic partnership model that will ultimately produce a skills ecosystem model that links studying, working, living and skill development in an inclusive, sustainable and social way. To achieve this, there is a need to bring together a spectrum of partnerships (social partners) that will gather relevant labour market information, address bottlenecks and priority skills needs in the in the sector and economy cognisant of the everchanging global conditions. expand and accelerate the provision of workplace training in priority skills needs, i.e., number of apprenticeships, learnership & internship opportunities and scaling up funding mechanisms such as bursaries and put in place measures to ensure equity and access to success.

Policy/ Strategy	Policy input Relevant to the MMS (Policy Objective)	Implications for skills planning in the sector
		<ul style="list-style-type: none"> • Intensify efforts to support SMMEs to expand the employer pool for creation of job opportunities and assess its small business support (entrepreneurial) intervention programme to identify weakness and strength to craft innovative ways to create conditions necessary for growth and sustainability of emerging business for creation of more job opportunities. • continue supporting career awareness programmes, workplace exposure, learnerships, internships and artisan training for mining related occupations and assess the efficacy and outcomes of this interventions to inform the sectoral skills planning process.
National Priority Skills Plan	<p>Is a targeted tool that focusses on a defined set of priority occupations and skills for which the PSET system is not sufficiently responding to and are in priority economic sectors. The aim is to address skills needs for the implementation of sectoral master plans. It is also aimed at providing a targeted strategic plan on how to ensure the provisioning of skills required for the development of the economy and the society.</p>	<ul style="list-style-type: none"> • The MQA should continue identifying Hard to Fill Vacancies and triangulate such with the DHET's List of Occupation in High Demand and develop and implement programmes through SPOI that are in line with critical scarce list and also address the occupational shortages identified in the ERRP. • It should also develop a SMART intervention to deal with constraints identified in ERRS with respect occupational shortages such as insufficient number of qualified candidates, lack of technical skills and specialisation, insufficient experience and equity considerations.
Exploration Implementation Plan	<p>The South African share of the global exploration expenditure has consistently declined since 2003 and remained below 1% over the past decade. This pattern does not resonate with the residual prospects of discovering world-class deposits consistent with the quality of the country's prolific geologic environment as well as the fact that SA has exploited only a small fraction of its total mineral wealth. This plan is characteristically intentional to proverbially "turn South Africa into an exploration site", secure more than 5% share of the global</p>	<ul style="list-style-type: none"> • The MQA should strength and scale up business support interventions in the light of the strategy and plan to attain the target to 5% increase of the global exploration expenditure. A more targeted approach is necessary to identify competencies that emerging mining companies would need to play a meaningful role in this process of exploration. • Also, it is crucial to ramp up support for the rollout of programmes (skills and qualifications) in the field of geoscience, mineral technology and green skills and support fund research and development initiatives that support exploration in mineral and mining.

Policy/ Strategy	Policy input Relevant to the MMS (Policy Objective)	Implications for skills planning in the sector
	<p>exploration expenditure within 3-5 years and bolster the mining sector's contribution to the GDP.</p> <p>The purpose is to resuscitate exploration activities in the sector put an emphasis on the re-imagination of exploration in South Africa is instrumental to, inter alia, economic recovery, sustenance and inclusive growth of the mining industry, protection of existing jobs and creation of new employment. To this end, as part of the response to ERRP a practical time-bound, measurable and implementable exploration implementation plan to identify a suite of critical barriers and propose requisite corrective actions in order to attain a minimum of 5% share of the global exploration expenditure within 3-5 years. It is intended to provide the right enabling framework and to facilitate a successful exploration and a junior mining industry that unlocks future wealth, economic development, job creation and transformation</p>	
Hydrogen South Africa Strategy (HySA)	<p>South Africa is the world's largest producer of PGMs (platinum, palladium, ruthenium, rhodium, iridium and osmium), accounting for more than 75% of global PGM output. However, this output is largely beneficiated. PGMs are a key component of electrolyzers in hydrogen production and catalysts in fuel cells, and South Africa has identified PGM beneficiation as a key economic opportunity and a driving force for advancing hydrogen and fuel-cell RDI. The country has a window of opportunity to develop PGM-based components for hydrogen production to meet the demands of other countries that</p>	<ul style="list-style-type: none"> • Given the catalysis role that PGMs play in various industrial processes such as automotive industry, petroleum refining, environmental (gas remediation), chemical production, electronics and medical fields. • Growth in the hydrogen and fuel cell industries will lead to vast new employment opportunities, and these will be created in a wide variety of industries, skills. Many of these jobs may not currently exist and do not have occupational titles defined in official classifications. In addition, many of these jobs require different skills and education than current jobs, and training requirements must be assessed so that this rapidly growing part of the economy has a sufficient supply of trained and qualified workers. We discuss the current hydrogen economy and

Policy/ Strategy	Policy input Relevant to the MMS (Policy Objective)	Implications for skills planning in the sector
	<p>have developed policies to integrate hydrogen in their economies.</p> <p>To kickstart the hydrogen economy in South Africa, four catalytic projects. These include the Platinum Valley Initiative (South African Hydrogen Valley), the CoalCO2 - X Project, Boegoebaai Special Economic Zone (SEZ) and the Sustainable Aviation Fuels (SAF) project. Through their implementation, the flagship projects are expected to produce approximately 500kt of hydrogen and create at least 20 000 jobs annually by 2030 and a Gross Domestic Product (GDP) contribution of at least USD5 billion to the economy by 2050. The projects will contribute to a growth of sustainable green industries that are resource- and energy-efficient, low-carbon and low-waste, non-polluting and safe.</p> <p>Seeks to propel the country into becoming one of the biggest global players in the hydrogen market, leverage the opportunity as part of the ERRP. The Hydrogen Society Roadmap is one of government's strategies and policy direction aimed at bringing together a variety of stakeholders and institutions (both public and private) around a common vision on how to use and deploy hydrogen and hydrogen related technologies as part of our economic development and greening objectives.</p>	<p>technologies. We then identify by occupational titles the new jobs that will be created in the expanding hydrogen/fuel cell economy.</p> <ul style="list-style-type: none"> • The MQA needs to invest in programme that support the emerging businesses in this hydrogen space as well as interventions intended to equip workforce with new skills may be needed across a wide spectrum of industries and that training and retraining programs may be needed to help ensure that the SA workforce possesses appropriate skills and that sufficient numbers of trained personnel are available to support the hydrogen economy.

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.

4.1.2 Environmental Factors

4.1.2.1 COVID-19 Pandemic

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.

