

POTCHEFSTROOM CAMPUS  
EDUCATION SCIENCES

UNDERGRADUATE PROGRAMMES

J A A R B O E K

2017

Y E A R B O O K



NWU<sup>®</sup>

**Address all correspondence to:**

**Full-time/Part-time**

The Registrar  
North-West University  
Potchefstroom Campus  
Private Bag X6001  
Potchefstroom  
2520

Tel: (018)299-1111/2222

Fax: (018)299-2799

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

**PLEASE MENTION YOUR UNIVERSITY NUMBER IN ALL CORRESPONDENCE.**

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

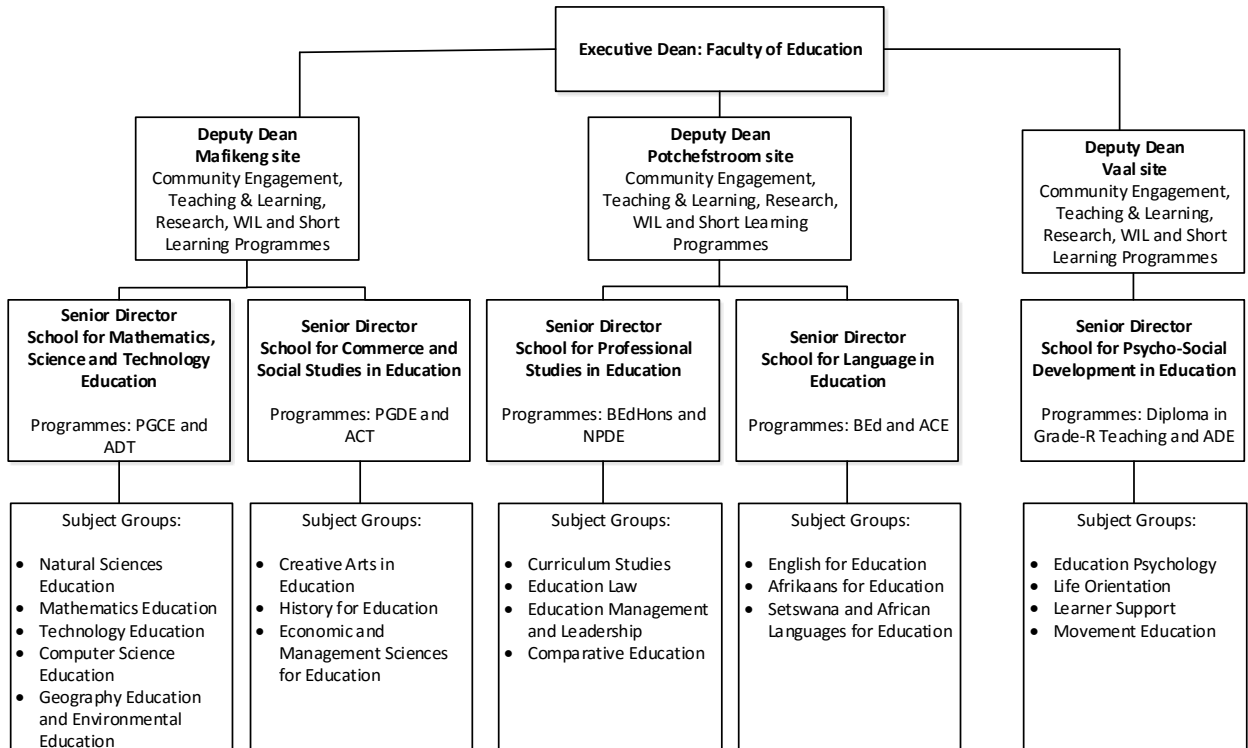
**Please note:** Although the information in this Calendar has been compiled with the utmost care and accuracy, the Council and the Senate of the University accept no responsibility whatsoever for errors that may occur. Before students finally decide on the selection of modules, they must consult the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

## Table of Contents

<b>OP.1.1</b>	<b>QUALIFICATIONS, PROGRAMMES AND CURRICULA .....</b>	<b>VIII</b>
<b>OP.2</b>	<b>FACULTY RULES .....</b>	<b>8</b>
<b>OP.2.1</b>	<b>AUTHORITY OF THE GENERAL ACADEMIC RULES .....</b>	<b>8</b>
<b>OP.2.2</b>	<b>FACULTY SPECIFIC RULES AND REGULATIONS .....</b>	<b>8</b>
OP.2.2.1	Admission requirements .....	8
OP.2.2.2	Calculation of participation marks .....	8
OP.2.2.3	Admission to examinations .....	9
OP.2.2.4	Subminimum for examination .....	9
OP.2.2.5	Examination opportunities .....	9
OP.2.2.6	Access to marked examination work .....	9
OP.2.2.7	Pass requirements .....	9
OP.2.2.8	Modules and credits .....	10
OP.2.2.9	Repetition of modules .....	10
OP.2.2.10	Termination of studies .....	10
OP.2.2.11	Other rules .....	10
<b>OP.2.3</b>	<b>EVALUATION OF ACADEMIC LITERACY .....</b>	<b>11</b>
<b>OP.2.4</b>	<b>WARNING AGAINST PLAGIARISM.....</b>	<b>12</b>
<b>OP.2.5</b>	<b>CAPACITY STIPULATION .....</b>	<b>12</b>
<b>OP.2.6</b>	<b>RECOGNITION OF PRIOR LEARNING .....</b>	<b>12</b>
<b>OP.2.7</b>	<b>PROGRESS REQUIREMENTS .....</b>	<b>12</b>
<b>OP.2.8</b>	<b>ADDITIONAL MODULES .....</b>	<b>12</b>
<b>OP.2.9</b>	<b>INTERPRETING IN THE FACULTY (PROGRAMME SPECIFIC) .....</b>	<b>12</b>
<b>OP.2.10</b>	<b>RULES FOR THE DEGREE BACHELOR OF EDUCATION .....</b>	<b>13</b>
OP.2.10.1	Duration of study .....	15
OP.2.10.2	Admission requirements for the qualification .....	15
OP.2.10.3	List of modules .....	16
OP.2.10.4	Programme outcomes .....	38
OP.2.10.5	Articulation possibilities and exit level marks .....	38
<b>OP.2.11</b>	<b>COMPILATION OF QUALIFICATION: BED FOUNDATION PHASE.....</b>	<b>40</b>
OP.2.11.1	Programme outcomes .....	40
OP.2.11.2	Presentation of the programmes .....	40
OP.2.11.3	Programme structure.....	40
OP.2.11.4	FOUNDATION PHASE .....	42

<b>OP.2.12</b>	<b>COMPILATION OF QUALIFICATION: BED INTERMEDIATE PHASE .....</b>	<b>45</b>
OP.2.12.1	Programme outcomes .....	45
OP.2.12.2	Presentation of the programmes .....	45
OP.2.12.3	Programme's structure .....	45
OP.2.12.4	MATHEMATICS, SCIENCES AND TECHNOLOGY <sup>5</sup> .....	46
OP.2.12.5	LIFE SKILLS AND SOCIAL SCIENCES <sup>5</sup> .....	48
<b>OP.2.13</b>	<b>COMPILATION OF QUALIFICATION: BED SENIOR AND FURTHER EDUCATION AND TRAINING PHASE .....</b>	<b>51</b>
OP.2.13.1	Programme outcomes .....	51
OP.2.13.2	Presentation of the programmes .....	51
OP.2.13.3	Programme structure.....	51
OP.2.13.4	ONDERWYSAFRIKAANS.....	52
OP.2.13.5	LIFE SCIENCE FOR EDUCATION .....	54
OP.2.13.6	INFORMATION TECHNOLOGY EDUCATION <sup>5</sup> .....	56
OP.2.13.7	ENGLISH FOR EDUCATION .....	58
OP.2.13.8	ECONOMICS FOR EDUCATION <sup>5</sup> .....	60
OP.2.13.9	HISTORY FOR EDUCATION.....	62
OP.2.13.10	GEOGRAPHY FOR EDUCATION <sup>5</sup> .....	64
OP.2.13.11	LIFE ORIENTATION .....	66
OP.2.13.12	ART FOR EDUCATION <sup>5</sup> .....	68
OP.2.13.13	PHYSICAL SCIENCES FOR EDUCATION .....	70
OP.2.13.14	BUSINESS STUDIES FOR EDUCATION.....	72
OP.2.13.15	ACCOUNTING FOR EDUCATION <sup>5</sup> .....	74
OP.2.13.16	COMPUTER APPLICATIONS TECHNOLOGY EDUCATION <sup>5</sup> .....	76
OP.2.13.17	MATHEMATICS EDUCATION .....	78
OP.2.13.18	SETSWANA FOR EDUCATION (M).....	80
OP.2.13.19	ENGINEERING GRAPHICS AND DESIGN FOR EDUCATION <sup>5</sup> .....	82
OP.2.13.20	SESOTHO FOR EDUCATION (M) .....	84
OP.2.13.21	MECHANICAL TECHNOLOGY EDUCATION <sup>5</sup> .....	86
OP.2.13.22	CIVIL TECHNOLOGY EDUCATION <sup>5</sup> .....	88
OP.2.13.23	ELECTRICAL TECHNOLOGY EDUCATION <sup>5</sup> .....	90
<b>OP.3</b>	<b>MODULE OUTCOMES .....</b>	<b>92</b>

To be confirmed by the Council of the NWU



## **FACULTY OF EDUCATION**

**Information regarding the new office bearers in the merged faculty that will come into effect from 2017 was not available when the calendar was compiled. Please consult the NWU website for the new structure and names of the members of management.**

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

Executive Dean (*Chairperson*)

Deputy Deans

Senior School Directors

Directors of Research Entities

Directors

Administrative Managers

- Academic processes
- Administrative processes
- Quality assurance
- Financial Human resources

### **Faculty Board**

Executive Dean (*Chairperson*)

Deputy Deans

Senior School Directors

Directors of Research Entities

Directors

Faculty representatives in the Institutional Senate

Research professors of schools and research entities

Representative of the Professoriate

Programme leaders:

- MEd and PhD
- BEdHons
- PGDE (Postgraduate Diploma en Education)

- PGCE (Postgraduate Certificate in Education)
- BEd
  - Foundation Phase
  - Intermediate Phase
  - Senior and Further Education and Training Phase and Technology
- ADE (Advanced Diploma in Education)
- ACE (Advanced Certificate in Education)
- NPDE (National Professional Diploma in Education)
- Diploma in Grade R Teaching
- ACT (Advanced Certificate in Teaching)
- Short learning programmes

Subject group chairpersons

Chairpersons of Faculty Board committees

Manager: Division of Professional Development

Administrative Managers

- Academic processes
- Administrative processes
- Quality assurance
- Financial Human resources

Student representatives

Representative of the Faculty of Natural Sciences

Representative of the Faculty of Health Sciences

## **CONTACT DETAILS FOR THE FACULTY**

- a. Potchefstroom site
  - Telephone number: 018 299 1766
  - E-mail address: [Edu-EnquiryPotch@nwu.ac.za](mailto:Edu-EnquiryPotch@nwu.ac.za)
  - Website: <http://www.nwu.ac.za/faculty-education-sciences>
- b. Mafikeng site
  - Telephone number: 018 389 2214
  - E-mail address: [MCEducation@nwu.ac.za](mailto:MCEducation@nwu.ac.za)
  - Website: <http://www.nwu.ac.za/content/welcome-faculty-education>
- c. Vaal site
  - Telephone number: 016 910 3060
  - E-mail address: [VTC-Education-Info@nwu.ac](mailto:VTC-Education-Info@nwu.ac).
  - Website: <http://www.nwu.ac.za/content/vaal-triangle-campus-faculty-humanities-school-education-sciences-directors-welcome>

## SCHOOLS IN THE FACULTY

To be confirmed by the Council of the NWU

School for Natural Sciences in Education	<ul style="list-style-type: none"><li>○ Natural Sciences Education</li><li>○ Mathematics Education</li><li>○ Technology Education</li><li>○ Computer Science Education</li><li>○ Geography Education and Environmental Education</li></ul>
School for Commerce and Social Studies in Education	<ul style="list-style-type: none"><li>○ Creative Arts in Education</li><li>○ History for Education</li><li>○ Economics and Management Sciences for Education</li></ul>
School for Professional Studies in Education	<ul style="list-style-type: none"><li>○ Curriculum Studies</li><li>○ Education Law</li><li>○ Education Management</li><li>○ Comparative Education</li></ul>
School for Languages in Education	<ul style="list-style-type: none"><li>○ English for Education</li><li>○ Afrikaans for Education</li><li>○ Setswana and African Languages for Education</li></ul>
School for Psycho-Social Development in Education	<ul style="list-style-type: none"><li>○ Education Psychology</li><li>○ Life Orientation</li><li>○ Learner Support</li><li>○ Movement Education</li></ul>



## OP.1.1

### QUALIFICATIONS, PROGRAMMES AND CURRICULA

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

- *Doctor of Philosophy (PhD)*
- *Master of Education (MEd)*
- *Bachelor of Education Honours (BEdHons)*
- Postgraduate Certificate in Education (PGCE)
- *Bachelor of Education (BEd)*
- Diploma in Grade R Teaching
- Advanced Diploma in Education (ADE): Special needs
- National Professional Diploma in Education (NPDE). (Programme is phasing out. Pipeline students till 2018)
- Advanced Certificate in Education (ACE) (Programme is phasing out. Pipeline students till 2018).

## **OP.2 FACULTY RULES**

### **OP.2.1 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.2.2 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:

[http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/8P-TL\\_e.pdf](http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/8P-TL_e.pdf)

[http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/8P-8.1.7-assessment\\_e.pdf](http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/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/af/content/welcome-faculty-rfa>.

#### **OP.2.2.1 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.2.2.2 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.2.2.3 Admission to examinations**

- 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.)
- 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.2.2.4 Subminimum for examination**

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

### **OP.2.2.5 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 BEd modules allow for a second examination opportunity.

### **OP.2.2.6 Access to marked examination work**

A contact 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). Students studying on distance must follow the prescribed procedure as determined by the method of delivery.

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

### **OP.2.2.7 Pass requirements**

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.

- a) 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.
- b) The module mark required for a pass in a module in which examinations are written is 50%.
- c) 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.

- d) 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.
- e) Academic Rule A.2.5.2 stipulates the requirements for passing a module/curriculum/qualification with distinction.
- f) In order to qualify with distinction, the average obtained for the core modules (specialisation subjects) and Education modules over the course of the qualification from the second year is taken into account.
- 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.2.2.8 Modules and credits**

Subjects are presented according to modules, to which a certain number of credits are allocated.

- a) Each module has a code and a descriptive name, e.g. ACCE 121 – Accounting for Education, first year level, second semester.
- b) Each module has a certain weight, known as a credit.
- c) Each module is to be passed individually.
- d) Programme-specific rules apply (according to the relevant calendar).
- e) Mode of delivery-specific rules apply (according to the relevant calendar).

#### **OP.2.2.9 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.2.2.10 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.2.2.11 Other rules**

##### **Language competency**

All learners must obtain two language endorsements. Learners (non-mother tongue speakers) automatically obtain a, e and any other official language on the grounds that they have passed matric. Non-mother tongue speakers wishing to qualify for an A, E, T or S must report for a language competency assessment. Mother tongue speakers must register for the appropriate modules for the language that the symbol must be awarded for.

##### **Choice of communication module**

Only mother tongue speakers can choose AFKF414/424 or SECF414/421 or any other approved mother tongue as communication module. Only non-mother tongue speakers can choose AFKF415/425 as communication module.

##### **Work integrated learning**

All students (first year to fourth year) must do yearly six weeks of work integrated learning at an approved school.

Work integrated learning involves Additional Financial costs that must be borne by the students. These costs are not included in the tuition fees.

### **OP.2.3 EVALUATION OF ACADEMIC LITERACY**

In order to evaluate their ability to function in an academic environment, all undergraduate students who register at the University for the first time must report for a compulsory skills test in academic literacy, at a time and place determined by the University. The purpose of this test is to identify students who, due to inadequate academic skills, may fail to complete their study programme within the stipulated period.

Students have the option of writing the compulsory skills test in English or in Afrikaans. With the exception of students who are identified as borderline cases by the test, each student has only one opportunity to write the test. Students, who are regarded as borderline cases, will be granted a second opportunity to write the test. It is the student's responsibility to establish his/her results within 14 days of writing the test and to register for the correct module and in the correct Semester.

Students who are regarded as at-risk cases must register for the module AGLA111 [Afrikaans] or AGLE111 [English] depending upon the language in which the compulsory skills test was written. These modules are not calculated in terms of curriculum credits, but the credits earned in this way are regarded as additional credits.

Admission to the examination for AGLA111 / AGLE111 requires a participation mark of 35%. Students who are not admitted to the examination for AGLA111 / AGLE111 or who fail the relevant examination as well as two or more other modules will have to be re-evaluated by the Evaluation Committee if they want to continue their studies in the following Semester. In order to avoid the termination of studies, AGLA111/AGLE111 must be completed at the end of the student's second historic year, at the very latest.

Admission to the module AGLA121 / AGLE121, which is compulsory for all students who register at the University for the first time, requires that a student should first complete AGLA111 / AGLE111 and must obtain a mark of at least 40% for AGLA111 / AGLE111. The modules AGLA121 / AGLE121 constitute a value of 12 credits that form part of the curriculum for which the student has registered, and must be taken in the language in which the compulsory skills test and AGLA111 / AGLE111 were taken.

AGLA/E121 consists of three papers, viz. Academic Literacy, Computer and Information Skills and Reading Skills. There is a subminimum in each of the three components. The student must pass each of the three components in the same Semester in which he/she has registered for the module in order to pass the module.

Students who failed the module AGLA111 / AGLE111, but were allowed to continue with AGLA121 / AGLE121 and who passed the examination in this module, may have the result of AGLA111 / AGLE111 condoned by the relevant School Director to allow for a pass mark in the module.

Students who have already successfully completed a module [s] / course[s] equivalent to AGLA111, 121 / AGLE111, 121 at another institution and can provide proof of this qualification, may apply in writing to the Head of the Centre for Academic and Professional Language Practice for formal recognition.

*\*Only AGLE111/121 will be presented for distance programmes.*

#### **OP.2.4 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/beheer-bestuur/beleid-reels/index\\_e.html](http://www.puk.ac.za/beheer-bestuur/beleid-reels/index_e.html)

#### **OP.2.5 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.2.6 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.2.7 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.2.8 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.2.9 INTERPRETING IN THE FACULTY (PROGRAMME SPECIFIC)**

The Language Policy of the NWU is available at the following web address:

[http://www.nwu.ac.za/export/sites/default/nwu/gov\\_man/policy/2p-2.5-Language\\_e.pdf](http://www.nwu.ac.za/export/sites/default/nwu/gov_man/policy/2p-2.5-Language_e.pdf)

<b>Definitions</b>	
<b>Contact</b>	The course involves personal interaction with institutional teachers or institutional supervisors, through lectures, tutorials, seminars, practicals, supervision, or other forms of required work, and occurs at the institution's premises or a site of the institution.
<b>Distance</b>	The interaction with institutional teachers or institutional supervisors is undertaken through "distance education" techniques (eg. through the use of correspondence, telematics, or the internet).

- The **contact** undergraduate BEd programmes are offered in Afrikaans. However, simultaneous interpreting from Afrikaans to English and Setswana, respectively, is offered in specific modules.
- The **distance** undergraduate BEd programmes are offered in English. However, study guides, study letters and examination papers are set in Afrikaans and English. Assignments and examinations can also be completed in either Afrikaans or English.

## OP.2.10 RULES FOR THE DEGREE BACHELOR OF EDUCATION

### PURPOSE AND RATIONALE OF THE QUALIFICATION

The BEd degree is an initial education qualification for candidates who wish to register as qualified professional teachers.

The qualification is intended for candidates who wish to obtain a focused Education degree with a well-grounded basis of subject knowledge and knowledge regarding professional practice.

FIRST BACCALAUREUS DEGREE			
Qualification	Programme and code	Method of delivery	NQF level
Baccalaureus Educationis (BEd)	Foundation phase 422 100	The programme is phasing out – please view the 2016 Calendar	
	Intermediate & Senior phase 422 101	The programme is phasing out – please view the 2016 Calendar	
	Senior and Further Education and Training phase 422 102	The programme is phasing out – please view the 2016 Calendar	
	Senior and Further Education and Training phase 422 112	The programme is phasing out – please view the 2016 Calendar	
	Foundation phase 4BH J01	Contact	7
	Foundation phase 4BJ J01	Distance	7
	Intermediate phase: Mathematics, Sciences and Technology 4BQ J01	Contact	7
	Intermediate phase: Life Skills and Social Sciences 4BQ J02	Contact	7
	Senior and Further Education and Training phase: Onderwysafrikaans 4BN J01	Contact	7
	Senior and Further Education and Training phase: Onderwysafrikaans 4BP J01	Distance	7
	Senior and Further Education and Training phase: Life Science for Education 4BN J02	Contact	7
	Senior and Further Education and Training phase: Life Science for Education 4BP J02	Distance	7

Senior and Further Education and Training phase: Information Technology Education 4BN J03	Contact	7
Senior and Further Education and Training phase: English for Education 4BN J04	Contact	7
Senior and Further Education and Training phase: English for Education 4BP J04	Distance	7
Senior and Further Education and Training phase: Economics for Education 4BN J05	Contact	7
Senior and Further Education and Training phase: History for Education 4BN J06	Contact	7
Senior and Further Education and Training phase: History for Education 4BP J06	Distance	7
Senior and Further Education and Training phase: Geography for Education 4BN J07	Contact	7
Senior and Further Education and Training phase: Life Orientation 4BN J08	Contact	7
Senior and Further Education and Training phase: Life Orientation 4BP J08	Distance	7
Senior and Further Education and Training phase: Art for Education 4BN J09	Contact	7
Senior and Further Education and Training phase: Physical Sciences for Education 4BN J10	Contact	7
Senior and Further Education and Training phase: Physical Sciences for Education 4BP J10	Distance	7
Senior and Further Education and Training phase: Business Studies for Education 4BN J11	Contact	7
Senior and Further Education and Training phase: Business Studies for Education 4BP J11	Distance	7
Senior and Further Education and Training phase: Accounting for Education 4BN J12	Contact	7
Senior and Further Education and Training phase: Computer Applications Technology Education 4BN J13	Contact	7
Senior and Further Education and Training phase: Mathematics Education 4BN J14	Contact	7
Senior and Further Education and Training phase: Mathematics Education 4BP J14	Distance	7
Senior and Further Education and Training phase: Setswana (M) for Education 4BN J15	Contact	7
Senior and Further Education and Training phase: Setswana (M) for Education 4BP J15	Distance	7



Senior and Further Education and Training phase: Engineering Graphics and Design for Education 4BN J16	Contact	7
Senior and Further Education and Training phase: Mechanical Technology Education 4BN J17	Contact	7
Senior and Further Education and Training phase: Civil Technology Education 4BN J18	Contact	7
Senior and Further Education and Training phase: Electrical Technology Education 4BN J19	Contact	7
Senior and Further Education and Training phase: Sesotho (M) for Education 4BN J21	Contact	7
Senior and Further Education and Training phase: Sesotho (M) for Education 4BP J21	Distance	7

#### **OP.2.10.1 Duration of study**

The minimum duration of study for this degree is four years and the maximum duration is six years for contact students and eight years for distance students.

#### **OP.2.10.2 Admission requirements for the qualification**

##### **General admission requirements**

- a) APS-score: The results obtained in four Designated Subjects and two NSC subjects are used in the computation of the APS-score. The results obtained in Life Orientation are excluded. The APS-score is 24. Students may be required to write an admission exam.
- b) Language requirement: A pass at level 4 (50-59 %) in the language of instruction on both the Home and First Additional Language level.

##### **Specific requirements**

1. Basic computer literacy.
2. Access to internet.
3. It is compulsory to attend all contact sessions.
4. It is compulsory to obtain the necessary technology such as a computer and/or tablet and mobile phone that meet the minimum specifications of the NWU namely: WiFi-enabled, one of the operating systems Windows, Android or Apple, 3G enabled (preferable) and 32 Gig (preferable).

##### **Calculating the APS-score**

1. The results of 6 subjects are used to determine the APS-score.
2. The achievement obtained in Life Orientation (LO) will not be rated in computing the APS-score. An achievement level of 5 or higher in LO will be regarded as a

recommendation for admission in boundary cases and admission to certain programmes.

3. A student who achieves one APS scale points less than required for a specific study course, may at the discretion of the Senate be admitted conditionally to a particular field of study. Such a student must prove by successful completion of a Senate-approved admission examination, registered with the Matriculation Board that he/she has the ability to be admitted to university studies.
4. A student who obtains Discretionary Exemption may be admitted to certain study programmes on certain conditions.

#### #Screening model: Determining of the APS

NSC Rating Code	APS-Score
8 (90-100 %)	8
7 (80-89 %)	7
6 (70-79 %)	6
5 (60-69 %)	5
4 (50-59 %)	4
3 (40-49 %)	3
2 (30-39 %)	2
1 (0-29 %)	1

#### OP.2.10.3 List of modules

Module code	Descriptive name	Prerequisites	NQF level	Credits
ACCE112	Accounting for Education: Application of Accounting Systems	Gr. 12 Accounting a recommendation. If student did not have Accounting as a school subject, individual cases will be considered on merits.	5	12
ACCE122	Accounting for Education: Financial Reporting – Sole Proprietor		6	12
ACCE212	Accounting for Education: Asset Disposal and Partnership		6	12
ACCE222	Accounting for Education: Manufacturing, Non-trading Enterprises and Budgets		6	16
ACCE312	Accounting for Education: Close Corporations and Companies		6	16
ACCE322	Accounting for Education: Financial Statements and Budgets		7	16
ACCE412	Accounting for Education: Correction of Errors and Incomplete Records, Ethics, Internal control and Auditing		7	16
ACCE422	Accounting for Education: Branch accounts and Computer usage in Accounting		7	16

ACCG211	Economic Management Sciences for Education: Financial Literacy in the Senior phase		6	8
AFAF211	Afrikaans Eerste Addisionele Taal in GSF onderrig: Taalverwerwing en -ontwikkeling en seleksie en evaluering van kinderliteratuur	Gr 12 Afrikaans (Huisstaal of Eerstet Addisionele Taal)	5	8
AFAF221	Afrikaans Eerste Addisionele Taal in GSF onderrig: Fundamentele kennis en multikulturele kinderliteratuur		6	8
AFAF311	Afrikaans Eerste Addisionele Taal in GSF onderrig: Taal, kultuur en prentboeke		6	8
AFAF321	Afrikaans Eerste Addisionele Taal in GSF onderrig: Taal as 'n sisteem en Tradisionele Literatuur, Poësie, Historiese Fiksie en Biografieë		6	8
AFAF411	Afrikaans Eerste Addisionele Taal in GSF onderrig: Beplanning, implementering en bestuur van onderrig asook fantasie, wetenskapfiksie en kontemporêre realistiese fiksie		7	8
AFAF421	Afrikaans Eerste Addisionele Taal in GSF onderrig: Assessering en kritiese onderwerpe in kinderliteratuur		7	8
AFCL121	Afrikaans: Basiese Gespreksgeskiedenis		5	8
AFKF414	Afrikaans Huistaal Kommunikasie: Doeltreffende taalgebruik in 'n verskeidenheid kontekste	Gr 12 Afrikaans Huisstaal	6	8
AFKF415	Afrikaans Eerste Addisionele Taal Kommunikasie: Fundamentele onderwysrelevante taalvaardigheid vir nie-moedertaalsprekers		6	8
AFKF424	Afrikaans Huistaal Kommunikasie: Doeltreffende openbare mondelinge en geskrewe kommunikasie	Gr 12 Afrikaans Huisstaal	6	8
AFKF425	Afrikaans Eerste Addisionele Taal Kommunikasie: Onderwysrelevante taalvaardigheid vir nie-moedertaalsprekers		6	8
AFRE112	Afrikaans Home Language: Text and Curriculum in the Senior & FET-Phase	Gr 12 Afrikaans Huisstaal (50%)	5	12
AFRE122	Afrikaans Huistaal: Teks en kurrikulum in die Senior & VOO-fase		6	12

AFRE212	Afrikaans Huistaal: Spelling, semantiek, en woordeboekgebruik vir onderwys		6	12
AFRE222	Afrikaans Huistaal: Linguistiek vir onderwys		6	16
AFRE312	Afrikaans Huistaal: Drama, film en jeugprosa vir onderwys		6	16
AFRE322	Afrikaans Huistaal: Jeug- en volwassene poësie vir onderwys		7	16
AFRE412	Afrikaans Huistaal: Die ontwikkeling van Afrikaans en hedendaagse taalpolitiek		7	16
AFRE422	Afrikaans Huistaal: Sosiolinguistiek vir onderwys		7	16
AFRF111	Afrikaans Huistaal GSF: Fundamentele kennis en multikulturele kinderliteratuur	Gr 12 Afrikaans Huisstaal	5	12
AFRF121	Afrikaans Huistaal GSF: Fonetiek, Fonologie, Fonemiese Bewustheid en die Geskiedenis van Kinderliteratuur		6	12
AFRF211	Afrikaans Huistaal GSF: Morfologie, Klankleer, Woordstudie, Alfabetiese Beginsel en die seleksie en evaluering van Kinderliteratuur		6	12
AFRF221	Afrikaans Huistaal GSF: Semantiek, woordeskat en prentboeke		6	12
AFRF311	Afrikaans Huistaal GSF: Sintaksis, vlotheid en tradisionele letterkunde, poësie, historiese fiksie en biografieë		7	12
AFRF321	Afrikaans Huistaal GSF: Diskoersanalise, pragmatiek, begrip en inligtingstekste		7	12
AFRF411	Afrikaans Huistaal GSF: Skryfwerk, handskrif en fantasie, wetenskapfiksie en kontemporêre realistiese fiksie		7	12
AFRF421	Afrikaans Huistaal GSF: Skoolgebaseerde taalassessering en kritiese kwessies in kinderliteratuur		8	12
AFRI111	Afrikaans Huistaal: Teks en kurrikulum in die Intermediêre fase	Gr 12 Afrikaans Huisstaal	5	12
AFRI121	Afrikaans Huistaal: Fonetiek en fonologie vir onderwys		6	12

AFRI211	Afrikaans Huistaal: Taal- en spelnorme vir onderwys		6	12
AFRI221	Afrikaans Huistaal: Kinder- en jeugpoësie vir onderwys		6	12
AFRI311	Afrikaans Huistaal: Drama en film vir onderwys		7	12
AFRI321	Afrikaans Huistaal: Semantiek vir onderwys		7	12
AFRI411	Afrikaans Huistaal: Sintaksis en tekslinguistiek vir onderwys		7	12
AFRI421	Afrikaans Huistaal: Prosa vir onderwys		8	12
AGLE121/ AGLA121	Academic Literacy		5	12
ARTE112	Visual Arts: Introduction to Visual Arts for teaching and learning 1		5	12
ARTE122	Visual Arts: Introduction to Visual Arts for teaching and learning 2		6	12
ARTE212	Visual Arts: From Rococo to Realism: Themes, theories, praxis and related issues		6	12
ARTE222	Visual Arts: 19th Century art up to the early 20th Century		6	16
ARTE312	Visual Arts: From Modernism to Post-modernism, an introduction		6	16
ARTE322	Visual Arts: Design for teaching and learning		7	16
ARTE411	Visual Arts: World art and world cultures for teaching and learning 1		7	16
ARTE421	Visual Arts: World art and world cultures for teaching and learning 2		7	16
BSTE112	Business studies: The business world, business management; business environments and entrepreneurship		5	12
BSTE122	Business Studies: Entry strategies and e-business		6	12
BSTE212	Business Studies: Establishing a business		6	12
BSTE222	Business Studies: Planning; organising; leading and controlling the management process		6	16
BSTE312	Business Studies: Operational Management and Human Resource Management		6	16
BSTE322	Business Studies: Marketing Management and Cooperative Social Responsibility		7	16

BSTE412	Business Studies: Financial Management and Purchasing Function		7	16
BSTE422	Business Studies: Strategic Management and Business Plans		7	16
BSTG111	Economic Management Sciences for Education: Entrepreneurship in the Senior phase		5	8
CATE112	Computer Applications Technology Education: System Technologies		5	12
CATE122	Computer Applications Technology Education: Elementary word processing skills		6	12
CATE212	Computer Applications Technology Education: Advanced word processing skills		6	12
CATE222	Computer Applications Technology Education: Computer networks		6	16
CATE312	Computer Applications Technology Education: Databases		6	16
CATE322	Computer Applications Technology Education: Spreadsheet processing		7	16
CATE412	Computer Applications Technology Education: e-Applications and e-Communication		7	16
CATE422	Computer Applications Technology Education: Information management and social implications		7	16
CTEE212	Civil Technology	FETC111	6	12
CTEE222	Civil Technology		6	16
CTEE312	Civil Technology		6	16
CTEE322	Civil Technology		7	16
CTEE412	Civil Technology		7	16
CTEE422	Civil Technology		7	16
CULV211	Professional Development and Diversity in Education		5	8
ECNG121	Economic Management Sciences for Education: Economics in the Senior Phase		5	8
ECOE112	Economics for Education: Introduction to Economics (Part 1)		5	12
ECOE122	Economics for Education: Introduction to Economics (Part 2)		6	12
ECOE212	Economics for Education: Economic-related issues applicable to the RSA		6	12
ECOE222	Economics for Education: Introduction to Micro-Economics		6	16

ECO312	Economics for Education: From micro- to macro-Economics		6	16
ECO322	Economics for Education: The monetary and government sector		7	16
ECO412	Economics for Education: Macro-Economic Problems (Part 1)		7	16
ECO422	Economics for Education: Macro-economic problems (Part 2)		7	16
EDCC114	Introduction to Curriculum and Professional Studies		6	8
EDCC115	Critical components for curriculum development for educators		5	8
EDCC116	Work Integrated Learning (Learning in practice; Learning from practice)		5	8
EDCC125	Historical and Political context of Education in South Africa		6	8
EDCC126	Work Integrated Learning (Learning in practice; Learning from practice)		6	8
EDCC214	Professional Studies: Teaching and learning theories and practices		6	8
EDCC215	Educational Psychology: Introduction to Educational Psychology		6	8
EDCC216	Work Integrated Learning (Learning in practice; Learning from practice)		6	8
EDCC224	Educational Psychology: Human Development		6	8
EDCC225	Work Integrated Learning (Learning in practice; Learning from practice)		6	8
EDCC315	Educational Law		7	8
EDCC316	Work Integrated Learning (Learning in practice; Learning from practice)		7	8
EDCC323	Educational Psychology: Learning support		7	16
EDCC325	Critical thinking & Social Justice		7	8
EDCC326	Work Integrated Learning (Learning in practice; Learning from practice)		7	8
EDCC413	Educational Management and Leadership		7	8
EDCC414	Professional Studies: Integrated Assessment		7	8
EDCC415	Work Integrated Learning (Learning in practice; Learning from practice)		7	8
EDCC423	Educational Systems		7	8
EDCC424	Work Integrated Learning (Learning in practice; Learning from practice)		7	8

EDTC111	Educational Media and Technology		5	8
EDTM312	Environmental Management for Sustainability: Introduction to Environmental Management in schools		7	8
EGDE113	Engineering Graphics and Design: Sketching and Instrument Drawing - Theory and skills		5	12
EGDE123	Engineering Graphics and Design: Projection methods for two dimensional and three dimensional views and construction of loci		6	12
EGDE212	Engineering Graphics and Design: Descriptive Geometry		6	12
EGDE222	Engineering Graphics and Design: Civil Drawings - Floor plans, orthographic & pictorial views		6	16
EGDE312	Engineering Graphics and Design: Civil Drawings - Electrical wiring diagrams, scales & view of foundations		6	16
EGDE322	Engineering Graphics and Design: Machine Drawing		7	16
EGDE411	Engineering Graphics and Design: Working in 3-D (1)		7	16
EGDE421	Engineering Graphics and Design: Working in 3-D (2)		7	16
ENAC211	English (First Additional Language) Communication: Using English as a medium of instruction across the curriculum (1)		6	8
ENAC221	English (First Additional Language) Communication: English across the curriculum		6	8
ENAF211	English First Additional Language in FP teaching: Language Acquisition and Development and Selecting and Evaluating Children's Literature		5	8
ENAF221	English First Additional Language in FP teaching: Foundational Knowledge and Multicultural Children's Literature		6	8
ENAF311	English First Additional Language in FP teaching: Language, Culture and Picture Books		6	8
ENAF321	English First Additional Language in FP teaching: Language as a System and Traditional Literature, Poetry, Historical Fiction, and Biographies		6	8



ENAF411	English First Additional Language in FP teaching: Planning, Implementing and Managing Instruction as well as Fantasy, Science Fiction and Contemporary Realistic Fiction		7	8
ENAF421	English First Additional Language in FP teaching: Assessment and Critical Issues in Children's Literature		7	8
ENFF111	English Home Language FP: Foundational Knowledge and Multicultural Children's Literature	Gr 12 English Home Language	5	12
ENFF121	English Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature		6	12
ENFF211	English Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principles and selecting and evaluating Children's Literature		6	12
ENFF221	English Home Language FP: Semantics, Vocabulary and Picture books		6	12
ENFF311	English Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies		7	12
ENFF321	English Home Language FP: Discourse Analysis, Pragmatics, Comprehension and Informational Texts		7	12
ENFF411	English Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction		7	12
ENFF421	English Home Language FP: School-based Language Assessment and Critical Issues in Children's Literature		8	12
ENGV111	English for the Senior/FET phase teacher: An introduction to Young Adult Literature (YAL)	GR 12 English Home Language (50%) or First additional language (60%)	5	12
ENGV121	English for the Senior/FET phase teacher: Linguistics		6	12
ENGV211	English for the Senior/FET phase teacher: Texts and context - Studying poetry and drama from the Elizabethan to the Victorian era		6	12
ENGV221	English for the Senior/FET phase teacher: Exploring key periods in literature		6	16

ENGV311	English for the Senior/FET phase teacher: Literary Theories and Philosophy		6	16
ENGV321	English for the Senior/FET phase teacher: Understanding Text and Context in a Post Modern era		7	16
ENGV411	English for the Senior/FET phase teacher: South African Literary Foundations and Perspectives		7	16
ENGV421	English for the Senior/FET phase teacher: Applied Linguistics		7	16
ENIP211	Teaching English as a FAL in the Intermediate Phase		6	8
ENIP221	English as a FAL in the Intermediate Phase: Linguistics for the Intermediate Phase Teacher		6	8
ENIP311	English as a FAL in the Intermediate Phase: Children's and Young Adult Literature in the Intermediate Phase		6	8
ENIP321	English as a FAL in the Intermediate Phase: Visual literacy and Technology for the IP teacher		7	8
ENIP411	English as a FAL in the Intermediate Phase: Texts and context in the FAL classroom		7	8
ENIP421	English as a FAL in the Intermediate Phase: Advanced language skills for the IP teacher		7	8
ETEE213	Electrical Technology for Teachers: Basic Electronics		6	12
ETEE222	Electrical Technology: Electromagnetism		6	16
ETEE312	Electrical Technology: Alternating Current Circuits		6	16
ETEE322	Electrical Technology for Teachers: Electronics II (Semiconductor devices)		7	16
ETEE413	Electrical Technology for Teachers: Electronics III (Digital fundamentals)		7	16
ETEE423	Electrical Technology: Alternating Current-circuits		7	16
FETC111	Structures in Technology as part of core content topics of Senior Phase Technology		5	12
FETE121	Electrical Technology: Electric current theory		5	12
FETM111	Engineering Technology for Teachers: Manufacturing and Joining		5	8

FETM121	Mechanical Technology for Teachers: Mechanical systems		6	8
FETP111	Processing in Technology for Education		6	8
FETW211	Engineering Technology for Teachers: Mechanical (Welding) Technology	FETM 121	6	12
GEOE112	Geography Education: Physical, economic and population background of Africa and the RSA		5	12
GEOE122	Geography Education: Planetary Geography, and Climatology		6	12
GEOE212	Geography Education: Urban and Economic Geography		6	12
GEOE222	Geography Education: Introduction to Geomorphology and Oceanography		6	16
GEOE312	Geography Education: Population and Development Geography		6	16
GEOE322	Geography Education: Advanced Geomorphology		7	16
GEOE411	Geography Education: Urban and Environmental Geography		7	16
GEOE421	Geography Education: Advanced Climatology		7	16
GEOS211	Geography: Human and physical geography for the Senior phase		6	8
HISE112	History for Education: Aspects of Euro-Asian History (9th to 19th century)		5	12
HISE122	History for Education: Aspects of South African History (1652-1900)		6	12
HISE212	History for Education: Aspects of South African History (1900-1948)		6	12
HISE222	History for Education: Aspects of African History (16th to 20th century)		6	16
HISE312	History for Education: Conflict in the Middle East during the 20th to 21st century		6	16
HISE322	History for Education: Aspects of European History (1914-1945)		7	16
HISE411	History for Education: The Cold War and the Globalized World		7	16
HISE421	History for Education: Aspects of South African History (1948-present)		7	16
HISS211	History: Selected South African and global history for the Senior phase		6	8
INTE112	Information Technology Education: System technologies		5	12

INTE122	Information Technology Education: Data presentation and graphical programming		6	12
INTE212	Information Technology Education: Introduction to Delphi programming		6	12
INTE222	Information Technology Education: Computer networks		6	16
INTE312	Information Technology Education: Databases		6	16
INTE322	Information Technology Education: Data structures, methods and SQL		7	16
INTE412	Information Technology Education: System development methodologies and computer applications		7	16
INTE422	Information Technology Education: Project management, web design and social implications		7	16
ITEE222	Engineering Technology for Teachers: Manufacturing and Joining (ii)	FETM 111	6	8
ITEE312	Engineering Technology for Teachers: Manufacturing and Joining (iii)	ITEE 222	6	8
ITEE323	Engineering Technology for Teachers: Manufacturing and Joining (iv)	ITEE 312– Participation mark of 40% for ITEE 312	7	8
ITEE413	Engineering Technology for Teachers: Manufacturing and Joining (v)	ITEE 323 – Participation mark of 40% for ITEE 323	7	8
ITEE423	Engineering Technology for Teachers: Manufacturing and Joining (vi)	ITEE 413 – Participation mark of 40% for ITEE 413	7	8
LESE112	Introduction to Learning Support within an inclusive education approach		5	12
LESE122	Learning support: Introduction to Barriers to Learning		6	12
LESE212	Learning support: Chronic illnesses and diseases and poor socio-economic circumstances		6	12
LESE222	Learning support : Physical, neural and intellectual impairments		6	16
LESE312	Learning support: Sensory and learning impairments as well as giftedness		6	16
LESE322	Learning support: Emotional, social and behaviour difficulties		7	16
LESE411	Learning support: Introduction to applied learning support		7	16
LESE421	Learning support: Applied learning support		7	16
LIFE112	Life Sciences for Education: Biochemistry and Cytology	Gr 12 Life Sciences (50%)	5	12

LIFE122	Life Sciences for Education: Cell Processes and Tissues		6	12
LIFE212	Life Sciences for Education: Taxonomy and Processes of Viruses, Bacteria, Fungi, Algae and Plantae		6	12
LIFE222	Life Sciences for Education: Protista and Zoology		6	16
LIFE312	Life Sciences for Education: Anatomy and Physiology of Man: locomotion-, muscle-, transport-, immunology- and nutritional systems		6	16
LIFE322	Life Sciences for Education: Anatomy and Physiology of Man: gaseous exchange, excretion, osmoregulation and co-ordination systems as well as homeostasis and temperature regulation		7	16
LIFE411	Life Sciences for Education: Environmental studies - ecology and sustainable living		7	16
LIFE421	Life Sciences for Education: Human reproduction, genetics and continuity of life		7	16
LOCE411	Life Orientation: The world of work		7	16
LOCE421	Life Orientation: Career Education		7	16
LOLT421	Language of Learning and Teaching		6	3
LOPE311	Life Orientation: Physical Education - Exercise science, selected recreational movement activities and physical fitness.		6	16
LOPE321	Life Orientation: Physical Education - Motor learning, sport and selected recreational movement activities.		7	16
LOPV111	Life Orientation: Personal Life Skills and Ethics (i)	Gr 12 Life Orientation (50%)	5	12
LOPV121	Life Orientation: Personal Life Skills and Ethics (ii)		6	12
LOSE211	Life Orientation: Society & Environment (i)		6	12
LOSE221	Life Orientation: Society & Environment (ii)		6	2
LSIN121	Introduction to Life Skills: Intermediate Phase		6	8
LSIP111	Life Skills Intermediate Phase: Personal Development (i)		5	12
LSIP211	Life Skills Intermediate Phase: Personal Development (ii)		6	8
LSIP221	Life skills Intermediate Phase: Social and environmental responsibility		6	8

LSIP311	Life Skills Intermediate phase: Physical Education (i)		7	8
LSIP321	Life Skills Intermediate phase Physical Education (ii)		7	8
LSIP411	Life Skills Intermediate phase: Creative arts (music)		7	8
LSIP421	Life Skills Intermediate phase: Creative arts (visual art and drama)		7	8
LSKA211	Life Skills: Visual arts for teaching and learning in the Foundation Phase		6	8
LSKM221	Life Skills in the Foundation Phase: Music		6	8
LSKN321	Life Skills for Early Childhood Education Development: Natural Science and Technology		6	8
LSKP421	Life Skills Foundation Phase: Physical Education		7	8
LSKS111	Life Skills for Early Childhood Education Development: Social Sciences		5	8
LSPP411	Life Skills for Early Childhood Education Development: Health Sciences		7	8
MAIP121	Mathematics Intermediate phase: Mathematical problem solving	Gr 12 Mathematics (45%)	5	12
MAIP211	Mathematics Intermediate phase: Numeration systems and number theory		6	8
MAIP221	Mathematics Intermediate phase: Functional relationships		6	8
MAIP311	Mathematics Intermediate phase: Proportional reasoning		6	8
MAIP321	Mathematics Intermediate phase: Space and shape		7	8
MAIP411	Mathematics Intermediate phase: Measurement		7	8
MAIP421	Mathematics Intermediate phase: Data handling		7	8
MATF111	Introduction to Mathematics: Numbers, operations and data handling		5	8
MATH111	Mathematics for the Senior and FET phase: Numbers, relationships and number systems	Gr 12 Mathematics (60%)	5	12
MATH121	Mathematics for the Senior and FET phase: Exploring space and shape		6	12
MATH211	Mathematics for the Senior and FET phase: A model-based approach to functions		6	12

MATH221	Mathematics for the Senior and FET phase: The interaction between Algebra and Geometry		6	16
MATH311	Mathematics for the Senior and FET phase: Statistics and probability		6	16
MATH321	Mathematics for the Senior and FET phase: Euclidean and Spherical geometry		7	16
MATH411	Mathematics for the Senior and FET phase: Differentiation and Integration Calculus		7	16
MATH421	Mathematics for the Senior and FET phase: Multi-dimensional algebra and numerical methods		7	16
MATV111	Mathematics for Senior Phase Algebra		5	8
MATV121	Mathematics for Senior Phase Geometry		6	8
MFPC111	Mathematics for Early Childhood Education and Development: Learning and teaching theories and strategies in primary Mathematics		5	12
MFPC121	Mathematics for Early Childhood Education and Development: Number sense and Operations		6	12
MFPC221	Mathematics for Early Childhood Education and Development: Geometry and measurement of primary mathematics		6	12
MFPC311	Mathematics for Early Childhood Education and Development: Number theory, number patterns and data handling in Primary Mathematics		6	8
MFPC321	Mathematics for Early Childhood Education and Development: Rational numbers in Primary Mathematics		6	8
MFPC411	Mathematics for Early Childhood Education and Development: Language in Mathematics		7	12
MFPP421	Mathematics for Early Childhood Education and Development: Early preschool Mathematics (informal phase)		7	12
MTLS211	Multi-grade and learning support in the Foundation and Intermediate Phase		7	12
MUSI111	An introduction to music as part of the subject Creative Arts in the Senior phase		5	8
MUSI121	Practical applications of music as part of the subject Creative Arts in the Senior phase		6	8

MUSI211	Educational theories and practical application for teaching in the Senior phase		6	8
NSSP111	Natural Sciences: Life and Living		5	8
NSSP112	Natural Sciences: Matter and Materials		5	8
NSSP121	Natural Sciences: Introductory Mechanics in Natural Science		6	8
NSSP211	Natural Sciences: Introduction to Physical Geography		6	8
NSTL111	Natural Sciences and Technology (Intermediate phase): Processes and Methods		5	12
NSTL211	Natural Sciences and Technology (Intermediate phase): Matter, Materials and Structures		6	8
NSTL221	Natural Sciences and Technology (Intermediate phase): Energy, Change, Systems and Control		6	8
NSTL311	Natural Sciences and Technology (Intermediate phase): Life, Living, Structures and Systems		7	8
NSTL321	Natural Sciences and Technology (Intermediate phase): Earth and Beyond		7	8
NSTL411	Natural Sciences and Technology (Intermediate phase): Inquiry based learning		7	8
NSTL421	Natural Sciences and Technology (Intermediate phase): Problem and Project based learning		7	8
PECL121	Language of Conversational Competence: Sepedi		5	8
PEFF111	Sepedi Home Language FP: Foundational Knowledge and Multicultural Children's Literature	Gr 12 Sepedi Home Language	5	12
PEFF121	Sepedi Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature		6	12
PEFF211	Sepedi Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principles and selecting and evaluating Children's Literature		6	12
PEFF221	Sepedi Home Language FP: Semantics, Vocabulary and Picture books		6	12
PEFF311	Sepedi Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies		7	12



PEFF321	Sepedi Home Language FP: Discourse Analysis, Pragmatics, Comprehension and Informational Texts		7	12
PEFF411	Sepedi Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction		7	12
PEFF421	Sepedi Home Language FP: School-based Language Assessment and Critical Issues in Children's Literature		8	12
PESP111	Physical Education and sport management: Sport and Physical Education history, sport ethics, basic sport skills		5	12
PESP121	Physical Education and Sport Management: Basic sport management; educational gymnastics		6	12
PESP211	Physical Education and Sport Management: Applied anatomy, physiology and exercise science		6	12
PESP221	Physical Education and Sport Management: Outdoor recreational activities, educational dance and games		6	16
PESP311	Physical Education and Sport Management: Motor learning and talent identification		6	16
PESP321	Physical Education and Sport Management: Sport skills, sport games and assessment		7	16
PESP411	Physical Education and Sport Management: Sport psychology; Adapted Physical Education		7	16
PESP421	Physical Education and Sport Management: Advanced sport and Physical Education management		7	16
PHSE112	Physical Science: Basic chemistry principles and stoichiometry of chemical reactions in the Senior/FET phase	Gr 12 Physical Sciences (50%) and Gr 12 Mathematics (50%)	5	12
PHSE122	Physical Science: Introductory Mechanics in the Senior/FET phase		6	12
PHSE212	Physical Science: Advanced mechanics and introduction to theory of electricity in the Senior/FET phase	PHSE 122	6	12
PHSE222	Physical Science: The Structure of Matter and Organic Chemistry in the Senior/FET phase	PHSE112	6	16
PHSE312	Physical Science: Control of chemical reactions in the Senior/FET phase	PHSE 112	6	16

PHSE322	Physical Science: Electricity and magnetism, oscillations and waves in the Senior/FET phase	PHSE122	7	16
PHSE412	Physical Science: Physical and geometric optics and theory of heat in the Senior/FET phase		7	16
PHSE422	Physical Science: Chemistry and chemical industries in the Senior/FET phase		7	16
READ121	Strategic Reading in the Content Areas		5	8
RESF412	Research in Education: Introduction		7	8
RESF422	Research Proposal: Planning and designing a research proposal in the education context		7	8
SEAF211	Setswana First Additional Language in FP teaching: Language Acquisition and Development and Selecting and Evaluating Children's Literature		5	8
SEAF221	Setswana First Additional Language in FP teaching: Foundational Knowledge and Multicultural Children's Literature		6	8
SEAF311	Setswana First Additional Language in FP teaching: Language, Culture and Picture Books		6	8
SEAF321	Setswana First Additional Language in FP teaching: Language as a System and Traditional Literature, Poetry, Historical Fiction, and Biographies		6	8
SEAF411	Setswana First Additional Language in FP teaching: Planning, Implementing and Managing Instruction as well as Fantasy, Science Fiction and Contemporary Realistic Fiction		7	8
SEAF421	Setswana First Additional Language in FP teaching: Assessment and Critical Issues in Children's Literature		7	8
SECF414	Setswana Home Language Communications (M): Using language effectively within educational contexts	Gr 12 Setswana Home Language	6	8
SECF421	Setswana Home Language Communications (M): Using Language skills in the classroom	Gr 12 Setswana Home Language	6	8
SECL121	Language of Conversational Competence: Setswana		5	8
SEFF111	Setswana Home Language FP: Foundational Knowledge and Multicultural Children's Literature	Gr 12 Setswana Home Language	5	12

SEFF121	Setswana Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature		6	12
SEFF211	Setswana Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principles and selecting and evaluating Children's Literature		6	12
SEFF221	Setswana Home Language FP: Semantics, Vocabulary and Picture books		6	12
SEFF311	Setswana Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies		7	12
SEFF321	Setswana Home Language FP: Discourse Analysis, Pragmatics, Comprehension and Informational Texts		7	12
SEFF411	Setswana Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction		7	12
SEFF421	Setswana Home Language FP: School-based Language Assessment and Critical Issues in Children's Literature		8	12
SEFI111	Setswana Home Language: Introductory linguistics, Instructional Perspectives and Types of Literatures	Gr 12 Setswana Home Language	5	12
SEFI121	Setswana Home Language: Phonetics, Phonology, instructional methods, and speaking skills		6	12
SEFI211	Setswana Home Language: History of literatures, Morphology, the study of Children's literature, Reading and visual skills		6	12
SEFI221	Setswana Home Language: Morphology, Children's literature, Instructional methods, Reading, and Assessment		6	12
SEFI311	Setswana Home Language: Morphology, Syntax, Traditional Literature, and writing		7	12
SEFI321	Setswana Home Language: Semantics, Vocabulary, Creative writing, Children's literature and Assessment		7	12
SEFI411	Setswana Home Language: Discourse Analysis, Pragmatics, Comprehension, Non-Literary Texts and Assessment		7	12

SEFI421	Setswana Home Language: Research – Literature, Linguistics, Instructional methods and Assessment		8	12
SEFV111	Setswana Home Language: Phonetics, phonology, and listening skills and youth narratives and methodologies	Gr 12 Setswana Home Language	5	12
SEFV121	Setswana Home Language: Morphology, history of Setswana orthography, speaking skills and traditional narratives and methodologies		6	12
SEFV211	Setswana Home Language: Syntax, Fluency, Poetry, Listening and speaking skills integration and methodologies		6	12
SEFV221	Setswana Home Language: Multiculturalism, multilingualism, Ubuntu in educational contexts, dictionaries and methodologies		6	16
SEFV311	Setswana Home Language: Semantics, Drama, Discourse Analysis, Pragmatics, Reading skills and methodologies		6	16
SEFV321	Setswana Home Language: Comprehension, reading, creative writing, drama and methodologies		7	16
SEFV411	Setswana Home Language: Biographies, types of informational texts in education and methodologies		7	16
SEFV421	Setswana Home Language: Research, literary text production and methodologies		7	16
SNSE121	Introduction to Natural Science & Technology Intermediate Phase		5	8
SOCF414	Sesotho Home Language Communication (M): Effective language use in a variety of contexts	Gr 12 Sesotho Home Language	6	8
SOCF421	Sesotho Home Language Communication (Mother language)	Gr 12 Sesotho Home Language	6	8
SOFF111	Sesotho Home Language FP: Foundational Knowledge and Multicultural Children’s Literature	Gr 12 Sesotho Home Language	5	12
SOFF121	Sesotho Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children’s Literature		6	12
SOFF211	Sesotho Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principles and selecting and evaluating Children’s Literature		6	12

SOFF221	Sesotho Home Language FP: Semantics, Vocabulary and Picture books		6	12
SOFF311	Sesotho Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies		7	12
SOFF321	Sesotho Home Language FP: Discourse Analysis, Pragmatics, Comprehension and Informational Texts		7	12
SOFF411	Sesotho Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction		7	12
SOFF421	Sesotho Home Language FP: School-based Language Assessment and Critical Issues in Children's Literature		8	12
SOFI111	Sesotho for the Intermediate Phase: Advanced Sesotho Phonetics, Phonology, Phonemic Awareness and Spelling	Gr 12 Sesotho Home Language	5	12
SOFI121	Sesotho Home Language for Intermediate phase: Introduction to the Study of the History of Children's Literature - picture books		6	12
SOFI211	Sesotho Home Language for Intermediate phase: Development of Sesotho Syntax - Analysing Sesotho Morphology, Phonics, Word Construction and Alphabetic Principle		6	12
SOFI221	Sesotho Home Language for Intermediate phase: Introduction to Traditional and Modern Poetry - poetic styles and meaning		6	12
SOFI311	Sesotho Home Language for Intermediate phase: Development of vocabulary and meaning		7	12
SOFI321	Sesotho Home Language for Intermediate phase: Creative and Critical Reading - novels and short stories		7	12
SOFI411	Sesotho Home Language for Intermediate phase: Advanced Discourse Analysis		7	12
SOFI421	Sesotho Home Language: Language for Intermediate phase Assessment and Critical Issues in Children's Literature		8	12

SOFV111	Sesotho Home Language: Introduction to Complex Sesotho Phonetics, Phonology, Phonemic Awareness and Spelling	Gr 12 Sesotho Home Language	5	12
SOFV121	Sesotho Home Language: Introduction to the Origin of Sesotho Literature		6	12
SOFV211	Sesotho Home Language: Development and Evaluation of Sesotho Syntax Fluency		6	12
SOFV221	Sesotho Home Language: Introduction to Traditional and Modern Poetry		6	16
SOFV311	Sesotho Foundation Language: Semantics and Vocabulary Development		6	16
SOFV321	Sesotho Home Language: Creative and Critical Reading		7	16
SOFV411	Sesotho Home Language: Complex Discourse Analysis		7	16
SOFV421	Sesotho Home Language: Language Assessment and Critical Issues in Senior Phase Literature		7	16
SOLC121	Language of Conversational Competence: Sesotho		5	8
SSCE121	Social Sciences for Intermediate phase: Ancient African History & Geography of RSA		5	12
SSCE211	Social Sciences for Intermediate phase: Planetary Geography and Climatology		6	8
SSCE221	Social Sciences for Intermediate phase: The effects of changes: 1400-1900 Europe & Africa		6	8
SSCE311	Social Sciences for Intermediate phase: Urban Geography		6	8
SSCE321	Social Sciences for Intermediate phase: Transport, communication and health systems		7	8
SSCE411	Social Sciences for Intermediate phase: Introduction to Geomorphology		7	8
SSCE421	Social Sciences for Intermediate phase: Modern South African democracy (1990-present)		7	8
SSSE112	Introduction to Social Science for Education		5	8
VTEE223	Mechanical Technology for Teachers (ii)		6	8
VTEE313	Mechanical Technology for Teachers (iii)	VTEE 213 and 223	7	8

VTEE323	Mechanical Technology for Teachers (iv)		7	8
VTEE413	Mechanical Technology for Teachers (v)	VTEE 313 and 413	7	8
VTEE423	Mechanical Technology for Teachers (vi)		6	8
WSKT122	Mathematics for FET Technology Teachers: Introductory Algebra		6	8
WSKT213	Mathematics for FET Technology Teachers: Functions, models, trigonometry and elementary descriptive statistics		6	8
WVOS222	Philosophy of Science: Understanding the Educational World		7	12
WVOS312	Philosophy of Science: Main Currents in the Philosophy of Education		7	12
XHCL121	Language of Conversational Competence: IsiXhosa		5	8
XHFF111	IsiXhosa Home Language FP: Foundational Knowledge and Multicultural Children's Literature	Gr 12 IsiXhosa Home Language	5	12
XHFF121	IsiXhosa Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature		6	12
XHFF211	IsiXhosa Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principles and selecting and evaluating Children's Literature		6	12
XHFF221	IsiXhosa Home Language FP: Semantics, Vocabulary and Picture books		6	12
XHFF311	IsiXhosa Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies		7	12
XHFF321	IsiXhosa Home Language FP: Discourse Analysis, Pragmatics, Comprehension and Informational Texts		7	12
XHFF411	IsiXhosa Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction		7	12
XHFF421	IsiXhosa Home Language FP: School-based Language Assessment and Critical Issues in Children's Literature		8	12
ZUCL121	Language of Conversational Competence: IsiZulu		5	8

ZUFF111	IsiZulu Home Language FP: Foundational Knowledge and Multicultural Children's Literature	Gr 12 IsiZulu Home Language	5	12
ZUFF121	IsiZulu Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature		6	12
ZUFF211	IsiZulu Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principles and selecting and evaluating Children's Literature		6	12
ZUFF221	IsiZulu Home Language FP: Semantics, Vocabulary and Picture books		6	12
ZUFF311	IsiZulu Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies		7	12
ZUFF321	IsiZulu Home Language FP: Discourse Analysis, Pragmatics, Comprehension and Informational Texts		7	12
ZUFF411	IsiZulu Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction		7	12
ZUFF421	IsiZulu Home Language FP: School-based Language Assessment and Critical Issues in Children's Literature		8	12

#### **OP.2.10.4 Programme outcomes**

The learners of the BEd degree are expected to:

- demonstrate communicative, numerical and technological competence and literacy in ways that facilitate their own academic learning, and that enhance the management of teaching, learning and assessment in their classrooms;
- demonstrate competence in their area of specialisation with regard to the integration of knowledge and skills in order to mediate learning according to diverse learner needs;
- demonstrate competence in their area of specialisation to strategically select, implement and adjust teaching and learning strategies, teaching and learning support material and assessment practices grounded in education theory to enhance learning progress and the holistic development of all learners;
- demonstrate competency in functioning professionally, ethically and responsibly in different education contexts and the community by creating and maintaining caring, supportive and empowering environments for learners.

