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**MQA**

# **Mining Qualifications Authority**

## **ETQA Guideline on Learning Delivery**

**Submission by the**

**Education, Training and Quality Assurance Unit**

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# GUIDELINE ON LEARNING DELIVERY

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## 1. INTRODUCTION

The MQA was established by the Mine Health and Safety Act of 1996 and also established as a Sector Education and Training Authority (SETA) by the Skills Development Act, (Act 97 of 1998). The MQA is accredited by the South African Qualification Authority (SAQA) as an Education Training and Quality Assurer (ETQA) in February 2000.

In terms of the SAQA Act, the MQA is accredited by SAQA to fulfil the functions as contemplated in the ETQA Regulations R1127 of 1998 to perform the following functions:

- Accredit constituent providers for specific unit standards and qualifications;
- Promote quality and monitor provision amongst constituent providers;
- Evaluate assessment and facilitate moderation amongst constituent providers;
- Register constituent assessors for specified unit standards and/or qualifications;
- Take responsibility for the certification of learners and accredited providers; and
- Recommend new standards or qualifications, or amendments to existing standards and qualifications, to National Standards Bodies (NSB).

The ETQA uses a phased in approach for providers to obtain accreditation with the MQA. There are 4 legs that providers must comply with in-order to obtain full accreditation and they are:

- The establishment of a Quality Management System (QMS) (ISO 9001:2000).
- **A learning delivery system, which will meet the outcomes of unit standard based learning, including equipment and requirement for ETD Practitioners.**
- The registration of assessors and management of assessments system, appeal processes and reporting processes.
- An internal moderation system to complement the assessment processes.

*Providers are encouraged to read the following documents for further information:*

- ETQA - Policy on Accreditation of Training Providers;
- ETQA - Guidelines for Providers Accreditation or Programme Approval;
- ETQA - Accreditation Self Evaluation document;
- ETQA – Term and Definitions of Accreditation;
- Learnerships – Guideline for Learnerships and Skills Programme;
- Learnerships – Guideline for Training Providers in the Mining and Mineral Sector.

## 2. PURPOSE OF THE GUIDELINE

The purpose of this guideline is to assist providers to implement a Learning Delivery System that will meet accreditation requirements of the MQA.

## 3. LEARNING DELIVERY SYSTEM

Providers need to prove provide evidence that they have the ability to achieve the desired outcomes, using available resources and procedures to develop, deliver and evaluate learning programmes which culminate in specified registered unit standards, skills programmes or qualifications.

## 4. LEARNING DELIVERY SYSTEM REQUIREMENTS

Training providers must provide evidence that they have established the following learning delivery requirements:

- **ETD practitioners** that are suitably qualified to complement the learning provision;
- Policies and practices for **learner entry, guidance and support systems**;
- Managing **On the Job and Off the Job** learning components;
- **Resources** (Financial, administrative and physical resources);
- **Criteria for approval of learning material**; and
- **Reporting systems** (capturing and updating of learner information and achievements).

## 5. EDUCATION TRAINING AND DEVELOPMENT (ETD) PRACTITIONERS

*5.1 Providers must provide evidence that their practitioners have subject matter and technical expertise.*

In addition:

- 5.1.1 At least one ETDP practitioner per discipline to have a level 4 qualification – Occupational Directed Education Training and Development Practitioner (ODETDP) or higher. Where this does not exist, a plan to achieve this in reasonable time will suffice. The remainder must be able to prove HRD / ETD expertise.
- 5.1.2 At least 50% of facilitators / instructors must have the applicable Occupational Directed Education Training and Development Practitioner (ODETDP) Level 3 Unit Standards or equivalent relating to facilitation and / or coaching. For the purposes of the first time accreditation a plan to reach this target will be acceptable. Development plans per individuals should reflect this.
- 5.1.3 In the event that a provider does not achieve the 50% mentioned above, a plan must be put in place to meet the target over a reasonable period.
- 5.1.4 The MQA reserves the right to increase this number as well as the level of qualification over time.

5.2 Providers must ensure that:

- 5.2.1 They have sufficient and qualified ETD practitioners (institutionalised and on-site) for the numbers of learners enrolled.

- 5.2.2 Their learner-to-practitioner ratios are acceptable to the MQA that all learners have adequate access to direct learning facilitation and it does not compromise the health and safety standard, is not detrimental to the learners and does not compromise the progress of the learners.

## **6. LEARNER ENTRY, GUIDANCE AND SUPPORT SYSTEMS**

For the duration of a programme, the provider must:

- 6.1 Demonstrate to the MQA and that learners have access to support services including ongoing guidance and counselling.
- 6.2 Provide evidence that learners who require mentors have access to such assistance.
- 6.3 Demonstrate that special needs of learners are catered for. This may include learning materials and equipment for disabled learners; access to equipment and materials after hours.
- 6.4 Provide evidence of their policies, processes, procedures, records and systems relating to learner entry, learner needs, career pathways, Recognition of Prior Learning (RPL) and alternative entry mechanisms to learning programmes.

## **7. MANAGING ON THE JOB OR OFF THE JOB LEARNING COMPONENTS**

- 7.1 As integration is one of the principles of the NQF, Training Providers are required to demonstrate to the MQA how they:
- 7.1.1 address and manage the practical and work experience components in the design and delivery of learning programmes;
- 7.1.2 administer the criteria for the selection of practical and work experience sites;
- 7.1.3 monitor progress of learners at these sites;
- 7.1.4 provide ongoing support and interactions with learners at these sites;
- 7.1.5 Conduct site reviews with site personnel to improve the quality of the learning delivery at such sites; and
- 7.1.6 Assist learners where required at their work-sites to integrate the required practical or applied elements of the programme.

