



Government Gazette Staatskoerant

REPUBLIC OF SOUTH AFRICA
REPUBLIEK VAN SUID-AFRIKA

Vol. 597

Pretoria, 27 March 2015
Maart

No. 38612

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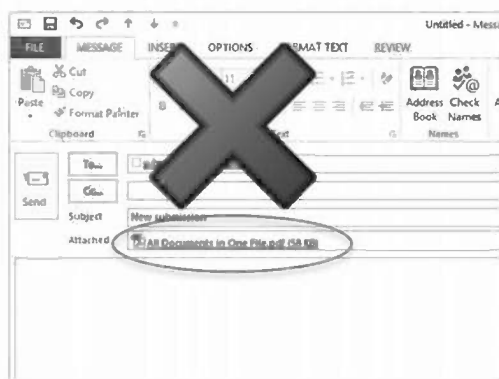
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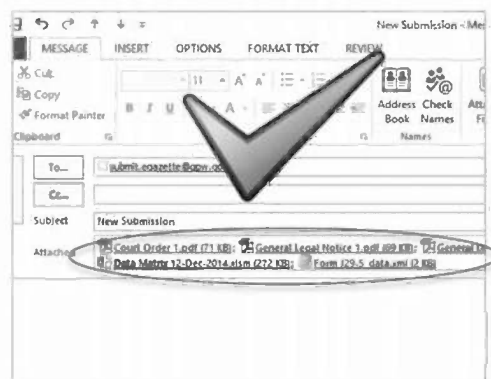
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GOVERNMENT NOTICE

DEPARTMENT OF HIGHER EDUCATION AND TRAINING

No. 257

27 March 2015

HIGHER EDUCATION ACT, 1997 (ACT NO. 101 OF 1997) AND NATIONAL QUALIFICATIONS FRAMEWORK ACT, 2008 (ACT NO. 67 OF 2008)

POLICY ON MINIMUM REQUIREMENTS FOR PROGRAMMES LEADING TO QUALIFICATIONS FOR EDUCATORS AND LECTURERS IN ADULT AND COMMUNITY EDUCATION AND TRAINING

I, Bonginkosi Emmanuel Nzimande, Minister of Higher Education and Training, hereby determine national policy on *Minimum Requirements for Programmes Leading to Qualifications for Educators and Lecturers in Adult and Community Education and Training* in terms of section 3 of the Higher Education Act, 1997 (Act No. 101 of 1997), read with section 8(2)(b) of the National Qualifications Framework Act, 2008 (Act No. 67 of 2008).

The policy on *Minimum Requirements for Programmes Leading to Qualifications for Educators and Lecturers in Adult and Community Education and Training* aligns qualifications for adult educators and community education and training lecturers with the Higher Education Qualifications Sub-Framework, 2013, published by Notice No. 549, in Government Gazette No. 36721 of 2 August 2013.

The qualifications described in the policy on *Minimum Requirements for Programmes Leading to Qualifications for Educators and Lecturers in Adult and Community Education and Training* replace all formerly approved professional qualifications for Adult Education and Training (AET) educators.



Dr BE Nzimande, MP

Minister of Higher Education and Training

Date: 19/03/2015

Policy on Minimum Requirements for Programmes Leading to Qualifications for Educators and Lecturers in Adult and Community Education and Training

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Abbreviations and Acronyms

ABET	Adult Basic Education and Training
ACET	Adult and Community Education and Training
AdvCert	Advanced Certificate
AdvDip	Advanced Diploma
AET	Adult Education and Training
B Ed	Bachelor of Education
B Ed (Hons)	Bachelor of Education Honours
CAT	Credit Accumulation and Transfer
CET	Community Education and Training
CETCs	Community Education and Training Colleges
CHE	Council on Higher Education
DHET	Department of Higher Education and Training
Dip	Diploma
GETCA	General Education and Training Certificate for Adults
HCert	Higher Certificate
HEQC	Higher Education Quality Committee
HEQSF	Higher Education Qualification Sub-framework
ICT	Information and Communication Technology
LoCC	Language of Conversational Competence
LoLT	Language of Learning and Teaching
NASCA	National Senior Certificate for Adults
NQF	National Qualifications Framework
PGDip	Postgraduate Diploma
PQM	Programme and Qualifications Mix
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
WIL	Work-integrated Learning

Glossary

“Advanced standing” means the status granted to a learner for admission to studies at a higher level that the learner’s prior formal studies would have allowed, including exemption where applicable.

“Credit accumulation” means the totalling of credits required to complete a qualification or a part qualification.

“Credit transfer” means the vertical, horizontal or diagonal relocation of credits towards a qualification or part qualification on the same or different level, usually between different programmes, departments or institutions.

“Credit accumulation and transfer system” means an arrangement through which the diverse features of both credit accumulation and credit transfer are combined to facilitate lifelong learning and access to the workplace.

“Formal learning” means learning that occurs in an organised and structured education and training environment and that is explicitly designated as such. Formal learning leads to the award of a qualification or part qualification registered on the National Qualifications Framework.

“Informal learning” means learning that results from daily activities related to paid or unpaid work, family or community life, or leisure, including incidental learning.

“Learning programme” means a purposeful and structured set of learning experiences that leads to a qualification.

“Non-formal learning” means planned educational interventions that are not intended to lead to the award of qualifications or part qualifications.

“Part qualification” means an assessed unit of learning that is registered as part of a qualification.

“Recognition of prior learning” means the principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development.

[Extracted from South African Qualifications Authority (SAQA; National Policy for the Implementation of the Recognition of Prior Learning, March 2013]

1. Background to the Policy

1.1 Continuing Education and Training refers to all learning and training programmes leading to qualifications and part qualifications at levels 1 to 4 of the National Qualifications Framework (NQF) provided for at a college in terms of the Further Education and Training Colleges Amendment Act, 2013, Section 1. (b) (Vol. 573, Government Gazette No 36271, 19 March 2013). In South Africa, continuing education and training is part of an integrated post-school education and training system.

1.2 Adult Education and Training (AET) and Community Education and Training (CET) are sub-sectors of Continuing Education and Training that provide education and training programmes that are sensitive to the needs of communities and are able to respond to the education and training needs of unemployed adults and youth who are poorly educated, who did not complete school education or who missed/were denied the opportunity to do so, who are not studying, who lost their jobs and need re-skilling and who possess skills that are redundant in an economic sector that changes rapidly as a result of new knowledge and new technologies.

