



University of Pretoria Yearbook 2020

PGCE Further Education and Training Teaching (09227041)

Minimum duration of study 1 year

Total credits 120

NQF level 07

Contact Dr S Coetzee sonja.coetzee@up.ac.za +27 (0)124205555

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

- An appropriate Bachelor's degree or accredited and approved Diploma is required, with particular requirements as stipulated below:
- Option A: One degree module passed at a third-year academic level (300) which corresponds with a relevant school subject (check programme modules) and a research project for students who do not qualify for a 2nd teaching specialisation;
- Option B: Two degree modules passed at a third-year academic level (300) which corresponds with a relevant school subject.

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: 151

All "Fundamental" and "Core" modules must be selected together with two FET Phase (V##) modules as "Elective" modules. JNM 400 (Research Project) is only compulsory for students who do not qualify for a second FET Phase (V##) module. Only select one of the "Conversational Competence" modules (CCW, CCI or CCZ 100). An exemption exam can be written.

Elective modules: Choose one of the following subject methodologies in accordance with the admission requirements.

Fundamental modules

Foundations of education 401 (FOE 401)

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.

Module credits 8.00

Prerequisites As per PGCE entrance requirements.

Contact time 24 lectures per year, 4 tutorials per year

Language of tuition Module is presented in English

Department Humanities Education

Period of presentation Year

Global and social perspectives in education 401 (GPE 401)

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.

Module credits 8.00

Prerequisites As per PGCE entrance requirements

Contact time 24 lectures per year, 4 tutorials per year

Language of tuition Module is presented in English

Department Humanities Education

Period of presentation Year



Core modules

Conversational Competence: Sepedi 100 (CCI 100)

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.

| | |
|-------------------------------|---|
| Module credits | 12.00 |
| Prerequisites | No prerequisites. |
| Contact time | 2 lectures per week |
| Language of tuition | Module is presented in English and Sepedi |
| Department | African Languages |
| Period of presentation | Semester 1 |

Conversational Competence: Setswana 100 (CCW 100)

Module content:

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

| | |
|-------------------------------|---|
| Module credits | 12.00 |
| Prerequisites | No prerequisites. |
| Contact time | 2 lectures per week |
| Language of tuition | Module is presented in English and Setswana |
| Department | African Languages |
| Period of presentation | Semester 1 |

Conversational Competence: IsiZulu 100 (CCZ 100)

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.

| | |
|----------------------------|--|
| Module credits | 12.00 |
| Prerequisites | No prerequisites. |
| Contact time | 2 lectures per week |
| Language of tuition | Module is presented in English and isiZulu |



Department African Languages

Period of presentation Semester 1

Facilitating learning 401 (FCL 401)

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.

Module credits 12.00

Prerequisites As per PGCE entrance requirements

Contact time 26 tutorials per year, 28 lectures per year

Language of tuition Module is presented in English

Department Humanities Education

Period of presentation Year

Information and communication technology 410 (ICT 410)

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.

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 Module is presented in English

Department Science Mathematics and Technology Education

Period of presentation Year

Learning support education 402 (JLD 402)

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.

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|-------------------------------|--|
| Module credits | 6.00 |
| Prerequisites | As per PGCE entrance requirements. |
| Contact time | 18 lectures per year, 3 tutorials per year |
| Language of tuition | Module is presented in English |
| Department | Educational Psychology |
| Period of presentation | Year |

Learning theories and assessment in teaching 401 (LNT 401)

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.

| | |
|-------------------------------|--|
| Module credits | 18.00 |
| Prerequisites | As per PGCE entrance requirements |
| Contact time | 10 tutorial per year, 54 lectures per year |
| Language of tuition | Module is presented in English |
| Department | Humanities Education |
| Period of presentation | Year |

Professional ethics and law in teaching 410 (PEL 410)

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).

| | |
|-----------------------|------|
| Module credits | 6.00 |
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| | |
|-------------------------------|--|
| Prerequisites | As per PGCE entrance requirements. |
| Contact time | 18 lectures per year, 3 tutorials per year |
| Language of tuition | Module is presented in English |
| Department | Education Management and Policy Studies |
| Period of presentation | Year |

Professional development 401 (PPF 401)

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.

