

## **EXPLANATORY NOTES TO THE NORMS AND STANDARDS FOR EDUCATORS, FEBRUARY 2000**

The new Norms and Standards for Educators present a completely new way of designing and delivering teacher education in South Africa. The cornerstone of the new policy is the seven roles for educators and their associated applied competence that should be integrated into the purpose and exit level outcomes of the qualification. The institution has the freedom to design and deliver their learning programmes in a flexible manner that will lead to the attainment of the learning outcomes or educator competences.

It is hence expected from institutions to scrutinize their existing qualifications and redesign or adapt them in accordance with the new Norms and Standards. (Refer Section 5, page 30 of the *Norms and Standards Educators, 2000*.)

### **1. Competences**

- All the competences must be developed and demonstrated in all seven educator roles in all initial teacher education programmes.
- Advanced/post-graduate programmes may however focus on specific competences and roles.
- Students are expected to be fully proficient in at least ONE official language and partly proficient (sufficient for purposes of ordinary classroom communication) in at least ONE other official language. The language proficiencies of a learner should be indicated on their certificates.

### **2. Qualifications for Educators in Schooling**

*(Refer Educator Qualifications Framework on page 17)*

- The Certificate in Education (120 credits) and the Diploma in Education (240 credits) are entry and exit points on the Bachelor of Education (480 credits) path. A teacher with either or both of these two qualifications (placing them on REQV 11 or 12) will not be regarded as professionally qualified.
- To be registered with SACE as a professionally qualified educator a minimum of REQV 13 is required or 360 SAQA credits at level 5 or above.
- The Diploma in Education comprises a total of 240 credits which includes the 120 credits of the Certificate in Education. It is not an accumulation of the 120 credits for the Certificate in Education together with 240 credits for the Diploma in Education to equal 360 credits.
- Providers may use the certificate and diploma as initial qualifications for those students who do not have a matriculation exemption.

- First Bachelors degrees should include sufficient credits in appropriate subjects so that the teacher will be competent in his/her chosen specialisation. Detailed definitions of approved qualifications and a list of approved school subject are contained in later sections of this document.
- After a Bachelor of Education degree or a first Bachelors degree and a Post-Graduate Certificate in Education, the teacher could further his/her studies on either a horizontal level by enrolling for an Advanced Certificate in Education or vertically by completing a Bachelor of Education (Honours) degree.
- The new Advanced Certificate in Education is a new qualification on level 6 that will replace the current FDEs (which are in many cases currently offered on level 5). The ACE is intended to replace the FDE and the HDE and may be used for up-grading or further training in a specialisation or for re-training.
- Entry into the Advanced Certificate in Education may be vertically from a three-year diploma in education (REQV 13) and equivalent qualifications or horizontally from a PGCE or B Ed or from an NQF level 7 or 8 qualification. In other words, the ACE will follow either a general formative appropriate degree (B A, B Comm or B Sc) together with by a PGCE (which will replace the current HDE post-graduate) or it will follow a new 480 credit B Ed. Existing educators who are in possession of a three-year college diploma may also be admitted to the new level 6 ACE.
- A student that completed an old three-year Diploma in Education and an Advanced Certificate in Education (120 credits) or an old one-year full-time Further Diploma in Education may enrol for a Bachelor of Education (Honours) degree, if such a student complies with all the institutional requirements.
- A student may not advance from a 480 credit Bachelor of Education degree to a 240 credit Masters degree. He/she could however enrol for a 360 credit Masters degree programme or a 120 B Ed (Hons) programme followed by a 240 credit Masters degree programme.
- The new B Ed (Honours) will replace the existing post-graduate B Ed. The new B Ed (Honours) may be designed with a particular focus on the advanced development of either academic or professional or occupational competence. It is not necessary to award the new B Ed (Hons) retrospectively to past B Ed graduates. If, however, the institutions wishes to endorse past B Ed certificates as equivalent to the new B Ed (Hons) it may do so. From a graduate's complete set of qualifications and the dates of certification, it would be evident which B Ed they have attained. The new 480 credit B Ed in the Norms and Standards will be endorsed to the effect to indicate that it is a first or initial professional teaching qualification, e g *Foundation Phase*, or *Further Education and Training Phase: Mathematics*. That will also help to distinguish between the old and the new B Ed.

### 3. Articulation within the qualifications framework

*(Refer Section 4, pages 11-13)*

Learners entering a 480 Bachelor of Education degree from an old three-year Diploma in Education, will be required to study an additional 240 credits to complete the 480 Bachelor of Education degree. The institution may credit the student through the Recognition of Prior Learning and/or school experience up to a maximum of 120 credits.

### 4. Implementation of the Norms and Standards for Educators

*(Refer p 34 of the Norms and Standards for Educators, February 2000)*

#### First Bullet

The change of nomenclature in accordance with the Norms and Standards imply more than a mere redesignation of the current programmes. It requires that existing programmes be redesigned in order to reflect the notion of applied competence and its associated assessment criteria and the seven educator roles. The June 30, 2001 date allows institutions sufficient time to register, accredit, seek funding approval and approval for employment purposes through the CHE, SAQA and DoE processes to ensure that all their qualifications are suitably named for the academic year 2002.

This process does contain some flexibility and uncertainty as the CHE is developing new academic policy which may necessitate some changes to the *Norms and Standards for Educators*. It is, however, important to move towards a standardised qualification framework as soon as possible and providers are urged to adopt the *Norms and Standards for Educators (February 2000)* nomenclature.

#### Third Bullet

All existing qualifications formally approved by COTEP and HEDCOM may continue to be offered until June 30, 2003. A student admitted to such a qualification as late as January 2003 would still be able to complete his/her qualification. All COTEP and HEDCOM approved qualifications will continue to be recognised for purposes of employment. This lengthy time span is designed to allay fears and uncertainties. However, providers and students are urged to move across to the new framework as soon as possible. The process of incorporating teacher education and colleges of education into higher education is likely to enable many students to transfer from their existing qualifications to qualifications compliant with the *Norms and Standards for Educators (February 2000)*. Students should have no fears that their existing COTEP and HEDCOM approved qualifications will not be recognised for purposes of employment after June 30, 2003. This date refers only to a student admitted to any of these programmes for the first time after this date who will not receive recognition for such a programme for employment in education.

## **REGISTRATION, ACCREDITATION AND APPROVAL OF QUALIFICATIONS**

Teacher Education qualifications and programmes are subject to the same processes of registration, accreditation and approval as all other higher education programmes. In addition, publically funded teacher education qualifications must meet the criteria laid down by the Minister of Education in the Criteria for the Recognition and Evaluation of Qualifications for Employment in Education.

In the interim until the end of 2000, applications for the registration, accreditation and approval of new qualifications should be submitted in accordance with the document:

*Department of Education/Council on Higher Education/ South African Qualifications Authority Interim Joint Committee on Registration of New Qualifications, Accreditation of New Learning Programmes and Approval of New Learning Programmes for Funding Purposes.*

Providers will be informed by SAQA, the CHE and the DoE as to the appropriate processes that will have to be followed with effect from January 2001.

In addition to the above, providers must submit their qualifications to the Department of Education for evaluation for purposes of employment. To apply for recognition and evaluation of their qualifications, providers must use the following format:

### ***Submission of new teacher education qualifications for approval by the Department of Education for employment in public education***

#### ***1. Name of the institution***

#### ***2. Title of the qualification***

Refer to Section 4 of the *Norms and Standards for Educators, 2000*, for approved appellations of professional educator qualifications.

#### ***3. Purpose of the qualification***

- The purpose of the qualification states clearly the roles, specialism(s), level, target learners, employability and articulation routes.
- The purpose is in line with national and/or local needs.
- The purpose informs the statement of applied competence, curriculum design and assessment strategy.

**4. Target learners and learning assumed to be in place**

- Assessment of entry knowledge of learners.
- Promotion of access to the programme and the providing of learner support.
- Processes for the recognition of prior learning and experience.

**5. Exit level outcomes and applied and integrated teaching competence**

- The critical cross-field outcomes are integrated into the exit level outcomes of the qualification.
- The contextual roles (all six of them in the case of a 480 credit B Ed) and their applied competences are integrated into the seventh specialised or elective role that is described in the exit level outcomes, and is clearly related to the purpose of the qualification.

**6. Credit specifications**

- Total number of credits required for the qualification.
- Minimum or maximum credits required at specific levels, including evidence that the minimum specialist requirements in the case of a 480 credit B Ed, as described in the *Norms and Standards for Educators*, are complied with.

**7. Applied and integrated assessment**

- The assessment strategy is clearly related to the purpose and exit level outcomes of the qualification.
- The assessment criteria are based on the practical, foundational and reflexive competences described for each of the roles in the *Norms and Standards for Educators*.
- The seven roles are assessed through the specialism.
- The ability of learners to integrate theory and practice should be assessed. Learners must be able to integrate their competence to perform important teaching actions (practical competence), their understanding of the theoretical basis for these actions (foundational competence) and their ability to reflect on and make changes to their teaching practices (reflective competence).
- Knowledge of the specialism (discipline, subject, learning area, phase of schooling) is central to the learning programme and the assessment of content knowledge, concepts and theories, procedural knowledge and strategic knowledge should form a key part of the assessment strategy.

- Teaching experience is integrated in a structured manner into the learning programme and is associated with part of the assessment strategy.
- Detailed diagnostic records of learners' progress should be kept.

#### **8. Articulation with other qualifications, programmes and providers**

#### **9. Quality assurance mechanisms**

- Brief description of the internal quality review process that is in place to ensure own quality improvement and the effective and efficient delivery of the teacher education learning programme
- Last and next review date of the qualification and learning programme.
- Most recent report findings of the external review of the programme by an ETQA.

#### **10. Mode of delivery of the programme**

- Full-time, part-time, face-to-face contact, school-based and workplace integrated, distance, telematic, electronic, on-campus or mixed mode, off-campus, satellite-campus, outsourced to or in partnership with other providers.