1.3 Adult Education and Training and CET have a vital role to play in providing quality learning opportunities for out-of-school youth and adults whose learning was affected negatively and who have been and may still be disadvantaged as a result of past and existing social inequalities relating to class, race, gender, age and disability.

1.4 Adult and CET (ACET) practitioners include people who work with out-of school youth and adults in a wide range of contexts, including formal education contexts such as adult learning centres and colleges, workplaces, civil society organisations and community settings.

1.5 In this policy, AET educators and CET college lecturers are a subset of ACET practitioners; the terms refer to persons who are professionally qualified to teach, lecture, educate or train others in subjects and fields in formal programmes (qualification and part-qualification programmes, usually at NQF level 1-4, but possibly also including higher level programmes in the future) offered at organised and structured post-school institutions and settings that offer ACET programmes.

1.6 Other ACET practitioners include community development workers and workplace-based trainers. The minimum requirements for programmes leading to qualifications described in this policy are not specifically intended for or relevant to these groups of practitioners. The range of qualifications may, however, with appropriate modifications, be used for the education and development of these practitioners. Further information about this is contained in Section 15 of this policy.

1.7 The government has prioritised the expansion, strengthening and development of the CET sector. The White Paper for Post-School Education and Training (Department of Higher Education and Training, 2014) indicates the establishment of a new institutional type, called community education and training colleges (CETCs). These are multi-campus institutions directed at addressing the education and training needs of out-of-school youths and adults. The existing public adult learning centres will be absorbed into the new CETCs [Further

Education and Training Amendment Act, 2013 (Act No. 1 of 2013)].

1.8 The CETCs will offer formal and informal programmes in a wide range of areas, on a 'needs' basis, aligned strongly to local contexts, and to employment and community development opportunities in these contexts. These areas include, but are not limited to, the following:

- Early childhood development;
- Training programmes aligned to community development works programmes;
- Worker education;
- Cooperative and entrepreneurship education and training;
- Plumbing, construction, carpentry, electricity, welding, auto body repair, motor mechanics;
- Home-based care;
- Parenting and childcare;
- Civic and citizenship education, community mobilisation and Organisation;
- Training programmes aligned to expanded public works programmes;
- Community health workers' programme, including HIV/AIDS education;
- Information and communication technologies (ICT);
- Small-scale manufacturing; and
- Arts and crafts.

1.9 In the formal AET/CET environment (which will include the CETCs), the following NQF Level 1-4 programmes are currently offered or may be offered in the future:

- General Education and Training Certificate for Adults (GETCA).
- National Senior Certificate for Adults (NASCA) – provisionally registered by SAQA in December 2013.

1.10 Effective provisioning of the formal and non-formal offerings described above will rely heavily on the availability of appropriately qualified, versatile, competent AET educators and CET lecturers. In particular, there is a need to ensure adequate numbers of educators and lecturers who have specialised to teach the specific subjects that are or will be part of the formal curriculum offered by adult education institutions. A list of subjects that are part of the existing or proposed qualifications listed above can be found in Appendix 1.

1.11 AET and CET institutions must be in a position to select suitable and qualified teaching staff and to provide the conditions that will guarantee maximum opportunities for successful learning. New lecturers must be trained and many existing educators have to be retrained in relevant subject content knowledge and methodologies that are appropriate for teaching adults and youth.

1.12 Currently, qualifications for AET educators comprise an array of historic qualifications, some of which are provider-originated (universities) and some that resulted from the former National Standard Bodies/Standard Generating Bodies/Sector Education and Training Authorities processes for the development of standards and qualifications within the former eight-level NQF.

1.13 Adult education and training educators currently hold a range of qualifications, from grade 12 school-leaving certificates, other certificates such as the Education, Training and Development Practices Sector Training Authority-accredited ABET Level 4 and ABET Level 5 certificates, diplomas and degrees to post-graduate degrees.

1.14 Adult education and training educators who are deemed professionally qualified are likely to hold qualifications that are recognised for professionally qualified status for teaching in schools. A significant number of AET educators do not hold any qualifications in AET.

1.15 This creates the need for relevant qualification programmes for adult educators and CET lecturers, which this policy addresses.

1.16 This policy sets out articulation pathways that take the range of qualifications of adult educators and CET lecturers into account to ensure that people who hold any of these qualifications have access to an appropriate HEQSF-aligned qualification that will enable their further development.

2. Scope and Purpose of the Policy

2.1 In terms of the NQF Act, 2008 (Act No. 67 of 2008), quality councils are responsible for developing qualifications and qualification standards for the different sub-frameworks and for recommending qualifications and standards to the Minister of Higher Education and Training, who has the ultimate responsibility to gazette these as policy.

2.2 In particular, the Council on Higher Education (CHE) develops qualifications and standards for the higher education sector. The offering of such qualifications and standards by higher education institutions is quality-assured and accredited by the Higher Education Quality Committee (HEQC) of the CHE.

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

2.4 The *Policy on Minimum Requirements for Programmes Leading to Qualifications for Educators and Lecturers in Adult and Community Education and Training* is based on the HEQSF and is subject to it and to any revisions of the HEQSF. It meets all the requirements of the HEQSF.

2.5 The *Policy on Minimum Requirements for Programmes Leading to Qualifications for Educators and Lecturers in Adult and Community Education and Training* is a policy on minimum requirements for programmes leading to higher education qualifications for AET educators and CET lecturers employed by the Minister of Higher Education and Training in public adult learning centres and in the CETCs to be established by the Department of Higher Education and Training (DHET).

2.6 The specification of a set of minimum requirements for programmes leading to AET educator and CET lecturer qualifications is aimed, in part, at ensuring that the higher education system, in offering these qualifications, contributes to the professional education and development of AET educators and CET lecturers.

2.7 The *Policy on Minimum Requirements for Programmes Leading to Qualifications for Educators and Lecturers in Adult and Community Education and Training* follows the nested approach of the HEQSF and:

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

2.8 The *Policy on Minimum Requirements for Programmes Leading to Qualifications for Educators and Lecturers in Adult and Community Education and Training* provides a basis for the construction of core curricula for programmes leading to initial professional and post-professional qualifications for AET educators and CET lecturers.

2.9 *Initial professional qualifications* refer to qualifications that prepare the holders thereof to teach specific subjects and fields with confidence. *Post-professional qualifications* refer to qualifications that enable the development of new or advanced knowledge and skills and that will enable the holders to have a deeper understanding of their professional practice at a higher level and/or to take on new roles. The policy also contains one qualification that is not a recognised professional qualification for teaching/lecturing, but that can assist people who are unable to access initial professional qualifications directly to do so after completion of it. This qualification is referred to as an *entry level qualification* in this policy.

