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# GOVERNMENT NOTICE

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## DEPARTMENT OF EDUCATION

No. 1114

26 November 2009

### DEPARTMENT OF HIGHER EDUCATION AND TRAINING

#### HIGHER EDUCATION ACT, 1997

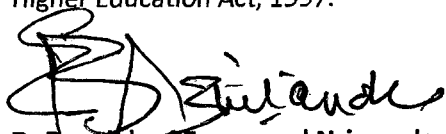
#### MINIMUM ADMISSION REQUIREMENTS FOR HIGHER CERTIFICATE, DIPLOMA AND DEGREE PROGRAMMES REQUIRING A NATIONAL CERTIFICATE (VOCATIONAL) AT LEVEL 4 OF THE NATIONAL QUALIFICATIONS FRAMEWORK

I, Bonginkosi Emmanuel Nzimande, Minister of Higher Education and Training, hereby promulgate, in terms of section 3 of the Higher Education Act, 1997 (Act No. 101 of 1997), the policy on the *Minimum Admission Requirements for Higher Certificate, Diploma and Degree Programmes Requiring a National Certificate (Vocational) at Level 4 of the National Qualifications Framework*, as set out in the Schedule.

This policy will be applicable to all higher education institutions, and takes effect from 1 January 2010.

With the introduction of the National Certificates (Vocational) qualification for the college sector, it has become necessary to develop a policy framework, which enables eligible college graduates to gain access to higher education programmes. This policy has no precedent in the college sector. It creates an opportunity for the development of highly skilled students through a vocational route into higher education.

While this policy attempts to outline statutory minimum admission requirements into higher education through the National Certificate (Vocational) Level 4, it is cognizant of the fact that the setting of such minimum admission requirements is, in terms of section 74 of the Higher Education Act, 1997, the responsibility of Higher Education South Africa (HESA), who is the successor to the South African University Vice-Chancellors Association (SAUVCA) and the Committee of Technikon Principals (CTP). HESA has approved the contents of this policy as statutory minimum admission requirements to higher education programmes requiring the National Certificate (Vocational) in terms of section 74 of the Higher Education Act, 1997.



Dr Bonginkosi Emmanuel Nzimande, MP

Minister of Higher Education and Training

Date: 12/11/09



## higher education & training

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Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

**MINIMUM ADMISSION REQUIREMENTS FOR HIGHER CERTIFICATE, DIPLOMA AND DEGREE  
PROGRAMMES REQUIRING A NATIONAL CERTIFICATE (VOCATIONAL) AT LEVEL 4 OF THE  
NATIONAL QUALIFICATIONS FRAMEWORK**

## SCHEDULE

### MINIMUM ADMISSION REQUIREMENTS FOR HIGHER CERTIFICATE, DIPLOMA AND DEGREE PROGRAMMES REQUIRING A NATIONAL CERTIFICATE (VOCATIONAL) AT LEVEL 4 OF THE NATIONAL QUALIFICATIONS FRAMEWORK

#### 1. Introduction

The aim of this policy document is to outline the statutory minimum or threshold norms for admission to the undergraduate Higher Certificate, Diploma and Degree programmes for persons in possession of the NC (V) Level 4 qualification. Such norms will apply to all public and private higher education institutions.

*Education White Paper 3, A Programme for the Transformation of Higher Education (1997)*, proposed a single qualifications framework for higher education. In October 2007, the Minister of Education approved a unitary *Higher Education Qualifications Framework (Government Gazette No. 30353, October 2007)*, which, with effect from 2009 replaces the following policies, in terms of which the higher education institutions have been offering HE qualifications:

- *A Qualification Structure for Universities in South Africa – NATED Report 116 (99/02)*
- *General Policy for Technikon Instructional Programmes – NATED Report 150 (97/01)*
- *Formal Technikon Instructional Programmes in the RSA – NATED Report 151 (99/01)*
- *Revised Qualifications Framework for Educators in Schooling, in Norms and Standards for Educators (Government Gazette No. 20844, February, 2000)*

This policy document supplements the existing *Minimum Admission Requirements for Higher Certificate, Diploma and Degree Programmes (Government Gazette No. 31231, July 2008)*. The purpose of this policy is to provide for the statutory minimum admission requirements in terms of the National Certificate (Vocational) (NCV) at Level 4 of the National Qualifications Framework, whose specifications were approved by the Minister of Education in the *Policy for the National Certificate (Vocational): A Qualification at Level 4 on the National Qualifications Framework, Gazette, Volume 489, No. 28677, 29 March 2006* and amended in *Government Gazette, Volume 507, No. 30266, 7 September 2007*.