#### **11. Date of implementation of the programme for the first time**

#### **12. Approval by Council and Senate**

#### **13. Date of submission**

#### **14. Contact information**

- Name of contact person
- Physical address
- Postal address
- Telephone number (Telkom/Cell phone)
- Fax number
- E-mail

**15. Applications should be sent to:**

Mr M J Loots

Department of Education  
123 Schoeman Street  
Private Bag X 895  
PRETORIA  
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Tel: (012) 312 5188

Fax: (012) 321 6770

E-mail: [Loots.m@educ.pwv.gov.za](mailto:Loots.m@educ.pwv.gov.za)

## EVALUATION OF QUALIFICATIONS FOR EMPLOYMENT IN EDUCATION

### **1. The following are taken into consideration when evaluating a qualification for employment in education**

1. Learning assumed to be in place (including recognition of prior learning) in order to be admitted to the learning programme that will lead to the attainment of the qualification.
2. Status of the institution that offers the learning programme and awards the qualification, as reflected by their registration with and accreditation by competent statutory bodies, e.g. state departments of government, quality assurance agencies, professional councils, qualifications authorities, councils on higher education or sector education and training authority.
3. National Qualifications Framework Level on which the qualification has been registered, and the number of credits (hours of learning) required on specific levels, as well as the total number of credits earned through the awarding of the qualification.
4. Purpose of the qualification and exit level outcomes (applied competence) associated with the qualification.
5. Assessment towards complying with the requirements to obtain the qualification (formal examinations, portfolios, research publications, dissertations, theses, practical work, workplace experience, learnerships).
6. Compliance of the qualification with the academic, professional and occupational requirements as described in the national policy document *Norms and Standards for Educators, Department of Education (Government Gazette No 20844, 4 February 2000)*, with other national policy (currently as in Reports 116, 150, 151 and document in regard to registration, accreditation and approval of new programmes and qualifications by the *Interim Joint Committee - Department of Education, Council on Higher Education and the South African Qualifications Authority*), and with SAQA Regulations pertaining to qualifications in general.
7. Qualifications will be recognised as from the date on which the educator meets all the requirements for obtaining the qualification concerned, according to a written statement by the examining body. In the absence of such a statement, a qualification will be recognised as from the date on which the certificate was issued.
8. An educator whose qualifications have been evaluated correctly by an education department in accordance with the document *Evaluation of Qualifications for Employment in Education, 1995-1999*, retains the recognition given to such qualifications for the duration of his/her teaching career. However, it might be required from educators to renew their qualifications from time to time as part of their ongoing professional development and to comply with the requirements for career progression.

## **2. Recognition of Academic Qualifications**

1. An **approved first academic qualification** (obtained *before 1 January 2001*) is a qualification –
  - that comprises a minimum of three years full-time academic study (or the equivalent thereof in terms of part-time/distance study – approximately 6 years);
  - that has been awarded by an institution which has been accredited for teacher education;
  - that satisfies the requirements of the university/technikon concerned; and
  - that comprises at least two academic year courses in an <sup>1</sup>appropriate subject/field of study and at least one academic year course in another appropriate subject/field of study that equip the holder of the qualification with the foundational and reflexive competence required to teach in a particular phase/subject/discipline/ learning area.
  
2. An **approved first academic qualification** (obtained *after 1 January 2001*) is a qualification –
  - that comprises a minimum of 360 SAQA credits;
  - is registered by SAQA on NQF level 6 or above;
  - that has been awarded by an institution that is registered and accredited for teacher education;
  - of which both the providing institution and the learning programme comply with the requirements of the ETQA concerned;
  - that comprises approximately 36 credits on level 6 in an appropriate subject/field of study and approximately 36 credits on level 5 in another appropriate subject/field of study that provide the holder of the qualification with the required foundational and reflexive competence in order to gain access to a Post Graduate Certificate in Education that will qualify the learner as a professional educator in a particular phase/subject/discipline/learning area. (Also refer to the minimum specialist requirements for a PGCE in the *Norms and Standards for Educators*.)
  
3. A **partially approved first academic qualification** (obtained *before 1 January 2001*) is a qualification –
  - that comprises a minimum of three years full-time academic study (or the equivalent thereof in terms of part-time/distance study – approximately 6 years);

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<sup>1</sup> See Appendix 3

- that has been awarded by an institution which has been accredited for teacher education;
  - that satisfies the requirements of the university/technikon concerned; and
  - that comprises at least two academic year courses in (an) appropriate subject(s)/field(s) of study that equip the holder of the qualification with the foundational and reflexive competence required to teach in a particular phase/subject/discipline/learning area.
4. A **partially approved first academic qualification** (*obtained* after 1 January 2001) is a qualification–
- that comprises a minimum of 360 SAQA credits;
  - is registered by SAQA on NQF level 6 at least;
  - that has been awarded by an institution that is registered and accredited for teacher education;
  - of which both the providing institution and the learning programme comply with the requirements of the ETQA concerned;
  - that comprises approximately 36 credits on level 5 in an appropriate subject/field of study that provide the holder of the qualification with the required foundational and reflexive competence in order to teach in a particular phase/ subject/discipline/learning area. (Refer to the minimum specialist requirements for the different phases in the *Norms and Standards for Educators*.)

### **3. Assigning Relative Education Qualification Values (REQVs) to qualifications that are recognised for employment in education**

#### 1. Definition of Relative Education Qualification Value (REQV)

$$\text{REQV } (10 + n) = (n \times 120) \text{ SAQA credits, } n = 1, 2, \dots, 7$$

E.g. REQV 13 = REQV (10 + 3) = (3 x 120) = 360 SAQA credits

#### 2. Basic (first) qualifications

<i>Qualification</i>	<i>Credits</i>	<i>NQF level</i>	<i>REQV</i>
Certificate in Education	120	5	11
Diploma in Education	240	5	12
Bachelor of Education	480	6	14
Approved General First Degree	360/480	6/7	13/14
Partially approved degree	360/480	6/7	12/13

### 3. Advanced (further) additional qualifications

Additional REQVs are awarded to approved<sup>2</sup> additional qualifications obtained in appropriate fields of study<sup>3</sup> on the basis of one additional REQV for each additional 120 new SAQA credits<sup>4</sup> earned, provided that –

- a maximum of two additional REQVs (240 new SAQA credits) are recognised per NQF level;
- a professionally unqualified educator may only receive recognition to a maximum of REQV 15
- a professionally qualified educator can receive additional REQV recognition to a maximum of REQV 17, but only if the educator is in possession of an approved qualification on level 8

### 4. Recognition of other appropriate qualifications for employment in specific teaching posts

The criteria for the recognition of appropriate qualifications such as the current N 3 to N 6 Certificates and Diplomas, Apprenticeships, Passed Trade Tests, existing technikon qualifications, Certificates of Competency, other provider degrees, diplomas, certificates or licentiates obtained in the fields of Engineering, Business Studies, Art, Agriculture, Utility Services, Social Services, including Music, Dance, Ballet, Hotel and Catering, Nursing, Social Work, Educational Therapy and Educational Psychology will be retained<sup>5</sup>. The criteria will be reviewed as soon as new standards and qualifications have been developed and registered by the appropriate SGBs and NSBs.

## **4. New learning opportunities for educators with old teacher education certificates and diplomas**

According to the Norms and Standards for Educators, 2000, old teacher education certificates, diplomas, higher diplomas and further diplomas will be phased out. There are, however, a large number of educators who are still in possession of such diplomas and certificates. Provision has been made for these educators to improve their existing qualifications via the new framework for professional qualifications for educators in schools (Refer qualifications framework, page 17).

1. Educators who are in possession of an old HDE together with an old FDE<sup>6</sup> (REQV 15)  
*plus-*

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<sup>2</sup> Approved by the Department of Education for employment in public education

<sup>3</sup> Refer Appendix 3

<sup>4</sup> For first degrees obtained before 1 January 2001, 120 new SAQA credits are equated to 4 new degree year courses. In the case of post-graduate qualifications obtained before 1 January 2001, one additional REQV is awarded per qualification.

<sup>5</sup> Refer Sections 7, 8 & 9

<sup>6</sup> Including old one-year post-professional Teachers' Certificates and Diplomas in Specialised Education.

- 1.1 a new level 7 120 credit B Ed (Honours): +1 additional REQV (REQV 16).
- 1.2 a new level 6 ACE or a new level 6 B Ed: no additional REQV level.
2. Educators who are in possession of an old HDE (REQV 14) *plus* –
  - 2.1 a new 120 credit level 6 ACE: +1 additional REQV (REQV 15).
  - 2.2 a new 480 credit level 6 B Ed (at least 120 new credits should be earned): +1 additional REQV (REQV 15).
  - 2.3 (2.1) or (2.2) *plus* a new 120 credit level 7 B Ed (Honours): +1 additional REQV (REQV 16).
3. Educators who are in possession of an old three-year DE<sup>7</sup> together with an old FDE (REQV 14) *plus* –
  - 3.1 a new 120 credit level 6 ACE: +1 additional REQV (REQV 15).
  - 3.2 a new 480 credit level 6 B Ed (at least 120 new credits should be earned): +1 additional REQV (REQV 15).
  - 3.3 (3.1) or (3.2) *plus* a new 120 credit level 7 B Ed (Honours): +1 additional REQV (REQV 16).
4. Educators who are in possession of an old three-year DE<sup>2</sup> (REQV 13) *plus* –
  - 4.1 a new 120 credit level 6 ACE: +1 additional REQV (REQV 14).
  - 4.2 a new 480 credit level 6 B Ed (at least 240 new credits should be earned): + 2 additional REQVs (REQV 15).
  - 4.3 (4.1) *plus* a new 120 level 7 B Ed (Honours): +1 additional REQV (REQV 15)  
*(It could be required of a student with an old 3-year DE and an ACE to do additional work in order to be admitted to the new B Ed (Honours).)*
  - 4.4 (4.2) *plus* a new 120 credit level 7 B Ed (Honours): +1 additional REQV (REQV 16).
5. Educators who are in possession of teacher education qualifications that are classified as REQV 12<sup>8</sup> or lower *plus* –
  - 5.1 a new 480 credit level 6 B Ed degree: + 2 additional REQVs (REQV 14).
  - 5.2<sup>9</sup> a new 240 credit level 5 National Professional Diploma in Education\* (at least 120 new credits should be earned<sup>10</sup>): REQV 13.

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<sup>7</sup> Including the old PTC + Std 10 + SEC + SED and PTC + DE (Upgrading).

<sup>8</sup> For example, Std 8/10 + PTC, Std 10 + JSTC, PTC + SEC, PTC + Post Professional Certificate, PTC + Part completed DE (Upgrading).

<sup>9</sup> Refer table on pages 13 - 14

- 5.3 (5.1) *plus* a new 120 credit level 7 B Ed (Honours): + 1 additional REQV (REQV 15).
- 5.4 (5.2) *plus* a new 120 credit level 6 ACE: + 1 additional REQV (REQV 14).
- 5.5 (5.2) *plus* a new 480 credit level 6 B Ed (at least 240 new credits should be earned): + 2 additional REQVs (REQV 15).
- 5.6 (5.4) *plus* a new 120 credit level 7 B Ed (Honours): + 1 additional REQV (REQV 15).  
(*It could be required of a student with an ACE to do additional work in order to be admitted to the new B Ed (Honours).*)
- 5.7 (5.5) *plus* a new 120 credit level 7 B Ed (Honours): +1 additional REQV (REQV 16).

\* The new 240 credit level 5 National Professional Diploma in Education, with at least 72 credits on level 5, is an interim qualification with the aim to provide existing under-qualified educators an alternative access route into the new qualifications framework in the Norms and Standards for educators. It should accredit these educators with foundational and academic competence and equip them for further study at level 6. The NPDE could be designed and delivered in a flexible manner through units of learning, unit standards, workplace experience, RPL to a maximum of 120 credits, INSET programmes or learnerships. It should have a specific classroom focus and all 7 roles should be covered, but to a lesser extent than for a 480 credit B Ed. It should, however, have strong articulation with the lower levels of the B Ed and could serve as an entry or exit point of the B Ed at the first 240 credits level. The life span of the NPDE, with a specific purpose of certifying under-qualified educators as fully qualified professionals, will be 5 years.

