

# **CALENDAR 2013**

FACULTY OF EDUCATION  
SCIENCES

UNDERGRADUATE PROGRAMMES  
PGCE

**Potchefstroom campus**

**Address all correspondence to:**

**Full-time/Part-time**

The Registrar  
North-West University  
Potchefstroom Campus  
Private Bag X 6001  
POTCHEFSTROOM  
2520

Tel: (018) 299-1111/2222

Fax: (018) 299-2799

Internet: <http://www.nwu.ac.za>

Open Distance Learning:

Call Centre: 018 285 5900

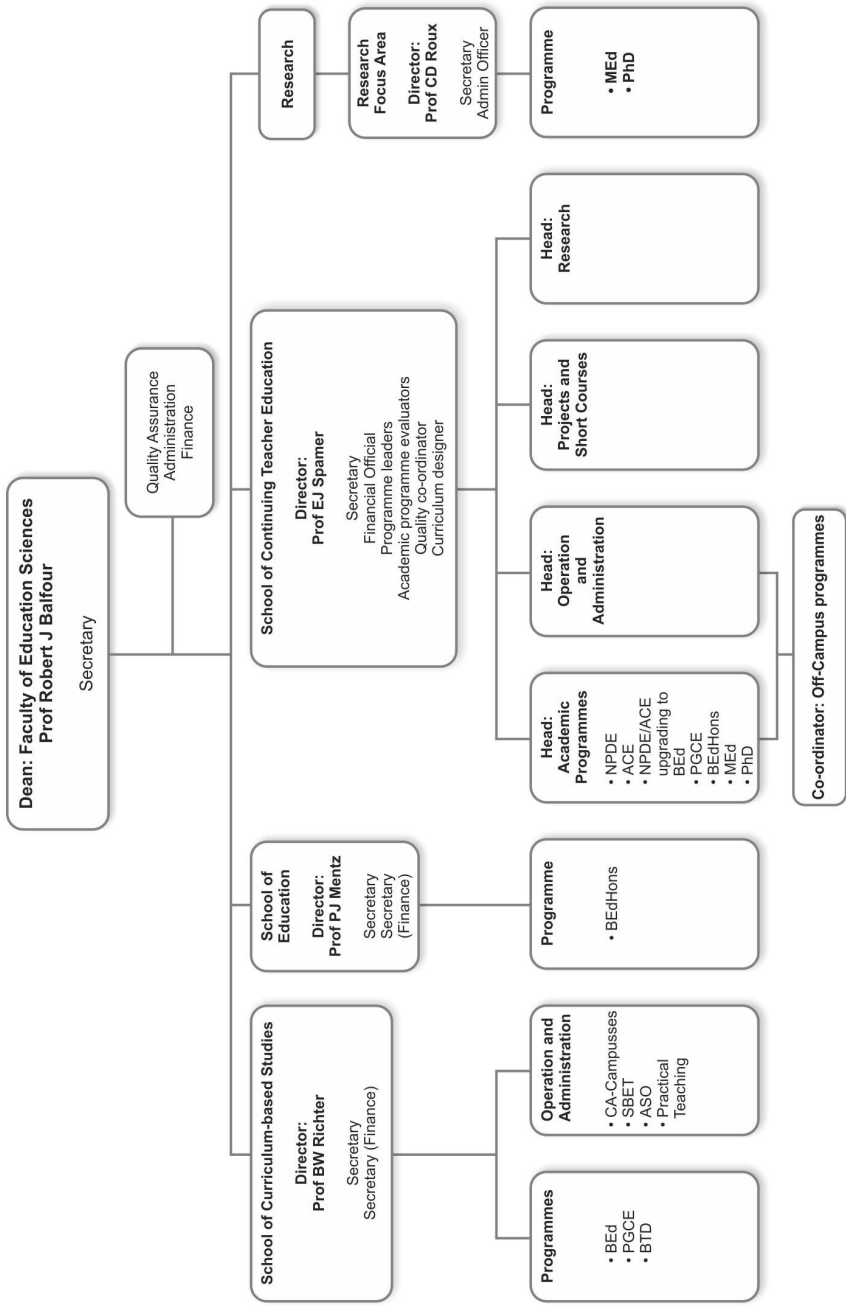
E-mail: [DistancePotch@nwu.ac.za](mailto:DistancePotch@nwu.ac.za)

PLEASE MENTION YOUR STUDENT NUMBER IN ALL CORRESPONDENCE.

The General Academic Rules of the University, to which all students are to adhere and which apply to all the qualifications offered by the University, appear in a separate publication and are available on the website at: [http://www.nwu.ac.za/export/sites/default/nwu/gov\\_man/policy/7P-Academic\\_Rules\\_a.pdf...](http://www.nwu.ac.za/export/sites/default/nwu/gov_man/policy/7P-Academic_Rules_a.pdf...)

**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 make final selection of modules, it is their responsibility to consult the class timetable regarding possible clashes. Should there be a clash in a student's planned selection, the relevant module combination will not be permitted.

.



## Table of contents

ORGANIGRAM.....	3
FACULTY BEARERS.....	5
OP.1 FACULTY RULES.....	7
OP.1.1 AUTHORITY OF THE GENERAL ACADEMIC RULES.....	7
OP.1.2 FACULTY SPECIFIC RULES AND REGULATIONS.....	7
OP.1.2.1 Admission requirements.....	7
OP.1.2.2 Calculation of participation marks.....	7
OP.1.2.3 Admission to examinations.....	8
OP.1.2.4 Subminimum for examination.....	8
OP.1.2.5 Examination opportunities.....	8
OP.1.2.6 Access to marked examination work.....	8
OP.1.2.7 Pass requirements.....	8
OP.1.2.8 Modules and credits.....	9
OP.1.2.9 Repetition of modules.....	9
OP.1.2.10 Termination of studies.....	9
OP.1.2.11 Other rules.....	9
OP.1.3 RULES APPLICABLE TO ODL PROGRAMMES IN THE SCHOOL OF CONTINUING TEACHER EDUCATION (SCTE).....	10
OP.1.3.1 Open Distance Learning.....	10
OP.1.3.2 ODL Examination opportunities.....	10
OP.1.3.3 Admission to examinations.....	10
OP.1.3.4 Participation mark.....	11
OP.1.3.5 Calculation of the module mark.....	11
OP.1.3.6 Unsatisfactory academic performance.....	11
OP.1.3.7 Termination of studies of ODL students.....	11
OP.1.4 WARNING AGAINST PLAGIARISM.....	11
OP.1.5 CAPACITY STIPULATION.....	11
OP.1.6 RECOGNITION OF PRIOR LEARNING.....	12
OP.1.7 PROGRESS REQUIREMENTS.....	12
OP.1.8 ADDITIONAL MODULES.....	12
OP.1.9 SCHOOLS IN THE FACULTY.....	12
OP.1.10 QUALIFICATIONS, PROGRAMMES AND CURRICULA.....	13
OP.1.11 RULES FOR THE POST GRADUATE CERTIFICATE IN EDUCATION (PGCE).....	13
OP.1.11.1 Duration of study.....	13
OP.1.11.2 Admission requirements for the qualification.....	13
OP.1.11.3 List of modules.....	15
OP.1.11.4 Curriculum: O160P – PGCE Senior and Further education and Training phase.....	16
OP.1.11.4.1 Curriculum outcomes.....	16
OP.1.11.4.2 Compilation of curriculum: O160P: PGCE.....	17
OP.2 MODULE OUTCOMES.....	18

## **Faculty of Education Sciences: Office Bearers**

### **Executive Dean**

Prof RJ Balfour (BA, BAHons, HDE (PGCE), MA, PhD)

### **Directors of Schools / Research Unit**

#### **School for Curriculum-based studies (SCS)**

Prof BW Richter (BA, BAHons, MA, PhD, UED)

#### **School of Education (SE)**

Prof PJ Mentz (BA, HED (Postgraduate), BEd, MEd, DEd, DTE)

#### **School of Continuing Teacher Education (SCTE)**

Prof EJ Spamer (BA, HED, BAHons, MA, PhD)

### **Research Focus Area: Teaching-Learning organisations**

Prof CD Roux (BA, BAHons, SED, MA, DPhil)

### **Administrative Manager**

Ms AMC Cloete

### **Quality Manager**

Ms V Claassen

### **Management Committee of the Faculty**

*Chairperson:* Prof RJ Balfour

#### *Members:*

Prof BW Richter

Prof EJ Spamer

Prof PJ Mentz

Prof CD Roux

Ms V Claassen (Quality Manager)

Ms JM van Heerden (Financial Officer)

Ms AMC Cloete (*ex officio* – Minuting Secretary)

### **Faculty Board**

*Chairperson:* Executive Dean

#### *Members:*

Directors of the schools and Research Focus Area

Faculty representatives in the Campus Senate

Faculty representatives in the Institutional Senate

Research professors of the RFA, SCTE, SCS and SE

Programme leaders:

- MEd and PhD
- BEdHons
- BTD
- PGCE (offered via contact and open distance learning programmes)
- BEd
  - Foundation Phase
  - Intermediate and Senior Phase
  - Senior and Further Education and Training Phase
  - Senior and Further Education and Training Phase (Technology)
  - NPDE/ACE upgrade to BEd

- ACE
- NPDE

Subject-group chairpersons

Head: Academic (SCTE)

Head: Business and Administration (SCTE, SE and SCS)

Head: Projects and Short Courses (SCTE)

Head: Student Support Division

Coordinator: Quality (SCTE)

Student representatives

Representative of the Faculty of Natural Sciences

Administrative Manager (*ex officio* – Minuting Secretary)

### **CONTACT DETAILS FOR THE FACULTY**

Telephone number: 018 299 1766

E-mail address: [Edu-EnquiryPotch@nwu.ac.za](mailto:Edu-EnquiryPotch@nwu.ac.za)

Open Distance Learning:

Call Centre: 018 285 5900

E-mail: DistancePotch@nwu.ac.za

## **OP.1 FACULTY RULES**

### **OP.1.1 AUTHORITY OF THE GENERAL ACADEMIC RULES**

Programme-specific requirements, procedures and structures are detailed in the respective programme documents and included in the annual calendars of the Faculty. Where applicable, reference is made to the Faculty Rules as detailed in the document.

The faculty rules applicable to the different qualifications, programmes and curricula offered by the Faculty and contained in this faculty calendar are subject to the General Academic 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 Academic Rules.

Each programme's structure, method of delivery and presentation are included in the respective programme documents, which are subject to the policy laid down by the Institutional Committee for Academic Standards (ICAS) of the NWU and consistent with the requirements of the Council on Higher Education (CHE), the Higher Education Quality Committee (HEQC), the Department of Higher Education and Training (DoHET) and the South African Qualifications Authority (SAQA).

