


MQA ADULT EDUCATION AND TRAINING POLICY	 MINING QUALIFICATIONS AUTHORITY
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ACRONYMS AND DEFINITIONS

The following are the key acronyms and terminology used in the Adult Education and Training Policy of the Mining Qualifications Authority (MQA):

ACRONYM DESCRIPTIONS

AET	Adult Education and Training
AQP	Assessment Quality Partner
DHET	Department of Higher Education and Training
DMRE	Department of Mineral Resources and Energy
DQP	Development Quality Partner
FLC	Foundational Learning Competency
GETC	General Education and Training Certificate
GHS	General Household Survey
HDSA	Historically Disadvantaged South African
HRD	Human Resource Development
LOLTA	Language of Learning, Teaching and Assessment
LRA	Labour Relations Act (Act 66 of 1995)
MHSA	Mine Health and Safety Act (Act 29 of 1996)
MHSC	Mine Health and Safety Council
MIS	Management Information System
MMS	Mining and Minerals Sector
MOA	Memorandum of Agreement
MPRDA	Mineral and Petroleum Resources Development Act
MQA	Mining Qualifications Authority
NQF	National Qualifications Framework
NSDS	National Skills Development Strategy
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SA	South Africa
SAQA	South African Qualifications Authority
SDA	Skills Development Act (Act 97 of 1998)
SDP	Skills Development Provider
SETA	Sector Education and Training Authority

DEFINITIONS

Assessment	<p>Assessment generally refers to the methods or tools used to evaluate, measure and document the academic readiness, learning progress or educational needs of an individual.</p> <p>It is a process of documenting or recording, usually in measurable terms, knowledge, skills, attitudes and beliefs.</p> <p>Assessment can focus on the individual learner, the learning community (class, workshop, or other organised group of learners), the institution, or the educational system as a whole. According to SAQA's definition of terms; it also refers to quantifying the learning outcomes in achieving and satisfaction in different educational context and studies addressing issues of measurable standards</p>
Learning	<p>Learning refers to the acquisition of knowledge or skills through study, experience, being taught or practicing</p>
Mining and minerals (MMS)	<p>The MMS includes the following 9 sub-sectors: PGM; Gold; Coal; Diamond; Other mining, Cement, lime and aggregates (CLAS); Jewellery manufacturing; Diamond processing; and Services incidental to mining. The MMS consists of 3 main stakeholders: State (DMRE), organised labour and employers.</p>

1. INTRODUCTION

1.1 BACKGROUND

The Mining Qualifications Authority (MQA) is registered as a Sector Education and Training Authority (SETA) for the Mining and Minerals Sector in terms of the Skills Development Act of 1998.

The Mining and Minerals Sector (MMS) is a key sector in the South African economy and provides employment to more than half a million people. One of the characteristics of this sector is high levels of illiteracy.

The Leon Commission of Enquiry into Health and Safety on Mines identified the high levels of illiteracy as one of the contributing factors into Mine Accidents.

1.2 OBJECTIVE

The objective of supporting the AET process is to eradicate illiteracy within the Mining and Minerals sector. The aim is to have employees at a level of literacy to allow them to further their career and to participate meaningfully in the economy of the country.

1.3 LEGISLATIVE CONTEXT

1.3.1 MQA MANDATE

The MQA performs multiple statutory functions relating to human resource development in the mining and minerals sector:

In terms of the MHSA, the MQA advises the Minister of Minerals Resources on a range of matters relating to qualifications and learning achievements, standard setting, assessment, quality assurance, accreditation and registration of mining industry standards and qualifications on the National Qualifications Framework (NQF);

Emanating from Skills Development Act 97 of 1998 (the SDA), the MQA performs the functions of a Sector Education and Training Authority (SETA) which include developing and implementing a mining and minerals sector skills plan within the framework of the National Skills Development Strategy (NSDS); promoting, establishing and registering learnerships; allocating grants to employers, training providers and individuals within the industry; and monitoring education and training in the sector.

The MQA is also appointed as a Development Quality Partner (DQP) and Assessment Quality Partner (AQP) in terms of the Quality Council for Trade and Occupation (QCTO) for certain occupations.

Furthermore, the Mineral and Petroleum Resources Development Act (MPRDA) requires that the MQA, together with the Mineral and Petroleum Development Board to advise the Minister of Mineral Resources on Human Resource Development (HRD) in the sector.

1.3.2 LEGAL PROVISIONS IN RELATION TO ADULT EDUCATION AND TRAINING

Adult Education and Training provisions are guided by the Adult Basic Education Act, 2000 of Republic of South Africa, which amongst others, seeks to achieve the following:-

- (a) Redress the past discrimination and ensure representivity and equal access;
- (b) Ensure access to adult education and training and the workplace by persons who have been marginalised in the past, such as women, people with disability and the people from previously Disadvantaged South Africans;
- (c) Provide optimal opportunity for adult learning and literacy, the creation of knowledge and development of skills in keeping with international standards of academic and technical quality.

