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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 776 **22 August 2001**

Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(2)(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Educators in Schooling

Registered by NSB 05 (Education, Training and Development), publishes the following outcomes qualifications for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and exit level outcomes of the qualifications. The full qualifications can be accessed via the SAQA website at **www.saqa.org.za**.

Hard copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 659 Pienaar Street, Brooklyn, Pretoria.

Comment on the qualifications should reach SAQA at the address below *by no later than 20 September 2001*. All correspondence should be marked **Standards Setting – SGB for Educators in Schooling**, and be addressed to:

The Director: Standards Setting and Development
SAQA
Attention: Mr D Mphuthing
Postnet Suite 248
Private Bag X 06
Waterkloof
0145

or fax to 012 - 482 0907
or e-mail to dmphuthing@saqa.co.za

pp **SAMUEL B.A. ISAACS**
EXECUTIVE OFFICER

No. 777 22 August 2001

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

NATIONAL QUALIFICATIONS FRAMEWORK

Established in terms of Act 58 of 1995

QUALIFICATIONS SUBMITTED BY THE STANDARDS GENERATING BODY FOR EDUCATORS IN SCHOOLING

Name of qualification	NQF Level and credits
1. Certificate in Education	NQF Level 5 (120)
2. Professional Diploma in Education	NQF Level 5 (360)
3. Bachelor of Education	NQF Level 6 (480)
4. Post Graduate Certificate in Education	NQF Level 6 (120)
5. Advanced Certificate in Education	NQF Level 6 (120)
6. Bachelor of Education (Honours)	NQF Level 7 (120)
7. Masters Certificate in Education	NQF Level 7 (120)
8. Masters Degree in Education	NQF Level 8 (180)
9. Doctor of Philosophy	NQF Level 8 (360)

No. 778 **22 August 2001**

Established in terms of Act 58 of 1995

Certificate in Education (CE)

Field: Education, Training and Development

Sub-field: Schooling

NQF Level: NQF Level 5

Credits: 120 credits

Purpose of the qualification:
The purpose of the CE is to accredit candidates with introductory practical and foundational competence, and some reflexive competence in all the prescribed educator roles. The qualification serves as an entry point to and an exit point from both the Professional Diploma in Education (PDE) and the Bachelor of Education (B Ed).

QUALIFICATION MATRIX

	Components	Minimum Credit Allocations per NQF Level
Fundamental	Component 1 Competences relating to fundamental learning (Communication: Literacy and Numeracy)	24 credits at NQF level 4 or above 12 credits at NQF level 5
Elective	Component 2 Competences relating to the subject and content of teaching (for the four specialisations outlined below)	12 credits at NQF level 4 or above 36 credits at NQF level 5
Core	Component 3 Competences relating teaching and learning processes	12 credits at NQF level 4 or above
	Component 4 Competences relating to the school and the educator profession	12 credits at NQF level 5
	A further 12 credits are available for distribution across the 4 components depending on the context and needs of the learners	12 credits at NQF level 4 or above

EXIT LEVEL OUCOMES IN THE CERTIFICATE IN EDUCATION (CE)

Exit level outcomes are grouped into four components which together reflect the work of a professional educator. The critical outcomes are integrated into the exit level outcomes. Under each component, two or more of the educator roles, as defined in the *Norms and Standards for Educators* (cf. *Government Gazette* number 20844, dated 4 February 2000) have been integrated, *viz*

- Learning mediator
- Interpreter and designer of learning programmes and materials
- Leader, administrator and manager
- Scholar, researcher and lifelong learner
- Community, citizenship and pastoral role
- Assessor
- Learning area / subject / discipline / phase specialist.

Component 1: Competences relating to fundamental learning

The focus in this component is on the role of scholar, researcher and lifelong learner, and its emphasis is on the literacy and numeracy of the candidate. However, there is some reference in the application of the communicative and numerical competence to the roles of learning mediation, assessment and management/administration.

Exit level outcome 1.1

Demonstrate competence in reading, writing and speaking the language/s of instruction in ways that facilitate their own academic learning and their ability to facilitate the learning of others.

Competence is evident when candidates are able to:

- read academic and professional texts and integrate and use the knowledge in their own studies;
- read and interpret with understanding written and graphic materials relating to their area of specialisation (phase, learning area or subject);
- select and use study methods appropriate to their own needs;
- use basic information and communications technology to further their own learning;
- use the main language of instruction to explain and describe key concepts in their area of specialisation (phase, learning area or subject);
- convey the content of their learning in written, graphic and other forms.

Exit level outcome 1.2

Demonstrate competence in interpreting and using numerical and elementary statistical knowledge to facilitate their own academic learning and their ability to manage/administer teaching, learning and assessment.

Competence is evident when candidates:

- can interpret with understanding numerical information in their learning area, subject or discipline;
- can apply numerical and elementary statistical knowledge to educational issues, cross-curricular activities, and their own learning;
- know how to prepare for the management of classroom resources and the monitoring of learner attendance;
- know how to prepare for the recording and interpretation of the academic progress and achievement of learners.

Component 2: Competences relating to the subject and content of teaching

The focus in this component is on the role of interpreter and designer of learning programmes and materials, the role of learning mediation, as well as on the specialist role.

Exit level outcome 2.1
Demonstrate competence with regard to the knowledge base underpinning the learning areas or subjects they will be teaching.

Competence is evident when candidates are able to:
- demonstrate general familiarity with the content of teaching in their area/s of specialisation ;
- demonstrate elementary skills in the identification and selection of sources of knowledge relevant to their area/s of specialisation ;
- show an introductory understanding of the ways in which curricular knowledge is a selection from wider fields of knowledge;
- demonstrate an introductory knowledge of the fields of knowledge, which frame the content of teaching in their area/s of specialization .

Exit level outcome 2.2
In their area/s of specialisation (phase and subject/learning area), demonstrate competence in planning, designing, and reflecting on learning programmes appropriate for their learners and learning context.

Competence is evident when candidates are able to:
- plan lessons and other learning experiences within teaching programmes, showing an ability to select appropriate content and teaching and learning strategies;
- demonstrate an introductory knowledge of the principles for the design of learning programmes;
- select and/or design materials and resources appropriate to learning programmes;
- be able to compare learning programmes, lessons and materials in their area/s of specialisation ;

demonstrate an introductory knowledge of theories about teaching, learning, child development and curriculum.

Component 3: Competences relating to teaching and learning processes

The focus in this component is on the integration of all seven roles listed above.

Exit level outcome 3.1
In their area of specialisation, demonstrate competence in selecting, using and adjusting teaching and learning strategies in ways which meet the needs of the learners and the context.

Competence is evident when candidates are able to:
- apply theoretical knowledge and understanding of educational theory to discussions and debates on teaching and learning strategies;
- initiate and accept responsibility for their own learning;
  use clear language in the learning situation.

Component 4: Competences relating to the school and the educator profession

The focus in this component is on the role of manager/administrator/leader as well as of the community, citizenship and pastoral role.

Exit level outcome 4.1
Demonstrate a capacity to function responsibly within the education system, an institution, and the community in which the institution is located.

