



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

**NATIONAL POLICY ON THE EVALUATION AND RECOGNITION OF QUALIFICATIONS
FOR EMPLOYMENT OF COLLEGE LECTURERS**

Department of Higher Education and Training

National Policy on the Evaluation and Recognition of Qualifications for Employment of College Lecturers, 2025

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SECTION 1: ABBREVIATIONS, ACRONYMS AND GLOSSARY

ABET	Adult Basic Education and Training
ACETT	Adult and Community Education and Training Teaching
CET Act	Continuing Education and Training Act, 2006
CET	Community Education and Training
CPD	Continuing Professional Development
DHET	Department of Higher Education and Training (“the Department”)
FET	Further Education and Training
HEI	Higher Education Institution
HEQSF	Higher Education Qualifications Sub-Framework
Minister	Minister of Higher Education, Science and Innovation (formerly the Minister of Higher Education and Training)
NQF	National Qualifications Framework
PhD	Doctor of Philosophy
PSET	Post School Education and Training
QCTO	Quality Council for Trades and Occupation
REQV	Relative Education Qualification Value
SACE	South African Council for Educators
SAQA	South African Qualifications Authority
TVET	Technical and Vocational Education and Training

GLOSSARY	
Appropriate subject	A subject that is taught in a college under the ministerially approved programmes
Artisan	A person certified as competent to undertake a listed trade in accordance with the relevant legislation.
A trade	An occupation for which an artisan qualification is required in terms of Section 26 B of the Skills Development Act.
College	A public college that is established or declared as a TVET college or a CET college or a private college that is established, declared or registered in terms of the CET Act (Act 16 of 2006 as amended) but does not include a college under the authority of a government department other than the DHET.
Community	A geographically based human relationship between a number of people who may or may not know each other, share a sense of purpose and values, interact in their work and family and share power to shape their lives.
Employment	A process whereby a person or persons get(s) employed and get(s) a salary or wages in compensation.
Fit-for-purpose lecturing staff	Lecturers who hold academic and professional teaching qualifications.
Full-time Employment	Employment which is determined by the organisation/institution in accordance with its contractual requirements for employment.
Initial Professional Qualifications	Qualifications that prepare the holders thereof to teach specific subjects and fields with confidence.

Lecturer	Any person who teaches, educates or trains other persons or who provides professional educational services at any college, and who is appointed in a post on any lecturer establishment under the CET Act.
Minister	Minister of Higher Education, Science and Innovation
Occupation	A set of jobs or occupational specialisations where the main tasks and duties are characterised by a high degree of similarity (skill specialisation) and are grouped together on the OFO as an occupation; occupations include trades and professions.
Partially approved qualification	A degree learning programme that does not include at least two appropriate subjects/fields of study or a combination of subjects/fields of study at Level 6 and a diploma learning programme does not include at least one appropriate subject or field of study or a combination of subjects/fields of study at Level 6.
Post-professional qualifications	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.
Qualification	A formal recognition of the achievement of the required number and range of credits and such other requirements at specific levels of the National Qualifications Framework as may be determined by the relevant bodies registered for such purpose by the South African Qualifications Authority.
Requirements	A qualification or quality that one must have in order to be allowed to do something or to be suitable for something.
Retention	With regards to employment, retention refers to the ability of an organisation to retain and/or keep its employees.
Skills Programme	A QCTO-accredited learning programme that is occupationally based and which, when completed, may constitute credits towards a qualification registered on the NQF.
Staff Member	A person who is either permanently or temporarily employed or paid by a PSET institution or by the state.
Student	Any person registered as a student at any PSET institution

SECTION 2: THE LEGISLATIVE FRAMEWORK AND POLICY CONTEXT

The ***National Policy on the Evaluation and Recognition of Qualifications for Employment of College Lecturers*** must be read in conjunction with the legislation and policies indicated below:

