



higher education
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**Draft Policy on the
Minimum Requirements
for Teacher Education
Qualifications selected
from the Higher
Education Qualifications
Framework (HEQF)**

Draft Policy on Minimum Requirements for Teacher Education Qualifications selected from the HEQF

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1. The Purpose and Scope of this Policy Document

Minimum Requirements for Teacher Education Qualifications selected from the HEQF replaces the *Norms and Standards for Educators* published in February, 2000 (DoE 2000a).

Minimum Requirements for Teacher Education Qualifications selected from the HEQF draws on the Higher Education Qualifications Framework (HEQF) to provide institutions accredited to offer teacher education qualifications with guidelines for the development of learning programmes and curricula and sets minimum standards for different qualification types for specific purposes in education. It should be read in conjunction with the HEQF and meet all the minimum requirements and criteria for higher education qualifications as described in the HEQF.

Following the HEQF's nested approach, the *Minimum Requirements for Teacher Education Qualifications selected from the HEQF* defines agreed upon standards at different levels. It:

- **selects** suitable **qualification types** from the HEQF for different purposes in teacher education;
- **selects the NQF Level** for each qualification type;
- **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 and maximum credit values for learning programmes** leading to qualifications in terms of knowledge mix and levels; and,
- **defines a minimum set of agreed upon competences** for initial teacher education programmes.

Standards setting to define competences at deeper specialised levels for specific subjects or specialisations are not defined here and will be developed by relevant teacher education communities of practice.

While standards setting is always to some degree a technical exercise, the involvement and engagement of communities of practice is intended to outweigh this and to allow greater freedom, discretion and flexibility to the designers of learning programmes and to the institutions offering such programmes. Standards setting needs to be both enabling and binding, if it is, at the same time, to promote coherence, consistency, functionality and systematicity, instil greater certainty and ensure public confidence and trust in an enterprise as unique as teacher education.

The specification of a set of minimum standards for teacher education qualifications is aimed at ensuring that the higher education system produces the kinds of teachers that the country needs. In this way, and by the identification of qualification pathways in education, it becomes possible to ensure that all educators have meaningful access to higher education qualifications for their personal, professional and academic development.

Minimum Requirements for Teacher Education Qualifications selected from the HEQF provides a basis for the construction of core curricula for initial teacher education and for continuing professional development programmes that accredited institutions must use to develop their programmes leading to education qualifications.

Minimum Requirements for Teacher Education Qualifications selected from the HEQF will be used by: the Department of Higher Education and Training (DHET) to evaluate programmes submitted by public higher education and training institutions for approval for inclusion on their programme and qualifications mix (PQM) and therefore for funding; the Council on Higher Education (CHE) and the Higher Education Quality Council (HEQC) to inform their teacher education accreditation and quality assurance process; and the Department of Basic Education (DBE) as a basis for the revision of the *Criteria for the Recognition and Evaluation of Qualifications for Employment in Education based on the Norms and Standards for Educators*, published in September, 2000 (DoE 2000c). It will, through these three processes, be used to regulate the system for the production of teacher education qualification programmes.

It is noted that this policy is subject to the HEQF and any revision of it.

This policy document refers to both educators and teachers. *Educators* in this policy refer to persons who educate other persons or who provide professional educational services or support to schools catering for Grade R – 12 learners. The term includes classroom teachers, education practitioners, teaching and learning specialists, heads of departments, 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.

With reference to the education and development of educators, ***Minimum Requirements for Teacher Education Qualifications selected from the HEQF*** identifies three broad qualification pathways that educators may follow for advancement in their career, namely, a *teaching and learning* pathway, a *management and leadership* pathway, and an *educational planning, research and/or policy development* pathway, and in relation to these suggests appropriate qualification routes.

2. The Policy Context

The *Norms and Standards for Educators* of 2000 (hereafter NSE 2000), which this policy document replaces, was the result of a prolonged policy research and development process. It was the first formal policy on academic qualifications for educators and it attempted to bring a sub-sector of Higher Education qualifications into line with the National Qualifications Framework (NQF) and the national school curriculum.

Amongst other innovations, the NSE 2000 introduced *seven interrelated roles*¹ for educators as key criteria for the development and recognition of teacher qualifications and learning programmes; and it emphasised the notion of *applied competence* as the primary means of assessing whether or not the requirements of a learning programme had been achieved.

The NSE 2000 noted that when the new academic policy for higher education came to be published, the qualifications it described would have to be reviewed and aligned with that policy. Given that the new academic policy for higher education, the Higher Education Qualifications Framework (HEQF), was published in October 2007 (DoE 2007b), the qualifications framework of the NSE 2000 must now be changed to reflect the new policy and to provide clear guidelines to teacher education providers with regard to the development of new, HEQF-aligned, qualifications in education.

The present document has had the benefit of being able to draw upon several years of research into the implementation and effects of the NSE 2000, as well as further policy development. It has been able to utilise the recommendations regarding teacher qualifications in the National Policy Framework for Teacher Education and Development (NPFTED) (DoE 2007a), which is based on the report of the Ministerial Committee on Teacher Education which appeared in 2006. In addition, the HEQC of the CHE recently undertook a review of teacher qualifications. Elements of the HEQC review and re-accreditation process have provided the present document with valuable insights into the ways in which institutions have designed and developed their qualifications.

This policy has been developed through a consultative process involving the CHE, the DHET, the DBE, public universities and private Higher Education Providers offering teacher education qualifications, the SACE, the ETDP-SETA and teacher unions. This process has served as the standard setting process for teacher education qualifications, as discussed with the CHE.

The *Minimum Requirements for Teacher Education Qualifications selected from the HEQF* is therefore published by the Minister of Higher Education and Training in terms of Section 8 (2) (c) of the National Qualifications Framework Act 67 of 2008 (as amended).

3. Lessons Learned from the HEQC Review of Teacher Education

The recent comprehensive and detailed HEQC review of teacher education programmes, particularly those leading to the Bachelor of Education (BEd) degree, the Postgraduate Certificate in Education (PGCE) and the Advanced Certificate in Education (ACE), provides exceptionally valuable information on the quality and

¹ The seven educator roles are: 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.

design of programmes offered across the system and has pinpointed several issues relevant to the development of this policy document.

Listed below are some of the more important findings drawn from the HEQC review (HEQC 2009), together with corresponding remedies or interventions:

- The quality of a substantial proportion of teacher education programmes is questionable, with few meeting minimum standards in the areas of programme organisation, design, coordination and work-based learning. Therefore, the present policy document provides clearer and more specific guidelines with regard to minimum requirements for the development of learning programmes, with the additional aim of seeking to reduce the large gap, identified by the HEQC, between enrolments and throughputs in initial teacher education programmes.
- The quality of programme staff, especially in BEd programmes, was less than optimum in areas like staff development, research output and orientation of part-time staff. It may thus become necessary to consider the development of minimum requirements for qualifications in teacher education. In the meantime it is hoped that greater involvement in curriculum design on the part of teacher educators will encourage, and be promoted by, improved staff research and development activities.
- Many students, especially in PGCE programmes, are not given sufficient opportunity to engage in practice learning, and this problem is compounded by weak institutional-school relationships, poor communication, few and inadequate supervision and mentorship arrangements and sometimes no deliberate student placement policies. Therefore, this policy document provides direct and specific regulations with regard to practical and work integrated learning structures, liaison, supervision and mentoring.
- More than half of all programme designs focus so strongly on preparing students for the present curriculum that students' preparation for a career in teaching, and ability to adapt to future curriculum change, could be severely compromised. The clearer, more flexible and more reflexive programme development guidelines provided in the present policy document, along with the specification of preferred qualification paths in education, is intended to alleviate this problem.
- In many teacher education programmes, there is insufficient professional screening of applicants prior to admission. Institutions are directed to become more selective during admissions processes, but at the same time give more support once students have been admitted and are in the system.
- There is a general tendency for teacher education programmes to comply with government regulations in fragmented and mechanical ways, or else by paying mere lip-service to policy requirements. Therefore, by specifying minimum requirements, and by making allowance for institutional flexibility and discretion in the allocation of credits within learning programmes, the present

policy document encourages teacher educators to become more involved in and engaged with curriculum design and policy implementation. Developing this as a focused research area will enable teacher educators to link their dual role of knowledge production and teaching more effectively and this will result in the development of better quality programmes.

- Not all teacher education programmes seemed sufficiently aware of the extent and depth of the problems facing education in the country at large. It is expected that all teacher education programmes should take more tangible steps to urgently address what the National Policy Framework for Teacher Education and Development referred to as the critical challenges for education in South Africa today, including the legacies of apartheid, the poor content and conceptual knowledge among teachers and the acute shortage of qualified teachers, and learners' poor academic performance. In order to address these challenges, teacher education programmes must incorporate situational and contextual elements that assist teachers to develop competences to enable them to deal with diversity and transformation.

4. Research Findings related to the Implementation of the *Norms and Standards for Educators, 2000*

A number of lessons may be drawn from research into the implementation of the NSE since its appearance in 2000.

One of the most important lessons is that while legislation and education policy statements are essential, they alone are insufficient and, indeed, unless adequately supplemented by appropriate resources, personnel, systems and co-ordination, and creatively applied, they may turn out to be counter-productive.

Research has shown that education policy and classroom practice are often out of touch, with policy-inundated teachers feeling compelled to adopt a strategy of 'mimicry' – an attempt to look competent by using the discourse and forms of policy without being able to practice the substance (Mattson and Harley 2002: 284). A stark example is the reception of the new curriculum, where many teachers latched on to simplistic identifiers, such as undertaking 'group work', as a way of showing that they were implementing policy (DoE 2000b: 32; Harley and Wedekind 2004).

It follows that the specification of norms and standards, while a useful regulatory device, "carries the danger of promoting facile forms of ventriloquism, more so for the not yet competent educator. Enabling access to criteria of good practice is a pedagogical problematic" (Shalem and Slonimsky 1999: 27-8). The state can regulate, but it cannot teach; for the latter, it relies upon competent teacher educators working in quality teacher education programmes (Parker and Adler 2005).

