University of Pretoria Yearbook 2016

PGCE Foundation Phase Teaching (09227011)

Duration of study	1 year
Total credits	120

Programme information

The PGCE consists of a university-based learning (UBL) component and a school-based learning (SBL) component. The UBL component is presented in the format of learning shops during which students construct a practice theory of and for education. For the purpose of the SBL component, students are placed in two partnerships schools with different compositions for 8 weeks each (a total of 16 weeks), during which they engage in education practice while they are supported and assessed by qualified mentor teachers and university lecturers.

The choices in compiling the package have to be approved by the package coordinator before registration.

Admission requirements

A bachelor's degree or appropriate DHET approved diploma and the successful completion of a SAQA accredited language course or first-year module for home language or beginner speakers of an Indigenous African language. Successful completion of computer, academic and information management or equivalent modules in a first degree or the equivalent of a SAQA accredited computer literacy course.

The MRTEQ policy (Gazette 34467) stipulates that the minimum admission requirement into a PGCE is an appropriate diploma or bachelor's degree. An appropriate diploma or degree should include sufficient disciplinary learning in appropriate academic fields to enable the development of teaching specialisation or/and subjects as specified for each school phase. The MRTEQ policy also clearly defines minimum entrance requirement guidelines in terms of sufficient subject knowledge per qualifier, some specialisations and DHET approved diplomas (the DHET will publish a list of approved diplomas for entry into an Advanced Diploma in Teaching). Furthermore, a student's choice in elective modules depends on the phase that a student qualifies for. In this regard the MRTEQ policy describes various factors that influence the range of teaching specialisations. These include:

- Specialised pedagogical content addressing the particular qualifier;
- Specialist requirements for the knowledge mix per qualifier;
- Minimum admission requirements;
- Approved teaching specialisations for Initial Teacher Education Qualifications;
- Approved basic competences of a beginner teacher.

Additional requirements

Foundation Phase Teaching:

English passed at First year level. Psychology and/or Education passed at second-year degree level. Any ONE official language passed at first-year degree level besides English. Preference will be given to candidates who passed with above average academic performance in their prior degree.

Other programme-specific information

Class attendance
The teacher education programmes of the Faculty of Education have been approved and accredited by the Department of Education. Due to the fact that the Faculty places high emphasis on the development of skills and competences, class attendance is compulsory for all student teachers for the full duration of the training period specified by SAQA (South African Qualification Authority).

Programme delivery
The PGCE consists of a university-based learning (UBL) component and a school-based learning (SBL) component. The UBL component is presented in the format of learning shops during which students construct a practice theory of and for education. For the purpose of the SBL component, students are placed in two partnership schools with different compositions for 6 weeks each (a total of 12 weeks), during which they engage in education practice while they are supported and assessed by qualified mentor teachers and university mentor lecturers.

Examinations and pass requirements

PPF 400 and PRO 410 are assessed through continuous and integrated assessment conducted on beginner teacher competence-based criteria. Assessment and feedback will be done continuously, as well as at the end of the first semester. At the end of the year students willbe required to demonstrate their professional growth through a portfolio.

Special examinations in the Faculty of Education
A final-year student, who has failed a maximum of three semester modules or their equivalent with a final mark of at least 40% in each, may be admitted by the Dean to a special examination in these modules during January of the following year, provided that this will enable the student to comply with all the requirements for the certificate.

Pass with distinction

The PGCE will be awarded with distinction to a student who obtained 75% in each of the Professional development (PPF 400), Facilitating learning (FCL 400) and the specialisation module(s), as well as an average of 75% in all the other modules.

General information

Computer literacy
The computer literacy of all students will be determined by a proficiency test. Students are placed in a specified computer literacy module according to their performance in the proficiency test.

Curriculum: Final year

Minimum credits: 139

Fundamental modules

First aid 454 (JNH 454) - Credits: 3.00
Foundations of education 401 (FOE 401) - Credits: 8.00
Global and social perspectives in education 401 (GPE 401) - Credits: 8.00

Core modules

Teaching Practice 410 (PRO 410) - Credits: 12.00
Teaching Practice 420 (PRO 420) - Credits: 12.00
Facilitating learning 401 (FCL 401) - Credits: 12.00
Information and communication technology 410 (ICT 410) - Credits: 6.00
Technology in teaching 401 (ICT 401) - Credits: 6.00
Learning theories and assessment in teaching 401 (LNT 401) - Credits: 18.00
Professional ethics and law in teaching 410 (PEL 410) - Credits: 6.00
Professional development 401 (PPF 401) - Credits: 8.00

Elective modules

Literacy 411 (ECD 411) - Credits: 8.00
Numeracy 412 (ECD 412) - Credits: 8.00
Life skills 413 (ECD 413) - Credits: 8.00
Foundation phase studies 404 (JFP 404) - Credits: 8.00
First Additional Language 414 (ECD 414) - Credits: 8.00

The information published here is subject to change and may be amended after the publication of this information. The General Regulations (G Regulations) apply to all faculties of the University of Pretoria. It is expected of students to familiarise themselves well with these regulations as well as with the information contained in the General Rules section. Ignorance concerning these regulations and rules will not be accepted as an excuse for any transgression.