1. The ***Constitution of the Republic of South Africa of 1996*** highlights that factors to be taken into account when making appointments include but are not limited to the ability of the candidate, the principle of equity and the need for representation.
2. The ***Continuing Education and Training Act, 2006 (Act No. 16 of 2006), Chapter 4*** outlines the appointment of management staff and lecturers in public colleges. The professional staff of colleges consist of senior management appointed by the Minister and CET lecturers appointed by the college council. The CET Act defines the functions of college principals and the duties of the college council with regard to establishing posts and employing staff.
3. The ***South African Council for Educators (SACE) Act, 2000 (Act No. 31 of 2000) section 29(1)*** stipulates that a person may not be appointed as an educator unless such person is registered or provisionally registered with SACE.
4. Sub-sections 2.2.4 (b) and (c) of the Department of Higher Education and Training ***Recruitment and Selection Policy*** of 2019 state that applicants for lecturing posts must be registered with SACE and foreign qualifications must be verified by the South African Qualifications Authority (SAQA). Verification of foreign qualifications must be conducted before successful candidates are issued with letters of appointment.
5. The ***Skills Development Act (SDA)*** as amended, 2008 indicates that no person, whether employed or self-employed, may hold themselves out to be qualified as an artisan in a listed trade unless that person is registered as an artisan in terms of Subsection 26C (l).
6. The ***Public Service Act, 1994 (Act No. 103 of 1994), Section 10(b)*** highlights that no person shall be appointed permanently, whether on probation or not, to any post on the establishment in a department unless he or she is a fit and proper person.
7. The ***Policy Framework for the Realisation of Social Inclusion in the PSET System (2016) White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System*** highlights that employing suitably qualified lecturers offering special support to students with disabilities is a must and their employment must be prioritised.
8. This policy is informed by the ***Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training (2013)*** and the ***Policy on Minimum Requirements for Programmes Leading to Qualifications for Educators and Lecturers in Adult and Community Education, 2015*** which are aligned to the Higher Education Qualifications Sub-framework (HEQSF) of 2013 to meet all the minimum requirements and criteria for higher education qualifications.

SECTION 3: INTRODUCTION AND BACKGROUND

1. The *Higher Education Qualifications Sub-Framework (HEQSF)* which replaced the *Higher Education Qualifications Framework (HEQF)* of 1997 was gazetted as a new overarching policy on qualifications in higher education by the Minister of Higher Education and Training in 2013.
2. It was required to develop new policies on professional qualifications for lecturers in Community Education and Training (CET) and Technical and Vocational Education and Training (TVET) colleges which are aligned with the HEQSF based on a 10-level National Qualifications Framework (NQF). The Minister of Higher Education and Training gazetted the *Policy on Professional Qualifications for Lecturers in Technical and Vocational Education* as new policy on 11 June 2013 and the *Policy on Minimum Requirements for Programmes Leading to Qualifications for Educators and Lecturers in Adult and Community Education* on 27 March 2015.
3. The two policies mentioned above select appropriate qualifications for lecturers in colleges from the HEQSF and describe the minimum requirements for each qualification type in terms of the purpose of the qualification, the knowledge mix appropriate for the particular qualification and minimum and maximum credit allocations at specific NQF levels as well articulation between qualifications and progression along qualification paths.
4. This *National Policy on the Evaluation and Recognition of Qualifications for Employment of College Lecturers* replaces the *Criteria for the Recognition and Evaluation of Qualifications for Employment in Education based on the Norms and Standards for Educators, 2000*.
5. The college system has been established within the context that the entire PSET system needs massive expansion and radical improvement in the quality of education in order to contribute to the lives of individuals and the developmental needs of the economy and broader society.

SECTION 4: SCOPE, RATIONALE AND PURPOSE OF THE POLICY

SCOPE

1. The *National Policy on the Evaluation and Recognition of Qualifications for Employment of Lecturers in Colleges* is applicable to public and private colleges for the employment of lecturers who meet the minimum qualification requirements.

RATIONALE FOR THE POLICY

2. The *National Policy on the Evaluation and Recognition of Qualifications for Employment of Lecturers in Colleges* seeks to provide guidance to colleges in recruiting suitably qualified lecturers and to guide colleges in selecting and appointing fit-for-purpose lecturers.