Educators with old teacher education certificates or diplomas may also opt to offer academic first or post-graduate degrees in appropriate fields of study. Additional REQV recognition for such additional qualifications will be accorded in accordance with Section 3.

***REQV Improvement for educators with qualifications on REQV 12 or lower***

Qualifications	New credits earned	Accumulated credits	REQV
<b>Std 8/10</b>			<b>10</b>
<i>plus</i> Certificate in Education	+ 120	120	11
<i>plus</i> NPDE (part one)	+ 120	240	12
<i>plus</i> completed NPDE	+ 120	360	13

<sup>10</sup> Educators on REQV 10 will first have to complete the 120 credit Certificate in Education and thereafter the 240 credit NPDE in order to be classified as REQV 13

Std 8 + PTC		120	11
<i>plus</i> NPDE (part one)	+ 120	240	12
<i>plus</i> completed NPDE	+ 120	360	13
Std 10 + 2 yr qualification <sup>11</sup>		240	12
<i>plus</i> completed NPDE	(RPL maximum of 120 credits) + 120	360	13
NPDE		360	13
<i>Plus</i> ACE	+ 120	480	14

## 5. Professional Educators' Qualifications Framework

According to SAQA<sup>12</sup> a *qualification* is:

*a planned combination of learning outcomes which has a defined purpose or purposes, and which is intended to provide qualifying learners with applied competence and a basis for further learning.*

Also,

*a qualification may be achieved in whole or in part through the recognition of prior learning, which concept includes but is not limited to learning outcomes achieved through formal, informal and non-formal learning and work experience.*

The following framework of qualifications, together with the seven roles and their associated applied competences allows providers, through the Standards Generating Body for Educators in Schooling, to develop qualifications and programmes that are designed for specific purposes and contexts, but within an overall regulatory framework promoting national standards. It will also be used by the Department of Education to recognise and evaluate qualifications for employment in education.

<sup>11</sup> Std 10 + PTC, Std 10 + JSTC, PTC + SEC, PTC + Post Professional Certificate, PTC + Part completed DE (Upgrading).

<sup>12</sup> SAQA Regulations, Government Gazette no 6140, 28 March 1998, Sections 8 (1) (a), (h)

Qualifications for educators for schooling will be qualifications based on exit level outcomes and associated assessment criteria or qualifications based on unit standards.

Qualifications for educators in the Schooling sub-field of Field 05 will be entitled by two categories: *Type* and *Specialisation*.

*Type* is the name of the qualification that indicates level and credits on the NQF. The list of qualification types and their aims is shown on the next page.

*Specialisation* is a phrase in brackets after the qualification type, for example, Diploma in Education (Senior Phase: Human and Social Sciences). It indicates the *particular purpose* of the qualification and could include a phase specialisation (such as Foundation Phase), a subject/learning area specialisation (e.g. Further Education: Mathematics), a specialisation in a particular role (e.g. Education Management), or a professional or occupational practice (e.g. Curriculum Studies). There is no predetermined set of purposes/specialisations.

The qualifications described here may need to be amended in the light of new academic policy on higher education.

	Aim of qualification	Total credits	Level
Certificate in Education	To develop introductory practical and foundational competence, and some degree of reflexive competence. To provide an entry or exit point before the completion of the Diploma in Education.	120	5
Diploma in Education	To accredit a learner with introductory practical, foundational and reflexive competence. To provide an entry and exit point before the completion of the Bachelor of Education degree.	240	5
First Bachelor's Degrees	To accredit a general formative qualification with one or more subject/learning area specialisations in order to provide access to a PGCE as a 'capping' qualification.	360/ 480	6
Post-Graduate Certificate in Education	To accredit a generalist educator's qualification that 'caps' an undergraduate qualification. As an access requirement candidates are required to have appropriate prior learning which leads to general foundational and reflexive competence. The qualification focuses mainly on developing practical competence reflexively grounded in educational theory.	120	6
Bachelor of Education	To accredit an initial qualification for educators in schools. The learner will have strong practical and foundational competence with the reflexive competence to make judgements in a wide context. The qualification is intended for candidates seeking a focused teaching degree with strong subject and educational theory competence.	480	6

Advanced Certificate in Education	To accredit further specialised subject/learning area/discipline/phase competence, or a new subject specialisation, or a specialisation in one or more of the roles as an advanced study intended to 'cap' an initial or general teaching qualification. Through this qualification learners will be prepared to embark on a course of study at NQF level 7. It must, therefore, include appropriate demands in terms of rigour.	120	6
Bachelor of Education (Honours)	To accredit the advanced and specialised academic, professional or occupational study of an aspect of education. It is designed to build the competence of expert educators and curriculum specialists, system managers, or educational researchers. Through this qualification learners will be prepared to embark on a course of study leading to an M Ed at NQF level 8. Although the B Ed (Honours) must include some specialisation and a focus on research, the nature of these will vary depending on whether an academic, professional or occupational focus is chosen.	120	7
Post Graduate Diploma in Education	To accredit advanced and specialised occupational, academic and professional study. This qualification can accredit the coursework component of a Masters' degree or provide an entry or exit point before the completion of a Masters' degree.	120	8
Master of Education	To accredit the advanced and specialised academic or professional study of an aspect of education with emphasis on research. The degree may be taken by thesis or by a combination of thesis and coursework.	240	8
Doctor of Education	To accredit the highly advanced and specialised academic or professional study of an aspect of education in which the learner demonstrates capacity for sustained, original research.	360	8



## 2. *Minimum Specialist Requirements for Basic Teaching Qualifications*

There is no longer a list of prescribed teaching subjects for professional educator qualifications. Learners and providers are advised, however, that the design of programmes and qualifications, including subject choices, must lead to the competence to teach learning programmes, learning areas, subjects or foci in the school curriculum.

The considerable importance of the specialist role should be reflected in the apportionment of credits. For each basic qualification, there is a minimum number of SAQA credits dedicated to the specialist role:

DE	96 credits
B Ed	240 credits
PGCE	20 credits

The precise specialist requirements for the initial teaching qualifications leading to qualified educator status are as follows:

### **Foundation Phase (Grade R to Grade 3)**

- A study of the 3 learning programmes as prescribed by the national curriculum. These must include the disciplinary bases of content knowledge, methodology and relevant pedagogic theory.
- Expertise in the development of early literacy, particularly reading competence.
- Expertise in the development of early numeracy.
- Expertise in the development of life-skills.
- The above specialist requirements should carry the following credits:
 

DE	72 credits at NQF 5 or higher, 24 credits at NQF 4 or higher.
B Ed	96 credits at NQF 6, 108 credits at NQF 5 or higher.
PGCE	20 credits at NQF 6.

### **Intermediate Phase (Grade 4 to Grade 6)**

- A study of the 5 learning programmes as prescribed by the national curriculum. These must include the disciplinary bases of content knowledge, methodology and relevant pedagogic theory.
  - Expertise in the development of reading competence, particularly reading comprehension.
  - Expertise in the development of numeracy.
  - Expertise in the development of life-skills.
- The above specialist requirements should carry the following credits:

DE	72 credits at NQF 5 or higher, 24 credits at NQF 4 or higher.
B Ed	96 credits at NQF 6, 108 credits at NQF 5 or higher.
PGCE	20 credits at NQF 6.

**Senior Phase (Grade 7 to Grade 9)**

- A study of at least two subjects which meet the requirements of the learning area specialisations as prescribed by the national curriculum.
- The studies must include the disciplinary bases of content knowledge, methodology and relevant pedagogic theory.
- The above specialist requirements should carry the following credits:
 

DE	72 credits at NQF 5 or higher.
B Ed	96 credits at NQF 6, 84 credits at NQF 5 or higher.
PGCE	20 credits at NQF 6.

In addition

- A study of **one** out of the learning areas of:
  - Mathematical Literacy, Mathematics and Mathematical Sciences
  - Natural Sciences
  - Technology

This study must be in a learning area not taken elsewhere in the curriculum.

It should carry at least 24 credits at NQF level 4 or higher for all qualifications except the PGCE where it may be recognised as prior learning.

**Further Education (Grade 10 to Grade 12)**

- A study of one or more subjects or specialisations suitable for the phase.
- The study must include the disciplinary bases of content knowledge, methodology and relevant pedagogic theory.
- The above specialist requirements should carry the following credits:
 

DE	36 credits at NQF 6, 60 credits at NQF 5 or higher.
B Ed	96 credits at NQF 6, 108 credits at NQF 5 or higher.
PGCE	20 credits at NQF 6.

## **6. Evaluation of Foreign Qualifications for Employment in Education**

### **1. General**

1. Applications for the evaluation of foreign qualifications should be submitted to one of the provincial departments of education, who will in turn, submit it to the Evaluation Committee at the national department of education.
2. Each foreign qualification should be accompanied by the following official information:
  - Certified copy of the qualification certificate;

- Official transcript of the qualification, indicating the different subjects/fields of study passed, as well as the number of hours of study and practice for each of the subjects/fields of study/units of learning;
  - Official statement from the educational authority in the country of origin as to whether the particular qualification is recognised for employment in education in that country, and for which phase of schooling;
  - Geographic location, postal, fax and e-mail contact information of the foreign institution concerned.
3. Foreign qualifications are always evaluated in accordance with the most recent policy on *Norms and Standards for Educators*. Subject to the information available, the evaluator will attempt to match the qualification as closely as possible with a similar qualification on the South African qualifications framework for educators. Shortcomings, if any, will be indicated, as well as suggested ways of improving the qualification in order to get full recognition.
  4. The Evaluation Committee only evaluates qualifications for employment in public education. Holders of foreign qualifications who do not wish to seek employment in education, but, for example, wish to enroll for further study should submit their qualifications directly to the institution concerned.

## **2. Professional Qualifications**

1. Only professional qualifications that are recognised as such in the country of origin will be considered for recognition for employment in public education in South Africa.
2. The learning programme should have at least covered the minimum specialist requirements for the particular phase of schooling concerned as described in the *Norms and Standards for Educators*.
3. Holders of foreign professional teaching qualifications should be appointed on probation for at least one year before being considered for permanent appointment. During the probation year, they should also complete an in-service programme on outcomes-based education and the new school curriculum.

