

ARTICULATION AND PROGRESSION OF ECD QUALIFICATIONS

(Review of key challenges identified for practitioner progression in the current landscape'

prepared by Colleen Osborne (Larkin), Midlands Community College and National ECD Alliance 4 June 2018)

Enquires and discussion on the status of and possibilities for, articulation/progression of the following qualifications:

SAQA ID	Qualifications for Discussion	Pertinent Issues on Articulation and Progression of ECD Practitioners, through a recognised ECD Career Path.	Related Qualifications Offered by TVET Colleges OR proposed by PIECCE Project/DHET
OFO Code: 234201/01	<p>Level 3 PART qualification</p> <p><i>Early Childhood Assistant Practitioner</i></p>	<ol style="list-style-type: none"> 1. Rumoured to be 'on hold' because it should rather be a full qualification (This was repeatedly questioned/recommended by Working Group who wrote the part qualification) 2. Not yet registered since being developed in 2016-17 3. Developed as a result of a need expressed by one organisation 4. No wide consultation with ECD field about the need for this qualification 5. Only a part-qualification 	
23114	<p>Level 1 Qualification</p> <p>(120 Credits)</p> <p><i>This is a Legacy Qualification which was allowed to expire</i></p>	<ol style="list-style-type: none"> 1. Many Training Providers would like to see the ECD Level 1 Qualification reintroduced as the <i>Entry Level Qualification</i> for ECD, (<u>instead of the proposed Level 3 part-qualification</u>) because: <ul style="list-style-type: none"> • Learners, especially from disadvantaged areas/schools and rural areas, require a gradual, well supported and developmental, learning/teaching path into Level 4 • Only a small percentage of Learners from the ECD sector are able to proceed directly from school, into the B.Ed. OR through the ECD career path from Level 4 – B.Ed on a full-time basis, due to developmental and financial constraints • numerous Training Providers still use the content of the ECD Level 1 (23114) as an Orientation Course and for Short Courses BEFORE Learners proceed to ECD Level 4 • Experience has shown that the Orientation and Short Courses are vital for developing Learner's ECD practice and practical skills, as well as preparing them for using slightly more academic skills during the Level 4 Qualification (eg. reading and writing, especially in English) • The Orientation and Short Courses have no credit value and cannot be used to 'accumulate' credits over time because Level 1 is no longer an accredited course. • There was insufficient consultation with the ECD Sector before this qualification was allowed to expire. 	

SAQA ID	Qualifications for Discussion	Pertinent Issues on Articulation and Progression of ECD Practitioners, through a recognised ECD Career Path.	Related Qualifications Offered by TVET Colleges OR proposed by PIECCE Project/DHET
97542	<p>Level 4 Qualification:</p> <p>Occupational Certificate: Early Childhood Development Practitioner</p> <p>(131 Credits)</p>	<p>1. Assessment Model and strategies proposed by the ETDP SETA/QCTO are problematic for the ECD sector because they are:</p> <ul style="list-style-type: none"> • not practical nor realistic for in-service ECD Practitioners • not financially viable for under-paid and un-paid ECD Practitioners who need to earn a living while they study). • not financially viable for the under-resourced ECD Training Providers (especially RTOs dependant on donor funding • don't provide for rigorous, quality assessment by experienced, registered Assessors. <p>2. Issues about the Assessment Model and strategies proposed (above and below) have been consistently and repeatedly raised with, but ignored by, the ETDP SETA and QCTO, by the Working Group writing the qualification, as well as a NECDA/Bridge Task Team.</p> <p>Learners are expected to:</p> <ul style="list-style-type: none"> • Write Exams at External Exam Centres (not at RTOs) • Practice what they learn through simulations at ECD RTOs, in fully equipped classrooms – no other assessment by registered and experienced Assessors currently employed by RTOs • Learners are to leave their own ECD Sites for periods of time, in order to be externally assessed at another ECD Site, by a 'registered' Supervisor of an ECD Centre, which should be 'registered' as centres of excellence • Who will register the supervisors and centres of excellence? • Who will pay for travel and accommodation costs and employment of 'substitute' teachers while these Learners are not looking after the children at their own ECD sites? <p>3. A public 'review' of the Level 4 Assessment Model was promised, but this not yet been implemented:</p> <ul style="list-style-type: none"> • at a meeting which the NECDA/Bridge Task Team requested with EDTP SETA and QCTO • Promised by Maswazi Tshabalala and a QCTO representative • even though the qualification is already registered with SAQA 	<p>Offered by TVET Colleges as: Educare N4-N6</p> <p>FETC ECD (Level 4)</p> <p>TVET Colleges also experience challenges with:</p> <ul style="list-style-type: none"> • Recognition by HEIs • Access denied for many TVET students • Academic Bridging Programmes
23117	<p>Level 5 Higher Certificate in ECD</p> <p>(120 Credits)</p>	<p>1. Level 5 Higher Certificate in ECD, is still a Legacy Qualification</p> <p>2. Who is responsible for this qualification – ETDP SETA/QCTO or DHET?</p> <p>3. Will it remain a Vocational Qualification? OR</p> <p>4. Will this be redeveloped and offered as an occupational qualification in ECCE?</p> <ul style="list-style-type: none"> • If so when? 	<p>H.Cert (ECCE) Level 5 120 Credits</p> <p>Will PIECCE Project develop this Qualification?</p>