For policy documents such as the NSE 2000 to be properly implemented, they require what has been called 'extended professionalism', where teachers work together collectively in order to achieve their objectives (Hoyle 1980; Harley et al 2000). The teacher who fully embodies all seven of the educator roles introduced by the NSE

2000 is still an ideal today; while there are some of these teachers in the system, the majority are still struggling to come to terms with their specialist roles. It thus cannot yet be assumed that all beginning teachers are capable of being, for example, curriculum developers, *and* researchers, *and* managers, *and* provide pastoral care. Recognising this reality without losing sight of the ideal, education policy documents such as these *Minimum Requirements for Teacher Education Qualifications selected from the HEQF* should concentrate on providing basic parameters which can be applied in reflexive and developmental ways, thus permitting teachers, teacher educators and institutions offering teacher education programmes to draw upon their own and each others' resources, expertise, experience, divisions of labour, organisational and professional cultures and communities of practice.

A second lesson learned is that policy images in the past have often conflicted with teachers' self-conceptions and everyday practices. Rather than producing more pronouncements, education policy needs to take account of teachers' actual roles, as well as their professional, emotional and political identities (Jansen 2002). Under apartheid, teachers were considered to be state functionaries, whereas after 1994 they were suddenly expected to become self-regulating 'facilitators'; but the problem with both these images was that each only partially reflected teachers' own perceptions and contexts or the views and contexts of institutions offering teacher education programmes.

When the NSE 2000 first introduced the seven educator roles, it was assumed that they would be interpreted holistically, with the overarching and specialist seventh role becoming the primary focus of initial teacher education programmes. It was also assumed that the notion of applied and integrated competence would lead to the development of holistic qualifications that would be designed to meet specific purposes, and that teacher education institutions, while using the lists of competences as a tool for assisting in the design of their programmes, would generate their actual curricula on the basis of research in the field of teacher education and education more broadly. However, this did not materialise. Research findings showed that institutions across the system interpreted the roles and competences differently. For example, some saw the roles as distinct generic competences and developed programmes focused on the roles, while others saw the competences as check lists and developed atomistic initial teaching programmes focused on ensuring that all the listed competences were covered. This resulted in wide variations in curricula and standards for initial teacher education programmes and a tendency towards generic knowledge at the expense of specialised knowledge. It also led to policy compliance in terms of the *form* of the submission of programmes for evaluation rather than the *substance* of the actual curricula being offered. This contributed to the development of programmes that were pedagogically weak and content poor, particularly with respect to subject content.

A critical issue for the design of purposeful qualifications was the interpretation of roles as different identities (e.g. a teacher is an assessor as distinct from a teacher is a mediator of learning, rather than a teacher in her daily work assesses and mediates learning in relation to a specific school subject of which she is a knowledgeable classroom teacher).

Minimum Requirements for Teacher Education Qualifications selected from the HEQF therefore backgrounds the roles and foregrounds the importance of the interconnections between different types of knowledge and practices and of the ability of teachers to reflexively draw on this integrated and applied knowledge so as to work flexibly and effectively in a variety of contexts. However, if the roles are interpreted as functions carried out by the collective of teachers in a specific school, they can continue to be a useful tool to assist in the design of learning programmes which lead to the development of teachers able to contribute to differing extents to the collective work of educating children in a school, at different points in their careers. The descriptions of the seven roles are thus retained as Appendix A in this policy document. Nonetheless, they should on no account be taken to represent *the* curriculum for teacher education programmes.

Minimum Requirements for Teacher Education Qualifications selected from the HEQF describes qualifications for initial teacher education and for continuing professional development in different sections, to ensure that what is required of a beginning teacher qualification is clearly understood to be distinct from what is intended for the continuing development of practicing teachers and educators.

5. Principles Underpinning the Design of Programmes Leading to Education Qualifications

Teaching is a complex activity which 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 must underpin these for them to impact effectively on learning, produces technicians who may be able to replicate performance in similar contexts, but are severely challenged when the context changes. By contrast, the approach adopted in these *Minimum Requirements for Teacher Education Qualifications selected from the HEQF* pays close attention to the various types of knowledge which underpin teachers' practice, and encapsulates all these in the notion of integrated and applied knowledge.

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

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

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

Disciplinary Learning refers to **disciplinary or subject matter knowledge**, and can be divided into two parts within a teaching curriculum: **the study of education and its foundations**, including but not limited to the philosophy, psychology, politics, economics, sociology and history of education; and the study of **specific specialised subject matter** relevant to academic disciplines underpinning teaching subjects or specialisations.

Pedagogical Learning incorporates **general pedagogical knowledge**, which includes knowledge of learners, learning, curriculum and general instructional and assessment strategies, and **specialised pedagogical content knowledge**, which includes knowing how to represent the concepts, methods and rules of a discipline in order to create appropriate learning opportunities for diverse learners, and how to evaluate their progress. Inclusive education forms an important aspect of both general pedagogical knowledge and specialised pedagogical content knowledge.

Practical Learning involves learning in-and-from 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 and so on, 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) and learning in practice (e.g. preparing, teaching and reflecting on lessons oneself). Practical learning is an important condition for the development of tacit knowledge, an essential component of learning to teach.

Fundamental Learning in the South African context refers to learning to converse competently in a **second official language**,² the ability to competently use **Information and Communications Technologies**, and the acquisition of **academic literacies** which lay the foundations 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.)

² In the case of students whose first language (or language of choice) is English or Afrikaans, this needs to be one of the nine other official languages or South African Sign Language.

Situational Learning refers to knowledge of the varied learning **situations, contexts and environments** of education (classrooms, schools, communities, districts, regions, countries and the globe) as well as 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 and in addition to learning *about* context. This includes understanding the complex and differentiated nature of South African society and learning to work in nuanced ways with the **diverse challenges** faced by children in schools and the communities that they serve, for example, HIV and AIDS, poverty and the lingering effects of apartheid, dealing with diversity, promoting inclusivity, and environmental sustainability.

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 for higher-level programmes, but disciplinary learning and pedagogical learning are foundational to all education qualifications, and practical learning is particularly important in qualifications for initial teacher education. Different mixes of knowledge and related skills lead to the development of different kinds of competences, and the kinds of competences produced will depend on specific knowledge mixes. The minimum set of competences required of a newly qualified teacher is outlined in Appendix C.

6. Selection of Qualification Types for Education

The HEQF provides a single, clear and coherent framework for all higher education qualifications. The nine higher education qualification types specified by the HEQF are located on the NQF and registered by SAQA, and 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 and provide benchmarks to guide the development of learning programmes leading to qualifications (DoE 2007b: 5-7).

Qualifications are “the formal recognition and certification of learning achievement awarded by an accredited institution” (DoE 2007b: 6). A qualification thus certifies that a planned and systematic programme of learning has been followed and successfully completed, through formal or informal learning and work experiences. The volume of learning required for a particular qualification is measured in notional study hours specified in terms of a total minimum number of credits; it is important to note that some programmes (such as the Bachelor of Education and some Advanced Diplomas in Education) may require credit loads above the minimum (DoE 2007b: 9).

The following qualification types are selected for different purposes in education:

Professional Qualifications for Teachers:

1. Qualifications in Initial Teaching:

Bachelor of Education degree (NQF Level 7)
Advanced Diploma in Teaching (NQF Level 7)

2. Qualifications for Continuing Professional Development of Teachers:

Advanced Certificate in Teaching (NQF Level 6)
Advanced Diploma in Education (NQF Level 7)
Postgraduate Diploma in Education (NQF Level 8)
Bachelor of Education Honours degree (NQF Level 8)
Master of Education degree (NQF Level 9)
Doctor of Education degree (NQF Level 10)

Professional qualifications for Grade R Practitioners:

1. Initial qualifications in Grade R Practices

Diploma in Grade R Practices (NQF Level 6)

These are shown in the table below. It should be noted that there is no automatic advancement through the table. Progression to higher levels implies that cognate learning is in place to enable successful engagement with the learning programme. Credit Accumulation and Transfer (CAT), as described in the HEQF, may be applied, and access through assessed prior learning is also possible.

Table 1: Education Qualifications

NQF Level	Education Qualifications		
	Degrees	Diplomas	Certificates
10	Doctor of Education degree		
9	Master of Education degree		
8	Bachelor of Education Honours degree	Postgraduate Diploma in Education	
7	Bachelor of Education degree	Advanced Diploma in Teaching Advanced Diploma in Education	
6		Diploma in Grade R Practices	Advanced Certificate in Teaching Advanced Certificate in Grade R Practices
5			Higher Certificate in Grade R Practices

7. Minimum and Maximum Credit Values for Learning Programmes leading to Qualifications

Minimum and maximum credit values are defined at a broad level for each qualification type in the HEQF. These are the boundaries within which all learning programmes have to be designed.

Minimum and maximum credit values for learning programmes leading to a selected qualification in education are defined in this policy document on the basis of a knowledge mix that suits the purpose of the specific programme. The following tool has been designed on the basis of the discussion in Section 5 to present possible knowledge mixes in terms of minimum and maximum credits, which will set standards for learning programmes leading to purposeful qualifications across the system.

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						

In order to define credits allocated at different levels, a second tool has been developed. This is provided in Appendix B, and takes the form of a table of level descriptor statements. The statements are derived directly from the HEQF and arranged in tabular form to assist in making choices about the appropriate level of different contents leading to the various types of learning and knowing.

8. Preferred Qualification Paths in Education

All teachers will begin their careers as specialists in one or other phase and/or subject, and will usually work in a classroom in a school.

At any future point thereafter, some teachers may wish to deepen or extend their competence in their chosen *teaching and learning* specialisation, or else develop a 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, a school office as a coordinator of school-based support, or a specialised teaching centre, or as a subject advisor supporting teachers in their district.

Other teachers may prefer to head off in a completely different *teaching and learning* direction, by developing a brand-new specialisation in a phase or subject, and are likely to continue to work in classrooms.

Finally, a few 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 specific posts 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 data or systems manager.

These different directions within education require specialised and progressive qualification paths. Preferred qualification paths in education are described in the table below. Note that these are examples and do not cover all possibilities.