Competence is evident when candidates are able to demonstrate:
- an introductory knowledge of the education system;
- knowledge of how to co-operate with others performing similar or related tasks in formal or informal settings;
- knowledge of how to co-operate with others in maintaining an orderly learning environment;
- an interest in and skills which can contribute to activities outside the formal curriculum.

Exit level outcome 4.2
Demonstrate a respect for and commitment to the educator profession.

Competence is evident when candidates are able to demonstrate:
- commitment to the task of being an educator, to the well-being of learners and to the principles of fairness and equity.
- introductory knowledge of the pastoral, contractual, legal and administrative responsibilities of educators;
- introductory knowledge of the legal and contractual rights of educators.

No. 779 **22 August 2001**

SOUTH AFRICAN QUALIFICATIONS AUTHORITY
NATIONAL QUALIFICATIONS FRAMEWORK

Established in terms of Act 58 of 1995

Professional Diploma in Education (PDE)

Field: Education, Training and Development

Sub-field: Schooling

NQF Level: NQF Level 5

Credits: 360 credits

Purpose of the qualification:
The purpose of this qualification is to accredit candidates with the practical, foundational and reflexive competence in the prescribed educator roles that will enable them to be professionally qualified educators in schooling. It is not a stand alone qualification but provides an entry point to the Bachelor of Education degree and an exit point from this degree before its completion.

QUALIFICATION MATRIX

	Components	**Minimum Credit Allocations per NQF Level**
Fundamental	Component 1 Competences relating to fundamental learning (Communication: Literacy and Numeracy)	24 credits at NQF level 4 or above 24 credits at NQF level 5 12 credits at NQF level 6
Elective	Component 2 Competences relating to the subject and content of teaching (for the four specialisations outlined below)	12 credits at NQF level 4 or above 108 credits at NQF level 5 24 credits at NQF level 6
Core	Component 3 Competences relating teaching and learning processes	12 credits at NQF level 4 or above 48 credits at NQF level 5 24 credits at NQF level 6
	Component 4 Competences relating to the school and the educator profession	24 credits at NQF level 5 12 credits at NQF level 6
	A further 36 credits are available for distribution across the 4 components depending on the context and needs of the learners.	12 credits at NQF level 4 or above 24 credits at NQF level 5

EXIT LEVEL OUTCOMES IN THE PROFESSIONAL DIPLOMA IN EDUCATION (PDE)

Exit level outcomes are grouped into four components which together reflect the work of a professional educator. The critical outcomes are integrated into the exit level outcomes. Under each component, two or more of the roles, as defined in the *Norms and Standards for Educators* (cf. Government Gazette # 20844, dated 4 February 2000) have been integrated, *viz*

- Learning mediator
- Interpreter and designer of learning programmes and materials
- Leader, administrator and manager
- Scholar, researcher and lifelong learner
- Community, citizenship and pastoral role
- Assessor
- Learning area / subject / discipline / phase specialist.

Component 1: Competences relating to fundamental learning

The focus in this component is on the role of scholar, researcher and lifelong learner, and its emphasis is on the literacy and numeracy of the candidate. However, there is some reference in the application of communicative and numerical competence to the roles of learning mediation, assessment and management/administration.

Exit level outcome 1.1

Demonstrate competence in reading, writing and speaking the language/s of instruction in ways that facilitate their own academic learning and their ability to facilitate the learning of others.

Competence is evident when candidates are able to:

- read academic and professional texts and integrate and use the knowledge in their own studies;
- read and interpret with understanding written and graphic materials relating to their area of specialisation;
- select and use study methods appropriate to their own needs as well as the demands of their specialisation;
- use basic information and communications technology to further their own learning and facilitate the learning of others;
- convey the content of their area of specialisation in written, graphic and other forms which are appropriate to the developmental level/s and language ability of the learners in their care;
- foster interactive communication with learners through the use of non-judgmental language, supportive replies, constructive feedback, acknowledgement of feelings and demonstration of mediation skills;
- use the main language of instruction to explain, describe, discuss and relate key concepts in their area of specialisation;
- use an additional language to explain, describe and discuss such key concepts

in a conversational style[1].

Exit level outcome 1.2
Demonstrate competence in interpreting and using numerical and elementary statistical knowledge to facilitate their own academic learning and their ability to manage/ administer teaching, learning and assessment.

Competence is evident when candidates are able to:
- interpret with understanding numerical information in their learning area, subject or discipline;
- apply numerical and elementary statistical knowledge to educational issues, cross-curricular activities, and their own learning;
- apply their understanding of numeracy and elementary statistics to manage classroom resources and monitor learner attendance;
- apply their understanding of numeracy and elementary statistics to record, interpret and report on the academic progress and achievement of learners;
- interpret and understand numerical data relating to psychological assessment of learners;
- use elementary procedures for financial management, including budgeting.

Component 2: Competences relating to the subject and content of teaching

The focus in this component is on the role of interpreter and designer of learning programmes and materials, the role of learning mediation, as well as on the specialist role.

Exit level outcome 2.1
Demonstrate competence with regard to the knowledge base underpinning the learning areas or subjects they will be teaching.

Competence is evident when candidates are able to:
- demonstrate a basic understanding of the fields of knowledge which underpin their subject/s or learning area/s of specialisation ;
- know how to access sources of knowledge in the relevant fields of knowledge;
- show some understanding of the kinds of evidence, modes of argument and/or criteria of adequacy appropriate to the fields of knowledge in their area/s of specialisation ;
- use the characteristic language, terminology and concepts of their subject/s or learning area/s appropriately, and with confidence;
- show an appreciation of the values and principles which characterize the relevant fields of knowledge;
- be able to discuss the content of curricular knowledge in their area/s of specialisation ;
- be able to interpret curricular knowledge in practice, in their area/s of specialisation , in terms of a broader understanding of the relevant knowledge field;
- be able to evaluate what learning material (including textbooks) should be selected, at what level, in what sequence, and how it should be assessed, in their area of specialisation (phase and subjects/learning areas)

Exit level outcome 2.2
In their area/s of specialisation (phase and subject/learning area), demonstrate competence in planning, designing, and reflecting on learning programmes appropriate for their learners and learning context.

Competence is evident when candidates are able to:
- demonstrate a knowledge of the range of learning materials (including textbooks) available in their area/s of specialisation , and an ability to select appropriate resources for learning;
- select appropriate teaching and learning strategies in planning lessons and other learning experiences within teaching programmes;
- apply knowledge and understanding of a range of theories about teaching, learning, child development and curriculum to the selection and design of learning programmes;
- design coherent learning programmes and lessons appropriate for the learners, context and specialisation , taking into account national, regional and school curriculum policies, learner contexts, and learner differences;

evaluate learning programmes, lessons and materials in terms of the approaches to teaching and the knowledge base underpinning the relevant learning areas or subjects being taught.

Component 3: Competences relating to teaching and learning processes

The focus in this component is on all seven educator roles as listed above.

Exit level outcome 3.1:
In their area of specialisation, demonstrate competence in selecting, using and adjusting teaching and learning strategies in ways which meet the needs of the learners and the context.

