



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

**Draft Policy on Qualifications in Higher Education for
Adult Education and Training Educators and
Community Education and Training College
Lecturers**

FOR PUBLIC COMMENT

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1. Background, purpose and scope of the policy

Continuing Education and Training refers to all learning and training programmes leading to qualifications and part qualifications at levels 1 to 4 of the National Qualifications Framework provided for at a college in terms of the Further Education and Training Colleges Amendment Act, 2013, Section 1. (b) (Vol. 573, Government Gazette No 36271, 19 March 2013)

Adult Education and Training (AET) and Community Education and Training (CET) are conceptualised in this policy document as sub-sectors of Continuing Education and Training that provide education and training programmes which are sensitive and responsive to the needs of communities and that primarily targets youth and adults who for various reasons did not complete their schooling or who never attended school.

Adult Education and Training and Community Education and Training have a vital role to play in addressing the education and development needs of out of school youth and adults, especially those who have been and may still be disadvantaged as a result of past and existing social inequalities relating to class, race, gender, age and disability.

In this policy, **Adult Education and Training Educators and Community Education and Training College Lecturers** refer to persons who are appropriately qualified to teach, lecture, educate or to train another person in subjects and fields in formal curricula from Levels 1 to 4 on the National Qualifications Framework in post-school educational centres or colleges.

The State has prioritised the expansion, strengthening and development of a community education and training sector as an important sub-component of post-school education and training. Well-qualified adult and community education and training educators and lecturers form the cornerstone of this initiative. This creates the need for a comprehensive qualifications policy for AET Educators and CET College Lecturers and for the design and offering of qualification programmes offered in line with the policy. Such a policy must consider and respond to contextual issues such as the nature and needs of adult learners and communities; the nature of programmes that are offered in CET and AET settings; the range of roles and career possibilities for adult education and training educators and community education and training college lecturers; the nature of existing adult education and training educators and the range of qualifications that educators and lecturers hold; and to processes that standardise and professionalise the employment of adult education and training educators and community education and training lecturers in public institutions.

The key focus is on the millions of unemployed adults and youth who are poorly educated, who did not complete school education or who missed/were denied the opportunity to do so, who are not studying, those who lost their jobs and those who possess redundant skills due to new innovative technologies. The state assumes a responsibility to provide adult education and training and community education and training and development in the following areas:

- Community health
- Parenting and childcare
- Care for the aged
- Care for those with HIV/AIDS and other diseases

- Citizenship education
- Community organization
- Effective use of new consumer technologies
- Seeking information on or marketing of local products
- Skills for self employment: gardening, maintenance, small-scale manufacturing, arts and crafts
- Adult Education and Training: numeracy, literacy, communication skills
- National Senior Certificate for Adults, National Independent Certificate
- National Certificate: Vocational Education programmes
- and a variety of other areas.

Other key partners in adult and community education, training and development include community development workers, community health workers, non-governmental and faith organizations.

The adult and community education and training sector does not have a stable and qualified cohort of permanent professional adult education and training educators and community education and training lecturers and employment conditions are not uniform across provinces. This severely affects long-term planning and leaves little room for career and learning path development for both learners and educators/lecturers in adult and community education and training.

The White Paper for Post School Education and Training (Department of Higher Education and Training, 2014) proposes the establishment of a new institutional type, called Community Education and Training Colleges (CETCs). These are multi-campus institutions directed to addressing the education and training needs of out-of-school youths and adults. The existing public adult learning centres will be absorbed into the new CETCs. [Further Education and Training Amendment Act, 2013 (Act No. 1 of 2013)]

Community Education and Training Colleges must be in a position to select suitable and qualified teaching staff and to provide the conditions which will guarantee maximum opportunity for successful learning. New lecturers must be trained, and many existing educators have to be retrained in relevant subject content knowledge and methodologies that are appropriate for teaching adults and youth. It will require the establishment and expansion of units in universities offering adult and community education and training programmes. This policy is a first step in developing specialist qualifications for adult education and training educators and community education and training lecturers and will serve as guidelines for the development and offering of quality learning programmes by universities and accredited higher education institutions.

In the formal institution environment the following NQF Level 1-4 programmes are currently offered or may be offered in the future:

Table 1: Formal adult education curriculum offerings

NQF Level	Qualifications & Programmes	Purpose	Requirements for achievement of qualification
1	General Education and Training Certificate (GETCA)- Adult Education and Training	The General Education and Training Certificate for Adults (GETCA) is designed to provide opportunities for adults who have had limited or no access to other forms of formalised learning. The qualification is a general education qualification which is not specific to a particular economic sector and has the intent to providing adult learners with an opportunity to acquire the first, critical milestone in a general education.	<p>(a) A minimum of four (4) subjects and achieved a minimum of at least 50% in a minimum of four (4) subjects in the national examinations.</p> <p>(b) At least one subject from (i) and (ii) is compulsory: (i) One Language, from Organising Field 4, Communication Studies and Language (30 credits) (ii) Mathematics from Organising Field 10, Physical, Mathematical, Computer and Life Sciences (30 credits)</p> <p>(c) At least two (2)/subjects, selected from the list of academic subjects and/or vocational subjects are compulsory (30 credits per subject selected).</p> <p>(d) Not register for more than one language from each of the following language groups: a. IsiNdebele, IsiXhosa, IsiZulu, Siswati; b. Sepedi, Sesotho, Setswana.</p> <p>General academic subjects:</p> <p>11 Official Languages (isiZulu, isiXhosa, isiNdebele, Siswati, Sepedi, Setswana, Sesotho, Xitsonga, Tshivenda, English, Afrikaans) Natural Sciences General and Social Sciences Economic and Management Sciences Arts and Culture Technology Life Orientation</p> <p>Vocational educational subjects: Applied Agriculture and Agricultural Sciences</p> <p>Travel and Tourism Information and Communication Technology</p> <p>Early Childhood Development</p>

			<p>Wholesale and Retail</p> <p>Small Medium Micro Enterprises</p> <p>Ancillary Health Care</p> <p>Introduction to Basic Engineering</p>
4	National Senior Certificate for Adults (NASCA) (Registered by SAQA in December 2013, ID No 91672)	<p>“The NASCA aims to equip adult learners with a sufficiently substantial basis of discipline-based knowledge, skills and values to enhance meaningful social, political and economic participation, to form a basis for further and/or more specialist learning, and possibly to enhance likelihood of employment.”</p>	<p>Achieved a minimum of at least 50% in at least four (4) subjects in the national examinations.</p> <p>(a) At least one subject from both (i) and (ii) is compulsory:</p> <p>(i) One language (Organising Field 4), offered either as a Home Language or as a First Additional Language.</p> <p>(ii) Either Mathematics or Mathematical Literacy (Organising Field 10), Physical, Mathematical, Computer and Life Sciences;</p> <p>(b) At least two subjects, selected from amongst the following, are compulsory:</p> <ul style="list-style-type: none"> • An additional official language, at either Home Language or at First Additional Language Level; • Natural Sciences (Organising Field 10), Physical, Mathematical, Computer and Life Sciences; • Information and Communication Technology (Organising Field 10), Physical, Mathematical, Computer and Life Sciences; • Human and Social Sciences (Organising Field 7), Human and Social Studies; • Economic and Management Sciences (Organising Field 3)

	National Independent Certificate (NIC)	The intent with the NIC (currently developed) is to offer an opportunity to study in a particular vocational field, providing flexibility to deal with divergent learning needs. It is meant for (young) adult learners to re-enter learning; for people already in employment to improve their educational standing by improving their workplace-related knowledge and skills.	Subjects on offer: (iii) One business language (Compulsory). (iv) Mathematics for Business as an additional foundational option. (v) Four subjects from the vocational listing for the particular vocational programme for which the candidate has registered
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In addition to the formal offerings described in the table above, a wide range of other offerings that do not necessarily lead to certification are also available to learners participating in adult education programmes in varied institutional, workplace and community-based settings. Such non-formal offerings usually take place on a ‘needs’ basis, and are aligned strongly to local contexts, and to employment and community development opportunities within these contexts. Within these varied settings, adult education and training educators and community education and training lecturers, play a variety of roles and follow different career pathways such as educators, college lecturers and trainers; academics and researchers; curriculum developers/curriculum leaders; material developers; managers of community education and training institutions; community development workers; and policy developers, including the implementation, monitoring and evaluation thereof.