Table 2: Teaching and Learning Qualification Pathways

Career focus	Qualification path			
	Initial Qualification	Second qualification	Third qualification	Fourth qualification
Teaching and Learning	(Minimum requirement for Classroom Teacher)	PG Dip (Ed) <i>[specialising further in a subject, phase or practice contained in the initial qualification]</i> OR	MEd (Professionally focused)	PhD
	BEd OR BA, BSc, BCom, BSocSci, etc. plus Adv Dip in Teaching	Adv Dip (Ed) <i>[developing a new role to support teaching and learning e.g. Inclusive Education; Deaf Education]</i> OR Adv Cert (Teaching) <i>[developing a new subject, phase teaching specialisation; e.g. Adv Cert Mathematical Literacy Teaching]</i>	OR PG Dip (Ed) <i>[specialising further in a subject, phase, professional practice or role to support teaching and learning]</i>	OR MEd (Professionally focused)

Table 3: Management and Leadership Qualification Pathways

Career focus	Initial Qualification	Second qualification	Third qualification	Fourth qualification
Management and Leadership <i>(Assumes BEd, or other Bachelors degree plus Adv Dip in Teaching, or equivalent)</i>	(Minimum requirement for Deputy Principal and Principal) Adv Dip (School Leadership and Education Management)	PG Dip (School Leadership and Education Management or Education System Management)	MEd	PhD

Table 4: Education Planning, Research or Policy Development Qualification Pathways

Career focus	Initial Qualification	Second qualification	Third qualification	Fourth qualification
Education Planning, Research and/or Policy Development <i>(Assumes BEd, or other Bachelors degree plus Adv Dip in Teaching, or equivalent)</i>	BEd(Hons)	MEd	PhD	Post-doctoral studies

The specific qualifications in these tables are merely stated as examples. In the following sections specific guidelines for developing programmes leading to purposeful qualifications are provided.

9. Qualifications and Programmes for Initial Teacher Education

9.1. *The Nature of Initial Teacher Education Qualifications*

The primary purpose of all Initial Teacher Education (ITE) qualifications is to certify that the holder has specialised as a **beginning teacher in a specific phase and/or subject**. This specialisation can take one or more of a variety of forms, all of which are associated with competence in subject matter knowledge. Specialisation can be linked to a *phase* (for example, the Foundation Phase or the Intermediate Phase), a *subject* (for example, Mathematics or English), or a combination thereof.

ITE learning programmes must take particular account of the need for students to undertake *practical learning* as described in Section 5. Practical learning must be appropriately structured and fully integrated into overall learning programmes, and include structured supervision, mentoring and assessment. Time spent in the actual workplace is very important and should provide an authentic context within which student teachers experience and demonstrate the integration of the competences

developed in the entire learning programme. It is also important for students to have concrete experiences of the varied and contrasting contexts of schooling in South Africa.

Practical and work integrated learning should preferably be undertaken in short periods. 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 and suitable school placement (DoE 2007a: 14). Additional specific requirements regarding practical requirements are provided in the descriptions of the initial teaching qualifications that follow.

It is expected that all new teachers should be proficient in the use of at least *one* official language as medium for teaching and learning, and partly proficient (i.e., sufficient for purposes of ordinary conversation) in at least *one* other official language (including South African Sign Language) *other than* English or Afrikaans. All new initial teacher education qualifications must be endorsed to indicate the holder's level of competence in specific languages, using appropriate labels, for example: LOLT (English) and communicative competence (IsiZulu).

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

On the basis of the qualification types and levels specified by the HEQF, and given these minimum competences, together with the integrated nature of initial teacher training, the broad curriculum needs of initial teacher education programmes and the extensive practical and work integrated learning requirements, initial teacher qualifications such as the Bachelor of Education degree and the Advanced Diploma in Teaching are most appropriately located at Level 7 on the National Qualifications Framework (see the level descriptors in Appendix B).

While these qualifications do provide some basis for the development of research capacity leading towards higher academic qualifications, they focus less on in-depth research into a particular discipline or sub-discipline and much more on the well-rounded application of theory to professional practice so as to provide the specialisation needed to enter the specific labour market niche of education. In addition, the BEd requires sufficient time to cover all types of learning described in Section 5 and in particular demands meaningful time and credit allocations for practical learning opportunities. Thus the BEd is designed to include 480 credits usually over 4 years of full time study, pegged at Level 7 on the NQF. The Advanced Diploma in Teaching is a NQF Level 7 qualification, usually studied over one year of full time study and follows a general degree that includes the study of subjects that provide sufficient disciplinary learning to support the teaching specialisation.

9.2. *Qualification Pathways for Initial Teaching*

The following pathways are selected for initial teaching and lead to qualified teacher status:

- A Bachelor of Education degree
- An undergraduate Bachelors degree capped by a professionally-focused Advanced Diploma in Teaching
- A NQF Level 6, 360-credit technical Diploma capped by a professionally-focused Advanced Diploma in Teaching

The unique features of the learning programmes for each qualification pathway are described in more detail below.

9.3. *The Bachelor of Education Degree Pathway*

- The Bachelor of Education degree is an integrated academic and professional qualification located at NQF Level 7 comprising 480 credits and normally studied over four years of full time study.
- The BEd provides the opportunity for study in a wide variety of subjects.
- The BEd will also offer opportunities for students to specialise in a particular phase or combination of phases. The following stand-alone or combination phase specialisations are permitted:
 - BEd in Foundation Phase Teaching.
 - BEd in Intermediate Phase Teaching.
 - BEd in Senior Phase Teaching.
 - BEd in Senior Phase and FET Teaching.
 - BEd in FET Teaching.

Note that Foundation Phase Teaching, Intermediate Phase Teaching, etc., are the first qualifiers for Bachelor of Education degrees.

- BEd degrees provide opportunities for students to specialise in teaching either the Foundation Phase or subject selections from four broad subject domains (or 'fields of learning') specific to the Intermediate, Senior or FET Phases, as delineated in the Table 5 below. A range of learning support specialisations are also possible for FET and Senior Phase teachers:
- Bachelor degrees that accredit purposeful learning programmes in education are named using the designator (Education) followed by the first qualifier. The subject specialisation will not be used as a qualifier; however, all institutions offering such qualifications will be required to print the teaching specialisations on the certificate when awarded. For example:

- Bachelor of Education in Foundation Phase Teaching [BEd (Foundation Phase Teaching)];
- Bachelor of Education in FET Teaching [BEd (FET Teaching)].

In all cases the degree certificate awarded must be endorsed with the language proficiency, for example:

LOLT: English; Communicative competence: IsiZulu.

All Intermediate Phase, Senior Phase FET Phase degree certificates must be endorsed with the subject(s) that the graduate is qualified to teach, for example:

FET Mathematics;
FET Physical Science;
Senior Phase Natural Science;
Intermediate Phase Social Science.

Table 5: Initial Teaching Specialisations

Phase	Subject domains				Learning support specialisations
	Humanities	Science & Technology	Languages	Commerce	
Foundation Phase (Grades R-3)	Integrated focus on Literacy, Numeracy and Life Skills.				
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.	
FET Phase (Grades 10-12)	Dance Studies; Dramatic Arts; History; Life Orientation; Music; Religion Studies; Visual Arts.	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.	Languages.	Accounting; Business Studies; Consumer Studies; Economics; Hospitality Studies; Tourism.	School Librarianship; Guidance and Counselling and Specialised Learning Support Physical Education; ICT Support.

Note: The subjects highlighted in bold above are insufficiently catered for at present in existing Bachelor's degrees.

- In the Foundation Phase, Grade R teachers are expected to be able to prepare learners for formal schooling and Grades 1-3, teachers are expected to teach **all three** subjects (Literacy, Numeracy and Life skills) in an integrated fashion, drawing from a broad range of general knowledge that will support and enable them to implement the national school curriculum. Foundation Phase teachers need extensive and specialised knowledge of early childhood learning to teach reading, writing and numeracy, and to develop key initial concepts and skills which lay the foundations for learning in later phases. They must also be skilled in the early identification of barriers to learning and knowledgeable and skilled in addressing these and in curriculum differentiation for multiple learning levels within a grade. All Foundation Phase teachers must specialise in First Language teaching in one of the official languages together with First Additional English Language teaching. The 480 credits available in the Level 7 BEd degree would not accommodate dual phase specialisation at this level. For these reasons the Foundation Phase specialisation is a stand-alone specialisation.
- All foundation phase teachers must be competent to work with Grade R learners. Grade R prepares young children (4-5 years of age) for formal schooling. The focus of this grade is on learning through play, developing physical co-ordination, and developing spoken language competence and fundamental ideas that will form a basis for the later development of number sense and literacy.
- For an Intermediate Phase specialisation, a knowledge mix to support teaching of **at least four** subjects selected from across the three domains shown in Table 5 above, is required. All Intermediate Phase teachers must specialise to teach languages (comprising of First Language teaching in one of the official languages, and First Additional English Language teaching) together with at least two other subjects chosen from Intermediate Phase Mathematics, Science and Technology, Life Skills and Social Science. The disciplinary basis for teaching an Intermediate Phase subject must include studies of the underpinning disciplines to *at least* first year university level. All Intermediate Phase teachers must be skilled in identifying and addressing barriers to learning within their specialisation(s) and in curriculum differentiation for multiple learning levels within a grade. Intermediate Phase teaching requires extensive knowledge to enable teaching across multiple subjects and thus the 480 C in the degree cannot easily accommodate a dual phase qualification. However it is acknowledged that the intermediate phase and first year of senior phase are often taught at primary school level, and therefore it is expected that all intermediate phase teachers are competent to teach across Grades 4 to 7.
- For a Senior Phase specialisation, a knowledge mix to support teaching of **at least two** Senior Phase subjects, as shown in Table 5, is required. The disciplinary basis for teaching a Senior Phase subject must include studies of the underpinning disciplines to *at least* first year university level. In complex Senior Phase subjects, for example Natural Science, this will involve the study of a range of disciplines. All Senior Phase teachers must be skilled in identifying and addressing barriers to learning within their specialisation(s) and in curriculum differentiation for multiple learning levels within a grade.

