Government Gazette
Staatskoerant

REPUBLIC OF SOUTH AFRICA
REPUBLIEK VAN SUID-AFRIKA

Vol. 553 Pretoria, 15 July Julie 2011 No. 34467

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GOVERNMENT NOTICE

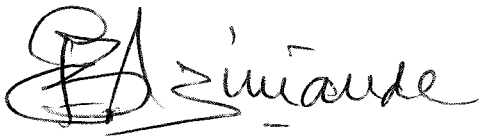
DEPARTMENT OF HIGHER EDUCATION AND TRAINING

No. 583 **15 July 2011**

NATIONAL QUALIFICATIONS FRAMEWORK ACT 67 OF 2008 POLICY ON THE MINIMUM REQUIREMENTS FOR TEACHER EDUCATION QUALIFICATIONS

I, Bonginkosi Emmanuel Nzimande, Minister of Higher Education and Training, have determined national policy on the Minimum Requirements for Teacher Education Qualifications in terms of Section 8(2)(c) of the National Qualifications Framework Act, 2008 (Act 67 of 2008). This policy is hereby published in terms of the said Act as schedule 1.

This policy aligns qualifications for teacher education with the Higher Education Qualifications Framework, 2007, and it replaced the Norms and Standards for Educators in Schooling, 2000, in its entirety.



Bonginkosi Emmanuel Nzimande, MP
Minister of Higher Education and Training
Date: 06/07/11

The Minimum Requirements for Teacher Education Qualifications

The Minimum Requirements for Teacher Education Qualifications

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Acronyms and Abbreviations

ACE	Advanced Certificate in Education
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
ECD	Early Childhood Development
EMS	Economics and Management Sciences
ETDP SETA	Education Training and Development Practices Sector Education and Training Authority
FET	Further Education and Training
FP	Foundation Phase
HDE PG	Higher Diploma in Education (Postgraduate)
HEQC	Higher Education Quality Committee
HEQF	Higher Education Qualifications Framework
ICT	Information and Communication Technology
IP	Intermediate Phase
IT	Information Technology
ITE	Initial Teacher Education
LoLT	Language of Learning and Teaching
NPDE	National Professional Diploma in Education
NPFTED	National Policy Framework for Teacher Education and Development
NQF	National Qualifications Framework
NSC	National Senior Certificate
NSE	Norms and Standards for Educators, 2000
PanSALB	Pan South African Language Board
PGCE	Postgraduate Certificate in Education
PG Dip (Ed)	Postgraduate Diploma in
PQM	Programme and Qualifications Mix
RPL	Recognition of Prior Learning
REQV	Relative Education Qualification Value
SACE	South African Council for Educators
SAQA	South African Qualifications Authority
SP	Senior Phase
UED	University Education Diploma
WIL	Work-integrated Learning

1. The Purpose and Scope of this Policy Document

The Minimum Requirements for Teacher Education Qualifications replaces the *Norms and Standards for Educators* (NSE), published in February 2000 (DoE 2000a).

The Minimum Requirements for Teacher Education Qualifications is based on the Higher Education Qualifications Framework (HEQF) and should be read in conjunction with the HEQF. It meets all the minimum requirements and criteria for higher education qualifications, as described in the HEQF.

The policy is subject to the HEQF and any revision of it.

Following the HEQF's nested approach, ***The Minimum Requirements for Teacher Education Qualifications*** defines agreed-upon standards at different levels. It:

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

The setting of standards to define competences at deeper specialised levels for specific subjects or specialisations s is not defined in this policy and will be developed by the relevant teacher education communities of practice.

In terms of the NQF Act of 2008, the ultimate responsibility for the setting of standards in higher education qualifications rests with the Council on Higher Education (CHE), through the Higher Education Quality Committee (HEQC). This policy was developed through a consultative process, involving the CHE; the Department of Higher Education and Training (DHET); the Department of Basic Education (DBE); public universities and private higher education providers, offering teacher education qualifications; the South African Council of Educators (SACE); the Education Training and Development Practices Sector Education and Training Authority (ETDP SETA); and teacher unions. This process served to set broad standards for teacher education qualifications.

The specification of a set of minimum requirements for teacher education qualifications is aimed at ensuring that the higher education system produces the kinds of teachers that the country needs.

The Minimum Requirements for Teacher Education Qualifications provides a basis for the construction of core curricula for initial teacher education, as well as for Continuing Professional Development (CPD) Programmes that accredited institutions must use in order to develop their programmes leading to teacher education qualifications.

The Minimum Requirements for Teacher Education Qualifications will have multiple users. It will be used by the DHET to evaluate teacher education qualification programmes, submitted by public universities, for approval for inclusion in their Programme and Qualifications Mix (PQM) and therefore for funding; and to evaluate teacher education programmes submitted by private higher education institutions for registration, enabling them to offer the programme. It will also be used by the CHE and the HEQC to inform their teacher education accreditation and quality assurance processes. The DBE, together with the DHET, will use the policy as a basis for the revision of the *Criteria for the Recognition and Evaluation of Qualifications for Employment in Education based on the Norms and Standards for Educators (NSE)*, published in September 2000 (DoE 2000b). The policy will, through these processes, be utilised to regulate teacher education qualification programmes offered by all types of institutions.

This policy document refers to **professional educators and teachers for the schooling system**. *Educators* in this policy refers to persons who educate other persons or who provide professional educational services or support to schools catering for Grades R to 12 learners. The term includes classroom teachers; education practitioners; teaching and learning specialists; heads of departments, deputy principals, principals, curriculum advisors, education specialists, teacher development officers; education development officers; district and regional managers; and education systems managers. A *teacher* is a school-based educator whose core responsibility is that of classroom teaching at a school.

Qualifications for educators and teachers, working in pre-school and post-school educational settings[1], are dealt with in separate policy documents.

With reference to the education and development of educators, ***The Minimum Requirements for Teacher Education Qualifications*** identifies three broad qualification pathways that educators may follow with a view to advance their careers, namely, a *teaching and learning* pathway; a *management and leadership* pathway; and an *educational planning, research and/or policy development* pathway. In relation to these it then provides examples of appropriate qualification routes.

The policy also describes **articulation** routes for teachers holding historic qualifications into the new set of HEQF-aligned teacher education qualifications. It also describes articulation between new teacher education qualifications, introduced in this policy.

[1] Pre-school includes institutions catering for Early Childhood Development (ECD) (0-4) and post-school includes institutions catering for out-of-school learners such as, adult learning centres, colleges and universities.

2. Background to this Policy

The Norms and Standards for Educators (NSE), 2000, which this policy document replaces, was the first formal policy in terms of academic qualifications for educators. It attempted to align a sub-sector of higher education qualifications with the National Qualifications Framework (NQF) and the national school curriculum.

Amongst other innovations, the NSE 2000 introduced *seven interrelated roles*[2] for educators as key criteria for the development and recognition of teacher qualifications and learning programmes. It also emphasised the notion of *integrated and applied competence* as the primary means of assessing whether or not the requirements of a learning programme had been complied with.

It was acknowledged in the NSE, 2000 that, as soon as new academic policy for higher education had been published, the NSE, 2000 would have to be reviewed and aligned with the new policy. The Higher Education Qualifications Framework (HEQF) was published in October 2007 (DoE 2007a), and therefore the NSE 2000 had to be replaced, in order to provide teacher education providers with clear guidelines with regard to the development of HEQF-aligned qualifications and teacher education programmes.

This policy had the benefit of drawing from several years of research into the implementation and effects of the NSE 2000, as well as from further policy development. It could utilise the recommendations regarding teacher qualifications in the National Policy Framework for Teacher Education and Development (NPFTED) (DoE 2007b), which were based upon the report of the Ministerial Committee on Teacher Education that had been published in 2006. In addition, the HEQC of the Council on Higher Education (CHE) undertook a review of teacher qualifications (CHE 2010). Elements of the HEQC review and re-accreditation process and, in particular, those relating to the Bachelor of Education (BEd) degree, the Postgraduate Certificate in Education (PGCE) and the Advanced Certificate in Education (ACE) provided valuable information on the quality and design of programmes and highlighted several aspects that have been addressed by this policy.

In response to the issues raised in the research and in the HEQC review, this policy:

- describes clear, specific requirements for the development of learning programmes, as well as guidelines regarding practical and work-integrated learning (WIL) structures;
- allows for institutional flexibility and discretion in the allocation of credits within learning programmes, and encourages teacher educators to become engaged with curriculum design, policy implementation and research;
- requires all teacher education programmes to address the critical challenges facing education in South Africa today – especially the poor content and conceptual knowledge found amongst teachers, as well as the legacies of

[2] The seven educator roles comprise specialist in a phase, subject or practice; learning mediator; interpreter and designer of learning programmes and materials; leader, administrator and manager; scholar, researcher and lifelong learner; assessor; and a community, citizenship and pastoral role. (See Appendix A.)

apartheid, by incorporating situational and contextual elements that assist teachers in developing competences that enable them to deal with diversity and transformation;

- brings the importance of inter-connections between different types of knowledge and practices into the foreground, as well as the ability of teachers to draw reflexively from integrated and applied knowledge, so as to work flexibly and effectively in a variety of contexts; and

- it retains the roles of a teacher described in the NSE 2000, but emphasises that the roles must be interpreted as functions carried out by the collective of teachers in a specific school. The roles continue to be a useful tool to assist in the design of learning programmes which, in turn, results in the development of teachers who are able to contribute to the collective work of educating children in a school at different stages of their careers.

The descriptions of the seven roles are retained as Appendix A to this policy document. They should, however, not be taken to represent the curriculum for teacher education programmes.

The Minimum Requirements for Teacher Education Qualifications describes qualifications pertaining to ITE and continuing professional development (CPD) in different sections, in order to ensure that the requirements for an ITE qualification are clearly understood to be distinct from that which is intended for the continuing development of practising teachers and educators.

3. Principles Underpinning the Design of Programmes Leading to Teacher Education Qualifications

Teaching is a complex activity that is premised upon the acquisition, integration and application of different types of knowledge practices or learning. A purely skills-based approach, which relies almost exclusively on evidence of demonstrable outcomes as measures of success, without paying attention as to how knowledge must underpin these skills for them to impact effectively on learning, produces technicists who may be able to replicate performance in similar contexts, but who are severely challenged when the context changes. In contrast, the approach adopted in ***The Minimum Requirements for Teacher Education Qualifications*** pays close attention to the various types of knowledge that underpin teachers' practise, while encapsulating all of these in the notion of **integrated and applied knowledge**.

Integrated and applied knowledge 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 practise. This is closely related to the notion of applied and integrated competence as described in the NSE 2000 but, by explicitly placing knowledge, reflection, connection, synthesis and research in the foreground, it gives renewed emphasis to *what* is to be learned and *how* it is to be learnt.

Competent learning is always a mixture of the theoretical and the practical; the pure and the applied; the extrinsic and the intrinsic; and the potential and the actual. In effect, competent learning in effect, represents the acquisition, integration and application of different types of knowledge. Each type of knowledge, in turn, implies the mastering of specific related skills.

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

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

Disciplinary Learning refers to **disciplinary or subject matter knowledge**, and can be presented in two components within a teaching curriculum, namely **the study of education and its foundations**, including but not limited to the philosophy, psychology, politics, economics, sociology and history of education; and the study of **specific specialised subject matter** that is relevant to the academic disciplines underpinning teaching subjects or specialisations. Professional ethics and issues related to knowledge of, and relationships between the self and others in the life a teacher are cross-cutting themes that are theoretically located in the study of education and its foundations.

Pedagogical Learning incorporates **general pedagogical knowledge**, which includes knowledge of learners, 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 discipline in order to create appropriate learning opportunities for diverse learners, as well as how to evaluate their progress. Inclusive education forms an important aspect of both general pedagogical knowledge and specialised pedagogical content knowledge.

Practical Learning involves learning in and from practice. **Learning from practice** includes the **study of practice**, using discursive resources to analyse different practices across a variety of contexts, drawing from case studies, video records, lesson observations, etc., in order to theorise practice and form a basis for learning in practice. **Learning in practice** involves teaching in authentic and simulated classroom environments. **Work-integrated learning (WIL)** takes place in the workplace and can include aspects of learning from practice (e.g. observing and reflecting on lessons taught by others), as well as learning in practice (e.g. preparing, teaching and reflecting on lessons presented by oneself). Practical learning is an important condition for the development of tacit knowledge, which is an essential component of learning to teach.

Fundamental Learning in the South African context refers to learning to converse competently in a **second official language**,[3] the ability to use **Information and**

[3] In the case of students whose language of choice (or first language) is English or Afrikaans, this needs to be one of the nine other official languages or South African Sign Language.