### **OP.1.2 FACULTY SPECIFIC RULES AND REGULATIONS**

The **teaching policy** of the Faculty of Education Sciences is in accordance with the vision and mission of the North-West University.

Procedures regarding quality assurance in the Faculty (Teaching-Learning Policy and Assessment and Moderation Policy) are available on our webpage at:

- (a) [http://www.nwu.ac.za/export/sites/default/nwu/gov\\_man/policy/8P-TL\\_e.pdf](http://www.nwu.ac.za/export/sites/default/nwu/gov_man/policy/8P-TL_e.pdf)
- (b) [http://www.nwu.ac.za/export/sites/default/nwu/gov\\_man/policy/8P-8.1.7-assessment\\_e.pdf](http://www.nwu.ac.za/export/sites/default/nwu/gov_man/policy/8P-8.1.7-assessment_e.pdf)

The **research policy** of the Faculty of Education Sciences is in accordance with the vision and mission of the North-West University. The development of academic scholarship is a priority as is the maintenance of relevant, innovative, leading and focused research to address the challenges faced by education both nationally and internationally.

The webpage for the Research Focus Area of the Faculty of Education Sciences:  
<http://www.nwu.ac.za/p-retlo/welc.html>.

#### **OP.1.2.1 Admission requirements**

The admission requirements for all formal academic qualifications offered by the University are set out in the Admission Policy as approved by Senate and Council ([http://www.nwu.ac.za/webfm\\_send/24749](http://www.nwu.ac.za/webfm_send/24749)).

#### **OP.1.2.2 Calculation of participation marks**

- a) The participation mark for a module is calculated from marks obtained in tests, assignments, practical and/or research assignments. Calculation of participation marks is programme-, module- and mode of delivery-specific.
- b) The ratio between theory and practical work for calculation of the participation mark for a module is as explained in the relevant study guide.

### **OP.1.2.3 Admission to examinations**

- a) Admission to the examination in any module requires a proof of participation or a participation mark (depending on the requirements of the module). (General Academic Rules A2.4.2, undergraduate degree; A3.4.2, honours degree; A4.4.2, MEd; and A5.4.2, PhD.)
- b) A proof of participation or a participation mark, which allows admission to the examination, will only be issued once a student has complied with the requirements for the module concerned to the satisfaction of the school director in consultation with the relevant subject group chairperson/programme leader. The requirements are stipulated in the study guide for the module concerned and under the module outcomes in this calendar.

### **OP.1.2.4 Subminimum for examination**

The subminimum for examinations in all modules is 40% except where a higher subminimum is provided for in faculty rules.

### **OP.1.2.5 Examination opportunities**

The examination opportunities and the relevant rules are determined in accordance with General Academic Rules A2.4.4 (undergraduate degree), A3.4.4 (honours degree), A4.4.6 (MEd) and A5.4.6 (PhD).

According to Academic Rule A.2.4.2, any student who has obtained the required proof of participation and/or participation mark as prescribed will be admitted to the examination in the module concerned.

All PGCE modules allow for a second examination opportunity.

### **OP.1.2.6 Access to marked examination work**

A student may apply to the school director to view the answer paper and the memorandum in the presence of the lecturer and the subject chairperson concerned (refer to Academic Rule A.2.4.9).

Application to view answer papers must be made within a maximum period of five working days after the marks have been made available.

### **OP.1.2.7 Pass requirements**

- a) The stipulations in Academic Rules A.2.4.3.1, A.2.4.3.2, A.2.4.3.3 and A.2.4.3.4, and all the subparagraphs apply.
- b) The module mark is calculated according to the ratio between the participation mark and the examination mark as set out under the module outcomes in the relevant calendar.
- c) The module mark required for a pass in a module in which examinations are written is 50%.
- d) The subminimum for all modules in which examinations are written is 40% (Academic Rule A.2.4.3.3), unless stated otherwise in the rules of specific programmes and curricula.
- e) Adjustment of the module mark for a first-semester module in which an examination was written but not passed may be considered according to the stipulations of Academic Rule A.2.4.3.4.
- f) Academic Rule A.2.5.2 stipulates the requirements for passing a module/curriculum/qualification with distinction.
- g) A pass is obtained for a curriculum once all the modules of the programme have been passed individually (Academic Rule A.2.5.1).



### OP.1.2.8 Modules and credits

- a) Subjects are presented according to modules, to which a certain number of credits are allocated.
- b) Each module has a code and a descriptive name, e.g. AFRD 511 – Afrikaans Methodology.
- c) Each module has a certain weight, known as a credit.
- d) Each module is to be passed individually.
- e) Programme-specific rules (apply according to the relevant calendar). See OP1.3 of this Calendar for rules applicable to ODL programmes.
- f) Mode of delivery-specific rules (apply according to the relevant calendar). See OP1.3 of this Calendar for rules applicable to ODL programmes.

### OP.1.2.9 Repetition of modules

Should a student fail an examination in a specific module, he/she is required to repeat the module in accordance with Faculty Rule 3.3.2.4

All modules in the programme allow for a student to utilise two examination opportunities in accordance with Academic Rules A.2.4.4.1, A.2.4.4.2 and A.2.4.4.3.

According to Academic Rule A.2.4.4.5, a student who requires one more module in order to complete a qualification may apply to the dean in writing to grant a final assessment opportunity on condition that the student has registered for and been admitted to the module.

### OP.1.2.10 Termination of studies

A student's studies may be terminated in accordance with the stipulations of General Academic Rule A.2.4.8 (undergraduate), A.3.4.6 (honours degree), A.4.4.10 (MEd) and A.5.4.10 (PhD).

### OP.1.2.11 Other rules

**Method of delivery:** This qualification can be taken full-time, through Open Distance Learning (ODL) or through the School Based Education Teacher training program (SBET).

#### Directed observation

- a) Before starting the course a student must attend an approved school for preparatory work related training for at least two weeks.
- b) If there are valid reasons for a student not fulfilling this requirement, it may be undertaken earlier/later with the written consent of the Director.
- c) SBET students do their directed observation at the school where they do their training.
- d) ODL students do their directed observation at the school where they do their Work-integrated Learning.

#### Work-integrated Learning

##### Full-time students:

- a) All campus and ODL students must participate in the **work integrated learning** program. The **work integrated learning** of the full-time program differs from the distance program. All students must complete a total of 9 weeks (including directed observation) before a certificate will be issued.
- b) **Work integrated learning** involves additional costs that must be borne by the student. These costs are not included in the tuition fees.

##### SBET students:

- a) SBET students are exempted from the **work integrated learning** because they are in the employ of the school for the duration of their studies and are under the supervision of an experienced mentor who regularly provides feedback to the Practical Teaching Office. Lecturers visit SBET students during the on campus work related training teaching period.

- b) Students are obliged to attend at least two contact sessions on campus. The additional cost must be borne by the student as they are not included in the tuition fees.

**ODL students:**

- a) All ODL students are required to do a total of 9 weeks practicum at a school of their choice. A minimum of 3 consecutive weeks must be done at a school for WIL. In order to receive a certificate a student must supply proof that this section/component has been successfully completed, as it forms part of the module EDCC 523.
- b) It is the responsibility of the enrolled student to obtain permission from the school in their area that will host them for the WIL.
- c) All contact sessions for PGCE will be facilitated by means of the interactive white boards installed at tuition centres throughout South Africa. Timetables and dates for these sessions will be in the information booklet you will receive upon registration. Students do not need to book for these sessions. A student may attend contact sessions/summer- and winter schools at any centre they prefer (as indicated in the information booklet). Summer- and winter schools will be facilitated during July and December of each academic year. All sessions will be facilitated by means of the interactive white boards.

**Obtaining language endorsements**

All students must obtain two (2) language endorsements. Students (non-mother tongue speakers) receive an a, e or t automatically due to the fact that they passed matric and completed a first degree. Non-mother tongue speakers wishing to qualify for an A, E or T must report for a language competency test. Mother tongue speakers must also present themselves for an automatic A, E or T. Learners who have attained at least 24 credits in the mother / first language receive an A, E, T etc.

**OP.1.3 RULES APPLICABLE TO ODL PROGRAMMES IN THE SCHOOL OF CONTINUING TEACHER EDUCATION (SCTE)**

**OP.1.3.1 Open Distance Learning (ODL)**

Open Distance Learning (ODL) refers to a mode of delivery and a teaching and learning approach focused on increased access to education and training whereby possible obstacles in terms of time, place and learning tempo are removed.

An ODL programme refers to any academic programme(s) offered by the NWU, independently or in terms of an agreement of co-operation with another public or private provider of higher education, with an aim to bridge the distance between the University and those students who prefer to study over a distance. Flexible entry implies that students can register at any time during the year with the applicable minimum and maximum study periods. These programmes require independent, self-regulated learning from students whilst student support is offered in the form of periodic structured contact sessions throughout the country, appropriate ODL study materials and opportunities for multi media and personal interaction with academic staff and facilitators.

**OP.1.3.2 ODL Examination opportunities**

ODL examination opportunities are scheduled during March/April and Sept/Oct of every year. Students can write any module during the first or second examination opportunity annually. Examination opportunities and information are communicated to students through relevant programme information booklets, personal time tables, the NWU and OLG websites, MOODLE, MobiSite and examination letters. Number of examination opportunities per module are determined according to the maximum study period of the qualification for which the student is registered.

**OP.1.3.3 Admission to examinations**

According to Academic Rule A.2.4.2, any student who has obtained the required proof of participation and/or participation mark as prescribed will be admitted to the examination in the module concerned. Submission of one assignment will allow a student a second examination opportunity, should he/she fail the first attempt.

#### **OP.1.3.4 Participation mark**

"Participation mark" means the mark awarded within a prescribed period to a student in a module by way of formative assessment for the completion of those teaching-learning activities which are required as part of the study within the module.

A participation mark for modules in ODL-programmes is obtained by successfully completing and obtaining an assignment mark for the prescribed assignments as stipulated within every module-specific tutorial letter.

An assignment mark may only contribute towards the participation mark of a specific module for two consecutive examination opportunities. Thereafter a new assignment must be submitted for a new participation mark in order to gain admission to write the examination in that module.

#### **OP.1.3.5 Calculation of the module mark**

A "module mark" is a mark calculated according to a formula which is determined from time to time for each module in terms of faculty rules, based on the participation mark and the examination mark awarded to a student in a module; provided that the weight of the participation mark in the above mentioned formula may not be less than 30% or more than 70%.