- For a FET phase specialisation, a knowledge mix to support teaching of **at least one** FET subject, as shown in Table 5, is required. The disciplinary basis for teaching a FET subject must include studies of the underpinning disciplines to *at least* second year university level. All FET teachers must be skilled in identifying and addressing barriers to learning within their specialisation(s) and in curriculum differentiation for multiple learning levels within a grade.
- In addition, where the subject combinations taken allow for sufficient credit space in the curriculum, a Senior Phase and/or a FET phase specialisation may include a learning support specialisation.
- A combined FET and Senior Phase programme is appropriate for teaching in secondary schools. In the case of this phase combination the knowledge mix must support teaching at least two subjects to Grade 9 level and one subject to Grade 12 level.
- The integrated nature of the BEd degree and its more usual offering as a closed curriculum located entirely in an education faculty privileges knowledge breadth over knowledge depth. This qualification pathway is the preferred route for the preparation of Foundation Phase and Intermediate Phase teachers, though it may also be used for the development of teachers at other levels of the schooling system provided the programme is appropriately designed to meet the depth and breadth of content knowledge requirements for teachers at these different levels.

9.4. The Bachelors Degree and Professionally-focused Advanced Diploma Pathway

- The completion of a 3-year, 360 credit academic undergraduate Bachelors degree, or a 4-year, 480 credit professional undergraduate Bachelors degree, which includes the study of subjects at the appropriate level to lead on to specialisation in the teaching of specific school subjects (see Table 5 in Section 9.3 of this document), followed by a professionally-focused Advanced Diploma in Teaching, will also lead to qualified teacher status.
- This route will offer opportunities for students to specialise in a particular phase or combination of phases. The following stand-alone or combination phase specialisations are permitted:
 - Adv Dip in Foundation Phase Teaching.
 - Adv Dip in Intermediate Phase Teaching.
 - Adv Dip in Senior Phase Teaching.
 - Adv Dip in Senior Phase and FET Teaching.
 - Adv Dip in FET Teaching.
- Note that diplomas do not have designators. In order to make a distinction between Advanced Diplomas in initial teaching from those used in continuing professional development, the qualifier 'Education' is not used for initial teaching

qualifications. Foundation Phase Teaching, Intermediate Phase Teaching, etc., are the only qualifiers used for Advanced Diplomas for initial teaching, for example:

- ⇒ Advanced Diploma in Senior Phase Teaching [Adv Dip (SP Teaching)];
 - ⇒ Advanced Diploma in Senior Phase and FET Teaching [Adv Dip (SP & FET Teaching)].
- In all cases the Advanced Diploma certificate awarded must be endorsed with the language proficiency, for example, LOLT: IsiXhosa; Communicative competence: IsiZulu, and, where applicable, with the subjects that the graduate is qualified to teach, for example, FET History, SP Technology, or IP Life Skills.
 - This qualification route is designed to develop subject knowledge depth rather than breadth, and consequently is more suitable for the development of teachers at the Senior and FET levels of the schooling system. It is a less-favourable route for the preparation of Foundation Phase and Intermediate Phase teachers who would benefit more from an integrated curriculum which privileges knowledge breadth over knowledge depth.
 - In the case of Foundation Phase or Intermediate Phase specialisations it will only be possible to offer a single phase specialisation Advanced Diploma, as there are insufficient credits to allow for dual phase specialisation. The only dual phase Advanced Diploma will be for Senior Phase and FET Teaching.

9.5. The Diploma and Professionally-focused Advanced Diploma Pathway

- There are certain subjects required in the FET phase of schooling which, at present, are not sufficiently catered for in existing Bachelors degrees. These subjects are highlighted in bold in Table 5 in Section 9.3 of this document. Specifically in the FET phase, they include: Agricultural Technology, Civil Technology, Consumer Studies, Dance Studies, Design, Dramatic Arts, Electrical Technology, Engineering Graphics and Design, Hospitality Studies, Information Technology, Mechanical Technology, Music, Tourism and Visual Arts.
- In the South African context, these subjects are studied by large numbers of students in general diplomas at universities of technology and comprehensive universities. These students can serve as a source of teachers for these subjects provided a qualification route is available to them.
- A diploma qualification route is permitted as an alternative qualification route specifically for FET Teaching in these subjects. It is not permitted for other specialisations.
- In order to reach qualified teacher status, students who complete a 360 credit, NQF Level 6 Diploma which includes majors in one or more of these subjects,

must thereafter complete a 120 credit, Level 7 Advanced Diploma in Teaching in specialisations cognate with the major(s) completed at diploma level.

- It is possible for the subject combinations in the initial diploma to support teaching in FET subjects and associated SP subjects. The Advanced Diploma in FET Teaching or the Advanced Diploma in Senior Phase and FET teaching is permitted.

10. Qualification Descriptors for Initial Teaching

In this section the minimum and maximum credit values for learning programmes leading to initial teaching qualifications are described together with the specific purpose of the programme. These descriptions will be used by accredited institutions to design their learning programmes and will ensure a minimum level of standardisation across the system. The tool described in Section 7 is used to set these minimum standards with respect to the required knowledge mix. It is noted that the descriptions are taken from the HEQF and adapted for education qualifications.

10.1. Bachelor of Education Degree

Type Specification:

NQF Exit Level: 7.

Minimum total credits: 480.³

Maximum total credits at Level 5: 96.

Minimum total credits at Level 6: 212.

Minimum total credits at Level 7: 128.

Maximum total credits at Level 8: 48.

The knowledge mix for these credits is shown in the table below:

BEd (480 C)		Integrated and applied knowledge				
Level	Credits	Disciplinary Learning	Pedagogical Learning	Practical Learning	Fundamental Learning	Situational Learning
5	24 (72)	24			(72)	
6	224	128	36	48		12
7	136	40	48	48		
8	(48)					
Flexible Credits		24				

Note: All figures refer to minimum credit requirements, except figures in parentheses which are the maximum credits allowed.

³ A 480-credit NQF Level 7 Bachelor of Education degree is the entry level qualification in education. The 480 credits specified are an indication of the substantial time required to achieve the specialised learning involved. This design meets all the minima and maxima of the Bachelors Degree described in the HEQF.

Designator: Education

Qualifiers: Maximum one

Approved Qualifiers:

Foundation Phase Teaching; Intermediate Phase Teaching; Senior Phase Teaching;
Senior Phase and FET Teaching; FET Teaching

Example: Bachelor of Education in FET Teaching

Endorsements on degree certificates:

Language(s) of Teaching and Learning (LoLT)

Language(s) of communicative competence

Subject Specialisations (where applicable)

Example 1:

Degree: Bachelor of Education in Foundation Phase Teaching

Endorsements on degree certificate:

LoLT: isiZulu; English

Communicative competence: Afrikaans

Example 2:

Degree: Bachelor of Education in Senior Phase and FET Teaching

Endorsement on degree certificate:

LoLT: English

Communicative Competence: siSwati

Senior Phase Technology

Senior Phase Mathematics

FET Mathematics

Mathematical Literacy

Abbreviations

BEd (FP Teaching)

BEd (SP & FET Teaching)

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. The learning programme must lead to the development of at least all beginner teacher competences described in Appendix C.

The degree is intended to develop qualifying learners who can demonstrate focused knowledge and skills as classroom teachers for particular phase(s) and/or subject(s).

The degree requires a specific depth and specialisation of knowledge, together with practical skills and workplace experience to enable successful students to enter into teaching and to 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 requires intellectual independence and the development of some level of research competence in the field of Education and Teaching and Learning to provide a basis for postgraduate study in the field or a sub-field of education and further professional development as a teacher.

Minimum admission requirements

The minimum entry requirement is a National Senior Certificate (with endorsement for entry into Bachelor Studies) 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.

Accredited institutions may design cognate foundation programmes, related to the specific degree programme intended to be taken thereafter, so as to provide alternative entry routes for aspiring student teachers who hold a National Senior Certificate without the required endorsement.

Teachers who are in possession of a recognised certificate or diploma in education may also present their qualifications for entry into a Bachelor of Education degree with a possibility of transfer of credits, or assessment of prior learning, for cognate previous study.

Knowledge mix

Within Disciplinary Learning, *at least* 72C spread over level 6 and 7 should be allocated to the study of education and its foundations, and *at least* 120C must be devoted to the development of specialised subject matter knowledge. For FET and Senior Phase teaching this must be in the disciplines that underpin the school subject to be taught.

Within Pedagogical Learning, *at least* 24 C should be allocated to General Pedagogic Knowledge with the bulk being allocated to Pedagogic Content Knowledge for the specific subject specialisation(s).

For Practical Learning purposes, *at least* 60 C must be allocated to school-based work integrated learning including supervised and assessed teaching practice. The remainder (36 C) could be used for other kinds of practical and work integrated learning activities, including simulations and the study of practice. Students should spend a minimum of 16 weeks and a maximum of 24 weeks on supervised school based practice over the four years of the degree. In any given year, a maximum of 10 weeks should be spent in schools and at least three of these should be consecutive.

With regard to Fundamental Learning, the 72 C listed are the maximum permissible allocation. These credits should be allocated in an individual learning programme as required in response to the needs of individual teacher learners. For example, if a student entering the programme is already ICT proficient, they may not require any ICT credits and these could then be allocated to another area of the curriculum, such as learning in their subject to a higher level. The 72 C are thus flexible in the sense that they can be utilised to deal with individual differences within the student teacher population and could be allocated at any level.

The 24 C described as ‘Flexible Credits’ must be allocated where needed according to the purpose of the programme, at the provider’s discretion. The flexibility created by these 24 credits, plus any unused Fundamental Learning credits, allows for the possibility of some advanced study at NQF Level 8; however, no more than 48 C may be taken at Level 8. It also allows for sufficient credits to be allocated to complex specialisations (for example, Natural Science Teaching in the Senior Phase, requires foundational disciplinary learning in Physical Geography, Life Sciences, Chemistry and Physics).

Progression

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

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

10.2. Advanced Diploma in Teaching

(As a professionally-focused qualification for initial teacher education)

Type Specification:

NQF Exit Level: 7.

Minimum total credits: 120.

Minimum credits at Level 7: 120.

The knowledge mix for these credits is shown in the table below:

Adv Dip (120 C)		Integrated and applied knowledge				
Level	Credits	Disciplinary Learning	Pedagogical Learning	Practical Learning	Fundamental Learning	Situational Learning
7	120	24	48	36		12

Note 1: All figures refer to minimum credit requirements.

Note 2: No credits are available to be flexibly allocated at the provider’s discretion.