#### **OP.2.10.5 Articulation possibilities and exit level marks**

The BEd grants admission to BEd Honours. It also gives admission to the honours degree in school subject programmes included in the specific curriculum after certain additional studies and instructions have been completed.





## **OP.2.11      COMPILATION OF QUALIFICATION: BED FOUNDATION PHASE**

This qualification is directed at training educators from Grade R to Grade 3. SAQA number: 96365.

### **OP.2.11.1      Programme outcomes**

The learners of the Foundation Phase are expected to:

- demonstrate communicative, numerical and technological competence and literacy in ways that facilitate their own academic learning, and that enhance the management of teaching, learning and assessment in their classrooms;
- demonstrate competence in their area of specialisation with regard to the integration of knowledge and skills in order to mediate learning according to diverse learner needs;
- demonstrate competence in their area of specialisation to strategically select, implement and adjust teaching and learning strategies, teaching and learning support material and assessment practices grounded in education theory to enhance learning progress and the holistic development of all learners;
- demonstrate competency in functioning professionally, ethically and responsibly in different education contexts and the community by creating and maintaining caring, supportive and empowering environments for learners.

### **OP.2.11.2      Presentation of the programmes**

Programmes following below will only be presented in a specific year if a minimum of ten learners register for the specific programme.

**In the Foundation phase the language of instruction is:**

- Contact: Afrikaans, but all modules are educationally interpreted in English. Mathematics modules are interpreted to Setswana.
- Distance: English, but study guides, study letters, assignments, and examination papers are set in English and Afrikaans.

### **OP.2.11.3      Programme structure**

The programmes are structured from modules which are spread over four years.

**IMPORTANT INFORMATION:**

- <sup>1</sup> For students with an African Language as Home Language.
- <sup>2</sup> For students with Afrikaans or English as Home Language.
- <sup>3</sup> Only for Distance students.

**Languages available to choose from as Home Language as per senior / matric certificate:**

Afrikaans, English, IsiXhosa, IsiZulu, Sepedi, Sesotho, Setswana.

**AVAILABILITY OF MODULES BEING PRESENTED, EITHER ON DISTANCE OR CONTACT, ARE SUBJECT TO APPROVAL AND CAMPUS CAPACITY.**

**OP.2.11.4 FOUNDATION PHASE**

PROGRAMME 4BH J01 (CONTACT)

PROGRAMME: 4BJ J01 (DISTANCE)

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First semester			First semester			First semester			First semester		
Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
<b>Fundamental modules Compulsory</b>			<b>Fundamental modules Compulsory</b>			<b>Fundamental modules Compulsory</b>			<b>Fundamental modules Compulsory</b>		
EDCC114	8	H	EDCC214	8	H				EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC315	8	H	EDCC414	8	H
<i>EDCC116</i>	8	<i>H</i>	<i>EDCC216</i>	8	<i>H</i>	<i>EDCC316</i>	8	<i>H</i>	<i>EDCC415</i>	8	<i>H</i>
EDTC111	8	X	MTLS211	12	X	EDTM312	8	X	RESF412	8	X
						WVOS312	12	X			
<b>Specialisation Subjects</b>			<b>Specialisation Subjects</b>			<b>Specialisation Subjects</b>			<b>Specialisation Subjects</b>		
MFPC111	12	H				MFPC311	8	H	MFPC411	12	H
LSKS111	8	H	LSKA211	8	H				LSPP411	8	H
Choose one Home Language: AFRF111 (A) or ENFF111 (E) or PEFF111 (P) or SEFF111 (T) or SOFF111 (S) or XHFF111 (X) or ZUFF111 (Z)	12	H	Continuation of: AFRF211 (A) or ENFF211 (E) or PEFF211 (P) or SEFF211 (T) or SOFF211 (S) or XHFF211 (X) or ZUFF211 (Z)	12	H	Continuation of: AFRF311 (A) or ENFF311 (E) or PEFF311 (P) or SEFF311 (T) or SOFF311 (S) or XHFF311 (X) or ZUFF311 (Z)	12	H	Continuation of: AFRF411 (A) or ENFF411 (E) or PEFF411 (P) or SEFF411 (T) or SOFF411 (S) or XHFF411 (X) or ZUFF411 (Z)	12	H
			Choose one First Additional Language AFAF211 or ENAF211 or SEAF211	8	H	Continuation of: AFAF311 or ENAF311 or SEAF311	8	H	Continuation of: AFAF411 or ENAF411 or SEAF411	8	H
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> semester</b>	<b>72</b>	

Second semester			Second semester			Second semester			Second semester		
Fundamental modules Compulsory			Fundamental modules Compulsory			Fundamental modules Compulsory			Fundamental modules Compulsory		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
						EDCC325	8	H			
<i>EDCC126</i>	<i>8</i>	<i>H</i>	<i>EDCC225</i>	<i>8</i>	<i>H</i>	<i>EDCC326</i>	<i>8</i>	<i>H</i>	<i>EDCC424</i>	<i>8</i>	<i>H</i>
Choose one: AGLA121 or AGLE121	12	X	WVOS222	12	X				RESF422	8	X
Choose one: AFCL121 <sup>1</sup> or PECL121 <sup>2</sup> or SECL121 <sup>2</sup> or SOLC121 <sup>2</sup> or XHCL121 <sup>2</sup> or ZUCL121 <sup>2</sup>	8	X							LOLT421	3	X
Specialisation Subjects			Specialisation Subjects			Specialisation Subjects			Specialisation Subjects		
MFPC121	12	H	MFPC221	12	H	MFPC321	8	H	MFPP421	12	H
			LSKM221	8	H	LSKN321	8	H	LSKP421	8	H
Continuation of: AFRF121 (A) or ENFF121 (E) or PEFF121 (P) or SEFF121 (T) or SOFF121 (S) or XHFF121 (X) or ZUFF121 (Z)	12	H	Continuation of: AFRF221 (A) or ENFF221 (E) or PEFF221 (P) or SEFF221 (T) or SOFF221 (S) or XHFF221 (X) or ZUFF221 (Z)	12	H	Continuation of: AFRF321 (A) or ENFF321 (E) or PEFF321 (P) or SEFF321 (T) or SOFF321 (S) or XHFF321 (X) or ZUFF321 (Z)	12	H	Continuation of: AFRF421 (A) or ENFF421 (E) or PEFF421 (P) or SEFF421 (T) or SOFF421 (S) or XHFF421 (X) or ZUFF421 (Z)	12	H
			Continuation of: AFAF221 or ENAF221 or SEAF221	8	H	Continuation of: AFAF321 or ENAF321 or SEAF321	8	H	Continuation of: AFAF421 or ENAF421 or SEAF421	8	H
<b>Total 2<sup>nd</sup> semester</b>	<b>60</b>		<b>Total 2<sup>nd</sup> semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> semester</b>	<b>67</b>	
<b>Total Year level 1</b>	<b>124</b>		<b>Total Year level 2</b>	<b>132</b>		<b>Total Year level 3</b>	<b>132</b>		<b>Total Year level 4</b>	<b>139</b>	
<b>TOTAL FOR THE PROGRAMME</b>										<b>527</b>	



## OP.2.12 COMPILATION OF QUALIFICATION: BED INTERMEDIATE PHASE

This qualification is directed at training educators from Grade 4 up to Grade 6. SAQA number: 98923.

### OP.2.12.1 Programme outcomes

The learners of the Intermediate phase are expected to:

- demonstrate communicative, numerical and technological competence and literacy in ways that facilitate their own academic learning, and that enhance the management of teaching, learning and assessment in their classrooms;
- demonstrate competence in their area of specialisation with regard to the integration of knowledge and skills in order to mediate learning according to diverse learner needs;
- demonstrate competence in their area of specialisation to strategically select, implement and adjust teaching and learning strategies, teaching and learning support material and assessment practices grounded in education theory to enhance learning progress and the holistic development of all learners;
- demonstrate competency in functioning professionally, ethically and responsibly in different education contexts and the community by creating and maintaining caring, supportive and empowering environments for learners.

### OP.2.12.2 Presentation of the programmes

Programmes following below will only be presented in a specific year if a minimum of ten learners register for the specific programme.

**In the Intermediate phase the language of instruction is:**

- Contact: Afrikaans, but certain programmes and specialisation subjects are educationally interpreted in English.

### OP.2.12.3 Programme's structure

The programmes are structured from modules which are spread over four years. **Students wishing to register for programme 4BQ J01<sup>5</sup> are required to have passed Mathematics in the Gr 12 examination with at least 45%.**

#### **IMPORTANT INFORMATION:**

<sup>1</sup> For students with an African Language as Home language.

<sup>2</sup> For students with Afrikaans or English as Home language.

<sup>3</sup> Only for Distance students

<sup>4</sup> Only Vaal Triangle Campus

<sup>5</sup> Only for Contact students.

**Languages available to choose from as Home Language as per senior / matric certificate:**

Afrikaans, English<sup>4</sup>, Sesotho, Setswana.

**AVAILABILITY OF MODULES BEING PRESENTED, EITHER ON DISTANCE OR CONTACT, ARE SUBJECT TO APPROVAL AND CAMPUS CAPACITY.**

OP.2.12.4 MATHEMATICS, SCIENCES AND TECHNOLOGY<sup>5</sup>

PROGRAMME 4BQ J01 (CONTACT)

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First Semester			First Semester			First Semester			First Semester		
Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
<b>Compulsory modules</b>			<b>Compulsory modules</b>			<b>Compulsory modules</b>			<b>Compulsory modules</b>		
EDCC114	8	H	EDCC214	8	H				EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC315	8	H	EDCC414	8	H
<i>EDCC116</i>	8	<i>H</i>	<i>EDCC216</i>	8	<i>H</i>	<i>EDCC316</i>	8	<i>H</i>	<i>EDCC415</i>	8	<i>H</i>
EDTC111	8	X	MTLS211	12	X	EDTM312	8	X	RESF412	8	X
SSSE112	8	X				WVOS312	12	X			
<b>Specialisation subjects</b>			<b>Continuation of Specialisation subjects</b>			<b>Continuation of Specialisation subjects</b>			<b>Continuation of Specialisation subject s</b>		
Choose one Home Language: AFRI111 (A) or ENFI111 (E) <sup>4</sup> or SEFI111 (T) or SOFI111 (S)	12	H	Continuation of: AFRI211 (A) or ENFI211 (E) <sup>4</sup> or SEFI211 (T) or SOFI211 (S)	12	H	Continuation of: AFRI311 (A) or ENFI311 (E) <sup>4</sup> or SEFI311 (T) or SOFI311 (S)	12	H	Continuation of: AFRI411 (A) or ENFI411 (E) <sup>4</sup> or SEFI411 (T) or SOFI411 (S)	12	H
			ENIP211	8	H	ENIP311	8	H	ENIP411	8	H
			MAIP211	8	H	MAIP311	8	H	MAIP411	8	H
NSTL111	12	H	NSTL211	8	H	NSTL311	8	H	NSTL411	8	H
<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>72</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>72</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>68</b>	



Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
						EDCC325	8	H			
EDCC126	8	H	EDCC225	8	H	EDCC326	8	H	EDCC424	8	H
Choose one: AGLA121 or AGLE121	12	X	WVOS222	12	X				RESF422	8	X
Choose one: AFCL121 <sup>1</sup> or PECL121 <sup>2</sup> or SECL121 <sup>2</sup> or SOLC121 <sup>2</sup> or XHCL121 <sup>2</sup> or ZUCL121 <sup>2</sup>	8	X							LOLT421	3	X
LSIN121	8	X									
Specialisation subject			Continuation of Specialisation subject			Continuation of Specialisation subject			Continuation of Specialisation subject		
Continuation of: AFRI121 (A) or ENFI121 (E) <sup>4</sup> or SEFI121 (T) or SOFI121 (S)	12	H	Continuation of: AFRI221 (A) or ENFI221 (E) <sup>4</sup> or SEFI221 (T) or SOFI221 (S)	12	H	Continuation of: AFRI321 (A) or ENFI321 (E) <sup>4</sup> or SEFI321 (T) or SOFI321 (S)	12	H	Continuation of: AFRI421 (A) or ENFI421 (E) <sup>4</sup> or SEFI421 (T) or SOFI421 (S)	12	H
			ENIP221	8	H	ENIP321	8	H	ENIP421	8	H
MAIP121	12	H	MAIP221	8	H	MAIP321	8	H	MAIP421	8	H
			NSTL221	8	H	NSTL321	8	H	NSTL421	8	H
<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>64</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>63</b>	
<b>Total Year level 1</b>	<b>132</b>		<b>Total Year level 2</b>	<b>136</b>		<b>Total Year level 3</b>	<b>140</b>		<b>Total Year level 4</b>	<b>131</b>	
<b>TOTAL FOR THE PROGRAMME</b>											<b>539</b>

**OP.2.12.5 LIFE SKILLS AND SOCIAL SCIENCES<sup>5</sup>**

**PROGRAMME 4BQ J02 (CONTACT)**

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First Semester			First Semester			First Semester			First Semester		
Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
<b>Compulsory modules</b>			<b>Compulsory modules</b>			<b>Compulsory modules</b>			<b>Compulsory modules</b>		
EDCC114	8	H	EDCC214	8	H				EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC315	8	H	EDCC414	8	H
<i>EDCC116</i>	<i>8</i>	<i>H</i>	<i>EDCC216</i>	<i>8</i>	<i>H</i>	<i>EDCC316</i>	<i>8</i>	<i>H</i>	<i>EDCC415</i>	<i>8</i>	<i>H</i>
EDTC111	8	X	MTLS211	12	X	EDTM312	8	X	RESF412	8	X
MATF111	8	X				WVOS312	12	X			
<b>Specialisation subjects</b>			<b>Continuation of Specialisation subjects</b>			<b>Continuation of Specialisation subjects</b>			<b>Continuation of Specialisation subjects</b>		
Choose one Home Language: AFRI111 (A) or ENFI111 (E) <sup>4</sup> or SEFI111 (T) or SOFI111 (S)	12	H	Continuation of: AFRI211 (A) or ENFI211 (E) <sup>4</sup> or SEFI211 (T) or SOFI211 (S)	12	H	Continuation of: AFRI311 (A) or ENFI311 (E) <sup>4</sup> or SEFI311 (T) or SOFI311 (S)	12	H	Continuation of: AFRI411 (A) or ENFI411 (E) <sup>4</sup> or SEFI411 (T) or SOFI411 (S)	12	H
			ENIP211	8	H	ENIP311	8	H	ENIP411	8	H
			SSCE211	8	H	SSCE311	8	H	SSCE411	8	H
LSIP111	12	H	LSIP211	8	H	LSIP311	8	H	LSIP411	8	H
<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>72</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>72</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>68</b>	

Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
						EDCC325	8	H			
<i>EDCC126</i>	<i>8</i>	<i>H</i>	<i>EDCC225</i>	<i>8</i>	<i>H</i>	<i>EDCC326</i>	<i>8</i>	<i>H</i>	<i>EDCC424</i>	<i>8</i>	<i>H</i>
Choose one: AGLA121 or AGLE121	12	X	WVOS222	12	X				RESF422	8	X
Choose one: AFCL121 <sup>1</sup> or PECL121 <sup>2</sup> or SECL121 <sup>2</sup> or SOLC121 <sup>2</sup> or XHCL121 <sup>2</sup> or ZUCL121 <sup>2</sup>	8	X							LOLT421	3	X
SNSE121	8	X									
Specialisation subject			Continuation of Specialisation subject			Continuation of Specialisation subject			Continuation of Specialisation subject		
Continuation of: AFRI121 (A) or ENFI121 (E) <sup>4</sup> or SEFI121 (T) or SOFI121 (S)	12	H	Continuation of: AFRI221 (A) or ENFI221 (E) <sup>4</sup> or SEFI221 (T) or SOFI221 (S)	12	H	Continuation of: AFRI321 (A) or ENFI321 (E) <sup>4</sup> or SEFI321 (T) or SOFI321 (S)	12	H	Continuation of: AFRI421 (A) or ENFI421 (E) <sup>4</sup> or SEFI421 (T) or SOFI421 (S)	12	H
			ENIP221	8	H	ENIP321	8	H	ENIP421	8	H
SSCE121	12	H	SSCE221	8	H	SSCE321	8	H	SSCE421	8	H
			LSIP221	8	H	LSIP321	8	H	LSIP421	8	H
<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>64</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>63</b>	
<b>Total Year level 1</b>	<b>132</b>		<b>Total Year level 2</b>	<b>136</b>		<b>Total Year level 3</b>	<b>140</b>		<b>Total Year level 4</b>	<b>131</b>	
<b>TOTAL FOR THE PROGRAMME</b>											<b>539</b>



## OP.2.13 COMPILATION OF QUALIFICATION: BED SENIOR AND FURTHER EDUCATION AND TRAINING PHASE

This qualification is directed at training educators from Grade 7 to Grade 12. SAQA number: 97262.

### OP.2.13.1 Programme outcomes

The learners of the Senior and Further education and training phase are expected to:

- demonstrate communicative, numerical and technological competence and literacy in ways that facilitate their own academic learning, and that enhance the management of teaching, learning and assessment in their classrooms;
- demonstrate competence in their area of specialisation with regard to the integration of knowledge and skills in order to mediate learning according to diverse learner needs;
- demonstrate competence in their area of specialisation to strategically select, implement and adjust teaching and learning strategies, teaching and learning support material and assessment practices grounded in education theory to enhance learning progress and the holistic development of all learners;
- demonstrate competency in functioning professionally, ethically and responsibly in different education contexts and the community by creating and maintaining caring, supportive and empowering environments for learners.

### OP.2.13.2 Presentation of the programmes

Programmes following below will only be presented in a specific year if a minimum of ten learners register for the specific programme.

**In the Senior and Further Education and Training phase the language of instruction is:**

- Contact: Afrikaans, but certain curriculums and specialisation subjects are educationally interpreted in English.
- Distance: English, but study guides, study letters, assignments, and examination papers are set in English and Afrikaans.

### OP.2.13.3 Programme structure

The programmes are structured from modules which are spread over four years.

#### IMPORTANT INFORMATION:

<sup>1</sup> For students with an African Language as Home Language.

<sup>2</sup> For students with Afrikaans or English as Home Language.

<sup>3</sup> Only for Distance students.

<sup>4</sup> Only Vaal Triangle Campus.

<sup>5</sup> Only for Contact students.

#### Languages available as Home Language Communication:

Afrikaans, English, Setswana, Sesotho.

**Students wishing to register for programmes 4BN J17, 4BN J18, and 4BN J19 are required to have passed Mathematics in the Gr 12 examination with at least 45% and Physical sciences are a recommendation.** Students that do not meet the minimum requirements, who have passed Mathematics in grade 12 with at least 40%, may be allowed entry into this programme on condition that he/she passes the bridging modules MTEC 111 and MTEC 121 during the first two years of study. Students that do not meet the minimum requirements, who did Mathematics up to grade 11 and achieved at least a 70% in Mathematical Literacy in grade 12, may be allowed entry into this programme on condition that he/she passes the bridging modules MTEC 111 and MTEC 121 during the first two years of study.

**AVAILABILITY OF MODULES BEING PRESENTED, EITHER ON DISTANCE OR CONTACT, ARE SUBJECT TO APPROVAL AND CAMPUS CAPACITY.**

**OP.2.13.4 ONDERWYSAFRIKAANS**

PROGRAMME 4BN J01 (CONTACT)

PROGRAMME 4BP J01 (DISTANCE)

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First Semester			First Semester			First Semester			First Semester		
Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC114	8	H	EDCC214	8	H	EDCC315	8	H	EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC316	8	H	EDCC414	8	H
EDCC116	8	H	EDCC216	8	H	EDTM312	8	X	EDCC415	8	H
EDTC111	8	X				WVOS312	12	X	RESF412	8	X
			Choose one: ENAC211(NM) or ENAC212(M) <sup>4</sup>	8	X				Choose one: AFKF414(M) or AFKF415(NM) or SECF414(M) or SOCF414(M)	8	X
Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
AFRE112	12	H	AFRE212	12	H	AFRE312	16	H	AFRE412	16	H
Specialisation subject 2 [AND GET subject] <b>CHOOSE ONE</b>			Continuation of elective Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ARTE112 <sup>5</sup> [MATF111]	12 8	H H	ARTE212 <sup>5</sup> [CULV211]	12 8	H H	ARTE312 <sup>5</sup>	16	H	ARTE411 <sup>5</sup>	16	H
CATE112 <sup>5</sup> [MATF111]	12 8	H H	CATE212 <sup>5</sup> [CULV211]	12 8	H H	CATE312 <sup>5</sup>	16	H	CATE412 <sup>5</sup>	16	H
ENGV111 [MATF111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
GEOE112 <sup>5</sup> [NSSP111]	12 8	H H	GEOE212 <sup>5</sup> [HISS211]	12 8	H H	GEOE312 <sup>5</sup>	16	H	GEOE411 <sup>5</sup>	16	H
HISE112 [MATF111]	12 8	H H	HISE212 [GEOS211]	12 8	H H	HISE312	16	H	HISE411	16	H
INTE112 <sup>5</sup> [MATF111]	12 8	H H	INTE212 <sup>5</sup> [CULV211]	12 8	H H	INTE312 <sup>5</sup>	16	H	INTE412 <sup>5</sup>	16	H
LESE112 [MATF111]	12 8	H H	LESE212 [CULV211]	12 8	H H	LESE312	16	H	LESE411	16	H
MATH111 [MATV111]	12 8	H H	MATH211 [CULV211]	12 8	H H	MATH311	16	H	MATH411	16	H
SEFV111 [MATF111]	12 8	H H	SEFV211 [CULV211]	12 8	H H	SEFV311	16	H	SEFV411	16	H
<b>Total 1<sup>st</sup> Semester</b>		<b>64</b>	<b>Total 1<sup>st</sup> Semester</b>		<b>64</b>	<b>Total 1<sup>st</sup> Semester</b>		<b>68</b>	<b>Total 1<sup>st</sup> Semester</b>		<b>72</b>

Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
						EDCC325	8	H			
<i>EDCC126</i>	<i>8</i>	<i>H</i>	<i>EDCC225</i>	<i>8</i>	<i>H</i>	<i>EDCC326</i>	<i>8</i>	<i>H</i>	<i>EDCC424</i>	<i>8</i>	<i>H</i>
Choose one: AGLA121 or AGLE121	12	X	WVOS222	12	X				RESF422	8	X
Choose one: AFCL121 <sup>1</sup> or PECL121 <sup>2</sup> or SECL121 <sup>2</sup> or SOLC121 <sup>2</sup> or XHCL121 <sup>2</sup> or ZUCL121 <sup>2</sup>	8	X	Choose one: ENAC221(NM) or ENAC222(M) <sup>4</sup>	8	X				Choose one: AFKF424(M) or AFKF425(NM) or SECF421(M) or SOCF421(M)	8	X
									LOLT421	3	X
Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
AFRE122	12	H	AFRE222	16	H	AFRE322	16	H	AFRE422	16	H
Continuation of Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ARTE122 <sup>5</sup> [READ121]	12 8	H H	ARTE222 <sup>5</sup>	16	H	ARTE322 <sup>5</sup>	16	H	ARTE421 <sup>5</sup>	16	H
CATE122 <sup>5</sup> [READ121]	12 8	H H	CATE222 <sup>5</sup>	16	H	CATE322 <sup>5</sup>	16	H	CATE422 <sup>5</sup>	16	H
ENGV121 [READ121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
GEOE122 <sup>5</sup> [NSSP121]	12 8	H H	GEOE222 <sup>5</sup>	16	H	GEOE322 <sup>5</sup>	16	H	GEOE421 <sup>5</sup>	16	H
HISE122 [READ121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
INTE122 <sup>5</sup> [READ121]	12 8	H H	INTE222 <sup>5</sup>	16	H	INTE322 <sup>5</sup>	16	H	INTE422 <sup>5</sup>	16	H
LESE122 [READ121]	12 8	H H	LESE222	16	H	LESE322	16	H	LESE421	16	H
MATH121 [MATV121]	12 8	H H	MATH221	16	H	MATH321	16	H	MATH421	16	H
SEFV121 [READ121]	12 8	H H	SEFV221	16	H	SEFV321	16	H	SEFV421	16	H
<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>64</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>67</b>	
<b>Total Year level 1</b>	<b>132</b>		<b>Total Year level 2</b>	<b>132</b>		<b>Total Year level 3</b>	<b>132</b>		<b>Total Year level 4</b>	<b>139</b>	
<b>TOTAL FOR THE PROGRAMME</b>										<b>535</b>	

**OP.2.13.5 LIFE SCIENCE FOR EDUCATION**  
PROGRAMME 4BN J02 (CONTACT)  
PROGRAMME 4BP J02 (DISTANCE)

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First Semester			First Semester			First Semester			First Semester		
Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC114	8	H	EDCC214	8	H				EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC315	8	H	EDCC414	8	H
EDCC116	8	H	EDCC216	8	H	EDCC316	8	H	EDCC415	8	H
EDTC111	8	X				EDTM312	8	X	RESF412	8	X
			Choose one: ENAC211(NM) or ENAC212(M) <sup>4</sup>	8	X	WVOS312	12	X	Choose one: AFKF414(M) or AFKF415(NM) or SECF414(M) or SOCF414(M)	8	X
Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
LIFE112	12	H	LIFE212	12	H	LIFE312	16	H	LIFE411	16	H
Specialisation subject 2 [AND GET subject] <b>CHOOSE ONE</b>			Continuation of elective Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ARTE112 <sup>5</sup>	12	H	ARTE212 <sup>5</sup>	12	H	ARTE312 <sup>5</sup>	16	H	ARTE411 <sup>5</sup>	16	H
[NSSP112]	8	H	[NSSP211]	8	H						
BSTE112	12	H	BSTE212	12	H	BSTE312	16	H	BSTE412	16	H
[NSSP112]	8	H	[NSSP211]	8	H						
CATE112 <sup>5</sup>	12	H	CATE212 <sup>5</sup>	12	H	CATE312 <sup>5</sup>	16	H	CATE412 <sup>5</sup>	16	H
[NSSP112]	8	H	[NSSP211]	8	H						
ENGV111	12	H	ENGV211	12	H	ENGV311	16	H	ENGV411	16	H
[NSSP112]	8	H	[NSSP211]	8	H						
GEOE112 <sup>5</sup>	12	H	GEOE212 <sup>5</sup>	12	H	GEOE312 <sup>5</sup>	16	H	GEOE411 <sup>5</sup>	16	H
[NSSP112]	8	H	[NSSP211]	8	H						
INTE112 <sup>5</sup>	12	H	INTE212 <sup>5</sup>	12	H	INTE312 <sup>5</sup>	16	H	INTE412 <sup>5</sup>	16	H
[NSSP112]	8	H	[NSSP211]	8	H						
PHSE112	12	H	PHSE212	12	H	PHSE312	16	H	PHSE412	16	H
[MATV111]	8	H	[NSSP211]	8	H						
SEFV111	12	H	SEFV211	12	H	SEFV311	16	H	SEFV411	16	H
[NSSP112]	8	H	[NSSP211]	8	H						
<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>68</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>72</b>	



Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
<i>EDCC126</i>	<i>8</i>	<i>H</i>	<i>EDCC225</i>	<i>8</i>	<i>H</i>	EDCC325	8	H	<i>EDCC424</i>	<i>8</i>	<i>H</i>
Choose one: AGLA121 or AGLE121	12	X	WVOS222	12	X	<i>EDCC326</i>	<i>8</i>	<i>H</i>	RESF422	8	X
Choose one: AFCL121 <sup>1</sup> or PECL121 <sup>2</sup> or SECL121 <sup>2</sup> or SOLC121 <sup>2</sup> or XHCL121 <sup>2</sup> or ZUCL121 <sup>2</sup>	8	X	Choose one: ENAC221(NM) or ENAC222(M) <sup>4</sup>	8	X				Choose one: AFKF424(M) or AFKF425(NM) or SECF421(M) or SOCF421(M)	8	X
									LOLT421	3	X
Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
LIFE122	12	H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
Continuation of Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ARTE122 <sup>5</sup> [NSSP121]	12 8	H H	ARTE222 <sup>5</sup>	16	H	ARTE322 <sup>5</sup>	16	H	ARTE421 <sup>5</sup>	16	H
BSTE122 [NSSP121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
CATE122 <sup>5</sup> [NSSP121]	12 8	H H	CATE222 <sup>5</sup>	16	H	CATE322 <sup>5</sup>	16	H	CATE422 <sup>5</sup>	16	H
ENGV121 [NSSP121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
GEOE122 <sup>5</sup> [NSSP121]	12 8	H H	GEOE222 <sup>5</sup>	16	H	GEOE322 <sup>5</sup>	16	H	GEOE421 <sup>5</sup>	16	H
INTE122 <sup>5</sup> [NSSP121]	12 8	H H	INTE222 <sup>5</sup>	16	H	INTE322 <sup>5</sup>	16	H	INTE422 <sup>5</sup>	16	H
PHSE122 [MATV121]	12 8	H H	PHSE222	16	H	PHSE322	16	H	PHSE422	16	H
SEFV121 [NSSP121]	12 8	H H	SEFV221	16	H	SEFV321	16	H	SEFV421	16	H
<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>64</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>67</b>	
<b>Total Year level 1</b>	<b>132</b>		<b>Total Year level 2</b>	<b>132</b>		<b>Total Year level 3</b>	<b>132</b>		<b>Total Year level 4</b>	<b>139</b>	
<b>TOTAL FOR THE PROGRAMME</b>										<b>535</b>	

INFORMATION TECHNOLOGY EDUCATION<sup>5</sup>

## PROGRAMME 4BN J03 (CONTACT)

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First Semester			First Semester			First Semester			First Semester		
Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC114	8	H	EDCC214	8	H				EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC315	8	H	EDCC414	8	H
<i>EDCC116</i>	<i>8</i>	<i>H</i>	<i>EDCC216</i>	<i>8</i>	<i>H</i>	<i>EDCC316</i>	<i>8</i>	<i>H</i>	<i>EDCC415</i>	<i>8</i>	<i>H</i>
EDTC111	8	X				EDTM312	8	X	RESF412	8	X
			Choose one: ENAC211(NM) or ENAC212(M) <sup>4</sup>	8	X	WVOS312	12	X	Choose one: AFKF414(M) or AFKF415(NM) or SECF414(M) or SOCF414(M)	8	X
Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
INTE112 <sup>5</sup>	12	H	INTE212 <sup>5</sup>	12	H	INTE312 <sup>5</sup>	16	H	INTE412 <sup>5</sup>	16	H
Specialisation subject 2 [AND GET subject] <b>CHOOSE ONE</b>			Continuation of elective Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ACCE112 <sup>5</sup>	12	H	ACCE212 <sup>5</sup>	12	H	ACCE312 <sup>5</sup>	16	H	ACCE412 <sup>5</sup>	16	H
[BSTG111]	8	H	[CULV211]	8	H						
AFRE112	12	H	AFRE212	12	H	AFRE312	16	H	AFRE412	16	H
[MATF111]	8	H	[CULV211]	8	H						
BSTE112	12	H	BSTE212	12	H	BSTE312	16	H	BSTE412	16	H
[MATF111]	8	H	[ACCG211]	8	H						
EGDE113 <sup>5</sup>	12	H	EGDE212 <sup>5</sup>	12	H	EGDE312 <sup>5</sup>	16	H	EGDE411 <sup>5</sup>	16	H
[FETP111]	8	H	[CULV211]	8	H						
HISE112	12	H	HISE212	12	H	HISE312	16	H	HISE411	16	H
[MATF111]	8	H	[GEOS211]	8	H						
LIFE112	12	H	LIFE212	12	H	LIFE312	16	H	LIFE411	16	H
[NSSP112]	8	H	[NSSP211]	8	H						
LOPV111	12	H	LOSE211	12	H	LOPE311	16	H	LOCE411	16	H
[MATF111]	8	H	[CULV211]	8	H						
MATH111	12	H	MATH211	12	H	MATH311	16	H	MATH411	16	H
[MATV111]	8	H	[CULV211]	8	H						
<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>68</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>72</b>	

Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
						EDCC325	8	H			
EDCC126	8	H	EDCC225	8	H	EDCC326	8	H	EDCC424	8	H
Choose one: AGLA121 or AGLE121	12	X	WVOS222	12	X				RESF422	8	X
Choose one: AFCL121 <sup>1</sup> or PECL121 <sup>2</sup> or SECL121 <sup>2</sup> or SOLC121 <sup>2</sup> or XHCL121 <sup>2</sup> or ZUCL121 <sup>2</sup>	8	X	Choose one: ENAC221(NM) or ENAC222(M) <sup>4</sup>	8	X				Choose one: AFKF424(M) or AFKF425(NM) or SECF421(M) or SOFC421(M)	8	X
									LOLT421	3	X
Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
INTE122 <sup>5</sup>	12	H	INTE222 <sup>5</sup>	16	H	INTE322 <sup>5</sup>	16	H	INTE422 <sup>5</sup>	16	H
Continuation of Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ACCE122 <sup>5</sup> [ECNG121]	12 8	H H	ACCE222 <sup>5</sup>	16	H	ACCE322 <sup>5</sup>	16	H	ACCE422 <sup>5</sup>	16	H
AFRE122 [READ121]	12 8	H H	AFRE222	16	H	AFRE322	16	H	AFRE422	16	H
BSTE122 [ECNG121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
EGDE123 <sup>5</sup> [FETM121]	12 8	H H	EGDE222 <sup>5</sup>	16	H	EGDE322 <sup>5</sup>	16	H	EGDE421 <sup>5</sup>	16	H
HISE122 [READ121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
LIFE122 [NSSP121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
LOPV121 [READ121]	12 8	H H	LOSE221	16	H	LOPE321	16	H	LOCE421	16	H
MATH121 [MATV121]	12 8	H H	MATH221	16	H	MATH321	16	H	MATH421	16	H
<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>64</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>67</b>	
<b>Total Year level 1</b>	<b>132</b>		<b>Total Year level 2</b>	<b>132</b>		<b>Total Year level 3</b>	<b>132</b>		<b>Total Year level 4</b>	<b>139</b>	
<b>TOTAL FOR THE PROGRAMME</b>										<b>535</b>	

**OP.2.13.7 ENGLISH FOR EDUCATION**  
**PROGRAMME 4BN J04 (CONTACT)**  
**PROGRAMME 4BP J04 (DISTANCE)**

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First Semester			First Semester			First Semester			First Semester		
Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC114	8	H	EDCC214	8	H				EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC315	8	H	EDCC414	8	H
<i>EDCC116</i>	<i>8</i>	<i>H</i>	<i>EDCC216</i>	<i>8</i>	<i>H</i>	<i>EDCC316</i>	<i>8</i>	<i>H</i>	<i>EDCC415</i>	<i>8</i>	<i>H</i>
EDTC111	8	X				EDTM312	8	X	RESF412	8	X
			Choose one: ENAC211(NM) or ENAC212(M) <sup>1</sup>	8	X	WVOS312	12	X	Choose one: AFKF414(M) or AFKF415(NM) or SECF414(M) or SOCF414(M)	8	X
Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
ENGV111	12	H	ENGV211	12	H	ENGV311	16	H	ENGV411	16	H
Specialisation subject 2 [AND GET subject] <b>CHOOSE ONE</b>			Continuation of elective Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ACCE112 <sup>5</sup> [BSTG111]	12 8	H H	ACCE212 <sup>5</sup> [CULV211]	12 8	H H	ACCE312 <sup>5</sup>	16	H	ACCE412 <sup>5</sup>	16	H
AFRE112 [MATF111]	12 8	H H	AFRE212 [CULV211]	12 8	H H	AFRE312	16	H	AFRE412	16	H
ARTE112 <sup>5</sup> [MATF111]	12 8	H H	ARTE212 <sup>5</sup> [CULV211]	12 8	H H	ARTE312 <sup>5</sup>	16	H	ARTE411 <sup>5</sup>	16	H
BSTE112 [MATF111]	12 8	H H	BSTE212 [ACCG211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
HISE112 [MATF111]	12 8	H H	HISE212 [GEOS211]	12 8	H H	HISE312	16	H	HISE411	16	H
LESE112 [MATF111]	12 8	H H	LESE212 [CULV211]	12 8	H H	LESE312	16	H	LESE411	16	H
LIFE112 [NSSP112]	12 8	H H	LIFE212 [NSSP211]	12 8	H H	LIFE312	16	H	LIFE411	16	H
MATH111 [MATV111]	12 8	H H	MATH211 [CULV211]	12 8	H H	MATH311	16	H	MATH411	16	H
SEFV111 [MATF111]	12 8	H H	SEFV211 [CULV211]	12 8	H H	SEFV311	16	H	SEFV411	16	H
<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>68</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>72</b>	

Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
						EDCC325	8	H			
<i>EDCC126</i>	<i>8</i>	<i>H</i>	<i>EDCC225</i>	<i>8</i>	<i>H</i>	<i>EDCC326</i>	<i>8</i>	<i>H</i>	<i>EDCC424</i>	<i>8</i>	<i>H</i>
Choose one: AGLA121 or AGLE121	12	X	WVOS222	12	X				RESF422	8	X
Choose one: AFCL121 <sup>1</sup> or PECL121 <sup>2</sup> or SECL121 <sup>2</sup> or SOLC121 <sup>2</sup> or XHCL121 <sup>2</sup> or ZUCL121 <sup>2</sup>	8	X	Choose one: ENAC221(NM) or ENAC222(M) <sup>4</sup>	8	X				Choose one: AFKF424(M) or AFKF425(NM) or SECF421(M) or SOCF421(M)	8	X
									LOLT421	3	X
Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
ENGV121	12	H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
Continuation of Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ACCE122 <sup>5</sup> [ECNG121]	12 8	H H	ACCE222 <sup>5</sup>	16	H	ACCE322 <sup>5</sup>	16	H	ACCE422 <sup>5</sup>	16	H
AFRE122 [READ121]	12 8	H H	AFRE222	16	H	AFRE322	16	H	AFRE422	16	H
ARTE122 <sup>5</sup> [READ121]	12 8	H H	ARTE222 <sup>5</sup>	16	H	ARTE322 <sup>5</sup>	16	H	ARTE421 <sup>5</sup>	16	H
BSTE122 [ECNG121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
HISE122 [READ121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
LESE122 [READ121]	12 8	H H	LESE222	16	H	LESE322	16	H	LESE421	16	H
LIFE122 [NSSP121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
MATH121 [MATV121]	12 8	H H	MATH221	16	H	MATH321	16	H	MATH421	16	H
SEFV121 [READ121]	12 8	H H	SEFV221	16	H	SEFV321	16	H	SEFV421	16	H
<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>64</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>67</b>	
<b>Total Year level 1</b>	<b>132</b>		<b>Total Year level 2</b>	<b>132</b>		<b>Total Year level 3</b>	<b>132</b>		<b>Total Year level 4</b>	<b>139</b>	
<b>TOTAL FOR THE PROGRAMME</b>										<b>535</b>	

**ECONOMICS FOR EDUCATION<sup>5</sup>**  
PROGRAMME 4BN J05 (CONTACT)

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First Semester			First Semester			First Semester			First Semester		
Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC114	8	H	EDCC214	8	H				EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC315	8	H	EDCC414	8	H
<i>EDCC116</i>	<i>8</i>	<i>H</i>	<i>EDCC216</i>	<i>8</i>	<i>H</i>	<i>EDCC316</i>	<i>8</i>	<i>H</i>	<i>EDCC415</i>	<i>8</i>	<i>H</i>
EDTC111	8	X				EDTM312	8	X	RESF412	8	X
			Choose one: ENAC211(NM) or ENAC212(M) <sup>4</sup>	8	X	WVOS312	12	X	Choose one: AFKF414(M) or AFKF415(NM) or SECF414(M) or SOCF414(M)	8	X
Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
ECOE112 <sup>5</sup>	12	H	ECOE212 <sup>5</sup>	12	H	ECOE312 <sup>5</sup>	16	H	ECOE412 <sup>5</sup>	16	H
Specialisation subject 2 [AND GET subject] <b>CHOOSE ONE</b>			Continuation of elective Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ACCE112 <sup>5</sup> [BSTG111]	12 8	H H	ACCE212 <sup>5</sup> [CULV211]	12 8	H H	ACCE312 <sup>5</sup>	16	H	ACCE412 <sup>5</sup>	16	H
AFRE112 [BSTG111]	12 8	H H	AFRE212 [ACCG211]	12 8	H H	AFRE312	16	H	AFRE412	16	H
ARTE112 <sup>5</sup> [BSTG111]	12 8	H H	ARTE212 <sup>5</sup> [ACCG211]	12 8	H H	ARTE312 <sup>5</sup>	16	H	ARTE411 <sup>5</sup>	16	H
BSTE112 [MATF111]	12 8	H H	BSTE212 [ACCG211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
HISE112 [BSTG111]	12 8	H H	HISE212 [ACCG211]	12 8	H H	HISE312	16	H	HISE411	16	H
LESE112 [BSTG111]	12 8	H H	LESE212 [ACCG211]	12 8	H H	LESE312	16	H	LESE411	16	H
SEFV111 [BSTG111]	12 8	H H	SEFV211 [ACCG211]	12 8	H H	SEFV311	16	H	SEFV411	16	H
<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>68</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>72</b>	

Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
						EDCC325	8	H			
EDCC126	8	H	EDCC225	8	H	EDCC326	8	H	EDCC424	8	H
Choose one: AGLA121 or AGLE121	12	X	WVOS222	12	X				RESF422	8	X
Choose one: AFCL121 <sup>1</sup> or PECL121 <sup>2</sup> or SECL121 <sup>2</sup> or SOLC121 <sup>2</sup> or XHCL121 <sup>2</sup> or ZUCL121 <sup>2</sup>	8	X	Choose one: ENAC221(NM) or ENAC222(M) <sup>4</sup>	8	X				Choose one: AFKF424(M) or AFKF425(NM) or SECF421(M) or SOFC421(M)	8	X
									LOLT421	3	X
Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
ECOE122 <sup>5</sup>	12	H	ECOE222 <sup>5</sup>	16	H	ECOE322 <sup>5</sup>	16	H	ECOE422 <sup>5</sup>	16	H
Continuation of Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ACCE122 <sup>5</sup> [READ121]	12 8	H H	ACCE222 <sup>5</sup>	16	H	ACCE322 <sup>5</sup>	16	H	ACCE422 <sup>5</sup>	16	H
AFRE122 [READ121]	12 8	H H	AFRE222	16	H	AFRE322	16	H	AFRE422	16	H
ARTE122 <sup>5</sup> [READ121]	12 8	H H	ARTE222 <sup>5</sup>	16	H	ARTE322 <sup>5</sup>	16	H	ARTE421 <sup>5</sup>	16	H
BSTE122 [READ121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
HISE122 [READ121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
LESE122 [READ121]	12 8	H H	LESE222	16	H	LESE322	16	H	LESE421	16	H
SEFV121 [READ121]	12 8	H H	SEFV221	16	H	SEFV321	16	H	SEFV421	16	H
<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>64</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>67</b>	
<b>Total Year level 1</b>	<b>132</b>		<b>Total Year level 2</b>	<b>132</b>		<b>Total Year level 3</b>	<b>132</b>		<b>Total Year level 4</b>	<b>139</b>	
<b>TOTAL FOR THE PROGRAMME</b>										<b>535</b>	

**OP.2.13.9 HISTORY FOR EDUCATION**

PROGRAMME 4BN J06 (CONTACT)

PROGRAMME 4BP J06 (DISTANCE)

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First Semester			First Semester			First Semester			First Semester		
Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC114	8	H	EDCC214	8	H				EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC315	8	H	EDCC414	8	H
EDCC116	8	H	EDCC216	8	H	EDCC316	8	H	EDCC415	8	H
EDTC111	8	X				EDTM312	8	X	RESF412	8	X
			Choose one: ENAC211(NM) or ENAC212(M) <sup>4</sup>	8	X	WVOS312	12	X	Choose one: AFKF414(M) or AFKF415(NM) or SECF414(M) or SOCF414(M)	8	X
Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
HISE112	12	H	HISE212	12	H	HISE312	16	H	HISE411	16	H
Specialisation subject 2 [AND GET subject] <b>CHOOSE ONE</b>			Continuation of elective Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
AFRE112	12	H	AFRE212	12	H	AFRE312	16	H	AFRE412	16	H
[MATF111]	8	H	[GEOS211]	8	H						
CATE112 <sup>5</sup>	12	H	CATE212 <sup>5</sup>	12	H	CATE312 <sup>5</sup>	16	H	CATE412 <sup>5</sup>	16	H
[MATF111]	8	H	[GEOS211]	8	H						
ECOE112 <sup>5</sup>	12	H	ECOE212 <sup>5</sup>	12	H	ECOE312 <sup>5</sup>	16	H	ECOE412 <sup>5</sup>	16	H
[BSTG111]	8	H	[GEOS211]	8	H						
ENGV111	12	H	ENGV211	12	H	ENGV311	16	H	ENGV411	16	H
[MATF111]	8	H	[GEOS211]	8	H						
GEOE112 <sup>5</sup>	12	H	GEOE212 <sup>5</sup>	12	H	GEOE312 <sup>5</sup>	16	H	GEOE411 <sup>5</sup>	16	H
[NSSP111]	8	H	[CULV211]	8	H						
LIFE112	12	H	LIFE212	12	H	LIFE312	16	H	LIFE411	16	H
[NSSP112]	8	H	[GEOS211]	8	H						
LOPV111	12	H	LOSE211	12	H	LOPE311	16	H	LOCE411	16	H
[MATF111]	8	H	[GEOS211]	8	H						
PESP111 <sup>5</sup>	12	H	PESP211 <sup>5</sup>	12	H	PESP311 <sup>5</sup>	16	H	PESP411 <sup>5</sup>	16	H
[MATF111]	8	H	[GEOS211]	8	H						
<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>68</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>72</b>	



Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
EDCC126	8	H	EDCC225	8	H	EDCC325	8	H	EDCC424	8	H
Choose one: AGLA121 or AGLE121	12	X	WVOS222	12	X	EDCC326	8	H	RESF422	8	X
Choose one: AFCL121 <sup>1</sup> or PECL121 <sup>2</sup> or SECL121 <sup>2</sup> or SOLC121 <sup>2</sup> or XHCL121 <sup>2</sup> or ZUCL121 <sup>2</sup>	8	X	Choose one: ENAC221(NM) or ENAC222(M) <sup>4</sup>	8	X				Choose one: AFKF424(M) or AFKF425(NM) or SECF421(M) or SOCF421(M)	8	X
									LOLT421	3	X
Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
HISE122	12	H	HISE222	16	H	HISE322	16	H	HISE421	16	H
Continuation of Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
AFRE122 [READ121]	12 8	H H	AFRE222	16	H	AFRE322	16	H	AFRE422	16	H
CATE122 <sup>5</sup> [READ121]	12 8	H H	CATE222 <sup>5</sup>	16	H	CATE322 <sup>5</sup>	16	H	CATE422 <sup>5</sup>	16	H
ECOE122 <sup>5</sup> [READ121]	12 8	H H	ECOE222 <sup>5</sup>	16	H	ECOE322 <sup>5</sup>	16	H	ECOE422 <sup>5</sup>	16	H
ENGV121 [READ121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
GEOE122 <sup>5</sup> [NSSP121]	12 8	H H	GEOE222 <sup>5</sup>	16	H	GEOE322 <sup>5</sup>	16	H	GEOE421 <sup>5</sup>	16	H
LIFE122 [NSSP121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
LOPV121 [READ121]	12 8	H H	LOSE221	16	H	LOPE321	16	H	LOCE421	16	H
PESP121 <sup>5</sup> [READ121]	12 8	H H	PESP221 <sup>5</sup>	16	H	PESP321 <sup>5</sup>	16	H	PESP421 <sup>5</sup>	16	H
<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>64</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>67</b>	
<b>Total Year level 1</b>	<b>132</b>		<b>Total Year level 2</b>	<b>132</b>		<b>Total Year level 3</b>	<b>132</b>		<b>Total Year level 4</b>	<b>139</b>	
<b>TOTAL FOR THE PROGRAMME</b>										<b>535</b>	