PURPOSE OF THE POLICY

3. The principal end users of this policy are evaluators of lecturer qualifications in the Department of Higher Education and Training (DHET) and human resource officials in colleges.
4. This policy describes the process and procedures for the evaluation, approval and recognition of initial qualifications, advanced and postgraduate qualifications for employment of lecturers in colleges and the assigning of REQVs to these qualifications. It defines appropriate fields and subfields of study for employment as lecturers in TVET and CET colleges, articulation from current teaching qualifications into the new qualifications frameworks through preferred qualifications paths and associated Relative Education Qualification Value (REQV) improvement.
5. Although higher education institutions may set their own admission requirements for particular qualifications, approved qualifications will only be recognised for employment in colleges and for REQV purposes provided the qualifications comply with the policy requirements.
6. The policy also describes different principles and techniques for the evaluation of foreign qualifications for employment in colleges in South Africa.
7. The policy provides for the relaxation of certain minimum qualification requirements for employment as lecturers in teaching posts for specific fields in technical and vocational education and training.

SECTION 5: GENERAL PRINCIPLES FOR EVALUATION OF QUALIFICATIONS

The following are taken into consideration when evaluating a qualification for employment in colleges

1. **Admission requirements** refer to learning assumed to be in place, including recognition of prior learning, in order to be admitted to the learning programme that will lead to the attainment of the qualification.
2. **Status of the institution** that offers the learning programme and awards the qualification, as reflected by their registration with and accreditation by competent statutory bodies to offer a particular qualification.
3. **Qualification type and level** on which the qualification has been registered, and the number of credits (hours of learning) required on specific levels, as well as the total number of credits earned, or the minimum number years of full-time study or equivalent required to complete the qualification.
4. **Designators and qualifiers** (field/subfields of study) and purpose of the qualification and exit level outcomes (applied competence) associated with the qualification.
5. **Methods of assessment** towards complying with the requirements to obtain the qualification (formal examinations, portfolios, research publications, dissertations, theses, practical work, workplace experience and learnerships).
6. **Date of recognition** meaning that qualifications will be recognised from the date on which the lecturer meets all the requirements for obtaining the qualification concerned, according to an official statement by the examining body. In the absence of such a statement, a qualification will be recognised from the date on which the certificate was issued.
7. **Retention of status** and recognition of formerly approved and recognised qualifications means that a lecturer whose qualifications have been evaluated correctly by an education department in accordance with the sections describing the evaluation of qualifications for employment in post-school education or colleges in the document *Evaluation of Qualifications for Employment in Education, 1995-1999* or the *Criteria for the Evaluation and Recognition of Qualifications for Employment in Education, September 2000*, or in terms of the policy that applied to a specific department of education before 1995, retains the status and recognition given to such qualifications for the duration of his/her career as a lecturer at a TVET or CET college. However, it might be required from lecturers to renew their qualifications from time to time as part of their continuing professional development (CPD) and to comply with the requirements for re-employment and career progression in accordance with the qualification requirements for a specific post.

8. Remarks on general principles

- 8.1. Only qualifications awarded on the grounds of passing of examinations or formal assessment of learning and proof of successful completion of a qualification are recognised for employment as lecturers in colleges.
- 8.2. Qualifications awarded by institutions that are not accredited by a recognised reputable accreditation authority are not recognised for employment as lecturers in colleges.
- 8.3. Qualifications or membership obtained on the grounds of only experience, payment of fees, honorary degrees or honorary membership are not regarded as approved qualifications for employment as lecturers in colleges.
- 8.4. Multi-level/multi-year qualifications like a three-or four-year bachelor's degree should show clear evidence of progression from entry level to exit level in the cognitive development of qualifying learners in (a) particular discipline(s) which are appropriate for teaching or support to teaching and learning.
- 8.5. Qualifications obtained through on-line (e-learning) and open and distance learning are considered for recognition on the same basis as the full-time contact face-to face on-campus equivalent of the qualification, provided the institution is properly accredited by a recognised reputable accrediting body for e-learning or open and distance learning. The accreditation process should ensure quality learning and learner support.
- 8.6. Qualifications awarded by franchised providers are not recognised. The qualification should be offered and awarded by the original accredited institution.
- 8.7. Approved qualifications attained through assessment of prior learning and credit accumulation and transfer from another completed or partially completed qualification awarded by accredited higher education institutions are recognised for employment in colleges provided the qualification complies with requirements for recognition for the particular qualification type.
- 8.8. Should a qualification not meet the prescribed requirements the evaluator will indicate which further requirements should be met in order to recognise the qualification in full.
- 8.9. The order in which qualifications have been obtained won't have any effect on the final evaluation. The order which will benefit the holder of the qualifications most must be applied when evaluating such qualifications, taking the prescribed minimum entry requirement for a particular qualification into account.