Competence is evident when candidates are able to:
- apply theoretical knowledge and understanding of educational theory to discussions and debates about teaching and learning strategies;
- select and use teaching and learning strategies appropriate to the subject, phase and topic and on the basis of careful assessment, appropriate to the learners in their classes;
- create expectations which make appropriate demands on the learners;
- select and use teaching and learning strategies which motivate learners to meet those demands and to take initiative;
- accommodate differences in learning style, pace and ability in the planning and use of teaching and learning strategies;
- identify and assist learners with special needs and barriers to learning and development;
- facilitate occasions where learners are taught in groups, pairs and as individuals;
- make judgements about the effect that language has on learning and, in that light, make the necessary adjustments to the teaching and learning strategies;
- adjust teaching and learning strategies to cater for cultural, gender, ethnic, language and other differences among learners;
- use teaching and learning support materials to facilitate learner progress and development;
- assess the teaching and learning strategies used in a particular context in the light of the extent to which the objectives of the learning experience have been achieved.

Exit level outcome 3.2:
Demonstrate competence in managing and administering learning environments and learners in ways that are sensitive, stimulating, democratic and well-organized.

Competence is evident when candidates are able to:
- demonstrate knowledge of principles and procedures which underlie establishing and maintaining orderly and creative teaching and learning environments;
- create and maintain learning environments which are safe as well as conducive to learning;
- manage learning environments democratically and in ways that foster creative and critical thinking;
- discipline learners in ways that are firm, growth-promoting and fair;
- create learning environments that are sensitive to cultural, linguistic and gender and other differences;
- resolve conflict situations within classrooms in an ethical and sensitive way;
- perform administrative duties required for the effective management of learning environments;
- assist learners to manage themselves, their time, physical space and resources;
- take appropriate action to assist or refer learners in the solution of personal or social problems;
- monitor the effectiveness of classroom management strategies, and adjust them where necessary.

Exit level outcome 3.3:
Demonstrate competence in monitoring and assessing learner progress and achievement in their specialisation.

Competence is evident when candidates are able to:
- demonstrate understanding of the principles that direct various assessment approaches and methods.
- select, adapt and/or design assessment tasks and strategies appropriate to the specialisation;
- explain the link between the method of assessment, the overall assessment purpose and the outcomes being assessed;
- design and administer assessment tasks using clear language and instructions;
- collect, from a variety of sources, sufficient confirming evidence of learner competence;
- use a range of assessment strategies to accommodate differences in learning style, pace and context;
- evaluate own assessment strategies in terms of their validity, fairness, reliability and sensitivity to gender, culture, language and barriers to learning and development;
- assess and record systematically the progress of individual learners;
- use assessment results to provide feedback in educationally constructive ways on learner progress and achievement;

interpret and use assessment results to inform future teaching, learning and assessment strategies.

Component 4: Competences relating to the school and the educator profession

The focus in this component is on the role of manager/administrator/leader as well as of the community, citizenship and pastoral role.

Exit level outcome 4.1
Demonstrate a capacity to function responsibly within the education system, an institution, and the community in which the institution is located.

Competence is evident when candidates are able to
- demonstrate knowledge of education policies, procedures and systems which impact on institutions and classrooms,as well as on the national education and training landscape;
- maintain a sense of respect towards others in the learning environment;
- co-operate professionally with colleagues in an institutional setting;
- co-operate in maintaining orderly learning environments;
- initiate and maintain effective, professional communication with parents, guardians and other members of the community and involve them in school affairs;
- apply school policies and development plans to their own teaching;
- organise curricular, cross-curricular and extra-curricular activities;
- select, create, justify, deliver and reflect upon and improve extra-curricular activities.

Exit level outcome 4.2
Demonstrate respect for and commitment to the educator profession.

Competence is evident when candidates are able to:
- practise and promote a sense of respect and responsibility towards others by cultivating a critical, committed and participatory attitude;
- behave in ways that enhance the status of professional educators and ensure an accountable culture of teaching and learning;
- promote the values and principles of the Constitution, particularly those related to human rights and the environment;
- promote the practice of democratic values, attitudes and dispositions in the school, as well as in society at large;
- encourage, create and maintain a supportive and empowering environment for learners;
- evaluate their own professional progress effectively;
- show a commitment to act in and actively support the best interests of learners, parents, communities, colleagues, and the profession.

No. 780 **22 August 2001**

Established in terms of Act 58 of 1995

Bachelor of Education (B Ed)

Field: Education, Training and Development

Sub-field: Schooling

NQF Level: NQF Level 6

Credits: 480 credits

Purpose of the qualification:
The Bed is an initial teaching qualification for candidates to be registered as fully qualified professional educators in schooling. The qualification accredits the development of professional competence informed by sound knowledge and understanding of their area/s of specialisation and of educational theory.

QUALIFICATION MATRIX

	Components	**Minimum Credit Allocations per NQF Level**
Fundamental	Component 1 Competences relating to fundamental learning (Communication: Literacy and Numeracy)	24 credits at NQF level 4 or above 24 credits at NQF level 5 12 credits at NQF level 6
Elective	Component 2 Competences relating to the subject and content of teaching (for the four specialisations outlined below)	12 credits at NQF level 4 or above 96 credits at NQF level 5 or above 96 credits at NQF level 6
Core	Component 3 Competences relating teaching and learning processes	12 credits at NQF level 4 or above 48 credits at NQF level 5 60 credits at NQF level 6
	Component 4 Competences relating to the school and the educator profession	24 credits at NQF level 5 24 credits at NQF level 6
	A further 48 credits are available for distribution across the 4 components depending on the context and needs of the learners	12 credits at NQF level 4 or above 24 credits at NQF level 5 12 credits at NQF level 6

EXIT LEVEL OUTCOMES IN THE BATCHELOR OF EDUCATION (B Ed)

Exit level outcomes are grouped into four components which together reflect the work of a professional educator. The critical outcomes are integrated into the exit level outcomes. Under each component, two or more of the educator roles, as defined in the *Norms and Standards for Educators* (4 February 2000) have been integrated, viz

- Learning mediator
- Interpreter and designer of learning programmes and materials
- Leader, administrator and manager
- Scholar, researcher and lifelong learner
- Community, citizenship and pastoral role
- Assessor
- Learning area / subject / discipline / phase specialist

Component 1: Competences relating to fundamental learning

The focus in this component is on the role of scholar, researcher and lifelong learner. However, there is some reference in the application of communicative and numerical competence to the roles of learning mediation, assessment and management/administration.

Exit level outcome 1.1

Demonstrate competence in reading, writing and speaking the language/s of instruction in ways that facilitate their own academic learning, and learning in classrooms.

Competence is evident when candidates are able to:

- read academic and professional texts critically, integrate and use the knowledge in their own studies and in their teaching;
- read and interpret with understanding written and graphic materials relating to their areas of specialisation;
- select and use study methods appropriate to their own needs as well as the demands of their specialisation;
- use information and communications technology to further their own learning and facilitate the learning of others;
- convey the content of their area of specialisation in written, graphic and other forms which are appropriate to the developmental level/s and language ability of the learners in their care;
- foster interactive communication with learners through the use of non-judgmental language, supportive replies, constructive feedback, acknowledgement of feelings and demonstration of mediation skills;
- use the main language of instruction to explain, describe, discuss and relate key concepts in their area of specialisation;
- use an additional language to explain, describe and discuss such key concepts in a conversational style[2].