4.1.2.2. Environmental concerns associated with energy, water, and biodiversity challenges

Mining inherently poses a risk for environmental degradation in the domains of air quality, water supply and quality, biodiversity. What exacerbates the problem is that over 80% of electricity is generated through coal fired power stations which is also contributing towards carbon emissions. Therefore, calls for the need to take into environmental sustainability in mining as air quality remains one of the most challenging environmental issues and is an issue that has been raised on several occasions with regards to the health and welfare of South Africa's population. Fugitive dust and spontaneous combustion emission from the mining sector are some of the most common sources of atmospheric emission that impact on air quality. Moreover, climate change is likely to exacerbate and accelerate negative trends such as joblessness and poverty, though the scope and scale is not yet determined through scientific studies.

Support has been provided by the MMS' stakeholders for the sector to transition to a cleaner energy mix, i.e., transitioning to a growing role of non-fossil forms of power generation such as wind and solar power where costs are not prohibitive as well as nuclear power. In addition, the Minerals Council mentioned that some progress is already being made to generate cleaner coal power through the introduction of new power plants and the closure of older plants associated with historical emissions. Even so, it is believed that coal still remains a necessity in the country's future as the main source of power even with the expansion of renewables. With this accounted for, the government is advised to fast-track legislation that make it possible for mining companies to generate their own power, including the over 600MW of solar power projects already in the pipeline that will contribute further to a reduction in the sector's combined carbon footprint.

In addition, the availability and cost of water are quickly rising to the top of mining companies' agendas as one of the greatest constraints to supply. The insufficient water supply could limit large-scale mine development and restrict other economic and livelihood activities as it makes the social and ecological reserve vulnerable to water demands from new developments, which may affect the country's resilience to climate change.

Unlike companies found in the secondary and tertiary sectors, mining companies are dependent on the location of their ore and, thus, cannot change their operations' location to mitigate or adapt to environmental challenges. The sector must align their practices with goals closely linked to achieving the development path of the green economy. As mining activities and environment change, the need for green skills in the MMS is also expected to be affected. All the mining subsectors are likely to experience an increased demand for green skills. This is also part of the critical investor requirements and fulfilment of legislative requirements regarding sustainable development.

Furthermore, 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.

4.1.2.3 Economic 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).

Although the sector plays a significant role in the South African economy, it has not been immune to challenges. On the 27th March 2020, the South African government implemented a national lockdown that demanded the closure of businesses that were regarded as non-essential to curb the spread of COVID-19 pandemic (Stats SA, 2020). Mining operations were scaled down significantly, particularly deep level mining, which is labour intensive, except for collieries which were regarded as essential for the supply of coal to Eskom, though 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, in the third quarter, the sector withstood the COVID-19 pandemic as mining companies benefited from commodity price increases, which were aided by a weaker Rand, and resulted in an increase in certain commodity prices and investment. As a result, the MMS remains a significant contributor to the economy, exhibiting good profitability and maintaining strong balance sheets. The economic performance of the MMS is discussed in detail subsectoral in the section below.

4.1.3. Overview of the MMS

4.1.3.1 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 76.0%, accounting for 26.1% of the sector's mineral sales (StatsSA, 2021b).

4.1.3.2. 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). Seven tonnes of gold is reported to be lost annually. As a result, rapidly increasing input costs, which in turn threaten the sustainability of the subsector, electricity, steel and wage costs have also risen much faster than producer inflation, alongside ongoing legislative and tax cost increases (e.g. municipalities taking over water and electricity supply at a much greater cost to the industry), community protests as well as inter-union rivalry, lack of union recognition of the dire economic and financial position of some mines/shafts) affect the subsector (MCSA, 2020).

Despite its challenges, in 2020, gold prices rose as a consequence of low interest rates and excess funds injected into the global economy by central banks worldwide to mitigate the economic impact of COVID-19 pandemic. The price of gold increased by 45.3% in Rand terms, aided by the weakening of the exchange rate. Geopolitical and trade tensions between the United States and China, as well as the United Kingdom and the European Union, also increased the demand for gold in 2020. As a result, the price of gold in US dollars increased by 26.6% in 2020. This trend continued in 2021, with gold sales accounting for 61.3% of the sector's 46.9% mineral sales, contributing 7.2% points (StatsSA, 2021b).

4.1.3.3. Coal Mining

The South African coal subsector is ranked 6th in the world 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).

Although one of the largest subsectors, coal prices declined for the third year in a row in 2020, averaging US\$65.7/t, 8.6% lower than the previous year and 32.7% lower than in 2018. In the international market, there was an oversupply of coal coming from Indonesia. In addition, lower coal prices are discouraging investment in South Africa. The subsector has also seen little investment in the form of Greenfield projects. Due to the negative global outlook for coal and several countries enacting strict legislation prohibiting the use of coal, coal majors with the capital to finance new projects are also exiting coal mining (MCSA, 2021).

4.1.3.4. 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 not only popular in jewellery but are also sought after in high-tech cutting, grinding and polishing tools (MCSA, 2021a).

The diamond subsector was the only one to record an increase in production in 2020 when compared to 2019. In the first ten months to October, production was said to have increased by 12.3%. Export sales earnings from January to November 2020 slightly increased by 1.4% compared to the same period in 2019 (MCSA, 2021a).

Industry specific challenges include the 2018 Mining Charter that now also applies to the diamond subsector (certain stipulated threshold may negatively affect the industry), rising illegal mining

activities, safety, environmental and social concerns. This may place further pressure on a subsector that has been in declining for the past decade.

Potential solutions include but are not limited to a clear regulatory framework in which illegal miners are formalised into artisanal miners (MCSA, 2018, 2020). In addition, diamond mining companies, the DMRE and South African Police Service need to work together to facilitate the prosecution of those involved in illegal mining.

4.1.3.5. 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 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. The pandemic, according to stakeholders, created a slowdown in the industry's economic performance among small businesses. However, the opposite trend was observed for companies that sell high-end jewellery. With limited access to travel due to restrictions imposed by some countries, people were said to turn to high-end jewellery (antique jewellery, jewellery with high-quality gemstones and diamonds) as an alternative investment channel.

Furthermore, there has been an increase in robberies at jewellery stores as a result of COVID-19 pandemic. Stakeholders claim that the requirement that everyone wears a mask in public makes it even more challenging to report perpetrators. As a result, jewellery store owners are now fearful of walk-in clients. Employers have increased their investment in tighter security measures to protect their employees and properties and improve their online marketing strategies to attract new clientele in response to this challenge.

4.1.3.6. Cement, lime, aggregates and sand (CLAS)

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

Aggregate and sands recorded the highest total sales in 2019, amounting R6.9 billion. This is 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).

