



MINING QUALIFICATIONS AUTHORITY

2019/20 MQA FINAL RESEARCH AGENDA

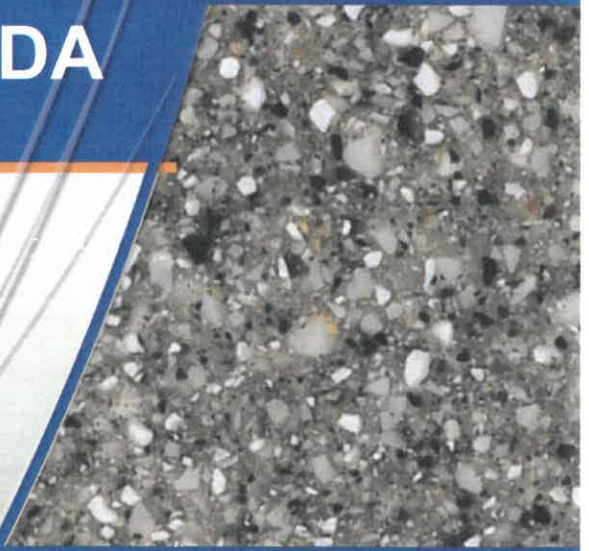


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1. INTRODUCTION

The Mining Qualifications Authority (MQA) is a Sector Education and Training Authority (SETA) responsible for the administration of skills development programmes for the Mining and Minerals Sector in South Africa. It was first established under the Mine Health and Safety Act No.29 of 1996 and later registered as a Sector Education and Training Authority under the Skills Development Act No.97 of 1998.

2. STRATEGIC OBJECTIVES

2.1 Promote efficient and effective governance and administration.

2.2 Improve skills development planning and decision –making through research.

2.3 Promote work-based skills development to support transformation in the mining and minerals sector (MMS).

2.4 Facilitate access to occupationally directed learning programmes for the unemployed.

2.5 Support training initiatives in mine communities.

2.6 Ensure the delivery of quality learning programmes in the mining and minerals sector.

3. LEGISLATION GOVERNING THE MQA

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

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

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

The Mine Health and Safety Act, 1996(Act 29 of 1996) Section 41(3)	The Skills Development Amendment Act, 2003(Act 31 of 2003)	Mineral and Petroleum Resources Development Act of 28 of 2002.
<p>Established the MQA on June 1996 to advise the minister of Mineral and Energy (now the Minister of Mineral Resources) on:</p> <p>a) The creation of a framework for qualifications and learning achievements in the mining industry to improve health and safety standards through proper training and education;</p> <p>b) Standards and competency setting, assessment, examinations, quality assurance and accreditation in the mining industry and</p> <p>c) Linking and qualifying framework for the mining industry to the National Qualification Framework referred to in the National Qualifications Framework Act, 67 of 2008</p>	<p>Section 4A of schedule 2 “re-established” the MQA as follows:</p> <p>Despite anything to the contrary in either this Act or the Mine Health and Safety Act, 1996 (Act 29 of 1996 and with effect from 20 March 2002, the Mining Qualifications Authority, established in terms of section 9(1) of this Act as SETA 16</p>	<p>Establishes that the Minerals and Mining Development Board must in terms of Section 58(1) of this Act “in consultation with the MQA, ensure the promotion of human resources development in the minerals and mining industry”</p>

The Department of Higher Education & Training (DHET) has recently promulgated the National Skills Development Plan (NSDP) which will take effect on 1 April 2020. The MQA is guided by the policies of the Department of Higher Education and Training as well as the National Skills Development Strategy III (NSDS III). Therefore, any policy changes will be incorporated into the operations, programmes, and activities of the MQA as and when the need arises.

4. IMPORTANCE OF RESEARCH

Research is key to the Post-School Education and Training (PSET) system in realising the vision outlined by the White Paper for PSET. It can provide insights into the PSET system and the constituencies it serves; about the success or otherwise of policies and their implementation; and about the experiences of other countries with similar challenges. It also enables practitioners to test and compare diverse theories and approaches to the provision of PSET as well as the development of leading-edge information, services and applications for the system. Most importantly, research can make available evidence on which the MQA is able to make decisions, review policies and improve systems, services and practices.

5. THE MQA'S RESEARCH PRIORITIES

The MQA research agenda sets to outline research projects to be prioritised for the period April 2019 to March 2020. It is informed by the MQA's strategic objective 2 of the MQA strategic plan and annual performance plan documents. The research agenda aims to lead and collaborate on research projects in skills development priorities within the MMS for the purpose of making informed decisions and creating a credible institutional mechanism for skills development planning and research in the sector.

The purpose of the NSDP is to ensure that South Africa has adequate, appropriate and high quality skills that contribute towards economic growth, employment creation and social development through attainment of eight outcomes. The priorities that stand out in the NSDP for the MMS are as follows:

- Identify and increase production of occupations in high demand
- Linking education and workplace
- Improving the quality of education, skills development and innovation
- Support the growth of the public college system
- Skills development for entrepreneurship
- Support worker initiated training
- Support career development service

Each focus area could generate an indefinite number of themes and topics, and many cross theme changes are possible. The MQA has, however, identified specific focus areas and topics that are of particular priority for the MMS. The MQA works and partners with key public institutions such as universities and other research institutions, to develop

an institutional mechanism for skills planning.