Effective provisioning of the formal and non-formal offerings described above will rely heavily on the availability of **appropriately-qualified, versatile, competent adult education and training educators and community education and training lecturers.**

Currently **qualifications for adult education and training educators** comprise of an array of historic qualifications, some of which are provider originated (universities) and some which emerged from the former NSB-SGB-SETA processes for the development of standards and qualifications within the former 8-Level NQF. Adult education and training educators currently hold a range of qualifications, from grade 12 school leaving certificates, other certificates such as the ETDP-SETA accredited ABET Level 4 and ABET Level 5 certificates, diplomas, degrees and post-graduate degrees. Adult education and training educators who are deemed to be professionally qualified are likely to hold qualifications that are recognized for professionally qualified status for teaching in schools. A significant number of adult education and training educators do not hold any qualifications in adult education and training. Qualifications for adult education and training educators that are currently recognized for employment in education and for REQV purposes are listed in Part 9 of the policy document *Criteria for the Recognition and Evaluation of Qualifications for Employment in Education, former Department of Education, 22 September 2000.* (Government Notice No. 935 of 22 September 2000)

The scope and purpose of the Policy on Qualifications in Higher Education for Adult Education and Training Educators and Community Education and Training College Lecturers

A new Higher Education Qualifications Framework (HEQF) was gazetted as policy in 2007; aligned to a 10-level National Qualifications Framework. This policy has been replaced by the Higher Education Qualifications Sub-Framework (HEQSF), published by Notice No. 549 in Government Gazette No 36721 of 02 August 2013. This created the need for and provides the opportunity to develop a uniform set of professional qualifications for adult education and training educators and community education and training lecturers in line with the provisions of the HEQSF.

It is important to develop a policy on qualifications for adult education and training educators and community education and training lecturers in the form of minimum standards or requirements for the professional development and post-professional advancement of these educators and lecturers as part of their career paths as professionals employed by the Minister of Higher Education and Training in public community education and training colleges.

This policy focuses primarily on the training and development of a cohort of professionally qualified educators and lecturers for the sector through formal qualifications in higher education. It is applicable to **adult education and training educators and community education and training lecturers** who have acquired knowledge and skills to provide education and training in planned and organized learning environments which, in most of the instances, leads to formal assessment and certification of learners in adult and community education and training. The focus of qualifications for adult education and training educators and community education and training lecturers is delivering or supporting the delivery of formal curricula, and not merely on the provisioning of counseling services, advocacy and information sharing in communities of adults or the transfer of specific skills in the workplace.

Adult education and training educators and community education and training lecturers are therefore conceptualized within this policy to include professionals who support the delivery of the formal curriculum in community education and training colleges and include educators and lecturers, curriculum leaders and managers working in these settings.

The qualifications described in this policy may, however, also be adapted and utilized for the professional training and development of adult education and training educators and community education and training lecturers and practitioners and developers who are involved in the provision of formal, non-formal and informal training and development in other government departments and in the non-governmental (NGO) or in the private sector.

Professional qualification requirements for the development of lecturers in other formal post school and tertiary education and training institutions such as colleges for technical and vocational education and training and universities are dealt with through separate policies and processes.

This policy describes:

- a set of professional and post professional higher education qualification types for adult education and training educators and community education and training lecturers,
- the main purpose of each qualification type, and the qualification specifications which are aligned to its purpose,
- minimum competences for professionally qualified adult education and training educators and community education and training lecturers,
- Articulation between existing qualifications and the qualifications described in this policy,
- Progression pathways between the qualifications described in this policy.

It must be noted that the following parameters described in the HEQSF must also guide the selection of qualifications and qualification pathways and the design of learning programmes leading to the qualifications described in this policy:

- The HEQSF does not provide for any 240 credit or 360 credit qualification types at Level 5.
- The HEQSF does not allow for nested qualifications or exit qualifications before completion of a particular qualification.
- Learning at a higher NQF level requires cognate learning at the lower NQF level to already be in place.
- The manner in which a qualification is named i.e. the choice of qualifiers has important consequences for the composition of the qualification.
“In order to use a qualifier, at least 50% of the minimum total credits for the qualification and at least 50% of the minimum credits at the qualification’s exit level must be in the field of specialization denoted by the qualifier.” (HEQSF, pg 55)
- The HEQSF addresses the issue of prior learning in the following manner:
“Study leading directly to a qualification will normally build upon assessed learning from earlier stages of a programme but it may also build on assessed prior learning achieved by private study, in the workplace, or elsewhere.” (HEQSF, pg 48)
- The HEQSF addresses the issue of recognition of credits already obtained by a student in the following way:
“Credit accumulation and transfer (CAT) is the process whereby a student’s achievements are recognized and contribute to further learning even if the student does not achieve a qualification, and whereby credits obtained at one institution may be recognized as meeting part of the requirements of a qualification; where credits for an incomplete qualification may be recognized as meeting part of the requirements for a different qualification, and where, subject to limits, credits for a completed qualification may be recognized as meeting part of the requirements of another qualification.
Any and all credits for an incomplete qualification may be recognized as meeting part of the requirements for a different qualification in the same or different institution.
..... a maximum of 50% credits of a completed qualification may be transferred to another qualification, provided also that no more than 50% of the credits required for the other qualification are credits that have been used for a completed qualification.” (HEQSF, pg 48)

The *Policy on Qualifications in Higher Education for Adult Education and Training Educators and Community Education and Training Lecturers* is based on the Higher Education Qualifications Sub-Framework (HEQSF) and is subject to any revisions of the

HEQSF. It meets all the minimum requirements and criteria for higher education qualifications, as described in the HEQSF. It follows the nested approach of the HEQSF and:

- **selects** suitable **qualification types** from the HEQSF to be used for different purposes in adult education and training educator and community education and training lecturer development;
- **identifies** possible **qualifiers** for the qualifications and hence identifies purposes of qualifications;
- **describes** the **knowledge mix** appropriate for different adult educator and community education and training lecturer qualifications, aligned to the purpose of the qualification;
- **sets minimum credit values for learning programmes** leading to qualifications in terms of the knowledge mix and different levels.

In terms of the NQF Act, 2008 (Act No. 67 of 2008), Quality Councils are responsible for developing qualifications and standards for the different sub-frameworks and for recommending qualifications and standards to the Minister of Higher Education and Training, who has the ultimate responsibility to gazette these as policy. In particular, qualifications and standards for adult education and training educators and community education and training lecturers, and the offering of such qualifications and standards by higher education institutions, are quality assured and accredited by the Higher Education Quality Committee of the Council on Higher Education.

The specification of a set of minimum requirements for adult education and training educator and community education and training lecturer qualifications is aimed, in part, at ensuring that the higher education system, through the offering of these qualifications, contributes to the initial professional training and post-professional development of adult education and training educators and community education and training lecturers, in line with the needs of the country.

The *Policy on Qualifications in Higher Education for Adult Education and Training Educators and Community Education and Training Lecturers* provides a basis for the construction of core curricula for professional and post professional qualifications for adult education and training educators and community education and training lecturers which accredited higher education institutions must use in order to develop programmes leading to adult education and training educator and community education and training lecturer qualifications.

Professional qualifications refer to qualification types that prepare the holders thereof to teach specific subjects and fields or to perform functions and take on responsibilities in the field of community development competently with confidence. Post professional qualifications refer to qualifications that prepare the holder thereof with new or advanced knowledge and skills to take on new roles and/or to have a deeper understanding of their professional practice at a higher level.

The qualifications described in the *Policy on Qualifications in Higher Education for Adult Education and Training Educators and Community Education and Training Lecturers* apply uniquely to these educators and lecturers. The qualifications are not appropriate for teaching in schools and should not be used for that purpose. Adult education and training educators and community education and training lecturers who wish to enter 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 become an adult education and training educator or a community education and training lecturer could complete a suitable additional qualification to develop the required competences.

The ***Policy on Higher Education Qualifications for Adult Education and Training Educators and Community Education and Training Lecturers*** will have multiple uses and users. It will be used by the DHET to evaluate adult education and training educator and community education and training lecturer 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 adult education and training educator and community education and training lecturer qualification programmes submitted by private higher education institutions for registration, enabling them to offer the programmes. 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 in Community Education and Training Colleges. Through these processes, the policy will be utilised to regulate adult education and training educator and community education and training lecturer qualification programmes offered by all types of institutions.

Professional qualifications for adult education and training educators and community education and training lecturers who wish to be employed in public institutions must enable the educator or lecturer to, at the minimum, teach one or more of the subjects contained within the formal curriculum across NQF levels taught at these institutions, and the qualification certificate will need to be endorsed to show the educator's/lecturer's teaching specialization or specializations.

The qualifications in the ***Policy on Qualifications in Higher Education for Adult Education and Training Educators and Community Education and Training Lecturers*** replace all qualifications formerly recognized and approved for teaching in adult education and training and in community education and training. Educators and lecturers who have obtained formerly approved and recognised qualifications, and educators and lecturers who are in the process of completing such qualifications, will continue to receive full recognition for such qualifications in accordance with the policy that regulated the recognition of those qualifications.