4.1.3.7. Other mining

The Other mining subsector includes producers of uranium, phosphates, copper, chrome, iron ore, manganese and salt. South Africa's copper deposits lie mainly in Limpopo. South African iron ore is ranked 13th in the world 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).

The majority of iron ore is used to manufacture steel that is used in the construction, engineering, automotive and machinery industries. Although it is a limited resource, South African iron ore is of a higher grade, commanding world prices in the upper tier (MCSA, 2020). In 2020, iron ore prices were 16% higher year-on-year, averaging US\$108.9/tonne, compared to 2019. In December 2020, iron ore prices were US\$155.4/tonne, up from US\$124.4/tonne in November 2020. Iron ore mineral sales were 47.9% in March 2021, accounting for 4.1% of the sector's mineral sales (MCSA, 2021a).

South Africa produces approximately 61% of the world's chrome. Chrome ore prices were lower year-on-year in 2020, averaging US\$152.8/tonne, compared to US\$167.4/tonne in 2019. Chrome ore has four main uses, i.e., steel or alloy making (metallurgical grade ore), chemical, foundry sand, and refractory grade. Steel or alloy production accounts for 94% of chrome ore consumption. Year-on-year, prices in Rand were R2,806/tonne, R2,298/tonne, and R2,352/tonne in 2018, 2019, and 2020, respectively. The cost of ferrochrome per tonne is typically five times that of chrome ore.

4.1.3.8. Services incidental to mining

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.

4.1.4. 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).

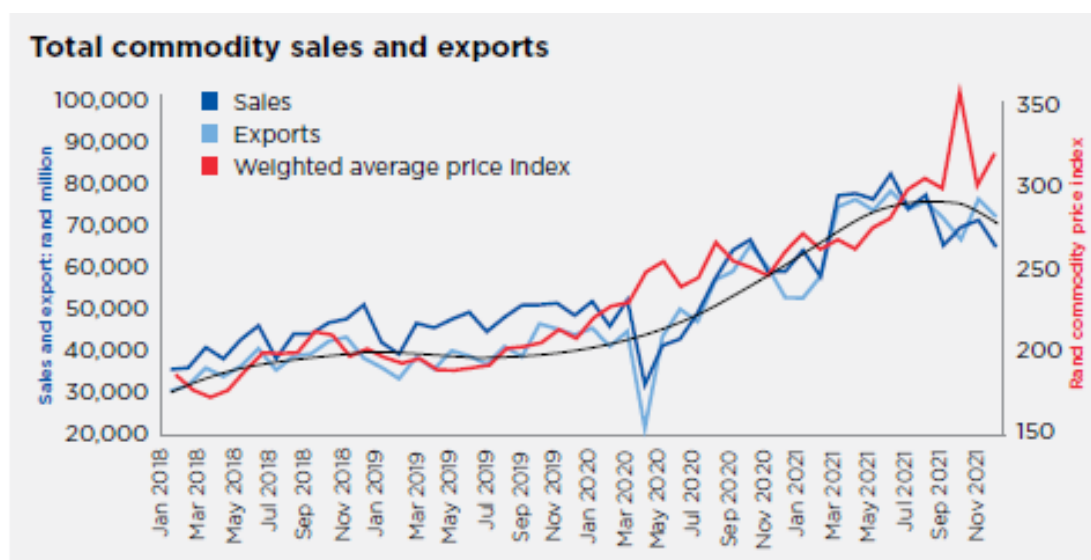


Figure 1: Minerals Sales and exports (2018-2021)

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

4.1.5. 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).

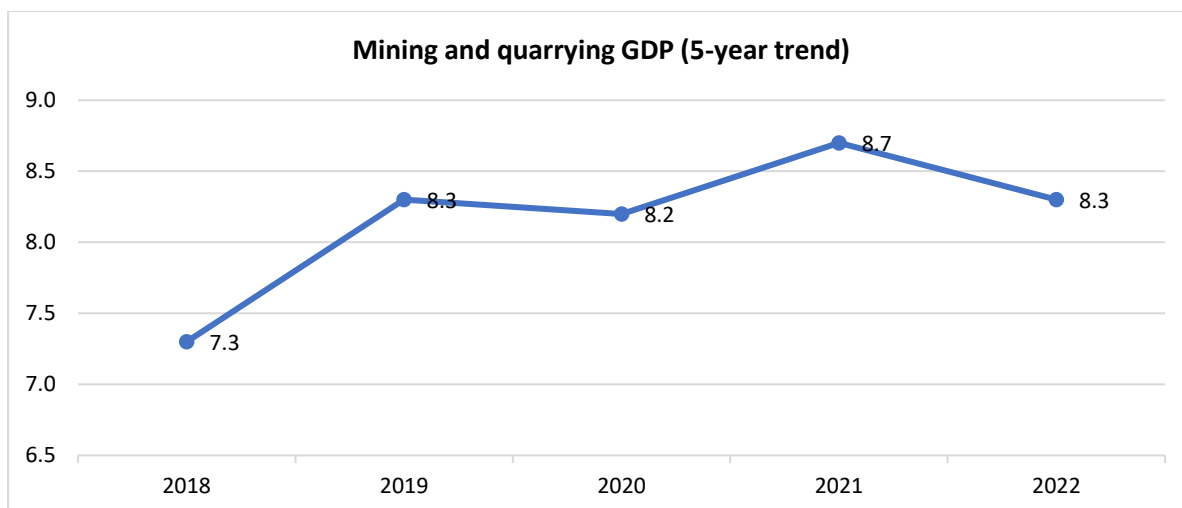


Figure 2: Mining and quarrying GDP (5-year trend)

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

4.1.6. Comparison of Economic Sector Contribution to GDP

Slow economic growth adversely impacts on job creation 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 (Stats SA, 2021).

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).

4.1.7. Economic growth prospects

To ensure the competitiveness of the MMS, the sector's future outlook is largely influenced by various factors discussed in Figure 1-4 below. These factors each play a unique role in the sector's economic prospects, employment retention and will influence skills demand and supply.

