

For Noting of and Action by the DVC:

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Dean: Faculty of Educational Sciences



## CHE INFORMATION ON THE STATUS OF THE THREE PROGRAMMES-ACE GET/FET SPECIALIZATION, LME AND NDABET

### **1. Purpose**

The purpose of this management report is to report on the status of the programmes mentioned above as per directive by CHE.

### **2. BACKGROUND TO THE REPORT**

According to the new CESM categories and minimum requirement for teacher education qualifications{MRTEQ} all the teacher education programmes offered by the Faculty of Educational Sciences have been categorized under A, B and C. The programmes mentioned by CHE for which it requires a report on their status are reported below.

### **3. INTRODUCTION**

CHE wrote and asked for an explanation about the three programmes mentioned above. The three programmes were categorized by DHET and the information was communicated to the Faculty in 2014. The matter was discussed in the departments and the Faculty Board and a process of re-curriculation was embarked on, which is still on-going.

### **4. THE MANAGEMENT ISSUE**

The following information, per programme, is given for your attention and consideration:

1. ACE: GET/FET was early last year 2014) declared to be in Category C. It is thus being re-curriculated and will be submitted as a new programme under the name Advanced Diploma in Education: SP/FET Specialization. The teach-out plan has been set as 2018. It is already being considered by internal stakeholders.

2. LME- Licentiate in Music Education: This is in the process of being phased out. The phasing out was triggered being non-aligned with HEQFS. Its teach-out plan is 2018.

3. National Diploma: Adult Basic Education & Training- NDABET has been declared as non-aligned with MRTEQ. DHET has developed its own minimum standards and the policy was gazetted on the 27th March 2015. A workshop was organized by

DHET on the 11th June 2015 in Johannesburg. The Faculty of Educational Sciences was represented by Dr.DN Ntsaluba. The recurriculation process will start soon after this.

## **5. CONCLUSION**

It is hoped that this information will shed light and suffice on the explanation required by CHE regarding the listed programmes offered in the Faculty of Educational Sciences. The information may be sent to CHE for their attention.

## **6. STRATEGIC IMPLICATIONS**

The noting of the teach-out plans will ensure that the affected students and stake holders receive information in good time for appropriate action.

## **7. INTERACTION WITH OTHER STAKEHOLDERS**

Once the teach-out plans are noted information will be disseminated to the affected students and other stakeholders through student structures and MCD.

## **8. RESOURCES AND OTHER IMPLICATIONS**

### **8.1 Human resource implications**

None.

### **8.2Facilities implications**

None

### **8.3 ICT implications**

Certainty of the programmes and their teach-out plans will ensure that ICT and HEMIS have correct and reliable information for purposes of examinations, registrations and financial information on the programmes.

### **8.4 Legal implications**

None.

### **8.5 Labour relations**

None

### **8.6 Student relations**

None.

### **8.7 Communications implications**

IRP staff and the Faculty of Educational Sciences will be able to communicate the same messages to the students, potential students and other stakeholders, such as DHET.

### **8.8 Financial implications**

**None.**

## **9. RECOMMENDATIONS**

You are requested to note this information and communicate relevantly where necessary.

A handwritten signature in black ink, appearing to read 'JM Molepo', is written over a horizontal dotted line.

**Dr. JM Molepo**

**15 June 2015**

**Dean: Faculty of Educational Sciences**