



Council for Quality Assurance in  
General and Further Education and Training

**Umalusi Council for Quality Assurance in General and Further Education and  
Training**

**Department of Higher Education and Training (DHET)**

**Universities South Africa (USAF)**

**Joint Communiqué 1 of 2016**

**Recognition of the National Certificate (Vocational) Level 4 by public HEIs for  
access into programmes offered by the higher education institutions**



**higher education  
& training**

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA



**UNIVERSITIES  
SOUTH AFRICA**

## Introduction

It has come to the attention of Umalusi and the Department of Higher Education and Training that many public HEIs do not consider applicants whose entry qualification is the National Certificate (Vocational) as an NQF level 4 qualification rather than the well-known and recognised National Senior Certificate. In some cases this may be because the NC(V) is not known or understood; in other cases it may be because the HEI has not recognised the NC(V) as meeting its [minimum] entry requirements.

The nature of education in South Africa has changed significantly during the past decade, and yet not all HEIs have kept up with these changes or adapted their policies accordingly.

It is in a spirit of co-operation that this joint communiqué is directed to all HEIs in the belief that HEIs need to adapt admission policies and practices to align them with these changes.

The educational landscape of South Africa changed in 2007 when the National Certificate (Vocational) Level 2 was introduced in the then-Further Education and Training (FET) colleges. These colleges are now called Technical and Vocational Education and Training (TVET) colleges. The NC (V) qualification is quality assured and certified by Umalusi. It has three regulated levels for admission to higher education; these were determined by the Minister of Higher Education & Training in consultation with Higher Education South Africa (HESA). Minimum requirements for admission to HE by holders of the NC(V) were then gazetted<sup>1</sup>, parallel to the Gazette laying down minimum requirements for admission to HE by holders of the NSC<sup>2</sup>.

In March 2010, Umalusi certified the first NC(V) candidates. These candidates had successfully completed the requirements for this new qualification, the National Certificate (Vocational) Level 4.

The NC (V), like the NSC, is a 130-credit qualification on NQF Level 4.

The NC(V), like the NSC, represents the culmination of three-years of learning (in fact each year has the right to be certified separately).

The NC (V), like NSC, has a compulsory Language, Mathematics and Life Orientation requirement.

---

<sup>1</sup> These were published in the Gazette No 32 743 on 26 November 2009 and are attached as Annexure A

<sup>2</sup> These were published in the Gazette no 31 231 on 11 July 2008 and are attached as Annexure B

The difference lies in the four remaining subjects, which, in the NC (V), take on a vocational aspect rather than the more generally academic quality of the NSC. The introduction of this qualification by the State was a formal acknowledgement of the fact that many young people are more practically inclined, and the express intention with putting the NC (V) in place, was to provide these learners with a meaningful parallel pathway, parallel to what many perceive as the more conventional NSC.

We draw attention to the the regulations that provide minimum levels of attainment for holders of the NC(V) (appendix A). We do so because it appears that these are not well-known, and in some cases appear to be resisted or ignored. Whichever the case is, it signally disadvantages people who have proved their worth through a national qualification which experts have agreed provides an alternative access path into HE in South Africa.

As a means of understanding the NC (V) better, Umalusi has undertaken comparative curriculum and examination research regarding the comparability of the NSC and the NC (V) in respect of

- (a) Language (English FAL),
- (b) Maths and Mathematical Literacy and
- (c) Physical Science.

The report is called *The F in the NC(V)* (2010), with the 'F' referring to the *fundamental* subjects in the qualification. The curricula and assessment of the NC(V) were regarded as sufficiently similar to those of the NSC to consider them as comparable to other Level 4 qualifications.

The implementation of the NC (V) Level 4 in colleges is variable, and every effort is being made to foster a better understanding of the requirements for teaching and assessing the qualification properly. But HEIs should not hide behind this; after all the same is true of the implementation of the NSC in the country's public schools.