**OP.2.13.10 GEOGRAPHY FOR EDUCATION<sup>5</sup>**  
**PROGRAMME 4BN J07 (CONTACT)**

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First Semester			First Semester			First Semester			First Semester		
Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC114	8	H	EDCC214	8	H				EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC315	8	H	EDCC414	8	H
<i>EDCC116</i>	<i>8</i>	<i>H</i>	<i>EDCC216</i>	<i>8</i>	<i>H</i>	<i>EDCC316</i>	<i>8</i>	<i>H</i>	<i>EDCC415</i>	<i>8</i>	<i>H</i>
EDTC111	8	X				EDTM312	8	X	RESF412	8	X
			Choose one: ENAC211(NM) or ENAC212(M) <sup>4</sup>	8	X	WVOS312	12	X	Choose one: AFKF414(M) or AFKF415(NM) or SECF414(M) or SOCF414(M)	8	X
Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
GEOE112 <sup>5</sup>	12	H	GEOE212 <sup>5</sup>	12	H	GEOE312 <sup>5</sup>	16	H	GEOE411 <sup>5</sup>	16	H
Specialisation subject 2 [AND GET subject] <b>CHOOSE ONE</b>			Continuation of elective Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ACCE112 <sup>5</sup> [BSTG111]	12 8	H H	ACCE212 <sup>5</sup> [HISS211]	12 8	H H	ACCE312 <sup>5</sup>	16	H	ACCE412 <sup>5</sup>	16	H
AFRE112 [MATF111]	12 8	H H	AFRE212 [HISS211]	12 8	H H	AFRE312	16	H	AFRE412	16	H
BSTE112 [MATF111]	12 8	H H	BSTE212 [HISS211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
EGDE113 <sup>5</sup> [FETP111]	12 8	H H	EGDE212 <sup>5</sup> [HISS211]	12 8	H H	EGDE312 <sup>5</sup>	16	H	EGDE411 <sup>5</sup>	16	H
HISE112 [NSSP111]	12 8	H H	HISE212 [CULV211]	12 8	H H	HISE312	16	H	HISE411	16	H
LESE112 [MATF111]	12 8	H H	LESE212 [HISS211]	12 8	H H	LESE312	16	H	LESE411	16	H
LIFE112 [NSSP112]	12 8	H H	LIFE212 [HISS211]	12 8	H H	LIFE312	16	H	LIFE411	16	H
MATH111 [MATV111]	12 8	H H	MATH211 [HISS211]	12 8	H H	MATH311	16	H	MATH411	16	H
SEFV111 [MATF111]	12 8	H H	SEFV211 [HISS211]	12 8	H H	SEFV311	16	H	SEFV411	16	H
<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>68</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>72</b>	

Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
						EDCC325	8	H			
EDCC126	8	H	EDCC225	8	H	EDCC326	8	H	EDCC424	8	H
Choose one: AGLA121 or AGLE121	12	X	WVOS222	12	X				RESF422	8	X
Choose one: AFCL121 <sup>1</sup> or PECL121 <sup>2</sup> or SECL121 <sup>2</sup> or SOLC121 <sup>2</sup> or XHCL121 <sup>2</sup> or ZUCL121 <sup>2</sup>	8	X	Choose one: ENAC221(NM) or ENAC222(M) <sup>4</sup>	8	X				Choose one: AFKF424(M) or AFKF425(NM) or SECF421(M) or SOCF421(M)	8	X
									LOLT421	3	X
Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
GEOE122	12	H	GEOE222	16	H	GEOE322	16	H	GEOE421	16	H
Continuation of Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ACCE122 <sup>5</sup> [ECNG121]	12 8	H H	ACCE222 <sup>5</sup>	16	H	ACCE322 <sup>5</sup>	16	H	ACCE422 <sup>5</sup>	16	H
AFRE122 [READ121]	12 8	H H	AFRE222	16	H	AFRE322	16	H	AFRE422	16	H
BSTE122 [ECNG121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
EGDE123 <sup>5</sup> [FETM121]	12 8	H H	EGDE222 <sup>5</sup>	16	H	EGDE322 <sup>5</sup>	16	H	EGDE421 <sup>5</sup>	16	H
HISE122 [NSSP121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
LESE122 [READ121]	12 8	H H	LESE222	16	H	LESE322	16	H	LESE421	16	H
LIFE122 [NSSP121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
MATH121 [MATV121]	12 8	H H	MATH221	16	H	MATH321	16	H	MATH421	16	H
SEFV121 [READ121]	12 8	H H	SEFV221	16	H	SEFV321	16	H	SEFV421	16	H
<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>64</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>67</b>	
<b>Total Year level 1</b>	<b>132</b>		<b>Total Year level 2</b>	<b>132</b>		<b>Total Year level 3</b>	<b>132</b>		<b>Total Year level 4</b>	<b>139</b>	
<b>TOTAL FOR THE PROGRAMME</b>										<b>535</b>	

**OP.2.13.11 LIFE ORIENTATION**

PROGRAMME 4BN J08 (CONTACT)

PROGRAMME 4BP J08 (DISTANCE)

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First Semester			First Semester			First Semester			First Semester		
Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC114	8	H	EDCC214	8	H				EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC315	8	H	EDCC414	8	H
EDCC116	8	H	EDCC216	8	H	EDCC316	8	H	EDCC415	8	H
EDTC111	8	X				EDTM312	8	X	RESF412	8	X
			Choose one: ENAC211(NM) or ENAC212(M) <sup>4</sup>	8	X	WVOS312	12	X	Choose one: AFKF414(M) or AFKF415(NM) or SECF414(M) or SOCF414(M)	8	X
Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
LOPV111	12	H	LOSE211	12	H	LOPE311	16	H	LOCE411	16	H
Specialisation subject 2 [AND GET subject] <b>CHOOSE ONE</b>			Continuation of elective Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ARTE112 <sup>5</sup> [MATF111]	12 8	H H	ARTE212 <sup>5</sup> [CULV211]	12 8	H H	ARTE312 <sup>5</sup>	16	H	ARTE411 <sup>5</sup>	16	H
BSTE112 [MATF111]	12 8	H H	BSTE212 [ACCG211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
CATE112 <sup>5</sup> [MATF111]	12 8	H H	CATE212 <sup>5</sup> [CULV211]	12 8	H H	CATE312 <sup>5</sup>	16	H	CATE412 <sup>5</sup>	16	H
ECOE112 <sup>5</sup> [BSTG111]	12 8	H H	ECOE212 <sup>5</sup> [ACCG211]	12 8	H H	ECOE312 <sup>5</sup>	16	H	ECOE412 <sup>5</sup>	16	H
ENGV111 [MATF111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
INTE112 <sup>5</sup> [MATF111]	12 8	H H	INTE212 <sup>5</sup> [CULV211]	12 8	H H	INTE312 <sup>5</sup>	16	H	INTE412 <sup>5</sup>	16	H
MATH111 [MATV111]	12 8	H H	MATH211 [CULV211]	12 8	H H	MATH311	16	H	MATH411	16	H
SEFV111 [MATF111]	12 8	H H	SEFV211 [CULV211]	12 8	H H	SEFV311	16	H	SEFV411	16	H
<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>68</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>72</b>	

Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
EDCC126	8	H	EDCC225	8	H	EDCC325	8	H	EDCC424	8	H
Choose one: AGLA121 or AGLE121	12	X	WVOS222	12	X	EDCC326	8	H	RESF422	8	X
Choose one: AFCL121 <sup>1</sup> or PECL121 <sup>2</sup> or SECL121 <sup>2</sup> or SOLC121 <sup>2</sup> or XHCL121 <sup>2</sup> or ZUCL121 <sup>2</sup>	8	X	Choose one: ENAC221(NM) or ENAC222(M) <sup>4</sup>	8	X				Choose one: AFKF424(M) or AFKF425(NM) or SECF421(M) or SOCF421(M)	8	X
									LOLT421	3	X
Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
LOPV121	12	H	LOSE221	16	H	LOPE321	16	H	LOCE421	16	H
Continuation of Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ARTE122 <sup>5</sup> [READ121]	12 8	H H	ARTE222 <sup>5</sup>	16	H	ARTE322 <sup>5</sup>	16	H	ARTE421 <sup>5</sup>	16	H
BSTE122 [ECNG121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
CATE122 <sup>5</sup> [READ121]	12 8	H H	CATE222 <sup>5</sup>	16	H	CATE322 <sup>5</sup>	16	H	CATE422 <sup>5</sup>	16	H
ECOE122 <sup>5</sup> [READ121]	12 8	H H	ECOE222 <sup>5</sup>	16	H	ECOE322 <sup>5</sup>	16	H	ECOE422 <sup>5</sup>	16	H
ENGV121 [READ121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
INTE122 <sup>5</sup> [READ121]	12 8	H H	INTE222 <sup>5</sup>	16	H	INTE322 <sup>5</sup>	16	H	INTE422 <sup>5</sup>	16	H
MATH121 [MATV121]	12 8	H H	MATH221	16	H	MATH321	16	H	MATH421	16	H
SEFV121 [READ121]	12 8	H H	SEFV221	16	H	SEFV321	16	H	SEFV421	16	H
<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>64</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>67</b>	
<b>Total Year level 1</b>	<b>132</b>		<b>Total Year level 2</b>	<b>132</b>		<b>Total Year level 3</b>	<b>132</b>		<b>Total Year level 4</b>	<b>139</b>	
<b>TOTAL FOR THE PROGRAMME</b>											<b>535</b>

**OP.2.13.12 ART FOR EDUCATION<sup>5</sup>**  
**PROGRAMME 4BN J09 (CONTACT)**

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First Semester			First Semester			First Semester			First Semester		
Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC114	8	H	EDCC214	8	H				EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC315	8	H	EDCC414	8	H
EDCC116	8	H	EDCC216	8	H	EDCC316	8	H	EDCC415	8	H
EDTC111	8	X				EDTM312	8	X	RESF412	8	X
			Choose one: ENAC211(NM) or ENAC212(M) <sup>4</sup>	8	X	WVOS312	12	X	Choose one: AFKF414(M) or AFKF415(NM) or SECF414(M) or SOCF414(M)	8	X
Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
ARTE112 <sup>5</sup>	12	H	ARTE212 <sup>5</sup>	12	H	ARTE312 <sup>5</sup>	16	H	ARTE411 <sup>5</sup>	16	H
Specialisation subject 2 [AND GET subject] <b>CHOOSE ONE</b>			Continuation of elective Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
AFRE112	12	H	AFRE212	12	H	AFRE312	16	H	AFRE412	16	H
[MUS111]	8	H	[MUS211]	8	H						
CATE112 <sup>5</sup>	12	H	CATE212 <sup>5</sup>	12	H	CATE312 <sup>5</sup>	16	H	CATE412 <sup>5</sup>	16	H
[MUS111]	8	H	[MUS211]	8	H						
EGDE113 <sup>5</sup>	12	H	EGDE212 <sup>5</sup>	12	H	EGDE312 <sup>5</sup>	16	H	EGDE411v	16	H
[MUS111]	8	H	[MUS211]	8	H						
ENGV111	12	H	ENGV211	12	H	ENGV311	16	H	ENGV411	16	H
[MUS111]	8	H	[MUS211]	8	H						
GEOE112 <sup>5</sup>	12	H	GEOE212 <sup>5</sup>	12	H	GEOE312 <sup>5</sup>	16	H	GEOE411 <sup>5</sup>	16	H
[MUS111]	8	H	[MUS211]	8	H						
LIFE112	12	H	LIFE212	12	H	LIFE312	16	H	LIFE411	16	H
[MUS111]	8	H	[MUS211]	8	H						
LOPV111	12	H	LOSE211	12	H	LOPE311	16	H	LOCE411	16	H
[MUS111]	8	H	[MUS211]	8	H						
PESP111 <sup>5</sup>	12	H	PESP211 <sup>5</sup>	12	H	PESP311 <sup>5</sup>	16	H	PESP411 <sup>5</sup>	16	H
[MUS111]	8	H	[MUS211]	8	H						
<b>Total 1<sup>st</sup> Semester</b>		<b>64</b>	<b>Total 1<sup>st</sup> Semester</b>		<b>64</b>	<b>Total 1<sup>st</sup> Semester</b>		<b>68</b>	<b>Total 1<sup>st</sup> Semester</b>		<b>72</b>

Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
EDCC126	8	H	EDCC225	8	H	EDCC325	8	H	EDCC424	8	H
Choose one: AGLA121 or AGLE121	12	X	WVOS222	12	X	EDCC326	8	H	RESF422	8	X
Choose one: AFCL121 <sup>1</sup> or PECL121 <sup>2</sup> or SECL121 <sup>2</sup> or SOLC121 <sup>2</sup> or XHCL121 <sup>2</sup> or ZUCL121 <sup>2</sup>	8	X	Choose one: ENAC221(NM) or ENAC222(M) <sup>4</sup>	8	X				Choose one: AFKF424(M) or AFKF425(NM) or SECF421(M) or SOCF421(M)	8	X
									LOLT421	3	X
Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
ARTE122 <sup>5</sup>	12	H	ARTE222 <sup>5</sup>	16	H	ARTE322 <sup>5</sup>	16	H	ARTE421 <sup>5</sup>	16	H
Continuation of Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
AFRE122 [MUSI121]	12 8	H H	AFRE222	16	H	AFRE322	16	H	AFRE422	16	H
CATE122 <sup>5</sup> [MUSI121]	12 8	H H	CATE222 <sup>5</sup>	16	H	CATE322 <sup>5</sup>	16	H	CATE422 <sup>5</sup>	16	H
EGDE123 <sup>5</sup> [MUSI121]	12 8	H H	EGDE222 <sup>5</sup>	16	H	EGDE322 <sup>5</sup>	16	H	EGDE421 <sup>5</sup>	16	H
ENGV121 [MUSI121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
GEOE122 <sup>5</sup> [MUSI121]	12 8	H H	GEOE222 <sup>5</sup>	16	H	GEOE322 <sup>5</sup>	16	H	GEOE421 <sup>5</sup>	16	H
LIFE122 [MUSI121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
LOPV121 [MUSI121]	12 8	H H	LOSE221	16	H	LOPE321	16	H	LOCE421	16	H
PESP121 <sup>5</sup> [MUSI121]	12 8	H H	PESP221 <sup>5</sup>	16	H	PESP321 <sup>5</sup>	16	H	PESP421 <sup>5</sup>	16	H
<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>64</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>67</b>	
<b>Total Year level 1</b>	<b>132</b>		<b>Total Year level 2</b>	<b>132</b>		<b>Total Year level 3</b>	<b>132</b>		<b>Total Year level 4</b>	<b>139</b>	
<b>TOTAL FOR THE PROGRAMME</b>										<b>535</b>	

**OP.2.13.13 PHYSICAL SCIENCES FOR EDUCATION**

PROGRAMME 4BN J10 (CONTACT)

PROGRAMME 4BP J10 (DISTANCE)

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First Semester			First Semester			First Semester			First Semester		
Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC114	8	H	EDCC214	8	H				EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC315	8	H	EDCC414	8	H
EDCC116	8	H	EDCC216	8	H	EDCC316	8	H	EDCC415	8	H
EDTC111	8	X				EDTM312	8	X	RESF412	8	X
			Choose one: ENAC211(NM) or ENAC212(M) <sup>4</sup>	8	X	WVOS312	12	X	Choose one: AFKF414(M) or AFKF415(NM) or SECF414(M) or SOCF414(M)	8	X
Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
PHSE112	12	H	PHSE212	12	H	PHSE312	16	H	PHSE412	16	H
Specialisation subject 2 [AND GET subject] <b>CHOOSE ONE</b>			Continuation of elective Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ACCE112 <sup>5</sup>	12	H	ACCE212 <sup>5</sup>	12	H	ACCE312 <sup>5</sup>	16	H	ACCE412 <sup>5</sup>	16	H
[NSSP111]	8	H	[NSSP211]	8	H						
AFRE112	12	H	AFRE212	12	H	AFRE312	16	H	AFRE412	16	H
[NSSP111]	8	H	[NSSP211]	8	H						
BSTE112	12	H	BSTE212	12	H	BSTE312	16	H	BSTE412	16	H
[NSSP111]	8	H	[NSSP211]	8	H						
EGDE113 <sup>5</sup>	12	H	EGDE212 <sup>5</sup>	12	H	EGDE312 <sup>5</sup>	16	H	EGDE411 <sup>5</sup>	16	H
[NSSP111]	8	H	[NSSP211]	8	H						
HISE112	12	H	HISE212	12	H	HISE312	16	H	HISE411	16	H
[NSSP111]	8	H	[NSSP211]	8	H						
LESE112	12	H	LESE212	12	H	LESE312	16	H	LESE411	16	H
[NSSP111]	8	H	[NSSP211]	8	H						
LIFE112	12	H	LIFE212	12	H	LIFE312	16	H	LIFE411	16	H
[MATV111]	8	H	[NSSP211]	8	H						
LOPV111	12	H	LOSE211	12	H	LOPE311	16	H	LOCE411	16	H
[NSSP111]	8	H	[NSSP211]	8	H						
<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>68</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>72</b>	



Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
						EDCC325	8	H			
EDCC126	8	H	EDCC225	8	H	EDCC326	8	H	EDCC424	8	H
Choose one: AGLA121 or AGLE121	12	X	WVOS222	12	X				RESF422	8	X
Choose one: AFCL121 <sup>1</sup> or PECL121 <sup>2</sup> or SECL121 <sup>2</sup> or SOLC121 <sup>2</sup> or XHCL121 <sup>2</sup> or ZUCL121 <sup>2</sup>	8	X	Choose one: ENAC221(NM) or ENAC222(M) <sup>4</sup>	8	X				Choose one: AFKF424(M) or AFKF425(NM) or SECF421(M) or SOFC421(M)	8	X
									LOLT421	3	X
Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
PHSE122	12	H	PHSE222	16	H	PHSE322	16	H	PHSE422	16	H
Continuation of Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ACCE122 <sup>5</sup> [ECNG121]	12 8	H H	ACCE222 <sup>5</sup>	16	H	ACCE322 <sup>5</sup>	16	H	ACCE422 <sup>5</sup>	16	H
AFRE122 [READ121]	12 8	H H	AFRE222	16	H	AFRE322	16	H	AFRE422	16	H
BSTE122 [ECNG121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
EGDE123 <sup>5</sup> [FETM121]	12 8	H H	EGDE222 <sup>5</sup>	16	H	EGDE322 <sup>5</sup>	16	H	EGDE421 <sup>5</sup>	16	H
HISE122 [READ121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
LESE122 [READ121]	12 8	H H	LESE222	16	H	LESE322	16	H	LESE421	16	H
LIFE122 [MATV121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
LOPV121 [READ121]	12 8	H H	LOSE221	16	H	LOPE321	16	H	LOCE421	16	H
<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>64</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>67</b>	
<b>Total Year level 1</b>	<b>132</b>		<b>Total Year level 2</b>	<b>132</b>		<b>Total Year level 3</b>	<b>132</b>		<b>Total Year level 4</b>	<b>139</b>	
<b>TOTAL FOR THE PROGRAMME</b>										<b>535</b>	

**OP.2.13.14 BUSINESS STUDIES FOR EDUCATION**

PROGRAMME 4BN J11 (CONTACT)

PROGRAMME 4BP J11 (DISTANCE)

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First Semester			First Semester			First Semester			First Semester		
Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC114	8	H	EDCC214	8	H	EDCC315	8	H	EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC316	8	H	EDCC414	8	H
EDCC116	8	H	EDCC216	8	H	EDTM312	8	X	EDCC415	8	H
EDTC111	8	X				WVOS312	12	X	RESF412	8	X
			Choose one: ENAC211(NM) or ENAC212(M) <sup>4</sup>	8	X				Choose one: AFKF414(M) or AFKF415(NM) or SECF414(M) or SOCF414(M)	8	X
Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
BSTE112	12	H	BSTE212	12	H	BSTE312	16	H	BSTE412	16	H
Specialisation subject 2 [AND GET subject] <b>CHOOSE ONE</b>			Continuation of elective Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ACCE112 <sup>5</sup> [MATF111]	12 8	H H	ACCE212 <sup>5</sup> [CULV211]	12 8	H H	ACCE312 <sup>5</sup>	16	H	ACCE412 <sup>5</sup>	16	H
AFRE112 [MATF111]	12 8	H H	AFRE212 [ACCG211]	12 8	H H	AFRE312	16	H	AFRE412	16	H
CATE112 <sup>5</sup> [MATF111]	12 8	H H	CATE212 <sup>5</sup> [ACCG211]	12 8	H H	CATE312 <sup>5</sup>	16	H	CATE412 <sup>5</sup>	16	H
ECOE112 <sup>5</sup> [MATF111]	12 8	H H	ECOE212 <sup>5</sup> [ACCG211]	12 8	H H	ECOE312 <sup>5</sup>	16	H	ECOE412 <sup>5</sup>	16	H
EGDE113 <sup>5</sup> [FETP111]	12 8	H H	EGDE212 <sup>5</sup> [ACCG211]	12 8	H H	EGDE312 <sup>5</sup>	16	H	EGDE411 <sup>5</sup>	16	H
ENGV111 [MATF111]	12 8	H H	ENGV211 [ACCG211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
GEOE112 <sup>5</sup> [NSSP111]	12 8	H H	GEOE212 <sup>5</sup> [ACCG211]	12 8	H H	GEOE312 <sup>5</sup>	16	H	GEOE411 <sup>5</sup>	16	H
INTE112 <sup>5</sup> [MATF111]	12 8	H H	INTE212 <sup>5</sup> [ACCG211]	12 8	H H	INTE312 <sup>5</sup>	16	H	INTE412 <sup>5</sup>	16	H
PHSE112 [NSSP111]	12 8	H H	PHSE212 [ACCG211]	12 8	H H	PHSE312	16	H	PHSE412	16	H
<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>68</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>72</b>	

Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
						EDCC325	8	H			
<i>EDCC126</i>	<i>8</i>	<i>H</i>	<i>EDCC225</i>	<i>8</i>	<i>H</i>	<i>EDCC326</i>	<i>8</i>	<i>H</i>	<i>EDCC424</i>	<i>8</i>	<i>H</i>
Choose one: AGLA121 or AGLE121	12	X	WVOS222	12	X				RESF422	8	X
Choose one: AFCL121 <sup>1</sup> or PECL121 <sup>2</sup> or SECL121 <sup>2</sup> or SOLC121 <sup>2</sup> or XHCL121 <sup>2</sup> or ZUCL121 <sup>2</sup>	8	X	Choose one: ENAC221(NM) or ENAC222(M) <sup>4</sup>	8	X				Choose one: AFKF424(M) or AFKF425(NM) or SECF421(M) or SOCF421(M)	8	X
									LOLT421	3	X
Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
BSTE122	12	H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
Continuation of Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ACCE122 <sup>5</sup> [ECNG121]	12 8	H H	ACCE222 <sup>5</sup>	16	H	ACCE322 <sup>5</sup>	16	H	ACCE422 <sup>5</sup>	16	H
AFRE122 [ECNG121]	12 8	H H	AFRE222	16	H	AFRE322	16	H	AFRE422	16	H
CATE122 <sup>5</sup> [ECNG121]	12 8	H H	CATE222 <sup>5</sup>	16	H	CATE322 <sup>5</sup>	16	H	CATE422 <sup>5</sup>	16	H
ECOE122 <sup>5</sup> [READ121]	12 8	H H	ECOE222 <sup>5</sup>	16	H	ECOE322 <sup>5</sup>	16	H	ECOE422 <sup>5</sup>	16	H
EGDE123 <sup>5</sup> [ECNG121]	12 8	H H	EGDE222 <sup>5</sup>	16	H	EGDE322 <sup>5</sup>	16	H	EGDE421 <sup>5</sup>	16	H
ENGV121 [ECNG121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
GEOE122 <sup>5</sup> [ECNG121]	12 8	H H	GEOE222 <sup>5</sup>	16	H	GEOE322 <sup>5</sup>	16	H	GEOE421 <sup>5</sup>	16	H
INTE122 <sup>5</sup> [ECNG121]	12 8	H H	INTE222 <sup>5</sup>	16	H	INTE322 <sup>5</sup>	16	H	INTE422 <sup>5</sup>	16	H
PHSE122 [ECNG121]	12 8	H H	PHSE222	16	H	PHSE322	16	H	PHSE422	16	H
<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>64</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>67</b>	
<b>Total Year level 1</b>	<b>132</b>		<b>Total Year level 2</b>	<b>132</b>		<b>Total Year level 3</b>	<b>132</b>		<b>Total Year level 4</b>	<b>139</b>	
<b>TOTAL FOR THE PROGRAMME</b>										<b>535</b>	

**OP.2.13.15 ACCOUNTING FOR EDUCATION<sup>5</sup>**  
**PROGRAMME 4BN J12 (CONTACT)**

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First Semester			First Semester			First Semester			First Semester		
Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC114	8	H	EDCC214	8	H				EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC315	8	H	EDCC414	8	H
<i>EDCC116</i>	<i>8</i>	<i>H</i>	<i>EDCC216</i>	<i>8</i>	<i>H</i>	<i>EDCC316</i>	<i>8</i>	<i>H</i>	<i>EDCC415</i>	<i>8</i>	<i>H</i>
EDTC111	8	X				EDTM312	8	X	RESF412	8	X
			Choose one: ENAC211(NM) or ENAC212(M) <sup>4</sup>	8	X	WVOS312	12	X	Choose one: AFKF414(M) or AFKF415(NM) or SECF414(M) or SOCF414(M)	8	X
Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
ACCE112 <sup>5</sup>	12	H	ACCE212 <sup>5</sup>	12	H	ACCE312 <sup>5</sup>	16	H	ACCE412 <sup>5</sup>	16	H
Specialisation subject 2 [AND GET subject] <b>CHOOSE ONE</b>			Continuation of elective Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
BSTE112 [MATF111]	12 8	H H	BSTE212 [CULV211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
CATE112 <sup>5</sup> [BSTG111]	12 8	H H	CATE212 <sup>5</sup> [CULV211]	12 8	H H	CATE312 <sup>5</sup>	16	H	CATE412 <sup>5</sup>	16	H
ECOE112 <sup>5</sup> [BSTG111]	12 8	H H	ECOE212 <sup>5</sup> [CULV211]	12 8	H H	ECOE312 <sup>5</sup>	16	H	ECOE412 <sup>5</sup>	16	H
ENGV111 [BSTG111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
HISE112 [BSTG111]	12 8	H H	HISE212 [GEOS211]	12 8	H H	HISE312	16	H	HISE411	16	H
INTE112 <sup>5</sup> [BSTG111]	12 8	H H	INTE212 <sup>5</sup> [CULV211]	12 8	H H	INTE312 <sup>5</sup>	16	H	INTE412 <sup>5</sup>	16	H
LESE112 [BSTG111]	12 8	H H	LESE212 [CULV211]	12 8	H H	LESE312	16	H	LESE411	16	H
PHSE112 [BSTG111]	12 8	H H	PHSE212 [NSSP211]	12 8	H H	PHSE312	16	H	PHSE412	16	H
<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>68</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>72</b>	

Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
						EDCC325	8	H			
EDCC126	8	H	EDCC225	8	H	EDCC326	8	H	EDCC424	8	H
Choose one: AGLA121 or AGLE121	12	X	WVOS222	12	X				RESF422	8	X
Choose one: AFCL121 <sup>1</sup> or PECL121 <sup>2</sup> or SECL121 <sup>2</sup> or SOLC121 <sup>2</sup> or XHCL121 <sup>2</sup> or ZUCL121 <sup>2</sup>	8	X	Choose one: ENAC221(NM) or ENAC222(M) <sup>4</sup>	8	X				Choose one: AFKF424(M) or AFKF425(NM) or SECF421(M) or SOCF421(M)	8	X
									LOLT421	3	X
Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
ACCE122 <sup>5</sup>	12	H	ACCE222 <sup>5</sup>	16	H	ACCE322 <sup>5</sup>	16	H	ACCE422 <sup>5</sup>	16	H
Continuation of Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
BSTE122 [ECNG121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
CATE122 <sup>5</sup> [ECNG121]	12 8	H H	CATE222 <sup>5</sup>	16	H	CATE322 <sup>5</sup>	16	H	CATE422 <sup>5</sup>	16	H
ECOE122 <sup>5</sup> [READ121]	12 8	H H	ECOE222 <sup>5</sup>	16	H	ECOE322 <sup>5</sup>	16	H	ECOE422 <sup>5</sup>	16	H
ENGV121 [ECNG121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
HISE122 [ECNG121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
INTE122 <sup>5</sup> [ECNG121]	12 8	H H	INTE222 <sup>5</sup>	16	H	INTE322 <sup>5</sup>	16	H	INTE422 <sup>5</sup>	16	H
LESE122 [ECNG121]	12 8	H H	LESE222	16	H	LESE322	16	H	LESE421	16	H
PHSE122 [ECNG121]	12 8	H H	PHSE222	16	H	PHSE322	16	H	PHSE422	16	H
<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>64/</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>67</b>	
<b>Total Year level 1</b>	<b>132</b>		<b>Total Year level 2</b>	<b>132</b>		<b>Total Year level 3</b>	<b>132</b>		<b>Total Year level 4</b>	<b>139</b>	
<b>TOTAL FOR THE PROGRAMME</b>										<b>535</b>	

**OP.2.13.16 COMPUTER APPLICATIONS TECHNOLOGY EDUCATION<sup>5</sup>**

**PROGRAMME 4BN J13 (CONTACT)**

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First Semester			First Semester			First Semester			First Semester		
Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC114	8	H	EDCC214	8	H				EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC315	8	H	EDCC414	8	H
<i>EDCC116</i>	<i>8</i>	<i>H</i>	<i>EDCC216</i>	<i>8</i>	<i>H</i>	<i>EDCC316</i>	<i>8</i>	<i>H</i>	<i>EDCC415</i>	<i>8</i>	<i>H</i>
EDTC111	8	X				EDTM312	8	X	RESF412	8	X
			Choose one: ENAC211(NM) or ENAC212(M) <sup>4</sup>	8	X	WVOS312	12	X	Choose one: AFKF414(M) or AFKF415(NM) or SECF414(M) or SOCF414(M)	8	X
Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
CATE112 <sup>5</sup>	12	H	CATE212 <sup>5</sup>	12	H	CATE312 <sup>5</sup>	16	H	CATE412 <sup>5</sup>	16	H
Specialisation subject 2 [AND GET subject] <b>CHOOSE ONE</b>			Continuation of elective Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ACCE112 <sup>5</sup>	12	H	ACCE212 <sup>5</sup>	12	H	ACCE312 <sup>5</sup>	16	H	ACCE412 <sup>5</sup>	16	H
[BSTG111]	8	H	[CULV211]	8	H						
AFRE112	12	H	AFRE212	12	H	AFRE312	16	H	AFRE412	16	H
[MATF111]	8	H	[CULV211]	8	H						
ARTE112 <sup>5</sup>	12	H	ARTE212 <sup>5</sup>	12	H	ARTE312 <sup>5</sup>	16	H	ARTE411 <sup>5</sup>	16	H
[MATF111]	8	H	[CULV211]	8	H						
BSTE112	12	H	BSTE212	12	H	BSTE312	16	H	BSTE412	16	H
[MATF111]	8	H	[ACCG211]	8	H						
EGDE113 <sup>5</sup>	12	H	EGDE212 <sup>5</sup>	12	H	EGDE312 <sup>5</sup>	16	H	EGDE411 <sup>5</sup>	16	H
[FETP111]	8	H	[CULV211]	8	H						
HISE112	12	H	HISE212	12	H	HISE312	16	H	HISE411	16	H
[MATF111]	8	H	[GEOS211]	8	H						
LESE112	12	H	LESE212	12	H	LESE312	16	H	LESE411	16	H
[MATF111]	8	H	[CULV211]	8	H						
LIFE112	12	H	LIFE212	12	H	LIFE312	16	H	LIFE411	16	H
[NSSP112]	8	H	[NSSP211]	8	H						
MATH111	12	H	MATH211	12	H	MATH311	16	H	MATH411	16	H
[MATV111]	8	H	[CULV211]	8	H						
<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>68</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>72</b>	

Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
						EDCC325	8	H			
EDCC126	8	H	EDCC225	8	H	EDCC326	8	H	EDCC424	8	H
Choose one: AGLA121 or AGLE121	12	X	WVOS222	12	X				RESF422	8	X
Choose one: AFCL121 <sup>1</sup> or PECL121 <sup>2</sup> or SECL121 <sup>2</sup> or SOLC121 <sup>2</sup> or XHCL121 <sup>2</sup> or ZUCL121 <sup>2</sup>	8	X	Choose one: ENAC221(NM) or ENAC222(M) <sup>4</sup>	8	X				Choose one: AFKF424(M) or AFKF425(NM) or SECF421(M) or SOCF421(M)	8	X
									LOLT421	3	X
Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
CATE122 <sup>5</sup>	12	H	CATE222 <sup>5</sup>	16	H	CATE322 <sup>5</sup>	16	H	CATE422 <sup>5</sup>	16	H
Continuation of Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ACCE122 <sup>5</sup> [ECNG121]	12 8	H H	ACCE222 <sup>5</sup>	16	H	ACCE322 <sup>5</sup>	16	H	ACCE422 <sup>5</sup>	16	H
AFRE122 [READ121]	12 8	H H	AFRE222	16	H	AFRE322	16	H	AFRE422	16	H
ARTE122 <sup>5</sup> [READ121]	12 8	H H	ARTE222 <sup>5</sup>	16	H	ARTE322 <sup>5</sup>	16	H	ARTE421 <sup>5</sup>	16	H
BSTE122 [ECNG121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
EGDE123 <sup>5</sup> [FETM121]	12 8	H H	EGDE222 <sup>5</sup>	16	H	EGDE322 <sup>5</sup>	16	H	EGDE421 <sup>5</sup>	16	H
HISE122 [READ121]	12 8	H H	HISE222	16	H	HISE322	16	H	HISE421	16	H
LESE122 [READ121]	12 8	H H	LESE222	16	H	LESE322	16	H	LESE421	16	H
LIFE122 [NSSP121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
MATH121 [MATV121]	12 8	H H	MATH221	16	H	MATH321	16	H	MATH421	16	H
<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>64</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>67</b>	
<b>Total Year level 1</b>	<b>132</b>		<b>Total Year level 2</b>	<b>132</b>		<b>Total Year level 3</b>	<b>132</b>		<b>Total Year level 4</b>	<b>139</b>	
<b>TOTAL FOR THE PROGRAMME</b>										<b>535</b>	

**OP.2.13.17 MATHEMATICS EDUCATION**

PROGRAMME 4BN J14 (CONTACT)

PROGRAMME 4BP J14 (DISTANCE)

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First Semester			First Semester			First Semester			First Semester		
Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC114	8	H	EDCC214	8	H	EDCC315	8	H	EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC316	8	H	EDCC414	8	H
EDCC116	8	H	EDCC216	8	H	EDTM312	8	X	EDCC415	8	H
EDTC111	8	X				WVOS312	12	X	RESF412	8	X
			Choose one: ENAC211(NM) or ENAC212(M) <sup>4</sup>	8	X				Choose one: AFKF414(M) or AFKF415(NM) or SECF414(M) or SOCF414(M)	8	X
Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
MATH111	12	H	MATH211	12	H	MATH311	16	H	MATH411	16	H
Specialisation subject 2 [AND GET subject] <b>CHOOSE ONE</b>			Continuation of elective Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ACCE112 <sup>5</sup> [MATV111]	12 8	H H	ACCE212 <sup>5</sup> [CULV211]	12 8	H H	ACCE312 <sup>5</sup>	16	H	ACCE412 <sup>5</sup>	16	H
AFRE112 [MATV111]	12 8	H H	AFRE212 [CULV211]	12 8	H H	AFRE312	16	H	AFRE412	16	H
CATE112 <sup>5</sup> [MATV111]	12 8	H H	CATE212 <sup>5</sup> [CULV211]	12 8	H H	CATE312 <sup>5</sup>	16	H	CATE412 <sup>5</sup>	16	H
ECOE112 <sup>5</sup> [MATV111]	12 8	H H	ECOE212 <sup>5</sup> [ACCG211]	12 8	H H	ECOE312 <sup>5</sup>	16	H	ECOE412 <sup>5</sup>	16	H
EGDE113 <sup>5</sup> [MATV111]	12 8	H H	EGDE212 <sup>5</sup> [CULV211]	12 8	H H	EGDE312 <sup>5</sup>	16	H	EGDE411 <sup>5</sup>	16	H
ENGV111 [MATV111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
GEOE112 <sup>5</sup> [MATV111]	12 8	H H	GEOE212 <sup>5</sup> [HISS211]	12 8	H H	GEOE312 <sup>5</sup>	16	H	GEOE411 <sup>5</sup>	16	H
INTE112 <sup>5</sup> [MATV111]	12 8	H H	INTE212 <sup>5</sup> [CULV211]	12 8	H H	INTE312 <sup>5</sup>	16	H	INTE412 <sup>5</sup>	16	H
LIFE112 [MATV111]	12 8	H H	LIFE212 [NSSP211]	12 8	H H	LIFE312	16	H	LIFE411	16	H
PESP111 <sup>5</sup> [MATV111]	12 8	H H	PESP211 <sup>5</sup> [CULV211]	12 8	H H	PESP311 <sup>5</sup>	16	H	PESP411 <sup>5</sup>	16	H
PHSE112 [MATV111]	12 8	H H	PHSE212 [NSSP211]	12 8	H H	PHSE312	16	H	PHSE412	16	H
<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>68</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>72</b>	



Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
						EDCC325	8	H			
EDCC126	8	H	EDCC225	8	H	EDCC326	8	H	EDCC424	8	H
Choose one: AGLA121 or AGLE121	12	X	WVOS222	12	X				RESF422	8	X
Choose one: AFCL121 <sup>1</sup> or PECL121 <sup>2</sup> or SECL121 <sup>2</sup> or SOLC121 <sup>2</sup> or XHCL121 <sup>2</sup> or ZUCL121 <sup>2</sup>	8	X	Choose one: ENAC221(NM) or ENAC222(M) <sup>4</sup>	8	X				Choose one: AFKF424(M) or AFKF425(NM) or SECF421(M) or SOFC421(M)	8	X
									LOLT421	3	X
Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
MATH121	12	H	MATH221	16	H	MATH321	16	H	MATH421	16	H
Continuation of Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ACCE122 <sup>5</sup> [MATV121]	12 8	H H	ACCE222 <sup>5</sup>	16	H	ACCE322 <sup>5</sup>	16	H	ACCE422 <sup>5</sup>	16	H
AFRE122 [MATV121]	12 8	H H	AFRE222	16	H	AFRE322	16	H	AFRE422	16	H
CATE122 <sup>5</sup> [MATV121]	12 8	H H	CATE222 <sup>5</sup>	16	H	CATE322 <sup>5</sup>	16	H	CATE422 <sup>5</sup>	16	H
ECOE122 <sup>5</sup> [MATV121]	12 8	H H	ECOE222 <sup>5</sup>	16	H	ECOE322 <sup>5</sup>	16	H	ECOE422 <sup>5</sup>	16	H
EGDE123 <sup>5</sup> [MATV121]	12 8	H H	EGDE222 <sup>5</sup>	16	H	EGDE322 <sup>5</sup>	16	H	EGDE421 <sup>5</sup>	16	H
ENGV121 [MATV121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
GEOE122 <sup>5</sup> [MATV121]	12 8	H H	GEOE222 <sup>5</sup>	16	H	GEOE322 <sup>5</sup>	16	H	GEOE421 <sup>5</sup>	16	H
INTE122 <sup>5</sup> [MATV121]	12 8	H H	INTE222 <sup>5</sup>	16	H	INTE322 <sup>5</sup>	16	H	INTE422 <sup>5</sup>	16	H
LIFE122 [MATV121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
PESP121 <sup>5</sup> [MATV121]	12 8	H H	PESP221 <sup>5</sup>	16	H	PESP321 <sup>5</sup>	16	H	PESP421 <sup>5</sup>	16	H
PHSE122 [MATV121]	12 8	H H	PHSE222	16	H	PHSE322	16	H	PHSE422	16	H
<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>64</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>67</b>	
<b>Total Year level 1</b>	<b>132</b>		<b>Total Year level 2</b>	<b>132</b>		<b>Total Year level 3</b>	<b>132</b>		<b>Total Year level 4</b>	<b>139</b>	
<b>TOTAL FOR THE PROGRAMME</b>										<b>535</b>	

**OP.2.13.18 SETSWANA FOR EDUCATION (M)**

PROGRAMME 4BN J15 (CONTACT)

PROGRAMME 4BP J15 (DISTANCE)

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First Semester			First Semester			First Semester			First Semester		
Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC114	8	H	EDCC214	8	H				EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC315	8	H	EDCC414	8	H
EDCC116	8	H	EDCC216	8	H	EDCC316	8	H	EDCC415	8	H
EDTC111	8	X				EDTM312	8	X	RESF412	8	X
			Choose one: ENAC211(NM) or ENAC212(M) <sup>4</sup>	8	X	WVOS312	12	X	Choose one: AFKF414(M) or AFKF415(NM) or SECF414(M) or SOCF414(M)	8	X
Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
SEFV111	12	H	SEFV211	12	H	SEFV311	16	H	SEFV411	16	H
Specialisation subject 2 [AND GET subject] <b>CHOOSE ONE</b>			Continuation of elective Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
CATE112 <sup>5</sup> [MATF111]	12 8	H H	CATE212 <sup>5</sup> [CULV211]	12 8	H H	CATE312 <sup>5</sup>	16	H	CATE412 <sup>5</sup>	16	H
ECOE112 <sup>5</sup> [BSTG111]	12 8	H H	ECOE212 <sup>5</sup> [ACCG211]	12 8	H H	ECOE312 <sup>5</sup>	16	H	ECOE412 <sup>5</sup>	16	H
EGDE113 <sup>5</sup> [FETP111]	12 8	H H	EGDE212 <sup>5</sup> [CULV211]	12 8	H H	EGDE312 <sup>5</sup>	16	H	EGDE411 <sup>5</sup>	16	H
ENGV111 [MATF111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
GEOE112 <sup>5</sup> [NSSP111]	12 8	H H	GEOE212 <sup>5</sup> [HISS211]	12 8	H H	GEOE312 <sup>5</sup>	16	H	GEOE411 <sup>5</sup>	16	H
LIFE112 [NSSP112]	12 8	H H	LIFE212 [NSSP211]	12 8	H H	LIFE312	16	H	LIFE411	16	H
LOPV111 [MATF111]	12 8	H H	LOSE211 [CULV211]	12 8	H H	LOPE311	16	H	LOCE411	16	H
PESP111 <sup>5</sup> [MATF111]	12 8	H H	PESP211 <sup>5</sup> [CULV211]	12 8	H H	PESP311 <sup>5</sup>	16	H	PESP411 <sup>5</sup>	16	H
<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>68</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>72</b>	

Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
EDCC126	8	H	EDCC225	8	H	EDCC325	8	H	EDCC424	8	H
Choose one: AGLA121 or AGLE121	12	X	WVOS222	12	X	EDCC326	8	H	RESF422	8	X
Choose one: AFCL121 <sup>1</sup> or PECL121 <sup>2</sup> or SECL121 <sup>2</sup> or SOLC121 <sup>2</sup> or XHCL121 <sup>2</sup> or ZUCL121 <sup>2</sup>	8	X	Choose one: ENAC221(NM) or ENAC222(M) <sup>4</sup>	8	X				Choose one: AFKF424(M) or AFKF425(NM) or SECF421(M) or SOCF421(M)	8	X
									LOLT421	3	X
Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
SEFV121	12	H	SEFV221	16	H	SEFV321	16	H	SEFV421	16	H
Continuation of Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
CATE122 <sup>5</sup> [READ121]	12 8	H H	CATE222 <sup>5</sup>	16	H	CATE322 <sup>5</sup>	16	H	CATE422 <sup>5</sup>	16	H
ECOE122 <sup>5</sup> [READ121]	12 8	H H	ECOE222 <sup>5</sup>	16	H	ECOE322 <sup>5</sup>	16	H	ECOE422 <sup>5</sup>	16	H
EGDE123 <sup>5</sup> [FETM121]	12 8	H H	EGDE222 <sup>5</sup>	16	H	EGDE322 <sup>5</sup>	16	H	EGDE421 <sup>5</sup>	16	H
ENGV121 [READ121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
GEOE122 <sup>5</sup> [NSSP121]	12 8	H H	GEOE222 <sup>5</sup>	16	H	GEOE322 <sup>5</sup>	16	H	GEOE421 <sup>5</sup>	16	H
LIFE122 [NSSP121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
LOPV121 [READ121]	12 8	H H	LOSE221	16	H	LOPE321	16	H	LOCE421	16	H
PESP121 <sup>5</sup> [READ121]	12 8	H H	PESP221 <sup>5</sup>	16	H	PESP321 <sup>5</sup>	16	H	PESP421 <sup>5</sup>	16	H
<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>64</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>67</b>	
<b>Total Year level 1</b>	<b>132</b>		<b>Total Year level 2</b>	<b>132</b>		<b>Total Year level 3</b>	<b>132</b>		<b>Total Year level 4</b>	<b>139</b>	
<b>TOTAL FOR THE PROGRAMME</b>										<b>535</b>	

**OP.2.13.19 ENGINEERING GRAPHICS AND DESIGN FOR EDUCATION<sup>5</sup>**

**PROGRAMME 4BN J16 (CONTACT)**

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First Semester			First Semester			First Semester			First Semester		
Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC114	8	H	EDCC214	8	H				EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC315	8	H	EDCC414	8	H
<i>EDCC116</i>	<i>8</i>	<i>H</i>	<i>EDCC216</i>	<i>8</i>	<i>H</i>	<i>EDCC316</i>	<i>8</i>	<i>H</i>	<i>EDCC415</i>	<i>8</i>	<i>H</i>
EDTC111	8	X				EDTM312	8	X	RESF412	8	X
			Choose one: ENAC211(NM) or ENAC212(M) <sup>4</sup>	8	X	WVOS312	12	X	Choose one: AFKF414(M) or AFKF415(NM) or SECF414(M) or SOCF414(M)	8	X
Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
EGDE113 <sup>5</sup>	12	H	EGDE212 <sup>5</sup>	12	H	EGDE312 <sup>5</sup>	16	H	EGDE411 <sup>5</sup>	16	H
Specialisation subject 2 [AND GET subject] <b>CHOOSE ONE</b>			Continuation of elective Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ARTE112 <sup>5</sup> [FETP111]	12 8	H H	ARTE212 <sup>5</sup> [CULV211]	12 8	H H	ARTE312 <sup>5</sup>	16	H	ARTE411 <sup>5</sup>	16	H
BSTE112 [FETP111]	8 8	H H	BSTE212 [ACCG211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
CATE112 <sup>5</sup> [FETP111]	12 8	H H	CATE212 <sup>5</sup> [CULV211]	12 8	H H	CATE312 <sup>5</sup>	16	H	CATE412 <sup>5</sup>	16	H
ECOE112 <sup>5</sup> [FETP111]	12 8	H H	ECOE212 <sup>5</sup> [ACCG211]	12 8	H H	ECOE312 <sup>5</sup>	16	H	ECOE412 <sup>5</sup>	16	H
ENGV111 [FETP111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
INTE112 <sup>5</sup> [FETP111]	12 8	H H	INTE212 <sup>5</sup> [CULV211]	12 8	H H	INTE312 <sup>5</sup>	16	H	INTE412 <sup>5</sup>	16	H
PESP111 <sup>5</sup> [FETP111]	12 8	H H	PESP211 <sup>5</sup> [CULV211]	12 8	H H	PESP311 <sup>5</sup>	16	H	PESP411 <sup>5</sup>	16	H
PHSE112 [FETP111]	12 8	H H	PHSE212 [NSSP211]	12 8	H H	PHSE312	16	H	PHSE412	16	H
<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>68</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>72</b>	

Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
						EDCC325	8	H			
EDCC126	8	H	EDCC225	8	H	EDCC326	8	H	EDCC424	8	H
Choose one: AGLA121 or AGLE121	12	X	WVOS222	12	X				RESF422	8	X
Choose one: AFCL121 <sup>1</sup> or PECL121 <sup>2</sup> or SECL121 <sup>2</sup> or SOLC121 <sup>2</sup> or XHCL121 <sup>2</sup> or ZUCL121 <sup>2</sup>	8	X	Choose one: ENAC221(NM) or ENAC222(M) <sup>4</sup>	8	X				Choose one: AFKF424(M) or AFKF425(NM) or SECF421(M) or SOCF421(M)	8	X
									LOLT421	3	X
Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
EGDE123 <sup>5</sup>	12	H	EGDE222 <sup>5</sup>	16	H	EGDE322 <sup>5</sup>	16	H	EGDE421 <sup>5</sup>	16	H
Continuation of Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ARTE122 <sup>5</sup> [FETM121]	12 8	H H	ARTE222 <sup>5</sup>	16	H	ARTE322 <sup>5</sup>	16	H	ARTE421 <sup>5</sup>	16	H
BSTE122 [FETM121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
CATE122 <sup>5</sup> [FETM121]	12 8	H H	CATE222 <sup>5</sup>	16	H	CATE322 <sup>5</sup>	16	H	CATE422 <sup>5</sup>	16	H
ECOE122 <sup>5</sup> [FETM121]	12 8	H H	ECOE222 <sup>5</sup>	16	H	ECOE322 <sup>5</sup>	16	H	ECOE422 <sup>5</sup>	16	H
ENGV121 [FETM121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
INTE122 <sup>5</sup> [FETM121]	12 8	H H	INTE222 <sup>5</sup>	16	H	INTE322 <sup>5</sup>	16	H	INTE422 <sup>5</sup>	16	H
PESP121 <sup>5</sup> [FETM121]	12 8	H H	PESP221 <sup>5</sup>	16	H	PESP321 <sup>5</sup>	16	H	PESP421 <sup>5</sup>	16	H
PHSE122 [FETM121]	12 8	H H	PHSE222	16	H	PHSE322	16	H	PHSE422	16	H
<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>64</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>67</b>	
<b>Total Year level 1</b>	<b>132</b>		<b>Total Year level 2</b>	<b>132</b>		<b>Total Year level 3</b>	<b>132</b>		<b>Total Year level 4</b>	<b>139</b>	
<b>TOTAL FOR THE PROGRAMME</b>										<b>535</b>	

**OP.2.13.20 SESOTHO FOR EDUCATION (M)**  
PROGRAMME 4BN J21 (CONTACT)  
PROGRAMME 4BP J21 (DISTANCE)

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First Semester			First Semester			First Semester			First Semester		
Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC114	8	H	EDCC214	8	H				EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC315	8	H	EDCC414	8	H
EDCC116	8	H	EDCC216	8	H	EDCC316	8	H	EDCC415	8	H
EDTC111	8	X				EDTM312	8	X	RESF412	8	X
			Choose one: ENAC211(NM) or ENAC212(M) <sup>4</sup>	8	X	WVOS312	12	X	Choose one: AFKF414(M) or AFKF415(NM) or SECF414(M) or SOCF414(M)	8	X
Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
SOFF111	12	H	SOFF211	12	H	SOFF311	16	H	SOFF411	16	H
Specialisation subject 2 [AND/OR GET subject] CHOOSE ONE			Continuation of elective Specialisation subject 2 [AND/OR GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
CATE112 <sup>5</sup> [MATF111]	12 8	H H	CATE212 <sup>5</sup> [CULV211]	12 8	H H	CATE312 <sup>5</sup>	16	H	CATE412 <sup>5</sup>	16	H
ECOE112 <sup>5</sup> [BSTG111]	12 8	H H	ECOE212 <sup>5</sup> [ACCG211]	12 8	H H	ECOE312 <sup>5</sup>	16	H	ECOE412 <sup>5</sup>	16	H
EGDE113 <sup>5</sup> [FETP111]	12 8	H H	EGDE212 <sup>5</sup> [CULV211]	12 8	H H	EGDE312 <sup>5</sup>	16	H	EGDE411 <sup>5</sup>	16	H
ENGV111 [MATF111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
GEOE112 <sup>5</sup> [NSSP111]	12 8	H H	GEOE212 <sup>5</sup> [HISS211]	12 8	H H	GEOE312 <sup>5</sup>	16	H	GEOE411 <sup>5</sup>	16	H
LIFE112 [NSSP112]	12 8	H H	LIFE212 [NSSP211]	12 8	H H	LIFE312	16	H	LIFE411	16	H
LOPV111 [MATF111]	12 8	H H	LOSE211 [CULV211]	12 8	H H	LOPE311	16	H	LOCE411	16	H
PESP111 <sup>5</sup> [MATF111]	12 8	H H	PESP211 <sup>5</sup> [CULV211]	12 8	H H	PESP311 <sup>5</sup>	16	H	PESP411 <sup>5</sup>	16	H
<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>64</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>68</b>		<b>Total 1<sup>st</sup> Semester</b>	<b>72</b>	

Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
EDCC126	8	H	EDCC225	8	H	EDCC325	8	H	EDCC424	8	H
Choose one: AGLA121 or AGLE121	12	X	WVOS222	12	X	EDCC326	8	H	RESF422	8	X
Choose one: AFCL121 <sup>1</sup> or PECL121 <sup>2</sup> or SECL121 <sup>2</sup> or SOLC121 <sup>2</sup> or XHCL121 <sup>2</sup> or ZUCL121 <sup>2</sup>	8	X	Choose one: ENAC221(NM) or ENAC222(M) <sup>4</sup>	8	X				Choose one: AFKF424(M) or AFKF425(NM) or SECF421(M) or SOCF421(M)	8	X
									LOLT421	3	X
Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
SOFF121	12	H	SOFF221	16	H	SOFF321	16	H	SOFF421	16	H
Continuation of Specialisation subject 2 [AND/OR GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
CATE122 <sup>5</sup> [READ121]	12 8	H H	CATE222 <sup>5</sup>	16	H	CATE322 <sup>5</sup>	16	H	CATE422 <sup>5</sup>	16	H
ECOE122 <sup>5</sup> [READ121]	12 8	H H	ECOE222 <sup>5</sup>	16	H	ECOE322 <sup>5</sup>	16	H	ECOE422 <sup>5</sup>	16	H
EGDE123 <sup>5</sup> [FETM121]	12 8	H H	EGDE222 <sup>5</sup>	16	H	EGDE322 <sup>5</sup>	16	H	EGDE421 <sup>5</sup>	16	H
ENGV121 [READ121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
GEOE122 <sup>5</sup> [NSSP121]	12 8	H H	GEOE222 <sup>5</sup>	16	H	GEOE322 <sup>5</sup>	16	H	GEOE421 <sup>5</sup>	16	H
LIFE122 [NSSP121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
LOPV121 [READ121]	12 8	H H	LOSE221	16	H	LOPE321	16	H	LOCE421	16	H
PESP121 <sup>5</sup> [READ121]	12 8	H H	PESP221 <sup>5</sup>	16	H	PESP321 <sup>5</sup>	16	H	PESP421 <sup>5</sup>	16	H
<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>64</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>67</b>	
<b>Total Year level 1</b>	<b>132</b>		<b>Total Year level 2</b>	<b>132</b>		<b>Total Year level 3</b>	<b>132</b>		<b>Total Year level 4</b>	<b>139</b>	
<b>TOTAL FOR THE PROGRAMME</b>										<b>535</b>	

