



higher education & training

Department:
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REPUBLIC OF SOUTH AFRICA

Policy on Professional Qualifications for Further Education and Training College Lecturers

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Acronyms and Abbreviations

Adv Cert	Advanced Certificate
Adv Dip	Advanced Diploma
B Ed	Bachelor of Education Degree
B Ed Hons	Bachelor of Education Honours
CAT	Credit Accumulation and Transfer
CESM	Classification of Education Subject Matter
CHE	Council on Higher Education
CPD	Continuing Professional Development
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
Dip	Diploma
ETDP SETA	Education Training and Development Practices Sector Education and Training Authority
FET	Further Education and Training
HEQC	Higher Education Quality Committee
HEQF	Higher Education Qualifications Framework
ICT	Information and Communication Technology
IT	Information Technology
LoCC	Language of Conversational Competence
LoLT	Language of Learning and Teaching
M Ed	Master of Education
NATED	National Technical Education
NC(V)	National Certificate (Vocational)
NPDE	National Professional Diploma in Education
NQF	National Qualifications Framework
NSC	National Senior Certificate
NSE	Norms and Standards for Educators, 2000
PGCE	Postgraduate Certificate in Education
PG Dip	Postgraduate Diploma
PhD	Doctor of Philosophy
PQM	Programme and Qualifications Mix
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
REQV	Relative Education Qualification Value
SACE	South African Council for Educators
SAPSE	South African Post Secondary Education
SAQA	South African Qualifications Authority
TVET	Technical and Vocational Education and Training
UED	University Education Diploma
VE	Vocational Education
VEOP	Vocational Education Orientation Programme
WIL	Work-integrated Learning

1. The Purpose and Scope of this Policy

Technical and vocational education and training (TVET) plays a pivotal role in developing a knowledgeable and skilled citizenry who are able to contribute effectively to the social and economic development of the country. It is important to ensure that TVET programmes provide real-world skills required by the public and private sectors. Social and economic growth of the country relies heavily on the development and maintenance of a viable, responsive and effective TVET sector.

In South Africa, technical and vocational education and training takes place in what are known as further education and training (FET) colleges, and the lecturers who teach in the colleges are referred to as FET College Lecturers. This policy retains the use of this nomenclature to ensure alignment with existing legislation.

Lecturers are central to the educational activity in FET colleges. Sufficient appropriately-qualified and competent FET college lecturers, who understand and have expertise in both the academic and work-related dimensions of TVET are needed, if FET colleges are to make the critical contribution expected of them.

The *Policy on Professional Qualifications for Further Education and Training College Lecturers* contributes to the availability and development of quality lecturers for the FET college sector by putting in place a suitable set of higher education qualifications that can be used for the initial education and further development of FET college lecturers.

The *Policy on Professional Qualifications for Further Education and Training College Lecturers* is based on the Higher Education Qualifications Framework (HEQF). It must be read in conjunction with the HEQF and will be subject to any revisions of the HEQF. It meets all the minimum requirements and criteria for higher education qualifications, as described in the HEQF. It follows the nested approach of the HEQF and:

- **selects** suitable **qualification types** from the HEQF for different purposes in FET college lecturer education and development;
- **selects the National Qualifications Framework (NQF) Level** for each qualification type;
- **identifies the list of qualifiers** for all qualifications and hence identifies purposes;
- **describes the knowledge mix** appropriate for FET college lecturer qualifications;
- **sets minimum and maximum credit values for learning programmes** leading to qualifications in terms of the knowledge mix and different levels; and
- **defines a minimum set of agreed-upon competences** for FET college lecturers.

In terms of the NQF Act of 2008, the ultimate responsibility for the setting of standards in higher education qualifications rests with the Council on Higher Education (CHE), through the Higher Education Quality Committee (HEQC).

The specification of a set of minimum requirements for FET college lecturer qualifications is aimed, in part, at ensuring that the higher education system, through the offering of these qualifications, contributes to the production and further development of FET college lecturers, in line with the needs of the country.

The *Policy on Professional Qualifications for Further Education and Training College Lecturers* provides a basis for the construction of core curricula for FET college lecturer qualifications that accredited higher education institutions must use in order to develop their programmes leading to FET college lecturer qualifications.

The qualifications described in the *Policy on Professional Qualifications for Further Education and Training College Lecturers* apply uniquely to FET college lecturers only and are not appropriate for teaching in schools and should not be utilised for that purpose. FET college lecturers who wish to enter into a career in teaching in schools may, however, with credit recognition, complete a recognised qualification for employment as a teacher in schooling. Similarly, appropriately qualified school teachers who wish to embark on a FET college lecturing career could complete an appropriate transition/orientation programme or qualification to develop the required competences.

The qualifications in the *Policy on Professional Qualifications for Further Education and Training College Lecturers* replace the following professional and post professional qualifications currently offered to FET college lecturers: Postgraduate Certificate in Education, National Professional Diploma in Education and Advanced Certificates in Education which were approved and accredited in accordance with the *Norms and Standards for Educators, 2000*.

Lecturers who have obtained formerly approved and recognised qualifications and those who are in the process of completing them will continue to receive full recognition for such qualifications in accordance with the policy that regulated the recognition of these qualifications.

The *Policy on Professional Qualifications for Further Education and Training College Lecturers* will have multiple users. It will be used by the DHET to evaluate FET college lecturer education qualification programmes, submitted by public universities for approval for inclusion in their Programme and Qualifications Mix (PQM) and therefore for funding. It will be used by the DHET to evaluate FET college lecturer qualification programmes submitted by private higher education institutions for registration, enabling them to offer the programme. It will also be used by the Council on Higher Education's (CHE) Higher Education Quality Committee (HEQC) in accreditation and quality assurance processes. The policy will also be utilised by the DHET to evaluate qualifications for employment as a lecturer in FET colleges. Through these processes, the policy will be utilised to regulate vocational education and training lecturer qualification programmes offered by all types of institutions.

