

GOVERNMENT NOTICE

DEPARTMENT OF HIGHER EDUCATION AND TRAINING

HIGHER EDUCATION ACT 101 OF 1997 AND NATIONAL QUALIFICATIONS FRAMEWORK ACT 67 OF 2008

CALL FOR COMMENTS ON THE DRAFT POLICY ON MINIMUM REQUIREMENTS FOR PROGRAMMES LEADING TO QUALIFICATIONS IN HIGHER EDUCATION FOR PRACTITIONERS AND EDUCATORS IN EARLY CHILDHOOD CARE AND EDUCATION.

I, Bonginkosi Emmanuel Nzimande, Minister of Higher Education and Training, hereby publish the call for public comments on the *Draft Policy On Minimum Requirements For Programmes Leading To Qualifications In Higher Education For Practitioners And Educators In Early Childhood Care And Education*.

This policy aligns qualifications for Early Childhood Care and Education (birth to 4), (ECCE), with The Higher Education Qualifications Sub-Framework, 2013.

The policy has been developed in consultation with key role players in the field and it describes minimum standards for different types of higher education qualifications for ECCE educators in accordance with their purpose, and level. It provides clear guidelines to higher education institutions for the design of learning programmes for the professional preparation of ECCE (birth – 4) practitioners and educators, and describes the basic competences required of such an educator.

The policy describes minimum requirements for further post professional and postgraduate qualification paths for ECCE (birth - 4) educators. This is aimed at ensuring that the higher education system, in offering these qualifications, contributes to the continuing professional development of ECCE practitioners and educators whose work involves ECCE.

The policy also describes articulation and progression routes for Early Childhood Development (ECD) practitioners and educators in possession of historical qualifications obtained before the implementation of The Higher Education Qualifications Framework, 2007, to ensure that clear pathways are created for these practitioners and educators to access further qualifications for professional and career development purposes.

The full text of the *Draft Policy On Minimum Requirements For Programmes Leading To Qualifications In Higher Education For Practitioners And Educators In Early Childhood Care And Education* can be downloaded from the Department's website at www.dhet.gov.za.

All interested parties are invited to comment on the draft policy in writing, and direct their comments to:

The Director-General, Private Bag X174, Pretoria, 0001, for attention of Dr W Green, Chief Director: Teaching and Learning Development, e-mail: Green.w@dhet.gov.za

Kindly provide the following contact information when submitting comments: name, address, telephone and fax number and e-mail address.

The comments on the *Draft Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for Practitioners and Educators in Early Childhood Care and Education* must be submitted not later than 31 days from the date of publication of this notice.

After considering all comments the final *Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for Practitioners and Educators in Early Childhood Care and Education* will be published by the Minister of Higher Education and Training in terms of Section 8 (2) (b) of the National Qualifications Framework Act 67 of 2008.



Dr BE Nzimande, MP
Minister of Higher Education and Training

Date: 30/03/2016

Minimum Requirements for Programmes Leading to Qualifications in Higher Education in Early Childhood Care and Education (Birth - Four) for Educators and Practitioners

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Acronyms and Abbreviations

AdvCert	Advanced Certificate
AdvDip	Advanced Diploma
BEd	Bachelor of Education Degree
CAT	Credit Accumulation and Transfer
CESM	Classification of Education Subject Matter
CHE	Council on Higher Education
CPD	Continuing Professional Development
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DOE	Department of Education
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
HEIs	Higher Education Institutions
HEQC	Higher Education Quality Committee
HEQSF	Higher Education Qualification Sub-framework
ICT	Information and Communication Technology
LoCC	Language of Conversational Competence
LoLT	Language of Learning and Teaching
MRTEQ	Minimum Requirements for Teacher Education Qualifications
NASCA	National Senior Certificate for Adults
NCV	National Certificate Vocational
NDP	National Development Plan: Vision 2030
NELDS	National Early Learning Development Standards
NQF	National Qualifications Framework
NSC	National Senior Certificate
PG Dip	Postgraduate Diploma
PQM	Programme and Qualifications Mix
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SACE	South African Council for Educators
SAQA	South African Qualifications Authority
UMALUSI	Council for Quality Assurance in General and Further Education and Training
WIL	Work-integrated Learning

Glossary

“Child-minder” A person who provides care and early learning for six children or fewer, typically in his/her own home. Also in some contexts referred to as “day mothers”.

“Early Childhood Care and Education (ECCE)” ECCE is one component of ECD and relates specifically to the provision of daily care, education and stimulation for the emotional, cognitive, sensory, spiritual, moral, physical, social and communication development of infants and young children.

“Early Childhood Care and Education Educators (ECCE Educators)” The term refers to individuals who hold an ECD qualification at NQF level 6, (eg. an old Higher Diploma in Education (Pre-Primary) or a Bachelor of Education: ECD: Foundation Phase, or the National N Diploma: Educare), and deliver, and/or support the delivery of registered early childhood development programmes, family services and playgroups and training, as well as those providing management support services to these workers

“Early Childhood Care and Education Programmes” ECCE programmes are those that provide one form, or a collection, of daily care, development, and early learning services and support to children from birth until the year before they enter school. These programmes include, but are not limited to:

- Community-based play groups operating for specific hours;
- Outreach and support programmes for young children and their families/caregivers at household level;
- Parenting support and enrichment programmes;
- Support for the psychosocial needs of young children and their families;
- Early childhood development programmes provided at partial care facilities and child and youth care centres as contemplated in section 93(5) of the Children’s Act;
- Any other programme that focuses on the care, development and early learning of children from birth to school-going age and/or their families.

Early Learning Centre/Preschool/Early Childhood Development (ECD) Centre/Crèche”
A facility that provides an early childhood care and education programme with an early learning and development focus for children from birth until the year before they enter school.

“Early Childhood Development (ECD)” The combination of cognitive, emotional, physical, mental, communication, social and spiritual development of children that takes place from conception until the year before they enter school, or reach the age of eight years, whichever comes first.

“Early Childhood Development Services” ¹Services or support provided to infants and young children or to the child’s parent or caregiver by a government department or civil society organisation with the intention of promoting the child’s early emotional, cognitive, sensory, spiritual, moral, physical, social and communication development.

¹ Section 91 (2) of the Children’s Act refers to services intended to promote early childhood development and provided by a person other than the child’s parent or caregiver, on a regular basis, to children up to school-going age.

“Grade R” An institutionalised year of learning for children aged five to six years, which refers to the year before Grade 1. The Department of Basic Education has identified three models of provision of Reception Year/Grade R; those within the public primary school system, those within community-based sites and the independent provision of reception year programmes.

“Higher Education Institution” Universities and private higher education institutions that are accredited to offer higher education programmes by the Council on Higher Education.

“Initial Professional Qualifications” Refers to qualifications that lead to professional recognition in a field or profession.

“Post-professional Qualifications” These enable further development in a field or profession for people who already hold an initial professional qualification.

“Qualification” A registered national qualification consisting of a planned combination of learning outcomes, which has a defined purpose or purposes, intended to provide qualifying learners with applied competence and a basis for further learning and which has been assessed in terms of exit level outcomes, registered on the NQF and certified and awarded by a recognised body.

“Qualification Certificate” A document attesting to the achievement of a qualification.

“Service Providers” A legally established institution (public or private) that has been recognised, usually for a particular period of time, by a quality council or its appointed agent, as having the capacity or provisional capacity to offer a qualification or part-qualification registered on the NQF at the required standard.

The use of the terms ‘teach’ and/or ‘teaching’ in this policy document.