2.10 The qualifications described in the *Policy on Minimum Requirements for Programmes Leading to Qualifications for Educators and Lecturers in Adult and Community Education and Training* are not appropriate for teaching in schools and should not be used for that purpose. Adult education and training educators and CET lecturers who wish to enter a career in teaching in schools may, however, with credit recognition, complete a recognised qualification for employment as a teacher in schools. Similarly, appropriately qualified school teachers who wish to become AET educators or CET lecturers could complete a suitable additional qualification to develop the required competences.

2.11 The *Policy on Minimum Requirements for Programmes Leading to Qualifications for Educators and Lecturers in Adult and Community Education and Training* will be used in a variety of ways:

- It will be used by the DHET to evaluate ACET programmes for educators and lecturers submitted by public universities for approval for inclusion in their Programme and

Qualifications Mix (PQM) and therefore for funding.

- It will be used by the DHET to evaluate ACET programmes for educators and lecturers submitted by private higher education institutions for registration, enabling them to offer the programmes.
- It will be used by the CHE's HEQC in accreditation and quality assurance processes.
- The policy will be used by the DHET to evaluate and recognise qualifications for employment in public institutions under its jurisdiction, including the CETCs.

Through these processes, the policy will be used to regulate ACET programmes for educators and lecturers offered by all types of institutions.

2.12 Programmes leading to initial professional qualifications for AET educators and CET lecturers who wish to be employed in public institutions must enable the educator or lecturer, at the minimum, to teach one or more of the subjects contained in the formal curriculum across NQF levels taught at these institutions, and the qualification certificate must be endorsed to show the educator's/lecturer's teaching specialisation or specialisations.

2.13 The qualifications in the *Policy on Minimum Requirements for Programmes Leading to Qualifications for Educators and Lecturers in Adult and Community Education and Training* replace all qualifications formerly recognised and approved for teaching in AET and in CET. Educators and lecturers who have obtained formerly approved and recognised qualifications, and educators and lecturers who are in the process of completing such qualifications, will continue to receive full recognition for such qualifications in accordance with the policy that regulated the recognition of those qualifications.

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

2.15 The college sector (technical and vocational education and training colleges and CETCs) must be supported to play a role in offering the Level 5 and possibly the Level 6 qualifications put forward in this policy. This may be done independently if/once new national policy enables the colleges to offer qualifications at this level within an appropriate quality assurance regime. Universities can at present enter into partnerships with colleges to offer the qualifications on the understanding that the university is the provider of the qualification and must take full responsibility for its delivery, including ensuring quality.

3. Principles Underpinning the Policy and its Implementation

3.1 The principles that frame the Adult Education and Training Act (Act No.52 of 2000), National Development Plan (2012) and the White Paper for Post-School Education and Training (2014) also inform this policy and must guide its implementation, including the design and offering of learning programmes leading to the qualifications described in the policy.

3.2 Principles that are specifically relevant to the development of AET educators and CET lecturers and their work in ACET institutions and other settings include the following:

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

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

4.1 Teaching is a specialised activity and requires access to a range of knowledge, both in depth and in breadth. This includes knowledge about what needs to be taught, as well as how it can be taught and assessed in ways that suit the context in which it is being taught. In the context of this policy, teaching also refers to lecturing, the term more commonly used in post-school institutions.

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

4.3 Competent learning (and teaching) is always a mixture of the theoretical and the practical,

the pure and the applied, the extrinsic and the intrinsic, the actual and the potential. In effect, competent learning (and teaching) depends on the acquisition, integration and application of different types of knowledge.

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

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

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

4.6 *Disciplinary learning* refers to disciplinary or subject matter knowledge and can find expression in two components in a teaching curriculum: the study of education and its foundations, including but not limited to the philosophy, psychology, politics, economics, sociology and history of education, which are often learnt and taught in an integrated fashion; and the study of specialised subject matter relevant to academic, vocational or occupational fields underpinning ACET subject offerings or specialisations. Professional ethics and issues related to knowledge of, and relationships between, self and others in the life of an AET educator or CET lecturer are cross-cutting themes that are theoretically located in the study of education and its foundations.

4.7 *Pedagogical learning* refers to a study of the principles, practices and methods of teaching and lecturing, including teaching in ACET context. *Pedagogical learning* incorporates general pedagogical knowledge, which includes knowledge of learners in ACET learning contexts, learning, curriculum and general instructional and assessment strategies and specialised pedagogical content knowledge, which includes knowing how to represent the concepts, methods and rules of a teaching subject or field in order to create appropriate learning opportunities for learners, and how to evaluate their progress. Inclusive education and an understanding of barriers to learning, working with diversity and curriculum differentiation to address individual learning needs all form important aspects of both general pedagogical knowledge and specialised pedagogical content knowledge. AET educators and CET lecturers must have specialised knowledge of pedagogical approaches that are relevant to and suitable for teaching and working with learners in ACET contexts. This is sometimes referred to as adopting an *androgogical approach*.

4.8 *Practical learning* or *work-integrated learning (WIL)* involves learning in and from practice. In regard to learning to teach, learning from practice includes the study of practice using discursive resources to analyse different practices across a variety of contexts, drawing from case studies, video recordings, lesson observations and so on, in order to theorise

practice and form a basis for learning in practice. Learning in practice involves teaching in authentic and simulated lecturing environments. Practical learning is an important condition for the development of tacit knowledge, an essential component of learning to teach. Practical learning provides the context in which all other learning can be developed and reinforced.

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

4.10 The concept of *knowledge mix* refers to weightings afforded to different kinds of learning in integrated learning programmes leading to qualifications intended to achieve a specific purpose. Different types of learning must be integrated into specific programmes in varying ratios, to suit the purpose of the qualification. This is aligned to the notion of purposeful qualifications, a principle embedded within the HEQSF.

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

5. Recognition of Prior Learning

5.1 Many of the students who enter AET educator and CET lecturer programmes will already be practising as AET educators or CET lectures and/or have gained knowledge as a result of learning in the workplace and in other settings.

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

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

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

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

6. Credit Accumulation and Transfer

6.1 Many of the students who enter AET educator and CET lecturer programmes will already hold prior qualifications or part-qualifications that could be considered for credit accumulation and transfer (CAT) purposes. For prospective students holding relevant prior qualifications, it is possible to provide recognition for credits earned in the prior qualification, provided that there is equivalence between the learning for which credits have been achieved in the prior qualification and the learning that will be 'credited' in the new qualification, both in terms of the learning content and the NQF level at which it is pitched.