Umalusi has researched

- (a) The comparability of the NC(V) and the National Certificate: N2 and N3 (*The Ns and the engineering NC(V)s* (2013))
- (b) The comparability of Life Orientation in the NSC and the NC(V) (*Living up to expectations? Life Orientation* (2014)) and
- (c) selected the services subjects to investigate the breadth and depth of the respective curricula, and the demands associated with assessment of the vocational subjects (*At your service* (2013)).

These reports are freely available on Umalusi's website.

We suggest that the NC(V) should be accorded its proper place as a qualification comparable to the NSC. We suggest also that all public HEIs should explicitly recognise the qualification as an entry qualification in their published admissions

policies, and should develop admissions practices that ensure that holders of the NC(V) who apply are given appropriate consideration in the applications process. Those who meet the minimum requirements (as gazetted) and the HEI's own requirements should be granted access in the same way as holders of the NSC are.

Due recognition of the NC(V) by public HEIs will have the advantage of giving an appropriate and welcome boost to work of the TVET Colleges and the NC (V), thus providing advocacy for the NC (V) L4 qualification in the public's mind.

### **Technical information about the NC(V)**

As the NC(V) is so little understood some technical information is not out of place, covering

- (a) duration of the programme,
- (b) admission requirements
- (c) subject combinations for the purpose of certification,
- (d) minimum pass requirements for promotion and certification purposes,
- (e) minimum entry requirements for access to higher education and
- (f) a list of the programmes currently offered in the NC (V).

First the National Certificate (Vocational) (NC(V)) is a set of qualifications registered on the National Qualifications Framework (NQF) at Levels 2, 3 and 4. Each level of the qualification is an exit level, meaning that a certificate is issued for each level that is completed successfully. But, the NC(V) also functions as if it were a 3-year qualification and in order to obtain a NC(V) 4 certificate each of the prior levels must be passed.

#### **a) Duration of the programme**

It takes a minimum of one academic year to successfully complete each level of the NC (V), but each level (each year-long qualification) may be completed in up to three years part-time.

#### **b) Admission Requirements**

In order to gain admission to NC (V) study, candidates must have successfully completed Grade 9 or any suitable equivalent qualification at NQF Level 1.

#### **c) NC(V) Subject combinations**

A candidate needs to offer

- three compulsory fundamental subjects (one official language, which must be the language of learning and teaching (LOLT) at the institution at least at First Additional Language (FAL) level); Mathematics or Mathematical Literacy and Life Orientation)

- three compulsory elective subjects from a single vocational programme; and
- one recommended optional subject **or** an official language at First Additional Language level **or** any other vocational subject.

#### **d) NC(V) Programmes**

The three subjects that make up the vocational specialisation can be chosen from any one of the following programmes which are currently offered in the NC(V):

<ul style="list-style-type: none"> <li>• Civil Engineering and Building Construction</li> <li>• Drawing Office Practice</li> <li>• Education and Development</li> <li>• Electrical Infrastructure Construction</li> <li>• Engineering and Related Design</li> <li>• Finance, Economics and Accounting</li> <li>• Hospitality</li> <li>• Information Technology and Computer Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Management</li> <li>• Marketing</li> <li>• Mechatronics</li> <li>• Office Administration</li> <li>• Primary Agriculture</li> <li>• Primary Health</li> <li>• Process Instrumentation</li> <li>• Process Plant Operations</li> <li>• Safety in Society</li> <li>• Tourism</li> <li>• Transport and Logistics</li> </ul>
--	---

#### **e) Rating Scales for the NC(V)**

The NC(V) has two different rating scales, one for the fundamental subjects and one for the vocational subjects.