**OP.2.13.21 MECHANICAL TECHNOLOGY EDUCATION<sup>5</sup>**

**PROGRAMME 4BN J17 (CONTACT)**

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First Semester			First Semester			First Semester			First Semester		
Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC114	8	H	EDCC214	8	H				EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC315	8	H	EDCC414	8	H
<i>EDCC116</i>	<i>8</i>	<i>H</i>	<i>EDCC216</i>	<i>8</i>	<i>H</i>	<i>EDCC316</i>	<i>8</i>	<i>H</i>	<i>EDCC415</i>	<i>8</i>	<i>H</i>
						EDTM312	8	X	RESF412	8	X
			Choose one: ENAC211(NM) or ENAC212(M) <sup>4</sup>	8	X	WVOS312	12	X	Choose one: AFKF414(M) or AFKF415(NM) or SECF414(M) or SOCF414(M)	8	X
			Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
			FETW211 <sup>5</sup>	12	H	ITEE312 <sup>5</sup>	8	H	ITEE413 <sup>5</sup>	8	H
						VTEE313 <sup>5</sup>	8	H	VTEE413 <sup>5</sup>	8	H
Specialisation subject 2 & GET subjects			Continuation of Specialisation subject 2 & GET subjects			Continuation of Specialisation subject 2			Continuation of Specialisation subject 2		
EGDE113 <sup>5</sup>	12	H	EGDE212 <sup>5</sup>	12	H	EGDE312 <sup>5</sup>	16	H	EGDE411 <sup>5</sup>	16	H
FETC111 <sup>5</sup>	12	H	WSKT213 <sup>5</sup>	8	H						
FETM111 <sup>5</sup>	8	H									
FETP111 <sup>5</sup>	8	H									
<b>Total 1<sup>st</sup> Semester</b>		<b>64</b>	<b>Total 1<sup>st</sup> Semester</b>		<b>64</b>	<b>Total 1<sup>st</sup> Semester</b>		<b>68</b>	<b>Total 1<sup>st</sup> Semester</b>		<b>72</b>



Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
						EDCC325	8	H			
EDCC126	8	H	EDCC225	8	H	EDCC326	8	H	EDCC424	8	H
Choose one: AGLA121 or AGLE121	12	X	WVOS222	12	X				RESF422	8	X
Choose one: AFCL121 <sup>1</sup> or PECL121 <sup>2</sup> or SECL121 <sup>2</sup> or SOLC121 <sup>2</sup> or XHCL121 <sup>2</sup> or ZUCL121 <sup>2</sup>	8	X	Choose one: ENAC221(NM) or ENAC222(M) <sup>4</sup>	8	X	ITEE312			Choose one: AFKF424(M) or AFKF425(NM) or SECF421(M) or SOCF421(M)	8	X
									LOLT421	3	X
			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
			ITEE222 <sup>5</sup>	8	H	ITEE323 <sup>5</sup>	8	H	ITEE423 <sup>5</sup>	8	H
			VTEE223 <sup>5</sup>	8	H	VTEE323 <sup>5</sup>	8	H	VTEE423 <sup>5</sup>	8	H
Continuation of Specialisation subject 2 & GET subjects			Continuation of Specialisation subject 2			Continuation of Specialisation subject 2			Continuation of Specialisation subject 2		
EGDE123 <sup>5</sup>	12	H	EGDE222 <sup>5</sup>	16	H	EGDE322 <sup>5</sup>	16	H	EGDE421 <sup>5</sup>	16	H
FETE121 <sup>5</sup>	12	H									
FETM121 <sup>5</sup>	8	H									
WSKT122 <sup>5</sup>	8	H									
<b>Total 2<sup>nd</sup> Semester</b>	<b>76</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>56</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>67</b>	
<b>Total Year level 1</b>	<b>140</b>		<b>Total Year level 2</b>	<b>132</b>		<b>Total Year level 3</b>	<b>124</b>		<b>Total Year level 4</b>	<b>139</b>	
<b>TOTAL FOR THE PROGRAMME</b>										<b>535</b>	

**OP.2.13.22 CIVIL TECHNOLOGY EDUCATION<sup>5</sup>**  
**PROGRAMME 4BN J18 (CONTACT)**

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First Semester			First Semester			First Semester			First Semester		
Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC114	8	H	EDCC214	8	H				EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC315	8	H	EDCC414	8	H
<i>EDCC116</i>	<i>8</i>	<i>H</i>	<i>EDCC216</i>	<i>8</i>	<i>H</i>	<i>EDCC316</i>	<i>8</i>	<i>H</i>	<i>EDCC415</i>	<i>8</i>	<i>H</i>
						EDTM312	8	X	RESF412	8	X
			Choose one: ENAC211(NM) or ENAC212(M) <sup>4</sup>	8	X	WVOS312	12	X	Choose one: AFKF414(M) or AFKF415(NM) or SECF414(M) or SOCF414(M)	8	X
			Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
			CTEE212 <sup>5</sup>	12	H	CTEE312 <sup>5</sup>	16	H	CTEE412 <sup>5</sup>	16	H
Specialisation subject 2 & GET subjects			Continuation of Specialisation subject 2 & GET subjects			Continuation of Specialisation subject 2			Continuation of Specialisation subject 2		
EGDE113 <sup>5</sup>	12	H	EGDE212 <sup>5</sup>	12	H	EGDE312 <sup>5</sup>	16	H	EGDE411 <sup>5</sup>	16	H
FETC111 <sup>5</sup>	12	H	WSKT213 <sup>5</sup>	8	H						
FETM111 <sup>5</sup>	8	H									
FETP111 <sup>5</sup>	8	H									
<b>Total 1<sup>st</sup> Semester</b>		<b>64</b>	<b>Total 1<sup>st</sup> Semester</b>		<b>64</b>	<b>Total 1<sup>st</sup> Semester</b>		<b>68</b>	<b>Total 1<sup>st</sup> Semester</b>		<b>72</b>

Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
						EDCC325	8	H			
EDCC126	8	H	EDCC225	8	H	EDCC326	8	H	EDCC424	8	H
Choose one: AGLA121 or AGLE121	12	X	WVOS222	12	X				RESF422	8	X
Choose one: AFCL121 <sup>1</sup> or PECL121 <sup>2</sup> or SECL121 <sup>2</sup> or SOLC121 <sup>2</sup> or XHCL121 <sup>2</sup> or ZUCL121 <sup>2</sup>	8	X	Choose one: ENAC221(NM) or ENAC222(M) <sup>4</sup>	8	X				Choose one: AFKF424(M) or AFKF425(NM) or SECF421(M) or SOCF421(M)	8	X
									LOLT421	3	X
			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
			CTEE222 <sup>5</sup>	16	H	CTEE322 <sup>5</sup>	16	H	CTEE422 <sup>5</sup>	16	H
Continuation of Specialisation subject 2 & GET subjects			Continuation of Specialisation subject 2			Continuation of Specialisation subject 2			Continuation of Specialisation subject 2		
EGDE123 <sup>5</sup>	12	H	EGDE222 <sup>5</sup>	16	H	EGDE322 <sup>5</sup>	16	H	EGDE421 <sup>5</sup>	16	H
FETE121 <sup>5</sup>	12	H									
FETM121 <sup>5</sup>	8	H									
WSKT122 <sup>5</sup>	8	H									
<b>Total 2<sup>nd</sup> Semester</b>	<b>76</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>56</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>67</b>	
<b>Total Year level 1</b>	<b>140</b>		<b>Total Year level 2</b>	<b>132</b>		<b>Total Year level 3</b>	<b>124</b>		<b>Total Year level 4</b>	<b>139</b>	
<b>TOTAL FOR THE PROGRAMME</b>										<b>535</b>	

**OP.2.13.23 ELECTRICAL TECHNOLOGY EDUCATION<sup>5</sup>**  
**PROGRAMME 4BN J19 (CONTACT)**

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First Semester			First Semester			First Semester			First Semester		
Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC114	8	H	EDCC214	8	H				EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC315	8	H	EDCC414	8	H
<i>EDCC116</i>	<i>8</i>	<i>H</i>	<i>EDCC216</i>	<i>8</i>	<i>H</i>	<i>EDCC316</i>	<i>8</i>	<i>H</i>	<i>EDCC415</i>	<i>8</i>	<i>H</i>
						EDTM312	8	X	RESF412	8	X
			Choose one: ENAC211(NM) or ENAC212(M) <sup>4</sup>	8	X	WVOS312	12	X	Choose one: AFKF414(M) or AFKF415(NM) or SECF414(M) or SOCF414(M)	8	X
			Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
			ETEE213 <sup>5</sup>	12	H	ETEE312 <sup>5</sup>	16	H	ETEE413 <sup>5</sup>	16	H
Specialisation subject 2 & GET subjects			Continuation of Specialisation subject 2 & GET subjects			Continuation of Specialisation subject 2			Continuation of Specialisation subject 2		
EGDE113 <sup>5</sup>	12	H	EGDE212 <sup>5</sup>	12	H	EGDE312 <sup>5</sup>	16	H	EGDE411 <sup>5</sup>	16	H
FETC111 <sup>5</sup>	12	H	WSKT213 <sup>5</sup>	8	H						
FETM111 <sup>5</sup>	8	H									
FETP111 <sup>5</sup>	8	H									
<b>Total 1<sup>st</sup> Semester</b>		<b>64</b>	<b>Total 1<sup>st</sup> Semester</b>		<b>64</b>	<b>Total 1<sup>st</sup> Semester</b>		<b>68</b>	<b>Total 1<sup>st</sup> Semester</b>		<b>72</b>

Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
						EDCC325	8	H			
EDCC126	8	H	EDCC225	8	H	EDCC326	8	H	EDCC424	8	H
Choose one: AGLA121 or AGLE121	12	X	WVOS222	12	X				RESF422	8	X
Choose one: AFCL121 <sup>1</sup> or PECL121 <sup>2</sup> or SECL121 <sup>2</sup> or SOLC121 <sup>2</sup> or XHCL121 <sup>2</sup> or ZUCL121 <sup>2</sup>	8	X	Choose one: ENAC221(NM) or ENAC222(M) <sup>4</sup>	8	X				Choose one: AFKF424(M) or AFKF425(NM) or SECF421(M) or SOCF421(M)	8	X
									LOLT421	3	X
			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
			ETEE222 <sup>5</sup>	16	H	ETEE322 <sup>5</sup>	16	H	ETEE423 <sup>5</sup>	16	H
Continuation of Specialisation subject 2 & GET subjects			Continuation of Specialisation subject 2			Continuation of Specialisation subject 2			Continuation of Specialisation subject 2		
EGDE123 <sup>5</sup>	12	H	EGDE222 <sup>5</sup>	16	H	EGDE322 <sup>5</sup>	16	H	EGDE421 <sup>5</sup>	16	H
FETE121 <sup>5</sup>	12	H									
FETM121 <sup>5</sup>	8	H									
WSKT122 <sup>5</sup>	8	H									
<b>Total 2<sup>nd</sup> Semester</b>	<b>76</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>68</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>56</b>		<b>Total 2<sup>nd</sup> Semester</b>	<b>67</b>	
<b>Total Year level 1</b>	<b>140</b>		<b>Total Year level 2</b>	<b>132</b>		<b>Total Year level 3</b>	<b>124</b>		<b>Total Year level 4</b>	<b>139</b>	
<b>TOTAL FOR THE PROGRAMME</b>										<b>535</b>	

## OP.3 MODULE OUTCOMES

Module code: ACCE112	Semester 1	NQF-level: 5
Title: Accounting for Education: Application of Accounting Systems		
On completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• an informed understanding of the purpose and function of Accounting ;</li> <li>• the ability to identify and analyse the elements of an accounting system in the reconciliation of Bank and control accounts for the use according to due procedures and processes in the Accounting system and to demonstrate accuracy in all calculations;</li> <li>• the ability to behave ethically, to remain well-motivated and value-driven in all operational circumstances and in all forms of communication, written and verbal and to demonstrate accountability;</li> <li>• the ability to select information and combine his/her theoretical knowledge with practical application and to develop the necessary presentation skills using appropriate technologies according to generally accepted accounting practice (GAAP) together with the ability to represent this to the learners in his/her own classroom; and</li> <li>• application of the systematic knowledge regarding lesson planning and problem-solving that reflects the basic Accounting procedures and processes.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ACCE122	Semester 2	NQF-level: 6
Title: Accounting for Education: Financial Reporting – Sole Proprietor		
On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• display a knowledge of financial reporting by designing an accounting system in accordance with the needs of a specific application/approach to an accounting practice;</li> <li>• collect, analyse, present, report and interpret the linked elements of an accounting system/practice such as the trial balances, settlements, final accounts, ten column work sheets, financial statements and ratios in principle with theoretical basis, the use of procedures and processes in practice-related examples/situations;</li> <li>• behave ethically and to remain self-motivated and value-driven in all operational circumstances and forms of communication, written and verbal and to demonstrate accountability;</li> <li>• select information and combine this with his / her theoretical knowledge in practical application and to develop the necessary presentation skills using appropriate technologies according to general accepted accounting practice (GAAP) and to represent this to the learners in his/her own classroom; and</li> <li>• apply systematic knowledge regarding lesson planning and problem-solving that reflects basic Accounting procedures and processes.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ACCE212	Semester 1	NQF-level: 6
Title: Accounting for Education: Asset Disposal and Partnership		
On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• display a detailed knowledge of asset purchasing and disposal, partnerships and periodic inventory systems by designing an accounting system according to the needs of a specific application/approach to an accounting practice;</li> <li>• analyse critically, note and interpret the linked elements of an accounting system/practice such as the sale of any property, plant or equipment, daily transactions of a partnership admission, withdrawal of partner and dissolution of a partnership, transactions according to departments and annual financial statements in accordance with sound theoretical bases, the use of procedures and processes in practically-related examples/situations;</li> <li>• behave ethically and to remain self-motivated and value-driven in all operational circumstances and forms of communication, written and verbal and to demonstrate accountability;</li> <li>• The ability to select information and to combine this with his / her theoretical knowledge in practical applications and to develop the necessary presentation skills using appropriate technologies according to general accepted accounting practice (GAAP) and to represent this to the learners in his/her own classroom; and</li> <li>• the ability to apply systematic knowledge to lesson planning and problem-solving that reflects basic Accounting procedures and processes.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ACCE222	Semester 2	NQF-level: 6
Title: Accounting for Education: Manufacturing, Non-trading Enterprises and Budgets		
On completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• a detailed knowledge of manufacturing, non-profit organizations (sport clubs) and budgets by designing an accounting system to cater for the needs of a specific application/approach to accounting practice;</li> <li>• the ability to analyse critically, evaluate and interpret the linked elements of an accounting system/practice such as the manufacturing and non-trading businesses (sport clubs); interpret financial data for budgets formulated on a sound theoretical basis, the use of correct procedures and formats in practically related examples/situations;</li> <li>• behaviour that is ethically motivated and value-driven in all operational circumstances, in all forms of communication, written and verbal and in every way to demonstrate accountability;</li> <li>• the ability to select information and to direct his / her theoretical knowledge into practical application and to develop the necessary presentation skills using appropriate technologies according to general accepted accounting practice (GAAP) and to communicate this accurately to the learners in his/her own classroom; and</li> <li>• application of the systematic knowledge regarding lesson planning and problem solving that reflect basic Accounting procedures and processes.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ACCE312	Semester 1	NQF-level: 6
Title: Accounting for Education: Close Corporations and Companies		
On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>display integrated knowledge of close corporations and companies by designing an accounting system according to the needs of a specific application/approach to an accounting practice;</li> <li>analyse, interpret and translate the linked elements of an accounting system/practice such as accounting entries in the various books (journals, ledgers) regarding close corporations and companies as business forms, closed accounts and financial year-end statements based on sound theoretical bases, and the use of procedures and processes in practically related examples/situations;</li> <li>present and/or communicate financial information effectively by using generally accepted accounting practice in line with current developments and legislation;</li> <li>behave ethically and to remain self-motivated and value-driven in all operational circumstances and forms of communication, written and verbal and to demonstrate accountability;</li> <li>select information and to combine this with his / her theoretical knowledge in practical applications and to develop the necessary presentation skills using appropriate technologies according to general accepted accounting practice (GAAP) to represent this to the learners in his/her own classroom; and</li> <li>apply systematic knowledge to lesson planning and problem-solving that reflects basic Accounting procedures and processes.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ACCE322	Semester 2	NQF-level: 7
Title: Accounting for Education: Financial Statements and Budgets		
On completion of this module the student should be able to demonstrate a capacity to:		
<ul style="list-style-type: none"> <li>display an integrated knowledge of the financial statements of companies and budgets by designing an accounting system according to the needs of a specific application/approach to an accounting practice;</li> <li>analyse, interpret, define as well as indicate and interpret the functions of the financial statements from the linked elements of an accounting system/practice such as cash flow statement and cash budgeting of Companies observing the correct theoretical bases, and using correct procedures and processes, conventions and format in practically related examples/situations;</li> <li>present and/or communicate financial information effectively by using generally accepted accounting practice in line with current developments and legislation;</li> <li>behave ethically and to remain self-motivated and value-driven in all operational circumstances and in all forms of communication, written and verbal and to demonstrate accountability;</li> <li>select information and to combine this with his / her theoretical knowledge made manifest in practical application and to develop the necessary presentation skills using appropriate technologies according to general accepted accounting practice (GAAP) and to represent this to the learners in his/her own classroom; and</li> <li>apply systematic knowledge regarding lesson planning and problem-solving that reflects the basic Accounting procedures and processes.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ACCE412	Semester 1	NQF-level: 7
Title: Accounting for Education: Correction of Errors and Incomplete Records, Ethics, Internal control and Auditing		
On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>display a systematic knowledge of the correction of errors and conversion of incomplete records, ethics, internal control and auditing by designing an accounting system in accordance with the needs of a specific application/approach to an accounting practice by using correct procedures and formats in practically-related examples/situations;</li> <li>analyse, interpret, define as well as indicate and interpret the functions of the final statements from the linked elements of an accounting system/practice such as preparation of accounting books and statements from incomplete information or incomplete records;</li> <li>present and/or communicate financial information effectively by using generally accepted accounting practice in line with current developments and legislation, internal control and auditing;</li> <li>behave ethically and to remain self-motivated and value-driven in all operational circumstances and forms of communication, written and verbal and to demonstrate accountability.</li> <li>select information and to combine this with his / her theoretical knowledge in practical application and to develop the necessary presentation skills using appropriate technologies according to general accepted accounting practice (GAAP) and to represent this to the learners in his/her own classroom; and</li> <li>apply systematic knowledge regarding lesson planning and problem-solving that reflects the basic Accounting procedures and processes.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ACCE422	Semester 2	NQF-level: 7
Title: Accounting for Education: Branch accounts and Computer usage in Accounting		
On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>demonstrate a systematic knowledge of a computerised accounting system in accordance with the needs of a specific application/approach to an accounting practice by using correct procedures and formats in practically-related examples/situations;</li> <li>analyse, interpret, define as well as indicate and interpret the functions of the final statements from the linked elements of accounting system/practice in a computerised system;</li> <li>deal with unknown concrete and abstract problems by means of research and information-acquisition skills, to obtain information and to integrate this as a whole to form part of a solution and to communicate this to a lay or professional audience by making use of the appropriate computer technology;</li> <li>present and/or communicate financial information effectively by using generally accepted accounting practice in line with current developments and legislation; internal control and auditing;</li> <li>behave ethically and to remain self-motivated and value-driven in all operational circumstances and forms of communication, written and verbal and to demonstrate accountability; and</li> <li>select information and to combine this with his / her theoretical knowledge in practical application and to develop the necessary presentation skills using appropriate technologies according to generally accepted accounting practice (GAAP) and to represent this to the learners in his/her own classroom.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ACCG211	Semester 1	NQF-level: 6
Title: Economic Management Sciences for Education: Financial Literacy in the Senior phase		
After completion of the ACCG module, the student will demonstrate the following:		
<ul style="list-style-type: none"> <li>knowledge and informed understanding of <ul style="list-style-type: none"> <li>savings; budgets, income and expenses; and accounting concepts;</li> <li>the key terms, concepts, established principles and theories with reference to the accounting cycle; source documents; Cash Receipts Journal and Cash Payments Journal of a sole trader; effects of cash transactions on the accounting equation; General Ledger and trial balance;</li> <li>ability to select, plan, implement and manage information about the Cash Receipts Journal and Cash Payment Journals of a sole trader; posting to the General Ledger; preparing a Trial Balance; recording transactions in the Debtors Journal, Debtors Allowance Journal, Creditors Journal and Creditors Allowance Journal; posting to the Debtors Ledger and Creditors Ledger;</li> </ul> </li> <li>basic research skills such as gathering and verifying information from various accounting sources;</li> <li>the ability to communicate accounting information coherently and reliably, verbally or in writing, via different technologies and media;</li> <li>the ability to operate individually or as part of a group in their social environment; to make appropriate contributions to successfully complete accounting assignments; and</li> <li>monitor their own learning progress, implement relevant learning strategies to combine theoretical knowledge into practical application and be able to represent Accounting to the learners in their classrooms.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Modulekode: AFAP211	Semester 1	NKR-vlak: 5
Titel: Afrikaans Eerste Addisionele Taal in GSF onderrig: Taalverwring en -ontwikkeling en seleksie en evaluering van kinderliteratuur		
Na die suksesvolle voltooiing van hierdie module behoort die student in staat te wees om:		
<ul style="list-style-type: none"> <li>huidige en historiese teorieë en navorsing in taalverwring te kan oordra en te kommunikeer soos toegepas op AAT-leerders op 'n akademiese vlak.</li> <li>begrip te toon van die teorieë en navorsing wat verduidelik hoe T1-ontwikkeling verskil van T2-ontwikkeling.</li> <li>die belangrikheid van AAT-leerders se T1 en taalvariasies te evalueer en hierdie vaardighede te gebruik om die T2 te bou.</li> <li>In 'n groep inligting te kan versamel, te sintetiseer en te evalueer rakende die sosiokulturele, psigologiese en politiese veranderlikes en te kan aantoon hoe hierdie veranderlikes die aanleer van AAT beïnvloed.</li> <li>Kennis oor individuele leerderverskille te kan illustreer in die onderrig van AAT.</li> <li>beginsels vir die seleksie en evaluasie van toepaslike kinderliteratuur vir leerders binne 'n multikulturele gemeenskap te kan toepas.</li> </ul>		
Metode van aflewering: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 50 % 1x2 ure geskrewe eksamen 50 %		



Modulekode: AFAF221	Semester 2	NKR-vlak: 6
Titel: Afrikaans Eerste Addisionele Taal in GSF onderrig: Fundamentele kennis en multikulturele kinderliteratuur		
Na die suksesvolle voltooiing van hierdie module behoort die student in staat te wees om die volgende te demonstreer:		
<ul style="list-style-type: none"> <li>• Die vermoë om inligting gegrond op wetenskaplike navorsing in te samel en te verifieer wat verband hou met die ontwikkeling en progressie van: <ul style="list-style-type: none"> <li>➢ Mondelinge taal (semantiek, sintaksis, pragmatiek)</li> <li>➢ Fonologiese vaardigheid</li> <li>➢ Geskrewe woordherkenning</li> <li>➢ Spelling</li> <li>➢ Leesvloeiendheid</li> <li>➢ Leesbegrip</li> <li>➢ Geskrewe uitdrukking</li> </ul> </li> <li>• Die vermoë om inligting rakende taalverwerkingsprosesse geloofwaardig, akkuraat en koherent oor te dra wat verband hou met effektiewe lees en skryf: <ul style="list-style-type: none"> <li>➢ Fonologiese verwerking (spraak en klank)</li> <li>➢ Ortografiese (geskrewe) verwerking</li> <li>➢ Semantiese (betekenis) verwerking</li> <li>➢ Sintaktiese (sinsvlak) verwerking</li> <li>➢ Diskoersverwerking (teksvlak)</li> </ul> </li> <li>• Die vermoë om tussen die veelvoudige faktore (bv. omgewing, kultuur, sosiale omgang, spel, ens.) te onderskei en te evalueer hoe dit leerderontwikkeling en leer affekteer en gepaste praktyke kan toepas om hierdie faktore binne die klaskamer te hanteer.</li> <li>• Kennis en 'n ingeligte begrip van relevante teorieë en empiriese navorsing van wat onderliggend is in die reaksies van leerders op kinderliteratuur asook die waarde van multikulturele kinderliteratuur.</li> </ul>		
Metode van aflerwing: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 50 % 1x2 ure geskrewe eksamen 50 %		

Modulekode: AFAF311	Semester 1	NKR-vlak: 6
Titel: Afrikaans Eerste Addisionele Taal in GSF onderrig: Taal, kultuur en prentebouke		
Na die suksesvolle voltooiing van hierdie module behoort die student in staat te wees om die volgende te demonstreer:		
<ul style="list-style-type: none"> <li>• Kennis en ingeligte begrip van kulturele waardes en uitgangspunte in die konteks van onderrig en leer.</li> <li>• Ingeligte begrip om die kommunikasie tussen die huisgesin en die skool te bevorder om AAT te fasiliteer en eties verantwoordbare begrip te bewerkstellig asook 'n aanwending van kennis oor die effek van rasisme, stereotipering en diskriminasie in onderrig en leer.</li> <li>• Die vermoë om kommunikasie tussen huis en skool te bevorder om AAT onderrig te fasiliteer en etiesverantwoordbare vennootskappe te bou met die AAT-gesinne.</li> <li>• 'n Ingeligte begrip van en aanwending van konsepte oor die interverhoudings tussen taal en kultuur.</li> <li>• Die vermoë om 'n wye verskeidenheid bronne, insluitend die internet te kan gebruik om te leer oor verskillende culture oor die wêreld en spesifieke culture van die student in hulle klaskamers en om hierdie kennis toe te pas in die onderrig met behulp van gepaste metodes.</li> <li>• Die vermoë om konsepte van kulturele vaardigheid toe te pas, veral kennis oor hoe individuele kulturele identiteit leerders se akademiese prestasie beïnvloed en hoe hierdie identiteitvlakke mag verskil tussen leerders.</li> <li>• Die vermoë om in groepe saam te werk om inligting in te samel, te evalueer en inligting korrek en koherent oor te dra op 'n etiesverantwoordbare manier rakende illustreerders en hulle illustrasies by kinderliteratuur.</li> <li>• 'n Goë begrip van die verskillende tipes kinderliteratuur, met die fokus op prentebouke en die vermoë om dit te selekteer en te evalueer en te implementeer in onderrigaktiwiteite.</li> </ul>		
Metode van aflerwing: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 50 % 1x2 ure geskrewe eksamen 50 %		

Modulekode: AFAF321	Semester 2	NKR-vlak: 6
Titel: Afrikaans Eerste Addisionele Taal in GSF onderrig: Taal as 'n sisteem en Tradisionele Literatuur, Poësie, Historiese Fiksie en Biografieë		
Na die suksesvolle voltooiing van hierdie module behoort die student in staat te wees om die volgende te demonstreer:		
<ul style="list-style-type: none"> <li>• Gegronde kennis en begrip van die komponente van taal en taal as 'n geïntegreerde sisteem.</li> <li>• Die vermoë om inligting oor fonologie en fonetiek, morfologie, sintaksis, semantiek en pragmatiek te selekteer en te analiseer, sintetiseer en evalueer om AAT-leerders te ondersteun in die ontwikkeling van mondelinge, lees- en skryfvaardigheid in Afrikaans.</li> <li>• Diepgaande kennis van retoriese en diskoersstrukture om in AAT-leer toe te pas.</li> <li>• Geïntegreerde kennis van verskillende kinderliteratuur-genres soos tradisionele literatuur, poësie, historiese fiksie en biografieë.</li> </ul>		
Metode van aflerwing: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 50 % 1x2 ure geskrewe eksamen 50 %		

Modulekode: AFAF411	Semester 1	NKR-vlak: 7
Titel: Afrikaans Eerste Addisionele Taal in GSF onderrig: Beplanning, implementering en bestuur van onderrig asook fantasie, wetenskaplike en kontemporêre realistiese fiksie		
Na die suksesvolle voltooiing van hierdie module behoort die student in staat te wees om die volgende te demonstree:		
<ul style="list-style-type: none"> <li>• Integreer kennis oor die onderigbehoefes van diverse AAT-leerders.</li> <li>• Begrip van 'n wye verskeidenheid metodes, aktiwiteite en opdragte met gepaste assessering vir AAT-leerders se onderrig en leer.</li> <li>• Die vermoë om kultureel-responsiewe en linguïsties-toeganklike onderrigmateriaal (wat verband hou met met luister, praat, lees en skryf) te kies en aan te pas volgens die geskikte ouderdomsgroepe.</li> <li>• Die vermoë om inligting oor tegnologiese bronne wat die onderrig en leer van AAT kan bevorder in te samel, te analiseer, te sintetiseer en te evalueer.</li> <li>• Integreer kennis en begrip van kinderliteratuur ten opsigte van die genres fantasie, wetenskaplike en kontemporêre realistiese fiksie.</li> </ul>		
Metode van aflewering: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 60 % 1x2 ure geskrewe eksamen 40 %		

Modulekode: AFAF421	Semester 2	NKR-vlak: 7
Titel: Afrikaans Eerste Addisionele Taal in GSF onderrig: Assessering en kritiese onderwerpe in kinderliteratuur		
Na die suksesvolle voltooiing van hierdie module behoort die student in staat te wees om die volgende te demonstree:		
<ul style="list-style-type: none"> <li>• Kennis en betrokkenheid in navorsing wat verband hou met die grondbeginsels van AAT-assessering.</li> <li>• Die vermoë om veelvuldige bronne van kennis rakende AAT-assesseringsmetodes, tegnieke, hulpmiddels en praktyke te integreer.</li> <li>• Die vermoë om assesseringsdata in te samel, te sintetiseer en te evalueer sodat die onderrigbesluitneming op 'n etiesverantwoordbare wyse kan plaasvind.</li> <li>• Die vermoë om AAT-assesseringsresultate op 'n eties en akademiese wyse kan aanbied en kommunikeer aan 'n wye verskeidenheid van belanghebbendes met kreatiewe insigte en interpretasies van die taalkomponente.</li> <li>• Die vermoë om op 'n teoretiese en kritiese wyse met kinderliteratuur om te gaan deur die verskillende kinderliteratuur te koppel aan 'n kritiese benadering.</li> <li>• Die vermoë om eties te reflekteer op kontraversiële onderwerpe in kinderliteratuur en hierdie onderwerpe te kan hanteer in die onderrigpraktyk.</li> </ul>		
Metode van aflewering: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 60 % 1x2 ure geskrewe eksamen 40 %		

Modulekode: AFCL121	Semester 2	NKR-vlak: 5
Titel: Afrikaans: Basiese Gespreksgeskiedenis		
Na voltooiing van hierdie module behoort 'n student bewys te kan lewer van:		
<ul style="list-style-type: none"> <li>• funksionele gebruikskennis van grammatikale strukture van Afrikaans;</li> <li>• 'n funksionele woordeskat vir basiese interpersoonlike kommunikasie;</li> <li>• elementêre individuele luister- en skryfvaardighede in Afrikaans.</li> </ul>		
Metode van aflewering: Kontak, Afstand		
Assesseringsmetodes: : Deurlopende assessering 100 %		

Modulekode: AFKF414	Semester 1	NKR vlak: 6
Titel: Afrikaans Huistaal Kommunikasie: Doeltreffende taalgebruik in 'n verskeidenheid kontekste		
Na suksesvolle voltooiing van hierdie module behoort die student bewys te kan lewer van:		
<ul style="list-style-type: none"> <li>• omvattende en gedetailleerde kennis van Afrikaanse hoëfrekwensie-spellingkwessies en die vaardigheid om hierdie kennis te integreer met insigte omtrent die waarde wat 'n goeie spelvermoë en 'n ingesteldheid op korrekte spelling vir leerders het;</li> <li>• vaardigheid in die beoordeling van die verband tussen goeie taalgebruik en sosiale beoordeling;</li> <li>• grondige kennis van Standaardafrikaans en die verskillende niestandaardvorme van die taal, asook van die waarde en funksie van bepaalde variëteite in die heterogene Afrikaanse samelewing;</li> <li>• gedetailleerde kennis omtrent die waarde en funksie van Standaardafrikaans as gepaste vorm vir die onderrigsituasie asook die vaardigheid om die niestandaardvorme van Afrikaans en die sprekers daarvan op professioneel-etiese wyse te akkommodeer; en</li> <li>• grondige kennis van die verskillende soorte woordeboeke en die funksies en gebruiksmoontlikhede van elkeen, asook die vaardigheid om die inligting wat woordeboeke bied krities-oordeelkundig en effektief te kan benut.</li> </ul>		
Metode van aflewering: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 60 % 1x2 ure geskrewe eksamen 40 %		

Modulekode: AFKF415	Semester 1	NKR vlak: 6
Titel: Afrikaans Eerste Addisionele Taal Kommunikasie: Fundamentele onderwysrelevante taalvaardigheid vir nie-moedertaalsprekers		
Na voltooiing van hierdie module behoort 'n student bewys te kan lewer van:		
<ul style="list-style-type: none"> <li>• fundamentele kennis en begrip ten opsigte van funksionele grammatikale strukture van Afrikaans ten einde in staat te wees om Afrikaans as kommunikasie-medium binne die diverse kontekste van die skool en sosiale omgewing vir kommunikasiedoeleindes te gebruik;</li> <li>• die vermoë om Afrikaanse praat-, luister-, lees- en skryfopdragte oor onderwysrelevante onderwerpe te kan uitvoer;</li> <li>• mondelinge en skriftelikegebruikvaardighede ten opsigte van woordeskat wat oor onderwysrelevante onderwerpe verwerf is; en</li> <li>• grondige kennis en gebruikvaardighede vir die ontsluiting van relatief gekompliseerde tekste oor onderwysrelevante onderwerpe, asook vir die samestelling van elementêre tekste oor dieselfde tipe onderwerpe.</li> </ul>		
Metode van aflewering: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 70 % Portfolio opdrag dien as finale summatiewe assessering 30 %		

Modulekode: AFKF424	Semester 2	NKR-vlak: 6
Titel: Afrikaans Huistaal Kommunikasie: Doeltreffende openbare mondelinge en geskrewe kommunikasie		
Na suksesvolle voltooiing van hierdie module behoort die student bewys te kan lewer van:		
<ul style="list-style-type: none"> <li>geïntegreerde akademiese kennis van en uitgebreide vaardigheid ten opsigte van 'n verskeidenheid vorme van verbale en nieverbale kommunikasie, asook van saaklike skriftelike kommunikasie;</li> <li>grondige kennis van en gebruikvaardigheid ten opsigte van die Afrikaanse akademiese register wat in die strukturering van referate en ander wetenskaplike werksukke vereis word;</li> <li>grondige kennis van en goeie gebruikvaardigheid ten opsigte van die spesifieke registers en style wat binne bepaalde skoolverwante kommunikasiesituasies tot effektiewe kommunikasie lei; en</li> <li>grondige kennis van 'n verskeidenheid geskrewe tekstipes en die vaardigheid om dié tekstipes effektief te gebruik.</li> </ul>		
Metode van aflewering: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 50 % 1x2 ure geskrewe eksamen 50 %		

Modulekode: AFKF425	Semester 2	NKR-vlak: 6
Titel: Afrikaans Eerste Addisionele Taal Kommunikasie: Onderwyserrelevante taalvaardigheid vir nie-moedertaalsprekers		
Na voltooiing van hierdie module behoort 'n student bewys te kan lewer van:		
<ul style="list-style-type: none"> <li>dieper kennis en begrip ten opsigte van die effektiewe gebruik van algemene funksionele grammatikale strukture van Afrikaans en enkele hoëfrekwensie-akademiese strukture van Afrikaans as kommunikasiemedium binne diverse skoolkontekste en sosiale omgewings;</li> <li>die vaardigheid om gevorderde beginsels ten opsigte van effektiewe verbale en nieverbale interpersoonlike kommunikasie te kan aflei en binne multikulturele skoolkontekste te kan toepas</li> <li>die vaardigheid en kundigheid om 'n Afrikaanse literêre teks te analiseer ten opsigte van die temas en sosiale kwessies daarbinne en ten opsigte van sosio-politieke konteks waarbinne dit afspeel en in staat te wees om die geloofwaardigheid van die uitbeelding van karakters vanuit verskillende sosio-kulturele agtergronde krities te beoordeel;</li> <li>die vaardigheid om die woordeskat en grammatikale strukture van 'n bepaalde Afrikaanse teks te gebruik om 'n andersoortige teks oor dieselfde tema te skep.</li> </ul>		
Metode van aflewering: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 70 % Projek dien as finale summatielike assessering 30 %		

Modulekode: AFRE112	Semester 1	NKR-vlak: 5
Titel: Afrikaans Huistaal: Teks en kurrikulum in die Senior & VOO-fase		
Na suksesvolle voltooiing van hierdie module behoort die student bewys te kan lewer van:		
<ul style="list-style-type: none"> <li>'n grondige en sistematiese vakkennis ten opsigte van die implementering en integrering van die nasionale skoolkurrikulum en relevante taalonderrigteorieë by die saamstel en beoordeling van onderrigleermateriaal;</li> <li>'n grondige en gedetailleerde kennis en analiseringsvaardighede van die eie aard van verskillende (veral literêre) teksoortte;</li> <li>die vaardigheid om, met inagneming van relevante literêre en onderrigteorieë, gepaste literêre tekste vir bepaalde huistaal- en addisionele taal-leerders te kan kies en hul keuse indringend kan motiveer;</li> <li>toepaslike onderrigvaardighede ten opsigte van die saamstel, kritiese beoordeling en gebruik van tematiesgerigte lesse vir die geïntegreerde ontwikkeling van verskillende taalvaardighede by leerders in die Senior en VOO-fase (huistaal en addisionele taal); en</li> <li>die vaardigheid om selfgereuleerd en gefokus te lees om sy/haar literêre verwysingsraamwerk te verbreed.</li> </ul>		
Metode van aflewering: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 50 % 1x2½ ure geskrewe eksamen 50 %		

Modulekode: AFRE122	Semester 2	NKR-vlak: 6
Titel: Afrikaans Huistaal: Spelling, semantiek, en woordeboekgebruik vir onderwys		
Na voltooiing van hierdie module behoort 'n student bewys te kan lewer van:		
<ul style="list-style-type: none"> <li>grondige, omvattende en gespesialiseerde kennis en begrip ten opsigte van die ontwikkeling van die Afrikaanse spellingsstelsel, normatiewe, semantiese en pragmatiese aspekte van taalgebruik en styl binne die diverse kontekste van die skool en sosiale omgewing;</li> <li>praktiese toepassingsvaardighede van hierdie kennis binne die riglyne van die nasionale skoolkurrikulum vir Afrikaans as huistaal en as addisionele taal binne die Senior en VOO-fase; en</li> <li>grondige kennis en beoordelingsvaardigheid ten opsigte van die etiese en professionele implikasies van korrekte spelling en bepaalde semantiese en pragmatiese aspekte van Afrikaans (in veral) die skoolomgewing.</li> </ul>		
Metode van aflewering: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 50 % 1x2½ ure geskrewe eksamen 50 %		

Modulekode: AFRE212	Semester 1	NKR-vlak: 6
Titel: Afrikaans Huistaal: Linguïstiek vir onderwys		
Onderwyserbevoegdhede ontwikkel deur middel van die module:		
<ul style="list-style-type: none"> <li>Omvattende en gefokusde vak- en vaktakennis ten opsigte van bepaalde die (Afrikaanse) taalkundedisipline;</li> <li>Die vaardigheid om gepaste metodes, tegnieke en prosedures te selekteer en vir die gestruktureerde fasilitering en assessering van leer – ooreenkomstig relevante nasionale onderwysebeleidisdokumente en met inagneming van diverse leerderbehoefte – in bepaalde skoolfasies gebruik om 'n leerbevorderende omgewing te skep.</li> <li>Die vermoë om eie leer te bestuur en as professionele leier op verantwoordelike wyse met taal om te gaan.</li> <li>Die vaardigheid om 'n verskeidenheid bronne te kan ontsluit om spesifieke informasie te verkry, dit te evalueer en vir 'n bepaalde leer- of onderrigdoel te gebruik.</li> <li>Die vermoë tot professionele gedrag binne die waardesisteme van die skool en die onderwysgemeenskap.</li> <li>Die vermoë tot kritiese denke oor eie kennis en onderrigvaardighede</li> <li>Die vaardigheid om op wetenskaplik verantwoordbare wyse ondersoek in te stel oor die geldigheid van bepaalde standpunte en uitlatinge rakende taalonderrig.</li> </ul>		
Metode van aflewering: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 50 % 1x2½ ure geskrewe eksamen 50 %		

Modulekode: AFRE222	Semester 2	NKR-vlak: 6
Titel: Afrikaans Huistaal: Drama, film en jeugprosa vir onderwys		
Na suksesvolle voltooiing van hierdie module behoort die student bewys te kan lewer van:		
<ul style="list-style-type: none"> <li>• 'n omvattende kennis van die ontstaan en ontwikkeling van die Afrikaanse drama, film en jeugprosa;</li> <li>• 'n omvattende en gedetailleerde kennis van die eie aard van die drama, film en jeugprosa;</li> <li>• die vaardigheid om gepaste voorgeskrewe dramas, films en jeugprosa-erke en -adisionele taal-leerders te kan ontsluit, die gepastheid daarvan binne 'n bepaalde skoolkonteks te beoordeel en leer daaromtrent te kan fasiliteer deur gebruikmaking van relevante vakterme en teorieë uit die veld van die drama-, film- en jeugprosa;</li> <li>• toepaslike onderrigvaardighede ten opsigte van die saamstel en gebruik van verskillende praat- en luisteraktiwiteite vir die effektiewe onderrig daarvan aan leerders in die Senior en VOO-fase (huistaal en adisionele taal);</li> <li>• die vaardigheid om selfgereguleerd te lees om sy Afrikaanse literêre verwysingsraamwerk te verbreed.</li> </ul>		
Metode van aflerwing: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 50 % 1x2½ ure geskrewe eksamen 50 %		

Modulekode: AFRE312	Semester 1	NKR-vlak: 6
Titel: Afrikaans Huistaal: Jeug- en volwassenepeësie vir onderwys		
Na suksesvolle voltooiing van hierdie module behoort die student bewys te kan lewer van:		
<ul style="list-style-type: none"> <li>• 'n omvattende kennis van kemaspekte ten opsigte van die ontwikkeling van Afrikaanse kinder-, jeug- en volwassenepeësie;</li> <li>• 'n omvattende en gedetailleerde kennis van die eie aard van kinder-, jeug- en volwassenepeësie;</li> <li>• die vaardigheid om gepaste voorgeskrewe kinder-, jeug- en volwassenepeësie vir huistaal- en adisionele taalleerders te kan ontsluit, en leer daaromtrent te kan fasiliteer deur gebruikmaking van relevante vakterme en teorieë uit die veld van die peësie;</li> <li>• toepaslike onderrigvaardighede en kundigheid ten opsigte van die saamstel en gebruik van verskillende lees- en kykaktiwiteite vir die effektiewe onderrig van leerders in die Senior en VOO-fase (huistaal en adisionele taal); en</li> <li>• die vaardigheid om selfgereguleerd te lees om sy literêre verwysingsraamwerk te verbreed.</li> </ul>		
Metode van aflerwing: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 50 % 1x2½ ure geskrewe eksamen 50 %		

Modulekode: AFRE322	Semester 2	NKR-vlak: 7
Titel: Afrikaans Huistaal: Die ontwikkeling van Afrikaans en hedendaagse taalpolitiek		
Na afhandeling van hierdie module behoort die student:		
<ul style="list-style-type: none"> <li>• bewys te kan lewer van diepgaande en omvattende kennis van die ontwikkelingsgeskiedenis van Afrikaans;</li> <li>• uiteenlopende teorieë oor die ontstaan van Afrikaans krities teen mekaar te kan opweeg;</li> <li>• bewys te kan lewer van diepgaande en gedetailleerde kundigheid oor die genealogiese en tipologiese plek van Afrikaans tussen die tale van die wêreld;</li> <li>• die rol wat die verskillende tradisionele en alternatiewe taalbewegings, asook die SA Akademie vir Wetenskap en Kuns, in die vordering van Afrikaans en oor die huidige taalpolitieke situasie van Afrikaans navorsing te kan doen en op gepaste wyse terugvoer oor die navorsing kan gee;</li> <li>• die huidige taalpolitieke posisie van Afrikaans (o.a. as skoolmedium) te kan analiseer, evaluerend te kan beskryf en met dié van ander tale in SA te kan vergelyk;</li> <li>• op wetenskaplik verantwoordbare wyse in 'n verskeidenheid brontipes navorsing te kan doen oor bepaalde aspekte van die geskiedenis van Afrikaans en oor die huidige taalpolitieke situasie van Afrikaans navorsing te kan doen en op gepaste wyse terugvoer oor die navorsing kan gee;</li> <li>• bewys te kan lewer van omvattende kennis van en toepassingsvaardighede ten opsigte van die assessering- en modereringstelsel wat tans in SA ten opsigte van taalonderrig gebruik word, asook van die fasespesifieke assesserings- en modereringsprogramme en -prosesse wat binne die Senior en VOO-fase ten opsigte van die onderrig van Afrikaans as huis- en adisionele taal gebruik word.</li> </ul>		
Metode van aflerwing: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 50 % 1x2½ ure geskrewe eksamen 50 %		

Modulekode: AFRE412	Semester 1	NKR-vlak: 7
Titel: Afrikaans Huistaal: Sosiolinguïstiek vir onderwys		
Na afhandeling van hierdie module behoort die student		
<ul style="list-style-type: none"> <li>• bewys te kan lewer van volronde en sistematiese kennis van sosiaal- en geografiese geïnspireerde variasie binne Afrikaans;</li> <li>• in staat te wees om sosiolinguïstiese konsepte en vakterme te gebruik om aspekte van diverse sosiale kommunikasiesituasies te analiseer, te beskryf en krities te beoordeel;</li> <li>• die gepastheid van Standaardafrikaanse en Nistandaardafrikaanse registerspesifieke taalvorme binne bepaalde multikulturele skoolsituasies met behulp van konsepte en teorieë uit die veld van die sosiolinguïstiek krities te kan beoordeel;</li> <li>• navorsingsartikels oor fasette van die sosiolinguïstiek te kan analiseer en op verskillende maniere oor bepaalde sosiolinguïstiese konsepte die inligting daarin te kan rapporteer;</li> <li>• oor goed ontwikkelende inligtingsontsluitingsvaardighede en wetenskaplik verantwoorde aanbiedingsvaardighede ten opsigte van skoolprogramrelevante aspekte van die sosiolinguïstiek te beskik;</li> <li>• taalverskeidenheid – in die vorm van subvariëteite van die drie historiese hoofvariëteite van Afrikaans – in literêre tekste te kan identifiseer en beskryf en die mate van effektiwiteit daarvan te kan bepaal; asook in staat te wees om leer in verband met die ryke verskeidenheid van taalvorme binne Afrikaans te fasiliteer;</li> <li>• bewys te kan lewer van sy/haar respek vir alle streektaalvariëteite van Afrikaans as synde die hartstale van die sprekers daarvan, asook van sy/haar kundigheid oor die sterk verband tussen sosiale en taaloordele; en</li> <li>• oor gedetailleerde kennis oor skoolprogramrelevante aspekte van tekslinguïstiek te beskik en in staat te wees om hierdie kennis te gebruik vir die fasilitering van leer in die Senior en VOO-fase ten opsigte van die prosesmatige strukturering en redigering van verskillende soorte geskrewe tekste.</li> </ul>		
Metode van aflerwing: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 50 % 1x2½ ure geskrewe eksamen 50 %		

Modulekode: AFRE422	Semester 2	NKR-vlak: 7
Titel: Afrikaans Huistaal: Prosa vir onderwys		
<p>Na suksesvolle voltooiing van die module behoort die studente die volgende uitkomst te bereik:</p> <ul style="list-style-type: none"> <li>• omvattende oorsigkennis ten opsigte van belangrike aspekte in die ontstaan en ontwikkeling van die Afrikaanse prosa en die vaardigheid om hierdie kennis te integreer met die kritiese beskouings en evaluasies van Afrikaanse tekste uit verskillende eras;</li> <li>• diepgaande, omvattende teoretiese kennis van die aard van eietydse volwassene prosa;</li> <li>• teksanalitiese vaardighede om relevante Afrikaanse kortverhale en romans as literêre tekste te kan ontsluit en evalueer deur die gebruik van relevante literêre teorieë en prosaterminologie.</li> <li>• vaardigheid om geskikte prosatekste te kan identifiseer en saam te stel vir aanwending as leermateriaal en om bepaalde lees- en kykvaardighede aan die hand van hierdie tekste te onderrig in die Senior en VOO-fase;</li> <li>• grondige kennis van relevante literatuuronderrigbenaderings en van die vaardigheid om prosa vir hierdie fase te onderrig;</li> <li>• die vaardigheid om selfreguleerd te lees ten einde sy/haar literêre verwysingsraamwerk van volwassene prosa te verbreed en ook om krities te reflekteer oor gelese tekste.</li> </ul>		
Metode van aflewering: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 50 % 1x2½ ure geskrewe eksamen 50 %		

Modulekode: AFRF111	Semester 1	NKR-vlak: 5
Titel: Afrikaans Huistaal GSF: Fundamentele kennis en multikulturele kinderliteratuur		
<p>By suksesvolle voltooiing van hierdie module behoort die student die volgende uitkomst bemeester het:</p> <ul style="list-style-type: none"> <li>• Kennis en begrip van die belangrikste teorieë, modelle en empiriese navorsing wat die kognitiewe, linguïstiese, motiverings- en sosiokulturele grondbeginsels van lees-en-skrifprosesse, -komponente en -ontwikkeling beskryf.</li> <li>• Die vermoë om in 'n groep te werk ten einde 'n projek te voltooi op eties verantwoordelike wyse wat hul begrip en interpretasie van die historiese gedeelte kennis van die beroep én verandering in die perspepsies van lees-en-skrifprosesse, -komponente en -ontwikkeling, met verloop van tyd, toon.</li> <li>• Die vermoë om inligting in te win en te verifieer deur middel van wetenskaplik bewysde navorsingsbevindings wat verband hou met die kenmerkende ontwikkelingsvoortgang van: <ul style="list-style-type: none"> <li>➢ Gesproke taal (semanties, sintakties, pragmaties)</li> <li>➢ Fonologiese vaardigheid</li> <li>➢ Herkenning van ortografiese (gedrukte) woorde</li> <li>➢ Spelling</li> <li>➢ Leesvlotheid</li> <li>➢ Leesbegrip</li> <li>➢ Geskrewe uitdrukking</li> </ul> </li> <li>• Die vermoë om inligting oor die taalprosseringsvereistes van lees-en-skrifvaardighede betroubaar, akkuraat en duidelik te kommunikeer: <ul style="list-style-type: none"> <li>➢ Fonologiese (spraakklank) prosessering</li> <li>➢ Ortografiese (gedrukte) prosessering</li> <li>➢ Semantiese (betekenis) prosessering</li> <li>➢ Sintaktiese (sinsvlak) prosessering</li> <li>➢ Diskoers (aaneengeskakelde teksvlak) prosessering</li> </ul> </li> <li>• Die vermoë om te kan onderskei tussen die veelvoudige faktore (omgewing, kultureel, sosiaal, linguïsties, spel, ens.) wat leersers se ontwikkeling en leer affekteer en dit te evalueer ten einde toepaslike ontwikkelingspraktyke te benut om hierdie faktore in die klaskamer te hanteer.</li> <li>• Die vermoë om alle leersers in 'n klaskamer te hanteer terwyl daar met die hele klas/groepe/individuele leersers gewerk word, sowel as die seleksie en implementering van metodes en aktiwiteite wat relevant is vir leersers wat op veelvoudige onderrigvlakke werk verrig.</li> <li>• Kennis en begrip van relevante teorieë en empiriese navorsing wat leersers se reaksie op kinderliteratuur en die waarde van multikulturele kinderliteratuur onderlê.</li> </ul>		
Metode van aflewering: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 40 % 1x2 ure geskrewe eksamen 60 %		

Modulekode: AFRF121	Semester 2	NKR-vlak: 6
Titel: Afrikaans Huistaal GSF: Fonetiek, Fonologie, Fonemiese Bewustheid en die Geskiedenis van Kinderliteratuur		
<p>By suksesvolle voltooiing van hierdie module behoort die student die volgende uitkomst bemeester het:</p> <ul style="list-style-type: none"> <li>• Kennis en begrip van fonetiek (die klanke van 'n taal) in terme van hoe spraakklanke geproduseer en gekarakteriseer word; fonologie (die klankpatrone van 'n taal) soos dit verband hou met spraakklankvormingsisteme en -patrone in die menslike taal (bv. die orde waarin spraakklanke gekombineer word, die akkute- en gravistekenpatrone wat kenmerklik toegepas word op woorde en frases, ens.); en fonemiese bewustheid.</li> <li>• Die vermoë om kinders se lees- en spelfoute te identifiseer en te interpreteer en dan toepaslike ontwikkelingsonderrigpraktyke te selekteer, te evalueer en te implementeer wat die kinders se lees- en spelfoute kan verbeter.</li> <li>• Die vermoë om 'n oorsig van die geskiedenis van kinderliteratuur te gee en ook te onderskei tussen verskillende tipes kinderliteratuur deur onafhanklike navorsing op akademiese aanvaarbare wyse te kommunikeer.</li> <li>• Die vermoë om koöperatief saam te werk in 'n gemeenskap om outentieke kommunikasiebehoefes te identifiseer en sistematies daaroor te reflekteer ten einde akademiese uitkomst te bereik, persoonlike en professionele ontwikkeling te stimuleer en sosiale verantwoordelikheid te ontwikkel.</li> </ul>		
Metode van aflewering: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 40 % 1x2 ure geskrewe eksamen 60 %		