SECTION 6: THE NQF AND QUALIFICATION LEVELS

Table 1: Higher Education Qualifications Sub-Framework (2012)

NQF Exit Level	Qualifications in Higher Education		
	Degrees	Diplomas	Certificates
10	Doctoral degree (360cr)		
9	Master's degree (180cr)		
8	Honours degree (120cr) First Bachelor's degree (480cr)	Postgraduate Diploma (120cr)	
7	First Bachelor's degree (360cr)	Advanced Diploma (120cr)	
6		Diploma (360cr) Diploma (240cr)	Advanced Certificate (120cr)
5			Higher Certificate (120cr)

Table 2: Framework for professional qualifications for lecturers in CET and TVET colleges as described in the *Policy on Professional Qualifications for Lecturers in TVET, 2013* and the *Policy on Minimum Requirements for Programmes Leading to Qualifications for Educators and Lecturers in Adult and Community Education, 2015*.

NQF Level	Education Qualifications		
	Degrees	Diplomas	Certificates
10	Doctor of Education degree (360)		
9	Master of Education degree (180)		
8	Bachelor of Education Honours degree (120)	Postgraduate Diploma in Technical and Vocational Education and Training / Adult and Community Education and Training (120)	
7	Bachelor of Education degree in Technical and Vocational Teaching / Adult and Community Education and Training Teaching (480)	Advanced Diploma in Technical and Vocational Teaching / Adult and Community Education and Training Teaching (120) Advanced Diploma in TVET / Adult and Community Education and Training (120)	
6		Diploma in Technical and Vocational Teaching / Adult and Community Education and Training Teaching (360)	Advanced Certificate in TVET/CET (120)

SECTION 7: ASSIGNING OF REQVS TO QUALIFICATIONS

Definition of Relative Education Qualification Value (REQV)

1. $REQV (10 + n) = (n \times 120)$ SAQA credits, $n = 1, 2, 3, 4, 5, 6, 7$.
2. E.g. $REQV 13 = REQV (10 + 3) = (3 \times 120) = 360$ SAQA credits.

Table 3: Basic (initial) qualifications

Qualification	Credits	NQF level	REQV
Bachelor of Education in Adult and Community Education and Training	480	7	14
Diploma in Adult and Community Education and Training	360	6	13
Approved General First Degree	360	7	13
Approved General First Degree	480	8	14
Advanced Diploma in Adult and Community Education and Training Teaching/TVT or PGCE	120	7	+ 1
Approved General First Diploma/National Diploma	360	6	13
National N Diploma	Undefined	6	13

Further advanced qualifications

3. Additional REQVs are awarded to approved additional qualifications obtained in appropriate fields of study on the basis of one additional REQV for each additional 120 new credits earned, provided that:
 - 3.1. a maximum of two additional REQVs (240 new credits) are recognised per NQF level.
 - 3.2. a professionally unqualified lecturer may only receive recognition to a maximum of REQV 15.

Limitations on REQV classifications

4. In order to be classified into REQV 16, a recognised professional teaching qualification and an approved bachelor's degree or equivalent qualification is required. In lieu of a first completed approved bachelor's degree the following qualification types are also accepted to meet the requirement: a recognised honours degree or a postgraduate diploma or a former bachelor of technology or master's degree in an appropriate field of study.
5. In order to be classified into REQV 17, the highest REQV classification, a professional teaching qualification and a recognised master's degree or doctoral degree in an appropriate field of study is required.

SECTION 8: RECOGNITION OF FIRST ACADEMIC AND VOCATIONAL QUALIFICATIONS

For a detailed description of the qualification types, characteristics, NQF exit levels, maximum or minimum total credits at different levels and articulation possibilities refer to the *Higher Education Qualifications Sub-Framework, 2013*.

1. An approved¹ first academic degree

1.1. An approved first academic degree should comply with the following minimum requirements:

- 1.1.1. Minimum duration: three-years of full-time study (or the part-time or distance education equivalent thereof).
- 1.1.2. Minimum total credits: 360.
- 1.1.3. NQF Level: 7 (former Level 6).
- 1.1.4. The degree should be offered and awarded by an accredited and registered higher education institution.
- 1.1.5. The learning programme should include at least two appropriate subjects/fields of study or a combination of subjects/fields of study that provide for the acquirement of sufficient in-depth academic content knowledge to teach at least one college subject. The subject should be passed at second year degree level (approximately 32 credits at Level 6) at least.

