Student Support in the NPDE
A Report on Interim Findings
Prepared for the International Research Foundation for Open Learning (IRFOL), Cambridge, United Kingdom

TESSA WELCH

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The South African Institute for Distance Education

P O Box 31822, BRAAMFONTEIN, 2017
Tel : +27 11 403 2813
Fax : +27 11 403 2814
E-mail: info@saide.org.za
url :http://www.saide.org.za

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Tessa Welch, SAIDE
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ORIGINS OF THE NPDE - MEETING THE NEEDS OF UNDERQUALIFIED TEACHERS

When Kader Asmal assumed office in 1999, he launched the Tirisano Implementation Plan in which he stated the commitment of his department to educational transformation over the next five years. Project Four of Programme Two of the Tirisano Implementation Plan addresses the status and quality of teaching and looks to ensure the development of standards for educator development, the decrease in the number of unqualified and under-qualified educators and the quality of educator development programmes.

The concern about the numbers of unqualified and underqualified educators was real. Persal information of October 1999 indicated that there was a total of 85 501 and underqualified teachers (i.e. teachers with REQV 10 - unqualified, and REQV 11/12 - underqualified)[1]. These figures were broken down by province as follows[2]:

Table 1: Provincial distribution of unqualified and underqualified educators (Persal: October 1999

Province	Number	% of total
Eastern Cape	18 716	27.4
KwaZulu-Natal	20 853	29.5
Mpumalanga	5 651	22
Western Cape	2 722	10.8
Northern Cape	1 131	16.8
North West	14 682	44.3
Free State	6 537	26.8
Gauteng	4 614	10.1
Northern Province	10 595	18.3
Total	**85 501**	**23.9**

Table 2: Numbers of unqualified and underqualified educators by REQV level and salary category[3]

REQV	Category	Qualification	Number	Percentage (of teacher force)
10	A2	School qualifications up to Std 10, without teaching qualification	13 197	3.7
11	A1	Teaching qualifications, without Std 10 qualification (Std 8 plus PTC	14 219	4
12	B	Teaching qualification of one or two years after Std 10 (mainly Std 10 plus PTC, or Std 10 plus JSTC, but also PTC plus SEC, PTC plus Post Professional Certificate, or PTC plus part completed DE upgrading)	58 085	16.2
Total			**85 501**	**23.9**

[1] An attempt was made to validate this information by the Education Foundation Trust, but unfortunately incomplete data was returned, and the figures, though they appeared to be lower (i.e. more like 68 000), could not ultimately be ratified.

[2] From SAIDE, 2001, *Towards a Plan for the Upgrading of Un- and Under-qualified Teachers: Version 7*

[3] *Ibid*

The newly created Teacher Development Directorate took up this challenge, and started the process of developing an implementation plan for the upgrading of underqualified teachers. It set the following provincial targets for the first cohort of teachers:

Table 3: Target numbers per province[4]

Province	Number
Eastern Cape	2200
KwaZulu-Natal	2500
Mpumalanga	600
Western Cape	290
Northern Cape	130
North West	1750
Free State	780
Gauteng	500
Northern Province	1250

In doing this, it brought on board a number of stakeholders, most notably the Education Labour Relations Council. In Resolution no 8 of 2000, the ELRC made a decision (see 2.1) as follows:

> An amount not exceeding R95 million be set aside and utilised for the upgrading of the qualifications of 'unqualified' and 'under-qualified' educators.

> To this, the DoE added an amount of R23 million from funding from the Dutch to further support the implementation of an upgrading programme.

Parallel to this process was that of the development and regulation of *Norms and Standards for Educators*. From 1998, Dr Ben Parker of the University of Natal in Pietermartizburg had been requested by the then director for teacher colleges, Dr Andre le Roux to revise the Norms and Standards for Educators in the light of the emergence of SAQA. Dr Parker's team proposed that the standard qualification for teachers be an integrated level 6 480 credit B Ed. However, the qualifications framework proposed in the Norms and Standards Discussion documents of 1997 and 1998, did not provide a sufficiently accessible route for the upgrading of serving educators. When Dr Parker was appointed to the Department of Education to oversee the incorporation of colleges and the gazetting of the Norms and Standards for Educators (achieved on 4 February 2000), he approached the Standards Generating Body for Educators in Schooling chaired by Prof Wally Morrow to develop a National Professional Diploma in Education at level 5 (7 April 2000). The need for the qualification was stated as

> To provide existing under-qualified educators an alternative access route (apart from completing the 480 credit B Ed degree as their first new qualification) into the qualifications framework for educators[5].

The National Professional Diploma in Education was developed by the SGB and registered by SAQA in October 2000.

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[4] From a document circulated by the national Department of Education at a meeting of NPDE providers on 22 November 2001 entitled *Upgrading Programme for the Under-qualified Educators*

[5] Minutes of the Meeting of the SGB: Educators in Schooling held at Teachers' Centre, Pretoria College of Education on 7 and 8 April 2000

As the qualification was being set in place, the Teacher Development Directorate was working on a plan for the upgrading of un(der)qualified teachers. The plan had the following components[6]:

- Data gathering on unqualified and underqualified teachers
- Developing, implementing and monitoring a process for recognition of prior learning
- Developing and distributing criteria for NPDE programme development
- Disbursing ELRC and department funds to support educators and providers
- Monitoring the delivery of the NPDE

APPROVAL, MONITORING AND EVALUATION PROCESSES

Criteria and national standards

The national standards for programmes leading to the NPDE were determined in two ways - in the qualification itself, and in a set of criteria produced by the Teacher Development Directorate to assist in the development and evaluation of proposals for NPDE programmes (see Appendix A).

The qualification itself, besides saying that NPDE programmes should have a strong classroom focus does not specify on-site assessment. Besides stating that the NPDE is for practising teachers (and therefore must be offered part-time), the qualification also does not specify mode of delivery or nature of support to be offered. The Criteria to guide programme development and programme approval are more specific. The relevant questions indicate that student support is viewed in the light of how self-instructional the materials are (the less the contact, the more self-instructional the materials need to be):

- Is the mode of delivery described in terms of the percentage of time to be spent on independent study from materials, contact strategies (including planned face-to-face group/class sessions, individual consultation time and classroom observation /support by tutor), and assessment activities?

- Does the mode of delivery of the programme make it possible for teachers in schools to participate fully?

- Is there sufficient evidence that the programme is materials-based?

- Are materials sufficiently self-instructional in modes of delivery which do not include frequent contact with teachers?[7]

With regard to onsite assessment, the Criteria document is no more specific than the qualification. However in meetings with the providers during 2002 and 2003, the Department of Education indicated preparedness to offer additional finances for school visits related to Recognition of Prior Learning processes, which was an

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[6] From *Towards a Plan for the Upgrading of Un- and Underqualified Teachers*
[7] From: *Criteria for The Evaluation of Programme Proposals leading to the National Professional Diploma in Education*, Department of Education, May 2001

indication to providers that they should be involved in some form of school support/on-site visits.

Programme approval

There was initially an idea that the Teacher Development Directorate would put out a tender inviting providers to offer to run NPDE programmes. However, this did not happen. In presentations to providers in six regions during June and July 2001, the department circulated the criteria for proposals for programmes leading to the NPDE and informed providers about the process for programme approval and funding. Providers were requested to submit proposals to the Interim Joint Committee (consisting of representatives from SAQA, the DoE and the CHE) by 31 August 2001 for delivery in January 2002. It was made clear that

> All public providers who meet the criteria will have their programmes approved for funding purposes

> In additional, however, the committee will determine which of the providers or consortia of providers will receive bursaries for the study fees of identified numbers of teachers.

> The Department of Education is considering additional financial support for those providers that make proposals involving provincially based consortia. It is recognised that consortia require management, and that effective management is time-consuming and costly[8].

By the end of the year, 25 providers had submitted proposals to the Interim Joint Committee. The DoE (responsible for approving programmes for employment in education as part of the Interim Joint Committee) did not approve any proposals by public private partnerships (eg University of Pretoria and the South African National Tutor Services - SANTS) or by private providers (such as Azaliah College). The CHE (responsible for programme accreditation as part of the Interim Joint Committee) abided by the broad decisions of the DoE, but conditionally accredited certain providers because they had failed to provide staff details or details of centres for delivery and quality assurance of delivery at remote sites, or, in the case of the Technikons, because senior phase delivery had not been approved through the Committee of Technikon Principals.

Neither the CHE nor the DoE made use of the detailed criteria for programme approval handed out to the providers for the NPDE specifically, and hence were not able to discriminate very finely between the providers. Subsequently, SAIDE was commissioned to do a technical review of the programme by the ELRC. The intention was to provide a basis for comparison of the various programmes, particularly where there was more than one provider per province, to identify gaps and problems in the proposals. The following table in the review showed the intended course design of the various institutions.

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[8] Ibid

Table 4: Course design proposals across NPDE providers[9]

Name of provider	UNISA	UDW	Unizul	UNP	UNW	UFS	North. Prov.	Cape Tech	UWC	E Cape consortium
Total NLH	2480 hrs	2480 hrs	2400 hrs	2560 hrs	2400 hrs	2400 hrs (FP) 2560 hrs (IP and SP)	2500 hrs	1680 hrs	2400 hrs	Not stated
NLH for contact sessions	240 hrs	30 hrs per module	120 hrs	384 hrs	120 hrs	Not stated	300 hrs	+- 300 hrs	640 hrs	Not stated
NLH for assessment	840 hrs	Not stated	Not stated	496 hrs	Not stated	Not stated	800 hrs	Not stated	480 hrs	Not stated
NLH for Independent study	1320 hrs	Not stated	Not stated	1760 hrs	Not stated	Not stated	1000 hrs	Not stated	1280 hrs	Not stated
NLH for school support/ practical work in situ	80 hrs (20 hrs per yr)	Practical intern-ship – 32 credits	Not stated	Integrated into relevant modules	Not stated	16 credit module micro teaching	100 hrs (25 hrs per yr)	42 credit module	12 credit module	Integrated into relevant modules

The table shows that
- The percentages of the notional learning hours for contact time vary from 10% to about 25%.
- Five of the providers indicate their intention to provide separate school visits (i.e. not integrated into existing modules, or simply conducted as microteaching at the university).

The review also indicated that some providers (most notably Potchefstroom University) had taken little cognisance of the new requirements of the NPDE in the design of their programmes.

However, although the findings of this review were reported on at a meeting of NPDE providers in February 2002, they did not influence any decisions that were taken at a national level about which providers should receive bursaries for their programmes. The complex process of sending out application forms to teachers, reviewing the applications, and making a selection of those teachers that qualified for bursaries absorbed the attention of the Department and the ELRC completely in the early part of 2002.