In calculating the module mark for all modules in the NPDE, ACE, PGCE and NPDE/ACE upgrade to BEd (except when stated otherwise in a particular curriculum), the participation mark carries a weight of 40% and the examination mark a weight of 60% towards the final module mark.

#### **OP.1.3.6 Unsatisfactory academic performance**

A student whose academic performance is found to be unsatisfactory shall receive a formal written warning from the Dean of the Faculty of Education and/or the director of the SCTE. Thereafter, if progress is still not satisfactory, the student may be dealt with in terms of General Academic Rules A2.4.8 and A3.4.6

#### **OP.1.3.7 Termination of studies of ODL-students**

The minimum and maximum duration of study for the various qualifications is indicated in the calendar and in the information booklets for these qualifications. One year before the maximum duration of study is exceeded and a student's studies are finally terminated, such a student will receive a warning letter from the Director of the SCTE to inform him/her of the two final examination opportunities to pass all outstanding modules. Should such a student still have modules outstanding after these examination opportunities, the studies of such a student must be terminated in terms of Academic Rule A.2.4.8 and A.3.4.6.

Only in exceptional cases and then on the grounds of irrefutable evidence will the Director of the SCTE consider a request for continuation of studies from a student whose studies have been terminated. Should such an application be successful, the student will be afforded only one examination opportunity to complete all outstanding modules.

#### **OP.1.4 WARNING AGAINST PLAGIARISM**

Assignments are individual tasks and not group activities (unless explicitly indicated as group activities). For further details see:

[http://www.puk.ac.za/openncms/export/PUK/html/beheer-bestuur/beleid-reels/WARNING\\_AGAINST\\_PLAGIARISM.pdf](http://www.puk.ac.za/openncms/export/PUK/html/beheer-bestuur/beleid-reels/WARNING_AGAINST_PLAGIARISM.pdf)

#### **OP.1.5 CAPACITY STIPULATION**

Please take note 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 admission requirements may not necessarily be admitted to the course for which they applied.

### OP.1.6 RECOGNITION OF PRIOR LEARNING

Recognition of prior learning is done in accordance with Academic Rule A.2.3.2 (A.2.3.2 – A.2.3.2.4). Any student who fails a module must repeat the module in order to obtain a new participation mark. Classes must be attended and no exemption from class attendance will be granted in the event of timetable clashes.

### OP.1.7 PROGRESS REQUIREMENTS

Students in their final year who have not passed all the prescribed modules of the curriculum thus far may register for the outstanding modules provided these do not exceed 32 credits per semester. Classes must be attended and no exemption from class attendance will be granted in the event of timetable clashes.

### OP.1.8 ADDITIONAL MODULES

A student may register for additional modules (32 credits per semester) on condition that he/she has thus far passed the prescribed modules of the curriculum. Classes must be attended and no exemption from class attendance will be granted in the event of timetable clashes.

Students who have not passed all the prescribed modules of the curriculum may enrol for 16 additional credits per semester. Classes must be attended and no exemption from class attendance will be granted in the event of timetable clashes.

### OP.1.9 SCHOOLS IN THE FACULTY

School	Subject group
School for Curriculum-based studies	<ul style="list-style-type: none"><li>○ African Languages for Education</li><li>○ Afrikaans for Education</li><li>○ Economic and Management Sciences Education</li><li>○ English for Education</li><li>○ Geography Education</li><li>○ History Education</li><li>○ Creative and Performing Arts for Education</li><li>○ Natural Sciences Education</li><li>○ Training and Development</li><li>○ Computer Science Education</li><li>○ Technology for Education</li><li>○ Mathematics Education</li></ul>
School of Education	<ul style="list-style-type: none"><li>○ Movement Education</li><li>○ Philosophy in Education</li><li>○ Curriculum Studies</li><li>○ Life Orientation</li><li>○ Educational Psychology and Learner Support</li><li>○ Education Management Leadership</li><li>○ Education Law</li><li>○ Education Theory</li><li>○ Comparative Education</li><li>○ Early Childhood Development</li></ul>
School of Continuing Teacher Education	<ul style="list-style-type: none"><li>○ Geography Education</li><li>○ History Education</li><li>○ Curriculum Studies</li><li>○ Learner Support for Education</li><li>○ Life Orientation and Movement Education</li><li>○ Education Management Leadership</li><li>○ Education Law</li><li>○ Languages for Education</li></ul>

- Technology and Computer Science Education
- Early Childhood Development
- Mathematics Education and Mathematic Literacy

### OP.1.10 QUALIFICATIONS, PROGRAMMES AND CURRICULA

The University has the authority to confer the following degrees, certificates and diplomas offered by the Faculty of Education Sciences:

- Advanced Certificate in Education (ACE)
- National Professional Diploma in Education (NPDE)
- Bachelor of Education (BED)
- Postgraduate Certificate in Education (PGCE)
- Bachelor in Training and Development (BTD)(HRD)
- Bachelor of Education (Honours) (BEdHons)
- Master of Education (MED)
- Doctor of Philosophy (PhD)

As from 2014, the ADT will replace the PGCE.

POST GRADUATE CERTIFICATE				
QUALIFICATION	PROGRAMME AND CODE	CURRICULUM AND CODE	MODE OF DELIVERY	NQF - LEVEL
Post-Graduate Certificate in Education (PGCE)	Senior and Further Education and Training Phase (Grade 7-12): 424 107	See 1.11.4 O160P	Full-time SBET ODL	6 pending 7

### OP.1.11 RULES FOR THE POST GRADUATE CERTIFICATE IN EDUCATION (PGCE)

#### Contact and ODL programmes

The PGCE serves as a professional capping qualification for candidates who have completed a relevant 360 or 480-credit Bachelor's degree and wish to enter the teaching profession.

Students, who obtained this qualification with its focused vision on classroom practice, will be able to fulfil all the contextual roles and competencies of an effective educator.

With this certificate an educator can teach from Grades 7 to 12.

#### OP.1.11.1 Duration of study

**Full-time programme:** The minimum duration of study is one year and the maximum duration is two years.

**ODL programme:** The duration of study is 2 years (4 examination opportunities)

#### OP.1.11.2 Admission requirements for the qualification

An undergraduate university degree with two recognised school subjects or a recognised qualification of 360 credits at NQF level 6 and that includes at least two recognised school subjects.

Students must also be able to take two methodology subjects in order to obtain the qualification. The curriculum for the qualification may be structured in one of the following ways:

(A recognised school subject is one included in the Department of Basic Education's official list of school subjects.)

- a recognised school subject at level 3 + a recognised school subject at level 1;
- a recognised school subject at level 2 + a recognised school subject at level 2; or
- a recognised school subject at level 2 + two recognised school subjects at level 1.

In the event of a choice between methodologies for academic subjects already obtained for a prior qualification, a student must select from these the two subjects that were obtained at the highest level. In the case of Languages, the relevant language subject must be at year level 2.

#### **Exeptions:**

- A student who wants to take **Life Sciences** as methodology need to present one of the following subjects Botany, Zoology or Physiology on level three and another on level 1 OR two of the three subjects on level 2 for admission to the PGCE Students who only have Physiology or Botany or Zoology as main subject are provisionally admitted to the PGCE until they passed maximally three (3) additional modules, namely LIFE 311, LIFE 121 and/or LIFE211. (The number of additional subjects will be determined individually by the Faculty of Education Sciences.) Students who only qualify for Life Sciences as school subject will receive the PGCE with Methodology of Life Sciences and Methodology of the Learning Area Natural Sciences. These students must register for LIFD511 and LAND521 as well as LAND411 and ADSD521.
- A student who wants to take **Physical Sciences** as methodology need to present one of the subjects Chemistry or Physics on level three and the other one on at least on level 1. Alternatively, Chemistry and Physics both on level 2 can also be used for admission. Students who only qualify for Physical Sciences as school subject must register for PHSD511 and LAND521 as well as LAND411 and ADSD521. These students will receive the PGCE with Methodology of Physical Sciences and Methodology of the Learning Area Natural Sciences.
- A student who wants to take the Methodology of Mathematics must have completed Mathematics on level 2 or otherwise Mathematics on level 1 with one of the following on level 2: Statistics, Mathematical Statistics, Applied Mathematics and Financial Mathematics. A student with only Mathematics as main subject must register for MATD511, MATD 521 as well as MATD411 and ADSD521.
- A student who wants to take the Methodology of Life Orientation must have two of the following subjects on degree level: Sociology, Psychology, Political Studies, Human Movement Science, Labour -and Industrial studies, Human Rights and Ethics and Nutrition. The student must already have a second school subject on degree level for the second methodology.
- A student is not allowed to take MOVD511 and LLOD511 together. If one of the abovementioned methodologies is taken, a student must also take another second methodology. The second semestermodules for both MOVD511 and LLOD511 is LLOD521.
- A student who wants to take the Methodology of Languages must have completed it on level 3
- Students who have as yet not completed their first degree may be admitted by way of exception. They have to make a special application to the Director for this admission.

#### *Remark:*

1. The PM 40 % indicates participation marks of 40 % during the semester.
2. Students in possession of B.Mus and BA Music and Society take LAAD511 and LAAD521 and ADSD521. These students receive exemption for Music subject methodology (MSVD511) on the grounds of modules already passed in B.Mus and BA Music and Society

### OP.1.11.3 List of modules

Module code	Descriptive name	Prerequisites	Credits
ACCD511	Accounting Methodology (ODL)	Accounting level 1	12
ADSD521	Additional subject methodology: Creativity for Educators (ODL)		12
AFRD511	Afrikaansmetodiek	Afrikaans level 3	12
AFRD521	Afrikaansmetodiek	Afrikaans level 3	12
AFTB521	Afrikaanstaalbevoegdheid		1
ARTD511	Art Methodology	Art History level 1/Visual art level 1	12
BSTD511	Business Studies Methodology (ODL)	Business Management level 1	12
CATD511	Computer Applications Technology Methodology		12
CTED521	Civil Technology Methodology	TTED511	12
COMF411	Computers in Education (ODL)		8
ECOD511	Economics Methodology (ODL)	Economics level 1	12
EDCC511	Education Theory (ODL)		8
EDCC512	Assessment (ODL)		8
EDCC513	Professional Studies (ODL)		8
EDCC521	Educational Psychology (ODL)		12
EDCC522	Education Law, Systems and Management (ODL)		12
EDCC523	Professional Studies (ODL)		8
EGDD511	Engineering Graphics and Design Methodology		12
EGDD521	Engineering Graphics and Design Methodology		12
ENGD511	English Methodology (ODL)	English level 3	12
ENGD521	English Methodology (ODL)	English level 3	12
ENTB521	English Language Proficiency		1
ETED521	Electrical Technology Methodology	TTED511	12
GEOD511	Geography Methodology (ODL)	Geography level 1	12
HISD511	History Methodology (ODL)	History level 1	12
INTD511	Information Technology Methodology	Information Technology level 1	12
LAAD511	Learning Area Arts and Culture Methodology		12
LAAD521	Learning Area Arts and Culture Methodology		12
LABD521	Learning Area Economic and Management Sciences Methodology (ODL)		12
LAND521	Learning Area Natural Sciences Methodology		12
LASD521	Learning Area Social Sciences Methodology (ODL)		12
LIFD511	Life Sciences Methodology	One of Botany, Zoology or Physiology on level three and another on level 1 or two of the three subjects on level 2.  Students who only have Physiology or Botany or Zoology as main subject are provisionally admitted to the PGCE until they passed maximally three (3) additional modules, namely LIFE 311, LIFE 121 and/or LIFE211.	12