Exit level outcome 1.2

Demonstrate competence in interpreting and using numerical and elementary statistical knowledge to facilitate their own academic learning, and to manage teaching, learning and assessment.

Competence is evident when candidates are able to:

- interpret numerical information in their learning area, subject or discipline;

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- apply their understanding of numerical and statistical information to educational issues, cross-curricular activities, and their own learning;
- apply their understanding of numeracy and elementary statistics to manage classroom resources and monitor learner attendance;
- apply their understanding of numeracy and elementary statistics to record, interpret and report on the academic progress and achievement of learners;
- interpret and understand numerical data relating to psychological assessment of learners;
- use elementary procedures for financial management, including budgeting.

Component 2: Competences relating to the subject and content of teaching

The focus in this component is on the role of interpreter and designer of learning programmes and materials, the role of learning mediator, as well as on the specialist role.

Exit level outcome 2.1
Demonstrate competence with regard to the knowledge base underpinning the learning areas or subjects they will be teaching.

Competence will be evident when candidates are able to:
- demonstrate an understanding of the fields of knowledge which underpin their subject/learning area/s of specialisation ;
- demonstrate a commitment to the epistemic values and principles which characterize the fields of knowledge in their area/s of specialisation ;
- show an ability to use the kinds of evidence, modes of argument or criteria of adequacy appropriate to the fields of knowledge in their area/s of specialisation ;
- use the characteristic language, terminology and concepts of their subject/s of learning area/s appropriately, and with confidence.
- critically discuss the content of curricular knowledge in their area/s of specialisation , and apply appropriate values and conceptual frameworks to problem solving in the relevant fields of knowledge;
- interpret curricular knowledge in practice, in their area/s of specialisation , in terms of a broader understanding of the relevant fields of knowledge;
- evaluate what learning material (including textbooks) should be selected, at what level, in what sequence, and how it should be assessed, in their area of specialisation (phase and subjects/learning areas).

Exit level outcome 2.2
In their area/s of specialisation (phase and subject/learning area), demonstrate competence in planning, designing, and reflecting on learning programmes appropriate for their learners and learning context.

Competence is evident when candidates are able to:
- select and/or design materials and resources appropriate to learning programmes, taking cognizance of issues such as teaching approach, and the conceptual adequacy and accuracy of the information of the content of the programmes;
- select, adapt, or design coherent learning programmes and lessons appropriate for the learners, context and specialisation , taking into account national, regional and school curriculum policies, learner contexts, and learner differences;
- plan lessons and other learning experiences within teaching programmes, selecting appropriate teaching and learning strategies;
- justify selection and design of learning programmes in ways which show

knowledge and understanding of a range of theories about teaching, learning, child development and curriculum;
- evaluate and improve learning programmes, lessons and materials on the basis of experience, classroom research, and an understanding of the knowledge base underpinning the relevant learning areas or subjects being taught.

Component 3: Competences relating to teaching and learning processes

The focus in this component is on the integration of all seven roles listed above.

Exit level outcome 3.1
In their area of specialisation, candidates demonstrate competence in selecting, using and adjusting teaching and learning strategies in ways which meet the needs of the learners and the context.

Competence is evident when candidates are able to:
- select and use teaching and learning strategies appropriate to the subject, phase and topic and on the basis of careful assessment, appropriate to the learners in their classes;
- create expectations which make appropriate demands on the learners;
- select and use teaching and learning strategies which motivate learners to meet those demands and to take initiative;
- accommodate differences in learning style, pace and ability in the planning and use of teaching and learning strategies;
- identify and assist learners with special needs and barriers to learning and development;
- facilitate occasions where learners are taught in groups, pairs and as individuals;
- make judgements about the effect that language has on learning and, in that light, make the necessary adjustments to the teaching and learning strategies;
- adjust teaching and learning strategies to cater for cultural, gender, ethnic, language and other differences among learners in a range of contexts, both familiar and unfamiliar;
- use teaching and learning support materials to facilitate learner progress and development;
- assess the teaching and learning strategies used in a particular context in the light of the extent to which the objectives of the learning experience have been achieved;
- explain, on the basis of classroom research, the success or otherwise of teaching and learning strategies with reference to key educational concepts, the needs and abilities of the learners, and demands of the specialisation.

Exit level outcome 3.2
Demonstrate competence in managing and administering learning environments and supporting learners in ways that are sensitive, stimulating, democratic and well-organized.

Competence is evident when candidates are able to:
- create and maintain learning environments which are safe as well as conducive to learning;
- manage learning environments democratically and in ways that foster creative and critical thinking;
- discipline learners in ways that are firm, growth-promoting and fair;
- create learning environments that are sensitive to cultural, linguistic and gender and other differences;
- resolve conflict situations within classrooms in an ethical and sensitive way;

- perform administrative duties required for the effective management of learning environments;
- assist learners to manage themselves, their time, physical space and resources;
- take appropriate action to assist or refer learners in the solution of personal or social problems;
- evaluate and, where necessary, adjust their own actions in ways that show knowledge and understanding of management and administration;
- justify actions in ways which reflect knowledge and understanding of a variety of ways of managing individual learners and classes.

Exit level outcome 3.3
Demonstrate competence in monitoring and assessing learner progress and achievement in the specialisation.

Competence is evident when candidates are able to:
- select, adapt and/or design assessment tasks and strategies appropriate to the specialisation and a range of learning contexts;
- explain the link between the method of assessment, the overall assessment purpose and the outcomes being assessed;
- design and administer assessment tasks using clear language and instructions;
- collect, from a variety of sources, sufficient confirming evidence of learner competence;
- use a range of assessment strategies to accommodate differences in learning style, pace and context;
- evaluate own and others' assessment strategies in terms of their validity, fairness, reliability and sensitivity to gender, culture, language and barriers to learning and development;
- assess and record systematically the progress of individual learners;
- use assessment results to provide feedback in educationally constructive ways on learner progress and achievement;
- interpret and use assessment results to inform future teaching, learning and assessment strategies;
- justify choice and design of assessment strategies, methods and procedures in ways which show knowledge and understanding of the assumptions that underlie a range of assessment approaches and their particular strengths and weaknesses in relation to age and learning area being assessed.

Component 4: Competences relating to the school and educator profession

The focus in this component is on the role of manager/administrator/leader as well as of the community, citizenship and pastoral role.

Exit level outcome 4.1
Candidates demonstrate that they can function responsibly within the education system, an institution, and the community in which the institution is located.

Competence is evident when candidates are able to:
- maintain a sense of respect towards others in the learning environment;
- co-operate professionally with colleagues in an institutional setting;
- co-operate in maintaining orderly learning environments;
- initiate and maintain effective, professional communication with parents, guardians and other members of the community and involve them in school affairs;
- demonstrate an ability to engage critically with a wide variety of stakeholders

regarding issues that are specifically relevant to teaching and learning practices;
- use internal and external networking opportunities effectively;
- engage critically with education policies, procedures and systems which impact on institutions and classrooms, as well as on the national education and training landscape;
- apply school policies and development plans to their own teaching;
- organise curricular, cross-curricular and extra-curricular activities;
- select, create, justify, deliver and reflect upon and improve extra-curricular activities.