Designator: none

Qualifiers: Maximum one

Approved Qualifiers:

Foundation Phase Teaching; Intermediate Phase Teaching; Senior Phase Teaching; Senior Phase and FET Teaching; FET Teaching

Endorsements on Advanced Diploma certificates:

Language(s) of Teaching and Learning (LoLT)

Language(s) of communicative competence

Subject Specialisations (where applicable)

Example 1:

Advanced Diploma in FET Teaching

Endorsements on degree certificate:

LoLT: English

Communicative competence: isiZulu; Afrikaans

Physical Science

Mathematics

Example 2:

Advanced Diploma in Senior Phase and FET Teaching

Endorsement on degree certificate:

LoLT: Afrikaans; English

Communicative Competence: siSwati

Senior Phase Social Science

Senior Phase Life Orientation

FET History Teaching

Abbreviations

Adv Dip (FET Teaching)

Adv Dip (SP & FET Teaching)

Purpose

The qualification provides an alternative route to the teaching and learning career focus for graduates or diplomates who are not professionally qualified as teachers. It accredits teaching qualification that ‘caps’ an undergraduate degree or a diploma. It offers entry-level initial professional preparation for graduates and diplomates 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 enter into teaching and apply their learning as beginner teachers in schools in varying contexts.

Minimum admission requirements

The minimum admission requirement is an appropriate Bachelors Degree or Diploma as described in sections 9.4 and 9.5 respectively. Graduates entering into the programme with a view of obtaining an initial professional qualification should have included in their degree or diploma qualifications appropriate fields of learning that will allow specialisation in the required number of subjects as specified for each school phase. Specialisation for teaching senior phase subjects requires that the underpinning discipline(s) for the particular field of learning has been taken at first year university level at least; in addition, specialisation in an FET subject requires that the underpinning discipline(s) of the associated field of study have been taken at second year university level at least.

For more details, refer to the section below entitled *Admission of Students to the Professionally-focused Advanced Diploma in Teaching*. Also refer back to Table 5 and the discussion in sections 9.4 and 9.5.

Knowledge mix

In terms of Disciplinary Learning, *at least 24 C* should be allocated to the study of education and its foundations. Furthermore, if a student does not already have appropriate subject matter in their prior degree or diploma, they must be required to take and complete additional subject oriented modules (they may do this concurrently to a maximum of 24 C) *before* the qualification can be awarded.

For Practical Learning purposes, *at least two-thirds* of the credits (24 C) should be allocated to school-based work integrated learning including supervised and assessed teaching practice. The remainder (12 C) could be used for other kinds of practical learning activities, including simulations and the study of practice. Students should spend a minimum of 6 weeks and a maximum of 8 weeks on supervised school based practice over the one year of the Advanced Diploma in Teaching. At least three of these weeks should be consecutive.

With regard to Fundamental Learning, students' competence in a second language and in ICT should be assessed at the outset and, if necessary, additional modules should be taken to reach required levels of competence.

Progression

A completed Advanced Diploma in Teaching may be presented for entry into a cognate Postgraduate Diploma in Education.

Bachelors degree graduates who have completed an Advanced Diploma in Teaching as an initial professional teaching qualification may also proceed to a Bachelor of Education Honours degree.

Holders of Advanced Diplomas in Teaching who do not have a first Bachelors degree may be required to undertake additional modules as and if necessary to meet HEQF requirements, in order to obtain admission to a Bachelor of Education Honours degree. This applies specifically to candidates who, after completing a general Diploma in a subject (highlighted in bold in Table 5 in Section 9.3 of this document), qualified as a teacher by completing an Advanced Diploma in Teaching.

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

Admission of Students to the Professionally-focused Advanced Diploma in Teaching

The minimum qualification requirement for admission to the professionally-focused Advanced Diploma in Teaching is an approved degree or diploma (for selected FET subject specialisations highlighted in bold in Table 5 in Section 9.3), which in turn is dependent upon the kind of teacher the qualification is being used to produce. The *Criteria for the evaluation and recognition of qualifications for employment in education* that will be updated in line with the ***Minimum Requirements for Teacher Education Qualifications selected from the HEQF*** will provide full guidelines on the

structure of qualifications that will be recognised as a basis for teaching. Basic guidelines are provided below:

- Adv Dip (FP 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 lay foundations for learning in later grades.
- Adv Dip (IP Teaching): At least 1st year university studies in appropriate fields of study which allow the prospective teacher to specialise in at least four IP subjects namely: First Language teaching (one of the official languages), English First Additional Language teaching, and two of: Life Skills, Social Science, Mathematics or Science and Technology.
- Adv Dip (SP Teaching): At least full 1st year university studies and some 2nd year studies in appropriate disciplines which allow the prospective teacher to specialise in at least two SP subjects.
- Adv Dip (FET Teaching): At least full second year studies in appropriate disciplines which will allow the prospective teacher to specialise in at least one FET subject. In the case of mathematical literacy, first year studies in a mathematical field (e.g. applied mathematics, statistics, mathematical modelling, etc.) will be acceptable.

When the learning programme is intended to produce teachers who can teach across a combination of phases, the minimum qualification requirement pertaining to the higher phase must be adhered to.

It is not possible to provide a complete list of all possible fields of under-graduate degree study that are appropriate to teach a particular subject at school. In many instances it is required to consider the degree in its entirety to decide on its appropriateness for employment in education. Universities should 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. A thorough in-depth analysis of the National Curriculum Statements is required to make sound judgments on this.

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

- *Holders of multidisciplinary degrees without a main focus in a single field* related to teaching (with the exception of Life Orientation) could be allowed into an Advanced Diploma in Teaching that specialises in the Foundation, Intermediate or Senior Phase, provided that the disciplines within the degree underpin the subjects to be taught and are taken to at least first year university level. Such students should not be permitted to take up teaching specialisations for the FET phase.
- *Specialising in Life Orientation teaching for the FET 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 Science, Labour Studies and Industrial Studies. It is recommended that the prospective

student should take a combination of at least two of these fields in their undergraduate degree, for example Human Movement Science and Psychology. Psychology must be one of the fields. At least one of these fields should be taken to at least second year level.

- *Applied Mathematics as basis for taking a specialisation in FET Mathematics teaching:*

Some universities offer numerical analysis, statistics, dynamics and mechanics as part of the Applied Mathematic syllabus. This is not perfectly suitable as a basis for teaching Mathematics, but 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 at least to second year level and the other at least to first year level. For example, Physics 2 and Chemistry 1 would be an acceptable combination.

A combination of any two of: Biological Sciences, Biochemistry, Microbiology, Physiology, Biology and Zoology, one at least to second year university degree level, is required to specialise in Life Sciences teaching (provided a first year module in Biology or Botany or Zoology is also included).

- *To specialise in English teaching:*

The degree should include English Language and Literature at second year level at least.

The following are also acceptable, provided English 1 is included in the degree: Applied English Language Studies, African Literature, Linguistics, Literary Theory, and Communication and Media Studies.

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

Social Sciences comprises a study of Human Geography and History, or a combination thereof, taken at first year degree level 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 to find graduates who have covered all of these in one and the same undergraduate programme. A combination of at least two of these at first year level is regarded as sufficient. It may be necessary to allow concurrent registration in these instances, where appropriate, to permit graduates to complete relevant modules missing from their undergraduate degree.

11. Qualifications and Programmes for Continuing Professional Development

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 thus provide teachers with opportunities to strengthen or supplement existing, 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, pupils and parents, not only at the classroom and school levels but also in the community and wider context.

CPD qualification programmes should, in general, include aspects of professional and practical learning including WIL at the appropriate level.

This section sets out the qualification paths along which educators may advance in their careers after they have completed their initial teacher qualifications.

While the term ‘continuing professional development’ encompasses all development activities, programmes and modules engaged in by in-service teachers and other educators for professional growth, the focus in the *Minimum Requirements for Teacher Education Qualifications selected from the HEQF* is on formal qualifications in education.

The following CPD qualification types are available in education:

- Advanced Certificate in Teaching
- Advanced Diploma in Education
- Postgraduate Diploma in Education
- Bachelor of Education Honours
- Master of Education
- Doctor of Education

The purposes for which educators would want to obtain further qualifications as part of CPD are:

- To develop a new teaching specialisation in a subject or phase.
- To develop a new role or practice to support teaching and learning in a school (e.g. Inclusive Education; library science and media management; deaf education; teaching the multiply disabled).
- To further strengthen an existing specialisation in a subject, phase or professional practice. This would generally be through a Post Graduate Diploma in Education
- To develop education management and leadership capacity.
- To develop education planning, research and/or policy development capacity.

Table 6: Qualifications for different CPD purposes

Purpose	First Qualification
To develop a new specialisation in a subject or phase.	Adv Cert (Teaching) [120 C]
To develop a new role or professional practice to support teaching and learning in a school (e.g. Inclusive Education; School Library and Media Management).	Adv Dip (Ed) [120 C]
To further strengthen an existing Level 7 specialisation in a subject, phase or professional practice.	PG Dip (Ed) [120 C]
To develop education management and leadership capacity.	Adv Dip (School Leadership and Education Management) [120 C]
To develop education planning, research and/or policy development capacity.	BEd(Hons) [120 C]

12. Qualification Descriptors for Continuing Professional Development

In this section the minimum and maximum credit values for learning programmes leading to CPD qualifications are described together with the specific purpose of the programme. These descriptions will be used by accredited institutions to design their learning programmes and will ensure a minimum level of standardisation across the system. The tool described in Section 7 is used to set these minimum standards with respect to the required knowledge mix.

12.1. Advanced Certificate in Teaching

(As a continuing professional development qualification to enable the development of a new teaching specialisation in a phase or subject not studied in the initial teaching qualification.)

Type specifications:

NQF Exit Level: 6

Minimum total credits: 120

Minimum credits at Level 6: 120

The knowledge mix for these credits is shown in the table below:

Adv Cert (120 C)		Integrated and applied knowledge				
Level	Credits	Disciplinary Learning	Pedagogical Learning	Practical Learning	Fundamental Learning	Situational Learning
5						
6	120	48	36	24	n/a	12

Note: all credit values represent minimum credits except for those in brackets which represent maximum credits.

Designator: Not required

Qualifiers: one

The qualifier will be determined by the new teaching specialisation; it is likely that these will be provided for limited areas where there is a need, such as Mathematical Literacy Teaching in the FET or Life Orientation Teaching in the Senior and/or FET Phase.

These must be teaching specialisations. The Advanced Certificate is *not* available for new roles in education; for example, it cannot be used for Education Management or School Librarianship.

