GOVERNMENT NOTICE

DEPARTMENT OF HIGHER EDUCATION AND TRAINING

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DEPARTMENT OF HIGHER EDUCATION AND TRAINING

NATIONAL QUALIFICATIONS FRAMEWORK ACT, 2008 (ACT NO. 67 OF 2008)

REVISED POLICY ON THE MINIMUM REQUIREMENTS FOR TEACHER EDUCATION QUALIFICATIONS

I, Bonginkosi Emmanuel Nzimande, MP, Minister of Higher Education and Training, hereby determine national policy on the Minimum Requirements for Teacher Education Qualifications, in terms of Section 8(2)(c) of the National Qualifications Framework Act, 2008 (Act No. 67 of 2008)and publish the policy as set out in the Schedule hereto.

The revised policy aligns qualifications for teacher education with The Higher Education Qualifications Sub-Framework, 2013, published by Notice No. 549, in Government Gazette No. 36721 of 2 August 2013.

The policy on the Minimum Requirements for Teacher Education Qualifications, as published in Notice No. 583, Government Gazette No. 34467 of 15 July 2011, is hereby repealed in its entirety.

Dr BE Nzimande, MP

Minister of Higher Education and Training

Date: 11/12/14

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Acronyms and Abbreviations

ACE	Advanced Certificate in Education
BEd	Bachelor of Education Degree
CAT	Credit Accumulation and Transfer
CESM	Classification of Education Subject Matter
CETC	Community Education and Training Colleges
CHE	Council on Higher Education
CPD	Continuing Professional Development
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
ECD	Early Childhood Development
EMS	Economics and Management Sciences
ETDP SETA	Education Training and Development Practices Sector Education and Training Authority
FET	Further Education and Training
FP	Foundation Phase
HDE PG	Higher Diploma in Education (Postgraduate)
HEQC	Higher Education Quality Committee
HEQSF	Higher Education Qualifications Sub- Framework
HEQF	Higher Education Qualifications Framework
ICT	Information and Communication Technology
ISPFTED	Integrated Strategic Planning Framework for Teacher Education and Development in South Africa
IP	Intermediate Phase
IT	Information Technology
ITE	Initial Teacher Education
LoLT	Language of Learning and Teaching
NPDE	National Professional Diploma in Education
NPFTED	National Policy Framework for Teacher Education and Development
NQF	National Qualifications Framework
NSC	National Senior Certificate
NSE	Norms and Standards for Educators, 2000
PanSALB	Pan South African Language Board
PGCE	Postgraduate Certificate in Education
PGDip	Postgraduate Diploma
PQM	Programme and Qualifications Mix
RPL	Recognition of Prior Learning
REQV	Relative Education Qualification Value
SACE	South African Council for Educators
SAQA	South African Qualifications Authority
SP	Senior Phase
TVET	Technical and Vocational Education and Training
UED	University Education Diploma
WIL	Work-integrated Learning

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Glossary

"**Advanced Standing**" means the status granted to a learner for admission to studies at a higher level than the learner's prior formal studies would have allowed, including exemption where applicable.

"**Credit accumulation**" means the totalling of credits required to complete a qualification or a part qualification.

"**Credit transfer**" means the vertical, horizontal or diagonal relocation of credits towards a qualification or part qualification on the same or different level, usually between different programmes, departments or institutions.

"**Credit accumulation and transfer (CAT) system**" means an arrangement whereby the diverse features of both credit accumulation and credit transfer are combined to facilitate lifelong learning and access to the workplace.

"**Formal Learning**" means learning that occurs in an organized and structured education and training environment and that is explicitly designated as such. Formal learning leads to the awarding of a qualification or part qualification registered on the NQF.

"**Informal learning**" means learning that results from daily activities related to paid or unpaid work, family or community life, or leisure, including incidental learning.

"**Learning programme'** means a purposeful and structured set of learning experiences that leads to a qualification.

"**Non-formal learning**" means planned educational interventions that are not intended to lead to awarding of qualifications or part qualifications.

"**Part qualification**" means an assessed unit of learning that is registered as part of a qualification.

"**Recognition of Prior Learning (RPL)"** means the principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development.

[Extracted from South African Qualifications Authority (SAQA; National Policy for the Implementation of the Recognition of Prior Learning, March 2013]

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1. The Purpose and Scope of this Policy Document

1.1 This policy is a revised version of the policy on ***The Minimum Requirements for Teacher Education Qualifications***, Department of Higher Education and Training, Government Gazette No 34467, 15 July 2011.

1.2 ***The Minimum Requirements for Teacher Education Qualifications,*** 2011, was based on the Higher Education Qualifications Framework (HEQF) published in 2007 (DoE 2007a).

1.3 Subsequently the HEQF was revised and approved by the Minister of Higher Education and Training and published as the Higher Education Qualifications Sub-Framework (HEQSF) in the Government Gazette No 36721, 02 August 2013.

1.4 As a consequence, ***The Minimum Requirements for Teacher Education Qualifications,*** 2011, had to be revised and re-aligned with the HEQSF, 2013.

1.5 The changes in the revised HEQSF have minimal impact on ***The Minimum Requirements for Teacher Education Qualifications,*** 2011, and are mostly technical in nature. The following changes in the HEQSF have been taken into account as part of the revision of ***The Minimum Requirements for Teacher Education Qualifications,*** 2011:

- Some of the restrictions on the minimum and maximum number of credits at NQF Levels in the qualification descriptors have been removed.
- Alternative progression requirements to some of the qualifications at postgraduate level have been provided for.
- The option of offering professional Master's and Doctoral degrees is now possible.
- The HEQSF also provides for a Postgraduate Certificate in Education, an alternative title for the current Advanced Diploma in Teaching which caps a first degree or national diploma.

1.6 In addition, further guidance is provided on the naming of qualifications, particularly on the use of second qualifiers.

1.7 The qualification types, knowledge mixes and minimum specialist requirements for each qualification type remain unchanged from what is contained in ***The Minimum Requirements for Teacher Education Qualifications,*** 2011.

1.8 The revised policy on ***The Minimum Requirements for Teacher Education Qualifications,*** 2014 is subject to the HEQSF, 2013, and must be read in conjunction with the HEQSF, 2013.

1.9 Following the HEQSF's nested approach, ***The Minimum Requirements for Teacher Education Qualifications*** defines agreed-upon standards at different levels. It:

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- **selects** suitable **qualification types** from the HEQSF for different purposes in teacher education;
- **defines** the **designator** for all degrees;
- **identifies** the **list of qualifiers** for all qualifications and hence identifies purposes;
- **describes** the **knowledge mix** appropriate for teacher qualifications;
- **sets minimum credit values for learning programmes** leading to qualifications in terms of the knowledge mix and different levels; and
- **defines a minimum set of agreed-upon competences** for initial teacher education (ITE) programmes.

1.10 In terms of the NQF Act of 2008, the ultimate responsibility for the setting of standards in higher education qualifications rests with the Council on Higher Education (CHE), through the Higher Education Quality Committee (HEQC). The ***Minimum Requirements for Teacher Education Qualifications*** (2011) was developed through a consultative process involving the CHE, the Department of Higher Education and Training (DHET), the Department of Basic Education (DBE), public universities and private higher education providers offering teacher education qualifications, the South African Council of Educators (SACE), the Education Training and Development Practices Sector Education and Training Authority (ETDP SETA) and teacher unions. This process served to set broad standards for teacher education qualifications.

1.11 The setting of standards, for example knowledge and practice standards as described in the Integrated Strategic Planning Framework for Teacher Education and Development (DBE, DHET, 2011), to define competences at deeper specialised levels for specific subjects or specialisations, is not defined in this policy. These standards will have to be developed by the relevant teacher education communities of practice. A process will be put in place to support the development of these standards for teacher education.

1.12 The specification of a set of minimum requirements for teacher education qualifications is aimed at ensuring that the higher education system produces teachers of high quality, in line with the needs of the country.

1.13 ***The Minimum Requirements for Teacher Education Qualifications*** provides a basis for the construction of core curricula for Initial Teacher Education (ITE), as well as for Continuing Professional Development (CPD) Programmes that accredited institutions must use in order to develop programmes leading to teacher education qualifications.

1.14 ***The Minimum Requirements for Teacher Education Qualifications*** has multiple users. It is used by the DHET to evaluate teacher education qualification programmes, submitted by public universities, for approval for inclusion in their Programme and Qualifications Mix (PQM) and therefore for funding and to evaluate teacher education programmes submitted by private higher education institutions for registration, enabling them to offer the programme. It is also used by the CHE and the HEQC to inform their teacher education accreditation and quality assurance processes.

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1.15 ***The Minimum Requirements for Teacher Education Qualifications*** serves as a basis for the development and updating of the *Criteria for the Recognition and Evaluation of Qualifications for Employment in Education* policy for teachers in the schooling sector.

1.16 The policy will, through these processes, be utilised to **regulate and monitor** teacher education qualification programmes offered by all types of institutions.

1.17 This policy document focuses on **professional educators and teachers for the schooling system**. *Educators* in this policy refers to persons who educate other persons or who provide professional educational services or support to schools catering for Grades R to 12 learners. The term includes classroom teachers, education practitioners, teaching and learning specialists, heads of department, deputy principals, principals, curriculum advisors, education specialists, teacher development officers, education development officers, district and regional managers, and education systems managers. A *teacher* is a school-based educator whose core responsibility is that of classroom teaching at a school.

1.18 Qualifications for educators and teachers, working in pre-school and post-school educational settings[1], are described and regulated in separate policy documents.

1.19 With reference to the education and development of educators, ***The Minimum Requirements for Teacher Education Qualifications*** identifies three broad qualification pathways that educators may follow with a view to advancing their careers, namely,

- a *teaching and learning* pathway,
- a *management and leadership* pathway
- an *educational planning, research and/or policy development* pathway.

In relation to these, it then provides examples of appropriate qualification routes.

1.20 The policy also describes **articulation** routes for teachers holding historic qualifications into the new set of HEQSF-aligned teacher education qualifications. It also describes articulation between the teacher education qualifications described in this policy.

[1] Pre-school includes institutions catering for Early Childhood Development (ECD) (birth-4) and post-school includes institutions catering for out-of-school learners such as adult learning centres, comminity education and training centres, colleges and universities.

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2. Historic Background to the Policy on Minimum Requirements for Teacher Education Qualifications

2.1 The Norms and Standards for Educators (NSE), 2000, which this policy document replaces, was the first formal policy in terms of academic qualifications for educators. It attempted to align a sub-sector of higher education qualifications with the National Qualifications Framework (NQF) and the national school curriculum.

2.2 Amongst other innovations, the NSE 2000 introduced *seven interrelated roles*[2] for educators as key criteria for the development and recognition of teacher qualifications and learning programmes. It also emphasised the notion of *integrated and applied competence* as the primary means of assessing whether or not the requirements of a learning programme had been complied with. It was acknowledged in the NSE, 2000 that as soon as the new academic policy for higher education was published, the NSE would have to be reviewed and aligned with the new policy.

2.3 ***The Minimum Requirements for Teacher Education Qualifications*** had the benefit of drawing from several years of research into the implementation and effects of the NSE 2000, as well as from further policy development. It could utilise the recommendations regarding teacher qualifications in the National Policy Framework for Teacher Education and Development (NPFTED) (DoE 2007b), which were based upon the report of the Ministerial Committee on Teacher Education published in 2006. In addition, the HEQC of the Council on Higher Education (CHE) undertook a review of teacher qualifications (CHE 2010). Elements of the HEQC review and re-accreditation process and, in particular, those relating to the Bachelor of Education (B Ed) degree, the Postgraduate Certificate in Education (PGCE) and the Advanced Certificate in Education (ACE) provided valuable information on the quality and design of programmes and highlighted several aspects that are addressed by the policy.

2.4 In response to the issues raised in the research and in the HEQC review, ***The Minimum Requirements for Teacher Education Qualifications***

- describes clear, specific requirements for the development of learning programmes, as well as guidelines regarding practical and work-integrated learning (WIL) structures,
- allows for institutional flexibility and discretion in the allocation of credits within learning programmes, and encourages teacher educators to become engaged in curriculum design, policy implementation and research,
- requires all teacher education programmes to address the critical challenges facing education in South Africa today – especially the poor content and conceptual knowledge found amongst teachers, as well as the legacies of apartheid, by incorporating situational and contextual elements that assist

[2] The seven educator roles comprise specialist in a phase, subject or practice; learning mediator; interpreter and designer of learning programmes and materials, leader, administrator and manager, scholar, researcher and lifelong learner, assessor and a community, citizenship and pastoral role. (See Appendix A)

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teachers in developing competences that enable them to deal with diversity and transformation,

- brings the importance of inter-connections between different types of knowledge and practices into the foreground, as well as the ability of teachers to draw reflexively from integrated and applied knowledge, so as to work flexibly and effectively in a variety of contexts,
- retains the roles of a teacher described in the NSE 2000, but emphasises that the roles must be interpreted as functions carried out by the collective of teachers in a specific school. The notion of teacher roles continues to be a useful tool to assist in the design of learning programmes which, in turn, will result in the development of teachers who are able to contribute to the collective work of educating children in a school at different stages of their careers.

2.5 The descriptions of the seven roles are retained as Appendix A to this policy document. They should, however, *not* be taken to represent the curriculum for teacher education programmes.

2.6 The revised version of ***The Minimum Requirements for Teacher Education Qualifications***, 2013, retains and endorses the features and characteristics in different sections of the 2011 edition of the policy pertaining to the qualifications for initial teacher education and continuing professional development. This is to ensure that the requirements for an ITE qualification are clearly understood to be distinct from those which are intended for the continuing development of practising teachers and educators.

3. Principles Underpinning the Design of Programmes Leading to Teacher Education Qualifications

3.1 Teaching is a complex activity that is premised upon the acquisition, integration and application of different types of knowledge practices or learning. A purely skills-based approach, which relies almost exclusively on evidence of demonstrable outcomes as measures of success, without paying attention to how knowledge should underpin these skills for them to impact effectively on learning, will produce technicians who may be able to replicate performance in similar contexts, but who are severely challenged when the context changes. In contrast, the approach adopted in ***The Minimum Requirements for Teacher Education Qualifications*** pays close attention to the various types of knowledge that underpin teachers' practice, while encapsulating all of these in the notion of integrated and applied knowledge.

3.2 ***Integrated and applied knowledge*** should be understood as being both the condition for, and the effect of scrutinising, fusing together and expressing different types of knowledge in the moment of practice. This is closely related to the notion of applied and integrated competence as described in the NSE 2000 but, by explicitly placing knowledge, reflection, connection, synthesis and research in the foreground, it gives renewed emphasis to *what* is to be learned and *how* it is to be learnt.

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3.3 Competent learning is always a mixture of the theoretical and the practical; the pure and the applied; the extrinsic and the intrinsic; and the potential and the actual. In effect, competent learning represents the acquisition, integration and application of different types of knowledge. Each type of knowledge, in turn, implies the mastering of specific related skills.

3.4 The types of learning associated with the acquisition, integration and application of knowledge for teaching purposes are:

- disciplinary learning
- pedagogical learning
- practical learning
- fundamental learning
- situational learning.

3.5 ***Disciplinary learning*** refers to **disciplinary or subject matter knowledge**, and can be presented in two components within a teaching curriculum. Firstly it is represented in **the study of education and its foundations**, including but not limited to the philosophy, psychology, politics, economics, sociology and history of education. Secondly it includes the study of **specific specialised subject matter** relevant to the academic disciplines underpinning teaching subjects or specialisations. Professional ethics and issues related to knowledge of, and relationships between the self and others are cross-cutting themes that are theoretically located in the study of education and its foundations.

