

**Policy on Professional Qualifications
for Lecturers in Technical and
Vocational Education and Training**

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Acronyms and abbreviations

Adv Cert	Advanced Certificate
Adv Dip	Advanced Diploma
APL	Assessment of Prior Learning
B Ed	Bachelor of Education [degree]
B Ed Hons	Bachelor of Education Honours [degree]
B Tech	Bachelor of Technology [degree]
CAT	Credit Accumulation and Transfer
CHE	Council on Higher Education
DHET	Department of Higher Education and Training
Dip	Diploma
DoE	[national] Department of Education
FET	Further Education and Training
HEQC	Higher Education Quality Committee
HEQSF	Higher Education Qualifications Sub-Framework
Hons	Honours
ICT	Information and Communication Technology
LoCC	Language of Conversational Competence
LoLT	Language of Learning and Teaching
M +	indicates number of additional years of formal study after achieving a 12-year school-leaving certificate or equivalent
M Ed	Master of Education [degree]
NPDE	National Professional Diploma in Education
NQF	National Qualifications Framework
NSE	Norms and Standards for Educators in Schooling, 2000
PGCE	Postgraduate Certificate in Education
PG Dip	Postgraduate Diploma
PhD	Doctor of Philosophy [degree]
PQM	Programme and Qualifications Mix
REQV	Relative Education Qualification Value
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
TVET	Technical and Vocational Education and Training
TVT	Technical and Vocational Teaching
VE	Vocational Education
VEOP	Vocational Education Orientation Programme
WIL	Work-Integrated Learning

1. The purpose and scope of this policy

"Technical and vocational education is used as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life" (UNESCO-UNEVOC n.d.).

Technical and vocational education and training (TVET) plays a pivotal role in developing a knowledgeable and skilled citizenry who are able to contribute effectively to the social and economic development of the country. It is important to ensure that TVET programmes provide real-world skills required by the public and private sectors. Social and economic growth of the country relies heavily on the development and maintenance of a viable, responsive and effective TVET sector.

In South Africa, TVET takes place in a variety of institutional types, including what are currently known as further education and training (FET) colleges.

Lecturers are central to the educational activity in institutions that offer TVET. Sufficient, appropriately qualified and competent lecturers, who understand and have expertise in both the academic and work-related dimensions of TVET, are needed if the institutions that offer TVET programmes are to make the critical contribution expected of them.

The *Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training* contributes to the availability and development of quality lecturers for the TVET sector by putting in place a set of suitable higher education qualifications that can be used for the professional and post-professional development of TVET lecturers.

The qualifications described in this policy are not restricted to lecturers in one specific institution type, but are available for the training and professional development of lecturers in all public institutions under the jurisdiction of various government departments and private institutions offering TVET. The policy therefore seeks to contribute to strengthening the quality of teaching and learning across the entire TVET sector.

The *Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training* is based on the Higher Education Qualifications Sub-Framework (HEQSF). It must be read in conjunction with the HEQSF and will be subject to any revisions of the HEQSF. It meets all the minimum requirements and criteria for higher education qualifications, as described in the HEQSF. It follows the nested approach of the HEQSF and:

- **Selects** suitable **qualification types** from the HEQSF at various National Qualifications Framework (NQF) levels to be used for different purposes in TVET lecturer education and development;
- **Identifies** possible **qualifiers** for all qualifications and hence identifies purposes of qualifications;

- **Describes the knowledge mix** appropriate for different TVET lecturer qualifications, aligned to the purpose of the qualification;
- **Sets minimum credit values for learning programmes** leading to qualifications in terms of the knowledge mix and different levels; and
- **Defines a minimum set of agreed-upon competences** for TVET lecturers.

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

The specification of a set of minimum requirements for TVET lecturer qualifications is aimed, in part, at ensuring that the higher education system, through the offering of these qualifications, contributes to the provisioning and further development of TVET lecturers, in line with the needs of the country.

The *Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training* provides a basis for the construction of core curricula for TVET lecturer qualifications that accredited higher education institutions must use in order to develop programmes leading to professional qualifications for TVET lecturers.

The qualifications described in the *Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training* apply uniquely to TVET lecturers. The qualifications are not appropriate for teaching in schools and should not be used for that purpose. TVET lecturers who wish to enter a career in teaching in schools may, however, with credit recognition, complete a recognised qualification for employment as a teacher in schooling. Similarly, appropriately qualified school teachers who wish to embark on a TVET lecturing career could complete a suitable qualification to develop the additional competences that are required to teach in a TVET context.

The qualifications in the *Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training* replace the following adapted professional and post-professional qualifications currently offered to TVET lecturers: Postgraduate Certificate in Education, National Professional Diploma in Education, and Advanced Certificates in Education, which were approved and accredited in accordance with the *Norms and Standards for Educators in Schooling, 2000* (DoE 2000).

Lecturers who have obtained formerly approved and recognised qualifications, and lecturers who are in the process of completing such qualifications, will continue to receive full recognition for such qualifications in accordance with the policy that regulated the recognition of those qualifications.

The *Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training* will have multiple users:

- It will be used by the Department of Higher Education and Training (DHET) to evaluate professional TVET lecturer education qualification programmes, submitted by public higher education institutions for approval for inclusion in their programme and qualifications mix (PQM) and therefore for funding.
- It will be used by the DHET to evaluate professional TVET lecturer qualification programmes submitted by private higher education institutions for registration, enabling them to offer the programme.
- It will be used by the Council on Higher Education's (CHE) Higher Education Quality Committee (HEQC) in accreditation and quality assurance processes.
- It will be used by the DHET to evaluate professional qualification programmes for employment as a lecturer in institutions under the jurisdiction of the DHET that offer TVET.
- It will be used as a requirement for registration with a professional council for lecturers in TVET.

Through these processes, the policy will be used to regulate TVET lecturer qualification programmes offered by all types of institutions.

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

The *Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training* has been developed in consultation with key role-players in the field, including higher education institutions involved in the offering of professional qualifications for TVET lecturers, teacher unions, the South African College Principals Organisation, the Education Training and Development Practices Sector Education and Training Authority (ETDP SETA), the CHE, JET Education Services, principals of public FET colleges, the Human Resource Development Technical Task Team for FET Colleges, and sections within the DHET responsible for FET colleges and conditions of service of FET college lecturers.

The *Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training* draws on relevant aspects of the *Draft National Policy Framework for Lecturer Qualifications and Development in FET Colleges in South Africa*, which was gazetted by the Minister of Higher Education and Training in 2009 (DHET 2009).

2. Background to the policy

Historically, qualifications for TVET lecturers have been regulated by national policies such as the following: *Criteria for the Evaluation of South African Qualifications for Employment in Education* (DoE 1995b), specifically Schedule 6 of that policy, which dealt with the criteria for the evaluation of qualifications for employment in teaching posts at technical colleges; *Criteria for the Evaluation of Qualifications for Employment in Education, 1995–1999* (DoE 1995a); and the revised policy *Criteria for the Recognition and Evaluation of Qualifications for Employment in Education Based on the Norms and Standards for Educators, 2000* (DoE 2000).

From 1991, professional qualifications for teachers in schooling – including the three-year national diplomas, the one-year national higher diploma, and the Bachelor of Technology in Post-School Education in fields such as, for example, technical education, commercial education, home economics and natural sciences – were being recognised for employment in TVET institutions.