1.2. REQV classification of an approved first academic degree:

- 1.2.1. For a 360-credit Level 7 approved degree: REQV 13, academically qualified, but professionally unqualified.
- 1.2.2. The maximum REQV classification that may be accorded to a first degree is REQV 14 (for an approved 480(+) credit Level 7 or 8 degree).

2. An approved first academic, occupational or vocational diploma

2.1. An approved first academic, occupational or vocational diploma (other than a professional teaching diploma) should comply with the following minimum requirements:

- 2.1.1. Minimum duration: three-years of full-time study (or the part-time or distance education equivalent thereof).
- 2.1.2. Minimum total credits: 360.
- 2.1.3. NQF Level: 6.
- 2.1.4. The diploma should be offered and awarded by an accredited and registered higher education institution.
- 2.1.5. The learning programme should include at least one appropriate subject or field of study or a combination of subjects/fields of study that provide for the acquirement of sufficient in-depth academic content knowledge to teach a technical or vocational subject. The subject should be passed at third year diploma level (approximately 32 credits at Level 6).

2.2. REQV classification of an approved first academic, occupational or vocational diploma (other than a professional teaching diploma):

- 2.2.1. For a 360 credit Level 6 approved diploma: REQV 13, academically qualified, but professionally unqualified.

¹ Approved for employment in education

3. A partially approved 360-credit degree or diploma

- 3.1. A first degree or diploma that meets all requirements for an approved degree or diploma except for the academic subject content knowledge requirements is known as a ²partially approved degree or diploma when:
 - 3.1.1. the degree learning programme does not include at least two appropriate subjects/fields of study or a combination of subjects/fields of study at Level 6.
 - 3.1.2. the diploma learning programme does not include at least one appropriate subject or field of study or a combination of subjects/fields of study at Level 6.
- 3.2. REQV classification of a partially approved 360-credit degree or diploma:
 - 3.2.1. For a partially approved three-year (360-credit) degree or diploma: REQV 12.
 - 3.2.2. For a partially approved four-year (480-credit) degree: REQV 13.
- 3.3. Holders of partially approved degrees or diplomas may augment their qualifications by completing the required additional year course(s) or modules in college teaching subject(s) for non-degree purposes and present the additional course(s)/modules completed for full recognition of their qualifications.
- 3.4. Two or more first partially approved completed degrees or diplomas may be taken together and evaluated in accordance with the requirements of an approved qualification. Should they meet the requirements the REQV classification of the combined qualifications will be determined by the highest (largest) of the qualifications, for example, should a combination of two partially approved three-year qualifications meet with the requirements the REQV classification will be REQV 13, and in the case of a combination of a partially approved three-year and a partially approved four-year qualification the maximum REQV classification will be REQV 14.
- 3.5. A postgraduate degree (for example, an honours or master's degree) presented as a first academic qualification will be evaluated on its own merit by the national Evaluation Committee.

4. Status of a Level 5 Higher Certificate

- 4.1. As an entry level qualification for aspiring college lecturers who do not meet the minimum requirements for direct entry into diploma or degree study the 120-credit Level 5 Higher Certificate is available.
- 4.2. A higher certificate is not a professional teaching qualification but an introductory/entry qualification. Graduates who successfully complete the Higher Certificate and who wish to become professionally qualified will need to enter and successfully complete either the 480-credits Bachelor of Education in ACET Teaching or the Bachelor of Education in TVT or the 360-credits Diploma in ACET Teaching or the Diploma in TVT.

² Partially approved for employment in education

SECTION 9: RECOGNITION OF INITIAL PROFESSIONAL TEACHING QUALIFICATIONS

For a detailed description of the qualification types, characteristics, NQF exit level, maximum/minimum total credits at different levels, minimum requirements and articulation possibilities refer to the *Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training, 2013* and the *Policy on Minimum Requirements for Programmes Leading to Qualifications for Educators and Lecturers in Adult and Community Education, 2015*.