## **3. Academic qualifications**

1. Academic and other appropriate vocational foreign qualifications will be evaluated in accordance with the minimum requirements for such qualifications (Refer Section 2)

## **7. Recognition of appropriate qualifications for permanent appointment in specific educator posts**

*(For lecturers at technical colleges refer Section 8)*

1. List of posts in which professionally unqualified persons could be appointed permanently should they hold appropriate qualifications for such posts
  - Posts for Technical Subjects, including Hair Care
  - Posts for Technical Drawing
  - Posts for Instrumental Music
  - Posts for Practical Ballet, National Greek Dances, History of Ballet and Anatomy
  - Posts for training in the Hotel and Catering Industry
  - Accompanist posts for Ballet
  - Posts for Speech and Drama
  - Posts for the teaching of Nursing at Schools for Special Education and Schools for Specialised Education.
  - Librarian posts at colleges and departmental head office libraries
  - Posts for school Social Workers
  - Posts for Education Psychologists and Therapists
  - Educator posts at non-education institutions

*The incumbent of a post as listed in paragraph 1 usually possesses*

- qualifications which do not comply with the criteria for approved degrees and/or general teaching diplomas;
- skills and knowledge which have been acquired also through practical training or by experience; and
- basic training which is often not offered by teacher education providers.

### **2. Appropriate qualifications for employment in posts as listed in paragraph 1**

#### **2.1 Appropriate degree**

An appropriate degree is a degree

- which is recognised for a specified post as listed in paragraph 1 and specially qualifies a person for the particular post; and
- which has been approved for such purpose.

## **2.2 *Appropriate diplomas/certificates***

Only diplomas/certificates appropriate to a specific post as listed in paragraph 1 are recognised for purposes of employment in a post as listed in paragraph 1. When evaluating such a diploma/certificate the applicable subject will be stated clearly.

## **2.3 *Recognition of further appropriate diplomas/certificates***

A further appropriate diploma/certificate (obtained after a first appropriate diploma/certificate) is recognised for REQV purposes only if it entails advanced study following the first appropriate diploma/certificate which has been recognised for a specific post as listed in paragraph 1.

Where two or more appropriate diplomas/certificates on the same horizontal level are submitted for the same post as listed in paragraph 1, only one diploma/certificate will be recognised.

A maximum of two approved diplomas/certificates on the same horizontal level (and one professional qualification) will be recognised for a post as listed in paragraph 1, provided that they do not overlap by more than 50% and the second diploma is taken in an appropriate but different field of study to the first diploma.

In the case of a second N diploma, six new courses must be included of which at least two should be at N5 level and at least two at N6 level.

Where two or more similar appropriate diplomas/certificates are offered, the one with the highest REQV classification will be recognised.

Every additional appropriate diploma/certificate will be recognised for a higher REQV level if it requires at least the equivalent of one academic year of full-time study or 120 new credits.

## **2.4 *Recognition of partially completed degrees and completed degrees for incumbents of posts as listed in paragraph 1***

Recognition is granted in accordance with Section 3.

## **3. *General principles for the evaluation of qualifications for appointment to posts as listed in paragraph 1***

1. Appropriate or approved qualifications that have been approved are recognised for posts as listed in paragraph 1.
2. When more than one qualification is evaluated, the qualification which affords the holder the highest REQV classification is taken as the starting point for evaluation purposes. The order in which qualifications have been obtained therefore makes no difference.

3. Recognition of qualifications for a post as listed in paragraph 1 is restricted to such a post for which qualifications have been recognised, provided that a candidate may also receive recognition of qualifications for a second specialisation or for general teaching.
  4. A permanent incumbent of a post as listed in paragraph 1, whose qualifications are appropriate to another post as listed in paragraph 1, may be transferred in a permanent capacity to the other specialist post with retention of his REQV classification.
  5. A permanent incumbent of a post as listed in paragraph 1 who does not qualify for permanent appointment in an ordinary or any other post as listed in paragraph 1 may be employed in such a post on a temporary basis with retention of his classification, provided that such person can be so employed for longer than one year only with the personal approval of a Head of Education.
  6. A professionally qualified teacher who has been appointed to a general teaching post and who also holds qualifications that are applicable to a post as listed in paragraph 1 but who has never been appointed to such a post, receives REQV recognition for these qualifications.
4. **Requirements for the recognition and the evaluation of qualifications for employment in posts as listed in paragraph 1**

#### **4.1 *Posts for teachers of technical subjects***

A three-subject National Technical Certificate III (N3), which must include Trade Theory/Technology as a subject, plus a completed apprenticeship or a pass in a trade test plus two years' appropriate trade experience\*;

OR

an equivalent qualification plus a completed apprenticeship or a pass in a trade test plus two years' appropriate trade experience. Trade Theory/Technology on the N3 level should form part of the completed trade training\*;

OR

an approved degree for technical education; or a National Certificate (or Diploma) for Technicians or a National N Diploma or a National Diploma (Engineering) or a National Higher diploma which includes training in an appropriate technical subject;

OR

another appropriate approved qualification.

#### **4.2 *Posts for teachers of Electronics***

A three-subject National Technical Certificate III (N3) which must include Electronics as a subject, plus two years' appropriate trade experience\*;

OR

an equivalent qualification plus two years' appropriate trade experience\*.

\*Persons in possession of this qualification may be appointed permanently to posts for the teaching of technical subjects or electronics and be remunerated according to an REQV 13 (s) salary range.

A head of education may, in special cases and at his own discretion, appoint a person whose only qualifications are a completed apprenticeship or pass in a trade test, plus two years' appropriate trade experience, in a permanent or temporary capacity, and remunerate them according to an REQV 12(s) salary range.

#### **4.3 Evaluation of technical qualifications**

- (1) An apprenticeship + National Technical Diploma: REQV 13
- (2) National N Diploma: REQV 13
- (3) National Certificate for Technicians: REQV 13
- (4) National Diploma (Engineering): REQV 13
- (5) National Diploma for Technicians: REQV 14
- (6) National Higher Diploma: REQV 14
- (7) National Diploma in Technology/Masters' Diploma: REQV 15

#### **4.4 Evaluation of technical qualifications together with completed approved degrees, partially approved degrees, partially completed degrees and diplomas in education**

A technical qualification evaluated as REQV 13 for appointment to a post as listed in paragraph 1 (see paragraph 4.3 (1), (2), (3) and (4) above) together with -

- (1) an approved degree (which complies with paragraph 1.14.1): REQV15.
- (2) an approved partially completed degree: REQV 14.
- (3) A partially approved degree: REQV 14.
- (4) (1) above + National Teachers' Diploma (Workshop) or HDE (Technical): REQV 16
- (5) (2) above + NTD (Workshop) or HDE (Technical): REQV 15
- (6) (3) above + NTD (Workshop) or HDE (Technical): REQV 16

A Technical qualification evaluated as REQV 14 for appointment to a post as listed in paragraph 1 (See paragraph 4.3 (5) and (6) above) together with -

- (1) an approved degree: REQV 15 (to be classified as REQV 16 a teacher must be professionally qualified).
- (2) an approved partially completed degree: REQV 15
- (3) a partially approved degree: REQV 15
- (4) (1) above + NTD (Workshop) or HDE (Technical) or HDE: REQV 16 (a Masters' degree is required to be classified in as REQV 17)
- (5) (2) above + NTD (Workshop) or HDE (Technical): REQV 15 (an approved degree is required to be classified in as REQV 16).
- (6) (3) above + NTD (Workshop or HDE (Technical): REQV 15 (an approved degree is required to be classified in REQV 16).

A Technical qualification with an REQV 15 for appointment to a post as listed in paragraph 10.1 (see paragraph 5(7) above) together with -

- (1) an approved degree: REQV 15 (to be classified in REQV16 a teacher must be professionally qualified).
- (2) an approved partially completed degree: REQV 15 (not professionally qualified).
- (3) a recognised degree: REQV 15 (not professionally qualified).
- (4) (1) above + NTD (Workshop) or HDE (Technical): REQV 16 (not in possession of a Masters' degree).
- (5) (2) above + NTD (Workshop) or HDE (Technical): REQV 15 (not in possession of an approved degree).
- (6) (3) above + NTD (Workshop) or HDE (Technical): REQV 15 (not in possession of an approved degree).

A three-subject National Technical Certificate III (N3), which must include Trade Theory/Technology as a subject, plus a completed apprenticeship or a pass in a trade test plus two years appropriate trade experience together with -

- (1) N4 or N5 + NTD (Workshop): REQV 13
- (2) 4T1 and 4T2 subjects + NTD (Workshop): REQV 13
- (3) an approved degree: REQV 14

- (4) an approved partially completed degree: REQV 12(may be remunerated according to an REQV 13(s) salary range).
- (5) (1) above + an approved partially completed degree: REQV 14
- (6) (1) above + recognised degree: REQV 15
- (7) (3) above + NTD (Workshop) or HDE (Technical) or HDE: REQV15

#### **4.5 *Posts for teachers of Technical Drawing***

A National Diploma for Technicians (Draughtsmanship) or a National Technical Diploma or equivalent qualification with Draughtsmanship or a similar subject, e.g. Machine Design, Building Construction, Electrical Designing, Structural Designing at T2 level at least, plus two years' appropriate experience;

OR

an approved degree for technical education which includes Technical Drawing;

OR

a qualification approved for this purpose.

#### **4.6 *Posts for teachers of Instrumental Music***

An appropriate approved qualification in Music (for the instrument(s) in which tuition is given).

**NB** Qualifications are recognised only if practical training in an instrument is included (with the exception of post-graduate degrees.)

#### **4.7 *Recognition of music qualifications***

- (1) Not more than one teacher's licentiate/diploma in Music in the same instrument shall be recognised for the same person.

(NB: A teacher's licentiate does not qualify a person as professional.)

- (2) A second teacher's licentiate in another instrument may be recognised.
- (3) Only one performer's licentiate (in the same instrument recognised for (1) or (2) above) or a ULCM may be recognised in addition to the licentiates in (1) and (2) above.
- (4) Teachers' licentiates referred to in (1) and (2) above may not be offered in the following pairs of instruments:

Flute and Piccolo

Flute and Recorder  
 Recorder and Piccolo  
 Two different recorders  
 Above and Cor Anglais  
 Clarinet and Bass Clarinet  
 Bassoon and Double Bassoon  
 Violin and Viola  
 Cello and Double Bass  
 Piano and Harpsichord  
 Piano and Clavichord  
 Clavichord and Harpsichord  
 Any two brass wind-instruments controlled by pistons.

- (5) For a post as accompanist of ballet a UPLM (Piano) without a teachers' licentiate or a UALM (University Accompanist Licentiate in Music) may be accepted. Only one of these licentiates will be recognised for the same person.

An Accompanist's Licentiate is recognised for posts of accompanists only.

- (6) Overlapping

When a qualification in Instrumental Music is offered at the same level as a qualification in Instrumental Music already recognised, this is regarded as overlapping. This means that –

- (a) all teachers; licentiates/diplomas in Music, irrespective of the duration of training, which are offered at the same level and for the same instrument, overlap unless a teacher's licentiate/diploma in Music is the entrance requirement for a subsequent teacher's licentiate/diploma in Music, or is offered in another instrument. However, a performer's licentiate is always offered at a higher performer's level than a teacher's licentiate/diploma in Music;

**NB:** A performer's licentiate will only be recognised provided that the candidate is in possession of a teacher's licentiate.