Specific examples include the following:

- National Teachers' Diploma: Workshop, which was a one-year programme offered by the former technikons. The admission requirement for this diploma was a Senior Certificate or a National Technical Certificate Part III plus the then two official languages (English and Afrikaans) at Senior Certificate level together with a passed trade test or a completed apprenticeship. This programme was phased out in 1991, and replaced by the National Teachers' Diploma: Technical, which in turn was phased out by 1994.
- National Teachers' Diploma: Hairdressing – phased out in 1991.
- National Higher Diploma: Post-School Education, which continued to be revised and offered until at least 1995, and was replaced in 1996 by the Bachelor of Technology: Education.

From 1996, the following Bachelor of Technology (B Tech) degrees in education were available: B Tech: Education: Home Economics; B Tech: Education: Natural Sciences; B Tech: Education: Commerce; and B Tech: Education: Post-School – also all delivered by the former technikons.

During the same period, universities offered a Diploma in Tertiary Education, which required an appropriate bachelor degree as the admission requirement. The Diploma in Tertiary Education has subsequently been superseded by a Postgraduate Certificate in Higher Education and Training, a qualification pegged at Level 7 on the previously 8-level NQF. This qualification is still being offered by some higher education institutions. It is important to note that this qualification was not specifically designed to cater for the needs of TVET lecturers, but is currently recognised as a professional qualification for TVET lecturers.

The policy document *Norms and Standards for Educators in Schooling, 2000* (DoE 2000) did not make specific provision for professional qualifications for TVET lecturers. It did, however, replace the traditional diplomas, higher diplomas and B Tech in Education degree with either a one-year Postgraduate Certificate in Education (PGCE) or a new

four-year Bachelor of Education (B Ed) as the only types of professional qualifications in the field of education. In the absence of clear guidelines on professional qualifications for TVET lecturers, and in an attempt to align professional qualifications for TVET lecturers with the policy for teachers in schools, some higher education institutions – mostly universities of technology – offered a one-year Postgraduate Certificate in Education: Further Education and Training (Vocational Education) (PGCE: FET – VE) in 2001. This qualification was a variant of the PGCE for school teachers teaching in the FET Phase. An appropriate three-year national diploma or degree serves as the admission requirement for the PGCE: FET – VE.

The introduction of the National Professional Diploma in Education (NPDE), 2001, specifically designed as an upgrading qualification for school teachers who were not at the minimum qualification level of M + 3 or REQV 13, highlighted a need for TVET lecturers with qualifications at M + 1 or M + 2 level and without a professional teaching qualification to have access to a similar qualification type. This led to the adaptation of the NPDE and the introduction of a National Professional Diploma in Education: Further Education and Training (Vocational Education) by some higher education institutions. It was initially designed and offered as a 240-credit NQF Level 5 qualification (on the previously 8-level NQF) and in 2004 was replaced by a 360-credit Level 5 NPDE.

In 2010, a Vocational Education Orientation Programme (VEOP), developed through higher education institution partnerships, was piloted, and it continues to be delivered. The VEOP aims to:

- Introduce lecturers to the TVET context, the skills environment and relevant policies that impact on the TVET context;
- Enable lecturers to interpret the college curriculum and plan relevant learning and assessment strategies, and acquire an appropriate repertoire of such strategies;
- Enable lecturers to understand learners and learning processes, and to create conducive learning environments; and
- Enhance the management and administrative capabilities of lecturers.

The VEOP is a 30-credit programme and is not a full qualification programme. As such, it is not in itself materially recognised for employment in education. However, it could be presented for assessment of prior learning and credit recognition and transfer towards completion of a new professional teaching qualification for TVET lecturers.

The policy document *Norms and Standards for Educators in Schooling* (NSE) (DoE 2000) was replaced in 2011 by the policy on *Minimum Requirements for Teacher Education Qualifications* (DHET 2011). The new policy describes specific qualifications for educators in the schooling sector only. Qualifications approved in accordance with the NSE, including the versions adapted for TVET lecturers, will be phased out.

A common theme highlighted through the preceding discussion on qualifications available for TVET lecturers is that the qualifications were almost always qualifications designed for teachers in schools, or variants thereof. The ***Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training***, for the first time in the history of TVET lecturer education in South Africa, makes available a set of professional qualifications designed specifically for TVET lecturers.

The *Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training* takes into account the following:

- A wide range of subjects/fields at different NQF levels are taught in institutions offering TVET, lecturers are needed for all the subjects, and lecturers need to be able to teach across the different NQF levels within their subject or field.
- Lecturers who teach TVET courses need to be competent in both the theoretical and practical aspects of the courses that they teach.
- A strong workplace component must be built into lecturer qualification programmes for programmes that prepare lecturers to teach the practical or workshop-based components of programmes, in order that lecturers are able to prepare learners for the demands and requirements of the workplace.
- Curriculum offerings in institutions that offer TVET change as workplace demands change – for example, in response to the development of new technologies – and qualification programmes must also be able to respond flexibly and dynamically to industry-driven change.

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

Lecturers need to be discipline specialists as well as specialist teachers who fully understand the context in which they are working. Lecturing, as a form of teaching, is a specialised activity, and requires that the lecturer have access to a range of knowledge, in terms of both depth and breadth. This includes knowledge about what needs to be taught, as well as how it can be taught and assessed in ways that effectively suit the context in which it is being taught, including accommodating the learning needs of a diverse range of students.

Knowledge forms do not exist in isolation from one another; nor are they applied independently of one another. 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 that should be understood as being both the condition for, and the effect of scrutinising, fusing together and expressing different types of knowing in the moment of practice.

Competent learning (and teaching) is always a mix of the theoretical and the practical, the pure and the applied, the extrinsic and the intrinsic, the actual and the potential. In effect, competent learning (and teaching) depends on the acquisition, integration and application of different types of knowledge.

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

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

Within the TVET context, these types of learning relate very closely to the notion of *vocational pedagogy*, which integrates learning about the subject, learning about how to teach the subject, and learning about applications of, and relevance of the subject in the workplace.

Disciplinary learning is contained in two components in a teaching curriculum:

- (i) **The study of education and its foundations**, including but not limited to the philosophy, psychology, politics, economics, sociology and history of education. Professional ethics and issues related to knowledge of, and relationships between, self and others in the life of a lecturer are cross-cutting themes that are theoretically located within the study of education and its foundations.
- (ii) **The study of specific and specialised subject matter** relevant to academic, vocational or occupational fields underpinning TVET subject offerings or specialisations.

In relation to disciplinary expertise, the policy therefore requires TVET lecturers to be experts in education as a discipline, as well as experts in the teaching of specific subject(s)/field(s) across NQF levels as required.

Pedagogical learning refers to a study of the principles, practices and methods of teaching, including teaching in post-school education and training contexts. *Pedagogical learning* incorporates **general pedagogical knowledge**, which includes knowledge about learners, vocational education, learning, curriculum and general instructional and assessment strategies, and **specialised pedagogical content knowledge**, which includes knowing how to represent the concepts, methods, rules and practices of a TVET subject or field in order to create appropriate learning opportunities for learners, and how to evaluate their progress in learning the subject/field. **Inclusive education** and an **understanding of barriers to learning** form important aspects of both general pedagogical knowledge and specialised pedagogical content knowledge.