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

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

7. Advanced Standing

7.1 Recognition of prior learning and CAT can lead to advanced credit standing.

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

7.3 The HEQSF (2-13, p.22) also requires that 'the point of entry into a target programme must be such that candidates complete at least all the required credits at the exit level of the qualification'.

8. Work-integrated Learning

8.1 The learning-in-practice, workplace-based component of WIL for AET educators and CET lecturer qualifications can take place in two types of settings, depending on the nature of the specialisation: teaching settings (e.g. in classrooms/lecture rooms/laboratories/college workshops) and industry-based settings (e.g. factory, work sites, offices etc.).

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

described in this policy.

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

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

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

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

9.3 Qualification certificates must be endorsed to indicate the holder's level of competence in specific languages by using appropriate labels, for example: LoLT (English) and LoCC (isiZulu).

10. Programmes Leading to Qualifications for Educators and Lecturers in Adult and Community Education and Training

10.1 The HEQSF provides for the following qualification types, which could be used for the alignment/redesign of existing programmes and for the development of new programmes leading to qualifications for AET educators and CET lecturers.

10.2 The first qualifier selected for programmes leading to qualifications for adult educators and CETC lecturers is *Adult and Community Education and Training*.

Table 1: Qualifications from the HEQSF selected for AET educators and CET lecturers

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

10.3 The following qualification is available as an *entry level qualification*:

- 120-credit Level 5 *Higher Certificate in Adult and Community Education and Training*, which upon completion will allow access to the diploma or Bachelor of Education degree for aspiring AET educators and CET lecturers who do not meet the minimum entry requirements for direct entry into diploma or degree study.

10.4 The following qualification types are available as *initial professional teaching qualifications* in ACET, and will lead to professionally qualified status:

- 360-credit exit Level 6 *Diploma in Adult and Community Education and Training*
- 120-credit exit Level 7 *Advanced Diploma in Adult and Community Education and Training*

Training Teaching

- 480-credit exit Level 7 *Bachelor of Education degree in Adult and Community Education and Training*

10.5 The following qualification types are available as *post-professional qualifications* for AET educators and CET lecturers for continuous professional development or for higher level advanced studies.

- 120-credit Level 6 *Advanced Certificate in Adult and Community Education and Training.*
- 120-credit Level 7 *Advanced Diploma in Adult and Community Education and Training.*
- 120-credit Level 8 *Postgraduate Diploma in Adult and Community Education and Training.*

10.6 The following qualification types are available as *postgraduate degrees* that enable higher level advanced studies in ACET.

- 120-credit Level 8 *Bachelor of Education Honours in Adult and Community Education and Training.*
- 180-credit Level 9 *Master of Education in Adult and Community Education and Training/Professional Masters in Adult and Community Education and Training.*
- 360-credit Level 10 *Doctoral degree/professional doctoral degree in Adult and Community Education and Training.*

10.7 Full descriptions of the qualifications selected from the HEQSF for use in the education and development of AET educators and CET lecturers and programme requirements for these qualifications follow.

11. Entry Level Qualification in Adult and Community Education and Training

11.1 Higher Certificate in Adult and Community Education and Training

Purpose

This is an entry level qualification, which is intended to provide learners with basic introductory knowledge, cognitive and conceptual tools and practical techniques to enable further study in ACET. It aims to develop learners who are capable of applying such beginning knowledge and competence as adult education, training and development practitioners.

The qualification includes a WIL component.

A higher certificate is not a professional teaching/lecturing qualification in ACET, but rather serves as an entry level/introductory qualification to the study of ACET in a higher education and training context. Graduates who successfully complete the Higher Certificate in Adult and Community Education and Training and who want to become professionally qualified

will need to enter and successfully complete the Diploma in Adult and Community Education and Training or the B Ed in Adult and Community Education and Training degree.

Qualification type specifications

NQF Exit Level: 5

Minimum total credits: 120

Minimum credits at Level 5: 120

Designator: None

Qualifiers: Maximum of two

Approved first qualifier:

Adult and Community Education and Training

Second qualifier:

Where a second qualifier is used, it should indicate the specialisation followed by the graduate. The second qualifier should be indicated as an endorsement on the certificate.

Endorsement on Higher Certificate in Adult and Community Education and Training:

Area of specialisation

Example:

Higher Certificate in Adult and Community Education and Training

Abbreviation:

HCert (Adult and Community Education and Training)

Endorsements on certificate:

Second Qualifier (specialisation): Parenting and Childcare

Minimum admission requirements

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

Knowledge mix

The knowledge mix depends on the focus of the specialisation. All 120 credits are available for the development of the specialisation, for example, in Citizenship Education or in Care for the Aged. A minimum of six weeks or 16 to 24 credits of supervised and assessed WIL is required.

Progression

A completed Higher Certificate in Adult and Community Education and Training may be presented for admission and credit recognition to/in a Diploma in Adult and Community Education and Training or to/in a B Ed in Adult and Community Education and Training degree.

12 Initial Professional Qualifications for Educators and Lecturers in Adult and Community Education and Training

12.1 Diploma in Adult and Community Education and Training

Purpose

The qualification is intended to develop professionally competent educators and lecturers who can demonstrate focused knowledge and skills in order to teach or lecture a subject or field in ACET.

The qualification requires a specific depth and specialisation of knowledge, together with practical skills and workplace learning to enable successful students to take up positions as educators or lecturers in ACET. The learning programme must lead to the development of all the ACET educator and lecturer competences described in Appendix 1.

The qualification includes a WIL component.

Graduates will be regarded as professionally qualified educators or lecturers who can teach in ACET settings.

Qualification type specifications

NQF Exit Level: 6

Minimum total credits: 360

Minimum total credits at Level 6: 120

Designator:

None

Qualifiers:

Maximum of two

Approved first qualifier:

Adult and Community Education and Training

Second qualifier:

Where a second qualifier is used, it should indicate the teaching specialisation(s) offered by the graduate. The second qualifier should be indicated as an endorsement on the certificate.