For the purposes of this document, the terms ‘teach’ or ‘teaching’ are used to describe the interactive and exploratory engagement between practitioners/educators and young children that leads to learning and development. This engagement is understood to be characterised by, among others:

- Facilitation
- Stimulation
- Play-based methodology
- Participation
- Communication.

1. Background to the Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education in Early Childhood Care and Education (Birth – Four) for Educators and Practitioners

1.1 Early Childhood Development in historical context

1.1.1 In South Africa there have been historical shifts in the way in which early childhood has been defined and understood (Department of Education 2001; Ebrahim 2010). During the apartheid era the definition of early care and education gained its currency from service provisioning based on race. Custodial care became associated with provisioning in black preschools, which received very little government support.

1.1.2 Early education was associated with privilege and quality provision with strong government support was widely available to the white population group and very much less to other groups.

1.1.3 In order to address the polarisation of care and education, the concept of Educare was used to emphasise the need for focus on education, health, nutrition and protection (Rickards 1991).

1.1.4 The advent of democracy in 1994 led to the reconstruction of early childhood development in order deal with the inequities of the past. The areas for intervention were captured in the definition of Early Childhood Development (ECD) – “an umbrella term, which applies to the processes by which children from birth to nine years grow and thrive, physically, mentally, emotionally, morally and socially” (Department of Education 1995 p.33). This definition is a broad one and perhaps does not adequately cover the distinctive and overlapping nature of care and education of children from birth to four.

1.1.5 Section 91 (1) of the Children’s Act 38 of 2005 defines ECD as the “process of emotional, cognitive, sensory, spiritual, moral, physical, social and communication development of children from birth to school-going age.”

1.1.6 Early Childhood Care and Education (ECCE) is therefore understood as a component of ECD. It refers specifically to the provision of daily care, education and stimulation for emotional, cognitive, sensory, spiritual, moral, physical, social and communication development of children from birth to four.

1.2 An evolving ECD policy environment

1.2.1 ECD (birth to four years) has emerged as a priority in terms of several government policies and programmes and the *Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education in Early Childhood Care and Education (Birth – Four) for Educators and Practitioners* is developed against this backdrop.

1.2.2 Recognising the need for and the benefits of ECD for nation-building, reconstruction and development, the first democratically elected government of South Africa committed itself to the expansion of ECD provisioning in the *White Paper on Education and Training* of 1995 and the 1997 *White Paper for Social Welfare*. In 1996, the Department of Education

(DOE) released the *Interim Policy for Early Childhood Development*, and embarked on a National ECD Pilot Project, which was concluded in 1999.

1.2.3 *Education White Paper 5 on Early Childhood Education*, (DoE, 2001, p.2) puts forward a number of compelling arguments for investing in early childhood development, among others:

- The early years are critical for the development of the potential of human beings, as this period is a pillar of the foundations for later or lifelong learning.
- Economic arguments: Our position in the global economy depends on the competencies of our people and these competencies are developed and set early in life.
- Intervening in the earliest years helps to reduce the social and economic disparities and race and gender inequalities that divide our society.

1.2.4 *The Children's Act No 38 of 2005* (effective from 2010) and its regulations provide a comprehensive framework for the provision of social services for children in South Africa. It includes a dedicated chapter (7) on ECD programmes. Norms and standards for the provisioning of programmes are stipulated in the regulations to the Act, which state that programmes must aim at helping children realise their full potential.

1.2.5 The [draft] *National Early Learning Development Standards (NELDS)*, published by the Department of Basic Education (DBE) in 2009, is a curriculum-related policy initiative focusing primarily on the learning needs of children from birth to four years.

1.2.6 Several more recent South African government initiatives point to high-level awareness of the importance of ECD for human and social development and national productivity. These initiatives include significantly increased funding for ECD by the National Treasury, and recognition of the importance of the early years in the *National Development Plan: Vision 2030* (2012).

1.2.7 *The National Development Plan (NDP)* emphasises that “Delays in cognitive and overall development before schooling can often have long lasting and costly consequences for children, families and society. The most effective and cost-efficient time to intervene is before birth and the early years of life. Investment in Early Childhood Development should be a key priority.” (National Planning Commission, 2011, p.274)

1.2.8 *The South African National Curriculum Framework for Children from Birth to Four* (2015) provides guidance for those developing programmes and working with babies, toddlers and young children from birth to age four.

1.2.9 The [draft] *National Early Childhood Development Policy for the Republic of South Africa*, 2015, has been gazetted for public comment and sets the provision of “... a universally available package of quality age- and developmental-stage appropriate services for all children from birth until they enter Grade R ...” as a goal to achieve by 2024.

1.2.10 One of the key indicators for attainment of this goal is: “The percentage of ECCE services and programmes that meet graded quality standards related to staff qualifications and skills, availability of learning and training resource materials, programme content and equipment and infrastructure ...”

1.2.11 Research has identified a lack of policy to regulate the provision of programmes and qualifications in the ECD sector, as well as "... lack of defined career pathways and opportunities for ECD teachers." Concerns have also been raised that "current ECD teacher education programmes are not producing the number nor the kind of teachers" needed for this diverse schooling context (SAIDE, 2011, p.3).

1.2.12 The [draft] *National Early Childhood Development Policy for the Republic of South Africa (2015)* commits to the public provision of specific categories of appropriately qualified and/or trained ECD workers, among others mother and child community workers, ECD practitioners and ECD co-ordinators/supervisors.

1.2.13 The *Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education in Early Childhood Care and Education (Birth – Four) for Educators and Practitioners* is aimed at addressing these issues, as it takes cognisance of the fact that the provision of quality ECCE services relies on the availability of a committed cadre of appropriately qualified and passionate employees for the sector.

1.2.14 The education sector, e.g. civil society, government and universities, has a responsibility to:

- design and offer qualifications that will afford professional status and recognition to educators and practitioners working in ECCE;
 - standardise the training and qualifications and provide a career pathway for educators and professionals working in ECCE; and
- develop quality programmes to equip practitioners and educators in ECCE with information, knowledge and skills to support the implementation of the National Curriculum Framework for Children from Birth to Four (2015).

2. Purpose and Scope of the Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education in Early Childhood Care and Education (Birth – Four) for Educators and Practitioners

2.1 While the *Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education in Early Childhood Care and Education (Birth – Four) for Educators and Practitioners* acknowledges that ECCE takes place in a whole range of different contexts, this policy focuses on a cadre of professionals who will be tasked to deliver the National Curriculum Framework for Children from Birth to Four (Feb, 2015)

2.2 In terms of the National Qualifications Framework (NQF) Act, 2008 (Act No. 67 of 2008), quality councils are responsible for developing qualifications and qualification 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.

2.3 In particular, the Council on Higher Education (CHE) develops qualifications and standards for the higher education sector. The offering of such qualifications and standards by

higher education institutions (HEIs) is quality-assured and accredited by the Higher Education Quality Committee (HEQC) of the CHE.

2.4 The Higher Education Qualifications Framework, aligned to the 10-level NQF, was gazetted as policy in 2007 and subsequently reviewed and replaced by the Higher Education Qualifications Sub-Framework (HEQSF), published by Notice No. 549 in Government Gazette No 36721 of 02 August 2013.

2.5 The *Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education in Early Childhood Care and Education (Birth – Four) for Educators and Practitioners* is based on the HEQSF and is subject to it and to any revisions of the HEQSF. It meets all the requirements of the HEQSF.

2.6 While the *Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education in Early Childhood Care and Education (Birth – Four) for Educators and Practitioners* is a policy on minimum requirements for programmes leading to higher education qualifications for practitioners and educators working in public and state-supported ECD learning programmes, the programmes described in the policy may also be used for the development of practitioners and professionals working in other ECD contexts.