Communication Technologies (ICTs) competently, and the acquisition of **academic literacies,** which lay the foundation for effective learning in higher education contexts. (The development of other important literacies is expected to be integrated into other types of learning – especially Disciplinary Learning – in addition to the utilisation of ICTs for innovative teaching and enhanced learning.)

Situational Learning refers to knowledge of the varied learning **situations, contexts and environments** of education (classrooms, schools, communities, districts, regions, countries and globally), as well as to prevailing **policy, political and organisational contexts**. Naturally, *all* learning – including Disciplinary Learning, Pedagogical Learning, Practical Learning and Fundamental Learning – should involve learning *in* context, but situational learning refers specifically to learning *about* context. This includes an understanding of the complex and differentiated nature of South African society; learning to work in nuanced ways with the **diverse challenges** faced by children in schools and the communities that they serve, for example HIV and AIDS, poverty and the lingering effects of apartheid; dealing with diversity; promoting inclusivity; and environmental sustainability.

Specific mixes of these five types of learning and knowledge depend on the *purpose of the qualification* and provide the basis for the design of curricula for specific learning programmes. Different minimum credit values accorded to these types of learning and knowledge may, for the purposes of specific programmes, emphasise one type above another, particularly with regard to higher-level programmes, but Disciplinary Learning and Pedagogical Learning constitute the foundation for all education qualifications, while Practical Learning is of particular importance in qualifications pertaining to initial teacher education. Professional ethics and the development of professional attitudes and values constitute the key elements of all teacher education programmes. Different mixes of knowledge and related skills result in the development of different kinds of competences.

The minimum set of competences required of a newly qualified teacher is outlined in Appendix C, while the knowledge mix selected for any ITE qualification programme must lead to the development of these competences.

Learning programmes that lead to qualifications comprise different courses and/or modules. The principle of applied and integrated knowledge implies that the different kinds of learning described above should be integrated across courses and modules, so as to ensure that they serve the purpose of the overall programme.

4. Selection of Qualification Types for Teacher Education

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

provide benchmarks to guide the development of learning programmes leading to qualifications (DoE 2007a: 5-7).

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

The qualifications selected for teacher education are listed below.

Professional and Academic Qualifications selected for Teacher Education:

1. **Qualifications for Initial Teacher Education:**
   Bachelor of Education degree (NQF Level 7)
   Advanced Diploma in Teaching (NQF Level 7)

2. **Qualifications for the Continuing Professional and Academic Development of Teachers:**
   Advanced Certificate in Teaching (NQF Level 6)
   Advanced Diploma in Education (NQF Level 7)
   Postgraduate Diploma in Education (NQF Level 8)
   Bachelor of Education Honours degree (NQF Level 8)
   Master of Education degree (NQF Level 9)
   Doctoral degree (NQF Level 10)

3. **Qualification for Grade R Teaching:**
   Diploma in Grade R Teaching (NQF Level 6)
   [Note: The qualification for Grade R teaching is treated separately from teaching qualifications for ITE and CPD, as it has a specialised purpose and its focus is on one specific grade in the Foundation Phase (FP). The progression path from Grade R teaching is into FP teaching, for which the minimum qualification is a BEd in FP Teaching.]

Table 1: Teacher Education Qualifications

NQF Level	Teacher Education Qualifications		
	Degrees	Diplomas	Certificates
10	Doctoral degree		
9	Master of Education degree		
8	Bachelor of Education Honours degree	Postgraduate Diploma in Education	
7	Bachelor of Education degree	Advanced Diploma in Teaching Advanced Diploma in Education	
6		Diploma in Grade R Teaching	Advanced Certificate in Teaching
5			

The qualifications for teacher education are indicated in Table 1. It should be noted that there is no automatic advancement through the qualification types. Progression to higher levels implies that cognate learning is in place to enable successful engagement with the contents of the qualification programme at the higher level. Credit Accumulation and Transfer (CAT), as described in the HEQF may be applied, while access through assessed prior learning is also possible.

5. Minimum and Maximum Credit Values for Learning Programmes Leading to Teacher Education Qualifications

Minimum and maximum credit values are defined at a broad level for each qualification type in the HEQF. These are the boundaries within which all learning programmes, leading to teacher education qualifications, have to be designed.

Table 2 below provides a tool for conceptualising how different types of learning must be enabled at different levels of complexity within a learning programme. Specific credit allocations at different levels for each of the types of learning, both define and are dependent on the purpose of the qualification. This is referred to as the **knowledge mix** of the programme, leading to a specific purposeful qualification.

This policy describes the knowledge mix that is appropriate for purposeful teacher education qualifications (as described in Section 4) in terms of maximum and minimum credit values, as well as the level of learning required. In order to ensure that a particular qualification meets the purpose for which it is intended, all aspects of the learning programme that have credit values assigned to them must be assessed, including practical learning and WIL.

Table 2: Tool to Assist in the Design of Learning Programmes Leading to Teacher Education Qualifications

Qualification Type and Minimum Total Credits		Integrated and Applied Knowledge				
Level	Credits	Disciplinary Learning	Pedagogical Learning	Practical Learning	Fundamental Learning	Situational Learning
5						
6						
7						
8						

Note: The types of learning are not equivalent to modules. (Refer to Section 12.)

The tool in Table 2 can be used by curriculum designers to ensure that a specific teacher education qualification programme meets the minimum requirements and, at the same time, illustrates the design of the specific curriculum in terms of its unique knowledge mix. In order to allocate specific credits in the knowledge mix of the learning programme at different levels, a second tool was developed. This tool is dealt with in Appendix B and takes the form of a table of statements describing the purpose of qualifications at different levels. The statements are derived directly from the HEQF and arranged in tabular format to facilitate choices with regard to the appropriate level of different contents, leading to the various types of learning and knowing. A further tool that may be utilised in defining credits at different levels in a learning programme leading to a qualification, comprises the SAQA level descriptors, which may be found on the SAQA website: www.saqa.co.za

6. Examples of Qualification Paths in Teacher Education

Most teachers will begin their careers as phase and/or subject specialists, and will usually work in a classroom at a school.

At any future point thereafter, some teachers may wish to deepen or extend their competence in their chosen *teaching and learning* specialisations, or else develop an additional role or practice to support *teaching and learning* in a school. These teachers may continue to work in classrooms, or they may work elsewhere in a school, such as in a library, in a school office as a coordinator of school-based support, in a specialised teaching centre or as a subject advisor supporting teachers in their district.

Other teachers may prefer to follow a completely different *teaching and learning* direction by developing a brand new specialisation in a phase or subject, and they are likely to continue working in a classroom.

Some teachers may choose to embark on careers either in *management and leadership* or in *educational planning, research and/or policy development*, where they may be employed in a specific post in a school, for example as a principal or deputy principal, or else work in a district, provincial or national office as a human resources

development officer, researcher, planner, policy developer or as a data or systems manager.

These different directions within schooling require specialised and progressive qualification paths. Possible qualification paths are described in Figures 1, 2 and 3 below. Note that these examples do not cover all possibilities. For example, a prospective teacher may complete an honours degree in an academic field before or after completing an Advanced Diploma in Teaching. Note that these are not the only career directions that teachers may choose. Some teachers may choose to move out of the schooling context into other educational settings, for example to become lecturers at Further Education and Training (FET) colleges or teacher educators at universities.

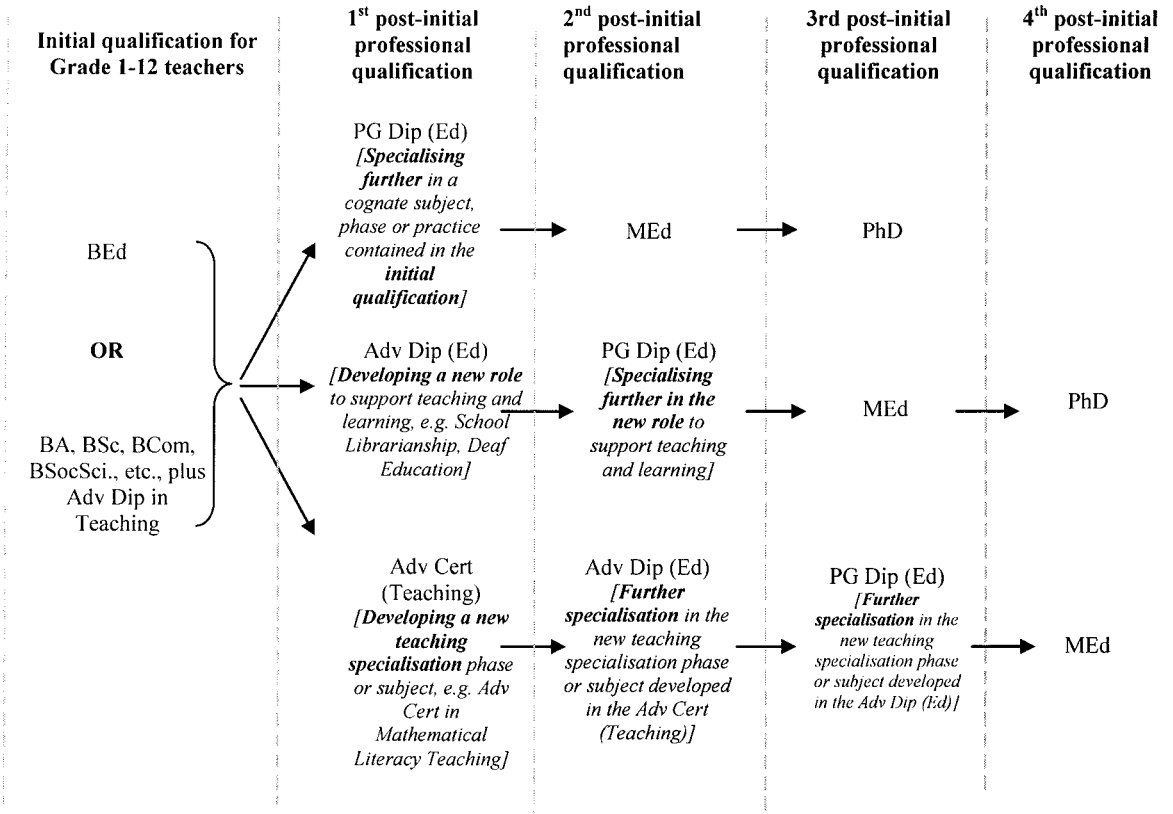

Figure 1: Examples of qualification pathways that teachers, who choose to maintain a teaching and learning career trajectory, could follow

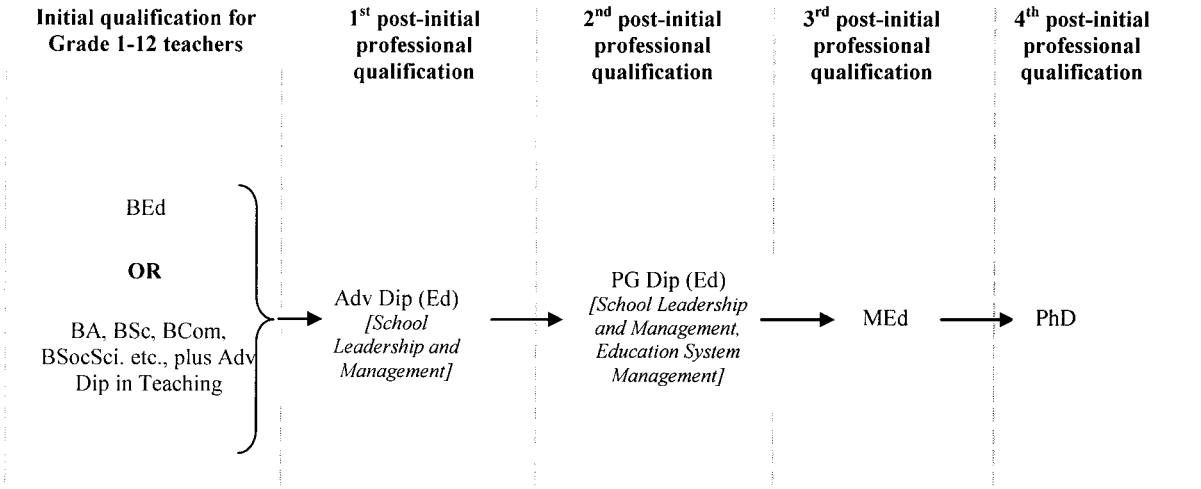

Figure 2: Examples of qualification pathways that teachers, who choose to embark on a management and leadership career trajectory, could follow

