


## DEPARTMENT OF BASIC EDUCATION

NO. 108

10 FEBRUARY 2017

**NATIONAL EDUCATION POLICY ACT 27 OF 1996**  
**NATIONAL EDUCATION POLICY ON RECOGNITION AND EVALUATION OF**  
**QUALIFICATIONS FOR EMPLOYMENT IN EDUCATION**

I, Angelina Matsie Motshekga, Minister of Basic Education, acting under section 3(4) (f) read with section 5 of the National Education Policy Act, 1996 (Act No. 27 of 1996) and after consultation with the Council of Education Ministers, hereby determine the National Education Policy on Recognition and Evaluation of Qualifications for Employment in Education, as set out in the schedule.

  
MRS ANGELINA MATSIE MOTSHEKGA, MP  
MINISTER OF BASIC EDUCATION  
DATE: 06.12.2016



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

# **Recognition and Evaluation of Qualifications for Employment in Education**

**DRAFT**

**28 August 2016**

## Index

<i>Section</i>	<i>Page</i>
<i>Abbreviations</i>	<i>2</i>
<i>1. Background, scope and purpose</i>	<i>3</i>
<i>2. General principles</i>	<i>5</i>
<i>3. Higher Education Qualifications Sub-Framework</i>	<i>8</i>
<i>4. Recognition of first academic and vocational qualifications</i>	<i>9</i>
<i>5. Recognition of initial professional teaching qualifications</i>	<i>11</i>
<i>6. Recognition of post-initial advanced and further qualifications</i>	<i>13</i>
<i>7. Pathways for qualification and REQV improvement (Articulation from former teaching qualifications into the new framework)</i>	<i>15</i>
<i>8. Recognition of appropriate qualifications for appointment in educator posts</i>	<i>19</i>
<i>9. Evaluation of foreign qualifications for employment in education</i>	<i>35</i>
<i>10. List of appropriate fields of study for employment in education</i>	<i>37</i>
<i>11. List of approved school teaching subjects</i>	<i>41</i>
<i>12. Guidelines on subject combinations for the offering of teaching methods</i>	<i>44</i>
<i>13. Evaluation of qualifications form</i>	<i>46</i>

## *Abbreviations*

<b>ACE</b>	<b><i>Advanced Certificate in Education</i></b>
<b>AD: Education</b>	<b><i>Advanced Diploma in Education</i></b>
<b>AD: Teaching</b>	<b><i>Advanced Diploma: Teaching</i></b>
<b>B Tech</b>	<b><i>Bachelor of Technology</i></b>
<b>DSE</b>	<b><i>Diploma in Specialized Education</i></b>
<b>FDE</b>	<b><i>Further Diploma in Education</i></b>
<b>HDE(u/pg)</b>	<b><i>Higher Diploma in Education (undergraduate or postgraduate)</i></b>
<b>HEQF</b>	<b><i>Higher Education Qualifications Framework</i></b>
<b>HEQSF</b>	<b><i>Higher Education Qualifications Sub-Framework</i></b>
<b>MRTEQ</b>	<b><i>Minimum Requirements for Teacher Education Qualifications</i></b>
<b>NPDE</b>	<b><i>National Professional Diploma in Education</i></b>
<b>NQF</b>	<b><i>National Qualifications Framework</i></b>
<b>OFS</b>	<b><i>Former University of the Orange Free State</i></b>
<b>PGCE</b>	<b><i>Postgraduate Certificate in Education</i></b>
<b>PDMS</b>	<b><i>Performers' Diploma in Music</i></b>
<b>PU</b>	<b><i>Former Potchefstroom University</i></b>
<b>REQV</b>	<b><i>Relative Education Qualification Value</i></b>
<b>SAQA</b>	<b><i>The South African Qualifications Authority</i></b>
<b>TDMS</b>	<b><i>Teachers' Diploma in Music</i></b>
<b>UCT</b>	<b><i>University of Cape Town</i></b>
<b>UALM</b>	<b><i>University Accompanist Licentiate in Music</i></b>
<b>UCOL</b>	<b><i>University Church Organist's Licentiate</i></b>
<b>UPLM</b>	<b><i>University Performers' Licentiate in Music</i></b>
<b>UTLM</b>	<b><i>University Teachers' Licentiate in Music</i></b>
<b>UP</b>	<b><i>University of Pretoria</i></b>



## Section 1

### *Background, Scope and Purpose*

In 1997, the then Department of Education gazetted the *Higher Education Qualifications Framework (HEQF)* as a new overarching policy on qualifications in higher education. This new policy replaced the former Department of National Education's policy frameworks on university qualifications, on qualifications obtainable at the now defunct technikons, and on qualifications for teacher education. The new policy framework on qualifications for teacher education was described in the *Norms and Standards for Educators, 2000*. The HEQF was revised and gazetted as the *Higher Education Qualifications Sub-Framework (HEQSF), as revised, 2013*, published in Notice No. 549, *Government Gazette* No. 36721 of 2 August 2013.

As a result of the changes referred to above, it was necessary to develop new policy on teacher education qualifications to align those qualifications with the HEQF based on a 10-level National Qualifications Framework (NQF). The Minister of Higher Education and Training gazetted the new *Policy on the Minimum Requirements for Teacher Education Qualifications (MRTEQ)* in Notice No. 583, *Government Gazette* No. 34467 of 15 July 2011. This policy indicates appropriate qualifications for teacher education, selected from the HEQF, and prescribes the minimum requirements for each qualification type in terms of the purpose of the qualification, the knowledge mix appropriate for the particular qualification, and minimum and maximum credit allocations at specific NQF levels, as well as articulation between qualifications and progression along qualifications paths. The MRTEQ has been revised and aligned with the revised HEQSF and was gazetted in Notice No. 596, *Government Gazette* No. 38487 of 19 February 2015.

Consequently, the *Criteria for the Recognition and Evaluation of Qualifications for Employment in Education based on the Norms and Standards for Educators, 2000*, published in Notice No. 935, *Government Gazette* No. 21565 of 22 September 2000, also needs to be realigned with the new policy on teacher qualifications and the HEQSF.

The purpose of this policy is to prescribe minimum requirements for –

- (a) the evaluation and recognition of teacher education qualifications, as prescribed in the MRTEQ and the HEQSF, for employment in education; and
- (b) the assigning of Relative Education Qualification Values (REQVs) to initial qualification types and to combinations of initial, advanced, and postgraduate qualifications attained by individual teachers.

The policy is also aligned to sections 1 and 2 of Chapter B of the Personnel Administrative Measures (PAM) (Department of Basic Education). The PAM prescribes minimum requirements, including qualification requirements for entry into specific educator posts, while this policy prescribes the

recognition of qualifications for REQV purposes. The two documents should be read in conjunction with each other.

This policy applies only to qualifications attained by teachers for teaching in schools and by school- and office-based educators who are supporting teaching and learning in schools. It does not apply to educators or lecturers in the post-school sector in technical and vocational education and training, or in adult education and training, or in adult and community education and training settings.

The principal end users of this policy are evaluators of teacher qualifications at the national Department of Basic Education and the provincial education departments, and admissions officials at universities and higher education institutions that offer teacher education. Such end users will use the policy to ensure that teacher applicants are admitted to the correct and most appropriate qualification type and programme.

This policy defines minimum qualification requirements and evaluation techniques for the evaluation of qualifications for appointment in entry-level teaching posts in schools and in specific educator posts for the teaching of technology subjects, of vocational subjects in schools for special needs education, and of music and dance in schools, and for the provision of support to learners in schools, such as education psychologists, speech and occupational therapists and education social workers.

"This policy defines minimum qualification requirements and evaluation techniques for the evaluation of qualifications for appointment –

- (a) in entry-level teaching posts in schools and in specific educator posts for the teaching of technology subjects;
- (b) as educators who teach vocational subjects in schools for special needs education;
- (c) as educators who teach music and dance in schools; and
- (d) as staff (such as education psychologists, speech and occupational therapists and education social workers) who provide support to learners in schools."

The policy does not cover the accreditation and recognition of short courses and prior learning which may be utilised for the continuing professional development of teachers. It prescribes only the evaluation and recognition of approved full formal qualifications for employment in education.

This policy prescribes the process and procedures for the evaluation, approval and recognition of initial qualifications, advanced and postgraduate qualifications for employment in education, and the assigning of REQVs to these qualifications. It defines appropriate fields and subfields of study for employment in education; and articulation from current teaching qualifications into the new qualifications frameworks through preferred qualifications paths and through associated REQV improvement. Although higher education institutions may set their own admission requirements for particular qualifications, approved qualifications will be recognised for employment in education and for REQV purposes only if the qualifications comply with the requirements of this policy

The policy also prescribes different principles and techniques for the evaluation of foreign qualifications for employment in public school education in South Africa.

"The policy provides for the relaxation of certain minimum qualification requirements for employment as teachers in specific teaching posts –

- (a) for which teachers are not trained in sufficient numbers; or
- (b) for which universities do not train teachers at all; or
- (c) that cannot be filled through the normal provisioning of teachers.

The relaxation of certain minimum qualification requirements for employment apply also, in exceptional cases, to individual foreign teacher education students who are not able to meet the minimum language requirements in full or not trained at all by universities through the normal provisioning of teachers.



