CALENDAR 2013

FACULTY OF EDUCATION
SCHOOL FOR CONTINUING
EDUCATION
ACE & NPDE:

Mafikeng Campus

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PLEASE MENTION YOUR UNIVERSITY NUMBER IN ALL CORRESPONDENCE.

The General Academic Rules of the University, to which all students have to subject themselves and which apply to all the qualifications offered by the University, appear in a separate publication and are available on the web page at: http://www.nwu.ac.za

Please note: Although the information in this Calendar has been compiled with the utmost care and accuracy, the Council and the Senate of the University accept no responsibility whatsoever for errors that may occur. Before students finally decide on the selection of modules, they must consult the class timetable. If a clash occurs in the planned selection of a student, the relevant module combination is not permitted.

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Office Bearers

DEAN
Prof D.H. Gericke

DIRECTORS

School of Postgraduate Studies
  Vacant
School of Undergraduate Studies
  Vacant
School for Continuing Education
Prof A. Ouduaran

Faculty Council
1.   **DIRECTORS**
    • School of Postgraduate Studies(SPS)
    • School of Undergraduate Studies (SUS)
    • School of Continuing Education (SCE)
2.   **Faculty Representatives on Campus Senate**
3.   **Faculty Representatives on Institutional Senate**
4.   **Programme Co-ordinators**
    • B.Ed
    • PGCE
    • B.Ed Hons
    • MEd & PhD
    • ACE
    • NPDE
5.   **Professors and Associated Professors**
6.   **Student representatives**
7.   **Administrative Manager (ex-officio) (Minute keeper)**

M.1   FACULTY RULES

M.1.1   AUTHORITY OF THE GENERAL RULES

The faculty rules valid for the different qualifications, programmes and curricula of this faculty and contained in this faculty calendar are subject to the General Rules of the University, as determined from time to time by the Council of the University on recommendation by the Senate. The faculty rules should therefore be read in conjunction with the General Rules.

M.1.1.1   NEW POLICY ON THE MINIMUM REQUIREMENTS FOR TEACHER EDUCATION QUALIFICATIONS

It is of utmost importance for past, present and future students in Education to note that the Department of Higher Education and Training, issued through Government Notice No 583 of 15 July 2011 in terms of Section 8(2)(c) of the National Qualifications Framework Act, 2008 (Act 67 of 2008), a new policy on the minimum requirements for teacher education qualifications. This policy aligns qualifications for teacher education with the Higher Education Qualifications Framework, 2007, and it replaced the Norms and Standards for Educators in Schooling, 2000, in its entirety.

For your convenience, the following table sets out the current NQF levels and the new NQF (HEQF) levels of the present and the future (new or re-designed) qualifications in Education:

	CURRENT NQF LEVELS	**CURRENT QUALIFICA-TIONS**	**NEW NQF (HEQF) LEVELS**	**NEW QUALIFICA-TIONS**
1	8b	PhD	10	PhD
2	8a	MEd	9	MEd
3	7	Hons BEd	8	Hons BEd
4	New	New	8	PGDE
5	6	BEd	7	BEd
6	6	PGCE	7	ADT
7	New	New	7	ADE
8	New	New	6	ACT
9	6	ACE	To be phased out	To be phased out
10	6	NPDE	To be phased out	To be phased out

For each of the above qualification types there are specialisations in terms of minimum admission requirements, minimum total credits, NQF (HEQF) levels, prescribed credit values at various NQF (HEQF) levels, its purpose and characteristics, and progression possibilities [Note that all the curricula of the present qualifications as reflected in above table will be updated to fulfil the requirements of the new NQF (HEQF) levels].

The traditional qualifications BEd, Hons BEd, MEd and PhD and the ADTC (previously PGCE) will still be offered. The new qualifications Postgraduate Diploma in Education (PGDE) and the Advanced Diploma in Education (ADE) will only be considered on the PQM after an in-depth needs analysis in 2013 to establish if it will be sustainable and viable programmes in the future. The Advanced Certificate Teaching (ACT) is not considered as a future programme in the near future. The present programmes Advanced Certificate Education (ACE) and the National Professional Diploma Education (NPDE) will be phased out from 2014.

Regarding the PGDE, ADE and ACT it is important to ascertain yourself of the roles of theses qualifications in the future. The PGDE will offer specialisation further in the new role to support teaching and learning as well as in the new learning specialisation phase or subject development. It is on the same level as the Hons BEd but a sustained research project may not be required; holders of the PGDE may be required to undertake additional modules of at least 30 credits to obtain admission to the MEd. The ADE is aimed for further specialisation in the new specialisation phase or subject developed previously in the ACT as well as in the new role to support teaching and learning. It is a pre-requirement to enrol for the PGDE. The ACT is aimed on developing a new teaching specialisation phase or subject. It is a pre-requirement for enrolment for the ADE.

It is the responsibility of every person who is studying education or is planning to study it at this faculty, to ascertain himself/herself of the terms of Government Notice No 583 of 15 July 2011.

M.1.2   FACULTY SPECIFIC POLICY & RULES

M.1.2.1   Teaching policy:

The teaching policy of the Faculty of Education is aligned with the vision and mission of the North-West University and the Faculty of Education. The policy determines the following aspects that bear on teaching in the Faculty:

- Effective teaching

- Education, teaching, and training

- Medium of instruction

- Teaching based on religiously-grounded values

- Quality assurance

- Support of staff

- Modes of delivery

- Assessment

- Technology and teaching

M.1.2.2   **Research policy**

The post-graduate activities in the Post Graduate School (SPS) are in accordance with both the mission of the North-West University and the strategic management plan of the Faculty of Education. The objectives of research done in the SPS are:

a) Exploiting new knowledge in the education areas that are the focus of research in the SPS;

b) Interpreting, systematising and utilising in practice existing knowledge in view of the education task;

c) Investigating teaching methods typical of a subject;

d) Evaluating existing theories and methods, developing new theories and developing new methods;

e) Exploiting existing and new sources of knowledge in order to be of service to the community;

f) Investigating all those activities enabling more effective education, such as activities concerning education administration, law and systems.

M.1.3   WARNING AGAINST PLAGIARISM

Assignments are individual tasks and not group activities (unless explicitly indicated as group activities). For further details see: http://www.nwu.ac.za

M.1.4   CAPACITY STIPULATION

Please take cognizance of the fact that, owing to specific capacity constraints, the University reserves the right to select candidates for admission to certain fields of study. This means that prospective students who comply with the minimum requirements may not necessarily be admitted to the relevant courses.

M.1.5   SCHOOLS OF THE FACULTY

School
School of Postgraduate Studies (SPS)
School for Undergraduate Studies (SUS)
School for Continuing Education (SCE)

M.1.6   QUALIFICATIONS, DIRECTIONS AND PROGRAMMES

In the Faculty of Education different qualifications can be obtained. A certain qualification is presented in one or more schools and in every school there is one or more programmes, of which each has a fixed curriculum. A potential learner must, therefore, initially decide which qualification he or she wishes to obtain. After a learner has decided which qualification he/she wishes to obtain, a direction of study must be chosen, after which he/she must make a selection from the different programmes presented in that direction.

M.1.7   RECOGNITION OF PRIOR LEARNING

a) The North-West University accepts the principle underlying outcomes-based, source-based and lifelong learning, in which considerations of articulation and mobility play a significant role, and subscribes to the view that recognition of prior learning, whether it has been acquired by formal education programmes at this or other institutions, or informally (by experience), is an indispensable element in deciding on admission to and awarding credits in an explicitly chosen teaching-learning programme of the university.

b) The recognition of prior learning concerns the provable knowledge and learning that an applicant has acquired, whether by having completed formal education programmes, or by experience. At all times the question will be what the level of skills are, and skills will be judged in the context of the exit level skills required for the intended teaching-learning programme or modules in the programme, of the status for which the applicant applies, and not merely by virtue of the experience recorded by the applicant. Recognition of prior learning will therefore take place in terms of applied competencies demonstrated by the applicant in his/her application, taking into consideration the exit level outcomes that have to be obtained by means of the selected teaching-learning programme.

c) The North-West University accepts that recognition of prior learning must take place within the normal existing policy on the admission of potential and existing learners – whether from this or another institution – with regard to awarding credits in a valid, trustworthy and fair way.

d) For processing an application for recognition of prior learning a non-refundable administrative fee determined by the university from time to time is payable.

M.1.8   IN-SERVICE AND FURTHER TRAINING PROGRAMMES

Qualification	Programme and Code	Curriculum and Code	Method of Delivery	NQF level
Advanced Certificate In Education (ACE)	Mathematics/Science Education 423 115 *(Not Offered in 2012)*	Mathematics/ Science Education O502M	Part-time	6
	Project Management 423 140	Project Management O504M	Part-time	6
	Mathematical Literacy 423 129	Mathematical Literacy O444P/V/M	(Bursary) Part time	6
	Learner Support: 423 130	Learner Support O430P/V/M	Part-time	6
	English Education 423 122	English Education O433M	(Bursary) Part-time	6
	Life Orientation 423 129	Life Orientation O447M	(Bursary) Part-time	6
	Technology Education: 423 136	Technology Education O426P/M	Full-time, part-time and bursary	6
	Curriculum and Professional Development: 423 137 *(No New intake for 2012)*	Curriculum and Professional Development: O429P/M	(Bursary Provincial)	6
	School Management & Leadership: 423 138	School Management & Leadership: O432P/M	(Bursary Education) Part-time	6
	Foundation Phase (Grades R-3): 469 100	Foundation Phase (Grades R-3): O100P/M/V	Part-time Bursary Provincial	5
National Professional Diploma in Education (NPDE) *(No new intake from 2011)*	Intermediate & Senior Phase (Grades 4-9): 469 101	Intermediate & Senior Phase (Grades 4-9): O101P/M/V	Part-time Bursary Provincial	5
	Senior & Further Education and Training Phase (Grades 7-12): 469 102	Senior & Further Education and Training Phase (Grades 7-12): O102P/M/V		5

M.2   RULES FOR THE ADVANCED CERTIFICATE IN EDUCATION (ACE)

M.2.1   Purpose

The purposes of the certificate are:

a) equipping learners with an advanced and specialised competency in a specific school subject/learning area/discipline or school phase;

b) providing retraining for educators in a different school subject or specialising in a different educational role (e.g. the role of manager of education);

c) providing an advanced educational qualification as a finishing touch to initial training or a general educational qualification; and

d) equipping learners for further studies at NQF level 7;

e) The offering of the ACE qualification is in a process to be phased out as a further teacher's qualification in terms of Government Notice No 583 of 15 July 2011 (See: Policy on the minimum requirements for Teachers Education Qualifications). The phasing-out of the ACE will start in 2014.

M.2.1.1   Articulation

• To allow ACE-qualified teachers a qualification pathway to embark on an education planning, research or policy development career trajectory or to embark on a management and leadership career trajectory, qualified teachers holding an ACE (NQF level 6), may apply in the future for assessment of prior learning to gain midway entry into the new BEd (NQF level 7) programmes, cognate with the original specialisation. This recognition or exemption may be for no more than half the credits, preferably regarding the modules in the junior year levels of the BEd (A.3.3.2.1 and A.3.3.2.2).

Admission requirements into the new BEd will be in accordance with rule M.3.1.1 of the 2013 Calendar for SUS.

• To allow ACE-qualified teachers a qualification pathway to maintain a teaching and learning career trajectory, qualified teachers holding an ACE (NQF level 6), may apply in the future for assessment to gain entry into the new Advanced Diploma Education (ADE), if in a cognate area or extended role. (**Note: this kind of enrolment will only be permitted for an interim period to be determined by the Ministry of Higher Education and Training and only if this new qualification is available in the future on the PQM of the Mafikeng Campus**. After the interim period students have first to pass the ACT to obtain entry to the ADE, a qualification that will not be offered in the near future in the faculty).

• For a detailed description of the new policy on the minimum requirements for teacher qualifications, see also M.1.1.1.

M.2.2   **Duration study**

a) The minimum duration of the studies is one (1) year, unless stated otherwise, or the time required acquiring 128 credits. The maximum duration of the studies is a period of two years for an ACE specialisation which is offered over one year.

b) The maximum duration for the ACE specialisations which run over two years, is three years. (A.1.5.8 – A.2.6)

M.2.3   **Admission requirements**

To be admitted to the Advanced Certificate in Education the student must be in possession of at least an approved after school teaching qualification of three years, evaluated at REQV 13 (M+3) level.

M.2.4   **Specific requirements**

M.2.4.1   **Pass requirements**

With the exception of a few Programmes, the following are valid:

a) The sub minimum for all modules in which examinations are taken is 40% (A.3.3.3).

b) The requirement for passing a module in which examinations are taken is a module mark of 50% (A.3.3.3).

c) Passing all the separate modules, of which the Programme is compiled, as indicated in A.3.3.3, passes a Programme.

M.2.4.2   **Termination of studies**

The studies of a student can be terminated in terms of A.3.4.8 if the learner exceeds the maximum duration of the study period.

