

# ANNUAL PERFORMANCE PLAN

2021/2022



**Digging with Skills  
& Knowledge**



**mineral resources**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

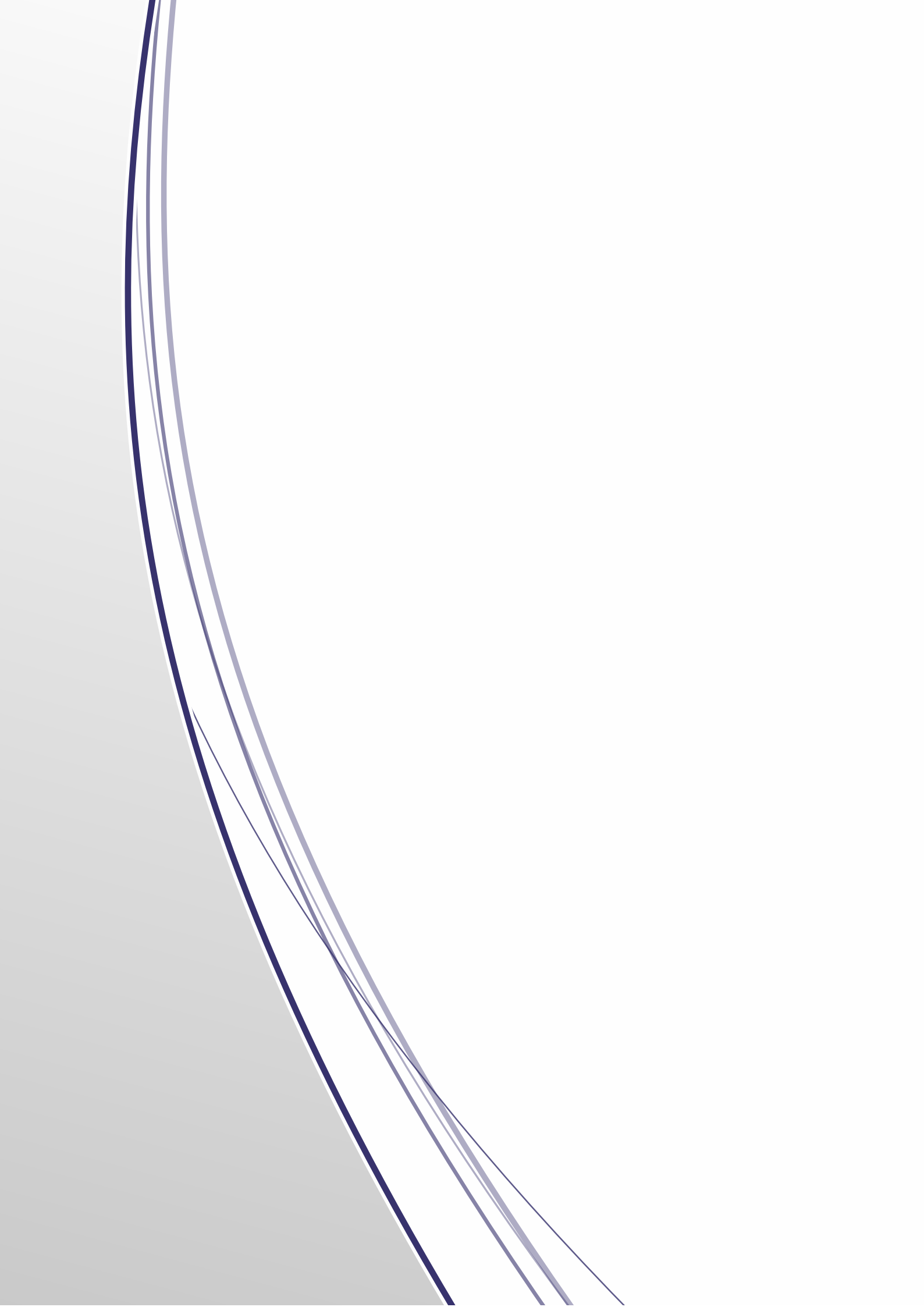


**higher education  
& training**

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

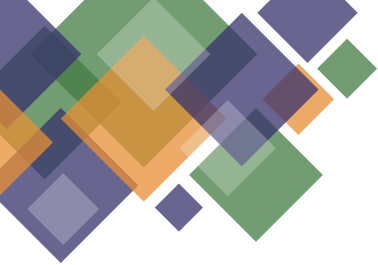


**MINING QUALIFICATIONS AUTHORITY**





## **Executive Authority Statement**



## Accounting Officer Statement

The MQA derives its revenue from the skills development levies, thus economic factors that affect employment in the mining and minerals sector also affect the organisation's financial stability.

We present the strategic plan at a time when several factors are at play and may continue or change in or against our favour in the medium to long term.

The MMS employs about 3% of the 16.2 million employees in the country whose annual earnings is R116.7 billion (DMR, 2016).

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

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

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

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

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

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

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

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

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

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

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

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

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

The strategic plan which is mainly informed by the National Skills Development Plan (NSDP) outcomes and indicators has not resulted in significant shifts in the MQA value chain 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 specific focus on high impact skills development interventions that respond to periodic jobs losses and gains that occur during the mining sector's own economic cycles.

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

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



A handwritten signature in black ink, appearing to read 'D. Msiza', positioned above a horizontal dashed line.

Mr. David Msiza

Board Chairperson

Mining Qualifications Authority (MQA)



## Official Sign-Off

It is hereby certified that this Annual Performance Plan:

- Was developed by the management of the Mining Qualifications Authority under the guidance of the MQA Board.
- Takes into account all the relevant policies, legislation and other mandates for which the Mining Qualifications Authority is responsible.
- Accurately reflects impact, outcomes and outputs that the Mining Qualifications Authority will endeavour to achieve over the period 2021- 2022.

**Mr. Tshepo Tsotetsi**

Acting Executive Manager Corporate Service

Signature: \_\_\_\_\_

**Ms. Bridgette Mathebula**

Acting Chief Operations Officer

Signature: \_\_\_\_\_

**Ms. Lebogang Ameliah Matlala**

Acting Chief Financial Officer

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**Ms. Zodwa Mashinini**

Acting Executive Manager Stakeholder Relations

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**Ms. Sonwabile Xaba**

Acting Risk Monitoring and Evaluation Officer

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Signature: \_\_\_\_\_

**Mr. Bethuel Nemagovhani**

Acting Chief Executive Officer

Signature: \_\_\_\_\_

**Mr. David Msiza**

Chairperson of the Accounting Authority

Signature: \_\_\_\_\_

**Approved by:**

Executive Authority (Minister)

Signature: \_\_\_\_\_



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## PART A: OUR MANDATE

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### 1. UPDATES TO THE RELEVANT LEGISLATIVE AND POLICY MANDATES

National Skills Development Plan (NSDP: 2020 to 2030)

The Minister of Higher Education and Training has published the National Skills Development Plan (NSDP), aimed at assisting the South African Government to contribute towards the economic growth, creation of employment and social development. It was gazetted on 07 March 2019, in line with Section 9 (4) of the Skills Development Act, No 97 of 1998 as amended, the Plan responds to the goals of the National Development Plan and the White Paper for Post-School Education and Training.



The MQA is guided by the policies of the Department of Higher Education and Training and thus, any policy changes will be incorporated into the operations, programmes, and activities of MQA as and when the need arises.

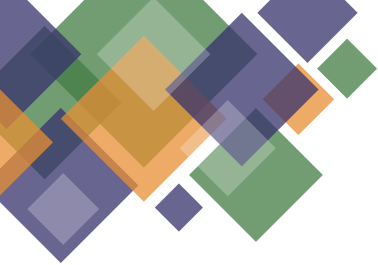
### 2. UPDATES TO INSTITUTIONAL POLICIES AND STRATEGIES

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

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



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- h) National Policy Framework for Women's Empowerment and Gender Equality (2000) outlines South Africa's vision for gender equality and for how it intends to realise this ideal. It details the overarching principles, which will be integrated by all sectors into their own sectoral policies, practices and programmes.
  - i) Framework on Gender-responsive Planning, Budgeting, Monitoring, Evaluation and Auditing, 2018 (GRPBMEA) is a Policy Document from the Department of Women, Youth and People Living with Disabilities and sets out how it is imperative in achieving the country's constitutional vision of a non-sexist society to have such, inter alia, gender responsive plans and budgets and monitoring thereof.
  - j) Strategic Policy Framework on Disability for the Post- School Education and Training System (2018) is aligned with the disability-inclusive Sustainable Development Goals, adopted by the United General Assembly in September 2015. It seeks to operationalise the objectives of existing legislative and policy documents and builds on the numerous programmes that are initiated by national and provincial departments, agencies, institutions and by non-governmental organisations (NGOs) and community-based organisations (CBOs).
  - k) National Youth Policy (NYP) for 2015–2020 (NYP 2020) is developed for all young people in South Africa, with a focus on redressing the wrongs of the past and addressing the specific challenges and immediate needs of the country's youth including skills development.
  - l) Sector Education and Training Authorities ("SETAs") Grant Regulations.
  - m) SETA Standard Constitution Regulations.
  - n) Regulations for the Conditions of Service and Appointment of the CEO of a SETA.
  - o) SETA Work-Based Learning Programme Agreement Regulations.
  - p) Draft National Artisan Development Strategy.
  - q) National List of Artisan Trades.
  - r) Criteria and Guidelines for the implementation of Artisan Recognition of Prior Learning.
  - s) Trade Test Regulations.
  - t) Draft National Register of Artisans Regulations.
  - u) National Generic Artisan Workplace data, Learner Grant Funding and Administration System Policy.
  - v) White Paper for School Education and Training.
  - w) National Skills Development Plan 2020-2030.



### 3. UPDATES TO RELEVANT COURT RULINGS

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

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



## PART B: OUR STRATEGIC FOCUS

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### 1. UPDATED SITUATIONAL ANALYSIS

#### 1.1. External Environment Analysis

##### **PESTLE Analysis**

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

##### **Political:**

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

- Economic Transformation
- Education Health and Science
- Social Transformation

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

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

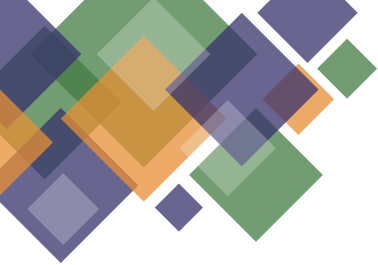
- Economic transformation and Job creation
- Education, skills and health
- Capable, ethical and developmental state

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

Skills development strategic plans, Importance of joint planning, governance and accountability and fit for purpose programmes.

We have also looked at the Mining Leadership Compact commitments at a sectorial level which sets the tone for a strategy that will seek to attain vision 2030 that seeks to make South Africa a competitive mining jurisdiction building off the "Strategy for the Sustainable Growth and Meaningful Transformation of the South African Mining Industry." It looks at 12 commitments agreed to by government, business and labour.

This was analysed together with the Based Socio-Economic Empowerment Charter for the Mining and Minerals Industry, 2018 (Mining Charter) commitments.



### **Economic:**

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

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

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

The coronavirus disease 2019 (COVID-19) is an infectious disease caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The World Health Organization (WHO) declared the COVID-19 outbreak a public health emergency of international concern on 30 January 2020 and a pandemic on 11 March 2020.

On 15 March 2020, the Minister of Cooperative Governance and Traditional Affairs declared a national state of disaster in terms of section 27(1) of the Disaster Management Act 57 of 2002, as amended. As a result of such state of disaster there have been a number of regulations issued by the Minister and directives from various cabinet members.

Such regulations and directives affect the whole economy and sectors of the economy. The Mining and Minerals Sector (MMS) and Post School Education and Training environment has not been immune to these effects.

The government implemented an economic lockdown from midnight Thursday 26 March 2020 whereby economic activity and movement of people is restricted to curb the spread of the virus. The government has implemented a risk adjusted alert level to the lockdown from 25 April 2020 and on 1 May 2020, the President of the Republic of South Africa, announced that the gradual easing of the lockdown would commence.

This system looks at the levels of infections and the healthcare readiness to the virus. Should both be high then a high level is implemented. Level 5 is the most stringent level of lockdown where drastic measures are required to contain the spread of the virus. Level 1 is the one where most economic activities with precautions and health guidelines followed at all times. Effective from 18 August 2020 South Africa has been in level 2.

### **Sociological:**

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

- Employment equity
- Community protests in mining areas
- Skills delivery for unemployed youth and women in mining communities including labour sending areas.

### **Technological:**

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

### **Legal:**

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

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

### **Environmental:**

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

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

## **Performance Environment**

South Africa remains one of the largest net exporters of minerals and metals. The economy earns about 40% of export earnings from mining (DMR, 2016). South Africa is an important global mining industry hub with deep vertical integration and a fully-fledged supply industry serving both South African and foreign companies (ibid). The MMS has played a key role in the country's economic development, which has transformed South Africa into one of the most industrialised countries in Africa. The MMS employs about 3% of 16.2 million employees in the country whose annual earnings is R116.7 billion. Those employed in the sector support about 4.5 million dependents. In 2017-18, the sector paid R5.8 billion royalties up from R3.7 billion giving a 56.7% increase whilst taxes paid to government increased by 28% to R16 billion from R12.5 billion. The large increase in royalties' payments were largely driven by the depreciation of Rand to the US dollar over the period reported. The MMS has also been the principal driver of the current integrated network which now underpins jobs in many other sectors. The New Development Plan and New Growth Path both recognise the critical role that mining contributes to growing investments, exports, GDP and job creation.