2.7 The specification of a set of minimum requirements for programmes leading to ECCE educator qualifications is aimed, in part, at ensuring that the higher education system, in offering these qualifications, contributes to the initial professional education and further continuing professional development (CPD) of ECCE practitioners, educators and other professionals whose work involves ECCE.

2.8 The *Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education in Early Childhood Care and Education (Birth – Four) for Educators and Practitioners* follows the nested approach of the HEQSF and:

- selects suitable **qualification types** from the HEQSF for ECCE practitioners, educators and other professionals;
- identifies **possible qualifiers** for the qualifications and hence identifies the purposes of programmes leading to the qualifications;
- describes a **knowledge mix** that is appropriate for the programmes, leading to the different ECCE qualifications, aligned to the purpose of the programme and qualification; and
- sets **minimum credit values** for learning programmes leading to qualifications in terms of the knowledge mix and different levels.

2.9 The *Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education in Early Childhood Care and Education (Birth – Four) for Educators and Practitioners* provides a basis for the construction of core curricula for programmes leading to initial professional and post-professional qualifications for ECCE educators.

2.10 *Initial professional qualifications* refer to qualifications that prepare the holders thereof to facilitate learning in the ECCE context with confidence. *Post-professional qualifications* refer to qualifications that enable the development of new or advanced knowledge and skills and that will enable the holders to have a deeper understanding of their professional practice at a higher level and/or to take on new roles within the ECCE sector.

2.11 The qualifications described in the *Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education in Early Childhood Care and Education (Birth – Four) for Educators and Practitioners* are not appropriate for teaching in the schooling sector and should not be used for that purpose. ECCE educators who wish to enter a career in teaching in schools may, however, with credit recognition, complete a recognised qualification for employment as an educator in schools. Similarly, appropriately qualified school educators who wish to become ECCE educators could complete a suitable additional qualification to develop the required competences.

2.12 The *Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education in Early Childhood Care and Education (Birth – Four) for Educators and Practitioners* will be used in a variety of ways:

- It will be used by HEIs to develop programmes for ECCE educators and other ECCE professionals.
- It will be used by the Department of Higher Education and Training (DHET) to evaluate programmes for ECCE educators and other ECCE professionals 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 ECCE programmes for ECCE practitioners and educators, submitted by private HEIs for registration, enabling them to offer the programmes.
- It will be used by the CHE's HEQC in accreditation and quality assurance processes.
- It will be used by a professional body to make decisions about professional registration.
- It will be used by employers of ECCE practitioners and educators.

Through these processes, the policy will be used to regulate ECCE programmes for educators offered by HEIs.

2.13 The *Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education in Early Childhood Care and Education (Birth – Four) for Educators and Practitioners* thus provides a basis for providers to construct curricula for programmes leading to initial professional and post-professional qualifications for ECCE educators.

3. Principles Underpinning the Policy and its Implementation

3.1 The principles that frame the *National Development Plan: Vision 2030 (2012)*, the *Education White Paper 5 on Early Childhood Development (2001)*, *White Paper on Social Welfare (1997)*, the [draft] NELDS, and the *South African National Curriculum Framework for Children from Birth to Four, 2015* also inform this policy and must guide its implementation, including the design and offering of learning programmes leading to the qualifications described in the policy.

3.2 Principles that are specifically relevant to the development of ECCE educators and professionals and their work in ECD programmes are:

- Embracing the concept of lifelong learning; recognising that learning takes place throughout a person's life and in many forms;

- Recognising the specific holistic nature of learning, which includes the cognitive, emotional, social and cultural aspects of learning;
- Promoting the values that underpin an open and democratic society based on human dignity, equality, fairness and freedom;
- Respecting and encouraging democracy and fostering a culture that promotes human rights and children’s rights;
- Pursuing excellence and promoting the full realisation of the potential of every child, tolerance of ideas and appreciation of diversity;
- Promoting optimal opportunities for culturally responsive pedagogies that are ²transformative in nature and are inclusive of teaching and learning;
- Recognising quality early learning and development as a way of ensuring the optimal development of children, and laying the foundations for lifelong success in education, employment and responsible citizenship.

4. Developing Purposeful Programmes through an Appropriate Knowledge Mix for Different Programmes

4.1 Teaching³ and learning are specialised activities and require access to a range of knowledge, both in depth and in breadth. Educator practice in an ECD context is essentially about providing stimulation for early learning and development outcomes through play, stimulation, and related pedagogies, and ensuring a conducive and supportive environment, which encourages such learning and development, rather than direct teaching.

4.2 Knowledge forms do not exist in isolation from one another; nor are they applied independently. 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.

4.3 The knowledge and practice competences required by educators working in ECCE extend beyond the knowledge and practice competences required for teaching in other contexts and are different from them. Working as an educator in an ECCE context demands high-level skills and deep knowledge over a wide range of areas.

4.4 While the role of teachers who work with older learners in school and beyond are mostly focused on the subject/phase/ discipline that they have to teach, working with young children requires that ECCE educators possess and are able to demonstrate specific dispositions, including patience, love, care and an intense concern for the welfare, safety and development

² A transformative pedagogy respects the contributions of families and culture in the lives of young children. It views children, teachers and families as learners, and considers teaching and learning as occurring through a co-constructive, collaborative and interactive process. The learner is viewed as competent in communication, context and culture, and respected for who he/she is now and who he/she will become.

³ For the purposes of this document, the terms ‘teach’ or ‘teaching’ are used to describe the interactive and exploratory engagement between practitioners/educators and young children, which leads to learning and development. This engagement is understood to be characterised by, among others, facilitation, stimulation, play-based methodology, participation and communication.

of young children, as well as intellectual virtues such as respect for truth, reasonableness, objectivity and fairness. ECCE educators must be keenly knowledgeable about human cognitive, emotional, physical, creative, communication, social, spiritual and moral development in the early years, know how to identify barriers affecting these different areas of development and how to stimulate learning to achieve optimal development in each of these areas using age-appropriate as well as contextually appropriate methods.

4.5 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.

4.6 If integrated and applied knowledge is understood to be the overarching goal that will enable quality mediation of learning, the types of learning associated with the acquisition, integration and application of knowledge for educators and practitioners that should be contained in first professional qualifications, at exit levels 6 and 7, for the development of ECCE educators and practitioners, will be the following:

- Fundamental learning
- Educational learning
- Disciplinary learning
- Pedagogical learning
- Situational learning
- Practical learning.

4.7 Fundamental learning is about functional literacies and in the South African context it refers to learning to communicate at a basic level in a second official African language, the ability to use information communication technology (ICT) competently and the acquisition of academic literacies (including language and numerical literacies), which lay the foundation for effective learning in higher education contexts.

4.8 Education learning is 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. This enables a degree to be designated as a degree in education. Professional ethics and issues related to knowledge of and relationships between self and others in the life and work of an ECCE educator are cross-cutting themes, which are theoretically located within the study of education and its foundations.

4.9 Disciplinary learning is the study of specialised subject matter relevant to ECD that will enable and support effective practice as an ECCE educator. It includes but is not limited to a theoretical study of:

- Early literacy and its development;
- Early numeracy and its development;
- Physical and motor ability and its development;
- Critical thinking, problem solving, concept formation and their development;
- Cognitive, physical, emotional, social, linguistic, moral, spiritual, creative and psychological development of children;
- Identity development;
- Nutrition, health and well-being;

- Multilingualism;
- Inclusive education; and
- Different constructions of children and childhood.