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|-------------------------------|--|
| Module credits | 8.00 |
| Prerequisites | As per PGCE entrance requirements |
| Contact time | 24 lectures per year, 4 tutorials per year |
| Language of tuition | Module is presented in English |
| Department | Humanities Education |
| Period of presentation | Year |

Teaching Practice 410 (PRO 410)

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.

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|-------------------------------|--|
| Module credits | 12.00 |
| Prerequisites | Acceptable academic performance in applicable specialization module. |
| Contact time | 20 other contact sessions per week |
| Language of tuition | Separate classes for Afrikaans and English |
| Department | Humanities Education |
| Period of presentation | Quarter 2 |



Teaching Practice 420 (PRO 420)

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.

| | |
|-------------------------------|--|
| 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 | Separate classes for Afrikaans and English |
| Department | Humanities Education |
| Period of presentation | Quarter 3 |

Elective modules

Research Project 400 (JNM 400)

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.

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|-------------------------------|---|
| Module credits | 20.00 |
| Prerequisites | As per PGCE entrance requirements. |
| Contact time | 12 tutorials per year, 60 lectures per year |
| Language of tuition | Module is presented in English |
| Department | Humanities Education |
| Period of presentation | Year |

Methodology of Afrikaans 410 (VAF 410)

Module content:

Afrikaans 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.

| | |
|-----------------------|-------|
| Module credits | 20.00 |
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| Prerequisites | Proven competence as prescribed by the Department. |
| Contact time | 12 tutorials per year, 60 lectures per year |
| Language of tuition | Module is presented in Afrikaans |
| Department | Humanities Education |
| Period of presentation | Year |

Methodology of African languages 410 (VAT 410)

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.

Module credits 20.00

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|-------------------------------|--|
| Prerequisites | Proven competence as prescribed by the Department. |
| Contact time | 12 tutorials per year, 60 lectures per year |
| Language of tuition | Module presented in English and African Language |
| Department | Humanities Education |
| Period of presentation | Year |

Methodology of Business studies 410 (VBT 410)

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.

Module credits 20.00

| | |
|-------------------------------|---|
| Prerequisites | As per PGCE entrance requirements. |
| Contact time | 12 tutorials per year, 60 lectures per year |
| Language of tuition | Module is presented in English |
| Department | Education Management and Policy Studies |
| Period of presentation | Year |



Methodology of dance studies 410 (VDD 410)

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.

| | |
|-------------------------------|---|
| Module credits | 20.00 |
| Prerequisites | As per PGCE entrance requirements. |
| Contact time | 12 tutorials per year, 60 lectures per year |
| Language of tuition | Module is presented in English |
| Department | Humanities Education |
| Period of presentation | Year |

Methodology of Dramatic Arts 410 (VDU 410)

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.

| | |
|-------------------------------|---|
| Module credits | 20.00 |
| Prerequisites | As per PGCE entrance requirements. |
| Contact time | 12 tutorials per year, 60 lectures per year |
| Language of tuition | Module is presented in English |
| Department | Humanities Education |
| Period of presentation | Year |

Methodology of Economics 410 (VEK 410)

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.

| | |
|-----------------------|------------------------------------|
| Module credits | 20.00 |
| Prerequisites | As per PGCE entrance requirements. |



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| Contact time | 12 tutorials per year, 60 lectures per year |
| Language of tuition | Module is presented in English |
| Department | Education Management and Policy Studies |
| Period of presentation | Year |

Methodology of English 410 (VES 410)

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.

| | |
|-------------------------------|--|
| Module credits | 20.00 |
| Prerequisites | Proven competence as prescribed by the Department. |
| Contact time | 12 tutorials per year, 60 lectures per year |
| Language of tuition | Module is presented in English |
| Department | Humanities Education |
| Period of presentation | Year |

Methodology of Foreign Languages 400 (VFL 400)

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.

| | |
|-------------------------------|--|
| Module credits | 20.00 |
| Prerequisites | Proven competence as prescribed by the Department. |
| Contact time | 12 tutorials per year, 60 lectures per year |
| Language of tuition | Afrikaans and English are used in one class |
| Department | Humanities Education |
| Period of presentation | Year |