Appointing of approved providers to offer the NPDE with bursary assistance

In theory, although all providers whose programmes had been approved by the Interim Joint Committee could offer the NPDE, not all providers would qualify to receive bursaries. In practice, however, all approved providers, because of the

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[9] SAIDE, 2001, *A Review of Proposals for Programmes leading to the National Professional Diploma in Education*, prepared for the Teacher Development Directorate in the national Department of Education

consortia they organized, were in line to offer the programme to students. This was because two decisions were taken early on - that provincial departments of education with the involvement of the ELRC would organize the selection of teachers, and that providers would be encouraged to work in consortia to meet the needs of the province. In other words, competition for students was not an issue - the province simply worked with the providers/consortia of approved providers in their region/province. There was a slight problem with UNISA which, as a distance education organization could theoretically offer the programme to students anywhere in the country. However, the problem was resolved by allocating to UNISA the teachers in two of the provinces in which there were no higher education providers offering the NPDE - Gauteng and Mpumlanga.

The consortia each had different arrangements, but common to all was the fact that each provider registered its own students, applied for the bursaries from the ELRC, and certificated the teachers on qualification.

The numbers (based on the invoices submitted to the ELRC for bursaries for the first year) for the first cohort were as follows[10]:

Eastern Cape Consortium (offering in the Eastern Cape, with the exception of the Kokstad area covered by the University of Natal in Pietermaritzburg)
University of Fort Hare (UFH) - 391
Rhodes University (RU) - 480
Port Elizabeth Technikon (PE Tech) - 576
Eastern Cape Technikon (EC Tech) - 654
University of Port Elizabeth's Science Maths and Technology Centre (UPE/SMATE) - 298
University of the Transkei (Unitra) - 571

Limpopo consortium (offering in Limpopo Province, formerly Northern Province)
University of the North (Unin) - 778
University of Venda (Univen) - 880

KwaZulu-Natal (collaborative arrangements not clear)
University of Natal, Pietermaritzburg (UNP) - 1405
University of Zululand (Unizul) - 179
University of Durban Westville (UDW) - 226

North West (collaborative arrangements not clear)
University of the North West (UNW) - 1151
University of Potchefstroom (Potch) - 705

Western Cape consortium
University of the Western Cape (UWC) and Cape Technikon (C Tech) - 143
(UWC offers the fundamental and core courses, and Cape Technikon the electives)

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[10] Price Waterhouse Coopers, undated, Appendix A, *The Education Labour Relations Council Management Report, NPDE programme*

Northern Cape
University of the Western Cape (UWC) - 150[11]

Free State
University of the Free State - 746

Mpumalanga
University of South Africa (UNISA) - 1056

Gauteng
University of South Africa (UNISA) - 910

This is a total of 11 299 teachers across the country, which is well over the 10 000 teacher target set originally in the Teacher Development Directorate's plan for the first cohort of the NPDE, and given the bursaries of R5000 a year for a two year programme, it more than uses up the R95 million allocated by the ELRC for bursaries.

A second cohort of students was registered in 2003 by providers in certain provinces (for example, Limpopo and the Free State) and these students are being given bursaries from skills development funds in the provinces. This means that, even though the ELRC bursary money is finished, there is (theoretically at least) a source of money in the provinces to continue taking in successive cohorts of teachers until all teachers in a particular province are properly qualified.

Monitoring, evaluation and quality assurance of delivery

Aside from the somewhat cursory programme approval process described above, the following processes were instituted for the monitoring of programme delivery:
  • Memoranda of Agreement between the ELRC and the provider specifying what the providers are required to do in order for the bursary money to be paid over to them (see Appendix A);
  • Monitoring tools for application by the provincial DoEs (developed by Khulisa Management Services in late 2003, but not yet administered);
  • Meetings with providers (February 2002, June 2002, and March 2003) at which providers have been requested to provide information about their provision, as well as receiving updates and capacity building particularly around Recognition of Prior Learning.

With regard to evaluation, the CEPD and Price Waterhouse Coopers were commissioned by the ELRC to do a variety of evaluative tasks.

The CEPD was commissioned by the ELRC to:
1. Audit the agreement forms and bursary application forms
2. Examine the curriculum being offered by service providers
3. Design and develop a database which, for example, will give information on teachers enrolled and show quantitative indicators of success.

Activities 1 and 2 are in process, and the data for the table on student support in this document was partly derived from the interim data gathered for the curriculum evaluation. It is unlikely that Activity 3 will happen.

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[11] This number was obtained telephonically from Dr Prevot van der Merwe, the UWC coordinator

For the curriculum evaluation, CEPD researchers did the following:
- Observed a sample of lessons (weekend visit to each of the providers)
- Interviewed programme managements and course coordinators
- Interviewed educators and tutors
- Checked suitability of venues
- Checked suitability of times and venues for contact sessions
- Interviewed Department of Education officials.

For the review of materials, CEPD consultants, with the assistance of SAIDE, decided to review
- Teaching and Learning modules (focusing on OBE and assessment)
- Foundation or Intermediate phase numeracy
- Foundation or Intermediate phase literacy.

SAIDE assisted the CEPD to track processes for procurement of materials from publishers and sharing of materials across providers.

In addition, SAIDE consultants prepared a report on materials for the Communication and Literacy modules submitted for the Fundamental Learning component of the qualification.

SAIDE will in 2004 be preparing more extensive evaluation of the process for sharing materials, and will also investigate more intensively effective systems for assessment management and tutoring across providers.

Price Waterhouse Coopers have audited the following in terms of the Memoranda of Agreement between the ELRC and the providers:
- Payments made to providers
- Signing of Memoranda of Agreement between providers and the ELRC
- Signing of Memoranda of Agreement between providers in a particular consortium
- Approval of the curriculum by the Department of Education
- Quarterly reports
- Course fees charged in relation to actual cost of course
- Accuracy of student lists in terms of amounts claimed for bursary money.

Their first report[12] indicated that:
- The ELRC had made payments to all 17 providers for year 1, but that in the case of 12 institutions, there was a discrepancy between the numbers of students on the audited lists and the amount claimed. In the worst case this resulted in an overpayment of R1 760 000. In reverse, the worst example of underpayment was R378 000
- Two providers had not finalized their Memoranda of Agreement with the ELRC
- The members of the Eastern Cape Consortium and the KwaZulu-Natal Consortium had not finalized their consortium agreement
- Only one provider had sent through a progress/quarterly report
- 15 providers had submitted claims for fees of R5000 per annum - UNISA had submitted claims for bursaries for course fees of R2450, and UFS for a bursaries for course fees of R3980
- No provider had given any indication of the actual cost of the course

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[12] Price Waterhouse Coopers, undated, Appendix A, *The Education Labour Relations Council Management Report, NPDE programme*

- No provider had given confirmation that the curriculum had been agreed with and approved by the Department of Education
- The lists contained 4 examples of students not in the employ of the department of education and hundreds of examples of students with absent or invalid ID numbers or absent student numbers.

Most providers have rectified the mistakes and been paid for year 2 as well, but some (notably the Eastern Cape Consortium) are in dispute and have not yet been paid (this is anecdotal - no reports have been referred to).

With regard to the formal quality assurance process, the Council on Higher Education has signed a Memorandum of Agreement with the Education Training and Development Practices SETA which gives them the right to approve and accredit NPDE programmes as well as verify learner achievement in terms of these programmes. Although the SETA developed collaboratively a set of minimum standards for Integrated Assessment as well as Recognition of Prior Learning in the NPDE (in a workshop on March 2003), it has not yet acted to see that the providers are conforming to the minimum standards. It has also not yet instituted monitoring and evaluation processes.

OVERALL IMPRESSION OF STANDARD OF DELIVERY OF THE NPDE

Materials

Preliminary findings from the CEPD materials evaluation indicate the following about the quality of materials used in NPDE programmes.

Some institutions provided sets of notes rather than materials designed for independent study (Cape Technikon, UWC, Rhodes, and UPE/SMATE). Even if there were weekly contact sessions (as with Rhodes and Cape Tech), the notes do not enable teachers to study effectively in between. In the case of UPE SMATE which has fortnightly contact sessions, the materials are good as workshop materials, but they are not sufficiently coherent to allow for independent study. In the case of UWC, contact sessions were much more infrequent (only in the school holidays in the Western Cape) and so reliance merely on contact sessions is not adequate at all. The courses offered are essentially face to face courses, without a sufficient number of face to face sessions to ensure that sufficient learning takes place (even though, in the case of Rhodes and UPE/SMATE, the workshop materials submitted were of a high standard).

Other institutions had materials that had been consciously developed for distance learning. Of these, some were outdated, incoherent, with authoritarian and transmission approaches to teaching and learning and had not been aligned with the requirements of the new qualification (see Potchefstroom and UNW). It was clear that the materials were slightly recycled versions of modules used for qualifications from a previous teacher education dispensation. In the case of other institutions, it was clear that an attempt had been made to produce interactive material to equip teachers for the new curriculum, and to provide them with sufficient contact session support to engage with it, but that there was still a need for further work to bring the materials up-to-date, and scaffold learning adequately (UFS, UNISA). Two institutions had used material from elsewhere, but had also written some of their own materials to

contextualize their programme and build on their strengths (PE Tech and Unitra). In the case of two institutions, insufficient information was available to make an assessment of what had been achieved (EC Tech, and Unizul).

Materials from the University of Fort Hare, from the University of Natal, and SAIDE's *Getting Practical* used by the Limpopo NPDE were all materials where the teaching and learning approach and the suitability for independent study were judged to be appropriate for the NPDE. However, the Fort Hare materials had been previously used for the Bachelor of Primary Education programme, and had not been sufficiently adapted for use in this programme. In the case of SAIDE's *Getting Practical*, the material was deliberately generic, but had been adapted by the Limpopo NPDE for use in Limpopo. The accompanying tutorial letter set out not only the course requirement and the assignments but a detailed plan of work for the year. The Natal materials represent the most comprehensive set of materials developed specifically for the NPDE[13], and were used by the following providers: Limpopo, PE Technikon, EC Technikon, Fort Hare, and UDW. Each module has a learning guide which provides interactive content development and a student guide which provides the assignments and gives details of what will be covered in the contact sessions. In addition, many of the modules also have resource books and a tutor's guide, which can be used effectively in tutor training.