The professional and post-professional qualifications for adult education and training educators and community education and training lecturers described in this policy, together with other appropriate academic, vocational and occupational qualifications, will form the basis for determining minimum qualification requirements for employment as an adult education and training educator and community education and training lecturer in institutions under government jurisdiction, at entry level as well as for advancement to higher post levels as part of career progression.

It is important to note that the qualifications described in this policy are qualifications that are aligned to the Higher Education Qualifications Sub-Framework (2013), to be offered by accredited, registered higher education institutions. Qualifications aligned to the other two sub-frameworks of the National Qualifications Framework are also being developed/ likely to be

developed and these may also be considered for recognition for employment in public community education and training institutions.

2. Principles underpinning the policy and its implementation

The principles that frame the Adult Education and Training Act (Act No.52 of 2000), National Development Plan (NDP, 2012) and the White Paper for Post-School Education and Training (2014) also inform the content and should inform the implementation of this policy. Some principles that are specifically relevant to the development of adult education and training educators and community education and training lecturers and their work in adult and community education and training contexts include the following:

- Embracing the concept of lifelong learning, recognising that learning takes place throughout a person's life and in many forms;
- Promoting the values which underpin an open and democratic society based on human dignity, equality and freedom;
- Respecting and encouraging democracy and fostering a culture which promotes human rights;
- Pursuing excellence and promoting the full realization of the potential of every learner and member of staff, tolerance of ideas and appreciation of diversity;
- Promoting optimal opportunities for adult learning and literacy, for knowledge development and the development of skills in keeping with international standards of academic and technical quality.
- Recognizing the specific holistic nature of lifelong learning which includes the cognitive, emotional and cultural aspects of learning
- Recognizing adult and community education and training as part of continuing education and training in the post school education and training sector, including the overlaps and articulation of Adult and Community Education and Training with Technical and Vocational Education and Training and Higher Education and Training in the quest to achieve an integrated post-school education and training system.

3. Developing purposeful programmes through a focus on appropriate knowledge mix within programmes

Teaching is a specialised activity, and requires 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. In the context of this policy, teaching also refers to the concept of *lecturing* which is the term more commonly used in post school institutions.

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

- Fundamental learning
- Disciplinary learning
- Pedagogical learning
- Situational learning
- Practical learning

Fundamental learning is about functional literacy and in the South African context it 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 foundation for effective learning in higher education contexts.

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 which are often learnt and taught in an integrated fashion; and the study of **specific specialised subject matter** relevant to academic, vocational or occupational fields underpinning adult and community education and training subject offerings or specialisations. Professional ethics and issues related to knowledge of, and relationships between, self and others in the life of an adult education and training educator or community education and training lecturer are cross cutting themes which are theoretically located within the study of education and its foundations.

Pedagogical learning refers to a study of the principles, practices and methods of teaching and lecturing, including teaching in adult and community education and training context. ***Pedagogical learning*** incorporates **general pedagogical knowledge**, which includes knowledge of learners in adult and community education and training learning contexts, 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 teaching 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. Adult education and training educators and community education and training lecturers must have specialized knowledge of pedagogical approaches that are relevant to, and suitable for teaching and working with learners in adult and community education and training contexts.

Practical learning or **work-integrated learning (WIL)** involves learning in-and-from practice. 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. Practical learning provides the context in which all other learning can be developed and reinforced.

Situational learning refers to knowledge of the varied learning **situations, contexts and environments** of education as well as prevailing **policy, political and organisational contexts**. This includes, but is not limited to understanding and critical analysis of the complex and differentiated nature of South African society and learning to work in nuanced ways with the **diverse challenges** faced by adult learners, for example, HIV and AIDS, unemployment, economic growth, poverty and the lingering effects of apartheid, dealing with diversity, including gender issues, promoting inclusivity, and education for sustainable development. The ability of adult education and training educators and community education and training lecturers to contribute to the development of adult learners as critical but committed citizens will rely substantially on situational learning.

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 HEQSF.

Finally, this policy also describes the **basic competences** that **professionally qualified adult education and training educators and community education and training lecturers** should be able to demonstrate as a result of completing an initial professional qualification programme. The competences are listed in Appendix 1.

Part of the **purpose** of a professional qualification will be to develop these competences. This means that the **knowledge mix** in professional qualifications for adult education and training educators and community education and training lecturers must be selected such that the learning in the programme leads to the development of these **competences**.

4. Recognition of prior learning and work integrated learning

Recognition of prior learning (RPL)

Many of the students who enter adult education and training educator and community education and training lecturer programmes will be already practising as adult education and training educators or community education and training lectures or education and training development practitioners and/or have other, prior qualifications and/or have gained substantial experience as a result of learning/practising in the workplace. It is possible to recognise relevant prior learning that is already in place. A key principle that must inform RPL practice is that learning outcomes must not be compromised as a result of RPL practice. The beneficiary of RPL practice must be

the student or learner and not the institution offering the qualification. It must also be noted that not more than 50% of the minimum credits contained within the new qualification can be recognised for prior learning.

RPL may take place on an **individual, student-by student basis** according to the following guidelines:

- For prospective students holding **relevant** prior qualifications, it is possible to provide recognition for credits earned in the prior qualification, provided that there is equivalence between the learning for which credits have been achieved in the prior qualification and the learning that will be ‘credited’ in the new qualification, both in terms of the learning content and the NQF level at which it is pitched. It must also be noted that not more than 50% of the credits in a prior qualification can be recognised, provided that what is recognised does not exceed 50% of the credits in the new qualification. All relevant credits attained in an incomplete qualification may be considered for recognition towards a new qualification provided that the total of these credits does not exceed 50% of the total credits for the new qualification. This is known as **credit accumulation and transfer (CAT)**.
- Prospective students who have undergone substantial learning in the teaching workplace or the industrial workplace as a result of **meaningful workplace experience**, can present themselves for **assessment of prior learning (APL)**, against learning outcomes stipulated in the qualification for which they wish to register. Assessment of prior learning must take place in a manner aligned to how assessment for the module/learning for which recognition is being sought takes place, for example through submission of assignments, submission of a portfolio which could include evidence of recent practice or work-related learning, sitting an exam, demonstration of practice and so on and must lead to a reliable assessment of competences that are already in place. On the basis of assessed competence students may be granted credit recognition for learning already in place. In line with the stipulations of the HEQSF, students cannot be granted recognition for more than 50% of the credits in this way for the qualification for which they wish to register.

Work Integrated Learning (WIL)

The learning-in practice workplace-based component of WIL for adult education and training educators and community education and training lecturer qualifications can take place in two types of settings depending on the nature of the specialisation: teaching settings (e.g. in classrooms/lecture rooms/laboratories/college workshops) and in industry-based settings (e.g. factory, work sites, offices etc). It is the responsibility of the institution offering the qualification to formally arrange WIL opportunities for students, in line with the requirements of the qualification as described in this policy. The workplace-based component of WIL must be structured, supervised, integrated into the learning programme, spread across the learning programme and it must be formally assessed.

5. Language Proficiency Requirements

The promotion of multilingualism as a pedagogical instrument forms an important basis to strengthen development of a multicultural society.

It is expected that all adult and community education and training educators who graduate from a professional qualification programme should be proficient in the use of *at least one* official South African language as a language of learning and teaching (LoLT), and partially proficient (i.e. sufficient for purposes of basic conversation) in *at least one* other official African language, or in South African Sign Language, as language of conversational competence (LoCC). 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 LoCC (isiZulu).

6. Qualifications for Adult Education and Training Educators and Community Education and Training Lecturers

The Higher Education Qualifications Sub-Framework (HEQSF) provides for the following qualification types which could be used for the alignment/redesign of existing qualifications and for the development of new qualifications for adult education and training educators and community education and training lecturers. The first qualifier selected for these qualifications is **Adult and Community Education and Training**.

Table 2: Qualifications from the HEQF selected for adult education and training educators and community education and training lecturers

NQF Level	Degrees	Diplomas	Certificates
10	Doctor's /Professional Doctor's degree (360 credits)		
9	Master of Education/ Professional Master's in Adult and Community Education and Training (180 credits)		
8	Bachelor of Education Honours in Adult and Community Education and Training (120 credits)	Post-Graduate Diploma in Adult and Community Education and Training (120 credits)	
7	Bachelor of Education in Adult and Community Education and Training (480 credits)	Postgraduate Certificate in Education in Adult and Community Education and Training (120 credits) Advanced Diploma in Adult and Community Education and Training (120 credits)	
6		Diploma in Adult and Community Education and Training (360 credits)	Advanced Certificate in Adult and Community Education and Training (120 credits)
5			Higher Certificate in Adult and Community Education and Training (120 credits)

Institutions may select to develop and offer appropriate qualification types in accordance with the purpose and needs of specific cohorts of adult education and training educators and community education and training lecturers and their employers. For example, to teach formal, prescribed national curricula in community education and training colleges, appropriate exit level 6 or 7 qualifications which allow for specialization in appropriate teaching subjects as prescribed in the curriculum should be developed.

