

# University of Pretoria Yearbook 2016

## PGCE Further Education and Training Teaching (09227041)

**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

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

#### Further Education and Training Phase Teaching:

Appropriate major subject at least at completed second-year level at NQF level 7. For complex subjects, the appropriate co-subject(s) must be completed to at least level 6 (see programme modules).

## Other programme-specific information

### Elective modules:

**Choose one of the following subject methodologies in accordance with the admission requirements (relevant academic modules are indicated in brackets)**

^The offering of these modules will depend on the number of student enrolments and the availability of staff to present the modules.

Accounting

Afrikaans

^African languages

Business studies (Business management, Entrepreneurship, Business administration)

Computer application technology

Consumer studies (Nutrition, Clothing)

Economics (Economics, Business economics)

English

Geography

History

Hospitality studies (Hotel and catering)

Information technology (Computer, Multimedia or related modules)

Life orientation (Psychology or related modules)

Life sciences (Biology, Zoology, Botany, Physiology, Genetics, Microbiology, Biotechnology or any other related academic module)

Mathematical literacy

Mathematics

^Physical science (Physics, Chemistry, Applied science or any other related academic module)

^Tourism

^Visual arts

^Music

^Dramatic arts

^Dance studies

### 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)

<b>Module credits</b>	8.00
<b>Prerequisites</b>	As per PGCE entrance requirements.
<b>Contact time</b>	4 tutorials per year, 24 lectures per year
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Humanities Education
<b>Period of presentation</b>	Semester 1

##### Module content

FOE 401 introduces the study of education and its foundations. Students are guided in the exploration of philosophers in education such as Rousseau, Pestalozzi, Montessori, Gandhi, Steiner, Dewey, Piaget, Vygotsky, Illich, Freire and Lakoff. A dissecting look at the historic and futuristic trends that impacts change in education.

#### Global and social perspectives in education 401 (GPE 401)

<b>Module credits</b>	8.00
<b>Prerequisites</b>	As per PGCE entrance requirements
<b>Contact time</b>	4 tutorials per year, 24 lectures per year
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Humanities Education
<b>Period of presentation</b>	Year

##### Module content

GPE 401 refers to knowledge of varied situations, contexts and environments of education as well as prevailing policy, political and organizational contexts. GPE 401 is driven by an agenda of social justice and service learning where students discuss dealing with future scenarios in education emerging from globalisation, world of work and other contextual streams. Students study and experience the contextual understanding of the human and sociological development impacting on education with particular reference to following an asset-based approach to managing a diverse, multicultural, multi-ethnic group of learners often contending with problematic home circumstances and under the threat of HIV/Aids.

#### Professional practice 471 (JFP 471)

<b>Module credits</b>	3.00
<b>Prerequisites</b>	No prerequisites
<b>Contact time</b>	2 four hour practicals for one week
<b>Language of tuition</b>	Both Afr and Eng

**Academic organisation** Humanities Education

**Period of presentation** Quarter 1

### Module content

Themes that prepare students for professional practice. School expectations. Ethics, professional appearance, assessment frameworks; record keeping; discipline. Role and organising of extra-curricular activities. Dealing with emergencies.

## Core modules

### Teaching Practice 410 (PRO 410)

**Module credits** 12.00

**Prerequisites** Acceptable academic performance in applicable specialization module.

**Contact time** 20 other contact sessions per week

**Language of tuition** Both Afr and Eng

**Academic organisation** Humanities Education

**Period of presentation** Quarter 2

### Module content

This is the first official full-time module where students fully engage in teaching within the professional school environment under the mentorship of an experienced teacher as well as an experienced mentor lecturer for a period of 6 weeks in the second term of the school year. The students need to take responsibility for individual and solo teaching in their respective specialization courses. The main focus is on general classroom practice, school administration, extra-mural activities and to act as responsible citizens within the school environment.