##### **➤ Rating Scale for the fundamental subjects**

<b>Rating Code</b>	<b>Rating</b>	<b>%</b>
5	Outstanding	80 – 100
4	Highly Competent	70 – 79
3	Competent	50 – 69
2	Not yet competent	40 – 49
1	Not achieved	0 - 39

##### **➤ Rating Scale for the vocational subjects**

<b>Rating Code</b>	<b>Rating</b>	<b>%</b>
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

### f) Promotion and Certification Requirements

To qualify for an NC(V) at each level, a person needs to meet the Internal Continuous Assessment (ICASS) requirements and offer and pass subjects as detailed in the table below:

<b>Compulsory Subjects</b>	<b>Minimum Pass Requirements</b>
1. Language	40%
2. Maths or Maths Literacy	30%
3. Life Orientation	40%
<b>Electives (Selected from the same programme)</b>	<b>Minimum Pass Requirements</b>
4. A vocational subject	50%
5. A vocational subject	50%
6. A vocational subject	50%
<b>Optional Subject (selected from any other related programme)</b>	<b>Minimum Pass Requirements</b>
7. A vocational subject	50%

### g) Minimum requirements for entry into Higher Education

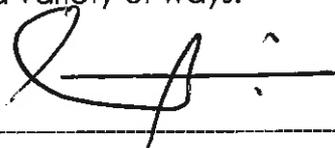
The following are the minimum gazetted requirements for entrance into higher education:

<b>For qualification entry to:</b>	<b>Minimum Entry Requirements</b>
Higher Certificate study	<b>40%</b> for Language, <b>30%</b> Maths or Maths Literacy, <b>40%</b> for Life Orientation and <b>50%</b> for each of the 3 compulsory elective vocational subjects and <b>50%</b> for the optional vocational subject.
Diploma study	<b>50%</b> for Language, <b>50%</b> Maths or Maths Literacy, <b>50%</b> for Life Orientation and <b>60%</b> for each of the 3 compulsory elective vocational subjects and <b>50%</b> for the optional vocational subject.
Bachelor degree study	<b>60%</b> for Language, <b>60%</b> Maths or Maths Literacy, <b>60%</b> for Life Orientation and <b>70%</b> for each of the 3 compulsory elective vocational subjects and <b>70%</b> for the optional vocational subject.

It should be noted that the pass requirements are more stringent than those of the NSC.

## Review of the NC(V)

It should be noted that the NC(V) is being reviewed by Umalusi at the request of the Minister: Department Higher Education and Training to strengthen the quality of implementation of the qualification and to enhance the possibility of its being offered in a variety of ways.



Mr Gwebinkundla Qonde

Director-General: DHET

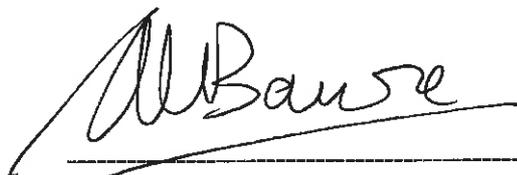
Date: 30/11/2016



Dr Mafu Rakometsi

Chief Executive Officer: UMALUSI

Date: 29/11/2016



Prof Ahmed Bawa

Chief Executive Officer: Universities South Africa

Date: 6/12/2016

Annexure A:

Annexure B:

## GOVERNMENT NOTICE

## ANNEXURE A

## DEPARTMENT OF EDUCATION

No. 1114

26 November 2009

## DEPARTMENT OF HIGHER EDUCATION AND TRAINING

## HIGHER EDUCATION ACT, 1997

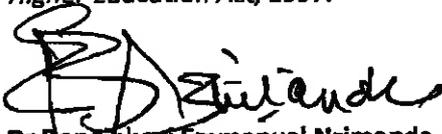
**MINIMUM ADMISSION REQUIREMENTS FOR HIGHER CERTIFICATE, DIPLOMA AND DEGREE PROGRAMMES REQUIRING A NATIONAL CERTIFICATE (VOCATIONAL) AT LEVEL 4 OF THE NATIONAL QUALIFICATIONS FRAMEWORK**

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**

---

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.

