



COUNCIL ON HIGHER EDUCATION

HIGHER EDUCATION QUALITY COMMITTEE

**CRITERIA AND MINIMUM
STANDARDS
FOR THE
NATIONAL PROFESSIONAL
DIPLOMA IN EDUCATION**

2006

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Note: The NPDE is not included in the 2006 National Review. This set of criteria is intended to serve the purposes of individual institutions, but it serves also as a basis for new applications for the accreditation of NPDE programmes.

Programme Purpose

The NPDE is a 240 NQF credit, Level 5 qualification. It was registered by the South African Qualifications Authority on 11 October 2000:

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.¹

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

Originally the NPDE was conceived of as providing access to currently serving schoolteachers classified as at REQV 11 and 12. Subsequently, on 11 August 2004, the SAQA Board registered a revised version of the NPDE that can accommodate additional categories of currently serving teachers. The changes are reflected in the following statement:

- Although this qualification is recommended as a *replacement* for the current NPDE, it incorporates all the key elements of the current NPDE, and no student who has completed, or is registered for, the current NPDE will be in any way disadvantaged.
- The Revised NPDE took the current NPDE (as registered, and amended) as the basis, and merely introduced additions to make it accessible to, and suitable for, three additional categories of *currently serving teachers*:
 - Those classified as at REQV 10
 - Technical College educators, currently classified as at REQV 13(s), without professional qualifications

¹ The NPDE is available only to those educators who are already in possession of a recognised educator qualification that places them at or below an REQV 12. It is not an alternative form of initial teacher education.

- Un- or under-qualified Grade R teachers.

The NPDE is, currently, thus an interim national, 360 NQF credit qualification for upgrading under-qualified and unqualified REQV 10, 11 or 12 educators to the status of REQV 13.

The principal rationale for this qualification is to improve the quality of teaching and learning at schools and FET colleges. The award of the qualification rests on the Accredited Provider's judgement that the candidate has indeed improved with respect to competence and commitment as a professional educator. The NPDE programme also provides an alternative route into further professional development through the second part of a B Ed degree, or through an ACE, with the possibility of subsequent admission to a B Ed (Hons) programme.

The exit level outcomes of the NPDE are organised in terms of four components:

- **Fundamental Learning** (to develop students' skills in areas such as literacy and numeracy to enhance competence in learning mediation, assessment and management/administration);
- **Subject and Content of Teaching** (focusing on equipping students with skills, values and attitudes needed for development as a foundation, intermediate and senior phase educator);
- **Teaching and Learning** (to enable students to deal with general learning and teaching issues and processes to enhance the student's roles as mediator, administrator, leader, interpreter and designer of learning programmes and materials, as well as for pastoral roles); and
- **School and the Profession** (to equip students for their roles as managers/leaders, particularly when dealing with issues outside day to day classroom situations which, nonetheless, influence what happens in the classroom).

Fundamental Learning, Teaching and Learning, and School and the Profession are core for all students regardless of phase/learning area specialisation. In Subject and Content of Teaching, students select which phase/learning area specialisation they wish to take. Students may specialise in one of the following phases: Foundation Phase, Intermediate Phase or Senior Phase, or the FET Band.

Criterion 1: The National, Institutional and Unit Context²

The programme is an integral part of the offerings of the higher education institution at which it is located and it complies with all the national policies and regulations regarding the provision of higher education qualifications in South Africa. The unit offering the NPDE has goals, objectives and forms of internal organisation to support the programme.

Minimum standards

- i. *Public Providers:* The programme is part of the institution's programme and qualification mix (PQM), as approved by the DoE, and meets the criteria laid down in the Criteria for the Recognition and Evaluation of Qualifications for Employment in Education;
- ii. *Private Providers:* The provider is registered with the DoE in terms of the requirements of the Higher Education Act, 1997 (Act No. 101 of 1997) and the Regulations for the Registration of Private Higher Education Institutions, 2002 and Annexures to the Regulations (Regulation No. 1564 of Government Gazette No. 24143, 13 December 2002) and meets the criteria laid down in the Criteria for the Recognition and Evaluation of Qualifications for Employment in Education.
- iii. The qualification complies with the minimum credit value of the Norms and Standards for Educators (Government Gazette No. 20844, 4 February 2000) and the purpose of the qualification and its phase and subject/ learning area specialism(s) are clearly stated. The programme meets national requirements pertaining to programmes which are at present being developed within the context of the NQF (Refer to National Education Policy Act 27 of 1996 as amended by Education Laws Amendment Act No. 100 of 1997 and No. 48 of 1999).
- iv. The qualification and all specialisations are registered by SAQA on the NQF.
- v. The programme is accredited by the Universities and Technikons Advisory Council (AUT), SAQA, or the HEQC.
- vi. NPDE phase/ subject specialisations and programme outcomes take cognizance of national / regional professional priorities and are congruent with the national Norms and Standards for Educators, the relevant national curriculum (RNS and/ or the new FET curriculum), and the professional dispositions of the SACE Code of Ethics.³
- vii. The programme is part of the institution's planning, approval, resource allocation and quality assurance process.