The following qualification types have been selected as professional teaching qualifications in community education and training:

- 360 credit exit Level 6 Diploma in Adult and Community Education and Training
- 120 credit exit Level 7 Postgraduate Certificate in Education in Adult and Community Education and Training
- 480 credit exit Level 7 Bachelor of Education degree in Adult and Community Education and Training

The following qualification types are available either as an entry qualification or qualifications for the retraining and continuous professional development of adult education and training educators and community education and training lecturers and other development workers in the field and for higher level advanced studies in adult and community education and training:

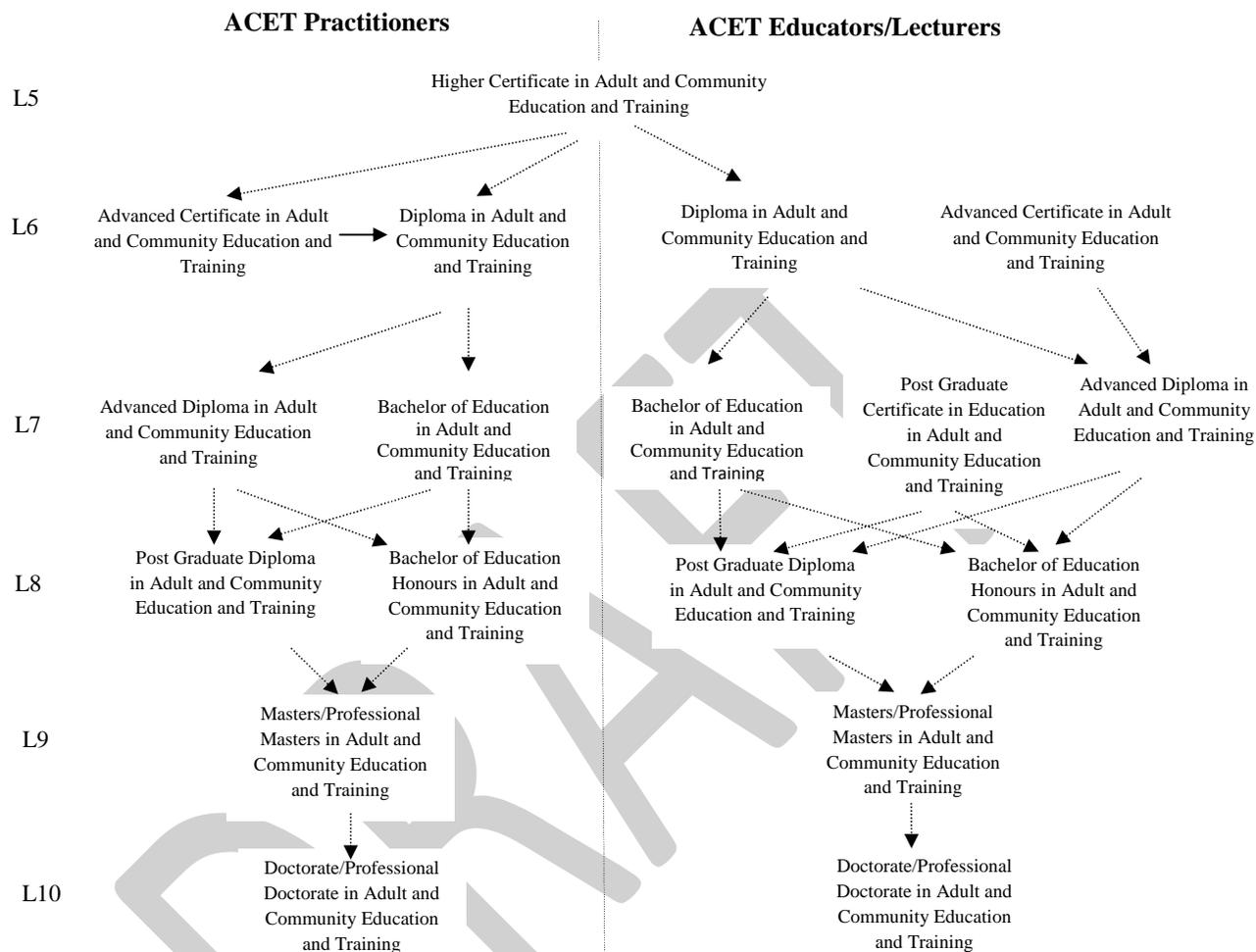
- 120 credit Level 5 Higher Certificate in Adult and Community Education and Training as an entry qualification which allows access to the Diploma or Bachelor of Education degree for aspiring adult education and training educators and community education and training lecturers who do not meet the minimum entry requirements into diploma or degree study.
- 120 credit Level 6 Advanced Certificate in Adult and Community Education and Training
- 120 credit Level 7 Advanced Diploma in Adult and Community Education and Training
- 120 credit Level 8 Postgraduate Diploma in Adult and Community Education and Training
- 120 credit Level 8 Bachelor of Education Honours degree in Adult and Community Education and Training
- 180 credit Level 9 Master of Education in Adult and Community Education and Training/Professional Masters in Adult and Community Education and Training
- 360 credit Level 10 Doctor's degree/Professional Doctor's degree in Adult and Community Education and Training

Aspiring educators, lecturers and community development practitioners in the field of adult and community education and training (ACET) can follow several career pathways, including the following:

- (i) As practitioners working in communities and other settings to provide training, development and support.
- (ii) As educators and lecturers teaching and working in formal post school continuing education and training institutional environments.

As indicated earlier whilst the emphasis in this policy is on the description of suitable qualifications for adult education and training educators and community education and training lecturers teaching, lecturing and working in formal institutional environments, the qualifications

can also be used for community education, training and development practitioners, as shown below:



Notes:

- The qualifications for the two pathways will be differentiated by their qualifiers which will indicate the purpose and the target audience of the qualification. For the educator pathway, the qualifiers will relate to teaching subject or specialized role specializations. For the practitioner qualifications the qualifiers will relate to areas of specialization, for example HIV AIDS Education, Peace Education, Education for Sustainable Development/Livelihoods, Citizenship Education etc.
- The qualifications in the community development pathway will not be recognized as qualifications for teaching in formal adult education institutions. A person holding these qualifications will need to complete one of initial professional qualifications shown in the ACET educator pathway above, with the possibility of credit recognition and transfer.
- Only vertical progression pathways are shown here. Horizontal and downward pathways are also possible, depending on the need of the person registering for the qualification.
- Articulation pathways for from historical or current qualifications for adult educators into the qualification pathway shown above are described in Section 8 of this policy.

Full descriptions of the qualifications selected from the HEQSF for use in the training and development of adult education and training educators, community education and training lecturers and adult and community education, training and development practitioners follow.

5.1 Higher Certificate in Adult and Community Education and Training

Purpose

This is an entry level qualification and intends to provide learners with basic introductory knowledge, cognitive and conceptual tools and practical techniques for further study in Adult and Community Education and Training. It aims to develop learners who are capable of applying such knowledge and competence as adult education, training and development practitioners under the guidance and supervision of a fully qualified professional adult and community education, training and development practitioner.

The qualification includes a work integrated learning component.

A Higher Certificate is not a professional teaching/lecturing qualification in adult and community education and training but rather serves to develop an introduction to the study of adult and community education and training in a higher education and training context. Graduates who successfully complete the Higher Certificate in Adult and Community Education and Training and who want to become professionally qualified will need to enter and successfully complete the Diploma in Adult and Community Education and Training or the Bachelor of Education in Adult and Community Education and Training degree.

Qualification type specifications

NQF Exit Level: 5

Minimum total credits: 120

Minimum credits at Level 5: 120

Designator: None

Qualifiers: Maximum two

Example: Higher Certificate in Adult and Community Education and Training in Parenting and Childcare

Abbreviation

HCert (Adult and Community Education and Training) (Parenting and Childcare)

Minimum admission requirements

A National Senior Certificate or a Level 4 National Certificate (Vocational) or an appropriate Level 4 Certificate in Adult Education and Training or Community Education and Training or Early Childhood Education.

Knowledge mix

The knowledge mix depends on the focus of the specialization. All 120 credits are available for

the development of the specialization, for example, in Citizenship Education or in Care for the Aged. A minimum of 6 weeks or 16 to 24 credits of supervised and assessed work integrated learning is required.

Progression

Completion of a Higher Certificate in Adult and Community Education and Training meets the minimum entry requirements for admission into an Advanced Certificate in Adult and Community Education and Training. Accumulated credits may also be presented for admission and credit recognition into a Diploma in Adult and Community Education and Training or into a Bachelor of Education in Adult and Community Education and Training degree.