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



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

### MMS contribution to GDP and comparison with other economic sectors

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

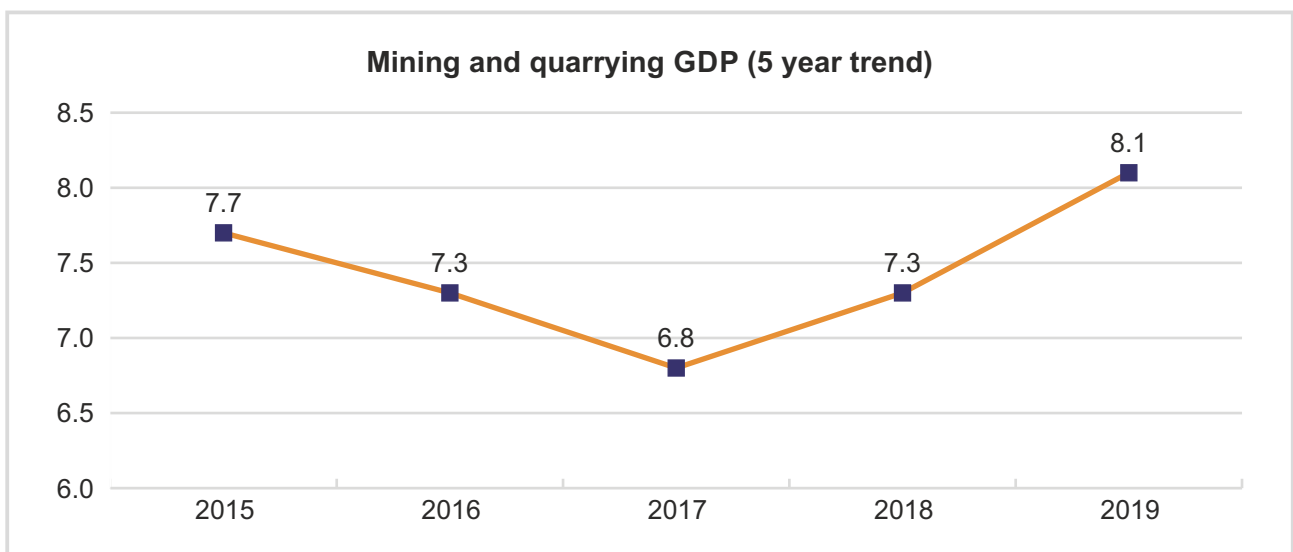


Figure 0-1: Mining and quarrying GDP (5 year trend)  
Source: Stats SA in Minerals Council South Africa 2018-2020, SARB, StatsSA & DMRE, 2019

### MMS Future Outlook

#### Mining Charter, 2018

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

- In terms of employment equity at board, top, senior, middle and junior management level, emphasis is on the placement of HDSAs and women with set percentage targets for each of these demographics.
- Employees with disabilities should represent 1, 5% of the employee population.
- Training in scarce and critical skills should prioritise HDSAs at a target of 60%.

- Mining companies are required to invest 5% of their total annual amount that may be levied on essential skills development.
- Mining organisations are expected to develop mine communities through SLPs and IDPs in line with the requirements of mine licence regulations.
- Mines are also expected to improve the living and housing conditions of their employees under the principles of decent, home ownership, proper health services as well as social and economically integrated human settlement.

### ***Global Demand for Commodities***

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

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

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

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

### ***Economic growth prospects***

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

These new events indicated a positive outlook for the MMS before the Covid-19 pandemic. The pandemic has had a negative impact in all economic sectors, with the MMS not being spared. Globalisation renders the world to be intrinsically small and thus, many aspects including economies of countries are no longer isolated but interconnected, intersecting and therefore, influencing one another. As one of the biggest traders with South Africa, China's economic downfall for example, will largely impact the sector. Chinese demand for South African commodities has had profound effects on South Africa's extractive sector, more specifically their



interest in chrome and platinum deposits which are of strategic importance to their economic growth. In addition to China, the MMS has shown good relations with investors in the USA and Europe. Therefore, their markets also strongly influence both the demand and supply for commodities as well as profitability in the sector.

### ***Mandela Mining Precinct***

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

### ***Mineral beneficiation***

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

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

### ***MMS Worker Representatives***

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

### **Employer Profile**

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



### Geographical location of employers in the MMS

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

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

Table 0-1: Employers' geographical location  
Source: DHET levy registration file (March 2020)

### Subsector, Size and Number of companies represented in the MMS

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

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

Table 0-2: Subsector, Size and Number of companies represented in the MMS  
Source: DHET levy registration file (March 2020)

## Labour Market Profile

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

### Major Occupational Groups by Gender and Race

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

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

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

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

The MMS remains a male dominated sector employing 84% males throughout the major occupational categories, with the exception of Clerical Support Workers. The Occupational categories with the lowest representation of women are Trade workers (10%), Plant and Machine Operators and Assemblers (8%) and Elementary Occupations (18%).

### Management levels by race trend 2018 - 2019

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

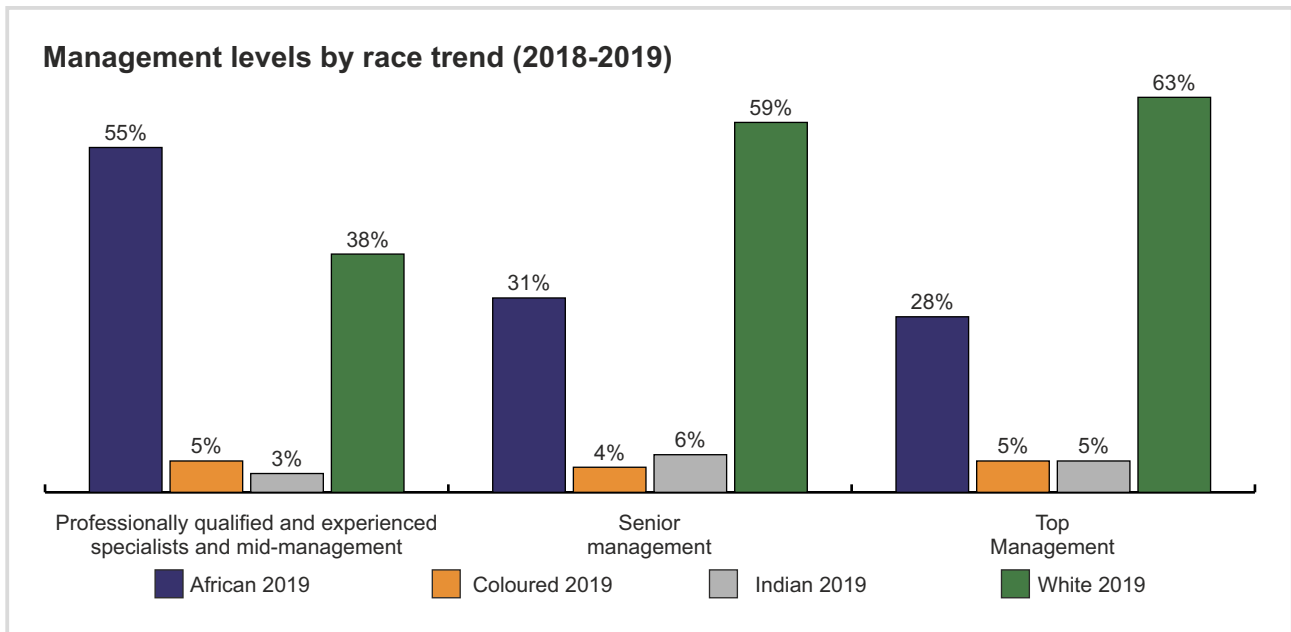
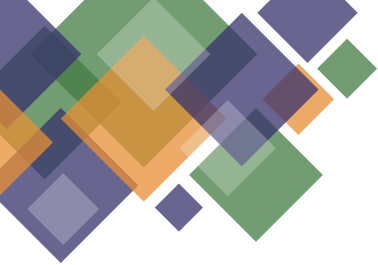


Figure 0-2: Management levels by race trend (2018-2019)

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

### Management Levels by race and gender

Management Level	Gender	Race	No. of employees	% of employees
Top management	Female	African	108	44%
		Coloured	14	6%
		Indian	18	8%
		White	104	43%
	Male	African	238	24%
		Coloured	44	4%
		Indian	40	4%
		White	669	68%
Senior management	Female	African	361	8%
		Coloured	53	1%
		Indian	85	2%
		White	411	9%
	Male	African	1101	29%
		Coloured	122	3%
		Indian	190	5%
		White	2362	63%



**Management Levels by race and gender**

Management Level	Gender	Race	No. of employees	% of employees
Professionally qualified and experienced specialists and mid-management	Female	African	3986	57%
		Coloured	342	5%
		Indian	309	4%
		White	2353	34%
	Male	African	12121	54%
		Coloured	1034	5%
		Indian	463	2%
		White	8688	39%

Table 0-4: Management levels by race and gender  
 Source: MQA Weighted WSP and ATR (31 May 2019)

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

**Highest Education Obtained**

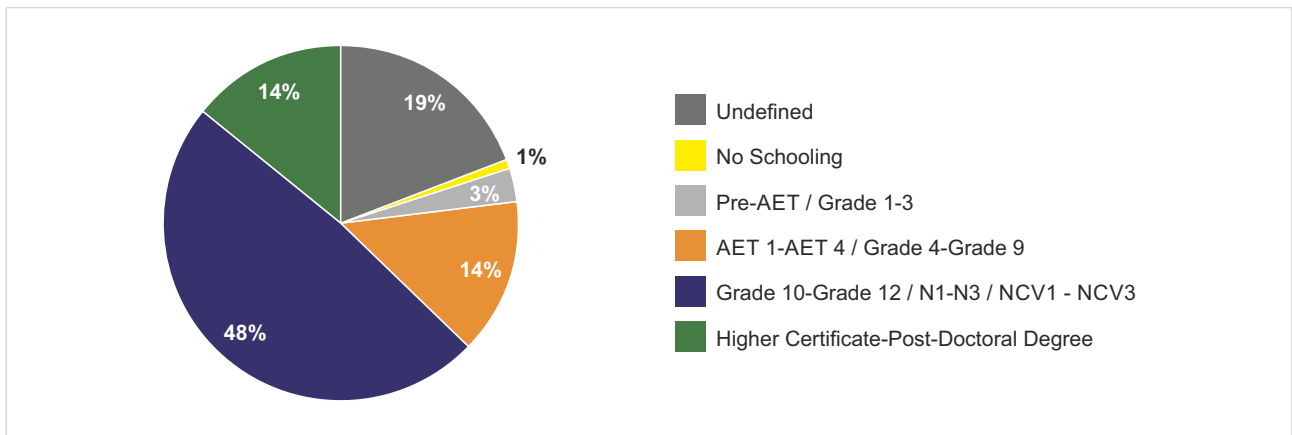


Figure 0-3: Highest education obtained  
 Source: MQA Weighted WSP and ATR (31 May 2019)

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

**The status and trends of employment in the MMS**

The table below provides a 5-year trend analysis of employment in the MMS for the period 2015-2019. The column labelled "CAGR" represents the 'Compound Annual Growth Rate' over this period and makes adjustments for the spikes and drops in employment over the 5 year period, thereby depicting an annual average delineation of the rise or decline in employment figures.

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

## Conclusions

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

The successful remediation of the Covid-19 pandemic will depend on the effectiveness of global and national response to address challenges brought by the pandemic. This provides a window of opportunity to develop innovative strategies to address skills development within the MMS. Demographic disparities in gender and management by equity compositions signal 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 for people living with disabilities. Individuals living with disabilities need to be provided with equal opportunities in employment within the MMS. Therefore, more efforts need to be placed to increase the representation of individuals 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 participation of Historical Disadvantage Persons within management levels. The MQA through its skills development programmes may assist in addressing such challenges.

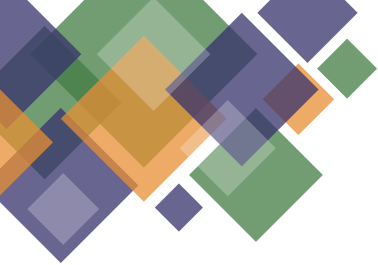
The next chapter aims at discussing the factors that drive change in the MMS and how they influence the skills demand and supply of skills, be it negatively or positively. Policy frameworks affecting skills demand and supply are also reviewed and deliberated.



## 1.2. INTERNAL ENVIRONMENT ANALYSIS

### SWOT Analysis





## SWOT Analysis

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

### Strengths

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

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

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

### Weaknesses

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

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

### Opportunities

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

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

### Threats

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

## Governance

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

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

The below table illustrates the MQA's Governance Structure:

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



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

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

### Organisational Structure

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

#### The MQA staff compliment as at 30 June 2020.

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

## Employee Workforce Profile

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

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



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## IMPACT OF COVID- 19 AND MITIGATION MEASURES IMPLEMENTED

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

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

### **Business disruption:**

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



### **Four months skills development levy paying holiday:**

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

### **Learner stipend relief**

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



## PART C: MEASURING OUR PERFORMANCE

### 1. INSTITUTIONAL PROGRAMME PERFORMANCE INFORMATION

Linking of outcomes to the NSDP

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



## Mining and mineral sector priority actions

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

## 1.1. PROGRAMME 1: ADMINISTRATION

### Purpose:

1. Promote efficient and effective governance and administration.
2. Ensure the delivery of quality and impactful learning programmes in the mining and minerals sector
3. Facilitate training for stakeholders, communities and entrepreneurs.