3.6 ***Pedagogical learning*** incorporates **general pedagogical knowledge**, and refers to the study of the principles, practices and methods of teaching. ***Pedagogical learning*** includes knowledge of learners, learning, curriculum and general instructional and assessment strategies and **specialised pedagogical content knowledge**, which includes knowing how to present the concepts, methods and rules of a specific discipline in order to create appropriate learning opportunities for diverse learners, as well as how to evaluate their progress. Inclusive education forms an important aspect of both general pedagogical knowledge and specialised pedagogical content knowledge.

3.7 ***Practical learning*** involves learning from and in practice. **Learning from practice** includes the **study of practice**, using discursive resources to analyse different practices across a variety of contexts, drawing from case studies, video records, lesson observations, etc., in order to theorise practice and form a basis for learning in practice. **Learning in practice** involves teaching in authentic and simulated classroom environments. **Work-integrated learning (WIL)** takes place in the workplace and can include aspects of learning from practice (e.g. observing and reflecting on lessons taught by others), as well as learning in practice (e.g. preparing, teaching and reflecting on lessons presented by oneself). Practical learning is an important condition for the development of tacit knowledge, which is an essential component of learning to teach.

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3.8 ***Fundamental learning*** in the context of teacher education in South Africa refers to learning to converse competently in a **second official language,**[3] the ability to use **Information and Communication Technologies** (ICTs) competently, and the acquisition of **academic literacies,** which lay the foundation for effective learning in higher education contexts. (The development of other important literacies is expected to be integrated into other types of learning – especially Disciplinary Learning – in addition to the utilisation of ICTs for innovative teaching and enhanced learning.)

3.9 ***Situational learning*** refers to knowledge of the varied learning **situations, contexts and environments** of education (classrooms, schools, communities, districts, regions, countries and globally), as well as to the prevailing **policy, political and organisational contexts**. Naturally, *all* learning – including disciplinary learning, pedagogical learning, practical learning and fundamental learning – should involve learning *in* context, but situational learning refers specifically to learning *about* context. This includes an understanding of the complex and differentiated nature of the South African society, learning to work in nuanced ways in confronting the **diverse challenges** faced by children in schools and the communities they serve, for example HIV and AIDS, poverty and the lingering effects of apartheid, dealing with diversity, promoting inclusivity and environmental sustainability.

3.10 Specific mixes of these five types of learning and knowledge depend on the **purpose of the qualification** and provide the basis for the design of curricula for specific learning programmes. Different minimum credit values accorded to these types of learning and knowledge may, for the purposes of specific programmes, emphasise one type above another, particularly with regard to higher-level programmes, but disciplinary learning and pedagogical learning constitute the foundation for all education qualifications, while practical learning is of particular importance in qualifications pertaining to initial teacher education. Professional ethics and the development of professional attitudes and values constitute key elements of all teacher education programmes. Different mixes of knowledge and related skills result in the development of different kinds of competences.

3.11 The **minimum set of competences** required of a newly qualified teacher is outlined in Appendix C, and the knowledge mix selected for any initial teacher education qualification programme must lead to the development of these competences.

3.12 Learning programmes that lead to qualifications comprise different courses and/or modules. The principle of applied and integrated knowledge implies that the different kinds of learning described above should be integrated across courses and modules, so as to ensure that they serve the purpose of the overall programme.

[3] In the case of students whose language of choice (or first language) is English or Afrikaans, this needs to be one of the nine other official languages or South African Sign Language.

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4. Recognition of Prior Learning (RPL)

4.1 Many of the students that enter teacher education programmes will already be practising teachers or education and training development practitioners and/or have gained knowledge as a result of learning in the workplace and in other settings.

4.2 It is possible to recognise relevant prior learning that is already in place. A key principle that must inform RPL practice is that learning outcomes must not be compromised as a result of RPL practice. The beneficiary of RPL practice must be the student or learner and not the institution offering the qualification.

4.3 RPL must take place on an individual, student-by-student basis and should involve an assessment of the prior learning that is in place.

4.4 The South African Qualifications Authority's ***National Policy for the Implementation of the Recognition of Prior Learning*** (SAQA, 2013), provides for the implementation of RPL within the context of the National Qualifications Framework (NQF) Act 67 of 2008 and it describes how institutions need to implement RPL in respect of all qualifications and part-qualifications in South Africa.

4.5 The RPL policy also indicates that the specific context of each Quality Council and its sub-framework must be considered in the interpretation of the policy.

4.6 The HEQSF (p.22) emphasises the general principle that the admitting institution must be 'satisfied that the applicant has competence in the appropriate field of intended study at the appropriate entry level of the target qualification.'

5. Credit Accumulation and Transfer (CAT)

5.1 Many of the students who enter teacher education programmes will already hold prior qualifications or part-qualifications that could be considered for credit accumulation and transfer purposes. For prospective students holding relevant prior qualifications, it is possible to provide recognition for credits earned in the prior qualification, provided that there is equivalence between the learning for which credits have been achieved in the prior qualification and the learning that will be 'credited' in the new qualification, both in terms of the learning content and the NQF level at which it is pitched.

5.2 The HEQSF (p.11) indicates that 'any and all credits for an incomplete qualification may be recognised by the same or different institutions as meeting part of the requirements for a different qualification, or may be recognised by a different institution as meeting part of the requirements for the same qualification.'

5.3 The HEQSF (p.11) also indicates that 'a maximum of 50% of the credits of a completed qualification may be transferred to another qualification, provided also that no more than 50% of the credits required for the other qualification are credits that have been used for a completed qualification.'

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6. Advanced Standing

6.1 RPL and CAT can lead to advanced credit standing.

6.2 The HEQSF (p.22) requires that 'the point of entry into a target programme must be such that candidates complete at least all the required credits at the exit level of the qualification'.

7. Work Integrated Learning (WIL)

7.1 The learning-in-practice, workplace-based component of WIL for teacher education qualifications mostly take place in classroom and school settings, but could also include a small component of service learning in community settings.

7.2 It is the responsibility of the institution offering the qualification to formally arrange WIL opportunities for students, in line with the requirements of the qualification as described in this policy. This implies developing mutually beneficial partnerships with schools.

7.3 The workplace-based component of WIL must be structured, supervised, integrated into the learning programme, spread across the learning programme and it must be formally assessed.

8. Language Proficiency Requirements

8.1 Multilingualism forms an important basis for the development of a multicultural society and teachers can play an important role in this.

8.2 All teachers who successfully complete an initial professional qualification should be proficient in the use of *at least one* official South African language as a language of learning and teaching (LoLT), and partially proficient (i.e. sufficient for purposes of basic conversation) in *at least one* other official African language, or in South African Sign Language, as language of conversational competence (LoCC). If the LoLT is English or Afrikaans, then the LoCC must be an African Language or South African Sign Language. All new certificates are to be endorsed to indicate the holder's level of competence in specific languages by using appropriate labels, for example: LoLT (English) and LoCC (isiZulu).

9. Selection of Qualification Types for Teacher Education

9.1 The HEQSF provides a single, clear and coherent framework for all higher education qualifications, including teacher education qualifications. The eleven higher education qualification types specified by the HEQSF are located at different levels on the NQF. The standards of the qualifications and learning programmes developed within this framework, are set and quality-assured by the CHE. In order to ensure public confidence and understanding, standards must have legitimacy and credibility,

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and provide benchmarks to guide the development of learning programmes leading to qualifications (HEQSF, Government Gazette no 36721, 02 August 2013, pp.45-47).

9.2 Qualifications are `the formal recognition and certification of learning achievement awarded by an accredited institution' (HEQSF, Government Gazette no 36721, 02 August 2013, p.44). A qualification therefore certifies that a planned and systematic programme of learning was followed and successfully completed through formal or informal learning and work experience. The volume of learning required for a particular qualification is measured in notional study hours, specified in terms of a number of credits. It is important to note that some programmes (such as the B Ed degree and some Advanced Diplomas in education) may require credit loads above the minimum (HEQSF, Government Gazette no 36721, 02 August 2013, p.48).

9.3 The qualifications selected for teacher education are listed below.

Qualifications for Initial Teacher Education:
Bachelor of Education degree (NQF Level 7)
Postgraduate Certificate in Education[4] *(NQF Level 7)*

Qualifications for the Continuing Professional and Academic Development of Teachers:
Advanced Certificate (NQF Level 6)
Advanced Diploma (NQF Level 7)
Postgraduate Diploma (NQF Level 8)
Bachelor of Education Honours degree (NQF Level 8)
Master of Education degree/Master's degree (Professional) (NQF Level 9)
Doctoral degree/Doctoral degree (Professional) (NQF Level 10)

Qualification for Grade R Teaching:
Diploma in Grade R Teaching (NQF Level 6)

Note: The qualification for Grade R teaching is treated separately from teaching qualifications for ITE and CPD, as it has a specialised purpose and its focus is on one specific grade in the Foundation Phase (FP). The progression path from Grade R teaching is into FP teaching, for which the minimum qualification is a B Ed in FP Teaching.

Table 1: Teacher Education Qualifications

NQF Level	*Teacher Education Qualifications*		
	Degrees	**Diplomas**	**Certificates**
10	Doctoral degree Doctoral degree (Professional)		
9	Master of Education degree Master of Education degree (Professional)		

[4] According to the HEQSF the title Postgraduate Certificate in Education may be used to denote a qualification in education which conforms to all the specifications and requirements of an Advanced Diploma as stipulated in the HEQSF, including admission requirements, purpose, characteristics and progression routes.

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8	Bachelor of Education Honours degree	Postgraduate Diploma in Education	
7	Bachelor of Education degree	Postgraduate Certificate in Education Advanced Diploma	
6		Diploma in Grade R Teaching	Advanced Certificate
5			

9.4 The qualifications for teacher education are indicated in Table 1. It should be noted that there is no automatic advancement through the qualification types. Progression to higher levels implies that cognate learning is in place to enable successful engagement with the contents of the qualification programme at the higher level. Credit Accumulation and Transfer (CAT), as described in the HEQSF may be applied, while access through assessed prior learning is also possible.

10. Minimum Credit Values for Learning Programmes Leading to Teacher Education Qualifications

10.1 Minimum credit values are defined at a broad level for each qualification type in the HEQSF. These are the boundaries within which all learning programmes, leading to teacher education qualifications, have to be designed.

10.2 Table 2 below provides a tool for conceptualising how different types of learning are enabled at different levels of complexity within a learning programme. Specific credit allocations at different levels for each of the types of learning, both define and are dependent on the purpose of the qualification. This is referred to as the **knowledge mix** of the programme, leading to a specific purposeful qualification.

10.3 This policy describes the knowledge mix which is appropriate for purposeful teacher education qualifications (as described in Section 4) in terms of minimum credit values, as well as the level of learning required. In order to ensure that a particular qualification meets the purpose for which it is intended, all aspects of the learning programme that have credit values assigned to them must be assessed, including practical learning and WIL.

Table 2: Tool to Assist in the Design of Learning Programmes Leading to Teacher Education Qualifications

Qualification Type and Minimum Total Credits		Integrated and Applied Knowledge				
Level	Credits	Disciplinary Learning	Pedagogical Learning	Practical Learning	Fundamental Learning	Situational Learning
5						
6						
7						
8						

Note: The types of learning are not equivalent to modules. (Refer to Section 12.)

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10.4 The tool in Table 2 can be used by curriculum designers to ensure that a specific teacher education qualification programme meets the minimum requirements and, at the same time, illustrates the design of the specific curriculum in terms of its unique knowledge mix. In order to allocate specific credits in the knowledge mix of the learning programme at different levels, a second tool was developed. This tool is dealt with in Appendix B and takes the form of a table of statements describing the purpose of qualifications at different levels. The statements are derived directly from the HEQSF and arranged in tabular format to facilitate choices with regard to the appropriate level of different contents, leading to the various types of learning and knowing. The SAQA level descriptors provide a further tool that should be utilised in defining credits at different levels in a learning programme leading to a qualification. The level descriptors can be found on the SAQA website: www.saqa.co.za

11. Examples of Qualification Paths in Teacher Education

11.1 Most teachers will begin their careers as *phase* and/or *subject* specialists, and will usually work in a classroom at a school.

11.2 At any future point thereafter, some teachers may wish to deepen or extend their competence in their chosen *teaching and learning* specialisations, or else develop an additional role or practice to support *teaching and learning* in a school. These teachers may continue to work in classrooms, or they may work elsewhere in a school, such as in a library, in a school office as a coordinator of school-based support, in a specialised teaching centre or as a subject advisor supporting teachers in their district.

11.3 Other teachers may prefer to follow a completely different *teaching and learning* direction by developing a new specialisation in a phase or subject, and they are likely to continue working in a classroom.

11.4 Some teachers may choose to embark on careers either in *management and leadership* or in *educational planning, research and/or policy development*, where they may be employed in a specific post in a school, for example as a principal or deputy principal, or else work in a district, provincial or national office as a human resources development officer, researcher, planner, policy developer or as a data or systems manager.

11.5 These different directions require specialised and progressive qualification paths. Possible qualification paths are described in Figures 1, 2 and 3 below. Note that these examples do not cover all possibilities. For example, a prospective teacher may complete an honours degree in an academic field before or after completing a Postgraduate Certificate in Education. Note that these are not the only career directions that teachers may choose. Some teachers may choose to move out of the schooling context into other educational settings, for example to become lecturers at Technical and Vocational Education and Training (TVET) colleges or Community Education and Training Colleges (CETC) or teacher educators at universities.

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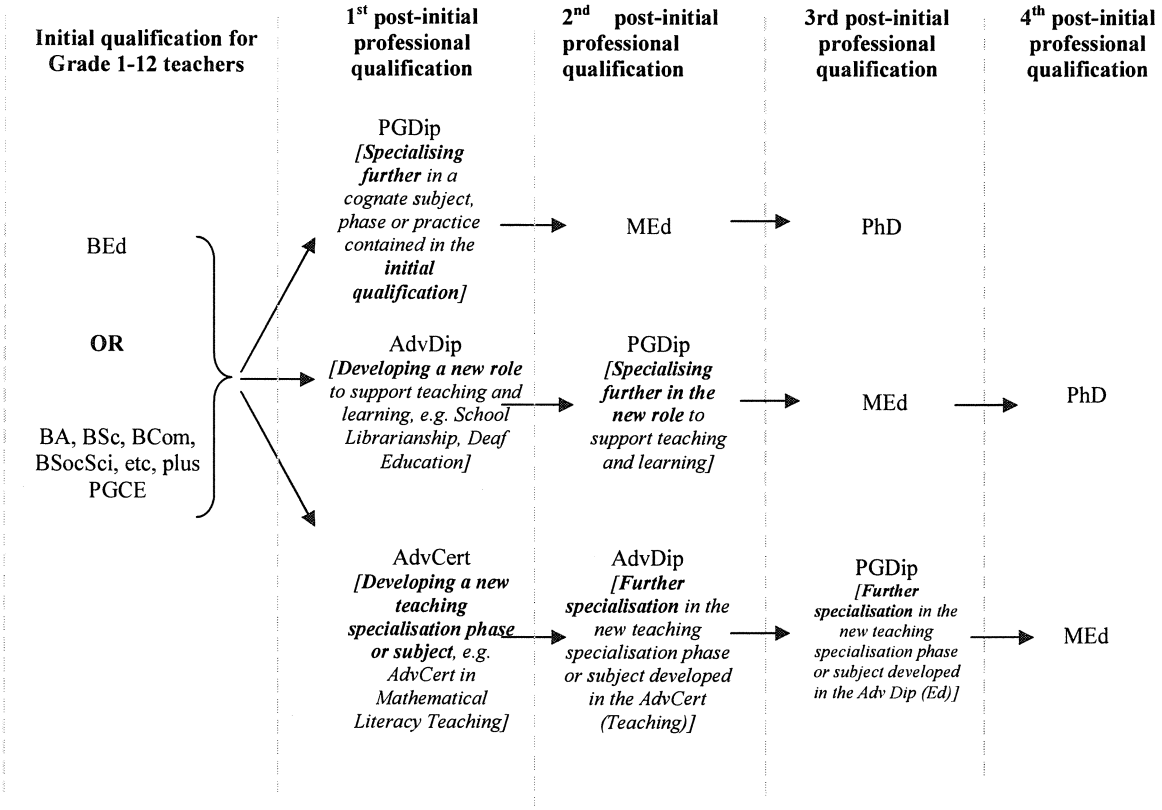

Figure 1: Examples of qualification pathways that teachers, who choose to maintain a teaching and learning career trajectory, could follow.

