



Mining Qualifications Authority

SAQA Q AFRICA CONFERENCE

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MQA's approach to developing and implementing occupational qualifications

Lessons learnt from Private-Public Partnerships



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Presentation Outline

Executive Summary

- Development of occupational qualifications, skills programmes, learnerships' learning programmes & ratification of learning material
- Curriculum Development Pilot
- FET Colleges Capacity Building
- Learning Materials Development
- Audit Teams
- MQA Providers Forum
- Conclusion



Executive Summary

The MQA has been involved in public-private partnering for a number of years in the area of development and implementation of occupational qualifications.

The MQA is glad to share experiences and lessons learnt from the various initiatives undertaken.



Development of occupational qualifications, skills programmes, learnerships, learning programmes & ratification of learning material Model

- Performed by Technical Reference Groups (TRGs)
- TRGs - group of subject matter experts that represent various constituencies
- Subject matter experts have either a qualification and/or experience in a field
- TRG members are called upon to represent the views of the sector at Generic Meetings (eg. Generic Management, GMET, ESGB)
- For qualifications development at Levels 1-4, FET Colleges are represented, for HET qualifications, Universities and UoT are represented



Lessons Learnt

- TRG meetings allows for brainstorming and consensus is reached on the design of qualifications, etc.
- This creates stakeholder buy in to MQA Learning Programmes
- The model allows for a continuous call for nominations when a specific discipline in the TRG is not represented
- Effectiveness of the TRG's depend on strong facilitation
- Inter TRG meetings are held where common competences are discussed and approved
- Only qualifications that have been widely consulted are taken forward



Curriculum Development Pilot

- The MQA in collaboration with the National Business Initiative (NBI) has been part of the initiative to develop curriculum and Learning Materials for the Electromechanics NQF Level 2 qualification
- The learning programme was based on the core unit standards only
- The institutional component was then delivered by an FET College and the workplace component by two companies



Lessons Learnt

- Collaboration between FET Colleges and industry on curriculum development was achieved
- Improved quality of the learning programme
- Programme run in a manner that considered the needs of different learners
- Aspects of the programme needed to be strengthened
- Learners raised concerns about lecturer ability to articulate the learning
- There was no clarity regarding the workplace component and the manner in which it was to extend the learning and support the attainment of the qualification



The FET Colleges Capacity Building Model

- 16 Colleges participated in a R3 mil project
- Criteria for selection – Servicing the Mining Industry
- The project had 8 areas of intervention including:
 - Training of Lectures as Assessors and Moderators
 - Funding Colleges to achieve ISO 9001:2000
 - Training of Lecturers in standards writing
 - Assisting Colleges to achieve Programme Approval
 - Training of HoD's in Project Management
 - Funding the secondment of FET staff to the MQA and the industry
 - Bursaries and career information to FET Learners
 - FET participation in the MQA ATP Forum



Lessons learnt

- Interaction between FET staff and Sector stakeholders
- Withering of perceptions about FET standards
- Good rapport and acceptance of FET College by Sector employers
- Continuity and funding of the project
- Stakeholder concerns in respect of mandate and in the light of FET Recapitalisation
- Continued value add by other Colleges minimal
- The Sector must collaborate with the Colleges



The Learning Materials Development Model

- MoU signed with the Chamber of Mines (CoM)
- CoM coordinates the development on behalf of the MQA
- Only MQA accredited training providers (Including FET Colleges with Programme Approval) can develop
- Providers sign a power of attorney document giving the CoM the authority to act on their behalf
- Learning Material Packs developed are edited by the CoM
- They are then validated by the TRG's of the Mining and Minerals Sector (MMS) SGB
- From the TRG's they go to the MQA Learning Materials Steering Committee for the approval of the format



The Learning Materials Development Model

- The MQA Learnerships Committee will thereafter approve the grant payments for approved packs

Lessons Learnt

- Dedicated Service Provider with experience and credibility doing the coordination
- Industry Subject Matter Experts developing the Learning Materials
- Learning materials developed at the point of teaching and learning involving Trainers and Learners
- Different role players participating at different levels
- Private and public training provider collaboration
- Unit standards developers doing validation



Lessons Learnt (Continued)

- Learning Materials enables Artisan development and participation of SMMEs
- The skills is sometimes not available in the Sector
- Conflict of interests may be a problem
- Influence in the approval processes
- Capacity and contribution of other stakeholders
- Avail learner support materials to all Sectors and create a Knowledge management and sharing environment
- Model working, materials available or being developed for all Core MQA Qualifications



The Audit Teams Model

- The purpose of this model is to ensure that there is information sharing and capacity building amongst our stakeholders
- For the purpose of ensuring quality in the MMS, the MQA has convened a pool of Subject Matter Experts
- This pool consist of people from the Industry, Private Providers and FET Colleges
- The MQA also involves the FET Colleges to conduct workplace assessment for our SMME Employers
- The FET Colleges also provide the Fundamentals for the Jewellery qualifications



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Lessons Learnt

- Good relationship has been established between FET Colleges Private Providers and MMS companies
- There is consistency in terms of quality of provision
- There is information sharing that takes place
- Turnover of FET College staff poses a challenge
- FET College staff not familiar with Mining Legislations



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MQA Providers Forum Model

- The MQA established a Quarterly Providers Forum in 2003
- The purpose of the forum is to discuss:
 - National developments and regulations
 - Good practices in relation to learning delivery
 - Issues relating to projects and grants
 - Developments within the MQA and the Sector
- The forum is attended by the FET College CEOs and Staff, Managers of Accredited Providers, ABET Practitioners, and ETD Practitioners.
- Participation has grown from 45 people to 250 currently.



Lessons Learnt

- Best practices shared amongst our stakeholders
- MQA receive feedback from the Sector
- Reliable way of disseminating information
- Networking
- There isn't enough time to discuss all the issues
- Cost is increasing due to increase in numbers



Conclusion

- The NQF Review may impact the processes in various ways



I THANK YOU



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