Acceptable qualifiers are described in the Classification of Education Subject Matter (CESM) catalogue.

Example: Advanced Certificate in Mathematical Literacy Teaching.
 Advanced Certificate in Life Orientation Teaching

Abbreviations

Adv Cert (Mathematical Literacy Teaching)

Adv Cert (Life Orientation Teaching)

Purpose

In general, an Advanced Certificate is primarily vocationally orientated. The knowledge emphasizes general principles and application or technology transfer. The qualification provides teacher education students with a sound knowledge base in a particular field or discipline and the ability to apply their knowledge and skills to particular professional contexts in education, while equipping them to undertake more specialized and intensive learning. Programmes leading to this qualification tend to have a strong vocational or professional focus and holders of this qualification should be prepared to enter a specific new niche in their teaching career. Advanced Certificate programmes typically include a simulated work experience or work integrated learning component.

An Advanced Certificate in Education is an appropriate qualification for the retraining of teachers in a new teaching subject.

Minimum admission requirements

The minimum entry requirement in terms of the HEQF is a Higher Certificate in Education in the appropriate sub-field.

In the case of this policy it is selected as a qualification for the retraining of teachers in a new specialisation not in their prior qualification. Thus a recognised professional teaching qualification is required as an entry into this qualification programme.

Teachers may present a professional Bachelor of Education degree or an Advanced Diploma in Education (or old Post Graduate Certificate in Education (PGCE) or Higher Diploma Post Graduate) for admission into the Advanced Certificate in

Teaching. Teachers in possession of a three-year Diploma in Education, a Teachers' Diploma or a completed National Professional Diploma in Education (Level 5) may also be admitted to the Advanced Certificate in Teaching.

Knowledge Mix

The knowledge mix for an Advanced Certificate in Teaching must focus on the teaching specialisation. Disciplinary learning credits should all focus on the discipline underpinning the teaching specialisation (subject matter knowledge). Pedagogical and practical learning credits should also be focused on the development of the teaching specialisation. It is expected that general pedagogical learning would have been sufficiently developed in the first professional qualification. No fundamental learning credits are specified as these would be at level 5. However it is expected that all teachers entering the Advanced Certificate would be ICT proficient. Teachers who enter into the programme without ICT competence should be required to take an additional 12 C at level 5 to develop this competence.

Progression

Teachers entering the Advanced Certificate with a prior degree, a Post Graduate certificate in Education or a Post Graduate Higher Diploma in education could progress to a cognate Advanced Diploma in the area of specialisation.

There is no direct progression route into an Advanced Diploma in Education from the Advanced Certificate in Teaching for candidates who do not already have a prior degree, a Post Graduate certificate in Education or a Post Graduate Higher Diploma in education.

Teachers entering with a three-year Diploma in Education, a Teachers' Diploma or a completed National Professional Diploma in Education (Level 5) could, on completion gain access to a cognate Bachelor of Education Degree. Accumulated credits may also be presented for admission into the cognate Bachelor of Education Degree programmes.

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

12.2. Advanced Diploma in Education

(As a continuing professional development qualification to further strengthen and enhance an existing specialisation in a subject, phase or practice, or to develop a new role or practice to support teaching and learning in a school or in education more broadly)

Type Specification:

NQF Exit Level: 7.

Minimum total credits: 120.

Minimum credits at Level 7: 120.

The knowledge mix for these credits is shown in the table below:

Adv Dip (120)		Integrated and applied knowledge				
Level	Credits	Disciplinary Learning	Pedagogical Learning	Practical Learning	Fundamental Learning	Situational Learning
7	120				n/a	
All 120 C may be flexibly allocated according to the purpose of the qualification						

Designator: none

Qualifiers

Maximum two

First qualifier: Education

Second qualifier: There will be a wide variety of second qualifiers which will indicate the area of specialisation. Acceptable qualifiers are indicated in the CESM catalogue.

Examples:

Advanced Diploma in Education in Inclusive Education Practices

Advanced Diploma in Education in School Leadership and Management

Advanced Diploma in Education in Curriculum Leadership

Advanced Diploma in Special Education for the Visually Impaired

Abbreviations

Adv Dip (Ed) (Inclusive Education)

Adv Dip (Ed) (School Leadership and Management)

Adv Dip (Curriculum Leadership)

Adv Dip (Special Education for the Visually Impaired)

Purpose

The qualification is used for continuing professional development of teachers who are already qualified with a qualification at Level 7 or equivalent. In this case, the qualification offers intellectual enrichment or intensive, focused and applied specialisation, which meets the requirements of a specific niche in education, for example, inclusive education, school librarianship, school leadership and management, deaf education, and so forth. 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. The specialisation should be indicated by the use of appropriate qualifiers, for example, Advanced Diploma in Education (Deaf Education) or Advanced Diploma in Education (School Leadership and Management).

Minimum admission requirements

A four-year Bachelor of Education degree, or a general first degree or diploma plus an Advanced Diploma in Teaching may be presented for admission.

A prior Advanced Certificate in Education (level 6 on the 8 level NQF), an old college Higher Diploma in Education or Further Diploma in Education may be presented for admission into an Advanced Diploma in Education (Level 7). In the case of a further teaching specialisation the area of the further enrichment in the study

must be cognate with the specialisation in initial teaching, and the studies in the initial area of specialisation should not be higher than NQF Level 6.

Knowledge mix

All 120 credits may be flexibly allocated at NQF Level 7 according to 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 C at level 5 to develop this competence.

Progression

Professionally qualified teachers who are *not* in possession of a first Bachelors degree may present a completed Advanced Diploma in Education for entry into a NQF Level 7 Bachelor of Education degree programme or into any other appropriate Level 7 Bachelors degree or for entry into a cognate Postgraduate Diploma in Education at Level 8.

Bachelor degree graduates who have completed an Advanced Diploma in Teaching as an initial professional teaching qualification may proceed to a Bachelor of Education Honours degree or an Honours degree in another cognate field or to a cognate Postgraduate Diploma in Education.

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

12.3. Postgraduate Diploma in Education

Type Specification:

NQF Exit Level: 8.

Minimum total credits: 120.

Minimum credits at Level 8: 120.

The knowledge mix for these credits is shown in the table below:

PG Dip (120 C)		Integrated and applied knowledge				
Level	Credits	Disciplinary Learning	Pedagogical Learning	Practical Learning	Fundamental Learning	Situational Learning
8	120					
All 120 C may be flexibly allocated according to the purpose of the qualification						

Designator: none

Qualifiers

Maximum two

First Qualifier: Education

Second qualifier: There will be a wide variety of second qualifiers which will indicate the area of specialisation. Acceptable qualifiers are indicated in the CESM catalogue.

Examples: Postgraduate Diploma in Education in Science Education
Postgraduate Diploma in Education in School Leadership and Management
Postgraduate Diploma in Special Needs Education
Postgraduate Diploma in Education Systems Management
Postgraduate Diploma in Education Planning

Abbreviations

PG Dip (Ed) (Science Education)
PG Dip (Ed) (School Leadership and Management)
PG Dip (Ed) (Special Needs Education)
PG Dip (Ed) (Education Systems Management)
PG Dip (Ed) (Education Planning)

Purpose

A Postgraduate Diploma in Education serves to strengthen an educator's knowledge in the teaching profession or in a particular discipline of education. The primary purpose of the PG Dip (Ed) is to enable working professional educators to undertake 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 PG Dip (Ed) 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 research under supervision. A Postgraduate Diploma in Education in an appropriate field of specialisation in teaching and learning would prepare a teacher for a leadership position with respect to teaching and learning the specialisation.

Minimum admission requirements

The minimum admission requirement to the Postgraduate Diploma in Education is an approved and recognised four-year Bachelor of Education degree, or a three year general Bachelors Degree capped by Advanced Diploma in Teaching (or equivalent) or a 120 credit Level 7 Advanced Diploma in Education, in a cognate specialisation.

Knowledge mix

All 120 credits may be flexibly allocated at NQF Level 8 according to the purpose of the qualification.

Progression

Completion of a Postgraduate Diploma in Education may be recognised as meeting the minimum entry requirements to a cognate 180 credit Level 9 Master of Education degree. Holders of Postgraduate Diplomas may be required to undertake additional modules as and if necessary to meet HEQF research requirements of at least 30 credits, in order to obtain admission to a Master of Education degree. There is no early exit qualification from a Postgraduate Diploma in Education.

12.4. Bachelor of Education Honours Degree

Type Specification:

NQF Exit Level: 8.

Minimum total credits: 120.

Minimum credits at Level 8: 120.

Designator: Education

Qualifiers

Maximum: one

Example: Bachelor of Education Honours in Mathematics Education

Bachelor of Education Honours in Education Policy Research

Bachelor of Education Honours in Curriculum

Abbreviations

BEd Hons (Mathematics Education)

BEd Hons (Education Policy Research)

BEd Hons (Curriculum)

Purpose

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

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

Minimum admission requirements

The minimum admission requirements to the Bachelor of Education Honours degree is a four-year professional teaching degree OR an appropriate Bachelors degree and a recognised professional teaching qualification.

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 has been allocated.

Progression

Completion of a Bachelor of Education Honours degree meets the minimum entry requirements to a 180 credit NQF Level 9 Master of Education degree.

12.5. Master of Education Degree

Type Specification:

NQF Exit Level: 9.

Minimum total credits: 180.

Minimum credits at Level 9: 120.

Designator: Education

Qualifiers

Maximum: one

Example: Master of Education in Philosophy of Education

Abbreviation

MEd (Philosophy of Education)

Purpose

The primary purpose of a Master of Education degree is to prepare researchers who can 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 must comprise a significant research component, and can be attained in either 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 judgments using data and information at their disposal and be able to communicate their conclusions clearly 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.

Minimum admission requirements

The minimum entry requirement to a Master of Education degree is a Bachelor of Education Honours degree, an appropriate 480-credit Level 8 professional Bachelors 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 to a cognate Master of Education degree programme, so long as it meets HEQF research requirements of at least 30 credits.

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 has been allocated.

Progression

Completion of a Master of Education degree meets the minimum entry requirement for a Doctor of Education degree.

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

12.6. Doctor of Education Degree

Type Specification:

NQF Exit Level: 10.

