

DEPARTMENT OF HIGHER EDUCATION AND TRAINING

ECCE QUALIFICATIONS LANDSCAPE: ECCE TEACHER EDUCATION POLICY CONTEXT

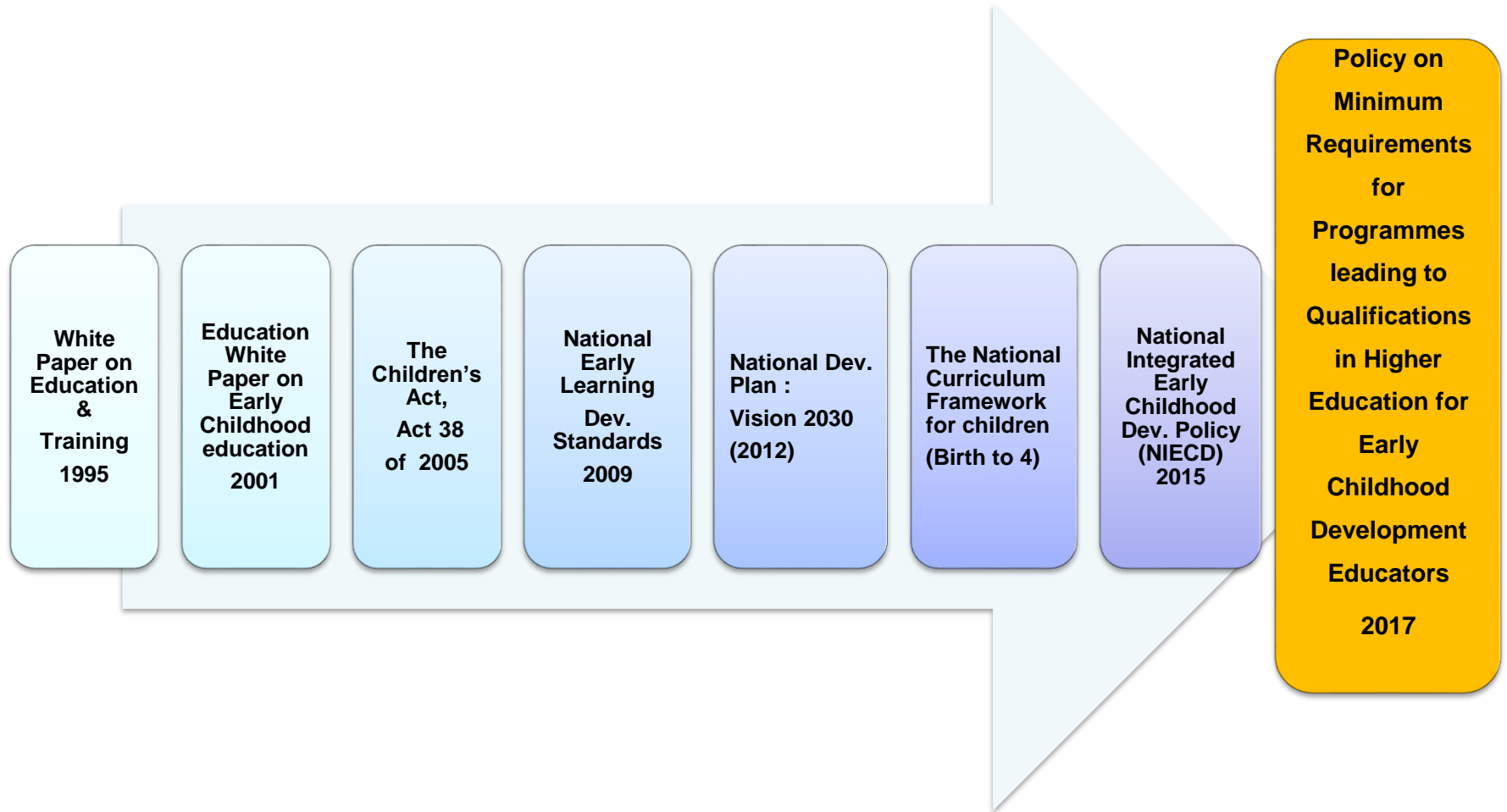
4 June 2018
Emperor's Palace
Michelle Mathey