SAQA ID	Qualifications for Discussion	Pertinent Issues on Articulation and Progression of ECD Practitioners, through a recognised ECD Career Path.	Related Qualifications Offered by TVET Colleges OR proposed by PIECCE Project/DHET
		5. How will t yets qualification articulate with the proposed B.Ed (ECCE)? (ie Does this Higher Certificate give direct access to the B.Ed ECCE?) 6. Will this qualification articulate/be a prerequisite for the Diploma in ECCE? 7. Who will employ graduates with the proposed H.Cert (ECCE)? (DoBE, DoE, DHET, DSD, Private Sector?) <ul style="list-style-type: none"> • When? • Has this been gazetted/officially announced yet? 	
23118	Level 5 Diploma in ECD (240 Credits)	1. Level 5 Diploma in ECD is still a Legacy Qualification 2. Who is responsible for this qualification – ETDP SETA/QCTO or DHET or PIECCE? 3. Will this be redeveloped and offered as an occupational qualification in ECCE? <ul style="list-style-type: none"> • If so when? 4. How can we ensure articulation and links between Level 4, H. Cert (ECCE) and Dip.(ECCE), if the development of each (or some) qualification is the responsibility of a separate body? 5. How can we ensure that this qualification articulates with the proposed B.Ed ECCE? 6. The new Diploma ECCE is 360 Credits does this <u>include</u> the H.Cert (ECCE)? 7. How will this qualification articulate with the proposed H.Cert (ECCE)? 8. What constitutes a “ <i>diploma entry endorsement</i> ”? 9. How will this qualification articulate with the proposed B.Ed ECCE? 10. Who will employ graduates with the Dip.(ECCE)? (DoBE, DoE, DHET, DSD, Private Sector?) <ul style="list-style-type: none"> • When? • Has this been gazetted/officially announced yet? 	Dip (ECCE) Level 6 360 Credits Will PIECCE Project develop this Qualification? This is an option for ECD Practitioners working with 0-4 cohort ... but what about those working with Grade R if the Grade R Diploma is to be phased out?
20161 80406	Articulation and Progression to Level 7 B.Education (360 credits)	1. Will Universities still require a Matric Certificate or will the Level 4 ECD qualification and/or the Higher Certificate/Diploma in ECD/ECCE be sufficient for entry? <ul style="list-style-type: none"> • Despite writing NBT to enter HIs, universities still insist on a Matric Certificates during admission/registration 2. Can ECD Practitioners with Higher Certificate in ECD/ECCE access the B.Ed directly, or must they first gain a Diploma? 3. What constitutes “ <i>endorsement for entry into Bachelor studies</i> ”?	B.Ed. (ECCE) Level 7 480 Credits