Practical learning or *work-integrated learning (WIL)* involves learning in and from practice. For TVET lecturers, the notion of ‘practice’ includes both learning to teach and learning the skills, techniques and practices – related to the subject they are teaching – that are applied in the workplace or industry.

With regard to learning to teach, **learning from practice** includes the **study of practice** using discursive resources to analyse different practices across a variety of TVET contexts, drawing from case studies, video records, lesson observations and so on, in order to theorise practice and form a basis for learning in practice. **Learning in practice** involves teaching in authentic and simulated lecturing environments. Practical learning is an important condition for the development of tacit knowledge, which is an essential component of learning to teach.

With regard to **workplace or industry practice**, all TVET lecturers need to have up-to-date knowledge of the application in, and relevance to, the workplace of the subjects they teach. Therefore exposure to, and time spent in structured learning experience in workplace/industry settings are crucial components of TVET lecturer qualification programmes. For lecturers who will teach the practical or workshop components of vocational or technical subjects, WIL must encompass **learning the technical skills associated with the subject** and how to teach them. Lecturers/aspirant lecturers of vocational or technical courses mostly first learn the technical expertise through their prior qualifications and through substantial experience in the workplace. However, there is a need to keep this component of practical learning constantly updated to match developments in the field.

Situational learning refers to knowledge of the varied learning **situations, contexts and environments** of education as well as prevailing **policy, political and organisational contexts**. Thus, situational learning also refers to learning *about* context. This includes understanding the complex and differentiated nature of South African society and learning to work in nuanced ways with the **diverse challenges** faced by learners in vocational education. Situational learning will require the TVET lecturer to engage with issues of, for example, HIV and AIDS; unemployment, economic growth, poverty and the lingering effects of apartheid; diversity, including gender issues; promoting inclusivity; and environmental sustainability.

Fundamental learning in the South African context refers to learning to converse at a basic level in an **official African language**, the ability to competently use **information and communication technologies (ICTs)**, and the acquisition of **academic literacies** (including language and numerical literacies) and **basic life skills**, which lay the foundations for effective further learning and decision-making in higher education contexts.

The concept of **knowledge mix** refers to weightings afforded to the kinds of learning described above, to ensure integrated qualifications and learning programmes designed for a **specific purpose**. Different types of learning will need to be integrated into specific programmes in varying ratios, to suit the purpose of the qualification and programme. This is aligned to the notion of purposeful qualifications – a principle embedded in the HEQSF.

It is emphasised that while the *Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training* specifically describes these five types of learning as being essential for inclusion in qualification programmes, it is not intended that curricula be constructed in either a simplistic or formulaic way on the basis of these areas of learning. Rather, it is envisaged that different courses and/or modules will integrate and draw from these types of learning to contribute to an overall, coherent, quality learning programme.

Finally, this policy also draws on the notion of **basic** TVET college lecturer **competences** that lecturers should be able to demonstrate as a result of learning in an initial professional qualification programme. The competences are listed in Appendix 1.

Part of the **purpose** of an initial qualification will be to develop these competences. This means that the **knowledge mix** in an initial professional qualification for TVET lecturers must be selected such that the learning in the programme leads to these **basic competences**.

4. Selection of qualification types for TVET lecturers

The HEQSF provides a single, clear and coherent sub-framework of the NQF for all higher education qualifications, including TVET lecturer qualifications. The higher education qualification types specified by the HEQSF are located at different levels on the NQF. The standards of the qualifications and learning programmes developed within this framework are quality-assured by the CHE/HEQC. The South African Qualifications Authority (SAQA) then registers these qualifications on the NQF on the recommendation of the HEQC. 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 2007: 5–7).

Qualifications are “the formal recognition and certification of learning achievement awarded by an accredited institution” (DoE 2007: 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 may require credit loads above the minimum (DoE 2007: 9).

The TVET sector requires a range of lecturers to offer **general courses** – for example, mathematics, languages, physical science, accounting, economics; and **technical/vocational courses** – for example, hospitality studies, travel and tourism, hairdressing, photography, carpentry, masonry, plumbing, electronics, nursing, policing. The development needs of these lecturers must be met through the availability and offering of appropriate professional qualifications.

For each qualification type selected the policy clearly describes the purpose and characteristics of the qualification, the credit and level specifications, entry requirements, possible credit recognition and transfer from existing qualifications (where applicable) and progression routes to further qualifications.

The professional qualifications selected for lecturers in TVET are as follows:

- *Diploma in Technical and Vocational Teaching.*
- *Bachelor of Education in Technical and Vocational Teaching.*
- *Advanced Diploma in Technical and Vocational Teaching.*

This *Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training* also recognises the importance of providing formal qualification paths at higher levels as part of the continuing professional development of TVET lecturers, to enhance and deepen their subject content knowledge and/or prepare them for career advancement in specialist fields such as subject/discipline leadership, assessment, college leadership and management, workplace learning and special needs education support.

The post-professional qualifications selected for lecturers in TVET are as follows:

- *Advanced Certificate in Technical and Vocational Education and Training.*
- *Advanced Diploma in Technical and Vocational Education and Training.*
- *Postgraduate Diploma in Technical and Vocational Education and Training.*

It should be noted that postgraduate academic qualifications such as the B Ed Hons, M Ed and PhD, and professional masters and doctoral programmes, appropriately focused, are also qualifications that are available to TVET lecturers who are interested in pursuing an academic/research or further professional development trajectory. These qualifications, however, are already adequately described in the HEQSF and so are not repeated in this policy.

The full range of qualifications available to lecturers in TVET is shown in Table 1 below.

Table 1: Qualifications selected for lecturers in TVET

NQF Level	Degrees	Diplomas	Certificates
10	Doctorate (360 credits)		
9	Master of Education (180 credits)		
8	Bachelor of Education Honours (120 credits)	Postgraduate Diploma in Technical and Vocational Education and Training (120 credits)	
7	Bachelor of Education in Technical and Vocational Teaching (480 credits)	Advanced Diploma in Technical and Vocational Teaching (120 credits) Advanced Diploma in Technical and Vocational Education and Training (120 credits)	
6		Diploma in Technical and Vocational Teaching (360 credits)	Advanced Certificate in Technical and Vocational Education and Training (120 credits)
5			

Inclusion of the Bachelor of Education in Technical and Vocational Teaching as a professional qualification for TVET lecturers

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

- The B Ed is a lengthy programme, comprising 480 credits, which when delivered in a part-time mode to accommodate working lecturers who are mainly in possession of qualifications at NQF Level 5 or lower, will take at least six years to complete. Some 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 Technical and Vocational Teaching, followed by an Advanced Diploma in Technical and Vocational Education and Training. Therefore, both the B Ed and the Diploma in Technical and Vocational Teaching have been provided for in this policy. For this reason, institutions that wish to offer both the Bachelor of Education in Technical and Vocational Teaching and the Diploma in Technical and Vocational Teaching should ensure that these are designed cognately

to allow for maximum overlap between the two qualifications, and for maximum credit transfer, should lecturers wish to move from the Diploma in Technical and Vocational Teaching to the Bachelor of Education in Technical and Vocational Teaching, or vice versa.