PGM Mining	Coal Mining	Gold Mining	Other Mining	Diamond Mining
<ul style="list-style-type: none"> • The PGM basket price is expected to remain high. This is anticipated to be beneficial for PGM producers. • Platinum is expected to contribute more to the basket price due to increased investment demand and continued substitution from palladium to platinum by automobile manufacturers. • Given the global push to reduce carbon emissions, the hydrogen economy is expected to be a significant driver of PGM demand. 	<ul style="list-style-type: none"> • On the domestic front, there is uncertainty about the subsector's future. • The coal subsector is under pressure to reduce its production due to climate change. • Eskom appears to want to phase out coal use faster than the Integrated Resource Plan 2019 predicted. • India, the largest coal export market, generates 64% of its electricity from coal, but is currently intending to reduce coal imports and has made the coal industry more open to private sector participation. Consequently, the private sector's appetite is extremely low. 	<ul style="list-style-type: none"> • The gold subsector has reached its maturity and most companies have depleted their reserves. There are only a few companies that can go deeper and open more reserves. • The subsector's investment prospects are expected to remain bleak in the absence of a structural solution to the country's electricity crisis. The unstable nature of electricity supply raises health and safety concerns, while the high cost of electricity tariffs is also a major source of concern from an input cost perspective. • However, on a positive note, the ongoing global economic uncertainty induced by COVID-19 is expected to continue to promote gold prices. Gold is perceived as an attractive investment given its storer of value characteristics, where inflation does not erode its value. 	<ul style="list-style-type: none"> • Iron ore prices are expected to rise further in the post COVID-19 economy. • The global economic slowdown which resulted from COVID-19 is expected to affect the demand for manganese. • South Africa will continue being the global leader of chrome ore supply. China is the largest importer of South African chrome ore, accounting for approximately 93% of South Africa's total exports. 	<ul style="list-style-type: none"> • With the demand for diamonds almost 20% down in 2020 compared to 2019, there are predictions that there will be very little if any investment in new mines in South Africa. • In the long-term, the performance of diamond mining will be determined by the global consumer's balance sheet, particularly that of the US consumer. • The COVID-19 vaccine is likely to improve the demand for diamond as consumers return to work. However, it may take years for diamond demand to get back to pre-2020 levels as consumers recover financially.

Figure 3: MMS future outlook

Source: MCSA, 2021, 2022, MQA, 2022

4.1.7.2. 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.

Employer Profile

Table 3 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 3: 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)

Subsector, Size and Number of Companies Represented in the MMS

The majority of employers as illustrated in Table 4 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 4: 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.

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.

Demographics: Gender, Race, Age & Major Occupation

Table 5: 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 5 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)

Management Levels by Race and Gender

Table 6: Management Levels by race and gender

Management Level	Race				Total
	African	Coloured	Indian	White	
Skilled technical and academically qualified workers, junior 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.

Highest Education Obtained

Table 7: 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%

Qualification	N	%
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%
Total	501604	100%

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

The highest qualification held by the MMS workforce is depicted in Table 7 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).

4.1.8. 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.

4.1.8.2. Subsectoral employment trends

Table 8: 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 8 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.

4.1.8.3. DMRE subsectoral employment breakdown

Table 9: 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 9 above depicts an employment trend as reported in the DMRE data sets received for subsectors indicated under the period mentioned.

4.1.8.4. Gender distribution trend

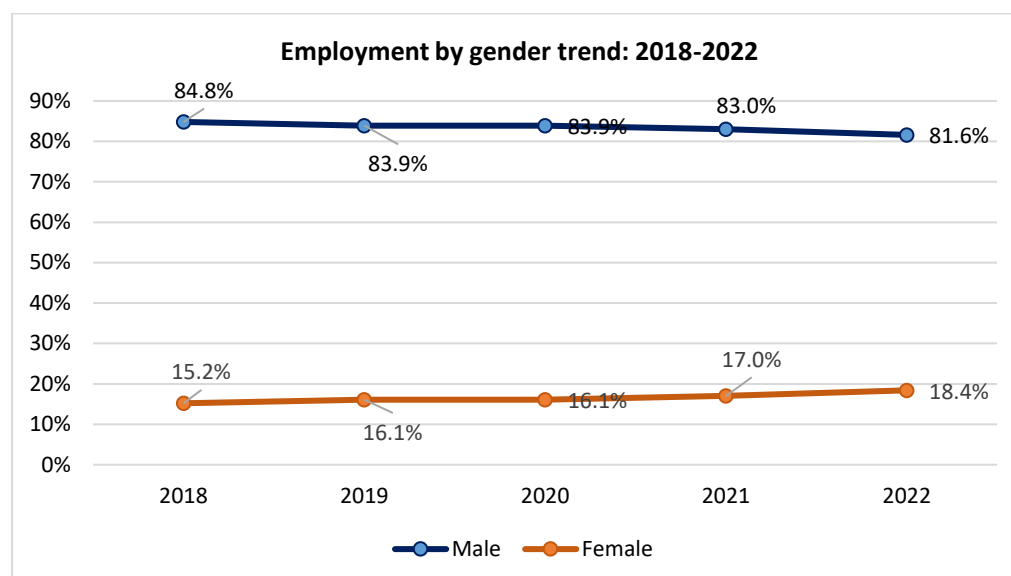


Figure 4: Employment by gender trend: 2018-2022
Source: MQA Weighted WSP and ATR (2018-31 May 2022)

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.

4.1.8.5. Employment trend of employees living with a disability

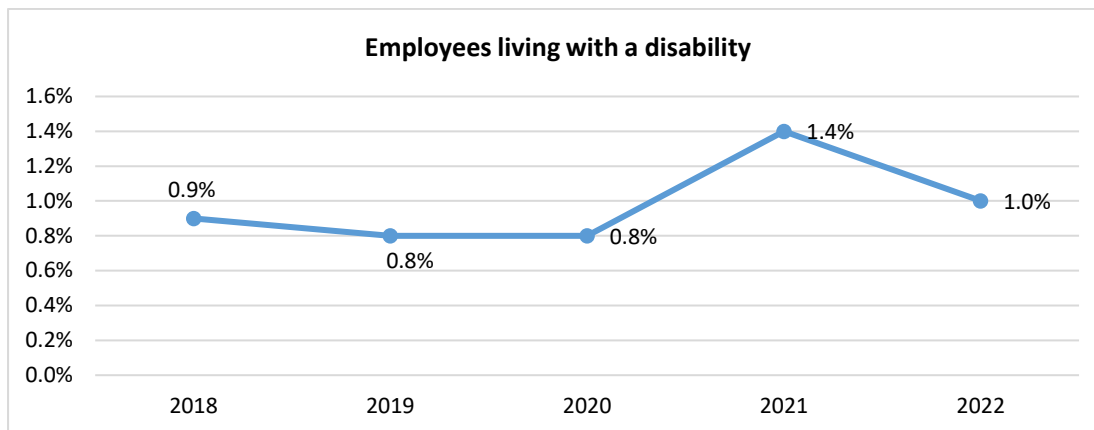


Figure 5: Employment trend of employees living with a disability: 2018-2022

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.

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.