To achieve the mandate of the MQA, the MQA supports the provision of Adult Education and Training (AET) as a foundation to increase access to occupationally directed programmes and to address low level language and numeracy skills. The MQA also has a language policy that must be considered in conjunction with this policy. Refer to MQA language policy available on the MQA website (www.mqa.org.za)

Some of the MQA functions that could relate to AET are to:-

- (a) Facilitate, co-ordinate and monitor the implementation of the National Skills Development Strategy and the National Skills development Plan in the Sector;
- (b) Identify skills shortages in the Sector;
- (c) Support the development of skills of employees in the Sector;
- (d) Support the improvement of the quality of life and labour market prospects of employees in the Sector;
- (e) Through the skills development levy, increase the levels of investment in skills development and improve returns on such investment;
- (f) Support and promote the development of all occupational qualifications/part qualifications required within the Mining and Minerals Sector;
- (g) Support and promote individuals to obtain a national senior certificate or equivalent via the AET route
- (h) Support, facilitate and promote the quality of occupational based learning in the Sector;
- (i) Develop and implement a Sector Skills Plan by allocating grants, in the prescribed manner and in accordance with any prescribed standards and criteria, to employers, skills development providers and workers.

2.

PURPOSE OF THE POLICY

The purpose of MQA's AET policy is:-

- (a) To provide a policy framework for the mining and minerals sector in relation to eradicating of illiteracy;

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- (b) To provide a policy framework for the mining and minerals sector in relation to the implementation of AET in skills development;
- (c) To provide employees with low levels of literacy and numeracy with opportunities to acquire these and other skills;
- (d) To support, facilitate and promote the development of all occupational qualifications/part qualifications;
- (e) To provide access to further development into occupational qualifications/part qualifications;
- (f) To promote Health and Safety standards in the MMS;
- (g) To provide opportunity to access qualifications through life-long learning and/or Recognition of Prior Learning (RPL) where applicable;
- (h) To integrate AET into the Human Resource Development planning, career path and career development processes in the MMS;
- (i) To provide support for individuals to obtain a national senior certificate or equivalent via the AET route;
- (j) To develop employee skills and knowledge to meaningfully participate in a changing workplace and social environment, therefore endeavouring to work towards the obtainment of nationally recognized qualifications;
- (k) To contribute towards promoting transformation within the MMS;
- (l) To identify employees with potential for further development in line with Mining Charter and Employment Equity targets.

3. SCOPE OF THE POLICY

The scope of the MQA AET Policy and guiding principles is related to the MQA's mandate. The MQA AET policy is intended for all MQA stakeholders and role players within the Mining and Minerals Sector.

To this end the policy is intended to provide:

- Guiding principles
- Policy statements/approaches
- Implementation processes
- Monitoring and review mechanisms
- Dispute resolution processes.

4.

GUIDING PRINCIPLES

The AET policy of the MQA is guided by numerous principles and processes. These are:

- The alignment with the Adult Basic Education Act, 2000, Skills Development Act of 1998 and relevant legislation;
- The alignment with best practices in learning and assessment;
- The measures for implementation of Adult Education and Training must be taken into account in support of transformation initiatives;
- To strive for coordination and harmonization of policies, legislation and actions relating to the entrenchment and promotion of Adult Education and Training within the Mining and Minerals Sector and in relation to Skills Development.

The following are the essential key cross-cutting issues identified by all the Stakeholders, for the AET policy:

- Language of learning, teaching and assessment (LOLTA);
- Career advancement;
- Recognition of prior learning (RPL);
- Health and Safety promotion.

These cross-cutting issues should be fully embedded when implementing the policy and reference should be made to the above related guiding principles

5.

POLICY STATEMENTS

The following policy statements should be considered when implementing this policy:

- The MQA should promote the use of AET as a foundation to support the sector in implementing Skills Development through the Occupational Qualification Framework and be ready to implement the policy once approved;
- The Accredited Skills Development Providers (SDP) must align their AET policies and practices to the MQA AET Policy;
- Companies should align their AET policies and practices in relation to skills development with MQA AET Policy for the mining and minerals sector;
- The policy should be relevant, applicable to the specific workplace environment, taking in account the employees' needs and aspirations and the organization's requirements;
- Organised labour should be consulted in the development and implementation of the AET policy at the workplace;
- All stakeholders must actively promote and implement the policy.

IMPLEMENTATION

6.

The reason for implementing this policy is to eradicate illiteracy within the Mining and Minerals Sector by 2037. The ultimate goal of this policy is to aim to have a work force of the MMS with educational level of at least NQF level 1 by 2037.

6.1 ROLEPLAYERS IN THE IMPLEMENTAION OF THIS POLICY FRAMEWORK

6.1.1 OBLIGATIONS OF THE MQA:

The MQA undertakes to:

- a. Pay the AET grant to the employer who is registered with MQA as a levy payer (or exempted from paying the levy) for AET Programmes as outlined by this Policy Framework;
- b. Pay the relevant AET grants as per the current MQA Funding Policy, provided all relevant supporting documents are provided;
- c. To communicate AET issues to the sector in a variety of ways. One way of such communication, is to have AET forums held at predetermined intervals as determined from time to time by the MQA. The purpose of these forums will be to share information with AET stakeholders on trends, best practices, industry developments, progress and AET related matters.