M.2.4.3   **Repetition of modules**

According to A.3.4.5 the following rules are valid:

a) Within the maximum study period of two (2) years a student may once repeat modules not exceeding 25% of the total Programme.

b) A student repeating modules must register again for these modules and obtain participation marks or fulfil other requirements as determined by the school director in order to be granted admission to examinations in these modules.

c) If a student that repeats modules does not pass those specific modules in the next examination period, the student must again put in an application to the faculty council concerned.

M.2.4.4   **Proof of Participation**

a) For every teaching-learning activity (assignments, exercises, etc.) executed marks are allocated by means of formative assessment in a module.

b) A student's proof of participation is the average of these marks and can be compiled of marks assigned for theoretical work and for practical work if applicable.

M.2.4.5   **Module mark**

In calculating the module mark the participation mark carries a weight of 50% and the examination a weight of 50%.

M.2.4.6   **Admission to examinations**

Admission to examinations in any module in which examinations are taken takes place by obtaining a proof of participation from the school director after the student has given proof that the teaching-learning activities have been executed according to the programme prescriptions.

M.2.4.7   **Number of examination opportunities**

Students can write any module during the first or second semester examination. Examination opportunities will be communicated to students through the relevant Information Booklet and examination letter.

Students may use one *or* both examination opportunities in terms of A.3.4.4. When using both opportunities, the mark obtained during the *second* examination will determine the examination mark. Students who write the exam during the second opportunity have to pay a fee per module.

M.2.5   List of modules

Module code	Descriptive Name	Pre-requi-sites	Cr
Advanced Certificate in Education			
EDFM 514	Managing Human Rights Learning Environment	none	12
EDFM 527	Governance and School Community Relations	none	12
EDFM 521	Education law and Human Right Education	none	12
EDPM 571	Research Project Environment Education	none	24
EDFM 511	Life Skills for Educators	none	12
EDFM 515	Approaches to councelling and vocational development	none	12
EDFM 516	Introduction to Educational Psychology	none	12
EDFM 517	Critical Issues in Educational Society	none	12
EDFM 518	Personality Theories	none	12
EDFM 513	Theories on values, ethics and human rights	none	12
EDFM 522	Principles and practices of inclusive Education	none	12
EDFM 526	Curriculum Design, Instructional Strategies and practices for diversity.	none	12
EDFM 527	Councelling of school children	none	12
EDFM 525	Educational Guidance Services: Vocational and Social	none	12
EDFM 528	Test in School Councelling	none	12
EDFM 571	Fieldwork in Guidance and Councelling	none	24
EDSM 511	Professional Growth and Development (EDS 651)	none	12
EDSM 522	Human Relations and School Development (EDS 652)	none	12
EDSM 523	Administration of and Participation in Extra-curricular and Co-curricular Activities (EDS 653)	none	6
EDSM 524	School and Personnel Management (ED654)	none	6
EDSM 525	Decision-making and Accountability (EDS 655)	none	12
EDSM 526	Leadership, Communication and Service (EDS 656)	none	12
EDSM 527	Education Management Development (EDS 657)	none	12
EDTM 511	Creation of Positive Learning Environment (EDT 651)	none	12
EDTM 512	Knowledge of Curriculum and Learning Programmes (EDT 652)	none	12
EDTM 513	Curriculum & the Administration of Resources & Records (EDT 653)	none	6
EDTM 514	Lesson Planning, Preparation and Presentation (EDT 654)	none	6
EDTM 515	Assessment and Learner Achievement (EDT 655)	none	12
EUCE 511	End User Computing for Educators	none	8
EDIM 511	Familiarity with Technology Education	none	12
EDIM 512	Resource and Technology	none	12
EDIM 513	Materials, Graphics and Technology	none	12
EDIM 524	Technology, People and Society	none	12
EDIM 525	Energy and Technology	none	12
EDIM 526	Teaching and Learning Strategies for Technology Education	none	24

Module code	Descriptive Name	Pre-requisites	Cr
EDIM 571	Guided Field Project – Technology Education	none	24
SEDM 511	An Introduction to the principles of learning Mathematics/ Natural Sciences.	none	12
SEDM 512	Teaching and Learning strategies for Mathematics/ Natural Sciences	none	12
SEDM 524	Computers in Mathematics/Natural Sciences Teaching/ Learning	none	12
SEDM 516 / 526	Content Speciality (Mathematics/Natural Science)	none	12
SEDM 571	Practical School-Based Project	none	24
EDSM 516	Creating of a positive learning environment	none	12
EDFM 571	Introduction to research methods and report writing	none	12
EDPM 521	Education Law and Human Rights	none	12
EDDM 511	Basic Classroom Research	none	12
EDDM 513	Project Design and Planning 1	none	16
EDDM 522	Project implementation: Strategies and problems	none	24
EDDM 514	Project management 1	none	12
EDDM 523	Project Evaluation	none	12
EDDM 524	Leadership in Project Management	none	12
EDDM 571	Guided Field Project	none	24
MLED 571	Mathematics: Elementary	none	32
MLED 572	Didactics of mathematical Literacy	none	32
MLED 573	Mathematics: Applications	none	32
MLED 574	Mathematical Literacy in context	none	32
ORAK 511	Education Law, Systems and Management A	none	8
ORAK 521	Education Law, Systems and Management B	none	8
ORLK 511	Teaching and Learning A	none	8
ORLK 521	Teaching and Learning B	none	8
PCDG 572	Manage Policy, Planning, School Development and Governance	none	20
PCLM 521	Understanding school leadership and management in the South African context	none	10
PCMP 571	Lead and manage People	none	20
PCPO 522	Portfolio to Demonstrate School Management and Leadership	none	10
PCSR 571	Manage organisational systems, physical and financial resources	none	20
PCTL 572	Manage Teaching and Learning	none	20
PEPA 512	Plan and Conduct Assessment	none	15
PFCL 521	Basic Computer Literacy in School Management	none	4
PFLS 511	Language Skills in School Management and Leadership	none	6

M.2.6   **Curricula of ACE programmes**

M.2.6.1   **ACE in Mathematics/Natural Science Education (423 115)**
               (Not Offered from 2012)

M.2.6.1.1   **Curriculum outcomes**

After completing the Advanced Certificate in Mathematics/Natural Science Education the student will:

a) possess scientific knowledge of and insight into Mathematics/Natural Science Education;

b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in Mathematics/Natural Science Education;

c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in Mathematics/Natural Science Education.

M.2.6.1.2   **Compilation of Curriculum O502M**

First semester		Second semester	
Module code	**Cr**	**Module code**	**Cr**
EDDM 511	12	SEDM 524	12
SEDM 511	12	SEDM 526	24
SEDM 512	24		
SEDM 516	12		
SEDM 571 (year module)			24
Total 1ˢᵗ semester	**60**	**Total 2ⁿᵈ semester**	**60**
Total credits for the curriculum			**120**

M.2.6.2   ACE in English Education (423 122)

M.2.6.2.1   Curriculum outcomes

After completing the advanced Certificate in Education in English Education the student will:

a) Possess scientific knowledge of and insight into English Education;

b) Demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in English Education;

c) Strive for certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in English Education.

M.2.6.2.2   Compilation of Curriculum O433M

First semester		Second semester	
Module code	Cr	Module code	Cr
ORAK 511	8	ORAK 521	8
FSET 511	8	NVMI 521	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
CDEK 511	16	SDEK 522	16
ATEK 511	16	ASDK 522	16
Total 1st semester	**64**	**Total 2nd semester**	**64**
Total credits for the curriculum			**128**

M.2.6.3   ACE in Project Management (423 140)

M.2.6.3.1   Curriculum outcomes

After completing the Advanced Certificate in Project Management the student will: possess scientific knowledge of and insight into Project Management;

a) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in Project Management;

b) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in Project Management.

M.2.6.3.2   Compilation of Curriculum O504M

First semester		Second semester	
Module code	Cr	Module code	Cr
EUCE 511	8	EDDM 522	24
EDDM 511	12	EDDM 523	12
EDDM 513	16	EDDM 524	12
EDDM 514	12		
EDDM 571 (Year module) 24			
Total 1st semester	**48**	**Total 2nd semester**	**72**
Total credits for the curriculum			**120**

M.2.6.4   **ACE in Technology Education (423 136)**

M.2.6.4.1   **Curriculum outcomes**

After completing the Advanced Certificate in Technology Education the student will:

a) demonstrate conceptual understanding of technology concepts in the contexts of the requirements of the relevant national curriculum.

b) demonstrate certain skills and competencies, including critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation.

c) strive towards certain values, including excellence and integrity in teaching technology based on his or her study.

M.2.6.4.2   **Compilation of Curriculum O426M**

First Year		Second Year	
Module code	**Cr**	**Module code**	**Cr**
ETTM 511	12	EDDM 521	12
EDIM 513	12	EDIM 524	12
EDIM 511	12	EDIM 525	12
EDIM 512	12	EDIM 526	24
EDIM 579 (Year Module)			24
Total 1st Year	**48**	**Total 2nd Year**	**84**
Total credits for the curriculum			**132**

M.2.6.5   **ACE in Professional Educator Development Life Orientation (423 129)**

M.2.6.5.1   **Curriculum outcomes**

After completing the Advanced Certificate in Education in Professional Educator Development: Life Orientation the student will:

a) Possess scientific knowledge of and insight into Life Orientation;

b) Demonstrate certain skills and capacities (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in the Life Orientation; and

c) Strive for certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in the Life Orientation.

M.2.6.5.2   Compilation of Curriculum O447M

First Year	
Module code	**Cr**
ORAK 511	8
FSET 511	8
ORLK 511	8
EUCE 511	8
LOHA 571	32
LOCK 571	32
LOBO 571	32
Total credits for the curriculum	**128**

M.2.6.6   ACE in Professional Educator Development: Mathematical Literacy (423 129)

M.2.6.6.1   Curriculum outcomes

After completing the Advanced Certificate in Education in Professional Educator Development: Mathematical Literacy students will:

a) possess scientific knowledge of and insight into the Mathematical Literacy in the school curriculum;

b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in Mathematical Literacy; and

c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in the Mathematical Literacy.

M.2.6.6.2   Faculty specific rules

- If the student is NOT in possession of a four year teacher's qualification, 32 credits of the generic modules (as prescribed for the Professional Educator Development programme for learners with 360 previously attained credits) must be taken.

- If the student does not possess Mathematics Gr 12 HG/SG, an admission course of 20 credits must first be obtained in order to comply with the expected level of mathematical competency.

Duration of study for Professional Educator Development: Mathematical Literacy curriculum is 2 years.

M.2.6.6.3 **Compilation of Curriculum O444P/V/M**

Curriculum for students with 480 credits

(students with a 4-year teacher qualification)

Year 1		Year 2	
Module code	**Cr**	**Module code**	**Cr**
MLED 575	32	MLED 576	32
MLED 572	32	MLED 574	32
Total 1st year	**64**	**Total 2nd year**	**64**
Total credits for the curriculum			**128**

Curriculum for students with 360 credits

(students with a 3-year teacher qualification)

Year 1		Year 2	
Module code	**Cr**	**Module code**	**Cr**
FSET 511	8	MLED 576	32
ORLK 511	8	MLED 574	32
EUCE 511	8		
ORAK 511	8		
MLED 575	32		
MLED 572	32		
Total 1st year	**96**	**Total 2nd year**	**64**
Total credits for the curriculum			**160**

M.2.6.7 **ACE in Learner Support (423 130)**

M.2.6.7.1 **Curriculum outcomes**

After completing the Advanced Certificate in Education in Learner Support the learner will:

a) possess scientific knowledge of and insight into learner support;

b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in learner support; and

c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in learner support.

M.2.6.7.2 **Compilation of Curriculum O430P/V/M**

First semester		Second semester	
Module code	**Cr**	**Module code**	**Cr**
ORAK 511	8	ORAK 521	8
FSET 511	8	NVMI 521 (EDFM 523)	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
LSIE 518	16	LSSH 528	16
LSED 518	16	LSDL 528	16
Total 1st semester	**64**	**Total 2nd semester**	**64**
Total credits for the curriculum			**128**

M.2.6.8   **ACE in Setswana Education (423 131)**

M.2.6.8.1   Curriculum Outcomes

After completion of the ACE in Setswana Education, the student will:

a) demonstrate theoretical knowledge of and insight into relevant aspects of teaching and learning in the area of Setswana Education;

b) demonstrate relevant professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making, effective functioning in groups and effective didactical skills) in the field of Setswana Education;

c) strive to implement certain values (amongst others, excellence in education practice, continuous professional development and integrity in the education environment) within his/her area of specialisation and classroom practice.