## Section 2

### *General Principles*

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

1. **Admission requirements** (learning assumed to be in place, including recognition of prior learning) in order to be admitted to the learning programme that will lead to the attainment of the qualification.
2. **Status of the institution** that offers the learning programme and awards the qualification, as reflected by its registration with and accreditation by competent statutory bodies (e.g. government departments, quality assurance agencies, professional councils, sector qualifications authorities, or the Council on Higher Education) to offer a particular qualification.
3. **Qualification type and level** at which the qualification has been registered, and the number of credits (hours of learning) required at specific levels, as well as the total number of credits earned or the minimum number of years of full-time study or equivalent part-time study required to complete the qualification.
4. **Designators and qualifiers** (fields or subfields of study) and purpose of the qualification and exit level outcomes (applied competence) associated with the qualification.
5. **Methods of assessment** that are used to ascertain compliance with the requirements for obtaining the qualification (formal examinations, portfolios, research publications, dissertations, theses, practical work, workplace experience, learnerships).
6. **Date of recognition:** Qualifications will be recognised as from the date on which the educator meets all the requirements for obtaining the qualification concerned, according to an official statement by the examining body. In the absence of such a statement, a qualification will be recognised as from the date on which the certificate was issued.
7. **Retention of status and recognition of formerly approved and recognised qualifications:** If an educator's qualifications have been evaluated correctly –
  - (a) by an education department in accordance with the document *Evaluation of Qualifications for Employment in Education, 1995-1999*; or
  - (b) by an education department in accordance with the document *Criteria for the Evaluation and Recognition of Qualifications for Employment in Education, September 2000*; or
  - (c) in terms of the policy that applied to a specific department of education before 1995, that educator retains his/her status in the education system, and his/her qualifications retain the recognition given to them, for the duration of his/her teaching career.

However, educators might be required to renew their qualifications from time to time as part of their ongoing professional development and to comply with the requirements for re-employment and career progression in accordance with the qualification requirements for a specific post.

**8. Remarks on general principles:**

- Only qualifications awarded on the grounds of the passing of examinations or formal assessment of learning and proof of successful completion of an approved course of study are recognised for employment in education.
- Qualifications awarded by institutions that are not accredited by a recognised, reputable accreditation authority are not recognised for employment in education.
- Qualifications obtained only on the grounds of membership, experience – including life experience – community projects, the payment of fees, honorary degrees, or honorary membership (through so-called degree mills) are not regarded as approved qualifications for employment in education.
- Multi-level or multi-year qualifications, such as a three- or four-year bachelor's degree, should show clear evidence of progression from entry level to exit level in the cognitive development of qualifying students in a particular discipline (or particular disciplines) which are appropriate for teaching or for providing support to teaching and learning.
- Qualifications obtained through online learning (e-learning) and open and distance learning are considered for recognition on the same basis as the full-time, contact, face-to-face, on-campus equivalent of the qualification, provided that the institution is properly accredited by a recognised and reputable accrediting body for e-learning or open and distance learning. The accreditation process should ensure quality learning and learner support.
- Qualifications offered by international institutions outside the borders of South Africa should comply with all legal and accreditation requirements of the country where the qualification is offered.
- Qualifications awarded by franchised providers are not recognised. The qualification should be offered and awarded by the original accredited institution.
- Approved qualifications attained through the assessment of prior learning and credit accumulation and transfer from other completed or partially completed qualifications awarded by accredited higher education institutions are recognised for employment in education, if such qualifications comply with requirements for recognition for the particular qualification types.
- Should a qualification not meet the prescribed requirements, the evaluator will indicate which further requirements should be met in order for the qualification to be recognised in full.
- The order in which qualifications have been obtained will not have any effect on the final evaluation. The order which will benefit the holder of the qualifications most must be applied when evaluating such qualifications, taking into account the prescribed minimum entry requirement for a particular qualification.

## 9. Assigning of Relative Education Qualification Values (REQVs) to qualifications

### *Definition of Relative Education Qualification Value*

Because there are many different ways of obtaining education qualifications and many different institutions at which such qualifications may be obtained, and because the training standards and requirements have changed a number of times over the past several decades, it is impossible to compare the qualifications of various educators merely by looking at the certificates, diplomas and degrees that the educators possess. It is also not possible, merely by looking at the paperwork, to determine whether all educators are in fact suitably qualified and what level of remuneration each educator should be receiving.

The REQV assignment is a process that is used for standardising all the various qualifications held by educators in order to make it possible to, so to speak, compare apples with apples when evaluating educators' qualifications, level of qualification and salary.

### Formula for calculating an REQV

$REQV (10 + n) = (n \times 120) \text{ SAQA credits, } n = 1, 2, \dots, 7$

E g  $REQV 13 = REQV (10 + 3) = (3 \times 120) = 360 \text{ SAQA credits}$

### First (initial) qualifications:

Qualification	Credits	NQF level	REQV
Bachelor of Education in Teaching degree	480	7	14
Diploma in Grade R Teaching	360	6	13
Approved general first degree	360/480	7/8	13/14
AD: Teaching or PGCE	120	7	+ 1
Approved diploma	360	6	13

### Post-initial advanced qualifications:

Additional REQVs are assigned to approved<sup>1</sup> additional qualifications obtained in appropriate fields of study<sup>2</sup> on the basis of one additional REQV for each additional 120 new credits<sup>3</sup> earned, provided that –

<sup>1</sup> Approved for employment in public education

<sup>2</sup> Refer to Appendix

<sup>3</sup> For first degrees obtained before 1 January 2001, 120 new credits are equated to four new degree year courses. In the case of post-graduate qualifications obtained before 1 January 2001, one additional REQV is awarded per qualification.

- a maximum of two additional REQVs (240 new SAQA credits) are recognised per NQF level;
- and
- a professionally unqualified educator may only receive recognition to a maximum of REQV 15.

**10. Limitations on REQV classifications:**

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



## Section 3

### Higher Education Qualifications Sub-Framework

NQF Exit Level	Qualifications in Higher Education		
	Degrees	Diplomas	Certificates
10	Doctorate (360)		
9	Master's degree (180)		
8	Honours degree (120) First bachelor's degree (480)	Postgraduate diploma (120c)	
7	First bachelor's degree (360)	Advanced diploma (120)	
6		Diploma (360) Diploma (240)	Advanced certificate (120)
5			Higher certificate (120)

### New framework for teacher education qualifications as per the Policy on Minimum Requirements for Teacher Education Qualifications (2015)

NQF Level	Education Qualifications		
	Degrees	Diplomas	Certificates
10	Doctor of Education degree (360)		
9	Master of Education degree (180)		
8	Bachelor of Education Honours degree (120)	Postgraduate Diploma in Education (120)	
7	Bachelor of Education degree (480)	AD: Teaching or PGCE (120) Advanced Diploma in Education (120)	
6		Diploma: Grade R Teaching (360)	Advanced Certificate in Teaching (120)
5			

## Section 4

### *Recognition of first Academic and Vocational Qualifications*

For a detailed description of the qualification types, characteristics, NQF exit level<sup>4</sup>, maximum or minimum total credits at different levels and articulation possibilities, refer to the *Higher Education Qualifications Sub-Framework, 2013*.

1. An approved<sup>4</sup> **first academic degree** should comply with the following minimum requirements:
  - ❑ Minimum duration: three years of full-time study (or the part-time or distance education equivalent thereof)
  - ❑ Minimum total credits: 360
  - ❑ NQF Level: 7 (former Level 6)
  - ❑ The degree should be offered and awarded by an accredited and registered higher education institution
  - ❑ The learning programme should include at least two appropriate subjects or fields of study, or a combination of subjects or fields of study (refer to Section 10), that provide for the acquirement of sufficient in-depth academic content knowledge to teach two school subjects. At least one of the subjects should be at second-year degree level (approximately 32 credits at Level 6).
  - ❑ A degree that comprises at least one school teaching subject as a major subject (at third-year level or at NQF Level 7) will be regarded as an approved degree and will receive full recognition.

#### **REQV classification**

For a 360-credit, Level 7 approved degree: REQV 13

The maximum REQV classification that may be accorded to a first degree is REQV 14 (for an approved 480(+)-credit Level 7 or 8 degree).

2. An approved **first academic, occupational or vocational diploma** (other than a professional teachers' diploma) should comply with the following minimum requirements:
  - ❑ Minimum duration: three years of full-time study (or the part-time or distance education equivalent thereof)
  - ❑ Minimum total credits: 360
  - ❑ NQF Level: 6
  - ❑ The diploma should be offered and awarded by an accredited and registered higher education institution
  - ❑ The learning programme should include at least two appropriate subjects or fields of study, or a combination of subjects or fields of study (refer to Section 10), that provide for the acquirement of sufficient in-depth academic content knowledge to teach two school

<sup>4</sup> Approved for employment in education.

subjects. At least one of the subjects should be at third-year diploma level (approximately 32 credits at Level 6).

**REQV classification**

**REQV 13**

3. A first degree or diploma that meets all requirements for an approved degree or diploma except for the academic subject content knowledge requirements is known as a *partially approved*<sup>5</sup> degree or diploma, provided that the degree or diploma includes at least *two* school teaching subjects at first-year level (32 credits each at Level 5) or at least *one* school teaching subject at second-year level (32 credits at Level 6).

**REQV classification**

One REQV level lower than that for a fully approved degree or diploma (REQV 12 for a partially approved three-year 360-credit degree or diploma and REQV 13 for a partially approved four-year (480-credit) degree).

4. Holders of partially approved degrees or diplomas may augment their qualifications by completing the required additional academic year course(s) or modules in a school teaching subject (or subjects) for non-degree or non-diploma purposes and present the additional course(s) or modules so completed for full recognition of their qualifications.
5. Two or more first partially approved completed degrees or diplomas may be taken together and evaluated in accordance with the requirements of an approved qualification. Should they meet the requirements, the REQV classification of the combined qualifications will be determined by the highest (largest) of the qualifications. For example, should a combination of two partially approved three-year qualifications meet with the requirements, the REQV classification will be REQV 13; in the case of a combination of a partially approved three-year and a partially approved four-year qualification, the maximum REQV classification will be REQV 14.
6. A postgraduate degree (for example, an honours or master's degree) presented as a first academic qualification will be evaluated on its own merit by the National Evaluation Committee.