## 1.2. SUB- PROGRAMME (NOT APPLICABLE)

## 1.3. OUTCOMES, OUTPUTS, OUTPUT INDICATORS AND TARGETS

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited /Actual Performance			Estimated Performance	MTEF Period		
			2017/18	2018/19	2019/2020	2020/21	2021/22	2022/23	2023/2024
Effective and efficient governance and administration	Effective and efficient internal controls.	1.1. Unqualified audit outcome with no findings (material)	Unqualified Audit Outcome	Unqualified Audit Outcome	Clean audit outcome	Unqualified audit outcome with no findings (material).	Unqualified audit outcome with no findings (material).	Unqualified audit outcome with no findings (material).	Unqualified audit outcome with no findings (material).
	Increased support for SMMEs.	1.2. Achievement of 80% spend on BBBEE level 1-4 suppliers (of goods and services)	95%	96%	95%	90%	90%	90%	90%
	Good stakeholder relations	1.3. One of customer satisfaction survey conducted biennially and 75% Customer satisfaction.	N/A	100%	68%	N/A	1 survey report and 75% of customer satisfaction	N/A.	1 survey report and 75% of customer satisfaction

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited /Actual Performance			Estimated Performance	MTEF Period		
			2017/18	2018/19	2019/2020	2020/21	2021/22	2022/23	2023/2024
Effective and efficient governance and administration	Ensure quality training	1.4. Percentage of MQA projects monitored	100% Projects	100% Projects	100%	90%	100%	100%	100%
	Impact analysis	1.5. Number of MQA projects evaluated per annum (Value for Money analysis) conducted	N/A	4	2	3	3	3	3
	Change Management Strategy developed and implemented	1.6. Change Management Strategy developed and implemented	N/A	N/A	N/A	Change Management Strategy developed	10% of change Management priorities implemented	30% of change Management priorities implemented	30% of change Management priorities implemented



#### 1.4. OUTCOMES, OUTPUTS, OUTPUT INDICATORS AND TARGETS

Output Indicators	Annual Target	Q1	Q2	Q3	Q4
1.1. Unqualified audit outcome with no material findings.	Unqualified audit outcome with no material findings.	-	-	-	Unqualified audit outcome with no material findings.
1.2. Achievement of 80% spend on BBBEE level 1-4 suppliers (of good and services).	90%	90%	90%	90%	90%
1.3. One of customer satisfaction survey conducted biennially and 75% Customer satisfaction.	N/A	N/A	N/A	N/A	1 survey report and 75% of customer satisfaction
1.4. Percentage of MQA projects monitored (previously number of projects).	100%	25%	25%	25%	25%
1.5. Number of MQA projects evaluated per annum (Value for Money analysis) conducted.	3	0	0	0	3
1.6. Implement an HR Change Management Strategy.	10% Strategy Development	5% Strategy Development	3% Strategy Development	2% Strategy Development	0% Strategy Development

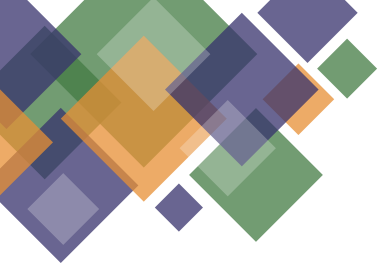
## PROGRAMME 2: RESEARCH

### Purpose:

1. Improve skills development planning and decision-making through research.
2. Facilitate training for stakeholders, communities and entrepreneurs

### OUTCOMES, OUTPUTS, OUTPUT INDICATORS AND TARGETS

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited /Actual Performance			Estimated Performance	MTEF Period		
			2017/18	2018/19	2019/2020	2020/2021	2021/22	2022/23	2023/24
Improved skills development planning through research.	WSP and ATR's analysis reports.	2.1. Number of workplace skills plans (WSP's) and annual training reports (ATRs) evaluated to access mandatory grants per annum.	719	759	807	650	700	800	850
	Research reports	2.2. Number of sector research outputs completed per annum.	12	6	6	6	6	6	6
	Skills development research in the mining and mineral sector.	2.3. Number of MoAs signed with targeted public and private sector organisations.	0	3	3	3	3	3	3
Improved capacity of SDFs and skills development committee members.	Capacitated SDFs	2.4. Number of skills development facilitator capacity building workshops per annum.	28	21 workshops	0 workshops	5 workshops	10 workshops	15 workshops	20 workshops
	Capacitated SDC members	2.5. Number of skills development committee members capacity building workshops per annum.	111	18 workshops	13 workshops	15 workshops	20 workshops	25 workshops	20 workshops



## OUTPUT INDICATORS: ANNUAL AND QUARTERLY TARGETS

Output Indicators	Annual Target	Q1	Q2	Q3	Q4
2.1. Number of workplace skills plans (WSP's) and annual training reports (ATRs) evaluated to access mandatory grants per annum.	700	200	300	200	0
2.2. Number of sector research outputs completed per annum.	6	0	1	0	5
2.3. Number of MoAs signed with targeted public and private sector organisations.	3	2	1	0	0
2.4. Number of Skills Development Facilitator capacity building workshops per annum.	10	0	5	5	0
2.5. Number of skills development committee members capacity building workshops per annum.	20	5	5	5	5

## PROGRAMME 3: LEARNING PROGRAMMES

### Purpose:

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

### OUTCOMES, OUTPUTS, OUTPUT INDICATORS AND TARGETS

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited /Actual Performance			Estimated Performance	MTEF Period		
			2017/18	2018/19	2019/20	2020/2021	2021/22	2022/23	2023/24
Increased number of qualified artisans, non-artisan and artisan aides within mining and minerals sector.	Trained learners	3.1a. Number of learners that enter an artisan programme per annum.	1535	320	911	750	1280	1200	1400
	Trained learners	3.1b. Number of learners that complete an artisan programme per annum.	1478	1306	950	650	400	500	500
	Trained learners	3.1c. Number of learners that complete artisan recognition of prior learning.	N/A	N/A	N/A	25	100	150	150
	Trained learners	3.1d. Number of learners that complete an artisan aides programme per annum.	406	N/A	143	100	200	200	250
	Trained learners	3.2a. Number of employees entering learnerships per annum.	1513	102	431	400	800	600	600
	Trained learners	3.2b. Number of employees completing learnerships per annum.	899	783	340	350	350	720	720
	Trained learners	3.2c. Number of unemployed entering learnerships per annum.	2880	380	696	400	900	800	900



	Trained learners	3.2d. Number of unemployed completing learnerships per annum.	1421	1152	450	200	350	600	700
	Trained learners	3.2e. Number of employees completing RPL for learnerships.	201	25	26	15	25	25	40
Improved health and safety measures within the mining and minerals sector.	Trained learners	3.3a. Number of employees that successfully complete the Occupational Health and Safety Representatives' skills programme per annum.	6239	901	3334	2800	3000	3000	3000
	Trained learners	3.3b. Number of employees supported to complete other Health and Safety Programmes per annum.	N/A	100	164	200	875	875	875
Improved level of numeracy and literacy within the mining and minerals sector.	Trained learners	3.4. Number of learners that successfully complete AET and NATED courses.	2507	831	1240	1140	1350	1500	1500
	Trained learners	3.5. Number of learners that successfully complete FLC.	318	N/A	N/A	100	200	250	250
Work experience provided to graduates within the mining and minerals sector.	Trained learners	3.6. Number of graduates that enter an internship programme per annum.	510	114	557	350	900	600	650
Work experience provided to undergraduates within the mining and minerals sector.	Trained learners	3.7a. Number of undergraduates that enter a work place experience programme per annum.	605	279	485	350	550	450	500
	Trained learners	3.7b. Number of undergraduates that complete a work place experience programme per annum.	360	139	416	350	370	400	450



HDSA employees capacitated with management skills.	Trained learners	3.8a. Number of HDSA MMS employees that enter a management development programme per annum	251	N/A	128	120	160	170	180
	Trained learners	3.8b. Number of HDSA MMS employees that complete a management development programme per annum	166	76		80	50	110	120
Transform the industry through the provision of exposure and experience to HDSA lecturers.	Trained learners	3.9. Number of HDSA HET lecturers that enter into a lecturer development programme per annum	31	30	26	N/A	30	N/A	N/A
Improved competency of HDSAs towards the attainment of Government Competency Certificates and other certificates of competency recognised within the Mining and Minerals Sector.	Trained learners	3.10. Number of HDSA MMS learners that enter candidacy programme per annum	55	N/A	N/A	N/A	50	60	70
Transferred skills from qualified coaches to unemployed learners through structured work based learning programmes.	Trained learners	3.11. Number of coaches placed within workplaces to support employers with on-the job mentoring and coaching activities per annum	53	N/A	N/A	N/A	100	150	200
Improved access to higher education through provision of bursaries for studies in the prioritised disciplines.	Trained learners	3.12a. Number of unemployed learners awarded a bursary per annum.	1421	260	756	780	1000	1200	1300
	Trained learners	3.12b. Number of unemployed learners awarded a bursary completing per annum	606	788	519	500	700	750	800



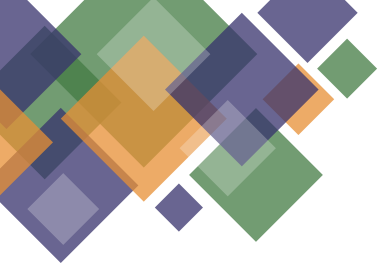
	Trained learners	3.13. Number of employed learners awarded a bursary per annum.	N/A	43	52	50	50	50	60
Improved employability and self-employment of beneficiaries from mining communities and labour sending areas through training in portable skills and entrepreneurship.	Trained learners	3.14a. Number of mine community beneficiaries that enter a training programme per annum.	0	151	1426	860	2350	1300	1300
	Trained learners	3.14b. Number of mine community beneficiaries that complete a training programme per annum.	0	312	916	950	1455	1000	950
Improved employability and self-employment of unemployed youth from mining communities and labour sending areas through training in portable skills and entrepreneurship.	Trained learners	3.15a. Number of unemployed youth in mining communities and labour sending areas that enter training programme per annum.	4405	201	692	1700	2100	2100	2300
	Trained learners	3.15b. Number of unemployed youth in mining communities and labour sending areas that complete training programme per annum.	4235	161	27	1000	2510	1400	1600
Improved employability and self-employment of beneficiaries from mining communities and labour sending areas through training in portable skills and entrepreneurship.	Trained learners	3.16. Number of beneficiaries trained in small-scale mining per annum.	60	60	150	50	150	200	250

Improved awareness of mining and minerals sector disciplines through provision of career guidance.	Career guidance awareness	3.17. Career guidance material distributed at events / institutions / schools per annum.	68 Events	67 Events	91 Events	90 career guidance material deliveries recorded at events / institutions / schools	90 career guidance material deliveries recorded at events / institutions / schools	95 career guidance material deliveries recorded at events / institutions / schools	95 career guidance material deliveries recorded at events / institutions / schools
Improved collaboration between industry and public colleges and CETs for a training that is responsive to the changing occupations and skills demand required within the Mining and Minerals Sector.	TVET learners gaining work experience	3.18a. Number of TVET NCV graduates that enter a work placement programme per annum.	250	100	151	185	400	200	220
	TVET learners gaining work experience	3.18b. Number of TVET NCV graduates that complete a work placement programme per annum.	132	126	192	60	174	100	100
	TVET lecturers gaining industry exposure	3.19. Number of TVET Lecturers supported per annum.	30	31	32	25	30	30	30
Improved awareness of literacy in the mining and minerals sector	Literacy awareness	3.20. Annual International Literacy Day hosted.	1 Event	1 Event	1 Event	0 Event	1 Event	1 Event	1 Event



Output Indicators	Annual Target	Q1	Q2	Q3	Q4
3.1a. Number of learners that enter an artisan programme per annum.	1280	0	100	500	680
3.1b. Number of learners that complete an artisan programme per annum.	400	50	50	150	150
3.1c. Number of learners that complete artisan recognition of prior learning.	100	0	25	25	50
3.1d. Number of learners that complete an artisan aides programme per annum.	200	25	25	50	100
3.2a. Number of employees entering a learnerships per annum.	800	0	100	250	450
3.2b. Number of employees completing a learnerships per annum.	350	50	100	100	100
3.2c. Number of unemployed entering a learnerships per annum.	900	0	100	250	550
3.2d. Number of unemployed completing a learnerships per annum.	350	50	100	100	100
3.2e. Number of employed completing RPL for learnerships.	25	0	5	10	10
3.3a. Number of employees that successfully complete the Occupational Health and Safety Representatives' skills programme per annum.	3000	0	500	1000	1500
3.3b. Number of employees supported to complete other Health and Safety Programmes per annum.	875	0	75	300	500
3.4. Number of learners that successfully complete AET and NATED courses.	1350	0	250	400	700
3.5. Number of learners that successfully complete FLC.	200	0	50	50	100

3.6. Number of graduates that enter an internship programme per annum.	900	50	200	100	550
3.7a. Number of undergraduates that enter a work place experience programme per annum.	550	30	20	300	200
3.7b. Number of undergraduates that complete a work place experience programme per annum.	370	-	100	100	170
3.8a. Number of HDSA MMS employees that enter a management development programme per annum.	160	-	20	20	60
3.8b. Number of HDSA MMS employees that complete a management development programme per annum.	50	-	10	10	30
3.9. Number of HDSA HET lecturers that enter into a lecturer development programme per annum.	30	-	10	10	10
3.10. Number of HDSA MMS learners that enter candidacy programme per annum.	50	-	5	5	20
3.11. Number of coaches placed within workplaces to support employers with on-the job mentoring and coaching activities per annum.	100	-	20	20	60
3.12a. Number of unemployed learners awarded a bursary per annum.	1000	-	-	-	1000
3.12b. Number of unemployed learners awarded a bursary completing per annum.	700	-	-	-	700
3.13. Number of employed learners awarded a bursary per annum.	50	-	-	-	50
3.14a. Number of mine community beneficiaries that enter a training programme per annum.	2350	300	300	300	350
3.14b. Number of mine community beneficiaries that complete a training programme per annum.	1455	245	245	245	720
3.15a. Number of unemployed youth in mining communities and labour sending areas that enter training programme per annum.	2100	525	525	525	525



3.15b. Number of unemployed youth in mining communities and labour sending areas that complete training programme per annum.	2510	200	300	800	1210
3.16. Number of beneficiaries trained in small-scale mining per annum.	150	0	50	50	50
3.17. Number of career guidance material distributed at events / institutions / schools per annum.	90 career guidance material deliveries recorded at events / institutions/ schools	10	40	20	20
3.18a. Number of TVET NCV graduates that enter a work placement programme per annum.	400	50	50	50	250
3.18b. Number of TVET NCV graduates that complete a work placement programme per annum.	174	20	20	34	100
3.19. Number of TVET Lectures supported per annum.	30	5	15	5	5
3.20. Annual International Literacy Day hosted.	1 Event	0	1 Event	0	0

## PROGRAMME 4: QUALITY ASSURANCE, MONITORING AND EVALUATION

Purpose:

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

### OUTCOMES, OUTPUTS, OUTPUT INDICATORS AND TARGETS

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited /Actual Performance			Estimated Performance	MTEF Period		
			2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Increased number of accredited and work place approved training providers in the mining and minerals sector.	Accredited training providers or approved workplace	4.1. Number of training providers' quality assured or approved workplace per annum.	123	229	259	120	180	200	150
QCTO aligned learning materials developed for the mining and minerals sector.	Learning programmes, assessments tools or learning packs.	4.2. Number of reviewed or developed learning programmes, assessment tools or learning packs.	88	53	231	70	100	80	50
Increased number supported HDSA SMMEs accredited in the mining and minerals sector.	New HDSA SMMEs training providers to mining sector.	4.3. Number of HDSA SMMEs supported that entered as training providers in the mining and minerals sector per annum.	5	6	N/A	5	5	4	4



**OUTPUT INDICATORS: ANNUAL AND QUARTERLY TARGETS**

Output Indicators	Annual Target	Q1	Q2	Q3	Q4
4.1. Number of training provider's quality assured or approved workplace per annum.	180	30	50	70	30
4.2. Number of reviewed or developed learning programmes, assessment tools or learning packs.	100	0	30	25	45
4.3. Number of HDSA SMME's supported as training providers in the mining and minerals sector per annum.	5	0	2	1	2





## 1.5. EXPLANATION OF PLANNED PERFORMANCE OVER THE MEDIUM TERM PERIOD

### **PROGRAMME 1: ADMINISTRATION**

To promote an ethical, efficient and effective organisation.