² 'Unit' refers to the operational organizational structure offering the programme. In most cases this will be a Department or School.

³ In particular, appropriate professional dispositions include commitment to learners' personal development and welfare as both individuals and citizens.

- viii. The unit⁴ offering the NPDE has an organisational structure that enhances the fulfilment of its stated mission, goals and objectives and provides for the effective participation of faculty and learners in matters of importance.
- ix. Franchising arrangements for programme delivery are not permissible.

In addition, the following minimum standard applies in the case of programmes offered through distance education:

- x. The provider and programme management team can provide a rationale for the use of distance education for the delivery of the programme/course to the intended target learners.

Criterion 2: Programme Design

It is a fundamental requirement that programme design reflects the necessary and enabling features for an NPDE to achieve its purpose.⁵ The curriculum is suited to its purpose, internally coherent, and mindful of the needs of the students.

Minimum standards

- i. Programme design is internally coherent and in alignment with the prescribed level and purpose of an NPDE.
- ii. The programme is located within a conception of teacher education as a continuum ranging from the initial professional education of teachers through to continuing professional development.
- iii. Programme design is relevant to the conditions of teaching in South African schools. A commitment to diversity entails preparing teachers with the disposition (appropriate professional identity) and competence to support learning among a diverse range of learners in diverse contexts.
- iv. The programme includes consideration of teachers' conditions of service and national policy and regulation, particularly as these pertain to issues such as safety in schools and learner conduct.
- v. The design provides opportunities for articulation with other programmes within and across institutions or relevant disciplinary areas.
- vi. Programme design provides for an appropriate amount of study time in order to meet the requirement of the number of credits. The number of contact hours is explicitly stated and justified/ supported in the programme outline.
- vii. The programme is practice-based, with a strong classroom focus. Curriculum design is orderly and ensures sufficient depth of content knowledge and theory to

⁴ All minimum standards apply to additional sites of delivery and tuition centres.

⁵ as outlined on pages 1 and 2 of this document.

- serve a productive relationship between learning area or disciplinary content, pedagogical content knowledge, and practice.
- viii. Within the four specified curriculum areas (Fundamental Learning; Subject and Content of Teaching; Teaching and Learning; and School and the Profession), timetable design provides for an appropriate mix between academic learning and school experience, with sufficient time for developing the specialist phase and subject/ learning area and subject knowledge of the students in a given teaching and learning context.
 - ix. The purpose of the programme informs the statement of applied competence. The curriculum is explicit with respect to exit level outcomes and related assessment criteria, content, level, credits, rules of combination and relative weight.
 - x. Curriculum design is coherent, reflecting alignment of explicit outcomes, curriculum choice, teaching and learning methods, assessment, and modes of delivery.
 - xi. Learning outcomes, degree of curriculum choice, teaching and learning methods, modes of delivery, learning materials and expected completion time cater for the learning needs and the circumstances of students who are practising teachers. Opportunities are provided for learner input.
 - xii. Relevant forms of learner support have been incorporated into the programme design.
 - xiii. Mechanisms and processes are in place to ensure the equivalence of provision of the NPDE offered by different modes of delivery and/or at different sites. In such cases, the arrangements are institutionally approved and supported. In cases where decentralised tutor-based learner support systems are in place, these are properly managed and quality assured by the provider.

In addition, the following minimum standards apply in the case of programmes offered through distance education:

- xiv. An adequate level of investment has been made in quality programme development, course design and course material.
- xv. The provider has explicitly designed systems for administering and teaching learners at a distance and has planned for contingencies in order to meet its stated aims in terms of academic quality and standards.

Criterion 3: Student Recruitment, Admission and Selection

Recruitment, access and selection procedures and documents are clear and accurate, attentive to diversity, current legislation and national needs in education, and apt for a programme whose main purpose is to develop the professional competence and commitment of teachers. The number of students selected takes into account the programme's intended learning outcomes and its capacity to offer good quality education.