Student support

Preliminary findings about course design at the various institutions emerging from the CEPD curriculum evaluation (as well as other information derived from SAIDE's documentary evidence on the NPDE) are contained in the table in Appendix C.

The table shows that all but two providers offer contact of between 10% and 25% of the notional learning hours in a programme. Even though the national Department of Education did not specify requirements for student support, the providers regarded frequent contact sessions as necessary for effective delivery of the programme to the target audience.

According to preliminary impressions of the CEPD evaluators, however, the quality of the support offered at the contact sessions is dependent on the timetable in those contact sessions, the efficiency of the organization of students into classes, and the quality of the tutors. According to the researchers, a timetable that allows for teaching of a single module for 3 to 6 hours is more effective than one in which the day is broken into hourly sessions. This is important if there are long gaps between contact sessions as is the case in a part-time course. The distribution of the contact sessions is also important. The more frequent the distribution, the more effective the guidance to struggling students (particularly if the materials do not facilitate independent study).

The information about school visits and the requirement to demonstrate teaching competence in authentic contexts has not been tested by observation. It is mainly

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[13] All UNISA's materials were also adapted quite extensively for the NPDE, but they were derived from existing materials largely from the incorporation of the South African College for Teacher Education (SACTE) and the South African College of Open Learning (SACOL) into UNISA.

derived from accounts of the programme coordinators of what they are doing or intend to do[14]. From this, the following emerges:

- two providers have no provision for on-site visits or assessment of classroom practice;
- one provider deals with assessment of classroom teaching through microteaching during the holidays;
- three providers do not clearly commit themselves to classroom visits, but nevertheless assess classroom practice in a holistic way through portfolios requiring a range of evidence;
- six providers engage in school visits, with one provider using mentors in schools fairly extensively;
- information from three of the providers is missing.

In some cases, classroom visits are closely connected with assessment for recognition of prior learning (primarily in the Eastern Cape Consortium), which means that only some of the students get the benefit of the on-site visits. In others (for example, Unin/Univen and Cape Tech and UNP) every teacher is visited. What is also interesting is that providers seem to have a sense that merely observing and 'critting' lessons is insufficient. Lesson observation is best done combined with portfolio devclopment. In conclusion, this reflects an understanding across NPDE providers that teachers' actual practice in the classroom is important.

Assessment

Some interesting information was obtained about the methods of assessment across the NPDE providers through peer interviews at a workshop for NPDE providers in March 2003:

1. Some providers were only giving a single assignment per module and in one of the programmes there some modules for which the sole assessment was an end of module examination. However, the norm appeared to be two assignments per module.
2. Feedback on assignments was generally not very well done. Most providers only give a mark, some give oral feedback in class in addition or feedback in a general tutorial letter, although some providers said that they give individualized written feedback.
3. Providers reported that they were using a variety of types of assessment - oral, class tests on content, classroom research, portfolios of teaching practice, lesson planning and reflection, and so on.
4. Most providers have an examination for each module, although some have examination equivalent assignments, and one has open book examinations.
5. Formative assignment in most programmes counts towards the final mark - between 25% and 60% of the final mark.
6. With regard to external moderation of assessment, seven providers said that some form of external moderation had been done, although nine said that there had as yet been no external moderation.

This information enabled the workshop to reach agreement on the following minimum standards for assessment in the NPDE:

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[14] Derived mainly from peer interviews of NPDE providers at a workshop held for providers, 11 and 12 March 2003.

1. *There are two or more assignments per 12 or 18 credit module.*
   Evidence: Module marksheets showing marks for each of the assignments.

2. *Tutors on the programme are required to give written feedback on student assignments.*
   Evidence: Sample assignment cover with section for feedback on assignments and/or written policy for feedback on assignments and/or examples of marked assignments with written feedback and/or outline of tutor training materials in which training is given to tutors to do feedback on assignments.

3. *At least one third of assignments across the modules in the programme are classroom or school based.*
   Evidence: Copies of assignments for each module.

4. *At least 25% of the final mark is for formative assessment (the year mark).*
   Evidence: Final marksheets for each module showing marks for each assignment, mark for examination/examination equivalent, and final mark.

5. *At least half the modules in the second year of the programme are externally moderated.*
   Evidence: External examiner's/moderator's reports for 25% of the modules in the programme AND a copy of the instructions to the external moderator.

However, although the ETDP SETA is meant to be using these minimum standards to evaluate the assessment practices of providers as part of its quality assurance process, this process has not yet started.

In addition, the minimum standards do not refer sufficiently to assessment design. The CEPD as part of its materials evaluation looked at the assignments and examination questions of the courses that it reviewed. Preliminary findings indicate that six of the providers practice varied, outcomes-based assessment that is likely to develop applied teaching competence; the assessment of two of the providers is unlikely to develop or measure applied competence; and the information on the rest of the providers is too incomplete to form a judgement.

Concluding comments

From the above, it seems that, although the norms for the quality of delivery are not high, they are reasonable, with only two providers delivering programmes that are clearly inferior, and two providers that have not provided sufficient information for a judgement to be made.

With some exceptions, providers who could not develop their own materials used materials from other providers for all or some of their modules. However, there does need to be more awareness of the importance of having materials suitable for independent study in programmes that provide part-time or distance tuition. In addition, too few of the materials are good examples of interactive material that helps teachers get to grips with the new curriculum in constructive ways. The sharing of materials was not facilitated by the fact that providers constructed their programmes in very different ways, with widely differing modules carrying widely differing numbers of credits.

Most providers are within norms with regard to assessment (with an equivalent emphasis on formative and summative assessment) as well as student support (between 10% and 25% of notional learning hours). But the quality of this support in terms of how it helps students engage with the materials and the assessment to achieve the outcomes of the programme is still to be determined through the CEPD's evaluation process. There is definitely awareness, however, of the importance of focusing on classroom practice either through classroom visits or through the preparation of portfolios drawing on classroom practice.

The next section describes student support in one of the NPDE programmes in more detail, so that there is a greater awareness of the complexities and unnevennesses in delivery.

STUDENT SUPPORT IN THE LIMPOPO NPDE

Management of programme and curriculum

As indicated in the original programme proposal[15], the Universities of the North (Unin) and Venda (Univen) worked collaboratively to offer the NPDE to teachers in the Limpopo province. The region was divided into two geographic regions, and teachers attend the university to which their region is allocated. There were 1658 students in the first cohort of students with 880 at Univen and 778 at Unin.

The overall programme is managed by a project management committee (PMC), comprising senior members of staff at each institution. The PMC has responsibility for long term planning and shorter term logistics, and for co-ordination of the programme across the two campuses. Each university has a programme co-ordinator, who is a member of the PMC, and a module co-ordinator for each of the modules offered.

The modules for the first year were:
▫ Getting Practical – 24 credits
▫ Language and Learning Skills – 12 credits
▫ Being a Teacher – 12 credits
▫ School Support – 12 credits

In the second year the students study 4 elective modules according to their phase/learning area specialization, as well as a module on HIV/AIDs for educators. The remainder of the credits are to be earned through a programme for assessment and recognition of prior learning.
Each module co-ordinator is responsible for the course design for their module, and for supporting tutors in the preparation for the contact sessions and in the assessment of the educator-learners' assignments.

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[15]The Northern Province NPDE Project (University the North and University of Venda for Sceicne and Technology Consoritum) Proposal for National Professional Diploma in Education (NPDE) to the national Department of Education, August 2001.

SAIDE was funded to provide professional development and support in course design and management for distance delivery, and also took on the role of broker for finding suitable materials and negotiating suitable terms for the purchase of materials.

Materials

No materials were developed by the consortium. The materials were obtained from
- the University of Natal in Pietermaritzburg (which developed all its own materials for the NPDE from scratch),
- UNISA (which used existing UNISA modules, adaptations of existing modules, and modules drawn from its incorporation of the two distance teacher education colleges, SACOL and SACTE, as well as one module from Promat, an NGO teacher education organization)
- independent publishers (Francolin, Oxford, and Macmillan)
- an NGO (Catholic Institute for Education)
- the Department of Education (curriculum and policy materials).

All the materials needed contextualization and/or adaptation for the Limpopo PDE - they needed to be designed into courses to contribute to the overall outcomes of the specific NPDE programme designed for the Limpopo teachers. The major means of contextualisation was through tutorial letters in which sections of the materials were selected for study, additional reading was included, and assignments (including activities to be done in response to the material) were described. In addition, a independent study programme was worked out for the module, and all important due dates indicated.

Student support

In the delivery of the programme, as verified in the CEPD evaluation, contact sessions are held at the main campuses of the two universities on Saturdays at monthly intervals (roughly). The July vacation is used for a longer (2-3 day) residential session. In the first year, contact sessions were planned only for the holidays, but module coordinators and tutors found that these were not sufficiently frequent, and after the review meeting held in November 2002[16], decided to schedule contact sessions at monthly intervals at least, or else provide more frequent contact sessions at the beginning to set the teachers up for distance learning[17]. In addition, with regard to the organization of the contact sessions, it was realized that no more than two modules can be dealt with on a single Saturday - three hrs was the minimum time for reasonably thorough teaching and learning on a single module. It was also felt that teachers need time during contact sessions for individual consultation with tutors, but it is not certain whether this was actually carried through into the planning for 2003.

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[16] During the month of November 2002, feedback was sought on programme delivery from tutors and module coordinators in the Limpopo NPDE using questionnaires and focus group discussions.
The purpose of the review was to inform planning for 2003:
- Management of assessment and organization of contact sessions for *the Getting Practical* module
- Management of assessment and organization of contact sessions for the *Language and Learning Skills* module
- Module planning for each of *Getting Practical* and *Language and Learning Skills*.
The findings and recommendations were synthesised and considered by the management of the programme in planning for 2003.
[17] Review Meetings Limpopo NPDE November 2002 (an internal planning document)

Tutor training

An essential part of delivery from the outset of this programme was tutor training. Module coordinators were responsible for this - with some help from SAIDE initially. Tutor training took the form of generic training at the outset of the programme, as well as module specific training prior to each of the contact sessions. The importance of this training was underlined in the November review.