Replacement of existing qualifications

The (new) Higher Certificate in Adult and Community Education and Training replaces the following existing approved qualifications:

- Certificate and Diploma in Adult Education, Training and Development, University of Cape Town
- Higher Certificate for Educators, Trainers and Developers: Adult Learning, University of the Western Cape
- Practitioner's Certificate in Adult Basic Education and Training, University of South Africa
- Higher Certificate in Adult Basic Education and Training Practice, University of South Africa
- Certificate in Community Development, University of KwaZulu-Natal
- Higher Certificate in Adult Education, University of Limpopo

5.2 Advanced Certificate in Adult and Community Education and Training

Purpose

The Advanced Certificate in Adult and Community Education and Training primarily focuses on the strengthening of Level 5 entry knowledge at a next level of specialization and emphasizes general principles and application of adult and community education and training. The qualification provides learners with a sound knowledge base and with the ability to apply their knowledge and skills to teach or practice in adult and community education and training context while equipping them to undertake more specialized and intensive training.

The qualification includes a simulated work experience or work integrated learning component.

The Advanced Certificate is selected to address the following needs:

- 1) Adult education and training educators and community education and training lecturers and community education training and development practitioners who want to strengthen their field of specialization in a teaching subject or practice studied in their Level 5 entry qualification.
- 2) Adult education and training educators and community education and training lecturers who are already professionally qualified and community education training and development practitioners who want to specialize in a new teaching subject or field of practice not studied before in a prior qualification.

- 3) Professionally qualified teachers in schooling and professionally qualified lecturers in Technical and Vocational Education and Training colleges who wish to enter into adult and community education and training as a career change.

An Advanced Certificate is not an initial professional teaching qualification in adult and community education and training but may be offered to adult education and training educators and community education and training lecturers so as to provide post professional further study or retraining in adult and community education and training.

The Advanced Certificate may also be used for the further development of adult and community education and training development practitioners.

Qualification type specifications

NQF Exit Level: 6

Minimum total credits: 120

Minimum credits at Level 6: 120

Designator: none

Qualifiers: maximum of two

Example: Advanced Certificate in Adult and Community Education and Training in Mathematics Teaching or Advanced Certificate in Adult and Community Education and Training in Citizenship Education.

Abbreviation

AdvCert (Adult and Community Education and Training) (Mathematics Teaching) or AdvCert (Adult and Community Education and Training)(Citizenship Education)

Minimum admission requirements

A Higher Certificate in Adult and Community Education and Training or any approved existing 120 credit Level 5 certificate in adult and community education and training or another cognate field in Education Training and Development Practices or an approved professional teaching qualification at Level 5 or higher.

Knowledge mix

The knowledge mix for an Advanced Certificate in Adult and Community Education and Training must focus on the specialization and should be adapted to fit the specific needs and purpose of the qualification, either for the development of educators and lecturers in a formal teaching and learning environment or as community education and training development practitioners. If the focus is on the further development of adult and community education and training development practitioners all 120 credits are available for the development of the specialization for example, citizenship education.

If the focus is on formal teaching and learning in adult and community education and training the knowledge mix should comply with the following minimum requirements.

- A maximum of 16 credits must be allocated to the study of adult and community education and training and its foundations, as well as general pedagogic learning and situational learning.
- A minimum of 96 credits covering specialized pedagogical learning and practical learning are required.
- A minimum of 16-24 credits must be allocated to supervised and assessed workplace integrated learning which should be utilized to integrate and apply different forms of learning.
- Fundamental learning is not a requirement. However, all adult and community education and training educators, lecturers and practitioners are expected to be ICT competent and learners entering the programme without ICT competence should be required to develop this competence through completing an additional 12 credits at Level 5 over and above the minimum of 120 credits required at Level 6.

Progression

Completion of an Advanced Certificate in Adult and Community Education and Training meets the minimum entry requirements for admission into a Diploma in Adult and Community Education and Training or into a Bachelor of Education in Adult and Community Education and Training. Accumulated credits may also be presented for admission and credit recognition into a Diploma in Adult and Community Education and Training or into a Bachelor of Education in Adult and Community Education and Training degree.

Replacement of existing qualifications

The (new) Advanced Certificate in Adult and Community Education and Training replaces the following existing approved qualifications:

- Higher Diploma for Education, Training and Development Practitioners: Adult Learning, University of the Western Cape
- Advanced Certificate in Adult Basic Education and Training, University of South Africa

5.3 Diploma in Adult and Community Education and Training

Purpose

The qualification provides primarily professional competence for educators, lecturers and practitioners in adult and community education and training. The diploma intends to develop qualifying learners who can demonstrate focused knowledge and skills as educators, lecturers or practitioners who can either teach or lecture a subject or field in adult and community education and training or practice as professional workers in a sub field of community education, training and development.

The qualification requires a specific depth and specialization of knowledge, together with practical skills and workplace experience to enable successful students to enter into teaching or lecturing or practice in adult and community education and training and to apply their knowledge and skills in varying adult and community education and training contexts. In the case of diplomas which seek to develop educators and lecturers, the learning programme must lead to the development of all the adult and community education and training educator and lecturer competences described in Appendix 1.

The qualification includes a work integrated learning component.

Qualifying learners will be regarded as professionally qualified educators or lecturers or as practitioners who can teach or work in adult and community education and training settings.

Qualification type specifications

NQF Exit Level: 6

Minimum total credits: 360

Minimum total credits at Level 6: 120

Designator: None

Qualifiers: Maximum of two

Examples: Diploma in Adult and Community Education and Training in Economics and Management Sciences Teaching or Diploma in Adult and Community Education and Training in Small-Scale Manufacturing.

Abbreviations:

Dip (Adult and Community Education and Training) (Economics and Management Sciences Teaching) or Dip (Adult and Community Education and Training) (Small-Scale Manufacturing)

Endorsements to be printed on the diploma certificate where applicable

Language(s) of Teaching and Learning (LoLT)

Language(s) of conversational competence

Minimum admission requirements

The minimum entry requirement is a National Senior Certificate or a Level 4 National Certificate (Vocational), endorsed with admission to diploma study and with appropriate subject combinations and levels of achievement as prescribed by higher education providers of the learning programme that leads to attainment and awarding of the qualification.

Approved and recognised appropriate vocational, professional and academic qualifications and part qualifications at levels 5 and 6 may be presented for credit recognition and transfer.

Knowledge mix

If the focus of the Diploma in Adult and Community Education and Training is on training to work independently as a professional practitioner, all 360 credits are available for the development of the specialization for example, Small-Scale Manufacturing. The knowledge mix and qualifier may be adapted in accordance with the specific purpose and need the qualification seeks to address.

If the focus is on formal teaching and learning in adult and community education and training, the knowledge mix should comply with the following minimum requirements.

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

- At least 50% of the credits [180 credits] must be focused on developing the Adult and Community Education and Training teaching specialization (including relevant disciplinary, pedagogical and practical learning). At least 60 of these credits should be at level 6.
- At least 40% of the credits [144 credits] must spread across educationally focused disciplinary learning (foundations of adult and community education and training, general pedagogical learning, fundamental learning and situational learning). At least 60 credits, focused on foundations of adult and community education and training, should be at Level 6.
- The remaining 10% of the credits [at most 36 credits] may be used flexibly depending on the interests and needs of individual students, for laying the basis for teaching one of the teaching subjects in adult and community education and training or for developing a deeper understanding of the field of adult and community education and training.
- Fundamental learning credits must be assessed at level 5 and cover a *maximum* of 72 credits. A student, who enters the programme with competence in specific areas, for example ICT competence, should not be required to include all these credits in their programme. In such cases, credits must be utilised in other areas of their learning programme at appropriate levels to ensure a high quality learning programme and so develop excellence in teaching or lecturing in adult and community education and training. These credits cannot be advanced towards the award of the qualification through recognition of prior learning.
- Workplace-based learning and assessment should form an important integral part of the work integrated learning component. Adult and Community Education and Training workplace - based work integrated learning including supervised and assessed practice is an essential part of the Diploma programme. Students should spend a minimum of 18 weeks and a maximum of 24 weeks in formally **supervised and assessed** work place based practice spread out over the duration of three years of the diploma and should comply with the following:
 - the teaching settings component should be a minimum of 9 weeks.
 - The workplace (which could include industry) settings component should be a minimum of 9 weeks for teaching specializations that are technical/vocational in nature, and a minimum of two weeks for teaching specializations that are non-vocational/non-technical in nature.

Progression

Completion of a Diploma in Adult and Community Education and Training meets the minimum entry requirements for admission to a cognate Advanced Diploma in Adult and Community Education and Training.

Accumulated credits may also be presented for admission and credit recognition and transfer into a cognate Bachelor of Education in Adult and Community Education and Training.

A qualification may not be awarded as an early exit from a Diploma in Adult and Community Education and Training.

Replacement of existing qualifications

The (new) Diploma in Adult and Community Education and Training replaces the following existing approved qualification:

- Three-year National Diploma in Adult Basic Education offered by Universities of Technology.