LIFF521	Life Skills (ODL)		12
LLOD511	Learning Area Life Orientation Methodology (ODL)	Physiology+Movement Sciences+Sociology on level 2 (see further requirements under 1.11)	12
LLOD521	Learning Area Life Orientation Methodology (ODL)		12
MATD511	Mathematics Methodology (ODL)	Mathematics level 2 (see 1.11)	12
MATD521	Mathematics Methodology (ODL)	Mathematics level 2	12
MOVD511	Movement Sciences Methodology (ODL)	Only Movement Sciences as main subject	12
MSVD511	Music Methodology	B.Mus	12
MTED521	Mechanical Technology Methodology	TTED511	12
PHSD511	Physical Sciences Methodology	Physics level 3 + Chemistry level 1 OR Physics level 1 + Chemistry level 3 OR Physics level 2 + Chemistry level 2	12
RSVD511	Religion Studies Methodology	Any religion on level 1, Social Anthropology	12
SEMD511	Setswana Methodology (Mother Tongue) (ODL)	Setswana level 2	12
SEMD521	Setswana Methodology (Mother Tongue) (ODL)	Setswana level 2	12
SEND511	Setswana Methodology (Non Mother Tongue) (ODL)	Setswana level 2	12
SEND521	Setswana Methodology (Non Mother Tongue) (ODL)	Setswana level 2	12
SSTB521	Sesotho Language Proficiency		1
TECD521	Technology Methodology	VWVD511	12
TGNO511	Technology (ODL)		8
TGNO521	Technology (ODL)		8
TRVD511	Tourism Methodology	Tourism level 1	12
TTED511	FET Technology Methodology		12
TWTB521	Setswana Language Proficiency		1
VRTB521	Foreign Language Proficiency		1
VWVD511	Consumer Sciences Methodology	B.Sc Consumer Sciences	12
*ZOND511	Zulu Methodology	Zulu level 2	12
*ZOND521	Zulu Methodology	Zulu level 2	12
ZOTB521	Zulu Language Proficiency		1

\* Will not be presented in 2013

#### OP.1.11.4 Curriculum: O160P – PGCE Senior & Further education and training phase

##### OP.1.11.4.1 Curriculum outcomes

After completion of the programme students should be able to:

- develop and demonstrate a deep knowledge and understanding of education theory and practice
- integrate education theory and practice with applied competence
- demonstrate and assess the knowledge base that underpins the planning, development and implementation of learning programmes in the Senior and FET phases and act as assessor and learning facilitator;



- develop and demonstrate skills, attitudes and values to become responsible, independent and contributing members of the professional educational community in a diverse and changing national and international context.
- develop and demonstrate critical, creative and reflective problem solving skills within educational and societal context

#### OP.1.11.4.2 Compilation of curriculum: O160P: Post-Graduate Certificate in Education

A student compiles his/her curriculum from the compulsory modules and a selection of two methodologies from the list of methodologies.

<b>First semester</b>	
<b>Module code</b>	<b>Cr</b>
<b>Fundamental modules</b>	
COMF411	8
TGNO511	8
<b>Core modules</b>	
EDCC511	8
EDCC512	8
EDCC513	8
<b>TWO of the following methodologies</b>	
ACCD511	12
AFRD511	12
ARTD511	12
BSTD511	12
CATD511	12
ECOD511	12
EGDD511	12
ENGD511	12
GEOD511	12
HISD511	12
INTD511	12
LAAD511	12
LIFD511	12
LLOD511 or MOVD511	12
MATD511	12
MSVD511	12
PHSD511	12
RSVD511	12
SEMD511	12
SEND511	12
TTED511	12
TRVD511	12
VWVD511	12
ZOND511	12
<b>Total 1st semester</b>	<b>64</b>

<b>Second semester</b>	
<b>Module code</b>	<b>Cr</b>
<b>Fundamental modules</b>	
LIFF521	12
TGNO521	8
<b>Core modules</b>	
EDCC521	12
EDCC522	12
EDCC523	8
<b>Choose two of the following</b>	
AFTB521	2
ENTB521	
TWTB521	
SSTB521	
ZOTB521	
<b>Continuation of the selected methodologies</b>	
LABD521 or ADSD521	12
AFRD521	12
LAAD521	12
LABD521 or ADSD521	12
TECD521	12
LABD521 or ADSD521	12
EGDD521	12
ENGD521	12
LASD521	12
LASD521 or ADSD521	12
TECD521	12
LAAD521	12
LAND521	12
LLOD521	12
MATD521	12
ADSD521	12
LAND521 or ADSD521	12
LLOD521 or ADSD521	12
SEMD521	12
SEND521	12
CTED521/ETED521/ MTED521	12
LABD521 of ADSD521	12
TECD521	12
ZOND521	12
<b>Total 2nd semester</b>	<b>78</b>
<b>Total for the Curriculum</b>	<b>142</b>

## OP.2 MODULE OUTCOMES

Module code: ACCD511	Semester 1	NQF-level: 6 pending 7
Title: Accounting Methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• have a well-rounded and systematic knowledge base regarding lesson planning, learner programme development, teaching aids and teaching management of the methodologies of Accounting;</li> <li>• have an informed base of understanding of key terms, rules, concepts, established principles and theories regarding the presentation of Accounting;</li> <li>• be able to gather, organise, make a critical analysis and interpret information, to communicate information coherently and reliably, both individually or as part of a group;</li> <li>• be able to select information and develop the necessary presentation skills using appropriate technologies according to generally accepted accounting practice (GAAP).</li> </ul>		
Method of delivery: Full-time, SBET, ODL		
Methods of assessment:		
Continuous assessment 50 %		
1x3 hour written examination 50 %		

Module code: ADSD521	Semester 2	NQF-level: 6 pending 7
Title: Additional Subject Methodology: Creativity for Educators		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate a comprehensive and systematic knowledge of creative teaching;</li> <li>• demonstrate an instructive and analytical comprehension of principles and theories relating to creative teachers, learners and the classroom, of critical analysis, synthesis and the evaluation of quantitative and qualitative information in this regard;</li> <li>• professionally present academic information effectively, using relevant IT skills;</li> <li>• communicate coherently and reliably in individual or group situations; and</li> <li>• use the knowledge and skills acquired in this module to teach any subject creatively, effectively and according to ethically based standards and values within the Outcomes-based Education framework.</li> </ul>		
Method of delivery: Full-time, SBET, ODL		
Methods of assessment:		
Continuous assessment 50 %		
1x2 hour written examination 50 %		

Modulekode: AFRD511	Semester 1	NKR-vlak: 6 hangende 7
Titel: Afrikaansmetodiek		
Module-uitkomst: Na voltooiing van die module moet die student in staat wees om:		
<ul style="list-style-type: none"> <li>• leermateriaal en geïntegreerde leerderaktiwiteite te kan saamstel om huiistaal- en addisionele taal leerders te begelei in die bereiking van gestelde leeruitkomst;</li> <li>• om gepaste assesseringsvorme, deur middel waarvan leerders in graad 7-12 se voldoening aan bepaalde assesseringstandaarde gemeet kan word, te kan implementeer;</li> <li>• verworwe kennis oor die interpretasie en implementering van die nasionale skoolkurrikulum te kan gebruik om geïntegreerde lesse saam te stel; en</li> <li>• om die voorskrifte van relevante departementele dokumente in breë trekke in ag te neem by die uitvoering van portefeulje-opdragte oor verskillende fasette van die onderrig van Afrikaans.</li> </ul>		
Metode van aflewering: Voltyds, SBO		
Assesseringsmetodes:		
Deurlopende assessering 50		
1x3 uur geskrewe eksamen 50 %		

Modulekode: AFRD521	Semester 2	NKR-vlak: 6 hangende 7
Titel: Afrikaansmetodiek		
Module uitkomst: Na voltooiing van die module moet die student in staat wees om:		
<ul style="list-style-type: none"> <li>• met insig en in fynere besonderhede uitvoering te gee aan die voorskrifte van relevante departementele dokumente wanneer geïntegreerde lesse vir leerders in die Senior Fase saamgestel word én wanneer verslag gedoen word van leerdervordering;</li> <li>• departementele voorskrifte ten opsigte van die samstelling van werkskedules, assesseringsprogramme en lesbeplanning vir die onderrig van Afrikaans aan leerders in Gr. 7-12 te kan uitvoer; en</li> <li>• verskillende handboeke en ander soorte leermateriaal te kan beoordeel ten opsigte van die geskiktheid daarvan vir bepaalde leerdergroepe en bepaalde onderrigsituasies.</li> </ul>		
Metode van aflewering: Voltyds, SBO		
Assesseringsmetodes:		
Deurlopende assessering 50		
1x3 uur geskrewe eksamen 50 %		

Module code: ARTD511	Semester 1	NQF-level: 6 pending 7
Title: Art Methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• prove that he/she has reached a broad and significant knowledge of and insight into art-theoretical aspects and subject during the completion of his/her degree;</li> <li>• apply this knowledge and insight to all areas of art history and theory, in a teaching and learning environment in a critical, sensible and integrated way, in both the Senior Phase/FET and the learning area Arts and Culture.</li> <li>• critically evaluate and analyse different models of art education, and apply these models in a competent and independent way in order to contribute to the comprehension and enjoyment of the subject (Micro-lessons, class presentations and practical teaching);</li> <li>• prove that he/she has reached an advanced level of technical and practical skills and knowledge, and that he/she can apply this knowledge to the advantage of the practical assignments and products of learners, and also prove that he/she can plan and manage such tasks within a realistic time span, using available space and materials within the context of a teaching/learning situation in the Senior Phase;</li> <li>• show an ability to apply the specific didactical details of Art (Senior Phase) in a lesson, and to prove an ability to plan and use integrated and relevant components of Art in the FET/Senior Phase and to use it within the context of the NCS (Class presentations, assignments, exams, micro-lessons and practical teaching).</li> <li>• evaluate art works, theories and models of art analysis, according to a sound value system, taking into account the sensitivity of certain components of art, cultural differences and actualities; proving a capacity and competency to choose subject content and lessons based on ethical and responsible behaviour, in Senior Phase/FET as well as learning area Arts and Culture.</li> <li>• prove that he/she has a well-established outlook on life and on the world that will be reflected in their ability to apply an inclusive and integrated method of art teaching within a culturally and linguistically diverse education system (micro-lessons, practical teaching, class presentations, exams, research and assignments).</li> </ul>		
Method of delivery: Full-time, SBET		
Methods of assessment:		
Continuous assessment 50 %		
1x3 hour written examination 50 %		