Modulekode: AFRF211	Semester 1	NKR-vlak: 6
Titel: Afrikaans Huistaal GSF: Morfologie, Klankleer, Woordstudie, Alfabetiese Beginsel en die seleksie en evaluering van Kinderliteratuur		
By suksesvolle voltooiing van hierdie module behoort die student die volgende uitkomst te demonstree:		
<ul style="list-style-type: none"> <li>• Gedetailleerde kennis en begrip van morfologie (die woorde van taal) wat verband hou met die onderrig van klankleer en spelling; van die verskillende taalstrukture wat die Afrikaanse spellingsisteme onderlê (bv. foneem-grafem, lettergreppatrone, ortografiese (gedrukte) morfeemeenhede en etimologie, woordorsprong) en van algemene trekke van die historiese invloed op die Afrikaanse spellingsisteme.</li> <li>• Die vermoë om die organiserende beginsels van die Afrikaanse spellingsisteme in terme van klank-, lettergreep- en morfeemvlakke te gebruik ten einde leerbevordering of –probleme op hierdie vlakke te identifiseer.</li> <li>• Die vermoë om eksplisiete vs. non-eksplisiete, sistematiese vs. non-sistematiese en sekwenensiële vs. non-sekwenensiële klankleeronderrig te selekteer, te onderskei, te evalueer en toe te pas deur gepaste ontwikkelingsbronne te gebruik in 'n klas met diverse leerders.</li> <li>• Die vermoë om beginsels toe te pas vir die seleksie en evaluering van gepaste literatuur vir kinders in 'n multikulturele samelewing.</li> <li>• Die vermoë om koöperatief en sistematies saam te werk in 'n gemeenskap om outentieke kommunikasiebehoefes te identifiseer</li> <li>• Die vermoë om outentieke gemeenskapsbehoefes aan te spreek en sistematies daarvoor te reflekteer ten einde akademiese uitkomst te bereik, persoonlike en professionele ontwikkeling te stimuleer en sosiale verantwoordelikheid te ontwikkel.</li> </ul>		
Metode van aflewering: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 50 % 1x2 ure geskrewe eksamen 50 %		

Modulekode: AFRF221	Semester 2	NKR-vlak: 6
Titel: Afrikaans Huistaal GSF: Semantiek, woordeskat en prentbeoekes		
By suksesvolle voltooiing van hierdie module behoort die student die volgende uitkomst bemeester het:		
<ul style="list-style-type: none"> <li>• Geïntegreerde kennis van semantiek (linguistiese betekenis van woorde, frases en sinne) en begrip van sleutel terme, konsepte en reëls van woordbetekenis, asook van frase- en sinsbetekenis wat betrekking het tot woordeskatonderrig en -leer.</li> <li>• Die vermoë om direkte en indirekte (kontekstuële) metodes van woordeskatonderrig op oordeelkundige wyse te selekteer, te evalueer en toe te pas op die analyses van leerderbehoefes.</li> <li>• Die analise, seleksie en toepassing van verskillende tegnieke vir woordeskatonderrig voor, gedurende en ná lees wat gebaseer is op 'n analise en evaluasie van bewysgegronde oefeninge wat verband hou met woordeskatonderrig en –leer.</li> <li>• Die rol van woordeskatontwikkeling en -kennis in terme van begrip te analiseer en te reflekteer daarop deur die inligting op duidelike wyse te kommunikeer deur middel van toepaslike akademiese konvensies.</li> <li>• Die inwinning, evaluering en kommunisering van inligting in groepsverband oor kunstenaars en hul illustrering van kinderliteratuur op akkurate, duidelike en eties verantwoordelike wyse.</li> <li>• Begrip van die verskillende tipes kinderliteratuur, met spesifieke fokus op prentbeoekes en die vermoë om prentbeoekes vir onderrigaktiwiteite te selekteer en te implementeer.</li> </ul>		
Metode van aflewering: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 50 % 1x2 ure geskrewe eksamen 50 %		

Modulekode: AFRF311	Semester 1	NKR-vlak: 6
Titel: Afrikaans Huistaal GSF: Sintaksis, vlotheid en tradisionele letterkunde, poësie, historiese fiksie en biografieë		
By suksesvolle voltooiing van hierdie module behoort die student die volgende uitkomst bemeester het:		
<ul style="list-style-type: none"> <li>• Geïntegreerde kennis en kritiese evaluasie van navorsing oor Afrikaanse sintaksis en hoe dit verband hou met die onderrig en leer van woordeskat, vlotheid en begrip.</li> <li>• Die identifisering, analise, evaluasie van en refleksie op die rol van vlotheid in woordherkenning, voorlees, stillees, begrip van geskrewe teks en motivering om te lees deur kritiese analise van bewysgegronde navorsing.</li> <li>• Die vermoë om inligting oor die rol van vlotheid in leesontwikkeling in te win en te analiseer en om die idees in 'n goed geformuleerde en duidelike argument aan te bied.</li> <li>• Begrip en toepassing van die reeks van metodes, aktiwiteite en tegnieke wat vlotheid verbeter ten einde leerders se uiteenlopende behoeftes te hanteer.</li> <li>• Geïntegreerde kennis van kinderliteratuur naamlik tradisionele, poëtiese, historiese fiksie en biografieë.</li> <li>• Betrokkenheid in sistemiese refleksie tydens dienleer ter bereiking van akademiese uitkomst, persoonlike, professionele groei en ontwikkeling van sosiale verantwoordelikheid.</li> </ul>		
Metode van aflewering: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 60 % 1x2 ure geskrewe eksamen 40 %		

Modulekode: AFRF321	Semester 2	NKR-vlak: 7
Titel: Afrikaans Huistaal GSF: Diskoersanalise, pragmatiek, begrip en inligtingstekste		
Na die suksesvolle voltooiing van hierdie module behoort die student in staat wees om die volgende te demonstree:		
<ul style="list-style-type: none"> <li>• Geïntegreerde kennis en betrokkenheid by diskoersanalise en pragmatiek soos dit betrekking het op die onderrig- en leerbegrip.</li> <li>• die vermoë om die kennis van teks, leser, taak, en konteksveranderlikes wat 'n impak op begripuitkomst het, te evalueer.</li> <li>• die vermoë om eties verantwoordelike besluite te neem wat verband hou met die toepassing en evaluering van onderrigstrategieë wat gepas is voor, tydens en na die lees en wat reflektiewe lees deur al die leerders bevorder.</li> <li>• 'n begrip van die konseptuele modelle wat verband hou met die sielkunde van lees.</li> <li>• Geïntegreerde kennis van die grootste teks genres ten einde verantwoordelike onderrig te verseker.</li> <li>• die vermoë om op eties verantwoordelike wyse assesseringstrategieë wat aan leerders die geleentheid bied om begrip te demonstree, te kies en te administreeer.</li> <li>• die vermoë om tradisionele letterkunde en informatiewe tekste te vergelyk en te onderskei, ten einde goed gevormde argumente te kommunikeer.</li> <li>• die vermoë om tradisionele letterkunde asook informatiewe tekste in hul onderrig te integreer en toe te pas.</li> </ul>		
Metode van aflewering: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 60 % 1x2 ure geskrewe eksamen 40 %		

Modulekode: AFRF411	Semester 1	NKR-vlak: 7
Titel: Afrikaans Huistaal GSF: Skryfwerk, handskrif en fantasie, wetenskapfiksie en kontemporêre realistiese fiksie		
By suksesvolle voltooiing van hierdie module behoort die student die volgende uitkomst bemeester het:		
<ul style="list-style-type: none"> <li>Geïntegreerde kennis van en betrokkenheid by die belangrikste komponente en prosesse van geskrewe verwoording en hoe dit met mekaar in wisselwerking tree (bv. basiese skryf- en transkripsievaardighede versus teksgenerering).</li> <li>Die vermoë om graad- en ontwikkelingsverwagtinge vir leerders se skryfwerk in die volgende areas te evalueer deur middel van bewysgegronde praktyk: <ul style="list-style-type: none"> <li>Meganiese werking en konvensies van skryfwerk</li> <li>Setwerk</li> <li>Hersiening</li> <li>Redigeringsprosesse</li> </ul> </li> <li>Die vermoë om krities te reflekteer op navorsingsgebaseerde beginsels vir die onderrig van letterbenoeming en –vorming vir beide hand- en kursiewe skrif, ten einde onderrig aan te pas by leerderbehoefes.</li> <li>Die vermoë om tegnieke vir onderrig in handskrifvaardigheid te selekteer en toe te pas.</li> <li>Geïntegreerde kennis en begrip van kinderliteratuur, met spesifieke verwysing na fantasie, wetenskapfiksie en kontemporêre realistiese fiksie.</li> <li>Deelneem aan positiewe sosiale verandering deur middel van die diensleerprojek.</li> </ul>		
Metode van aflewering: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 60 % 1x3 ure geskrewe eksamen 40 %		

Modulekode: AFRF421	Semester 2	NKR-vlak: 8
Titel: Afrikaans Huistaal GSF: Skoolgebaseerde taalassessering en kritiese kwessies in kinderliteratuur		
By suksesvolle voltooiing van hierdie module behoort die student die volgende uitkomst bemeester het:		
<ul style="list-style-type: none"> <li>Kennis van en betrokkenheid by navorsing wat verwant is aan die fundamentele aspekte van taalassessering.</li> <li>'n Vermoë om veelvuldige kennisbronne, wat verband hou met taalassesseringsmetodes, -tegnieke, -instrumente en –praktyke, te raadpleeg.</li> <li>Die vermoë om assesseringsdata in te samel en taalassesseringinligting te sintetiseer en evalueer ten einde op etiese en verantwoordelike wyse 'n ingeligte onderrigbesluitnemingsproses te verseker.</li> <li>'n Vermoë om assesseringsresultate op etiese en akademies korrekte wyse aan te bied en te kommunikeer wat kreatiewe insigte en nougesette interpretasies van die taalkomponent wat assesseer word bied aan 'n wye spektrum van gehore.</li> <li>Die vermoë om op teoretiese wyse betrokke te raak by kinderliteratuur deur die verskillende tipes met 'n kritiese benadering te koppel.</li> <li>Die vermoë om op etiese wyse te reflekteer op kontroversiële kwessies in kinderliteratuur en hoe om hierdie kwessies te hanteer in die onderrigpraktyk.</li> </ul>		
Metode van aflewering: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 60 % 1x3 ure geskrewe eksamen 40 %		

Modulekode: AFR111	Semester 1	NKR-vlak: 5
Titel: Afrikaans Huistaal: Teks en kurrikulum in die Intermediêre fase		
Na suksesvolle voltooiing van hierdie module behoort die student bewys te kan lewer van:		
<ul style="list-style-type: none"> <li>grondige en omvattende vak kennis oor die eie-aard van verskillende tekssoorte en -strukture (literêr en nieliterêr) vir die fasilitering van leer binne die Intermediêre fase;</li> <li>algemene toepassingsvaardighede en kennis ten opsigte van die fasilitering van leer in taalklasskamers volgens die nasionale skoolkurrikulum binne die Intermediêre fase;</li> <li>oordeeltkundige identifikasie van gepaste tekste wat tot diverse leerders spreek in geïntegreerde leerervarings wat akademiese geletertheid en sosiale verantwoordelike bevorder;</li> <li>kundigheid aangaande die kommunikatiewe proses (verbale, nieverbale en skriftelike kommunikasie) wat tot die student se professionele bevoegdheid kan bydra;</li> <li>die vaardigheid om selfgereuleerd te lees om sy/haar Afrikaanse literêre verwysingsraamwerk te verbreed.</li> </ul>		
Metode van aflewering: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 50 % 1x2½ ure geskrewe eksamen 50 %		

Modulekode: AFR121	Semester 2	NKR-vlak: 6
Titel: Afrikaans Huistaal: Fonetiek en fonologie vir onderwys		
Na afhandeling van hierdie module behoort die student in staat te wees om:		
<ul style="list-style-type: none"> <li>bewys te kan lewer van sy/haar grondige kennis van die spraakapparatuur van die mens, van die artikulasiewyses van Afrikaanse vokale en konsonante, en van tipiese Afrikaanse uitspraakverskynsels;</li> <li>enkele belangrike verskille tussen die uitspraaksisteme van Afrikaans, Engels en Tswana te kan omskryf en sy/haar kennis daaromtrent te kan gebruik om aan moeder- en nie-moedertaalsprekers van Afrikaans leiding te kan gee ten opsigte van hoëfrekwensie-uitspraakverskynsels in Afrikaans;</li> <li>duidelik tussen klanke en letters te onderskei en bewys te lewer van insig in die problematiek wat gebrekkige onderskeidingsvermoë vir leerders en onderwysers mebring, asook basiese fonetiese transkripsies van kort tekste te kan maak;</li> <li>bewys te lewer van grondige kennis ten opsigte van die fonologiese sisteem van Afrikaans en belangrike verskille tussen die fonologiese sisteem van Afrikaans en Engels (en Tswana) te kan verduidelik; en</li> <li>gepaste taalspeletjies (en ander leerderaktiwiteite) te kan identifiseer (of te kan skep) vir die ontwikkeling van leerders in die Intermediêre fase se kennis van Afrikaanse klanke en letters en hulle onderskeie rolle in Afrikaanse woorde en ter ondersteuning van leer ten opsigte van die Afrikaanse klank- en woordboustelsel te kan gebruik.</li> </ul>		
Metode van aflewering: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 50 % 1x2½ ure geskrewe eksamen 50 %		

Modulekode: AFR1211	Semester 1	NKR-vlak: 6
Titel: Afrikaans Huistaal: Taal en spelnorme vir onderwys		
Na voltooiing van hierdie module behoort 'n student bewys te kan lewer van:		
<ul style="list-style-type: none"> <li>• 'n omvattende en gedetailleerde vakkennis en begrip van die ontwikkeling van die Afrikaanse spellingsstelsel en die aard van die Afrikaanse spel- en interpunksiesisteme sodat skoolprogramrelevante probleme in verband daarmee geïdentifiseer en opgelos kan word;</li> <li>• omvattende en gedetailleerde kennis van Afrikaanse taalnorme en die noodsaaklikheid daarvan ten opsigte van Standaardafrikaans en die niestandaardvarieteite van Afrikaans kan verduidelik;</li> <li>• die vaardighede om bepaalde taalnorme binne die konteks van die skool en die skoolgemeenskap te kan toepas;</li> <li>• gespesialiseerde kennis en begrip ten opsigte van die verband tussen taalgebruiksfunksie en gepaste styl en in staat te wees om binne skoolverband stilisties-gepas te kommunikeer, sowel as om leer ten opsigte van stilistiese aspekte van Afrikaans te fasiliteer;</li> <li>• gedetailleerde kundigheid ten opsigte van die interpretasie van die nasionale skoolkurrikulum vir Afrikaans Huistaal en Afrikaans Addisionele Taal met betrekking tot die rol wat die normatiewe en stilistiese aspekte van Afrikaans wat by die ontwikkeling van die kurrikulumkomponente <i>Taal in konteks</i> en <i>Skryf en aarbid</i> speel,</li> <li>• praktiese vaardigheid ten opsigte van die fasilitering van leer oor normatiewe en stilistiese aspekte van Afrikaans in die Intermediêre fase; en</li> <li>• die vaardigheid om relevante teoretiese uitgangspunte oor die onderrig en aanleer van 'n taal en akademiese taalkennis te integreer wanneer leerderaktiwiteite deur gebruikmaking van effektiewe metodes, tegnieke en prosedures ontwikkel word.</li> </ul>		
Metode van aflewering: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 50 % 1x2½ ure geskrewe eksamen 50 %		

Modulekode: AFR1221	Semester 2	NKR-vlak: 6
Titel: Afrikaans Huistaal: Kinder- en jeugpoësie vir onderwys		
Na suksesvolle voltooiing van hierdie module behoort die student bewys te kan lewer van:		
<ul style="list-style-type: none"> <li>• 'n oorsigtelike kennis van interessante tendense binne die Afrikaanse poësiekat;</li> <li>• grondige en omvattende kennis van die eie aard van kinder- en jeugpoësie, asook van die verskille tussen kinder-, jeug- en volwassenoësie;</li> <li>• die vaardigheid om gepaste voorgeskrewe kinder- en jeuggedigte vir huistaal- en addisionele taal-leerders te kan ontsluit deur gebruikmaking relevante vakterme en teorieë uit die veld van die poësie;</li> <li>• geïntegreerde en gespesialiseerde vakkundigheid en onderrigvaardighede ten opsigte van die saamstel, kritiese beoordeling en gebruik van verskillende lees- en kykaktiwiteite vir die ontwikkeling van leerders in die Intermediêre fase (huistaal en addisionele taal) se kyk- en leesvaardighede; en</li> <li>• die vaardigheid om selfgereuleerd te lees om sy verwysingsraamwerk ten opsigte van die Afrikaanse poësie te verbreed.</li> </ul>		
Metode van aflewering: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 50 % 1x2½ ure geskrewe eksamen 50 %		

Modulekode: AFR1311	Semester 1	NKR-vlak: 7
Titel: Afrikaans Huistaal: Drama en film vir onderwys		
Na voltooiing van hierdie module behoort die student bewys te kan lewer van:		
<ul style="list-style-type: none"> <li>• 'n oorsigtelike kennis ten opsigte van die ontstaan en ontwikkeling van die (Afrikaanse) drama en film;</li> <li>• diepgaande en omvattende kennis van die eie aard van die drama- en filmgenre en van die verskille tussen kinder-, jeug- en volwassenedramas en -films;</li> <li>• die vaardigheid om skoolprogramrelevante dramas en films met 'n kritiese ingesteldheid te kan ontsluit, deur gebruikmaking van relevante vakterme en teorieë uit die veld van die drama en die film;</li> <li>• toepaslike onderrigvaardighede ten opsigte van die saamstel en implementering van verskillende (drama- of filmgeoriënteerde) praat- en luisteraktiwiteite vir die effektiewe ontwikkeling van leerders in die intermediêre fase se luister- en praatvaardighede;</li> <li>• diepgaande en omvattende kennis ten opsigte van die interpretasie en analise van visuele tekste met inagneming van die spesifieke aard van die kommunikasieproses;</li> <li>• diepgaande en omvattende kennis en kritiese beoordelingsvermoë ten opsigte van die rol van 'n kommunikatiewe benadering in die onderrig van praat- en luistervaardighede vir die doelmatige gebruik van Afrikaans as kommunikasiemedium in verskillende sosiale situasies; en</li> <li>• kritiese interpretasie- en gespesialiseerde demonstrasievaardighede ten opsigte van relevante verbale en nieverbale spraak- en vertolkingsaspekte vir die Intermediêre fase.</li> </ul>		
Metode van aflewering: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 50 % 1x2½ ure geskrewe eksamen 50 %		

Modulekode: AFR1321	Semester 2	NKR-vlak: 7
Titel: Afrikaans Huistaal: Semantiek vir onderwys		
Na voltooiing van hierdie module behoort 'n student bewys te kan lewer van:		
<ul style="list-style-type: none"> <li>• diepgaande, omvattende en geïntegreerde kennis en begrip van die Afrikaanse semantiek en pragmatiek, asook van verbandhoudende relevante sleutel terme;</li> <li>• toepassingsvaardigheid van hierdie kennis in die onderrig van Afrikaans Huistaal en Afrikaans Addisionele Taal in die Intermediêre fase;</li> <li>• die vermoë om die etiese implikasies van semantiese en pragmatiese aspekte van Afrikaans in diverse omgewings, maar veral die skoolomgewing, te kan bespreek en krities te kan evalueer;</li> <li>• die vermoë om relevante onderrig- en taalaanleerteorieë te selekteer, krities te evalueer en toe te pas, asook te vergelyk met tendense in die huidige onderrigpraktiek ten opsigte van die onderrig van Afrikaans Huistaal en Afrikaans Addisionele Taal in die Intermediêre fase; en</li> <li>• die vaardigheid om tematies-georganiseerde en geïntegreerde leerderaktiwiteite met betrekking tot semantiese en pragmatiese aspekte van die taal te ontwikkel vir gebruik daarvan in die onderrig van Afrikaans Huistaal en Afrikaans Addisionele Taal in die Intermediêre fase.</li> </ul>		
Metode van aflewering: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 50 % 1x2½ ure geskrewe eksamen 50 %		



Modulekode: AFRI411	Semester 1	NKR-vlak: 7
Titel: Afrikaans Huistaal: Sintaksis en tekslinguïstiek vir onderwys		
<p>Na afhandeling van hierdie module behoort die student in staat te wees om:</p> <ul style="list-style-type: none"> <li>• kernbegrippe binne die Afrikaanse sintaksis te kan verduidelik en vir die ontleding van Afrikaanse sinne te kan gebruik;</li> <li>• leer binne die Intermediêre fase ten opsigte van die onderdele en die bou van Afrikaanse sinne te kan fasiliteer en assessee;</li> <li>• relevante tekslinguïstiese begrippe te kan verduidelik en te kan gebruik om die struktuur van Afrikaanse tekste te analiseer en die funksionaliteit daarvan te beoordeel;</li> <li>• leerders in die Intermediêre fase te begelei om effektief gestruktureerde tekste te kan saamstel/skep;</li> <li>• gepaste leerderaktiwiteite vir die ontwikkeling van leerders in die Intermediêre fase se skryfvaardighede te kan ontwerp, asook reeds saamgestelde onderrigleermateriaal krities te kan beoordeel;</li> <li>• leerders se skryfpogings te kan assessee en leiding ten opsigte van die redigering daarvan te kan gee; en</li> <li>• tipiese woordordefoutte wat aanleerders van Afrikaans begin te kan identifiseer, die herkoms daarvan te kan verklaar en gepaste onderrigleermateriaal deur middel waarvan leer ten opsigte van Afrikaanse sinsamstelling gefasiliteer kan word.</li> </ul>		
Metode van aflewering: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 50 % 1x2½ ure geskrewe eksamen 50 %		

Modulekode: AFRI421	Semester 2	NKR-vlak: 8
Titel: Afrikaans Huistaal: Prosa vir onderwys		
<p>Na voltooiing van hierdie module behoort 'n student bewys te kan lewer van:</p> <ul style="list-style-type: none"> <li>• diepgaande, omvattende teoretiese kennis van die eie-aard van kinder-, jeug- en volwassene-prosa en die verskille daartussen;</li> <li>• teksanalitiese vaardighede om relevante Afrikaanse kinder-, jeug- (en enkele volwassene) verhale deur die gebruik van prosateorie en relevante terminologie te kan ontsluit en krities te kan evalueer;</li> <li>• die vermoë om hierdie ontsluitingsvaardighede met relevante onderrigvaardighede te integreer sodat prosatekste as literêre tekste binne die Intermediêre fase onderrig kan word;</li> <li>• vaardigheid om geskikte tekste te identifiseer en saam te stel vir aanwending as leermateriaal in hierdie fase;</li> <li>• grondige kennis van relevante literatuuronderrigbenaderings en van die vaardigheid om die prosa-benadering tot lees (pre-lees, tydens lees en post-lees) in die onderrig van lees te kan toepas;</li> <li>• diepgaande teoretiese agtergrondkennis oor verskillende aspekte van leesvaardigheid asook die vaardigheid om hierdie kennis te integreer met vakdidaktiese beginsels vir die effektiewe onderrig van lees in die Intermediêre fase en vir die voortydige identifisering van opvallende leesprobleme en die gepaste hantering daarvan.</li> </ul>		
Metode van aflewering: Kontak, Afstand		
Assesseringsmetodes: Deurlopende assessering 50 % 1x2½ ure geskrewe eksamen 50 %		

Modulekode: AGLA111	Semester 1	NKR-Vlak: 5
Titel: Inleiding tot Akademiese Geletterdheid		
<p>Na suksesvolle voltooiing van die module sal die student in staat wees om:</p> <ul style="list-style-type: none"> <li>• oor basiese kennis te beskik van akademiese woordeskat en register asook die lees en skryf van akademiese tekste en dit toe te pas ten einde doeltreffend binne die akademiese omgewing te funksioneer;</li> <li>• op gepaste wyse binne 'n akademiese omgewing effektief mondelings en skriftelik te kan kommunikeer;</li> <li>• basiese akademiese tekste te verstaan, interpreter, evalueer en op koherente wyse toepaslike akademiese genres te kan skryf deur gebruik te maak van akkurate en toepaslike akademiese konvensies; en</li> <li>• binne 'n etiese raamwerk akkuraat, vlot en toepaslik te kan luister, praat, lees en skryf.</li> </ul>		
Metode van aflewering: Kontak		
Assesseringsmetodes: Toetse en werkstukke – gewig: 60 % Semestereksamen: 1x2 uur – gewig: 40 %		

Modulekode: AGLA121	Semester 2	NKR-Vlak: 5
Titel: Akademiese Geletterdheid		
<p>Na suksesvolle voltooiing van die module sal die student in staat wees om:</p> <ul style="list-style-type: none"> <li>• oor fundamentele kennis te beskik om toepaslike rekenaarprogramme, leer-, luister-, lees- en skryfstrategie toe te pas, akademiese taalregister te gebruik en akademiese tekste te lees en te skryf, ten einde doeltreffend binne die akademiese omgewing te funksioneer;</li> <li>• as 'n individu en as lid van 'n groep effektief mondelings en skriftelik op 'n etiese verantwoordelike en toepaslike wyse te kan kommunikeer in 'n akademiese omgewing; en</li> <li>• 'n verskeidenheid relevante wetenskaplike inligting binne 'n verskeidenheid studieterreine as individu en in groepsverband te soek en versamel, tekste te ontleed, te interpreter, te evalueer en op koherente wyse te sintetiseer en oplossings voor te stel in toepaslike akademiese genres deur gebruikmaking van linguïstiese konvensies soos gebruik in formele taalregisters.</li> </ul>		
Metode van aflewering: Kontak		
Assesseringsmetodes: Toetse en werkstukke – gewig: 60 % Semestereksamen: 1x2 uur – gewig: 40 %		

Module code: AGL111	Semester 1	NQF-level: 5
Titel: Introduction to Academic Literacy		
<p>On completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate fundamental knowledge of appropriate computer programs, as well as apply learning, listening, reading and writing strategies, use academic language register and read and write academic texts, in order to function effectively in the academic environment;</li> <li>• as an individual and a member of a group communicate effectively orally and in writing in an ethically responsible and acceptable manner in an academic environment;</li> <li>• as an individual and a member of a group find and collect scientific knowledge in a variety of study fields, analyse, interpret, and evaluate texts, and in a coherent manner synthesise and propose solutions in appropriate academic genres by making use of linguistic conventions used in formal language registers.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Tests and assignments– weight: 60 % Semester exam 1x2 hours – weight: 40 %		

Module code: <b>AGLE121</b>	Semester <b>1</b>	NQF-level: <b>5</b>
Title: Introduction to Academic Literacy		
On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>demonstrate fundamental knowledge of appropriate computer programs, as well as apply learning, listening, reading and writing strategies, use academic language register and read and write academic texts, in order to function effectively in the academic environment;</li> <li>as an individual and a member of a group communicate effectively orally and in writing in an ethically responsible and acceptable manner in an academic environment;</li> <li>as an individual and a member of a group find and collect scientific knowledge in a variety of study fields, analyse, interpret, and evaluate texts, and in a coherent manner synthesise and propose solutions in appropriate academic genres by making use of linguistic conventions used in formal language registers</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Tests and assignments – weight: 60 % Semester exam 1x2 hours – weight: 40 %		

Module code: <b>ARTE112</b>	Semester <b>1</b>	NQF-level: <b>5</b>
Title: Visual Arts: Introduction to Visual Arts for teaching and learning 1		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>Knowledge and informed understanding of the general development of pre-historic and ancient art until the Classical period;</li> <li>Basic research skills, gathering information from various sources from selected methods, models and theories of analysis and interpretation of artworks enabling visual communication and reporting within a developing world-view, whilst applying basic research skills within an art historical and educational context</li> <li>the ability to communicate ideas verbally and in writing via technologies and visual media ;</li> <li>ability to plan and manage perceptual and drawing skills within the visual art domain effective functioning in groups making appropriate contributions to successfully complete projects.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x6 hour practical and 1x3 hour theoretical examination 50 %		

Module code: <b>ARTE122</b>	Semester <b>2</b>	NQF-level: <b>6</b>
Title: Visual Arts: Introduction to Visual Arts for teaching and learning 2		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>sound knowledge of, and informed understanding of the development of the history of art from the Middle Ages until the Baroque;</li> <li>an ability to debate the relationship between the development of style-historic and contextual issues relevant to the visual arts during the Middle Ages, the Renaissance and the Baroque;</li> <li>an awareness of how knowledge or a knowledge system develops and evolves within the area of study (Middle-Ages to Baroque),</li> <li>an ability to evaluate, select and apply selected, appropriate, procedures, techniques or models of analysis to art works, and to apply apt didactical skills related to teaching and learning of visual arts;</li> <li>knowledge of and insight into appropriate research models with regards to the analysis of art works, and apply it in a practical manner within the context of education;</li> <li>effective functioning in groups;</li> <li>a knowledge of world-view-based foundations of the visual arts and its underlying philosophical foundations in order to arrive at critical and individual opinions; and</li> <li>an ability to understand the role of drawing techniques in the creation of an oil painting, and to demonstrate an ability to use oil and acrylic paint in a completed painting.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x6 hour practical and 1x3 hour theoretical examination 50 %		

Module code: <b>ARTE212</b>	Semester <b>1</b>	NQF-level: <b>6</b>
Title: Visual Arts: From Rococo to Realism: Themes, theories, praxis and related issues		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>Sound, detailed knowledge of and insight into history, philosophy and theories of Rococo art until Realism, with reference to teaching and learning in the Senior and FET phase;</li> <li>Sound knowledge of how the areas of specialisation relates to other fields, disciplines, practices and other cultural groups and Art-historic periods,</li> <li>the ability to apply his/her knowledge to analyse, interpret and expose the world-views of selected artworks from Rococo until Realism,</li> <li>an ability to function effectively in groups as well as individually,</li> <li>an understanding of different forms of knowledge, schools of thought and forms of explanation and analysis within the visual arts, and within an understanding of the learners, and the diversity in the South African context,</li> <li>critical reflective skills, with reference to related themes and to teaching and learning in the Senior and FET phase; and</li> <li>sound and skilled use of drawing techniques, oil and acrylic painting skills as well as water colour painting and drawing skills and crafts.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x6 hour practical and 1x3 hour theoretical examination 50 %		

Module code: ARTE222	Semester 2	NQF-level: 6
Title: Visual Arts: 19th Century art up to the early 20th Century		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• A sound and detailed knowledge of and insight into history, philosophy and theories of 19<sup>th</sup> and early 20<sup>th</sup> century art and design, with reference to teaching and learning in the FET phase;</li> <li>• ability to apply his/her knowledge to analyse, interpret and expose the world-views of selected artworks from these periods;</li> <li>• present a broad, comparative overview and interpretation of technical, stylistic and content-related developments within the art and design of the 19<sup>th</sup> and early 20<sup>th</sup> centuries;</li> <li>• effective functioning in groups as well as individually;</li> <li>• critical reflective skills, with reference to related themes and to teaching and learning in the FET phase;</li> <li>• an ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information, within the context of the module content, and</li> <li>• skilled use of the principles and elements of art in design processes.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x6 hour practical and 1x3 hour theoretical examination 50 %		

Module code: ARTE312	Semester 1	NQF-level: 6
Title: Visual Arts: From Modernism to Post-modernism, an introduction		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge of and insight into modernist art philosophy and theories, and contextual issues pertaining to the visual arts and design during the 20<sup>th</sup> century, also with reference to a few issues in post-modernism;</li> <li>• that they can successfully and clearly explain their knowledge of and insight into the development of graphic design and the visual arts during the modernist era;</li> <li>• an ability to apply his/her knowledge of theoretical and didactical skills and values to analyse and interpret artworks in a practical manner;</li> <li>• effective functioning in groups;</li> <li>• ability to effectively engage in analytical and self-directed learning and research; and</li> <li>• practical skills in creating art and design products using multi-media</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x6 hour practical and 1x3 hour theoretical examination 50 %		

Module code: ARTE322	Semester 2	NQF-level: 7
Title: Visual Arts: Design for teaching and learning		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• an integrated knowledge of and insight into modernist art philosophy and theories, and contextual issues pertaining to the visual arts and design during the 20<sup>th</sup> century, also with reference to crucial issues in post-modernism and the Avant-garde;</li> <li>• that they can successfully and clearly explain their knowledge of and insight into the development of graphic design and the visual arts during the modernist, post-modernist era and the Avant-garde, by demonstrating a deep understanding of current thinking, practice, theory and methodology in art and design in the FET phase ;</li> <li>• an ability to apply their knowledge of theoretical and didactical skills and values to analyse and interpret artworks in a practical manner;</li> <li>• an ability to develop appropriate processes of information gathering for teaching and learning of art in the FET phase</li> <li>• effective functioning in groups as a team member who can communicate his or her ideas and opinions in well-formed arguments, using appropriate academic, professional and occupational discourse;</li> <li>• an ability to effectively engage in analytical and self-directed learning and research; and</li> <li>• practical skills in creating art and design products using multi-media, with the focus on the design process.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x6 hour practical and 1x3 hour theoretical examination 50 %		

Module code: ARTE411	Semester 1	NQF-level: 7
Title: Visual Arts: World art and world cultures for teaching and learning 1		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• an ability to define themes related to world art and world cultures and discuss the manner in which these themes influenced the visual arts in relevant parts of the world: power and violence in selected ancient cultures, mysticism as power play, the role of ancestors and patriarchal communities;</li> <li>• an understanding of a range of methods of enquiry in the field of art in the FET phase, and their suitability to specific investigations, and an ability to select and apply a range of methods to resolve problems or introduce change within a practice,</li> <li>• the integrated knowledge to explain and evaluate a selection of the visual arts by means of a number of social and/or ceremonial practices including birth, initiation, maturity and death;</li> <li>• apply his/her knowledge of skills, values and insight into didactical matters and research methods with regard to the teaching and learning aspect, and with regard to the analysis and interpretation of artworks in a practical manner in a FET classroom;</li> <li>• an ability to take decisions and act ethically and professionally, and the ability to justify those decisions and actions drawing on appropriate ethical values and approaches, within a supportive and safe environment,</li> <li>• in a practical manner his/her understanding of inclusivity and cultural variety in a FET classroom; in respect of which the learner is able to demonstrate an ability to identify, evaluate and address his or her learning needs in a self-directed manner, and to facilitate collaborative learning processes</li> <li>• an ability to effectively function in groups, and to function effectively and independently as a critical self-directed learner; and</li> <li>• sound practical skills in crafts and design and design and produce and create craft products of high quality.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x6 hour practical and 1x3 hour theoretical examination 50 %		

Module code: ARTE421	Semester 2	NQF-level: 7
Title: Visual Arts: World art and world cultures for teaching and learning 2		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• an ability to define themes related to world art and world cultures and discuss the manner in which these themes influenced the visual arts in relevant parts of the world: power and violence in selected ancient cultures, mysticism as power play, the role of ancestors and patriarchal communities;</li> <li>• the integrated, well-rounded knowledge to explain and evaluate a selection of the visual arts by means of a number of social and/or ceremonial practices including birth, initiation, maturity and death;</li> <li>• an understanding of the role of a variety of religious beliefs and the influence of these on the visual arts in a number of world cultures, including: Animism and the worship of ancestral spirits, Shamanism, Hinduism, Buddhism and Zen Buddhism, Confucianism and Taoism, Islam;</li> <li>• apply his/her integrated and well-rounded knowledge of, skills, values and insight into didactical matters and research methods with regard to the teaching and learning aspect, and with regard to the analysis and interpretation of artworks in a practical manner in a FET classroom;</li> <li>• access, process and manage information, and an ability to independently validate the sources of information and evaluate and manage the information,</li> <li>• in a practical manner his/her understanding of inclusivity and cultural variety in an FET classroom;</li> <li>• an ability to effectively function in groups, and to function effectively and independently as a critical self-directed learner in the writing of a research assignment or mini-dissertation and in presenting it during a mini-conference;</li> <li>• accountability, in respect of which a learner is able to demonstrate an ability to take full responsibility for his or her work, decision-making and use of resources, and limited accountability for the decisions and actions of others in varied or ill-defined contexts, and</li> <li>• the ability to compile a creative and complete final practical portfolio.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1 x research assignment/mini-dissertation & mini-conference presentation and 1 x final practical portfolio 50 %		

Module code: BSTE112	Semester 1	NQF-level: 5
Title: Business studies: The business world, business management; business environments and entrepreneurship		
After completion of this module, the student will demonstrate the following:		
<ul style="list-style-type: none"> <li>• knowledge and informed understanding of: <ul style="list-style-type: none"> <li>➢ the business environment as well as the operating of a business enterprise in the South African economic system;</li> <li>➢ the key terms, concepts, established principles and theories with reference to the nature of micro, market and macro environments, Business sectors, Entrepreneurship, Business opportunity and related factors;</li> </ul> </li> <li>• ability to select, plan, implement and manage information about the sustainability of new business ideas, with reference to the concept of entrepreneurship;</li> <li>• basic research skills such as gathering and verifying business information from various sources;</li> <li>• the ability to communicate business information coherently and reliably verbally or in writing, via different technologies and media; and</li> <li>• the ability to operate individually or as part of a group in their social environment; to make appropriate contributions to successfully complete business assignments.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: BSTE122	Semester 2	NQF-level: 6
Title: Business Studies: Entry strategies and e-business		
After completion of this module, the student will demonstrate the following:		
<ul style="list-style-type: none"> <li>• knowledge and informed understanding of: <ul style="list-style-type: none"> <li>➢ business contracts, rules, concepts, principles and theories with a solid knowledge base, regarding strategies to develop a new business venture;</li> <li>➢ the key terms, concepts, established principles and theories with reference to entering the formal business sector;</li> </ul> </li> <li>• ability to select, plan, implement and interpret information about the starting and purchasing of a new business venture;</li> <li>• actions in accordance with acceptable ethical and professional behaviour relevant to the e-business and the business environment;</li> <li>• basic research skills such as gathering and verifying information from various business sources;</li> <li>• the ability to communicate business establishment information coherently and reliably, verbally or in writing, via different technologies and media; and</li> <li>• the ability to operate individually or as part of a group in their social environment; to make appropriate contributions to successfully complete business establishment assignments.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: BSTE212	Semester 1	NQF-level: 6
Title: Business Studies: Establishing a business		
After completion of this module, the student will demonstrate the following:		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of:               <ul style="list-style-type: none"> <li>(a) the forms of business ownership; and</li> <li>(b) the key terms, facts, concepts, established principles with reference to forms of business ownership;</li> </ul> </li> <li>• ability to distinguish, select and evaluate the most appropriate form of business ownership;</li> <li>• understanding of the ethical implications of decisions, actions and practices specifically relevant to the forms of business ownership and appropriate legislation;</li> <li>• accurate and coherent written and verbal communication of business ownership assignments with understanding of and respect to appropriate legislation; and</li> <li>• act as group member and a group leader and contribute appropriate information/skills to successfully complete business ownership assignments, measuring the success of the task completion against given criteria, taking co-responsibility for learning progress and outcome realization of the group.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: BSTE222	Semester 2	NQF-level: 6
Title: Business Studies: Planning; organising; leading and controlling the management process		
After completion of this module, the student will demonstrate the following:\		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of:               <ul style="list-style-type: none"> <li>➢ the general business management functions; and</li> <li>➢ the key terms, facts, concepts, established principles with reference to the general business management functions;</li> </ul> </li> <li>• ability to distinguish, select and effectively implement the most appropriate business management function;</li> <li>• understanding of the ethical implications of decisions, actions and practices specifically relevant to general business management functions;</li> <li>• accurate and coherent written and verbal communication of assignments with understanding of and respect to general business management functions; and</li> <li>• act as a group member and a group leader and contribute appropriate information/skills to successfully complete business assignments, measuring the success of the task completion against given criteria, taking co-responsibility for learning progress and outcome realization.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: BSTE312	Semester 1	NQF-level: 6
Title: Business Studies: Operational Management and Human Resource Management		
After completion of this module, the student will demonstrate the following:		
<ul style="list-style-type: none"> <li>• integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply key terms, concepts, facts, and principles, to different areas of or within the field of Operational and Human Resource Management; and an understanding of how that knowledge relates to the other business functions;</li> <li>• understanding of contested knowledge within the field of Operational and Human Resource Management and a critical evaluation of the applicability of the aforementioned theories, principles and knowledge to the field of business functions;</li> <li>• ability to select, evaluate and apply a range of different but appropriate procedures, legislation and theories relating to Operational and Human Resource Management;</li> <li>• ability to identify, analyse, critically reflect on and address complex Operational and Human Resource Management issues and apply evidence-based, practice-driven or proven solutions with theory-driven arguments;</li> <li>• reflection of all values, ethical conduct and justifiable decision making appropriate to the practice of Human Resource Management;</li> <li>• accurate and coherent written and verbal communication assignments. This must be related to the practice-requirements of the Operational and Human Resource Management;</li> <li>• management of a team, group, system, process in an unfamiliar context in order to solve an Operational and Human Resource Management problem, by monitoring the progress of the team, group, process and taking responsibility for task outcomes and application of appropriate resources where appropriate; and</li> <li>• take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: BSTE322	Semester 2	NQF-level: 7
Title: Business Studies: Marketing Management and Cooperative Social Responsibility		
After completion of this module, the student will demonstrate the following:		
<ul style="list-style-type: none"> <li>integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply key terms, concepts, facts, and principles, to different areas of or within the field of Marketing management and Cooperative social responsibility; and an understanding of how that knowledge relates to the other business functions;</li> <li>understanding of contested knowledge within the field of Marketing management and Cooperative social responsibility and a critical evaluation of the applicability of aforementioned theories, principles and knowledge to the field of business functions;</li> <li>ability to select, evaluate and apply a range of different but appropriate procedures, legislation and theories relating to Marketing management and Cooperative social responsibility;</li> <li>ability to identify, analyse, critically reflect on and address complex Marketing management and Cooperative social responsibility and apply evidence-based, practice-driven or proven solutions with theory-driven arguments;</li> <li>reflection of all values, ethical conduct and justifiable decision making appropriate to the practice of Marketing management and Cooperative social responsibility;</li> <li>accurate and coherent written and verbal communication assignments, this must be related to the practice-requirements of the Marketing management and Cooperative social responsibility;</li> <li>management of a team, group, system, process in an unfamiliar context in order to solve Marketing management and Cooperative social responsibility problems, by monitoring the progress of the team, group, process and taking responsibility for task outcomes and application of appropriate resources where appropriate; and</li> <li>take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: BSTE412	Semester 1	NQF-level: 7
Title: Business Studies: Financial Management and Purchasing Function		
After completion of this module, the student will demonstrate the following:		
<ul style="list-style-type: none"> <li>integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply key terms, concepts, facts, and principles, to different areas of or within the field of Financial management and Purchasing function and an understanding of how that knowledge relates to the other business functions;</li> <li>understanding of contested knowledge within the field of Financial management and Purchasing function and a critical evaluation of the applicability of aforementioned theories, principles and knowledge to the field of business functions;</li> <li>ability to select, evaluate and apply a range of different but appropriate procedures, legislation and theories relating to of Financial management and Purchasing function;</li> <li>ability to identify, analyse, critically reflect on and address complex Financial management and Purchasing function responsibility and apply evidence-based, practice-driven or proven solutions with theory-driven arguments;</li> <li>reflection of all values, ethical conduct and justifiable decision making appropriate to the practice of Financial management and Purchasing function;</li> <li>accurate and coherent written and verbal communication assignments. This must be related to the practice-requirements of the Financial management and Purchasing function;</li> <li>management of a team, group, system, process in an unfamiliar context in order to solve Financial management and Purchasing function problems, by monitoring the progress of the team, group, process and taking responsibility for task outcomes and application of appropriate resources where appropriate; and</li> <li>take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: BSTE422	Semester 2	NQF-level: 6/7
Title: Business Studies: Strategic Management and Business Plans		
After completion of this module, the student will demonstrate the following:		
<ul style="list-style-type: none"> <li>integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply key terms, concepts, facts, and principles, to different areas of or within the field of strategic management, business plans; and an understanding of how that knowledge relates to the other business functions;</li> <li>understanding of contested knowledge within the field of strategic management and business plans; and a critical evaluation of the applicability of the aforementioned theories, principles and knowledge to the field of business functions;</li> <li>ability to select, evaluate and apply a range of different but appropriate procedures, legislation and theories relating to strategic management and business plans;</li> <li>ability to identify, analyse, critically reflect on and address complexities of strategic management and business plans; and apply evidence-based, practice-driven or proven solutions with theory-driven arguments;</li> <li>reflection of all values, ethical conduct and justifiable decision making appropriate to the practice of strategic management and business plans;</li> <li>accurate and coherent written and verbal communication assignments. This must be related to the practice-requirements of strategic management and business plans;</li> <li>management of a team, group, system, process in an unfamiliar context in order to solve strategic management and business plan problems, by monitoring the progress of the team, group, process and taking responsibility for task outcomes and application of appropriate resources where appropriate; and</li> <li>take full responsibility for their own learning needs, monitoring of their own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: BSTG111	Semester 2	NQF-level: 6
Title: Economic Management Sciences for Education: Entrepreneurship in the Senior phase		
After completion of this module, the student will demonstrate the following:		
<ul style="list-style-type: none"> <li>• knowledge and informed understanding of: <ul style="list-style-type: none"> <li>➢ the entrepreneur, starting a business; businesses; and an Entrepreneur's Day;</li> <li>➢ the key terms, concepts, established principles and theories with reference to the factors of production; forms of ownership; levels of management; and functions of management; and</li> <li>➢ ability to select, plan, implement and manage information about the sustainability of new business ideas with reference to the concept of entrepreneurship, the sectors of the economy; functions of a business; and a business plan;</li> </ul> </li> <li>• basic research skills such as gathering and verifying information from various sources;</li> <li>• the ability to communicate information coherently and reliably, verbally or in writing, via different technologies and media;</li> <li>• the ability to operate individually or as part of a group in their social environment; to make appropriate contributions to successfully complete business assignments; and</li> <li>• monitor their own learning progress, implement relevant learning strategies to combine theoretical business knowledge into practical application and be able to represent it to the learners in their EMS classrooms.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: CATE112	Semester 1	NQF-level: 5
Title: Computer Applications Technology Education: System technologies		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge and informed understanding of the basic concepts of information and communication technology, different computer systems, the features and functions of the components of a computer, the basic operation and management of a computer;</li> <li>• skills in planning, selecting, implementing and managing the most appropriate hardware and software for a given scenario, taking into consideration new technological tendencies and developments, and using appropriate relevant sources;</li> <li>• the ability to, individually or as part of a group/team, solve basic well-defined routine or new practice-related problems regarding hardware and software and communicate the solution verbally or in writing in an accurate and coherent manner to different audiences, using appropriate media and technologies;</li> <li>• the ability to identify and responsibly address ethical issues regarding the use of information and communication technologies, with understanding of copyright and rules on plagiarism; and</li> <li>• knowledge of and insight into the nature and composition of Computer Applications Technology as a school subject and the principles of lesson planning in the subject, as well as skills in planning and implementing a lesson in Computer Applications Technology in the teaching situation.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: CATE122	Semester 2	NQF-level: 6
Title: Computer Applications Technology Education: Elementary word processing skills		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge and informed understanding regarding the historical development of the QWERTY keyboard, key concepts, facts, methods and approaches, and psychological aspects related to teaching of keyboarding skills;</li> <li>• knowledge and informed understanding regarding the nature and use of wordprocessing packages;</li> <li>• practical skills regarding the identifying of and the application of elementary wordprocessing functions during the compilation and typing of dispatchable, pre-identified, practice-directed documents;</li> <li>• basic research skills like collecting, analysing and verifying of information using different sources, for the compilation of a manual which can be used for the teaching of keyboarding skills;</li> <li>• awareness of the ethical questions (for example plagiarism) that relate to the communication of information in the academic contexts and in the work environment;</li> <li>• the ability to communicate findings accurately and in an orderly manner through the use of electronic media, taking into consideration copyright and plagiarism;</li> <li>• the ability to operate as a member of a group, to make suitable contributions during the evaluation of different practice-directed documents and to be co-responsible for the promotion of the learning of the group in the accomplishment of the relevant outcomes of the group;</li> <li>• actions relating to acceptable ethical aspects and professional behaviour of the teacher during the presentation of lessons and the teaching of elementary word processing functions in a practice-directed environment; and</li> <li>• monitoring of own learning progression, implementation of learning strategies that relate to the learning of motoric skills, mastering skills that relate to application packages and the effective management of resources that relate to the successful achievement of the outcomes of learning tasks.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written and practical examination 50 %		

Module code: CATE212	Semester 1	NQF-level: 6
Title: Computer Applications Technology Education: Advanced word processing skills		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>detailed knowledge and extended understanding regarding the nature and use of a word processing package, as well as the principles of cooperative and collaborative learning as teaching strategies;</li> <li>practical skills regarding the identifying of and application of advanced word processing skills during the compilation and typing of dispatchable, pre-identified as well as unidentified practice-directed documents;</li> <li>detailed knowledge and extended understanding regarding the accommodation of learners with handicaps in the CAT class;</li> <li>understanding of ethical aspects (for example plagiarism) that relate to the communication of information, in the academic contexts and the work environment;</li> <li>the ability to act as group member/group leader, to evaluate the ability of the group to execute the assignment based on different criteria, to accept co-responsibility for the learning process in the attainment of the outcomes of the group;</li> <li>detailed knowledge and extended understanding regarding different subject-related teaching methods and the selection of the most appropriate teaching method to present a lesson on the use of elementary and advanced word processing functions while typing practice-related documents;</li> <li>actions relating to acceptable ethical aspects and professional behaviour of the teacher during the presentation of lessons and the teaching of advanced word processing functions in a practice-directed environment; and</li> <li>the ability to monitor own learning, use relevant learning strategies, and use of resources to successfully attain the outcomes of learning tasks.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written and practical examination 50 %		

Module code: CATE222	Semester 2	NQF-level: 6
Title: Computer Applications Technology Education: Computer networks		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>detailed knowledge and understanding of different computer networks, communication media and devices, data transmission, network security, network design, and the Internet, while displaying the ability to monitor own learning progress and apply relevant learning strategies and resources to successfully master the content of this module;</li> <li>the ability to compare, evaluate and debate the selection and implementation of different computer networks, media and devices used in data communication, as well as data transmission methods for a given scenario, using appropriate relevant sources to inform their decisions;</li> <li>the ability to, individually or as part of a group/team, solve well-defined novel practice-related problems regarding computer networks and communicate the solution verbally or in writing in an accurate and coherent manner to different audiences, using appropriate media and technologies;</li> <li>understanding of the ethical implications of decisions, actions and practices relevant to the Internet, and critically evaluate the short and long term implications of the use of the Internet in education; and</li> <li>knowledge and skills regarding teaching-learning strategies necessary for effective learning of the theoretical content of Computer Applications Technology on secondary level and the application of these strategies in the teaching-learning situation.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written and practical examination 50 %		

Module code: CATE312	Semester 1	NQF-level: 6/7
Title: Computer Applications Technology Education: Databases		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and understanding regarding the design of databases, normalisation, relationships, data integrity, data security and data validation and an understanding of how this knowledge can be applied to situations in society;</li> <li>integrated knowledge and understanding of queries, reports and macros in databases and the ability to evaluate and design tables, queries, reports, forms and macros in databases;</li> <li>integrated knowledge and understanding of assessment strategies applicable to Computer Applications Technology regarding database design and the evaluation of assessment strategies on secondary level in the education situation;</li> <li>the ability to reflect on values and ethical behaviour regarding the teaching of databases in Computer Applications Technology;</li> <li>the ability to communicate accurately regarding database design, with regard to ethics involving data and information;</li> <li>the ability to manage a group process regarding the design of databases, monitoring the process of the group, take responsibility for outcomes and apply applicable resources; and</li> <li>the ability to take responsibility regarding own learning needs, monitor own progression of learning and implement strategies of learning and managing of resources to satisfy all outcomes of the module.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written and practical examination 50 %		

Module code: CATE322	Semester 2	NQF-level: 7
Title: Computer Applications Technology Education: Spreadsheet processing		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and understanding regarding the design of spreadsheets and graphs and an understanding of how this knowledge can be applied to situations in society;</li> <li>the ability to critically evaluate given spreadsheet designs;</li> <li>integrated knowledge and understanding of assessment strategies applicable to Computer Applications Technology regarding spreadsheet design and the evaluation of assessment strategies on secondary level in the education situation;</li> <li>the ability to reflect on values and ethical behaviour regarding the teaching of spreadsheets in Computer Applications Technology;</li> <li>the ability to communicate accurately regarding spreadsheet design, in respect of intellectual property, copyright and plagiarism;</li> <li>the ability to manage a group process regarding the design of spreadsheets, monitoring the process of the group, take responsibility for outcomes, and apply applicable resources; and</li> <li>the ability to take responsibility regarding own learning needs, monitor own progression of learning and implement strategies of learning and managing of resources to satisfy all outcomes of the module.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written and practical examination 50 %		



Module code: CATE412	Semester 1	NQF-level: 7
Title: Computer Application Technology Education: e-Applications and e-Communication		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>the ability to identify, analyse and critically reflect on the design and use of appropriate software for presentations, desktop publishing and webpage design;</li> <li>practical skills and design principles regarding the use of presentations, desktop publishing and webpage design and the ability to integrate these applications with other application software;</li> <li>creative use of different types of computer technology to achieve electronic communication;</li> <li>skills to identify, compare and evaluate appropriate learning and support material for Computer Applications Technology as a school subject; and</li> <li>the ability to develop an appropriate practical project and manage the implementation of the project.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written and practical examination 50 %		

Module code: CATE422	Semester 2	NQF-level: 7
Title: Computer Application Technology Education: Information management and social implications		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and understanding regarding the finding, processing and presentation of data, the impact of technology on the community, legal, ethical and security questions, health and ergonomic as well as environmental questions which relate to information and communication technology;</li> <li>rounded, systematic knowledge as well as practical skills in computer laboratory management;</li> <li>rounded practical knowledge regarding the finding and evaluation of data during the execution of a practice-directed applicable theoretical research project; and</li> <li>the ability to process the results of a research project and to communicate the results of the research project as well defined arguments to their CAT classmates.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written and practical examination 50 %		