5.4 Bachelor of Education in Adult and Community Education and Training degree

The Bachelor of Education in Adult and Community Education and Training will require institutions that offer it to take into account a range of complex issues, including the following:

- The B Ed is a lengthy programme, comprising 480 credits, which when delivered in a part-time mode to accommodate in-service adult and community education and training educators who are mainly in possession of qualifications at level 5 or lower, will take at least six years to complete. Some adult education and training educators and community education and training lecturers may prefer to upgrade their qualifications through smaller steps that will provide the possibility of recognition and reward in shorter timeframes; for example, by first completing a Diploma in Adult and Community Education and Training, followed by an Advanced Diploma in Adult and Community Education and Training. Both the Bachelor of Education degree and the Diploma in Adult and Community Education and Training have been provided for in this policy. For this reason, institutions that wish to offer both the Bachelor of Education in Adult and Community Education and Training and the Diploma in Adult and Community Education and Training should ensure that these are designed cognately to allow for maximum overlap between the two qualifications to provide for maximum credit transfer, should adult education and training educators and community education and training lecturers wish to move from the Diploma in Adult and Community Education and Training to the Bachelor of Education in Adult and Community Education and Training, or vice versa.
- Providers of Bachelor of Education programmes designed to prepare adult education and community education and training lecturers who will teach or lecture the practical and vocational subjects in the adult and community education and training curricula will need to establish strong relationships with partners in the work place in order to ensure that the learners are provided with adequate development in these areas. Alternatively, the Bachelor of Education degree may also focus on the development of graduates to work as qualified professional practitioners in the broader field of community training and development.
- Many of the adult and community education and training specialisations – for example those that are technical or vocational in nature – will require expertise that may not reside in Faculties and Schools of Education at universities. Development and delivery of Bachelor of Education in Adult and Community Education and Training programmes will thus need to involve collaboration between the Faculty/School of Education and other faculties/schools

Purpose

The Bachelor of Education degree has the primary purpose of providing a well-rounded education that equips graduates with the required subject content knowledge base, educational theory and methodology that will enable them to demonstrate competence and responsibility as academically and professionally qualified adult and community education and training educators, lecturers or practitioners. Principles and theory are emphasised as a basis for progressing in a professional career as an adult and community education and training educator, lecturer or practitioner. In the case of Bachelor of Education degrees that have the purpose of producing professionally qualified educators and lecturers, the learning programme must, as a minimum requirement, lead to the development of all the adult and community education and training educator and lecturer competences described in Appendix 1.

The degree is intended to develop qualified adult and community education and training educators, lecturers or practitioners who can demonstrate focused knowledge and skills for teaching or lecturing particular specialisation subjects or learning programmes or to practice as professionals in other domains of adult and community education training and development.

The degree requires a specific depth and specialisation of knowledge, together with practical skills and workplace experience to enable successful students to apply their learning as adult and community education and training educators, lecturers or practitioners in varying contexts. They should be able to demonstrate initiative and responsibility in an academic and professional environment. The degree requires intellectual independence and the development of some level of research competence in the field of adult and community education and training to provide a basis for postgraduate study in the field of adult and community education and training or a sub-field of education and further professional development as an adult and community education and training educator, lecturer or practitioner.

Qualifying learners will be regarded as professionally qualified educators, lecturers or practitioners to teach, lecture and work in adult and community education and training settings.

Type Specifications:

NQF Exit Level: 7

Minimum total credits: 480

Minimum total credits at Level 7: 120

Designator: Education

Qualifiers: Maximum of two: Bachelor of Education in Adult and Community Education and Training in Natural Science Teaching or Bachelor of Education in Adult and Community Education and Training in Community Health.

Abbreviations

BEd (Adult and Community Education and Training) (Natural Science Teaching) or BEd (Adult and Community Education and Training) (Community Health)

Endorsements to be printed on teaching degree certificates where applicable:

Language(s) of Teaching and Learning (LoLT)

Language(s) of conversational competence

Minimum admission requirements

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

Adult education and training educators and community education and training lecturers who are in possession of a recognised vocational, academic or professional certificate or diploma in adult and community education, training and development or in another relevant field may present their qualifications for entry into a Bachelor of Education degree with a possibility of transfer of

credits, for cognate previous study. Assessment of prior learning could also lead to entry or advanced credit standing.

Knowledge mix

If the focus of the Bachelor of Education in Adult and Community Education and Training is on the development of adult and community education, training and development practitioners who are able to work independently as professionals, the knowledge mix may be adapted in accordance with the specific purpose and need the qualification seeks to address provided at least 50% of the credits (240 credits) must be used to cover a study of Education and its foundations to justify the use of Education as a designator. The remaining 240 are available for the development of the specialization for example, in Community Health.

If the focus of the Bachelor of Education in Adult and Community Education and Training is on formal teaching, lecturing and learning in adult and community education and training, the knowledge mix should comply with the following minimum requirements.

- For all knowledge (learning) areas, credits should be allocated from Level 5 to Level 7 to ensure adequate progression in the programme with the exception of fundamental learning, which is limited to Level 5.
- At least 50% of the credits [240 credits] must be focused on developing the specialisation - including subject focused disciplinary, pedagogical and practical learning to teach at least one vocational subject or field in adult and community education and training. At least 120 of these credits should be at Level 6 and 60 at level 7.
- At least 40% of the credits [192 credits] must spread across educationally focused disciplinary learning (foundations of education), general pedagogical learning, fundamental learning and situational learning. At least 60 credits, focused on foundations of adult and community education and training, should be at Level 7 to justify the use of it as a qualifier.
- The remaining 10% of the credits [at most 48 credits] may be used flexibly depending on the needs of individual students; for example: to strengthen the specialisation in adult and community education and training, specifically in the case of complex fields of study with many underpinning disciplines; in cases where students take subjects underpinned by a single discipline and have space in their curriculum to do so, to enable some learning in the discipline at a higher level (NQF 8); or, to enable students who require additional credits for fundamental learning to support their success.
- A *maximum* of 72 credits pegged at level 5, may be allocated to fundamental learning. These credits cannot be advanced towards the award of the qualification through recognition of prior learning, and if they are not used for fundamental learning, they must be used elsewhere in the learning programme. A student who enters the programme with fundamental learning competence in a specific area, for example ICT competence or multi-lingual competence, should not be required to include all these fundamental learning credits in their programme. In such cases, credits must be utilised in other areas of their learning programme at any level, even at Level 8 if appropriate, to ensure a high quality learning programme and to develop excellence in teaching.
- Workplace-based learning and assessment should form an important integral part of the work integrated learning component. Adult and Community Education and Training workplace - based work integrated learning including supervised and assessed practice is an essential part of the Bachelor of Education degree programme. Students should spend a minimum of 32

weeks and a maximum of 40 weeks in formally **supervised and assessed** work place based practice over the four years of the degree which should be utilized as follows:

- The teaching settings component should be between 16 and 20 weeks.
- The specialized workplace (which could be in industry if applicable) settings component should be between 16 to 20 weeks for teaching specializations that are vocational/technical in nature and a minimum of 4 weeks for teaching specializations that are non vocational/non technical in nature.

Progression

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

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

Replacement of existing qualifications

Any Bachelor of Education degree in Adult Education/Community Education and Training currently registered.

5.5 Postgraduate Certificate in Education in Adult and Community Education and Training¹

Purpose

The qualification provides a route for holders of appropriate degrees or national diplomas to become a professionally qualified adult education and training educator or a professionally qualified lecturer in community education and training. It accredits a professional qualification as an educator or lecturer in adult and community education and training that ‘caps’ an undergraduate qualification. It offers entry-level initial professional preparation of graduates who wish to develop focused knowledge and skills as educators and lecturers in a particular vocational field or subject offered in adult and community education and training. For this purpose, the qualification requires a specific depth and specialization of knowledge, together with practical skills and workplace experience to enable successful students to enter into teaching and lecturing in adult and community education and training.

The Postgraduate Certificate in Education in Adult and Community Education and Training is not a stand-alone qualification. The preceding degree or diploma and the postgraduate certificate in education together constitute professionally qualified status as an educator in adult education and training or a lecturer in community education and training.

Qualification Type Specifications

NQF Exit Level: 7

¹ According to the HEQSF the title Postgraduate Certificate in Education may be used to denote a qualification in education which conforms to all the specifications and requirements of an Advanced Diploma as stipulated in the HEQSF, including admission requirements, purpose, characteristics and progression routes.