The importance of tutor training was also foregrounded in research that SAIDE did on the reception of the SAIDE/Oxford module *Getting Practical* by students and tutors in in the first year of the NPDE. The concluding comment to this report was as follows:

> It is clear that tutors and educator-learners think that the *Getting Practical* learning guide has benefitted them. Also clear is that the course design features built around the learning guide have been important in turning the guide into a course. Key among these has been the contact sessions – which have provided a space for educator-learners to engage with a 'more knowledgeable other', a tutor who can support their learning. At the same time, however, the comments made by tutors, and the observation we made of certain contact sessions, show clearly that some of the 'more knowledgeable others' are in need of support themselves. This support pertains to understanding such things as
>
> • some of the concepts in the book,
>
> • how the book is structured,
>
> • how to integrate their own knowledge with that developed in the book so that they do not replace the latter with the former and confuse educator-learners, and
>
> • how to facilitate small and whole class discussion more effectively.
>
> The contact session ground plan, the tutor training sessions and the support given with marking are all crucial elements of tutor support – essential if learners are in turn to be well supported. The module co-ordinators are presently thinking about ways to strengthen this support[18].

Assessment

With regard to assessment, each 12 credit module had two assignments, as well as a requirement to complete a certain number of activities within the course materials for review by tutors. Each module had either an examination or an examination equivalent assignment. The marking of the assignments and examinations was done by tutors, but the marking process was started with a marking meeting in which the memoranda were agreed, and some assignments joint marked to ensure fair standards. Module coordinators also moderated at least 10% of the scripts, and in the first year, the examinations of two of the five modules at the University of Venda (though not at

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[18] Sue Cohen and Tessa Welch, 2002, *Reflections on the use of Getting Practical in the Limpopo NPDE,* OLDTE volume 9 number 1 March 2003

the University of the North) were externally moderated as well. Although there was initially resistance to the notion of marking meetings, in the November review, module coordinators and tutors were of the opinion that if tutors did not attend marking and tutor training meetings, they should be dismissed. Also in the November review, module coordinators and tutors acknowledged that they did not have a good enough understanding of how to provide feedback on assignments, or how to moderate systematically, and further training was requested on this. There was also a concern that tutors needed to reflect much more on the nature of the student body and how to help them, and that post mortems on assignments would assist in this regard.

School support

The School Support module mentioned above is not a module with a learning guide and assignments, but the space in the curriculum for the completion of a teaching practice portfolio. Each year, teachers are visited twice in their classrooms, and the focus of the visit is to observe lesson as well as engage with progress in the development of School Support portfolio. This portfolio was developed specifically for the Limpopo NPDE and consists of the following sections for
- Seven lesson plans for lessons to be observed by peers
- Two lesson plans for lessons to be observed by tutors
- Two observation schedules for tutors to fill in
- Examples of continuous assessment used during school support with a rationale for each
- Examples of learners' assessed work
- Assessment record
- Final reflective report

A review meeting on School Support was held at the end of October 2002, and some of the comments of the report on the review written by the SAIDE consultant appointed to support the planning and materials development for school support are pertinent:

> School support is a huge logistical exercise, with about 50 tutors travelling hundreds of kilometres over a month and a half, and the logistics did not go well this year. This delayed the commencement of SSU at UNIN, and meant that tutors did not finish visiting all their schools in time. This has had a knock-on effect, as portfolios were not handed in for marking as scheduled and so the completion of the marking has also been delayed. Some areas for improvement include:
>
> - The timely arrangement of transport for the tutors
>
> - A quick system of reimbursement for tutors who use their own cars, so that they are not out of pocket. It has been suggested that they could also receive some "seed money" up front to pay for their first week's visits.
>
> - Cost-efficient allocation of tutors to educator-learners. This year, many schools were visited by more than 1 tutor, and many unnecessary kilometres were driven.

The review of school support also showed that although thorough attempts were made to jointly develop the lesson observation schedule and to train tutors in the use of it, the intentions of the schedule were not well understood by tutors. But tutor training in

the technical aspects of school support is not enough; the tutors (mainly university lecturers) need to understand how to teach themselves:

> There is a feeling that the university tutors need more staff development in order to do a good job on School Support. For example, they all need to be very familiar with how to teach Curriculum 2005.

Most interesting in the review, however, was the fact that although tutors reported that peer observation was a big disappointment ('Some teachers just wrote their own comments, others didn't get enough observations done; and some peers gave inflated marks), tutors were still supportive of using peers. However, they suggested that it will only work effectively if two or more teachers at the same school are on the programme.

One of the most difficult aspects of the portfolio was the final reflective report. The review comment was as follows:

> Some teachers put pleasing effort into the reflective exercises. Generally, though, they were superficial. It may be that the teachers need to be told what is expected of them, and it is recommended that time be spent on this in a contact session.

The marking of the portfolio was also problematic. As is reported:

> The portfolios were marked out of 50, which meant that important items such as the programme organizer and the final report had a paltry 10 marks allocated to them. Moreover, it was almost impossible for an teacher to do badly on the portfolio. Even teachers who had made no effort and had not done half the work are getting about 45%. It might be better to dispense with marks entirely, and work with outcomes and a ratings scale.

Results

In terms of results for the first year of study, the University of North [19] produced the following:
- Being a Teacher - 85% pass (two assignments and an examination equivalent assignment)
- School Support - 98% pass (assessment of portfolio described above)[20]
- Language and Learning Skills - 74% pass (multiple choice assignment, assignment consisting of writing exercises, and examination)
- Getting Practical - 72% (four assignments, portfolio of activities and examination).

Concluding remarks

Several points regarding student support emerge from this case study:

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[19] Although Univen's results were available, the researcher did not have access to them.

[20] As indicated above, this mark should not be regarded as a true reflection of the abilities of the students

- Even if institutions do not have experience in distance education, with support in both management and course design, they can provide the support required for students to achieve the outcomes of the courses offered;
- Use of materials developed elsewhere is effective if care is taken in contextualized course design;
- There need to be processes for review of delivery, and mechanisms to ensure that the results of the review are taken forward into the improvement of delivery in the next year;
- For institutions with little experience in distance education, tutor training and monitoring is as important as assessment and support for the teachers doing the programme;
- The provision of school support needs to be considered very carefully. If inadequately planned and managed and the tutors insufficiently well trained, the amount that is learned will not justify the effort and time expended.

APPENDIX A: CRITERIA FOR THE EVALUATION OF PROGRAMME PROPOSALS LEADING TO THE NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION

Department of Education, May 2001

PURPOSE OF DOCUMENT

The purpose of this document is to provide guidance both to providers, and to those bodies with the responsibility for evaluating of programmes leading to the NPDE. It should be read together with the NPDE qualification as registered by SAQA in October 2000, as well as the *Norms and Standards for Educators* as regulated by the Minister of Education on 4 February 2000, as well as *Criteria for the Recognition and Evaluation of Qualifications for Employment in Education based on the Norms and Standards for Educators* (22 September 2000).

The document does not replace the existing format which providers are required to use to submit qualifications to the Department for evaluation for the evaluation and recognition of programmes for the purposes of employment by the Department of Education.

This document does not make particular reference to criteria for **learnership** programmes leading to the NPDE. It is assumed that applicants wanting to mount NPDE learnerships will work through the ETDP SETA, and fulfil the requirements for learnerships **over and above** the requirements for NPDE programmes that are contained within this document.

The purpose of the document is to look at particular emphases that are important in the **preparation of programmes** leading to a specific qualification – the NPDE. It provides questions related to these emphases which will assist in the evaluation of programmes leading to the NPDE. These questions should be addressed in relevant sections of the format for submission to the Department of Education. However, the following additions have been made:
*   Items from the *Submission Format for the Accreditation and Approval of Learning Programmes* of the Interim Joint Committee
*   A statement of the modules to be offered – their level and credits, as well as their outcomes and a content outline.
*   A sample of the materials to be used in the delivery of the programme (the sample should be no more than the learning materials for **2 modules i.e. for 24 credits** of the programme).
 A modified version of the *Format for Submission to the Department of Education* is attached in Appendix B.

PROCESS FOR PROGRAMME APPROVAL AND FUNDING

1. The National Professional Diploma in Education is a qualification already registered on the National Qualifications Framework. NPDE programmes must be developed in line with this qualification – see Appendix A. The NPDE is an interim qualifications and will fall away once REQV11 and 12 teachers have been upgraded.

2. As with any other higher education programme, proposals for programmes leading to the National Professional Diploma in Education should be submitted to the Interim Joint Committee.
   The proposals should be presented in the modified version of *Format for Submission to the Department of Education* (see Appendix B), but should also be described in ways that address the evaluation questions in this document. A summary of the evaluation questions appears in Appendix C.
3. The due date for submission of proposals for delivery in January 2002 is 31 July 2001.
4. A committee consisting of one representative from the Council on Higher Education, two representatives from the Department of Education and two representatives from the Education Labour Relations Council will evaluate the programme proposals.
5. All **public** providers who meet the criteria will have their programmes approved for funding purposes.
6. In addition, however, the committee will determine which of the providers or consortia of providers will receive bursaries for the study fees of identified numbers of teachers.
7. The Department of Education is considering additional financial support for those providers that make proposals involving provincially based consortia. It is recognised that consortia require management, and that effective management is time-consuming and costly.

TARGET AUDIENCE

Access and redress

The first part of the purpose statement for the NPDE makes the target learners clear:

> *The NPDE is an interim qualification which has as its purpose the upgrading of currently under-qualified (REQV 12 or lower) school educators. The NPDE will provide these educators with the opportunity of becoming fully qualified professionals (REQV 13) by opening up an alternate access route into the NQF.*

The NPDE qualification states that teachers with REQV 10 – i.e. only a senior certificate with no professional qualification – must first complete a 120 credit Certificate in Education before being eligible for access to the NPDE.

Aside from the technical details about the target learners and articulation routes, the statement above shows clearly that the purpose of the NPDE is redress for under-qualified teachers who are currently teaching. Within this broad category, particular attention should be given to programmes directed towards and enrolling teachers in particular need of redress, for example:

- Teachers in rural areas
- Middle level teachers rather than those near retirement or new entrants into the profession[21].

Providers who identify particular different target groups for redress purposes through tailoring of programmes for particular needs should motivate for this in terms of redress and access. For example, an NPDE programme designed specifically to help educators of learners with special educational needs and barriers to learning and development could be motivated strongly by reference to the policy on mainstreaming of learners with special educational needs.

An emphasis on teachers in the GET band

The purpose statement of the NPDE states:

> *It will be directed at foundation phase, intermediate phase and senior phase educators.*

Since the majority of under-qualified teachers are teaching in the GET band, the qualification is directed in this way. However, the way in which the subject specialisations are organised in Senior Phase specialisations could allow FET school educators to benefit from the programme as well. FET school educators who complete the programme could proceed to level 6 FET specific studies through the Advanced Certificate shortly to be registered on the NQF. Providers would need to be careful, however, not to mislead FET educators into thinking that the NPDE programme would deal with issues particular to FET.