6.1.2 OBLIGATIONS OF THE EMPLOYER:

The MQA registered employer (or employer exempt from paying levies) undertakes to:

- a. Ensure that adequate facilities and resources are in place that are conducive for learning;
- b. Ensure that the AET training centres within MMS are accredited by relevant accreditation bodies;
- c. Ensure that AET Facilitators are qualified in the learning areas they facilitate;

- d. Use an external examination body to declare learners competent for AET Level 1-4 (IEB, BENCHMARK or Department of Education);
- e. Be responsible to register all AET learners in the programme, upload supporting documents (completed and signed AET enrolment forms, **certified clear ID copies/passport**) on the MQA MIS system;
- f. During the training period, to ensure that formative assessment takes place to determine the learner's retention and understanding of the training (Formative assessments should take place at numerous stages and with a variety of assessment methods for maximum effectiveness);
- g. Ensure that all AET centres keep accurate records of training done in whatever form the organisation requires within company policies that will meet the MQA record keeping standard;
- h. Be responsible to declare learners competent on the MQA MIS system and upload **certified certificate or statement of results**;
- i. Ensure that each AET centre has a Quality Management System (QMS) in place, to manage the quality of the AET process that is offered by the relevant centre. Such a quality management system, must allow for corrective actions to be handled when non conformities arise out of the training process;
- j. Have a Skills Development Committee (SDC) that deals with all Skills Development and Transformation issues of the employer set up by the recognised Stakeholders by the Employer (if required - dependant on company size as stipulated in the SDA);
- k. Be responsible to pay learner stipend as guided by MQA funding policy;

6.1.3 OBLIGATIONS OF THE EMPLOYEES:

The MQA funded Employees/Learners from a registered employer/employer exempt from paying levies undertakes to:

- a. Participate meaningfully in the AET Programme;
- b. Take responsibility for their learning by utilising learning opportunities offered to them;

- c. Provide input into, and feedback on learning programmes they undertake.

6.2 AET MODEL

There are potentially various models that could be used to illustrate possible routes for the AET learning process. These models can be found in the MQA guideline documents.

6.3 AET FACILITATORS

The AET facilitators must be appointed as per the company recruitment policies and procedures.

It is recommended that all AET facilitators obtain a suitable equivalent AET practice NQF level 4 qualification as a minimum.

6.4 AET LEARNERS

Proper selection and placement of learners will lead to better results.

All candidates with results above grade 9 or NQF level 1 will not be considered for the AET 1-4 grant process and are recommended for TVET programmes.

Learners with a Grade 12 certificate (**with language and mathematical literacy or related subjects**) will not be allowed to enter into the AET 1-4 grant process.

Unemployed foreign nationals will not be considered for the AET grant process.

POLICY GUIDELINES ARE AVAILABLE FOR THE DIFFERENT AET PROCESSES

6.5 AET FULL TIME /PART TIME PROGRAMMES

Grants are paid for fulltime and/or part-time learners who complete AET at an accredited AET centre.

Employers must make full time and part time programmes available to learners for employed and unemployed persons as per company AET commitment and where funding is available.

Research has proven that full time classes have a far better success rate than part time programmes. Emphasis is to be placed on full time programmes to obtain better achievements and ultimately achieve the MMS targets.

AET grant payment and requirements are stipulated in the MQA annual funding policy document which is revised each financial year.

7. **MONITORING**

The MQA will monitor the alignment and implementation of the policy by accredited training providers/skills development providers.

Participating employers must put in place an effective monitoring mechanism in respect of the implementation of the policy.

8. **REVIEW OF THE POLICY**

This policy will be reviewed by MQA every Five years and/or when a need arises. The review will be informed by monitoring of the implementation of the policy by the MQA and within the MQA organisations including the MMS sector and national developments/legislative changes.

9. **DISPUTE RESOLUTION**

Disputes around the implementation of this policy should first try be resolved between the relevant and aggrieved parties. The resolution of such dispute should follow applicable dispute mechanisms agreed by the relevant and aggrieved parties.

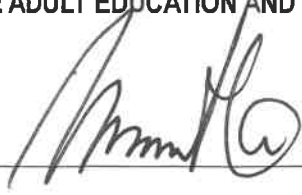
If such dispute cannot be resolved at this level, then the matter should be referred to the MQA for resolution. Disputes around the implementation of this policy must be resolved following the applicable dispute mechanisms of the Labour Relations Act.

10. **SIGNATORIES**

The AET Policy was recommended by the LP Committee and EXCO for approval by the Board in July 2019.

APPROVAL OF THE ADULT EDUCATION AND TRAINING POLICY

Sign : _____

A handwritten signature in black ink, appearing to be 'M. M. W.', written over a horizontal line.

Date : 18th SEPTEMBER 2019

Chief Operating Officer

Sign : _____

A handwritten signature in black ink, appearing to be 'Q. A.', written over a horizontal line.

Date : 18 September 2019

Acting Chief Executive Officer