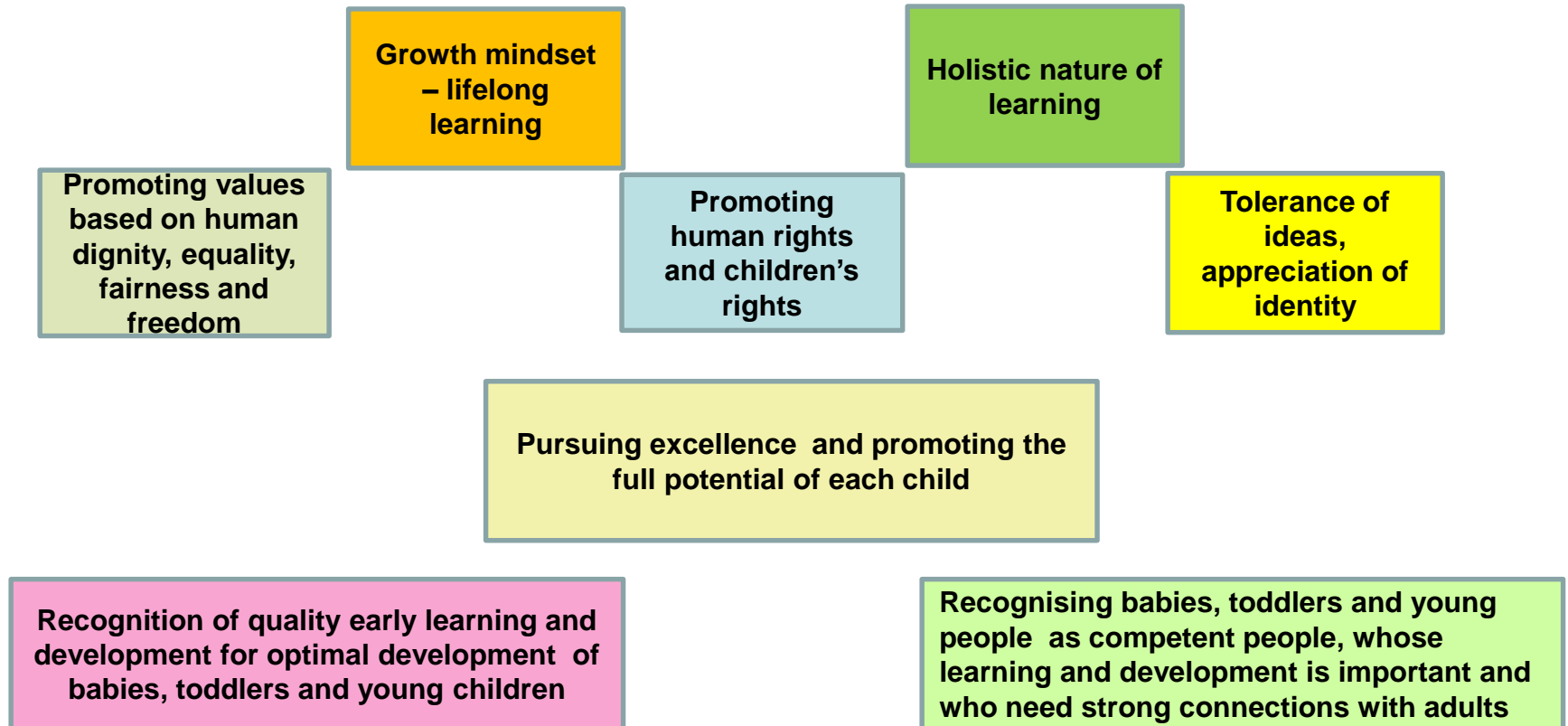
PRESENTATION OUTLINE

1. Summary of the ECCE Policy environment
2. Principles underpinning the policy and its implementation
3. The programmes leading to qualifications for ECD educators
4. Progression between ECCE professional programmes
5. Articulation of Historical and current ECD qualifications into the MRTEC ED qualifications(Appendix 2, pp35 –40, MRTEQ ECD)

ECCE POLICY CONTEXT



PRINCIPLES UNDERPINNING THE POLICY



MRTEQ ECD – a spirit of openness and inclusivity, seeking to enable articulation and access rather than constraint and exclusion

The programmes leading to qualifications for ECD educators

1. Development of purposeful programmes through an appropriate knowledge mix for different programmes
2. Recognition of prior learning
3. Credit accumulation and transfer
4. Advanced standing
5. Work Integrated learning
6. Language proficiency requirements

Articulation between ECCE professional programmes

| NQF Exit level | Certificates | Degrees | Diplomas |
|----------------|--|--|---|
| 10 | | Doctorate | |
| | | Professional Doctorate | |
| 9 | | Masters | |
| | | Professional Masters | |
| 8 | | Bachelor of Education Honours (PG Degrees) | Post-Grad Diploma in ECCE <i>(Post professional qualification)</i> |
| 7 | | Bachelor of Education in ECCE <i>(Initial Professional Qualification)</i> | Advanced Diploma in ECCE <i>(Post professional qualification)</i> |
| | | | Diploma in ECCE <i>(Initial Professional Qualification)</i> |
| 6 | Advanced Certificate in ECCE <i>(Post professional qualification)</i> | | |
| 5 | Higher Certificate in ECCE <i>(Entry Level)</i> | | |



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Thank you