The NC (V) Level 4 will first be issued in 2009. This policy, therefore, will be implemented from 1 January 2010.

#### 2. Policy considerations

The *Higher Education Act, 1997* ensures that policies of higher education institutions, including admissions policies are formulated with due regard for their relationship to and influence on education and training in other sectors. Institutions' admissions requirements, policies and practices are expected to advance the objectives of the *Higher Education Act, 1997* and the National Qualifications Framework and must be consistent with the Minister's policies in terms of the Act. In particular, such requirements, policies and practices are expected to advance the objectives of redress, equity and quality in higher education.

This policy document and the *Minimum Admission Requirements for Higher Certificate, Diploma and Bachelor's Degree Programmes Requiring a National Senior Certificate*, outline the statutory minimum admission to higher education with respect to the NC (V) Level 4 and the National Senior Certificate respectively.

The setting of the admission requirements is made by *Higher Education South Africa* (HESA) in terms of section 74 of the Higher Education Act, 1997 (Act No. 101 of 1997). HESA is the successor to the *South African University Vice-Chancellors Association* (SAUVCA) and the *Committee of Technikon Principals* (CTP). In this regard, HESA is recognised as the body responsible for setting the minimum admission requirements for the Higher Certificate, Diploma and Degree Programmes requiring the NC (V) Level 4.

In terms of *Regulation 8(1)* of the *National Standards Bodies Regulations, 1998*, the NC (V) Level 4 qualification must:

- a) represent a planned combination of Learning Outcomes that have a defined purpose or purposes, and which are intended for providing qualifying students with applied competence and a basis for further learning;
- b) add value to the qualifying student in terms of enrichment of the person;
- c) provide benefits to society and the economy;
- d) comply with the objectives of the NQF;
- e) have both specific and critical cross-field outcomes, which promote lifelong learning;
- f) where applicable, be internationally comparable;
- g) incorporate integrated assessment; and
- h) indicate the rules governing the award of the qualification.

Accordingly, the NC (V) Level 4 intends to enable students to acquire the necessary knowledge, practical skills, applied competence and understanding required for employment at an elementary level of a particular occupation or trade, or class of occupations or trades. It provides learning experiences in situations contextually relevant to the particular vocational area in which the programme is situated. The NC (V) Level 4 offers programmes in the form of subjects that consist of academic knowledge and theory integrated with the practical skills and values specific to each vocational area.

While the NC (V) Level 4 makes the student eligible for admission to higher education, it does not guarantee a student admission to any programme of study. Within the context of this policy, the right of higher education institutions to set specific admission requirements to particular programmes is confirmed in terms of section 37 of the Higher Education Act.

In keeping with the objectives of the National Qualifications Framework the Ministry of Education supports wider and more diverse access to higher education and fairer progression pathways within the system.

As at present, institutional admission policies must allow for alternative routes of entry that are equivalent to the National Senior Certificate or the NCV (Level 4), including the assessment of an adult student's capacity to benefit from a particular programme through Recognition of Prior Learning (RPL) or other means. This document does not otherwise prescribe such alternative routes.

### **Recognised National Certificate (Vocational) Level 4 Subjects**

The NC (V) Level 4 is registered as a 130-credit qualification on the NQF. It comprises two components, namely: a fundamental learning component and a vocational component.