4.10 Pedagogical learning in the ECD context refers to a study of the principles, practices and methods of teaching, facilitating, stimulating, communicating and supporting to enable effective learning. Pedagogical learning incorporates general pedagogical knowledge, which includes knowledge of children in ECD 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 subject or field in order to create appropriate learning opportunities for young children, and how to evaluate their progress. Inclusive education and an understanding of barriers to learning, working with diversity, and curriculum differentiation to address individual learning needs all form important aspects of both general pedagogical knowledge and specialised pedagogical content knowledge. ECCE educators must have specialised knowledge of pedagogical approaches that are relevant to and suitable for teaching and working with children in ECD contexts. This will include:

- The ability to use appropriate techniques to support the development of early learning such as using stories, play, rhyme, fantasy, exploration, music, arts and crafts, movement;
- Balancing child-directed and adult-directed learning opportunities;
- Using appropriate technologies to support early learning;
- Developing resources to support early learning;
- Curriculum differentiation;
- Inviting/stimulating children's participation;
- Knowing how to assess and report on the achievement of early learning and development;
- Early identification, assessment and intervention for children with special education needs;
- Managing and administering ECD contexts;
- The ability to promote health, well-being, safety and protection of children; and
- Working with parents, caregivers, families and communities.

4.11 Practical learning or work-integrated learning (WIL) involves learning in and from practice. As regards learning to be an ECCE educator, 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 recordings, real-time observations and so on, in order to theorise practice and form a basis for learning in practice. Learning in practice involves working in authentic and simulated ECCE environments, which will include:

- Formal programme environments;
- Community environments; and
- Family and home-based environments.

Practical learning is an important condition for the development of tacit knowledge and an essential component of learning to teach. Practical learning provides the context in which all other learning can be developed and reinforced.

4.12 Situational learning refers to knowledge of the varied learning situations, contexts and environments of education, as well as prevailing policy, political and organisational contexts

relevant in and to the ECD context. This includes 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 young children and their families, for example unemployment, poverty, nutritional status, HIV and AIDS, dealing with diversity, including gender and cultural issues, promoting inclusivity and education for sustainable development. Ethical considerations and an understanding of codes of conduct are an important aspect of situational learning.

4.13 The concept of knowledge mix refers to weightings afforded to different kinds of learning in integrated learning programmes, leading to qualifications intended to achieve a specific purpose. Typically qualification programmes for ECCE educators would integrate the various types of knowledge and learning that have been described above into specific programmes in varying ratios, to suit the purpose of the qualification. This is aligned to the notion of purposeful qualifications, a principle embedded in the HEQSF.

4.14 This policy also describes the basic competences that professionally qualified ECCE educators should be able to demonstrate after completing a programme leading to an initial professional qualification. The competences are listed in Appendix 1. Part of the purpose of a programme leading to an initial professional qualification will be to develop these competences. This means that the knowledge mix in programmes leading to initial professional qualifications for ECCE educators must be selected such that the learning in the programme leads to the development of these competences.

5. Recognition of Prior Learning

5.1 Many of the students who enter ECCE educator programmes will already be working in ECD contexts and/or have gained knowledge as a result of learning in the workplace and in other settings.

5.2 It is possible to recognise relevant prior learning that is already in place. A key principle that must inform recognition of prior learning (RPL) practice is that learning outcomes must not be compromised as a result of RPL.

5.3 RPL for access and advanced credit standing must be conducted in accordance with prevailing national policies on higher education.

5.4 RPL must take place on an individual, student-by-student basis and must involve an assessment/professional judgment of the prior learning.

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

5.6 The RPL policy also indicates that the specific context of each quality council and its sub-framework must be considered in the interpretation of the policy.

6. Credit Accumulation and Transfer

6.1 Many of the students who enter ECCE educator programmes will already hold prior qualifications or part-qualifications that could be considered for credit accumulation and transfer (CAT) purposes. These will include credits gained at level 5 and upwards through the completion of qualifications or part qualifications that are developed and delivered under the mandate and quality assurance of the CHE, the Quality Council for Trades and Occupations (QCTO) and/or the Council for Quality Assurance in General and Further Education and Training (UMALUSI).

6.2 For prospective students holding credits gained through relevant prior qualifications or part 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.

6.3 The HEQSF (2013, p.11) indicates that ‘any and all credits for an incomplete qualification may be recognised by the same or different institution as meeting part of the requirements for a different qualification, or may be recognised by a different institution as meeting part of the requirements for the same qualification.’

6.4 The HEQSF (2013, p.11) also indicates that ‘a maximum of 50% of the credits of a completed qualification may be transferred to another qualification, provided also that no more than 50% of the credits required for the other qualification are credits that have been used for a completed qualification.’

7. Advanced Standing

7.1 RPL and CAT can lead to advanced credit standing.

7.2 The HEQSF (2013, p.22) emphasises the general principle that the admitting institution must be ‘satisfied that the applicant has competence in the appropriate field of intended study at the appropriate entry level of the target qualification.’

7.3 The HEQSF (2013, p.22) also requires that ‘the point of entry into a target programme must be such that candidates complete at least all the required credits at the exit level of the qualification’.

8. Work-integrated Learning

8.1 The learning-in-practice, workplace-based component of WIL for ECCE educator qualifications should mostly take place in formal programme environments that are registered in terms of the Children’s Act 38 of 2005, but could also include a component of learning in community settings.

8.2 It is the responsibility of the institution offering the qualification to arrange WIL opportunities for students formally, in line with the requirements of the qualification as

described in this policy. All students have to be cleared in terms of the provisions of the Children's Act 38 of 2005 as persons suitable to work with children as contemplated in section 97 (3) and duly verified against Part B of the National Protection Register in accordance with section 126 of the said Act.

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

8.4 It is the responsibility of the institution offering the programme to ensure that suitably qualified and/or trained persons supervise, mentor and assess WIL.

9. Language Proficiency Requirements for Programmes Leading to Initial Professional Qualifications for ECCE Educators

9.1 The promotion of multilingualism forms an important basis to strengthen the development of a multicultural society.

9.2 All ECCE educators who successfully complete a learning programme leading to an initial professional qualification should be proficient in the use of at least one official South African language as a language of learning and teaching (LoLT) and partially proficient (i.e. sufficient for purposes of basic conversation) in at least one official African language. South African Sign Language can be developed as a LoLT or as language of conversational competence (LoCC).

9.3 Qualification 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).

10. Programmes leading to Qualifications for Educators and Practitioners in Early Childhood Care and Education

10.1 The table below shows the suite of higher education qualifications selected from the HEQSF for ECCE educators and practitioners working in the ECD sector, as well as the articulation/progression pathways between them.

Table 2: Qualifications selected from the Higher Education Qualifications Sub-Framework for ECCE practitioners and educators, and progression routes between them.

NQF Exit Level	Certificates	Degrees	Diplomas	
10		Doctorate in Early Childhood Care and Education		
		Professional Doctorate in Early Childhood Care and Education		
9		Masters in Early Childhood Care and Education		
		Professional Masters in Early Childhood Care and Education		
8		Bachelor of Education Honours in Early Childhood Care and Education		Postgraduate Diploma in Early Childhood Care and Education
		7		Bachelor of Education in Early Childhood Care and Education
6				Advanced Certificate in Early Childhood Care and Education
5				

10.2 Articulation into the qualifications listed on this table from historical and/or current ECD qualifications is described in Appendix 2.

11. Initial Professional Qualifications for Educators in Early Childhood Care and Education

11.1 Diploma in Early Childhood Care and Education

Purpose

The purpose of the Diploma in Early Childhood Care and Education is to develop professionally competent educators who can demonstrate general principles, as well as focused knowledge and skills appropriate for ECCE teaching. The qualification requires in-depth specialisation of knowledge, as well as practical skills and experience required in an ECCE context. The learning programme must, as a minimum requirement, lead to the development of all the ECCE educator competences described in Appendix 1. The qualification includes a WIL component.