M.2.6.8.2   Compilation of Curriculum (0439)

First semester		Second semester	
Module code	Cr	Module code	Cr
ORAK 511	8	ORAK 521	8
FSET 511	8	NVMI 521	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
SWHK 511	16	SWHK 521	16
SVDK 511	16	SVDK 522	16
Total 1st semester	64	Total 2nd semester	64
Total credits for the curriculum			128

M.2.6.8.3   Module Outline

M.2.6.8.3.1   **Module Code: ORAK 511**

M.2.6.8.3.1.1   **Module Title: Education Law, Systems and Management A**

Module outcomes: After successful completion of this module the student will

• demonstrate knowledge, skills and insight with regard to the school as organisation and teaching as profession;

• analyse and evaluate the relationship of the educator to his/her employer, especially by concentrating on the conditions of employment of the educator; and

• be aware of the ethical aspects surrounding Education Law, Systems and Management.

M.2.6.8.3.2   Module Code: ORAK 521

M.2.6.8.3.2.1   Module Title: Education, Systems and Management B

Module Outcomes: After successful completion of this module the student will

- demonstrate knowledge and understanding of the management tasks of the educator;

- demonstrate knowledge and understanding of some basic issues in Education Law;

- demonstrate an understanding of practice shock and its effect on the beginner/novice educator; and

- be aware of the ethical aspects surrounding Education Law, Administration and Systems.

M.2.6.8.3.3   Module Code: ORLK 511

M.2.6.8.3.3.1   Module Title: Teaching and Learning A

Module Outcomes: After successful completion of this module the student will

- demonstrate knowledge, understanding and skills with regard to teaching and learning by describing and comparing the information processing and constructivist approaches to learning;

- demonstrate knowledge and understanding of the cognitive, metacognitive and motivation variables that contribute to effective learning; and

- analyse and illustrate the contribution of an interactive teaching approach to effective teaching-learning situations, including co-operative learning models, appropriate teaching-learning methods and media and continuous assessment.

M.2.6.8.3.4   Module Code: ORLK 521

M.2.6.8.3.4.1   Module Title: Teaching and Learning B

Module Outcomes: After successful completion of this module the student will

- demonstrate knowledge, understanding and skills with regard to teaching, learning and the curriculum by: analysing effective learning according to a model of the effective learner; explaining and analysing motivation according to the attribution theory and self-efficacy viewpoints; describing, analysing and illustrating the contribution of effective development of curricula to effective teaching, as manifested in the curriculum cycle.

M.2.6.8.3.5   Module Code: FSET 511

M.2.6.8.3.5.1   Module Title: Education Theory – Foundation Studies in Education

Module Outcomes: After successful completion of this module the student will

- relate his/her knowledge to the micro and macro factors influencing the development of education throughout the course of history;

- demonstrate the ability to relate the history of education and its influencing factors to a personal philosophy of education, giving evidence of examples from teaching practice;

- do research and report on the difference between *political democracy* and *democratic education*, and critically and independently evaluate the complexity of democratic education in the classroom with reference to discrimination in various forms; and

- interpret and offer solutions to complex problems relating to the demands placed by democracy on the moral capacity of teachers and students, their perception of their moral duty, and the complexities of establishing values in South African schools.

M.2.6.8.3.6   Module Code: HIVA 521

M.2.6.8.3.6.1   Module Title: HIV/AIDS: Legislation, Counselling and Support

Module Outcomes: After successful completion of this module the student will

- demonstrate an understanding regarding legislation relevant to the handling of HIV/AIDS in the school context;

- know the rights and obligations of HIV/AIDS positive learners and teachers;

- promote the protection of learners and educators within the school context;

- display the skill in compiling guidelines for establishing an accountable healthy school environment for learners with HIV/AIDS;

- develop and demonstrate acquired knowledge and skills to become skilled in care and counselling of HIV/AIDS, and

- develop skills to be able to design and co-ordinate an individual educational support programme to support the learner with HIV/AIDS.

M.2.6.8.3.7   Module Code: EUCE 511

M.2.6.8.3.7.1   Module Title: End-user Computing for Educators

Module outcomes: After successful completion of this module the student will

- be knowledgeable regarding all relevant aspects related to basic computer literacy (e.g. definition of a computer; components of a computer; use of the components etc.):

- demonstrate the effective and efficient use of:

  ➢ a word processor programme
  ➢ a spreadsheet programme
  ➢ a graphics programme
  ➢ an e-mail programme
  ➢ a browser an search engines;

- understand and explain the use of computers in education; and

- understand and explain aspects regarding the safe and ethical use of computers.

M.2.6.8.3.8   Module Code: NVMI 521

M.2.6.8.3.8.1   Module Title: Introduction to Research Methods

Module outcomes: After successful completion of this module the student will

- understand the concept of educational research and types of research;

- develop a research problem, purpose statement and formulate the significance of a study;

- conduct a review of the literature and formulate hypothesis;

- understand and apply qualitative and quantitative research approaches to educational research;

- develop a research design and procedures, select a population and apply sampling techniques;

- develop appropriate research tools/instruments and data collection procedures;

- conduct data analysis including descriptive and inferential statistics; and

- demonstrate correct use of bibliographical references.

M.2.6.8.3.9 **Khouto ya Mojulu: SVDK 511**

M.2.6.8.3.9.1 **Leina: Mabaka a Thuto le Didaktiki tse di Dirisitsweng mo Setswaneng: Kgato ya Magareng le e Kgolo**

Dipoelo tsa Thuto:

Mo bofelong jwa mojulu o moithuti o tshwanetse go bontsha kitso, bokgoni le maitshwaro ka ga tiriso ya Kemo ya Kharikhulamo ya Bosetšhaba gore ba ne le bokgoni jwa go ruta puo ka mokgwa wa Thuto-tota-dipoelo le go dirisa mekgwa, ditiro, dethekeniki le poposešwa ka go ruta go reetsa, go bua, go bala le go kwala, go dirisa le bokgoni jwa go tlhatlhoba, go loga maano a dithuto le go dirisa metswedi e e bothlhokwa.

M.2.6.8.3.10 **Khouto ya Mojulu: SVDK 522**

M.2.6.8.3.10.1 **Leina: Mabaka a Thuto le Didaktiki tse di Dirisitsweng mo Setswaneng: Kgato e Kgolo le ya Katiso le Thuto e e Tseneletseng**

Dipoelo tsa Thuto:

Mo bofelong jwa mojulu o moithuti o tshwanetse go bontsha kitso, bokgoni le maitshwaro ka ga go bopa le go ruta thoto (thuto e nnye), atlhola, tlhatlhoba, ruta mme tsamaisa metswedi ya thuto le go rulaganya Setswana e le serutwa.

M.2.6.8.3.11 **Khouto ya Mojulu: SWHK 511**

M.2.6.8.3.11.1 **Leina: Thutapuo ya Setswana e e Tsweletseng**

Dipoelo tsa Thuto:

Mo bofelong jwa mojulu o moithuti o tshwanetse go bontsha kitso, bokgoni le maitshwaro ka ga go tlhatlhamolola mafoko le dipolelo ka bokao, go kaela mefutafuta ya bokao, le go tlhatlhamolola mafoko le dipolelo ka mokgwa wa popapolelo le morofoloji

M.2.6.8.3.12 **Khouto ya Mojulu: SWHK 521**

M.2.6.8.3.12.1 **Leina: Thuto ya Ditlhangwa e e Tsweletseng mo Thutong mo Setswaneng**

Dipoelo tsa Thuto

Mo bofelong jwa mojulu o moithuti o tshwanetse go bontsha kitso, bokgoni le matshawaro ka ga mefutafuta ya porose, maboko le terama mme tsepo e le mo Thutong.

M.2.6.9   **ACE in Mathematics Education (General Education and Training Band) (423 134)** *(Not offered from 2012)*

M.2.6.9.1   **Curriculum outcomes**

After completing the Advanced Certificate in Education in Mathematics Education (General Education and Training Band) the student will:

a) demonstrate a conceptual understanding of basic concepts of mathematics in the contexts of the requirements of the relevant national curriculum;

b) demonstrate certain skills and competencies, including critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation and

c) strive towards certain values, including excellence and integrity in teaching mathematics based on his or her study.

M.2.6.9.2   **Faculty specific rules**

Candidates are considered for *admission* if they

(a) are in possession of a recognised three-year primary school education diploma with specialisation in mathematics

OR

(b) are in possession of a recognised three-year education diploma and instructed mathematics for at least two years in the General Education and Training band.

The minimum duration of this specialisation is two years and is presented by the Faculty of Education Sciences through ODL (Open Distance learning) off-campus.

M.2.6.9.3   **Compilation of Curriculum O443P/V/M**

First semester		Second semester	
Module code	**Cr**	**Module code**	**Cr**
FSET 511	8	NVMI 521 (EDFM 523)	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
NWPK 511	16	NWPK 521	16
NWPK 512	16	NWPK 522	16
		NDWK 522	16
Total 1st semester	**56**	**Total 2nd semester**	**72**
Total credits for the curriculum			**128**

M.2.6.10   **ACE in Curriculum & Professional Development (423 137)**
          (NO NEW INTAKE 2012)

M.2.6.10.1   **Curriculum outcomes**

After completing the Advanced Certificate in Education in Curriculum and Professional Development the candidates will:

a) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups, integrating acquired knowledge effectively into the education situation) in Curriculum and Professional Development;

b) strive after values (amongst others excellence in education, integrity in the education situation) on the grounds of his/her studies in Curriculum and Professional Development.

   The candidates will also demonstrate:

c) Practical competence in selecting, designing, planning, implementing and evaluating, appropriate and effective projects, as well as procedures and/ or programmes on Curriculum and Professional Development;

d) A commitment to

- set, and aspire to achieve, high standards in curriculum practice.

- achieve ongoing professional improvement regarding management of educational institutions;

e) A capacity to critically analyse relevant materials, resources and practices regarding education aspects as in the light of a conceptual understanding of this particular specialist area of study; and

f) Contemporary trends in core educational aspects such as the NCS (National Curriculum Statement), CASS (continuous assessment) and education leadership.

M.2.6.10.2   **Faculty specific rules**

Only candidates identified by the provincial Department of Education can enrol for this particular programme.

M.2.6.10.3   **Compilation of Curriculum O429P/M**

First semester		Second semester	
Module code	**Cr**	**Module code**	**Cr**
EDTM 511	12	EDSM 522	12
EDTM 512	12	EDSM 523	6
EDTM 513	6	EDSM 524	6
EDTM 514	6	EDSM 525	12
EDTM 515	12	EDSM 526	12
EDSM 511	12	EDSM 527	12
Total 1st semester	**60**	**Total 2nd semester**	**60**
Total credits for the curriculum			**120**

M.2.6.11   **ACE in School Management & Leadership (423 138)**

M.2.6.11.1   **Curriculum outcomes**

After completing the Advanced Certificate in Education in School Leadership the candidates (aspirant and practicing principals) will be able to:

a) demonstrate the skills, knowledge, and values needed to lead and manage schools effectively and contribute to improving the delivery of education across the school system

b) critically engage and be self-reflective practitioners.

c) manage their organizations as learning organizations and instil values supporting transformation in the South African context.

d) provide leadership and management to enable the school to give every learner quality education.

e) strengthen and support the role of School Leadership

M.2.6.11.2   **Faculty specific rules**

Only candidates identified by the provincial Department of Education can enrol for this particular programme.

M.2.6.11.3   **Compilation of Curriculum O432P/M**

Year level 1		Year level 2	
First semester		**First semester**	
Module code	**Cr**	**Module code**	**Cr**
PCLM 521	10	PFCL 521	10
Year modules		**Year modules**	
PCMP 571	20	PCSR 571	20
PCTL 572	20	PCDG 572	20
Second semester		**Second semester**	
Module code	**Cr**	**Module code**	**Cr**
PCPO 522	10	PEMM 512	12
PFLS 511	6		
Total year level 1	**66**	**Total year level 2**	**62**
Total credits for the curriculum			**128**

M.3 **RULES FOR THE NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (NPDE) (*NO NEW INTAKE SINCE 2012*)**

M.3.1 **Duration study**

- Depending on the level of entry, the minimum duration for this qualification is three years and the maximum duration is four years. Recognition of prior learning must be obtained for year level 1 (first semester 48 credits), as well as for year level 2 (first and second semester, 128 credits.)

- The offering of the NDPE qualification is in a process to be phased out as a teacher's qualification in terms of Government Notice No 583 of 15 July 2011 (See: Policy on the minimum requirements for Teachers Education Qualifications). The phasing-out of the NDPE will start in 2014.

M.3.1.1 **Articulation**

- To allow NDPE-qualified teachers a qualification pathway to embark on an education planning, research or policy development career trajectory or to embark on a management and leadership career trajectory, qualified teachers holding an NDPE (NQF level 5), may apply in the future for assessment of prior learning to gain midway entry into the new BEd (NQF level 7) programmes. A maximum of 180 credits could be recognised (A.3.3.2.1 and A.3.3.2.2). Admission requirements into the new BEd will be in accordance with rule M.3.1.1 of the 2013 Calendar for SUS.