## 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
-

---

**GOVERNMENT NOTICE**

**ANNEXURE B**

---

**DEPARTMENT OF EDUCATION**

**No. 751**

**11 July 2008**



**education**

---

Department of Education  
**REPUBLIC OF SOUTH AFRICA**

**DEPARTMENT OF EDUCATION  
HIGHER EDUCATION ACT, 1997(Act 101 of 1997)**

**MINIMUM ADMISSION REQUIREMENTS**

**for**

**Higher Certificate, Diploma and Bachelor's Degree Programmes**

**requiring a National Senior Certificate (NSC)**

**Pretoria  
August 2005**

**Revised: May 2008**



Government Gazette

**Minimum Admission Requirements for Higher Certificate, Diploma and Bachelor's Degree Programmes requiring a National Senior Certificate**

**HIGHER EDUCATION ACT, 1997 (Act No. 101 of 1997)**

I, Grace Naledi Mandisa Pandor, Minister of Education, hereby promulgate the revised policy for the Minimum Admission Requirements for Higher Certificate, Diploma and Bachelor's Degree Programmes requiring a National Senior Certificate as set out in the Schedule, in terms of section 3 of the Higher Education Act, 1997 (Act No. 101 of 1997).

The policy will be applicable to all higher education institutions and will be effective from January 2009.

The development of this policy has benefited from extensive discussion and consultation, within and outside of higher education and initiated with the publication of the draft Higher Education Qualifications Framework (2004) and the Policy for the National Senior Certificate. As the National Senior Certificate replaces the Senior Certificate in 2008, it has become necessary for a new policy framework that outlines the entry requirements into higher education. The revisions to the policy were necessitated by a minor amendment to the promotion requirements of the NSC in 2007.

While this policy outlines the statutory minimum admission into higher education as the National Senior Certificate, the setting of the admission requirements is made in terms of section 74 of the Higher Education Act and section 16(7) of the General and Further Education and Training Quality Assurance Act by Higher Education South Africa (HESA), being 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 the statutory minimum entry requirements to higher education requiring a National Senior Certificate, in terms of section 74 of the Higher Education Act.

A handwritten signature in black ink, reading "G. N. M. Pandor".

G. N. M. Pandor, MP  
Minister of Education

Date: 10-06-2008

## SCHEDULE

### Minimum Admission Requirements For Higher Certificate, Diploma And Bachelor's Degree Programmes Requiring A National Senior Certificate

#### 1. Introduction

Higher Education Institutions currently provide qualifications in terms of the following policies:

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)

The Education White Paper 3, *A Programme for the Transformation of Higher Education* (1997), proposed a single qualifications framework for higher education. In this regard, a unitary higher education qualifications framework will replace the above policies.

The purpose of this policy is to provide for a policy on the statutory minimum admission requirements in terms of the National Senior Certificate, for which specifications were approved by the Minister of Education in the *National Senior Certificate – A qualification at level 4 on the National Qualifications Framework, Government Gazette, Vol. 481, No. 27819, July 2005*, for undergraduate higher education qualifications and programmes, namely the Higher Certificate, Diploma and Bachelor's Degree.

The National Senior Certificate will first be issued in 2008. Students entering higher education in 2009 must therefore meet the requirements of this policy. The policy will be implemented from 1 January 2009.

#### 2. Policy considerations

The Higher Education Act, 1997 ensures that policies of higher education institutions, including admissions policy, must be formulated with due regard for its relationship to and influence on education and training in other sectors. Institutions' admissions requirements, policies and practice 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.

Consequentially, this policy outlines the statutory minimum or threshold norms for admission to the undergraduate Higher Certificate, Diploma and Bachelor's Degree programmes. Such norms will apply to all public and private higher education institutions.

While this policy outlines the statutory minimum admission to higher education as the National Senior Certificate, the setting of the admission requirements is made in terms of section 74 of the Higher Education Act and section 16(7) of the General and Further Education and Training Quality Assurance Act by Higher Education South Africa (HESA), being the successor to the South African University Vice-Chancellors Association (SAUVCA) and the Committee of Technikon Principals (CTP). In this regard, I am hereby recognising HESA as the body to set the minimum admission requirements for the Higher Certificate, Diploma and Bachelor's Degree Programmes requiring a National Senior Certificate.

Although the National Senior Certificate is the primary gateway between school and higher education, it does not guarantee a learner's admission to any programme of study in higher education. 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.

Many adult learners who have not achieved a National Senior Certificate or equivalent qualification can benefit from higher education. 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 standard, including the assessment of an adult learner's capacity to benefit from a particular programme by the Recognition of Prior Learning (RPL) or other means. This document does not otherwise prescribe such alternative routes.