Qualification type specifications

NQF Exit Level: 6

Minimum total credits: 360

Minimum total credits at Level 6: 120

Designator: None

Qualifier: One

Approved Qualifier: Early Childhood Care and Education

Endorsements on Certificates

LoLT

Conversational Competence

Example:

Diploma in Early Childhood Care and Education

Abbreviation:

Dip (ECCE)

Endorsement on certificate:

LoLT: English

LoCC: isiZulu

Minimum admission requirements

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

Knowledge mix

The knowledge mix for programmes leading to this qualification must comply with the following minimum requirements:

- For all knowledge areas, credits should be allocated and distributed from Level 5 to Level 6 to ensure adequate progression in the programme, with the exception of fundamental learning, which is limited to Level 5.
- At least 50% of the credits [180C] must be focused on developing the ECCE specialisation (including relevant disciplinary, pedagogical and practical learning). At least 60 of these credits should be at Level 6.
- At least 50% of the credits [180C] must be spread across education learning (foundations of education), general pedagogical learning, fundamental learning and situational learning. At least 60 credits, focused on foundations of education, should be at Level 6.
- Fundamental learning credits must be assessed at Level 5 and cover a *maximum* of 72C. Students who enter the programme with competence in specific areas, for example ICT

⁴ Senior Certificate (SC), National Senior Certificate for Adults (NASCA), National Certificate (Vocational)(NCV)

competence, or multi-lingual 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, so as to ensure high quality learning and so develop excellence in mediating learning in ECCE settings. These credits cannot be advanced towards the award of the qualification by RPL.

- Workplace-based learning and assessment must form an integral part of the WIL component. ECCE work-place based WIL, including supervised and assessed practice, is an essential part of the diploma programme.
- Work-place based WIL must comply with the following:
 - Students must spend a minimum of 18 weeks and a maximum of 24 weeks in **formally supervised and assessed** workplace-based practice spread over the duration of the three years (full-time) of the diploma.
 - In any given year, a maximum of eight such weeks should be spent in work-place based settings, and at least three of these should be consecutive.
 - In a part-time or distance mode, students may be physically in a workplace-based setting for longer periods – for example if they are already employed as ECD practitioners. However, the same amount of supervised and assessed workplace-based practice in a designated WIL period is required.
- ECCE educators must be knowledgeable about and skilled in the early identification of barriers to learning, as well as in curriculum differentiation and adaptation for multiple learning needs.
- ECCE educators must be able to integrate ICTs into their practice.

Progression

Completion of a Diploma in Early Childhood Care and Education meets the minimum entry requirements for entry into an Advanced Diploma in Early Childhood Care and Education.

Accumulated credits may also be presented for admission and credit recognition and transfer into a B Ed in Early Childhood Care and Education.

A qualification may not be awarded as an early exit from a Diploma in early Childhood Care and Education.

11.2 Bachelor of Education in Early Childhood Care and Education degree

The Bachelor of Education (B Ed) in Early Childhood Care and Education will require institutions that offer it to take into account a range of complex issues, including the following:

- The B Ed comprises 480 credits, which when delivered in a part-time mode to accommodate in-service ECCE educators who are mainly in possession of qualifications at Level 5 or lower, will take at least six years to complete. Some ECCE educators may prefer to upgrade their qualifications through smaller steps that will offer the possibility of recognition and reward in shorter timeframes; for example, by first completing a Diploma in Early Childhood Care and Education, followed by an Advanced Diploma in Early Childhood Care and Education.
- Both the B Ed degree and the Diploma in Early Childhood Care and Education have been provided for in this policy. For this reason, institutions that wish to offer both the B Ed in Early Childhood Care and Education and the Diploma in Early Childhood Care and

Education should ensure that these are designed cognately to allow for maximum overlap between the two qualifications and so to enable maximum credit transfer, should ECCE educators wish to move from the Diploma in Early Childhood Care and Education to the B Ed in Early Childhood Care and Education, or vice versa.

Purpose

The B Ed degree has the primary purpose of providing a well-rounded education that equips graduates with the required disciplinary knowledge, educational theory and methodology that will enable them to demonstrate competence and responsibility as academically and professionally qualified ECCE educators. Principles and theory are emphasised as a basis for progressing in a professional career as an ECCE educator. The learning programme must, as a minimum requirement, lead to the development of all the ECCE educator competences described in Appendix 1.

The degree is intended to develop qualified ECCE educators who can demonstrate focused knowledge and skills related to the care and education of children from birth to four years of age.

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 ECCE educators. They should be able to demonstrate initiative and responsibility in a professional environment. The degree requires intellectual independence and the development of some level of research competence in the field of ECCE to provide a basis for postgraduate study in the field of ECCE.

Qualification Type Specifications:

NQF Exit Level: 7

Minimum total credits: 480

Minimum total credits at Level 7: 120

Designator: Education

Qualifiers: Maximum of one

Approved qualifier: Early Childhood Care and Education

Endorsements on certificate:

Language(s) of Teaching and Learning

Language(s) of conversational competence

Example:

Bachelor of Education in Early Childhood Care and Education

Abbreviation:

B Ed (Early Childhood Care and Education)

Endorsements on certificate:

LoLT: English

LoCC: isiZulu

Minimum admission requirements

The minimum entry requirement is a ⁵National Senior Certificate or a Level 4 National Certificate (Vocational) (with endorsement for entry into Bachelor studies), or equivalent, with appropriate subject combinations and levels of achievement as prescribed by institutions accredited to offer learning programmes that lead to the attainment and award of the qualification.

ECCE educators who are in possession of a recognised vocational, occupational, academic or professional certificate or diploma in ECD, or in another relevant field, may present their qualifications for entry into a B Ed 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

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 [240C] must be focused on developing the teaching specialisation - including disciplinary, pedagogical and practical leaning. At least 120 of these credits should be at Level 6 and 60 at level 7.
- At least 50% of the credits [240C] must be spread across educationally focused disciplinary learning (foundations of education), general pedagogical learning, fundamental learning and situational learning. At least 60 credits, focused on education foundations of ECCE, should be at Level 7 to justify its use as a qualifier.
- 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 RPL, and if they are not used for fundamental learning, they must be used elsewhere in the learning programme. Students who enter 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 mediating learning in ECCE settings.
- Workplace-based learning and assessment must form an integral part of the WIL component. ECCE workplace-based WIL, including supervised and assessed practice, is an essential part of the B Ed degree programme.
- Workplace-based WIL must comply with the following requirements:
 - In a full-time contact programme, students must spend a minimum of 20 weeks and a maximum of 32 weeks in formally supervised and assessed workplace-based practice.
 - In any given year, a maximum of 12 such weeks could be spent in workplace-based settings, and at least three of these should be consecutive.
 - In part-time or distance mode programmes, students may be physically in a workplace-based setting for longer periods – for example, if they are employed as practitioners in centres offering ECCE programmes. However, the same amount of supervised and assessed ECCE programme-based practice is required.

⁵ Senior Certificate (SC), National Senior Certificate for Adults (NASCA), National Certificate (Vocational) (NCV)

- ECCE educators must be knowledgeable about and skilled in the early identification of barriers to learning, as well as in curriculum differentiation and adaptation for multiple learning needs.
- ECCE educators must be able to integrate ICTs into their practice.

Progression

Completion of a B Ed degree in ECCE meets the minimum entry requirements to a 120 credit NQF Level 7 Advanced Diploma (AdvDip) in Early Childhood Care and Education or, vertically, for admission into a cognate 120 credit NQF Level 8 B Ed (Honours) degree or cognate Postgraduate Diploma in Early Childhood Care and Education programme.

