



University of Pretoria Yearbook 2020

PGCE Intermediate Phase Teaching (09227021)

Minimum duration of study	1 year
Total credits	120
NQF level	07
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Programme information

Please note: no applications are considered for the Foundation Phase- and Intermediate Phase Teaching in PGCE. The Department of Higher Education and Training (DHET) has put a policy in place to specify a set of Minimum Requirements for Teacher Education Qualifications (MRTEQ) (Government Gazette no. 38487, 19 February 2015). The requirements for entry to the PGCE (Foundation Phase- and Intermediate Phase Teaching) have become so stringent that student numbers have declined to the extent that these specializations are not currently offered and will therefore not be available from 2017 until further notice.

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

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.
- Appropriate subjects passed at a first-year academic level (100) which corresponds with one or more relevant subjects at school level (see programme modules).



- English passed at First year level. Any ONE official language passed at first-year degree level besides English.
- Any Mathematics, Applied Mathematics, Statistics or Applied Statistics, Accountancy (or suitable course addressing the Foundations of Mathematics) at First year level to 6 credits minimum.

Additional requirements

Intermediate Phase Teaching:

Appropriate subjects passed at a first-year academic level (100) which corresponds with one or more relevant subjects at school level (see programme modules). English passed at First year level. Any ONE official language passed at first-year degree level besides English. Any Mathematics, Applied Mathematics, Statistics or Applied Statistics, Accountancy (or suitable course addressing the Foundations of Mathematics) at First year level to 6 credits minimum.

Other programme-specific information

Elective modules:

Choose two of the following eight learning areas in accordance with the admission requirements (relevant academic modules are indicated in brackets):

- IPH 416: Languages (Afrikaans, English)
- IPH 412: Mathematics (Mathematics, Applied mathematics, Statistics or any other related academic module)
- IPH 403: Art and culture (Art, Drama, Dance, Anthropology or any other related academic module)
- IPH 414: Social sciences (History, Geography, Sociology, Political science or any other related academic module)
- IPH 417: Natural sciences (Biology, Botany, Zoology, Chemistry, Physics, Physiology, Genetics, Microbiology, Biotechnology or any other related academic module)
- IPH 408: Technology (Any technology, technical or computer related academic module)
- IPH 409: Economic and management sciences (Economics, Business economics, Entrepreneurship, Business management, Accounting or any other related academic module)
- IPH 410: Life orientation (Psychology, Human movement studies, Recreation or any other related academic module)

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 will be 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

Foundations of education 401 (FOE 401) - Credits: 8.00

Global and social perspectives in education 401 (GPE 401) - Credits: 8.00

First aid 454 (JNH 454) - Credits: 3.00

Core modules

Facilitating learning 401 (FCL 401) - Credits: 12.00

Information and communication technology 410 (ICT 410) - Credits: 6.00

Learning theories and assessment in teaching 401 (LNT 401) - Credits: 18.00

Professional development 401 (PPF 401) - Credits: 8.00

Teaching Practice 410 (PRO 410) - Credits: 12.00

Teaching Practice 420 (PRO 420) - Credits: 12.00

Elective modules

Intermediate Phase Studies 400 (IPH 400) - Credits: 12.00

Life skills 411 (IPH 411) - Credits: 8.00

Mathematics 412 (IPH 412) - Credits: 8.00

Social Sciences 414 (IPH 414) - Credits: 8.00

Intermediate Phase Language teaching 416 (IPH 416) - Credits: 12.00

Natural Sciences and Technology 417 (IPH 417) - 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.