### Teaching Practice 420 (PRO 420)

**Module credits** 12.00

**Prerequisites** Acceptable academic performance in applicable specialization module.

**Contact time** 2 practicals per week, 20 other contact sessions per week

**Language of tuition** Both Afr and Eng

**Academic organisation** Humanities Education

**Period of presentation** Quarter 3

### Module content

This is the first official full-time module where students fully engage in teaching within the professional school environment under the mentorship of an experienced teacher as well as an experienced mentor lecturer for a period of 6 weeks in the third term of the school year. The students need to take responsibility for individual and solo teaching in their respective specialization courses. The main focus is on general classroom practice, school administration, extra-mural activities and to act as responsible citizens within the school environment.

### Conversational Competence: Sepedi 100 (CCI 100)

**Module credits** 12.00

**Contact time** 2 lectures per week

**Language of tuition** DMedium+isiNdebele, isiZulu,Se

**Academic organisation** African Languages

**Period of presentation** Semester 1

#### Module content

To endow prospective teachers, who has no knowledge of an African language, with a basic conversational competence in Northern Sotho (Sepedi). Successful completion of this module will enable teachers to effectively communicate - verbally and non-verbally - in a multilingual classroom.

### Conversational Competence: IsiZulu 100 (CCZ 100)

**Module credits** 12.00

**Contact time** 2 lectures per week

**Language of tuition** DMedium+isiNdebele, isiZulu,Se

**Academic organisation** African Languages

**Period of presentation** Semester 1

#### Module content

To endow prospective teachers, who have no knowledge of an African language, with a basic conversational competence in IsiZulu. Successful completion of this module will enable teachers to effectively communicate - verbally and non-verbally - in a multilingual classroom.

### Facilitating learning 401 (FCL 401)

**Module credits** 12.00

**Prerequisites** As per PGCE entrance requirements

**Contact time** 28 lectures per year, 26 tutorials per year

**Language of tuition** Both Afr and Eng

**Academic organisation** Humanities Education

**Period of presentation** Year

#### Module content

In FCL 401 students study the principles, practices and methods of teaching in a generic pedagogical sense. In particular general instructional knowledge is introduced using discursive resources to analyse practices across a variety of contexts, drawing from the latest textbooks, case studies (video and written based) and discussions.

### Information and communication technology 410 (ICT 410)

**Module credits** 6.00

**Prerequisites** As per PGCE entrance requirements and performance on the proficiency test.

**Contact time** 3 tutorials per year, 32 lectures per year

**Language of tuition** Both Afr and Eng

**Academic organisation** Science, Maths + Techno Ed

**Period of presentation** Year

### Module content

ICT 410 builds on the basic competency that AIM 101 produces and aims to further enhance students' information and communication technology literacy. The main focus of this module is on advancing technology skills in using information and communication technology for pedagogical, administrative and professional practices of pre-service teachers. This module aims to present ICT; as a cognitive and instructional tool in teaching and learning; as a tool to enhance administrative functioning and as a tool for professional development.

## Technology in teaching 401 (ICT 401)

**Module credits** 6.00

**Prerequisites** Admissions Test as prescribed by Department

**Contact time** 32 lectures per year, 3 tutorials per year

**Language of tuition** Both Afr and Eng

**Academic organisation** Science, Maths + Techno Ed

**Period of presentation** Year

### Module content

ICT 401 focuses on the specialised selection, utilisation and development of appropriate designs and levels of single purpose and multipurpose learning support and assessment using various technologies in teaching. The module makes use of specialised software in order to assist educators in designing learning materials in their field(s) of specialisation, finding information, exploring the Internet and using an electronic portfolio. As pre-requisite to this module students need to have demonstrated advanced technological skills that surpasses the outcomes of ICT 400.

## Learning theories and assessment in teaching 401 (LNT 401)

**Module credits** 18.00

**Prerequisites** As per PGCE entrance requirements

**Contact time** 10 tutorial per year, 54 lectures per year

**Language of tuition** Both Afr and Eng

**Academic organisation** Humanities Education

**Period of presentation** Year

## Module content

LNT 401 incorporates general pedagogical knowledge which includes knowledge of learners, learning, curriculum and general instructional and assessment strategies. This study focuses on different theories of learning. Students will be challenged to explore most recent research on learning style preferences and motivation, whole-brain learning and multiple intelligences and possible causes of poor and underachievement to enable them to cater for the diversity of learners. Theory and practice of teaching assessment. Recording and reporting of assessment. Self-assessment, peer assessment and formal assessment. Accommodations and alternative assessment of learners with a disability. Concepts, elements and skills of critical and creative thinking will be dealt with to create challenging and supportive learning environments.