- To allow NDPE-qualified teachers a qualification pathway to maintain a teaching and learning career trajectory, the NDPE-qualified teachers may apply for assessment to gain entry to the ACT. (This qualification will not be offered in the near future in the faculty).

- For a detailed description of the new policy on the minimum requirements for teacher qualifications, see also M.1.1.1.

M.3.2 **Admission requirements**

A Matriculation Certificate (Grade 12, REQV 10) with applicable teaching experience (3-5 years) to start in the first year of the NPDE.

A student with a Matriculation Certificate plus one year tertiary training (REQV 11) will then automatically enter at the second year level.

M.3.3 **Specific requirements**

M.3.3.1 **Admission to examinations**

Admission to examinations in any module in which examinations are taken is obtained by presenting a proof of participation issued by the school director after the student has complied with the particular requirements as stated in the study guide.

M.3.3.2   **Proof of participation**

The proof of participation for a module is made up from the assignments and teaching-learning activities in accordance with the prescriptions in the study guide.

An assignment mark may only contribute towards the participation mark for two consecutive examination opportunities, where after a new assignment must be submitted for a new participation mark.

M.3.3.3   **Module mark**

In calculating the module mark the participation mark carries a weight of 50% and the examination a weight of 50%.

M.3.3.4   **Pass requirements**

a) The subminimum for all modules in which examinations are taken is 40% (A.3.3.3).

b) The requirement for passing a module in which examinations are taken is a module mark of 50%.

c) Passing all the separate modules, of which the curriculum is compiled, as indicated in A.3.3.3, passes a curriculum.

d) The qualification is passed with distinction if an average mark of at least 75% is attained in all modules.

M.3.3.5   **Repetition of modules**

In accordance with A.3.4.5 the following rule is applicable:

a) i) Within the twelve months following the date of the students' first registration for a module the student has two opportunities to sit for examination in such a module.

b) ii) A student who, after both examination opportunities, has failed a module, irrespective of whether one or both of these opportunities were utilised, must repeat the module.

c) iii) Any student who repeats modules must re-register for them and must qualify anew by acquiring a proof of participation.

M.3.3.6   **Termination of study**

The studies of any student may be terminated (according to A.3.4.8),

a) if the maximum duration of the study is exceeded,

b) if the student, in any two consecutive study years, fails to acquire at least half of the credits prescribed for those two study years and has previously received a dean's warning.

M.3.3.7 Change of Curriculum

Students may only change the curriculum for which they have registered or bring about changes in the curriculum for which they have registered with the written permission of the school director.

A student who chooses a new major, must complete all relevant subject content and subject didactic modules of the first and third year of study.

M.3.4 Qualification outcomes

M.3.4.1 Generic Outcomes

After completion of the Diploma, the students will demonstrate knowledge, skills and values regarding

a) Problem identification, problem solving and the application of critical and thinking regarding all educational matters;

b) Cooperation in education groupings, with the community and the Department of Education regarding practice teaching;

c) The organization and management of themselves and their activities;

d) The acquisition, analysis, organization and critical evaluation of information in their field of specialization as well as generic education focused information;

e) Communication via various mediums and in various contexts;

f) The effective application of technological and scientific information to demonstrate respect for the environment and the health of others;

g) The holistic nature of the world as integrated systems that implies that problem solving does not occur in isolation;

h) The roles of the educator, viz. facilitator, mediator of learning, life-long learner, curriculum designer, leader, administrator and manager, assessor, specialist regarding the preferred subject/learning area/field/ phase, as well as member of the smaller and broader community; and

i) The specialized nature of education, learning and development in the Foundation, Intermediate, Senior and FET phases.

M.3.4.2 Specific outcomes

After completion of the Programme the students will be able to implement fundamental knowledge, skills and values regarding the following roles of the educator:

The role of **facilitator of learning**, that implies that the students will be able to

a) Facilitate learning in such a way that the different needs of learners, including those with learning disabilities and problems, as well as emotional and behavioural problems, are taken into account within the framework of inclusive education;

b) Create and maintain a learning environment that is conducive to effective learning;

c) Promote and apply classroom communication in such a way that the differences between learners are recognized and respected;

d) Demonstrate thorough knowledge regarding their subject, teaching principles, -strategies, -methods, -skills and teaching-learning resources as applicable in the South African context;

e) Demonstrate competence in reading, writing and speaking the language(s) of instruction in ways that facilitate their own academic learning and ability to facilitate learning in the classroom; and

f) Demonstrate competence in interpreting and using numerical and elementary statistical information to facilitate their own academic learning and ability to administer teaching, learning and assessment.

The **role of interpreter and designer of learning** curriculum and teaching-learning resources that implies that the students will be able to

a) Interpret existing learning Programmes and critically evaluate them;

b) Design new learning Curriculum, taking into regard the ordination principles and varying learning tempos of learners;

c) Determine the requirements for certain learning contexts;

d) Select and/or create suitable written and audio-visual learning resources in such a way that they suit the specific learning requirements of learners; and

e) Demonstrate competence in their own area(s) of specialization regarding the planning and reflecting on appropriate Programmes for learners and their learning context.

The role of **leader, administrator and manager** that implies that the students will be able to

a) Demonstrate basic knowledge and perspective regarding the South African education system, especially with regards to further education and training;

b) Act professionally as required by existing educational legal principles;

c) Demonstrate a respect for and commitment to the educator profession; and

d) Participate in a responsible and democratic manner in the decision-making processes of the institution in which training is provided.

The role of **community member, citizen and pastor**, that implies that the students will be able to

a) Be a living example of a critical, dedicated and ethical person who shows regard for the demands that education, the school and other stakeholders (viz. the government, church, parents and learners) make on them in such a way that learning contexts that promote health are created;

b) Demonstrate and promote respect and responsibility;

c) Promote the Constitution and democratic values and practices;

d) Promote learners' knowledge and understanding of the Bible; and

e) Assist learners in study- and occupational choices.

The role of **learner, researcher and** life-long learner, that implies that the learners will be able to keep developing through study and research on personal, academic, professional and occupational level.

The role of **assessor**, that implies that the students will be able to monitor and evaluate learners' progress in a just and reasonable manner.

The role of **subject specialist**, that implies that the students will be able to

a) Apply thorough knowledge, insight and perspective regarding the contents, skills, values and methods of their particular learning areas, subjects, disciplines and phases during the implementation of learning Programmes; and

b) Apply their knowledge, insight and perspective of teaching and learning strategies, -methods, -skills during the design and implementation of learning Programmes for their particular learners.

M.3.5   List of modules

Module code	Descriptive Name	Pre-requisites	Credits
Compulsory modules			
AGDN 125	School readiness and Perceptual skills in the Foundation Phase	None	16
AGDN 325	Foundation Phase Studies	AGDN 125	16
CLFE 115	Computer Literacy for Educators	None	8
EDMN 315	Educational Management Development	None	8
EDVN 125	Anti-racism and Educational Laws and Values	None	8
ENTN 315	The teacher and Entrepreneurship	None	8
ESPN 125	English Communication	None	8
ESPN 315	English Communication	ESPN 125	8
ESPN 325	English Communication	ESPN 315	8
FPUN 125	Foundation Phase Studies: Literacy	None	8
FPUN 315	Foundation Phase Studies: Numeracy	FPUN 125	8
FPUN 325	Foundation Phase Studies: Life Skills	FPUN 315	8
HSCN 319	Social Science :Learning Area	None	8
LOCN 319	Life Orientation: Learning Area	None	8
NWCN 319	Natural Science: Learning Area	None	8
OPAN 315	Teaching Studies	None	8
RPLL 111	Recognition of Prior Learning	None	48
RPLL 271	Recognition of Prior Learning	None	128
TECK 315	The Learning Area: Technology	None	8
TSCN 125	Setswana Communication (m)	None	8
TSCN 315	Setswana Communication (m)	TSCN 125	8
TSCN 325	Setswana Communication (m)	TSCN	8
TSNN 125	Setswana Communication (nm)	None	8
TSNN 315	Setswana Communication (nm)	TSNN 125	8
TSNN 325	Setswana Communication (nm)	TSNN 315	8
WAPN 125	General Mathematics	None	8
WAPN 325	General Mathematics	WAPN 125	8
Core modules			
EDSN 125	English Didactics	None	16
EDSN 325	English Didactics	EDSN 125	16
EGPN 125	English	None	8
EGPN 315	English	EGPN 125	8
EGPN 325	English	EGPN 315	8
LBAR 125	Understanding Barriers to Learning	None	8
LDIS 315	Learners with Physical Disabilities	LBAR 125	8
LIEP 125	Learner Support	None	16
LPRO 325	Emotional and Socio-economic Problems as Barriers to Learning	LDIS 315	8
LREM 325	Learning Impairments & Difficulties as Barriers to Learning	LIEP 125	16
TSMN 125	Setswana	None	8
TSMN 315	Setswana	TSMN 125	8
TSMN 325	Setswana	TSMN 315	8
TVXN 125	Setswana Didactics	None	16
TVXN 325	Setswana Didactics	TVXN 125	16

M.3.6   **Core module groups (major)**

Module code	Module name	Credits
English		
EGPN 125	English	8
EDSN 125	English Didactics	16
EGPN 315	English	8
EGPN 325	English	8
EDSN 325	English Didactics	16
Setswana		
TSMN 125	Setswana	8
TVXN 125	Setswana Didactics	16
TSMN 315	Setswana	8
TSMN 325	Setswana	8
TVXN 325	Setswana Didactics	16
Learner Support		
LBAR 125	Understanding Barriers to Learning	8
LIEP 125	Learner Support	16
LDIS 315	Learners with Physical Disabilities	8
LPRO 325	Emotional & Socio-economic Problems as Barriers to Learning	8
LREM 325	Learning Impairments & Difficulties as Barriers to Learning	16

M.3.7   **Curricula of NPDE**

M.3.7.1   **NPDE in Foundation Phase**

M.3.7.1.1   **Curriculum composition**

A curriculum is composed from the compulsory modules and **ONE** major chosen from the core module groups.

Students specialising in the Foundation Phase acquire the following credits:

Year Level 1: a) 104 credits from modules in the compulsory section and

b) 24 credits from core modules.

Foundation Phase Studies are compulsory for the Foundation Phase.

Year Level 2: RPL 128 credits

Year Level 3: 64 credits in the first semester and 64 credits in the second semester.

The language of communication selected in the Year Level 1, semester 2, is automatically the language of communication for Year Level 3, semester 2.

A different language of communication must be selected for Year Level 3, semester 1.

Mother tongue speakers of Afrikaans/Setswana may NOT choose the (nm) Non-mother tongue modules.

M.3.7.1.2 Compilation of curriculum: Foundation Phase O100P/M/V

Year level 1		Year level 2		Year level 3	
First semester		**First & Second semester**		**First semester**	
Module code	Cr	Module code	Cr	Module code	Cr
RPLL111	48	RPLL 271	128	*One of the following*	
CLFE 115	8			TSCN 315	8
				TSNN 315	8
				AKPN 315	8
				AKPN 316	8
				ESPN 315	8
				Plus	
				EDMN 315	8
				OPAN 315	8
				FPUN 315	8
				Plus 3 of the following	
				HSCN 319	8
				LOCN 319	8
				NWCN 319	8
				TECK 315	8
				Plus module from chosen core module group	8
Total 1st semester	**56**			**Total 1st semester**	**64**
Year level 1				**Year level 3**	
Second semester				**Second semester**	
Module code	Cr			Module code	Cr
One of the following				*One of the following*	
TSCN 125	8			TSCN 325	8
TSNN 125	8			TSNN 325	8
AKPN 125	8			AKPN 325	8
AKPN 126	8			AKPN 326	8
ESPN 125	8			ESPN 325	8
Plus				*Plus*	
WAPN 125	8			WAPN 325	8
FPUN 125	8			FPUN 325	8
AGDN 125	16			AGDN 325	16
EDVN 125	8				
Plus core modules				*Plus core modules*	
Core subject	8			Core subject	8
Didactics	16			Didactics	16
Total 2nd semester	**72**			**Total 2nd semester**	**64**
Total year level 1	**128**	**Total year level 2**	**128**	**Total year level 3**	**128**
Total credits for the curriculum					**384**

M.3.7.2　　　**NPDE in Intermediate & Senior Phase**

M.3.7.2.1　　**Curriculum composition**

Students choose <u>TWO</u> majors from the core module groups that includes core subject [2 (3x8) credits] **plus** the relevant didactics [2 (2x16 credits)].

Students specialising in the Intermediate and Senior Phase acquire the following credits:

Year Level 1: a) 80 credits from modules in the compulsory section and
b) 48 credits from the core module groups (2 majors).

Year Level 2: RPL 128 credits

Year Level 3: 64 credits in the first semester and 64 credits in the second semester.

The language of communication selected in the Year Level 1, semester 2, is automatically the language of communication for Year Level 3, semester 2.

A different language of communication must be selected for Year Level 3, semester 1. Mother tongue speakers of Afrikaans/ Setswana may NOT choose the (nm) Non-mother tongue modules.