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[21]. The understanding here is that if there is a limit on the number of bursaries awarded, then one needs to be strategic about who gets the bursaries. If there is enough money, then all teachers who are underqualified will be considered for bursaries.

A further concern is the need to provide programmes for educators of multigrade classes, particularly common in farm schools. There might be case for offering a joint specializations in, for example Foundation and Intermediate phase.

The problem with this, however, is that if there is an attempt to 'cover' all the learning areas for both phases, there might not be sufficient depth in the qualification. It might be better to offer a single specialization, and provide modules on the issues related to multi-grade teaching as part of component 3 of the qualification.

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1. **Is the target audience for the programme and its specialisations identified clearly?**
2. **Is it motivated in terms of increasing access and providing redress?**

Cf Sections 3 and 4 of the Department of Education format (purpose and target learners)

APPROACH TO LEARNING

The second part of the purpose statement of the NPDE reads as follows.
> *The NPDE will have a strong classroom focus and will equip educators with the foundational, practical and reflexive competences required for further study at NQF Level 6.*

This demonstrates that the concern is quality learning (which will provide successful access into the qualifications framework leading to further study at NQF level 6) and improvement of classroom practice, not simply redress for individual teachers. In the past, teachers have upgraded their qualifications and increased their salaries with little or no impact on their teaching in their classrooms.

Developing and measuring applied competence

As is demonstrated in the purpose statement above, key to the way in which SAQA, the NPDE qualification and the Norms and Standards define quality learning is in the notion of applied competence – three 'inter-connected kinds of competence', as the Norms and Standards puts it:

> *Practical competence is the demonstrated ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action. It is grounded in foundational competence where the learner demonstrates an understanding of the knowledge and thinking that underpins the action taken; and integrated through reflexive competence in which the learner demonstrates ability to integrate or connect performances and decision-making with understanding and with an ability to adapt to change and unforeseen circumstances and to explain the reasons behind these adaptations.*

It involves not only *knowing and reflecting*, which is not dependent on place or time, but also *doing*, which has to have a site of practice. In the case of teachers, the site of practice is the classroom and the school. Therefore, in order for teacher education programmes to develop applied competence, they need to be classroom and school focused.

What are the implications of this for the design of programmes?

Clearly a programme which aims to develop applied competence has to require teachers to do things in the classroom/school/community, and not only read/write about doing them or about theories of doing them.

There are two ways of ensuring that this happens. Either the provider can send a tutor into the school situation to observe what the teacher is doing in the classroom, or the provider can construct activities and assignments in such a way that the teacher is required to demonstrate work in the classroom/school/ community. Ideally, both should happen.

Many providers might say that it is impossible to provide classroom support or assessment of teachers' practical competence in situ. However, providers are encouraged to think how they might develop cooperative relationships with provincial department officials or schools or non-governmental organizations for the provision of tutoring and classroom support.

The integrated assessment section of the NPDE qualification gives a clear framework for the development of assessment tasks that measure applied competence.

> *In a practical teaching and learning situation, a simulated situation, or a situation that combines the practical, the simulated and the written, the learner will:*
> - *Generate, explore and consider options for appropriate action*
> - *Identify the most appropriate course of action in relation to the particular context, topic, learner group, level of learning and resources available*
> - *Explain the reasons for that particular selection as well as what was taken into account in making the selection.*
> - *Perform the identified action, while continuously monitoring and adapting performance as required.*
> - *Explain the reasons for the performance.*
> - *Evaluate his/her performance and identify areas for improvement.*
> - *Reflect on the learning and performance.*
> - *Develop a plan or strategy for future action which reflects an integration of what has been learnt through reflection.*

Assessment of the practical is non-negotiable. In other words, the teachers must carry out the practical section of the assessment tasks in an authentic context i.e. classroom or school. However, this does not necessarily mean that the assessor needs to conduct the practical assessment physically in the authentic context. Providers could use simulated contexts for assessment, for example, micro teaching . Or they could require submission of a portfolio of evidence of practical teaching including peer assessment, assessment by the school, lesson plans, reflection on lessons taught, and so on.

Integrated assessment of the kind described above is the summative assessment in which teachers will demonstrate that they have applied competence at the level required by the qualification. However, development of applied competence takes time. In order to develop this applied competence they will need to practise 'in authentic contexts' the cycle of planning, justification of choices, implementation, and reflection with a view to improvement of practice in the teaching, learning and assessment activities throughout the programme. This is the ongoing developmental assessment that the Norms and Standards refers to. Developmental assessment

requires feedback from the provider so that the assessment tasks are opportunities for teaching and learning, not merely for practice.

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3. **Do the teaching, learning and assessment activities ensure that practitioners internalise the applied competence cycle as represented in the integrated assessment requirements?**
4. **Does the assessment strategy make provision for ongoing developmental assessment with regular feedback from the provider?**
5. **Does the assessment strategy describe the combination of practical, simulated, and written forms that the final integrated assessment will take?**

Cf Section 7 of the Department of Education format.

MODE OF DELIVERY

An emphasis on flexible modes of delivery

Since the qualification is meant for practising school educators, it has to be delivered in flexible ways. School educators cannot be released from their duties to enrol on the qualification. The logical inference is that the programme will need to be materials-based.

The degree to which materials exhibit characteristics of well-designed self-instructional materials will depend on the mode of delivery chosen by the institution. It could range:

*   From courses with significant degrees of face-to-face support. This might include weekly or monthly workshops or contact sessions held for several days in school holidays. In this case materials may require less instructional design. They could be sets of suitably mediated readings that students read in preparation for the next workshop, or in order to deepen the understanding of concepts introduced in a previous workshop.
*   To courses with very little face-to-face support. This might be a conventional distance education course with only one or two short contact sessions. In this case materials would need to be well-designed and self-instructional so that isolated learners are supported in the text. It is likely that these materials will be either carefully designed distance education materials, or good texts with a well-designed 'wrap-around' that provides the mediation and support required by isolated learners.

Providers, and particularly consortia of providers, are encouraged to survey materials available from a variety of sources for use and/or adaptation for their programmes. The national Department of Education does not require development of new materials. Instead it is suggested that providers seek out good existing textbooks and learning guides. Texts that are educationally appropriate but which aren't designed as self-instructional texts can be 'converted' through the development of a good 'wrap-around' text. This is essentially a thinner 'guide' to the text being used. It should:

*   select the sections from the text that will be used in the particular module;
*   mediate complicated text through a glossary, introductory and in-text notes, and examples that illustrate and contextualise concepts;

- provide activities that lead learners into the text, link concepts in the text to South African classrooms, and consolidate knowledge learnt;
- provide feedback on those activities;
- organise the various 'bits' of knowledge into a coherent module 'story'.

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6. Is the mode of delivery described in terms of the percentage of time to be spent on independent study from materials, contact strategies (including planned face-to-face group/class sessions, individual consultation time and classroom observation /support by tutor), and assessment activities?

7. Does the mode of delivery of the programme make it possible for teachers in schools to participate fully?

8. Is there sufficient evidence that the programme is materials-based?

9. Are materials sufficiently self-instructional in modes of delivery which do not include frequent contact with teachers?

Cf Section 10 of the Department of Education format (mode of delivery)

Delivery through consortia of providers

NPDE programmes need to aim to meet the following needs:
- to reach a range of teachers in remote areas,
- to provide a certain measure of classroom support to teachers in order to encourage the development of applied competence,
- to deliver programmes in flexible ways to meet the needs of in-service teachers with several years of experience,
- to provide materials based programmes which support flexible delivery.

Usually a single provider cannot meet all of these needs.

In addition, the national Department of Education is encouraging provincial departments of education to prioritize teacher development needs and to organise providers operating in their province to meet those needs.

Both of these considerations mean that the national Department of Education and the provincial departments should support providers to form consortia for the development and delivery of programmes leading to the NPDE.

However, for consortia to function properly, there needs to be a project management team and a clear delineation of responsibilities. The potential roles of members of the consortia include: Certification, Programme development, Recognition of prior learning, Materials production and despatch, Delivery of teaching and learning, Design and delivery of assessment (including marking), Moderation/external examination, Admissions and registration, Provision of physical facilities, Marketing, Quality assurance, Communication and information management.

In addition, the department is concerned that a lead agency be identified for any consortia that are formed. Obviously, if the Department is to provide a subsidy for the delivery of a programme, the lead agency must be a public provider rather than a private provider.

10. **In the case of delivery through consortia of providers, is the lead agency as well as the project management responsibilities and roles of the various members clearly spelled out?**

STRUCTURE AND CONTENT

In the NPDE, the exit level outcomes are structured according to the following components. The exit level outcomes in these components reflect an integration of the various educator roles as identified in the *Norms and Standards*.

Competence Framework

Component 1 – teachers' own literacy and numeracy

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 learning in their classrooms.

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

Component 2 – competences relating to the subject and content of teaching

2.1 In their area/s of specialization (phase and subject/learning area), demonstrate competence in planning, designing, and reflecting on learning programmes appropriate for their learners and learning context.

Component 3 – competences relating to teaching and learning processes

3.1 In their area of specialization, demonstrate competence in selecting, using and adjusting teaching and learning strategies in ways that meet the needs of the learners and the context.

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

3.3 Demonstrate competence in monitoring and assessing learner progress and achievement in their specialization.

Component 4 – competences relating to the school and profession

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.