The *Policy on Professional Qualifications for Further Education and Training College Lecturers* has been developed in consultation with key role players in the field, including universities involved in the offering of professional qualifications for FET college lecturers, teacher unions, the South African College Principals Organisation, the ETDP SETA, the Council on Higher Education, Joint Education Trust, principals of public FET colleges and sections within the Department of Higher Education and Training responsible for FET colleges and condition of service of FET college lecturers.

2. Background to the Policy

Historically, qualifications for FET college lecturers have been regulated by national policies such as the *Criteria for the Evaluation of Qualifications for Employment in Teaching Posts in Post-School Education* (internal national education department document), *Criteria for the Evaluation of Qualifications for Employment in Education, 1995-1999* (DoE, 1995), and the revised policy *Criteria for the Recognition and Evaluation of Qualifications for Employment in Education based on the Norms and Standards for Educators, 2000* (DoE, 2000).

Prior to 1994, four qualifications were available:

- National Teachers Diploma: Workshop, which was a one-year programme offered by former technikons. The admission requirement to this diploma was a Senior Certificate or a National Technical Certificate Part III plus the then two official languages (English and Afrikaans) at Senior Certificate level together with a passed trade test or a completed apprenticeship. This programme was phased out in 1991.
- National Teachers Diploma: Hairdressing, phased out in 1991.
- National Teachers Diploma: Technical, phased out by 1994.
- National Higher Diploma: Post School Education which continued to be revised and offered until at least 1995.

From 1991, a series of national diplomas and/or national higher diplomas in Technical Education, Commercial Education, Home Economics, Natural Sciences and Educational Management were being delivered. National diplomas were three-year post-secondary qualifications and national higher diplomas were one-year qualifications delivered by the former technikons.

From 1996, the following Bachelor of Technology degrees were available: B Tech: Education: Home Economics, B Tech: Education: Natural Sciences, B Tech: Education: Commerce and B Tech: Education: Post School, also delivered by the former technikons.

During the same period, universities offered a *Diploma in Tertiary Education* which required an appropriate Bachelor's degree as the admission requirement. The *Diploma in Tertiary Education* has subsequently been superseded by a *Postgraduate Certificate in Higher Education and Training*, a qualification pegged at Level 7 on the previous 8 level NQF. This qualification is still being offered by some universities. It is important to note that this qualification was not specifically designed to cater for the needs of FET college lecturers, but is currently recognised as a professional qualification for FET college lecturers.

The policy document *Norms and Standards for Educators in Schooling, 2000* (DoE, 2000) did not make specific provision for professional qualifications for FET college lecturers. It did however replace the traditional diplomas, higher diplomas and Bachelor of Technology in Education by either a one-year *Postgraduate Certificate in Education* or a new four-year *Bachelor of Education degree* as the only types of professional qualifications in the field of Education. In the absence of clear guidelines on professional qualifications for FET college lecturers, and in an attempt to align professional qualifications for FET college lecturers with the new policy for teachers in schools, some universities, mostly universities of technology, introduced a one year *Postgraduate Certificate in Education: Further Education and*

Training (Vocational Education) (PGCE: FET – VE) in 2001. This qualification was a variant of the PGCE intended for school teachers teaching in the FET Phase. An appropriate three-year national diploma or degree serves as the admission requirement for the PGCE: FET-VE.

The introduction of the *National Professional Diploma in Education (NPDE)*, 2001, specifically designed as an upgrading qualification for school teachers who were not at the minimum qualification level of M +3 or REQV 13, highlighted a need for FET college lecturers with qualifications at M + 1 or M + 2 level and without a professional teaching qualification to have access to a similar qualification type. This led to the adaptation of the NPDE and the introduction of a *National Professional Diploma in Education: Further Education and Training (Vocational Education)* by some universities. It was initially designed and offered as a 240 credit NQF Level 5 qualification (on the previous 8-level NQF) and later replaced by a 360-credit NPDE in 2004.

However, not all FET college lecturers desired to enrol, qualified for enrolment, or needed a full qualification programme offered by the universities. Likewise, many universities did not offer the NPDE. In 2010, a Vocational Education Orientation Programme (VEOP) developed through university partnerships, was piloted, and continues to be delivered. The VEOP aims to:

- introduce lecturers to the FET college context, the skills environment and relevant policies that impact on the FET college context;
- enable lecturers to interpret college curriculum and plan relevant learning and assessment strategies, and acquire an appropriate repertoire of such strategies;
- enable lecturers to understand learners, learning processes, and to create conducive learning environments;
- enhance management and administrative capabilities of lecturers.

The VEOP is a 30 credit programme pitched at level 5 on the former 8-level NQF. It is not a full qualification programme and as such, is not materially recognised for employment in education on its own account. A review of the VEOP Pilot has been instituted, and the findings of the review will be informative in regard to the possible role that the VEOP can play in a new FET college lecturer qualifications environment.

The Norms and Standards for Educators in Schooling (DoE, 2000) has recently been replaced by a new qualifications policy, the *Minimum Requirements for Teacher Education Qualifications* (DHET, 2011). This new policy describes specific qualifications for educators working in the schooling sector. It does not describe qualifications for any other category of educator, including FET college lecturers.

The ***Policy on Professional Qualifications for Further Education and Training College Lecturers*** focuses specifically on qualifications for FET college lecturers, and it takes into account that:

- A wide range of subjects/disciplines are taught in FET colleges, and that lecturers are needed for all the subjects.
- Lecturers who teach FET college courses need to be competent in both the theoretical and practical aspects of the courses that they teach.