The following are approved and recognised initial professional teaching qualifications:

1. An approved four-year 480-credit Bachelor of Education degree with specialisation to teach a college subject is evaluated as REQV 14, professionally qualified.
2. An approved one-year³ Advanced Diploma in Technical and Vocational Teaching (TVT) or Adult and Community Education and Training Teaching (ACETT) with specialisation to teach a college subject that follows an approved first academic qualification is accorded one additional REQV level and the holder of the Advanced Diploma in TVT or ACETT is regarded as professionally qualified to teach in a college.
3. An approved 360-credit Level 6 Diploma in Technical and Vocational Teaching (TVT) or Adult and Community Education and Training Teaching (ACETT) is evaluated as REQV 13, professionally qualified.
4. Only one initial professional teaching qualification (the highest one) is recognised for REQV purposes per lecturer.
5. In the event of a composite academic and professional teaching qualification (B Ed degree followed by an Adv Dip in TVT or ACETT) that does not fully comply with the requirements of an approved qualification the qualifications are evaluated as follows.
 - 5.1. The academic component complies with the requirements of an approved degree but the professional component does not comply: REQV 13, professionally unqualified.
 - 5.2. The academic component complies with the requirements of a partially approved degree and the professional component complies with the requirements to teach a college subject: REQV 13, professionally qualified.
 - 5.3. Both the academic and professional components do not comply: no recognition.
6. An incomplete Bachelor of Education degree or any other incomplete degree or diploma as first qualification is not recognised for employment in education.
7. Lecturers, especially foreign persons, who have complied with all requirements for the awarding of a professional teaching qualification with the exception of a second official language requirement may receive the qualification with an endorsement to this effect. The holder of the qualification may be employed in a teaching post as a professionally qualified lecturer subject to the approval of the head of the employing authority taking into account the language of teaching and learning at the college where the person is employed.

³or the following approved variants: Postgraduate Certificate in Education; Graduate Diploma in Teaching; Postgraduate Diploma in Teaching

SECTION 10: RECOGNITION OF POST-PROFESSIONAL AND POSTGRADUATE QUALIFICATIONS

RECOGNITION OF POST-PROFESSIONAL QUALIFICATIONS

1. Recognition of post-initial further and advanced qualifications

Professionally qualified lecturers who wish to specialise in a new field of teaching and learning may enrol for an initial degree or diploma in the field or alternatively, as a first step, enrol for an Advanced Certificate in the new field, and thereafter proceed to an Advanced Diploma in the same field.

2. Recognition of Advanced Certificates and Advanced Diplomas

2.1. A 120-credit Level 6 Advanced Certificate or 120-credit Level 7 Advanced Diploma will be recognised for employment in a college and one additional REQV level will be accorded to it provided:

2.1.1. The qualification has been offered and awarded by an accredited and registered higher education institution.

2.1.2. The qualifier is in an appropriate field of study for purposes of employment in a college.

2.1.3. An Advanced Certificate following an approved and recognised professional teaching qualification evaluated as REQV 13 at a minimum and an Advanced Diploma following an approved 360-credit degree or diploma evaluated as REQV 13 at a minimum or an approved and recognised professional teaching qualification(s) evaluated as REQV 14.

2.2. A maximum of two advanced qualifications at the same level in different appropriate fields of study could be recognised for the same lecturer.

3. Recognition of a first bachelor's degree as an additional qualification

Professionally qualified lecturers may improve their qualifications by completing a 360- or 480-credit Level 7 or Level 8 Bachelor's degree in appropriate fields of study (including a Bachelor of Education degree) and will receive additional REQV recognition on completion of 120 new credits for a partially completed degree in appropriate fields of study to a maximum of two additional levels for a completed degree that includes at least 240 new credits in appropriate fields of study.

4. Recognition of a diploma as an additional qualification

Professionally qualified lecturers may improve their qualifications by completing a 360-credit Level 6 Diploma in appropriate fields of study and one additional REQV level will be accorded to the completed diploma on condition that at least 120 credits of new learning has been completed.

5. Recognition of a second diploma

5.1. A further appropriate diploma/certificate obtained after a first appropriate diploma/certificate is recognised for REQV purposes only if it entails advanced study following the first appropriate diploma/certificate which has been recognised for employment as a lecturer.