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

Designator: none

Qualifiers

Maximum of two

Postgraduate Certificate in Education in Adult and Community Education and Training in Mathematics and Mathematical Literacy Teaching

Abbreviations

PGCE (Adult Education and Training) (Mathematics and Mathematical Literacy Teaching)

Endorsements to be printed on teaching certificates where applicable:

Language(s) of Teaching and Learning (LoLT)

Language(s) of conversational competence

Minimum admission requirements

An appropriate 360 credit former or new Level 6 Diploma or a 360 credit former Level 6 or new Level 7 Bachelor's Degree, or a 480 credit former Level 7 or new Level 8 Bachelors degree. Graduates entering into the programme with a view of obtaining an initial professional qualification should have included in their undergraduate qualifications at least one field of learning that is appropriate for teaching a subject or field in the adult and community education and training curriculum. The field should have been studied at least at second year level or NQF Level 6 and comprising a minimum of 24 credits at Level 6.

Knowledge mix

The following are the general requirements for the knowledge mix of a Postgraduate Certificate in Education in Adult and Community Education and Training:

- In relation to disciplinary learning, 32 credits must be allocated to the study of adult and community education and training and its foundations.
- If a student did not have sufficient disciplinary subject knowledge in the entry degree or diploma, they must be required to take and complete additional subject oriented modules (they may do this concurrently to a maximum of 32 credits) *before* the PGCE can be awarded.
- At least 48 credits must be allocated to pedagogical learning, 40 credits to specialised pedagogical learning and 8 credits to general pedagogical learning.
- A total of 32 credits must be allocated to practical learning. Of these 24 credits must be allocated to an adult education and training workplace -based work integrated learning including supervised and assessed teaching practice. The remainder (8 credits) must be used for other kinds of practical learning activities including the study of practice.
- Workplace-based work integrated learning including supervised and assessed teaching practice is an important part of the Postgraduate Certificate in Adult Education and Training programme. A learner should spend a minimum of 10 weeks and a maximum of 12 weeks in formally **supervised and assessed** workplace-based practice over the duration of the programme as follows:

- The teaching settings component should be a minimum of 8 weeks, of which at least 4 should be consecutive.
- The specialized workplace settings component should be a minimum of 2 weeks.
- A total of 8 credits must be allocated to situational learning.
- With regard to Fundamental Learning, students' competence in language and in ICT should be assessed at the outset and, if necessary, additional modules should be taken to reach required levels of competence.

Progression

Adult education and training educators and community education and training lecturers who have completed a Postgraduate Certificate in Education in Adult and Community Education and Training may proceed horizontally to an Advanced Diploma or vertically to an Honours degree or to a Postgraduate Diploma in Adult and Community Education and Training or in another cognate field.

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

Replacement of existing qualifications

This is a new qualification type which was not offered previously in the field of adult and community education and training.

5.6 Advanced Diploma in Adult and Community Education and Training

Purpose

The Advanced Diploma in Adult and Community Education and Training is available as a continuing professional development qualification for adult education and training educators and community education and training lecturers or practitioners who wish to further strengthen and enhance an existing specialisation in a subject or field, or in the case of educators and lecturers, to develop a new role or practice to support teaching and learning in adult and community education and training. The qualification offers intellectual enrichment or intensive, focused and applied specialisation, which meets the requirements of a specific niche in formal education within the context of adult and community education and training – 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 and lecturing adult and community education and training 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

Qualifier

Maximum of two

Advanced Diploma in Adult and Community Education and Training in Information and Communication Technology or Advanced Diploma in Adult and Community Education and Training in Education for Sustainable Development.

Abbreviations

AdvDip (Adult and Community Education and Training) (Information and Communication Technology) or AdvDip (Adult and Community Education and Training) (Education for Sustainable Development)

Minimum admission requirements

Qualified adult and community education and training educators may present an approved and recognised Level 6 Diploma in Adult and Community Education and Training or a Level 7 Postgraduate Certificate in Education or a Bachelor of Education degree in Adult and Community Education and Training or a historic equivalent qualification in adult education or an equivalent qualification from another subfield in education, for example, in schooling or lecturing in technical and vocational education and training, for admission to an Advanced Diploma in Adult and Community Education and Training.

Advanced specialization in a sub-field of adult and community education and training offered through an Advanced Diploma in Adult and Community Education and Training at Level 7 requires appropriate cognate study at Level 6.

Knowledge mix

All 120 credits may be flexibly allocated at NQF Level 7 according to the purpose of the qualification. All credits should be focused on the development of the specialization. Fundamental learning credits will not be applicable. However all adult and community education and training educators, lecturers or practitioners are expected to be ICT competent. Educators, lecturers and practitioners who enter into the programme without ICT competence should be required to take an additional 12 credits at level 5 to develop this competence.

Progression

Adult and Community Education and Training educators, lecturers and practitioners who have completed a Level 7 Advanced Diploma in Adult and Community Education and Training may present the qualification for entry into a cognate Level 8 Postgraduate Diploma or Honours degree in Adult and Community Education and Training.

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

Replacement of existing qualifications

The (new) Advanced Diploma in Adult and Community Education and Training replaces the following existing approved qualifications:

- Advanced Diploma for Educators of Adults, University of Cape Town, University of the Western Cape
- Advanced Diploma in Adult Education, University of Cape Town

- Bachelor of Technology/National Higher Diploma: Adult Basic Education and Training, offered by Universities of Technology
- Further Diploma in Education (Adult Education)/Advanced Certificate in Education (Adult Education), offered by public universities

5.7 Postgraduate Diploma in Adult and Community Education and Training

Purpose

The Postgraduate Diploma in Adult and Community Education and Training serves to strengthen an educator, lecturer or practitioner in adult and community education and training in general or in a particular field or subfield in adult and community education and training. The primary purpose of the Postgraduate Diploma is to enable professional adult and community education and training educators, lecturers and practitioners to undertake advanced reflection and development by means of a systematic survey of current thinking, practice and research methods in an area of specialization in their profession or in a sub-field thereof. A Postgraduate Diploma demands a high level of theoretical engagement and intellectual independence. A sustained research project is not required but the qualification may include conducting and reporting research under supervision which will then provide access in to a cognate Master's degree in Adult and Community Education and Training.

Qualification type specifications

NQF Exit Level: 8

Minimum total credits: 120

Minimum credits at Level 8: 120

Designator: None

Qualifier

Maximum of two

Postgraduate Diploma in Adult and Community Education and Training in Management or Postgraduate Diploma in Adult and Community Education and Training in Citizenship Education

Abbreviations

PGDip (Adult and Community Education and Training) (Management) or PGDip (Adult and Community Education and Training) (Citizenship Education)

Minimum admission requirements

The minimum admission requirement to the Postgraduate Diploma in Adult and Community Education and Training is an approved and recognised Level 7 qualification in Adult and Community Education and Training which follows on appropriate cognate qualifications at lower levels, comprising a total of 480 credits at least, for example, a 360 credit Level 6 Diploma followed by a 120 credit Level 7 Advanced Diploma in Adult and Community Education and Training or a 480 credit Level 7 Bachelor of Education degree in Adult and Community Education and Training.

Knowledge mix

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

Progression

Completion of a Postgraduate Diploma in Adult and Community Education and Training meets the minimum entry requirements to a cognate 180 credit Level 9 Master of Education degree or a Professional Master of Education degree. There is no early exit qualification from a Postgraduate Diploma in Adult and Community Education and Training.

Replacement of existing qualifications

The (new) Postgraduate Diploma in Adult and Community Education and Training replaces the following existing approved qualifications:

- Postgraduate Diploma in Literacy Studies, University of Cape Town
- Postgraduate Diploma in Adult Education, University of Cape Town
- Postgraduate Diploma in Adult Education, University of KwaZulu-Natal

7. Postgraduate degrees in Adult and Community Education and Training

A Bachelor of Education Honours degree, a Master of Education degree/Professional Masters degree or a Doctor's degree/Professional Doctor's degree in Adult and Community Education and Training may be offered in accordance with the requirements for postgraduate degrees as described in the Higher Education Qualifications Sub-Framework, as revised, 2013

Replacement of existing qualifications

The (new) 120 credit Level 8 Bachelor of Education Honours degree in Adult and Community Education and Training, which must include a supervised research report of 30 credits, replaces the following existing approved qualifications:

- Bachelor of Education Honours degree (Specializing in Adult Basic Education and Training), UNISA
- Bachelor of Education Honours degree in Adult Education, University of KwaZulu-Natal
- Bachelor of Education Honours degree in Adult Education, University of Limpopo

The (new) 180 credit Level 9 Master of Education degree in Adult and Community Education and Training replaces the following existing approved qualifications:

- Master's degree in Literacy Studies, University of Cape Town
- Master's degree in Adult Education, University of Cape Town
- Master's degree in Education in Adult Education and Training and Development, University of the Western Cape
- Master in Philosophy in Adult Education and Training, University of the Western Cape
- Master of Education in Adult Education: University of KwaZulu-Natal
- Master of Education (Adult Education), University of Limpopo