Module code: CTEE212	Semester 1	NQF-level: 6
Title: Civil Technology		
On successful completion of this module the student should be able to :		
<ul style="list-style-type: none"> <li>demonstrate detailed knowledge and understanding with regard to the general field of the building industry and specific insight into those aspects that are applicable to Civil Technology as a school subject in the FET phase;</li> <li>evaluate, apply and explain relevant formulas and calculations in a practical manner in order to solve contextualised civil engineering problems relevant to the prescribed curriculum in the FET phase.;</li> <li>behave in an ethically accountable manner in the work place and also contribute to a safe work environment;</li> <li>demonstrate detailed knowledge of and adhere to accountable behaviour in accordance with prescribed procedures and measures that promote safety and reduce possible risk of injury within the context of Civil Technology as a school subject within the FET phase;</li> <li>demonstrate the ability to select, evaluate and apply appropriate and subject specific teaching methodologies and strategies related to Civil Technology in the FET phase.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: CTEE222	Semester 2	NQF-level: 6
Title: Civil Technology		
On successful completion of this module the student should be able to :		
<ul style="list-style-type: none"> <li>demonstrate detailed knowledge and understanding with regard to the general field of the building industry and specific insight into those aspects that are applicable to Civil Technology as a school subject in the FET phase;</li> <li>evaluate, apply and explain relevant formulas and calculations in a practical manner in order to solve contextualised civil engineering problems relevant to the prescribed curriculum in the FET phase.;</li> <li>behave in an ethically accountable manner in the work place and also contribute to a safe work environment;</li> <li>demonstrate detailed knowledge of and adhere to accountable behaviour in accordance with the prescribed procedures and measures that promote safety and reduce possible risk of injury within the context of Civil Technology as a school subject within the FET phase;</li> <li>demonstrate the ability to select, evaluate and apply appropriate and subject specific teaching methodologies and strategies related to Civil Technology in the FET phase.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: CTEE312	Semester 1	NQF-level: 6
Title: Civil Technology		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate integrated knowledge and understanding with regard to the general field of the building industry and specific insight into those aspects that are applicable to Civil Technology as a school subject in the FET phase;</li> <li>• demonstrate ability to select, evaluate and apply a range of relevant formulas and calculations in a practical manner in order to solve contextualised civil engineering problems relevant to the prescribed curriculum in the FET phase.;</li> <li>• behave in an ethically accountable manner in the work place and also contribute to a safe work environment;</li> <li>• demonstrate integrated knowledge of and adhere to accountable behaviour in accordance with prescribed procedures and measures that promote safety and reduce possible risk of injury within the context of Civil Technology as a school subject within the FET phase;</li> <li>• demonstrate the ability to select, evaluate and apply appropriate and subject specific teaching methodologies and strategies related to Civil Technology in the FET phase.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: CTEE322	Semester 2	NQF-level: 7
Title: Civil Technology		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate integrated knowledge and understanding with regard to the general field of the building industry and specific insight into those aspects that are applicable to Civil Technology as a school subject in the FET phase;</li> <li>• demonstrate the ability to select, evaluate and apply a range of relevant formulas and calculations in a practical manner in order to solve contextualised civil engineering problems relevant to the prescribed curriculum in the FET phase.;</li> <li>• behave in an ethically accountable manner in the work place and also contribute to a safe work environment;</li> <li>• demonstrate integrated knowledge of and adhere to accountable behaviour in accordance with prescribed procedures and measures that promote safety and reduce possible risk of injury within the context of Civil Technology as a school subject within the FET phase;</li> <li>• demonstrate the ability to select, evaluate and apply appropriate and subject specific teaching methodologies and strategies related to Civil Technology in the FET phase.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: CTEE412	Semester 1	NQF-level: 7
Title: Civil Technology		
On successful completion of this module the student should be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>• integrated knowledge of and engagement in the general field of the building industry and critical understanding and application of those aspects that are applicable to Civil Technology as a school subject in the FET phase;</li> <li>• ability to select, evaluate and apply a range of relevant formulas and calculations in a practical manner in order to solve contextualised civil engineering problems relevant to the prescribed curriculum in the FET phase.;</li> <li>• behave in an ethically accountable manner in the work place and also contribute to a safe work environment;</li> <li>• integrated knowledge of and adhere to accountable behaviour in accordance with prescribed procedures and measures that promote safety and reduce possible risk of injury within the context of Civil Technology as a school subject within the FET phase;</li> <li>• ability to select, evaluate and apply appropriate and subject specific teaching methodologies and strategies related to Civil Technology in the FET phase.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: CTEE422	Semester 2	NQF-level: 7
Title: Civil Technology		
On successful completion of this module the student should be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>• integrated knowledge of and engagement in the general field of the building industry and critical understanding and application of those aspects that are applicable to Civil Technology as a school subject in the FET phase;</li> <li>• ability to select, evaluate and apply a range of relevant formulas and calculations in a practical manner in order to solve contextualised civil engineering problems relevant to the prescribed curriculum in the FET phase.;</li> <li>• behave in an ethically accountable manner in the work place and also contribute to a safe work environment;</li> <li>• integrated knowledge of and adhere to accountable behaviour in accordance with prescribed procedures and measures that promote safety and reduce possible risk of injury within the context of Civil Technology as a school subject within the FET phase;</li> <li>• ability to select, evaluate and apply appropriate and subject specific teaching methodologies and strategies related to Civil Technology in the FET phase.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: CULV211	Semester 1	NQF-level: 5
Title: Professional Development and Diversity in Education		
On successful completion of this module the student should be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>• undertaking a critical audit of skills, capabilities and experiences for a future professional career with reference to critical thinking, decision-making, communication and work ethics;</li> <li>• demonstrating skills for effective coping, self-management and classroom management;</li> <li>• conceptualising diversity and promoting unity and diversity in education;</li> <li>• managing diversity in a school context, and reflecting upon the diverse educational landscapes within which the student operates and develop an ability to relate learning to a diverse workplace context</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ECNG121	Semester 2	NQF-level: 5
Title: Economic Management Sciences for Education: Economics in the Senior Phase		
After completion of this module, the student will demonstrate the following:		
<ul style="list-style-type: none"> <li>• knowledge and informed understanding of               <ul style="list-style-type: none"> <li>➢ the history of money; needs and wants; goods and services; poverty; and the production process;</li> <li>➢ the key terms, concepts, established principles and theories with reference to the Government; the National Budget; standard of living; and markets; and</li> <li>➢ ability to select, plan, implement and manage information about economic systems; the circular flow; price theory; and trade unions;</li> </ul> </li> <li>• basic research skills such as gathering and verifying information from various sources;</li> <li>• the ability to communicate economic information coherently and reliably, verbally or in writing, via different technologies and media;</li> <li>• the ability to operate individually or as part of a group in their social environment; to make appropriate contributions to successfully complete economic assignments; and</li> <li>• monitor their own learning progress, implement relevant learning strategies to combine their theoretical economic knowledge into practical application and be able to represent it to the learners in their EMS classrooms.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ECOE112	Semester 1	NQF-level: 5
Title: Economics for Education: Introduction to Economics (Part 1)		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate informed knowledge and understanding of important terms, principles, rules and theories with reference to the National Curriculum and other related educational policy documents, the concept of economics and the economic problem;</li> <li>• demonstrate an informed understanding of the mutual interdependence between the important sectors, markets and flows in a mixed economy as well as economic theory and practise and the reading and interpretation of graphs;</li> <li>• collect, organise, analyse and evaluate information and relevant learning support material from various sources;</li> <li>• creatively prepare relevant teaching material and present information accurately and reliably in order to, in the future, use the knowledge and skills mastered in this module to effectively and according to ethical established values, instruct and evaluate future EMS-learners in the senior phase;</li> <li>• communicate verbally or in writing, via different technologies and media and effectively execute assignments with regard to the prescribed learning content individually or as part of a group and</li> <li>• creatively solve fundamental problems with regard to the module content and Economics-methodology.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ECOE122	Semester 2	NQF-level: 6
Title: Economics for Education: Introduction to Economics (Part 2)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of important terms, principles, rules and theories with reference to the National Curriculum and other related educational policy documents,</li> <li>• the ability to measure economic performance and national income and demonstrate an understanding of price formation and elasticity;</li> <li>• the ability to select, organise, critically analyse, interpret, evaluate and manage information and relevant learning support material from various sources;</li> <li>• the ability to creatively plan, prepare and evaluate relevant teaching material and present information accurately and reliably in order to, in the future, use the knowledge and skills mastered in this module to effectively and, according to ethical established values, instruct and evaluate future EMS-learners in the senior phase;</li> <li>• the ability to communicate verbally or in writing, via different technologies and media and effectively execute assignments with regard to the prescribed learning content individually or as part of a group; and</li> <li>• the ability to creatively solve fundamental problems with regard to the module content and Economics-methodology.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ECOE212	Semester 1	NQF-level: 6
Title: Economics for Education: Economic-related issues applicable to the RSA		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate detailed knowledge of key terms, rules, concepts, established principles and theories with reference to strategic resources in the RSA and have an understanding of and the ability to apply information regarding the South African economy, economic stability and the National Curriculum and other related educational policy documents;</li> <li>• select, organise, analyse, interpret and evaluate information regarding classroom management and recent economic-related topics such as nationalisation, privatisation, deregulation;</li> <li>• accurately and coherently communicate written and verbal information regarding other issues applicable to the economy of the RSA and the distinct methodology of Economics in the senior-phase, individually or as part of a group;</li> <li>• select learning support material relevant to the abovementioned economic related topics to prepare, present and evaluate lessons according to ethically established norms and values to EMS-learners in the senior phase; and</li> <li>• effectively execute assignments with regard to the prescribed learning content, individually or as part of a group and identify, analyse and creatively solve problems in the relevant economic fields with the aid of appropriate technology.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ECOE222	Semester 2	NQF-level: 6
Title: Economics for Education: Introduction to Micro-Economics		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>demonstrate detailed knowledge of key terms, rules, concepts, established principles and theories with reference to demand and supply and an understanding of and the ability to apply information regarding the theory of consumer choice and the National Curriculum and other related educational policy documents;</li> <li>select, organise, analyse, interpret and evaluate information regarding classroom administration, classroom organisation and the theory of production and cost;</li> <li>accurately and coherently communicate written and verbal information regarding perfect competition in the market and the distinct methodology of Economics in the senior-phase individually or as part of a group;</li> <li>select learning support material relevant to the above-mentioned economic related topics to prepare, present and evaluate lessons according to ethically established norms and values to your EMS-learners in the senior phase; and</li> <li>effectively execute assignments with regard to the prescribed learning content, individually or as part of a group and identify, analyse and creatively solve problems in the relevant economic fields with the aid of appropriate technology.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ECOE312	Semester 1	NQF-level: 6
Title: Economics for Education: From micro- to macro-Economics		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>demonstrate detailed knowledge and understanding of and the ability to apply key terms, rules, concepts, principles and theories with reference to imperfect competition in the market and the distinct methodology of Economics in the FET-phase;</li> <li>possess the ability to deal with unfamiliar and abstract information in connection with economic- and regional development, urbanisation and the informal sector by making use of theory-driven arguments;</li> <li>effectively use IT skills to select, organise, critically analyse, interpret, evaluate and manage information with reference to the labour market, the National Curriculum and other related educational policy documents and various teaching aids;</li> <li>dispose of a detailed knowledge and understanding of labour relations and to communicate ideas and opinions with regard to the above mentioned in well-formed arguments in individual or group context;</li> <li>use the knowledge and skills that you mastered in this module to plan, prepare and evaluate creative lesson plans and to present it with the aid of various active learning techniques to your Economics-learners in the FET-phase according to ethically established norms and values; and</li> <li>effectively execute assignments with regard to the prescribed learning content, individually or as part of a group and identify, analyse, evaluate and creatively address complex problems in the relevant economic fields with the aid of appropriate technology.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ECOE322	Semester 2	NQF-level: 7
Title: Economics for Education: The monetary and government sector		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>illustrate and apply detailed knowledge and understanding of and the ability to apply and evaluate key terms, rules, concepts, principles and theories with reference to the monetary sector and the distinct methodology of Economics in the FET-phase;</li> <li>possess the ability to deal with unfamiliar and abstract information in connection with the public sector by making use of theory-driven arguments;</li> <li>effectively use IT skills to critically analyse, syntheses, interpret, evaluate and manage information with reference to the budget, the National Curriculum and other related educational policy documents and various teaching aids;</li> <li>dispose of and apply detailed knowledge and understanding of tax and other related concepts and to communicate ideas and opinions with regard to the above-mentioned in well-formed arguments in individual or group context;</li> <li>use the knowledge and skills mastered in this module to plan, prepare and evaluate creative lesson plans and to present it with the aid of various active learning techniques to your Economics-learners in the FET-phase according to ethically established norms and values; and</li> <li>effectively execute assignments with regard to the prescribed learning content, individually or as part of a group and identify, critically analyse, evaluate and creatively address complex problems in the relevant economic fields with the aid of appropriate technology.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ECOE412	Semester 1	NQF-level: 7
Title: Economics for Education: Macro-Economic Problems (Part 1)		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>illustrate and apply integrated knowledge and understanding of and the ability to apply and evaluate information regarding the economic policy of the state, international economics and the National Curriculum Statement and other related educational policy documents for grades 10-12;</li> <li>display an informed and critical understanding of economic integration and co-operation and the principles and theories with regard to classroom management in the economics classroom;</li> <li>conduct critical analyses, syntheses and evaluations of quantitative and qualitative information with regard to productivity, and record-keeping;</li> <li>effectively and professionally present academic information and creatively address complex problems with regard to poverty and income determination in a simple Keynesian macro-economic model and the assessment of Economics teaching;</li> <li>effectively and professionally plan, prepare, present and evaluate Economics lessons using IT-skills;</li> <li>coherently and reliably communicate ideas and opinions with regard to the above-mentioned in well-formed arguments in individual or group context, using the knowledge and skills mastered in this module effectively to present the subject Economics to grade 10-12 learners; and</li> <li>show knowledgeable and critical judgement in choosing and using different teaching strategies and learning techniques and implement norms and values prescribed by the Education Department to facilitate collaborative learning processes as a professional teacher.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ECOE422	Semester 2	NQF-level: 7
Title: Economics for Education: Macro-economic problems (Part 2)		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• illustrate and apply integrated knowledge and understanding of and the ability to apply and evaluate information regarding inflation, the measurement of inflation and the National Curriculum Statement and other related educational policy documents for grades 10-12;</li> <li>• display an informed and critical understanding of unemployment and the principles and theories with regard to classroom management in the economics classroom;</li> <li>• conduct critical analyses, syntheses and evaluations of quantitative and qualitative information with regard to economic growth and development and record-keeping;</li> <li>• effectively and professionally present academic information and creatively address complex problems with regard to tourism, the economy and the assessment of Economics teaching;</li> <li>• effectively and professionally plan, prepare, present and evaluate Economics lessons using IT-skills;</li> <li>• coherently and reliably communicate ideas and opinions with regard to the above mentioned in well-formed arguments in individual or group context, using the knowledge and skills mastered in this module effectively to present the subject Economics to grade 10-12 learners; and</li> <li>• show knowledgeable and critical judgement in choosing and using different teaching strategies and learning techniques and implement norms and values prescribed by the Education Department to facilitate collaborative learning processes as a professional teacher.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: EDCC114	Semester 1	NQF-level: 6
Title: Introduction to Curriculum and Professional Studies		
After completion of the module, the student will demonstrate the following:		
<ul style="list-style-type: none"> <li>• knowledge and an informed understanding of the various teaching-learning theories, such as behaviourism, social constructivism, etc., that influence the field of education and specifically the development of the curriculum and assessment practices in the South African context;</li> <li>• knowledge of the manner in which the constitutional values inform and structure the national school curriculum;</li> <li>• the ability to purposefully observe different teaching styles and strategies as they occur within the classroom and be able to evaluate and select the most appropriate assessment strategies;</li> <li>• the ability to distinguish and evaluate the different phases of a lesson plan in their subject of expertise and to apply the phases within the development of a lesson;</li> <li>• understand the ethical requirements for teachers as required by SACE and the implications thereof for their teaching-learning practice and social responsibility.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 40 % Written examination 60 %		

Module code: EDCC115	Semester 1	NQF-level: 5
Title: Critical components for curriculum development for educators		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge and an informed understanding of the theoretical underpinnings and principles of the different types of curricula and curriculum design;</li> <li>• an awareness of the incentives and socio-historical dimensions that influence and contribute to the development and change in curriculum practices and trends within the South African context;</li> <li>• ability to select, consider, plan, and manage other approaches to curriculum development within the field of education in order to experience practical implementation of curriculum design; and</li> <li>• ability to identify, distinguish and interpret components of curriculum development in the South African national school curriculum.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 40 % Written examination 60 %		

Module code: EDCC116	Semester 1	NQF-level: 5
Title: Work Integrated Learning (Learning in practice; Learning from practice)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• specialised knowledge and informed understanding of academic and professional knowledge related to classroom practise (in practise and from practise);</li> <li>• an ability to evaluate and be accountable for the complexity of the teacher's responsibilities in facilitating learning in a diverse educational environment; including extra-curricular activities; and</li> <li>• an ability to act in accordance with prescribed organisational and professional ethical codes of conduct, values and practises and to seek guidance on ethical and professional issues.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 100%		

Module code: EDCC125	Semester 2	NQF-level: 6
Title: Historical and Political context of Education in South Africa		
On successful completion of this module the student should be able to demonstrate the ability to:		
<ul style="list-style-type: none"> <li>• explain the influence of history and politics on the nature of the education system and education provisioning;</li> <li>• describe the influence of history on education provisioning of education in Africa;</li> <li>• explain the influence of history on the nature and functioning of the South African education system;</li> <li>• describe the influence of politics on education provisioning of education in Africa; and</li> <li>• explain the influence of politics on the nature and functioning of the South African education system.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 40 % Written examination 60 %		

Module code: EDCC126	Semester 2	NQF-level: 6
Title: Work Integrated Learning (Learning in practice; Learning from practice)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>specialised knowledge and informed understanding of academic and professional knowledge related to classroom practise (in practise and from practise);</li> <li>an ability to evaluate and be accountable for the complexity of the teacher's responsibilities in facilitating learning in a diverse educational environment; including extra-curricular activities; and</li> <li>an ability to act in accordance with prescribed organisational and professional ethical codes of conduct, values and practises and to seek guidance on ethical and professional issues.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 100%		

Module code: EDCC214	Semester 1	NQF-level: 6
Title: Professional Studies: Teaching and learning theories and practices		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>detailed knowledge and informed understanding of               <ol style="list-style-type: none"> <li>specific teaching-learning theories of information-processing behaviourism and social constructivist theories as well as the principles underpinning teaching, learning and assessment processes, procedures, methods, strategies and skills in general;</li> <li>teaching and learning practices within structured and formal education environments;</li> <li>certain ethical and professional standards that influence student performance and management of own learning, such as prior knowledge, environmental variables, motivational variables, cognitive and meta-cognitive reflection, behavioural variables and task variables;</li> <li>the ability to select, plan, implement and present a theoretical-based learning opportunity in order to apply effective teaching and assessment strategies suitable for a specific learning environment and school phase; and</li> <li>the ability to operate individually and as part of a group in order to make appropriate contributions to successfully integrate relevant social responsibility themes into lesson planning, assessment strategies and instructional skills.</li> </ol> </li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: EDCC215	Semester 1	NQF-level: 6
Title: Educational Psychology: Introduction to Educational Psychology		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>discipline-specific detailed conceptual as well as theoretical knowledge and informed understanding with regard to educational psychology</li> <li>discipline-specific detailed knowledge and informed understanding of the development of an educational psychological framework for understanding human behaviour, and the implications thereof, in educational contexts</li> <li>detailed knowledge and informed understanding of the international and national movement towards inclusive education as well as the national policies that guide the implementation of inclusive education in South Africa</li> <li>informed understanding of the psychological development of classroom dynamics and group behaviour</li> <li>detailed knowledge and informed understanding of the relationship between health, health promotion and the health promoting school</li> <li>knowledge and awareness of as well as reflection on professional ethical conduct towards all learners and their diverse needs</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: EDCC216	Semester 1	NQF-level: 6
Title: Work Integrated Learning (Learning in practice; Learning from practice)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>detailed and specialised knowledge and understanding of the practise-based knowledge related to classroom practise (in practise and from practise); as well as the ability to evaluate and solve routine problems related to classroom practise;</li> <li>the ability to select, evaluate and apply the teacher's responsibilities in facilitating learning in a diverse educational environment; including extra-curricular activities;</li> <li>understanding of the ethical implications of decisions, actions and practises specifically relevant to teaching, in accordance with the code of conduct of The South African Council for Educators (SACE); and</li> <li>detailed knowledge and understanding of the required language proficiency.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 100%		

Module code: EDCC224	Semester 2	NQF-level: 6
Title: Educational Psychology: Human Development		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>detailed knowledge and informed understanding of the developmental stages and domains of development from infancy to early adulthood</li> <li>detailed knowledge and informed understanding regarding prenatal environmental influences and childbirth complications in the development of the child</li> <li>detailed knowledge and informed understanding of the growth dynamics as well as the possible barriers to learning involved in intellectual, physical, psychological, cognitive, and moral development from infancy to early adulthood</li> <li>awareness and informed understanding of vulnerability and relevant risk factors related to negative influences on the development and wellbeing of the child.</li> <li>detailed knowledge and informed understanding of as well as analytical skills to identify learners who experience neurological, physical, sensory, intellectual and physical health impairments</li> <li>knowledge and awareness of as well as reflection on professional ethical conduct towards all learners and their diverse needs.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: EDCC225	Semester 2	NQF-level: 6
Title: Work Integrated Learning (Learning in practice; Learning from practice)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>detailed and specialised knowledge and understanding of the practise-based knowledge related to classroom practise (in practise and from practise); as well as the ability to evaluate and solve routine problems related to classroom practise;</li> <li>the ability to select, evaluate and apply the teacher's responsibilities in facilitating learning in a diverse educational environment; including extra-curricular activities;</li> <li>understanding of the ethical implications of decisions, actions and practises specifically relevant to teaching, in accordance with the code of conduct of The South African Council for Educators (SACE); and</li> <li>detailed knowledge and understanding of the required language proficiency.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 100%		

Module code: EDCC315	Semester 1	NQF-level: 7
Title: Educational Law		
After completion of this module, the student teacher should be able to demonstrate the ability to contribute to quality education in a diverse community by having obtained the following competencies:		
<ul style="list-style-type: none"> <li>an integrated understanding of legislation, case law and the common law as sources of Education Law, in order to select and apply a range of methods to resolve problems and introduce changes within practice;</li> <li>the identification of the nature of a problem in a case study, while analysing, evaluating and critically reflecting on the legal question by consulting relevant legislation, court cases and common law;</li> <li>the ability to process information in order to demonstrate an ability to develop appropriate processes of information gathering, within a given context, as well as validate and apply relevant legal principles;</li> <li>the application of relevant aspects of labour relations in unfamiliar variable education contexts to demonstrate the ability to act ethically and professionally;</li> <li>the ability to process and justify information on professionalism according to the SACE's Code of Professional Ethics; and</li> <li>the ability to analyse and evaluate the conduct of learners and educators in contemporary issues in education, for example learner discipline, social justice, cyber-bullying etc. from a legal perspective.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: EDCC316	Semester 1	NQF-level: 7
Title: Work Integrated Learning (Learning in practice; Learning from practice)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>the ability to integrate academic and educational knowledge related to different aspects in teaching and selecting, managing and performing learning assessment (formative and summative) in practise and from practise;</li> <li>the ability to select, evaluate and apply the teacher's responsibilities in managing a classroom and facilitating learning in a diverse educational environment, including extra-curricular activities;</li> <li>accountable actions in accordance with the code of conduct of The South African Council for Educators (SACE); and</li> <li>proof of proficiency in the required language.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 100%		

Module code: EDCC323	Semester 2	NQF-level: 7
Title: Educational Psychology: Learning support		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>reflection on values, ethical conduct and justifiable decision-making in the learning support and collaboration process;</li> <li>integrated knowledge and informed understanding of as well as analytical skills to identify learners who are gifted as well as learners who experience social and educational as well as psychological and behavioural barriers to learning;</li> <li>integrated knowledge and informed understanding as well as application skills with regard to the cyclic learning support process and the collaboration process; and</li> <li>integrated knowledge and understanding, as well as analytical skills to develop an individual educational support plan for learners with specific barriers to learning.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: EDCC325	Semester 2	NQF-level: 7
Title: Critical thinking & Social Justice		
On successful completion of this module the student should be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>• an integrated knowledge and understanding of, as well as an ability to correctly evaluate diverse theoretical perspectives on social justice and citizenship and to apply concepts of social justice and citizenship in a historical context;</li> <li>• an understanding of the contested knowledge within the field of Social Justice and critique the knowledge gained in the context of the learner's PGCE /ADT training setting;</li> <li>• an ability to identify, analyse and plan a response to statement-oriented written questions that require argument and evidence based responses;</li> <li>• a reflection on all values, ethical conduct and justifiable decision making by critical engagement with the debates on gender, 'race'/ethnicity and citizenship, including critically assessing the concept of social exclusion and its implications for education in South Africa;</li> <li>• an accurate and coherent written and verbal communication of case studies of societal relevance that are of contextual value regarding social justice; and</li> <li>• an assumption of full responsibility for his/her own learning needs by independently evaluating an argument's cohesion and to propose counter arguments and/or contrasting approaches, as well as analyse and plan a response to statement-oriented written questions that require argument and evidence based responses.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % Take home examination / 1x2 hour written examination 50 %		

Module code: EDCC326	Semester 2	NQF-level: 7
Title: Work Integrated Learning (Learning in practice; Learning from practice)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• the ability to integrate academic and educational knowledge related to different aspects in teaching and selecting, managing and performing learning assessment (formative and summative) in practise and from practise;</li> <li>• the ability to select, evaluate and apply the teacher's responsibilities in managing a classroom and facilitating learning in a diverse educational environment, including extra-curricular activities;</li> <li>• accountable actions in accordance with the code of conduct of The South African Council for Educators (SACE); and</li> <li>• proof of proficiency in the required language.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 100%		

Module code: EDCC413	Semester 1	NQF-level: 7
Title: Educational Management and Leadership		
On successful completion of this module the student should be able to demonstrate an:		
<ul style="list-style-type: none"> <li>• integrated understanding of the school as organisation;</li> <li>• integrated knowledge and informed understanding of the concepts of educational management and educational leadership;</li> <li>• integrated knowledge and understanding of, as well as the ability to evaluate managerial occurrences by making use of the different management models;</li> <li>• understanding, interpretation and critical evaluation of contested educational management and leadership issues in a changing national and international context;</li> <li>• integrated knowledge and understanding of the different managerial tasks and classroom management approaches, and the ability to reflect on their engagement with this in practice;</li> <li>• understanding of and an ability critically to reflect on concepts and themes related to the management and leadership roles of the teacher within the school and classroom context;</li> <li>• ability to analyse and reflect on the importance of functioning in a society by developing and maintaining caring, supporting, engaging and empowering environments for social justice;</li> <li>• ability to reflect upon, to critically evaluate, and to communicate own ideas on the values and ethical conduct of educational leadership;</li> <li>• ability to apply sound management and leadership principles to school activities outside the classroom; and</li> <li>• integrated knowledge and understanding of quality education, quality assurance and accountability; and critically evaluate the various management systems on quality assurance and accountability.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: EDCC414	Semester 1	NQF-level: 7
Title: Professional Studies: Integrated Assessment		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge and understanding of the theoretical underpinnings of assessment in terms of how it is defined, its purposes and principles and the ability to <b>critically evaluate</b> assessment practices accordingly;</li> <li>• an understanding of integrated assessment within the context of contemporary constructivist learning orientations and the ability to <b>select, apply and evaluate</b> integrated assessment in the classroom;</li> <li>• critical understanding of and ensuring skills to <b>plan, prepare and conduct</b> assessment in mainstream and inclusive teaching and learning environments;</li> <li>• an understanding and the ability to apply methods to <b>analyse, interpret, record and report</b> assessment results in a professional, ethical and justified manner; and</li> <li>• the ability to reflect on, review and take responsibility for assessment process and practices.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % Take home examination 50 %		



Module code: EDCC415	Semester 1	NQF-level: 7
Title: Work Integrated Learning (Learning in practice; Learning from practice)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>the ability to teach and effectively manage a positive learning environment, including learner needs and social community involvement;</li> <li>the ability to identify, analyse, evaluate and critically reflect on problems related to teaching and guided project-based learning tasks (in practise and from practise);</li> <li>the ability to find and apply solutions to problems experienced related to teaching (in practise and from practise);</li> <li>accountable actions in accordance with the code of conduct of The South African Council for Educators (SACE); and</li> <li>the ability to execute guided education orientated, project-based tasks (service learning).</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 100%		

Module code: EDCC423	Semester 2	NQF-level: 7
Title: Education Systems		
On successful completion of this module the student should be able to demonstrate that he/she:		
<ul style="list-style-type: none"> <li>Can contribute to quality education provisioning 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>Is able to function within this system to the advantage of the South African community and to contribute to the solution of challenges and the promotion of social responsibility;</li> <li>Have the ability to assess external influences on the education system and the classroom in order to develop critical, creative and reflexive problem-solving skills within an educational and societal context; and</li> <li>Is able to draw a comparison between the South African education system and an external education system (capita selecta from developed or developing education systems) with the emphasis on the social responsiveness of that system.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: EDCC424	Semester 2	NQF-level: 7
Title: Work Integrated Learning (Learning in practice; Learning from practice)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>the ability to teach and effectively manage a positive learning environment, including learner needs and social community involvement;</li> <li>the ability to identify, analyse, evaluate and critically reflect on problems related to teaching and guided project-based learning tasks (in practise and from practise);</li> <li>the ability to find and apply solutions to problems experienced related to teaching (in practise and from practise);</li> <li>accountable actions in accordance with the code of conduct of The South African Council for Educators (SACE); and</li> <li>the ability to execute guided education orientated, project-based tasks (service learning).</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 100%		

Module code: EDTC111	Semester 1	NQF-level: 5
Title: Educational Media and Technology		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>knowledge and an informed understanding of the theories and development of a multi-media approach to teaching and learning;</li> <li>knowledge of the various theories related to participative learning and sharing of information by means of the technology of web 2.0;</li> <li>the ability to select, plan, implement and manage the sharing of information by means of the technology of web 2.0;</li> <li>the ability to identify, create and integrate suitable digital and non-digital media in order to enhance the effectiveness of the teaching and learning situation with comprehension of the place of media within lesson design; and</li> <li>the ability to distinguish and evaluate the use of digital and non-digital material for teaching and learning purposes while exploring the environment as a rich source of creative media suitable for the educational context.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 100 %		

Module code: EDTM312	Semester 1	NQF-level: 7
Title: Environmental Management for Sustainability: Introduction to Environmental Management in schools		
On successful completion of this module the student should be able to :		
<ul style="list-style-type: none"> <li>demonstrate an integrated knowledge and sound understanding of the different dimensions of the environment;</li> <li>identify, analyse and interpret environmental issues and problems and indicate the impact of humans on the environment;</li> <li>describe the historical development of Environmental Education;</li> <li>demonstrate a thorough knowledge and sound understanding of sustainable development;</li> <li>integrate Environmental Education into the presentation of the Curriculum Assessment and Policy statement; and</li> <li>demonstrate the ability to apply the knowledge acquired with an ethically responsible attitude towards the environment.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: EGDE113	Semester 1	NQF-level: 5
Title: Engineering Graphics and Design: Sketching and Instrument Drawing - Theory and skills		
On successful completion of this module the student should be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>• knowledge and informed understanding of Engineering Graphics and Design terminology, techniques and codes of practice and ethics and the ability to skilfully apply the codes of practice, methods, and techniques of subject and teaching theory;</li> <li>• the ability to analyse, select, and evaluate techniques of freehand sketching and instrument drawing in order to solve a contextual problem with the aid of applicable drawing equipment;</li> <li>• the ability to select and implement standard geometric construction methods and techniques of projection in order to solve geometric construction or projection problems in a defined environment;</li> <li>• the ability to communicate two-dimensional drawings graphically with a computer aided drawing program;</li> <li>• the ability to analyse, select and evaluate information and apply the Technological Design Process; and</li> <li>• an appreciation for the interrelation between Engineering Graphics and Design and other Engineering orientated subjects.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: EGDE123	Semester 2	NQF-level: 6
Title: Engineering Graphics and Design: Projection methods for two dimensional and three dimensional views and construction of loci		
On successful completion of this module the student should be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of subject terminology, codes of practice, oblique projection, isometric projection, isometric drawing and constructing loci and the ability to skilfully apply the codes of practice, methods, and techniques of subject and teaching theory;</li> <li>• the ability to analyse, to select, and evaluate the projection of solid bodies and sectional views in order to solve a contextual problem with the aid of applicable drawing equipment;</li> <li>• the ability to distinguish, evaluate and solve routine or new loci problems and to apply solutions based on relevant evidence and procedures appropriate to the subject field discipline or practice;</li> <li>• the ability to communicate advanced two-dimensional drawings graphically with a computer aided drawing program; and</li> <li>• an appreciation for the interrelation between Engineering Graphics and Design and other engineering orientated subjects.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: EGDE212	Semester 1	NQF-level: 6
Title: Engineering Graphics and Design: Descriptive Geometry		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate detailed knowledge of subject terminology and codes of practice;</li> <li>• demonstrate detailed knowledge and understanding of Descriptive Geometry;</li> <li>• distinguish and skilfully solve problems in unfamiliar contexts applying methods of Descriptive Geometry; and</li> <li>• skilfully apply methods and techniques of teaching;</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: EGDE222	Semester 2	NQF-level: 6
Title: Engineering Graphics and Design: Civil Drawings - Floor plans, orthographic & pictorial views		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate detailed knowledge and understanding of subject terminology and codes of practice;</li> <li>• select, evaluate and effectively apply with discernment those standard rules, methods and skills to solve fundamental problems in a defined environment in the field of graphic design of the floor plans of buildings using conventional drawing techniques and CAD.</li> <li>• select, evaluate and effectively apply with discernment those standard methods and skills of teaching; and</li> <li>• demonstrate an ability to distinguish, evaluate and solve problems and to apply solutions based on relevant evidence and procedures appropriate to the subject field, discipline or practice.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: EGDE312	Semester 1	NQF-level: 6
Title: Engineering Graphics and Design: Civil Drawings - Electrical wiring diagrams, scales & view of foundations		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate integrated knowledge and understanding of subject terminology and codes of practice;</li> <li>• correctly select, evaluate and apply a range of different but appropriate principles, rules and skills, to create Civil Drawings and detailed views;</li> <li>• correctly select, evaluate and apply a range of different but appropriate principles, rules and skills, to create Civil Drawings and detailed views with the aid of a CAD program; and</li> <li>• select, evaluate and effectively apply with discernment those standard methods and skills of teaching.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x4 hour written examination 50 %		

Module code: EGDE322	Semester 2	NQF-level: 7
Title: Engineering Graphics and Design: Machine Drawing		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>demonstrate integrated knowledge and understanding of subject terminology and codes of practice;</li> <li>demonstrate the ability to access and communicate discipline-specific information;</li> <li>select, evaluate and apply a range of different but appropriate rules and methods to solve Machine Drawing problems;</li> <li>skilfully apply methods and techniques of teaching Machine Drawing; and</li> <li>correctly select, evaluate and apply a range of different but appropriate principles, rules and skills, to create machine drawings and detailed views applying a CAD program.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x4 hour written examination 50 %		

Module code: EGDE411	Semester 1	NQF-level: 7
Title: Engineering Graphics and Design: Working in 3-D (1)		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>demonstrate sound knowledge and understanding of subject terminology and codes of practice;</li> <li>demonstrate integrated knowledge of and engagement in computer aided drawing operation and critical understanding and application of methods and techniques implemented to solve CAD problems; and</li> <li>demonstrate accurate, coherent, appropriate and creative presentation and teaching of methods and techniques used to solve complex CAD problems.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: EGDE421	Semester 2	NQF-level: 7
Title: Engineering Graphics and Design: Working in 3-D (2)		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>demonstrate sound knowledge of subject terminology and codes of practice;</li> <li>demonstrate integrated knowledge and engagement in computer aided drawing operation and critical understanding and application of methods and techniques implemented to solve complex CAD problems; and</li> <li>demonstrate accurate, coherent, appropriate and creative presentation and teaching of methods and techniques used to solve complex CAD problems.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ENAC211	Semester 1	NQF-level: 6
Title: English (First Additional Language) Communication: Using English as a medium of instruction across the curriculum (1)		
On successful completion of the module the student should demonstrate the ability to:		
<ul style="list-style-type: none"> <li>Show Detailed knowledge of the subject content</li> <li>Understand different forms of knowledge</li> <li>evaluate, select and apply appropriate methods within a defined context</li> <li>identify, analyse and solve problems in unfamiliar contexts</li> <li>understand the ethical implications of and of awareness ethical dilemmas</li> <li>evaluate different sources of information apply well-developed processes of analysis, synthesis and evaluation to that information</li> <li>present and communicate complex information reliably and</li> <li>coherently using appropriate academic and professional discourse</li> <li>make decisions and act appropriately in familiar and new contexts,</li> <li>evaluate performance against given criteria, and accurately identify and</li> <li>address his or her task-specific learning needs in a given context, and to provide</li> <li>support to the learning needs of others where appropriate</li> <li>work effectively in a team or group,</li> <li>take responsibility for his or her decisions and actions</li> <li>take responsibility for the ethical use of resources.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination including a major assignment 50 %		

Module code: ENAC212	Semester 1	NQF-level: 6
Title: Language across the curriculum (English Home Language): Using English as a medium of instruction across the curriculum		
After completion of this module students should be able to demonstrate:		
<ul style="list-style-type: none"> <li>an informed understanding of the theory of teaching through the medium of a second language</li> <li>an informed understanding of the theory of teaching language across the curriculum;</li> <li>an ability to select and apply the specific methods of teaching language across the curriculum and teaching through the medium of English.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination including a major assignment 50 %		

Module code: ENAC221	Semester 2	NQF-level: 6
Title: English (First Additional Language) Communication: English across the curriculum		
On successful completion of the module the student should demonstrate the ability to:		
<ul style="list-style-type: none"> <li>• provide Detailed knowledge of the subject content</li> <li>• Prepare lessons on different subjects e.g. History, Mathematics integrating language into subject lessons ,</li> <li>• Provide, organise and present new information. ability to evaluate different sources of information apply well-developed processes of analysis, synthesis and evaluation to that information</li> <li>• Mark transitions between sections of the work.</li> <li>• Understand the ethical implications of and of awareness ethical dilemmas</li> <li>• Establish and maintain relationships.</li> <li>• Exchange messages such as letters, reports and circulars. ability to present and communicate complex information reliably and</li> <li>• coherently use appropriate academic and professional discourse.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination including a major assignment 50 %		

Module code: ENAC222	Semester 2	NQF-level: 6
Title: Language across the curriculum (English Home Language): Advanced skills for using English as a medium of instruction across the curriculum		
After completion of this module students should be able to demonstrate :		
<ul style="list-style-type: none"> <li>• an informed, detailed understanding of the theory of teaching through the medium of a second language</li> <li>• an informed, detailed understanding of the theory of teaching language across the curriculum;</li> <li>• demonstrate an ability to select and apply the specific methods of teaching language across the curriculum and teaching through the medium of English</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination including a major assignment 50 %		

Module code: ENAF211	Semester 1	NQF-level: 5
Title: English First Additional Language in FP teaching: Language Acquisition and Development and Selecting and Evaluating Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• the ability to present and communicate information on current and historical theories and research in language acquisition as applied to EAL learners in an academically acceptable manner;</li> <li>• an understanding of the theories and research that explain how L1 literacy development differs from L2 literacy development;</li> <li>• the ability to evaluate the importance of EAL learners L1 and language varieties and build on these skills as a foundation for learning English;</li> <li>• the ability to work in a group, gather, synthesise and evaluate information on socio-cultural, psychological, and political variables and how these variables facilitate the process of learning English;</li> <li>• apply their knowledge of the role of individual learner variables in the process of learning English; and</li> <li>• the ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ENAF221	Semester 2	NQF-level: 6
Title: English First Additional Language in FP teaching: Foundational Knowledge and Multicultural Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• the ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of: <ul style="list-style-type: none"> <li>➢ Oral language (semantic, syntactic, pragmatic)</li> <li>➢ Phonological skill</li> <li>➢ Printed word recognition</li> <li>➢ Spelling</li> <li>➢ Reading fluency</li> <li>➢ Reading comprehension</li> <li>➢ Written expression;</li> </ul> </li> <li>• the ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently: <ul style="list-style-type: none"> <li>➢ Phonological (speech sound) processing</li> <li>➢ Orthographic (print) processing</li> <li>➢ Semantic (meaning) processing</li> <li>➢ Syntactic (sentence level) processing</li> <li>➢ Discourse (connected text level) processing;</li> </ul> </li> <li>• the ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom;</li> <li>• knowledge and an informed understanding of relevant theories and empirical research underlying learners' responses to children's literature and the value of multicultural children's literature;</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ENAF311	Semester 1	NQF-level: 6
Title: English First Additional Language in FP teaching: Language, Culture and Picture Books		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge and an informed understanding of cultural values and beliefs in the context of teaching and learning;</li> <li>• an informed understanding of and an application of knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning;</li> <li>• the ability to enhance communication between home and school to facilitate EAL teaching and build ethically responsible partnerships with EAL families;</li> <li>• an informed understanding of and application of concepts about the interrelationship between language and culture;</li> <li>• the ability to use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction by using appropriate methods, etc.;</li> <li>• the ability to apply concepts of cultural competency, particularly knowledge about how an individual's cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among learners;</li> <li>• their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature;</li> <li>• an understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ENAF321	Semester 2	NQF-level: 6
Title: English First Additional Language in FP teaching: Language as a System and Traditional Literature, Poetry, Historical Fiction, and Biographies		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of the components of language and language as an integrative system;</li> <li>• the ability to select information on phonology, morphology, syntax, semantics and pragmatics in order to analyse, synthesise and evaluate the information so as to help English Additional Language (EAL) learners develop oral, reading and writing skills in English;</li> <li>• detailed knowledge of rhetorical and discourse structures so as to apply it to EAL learning; and</li> <li>• integrated knowledge of different types of children's literature, namely traditional, poetry, historical fiction and biographies.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ENAF411	Semester 1	NQF-level: 7
Title: English First Additional Language in FP teaching: Planning, Implementing and Managing Instruction as well as Fantasy, Science Fiction and Contemporary Realistic Fiction		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge of the instructional needs of diverse EAL learners;</li> <li>• an understanding of a range of methods, activities and tasks and an assessment of their suitability for EAL learners' language teaching and learning;</li> <li>• the ability to select, adapt and use culturally responsive, age-appropriate, and linguistically accessible materials related to listening, speaking, reading and writing skills;</li> <li>• the ability to gather, analyse, synthesise and evaluate information on technological resources that can enhance language teaching and learning for EAL learners; and</li> <li>• integrated knowledge and understanding of children's literature, specifically fantasy, science fiction and contemporary realistic fiction.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ENAF421	Semester 2	NQF-level: 7
Title: English First Additional Language in FP teaching: Assessment and Critical Issues in Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge of and engagement in research related to the fundamentals of EAL assessment;</li> <li>• an ability to interrogate multiple sources of knowledge related to EAL assessment methods, techniques, tools and practices;</li> <li>• the ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process;</li> <li>• an ability to present and communicate EAL assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components being assessed;</li> <li>• the ability to theoretically engage with children's literature through linking the various types to a critical approach; and</li> <li>• the ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ENFF111	Semester 1	NQF-level: 5
Title: English Home Language FP: Foundational Knowledge and Multicultural Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Knowledge and an informed understanding of major theories, models and empirical research that describe the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing processes, components and development.</li> <li>• The ability to work in a group to complete a project in an ethically responsible manner reflecting their understanding and interpretation of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing processes, components and development.</li> <li>• The ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of: <ul style="list-style-type: none"> <li>○ Oral language (semantic, syntactic, pragmatic)</li> <li>○ Phonological skill</li> <li>○ Printed word recognition</li> <li>○ Spelling</li> <li>○ Reading fluency</li> <li>○ Reading comprehension</li> <li>○ Written expression</li> </ul> </li> <li>• The ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently: <ul style="list-style-type: none"> <li>○ Phonological (speech sound) processing</li> <li>○ Orthographic (print) processing</li> <li>○ Semantic (meaning) processing</li> <li>○ Syntactic (sentence level) processing</li> <li>○ Discourse (connected text level) processing</li> </ul> </li> <li>• The ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom.</li> <li>• The ability to manage all learners in a classroom while working with whole class/groups/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels.</li> <li>• Knowledge and an informed understanding of relevant theories and empirical research underlying learners' responses to children's literature and the value of multicultural children's literature.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 40 % 1x2 Hour written examination 60 %		

Module code: ENFF121	Semester 2	NQF-level: 6
Title: English Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Knowledge and an informed understanding of phonetics (the sounds of a language) in terms of how speech sounds are produced and characterised, phonology (the sound patterns of language) as it relates to speech sounds forming systems and patterns in human language (e.g., the order in which speech sounds are combined, the accent and stress patterns typically applied to words and phrases, etc.) and phonemic awareness.</li> <li>• The ability to identify and interpret children's reading and spelling errors as well as select, evaluate and implement developmentally appropriate instructional practices to address children's reading and spelling errors.</li> <li>• The ability to present an overview of the history of children's literature and to distinguish between different types of children's literature by communicating their independent research in an academically acceptable manner</li> <li>• the ability to work collaboratively with a community to identify and address authentic community needs, and engage in systematic reflection in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 40 % 1x2 Hour written examination 60 %		

Module code: ENFF211	Semester 1	NQF-level: 6
Title: English Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principles and selecting and evaluating Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Detailed knowledge and an understanding of morphology (the words of language) as it relates to the teaching of phonics and spelling, the various structures of language that underlie the English spelling system (e.g., phoneme-grapheme, syllable patterns, morpheme units in print, and word origin) and of the broad outline of historical influences on English spelling patterns, especially Anglo-Saxon, Latin (Romance) and Greek.</li> <li>• The ability to use the organising principles of the English spelling system at the sound, syllable, and morpheme levels in order to identify learner progress and or problems at these levels.</li> <li>• The ability to select, differentiate between, reflect critically, evaluate and apply explicit vs non-explicit, systematic vs non-systematic, and sequential vs non-sequential phonics instruction using developmentally appropriate resources in a class of diverse learners.</li> <li>• The ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society.</li> <li>• The ability to work together in a community co-operatively and systematically to identify authentic communication needs</li> <li>• The ability to address authentic community needs, and engage in systematic reflection in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: ENFF221	Semester 2	NQF-level: 6
Title: English Home Language FP: Semantics, Vocabulary and Picture books		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Integrated knowledge of semantics (linguistic meaning of words, phrases and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning.</li> <li>• The ability to select, evaluate and apply with discernment direct and indirect (contextual) methods of vocabulary instruction based on an analysis of learner needs.</li> <li>• An ability to analyse, select and apply varied techniques for vocabulary instruction before, during, and after reading based on an analysis and evaluation of evidence-based practice related to vocabulary teaching and learning.</li> <li>• Analyse and reflect on the role of vocabulary development and vocabulary knowledge in comprehension by communicating the information coherently using appropriate academic conventions.</li> <li>• Their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature.</li> <li>• An understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: ENFF311	Semester 1	NQF-level: 7
Title: English Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Integrated knowledge and critical evaluation of research on English syntax and how it relates to vocabulary, fluency and comprehension teaching and learning.</li> <li>• The ability to identify, analyse, evaluate and reflect on the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read by critically analysing evidence-based research.</li> <li>• The ability to gather and analyse information on the role of fluency in reading development and to present their ideas in a well-formed and coherently constructed argument.</li> <li>• An understanding of and the ability to apply the range of methods, activities, and techniques for enhancing fluency in order to address learners' diverse needs.</li> <li>• Integrated knowledge of different types of children's literature, namely traditional, poetry, historical fiction and biographies.</li> <li>• Engage in systematic reflection during the service learning project in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1x3 hour written examination 40 %		

Module code: ENFF321	Semester 2	NQF-level: 7
Title: English Home Language FP: Discourse Analysis, Pragmatics, Comprehension and Informational Texts		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Integrated knowledge and engagement with discourse analysis and pragmatics as it relates to comprehension teaching and learning.</li> <li>• The ability to evaluate the knowledge on text, reader, task, and context variables that have an impact on comprehension outcomes.</li> <li>• The ability to make ethically responsible decisions that relate to the application and evaluation of teaching strategies that are appropriate before, during and after reading and that promote reflective reading by all learners.</li> <li>• An understanding of the conceptual models related to the psychology of reading.</li> <li>• Integrated knowledge of the major text genres in order to ensure responsible teaching practice.</li> <li>• The ability to select and administer in ethically responsible ways assessment strategies that provide learners with opportunities to demonstrate comprehension.</li> <li>• The ability to compare and differentiate between traditional literature and informational texts in order to communicate well-formed arguments.</li> <li>• The ability to integrate and apply traditional literature as well as informational texts in their teaching.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1x3 hour written examination 40 %		

Module code: ENFF411	Semester 1	NQF-level: 7
Title: English Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Integrated knowledge of and engagement with the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation)</li> <li>• The ability to evaluate grade and developmental expectations for learners' writing in the following areas by applying evidence-based practice: <ul style="list-style-type: none"> <li>➢ Mechanics and conventions of writing.</li> <li>➢ Composition</li> <li>➢ Revision</li> <li>➢ Editing processes</li> </ul> </li> <li>• The ability to critically reflect on research-based principles for teaching letter naming and letter formation, both manuscript and cursive in order to adapt teaching to learner needs.</li> <li>• The ability to select and apply techniques for teaching handwriting fluency.</li> <li>• Integrated knowledge and understanding of children's literature, specifically fantasy, science fiction and contemporary realistic fiction.</li> <li>• Participate in positive social change through the process of producing a capstone project.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1x3 hour written examination 40 %		

Module code: ENFF421	Semester 2	NQF-level: 8
Title: English Home Language FP: School-based Language Assessment and Critical Issues in Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Knowledge of and engagement in research related to the fundamentals of language assessment.</li> <li>• An ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices.</li> <li>• The ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process.</li> <li>• The ability to present and communicate assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components being assessed.</li> <li>• The ability to theoretically engage with children's literature through linking the various types to a critical approach.</li> <li>• The ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1x3 hour written examination 40 %		

Module code: ENGV111	Semester 1	NQF-level: 5
Title: English for the Senior/FET phase teacher: An introduction to Young Adult Literature (YAL)		
On successful completion of the module the student should demonstrate :		
<ul style="list-style-type: none"> <li>• understanding and awareness of the structures, linguistic and syntactic features of a range of YAL and children's literature including poetry</li> <li>• knowledge and understanding of the aims, objectives, rationale and philosophy underpinning the teaching of English in the Senior FET curriculum.</li> <li>• Ability to work effectively with and respect others, by understanding how language is used for a range of audiences and purposes.</li> <li>• apply theory of language teaching methodology to design appropriate lessons</li> <li>• identify, evaluate and solve defined, routine and new problems within the context of YOL and children's literature</li> <li>• assessment strategies to evaluate his or her performance or the performance of others</li> <li>• take responsibility for his or her learning through completion of workbooks</li> <li>• ability to communicate information reliably, accurately and coherently when completing written and oral assignments</li> <li>• gather information from a range of sources, apply basic processes of analysis, synthesis and evaluation when doing research on aspects of YAL and Children's literature</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination including one major assignment 50 %		

Module code: ENGV121	Semester 2	NQF-level: 6
Title: English for the Senior/FET phase teacher: Linguistics		
On successful completion of the module the student should demonstrate :		
<ul style="list-style-type: none"> <li>• <b>detailed</b> knowledge and understanding of the Linguistics of English</li> <li>• knowledge and understanding of the grammatical structures of English</li> <li>• well-rounded understanding of the acquisition and development of language and literacy in the IP.</li> <li>• evaluate, select and apply appropriate methods - and pedagogical skills that make content accessible to learners.</li> <li>• apply theory of language teaching methodology to design appropriate lessons</li> <li>• present and <b>communicate complex</b> information reliably and coherently using <b>appropriate</b> academic and professional <b>discourse</b></li> <li>• <b>evaluate</b> different sources of information <b>apply well-developed</b> processes of</li> <li>• analysis, synthesis and evaluation to that information</li> <li>• evaluate performance against given criteria, and <b>accurately identify</b> and</li> <li>• <b>address</b> his or her task-specific learning needs in a given context, and to <b>provide</b></li> <li>• <b>support</b> to the learning needs of others where appropriate</li> <li>• work effectively in a team or group, take responsibility for his or her decisions and actions</li> <li>• ability to take responsibility for the use of resources</li> <li>• understanding of the <b>ethical implications</b> and awareness of ethical dilemmas such as plagiarism, intellectual property etc.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination including one major assignment 50 %		

Module code: ENGV211	Semester 1	NQF-level: 6
Title: English for the Senior/FET phase teacher: Texts and context - Studying poetry and drama from the Elizabethan to the Victorian era		
On successful completion of the module the student should demonstrate:		
<ul style="list-style-type: none"> <li>• <b>detailed</b> knowledge of the major traditions of literature written in English, Elizabethan to Victorian and an appreciation for the diversity of literary and social voices within those traditions;</li> <li>• well-rounded understanding of the acquisition and development of language and literacy in the Senior and FET phase;</li> <li>• ability to evaluate, select and apply appropriate methods - and pedagogical skills that make content accessible to learners;</li> <li>• ability to apply theory of language teaching methodology to design appropriate lessons;</li> <li>• ability to present and <b>communicate complex</b> information reliably and coherently, using <b>appropriate</b> academic and professional <b>discourse</b>;</li> <li>• an ability to read texts in relation to their historical and cultural contexts, in order to gain a richer understanding of both text and context, and to become more aware of themselves and their learners as situated historically and culturally;</li> <li>• <b>ability to evaluate</b> different sources of information and <b>apply well-developed</b> processes of analysis, synthesis and evaluation to that information;</li> <li>• ability to evaluate performance against given criteria, and <b>accurately identify</b> and <b>address</b> his or her task-specific learning needs in a given context, and to <b>provide support</b> to the learning needs of others where appropriate;</li> <li>• ability to work effectively in a team or group, take responsibility for his or her decisions and actions and take responsibility for the use of resources;</li> <li>• <b>awareness and understanding of</b> such aspects as social norms, their relation to social issues.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination including one major assignment 50 %		



Module code: ENGV221	Semester 2	NQF-level: 6
Title: English for the Senior/FET phase teacher: Exploring key periods in literature		
On successful completion of the module the student should demonstrate:		
<ul style="list-style-type: none"> <li>• <b>Detailed</b> knowledge of both literary and non-literary text from the Victorian and early Modern era.</li> <li>• Understanding of different forms of knowledge about the role of ICT in the English classroom: knowledge and understanding of the methodology underpinning the use of ICT in the classroom.</li> <li>• Ability to evaluate, select and apply appropriate language teaching methodology to design phase and grade appropriate lessons.</li> <li>• <b>Ability to evaluate</b> different sources of information and <b>apply well-developed</b> processes of analysis, synthesis and evaluation to that information.</li> <li>• Ability to present and <b>communicate complex</b> information reliably and coherently, using <b>appropriate</b> academic and professional <b>discourse in both oral and written assignments.</b></li> <li>• An understanding of the <b>ethical implications</b> of plagiarism, cheating, dishonesty as regards intellectual property.</li> <li>• Work effectively in a team or group, take responsibility for his or her decisions and actions.</li> <li>• Ability to take responsibility for the use of resources.</li> <li>• Understanding and awareness of the needs of the 21<sup>st</sup> century learner.</li> <li>• Ability to apply knowledge of 21st century assessment theory and strategies and to identify and <b>provide support</b> to the learning needs of others where appropriate.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination including one major assignment 50 %		