4.2. 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

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. 	The Committee comprise of at least four (4) members representing Organised Labour and Organised Employers, CEO, COO, CFO, EMCS, CRMEO and EMSR	Quarterly

		<ul style="list-style-type: none"> • 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, principles, criteria related to learning programme and initiatives for MQA 		
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		<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 per stakeholder	Quarterly

Organisational Structure

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

Table 10: The MQA staff complement 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

Table 11: MQA work force profile

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 Performance Information

Table 12: 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

Table 13: Linking of outcomes to the NSDP

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

Table 14: Mining and mineral sector priority actions

PRIORITY ACTIONS	OUTCOMES
1. Facilitate transformation and SMME development of the sector through skills development	Number of HDSEA 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/scarce and critical skills

Table 15: Sectoral priority list/scarce and critical skills

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.

Interventions addressing economic reconstruction recovery plan (ERRP)

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. 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:

Table 16: ERRP interventions

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. Provide support in terms of bursaries, skills programmes, learnerships and internships

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

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

Matric Interventions

The MQA will support matric class on an annual basis on programmes below:

Table 17: Matric Interventions

Programme	Five-year target
Bursaries	3753
Learnerships	3700
Artisans Development	5900

1.1. Impact statements

PROGRAMME 1: ADMINISTRATION

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

Outcomes	Outcome Indicators	Baseline	Five-year target
Effective and efficient governance and administration.	1.1 Unqualified audit outcome	Unqualified audit	Unqualified audit outcome
	1.2 Achievement of 90% spend on BBBEE level 1-4 suppliers (of good and services).	92%	90%
	1.3 One customer satisfaction survey conducted biennially and 75% Customer satisfaction.	3	2 survey reports and 75% of customer satisfaction
	1.4 Percentage of MQA twelve (12) monitorable projects monitored through learner verification.	100%	100%
	1.5. Number of MQA projects evaluated (Value for Money analysis) conducted.	7	15
	1.6. Implementation of Change Management Strategy Recommendations/ Priorities for the MQA.	0%	100%

PROGRAMME 2: RESEARCH

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

Outcomes	Outcome Indicators	Baseline	Five-year target
Improved skills development planning through research.	2.1. Number of Workplace Skills Plans (WSP's) and Annual Training Reports (ATRs) evaluated to access mandatory grants.	3295	3800
	2.2. Number of sector research outputs completed.	44	30
	2.3. Number of MoA's signed with targeted public and private organisations.	11	15
Improved capacity of SDFs and skills development committee members	2.4. Number of Skills Development Facilitator capacity building workshops.	49	86
	2.5. Number of capacity building workshops conducted for Skills Development Committee Members.	129	102

PROGRAMME 3: LEARNING PROGRAMMES

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

Outcomes	Outcome Indicators	Baseline	Five-year target
Increased number of qualified artisans, Non artisan and artisan aides within mining and minerals sector.	3.1a. Number of learners that enter an artisan programme.	6255	5900
	3.1b. Number of learners that complete an artisan programme.	7068	2450
	3.1c. Number of employees that complete artisan recognition of prior learning (ARPL) programmes.	32	432
	3.1d. Number of learners that complete an artisan aides programme.	1226	1000

	3.2a. Number of employees entering a Learnership.	4657	2800
	3.2b. Number of employees completing a Learnership	3397	3230
	3.2c. Number of unemployed learners entering a Learnership.	8477	3700
	3.2d. Number of unemployed learners completing a Learnership.	4806	2800
	3.2e. Number of Learners completing RPL for Learnerships	361	145
Improved health and safety measures within the mining and minerals sector.	3.3. Number of workers completing Occupational Health and Safety Skills Programmes	22223	17447
Improved level of numeracy and literacy within the mining and minerals sector.	3.4. Number of learners that successfully complete AET programme.	9942	6990
	3.5. Number of learners that successfully complete FLC.	982	1050
Work experience provided to graduates within the mining and minerals sector.	3.6a. Number of graduates that enter an internship programme.	2133	2913
	3.6b. Number of graduates that complete an internship programme.	556	100
Work experience provided to under graduates within the mining and minerals sector.	3.7a. Number of undergraduates that enter a workplace experience programme	3066	2968
	3.7b. Number of undergraduates that complete a workplace experience programme.	1215	1981
HDSA employees capacitated with management skills.	3.8a. Number of HDSA MMS employees that enter a Management Development Programme	556	751
	3.8b. Number of HDSA MMS employees that complete a Management Development Programme.	486	377
Transform the industry through the provision of exposure and experience to HDSA lecturers.	3.9. Number of HDSA HET lecturers that enter into a lecturer development programme.	147	44

Improved competency of HDSAs towards the attainment of Government Competency Certificates and other certificates of competency recognised within the Mining and Minerals Sector.	3.10. Number of HDSA MMS learners that enter candidacy programme.	80	230
Transferred skills from qualified coaches to unemployed learners through structured work-based learning programmes.	3.11. Number of coaches placed within workplaces to support employers with on-the job mentoring and coaching activities.	154	470
Improved access to higher education through provision of bursaries for studies in the prioritised disciplines.	3.12a. Number of unemployed learners awarded a bursary.	4467	3753
	3.12b. Number of unemployed learners completing a bursary programme.	1930	2042
	3.13. Number of employed learners awarded a bursary.	31	283

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

Impact statement	To increase skills development support for entrepreneurial activities, enhance skills for job opportunities across sectors and support worker-initiated interventions.
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Outcomes	Outcome Indicators	Baseline	Five-year target
Improved employability and self-employment of beneficiaries from mining communities and labour sending areas through training in portable skills and entrepreneurship.	3.14a. Number of Mine Community beneficiaries enter a portable skills programme.	1179	6260
	3.14b. Number of Mine Community beneficiaries complete a portable skills programme.	1340	3750
Improved employability and self-employment of unemployed youth from mining communities and labour sending areas through training in portable skills and entrepreneurship.	3.15a. Number of unemployed youth in mining communities and labour sending areas that enter a portable skills programme.	5140	10300
	3.15b. Number of unemployed youth in mining communities and labour sending areas that complete a portable skills programme.	5152	7000

Improved employability and self-employment of beneficiaries from mining communities and labour sending areas through training in portable skills and entrepreneurship.	3.16. Number of beneficiaries trained in Small-scale Mining.	406	950
Improved awareness of Mining and Minerals Sector disciplines through provision of career guidance.	3.17. Number of Career guidance activities undertaken.	323	400
Improved awareness of literacy in the Mining and Minerals Sector	3.22. Annual International Literacy Day hosted.	4	4