- A strong work-place component must be built into lecturer qualification programmes in order that lecturers can prepare students to be ready for the demands and requirements of the workplace.
- Curriculum offerings in FET colleges change as workplace demands change, for example in response to the development of new technologies, and that qualification programmes must also be able to respond flexibly and dynamically to industry-driven change.

3. Principles Underpinning the Design of Programmes Leading to Further Education and Training Lecturer Qualifications

Lecturers need to be discipline specialists as well as specialist teachers who fully understand the context in which they are working. Lecturing, as a form of teaching, is a specialised activity, and requires that the lecturer has access to a range of knowledge, both in depth and in breadth. This includes knowledge about what needs to be taught, as well as how it can be taught and assessed, in ways that effectively suit the context in which it is being taught.

Knowledge forms do not exist in isolation to each other; nor are they applied independently of each other. Rather they are most usefully learnt and applied in an integrated fashion. The notion of *integrated and applied knowledge* or *strategic knowledge* is therefore an overarching organising concept which should be understood as being both the condition for, and the effect of scrutinising, fusing together and expressing different types of knowing in the moment of practice.

Competent learning (and teaching) is always a mixture of the theoretical and the practical, the pure and the applied, the extrinsic and the intrinsic, the actual and the potential. In effect, competent learning (and teaching) depends on the acquisition, integration and application of different types of knowledge.

If integrated and applied knowledge is understood to be the overarching goal that will enable quality teaching (lecturing), the types of learning associated with the acquisition, integration and application of knowledge for teaching (lecturing) purposes are:

- Disciplinary Learning
- Pedagogical Learning
- Practical Learning
- Fundamental Learning
- Situational Learning

Within the FET college context, these types of learning relate very closely to the notion of *vocational pedagogy*, which integrates learning about the subject, learning about how to teach the subject, and learning about applications of, and relevance of the subject in the workplace.

Disciplinary Learning refers to **disciplinary or subject matter knowledge**, and can find expression in two components within a teaching curriculum: **the study of education and its foundations**, including but not limited to the philosophy, psychology, politics, economics,

sociology and history of education; and the study of **specific specialised subject matter** relevant to academic, vocational or occupational fields underpinning vocational education subject offerings or specialisations. Professional ethics and issues related to knowledge of, and relationships between, self and others in the life of a lecturer are cross cutting themes which are theoretically located within the study of education and its foundations.

Pedagogical Learning incorporates **general pedagogical knowledge**, which includes knowledge of learners in vocational education, learning, curriculum and general instructional and assessment strategies, and **specialised pedagogical content knowledge**, which includes knowing how to represent the concepts, methods and rules of a vocational education subject or field in order to create appropriate learning opportunities for learners, and how to evaluate their progress. Inclusive education and an understanding of barriers to learning form important aspects of both general pedagogical knowledge and specialised pedagogical content knowledge.

Practical Learning or ***Work Integrated Learning (WIL)*** involves learning in-and-from practice. For vocational education lecturers, the notion of 'practice' includes both learning to teach and learning the skills, techniques and practices related to the subject they are teaching which are applied in the workplace or industry.

In regard to learning to teach, **learning from practice** includes the **study of practice** using discursive resources to analyse different practices across a variety of contexts drawing from case studies, video records, lesson observations and so on, in order to theorise practice and form a basis for learning in practice. **Learning in practice** involves teaching in authentic and simulated lecturing environments. Practical learning is an important condition for the development of tacit knowledge, an essential component of learning to teach.

In regard to **workplace or industry practice**, all FET college lecturers need to have up-to-date knowledge of the application and relevance of the subjects they teach in the workplace. Therefore exposure to, and time spent in structured experience in workplace/industry settings are essential components of FET college lecturer qualification programmes. For lecturers who teach the vocational or technical subjects, WIL also encompass **knowing the technical skills associated with the subject** and how to teach them. Lecturers/aspirant lecturers of the vocational or technical education courses first learn the technical expertise through their prior qualifications and through substantial experience in the workplace. However, there is a need to keep this component of practical learning constantly updated to match developments in the field.

Fundamental Learning in the South African context refers to learning to converse at a basic level in a **second official African language**, the ability to competently use **Information and Communications Technologies**, and the acquisition of **academic literacies** (including language and numerical literacies) which lay the foundations for effective learning in higher education contexts.

Situational Learning refers to knowledge of the varied learning **situations, contexts and environments** of education as well as prevailing **policy, political and organisational contexts**. Situational learning refers specifically and in addition to learning *about* context. This includes understanding the complex and differentiated nature of South African society and learning to work in nuanced ways with the **diverse challenges** faced by learners in

vocational education, for example, HIV and AIDS, unemployment, economic growth, poverty and the lingering effects of apartheid, dealing with diversity, including gender issues, promoting inclusivity, and environmental sustainability.

The concept of **knowledge mix** refers to weightings afforded to different kinds of learning in integrated qualifications and learning programmes designed for a **specific purpose**. Different types of learning will need to be integrated into specific programmes in varying ratios, to suit the purpose of the qualification and programme. This is aligned to the notion of purposeful qualifications, a principle embedded within the HEQF.

Finally, this policy also draws on the notion of **basic** FET college lecturer **competences** that lecturers should be able to demonstrate as a result of engagement in an initial professional qualification programme. The competences are listed in Appendix 1.

Part of the **purpose** of an initial qualification will be to develop these competences. This means that the **knowledge mix** in an initial professional qualification for FET college lecturers must be selected such that the learning in the programme leads to these **competences**.