- The B Ed qualification does not easily lend itself to the development of the industrial workplace-based practice and skills that lecturers of this component will need. Providers of B Ed programmes designed to prepare lecturers who will teach the practical subjects in TVET curricula will need to establish strong relationships with industry partners in order to ensure that the students are provided with adequate development in these areas.
- Many of the TVET teaching specialisations – especially those that are technical or vocational in nature – will require expertise that may not reside in Faculties and Schools of Education at higher education institutions. Development and delivery of Bachelor of Education in Technical and Vocational Teaching programmes will thus need to involve collaboration between the Faculty/School of Education and other faculties. This is especially true for the technical/vocational teaching specialisations.

Recognition of prior learning (RPL)

Many of the students who will enter TVET programmes will be already practising as TVET lecturers and/or have other, prior qualifications and/or have gained substantial experience as a result of learning/practising in the workplace. It is possible to recognise relevant prior learning that is already in place. A key principle that must inform RPL practice is that learning outcomes must not be compromised as a result of RPL practice. It must also be noted that, in terms of credit accumulation and transfer (CAT), not more than 50% of the minimum credits contained in the new qualification can be recognised as prior learning.

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

- For prospective students holding **relevant** prior qualifications, it is possible to provide recognition for credits earned in the prior qualification, provided that there is equivalence between the learning for which credits have been achieved in the prior qualification and the learning that will be ‘credited’ in the new qualification, both in terms of the learning content and the NQF level at which it is pitched; taking into account that what is recognised does not exceed 50% of the credits in the new qualification.
- Prospective students who have completed the **Vocational Education Orientation Programme (VEOP)** can be given recognition for the credits making up the VEOP for similar learning in the new qualification.
- Prospective students who have undergone substantial learning in the teaching workplace or the industrial workplace as a result of **meaningful workplace experience** can present themselves for **assessment of prior learning (APL)**, against learning outcomes stipulated in the qualification for which they wish to register. APL must take place in a manner aligned to how assessment for the module/learning for which recognition is being sought takes place; for example, through submission of assignments, submission

of a portfolio that could include evidence of recent practice or work-related learning, sitting an exam, demonstration of practice and so on. On the basis of assessed competence, students may be granted credit recognition for learning already in place. A student cannot in this way be granted recognition for more than 50% of the credits for the qualification for which they wish to register.

WIL

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

Language proficiency

All lecturers who graduate from a professional qualification programme should be proficient in the use of *at least one* official South African language as a language of learning and teaching (LoLT), and partially proficient (i.e. sufficient for purposes of basic conversation) in *at least one* other official African language, or in South African Sign Language, as language of conversational competence (LoCC). All new certificates must be endorsed to indicate the holder's level of competence in specific languages by using appropriate labels, for example: LoLT (English) and LoCC (isiZulu).

5. Professional qualifications and programmes for TVET lecturers

The primary purpose of professional qualifications for TVET lecturers is to certify that the holder has specialised as a lecturer in a specific subject or discipline.

The minimum set of lecturer competences to which a professional qualification programme should lead are indicated in Appendix 1.

The following qualifications are selected as professional qualifications for TVET lecturers and lead to qualified lecturer status:

5.1 *Diploma in Technical and Vocational Teaching*

Purpose and characteristics

The Diploma in Technical and Vocational Teaching may either be offered as an initial professional qualification to prospective TVET lecturers or as an in-service professional teaching qualification to lecturers who are in possession of approved and recognised technical and vocational qualifications below M + 3. The knowledge embedded in the qualification emphasises general principles and applications of lecturing in a TVET setting and provides space for strengthening of subject content knowledge in a technical or vocational field offered in TVET programmes. The purpose of the diploma is to develop lecturers who can demonstrate focused knowledge and skills in lecturing a particular TVET subject or field. Typically they will have gained experience in applying such knowledge and skills in the context of the workplace and lecturing at an institution offering TVET programmes. The qualification requires a depth of specialisation of knowledge, together with practical skills and experience in workplace settings and TVET education sites. The diploma may include workplace-based learning up to a maximum of 120 credits.

Qualification type specifications

NQF Exit Level: 6

Minimum total credits: 360

Minimum total credits at Level 6: 120

Designators

Not applicable

Qualifiers

Maximum of one: Technical and Vocational Teaching

Example: Diploma in Technical and Vocational Teaching

Abbreviation

Dip (TVT)

Endorsement to be printed on certificate

Language(s) of Learning and Teaching (LoLT)

Language(s) of Conversational Competence (LoCC)

Subject specialisation(s)

Example:

Diploma: Diploma in Technical and Vocational Teaching
Dip (TVT)

Endorsement on diploma certificate

LoLT: English

Conversational Competence: isiZulu

Subject specialisation: Hospitality Studies Teaching

Minimum admission requirement

The minimum entry requirement is a Level 4 National Senior Certificate or a National Certificate (Vocational), with endorsement for entry into diploma 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, or with an appropriate Level 4 vocational certificate.

Knowledge mix

- The knowledge mix of the Diploma in Technical and Vocational Teaching must include disciplinary, pedagogical and practical learning, to allow lecturers competently to teach **at least one** subject in the curriculum of institutions that offer TVET programmes.
- 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.
- 180 credits (50%) must be spread across educationally focused disciplinary learning (foundations of education), general pedagogical learning, fundamental learning and situational learning. Of the credits allocated to the study of education and general pedagogical learning, at least 60 credits at Level 6 must be allocated to the study of foundations of education.
- 180 credits (50%) must be focused on developing the relevant disciplinary, pedagogical and practical learning for the teaching specialisation, which should be a subject offered as part of the curriculum of institutions offering TVET programmes. At least 60 credits should be at Level 6.
- Fundamental learning credits (a maximum of 75) must be pegged at Level 5. A student who enters the programme with competence in these areas – for example, ICT competence or conversational competence in an African language – must not repeat these credits but should complete replacement credits in other areas of the programme to ensure that they exit with an appropriate level of teaching competence. The credits may, for example, be used for study in the latest technological development in the field of specialisation.
- Diploma in Technical and Vocational Teaching graduates must be knowledgeable about, and skilled in the identification of barriers to learning, as well as in curriculum differentiation and adaptation for multiple learning needs.

- Diploma in Technical and Vocational Teaching graduates must be assessed as competent to teach in at least one official South African language.
- Diploma in Technical and Vocational Teaching graduates must be assessed as possessing basic conversational competence in at least one official African language, or in South African Sign Language.

WIL

The learning programme must provide for **18–24 weeks** of structured, supervised and assessed WIL in **appropriate teaching settings and specialised workplace settings**, as follows:

- The teaching (e.g. classroom) settings component should be a minimum of 9 weeks.
- The specialised workplace (e.g. industry) settings component should be a minimum of 9 weeks for lecturing specialisations that are technical/vocational in nature, and a minimum of 2 weeks for lecturing specialisations that are general/academic in nature.

WIL must be integrated into and appropriately spread across the learning programme.