- (b) a teacher's licentiate/diploma in Music always overlaps courses in instruments taken for a B degree;

If the second instrument has not been offered on main instrument level, it does not overlap with a teacher's licentiate/diploma. This excludes the Performer's Licentiate in instruments taken for the B.degree;

- (c) a Licentiate in School Music (Class Music) is not recognised for appointment to a post as listed in paragraph 1 for teachers of Instrumental Music, if a candidate is already in possession of a teacher's licentiate in an instrument.

#### 4.8 Evaluation of Diplomas and Licentiates in Music\*

<u>Qualifications</u>	<u>Evaluation</u>
(a) UPLM ** (Unisa)	REQV 13
(b) UALM *** (Unisa)	REQV 13
(c) ULCO (Unisa)	REQV 13
(d) ULCO (Organ) (Unisa)	REQV 13

#### NB

The above-mentioned qualifications obtained before 1990 are evaluated as REQV 12

(e) UTLM (Unisa)	REQV 13
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#### NB

- (i) The UTLM is evaluated as REQV13 instead of REQV12, with effect from 1 January 1990, if obtained as from the following dates.

Piano: as from 1981

Recorder, Clarinet, Organ, Flute, Guitar, Hobo, French Horn: as from 1987

Singing: as from 1988

Other wood wind-instruments: as from 1989

Other brass wind-instruments: as from 1989

All other instruments: as from 1990

- (ii) That persons in possession of a UTLM (Unisa) obtained before the above mentioned dates, will not be evaluated as REQV 13 following the passing of the method examination.

\* These qualifications are recognised only if practical training in an instrument is included.

\*\* Recognised only if the holder also has a teacher's licentiate

\*\*\* Recognised for posts of accompanist only .

(f) Education Diploma in Music (OFS)		REQV 13
(g) Teacher's Licentiate in Music (OFS)		REQV 13
(h) Diploma for Church Organists (PUC)		REQV 13
(i) Lower University Diploma in Music Performance (PUC)	1 year after 'm'	None

(j) Licentiate Diploma in Music (Rhodes)	REQV 13
(k) T.D.M.S (Stellenbosch)	REQV 13
(l) P.D.M.S (Stellenbosch)	+ 1 level
(m) Diploma for Church Organist Stellenbosch	REQV 12
(n) Higher Diploma for Church Organist Stellenbosch	+1 level
(o) Diploma in Musical Education (Rhodes)	REQV 13
(p) Diploma in Music (Education) (U.P)	REQV 13
(q) Diploma in Church Music (U.P)	REQV 13
(r) Diploma in Music (Church Music (U.P.)	REQV 13
(s) Diploma in Music (Performing Arts) (U.P)	None
(t) Teacher's Licentiate in Music (U.P.)	REQV 13
(u) Teacher's Licentiate Diploma in Music (offered from 1976)	REQV 13
(v) Teacher's Diploma in Opera (UCT)	REQV 13
(w) Diploma in Orchestral Playing (U.C.T.)	REQV 13
(x) Performer's Diploma in Music (U.C.T.)	REQV 13
(y) Performer's Diploma in Opera (U.C.T.)	REQV 13
(z) Diploma in Music Education (U.P.E.)	REQV 13

**4.9 Appointment of performers of instruments in approved symphony orchestras**

Performers of instruments in approved symphony orchestras may be appointed as teachers in a post as listed in paragraph 10.1 for Instrumental Music in accordance with the following categories of REQV levels:

Tutti-player or lower position:	REQV 13(s)*
B-Principal Performer:	REQV 14 (s)*
A-Principal Performer or leader:	REQV 15 (s)*

\*(s) indicates that these persons receive a personal salary.

Performers who are not members of one of the approved orchestras, may be tested by one of these orchestras and submit a statement indicating within which of the three REQV categories they fall.

(Approved orchestras: National Symphony Orchestra, Cape Town Municipal Orchestra, Durban Municipal Orchestra, PACT Orchestra, OFS Symphony Orchestra and CAPAB Orchestra)

**4.10 *Posts for teachers of Practical Ballet, National and Greek Dancing, History of Ballet and Anatomy***

An appropriate approved qualification.

**4.11 *Recognition of ballet qualifications***

- (1) The highest qualification obtained in accordance with the scale below is accepted for evaluation purposes
- (2) Teachers receive recognition for qualifications awarded by the Royal Academy of Dancing OR the Imperial Society of Teachers of Dancing OR the University of Cape Town OR the South African Dancing Teachers' Association and the Spanish Dance Society in accordance with the following scale:

1 <sup>st</sup> or 2 <sup>nd</sup> Qualification	2 <sup>nd</sup> or 1 <sup>st</sup> Qualification	Total Evaluation
REQV 11-12-13-14-15	REQV 11	REQV 12-13-14-15-15
REQV 11-12-13-14-15	REQV 12	REQV 13-13-14-15-15
REQV 11-12-13-14-15	REQV 13	REQV 14-14-15-15-15
REQV 11-12-13-14-15	REQV14	REQV 15-15-15-15-15

#### 4.12 Evaluation of qualifications

#### REQV

(1) UNIVERSITY OF CAPE TOWN	
(a) Teachers' Diploma in Ballet	13
(b) Teachers' Certificate in Ballet	13
(c) Performer's Diploma in Ballet	13
(d) Performer's Certificate in Ballet	13
(2) ROYAL ACADEMY OF DANCING	
(a) Student Teacher's Certificate	12
(b) Elementary Teacher's Certificate or Teacher's Certificate plus Intermediate Executant/Advanced Executant (January 1988)	13 14
(c) Intermediate Teacher's Certificate	14
(d) Advanced Teacher's Certificate or Advanced Teacher's Certificate in the Teaching of Children or Major Students (January 1988)	15 15
(e) Intermediate Executant	11
(f) Advanced Executant	12
(g) Solo Seal plus a recognised teacher's qualification in Ballet*	11
(h) Licentiate of the Royal Academy of Dancing	13
(i) Teaching Certificate (This Certificate replaced the Elementary Teacher's Certificate)	12

(j) Teaching Diploma	14
(k) Advanced Teaching Diploma (This exam replaced the Advanced Teacher's Certificate)	15

((i) – (k): with effect from 1 January 1988)

(3) IMPERIAL SOCIETY OF DANCING

(Formerly known as Imperial Society of Teachers of Dancing)

(a) Associate Teacher's Certificate	13
(b) Licentiate Teacher's Certificate	14
(c) Fellowship Teacher's Certificate	15
(d) Intermediate Certificate (Part A or Part B)	11
(e) Advanced Certificate (Part A or Part B)	12
(f) Final Diploma (Teacher's A and B)	13

OR

Final Diploma (Performer's) (plus a recognised teacher's qualification in ballet)	13
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(4) CECCHETTI SOCIETY OF SOUTHERN AFRICA  
(With effect from 1 January 2000)

(a) Associate Certificate	12
(b) Associate Diploma	13
(c) Licentiate Certificate	14
(d) Licentiate Diploma	15
(e) Fellowship (Educators must be professionally qualified for classification in REQV 16)	15

(4) SOUTH AFRICAN DANCE TEACHERS' ASSOCIATION

Advanced	11
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## (5) PRETORIA TECHNIKON

National Diploma in Performing Arts(Teacher of Ballet) 13

## (6) THE SPANISH DANCE SOCIETY

(a) Primer Ano Estudiante (Elementary Exam)  
Plus Profesor de Baile (Elementary Teachers') 11

(b) Segundo Ano Estudante (Intermediate Exam) Plus Profesor de Baile (Elementary Teachers')	12
(c) Tercer Ano Estudante (Advanced Exam) Plus Profesor de Baile (Elementary Teachers')	13
(d) Primer Ano Estudante (Elementary Exam) Plus Profesor de Baile (Elementary Teachers')	12
(e) Segundo Ano Estudante (Advanced Exam) Plus Instructor de Baile (Intermediate Teachers')	13
(f) Tercer Ano Estudante (Advanced) Teachers' Plus Instructor de Baile (Intermediate Teachers')	14
(g) Tercer Ano Estudante (Advanced Exam) Plus Instructor de Baile (Intermediate Teachers') Plus Maestro de Baile (Advanced Teachers')	15

#### ***4.13 Post for training in the Hotel and Catering Industry***

The South African National Diploma in Hotel Management or an equivalent qualification.

#### ***4.14 Posts for the instruction of Nursing at Special Schools and Schools for Special Education***

NB: Registration as a Nurse with the South African Nursing Council is a pre-requisite.

Not more than two of these diplomas may be recognised for the same person.

#### ***4.15 The evaluation of nursing qualifications***

- (1) Diploma in General Nursing: REQV 13
- (2) Diploma in General Nursing and Psychiatry: + 1 level
- (3) Diploma in General Nursing and Midwifery: + 1 level
- (4) Diploma in Midwifery: + 1 level
- (5) Diploma in Orthopaedic Nursing: + 1 level
- (6) Diploma in Paediatric Nursing: + 1 level
- (7) Diploma in Clinical Care, Administration and Teaching: + 1 level.
- (8) Diploma in General Nursing Instructor: + 1 level

- (9) Diploma in Public Health Nursing: + 1 level
- (10) Diploma in Intensive Nursing: + 1 level
- (11) Diploma in Operating-theatre Technique: + 1 level
- (12) Diploma in Ophthalmic Nursing: + 1 level
- (13) Diploma in Nursing Administration: +1 level

**4.16 *Posts of Librarians at college libraries and departmental head office libraries.***

(An appropriate approved qualification.

OR

A Bachelor's degree plus a Higher Diploma in Library Science (as from January 1988))

**4.17 *Posts for School Social Workers.***

Registration as a Social Worker with the South African Council for Social Work

One of the following:

- Four-year BA (Social Work) degree
- Three-year BA (Social Work) degree
- Three-year Diploma in Social Work
- Four-year Diploma in Social Work

**4.18 *Posts for Education Psychologist and Therapists***

Registration as a psychologist/therapist with the South African Medical and Dental Council.

An appropriate approved qualification classified as REQV 13 or higher.

**4.19 *Posts for the teaching of Speech and Drama/Dramatic Art***

An appropriate qualification classified as REQV 13 or higher.

**4.20 *Educator posts at non education institutions***

An appropriate qualification with an REQV 13 or higher.

## **8. Evaluation of qualifications for employment in teaching posts at technical colleges/Further Education and Training institutions**

### **1. Comments**

- An incumbent of a teaching post at a technical college must possess appropriate qualifications, which have been approved for employment in a teaching post at technical colleges.
- Appropriate fields of study/subjects offered for recognised academic or vocational qualifications for employment at technical colleges may be selected from both Appendices 1 and 3.

### **2. The recognition of approved diplomas or certificates**

- 2.1 No more than two appropriate diploma/certificates (diplomas in education excluded) on the same horizontal level will be recognised. The two approved diplomas/certificates are recognised provided that the overlapping is not more than 50% and the second diploma was offered in another suitable field of study.