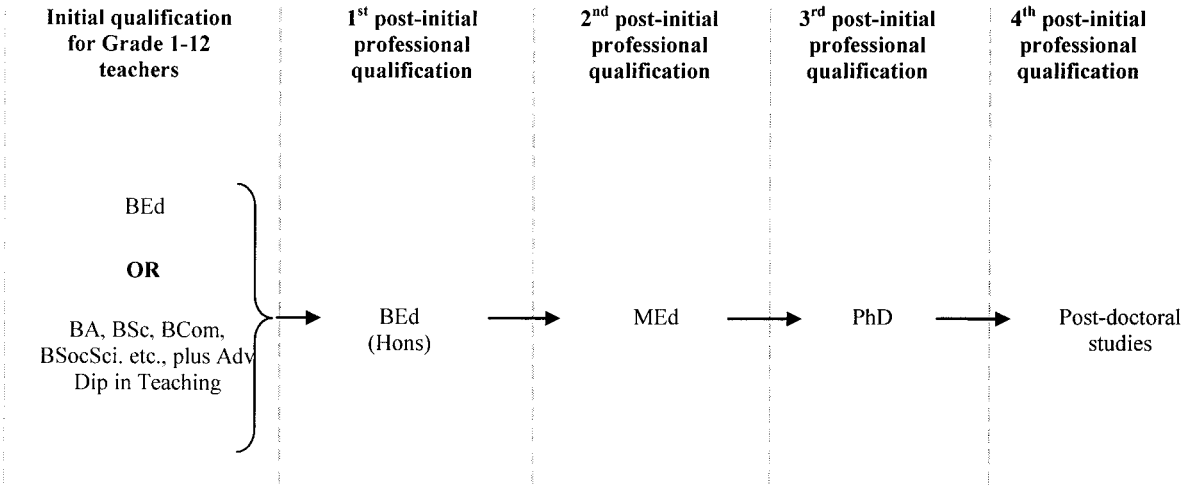

Figure 3: Examples of qualification pathways that teachers, who choose to embark on an education planning, research or policy development career trajectory, could follow

The specific qualifications in the three figures above are merely provided as examples and not as prescriptions. It is also important to recognise that the qualification type selected in each case is linked to the **purpose** of the qualification, as described in the HEQF and not necessarily to its NQF level. The choice of a qualification for career change or advancement does not necessarily equate to the subsequent qualification being on a higher NQF level. It is possible for a teacher to complete a Diploma in Grade R Teaching as a first step in a qualification pathway.

In the following sections, specific guidelines for developing programmes leading to purposeful qualifications, are provided.

7. Qualifications and Programmes for Initial Teacher Education

7.1. The Nature of Initial Teacher Education Qualifications

The primary purpose of all Initial Teacher Education (ITE) qualifications is to certify that the holder has specialised as a **beginner teacher in a specific phase and/or subject**. This specialisation can take a variety of forms, all of which are associated with competence in subject matter knowledge, and it integrates all types of learning described in Section 3 of this policy. Specialisation can be linked to a *phase* (for example the Foundation Phase or the Intermediate Phase), a *subject* (for example Mathematics or English), or combinations of these.

Programmes leading to ITE qualification must take particular cognisance of the need for students to engage in *practical learning* as described in Section 3. Practical learning must be appropriately structured and fully integrated into overall learning programmes, while including structured supervision, mentoring and assessment. Time spent in the actual workplace is very important and should provide an authentic context within which student teachers can experience and demonstrate the integration of the competences they had developed during the learning programme as a whole. It is also important for students to be exposed to concrete experience of the varied and contrasting contexts of schooling in South Africa.

Practical and WIL should be spread out across the academic programme. The school experience component should take place in blocks of varying duration throughout the programme. Where a more extended period is envisaged, such as during part of a final year or within a structured mentorship programme, there must be a guarantee of proper supervision, suitable school placement and formal assessment (DoE 2007b: 14). WIL must take place in functional schools. Additional specific requirements pertaining to practical requirements are provided in the descriptions of the initial teaching qualifications that are to follow.

It is expected that all new teachers should be proficient in the use of *at least one* official language as a language of learning and teaching (LoLT), and partially proficient (i.e. sufficient for purposes of ordinary conversation) in *at least one* other

official language (including South African Sign Language)[4]. All new ITE qualifications must be endorsed to indicate the holder's level of competence in specific languages by using appropriate labels, for example: LoLT (English) and conversational competence (isiZulu). Depending on the qualification type, the design of the programme and its duration, it may be possible for a qualification to be endorsed with more than two languages, for example: LoLT (English; Afrikaans) and conversational competence (siSwati; South African Sign Language).

The minimum set of competences required of a newly qualified teacher is indicated in Appendix C.

On the basis of the qualification types and levels specified by the HEQF, and given these minimum competences, together with the integrated nature of initial teacher training, the broad curriculum needs of ITE programmes and the extensive practical and WIL requirements, initial teacher qualifications, such as a BEd and the Advanced Diploma in Teaching are most appropriately located at Level 7 on the NQF. (See the qualification purpose descriptors in Appendix B.)

In keeping with the purpose of level 7 qualifications, listed in Appendix B, ITE qualifications focus less on in-depth research into a particular discipline or sub-discipline and much more on the well-rounded application of theory to professional practice, so as to provide the degree of specialisation required to enter the specific labour market niche of teaching. In addition, a BEd requires sufficient time to cover all the types of learning described in Section 3 and, more in particular, it demands meaningful time and credit allocations for practical learning opportunities. Therefore, the BEd is designed to include at least 480 credits, pegged at Level 7 on the NQF. The Advanced Diploma in Teaching is an NQF Level 7 qualification, designed to include at least 120 credits, and it follows on a general degree (or diploma in specified fields) that includes the study of subjects that provide sufficient disciplinary learning to support specialisation in teaching.

7.2. Qualifications for Initial Teacher Education

The following qualifications are selected for ITE and lead to qualified teacher status:

- A Bachelor of Education degree (NQF Level 7)
- A professionally-focused Advanced Diploma in Teaching (NQF Level 7), which caps an undergraduate Bachelors degree (NQF level 7 or 8) or an approved[5] Diploma (NQF Level 6).

The descriptions of the qualifications and unique features of the learning programmes for each of the above are described in more detail below. These descriptions will be used by accredited institutions to design their learning programmes, as well as ensuring a minimum level of standardisation across the system.

[4] Refer to Section 3 for a description of fundamental learning.
[5] This is not an automatic pathway. Diplomas must be approved by DHET for entry into the Advanced Diploma in Teaching. (See Appendix E.)

7.2.1. The Bachelor of Education Degree

Purpose
The Bachelor of Education degree (BEd) has the primary purpose of providing a well-rounded education that equips graduates with the required subject content knowledge base; educational theory; and methodology that will enable them to demonstrate competence and responsibility as academically and professionally qualified beginner teachers. Principles and theory are emphasised as a basis for entry into a professional teaching career. The learning programme must, as a minimum requirement, lead to the development of all the beginner teacher competences described in Appendix C.

The degree is intended to develop qualified classroom teachers who can demonstrate focused knowledge and skills in the teaching of particular specialisations (phase(s) and/or subject(s)).

The degree requires a specific depth of, and specialisation in knowledge, together with practical skills and workplace experience, to enable successful students to enter into teaching and apply their learning as beginner teachers in schools in varying contexts. They should be able to demonstrate initiative and responsibility in an academic and professional teaching environment.

The degree also requires intellectual independence and the development of some level of research competence in the field of education and, more specifically, teaching and earning, in order to provide a basis for postgraduate studies in the field of education or in a sub-field of education, as well as for further professional development as a teacher.

Bachelor of Education degrees provide opportunities for students to specialise in teaching either the Foundation Phase (FP) or subject selections from four broad subject domains (or "fields of learning") specific to the Intermediate Phase (IP), the Senior Phase (SP) and the Further Education and Training (FET) phase of schooling, as delineated in Appendix D. Learning support specialisations are also possible for students who are specialising to teach in the SP and/or FET phase.

Qualification type specifications
NQF Exit Level: 7.
Minimum total credits: 480
Maximum total credits at Level 5: 96.
Minimum total credits at Level 7: 120.

Designator: Education

Qualifiers: Maximum of one

Approved Qualifiers[6]:
Foundation Phase Teaching
Intermediate Phase Teaching
Senior Phase and FET Teaching

Example: Bachelor of Education in Senior Phase and FET Teaching

Abbreviations
B Ed (FP Teaching)
B Ed (IP Teaching)
B Ed (SP & FET Teaching)

Endorsements to be printed on degree certificates
Phase Specialisation
Language(s) of Learning and Teaching (LoLT)
Language(s) of Conversational Competence
Subject Specialisation (not applicable to FP Teaching)

Example 1:

Degree: Bachelor of Education in Foundation Phase Teaching
BEd (FP Teaching)

Endorsements on degree certificate:
LoLT: isiZulu; English
Conversational Competence: Afrikaans

Example 2:

Degree: Bachelor of Education in Intermediate Phase Teaching
BEd (IP Teaching)

Endorsements on degree certificate:
LoLT: Afrikaans
Conversational Competence: isiXhosa
Subject Specialisation: Afrikaans First Language Teaching
English First Additional Language Teaching
Mathematics Teaching
Science and Technology Teaching

Example 3:

Degree: Bachelor of Education in Senior Phase and FET Teaching
BEd (SP & FET Teaching)

Endorsements on degree certificate:
LoLT: English
Conversational Competence: siSwati

[6] Senior Phase teaching is not an approved stand-alone qualifier, since the majority of SP teachers are also required to teach FET subjects.

Subject Specialisation:	Senior Phase Mathematics Teaching FET Mathematics Teaching FET Mathematical Literacy Teaching

Minimum admission requirements

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

Teachers who are in possession of a recognised certificate or diploma in education or another relevant field, may also present their qualifications for entry into a BEd with a possibility of transfer of credits, for cognate previous studies. Assessment of prior learning could also lead to entry or an advanced credit standing.

Knowledge mix

General requirements for the knowledge mix in any Bachelor of Education Degree

- At least 50% [240C] of the credits must be focused on developing the teaching specialisation phase and/or subject, including subject-focused disciplinary, pedagogical and practical learning. At least 120 of these credits should be at Level 6 and 60% at Level 7.

- At least 40% [192C] of the credits 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 foundations of education, should be at Level 7, in order to justify the awarding of a degree in Education.

- The remaining 10% [at most 48C] may be used flexibly, depending on the needs of individual students. For example: To strengthen the teaching specialisation, specifically in the case of complex subjects with many underpinning disciplines; in cases where students take subjects underpinned by a single discipline and have space in their curriculum to do so, in order to enable some learning in the discipline at a higher level (NQF 8); or to enable students who require additional credits for fundamental learning to enhance their success in studying at tertiary level.

- A *maximum* of 72 credits, pegged at Level 5, may be allocated to fundamental learning. These credits cannot be advanced towards the awarding of the qualification through recognition of prior learning, and if they are not used for fundamental learning, they must be used elsewhere in the learning programme. A student who enters the programme with fundamental learning competence in a specific area, for example ICT competence or multi-lingual competence, should not be required to include all these fundamental learning credits in their programme. In such cases, credits must be utilised in other areas of their learning programme at any level, even at Level 8 if appropriate, so as to ensure a high quality learning programme and develop excellence in teaching.

- School-based WIL, including supervised and assessed teaching practice, constitutes an essential part of the BEd programme. In a full-time contact programme, student teachers should spend a minimum of 20 weeks and a maximum of 32 weeks in formally **supervised and assessed** school-based practices over the four-year duration of the degree. In any given year, a *maximum* of 12 such weeks could be spent in schools, and *at least* three of these should be consecutive. In part-time or distance mode programmes, students may be physically in schools for longer periods – for example, if they are employed as unqualified or under-qualified teachers. However, the same amount of *supervised and assessed* school-based practice is required.

Specialist requirements for the knowledge mix in the BEd (Foundation Phase Teaching)

- Foundation Phase programmes must prepare students to teach from Grade R to Grade 3.

- The knowledge mix for FP teaching must include disciplinary, pedagogical and practical learning, to enable teachers to work competently with Grade R learners. Grade R prepares young children for formal learning. The focus of this grade is on learning through play, developing physical coordination; as well as developing spoken language competence and fundamental ideas that will form a basis for the future development of number sense and literacy.

- In addition, FP teachers must be capable of teaching all three subjects (Literacy, Numeracy and Life Skills) in Grades 1 to 3, drawing from a broad range of general knowledge, which will support and enable them to implement the national school curriculum. They need extensive and specialised knowledge of early childhood learning to teach reading, writing and numeracy and to develop the key initial concepts and skills that lay the foundation for learning in future phases.