Module code: ENGV311	Semester 1	NQF-level: 6
Title: English for the Senior/FET phase teacher: Literary Theories and Philosophy		
On successful completion of the module the student should demonstrate:		
<ul style="list-style-type: none"> <li>• Integrated knowledge of literature and literary analysis;</li> <li>• Detailed knowledge of how literary theory and philosophy are linked and the effect the prevalent philosophy has on the literature and language teaching of an era;</li> <li>• Integrated understanding of how differences in theoretical framework can produce multiple readings of a text;</li> <li>• Ability to critically reflect on and address complex problems by analysing and interpreting a variety of texts (written, oral, visual and cultural) from different critical perspectives;</li> <li>• Ability to design and develop strong thesis statements, applying evidence-based solutions and theory-driven arguments</li> <li>• Ability to formulate well-formed arguments, using appropriate academic, discourse;</li> <li>• Ability to present research on Literature and philosophy using appropriate research skills and methods of referencing</li> <li>• Ability to validate sources of information. Evaluate and manage the information; and</li> <li>• Apply theory of language teaching methodology to design phase appropriate and grade appropriate lessons.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination including one major assignment 50 %		

Module code: ENGV321	Semester 2	NQF-level: 7
Title: English for the Senior/FET phase teacher: Understanding Text and Context in a Post Modern era		
On successful completion of the module the student should demonstrate:		
<ul style="list-style-type: none"> <li>• Integrated knowledge and appreciation of how differences in context and historical settings can effect perspectives on both literature and language learning;</li> <li>• Integrated knowledge regarding film analysis and the teaching of visual literacy;</li> <li>• Detailed knowledge of alternative forms of information: digital, Graphic, etc.;</li> <li>• Detailed knowledge of how literary theory and philosophy are linked and the effect the prevalent philosophy has on the literature and language teaching of an era;</li> <li>• Integrated understanding of how differences in theoretical framework can produce multiple readings of a text;</li> <li>• Ability to critically reflect on and address complex problems by analysing and interpreting a variety of texts (written, oral, visual and cultural) from post-modern and contemporary literature;</li> <li>• Ability to design and develop strong thesis statements applying evidence-based solutions and theory-driven arguments;</li> <li>• Ability to formulate well-formed arguments, using appropriate academic, discourse;</li> <li>• Ability to present research using appropriate research skills and methods of referencing;</li> <li>• Ability to validate sources of information. Evaluate and manage the information; and</li> <li>• Ability to apply theory of language teaching methodology to design phase appropriate and grade appropriate lessons.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination including one major assignment 50 %		

Module code: ENGV411	Semester 1	NQF-level: 7
Title: English for the Senior/FET phase teacher: South African Literary Foundations and Perspectives		
On successful completion of the module the student should demonstrate:		
<ul style="list-style-type: none"> <li>Ability to read and interpret a variety of texts (written, oral, visual and cultural) from South African literature;</li> <li>Integrated knowledge and appreciation of how differences in culture and perspective can affect literature and language learning;</li> <li>Understanding of a range of methods of enquiry in a field;</li> <li>Ability to critically reflect on and address complex problems such as techniques and strategies implemented by the authors to question mainstream attitudes and values through an investigation of questions such as 'How is identity formulated in the margins?';</li> <li>Ability to critically evaluate sources of information and manage the information by writing coherently and scientifically about a set topic about a real problem in the South African Education context.</li> <li>Ability to take full responsibility for his or her work, decision-making and use of resources;</li> <li>Ability to communicate in well-formed arguments, using appropriate academic discourse; and</li> <li>Ability to apply different forms of assessment to self-assess and direct the learning of others.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination including one major assignment 50 %		

Module code: ENGV421	Semester 2	NQF-level: 7
Title: English for the Senior/FET phase teacher: Applied Linguistics		
On successful completion of the module the student should demonstrate:		
<ul style="list-style-type: none"> <li>Integrated and well-rounded knowledge of, and <b>engagement in the field of</b> Applied Linguistics and language teaching in the South African context.</li> <li>Ability to read and interpret a variety of texts (written, oral, visual and cultural) from South African literature;</li> <li>Integrated knowledge and appreciation of how differences in culture and perspective can affect literature and language learning;</li> <li>Understanding of a range of methods of enquiry in a field;</li> <li>Ability to critically reflect on and address complex problems such as techniques and strategies implemented by the authors to question mainstream attitudes and values through an investigation of questions such as 'How is identity formulated in the margins?';</li> <li>Ability to critically evaluate sources of information and manage the information by writing coherently and scientifically about a set topic about a real problem in the South African Education context;</li> <li>Ability to take full responsibility for his or her work, decision-making and use of resources;</li> <li>Ability to communicate in well-formed arguments, using appropriate academic discourse; and</li> <li>Ability to apply different forms of assessment to self-assess and direct the learning of others.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination including one major assignment 50 %		

Module code: ENIP211	Semester 1	NQF-level: 6
Title: Teaching English as a FAL in the Intermediate Phase		
On successful completion of the module the student should demonstrate:		
<ul style="list-style-type: none"> <li>Detailed knowledge of the subject content</li> <li>understanding of different forms of knowledge</li> <li>evaluate, select and apply appropriate methods within a defined context</li> <li>ability to identify, analyse and solve problems in unfamiliar contexts ability to distinguish between BICS and CALP.</li> <li>detailed knowledge and understanding of the position of English as medium of instruction in a diverse SA</li> <li>knowledge and understanding of learner differences and their implications for teaching</li> <li>understanding of the ethical implications of and of awareness ethical dilemmas</li> <li>ability to evaluate different sources of information and apply well-developed processes of analysis, synthesis and evaluation to that information</li> <li>ability to present and communicate complex information reliably and coherently using appropriate academic and professional discourse;</li> <li>personal proficiency in the use of English as a medium of instruction and communication in the classroom</li> <li>ability to make decisions and act appropriately in familiar and new contexts,</li> <li>ability to evaluate performance against given criteria, and accurately identify and address his or her task-specific learning needs in a given context;</li> <li>ability to evaluate the aims, objectives, rationale, and philosophy underpinning the teaching of English as FAL;</li> <li>knowledge and understanding of the acquisition and development of language and literacy in the Intermediate phase.</li> <li>ability to support to the learning needs of others where appropriate;</li> <li>ability to apply methodological skills to design and present effective English and medium of instruction lessons</li> <li>ability to work effectively in a team or group;</li> <li>ability to take responsibility for his or her decisions and actions;</li> <li>ability to take responsibility for the ethical use of resources;</li> <li>ability to identify, evaluate and address his or her learning needs in a self-directed manner, and to facilitate collaborative learning processes;</li> <li>knowledge of the profile of the 21st Century learner;</li> <li>understanding and knowledge of 21st century assessment strategies.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination including one major assignment 50 %		

Module code: ENIP221	Semester 2	NQF-level: 6
Title: English as a FAL in the Intermediate Phase: Linguistics for the Intermediate Phase Teacher		
On successful completion of the module the student should demonstrate:		
<ul style="list-style-type: none"> <li>• <b>Detailed knowledge</b> of the subject content: detailed knowledge and understanding of the Linguistics of English</li> <li>• understanding of different forms of knowledge: knowledge and understanding of the grammatical structures of English</li> <li>• evaluate, select and apply appropriate methods within a defined context</li> <li>• ability to identify, analyse and solve problems in unfamiliar contexts:</li> <li>• well-rounded understanding of the acquisition and development of language and literacy in the IP.</li> <li>• an understanding of the <b>ethical implications</b> of and of awareness <b>ethical dilemmas</b></li> <li>• ability to <b>evaluate</b> different sources of information <b>apply well-developed</b> processes of analysis, synthesis and evaluation to that information</li> <li>• ability to present and <b>communicate complex</b> information reliably and</li> <li>• ability to coherently using <b>appropriate</b> academic and professional <b>discourse</b>:</li> <li>• knowledge and understanding of the methodological and pedagogical skills that make content accessible to learners.</li> <li>• ability to read extensively.</li> <li>• ability to make decisions and act appropriately in familiar and new contexts,</li> <li>• ability to evaluate performance against given criteria, and <b>accurately identify</b> and</li> <li>• ability to <b>address</b> his or her task-specific learning needs in a given context, and to <b>provide</b></li> <li>• ability to <b>support</b> the learning needs of others where appropriate</li> <li>• ability to work effectively in a team or group,</li> <li>• ability to take responsibility for his or her decisions and actions</li> <li>• ability to identify, evaluate and address his or her learning needs in a self-directed manner, and to facilitate collaborative learning processes;</li> <li>• knowledge of the profile of the 21<sup>st</sup> Century learner;</li> <li>• understanding and knowledge of 21st century assessment strategies.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination including one major assignment 50 %		

Module code: ENIP311	Semester 1	NQF-level: 6
Title: English as a FAL in the Intermediate Phase: Children's and Young Adult Literature in the Intermediate Phase		
On successful completion of the module the student should demonstrate:		
<ul style="list-style-type: none"> <li>• <b>Detailed knowledge</b> of the subject content : coherent and critical understanding of the salient features of Children's and YA literature</li> <li>• understanding of different forms of knowledge;</li> <li>• ability to recognise how writers can transgress or subvert generic expectations as well as fulfil them;</li> <li>• evaluate, select and apply appropriate methods within a defined context;</li> <li>• ability to identify, analyse and solve problems in unfamiliar contexts;</li> <li>• an understanding of the <b>ethical implications</b> of and of awareness <b>ethical dilemmas</b>;</li> <li>• ability to <b>evaluate</b> different sources of information <b>apply well-developed</b> processes of analysis, synthesis and evaluation to that information;</li> <li>• ability to present and <b>communicate complex</b> information reliably and ability to coherently using <b>appropriate</b> academic and professional <b>discourse</b>;</li> <li>• well-rounded acquaintance with and an understanding of literary texts and material suitable for the IP;</li> <li>• ability to make decisions and act;</li> <li>• appropriately in familiar and new contexts;</li> <li>• ability to evaluate performance against given criteria, and <b>accurately identify</b> provide support where necessary;</li> <li>• display sound understanding of the mechanics of reading in order to assist learners in the process of reading;</li> <li>• ability to <b>address</b> his or her task-specific learning needs in a given context, and to <b>provide</b> ability to <b>support</b> the learning needs of others where appropriate;</li> <li>• profound knowledge of the child and how content is best learned;</li> <li>• ability to work effectively in a team or group;</li> <li>• ability to take responsibility for his or her decisions and actions;</li> <li>• ability to take responsibility for the ethical use of resources; and</li> <li>• ability to identify, evaluate and address his or her learning needs in a self-directed manner, and to facilitate collaborative learning processes;</li> <li>• knowledge of the profile of the 21<sup>st</sup> Century learner;</li> <li>• understanding and knowledge of 21st century assessment strategies.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination including one major assignment 50 %		

Module code: ENIP321	Semester 2	NQF-level: 6
Title: English as a FAL in the Intermediate Phase: Visual literacy and Technology for the IP teacher		
Teacher competences developed by means of the module:		
<ul style="list-style-type: none"> <li>• Integrated knowledge of the central areas of one or more fields;</li> <li>• appropriate literary, non-literary and visual texts including graphic novels, picture books and digital material;</li> <li>• detailed knowledge of an area or areas of specialisation;</li> <li>• understanding and knowledge about the role of ICT in the FAL and English medium of instruction classroom;</li> <li>• ability to evaluate types of knowledge and explanations;</li> <li>• understanding of a range of methods of enquiry in a field;</li> <li>• ability to critically reflect on and address complex problems;</li> <li>• ability to apply evidence-based solutions and theory-driven arguments;</li> <li>• well-rounded knowledge and understanding of the methodology underpinning the use of ICT in the classroom;</li> <li>• ability to take decisions and act ethically and professionally, justify those decisions;</li> <li>• ability to develop appropriate processes of information;</li> <li>• ability to validate sources of information evaluate and manage the information;</li> <li>• ability to communicate in well-formed arguments, using appropriate academic, professional, or occupational discourse</li> <li>• ability to manage processes in unfamiliar and variable contexts, recognising that problem-solving is context- and system-bound, and does not occur in isolation-understanding and knowledge about the role of ICT in the FAL and English medium of instruction classroom.</li> <li>• ability to identify, evaluate and address his or her learning needs in a self-directed manner, and to facilitate collaborative learning processes;</li> <li>• Knowledge of the profile of the 21st Century learner;</li> <li>• understanding and knowledge of 21st century assessment strategies;</li> <li>• ability to take full responsibility for his or her work, decision-making and use of resources.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination including one major assignment 50 %		

Module code: ENIP411	Semester 1	NQF-level: 7
Title: English as a FAL in the Intermediate Phase: Texts and context in the FAL classroom		
On successful completion of the module the student should demonstrate:		
<ul style="list-style-type: none"> <li>• Integrated knowledge of the central areas of one or more fields: demonstrate a sound understanding of the literary texts and other material suitable for use in the IP classroom.</li> <li>• Detailed knowledge of an area or areas of specialisation: well- rounded knowledge of the organisation linguistic and syntactic features of a variety of fiction and non-fiction texts.</li> <li>• ability to evaluate types of knowledge and explanations</li> <li>• understanding of a range of methods of enquiry in a field,</li> <li>• ability to critically reflect on and address complex problems,</li> <li>• ability to apply evidence-based solutions and theory-driven arguments demonstrate sound knowledge and understanding of the methodological and subject specific pedagogy required for effective teaching and learning of the LOLT.</li> <li>• ability to take decisions and act ethically and professionally, justify those decisions</li> <li>• ability to develop appropriate processes of information</li> <li>• ability to validate sources of information evaluate and manage the information</li> <li>• ability to communicate in well-formed arguments, using appropriate academic, professional, or occupational discourse</li> <li>• ability to manage processes in unfamiliar and variable contexts, recognising that problem-solving is context- and system-bound, and does not occur in isolation</li> <li>• ability to identify, evaluate and address his or her learning needs in a self-directed manner, and to facilitate collaborative learning processes</li> <li>• ability to take full responsibility for his or her work, decision-making and use of resources.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination including one major assignment 50 %		

Module code: ENIP421	Semester 2	NQF-level: 8
Title: English as a FAL in the Intermediate Phase: Advanced language skills for the IP teacher		
On successful completion of the module the student should demonstrate:		
<ul style="list-style-type: none"> <li>• Integrated knowledge of the central areas of one or more fields -in- depth conceptual, procedural and prepositional knowledge about English</li> <li>• detailed knowledge of an area or areas of specialisation</li> <li>• ability to evaluate types of knowledge and explanations</li> <li>• understanding of a range of methods of enquiry in a field,</li> <li>• ability to critically reflect on and address complex problems,</li> <li>• well- rounded knowledge and skill regarding the methodology and subject pedagogical aspects of the teaching of English as a FAL as well as a medium of instruction.</li> <li>• ability to apply evidence-based solutions and theory-driven arguments</li> <li>• ability to take decisions and act ethically and professionally, justify those decisions</li> <li>• ability to develop appropriate processes of information</li> <li>• ability to validate sources of information evaluate and manage the information</li> <li>• ability to communicate in well-formed arguments, using appropriate academic, professional, or occupational discourse</li> <li>• ability to manage processes in unfamiliar and variable contexts, recognising that problem-solving is context- and system-bound, and does not occur in isolation understanding and knowledge of problems encountered by second language speakers of English</li> <li>• ability to identify, evaluate and address his or her learning needs in a self-directed manner, and to facilitate collaborative learning processes well-defined understanding and knowledge of appropriate assessment principles.</li> <li>• ability to identify, evaluate and address his or her learning needs in a self-directed manner, and to facilitate collaborative learning processes</li> <li>• <b>knowledge of the profile of the 21<sup>st</sup> Century learner : understanding and knowledge of 21st century assessment strategies.</b></li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination including one major assignment 50 %		

Module code: ETEE213	Semester 1	NQF-level: 6
Title: Electrical Technology for Teachers: Basic Electronics		
<b>Teacher's Competencies developed by means of the module:</b>		
<ul style="list-style-type: none"> <li>• detailed knowledge of the learning strategies in Electrical Technology</li> <li>• detailed knowledge of the interpretation and implementation of National Policy documents</li> <li>• providing newly qualified teachers with a basic knowledge of Electrical Technology, specifically in the Electronic field.</li> <li>• basic knowledge with regard to the school curriculum and an ability to unpack the specialised content.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ETEE222	Semester 2	NQF-level: 6
Title: Electrical Technology: Electromagnetism		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate detailed knowledge with regard to the general field of the electrical engineering industry and specific insight into those aspects that are applicable to Electrical Technology as a school subject in the GET and FET phases;</li> <li>• evaluate, apply and explain relevant formulas and calculations in a practical manner in order to solve contextualised electrical engineering problems relevant to the prescribed curriculum in the GET and FET phases;.</li> <li>• behave in an ethically accountable manner in the work place and also contribute to a safe work environment;</li> <li>• demonstrate detailed knowledge of and adhere to accountable behaviour in accordance with prescribed procedures and measures that promote safety and reduce possible risk of injury within the context of electrical technology as a school subject within the GET and FET phases;</li> <li>• demonstrate the ability to select and apply appropriate and subject specific teaching methodologies and strategies related to electrical technology in the GET and FET phases.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: ETEE312	Semester 1	NQF-level: 6
Title: Electrical Technology: Alternating Current Circuits		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate integrated knowledge with regard to the general field of the electrical engineering industry and specific insight into those aspects that are applicable to electrical technology as a school subject in the GET and FET phases;</li> <li>• demonstrate the ability to evaluate and apply relevant formulas and calculations in a practical manner in order to solve contextualised electrical engineering problems relevant to the prescribed curriculum in the GET and FET phases;.</li> <li>• behave in an ethically accountable manner in the work place and also contribute to a safe work environment;</li> <li>• demonstrate an integrated knowledge of and adhere to accountable behaviour in accordance with prescribed procedures and measures that promote safety and reduce possible risk of injury within the context of electrical technology as a school subject within the GET and FET phases; and</li> <li>• select and apply appropriate and subject specific teaching methodologies and strategies related to electrical technology in the GET and FET phases.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ETEE322	Semester 2	NQF-level: 7
Title: Electrical Technology for Teachers: Electronics II (Semiconductor devices)		
<b>Teacher's Competencies developed by means of the module:</b>		
<ul style="list-style-type: none"> <li>integrated subject knowledge and understanding of, as well as the ability to correctly evaluate and apply subject related terms, concepts, facts, phenomenon and rules that specifically apply to the context of Electrical Technology;</li> <li>integrated knowledge and ability to interpret , implement and evaluate the National Policy documents and the effective implementation of subject specific curriculum requirements such as organising classroom activities, practical sessions and assessment criteria;</li> <li>displaying a positive work ethic and appropriate behaviour that befits, enhances and develops the teaching profession and contributes to effectively teach Electrical Technology while promoting acceptable social values and principles;</li> <li>being able to assess learners in reliable and varied ways and to utilise the assessment results in order to improve their teaching of Electrical Technology, presented at university level (research skills); and knowledge of presenting FET technology subjects</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ETEE413	Semester 1	NQF-level: 7
Title: Electrical Technology for Teachers: Electronics III (Digital fundamentals)		
<b>This module establishes integrated competencies of a beginner teacher such as:</b>		
<ul style="list-style-type: none"> <li>Integrated subject knowledge and understanding of, as well as the ability to correctly evaluate and apply subject related terms, concepts, facts, phenomenon and rules that specifically apply to the context of Electrical Technology;</li> <li>Well informed knowledge and ability to interpret , implement and evaluate the National Policy documents and the effective implementation of subject specific curriculum requirements such as organising classroom activities, practical sessions and assessment criteria;</li> <li>displaying a positive work ethic and appropriate behaviour that befits, enhances and develops the teaching profession and contributes to effectively teach Electrical Technology while promoting acceptable social values and principles;</li> <li>being able to assess learners in reliable and varied ways and to utilise the assessment results in order to improve their teaching of Electrical Technology, presented at university level (research skills); and knowledge of presenting FET technology subjects</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ETEE423	Semester 2	NQF-level: 7
Title: Electrical Technology: Alternating Current-circuits		
On successful completion of this module the student should be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>integrated knowledge with regard to the general field of the electrical engineering industry and specific insight into those aspects that are applicable to Electrical Technology as a school subject in the GET and FET phases;</li> <li>ability to critically evaluate and apply relevant formulas and calculations in a practical manner in order to solve contextualised electrical engineering problems relevant to the prescribed curriculum in the GET and FET phases;.</li> <li>to behave in an ethically accountable manner in the work place and also contribute to a safe work environment;</li> <li>integrated knowledge of and adherence to accountable behaviour in accordance with prescribed procedures and measures that promote safety and reduce possible risk of injury within the context of Electrical Technology as a school subject within the GET and FET phases; and</li> <li>an ability to critically select and apply appropriate and subject specific teaching methodologies and strategies related to Electrical Technology in the GET and FET phases.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: FETC111	Semester 1	NQF-level: 5
Title: Structures in Technology		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>detailed knowledge and understanding of the definition, classification, purpose and types of structures</li> <li>the ability to identify and effectively apply knowledge about: <ul style="list-style-type: none"> <li>a) the nature, properties and usage of different structural members to strengthen structures;</li> <li>b) all construction materials and its properties, as well as how the type of forces therein affects structures</li> </ul> </li> <li>basic knowledge of the Occupational Health and Safety Act as applicable to the Civil Technology workshop and built environment.</li> <li>adequate knowledge of all hand tools, power tools and fixed machinery found in the Civil Technology field, and its correct maintenance and uses.</li> <li>basic knowledge of cost and calculations for small civil projects.</li> <li>the ability to accurately and coherently communicate in written and verbal form while working as part of a group during a problem solving task (bridge building)</li> <li>implementation of subject-didactic knowledge and skills with regard to Civil Technology (structures component)</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: FETE121	Semester 2	NQF-level: 5
Title: Electrical Technology: Electric current theory		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>demonstrate knowledge with regard to the general field of the electrical engineering industry and specific insight into those aspects that are applicable to electrical technology as a school subject in the GET phase;</li> <li>explain, evaluate and apply relevant formulas and calculations in a practical manner in order to solve contextualised electrical engineering problems relevant to the prescribed curriculum in the GET phase;</li> <li>behave in an ethically accountable manner in the work place and also contribute to a safe work environment;</li> <li>demonstrate knowledge of and adhere to accountable behaviour in accordance with prescribed procedures and measures that promote safety and reduce possible risk of injury within the context of electrical technology as a school subject within the GET phase;</li> <li>select and apply appropriate and subject specific teaching methodologies and strategies related to electrical technology in the GET phase.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: FETM111	Semester 1	NQF-level: 5
Title: Mechanical Technology for Teachers: Engineering		
This module establishes competencies such as:		
<ul style="list-style-type: none"> <li>knowledge of the interpretation and implementation of National Policy Statements;</li> <li>basic subject knowledge with regard to manufacturing and joining as required by the prescribed curriculum for the GET and FET phases;</li> <li>basic knowledge and application of problem and project solving skills and development of mathematical skills on calculations, applications and the technological process;</li> <li>the teaching and learning of knowledge and skills and problem solving skills, using the technological process;</li> <li>the compilation and implementation of subject portfolios; and</li> <li>the manner in which assignments are compiled and presented</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: FETM121	Semester 2	NQF-level: 6
Title: Engineering Technology for Teachers: Manufacturing and Joining		
With regard to the teaching of Mechanical Technology, this module aims to establish beginner teacher competencies such as:		
<ul style="list-style-type: none"> <li>a subject knowledge with regard to subject related key terms, concepts, facts and rules that specifically apply to the educational context of mechanical technology within the FET phase;</li> <li>knowledge of the interpretation and implementation of National Policy documents and the effective implementation of subject specific curriculum requirements such as developing and management of learner portfolios;</li> <li>displaying a positive work ethic and appropriate behaviour that befits, enhances and develops the teaching profession and contributes to effectively teach Mechanical Technology while promoting acceptable social values and principles;</li> <li>being able to assess learners in reliable and varied ways and to utilise the assessment results to improve their teaching of Mechanical Technology presented at university level (basic research skills)</li> <li>knowledge of presenting FET and GET technology subjects</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: FETP111	Semester 1	NQF-level: 6
Title: Processing in Technology for Education		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>demonstrate detailed knowledge and understanding of the processing of materials as part of the technological process;</li> <li>select, evaluate and effectively apply knowledge about the nature and usage of different materials from a technological perspective;</li> <li>understand the ethical implications of decisions, actions and practices specifically relevant to the choice and design of packaging;</li> <li>analyse, evaluate and synthesise information about safety and (food) security and successfully apply conclusions to solve technological problems in society; and</li> <li>accurately and coherently communicate in written and verbal form while working independently or as part of a group.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: FETW211	Semester 1	NQF-level: 6
Title: Engineering Technology for Teachers: Mechanical (Welding) Technology		
After successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate knowledge and insight regarding all contextual ideas and processes of safety measurements and good house holding in welding technology;</li> <li>• demonstrate the uses and maintenance of specific hand tools and machinery;</li> <li>• describe the construction, characteristics, treatment, protection and tests of different kinds of engineering materials;</li> <li>• demonstrate understanding of oxy-acetylene welding;</li> <li>• demonstrate the correct terminology for all welding and theoretical exercises;</li> <li>• apply and demonstrate informed understanding of SI units and symbols, as well as SANS standards and the use of correct welding symbols in all diagrams and sketches, testing of joints;</li> <li>• demonstrate informed understanding of arc welding, make joints by using different kinds of joint techniques and inspect all joints visually;</li> <li>• demonstrate knowledge and accountable behaviour in accordance with prescribed procedures and measures that promote safety and reduce possible risk of personal injury and that of learners within the context of Mechanical Technology as a school subject in the GET and FET phase;</li> <li>• an understanding of the technological manufacturing process as a means of problem solving to improve products that can enhance our quality of life;</li> <li>• select and apply appropriate and subject specific teaching methodologies and strategies related to engineering technology and manufacturing and joining in the GET and FET phases.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: GEOE112	Semester 1	NQF-level: 5
Title: Geography Education: Physical, economic and population background of Africa and the RSA		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate informed understanding of the location, political distribution, physical characteristics and economic trends of Africa and the RSA</li> <li>• perform correct geographical interpretations, analyses, evaluations and conclusions concerning the physical, economic and political aspects of the RSA and Africa.</li> <li>• have an extended knowledge and comprehension of the general concepts in population geography; make correct analyses and meaningful interpretations within this area, as well as doing the recognition, explanation and evaluation of inter-relations between topographical, climatological and man-made phenomena in the RSA.</li> <li>• evaluate developing economies in Africa, demonstrate insight and comprehension concerning the problems of African countries and also evaluate these problems within the frame of his/her own worldview.</li> <li>• demonstrate the ability to apply gained knowledge with an ethically responsible attitude towards Africa/South Africa and its people</li> <li>• plan a geography lesson in accordance with the correct criteria, demonstrating the ability to integrate subject knowledge with subject methodology.</li> </ul>		
<b>Practical:</b>		
<ul style="list-style-type: none"> <li>• Map work skills and presentation techniques: demonstrate fundamental knowledge, skills, comprehension, insight of map work skills and techniques, cartography and presentation techniques as well as the application thereof in practice.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: GEOE122	Semester 2	NQF-level: 6
Title: Geography Education: Planetary Geography, and Climatology		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate detailed knowledge and thorough understanding of planetary geography and climatology that is required within the context of the Curriculum and Assessment Policy Statement</li> <li>• demonstrate the skill of scrutinizing and critically discuss theories of the origin of the universe</li> <li>• explain and discuss the movements of the planets, earth and moon and its effects in the solar system</li> <li>• critically analyse the origin of the earth's atmosphere as well as the evolution of the modern atmosphere</li> <li>• understand and explain the concepts weather and climate</li> <li>• demonstrate the ability to apply gained knowledge with an ethically responsible attitude towards the environment</li> <li>• demonstrate detailed knowledge of: moisture and circulation in the atmosphere and an ability to apply :key terms, concepts, facts, principles, rules and theories</li> </ul>		
<b>Practical</b>		
<ul style="list-style-type: none"> <li>• explain and interpret the collection and presentation of weather information on synoptic maps and solving of weather phenomena</li> </ul>		
<b>Methodology:</b>		
Planning of a basic Geography lesson with reference to the use of suitable educational media, to optimize teaching and learning e.g.		
<ul style="list-style-type: none"> <li>• Overhead projector</li> <li>• Transparencies</li> <li>• Data projector</li> <li>• Posters and models.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		



Module code: GEOE212	Semester 1	NQF-level: 6
Title: Geography Education: Urban and Economic Geography		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>a detailed knowledge and thorough understanding of Urban and Economic Geography in line with the Policy document;</li> <li>the ability to identify relevant themes of Urban and Economic Geography and plan activities that support the coherent understanding of concepts, ideas, theories, principles and rules;</li> <li>the ability to display and to solve well-defined unknown problems within Urban and Economic Geography by rendering correct procedures and appropriate proof;</li> <li>the ability to design, plan and present the integration of assignments aimed at the teaching practice according to the policy document and based on the social constructivist teaching learning theory; and</li> <li>the ability to conduct a town trail to apply the knowledge of urban geography.</li> </ul>		
<b>Practical section:</b>		
<ul style="list-style-type: none"> <li>The ability to demonstrate a detailed knowledge and understanding of skills in and insight into the uses of land or cities and apply this knowledge in practice; and</li> <li>the ability to demonstrate teaching and learning methods such as role-play, simulation games, contour models, wall maps, use of newspapers and worksheets.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: GEOE222	Semester 2	NQF-level: 6
Title: Geography Education: Introduction to Geomorphology and Oceanography		
On completion of this module the learner should be able to demonstrate:		
<ul style="list-style-type: none"> <li>detailed knowledge related to Geomorphology and Oceanography within the context of the National Curriculum;</li> <li>detailed knowledge and thorough understanding of the internal and external powers that cause changes on earth and evaluate these in practice, be able to identify, define and effectively use concepts as well as demonstrate and illustrate these, with examples;</li> <li>the ability to analyse, assess, interpret and identify interrelationships of the basic principles relating to geomorphology and the ocean environment; and</li> <li>the ability to display and illustrate with practical examples a coherent and critical understanding of the influence of human activity on the geology and ocean.</li> </ul>		
<b>Practical section</b>		
<ul style="list-style-type: none"> <li>The ability to apply the detailed knowledge and skills to represent relief features, draw cross-section sketches and calculate and interpret gradient on topographic maps, and to integrate it in appropriate themes of geography; and</li> <li>the ability to use contour models and field excursions to recognise landforms on the South African landscape.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: GEOE312	Semester 1	NQF-level: 6
Title: Geography Education: Population and Development Geography		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and understanding of and an ability to apply and evaluate Population and Development Geography's terms, rules, concepts, principles and theories as well as indicating an ability to represent new knowledge onto a given body of theory;</li> <li>an ability to deal with unfamiliar concrete and abstract problems and issues in Population and Development Geography using evidence-based solutions and theory-driven arguments to present and communicate information in a well structured argument and use personal ideas and opinions on themes related to Population and Development Geography;</li> <li>understanding of contested knowledge and understanding of major teaching-learning theories and related direct, indirect, independent and interactive learning strategies in Geography Education;</li> <li>a thorough knowledge, skills and understanding of Population and Development Geography in the context of the Curriculum and Assessment Policy Statement (CAPS);</li> <li>act as a facilitator or tutor in problem-based learning environments in order to solve a contextual problem, monitoring the progress of the group and taking responsibility for task outcomes and application of appropriate resources where appropriate;</li> <li>an ability to design, plan and present Geography lesson plans to foster learner-centred instruction in Geography classrooms; and</li> <li>act in an ethically correct and value-driven manner in all operational circumstances and forms of communication, either in writing or orally.</li> </ul>		
<b>Practical section:</b>		
<ul style="list-style-type: none"> <li>Students must demonstrate integrated knowledge, skills and understanding of aerial photographs, interpretation and the use of stereoscopes and stereo-pairs in practice.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: GEOE322	Semester 2	NQF-level: 7
Title: Geography Education: Advanced Geomorphology		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>a detailed knowledge and insight regarding the concepts and the application possibilities of Southern &amp; South Africa's Geological complex history and resulting landscapes, soils and hydrology, within the global context;</li> <li>an ability to analyze land forms and landscapes, which reflect the environmental conditions over time during their origin as well as change over time, and evaluate these within the geological time context;</li> <li>the ability to discuss and critically evaluate the conditions which lead to the global geologic phenomena with specific reference to the Southern &amp; South Africa context;</li> <li>an ability to work with other individuals in group context in an ethically accountable and responsible manner during the solving of problems characteristic of the learning contents of this module, and should undertake small scale research regarding relevant subjects as expressed in the module;</li> </ul>		
<b>Methodology</b>		
<ul style="list-style-type: none"> <li>the competency to design appropriate learning experiences, worksheets, assessment rubrics, tests/exams and memoranda pertaining to synoptic weather charts, graphs and diagrams, topographic charts and aerial photographs in accordance with geographical-methodology principles;</li> <li>the application of ethical-professional values in learning experience design and practical teaching.</li> </ul>		
<b>Practical section:</b>		
<ul style="list-style-type: none"> <li>Students must demonstrate a well-rounded, systematic knowledge, skills, comprehension and sound understanding of interpreting the Vredefort Dome phenomena. This includes a Field Excursion and an comprehensive practical application portfolio as well as to demonstrate the methodology principles of fieldwork as a teaching strategy in Geography</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: GEOE411	Semester 1	NQF-level: 7
Title: Geography Education: Urban and Environmental Geography		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and understanding of and an ability to apply and evaluate terms, rules, concepts, principles and theories in Urban and Environmental Geography and show the ability to apply detailed knowledge within a given field;</li> <li>deal with unknown, concrete and abstract problems and issues in Urban and Environmental Geography by using evidence-based solutions and arguments that are theory-driven, and convey information, and personal ideas and meanings on topics in Urban and Environmental Geography in a well-structured argument;</li> <li>integrated knowledge and understanding to apply and evaluate major teaching-learning theories and related direct, indirect, independent and interactive learning strategies in Geography Education;</li> <li>the skill of explaining and analysing themes relevant to Urban and Environmental Geography and plan individual or group activities supporting the coherent understanding of concepts, ideas, theories, principles and rules to communicate the information;</li> <li>integrate knowledge of Urban and Environmental Geography within the context of the Curriculum and Assessment Policy Statement (CAPS);</li> <li>use the CAPS document and <i>Subject Assessment Guidelines</i> (SAG) to prepare assessment opportunities for Grade 10, 11 and 12 learners by demonstrating detailed knowledge of a programme of assessment for a work schedule;</li> <li>act as assessor by using different assessment strategies and methods to effectively foster effective teaching-learning;</li> <li>work together in a group with other individuals in an ethical and responsible way while solving problems inherent to the learning content of this module; and</li> <li>an understanding of the basic practices of and an ability to apply and evaluate assessment in Geography education.</li> </ul>		
<b>Practical section:</b>		
<ul style="list-style-type: none"> <li>Integrated knowledge and understanding of and an ability to apply quantitative calculations and quantitative map techniques to present data visually in practice.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: GEOE421	Semester 2	NQF-level: 7
Title: Geography Education: Advanced Climatology		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>a detailed knowledge and insight regarding concepts and the application possibilities of Southern &amp; South Africa's Climatic history and resulting weather conditions;</li> <li>a systematic knowledge of advanced climatological phenomena on a global and South African context;</li> <li>the ability to analyze climatic phenomena, which reflect thenvironmental conditions over time;</li> <li>the ability to discuss and critically evaluate the conditions which lead to the global climatic phenomena;</li> <li>the ability to work with other individuals in group context in an ethically accountable and responsible manner during the solving of problems characteristic of the learning contents of this module, and should undertake small scale research regarding relevant subjects as expressed in the module;</li> </ul>		
<b>Methodology</b>		
<ul style="list-style-type: none"> <li>exhaustive knowledge and applicable skills employed in the design, implementation and demonstration of advanced Geography lessons and more specifically map work. In addition, the learner should demonstrate an understanding of the various teaching approaches concerning Geography and subsequently evaluate these for the purpose of implementing the correct approach to learning experiences and to creatively and effectively employ and elucidate appropriate teaching aids in practice;</li> </ul>		
<b>Practical section:</b>		
<ul style="list-style-type: none"> <li>Learners must demonstrate a fundamental knowledge, skills, understanding and insight of Map projections and GIS as well as be able to apply it in practice by using ArcGIS/ArcView in a GIS Laboratory.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: GEOS211	Semester 1	NQF-level: 6
Title: Geography: Human and physical geography for the Senior phase		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>demonstrate detailed knowledge of the location, political distribution, physical characteristics and economic trends of the Republic of South Africa..</li> <li>have an extended knowledge and comprehension of the general concepts in population geography; make correct analyses and demonstrate an ability to develop meaningful interpretations within this area.</li> <li>demonstrate fundamental knowledge of climate and vegetation on a global scale</li> <li>have extended knowledge and comprehension of the general surface forces that shape the earth - earthquakes, volcanoes and floods</li> <li>demonstrate the ability to apply gained knowledge with an ethically responsible attitude towards South Africa and its people.</li> </ul>		
<b>Practical:</b>		
<ul style="list-style-type: none"> <li>Students must demonstrate a thorough knowledge, skills, and understanding of map work</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x 1½ hour written examination 50 %		

Module code: HISE112	Semester 1	NQF-level: 5
Title: History for Education: Aspects of Euro-Asian History (9th to 19th century)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>knowledge and informed understanding of Euro-Asian History (9<sup>th</sup> – 19<sup>th</sup> century) within the context of the Curriculum and Assessment Policy Statement (CAPS);</li> <li>the skill of scrutinizing primary and secondary sources by differentiating between, tracing and effectively interpreting different historical sources in order to communicate these verbally or in writing;</li> <li>competency in problem-solving abilities to address political, social and economic issues within the context of Euro-Asian History (9<sup>th</sup> – 19<sup>th</sup> century);</li> <li>knowledge and skills in learning and teaching methodology of History, produce and use LTSM, apply learning and teaching techniques and strategies as well as assessment methodology in lesson presentation; and</li> <li>taking account of the values of an ethical-professional nature with regard to the interpretation of historical facts as always true and in context in keeping with The Manifest for Values, Education and Democracy.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: HISE122	Semester 2	NQF-level: 6
Title: History for Education: Aspects of South African History (1652-1900)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>sound knowledge and informed understanding of aspects of South African History (1652-1900) within the context of the Curriculum and Assessment Policy Statement (CAPS);</li> <li>the skill of scrutinizing primary and secondary sources by differentiating between, tracing and effectively interpreting different historical sources in order to communicate these verbally or in writing;</li> <li>competency in problem-solving abilities to address political, social and economic issues within the context of South African History (1652-1900);</li> <li>knowledge and skills in learning and teaching methodology of History, produce and use LTSM, apply learning and teaching techniques and strategies as well as assessment methodology in lesson presentation; and</li> <li>taking account of the values of an ethical-professional nature with regard to the interpretation of historical facts as always true and in context in keeping with The Manifest for Values, Education and Democracy.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: HISE212	Semester 1	NQF-level: 6
Title: History for Education: Aspects of South African History (1900-1948)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>a detailed knowledge and understanding to address political, social and economic aspects of South African History (1900-1948) in accordance with the requirements of the Curriculum and Assessment Policy Statement (CAPS);</li> <li>the ability to evaluate and apply key terms, concepts and theories on certain aspects of South African History (1900-1948);</li> <li>the ability to find identify, analyse, interpret, and apply different historical primary and secondary sources on aspects of South African History (1900-1948);</li> <li>the ability to select, evaluate and effectively implement a range of different teaching, learning and assessment methodologies in lesson presentation on aspects of South African History (1900-1948); and</li> <li>an understanding of the ethical-professional implications of decisions, actions and practices specifically relevant to culturally and politically diverse communities and environments in accordance with the context of the Manifest for Values, Education and Democracy.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

<b>Module code: HISE222</b>	<b>Semester 2</b>	<b>NQF-level: 6</b>
<b>Title: History for Education: Aspects of African History (16th to 20th century)</b>		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• a detailed knowledge and understanding to address political, social and economic aspects of African History (16th to 20th century) in accordance with the requirements of the Curriculum and Assessment Policy Statement (CAPS);</li> <li>• the ability to evaluate and apply key terms, concepts and theories on certain aspects of African History (16th to 20th century);</li> <li>• the ability to identify, analyse, interpret, and apply different historical primary and secondary sources on aspects of African History (16th to 20th century);</li> <li>• the ability to select, evaluate and effectively implement a range of different teaching learning and assessment methodologies in lesson presentation on aspects of African History (16th to 20th century); and</li> <li>• an understanding of the ethical-professional implications of decisions, actions and practices specifically relevant to culturally and politically diverse communities and environments in accordance with the context of the Manifest for Values, Education and Democracy.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

<b>Module code: HISE312</b>	<b>Semester 1</b>	<b>NQF-level: 6</b>
<b>Title: History for Education: Conflict in the Middle East during the 20th to 21st century</b>		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• an integrated knowledge of and engagement in problem solving activities related to historical events addressing political, social and economic aspects of the Middle East up to 2010 in accordance with the requirements of the Curriculum and Assessment Policy Statement (CAPS);</li> <li>• an understanding of and the ability to correctly evaluate and apply key terms, concepts and theories and a detailed knowledge of how certain aspects of the Middle East up to 2010 relates to other disciplines;</li> <li>• the ability to identify, analyse, critically reflect and apply different historical primary and secondary sources on aspects of the Middle East up to 2010;</li> <li>• the ability to select, evaluate and apply a range of different teaching, learning and assessment methodologies in lesson presentation on aspects of the Middle East up to 2010; and</li> <li>• a reflection of all values of an ethical-professional nature and justifiable decision making in a diverse society appropriate in accordance with the context of the Manifest for Values, Education and Democracy.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

<b>Module code: HISE322</b>	<b>Semester 2</b>	<b>NQF-level: 7</b>
<b>Title: History for Education: Aspects of European History (1914-1945)</b>		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• an integrated knowledge of and engagement in problem solving activities related to historical events addressing political, social and economic aspects of Europe (1914-1945) in accordance with the requirements of the Curriculum and Assessment Policy Statement (CAPS);</li> <li>• an understanding of and the ability to correctly evaluate and apply key terms, concepts and theories and a detailed knowledge of how certain aspects of European History (1914-1945) relates to other disciplines;</li> <li>• the ability to identify, analyse, critically reflect and apply different historical primary and secondary sources on aspects of European History (1914-1945);</li> <li>• the ability to select, evaluate and apply a range of different teaching, learning and assessment methodologies in lesson presentation on aspects of European History (1914-1945); and</li> <li>• a reflection of all values of an ethical-professional nature and justifiable decision making in a diverse society appropriate in accordance with the context of the Manifest for Values, Education and Democracy.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

<b>Module code: HISE411</b>	<b>Semester 1</b>	<b>NQF-level: 7</b>
<b>Title: History for Education: The Cold War and the Globalized World</b>		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• an integrated knowledge of and engagement in problem solving activities related to historical events addressing political, social and economic aspects of The Cold War and the Globalized World (20<sup>th</sup> to 21st century) in accordance with the requirements of the Curriculum and Assessment Policy Statement (CAPS);</li> <li>• an understanding of and the ability to correctly evaluate and apply key terms, concepts and theories and a detailed knowledge of how certain aspects of The Cold War and the Globalized World (20<sup>th</sup> to 21st century) relates to other disciplines;</li> <li>• the ability to identify, analyse, critically reflect and apply different historical primary and secondary sources on aspects of The Cold War and the Globalized World (20<sup>th</sup> to 21st century);</li> <li>• the ability to select, evaluate and apply a range of different teaching learning and assessment methodologies in lesson presentation on aspects of The Cold War and the Globalized World (20<sup>th</sup> to 21st century); and</li> <li>• a reflection of all values of an ethical-professional nature and justifiable decision making in a diverse society appropriate in accordance with the context of the Manifest for Values, Education and Democracy.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: HISE421	Semester 2	NQF-level: 7
Title: History for Education: Aspects of South African History (1948-present)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• an integrated knowledge of and engagement in problem solving activities related to historical events addressing political, social and economic aspects of South Africa from 1948-2010 in accordance with the requirements of the Curriculum and Assessment Policy Statement (CAPS);</li> <li>• an understanding of and the ability to correctly evaluate and apply key terms, concepts and theories and a detailed knowledge of how certain aspects of European History (1914-1945) relates to other disciplines;</li> <li>• the ability to identify, analyse, critically reflect and apply different historical primary and secondary sources on aspects of European History (1914-1945);</li> <li>• the ability to select, evaluate and apply a range of different teaching, learning and assessment methodologies in lesson presentation on aspects of European History (1914-1945); and</li> <li>• a reflection of all values of an ethical-professional nature and justifiable decision making in a diverse society appropriate in accordance with the context of the Manifest for Values, Education and Democracy.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: HISS211	Semester 1	NQF-level: 6
Title: History: Selected South African and global history for the Senior phase		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge and an informed understanding of selected South African and global History within the context of the Curriculum and Assessment Policy Statement (CAPS);</li> <li>• the skill of scrutinizing primary and secondary sources by differentiating between, tracing and effectively interpreting different historical sources in order to communicate these verbally or in writing;</li> <li>• competency in problem-solving abilities to address political, social and economic issues within the context of selected South African and global History;</li> <li>• knowledge and skills in learning and teaching methodology of History, produce and use LTSM, apply learning and teaching techniques and strategies as well as assessment methodology in lesson presentation; and</li> <li>• taking account of values of an ethical-professional nature with regard to the interpretation of historical facts as always true and in context in keeping with The Manifest for Values, Education and Democracy.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: INTE112	Semester 1	NQF-level: 5
Title: Information Technology Education: System technologies		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge and informed understanding of the basic concepts of information and communication technology, different computer systems, the features and functions of the components of a computer, the basic operation and management of a computer;</li> <li>• skills in planning, selecting, implementing and managing the most appropriate hardware and software for a given scenario, taking into consideration new technological tendencies and developments, and using appropriate relevant sources;</li> <li>• the ability to, individually or as part of a group/team, solve basic well-defined routine or new practice-related problems regarding hardware and software and communicate the solution verbally or in writing in an accurate and coherent manner to different audiences, using appropriate media and technologies;</li> <li>• the ability to identify and responsibly address ethical issues regarding the use of information and communication technologies, with understanding of copyright and rules on plagiarism; and</li> <li>• knowledge of and insight into the nature and composition of Information Technology as a school subject and the principles of lesson planning in the subject, as well as skills in planning and implementing a lesson in Information Technology in the teaching situation.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: INTE122	Semester 2	NQF-level: 6
Title: Information Technology Education: Data presentation and graphical programming		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge and informed understanding about various numeric systems, data representation and operations with numeric systems;</li> <li>• the ability to evaluate given algorithms, or to design new algorithms in order to design solutions for real life problems;</li> <li>• the ability to distinguish between various problem solving strategies, the evaluation thereof and solve real life problems by using a visual programming language;</li> <li>• actions regarding acceptable ethical aspects and professional behaviour of teachers during lesson presentation and the teaching of Information Technology in the secondary school environment;</li> <li>• the ability to communicate verbally and visually by using electronic media, taking into consideration copyright and plagiarism;</li> <li>• the ability to function as a group in a problem solving environment regarding programming in a visual language and various problem solving strategies; and</li> <li>• the ability to monitor own progression of learning and implement strategies regarding the development of problem solving skills to improve own learning and manage resources effectively to satisfy all outcomes of the module.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written and practical examination 50 %		

Module code: INTE212	Semester 1	NQF-level: 6
Title: Information Technology Education: Introduction to Delphi programming		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and insight on the use of basic structure and syntax in visual program development within an object-oriented programming environment;</li> <li>• practical skills in planning, designing, implementation and evaluation of algorithms and elementary Delphi programmes, in order to solve well-defined, unfamiliar practice-oriented problems; and</li> <li>• profound knowledge of teaching strategies that are applicable to the teaching and learning of programming skills to school learners and the practical demonstration thereof in the a teaching and learning environment.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written and practical examination 50 %		

Module code: INTE222	Semester 2	NQF-level: 6
Title: Information Technology Education: Computer networks		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of different computer networks, communication media and devices, data transmission, network security, network design, and the Internet, while displaying the ability to monitor own learning progress and apply relevant learning strategies and resources to successfully master the content of this module;</li> <li>• the ability to compare, evaluate and debate the selection and implementation of different computer networks, media and devices used in data communication, as well as data transmission methods for a given scenario, using appropriate relevant sources to inform their decisions;</li> <li>• the ability to, individually or as part of a group/team, solve well-defined novel practice-related problems regarding computer networks and communicate the solution verbally or in writing in an accurate and coherent manner to different audiences, using appropriate media and technologies;</li> <li>• understanding of the ethical implications of decisions, actions and practices relevant to the Internet, and critically evaluate the short and long term implications of the use of the Internet in education; and</li> <li>• knowledge and skills regarding teaching-learning strategies necessary for effective learning of the theoretical content of Information Technology at secondary level and the application of these strategies in the teaching-learning situation.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: INTE312	Semester 1	NQF-level: 6
Title: Information Technology Education: Databases		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge and understanding regarding the design of databases, normalisation, relationships, data integrity, data security and data validation and an understanding of how this knowledge can be applied to situations in society;</li> <li>• integrated knowledge and understanding of queries, reports and macros in databases and the ability to evaluate and design tables, queries, reports, forms and macros in databases;</li> <li>• integrated knowledge and understanding of assessment strategies applicable to Information Technology regarding database design and the evaluation of assessment strategies on secondary level in the education situation;</li> <li>• the ability to reflect on values and ethical behaviour regarding the teaching of databases in Information Technology ;</li> <li>• the ability to communicate accurately regarding database design, in respect of intellectual property, copyright and plagiarism;</li> <li>• the ability to manage a group process regarding the design of databases, monitoring the process of the group, take responsibility for outcomes, and apply applicable resources; and</li> <li>• the ability to take responsibility regarding own learning needs, monitor own progression of learning and implement strategies of learning and managing of resources to satisfy all outcomes of the module.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written and practical examination 50 %		

Module code: INTE322	Semester 2	NQF-level: 7
Title: Information Technology Education: Data structures, methods and SQL		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge and understanding of the data structures, methods and SQL and the application thereof in computer programs;</li> <li>• the ability to analyse, evaluate and critically reflect on and address complex programming problems regarding data structures, methods and SQL; and</li> <li>• the ability to take full responsibility of his or her work, decision-making and apply these in various ill-defined contexts.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written and practical examination 50 %		

Module code: INTE412	Semester 1	NQF-level: 7
Title: Information Technology Education: System development methodologies and computer applications		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge and understanding of system development methodologies;</li> <li>• integrated knowledge and understanding of object-oriented programming (OOP);</li> <li>• the ability to analyse, evaluate and critically reflect on system development methodologies and OOP to address complex problems and various scenarios; and</li> <li>• the ability to take full responsibility of his or her work, decision-making and apply these in various ill-defined contexts.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written and practical examination 50 %		

Module code: INTE422	Semester 2	NQF-level: 7
Title: Information Technology Education: Project management, web design and social implications		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and practical skills regarding project management, project integration management and strategic planning;</li> <li>integrated knowledge, practical skills as well as ethical conduct and justifiable decision making regarding the use of the Internet, WWW, and supportive technologies;</li> <li>the ability to produce accurate and coherent written and verbal communication of project management;</li> <li>integrated knowledge regarding computer lab management; and</li> <li>the application of project management and practical skills in the development of a web software project.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x3 hour written and practical examination 50 %		