The MQA will improve efficiency and effective management and promote ethical behaviour in operations, monitoring and evaluation, human resources, legal, customer service and communication, information technology, finance, supply chain management and stakeholder relations to achieve its mandate.

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

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

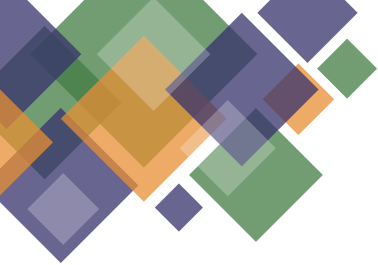
### **PROGRAMME 2: RESEARCH**

Improve skills development planning and decision making through quality research.

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

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

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



### **PROGRAMME 3: LEARNING PROGRAMMES**

Facilitate opening of workplace based learning opportunities and access to occupationally directed programmes. Increase priority occupations, qualifications, intermediate high level skills to support transformation in the mining and minerals sector. Support transformation in intermediate and high occupational employment levels in the mining and minerals sector.

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

### **PROGRAMME: PARTNERSHIPS WITH STAKEHOLDERS, COMMUNITIES, AND ENTREPRENEURS**

Facilitate training for stakeholders, communities and entrepreneurs.

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

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



## PROGRAMME: COLLABORATION WITH PUBLIC COLLEGES

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

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

## PROGRAMME 4: QUALITY ASSURANCE, MONITORING AND EVALUATION

Facilitate access to occupationally directed learning programmes for the unemployed by

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

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

## 1.6. PROGRAMME RESOURCE CONSIDERATIONS

Budget allocation for programmes and sub programmes.

Reconciling performance targets with the Budget and MTEF.

Programme	AUDITED OUTCOME			APPROVED BUDGET	MEDIUM-TERM ESTIMATE		
	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Administration	137 840	141 063	136 000	131 606	137 039	144 148	151 638
Mandatory Grant	183 338	242 597	247 881	238 145	269 494	280 274	291 485
Discretionary Grant	988 434	492 684	503 779	684 678	750 087	780 090	811 294
Other Government Funding	16 322	8 274	2 300	-	-	-	-
Total Expenditure	1 325 934	884 618	889 960	1 054 429	1 156 619	1 204 512	1 254 416

### Budget per programme

Programme	Programme Name	AUDITED OUTCOME			APPROVED BUDGET	MEDIUM-TERM ESTIMATE		
		2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
		R'000	R'000	R'000	R'000	R'000	R'000	R'000
Programme 1	ADMINISTRATION	137 840	141 063	136 000	131 606	137 039	144 148	151 638
Programme 2 *	RESEARCH INCLUDING MANDATORY GRANTS	183 338	242 597	249 426	244 741	273 724	284 673	296 060
Programme 3	LEARNING PROGRAMMES	988 434	492 684	501 929	674 843	742 957	772 675	803 582
Programme 4 **	QUALITY ASSURANCE, MONITORING AND EVALUATION	5 271	2 072	306	3 239	2 900	3 016	3 137

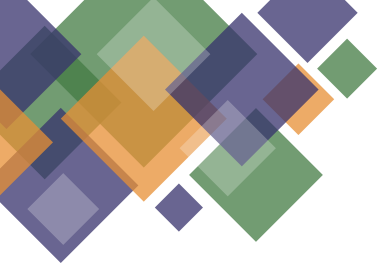
Note: Programme contains project administration costs that are detailed in the next page in respect of each financial year.

#### Legends

- \* The amount for research forms part of the Discretionary grants budget
- \*\* The amount for Monitoring and Evaluation forms part of Administration Budget.

## DETAILED BREAKDOWNS OF DISCRETIONARY GRANT

MQA Project Name	AUDITED OUTCOME			APPROVED BUDGET	MEDIUM-TERM ESTIMATE		
	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
A001 - Lecturer (HET)	10 508	13 679	11 796	9 500	14231	14 800	15 392
A002 - Bursaries	177 830	124 187	113 046	142 333	127407	132 504	137 804
A003 - Work Experience	49 446	40 167	46 178	48 691	47715	49 624	51 609
A004 - Standard Setting Grant (TRGs) and HET	465	659	306	2739	406	422	439
A005 - Learning Materials Development	-	1 772	0	0	1994	2073,76	2156,71
A006 - Internships (GDP)	108 260	86 164	89 903	123 118	136110	141 555	147 217
A007 - Learnerships (Non-Artisan and Learners with Disability)	164 732	69 411	43 200	35 642	60550	62 972	65 491
A008 - Skills Development Facilitator Support	585	242	0	184	500	520	540,8
A009 - Adult Education and Training (AET)	22 861	8 167	12 341	12 255	14500	15 080	15 683
A010 - OHS Representatives Development	16 115	2 751	8 275	16 765	10088	10 491	10 911
A011 - NSF 2 - Artisan Development	-	-	-	0	0	0	0
A012 - UIF 1 Learnerships Artisan	-	-	-	0	0	0	0
A013 - MQA Artisan Development Employed and Unemployed	257 848	91 716	133 950	143661	179951	187 149	194 635
A014 - RPL / Artisan Aides Employed	5 215	0	2400	3430	6750	7 020	7 301
A015 - TVET College Support	44 562	26 684	23 614	45 890	56273	58 524	60 865
A016 - Maths and Science	6 256	8 011	0	0	0	0	0
A017 - FLC Grant Incentive	1 838	0	0	1000	1100	1144	1189,76
A018 - Mpumalanga TVET Artisan	-	0	-	0	-	0	0
A019 - Mine Community Capacity Building	77 105	15 980	9 462	47 516	28 338	29 469	30 646
A020 - Workplace Coach Development	11235	4 410	-	0	12 800	13 312	13 844
A021 - Youth Development Projects	0	268	3 735	37 752	35 325	36 738	38 208
A022 - Management Development Projects	11 460	1 980	4 029	7 106	8 120	8 445	8 783



A041 - HDSA Management Development Candidacy	21862	150	-	0	3 000	3 120	3 245
A042 - HDSA ATP Support	250	300	-	500	500	520	540,8
A043 - Impact Assessment			-	0	-	0	0
A044 - Research Partnership			1545	6 596	4 230	4 399	4 575
A045 - Small Business support					200	210	220
<b>TOTAL EXPENDITURE</b>	<b>988 433</b>	<b>496 698</b>	<b>503 779</b>	<b>684 678</b>	<b>750 087</b>	<b>780 090</b>	<b>811 294</b>

<b>DONOR FUNDED PROJECTS</b>							
NSF Funded Projects - Artisan Development	16 322	8 274	R2 300				

**PROJECT ADMINISTRATION COST INCLUDED ABOVE**

	6%	4%	4%	4%
	2020/21	2021/22	2022/2023	2023/2024
TOTAL	42 863	32 489	33 789	35 141
A001 - HEI Lecturer Support	0	600	624	649
A002 - Bursaries- Universities and TVET colleges	12 173	6 657	6 924	7 201
A003 - Work experience		1 800	1 872	1 947
A004 - Standard Setting Grant (TRGs) and HET	3 255	0	0	0
A005 - Learning materials development	0	0	0	0
A006 - Internships (GDP)	8 700	6 977	7 256	7 546
A007 - Non-Artisan Learnerships	2 892	3 000	3 120	3 245
A008 - SDF Workshops	0	0	0	0
A009 - Adult Education and Training (AET)	855	1 000	1 040	1 082
A010 - OHS Representative Development	350	400	416	433
A013 - Artisan Development -Employed and Unemployed	10 700	6 675	6 942	7 220
A014 - Artisan Aides – Employed	120	150	156	162
A015 - TVET College Support	3 518	3 600	3 744	3 894
A016 - Maths and Science	0	0	0	0

A017 - FLC Grant Incentive	0	100	104	108
A019 - Mine Community Development	0	0	0	0
A020 - Workplace Coach Development	0	800	832	865
A021 - Youth Development	0	0	0	0
A022 - Management Development	300	350	364	379
A041 - HDSA Management Development Candidacy	0	0	0	0
A042 - HDSA Accredited Training Provider Support	0	50	52	54
A044 - Partnership Research	0	330	343	357
A045 - Small Business support	0	0	0	0

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

## OVERVIEW OF 2021/2022 BUDGET AND MTEF ESTIMATES

**Expenditure estimates** The expenditure estimates are indicated below:

STATEMENT OF FINANCIAL PERFORMANCE							
	AUDITED OUTCOME			APPROVED BUDGET	MEDIUM TERM ESTIMATES		
R' Thousands	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Revenue							
Tax revenue	-	-	-				
Non-tax revenue	R54 443	R44 718	R56 420	R51 714	R32 031	R33 313	R34 645
Sales of goods and other services than capital asset of which: Administrative fees sales by market establishment							
Other sales							
Other non-tax revenue	R54 443	R44 718	R56 202	R51 714	R32 031	R33 313	R34 645
Transferred received	R1 065 691	R1 163 530	R1 190 571	R1 002 716	R1 134 711	R1 180 100	R1 227 304



<b>Total revenue</b>	<b>R1 120 134</b>	<b>R1 208 248</b>	<b>R1 246 773</b>	<b>R1 054 430</b>	<b>R1 166 743</b>	<b>R1 213 413</b>	<b>R1 261 949</b>
<b>Expenses</b>							
<b>Administration Expenses</b>	<b>R137 840</b>	<b>R141 063</b>	<b>R136 000</b>	<b>R131 606</b>	<b>R137 039</b>	<b>R144 148</b>	<b>R151 638</b>
Current expenses							
Compensation of employees	R78 049	R85 042	R88 955	R69 891	R83 891	R88 874	R94 154
Goods and services	R47 818	R42 608	R33 963	R46 724	R36 914	R38 390	R39 926
Depreciation	R5 953	R6 461	R6 325	R7 807	R7 855	R8 169	R8 496
Loss from disposal of assets	R32	R465	R43	R -	R -	R -	R -
Interest, dividends and rent on land	R -	R -	R -	R -	R -	R -	R -
Transfers and subsidies (QCTO)	R5 988	R6 487	R6 714	R7 184	R8 379	R8 714	R9 062
<b>Total grant and project expenditure</b>	<b>R1 188 094</b>	<b>R747 568</b>	<b>R753 960</b>	<b>R922 823</b>	<b>R1 019 581</b>	<b>R1 060 364</b>	<b>R1 102 779</b>
Discretionary grant expenditure	R988 434	R496 697	R503 779	R684 678	R750 087	R780 090	R811 294
Mandatory grant expenditure	R183 338	R242 597	R247 881	R238 145	R269 494	R280 274	R291 485
Government grants and donor funding	R16 322	R8 274	R2 300	R -	R -	R -	R -
<b>Total expenses</b>	<b>R1 325 934</b>	<b>R888 631</b>	<b>R889 960</b>	<b>R1 054 429</b>	<b>R1 156 619</b>	<b>R1 204 512</b>	<b>R1 254 416</b>
Surplus (Deficit)	-R205 800	R319 617	R356 813	R1	R10 123	R8 901	R7 533



## FINANCIAL POSITION

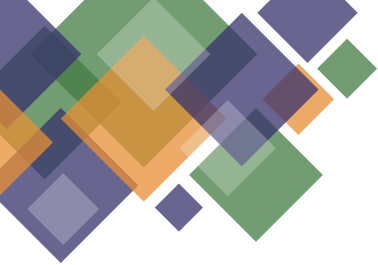
Thousand	AUDITED OUTCOME			APPROVED BUDGET	MEDIUM TERM ESTIMATE			
	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2022/23	2022/23
<b>ASSETS</b>								
Cash & Cash Equivalents	R715 329	R723 277	R1 037 014	R727 557	R805 053	R837 255	R870 745	R905 575
Inventory Loans	R353	R430	R312	R324	R337	R350	R364	R379
Accrued Investment	R -	R-	R-	R-	R-	R-	R-	R-
Receivables and prepayments	R71 988	R62 857	R58 687	R61 034	R63 476	R66 015	R68 655	R71 401
Carrying value of assets	R67 915	R63 727	R58 243	R60 572	R62 995	R65 515	R68 135	R70 861
Non-current assets held for sale	-	-	-	-	-	-	-	-
Defined benefit plan assets								
Taxation	-	-	-	-	-	-	-	-
Derivatives financial instruments	-	-	-	-	-	-	-	-
<b>TOTAL ASSETS</b>	<b>R855 585</b>	<b>R850 291</b>	<b>R1 154 255</b>	<b>R849 487</b>	<b>R931 860</b>	<b>R969 135</b>	<b>R1 007 900</b>	<b>R1 048 216</b>