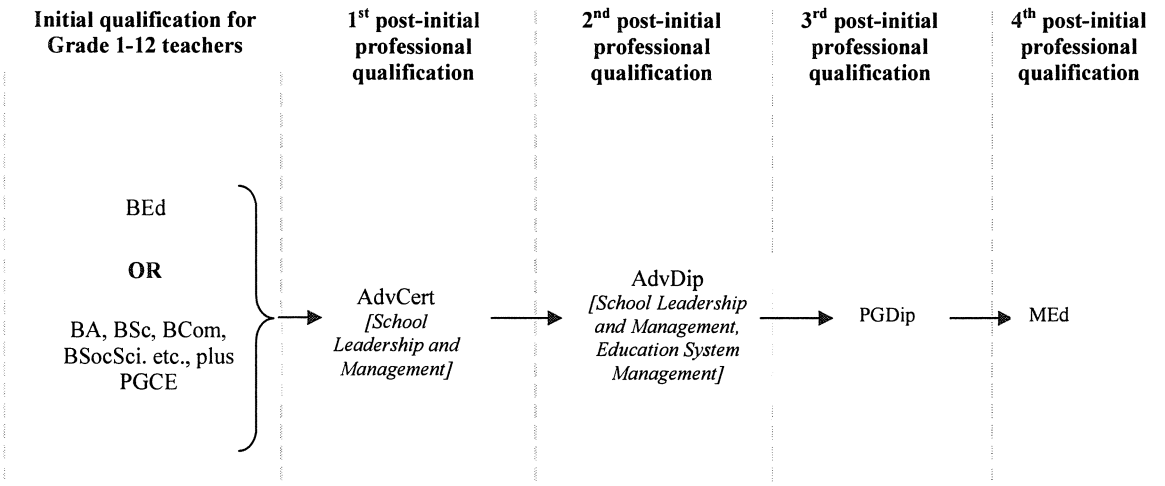

Figure 2: Examples of qualification pathways that teachers, who choose to embark on a management and leadership career trajectory, could follow.

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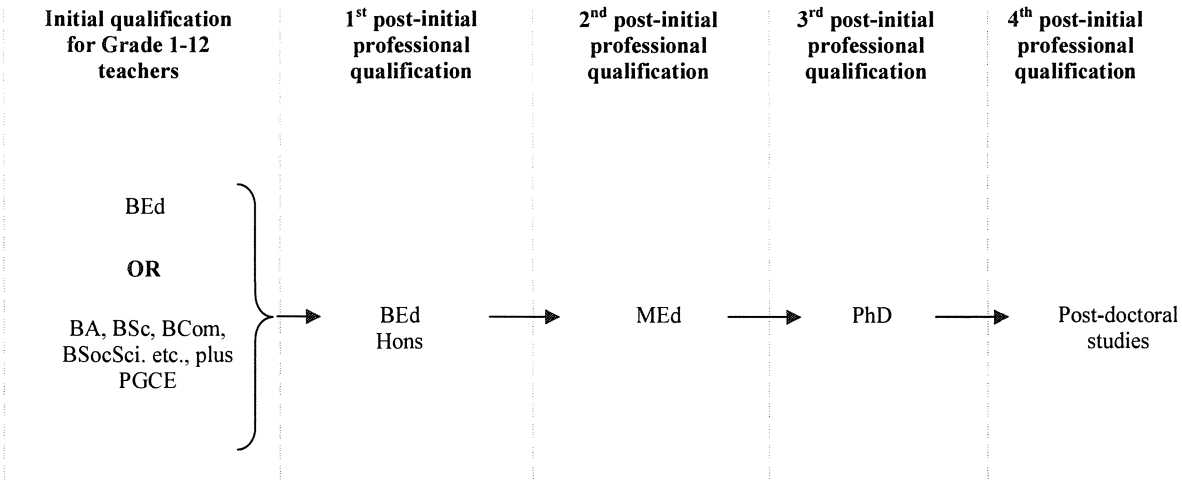

Figure 3: Examples of qualification pathways that teachers, who choose to embark on an education planning, research or policy development career trajectory, could follow.

11.6 The specific qualifications in the three figures above are merely provided as examples and not as prescriptions. It is also important to recognise that the qualification type selected in each case is linked to the **purpose** of the qualification, as described in the HEQSF and not necessarily to its NQF level. The choice of a qualification for career change or advancement does not necessarily equate to the subsequent qualification being on a higher NQF level. It is possible for a teacher to complete a Diploma in Grade R Teaching as a first step in a qualification pathway.

11.7 In the following sections, specific guidelines for developing programmes leading to purposeful qualifications are provided.

12. Qualifications and Programmes for Initial Teacher Education

12.1 The primary purpose of all Initial Teacher Education (ITE) qualifications is to certify that the holder has specialised as a **beginner teacher in a specific phase and/or subject**. This specialisation can take a variety of forms, all of which are associated with competence in subject matter knowledge, and it integrates all types of learning described in Section 3 of this policy. Specialisation can be linked to a *phase* (for example the Foundation Phase or the Intermediate Phase), a *subject* (for example Mathematics or English), or combinations of these.

12.2 Programmes leading to ITE qualification must take particular cognisance of the need for students to engage in *practical learning* as described in Section 3. Practical learning must be appropriately structured and fully integrated into overall learning programmes, while including structured supervision, mentoring and assessment. Time spent in the actual workplace is very important and should provide an authentic context within which student teachers can experience and demonstrate the integration of the competences they developed during the learning programme as a whole. It is also important for students to be exposed to concrete experience of the varied and contrasting contexts of schooling in South Africa.

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12.3 Practical Learning and WIL should be spread out across the academic programme. The school experience component should take place in blocks of varying duration throughout the programme. Where a more extended period is envisaged, such as during part of a final year or within a structured mentorship programme, there must be a guarantee of proper supervision, suitable school placement and formal assessment (DoE 2007b: p.14). WIL must take place in functional schools[5]. Additional specific requirements pertaining to practical requirements are provided in the descriptions of the initial teaching qualifications that follow.

12.4 It is expected that all new teachers should be proficient in the use of *at least one* official language as a language of learning and teaching (LoLT), and partially proficient (i.e. sufficient for purposes of ordinary conversation) in *at least one* other official language (including South African Sign Language)[6]. All new ITE qualifications are to be endorsed to indicate the holder's level of competence in specific languages by using appropriate labels, for example: LoLT (English) and conversational competence LoCC (isiZulu). Depending on the qualification type, the design of the programme and its duration, it may be possible for a qualification to be endorsed with more than two languages, for example: LoLT (English; Afrikaans) and conversational competence LoCC (siSwati; South African Sign Language).

12.5 The minimum set of competences required of a newly qualified teacher is indicated in Appendix C.

12.6 On the basis of the qualification types and levels specified by the HEQSF, and given these minimum competences, together with the integrated nature of initial teacher training, the broad curriculum needs of ITE programmes and the extensive practical and WIL requirements, initial teacher qualifications, such as a BEd and the Postgraduate Certificate in Education are appropriately located at Level 7 on the NQF. (See the qualification purpose descriptors in Appendix B.)

12.7 In keeping with the purpose of Level 7 qualifications listed in Appendix B, ITE qualifications focus less on in-depth research into a particular discipline or sub-discipline and more on the well-rounded application of theory to professional practice, so as to provide the degree of specialisation required to enter the specific labour market niche of teaching. In addition, a B Ed requires sufficient time to cover all the types of learning described in Section 3 and it demands meaningful time and credit allocations for practical learning opportunities. Therefore, the B Ed is designed to include at least 480 credits, with exit at Level 7 on the NQF. The PGCE is a NQF Level 7 qualification, designed to include at least 120 credits, and it follows on a general degree (or diploma in specified fields) that includes the study of subjects that provide sufficient disciplinary learning to support specialisation in teaching.

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[5] Functional schools are schools which consistently strive to ensure that their learners achieve their full potential, despite challenging conditions that may exist. These are schools which understand the role that they need to play to support the development of the student teachers that they host, and which show commitment to playing this role.

[6] Refer to Section 3 for a description of fundamental learning.

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12.8 The following qualifications are selected for ITE and lead to professional qualified teacher status:

- Bachelor of Education degree (NQF Level 7)
- Professionally-focused Postgraduate Certificate in Education (NQF Level 7), which caps an undergraduate Bachelor's degree (NQF Level 7 or 8) or an approved[7] Diploma (NQF Level 6).

12.9 The descriptions of the qualifications and unique features of the learning programmes for each of the above are described in more detail below. These descriptions should be used by accredited institutions to design their learning programmes, as well as ensuring a minimum level of standardisation across the system.

12.10 Bachelor of Education Degree

Purpose

The Bachelor of Education degree (BEd) has the primary purpose of providing a well-rounded education that equips graduates with the required subject content knowledge base, educational theory, and methodology that will enable them to demonstrate competence and responsibility as academically and professionally qualified beginner teachers. Principles and theory are emphasised as a basis for entry into a professional teaching career. The learning programme must, as a minimum requirement, lead to the development of all the beginner teacher competences described in Appendix C.

The degree is intended to develop qualified classroom teachers who can demonstrate focused knowledge and skills in the teaching of particular specialisations (phase(s) and/or subject(s)).

The degree requires a specific depth of, and specialisation in knowledge, together with practical skills and workplace experience, to enable successful students to enter into teaching and apply their learning as beginner teachers in schools in varying contexts. They should be able to demonstrate initiative and responsibility in an academic and professional teaching environment.

The degree also requires intellectual independence and the development of research competence at an introductory level in the field of education, specifically teaching and learning, in order to provide a basis for postgraduate studies in the field of education or in a sub-field of education, as well as for further professional development as a teacher.

Bachelor of Education degrees provide opportunities for students to specialise in teaching either the Foundation Phase (FP) or subject selections from four broad subject domains (or fields of learning) specific to the Intermediate Phase (IP), the Senior Phase (SP) and the Further Education and Training (FET) band of schooling,

[7] This is not an automatic pathway. Diplomas must be approved by DHET for entry into the Postgraduate Certificate in Education (See Appendix E.)

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as delineated in Appendix D. Learning support specialisations are also possible for students specialising to teach in the SP and/or FET Phases.

Qualification type specifications
NQF Exit Level: 7.
Minimum total credits: 480
Minimum total credits at Level 7: 120.

Designator: Education

Qualifiers: Maximum of two

Approved First Qualifiers[8]:
Foundation Phase Teaching
Intermediate Phase
Senior Phase and Further Education and Training

Second Qualifiers:
Teaching subject specialisations and/or learning support specialisations make up the second qualifier in a Bachelor of Education Degree, and there are a wide range of these. The second qualifier should be indicated as an endorsement on the degree certificate in the form of teaching and support role specialisations as applicable to the individual graduate. The exception is the Bachelor of Education in Foundation Phase Teaching where a second qualifier is not required since the specialisation includes the prescribed requirements to teach the entire phase and subjects.

Endorsements to be printed on degree certificates
Second Qualifier: Teaching subjects and support role specialisations
Language(s) of Learning and Teaching (LoLT)
Language(s) of Conversational Competence

Example 1:

Degree: Bachelor of Education in Foundation Phase Teaching

Abbreviation:
BEd (Foundation Phase Teaching)

Endorsements on degree certificate:
LoLT: isiZulu, English
Conversational Competence: Afrikaans

Example 2:

Degree: Bachelor of Education in Intermediate Phase Teaching

[8] Senior Phase teaching is not an approved stand-alone first qualifier, since the majority of SP teachers are also required to teach FET subjects.

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Abbreviation:

BEd (Intermediate Phase Teaching)

Endorsements on degree certificate:

Second Qualifier (specialisations): Afrikaans First/Home Language, English First Additional Language, Mathematics, Science and Technology
LoLT: Afrikaans
Conversational Competence: isiXhosa

Example 3:

Degree: Bachelor of Education in Senior Phase and Further Education and Training Teaching

Abbreviation:

BEd (Senior Phase and Further Education and Training Teaching)

Endorsements on degree certificate:

Second Qualifier (specialisations): Mathematics Senior Phase, Mathematics Further Education and Training Phase, Mathematical Literacy
LoLT: English
Conversational Competence: siSwati

Minimum admission requirements

The minimum entry requirement is a National Senior Certificate (NSC) or an NQF Level 4 National Certificate (Vocational) with endorsement for entry into Bachelor studies and with appropriate subject combinations and levels of achievement, as prescribed by institutions accredited to offer learning programmes that lead to the attainment and awarding of the qualification.

Teachers who are in possession of a recognised certificate or diploma in education or another relevant field, may also present their qualifications for entry into a BEd with a possibility of transfer of credits, for cognate previous studies. Assessment of prior learning could also lead to entry or an advanced credit standing.

Knowledge mix

General requirements for the knowledge mix in any Bachelor of Education Degree

- For all knowledge (learning) areas, credits should be allocated at Levels 5, 6 and 7 to ensure adequate progression in the programme with the exception of fundamental learning, which is limited to Level 5.

- At least 50% of the credits [240 credits] must be focused on developing the teaching specialisation phase and/or subject(s), including subject-focused disciplinary, pedagogical and practical learning. At least 120 of these credits should be at Level 6 and 60 credits at Level 7.

- At least 40% of the credits [192 credits] must be spread across educationally-focused disciplinary learning (foundations of education), general pedagogical learning, fundamental learning and situational learning. At least 96 of these

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credits should be at Level 6 and at least 60 credits, focused on foundations of education, should be at Level 7, in order to justify the awarding of a degree in Education.

- The remaining 10% of the credits (at most 48 credits) may be used flexibly, depending on the needs of individual students. For example: to strengthen the teaching specialisation, specifically in the case of complex subjects with many underpinning disciplines, in cases where students take subjects underpinned by a single discipline and have space in their curriculum to do so, in order to enable some learning in the discipline at a higher level (NQF 8) or to enable students who require additional credits for fundamental learning to enhance their success in their studies at tertiary level.

- A *maximum* of 15% of the credits (72 credits), pegged at Level 5, may be allocated to fundamental learning. These credits cannot be advanced towards the awarding of the qualification through recognition of prior learning, and if they are not used for fundamental learning, they must be used elsewhere in the learning programme. A student who enters the programme with fundamental learning competence in a specific area, for example ICT competence or multi-lingual competence, should not be required to include all these fundamental learning credits in their programme. In such cases, credits must be utilised in other areas of their learning programme at any level, even at Level 8 if appropriate, so as to ensure a high quality learning programme and develop excellence in teaching.

- School-based WIL, including supervised and assessed teaching practice, constitutes an essential part of the BEd programme. In a full-time contact programme, students should spend a minimum of 20 weeks and a maximum of 32 weeks in formally supervised and assessed school-based practices over the four-year duration of the degree. In any given year, a *maximum* of 12 such weeks could be spent in schools, and *at least* three of these should be consecutive. In part-time or distance mode programmes, students may be physically in schools for longer periods – for example, if they are employed as unqualified or under-qualified teachers. However, the same amount of *supervised and assessed* school-based practice is required.

- All BEd graduates must be knowledgeable about inclusive education and skilled in identifying and addressing barriers to learning, as well as in curriculum differentiation to address the needs of individual learners within a grade.