#### **3.1 Fundamental component**

The fundamental learning component is essential for the qualification and forms the basis for all other learning at that level. It comprises the following three (3) subjects, selected from Group A of **Appendix 1**. Together these subjects contribute 50 credits to the qualification:

- a) 20 credits in a language at NQF Level 4 obtained in one of the eleven official languages provided for by the South African Constitution, 1996 (Act No. 108 of 1996), provided that the official language chosen, is offered on Home Language level, or on at least First Additional Language level, provided further that the language is the language of learning and teaching (LOLT) of the FET college.
- b) 20 credits for Mathematical Literacy or Mathematics at the level of certification.
- c) 10 credits for Life Orientation at the level of certification.

#### **3.2 Vocational component**

The vocational component defines the qualification as being of a specific type. It involves learning experiences in situations contextually relevant to the particular vocational field and it also provides for the attainment of specific learning required for depth and specialisation within a particular programme. The vocational component will therefore indicate specialisation on a programme. A credit value of at least 80 credits at the level of certification must be obtained in the vocational component, comprising four (4) subjects of 20 credits each, selected from the approved subjects listed in the policy document, *Formal Further Education and Training College Programmes at Levels 2 to 4 of the National Qualifications Framework*.

Qualifications in higher education are designed to have high social and economic value to the country. They also represent significant learning achievement. However, qualifications are not alike. They make different intellectual demands and reflect different intellectual achievements on an increasing scale of difficulty, and this is reflected in the different requirements for admission to the Higher Certificate, the Diploma and the Bachelor's Degree, in terms of the National Senior Certificate and the National Certificate (Vocational) Level 4.

The minimum admission requirements for the Bachelor's Degree are therefore particularly distinctive. They balance a number of important considerations. The bar is set high enough to reflect fairly the cognitive demands that are made on degree students but not to undermine the important objectives of equity and wider access. Higher education institutions admit applicants who are likely to succeed in degree studies, given good teaching, good facilities and appropriate academic and other support, so the admission requirements must as far as possible predict student success in the programmes for which they are enrolled. In turn, this means that the NCV Level 4 curriculum, followed by aspiring degree candidates, must equip them to meet the demands of degree studies.

The *NC (V) Level 4* has to cater for those students who aspire to degree studies as well as those who will enter vocational higher or further education programmes or the world of work. Some subjects are designed to serve all those purposes and others are designed especially for students who aspire to enter vocational preparation or employment.

For these reasons, students who aspire to degree study are expected to perform satisfactorily in four vocational subjects chosen from the list of recognised NCV Level 4 subjects (**Appendix A**). The list comprises NCV Level 4 subjects that, when chosen as part of a complete National Certificate (Vocational) Level 4 programme, are expected to prepare students well for the demands of Higher Certificate, Diploma or first time Bachelor's degree studies.

The subject list will remain in place for three years from the commencement of the policy, at the end of which period, the Higher Education Quality Committee of the Council on Higher Education, in collaboration with the Department of Education and HESA will undertake an evaluation of its suitability and influence. The matter will then be reviewed in the light of the prevailing evidence.

All NC (V) Level 4 subjects have value in their own right. Many different combinations of designated and other recognised NC (V) Level 4 subjects will suit candidates for the varieties of Higher Certificate, Diploma and Bachelor's Degree programmes. A heavy onus rests on the higher education community to decide what those subject combinations are in respect of particular programmes and make them widely known so that provincial departments of education, parents, college principals and career guidance lecturers are in a position to give the best possible advice to students who aspire to enter higher education.



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## Minimum requirements for admission to the Higher Certificate, Diploma and Bachelors Degree

### Higher Certificate

Subject to institutional admission requirements, the minimum admission requirements to a Higher Certificate programme are (a) a *National Certificate (Vocational) Level 4* issued by the *Council for General and Further Education and Training*, and (b) compliance with the requirements for the language of learning and teaching in the higher education institution.

### Diploma

Subject to institutional admission requirements, the minimum admission requirement is a *National Certificate (Vocational) Level 4* issued by *Council for General and Further Education and Training*.

In addition, a student must (a) achieve at least 50% in **three fundamental** subjects including the language of learning and teaching in the higher education institution, (b) achieve at least **60%** in the **three compulsory vocational** subjects.