In the case of a second N diploma, six new instructional offerings must be included of which at least two must be on N5 level and at least two on N6 level.

- 2.2 In the case where two approved diplomas are a continuation of each other, and the previous diploma is an admission requirement for the subsequent diploma, the two diplomas will be evaluated together as one diploma, and the REQV allocated to the highest diploma is recognised.

Example: A National Diploma and a National Higher Diploma will be regarded as one diploma for evaluation purposes.

- 2.3 A maximum of three diplomas will be recognised provided that one of them is a diploma in education.

### **3. The recognition of diplomas in education**

- 3.1 Only one of the diplomas in education indicated in paragraph 6.2 (excluding Further Diplomas in Education) is recognised.

- In addition to the general diplomas in education that are approved for general education as well as for post-school education, including the Higher Diploma in Education (Technical) and the National Diploma in Education (Technical), the following diplomas are approved for specific utilization in education at technical colleges:

- National Higher Diploma: Post-school education
  - Postgraduate Diploma in Tertiary Education (University of South Africa).
- 3.2 Only one Further Diploma in Education (FDE), which does not overlap with other qualifications that have already been recognised for, will be recognised. (NB. FDE's in the fields of study Technika Mechanical, Technika Electrical, Technika Electronic and Technika (Civil obtained after 1 January 1995 will not be considered for REQV improvement).
- 3.3 Minimum requirements for one year diplomas in education (National Higher Diploma: Post-school Education and Postgraduate Diploma in Tertiary Education).
- 3.3.1 Admission requirements
- 3.3.1.1 National Higher Diploma: Post-school education

At least a Senior Certificate (school education or vocational education) or an equivalent qualification, e.g. a National Technical Certificate III, plus the two required languages (see paragraph 1.16 of the Criteria) at a Senior Certificate level, with the proviso that provisional admission can be granted to immigrants who have resided for fewer than four years in the Republic of South Africa and who do not yet comply with the language requirements.

For the National Higher Diploma: Post-school Education, Sake-afrikaans and Business English on Senior Certificate level may replace the two required languages, provided that a minimum pass mark of 50 % is attained in the instruction language and 40 % is attained in the second required language.

AND

approved qualifications evaluated as REQV 13 (e.g. a National Technical Diploma or a National N Diploma);

OR

an approved degree.

- 3.3.1.2 Postgraduate Diploma in Tertiary Education

A Bachelor's degree

- 3.3.2 Science of Teaching

Five modules, of which at least one module in each of the following is offered:

Empirical Andragogics  
Didactics  
Educational Management  
Media Science.

**NB** The fifth module is elective and Research Methodology could, for example, be included here.

3.3.3 A Course in Computer Literacy.

3.3.4.1 Subject didactics for the National Diploma: Post-school education.

At least one subject methodology in a field of study as offered at technical colleges<sup>14</sup> is required.

(a) Where a candidate possesses an approved degree, the methodology that is envisaged for offering at technical colleges must be in a subject offered in the degree at least at second year level.

(b) Where a candidate possesses an approved technical college and/or technikon qualification, the methodology that is envisaged for offering at technical colleges must be in a suitable subject at N6 or T3 level or their equivalent. For a methodology course in Technical Drawing, Machine Design, Building Construction, Electrical Design, Structural Design, Technical Drawing or another appropriate drawing-related subject must be taken at T2 or N4 level.

3.3.4.2 Subject didactics for the Postgraduate Diploma in Tertiary Education.

The methodology must be in a subject offered in the academic qualification at least at second year level

3.3.5 The duration of the prescribed practical education must be a minimum of six weeks.

3.3.6 Language endorsement on diplomas in education

3.3.6.1 The competence of the student who wants to enter employment at a technical colleges in using the prescribed languages as mediums of instruction is judged in a way agreed upon by the department of education concerned and the training institution concerned and indicated by means of an endorsement on the diploma by the institution that issued the diploma.

#### **4. List of posts at technical colleges**

4.1 Posts for instructional programmes on the N1 to N3 levels or NIC to NSC levels.

4.2 Posts for instructional programmes at the post-senior secondary level to REQV 13 level.

#### **5. Minimum qualification requirements for a permanent appointment**

5.1 Posts for offering of instructional programmes in the Engineering field of study

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<sup>14</sup> Refer Appendix 1

A three-subject National N3 Certificate of which Trade Theory, that is an appropriate subject theory or technology should be one subject, plus the two required languages passed on Senior Certificate level or its equivalent, plus a completed apprenticeship\*\* or a successful trade test plus two years' appropriate trade experience. Sake-Afrikaans and Business English at Senior Certificate level will be regarded as equivalent to Afrikaans and English respectively at Senior Certificate level.).

OR

a four subject National N3 Certificate of which Trade Theory, that is, an appropriate subject theory or technology, should be one of the subjects, plus a completed apprenticeship or a successful trade test plus two years appropriate trade experience.

Persons complying with the above-mentioned requirements will be classified and remunerated as REQV 13(s)\* Should they possess or obtain further appropriate qualifications, these qualifications will be considered for a higher REQV level , provided that this will place them at least on REQV 13.

\* (s) Indicates that these persons receive a personal salary onan REQV 13 salary range

\*\* Apprenticeships of the following South African bodies will be recognised:

- Department of Manpower
- South African Defence Force
- SASOL
- South African Transport Services/Transnet
- An accredited Training Board.

5.2 Posts for offering instructional programmes in the fields of study of Business Studies, Art, Agriculture, Utility Services and Social Services.

An approved qualification that is evaluated as REQV 13

For the utility services field of study Haircare, the requirements are as stated in paragraph 4.1.

5.3 Posts for Instrumental Music

Refer Section 7 of the main document.

5.4 Posts for instruction in Practical Ballet, National and Greek Dances, History of Ballet, Anatomy

Refer Section 7 of the main document.

**6. Evaluation of qualifications for a temporary appointment**

- 6.1 Possessors of approved N6 qualifications can be appointed in a temporary capacity in teaching posts for the vocational education programmes (Fields of study in Business Studies, Art, Agriculture, Utility Services and Social Studies). (Two years of certified experience in the field is a prerequisite). Such persons are remunerated according to the REQV 13(s)\*
- 6.2 Possessors of approved N3 to N5 qualifications in the Business Studies, Art, Agriculture, Utility Services and Social Studies fields of study for which apprenticeships or trade tests do not exist, and where the qualification concerned is the highest N qualification that is issued in the field of study concerned, can be appointed in a temporary capacity in teaching posts for the vocational education programmes. (Fields of Study in Business Studies, Art, Agriculture, Utility Services and Social Studies.) (Two years of certified experience in the field is a prerequisite). Such persons are remunerated according to the REQV 13(s)\* salary range.
- 6.3 Persons who possess qualifications and/or suitable experience in a field of study for which an instructional programme does not already exist at a technical college, can be appointed in a temporary capacity on provided that the experience in the field is equivalent to the level of an N3 qualification. (The equivalence of this experience in the field to an N3 level must be certified by a principal of a technical college). Such persons are remunerated according to the REQV 13(s)\* salary range.

\*(s) Indicates that these persons receive a personal salary according to the REQV 13 salary range.

- 6.4 A Head of Education can, according to his own discretion and on the recommendation of a principal of a technical college, consider persons who were appointed in a temporary capacity according to paragraphs 6.1 or 6.2 for a permanent appointment after two years of satisfactory service.

**7. Further recognition for approved qualifications in particular fields of study**

- 7.1 Persons who are in possession of approved academic and/or professional teaching qualifications and who obtain further approved qualifications which comply with all the requirements for appointment to particular posts at technical colleges as laid down in paragraphs 5.1, 5.2, 5.3, 5.4, 6.1 or 6.2 will be awarded one additional REQV level.
- 7.2 In the cases where an additional level has been awarded to an approved N3 to N6 qualification which complies with paragraphs 5.1, 6.1 or 6.2, a further additional level will only be awarded on completion of a approved National Diploma.

## 8. Evaluation of specific approved qualifications at technical colleges

### 8.1 Evaluation of vocationally related qualifications.

- (1) National Technical Diploma: REQV 13
- (2) National N Diploma: REQV 13
- (3) National Certificate for Technicians: REQV 13
- (4) National Higher Certificate for Technicians: REQV 13
- (5) National Diploma: REQV 13
- (6) National Diploma for Technicians: REQV 14
- (7) National Higher Diploma: REQV 14
- (8) National Diploma in Technology/Masters Diploma: REQV 15
- (9) National Laureatus: REQV 15 (only professionally qualified persons can be classified as REQV 16).

### 8.2 Examples which may serve as guidelines for the evaluations of appropriate qualifications and for the REQV classification of such qualifications.

#### 8.2.1 A vocationally related qualification evaluated as REQV 13 (see paragraph 8.1(1) to (5)) plus

- (1) an approved degree: REQV 15;
- (2) an approved partially completed degree: REQV 14;
- (3) (1) above + National Diploma in Education or HDE (Technical) or HDE (Postgraduate) or another approved diploma in education for technical college education: REQV 16; or
- (4) (2) above + NDE (Technical) or HDE (Technical) or an approved diploma in education for technical college education: REQV 15.

#### 8.2.2 A vocationally related qualification evaluated as REQV 14 (see paragraph 8.1(6) and 8.1(7)) plus

- (1) an approved degree : REQV15 (not professionally qualified);
- (2) an approved partially completed degree: REQV 15

- (3) (1) above + NDE (Technical) or HDE (Technical) or HDE (Postgraduate) or another approved diploma in education for technical college education: REQV 16 (can only be classified as REQV 17 provided that a Master's degree or a Diploma in Technology/Master's diploma is included; or
  - (4) (2) above + NDE (Technical) or HDE (Technical) or an approved diploma in education for technical college education: REQV 16
- 8.2.3 A vocationally related qualification evaluated as REQV 15 for appointment in technical college education (see paragraph 8.1(8)) plus
- (1) an approved or appropriate degree: REQV 15 (an approved diploma in education is required for classification as REQV 16).
  - (2) an approved partially completed degree: REQV 15 (an approved diploma in education is required for as REQV 16)
  - (3) (1) or (2) above + NDE (Technical) or HDE (Technical) or an approved diploma in education: REQV 16
- 8.2.4 A vocationally related qualification evaluated as REQV 16 (see paragraph 8.1(9)) plus
- (1) an approved degree or an approved partially completed degree: REQV 15 (an approved diploma in education is required for classification as REQV 16 ) or
  - (2) an NDE (Technical) or a HDE (Technical) or an approved diploma in education for technical college education: REQV 17
- 8.2.5 An apprenticeship and/or a passed trade test plus N3 plus -
- (1) N4 or N5 + NDE (Technical): REQV 13
  - (2) 4T1 + 4T2 subjects + NDE (Technical): REQV 13
  - (3) an approved degree: REQV 14
  - (4) an approved degree + an NDE (Technical) or a HDE (Technical) or a HDE (Postgraduate) or an approved diploma in education for technical college education: REQV 15
- 8.2.6 The following qualifications will each be granted one additional REQV level, for appointment in a teaching post at technical colleges:
- (1) Certificate of Competency as Engineer
  - (2) Certificate of Registration as Professional Engineer
  - (3) Certificate of Registration as an Architect
  - (4) Certificate of Registration as a Land Surveyor.