Module code: BSTD511	Semester 1	NQF-level: 6 pending 7
Title: Business Studies Methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate a comprehensive and systematic knowledge base of the National Curriculum Statement applicable to Business Studies in the FET phase, teacher portfolios, learning programmes and assessment;</li> <li>• identify themes relevant to the National Curriculum Statement applicable to Business Studies in the FET phase and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules;</li> <li>• use unknown and abstract information in this regard by using graphs and theory driven arguments; effectively use IT skills to collect, organise, critically analyse and to interpret;</li> <li>• demonstrate problem-solving abilities to plan and present lessons for specific application to Business Studies, using appropriate technologies, unknown and abstract information, graphs and theory driven arguments and IT skills to collect, organise, critically analyse and to interpret, giving evidence of theoretical underpinning; and</li> <li>• effectively communicate Business Studies didactical aspects ethically, coherently and reliably to learners in the classroom situation by using individual or group methods.</li> </ul>		
Method of delivery: Full-time, SBET, ODL		
Methods of assessment:		
Continuous assessment 50 %		
1x3hour written examination 50 %		

Module code: CATD511	Semester 1	NQF-level: 6 pending 7
Title: Computer Applications Technology Methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate comprehensive and systematic knowledge of appropriate policy documents of Computer Applications Technology in the FET phase;</li> <li>• demonstrate profound practical skills in the planning, presentation and assessment of both theoretical and practical CAT lessons;</li> <li>• demonstrate the ability to facilitate teaching and learning OBE Computer Applications Technology in the FET phase; and</li> <li>• demonstrate and evaluate the ethical use of different learning material for CAT.</li> </ul>		
Method of delivery: Full-time, SBET		
Methods of assessment:		
Continuous assessment 50 %		
1x3hour written examination 50 %		

Module code: CTED521	Semester 2	NQF-level: 6 pending 7
Title: Civil Technology Methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the safety aspects applicable in the Civil technology class room, workshop and on site visits during practical sessions</li> <li>• select and apply appropriate teaching and learning practices for the Civil technology classroom in a FET environment</li> <li>• complete a Civil technology educational project by selecting and using appropriate sources of information and communication</li> </ul>		
Method of delivery: Full-time, SBET		
Methods of assessment:		
Continuous assessment 50 %		
1x3hour written examination 50 %		

<b>Module code: COMF411</b>	<b>Semester 1</b>	<b>NQF-level: 6 pending 7</b>
Title: Computers in Education		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate sound knowledge of e-learning and the policy on e-Education;</li> <li>• demonstrate knowledge and skills of ICT integration in schools;</li> <li>• demonstrate problem-solving abilities to plan, design and present computer-integrated lessons; and</li> <li>• critically evaluate ethical and moral aspects regarding the use of ICT in education.</li> </ul>		
Method of delivery: Full-time, SBET, ODL		
Methods of assessment:		
Continuous assessment 50 %		
1x2hour written examination 50 %		

<b>Module code: ECOD511</b>	<b>Semester 1</b>	<b>NQF-level: 6 pending 7</b>
Title: Economics Methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• illustrate and apply comprehensive and systematic knowledge of the National Curriculum Statement and other related educational policy documents for grades 10-12 and display an informed and critical understanding of the principles and theories with regard to classroom management, creative teaching and active learning in the Economics classroom in the context of postgraduate education;</li> <li>• execute critical analyses, syntheses and evaluations of quantitative and qualitative information with regard to classroom administration, classroom organisation and record-keeping;</li> <li>• effectively present academically professional information with regard to assessment of Economics teaching, as well as plan and prepare Economics lessons using his/her IT-skills and communicate coherently and creditably as an individual or as part of a group; and</li> <li>• use the knowledge and skills mastered in this module effectively to present the subject Economics to grade 10-12 learners using the Outcomes-based Educational approach and implement norms and values prescribed by the Education Department.</li> </ul>		
Method of delivery: Full-time, SBET, ODL		
Methods of assessment:		
Continuous assessment 50 %		
1x3hour written examination 50 %		

<b>Module code: EDCC511</b>	<b>Semester 1</b>	<b>NQF-level: 6 pending 7</b>
Title: Education Theory		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• develop a broad understanding of the range of education theories, ideas and concepts that mark the current social science and educational landscape;</li> <li>• develop a basic level of competence to apply the major education theories, ideas and concepts within their future educational practices as professional educators working in various contexts (schools, clinics, colleges, universities, parastatals, NGOs, developmental organisations and government);</li> <li>• develop an ability to apply theoretical understanding to the conduct of basic research in education and to extend their theoretical insights based on the results of empirical inquiry.</li> </ul>		
Method of delivery: Full-time, SBET, ODL		
Methods of assessment:		
Continuous assessment 50 %		
1x2hour written examination 50 %		

<b>Module code: EDCC512</b>	<b>Semester 1</b>	<b>NQF-level: 6 pending 7</b>
Title: Assessment		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate an understanding of outcomes-based assessment theoretical underpinning;</li> <li>• demonstrate understanding and application of integrated assessment;</li> <li>• demonstrate understanding of inclusively mainstream curriculum and the ordinary classroom environment;</li> <li>• demonstrate an ability to plan for teaching, learning and assessment within an OBE approach;</li> <li>• demonstrate the ability to conduct outcomes-based assessment;</li> <li>• demonstrate an understanding and application of recording, recordkeeping and reporting within an OBE approach.</li> <li>• demonstrate understanding and application of quality assurance of assessment</li> </ul>		
Method of delivery: Full-time, SBET, ODL		
Methods of assessment:		
Continuous assessment 50 %		
Portfolio assessment 50 %		

<b>Module code: EDCC513</b>	<b>Semester 1</b>	<b>NQF-level: 6 pending 7</b>
Title: Professional Studies		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate fundamental knowledge regarding the theoretical underpinnings and principles of an outcomes-based curriculum;</li> <li>• identify and explain the components of an outcomes-based curriculum cycle;</li> <li>• interpret the outcomes-based National Curriculum Statement and other related policies;</li> <li>• design a learning programme, work schedule and lesson plan using OBE principles;</li> <li>• demonstrate fundamental knowledge and skills in the selection, planning and implementation of direct and indirect teaching strategies and related instructional skills and teaching methods;</li> <li>• develop his/her own strategic teaching-learning approach;</li> <li>• develop and manage professional portfolios;</li> <li>• apply appropriate knowledge, skills and attitudes in teaching practice.</li> </ul>		
Method of delivery: Full-time, SBET, ODL		
Methods of assessment:		
Continuous assessment 50 %		
1x2 hour written examination 50 %		

<b>Module code: EDCC521</b>	<b>Semester 2</b>	<b>NQF-level: 6 pending 7</b>
Title: Educational Psychology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate fundamental knowledge of the theoretical underpinnings of educational and community psychology as well as the ecosystemic perspective;</li> <li>• act as an agent of change by integrating the theoretical underpinnings of educational and community psychology as well as the ecosystemic perspective in their education practice;</li> <li>• demonstrate well-rounded (fundamental and in-depth) knowledge of health promotion in diverse educational settings;</li> <li>• demonstrate fundamental knowledge of Inclusive Education and integrate this knowledge to create environments that value all learners;</li> <li>• understand the learner as a developing person from the ecosystemic perspective;</li> <li>• critically reflect on interpersonal dynamics in educational settings</li> </ul>		
Method of delivery: Full-time, SBET, ODL		
Methods of assessment:		
Continuous assessment 50 %		
1x3 hour written examination 50 %		

<b>Module code: EDCC522</b>	<b>Semester 2</b>	<b>NQF-level: 6 pending 7</b>
Title: Education Law, Systems and Management		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• contribute to quality education in a diverse community;</li> <li>• have a deep knowledge and understanding of the nature and aims of the South African education system;</li> <li>• function within this education system to the advantage of the South African community and to contribute to the solution of challenges;</li> <li>• have the ability to integrate education management theory and practice to develop professional classroom management skills in a diverse and changing national and international context;</li> <li>• demonstrate knowledge and understanding of education law principles, and the ability to interpret and apply legislation and policy correctly in order to become responsible, independent and a contributing member of the professional education community;</li> <li>• have the ability to assess external influences on the education system and the classroom in order to develop critical, creative and reflective problem-solving skills within an educational and societal context by assessing external influences on the education system and the classroom.</li> </ul>		
Method of delivery: Full-time, SBET, ODL		
Methods of assessment:		
Continuous assessment 50 %		
1x3 hour written examination 50 %		

<b>Module code: EDCC523</b>	<b>Semester 2</b>	<b>NQF-level: 6 pending 7</b>
Title: Professional Studies		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• apply theoretical knowledge, practical skills and the required attitudes in teaching practice;</li> <li>• demonstrate knowledge of and insight into ethical aspects of the teaching profession and the SACE Code of Conduct;</li> <li>• demonstrate knowledge and understanding of the complexity of classroom discipline; and</li> <li>• identify, make, integrate and evaluate media in the teaching-learning situation.</li> </ul>		
Method of delivery: Full-time, SBET, ODL		
Methods of assessment:		
Continuous assessment 30 %		
* Work related training 40 %		
Theoretical examination 30 %		
* It is a prerequisite that a student must meet with all the requirements to pass work integrated learning		

Module code: EGDD511	Semester 1	NQF-level: 6 pending 7
Title: Engineering Graphics and Design Methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• have sound knowledge regarding the outcomes of Engineering Graphics and Design according to the NQF;</li> <li>• possess the ability to apply the three planning phases of OBE in the class situation;</li> <li>• have sound knowledge to present the Turbo CAD Drawing programme as a presentation method in Engineering Graphics and Design; and</li> <li>• apply acquired Turbo CAD skills in his/her knowledge of Engineering Graphics and Design in the beginning phases for lessons and selected preparation for classroom activities.</li> </ul>		
Method of delivery: Full-time, SBET		
Methods of assessment:		
Continuous assessment 50 %		
1x3 hour written examination 50 %		