Sub-Programme 3b: COLLABORATION WITH PUBLIC COLLEGES

Impact statement	To increase skills development support for TVETs and CET's colleges to be key providers of skills required for socio economic development.
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Outcomes	Outcome Indicators	Baseline	Five-year target
Improved collaboration between industry and public colleges and CETs for a training that is responsive to the changing occupations and skills demand required within the Mining and Minerals Sector.	3.18a. Number of TVET NCV graduates that enter a work placement programme.	1209	985
	3.18b. Number of TVET NCV graduates that complete a work placement programme	364	500
	3.19. Number of CET/TVET College Lecturers supported.	134	145
	3.20. Number of TVET College and HEI graduates that enter CET Internship Programme	N/A	50
	3.21. Number of TVET College graduates that enter an Internship Programme	N/A	150

PROGRAMME 4: QUALITY ASSURANCE, MONITORING AND EVALUATION

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

Outcomes	Outcome Indicators	Baseline	Five-year target
Increased number of accredited, or MIS Access, or workplace approved for training in the mining and minerals sector.	4.2. Number of skills development providers quality assured.	963	734
Support review or development for learning programme, assessments and materials for the mining and minerals sector.	4.2. Number of reviewed and developed learning programmes/ assessments toolkits/ learning materials.	264	469
Support HDSA SMMEs for primary accredited in the mining and minerals sector.	4.3. Number of HDSA supported on primary accreditation as training providers for entry into the Mining & Minerals Sector.	19	18

1.3 Explanation of Planned Performance over the Five-Year Planning Period

PROGRAMME 1: ADMINISTRATION

To ensure an ethical, efficient and effective organisation.

The MQA will ensure efficiency and effective management and ensure ethical behaviour in Operations, M&E, Human Resources, Legal, Marketing and Communications, ICT, Finance, Supply Chain Management and Stakeholder Relations to achieve its mandate.

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

Priority Action 1: Strengthening ethical capacity to prevent corruption

Priority Action 2: M&E to ensure compliance

Priority Action 3: Implement continuous training and improvement on ISO QMS

Priority Action 4: Develop and implement efficient and effective systems

Priority Action 5: Develop and implement a change management strategy

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

PROGRAMME 2: RESEARCH

Improve skills development planning and decision making through quality research.

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

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

Priority Action 1: Enhance internal research capacity to improve research outputs

Priority Action 2: Identify and collaborate with key stakeholders in areas of common research interest to eliminate duplication of efforts

Priority Action 3: Conduct research on alternative innovative training to inform the development of relevant and responsive learning programmes.

Priority Action 4: Continuously monitor the skills in high demand to influence proper resource allocation Links

- | | |
|----------------------|---|
| Linkages to the NSDP | <ul style="list-style-type: none">• Outcome 1: Identify and increase production of occupations in high demand• Outcome 7: Encourage and Support worker-initiated training• Principle 7: Understanding skills demand |
|----------------------|---|

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 MMS.

Priority Action 3: Perform implementation, impact and economic evaluations on occupational directed programmes and occupations in high demand to ensure that efficiencies are created.

Priority Action 4: Conduct career and vocational guidance to assist people to embrace their potential

Priority Action 5: Develop and implement alternative innovative training learning programmes on beneficiation.

Linkages to the NSDP

- Outcome 1: Identify and increase production of occupations in high demand
- Outcome 2: Linking Education and Workplace
- Outcome 3: Improving the level of skills in South African workforce
- Outcome 4: Increases Access to Occupationally directed programmes
- Outcome 7: Encourage and Support Worker initiated training

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

Facilitate training for stakeholders, communities and entrepreneurs.

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

Priority Action 1: Support mine community training initiatives to access economic opportunities.

Priority Action 2: Support worker-initiated training to effectively engage in the workplace and broader economy.

Priority Action 3: Perform a design evaluation on worker-initiated programmes and implementation, impact and economic evaluation for all stakeholder skills development training.

Linkages to the NSDP

- Outcome 6: Skills Development support for entrepreneurship and cooperative development
- Outcome 7: Encourage and Support Worker initiated training

Sub-Programme 3b: COLLABORATION WITH PUBLIC COLLEGES

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

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

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

Priority Action 3: Capacitation of TVET colleges to be accredited in mining skills programmes

Priority Action 4: Capacitate TVET colleges on relevant capacity building initiatives

Linkages to the NSDP

- Outcome 5: Support for growth of public college institutional type as a key provider of skills required for socio-economic development

PROGRAMME 4: QUALITY ASSURANCE, MONITORING AND EVALUATION

Facilitate access to occupationally directed learning programmes for the unemployed
Increasing access to occupationally directed programmes and encouraging better use of workplace-based skills development. 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.

2. Key Risks and Mitigations

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 with other SETAs with a license until 2030.
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.	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

<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>8) Stakeholder engagements and capacity building workshops</p> <p>9) Validation of reported performance information</p> <p>10) Opening multiple funding windows to target new employers and employers 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 - Annual Consultative Conferences. - Stakeholder engagement workshops - Bi-annual stakeholder satisfaction survey</p> <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>	<p>1) Monthly validation and monitoring of commitments registers and reconciliation with existing reserves, targets and future revenue forecasts.</p> <p>2) Downward negotiation of allocations and targets with stakeholders where necessary.</p> <p>3) Annual strategic planning reviews taking into account available funding.</p> <p>4) Effective forecasting and scenario planning tools.</p> <p>5) Investigations and follow up on SARS reversals</p> <p>6) Fraud and corruption awareness session</p> <p>7) Investigation of hotline cases</p> <p>8) Bi-Annual Stakeholder satisfaction survey</p> <p>9) Stakeholder engagement forums</p>

<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) 7) OHS measures in place (fire extinguishers, water drainage system, etc) 8) Firewall in place. 9) Controlled access to premises and server room. 10) Restricted logical access. (encryption) 11) Register for ICT electronics and enforce compliance by the users 12) Energy back up equipment (generator)
<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>Prioritisation of inappropriate skills for the sector (I/E)</p>	<ol style="list-style-type: none"> 1) WSP-ATR System ensures that mandatory fields in the WSP-ATR are captured before system submission. 2) Advocacy on submission of WSP/ATR 3). Training workshops on data integrity and OFO codes for all SDFs. 4) To subject the DG Research Partnerships applications to the

<p>Facilitate training for stakeholders, communities, and entrepreneurs.</p> <p>The placement of TVET and CET graduates in the labour markets.</p>		<p>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>	<p>1) Training providers are accredited by the MQA.</p> <p>2) Review and development of learning programmes every three to five years</p> <p>3) Continuous feedback from the Community Expert Practitioners (CEP)</p> <p>4) Continuous Quality Assurance activities in place.</p>
<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>	<p>1) Disciplinary Code and Procedure policy.</p> <p>2) Grievance procedure.</p> <p>3) Stakeholder Management - Annual Consultative Conferences. - Stakeholder engagement workshops.</p> <p>4) Bi-annual stakeholder satisfaction survey</p> <p>5) Revision and definition of MQA values</p> <p>6) Awareness sessions on MQA values</p>

3. Public Entities

Not applicable for the Mining Qualifications Authority

PART D: TECHNICAL INDICATOR DESCRIPTION (TIDs)

Most of the indicators that will be implemented by the MQA over the next coming five years will centre on learning delivery in the mining sector. The implementation approach is based on a call for interest made to 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.