To ensure the continual objective decision making and skills development planning; the research projects below are proposed for the 2019/20 financial year.

5.1 KEY RESEARCH ON PSET THAT THE MQA IS/WILL BE UNDERTAKING DURING THE 2019/20 - 2021/22 MTEF PERIOD

No	Title of Research Project	Key Features
1.	2020-25 Sector Skills Plan Update	<ul style="list-style-type: none"> • Outline MQA's sector profile (economic profile, employer and labour profile) • Identify change drivers national strategies and plans that will impact on MMS • Outline the occupational shortages and skills gaps within the MMS • Provide an analysis of the supply and demand imperatives in the MMS • Evaluate current and future sector partnerships • Reflect on past achievements of the MQA • Identify sector priorities in skills development
2.	Understanding the Impact of Skills Development Support Given to Ex-Mineworkers on their Livelihoods	<ul style="list-style-type: none"> • Provide an in-depth report on the structure of the support provided to Ex-Mineworkers from the (mining and/or labour sending communities) through skills development and how it is implemented. • Provide qualitative data of in-depth ethnographic case studies showing how the skills development support and its implications affect the socio-economic status of Ex-Mineworkers in each subsector of the MMS. • The study shall stipulate the state of the interventions. Which interventions; how they are administered; which types/levels of ex-miners are beneficiaries etc
3.	Understanding the Impact of Changing Technology and its Skills Development Implications in the Mining Sector	<ul style="list-style-type: none"> • Investigate the extent of technological innovation/application in the mining sector • Discuss the implications technology has on skills development for artisanal and technical skills • Ascertain impact that technology has on training interventions / Skills Development specifically. • Determine the impact technology has in the current curricula.
4.	Women in Mining: Understanding Factors that Influence Access and Mobility in and Within Occupational Structures in the Mining and Minerals Sector	<ul style="list-style-type: none"> • Provide employment profile (with provincial, race, gender and occupational distribution)

No	Title of Research Project	Key Features
		<ul style="list-style-type: none"> • State academic and industry factors affecting female mine workers entry into the MMS and related field of work • State factors affecting female workers in their workplace (including exploring of female workers' perceptions of their work place) • Identify factors that influence mobility within occupational structures in MMS • Look into the support (stipulate the state of the interventions) provided to ensure career progression (movement into the top positions).
5.	<p>Understanding the Occupational Health and Safety Matters in the Mining and Minerals Sector</p>	<ul style="list-style-type: none"> • Investigate factors that contribute towards occupational diseases/injuries/fatalities • Explore factors influencing health and safety practices in the work place (production versus safety, informal working practices to ensure production flow • Examine the nature of interventions to ensure occupational health and safety of workers in the context of the emergence of downward trend in fatalities in the sector
6.	<p>Understanding the relationship between the scarce and critical skills (hard-to-fill occupations) and interventions that are implemented in the Mining and Minerals Sector?</p>	<ul style="list-style-type: none"> • What is the nature of skills that are reported to be in demand in the MMS? • What is the nature of supply of skills reported in the MMS? • What is the relationship between the demand and supply of skills in the MMS? <ul style="list-style-type: none"> ○ Is there a gap between what is identified and supplied? ○ If a gap exists, what is the nature of that gap and how can it be addressed? ○ What factors influence this gap? <p>Provide actionable recommendations that will lead to the improvement of synergy between the demand and supply of skills development in the sector.</p>

No	Title of Research Project	Key Features
7.	2019 WSP-ATR Analysis	<ul style="list-style-type: none"> • An analysis of the MMS' organisations in terms of geographic location, company size and sub-sector • Develop a profile of the workforce of the MMS in terms of population groups, gender, employees living with a disability, South African vs. Non- South African citizens and educational levels • Describe hard-to-fill vacancies in terms of province, sub-sector as well as reasons why employers identify them as hard-to-fill • Describe skills development in the MMS as reflected in the ATRs • Determine the skills development priorities of organisations in the MMS as reflected in the WSPs • Conduct a comparative analysis with data submitted in previous years • Compare the data with other information contained in the MQA's database (where available);
8.	10 Year WSP-ATR (2010 – 2019) Trends Analysis	<ul style="list-style-type: none"> • Trends analysis of WSP-ATR submissions by subsector, company size, and province • Profile of the MMS' workforce by occupational level, race, gender, nationality, age and disability over the past 10 years <p>Trends analysis of training undertaken and planned for employees as reported on the WSP-ATR in the past 10 years</p>

6. RESEARCH FUNDING AND PROCUREMENT

The MQA's procurement practice is governed by section 217 of the Constitution of RSA, Public Finance Management Act, 1999 (Act 1 of 1999) and Treasury Regulations. Therefore, procurement decisions on research provision always takes into account cost, equity, fairness, accountability, transparency, functionality and quality considerations. In addition, the SETA has put in place systems and procedures to put in effect its approved Supply Chain Management Policy.

The MQA shall enter into private-public partnerships with institutions that express interest in a partnership/s to undertake research, if it is in accordance with the MQA's research agenda (upon request). The MQA intends to fund research within the scope of its own financial resources.

7. CONCLUSION

The MQA research agenda is informed by the mandate which finds its expression in documents such as the MQA strategic plan and annual performance plan. The outcome clearly states that research is to continually inform and support objective decision making for skills development planning in the sector.

APPROVED BY:



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DATE: 31/1/2019



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