---

<sup>5</sup> Partially approved for employment in education



## Section 5

### *Recognition of Initial Professional Teaching Qualifications*

For a detailed description of the qualification types, characteristics, NQF exit level, maximum or minimum total credits at different levels, minimum requirements and articulation possibilities, refer to the *Policy on MRT, 2014*.

1. An approved four-year 480-credit Bachelor of Education degree with specialisation to teach in a phase (and subject) is evaluated as REQV 14, professionally qualified.
2. An approved one-year <sup>6</sup>AD: Teaching or PGCE with specialisation to teach in a phase (and subject) that follows an approved first academic qualification is accorded one additional REQV level and the holder of the AD: Teaching or PGCE is regarded as professionally qualified to teach in schools.
3. An approved 360-credit Level 6 Diploma in Grade R Teaching is evaluated as REQV 13, professionally qualified, but only for appointment to teach in a Grade R class. In order to teach in the Foundation Phase (Grades 1 to 3), a recognised professional teaching qualification (480-credit Level 7 B Ed or 120-credit Level 7 <sup>7</sup>Advanced Diploma in Foundation Phase Teaching or PGCE in Foundation Phase Teaching) is required.
4. Only one initial professional teaching qualification (the highest one) per educator is recognised for REQV purposes.
5. In the event of a composite academic and professional teaching qualification (B Ed or degree and <sup>8</sup>AD: Teaching or PGCE) that does not fully comply with the requirements of an approved qualification, the qualifications are evaluated as follows:
  - 5.1 The academic component complies with the requirements of an approved degree but the professional component does not comply: REQV 13, professionally unqualified.
  - 5.2 The academic component complies with the requirements of a partially approved degree and the professional component complies with the phase and/or teaching subject requirements: REQV 13, professionally qualified.
  - 5.3 Neither the academic nor the professional component complies with the requirements: no recognition.
6. A teacher education student **who wrote the final examination** towards completing a 480-credit Bachelor of Education degree but still has some modules or courses outstanding may, with the permission of the university and the head of a provincial education department, be employed in a temporary teaching post, provided that proof of registration for the outstanding courses has been submitted. Such a teacher education student may be remunerated in accordance with an REQV 13(s) salary range for a period of two years, which may be extended under special

<sup>6</sup>The HEQSF has granted approval for the title of Postgraduate Certificate in Education to be used as an alternative for the title Advanced Diploma in Teaching.

<sup>7</sup>Refer to footnote 6

<sup>8</sup>Refer to footnote 6

circumstances and at the discretion of the university concerned and the provincial head of education department.

7. An incomplete Bachelor of Education degree or any other incomplete degree or diploma as first qualification is not recognised for employment in education.
8. Teacher education students, especially foreign students, who have complied with all requirements for the awarding of an initial professional teaching qualification with the exception of a second official language requirement may receive the qualification with an endorsement to this effect. The holder of the qualification may be employed in a teaching post as a professionally qualified teacher subject to the approval of the head of a provincial education department in accordance with the language of teaching and learning requirements applicable to the specific post or school.

## Section 6

### *Recognition of Post-Initial Advanced and Further Qualifications*

For a detailed description of the qualification types, characteristics, NQF exit level, minimum total credits at different levels, minimum requirements, articulation and progression possibilities, refer to the *Higher Education Qualifications Sub-Framework, 2013*, and the *Policy on MR EQ, 2015*.

Professionally qualified teachers who wish to specialise in a new field of teaching and learning may enroll for an initial degree or diploma in the new field or, alternatively, as a first step, enroll for an Advanced Certificate in the new field and, thereafter, proceed to an Advanced Diploma in the same field. Also refer to Section 7 on articulation possibilities.

#### **1. Recognition of a Higher Certificate**

A 120-credit Level 5 Higher Certificate is not recognised as an additional qualification for employment in education as a teacher in a school.

#### **2. Recognition of Advanced Certificates and Advanced Diplomas**

A 120-credit Level 6 Advanced Certificate or 120-credit Level 7 Advanced Diploma will be recognised for employment in education and one additional REQV level will be accorded to it, provided that –

- o the qualification has been offered and awarded by an accredited and registered higher education institution;
- o the qualifier is in an appropriate field of study for purposes of employment in education (refer to Section 10); and
- o an Advanced Certificate follows an approved and recognised initial professional teaching qualification evaluated as REQV 13 at least, and an Advanced Diploma follows an approved 360-credit degree or diploma evaluated as REQV 13 at least or an approved and recognised professional teaching qualification (or more than one such qualification) evaluated as REQV 14 at least.

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

#### **3. Recognition of a bachelors's degree**

Professionally qualified teachers may improve their qualifications by completing a 360- or 480-credit Level 7 or 8 bachelors' degree in an appropriate field of study (including a Bachelor of Education degree) (refer to Section 10) and will receive additional REQV recognition on completion of 120 new credits for a partially completed degree in appropriate fields of study, to a maximum of two additional levels for a completed degree that includes at least 240 new credits in an appropriate field of study.

#### 4. Recognition of a diploma

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

#### 5. Recognition of postgraduate qualifications

One additional REQV level will be accorded to a completed honours degree, master's degree or doctorate (including professional master's degree and doctorate) in an appropriate field of study (refer to Section 10), subject to the following provisos:

- o The postgraduate degree follows, at least, a recognised first degree;
- o a maximum of two postgraduate qualifications at the same NQF Level in different appropriate fields of study are recognised per educator.

One additional REQV level will be accorded to a completed honours degree, master's degree or doctorate (including professional master's degrees and doctorates) in Education, provided that a postgraduate degree in education follows an approved and recognised professional teaching qualification (or more than one such qualification), including cognate qualifications at the preceding level evaluated as REQV 14, professionally qualified, at least.

One additional REQV level will be accorded to a completed postgraduate diploma in an appropriate field of study (including education), on condition that the postgraduate diploma follows –

- o an approved degree or advanced diploma; or
- o a professional teaching qualification (or more than one such qualification) evaluated as REQV 14, professionally qualified, at least. If there are more than one such qualification, one of them should be at NQF exit level 7 (or the equivalent in the former 8-Level NQF) at least.  
(Also refer to Section 7, paragraphs 6, 7 and 8.)



## Section 7

### *Pathways for Qualification and REQV Improvement (Articulation from former teaching qualifications into the new framework)*

The pathways prescribed and described in this section are the most popular ones for holders of current and former teaching certificates and diplomas. There are other possibilities as well.

1. Teachers teaching with Senior Certificate (with or without a non-recognised qualification) should qualify themselves fully, either by completing an approved degree followed by an AD: Teaching or PGCE)<sup>9</sup>, or by completing a 480-credit Bachelor of Education degree in order to be classified as REQV 14 professionally qualified.
2. Two-year initial teachers' certificate (with or without a Senior Certificate) (REQV 11 or 12), followed by a new 480-credit Level 7 Bachelor of Education degree: REQV 14 professionally qualified.
3. Three-year initial teachers' diploma including a National Professional Diploma in Education (REQV 13), followed by a 480-credit Level 7 Bachelor of Education degree: REQV 14 or REQV 15 (by earning at least 240 new credits) professionally qualified.
4. Three-year initial teachers' diploma including a National Professional Diploma in Education (REQV 13), followed by a 120-credit Level 6 new Advanced Certificate in Teaching (REQV 14), and followed by a new 120-credit Level 7 Advanced Diploma in Education: REQV 15 professionally qualified.
5. Three-year initial teachers' diploma, including a National Professional Diploma in Education (REQV 13), together with a one-year Further Diploma in Education or a Diploma in Specialised Education or a one-year post-professional specialisation or a former 120-credit Level 6 ACE (REQV 14), followed by a new 120-credit Level 7 Advanced Diploma in Education: REQV 15 professionally qualified.
6. Three-year initial teachers' diploma together with a one-year Higher Diploma in Education or a four-year initial Higher Diploma in Education (REQV 14), followed by a new 120-credit Level 7 Advanced Diploma in Education: REQV 15, professionally qualified.
7. Three-year initial teachers' diploma together with a one-year Further Diploma in Education or a one-year Diploma in Specialised Education or a one-year post-professional specialisation or a one-year Higher Diploma in Education and a former 120-credit Level 6

<sup>9</sup>or the following approved variants of an Advanced Diploma: Teaching: Postgraduate Certificate in Education, Graduate Diploma in Teaching.

ACE (REQV 15), followed by a new 120-credit Level 8 Postgraduate Diploma in Education or Bachelor of Education Honours: REQV 16 professionally qualified.

8. Four-year Higher Diploma in Education together with a one-year Further Diploma in Education or a one-year Diploma in Specialised Education or a former-120 credit Level 6 ACE (REQV 15), followed by a new-120 credit Level 8 Postgraduate Diploma in Education or Bachelor of Education Honours: REQV 16 professionally qualified.
9. Three-year initial teachers' diploma together with two former 120-credit Level 6 Advanced Certificates in Education in different fields of study (REQV 15), followed by a new 120-credit Level 8 Postgraduate Diploma in Education or Bachelor of Education Honours: REQV 16 professionally qualified.
10. Pathways 3, 4 and 5 above, followed by a new 120-credit Level 8 Postgraduate Diploma in Education or Bachelor of Education Honours: REQV 16 professionally qualified.
11. New HEQSF-aligned advanced certificates, advanced diplomas, postgraduate diplomas and first degrees and diplomas and postgraduate degrees in appropriate fields of study – for example, in Accounting, Mathematics, History or Hospitality Studies – can be recognised for REQV purposes in ways similar to how the same qualification types are recognised in Education or Teaching. (*Refer to Section 6 for the recognition of these qualification types.*)
12. Teachers teaching in schools cannot receive additional REQV recognition for the completion of additional certificates or diplomas in the fields of Adult Teaching and Learning or Technical and Vocational Education and Training, since these qualifications are regulated by different policies in terms of different conditions of service by different employers.
13. Some of the above pathways are also displayed in the following table:

	<i>Current basic qualification</i>	<i>Current REQV</i>	<i>Next qualification</i>	<i>Improved REQV</i>
1.	Senior Certificate with or without a non-recognised qualification	10	Approved bachelor's degree + <sup>10</sup> AD: Teaching or PGCE  Bachelor of Education degree	13 14 14
2.	Teachers' Certificate	11 or 12	Approved bachelor's degree  Bachelor of Education degree	14 14
3.	Three-year Teachers'	13	Approved bachelor's degree	14 or 15

<sup>10</sup> or the following approved variants of an Advanced Diploma: Teaching: Postgraduate Certificate in Education, Graduate Diploma in Teaching.