TECHNICAL INDICATOR DESCRIPTION (TID)

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
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
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	Implement a supplier development initiative that is responsive to the socio-economic responsibilities and needs and gives effect to enhancing relationships with SMME's and BEE vendors with the view of building the supplier community to become economically viable.
Source of data	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.
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
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.
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
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 of calculation/Assessment	Quantitative
Assumptions	<ol style="list-style-type: none"> 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.

	<p>4. Cooperation from employers and service providers through, amongst others, availing learners and supporting documentation.</p> <p>5. Verification of all programmes within the financial year.</p>
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
Desired performance	Achievement 100% targeted projects verified
Indicator Responsibility	Chief Risk Monitoring and Evaluation Officer

Indicator title	1.5. Number of MQA projects evaluated (Value for Money analysis) conducted
Definition	To determine the return on investment on the funded projects
Source of data	M&E report on projects evaluated
Method of calculation/ Assessment	Quantitative- number of completed evaluations
Assumptions	<p>1. Funded projects are successfully implemented.</p> <p>2. Availability of learner database for funded projects.</p> <p>3. Traceability of learners and cooperation therefrom.</p>
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
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	Development and implementation of Change Management Strategy to ensure healthy organisational culture.
Source of data	Approved Change Management Strategy.
Method of calculation/ Assessment	Quantitative: number of implemented components against the total number of components in the Change Management Strategy
Assumptions	Employees' buy-in to the process.
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Desired performance	Achievement of 100% targeted productivity and a healthy working environment
Indicator responsibility	Executive Manager: Corporate Services

PROGRAMME 2: RESEARCH

Indicator title	2.1 Number of Workplace Skills Plan (WSPs) and Annual Training Reports (ATRs) evaluated to access mandatory grants.
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
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
Desired performance	Achievement of 100% target of Workplace Skills Plan (WSPs) and Annual Training Reports (ATRs) evaluated to access mandatory grants.
Indicator Responsibility	Chief Operating Officer

Indicator title	2.2 Number of research report outputs completed.
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
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
Desired performance	Achievement of 100% targeted research outputs completed per annum.
Indicator Responsibility	Chief Operating Officer

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.
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
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.
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 against the financial year once.
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
Desired performance	100% of the targeted Skills Development Facilitator building workshops held.
Indicator Responsibility	Chief Operating Officer

Indicator title	2.5. Number of capacity building workshops conducted for Skills Development Committee Members per annum.
Definition	Organise capacity building workshops 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
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
Desired performance	100% SDC capacity building workshops held.
Indicator Responsibility	Executive Manager Stakeholder Relations

PROGRAMME 3: LEARNING PROGRAMMES

Indicator title	3.1a Number of learners that enter an artisan programme.
Definition	Employed and unemployed learners enrolled on Artisan Learnerships programme.
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 of calculation/Assessment	Simple count: Each employed and unemployed learner is reported against Learning Programme Agreement once.
Assumptions	That companies will submit all required documentation for verifications that meets the criteria for registration and reporting.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 20% Target for Youth: 50% Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
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.
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 of calculation/Assessment	Simple count: Each employed and unemployed learner is reported against Learning Programme certificate or SOR or Trade Test Report once.
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: 45% Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
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.
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 of 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.
Assumptions	That companies will submit all required documentation for verifications 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
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.
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 of calculation/Assessment	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.
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
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
Definition	Employed 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. 18.1 Permanent Employment Contract or Record of service or confirmation of employment on a company letter head
Method of calculation/Assessment	Simple count: Each employed learner is reported against Learning Programme Agreement once. A learner can be counted more than once for achieving two or more different Learnerships within a financial year. Learners will be reported on registration irrespective of the financial year in which they commenced with training.
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
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.
Definition	Employed 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 employed learner is reported against Learning Programme certificate once. A learner can be counted more than once for achieving two or more different Learnerships within a financial year.
Assumptions	That learners have the necessary Statements of Results or Certificates that meet the criteria for completion and reporting.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 5% Target for Youth: 10% Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
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.
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 of calculation/Assessment	Simple count: Each unemployed learner is reported against Learning Programme Agreement once. A learner can be counted more than once for achieving two or more different Learnerships within a financial year. Learners will be reported on registration irrespective of the financial year in which they commenced with training.
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
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.
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.
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
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
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 of 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.
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
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.
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.
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
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
Definition	Employed and Unemployed learners completed AET. 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 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 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.
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
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.
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. Learners will be reported on completion irrespective of the financial year in which they were registered.
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

Desired performance	To ensure that learners doing Level3, and Level 4 Occupational Qualifications in the Mining and Minerals Sector are supported to exit the programmes.
Indicator responsibility	Chief Operating Officer

Indicator title	3.6a Number of graduates that enter an Internship Programme.
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.
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)	<p>Target for Women: 30</p> <p>Target for Youth: 80%</p> <p>Target for People with Disabilities: 0%</p>
Spatial Transformation (where applicable)	N/A
Desired performance	Achievement of 100% of the planned target
Indicator responsibility	Chief Operating Officer

Indicator title	3.6b Number of graduates that complete an Internship Programme per annum.
Definition	Number of unemployed graduates completing structured work experience programmes or absorbed into employment.
Source of data	From mining companies, submission of signed tripartite internship agreement, certified copy of ID, certified qualification or letter confirming graduation on the qualification and signed MoAs with companies. Letter from companies indicating that graduates have completed their structured 2- year programme or have been absorbed into employment

Method of calculation or Assessment	Simple count – each learner is counted once for the structured work-based programme that is completed or when learner is absorbed into employment. The count is of graduates that entered programmes in previous financial years and complete the 2-year programme in current financial year and the count could include graduates that have been registered in current financial year and where they have been absorbed into employment in the same financial year.
Assumptions	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
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
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.
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
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
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 or Assessment	Simple count of total number of learners completed Work Experience (WE) programme in the current financial year.
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
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
Definition	To support HDSA employees with Management/Executive Programmes to acquire relevant management skills.
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