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

12. Post-professional Qualifications for Educators in Early Childhood Care and Education

12.1 Advanced Certificate in Early Childhood Care and Education

Purpose

The Advanced Certificate (AdvCert - Early Childhood Care and Education) emphasises general principles and application of ECCE. The qualification provides students with a sound knowledge base and with the ability to apply their knowledge and skills to practise in ECCE contexts while equipping them to undertake more specialised and intensive training. Programmes leading to this qualification tend to have a strong professional focus.

The qualification includes a simulated work experience and/or workplace-based WIL component.

The advanced certificate is specifically included in this policy as a transitional qualification that enables prospective ECCE educators who have qualified to teach in other education sub-sectors (e.g. schooling) to retrain as ECCE educators, should they wish to do so.

Qualification type specifications

NQF Exit Level: 6

Minimum total credits: 120

Minimum credits at Level 6: 120

Designator:

None

Qualifiers:

One

Approved first qualifier:

ECCE

Example:

Advanced Certificate in Early Childhood Care and Education

Abbreviation:

AdvCert (Early Childhood Care and Education)

Minimum admission requirements

A recognised professional teaching qualification is required for entry into the AdvCert (Early Childhood Care and Education). Prospective students may present a professional B Ed degree or a Postgraduate Certificate in Education (or a former Higher Diploma in Education Postgraduate) for admission to the AdvCert. Teachers in possession of a three-year Diploma in Education, a Teacher's Diploma or a completed National Professional Diploma in Education may also be admitted to an AdvCert in ECCE.

Knowledge mix

The knowledge mix for an AdvCert in ECCE must focus on the specialisation and should be adapted to fit the specific needs and purpose of the qualification, i.e. the development of educators who practise in ECCE (birth to four years) contexts.

The knowledge mix should comply with the following minimum requirements.

- A maximum of 16 credits must be allocated to the study of ECCE and its foundations, as well as general pedagogic learning and situational learning.
- At least 96 credits covering specialised ECCE pedagogical learning and practical learning are required.
- A minimum of 16-24 credits must be allocated to supervised and assessed WIL, which should be used to integrate and apply different forms of learning.
- Fundamental learning is not a requirement. However, all early childhood care and education educators are expected to be ICT competent and students 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

Holders of the AdvCert in ECCE may proceed vertically from the AdvCert to an AdvDip in a cognate area, on the basis that they already held a professional teaching qualification prior to completing the AdvCert.

Accumulated credits for an AdvCert may also be presented for admission to a Diploma in ECCE or a B Ed in ECCE.

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

12.2 Advanced Diploma in Early Childhood Care and Education

Purpose

The AdvDip in ECCE is used as a CPD qualification to further strengthen and enhance the ECCE specialisation, or to develop a new role or practice to support teaching and learning in the ECCE sector. The qualification offers intellectual enrichment and/or intensive, focused and applied specialisation, which meets the requirements of a specific niche in education – for example in the case of new roles, such as inclusive education, toy librarian, programme leadership and management, deaf education, etc. Programmes leading to this qualification will provide an AdvDip graduate with deep and systemic understanding of current thinking, practice, theory and methodology in the area of specialisation.

Qualification type specifications

NQF Exit Level: 7.

Minimum total credits: 120.

Minimum credits at Level 7: 120.

Designator: None

Qualifiers: Maximum of two

Approved first qualifier: ECCE

Second qualifier:

There will be a wide variety of second qualifiers, which will indicate the area of specialisation. Acceptable qualifiers are indicated in the Classification of Education Subject Matter (CESM) catalogue. The second qualifier should be indicated as an endorsement on the certificate.

Endorsement on certificate:

Area of specialisation

Language(s) of teaching and learning

Language(s) of conversational competence

Example:

Advanced Diploma in Early Childhood Care and Education

Abbreviations

AdvDip (Early Childhood Care and Education)

Endorsement on certificate:

ECCE Programme Leadership and Management

Minimum admission requirements

A B Ed in ECCE, an AdvCert in ECCE or a Diploma in ECCE may be presented for admission to an AdvDip in ECCE.

Knowledge mix

All 120 credits may be flexibly allocated at NQF Level 7 according to the purpose of the qualification. All credits should be focused on the development of the specialisation. Fundamental learning credits will not be applicable. However, all ECCE educators are expected to be ICT competent. Educators 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

ECCE educators who have completed an AdvDip in ECCE may proceed horizontally to another AdvDip or vertically to an honours degree or to a postgraduate diploma in ECCE or in another cognate field.

A qualification may not be awarded for early exit from an AdvDip in ECCE.

12.3 Postgraduate Diploma in Early Childhood Care and Education**Purpose**

The Postgraduate Diploma in ECCE serves to strengthen an educator in ECCE in general or in a niche area thereof. The primary purpose of the postgraduate diploma is to enable professional ECCE educators to undertake advanced reflection and development by means of a systematic survey of current thinking, practice and research methods in the area of specialisation in their profession or in a niche area 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 may then provide access to a cognate Master's degree in ECCE.

Qualification type specifications

NQF Exit Level: 8

Minimum total credits: 120

Minimum credits at Level 8: 120

Designator: None

Qualifier: Maximum of two

Approved first qualifier:

ECCE

Second qualifier:

The second qualifier should indicate the specialisation(s) studied by the graduate. There will be a wide variety of second qualifiers, which will indicate the area of specialisation and a nested specialisation in a further subfield of the first qualifier. Acceptable qualifiers are indicated in the CESM catalogue. In instances where there is a second qualifier, it should be indicated as an endorsement on the diploma certificate.

Endorsement on certificate:

Area of specialisation

Example:

Postgraduate Diploma in Early Childhood Care and Education

Abbreviation:

PGDip (Early Childhood Care and Education)

Endorsements on certificate:

Second Qualifier (specialisation): ECCE Programme Leadership and Management

Minimum admission requirements

The minimum admission requirement to the Postgraduate Diploma in ECCE is an approved and recognised Level 7 qualification in ECCE, which follows 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 AdvDip in ECCE or a 480-credit Level 7 B Ed degree in ECCE.

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 ECCE 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 an ECCE Postgraduate Diploma.

13. Postgraduate Degrees in Early Childhood Care and Education

13.1 The HEQSF makes provision for level 8 to level 10 qualifications to have either a strong professional focus or a strong academic focus. For example, the Postgraduate Diploma at level 8 has a strong professional focus, while the Honours degree at level 8 has a strong academic focus. The same holds true for the Master's and Professional Master's degrees, and the Doctoral and Professional Doctoral degrees.

13.2 A B Ed (Hons) degree, a Master of Education degree/Professional Master's degree or a Doctorate/Professional Doctorate in ECCE may be offered in accordance with the requirements for postgraduate degrees as described in the HEQSF, as revised, 2013.

13.3 The specifications for these postgraduate qualifications are described in the HEQSF, and this policy does not add any further specifications for programme design, beyond specifying the designator and qualifiers for the programmes, which should be captured in the programme name as follows:

- Bachelor of Education Honours in Early Childhood Care and Education
- Master of Education (Professional) in Early Childhood Care and Education
- Master of Education in Early Childhood Care and Education
- Doctorate in Early Childhood Care and Education
- Doctorate (Professional) in Early Childhood Care and Education.

14. Using the Qualifications Described in this Policy to Develop Programmes for ECD Community Development Practitioners/Workers

14.1 ECD workers do not only work in ECD programmes provided in partial care facilities (centres). A wide range of ECD workers work in non-centre based programmes providing equal and similar structured early learning and development programmes, in and with communities.