M.3.7.2.2   Compilation of curriculum: Intermediate & Senior Phase O101P/M/V

Year level 1		Year level 2		Year level 3	
First semester		**First & Second semester**		**First semester**	
Module code	Cr	Module code	Cr	Module code	Cr
RPLL111	48	RPLL 271	128	*One of the following*	
CLFE 115	8			TSCN 315	8
				TSNN 315	8
				AKPN 315	8
				AKPN 316	8
				ESPN 315	8
				Plus	
				EDMN 315	8
				OPAN 315	8
				Plus 3 of the following	
				HSCN 319	8
				LOCN 319	8
				NWCN 319	8
				TECK 315	8
				Plus 1 module each from 2 core module groups	
				Module – group 1	8
				Module – group 2	8
Total 1st semester	**56**			**Total 1st semester**	**64**
Year level 1				Year level 3	
Second semester				**Second semester**	
Module code	Cr			Module code	Cr
One of the following				*One of the following*	
TSCN 125	8			TSCN 325	8
TSNN 125	8			TSNN 325	8
AKPN 125	8			AKPN 325	8
AKPN 126	8			AKPN 326	8
ESPN 125	8			ESPN 325	8
Plus				*Plus*	
WAPN 125	8			WAPN 325	8
EDVN 125	8				
Plus 2 modules each from 2 core module groups				*Plus 2 modules each from 2 core module groups*	
Group 1: Core subject	8			Group 1: Core subject	8
Group 1: Didactics	16			Group 1: Didactics	16
Group 2: Core subject	8			Group 2: Core subject	8
Group 2: Didactics	16			Group 2: Didactics	16
Total 2nd semester	**72**			**Total 2nd semester**	**64**
Total year level 1	**128**	**Total year level 2**	**128**	**Total year level 3**	**128**
Total credits for the curriculum					**384**

M.3.7.3   **NPDE in Further Education & Training Phase**

M.3.7.3.1   **Curriculum composition**

A curriculum is composed from the compulsory modules and TWO majors chosen from the core module groups - t**hat includes** core subject [2 (3x8) credits] **plus** the relevant didactics [2 (2x16 credits)].

Students specialising in the FET Phase acquire the following credits:

Year Level 1: a) 80 credits from modules in the compulsory section and
                b) 48 credits from core modules.

Year Level 2: RPL 128 credits

Year Level 3: 64 credits in the first semester and 64 credits in the second semester.

The language of communication selected in the Year Level 1, semester 2, is automatically the language of communication for Year Level 3, semester 2.

A different language of communication must be selected for Year Level 3, semester 1.

Mother tongue speakers of Afrikaans/Setswana may NOT choose the (nm) Non-mother tongue modules.

M.3.7.3.2   Compilation of curriculum: Further Education & Training Phase O102P/M

Year level 1		Year level 2		Year level 3	
First semester		**First & Second semester**		**First semester**	
Module code	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**
RPLL111	48	RPLL 271	128	*One of the following*	
CLFE 115	8			TSCN 315	8
				TSNN 315	8
				AKPN 315	8
				AKPN 316	8
				ESPN 315	8
				Plus	
				ENTN 315	8
				OPAN 315	8
				Plus 3 of the following	
				HSCN 319	8
				LOCN 319	8
				NWCN 319	8
				TECK 315	8
				Plus 1 module each from 2 core module groups	
				Module – group 1	8
				Module – group2	8
Total 1st semester	**56**			**Total 1st semester**	**64**
Year level 1				**Year level 3**	
Second semester				**Second semester**	
Module code	**Cr**			**Module code**	**Cr**
One of the following				*One of the following*	
TSCN 125	8			TSCN 325	8
TSNN 125	8			TSNN 325	8
AKPN 125	8			AKPN 325	8
AKPN 126	8			AKPN 326	8
ESPN 125	8			ESPN 325	8
Plus				*Plus*	
WAPN 125	8			WAPN 325	8
EDVN 125	8				
Plus 2 modules each from 2 core module groups				*Plus 2 modules each from 2 core module groups*	
Group 1: Core subject	8			Group 1: Core subject	8
Group1: Didactics	16			Group 1: Didactics	16
Group 2: Core subject	8			Group 2: Core subject	8
Group 2: Didactics	16			Group 2: Didactics	16
Total 2nd semester	**72**			**Total 2nd semester**	**64**
Total year level 1	**128**	**Total year level 2**	**128**	**Total year level 3**	**128**
Total credits for the curriculum					**384**

M.4   MODULE OUTCOMES

M.4.1   ADVANCED CERTIFICATE IN EDUCATION

Module code: EDFM 514	Semester 1	12 credits	NQF level: 6

Title: MANAGING HUMAN RIGHTS LEARNING ENVIRONMENT

Learning outcomes: By the end of the module, students should be able to:
- demonstrate an understanding on how to work in and manage human rights learning environment.
- respect and awareness of the rights of all human beings.
- undertake a project / case study on human rights learning environment.

Method of delivery: Off-campus (Open Distance Learning)/Fulltime

Assessment modes: Formative assessment & Examination

Module code: EDFM 527	Semester 1	12 credits	NQF level: 6

Title: GOVERNANCE AND SCHOOL COMMUNITY RELATIONS

Learning outcomes: By the end of the module, students should be able to:
- demonstrate an understanding of the concepts of the governance and school community relations
- identify major problems in the governance of educational institutions
- make sound judgements on issues related to governance and school community relations.

Method of delivery: Off-campus (Open Distance Learning)/Fulltime

Assessment modes: Formative assessment & Examination

Module code: EDFM 521	Semester 2	12 credits	NQF level: 6

Title: EDUCATION LAW AND HUMAN RIGHTS EDUCATION

Learning outcomes: The students should be able to:
- Demonstrate an understanding of basic knowledge of education law.
- Demonstrate an understanding of issues related to human rights education.
- Interpret and analyse the impact of human rights issues.
- Give guidance on education law issues.

Method of delivery: Off-campus (Open Distance Learning)/Fulltime

Assessment modes: Formative assessment & Examination

Module code: EDFM 515	Semester 1	12 credits	NQF level: 6

Title: APPROACHES TO COUNSELLING AND VOCATIONAL DEVELOPMENT

Learning outcomes: At the completion of this modules learners will be able to:
- demonstrate knowledge of vocational training as an educational and development strategy.
- demonstrate an understanding of 4 theoretical approaches to counselling.
- apply these theoretical approaches in the actual process of counselling.

Method of delivery: Off-campus (Open Distance Learning) Fulltime

Assessment modes: Formative assessment & Examination

Module code: EDFM 516	Semester 1	12 credits	NQF level: 6

Title: INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

Learning outcomes: Learners will be able to:
1. identify behavioural problems in different life stages
2. apply skills in solving such problems

Method of delivery: Off-campus (Open Distance Learning) Fulltime

Assessment modes: Formative assessment & Examination

Module code: EDFM 517	Semester 1	12 credits	NQF level: 6

Title: CRITICAL ISSUES IN EDUCATION AND SOCIETY

Learning outcomes: Learners will be able to:
- demonstrate an understanding of legal issues in education.
- practice concept of affirmative action and
- Educational Equity.
- demonstrate an understanding of adolescent and youth problems in education.
- demonstrate an understanding of the concept of multi-cultural practices in Education.
- understand and handle the issues in Education for students with disabilities.

Method of delivery: Off-campus (Open Distance Learning) Fulltime

Assessment modes: Formative assessment & Examination

Module code: EDFM 518	Semester 2	12 credits	NQF level: 6

Title: PERSONALITY THEORIES

Learning outcomes: Learners will be able to:
- demonstrate an understanding of the theories of personality and their implications for learning and teaching.

Method of delivery: Off-campus (Open Distance Learning) Fulltime

Assessment modes: Formative assessment & Examination

Module code: EDFM 513	Semester 1	12 credits	NQF level: 6

Title: THEORIES ON VALUES, ETHICS AND HUMAN RIGHTS

Learning outcomes: Learners will be able to:
- Identify and analyse the philosophical enquiries and identify the opportunities and challenges/problems in developing values, ethics and human rights in educational practices.
- Determine the criteria to select concepts/content appropriate for intermediate and senior phases.
- Identify, analyse and evaluate the core elements or components of values, ethics and human rights.
- Evaluate theories on values, ethics and human rights.
- Integrate philosophical enquiry and reflection in education.

Determine and evaluate assessment standards on values, ethics and human rights.

Method of delivery: Off-campus (Open Distance Learning) Fulltime

Assessment modes: Formative assessment & Examination

Module code: EDFM 522	Semester 2	12 credits	NQF level: 6

Title: PRINCIPLES AND PRACTICES OF INCLUSIVE EDUCATION

Learning outcomes: Learners will be able to:
- Demonstrate an understanding of the basic concepts and principles in inclusive education.
- Demonstrate an understanding of the historical perspectives on inclusive education.
- Understand and appreciate the role of parent/guidance and professionals in the practices of inclusive education in schools.
- Demonstrate an understanding of the educational and school policies which impact on the practice of inclusive education.
- Identify exceptional learners in schools and other learning centres in the context of inclusive education.

Method of delivery: Off-campus (Open Distance Learning) Fulltime

Assessment modes: Formative assessment & Examination

Module code: EDFM 527	Semester 2	12 credits	NQF level: 6

Title: COUNSELLING OF SCHOOL CHILDREN

Learning outcomes: At the end of this module, learners will be able to:
- conduct individual counselling
-   - conduct group counselling

Method of delivery: Off-campus (Open Distance Learning) Fulltime

Assessment modes: Formative assessment & Examination

Module code: EDFM 525	Semester 2	12 credits	NQF level: 6

Title: EDUCATIONAL GUIDANCE SERVICES: VOCATIONAL AND SOCIAL

Learning outcomes: At the completion of the module learners will be able to demonstrate:
- knowledge of the value of education.
- knowledge of effective study methods.
- ability to choose academic subjects.
- ability to prepare for working life.
- knowledge of choice of career
-   - knowledge of careers, job-opportunities and vocational assessment.

Method of delivery: Off-campus (Open Distance Learning) Fulltime

Assessment modes: Formative assessment & Examination

Module code: EDFM 528	Semester 2	12 credits	NQF level: 6

Title: TESTS IN SCHOOL COUNSELLING

Learning outcomes: At the end of this modules learners are expected to be able to:
show an understanding of various tests
indicate what tests communicate
-   - interpret test results

Method of delivery: Off-campus (Open Distance Learning) Fulltime

Assessment modes: Formative assessment & Examination

Module code: EDFM 571	Semester 1	24credits	NQF level: 6

Title: FIELDWORK IN GUIDANCE AND COUNSELLING

Learning outcomes: At the completion of this module, students will:
- be competent in seeking and identifying areas in Guidance and Counselling.
- be capable of contributing to Guidance and Counselling.
- demonstrate, through field-work, knowledge on data-collection related to career-guidance and counselling for learners, undertake experiential work in Guidance and Counselling.

Method of delivery: Off-campus (Open Distance Learning) Fulltime

Assessment modes: Formative assessment & Examination

Module code: EDFM 523	Semester 2	8 credits	NQF level: 6

Title: Introduction to Research methods

Learning outcomes: On completion of this module, the students should be able to:
- Explain the concept of educational research and types of research
- Develop research problems, purpose statement, significance of the study
- Conduct a review of the literature, formulate hypothesis
- Understand and apply qualitative and quantitative research approaches to educational research
- Develop research design and procedures, select population and apply sampling techniques
- Develop appropriate research tools/instruments and data collection procedures
- Conduct data analysis including descriptive and inferential statistics
- To use and refer to bibliographical references in the correct format

Method of delivery: Off-campus (Open Distance Learning) Fulltime

Assessment modes: Formative assessment & Examination

Module code: EDDM 511/521	Semester 1 or 2	12 credits	NQF level: 6

Title: Basic classroom research

Learning outcomes: On successful completion of this module students will be able to:
- Identify and explain the basic principles regarding research generally and classroom research in particular.
- Demonstrate knowledge understanding of common problems that teachers face in their daily tasks.
- Isolate classroom problems that demand research and understanding

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: EDIM 511	Semester 1	12 credits	NQF level: 6

Title: Familiarity with technology education

Learning outcomes: Students should be able to:
- Define technology and its goals within the educational system.
- Define the design process and how to develop technological capability.
- Describe technology as a system.
- List and describe the parts of a system

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: EDIM 512	Semester 1	12 credits	NQF level: 6

Title: Resources and Technology

Learning outcomes: Students should be able to:
- Discuss humans as tool makers and tool users.
- Identify the difference between a tool, mechanism and machine.
- Describe the type of tools used in many areas of society.
- List, describe and give examples of major types of primary tools.
- Describe the use of the lever and wheel and axle as force multipliers.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: EDIM 513	Semester 1	12 credits	NQF level: 6

Title: Materials, graphics and technology

Learning outcomes: Students should be able to:
- Describe and identify natural materials in engineering.
- Describe the difference between renewable and exhaustible materials.
- Explain major ways to process raw material.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: EDIM 524	Semester 2	12 credits	NQF level: 6

Title: Technology, people and society

Learning outcomes: Students will know about:
- Characteristics of individuals in a technological world.
- Skills and how they may suit a person for a particular job.
- Technology, people and society.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: EDIM 525	Semester 2	12 credits	NQF level: 6

Title: Energy and technology

Learning outcomes: Learners should be able to demonstrate a broad general knowledge of energy sources and the use of controlled energy (power).