5.2. A maximum of two approved diplomas/certificates on the same horizontal level (and one professional teaching qualification) will be recognised for the same lecturer, provided that they do not overlap by more than 50%.

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

- 5.4. Where two or more appropriate diplomas/certificates in the same field but at different exit levels are offered, the one with the highest REQV classification will be recognised.

RECOGNITION OF POSTGRADUATE QUALIFICATIONS

6. Recognition of postgraduate degrees

- 6.1. One additional REQV level will be accorded to a completed honours-, master's- or doctoral degree (including professional masters and doctoral degrees) in appropriate fields of study, subject to the following provisos:
- 6.1.1. The qualification follows a recognised first degree.
 - 6.1.2. A maximum of two post-graduate qualifications at the same NQF Level in different fields of appropriate study is recognised per lecturer.
- 6.2. One additional REQV level will be accorded to a completed honours, masters or doctoral degree (including professional masters and doctoral degrees) in education provided a postgraduate degree in education follows an approved 460-credit Bachelor of Education degree (or its former equivalent) or an approved Bachelor's degree together with a recognised professional teaching qualification (REQV 14).

7. Recognition of postgraduate diplomas

- 7.1. One additional REQV level will be accorded to a completed postgraduate diploma in an appropriate field of study (including in technical and vocational education) on condition that the postgraduate diploma follows:
- 7.1.1. an approved degree or advanced diploma; or
 - 7.1.2. a professional teaching qualification(s) evaluated as REQV 14, professionally qualified at least and one of which should be at NQF exit level 7 (or the equivalent in the former 8-Level NQF) at least.

SECTION 11: TITLE AND COMMENCEMENT

1. This policy shall be called the *National Policy on the Evaluation and Recognition of Qualifications for Employment of College Lecturers*.
2. Implementation of the *National Policy on the Evaluation and Recognition of Qualifications for Employment of College Lecturers* shall take effect on the date of approval by the Director-General.



SECTION 12: EVALUATION OF FOREIGN QUALIFICATIONS FOR EMPLOYMENT IN COLLEGES

General

1. Applications for the evaluation of foreign qualifications for employment as lecturers in colleges should be submitted to the human resources section at a college, who will in turn, submit it to the Evaluation Committee at the Department of Higher Education and Training.
2. Each foreign qualification should be accompanied by the following official information:
 - 7.2. A certified copy of the qualification certificate.
 - 7.3. An official transcript of the qualification indicating the different subjects/fields of study passed, as well as the number of hours of study and practice for each of the subjects/fields of study as well as the duration in terms of the number of semesters and/or academic years of study required to complete the qualification.
 - 7.4. An official statement from the educational authority in the country of origin as to whether the particular qualification is recognised for employment in education in that country, and for which level of schooling.
 - 7.5. The geographic location, postal, fax and e-mail contact information of the foreign institution concerned.
3. In the event of suspecting that a fraudulent qualification has been submitted for evaluation the evaluator has the right and obligation to request additional information in the form of a letter of clarification or confirmation as well as original documentation from the awarding institution.
4. Foreign qualifications are always evaluated in accordance with the most recent policy on equivalent South African qualifications. Subject to the information available, the evaluator will attempt to match the qualification as close as possible with a similar qualification on the South African Higher Education Qualifications Sub-Framework. Shortcomings, if any, will be indicated, as well as suggested ways of improving the qualification in order to meet the requirements for full recognition.
5. The Evaluation Committee evaluates qualifications for employment in public colleges. Holders of foreign qualifications who do not wish to seek employment in education but, for example, wish to enrol for further study should submit their qualifications directly to the institution concerned or to the South African Qualifications Authority (SAQA).

Professional Teaching Qualifications

6. Only professional teaching qualifications that are recognised in the country of origin and that comply with the minimum requirements for that specific initial teaching qualification type will be considered for recognition for employment in colleges in South Africa.
7. The learning programme should have at least covered the minimum specialist requirements for teaching as described in the policy that regulates similar or comparable South African qualifications.

8. Holders of foreign professional teaching qualifications should be appointed on probation for at least one year before being considered for permanent appointment. During the probation year, they should also complete an in-service orientation programme on the South African college curriculum and assessment practices.
9. Holders of recognised foreign professional teaching qualifications are exempted from the requirement of being competent to communicate in a second South African official language, with the understanding that they are at least competent to teach effectively through the medium of English. They may, however, be restricted when considered for employment to teach at a college through the medium of English only.