Specialist requirements for the knowledge mix in the BEd (Foundation Phase Teaching)

- Foundation Phase programmes must prepare students to teach from Grade R to Grade 3.

- The knowledge mix for Foundation Phase teaching must include disciplinary, pedagogical and practical learning, to enable the graduate to work competently with Grade R learners. Grade R prepares young children for formal learning. The focus of this grade is on learning through play, developing physical coordination as well as developing spoken language competence and

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fundamental ideas that will form a basis for the future development of number sense and literacy.

- In addition, Foundation Phase teachers must be capable of teaching all four subjects (Home Language, First Additional Language, Mathematics and Life Skills[9] in Grades 1 to 3), drawing from a broad range of general knowledge, which will support and enable them to implement the national school curriculum. They need extensive and specialised knowledge of early childhood learning to teach reading, writing and numeracy and to develop the key initial concepts and skills that lay the foundation for learning in future phases.

- All Foundation Phase students must specialise in Home Language teaching in one of the official languages, together with English First Additional Language teaching.
    - If a student selects Afrikaans as Home Language, and English as a First Additional Language, then the student must also study an African Language at basic conversational level in order to meet the language requirements relating to conversational competence, described under Fundamental Learning in Section 3 of this policy.
    - If a student selects English as a Home Language, the methodology of teaching English as a First Additional Language must also be offered, and the student must study an additional official language (other than English) at the level of Home Language or First Additional Language. If the additional language is Afrikaans, the student must also study an African Language at basic conversational level.
    - If a student selects to study an African Language at Home Language level, the student must study English at First Additional Level, and could study Afrikaans at basic conversational level.

Specialist requirements for the knowledge mix in the BEd (Intermediate Phase Teaching)

- For an Intermediate Phase teaching specialisation, a knowledge mix, supporting specialist teaching of at least four subjects, selected from across the three domains indicated in the Intermediate Phase section of the table in Appendix D, is required. All Intermediate Phase teachers must specialise in the teaching of two languages (comprising Home Language teaching in one of the official languages and First Additional English Language teaching) as well as *at least* two other subjects chosen from Intermediate Phase Mathematics, Science and Technology, Life Skills and Social Sciences. The basis for specialising to teach *each* Intermediate Phase subject must include disciplinary, pedagogical and practical learning of *at least* 30 credits at NQF Level 6 and 15 credits at Level 7.

- The language requirement implies that:
    - If a student selects Afrikaans as Home Language, and English as a First Additional Language, then the student must also study an additional language at basic conversational level, *other* than English or Afrikaans,

[9] Life Skills covers areas such as Beginning Knowledge, Creative Arts, Physical Education and Personal and Social Well-being.

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in order to meet the language requirements relating to conversational competence, described under Fundamental Learning in Section 3 of this policy.
  - If a student selects English as a Home Language, the methodology of teaching English as a First Additional Language must also be offered, and the student must study an additional official language (other than English) at the level of Home Language or First Additional Language. If the additional language is Afrikaans, the student must also study an African Language at a basic conversational level.
  - If a student selects to study an African Language at Home Language level, the student must study English at First Additional Level, and could study Afrikaans at basic conversational level.

- All Intermediate Phase students must have sufficient broad background knowledge to understand the requirements of all subjects in the Intermediate Phase curriculum.

- Intermediate Phase students that do not select Mathematics as one of their 4 teaching specialisations must still develop a good understanding of the fundamental mathematical concepts that underpin the Intermediate Phase Mathematics curriculum up to at least NQF Level 5. The 48 flexible credits should be utilised for this purpose. This will provide a minimal level of support to students to teach Mathematics should they be required to do so when employed as teachers. These teachers will then need to do an Advanced Certificate in Intermediate Phase Mathematics Teaching, should they need to specialise as Mathematics teachers.

- Intermediate Phase teachers may also be required to teach Grade 7. Economics and Management Sciences (EMS) is introduced in Grade 7 as a specific subject. Intermediate Phase teaching qualifications should include a basic study of Economic and Management Sciences teaching. Graduates, who are subsequently employed to teach Economic and Management Sciences in Grade 7, could do an Advanced Certificate in Senior Phase Economic and Management Sciences teaching, so as to enable them to gain competence in this area.

Specialist requirements for the BEd (Senior Phase and Further Education and Training Teaching)

- A combined Senior Phase and Further Education and Training Teaching programme is appropriate for teaching in secondary schools. The knowledge mix for this phase combination must support teaching in at least three specialisations: Two Senior Phase subjects and one Further Education and Training subject; or one Senior Phase subject and two Further Education and Training subjects[10], or one Senior Phase subject, one Further Education and Training subject and one support role. For example: Further Education and Training Mathematics, Senior Phase Mathematics and Senior Phase Technology, or Further Education and

[10] Note that the SP subject should be the same as the FET subject or the FET subject should be one of the subjects underpinning the SP subject. This will ensure that sufficient credits are available for disciplinary content, as well as specialised pedagogical content and practical learning.

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Training History and Geography, Senior Phase Social Sciences or Further Education and Training Life Orientation, Senior Phase Life Orientation and Physical Education.

- Senior Phase and Further Education and Training Teaching constitute a combined phase specialisation and therefore, out of the three required specialisations, at least one Senior Phase subject and at least one Further Education and Training subject, as indicated in Appendix D, are required.

- The basis for specialising to teach each Senior Phase subject, Further Education and Training subject or fulfil a support role, must include disciplinary, pedagogical and practical learning to include *at least* 40 credits at NQF Level 6 and 20 credits at Level 7.

- In complex teaching subjects, the specialisation must involve the study of a range of disciplines up to the appropriate level. For example, in the case of Natural Sciences, it must include selections from Physics, Chemistry, Physical Geography, Astronomy and Life Sciences. In such cases, the 48 flexible credits should be utilised in addition to the 240 credits for the teaching of a specialisation, to ensure depth and breadth of subject matter knowledge.

Progression
Completion of a Bachelor of Education degree meets the minimum entry requirements to a 120 credit NQF Level 7 Advanced Diploma, or vertically, for admission into a cognate 120 credit NQF Level 8 Bachelor of Education Honours degree, or a cognate Postgraduate Diploma Programme.

A qualification may not be awarded as an early exit from a Bachelor of Education degree.

12.11 Postgraduate Certificate in Education

Note: According to the HEQSF the title **Postgraduate Certificate in Education** may be used to denote a qualification in education which conforms to all the specifications and requirements of an **Advanced Diploma** as stipulated in the HEQSF, including admission requirements, purpose, characteristics and progression routes.

Purpose
The Postgraduate Certificate in Education accredits a professional teaching programme that 'caps' an undergraduate degree or an approved diploma. (See Appendix E for notes on approved diplomas.) It offers entry-level initial professional preparation for undergraduate degree or diploma holders who wish to develop focused knowledge and skills as classroom teachers in a chosen phase(s) and/or subject(s). For this purpose, the qualification requires a specific depth and specialisation of knowledge, together with practical skills and workplace experience to enable successful students to apply their learning as beginner teachers in schools in varying contexts.

Qualification type specifications
NQF Exit Level: 7.
Minimum total credits: 120.

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Minimum credits at Level 7: 120.

Designator: None

Qualifiers: Maximum of two

Approved First Qualifiers[11]:

Foundation Phase Teaching
Intermediate Phase Teaching
Senior Phase and Further Education and Training Phase Teaching

Second Qualifiers:

Teaching subject specialisations and/or learning support specialisations make up the second qualifier in a Postgraduate Certificate in Education, and there are a wide range of these. The second qualifier should be indicated as an endorsement on the degree certificate in the form of teaching and support role specialisations as applicable to the individual graduate. The exception is the Postgraduate Certificate in Foundation Phase Teaching where a second qualifier is not required since the specialisation includes the prescribed requirements to teach the entire phase and subjects.

Endorsements on Postgraduate Certificates in Education:
Teaching subject and/or support role specialisations
Language(s) of Learning and Teaching (LoLT)
Language(s) of Conversational Competence

Example 1:

Postgraduate Certificate in Education in Foundation Phase Teaching

Abbreviation:

PGCE (Foundation Phase Teaching)

Endorsements on certificate:

LoLT: Ndebele
Conversational Competence: Afrikaans

Example 2:

Postgraduate Certificate in Education in Intermediate Phase Teaching

Abbreviation:

PGCE (Intermediate Phase Teaching)

Endorsements on certificates:

Second Qualifier (specialisations): Tshivenda Home Language, English First Additional Language, Social Sciences and Mathematics
LoLT: English

[11] Senior Phase Teaching is not an approved stand-alone qualifier, since most SP teachers are also required to teach FET subjects.

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Conversational Competence: Tshivenda

Example 3:

Postgraduate Certificate in Education in Senior Phase and Further Education and Training Teaching

Abbreviation:

PGCE (Senior Phase and Further Education and Training Teaching)

Endorsement on certificate:

Second Qualifier (specialisations): Social Sciences and History
LoLT: Afrikaans, English
Conversational Competence: siSwati

Example 4:

Postgraduate Certificate in Education in Further Education and Training Teaching in Physical Sciences and Mathematics

Abbreviation

PGCE (Further Education and Training Teaching)

Endorsements on certificate:

Second Qualifier (specialisations): Senior Phase Mathematics, Further Education and Training Phase Mathematics and Physical Science
LoLT: English
Conversational Competence: isiZulu

Minimum admission requirements

The minimum admission requirement is an appropriate diploma or Bachelor's degree. An appropriate diploma or degree includes sufficient disciplinary learning in appropriate academic fields to enable the development of teaching specialisation phases or/and subjects as specified for each school phase.

For further details refer to Appendices E and F.

Knowledge mix

General requirements for the knowledge mix in a Postgraduate Certificate in Education

- In relation to disciplinary learning, 32 credits must be allocated to the study of education and its foundations.

- If a student did not cover sufficient disciplinary subject matter in a prior degree or diploma, the student is required to study and complete additional subject-oriented modules (they may do this concurrently to a maximum of 32 credits), *before* the qualification may be awarded.

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- At least 48 credits must be allocated to pedagogical learning: 40 credits to specialised pedagogical learning and 8 credits to general pedagogical learning.

- A total of 32 credits must be allocated to practical learning. Of these, 24 credits must be allocated to school-based WIL, including supervised and assessed teaching practice. The remainder (8 credits) must be used for other kinds of practical learning activities, including the study of practice.

- School-based WIL, including supervised and assessed teaching practice, is an important part of the Postgraduate Certificate in Education programme. In a full-time contact programme, students should spend a minimum of eight weeks and a maximum of 12 weeks in formally supervised and assessed school-based practice during the one-year duration of the programme. At least four of these weeks should be consecutive. In a part-time or distance mode programme, students may be in schools for longer periods – for example if they are employed as professionally unqualified teachers. However, the same amount of supervised assessed school-based practice is required.

- A total of 8 credits must be allocated to situational learning.

- With regard to fundamental learning, a student's competence in a second language and in ICT should be assessed at the outset and, if necessary, additional modules should be studied to reach the required levels of competence.

- All PGCE graduates must be knowledgeable about inclusive education and skilled in identifying and addressing barriers to learning, as well as in curriculum differentiation to address the needs of individual learners within a grade.

Specialist requirements for the knowledge mix in the Postgraduate Certificate in Education in Foundation Phase Teaching

- Foundation Phase programmes must prepare students to teach from Grades R to 3.

- The knowledge mix for the Postgraduate Certificate in Education in Foundation Phase Teaching must include pedagogical and practical learning that enables graduates to work competently with Grade R learners. Grade R prepares young children for formal learning. The focus of this grade is on learning through play, developing physical co-ordination as well as developing spoken language competence and fundamental concepts that will form the basis for the future development of number sense and literacy.

- In addition, Foundation Phase teachers must be capable of teaching all four subjects (Home Language, First Additional Language, Mathematics and Life Skills in Grades R to 3, drawing from a broad range of general knowledge, which will support and enable them to implement the national school curriculum. They need extensive and specialised knowledge of early childhood

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learning to teach reading, writing and numeracy and to develop the key initial concepts and skills that lay the foundation for learning in future phases.

- Providers must ensure that prior qualifications reflect an appropriate knowledge mix that can support quality Foundation Phase Teaching. (See Appendix F.)

- All Foundation Phase students must specialise in Home Language teaching in one of the official languages, as well as English First Additional Language teaching.
    - If a student selects Afrikaans as Home Language, and English as the First Additional Language, then the student must also study an African Language at basic conversational level in order to meet the language requirements relating to conversational competence, described under Fundamental Learning in Section 3 of this policy.
    - If a student selects English as a Home Language, the methodology of teaching English as a First Additional Language must also be offered, and the student must study an additional official language (other than English) at the level of Home Language or First Additional Language. If the additional language is Afrikaans, the student must also study an African Language at a basic conversational level.
    - If a student selects to study an African Language as Home Language, the student must study English at First Additional Level, and could study Afrikaans at basic conversational level.

- It may be necessary for prospective applicants to complete additional modules in appropriate languages, either concurrently or prior to entry into the Postgraduate Certificate in Education in Foundation Phase Teaching.

Specialist requirements for the knowledge mix in the Postgraduate Certificate in Education in Intermediate Phase Teaching

- The Intermediate Phase and the first year of the Senior Phase are often taught in the same school, and therefore the learning programme leading to a Postgraduate Certificate in Education (Intermediate Phase Teaching) must prepare Intermediate Phase teachers to teach from Grades 4 to 7.

- All Intermediate Phase students must specialise in Home Language teaching in one of the official languages, together with English First Additional Language teaching.
    - If a student selects Afrikaans as Home Language, and English as a First Additional Language, then the student must also study an African Language at basic conversational level in order to meet the language requirements relating to conversational competence, described under Fundamental Learning in Section 3 of this policy.
    - If a student selects English as Home Language, the methodology of teaching English as a First Additional Language must also be offered, and the student must study an additional official language (other than English) at the level of Home Language or First Additional Language. If the additional language is Afrikaans, the student must also study an African Language at a basic conversational level.

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- If a student selects to study an African Language at Home Language level, the student must study English at First Additional Level, and could study Afrikaans at basic conversational level.

- Apart from the requirement of competence to teach at least two official languages, the student must also specialise in the teaching of at least two other Intermediate Phase subjects chosen from Intermediate Phase Mathematics, Science and Technology, Life Skills and Social Sciences.

- All Intermediate Phase students must have sufficient broad background knowledge of the Intermediate Phase school curriculum.

- All Intermediate Phase students must develop a personal understanding of the fundamental mathematical concepts that underpin the Intermediate Phase Mathematics curriculum.

- Owing to the extensive nature of the specialist requirements to teach at least four Intermediate Phase subjects, providers must ensure that the prior degree, which provides admission to the Postgraduate Certificate in Education (Intermediate Phase Teaching), comprises an appropriate knowledge mix and sufficient in-depth subject content knowledge which will support quality Intermediate Phase teaching in these subjects. In the event where the prior qualification does not meet these requirements, it will be required of the student to complete additional undergraduate degree courses or modules prior to, or concurrently with the Postgraduate Certificate in Education in Intermediate Phase Teaching.

- Providers may also consider extending the total number of credits of the learning programme leading to a Postgraduate Certificate in Education in Intermediate Phase Teaching from the minimum of 120 credits to 132 credits, or even to 144 credits, so as to ensure that all specialist requirements are appropriately met.

Specialist requirements for the Postgraduate Certificate in Education in Senior Phase and Further Education and Training Teaching

- A combined Senior Phase and Further Education and Training programme is appropriate for teaching in secondary schools. The knowledge mix for this phase combination must support at least two teaching specialisations, namely one Senior Phase subject and one Further Education and Training subject. For example, Further Education and Training Mathematical Literacy and Senior Phase Mathematics; Further Education and Training Physical Science and Senior Phase Natural Sciences; or Further Education and Training Accounting and Senior Phase Economic and Management Sciences.