	<i>Current basic qualification</i>	<i>Current REQV</i>	<i>Next qualification</i>	<i>Improved REQV</i>
	Diploma or NPDE		(120 or 240 new credits)  Bachelor of Education degree (120 or 240 new credits)  120-credit Level 6 Advanced Certificate	14 or 15   14
4.	Three- or four-year approved degree or Level 6 diploma (not in Education or Teaching)	13 or 14	AD: Teaching or PGCE (120 credits, Level 7) <sup>11</sup>	14 or 15
5.	Four-year Higher Diploma in Education or Three-year Teachers' Diploma or NPDE + ACE or FDE or DSE or B Tech or other one-year post-professional certificate or diploma	14	Approved bachelor's degree (120 or 240 new credits)  Advanced Diploma in Education (120 credits, Level 7)	15 or 16  15
6.	Four-year Higher Diploma in Education + FDE or ACE or DSE or B Tech or other one-year post-professional certificate or diploma or Three-year Diploma in Education or NPDE + ACE or FDE or DSE or B Tech or other one-year post-professional certificate or diploma+ (second) ACE	15	Approved bachelor's degree (at least 120 new credits)  Advanced Diploma in Education (120 credits, Level 7)  plus a Postgraduate Diploma in Education or Bachelor of Education Honours (120-credit, Level 8)	16  Remain on 15  16
7	Four-year Bachelor of Education degree or Three-year bachelor's degree + AD: Teaching or PGCE or HDE(pg) or UED or other professional teaching qualification	14	Honours degree + master's degree + doctorate  Postgraduate diploma + master's degree + doctorate  Postgraduate diploma + honours degree (in different field) + master's degree + doctorate  ACE + ADE+ honours degree or postgraduate diploma +	15,16,17  15,16,17  15,16,17, 17(unchanged)

<sup>11</sup> or the following approved alternative title for an Advanced Diploma: Teaching: Postgraduate Certificate in Education.

	<i>Current basic qualification</i>	<i>Current REQV</i>	<i>Next qualification</i>	<i>Improved REQV</i>
			master's degree + doctorate	15, 16, 16 (unchanged), 17, 17 (unchanged)



## Section 8

### ***Recognition of appropriate qualifications for appointment in educator posts***

#### **1. List of posts in which professionally unqualified persons could be appointed permanently, should they hold appropriate qualifications for such posts:**

- Posts for Mechanical, Electrical or Civil Technology
- Posts for Engineering Graphics and Design
- Posts for Music
- Posts for Dance Studies
- Posts for Travel and Tourism
- Posts for the teaching of Hospitality Studies
- Posts for Dramatic Art
- Posts for Visual Arts
- Posts for Information Technology and/or Computer Applications Technology
- Posts for Equine Studies
- Posts for Maritime Economics
- Posts for Nautical Science
- Posts for the teaching of Nursing at Schools for Special Needs Education
- Posts of Librarians at educational institutions and departmental head office libraries
- Posts for School Social Workers
- Posts for Education Psychologists and Therapists
- Educator posts at non-education institutions

#### ***The incumbent of a post listed in paragraph 1 usually possesses –***

- qualifications which do not comply with the criteria for approved degrees and/or professional teaching qualifications;
- skills and knowledge which have been acquired also through practical training or by experience; and
- basic training which is often not offered by teacher education providers.

#### **2. Appropriate qualifications for employment in posts listed in paragraph 1**

##### **2.1 Appropriate degree**

An appropriate degree is a degree –

- which is recognised for a specified post listed in paragraph 1 and specially qualifies a person for the particular post; and
- which has been approved for such purpose.

## **2.2 Appropriate qualifications**

Only qualifications appropriate to a specific post listed in paragraph 1 are recognised for purposes of employment in a post listed in paragraph 1. When such a qualification is evaluated, the person evaluating the qualification must ensure that the applicable subject is stated clearly.

## **2.3 Recognition of further appropriate diplomas or certificates**

A further appropriate diploma or certificate (obtained after a first appropriate diploma or certificate) is recognised for REQV purposes only if it entails advanced study following the first appropriate diploma or certificate which has been recognised for a specific post listed in paragraph 1.

Where two or more appropriate diplomas or certificates at the same horizontal level are submitted for the same post listed in paragraph 1, only one diploma or certificate will be recognised.

A maximum of two approved diplomas or certificates at the same horizontal level (and one professional qualification) will be recognised for a post listed in paragraph 1, provided that they do not overlap by more than 50% and the second diploma is taken in an appropriate field that is not the same as the field of study of the first diploma.

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

Where two or more similar appropriate diplomas or certificates are offered, the one with the highest REQV classification will be recognised.

Every additional appropriate diploma or certificate will be recognised for a higher REQV level if it requires at least the equivalent of one academic year of full-time study or 120 new credits.

## **2.4 Recognition of partially completed degrees and completed degrees for incumbents of posts listed in paragraph 1**

Recognition is granted in accordance with the stipulations applicable to approved partially completed and completed degrees.

## **3. General principles for the evaluation of qualifications for appointment to posts listed in paragraph 1**

1. Appropriate qualifications that have been approved are recognised for posts listed in paragraph 1.
2. When more than one qualification is evaluated, the qualification which affords the holder the highest REQV classification is taken as the starting point for evaluation purposes. The order in which qualifications have been obtained therefore makes no difference.
3. Recognition of qualifications for a post listed in paragraph 1 is restricted to such a post for which qualifications have been recognised, provided that a candidate may also receive recognition of qualifications for a second specialisation or for general teaching.

4. A permanent incumbent of a post listed in paragraph 1 whose qualifications are appropriate to another post listed in paragraph 1 may be transferred to the other specialist post in a permanent capacity and with retention of his/her REQV classification.
5. A permanent incumbent of a post listed in paragraph 1 who does not qualify for permanent appointment in an ordinary or any other post listed in paragraph 1 may be employed in such a post on a temporary basis with retention of his/her classification, provided that such person may be so employed for longer than one year only with the personal approval of the head of a provincial education department.
6. A professionally qualified teacher who has been appointed to a general teaching post and who also holds qualifications that are applicable to a post listed in paragraph 1, but who has never been appointed to such a post, receives REQV recognition for these qualifications.

#### **4. Requirements for the recognition and the evaluation of qualifications for employment in posts listed in paragraph 1**

##### **4.1 Posts for teachers of Mechanical, Electrical or Civil Technology**

A three-subject National Technical Certificate III (N3) or a Level 4 National Certificate (Vocational), which must include Trade Theory or Technology as a subject, plus a completed apprenticeship or a pass in a trade test, plus two years' appropriate trade experience\*.

OR

An equivalent qualification plus a completed apprenticeship or a pass in a trade test plus two years' appropriate trade experience, and Trade Theory or Technology at the N3 level or NQF Level 4 should form part of the completed trade training.

OR

An approved degree for technical education; or a National Certificate (or Diploma) for Technicians or a National N Diploma or a National Diploma (Engineering) or a National Higher Diploma or Bachelor of Technology, which includes training in an appropriate Engineering Technology subject.

OR

Another appropriate approved qualification.

##### **4.2 Posts for teachers of Electrical Technology (Electronics)**

A three-subject National Technical Certificate III (N3) or a Level 4 National Certificate (Vocational), which must include Electronics as a subject, plus two years' appropriate trade experience\*.

OR

An equivalent qualification, plus two years' appropriate trade experience.\*



\*Persons in possession of this qualification may be appointed permanently to posts for the teaching of technical subjects or electronics and be remunerated according to an REQV 13 (s) salary range

The head of a provincial education department may, in special cases and at his/her own discretion, appoint in a permanent or temporary capacity a person whose only qualifications are a completed apprenticeship or a pass in a trade test, plus two years' appropriate trade experience, and may remunerate such a person according to an REQV 12(s) salary range.

#### 4.3 Evaluation of technical or engineering technology qualifications

- (1) An apprenticeship + National Technical Diploma: REQV 13.
- (2) National N Diploma: REQV 13.
- (3) National Certificate for Technicians: REQV 13.
- (4) National Diploma (Engineering): REQV 13.
- (5) National Diploma for Technicians: REQV 14.
- (6) National Higher Diploma or Bachelor of Technology: REQV 14.
- (7) National Diploma in Technology or master's diploma: REQV 15.

#### 4.4 Evaluation of technical qualifications together with completed approved degrees, partially approved degrees, partially completed degrees and diplomas in education

A technical qualification evaluated as REQV 13 for appointment to a post listed in paragraph 1 (see paragraph 4.3 (1), (2), (3) and (4) above) together with -

- (1) an approved degree (which complies with paragraph 1.14.1): REQV 15.
- (2) an approved partially completed degree: REQV 14.
- (3) A partially approved degree: REQV 14.
- (4) (1) above + National Teachers' Diploma (NTD) (Workshop) or HDE (Technical)<sup>12</sup>: REQV 16.
- (5) (2) above + NTD (Workshop) or HDE (Technical)<sup>13</sup>: REQV 15.
- (6) (3) above + NTD (Workshop) or HDE (Technical)<sup>14</sup>: REQV 16.