Endorsements on certificate:

Area of specialisation

Language(s) of learning and teaching

Language(s) of conversational competence

Example:

Diploma in Adult and Community Education and Training

Abbreviation:

Dip (Adult and Community Education and Training)

Endorsements on certificate:

Second Qualifier (specialisation): Economics and Management Sciences Teaching

LoLT: English

LoCC: isiZulu

Minimum admission requirements

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

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

Knowledge mix

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

- For all knowledge (learning) areas, credits should be allocated from Level 5 to Level 6 to ensure adequate progression in the programme, with the exception of fundamental learning, which is limited to Level 5.
- At least 50% of the credits [180 credits] must be focused on developing the ACET teaching specialisation (including relevant disciplinary, pedagogical and practical learning). At least 60 of these credits should be at level 6.
- At least 40% of the credits [144 credits] must be spread across educationally focused disciplinary learning (foundations of ACET, general pedagogical learning, fundamental learning and situational learning). At least 60 credits, focused on education foundations of ACET, should be at Level 6.
- The remaining 10% of the credits [at most 36 credits] may be used flexibly, depending on the interests and needs of individual students, for laying the basis for teaching one of the teaching subjects in ACET or for developing a deeper understanding of the field of ACET.
- Fundamental learning credits must be assessed at Level 5 and cover a *maximum* of 72 credits. Students who enter the programme with competence in specific areas, for example ICT competence, should not be required to include all these credits in their programmes. In such cases, credits must be utilised in other areas of their learning programmes at appropriate levels to ensure high quality learning and so develop excellence in teaching or lecturing in ACET.
- Workplace-based learning and assessment must form an important integral part of the WIL component. Adult and community education and training workplace-based WIL, including supervised and assessed practice, is an essential part of the diploma programme.
- Workplace-based WIL must comply with the following:

- Students must spend a minimum of 18 weeks and a maximum of 24 weeks in **formally supervised and assessed** workplace-based practice spread over the duration of three years (full-time) of the diploma.
- the teaching settings component must be a minimum of nine weeks.
- the workplace (which could include industry) settings component must be a minimum of nine weeks for teaching specialisations that are technical/vocational in nature, and a minimum of two weeks for teaching specialisations that are non-vocational/non-technical in nature.

Progression

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

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

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

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

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

- The B Ed comprises 480 credits, which when delivered in a part-time mode to accommodate in-service ACET educators who are mainly in possession of qualifications at Level 5 or lower, will take at least six years to complete. Some AET educators and CET lecturers may prefer to upgrade their qualifications through smaller steps that will provide the possibility of recognition and reward in shorter timeframes; for example, by first completing a Diploma in Adult and Community Education and Training, followed by an Advanced Diploma in Adult and Community Education and Training. Both the B Ed degree and the Diploma in Adult and Community Education and Training have been provided for in this policy. For this reason, institutions that wish to offer both the B Ed in Adult and Community Education and Training and the Diploma in Adult and Community Education and Training should ensure that these are designed cognately to allow for maximum overlap between the two qualifications and so to enable maximum credit transfer, should AET educators and CET lecturers wish to move from the Diploma in Adult and Community Education and Training to the B Ed in Adult and Community Education and Training, or vice versa.
- Providers of B Ed programmes designed to prepare ACET lecturers who will teach or lecture the practical and vocational subjects in the ACET curricula will need to establish strong relationships with partners in the workplace in order to ensure that the learners are provided with adequate development in these areas.
- Many of the ACET specialisations – for example those that are technical or vocational in nature – will require expertise that may not reside in faculties and schools of education at universities. Development and delivery of B Ed in Adult and Community Education and Training programmes will thus need to involve collaboration between the faculty/school

of education and other faculties/schools at the institution.

Purpose

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

The degree is intended to develop qualified ACET educators and lecturers who can demonstrate focused knowledge and skills for teaching or lecturing particular specialisation subjects or learning programmes.

The degree requires a specific depth and specialisation of knowledge, together with practical skills and workplace experience to enable successful students to apply their learning as ACET educators and lecturers. They should be able to demonstrate initiative and responsibility in an academic and professional environment. The degree requires intellectual independence and the development of some level of research competence in the field of ACET to provide a basis for postgraduate study in the field of ACET.

Graduates will be regarded as professionally qualified adult educators or CET lecturers.

Type Specifications:

NQF Exit Level: 7

Minimum total credits: 480

Minimum total credits at Level 7: 120

Designator: Education

Qualifiers: Maximum of two

Approved first qualifier:

Adult and Community Education and Training

Second qualifier:

Where a second qualifier is used, it should indicate the teaching specialisation(s) offered by the graduate. The second qualifier should be indicated as an endorsement on the certificate.

Endorsements on certificate:

Area of specialisation

Language(s) of Teaching and Learning

Language(s) of conversational competence

Example:

Bachelor of Education in Adult and Community Education and Training

Abbreviation:

B Ed (Adult and Community Education and Training)

Endorsements on certificate:

Second Qualifier (specialisation): Natural Sciences Teaching

LoLT: English

LoCC: isiZulu

Minimum admission requirements

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

Adult education and training educators and CET lecturers who are in possession of a recognised vocational, academic or professional certificate or diploma in adult and community education, training and development or in another relevant field may present their qualifications for entry into a B Ed degree with a possibility of transfer of credits, for cognate previous study. Assessment of prior learning could also lead to entry or advanced credit standing.

Knowledge mix

The knowledge mix should comply with the following minimum requirements:

- For all knowledge (learning) areas, credits should be allocated from Level 5 to Level 7 to ensure adequate progression in the programme, with the exception of fundamental learning, which is limited to Level 5.
- At least 50% of the credits [240 credits] must be focused on developing the teaching specialisation - including subject-focused disciplinary, pedagogical and practical leaning to teach at least one vocational subject or field of ACET. At least 120 of these credits should be at Level 6 and 60 at level 7.
- At least 40% of the credits [192 credits] must spread across educationally focused disciplinary learning (foundations of education), general pedagogical learning, fundamental learning and situational learning. At least 60 credits, focused on education foundations of ACET, should be at Level 7 to justify its use as a qualifier.
- The remaining 10% of the credits [at most 48 credits] may be used flexibly, depending on the needs of individual students; for example: to strengthen the specialisation in ACET, specifically in the case of complex fields of study with many underpinning disciplines; in cases where students take subjects underpinned by a single discipline and have space in their curriculum to do so, to enable some learning in the discipline at a higher level (NQF 8); or to enable students who require additional credits for fundamental learning to support their success.
- A *maximum* of 72 credits pegged at Level 5 may be allocated to fundamental learning. These credits cannot be advanced towards the award of the qualification through RPL, and if they are not used for fundamental learning, they must be used elsewhere in the learning programme. A student who enters the programme with fundamental learning

competence in a specific area, for example ICT competence or multi-lingual competence, should not be required to include all these fundamental learning credits in their programme. In such cases, credits must be utilised in other areas of their learning programme at any level, even at Level 8 if appropriate, to ensure a high quality learning programme and to develop excellence in teaching.