- Individual students may choose to specialise in additional teaching subjects or support roles, by taking credits in addition to the 120 required for the Postgraduate Certificate in Education programme.

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- Approved Senior Phase and Further Education and Training teaching subjects and support roles are described in Appendix D.

- The subject disciplinary basis for specialising in teaching a Senior Phase or Further Education and Training subject, or to specialise in a support role, must be included in the prior qualification. (See Appendix F for more details.)

- In complex Senior Phases subjects, subject specialisation must involve the study of a range of disciplines up to the appropriate level. (See Appendix F.) For example, in the case of Natural Sciences, the basis must include selections from Physics, Chemistry, Physical Geography, Astronomy and Life Sciences. In cases where the depth and breadth of disciplinary knowledge are insufficiently developed in the prior qualification, additional subject matter modules must be offered – either concurrently or prior to entry into the Postgraduate Certificate in Education.

Specialist requirements for the Postgraduate Certificate in Education in Further Education and Training Teaching

- Specialisation in Further Education and Training Teaching as a stand-alone phase specialisation is only possible in the Postgraduate Certificate in Education.

- The knowledge mix in the prior qualification must support the teaching of at least one Further Education and Training teaching subject, as indicated in Appendix D. For example: Further Education and Training Physical Sciences teaching, Further Education and Training History and Geography teaching or Further Education and Training Life Orientation and Physical Education. The option to offer only one teaching subject should only be considered by students who have not studied disciplinary knowledge in the prior degree or diploma that will allow them to teach two subjects. Wherever possible, two FET specialisations should be offered.

- Where two Further Education and Training specialisations are studied, the disciplinary basis for specialising in teaching the Further Education and Training subject, or in the support role, must be included in the prior qualification, as described in Appendix F.

- Where only one Further Education and Training Teaching specialisation is studied, the underpinning disciplinary knowledge, or a component thereof in the prior qualification, must be studied as a major subject in the entry qualification. For example, to specialise in the teaching of Physical Sciences only, the candidate must have completed either a full major at NQF Level 7 in Physics or Chemistry, and completed at least 32 credits in the other at NQF Level 6 or higher.

- Where one teaching specialisation is taken, the 20 credits still available from the specialist pedagogical learning component must be used for advanced studies or research in the specialisation.

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- All Further Education and Training teachers must be skilled in identifying and addressing barriers to learning within their specialisations, as well as in curriculum differentiation for multiple learning levels within a grade.

Progression
A completed Postgraduate Certificate in Education may be presented for entry into a cognate Postgraduate Diploma in Education or into a Bachelor of Education Honours degree.

A qualification may not be awarded for early exit from a Postgraduate Certificate in Education.

13 Qualifications and Programmes for Continuing Professional Development

13.1 As teachers grow in their careers and become more experienced, they are expected to make increasingly greater contributions to the collective expression of the roles in the school, both quantitatively in relation to the range of roles that they contribute to, and qualitatively in relation to the kind of competences they are able to display in relation to the different roles. Formal, qualification-based Continuing Professional Development (CPD) learning programmes should therefore provide teachers with opportunities to strengthen or supplement existing roles, or develop new specialisations and interests and, in general, improve their capacity to engage with, support and assist other educators, as well as support staff, learners and parents – not only at classroom and school level, but also in the community and in a wider context. (Refer to Section 6 for examples of qualification paths in teacher education.)

13.2 Continuing Professional Development Qualification Programmes should, in general, include aspects of professional and practical learning, including WIL at the appropriate level.

13.3 This section selects and describes qualifications through which educators may advance in their careers, after completing their initial teacher qualifications.

13.4 Continuing Professional Development can take place through both non-qualification and qualification based activities. The focus of ***The Minimum Requirements for Teacher Education Qualifications*** is on formal qualifications in education.

13.5 The following qualification types are selected for CPD:

- Advanced Certificate
- Advanced Diploma
- Postgraduate Diploma
- Bachelor of Education Honours
- Master of Education/Professional Master's degree
- Doctor of Education/Professional Doctoral degree

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13.6 In this section of the policy, the minimum credit values for learning programmes, leading to CPD qualifications, are described as well as the specific purpose of each programme and its unique features. These descriptions will be used by accredited institutions to design their learning programmes and will ensure a minimum level of standardisation across the system.

13.7 The Higher Education Qualifications Sub-Framework does not require any designators for certificates or diplomas, and provides for a maximum of two qualifiers, the second one of which denotes a nested further specialisation of the first. All 120 credits are available at the level of the qualification for use in developing the specialisation(s).

13.8 The first qualification level (i.e. whether it should be at the Advanced Certificate level, Advanced Diploma level or Postgraduate Diploma level) must be determined by the target group, their typical minimum entry qualification to be presented for entry into the field of specialisation and, most importantly, the purpose and level of complexity of professional practice required from the holder of the new specialised qualification.

13.9 It should be noted that the entire pathway from a Level 6 Advanced Certificate to a Level 7 Advanced Diploma to a Level 8 Postgraduate Diploma, is not necessarily available as an open option for all role specialisations. The Department of Higher Education and Training may, in consultation with the particular field and community of practice and education specialists, set specific requirements for admission when a programme or qualification path is submitted for approval, depending on the nature and purpose of the specific field of practice and the needs of the target group.

13.10 The Level 6 Advanced Certificate is available as an entry qualification for the retraining of professionally qualified teachers to teach in a different phase and/or subjects. In specific approved cases, the Advanced Certificate can also be used to develop new role specialisations where it is necessary for learning to begin at Level 6.

13.11 On completion of the Advanced Certificate, graduates may proceed to a Level 7 Advanced Diploma in the same field of specialisation at a more theoretically advanced level or to a deeper specialisation in a particular sub-field. Depending on other qualifications completed, the graduate may then proceed to studies at postgraduate level in the same field or sub-field. A professional development qualification pathway that becomes substantially more demanding may therefore be built from Advanced Certificate level to Postgraduate Diploma level. Progression from one CPD qualification type to a next one is more fully described for each qualification type in sections to follow.

13.12 Examples of qualification pathways

Phase and subject pathway: Advanced Certificate (Intermediate Phase Mathematics Teaching), followed by an Advanced Diploma in Mathematics Teaching or Mathematics Education followed by a Postgraduate Diploma in Mathematics Education.

Role specialisation pathway: Advanced Certificate (School Leadership and Management) followed by an Advanced Diploma (School Leadership and Management) followed by a Postgraduate Diploma in School Leadership and Management.

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Note:

Acceptable qualifiers for continuous professional development teacher education qualifications are described in the CESM 07 catalogue.

13.13 Advanced Certificate

Purpose

In general, an Advanced Certificate is primarily vocationally oriented. The knowledge gained emphasises general principles and their application. The qualification provides students with a sound knowledge base for teaching a particular subject and/or phase, as well as the ability to apply their knowledge and skills to classroom teaching, while equipping them to undertake more specialised and intensive learning. Programmes leading to this qualification tend to have a strong professional focus and this qualification could be used to prepare teachers to teach a new subject and/or phase, or to strengthen an existing subject and/or phase. Advanced Certificate programmes typically include a simulated work experience or WIL component.

Alternatively, the Advanced Certificate may also be utilised as an entry qualification for professionally qualified teachers to specialise in a new role, for example, in School Management and Leadership or in teaching learners with special needs education.

In the teaching and learning path the Advanced Certificate is selected to address the needs of three groups of teachers:

- *teachers who want to **specialise in a new teaching subject** not studied in a prior professional teaching qualification*
- ***practicing FP and IP teachers**, who have a prior professional teaching qualification but **who did not specialise in the phase**, and who have acquired appropriate background knowledge by teaching the FP or IP and want to strengthen their knowledge and skills by completing a formal qualification in one of these phases*
- *teachers who want to **strengthen specialisation in a subject and/or phase** already studied in an initial three-year diploma in education, offered by former colleges of education, or a National Professional Diploma in Education at NQF Level 5.*

Qualification type specifications

NQF Exit Level: 6
Minimum total credits: 120
Minimum credits at Level 6: 120

Designator: None

Qualifiers: Maximum of two

Approved First Qualifiers:

Foundation Phase Teaching
Intermediate Phase Teaching
Senior Phase Teaching
Further Education and Training Phase Teaching

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School Management and Leadership (as an example of a new role specialisation)

Second Qualifiers:

Teaching subject specialisations, learning support specialisations or role specialisations make up the second qualifier in a Postgraduate Certificate in Education, and there are a wide range of these. The second qualifier is to be indicated as an endorsement on the certificate as applicable to the individual graduate. The exceptions are the Advanced Certificate in Foundation Phase Teaching where a second qualifier is not required since the specialisation includes the prescribed requirements to teach the entire phase and subjects, and Advanced Certificates that develop a learning support or role specialisation.

Approved teaching specialisations for Intermediate Phase, Senior Phase and Further Education and Training are listed in Appendix D.

Example 1

Advanced Certificate in Foundation Phase Teaching

Abbreviation:

AdvCert (Foundation Phase Teaching)

Example 2

Advanced Certificate in Intermediate Phase Teaching

Abbreviation:

AdvCert (Intermediate Phase Teaching)

Endorsement on certificate:

Second Qualifier (specialisation) : English Home Language and Life Skills

Example 3

Advanced Certificate in Senior Phase Teaching

Abbreviation:

AdvCert (Senior Phase Teaching)

Endorsement on certificate:

Second Qualifier (specialisation): Natural Sciences

Example 4

Advanced Certificate in Further Education and Training Teaching

Abbreviation:

AdvCert (Further Education and Training Teaching)

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Endorsement on certificate:
Second Qualifier (specialisation): Life Sciences

Example 4

Advanced Certificate in School Management and Leadership

Abbreviation:
AdvCert (School Management and Leadership)

Minimum admission requirements
A recognised professional teaching qualification is required for entry into an Advanced Certificate in Teaching or to an Advanced Certificate that is intended to develop a learning support specialisation or role specialisation.

Teachers may present a professional Bachelor of Education degree or a Postgraduate Certificate in Education (or a former Higher Diploma in Education Postgraduate) for admission into the Advanced Certificate. Teachers in possession of a three-year Diploma in Education, a Teacher's Diploma or a completed National Professional Diploma in Education may also be admitted to an Advanced Certificate.

(i) Knowledge mix for an Advanced Certificate in Teaching
The knowledge mix for an Advanced Certificate in Teaching must focus on the phase and teaching subject specialisation.

General requirements for the knowledge mix in an Advanced Certificate in Teaching

- A maximum of 16 credits may be allocated for the study of education and its foundations, as well as general pedagogical learning and situational learning.
- A minimum of 96 credits, covering specialised disciplinary, pedagogical learning and practical learning, is required.
- A minimum of 8 credits is to be allocated to WIL.
- Fundamental learning credits are not a requirement. However, all teachers are expected to be ICT competent. Teachers who enter into the programme without ICT competence should be required to take an additional 12 credits at Level 5, so as to develop this competence.
- All Advanced Certificate in Teaching graduates must be knowledgeable about inclusive education and skilled in identifying and addressing barriers to learning, as well as in curriculum differentiation to address the needs of individual learners within a grade.

Specialist requirements for the Advanced Certificate in Foundation Phase Teaching

- Foundation Phase teachers must be competent to teach from Grades R to 3.

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- The knowledge mix for the Advanced Certificate in Foundation Phase Teaching must include pedagogical and practical learning, to enable teachers to work competently with Grade R learners. Grade R prepares young children for formal learning. The focus of this grade is on learning through play, developing physical co-ordination; as well as developing spoken language competence and fundamental concepts that will form the basis for the future development of number sense and literacy.

- In addition, Foundation Phase teachers must teach all four subjects (Home Language, First Additional Language, Mathematics, Life Skills), drawing from a broad range of general knowledge that will support and enable them to implement the national school curriculum. They need extensive and specialised knowledge of early childhood learning to teach reading, writing and numeracy, as well as to develop key initial concepts and skills that lay the foundation for learning in future phases. They must also be skilled in the early identification of barriers to learning and be knowledgeable and skilled in addressing these, as well as in curriculum differentiation for multiple learning levels within a grade.

- All Foundation Phase teachers must at least specialise in Home Language teaching in one of the official languages as well as First Additional English Language teaching.

Specialist requirements for the Advanced Certificate in Intermediate Phase Teaching

- The Intermediate Phase and the first year of the Senior Phase are often taught in the same school, and therefore the learning programme, leading to an Advanced Certificate in Intermediate Phase Teaching, must prepare Intermediate Phase teachers to teach from Grades 4 to 7.

- For an Intermediate Phase specialisation in the Advanced Certificate, a knowledge mix to support specialist teaching of **a maximum of three** Intermediate Phase subjects is possible. One of these must be English First Additional Language teaching. (See Appendix D for a list of Intermediate Phase Teaching subjects.)

- All Intermediate Phase teachers must have sufficient broad background knowledge of the Intermediate Phase school curriculum requirements.

- All Intermediate Phase teachers must develop a personal understanding of the fundamental mathematical concepts that underpin the Intermediate Phase Mathematics curriculum.

Specialist requirements for the Advanced Certificate in Senior Phase Teaching

- The 96 credits allocated to specialist disciplinary, pedagogical and practical learning must all be focused on the development of competence to teach one Senior Phase teaching subject.

- Approved Senior Phase teaching subjects are described in Appendix D.

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- In complex Senior Phase subjects, the subject specialisation must involve the study of a range of disciplines at Level 6. For example, in the case of Natural Sciences, the basis must include selections from Physics, Chemistry, Physical Geography, Astronomy and Life Sciences. A maximum of 24 additional credits, focused on disciplinary subject matter, may be added to the minimum 120 credits allocated to the Advanced Certificate, if required to ensure sufficient coverage in the case of complex subjects.

Specialist requirements for the Advanced Certificate in Further Education and Training Teaching

- The 96 credits allocated to specialist disciplinary, pedagogical and practical learning, must be focused on the development of competence to teach one Further Education and Training Teaching subject.

- Approved Further Education and Training Teaching subjects are described in Appendix D.

- In complex Further Education and Training subjects, for example Physical Sciences or Life Sciences, the subject specialisation must involve the study of a range of disciplines at Level 6. A maximum of 24 additional credits, focused on disciplinary subject matter, may be added to the minimum 120 credits allocated to the Advanced Certificate, if required to ensure sufficient coverage in the case of complex subjects.

(ii) Knowledge mix for an Advanced Certificate with specialisation in a new role

All 120 credits may be flexibly allocated at NQF Level 6, in accordance with to the purpose of the qualification. All credits should be focused on the development of the specialisation, including workplace integrated learning. Fundamental learning credits will not be applicable. However, all teachers are expected to be ICT competent. Teachers who enter into the programme without ICT competence, should be required to take an additional 12 credits at Level 5 to develop this competence.

Progression

The HEQSF does not permit direct progression from an Advanced Certificate to an Advanced Diploma. An Advanced Diploma may only be accessed from a 360 credit Level 6 Diploma or Level 7 Bachelor's degree.

In the context of teacher education, an Advanced Certificate is only utilised as a continuing professional development qualification. This implies that only teachers who are already in possession of a prior three-year initial professional teacher's diploma or a completed 360 credit National Professional Diploma in Education, or a four-year professional teaching degree or a first degree and a postgraduate professional teaching qualification, may be admitted to an Advanced Certificate with a specialisation in a field of education.

On completion of the Advanced Certificate, the teacher will effectively be in possession of at least a 480 credit qualification or a combination of qualifications

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which includes 120 credits of study at Level 6 at least and may then be admitted to a Level 7 Advanced Diploma in a cognate field of study.

Accumulated credits for an Advanced Certificate may also be presented for admission into a cognate Bachelor of Education degree programme.

A qualification may not be awarded for early exit from an Advanced Certificate programme.