<b>EQUITY &amp; LIABILITIES</b>								
Accumulated surplus(deficit)	-R205 800	R319 617	R356 812	R1	R10 123	R8 901	R7 533	R6 008
Capital and reserves	R302 146	R100 217	R419 834	R330 332	R349 096	R364 259	R364 259	R364 259
Capital reserve fund								
Borrowings								
Finance lease								
Deferred Income								
Trade and other payables	R749 853	R412 742	R357 947	R498 324	R550 574	R572 597	R595 501	R619 321
Benefits payables								
Capitalised value of pension								
Taxation								
Provisions	R9 386	R17 715	R19 662	R20 830	R22 067	R23 378	R24 767	R26 238
Managed funds(e.g. poverty alleviation fund)	-	-						
Derivatives financial instruments	-	-						
<b>TOTAL EQUITY &amp; LIABILITIES</b>	<b>R855 585</b>	<b>R850 291</b>	<b>R1 154 255</b>	<b>R849 487</b>	<b>R931 860</b>	<b>R969 135</b>	<b>R992 059</b>	<b>R1 015 825</b>

## Project administration costs

Programme	Programme Name	AUDITED OUTCOME			APPROVED BUDGET	MEDIUM-TERM ESTIMATE		
		2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
		R'000	R'000	R'000	R'000	R'000	R'000	R'000
Programme 2	RESEARCH INCLUDING MANDATORY GRANTS	0	0	0	0	330	343	357
	BUDGET %	0,00%	0,00%	0,00%	0,00%	0,12%	0,12%	0,12%
Programme 3	LEARNING PROGRAMMES	0	0	0	42 863	32 109	33 394	34 730
	BUDGET %	0,00%	0,00%	0,00%	6,35%	4,32%	4,32%	4,32%
Programme 4	QUALITY ASSURANCE, MONITORING AND EVALUATION	0	0	0	0	50	52	54
	BUDGET %	0,00%	0,00%	0,00%	0,00%	1,72%	1,72%	1,72%



## MATERIALITY AND SIGNIFICANCE FRAMEWORK (YEAR END: 31 MARCH 2022)

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

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

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

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

Ameliorate

### **Definition of Materiality**

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

### **Definition of significant**

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

### **Factors considered in developing the framework**

#### **Nature of the business**

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



#### **Statutory Requirements**

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

#### **Control and inherent risks**

The following factors were examined in determining the materiality percentage:

- a. Annual risk assessment (outsourced to a reputable auditing firm)
- b. 3 year internal audit plan

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

### **Materiality Level**

The level of a material loss for Grant expenditure is assessed at R 2 916 857 (rounded) being 0.25% of budgeted Total Revenue for 2021/2022. Previous financial year was R 2 636 075.

The level of a material loss for Operational/ Administrative expenditure is assessed at R 1 370 386 (rounded) being 1% of budgeted Total Administration expenses for 2021/2022. Previous financial year was R 1 316 064.

Different levels of materiality can be used and the decision to use a conservative level of 0.25% is based on the fact that the total assets of MQA is not considered to be an indicator of performance as MQA is not an asset intensive entity and the revenue component is selected as a basis for the materiality calculation as the level of activity (grant and discretionary payments) is dependent on the levies received.

### **Quality Factors considered**

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

- a. Unusual transaction entered into that are not of a repetitive nature and that are disclosable purely due to the nature thereof due to knowledge thereof affecting the decision making of the user of financial statements.
- b. Sizeable increase in our stakeholder base, that is, more organisations contributing SDL to MQA levy income base.
- c. Fraudulent or dishonest behaviour of an officer or staff of the SETA at senior management level.
- d. Any Rand value to be disclosed.
- e. Fraudulent or dishonest behaviour of ALL other employees or officers of MQA, if in aggregate or individually the sum total of those transactions exceed R1000.00.
- f. Material infringement of legislation that governs MQA
- g. Any transactions entered into that could result in reputational risk to MQA.
- h. Changes in key personnel and departure of key executives.
- i. Application of new or changes in accounting policy.



## MATERIALITY FRAMEWORK ALIGNED TO TREASURY REGULATION

### TREASURY REGULATION 28.1.5

“For purposes of “material [section 50(1), 55(2) and 66(1) (c) of the Act]” and “significant” [section 54(2) of the Act], the accounting authority must develop and agree a framework of acceptable levels of materiality and significance with the relevant executive authority in consultation with the external auditors”.

REGULATION		MATERIAL
Section 50(1)	<p>(1) The accounting authority must</p> <p>(c) on request disclose to the executive authority responsible for that public entity or the legislature to which the public entity is accountable , all material facts, including those reasonably discoverable, which in any way influence the decision or actions of the executive authority or that legislature; and</p>	Both the qualitative and quantitative aspects as referred to in section 3 and 4.
Section 55(2)	<p>(b) include particulars of</p> <p>(i) any material losses through criminal conduct and any irregular expenditure and fruitless and wasteful expenditure that occurred during the financial year;</p>	Section 3 and 4 define qualitative and quantitative aspects that are considered for the purpose of this section
Section 66(1)	<p>(1) An institution to which this Act applies may not borrow money or issue a guarantee, indemnity or security, or enter into any transaction that binds or may bind that institution or the Revenue Fund to any future financial commitment, unless such borrowing, guarantee, indemnity, security or other transaction-</p> <p>(a) is authorised by this act</p> <p>(b) in the case of public entities, is also authorised by other legislation not in conflict with this Act; and</p> <p>(c) in the case of loans by a province or a provincial government business enterprise under the ownership control of a provincial executive, is within the limits as set in terms of the Borrowing Powers of Provincial Government Act, 1996 (Act 48 of 1996).</p>	Losses incurred due to criminal conduct by 100% compliance with the Act within the ambit as set by this clause. Full disclosure required for all transactions.
Section 54(2)	<p>Before a public entity concludes any of the following transactions, the accounting authority for the public entity must promptly and in writing inform the relevant treasury of the transactions and submit relevant particulars of the transaction to its executive authority for approval of the transaction</p> <p>(a) establishment or participation in the establishment of a company;</p> <p>(b) participation in a significant partnership, trust, unincorporated joint venture or similar arrangement;</p> <p>(c) acquisition of disposal or a significant shareholding in a company;</p> <p>(d) acquisition or disposal of a significant asset</p>	All transactions to be approved by the DHET.

## 2. KEY RISKS

Objectives	Key Risks	Risk Mitigation
<p><b>Programme 1: Administration</b></p> <p>Promote efficient and effective governance and administration</p>	<p>Adverse impact of policy and regulatory environment</p>	<ol style="list-style-type: none"> <li>1) Regular engagements with the Executive Authorities, Chairpersons, CEO and CFO forums on impending legislative and national priorities changes.</li> <li>2) Facilitate the realignment of MQA as a SETA.</li> <li>3) One-on-one engagements with the Executive Authority</li> <li>4) Regular engagements with National Treasury.</li> <li>5) Responsiveness to the Executive Authority directives. Ongoing.</li> <li>6) Input through public comments, etc.</li> </ol>
<p><b>Programme 1: Administration</b></p> <p>Promote efficient and effective governance and administration.</p>	<p>Non achievement of a clean audit and non-achievement of 80% planned targets as required by the Board</p>	<ol style="list-style-type: none"> <li>1) Monthly monitoring of the grant due reports</li> <li>2) Dedicated team to prepare and review financial statements inclusive of commitments register team</li> <li>3) Monthly monitoring of batches on pre-processor</li> <li>4) Expired contract register is sent to all managers monthly</li> </ol>
<p><b>Programme 1: Administration</b></p> <p>Promote efficient and effective governance and administration</p>	<p>Ineffective Information Technology Steering Committee</p>	<ol style="list-style-type: none"> <li>1) IT steering committee;</li> <li>2) Composition of the committee is in line with the charter;</li> <li>3) The committee meetings are aligned to the charter; and</li> <li>4) Policies are updated regularly.</li> </ol>



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

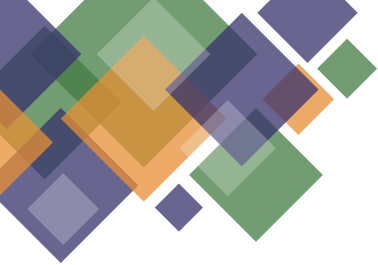


<p><b>Programme 1: Administration</b></p> <p>Promote efficient and effective governance and administration</p>	<p>Threats to financial sustainability of the MQA</p>	<ol style="list-style-type: none"> <li>1) Monthly validation and monitoring of commitments registers and reconciliation with existing reserves,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



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

<p><b>Programme 4: Quality Assurance, Monitoring And Evaluation</b></p> <p>Ensure the delivery of quality and impactful learning programmes in the mining and minerals sector.</p>	<p>Inadequate MQA interventions in relation to national and sectorial imperatives</p>	<ol style="list-style-type: none"> <li>1) Training providers are accredited by the MQA.</li> <li>2) Review and development of learning programmes every three to five years</li> <li>3) Continues feedback from the community expert practitioners (CEP)</li> <li>4) Continuous Quality Assurance activities are in place.</li> </ol>
<p><b>Programme1: Administration</b></p> <p>Promote efficient and effective governance and administration.</p>	<p>Misalignment between organisational values and corporate culture</p>	<ol style="list-style-type: none"> <li>1) Disciplinary Code and Procedure policy.</li> <li>2) Grievance procedure.</li> <li>3) Conflict of interest policy.</li> <li>4) Stakeholder Management <ul style="list-style-type: none"> <li>- Annual Consultative Conferences.</li> <li>- Stakeholder engagement workshops.</li> </ul> </li> <li>5) Stakeholder Satisfaction Survey.</li> <li>6) Development and implementation of a change management strategy.</li> </ol>



### 3. PUBLIC ENTITIES

Not applicable to the Mining Qualifications Authority

### 4. INFRASTRUCTURE PROJECTS

Not applicable to the Mining Qualifications Authority

### 5. PUBLIC PRIVATE PARTNERSHIPS (PPPs)

Not applicable to the Mining Qualifications Authority



## higher education & training

Department:  
Higher Education and Training  
**REPUBLIC OF SOUTH AFRICA**

### SERVICE LEVEL AGREEMENT

entered into by and between

#### **DEPARTMENT OF HIGHER EDUCATION AND TRAINING**

(hereinafter referred to as the “DHET” represented by GF Qonde, duly authorised thereto by virtue of his capacity as the Director-General),

and

#### **SETA NAME: MINING QUALIFICATIONS AUTHORITY (MQA)**

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



## 1. PURPOSE OF THE SERVICE LEVEL AGREEMENT

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

## 2. DURATION OF THE SERVICE LEVEL AGREEMENT

The SLA is entered into for the period of 01 April 2021 to 31 March 2022.

## 3. OBLIGATIONS OF THE SETA

### 3.1 The SETA undertakes to:

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



- 3.1.12 establish collaborations to implement the approved SP and APP including but not limited to partnerships with departments and public entities at all three spheres of government, inter SETA partnerships, public – private partnerships, and other organisations as permitted by the SDL Acts, RRs and the SETA Grants Policy;
  - 3.1.13 support the imperatives contained within Job Summit Agreements and the temporary employee and employer relief scheme through delivery of flexible programmes that ensure that young people are suitably prepared and skilled to fill every entry level roles, particularly where companies need to scale their operations, these may include inter alia work readiness programme, short courses (accredited or no-accredited) that allow candidates to respond to changing economy ;
  - 3.1.14 support the collaboration in the establishment of public college Centres of Specialisation in partnership with employers and labour organisation.
    - 3.1.14.1 ring-fence grants annually and allocate as employers become available to take apprentices for Centres of Specialisation (CoS);
    - 3.1.14.2 prioritise the allocation of grants and report to DHET on the results annually;
  - 3.1.15 support the implementation of rural development programmes for women, youth and people with disability;
  - 3.1.16 support the revitalisation of rural and townships to uplift local economy through skills development;
  - 3.1.17 provide financial support to World Skills South Africa;
- 3.2 Achieve all targets for the planning period as reflected in the following table:



NSDP OUTCOMES	NSDP SUB-OUTCOMES	OUTPUT INDICATORS	BASELINE	SETA FUNDED TARGETS	SECTOR FUNDED
1. Identify and increase production of occupations in high demand	1.1 National enrolment and resource ratios for the high, intermediate and elementary skills level.	Percentage of discretionary grant budget allocated at developing high level skills	N/A	60%	N/A
		Percentage of discretionary grant budget allocated at developing intermediate skills	N/A	36%	N/A
		Percentage of discretionary grant budget allocated at developing elementary skills	N/A	3%	N/A
	1.4 Identification of interventions required to improve enrolment and completion of priority occupations:	Number of WSPs and ATRs approved for Small firms	267	230	N/A
		Number of WSPs and ATRs approved for Medium firms	150	123	N/A
		Number of WSPs and ATRs approved for Large firms	219	197	N/A
		Number of sector research agreements signed for TVET growth occupationally directed programmes	N/A	N/A	N/A
		Number of learners who completed workplace based learning programmes absorbed into employment or self-employment	N/A	N/A	N/A
		Number of established or emergent cooperatives trained on sector and national priority occupations or skills.	N/A	N/A	N/A
		Number of small and emerging enterprises trained on sector and national identified priority occupations or skills.	N/A	N/A	N/A
	Number of people trained on entrepreneurship supported to start their business.	N/A	25	N/A	
2. Linking education and the workplace	2.1 Opening of workplace based learning opportunities increased	Number of TVET students requiring Work Integrated Learning to complete their qualifications placed in workplaces	151	400	N/A
		Number of TVET students completed their work integrated learning placements.	192	174	N/A
		Number of universities students requiring work integrated learning to complete their qualifications placed in workplaces	485	550	N/A
		Number of university students completed their Work Integrated Learning placements	416	370	N/A
		Number of unemployed learners enrolled Internships	561	900	N/A