Minimum total credits: 360.

Minimum credits at Level 10: 360.

Designators: Doctor of Philosophy or Doctor of Education

Qualifiers

Maximum: One

Abbreviations

PhD, DPhil, DEd (Science Education)

Purpose

The defining characteristic of a Doctor of Education degree is that it requires of 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 thereof. The research, which may be pure 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 review and merit a publication thereof. The graduate should also be able to supervise the research of others in the area of specialisation.

A Doctor of Education degree usually requires a minimum of two years of full-time study post-Master's degree.

Minimum admission requirements

The minimum admission requirement to a Doctor of Education degree 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 has been 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 Framework.

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

13. Qualifications and Programmes for Grade R practitioners

This section presents qualification pathways for Grade R educators in the formal schooling system. Grade R practitioner qualifications are treated separately from teaching qualifications for initial and continuing professional development as they have a specialised purpose.

- Grade R is the first year of the foundation phase in the formal schooling system. It is the grade that prepares young children (4-5 years of age) for formal schooling. The focus of this grade is on learning through play, developing physical co-ordination, and developing spoken language competence and fundamental ideas that will form a basis for the later development of number sense and literacy.
- This policy sets in place a qualification pathway and minimum qualification requirements for Grade R practitioners in line with the new 10-level NQF.
- In terms of this policy a 360 C Level 6 Diploma is the minimum initial qualification for practice as a Grade R practitioner in the formal schooling sector.
- Grade R practitioners who have obtained a level 6 Diploma (or through a continuing professional development qualification a Higher Certificate or an Advanced Certificate in Grade R practices), may gain access into a Bachelor of Education in Foundation Phase Teaching if they wish to develop their competence to teach Grades 1 to 3.
- It is permissible, through Credit Accumulation and Transfer (CAT), to carry some of the credits earned earlier into a new cognate qualification. It must be noted that credit transfer from one qualification to another through recognition of prior learning is not automatic, and must be based on assessment, reviewed on a case-by-case basis.
- Institutions are encouraged to design their Diploma in Grade R Practices (see below) cognately with their Foundation Phase Bachelor of Education degree so as to enable a smooth CAT process as required.
- All new entrants intending to become foundation phase teachers should register for a BEd (Foundation Phase).

14. Qualification Descriptors for Grade R Practices

14.1. Diploma in Grade R Practices

Type Specification:

NQF Exit Level: 6.

Minimum total credits: 360.

Minimum total credits at Level 7: 60.

Minimum total credits at Level 6: 180.

Maximum total credits at Level 5: 120.

The knowledge mix for these credits is shown in the table below:

Dip (360 C)		Integrated and applied knowledge				
Level	Credits	Disciplinary Learning	Pedagogical Learning	Practical Learning	Fundamental Learning	Situational Learning
5	(120)	24		24	(72)	
6	180	48	60	60		12
7	60	12	36	12		
Flexible Credits						

Designator: none

Qualifier: Grade R Practices

Example: Diploma in Grade R Practices

Abbreviation

Dip (Grade R Practices)

Purpose and characteristics

The Diploma in Grade R Practices is the minimum qualification for Grade R practitioners. The purpose of the Diploma in Education in Grade R Practices is to develop practitioners who can demonstrate general principles as well as focused knowledge and skills for Grade R practices. The qualification requires a depth of specialisation of knowledge, together with practical skills and experience in a Grade R school 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.

Minimum admission requirement

The minimum entry requirement is a matriculation certificate with a Diploma entry endorsement. A Level 4 or Level 5 Certificate or Diploma in ECD (old NQF) may also be presented for admission and possible assessment for advanced credit standing.

Knowledge mix

Within Disciplinary Learning, *at least* 36C spread over level 6 and 7 should be allocated to the study of education and its foundations, and *at least* 48C must be

devoted to the development of disciplinary knowledge to support the preparation of young learners for formal schooling. The actual disciplinary focus of these credits will be determined through engagement with Grade R experts and communities of practice.

Within Pedagogical Learning the focus of all credits (general or content) should be determined by Grade R experts and communities of practice.

96 credits must be allocated to Practical Learning. At least three quarters of these credits (72 C) should be allocated to supervised school-based practice. The remainder (24 C) should be used for other kinds of practical and work integrated learning activities. Students should spend a minimum of 13 weeks and a maximum of 18 weeks on supervised school based practice over the three years of the diploma. In any given year, a maximum of 8 weeks should be spent in schools and at least three of these should be consecutive.

Progression

A qualification may not be awarded for an early exit from the Diploma programme.

The diploma may be presented for admission into a Bachelor of Education (Foundation Phase) programme. Some of the credits gained in the diploma may be recognized towards the BEd 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 completion of the BEd (Foundation Phase) degree.

15. Articulation of Existing Educator Qualifications with the New 10-level NQF

Existing Educators' Qualifications (Based on the Old 8-level NQF)	Articulation Path into the New 10-level NQF
Unqualified practicing teachers with a level 4 school leaving qualification	Bachelor of Education (480 C at Level 7). (Note: unqualified teachers who do not meet access requirements may gain access by successfully completing a cognate foundation programme at Higher Certificate level designed to enable entry into degree studies for capable candidates.)
Grade R practitioners with a SAQA Level 4 ECD qualification.	Diploma in Grade R Practices. (Note: Grade R practitioners with level 4 qualification who do not meet access requirement into the Diploma, could gain access by completing a cognate foundation programme in Grade R Practices at Higher Certificate level.)
Grade R practitioners with a Level 5 ECD certificate or diploma.	Diploma in Grade R Practices. Bachelor of Education (Foundation Phase).
Under-qualified teachers at REQV 11 or 12 (holding, for example, the old Primary Teacher's Certificate).	Bachelor of Education (480 C at Level 7). (Note: these teachers should rather be encouraged to take short CPD programmes instead of qualifications; however, they may also apply for assessment of prior learning to enable advanced credit standing, should they wish to access a qualification.)
Unqualified teachers with a complete Degree (360 C at old Level 6) or National Diploma (360 C at old Level 6) with disciplines/subjects that underpin a teaching subject.	Advanced Diploma in Teaching (120 C 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 with an old college diploma (360 C at old Level 5) or an NPDE (360 C at old Level 5).	Bachelor of Education (teachers may apply for assessment of prior learning to gain partway entry into B Ed programmes cognate with the original specialisation) Advanced Certificate in Teaching (in an area cognate with the prior diploma). (Note: there is no direct access in the

	<p>HEQF from an Adv Cert to an Adv Diploma; however through an interim agreement with the CHE, teachers who complete the Advanced Certificate may be considered for entry into an Advanced Diploma in Education. This will be allowed for a fixed period of 12 years from the date of publication of this document. After this time period has elapsed it will not be possible to advance from the Adv Cert to an Adv Diploma.</p>
<p>Qualified teachers with an old Advanced Certificate in Education (120 C at old Level 6), an old college Higher Diploma in Education (480 C at old Level 5/6) or an old Further Diploma in Education (120 C at old Levels 5/6).</p>	<p>Advanced Diploma in Education (120 C at Level 7) (if in a cognate area or extended role).</p> <p>Advanced Certificate in Teaching (120 C at Level 6) (if in a new teaching specialisation not in the original qualification).</p> <p>Bachelor of Education (teachers may apply for assessment of prior learning to gain partway entry into B Ed programmes cognate with the original specialisation)</p>
<p>Qualified teachers with an old Bachelor of Education degree (480 C at old Level 6), or an old general degree/national diploma (360 C at old Level 6) plus a Post Graduate Certificate in Education or equivalent.</p>	<p>Advanced Certificate in Teaching (120 C at Level 6) (if in a new teaching specialisation not in the original qualification).</p> <p>Advanced Diploma in Education (120 C at Level 7) (if in an extended role).</p> <p>Post Graduate Diploma in Education (120 C at Level 8) (if further advanced professional learning in an area cognate with original specialisation).</p> <p>Bachelor of Education (Honours) degree.</p>
<p>Qualified teachers with an old Bachelor of Education (Hons) degree (120 C at old Level 7), or equivalent (i.e., a pre-2000 BEd degree).</p>	<p>Master of Education (180 C at Level 9). (Note: these teachers also have access to all available qualifications below Masters degree level).</p>
<p>Qualified teachers with an old Master of Education degree (old Level 8).</p>	<p>Doctoral degree studies (360 C at Level 10).</p>

16. Time Frame for implementation

All institutions will develop new qualifications in line with this Policy. The last date for entry of students into qualification types on the old 8 level NQF will be July 2014. In addition, access into the Adv Dip (level 7) from the Adv Cert (level 6) will be permitted for a period of 12 years from the date of publication of this policy. This will allow for teachers who have historical level 5 qualifications (e.g. NPDE or equivalent) to complete a cognate Adv Cert in teaching and to gain access into an appropriate Adv Dip in Education.

17. Application for the Approval of HEQF aligned Teacher Education Programmes

Programmes leading to a specific qualification in education should be designed in accordance with the guidelines set out above in this policy document. In addition, learning programmes must comply with the accreditation criteria and requirements of the HEQC of the CHE.

The grid in Section 7 above is intended only as a useful aid for purposes of designing and submitting programmes for approval. It is not intended to be used in an atomistic fashion, and individual modules are expected to explicitly demonstrate their integration into and contribution to the specified purpose of the programme leading to the qualification as a whole.

Applications for the approval of new teacher education programmes on a public institution's Programme Qualification Mix (PQM) for funding purposes must meet the requirements laid out in this policy.

Applications for the evaluation and recognition of programmes for employment in Basic Education must comply with the new policy on the *Criteria for the Evaluation and Recognition of Qualifications for Employment in Basic Education* that will be published by the Department of Basic Education, and will be informed by this Policy document.

Application for the approval of new teacher education qualification

A copy of the application form for public institutions for approval of a new academic qualification on the PQM and for funding purposes can be found in Appendix D of this document. The form may be adjusted from time to time.