13.14 Advanced Diploma

Purpose
The Advanced Diploma is used as a CPD qualification to further strengthen and enhance an existing specialisation in a subject, or to develop a new role or practice to support teaching and learning in a school or in education more broadly. The qualification offers intellectual enrichment or intensive, focused and applied specialisation, which meets the requirements of a specific niche in education – for example in the case of new roles, such as inclusive education, school librarianship, school leadership and management, deaf education, etc.; as well as in teaching subjects. Programmes leading to this qualification will provide an Advanced Diploma graduate with a deep and systemic understanding of current thinking, practice, theory and methodology in the area of specialisation.

Qualification type specifications
NQF Exit Level: 7.
Minimum total credits: 120.
Minimum credits at Level 7: 120.

Designator: None

Qualifiers: Maximum of two
There will be a wide variety of first and second qualifiers, which will indicate the area of specialisation and a nested specialisation in a further sub-field of the first qualifier. Acceptable qualifiers are indicated in the Classification of Education Subject Matter (CESM) catalogue. In instances where there is a second qualifier, it should be indicated as an endorsement on the diploma certificate.

Example 1

Advanced Diploma in Inclusive Education

Abbreviation:
AdvDip (Inclusive Education)

Endorsement on certificate:
Second Qualifier (specialisation): Learning Disabilities

Example 2

Advanced Diploma in School Leadership and Management

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Abbreviation:
AdvDip (School Leadership and Management)

Endorsement on certificate:
Second Qualifier (specialisation): Financial Management

Example 3

Advanced Diploma in Curriculum Leadership

Abbreviation:
AdvDip (Curriculum Leadership)

Endorsement on certificate:
Second Qualifier (specialisation): Mathematics

Example 4

Advanced Diploma in Teaching the Visually Impaired

Abbreviation:
AdvDip (Teaching the Visually Impaired)

Minimum admission requirements
A four-year Bachelor of Education degree, or a general first degree or diploma, plus a Postgraduate Certificate in Education, or a former Higher Diploma in Education (Postgraduate) may be presented for admission.

A former Advanced Certificate in Education (Level 6 on the former 8-level NQF) or a former Further Diploma in Education which follows a former professional teaching qualification, or a former four-year Higher Diploma in Education, may also be presented for admission into an Advanced Diploma.

In addition, a new Advanced Certificate (Level 6 on the current 10 level NQF) which followed a former Diploma in Education (including a National Professional Diploma in Education) may also be presented for admission into an Advanced Diploma.

Further specialisation in a teaching subject, offered through an Advanced Diploma at Level 7, requires cognate studies in that subject at Level 6 in the entry qualification.

Knowledge mix
All 120 credits may be flexibly allocated at NQF Level 7, in accordance with the purpose of the qualification. All credits should be focused on the development of the specialisation. Fundamental learning credits will not be applicable. However, all teachers are expected to be ICT competent. Teachers who enter into the programme without ICT competence should be required to take an additional 12 credits at Level 5 to develop this competence.

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Progression
Professionally qualified teachers, who have completed an Advanced Diploma in Education, may proceed to a cognate Bachelor of Education Honours degree, or to an Honours degree in another cognate field or to a cognate Postgraduate Diploma in Education. Accumulated credits may also be presented for entry into a cognate Bachelor's degree, including a Bachelor of Education degree.

A qualification may not be awarded for early exit from an Advanced Diploma in Education.

13.15 Postgraduate Diploma

Purpose
A Postgraduate Diploma serves to strengthen and deepen an educator's knowledge in a particular field of education. The primary purpose of the Postgraduate Diploma is to enable working professional educators to involve themselves in advanced reflection and development by means of a systematic survey of current thinking, practice and research methods in an area of specialisation in their profession, or in a sub-field of education.

The Postgraduate Diploma demands a high level of theoretical engagement and intellectual independence. A sustained research project is not required, but the qualification may include conducting and reporting on research under supervision. A Postgraduate Diploma in an appropriate field of specialisation would prepare an educator for an advanced leadership position in that field.

Qualification type specifications
NQF Exit Level: 8.
Minimum total credits: 120.
Minimum credits at Level 8: 120.

Designator: None

Qualifiers: Maximum of two
There will be a wide variety of first and second qualifiers, which will indicate the area of specialisation and a nested specialisation in a further sub-field of the first qualifier. Acceptable qualifiers are indicated in the Classification of Education Subject Matter (CESM) catalogue. In instances where there is a second qualifier, it should be indicated as an endorsement on the diploma certificate.

Example 1

Postgraduate Diploma in Science Education

Abbreviation:
PGDip (Science Education)

Endorsement on certificate:
Second Qualifier (specialisation): Life Sciences

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Example 2

Postgraduate Diploma in Foundation Phase Education

Abbreviation:
PGDip (Foundation phase Education)

Endorsement on certificate:
Second Qualifier (specialisation): Early Literacy

Example 3

Postgraduate Diploma in Education Systems Management

Abbreviation:
PGDip (Education Systems Management)

Minimum admission requirements
The minimum admission requirement for the Postgraduate Diploma is an approved and recognised four-year Bachelor of Education degree, or a three-year general Bachelor's Degree and a Postgraduate Certificate in Education (or a former equivalent), or (a) four-year professional teaching qualification(s) as well as a 120 credit Level 7 Advanced Diploma in a cognate specialisation.

Knowledge mix
All 120 credits may be flexibly allocated at NQF Level 8, in accordance with the purpose of the qualification.

Progression
Completion of a Postgraduate Diploma may be recognised as meeting the minimum entry requirements for a cognate 180 credit Level 9 Master of Education/Professional Master's degree. Holders of Postgraduate Diplomas may be required to undertake additional modules, as and when necessary, to meet the HEQSF research requirements of at least 30 credits, in order to obtain admission to a Master of Education degree.

A qualification may not be awarded for early exit from a Postgraduate Diploma in Education.

13.16 Bachelor of Education Honours Degree

Purpose

The Bachelor of Education Honours is the first postgraduate degree in education. It is intended to prepare students for research-based postgraduate studies in a particular field of education. It serves to consolidate and deepen a student's knowledge of the field and to develop research capacity in the methodology and techniques of that field. This qualification demands a high level of theoretical engagement and intellectual independence.

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The Bachelor of Education Honours degree should include conducting and reporting on research under supervision, worth at least 30 credits.

Qualification type specifications
NQF Exit Level: 8.
Minimum total credits: 120.
Minimum credits at Level 8: 120.

Designator: Education

Qualifiers: One

There will be a wide variety of qualifiers that will indicate the area of specialisation. Acceptable qualifiers are indicated in the CESM catalogue.

Example: Bachelor of Education Honours in Mathematics Education
Bachelor of Education Honours in Education Policy Research
Bachelor of Education Honours in Philosophy of Education
Bachelor of Education Honours in Environmental Education

Abbreviations: BEd Hons (Mathematics Education)
BEd Hons (Education Policy Research)
BEd Hons (Philosophy of Education)
BEd Hons (Environmental Education)

Minimum admission requirements
The minimum admission requirements for the Bachelor of Education Honours degree, is a four-year professional teaching degree OR an appropriate Bachelor's degree and a recognised professional teaching qualification or (a) four-year professional teaching qualification(s) as well as an Advanced Diploma in a cognate sub-field of Education.

Knowledge mix
The knowledge mix is discretionary and dependent on the focus of the specialisation, with the proviso that it includes a research component to which a minimum of 30 credits at Level 8 are allocated.

Progression
Completion of a Bachelor of Education Honours degree meets the minimum entry requirements for a 180 credit NQF Level 9 Master of Education/Professional Master's degree in Education.

A qualification may not be awarded for early exit from a Bachelor of Education Honours Degree.

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13.17 Master of Education Degree

Purpose

The primary purpose of a Master of Education degree is to prepare researchers who could contribute to the development of knowledge in the field of Education, including knowledge about professional practice at an advanced level.

A Master of Education degree comprises a significant research component and could be attained in one of two ways by:

- completing a single research project, culminating in the production and acceptance of a thesis, or
- successfully completing a course-work programme, requiring a high level of theoretical engagement and intellectual independence, and by completing and reporting on a research project, culminating in the acceptance of a dissertation, carrying a minimum of 60 credits at Level 9.

Master of Education degree students should be able to deal with complex issues in education – both systematically and creatively. They should make sound judgements, using the data and information at their disposal, and be able to clearly communicate their conclusions to specialist and non-specialist audiences, demonstrate self-direction and originality in analysing and solving problems, act autonomously in planning and implementing tasks at a professional level and continue to advance their knowledge, understanding and skills.

Qualification type specifications
NQF Exit Level: 9.
Minimum total credits: 180.
Minimum credits at Level 9: 120.

Designator: Education

Qualifiers: One

There will be a wide variety of qualifiers indicating the area of specialisation. Acceptable qualifiers are indicated in the CESM catalogue.

Example: Master of Education in Comparative Education

Abbreviation: MEd (Comparative Education)

Minimum admission requirements
The minimum entry requirement to a Master of Education degree is a Bachelor of Education Honours degree or an appropriate 480 credit Level 8 professional Bachelor's degree (for example a Bachelor of Psychology degree), or a relevant Honours degree. A Postgraduate Diploma may also be recognised as meeting the minimum entry requirement for a cognate Master of Education degree programme, as long as it meets the HEQSF research requirement of at least 30 credits.

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Knowledge mix
The knowledge mix is discretionary and dependent on the focus of the specialisation, with the proviso that it includes a research thesis or dissertation to which a minimum of 60 credits at Level 9 are allocated.

Progression
Completion of a Master of Education degree meets the minimum entry requirement for a Doctoral degree in education.

A qualification may not be awarded for early exit from a Master of Education degree.

13.18 Professional Master's Degree in Education

Purpose
The primary purposes of a Professional Master's degree is to produce graduates who can contribute to the development of knowledge at an advanced level such that they are prepared for advanced and specialised professional employment in the educational field, and may include a form of work-integrated learning.

Master's graduates must be able to deal with complex issues in education both systematically and creatively, design and critically appraise analytical writing, make sound judgments using data and information at their disposal and communicate their conclusions clearly to specialised and non-specialised audiences, demonstrate self-direction and originality in solving problems, act autonomously in planning and implementing tasks with a professional orientation in education, and continue to advance their knowledge, understanding and skills relevant to education.

Qualification type specifications
NQF Exit Level: 9.
Minimum total credits: 180.
Minimum credits at Level 9: 120.

Designator: Education which may be modified to indicate the specific professional orientation of the programme which can be further specified by a qualifier.

Qualifiers: One
The qualifier indicates the professional orientation of the programme.

Examples:	Master of Education in School Leadership
	Master of Education in Economics of Education
Abbreviation:	MEd (School Leadership)
	MEd (Economics of Education)

Minimum admission requirements
The minimum admission requirement is a Bachelor of Education Honours degree or another relevant Bachelor Honours degree or a Postgraduate Diploma in a cognate field of specialisation.

Knowledge mix
The knowledge mix is discretionary and dependent on the focus of the professional specialisation.

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The requirements for completion of a Professional Master of Education degree are

- the successful completion of a coursework programme requiring a high level of theoretical engagement and intellectual independence
- the demonstration of the ability to relate knowledge to the resolution of complex problems in an area of professional practice in an educational context
- an independent study component that comprises of at least 30 credits at Level 9, consisting of either a single research or technical project or a series of smaller projects demonstrating innovation or professional expertise in a sub-field of education.

Progression
Completion of a Professional Master of Education degree meets the minimum entry requirements for admission to a cognate Doctoral degree in the area of specialisation of the Master's degree.

A qualification may not be awarded for an early exit from a Professional Master of Education degree.

13.19 Doctoral Degree in Education

Purpose
The defining characteristic of a general doctoral degree in the field of education is that it requires the candidate to demonstrate high-level research competence, and to make a significant and original academic contribution at the frontiers of education or in a sub-field of education. The research, which may be purely discipline-based, or multi-disciplinary, or applied research, must be undertaken at the most advanced academic level, culminating in the production, defence and acceptance of a thesis. Course work may be conducted as a preparation for, or in support of the research, but may not contribute towards the credit value of the degree.

The quality of the research should satisfy peer reviews and merit publication. The graduate should also be able to supervise the research of others in his/her area of specialisation.

Qualification type specifications
NQF Exit Level: 10.
Minimum total credits: 360.
Minimum credits at Level 10: 360.

Designators: Doctor of Philosophy or Doctor of Education

Qualifiers: One

Examples:	Doctor of Philosophy
	Doctor of Education in Science Education
Abbreviations:	PhD
	DEd (Science Education)

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Minimum admission requirements
The minimum admission requirement for a doctoral degree in the field of education is a Master of Education degree or another appropriate Master's degree.

Knowledge mix
The knowledge mix is discretionary and dependent on the focus of the specialisation, with the proviso that it culminates in the production, defence and acceptance of a thesis to which the full 360 credits are allocated at Level 10.

Progression
A Doctor of Education or a Doctor of Philosophy degree is the highest qualification that can be awarded in the field of Education and in the Higher Education Qualifications Sub-Framework.

A qualification may not be awarded for early exit from a Doctoral degree.

13.20 Professional Doctoral Degree in Education

Purpose
The professional doctorate provides education for a career as a professional in an educational setting and is designed around the development of high level performance and innovation in a professional context. The defining character of this qualification is that in addition to the demonstration of high level research capability, it requires the ability to integrate theory with practice through the application of theoretical knowledge to highly complex problems in a wide range of professional contexts.

Qualification type specification
NQF Exit Level: 10
Minimum total credits: 360
Minimum credits at Level 10: 360

Designators:
The qualification type may be denoted by *a Professional Doctorate* followed by a designator that indicates the area of study or name of a discipline. The qualification may, however, also be denoted by *Doctor* followed by the area of study or discipline. The title *PhD* should not be used for a professional doctorate.

Qualifiers: One

Example: Doctor of Education (Education Leadership and Management)

Abbreviation: DEd (Education Leadership and Management)

Minimum admission requirements
The minimum admission requirement for a professional doctoral degree in the field of Education is a Master of Education degree or another appropriate Master's degree.

Knowledge mix
The knowledge mix is discretionary and dependent on the focus of the specialisation. Candidates are required to undertake a combination of coursework and advanced research leading to the submission, assessment and acceptance of a research

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component comprising an original thesis or another form of research that is commensurate with the nature with the discipline of Education or sub-field or specific area of specialisation. The research component should comprise at least 240 credits of the degree. A professional doctorate may also include appropriate forms of work-integrated learning.

Progression
A Doctor of Education degree is the highest qualification that can be awarded in the field of education and in the Higher Education Qualifications Sub-Framework.

A qualification may not be awarded for early exit from a professional Doctor of Education degree.

14 Qualifications and Programmes for Grade R Teachers

14.1 This section presents qualifications for Grade R teachers in the formal schooling system. Grade R teaching qualifications are treated separately from teaching qualifications for initial and CPD teaching, as they have a specialised purpose.

14.2 Grade R is the first year of the FP in the formal schooling system. In this grade, young children (4-5 years of age) are prepared for formal schooling. The focus of this grade is on learning through play, developing physical coordination, as well as developing spoken language competence and fundamental concepts that will form a basis for the further development of number sense and literacy.

14.3 Grade R teaching qualifications should be designed cognately with the BEd (FP Teaching), so as to provide for maximum credit transfers when Grade R teachers continue their studies to become fully qualified FP teachers.

14.4 All new entrants intending to become FP teachers (qualified to teach from Grades R to 3), should register for a BEd (FP Teaching), rather than for the Grade R Teaching Diploma, if they meet the requirements for entry into the BEd programme.

14.5The following qualification types are selected for Grade R teaching:
- Diploma in Grade R Teaching
- Bachelor of Education in Foundation Phase Teaching

14.6 The description of the qualification and unique features of the learning programme for the Diploma in Grade R Teaching is presented in more detail below. The features of the Bachelor of Education in Foundation Phase Teaching are described in Section 7.10 of this policy.