NSDP OUTCOMES	NSDP SUB-OUTCOMES	OUTPUT INDICATORS	BASELINE	SETA FUNDED TARGETS	SECTOR FUNDED
		Number of unemployed learners completed Internship	N/A	N/A	N/A
		Number of unemployed learners enrolled Skills programmes	3892	N/A	2000
		Number of unemployed learners completed Skills programmes	5360	N/A	2000
		Number of unemployed learners enrolled Learnerships programmes	1265	800	100
		Number of unemployed learners completed Learnerships programmes	1045	250	100
		Number of unemployed learners enrolled for Candidacy programmes	N/A	50	N/A
		Number of unemployed learners completed Candidacy programmes	N/A	N/A	N/A
3. Improving the level of skills in the South African workforce	3.1 To increase workers participating in various learning programmes to a minimum of 80% by 2030, to address, critical skills required by various sectors of the economy, to transform workplaces, improve productivity and to improve economic growth prospects in various sectors of the economy.	Number of workers enrolled in Learnerships programmes	865	800	N/A
		Number of workers completed Learnerships programmes	805	350	N/A
		Number of workers granted Bursaries (new entries)	52	50	N/A
		Number of workers granted Bursaries (continuing)	N/A	40	N/A
		Number of workers granted Bursaries completed their studies	N/A	30	N/A
		Number of workers enrolled Skills programmes	31980	0	20 000
		Number of workers completed Skills programmes	34954	3875	20 000
		Number of workers enrolled AET programmes	2377	N/A	1350
		Number of workers completed AET programmes	1241	1350	N/A
4. Increase access to occupationally directed programmes	4.2 Increase access for Intermediate and high level skills	Number of artisan learners enrolled	1554	1100	180
		Number of artisan learners completed	1665	300	100
		Number of unemployed learners granted Bursaries (new enrolments)	756	1000	N/A
		Number of unemployed learners granted Bursaries (continuing )	N/A	1500	N/A
		Number of unemployed learners granted Bursaries completed their studies	519	700	N/A



NSDP OUTCOMES	NSDP SUB-OUTCOMES	OUTPUT INDICATORS	BASELINE	SETA FUNDED TARGETS	SECTOR FUNDED
		Number of learners enrolled RPL/ARPL	N/A	25	N/A
		Number of learners completed RPL/ARPL	N/A	100	N/A
		Number of TVET partnerships established	25	30	N/A
		Number of HEI partnerships established	7	10	N/A
		Number of CET partnerships established	7	9	N/A
		Number of SETA-Employer partnerships established	N/A	N/A	N/A
5. Support the growth of the public college system	5.1 Support the TVET Colleges	Number of SETA offices established and maintained in TVET colleges	6	5	N/A
		Number of Centres of Specialisation supported	N/A	6	N/A
		Number of TVET Lecturers exposed to the industry through Skills Programmes	52	15	N/A
		Number of Managers receiving training on curriculum related studies	N/A	45	N/A
		Number of TVET colleges Lecturers awarded Bursaries	N/A	10	N/A
		TVET colleges infrastructure development (equipment/workshops)	N/A	N/A	N/A
	5.2 Support the CET Colleges	Number of CET colleges lecturers awarded skills development programmes	N/A	N/A	N/A
		CET colleges infrastructure development support (equipment/ workshops/ Connectivity/ ICT)	N/A	N/A	N/A
		Number of Managers receiving training on curriculum related studies	N/A	N/A	N/A
		Number of CET learners accessing AET programmes	N/A	320	N/A
6. Skills development support for entrepreneurship and cooperative development	6.1 To increase skills development support for entrepreneurial activities and the establishment of new enterprises and cooperatives	Number of cooperatives funded for skills that enhance enterprise growth and development	N/A	5	N/A
		Number of small businesses funded for skills that enhance growth and development	11	10	N/A
		Number of CBOs/ NGOs/ NPOs funded for skills that enhance the development and sustainability of their organisation activities.	N/A	N/A	N/A

NSDP OUTCOMES	NSDP SUB-OUTCOMES	OUTPUT INDICATORS	BASELINE	SETA FUNDED TARGETS	SECTOR FUNDED
7. Encourage and support worker initiated training		Number of Federations /Trade Unions supported through the relevant skills training interventions	N/A	20	N/A
8. Support career development services		Number of Career Development Events in urban areas on occupations in high demand	90	0	N/A
		Number of Career Development Events in rural areas on occupations in high demand		0	N/A
		Number of Career Development Practitioners trained	N/A	N/A	N/A
		Number of capacity building workshops on Career Development Services initiated	N/A	N/A	N/A
9. Governance		Quarterly SETA Good Governance report	4	4	N/A
10. Rural Development		Number of Rural Development Projects initiated	25	10	N/A



#### 4. OBLIGATIONS OF DEPARTMENT OF HIGHER EDUCATION AND TRAINING

4.1 The Department undertakes to:

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

#### 5. GENERAL

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

SIGNED AT Pretoria ON THIS 11 DAY OF March 2021



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

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SIGNED AT \_\_\_\_\_ ON THIS \_\_\_ DAY OF \_\_\_\_\_ 20\_\_

DIRECTOR-GENERAL (Represented by GF Qonde, duly authorised thereto)



## **Acronyms and Abbreviations**

AET	Adult Education Training
AGSA	Auditor-General South Africa
APP	Annual Performance Plans
ARPL	Artisan Recognition of Prior Learning
ATRs	Annual Training Reports
CBO	Community Based Organisations
CET	Community Education and Training Colleges
CoS	Centres of Specialisation
DG	Director General of Higher Education and Training
DHET	Department of Higher Education and Training
DPME	Department of Planning, Monitoring and Evaluation
ICT	Information Communication Technology
INDLELA	National Development of Learnerships, Employment Skills and Labour Assessment
IR	4th Industrial Revolution
M & R	Sub-directorate: Monitoring and Reporting of the (SETA Performance Management)
Minister	Minister of the Department of Higher Education and Training
NC (V)	National Certificate (Vocational)
NGO	Non-Government Organisation
NPO	Non-Profit Organisation
NSDP	National Skills Development Plan
NT	National Treasury
PFMA	Public Finance Management Act No. 1 of 1999
RPL	Recognition of Prior Learning
RR	Related Regulations



SDA	Skills Development Act No, 97 of 1998 and Skills Development Levy Act No.9 of 1999
SDLA	Skills Development Levy Act No.9 of 1999
SETA	Sector Education and Training Authority
SLA	Service Level Agreement
SP	Strategic Plans
SPM	SETA Performance Management of the DHET
SSP	Sector Skills Plans
TR	Treasury Regulations
TVET	Technical and Vocational Education and Training (formerly FET)
WBLPAR	Workplace Based Learning Programme Agreement Regulation
WIL	Work Integrated Learning
WSPs	Workplace Skills Plans

## PART D: TECHNICAL INDICATOR DESCRIPTIONS (TIDs)

### Technical Indicator Descriptions (TIDs)

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

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

#### PROGRAMME 1: ADMINISTRATION

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



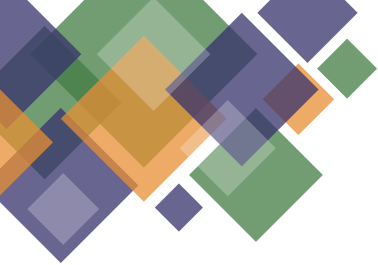
<b>Indicator title</b>	<b>1.2 Achievement of and 80% spend of BBBEE Level 1-4 suppliers (of goods and suppliers)</b>
<b>Definition</b>	Implement a supplier development initiative that is responsive to the socio-economic responsibilities and needs and gives effect to enhancing relationships with SMME's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

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



<b>Indicator title</b>	<b>1.4 Percentage of MQA projects monitored</b>
<b>Definition</b>	Performance monitoring of the APP/QMR programmes conducted and reported
<b>Source of data</b>	List of MQA funded projects currently active
<b>Method of calculation / Assessment</b>	Number of projects monitored from the number of projects to be monitored
<b>Means of Verification</b>	Service Level Agreements (special projects) Allocation lists Attendance Registers M and E Learner Verification Template M and E Verification Report
<b>Assumptions</b>	Monitor all programme within the financial year
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women : N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation Type</b>	Percentage of projects monitored
<b>Reporting Cycle</b>	Quarterly
<b>Desired performance</b>	Percentage of projects monitored
<b>Indicator Responsibility</b>	Chief Risk Monitoring and Evaluation Officer

<b>Indicator title</b>	<b>1.5 Number of MQA projects evaluated per annum (Value for Money analysis) conducted</b>
<b>Definition</b>	To determine the return on investment on the funded projects
<b>Source of data</b>	List of completed projects
<b>Method of calculation / Assessment</b>	Number of completed evaluations
<b>Means of verification</b>	Record of completed learners Evaluation Reports
<b>Assumptions</b>	Funded projects are completed
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women : N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation type</b>	Cumulative for the year
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	3 per annum
<b>Indicator responsibility</b>	Chief Risk Officer



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

## PROGRAMME 2: RESEARCH

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

<b>Indicator title</b>	<b>2.2 Number of sector research outputs completed per annum</b>
<b>Definition</b>	Conduct research as per the annual research agenda for the financial year under review
<b>Source of data</b>	Signed agreements and research report ( progress reports, drafts reports and final reports)
<b>Method of calculation / Assessment</b>	Simple count- each research project is counted once
<b>Means of verification</b>	Approved Research reports
<b>Assumptions</b>	Research is completed within the financial year under review
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women : N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation Type</b>	Non-Cumulative-for the year
<b>Reporting Cycle</b>	Quarterly
<b>Desired performance</b>	The indicator is contribute to the credible knowledge repository in the credible knowledge repository in the MMS
<b>Indicator Responsibility</b>	Chief Operating Officer



<b>Indicator title</b>	<b>2.3 Number of MOAs signed with targeted public and private sector organisations</b>
<b>Definition</b>	Partnering with higher education and research institutions to undertake research within MMS.
<b>Source of data</b>	Memorandum of agreement with higher education and research institutions
<b>Method of calculation / Assessment</b>	Simple count-each research partnership is counted once
<b>Means of verification</b>	Signed Memorandum of agreement
<b>Assumptions</b>	Memorandum of agreement is signed within the financial year under review
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women : N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation Type</b>	Non-Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	Increase knowledge repository for the MQA
<b>Indicator responsibility</b>	Chief Operating Officer

<b>Indicator title</b>	<b>2.4 Number of Skills Development Facilitator building workshops per annum</b>
<b>Definition</b>	The employers, Labour needs to be capacitated about last developments that relates to the sector with regards to Work Skills Plans, Annual Training Reports and submission to the SETA there of.
<b>Source of data</b>	Signed attendance registers
<b>Method of calculation / Assessment</b>	Simple count: Each workshop conducted, reported against the financial year once.
<b>Means of verification</b>	Incorrectly signed and unreadable attendance register
<b>Assumptions</b>	The stakeholders attend the workshops and accept invitations.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women : N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation Type</b>	Once a year
<b>Reporting Cycle</b>	Quarterly
<b>Desired performance</b>	The indicator must improve the understanding of planning, implementing, reporting of training and increase broad based participation for skills planning by the skills development committee members.
<b>Indicator Responsibility</b>	Executive Manager Stakeholder Relations

<b>Indicator title</b>	<b>2.5 Number of Skills Development Committee capacity building workshops per annum</b>
<b>Definition</b>	The employers, Labour needs to be capacitated about developments that relates to the sector with regards to Work Skills Plans, Annual Training Reports and submission to the SETA there of.
<b>Source of data</b>	Signed attendance registers
<b>Method of calculation / Assessment</b>	Simple count: Each workshop conducted, reported against the financial year once.
<b>Means of verification</b>	Attendance registers (signed)
<b>Assumptions</b>	The stakeholders attend the workshops and accept invitations.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women : N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation Type</b>	Once a year
<b>Reporting Cycle</b>	Quarterly
<b>Desired performance</b>	The indicator must improve the understanding of planning, implementing, reporting of training and increase broad based participation for skills planning by the skills development committee members.
<b>Indicator Responsibility</b>	Executive Manager Stakeholder Relations



### PROGRAMME 3: LEARNING PROGRAMMES

<b>Indicator title</b>	<b>3.1a Number of learners that enter an artisan programme per annum.</b>
<b>Definition</b>	Employed and unemployed learners enrolled on Artisan Learnerships. It is a learning pathway that teaches the skills and competencies necessary to perform tasks to an industry standard, and it leads to a trade qualification.
<b>Source of data</b>	Registered Learning Programme Agreements and supporting documents such as; certified ID copies, Learners highest qualification, Employment Contract/letter of appointment, and MOA for SETA Funded learners. Sector funded does not require an MOA.
<b>Method of calculation/Assessment</b>	Simple count: Each employed and unemployed learner is reported against Learning Programme Agreement once.
<b>Means of Verification</b>	Registered Learning Programme Agreements and supporting documents such as; certified ID copies, Training Plan, Learners highest qualification, Employment Contract and MOA for SETA Funded learners. Sector funded does not require an MOA.
<b>Assumptions</b>	That companies will submit all required documentation for verifications that meets the criteria for registration and reporting.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: 15% Target for Youth: 30% Target for People with Disabilities: 0%
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation type</b>	Cumulative for the year
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	To increase the number of intermediate level skills with Trade Skills in the Mining and Minerals Sector.
<b>Indicator responsibility</b>	Chief Operating Officer

<b>Indicator title</b>	<b>3.1b Number of learners that complete an artisan programme per annum.</b>
<b>Definition</b>	Employed and Unemployed learners completed Artisan Learnerships. It is a learning pathway that teaches the skills and competencies necessary to perform tasks to an industry standard, and it leads to a trade qualification.
<b>Source of data</b>	Registered Learning Programme Agreements and supporting documents such as; certified ID copies, Proof of Disability for disabled learners, Learners highest qualification, Employment Contract/ Confirmation of Employment, Certificate and/or Statement of Results, Annexure and MOA for SETA Funded learners. Sector funded does not require an MOA.
<b>Method of calculation/Assessment</b>	Simple count: Each employed and unemployed learner is reported against Learning Programme certificate/SOR once.
<b>Means of Verification</b>	Registered Learning Programme Agreements and supporting documents such as; certified ID copies, Training Plan, Learners highest qualification, Employment Contract Confirmation of Employment, Statement of Results/Certificate, Trade Test report and MOA for SETA Funded learners. Sector funded does not require an MOA.