## **8. CRITERIA FOR THE APPROVAL OF LEARNING MATERIAL**

- 8.1 Training providers are required to provide evidence that their learning material:
- 8.1.1 is aligned to the specific outcomes of registered unit standards and accommodates the critical cross field outcomes;
- 8.1.2 is competency based;
- 8.1.3 is learner focussed;

8.1.4 facilitates the learning process;

8.1.5 is sufficient and meets the above criteria

Where the training provider intends to use learning material developed by the MQA or developed internally, and such material is not yet available, transitional arrangements must be put in place.

## 9. RESOURCES

**Please Note:** The MQA will monitor the provision of resources i.e. financial, administrative and physical resources as part of the ISO 9001:2000 Quality Management System (QMS).

## 10. REPORTING PROCEDURES

Providers are required to report six monthly to the MQA on progress made with regards to the following:

10.1 In terms of 5.1.12 of this document the number of ETDP practitioners that have either achieved the full level 4 ODETDP standards, or higher qualification.

10.2 In terms of 5.1.23 of this document on the number of facilitators / instructors who have achieved the Level 3 unit standard relating to facilitation or coaching.

### EXAMPLE

Table 1:

Mine / Organisation:	ABC Mining			
Period:	1 Jan 2004 to 30 June 2004			
Grand Total number of facilitators/instructors per Mine / Organisation	100 <sup>1</sup>			
Discipline	E.g. Mining (Repeat the table for each discipline)			
Total number of facilitators	55 <sup>2</sup>			
	Level 3	TO	Level 4	Level 5
Current number of ETDP practitioners per discipline	35	10	5	5
Number achieved during the past reporting period	1		1	0
Grand Total achieved regardless of period	3			

10.3 In terms of 5.1.34 where 50% of the facilitators do not meet the requirements, the provider is obliged to indicate the plans that have been put into place to ensure that this is achieved within a reasonable timeframe.

10.4 In terms of 5.2.1 and 5.2.2 of this document, providers need to indicate the number of

<sup>1</sup> The sum of the individual disciplines must add back to the grand total per mine / organisation

<sup>2</sup> This will be repeated in table 2

learners per ETDP practitioner within each discipline.

*EXAMPLE*

*Table 2*

	<i>Mining</i>	<i>Engineering</i>	<i>Metallurgy</i>	<i>etc</i>
<i>Number of learners</i>	300			
<i>Number of practitioners</i>	55			

***End***

## ACRONYMS

For the purpose of this guideline, unless the context indicates otherwise, the following acronyms and definitions are set out as indicated.

<b>MQA</b>	Mining Qualifications Authority
<b>SETA</b>	Sector Education and Training Authority
<b>SAQA</b>	South African Qualifications Authority
<b>NSB</b>	National Standards Bodies
<b>ETQA</b>	Education and Training Quality Assurance Authority
<b>QMS</b>	Quality Management System
<b>ETD</b>	Education, Training and Development
<b>NQF</b>	National Qualifications Authority
<b>ETDP</b>	Education, Training and Development Practitioners
<b>OD ETDP</b>	Occupation Directed Education, Training and Development Practitioners
<b>HRD</b>	Human Resource Development
<b>RPL</b>	Recognition of Prior Learning

## DEFINITIONS

<b>Accreditation</b>	means the certification, usually for a particular period of time, of a person, a body or an institution as having the capacity to fulfil a particular function in the quality assurance system set up by the South African Qualifications Authority in terms of the (SAQA) Act
<b>SAQA</b>	means the South African Qualifications Authority as promulgated by the SAQA Act Number 58 of 1995
<b>NQF</b>	means the National Qualifications Framework approved in terms of the SAQA Act for the registration of national standards;
<b>Education and Training Quality Assurance body (ETQA)</b>	means a body accredited in terms of section 5(1)(a)(ii) of the (SAQA) Act. The body is responsible for monitoring and auditing achievements in terms of national standards and qualifications and to which specific functions relating to the monitoring and auditing of national standards and qualifications have been assigned in terms of section 5(1)(b)(i) of the (SAQA) Act
<b>Learner</b>	means an individual who is participating in a learning programme with a purpose of achieving credits for standards or qualifications;
<b>Learning programme</b>	means the combination of courses, modules or units of learning (learning material and methodology) by which the learner can achieve the specific outcomes of the unit standard, skills programme or qualification.
<b>Learning Provision</b>	means the support system and mechanism for a learner to be successful in obtaining unit standard based credits
<b>Quality Assurance</b>	means the process of ensuring that the degree of excellence specified is achieved;`1
<b>Competency- based learning material</b>	Material, including assessment which intends to focus equally on the knowledge, skills, value, the process of learning and the final outcome/ results or product. It impacts on the way <b>curricula and learning programmes are designed</b> and the ways in which <b>learning and assessment</b> takes place.
<b>Skills Development Act</b>	means the Skills Development Act, 1998 (Act No. 97 of 1998)
<b>Accredited Provider</b>	means an Accredited Training Provider in term of the ETQA Regulations (R1127)