A technical qualification evaluated as REQV 14 for appointment to a post listed in paragraph 1 (See paragraph 4.3 (5) and (6) above) together with -

<sup>12</sup> or a Postgraduate Certificate in Education or an Advanced Diploma: Teaching or a Graduate Diploma: Teaching.

<sup>13</sup> Refer to footnote 12

<sup>14</sup> Refer to footnote 12

- (1) an approved degree: REQV 15 (to be classified as REQV 16, a teacher must be professionally qualified).
- (2) an approved partially completed degree: REQV 15.
- (3) a partially approved degree: REQV 15.
- (4) (1) above + NTD (Workshop) or HDE (Technical) or HDE<sup>15</sup>: REQV 16 (a master's degree is required to be classified as REQV 17).
- (5) (2) above + NTD (Workshop) or HDE (Technical)<sup>16</sup>: REQV 15 (an approved degree is required to be classified as REQV 16).
- (6) (3) above + NTD (Workshop or HDE (Technical)<sup>17</sup>: REQV 15 (an approved degree is required to be classified as REQV 16).

A technical qualification with an REQV 15 for appointment to a post listed in paragraph 1 (see paragraph 4.3(7) above) together with -

- (1) an approved degree: REQV 15 (to be classified in REQV16 a teacher must be professionally qualified).
- (2) an approved partially completed degree: REQV 15 (not professionally qualified).
- (3) a recognised degree: REQV 15 (not professionally qualified).
- (4) (1) above + NTD (Workshop) or HDE (Technical)<sup>18</sup>: REQV 16 (not in possession of a master's degree).
- (5) (2) above + NTD (Workshop) or HDE (Technical)<sup>19</sup>: REQV 15 (not in possession of an approved degree).
- (6) (3) above + NTD (Workshop) or HDE (Technical)<sup>20</sup>: REQV 15 (not in possession of an approved degree).

A three-subject National Technical Certificate III (N3) or a National Vocational Certificate, which must include Trade Theory or Technology as a subject, plus a completed apprenticeship or a pass in a trade test, plus two years' appropriate trade experience, together with -

- (1) N4 or N5 + NTD (Workshop) or National Professional Diploma in Education: REQV 13.
- (2) 4T1 and 4T2 subjects + NTD (Workshop) or National Professional Diploma in Education: REQV 13.

<sup>15</sup> or a Postgraduate Certificate in Education or an Advanced Diploma: Teaching.

<sup>16</sup> Same as footnote 15

<sup>17</sup> Same as footnote 15

<sup>18</sup> Same as footnote 15

<sup>19</sup> Same as footnote 15

<sup>20</sup> Same as footnote 15

- (3) an approved degree: REQV 14.
- (4) an approved partially completed degree: REQV 12 (may be remunerated according to an REQV 13(s) salary range).
- (5) (1) above + an approved partially completed degree: REQV 14.
- (6) (1) above + recognised degree: REQV 15.
- (7) (3) above + NTD (Workshop) or HDE (Technical) or HDE<sup>21</sup>: REQV15.

#### 4.5 Posts for teachers of Engineering Graphics and Design

A National Diploma for Technicians (Draughtsmanship) or a National Technical Diploma or equivalent qualification with Draughtsmanship or a similar subject, e.g. Machine Design, Building Construction, Electrical Design or Structural Design, at T2 or N5 level at least, plus two years' appropriate experience.

OR

an approved degree in Engineering, which includes Engineering Graphics and Design.

OR

a qualification approved for this purpose.

#### 4.6 Posts for teachers of Music

An appropriate approved qualification in Music (for the instrument(s) in which tuition is given).

**NB** Qualifications are recognised only if practical training in an instrument is included (with the exception of postgraduate degrees.)

#### 4.7 Recognition of music qualifications

- (1) Not more than one teacher's licentiate or diploma in Music in the same instrument shall be recognised for the same person.  
(NB: A teacher's licentiate does not qualify a person as professional.)
- (2) A second teacher's licentiate in another instrument may be recognised.
- (3) Only one performer's licentiate (in the same instrument recognised for (1) or (2) above) or a ULCM may be recognised in addition to the licentiates in (1) and (2) above.
- (4) Teachers' licentiates referred to in (1) and (2) above may not be offered in the following pairs of instruments:

<sup>21</sup> or a Postgraduate Certificate in Education or an Advanced Diploma: Teaching.

<sup>28</sup> Policy on the Recognition and Evaluation of Qualifications for Employment in Education

Flute and Piccolo

Flute and Recorder

Recorder and Piccolo

Two different recorders

Any of the instruments listed above and Cor Anglais

Clarinet and Bass Clarinet

Bassoon and Double Bassoon

Violin and Viola

Cello and Double Bass

Piano and Harpsichord

Piano and Clavichord

Clavichord and Harpsichord

Any two brass instruments controlled by pistons.

- (5) For a post as accompanist of ballet, a University Performer's Licentiate in Music (Piano) without a teachers' licentiate or a University Accompanist's Licentiate in Music (UALM) may be accepted. Only one of these licentiates will be recognised for the same person.

An accompanist's licentiate, for example a UALM, is recognised for posts of accompanist only.

(6) Overlapping

When a qualification in Instrumental Music is offered at the same level as a qualification in Instrumental Music already recognised, this is regarded as overlapping. This means that –

- (a) all teachers' licentiates or diplomas in Music, irrespective of the duration of training, which are offered at the same level and for the same instrument, overlap unless a teacher's licentiate or diploma in Music is the entrance requirement for a subsequent teacher's licentiate or diploma in Music, or is offered in another instrument. However, a performer's licentiate is always offered at a higher level than a teacher's licentiate or diploma in Music.

**NB:** A performer's licentiate will only be recognised provided that the candidate is in possession of a teacher's licentiate.

- (b) A teacher's licentiate or diploma in Music always overlaps courses in instruments taken for a Bachelors' degree.



If the second instrument has not been offered at main instrument level, it does not overlap with a teacher's licentiate or diploma. This excludes a performer's licentiate in instruments taken for the bachelor's degree.

- (c) A Licentiate in School Music (Class Music) is not recognised for appointment to a post listed in paragraph 1 for teachers of Instrumental Music, if a candidate is already in possession of a teacher's licentiate in an instrument.

#### 4.8 Evaluation of Diplomas and Licentiates in Music\*

<u>Qualifications</u>	<u>Evaluation</u>
(a) UPLM **(UNISA)	REQV 13
(b) UALM *** (UNISA)	REQV 13
(c) UCOL (UNISA)	REQV 13
(d) UCOL (Organ) (UNISA)	REQV 13 [Ditto.]

#### NB

The above-mentioned qualifications obtained before 1990 are evaluated as REQV 12.

- (e) UTLM (UNISA) REQV 13

#### NB

- (i) The UTLM is evaluated as REQV 13 instead of REQV 12, with effect from 1 January 1990, if obtained as from the following dates.

Piano: as from 1981.

Recorder, Clarinet, Organ, Flute, Guitar, Hobo, French Horn: as from 1987.

Singing: as from 1988.

Other woodwind instruments: as from 1989.

Other brass instruments: as from 1989.

All other instruments: as from 1990.

- (ii) Persons in possession of a UTLM (UNISA) obtained before the above-mentioned dates will not be evaluated as REQV 13 following the passing of the method examination.

\* These qualifications are recognised only if practical training in an instrument is included.

\*\* Recognised only if the holder also has a teacher's licentiate.

\*\*\* Recognised for posts of accompanist only.

(f) Education Diploma in Music (OFS)		REQV 13
(g) Teacher's Licentiate in Music (OFS)		REQV 13
(h) Diploma for Church Organists (PU)		REQV 13
(i) Lower University Diploma in Music Performance (PU)	1 year after 'm'	None
(j) Licentiate Diploma in Music (Rhodes)		REQV 13
(k) TDMS (Stellenbosch)		REQV 13
(l) PDMS (Stellenbosch)		+ 1 level
(m) Diploma for Church Organist (Stellenbosch)		REQV 12
(n) Higher Diploma for Church Organist (Stellenbosch)		+1 level
(o) Diploma in Musical Education (Rhodes)		REQV 13
(p) Diploma in Music (Education) (UP)		REQV 13
(q) Diploma in Church Music (UP)		REQV 13

(r) Diploma in Music (Church Music (UP)	REQV 13
(s) Diploma in Music (Performing Arts) (UP)	None
(t) Teacher's Licentiate in Music (UP)	REQV 13
(u) Teacher's Licentiate Diploma in Music (offered from 1976)	REQV 13
(v) Teacher's Diploma in Opera (UCT)	REQV 13
(w) Diploma in Orchestral Playing (UCT)	REQV 13
(x) Performer's Diploma in Music (UCT)	REQV 13
(y) Performer's Diploma in Opera (UCT)	REQV 13
(z) Diploma in Music Education (UPE)	REQV 13

#### 4.9 Appointment of performers of instruments in approved symphony orchestras

Performers of instruments in approved symphony orchestras may be appointed as teachers in posts listed in paragraph 1 for Instrumental Music in accordance with the following categories of REQV levels:

Tutti-player or lower position:	REQV 13(s)*
B-Principal Performer:	REQV 14 (s)*
A-Principal Performer or leader:	REQV 15 (s)*

\*(s) indicates that these persons receive a personal salary.

Performers who are not members of one of the approved orchestras may be tested by one of these orchestras and submit a statement indicating within which of the three REQV categories they fall.