### Bachelor's Degree

Subject to institutional admission requirements, the minimum admission requirement to a Bachelor's Degree programme is a *National Certificate (Vocational) Level 4* issued by *Council for General and Further Education and Training*.

In addition, a student must (a) achieve at least 60% in **three fundamental** subjects, including the language of learning and teaching in the higher education institution, (b) achieve at least **70%** in **four vocational** subjects, chosen from the NC (V) Level 4 subjects.

**APPENDIX A:****RECOGNISED NATIONAL CERTIFICATE (VOCATIONAL) LEVEL 4 SUBJECTS****GROUP A: FUNDAMENTAL COMPONENT****Official Languages at First Additional Language Level**

- English (First Additional language)
- Afrikaans (First Additional language)
- IsiXhosa (First Additional language)

**Mathematical Sciences**

- Mathematics
- Mathematical Literacy

**Human and Social Studies**

- Life Orientation

**GROUP B: VOCATIONAL COMPONENT****Official languages at First Additional Language Level**

- English (First Additional language)
- Afrikaans (First Additional language)
- IsiXhosa (First Additional language)

**Agriculture and Nature Conservation**

- Farm Planning and Mechanisation
- Advanced Plant Production
- Animal Production
- Agri-business

**Business, Commerce and Management Studies**

- Applied Accounting
- Financial Management
- Economic Environment
- New Venture Creation
- Management Practice
- Operations Management
- Financial Management
- Project Management
- Marketing

- Advertising & Promotions
- Marketing Communication
- Consumer Behaviour
- Business Practice
- Office Practice
- Office Data Processing
- Contact Centre Operations

#### **Physical, Mathematical, Computer and Life Sciences**

- Systems Analysis and Design
- Data Communication and Networking
- Computer Programming
- Physical Science

#### **Services**

- Hospitality Generics
- Food Preparation
- Client Services and Human Relations
- Hospitality Services
- Science of Tourism
- Sustainable Tourism in SA and International Travel
- Tourism Operations

#### **Manufacturing, Engineering and Technology:**

- Construction Planning
- Construction Supervision
- Materials
- Carpentry and Roof Work
- Concrete Structures
- Masonry
- Roads
- Plumbing
- Electrical Principles and Practice
- Electrical Workmanship
- Electronic Control and Digital Electronics
- Electrical Systems and Construction
- Engineering Processes
- Professional Engineering Practices
- Applied Engineering Practices
- Technology
- Fitting and Turning
- Automotive Repair & Maintenance
- Engineering Fabrication- Boilermaking
- Engineering Fabrication – Sheet Metal Worker
- Welding

- Refrigeration and Air Conditioning Processes
- Stored Programme Systems
- Electro-technology
- Computer-Integrated Manufacturing
- Mechatronic Systems

**Law, Military Science and Security**

- Governance
- Law Procedures and Evidence
- Criminal Justice Process
- Applied Policing
- Criminology

**Education, Training and Development**

- Art and Science of Teaching
- Human and Social Development
- Learning Psychology
- Early Childhood Development

**APPENDIX B:****DESIGNATED SUBJECT LIST**

- a) Physical Science
  - b) Mathematics
  - c) Language (one language of learning and teaching at a higher education institution)
  - d) Management Practice
  - e) Operations Management
  - f) Financial Management
  - g) Systems Analysis and Design
  - h) Data Communication and Networking
  - i) Computer Programming
  - j) Applied Accounting
  - k) Financial Management
  - l) Economic Environment
  - m) Electrical Principles and Practice
  - n) Electrical Workmanship
  - o) Electronic Control and Digital Electronics
  - p) Construction Planning
  - q) Construction Supervision
  - r) Materials
  - s) Engineering Processes
  - t) Professional Engineering Practices
  - u) Applied Engineering Technology
  - v) Stored Programme Systems
  - w) Electro-technology
  - x) Computer-Integrated Manufacturing
  - y) Art of Science and Teaching
  - z) Human and Social Development
  - aa) Learning Psychology
  - bb) Governance
  - cc) Law Procedures and Evidence
  - dd) Criminal Justice Process
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