### **3. Recognised National Senior Certificate subjects**

The subjects listed in the appendix to this document are recognised National Senior Certificate subjects for the purpose of this policy. All recognised subjects have a credit value of 20, except Life Orientation (10).

The common basis of admission to a Higher Certificate, Diploma or Bachelor's Degree is the achievement of a National Senior Certificate according to the rules of subject combination prescribed in the policy for the *National Senior Certificate – A qualification at level 4 on the National Qualifications Framework, Government Gazette, Vol. 481, No. 27819, July 2005.*

Qualifications in higher education are designed to have high social and economic value for the country. They also represent significant learning achievement, but all 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.

The minimum admission requirements for the Bachelor's Degree are therefore particularly distinctive. They balance a number of important considerations. The bar must be set high enough to fairly reflect the cognitive demands that will be 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 National Senior Certificate curriculum followed by aspiring degree candidates must equip them to meet the demands of degree studies.

The National Senior Certificate has to cater for the minority who aspire to degree study 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 some are designed especially for learners who aspire to enter vocational preparation or employment.

For these reasons learners who aspire to degree study will be expected to perform satisfactorily in at least four subjects chosen from a designated list of recognised National Senior Certificate subjects. The list comprises NSC subjects that, when chosen as part of a complete National Senior Certificate programme, are expected to prepare learners well for the demands of first time degree studies.

The designated list will remain in place for three years from the commencement of the policy, during which time Umalusi and the Higher Education Quality Committee of the Council on Higher Education, working together with the Department of Education and higher education institutions, will be requested to undertake an evaluation of its suitability and influence. The matter will then be reviewed in the light of the evidence.

All recognised NSC subjects, whether they are on the designated list or not, have value in their own right. Many different combinations of designated and other recognised NSC subjects will suit candidates for the varieties of Higher Certificate, Diploma and Bachelor's Degree programmes. A heavy onus will rest 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, school principals and career guidance teachers are in a position to give the best possible advice to learners who aspire to enter higher education.

#### **4. Minimum requirements for admission to the Higher Certificate, Diploma and Bachelor's Degree**

##### ***Higher Certificate***

The minimum admission requirement is a National Senior Certificate (NSC) with a minimum of 30% in the language of learning and teaching of the higher education institution as certified by the Council for General and Further Education and Training (Umalusi).

Institutional and programme needs may require appropriate combinations of recognised NSC subjects and levels of achievement. For example, an institution may determine that a Higher Certificate in Architectural Design requires in addition to the NSC a specified level of attainment in Design and an associated recognised subject.<sup>1</sup>

##### ***Diploma***

The minimum admission requirement is a National Senior Certificate (NSC) with a minimum of 30% in the language of learning and teaching of the higher education institution as certified by Umalusi, coupled with an achievement rating of 3 (Moderate Achievement, 40-49%) or better in four recognised NSC 20-credit subjects.

Institutional and programme needs may require appropriate combinations of recognised National Senior Certificate subjects and levels of achievement. For example, a Diploma in Datametrics might require a pass at a prescribed level in Mathematics or Information Technology.

##### ***Bachelor's Degree***

The minimum admission requirement is a National Senior Certificate (NSC) with a minimum of 30% in the language of learning and teaching of the higher education institution as certified by Umalusi, coupled with an achievement rating of 4 (Adequate Achievement, 50-59%) or better in four subjects chosen from the following recognised 20-credit NSC subjects (which will be known as the designated subject list):

- Accounting
- Agricultural Sciences
- Business Studies
- Dramatic Arts
- Economics
- Engineering Graphics and Design
- Geography
- History

---

<sup>1</sup> The examples given in this document are for purposes of illustration only and are not prescriptive in any way.