- Foundation Phase teachers must be skilled in identifying and addressing barriers to learning in the early years of schooling, as well as in curriculum differentiation for multiple learning levels within a grade.

- All FP teachers must at least specialise in First Language teaching in one of the official languages, together with First Additional English Language teaching[7].

[7] Note that this implies that, if a teacher selects Afrikaans as First Language, and English as a First Additional Language, then the said teacher **must** also study an additional language, *other than* English or Afrikaans, in order to meet the language requirements relating to conversational competence, described under Fundamental Learning in Section 3 of this policy. If a teacher selects English as a First Language and English as a First Additional Language the teacher must study another official language (first or additional) and must also be competent to use an African Language for conversational purposes. If an institution wishes to set specific language requirements, this is acceptable, as long as these meet the minimum requirements set out in this policy.

Specialist requirements for the knowledge mix in the B Ed (Intermediate Phase Teaching)

- The IP and the first year of the SP are often taught in one and the same school. Therefore, the learning programme leading to a BEd (Intermediate Phase Teaching) must prepare IP teachers to teach from Grades 4 to 7.

- For an IP specialisation, a knowledge mix, supporting specialist teaching of **at least four** subjects, selected from across the three domains indicated in the IP section of the table in Appendix D, is required. All IP teachers must specialise to teach languages (comprising First Language teaching in one of the official languages and First Additional English Language teaching[7]) together with *at least* two other subjects chosen from Intermediate Phase Mathematics, Science and Technology, Life Skills and Social Sciences. The basis for specialising to teach *each* IP subject must include disciplinary, pedagogical and practical learning of *at least* 30C at NQF Level 6 and 15C at Level 7.

- All IP teachers must have a sufficiently broad background knowledge to understand the requirements of all subjects in the IP curriculum.

- All IP teachers must develop a personal understanding of the fundamental mathematical concepts that underpin the IP Mathematics curriculum up to at least NQF Level 5. The 48 flexible credits should be utilised for these purposes.

- All IP teachers must be skilled in identifying and addressing barriers to learning within their specialisation(s), as well as in curriculum differentiation for multiple learning levels within a grade.

- Intermediate Phase teachers will also be required to teach Grade 7. Economics and Management Sciences (EMS) is introduced in Grade 7 as a specific subject. IP teaching qualifications may include a basic study of EMS teaching. Teachers who are subsequently employed to teach EMS in Grade 7, could do an Advanced Certificate in Senior Phase EMS teaching, so as to enable them to gain competence in this area.

Specialist requirement for the BEd (Senior Phase and FET Teaching)

- A combined SP and FET programme is appropriate for teaching in secondary schools. The knowledge mix for this phase combination must support teaching in **at least** three specialisations: Two SP subjects and one FET subject; **or** one SP subject and two FET subjects[8], **or** one SP subject, one FET subject and one support role. For example: FET Mathematics; SP Mathematics and SP Technology; or FET History, FET Geography, SP Social Sciences; or FET Life Orientation, SP Life Orientation and Physical Education;

[8] Note that the SP subject should be the same as the FET subject or the FET subject should be one of the subjects underpinning the SP subject. This will ensure that sufficient credits are available for disciplinary content, as well as specialised pedagogical content and practical learning.

- Senior Phase and FET Teaching constitute a combined phase specialisation and therefore, out of the three required specialisations, **at least one** SP subject and **at least one** FET subject, as indicated in Appendix D, are required.

- The basis for specialising to teach each SP subject, FET subject or fulfil a support role, must include disciplinary, pedagogical and practical learning to include *at least* 40C at NQF Level 6 and 20C at Level 7.

- In complex SP subjects, the specialisation must involve the study of a range of disciplines up to the appropriate level. For example, in the case of Natural Sciences, it must include selections from Physics, Chemistry, Physical Geography, Astronomy and Life Sciences. In such cases, the 48 flexible credits should be utilised in addition to the 240C for the teaching of a specialisation, to ensure depth and breadth of subject matter knowledge.

- All SP and FET teachers must be skilled in identifying and addressing barriers to learning within their specialisations, as well as in curriculum differentiation for multiple learning levels within a grade.

Progression
Completion of a BEd meets the minimum entry requirements to a 120C NQF Level 7 Advanced Diploma in Education, or vertically, for admission into a cognate 120C NQF Level 8 BEd Honours degree, or a cognate Postgraduate Diploma in Education Programmes.

A qualification may not be awarded as an early exit from a BEd.

7.2.2. Advanced Diploma in Teaching

Purpose
This qualification accredits a professional teaching programme that "caps" an undergraduate degree or an approved diploma. (See Appendix E for notes on approved diplomas.) It offers entry-level initial professional preparation for graduates and diplomates who wish to develop focused knowledge and skills as classroom teachers in a chosen phase(s) and/or subject(s). For this purpose, the qualification requires a specific depth and specialisation of knowledge, together with practical skills and workplace experience to enable successful students to apply their learning as beginner teachers in schools in varying contexts.

Qualification type specifications
NQF Exit Level: 7.
Minimum total credits: 120.
Minimum credits at Level 7: 120.

Designator: None

Qualifiers: Maximum of one

Approved Qualifiers[9]:
Foundation Phase Teaching
Intermediate Phase Teaching
Senior Phase and FET Teaching
FET Teaching

Example: Advanced Diploma in Senior Phase and FET Teaching

Abbreviations
Adv Dip (FP Teaching)
Adv Dip (IP Teaching)
Adv Dip (SP & FET Teaching)
Adv Dip (FET Teaching)
Endorsements on Advanced Diploma certificates:
Language(s) of Learning and Teaching (LoLT)
Language(s) of Conversational Competence
Subject Specialisation (not applicable to FP Teaching)

Example 1:

Diploma: Advanced Diploma in Foundation Phase Teaching
Adv Dip (FP Teaching)

Endorsements on diploma certificate:

LoLT:	Ndebele
Conversational Competence:	Afrikaans

Example 2:

Diploma: Advanced Diploma in Intermediate Phase Teaching
Adv Dip (IP Teaching)

Endorsements on diploma certificates:

LoLT:	English
Conversational Competence:	Tshivenda
Subject Specialisation:	Tshivenda First Language Teaching
	English First Additional Language Teaching
	Social Sciences Teaching
	Mathematics Teaching

Example 3:

Diploma: Advanced Diploma in Senior Phase and FET Teaching
Adv Dip (SP & FET Teaching)

Endorsement on diploma certificates:

[9] Senior Phase Teaching is not an approved stand-alone qualifier, since most SP teachers are also required to teach FET subjects.

LoLT:	Afrikaans; English
Conversational Competence:	siSwati
Subject Specialisation:	SP Social Sciences Teaching FET History Teaching

Example 4:

Diploma: Advanced Diploma in FET Teaching
Adv Dip (FET Teaching)

Endorsements on diploma certificates:

LoLT:	English
Conversational Competence:	isiZulu
Subject Specialisation:	Physical Science Teaching FET Mathematics Teaching

Minimum admission requirements

The minimum admission requirement is an appropriate diploma or Bachelors degree. An appropriate diploma or degree includes sufficient disciplinary learning in appropriate academic fields to enable the development of teaching specialisation phases or/and subjects as specified for each school phase.

For further details refer to Appendices E and F.

Knowledge mix

General requirements for the knowledge mix in an Advanced Diploma in Teaching

- In relation to disciplinary learning, 32C must be allocated to the study of education and its foundations.
- If a student did not cover sufficient disciplinary subject matter in such a student's prior degree or diploma, the student must be required to study and complete additional subject-oriented modules (they may do this concurrently to a maximum of 32C), *before* the qualification may be awarded.
- At least 48C must be allocated to pedagogical learning, 40C to specialised pedagogical learning and 8C to general pedagogical learning.
- A total of 32C must be allocated to practical learning. Of these, 24 credits must be allocated to school-based WIL, including supervised and assessed teaching practice. The remainder (8C) must be used for other kinds of practical learning activities, including the study of practice.
- School-based WIL, including supervised and assessed teaching practice, is an important part of the Advanced Diploma in Teaching programme. In a full-time contact programme, student teachers should spend a minimum of eight weeks

and a maximum of 12 weeks in formally **supervised and assessed** school-based practice during the one-year duration of the diploma. At least four of these weeks should be consecutive. In a part-time or distance mode programme, students may be in schools for longer periods – for example if they are employed as professionally unqualified teachers. However, the same amount of supervised assessed school-based practice is required.

- A total of 8C must be allocated to situational learning.

- With regard to fundamental learning, students' competence in a second language and in ICT should be assessed at the outset and, if necessary, additional modules should be studied to reach the required levels of competence.

Specialist requirements for the knowledge mix in the Advanced Diploma (Foundation Phase Teaching)

- Foundation Phase programmes must prepare students to teach from Grades R to 3.

- The knowledge mix for the Advanced Diploma in Foundation Phase Teaching must include pedagogical and practical learning, in order to enable teachers to work competently with Grade R learners. Grade R prepares young children for formal learning. The focus of this grade is on learning through play, developing physical co-ordination; as well as developing spoken language competence and fundamental ideas that will form the basis for the future development of number sense and literacy.

- In addition, FP teachers must teach all three subjects (Literacy, Numeracy and Life Skills) in Grades 1 to 3, drawing from a broad range of general knowledge that will support and enable them to implement the national school curriculum. They need extensive and specialised knowledge of early childhood learning to teach reading, writing and numeracy, as well as to develop key initial concepts and skills that lay the foundation for learning in follow-on phases.

- Foundation Phase teachers must be skilled in identifying and addressing barriers to learning in the early years of schooling, as well as in curriculum differentiation for multiple learning levels within a grade.

- Providers must ensure that prior qualifications comprise an appropriate knowledge mix that can support quality FP Teaching. (See Appendix F.)

- All FP teachers must at least specialise in First Language teaching in one of the official languages, together with First Additional English Language teaching[10]. It may be necessary for prospective applicants to complete additional modules in appropriate languages, either concurrently or prior to entry into the Advanced Diploma (Foundation Phase Teaching).

[10] Refer Footnote 7.

Specialist requirements for the knowledge mix in the Advanced Diploma (Intermediate Phase Teaching)

- The IP and the first year of the SP are often taught in one and the same school, and therefore the learning programme leading to an Advanced Diploma (Intermediate Phase Teaching) must prepare IP teachers to teach from Grades 4 to 7.

- All IP teachers must specialise in First Language teaching in one of the official languages, together with First Additional English Language teaching (refer to footnote 7 on p. 20 for the BEd (Intermediate Phase Teaching)), as well as in the teaching of at least two other IP subjects chosen from IP Mathematics, Science and Technology, Life Skills and Social Sciences.

- All IP teachers must have a sufficiently broad background knowledge of the IP school curriculum.

- All IP teachers must develop a personal understanding of the fundamental mathematical concepts that underpin the IP Mathematics curriculum.

- All IP teachers must be skilled in identifying and addressing barriers to learning within their specialisations, as well as in curriculum differentiation for multiple levels of learning within a grade.

- Due to the extensive nature of the specialist requirements to teach at least four IP subjects, providers must ensure that the prior degree, which provides admission to the Advanced Diploma (Intermediate Phase Teaching), comprises an appropriate knowledge mix and sufficient in-depth subject content knowledge that can support quality IP teaching in these subjects. In the event where the prior qualification does not meet these requirements, it will be required of the prospective student to complete additional undergraduate degree courses or modules prior to, or concurrently with the Advanced Diploma (Intermediate Phase Teaching).

- Providers may also consider extending the total number of credits of the learning programme leading to an Advanced Diploma (Intermediate Phase Teaching) from the minimum of 120C to 132C, or even to 144C, so as to ensure that all specialist requirements are appropriately covered.

Specialist requirement for the Advanced Diploma (Senior Phase and FET Teaching)

- A combined SP and FET programme is appropriate for teaching in secondary schools. The knowledge mix for this phase combination must support at least two teaching specialisations, namely one SP subject and one FET subject. For example, FET Mathematical Literacy and SP Mathematics; FET Physical Science, SP Natural Sciences; or FET Accounting and SP EMS.

- Individual students may choose to specialise in additional teaching subjects or support roles, by taking credits in addition to the 120 required for the Advanced Diploma programme.

- Approved SP and FET teaching subjects and support roles are described in Appendix D.

- The subject disciplinary basis for specialising in teaching an SP or FET subject, or to specialise in a support role, must be included in the prior qualification. (See Appendix F for more details.)

- In complex SP subjects, subject specialisation must involve the study of a range of disciplines up to the appropriate level. (See Appendix F.) For example, in the case of Natural Sciences, the basis must include selections from Physics, Chemistry, Physical Geography, Astronomy and Life Sciences. In cases where the depth and breadth of disciplinary knowledge are insufficiently developed in the prior qualification, additional subject matter modules must be offered – either concurrently or prior to entry into the Advanced Diploma.