Exit level outcome 4.2
Demonstrate a respect for and commitment to the educator profession.

Competence is evident when candidates are able to:
- practise and promote a sense of respect and responsibility towards others by cultivating a critical, committed and ethical attitude;
- behave in ways that enhance the status of professional educators and ensure an accountable culture of teaching and learning;
- promote the values and principles of the Constitution, particularly those related to human rights and the environment;
- promote the practice of democratic values, attitudes and dispositions in the school, as well as in society at large;
- encourage, create and maintain a supportive and empowering environment for learners;
- evaluate their own professional progress effectively;

show a commitment to act in and actively promote the best interests of learners, parents, communities, colleagues, and the profession.

No. 781 **22 August 2001**

Established in terms of Act 58 of 1995

Post-Graduate Certificate in Education (PGCE)

Field: **Education, Training and Development**

Sub-field: **Schooling**

NQF Level: **NQF Level 6**

Credits: **120 credits**

Purpose of the qualification:
The PGCE serves as a professional 'capping' qualification for candidates who have completed an appropriate 360 or 480 credit Bachelor's degree other than the B Ed. The qualification accredits the development of professional competence reflexively grounded in educational theory.

QUALIFICATION MATRIX

	Components	Minimum Credit Allocations per NQF Level
Fundamental	Component 1 Competences relating to fundamental learning (Communication: Literacy and Numeracy)	12 credits at NQF level 6
Elective	Component 2 Competences relating to the subject and content of teaching (for the four specialisations outlined below)	24 credits at NQF level 6
Core	Component 3 Competences relating teaching and learning processes	12 credits at NQF level 5 or higher 36 credits at NQF level 6
	Component 4 Competences relating to the school and the educator profession	12 credits at NQF level 5 or higher 12 credits at NQF level 6
	A further 12 credits are available for distribution across the four components depending on the context and needs of the learners	12 credits at NQF level 6

EXIT LEVEL OUTCOMES IN THE POST-GRADUATE CERTIFICATE IN EDUCATION (PGCE)

Exit level outcomes are grouped into four components which together reflect the work of a professional educator. The critical outcomes are integrated into the exit level outcomes. Under each component, two or more of the roles as defined in the *Norms and Standards for Educators* (4 February 2000) have been integrated, viz

- Learning mediator
- Interpreter and designer of learning programmes and materials
- Leader, administrator and manager
- Scholar, researcher and lifelong learner
- Community, citizenship and pastoral role
- Assessor
- Learning area / subject / discipline / phase specialist

Component 1: Competences relating to fundamental learning

The focus in this component is on the role of scholar, researcher and lifelong learner. However, there is some reference in the application of the communicative and numerical competence to the roles of learning mediation, assessment and management/administration.

Exit level outcome 1.1

Demonstrate competence in reading, writing and speaking the language/s of instruction in ways that facilitate their own academic learning, and learning in their classrooms.

Competence is evident when candidates are able to:

- read academic and professional texts critically, and integrate and use the knowledge in their own studies and in their teaching;
- read and interpret with understanding written and graphic materials relating to their areas of specialisation;
- select and use study methods appropriate to their own needs as well as the demands of their specialisation;
- use information and communications technology to further their own learning and facilitate the learning of others;
- convey the content of their area of specialisation in written, graphic and other forms which are appropriate to the developmental level/s and language ability of the learners in their care;
- foster interactive communication with learners through the use of non-judgmental language, supportive replies, constructive feedback, acknowledgement of feelings and demonstration of mediation skills;
- use the main language of instruction to explain, describe, discuss and relate key concepts in their area of specialisation;
- use an additional language to explain, describe and discuss such key concepts in a conversational style[3].

Exit level outcome 1.2

Demonstrate competence in interpreting and using numerical and elementary statistical knowledge to facilitate their own academic learning, and manage teaching, learning and assessment.

Competence is evident when candidates are able to:

- interpret numerical information in their learning area, subject or discipline;

- apply their understanding of numerical and elementary statistical knowledge to educational issues, cross-curricular activities, and their own learning;
- apply their understanding of numeracy and elementary statistics to manage classroom resources and monitor learner attendance;
- apply their understanding of numeracy and statistics to record, interpret and report on the academic progress and achievement of their learners.
- interpret and understand numerical data relating to psychological assessment of learners;
- use elementary procedures for financial management, including budgeting.

Component 2: Competences relating to the subject and content of teaching

The focus in this component is on the role of interpreter and designer of learning programmes and materials, the role of learning mediator, as well as on the specialist role.

Exit level outcome 2.1
Demonstrate competence with regard to the knowledge base underpinning the learning areas or subjects they will be teaching.

Competence will be evident when candidates are able to:
- demonstrate an understanding of the fields of knowledge which underpin their subject/learning area/s of specialisation ;
- demonstrate a commitment to the epistemic values and principles which characterize the fields of knowledge in their area/s of specialisation ;
- show an ability to use the kinds of evidence, modes of argument or criteria of adequacy appropriate to the fields of knowledge in their area/s of specialisation ;
- use the characteristic language, terminology and concepts of their subject/s of learning area/s appropriately, and with confidence.
- critically discuss the content of curricular knowledge in their area/s of specialisation , and apply appropriate values and conceptual frameworks to problem solving in the relevant fields of knowledge;
- interpret curricular knowledge in practice, in their area/s of specialisation , in terms of a broader understanding of the relevant fields of knowledge;
- evaluate what learning material (including textbooks) should be selected, at what level, in what sequence, and how it should be assessed, in their area of specialisation (phase and subjects/learning areas).

Exit level outcome 2.2
In their area/s of specialisation (phase and subject/learning area), demonstrate competence in planning, designing, and reflecting on learning programmes appropriate for their learners and learning context.

Competence is evident when candidates are able to:
- select and/or design materials and resources appropriate to learning programmes, taking cognizance of issues such as teaching approach, and the conceptual adequacy and accuracy of the information of the content of the programmes;
- select, adapt, or design coherent learning programmes and lessons appropriate for the learners, context and specialisation , taking into account national, regional and school curriculum policies, learner contexts, and learner differences;
- plan lessons and other learning experiences within teaching programmes, selecting appropriate teaching and learning strategies;
- justify selection and design of learning programmes in ways which show knowledge and understanding of a range of theories about teaching, learning,

child development and curriculum;
- evaluate and improve learning programmes, lessons and materials on the basis of experience, classroom research, and an understanding of the knowledge base underpinning the relevant learning areas or subjects being taught.

Component 3: Competences relating to teaching and learning processes

The focus in this component is on the integration of all seven roles listed above.

Exit level outcome 3.1
In their area of specialisation, demonstrate competence in selecting, using and adjusting teaching and learning strategies in ways which meet the needs of the learners and the context.