Minimum standards

- i. Appropriate policies, procedures and regulations are in place for student admission, selection and assessment. These are communicated to all NPDE students, and academic and administrative staff, and implemented consistently across the institution and programme.
- ii. The programme's admission criteria are in line with the National Plan for Higher Education's goal of widening access to higher education. Equity targets are clearly stated, as are the plans to attain them.
- iii. Admission and selection criteria and processes are clearly documented. Prospectuses and other recruitment documents are clear, accurate and informative about the programme, its areas of specialisation, formal admission requirements, academic standards and completion requirements, and mode of delivery.
- iv. Marketing and advertising are consistent with DoE and SAQA regulations.
- v. Recruitment strategy promotes respect for the profession, is sensitive to patterns of teacher supply and demand, and endeavours to provide professional development opportunities for a diverse range of suitable candidates within the profession.
- vi. Selection criteria are commensurate with the programme's academic and professional requirements, within a framework of widened access and equity.
- vii. The number of students selected takes account of the programme's intended learning outcomes, its capacity to offer sound professional preparation in the selected areas of specialisation, mode(s) of delivery, and the needs of schools and other relevant parts of the education system.
- viii. Enrolment practices include provision of accurate, helpful information – including information about funding opportunities – as well as efficient handling of finance and registration information.
- ix. While the general admission requirements for university entrance are applied, provision is made for a flexible RPL entry route within the framework of current legislation and national guidelines for higher education institutions.⁶

In addition, the following minimum standards apply in the case of programmes offered through distance education:

⁶ Exceptions are permissible in cases where RPL admission is consistent with the institution's policy and practice for RPL.

- x. Detailed and up-to-date information is available regarding the demands of the mode of delivery and the support services available. Provision is made for a potentially diverse and geographically widely distributed student body.
- xi. The provider has developed detailed learner profiles that identify the characteristics and situation of learners and this is used to inform teaching and learning strategy.

Criterion 4: Staffing

Policy and procedures for staff appointments, promotion and development are legitimate and fair, promote the achievement of equity plans, and encourage a staff complement that exemplifies best professional practice in teaching, assessment, inquiry and professional service. The academic and support staff complement is of sufficient size and seniority for the programme. The institution and/or other recognised agencies contracted by the institution provide opportunities for staff development.

Minimum standards

- i. Recruitment and employment of staff adhere to the stipulations of the Labour Relations Act, 1996, Basic Conditions of Employment Amendment Act, 2002, and the Employment Equity Act, 1998. Appropriate administrative procedures are in place for the selection, appointment, induction and payment of staff members.
- ii. Where applicable, relevant labour legislation and regulations on health and safety in the workplace are observed.
- iii. Policies and procedures for academic staff appointments, promotions and development enable and encourage a competent, committed teaching staff who:
 - have an understanding of their specialist fields as well as of the conditions of education in South Africa
 - can interpret and develop learning materials and courses
 - apply the institution’s assessment policies in the context of the NPDE programme
 - use an appropriate range of formative and summative assessment approaches at the exit level of the programme.
- iv. All academic and professional staff teaching on the NPDE have recognized, relevant qualifications at NQF level 6 or higher, and appropriate professional experience. There are appropriately qualified senior staff to provide intellectual and professional leadership in the programme.
- v. The majority of full-time academic staff has two or more years of teaching experience in a recognised higher education institution, and in areas pertinent to the programme.
- vi. The staffing on the programme is in line with the equity programme of the institution.
- vii. Staff composition is balanced and consonant with the range of phase and subject/ learning area specializations offered in the programme and the numbers of

students in each, as well as with the practical and theoretical components of the NPDE.

- viii. Workloads allow sufficient time for the development of curricula and materials, marking of assessment and the necessary learner support. Where decentralised learner support is offered, or where marking of assessment involves external people, there are appropriate resources in place for the recruitment, training, monitoring and payment of necessary part-time and contract staff.
- ix. There are clear procedures for assuring, acknowledging and developing the performance quality of off-campus and part-time staff, and for promoting their understanding of and commitment to the programme and its purpose.
- x. Through a variety of forums (e.g. informal meeting, research, conferences, formal learning) staff are able to reflect on matters concerning teacher education, national policy and teaching, and on learning and assessment issues pertaining to the programme. Staff responsible for students' academic development have opportunities to advance their disciplinary knowledge.
- xi. Core academic and professional staff engage in scholarly activity and use research and/or other forms of structured inquiry to enhance their practice in the field of teacher education.
- xii. Programme faculty members have formal opportunities to provide input on issues affecting admissions, progress of students, resource allocation, curriculum design and evaluation, and research.
- xiii. The institution provides orientation, induction and professional development opportunities for both new academic staff members as well as part-time staff.
- xiv. Where possible and appropriate, the programme offers professional development opportunities to associate teachers involved in school experience.
- xv. There are sufficient numbers of administrative, technical and academic development support staff for the effective running of the programme and its activities, both on campus and at various sites of practice (such as school experience).
- xvi. Support staff are adequately qualified for their duties, and have opportunities for staff development.