4. Selection of Qualification Types for Further Education and Training College Lecturers

The HEQF provides a single, clear and coherent framework for all higher education qualifications, including FET college lecturer qualifications. The nine higher education qualification types specified by the HEQF are located at different levels on the NQF and registered by the South African Qualifications Authority (SAQA), while the standards of the qualifications and learning programmes developed within this framework are set and quality-assured by the CHE. In order to ensure public confidence and understanding, standards must have legitimacy and credibility, and provide benchmarks to guide the development of learning programmes leading to qualifications (DoE 2007a: 5-7).

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

The table below describes the range of lecturers that need to be catered for in initial professional qualifications, and the qualification possibilities that exist for the different types of lecturers.

Table1: Types of FET college lecturers and possible initial professional qualifications that will suit their needs

Kind of course/subject for which lecturers are needed	A suitable qualification would be...
<p>General courses e.g. mathematics, languages, physical science, accounting, economics</p>	<p>A 120c Advanced Diploma focussed on lecturing in vocational education contexts, as well as the specific methodologies related to the subject specialisation, which ‘caps’ an appropriate undergraduate degree or diploma through which the subject matter knowledge needed for the teaching specialisation has already been developed</p> <p>[It should be noted that the Bachelor of Education with FET Phase specialisation or the Advanced Diploma in FET Teaching, can also be considered to be appropriate initial qualifications for FET college lecturers who will teach the general subjects in the vocational education curriculum, provided that the aspirant lecturer complements these qualifications by completing an appropriate, substantial programme which orientates the aspirant lecturer to the vocational education context. The VEOP could be utilised for this purpose.]</p>
<p>Vocational/occupational courses: e.g. hospitality studies, travel and tourism, hair dressing, photography, carpentry, masonry, plumbing, electronics</p>	<p><u>[new lecturers]</u> A 120c Advanced Diploma focussed on teaching/lecturing in an FET college, as well as the specific methodologies related to the subject specialisation, which ‘caps’ an appropriate undergraduate degree or diploma through which the subject matter knowledge needed for the teaching specialisation has already been developed</p> <p>Or</p> <p><u>[existing professionally unqualified lecturers]</u> A 360c Diploma which covers both the subject content knowledge and the pedagogical knowledge for teaching/lecturing the subject specialization in a FET college.]</p>

The initial professional qualifications selected for FET college lecturers are:

- *Diploma in Vocational Education*
- *Advanced Diploma in Vocational Teaching*

This ***Policy on Professional Qualifications for Further Education and Training College Lecturers*** also recognises the importance of providing formal qualification paths at higher levels as part of the continuing professional development for FET college lecturers to enhance and deepen their subject content knowledge and/or prepare them for career advancement in specialist fields such as subject/discipline leadership, assessment, college leadership and management, workplace learning and special needs education support.

The post-professional qualifications selected for FET college lecturers are:

- *Advanced Certificate In Vocational Teaching*
- *Advanced Diploma in Vocational Education*
- *Post-Graduate Diploma in Vocational Education*

Table 2: Qualifications selected for FET college lecturers

NQF Level	Degrees	Diplomas	Certificates
10			
9			
8		Post-Graduate Diploma in Vocational Education	
7		Advanced Diploma in Vocational Teaching Advanced Diploma in Vocational Education	
6		Diploma in Vocational Education	Advanced Certificate in Vocational Teaching
5			

It should be noted that post-graduate academic qualifications such as the M Ed and PhD, appropriately focussed, are also qualifications which FET college lecturers who are interested in pursuing an academic / research trajectory can follow. These qualifications, however, are already adequately defined in the HEQF, and so are not further identified here.

5. Initial Professional Qualifications and Programmes for Further Education and Training College Lecturers

The primary purpose of initial professional qualifications for FET college lecturers is to certify that the holder has specialised as a lecturer of a specific subject or discipline.

Programmes leading to lecturer qualifications must take particular cognisance of the need for students to engage in *practical learning* as described in Section 3. Practical learning must be appropriately structured, fully integrated into the learning programme, and spread out across the learning programme as appropriate, while including structured supervision, mentoring and assessment. Time spent in the actual workplace is very important and should provide an authentic context within which student lecturers can experience and demonstrate the integration of the competences that they develop during the learning programme as a whole.

It is expected that all lecturers who graduate from an initial professional qualification programme should be proficient in the use of *at least one* official language as a language of learning and teaching (LoLT), and partially proficient (i.e. sufficient for purposes of basic conversation) in *at least one* other official language (including South African Sign Language). All new certificates must be endorsed to indicate the holder's level of competence in specific languages by using appropriate labels, for example: LoLT (English) and conversational competence (isiZulu).

The minimum set of lecturer competences which an initial professional qualification programme should lead to are indicated in Appendix 1.

The following qualifications are selected as initial professional qualifications for FET college lecturers and lead to qualified lecturer status:

5.1. Diploma in Vocational Education

Purpose

The Diploma (Vocational Education) is intended for lecturers who are in possession of Level 4 and 5 vocational qualifications below a 360 credit Level 6 qualification. The Diploma is not intended as an initial teaching qualification for school leavers but does serve as an initial (first recognized) qualification for practicing lecturers who are academically and professionally unqualified. It is therefore most likely to be offered through an in-service modality. The knowledge embedded in the qualification emphasizes general principles and applications of lecturing in a vocational setting and provides space for strengthening of subject content knowledge in a vocational field offered in vocational programmes. The purpose of the Diploma is to develop lecturers who can demonstrate focused knowledge and skills in lecturing a particular subject or field taught at a FET college. Typically they will have gained experience in applying such knowledge and skills in the context of the workplace and lecturing at a college. The qualification requires a depth of specialization of knowledge, together with practical skills and experience in workplace settings and vocational education sites.