<b>Assumptions</b>	That learners have the necessary Statements of Results or Certificates that meet the criteria for completion and reporting.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: 15% Target for Youth: 30% Target for People with Disabilities: 0%
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation type</b>	Cumulative for the year
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	To increase the number of intermediate level skills with Trade Skills in the Mining and Minerals Sector.
<b>Indicator responsibility</b>	Chief Operating Officer

<b>Indicator title</b>	<b>3.1c Number of learner that complete artisan recognition of prior learning (ARPL) programmes per annum.</b>
<b>Definition</b>	Employed and Unemployed learners completed ARPL. It is a learning pathway that teaches the skills and competencies necessary to perform tasks to an industry standard, and it leads to a trade qualification.
<b>Source of data</b>	Certificate and/or Statement of Results
<b>Method of calculation/Assessment</b>	Simple count: Each employed learner is reported against Learning Programme certificate/SOR once. A learner can be counted more than once for achieving two or more different Learnerships within a financial year.
<b>Means of Verification</b>	Registered Learning Programme Agreements and supporting documents such as; certified ID copies, Training Plan, Learners highest qualification, Employment Contract/Confirmation of Employment, Statement of Results/Certificate, Trade Test report and MOA for SETA Funded learners. Sector funded does not require an MOA.
<b>Assumptions</b>	That learners have the necessary Statements of Results or Certificates that meet the criteria for completion and reporting.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: 10% Target for Youth: 15% Target for People with Disabilities: 0%
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation type</b>	Cumulative for the year
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	To increase the number of intermediate level skills with Trade Skills in the Mining and Minerals Sector.
<b>Indicator responsibility</b>	Chief Operating Officer



<b>Indicator title</b>	<b>3.1d Number of learners that complete an Artisan Aides programme per annum.</b>
<b>Definition</b>	Employed and Unemployed learners completed Artisan Aides. It is a learning pathway that teaches the skills and competencies necessary to perform tasks to an industry standard, and it leads to a trade qualification.
<b>Source of data</b>	Certificate and/or Statement of Results
<b>Method of calculation/Assessment</b>	Simple count: Each employed learner is reported against Learning Programme certificate once. A learner can be counted more than once for achieving two or more different Skills programmes within a financial year.
<b>Means of Verification</b>	Skills Agreements and supporting documents such as; certified ID copies, Statement of Results/Certificate and MOA for SETA Funded learners. Sector funded does not require an MOA.
<b>Assumptions</b>	That learners have the necessary Statements of Results or Certificates that meet the criteria for completion and reporting.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: 5% Target for Youth: 15% Target for People with Disabilities: 0%
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation type</b>	Cumulative for the year
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	To increase the number of intermediate level skills with Trade Skills in the Mining and Minerals Sector.
<b>Indicator responsibility</b>	Chief Operating Officer

<b>Indicator title</b>	<b>3.2a Number of employed entering a Learnership per annum</b>
<b>Definition</b>	Employed learners registered on Non-Artisan Learnerships It is a structured, occupationally directed programme that leads to a qualification and is not trade related.
<b>Source of data</b>	Registered Learning Programme Agreements and supporting documents such as; certified ID copies, Training Plan, Proof of Disability for disabled learners, Learners highest qualification, Employment Contract/Confirmation of Employment and MOA for SETA Funded learners. Sector funded does not require an MOA.
<b>Method of calculation/Assessment</b>	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.
<b>Means of Verification</b>	Registered Learning Programme Agreements and supporting documents such as; certified ID copies, Training Plan, Learners highest qualification, Employment Contract and MOA for SETA Funded learners. Sector funded does not require an MOA.
<b>Assumptions</b>	That learners have the necessary Learnership Agreement and supporting documentation meets the criteria for reporting.



<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women:15% Target for Youth: 30% Target for People with Disabilities: 0%
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	To increase the number of intermediate level skills with requisite Technical Skills in the Mining and Minerals Sector.
<b>Indicator responsibility</b>	Chief Operating Officer

<b>Indicator title</b>	<b>3.2b Number of employed completing a Learnership per annum.</b>
<b>Definition</b>	Employed learners completed Non-Artisan Learnerships. It is a structured, occupationally directed programme that leads to a qualification and is not trade related
<b>Source of data</b>	Statement of Results/certificate
<b>Method of calculation/Assessment</b>	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.
<b>Means of Verification</b>	Registered Learning Programme Agreements and supporting documents such as; certified ID copies, Training Plan, Learners highest qualification, Employment Contract/Confirmation of Employment, Statement of Results/Certificate and MOA for SETA Funded learners. Sector funded does not require an MOA.
<b>Assumptions</b>	That learners have the necessary Statements of Results or Certificates that meet the criteria for completion and reporting.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: 15% Target for Youth: 30% Target for People with Disabilities: 0%
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	To increase the number of intermediate level skills with requisite Technical Skills in the Mining and Minerals Sector.
<b>Indicator responsibility</b>	Chief Operating Officer

<b>Indicator title</b>	<b>3.2c Number of Unemployed entering a Learnership per annum.</b>
<b>Definition</b>	Unemployed learners registered on Non-Artisan Learnerships. It is a structured occupationally directed programme that leads to a qualification and is not trade related.
<b>Source of data</b>	Registered Learning Programme Agreements and supporting documents such as; certified ID copies, Learners highest qualification, Fixed term Employment Contract, confirmation letter for 18.2 learners from the entity, Annexure and MOA for SETA Funded learners. Sector funded does not require an MOA.



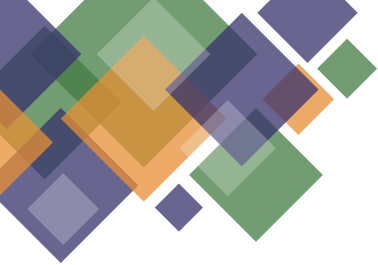
<b>Method of calculation/Assessment</b>	Simple count: Each unemployed learner is reported against Learning Programme Agreement once. A learner can be counted more than once for achieving two or more different Learnerships within a financial year.
<b>Means of Verification</b>	Registered Learning Programme Agreements and supporting documents such as; certified ID copies, Training Plan, Proof of Disability for disabled learners, Learners highest qualification, Employment Contract and MOA for SETA Funded learners. Sector funded does not require an MOA.
<b>Assumptions</b>	That learners that have the learnership agreement and supporting documentation are eligible for reporting.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: 15% Target for Youth: 30% Target for People with Disabilities: 12%
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation type</b>	Cumulative for the year
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	To increase the number of intermediate level skills with requisite Technical Skills in the Mining and Minerals Sector.
<b>Indicator responsibility</b>	Chief Operating Officer

<b>Indicator title</b>	<b>3.2d Number of Unemployed completing Learnership per annum.</b>
<b>Definition</b>	Unemployed learners completed Non-Artisan Learnerships. It is a structured, occupationally directed programme that leads to a qualification and is not trade related.
<b>Source of data</b>	Registered Learning Programme Agreements and supporting documents such as; certified ID copies, Training Plan, Proof of Disability for disabled learners, Learners highest qualification, Employment Contract/ Confirmation of Employment, Certificate and/or Statement of Results and MOA for SETA Funded learners. Sector funded does not require an MOA
<b>Method of calculation/Assessment</b>	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.
<b>Means of Verification</b>	Registered Learning Programme Agreements and supporting documents such as; certified ID copies, Training Plan, Proof of Disability for disabled learners, Learners highest qualification, Employment Contract/Confirmation of Employment, Certificate and/or Statement of Results and MOA for SETA Funded learners. Sector funded does not require an MOA and Statement of Results/Certificates
<b>Assumptions</b>	That learners have the necessary Statements of Results or Certificates that meet the criteria for completion and reporting.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: 15% Target for Youth: 30% Target for People with Disabilities: 12%

<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation Type</b>	Cumulative for the year
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	To increase the number of intermediate level skills with requisite Technical Skills in the Mining and Minerals Sector.
<b>Indicator responsibility</b>	Chief Operating Officer

<b>Indicator title</b>	<b>3.2e Number of Employed and Unemployed completing RPL for Learnership</b>
<b>Definition</b>	To recognise prior skills and competencies attained
<b>Source of data</b>	Registered Learning Programme Agreements and supporting documents such as; certified ID copies, Training Plan, Learners highest qualification, Employment Contract/ Confirmation of Employment, Statement of Results/Certificate and MOA for SETA Funded learners. Sector funded does not require an MOA.
<b>Method of calculation/Assessment</b>	Simple count: Each employed learner is reported against Learning Programme Certificate/SoR once. A learner can be counted more than once for achieving two or more different Learnerships within a financial year.
<b>Means of Verification</b>	Registered Learning Programme Agreements and supporting documents such as; certified ID copies, Training Plan, Learners highest qualification, Employment Contract /Confirmation of Employment, Statement of Results/Certificate, Annexure and MOA for SETA Funded learners. Sector funded does not require an MOA.
<b>Assumptions</b>	That learners have the necessary Statements of Results or Certificates that meet the criteria for completion and reporting.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: 15% Target for Youth: 30% Target for People with Disabilities: 0%
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation Type</b>	Cumulative for the year
<b>Calculation type</b>	Cumulative for the year
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	To increase the number of intermediate level skills with requisite Technical Skills in the Mining and Minerals Sector.
<b>Indicator responsibility</b>	Chief Operating Officer

<b>Indicator title</b>	<b>3.3a Number of Employees that successfully complete Occupational Health and Safety Representatives skills programme per annum.</b>
<b>Definition</b>	Employed learners completing OHS Programme. It's a core contextualised unit standards that addresses Health and Safety in the sector
<b>Source of data</b>	Skills Programmes Enrolment forms, signed certificate/signed statement of results and certified ID copy, Annexure and MOA for SETA Funded learners.



<b>Method of calculation/Assessment</b>	Simple count: Each employed learner is reported against OHS Programme once. A learner can be counted more than once for achieving two or more different skills programmes within a financial year.
<b>Means of Verification</b>	Skills Programmes Enrolment forms, signed certificate/signed statement of results and certified ID copy and MOA for SETA Funded learners.
<b>Assumptions</b>	That learners have the necessary Statements of Results or Certificates that meet the criteria for completion and reporting.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: 3% Target for Youth: 1% Target for People with Disabilities: 0
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation type</b>	Cumulative for the year
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	To increase the number of people with requisite Occupational Health and Safety Skills in the Mining and Minerals Sector.
<b>Indicator responsibility</b>	Chief Operating Officer

<b>Indicator title</b>	<b>3.3b Number of Employees supported to complete other Health and Safety Representatives programme per Health and Safety Representatives skills programme per annum.</b>
<b>Definition</b>	Employed learners completing other Health and Safety programmes
<b>Source of data</b>	Skills Programmes Enrolment forms, signed certificate/signed statement of results and certified ID copy, Annexure and MOA for SETA Funded learners.
<b>Method of calculation/Assessment</b>	Simple count: Each employed learner is reported against Other OHS Programme once. A learner can be counted more than once for achieving two or more different skills programmes within a financial year.
<b>Means of Verification</b>	Skills Programmes Enrolment forms, signed certificate/signed statement of results and certified ID copy Annexure and MOA for SETA Funded learners.
<b>Assumptions</b>	That learners have the necessary Statements of Results or Certificates that meet the criteria for completion and reporting.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: 0% Target for Youth: 7% Target for People with Disabilities: 0%
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation type</b>	Cumulative for the year
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	To increase the number of people with requisite Occupational Health and Safety Skills in the Mining and Minerals Sector.
<b>Indicator responsibility</b>	Chief Operating Officer

<b>Indicator title</b>	<b>3.4 Number of learners that successfully complete AET and NATED Courses.</b>
<b>Definition</b>	Learners completed AET programme Adult Education and Training Programme addresses low level skills of youth and adult language and numeracy skills to enable additional training.
<b>Source of data</b>	AET enrolment form, certified ID copy and certified certificate and/or Statement of Results from IEB or Benchmark for AET 1-4, training provider certificate for pre AET, MQA for GETC Level certificate or statement of results, Umalusi GETC certificate or statement of results and DHET Statement of results or certificates for NATED courses.
<b>Method of calculation</b>	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.
<b>Means of Verification</b>	AET enrolment form, certified ID copy and certified certificate and/or Statement of Results from IEB or Benchmark for AET 1-4, training provider certificate for pre AET. MQA for GETC Level 1 certificate or statement of results, Umalusi GETC certificate or statement of results and DHET Statement of results or certificates for NATED courses.
<b>Assumptions</b>	That learners have the necessary Statements of Results or Certificates that meet the criteria for completion and reporting.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: 30% Target for Youth: 30% Target for People with Disabilities: 0%
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation type</b>	Cumulative for the year
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	To decrease the levels of illiteracy in the Mining and Minerals Sector
<b>Indicator responsibility</b>	Chief Operating Officer

<b>Indicator title</b>	<b>3.5 Number of learners that successfully complete Foundation Learning Competence (FLC).</b>
<b>Definition</b>	Employed and Unemployed learners completing the FLC Programme. Foundational Learning Programme address low level skills for learners who require fundamental skills. To give unemployed and employed learner numeracy and literacy that will enable them to get a qualification.
<b>Source of data</b>	IEB results/statement of results and certified ID copies, and MOA for SETA funded
<b>Method of calculation</b>	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.
<b>Means of Verification</b>	Certified ID copies, Statement of Results/Certificate and MOA for SETA Funded learners. Sector funded does not require an MOA.
<b>Assumptions</b>	That learners have the necessary Statements of Results or Certificates that meet the criteria for completion and reporting.