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: EDIM 526	Semester 2	24 credits	NQF level: 6

Title: Teaching and learning strategies for Technology education

Learning outcomes: Learners should be able to:
- OBE and the National Curriculum statement.
- Lesson planning and presentation.
- Developing teaching strategies.
- Instructional skills for technology.
- Practical work in technology.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: EDIM 579	Semester 1 & 2	24 credits	NQF level: 6

Title: Guided field project – Technology education

Learning outcomes: Students should be able to:
- Practise newly acquired knowledge.
- Develop and write out a mini project on technology education.
- Show improvement in their teaching.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: 1 Assignment & Examination

Module code: EDSM 511	Semester 1	12 credits	NQF level: 6

Title: Professional growth and development (EDS 651)

Learning outcomes: On completion of the module, educators will be able to:
- Define professionalism
- Explain the process of professional growth and lifelong learning
- Identify activities that foster professional growth and demonstrate willingness to participate in them.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination			
Module code: EDSM 522	**Semester 2**	**12 credits**	**NQF level: 6**

Title: Human relations and school development (EDS 652)

Learning outcomes: On completion of the module, educators will:

• Understand and apply principles of resource administration.

• Put into practice appropriate interpersonal relationships (with learners, parents, staff) that contributes positively to school development.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: EDSM 523	**Semester 2**	**6 credits**	**NQF level: 6**

Title: Administration of and participation in extra-curricular and co-curricular activities (EDS 653)

Learning outcomes: On completion of the module, participants will be able to:

• Identify and participate effectively in selected extra and co-curricular activities to promote whole school development.

• Contribute effectively to the development and administration of sports, cultural and other activities in the school.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: EDSM 524	**Semester 2**	**6 credits**	**NQF level: 6**

Title: School and personnel management (EDS 654)

Learning outcomes: On completion of the module, educators will be able to:

• Demonstration knowledge and understanding of the process and skills in educational personnel management.

• Analyze critically issues and challenges in personnel management.

• Ensure the development and management of staff development and mentoring programmes using democratic principles.

• Inspire and build commitment as well as confidence in other staff for staff development.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: EDSM 525	**Semester 2**	**12 credits**	**NQF level: 6**

Title: Decision-making and Accountability (EDS 655)

Learning outcomes: On completion trainees should be able to:

• Explain the process of decision-making and how it affects school operations.

• 2 Participate in decision-making effectively.

• Apply democratic principles and procedures in decision-making.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: EDSM 526	**Semester 2**	**12 credits**	**NQF level: 6**

Title: Leadership, communication and service (EDS 656)

Learning outcomes: On completion trainees should be able to:

• Demonstrate critical understanding of leadership and communication theories and apply them in the classroom situation.

• Show confidence, commitment, initiative and creativity in playing their leadership and service roles in the school situation.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: EDSM 527	Semester 2	12 credits	NQF level: 6

Title: Education management development (EDS 657)

Learning outcomes: On completion trainees should be able to:

- Define the functions of management.
- Explain how educational policy is formulated.
- Apply the various approaches to educational planning and management.
- Outline the role of strategic planning in successful education management.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: EDTM 511	Semester 1	12 credits	NQF level: 6

Title: Creation of positive learning environment (EDT 651)

- **Learning outcomes:** The educators will demonstrate knowledge of different types of learning environments.
- The educators will provide positive physical environment for learning.
- The educators will promote a suitable emotional learning environment for active learner participation and involvement.
- The educators will provide positive educator-learner relationships including fair and firm discipline.
- The educators will cultivate trust and be a role model for the learners.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: EDTM 512	Semester 1	12 credits	NQF level: 6

Title: Knowledge of curriculum and learning programmes (EDT 652)

- **Learning outcomes:** The educators will demonstrate adequate knowledge of learning area and show positive understanding of the curriculum process in creating meaningful learning experiences.
- The educators will discuss the factors that influence curriculum development and implementation.
- The educators will develop learning programmes from the New National Curriculum.
- The educators will demonstrate knowledge in using appropriate learning materials for the curriculum.
- The educators will apply relevant strategies in curriculum evaluation and implementation.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: EDTM 513	Semester 1	6 credits	NQF level: 6

Title: Curriculum and the administration of resources and records (EDT 653)

Learning outcomes: On completion of the module, educators will be able to:

- Demonstrate an understanding and application of major concepts and processes involving the utilization of resources and records in educational institutions.
- Demonstrate knowledge of the existence and use of variety of resources and records available in educational institutions.
- Critically analyze the role of the administration of resources and records in the successful implementation of OBE.
- Apply knowledge acquired in efficient record keeping for smooth institutional functioning.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: EDTM 514	Semester 1	6 credits	NQF level: 6

Title: Lesson planning, preparation and presentation (EDT 654)

Learning outcomes: On completion of the module, educators will be able to:

- Effectively prepare and plan OBE lessons in coherent and logical steps.
- Prepare a learning programme, work schedule and lesson plan according to OBE specifications.
- Demonstrate effective record keeping of planning and learner progress.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Portfolio

Module code: EDTM 515	Semester 1	12 credits	NQF level: 6

Title: Assessment and learner achievement (EDT 655)

Learning outcomes: On completion of the module, educators will be able to:

- Effectively use assessment techniques that promote effective teaching and learning.
- Effectively monitor the progress of learners and enhance individual growth and development through effective record keeping and the application of a variety of techniques.
- Use a variety of assessment techniques.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Portfolio

Module code: ETTM 511	Semester 1	12 credits	NQF level: 6

Title: Basic computer literacy

Learning outcomes: On the successful completion of this module, students will:

- Demonstrate basic knowledge about the evolution of computers.
- Demonstrate the application of computers as instructional tools.
- Demonstrate basic knowledge of multimedia system.
- Demonstrate knowledge about computer professionals' code of ethics.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: EUCE 511

Title: End User Computing for Educators

Learning outcomes: Learners should be able to:

- Define a computer
- Name and describe the various component of a computer
- Demonstrate effective and efficient use of a word processor program
- Demonstrate effective and efficient use of a spreadsheet program
- Demonstrate effective and efficient use of a graphics program
- Demonstrate effective and efficient use of an email program
- Demonstrate effective and efficient use of a browser ans seacrh engines
- Understand and explain the use of computers in education and
- Understand and explain aspects regarding the safe ethical use of computers

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: SEDM 511	Semester 1	12 credits	NQF level: 6

Title: An introduction to the principles of learning Matematics /Natural Sciences

Learning outcomes: Learners should be able to:

- Demonstrate knowledge of the nature and structure of Mathematics/Natural Sciences
- Give reasons why mathematics/natural science is taught
- Identify and apply expected outcomes and show the importance of mathematics/Natural Science Education

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination			
Module code: SEDM 512	**Semester 1**	**12 credits**	**NQF level: 6**

Title: Teaching and learning strategies for Mathematics / Natural Sciences

Learning outcomes: Learners will be able to:
- Design simple curricula
- Write curriculum units in Mathematics/Natural Sciences
- Design activities for OBE
- Design and develop different lesson plans for Mathematics/Natural Sciences

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: SEDM 524	**Semester 2**	**12 credits**	**NQF level: 6**

Title: Computers in Mathematics / Natural Sciences teaching / learning

Learning outcomes: Learners will be able to:
- Demonstrate an understanding of the use of computers in education
- Apply skills in using computers to supplement teaching and learning
- Assess the Internet for Social and Mathematical Information

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: FSET 511	**Semester 1**	**8 credits**	**NQF level: 6**

Title: Foundation studies in education

Learning outcomes: After completion of this module the student should:
- be able to relate his/her knowledge systematically to the micro and macro factors influencing the development of education throughout the course of history;
- demonstrate the ability to relate the history of education and the influencing factors to a personal philosophy of education, giving evidence by means of examples from the teaching practice;
- have the ability to research and report on the difference between *political democracy* and *democratic education,* and critically and independently evaluate the complexity of democratic education in the classroom with specific reference to discrimination in various forms;
- be able to interpret and offer solutions to complex problems relating to the demands placed by democracy on the moral capacity of teachers and students, their perception of their moral duty, and the complexities of establishing values in South African schools.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment 1 Assignment & Examination

Module code: HIVA 521	**Semester 2**	**8 credits**	**NQF level: 6**

Title: HIV/AIDS: Legislation, counselling and support

Learning outcomes: After successfully completing the module the student should be able to:
- demonstrate an understanding regarding legislation relevant to the handling of HIV/AIDS in the school context, to know the   rights and obligations of HIV/AIDS positive learners and teachers as well to promote the protection of learners and educators within the school context;
- display the skill in compiling guidelines for establishing an accountable healthy school environment for learners with HIV / AIDS;
- develop and demonstrate acquired knowledge and skills to become skilled in care and counselling of HIV/AIDS; and
- develop skills to be able to design and co-ordinate an individual educational support programme to support the learner with HIV/AIDS.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: LOBO 571	Semester 1 & 2	32 credits	NQF level: 6

Title: Citizenship education

Learning outcomes: On completion of this module the student should be able to demonstrate his/her understanding of responsible citizenship and the role of the community in learning and teaching and building an inclusive society.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: LOCK 571	Semester 1 & 2	32 credits	NQF level: 6

Title: Personal well-being: Physical health and recreation

Learning outcomes: After completion of this module the student should be able to establish a relationship between life skills and education, and demonstrate insight with regard to particular aspects of Personal Well-Being.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: LOHA 571	Semester 1 & 2	32 credits	NQF level: 6

Title: Personal well-being: Health and AIDS

Learning outcomes: After completion of this module the student should be able to demonstrate knowledge, skills and sound educational values in the teaching of learners to understand and apply health awareness regarding sound nutrition, skin care, obesity, physical activity, drugs and sexual transmitted diseases and HIV/AIDS.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: LSDL 528	Semester 2	16 credits	NQF level: 6

Title: Disabilities and learning difficulties in education

Learning outcomes: On completion of this module, the student should be able to:

- demonstrate understanding of disabilities and learning difficulties as barriers to learning, such as physical and intellectual disabilities, reading difficulties, mathematical difficulties, etc.;
- recognize the learning differences that individual learners bring to the classroom and how these learning differences could facilitate learning and teaching support practices and processes; and
- realise the role of the educator, the school the family and the community in ensuring that all learners experiencing these and other barriers to learning have access to the curriculum.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: LSED 518	Semester 1	16 credits	NQF level: 6

Title: Emotional and other difficulties in education

Learning outcomes: On completion of this module, the student should be able to:

- demonstrate understanding of learners experiencing emotional and other difficulties such as, communication difficulties, challenging behaviour etc.
- realise the role of the educator, the school, the family, and the community in supporting learners experiencing these and other barriers to learning
- apply basic counselling principles and skills in supporting learners experiencing emotional and other barriers to learning.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: LSIE 518	Semester 1	16 credits	NQF level: 6

Title: Inclusive education: A policy perspective

Learning outcomes: On completion of this module, the student should be able to:

- demonstrate understanding of the inclusive education Policy (Education White Paper 6), with specific reference to the proposed support structures and the concept of barriers to learning and development;
- apply school-based support to learners experiencing barriers to learning by means of an integrated team approach; and
- understand and apply curriculum differentiation and assessment strategies in an inclusive classroom.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: LSSH 528	Semester 2	16 credits	NQF level: 6

Title: Social and health issues in education

Learning outcomes: On completion of this module, the student should be able to:

- demonstrate understanding of learners experiencing social and health barriers to learning such as the HIV/AIDS pandemic, violence in schools, etc.;
- apply a health promoting approach in school and class context to support learners experiencing barriers to learning; and
- realise the role of the educator, the school, the family, and the community in supporting learners experiencing these and other barriers to learning.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: MLED 571	Semester 1 & 2	32 credits	NQF level: 6

Title: Mathematics: Elementary

Learning outcomes: After completion of this module the student is expected to be able to apply thorough knowledge and insight with respect to:

- Linear, quadratic, polynomial, exponential, logarithmic and trigonometric functions by representing the mentioned functions in different ways, as well as interpreting the functions in real-life contexts;
- Trigonometry and geometry by solving real-life problems by means of two- and three-dimensional figures;
- Elementary statistics by collecting, summarising, displaying, analysing and interpreting data; predicting the outcomes of events and determining the probability, and also executing real-life applications thereof;
- The natural numbers, integers, rational numbers, real numbers, as well as the motivation for the extension from one number system to another and the application of this knowledge in real-life situations.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative and summative assessment & Examination

Module code: MLED 572	Semester 1 & 2	32 credits	NQF level: 6

Title: Didactics of Mathematical literacy

Learning outcomes: After completion of this module the learner should be able to apply thorough knowledge and insight with respect to the content and structure of the mathematical literacy curriculum in the planning and execution of teaching-learning opportunities in outcomes-based classrooms, including the development and use of teaching-learning media, as well as integrated assessment.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative and summative assessment & Examination

Module code: MLED 573	Semester 1 & 2	32 credits	NQF level: 6

Title: Mathematics: Application

Learning outcomes: After completion of this module the student is expected to apply thorough knowledge and newly acquired insight with respect to

- Analytical geometry (conic sections) in solving real-life problems;
- Spherical geometry and the relationship between analytical and spherical geometry; and
- The derivatives of simple and compound functions in solving real-life problems (drawing of graphs, optimalisation).