Qualification type specifications

NQF Exit Level: 6

Minimum total credits: 360

Minimum total credits at Level 7: 60

Maximum total credits at Level 5: 120

Designators

Not applicable

Qualifiers

Maximum two

Example: Diploma in Vocational Education in Hospitality Studies

Abbreviation

Dip.(VE) (Hosp)

Endorsement to be printed on certificate

Language(s) of Learning and Teaching (LOLT)

Language(s) of Conversational Competence (LoCC)

Minimum admission requirement

The minimum entry requirement is a National Senior Certificate with appropriate subject combinations and levels of achievement or an appropriate Level 4 or Level 5 vocational certificate with a passed trade test or a completed apprenticeship in those fields in which a trade test and/or an apprenticeship is available. A minimum of two years of appropriate industry-based work experience is a prerequisite for entry. In vocational fields for which a

trade test does not exist a minimum of two year of certified appropriate industry-based work experience in the field is required.

Knowledge Mix

- 180 credits (50%) must be spread across educationally focused disciplinary learning (foundations of education), general pedagogical learning, fundamental learning and situational learning. Of the credits allocated to the study of education and general pedagogic learning, at least 30 credits focusing on foundations of education should be at Level 7.
- 180 credits (50%) must be focussed on developing the relevant disciplinary, pedagogical and practical learning for the teaching specialisation, which should be a subject offered as part of the national FET college curriculum. At least 90 credits should be at Level 6, and at least 30 credits at Level 7.
[Lecturers, who already have an appropriate qualification recognised for employment as a FET college lecturer e.g. level 4 or 5 certificates like the National Certificate in Engineering Studies, may present credits gained through the qualification for advanced credit standing in the Dip.(VE), to a maximum of 90 credits (50%) of the 180 credits allocated for disciplinary, pedagogical and practical learning. Advanced credit standing can only be allocated at level 5.]
- Fundamental learning credits (a maximum of 75) must be pegged at level 5. A student who enters the programme with competence in these areas, for example ITC competence or conversational competence in an African Language must not repeat these credits but should complete replacement credits in other areas of the programme to ensure that they exit with an appropriate level of teaching competence. The credits may, for example, be utilized for study in the latest technological development in the field of specialization.
- *Note:* Due to the nature of subjects taught at FET colleges, it will be required of institutions offering this qualification to develop the learning programme jointly with different schools or faculties within the institution, for example Education, Engineering, Commerce, Visual and Performing Arts, Agriculture, Law, etc.

Workplace integrated learning

The learning programme must provide for 12-18 weeks of structured, supervised and assessed workplace integrated learning in appropriate FET college (e.g. classroom) settings and in specialized workplace (e.g. industry) settings.

Progression

Completion of a Diploma (Vocational Education) meets the minimum entry requirements for admission to a cognate Advanced Diploma or to a first Bachelor's degree or another Diploma. Accumulated credits may also be presented for transfer and part-way entry into a cognate Bachelor's Degree or Diploma programme. A qualification may not be awarded for an early exit from a Diploma programme.

5.2. *Advanced Diploma in Vocational Teaching*

Purpose

This qualification serves as a ‘capping’ qualification that enables a graduate or diplomate who already possess a general undergraduate bachelor degree or diploma to become professionally qualified as a FET college lecturer. It offers entry-level initial professional preparation of graduates who wish to develop focused knowledge and skills as lecturers in a particular FET college field or subject. For this purpose, the qualification requires a specific depth and specialization of knowledge, assumed to have been developed in the prior qualification, together with practical skills and workplace experience to enable successful students to apply their learning as newly-qualified, beginner FET college lecturers.

Qualification type specifications

NQF Exit Level: 7

Minimum total credits: 120

Minimum credits at Level 7: 120

Designator

Not required

Qualifier

Maximum two

Example: Advanced Diploma in Vocational Teaching in Marketing

Abbreviation

Adv. Dip.(VT) (Mkt)

Endorsement to be printed on certificate

Language(s) of Learning and Teaching (LOLT)

Language(s) of Conversational Competence (LoCC)

Minimum admission requirements

The minimum admission requirement is an appropriate undergraduate diploma or bachelors degree. An appropriate diploma or degree is one that includes sufficient disciplinary learning in appropriate academic fields to enable lecturing a vocational subject or field as contained in national FET college curricula. The underpinning disciplinary knowledge, or a substantial component thereof in the prior qualification, must have been studied as a major subject in the entry qualification.

Knowledge mix

- In relation to disciplinary learning, 32 credits must be allocated to the study of education and its foundations.
- At least 48 credits must be allocated to pedagogical learning, 40 credits to specialised pedagogical learning and 8 credits to general pedagogical learning. A qualifying vocational education lecturer must be competent to teach at least one subject offered at institutions offering FET college programmes.

- A total of 32 credits must be allocated to practical learning. Of these 24 credits must be allocated to college-based work integrated learning in education settings, including supervised and assessed teaching practice. The remaining practical learning credits (8 credits) should be used for structured learning experiences in specialisation appropriate workplace or industry settings.
- A total of 8 credits must be allocated to situational learning
- If a student does not already have sufficient disciplinary subject knowledge at the required level in their entry qualification, they must complete additional modules (which they may do concurrently) *before* the qualification can be awarded.
- With regard to Fundamental Learning, students' competence in a second language and in ICT should be assessed at the outset and, if necessary, additional credits to the 120c credits described above should be taken to reach required levels of competence.