RPL

A maximum of 90 credits (50% of the credits allocated to the development of the teaching specialisation) may be recognised as prior learning, utilising the following mechanisms:

- Lecturers/aspirant lecturers who already have an appropriate qualification recognised for employment as a TVET lecturer (e.g. Level 4 or 5 certificates such as the National Certificate in Engineering Studies or National Certificate in Business Studies and Utility Services) may, via CAT, present credits gained through the qualification for advanced credit standing in the Diploma in Technical and Vocational Teaching. In particular, for completed National N4–N6 Certificates, 30 credits per certificate may be transferred into the 360-credit diploma to a maximum of 90 credits. Advanced credit standing can only be allocated up to the exit level of the qualification being presented for recognition.
- Lecturers who have completed the VEOP may present the 30 credits achieved through the VEOP for advanced credit standing against complementary learning in the Diploma in Technical and Vocational Teaching.
- Lecturers/aspirant lecturers who have successfully completed appropriate, relevant workplace-based learning, either in teaching contexts or in industry contexts, may also present this for APL and, if successful, receive credit recognition for the prior learning.

Progression

Completion of a Diploma in Technical and Vocational Teaching meets the minimum entry requirements for admission to a cognate advanced diploma or to a first bachelor degree or to another diploma. Accumulated credits may also be presented for transfer and part-way entry into a cognate bachelor degree or diploma programme. A qualification may not be awarded for early exit from a Diploma in Technical and Vocational Teaching programme.

Note:

Due to the nature of subjects taught at institutions offering TVET programmes, higher education institutions offering the Diploma in Technical and Vocational Teaching will be required to develop the learning programme jointly with different schools or faculties within the institution, for example, Education, Engineering, Commerce, Visual and Performing Arts, Agriculture, Law and so on. Higher education institutions will also be required to develop partnerships with suitable TVET institutions and with industry in order to enable the workplace-based learning component of the programme to take place effectively.

5.2 Bachelor of Education in Technical and Vocational Teaching

Purpose and characteristics

The Bachelor of Education in Technical and Vocational Teaching may either be offered as an initial professional teaching qualification to prospective TVET college lecturers or as an in-service professional teaching qualification to TVET lecturers who are in possession of approved and recognised technical and/or vocational and/or professional teaching qualifications at a level below M + 4. The Bachelor of Education in Technical and Vocational Teaching 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 TVET lecturers. Principles and theory are emphasised as a basis for progressing in a professional teaching career as a lecturer. The learning programme must, as a minimum requirement, lead to the development of all the lecturer competences described in Appendix 1.

The degree is intended to develop qualified lecturers who can demonstrate focused knowledge and skills for teaching particular specialisation fields in TVET.

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

Qualification type specifications

NQF Exit Level: 7

Minimum total credits: 480

Minimum total credits at Level 7: 120

Designator

Education

Qualifiers

Maximum of one: Technical and Vocational Teaching

Abbreviations

B Ed (TVT)

Endorsement to be printed on certificate

Language(s) of Teaching and Learning (LoLT)

Language(s) of Conversational Competence (LoCC)

Teaching subject specialisation(s)

Example:

Degree: Bachelor of Education in Technical and Vocational Teaching
B Ed (TVT)

Endorsement on degree certificate

LoLT: English

Conversational Competence: isiXhosa

Subject specialisation: Mathematics Teaching

Minimum admission requirements

The minimum entry requirement is a Level 4 National Senior Certificate or a National Certificate (Vocational), with endorsement for entry into bachelor degree 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.

Lecturers who are in possession of a recognised vocational, academic or professional certificate or diploma in vocational education or another relevant field may present their qualifications for entry into a Bachelor of Education in Technical and Vocational Teaching degree.

Knowledge mix

The following are the general requirements for the knowledge mix in the Bachelor of Education in Technical and Vocational Teaching:

- The knowledge mix of the Bachelor of Education in Technical and Vocational Teaching must include disciplinary, pedagogical and practical learning to allow lecturers to competently teach **at least one** subject in the curriculum of institutions offering TVET programmes.
- 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% (i.e. 240 credits) of the credits must be focused on developing the teaching specialisation – including subject-focused disciplinary, pedagogical and practical learning to lecture at least one subject or field. At least 120 of these credits should be at Level 6 and 60 at Level 7.
- At least 40% (i.e. 192 credits) of the credits must be spread across educationally focused disciplinary learning (foundations of education), general pedagogical learning, fundamental learning and situational learning. At least 90 credits at Level 6 and 60 credits at Level 7 should be focused on foundations of education to justify the awarding of a degree in Education.

- The remaining 10% (at most, 48 credits) of the credits may be used flexibly depending on the needs of individual students, for example: to strengthen the teaching specialisation, 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 multilingual 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.
- Bachelor of Education in Technical and Vocational Teaching graduates must be knowledgeable about, and skilled in the identification of barriers to learning, as well as in curriculum differentiation and adaptation for multiple learning needs.
- Bachelor of Education in Technical and Vocational Teaching graduates must be assessed as competent to teach in at least one official South African language.
- Bachelor of Education in Technical and Vocational Teaching graduates must be assessed as possessing basic conversational competence in at least one official African language, or in South African Sign Language.

WIL

The learning programme must provide for **32–40 weeks** of structured, supervised and assessed WIL in **appropriate teaching settings and workplace settings**, as follows:

- The teaching settings component should be between 16 and 20 weeks.
- The specialised workplace (e.g. industry) settings component should be between 16 and 20 weeks for lecturing specialisations that are vocational/technical in nature, and a minimum of 4 weeks for lecturing specialisations that are general/academic in nature.

Workplace-based learning and assessment should form a significant part of the WIL component, and WIL must be integrated into and appropriately spread across the learning programme.

RPL

A maximum of 120 credits may be recognised as prior learning, utilising the following mechanisms:

- Lecturers/aspirant lecturers who already have an appropriate qualification recognised for employment as a TVET lecturer (e.g. Level 4 or 5 certificates such as the National Certificate in Engineering Studies) may, via CAT, present credits gained through the qualification for advanced credit standing in the Bachelor of Education in Technical and Vocational Teaching. In particular, for

completed National N4–N6 Certificates in Engineering Studies or National N4–N6 Certificates in Business Studies and Utility Services, 30 credits per certificate may be transferred to a maximum of 90 credits. Advanced credit standing can only be allocated at Level 5 within the Bachelor of Education in Technical and Vocational Teaching.

- Lecturers who have completed the VEOP may present the 30 credits gained through the VEOP for advanced credit standing against complementary learning in the Bachelor of Education in Technical and Vocational Teaching.
- Lecturers/aspirant lecturers who have undergone appropriate, relevant workplace-based learning, either in teaching contexts or in industry contexts, may also present this for APL and, if successful, receive credit recognition for the prior learning.

Progression

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

A qualification may not be awarded for early exit from a Bachelor of Education in Technical and Vocational Teaching programme.

Note:

Due to the nature of subjects taught at institutions offering TVET programmes, higher education institutions offering the Bachelor of Education in Technical and Vocational Teaching will be required to develop the learning programme jointly with different schools or faculties within the institution, for example, Education, Engineering, Commerce, Visual and Performing Arts, Agriculture, Law and so on. Higher education institutions will also be required to develop partnerships with suitable education institutions offering TVET programmes and with industry in order to enable the workplace-based learning component of the programme to take place effectively.