Academic and vocational qualifications

10. Academic and other appropriate vocational foreign qualifications will be evaluated in accordance with the minimum requirements for similar South African qualifications.
11. A foreign four-year general or professional degree (except in Education) should meet the requirements of a South African 480-credit Level 8 Bachelor's degree and should include a research project in order to be evaluated as REQV 14. Otherwise, the degree will be regarded as being equivalent to a South African general first Bachelor's degree at Level 7 and be accorded an REQV 13 classification.

ANNEXURE A: ARTICULATION OF HISTORICAL AND CURRENTLY APPROVED QUALIFICATIONS FOR ADULT EDUCATION AND TRAINING EDUCATORS

Articulation of historical and current qualifications to qualifications outlined in the *Policy on Minimum Requirements for Programmes Leading to Qualifications for Educators and Lecturers in Adult and Community Education and Training* (2015) are outlined below:

Existing approved qualification in Adult Education and Training	Proposed next new qualification in Adult and Community Education and Training
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 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 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 or Bachelor of Education Honours degree 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 Master's degree in Adult and Community Education or 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 Doctoral degree or Doctor of Philosophy in Education or Professional Doctoral degree in Adult and Community Education and Training

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

ANNEXURE B: ARTICULATION OF HISTORICAL QUALIFICATIONS AND THE NEW QUALIFICATIONS OF TVET COLLEGE LECTURERS (VOCATIONAL)

Historical Qualifications	New Qualifications
Vocational and trade certificates below the level of National Diploma (M+1 or M+2)	<p>There are two pathways that are possible:</p> <p>Complete a 360-credit Level 6 Diploma in Technical and Vocational Education and Training <i>followed by</i> a 120-credit Level 7 Bachelor of Education in Technical and Vocational Teaching <i>or</i> Complete a 480-credit Level 6 Diploma in Technical and Vocational Education and Training <i>followed by</i> a 120-credit Level 7 Advanced Diploma in Technical and Vocational Education and Training and/or a 120-credit Level 8 Post Graduate Diploma in Technical and Vocational Education and Training and/or 120-credit Level 8 Bachelor of Education Honours degree</p>
An appropriate three-year National Diploma or Degree	<p>Complete a 120-credit Level 7 Diploma in Technical and Vocational Teaching <i>followed by</i> a 120-credit Level 7 Advanced Diploma in Technical and Vocational Education and Training <i>followed by</i> a 120-credit Level 8 Postgraduate Diploma in Technical and Vocational Education and Training</p>
A three-year Teachers Diploma, or an N4-N6 Certificate and a National Teachers' Diploma (Technical/Workshop) or a National Professional Diploma in Education (FET: Vocational Education)	<p>Complete a 120-credit Level 6 Advanced Certificate in Technical and Vocational Education and training <i>followed by</i> a 120-credit Level 7 Advanced Diploma in Technical and Vocational Education and Training or a 120-credit Level 8 Bachelor of Education Honours degree <i>followed by</i> a 180-credit Level 9 Master of Education degree</p>
A three-year degree or national diploma and one-year Higher Diploma in Education or Postgraduate Certificate in Education (FET Vocational Education) or a National Higher Diploma or a Bachelor of Technology: Post-School Education or a Postgraduate Diploma in Tertiary Education or a Postgraduate Certificate in Higher Education and Training	<p>Complete a 120-credit Level 7 Advanced Diploma in Technical and Vocational Education and Training <i>followed by</i> a 120-credit Level 8 Postgraduate Diploma in Technical and Vocational Education and Training or a 120-credit Level 8 Bachelor of Education Honours degree <i>followed by</i> a 180-credit Level 9 Master of Education degree</p>
Professionally qualified teachers in schooling, or adult education and training	<p>Complete a 120-credit Level 6 Advanced Certificate in Technical and Vocational Education and Training <i>followed by</i> a 120-credit Level 7 Advanced Diploma in Technical and Vocational Education and Training <i>followed by</i> a 120-credit Level 8 Postgraduate Diploma in Technical and Vocational Education and Training <i>followed by</i> a 180-credit Level 9 Master of Education degree</p>