(Approved orchestras: National Symphony Orchestra, Cape Town Municipal Orchestra, Durban Municipal Orchestra, PACT Orchestra, OFS Symphony Orchestra and CAPAB Orchestra)

#### 4.10 Posts for teachers of Dance

An appropriate approved qualification.

#### 4.11 Recognition of ballet qualifications

- (1) The highest qualification obtained in accordance with the scale below is accepted for evaluation purposes.
- (2) Teachers receive recognition for qualifications awarded by the Royal Academy of Dancing OR the Imperial Society of Teachers of Dancing OR the University of Cape Town OR the South African Dance Teachers' Association and the Spanish Dance Society in accordance with the following scale:

1 <sup>st</sup> or 2 <sup>nd</sup> Qualification	2 <sup>nd</sup> or 1 <sup>st</sup> Qualification	Total Evaluation
REQV 11-12-13-14-15	REQV 11	REQV 12-13-14-15-15
REQV 11-12-13-14-15	REQV 12	REQV 13-13-14-15-15
REQV 11-12-13-14-15	REQV 13	REQV 14-14-15-15-15
REQV 11-12-13-14-15	REQV14	REQV 15-15-15-15-15

#### 4.12 Evaluation of qualifications

#### REQV

##### (1) UNIVERSITY OF CAPE TOWN

- |     |                                   |    |
|-----|-----------------------------------|----|
| (a) | Teachers' Diploma in Ballet       | 13 |
| (b) | Teachers' Certificate in Ballet   | 13 |
| (c) | Performer's Diploma in Ballet     | 13 |
| (d) | Performer's Certificate in Ballet | 13 |

##### (2) ROYAL ACADEMY OF DANCING

- |     |                               |    |
|-----|-------------------------------|----|
| (a) | Student Teacher's Certificate | 12 |
|-----|-------------------------------|----|

(b)	Elementary Teacher's Certificate or Teacher's Certificate plus Intermediate Executant or Advanced Executant (January 1988)	13 14
(c)	Intermediate Teacher's Certificate	14
(d)	Advanced Teacher's Certificate or Advanced Teacher's Certificate in the Teaching of Children or Major Students (January 1988)	15
(e)	Intermediate Executant	11
(f)	Advanced Executant	12
(g)	Solo Seal plus a recognised teacher's qualification in Ballet*	11
(h)	Licentiate of the Royal Academy of Dancing	13
(i)	Teaching Certificate (This Certificate replaced the Elementary Teacher's Certificate)	12
(j)	Teaching Diploma	14
(k)	Advanced Teaching Diploma (This diploma replaced the Advanced Teacher's Certificate)	15

[(i) – (k): with effect from 1 January 1988]]

### (3) IMPERIAL SOCIETY OF DANCING

(Formerly known as Imperial Society of Teachers of Dancing)

(a)	Associate Teacher's Certificate	13
(b)	Licentiate Teacher's Certificate	14
(c)	Fellowship Teacher's Certificate	15
(d)	Intermediate Certificate (Part A or Part B)	11
(e)	Advanced Certificate (Part A or Part B)	12
(f)	Final Diploma (Teacher's A and B)	13

OR

Final Diploma (Performer's) (plus a recognised teacher's qualification in ballet)	13
--	----

## (4) CECCHETTI SOCIETY OF SOUTHERN AFRICA

*(With effect from 1 January 2000)*

(a)	Associate Certificate	12
(b)	Associate Diploma	13
(c)	Licentiate Certificate	14
(d)	Licentiate Diploma	15
(e)	Fellowship	15

*(Educators must be professionally qualified for classification in REQV 16.)*

## (5) SOUTH AFRICAN DANCE TEACHERS' ASSOCIATION

Advanced	11
----------	----

## (6) UNIVERSITIES OF TECHNOLOGY

National Diploma in Performing Arts (Teacher of Ballet)	13
---	----

## (7) THE SPANISH DANCE SOCIETY

(a)	Primer Año Estudiante (Elementary Exam)	
	Plus Profesor de Baile (Elementary Teachers')	11
(b)	Segundo Año Estudiante (Intermediate Exam)	
	Plus Profesor de Baile (Elementary Teachers')	12
(c)	Tercer Año Estudiante (Advanced Exam)	
	Plus Profesor de Baile (Elementary Teachers')	13
(d)	Primer Año Estudiante (Elementary Exam)	
	Plus Profesor de Baile (Elementary Teachers')	12
(e)	Segundo Año Estudiante (Advanced Exam)	
	Plus Instructor de Baile (Intermediate Teachers')	13
(f)	Tercer Año Estudiante (Advanced Teachers')	
	Plus Instructor de Baile (Intermediate Teachers')	14
(g)	Tercer Año Estudiante (Advanced Exam)	

Plus Instructor de Baile (Intermediate Teachers')

Plus Maestro de Baile (Advanced Teachers') 15

Official proof of dance performance and choreography with a recognised dance company  
: REQV 13(s).

Performance as a soloist or lead dancer, or performance at national level: REQV 14(s).

Exceptional performance, at an advanced level, as a solo lead performer: REQV 15(s).

#### 4.13 Posts for the teaching of Hospitality Studies and Tourism

An appropriate 360-credit Level 6 qualification: REQV 13.

#### 4.14 Posts for the teaching of Nursing at Schools for Special Needs Education

NB: Registration as a Nurse with the South African Nursing Council is a prerequisite.

Not more than two of the diplomas listed in 4.15 below may be recognised for the same person.

#### 4.15 The evaluation of nursing qualifications

- (1) Diploma in General Nursing: REQV 13
- (2) Diploma in General Nursing and Psychiatry: + 1 level
- (3) Diploma in General Nursing and Midwifery: + 1 level
- (4) Diploma in Midwifery: + 1 level
- (5) Diploma in Orthopaedic Nursing: + 1 level
- (6) Diploma in Paediatric Nursing: + 1 level
- (7) Diploma in Clinical Care, Administration and Teaching: + 1 level.
- (8) Diploma in General Nursing Instructor: + 1 level
- (9) Diploma in Public Health Nursing: + 1 level
- (10) Diploma in Intensive Nursing: + 1 level
- (11) Diploma in Operating-Theatre Technique: + 1 level
- (12) Diploma in Ophthalmic Nursing: + 1 level



(13) Diploma in Nursing Administration: +1 level

**4.16 Posts of Librarians at educational institutions and departmental head office libraries**

An appropriate approved qualification.

OR

A bachelors' degree plus a Higher Diploma in Library Science (as from January 1988): REQV 14

**4.17 Posts for School Social Workers**

Registration as a Social Worker with the South African Council for Social Work and one of the following:

Four-year BA (Social Work) degree: REQV 14

Three-year BA (Social Work) degree: REQV 13

Three-year Diploma in Social Work: REQV 13

Four-year Diploma in Social Work: REQV 14

**4.18 Posts for Education Psychologist and Therapists**

Registration as a psychologist or therapist with the Health Professions Council of South Africa and an appropriate approved qualification classified as REQV 13 or higher.

**4.19 Posts for the teaching of Speech and Drama or Dramatic Art**

An appropriate qualification classified as REQV 13 or higher.

**4.20 Posts for the teaching of Visual Art**

An appropriate qualification classified as REQV 13 or higher.

**4.21 Posts for the teaching of Maritime Economics**

An appropriate qualification classified as REQV 13 or higher.

**4.22 Posts for the teaching of Information Technology or Computer Applications Technology**

An appropriate qualification classified as REQV 13 or higher.

**4.23 Posts for the teaching of Equine Studies**

An appropriate qualification classified as REQV 13 or higher.

**4.24 Posts for the teaching of Nautical Science**

An appropriate qualification classified as REQV 13 or higher.

**4.25 Educator posts at non-education institutions**

An appropriate qualification classified as REQV 13 or higher.

## Section 9

### *Evaluation of Foreign Qualifications for Employment in Education*

#### **General**

1. Applications for the evaluation of foreign qualifications should be submitted to one of the provincial education departments or to a school, who will, in turn, submit it to the Evaluation Committee at the national Department of Basic Education.
2. Each foreign qualification should be accompanied by the following official information:
  - o Certified copy of the qualification certificate.
  - o Official transcript of the qualification indicating the various subjects or fields of study passed, as well as the number of hours of study and practice for each of the subjects or fields of study, as well as the duration in terms of the number of semesters and/or academic years of study required to complete the qualification.
  - o Official statement from the education authority in the country of origin as to whether the particular qualification is recognised for employment in education in that country, and for which phase of schooling.
  - o Geographic location and postal, fax and email contact information of the foreign institution concerned.
3. If the evaluator suspects that a fraudulent qualification has been submitted for evaluation, he/she has the right and obligation to request additional information in the form of a letter of clarification or confirmation as well as original documentation from the awarding institution.
4. Foreign qualifications are always evaluated in accordance with the most recent policy on equivalent South African qualifications. Based on the information available, the evaluator will attempt to match the qualification as closely as possible with a similar qualification on the South African HEQF. Shortcomings, if any, will be indicated, as well as suggested ways of improving the qualification in order to meet the requirements for full recognition.
5. The Evaluation Committee only evaluates qualifications for employment in public education. Holders of foreign qualifications who do not wish to seek employment in education, but who wish, for example, to enroll for further study should submit their qualifications directly to the institution concerned or to SAQA.

#### **Professional Teaching Qualifications**

1. Only professional teaching qualifications that are recognised in the country of origin and that comply with the minimum requirements for that specific initial teaching qualification type will be considered for recognition for employment in public education in South Africa.
2. The learning programme should have covered at least the minimum specialist requirements for the particular phase of schooling concerned, as prescribed in the policy that regulates similar or comparable South African qualifications.