Workplace integrated learning

The learning programme must provide for a minimum of 8 and a maximum of 12 weeks of structured, supervised and assessed workplace integrated learning in appropriate FET college settings and in specialized workplace settings, of which at least 4 should be consecutive.

Progression

Graduates/ diplomates who have completed an Advanced Diploma as an initial professional qualification for vocational education lecturers may proceed to an Honours degree or to a Postgraduate Diploma in a cognate field. An appropriate undergraduate degree is a prerequisite for entry into an Honours degree.

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

6. Post-Professional Qualifications and Programmes for Further Education and Training College Lecturers

Post-professional qualifications for FET college lecturers will enable advanced study, role and function specialisation, and research in technical and vocational education and training.

6.1 *Advanced Certificate in Vocational Teaching*

Purpose and Characteristics

In general, an Advanced Certificate is primarily vocationally oriented. The knowledge gained emphasises general principles and their application. The qualification provides FET college lecturers with a sound knowledge base for teaching a particular vocational subject, as well as the ability to apply their knowledge and skills to lecturing, while equipping them to undertake more specialised and intensive learning. Programmes leading to this qualification tend to have a strong professional and vocational focus and this qualification could be used to prepare lecturers to teach a new vocational subject, or to strengthen an existing subject.

Advanced Certificate programmes typically include a simulated work experience or WIL component.

Qualification type specifications

NQF Exit Level: 6

Minimum total credits: 120

Minimum credits at Level 6: 120

Designator: None

Qualifiers: Maximum of one

Approved Qualifier:

Vocational Teaching

Example:

Advanced Certificate in Vocational Teaching

Abbreviation

Adv Cert (VT)

Endorsements on certificate

Subject or field specialisation

Example:

Certificate: Advanced Certificate in Vocational Teaching
Adv Cert (VT)

Endorsements on certificate:

Subject Specialisation: Electronic Control and Digital Electronics Teaching

Minimum admission requirements

A professional qualification already recognised for appointment as a FET college lecturer is required for entry into the Advanced Certificate in Vocational Teaching.

Lecturers may present an appropriate three-year academic or professional diploma or degree followed by a one-year professional teaching qualification (National Higher Diploma or B Tech Post School Education or a Postgraduate Certificate in Education: FET Vocational Education) for admission into the Advanced Certificate in Vocational Teaching. Lecturers in possession of (a) National N4 – N6 Certificate(s) together with a one-year National Teachers' Diploma (Technical or Workshop)-or a completed National Professional Diploma in Education (FET Vocational Education), may also be admitted to the Advanced Certificate in Vocational Teaching.

Knowledge mix

The knowledge mix for an Advanced Certificate in Vocational Teaching must focus on the teaching subject specialisation.

Specialist requirements for the knowledge mix in an Advanced Certificate in Vocational Teaching

- A maximum of 16 credits may be allocated for the study of education and its foundations, as well as general pedagogical learning and situational learning with a specific focus on the context, scope and purpose of technical and vocational education and training.
- A minimum of 96 credits, covering specialised disciplinary, pedagogical learning and practical learning required to teach a specific vocational subject, is required.
- A minimum of 8 credits must be allocated to WIL, which must include a structured, assessed teaching practice component, as well as structured learning in appropriate specialised workplace (industry) settings.
- Fundamental learning credits are not a requirement. However, all lecturers are expected to be ICT competent. Lecturers who enter into the programme without ICT competence should be required to take an additional 12 credits at Level 5, so as to develop this competence.
- **Note:** Due to the nature of subjects offered at FET colleges it will be required of higher education institutions offering this qualification to develop the learning programme jointly with different schools or faculties within the institution, for example Education, Engineering, Commerce, Visual and Performing Arts, Agriculture, Law, etc.

Progression

On completion of an Advanced Certificate in Vocational Teaching, lecturers may proceed to a cognate Advanced Diploma in Vocational Education or to another cognate advanced qualification if they meet the minimum entry requirements for the qualification.

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

6.2 *Advanced Diploma in Vocational Education*

Purpose and Characteristics

The Advanced Diploma in Vocational Education is available as a continuing professional development qualification for FET college lecturers to further strengthen and enhance an existing specialisation in a subject, or to develop a new role or practice to support teaching and learning in a FET college. The qualification offers intellectual enrichment or intensive, focused and applied specialisation, which meets the requirements of a specific niche in education within the context of a FET college – for example in the case of new roles, such as inclusive education, first level leadership in curriculum management, human resources management, financial management guidance and counselling, etc.; as well as in teaching vocational education subjects. Programmes leading to this qualification will provide an Advanced Diploma graduate with a deep and systemic understanding of current thinking, practice, theory and methodology in the area of specialisation.

Qualification type specifications

NQF Exit Level: 7.

Minimum total credits: 120.
Minimum credits at Level 7: 120.

Designator: None

Qualifiers: Maximum of two

First qualifier: Vocational Education

Second qualifier: There will be quite a variety of second qualifiers, which will indicate the area of specialisation.

Examples:

Advanced Diploma in Vocational Education in Learner Support

Advanced Diploma in Vocational Education in College Leadership and Management

Advanced Diploma in Vocational Education and Training in Curriculum Leadership

Advanced Diploma in Vocational Education and Training in Marketing Teaching

Abbreviations

Adv Dip (VE) (Learner Support)

Adv Dip (VE) (College Leadership and Management)

Adv Dip (VE) (Curriculum Leadership)

Adv Dip (VE) (Marketing Teaching)

Minimum admission requirements

Lecturers may present an appropriate three-year academic or professional or vocational diploma or degree followed by a one-year professional teaching qualification (National Higher Diploma or B Tech Post School Education or a Postgraduate Certificate in Education: FET Vocational Education) for admission into the Advanced Diploma in Vocational Education. Lecturers in possession of (a) National N4 – N6 Certificate(s) together with a one-year National Teachers' Diploma (Technical or Workshop)-or a completed National Professional Diploma in Education (FET Vocational Education), a Teachers Diploma or a completed National Professional Diploma in Education (Level 5) and who have completed a Level 6 Advanced Certificate in Vocational Teaching may also be admitted to an Advanced Diploma in Vocational Education.