- All SP and FET teachers must be skilled in identifying and addressing barriers to learning within their specialisations, as well as in curriculum differentiation for multiple learning levels within a grade.

Specialist requirements for the Advanced Diploma (FET Teaching)

- Specialisation in FET Teaching is possible in the Advanced Diploma.

- The knowledge mix in the prior qualification must support the teaching of **at least one** FET teaching subject, as indicated in Appendix D. For example: FET Physical Sciences teaching; FET History and Geography teaching; and FET Life Orientation and Physical Education

- Where two FET specialisations are studied, the disciplinary basis for specialising in teaching the FET subject, or in the support role, must be included in the prior qualification, as described in Appendix F.

- Where only one FET Teaching specialisation is studied, the underpinning disciplinary knowledge, or a component thereof in the prior qualification, must be studied as a major subject in the entry qualification. For example, to specialise in the teaching of Physical Sciences only, the candidate must have completed either a full major at NQF Level 7 in Physics or Chemistry, and completed at least 32C in the other at NQF Level 6 or higher.

- Where one teaching specialisation is taken, the 20C still available from the specialist pedagogical learning component must be used for advanced studies or research in the specialisation.

- All FET teachers must be skilled in identifying and addressing barriers to learning within their specialisations, as well as in curriculum differentiation for multiple learning levels within a grade.

Progression
A completed Advanced Diploma in Teaching may be presented for entry into a cognate Postgraduate Diploma in Education.

Bachelors degree graduates, who have completed an Advanced Diploma in Teaching as an initial professional teaching qualification, may also proceed to a BEd Honours degree.

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

8. Qualifications and Programmes for Continuing Professional Development

8.1. The Nature of Continuing Professional Development Qualifications

As teachers grow in their careers and become more experienced, they are expected to make increasingly greater contributions to the collective expression of their roles in the school, both quantitatively in relation to the range of roles that they contribute to, and qualitatively in relation to the kind of competences they are able to display in relation to the different roles. Formal, qualification-based Continuing Professional Development (CPD) learning programmes should therefore provide teachers with opportunities to strengthen or supplement existing, or develop new specialisations and interests and, in general, improve their capacity to engage with, support and assist other educators, as well as support staff, learners and parents – not only at classroom and school level, but also in the community and in a wider context. (Refer to Section 6 for examples of qualification paths in teacher education.)

Continuing Professional Development Qualification Programmes should, in general, include aspects of professional and practical learning, including WIL at the appropriate level.

This section selects and describes qualifications through which educators may advance in their careers, after completing their initial teacher qualifications.

While the term, "continuing professional development", encompasses all developmental activities, programmes and modules, participated in by in-service teachers and other educators with a view to professional growth. The focus of ***The Minimum Requirements for Teacher Education Qualifications*** is on formal qualifications in education.

8.2. Qualifications for Continuing Professional Development

The following qualification types are selected for CPD:

- Advanced Certificate in Teaching
- Advanced Diploma in Education
- Postgraduate Diploma in Education
- Bachelor of Education Honours
- Master of Education
- Doctor of Education

In the next section, the minimum and maximum credit values for learning programmes, leading to CPD qualifications, are described together with the specific purpose of the programme and its unique features. These descriptions will be used by accredited institutions to design their learning programmes and will ensure a minimum level of standardisation across the system.

8.2.1. Advanced Certificate in Teaching

Purpose

In general, an Advanced Certificate is primarily vocationally oriented. The knowledge gained emphasises general principles and their application. The qualification provides teacher education students with a sound knowledge base for teaching a particular subject and/or phase, as well as the ability to apply their knowledge and skills to classroom teaching, while equipping them to undertake more specialised and intensive learning. Programmes leading to this qualification tend to have a strong professional focus and this qualification could be used to prepare teachers to teach a new subject and/or phase, or to strengthen an existing subject and/or phase. Advanced Certificate programmes typically include a simulated work experience or WIL component.

This certificate is selected to address the needs of three groups of teachers.

1) *Teachers who want to specialise in a new teaching* ***subject*** *not studied in a prior professional teaching qualification (retraining).*
2) *FP and IP teachers, who have a prior professional teaching qualification but did not specialise in the phase, but who have acquired appropriate background knowledge by teaching the FP or IP and want to strengthen their knowledge and skills by completing a formal qualification in one of these phases*[11] *(recognition of prior learning (RPL) upgrading).*
3) *Teachers who want to strengthen their field of specialisation* ***subject and/or*** phase, *studied in an initial three-year diploma in education, offered by former college of education, or a National Professional Diploma in Education at NQF Level 5) (upgrading).*

In terms of this policy, the Advanced Certificate may only be utilised for the retraining or upgrading of teachers who hold prior professional teaching qualifications in a subject and/or phase. It is *not* available for new roles in education. For example, it cannot be used for Education Management or School Librarianship.

[11] Providers must assess prior learning for entry into the qualification in the case of teachers who do not hold a prior qualification in the phase or subject.

Qualification type specifications
NQF Exit Level: 6
Minimum total credits: 120
Minimum credits at Level 6: 120

Designator: None

Qualifiers: Maximum of one

Approved Qualifiers:
Foundation Phase Teaching
Intermediate Phase Teaching
Senior Phase Teaching
FET Teaching

Examples:
Advanced Certificate in Foundation Phase Teaching
Advanced Certificate in Intermediate Phase Teaching
Advanced Certificate in Senior Phase Teaching
Advanced Certificate in FET Teaching

Abbreviations
Adv Cert (FP Teaching)
Adv Cert (IP Teaching)
Adv Cert (SP Teaching)
Adv Cert (FET Teaching)

Endorsements on certificate

Subject specialisations: For FP only First Language Teaching specialisation is required. (Approved teaching specialisations for IP, SP and FET are listed in Appendix D.)

Example 1:
Certificate: Advanced Certificate in Foundation Phase Teaching
Adv Cert (FP Teaching)
Endorsements on certificate:
Subject Specialisation: isiXhosa First Language Teaching

Example 2:
Certificate: Advanced Certificate in Intermediate Phase Teaching
Adv Cert (IP Teaching)
Endorsements on certificate:
Subject Specialisation: isiZulu First Language Teaching
English First Additional Language Teaching
Life Skills Teaching

Example 3:
Certificate: Advanced Certificate in Senior Phase Teaching
Adv Cert (SP Teaching)
Endorsements on certificate:
Subject Specialisation: Natural Science Teaching

Example 4:
Certificate: Advanced Certificate in FET Teaching
Adv Cert (FET Teaching)
Endorsements on certificate:
Subject Specialisation: Life Sciences Teaching

Minimum admission requirements
A recognised professional teaching qualification is required for entry into the Advanced Certificate in Teaching.

Teachers may present a professional BEd or an Advanced Diploma in Education (or an former PGCE or a Higher Diploma Postgraduate) for admission into the Advanced Certificate in Teaching. Teachers in possession of a three-year Diploma in Education, a Teachers Diploma or a completed National Professional Diploma in Education (Level 5), may also be admitted to the Advanced Certificate in Teaching.

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

General requirements for the knowledge mix in an Advanced Certificate in Teaching

- A maximum of 16C may be allocated for the study of education and its foundations, as well as general pedagogical learning and situational learning.
- A minimum of 96C, covering specialised disciplinary, pedagogical learning and practical learning, are required.
- A minimum of 8C must be allocated to WIL.
- Fundamental learning credits are not a requirement. However, all teachers are expected to be ICT competent. Teachers who enter into the programme without ICT competence should be required to take an additional 12C at Level 5, so as to develop this competence.

Specialist requirements for the knowledge mix in the Advanced Certificate (FP Teaching)

- Foundation Phase teachers must be competent to teach from Grades R to 3.
- The knowledge mix for the Advanced Certificate in Foundation Phase Teaching must include pedagogical and practical learning, in order to enable teachers to

work competently with Grade R learners. Grade R prepares young children for formal learning. The focus of this grade is on learning through play, developing physical co-ordination; as well as developing spoken language competence and fundamental ideas that will form the basis for the future development of number sense and literacy.

- In addition, FP teachers must teach all three subjects (Literacy, Numeracy and Life Skills), drawing from a broad range of general knowledge that will support and enable them to implement the national school curriculum. They need extensive and specialised knowledge of early childhood learning to teach reading, writing and numeracy, as well as to develop key initial concepts and skills that lay the foundation for learning in future phases. They must also be skilled in the early identification of barriers to learning and be knowledgeable and skilled in addressing these, as well as in curriculum differentiation for multiple learning levels within a grade.

- All FP teachers must at least specialise in First Language teaching in one of the official languages, together with First Additional English Language teaching.

Specialist requirements for the Advanced Certificate (IP Teaching)

- The IP and the first year of the SP are often taught in one and the same school, and therefore the learning programme, leading to an Advanced Certificate (IP Teaching), must prepare IP teachers to teach from Grades 4 to 7.

- For an IP specialisation in the Advanced Certificate, a knowledge mix to support specialist teaching of **a maximum of three** IP subjects is possible. One of these must be English First Additional Language teaching. (See Appendix D for a list of IP Teaching subjects.)

- All IP teachers must have a sufficiently broad background knowledge of the IP school curriculum requirements.

- All IP teachers must develop a personal understanding of the fundamental mathematical concepts that underpin the IP Mathematics curriculum.

- All IP teachers must be skilled in identifying and addressing barriers to learning within their specialisation(s), as well as in curriculum differentiation for multiple learning levels within a grade.

Specialist requirements for the Advanced Certificate (SP Teaching)

- The 96C allocated to specialist disciplinary, pedagogical and practical learning must all be focused on the development of competence to teach one SP teaching subject.

- Approved SP teaching subjects are described in Appendix D.

- In complex SP subjects, the subject specialisation must involve the study of a range of disciplines at Level 6. For example, in the case of Natural Sciences, the basis must include selections from Physics, Chemistry, Physical Geography, Astronomy and Life Sciences. A maximum of 24 additional credits at Level 5 credits, focused on in disciplinary subject matter, may be added to the minimum 120C allocated to the Advanced Certificate, if required.

- All SP teachers must be skilled in identifying and addressing barriers to learning within their specialisation, as well as in curriculum differentiation for multiple learning levels within a grade.

Specialist requirements for the Advanced Certificate (FET Teaching)

- The 96C allocated to specialist disciplinary, pedagogical and practical learning, must all be focused on the development of competence to teach one FET Teaching subject.

- Approved FET Teaching subjects are described in Appendix D.

- In complex FET subjects, for example Physical Sciences or Life Sciences, the subject specialisation must involve the study of a range of disciplines at Level 6. A maximum of 24 additional credits at Level 5 credits, focused on in disciplinary subject matter, may be added to the minimum 120C allocated to the Advanced Certificate, if required.

- All FET teachers must be skilled in identifying and addressing barriers to learning within their specialisation(s), as well as in curriculum differentiation for multiple learning levels within a grade.

Progression

There is no direct progression route into an Advanced Diploma in Education from the Advanced Certificate in Teaching. However, candidates who do hold a prior BEd, an Advanced Diploma in Teaching, a former Postgraduate Certificate in Education or a former Postgraduate Higher Diploma in Education, may progress to a cognate Advanced Diploma in the area of specialisation studied in the Advanced Certificate.

Teachers entering with a three-year Diploma in Education, a Teachers Diploma or a completed National Professional Diploma in Education (Level 5) could, on completion of an Advanced Certificate in Teaching, gain access to an Advanced Diploma in Education (as an interim measure for a period to be determined by the Minister of Higher Education and Training in consultation with the CHE) or to a cognate BEd. Accumulated credits may also be presented for admission into a cognate BEd programme. (Refer to the articulation table in Section 15.)

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

8.2.2. Advanced Diploma in Education

Purpose
The Advanced Diploma in Education is used as a CPD qualification to further strengthen and enhance an existing specialisation in a subject, or to develop a new role or practice to support teaching and learning in a school or in education more broadly. The qualification offers intellectual enrichment 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, school librarianship, school leadership and management, deaf education, etc.; as well as in teaching subjects. Programmes leading to this qualification will provide an Advanced Diploma graduate with a deep and systemic understanding of current thinking, practice, theory and methodology in the area of specialisation.

Qualification type specifications
NQF Exit Level: 7.
Minimum total credits: 120.
Minimum credits at Level 7: 120.

Designator: None

Qualifiers: Maximum of two
First qualifier: Education
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.