Module code: EGDD521	Semester 2	NQF-level: 6 pending 7
Title: Engineering Graphics and Design Methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• have sound knowledge of the Solid Works Computer Aided Drawing programme for use in classroom practice in Engineering Graphics and Design as a school subject;</li> <li>• create parts, assemblies and sketches using Solid Works;</li> <li>• use the skills acquired in Solid Works by didactically presenting Solid Works in Engineering Graphics and Design;</li> <li>• prepare lessons and assess selected classroom activities; and</li> <li>• compare a CAD programme with a parametric CAD programme.</li> </ul>		
Method of delivery: Full-time, SBET		
Methods of assessment:		
Continuous assessment 50 %		
1x3 hour written examination 50 %		

Module code: ENGD511	Semester 1	NQF-level: 6 pending 7
Title: English Methodology		
<ul style="list-style-type: none"> <li>• demonstrate well-rounded knowledge of SLA learning and teaching theories as well as Methodological approaches</li> <li>• apply policy document (outcome of the generic module EDCC512) in the different phases at school level for teaching English and to interpret learning outcomes for the outcomes of each phase;</li> <li>• demonstrate systematic and comprehensive skills in the planning and execution of English lessons, integration with other learning areas and interpretation of the policy documents ;</li> <li>• demonstrate sophisticated competence as educator and in the selection of appropriate learning material and teaching strategies for all phases; and</li> <li>• demonstrate refined and cultivated values regarding the English language teaching profession, and showing responsibility towards learners and the community.</li> </ul>		
Method of delivery: Full-time, SBET, ODL		
Methods of assessment:		
Continuous assessment 50 %		
1x3 hour written examination 50 %		

Module code: ENGD521	Semester 2	NQF-level: 6 pending 7
Title: English Methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate comprehensive knowledge of principles regarding the planning of lessons for teaching of English First Additional Language for Senior and FET Phases;</li> <li>• demonstrate well-rounded knowledge of SLA learning and teaching theories as well as Methodological approaches</li> <li>• apply policy document (outcome of the generic module EDCC512) in the different phases at school level for teaching English and to interpret learning outcomes for the outcomes of each phase;</li> <li>• demonstrate systematic and comprehensive skills in the planning and execution of English lessons, integration with other learning areas and interpretation of the policy documents ;</li> <li>• demonstrate sophisticated competence as educator and in the selection of appropriate learning material and teaching strategies for all phases; and</li> <li>• demonstrate refined and cultivated values regarding the English language teaching profession, and showing responsibility towards learners and the community.</li> </ul>		
Method of delivery: Full-time, SBET, ODL		
Methods of assessment:		
Continuous assessment 50 %		
1x3 hour written examination 50 %		

<b>Module code: ETED521</b>	<b>Semester 2</b>	<b>NQF-level: 6 pending 7</b>
Title: Electrical Technology methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the safety aspects applicable in the Electrical technology class room, workshop and on site visits during practical sessions</li> <li>• select and apply appropriate teaching and learning practices for the Electrical technology classroom in a FET environment</li> <li>• complete a Electrical technology educational project by selecting and using appropriate sources of information and communication</li> </ul>		
Method of delivery: Full-time, SBET		
Methods of assessment:		
Continuous assessment 50 %		
1x3hour written examination 50 %		

<b>Module code: GEOD511</b>	<b>Semester 1</b>	<b>NQF-level: 6 pending 7</b>
Title: Geography Methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• have thorough and systematic knowledge to apply integrated, specific skills to design and effectively implement Geography learning experiences;</li> <li>• integrate theory and practical components with regard to curriculum development and act as a curriculum planner;</li> <li>• distinguish between the different teaching and learning approaches, styles, strategies, methods and techniques and to evaluate which of these are specifically the most effective learning content in Geography, and subsequently implementing these in a creative, logical and systematic manner;</li> <li>• demonstrate a thorough and systematic knowledge in applying integrated critical skills to ensure that correct summative and formative continuous assessment methods, techniques, testing and examining of Geography knowledge are correctly implemented;</li> <li>• analyse and implement the effective management and organisation of a Geography classroom, as well as the management and evaluation of the Geography department and personnel.</li> </ul>		
Method of delivery: Full-time, SBET, ODL		
Methods of assessment:		
Continuous assessment 50 %		
1x3 hour written examination 50 %		

<b>Module code: HISD511</b>	<b>Semester 1</b>	<b>NQF-level: 6 pending 7</b>
Title: History Methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate an extended and systematic knowledge of the methodology of History in context of the National Curriculum Statement;</li> <li>• demonstrate extended skills in the analysis and synthesis of sources, the planning, design and implementation of various assessment strategies, the design of tests, examination papers and memoranda, as well as year planning (learning programmes and working schedules);</li> <li>• demonstrate competence in analysing and synthesising sources and the ability to plan practically, to design and implement various assessment strategies, to set tests, examination papers and memoranda as well as to conduct year planning (learner programmes and working schedules); and</li> <li>• demonstrate values of an ethically professional nature with regard to the interpretation of historical facts, which should always be true and contextual, in accordance with the Manifesto on Values, Education and Democracy.</li> </ul>		
Method of delivery: Full-time, SBET, ODL		
Methods of assessment:		
Continuous assessment 50 %		
1x3 hour written examination 50 %		

<b>Module code: INTD511</b>	<b>Semester 1</b>	<b>NQF-level: 6 pending 7</b>
Title: Information Technology Methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate comprehensive knowledge of departmental policy documents on Information Technology in the FET phase, the curriculum and work schedules in applicable learning contexts, a variety of assessment techniques, methods and instruments applicable to Information Technology, as well as learning material for Information Technology and the organisation and administration of a computer centre;</li> <li>• demonstrate profound skills in analysing, interpreting and applying departmental policy documents to Information Technology in the FET phase, the planning, presentation and evaluation of both theoretical and practical lessons and the planning, implementation and evaluation of the principles of assessment in IT;</li> <li>• demonstrate the ability to implement and apply learning contexts and work schedules to enhance effective learning in Information Technology and to develop applicable learning activities to measure learners' attainment of specific learning objectives; and</li> <li>• demonstrate the ability to evaluate and debate the profile of the ideal Information Technology facilitator.</li> </ul>		
Method of delivery: Full-time, SBET		
Methods of assessment:		
Continuous assessment 50 %		
1x3 hour written examination 50 %		

<b>Module code: LAAD511</b>	<b>Semester 1</b>	<b>NQF-level: 6 pending 7</b>
Title: Learning Area Arts and Culture Methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>demonstrate a comprehensive and systematic knowledge base of teaching African Arts, didactic principles such as planning lessons, work schedules and a learning programme in the learning area Arts and Culture, teaching methods in the arts and assessment in the arts should be able to debate and motivate his/her preferences;</li> <li>independently evaluate the value of play in the learning area Arts and Culture and apply dance, drama, music and visual arts games in the learning area Arts and Culture;</li> <li>demonstrate an ability to identify, analyse and deal with complex and/or real world problems in applying practical teaching skills during micro-lessons and practical teaching in the learning area Arts and Culture;</li> <li>evaluate all opinions from one's own well-established worldview while teaching dance, drama, music and visual arts in the learning area Arts and Culture during micro-lessons and in practical teaching and be aware of social and ethical implications of applying knowledge in a certain context</li> </ul>		
Method of delivery: Full-time, SBET		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

<b>Module code: LAAD521</b>	<b>Semester 2</b>	<b>NQF-level: 6 pending 7</b>
Title: Learning Area Arts and Culture Methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>demonstrate a comprehensive and systematic knowledge base and a coherent and critical understanding of integrated arts education, multicultural arts education and inclusive arts education;</li> <li>critically analyse, synthesize and independently evaluate different models for integrating the Arts in the learning area Arts and Culture in the Senior Phase;</li> <li>demonstrate an ability to identify, analyse and deal with complex and/or real world problems in applying genres, which are inherently integrated, such as theatre and musical storytelling;</li> <li>evaluate all opinions from one's own well-established worldview while teaching inclusive arts education in the learning area Arts and Culture during micro-lessons and in practical teaching and be aware of social and ethical implications of applying knowledge in a certain context.</li> </ul>		
Method of delivery: Full-time, SBET		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

<b>Module code: LABD521</b>	<b>Semester 2</b>	<b>NQF-level: 6 pending 7</b>
Title: Learning Area Economic and Management Sciences Methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>demonstrate in-depth knowledge and understanding of the National Curriculum Statement applicable to the learning area Economic and Management Science in the Senior Phase with regards to key terms, rules, concepts, principles and theories in this regard;</li> <li>identify themes, plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules;</li> <li>use known and abstract information by using graphs and theory driven arguments, and effectively use IT skills to collect, organise, critically analyse and to interpret; demonstrate problem-solving abilities to plan and present lessons for specific application to EMS;</li> <li>effectively communicate EMS didactical aspects ethically, coherently and reliably to learners in the classroom situation by using individual or group methods;</li> <li>to plan, prepare and present a lesson according to the learning outcomes and assessment standards included in the National Curriculum statement for the senior phase.</li> </ul>		
Method of delivery: Full-time, SBET, ODL		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

<b>Module code: LAND521</b>	<b>Semester 2</b>	<b>NQF-level: 6 pending 7</b>
Title: Learning Area Natural Sciences Methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>demonstrate a comprehensive and systematic knowledge of the learning area Natural Science in the context of OBE concerning the following: facilitation in the Intermediate Phase, didactic principles of Natural Science education and the learning area Natural Sciences laboratory;</li> <li>identify and solve problems within the themes mentioned above, and plan activities which support a comprehensive understanding of ideas, theories, principles and rules within these themes;</li> <li>act in a problem-solving manner, in the planning and presentation of lessons and practical sessions within the context of the above-mentioned theoretical themes by using applicable technological resources; and</li> <li>demonstrate an appreciation of the contribution made by indigenous knowledge systems to educational issues concerning the above-mentioned content as well as demonstrate an ethical professional attitude and behaviour towards the content of Natural Science.</li> </ul>		
Method of delivery: Full-time, SBET		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		