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14.7 Diploma in Grade R Teaching

Purpose
The Diploma in Grade R Teaching is the minimum qualification for Grade R teachers. The purpose of the Diploma in Grade R Teaching is to develop teachers who can demonstrate general principles, as well as focused knowledge and skills appropriate for Grade R teaching. The qualification requires in-depth specialisation of knowledge, as well as practical skills and experience in a Grade R classroom teaching context. As part of the qualification, students are expected to gain experience in applying such knowledge and skills in the context of working with Grade R learners in a school.

Qualification type specifications
NQF Exit Level: 6.
Minimum total credits: 360.
Minimum total credits at Level 6: 120.

Designator: None

Qualifier: One

Approved Qualifier:
Grade R Teaching

Example: Diploma in Grade R Teaching

Abbreviation
Dip (Grade R Teaching)

Endorsements on Certificates
LoLT
Conversational Competence

Example:
LoLT: Xitsonga
Conversational Competence: English

Minimum admission requirements
The minimum entry requirement is a Senior Certificate or a Level 4 National Certificate (Vocational) with a diploma entry endorsement or equivalent. A Level 4 or Level 5 Certificate or Diploma in Early Childhood Development may also be presented for admission and assessment pertaining to advanced credit standing.

Knowledge mix
- For all knowledge (learning) areas, credits should be allocated and distributed from Level 5 to Level 6 to ensure adequate progression in the programme, with the exception of fundamental learning, which is limited to Level 5.

- At least 50% of the credits (180 credits) must be focused on developing the Grade R specialisation (including relevant disciplinary, pedagogical and practical learning). At least 60 of these credits should be at Level 6.

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- At least 40% of the credits (144 credits) must be spread across educationally focused disciplinary learning (foundations of education), general pedagogical learning, fundamental learning and situational learning. At least 60 credits, focused on foundations of education, should be at Level 6.

- The remaining 10% of the credits (at most 36 credits) may be used flexibly, depending on the interests and needs of individual students, for laying the basis for teaching one of the subjects in the Foundation Phase or for developing a deeper understanding of early childhood development in the years prior to Grade R.

- Fundamental learning credits must be pegged at Level 5 and cover a *maximum* of 72 credits. A student, who enters the programme with competence in specific areas, for example ICT competence, or multi-lingual competence, should not be required to include all these credits in the programme. In such cases, credits must be utilised in other areas of the learning programme at appropriate levels, so as to ensure a high quality learning programme and developing excellence in teaching Grade R, for laying the basis for teaching in the Foundation Phase or developing a deeper understanding of early childhood development in the years prior to Grade R. These credits cannot be advanced towards the award of the qualification by recognition of prior learning.

- School-based WIL, including supervised and assessed teaching practice, is an important part of the diploma programme. In a full-time contact programme, student teachers should spend a minimum of 12 weeks and a maximum of 18 weeks in formally supervised and assessed school-based practice over the three-year duration of the diploma. In any given year, a maximum of eight such weeks should be spent in schools, and at least three of these should be consecutive. In a part-time or distance mode, students may be physically in schools for longer periods – for example if they are employed as unqualified or under-qualified teachers. However, the same amount of *supervised and assessed* school-based practice is required.

- Grade R teachers must be knowledgeable about, and skilled in the early identification of barriers to learning, as well as in curriculum differentiation and adaptation for multiple learning needs.

- All Grade R teachers must specialise in Home Language teaching in one of the official languages, as well as English First Additional Language teaching. This implies that if a teacher selects Afrikaans as Home Language, and English as a First Additional Language, then the said teacher **must** also study an additional language, *other than* English or Afrikaans, in order to meet the language requirements relating to conversational competence, described under Fundamental Learning in Section 3 of this policy. If a teacher selects English as a Home Language, the methodology of teaching English as a First Additional Language must also be offered, and the teacher must study another official language (other than English) (first or additional) and must also be competent to use an African Language. In all language teaching courses the focus should be on emerging literacy.

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Progression

The diploma may be presented for admission into a Bachelor of Education in Foundation Phase Teaching programme. A maximum of 180 credits, gained while studying for the diploma, may be recognised towards the Bachelor of Education degree, on condition of formal assessment of prior learning, or through CAT (recognition of cognate modules completed in the diploma).

Grade R practitioners can gain fully qualified Foundation Phase teacher status through the completion of the Bachelor of Education in Foundation Phase Teaching degree.

A qualification may not be awarded for early exit from a Diploma in Grade R Teaching.

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15 Articulation of Historical Educator Qualifications with the HEQSF-aligned Teacher Education Qualifications described in this Policy

Historical Educators' Qualifications	Articulation path into the HEQSF-aligned teacher education qualification framework
Unqualified practising teachers, holding a Level 4 school leaving qualification or equivalent	Bachelor of Education (480 credits, exit Level 7) (Note: Unqualified teachers, who do not meet access requirements, may gain access by successfully completing a cognate access programme at the Higher Certificate[12] level, designed to enable entry into degree studies.)
Grade R teachers, holding a Level 4 ECD qualification	Diploma in Grade R Teaching (360 credits, exit Level 6) (Note: Grade R practitioners, with a Level 4 qualification, who do not meet entry requirements into the Diploma, could gain access by completing a cognate access programme at Higher Certificate level.)
Grade R teachers, holding a Level 5 ECD Certificate or Diploma	Diploma in Grade R Teaching (360 credits, exit Level 6) Bachelor of Education (Foundation Phase) (480credits, exit Level 7), if entry requirements are met
Under-qualified teachers at Relative Education Qualification Value (REQV) 11 or 12 (holding, for example, the old Primary Teacher's Certificate)	Bachelor of Education (480 credits, exit Level 7) (Note: Under-qualified teachers, who do not meet the access requirements, may gain access by successfully completing a cognate access programme at Higher Certificate level, designed to enable entry into degree studies.)
Professionally unqualified graduate teachers, holding a degree or a 360 credit exit Level 6 Diploma in disciplines/subjects that underpin a teaching subject	Postgraduate Certificate in Education (120 credits at Level 7) (Note: If the underpinning subjects in the prior degree do not provide sufficient subject matter knowledge, additional modules must be taken – either prior to admission or concurrently.)
Professionally qualified teachers, holding a former three-year College of Education Diploma or a National Professional Diploma in Education (NPDE) – 360 credits at exit Level 5	Bachelor of Education (480 credits exit Level 7) (Teachers may apply for assessment of prior learning to gain entry into BEd programmes. A maximum of 180 credits could be recognised.) Advanced Certificate (refer to Section 8.2.1 and to Section 11).
Qualified teachers, holding an Advanced Certificate in Education (120 credits at	Advanced Diploma (120 credits at Level 7) – if in a cognate area or extended role

[12] Such access programmes are not described in this policy as they are not teaching qualifications.

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Historical Educators' Qualifications	Articulation path into the HEQSF-aligned teacher education qualification framework
former NQF Level 6), a former undergraduate Higher Diploma in Education or a former Further Diploma in Education	Advanced Certificate (120 credits at Level 6) – if in a new teaching specialisation or role not in the original qualification Bachelor of Education (480 credits, exit Level 7) (Teachers may apply for assessment of prior learning to gain entry into B Ed programmes, cognate with the original specialisation.) In exceptional cases, institutions may use their discretion to admit teachers into a cognate Postgraduate Diploma (120 credits at Level 8), provided that the prior qualification[13] is evaluated as meeting Level 7 exit level outcomes.
Qualified teachers, holding a former four-year professional teaching degree (e.g. BEd, B Prim Ed, BSecEd, BAEd, or a former postgraduate professional teaching qualification – PGCE, HDE (PG) and University Education Diploma (UED)	Advanced Certificate (120 credits at Level 6) – if in a new teaching specialisation or role that is not in the original qualification Advanced Diploma (120 credits at Level 7) – if in an extended role Postgraduate Diploma (120 credits at Level 8) – if further advanced professional learning in an area cognate with the original specialisation Bachelor of Education (Honours) degree (120 credits at Level 8)
Qualified teachers, holding a former Bachelor of Education (Hons) degree (120 credits at the former Level 7), or an equivalent (e.g. a pre-2000 BEd degree)	Master of Education/Professional Master in Education (180 credits at Level 9) (Note: These teachers also have access to all available qualifications below Master's degree level.)
Qualified teachers, holding a Master of Education degree (former Level 8)	Doctoral degree studies/Professional Doctor's degree (360 credits at Level 10) (Note: These teachers also have access to all available qualifications below Master's degree level.)

[13] This may be a former ACE that is evaluated at HEQF Level 7 or, in a case where the teacher has a range of prior qualifications, which together constitute Level 7 competence – for example holders of a four-year Higher Diploma in Education (HDE) , as well as a cognate Advanced Certificate in Education.

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16 Time-frame for Implementation

16.1 The qualifications described in this policy are based on a philosophy and principles that are different to previous teacher education qualifications designed in terms of the NSE 2000. With the exception of master's and doctoral degrees, all institutions will be required to develop new qualifications that are in line with this policy. This policy does not constitute a mere technical change or some minor changes to the curriculum.

16.2 The last date of entry for students into qualification types on the former 8-level NQF, will be July 2015, with the exception of the National Professional Diploma in Education, which had a last intake of students in 2014.

16.3 This revised version of the policy has a minor effect on qualifications and programmes already developed and submitted for approval and accreditation in accordance with the 2011 version of the policy. All qualification types, knowledge mixes and minimum specialist requirements (where applicable) have been retained, and institutions may, if they wish to do so, amend the credit allocations, where maximum and minimum credit specifications have been relaxed, in their approved programmes accordingly without having to submit them again.

16.4 For the sake of uniformity, institutions should rename the already approved Advanced Diploma in Teaching as a Postgraduate Certificate in Education.

16.5 Institutions are kindly requested to inform the DHET in writing of any minor changes made to already approved programmes in order to align the records of the Department accordingly.

16.6 Kindly note that an Advanced Certificate as an entry qualification into specialising in an extended role, for example, in School Management and Leadership, is regarded as a new qualification which should be submitted for approval and accreditation. The same applies to professional master's and doctoral qualifications in education which are new qualification types.

17 Approval of Teacher Education Programmes

17.1 Programmes leading to a specific qualification in teacher education should be designed in accordance with the guidelines set out above in this policy document, and must comply with the minimum requirements of the policy. Learning programmes must also comply with all the accreditation criteria and requirements of the HEQC of the CHE.

17.2 Teacher education qualification programmes, offered by public universities, must comply with this policy to be approved by the DHET for inclusion in a particular institution's PQM, as well as for recommendation for submission to the HEQC for accreditation.

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17.3 Teacher education qualification programmes to be offered by private higher education institutions must comply with this policy to be approved by the DHET, as part of the requirements to be met for the institution to be registered with DHET, as an accredited provider of educational programmes.

17.4 The HEQC will apply this policy to evaluate and accredit teacher education qualifications and programmes.

17.5 In terms of the NQF Act, section 13(1)(h)(ii), the South African Qualifications Authority (SAQA) is mandated to register qualifications on the NQF where these qualifications meet the policy and criteria of registration. All institutions are therefore expected to apply to SAQA for registration of their qualifications.

17.6 Only approved qualifications and programmes in teacher education, offered by accredited and registered higher education institutions and which are compliant with this policy, will be recognised for employment in public education, as well as for REQV purposes in accordance with the policy document, *Evaluation and Recognition of Teacher Education Qualifications for Employment in School Education (Revised Edition).*

17.7 Applications for approval of new teacher education qualifications

The DHET evaluates new teacher education programmes for compliance with the ***Minimum Requirements for Teacher Education Qualifications***. This evaluation is linked to, but does not replace PQM approval (for public universities), and registration to offer the programme (for private higher education institutions). Programmes must also be accredited by the Council on Higher Education and be registered by SAQA before they can be offered.

A standard template must be used to submit teacher education programmes for evaluation regarding compliance with the ***Minimum Requirements for Teacher Education Qualifications***.

Contact information

Institutions requiring support should contact the department at:

Department of Higher Education and Training
123 Francis Baard Street
Private Bag X 895
PRETORIA
0001

Tel: 012 312 5188
Fax: 012 323 6589
E-mail: TQP@dhet.gov.za

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18 References

CHE (2010) *National Review of Teacher Education Qualifications*. Pretoria: Higher Education Quality Committee.

DoE (2000a) *Norms and Standards for Educators*. February. Pretoria: Department of Education.

DoE (2000b) *Criteria for the Recognition and Evaluation of Qualifications for Employment in Education, based on the Norms and Standards for Educators*. September. Pretoria: Department of Education.

DoE (2007a) *The Higher Education Qualifications Framework*. October. Pretoria: Department of Education.

DHET. *The Higher Education Qualifications Sub-Framework, as revised,* Government Gazette No 36003 of 14 December 2012

DoE (2007b) *National Policy Framework for Teacher Education and Development*. April. Pretoria: Department of Education.

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Appendix A: Collective Roles of Teachers in a School

These roles should be understood as everyday functions of the collective of all educators at a school. They seldom have to be carried out completely, in all their detail, or all of the time by individual educators. However, individual teachers will carry out the roles appropriate to their specific position in the school. All classroom teachers will develop in the seven roles as appropriate to their practice. See Appendix C for the minimum set of competences required of newly qualified teachers. The roles of teachers are:

- *Specialist in a phase, subject discipline or practice*

The educator will be well grounded in the knowledge, skills, values, principles, methods and procedures relevant to the phase, subject, discipline or practice. The educator will know about different approaches to teaching and learning (and, where appropriate, research and management), and how these may be used in ways which are appropriate for the learners and the context. The educator will have a well developed understanding of the knowledge appropriate to the specialisation.

- *Learning mediator*

The educator will mediate learning in a manner which is sensitive to the diverse needs of learners (including those with barriers to learning), construct learning environments that are appropriately contextualised and inspirational and communicate effectively, showing recognition of, and respect for the differences among learners. In addition, an educator will demonstrate sound knowledge of subject content and various principles, strategies and resources appropriate to teaching in a South African context.

- *Interpreter and designer of learning programmes and materials*

The educator will understand and interpret provided learning programmes, design original learning programmes, identify the requirements for a specific context of learning and select and prepare suitable textual and visual resources for learning. The educator will also select the sequence and pace of the learning in a manner sensitive to the differing needs of both the subject and the learners.

- *Leader, administrator and manager*

The educator will make decisions appropriate to his/her level, manage learning in the classroom, carry out classroom administrative duties efficiently and participate in school decision-making structures. These competences will be performed in ways which are democratic, which support learners and colleagues and which demonstrate responsiveness to changing circumstances and needs.

- *Scholar, researcher and lifelong learner*

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The educator will achieve ongoing personal, academic, occupational and professional growth, through pursuing reflective study and research in their chosen field, in broader professional and educational matters and in other related fields.

- *Assessor*

The educator will understand that assessment is an essential feature of the teaching and learning process and know how to integrate it into this process. The educator will have an understanding of the purposes, methods and effects of assessment and be able to provide helpful feedback to learners. The educator will design and manage both formative and summative assessments in ways that are appropriate to the level and purpose of the learning and meet the requirements of accrediting bodies. The educator will keep detailed and diagnostic records of assessment results. The educator will understand how to interpret and use assessment results to feed into processes for the improvement of learning programmes.

- *Community, citizenship and pastoral role*

The educator will practise and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others. The educator will uphold the Constitution and promote democratic values and practices in schools and society. Within the school, the educator will demonstrate an ability to develop a supportive and empowering environment for the learner, and respond to the educational and other needs of learners and fellow-educators. Furthermore, the educator will develop supportive relationships with parents and other key persons and organisations, based on a critical understanding of community and environmental development issues. One critical dimension of this role is HIV/AIDS education.