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

***Academic and vocational qualifications***

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

## Section 10

### *List of Appropriate Fields of Study for Employment in Education*

*(For subjects actually offered in each phase of schooling, refer to Section 11; for specific requirements of subject combinations to offer teaching methods, refer to Section 12.)*

**1. Agriculture**

Agricultural Business Studies  
Agricultural Management  
Agricultural Economics  
Agricultural Mechanisation, Mechanics, Machine Technology  
Agricultural Production  
Animal Sciences  
Food Sciences and Technology  
Plant Sciences  
Soil Sciences  
Wildlife Management

**2. Architecture and Built Environment**

Building Construction  
Environmental Design  
Interior Architecture and Design  
Architectural and Built Environment Technology

**3. Visual and Performing Arts**

Dance  
Design, Fashion Design, Interior Design, Graphic Design  
Drama or Theatre Arts  
Film, Video, Photographic Arts  
Fine Art and Studio Art: *Art History, Drawing, Multimedia, Painting, Sculpture, Printmaking, Ceramic Art, Fibre and Textile Arts, Heavy Metal and Jewellery Arts*

**4. Music**

**5. Business Administration and Management**

Accounting  
Economics  
Entrepreneurship and Small Business Operations  
Business Studies or Business Management

**6. Computer and Information Sciences**

**7. Computer Applications Technology**

**8. Education**

Curriculum Studies  
History of Education  
International and Comparative Education



Philosophy of Education  
 Psychology of Education  
 Sociology of Education  
 Foundations of Education  
 Education Librarianship  
 Guidance and Counselling  
 Inclusive or Remedial Education  
 Education Information and Communication Technology  
 Multi-grade Teaching  
 Social Context and Barriers to Learning: *poverty, gender inequality, human rights and forms of discrimination, HIV/AIDS, crime and violence, gangsterism, substance abuse, teenage pregnancy, gender-based violence and child abuse, anti-social behaviour, racism, xenophobia*  
 Education Sport and Exercise Science and Coaching  
 Education Systems Administration  
 Educational or School Leadership and Management  
 Education Assessment, Testing and Measurement  
 Education Evaluation and Research  
 Education Statistics  
 Special Needs Education: Teaching individuals with Autism, Emotional Disturbances, Hearing Impairments, Deafness, Mental Disabilities, Multiple Disabilities, Physical Health Impairments, Learning Disabilities, Speech or Language Impairments, Vision Impairments and Blindness, and individuals who are Gifted and Talented  
 Education and Development  
 Environmental Education  
 Educational or Instructional Media Design

#### 9. Engineering

Agricultural Engineering  
 Architectural Engineering  
 Civil Engineering  
 Computer Engineering  
 Electrical, Electronic and Communication Engineering  
 Engineering Mechanics  
 Mechanical and Mechatronic Engineering  
 Construction Engineering

#### 10. Health

Occupational Therapy  
 Physiotherapy  
 Augmentative and Assistive Technology  
 Speech Therapy

#### 11. Family and Consumer Sciences

Food and Nutrition  
 Housing  
 Family Studies  
 Apparel and Textiles  
 Family Ecology

#### 12. Languages, Linguistics and Literature

Linguistics

Language Studies  
Comparative Literature

*Afrikaans*

*English*

*IsiNdebele*

*IsiXhosa*

*IsiZulu*

*Sepedi*

*Sesotho*

*Setswana*

*SiSwati*

*Tshivenda*

*Xitsonga*

*Sign Language*

*European:*

Dutch

French

German

Italian

Portuguese

Greek

Spanish

*Asian:*

Gujarati

Hindi

Tamil

Telugu

Urdu

*Middle- or Near-Eastern and Semitic:*

Arabic

Hebrew

*Ancient:*

Latin

**13. Life Sciences**

Biology

Biochemistry

Botany or Plant Science

Cellular Biology

Microbiology

Zoology or Animal Science

Genetics

Physiology

Wildlife Management

**14. Physical Sciences**

Chemistry

Geography or Environmental Science

Geology

Earth Sciences

Physics

**15. Mathematics, Applied Mathematics, Statistics, Mathematical Statistics****16. Philosophy, Religion and Theology**

Philosophy

Logic or Critical Thinking

Ethics

Religion

African Indigenous Religion

Buddhism

Christianity

Hinduism

Islam

Judaism

**17. Psychology**

Industrial Psychology

**18. Social Sciences**

Anthropology

Criminology

Development Studies

History

Human Geography

Political Science

Social Work

Sociology

**19. Sport and Recreation**

Physical Education

Sport and Exercise Science

Human Movement Studies

**20. Travel and Tourism**

Hospitality Studies

Tourism Management

Hotel Keeping and Catering

Food and Beverage Preparation and Service

## Section 11

### *List of Approved School Teaching Subjects*

#### **Grade R Practices**

Emergent Mathematical Concepts

Early Literacy

Life Skills

#### **Foundation Phase Teaching (Grades R to 3)**

Mathematics

Languages

Life Skills

#### **Intermediate Phase Teaching (Grades 4 to 6)**

Life Skills

Social Sciences

Science and Technology

Mathematics

Languages

#### **Senior Phase Teaching (Grades 7 to 9)**

Arts and Culture

Life Orientation

Social Sciences

Natural Sciences

Mathematics

Technology

Languages

Economic and Management Sciences



**Further Education and Training Phase Teaching (Grades 10 to 12)**

Accounting  
 Agricultural Management Practices  
 Agricultural Science  
 Agricultural Technology  
 Business Studies  
 Civil Technology  
 Computer Applications Technology  
 Consumer Studies  
 Dance Studies  
 Design  
 Dramatic Arts  
 Economics  
 Electrical Technology  
 Engineering Graphics and Design  
 Equine Studies  
 Geography  
 History  
 Hospitality Studies  
 Information Technology  
 Languages  
     Afrikaans  
     Arabic  
     English  
     French  
     German  
     Gujarati  
     Hebrew  
     Hindi  
     IsiNdebele  
     IsiXhosa  
     IsiZulu  
     Italian  
     Latin  
     Modern Greek  
     Portuguese  
     Sepedi  
     Sesotho  
     Setswana  
     SiSwati  
     Spanish  
     Tamil  
     Telugu  
     Tshivenda

Urdu  
Xitsonga  
Life Orientation  
Life Sciences  
Maritime Economics  
Mathematical Literacy  
Mathematics  
Mechanical Technology  
Modern Greek  
Music  
Nautical Science  
Physical Sciences  
Religion Studies  
Tourism  
Visual Arts]

## Section 12

### *Guidelines on Subject Combinations for the Offering of Teaching Methods*

When advising and selecting graduates for admission to an <sup>22</sup>AD: Teaching or PGCE, especially for the Senior and FET phases of schooling, it is important to pay careful attention to the minimum requirements described in the Policy on MRTQ. If those minimum requirements are not applied correctly, it could happen that qualifying students' qualifications are not (fully) recognised when they seek employment in education. Students who find themselves in this position could be required to complete additional courses before their qualifications meet the minimum employment requirements. It is far better for the student to complete any additional courses prior to or concurrent with the <sup>23</sup>AD: Teaching or PGCE.

"With regard to appropriate levels at which academic subject knowledge is required for teaching the associated school subjects in the various phases of schooling, the following conventions need to be borne in mind:

- (a) In the case of diplomas and degrees obtained before the establishment of the NQF, a full first-year course is taken to be comparable to Level 6 in the 10-Level NQF, and a full second- or third-year course is taken to be comparable to Level 7.
- (b) Introductory or special courses are not considered to cover the academic subject content knowledge in a particular subject or field sufficiently for the offering of a teaching method."]

Kindly note that the minimum qualification requirement for admission to an AD: Teaching or a PGCE<sup>24</sup> is an approved three-year (360-credit NQF Level 6 in the former 8-Level NQF; NQF Level 7 in the new 10-level NQF) university degree or a 360-credit NQF Level 6 national diploma with subjects or courses in at least two appropriate fields of study which will allow the student to offer teaching methods in school subjects. One of the teaching degree subjects should be offered at second-year level (24 credits at NQF Level 6) at least, and the other one, at third-year level (24 credits at NQF Level 7) at least, provided that a teaching method in an FET school subject should follow an appropriate academic field of study at third-year degree level (NQF Level 7) at least. Diploma students who wish to offer teaching methods for the FET phase should have passed an appropriate subject at third-year diploma level at least. The other teaching subject should be at second-year diploma level.

These are minimum criteria, and universities may decide to set their own requirements at a higher level.

It is not possible to provide a complete list of all possible fields of undergraduate study that are appropriate for teaching a particular subject or learning area at school. In many instances, it is necessary to consider the degree in its entirety to decide on its appropriateness for employment in education. Universities should apply their own discretion to ensure that the academic content knowledge embedded in the degree is sufficient for teaching in a particular field of schooling.

A thorough in-depth analysis of the National School Curriculum Statements is required to make sound judgments on this.

<sup>22</sup> or the following approved alternative title for an Advanced Diploma: Teaching: Postgraduate Certificate in Education.

<sup>23</sup> Same as footnote 22

<sup>24</sup> Same as footnote 22

The following could serve as a guideline in dealing with some of the more problematic areas.

**To offer a teaching method in Life Orientation for the FET phase**

Life Orientation is an inter-disciplinary subject that draws on and integrates knowledge, values, skills and processes embedded in various disciplines such as Sociology, Psychology, Political Science, Human Movement Science, Labour Studies and Industrial Studies. It is recommended that the prospective student should offer a combination of at least two of the fields in **in his/her first degree** – for example, Human Movement Sciences and Psychology.