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

These components are equated with the SAQA qualification components in the following way:
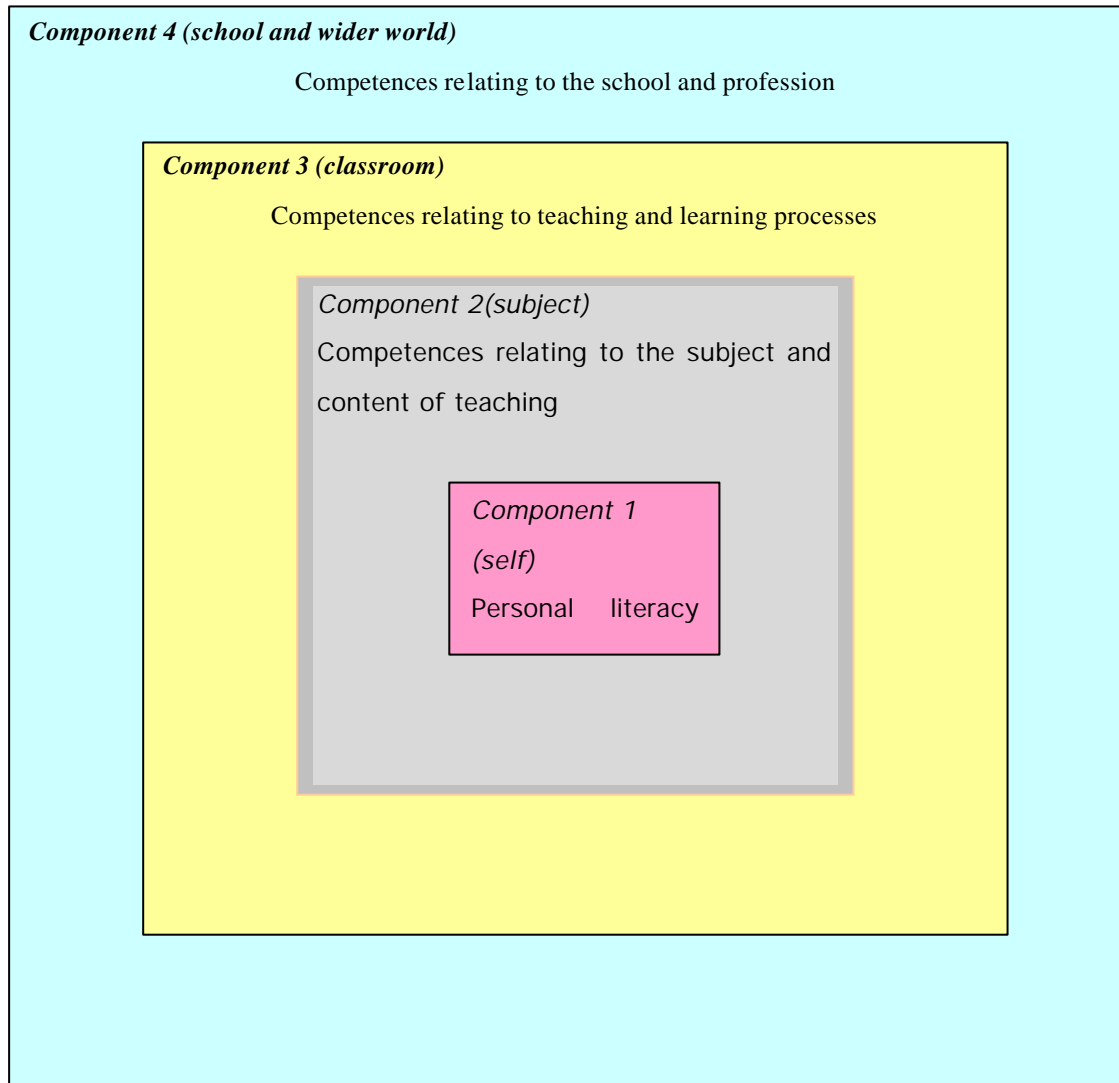Component 1 – fundamental learning
Component 2 – elective learning
Components 3 and 4 – core learning

The diagram below illustrates the fact that the heart of the qualification is teachers' own literacy and numeracy. Without this, they cannot build knowledge and

understanding of the subjects or areas they teach, and without subject knowledge, they have nothing to teach and cannot contribute to the school or the profession.

Component 4 (school and wider world)

Competences relating to the school and profession

Component 3 (classroom)

Competences relating to teaching and learning processes

Component 2(subject)

Competences relating to the subject and content of teaching

Component 1 (self)

Personal literacy

DURATION OF STUDY, CREDITS, LEVELS, AND MODULES

It is important to distinguish between negotiables and non-negotiables.

Credits and duration of study

The number of credits for the qualification as a whole is non-negotiable.
The number of credits that can be achieved through recognition of prior learning is non-negotiable.
However, the period of chronological time for which students may study towards this programme should be flexible, provided that the provider gives learners a fair chance of success in the minimum period of time allowed for completion of courses leading the achievement of credits.

Since the qualification is 240 credits, and it will be delivered part-time to in-service teachers, a period of four years will be the norm for the completion of all 240 credits. However, through recognition of prior learning, teachers may be credited with up to half the required number of credits, and therefore complete the programme in as little as two years.

Teachers should also be able to complete the qualification over a longer period of time than the minimum, except if they are awarded bursaries. Teachers with bursaries will have to achieve a minimum of 60 credits per year.

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11. Are the minimum periods for the duration of study too short to allow students a fair chance to achieve the outcomes? (i.e. shorter than 18 months, with successful recognition of prior learning of up to 120 credits; and shorter than 36 months without any recognition of prior learning)

Credits, levels, modules and outcomes

The credit and level specifications described by the Educators in Schooling Standards Generating Body for each component of the NPDE are the minimum requirements.
- Component 1 (36 credits – 12 credits for level 4 literacy, 12 for level 5 literacy, 12 for level 4 numeracy)
- Component 2 (72 credits at level 5 or higher, 24 credits at level 4 or higher)
- Component 3 (48 credits at level 5 or higher, 48 credits at level 4 or higher)
- Component 4 (12 credits at level 4 or higher)

Providers may offer a programme with a larger number of credits at higher levels than indicated.

The relationship between credits and modules is provider decision. It will be noted that the allocation of credits in the qualification are in multiples of 12, so for ease of reference, it might be advisable for providers also to use modules that are multiples of 12 credits.

The number and nature of modules within components is also a provider decision. As long as the number of credits at the correct level for each component is satisfied, providers can choose the number, size and nature of modules.

Some providers are opting for modules in multiples of 12 credits, whereas others have modules of 16 credits. Similarly, a provider is free to choose the content of component modules. For example, in component 3, a programme could offer 8 x 12 credit modules: 2 in teaching and learning, 2 in classroom management, 2 in assessment, and 2 in classroom communication. Or a programme could argue the need for predominantly theoretical generic modules on OBE, curriculum, learning theory, child development, language across the curriculum, with phase specific practical modules on classroom management, teaching and learning strategies, and assessment.

Finally, the relationship between modules and outcomes is also a provider decision. The *Norms and Standards for Educators* emphasise the importance of integration in such statements as, for example,

> *The contextual roles and their applied competences are integrated into the seventh specialised or elective role.*

Even if exit level outcomes are indicated as belonging to component 1, they could be covered in an integrated way in modules that are predominantly in another component. For example, exit level outcome 1.1 states

> 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 learning in their classrooms.

Providers may choose to offer one module under component 1 to develop the reading and writing competence of teachers for academic learning, but might choose to integrate the development of teachers' classroom communication skills into a module on teaching and learning strategies in component 3.

The validity of the choices of modules made within or across the various components of the qualification should be judged according to how closely they are aligned with the purpose of the programme for the particular target audience.

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12. Does the outline of modules with outcomes, level and credits match the requirements of the NPDE qualification?

13. Is the distribution and nature of modules across the components supportive of the purpose of the programme (and, where relevant, its constituent specialisations)?

Even though there is, as can be seen, considerable provider discretion in the allocation of modules to outcomes and credits, there are certain emphases in the way that the NPDE has been conceived that need to be borne in mind.

AN EMPHASIS ON TEACHERS' OWN LITERACY AND NUMERACY

Teachers' personal literacy and numeracy skills should have been taken care of in their schooling. However, this cannot be assumed, given the disadvantaged backgrounds of the majority of the teachers in the current system. Critical, therefore in a programme which truly seeks to develop teachers rather than merely upgrade their qualifications is an emphasis on development of teachers' personal literacy and numeracy. This should be directed in the first place at teachers' abilities to read, write, think and reason for their own learning, but it should also include applied

literacy and numeracy for the classroom – for example, how teachers communicate with their learners, and manage the numeracy demands of their jobs. The development of literacy and numeracy cannot be achieved in a module or two at the beginning of a programme – it should be integrated into the whole programme, particularly in the way that assessment tasks are designed and evaluated. It could even be argued that teachers' personal literacy and numeracy should not be dealt with in a separate module at all, but rather be included in all modules in the programme.

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14. Are the teachers' personal literacy and numeracy needs catered for in the programme, as well as applied literacy and numeracy for the classroom?
15. What strategy is there for continued development of teachers' literacy and numeracy throughout the programme?

The language policy and the language in education policy of South Africa also needs to be considered in the construction of modules. It cannot be assumed that study of one language is sufficient. Particularly in the Foundation and Intermediate phases, teachers need to develop communicative competence in at least two South African languages, as well as being aware of how to handle multilingual learning contexts. Two of the outcomes of the NPDE, following the *Norms and Standards for Educators* state:

- *use the main language of instruction to explain, describe and discuss key concepts in their area of specialization;*
- *use a second official language to explain, describe and discuss key concepts in a conversational style.*

A separate but equally important point is that the home language of students should not be neglected in favour of or conflated with, the language of instruction.

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16. Does the programme address the need to develop teachers' communicative competence in at least two South African languages?

AN EMPHASIS ON SUBJECT CONTENT AND SUBJECT TEACHING KNOWLEDGE AT A CERTAIN LEVEL

The minimum specialist requirements of the *Norms and Standards for Educators* give some guidance as to the approach to the development of teachers' knowledge and understanding of the subjects/learning areas which they teach. They state:

> *The assessment of content knowledge, concepts and theories, procedural knowledge and strategic knowledge should form a key part of the assessment strategy.*

There needs to be rigor in the teaching of the subject/learning area as a discipline. This is further emphasised in current recommendations from higher education for level descriptors that relate to subject knowledge in NQF level 5 qualifications. They are as follows:

- *a broad knowledge of the main areas of at least one discipline/ field and an awareness of current issues in that discipline/ field*

- *some awareness of how the discipline/ field relates to cognate fields*
- *an understanding of the key terms, rules, concepts, principles and theories of one or more disciplines/ fields*
- *familiarity with and effective application of the essential methods and techniques of the discipline/ field*
- *a knowledge of at least one other mode of enquiry.*[22]

It is insufficient for teachers to learn the subject content at the level at which they are expected to teach it. They need to understand that subject at the level of the qualification they are studying, that is, level 5 on the NQF. This does not, however, mean that the content has to be the same as any first year university course. If a teacher is studying Maths for the primary school, it is irrelevant for that teacher to master advanced calculus. It would be more relevant for the teacher to understand how fractions work and the difficulties that their learners usually have in mastering the concepts related to fractions. This can be as complex though of a different nature to the complexity involved in mastering calculus.

In addition, the minimum specialist requirements as regulated in the *Norms and Standards for Educators* state that:

> *The studies must include the disciplinary bases of content knowledge, methodology and relevant pedagogic theory.*

Subject content knowledge is not enough. 'Methodology' as well as 'pedagogic theory' also needs to be taught. Preparing teachers to teach a subject cannot merely be giving them a few methods that seem to work. Teachers need to understand why certain methods should be selected above others in particular contexts and how they may be changed for different circumstances.