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative and summative assessment & Examination

Module code: MLED 574	Semester 1 + 2	32 credits	NQF level: 6

Title: **M**athematical literacy in context

Learning outcomes: After completion of this module the student is expected to demonstrate thorough knowledge and acquired insight into mathematical literacy with respect to the historical development of mathematics, and the use of mathematics in the world of work, everyday life and in various cultures; including ethno mathematics.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative and summative assessment & Examination

Module code: ORAK 511	Semester 1	8 credits	NQF level: 6

Title: Education law, systems and management A

Learning outcomes: At the end of this module the student ought to demonstrate knowledge, skills and perspective with regard to the school as organisation and teaching as profession. Further the student must analyse the relation of the educator to his/her employer, especially by concentrating on the conditions of employment of the educator.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: ORAK 521	Semester 2	8 credits	NQF level: 6

Title: Education law, systems and management B

Learning outcomes: At the end of this module the student must demonstrate knowledge, skills and insight to act as manager in education. The student must also demonstrate the necessary knowledge of education law to act lawfully as educator at all times with regard to his/her obligations. Further, the student must also be aware of the special demands made upon the novice educator and he/she must be able to implement the necessary strategies to make his/her entrance into the profession as effective as possible.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: ORLK 511	Semester 1	8 credits	NQF level: 6

Title: Teaching and learning A

Learning outcomes: After completing this module students ought to demonstrate their knowledge, understanding and skills with regard to teaching and learning by describing and comparing to each other the information processing and constructivist approaches to learning respectively; by describing and analysing the cognitive, metacognitive and motivation variables that contribute to effective learning; by describing, analysing and illustrating the contribution of an interactive teaching approach to effective teaching-learning situations, including co-operative learning models, appropriate teaching-learning methods and media and continuous assessment.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: ORLK 521	Semester 2	8 credits	NQF level: 6

Title: Teaching and learning B

Learning outcomes: After completing this module students ought to demonstrate their knowledge, understanding and skills with regard to teaching, learning and the curriculum by: analysing effective learning according to a model of the effective learner; by being able to explain and analyse motivation according to the attribution theory and self-efficacy viewpoints; describing, analysing and illustrating the contribution of effective development of curricula to effective teaching, as manifested in the curriculum cycle.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: PCLM 521	Semester 2	10 credits	NQF level: 6

Title: Understanding school leadership and management in the South African context

Learning outcomes: After successfully completing the module the student must be able to:

- give an overview of the course;
- demonstrate a basic understanding of what is involved in school management and leadership in South Africa; and
- make an assessment of own abilities in management and leadership (in terms of current notions of competence and relevance in South Africa in relation to management and leadership).

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: PCTL 572	Semester 1 & 2	20 credits	NQF level: 6

Title: Manage teaching and learning

Learning outcomes: After successfully completing the module the student must be able to:

- demonstrate the personal and professional qualities necessary for effective management of teaching and learning;
- manage the planning and implementation and monitoring/ evaluation of teaching (to ensure quality learning for all in the context of national, provincial and school policy);
- understand and be able to apply relevant content knowledge (in the design, implementation and evaluation of teaching and learning and the organisation of the school environment); and
- create, manage and sustain a safe, caring and disciplined environment (and show commitment to following this through in the way in which teaching and learning is organised).

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: PCMP 571	Semester 1 & 2	20 credits	NQF level: 6

Title: Lead and manage people

Learning outcomes: After successfully completing the module the student must be able to:

- demonstrate the personal qualities necessary for effective leadership and management of people;
- plan, allocate, support and evaluate work undertaken by groups, teams and individuals (ensuring clear delegation of tasks and devolution of responsibilities);
- develop the professional skills of self, groups and individuals to enhance their performance (and that of the school);
- create an environment conducive to collective bargaining, collaboration and negotiation (and conflict resolution); and
- understand and be able to apply relevant content knowledge in leading and managing people.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: PCSR 571	Semester 1 & 2	20 credits	NQF level: 6

Title: Manage organisational systems, physical and financial resources

Learning outcomes: After successfully completing the module the student must be able to:
- demonstrate the personal and professional qualities and skills necessary for effective management of organisational systems and financial and physical resources;
- set up, implement, maintain and evaluate organisational systems for the school (where possible making use of appropriate information and communication technology ICT);
- manage the financial resources of the school in a transparent and accountable way; and
- understand and be able to apply relevant content knowledge and skills in the management of organisational systems, and physical and financial resources.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: PCDG 572	Semester 1 & 2	20 credits	NQF level: 6

Title: Manage policy, planning, school development and governance

Learning outcomes: After successfully completing the module the student must be able to:
- demonstrate the personal qualities necessary for effective management (policy, planning, school development and governance);
- develop and communicate school values, vision, mission, policies and plans (in a collaborative way and secure commitment to these);
- develop and maintain sound working relationships with the School Governing Body (as well as parents, learners, the community and the department and
- understand and be able to apply relevant content knowledge in leading and managing policy, planning, school development and governance.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: PEPA 512	Semester 1	15 credits	NQF level: 6

Title: Plan and conduct outcomes based assessment

Learning outcomes: After successfully completing the module the student must be able to:
- demonstrate understanding of outcomes-based assessment;
- prepare for assessments;
- conduct assessments;
- provide feedback on assessments and
- review assessments.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: PFCL 521	Semester 2	4 credits	NQF level: 6

Title: Basic computer literacy in school management

Learning outcomes: After successfully completing the module the student must be able to:
- identify and describe the hardware and software of a computer
- use a word processor, spreadsheet, e-mail and browser effectively and efficiently
- use a data base programme (e.g. Microsoft Access) effectively
- demonstrate, effective and efficient use of a browser and search engines
- understand and explain the use of computers in education and
- understand and explain aspects regarding the safe and ethical use of computers.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: PFLS 511	Semester 1	6 credits	NQF level: 6

Title: Language skills in school management and leadership

Learning outcomes: After successfully completing the module the student must be able to demonstrate competence in reading, writing, listening, and speaking skills necessary for effective management in schools.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: SDEK 522	Semester 2	16 credits	NQF level: 6

Title: Subject didactical aspects of English education

Learning outcomes: After successfully completing the module students should be able to:

- interpret second language acquisition theories and variables and understand the role they play in second language learning;
- understand and implement learner-centred principles in the language classroom;
- interpret and evaluate various methods of teaching English second language;
- demonstrate knowledge of the principles of outcomes-based teaching and in specific the teaching of language outcomes and skills;
- apply the basic didactical principles in planning for instruction;
- demonstrate knowledge and skills regarding the principles of assessment;
- structure language learning experiences using instructional technology; and
- project professional values in all educational operations.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

M 4.2   NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION

Module code: CLFE 115	Semester 1	8 credits	NQF level: 5

Title: Computer literacy for educators

Learning outcomes: After successfully completing the module the student must be able to:
- name and explain the visible components of a computer;
  - demonstrate skills in using a word-processor program;
  - demonstrate skills in using a spread-sheet program;
  - demonstrate skills in using internet, email and search engines; and
  - understand and describe the safe and ethical use of computers.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Practical Examination

Module code: EDMN 315	Semester 1	8 credits	NQF level: 5

Title: Education management and development

Learning outcomes: Students should be able to demonstrate knowledge, skills and values regarding a development planning process within a quality assurance framework that will enable them to successfully complete school development plans; an understanding of how a consultative process of developing a vision and mission statement in schools can build school community and effectiveness. They will study whole school development, indicators to measure and manage change in schools, quality assurance frameworks, school development planning, key values in the community of school stakeholders & the new education paradigm.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: EDSN 125	Semester 2	16 credits	NQF level: 5

Title: English didactics

Learning outcomes: On successful completion of EDSN 125 the student should be able to:
- Understand and implement learner-centred principles in the language classroom.
- Interpret and evaluate various methods of teaching English second language.
- Demonstrate knowledge of the principles of outcomes-based teaching and in   specific the teaching of language outcomes and skills.
- Apply the basic didactical principles in planning for instruction.
- Demonstrate knowledge and skills regarding the principles of assessment.
- Project professional values in all educational operations.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: EDSN 325	Semester 2	16 credits	NQF level: 5

Title: English didactics

Learning outcomes: On successful completion of EDSN 225 the student should be able to:
- Understand and implement learner-centred principles in the language classroom.
- Interpret and evaluate various methods of teaching English second language.
- Demonstrate knowledge of the principles of outcomes-based teaching and in specific the teaching of language outcomes and skills.
- Apply the basic didactical principles in planning for instruction.
- Demonstrate knowledge and skills regarding the principles of assessment.
- Project professional values in all educational operations.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: EDVN 125	Semester 2	8 credits	NQF level: 5

Title: Anti-racism, education law and values

Learning outcomes: On completion of this module students should demonstrate knowledge, skills and values regarding the quest for greater equality and equity to establish a non-racial democratic educational dispensation. The contents of the module focus on increasing public awareness and sound values in education and deal with educational values, ethics, non-racialism and professionalism with guidelines to evaluate the consequences thereof on learners, communities and society in general.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: EGPN 125	Semester 2	8 credits	NQF level: 5

Title: English: syntax for the teacher of English

Learning outcomes: Students are expected to synthesise academic knowledge of pronunciation, inflexion, syntax and meaning and didactic knowledge in order to formulate an individual approach to the teaching of English as a first and second language throughout the different educational phases. They should be able to use and teach the appropriate cognitive academic English required for use in the language-teaching-learning situation.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: EGPN 315	Semester 1	8 credits	NQF level: 5

Title: An introduction to English literature

Learning outcomes: After completion of this module, students should be able to:
- demonstrate knowledge and insight regarding the literary genres of drama and novels.
- identify, trace and interpret themes in literary genre and demonstrate the necessary skills to analyse and critically evaluate literary texts;
- communicate effectively, both individually and in groups, in English in general and specifically regarding all aspects of the teaching-learning situation and have the knowledge and skills needed to identify and evaluate the values explored in literary texts;
- demonstrate knowledge of stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills; and
- demonstrate an understanding of didactic skills and approaches and apply this to the teaching of language and literature. throughout the different educational phases.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: EGPN 325	Semester 2	8 credits	NQF level: 5

Title: English literature for the teacher

Learning outcomes: After completion of this module, students should be able to:
- demonstrate knowledge and insight regarding the literary genres of poetry, short stories and young adult literature in a variety of Afro centric texts;
- identify, trace and interpret themes in literary genre;
- demonstrate the necessary skills to analyse and critically evaluate Afro centric literary texts;
- communicate effectively, both individually and in groups, in English in general and specifically regarding all aspects of the teaching-learning situation;
- have the knowledge and skills needed to identify and evaluate the values explored in Afro centric literary texts;
- demonstrate knowledge of stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills;
- demonstrate an understanding of didactic skills and approaches and apply this to the teaching of language and literature and
- demonstrate knowledge, skills and values regarding the literature, language and didactics of English as a first and second language throughout the different educational phases.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: ESPN 125	Semester 2	8 credits	NQF level: 5

Title: English communication: Teaching English across the curriculum

Learning outcomes: Students should be able to:
- to use and teach English across the curriculum. This involves the ability to use language for interpersonal and pedagogical purposes in the classroom in order to perform teaching activities in a fluent and confident way;
- to use academic writing and reading skills required for the teaching of their subject and demonstrate ability to instruct and assess these skills. They should demonstrate knowledge of technical vocabulary of their elective subject as well as ability to simplify, find synonyms and explain terminology using effective teaching strategies;
- to recognize errors in basic syntax, semantics and phonology and demonstrate ability to introduce instructional material to alleviate basic grammar and language errors;
- to simplify a reading passage, identify the gist, highlight key notes, and teach basic reading skills such as skimming and scanning; and
- to introduce group activities and cooperative learning by designing meaningful group activities that give opportunity for content and language acquisition.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: ESPN 315/325	Semester 1/2	8 credits	NQF level: 5