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

Knowledge mix

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

At least 24 credits should be allocated to supervised and mentored learning in and from practice, which must be appropriately assessed.

Progression

Lecturers who have completed a Level 7 Advanced Diploma in Vocational Education may present the qualification for entry into a cognate Level 8 Postgraduate Diploma in Vocational Education.

Professionally qualified Bachelor degree graduates, who have completed an Advanced Diploma in Education, may proceed to an Honours degree in a cognate field or to a cognate Postgraduate Diploma in Vocational Education.

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

6.3 Post Graduate Diploma in Vocational Education

Purpose and Characteristics

The Post Graduate Diploma in Vocational Education (PG Dip: VE) serves to strengthen professional practice in a teaching specialisation, role or practice to the extent that the PG Dip (VE) graduate is positioned to take on a leadership role in the vocational education environment. The primary purpose of the PG Dip(VE) is to provide opportunities to people working in the FET college sector to undertake advanced study involving a systematic survey of current thinking, practice and research in the area of specialisation. The PG Dip (VE) demands a high level of theoretical engagement and intellectual independence. A sustained research project is not compulsory but the qualification may include conducting and reporting research under supervision.

Qualification type specifications

NQF Exit Level: 8

Minimum total credits: 120.

Minimum credits at Level 8: 120.

Designator: None

Qualifiers: Maximum of two

First qualifier: Vocational Education

Second qualifier: There will be a variety of second qualifiers, which will indicate the area of specialisation.

Examples:

Post Graduate Diploma in Vocational Education in Leadership and Management

Post Graduate Diploma in Vocational Education in Applied Accounting Teaching

Abbreviations

PG Dip (VE) (Leadership and Management)

Pg Dip (VE) (Applied Accounting Teaching)

Minimum admission requirements

The minimum admission requirements to the Postgraduate Diploma in Vocational Education is a combination of approved and recognised qualifications for appointment as a FET college lecturer, including a professional teaching/lecturing qualification for FET college lecturers, evaluated as REQV 14, professionally qualified.

Knowledge mix

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

Progression

Completion of a Postgraduate Diploma in Vocational Education meets the minimum entry requirements to a cognate 180 credit Level 9 Master of Education degree, provided that the student satisfies the minimum research requirement of at least 30c in the Level 8 qualification.

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

6.4 Other qualifications available for vocational education lecturers

Apart from the qualifications specifically described in this policy, FET college lecturers may, at any stage of their career and in accordance with their own professional and career development and personal interests, also complete other approved and accredited qualifications provided for in the HEQF offered by accredited and registered higher education institutions.

This includes undergraduate degrees, diplomas and certificates as well as postgraduate qualifications such as honours degrees, postgraduate diplomas, masters and doctors degrees, in appropriate fields of study ranging from engineering, business studies and education.

In particular, post-graduate qualifications in education at levels 8, 9 and 10 have been specified in the *Minimum Requirements for Teacher Education Qualifications* (DHET, 2011), and these qualifications, with an appropriate focus on technical and vocational education, can also be utilised for the further post-graduate development of FET college lecturers, administrators, support staff etc.

Qualification paths for FET college lecturers and the recognition of different qualification types and combinations thereof for REQV purposes will be fully described in an additional policy document which will focus on the evaluation and recognition of qualifications for employment in FET colleges.

7. Articulation of historic lecturer qualifications with the lecturer qualifications described in this policy

<i>Historic qualifications</i>	<i>New qualification</i>
Vocational and trade certificates below the level of a national diploma (M + 1 or M +2) evaluated as REQV 12(s) or REQV 13(s) for salary purposes	<p>Complete a 360 credit Level 6 diploma followed by a 120 credit Level 7 (REQV 14)</p> <p style="text-align: center;"><i>or</i></p> <p>Complete a 360 credit Level 6 Diploma in Vocational Teaching (REQV 13)</p> <p style="text-align: center;"><i>followed by</i></p> <p>an Advanced Diploma in Vocational Education (REQV 14)</p>
An appropriate three-year national diploma or degree (REQV 13)	<p>Complete a 120 credit Level 7 Advanced Diploma in Vocational Teaching (REQV 14)</p> <p style="text-align: center;"><i>followed by</i></p> <p>an Advanced Diploma in Vocational Education (REQV 15)</p> <p style="text-align: center;"><i>followed by</i></p> <p>a Postgraduate Diploma in Vocational Education or Bachelor of Education Honours degree (REQV 16)</p> <p style="text-align: center;"><i>followed by</i></p> <p>a Master of Education degree (REQV 17)</p>
A three-year teachers diploma or and N4/N5 Certificate and a National Teacher's Diploma (Technical/Workshop) or a National Professional Diploma in Education (FET: Vocational Education) (REQV 13, professionally qualified)	<p>Complete a 120 credit Level 6 Advanced Certificate in Vocational Teaching (REQV 14)</p> <p style="text-align: center;"><i>followed by</i></p> <p>a 120 credit Level 7 Advanced Diploma in Vocational Education (REQV 15)</p>
A three-year degree or national diploma and a one-year Higher Diploma in Education or Postgraduate Certificate in Education (FET Vocational Education) or a National Higher Diploma or Bachelor of Technology: Post School Education or a Postgraduate Diploma in Tertiary Education or a Postgraduate Certificate in Higher Education (REQV 14, professionally qualified.)	<p>Complete a 120 credit Level 7 Advanced Diploma in Vocation Education (REQV 15)</p> <p style="text-align: center;"><i>followed by</i></p> <p>a 120 credit Level 8 Postgraduate Diploma in Vocational Education or a Bachelor of Education Honours degree (REQV 16)</p> <p style="text-align: center;"><i>followed by</i></p> <p>a Master of Education degree (REQV17)</p>

8. Time frame for implementation of the qualifications described in this policy

All institutions interested in offering new professional qualifications for lecturers in FET colleges will be required to develop new qualifications in line with this Policy. This does not constitute a mere technical change or some minor changes in the curriculum of existing qualifications.