14.2 Qualification programmes for centre- and non-centre-based ECD workers providing structured early learning and development programmes will be similar. However, certain cadres of workers do not require the same qualification in ECD programmes, but their specifically designed programmes will have areas of overlap with qualification programmes for those working in structured early learning and development programmes.

14.3 A similar set of qualifications could be developed for community-based ECD workers.

14.4 To distinguish between the programmes intended for the development of ECCE educators and those primarily intended for community development workers, a different first qualifier should be used. The first qualifier for programmes primarily intended for community development workers is *adult and community development*.

14.5 Beyond specifying the first qualifier, this policy does not specify further requirements for adult and community development programmes beyond the descriptions and requirements that have already been specified for the qualification type in the HEQSF, and with which these programmes must comply.

14.6 The following are examples of programmes that can be developed:

- Advanced Certificate in Adult and Community Development
- Diploma in Adult and Community Development
- Advanced Diploma in Adult and Community Development
- Bachelor of Adult and Community Development
- Postgraduate Diploma in Adult and Community Development
- Honours Degree in Adult and Community Development
- Master's/Professional Master's Degree in Adult and Community Development
- Doctorate/Professional Doctorate in Adult and Community Development.

14.7 The overlaps between the programmes intended for ECCE educators and those intended for ECD community workers means that institutions can design and offer the programmes in ways that complement each other, obviously without compromising the specialised nature of each. This will enable better economies of scale to be achieved in programme delivery, and for students in each group to get a good sense of the work and expectations in the other context.

15. Implementation of the Policy on Minimum Requirements for Programmes Leading to Qualifications for Educators and Practitioners in Early Childhood Care and Education

15.1 All higher education institutions interested in offering new professional qualifications for ECCE educators and practitioners 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.

15.2 The last date for entry of students in currently approved qualification types for ECD educators on the former eight-level NQF will be 2019. With effect from the 2020 academic year, all students wishing to study for qualifications in ECCE should be admitted to accredited and approved new programmes aligned to this policy.

15.3 Holders of historic and currently approved qualifications for ECCE educators will continue to receive full recognition of their approved completed qualifications. They might, however, be required 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.

16. Approval and Accreditation of New Programmes Leading to the Qualifications Described in this Policy

16.1 Programmes leading to a specific professional qualification for ECCE practitioners and educators 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.

16.2 New professional ECCE educator and practitioner qualification programmes that are offered by public HEIs must comply with this policy for approval by the DHET, for inclusion on a particular institution's PQM and for recognition for employment in posts where the state is the employer.

16.3 New professional ECCE educator and practitioner qualification programmes that are offered by private HEIs 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 of the programmes and for recognition of the qualification for employment where applicable in posts where the state is the employer.

16.4 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: 012 312,5101 Fax: 012 323 6589
E-mail: TQP@dhet.gov.za

Appendix 1

Basic competences for Professionally Qualified Early Childhood Care and Education Educators

The following are the minimum set of competences required of Early Childhood Care and Education Educators:

1. Demonstrate highly developed listening, speaking, reading, writing and reasoning skills in at least one language of learning and teaching.
Display basic interpersonal communication skills and competencies in more than one language.
2. Use information and communication technology effectively for the purposes of academic study, professional practice and mediating learning.
3. Recognise and interpret development and learning achievements, respect individual differences and understand the various influences that affect development, based on a thorough multi-disciplinary knowledge and understanding of the theories and processes of child growth and development.
4. Create an effective leaning environment, including arranging suitable physical space, where needed, which is designed to foster learning through exploration, play and appropriately challenging experiences in a context that respects diversity in backgrounds, family structure and special development needs of children.
5. Promote children's agency and executive functioning.
6. Possess a strong knowledge base to enable the development of early literacy, early numeracy and beginning knowledge in a range of appropriate areas.
7. Plan integrated programmes with appropriate play-based learning activities.
Design, select and make (where indicated) appropriate teaching and learning materials and equipment.
8. Mediate learning by nurturing children's active engagement in learning through appropriate play-based methods.
9. Facilitate learning and development of children with barriers to learning and other special needs, adopting an inclusive, anti-bias approach, based on knowledge and understanding of inclusive education practices and diverse contexts.
10. Select and use appropriate methods and procedures for assessing children's progress, use the results of assessment to improve teaching and learning and report on this to parents, caregivers and other stakeholders.
11. Promote the safety and healthy development of each child by engaging them in active experiences to develop health and safety self-help skills and to construct an understanding of health, safety and nutrition.
12. Work with colleagues, families, and community systems to create and maintain environments in which children develop optimally in all areas of functioning, including referrals to services for support and enrichment, noticing children's needs, etc.
13. Follow and model a professional code of ethics, integrate high quality standards and practices in the care and education of young children, and demonstrate commitment to acquiring and maintaining current professional knowledge and to ongoing professional development.
14. Demonstrate the ability to reflect on classroom practices, experiences and actions so as to transform and build pedagogical knowledge.

Appendix 2

Articulation of Historical and Current ECD/ECCE Qualifications with the Qualifications Described in this Policy

Name of qualification and SAQA ID (where available)	NQF Level	Number of credits	Accrediting body	Entrance requirements	Offered by...	Nature /Status of qualification	Articulation with qualifications described in this policy document
National Certificate: ECD: Pre-schools Phase ID 14406	1	120	ETDP SETA	Designed to provide access to those already working with young children. No prior learning or competence requirements. Learners experienced in working with children should receive RPL	Private Providers/E TDP SETA	Phased out in 2007 and replaced with the Basic Certificate: ECD	No immediate admission to any qualifications in this policy. An appropriate NQF Level 4 qualification, which provides admission to the Dip (Early Childhood Care and Education) or the B Ed (Early Childhood Care and Education) must be completed first.
Basic Certificate: ECD ID 23144	1	120	ETDP SETA	In order to provide access to those already working with young children, there are no prior learning or competence requirements.	Private Providers/E TDP SETA	The qualification provided a pathway to become an ECD practitioner for learners who had not completed basic schooling. This qualification has been phased out. The last enrolment was in 2010.	No immediate admission to any qualifications in this policy. An appropriate NQF Level 4 qualification, which provides admission to the Dip (Early Childhood Care and Education) or the B Ed (Early Childhood Care and Education) must be completed first.
National Certificate: ECD ID 23116	4	120	ETDP SETA	This qualification provided an opportunity for: <ul style="list-style-type: none"> Existing learners/educators who had acquired a Level 1 ECD qualification to further their career path in ECD. Potential learners/educators who had acquired a GETC qualification or its equivalent to embark on a career in ECD (entry point). 	Private Providers/E TDP SETA	This certificate replaced the Level 4 National Certificate: Early Childhood Development (ECD - Preschool Phase). It has also been phased out, with the last date for achievement being November 2011. This qualification was replaced by the Further Education and Training Certificate: ECD	Can enable admission to the Dip (Early Childhood Care and Education) or the B Ed (Early Childhood Care and Education).