Methodology of Geography 410 (VGG 410)

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.

| | |
|-------------------------------|---|
| Module credits | 20.00 |
| Prerequisites | As per PGCE entrance requirements. |
| Contact time | 12 tutorials per year, 60 lectures per year |
| Language of tuition | Module is presented in English |
| Department | Humanities Education |
| Period of presentation | Year |

Methodology of History 410 (VGS 410)

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.

| | |
|-------------------------------|---|
| Module credits | 20.00 |
| Prerequisites | As per PGCE entrance requirements. |
| Contact time | 12 tutorials per year, 60 lectures per year |
| Language of tuition | Module is presented in English |
| Department | Humanities Education |
| Period of presentation | Year |

Methodology of Hospitality Studies 410 (VHS 410)

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.

| | |
|-----------------------|------------------------------------|
| Module credits | 20.00 |
| Prerequisites | As per PGCE entrance requirements. |



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|-------------------------------|---|
| Contact time | 12 tutorials per year, 60 lectures per year |
| Language of tuition | Module is presented in English |
| Department | Humanities Education |
| Period of presentation | Year |

Methodology of Consumer Studies 410 (VHT 410)

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.

| | |
|-------------------------------|---|
| Module credits | 20.00 |
| Prerequisites | As per PGCE entrance requirements. |
| Contact time | 12 tutorials per year, 60 lectures per year |
| Language of tuition | Module is presented in English |
| Department | Humanities Education |
| Period of presentation | Year |

Methodology of Life orientation 410 (VLT 410)

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.

| | |
|-------------------------------|---|
| Module credits | 20.00 |
| Prerequisites | As per PGCE entrance requirements. |
| Contact time | 12 tutorials per year, 60 lectures per year |
| Language of tuition | Module is presented in English |
| Department | Humanities Education |
| Period of presentation | Year |

Methodology of Life sciences 410 (VLW 410)

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.

| | |
|-------------------------------|--|
| Module credits | 20.00 |
| Prerequisites | As per PGCE entrance requirements. |
| Contact time | 12 tutorials per year, 60 lectures per year |
| Language of tuition | Module is presented in English |
| Department | Science Mathematics and Technology Education |
| Period of presentation | Year |

Methodology of Music 410 (VMU 410)

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.

| | |
|-------------------------------|---|
| Module credits | 20.00 |
| Prerequisites | As per PGCE entrance requirements. |
| Contact time | 12 tutorials per year, 60 lectures per year |
| Language of tuition | Module is presented in English |
| Department | Humanities Education |
| Period of presentation | Year |

Methodology of Physical Sciences 410 (VNS 410)

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.

| | |
|-----------------------|---|
| Module credits | 20.00 |
| Prerequisites | As per PGCE entrance requirements. |
| Contact time | 12 tutorials per year, 60 lectures per year |



| | |
|-------------------------------|--|
| Language of tuition | Module is presented in English |
| Department | Science Mathematics and Technology Education |
| Period of presentation | Year |

Methodology of Accounting 410 (VRK 410)

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.

| | |
|-------------------------------|---|
| Module credits | 20.00 |
| Prerequisites | As per PGCE entrance requirements. |
| Contact time | 12 tutorials per year, 60 lectures per year |
| Language of tuition | Module is presented in English |
| Department | Education Management and Policy Studies |
| Period of presentation | Year |

Methodology of Tourism 410 (VTO 410)

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.

| | |
|-------------------------------|---|
| Module credits | 20.00 |
| Prerequisites | As per PGCE entrance requirements. |
| Contact time | 12 tutorials per year, 60 lectures per year |
| Language of tuition | Module is presented in English |
| Department | Education Management and Policy Studies |
| Period of presentation | Year |

Methodology of Visual arts 410 (VVK 410)

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.

| | |
|-------------------------------|---|
| Module credits | 20.00 |
| Prerequisites | As per PGCE entrance requirements. |
| Contact time | 12 tutorials per year, 60 lectures per year |
| Language of tuition | Module is presented in English |
| Department | Humanities Education |
| Period of presentation | Year |

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 each student to familiarise himself or herself 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.