## Professional ethics and law in teaching 410 (PEL 410)

<b>Module credits</b>	6.00
<b>Prerequisites</b>	As per PGCE entrance requirements.
<b>Contact time</b>	18 lectures per year, 3 tutorials per year
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Humanities Education
<b>Period of presentation</b>	Year

## Module content

PEL 410 deals with professional ethics and aims to develop a positive work ethic within beginner teachers. This module explores and reflects on human rights, environmental and democratic issues impacting on own practices. Critical analysis of education systems (education policy) and its impact on the micro level (in the classroom) in education. Knowledge of the elements of effective school management, systems of discipline and defining activities that promote an awareness of citizenship, human rights and the principles and values of the Constitution. Interpret educational legislation dealing with HIV/Aids, drugs and violence. Identifying and internalising ethical professional educator behaviour (professional ethics in teaching).

## Professional development 401 (PPF 401)

<b>Module credits</b>	8.00
<b>Prerequisites</b>	As per PGCE entrance requirements
<b>Contact time</b>	4 tutorials per year, 24 lectures per year
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Humanities Education
<b>Period of presentation</b>	Year



## Module content

This module is specifically designed to facilitate the integration of all content in the PGCE course. The principle objective of this module is to assist in your holistic development as a professional teacher. The purpose of this module is to introduce students to professional practice within the school context. Secondly, the aim is to facilitate assimilation and connection between knowledge and skills that have been obtained in the PGCE course as a whole. This is done in order for student-teachers to create a personalised and integrated professional practice theory. Through this development student-teachers then practice the skill of being reflective practitioners.

## Learning support education 402 (JLD 402)

<b>Module credits</b>	6.00
<b>Prerequisites</b>	As per PGCE entrance requirements.
<b>Contact time</b>	3 tutorials per year, 18 lectures per year
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Humanities Education
<b>Period of presentation</b>	Year

## Module content

To facilitate knowledge and understanding of inclusion and insight into the causes of barriers to learning. The module focuses on the basic identification of learning difficulties and elementary diagnostic assessment to determine the underlying causes thereof, as well as intervention strategies in order to successfully address learning barriers across phases using the School-based Support system and curriculum differentiation. The student will learn how to adapt the curriculum for learners experiencing problems (including learners with disabilities or special needs) and how to support these learners in building a positive self-esteem by providing opportunities for learning success and in doing so enabling the learners to believe in their own abilities.

## Elective modules

### Methodology of Design 400 (VDE 400)

<b>Module credits</b>	20.00
<b>Prerequisites</b>	As per PGCE entrance requirements.
<b>Contact time</b>	60 lectures per year, 12 tutorials per year
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Science, Maths + Techno Ed
<b>Period of presentation</b>	Year

## Module content

Design teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

## Methodology of Foreign Languages 400 (VFL 400)

<b>Module credits</b>	20.00
<b>Prerequisites</b>	No prerequisites.
<b>Contact time</b>	60 lectures per year, 12 tutorials per year
<b>Language of tuition</b>	Double Medium
<b>Academic organisation</b>	Humanities Education
<b>Period of presentation</b>	Year

### Module content

Foreign Language teaching is a unique specialization that offers the specific language at either home language, first additional language or second additional language entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

## Methodology of Music 410 (VMU 410)

<b>Module credits</b>	20.00
<b>Prerequisites</b>	As per PGCE entrance requirements.
<b>Contact time</b>	12 tutorials per year, 60 lectures per year
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Humanities Education
<b>Period of presentation</b>	Year

### Module content

Music teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

## Methodology of Mathematics 410 (VWS 410)

<b>Module credits</b>	20.00
<b>Prerequisites</b>	As per PGCE entrance requirements.
<b>Contact time</b>	12 tutorials per year, 60 lectures per year
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Science, Maths + Techno Ed
<b>Period of presentation</b>	Year

## Module content

Mathematics teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

## Methodology of Visual arts 410 (VVK 410)

<b>Module credits</b>	20.00
<b>Prerequisites</b>	As per PGCE entrance requirements.
<b>Contact time</b>	12 tutorials per year, 60 lectures per year
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Humanities Education
<b>Period of presentation</b>	Year