8. Articulation of historical and current approved qualifications for adult education and training educators with the adult education and training educator and community education and training lecturer qualifications described in this policy

<i>Existing approved qualification in Adult Education and Training</i>	<i>Proposed next new qualification in Adult and Community Education and Training</i>
Level 4 120 credit National Certificate in Adult Basic Education and Training, ETDP SETA	Level 5 Higher Certificate in Adult and Community Education and Training or Level 6 *Diploma in Adult and Community Education and Training or Level 7 *B Ed degree in Adult and Community Education and Training
Level 5 120 credit Certificate/Higher Certificate in Adult Education	Level 6 Advanced Certificate in Adult and Community Education and Training or Level 6 *Diploma in Adult and Community Education and Training or Level 7 *B Ed degree in Adult and Community Education and Training
Level 5 240 credit Higher Diploma in Education Training and Development, Advanced Certificate in Adult Basic Education and Training, National Diploma in Adult Basic Education and Training	Level 6 Diploma in Adult and Community Education and Training or Level 7 B Ed degree in Adult and Community Education and Training
Level 5 360 credit Diploma/Higher Diploma in Adult Education and Training, UNISA	Level 6 Advanced Certificate in Adult and Community Education and Training or Level 6 Diploma in Adult and Community Education and Training or Level 7 B Ed degree in Adult and Community Education and Training
Level 6 360 credit National Diploma in Adult Education, Universities of Technology	Level 7 Advanced Diploma in Adult and Community Education and Training or Level 7 B Ed degree in Adult and Community Education and Training
Three-year professional teachers' diploma together with a Level 6 Further Diploma in Education in Adult Education or Advanced Certificate in Adult Education	Level 7 Advanced Diploma in Adult and Community Education and Training
Former Level 6 360 credit Bachelor's degree in ABET Practice	Level 7 Advanced Diploma in Adult and Community Education and Training or Level 8 Postgraduate Diploma in Adult and Community Education and Training or Bachelor of Education Honours degree in Adult and Community Education and Training
An approved three-year qualification together with a former Advanced Diploma in Adult Education/Bachelor of Technology or National Higher Diploma in Adult Education	Level 8 Postgraduate Diploma in Adult and Community Education and Training
An approved four-year qualification(s) together with a Bachelor of Education Honours degree in Adult Education/Postgraduate Diploma in Adult Education	Level 9 180 credit Master's degree in Education (Adult and Community Education and Training)/Professional Master's degree in Adult and Community Education and Training
Approved qualifications with a combined total duration of five years together with a Master of Education in Adult Education/Master of Philosophy in Adult Education	Level 10 360 credit Doctor's degree or Doctor of Philosophy in Education/Professional Doctor's degree in Adult and Community Education and Training.

**On condition that exemption for admission into degree or diploma study has been obtained.*

9. Implementation of the Policy on Higher Education Qualifications for Adult Education and Training Educators and Community Education and Training College Lecturers

A detailed implementation plan will be developed to support the implementation of this policy.

The implementation plan will include:

- The development of institutional capacity, including the establishment of new and the strengthening of existing structures in higher education institutions with a specific focus on the promotion and development of adult and community education and training to introduce the range of qualifications described in this policy and the offering of adult and community education and training specializations or teaching subject.
- Support for adult education and training educators and community education and training lecturers in public community education and training colleges to improve their qualifications to the required level.
- Research leading to the development of a reliable and complete data base on current adult education and training educators and community education and training lecturers and the qualifications they possess.
- The development of a common understanding of this policy, the qualifications described in it, and a common approach to their implementation among higher education institutions offering these qualifications. This includes the development and implementation of uniform RPL and CAT processes.
- Any interim arrangements that may be necessary to ensure that programmes can be offered as capacity is developed, including special arrangements for an interim period for approval and accreditation of new programmes for adult education and training educators and community education and training lecturers to allow for institutional development, including the training of programme evaluators.

All higher education institutions interested in offering new professional qualifications for adult education and training educators and community education and training lecturers are 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 for adult education and training educators and community education and training lecturers and practitioners on the former 8-level NQF will be 2016. With effect from the 2017 academic year, all students should be admitted to accredited and approved new programmes.

Holders of historic and currently approved qualifications for adult education and training educators 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 and in line with the principle of lifelong learning.

10. Approval and accreditation of new programmes aligned to the qualifications described in this policy

Programmes leading to a specific professional qualification for adult and community education and training educators and 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.

New professional adult and community education and training educator and lecturer qualification programmes that are offered by public higher education institutions must comply with this policy for approval by the DHET, for inclusion on a particular institution's Programmes and Qualifications Mix (PQM) and for recognition for employment in posts where the state is the employer.

New professional adult education and training educator and community education and training lecturer qualification programmes that are offered by private higher education institutions must comply with this policy for approval by the DHET, as part of the requirements to be met for the institution to be registered with the DHET as an accredited provider for the programmes and for recognition of the qualification for employment where applicable in posts where the state is the employer.

Institutions requiring further information should contact the department at:

Directorate: Teaching Qualifications and Policy
123 Francis Baard Street
Private Bag X 895
Pretoria
0001
Tel: 012 312 5188, Fax: 012 323 6589
E-mail: TQP@dhet.gov.za

Appendix 1: Basic competences for professionally qualified adult education and training educators and community education and training lecturers

Qualifying learners for a Diploma in Adult and Community Education and Training, a Postgraduate Certificate in Education in Adult and Community Education and Training, or for a Bachelor of Education degree in Adult and Community Education and Training should meet the following applied and integrated exit level competences.

1. Understand the historic development of the adult and community education and training sector, the purpose and current location thereof, the legal framework and structures that regulate and govern the funding and management of adult and community education and training, including the vision and expansion and growth plans of the Ministry of Higher Education and Training for the sector.
2. Understand the socio-economic context and background of adult and community education and training learners in varying contexts, their diversity in terms of age range, culture, life and work experience, their aspirations and expectations of the learning programme which they have enrolled for and their further career and study pathways and opportunities
3. Being numerically, technologically and media literate, reading academic and professional texts critically.
4. Speaking and writing the language of learning and teaching clearly and accurately. Using the language of learning and teaching appropriately to explain, describe and discuss key concepts in the particular subjects or vocational fields offered in adult and community education and training. The qualifying learner should be fully competent to use at least one official language of instruction effectively and be competent to communicate in another African language.
5. Using key strategies such as higher level questioning, problem-based tasks and projects, and making appropriate use of group-work, teaching groups of adult learners and learners in community education and training contexts and individual self-study.
6. Adjusting teaching strategies to match the profile of adult learners, meet the knowledge requirements of the particular subject or field, and cater for cultural, gender, ethnic, language and other differences among adult learners.
7. Selecting, sequencing and pacing content in a manner appropriate to the context, the needs of learners and the subject or field.
8. Understanding different learning styles, preferences and motivations as well as different explanations of how adult learners and learners in community education and training settings learn at their particular level of cognitive development, and potential causes of success or failure in these learning processes.
9. Interpreting and adapting learning programmes so that they are appropriate for the context in which teaching and learning in adult and community education and training will occur.
10. Adapting and/or selecting learning resources that are appropriate for the age, language competences, culture and gender of learners.
11. Understanding the principles of curriculum: how decisions are made, who makes them, on what basis and in whose interests.

12. Understanding the principles and values of the Constitution and being aware of ethical debates in and over religion, democracy, citizenship, human rights and the environment.
13. A basic understanding of, using, engaging in and reflecting on research and accessing different sources of information.
14. Understanding the ways of thinking and applications involved in a particular subject or field, and how these may be taught.
15. Understanding the field or subject to be taught in adult and community education and training, including appropriate content knowledge, pedagogic knowledge and context knowledge, and how to integrate all this knowledge and relate it to other fields and vocations.
16. Knowing about sound practice in curriculum, learning programmes and learning materials design, including how learners learn from texts and resources, and how language, culture and context impact on learning.
17. Creating a learning environment in which critical and creative thinking is encouraged, conflict is handled through debate and argument, and adult and community education and training learners develop strong internal discipline.
18. Being able to respond to current social and educational problems with particular emphasis on the issues of violence, drug abuse, poverty, child and women abuse, HIV/AIDS and environmental degradation, and accessing and working in partnership with professional services to deal with these issues.
19. Counselling and/or tutoring learners in need of assistance with social or learning problems.
20. Understanding common barriers to learning and the kinds of structures and processes that help to overcome these barriers and how materials can be used to construct more flexible and individualised learning environments.
21. Understanding and using different assessment practices appropriate to the field or subject, including competence-based assessment, the formative and summative uses of assessment, and continuous and diagnostic forms of assessment and record keeping of assessment results.
22. Understanding of basic employment conditions as an adult education and training educators and community education and training lecturer, career paths within the adult and community education and training sector, salary levels and other benefits, lines of accountability and reporting, rights and responsibilities.