5.3 Advanced Diploma in Technical and Vocational Teaching

Purpose and characteristics

The Advanced Diploma in Technical and Vocational Teaching may be offered either as a professional teaching qualification to prospective TVET lecturers or as an in-service professional teaching qualification to lecturers who are in possession of at least an approved 360-credit Level 6 national diploma or relevant bachelor degree. The Advanced Diploma in Technical and Vocational Teaching is offered as a professional *teaching* qualification for lecturing at institutions that offer TVET programmes, and it serves as a ‘capping’ qualification that enables a graduate or diplomate who already possesses a general undergraduate bachelor degree or diploma to become professionally qualified as a TVET lecturer. The Advanced Diploma in Technical and Vocational Teaching offers entry-level professional preparation of graduates who wish to develop focused knowledge and skills as

lecturers in a particular TVET field or subject. For this purpose, the qualification requires a specific depth and specialisation of knowledge, assumed to have been developed in the prior qualification, together with practical skills and workplace experience, to enable successful students to apply their learning as newly qualified, beginner TVET lecturers.

The Advanced Diploma in Technical and Vocational Teaching is not a stand-alone qualification. The preceding degree or diploma and the Advanced Diploma in Technical and Vocational Teaching together constitute professionally qualified status as a TVET lecturer.

Qualification type specifications

NQF Exit Level: 7

Minimum total credits: 120

Minimum credits at Level 7: 120

Designator

Not required

Qualifier

Maximum of one: Technical and Vocational Teaching

Example: Advanced Diploma in Technical and Vocational Teaching

Abbreviation

Adv Dip (TVT)

Endorsement to be printed on certificate

Language(s) of Learning and Teaching (LOLT)

Language(s) of Conversational Competence (LoCC)

Subject specialisations(s)

Minimum admission requirements

The minimum admission requirement is an appropriate undergraduate diploma or bachelor degree. An appropriate diploma or degree is one that includes sufficient disciplinary learning in appropriate academic fields to enable lecturing a technical or vocational subject or field as taught in institutions offering TVET programmes. The underpinning disciplinary knowledge, or a substantial component thereof in the prior qualification, must have been studied at the exit level of the entry qualification.

Knowledge mix

- In relation to disciplinary learning, 32 credits must be allocated to the study of education and its foundations.
- A minimum of 48 credits must be allocated to pedagogical learning: 40 credits to specialised pedagogical learning and 8 credits to general pedagogical learning. A qualifying TVET lecturer must be competent to teach at least one subject offered at institutions offering TVET programmes.
- A total of 32 credits must be allocated to practical learning. Of these, 24 credits must be allocated to WIL in education (teaching) settings, including supervised and assessed teaching practice. The remaining practical learning credits (8

credits) should be used for structured learning experiences in a specialisation in appropriate workplace or industry settings.

- A total of 8 credits must be allocated to situational learning.
- If a student does not already have sufficient disciplinary subject knowledge at the required level in their entry qualification, they must complete additional modules (which they may do concurrently) *before* the qualification can be awarded.
- Advanced Diploma in Technical and Vocational Teaching graduates must be knowledgeable about, and skilled in the identification of barriers to learning, as well as in curriculum differentiation and adaptation for multiple learning needs.
- Advanced Diploma in Technical and Vocational Teaching graduates must be assessed as competent to teach in at least one official South African language.
- Advanced Diploma in Technical and Vocational Teaching graduates must be assessed as possessing basic conversational competence in at least one official African language, or in South African Sign Language.
- With regard to fundamental learning, students' conversational competence in a second language and in ICT should be assessed at the outset and, if necessary, additional credits to the 120 credits described above should be taken to reach required levels of competence.

WIL

The learning programme must provide for a **minimum of 10 weeks** and a **maximum of 12 weeks** of structured, supervised and assessed WIL in **appropriate teaching settings and specialised workplace settings** at follows:

- The teaching settings component should be a minimum of 8 weeks, of which at least 4 should be consecutive.
- The specialised workplace settings component should be a minimum of 2 weeks.

WIL must be integrated into and appropriately spread across the learning programme.

RPL

A maximum of 30 credits may be recognised as prior learning, utilising the following mechanisms:

- Lecturers who have completed the VEOP may present the 30 credits gained through the VEOP for advanced credit standing against complementary learning in the Advanced Diploma in Technical and Vocational Teaching.
- Lecturers/aspirant lecturers who have undergone appropriate, relevant workplace-based learning, either in teaching contexts or in industry contexts, may also present this for APL and, if successful, receive credit recognition for the prior learning.

Progression

Graduates/diplomates who have completed an Advanced Diploma in Technical and Vocational Teaching may proceed to an honours degree or to a postgraduate diploma in a cognate field.

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

Note:

Higher education institutions offering the Advanced Diploma in Technical and Vocational Teaching will be required to develop partnerships with suitable TVET institutions and with industry in order to enable the workplace-based learning component of the programme to take place effectively.

6. Post-professional qualifications and programmes for TVET lecturers

Post-professional qualifications for TVET lecturers will enable advanced study, role and function specialisation, and research in TVET.

6.1 *Advanced Certificate in Technical and Vocational Education and Training*

Purpose and characteristics

The Advanced Certificate in Technical and Vocational Education and Training develops knowledge that emphasises general principles and their application. The qualification provides TVET lecturers with a sound knowledge base for teaching a particular vocational subject, as well as the ability to apply their knowledge and skills to lecturing. Alternatively, the qualification prepares TVET lecturers at entry level to specialise in a new role, while equipping them to undertake more specialised and intensive learning. Programmes leading to this qualification tend to have a strong professional and vocational focus. Advanced Certificate in Technical and Vocational Education and Training programmes typically include a simulated work experience or WIL component.

Qualification type specifications

NQF Exit Level: 6

Minimum total credits: 120

Minimum credits at Level 6: 120

Designator

None

Qualifiers

Maximum of one: Technical and Vocational Education and Training

Examples:

Advanced Certificate in Technical and Vocational Education and Training

Abbreviations

Adv Cert (TVET)

Endorsement on certificate

Subject/field specialisation

Example 1:

Advanced Certificate in Technical and Vocational Education and Training

Adv Cert (TVET)

Endorsement on certificate:

Subject specialisation: Electronic Control and Digital Electronics Teaching

Example 2:

Advanced Certificate in Technical and Vocational Education and Training
Adv Cert (TVET)

Endorsement on certificate:

Field/role specialisation: Leadership and Management

Minimum admission requirements

A professional qualification *recognised* for appointment as a TVET lecturer is required for entry into the Advanced Certificate in Technical and Vocational Education and Training.

Professionally qualified teachers in schooling or adult education and training educators who wish to change careers to become TVET lecturers could also complete an Advanced Certificate in Technical and Vocational Education and Training to complement their existing subject knowledge and professional teaching competence in schooling or adult education to teach in TVET settings.

Knowledge mix

The knowledge mix for an Advanced Certificate in Technical and Vocational Education and Training must focus on the teaching subject or field/role specialisation.

The following are the specialist requirements for the knowledge mix in an Advanced Certificate in Technical and Vocational Education and Training:

- A maximum of 16 credits may be allocated for the study of education and its foundations, as well as general pedagogical learning and situational learning with a specific focus on the context, scope and purpose of TVET.
- A minimum of 96 credits, covering specialised disciplinary, pedagogical learning and practical learning required to teach a specific vocational subject or to fulfil a specific role in TVET, is required.
- A minimum of 8 credits must be allocated to WIL, which must include a structured, assessed teaching practice component, as well as structured learning in appropriate specialised workplace (industry) settings.
- Fundamental learning credits are not a requirement. However, all lecturers are expected to be ICT competent. Lecturers who enter the programme without ICT competence should be required to take an additional 12 credits at Level 5, so as to develop this competence.

