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To: Deputy Directors-General, Chief Directors, Directors, Circuit Managers, Heads of all educational institutions and Chairpersons of governing bodies

Short summary: *This circular provides clarity on the minimum requirements for admission to the Foundation Phase and Intermediate Phase Postgraduate Certificates in Education as well as the National Professional Diploma in Education.*

**Subject: Evaluation of qualifications: Foundation Phase and Intermediate Phase Postgraduate Certificates in Education as well as the National Professional Diploma in Education**

1. It has come to the attention of the Western Cape Education Department (WCED) that confusion may exist about the abovementioned qualifications in relation to the Employment of Educators Act, 1998 (Act 76 of 1998).
2. All stakeholders are reminded that in terms of the Employment of Educators Act, 1998 (Act 76 of 1998), all educators must be suitably qualified to teach.
3. The purpose of this circular is to provide clarity on the minimum requirements for admission to the Foundation Phase and Intermediate Phase Postgraduate Certificates in Education (PGCE) as well as the National Professional Diploma in Education (NPDE).
4. The evaluation and recognition of educator qualifications for employment in education are prescribed in the following:
  - 4.1 *Policy on the Minimum Requirements for Teacher Education Qualifications*, published in *Government Gazette* No. 34467 of 15 July 2011.
  - 4.2 *Revised Policy on the Minimum Requirements for Teacher Education Qualifications*, published in *Government Gazette* No. 38487 of 19 February 2015.

- 4.3 *Higher Education Qualifications Sub-Framework of the National Qualifications Framework*, published in *Government Gazette* No. 36721 of 02 August 2013.
- 4.4 *Policy on the Recognition and Evaluation of Qualifications for Employment in Education*, published in *Government Gazette* No. 40610 of 10 February 2017.
5. Relative Education Qualification Values (REQVs) are assigned to initial qualification types and to combinations of initial, advanced and postgraduate qualifications attained by individual educators.
6. The *Revised Policy on the Minimum Requirements for Teacher Education Qualifications*, published in *Government Gazette* No. 38487 of 19 February 2015, sets specific guidelines for the admission of students into the Bachelor of Education (BEd) and PGCE and/or Continuous Professional Development programmes by all types of institutions.
7. The above policies are also aligned to sections B1 and B2 of Chapter B of the *Personnel Administrative Measures (PAM)*, published in *Government Gazette* No. 39684 of 12 February 2016, which prescribes minimum requirements, including qualification requirements for entry into specific educator posts. It does not apply to educators or lecturers in the post-school sector or Technical and Vocational Education and Training (TVET), Adult Education and Training (AET) or Community Education and Training (CET) settings.
8. A Foundation Phase or Intermediate Phase PGCE that was obtained after 15 July 2011, will be evaluated according to the prescripts and criteria as stipulated in the *Government Gazettes* mentioned in this circular.
9. Qualifications that were obtained prior to 15 July 2011, will be evaluated according to the prescripts and criteria applicable in the year in which the qualification was obtained.
10. **Postgraduate Certificate in Education (PGCE): Foundation Phase**
  - 10.1 In order to teach in the Foundation Phase (Grades R to 3), a recognised professional teaching qualification (480 credit NQF Level 7 BEd degree or 120 credit NQF Level 7 Advanced Diploma in Foundation Phase Teaching or Foundation Phase PGCE) is required, as per paragraph 3 of section 5 of the *Policy on the Recognition and Evaluation of Qualifications for Employment in Education*, published in *Government Gazette* No. 40610 of 10 February 2017.

10.2 For students to meet the admission requirements for **Foundation Phase PGCE teaching programmes**, and to be employed to teach in this phase, the following requirements must be met:

10.2.1 The requirement stipulated in paragraph 12.11 of the *Revised Policy on the Minimum Requirements for Teacher Education Qualifications*, published in *Government Gazette* No. 38487 of 19 February 2015, refers.

10.2.2 A study of a full academic degree course stretching over two semesters with a minimum of 30 credits completed at NQF Level 5 is considered appropriate to teach Home Language, First Additional Language, Mathematics and Life Skills in the Foundation Phase for the teaching of reading, writing and numeracy and to develop key initial concepts and skills that lay the foundation for learning in future phases.