Further Education and Training Certificate: ECD ID 58761	4	140	ETDP SETA	Communication and Mathematical Literacy at NQF Level 3, Grade 11 (Std 9) and a Second South African language at NQF Level 2, Grade 10 (Std 8).	Mostly offered by private providers/ ETDP SETA	This is an entry-level qualification for those who want to enter the field of Education, Training and Development, specifically within the sub-field of ECD.	Can enable admission to the Dip (Early Childhood Care and Education) or the B Ed (Early Childhood Care and Education).
ECD Practitioner (newly under development)	4	148	QCTO with ETDP SETA as DQP and AQP	NQF Level 2 or relevant ECD experience	Will be offered by public and private providers	This qualification is under development and will replace the Level 4, 140c Further Education and Training Certificate: ECD.	Can enable admission to the Dip (Early Childhood Care and Education) or the B Ed (Early Childhood Care and Education).
Higher Certificate: Early Childhood Development ID 64649	5	120	ETDP SETA	Grade 12 (Std 10) with English and Mathematics or Mathematical Literacy and a second official South African language at Grade 11 (Std 9), plus evidence of applied competence as outlined in the core unit standards of ECD NQF Level 4 qualification.	Mostly offered by private providers/ ETDP SETA	The ECD Higher Certificate represents the first year of the ECD National Diploma NQF Level 5.	Can enable admission to the Dip (Early Childhood Care and Education) or the B Ed (Early Childhood Care and Education) with the possibility of credit accumulation and transfer (CAT).
Certificate: Pre-school Education ID 22033	5	124	CHE	This qualification assumes that the learner is competent in the language of instruction of the provider and has successfully completed Grade 12.	Embury Institute for Teacher Education	The qualification was registered in 2009. It is intended to provide access to further study in the Diploma in Pre-school Education and Foundation Phase Teacher Assistant Training. The registration lapsed on 30 June 2015.	Can enable admission to the Dip (Early Childhood Care and Education) or the B Ed (Early Childhood Care and Education) with the possibility of CAT.
Certificate: Education: Early Childhood	5	120		This qualification may be achieved in part through the recognition of relevant prior learning and/or experience as a practitioner in one of the	University of the Free State	This qualification serves as an introduction to the practice of education, and is a first step	Can enable admission to the Dip (Early Childhood Care and Education) or the B Ed (Early Childhood Care and Education) with the possibility of CAT.

ID 62111 (recorded against Qual ID 61972)				sub-fields of Education, Training and Development.		towards qualifying as an educator in schooling. Last date for enrolment 30 June 2016	
National Certificate: ECD: Preschool Phase ID 15985	5	120	ETDP SETA	Provide ECD-specific education and training opportunities for: <ul style="list-style-type: none"> educators with a primary teaching certificate or diploma to obtain an ECD certificate, either in the preschool phase or specialising in reception year teaching; educators with a Level 4 certificate in ECD to further their professional development by providing access to higher education and training qualifications and/or to specialise in aspects of ECD or specific roles. 	University of the Free State. Was also offered by former Vista University	Last date for achievement was 2007. Was replaced by Basic Certificate ECD Level 1 (also now phased out)	Can enable admission to the Dip (Early Childhood Care and Education) or the B Ed (Early Childhood Care and Education) with the possibility of CAT.
National Diploma: ECD ID 64650	5	240	ETDP SETA	Grade 12 certificate (Matric) or equivalent qualification e.g. Level 4 FETC: ECD. A letter of employment and total number of years of related work experience (minimum 3 to 5 years of experience).	Mostly offered by private providers/E TDP SETA	This qualification is designed to provide access to higher education for many experienced and skilled ECD practitioners and trainers who do not have recognised qualifications. This diploma replaced the National Diploma: ECD: Preschool Phase, which was phased out in 2008.	Can enable admission to the Dip (Early Childhood Care and Education) or the B Ed (Early Childhood Care and Education) with the possibility of CAT.
Diploma: Pre-school and FP	5	240	CHE	This qualification assumes that the learner is competent	Embury Institute	Was registered in 2009. Not a learning	Can enable admission to the Dip (Early Childhood Care and Education) or the B Ed

Teacher Assistant ID 22034				in the language of instruction of the provider and has successfully completed Grade 12 at school level.	(2009)	programme according to SAQA	(Early Childhood Care and Education) with the possibility of CAT.
Diploma: Education: Early Childhood. ID 9675	5	120	CHE	Matriculation exemption/Senior Certificate	University of Venda	Was registered in 2009. Not a learning programme according to SAQA. 2016 is the last date for enrolment.	Can enable admission to the Dip (Early Childhood Care and Education) or the B Ed (Early Childhood Care and Education) with the possibility of CAT.
Diploma: Education: Early Childhood Development and Education ID 15261	5	240	CHE	Grade 12 Certificate and Teacher's Diploma (M+2)	Former Rand Afrikaans University	Last date for achievement was June 2014	Can enable admission to the Dip (Early Childhood Care and Education) or the B Ed (Early Childhood Care and Education) with the possibility of CAT.
National N Diploma: Educare ID 67050	6	360	QCTO	Grade 12 certificate (Matric)/Senior Certificate/National Senior Certificate or equivalent qualification.	May only be offered at DHET-registered public and private TVET colleges.	Upon completion the student will receive National Certificates at N4, N5 and N6. On completion of 18 months' in-service training, a National N Diploma will be awarded. This qualification is has been phased out with the last examination taking place in November 2014.	Can enable admission to the Dip (Early Childhood Care and Education) or the B Ed (Early Childhood Care and Education) with the possibility of CAT.
Further Diploma: Education: Early Childhood Development	6	240	CHE	Senior Certificate and Teacher's Diploma (M+3)	Former Rand Afrikaans University	Last date for achievement 2013	Can enable admission to the Dip (Early Childhood Care and Education) or the B Ed (Early Childhood Care and Education) with the possibility of CAT.

and Education ID 15289							
Pre-primary Teacher's Certificate	5	120	Provincial and national education departments	Std 8/Sen Cert	Former Colleges of Education	Phased out.	Can enable admission to the Dip (Early Childhood Care and Education) or the B Ed (Early Childhood Care and Education) with the possibility of CAT.
Nursery School Teacher's Certificate	5	120	Provincial and national education departments	Std 8/Sen Cert	Former Colleges of Education	Phased out.	Can enable admission to the Dip (Early Childhood Care and Education) or the B Ed (Early Childhood Care and Education) with the possibility of CAT.
Upgrading Certificate in Education (Pre-primary)	5	120	Provincial and national education departments	Std 8/Sen Cert	Former Colleges of Education	Phased out.	Can enable admission to the Dip (Early Childhood Care and Education) or the B Ed (Early Childhood Care and Education) with the possibility of CAT.
Diploma in Education (Pre-primary)	5	240	Provincial and national education departments	Senior Cert	Former Colleges of Education	The qualification was phased out when the colleges were closed.	Can enable admission to the Dip (Early Childhood Care and Education) or the B Ed (Early Childhood Care and Education) with the possibility of CAT.
Higher Diploma in Education (Pre-primary) 1 yr – upgrading	6	120	Provincial and national education departments	Diploma in Education (Pre-Primary)	Former Colleges of Education	The qualification was phased out when the colleges were closed.	Can enable admission to an Advanced Diploma in Early Childhood Care and Education. (Students who have completed this qualification were allowed to register for the B. Ed Hons degree in the Norms and Standards for Educators. It could also allow for admission to PG Dip as well. The diploma, together with a higher diploma, was deemed to be equivalent to a B Ed degree.
Higher Diploma in Education (Pre-primary) 4 yrs	6	360	Provincial and national education departments	Senior Certificate	Former Colleges of Education		Can enable admission to an Advanced Diploma in Early Childhood Care and Education. (Students who have completed this qualification were allowed to register for the B Ed Hons degree in the in Norms and Standards for Educators. The four-year Higher Diploma in Education can also be considered for admission to PG Dip as well.
Bachelor of Education: ECD: Foundation	7	480	CHE	Senior Certificate with a pass that meets BEd admission requirements. NCV level 4 with a pass that meets BEd	Universities	BEd degrees for school teachers that have a joint ECD/ Foundation Phase focus are being	Can enable admission to a B Ed Hons (Early Childhood Care and Education) or a PG Dip (Early Childhood Care and Education).

Phase.				admission requirements		phased out and replaced by B Ed degrees that focus on Foundation Phase Teaching (Grade R-3).	
ID 15531							
ID 62453							