Progression

On completion of an Advanced Certificate in Technical and Vocational Education and Training, lecturers may proceed to a cognate 120-credit Level 7 Advanced Diploma in Technical and Vocational Education and Training or to another cognate advanced qualification if they meet the minimum entry requirements for the qualification.

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

Note:

Due to the nature of subjects offered at institutions offering TVET programmes, it will be required of higher education institutions offering this qualification to develop the learning programme jointly with different schools or faculties within the institution, for example, Education, Engineering, Commerce, Visual and Performing Arts, Agriculture, Law and so on.

6.2 *Advanced Diploma in Technical and Vocational Education and Training*

Purpose and characteristics

The Advanced Diploma in Technical and Vocational Education and Training is available as a continuing professional development qualification for TVET lecturers 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 an institution offering TVET programmes. The qualification offers intellectual enrichment or intensive, focused and applied specialisation, which meets the requirements of a specific niche in education within the context of TVET institutions – 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 and so on; as well as in teaching technical and vocational education subjects. Programmes leading to this qualification will provide an Advanced Diploma in Technical and Vocational Education and Training 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 one: Technical and Vocational Education and Training

Abbreviation

Adv Dip (TVET)

Endorsement on certificate

Subject or field/role specialisation

Example 1:

Advanced Diploma in Technical and Vocational Education and Training

Adv Dip (TVET)

Endorsement on certificate:

Subject specialisation: Marketing Teaching

Example 2:

Advanced Diploma in Technical and Vocational Education and Training
Adv Dip (TVET)

Endorsement on certificate:

Field/role specialisation: Learner Support

Minimum admission requirements

Lecturers may present an appropriate Level 6 or Level 7 professional (teaching) qualification for admission to an Advanced Diploma in Technical and Vocational Education and Training. Lecturers who are only in possession of a Level 5 professional qualification should first complete the 120-credit Level 6 Advanced Certificate in Technical and Vocational Education and Training.

Further specialisation in a technical or vocational education subject, offered through an Advanced Diploma in Technical and Vocational Education and Training 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 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 lecturers are expected to be ICT competent. Lecturers who enter the programme without ICT competence should be required to take an additional 12 credits at Level 5 to develop this competence.

At least 24 credits should be allocated to supervised and mentored learning in and from practice, which must be appropriately assessed.

Progression

Lecturers who have completed the Advanced Diploma in Technical and Vocational Education and Training may present the qualification for entry into a cognate 120-credit Level 8 Postgraduate Diploma in Technical and Vocational Education and Training or to an honours degree in a cognate field.

A qualification may not be awarded for early exit from an Advanced Diploma in Technical and Vocational Education and Training programme.

6.3 *Postgraduate Diploma in Technical and Vocational Education and Training*

Purpose and characteristics

The Postgraduate Diploma in Technical and Vocational Education and Training serves to strengthen professional practice in a teaching specialisation, role or practice to the extent that the graduate is positioned to take on a leadership role in the TVET environment. The primary purpose of the Postgraduate Diploma in Technical and Vocational Education and Training is to provide opportunities to people working in the TVET sector to undertake advanced study involving a systematic survey of current thinking, practice and research in the area of specialisation. The postgraduate diploma demands a high level of theoretical

engagement and intellectual independence. A sustained research project is not compulsory but the Postgraduate Diploma in Technical and Vocational Education and Training programme may include conducting and reporting on research under supervision.

Qualification type specifications

NQF Exit Level: 8

Minimum total credits: 120

Minimum credits at Level 8: 120

Designator

None

Qualifiers

Maximum of one: Technical and Vocational Education and Training

Abbreviation

PG Dip (TVET)

Endorsement on certificate

Subject or field/role specialisation

Example 1:

Postgraduate Diploma in Technical and Vocational Education and Training

PG Dip (TVET)

Endorsement on certificate:

Subject specialisation: Applied Accounting Teaching

Example 2:

Postgraduate Diploma in Technical and Vocational Education and Training

PG Dip (TVET)

Endorsement on certificate:

Field/role specialisation: Curriculum Leadership

Minimum admission requirements

The minimum admission requirement for the Postgraduate Diploma in Technical and Vocational Education and Training is a professional or post-professional teaching/lecturing qualification for TVET lecturers, recognised to be at NQF Level 7.

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 Technical and Vocational Education and Training meets the minimum entry requirements for a cognate 180-credit Level 9 Master of Education degree.

A qualification may not be awarded for early exit from a Postgraduate Diploma in Technical and Vocational Education and Training programme.

6.4 *Other qualifications available for TVET lecturers*

Apart from the qualifications specifically described in this policy, TVET lecturers may, at any stage of their career and in accordance with their own professional and career development and personal interests, also complete other approved and accredited qualifications provided for in the HEQSF and offered by accredited and registered higher education institutions.

This includes undergraduate degrees, diplomas and certificates as well as postgraduate qualifications such as honours degrees, postgraduate diplomas, and masters and doctoral degrees, in appropriate fields of study ranging from engineering to business studies or education, for instance.

In particular, postgraduate qualifications in education at NQF Levels 8, 9 and 10 have been described in the HEQSF, and these qualifications, with an appropriate focus on technical and vocational education, can also be used for the further postgraduate development of TVET lecturers, administrators and other professional support staff.

7. Articulation of historical TVET lecturer qualifications with the new qualifications described in this policy

Table 2: Articulation between historical qualifications and the new qualifications in this policy

Historical qualifications	New qualification
<p>Vocational and trade certificates below the level of a national diploma (M + 1 or M + 2)</p>	<p>There are two pathways that are possible: Complete a 360-credit Level 6 Diploma in Technical and Vocational Teaching</p> <p><i>followed by</i></p> <p>a 120-credit Level 7 Advanced Diploma in Technical and Vocational Education and Training</p> <p>or</p> <p>Complete a 480-credit Level 7 Bachelor of Education in Technical and Vocational Teaching</p> <p><i>followed by</i></p> <p>a 120-credit Level 7 Advanced Diploma in Technical and Vocational Education and Training and/or a 120-credit Level 8 Postgraduate Diploma in Technical and Vocational Education and Training and/or a 120-credit Level 8 Bachelor of Education Honours degree</p>
<p>An appropriate three-year national diploma or degree</p>	<p>Complete a 120-credit Level 7 Advanced Diploma in Technical and Vocational Teaching</p> <p><i>followed by</i></p> <p>a 120-credit Level 7 Advanced Diploma in Technical and Vocational Education and Training</p> <p><i>followed by</i></p> <p>a 120-credit Level 8 Postgraduate Diploma in Technical and Vocational Education and Training or a 120-credit Level 8 Bachelor of Education Honours degree</p> <p><i>followed by</i></p> <p>a 180-credit Level 9 Master of Education degree</p>