SAQA ID	Qualifications for Discussion	Pertinent Issues on Articulation and Progression of ECD Practitioners, through a recognised ECD Career Path.	Related Qualifications Offered by TVET Colleges OR proposed by PIECCE Project/DHET
		<p>4. SA needs more universities to offer part time and/or distance H.Cert (ECCE), Dip.(ECCE) B.Ed (ECCE) and B.Ed. Foundation Phase – preferably all in-service or with rigorous WIL.</p> <p>5. Most of the ECD Sector needs to work and earn a salary while studying BUT very few universities offer part-time or distance studies</p> <ul style="list-style-type: none"> • Those who do, like UNISA, are unable to meet the huge demand at present and learners are required to repeatedly travel to larger centres, to keep trying to register throughout the year, often unsuccessfully. <p>6. Who will employ graduates with the B.Ed.(ECCE)? (DoBE, DoE, DHET, DSD, Private Sector?)</p> <ul style="list-style-type: none"> • When? • Has this been gazetted/officially announced yet? 	
	<p>Articulation and Progression from B.Ed to Ph.D (D.Ed)</p> <p>Level 7 to Level 10</p>	<p>1. Once in the Higher Education system, articulation and progression for ECD Learners seems to be well provided for according to the list of proposed ECCE qualifications to be offered by DHET in 2020 (see PowerPoint presentation by Zelda Ardendorff. DHET March 2018)</p>	
Other issues affecting Articulation and Progression of Learners in the ECD Sector			
88895	<p>Foundational Learning Competence (FLC)</p> <p>(40 Credits)</p>	<p>1. Foundational Learning Competence (FLC) replaced Legacy Fundamental Unit Standards but processes and training and materials are not widely available at provincial and local levels.</p> <p>2. FLC is a pre-requisite for access to the external, integrated, summative assessment of the Level 4 ECD Qualification</p> <p>3. Is anything in place for delivery and assessment of FLC at provincial and local level?</p> <p>4. If so, is it practical and financially viable for in-service ECD Practitioners?</p> <p>5. Are there any open source materials freely available for the FLC?</p>	
91954	<p>Level 6 Diploma Grade R Teaching</p> <p>(360 Credits)</p>	<p>1. Where does the Grade R Diploma 'fit into' the qualifications provided for teachers of young children (Conception to 9 years)?</p> <p>2. It is rumoured (and mentioned by DoE officials on public platforms) that the Grade R Diploma will no longer be offered because it "was a temporary qualification".</p> <p>3. Learners should be allowed to choose their ECD specialization between Grade R or 0-4 cohorts.</p>	

SAQA ID	Qualifications for Discussion	Pertinent Issues on Articulation and Progression of ECD Practitioners, through a recognised ECD Career Path.	Related Qualifications Offered by TVET Colleges OR proposed by PIECCE Project/DHET
		4. Does the <i>Policy on Minimum Requirements for Programmes leading to Qualifications in Higher Education for ECD Educators</i> , negate/cancel the Grade R Diploma? OR 5. Where is it documented in policy, that this qualification is only temporary and will cease to be offered? 6. Why will it not remain, as a specialization for the B.Ed. Foundation Phase?	
	Qualifications for ECD Facilitators Level 5 to Level 10	1. A vast number of ECD Facilitators delivering Level 4 and 5 ECD Qualifications at NGOs and RTOs, urgently require upgrading/RPL of their skills in order to access B.Ed qualifications. 2. ECD Facilitators require studies which are: <ul style="list-style-type: none"> • part-time or distance learning because they are by necessity, in-service Learners • more freely available because they are the cohort who will be the most influential in upskilling the ECD sector at Levels 4 and 5 and preparing them to embark on an ECD career path through higher education. • which recognise and credit WIL 3. ECD Facilitators in the NGO/RTO sector particularly require studies which include/concentrate on: <ul style="list-style-type: none"> • 0-4 cohort (Grade R is already provided for unless it is being phased out) • All the recent ECD developments (eg First 1000 Days, Essential Package of ECD services, Inclusive Education, etc.) • Introductory and ongoing training on how to teach/use CAPS and NCF (only DoE teachers/Grade R Practitioners have automatically received this training) – the NGO/RTO sectors have had to ‘just make a plan’ • Academic Skills required by learners, for Higher Education qualifications 	

References:

DHET. (March 2017). *Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for ECD Educators (MRTEQ).*

Zelda Adendorff. DHET and tldcip. (March 2018) PowerPoint Presentation on *Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for ECD Educators.*

Melanie Vermaak. False Bay College. PowerPoint Presentation on *Education Studies at TVET Colleges.*

Ntataise. *The ECD Qualification Continuum: Articulating Level 3 to Level 7. (22 August 2017).*

National ECD Alliance. NECDA Task Teams and discussions with members, minutes of meetings, etc., about articulation, progression and access to qualifications by ECD Practitioners.

Bridge Knowledge Hub. Reports and presentations held during Bridge ECD CoP workshops and various other fora.