Teaching a person how to teach a subject is as much of a 'discipline' as the subject itself. Teachers need to know what the various methods and approaches are (knowing that); they need to know the theoretical bases of these methods/ approaches (knowing why); and they need to know how to select, adapt, implement, evaluate these methods (knowing how).

In view of the complexity of the task described above, it would seem preferable to concentrate on depth in selected learning areas, rather than a superficial knowledge of the full range of learning areas and their constituent subjects.

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17. Are subject content knowledge and subject teaching knowledge modules taught mainly at level 5 or above?

18. Is the content of subject specific modules appropriate for the phase for which the teacher is being prepared?

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[22] CTP-SAUVCA -CHE discussion document on level descriptors, February 2001

PHASE SPECIFIC MINIMUM SPECIALIST REQUIREMENTS

This section attempts to interpret the Minimum Specialist Requirements of the *Norms and Standards for Educators* for each of the phases.

For the NPDE, teachers will need to have a specialisation in:
- Learning area/s, subject/s, discipline/s,
- And/or phase.

The specialisations should be indicated by an endorsement, for example:
NPDE (Senior Phase: Mathematics and Natural Sciences)
NPDE (Foundation Phase)

Foundation Phase

Here the minimum specialist requirements state:
> *A study of the learning programmes as prescribed by the national curriculum. These must include the disciplinary bases of content knowledge, methodology and relevant pedagogic theory.*
- *Expertise in the development of early literacy, particularly reading competence.*
- *Expertise in the development of early numeracy.*
- *Expertise in the development of life-skills.*

The main areas of expertise required by the foundation phase teacher are literacy, numeracy and life skills. These are also the learning areas for the Foundation Phase. The integration of subject content knowledge and subject pedagogic knowledge should be stronger in the Foundation Phase than in the Senior Phase, because what a teacher learns about the subject of literacy or numeracy or life skills is intimately connected with how s/he teaches it.

Intermediate Phase

Here the minimum specialist requirements are problematic:
> *A study of the learning programmes as prescribed by the national curriculum. These must include the disciplinary bases of content knowledge, methodology and relevant pedagogic theory.*
- *Expertise in the development of reading competence, particularly reading comprehension.*
- *Expertise in the development of numeracy.*
- *Expertise in the development of life-skills.*

The requirements are more ambiguous than those of the Foundation Phase because there are more learning areas than simply literacy, numeracy and life skills. There are also the areas of Natural Sciences / Technology, and Human and Social Sciences. Are the requirements stating that there should be the same level of depth in all five learning areas? If so, how would this be possible in a programme of similar size to the Foundation Phase programme?

Two alternative resolutions to this problem would be
- to keep a similar level of depth in literacy and numeracy as there is in the Foundation Phase (especially in view of the earlier point about the importance of developing teachers' own literacy and numeracy), but to restrict the

knowledge of life skills and the two other learning areas to a fairly superficial overview.
- to keep a similar level of depth in literacy and numeracy as there is in the Foundation Phase (especially in view of the earlier point about the importance of developing teachers' own literacy and numeracy), require a relatively superficial overview of life skills, but some depth in one of the other two learning areas.

A further problem with the requirements for Intermediate Phase is the statement that the learning area of literacy should focus on reading competence. This could lead to ignoring competence in writing, which is critical to the development of literacy.

As with the Foundation Phase, the integration of subject content knowledge with pedagogic knowledge will be strong.

Senior Phase

The minimum specialist requirements state:
> *A study of at least two subjects which meet the requirements of the learning area specializations as prescribed by the national curriculum.*
> *The studies must include the disciplinary bases of content knowledge, methodology and relevant pedagogic theory.*
> *In addition*

- *A study of one out of the learning areas of:*
- *Mathematical Literacy, Mathematics and Mathematical Sciences*
- *Natural Sciences*
- *Technology*
> *This study must be in a learning area not taken elsewhere in the curriculum.*

In the Senior Phase, it is the constituent subjects of the learning area that should be studied. It is also implied that there will be more separation between subject content knowledge and pedagogic knowledge.

What is not clear is whether the two subjects should be from the same learning area or not. However, since there is an emphasis on the specialist role in the Norms and Standards, and since the ways in which the subject/learning areas should be studied are detailed and complex, teachers should be advised to study two constituent subjects of a single learning area. In any case, in addition, if they have not selected Maths, Science or Technology, they will be required to undertake introductory studies in one of these.

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19. Do the modules outlined for component two represent a fair interpretation of the minimum specialist requirements for phase specialisation in the NPDE qualification?

ACCESS AND RECOGNITION OF PRIOR LEARNING

As the NPDE qualification states, teachers at REQV 10 should complete an approved Certificate in Education prior to applying for the NPDE. Teachers at REQV 11 and 12

are eligible for access to the programme, as well as to assessment for recognition of prior learning and experience.

There are two forms of Recognition of Prior Learning for NPDE programmes:
1. Exemption from credits on the basis of qualifications already achieved
2. Achievement of credits towards the NPDE through assessment and recognition of prior learning and experience.

The first form will be available for teachers whose qualifications are evaluated at REQV 12.

The second form should be available for teachers whose qualifications are evaluated at REQV 11. The NPDE qualification gives guidance about the way in which this form of RPL should be done:

> *Providers are required to develop structured means for the assessment of individual learners against the exit level outcomes of the qualification on a case by case basis.*

The NPDE further states that **a maximum of 120 credits** in the qualification may be credited through recognition of prior learning – either through exemption or through assessment.

The question is **which** 120 credits should be available for recognition of prior learning and experience, and whether there should be national norms for this or whether it should be left to provider discretion.

Since there are widely differing ways in which modules in programmes leading to the NPDE may be constructed, there cannot be national norms for which modules should be available for recognition of prior learning. However, there are certain principles that should guide providers in making decisions. Modules that may be credited through assessment of prior learning and experience should be selected
- on the basis of the rigour and reliability with which the competences can be assessed, but also
- on a judgement of the kinds of competence that teachers applying for the qualification may already have.

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20. **Are arrangements in place for evaluation of the qualifications of REQV 12 teachers?**
21. **Are arrangements in place for structured assessment of REQV 11 teachers' competences against the relevant outcomes of the NPDE?**
22. **Are the modules selected for recognition of prior learning motivated on the basis of the rigour and reliability with which the competences can be assessed, but also on a judgement of the kinds of competence that teachers applying for the qualification may already have?**

Cf section 4 of the Department of Education format.

DELIVERY CAPACITY

In order for the Council on Higher Education to consider the viability of the programme, and the national Department of Education to build a picture of the scope and organization of delivery, additional information is required.

The items under the question below represent selected items from section B 2 of the CHE Submission Format for the Accreditation and Approval of Learning Programmes, as well as further details relating to delivery, student numbers and consortia arrangements.

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23. Does the provider/consortium of providers have the capacity to manage effective delivery of the programme to the specified numbers of students in the specified period of time?

a) The expertise and experience of the provider (and, where appropriate, consortium members) in teacher development.

b) The qualifications of academic staff offering the programme.

c) Number of staff committed to the programme and whether they are full-time or part-time staff.

d) The teaching and research experience of staff involved in the running of the programme.

e) The adequacy of the institutional infrastructure in meeting the desired outcomes of the programme [additional aspects not covered in f to h below].

f) Numbers of students the provider has the capacity to manage
   - in each of the specialisations
   - in each cohort and year of the specified period of delivery.

g) Sites of delivery, including
   - physical address and name of site
   - human and physical resources available at the site.

h) If appropriate, consortium arrangements
   - Information about the lead agency and its role in provision
   - Contact details of project management team
   - Names and roles of each of members of consortium.

APPENDIX B: SAMPLE MEMORANDUM OF AGREEMENT BETWEEN THE ELRC AND ONE OF THE NPDE PROVIDERS

MEMORANDUM OF AGREEMENT

Made and entered into by and between

EDUCATION LABOUR RELATIONS COUNCIL

(hereinafter referred to as "the ELRC")

and

UNIVERSITY OF VENDA FOR SCIENCE AND TECHNOLOGY

(hereinafter referred to as "the Institution")

INDEX

1. **INTERPRETATION AND DEFINITIONS**

   In this Agreement, unless the context otherwise indicates:

   1.1 **"the/this Agreement"** means this Agreement together with any annexures hereto;

   1.2 **"the effective date"** means 1 April 2002 notwithstanding the date of signature of this Agreement;

   1.3 **"the Educators"** means under-qualified teachers who are below the Relative Education Qualification Value ("REQV") 13 and who have been selected and identified for the NPDE Programme to upgrade and achieve qualified teacher status;

   1.4 **"ELRC"** means the Education Labour Relations Council, a bargaining council duly established in terms of the Labour Relations Act with registration no: LR2/6/6/110 herein represented by Mahalingum Govender duly authorised thereto by resolution;

   1.5 **"the Institution"** means the University of Venda for Science and Technology herein represented by _____ duly authorised thereto by resolution;

   1.6 **"NPDE Programme"** means the National Professional Diploma in Education being a new national qualification for serving educators to upgrade and achieve qualified teacher status which is the Relative Education Qualification Value ("REQV") 13;

   1.7 **"REQV"** means Relative Education Qualification Value;

1.8 **"the signature date"** means the date on which this agreement is signed by the last of the parties to do so;

1.9 the words importing the singular shall include the plural and *vice versa* and words importing the masculine gender shall include the feminine and neuter genders, and *vice versa*, and words importing persons shall include partnerships, trusts and bodies corporate and *vice versa*;

1.10 the head notes to the clauses of this Agreement are inserted for reference purposes only and shall not affect the interpretation of any of the provisions to which they relate;

2. INTRODUCTION

2.1 In terms of the new policy on the Norms and Standards for Educators (2000) all professionally qualified educators are required to be in possession of a Bachelor of Education Degree equivalent to 480 credits, at National Qualifications Frame Work Level 6 and equivalent to REQV 14, currently the minimum requirement as per the Employment of Educators Act, 1998 is REQV 13;

2.2 The State has made funds available to the ELRC to implement the NPDE Programme to upgrade the qualification of under qualified educators;

2.3 From these funds the ELRC will grant bursaries to the Educators to enrol for the NPDE Programme at the Institution for a two year period in a progressive manner;

2.4 The Institution has been accredited by the Council on Higher Education to deliver the NPDE Programme and discuss the curriculum package with the Department of Education;

2.5 The ELRC and the Institution have agreed on the terms and conditions in terms of which the bursaries will be made available to the Educators

and paid to the Institution and they wish to record their agreement in writing.