<p>A three-year Teachers' Diploma, or an N4–N6 Certificate and a National Teachers' Diploma (Technical/Workshop) or a National Professional Diploma in Education (FET: Vocational Education)</p>	<p>Complete a 120-credit Level 6 Advanced Certificate in Technical and Vocational Education and Training</p> <p><i>followed by</i></p> <p>a 120-credit Level 7 Advanced Diploma in Technical and Vocational Education and Training</p>
<p>A three-year degree or national diploma and a one-year Higher Diploma in Education or Postgraduate Certificate in Education (FET Vocational Education) or a National Higher Diploma or a Bachelor of Technology: Post-School Education or a Postgraduate Diploma in Tertiary Education or a Postgraduate Certificate in Higher Education and Training</p>	<p>Complete a 120-credit Level 7 Advanced Diploma in Technical and Vocational Education and Training</p> <p><i>followed by</i></p> <p>a 120-credit Level 8 Postgraduate Diploma in Technical and Vocational Education and Training or a 120-credit Level 8 Bachelor of Education Honours degree</p> <p><i>followed by</i></p> <p>a 180-credit Level 9 Master of Education degree</p>
<p>Professionally qualified teachers in schooling, or adult education and training educators</p>	<p>Complete a 120-credit Level 6 Advanced Certificate in Technical and Vocational Education and Training</p> <p><i>followed by</i></p> <p>a 120-credit Level 7 Advanced Diploma in Technical and Vocational Education and Training</p> <p><i>followed by</i></p> <p>a 120-credit Level 8 Postgraduate Diploma in Technical and Vocational Education and Training</p> <p><i>followed by</i></p> <p>a 180-credit Level 9 Master of Education degree</p>

8. Implementation of the Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training

A detailed implementation plan will be developed to support the implementation of this policy. The implementation plan will include the following:

- The development of institutional capacity to introduce the range of qualifications described in this policy and the offering of technical and vocational teaching fields/subjects.
- The development of a common understanding of the qualifications, and a common approach to their implementation among higher education institutions offering these qualifications, including the development and implementation of uniform RPL and CAT processes across all higher education institutions offering the programmes.
- Any interim arrangements that may be necessary to ensure that programmes can be offered as capacity is developed, including special arrangements for an interim period for approval and accreditation of new programmes for TVET lecturers to allow for institutional development, including the training of programme evaluators.

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

The last date for entry of students into currently approved qualification types on the formerly 8-level NQF will be 2015. With effect from the 2016 academic year, all students should be admitted to accredited and approved new programmes.

Holders of historical and currently approved qualifications for TVET lecturers will continue to receive full recognition of their approved completed qualifications. It might, however, be required of them to update their qualifications from time to time as determined by their basic conditions of employment.

9. Approval and accreditation of new programmes

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

New professional TVET 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 recommendation for submission to the CHE/HEQC for accreditation.

New professional TVET lecturer qualification programmes that are offered by private higher education institutions must comply with this policy for approval by the DHET, as part of the requirements to be met for the institution to be registered with the DHET as an accredited provider for the programmes.

Institutions requiring further information should contact the department at:

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

Appendix 1: Basic competences for professionally qualified TVET lecturers

The following is the minimum set of competences required of newly qualified lecturers:

1. Professionally qualified lecturers must have a sound knowledge base in terms of their own subject specialisation. They must know how to teach the subject, how to select, sequence and pace content in accordance with both subject and learner needs, and how to integrate teaching of knowledge, practice and affective attributes.
2. Professionally qualified lecturers must have a sound understanding of the TVET context in South Africa, including the policy environment and contextual realities, and must be able to adjust their practice to take this into account.
3. Professionally qualified lecturers must know who their learners are, including understanding their diversity in terms of socio-economic background, age, culture, life and work experience, learning styles and aspirations, and special education needs, and they must use this knowledge to adjust teaching and learning approaches to accommodate learner diversity.
4. Professionally qualified lecturers must possess advanced speaking, reading and writing skills in order to be able to communicate effectively in the language of learning and teaching.
5. Professionally qualified lecturers must be able to manage teaching and learning environments effectively to enhance learning.
6. Professionally qualified lecturers must be able to assess learners in varied and reliable ways, and to use the results of assessment both to improve learners' learning through a variety of types of feedback, and to improve their own practice.
7. Professionally qualified lecturers must be ICT literate. This means being personally competent users of ICTs, as well as being able to integrate ICTs in an effective manner in teaching and learning.
8. Professionally qualified lecturers must be knowledgeable about the demands that will be made on their learners in the workplace, and able to use the subject they are teaching to help equip their learners to meet these demands.
9. Professionally qualified lecturers must have a positive work ethic, display appropriate values and conduct themselves in a manner that befits, enhances and develops the vocational teaching profession.
10. Professionally qualified lecturers 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 constantly to improve it and adapt it to evolving circumstances.

Appendix 2: Purpose of programmes at different levels on the HEQSF

The lists contained in this table are taken from the descriptions of programmes at the different levels of the HEQSF. They will assist designers of programmes to ensure that these are fit for their purpose, and to 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
<ol style="list-style-type: none"> 1. Serves as an entry level to higher education studies. 2. Provides basic introductory knowledge. 3. Provides cognitive and conceptual tools and techniques for further higher education studies. 4. Emphasises general principles and application. 5. Provides for a basic level of higher education knowledge and competence in a particular field or 	<ol style="list-style-type: none"> 1. Emphasises general principles and application or technology transfer. 2. Provides a sound knowledge base in a particular field or discipline. 3. Emphasises an ability to apply knowledge and skills to particular career or professional contexts. 5. Develops an ability to undertake more specialised and intensive learning. 6. Includes, as part of the learning programme, simulated work 	<ol style="list-style-type: none"> 1. Provides intellectual enrichment. 2. Enhances flexibility in changing circumstances. 3. Provides the 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. Emphasises a well-rounded, broad 	<ol style="list-style-type: none"> 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. Encourages advanced reflection and development by means of a systematic survey of current 	<ol style="list-style-type: none"> 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. Emphasises dealing with complex issues, both systematically and creatively, and making sound judgements, using data and information. 	<ol style="list-style-type: none"> 1. Requires students to undertake research at the most advanced academic level, leading to the acceptance of a thesis. 2. Requires students to demonstrate high-level research capability. 3. Requires students to make a significant and original academic contribution at the frontiers of a discipline or field. 4. Requires that students' work satisfy peer reviews and merit

<p>occupation.</p> <p>6. Applies basic knowledge and competence in an occupation or role in the workplace.</p> <p>7. Includes some degree of work experience or work-integrated learning.</p> <p>8. Is primarily vocational or industry oriented.</p>	<p>experience or workplace-integrated learning.</p> <p>7. Is primarily vocational or industry oriented.</p>	<p>education, focusing on providing a knowledge base, theory and the methodology of a discipline.</p> <p>6. Emphasises demonstrating initiative and responsibility in an academic and professional context.</p> <p>7. Emphasises principles and theories as a basis for entry into the labour market, professional training, postgraduate studies or professional practice in a wide range of careers.</p> <p>8. Prepares students for a change in career path.</p> <p>9. Provides for continuing professional development.</p>	<p>thinking, practice and research methods in an area of specialisation.</p> <p>6. Requires conducting and reporting on research under supervision.</p>	<p>5. Emphasises the ability to communicate research outcomes clearly to specialists and non-specialists in the discipline or area of specialisation.</p> <p>6. Requires students to demonstrate self-directed learning and originality in problem-solving.</p> <p>7. Requires students to act autonomously in planning and implementing tasks at a professional level.</p> <p>8. Requires students to continue to advance knowledge, understanding and skills.</p>	<p>publication.</p> <p>5. Requires that students demonstrate an ability to supervise and evaluate research conducted by others in the area of specialisation.</p>
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