10.2.3 **For teaching Mathematics:** Mathematics, Applied Mathematics, Statistics or Numerical Analysis.

10.2.4 **For teaching Life Skills:** Psychology, Sociology, Philosophy, Political Science and Human Movement Science or Labour Studies.

10.2.5 **For teaching Languages:** All Foundation Phase students must specialise in Home Language teaching in one of the official languages, together with English First Additional Language teaching.

## 11. **Postgraduate Certificate in Education (PGCE): Intermediate Phase**

For students to meet the admission requirements for **Intermediate Phase PGCE (Grades 4 to 7) teaching programmes**, and to be employed to teach in this phase, the following requirements must be met:

11.1 The requirements stipulated in paragraph 12.11 of the *Revised Policy on the Minimum Requirements for Teacher Education Qualifications*, published in *Government Gazette* No. 38487 of 19 February 2015, refers.

11.2 A study of the following subjects at least up to 30 credits completed at NQF Level 6 in an undergraduate degree is considered appropriate to teach Home Language, First Additional Language, Mathematics, Science and Technology, Life Skills and Social Science in the Intermediate Phase. Economics and Management Sciences (EMS) is introduced in Grade 7 as a specific subject and Intermediate Phase teaching qualifications should include a basic study of EMS teaching.

11.3 **For teaching Mathematics:** Mathematics, Applied Mathematics, Statistics or Numerical Analysis. All Intermediate Phase students must develop a personal understanding of the fundamental mathematical concepts that underpin the Intermediate Phase Mathematics curriculum.

- 11.4 **For teaching Life Skills:** Psychology, Sociology, Philosophy, Political Science, Human Movement Science or Labour Studies.
- 11.5 **For teaching Science and Technology:** Physics, Chemistry, Botany, Biochemistry, Mechanics, Biotechnology, Microbiology, Food and Clothing and Mechanical/Electrical Engineering related subjects.
- 11.6 **For teaching Social Sciences:** History and Geography.
- 11.7 **For teaching Languages:** All Intermediate Phase students must specialise in Home Language teaching in one of the official languages together with English First Additional Language teaching. Apart from the requirements to teach at least two official languages, the student must also specialise in the teaching of at least two other Intermediate Phase subjects chosen from the aforementioned learning areas.
12. Students who meet the above conditions on admission to the Foundation Phase or Intermediate Phase PGCE must be considered for employment.
13. In cases where the above requirements have not been met, students must complete additional courses for non-degree purposes in order to fully comply with the requirements and to receive full recognition for salary and REQV purposes upon employment as educators in public schools.
14. Once the educator has been made aware of any requirements which have not been met, a time period of two years from the time of the first opportunity to register for the appropriate course(s) necessary to fulfil the requirements will be permitted.
15. **National Professional Diploma in Education (NPDE)**
- The NPDE was specifically put in place for unqualified and underqualified educators who were teaching at public schools. These include:
- a) educators who held teaching qualifications which were evaluated to be below REQV 13, but who had at least five years' proven/verified teaching experience at the point when they enrolled for the NPDE;
  - b) educators who held partly-completed former college qualifications but who had at least five years' proven/verified teaching experience at the point when they enrolled for the NPDE; and
  - c) educators who were unqualified but who had at least five years' proven/verified teaching experience at the point when they enrolled for the NPDE.
16. Please note that should assistance be required in evaluating a Foundation Phase PGCE, Intermediate Phase PGCE or NPDE for employment, it must be referred to the Directorate: Teaching Qualifications and Programmes at the Department of Higher Education and Training.

17. Applications will be evaluated on a case-by-case basis and where it is confirmed that an educator cannot be considered for permanent employment, a letter will be issued advising the educator and the school on the way forward.
18. Where it is confirmed that an educator can be considered for permanent employment, the decision will be subject to:
  - a) a vacant/funded post being available; and
  - b) confirmation of the educator's satisfactory performance.
19. Educators are reminded that all applicants applying for advertised posts must compete fairly in the recruitment and selection process.
20. Kindly ensure compliance with the contents of this circular and communicate this important information to all educators.

**SIGNED:** BK SCHREUDER

**HEAD: EDUCATION**

**DATE:** 2019-06-17