- Workplace-based learning and assessment should form an important integral part of the WIL component. Adult and community education and training workplace-based WIL, including supervised and assessed practice, is an essential part of the B Ed degree programme.
- Workplace-based WIL must comply with the following requirements:
 - Students should spend a minimum of 32 weeks and a maximum of 40 weeks in formally **supervised and assessed** workplace-based practice over the four years of the degree.
 - The teaching settings component should be between 16 and 20 weeks.
 - The specialised workplace (which could be in industry if applicable) settings component should be between 16 to 20 weeks for teaching specialisations that are vocational/technical in nature and a minimum of four weeks for teaching specialisations that are non-vocational/non-technical in nature.

Progression

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

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

12.3 Advanced Diploma in Adult and Community Education and Training Teaching

Purpose

The qualification provides a route for holders of appropriate degrees or national diplomas to become professionally qualified AET educators or professionally qualified CET lecturers. It accredits a professional qualification as an educator or lecturer in adult and community education and training that 'caps' an undergraduate qualification. It offers entry-level initial professional preparation of graduates who wish to develop focused knowledge and skills as educators and lecturers in a particular vocational field or subject offered in ACET. 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 enter into teaching and lecturing in ACET.

The Advanced Diploma in Adult and Community Education and Training Teaching is not a stand-alone qualification. The preceding degree or diploma and the postgraduate certificate in education together constitute professionally qualified status as an educator in AET or a lecturer in CET.

Qualification type specifications

NQF Exit Level: 7

Minimum total credits: 120

Minimum credits at Level 7: 120

Designator:

None

Qualifiers:

Maximum of two

Approved first qualifier:

Adult and Community Education and Training Teaching

Second qualifier:

Where a second qualifier is used, it should indicate the teaching specialisation(s) offered by the graduate. The second qualifier should be indicated as an endorsement on the certificate.

Endorsement on certificate:

Area of specialisation

Language(s) of Teaching and Learning

Language(s) of conversational competence

Example:

Advanced Diploma in Adult and Community Education and Training Teaching

Abbreviation:

AdvDip (Adult and Community Education and Training Teaching)

Endorsements on certificate:

Second Qualifier (specialisation): Mathematics and Mathematical Literacy Teaching

LoLT: English

LoCC: isiZulu

Minimum admission requirements

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

Knowledge mix

The following are the general requirements for the knowledge mix of an Advanced Diploma in Adult and Community Education and Training Teaching:

- In relation to disciplinary learning, 32 credits must be allocated to the study of ACET and its foundations.
- If a student did not have sufficient disciplinary subject knowledge in the entry degree or

diploma, they must be required to take and complete additional subject-oriented modules (they may do this concurrently to a maximum of 32 credits) *before* the AdvDip (Adult and Community Education and Training Teaching) can be awarded.

- At least 48 credits must be allocated to pedagogical learning, 40 credits to specialised pedagogical learning and eight credits to general pedagogical learning.
- A total of 32 credits must be allocated to practical learning. Of these, 24 credits must be allocated to AET workplace-based WIL, including supervised and assessed teaching practice. The remainder (eight credits) must be used for other kinds of practical learning activities including the study of practice.
- Workplace-based WIL, including supervised and assessed teaching practice, is an important part of the AdvDip (Adult and Community Education and Training Teaching) programme. A learner should spend a minimum of 10 weeks and a maximum of 12 weeks in formally **supervised and assessed** workplace-based practice over the duration of the programme as follows:
- Workplace-based WIL must comply with the following requirements:
 - Students should spend a minimum of 10 weeks and a maximum of 12 weeks in formally **supervised and assessed** workplace-based practice over the four years of the degree.
 - The teaching settings component should be a minimum of eight weeks, of which at least four should be consecutive.
 - The specialised workplace settings component should be a minimum of two weeks.
- Eight credits must be allocated to situational learning.
- With regard to fundamental learning, students' competence in language and in ICT should be assessed at the outset and, if necessary, additional modules should be taken to reach the required levels of competence.

Progression

Adult education and training educators and community education and training lecturers who have completed an AdvDip (Adult and Community Education and Training Teaching) may proceed horizontally to another advanced diploma or vertically to an honours degree or to a postgraduate diploma in AACET or in another cognate field.

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

13 Post-professional Qualifications for Educators and Lecturers in Adult and Community Education and Training

13.1 Advanced Certificate in Adult and Community Education and Training

Purpose

The AdvCert (Adult and Community Education and Training) primarily focuses on the strengthening of knowledge at a next level of specialisation and emphasises general principles and application of ACET. The qualification provides learners with a sound knowledge base and with the ability to apply their knowledge and skills to teach or practise in ACET contexts while equipping them to undertake more specialised and intensive training.

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

The advanced certificate is selected to address the following needs:

1. Adult education and training educators and CET lecturers who are already professionally qualified and who want to specialise in a new teaching subject not studied before in a prior qualification.
2. Professionally qualified teachers in schooling and professionally qualified lecturers in technical and vocational education and training colleges who wish to enter into adult and community education and training as a career change.

An Advanced Certificate is not an initial professional teaching qualification in ACET, but may be offered to AET educators and CET lecturers to provide post-professional further study or retraining in ACET.

Qualification type specifications

NQF Exit Level: 6

Minimum total credits: 120

Minimum credits at Level 6: 120

Designator:

None

Qualifiers:

Maximum of two

Approved first qualifier:

Adult and Community Education and Training

Second qualifier:

The second qualifier should indicate the teaching specialisation(s) offered by the graduate. The second qualifier should be indicated as an endorsement on the certificate.

Endorsement on certificate:

Area of specialisation

Example:

Advanced Certificate in Education in Adult and Community Education and Training

Abbreviation:

AdvCert (Adult and Community Education and Training)

Endorsements on certificate:

Second Qualifier (specialisation): Mathematics Teaching

Minimum admission requirements

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

Knowledge mix

The knowledge mix for an Advanced Certificate in Adult and Community Education and Training must focus on the specialisation and should be adapted to fit the specific needs and purpose of the qualification, i.e. the development of educators and lecturers who teach in formal teaching and learning environments.