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Appendix B: Exit Level Competences of HEQSF Qualifications as per NQF Level

The exit level competences contained in this table are taken from the descriptions of the purpose of the qualifications at the different levels in the HEQSF. They will assist designers of programmes to ensure that these are fit for their purpose, and identify the correct level for different aspects of their programmes. They are not replacements of the SAQA Level descriptors for the 10-level NQF and may be applied in conjunction with each other.

Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
1. Serves as an entry level to higher education studies 2. Basic introductory knowledge 3. Provides cognitive and conceptual tools and techniques for further higher education studies 4. Emphasis is on general principles and application 5. Provides for a basic level of higher education knowledge and competence in a particular field or	1. General principles and application or technology transfer 2. Sound knowledge base in a particular field or discipline 3. An ability to apply knowledge and skills to particular career or professional contexts 4. An ability to undertake more specialised and intensive learning 5. Simulated work experience or workplace-integrated learning forms part of the learning	1. Provides intellectual enrichment 2. Enhances flexibility in changing circumstances 3. Intensive, focused and applied specialisation required for a specific niche in the labour market 4. Provides for a deep and systematic understanding of current thinking, practice, theory and methodology in an area of specialisation 5. Well-rounded, broad education, which	1. Prepares students for research-based post-graduate studies 2. Consolidates and deepens expertise in a particular discipline 3. Develops research capacity in the methodology and techniques of a discipline 4. Demands a high level of theoretical engagement and intellectual independence 5. Advanced reflection and development by means of a systematic survey of current	1. Contributes to the development of knowledge at an advanced level 2. Prepares students for advanced and specialised professional employment 3. Involves a high level of theoretical engagement and intellectual independence 4. Dealing with complex issues, both systematically and creatively, making sound judgments, using data and	1. Undertakes research at the most advanced academic level, leading to the acceptance of a thesis 2. Demonstrates high-level research capability 3. Makes a significant and original academic contribution at the frontiers of a discipline or field 4. Integrate theory and practice through the application of theoretical knowledge in highly complex problems in

occupation 6. Application of basic knowledge and competence in an occupation or role in the workplace 7. Includes some degree of work experience or work-integrated learning 8. Primarily vocational or industry orientated	programme 6. Primarily vocational or industry orientated	provides a knowledge-base, theory and methodology of a discipline 6. Demonstrates initiative and responsibility in an academic and professional context 7. Principles and theories are emphasised as a basis for entry into the labour market, professional training, post-graduate studies or professional practice in a wide range of careers 8. Prepares for a change in career paths 9. Provides for continuing professional development	thinking, practice and research methods in an area of specialisation 6. Conducts and reports on research under supervision	information 5. Communicate research outcomes clearly to specialists and non-specialists in the area of specialisation or discipline 6. Demonstrates self-directed; and originality in problem-solving 7. Relate knowledge to the resolution of complex problems in an area of professional practice 8. Acts autonomously in planning and implementing tasks at a professional level 9. Continues to advance knowledge, understanding and skills	professional contexts 5. Work must satisfy peer reviews and merit publication 6. Demonstrates an ability to supervise and evaluate research conducted by others in the area of specialisation

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Appendix C: Basic Competences of a Beginner Teacher

The following are the minimum set of competences required of newly qualified teachers:

1. Newly qualified teachers must have sound subject knowledge.

2. Newly qualified teachers must know how to teach their subject(s) and how to select, determine the sequence and pace of content in accordance with both subject and learner needs.

3. Newly qualified teachers must know who their learners are and how they learn; they must understand their individual needs and tailor their teaching accordingly.

4. Newly qualified teachers must know how to communicate effectively in general, as well as in relation to their subject(s), in order to mediate learning.

5. Newly qualified teachers must have highly developed literacy, numeracy and Information Technology (IT) skills.

6. Newly qualified teachers must be knowledgeable about the school curriculum and be able to unpack its specialised content, as well as being able to use available resources appropriately, so as to plan and design suitable learning programmes.

7. Newly qualified teachers must understand diversity in the South African context in order to teach in a manner that includes all learners. They must also be able to identify learning or social problems and work in partnership with professional service providers to address these.

8. Newly qualified teachers must be able to manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment.

9. Newly qualified teachers must be able to assess learners in reliable and varied ways, as well as being able to use the results of assessment to improve teaching and learning.

10. Newly qualified teachers must have a positive work ethic, display appropriate values and conduct themselves in a manner that befits, enhances and develops the teaching profession.

11. Newly qualified teachers must be able to reflect critically on their own practice, in theoretically informed ways and in conjunction with their professional community of colleagues in order to constantly improve and adapt to evolving circumstances.

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Appendix D: Teaching Specialisations for Initial Teacher Education Qualifications

Phase	Subject Domains				Learning Support Specialisations
	Humanities	**Science & Technology**	**Languages***	**Business and Management**	
Foundation Phase (Grades R-3)	Integrated focus on Languages, Mathematics and Beginning Knowledge				
Intermediate Phase (Grades 4-6)	Life Skills Social Sciences	Science and Technology Mathematics	Languages*		
Senior Phase (Grades 7-9)	Arts and Culture Life Orientation Social Sciences	Natural Sciences, Mathematics Technology	Languages*	Economic and Management Sciences	School Librarianship Guidance, Counselling and Specialised Learning Support Physical Education ICT Support
FET Phase (Grades 10-12)	Dance Studies DramaticArt History Life Orientation Music Religion Studies Visual Art	Agricultural Sciences Geography Life Sciences Mathematics Mathematical Literacy Physical Sciences Computer Applications Technology Agricultural Management Practices Agricultural Technology Civil Technology Electrical Technology Engineering Graphics and Design Information Technology Mechanical Technology Design Consumer Studies	Languages*	Accounting Business Studies Economics Hospitality Studies Tourism	

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Note: The list of approved Teaching Specialisations will be subject to change from time to time, in line with any policy shifts in the school curriculum as implemented by the Department of Basic Education.

*** Specialisations in language teaching**

The teacher may specialise in *Home Language Teaching*, *First Additional Language Teaching* or *Second Additional Language Teaching* in any of the following languages:

Afrikaans
English
isiNdebele
isiXhosa,
isiZulu
Sepedi (Sesotho sa Leboa)
Sesotho
Setswana
siSwati
Tshivenda
Xitsonga
South African Sign Language

Home Language Teaching: This refers to the mother-tongue or language of choice. The cognitive level of the first language should be such that it may be used as a language of learning and teaching. Although listening and speaking skills are important, the emphasis is on developing high level reading and writing skills.

First Additional Language Teaching: Learning a first additional language promotes multilingualism and intercultural communication. First Additional Languages provide levels of language proficiency that meet the threshold levels necessary for effective learning across the curriculum. Learners may learn through the medium of their First Additional Language in the South African context. This includes the abstract cognitive academic language skills required for thinking and learning. There will be an equal emphasis on the skills of listening, speaking, reading and writing.

Second Additional Language Teaching: Learning a second additional language furthers multilingualism and intercultural communication. Although reading and writing skills will be developed, at this level the emphasis will be on developing listening and speaking skills. The level of the Second Additional Language should target improved interpersonal communication.

Foreign Language Teaching may also be taken as a specialisation for teaching as a home language, first additional language or second additional language. These may include languages endorsed by the Pan South African Language Board (PanSALB).

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Appendix E: Fields for which 360 credit exit Level 6 diplomas may be submitted for evaluation for admission to a Postgraduate Certificate in Education

The preferred minimum entry qualification into a Postgraduate Certificate in Education is an approved undergraduate Bachelor's degree (NQF Level 7 or 8), which includes appropriate and sufficient academic subject content knowledge to teach school subjects for a particular phase of schooling (See Appendix F).

In addition, there are also a number of 360 credit exit Level 6 diplomas offered by accredited public and private higher education institutions, which are also appropriate for teaching – particularly for specialising in Further Education and Training Teaching and, in some cases, in the combined Senior Phase and Further Education and Training Teaching. Diplomas in the following fields may be appropriate for this purpose:

Engineering
Tourism
Hospitality
Agriculture
Fine Art
Dance
Music
Dramatic Art
Business Studies
Accounting
Design
Engineering Graphics and Design
Medical Technology
Chemical Technology
Information Technology
Biotechnology
Sport and Exercise Technology
Applied Sciences
Mathematics Technology

Holders of university degrees in the above fields do not present themselves in significant numbers as entrants into teaching. Providers of teacher education programmes are encouraged to consider holders of diplomas in these appropriate and scarce fields for admission into a Postgraduate Certificate in Education, especially with regard to the Further Education and Training Phase.

The Department of Higher Education and Training will publish a list of approved diplomas for entry into a Postgraduate Certificate in Education. Providers are requested to submit diplomas that are not on the list to DHET for evaluation and possible inclusion on the list.

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Appendix F: Admission of students to a Postgraduate Certificate in Education

The minimum qualification requirement for admission to a Postgraduate Certificate in Education is an approved degree or diploma. Approval of a degree or diploma for teaching is dependent on the specific combination of courses and modules successfully completed in the degree (or diploma) programme. These must ensure sufficient study of the disciplines underpinning the specific teaching specialisation (subject) to teach that particular school subject in a given phase.

It is not possible to provide a complete list of all possible fields of undergraduate degree studies that are appropriate to teach a particular subject at a specific school phase. In many instances institutions admitting the candidate will need to consider the degree in its entirety in order to decide on its appropriateness for entry into a Postgraduate Certificate in Education. Institutions must determine the extent to which academic content, embedded in the degree or diploma related to a particular subject, is sufficient to teach that subject at a particular level in schools. An in-depth analysis and understanding of the school curriculum for the different phases and subjects is required to make sound judgements on this.

In all cases, if the entry degree or diploma does not contain sufficient prior study in the disciplines underpinning the specialisation, additional content modules may be required before (or taken concurrently with) admission into the Postgraduate Certificate in Education.

Institutions may approach DHET for support to evaluate qualifications for entry into the Postgraduate Certificate in Education when required. (Contact information is provided in Section 12.)

The minimum academic competence at undergraduate level required to offer teaching methods in the Postgraduate Certificate in Education is described in terms of NQF Levels.

However most university degree academic transcripts do not indicate NQF Levels but rather academic year levels I, II, III or 1, 2, 3 or 100, 200, 300 to denote academic progression, similar to historic degrees completed prior to the NQF/HEQSF.

There is not necessarily a one-to-one correspondence between university academic year levels and NQF Levels.

In an attempt to assist universities in admitting prospective students into a PGCE the following may serve as guidelines:

- A completed full first year academic degree course stretching over two semesters can be regarded as compliant with NQF Level 6 study, for example Chemistry 1. Introductory or special courses are not regarded as sufficient in-depth study on which to base a teaching method.

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- A completed full second year academic degree course stretching over two semesters can be regarded as compliant with study at NQF Level 7, for example Mathematics 2.

- Fields of study offered as main or major subjects or as specialisations or indicated as qualifiers for a degree, can be regarded as at NQF Level 7 or 8, depending on the type, characteristics and exit level of the degree, for example, Information Technology 3 at NQF Level 7 in a three-year Bachelor of Commerce (Information Science) degree or Mechanical Engineering 4 at NQF Level 8 in a 480 credit exit Level 8 Bachelor of Engineering degree.

- A typical first, second or third year qualifying undergraduate degree course in a subject or field may comprise of approximately 32 credits, depending on the minimum number of modules required by a particular university according to the rules of combination for completion of the degree. It may even range from 24 to 48 credits for some universities.

Basic guidelines for admission to teach in specific phases and subjects are:

- Postgraduate Certificate in Education in Foundation Phase Teaching: A selection of subjects/disciplines that will provide a teacher with appropriate disciplinary knowledge to effectively teach Literacy, Numeracy and Life Skills to young learners and to lay foundations for learning in higher grades.

- Postgraduate Certificate in Education in Senior Phase and Further Education and Training Teaching): University studies at Level 6, as well as some Level 7 studies in appropriate disciplines, which allow the prospective teacher to specialise in at least two subjects, one for teaching in the Senior Phase and one for teaching in the Further Education and Training Phase.

- Postgraduate Certificate in Education (Further Education and Training Teaching): University studies at Level 7 at least in appropriate disciplines, which will allow the prospective teacher to specialise in at least one FET subject.

In all cases, the basic qualification should include *at least* 24 credits at Level 6 for teaching a Senior Phase subject specialisation and 48 credits (at least 24 at Level 7) to teach a Further Education and Training subject specialisation, with the exception of Further Education and Training Mathematical Literacy Teaching, where 24 credits at Level 6 in a mathematical field (e.g. Applied Mathematics, Statistics, Mathematical Modelling, etc.) will be acceptable.

The following guidelines should be used to deal with some of the more problematic areas:

- *Holders of multi-disciplinary degrees without a main focus in a single field* related to teaching (with the exception of Life Orientation) could be allowed into a Postgraduate Certificate in Education that specialises in teaching in the Foundation Phase and Intermediate Phase of schooling, provided that the disciplines within the degree underpin the learning requirements for the phase

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specialisation and, where relevant, the subjects to be taught are taken to NQF Level 6 at least. Such students should not be permitted to take up teaching specialisations for the Further Education and Training Phase.

- *To specialise in Consumer Studies Teaching*

  The purpose and key focus of Consumer Studies as a school subject is how to become a responsible and informed user of food, clothing, housing, furnishings and household equipment.

  The preceding qualification should hence include undergraduate study in at least two of these focus areas, for example, food and clothing or interior design and consumer behaviour.

- *To specialise in Life Orientation Teaching for the Further Education and Training Phase:*

  Life Orientation is an inter-disciplinary subject that draws on, and integrates knowledge, values, skills and processes embedded in various disciplines, such as Sociology, Philosophy, Psychology, Political Science, Human Movement Sciences, Labour Studies and Industrial Studies. It is recommended that the prospective student should take a combination of at least two of these fields in his/her undergraduate degree – for example Human Movement Sciences and Psychology. Psychology **must** be one of the fields. At least one of these fields should be taken to NQF Level 7.

- *Applied Mathematics as basis for taking a specialisation in Further Education and Training Mathematics teaching:*

  Some universities offer Numerical Analysis, Statistics, Dynamics and Mechanics as part of the Applied Mathematics syllabus. This is not perfectly suitable as a basis for teaching Mathematics, but it is acceptable. Applied Mathematics and Statistics, however, are entirely appropriate for Mathematical Literacy teaching.

- *To specialise in Physical Sciences or Life Sciences Teaching:*

  To teach Physical Sciences, the syllabus requires competence in both Physics and Chemistry. One of these must be taken to NQF Level 6 at least, and the other at least to NQF Level 7. For example, Physics II and Chemistry I would be an acceptable combination.

  A combination of any two of the following: Biological Sciences, Biochemistry, Microbiology, Physiology, Biology and Zoology, with one taken to NQF Level 7 at least, is required to specialise in Life Sciences teaching, provided that Level 6 modules in Biology or Botany and Zoology are also included.

- *To specialise in English Teaching:*

  The degree should include English Language and Literature at NQF Level 7.

  The following are also acceptable, provided English I is included in the degree: Applied English Language Studies, African Literature, Linguistics, Literary Theory and Communication and Media Studies.

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- *To specialise in teaching Social Sciences in the Senior Phase:*

  Social Sciences require a study of Human Geography and History, taken at NQF Level 6 at least.

- *To specialise in teaching Natural Sciences in the Senior Phase:*

  The teaching of Natural Sciences requires competence in aspects of Physical Geography/Environmental Sciences, Physics, Chemistry and Biological Sciences. It is, however, unlikely that one would find graduates who have covered all of these in a single undergraduate programme. A combination of at least two of these at NQF Level 6 is regarded as sufficient. It is likely to be necessary to allow concurrent registration in these instances, where appropriate, so as to permit graduates to complete the relevant modules missing from their undergraduate degree.

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