- Consumer Studies
- Information Technology
- Consumer Studies
- Information Technology
- Languages (one language of learning and teaching at a higher education institution and two other recognised language subjects)
- Life Sciences
- Mathematics
- Mathematical Literacy
- Music
- Physical Sciences
- Religion Studies
- Visual Arts

Adequate Achievement in four designated NSC subjects provides the primary basis for admission to a Bachelor's Degree programme. An institution is entitled to specify an appropriate level of subject achievement for a particular programme. For example, admission requirements for a Bachelor's Degree in Fine Art or Music might include a specified level of achievement in the corresponding recognised NSC subjects. Similarly, an institution will be entitled to specify subject requirements for a particular programme. For example, Mathematics and Physical Sciences might be considered as requirements for admission to a Bachelor's Degree in Science.

**APPENDIX****RECOGNISED NATIONAL SENIOR CERTIFICATE SUBJECTS**

Subject to this policy the following National Senior Certificate subjects are recognised for entry into the Higher Certificate, Diploma or Bachelor's Degree. Each of the listed subjects has a credit value of 20 except Life Orientation (10).

**GROUP A*****OFFICIAL LANGUAGES AT HOME AND FIRST ADDITIONAL LEVEL***

Afrikaans Home Language  
Afrikaans First Additional Language  
English Home Language  
English First Additional Language  
IsiNdebele Home Language  
IsiNdebele First Additional Language  
IsiXhosa Home Language  
IsiXhosa First Additional Language  
IsiZulu Home Language  
IsiZulu First Additional Language  
Sepedi Home Language  
Sepedi First Additional Language  
Sesotho Home Language  
Sesotho First Additional Language  
Setswana Home Language  
Setswana First Additional Language  
SiSwati Home Language  
SiSwati First Additional Language  
Tshivenda Home Language  
Tshivenda First Additional Language  
Xitsonga Home Language  
Xitsonga First Additional Language

***MATHEMATICAL SCIENCES***

Mathematical Literacy  
Mathematics

***HUMAN AND SOCIAL STUDIES***

Life Orientation

## **GROUP B**

### ***AGRICULTURE***

Agricultural Management Practices  
Agricultural Science  
Agricultural Technology

### ***CULTURE AND ARTS***

Dance Studies  
Design  
Dramatic Arts  
Music  
Visual Arts

### ***BUSINESS, COMMERCE AND MANAGEMENT STUDIES***

Accounting  
Business Studies  
Economics

### ***OFFICIAL LANGUAGES AT SECOND ADDITIONAL LEVEL, AND NON-OFFICIAL LANGUAGES***

Afrikaans Second Additional Language  
English Second Additional Language  
IsiNdebele Second Additional Language  
IsiXhosa Second Additional Language  
IsiZulu Second Additional Language  
Sepedi Second Additional Language  
Sesotho Second Additional Language  
Setswana Second Additional Language  
SiSwati Second Additional Language  
Tshivenda Second Additional Language  
Xitsonga Second Additional Language  
Arabic Second Additional Language  
French Second Additional Language  
German Home Language  
German Second Additional Language  
Gujarati Home Language  
Gujarati First Additional Language  
Gujarati Second Additional Language  
Hebrew Second Additional Language  
Hindi Home Language

Hindi First Additional Language  
Hindi Second Additional Language  
Italian Second Additional Language  
Latin Second Additional Language  
Portuguese Home Language  
Portuguese First Additional Language  
Portuguese Second Additional Language  
Spanish Second Additional Language  
Tamil Home Language  
Tamil First Additional Language  
Tamil Second Additional Language  
Telegu Home Language  
Telegu First Additional Language  
Telegu Second Additional Language  
Urdu Home Language  
Urdu First Additional Language  
Urdu Second Additional Language

***ENGINEERING AND TECHNOLOGY***

Civil Technology  
Electrical Technology  
Mechanical Technology  
Engineering Graphics and Design

***HUMAN AND SOCIAL STUDIES***

Geography  
History  
Religion Studies

***PHYSICAL, MATHEMATICAL, COMPUTER AND LIFE SCIENCES***

Computer Applications Technology  
Information Technology  
Life Sciences  
Physical Sciences

***SERVICES***

Consumer Studies  
Hospitality Studies  
Tourism

---