The last date for entry of students into currently approved qualification types on the former 8 level NQF will be 2014. With effect from the 2015 academic year all students should be admitted to accredited and approved new programmes.

Holders in possession of historic and currently approved qualifications for FET college lecturers will continue to receive full recognition of their approved completed qualifications. It might, however, be required of them to update their qualifications from time to time as determined by their basic conditions of employment.

9. Approval of new programmes

Programmes leading to a specific professional qualification for FET college lecturers should be designed in accordance with the minimum requirements for the particular qualification as set out in this policy document. Learning programmes must also comply with all the accreditation criteria and requirements of the HEQC of the CHE.

Professional qualification programmes for FET college lecturers offered by public universities must comply with this policy for approval by the Department of Higher Education and Training for inclusion on a particular institution's Programmes and Qualifications Mix (PQM) and for recommendation for submission to the CHE/HEQC for accreditation.

Professional qualification programmes for FET college lecturers to be offered by private higher education institutions must comply with this policy for approval by the Department of Higher Education and Training as part of the requirements to be met for the institution to be registered with the Department of Higher Education and Training as an accredited provider for the programmes.

The CHE/HEQC will apply this policy as part of the processes to evaluate and accredit professional qualifications and programmes for FET college lecturers.

Only approved professional qualifications and programmes for FET college lecturers offered by accredited and registered higher education institutions which are compliant with this policy will be recognised for employment in public FET colleges. This will be in accordance with the policy on minimum qualification requirements for employment in public FET colleges that will be gazetted by the Minister of Higher Education and Training after consultation with all key role players.

Applications for the approval of new FET college lecturer qualifications

The application form for public institutions to obtain approval for inclusion of new qualifications and programmes on the PQM for funding purposes can be obtained from the DHET. The form may be adjusted from time to time. Applications for private higher institutions to register a new accredited programme can be obtained from DHET.

In addition to the information required for other types of qualifications programmes, the following information must always be submitted for all programmes leading to professional qualifications for FET college lecturers:

1. *Knowledge mix*

The institution must provide details of the number of credits at different levels allocated to the different types of learning throughout the programme as described for each programme in this policy. This may be summarised in the table format below:

(Qualification type and total credits)		Integrated and applied knowledge				
Level	Credits	Disciplinary Learning	Pedagogical Learning	Practical Learning	Fundamental Learning	Situational Learning
5						
6						
7						
8						
Totals						

The grid is intended only as a useful aid for purposes of summarising credits in the design of particular qualification programmes. It is not intended to be used in an atomistic fashion. Individual modules must be described to explicitly demonstrate the integration of different types of learning and their contribution to the specified purpose of the programme leading to the qualification as a whole.

2. *Module descriptors*

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

3. *Minimum competences for FET college lecturers.*

An appropriate selection from the minimum competences as described in the policy must be integrated into the learning programme for initial professional qualifications and post-professional qualifications which have the purpose of developing these competences. The competences should be clearly indicated or listed as part of the module descriptors.

Contact Information

Institutions requiring support should contact the department:

Department of Higher Education and Training

123 Frances Baard Street

Private Bag X 174

PRETORIA

0001

Tel: 012 312 5101

Fax: 012 323 6589

E-mail: Makhaga.n@dhet.gov.za

Appendix 1: Basic competences for newly qualified FET college lecturers

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

1. Newly qualified lecturers must have a sound knowledge of their subject specialisation, must know how to teach the subject, and how to select, sequence and pace content in accordance with both subject and student needs.
2. Newly qualified lecturers must have a sound understanding of the vocational education context in South Africa, including the policy environment and contextual realities, and be able to adjust their practice to take this into account.
3. Newly qualified lecturers must know who their students are, including their diversity with respect to socio-economic background, age, culture, their life and work experience, their learning styles and their aspirations, and special education needs, and use this knowledge be able to adjust teaching and learning approaches to accommodate student diversity.
4. Newly qualified lecturers must possess advanced speaking, reading and writing skills in order to be able to communicate effectively in the language of learning and teaching.
5. Newly qualified lecturers must be able to manage teaching and learning environments effectively to enhance learning.
6. Newly qualified lecturers must be able to assess students in varied and reliable ways, and to use the results of assessment to improve both student learning, and their own practice.
7. Newly qualified lecturers must be ICT literate. This means being personally competent users of ICTs, as well as being able to effectively integrate ICTs in teaching and learning.
8. Newly qualified lecturers must be knowledgeable about the demands that will be made on their students in the workplace, and know how to utilise the subject that they are teaching to contribute to ensuring their students will be able to meet these demands.
9. Newly qualified lecturers must have a positive work ethic, display appropriate values and conduct themselves in a manner that befits, enhances and develops the vocational teaching profession.
10. Newly qualified lecturers must be able to reflect critically, in theoretically informed ways and in conjunction with their professional community of colleagues on their own practice in order to constantly improve it and adapt it to evolving circumstances.