Competence is evident when candidates are able to:
- select and use teaching and learning strategies appropriate to the subject, phase and topic and, on the basis of careful assessment, to the learners in their classes;
- create expectations which make appropriate demands on the learners;
- select and use teaching and learning strategies which motivate learners to meet those demands and to take initiative;
- accommodate differences in learning style, pace and ability in the planning and use of teaching and learning strategies;
- identify and assist learners with special needs and barriers to learning and development;
- facilitate occasions where learners are taught in groups, pairs and as individuals;
- make judgements on the effect that language has on learning and, in that light, make the necessary adjustments to the teaching and learning strategies;
- adjust teaching and learning strategies to cater for cultural, gender, ethnic, language and other differences among learners in a range of contexts, both familiar and unfamiliar;
- use teaching and learning support materials to facilitate learner progress and development;
- assess the teaching and learning strategies used in a particular context in the light of the extent to which the objectives of the learning experience have been achieved;
- explain, on the basis of classroom research, the success or otherwise of teaching and learning strategies with reference to key educational concepts, the needs and abilities of the learners, and demands of the specialisation.

Exit level outcome 3.2
Demonstrate competence in managing and administering learning environments and supporting learners in ways that are sensitive, stimulating, democratic and well organized.

Competence is evident when candidates are able to:
- create and maintain learning environments which are safe as well as conducive to learning;
- manage learning environments democratically and in ways that foster creative and critical thinking;
- discipline learners in ways that are firm, growth-promoting and fair;
- create learning environments that are sensitive to cultural, linguistic, gender and other differences;
- resolve conflict situations within classrooms in an ethical and sensitive way;
- perform administrative duties required for the effective management of the

learning environment;
- assist learners to manage themselves, their time, physical space and resources;
- take appropriate action to assist or refer learners in the solution of personal or social problems;
- evaluate and, where necessary, adjust their own actions in ways that show knowledge and understanding of management and administration;
- justify actions in ways which reflect knowledge and understanding of a variety of ways of managing individual learners and classes.

Exit level outcome 3.3
Demonstrate competence in monitoring and assessing learner progress and achievement in their specialisation.

Competence is evident when candidates are able to:
- select, adapt and/or design assessment tasks and strategies appropriate to the specialisation and a range of learning contexts;
- explain the link between the method of assessment, the overall assessment purpose and the outcomes being assessed;
- design and administer assessment tasks using clear language and instructions;
- collect from a variety of sources sufficient confirming evidence of learner competence;
- use a range of assessment strategies to accommodate differences in learning style, pace and context;
- evaluate own and other's assessment strategies in terms of their validity, fairness, reliability and sensitivity to gender, culture, language and barriers to learning and development;
- assess and record systematically the progress of individual learners;
- use assessment results to provide feedback in educationally constructive ways on learner progress and achievement;
- interpret and use assessment results to inform future teaching, learning and assessment strategies;
- justify choice and design of assessment strategies, methods and procedures in ways which show knowledge and understanding of the assumptions that underlie a range of assessment approaches and their particular strengths and weaknesses in relation to age and learning area being assessed.

Component 4: Competences relating to the school and educator profession

The focus in this component is on the role of manager/administrator/leader as well as of the community, citizenship and pastoral role.

Exit level outcome 4.1
Demonstrate that they can function responsibly within the education system, the institution where they are working, and the community in which the institution is located.

Competence is evident when candidates are able to:
- maintain a sense of respect towards others in the learning environment;
- co-operate professionally with colleagues in an institutional setting;
- co-operate in maintaining orderly learning environments;
- initiate and maintain effective, professional communication with parents, guardians and other members of the community and involve them in school affairs;
- demonstrate an ability to engage critically with a wide variety of stakeholders regarding issues that are specifically relevant to teaching and learning practices;

- use internal and external networking opportunities effectively;
- engage critically with education policies, procedures and systems which impact on institutions and classrooms, as well as on the national education and training landscape;
- apply school policies and development plans to their own teaching;
- organise curricular, cross-curricular and extra-curricular activities;
- select, create, justify, deliver and reflect upon and improve extra-curricular activities.

Exit level outcome 4.2
Demonstrate a respect for and commitment to the educator profession.

Competence is evident when candidates are able to:
- practise and promote a sense of respect and responsibility towards others by cultivating a critical, committed and ethical attitude;
- behave in ways that enhance the status of professional educators and ensure an accountable culture of teaching and learning;
- promote the values and principles of the Constitution, particularly those related to human rights and the environment;
- promote the practice of democratic values, attitudes and dispositions in the school, as well as in society at large;
- encourage, create and maintain a supportive and empowering environment for learners;
- evaluate their own professional progress effectively;
- show a commitment to act in and actively promote the best interests of learners, parents, communities, colleagues, and the profession.

No. 782 **22 August 2001**

Established in terms of Act 58 of 1995

Advanced Certificate in Education (ACE)

Field: Education, Training and Development

Sub-field: Schooling

NQF Level: NQF Level 6

Credits: 120

Purpose of the qualification:
The ACE does not qualify candidates as professional educators in schooling.

The primary purpose of the ACE is to provide for **training** in a new area of study, such as: a new phase or subject specialisation, textbook writing, computers in education, assessment and quality assurance in education, whole school development, educational management, educational journalism, environmental education, special needs education, curriculum development, educational broadcasting, health education, and so on.

Secondly, it provides the space for programmes which enable educators to **update, enrich and/or supplement** their existing knowledge and competence in an area of study which, although previously studied at a more basic level, does not yet qualify educators to continue that specialism in a qualification at NQF Level 7. In such cases the purpose of the ACE will be to update the knowledge of educators, perhaps in terms of new developments in the area of special study, and/or to enrich, deepen and extend the knowledge of educators in this area. Examples of this kind can be drawn from any phase or learning area such as: Foundation, Intermediate or Senior Phase, Further Education (in schooling), arts and culture, history education, mathematics education, language education, science education, technology education, and so on.

Thirdly, in certain circumstances, for example, in scarce subjects, or in career change situations, the ACE can be used for upgrading from NQF level 5 to NQF level 6.

In all these cases, the ACE is conceived of as a form of continuing professional education which has the purpose of enabling educators to develop their competences and/or to change their career path and adopt new educator roles.

QUALIFICATION MATRIX

	Components	Minimum Credit Allocations per NQF Level
Fundamental	Component 1: Competencies relating to fundamental learning (communication: literacy and numeracy)	-
Core	Component 3 Competences relating teaching and learning processes Component 4 Competences relating to the school and the educator profession	-
Electives	Component 2 Competences relating to the subject and content of teaching.	-
Credit allocations are in this instance not specified. The reason for this is that this qualification is a specialist professional qualification, which opens up the space for flexibility and innovation in education, and for changes in personal career paths. This might be prompted by, for example, changes in school organization or the school curriculum, or other kinds of new developments, which have an impact of the field of education. The outcomes for this qualification are specified, but the SGB does not recommend that the weighting of components should be prescribed in advance. To do so would be in conflict with the main thrust of this qualification.		

EXIT LEVEL OUTCOMES IN THE ADVANCED CERTIFICATE IN EDUCATION (ACE)

In their area of special study, candidates must demonstrate:

Practical competence in selecting, designing, planning, implementing and evaluating, appropriate, and effective projects, procedures and/or programmes;

Appropriate and adaptable professional skills and judgement, in a variety of contexts of practice;

A commitment to:
- set, and aspire to achieve, high standards in practice, and
- ongoing professional improvement;

A capacity to critically analyse relevant materials, resources and practices, in the light of a conceptual understanding of their area of special study.