<b>Module code: LASD521</b>	<b>Semester 2</b>	<b>NQF-level: 6 pending 7</b>
Title: Learning Area Social Sciences Methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>understand the place of Social Sciences within OBE, and explain the place of History and Geography respectively within the Social Sciences;</li> <li>creatively apply a source-based approach in the learning area of Social Sciences;</li> <li>demonstrate knowledge and skills to implement a learning experience in Geography and History as sub-disciplines of Social Sciences and prove that they are skilled to use different teaching techniques, including information and communications technology in Social Sciences;</li> <li>demonstrate general teaching approaches in learning experiences of Social Sciences;</li> <li>explain the role of environmental value education in the school curriculum and indicate how this can contribute towards the moral development of individual learners and the community as well as the implementation of this in learning experiences of Social Sciences;</li> <li>creatively design suitable learning experiences, work sheets, assessment rubrics, tests/exams and memoranda regarding synoptic weather maps, topographic maps and aerial maps according to OBE and geographical didactical principles, as well as efficiently integrating other learning areas GEOD 511 and HISD 511.</li> <li>have the necessary knowledge and skills to construct and use graphs and diagrams in Social Sciences and integrate these in suitable themes in Social Sciences.</li> </ul>		
Method of delivery: Full-time, SBET, ODL		
Methods of assessment:		
Continuous assessment 50 %		
1x2 hour written examination 50 %		

<b>Module code: LIFD511</b>	<b>Semester 1</b>	<b>NQF-level: 6 pending 7</b>
Title: Life Sciences Methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>design a learning programme (work schedule and lesson plans) and assessment instruments, apply laboratory techniques in Life Sciences and apply Environmental Education in Life Sciences;</li> <li>identify and solve problems within the above themes as well as plan activities that support the comprehensive understanding of ideas, theories and principles and rules within the themes;</li> <li>use problem-solving abilities regarding the planning and presentation of lessons and practical sessions within the context of the theoretical themes mentioned above by, amongst others, the use of suitable technological aids;</li> <li>display an appreciation for the contribution that indigenous knowledge systems play in pharmacology, bio-ethical issues in the above content and the ethical accountability towards the content of the Living Sciences.</li> </ul>		
Method of delivery: Full-time, SBET		
Methods of assessment:		
Continuous assessment 50 %		
1x3 hour written examination 50 %		

<b>Module code: LIFF521</b>	<b>Semester 2</b>	<b>NQF-level: 6 pending 7</b>
Title: Life Skills		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>demonstrate fundamental knowledge of issues relating to diversity, HIV/Aids, values and environmental education;</li> <li>demonstrate an understanding of appropriate skills, attitudes and values to contribute and maintain a healthy environment;</li> <li>integrate HIV/Aids, diversity, values and environmental education in the classroom.</li> </ul>		
Method of delivery: Full-time, SBET, ODL		
Methods of assessment:		
Continuous assessment 50 %		
1x3 hour written examination 50 %		

<b>Module code: LLOD511</b>	<b>Semester 1</b>	<b>NQF-level: 6 pending 7</b>
Title: Life Orientation Methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>demonstrate a comprehensive and systematic knowledge base of the terminology, rules, concepts, principles, theories, methods and strategies pertaining to the presentation of the four focus areas of Life Orientation in the FET phase.</li> <li>demonstrate an ability to interpret, convert, evaluate and apply essential theories, text, methods and strategies pertaining to the presentation of Life Orientation in the FET phase.</li> <li>demonstrate the ability to attained knowledge to solve unfamiliar, concrete and abstract problems pertaining to the planning and implementation of Life Orientation learning programmes for the FET Phase, using appropriate technological skills and giving evidence of theoretical underpinning;</li> <li>act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, related to the planning and presentation of Life Orientation in the FET phase.</li> </ul>		
Method of delivery: Full-time, SBET, ODL		
Methods of assessment:		
Continuous assessment 50 %		
1x3 hour written examination 50 %		

<b>Module code: LLOD521</b>	<b>Semester 2</b>	<b>NQF-level: 6 pending 7</b>
Title: Learning Area Life Orientation Methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• apply the outcomes for the Senior phase in such a way that it will encourage learner-centered and activity-based learning activities and to identify the critical as well as the specific outcomes for the grades you are being trained for and motivate the rationale for them;</li> <li>• motivate self-knowledge and career knowledge in the Senior phase as the two major components of career planning, indicate the process of obtaining information on job opportunities and evaluate these aspects in learners by means of questionnaires and self-help instruments;</li> <li>• apply and practice health promotion and personal well-being in the Senior phase so as to promote learner-centered and associated activity in the classroom situation;</li> <li>• evaluate inclusive teaching on the basis of personality traits and personal development aspects;</li> <li>• apply and practice physical development and physical education in the Senior phase so as to encourage learner-centered and associated activities in the classroom situation.</li> </ul>		
Method of delivery: Full-time, SBET, ODL		
Methods of assessment:		
Continuous assessment 50 %		
1x3 hour written examination 50 %		

<b>Module code: MATD511</b>	<b>Semester 1</b>	<b>NQF-level: 6 pending 7</b>
Title: Mathematics Methodology		
Module outcomes: <b>Upon completion of the module students must have to demonstrate comprehensive knowledge, insight and skills regarding</b>		
the planning of powerful learning opportunities within the mathematics classroom, with specific reference to the following:		
<ul style="list-style-type: none"> <li>• The learning and teaching of mathematics worldwide, and within the context of reform.</li> <li>• Assessment of, and for, the learning of mathematics.</li> <li>• The effective use of technology in the teaching and learning of school mathematics.</li> <li>• The value of mathematics in real life by presenting mathematics lessons and completing assignments.</li> </ul>		
Method of delivery: Full-time, SBET, ODL		
Methods of assessment:		
Continuous assessment 50 %		
1x3 hour written examination 50 %		

<b>Module code: MATD521</b>	<b>Semester 2</b>	<b>NQF-level: 6 pending 7</b>
Title: Mathematics Methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• apply conceptual and pedagogical knowledge, insight and skills regarding <ul style="list-style-type: none"> <li>○ the content and structure of the Mathematics Curriculum applicable to the Senior Phase and FET band;</li> <li>○ the implementation of Mathematical Literacy as a compulsory subject in the FET band;</li> <li>○ the effective teaching of mathematics in multilingual classrooms;</li> <li>○ the value of mathematics in real life.</li> </ul> </li> </ul>		
Method of delivery: Full-time, SBET, ODL		
Methods of assessment:		
Continuous assessment 50 %		
1x3 hour written examination 50 %		

<b>Module code: MOVD511</b>	<b>Semester 1</b>	<b>NQF-level: 6 pending 7</b>
Title: Movement Science Methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate a well-rounded and systematic knowledge base of the terminology, rules, concepts, principles, and theories pertaining to the presentation of Movement Science within Life Orientation in the FET phase;</li> <li>• demonstrate an ability to interpret, convert, evaluate and apply essential theories and text pertaining to the presentation of Movement Science within Life Orientation in the FET phase;</li> <li>• demonstrate the ability to use the attained knowledge to solve well-defined but unfamiliar problems pertaining to the planning and implementation of Movement Science within Life Orientation learning programmes, work schedules, lessons, resources and assessment strategies for the FET phase, using appropriate technological skills and giving evidence of theoretical underpinning;</li> <li>• act ethically, responsibly and be value-driven in all circumstances and forms of communication, written as well as orally, related to the planning and presentation of Movement Science within Life Orientation in the FET phase.</li> </ul>		
Method of delivery: Full-time, SBET, ODL		
Methods of assessment:		
Continuous assessment 50 %		
1x3 hour written examination 50 %		

Module code: MSVD511	Semester 1	NQF-level: 6 pending 7
Title: Music Methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate a comprehensive and systematic knowledge base of the didactic principles concerning the facilitation of the following learning outcomes in Music (Gr 10-12): music performance (individually and in ensembles); improvisation, arrangement and composition; music literacy's and critical reflection on African and global musical processes, practices and products;</li> <li>• independently evaluate and create different lesson plans, work schedules, learning programmes and evaluate and apply assessment practices in Music in the Further Education and Training Phase;</li> <li>• demonstrate an ability to identify, analyse and deal with complex and/or real world problems in applying practical teaching skills during micro-lessons and practical teaching in Music in the Further Education and Training Phase;</li> <li>• evaluate all opinions from your own well-established worldview while teaching Music (Gr 10-12) during micro-lessons and in practical teaching and be aware of social and ethical implications of applying knowledge in a certain context.</li> </ul>		
Method of delivery: Full-time, SBET		
Methods of assessment:		
Continuous assessment 50 %		
1x3 hour written examination 50 %		

Module code: MTED521	Semester 2	NQF-level: 6 pending 7
Title: Mechanical Technology methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the safety aspects applicable in the Mechanical technology class room, workshop and on site visits during practical sessions</li> <li>• select and apply appropriate teaching and learning practices for the Mechanical technology classroom in a FET environment</li> <li>• complete a Mechanical technology educational project by selecting and using appropriate sources of information and communication</li> </ul>		
Method of delivery: Full-time, SBET		
Methods of assessment:		
Continuous assessment 50 %		
1x3hour written examination 50 %		

Module code: PHSD511	Semester 1	NQF-level: 6 pending 7
Title: Physical Sciences Methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate the knowledge and skills they have acquired with regard to <ul style="list-style-type: none"> <li>○ the integration of pedagogical content knowledge and physical sciences content knowledge,</li> <li>○ progression of content knowledge and process skills of Physical Science from grade 7 to 12,</li> <li>○ Nature of Science and its relationships to technology, society and the environment,</li> <li>○ learning theories and teaching strategies as implemented in Physical Sciences,</li> <li>○ assessment models in Physical sciences, and laboratory management.</li> </ul> </li> </ul>		
Method of delivery: Full-time, SBET		
Methods of assessment:		
Continuous assessment 50 %		
1x3 hour written examination 50 %		

Module code: RSVD511	Semester 1	NQF-level: 6 pending 7
Title: Religion Studies Methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• critically analyse, synthesise and evaluate the National Curriculum Statements for Religion Studies;</li> <li>• compile and develop a teacher and learner portfolio;</li> <li>• assess the learner's portfolio in support of professional development for the student and learners studying Religion Studies;</li> <li>• apply various research methods and techniques to do research on religion as social phenomenon; and</li> <li>• present findings in written and verbal format with the effective use of technology.</li> </ul>		
Method of delivery: Full-time, SBET		
Methods of assessment:		
Continuous assessment 50 %		
1x2 hour written examination 50 %		