## Module content

Visual Arts teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

## Methodology of Mathematical literacy 410 (VWG 410)

<b>Module credits</b>	20.00
<b>Prerequisites</b>	As per PGCE entrance requirements.
<b>Contact time</b>	12 tutorials per year, 60 lectures per year
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Science, Maths + Techno Ed
<b>Period of presentation</b>	Year

## Module content

Mathematical Literacy teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

## Methodology of Tourism 410 (VTO 410)

<b>Module credits</b>	20.00
<b>Prerequisites</b>	As per PGCE entrance requirements.
<b>Contact time</b>	12 tutorials per year, 60 lectures per year

**Language of tuition** Both Afr and Eng

**Academic organisation** Humanities Education

**Period of presentation** Year

### Module content

Tourism teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

## Methodology of Accounting 410 (VRK 410)

**Module credits** 20.00

**Prerequisites** As per PGCE entrance requirements.

**Contact time** 12 tutorials per year, 60 lectures per year

**Language of tuition** Both Afr and Eng

**Academic organisation** Education Management + Policy

**Period of presentation** Year

### Module content

Accounting teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

## Methodology of Computer Application Technology 410 (VRG 410)

**Module credits** 20.00

**Prerequisites** As per PGCE entrance requirements.

**Contact time** 12 tutorials per year, 60 lectures per year

**Language of tuition** Both Afr and Eng

**Academic organisation** Science, Maths + Techno Ed

**Period of presentation** Year

### Module content

CAT teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

## Methodology of Physical Sciences 410 (VNS 410)

<b>Module credits</b>	20.00
<b>Prerequisites</b>	As per PGCE entrance requirements.
<b>Contact time</b>	12 tutorials per year, 60 lectures per year
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Science, Maths + Techno Ed
<b>Period of presentation</b>	Year

### Module content

Physical Sciences teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

## Research Project 400 (JNM 400)

<b>Module credits</b>	20.00
<b>Prerequisites</b>	As per PGCE entrance requirements.
<b>Contact time</b>	60 lectures per year, 12 tutorials per year
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Humanities Education
<b>Period of presentation</b>	Year

### Module content

Where one teaching specialization is taken at FET level, the 20 remaining credits from the specialist pedagogical learning component are utilised here towards advanced studies in the form of a mini-research project in the teaching specialization.

## Methodology of Afrikaans 410 (VAF 410)

<b>Module credits</b>	20.00
<b>Prerequisites</b>	As per PGCE admission requirements
<b>Contact time</b>	12 tutorials per year, 60 lectures per year
<b>Language of tuition</b>	Afrikaans
<b>Academic organisation</b>	Humanities Education
<b>Period of presentation</b>	Year



## Module content

Afrikaans Language teaching is a unique specialisation that offers the specific language at either home language, first additional language or second additional language entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

## Methodology of African languages 410 (VAT 410)

<b>Module credits</b>	20.00
<b>Prerequisites</b>	As per PGCE entrance requirements.
<b>Contact time</b>	12 tutorials per year, 60 lectures per year
<b>Language of tuition</b>	English and African languages
<b>Academic organisation</b>	Humanities Education
<b>Period of presentation</b>	Year

## Module content

African Language teaching is a unique specialization that offers the specific language at either home language, first additional language or second additional language entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

## Methodology of Business studies 410 (VBT 410)

<b>Module credits</b>	20.00
<b>Prerequisites</b>	As per PGCE entrance requirements.
<b>Contact time</b>	60 lectures per year, 12 tutorials per year
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Humanities Education
<b>Period of presentation</b>	Year

## Module content

Business Studies teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

## Methodology of dance studies 410 (VDD 410)

<b>Module credits</b>	20.00
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<b>Prerequisites</b>	As per PGCE entrance requirements.
<b>Contact time</b>	12 tutorials per year, 60 lectures per year
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Humanities Education
<b>Period of presentation</b>	Year