The ability to justify particular choices in their area of special study in the light of:
- a critical understanding of the theoretical underpinnings of the area of special study;
- an understanding of current social, economic, political technological and environmental conditions relevant to the area of special study;
- relevant features of the context, including the organizational environment, the resources available, and the purposes of the tasks at hand; and
- contemporary trends in the area of special study.

No. 783 **22 August 2001**

Established in terms of Act 58 of 1995

BACHELOR OF EDUCATION (HONOURS)
B Ed (Hons)

Field: Education, Training and Development

Sub-field: Schooling

NQF Level: NQF Level 7

Credits: 120 credits

Purpose of the qualification
To accredit candidates who demonstrate an understanding of the theoretical underpinnings of education;
To develop candidates' professional expertise in an aspect of the practices or study of education;
To provide candidates with a deeper understanding of some aspect of the professional practices, institutions and/or systems of education;
To empower candidates to achieve some critical distance from the fashionable and conventional practices and institutions of education;
To foster progressive thinking in the field of education by developing a cadre of educators with a wider and deeper understanding of the transformation of education.

EXIT LEVEL OUTCOMES IN THE BACHELOR OF EDUCATION (HONOURS) B Ed (Hons)

Candidates will qualify for this degree only if they can demonstrate the competence described in the exit level outcomes that follow. The descriptors which follow the exit level outcomes should be regarded as ways of interpreting the exit level outcomes. Competence should be at the degree of complexity indicated in the NQF level descriptors for Level 7.

Exit level outcome 1

Candidates demonstrate that they have acquired a sound knowledge base and critical understanding of education in general, and of their area(s) of specialisation in particular.

Competence is shown when candidates are able to:

- understand contemporary educational conditions and policies against the backdrop of the socio-historical development in Southern Africa;
- demonstrate a familiarity with major lines of debate in the broad field of education;
- provide well-founded interpretations of literature in the area of study, and succinct and accurate syntheses of written material;
- locate particular studies in a relevant and coherent theoretical framework;
- use specialist and applied knowledge appropriately in an area of educational study or practice;
- show sensitivity for and understanding of the relative and contextual nature of thought and knowledge;
- interpret knowledge as a source of meaning and as a guide to reflection, choice and action;
- grasp the dialectical relationship between theoretical and practical knowledge
- demonstrate an awareness of the variety of educational contexts in which knowledge might apply.

Exit level outcome 2

Candidates demonstrate the ability to critically analyse and evaluate knowledge in their area(s) of specialisation, and to contribute to systematic and disciplined thinking about educational matters and issues, with particular reference to their area(s) of specialisation.

Competence is shown when candidates are able to:

- understand the principles and concepts underpinning the field of study and its boundaries and limitations;
- write with fluency in an academic mode;
- analyse educational situations with a view to identifying problems;
- assess the weight of various kinds of evidence for claims and theories in the field of education;
- justify conclusions with appropriate argument or evidence in theorising about education;
- identify and solve educational problems by using critical and creative thinking to arrive at responsible decisions;
- display some intellectual independence and analytical skill in the development of systematic arguments;
- make sound theoretical judgements and evaluations based on evidence.

Exit level outcome 3

Candidates demonstrate the ability to conduct independent inquiry in a specialised field of education, training or development, and to report their findings in

academically appropriate ways.

Competence is shown when candidates are able to:

- complete papers, major assignments and/or project reports in a way that shows knowledge of different research approaches and methodology;
- collect, analyse, organize and critically evaluate educational and related information from primary and secondary sources;
- use appropriate resources for academic work, including information and communications technology;
- plan, and conduct, an elementary piece of research, using basic research techniques;
- communicate research results accurately and reliably by way of written reports and oral presentation;
- demonstrate basic knowledge of different research approaches in the field of education;
- demonstrate the skills and disposition to undertake research and remain a lifelong learner.

Exit level outcome 4

Candidates exhibit the potential to act as academic leaders and experts in the field of education, training and development.

Competence is shown when candidates are able to:

- interpret educational principles and concepts flexibly in a range of institutional contexts;
- participate effectively in debates in the relevant area of education, and interact productively within a learning or professional community;
- stimulate and encourage others to become engaged in disciplined thinking about education;
- communicate effectively with academic and professional colleagues, and collaborate with others in addressing educational problems;
- demonstrate an openness towards the views of others and show a desire to initiate or facilitate discussion in a perceptive, sensitive and thought-provoking manner;
- balance rights and responsibilities, as well as constructive criticism and commitment to service, in the wider interests of all those represented in the school or wider educational environment;
- demonstrate contextualised educational leadership skills;
- communicate effectively from a position of leadership within the education profession;
- foster recognition of educational rights and priorities in the context of educational leadership.

No. 784 **22 August 2001**

Established in terms of Act 58 of 1995

MASTERS CERTIFICATE IN EDUCATION (MCE)

Field: Education, Training and Development

Sub-field: Schooling

NQF Level: NQF Level 7

Credits: 120 credits

Purpose of the qualification:
To provide a formal qualification at the exit point from a structured MEd degree. To accredit advanced and specialised professional or academic knowledge of an aspect of education.

EXIT LEVEL OUTCOMES IN THE MASTERS CERTIFICATE IN EDUCATION (MCE)

Candidates will qualify for this degree only if they can demonstrate the competence described in the exit level outcomes that follow. The descriptors which follow the exit level outcomes should be regarded as ways of interpreting the exit level outcomes. Competence should be at the degree of complexity indicated in the NQF level descriptors for Level 8.

Exit level outcome 1
Candidates demonstrate that they have acquired a sound knowledge base and critical understanding of education in general, and of their area(s) of specialisation in particular.

Competence is shown when candidates are able to:
- demonstrate familiarity with major lines of debate in the relevant field of education;
- critically evaluate literature within an area of educational specialisation;
- demonstrate the ability to reconstruct knowledge creatively and imaginatively, with a degree of independence;
- evaluate theories of education relevant to a specific area of study;
- relate knowledge, skills and competences to specific educational contexts;
- demonstrate an awareness of the constructed and provisional nature of educational knowledge;
- demonstrate epistemological maturity by evaluating the foundations of educational thought and knowledge.

Exit level outcome 2
Candidates demonstrate the ability to critically analyse and evaluate knowledge in their area(s) of specialisation, and to contribute to systematic and disciplined thinking about educational matters and issues, with particular reference to their area(s) of specialisation.

Competence is shown when candidates are able to:
- display intellectual independence and critical/analytical skill in the development of well-grounded and systematically developed arguments;
- justify claims and conclusions with appropriate evidence and argument;
- provide and synthesise accounts of complex scholarly work in an area of study in education;
- assess theoretical positions and proffered solutions to educational problems;
- provide independent critical analyses of data and theories in the area of study.

Exit level outcome 3
Candidates demonstrate the ability to conduct independent inquiry in a specialised field of education, training or development, and to report their findings in academically appropriate ways.

Competence is shown when candidates are able to:
- Plan and conduct inquiry using appropriate research techniques;
- Collect, analyse, organise and critically evaluate appropriate information and data from primary and secondary sources;
- show evidence of engagement with the wider field of relevant educational literature;
- evaluate appropriate theoretical and methodological frameworks;

- use relevant educational research designs, methods and data analysis in a responsible, reflective and adaptable manner;
- report on research findings and communicate these in written and/or oral form.