The knowledge mix should comply with the following minimum requirements.

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

Progression

The HEQSF does not permit direct progression from an Advanced Certificate to an Advanced Diploma. An Advanced Diploma may only be accessed from a 360-credit Level 6 Diploma or Level 7 Bachelor's degree.

In the context of teacher, educator and lecturer education, an Advanced Certificate is only used as a continuing professional development qualification. This implies that only teachers/lecturers/educators who are already in possession of a prior three-year initial professional teacher's diploma or a completed 360-credit National Professional Diploma in Education, or a four-year professional teaching degree or a first degree and a postgraduate professional teaching qualification, may be admitted to an Advanced Certificate with a specialisation in a field of education.

On completion of the Advanced Certificate, the educator/lecturer will effectively be in possession of at least a 480-credit qualification or a combination of qualifications that includes 120 credits of study at Level 6 at least and may then be admitted to a Level 7 Advanced Diploma in a cognate field of study.

Accumulated credits for an advanced certificate may also be presented for admission into a Diploma in ACET or into a B Ed in ACET. A qualification may not be awarded for early exit from an Advanced Certificate programme.

13.2 Advanced Diploma in Adult and Community Education and Training

Purpose

The Advanced Diploma in Adult and Community Education and Training is available as a continuing professional development qualification for AET educators and CET lecturers who wish to strengthen and enhance an existing specialisation in a subject or field, or to develop a new role or practice to support teaching and learning in ACET. The qualification offers intellectual enrichment or intensive, focused and applied specialisation, which meets the requirements of a specific niche in formal education in the context of adult and community education and training, for example in the case of new roles, such as inclusive education, first-level leadership in curriculum management, human resources management, financial management guidance and counselling, etc.; as well as in teaching and lecturing adult and community education and training subjects. Programmes leading to this qualification will provide an Advanced Diploma graduate with a deep and systemic understanding of current thinking, practice, theory and methodology in the area of specialisation.

Qualification type specifications

NQF Exit Level: 7

Minimum total credits: 120

Minimum credits at Level 7: 120

Designator:

None

Qualifier

Maximum of two

Approved first qualifier:

Adult and Community Education and Training

Second qualifier:

The second qualifier should indicate the specialisation(s) studied by the graduate. The second qualifier should be indicated as an endorsement on the certificate.

Endorsement on certificate:

Area of specialisation

Example:

Advanced Diploma in Education in Adult and Community Education and Training

Abbreviation:

AdvDip (Adult and Community Education and Training)

Endorsements on certificate:

Second Qualifier (specialisation): Mathematics Curriculum Leadership

Minimum admission requirements

Qualified ACET educators may present an approved and recognised Level 6 Diploma in Adult and Community Education and Training or a Level 7 Postgraduate Certificate in Education or a B Ed degree in Adult and Community Education and Training or a historically equivalent qualification in adult education or an equivalent qualification from another subfield in education, for example, in schooling or lecturing in technical and vocational education and training, for admission to an Advanced Diploma in Adult and Community Education and Training. In addition, a new Advanced Certificate (Level 6 on the current 10-level NQF) which followed a former Diploma in Education (including a National Professional Diploma in Education) may also be presented for admission to an Advanced Diploma.

Advanced specialisation in a sub-field of ACET offered through an Advanced Diploma in Adult and Community Education and Training at Level 7 requires appropriate cognate study at Level 6.

Knowledge mix

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

Progression

Adult and community education and training educators and lecturers who have completed a Level 7 Advanced Diploma in Adult and Community Education and Training may present the qualification for entry to a cognate Level 8 Postgraduate Diploma or Honours degree in ACET.

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

13.3 Postgraduate Diploma in Adult and Community Education and Training**Purpose**

The Postgraduate Diploma in Adult and Community Education and Training serves to strengthen an educator or lecturer in ACET in general or in a particular field or sub-field in ACET. The primary purpose of the Postgraduate Diploma is to enable professional ACET educators and lecturers to undertake 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 thereof. A Postgraduate Diploma demands a high level of theoretical engagement and intellectual independence. A sustained research project is not required, but the qualification may include conducting and reporting research under supervision, which may then provide access to a cognate Master's degree in ACET.

Qualification type specifications

NQF Exit Level: 8

Minimum total credits: 120
Minimum credits at Level 8: 120

Designator: None

Qualifier: Maximum of two

Approved first qualifier:
Adult and Community Education and Training

Second qualifier:

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

Endorsement on certificate:
Area of specialisation

Example:

Postgraduate Diploma in Adult and Community Education and Training

Abbreviation:

PGDip (Adult and Community Education and Training)

Endorsements on certificate:

Second Qualifier (specialisation): College Leadership and Management

Minimum admission requirements

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

Knowledge mix

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

Progression

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

14 Postgraduate Degrees in Adult and Community Education and Training

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

15 Using the Qualifications Described in this Policy to Develop Programmes for Adult and Community Development Practitioners/Workers

15.1 The adult education sector in South Africa has historically benefitted from strong relationships with the adult and community development sector.

15.2 Units in universities that have offered programmes to support the development of adult educators or have been engaged in research in this area have also usually been involved in community development work.

15.3 Qualification programmes for adult educators have thus overlapped with qualification programmes focused on community development, leading to adult educators that have a deeper understanding of community development issues, and to community development workers that have been able to apply sound pedagogical principles in their work.

15.4 To enable this synergetic and symbiotic relationship to continue, the qualifications described in this policy can also be used to develop programmes for the professional development of community development workers/practitioners.

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

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

15.7 The following range of programmes can be developed:

- Advanced Certificate in Adult and Community Development
- Diploma in Adult and Community Development
- Bachelor of Adult and Community Development
- Advanced Diploma in Adult and Community Development
- Postgraduate Diploma in Adult and Community Development

- Honours degree in Adult and Community Development
- Master's/ professional master's degree in Adult and Community Development
- Doctorate/professional doctorate in Adult and Community Development

15.8 It must be noted that the qualification programmes listed in 15.7 above will not be professionally recognised for teaching purposes in formal ACET settings such as public adult learning centres or CETCs. Holders of these qualifications who want to become professionally qualified to teach will need to complete an initial professional qualification, such as the Diploma in Adult and Community Education and Training or the B Ed in Adult and Community Education and Training degree, with the possibility of RPL and CAT where appropriate.