Examples:
Advanced Diploma in Education in Inclusive Education Practices
Advanced Diploma in Education in School Leadership and Management
Advanced Diploma in Education in Curriculum Leadership
Advanced Diploma in Education in Teaching the Visually Impaired
Advanced Diploma in Education in Foundation Phase Literacy Teaching
Advanced Diploma in Education in FET History Teaching

Abbreviations
Adv Dip (Ed) (Inclusive Education)
Adv Dip (Ed) (School Leadership and Management)
Adv Dip (Ed) (Curriculum Leadership)
Adv Dip (Ed) (Teaching the Visually Impaired)
Adv Dip (Ed) (FP Literacy Teaching)
Adv Dip (Ed) (FET History Teaching)

Minimum admission requirements
A four-year BEd, or a general first degree or diploma, plus an Advanced Diploma in Teaching, or a former PGCE or Higher Diploma in Education (Postgraduate) (HDE PG) may be presented for admission.

A former Advanced Certificate in Education (Level 6 on the former 8-level NQF), a former college Higher Diploma in Education or Further Diploma in Education may also be presented for admission into an Advanced Diploma in Education.

In addition, as an interim measure, for a period to be determined by the Minister of Higher Education and Training in consultation with the CHE, an Advanced Certificate in Teaching may also be presented for admission into an Advanced Diploma in Education.

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

Knowledge mix
All 120 credits may be flexibly allocated at NQF Level 7, in accordance with 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 teachers are expected to be ICT competent. Teachers who enter into the programme without ICT competence should be required to take an additional 12C at Level 5 to develop this competence.

Progression
Professionally qualified teachers who are *not* in possession of a first Bachelors degree may present a completed Advanced Diploma in Education for entry into an NQF Level 7 BEd programme, or into any other appropriate Level 7 Bachelors degree, or for entry into a cognate Postgraduate Diploma in Education at Level 8.

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

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

8.2.3. Postgraduate Diploma in Education

Purpose
A Postgraduate Diploma in Education (PG Dip (Ed)) serves to strengthen and deepen an educator's knowledge in a particular field of education. The primary purpose of the PG Dip (Ed) is to enable working professional educators to involve themselves in advanced reflection and development by means of a systematic survey of current thinking, practice and research methods in an area of specialisation in their profession, or in a sub-field of education.

The PG Dip (Ed) 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 on research under supervision. A Postgraduate Diploma in Education in an appropriate field of specialisation would prepare an educator for an advanced leadership position in that field.

Qualification type specifications
NQF Exit Level: 8.
Minimum total credits: 120.
Minimum credits at Level 8: 120.

Designator: None

Qualifiers: Maximum of two
First Qualifier: Education
Second qualifier: There will be a wide variety of second qualifiers that will indicate the area of specialisation. Acceptable qualifiers are indicated in the CESM catalogue.

Examples: Postgraduate Diploma in Education in Science Education
Postgraduate Diploma in Foundation Phase Education
Postgraduate Diploma in Education in Curriculum Development
Postgraduate Diploma in Education Law and Policy
Postgraduate Diploma in Education Systems Management
Postgraduate Diploma in Education Planning

Abbreviations
PG Dip (Ed) (Science Education)
PG Dip (Ed) (FP Education)
PG Dip (Ed) (Curriculum Development)
PG Dip (Ed) (Education Law and Policy)
PG Dip (Ed) (Education Systems Management)
PG Dip (Ed) (Education Planning)

Minimum admission requirements
The minimum admission requirement for the Postgraduate Diploma in Education is an approved and recognised four-year BEd, or a three-year general Bachelors Degree, capped by an Advanced Diploma in Teaching (or an equivalent), or a 120 credit Level 7 Advanced Diploma in Education in a cognate specialisation.

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 Education may be recognised as meeting the minimum entry requirements for a cognate 180 credit Level 9 Master of Education degree. Holders of Postgraduate Diplomas may be required to undertake additional modules, as and when necessary, to meet the HEQF research requirements of at least 30 credits, in order to obtain admission to a Master of Education degree.

There is no early exit qualification from a Postgraduate Diploma in Education.

8.2.4. Bachelor of Education Honours Degree

Purpose
The Bachelor of Education Honours is the first postgraduate degree in education. It is intended to prepare students for research-based postgraduate studies in a particular field of education. It serves to consolidate and deepen a student's knowledge of the field and to develop research capacity in the methodology and techniques of that field. This qualification demands a high level of theoretical engagement and intellectual independence.

The BEd Honours degree should include conducting and reporting on research under supervision, worth at least 30 credits.

Qualification type specifications
NQF Exit Level: 8.
Minimum total credits: 120.
Minimum credits at Level 8: 120.

Designator: Education

Qualifiers: Maximum of one

There will be a wide variety of qualifiers that will indicate the area of specialisation. Acceptable qualifiers are indicated in the CESM catalogue.

Example: Bachelor of Education Honours in Mathematics Education
Bachelor of Education Honours in Education Policy Research
Bachelor of Education Honours in the Philosophy of Education
Bachelor of Education Honours in Environmental Education

Abbreviations
BEd Hons (Mathematics Education)
BEd Hons (Education Policy Research)
BEd Hons (Philosophy of Education)
BEd Hons (Environmental Education)

Minimum admission requirements
The minimum admission requirements for the BEd Honours degree, is a four-year professional teaching degree OR an appropriate Bachelors degree and a recognised professional teaching qualification.

Knowledge mix
The knowledge mix is discretionary and dependent on the focus of the specialisation, with the proviso that it includes a research component to which a minimum of 30 credits at Level 8 have been allocated.

Progression
Completion of a BEd Honours degree meets the minimum entry requirements for a 180 credit NQF Level 9 Master of Education degree.

8.2.5. Master of Education Degree

Purpose
The primary purpose of a Master of Education degree is to prepare researchers who could contribute to the development of knowledge in the field of Education, including knowledge about professional practice at an advanced level.

A Master of Education degree must comprise a significant research component and could be attained in one of two ways by:

- completing a single research project, culminating in the production and acceptance of a thesis, or
- successfully completing a course-work programme, requiring a high level of theoretical engagement and intellectual independence, and by completing and reporting on a research project, culminating in the acceptance of a dissertation, carrying a minimum of 60 credits at Level 9.

Master of Education degree students should be able to deal with complex issues in education – both systematically and creatively. They should make sound judgements, using the data and information at their disposal, and be able to clearly communicate their conclusions to specialist and non-specialist audiences; demonstrate self-direction and originality in analysing and solving problems; act autonomously in planning and implementing tasks at a professional level; and continue to advance their knowledge, understanding and skills.

Qualification type specifications
NQF Exit Level: 9.
Minimum total credits: 180.
Minimum credits at Level 9: 120.

Designator: Education

Qualifiers: Maximum of one

There will be a wide variety of qualifiers that will indicate the area of specialisation. Acceptable qualifiers are indicated in the CESM catalogue.

Example: Master of Education in Comparative Education.

Abbreviation

MEd (Comparative Education)

Minimum admission requirements
The minimum entry requirement to a Master of Education degree is a BEd Honours degree, an appropriate 480 credit Level 8 professional Bachelors degree (for example a Bachelor of Psychology degree), or a relevant Honours degree. A Postgraduate Diploma may also be recognised as meeting the minimum entry requirement for a cognate Master of Education degree programme, as long as it meets the HEQF research requirement of at least 30 credits.

Knowledge mix
The knowledge mix is discretionary and dependent on the focus of the specialisation, with the proviso that it includes a research thesis or dissertation to which a minimum of 60 credits at Level 9 have been allocated.

Progression
Completion of a Master of Education degree meets the minimum entry requirement for a Doctor of Education degree.

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

8.2.6. Doctoral Degree in the Field of Education

Purpose
The defining characteristic of a doctoral degree in the field of Education is that it requires the candidate to demonstrate high-level research competence, and to make a significant and original academic contribution at the frontiers of education or in a sub-field thereof. The research, which may be pure discipline-based, or multi-disciplinary, or applied research, must be undertaken at the most advanced academic level, culminating in the production, defence and acceptance of a thesis. Course work may be conducted as a preparation for, or in support of the research, but may not contribute towards the credit value of the degree.

The quality of the research should satisfy peer reviews and merit the publication thereof. The graduate should also be able to supervise the research of others in his/her area of specialisation.

Qualification type specifications
NQF Exit Level: 10.
Minimum total credits: 360.
Minimum credits at Level 10: 360.

Designators: Doctor of Philosophy or Doctor of Education

Qualifiers: Maximum of one

Abbreviations
PhD
DEd (Science Education)

Minimum admission requirements
The minimum admission requirement for a doctoral degree in the field of Education is a Master of Education degree or another appropriate Master's degree.

Knowledge mix
The knowledge mix is discretionary and dependent on the focus of the specialisation, with the proviso that it culminates in the production, defence and acceptance of a thesis to which the full 360 credits have been allocated at Level 10.

Progression
A Doctor of Education or a Doctor of Philosophy degree is the highest qualification that can be awarded in the field of Education and in the Higher Education Qualifications Framework.

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

9. Qualifications and Programmes for Grade R Teachers

9.1. The Nature of Grade R Teaching Qualifications

This section presents qualifications for Grade R teachers in the formal schooling system. Grade R teaching qualifications are treated separately from teaching qualifications for initial and CPD teaching, as they have a specialised purpose.

- Grade R is the first year of the FP in the formal schooling system. In this grade, young children (4-5 years of age) are prepared for formal schooling. The focus of this grade is on learning through play, developing physical coordination, as well as developing spoken language competence and fundamental ideas that will form a basis for the further development of number sense and literacy.

- Grade R Teaching qualifications must be designed cognately with the FP BEd, so as to provide for maximum credit transfers when Grade R teachers continue their studies to become fully qualified FP teachers.

- All new entrants intending to become FP teachers (qualified to teach from Grades R to 3), should register for a BEd (FP), rather than for the Grade R Teaching Diploma, provided they meet the requirements for entry into the BEd.

9.2. Qualifications for Grade R Teaching

The following qualification types are selected for Grade R teaching:
- Diploma in Grade R Teaching
- Bachelor of Education in Foundation Phase Teaching

The description of the qualification and unique features of the learning programme for the Diploma in Grade R Teaching is presented in more detail below. The features of the Bachelor of Education in Foundation Phase Teaching was already described in Section 7.2.1 of this policy.

9.2.1. Diploma in Grade R Teaching

Purpose
The Diploma in Grade R Teaching is the minimum qualification for Grade R teachers. The purpose of the Diploma in Grade R Teaching is to develop teachers who can demonstrate general principles, as well as focused knowledge and skills appropriate for Grade R teaching. The qualification requires a depth of specialisation of knowledge, together with practical skills and experience in a Grade R classroom teaching context. As part of the qualification, students are expected to gain experience in applying such knowledge and skills in the context of working with Grade R learners in a school.

Qualification type specifications
NQF Exit Level: 6.
Minimum total credits: 360.
Minimum total credits at Level 7: 60.
Maximum total credits at Level 5: 120.

Designator: None

Qualifier: Maximum of one

Approved Qualifier:
Grade R Teaching

Example: Diploma in Grade R Teaching

Abbreviation
Dip (Grade R Teaching)

Endorsements on Certificates
LoLT
Conversational Competence

Example:
LoLT: Xitsonga
Conversational Competence: English

Minimum admission requirements
The minimum entry requirement is a matriculation certificate with a diploma entry endorsement or equivalent. A Level 4 or Level 5 Certificate or Diploma in ECD may also be presented for admission and assessment pertaining to advanced credit standing.

Knowledge mix

- At least 50% [180C] of the credits must be focused on developing the Grade R specialisation. (Including relevant disciplinary, pedagogical and practical learning.) At least 48 of these credits should be at Level 5, 96C at Level 6 and 30C at Level 7.

- At least 40% [144C] of the credits must be spread across educationally focused disciplinary learning (foundations of education), general pedagogical learning, fundamental learning and situational learning. At least 30 credits, focused on foundations of education, should be at Level 7.

- The remaining 10% [at most 36C] may be used flexibly, depending on the interests and needs of individual students, for laying the basis for teaching one of the subjects in the FP or for developing a deeper understanding of ECD in the years prior to Grade R.

- Fundamental learning credits must be pegged at Level 5 and cover a *maximum* of 72C. A student who enters the programme with competence in specific areas, for example ICT 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 a high quality learning programme and developing excellence in teaching Grade R, for laying the basis for teaching in the FP or developing a deeper understanding of ECD in the years prior to Grade R. These credits cannot be advanced towards the award of the qualification by recognition of prior learning.