Exit level outcome 4
Candidates exhibit the potential to act as academic leaders and experts in the field of education, training and development.

Competence is shown when candidates are able to:
- manage educational contradictions and make educational value commitments;
- effectively interact and engage in debate with learning or professional groups in education;
- contribute to others' understanding of educational issues through discourse and research;
- facilitate discussion on complex educational issues in an informed and visionary manner;
- critically evaluate their own and others' work in education;
- demonstrate responsibility, self-reflexivity and adaptability as an educational leader;
- reflect on values and responsibilities appropriate to academic and professional leadership.

No. 785 **22 August 2001**

SOUTH AFRICAN QUALIFICATIONS AUTHORITY
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Established in terms of Act 58 of 1995

MASTERS DEGREE IN EDUCATION (M Ed)

Field: Education, Training and Development

Sub-field: Schooling

NQF Level: NQF Level 8

Credits: 180 credits

Purpose of the qualification:
To provide qualifiers with advanced knowledge in some aspect or sub-field of education.
To accredit candidates who demonstrate the capacity to undertake well-founded and independent inquiry in a field of education, training and development.

EXIT LEVEL OUTCOMES IN THE MASTERS DEGREE IN EDUCATION (M Ed)

Candidates will qualify for this degree only if they can demonstrate the competence described in the exit level outcomes that follow. The descriptors which follow the exit level outcomes should be regarded as ways of interpreting the exit level outcomes. Competence should be at the degree of complexity indicated in the NQF level descriptors for Level 8.

Exit level outcome 1

Candidates demonstrate that they have acquired a sound knowledge base and critical understanding of education in general, and of their area(s) of specialisation in particular.

Competence is shown when candidates are able to:

- demonstrate familiarity with major lines of debate in the relevant field of education;
- critically evaluate literature within an area of educational specialisation;
- demonstrate the ability to reconstruct knowledge creatively and imaginatively, with a degree of independence;
- evaluate theories of education relevant to a specific area of study;
- relate knowledge, skills and competences to specific educational contexts;
- demonstrate an awareness of the constructed and provisional nature of educational knowledge;
- demonstrate epistemological maturity by evaluating the foundations of educational thought and knowledge.

Exit level outcome 2

Candidates demonstrate the ability to critically analyse and evaluate knowledge in their area(s) of specialisation, and to contribute to systematic and disciplined thinking about educational matters and issues, with particular reference to their area(s) of specialisation.

Competence is shown when candidates are able to:

- display intellectual independence and critical/analytical skill in the development of well-grounded and systematically developed arguments;
- justify claims and conclusions with appropriate evidence and argument;
- provide and synthesise accounts of complex scholarly work in an area of study in education;
- assess theoretical positions and proffered solutions to educational problems;
- provide independent critical analyses of data and theories in the area of study.

Exit level outcome 3

Candidates demonstrate the ability to conduct independent inquiry in a specialised field of education, training or development, and to report their findings in academically appropriate ways.

Competence is shown when candidates are able to:

- plan and conduct an inquiry using appropriate research techniques;
- collect, analyse, organise and critically evaluate appropriate information and data from primary and secondary sources;
- show evidence of engagement with the wider field of relevant educational literature;
- evaluate appropriate theoretical and methodological frameworks;
- use relevant educational research designs, methods and data analysis in a responsible, reflective and adaptable manner;

- report on research findings and communicate these in written and/or oral form;
- complete a thesis or academic report based on independent research that should give rise to at least one article (with expert assistance) that meets the criteria for publication in an academic journal.

Exit level outcome 4
Candidates exhibit the potential to act as academic leaders and experts in the field of education, training and development.

Competence is shown when candidates are able to:

- manage educational contradictions and make educational value commitments;
- effectively interact and engage in debate with learning or professional groups in education;
- contribute to others' understanding of educational issues through discourse and research;
- facilitate discussion on complex educational issues in an informed and visionary manner;
- critically evaluate their own and others' work in education;
- demonstrate responsibility, self-reflexivity and adaptability as an educational leader;
- reflect on values and responsibilities appropriate to academic and professional leadership.

No. 786 **22 August 2001**

Established in terms of Act 58 of 1995

Doctor of Philosophy (PhD)

Field: Education, Training and Development

Sub-field: Schooling

NQF Level: NQF Level 8

Credits: 360 credits

Purpose of the qualification:
The PhD is a post-graduate qualification aimed at creating opportunities for candidates to engage in highly advanced and specialised academic or professional study of and research into an aspect of education, training or development. The degree will be conferred only on those candidates who have demonstrated the capacity for sustained, original research that makes a contribution to the constitution of and/or generates well-grounded new knowledge in the ETD field.

EXIT LEVEL OUTCOMES IN THE DOCTOR OF PHILOSOPHY (PhD)

Candidates will qualify for this degree only if they can demonstrate the competence described in the exit level outcomes that follow. The descriptors which follow the exit level outcomes should be regarded as ways of interpreting the exit level outcomes. Competence should be at the degree of complexity indicated in the NQF level descriptors for Level 8.

Exit level outcome 1

Candidates demonstrate that they have acquired a sound knowledge base and critical understanding of education in general, and of their area(s) of specialisation in particular, *ie* they:

- exhibit extensive, sophisticated theoretical knowledge and critical understanding in/or across one or more area/s of specialisation;
- apply their knowledge, skills and understanding in reflecting on and contributing to educational discourse and debates;
- can deploy their knowledge, understanding and expertise confidently and fluently in diverse educational contexts.

Exit level outcome 2

Candidates demonstrate the ability to critically analyse and evaluate knowledge in their area(s) of specialisation, and to contribute to systematic and disciplined thinking about educational matters and issues, with particular reference to their area(s) of specialisation, *i.e.* they:

- exhibit a well-developed capacity for dealing with complexity, ambiguity, lacunae, and lack of coherence in existing knowledge on their area/s of specialisation;
- question existing knowledge, theoretical positions and proffered solutions to educational problems in ways that demonstrate their analytical skills and intellectual independence;
- contribute in various ways to systematic and rigorously disciplined theorising in the fields of educational theory as well as on education policy and practice.

Exit level outcome 3

Candidates demonstrate the ability to conduct independent inquiry in a specialised field of education, training or development, and to report their findings in academically appropriate ways, *i.e.* they:

- use a range of appropriate strategies and sources, including information and communications technology, to access and process information;
- make an original contribution to knowledge in their area of specialisation through independent research that satisfies current international standards for research and scholarship;
- submit/publish a substantial, well-ordered thesis that displays the candidate's ability to construct an informed, cohesive argument, to show its relations with current and earlier streams of thinking and to interpret the implications the research findings might have for knowledge and thinking in the area/s of inquiry.

Exit level outcome 4

Candidates exhibit the potential to act as academic leaders and experts in the field of education, training and development, *i.e.* they:

- contribute to others' critical awareness and understanding of educational issues by participating in and initiating debates, research and publications on educational issues;

- contribute to the improvement and/or change of educational practice through critical engagement with stakeholders at various levels and by various means;
- support, advise and/or supervise other researchers in the same or related fields of inquiry.

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