Module code: SEMD511	Semesetara 1	Tekanyo Ya NQF: 6 pending 7
Title: Setswana Methodology (Mother Tongue)		
Module outcomes: Kwa bkothulong jwa mojuulo o, tshwanets go:		
<ul style="list-style-type: none"> <li>• go supetsa mekgwa ya go ruta le go ithuta puo ya Seaforika jaaka leleme la nthla mo phapisboruetlong;</li> <li>• go supetsa kitso e e lotaganeng e e rulaganeng ya diteori tsa go ruta thutapuo le thutaditlhangwa ka tiriso ya mekgwa ya OBE le PKB mo mephatong ya 4-6; 7-9; kgotsa 10-12;</li> <li>• go supetsa bokgoni jwa go ruta thutapuo ka tiriso ya thutaditlhangwa tsa Setswana;</li> <li>• go supetsa kitso e e lotaganeng ya ditokomane tsa Lefapha la Thuto bogolosegolo tse di maleba le ditlutho tsa Puo;</li> <li>• go supetsa go thaloganyana tiro le tiriso ya maemo a tekanyetso mo phapisboruetlong ya Dipuo;</li> <li>• go puo, jwa go akanya le go neela mabaka;</li> <li>• go rulaganya maitemogelo a thuto le go a diragatsa;</li> </ul>		
Mokgwa Wa Go Ruta: Full-time, SBET, ODL		
Mekgwa Ya Go Tlaththoba:		
Tlaththobo e e tswelelang 50 %		
Diura tsa tlaththobo e e kwadiwang 1x2 hour ke 50 %		

<b>Module code: SEMD521</b>	<b>Semesetara 2</b>	<b>Tekanyo Ya NQF: 6 pending 7</b>
Title: Setswana Methodology (Mother Tongue)		
Module outcomes: Kwa bkohutlong jwa mojuulo o, tshwanets go: <ul style="list-style-type: none"> <li>go tlhama ditiragatso tsa go ithuta go nonofisa bokgoni jwa puo mo dikgatong tse di farologaneng;</li> <li>go supetsa kitso e e lotaganeng e e rulaganeng le go bopa lenaanethuto le seju lu ya tiro ya thuto ya Setswana ya mephato e e farologaneng;</li> <li>go supetsa le go tlhalosa mekgwa e e farologaneng e e maleba ya tekanyetso ya thuto ya Puo;</li> <li>go tlhama le go tshola direkoto tsa tekanyetso;</li> <li>go go sekaseka le go anaanela ditokomane tsa Lefapha la thuto tse di maleba le thuto ya Dipuo;</li> <li>go supetsa go tlhaloganya dikarolo tse supa tsa morutabana, bogolosegolo yo o rutang Dipuo.</li> </ul>		
Mokgwa Wa Go Ruta: Full-time, SBET, ODL		
Mekgwa Ya Go Tlathlhaba: Tlathlhabo e e tsweleng 50 % Diura tsa tlathlhabo e e kwadiwang 1x2 hour ke 50 %		

<b>Module code: SEND511</b>	<b>Semester 1</b>	<b>NQF-level: 6 pending 7</b>
Title: Setswana Methodology (Non-Mother Tongue)		
Module outcomes: On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>indicate knowledge of the learning area languages and also be aware of the aims and the content thereof;</li> <li>know the approaches in teaching African Languages and have knowledge of the correct approach to be followed in teaching Setswana and provide proof of the subject knowledge of Setswana as elective module;</li> <li>have knowledge in different methods in foreign language acquisition and know the different factors that influence them;</li> <li>be acquainted with policy documents and manuals of the Department of Education and know how to use them;</li> <li>acquire the ability to become a responsible teacher who has the ability to do thorough lesson planning and is able to present lessons accordingly;</li> <li>have introductory knowledge in the planning of learning programmes, work schedules and complete lesson plans and assessment of Setswana as 2nd Additional Language and have proven subject knowledge of Setswana.</li> </ul>		
Method of delivery: Full-time, SBET, ODL		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

<b>Module code: SEND521</b>	<b>Semester 2</b>	<b>NQF-level: 6 pending 7</b>
Title: Setswana Methodology (Non-Mother Tongue)		
Module outcomes: On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>have knowledge in the teaching methods of reading, listening, writing and speaking in the OBE Setswana Classroom;</li> <li>teach language, reading and literature and be able to set tests, examinations and compile memoranda ;</li> <li>show competence in preparing language and literature lessons and to present them in such a way that oral and reading skills also receive attention;</li> <li>implement objective, trustworthy assessment of language, reading, oral and literature and also know how to remedy where needed;</li> <li>show knowledge in administering a Setswana classroom and have knowledge of all the ways of recording that have to be done to compile learner profiles and assessment reports and know how to apply differentiation and integration;</li> <li>know the requirements for teaching aids, language games and the possibilities of CAL, and</li> <li>acquire information needed for planning educational excursions.</li> </ul>		
Method of delivery: Full-time, SBET, ODL		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

<b>Module code: TECD521</b>	<b>Semester 2</b>	<b>NQF-level: 6 pending 7</b>
Title: Learning Area Technology Methodology		
Module outcomes: On completion of this module the student should be able to: <ul style="list-style-type: none"> <li>demonstrate a fundamental knowledge of the NCS document with regard to the learning area Technology; apply interpretation and designing skills in the development and planning of learning programmes, work schedules and lesson planning;</li> <li>show a comprehensive understanding of different teaching-learning and assessment strategies that are appropriate for the learning area Technology;</li> <li>demonstrate an understanding of the nature of organising and managing a practical technology class room and workshop, including safety aspects relevant to practical technology tasks;</li> <li>apply relevant knowledge and skills in the practical teaching of the learning area Technology.</li> </ul>		
Method of delivery: Full-time, SBET		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

<b>Module code: TGN0511</b>	<b>Semester 1</b>	<b>NQF-level: 6 pending 7</b>
Title: Technology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate problem-solving skills, critical and creative thinking during the application of the design process to technological problems and needs in real life;</li> <li>• demonstrate a fundamental understanding of, and the ability to apply appropriate technological knowledge, skills and values;</li> <li>• demonstrate a critical understanding and appreciation of the interrelationship of technology, society, economy and the environment ;</li> <li>• demonstrate the application of the attained knowledge and skills and fulfil the role of technology learning mediator.</li> </ul>		
Method of delivery: Full-time, SBET, ODL		
Methods of assessment:		
Continuous assessment 50 %		
1x2 hour written examination 50 %		

<b>Module code: TGN0521</b>	<b>Semester 1</b>	<b>NQF-level: 6 pending 7</b>
Title: Technology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate a basic knowledge of the learning area Technology in the South African School system;</li> <li>• demonstrate a comprehensive knowledge of all the three outcomes and assessment standards in the Senior Phase, including structures, systems and control and processing;</li> <li>• demonstrate the principles of outcomes-based assessment in the learning area Technology for the Senior Phase;</li> <li>• apply the problem-solving and creative approach to the learning area Technology and the unique methodology thereof in the Senior Phase.</li> </ul>		
Method of delivery: Full-time, SBET, ODL		
Methods of assessment:		
Continuous assessment 50 %		
1x2 hour written examination 50 %		

<b>Module code: TRVD511</b>	<b>Semester 1</b>	<b>NQF-level: 6 pending 7</b>
Title: Tourism Methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the application of the NCS and the CAPS document;</li> <li>• demonstrate knowledge of the content of the learning outcomes of Tourism and the topics of the CAPS and analyse and interpret them;</li> <li>• demonstrate skills in the planning of lessons and other activities for Tourism;</li> <li>• apply suitable teaching methods in Tourism;</li> <li>• design and apply all aspects of assessment in Tourism;</li> <li>• demonstrate skill in the selection and development of learning material; gather and interpret information on tourism;</li> </ul>		
Method of delivery: Full-time, SBET		
Methods of assessment:		
Continuous assessment 50 %		
1x3 hour written examination 50 %		

<b>Module code: TTED511</b>	<b>Semester 1</b>	<b>NQF-level: 6 pending 7</b>
Title: FET Technology Methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• describe and explain the rationale of Technology teaching in schools as well as debating the realities confronting South African schools regarding the instruction of Technology in the FET phase;</li> <li>• demonstrate a well-grounded knowledge of the NQF of FET Technology in this phase; and</li> <li>• demonstrate the ability to do suitable planning in the FET Technology phase in accordance with the unique methodology of Technology with knowledge of the Technological process.</li> </ul>		
Method of delivery: Full-time, SBET		
Methods of assessment:		
Continuous assessment 50 %		
1x3 hour written examination 50 %		

<b>Module code: VWVD511</b>	<b>Semester 1</b>	<b>NQF-level: 6 pending 7</b>
Title: Consumer Sciences Methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate a fundamental knowledge of the NCS document with regard to Consumer Studies and Hospitality Studies;</li> <li>• apply interpretation and designing skills in the development and planning of learning programmes, work schedules and lesson planning;</li> <li>• show a comprehensive understanding of different teaching-learning and assessment strategies that are appropriate for consumer studies and hospitality studies;</li> <li>• demonstrate an understanding of the nature of organising and managing a practical class-room including safety aspects relevant to practical tasks;</li> <li>• apply relevant knowledge and skills in the practical teaching of Consumer Studies and Hospitality Studies.</li> </ul>		
Method of delivery: Full-time, SBET		
Methods of assessment:		
Continuous assessment 50 %		
1x3 hour written examination 50 %		

<b>Module code: ZOND511</b>	<b>Semester 1</b>	<b>NQF-level: 6 pending 7</b>
Title: Zulu Methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• know the theory and practice of foreign language acquisition;</li> <li>• use the OBE Policy Document effectively for the LLC learning area;</li> <li>• know and understand OBE terminology;</li> <li>• know the various language assessment methods;</li> <li>• know all the OBE requirements for the LLC learning area;</li> <li>• master language skills and present and structure the learning experience;</li> <li>• organise and manage the isiZulu classroom;</li> <li>• know the different teaching media and teaching aids, and</li> <li>• know the theory of the production and usage of each.</li> </ul>		
Method of delivery: Full-time, SBET		
Methods of assessment:		
Continuous assessment 50 %		
1x2 hour written examination 50 %		

**NOT PRESENTED IN 2012**

<b>Module code: ZOND521</b>	<b>Semester 2</b>	<b>NQF-level: 6 pending 7</b>
Title: Zulu Methodology		
Module outcomes: On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• apply and demonstrate knowledge and skills with regard to the theoretical work undertaken in ZOND511;</li> <li>• apply the OBE requirements to integrated teaching of Intermediate and Senior Phases;</li> <li>• collect, analyse and organise the necessary information for relevant use in the isiZulu classroom;</li> <li>• use different teaching media and teaching aids, and</li> <li>• know how to produce each of them.</li> </ul>		
Method of delivery: Full-time, SBET		
Methods of assessment:		
Continuous assessment 50 %		
1x2 hour written examination 50 %		

**NOT PRESENTED IN 2013**