**Acceptability of Applied Mathematics for offering a teaching method in Mathematics**

Some universities offer numerical analysis, statics, dynamics and mechanics as part of the Applied Mathematic syllabus. This is not a perfect basis for a teaching method in Mathematics, but it is acceptable. Applied Mathematics and Statistics are, however, appropriate for offering a teaching method in Mathematical Literacy.

**To offer teaching methods in Physical Sciences or Life Sciences**

For teaching Physical Sciences, the syllabus requires competence in both Physics and Chemistry – , for example, Physics 2 (NQF Level 7) and Chemistry 1 (a combination of NQF Level 5 and NQF Level 6 modules) would be an acceptable combination.

A combination of any two of the following, one at second-year university degree level at least, is required for offering a teaching method in Life Sciences (provided that a first-year course {a combination of NQF Level 5 and NQF Level 6} in Biology or Botany or Zoology is also included):

Biological Sciences, Biochemistry, Microbiology, Physiology, Biology and Zoology.

**To offer a teaching method in English**

The degree should include English Language and Literature at second-year level (NQF Level 7) at least.

The following are also acceptable, provided that English 1 (NQF Level 6) is included in the degree: Applied English Language Studies or African Literature or Linguistics or Literary Theory or Communication and Media Studies.

**To offer a teaching method in Social Sciences for the Senior Phase**

The learning area Social Sciences comprises a study of Geography and History, or a combination thereof, offered at first-year degree level (NQF Level 6) at least.

**To offer a teaching method in Natural Sciences for the Senior Phase**

The teaching of Natural Sciences requires competence in aspects of physical geography or environmental sciences, physics, chemistry, and biological sciences. However, the likelihood of finding graduates who have covered all of these in one and the same undergraduate study programme is very slim. A combination of at least two of these at first-year level (NQF Level 6) would be regarded as sufficient.

**To offer a teaching method in Economic and Management Sciences**

A combination of any two of the following subjects at first-year degree level (NQF Level 6) is required: Economics, Business Management or Accounting



## Section 13

### *Evaluation of Qualifications Form*

**SURNAME** :

**FIRST NAMES** :

**ID NO.** :

**PERSAL NO.** :

**PROVINCE** :

**DISTRICT** :

**SCHOOL** :

#### Initial (first) qualifications

	Qualification type	✓	REQV
01	School-leaving certificate (Example: Standard 8, Senior Certificate)		10
Initial professional teaching qualifications (Select the highest qualification)			
02	Two-year teachers' certificate (Example: PTC, SEC)		11 or 12 (professionally qualified)
03	Three-year teachers' diploma (Example: PTD, STD, SED)		13 (professionally qualified)
04	National Professional Diploma in Education (240/360 credit)		13 (professionally qualified)
05	Three-year Diploma: Grade R Teaching ( <i>new, w.e.f. 2012</i> )		13 (professionally qualified)

			qualified)
06	Four-year Higher Diploma in Education		14 (professionally qualified)
07	Four-year professional teaching degree (Example: B Prim Ed, B Sec Ed, BA Ed, 480 credit B Ed ( <i>old and new w.e.f. 2015</i> ))		14 (professionally qualified)
08	One-year postgraduate professional teaching qualification (Example: HDE (pg), PGCE or AD: Teaching ( <i>new w.e.f. 2012</i> ), National Higher Diploma: Education)		+ 1 (professionally qualified)
<b>First academic or occupational qualifications</b>			
09	Three-year approved bachelor's degree (Example: BA with 2-1 combination of teaching subjects))		13
10	Four-year approved bachelor's degree (Example: B Eng, B Mus, B Fine Arts, B Tech)		14
11	Three-year National Diploma (Example; ND: Engineering, Cost and Management Accounting, Agriculture, Tourism, Hospitality)		14
12	Other (specify type) (Example: Four-year National Diploma for Technicians T4)		

**Post-initial or continuing professional development qualifications**

	Qualification type (Maximum of two types in different fields, provided that one is an ACE))	√	REQV
13	Post-professional teachers' certificate (former DET)		+1
14	One-year Higher Diploma in Education (which follows a three-year teachers' diploma)		+1
15	Diploma in Specialised Education (Example: Handicapped, Remedial, School Library)		+1
16	Further Diploma in Education (Example: FDE: Education Management)		+1
17	ACE ( <i>old and new w.e.f. 2012</i> ) (Example: ACE: Technology)		+1

18	Advanced Diploma in Education ( <i>new w.e.f. 2012</i> )	+1
19	One-year National Higher Diploma	+1
20	One-year Bachelor of Technology (Example: Education Management, Financial Management)	+1
21	Partially completed first bachelor's degree (with four new courses) which follows a recognised first professional teaching qualification	+1
22	Completed first bachelor's degree (with four or eight new courses) which follows a professional teaching certificate or diploma	+1 or +2

**Postgraduate qualifications**

	Qualification type (Maximum of two types in different appropriate fields at the same NQF Level)	√	REQV
23	Postgraduate Diploma (former Level 7 or new Level 8 <i>w.e.f. 2012</i> )		+1
24	Postgraduate Diploma in Education (former Level 8, course work of an M Ed)		+1
25	Honours degree (including B Ed Hons and former pre-2000 B Ed )		+1
26	Master's degree		+1
27	Doctorate		+1

**Other recognised qualifications**

	Qualification type	√	REQV
28	ABET Practitioners Certificate (120 credit Level 5)		11
29	ABET Practitioners Diploma or Higher Diploma (360 credit Level 5)		13
30	N3 Certificate + trade test or completed apprenticeship (M +1)		13(s)
31	N4 Certificate		11
32	N5/N6 Certificates		12

33	National N Diploma (with or without a trade test)		13
34	Other (Example: 360 credit Level 6 Advanced Diploma, Centurion Akademie)		

	<i>Final evaluation</i>	<i>REQV classification</i>	<i>Professionally qualified (✓)</i>	<i>Professionally unqualified (✓)</i>
35				

#### Teaching phase and subject specialisations in initial professional qualification

<b>Phase</b>	✓
Grade R and Foundation Phase (Pre- and Junior Primary)	
Intermediate Phase (Senior Primary)	
Senior Phase (Junior Secondary)	
FET Phase (Senior Secondary)	

<b>Learning Area or Subject</b>	✓
<b>Grades R to 9)</b>	
Literacy	
Numeracy	
Life Skills	
Mathematics	
Natura! Sciences	
Economic Management Sciences	
Life Orientation	
Arts and Culture	



Social Sciences	
Technology	
Languages	

<b>FET subjects (Grades 10 to12)</b>	√
Accounting	
Agricultural Management Practices	
Agricultural Science	
Agricultural Technology	
Business Studies	
Civil Technology	
Computer Applications Technology	
Consumer Studies	
Dance Studies	
Design	
Dramatic Arts	
Economics	
Electrical Technology	
Engineering Graphics and Design	
Geography	
History	
Hospitality Studies	
Information Technology	
Life Orientation	
Life Sciences	

Mathematical Literacy	
Mathematics	
Mechanical Technology	
Music	
Physical Sciences	
Religion Studies	
Tourism	
Visual Arts	
Afrikaans	
English	
IsiNdebele	
IsiXhosa	
IsiZulu	
Sepedi	
Sesotho	
Setswana	
SiSwati	
Tshivenda	
Xitsonga	
Equine Studies	
Maritime Economics	
Greek	
Arabic	
French	
German	
Gujarati	

Hebrew	
Hindi	
Italian	
Portuguese	
Spanish	
Tamil	
Telugu	
Urdu	
Nautical Science	
Sport and Exercise Science	

#### Field of specialisation of further and advanced post-initial qualifications

##### Teaching in schools

<b>Phase</b>	√
Grade R and Foundation Phase (Pre- and Junior Primary)	
Intermediate Phase (Senior Primary)	
Senior Phase (Junior Secondary)	
FET Phase (Senior Secondary)	

<b>Learning Area or Subject</b>	√
<b>Grades R to 9)</b>	
Literacy	
Numeracy	
Life Skills	
Mathematics	
Natural Sciences	

Economic Management Sciences	
Life Orientation	
Arts and Culture	
Social Sciences	
Technology	
Languages	

<b>FET subjects (Grades 10 to 12)</b>	✓
Accounting	
Agriculture	
Business Studies	
Civil Technology	
Computer Applications Technology	
Consumer Studies	
Dance Studies	
Design	
Dramatic Arts	
Economics	
Electrical Technology	
Engineering Graphics and Design	
Geography	
History	
Hospitality Studies	
Information Technology	
Life Orientation	





Life Sciences	
Mathematical Literacy	
Mathematics	
Mechanical Technology	
Music	
Physical Sciences	
Religion Studies	
Tourism	
Visual Arts	
Afrikaans	
English	
IsiNdebele	
IsiXhosa	
IsiZulu	
Sepedi	
Sesotho	
Setswana	
SiSwati	
Tshivenda	
Xitsonga	

<b>Other fields of specialisation</b>	✓
School Librarianship	
Guidance and Counselling	
Sport and Exercise Science and Coaching	
Information and Communication	

Technology	
Multigrade or multi-language teaching	
HIV/AIDS in Schools	
Education	
Curriculum Studies	
Educational Management and Leadership	
Educational Media	
Educational Assessment and Evaluation	
International and Comparative Education	
Social and Philosophical Education	
Psychology	
Support Learning or Special Needs Education	
Other	

#### **Transitional Provision**

The provisions of this policy must not be construed as limiting, amending, repealing or otherwise altering the criteria and evaluation of qualification in education determined by the Minister in terms of the National Policy for the Recognition and Evaluation of Qualifications for Employment in Education based on the Norms and Standards for Educators published in Government Gazette No. 21565 of 22 September 2000 insofar as the recognition and evaluation of qualification for employment in education pertaining to further education and training colleges and adult education and training centres.

# ANNEXURE B