In addition to the information required for general PQM clearance (as described above) the following information must also be submitted for all teacher education programmes, including those offered by Public and Private Higher Education :

1. *Purpose of the qualification*
2. *Target learners and admission requirements*
3. *Knowledge mix*

4. *Module descriptors*

- ❑ *Provide a table with module names and descriptors and indicate the credit weighting and level of each module.*
- ❑ *The descriptors should included a brief description of the contents of individual modules and indicate the progression through modules to illustrate the development of specialisations*
- ❑ *Where appropriate, demonstrate how the modules comply with the required knowledge mix related to a particular programme.*
- ❑ *In cases where there is no prescribed knowledge mix, demonstrate the knowledge mix that is being utilised to design the programme*

5. *Assessment procedures and processes to ensure standards*

6. *Articulation and progression*

7. *Mode of delivery of the programme*

8. *Contact information*

Institution

Name of contact person

Physical address

Postal Address

Telephone

Fax

E-mail

9. *Institutions wishing to apply for approval for their teacher qualification programmes should request an updated electronic form to complete from the following address:*

Evaluation of Teacher Education Qualifications and Programmes

Department of Higher Education and Training

123 Schoeman Street

Private Bag X 895

PRETORIA

0001

Tel: 012 312 5188

Fax: 012 323 6589

E-mail: EQP@dhet.gov.za

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19. Acronyms and Abbreviations

ACE	Advanced Certificate in Education
BEd	Bachelor of Education degree
CESM	Classification of Education Subject Matter
CHE	Council on Higher Education
CPD	Continuing Professional Development
ECD	Early Childhood Development
EDF	Education Deans' Forum
FET	Further Education and Training
IP	Intermediate Phase
HEQC	Higher Education Quality Council
HEQF	Higher Education Qualifications Framework
HESA	Higher Education South Africa
ITE	Initial Teacher Education
NPFTED	National Policy Framework for Teacher Education and Development
NQF	National Qualifications Framework
NSE	Norms and Standards for Educators, 2000
NSFAS	National Student Financial Aid Scheme
PGCE	Postgraduate Certificate in Education
SACE	South African Council for Educators
SAQA	South African Qualifications Authority
SP	Senior Phase
WIL	Work Integrated Learning

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 all together, 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 are:

a. 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 to the learners and the context. The educator will have a well developed understanding of the knowledge appropriate to the specialisation.

b. 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 of others. 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.

c. 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, sequence and pace the learning in a manner sensitive to the differing needs of the subject and learners.

d. Leader, administrator and manager

The educator will make decisions appropriate to the 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.

e. Scholar, researcher and lifelong learner

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

f. 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 assessment 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. The educator will understand how to interpret and use assessment results to feed into processes for the improvement of learning programmes.

g. Community, citizenship and pastoral role

The educator will practice 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 relations 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.

Appendix B: Levels of Competence within the HEQF

The lists contained in this table are taken from the descriptions of programmes at the different levels in the HEQF. These will assist designers of programmes to identify the correct level of different aspects of their programme. Formal level descriptors for the 10 level NQF have not been published.

Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
<ol style="list-style-type: none"> 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 occupation. 	<ol style="list-style-type: none"> 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. 5. An ability to undertake more specialized and intensive learning. 6. Simulated work experience or workplace integrated learning forms part of the learning programme. 7. Primarily vocational 	<ol style="list-style-type: none"> 1. Provides intellectual enrichment. 2. Enhances flexibility in changing circumstances. 3. Intensive, focused and applied specialization required for a specific niche in the labour market. 4. Provides for deep and systematic understanding of current thinking, practice theory and methodology in an area of specialization 5. Well-rounded, broad education which provides a knowledge-base, 	<ol style="list-style-type: none"> 1. Prepare students for research-based postgraduate studies. 2. Consolidate and deepen expertise in a particular discipline. 3. Develop 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 thinking, practice and research methods in 	<ol style="list-style-type: none"> 1. Contributes to the development of knowledge at an advanced level. 2. Prepare students for advanced and specialized 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 information. 5. Communicate 	<ol style="list-style-type: none"> 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. Work must satisfy peer review and merit a publication. 5. Demonstrate an ability to supervise and evaluate research conducted by others

<p>6. Application of basic knowledge and competence in an occupation or role in the workplace.</p> <p>7. Includes some degree of work experience or work integrated learning.</p> <p>8. Primarily vocational or industry orientated</p>	<p>or industry orientated.</p>	<p>theory and methodology of a discipline.</p> <p>6. Demonstrates initiative and responsibility in an academic and professional context.</p> <p>7. Principles and theories are emphasized as a basis for entry into the labour market, professional training, postgraduate studies or professional practice in a wide range of careers.</p> <p>8. Prepares for a change in career paths.</p> <p>9. Provides for continuing professional development.</p>	<p>an area of specialization.</p> <p>6. Conduct and report on research under supervision.</p>	<p>research outcomes clearly to specialists and non-specialists in the area of specialization or discipline.</p> <p>6. Demonstrate self-directed and originality in problem solving.</p> <p>7. Act autonomously in planning and implementing tasks at a professional level.</p> <p>8. Continue to advance knowledge, understanding and skills.</p>	<p>in the area of specialization.</p>
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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, sequence and pace content according to both the subject and learner needs.
3. Newly qualified teachers must know who their learners are and how they learn, understand their individual needs, and tailor their teaching accordingly.
4. Newly qualified teachers must know how to communicate effectively, in general and in relation to their subject(s), in order to mediate learning.
5. Newly qualified teachers must have highly developed literacy, numeracy and IT skills.
6. Newly qualified teachers must have knowledge of the school curriculum and be able to unpack its specialised contents, and be 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, and must be able to identify learning or social problems and work in partnership with professional services to address them.
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, and 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 which befits, enhances and develops the teaching profession.
11. Newly qualified teachers must be able to reflect critically, in theoretically informed ways and together with their professional community of colleagues, on their own practice in order to constantly improve it and adapt it to evolving circumstances.

Appendix D: Application for Approval of a New Academic Qualification

DEPARTMENT OF HIGHER EDUCATION AND TRAINING

APPLICATION FOR APPROVAL OF NEW ACADEMIC QUALIFICATION

[PLEASE USE A SEPARATE FORM FOR EACH PROPOSED NEW QUALIFICATION]

NAME OF INSTITUTION:	
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SECTION A: HEQF INFORMATION REQUIRED		
A1	Full title of proposed new qualification.	
A2	Abbreviation of title.	
A3	HEQF qualification type.	
A4	NQF exit level of qualification.	
A5	Credits: Give total for qualification as well as number of credits at each NQF level.	
A6	Designator (for degrees only).	
A7	If designator is not Arts, Commerce, Science or Social Science, indicate with which first or second order CESM categories the proposed designator is consistent.	
A8	Qualifier 1 (state the field of specialisation).	
A9	Qualifier 2 (If an optional 2 nd qualifier is used state the field of specialisation).	
A10	Indicate in which second or third order CESM categories (a) Qualifier 1's field of specialisation falls, and (b) Qualifier 2's field of specialisation fall.	
A11	Indicate what % of the curriculum for the proposed qualification falls into (a) Qualifier 1's field of specialisation, and (b) Qualifier 2's field of specialisation. Use the HEMIS credit values of courses for this calculation.	
A12	Indicate what % of the curriculum for the FINAL YEAR of the proposed qualification falls into (a) Qualifier 1's field of specialisation, and (b) Qualifier 2's field of specialisation. Use the HEMIS credit values of courses for this calculation.	
A13	Indicate what the institution's minimum admission requirements for the proposed qualification will be.	

DESIGNATION:

SECTION E: APPLICATION PROCEDURE AND NOTES

Application flow and procedure

The procedures to be followed when applying for a new academic programme and the application flow are set out in par. 9 of the document *Procedures and Guidelines for Academic Programme Applications: 2009 and 2010*.

Notes to application form

Paragraphs A1 and A2 - The naming of qualifications and abbreviation of titles are set out on pages 12 to 13 of the document *Higher Education Qualifications Framework* (Government Gazette No 30353 of 5 October 2007)

Paragraph A3 – The nine HEQF qualification types are listed on page 11 of the document *Higher Education Qualifications Framework* and is explained on pages 19 to 29 of that document.

Paragraph A4 and A5 – The NQF exit levels and credits for each of the HEQF qualification types can be found under the heading *Type Specifications* on pages 19 to 29 of the document *Higher Education Qualifications Framework*.

Paragraphs A6 to A9 – The use of designators and qualifiers in the title of a qualification is set out on pages 12 and 13 of the document *Higher Education Qualifications Framework* and is further explained in paragraphs 7 and 8 of the document *Procedures and Guidelines for Academic Programme Applications: 2009 and 2010*.

Paragraph A10 – The latest CESM categories approved in August 2008 and listed in the document *Classification of Education Subject Matter* must be used for this purpose. The fields of study and CESM categories are explained in paragraph 2 of the document *Procedures and Guidelines for Academic Programme Applications: 2009 and 2010*.

Paragraphs A11 and A12 The HEMIS credit values can be found on the VALPAC documentation available from the institution's HEMIS staff.

Paragraph A13 – The minimum admission requirements for each of the HEQF qualification types can be found on pages 19 to 29 of the document *Higher Education Qualifications Framework*. The institution can set the minimum requirements at higher levels.

Paragraph B1 - The HEMIS qualification types can be found on the VALPAC documentation available from the institution's HEMIS staff.

Paragraph B2 - The latest CESM categories approved in August 2008 and listed in the document *Classification of Education Subject Matter* must be used for this purpose.

Paragraphs B3, B4 and B5 - The HEMIS course level of majors in final year of study, HEMIS minimum total time and HEMIS minimum experiential time can be found on the VALPAC documentation available from the institution's HEMIS staff.

Paragraph B6 – The total subsidy units should equal the formal approved time which are at present prescribed for each qualification in terms of “approved total years” less “approved experiential years”.

Paragraph B7 – The funding level of a programme is the weighting that programme would have on the teaching input funding grid. These at present are: undergraduate level = 1, honours level = 2, master's level = 3, doctoral level = 4.

Paragraphs C1 and C2 – These paragraphs refer to the PQM of an institution as approved by the Minister of Education in June 2006 and updated since with accredited programmes. The Programme and qualification mix (PQM) is explained in paragraph 3 of the document *Procedures and Guidelines for Academic Programme Applications: 2009 and 2010*.

Paragraph C3 – The delivery mode should be as defined in the VALPAC documentation and should be reflected as either contact, distance or mixed mode.

Paragraph C4 – The delivery site should, in the case of a contact programme, be either the main campus or an approved satellite campus.