<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women : 0% Target for Youth: 0% Target for People with Disabilities: 0%
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation type</b>	Cumulative for the year
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	To ensure that learners doing Level 3 and Level 4 Occupational Qualifications in the Mining and Minerals Sector are supported to exit the programmes.
<b>Indicator responsibility</b>	Chief Operating Officer

<b>Indicator title</b>	<b>3.6a Number of graduates that enter an Internship Programme per annum.</b>
<b>Definition</b>	Number of unemployed graduates placed in structured work based programmes at host companies. This affords the graduate workplace learning that supports the qualification that has been achieved at the HEI.
<b>Source of data</b>	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.
<b>Method of calculation / Assessment</b>	Simple count of the number of graduates placed for work based learning in the financial year.
<b>Means of verification</b>	Tripartite internship agreement, certified copy of ID, certified qualification or letter confirming graduation on the qualification or academic record indicating completion of the qualification and signed MoAs with companies.
<b>Assumptions</b>	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.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women : 30% Target for Youth: 100% Target for People with Disabilities: 0%
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation Type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	All the individuals graduated in mining related fields are placed in the mining and minerals sector
<b>Indicator responsibility</b>	Chief Operating Officer

<b>Indicator title</b>	<b>3.7a Number of undergraduates that enter a work place experience programme per annum</b>
<b>Definition</b>	Number of learners placed for workplace based learning for the required duration as per the University of Technology/ TVET/ Universities in the financial year pursuing careers within the Mining and Mineral Sector.
<b>Source of data</b>	Host companies submit a signed tripartite agreement, certified ID copy, letter from university of technology/ TVET/ Universities indicating that a student requires P1/P2 or vacation work.
<b>Method of calculation / Assessment</b>	Simple count of total number of students entered work experience programmes within the financial year.
<b>Means of verification</b>	A signed tripartite agreement, certified ID copy, letter from university of technology/ TVET/ Universities indicating that a student requires P1/P2 or vacation work.
<b>Assumptions</b>	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.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: 30% Target for Youth: 100% Target for People with Disabilities: 0%
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation Type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	Students graduating after completing structured work experience programme
<b>Indicator responsibility</b>	Chief Operating Officer

<b>Indicator title</b>	<b>3.7b Number of undergraduates that complete a work place experience programme per annum</b>
<b>Definition</b>	Number of learners completing workplace based learning programmes with the intention of attaining their qualifications.
<b>Source of data</b>	Host Employers provide MQA with a list of students who completed structured work experience/ (Completion Letter).
<b>Method of calculation / Assessment</b>	Simple count of total number of students completed Work Experience (WE) programme in the current financial year.
<b>Means of verification</b>	A signed tripartite agreement, certified ID copy, letter from university of technology/ TVET/ Universities indicating that a student requires P1/P2 or vacation work, completion letter from the host company.
<b>Assumptions</b>	At the end of the training, learners qualify to be awarded their diplomas
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: 30% Target for Youth: 30% Target for People with Disabilities: 0%



<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation Type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	Identifies whether actual performance that is higher or lower than targeted performance is desirable
<b>Indicator responsibility</b>	Chief Operating Officer

<b>Indicator title</b>	<b>3.8a Number of HDSA MMS employees that enter a management development programme per annum</b>
<b>Definition</b>	To support HDSA employees with management programmes to acquire relevant management skills.
<b>Source of data</b>	Signed MoA, signed tripartite contract, certified ID copies, proof of registration with institution.
<b>Method of calculation / Assessment</b>	A simple count of the number of learners supported for this programme
<b>Means of verification</b>	A signed MoA, signed tripartite contract, certified ID copies, proof of registration with institution.
<b>Assumptions</b>	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.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: 15% Target for Youth: 30% Target for People with Disabilities: 2%
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation Type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	Desired performance is based on budget availability; the intention is to support more lecturers at both the junior or senior levels.
<b>Indicator responsibility</b>	Chief Operating Officer

<b>Indicator title</b>	<b>3.8b Number of HDSA MMS employees that complete a management development programme per annum</b>
<b>Definition</b>	To support HDSA employees completing Management Development Programmes
<b>Source of data</b>	Certificates or statement of results.
<b>Method of calculation / Assessment</b>	This is a simple addition of learners that complete the management development programme in the financial year.
<b>Means of verification</b>	A signed MoA, signed tripartite contract, certified ID copies, certificates or statement of results.



<b>Assumptions</b>	At the end of the training, learners qualify take on supervisory, management or executive roles.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: 10% Target for Youth: 30% Target for People with Disabilities: 2%
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation Type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	Desired performance is based on budget availability; the intention is to support more lecturers at both the junior or senior levels.
<b>Indicator responsibility</b>	Chief Operating Officer

<b>Indicator title</b>	<b>3.9 Number of HDSA HET lecturer that enter into a lecturer development programme per annum</b>
<b>Definition</b>	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.
<b>Source of data</b>	The relevant universities provide confirmation of employment, contract of employment, certified ID copies, progress report
<b>Method of calculation / Assessment</b>	A simple count of the number of lecturers supported
<b>Means of verification</b>	Confirmation of employment, , certified ID copies, progress report
<b>Assumptions</b>	Higher Education institutions will provide the required work exposure opportunities for the appointed lecturers
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: 30% Target for Youth: 30% Target for People with Disabilities: 0%
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation Type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	This indicator measures output, the lecturer gains experience and is developed for readiness for lecturer roles at the TVET College.
<b>Indicator responsibility</b>	Chief Operating Officer



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

<b>Indicator title</b>	<b>3.11 Number of Mentors and Coaches placed within workplaces to support employers with on-the job mentoring and coaching activities per annum</b>
<b>Definition</b>	Coaches placed at workplaces to assist learners through their structured workplace based learning programmes.
<b>Source of data</b>	A MoA is entered into with the host employer; tripartite contracts (coach, employer and MQA) are then signed for all the coaches. Certified copy of ID. Coaches Progress reports are required after the first 6 months from the company
<b>Method of calculation / Assessment</b>	The number of coaches supported per organisation in the M&M sector are added, this is reported on a quarterly basis.
<b>Means of verification</b>	A MoA is entered into with the host employer; tripartite contracts (coach, employer and MQA) are then signed for all the coaches. Certified copy of ID. Progress reports.

<b>Assumptions</b>	<p>Companies will express interest and apply for grants</p> <p>Companies will submit all required documentation that meets the criteria for registration and reporting.</p> <p>Companies will deliver programmes as per the requirements.</p> <p>Potential coaches not willing to accept the grant amount offered.</p>
<b>Disaggregation of Beneficiaries (where applicable)</b>	<p>Target for Women: 0%</p> <p>Target for Youth: 0%</p> <p>Target for People with Disabilities: 0%</p>
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation Type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	Desired performance is to ensure that all learners at the relevant host company are supported to ensure quality learning.
<b>Indicator responsibility</b>	Chief Operating Officer

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



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

<b>Indicator title</b>	<b>3.13 Number of employed learners awarded a bursary per annum</b>
<b>Definition</b>	Number of employed learners awarded financial assistance to study at institutions of higher learning.
<b>Source of data</b>	A signed bursary contract, certified copy of ID, proof of registration from the institution, proof of employment.
<b>Method of calculation / Assessment</b>	Each bursary counted once; it is therefore a simple count.
<b>Means of verification</b>	A signed bursary contract, certified copy of ID, proof of registration from the institution, proof of employment.
<b>Assumptions</b>	Learners complying with registration and reporting requirements.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: 30% Target for Youth: 30% Target for People with Disabilities: 0%
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation Type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	Achieve 100% of the set targets as per APP and SLA.
<b>Indicator responsibility</b>	Chief Operating Officer

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

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



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

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

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

<b>Indicator title</b>	<b>3.17 Number of Career Guidance Material Distributed to Institutions / Schools per annum</b>
<b>Definition</b>	Number of career guidance guides distributed by MQA to institutions in the financial year under review.
<b>Source of data</b>	Proof of distribution of career guides and acknowledgement of receipt.
<b>Method of calculation/ Assessment</b>	Simple count: each institution that the career guides were distributed to. Proof of distribution to institution and acknowledgement of receipt from institution.
<b>Means of verification</b>	Supporting documentation for each Proof of distribution and acknowledgement of receipt
<b>Assumptions</b>	Material distributed to schools will benefit the learners
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women : 0% Target for Youth: 100% Target for People with Disabilities: 0%
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>Desired performance</b>	The indicator must improve the understanding of mining related careers which will facilitate an increased number of learners studying Maths and Science and applications for bursaries for mining related careers
<b>Indicator responsibility</b>	Executive Manager Corporate Services



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



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



<b>Indicator title</b>	<b>3.19 Number of TVET Lecturers capacitated per annum.</b>
<b>Definition</b>	TVET Lecturers are supported with work experience at host employers and/ or on other training interventions identified. The MQA pays the host employer/TVET College to expose the Lecturer on site for workplace exposure and other training interventions undertaken by the lecturer, this is done within the MMS and also with employers outside the MMS.
<b>Source of data</b>	MOA, Allocation list and List of Lecturers to be supported.
<b>Method of calculation</b>	Simple Count each lecturer is reported against the programme
<b>Means of verification</b>	MOA, attendance registers or certificate of attendance and certified ID copies
<b>Assumptions</b>	That lecturers have necessary certificates of attendance that meet the criteria for completion and reporting
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women : 30% Target for Youth: 15% Target for People with Disabilities: 2%
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation Type</b>	The performance is cumulative
<b>Reporting Cycle</b>	The indicator is reported quarterly.
<b>Desired performance</b>	The MQA desires higher performance
<b>Indicator Responsibility</b>	Executive Manager Stakeholder Relations

<b>Indicator title</b>	<b>3.20. Annual International Literacy day event hosted</b>
<b>Definition</b>	The Stakeholders and AET Learners attend the event and recognise the AET Learners that have completed the programme
<b>Source of data</b>	Signed attendance register and the list of the dignitaries
<b>Method of calculation / Assessment</b>	Simple count: Event is counted once
<b>Means of verification</b>	Attendance registers and reports of the event
<b>Assumptions</b>	That participants attend the event as per invitation
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women : N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	N/A
<b>Calculation Type</b>	Once a year
<b>Reporting Cycle</b>	Annual
<b>Desired performance</b>	Sourcing AET learners in partnership with LP unit – extend invitations to identify target audience. Promote the event and ensure to the MMS and successfully co-host a successful one day event International Literacy Day event annually on the first Saturday of September to celebrate AET achievements.
<b>Indicator Responsibility</b>	Executive Manager Stakeholder Relations



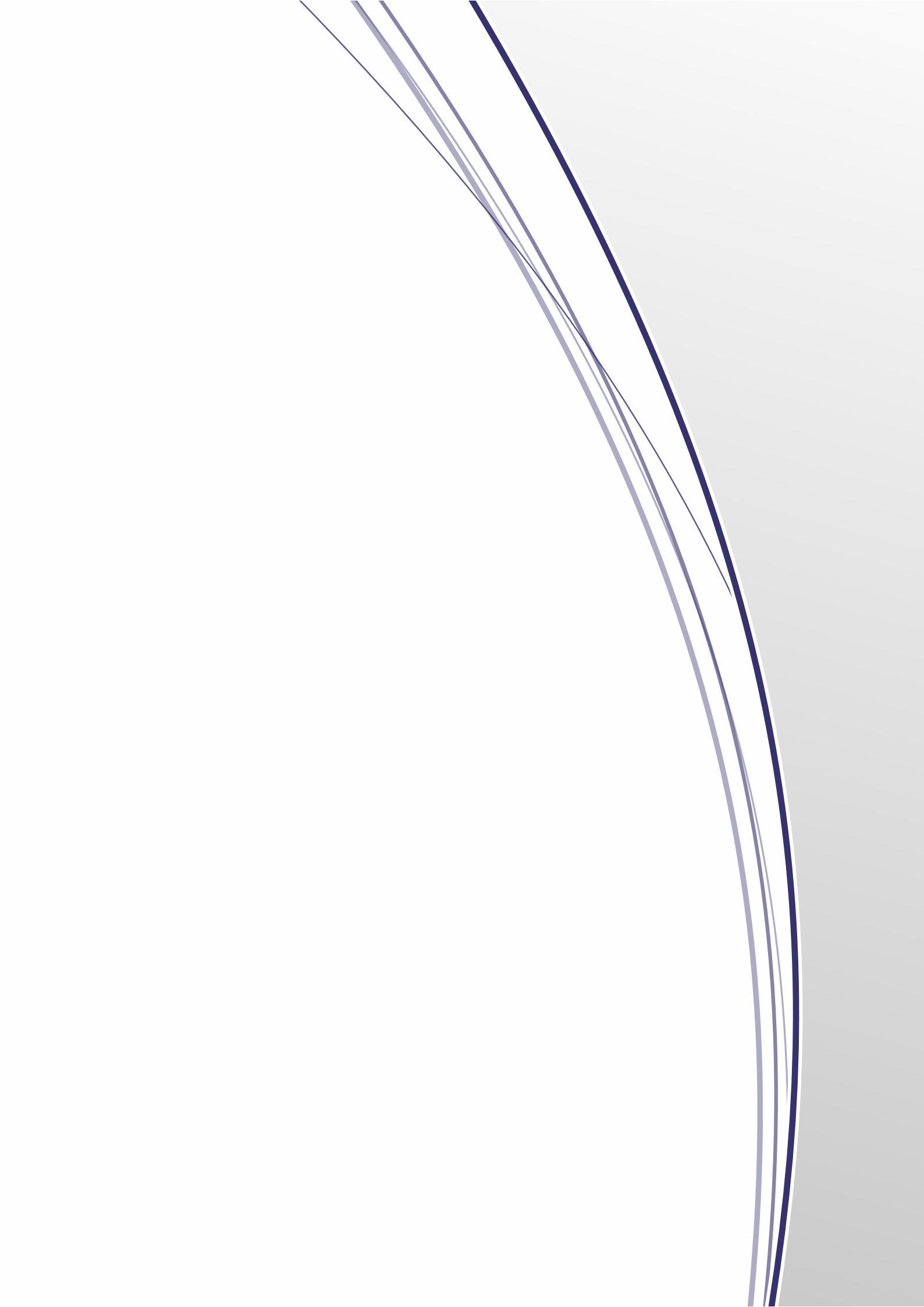
## PROGRAMME 4: QUALITY ASSURANCE, MONITORING AND EVALUATION

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

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



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



# MINING QUALIFICATIONS AUTHORITY

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