3.   **UNDERTAKING**

The ELRC hereby undertakes to pay to the Institution bursary funds for the Educators subject to the terms and conditions set out in this Agreement. The Institution hereby accepts the undertaking.

4.   **DURATION**

This Agreement shall commence on the effective date and shall thereafter continue for as long as:

4.1   The Institution is contractually bound to the Department of Education to deliver the NPDE Programme; and

4.2   The ELRC is provided with funds by the State to grant the bursaries.

5.   **SELECTION AND ENROLMENT OF EDUCATORS**

5.1   The Department of Education and their provincial representatives, the ELRC and its provincial representatives and the SACE representatives shall select the Educators who qualify for the NPDE Programme;

5.2   About 10 000 (ten thousand) applicants will be selected throughout the Republic for enrolment in 2002;

5.3   The ELRC will inform the Educators who have been selected and shall provide a list to the Institution consisting of the particulars of the Educators;

5.4 The Educators shall enrol at the Institution;

5.5 The Institution shall provide a list of enrolled Educators to the ELRC on or before the 15th of April in each year, consisting of the names, ID numbers and student numbers of the Educators enrolled;

5.6 The Institution shall immediately notify the ELRC on cancellation of the Educator's enrolment from the NPDE Programme;

6. **PAYMENT TERMS AND REFUNDS**

6.1 On receipt of the list referred to in clause 5.5 above the ELRC shall pay to the Institution the Institution's NPDE Programme's course fee, but not exceeding an amount of R 5 000.00 per Educator per annum.

6.2 On receipt of notification of a cancellation of an Educator's enrolment from the NPDE Programme, the Institution will refund the ELRC in accordance with the rules of the Institution, which is set out in the attached annexure marked "A".

7. **OBLIGATIONS OF THE INSTITUTION**

7.1 The Memorandum of Understanding in terms of which the Institution sets out the terms and conditions of the working relationship of the institutions that form the consortium, is attached hereto and marked annexure "B". The Institution warrants that it will comply with the terms and conditions set out in the Memorandum of Understanding;

7.2 On receipt of the list of selected Educators from the ELRC, the Institution shall enrol the students;

7.3 The Institution shall ensure that the NPDE Programme Curriculum is in place and will deliver the NPDE Programme which is appropriate for the level of the Educator;

7.4 The Institution warrants that it has provided for sufficient and qualified staff to lecture the NPDE Programme;

7.5 The Institution furthermore warrants that it has proper centres and facilities to conduct the NPDE Programme and to provide classroom support for Educators;

7.6 The Institution shall award a diploma to the Educator after successful completion of the NPDE Programme at a graduation ceremony arranged by the Institution;

7.7 The Institution shall quarterly provide the ELRC with a report on the progress of the NPDE Programme at the Institution and shall make specific reference to cancellation of Educators' enrolment from the NPDE Programme. The reports will be submitted to the General Secretary of the ELRC in an electronic version and in a hard copy.

8. **OBLIGATIONS OF THE ELRC**

8.1 The ELRC shall select and approve the Educators and inform the Educators of their decision. The ELRC shall thereafter provide a list of the selected Educators to the Institution;

8.2 The ELRC shall monitor and evaluate the work of the Institution on receipt of quarterly reports;

8.3 The ELRC shall have an exclusive discretion to award bursaries to Educators or not;

8.4 The ELRC shall transfer the bursary monies to the Institution in terms of clause 6.1 of this Agreement;

8.5 The ELRC warrants that it will respect the Memorandum of Understanding referred to in clause 7.1 of the Agreement.

9. **DISPUTE RESOLUTION**

9.1 If any dispute arises in regard to this Agreement while the Agreement exists or relating to the termination thereof, the parties shall make all reasonable attempts to resolve the dispute;

9.2 Any dispute arising from or in connection with this Agreement which cannot be resolved between the two parties shall be resolved in accordance with the rules of the Arbitration Foundation of South Africa by a single arbitrator whose decision in this regard shall be final and binding on both parties;

9.3 The arbitrator shall be a person appointed in writing by agreement between the two parties. Should the parties not be able to agree upon the appointment of an arbitrator within 10 (ten) days of either of the parties requesting the appointment of an arbitrator, then the arbitrator shall be a person appointed for this purpose by the Arbitration Foundation of South Africa.

10. **NOTICES AND DOMICILIA**

10.1 The parties choose as their respective *domicilia citandi et executandi* for all purposes under this Agreement, whether in respect of Court process, notices or any documents or communications of whatsoever nature, the following addresses:

10.1.1 Education Labour Relations Council:

261 West Street
CENTURION
0046

Fax Number : (012) 663 9604

10.1.2   The Institution:

Fax Number :

10.2   Any notice or communication required or permitted to be given in terms of this Agreement shall be valid and effective only if in writing;

10.3   Either party shall be entitled to change its domicilium address and/or fax number from time to time by way of written notice to the other party, specifying its new domicilium address and/or fax number (as the case may be) provided always, however, that the new address and/or fax number (as the case may be) is within the Republic of South Africa and is not a post office or restante address;

10.4   Any notice to a party:

10.4.1   Sent by prepaid registered post (by e-mail if appropriate) in a correctly addressed envelope to it at its domicilium address shall be deemed to have been received on the 7th business day after posting (unless the contrary is proved);

10.4.2   Delivered by hand to a responsible person during ordinary business hours at its domicilium address shall be deemed to have been received on the day of delivery;

10.4.3   Sent by telefax to the telefax number chosen by the addressee for the purpose of this Agreement, shall be

deemed (unless the contrary is proved) to have been received by the addressee on date of transmission of the telefax;

10.5 Notwithstanding anything to the contrary herein contained, a written notice of communication actually received by a party shall be an adequate written notice of communication to it notwithstanding that it was not sent or delivered at its chosen domicilium address or telefax number (as the case may be).

11. ENTIRE CONTRACT

The parties record that this document constitutes the entire contract between them and that there are no prior, ancillary or collateral agreements between them.

12. NON-VARIATION

No alteration, variation, suspension or consensual cancellation of or to this Agreement shall be of any force or effect unless reduced to writing and signed by the parties.

13. NON-WAIVER

No latitude, extension or other indulgence which may have been given or allowed by either party ("the grantor") to the other in respect of any obligation hereunder shall under any circumstances operate as a waiver or novation of, or otherwise affect, any of the grantor's rights in terms hereof or arising herefrom, or preclude the grantor from enforcing at any time and without notice, strict and punctual compliance with each and every provision or terms hereof.

DATED at _____ on this the ____ day of _____ 2002.

AS WITNESSES:

1.　　_____

2.　　_____　　　　　　　_____

　　　　　　　　　　　　　　　　　　　　　　　for:　　**EDUCATION　　　LABOUR RELATIONS COUNCIL**, being duly authorised thereto

DATED　at　_____　on　this　the　____　day　of _____ 2002.

<u>AS WITNESSES</u>:

1.　　_____

2.　　_____　　　　　　　_____

　　　　　　　　　　　　　　　　　　　　　　　for**:　THE INSTITUTION** being duly authorised thereto

APPENDIX C: TABLE OF STUDENT SUPPORT ACROSS NPDE PROVIDERS

Name of provider	Unin /Univen	Unitra	PE Tech	EC Tech	UFH	Rhodes	UPE/ Smate	UNP	Unizul	UDW	UNISA	UFS	UWC/ CTech	Potch	UNW
Year to which info applies	2003	2003	2003	2003	2003	2003	2002/3	2003	2003		2002/3	2002/3	2002	2003	2002/3
No. credits per year	60	not clear	60 credits	about 60 credits	about 60 credits	60 credits	64 credits	64 credits	60 credits	64 credits	60 credits	64 credits	60 credits	128 credits	60 credits
No. contact sessions/yr	9.5 days	16 (FP) 24 (I/SP)	18 days	25 days	25 days	24 days	16 days	8 days	Not specified	8 days	8 -10 days	16 days	10 days	8 days	20 days
No. modules per year FP	5 x 12 credits	3	3	3	3 x 20 credits	3 x 20 credits	8 x 8 credits	4 x 16 credits	5 x 12 credits	4 x 16 credits	5 x 12 credits	8 x 8 credits	5 x 12 credits	12 x 8 2 x 16	5 x 12 credits
No. modules per year IP	5 x 12 credits	8	6	3	3 x 20 credits	3 x 20 credits	8 x 8 credits	4 x 16 credits	5 x 12 credits	4 x 16 credits	5 x 12 credits	8 x 8 credits	5 x 12 credits	8 x 8 5 x 16	5 x 12 credits
No. modules per year SP	5 x 12 credits	8	4	3	3 x 20 credits	3 x 20 credits	8 x 8 credits	4 x 16 credits	5 x 12 credits	4 x 16 credits	5 x 12 credits	8 x 8 credits	5 x 12 credits	12 x 8 2 x 16	5 x 12 credits
Duration of cont. session	6	6	6	4 (IP/SP); 6 (FP)	3 hrs	6hrs	6hrs	6 hrs	Not specified	4 hrs	6 - 8 hrs	4 hrs	8hrs	4 hrs	5hrs
Additional contact sessions		80 hrs comp lit	24 hrs pracs					6 hrs admin				40hrs microtg			
Total hours contact per year	69hrs	96-144 hrs	108 hrs	100 IP/SP 150 FP	75hrs	144hrs	96 hrs	48 hrs	150 hours	32 hrs	about 60 hrs	64hrs	80 hrs	32 - 40 hrs	100 hrs
Approx distribution	monthly plus	fortnightly plus	fortnightly/ hols	approx weekly	fortnightly	weekly	fortnightly plus	fortnightly	fortnightly	fortnightly	bi-monthly or hols	w/e	hols+w/e	approx monthly	fortnightly
Modules per cont. session	2 mods x 3hrs	2 mods x 3hrs	1 mod x 6hrs	2-3 mods x 2 hrs	3 mods x 1hr	1 mod x 3hrs	flexible	2 mods x 3hrs	2 mods x 3hrs	Flexible	Flexible - us. 2	2 mods x 1-2.5 hrs	1 mod x 8hrs	4 mods x 1 hr	7 x 45 mins
School visits	2 visits + portfolio	portfolio?	1 visit + portfolio	?	holistic portfolio	holistic portfolio	2 visits per year	2 visits in 2003	No	prac tg/ mentors	TP portfolio	Micro teaching	Class observ.	No	?