- School-based WIL, including supervised and assessed teaching practice, is an important part of the diploma programme. In a full-time contact programme, student teachers should spend a minimum of 12 weeks and a maximum of 18 weeks in formally **supervised and assessed** school-based practice over the three-year duration of the diploma. In any given year, a maximum of eight such weeks should be spent in schools, and at least three of these should be consecutive. In a part-time or distance mode, students may be physically in schools for longer periods – for example if they are employed as unqualified or under-qualified teachers. However, the same amount of *supervised and assessed* school-based practice is required.

- Grade R teachers 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.

- All Grade R teachers must at least specialise in First Language teaching in one of the official languages, together with First Additional English Language teaching[12]. The focus should be on emerging literacy.

Progression

A qualification may not be awarded for an early exit from the diploma programme.
The diploma may be presented for admission into a BEd (FP) programme. A maximum of 180 credits, gained while studying for the diploma, may be recognised

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towards the BEd, on condition of formal assessment of prior learning, or through CAT (recognition of cognate modules completed in the diploma).

Grade R practitioners can gain fully qualified FP teacher status through the completion of the BEd (FP) degree.

10. Articulation of Historical Educator Qualifications with new Teacher Education Qualifications in the 10-level National Qualifications Framework (NQF)

Historical Educators' Qualifications (Based on the 8-level NQF)	Articulation Path into the 10-level NQF
Unqualified practising teachers, holding a Level 4 school leaving qualification or equivalent.	Bachelor of Education (480C at Level 7). (Note: Unqualified teachers, who do not meet access requirements, may gain access by successfully completing a cognate access programme at the Higher Certificate[13] level, designed to enable entry into degree studies.)
Grade R teachers, holding a Level 4 ECD qualification.	Diploma in Grade R (360C at Level 6) teaching. (Note: Grade R practitioners, with a Level 4 qualification, who do not meet entry requirements into the Diploma, could gain access by completing a cognate access programme at Higher Certificate level.)
Grade R teachers, holding a Level 5 ECD Certificate or Diploma.	Diploma in Grade R Teaching (360C at Level 6). Bachelor of Education (Foundation Phase) (480C at Level 7), if entry requirements are met.
Under-qualified teachers at Relative Education Qualification Value (REQV) 11 or 12 (holding, for example, the old Primary Teacher's Certificate).	Bachelor of Education (480C at Level 7). (Note: Under-qualified teachers, who do not meet the access requirements, may gain access by successfully completing a cognate access programme at Higher Certificate level, designed to enable entry into degree studies.)
Professionally unqualified graduate teachers, holding a degree or a 360C Level 6 Diploma in disciplines/subjects that underpin a teaching subject.	Advanced Diploma in Teaching (120C at Level 7). (Note: If the underpinning subjects in the prior degree do not provide sufficient subject matter knowledge, additional modules must be taken – either prior to admission or concurrently.)
Professionally qualified teachers, holding a former three-year College of Education Diploma or a National Professional Diploma in Education (NPDE) – 360C at Level 5.	Bachelor of Education (480C at Level 7). (Teachers may apply for assessment of prior learning to gain midway entry into BEd programmes. A maximum of 180 credits could be recognised.) Advanced Certificate in Teaching (refer to Section 8.2.1 and to Section 11).
Qualified teachers, holding an Advanced Certificate in Education (120C at former NQF Level 6), a former undergraduate Higher Diploma in Education or a former Further Diploma in Education.	Advanced Diploma in Education (120C at Level 7) – if in a cognate area or extended role.

[13] Such access programmes are not described in this policy as they are not teaching qualifications.

Historical Educators' Qualifications (Based on the 8-level NQF)	Articulation Path into the 10-level NQF
	Advanced Certificate in Teaching (120C at Level 6) – if in a new teaching specialisation that is not in the original qualification. Bachelor of Education (480C Level 7) (Teachers may apply for assessment of prior learning to gain midway entry into BEd programmes, cognate with the original specialisation.) In exceptional cases, institutions may use their discretion to admit teachers into a cognate Postgraduate Diploma in Education (120C at Level 8), provided that the prior qualification[14] is evaluated as meeting Level 7 exit level outcomes.
Qualified teachers, holding a former four-year professional teaching degree (e.g. BEd, B Prim Ed, BSecEd, BAEd, or a former postgraduate professional teaching qualification – PGCE, HDE (PG) and University Education Diploma (UED).	Advanced Certificate in Teaching (120C at Level 6) – if in a new teaching specialisation that is not in the original qualification. Advanced Diploma in Education (120C at Level 7) – if in an extended role. Postgraduate Diploma in Education (120C at Level 8) – if further advanced professional learning in an area cognate with the original specialisation. Bachelor of Education (Honours) degree (120C at Level 8).
Qualified teachers, holding a former Bachelor of Education (Hons) degree (120C at the former Level 7), or an equivalent (e.g., a pre-2000 BEd degree).	Master of Education (180C at Level 9). (Note: These teachers also have access to all available qualifications below Master's degree level.)
Qualified teachers, holding a former Master of Education degree (former Level 8).	Doctoral degree studies (360C at Level 10). (Note: These teachers also have access to all available qualifications below Master's degree level).

[14] This may be a former ACE that is evaluated at HEQF Level 7 or, in a case where the teacher has a range of prior qualifications, which together constitute Level 7 competence – for example holders of a four-year Higher Diploma in Education (HDE) , together with a cognate Advanced Certificate in Education.

11. Time-frame for Implementation

The qualifications described in this policy are based on a philosophy and principles that are different to previous teacher education qualifications designed in terms of the NSE 2000. With the exception of master's and doctoral degrees, all institutions will be required to develop new qualifications that are in line with this policy. This policy does not constitute a mere technical change or some minor changes to the curriculum.

The last date for entry for students into qualification types on the former 8-level NQF, will be July 2014.

In addition, access into the Advanced Diploma (Level 7) from the Advanced Certificate (Level 6), will be permitted for an interim period to be determined by the Minister of Higher Education and Training. This will allow teachers who have historic Level 5 qualifications (e.g. NPDE or an equivalent) to complete an Advanced Certificate in teaching and to gain access into an appropriate Advanced Diploma in Education. It will also allow teachers who have an historic Level 6 certificate or diploma (e.g. ACE), to gain entry into new qualifications.

12. Approval of Teacher Education Programmes

Programmes leading to a specific qualification in teacher education should be designed in accordance with the guidelines set out above in this policy document, and must comply with the minimum requirements of the policy. Learning programmes must also comply with all the accreditation criteria and requirements of the HEQC of the CHE.

Teacher education qualification programmes, offered by public universities, must comply with this policy to be approved by the DHET for inclusion in a particular institution's PQM, as well as for recommendation for submission to the CHE/HEQC for accreditation.

Teacher education qualification programmes to be offered by private higher education institutions must comply with this policy to be approved by the DHET, as part of the requirements to be met for the institution to be registered with DHET, as an accredited provider of the programmes.

The CHE/HEQC will apply this policy to evaluate and accredit teacher education qualifications and programmes.

Only approved qualifications and programmes in teacher education, offered by accredited and registered higher education institutions and which are compliant with this policy, will be recognised for employment in public education, as well as for REQV purposes in accordance with the policy document, *Evaluation and Recognition of Teacher Education Qualifications for Employment in Basic Education (Revised Edition, to be published in 2012).*

Applications for approval of new teacher education qualifications

The application form for public institutions, to obtain approval for new qualifications and programmes in the PQM for funding purposes, may be obtained from DHET. The form may be adjusted from time to time. Application forms for private higher education institutions to register a new accredited programme, may be obtained from DHET.

In addition to the information required for other types of qualifications programmes, the following information must always be submitted with regard to all teacher education programmes:

1. *Knowledge mix*

The institution must provide details of the number of credits at different levels allocated to the different types of learning throughout the programme. This may be summarised in table format as explained in Section 5 of this policy and reproduced as follows:

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

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

2. *Module descriptors*

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

Contact information

Institutions requiring support should contact the department at:

Department of Higher Education and Training
123 Schoeman Street
Private Bag X 895
PRETORIA
0001

Tel: 012 312 5188
Fax: 012 323 6589
E-mail: EQP@dhet.gov.za

13. References

CHE 2010. *National Review of Teacher Education Qualifications*. Pretoria: Higher Education Quality Committee.

DoE 2000a. *Norms and Standards for Educators*. February. Pretoria: Department of Education.

DoE 2000b. *Criteria for the Recognition and Evaluation of Qualifications for Employment in Education, based on the Norms and Standards for Educators*. September. Pretoria: Department of Education.

DoE 2007a. *The Higher Education Qualifications Framework*. October. Pretoria: Department of Education.

DoE 2007b. *National Policy Framework for Teacher Education and Development*. April. Pretoria: Department of Education.

Appendix A: Collective Roles of Teachers in a School

These roles should be understood as everyday functions of the collective of all educators at a school. They seldom have to be carried out altogether, in all their detail, or all of the time, by individual educators. However, individual teachers will carry out the roles appropriate to their specific position in the school. All classroom teachers will develop in the seven roles as appropriate to their practice. See Appendix C for the minimum set of competences required of newly qualified teachers. These roles are:

a. Specialist in a phase, subject discipline or practice

The educator will be well grounded in the knowledge, skills, values, principles, methods and procedures relevant to the phase, subject, discipline or practice. The educator will know about different approaches to teaching and learning (and, where appropriate, research and management), and how these may be used in ways which are appropriate for the learners and the context. The educator will have a well developed understanding of the knowledge appropriate to the specialisation.

b. Learning mediator

The educator will mediate learning in a manner which is sensitive to the diverse needs of learners, including those with barriers to learning; construct learning environments that are appropriately contextualised and inspirational; and communicate effectively, showing recognition of, and respect for the differences in others. In addition, an educator will demonstrate sound knowledge of subject content and various principles, strategies and resources appropriate to teaching in a South African context.

c. Interpreter and designer of learning programmes and materials

The educator will understand and interpret provided learning programmes , design original learning programmes; identify the requirements for a specific context of learning; and select and prepare suitable textual and visual resources for learning. The educator will also select sequence and pace of the learning in a manner sensitive to the differing needs of both the subject and the learners.

d. Leader, administrator and manager

The educator will make decisions appropriate to the level; manage learning in the classroom; carry out classroom administrative duties efficiently; and participate in school decision-making structures. These competences will be performed in ways which are democratic; which support learners and colleagues; and which demonstrate responsiveness to changing circumstances and needs.

e. Scholar, researcher and lifelong learner

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

f. Assessor

The educator will understand that assessment is an essential feature of the teaching and learning process and know how to integrate it into this process. The educator will have an understanding of the purposes, methods and effects of assessment and be able to provide helpful feedback to learners. The educator will design and manage both formative and summative assessments in ways that are appropriate to the level and purpose of the learning and meet the requirements of accrediting bodies. The educator will keep detailed and diagnostic records of assessment. The educator will understand how to interpret and use assessment results to feed into processes for the improvement of learning programmes.

g. Community, citizenship and pastoral role

The educator will practise and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others. The educator will uphold the Constitution and promote democratic values and practices in schools and society. Within the school, the educator will demonstrate an ability to develop a supportive and empowering environment for the learner, and respond to the educational and other needs of learners and fellow-educators. Furthermore, the educator will develop supportive relations with parents and other key persons and organisations, based on a critical understanding of community and environmental development issues. One critical dimension of this role is HIV/AIDS education.

Appendix B: Purpose of Programmes at different levels on the HEQF

The lists contained in this table are taken from the descriptions of programmes at the different levels in the HEQF. They will assist designers of programmes to ensure that these are fit for their purpose, and identify the correct level for different aspects of their programme in conjunction with the SAQA level descriptors for the 10-level NQF.

Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
1. Serves as an entry level to higher education studies. 2. Basic introductory knowledge. 3. Provides cognitive and conceptual tools and techniques for further higher education studies. 4. Emphasis is on general principles and application. 5. Provides for a basic level of higher education knowledge and competence in a particular field or occupation.	1. General principles and application or technology transfer. 2. Sound knowledge base in a particular field or discipline. 3. An ability to apply knowledge and skills to particular career or professional contexts. 5. An ability to undertake more specialised and intensive learning. 6. Simulated work experience or workplace-integrated learning forms part of the learning programme. 7. Primarily vocational	1. Provides intellectual enrichment. 2. Enhances flexibility in changing circumstances. 3. Intensive, focused and applied specialisation required for a specific niche in the labour market. 4. Provides for a deep and systematic understanding of current thinking, practice, theory and methodology in an area of specialisation 5. Well-rounded, broad education, which provides a knowledge-base,	1. Prepares students for research-based postgraduate studies. 2. Consolidates and deepens expertise in a particular discipline. 3. Develops research capacity in the methodology and techniques of a discipline. 4. Demands a high level of theoretical engagement and intellectual independence. 5. Advanced reflection and development by means of a systematic survey of current thinking, practice and research methods in	1. Contributes to the development of knowledge at an advanced level. 2. Prepares students for advanced and specialised professional employment. 3. Involves a high level of theoretical engagement and intellectual independence. 4. Dealing with complex issues, both systematically and creatively, making sound judgments, using data and information. 5. Communicate	1. Undertakes research at the most advanced academic level, leading to the acceptance of a thesis. 2. Demonstrates high-level research capability. 3. Makes a significant and original academic contribution at the frontiers of a discipline or field. 4. Work must satisfy peer reviews and merit publication. 5. Demonstrates an ability to supervise and evaluate research conducted by others

6. Application of basic knowledge and competence in an occupation or role in the workplace. 7. Includes some degree of work experience or work-integrated learning. 8. Primarily vocational or industry orientated.	or industry orientated.	theory and methodology of a discipline. 6. Demonstrates initiative and responsibility in an academic and professional context. 7. Principles and theories are emphasised as a basis for entry into the labour market, professional training, postgraduate studies or professional practice in a wide range of careers. 8. Prepares for a change in career paths. 9. Provides for continuing professional development.	an area of specialisation. 6. Conducts and reports on research under supervision.	research outcomes clearly to specialists and non-specialists in the area of specialisation or discipline. 6. Demonstrates self-directed; and originality in problem-solving. 7. Acts autonomously in planning and implementing tasks at a professional level. 8. Continues to advance knowledge, understanding and skills.	in the area of specialisation.

Appendix C: Basic Competences of a Beginner Teacher

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

1. Newly qualified teachers must have a sound subject knowledge.

2. Newly qualified teachers must know how to teach their subject(s) and how to select, determine the sequence and pace content in accordance with both subject and learner needs.

3. Newly qualified teachers must know who their learners are and how they learn; they must understand their individual needs and tailor their teaching accordingly.

4. Newly qualified teachers must know how to communicate effectively in general, as well as in relation to their subject(s), in order to mediate learning.

5. Newly qualified teachers must have highly developed literacy, numeracy and Information Technology (IT) skills.

6. Newly qualified teachers must be knowledgeable about the school curriculum and be able to unpack its specialised content, as well as being able to use available resources appropriately, so as to plan and design suitable learning programmes.

7. Newly qualified teachers must understand diversity in the South African context in order to teach in a manner that includes all learners. They must also be able to identify learning or social problems and work in partnership with professional service providers to address these.

8. Newly qualified teachers must be able to manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment.

9. Newly qualified teachers must be able to assess learners in reliable and varied ways, as well as being able to use the results of assessment to improve teaching and learning.

10. Newly qualified teachers must have a positive work ethic, display appropriate values and conduct themselves in a manner that befits, enhances and develops the teaching profession.

11. Newly qualified teachers must be able to reflect critically, in theoretically informed ways and in conjunction with their professional community of colleagues on their own practice in order to constantly improve it and adapt it to evolving circumstances.

Appendix D: Teaching Specialisations for initial Teacher Education Qualifications

Phase	Subject Domains				Learning Support Specialisations
	Humanities	**Science & Technology**	**Languages***	**Business and Management**	
Foundation Phase (Grades R-3)	Integrated focus on Literacy, Numeracy and Life Skills.				
Intermediate Phase (Grades 4-6)	Life Skills; Social Sciences.	Science and Technology; Mathematics.	Languages*		
Senior Phase (Grades 7-9)	Arts and Culture; Life Orientation; Social Sciences.	Natural Sciences; Mathematics, Technology.	Languages*	Economic and Management Sciences.	School Librarianship; Guidance, Counselling and Specialised Learning Support; Physical Education; ICT Support.
FET Phase (Grades 10-12)	Dance Studies; Dramatic Arts; History; Life Orientation; Music; Religion Studies; Visual Arts.	Agricultural Sciences; Geography; Life Sciences; Mathematics; Mathematical Literacy; Physical Sciences; Computer Applications Technology; Agricultural Management Practices; Agricultural Technology; Civil Technology; Electrical Technology; Engineering Graphics and Design; Information Technology; Mechanical Technology; Design; Consumer Studies	Languages*	Accounting; Business Studies; Economics; Hospitality Studies; Tourism.	

Note: The list of approved Teaching Specialisations will be subject to change from time to time, in line with any policy shifts in the school curriculum as implemented by the Department of Basic Education.

*** Specialisations in language teaching**

The teacher may specialise in *Home Language Teaching*, *First Additional Language Teaching* or *Second Additional Language Teaching* in any of the following languages:

Afrikaans
English
isiNdebele
isiXhosa,
isiZulu
Sepedi (Sesotho sa Leboa)
Sesotho
Setswana
siSwati
Tshivenda
Xitsonga
South African Sign Language

Home Language Teaching: This refers to the mother-tongue or language of choice. The cognitive level of the home language should be such that it may be used as a language of learning and teaching. Although listening and speaking skills are important, the emphasis is on developing high level reading and writing skills.

First Additional Language Teaching: Learning a first additional language promotes multilingualism and intercultural communication. First Additional Languages provide levels of language proficiency that meet the threshold levels necessary for effective learning across the curriculum. Learners may learn through the medium of their First Additional Language in the South African context. This includes the abstract cognitive academic language skills required for thinking and learning. There shall be an equal emphasis on the skills of listening, speaking, reading and writing.

Second Additional Language Teaching: Learning a second additional language furthers multilingualism and intercultural communication. Although reading and writing skills will be developed, at this level the emphasis will be on developing listening and speaking skills. The level of the Second Additional Language should target improved interpersonal communication.

Foreign Language Teaching may also be taken as a specialisation for teaching as a home language, first additional language or second additional language. These may include languages endorsed by the Pan South African Language Board (PanSALB).

Appendix E: Fields for which 360C Level 6 Diplomas may be Submitted for Evaluation for Entry into the Advanced Diploma in Teaching

The preferred minimum entry qualification into an Advanced Diploma (Teaching) is an approved undergraduate Bachelor's degree (NQF Level 7 or 8), which includes appropriate and sufficient academic subject content knowledge to teach school subjects for a particular phase of schooling. (See Appendix F.)

In addition, there are also a number of 360 credit-level 6 diplomas offered by accredited public and private higher education institutions, which are also appropriate for teaching – particularly for specialising in FET and, in some cases, SP&FET. Diplomas in the following fields may be appropriate for this purpose:

Engineering
Tourism
Hospitality
Agriculture
Fine Art
Dance
Music
Dramatic Art
Business Studies
Accounting
Design
Engineering Graphics and Design
Medical Technology
Chemical Technology
Information Technology
Biotechnology
Sport and Exercise Technology
Applied Sciences

Holders of university degrees in the above fields do not present themselves in significant numbers as entrants into teaching. Providers of teacher education programmes are encouraged to consider holders of diplomas in these appropriate and scarce fields for admission into an Advanced Diploma in Teaching, especially with regard to the FET Phase.

The Department of Higher Education and Training will publish a list of approved diplomas for entry into an Advanced Diploma (Teaching). Providers are requested to submit diplomas that are not on the list to DHET for evaluation and possible inclusion on the list.

Appendix F: Admission of Students to the Professionally-focused Advanced Diploma in Teaching

The minimum qualification requirement for admission to the professionally-focused Advanced Diploma in Teaching is an approved degree or diploma. Approval of a degree or diploma for teaching is dependent on the specific combination of courses and modules successfully completed in the degree (or diploma) programme. These must ensure sufficient study of the disciplines underpinning the specific teaching specialisation (subject) to teach that particular school subject in a given phase.

It is not possible to provide a complete list of all possible fields of undergraduate degree studies that are appropriate to teach a particular subject at a specific school phase. In many instances institutions admitting the candidate will need to consider the degree in its entirety in order to decide on its appropriateness for entry into an Advanced Diploma in Teaching. Institutions must determine the extent to which academic content, embedded in the degree or diploma related to a particular subject, is sufficient to teach that subject at a particular level in schools. An in-depth analysis and understanding of the school curriculum for the different phases and subjects is required to make sound judgements on this.

In all cases, if the entry degree or diploma does not contain sufficient prior study in the disciplines underpinning the specialisation, additional content modules may be required before (or taken concurrently with) admission into the Advanced Diploma.

Institutions may approach DHET for support to evaluate qualifications for entry into the Advanced Diploma in Teaching when required. (Contact information is provided in Section 12.)

Basic guidelines are provided below:

- Advanced Diploma (FP Teaching): A selection of subjects/disciplines that will provide a teacher with appropriate disciplinary knowledge to effectively teach Literacy, Numeracy and Life Skills to young learners and lay foundations for learning in future grades.

- Advanced Diploma (SP&FET Teaching): University studies at Level 6, as well as some Level 7 studies in appropriate disciplines, which allow the prospective teacher to specialise in at least two subjects, one for the SP and one for FET.

- Advanced Diploma (FET Teaching): University studies at Level 7 at least in appropriate disciplines, which will allow the prospective teacher to specialise in at least one FET subject.

In all cases, the basic qualification should include *at least* 24C at Level 6 for an SP subject specialisation and 48C (at least 24 at Level 7) for an FET subject specialisation, with the exception of FET: Mathematical Literacy, where 24C at

Level 6 in a mathematical field (e.g. Applied Mathematics, Statistics, Mathematical Modelling, etc.) will be acceptable.

The following guidelines should be used to deal with some of the more problematic areas:

- *Holders of multi-disciplinary degrees without a main focus in a single field* related to teaching (with the exception of Life Orientation) could be allowed into an Advanced Diploma in Teaching that specialises in the Foundation and Intermediate Phases of schooling, provided that the disciplines within the degree underpin the learning requirements for the phase specialisation and, where relevant, the subjects to be taught are taken to NQF Level 6 at least. Such students should not be permitted to take up teaching specialisations for the FET Phase.

- *Specialising in Life Orientation Teaching for the FET Phase:*

  Life Orientation is an inter-disciplinary subject that draws on, and integrates knowledge, values, skills and processes embedded in various disciplines, such as Sociology, Philosophy, Psychology, Political Science, Human Movement Sciences, Labour Studies and Industrial Studies. It is recommended that the prospective student should take a combination of at least two of these fields in his/her undergraduate degree – for example Human Movement Sciences and Psychology. Psychology **must** be one of the fields. At least one of these fields should be taken to NQF Level 7 at least.

- *Applied Mathematics as basis for taking a specialisation in FET Mathematics teaching:*

  Some universities offer Numerical Analysis, Statistics, Dynamics and Mechanics as part of the Applied Mathematics syllabus. This is not perfectly suitable as a basis for teaching Mathematics, but it is acceptable. Applied Mathematics and Statistics, however, are entirely appropriate for Mathematical Literacy teaching.

- *To specialise in Physical Sciences or Life Sciences teaching:*

  To teach Physical Sciences, the syllabus requires competence in both Physics and Chemistry. One of these must be taken to NQF Level 6 at least, and the other at least to NQF Level 7. For example, Physics II and Chemistry I would be an acceptable combination.

  A combination of any two of the following: Biological Sciences, Biochemistry, Microbiology, Physiology, Biology and Zoology, with one taken to NQF Level 7 at least, is required to specialise in Life Sciences teaching, provided that Level 6 modules in Biology or Botany and Zoology is also included.

- *To specialise in English teaching:*

  The degree should include English Language and Literature at NQF Level 7.

  The following are also acceptable, provided English I is included in the degree: Applied English Language Studies, African Literature, Linguistics, Literary Theory and Communication and Media Studies.

- *To specialise in teaching Social Sciences in the Senior Phase:*

  Social Sciences require a study of Human Geography and History, taken at NQF Level 6 at least.

- *To specialise in teaching Natural Sciences in the Senior Phase:*

  The teaching of Natural Sciences requires competence in aspects of Physical Geography/Environmental Sciences, Physics, Chemistry and Biological Sciences. It is, however, unlikely that one would find graduates who have covered all of these in a single undergraduate programme. A combination of at least two of these at NQF Level 6, is regarded as sufficient. It is likely to be necessary to allow concurrent registration in these instances, where appropriate, so as to permit graduates to complete the relevant modules missing from their undergraduate degree.

Printed by and obtainable from the Government Printer, Bosman Street, Private Bag X85, Pretoria, 0001
Publications: Tel: (012) 334-4508, 334-4509, 334-4510
Advertisements: Tel: (012) 334-4673, 334-4674, 334-4504
Subscriptions: Tel: (012) 334-4735, 334-4736, 334-4737
Cape Town Branch: Tel: (021) 465-7531

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