



*Established in terms of Act 58 of 1995*

### **SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

in **accordance with regulation 24(2)(c)** of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Educators in Schooling

registered by NSB 05, Education, Training and Development, publishes the following qualification for public comment.

This notice contains the title, field, sub-field, NQF level, credits, and purpose of the qualification, and the **exit-level** outcomes and assessment criteria upon which the qualification is based. The **full** qualification can be accessed via the SAQA web-site at [www.saqqa.org.za](http://www.saqqa.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 659 Pienaar Street, Brooklyn, Pretoria.

Comment on the qualification should reach SAQA at the address below *by no later than 5 October 2000*. All correspondence should be marked **Standards Setting – SGB for Educators in Schooling**, and be addressed to

<p>The Director: Standards Setting and Development SAQA Postnet Suite. 248 Private Bag X 06 WATERKLOOF 0145</p> <p>or faxed to 012346-5812 or e-mailed to <a href="mailto:mcosser@saqa.co.za">mcosser@saqa.co.za</a></p>
--

S

PR SAMUEL B.A. ISAACS  
EXECUTIVE OFFICER

## **NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (NPDE) (NQF LEVEL 5)**

<b>Field:</b>	<b>Education, Training and Development</b>
<b>Sub-field:</b>	<b>Schooling</b>
<b>NQF level:</b>	<b>5</b>
<b>Credits:</b>	<b>240</b>
<b>Purpose of the qualification:</b>	<p>The NPDE is an interim qualification which has as its purpose the upgrading of currently under-qualified (REQV 12 or lower) school educators. The NPDE will provide these educators with the opportunity of becoming fully qualified professionals (REQV 13) by opening up an alternate access route into the NQF.<sup>1</sup></p> <p>The NPDE will have a strong classroom focus and will equip educators with the foundational, practical and reflexive competence required for further study at NQF Level 6. It will be directed at foundation phase, intermediate phase and senior phase educators.</p>

### **EXIT LEVEL OUTCOMES AND ASSESSMENT CRITERIA**

#### **Component 1: Competence relating to fundamental learning**

*Exit level outcome 1.1: Demonstrate competence in reading, writing and speaking the language/s of instruction in ways that facilitate own academic learning and ability to facilitate learning in the classroom.*

Competence is evident when candidates are able to:

- use the main language of instruction to explain, describe and discuss key

---

<sup>1</sup>The NPDE is available only to those educators who are already in possession of a recognised educator qualification which places them at or below an REQV 12. It is not an option for first-time student teachers.

- concepts in their area of specialization;
- use a second official language to explain, describe and discuss key concepts in a conversational style;
- read and interpret with understanding written and graphic materials relating to their area of specialization;
- read academic and professional texts critically, in order to integrate and use the knowledge in their own studies and in their teaching;
- convey the content of their area of specialization in written, graphic and other forms which are appropriate to the developmental level/s and language ability of the learners in their care;
- use basic information and communications technology to further their own learning-and facilitate the learning of others;
- select and use study methods appropriate to their own needs as well as the demands of the specialization

*Exit level outcome 1.z: Demonstrate competence in interpreting and using numerical and elementary statistical information to facilitate own academic learning and ability to administer teaching, learning and assessment.*

Competence is evident when candidates are able to:

- apply their understanding of numerical and statistical information to educational issues, cross-curricular activities, and their own learning;
- apply their understanding of numeracy and statistics to manage classroom resources and monitor learner attendance;
- apply their understanding of numeracy and statistics to record, interpret and report on the academic progress and achievement of their learners.

## **Component 2: Competence relating to the subject and content of teaching**

*Exit level outcome 2.1: In area/s of specialization (phase and subject/learning area), demonstrate competence in planning, designing, and reflecting on learning programmed appropriate for learners and learning context.*

Competence is evident when candidates are able to:

- evaluate, select and adapt learning programmed appropriate for the **learners, context and specialization**;
- **select and use appropriate materials and resources** in the design of learning programmed and lessons;
- plan lessons within teaching programmed, selecting appropriate teaching and learning strategies;
- justify selection and design in ways which show knowledge and understanding of the specialization, teaching and learning strategies, child development and curriculum design.

**Component 3: Competence relating to teaching and learning processes**

*Exit level outcome 3.1: In the area of specialization, demonstrate competence in selecting, using and adjusting teaching and learning strategies in ways which meet the needs of the learners and the context.*

Competence is evident when candidates are able to:

- select and use teaching and learning strategies which motivate learners and encourage them to take initiative;
- accommodate differences in learning style, pace and ability in the planning and use of teaching and learning strategies;
- identify and assist learners with special needs and barriers to learning and development;
- facilitate occasions where learners are taught in groups, pairs and as individuals;
- make judgments on the effect that language has on learning and make the necessary adjustments to the teaching and learning strategies;
- use teaching and learning support materials to facilitate learner progress and development;
- assess the teaching and learning strategies used in a particular context in the light of the extent to which the objectives of the learning experience have been achieved;
- explain the success or otherwise of teaching and learning strategies with reference to key educational concepts, the needs and abilities of the learners, and demands of the specialization.

*Exit level outcome 3.2.” Demonstrate competence in managing and administering learning environments and learners in ways that are sensitive, stimulating, democratic and well-organized.*

Competence is evident when candidates are able to:

- create and maintain learning environments which are safe as well as conducive to learning;
- manage learning environments democratically and in ways that foster creative and critical thinking;
- discipline learners in ways that are firm, growth-promoting but fair;
- create a learning environment that is sensitive to cultural, linguistic and gender differences;
- resolve conflict situations within classrooms in an ethical and sensitive way;
- perform administrative duties required for the effective management of the learning environment;
- assist learners to manage themselves, their time, physical space and resources;

- take appropriate action to assist learners in the solution of personal or social problems;
- evaluate and, where necessary, adjust their own actions in ways that show knowledge and understanding of management and administration.

*Exit level outcome 3.3: In the area of specialization, demonstrate competence in monitoring and assessing learner progress and achievement.*

Competence is evident when candidates are able to:

- select, adapt and/or design assessment tasks and strategies appropriate to the specialization and learning context;
- explain the link between the method of assessment, the overall assessment purpose and the outcomes being assessed;
- use a range of assessment strategies to accommodate differences in learning style, pace and context;
- justify choice and design of assessment strategies, methods and procedures in ways which show knowledge and understanding of valid, reliable and fair assessment practice;
- use assessment results to provide feedback on learner progress and achievement;
- use assessment results to inform future teaching, learning and assessment strategies.

#### **Component 4: Competence relating to the school and profession**

*Exit level outcome 4.1: Demonstrate the ability to function responsibly within the education system, the institution where work is undertaken, and the community in which the institution is located.*

Competence is evident when candidates are able to:

- engage critically with policies, procedures and systems which impact on their institution and classroom;
- communicate with and involve parents, guardians and other members of the community in school affairs;
- work with colleagues to organize curricular, cross curricular and extra curricular activities.

*Exit level outcome 4.2: Demonstrate a respect for and commitment to the educator profession.*

Competence is evident when candidates are able to:

- critically engage with professional codes of conduct as well as with statements of their contractual, legal and administrative responsibilities;
- behave in ways that enhance the status of professional educators and ensure a responsible culture of teaching and learning;
- promote the values and principles of the constitution, particularly those related to human rights and the environment.