16. Articulation of Historical and Currently Approved Qualifications for Adult Education and Training Educators with the Qualifications Described in this Policy

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

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

17. Implementation of the Policy on Minimum Requirements for Programmes Leading to Qualifications for Educators and Lecturers in Adult and Community Education and Training

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

17.2 The implementation plan will include:

- The development of institutional capacity, including the establishment of new and the strengthening of existing structures in higher education institutions with specific focus on the promotion and development of ACET to introduce the range of qualifications described in this policy and the offering of ACET specialisations or teaching subjects.
- Support for AET educators and CET lecturers in public CETCs to improve their qualifications to the required level.
- Research leading to the development of a reliable and complete data base on current AET educators and CET lecturers and the qualifications they possess.
- The development of a common understanding of this policy, the qualifications described in it and a common approach to their implementation among higher education institutions offering these qualifications. This includes the development and implementation of uniform RPL and CAT processes.

17.3 All higher education institutions interested in offering new professional qualifications for AET educators and CET lecturers are required to develop new qualifications in line with this policy. This does not constitute a mere technical change or some minor changes in the curriculum of existing qualifications.

17.4 The last date for entry of students in currently approved qualification types for AET educators and CET lecturers on the former eight-level NQF will be 2017. With effect from the 2018 academic year, all students should be admitted to accredited and approved new programmes.

17.5 Holders of historic and currently approved qualifications for AET educators will continue to receive full recognition of their approved completed qualifications. They might, however, be required to update their qualifications from time to time as determined by their basic conditions of employment and in line with the principle of lifelong learning.

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

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

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

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

18.4 Institutions requiring further information should contact the department at:

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

Appendix 1

Formal Adult Education Qualifications and Subject Specialisations

NQF Level	Qualifications	Teaching subject specialisations (note that these will change from time to time, and programme providers must keep updated on the curriculum that is in place)
1	General Education and Training Certificate (GETCA)- Adult Education and Training	General academic subjects: Eleven Official Languages (isiZulu, isiXhosa, isiNdebele, Siswati, Sepedi, Setswana, Sesotho, Xitsonga, Tshivenda, English, Afrikaans); Natural Sciences; General and Social Sciences; Economic and Management Sciences; Arts and Culture; Technology; Life Orientation. Vocational educational subjects: Applied Agriculture and Agricultural Sciences; Travel and Tourism; Information and Communication Technology; Early Childhood Development; Wholesale and Retail; Small, Medium and Micro-enterprises; Ancillary Health Care; Introduction to Basic Engineering
4	National Senior Certificate for Adults (NASCA) [Provisionally registered by SAQA in December 2013]	Eleven Official Languages at Home language and First Additional Language level (isiZulu, isiXhosa, isiNdebele, Siswati, Sepedi, Setswana, Sesotho, Xitsonga, Tshivenda, English, Afrikaans); Mathematics; Mathematical Literacy; Natural Sciences; Information and Communication Technology; Human and Social Sciences; Economic and Management Sciences

Appendix 2:

Basic Competences for Professionally Qualified Adult Education and Training Educators and Community Education and Training Lecturers

Qualifying learners for a Diploma in Adult and Community Education and Training or an Advanced Diploma in Adult and Community Education and Training Teaching, or for a Bachelor of Education degree in Adult and Community Education and Training should meet the following applied and integrated exit level competences:

1. Understand the historic development of the adult and community education and training sector, its purpose and current location, the legal framework and structures that regulate and govern the funding and management of adult and community education and training, including the vision and expansion and growth plans of the Ministry of Higher Education and Training for the sector.
2. Understand the socio-economic context and background of adult and community education and training learners in varying contexts, their diversity in terms of age range, culture, life and work experience, their aspirations and expectations of the learning programme they have enrolled for and their further career and study pathways and opportunities.
3. Be numerically, technologically and media-literate and able to read academic and professional texts critically.
4. Speak and write the language of learning and teaching clearly and accurately. Use the language of learning and teaching appropriately to explain, describe and discuss key concepts in the particular subjects or vocational fields offered in adult and community education and training. The qualifying learner should be fully competent to use at least one official language of instruction effectively and be competent to communicate in another African language.
5. Use key strategies such as higher-level questioning, problem-based tasks and projects, and make appropriate use of group-work, teaching groups of adult learners and learners in the contexts of community education and training and individual self-study.
6. Adjust teaching strategies to match the profile of adult learners, meet the knowledge requirements of the particular subject or field and cater for cultural, gender, ethnic, language and other differences among adult learners.
7. Select, sequence and pace content in a manner appropriate to the context, the needs of learners and the subject or field.
8. Understand different learning styles, preferences and motivations, as well as different explanations of how adult learners and learners in community education

and training settings learn at their particular level of cognitive development, as well as potential causes of success or failure in these learning processes.

9. Interpret and adapt learning programmes so that they are appropriate for the context in which teaching and learning in adult and community education and training will occur.
10. Adapt and/or select learning resources that are appropriate for the age, language competences, culture and gender of learners.
11. Understand the principles of curriculum: how decisions are made, who makes them, on what basis and in whose interests.
12. Understand the principles and values of the Constitution and be aware of ethical debates in and about religion, democracy, citizenship, human rights and the environment.
13. Have a basic understanding of using, engaging in and reflecting on research and accessing different sources of information.
14. Understand the ways of thinking and applications involved in a particular subject or field and how these may be taught.
15. Understand the field or subject to be taught in adult and community education and training, including appropriate content and pedagogic knowledge and how to integrate all this knowledge and relate it to other fields and vocations.
16. Know about sound practice in curriculum, learning programmes and learning materials design, including how learners learn from texts and resources, and how language, culture and context affect learning.
17. Create a learning environment in which critical and creative thinking is encouraged, conflict is handled through debate and argument, and adult and community education and training learners develop strong internal discipline.
18. Be able to respond to current social and educational problems, with particular emphasis on the issues of violence, drug abuse, poverty, child and women abuse, HIV/AIDS and environmental degradation, and to access and work in partnership with professional services to deal with these issues.
19. Counsel and/or tutor learners in need of assistance because of social or learning problems.
20. Understand common barriers to learning, the kinds of structures and processes that help to overcome these barriers and how materials can be used to construct more flexible and individualised learning environments.

21. Understand and use different assessment practices appropriate to the field or subject, including competence-based assessment, the formative and summative uses of assessment and continuous and diagnostic forms of assessment and record-keeping of assessment results.
22. Understand basic employment conditions as AET educators and community education and training lecturers, career paths in the adult and community education and training sector, salary levels and other benefits, lines of accountability and reporting, rights and responsibilities.

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