**APPENDIX 1****ALPHABETICAL LIST OF NATIONAL INSTRUCTIONAL OFFERINGS AT  
TECHNICAL COLLEGES**

(Report 191, 97-07, as revised June 2000)

Abattoir Hygiene  
Accounting for Butchers  
Accounting  
Administration and Management  
Advertising Management  
Aerial Application (Pest Control)  
Aerodynamics  
Aesthetics Theory and Practical  
African Dance  
Afro Hair Care  
Aircraft Electrical Theory  
Aircraft Electronics Theory  
Aircraft Instrument Trade Theory  
Aircraft Maintenance Theory  
Aircraft Metalwork Theory  
Aircraft Technology  
Aluminium Manufacture  
Aluminium Smelter Technique  
Aluminium Technology  
Animal Production  
Applied Accounting  
Applied Business Economics  
Applied Hare Care  
Applied General Science  
Applied Management  
Applied Physiology  
Armature Winding  
Arranging and Production (Music)  
Art of Africa  
Art of Drawing  
Art of Entertainment  
Aural and Ensemble  
Aural Training and Assemble Work: Popular Music  
Aviation Electronics  
Ballet: Practical and Theory  
Ballroom: Latin American and Free Style  
Basic Classical and Contemporary Dance  
Basic Mining and Regulations  
Beef Cattle Production  
Bharatha Natyam: Dance  
Bharatha Natyam and Indian Folk Dance  
Body Conditioning

Botany: Horticulture  
Bricklaying and Plastering  
Building Administration  
Building and Civil Technology  
Building and Structural Construction  
Building and Structural Surveying  
Building Drafting  
Building Drawing  
Building Science  
Business Economics  
Business English  
Business Practice  
Butchers' Theory and Practice  
Care of Children  
Care of the Aged  
Care of the Handicapped  
Carpentry and Roofing  
Caterer Client Relations  
Catering Theory and Practical  
Ceramics  
Cereal Production  
Chemical Laboratory Technology  
Chemical Plant Operation  
Chemical Technology  
Chemistry  
Child Care  
Child Health  
Classical Dance  
Clinical Hair Study  
Clothing Construction  
Clothing  
Coal Mining  
Coal Mining Economics  
Coal Mining Technology and Practice  
Coke and By-Product Process  
Colour (Art)  
Communication and Department  
Communication and Human Relations  
Communication Electronics  
Communication  
Computer Graphics  
Computer Practice and Typing Techniques  
Computer Practice  
Computer Principles  
Computer Aided Drafting  
Computerised Financial Statements  
Computerised Financial Systems  
Construction Plant Theory  
Contemporary Dance  
Control Systems

Cosmetic Make-up  
Cosmetics: Practical and Theory  
Cost and Management Accounting  
Crop Production  
Dairy Production  
Data Management: Farming  
Day Care Administration  
Day Care Communication  
Day Care Didactics  
Day Care Entrepreneurship  
Day Care Management  
Day Care Personnel Development  
Diesel Earthmoving Mechanics  
Diesel-Electric Theory  
Diesel Trade Theory  
Digital Electronics  
Draughting  
Drawing  
Dyeing and Fibre Technology  
Economic and Legal Environment  
Economics  
Educare Didactics  
Educare Theory and Practical  
Education  
Educational Psychology  
Electrical Drafting  
Electrical Installation Codes  
Electrical Trade Theory  
Electro-Mechanics  
Electrology  
Electronic Music Keyboard Technique  
Electro-Technology  
Electrotechnics  
Engineering Drawing  
Engineering Physics  
Engineering Science  
Engineering Technology  
Entrepreneurship and Business Management  
Environmental Engineering  
Environmental Pest Control  
Fabric Construction and Testing  
Facial Machine Treatment  
Facial Skin Care  
Factory Organisation  
Farming Business Management  
Farming Business Practice  
Farming Communication  
Farming Mechanics  
Fashion Drawing  
Fault Finding and Protective Devices

Ferro Alloy Technology  
Fertilizer Manufacturing  
Fibre and Yarn Characteristics and Testing  
Financial Accounting  
Financial Management: Farming  
Fitting and Machining Theory  
Flower Production  
Fluid Mechanics  
Food Administration  
Food and Beverage Service  
Food and Nutrition  
Form and Colour Studies  
Foundry Theory  
Fruit Production  
Fumigation  
Funeral Practice  
Furniture Design  
Furniture Makers' Theory  
General Drafting  
General Music Knowledge, Harmony and Composition  
General Textile Technology  
Gents' Hairdressing  
Graphic Design  
Graphic Interpretation  
Graphic Processes  
Gunsmith Trade Theory  
Hair Care  
History of Art  
History of Music and Form  
Horticulture Science  
Hotel Reception  
Human Relations  
Human Resource Management: Farming  
Hygiene and Safety  
Improvisation (Music)  
Income Tax  
Industrial Affairs  
Industrial Chemistry  
Industrial Communication  
Industrial Confectionary Manufacture  
Industrial Crop Production  
Industrial Electronics  
Industrial Instruments  
Industrial Organisation and Planning  
Industrial Orientation  
Industrial Science  
Information Processing  
Installation Rules  
Instrument Mechanic Theory  
Instrument Trade Theory

Interior Principles: Theory and Practice  
Interior Styles and Studies  
Internal Combustion Engines  
Introduction to Interior  
Introductory Space and Volume Studies  
Iron Production and Casting  
Iron, Steel and Ferro Alloy Process Theory  
Jewellery Design  
Jewellery Manufacturing  
Kathak (Dance)  
Kathak and Indian Folk Dance  
Kinesiology and Health Life Skills  
Knitted Fabric Analysis and Testing  
Knitting Theory  
Labour Relations  
Ladies (Caucation) Hair Care  
Landscape Planning  
Legal Knowledge: Mines  
Legal Practice  
Life Skills  
Line (Art)  
Logic Systems  
Long Staple Spinning Theory  
Loss Control  
Machines and Properties of Metals  
Maintenance Management  
Management Communication  
Management  
Management: Farming  
Management: Mining  
Manicure and Pedicure  
Manual Massage  
Marketing Communication  
Marketing Management  
Marketing Research  
Mathematics  
Meat Inspection  
Mechanical Drawing and Design  
Mechanotechnics  
Mechanotechnology  
Medical Practice  
Mercantile Law  
Metal Workers' Theory  
Metallurgy  
Metalliferous Mining  
Mine Planning  
Mining Economics  
Mining Engineering  
Mining Geology  
Mining Machinery

Mining Science  
Mining Shafts  
Missiles  
Motor Body Repairing  
Motor Body Work Theory  
Motor Electrical Theory  
Motor Machining Theory  
Motor Trade Theory  
Motor Vehicle Science  
Motor Vehicle Technology  
Motor Workshop Organisation and Administration  
Motor, Diesel and Tractor Mechanics  
Moulders' Theory  
Municipal Administration  
Music Business and Styles  
Music: Practical: Brass, Woodwind, Drums, Bass Guitar, Guitar, Piano, Keyboard, Vocal  
Mutton Production  
Nail Technology  
Nutrition and Menu Planning  
Nutrition and Residential Care  
Occupational Health and Safety Act  
Office Practice  
Paint Application and Testing  
Paint Chemistry  
Paint Manufacturing  
Paint Raw Materials  
Paint Technology  
Paint Types and Systems  
Painting and Decorating  
Painting  
Paper Making  
Pattern Construction  
Pattern Makers' Theory  
Personnel Management  
Personnel Training  
Pest Biology  
Pesticide Marketing  
Photo Technology  
Photography  
Photography Trade Theory  
Pictorial Drafting  
Pig Production  
Plant Engineering: Mines, Works and Factories  
Plant Operation Theory  
Plant Pests and Diseases  
Plastic Technology  
Platers' and Structural Steelworkers' Theory  
Platers' Theory  
Plating and Structural Steel Drawing  
Plumbing Theory

Popular Music Practical: Bass Guitar, Drums, Piano/Keyboard, Vocal

Poultry Meat Inspection

Poultry

Power Machines

Power Station Electricity

Power Station Science

Power Station Theory

Preparation and Preservation Theory: Funeral

Principles of Pest Control

Printing and Fibre Technology

Production and Quality Control

Promotion Methodology: Theory and Practical

Public Administration

Public Finance

Public Law

Public Relations

Pulp and Paper Making Theory

Psychology: Funeral

Quantity Surveying

Radar Systems

Radar Technology

Radar Trade Theory

Radio and Television Theory

Radio Theory

Refrigeration Technology

Refrigeration Trade Theory

Refrigeration, Air Conditioning and Ventilation

Repertoire

Rigging Theory

Road Construction Drawing

Road Construction Theory

Rock Engineering

Sake Afrikaans

Sales Management

Sanitation and Housekeeping

Sanitation and Safety

Sculpture: Art

Secretarial Catering

Semi-Worsted Spinning Theory

Servicing Techniques

Shape and Form: Art

Sheet Metal Workers' Theory

Short Staple Spinning

Shorthand

Small Business Management and Entrepreneurship

Smithing Theory

Snelskrif

Social Care

Soft Furnishing Theory and Practice

Sound Engineering (Music)

Spanish Dance  
Spatial Planning Theory and Practical  
Spinning Theory  
Steel Production and Casting Theory  
Strength of Materials and Structures  
Structural Steel Detailing  
Supervision in Industry  
Supervisory Management  
Surface Elements Theory and Practical  
Surface Mining  
Surface Mining Economics  
Surface Mining Geology  
Surface Mining Machinery  
Surface Mining Surveying  
Survival Equipment Theory  
Table Service  
Tailors' Theory  
Tap Dance  
Technical Illustration  
Telecom Trade Theory  
Television Techniques  
Textile Chemistry  
Textile Design/Fibre Art  
Textile Engineering Science  
Textile Technology  
Textile Testing  
Texture: Art  
Theory of Dance  
Theory of Music, Harmony and Composition: Popular Music  
Three Dimensional Design  
Three Dimensional Studies  
Timber Production  
Tone: Art  
Toolmakers' Theory  
Tourism Communication  
Tourist Destinations  
Travel Office Procedures  
Travel Services  
Two Dimensional Design  
Typing  
Upholstery and Trimming Theory  
Upholstery Theory and Practical  
Vegetable Production  
Ventilation, Gases and Dust and Regulations  
Vine Production  
Vocational Orientation  
Warp and Weft Knitting  
Warp Knitting Theory  
Waste Water Treatment Practice  
Water Treatment Practice