In addition, the following minimum standard applies in the case of programmes offered through distance education:

- xvii. Staff are trained, monitored and supported for the specialised distance education roles they perform, including the design, management and delivery of the programmes.

Criterion 5: Teaching and Learning

The institution gives recognition to the importance of the promotion of student learning. Teaching and learning policies, strategies, methods and materials take account of the purpose of the NPDE programme being that of developing the professional competence and commitment of teachers. In systematically enabling student learning and in developing students' capacity to enable others to learn, teaching and learning strategies are also appropriate for the institutional type (as reflected in its mission) and consonant with distance / contact mode(s) of delivery, adult learners (who are practising teachers), and programme design. There are mechanisms to ensure the appropriateness of teaching and learning methods.

Minimum standards

- i. The institution's central operating policies, procedures and resource allocation recognise the importance of student learning and support the programme in enabling learning pertinent to the professional competence of teachers.
- ii. Programme-specific teaching and learning policies and strategies are consonant with the programme design, outcomes, mode(s) of delivery, learning materials, assessment criteria, and student profile.
- iii. Students are provided with guidance on how the four basic curriculum components (as well as the subjects, courses and/or modules, and learning guides of which they are comprised) contribute to the learning outcomes of the programme. Assessment criteria and/or an explicit understanding of requirements are clearly communicated to students on commencement of their studies.
- iv. Programme teaching and learning strategies support the professional imperative to ensure that prospective teachers can enable systematic learning for others, under diverse conditions. For example:
 - The range of teaching methods (including, where appropriate, instructional technology) and the learning material are congruent with the relevant practical, foundational and reflexive competences for teachers, and exemplify the qualities of the "envisaged learners".
 - Students are able to develop their specialist knowledge and professional dispositions by being provided with an appropriate mix of academic and experiential learning opportunities, in a variety of teaching and learning contexts.
 - Within the stipulated time for the programme, the mix and balance of student learning opportunities and contexts support the development of identity as a teacher (dispositions, values, commitment).
 - Pedagogy contributes to transformation by developing the capabilities of individual students for personal enrichment as well as for academic and professional requirements.
- v. Learning support materials for a given module meet the required standards and intended outcomes of the programme.
- vi. There is systematic curriculum development and revision of learning materials, and these processes are responsive to the needs of students and the profession.

Curriculum development at programme and course levels includes strategies for developing the literacy, numeracy, cognitive skills and pedagogical content knowledge necessary for the students to become competent teachers.

- vii. Appropriate curriculum initiatives include a focus on HIV-AIDS, in order to develop an informed understanding of the pandemic and its impact on schooling, and to develop the competences to cope responsibly with the effects of the pandemic in learning sites.
- viii. There are mechanisms for identifying weak and “at risk” students and for offering appropriate additional academic support, including mentoring.
- ix. There are procedures for monitoring, evaluating and improving teaching and learning.
- x. The quality requirements for programme delivery take into account all delivery modes.

In addition, the following minimum standards apply in the case of programmes offered through distance education:

- xi. The design of the programme encompasses the aims and intended learning outcomes, the scope of the learning materials, and the strategies for teaching at a distance.
- xii. The programme makes provision for the development of increasingly sophisticated levels of independent study from learning resources provided.
- xiii. The institution has proven systems and technologies for materials development and delivery for distance learning.
- xiv. Learning materials, teaching and learning support strategies and modes of assessment are designed in order to give distance students a reasonable chance of achieving the intended learning outcomes.
- xv. Training and development opportunities are provided for staff to be able to design, deliver and review programmes offered in a distance mode.
- xvi. There are mechanisms for identifying weak and “at risk” students and for offering appropriate additional academic support.