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: 0% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
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
Definition	To support HDSA employees completing Management/ Executive Development Programmes
Source of data	Certificates or statement of results.
Method of calculation / Assessment	Quantitative- a simple addition of learners that complete the management development programme in the financial year.
Assumptions	At the end of the training, learners qualify take on supervisory, management or executive roles.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 40% Target for Youth: 0% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
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
Definition	Universities are supported to provide work exposure opportunities for identified HDSA individuals with the desire to become lecturers for HE students in the technical mining disciplines. Support that is provided includes lecturer salaries as well as identified development for the lecturer at the University.
Source of data	The universities provide confirmation of employment, certified ID copies.
Method of calculation / Assessment	Quantitative- a simple count of the number of lecturers supported
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
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
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 certificate of competency. This affords the individuals workplace learning that supports the qualification that has been achieved at the HEI.
Source of data	From Mining companies, signed tripartite candidacy contracts, certified ID copy, certified relevant qualifications and signed MoAs with companies.
Method of calculation / Assessment	Quantitative- simple count of the number of individuals placed for work-based learning in the financial year.
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
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
Definition	Mentors and Coaches placed at workplaces to assist learners through their structured workplace-based learning programmes.
Source of data	Signed MoA, tripartite contracts (mentor & 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.
Assumptions	<ol style="list-style-type: none"> 1. Companies will express interest and apply for grants 2. Companies will submit all required documentation that meets the criteria for registration and reporting. 3. Companies will deliver programmes as per the requirements. 4. Potential mentors and coaches not willing to accept the grant amount offered.
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
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.
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.
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
Desired performance	Achievement of 100% of the planned target
Indicator responsibility	Chief Operating Officer

Indicator title	3.12b Number of unemployed learners completing a bursary programme.
Definition	Number of bursars support to graduate at an institution of higher learning and are awarded a certificate.
Source of data	A signed bursary contract, certified copy of ID, 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.
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
Desired performance	Achievement of 100% of the planned target

Indicator responsibility	Chief Operating Officer
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Indicator title	3.13 Number of employed learners awarded a bursary
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.
Assumptions	Factors that accepted as true and certain to happen without proof
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
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.
Definition	Beneficiaries (unemployed people, soon to be retrenched and/or ex-mine workers) from mining communities and labour sending areas entering training on 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 and certified ID copies, Confirmation of unemployment/retrenched/soon to retrenched/ex-mine worker status
Method of Calculation	Quantitative- simple count: entered unemployed mining community and/or labour sending areas beneficiaries

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)	Target for Women: 40% Target for Youth: 10% Target for People with Disabilities: 0,5%
Spatial Transformation (where applicable)	N/A
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.
Definition	Beneficiaries (unemployed people/ soon to be retrenched and ex-mine workers) from mining communities and labour sending areas completing training on 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.
Assumptions	That the learner must have completed the programme they were enrolled for.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 20% Target for Youth: 10% Target for People with Disabilities: 0,25%
Spatial Transformation (where applicable)	N/A
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.
Definition	<p>Unemployed youth beneficiaries (18 – 35-year-old) from mining communities and labour sending areas entering training on 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>
Source of data	<p>Certified copy of ID, enrolment form; Confirmation of unemployment status.</p> <p>Portable skills: refers to a short skills programme.</p>
Method of Calculation or Assessment	Quantitative- simple count: entered unemployed youth from mining communities and/or labour sending areas beneficiaries.
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)	<p>Target for Women: 60%</p> <p>Target for Youth: 100%</p> <p>Target for People with Disabilities: 0,5%</p>
Spatial Transformation (where applicable)	N/A
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.
Definition	<p>Unemployed youth beneficiaries from mining communities and labour sending areas completed training on 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	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.
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)	<p>Target for Women: 60%</p> <p>Target for Youth: 100%</p> <p>Target for People with Disabilities: 0,5%</p>
Spatial Transformation (where applicable)	N/A
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
Definition	<p>Beneficiaries (unemployed people/ soon to be retrenched and ex-mine workers) from mining communities and labour sending areas trained and completed accredited small scale mining programmes.</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>
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.
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
Desired performance	Achievement of 100% of the planned target
Indicator Responsibility	Executive Manager Stakeholder Relations

Indicator title	3.17 Number of career guidance events undertaken.
Definition	Number of career guidance events and 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.
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
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.
Definition	Number of unemployed NVC level 4 graduates placed in structured work-based programmes at host companies in order to qualify for a trade test.
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.
Assumption	That the learner must have completed NCV Level 4 and unemployed.
Disaggregation of Beneficiaries (where applicable)	Target for Women: 40% Target for Youth: 60% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
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.
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.
Assumption	That learner must pass trade test at an accredited trade test centre.

Disaggregation of Beneficiaries (where applicable)	Target for Women: 40% Target for Youth: 60% Target for People with Disabilities: 0%
Spatial Transformation (where applicable)	N/A
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.
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, Allocation list, Statement of Results (SoR) or Completion Letter or Certificate of attendance.
Method of calculation or Assessment	Quantitative- this is a simple count of Lecturers supported.
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: 40% Target for Youth: 10% Target for People with Disabilities: 0.5%
Spatial Transformation (where applicable)	N/A
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.
Assumptions	<ol style="list-style-type: none"> 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)	<p>Target for Women: 40%</p> <p>Target for Youth: 60%</p> <p>Target for People with Disabilities: 1%</p>
Spatial Transformation (where applicable)	N/A
Desired performance	Achievement of 100% of the planned target
Indicator responsibility	Executive Manager Stakeholder Relations

Indicator title	3.21. Number of TVET College graduates that enter an Internship Programme.
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

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.
Assumptions	<ol style="list-style-type: none"> 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)	<p>Target for Women: 40%</p> <p>Target for Youth: 60%</p> <p>Target for People with Disabilities: 1%</p>
Spatial Transformation (where applicable)	N/A
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	Event attendance register, ILD programme and Close-out report
Method of calculation or Assessment	Quantitative- simple count: an event held
Means of verification	Supporting documentation for each event – Simple count

	Event attendance register, ILD programme and Close-out report
Assumptions	That participants attend the event as per invitation
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
Desired performance	The MQA and the MMS stakeholders celebrating AET learners' achievements.
Indicator Responsibility	Executive Manager Stakeholder Relations

PROGRAMME 4: QUALITY ASSURANCE, MONITORING AND EVALUATION

Indicator Title	4.1 Number of skills development providers quality assured.
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.
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
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 or developed learning programmes/ assessments toolkits/ learning materials
Definition	Learning programmes, or 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.
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
Desired performance	Achievement of 100% of the target: The sector needs for the development or review of learning programmes or assessments
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.
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.
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
Desired performance	Achievement of 100% of the planned target.
Indicator Responsibility	Chief Operations Officer

Annexures to the Strategic Plan

Annexure A: District Development Model

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