Waxing  
Weaving  
Weed Control  
Welders' Theory  
Window Covering Theory and Practice  
Wood Preservation  
Wood Machinery/Joinery and Shopfitting Theory  
Woodworkers' Theory  
Wool Production  
Wool Spinning Theory  
Woolen and Semi-Worsted Spinning  
Worsted Spinning

## **9. Recognition of Qualifications for Employment in Adult Basic Education and Training Centers**

### *Evaluation of approved qualifications for appointment at ABET-centers*

#### **9.1 Qualifications evaluated as REQV 11**

- 9.1.1 Certificate in Adult Education, Training and Development, University of Cape Town
- 9.1.2 Certificate for Educators of Adults, University of the Western Cape (this qualification was provided until the end of 1999)
- 9.1.3 Higher Certificate for Educators, Trainers and Developers: Adult Learning, University of the Western Cape
- 9.1.4 Practitioner's Certificate in Adult Basic Education and Training, University of South Africa

#### **9.2 Qualifications evaluated as REQV 12**

- 9.2.1 A qualification as in 9.1.2 or 9.1.3 together with the Higher Diploma for Education, Training and Development Practitioners: Adult Learning, University of the Western Cape
- 9.2.2 A qualification as in 9.1.4 together with the Practitioner's Diploma in Adult Basic Education and Training, University of South Africa

#### **9.3 Qualifications evaluated as REQV 13**

- 9.3.1 National Diploma in Adult Basic Education and Training (obtained at a South African technikon and certified by SERTEC)

#### **9.4 Qualifications evaluated as REQV 14**

- 9.4.1 An approved qualification evaluated as REQV 13 together with the Advanced Diploma for Educators of Adults, University of Cape Town
- 9.4.2 An approved qualification evaluated as REQV 13 together with the Advanced Diploma for Educators of Adults, University of the Western Cape
- 9.4.3 An approved qualification evaluated as REQV 13 together with the Bachelor of Education degree (specialisation in ABET), University of South Africa
- 9.4.4 A B.TECH degree (Adult Basic Education and Training) (obtained at a South African technikon and certified by SERTEC)

- 9.4.5 An approved professional teachers' qualification evaluated as REQV 13 plus a Further Diploma in Education (ABET), offered by Potchefstroom College of Education
- 9.4.6 An approved professional teachers' qualification evaluated as REQV 13 plus a National Higher Diploma: Adult Basic Education, offered by technikons
- 9.5 Qualifications evaluated as REQV 15**
- 9.5.1 An approved qualification evaluated as REQV 14 together with a Post-graduate Diploma in Literacy Studies, University of Cape Town
- 9.5.2 An approved qualification evaluated as REQV 14 together with the Bachelor of Education degree (specialisation in ABET), University of South Africa
- 9.6 Qualifications evaluated as REQV 16**
- 9.6.1 An approved qualification evaluated as REQV 15 together with the Masters in Literacy Studies, University of Cape Town
- 9.6.2 An approved qualification evaluated as REQV 15 together with the Masters in Education: Adult Education, Training and Development, University of the Western Cape
- 9.6.3 An approved qualification evaluated as REQV 15 together with the Masters in Philosophy: Adult Education, Training and Development, University of the Western Cape

**APPENDIX 2*****ROLES FOR EDUCATORS IN SCHOOLING*****1. 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; 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.

**2. 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/learning area and learners.

**3. 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.

**4. Scholar, researcher and lifelong learner**

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

**5. 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.

## **6. 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.

## **7. Learning area/subject/discipline/phase specialist**

The educator will be well grounded in the knowledge, skills, values, principles, methods, and procedures relevant to the discipline, subject, learning area, phase of study, or professional or occupational 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 specialism.

**APPENDIX 3*****LIST OF APPROPRIATE SUBJECTS/FIELDS OF STUDY FOR TEACHER EDUCATION PROGRAMMES***

*Note: The following list is meant to serve as a guideline to providers of teacher education programmes, educators who wish to improve their academic competence and evaluators of teacher qualifications. The list will be amended from time to time.*

Accounting/Accountancy/Financial Accountancy

African Literature

African Studies

Afrikaans/Afrikaans-Nederlands

Agricultural Biochemistry

Agricultural Economics

Agronomy/Agricultural Science

Animal Husbandry/Animal Production

Anthropology/Ethnology

Applied English Language Studies

Applied Language Studies

Applied Mathematics/Mathematical Statistics

Applied Psychology

Arabic

Art/Art Education/Art and Handwork/Arts and Crafts

Art Practical: Painting/Graphic Art/ Sculpture/ Photography/ Ceramics/ Textiles/ Fibre Arts/ Jewellery/ Puppetry/ Communication Design/ Information Design/ Industrial Design/ Art Documentation and Research

Assessment of Learning

Biblical Studies/Hindu Studies/Islamic Studies/Jewish Studies/ Religious Studies

Biokinetics

Biochemistry

Biology/Biological Science

Botany

Building

Business Economics/Business Administration/Business Management

Business Law/Company Law/Commercial Law/Mercantile Law

Chemistry

Class Music/Music Education/School Music

Clothing/ (Protection/Needlework and Dressmaking)

Commerce

Commercial Law/Mercantile Law/Company Law/Business Law

Comparative Religion

Computer Science/Computer Education Science/Informatics/Information Systems

Cookery (Food and Nutrition)

Criminology

Curriculum Design/Development

Development Studies

Dietetics

Design (Art)

Economics/(Mathematical Economics)/Economic Education/Entrepreneurship

Engineering Science (Technika)

English

Ethics/Comparative Ethics/Applied Ethics

Ethnology/Anthropology

Environmental Science/Environmental Studies/Environmental Education

Field Husbandry/Pasture Science/Pasture Management

Fluid Mechanics (Technica)

Food Science (Science of Nutrition)

French/French Studies

Guidance and Counseling

Genetics/Animal Production/Plant Production

Geography/Environmental and Geographical Science

German/German Studies

Greek

Guidance and Counseling Psychology/Psychology/Applied Psychology

Gujarati

Handwork/Handicrafts/Basic Techniques/Needlework/Woodwork

Harmony/Harmony and Counterpoint/Harmony, Counterpoint and Composition

Health Education

Hebrew

Hindi

Hindu Studies/Biblical Studies/Islamic Studies/Jewish Studies/Religious Studies

History/African History

History of Art

History of Music

Home Management

Hotel Keeping and Catering/Hotel and Tourism Management

Human Resources Development

Human Rights Education/Democracy Studies/Citizenship Studies

Industrial Art (Metal – and Woodwork)

Instrumental Music

Islamic Studies/Biblical Studies/Hindu Studies/Jewish Studies/Religious Studies

Italian

Jewish Studies/Biblical Studies/Hindu Studies/Islamic Studies/Religious Studies

Labour Relations

Learning Materials Development

Latin

Librarianship/Library Science/Information Science/Applied Information Science/Media Centre Science/Book Education

Linguistics/Linguistics and Literary Theory /Literary Theory/Linguistics and English Language/Applied Linguistics

Logic/Logic and Language/Critical Thinking

Machine Design/Technical Drawing

Mathematics/Mathematics Education

Mathematical Statistics/Applied Mathematics

Mercantile Law/Commercial Law/Business Law/Company Law

Microbiology

Music (Practical)

Natural Science/Biology/Botany/Zoology/Physical Science/Chemistry/Physics

Ndebele

Pasture Science

Philosophy/Applied Philosophy

Philosophy of Religion

Physical Education/Human Movement Studies

Physical Science/Physics or Chemistry

Physical Education/Human Movement Studies

Physics/Physical Science

Physiology

Political Studies

Portuguese

Psychology/Guidance and Counseling Psychology/Applied Psychology

Public Administration/State Administration

Quantity Surveying (Technika)

Religious Studies/Biblical Studies/Hindu Studies/Islamic Studies/Jewish Studies

Science of Religion

Science Education/Natural Science/Physical Science/Physics or Chemistry

School Guidance and Counseling Psychology/Guidance

Sepedi

Shorthand

Sociology

Social Work

Soil Science

Sesotho

Spanish

Special Education Needs<sup>15</sup>

Speech Training and Dramatic Art/Speech and Drama/Drama and Dramatic Art/Drama

Sport Science

Sport and Recreation

Swati

Systematic Theology

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<sup>15</sup> Physical, sensory, intellectual, social or multiple impairments, for example mobility, fine motor skills, expressive and receptive communication, hearing, vision, cognitive skills, sign language, braille, HIV/AIDS, abuse, crime vandalism, gansterism, teenage pregnancy

State Administration/Public Administration

Statistics

Tamil

Technika (Electrical)

Technika (Electronical)/Digital Electronics/Industrial Electronics

Technika (Mechanical)/Mechanotechnics/Power Machines

Technika (Civil)/Strength of Materials and Structures/Building and Structure Construction

Technology

Technical Drawing/Machine Design/Mechanical Drawing and Design

Telegu

Theological Ethics

Theory of Music

Travel and Tourism

Tsonga

Tswana

Typing/Computer Typing

Urdu

Venda

Wild Life Management

Xhosa

Zoology

Zulu

**APPENDIX 4*****THE 12 ORGANISING FIELDS OF THE NQF***

- 01 Agriculture and Nature Conservation
- 02 Culture and Arts
- 03 Business, Commerce and Management Studies
- 04 Communication Studies and Languages
- 05 Education, Training and Development
- 06 Manufacturing, Engineering and Technology
- 07 Human and Social Studies
- 08 Law, Military Science and Security
- 09 Health Sciences and Social Services
- 10 Physical, Mathematical, Computer and Life Sciences
- 11 Services
- 12 Physical Planning and Construction

**APPENDIX 5*****THE EIGHT LEARNING AREAS FOR THE GENERAL EDUCATION AND TRAINING BAND***

- 01 Language, Literacy and Communication
- 02 Human and Social Sciences
- 03 Technology
- 04 Mathematical Literacy, Mathematics and Mathematical Sciences
- 05 Natural Sciences
- 06 Arts and Culture
- 07 Economics and Management Science
- 08 Life Orientation

**APPENDIX 6****LEARNING PROGRAMMES FOR THE DIFFERENT PHASES OF SCHOOLING IN THE GENERAL EDUCATION AND TRAINING BAND****1. Foundation Phase (Grades 1 to 3)**

- Literacy
- Numeracy
- Life Skills

**2. Intermediate Phase (Grades 4 to 6)**

- Language, Literacy and Communication
- Mathematical Literacy, Mathematics and Mathematical Sciences
- Natural Sciences and Technology
- Human, Social, Economic and Management Sciences
- Arts, Culture and Life Orientation

**3. Senior Phase (Grades 7 to 9)**

- Language, Literacy and Communication
- Human and Social Sciences
- Technology
- Mathematical Literacy, Mathematics and Mathematical Sciences
- Natural Sciences
- Arts and Culture
- Economics and Management Science
- Life Orientation