Criterion 6: Programme Coordination and Work-based Learning⁷

The programme is effectively coordinated in a way that facilitates the achievement of its purpose and intended outcomes, with due attention to mode(s) of delivery and school-based activities. Work-based learning is systematic and effectively coordinated in the four components of the programme, namely: Fundamental learning, Subject and content of teaching, Teaching and learning, and School and the profession.

Minimum standards

With regard to the programme generally:

- i. The NPDE programme is suitably coordinated and defined within the faculty/departmental and institutional system. An appropriately qualified senior academic with relevant experience manages the programme within the framework of an agreed-upon mandate.
- ii. The programme coordinator provides intellectual leadership and ensures that the academic coherence and professional integrity of the programme are maintained (e.g. through appropriate procedures for curriculum development and review; consultation with staff, students, SACE and other professional bodies; systematic tracking of policy developments in areas such as the school curriculum and teacher development).
- iii. The programme coordinator contributes to the achievement of the programme purpose by effectively coordinating programme delivery and assessment, annual planning, and advising the institution on resource allocation and staffing needs.
- iv. Opportunities are created for student input and participation in relevant aspects of programme coordination.
- v. Programme coordination ensures that regular and effective communication takes place with the students. This includes providing reliable information on the various aspects of the programme.

With regard to work-based learning specifically:

- vi. The institution, the student and the school (and other relevant parties, as applicable) have entered into a formal agreement that includes clear guidelines on ethical and educational considerations. Each party (the school, the student, and the provider) is informed through explicit guiding instructions of its role and responsibilities.
- vii. The design, duration and the learning outcomes of work-based learning are aligned with the *Norms and Standards for Educators* and the revised NPDE registered by the SAQA Board 11 August 2004.
- viii. Regular and effective communication exists amongst providing institutions, provincial departments of education, school authorities and students.

⁷ The term 'Work-based learning' is synonymous with what is variously known as 'School Experience', or 'Teaching Practice', or simply 'TP'.

- ix. Clear and efficient arrangements are in place for school support at the workplace. These include the nature and format of school support and details of the portfolio of assessment and procedures for offering feedback to the students.
- x. The school experience component of the NPDE contains an appropriate mix of assessment opportunities to enable the student to recognise strengths and weaknesses in his/her work.
- xi. School experience is effectively monitored.
- xii. The coordination, the infrastructure and the mentoring system promote professionalism.

Criterion 7: Student Assessment

Assessment policies and procedures are explicit and appropriate for the programme purpose, mode(s) of delivery, exit level outcomes and integrated professional competence. There are clear, educationally sound policies for internal formative and summative assessment and for the appointment and responsibilities of external examiners. There are mechanisms for monitoring of student progress; ensuring the validity and reliability of assessment practices; recording of assessment results; settling of disputes; maintaining the rigour and security of the assessment system; RPL; and for the development of staff competence in assessment.

Minimum standards

- i. Assessment is integral to the programme design, teaching and learning strategies, to student and staff development, and to the improvement of the curriculum and learning materials.
- ii. Assessment policies, procedures and practices match and support the programme purpose.
- iii. There are clear procedures for both formative and summative assessment; and in the case of the professional component, the mix, balance, assessment criteria and weighting of assessment activities are consonant with the exit level outcomes and integrated professional competence (as required by the Norms and Standards for Educators, the revised NPDE registered by the SAQA Board 11 August 2004, and National Framework for Teacher Education). Such procedures are made explicit to staff and students.
- iv. A range of appropriate assessment tasks (e.g. projects, portfolios, case studies, including at least one integrated assessment procedure and, when appropriate, RPL) is used effectively to measure students' attainment of the intended learning outcomes in the professional component.
- v. The practical professional competence of students in the selected area/s of specialisation is assessed in an authentic setting.
- vi. Procedures are in place to return assignments or any other formative tasks within a time frame that allows students to benefit from feedback before they submit further assessment tasks.
- vii. Assessment records are thorough, accurate and systematically used to generate data for grading, selecting and predicting, and review. A system is in operation

for maximising the accuracy, consistency, fairness and credibility of results, including consistency of marking, and concurrence between assessors and external examiners on the nature and quality of the evidence of achievement of learning outcomes. Where more than one assessor is involved, internal moderation checks are undertaken to ensure the reliability of the assessment procedures.