#### Module content

Dance Studies teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

### Methodology of Dramatic Arts 410 (VDU 410)

<b>Module credits</b>	20.00
<b>Prerequisites</b>	As per PGCE entrance requirements.
<b>Contact time</b>	60 lectures per year, 12 tutorials per year
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Humanities Education
<b>Period of presentation</b>	Year

#### Module content

Dramatic Arts teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

### Methodology of Engineering Graphics and Design 400 (VEG 400)

<b>Module credits</b>	20.00
<b>Prerequisites</b>	As per PGCE entrance requirements.
<b>Contact time</b>	60 lectures per year, 12 tutorials per year
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Science, Maths + Techno Ed
<b>Period of presentation</b>	Year

## Module content

EGD teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

### Methodology of Economics 410 (VEK 410)

<b>Module credits</b>	20.00
<b>Prerequisites</b>	As per PGCE entrance requirements.
<b>Contact time</b>	60 lectures per year, 12 tutorials per year
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Humanities Education
<b>Period of presentation</b>	Year

## Module content

Economics teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

### Methodology of English 410 (VES 410)

<b>Module credits</b>	20.00
<b>Prerequisites</b>	As per PGCE entrance requirements.
<b>Contact time</b>	60 lectures per year, 12 tutorials per year
<b>Language of tuition</b>	English
<b>Academic organisation</b>	Humanities Education
<b>Period of presentation</b>	Year

## Module content

English teaching is a unique specialization that offers the specific language at either home language, first additional language or second additional language entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

### Methodology of Geography 410 (VGG 410)

<b>Module credits</b>	20.00
<b>Prerequisites</b>	As per PGCE entrance requirements.





**Contact time** 12 tutorials per year, 60 lectures per year

**Language of tuition** Both Afr and Eng

**Academic organisation** Humanities Education

**Period of presentation** Year

### Module content

Geography teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

## Methodology of History 410 (VGS 410)

**Module credits** 20.00

**Prerequisites** As per PGCE entrance requirements.

**Contact time** 12 tutorials per year, 60 lectures per year

**Language of tuition** Both Afr and Eng

**Academic organisation** Humanities Education

**Period of presentation** Year

### Module content

History teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

## Methodology of Hospitality Studies 410 (VHS 410)

**Module credits** 20.00

**Prerequisites** As per PGCE entrance requirements.

**Contact time** 60 lectures per year, 12 tutorials per year

**Language of tuition** Both Afr and Eng

**Academic organisation** Humanities Education

**Period of presentation** Year

### Module content

Hospitality studies teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

## Methodology of Consumer Studies 410 (VHT 410)

<b>Module credits</b>	20.00
<b>Prerequisites</b>	As per PGCE entrance requirements.
<b>Contact time</b>	60 lectures per year, 12 tutorials per year
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Humanities Education
<b>Period of presentation</b>	Year

### Module content

Consumer Studies teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

## Methodology of Information Technology 410 (VIG 410)

<b>Module credits</b>	20.00
<b>Prerequisites</b>	As per PGCE entrance requirements.
<b>Contact time</b>	60 lectures per year, 12 tutorials per year
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Humanities Education
<b>Period of presentation</b>	Year

### Module content

Information technology teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

## Methodology of Life Orientation 410 (VLT 410)

<b>Module credits</b>	20.00
<b>Prerequisites</b>	As per PGCE entrance requirements.
<b>Contact time</b>	12 tutorials per year, 60 lectures per year
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Humanities Education
<b>Period of presentation</b>	Year

## Module content

Life Orientation teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

## Methodology of Life sciences 410 (VLW 410)

<b>Module credits</b>	20.00
<b>Prerequisites</b>	As per PGCE entrance requirements.
<b>Contact time</b>	60 lectures per year, 12 tutorials per year
<b>Language of tuition</b>	Both Afr and Eng
<b>Academic organisation</b>	Science, Maths + Techno Ed
<b>Period of presentation</b>	Year

## Module content

Life Sciences teaching entails a thorough overview of the learning content with specific focus on practical application as prescribed by the CAPS and the National Curriculum Statement documents. Student-teachers must develop sound teaching practice skills (micro-teaching), curriculum differentiation, content and teaching plans (CAPS) and appropriate informal, formal assessment of content as well as recording, reporting and moderation of assessment.

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.