Title: English communication: The role of language in learning

Learning outcomes: After completion of this module, students should be able to:
- design measurable outcomes for content, language and academic or task skills required;
- simplify input by explaining and simplifying subject content, identifying problem areas and vocabulary required for understanding content as well as setting questions that evoke the required response from learners. As language across the curriculum teachers they should demonstrate the ability to employ strategies to intervene where gaps in background knowledge and language skills may prevent learners from acquiring new knowledge;
- demonstrate ability to promote content area comprehension by representing content graphically, designing supplementary material to explain difficult concepts to pupils and design contextual clues to aid understanding, conceptualize academic language (concretize) by supplying examples, supplementary material, demonstrations of meaning.
- demonstrate knowledge of technical vocabulary, ability to simplify, find synonyms and explain terminology using effective teaching strategies by also identifying and correcting errors in basic syntax, semantics and pronunciation of their learners;
- They should be capable of annotating and explaining subject material fluently and interestingly using voice and register appropriately and effectively.;
- demonstrate ability to introduce group activities and design work sheets that give opportunity for content and language acquisition; and
- apply and design a variety of assessment strategies in order to allow learners to prove competence in content knowledge and language in a variety of ways.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: FPUN 125	Semester 2	8 credits	NQF level: 5

Title: Foundation phase studies: Literacy

Learning outcomes: Students should be able to demonstrate knowledge, skills and values regarding all aspects of Life Skills in the Foundation Phase including multicultural integration and religious viewpoints.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: FPUN 315	Semester 1	8 credits	NQF level: 5

Title: Foundation phase studies: Numeracy

Learning outcomes: Students should be able to demonstrate knowledge, skills and values regarding all aspects of Life Skills in the Foundation Phase including multicultural integration and religious viewpoints.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination			
Module code: FPUN 325	**Semester 2**	**8 credits**	**NQF level: 5**

Title: Foundation phase studies: Life skills for Foundation phase learners

Learning outcomes: Students should be able to demonstrate knowledge, skills and values regarding assessment in the Foundation Phase as well as the integration of all eight learning areas in learning experiences.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: LBAR 125	**Semester 2**	**8 credits**	**NQF level: 5**

Title: Understanding barriers to learning

Learning outcomes: On completion of this module the student should be able to:
- demonstrate an understanding of the Inclusive Education Policy;
- understanding barriers to learning and develop skills to identify barriers to learning;
- critically discuss the relevance of OBE in inclusive education;
- use knowledge and skills to implement strategies for an effective inclusive classroom;
- emphasise the holistic approach to learner support; and
- have knowledge on preferred disability terminology.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: LDIS 315	**Semester 1**	**8 credits**	**NQF level: 5**

Title: Learners with physical disabilities

Learning outcomes: On completion of this module the student should be able to:
- demonstrate an understanding of the various disabilities/impairments;
- have knowledge of the factors that contribute to physical and learning problems of learners with disabilities;
- explain the inclusion of learners with disabilities by demonstrating the implementation of a practical support programme;
- emphasise the holistic approach to learner support; and
- have knowledge on preferred disability terminology.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: LIEP 125	**Semester 2**	**16 credits**	**NQF level: 5**

Title: Learner support

Learning outcomes: On completion of this module the student should be able to:
- demonstrate skills to identify and assess learner needs for individual learner support in the inclusive classroom;
- have a good knowledge and understanding of the practical support programme;
- demonstrate skills to implement the practical support programme;
- critically discuss the roles of the different role players in the practical support programme;
- emphasise the holistic approach to learner support; and
- have knowledge on preferred disability terminology.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: LOCN 319	**Semester 1**	**8 credits**	**NQF level: 5**

Title: Life orientation: Learning area

Learning outcomes: Students must demonstrate elementary and initial knowledge, skills and values with regard to relevant study themes from Curriculum 2005. The themes will include amongst others: perspectives regarding aspects of belief and value systems, the importance of a view of human rights, building relationships and personality development, a critical attitude and decision-making processes, vocational guidance and acquiring a healthy life style and physical development. Students should also be able to show basic ability of knowledge, skills and values in the subject methodology of Life Orientation in

the intermediate phase.			

Method of delivery: Off-campus (Open Distance Learning)			

Assessment modes: Formative assessment & Examination			

Module code: LPRO 325	**Semester 2**	**8 credits**	**NQF level: 5**

Title: Emotional and socio-economic problems as barriers to learning

Learning outcomes: On completion of this module the student should be able to:
- demonstrate an understanding of the various emotional problems that contribute learning problems;
- have knowledge of the factors that contribute to the various emotional problems;
- explain the inclusion of learners with emotional problems by demonstrating the implementation of a practical support programme;
- discuss socio economic barriers to learning;
- emphasise the holistic approach to learner support; and
- have knowledge on preferred disability terminology.

Method of delivery: Off-campus (Open Distance Learning)			

Assessment modes: Formative assessment & Examination			

Module code: NWCN 319	**Semester 1**	**8 credits**	**NQF level: 5**

Title: Natural sciences: Learning area

Learning outcomes: An outline study of the Natural Sciences within the context of the following themes: Laboratory
Management and didactics; Matter and materials; Energy and change; Life and The planet earth. Students should develop knowledge, skills and values towards the establishment of an effective learning culture and learning environment in a well organized laboratory; scientific investigations and techniques; communication of accumulated data through reporting; handling of apparatus and technical skills; understanding of the earth as self supporting environment which should be effectively managed.

Method of delivery: Off-campus (Open Distance Learning)			

Assessment modes: Formative assessment & Examination			

Module code: OPAN 315	**Semester 1**	**8 credits**	**NQF level: 5**

Title: Teaching studies

Learning outcomes: By completing this module, students will gain the necessary critical outcomes and will be empowered to apply it and live up to it as a teacher (as described by the seven roles of the teacher), as they will gain insight into and develop skills and value with regard to:
- The Revised National Curriculum Statement
- Basic elements of classroom management
- The role of the school with regard to youth problems in general and the "street children" problem in particular.
- The teacher as a professional person.

Method of delivery: Off-campus (Open Distance Learning)			

Assessment modes: Formative assessment & Examination			

Module code: RPLL 111	**Semester 1 & 2**	**48 credits**	**NQF level: 5**

Title: Recognition of prior learning

Learning outcomes: Students' teaching competence of the following components is recognised and assessed:
Fundamental learning, content of learning area, teaching and learning processes, as well as school and profession.

Method of delivery: Off-campus (Open Distance Learning)			

Assessment modes: Portfolio			

Module code: RPLL 271	Semester 1 & 2	128 credits	NQF level: 5

Title: Recognition of prior learning

Learning outcomes:
Component 1: Competences relating to fundamental learning
Exit level outcome 1.1: Demonstrate competence in reading, writing and speaking the language/s of instruction in ways that facilitate own academic learning and ability to facilitate learning in the classroom.
Exit level outcome 1.2: Demonstrate competence in interpreting and using numerical and elementary statistical information to facilitate own academic learning and ability to administer teaching, reading and assessment.
Component 2: Competence relating to the content of learning area
Exit level outcome: In area/s of specialization (phase and subject/learning area), demonstrate competence in planning, designing, and reflecting on learning programmes appropriate for learners and learning context.
Component 3: Competences relating to teaching and learning processes
Exit level outcome 3.1: In the area of specialization, demonstrate competence in selecting, using and adjusting teaching strategies in ways which meet the needs of the learners and the context.
Exit level outcome 3.2: Demonstrate competence in managing and administering learning environments and reamers in ways that are sensitive, stimulating, democratic and well-organized.
Exit level outcome 3.3: In the area of specialization, demonstrate competence in monitoring and assessing learner progress and achievement.
Component 4: Competences relating to the school and profession
Exit level outcome 4.1: Demonstrate the ability to function responsibly within the education system, the institution where work is undertaken, and the community in which the institution is located.
Exit level outcome 4.2: Demonstrate a respect for and commitment to the educator profession.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Portfolio

Module code: TECK 315	Semester 1	8 credits	NQF level: 5

Title: The learning area: Technology

Learning outcomes: On completion of this module the student should be able to:
- demonstrate a good knowledge of the learning area Technology;
- have good knowledge and insight regarding the technological process;
- demonstrate skills to apply the technological process step-by-step;
- to solve problems in the environment;
- show responsibility towards safety and ethical responsibility in the Technology classroom; and
- have knowledge on preferred terminology.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: TSCN 125	Semester 2	8 credits	NQF level: 5

Title: Setswana communication (m)

Learning outcomes: On successful completion of this module students should be able to demonstrate the use of effective language skills in different situations especially in school, knowledge of communication skills, knowledge and skills of communication resources.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: TSCN 315	Semester 1	8 credits	NQF level: 5

Title: Setswana communication (m)

Learning outcomes: Learners are expected to demonstrate effective oral communication skills in school for communication purposes with learners, parents, and teachers; appreciate some cultural myths so that they can communicate them to the learners at school and to help them cope with multicultural situation in schools. They should be able to communicate affectively in Setswana in general and specifically regarding all aspects of the teaching-learning situation.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: TSCN 325	Semester 2	8 credits	NQF level: 5

Title: Setswana communication (m)

Learning outcomes: On successful completion of this module students should be able to demonstrate effective oral communication skills in school for communication purposes with learners, parents, and teachers; appreciate some cultural myths so that they can communicate them to the learners at school and to help them cope with multicultural situation in schools.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: TSMN 125	Semester 2	8 credits	NQF level: 5

Title: Setswana

Learning outcomes: On successful completion of this module students should be able to demonstrate academic knowledge regarding grammatical structures and literary works of art. They should be able to synthesise didactic and academic knowledge in order to formulate an individual approach to the teaching of Setswana as a first language throughout the different educational phases. Students should be able to demonstrate the ability to integrate literary and other texts for the teaching of language and grammar skills and apply didactic skills and approaches to the teaching of language and literature.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: TSMN 315	Semester 1	8 credits	NQF level: 5

Title: Setswana

Learning outcomes: On successful completion of this module students should be able to demonstrate knowledge with regard to advanced grammatical skills and different genres of drama and prose. They should be able to synthesis didactic and academic knowledge in order to formulate an individual approach to the teaching of Setswana as first language throughout the educational phases. They should be able to communicate effectively in Setswana in general and especially regarding all aspects of the teaching-learning situation.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: TSMN 325	Semester 2	8 credits	NQF level: 5

Title: Setswana

Learning outcomes: On successful completion of this module students should be able to demonstrate advanced academic and didactic knowledge with regard to the grammatical structure of Setswana and poetry.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: TSNN 125	Semester 2	8 credits	NQF level: 5

Title: Setswana communication (nm)

Learning outcomes: On successful completion of this module students should be able to demonstrate knowledge of Setswana grammatical structures, to use the vocabulary that is within the school context and to understand and to certain extend respond in Setswana.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: TSNN 315	Semester 1	8 credits	NQF level: 5

Title: Setswana communication (nm)

Learning outcomes: On successful completion of this module students should be able to demonstrate knowledge and skills with regard to the correct use of Setswana vocabulary based on school concepts and to be able to write sentences and communicate in Setswana.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: TSNN 325	Semester 2	8 credits	NQF level: 5

Title: Setswana communication (nm)

Learning outcomes: On successful completion of this module students should be able to demonstrate knowledge, skills and values of Setswana cultural aspects so as to be able to manage multicultural variety at school and to be able to communicate to a better extend in Setswana.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: TVXN 125	Semester 2	16 credits	NQF level: 5

Title: Setswana didactics

Learning outcomes: On successful completion of this module students should be able to demonstrate knowledge, skills and values of the policy document regarding Learning area languages (Setswana); to be able to use it in order to apply it in the school context; knowledge and understanding of OBE terminology and its related areas and assess throughout the different educational phases; to be able to facilitate activities of language skills (listening, speaking, reading and writing) and to be able to select and use teaching and learning resources effectively.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: TVXN 325	Semester 2	16 credits	NQF level: 5

Title: Setswana didactics

Learning outcomes: On successful completion of this module students should demonstrate knowledge and skills with regard to assessment techniques, methods and strategies, to be able to use manage and facilitate group work in the classroom. They should also demonstrate knowledge and skills to the teaching of literary works throughout the educational phases, Setswana classroom administration and management; application of activities for teaching language skills.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: WAPN 125	Semester 2	8 credits	NQF level: 5

Title: General mathematics

Learning outcomes: After completion of the module the student is expected to demonstrate basic knowledge, understanding and skills regarding operations within the number systems; real-life applications of problem solving (routine and non-routine problems) where rational numbers and the calculation of percentages are playing a role; as well as solving problems related to ratio, rate, direct and indirect proportion.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination

Module code: WAPN 325	Semester 2	8 credits	NQF level: 5

Title: General mathematics

Learning outcomes: After completion of this module the student is expected to demonstrate basic knowledge, understanding and skills with respect to elementary geometry: points, lines, angles, triangles, quadrilaterals and polygons, symmetry and tessellations, measurement, area of regular and irregular plane figures, volume and capacity.

Method of delivery: Off-campus (Open Distance Learning)

Assessment modes: Formative assessment & Examination