- viii. The assessment of student learning achievements at the exit level of the qualification is subject to external examination by appropriately qualified academics. External examiners are properly informed about the course they examine (curriculum and assessment), and review in full 10% of the written work being assessed, and conduct a random check of a further 20%.
- ix. Completed external examiner reports are returned to the relevant academic member of staff and also to the programme coordinator. Problems are discussed with the lecturer concerned and the programme coordinator monitors the implementation of agreed improvements.
- x. Measures are taken to ensure the security of the assessment system. Assessment results are recorded securely and reliably.
- xi. Policies for ensuring the integrity of certification processes for the qualification obtained through the programme are effectively implemented.
- xii. There is a fair and effective procedure for settling student disputes regarding assessment results, and students are acquainted with this procedure. Breaches of assessment rules are dealt with effectively and timeously.
- xiii. Student progress is monitored and appropriate action is taken, where applicable.
- xiv. Provision is made for the development of staff competence in assessment.

In addition, the following minimum standard applies in the case of programmes offered through distance education:

- xv. There are systems and processes in place to make possible individual academic support for learners by telephone, email, appointment, video-conferencing or online.

Criterion 8: Infrastructure and Library Resources

The programme has the facilities and resources to support learning in the range of subject/ learning areas represented in the school curriculum as well as for the development of competent, literate teachers who are able to use information technology, library and locally accessible curricular resources to support learning and deepen their own pedagogical content knowledge. Policies ensure the proper management and maintenance of library resources, including support and access for students and staff. Staff development of library staff takes place on a regular basis.

Minimum standards

- i. At all official sites of learning where the programme is offered, there are sufficient, suitable, properly equipped venues. Where appropriate, such venues

- include laboratories in addition to facilities for large class teaching and for small group seminars and tutorials.
- ii. Each member of the fulltime academic staff has an office, a personal computer and access to printing facilities. Appropriate provision is made to accommodate associate and part-time staff.
 - iii. Suitable and sufficient IT facilities, equipment and support are available at all sites of learning. This includes functionally appropriate hardware (computers and printers), software (programmes) and databases, and IT staff to provide training and support for the effective use of the facilities for teacher education.
 - iv. Administrative/ technical staff have suitable working space and adequate systems of technology and communication in order to support the programme.
 - v. Relevant, properly maintained and regularly updated library resources are available to support effective teaching, learning, curriculum development and research in teacher education.
 - vi. Appropriate use of the library and other locally accessible curriculum resources is built into the programme design and teaching and learning strategies. A library or resource centre education specialist supports and encourages appropriate library use. Resources complement the curriculum and make provision for independent student learning related to their fields of specialisation.
 - vii. Orientation workshops are presented to ensure that students are enabled to access all library resources including IT infrastructure and web-based resources.

In addition, the following minimum standard applies in the case of programmes offered through distance education:

- viii. All services offered to the learners are designed and efficient taking into account the location of the learners and the needs of the programme.

Criterion 9: Student Retention, Throughput Rates and Programme Impact

Student retention and throughput rates in the programme are monitored and analysed with a view to improving the programme and achieving its professional purpose in the development of competent, qualified teachers for South African schools. Students who complete the programme are able to fulfil their responsibilities in their specialist phase and subject/ learning area/s.

Minimum standards

- i. Fifty percent of the students who enter each year of study successfully complete that year of study within the allotted minimum time frame.
- ii. Over the past three years, the unit offering the programme has had access to, and has monitored and guided the analysis of information on retention and throughput rates of students.

- iii. Planning includes mechanisms (at faculty or departmental level) for improving retention and throughput rates, and for attaining appropriate demographic diversity and responding to patterns of teacher supply and demand.
- iv. Students who complete the programme successfully have attained the required level of phase and subject/ learning area knowledge and professional competence.
- v. There is evidence from schools and/ or education authorities that students completing the NPDE programme are indeed contributing to the alleviation of shortages of classroom expertise.

Criterion 10: Programme Reviews

Insights and recommendations arising from regular programme reviews are used to improve relevant aspects of the programme so as to enable the achievement of its purpose in the development of professionally qualified, competent and committed teachers.

Minimum standards

- i. The institution has procedures and appropriate guidelines for periodic programme reviews, with accountability to Faculty Board and/or Senate.
- ii. User surveys are undertaken at regular intervals for feedback from academics involved in the programme, graduates, peers, schools, external moderators, SACE and other professional bodies and employers, where applicable, to ascertain whether the programme is attaining its intended outcomes.
- iii. On an annual basis, the programme coordinator or the unit undertakes (in collaboration with programme staff) a systematic, focussed review of pertinent aspects of the programme in order to monitor its success in enabling students to achieve the required exit level outcomes and professional commitment.
- iv. Reviews form the basis of a feasible development and improvement plan, and the plan is systematically implemented.