Module code: ITEE222	Semester 2	NQF-level: 6
Title: Engineering Technology for Teachers: Manufacturing and Joining (ii)		
After successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>demonstrate detailed knowledge and basic skills (both in writing and practical) in the safe use, maintenance and the application of the safety regulations that are applicable to the power driven tools and machinery such as lathes and milling machines used in mechanical technology;</li> <li>identify parts of different power driven tools and machinery and critically evaluate them with regard to their efficiency and application possibilities, relate it in writing as well as explain / demonstrate it practically;</li> <li>detailed knowledge of engineering mechanisms such as levers and linkages, gear systems, pulley systems and forces;</li> <li>compare and evaluate different semi- and permanent joining methods, explain and discuss why each of them is applied in various / different situations as well as critically evaluate the advantages and disadvantages of semi joining methods;</li> <li>compile lessons from the above-mentioned topics for a class situation by creating an division / partitioning of the topics in a critical manner so that it can be presented to learners meaningfully in the time period allowed; and</li> <li>facilitate all of the above-mentioned outcomes in a didactic situation to school learners both theoretically and practically (in other words in a workshop in a work situation).</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: ITEE312	Semester 1	NQF-level: 6
Title: Engineering Technology for Teachers: Manufacturing and Joining (iii)		
After successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>demonstrate integrated knowledge to interpret symbols, units, the terminology and procedures to carry out different production methods such as drilling, cutting, filing, turning and welding, as well as squaring on a lathe in order to manufacture a product;</li> <li>understand the importance of balancing work pieces on a lathe and evaluate the advantages and disadvantages of balanced and unbalanced work with regard to wear and safety, carry out calculations necessary for correct methods of balancing;</li> <li>demonstrate integrated knowledge on the different types of forces that are applied to mechanical components;</li> <li>apply basic tests to demonstrate different mechanical principles such as force, pressure and torque by making use of measurements, meters and appropriate equipment;</li> <li>knowledge and an informed understanding of the field of mechanical engineering and specifically the characteristics and properties of different engineering materials;</li> <li>demonstrate an awareness of the development and application of theories with regard to engineering principles and the implementation thereof as prescribed by the Curriculum and Assessment Policy Statement (CAPS) related to Engineering; and</li> <li>facilitate all of the above outcomes theoretically and practically to school learners in a didactic situation in a workshop and in a work situation.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: ITEE323	Semester 2	NQF-level: 7
Title: Engineering Technology for Teachers: Manufacturing and Joining (iv)		
After successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>demonstrate integrated knowledge and understanding of the components, functions, maintenance and all safety measures with regard to milling machines;</li> <li>apply and demonstrate the ability to make a critical distinction between different milling cutters, their different uses, setting them up, and the grinding process for the sharpening of these milling cutters;</li> <li>sound and systematic knowledge of the operating principle of a dividing head and application to calculate and perform different indexing with the dividing head;</li> <li>sound and systematic knowledge of the safe use and application possibilities of different gear types that are used in mechanical driven systems and present day systems, gear terms and calculations for the manufacturing of gears;</li> <li>a sound and systematic knowledge base of mechanical systems and the ability to address unfamiliar concrete and abstract problems and issues by making use of proof-based solutions and theory-driven arguments; and</li> <li>select and apply appropriate and subject specific teaching methodologies and strategies related to engineering technology and manufacturing and joining in the GET and FET phases.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: ITEE413	Semester 1	NQF-level: 7
Title: Engineering Technology for Teachers: Manufacturing and Joining (v)		
After successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• a comprehensive and systematic knowledge base regarding different layouts of a workshop and the maintenance thereof and making an effective selection on the basis of available detail to put together (design) a layout for a specific purpose;</li> <li>• a comprehensive knowledge base regarding milling machines with regard to their uses, functions of the different components and have an informed and critical understanding of the principles and theories of different milling cutters and simple milling operations;</li> <li>• extended knowledge of the use of a dividing head, the function(s) of the components of the dividing head and be able to do calculations for direct (rapid) indexing, simple and angle indexing;</li> <li>• extended knowledge on the interpretation of the iron-carbon equilibrium diagram and demonstrate by means of integrated knowledge the different welding tests that can be performed;</li> <li>• the ability to apply and explain the implementation and solving of integrated force, moments and stress and strain problems and challenges in real life situations,</li> <li>• compile a programme of assessment according to the NCS and CAPS documents; and</li> <li>• select and apply appropriate and subject specific teaching methodologies and strategies related to engineering technology and manufacturing and joining in the GET and FET phases.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: ITEE423	Semester 2	NQF-level: 7
Title: Engineering Technology for Teachers: Manufacturing and Joining (vi)		
After successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• demonstrate a comprehensive and systematic knowledge basis of milling machines regarding more advanced operations that are done on the machine, and do a critical evaluation thereof;</li> <li>• critically evaluate an extended knowledge of the functioning and use of a dividing head when differential indexing has to be applied, do calculations for that and graphically and practically demonstrate the setting up of the necessary gears to the dividing head;</li> <li>• demonstrate a comprehensive knowledge of gear tooth terms, calculations for cutting spur gears, helical gears and racks, as well as the effective processing skills for the practical implementation of that with the aid of the dividing head and gears;</li> <li>• use and formulate different calculations for power transmission in gear systems;</li> <li>• critically analyse the principles for computer-controlled machines, identify and critically analyse data and integrate that with various programming principles and manufacturing processes; and</li> <li>• demonstrate the ability to function in changing and unfamiliar teaching contexts that require responsibility and initiative in order to communicate and facilitate the above-mentioned outcomes academically-professionally and effectively to learners at school.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: LESE112	Semester 1	NQF-level: 5
Title: Introduction to Learning Support within an inclusive education approach		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge and informed understanding of different approaches, policy aspects, processes, terminology and concepts regarding learning support within inclusive education;</li> <li>• knowledge and informed understanding regarding the general learning support and collaboration process;</li> <li>• knowledge and informed understanding of a variety of learning support practices within inclusive education in schools in South Africa; and</li> <li>• actions in accordance with basic and ethical principles that relate to learning support.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: LESE122	Semester 2	NQF-level: 6
Title: Learning support: Introduction to Barriers to Learning		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge and informed understanding of different categories of barriers to learning;</li> <li>• an ability to distinguish and classify the different categories of barriers to learning;</li> <li>• knowledge and understanding as well as analytical skills regarding the inclusion of learners who experience barriers to learning;</li> <li>• knowledge and informed understanding with regard to learners experiencing multiple categories of barriers to learning;</li> <li>• knowledge and informed understanding of the diverse and unique learning needs of every learner experiencing barriers to learning; and</li> <li>• actions in accordance with ethical and professional behaviour with regard to barriers to learning.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		



Module code: LESE212	Semester 1	NQF-level: 6
Title: Learning support: Chronic illnesses and diseases and poor socio-economic circumstances		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of different chronic illnesses and diseases, as well as barriers to learning that stem from poor socio-economic circumstances;</li> <li>• an ability to analyse, evaluate and synthesise the different chronic illnesses and diseases, as well as barriers to learning that stem from poor socio-economic circumstances based on the knowledge obtained;</li> <li>• an ability to appraise as well as to demonstrate analytical skills with regard to the inclusion of learners with different chronic illnesses and diseases, as well as barriers to learning that stem from poor socio-economic circumstances;</li> <li>• analytical and application skills with regard to the learning support and collaboration process for the different chronic illnesses and diseases, as well as barriers to learning that stem from poor socio-economic circumstances;</li> <li>• a detailed knowledge and range of skills regarding curriculum and assessment modification and accommodation in any classroom of learners' diverse learning needs who experience different chronic illnesses and diseases, as well as barriers to learning that stem from poor socio-economic circumstances; and</li> <li>• an understanding of the ethical implications of decisions regarding the learner experiencing different chronic illnesses and diseases, as well as barriers to learning that stem from poor socio-economic circumstances.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: LESE222	Semester 2	NQF-level: 6
Title: Learning support : Physical, neural and intellectual impairments		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of different physical, neural and intellectual impairments;</li> <li>• an ability to analyse, evaluate and synthesise the different physical and neural impairments as well as intellectual impairments based on the knowledge gained;</li> <li>• an ability to appraise as well as to demonstrate analytical skills with regard to the inclusion of learners with different physical and neural impairments as well as intellectual impairments;</li> <li>• analytical and application skills regarding the learning support and collaboration process for the different physical, neural and intellectual impairments; and</li> <li>• detailed knowledge and skills with regard to curriculum and assessment modification and accommodation in any classroom of learners' diverse learning needs who experience different physical, neural and intellectual impairments; and</li> <li>• an understanding of the ethical implications of decisions regarding learners who experience different physical, neural and intellectual impairments.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: LESE312	Semester 1	NQF-level: 6
Title: Learning support: Sensory and learning impairments as well as giftedness		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge and understanding of different sensory and learning impairments as well as giftedness;</li> <li>• an ability to identify, analyse and critically reflect on the different sensory and learning impairments as well as giftedness;</li> <li>• integrated knowledge and understanding with regard to the multiplicity and combination of different sensory and learning impairments as well as giftedness;</li> <li>• an ability to appraise as well as to demonstrate analytical skills with regard to the inclusion of learners with different sensory and learning impairments, as well as giftedness;</li> <li>• an ability to select, evaluate and apply appropriate processes regarding the learning support and collaboration process for the different sensory and learning impairments as well as giftedness;</li> <li>• an ability to select, evaluate and apply appropriate methods with regard to curriculum and assessment modification and accommodation in any classroom of learners' diverse learning needs who experience different sensory and learning impairments as well as giftedness; and</li> <li>• that in the work there is a reflection of values, ethical conduct and justified decision-making appropriate to the practice of supporting the learner experiencing different sensory impairments and learning impairments as well as giftedness.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: LESE322	Semester 2	NQF-level: 7
Title: Learning support: Emotional, social and behaviour difficulties		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge and understanding of different emotional, social and behaviour difficulties;</li> <li>• an ability to identify, analyse and critically reflect on the different emotional, social and behaviour difficulties;</li> <li>• an ability to appraise as well as to demonstrate analytical skills with regard to the inclusion of learners with different psychological, emotional and behaviour problems;</li> <li>• an ability to select, evaluate and apply appropriate processes regarding the learning support and collaboration process for the different emotional, social and behaviour difficulties;</li> <li>• an ability to select, evaluate and apply appropriate methods with regard to curriculum and assessment modification and accommodation in any classroom of learners' diverse learning needs who experience different emotional, social and behaviour difficulties; and</li> <li>• that in the work there is a reflection of values, ethical conduct and justified decision making appropriate to the practice of support of the learner experiencing different emotional, social and behaviour difficulties.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: LESE411	Semester 1	NQF-level: 7
Title: Learning support: Introduction to applied learning support		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>critical understanding, evaluation and specialised knowledge of the identification, assessment, learning support and collaboration process, of at least two barriers to learning;</li> <li>analytical and constructive knowledge and skills with regard to the inclusion of learners who experience these two barriers to learning;</li> <li>an ability to select, evaluate and demonstrate a specialised knowledge of appropriate curriculum and assessment modification and accommodation of these two barriers to learning;</li> <li>an ability to develop and demonstrate interviewing skills in the learning support and collaboration process; and</li> <li>an ability critically to evaluate the appropriate ethical conduct towards the learner experiencing barriers to learning as well as towards the involved role players</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: LESE421	Semester 2	NQF-level: 7
Title: Learning support: Applied learning support		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>critical understanding and application of the assessment, learning support and collaboration process, specialising in the two barriers to learning identified in LESE 411;</li> <li>critical understanding and application of the curriculum and assessment modification and accommodation, specialising in the two barriers to learning identified in LESE 411;</li> <li>an accurate, coherent, appropriate and creative presentation of the findings on the above as case studies during facilitation sessions;</li> <li>an accurate, coherent and appropriate presentation of the findings in comprehensive and professional reports on these two identified learners; and</li> <li>an ability critically to judge and apply the appropriate professional and ethical conduct towards these two learners experiencing barriers to learning as well as towards the involved role players.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: LIFE112	Semester 1	NQF-level: 5
Title: Life Sciences for Education: Biochemistry and Cytology		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>basic research skills such as gathering and analysing data from literature and experiments on processes during respiration, photosynthesis and biochemistry in order to develop process skills such as planning and execution of experiments, making observations, and drawing conclusions;</li> <li>knowledge and informed understanding of the scientific method, basic chemistry, biochemistry, microscopy, cytology and bio-energetics;</li> <li>the ability to identify and implement the steps of the scientific method to solve basic scientific problems related to the mentioned content and familiar context;</li> <li>the ability to communicate their understanding of relevant concepts and experimental processes by means of visual data, responsive linguistic skills (scientific literacy) in oral and written presentations accurately and coherently, with understanding of copyright and rules on plagiarism;</li> <li>the ability to contribute appropriately during group work to successfully complete experiments, reports and projects related to the mentioned content, taking responsibility for learning progress and outcome realization of the group; and</li> <li>monitor own learning progress, implement relevant learning strategies by making use of graphic representations and summaries to improve learning to successfully realize task outcomes and emphasize the central theme in Life Sciences, namely structure, function and adaptation.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: LIFE122	Semester 2	NQF-level: 6
Title: Life Sciences for Education: Cell Processes and Tissues		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>knowledge and informed understanding of cell division, protein synthesis, plant and animal tissues, fundamental physiology terms, as well as basic genetic concepts;</li> <li>the ability to identify and implement the steps of the scientific method to solve basic scientific problems related to the mentioned content and familiar context;</li> <li>basic research skills such as gathering and analysing data from literature and experiments on processes during cell division, protein synthesis and genetics in order to develop process skills such as planning and execution of practical investigations, making accurate observations and drawing conclusions;</li> <li>the ability to contribute appropriately during group work to successfully complete experiments, reports and projects related to the mentioned content, taking responsibility for learning progress and outcome realization of the group; and</li> <li>monitor own learning progress through self-assessment, implement relevant learning strategies by making use of graphic representations and summaries to improve learning to successfully realize task outcomes and emphasize the central theme in Life Sciences, namely structure, function and adaptation.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: LIFE212	Semester 1	NQF-level: 6
Title: Life Sciences for Education: Taxonomy and Processes of Viruses, Bacteria, Fungi, Algae and Plantae		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• <u>detailed</u> knowledge and informed understanding of selected examples of viruses, bacteria and plant-like protists, plants, as well as concepts where the mentioned content would be embedded in;</li> <li>• understanding and contributing to different views on controversial issues including ethno-botany and bio-ethics;</li> <li>• the ability to plan and implement the steps of the scientific method to solve, analyze, evaluate and synthesize scientific problems related to the mentioned content, apply the conclusions in a given contexts and to communicate their understanding of concepts and experimental processes by means of accurate and coherent written and verbal communication;</li> <li>• the ability to select and implement suitable inquiry teaching and learning strategies to guarantee effective learning and teaching regarding the content; and</li> <li>• the ability to contribute appropriately during group work to successfully complete experiments, reports and projects related to the mentioned content, taking responsibility for learning progress and outcome realization of the group.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: LIFE222	Semester 2	NQF-level: 6
Title: Life Sciences for Education: Protista and Zoology		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• <u>detailed</u> knowledge and understanding of the Kingdoms Protista (animal-like) and Animalia from a developmental theoretical perspective, which will include the basic comparative anatomy and physiology of the following phyla: Porifera, Cnidaria, Mollusca, Annelida, Arthropoda, Echinodermata and Chordata, and evaluate their economic and ecological importance in the ecosystem;</li> <li>• understanding of the ethical implications of decisions, actions and practices specifically relevant to dissecting organs and/or animals, in accordance with the code of relevant and current ethical procedures;</li> <li>• the ability to identify, plan and implement the steps of the scientific method to solve, analyse, evaluate and synthesize scientific problems related to the mentioned content and apply the conclusions in a given context and to communicate their understanding of concepts and experimental processes by means of accurate and coherent written and verbal communication; and</li> <li>• the ability to select and implement suitable teaching and learning strategies, such as peer assessment, to guarantee effective learning and teaching regarding the content.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: LIFE312	Semester 1	NQF-level: 6
Title: Life Sciences for Education: Anatomy and Physiology of Man: locomotion-, muscle-, transport-, immunology- and nutritional systems		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge and understanding of the following systems regarding the Anatomy and Physiology of Man: locomotion, muscles, transport, immunology and nutrition with emphasis on the structure, function and adaptations of the systems to perform its function in the homeostasis of the human body;</li> <li>• the ability to identify, plan and implement the steps of the scientific method to solve, analyse, evaluate and synthesize scientific problems related to the mentioned content and apply the conclusions in a given context and to communicate their understanding of concepts and experimental processes by means of accurate and coherent written and verbal communication;</li> <li>• the ability to identify, analyse and critically reflect on and address complex issues regarding diseases of the above mentioned systems and suggesting solutions based on a healthy life style; and</li> <li>• the ability to select and implement suitable teaching and learning strategies to guarantee effective learning and teaching regarding the module content, and</li> <li>• the ability to act as a group member and contribute appropriate knowledge and skills to successfully complete a task, taking co-responsibility for learning progress and outcome realization of the group.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: LIFE322	Semester 2	NQF-level: 7
Title: Life Sciences for Education: Anatomy and Physiology of Man: gaseous exchange, excretion, osmoregulation and co-ordination systems as well as homeostasis and temperature regulation		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge and understanding of the following systems regarding the Anatomy and Physiology of Man: gaseous exchange, excretion and osmoregulation, co-ordination, homeostasis and temperature regulation with emphasis on the structure, function and adaptations of the systems to perform its function in the homeostasis of the human body;</li> <li>• the ability to identify, plan and implement the steps of the scientific method to solve, analyse, evaluate and synthesize scientific problems related to the mentioned content and apply the conclusions in a given contexts and to communicate their understanding of concepts and experimental processes by means of accurate and coherent written and verbal communication;</li> <li>• the ability to identify, analyse and critically reflect on and address complex issues regarding diseases of the above mentioned systems and suggesting solutions based on a healthy life style; and</li> <li>• the ability to select and implement suitable teaching and learning strategies to guarantee effective learning and teaching regarding the content.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: LIFE411	Semester 1	NQF-level: 7
Title: Life Sciences for Education: Environmental studies - ecology and sustainable living		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and understanding of the structure, composition, organisation and classification of the ecosphere, the dynamics of ecosystem functioning, evaluate and apply the laws of thermodynamics, limiting factors, and theories on population growth to different scenario's regarding the environmental crises;</li> <li>the ability to identify, analyse and critically reflect on and address complex real life environmental issues by suggesting solutions based on theories evidence of best practice regarding sustainable use of the earth's resources;</li> <li>reflect on values, ethical conduct and justifiable decision making regarding their own contribution to the environmental crises;</li> <li>accurate and coherent scientific written and verbal communication of the analysis of different environmental issues and solutions thereof in projects, experimental reports, class work and summative assessment tasks;</li> <li>the ability to select and implement suitable teaching – learning strategies to guarantee effective teaching and learning regarding the content; and</li> <li>responsibility for own learning needs, monitoring their own learning progress and application of relevant learning strategies and management of resources, both hard copy and electronic, to successfully realize all outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: LIFE421	Semester 2	NQF-level: 7
Title: Life Sciences for Education: Human reproduction, genetics and continuity of life		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and understanding of the structure and function of the human reproductive systems;</li> <li>an ability to apply facts and principles to genetic case studies in order to determine the inheritance probability;</li> <li>understanding of how knowledge regarding reproduction and genetics relates to continuity of life;</li> <li>the ability to select, evaluate and apply scientific methods of enquiry to establish their own world view on the origin of life and evolution;</li> <li>reflect on values, ethical conduct and justifiable decision making regarding the facilitation of human reproduction and evolution in the Senior and FET phase;</li> <li>the ability to communicate in an accurate and coherent manner, both verbally and in writing;</li> <li>the ability to select and implement suitable teaching-learning strategies to guarantee effective teaching and learning regarding the content; and</li> <li>responsibility for own learning needs, monitoring their own learning progress and application of relevant learning strategies and management of resources, both hard copy and electronic, to successfully realize all outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: LOCE411	Semester 1	NQF-level: 7
Title: Life Orientation: The world of work		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and understanding of the official policy documents of the Department of Education in Life Orientation with the focus on Career Education</li> <li>the ability to identify, analyse and critically reflect on the theories related to Career Education</li> <li>the ability to identify and understand strategies for job hunting</li> <li>integrated knowledge and understanding the features of labour market including emerging trends and impact of change in the world of work</li> <li>to apply ethical conduct, values in the work place through good decision making</li> <li>to apply skills in the work place in order to work as a team and to solve problems in the work place.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: LOCE421	Semester 2	NQF-level: 7
Title: Life Orientation: Career Education		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>Integrate and understand of contested knowledge of teaching approaches that will enable the teacher to engage in teaching career education</li> <li>reflect on ethical conduct and values through antidiscrimination education in career education</li> <li>the ability to select and evaluate career education programmes for learners through relevant research methods</li> <li>integrate media in the career education classroom or centre to understand the world of work</li> <li>accurate and coherent written en verbal communication in Career Education through lesson plans, work schedules, tasks, projects and portfolios</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 100 %		

Module code: LOPE311	Semester 1	NQF-level: 6
Title: Life Orientation: Physical Education - Exercise science, selected recreational movement activities and physical fitness.		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply the terminology, concepts, principles and theories of anatomy, applied physiology and exercise science to the presentation of selected recreational movement activities, physical fitness activities and complete lessons within the field of Physical Education, and an understanding of how that knowledge relates to Life Orientation within the Senior and FET-phase;</li> <li>ability to identify, analyse, critically reflect on and address complex applied physiological and exercise science problems and apply practice-driven solutions within the presentation of selected recreational movement activities, physical fitness activities and Physical Education lesson presentation with theory-driven arguments;</li> <li>reflection of all values, ethical conduct and justifiable decision making regarding the presentation of selected recreational movement activities and physical fitness activities in lessons appropriate to the practice of Physical Education;</li> <li>management of a group of co-students or Senior/FET-phase learners in an unfamiliar context in order to solve a contextual problem, i.e. the learning of new recreational movement and physical fitness skills, monitoring the progress of the group and taking responsibility for task outcomes and application of appropriate resources where appropriate; and</li> <li>take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: LOPE321	Semester 2	NQF-level: 7
Title: Life Orientation: Physical Education - Motor learning, sport and selected recreational movement activities.		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply the terminology, concepts, principles and theories of motor learning to the presentation of sport skills and tactics, selected recreational movement activities, and complete lessons within the field of Physical Education, and an understanding of how that knowledge relates to Life Orientation within the Senior and FET-phase;</li> <li>ability to identify, analyse, critically reflect on and address complex motor learning problems and apply practice-driven solutions within the presentation of sport skills and selected recreational movement activities within Physical Education lessons, with theory-driven arguments;</li> <li>reflection of all values, ethical conduct and justifiable decision making regarding the presentation of sport skills and tactics, and selected recreational movement activities in lessons appropriate to the practice of Physical Education;</li> <li>management of a group of co-students or Senior/FET-phase learners in an unfamiliar context in order to solve a contextual problem, i.e. the learning of new sport skills and recreational movement skills, monitoring the progress of the group and taking responsibility for task outcomes and application of appropriate resources where appropriate; and</li> <li>take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: LOPV111	Semester 1	NQF-level: 5
Title: Life Orientation: Personal Life Skills and Ethics (i)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>knowledge and an informed understanding of: <ul style="list-style-type: none"> <li>a) what Personal Life Skills and ethics are;</li> <li>b) the concepts of Personal Life Skills and ethics as prerequisite for pro-social behaviour;</li> <li>c) the theories underpinning Personal Life skills and ethics;</li> <li>d) self-awareness as well as the nature of the self as social being and the essence of being human;</li> </ul> </li> <li>knowledge and an understanding of the important role of personal effectiveness in pro-social behaviour of the self in society.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: LOPV121	Semester 2	NQF-level: 6
Title: Life Orientation: Personal Life Skills and Ethics (ii)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>detailed knowledge and informed understanding of - <ul style="list-style-type: none"> <li>(a) interpersonal relationships;</li> <li>(b) various ethics of relationships;</li> <li>(c) interaction skills of the self in society; and</li> <li>(d) experiential and dialogical teaching strategies within Life Orientation;</li> </ul> </li> <li>an ability to select, plan, implement and present a theoretically-based learning opportunity in order to apply effective teaching and assessment strategies suitable to Life Orientation in the Senior and FET phases; and</li> <li>the ability to operate individually and as part of a group in order to make appropriate contributions to successfully integrate relevant Personal Development themes into lesson planning, assessment strategies and instructional skills.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: LOSE211	Semester 1	NQF-level: 6
Title: Life Orientation: Society & Environment (i)		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>• <b>demonstrate detailed</b> knowledge and understanding of specific aspects for Social and Environmental responsibility:               <ul style="list-style-type: none"> <li>(a) how knowledge of aspects for Social and Environmental responsibility relates to applicable knowledge within the fields of Life Orientation in the Senior Phase; and</li> <li>(b) the origin and development of knowledge within the field of Life Orientation in the Senior Phase, and critical understanding of schools of thought and forms of explanations typical within the field of Life Orientation in the Senior Phase;</li> </ul> </li> <li>• to distinguish and solve social and environmental issues in unfamiliar contexts and to apply the solutions to support progress/development in the practice of Life Orientation in the Senior Phase;</li> <li>• understand the ethical <b>and professional</b> implications of decisions, actions and practices specifically relevant to social and environmental issues, in accordance with the code of conduct/rules of practice;</li> <li>• use discipline-specific methods and techniques of scientific enquiry and information gathering on social and environmental issues from relevant discipline-related sources, analyze, evaluate and synthesize the information and apply your conclusions/research to a given context in the field of Life Orientation in the Senior Phase;</li> <li>• accurately and coherently demonstrate written and verbal communication of project and case studies with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism;</li> <li>• act as group member and a group leader and contribute appropriate information/skills to successfully complete a task/project/case study, measuring the success of the task completion against given criteria, taking co-responsibility for learning progress and outcome realization of the group; and</li> <li>• integrate specialized subject knowledge in order to present lessons in accordance with applicable principles.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: LOSE221	Semester 2	NQF-level: 6
Title: Life Orientation: Society & Environment (ii)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• <b>detailed</b> knowledge and understanding of specific aspects for Social and Environmental responsibility:               <ul style="list-style-type: none"> <li>(a) how knowledge of aspects for Social and Environmental responsibility relates to applicable knowledge within the fields of Life Orientation in the FET Phase; and</li> <li>(b) the origin and development of knowledge within the field of Life Orientation in the FET Phase, and critical understanding of schools of thought and forms of explanations typical within the field of Life Orientation in the FET Phase;</li> </ul> </li> <li>• ability to distinguish and solve social and environmental issues in unfamiliar contexts and to apply the solutions to support progress/development in the practice of Life Orientation in the FET Phase;</li> <li>• understanding of the ethical <b>and professional</b> implications of decisions, actions and practices specifically relevant to social and environmental issues, in accordance with the code of conduct/rules of practice;</li> <li>• discipline-specific methods and techniques of scientific enquiry and information gathering on social and environmental issues from relevant discipline-related sources, analyze, evaluate and synthesize the information and apply your conclusions/research to a given context in the field of Life Orientation in the FET Phase;</li> <li>• accurate and coherent written and verbal communication of project and case studies with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism; and</li> <li>• act as group member and a group leader and contribute appropriate information/skills to successfully complete a task/project/case study, measuring the success of the task completion against given criteria, taking co-responsibility for learning progress and outcome realization of the group.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: LSIN121	Semester 2	NQF-level: 6
Title: Introduction to Life Skills: Intermediate Phase		
On successful completion of this module the student should be able to demonstrate an <b>introductory knowledge of</b> :		
<ul style="list-style-type: none"> <li>• the terminology, approaches, concepts, principles and theories with reference to specific aspects for Personal and Social Well-being, Creative Arts and Physical Education;</li> <li>• identifying various themes with reference to the Personal and Social well-being theme in Life Skills and plan effective activities accordingly that demonstrate a clear understanding of the different approaches, terminology and concepts within the context of Life Skills;</li> <li>• identifying various components of Physical Education and plan practical lessons accordingly to demonstrate a clear understanding, terminology and concepts thereof;</li> <li>• demonstrating an introductory theoretical knowledge with practical application of educational gymnastics and educational dance activities/lessons;</li> <li>• acting in an ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, with reference to the teaching and learning of Personal and Social Well-being, Creative Arts and Physical Education in the Intermediate Phase; and</li> <li>• the core areas of Creative Arts as part of Life Skills in the Intermediate phase, and the student must have an informed understanding of the key terms, concepts, facts, general principles, rules and theories of Creative Arts as part of Life Skills in the Intermediate phase.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: LSIP111	Semester 1	NQF-level: 5
Title: Life Skills Intermediate Phase: Personal Development (i)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• a knowledge base and informed understanding of various approaches, terminology and concepts with reference to intrapersonal skills;</li> <li>• an ability to distinguish, evaluate and solve problems with a range of intrapersonal skills in the workplace and in the broader social context;</li> <li>• the ability to communicate understanding of concepts of the terminology, rules, concepts, principles and theories of Life Skills;</li> <li>• an ability to select, plan, implement and manage standard skills with regard to teaching strategies, assessment practices, lesson planning and lesson presentation of Life Skills for the intermediate phase; and</li> <li>• actions in accordance with acceptable ethical responsible and value-driven attitudes and behaviour in the teaching of Life Skills in the intermediate phase.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: LSIP211	Semester 1	NQF-level: 6
Title: Life Skills Intermediate Phase: Personal Development (ii)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• a detailed knowledge base and informed understanding of various approaches, terminology and concepts with reference to interpersonal skills;</li> <li>• an ability to select, evaluate and effectively apply, with discernment, interpersonal skills to solve fundamental problems in the workplace and the broader social context;</li> <li>• a detailed knowledge base and informed understanding of the terminology, rules, concepts, principles and theories of Life Skills;</li> <li>• an accurate and coherent written and verbal communication of teaching strategies, assessment practices, lesson planning and lesson presentation of Life Skills for the intermediate phase; and</li> <li>• an understanding of the ethical implications of decisions, actions and practices specifically relevant to the teaching of Life Skills in the intermediate phase.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: LSIP221	Semester 2	NQF-level: 6
Title: Life Skills Intermediate Phase: Social and environmental responsibility		
On completion of this module the learner should be able to:		
<ul style="list-style-type: none"> <li>• <u>demonstrate detailed</u> knowledge and understanding of -</li> <li>• Relationships, diversity, social problems, stages in social development, social development theories (key terms, concepts, facts, principles, rules, theories, etc.);</li> <li>• how knowledge of concepts, principles and theories relate to applicable knowledge within the fields of Social Development; and</li> <li>• the origin and development of knowledge within the field of Life Orientation, and critical understanding of schools of thought and forms of explanations typical within the field of Social Development;</li> <li>• display the ability to evaluate and describe values when dealing with diversity to solve fundamental problems of intolerance and discrimination</li> <li>• display the ability to distinguish and solve intolerance in unfamiliar contexts and to apply the solutions to support accommodation of everyone, regardless of race and religion, in the practice of mutual respect, in order to practice democratic values</li> <li>• the ethical implications of decisions, actions and practices specifically relevant to diversity in accordance with democratic values</li> <li>• discipline-specific methods and techniques of scientific enquiry and information gathering on relationships, diversity and social development theories from internet sources, books and journal articles, analyse, evaluate and synthesize the information and apply research to a given context in the field of Social Development</li> <li>• accurate and coherent written and verbal communication of information, tasks and projects with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism; and</li> <li>• the monitoring of own learning progress and to apply relevant learning strategies (specify if applicable) and known and new resources (specify if applicable) to successfully realise all outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: LSIP311	Semester 1	NQF-level: 6
Title: Life Skills Intermediate phase: Physical Education (i)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply the terminology, concepts, principles and theories of anatomy, applied physiology and exercise science to the presentation of track and field athletics, water activities, physical fitness and basic lessons within the field of Physical Education, and an understanding of how that knowledge relates to Life Skills within the Intermediate phase;</li> <li>• ability to identify, analyse, critically reflect on and address complex applied physiological and exercise science problems and apply practice-driven solutions within track and field athletics, water activities, physical fitness and lesson presentation with theory-driven arguments;</li> <li>• reflection of all values, ethical conduct and justifiable decision making regarding the presentation of track and field athletics, water activities, physical fitness activities in lessons appropriate to the practice of Physical Education;</li> <li>• management of a group of co-students or Intermediate phase learners in an unfamiliar context in order to solve a contextual problem, i.e. the learning of new track and field skills, water orientation skills and the promotion of physical fitness, monitoring the progress of the group and taking responsibility for task outcomes and application of appropriate resources where appropriate; and</li> <li>• take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: LSIP321	Semester 2	NQF-level: 7
Title: Life Skills Intermediate phase Physical Education (ii)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply the terminology, concepts, principles and theories of motor learning to the presentation of sport and games, educational gymnastics, educational dance and complete lessons within the field of Physical Education, and an understanding of how that knowledge relates to Life Skills within the Intermediate phase;</li> <li>ability to identify, analyse, critically reflect on and address complex motor learning problems and apply practice-driven solutions within sport and games, educational gymnastics, educational dance and Physical Education lesson presentation with theory-driven arguments;</li> <li>reflection of all values, ethical conduct and justifiable decision making regarding the presentation of sport and games, educational gymnastics, educational dance in lessons appropriate to the practice of Physical Education;</li> <li>management of a group of co-students or Intermediate phase learners in an unfamiliar context in order to solve a contextual problem, i.e. the learning of new sport and games skills, educational gymnastics skills and educational dance skills, monitoring the progress of the group and taking responsibility for task outcomes and application of appropriate resources where appropriate; and</li> <li>take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: LSIP411	Semester 1	NQF-level: 7
Title: Life Skills Intermediate phase: Creative arts (music)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>Detailed knowledge and understanding of music in the area creative arts within the context of the subject life skills</li> <li>Detailed knowledge and understanding of, as well as an ability to correctly evaluate and apply music concepts like rhythm, tempo, metre, melody, texture, timbre form and dynamics to different areas of specialisation within the field of Creative Arts and to communicate information regarding these concepts.</li> <li>Practical skills in music and the performance of music and to apply these skills in the facilitation of music concepts like rhythm, tempo, metre, melody, texture, timbre, form and dynamics to intermediate school learners.</li> <li>the ability to distinguish, evaluate and solve musical teaching problems in unfamiliar contexts and to apply the solutions during the planning of musical activities and music lessons in the senior phase in order to develop the musical skills and creativity of school learners;</li> <li>The ability to communicate the music concepts of rhythm, tempo, metre, melody, texture, timbre, form and dynamic, verbally or in writing, via different technologies and media like sound recording, video recordings and power point, in an accurate and coherent manner, with understanding of copyright and rules on plagiarism.</li> <li>Management of learning, in respect of which a learner is able to demonstrate an ability to evaluate performances in music against a given criteria, and accurately identify and address his or her task-specific learning needs in a practical musical context, and to provide support to the learning needs of others where appropriate.</li> <li>the ability to take full responsibility for own learning needs, monitoring of own learning progress and application of relevant strategies and management of all resources to successfully realise all outcomes of this module and complete a profile in creative arts.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written and practical examination 50 %		

Module code: LSIP421	Semester 2	NQF-level: 7
Title: Life Skills Intermediate phase: Creative arts (visual art and drama)		
After completion of this module, the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>detailed knowledge and informed understanding of: <ul style="list-style-type: none"> <li>the fundamental principles of Visual and Dramatic Arts and the relevance and importance of Creative Arts in the school curriculum;</li> <li>the key terms, concepts, facts, established principles and theories with reference to the fundamental principles in Visual and Performance Art literacies and practices;</li> <li>the critical evaluation of knowledge in the field of Creative Arts and possible career opportunities;</li> </ul> </li> <li>create, interpret and present creative products which develop practical and technical skills and explore meaningful creative processes with individual and group participation in different contexts</li> <li>ability to select, evaluate and apply research skills such as gathering and verifying information from various sources in Creative Arts and apply scientific methods of enquiry to do focused research and resolve problems that will effect change within Arts practices,</li> <li>the ability to communicate information coherently and reliably, verbally, visually, demonstratively or in writing, via different technologies and media understanding of and respect for intellectual property;</li> <li>Management of own and group participation in an unfamiliar context, solving a contextual problem and to take responsibility for task outcomes and application of appropriate resources to successfully complete assignments and promote the Arts through collaborative participation in Creative Arts Events and selected outreach programmes; and</li> <li>monitor own learning progress, in a self-critical manner, implement relevant learning strategies to evaluate products and performances against task specific criteria and to provide support to the learning needs of others where appropriate to combine theoretical knowledge into practical application and be able to represent it as lessons to the learners during teaching practise.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written and practical examination 50 %		



Module code: LSKA211	Semester 1	NQF-level: 6
Title: Life Skills: Visual arts for teaching and learning in the Foundation Phase		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Detailed knowledge of the development of children's art within an inclusive and multicultural learning environment;</li> <li>• a detailed knowledge of the theory of art as an aesthetic experience;</li> <li>• detailed knowledge of and skills in visual perception (2-d and 3-d);</li> <li>• thorough knowledge of the importance and complexity of assessing the art products of the young child;</li> <li>• the skills and knowledge needed to successfully manage the art activities in a Foundation Phase classroom (Practise);</li> <li>• an understanding of the sensory and motor development of young children and how it should be linked to art activities;</li> <li>• an understanding of the role of visual arts, play, dance, drama in the holistic development of young children and how it is connected to Life Skills;</li> <li>• the ability to compile a portfolio that will illustrate knowledge, skills, values and creativity in a visually-stimulating way; and</li> <li>• the ability to apply PIE and other important didactical skills to art lessons and art activities.</li> <li>• The ability to identify analyse and solve routine or new problems in an unfamiliar context during the planning of suitable art activities for lessons in the foundation phase,</li> <li>• The ability to critically analyse the development of the young learner in art and to apply this knowledge as didactical principles in art lessons.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: LSKM221	Semester 1	NQF-level: 6
Title: Life Skills in the Foundation Phase: Music		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of music concepts like rhythm, melody, form, texture, tempo, timbre and dynamics; as well as the elements of drama;</li> <li>• the ability to analyse, evaluate and practically apply music activities and music skills in a formal and informal way in which young students can be actively involved, like singing, movement, listening, instrumental playing and improvisation;</li> <li>• the ability to apply practical skills on the guitar, Orff instruments or African percussion instruments to accompany school learners in creative and suitable musical activities;</li> <li>• the ability to identify, analyse and solve routine or new problems in an unfamiliar context during the planning of suitable music activities for lessons in the foundation phase;</li> <li>• the ability to critically analyse the development of the young learner in music and to apply this knowledge as didactical principles in music lessons;</li> <li>• management of learning, in respect of which a learner is able to demonstrate an ability to evaluate performances in music against a given criteria, and accurately identify and address his or her task-specific learning needs in a practical musical context, and to provide support to the learning needs of others where appropriate; and</li> <li>• accountability, in respect of which a learner is able to demonstrate an ability to work effectively in a team or group, and to take responsibility for his or her decisions and actions and the decisions and actions of others within a practical music context, including the responsibility for the use of resources where appropriate.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written and practical examination 50 %		

Module code: LSKN321	Semester 2	NQF-level: 6
Title: Life Skills for Early Childhood Education Development: Natural Science and Technology		
After completion of the module, the student (pre-service teacher) should be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>• integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply: the different theories underpinning the teaching and learning of natural science and technology in ECED (formal (Gr 1-3) and informal (Gr R) context);</li> <li>• ability to select, evaluate and apply methods of enquiry (qualitative) to do focused research and resolve problems: within the subject specific knowledge about the main concepts related to natural science and technology in the ECDE;</li> <li>• ability to select, evaluate and apply a range of different but appropriate methods: how to teach natural science and technology in the ECDE;</li> <li>• Understanding of contested knowledge within the field of natural science and technology, and critical evaluation of: knowledge of the content domains of natural science and technology as reflected in the current prescribed curricula of the country in the foundation phase and ECED learners;</li> <li>• Understanding of contested knowledge within the field of health sciences, and critical evaluation of: how health science concepts benefit the society in which we live;</li> <li>• reflection of all values, ethical conduct and justify decisions, actions and practices specifically relevant to natural science and technology pertaining to environmental and social development;</li> <li>• the ability to manage groups to successfully complete tasks appropriate to natural science and technology, monitoring and measuring the success of the task completion against given criteria, taking co-responsibility for learning progress and outcome realisation of the group, act as group member, but also a group leader; and</li> <li>• the ability to take full responsibility for own learning need, monitoring own learning progress and apply relevant teaching-learning strategies, and knowledge of resources relevant to all core components of natural science and technology to realise all outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1x1 hour written examination 40 %		

Module code: LSKP421	Semester 2	NQF-level: 7
Title: Life Skills Foundation Phase: Physical Education		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and engagement in, and critical understanding and application of the theories, techniques and principles relevant to the physical, gross motor and perceptual motor development of the pre-Foundation phase and the Foundation phase learner;</li> <li>the ability to select, evaluate and apply a range of different but appropriate movement activities applicable to address gross motor development, perceptual motor development and remedial motor development, and scientific methods of enquiry in motor learning to reflect on and then address complex or abstract problems and contribute to positive change pertaining to learners with motor problems and learners with barriers to learning, within Physical Education practice;</li> <li>the ability to critically judge the ethical conduct of others within different cultural and social environments pertaining to remedial Physical Education, and to effect change in conduct where necessary;</li> <li>manage a group of learners in a Physical Education class context and demonstrate logical and critical understanding of the roles of all elements of this system in order to solve the problem of effective class organization and presentation, monitoring the progress of the group and taking responsibility for task outcomes and application of appropriate resources; and</li> <li>self-regulated learning skills - take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1x2 hour written examination 40 %		

Module code: LSKS111	Semester 1	NQF-level: 5
Title: Life Skills for Early Childhood Education and Development: Social Sciences		
After completion of the module, the student should be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>knowledge and informed understanding of the different theories underpinning the teaching and learning of social science in ECED (formal (Gr1-3) and informal (Gr R) context).</li> <li>the ability to select, plan, implement and manage basic research skills to do foundation research and resolve problems: <ul style="list-style-type: none"> <li>within the subject specific knowledge about the main concepts related to social science in the ECED.</li> <li>on how to teach social science in the ECED.</li> </ul> </li> <li>knowledge and informed understanding within the field of social science, with regard to: <ul style="list-style-type: none"> <li>knowledge of the content domains of social science as reflected in the current prescribed curricula of the country in the foundation phase and ECED learners.</li> <li>how social science concepts benefit the society in which we live.</li> </ul> </li> <li>actions in accordance with acceptable ethical and professional behaviour in practices specifically relevant to social science pertaining to environmental and social development.</li> <li>the ability to operate as part of a group and make appropriate contributions to successfully complete social science, taking co-responsibility for learning progress and outcome realization of the group and act as group member.</li> <li>the ability to monitor own learning progress and apply relevant teaching-learning strategies, and knowledge of resources relevant to all core components of social science to realise all outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 40 % 1x2,5 hour written examination 60 %		

Module code: LSPP411	Semester 1	NQF-level: 7
Title: Life Skills for Early Childhood Education Development: Health Sciences		
After completion of the module, the student (pre-service teacher) should be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply: the different theories underpinning the teaching and learning of health science in ECED (formal (Gr 1-3) and informal (Gr R) context);</li> <li>ability to select, evaluate and apply methods of enquiry (qualitative) to do focused research and resolve problems: within the subject specific knowledge about the main concepts related to health science in the ECDE;</li> <li>ability to select, evaluate and apply a range of different but appropriate methods: how to teach health science in the ECDE;</li> <li>Understanding of contested knowledge within the field of health sciences, and critical evaluation of: knowledge of the content domains of health science as reflected in the current prescribed curricula of the country in the foundation phase and ECED learners;</li> <li>Understanding of contested knowledge within the field of health sciences, and critical evaluation of: how health science concepts benefit the society in which we live;</li> <li>reflection of all values, ethical conduct and justify decisions, actions and practices specifically relevant to health science pertaining to environmental and social development;</li> <li>the ability to manage groups to successfully complete tasks appropriate to health science, monitoring and measuring the success of the task completion against given criteria, taking co-responsibility for learning progress and outcome realisation of the group, act as group member, but also a group leader; and</li> <li>the ability to take full responsibility for own learning needs, monitoring own learning progress and apply relevant teaching-learning strategies, and knowledge of resources relevant to all core components of health science to realise all outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1x1 hour written examination 40 %		

Module code: MAIP121	Semester 2	NQF-level: 5
Title: Mathematics Intermediate phase: Mathematical problem solving		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>informed understanding of problem solving strategies and metacognition in a variety of contexts;</li> <li>the ability to solve routine and non-routine problems with respect to numbers, operations and relationships;</li> <li>the ability to communicate the process of problem solving verbally and in writing, using different representations and models;</li> <li>the ability to reflect on the validity of the mathematical solutions to problems with respect to numbers, operations and relationships;</li> <li>the ability to facilitate problem solving strategies with respect to numbers, operations and relationships in diverse teaching-learning contexts; and</li> <li>the ability to monitor their own learning progress, implement relevant metacognitive learning strategies to regulate their own learning and manage resources effectively to successfully solve problems.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: MAIP211	Semester 1	NQF-level: 6
Title: Mathematics Intermediate phase: Numeration systems and number theory		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>detailed knowledge and understanding of different numeration systems e.g. Mayan, Roma and Egyptian systems;</li> <li>detailed knowledge and informed understanding of the decimal place value number system including number theory;</li> <li>the ability to distinguish between different number systems and to solve problems in unfamiliar contexts;</li> <li>the ability to find, evaluate and use relevant resources to identify, analyse and remediate learners' errors with respect to the decimal number system;</li> <li>the ability to accurately and coherently use verbal and written communication with understanding in facilitating concepts relating to the decimal number system;</li> <li>the ability to plan and execute lessons regarding number systems and number theory, making use of the prescribed and applicable policies and documents from the Department of Basic Education and integrate specialized subject knowledge with appropriate subject methodology.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: MAIP221	Semester 2	NQF-level: 6
Title: Mathematics Intermediate phase: Functional relationships		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>detailed knowledge and understanding with respect to number patterns, functional relationships and multiple representations of functions;</li> <li>detailed knowledge and insight in constructivism as a teaching-learning theory in mathematics;</li> <li>the ability to apply constructivist learning experiences in the teaching-learning of number patterns and functional relationships;</li> <li>the ability to solve routine and non-routine problems with respect to number patterns and functional relationships;</li> <li>the ability to analyse, model, evaluate and communicate problems and solutions relating to number patterns and functional relationships;</li> <li>the ability to facilitate meaningful learning relating to number patterns and functional relationships through the investigative approach;</li> <li>the ability to act as a group member and a group leader and to contribute appropriate knowledge of teaching number patterns and functional relationships in planning a lesson; and</li> <li>the ability to make use of prescribed and applicable documents from the Department of Basic Education and integrate specialised subject knowledge with appropriate subject methodology.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: MAIP311	Semester 1	NQF-level: 6
Title: Mathematics Intermediate phase: Proportional reasoning		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>integrated knowledge and understanding with respect to fractions, decimals and percentages;</li> <li>integrated knowledge and informed understanding of realistic mathematics education;</li> <li>the ability to facilitate meaningful learning of fractions, decimals and percentages through realistic mathematics problems;</li> <li>the ability to interpret, evaluate and remediate learners' representations, solutions and misconceptions;</li> <li>the ability to manage a lesson study group in an unfamiliar context, monitoring the progress of the group and taking responsibility for the lesson outcomes and application of appropriate resources; and</li> <li>the ability to make use of prescribed and applicable documents from the Department of Basic Education and integrate specialised subject knowledge with appropriate subject methodology</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: MAIP321	Semester 2	NQF-level: 7
Title: Mathematics Intermediate phase: Space and shape		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and understanding of two-dimensional shapes and three-dimensional bodies by describing, classifying and analysing these shapes and solids according to their properties;</li> <li>integrated knowledge and informed understanding of the Van Hiele theory of geometric understanding;</li> <li>the ability to evaluate and critically apply the Van Hiele theory of geometric thinking;</li> <li>the ability to identify the orientation and transformation of objects in space and to analyse and describe these transformations mathematically; and</li> <li>the ability to take full responsibility for investigating other theories relating to the development of geometric thinking and the application of these theories in compiling relevant activities.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: MAIP411	Semester 1	NQF-level: 7
Title: Mathematics Intermediate phase: Measurement		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and informed understanding of measurement as an integral part of real life situations;</li> <li>critical understanding and application of accurate and estimated measurement concepts;</li> <li>the ability to critically investigate and evaluate multiple journal articles relating to the teaching of measurement in the intermediate phase;</li> <li>the ability to design an appropriate measurement learning experience, individually and collaboratively in diverse learning contexts;</li> <li>the ability to facilitate the meaningful learning of measurement concepts using concrete models;</li> <li>the ability to implement a variety of assessment strategies e.g., peer assessment, self-assessment; and</li> <li>the ability to make use of prescribed and applicable documents from the Department of Basic Education and integrate specialised subject knowledge with appropriate subject methodology.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: MAIP421	Semester 2	NQF-level: 7
Title: Mathematics Intermediate phase: Data handling		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge, informed understanding and engagement of the procedures of statistics and probability and counting techniques to solve real life problems;</li> <li>the ability to gather, represent, analyse and interpret data as well as making informed judgements based on the data;</li> <li>the ability to critically evaluate the validity of statistical representations, models, solutions and misconceptions;</li> <li>the ability to critically judge the accountability of concepts of chance in real life contexts;</li> <li>the ability to accurately, coherently and appropriately present and communicate learning experiences with respect to statistics and probability;</li> <li>the ability to operate effectively individually and collaboratively to design appropriate real-life activities using a variety of resources to facilitate the meaningful learning of data handling; and</li> <li>the ability to monitor the progress of the design of activities and taking responsibility for the outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: MATF111	Semester 1	NQF-level: 5
Title: Introduction to Mathematics: Numbers, operations and data handling		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>knowledge and informed understanding of percentages, ratio, proportionality, rate, number patterns, number operations, as well as elementary statistics and probability;</li> <li>the ability to identify number patterns in a variety of contexts and be able to make generalizations and also to gather, organise and represent data;</li> <li>the ability to apply this knowledge to solve real-life problems in a variety of contexts and analyse data from a variety of contexts and use elementary statistics to communicate, critically interpret and draw conclusions from these findings as well as to employ suitable computer software; and</li> <li>a positive attitude towards the application of mathematical techniques in practice.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: MATH111	Semester 1	NQF-level: 5
Title: Mathematics for the Senior and FET phase: Numbers, relationships and number systems		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>specific knowledge and informed understanding of numbers, ways of representing numbers, relationships among numbers and properties of the following number systems: natural numbers; whole numbers; integers; real numbers; and complex numbers (brief introduction);</li> <li>knowledge regarding the origin and evolution of the number concept and how it influences mathematical operations;</li> <li>the ability to select, plan and apply procedures, rules, principles, methods and formulae within the field of number systems;</li> <li>the ability to identify, analyze, solve and evaluate routine as well as non-routine number-system-related problems in familiar as well as new realistic contexts;</li> <li>the ability to use mathematical terminology, mathematical symbols and mathematical notation in order to produce and communicate information in both verbal and written form within the field of number systems;</li> <li>accountability for evaluating the applicability and validity of mathematical representations, models and solutions to problems; and</li> <li>the ability to plan and execute lessons regarding number systems, making use of the prescribed and applicable policies and documents from the Department of Education and the ability to integrate specialized subject knowledge with appropriate subject methodology.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: MATH121	Semester 2	NQF-level: 6
Title: Mathematics for the Senior and FET phase: Exploring space and shape		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>specific knowledge and informed understanding of the characteristics and properties of two-dimensional figures and three-dimensional shapes and the relationships in trigonometry;</li> <li>specific knowledge and informed understanding of the Van Hiele theory of geometrical reasoning;</li> <li>the ability to use technological and other mathematical tools to enhance inductive reasoning and prepare LTSM;</li> <li>the ability to select, plan and apply procedures, rules, principles, methods and formulae within the fields of geometry and trigonometry;</li> <li>the ability to identify, analyse, solve and evaluate routine as well as non-routine geometry and trigonometry problems in familiar as well as new realistic contexts;</li> <li>the ability to use mathematical terminology, mathematical symbols and mathematical notation in order to produce and communicate information in both verbal and written form within the fields of geometry and trigonometry;</li> <li>accountability for evaluating the applicability and validity of mathematical representations, models and solutions to problems; and</li> <li>the ability to plan and teach lessons regarding geometry and trigonometry, making use of the prescribed and applicable policies and documents from the Department of Education and integrate specialized subject knowledge with appropriate subject methodology.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: MATH211	Semester 1	NQF-level: 6
Title: Mathematics for the Senior and FET phase: A model-based approach to functions		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>detailed knowledge and solid, grounded understanding of the origin and evolution of the function concept, ways of modelling real life problem situations, relationships among various types of functions, namely: linear functions, quadratic functions, special polynomial functions, absolute value functions, rational functions, trigonometric functions, exponential and logarithmic functions, and hyperbolic functions as well as the teaching and learning methods relevant to these topics where they feature at school level;</li> <li>the ability to identify, analyse, select, plan and apply basic procedures, rules, principles, methods and formulae within the field of functions and mathematic modelling in order to describe situations and solve problems in unfamiliar realistic contexts and to facilitate the teaching and learning of problem solving in similar contexts where functions are involved;</li> <li>the ability to access, process and manage mathematical terminology, mathematical symbols and mathematical notation accurately and clearly in order to produce and communicate information in both verbal and written form within the field of functions and mathematical modelling;</li> <li>the ability to use technology such as calculators and dynamic software as well as other suitable computer- or web-based mathematical tools useful for representing various real life functional relationships and solving related unfamiliar real life problems; and</li> <li>the ability to distinguish between individual tasks/ responsibilities and group tasks/ responsibilities as well as the ability to monitor, evaluate and manage own learning performance as well as the performance of the group, where applicable, in unfamiliar contexts featuring functions and mathematical modelling or the teaching and learning of the topic, including evaluating the validity of mathematical representations, models and solutions to problems as well as evaluating the efficiency of teaching and learning activities involving functions.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: MATH221	Semester 2	NQF-level: 6
Title: Mathematics for the Senior and FET phase: The interaction between Algebra and Geometry		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>detailed knowledge and solid, grounded understanding of the origin and evolution of the relationships between algebra and co-ordinate geometry as well as the teaching and learning methods relevant to these topics, including solid knowledge of contemporary teaching-learning theories relevant to algebra and geometry as an integrated topic;</li> <li>the ability to identify, analyse, select, plan and apply basic procedures, rules, principles, methods and formulae in order to describe situations and solve linear and non-linear equations and inequalities algebraically and graphically in unfamiliar realistic contexts and to facilitate the teaching and learning of problem solving in similar contexts where functions are involved;</li> <li>the ability to access, process and manage mathematical terminology, mathematical symbols and mathematical notation accurately and clearly in order to produce and communicate the algebraic and graphical representation of polynomial and rational functions in both verbal and written form and to facilitate analytical geometry in diverse learning contexts;</li> <li>the ability to use technology such as calculators and dynamic software as well as other suitable computer- or web-based mathematical tools useful for representing points, lines, loci and curves and solving related unfamiliar real life problems; and</li> <li>the ability to distinguish between individual tasks/ responsibilities and group tasks/ responsibilities as well as the ability to monitor, evaluate and manage own learning performance as well as the performance of the group, where applicable, in unfamiliar contexts featuring co-ordinate systems, points, lines, loci and curves or the teaching and learning of the topic, including evaluating the validity of mathematical representations, models and solutions to problems as well as evaluating the efficiency of teaching and learning activities involving co-ordinate geometry.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: MATH311	Semester 1	NQF-level: 6
Title: Mathematics for the Senior and FET phase: Statistics and probability		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and a deep understanding of the terminology, principles and procedures of statistics;</li> <li>the ability to select, correctly evaluate and apply the appropriate statistical methods to gather, analyze and interpret data applicable to real life situations;</li> <li>the ability to analyze, evaluate, and critically reflect on the appropriate statistical methods to enable inferences to be drawn based on the data;</li> <li>integrated knowledge and understanding of the terminology, concepts, principles and techniques within the field of probability to solve complex real life problems;</li> <li>accountability for evaluating the validity of statistical and probability representations, models and solutions to problems;</li> <li>the ability to select, plan, implement and present lessons regarding statistics and probability, making use of theory-based teaching and assessment strategies; and</li> <li>the ability to integrate specialized subject knowledge with appropriate subject methodology.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: MATH321	Semester 2	NQF-level: 7
Title: Mathematics for the Senior and FET phase: Euclidean and Spherical geometry		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and a deep understanding of the Euclidean representational system;</li> <li>the ability to compare the Euclidean, spherical and other interesting geometric representational systems;</li> <li>the ability to use technological and other mathematical tools to enhance learning and prepare LTSM;</li> <li>integrated knowledge and understanding of the terminology, concepts, principles and techniques within the fields of Euclidean, spherical and other interesting geometric representational systems to solve complex real life problems;</li> <li>accountability for evaluating the validity of models and solutions to problems of Euclidean, spherical and other interesting geometric representational systems;</li> <li>the ability to select, plan, implement and present lessons regarding geometric representational systems, making use of theoretically based teaching and assessment strategies; and</li> <li>the ability to integrate specialized subject knowledge with appropriate subject methodology.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: MATH411	Semester 1	NQF-level: 7
Title: Mathematics for the Senior and FET phase: Differentiation and Integration Calculus		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>detailed knowledge and solid, grounded understanding of the origin and evolution of piece-wise defined functions, limits, infinitesimal quantities and of the relationships between the geometry of secants, tangents, infinite sums, irregular areas and the relationships between algebraically inverse mathematical processes as described by the Fundamental Theorem of Calculus as well as the teaching and learning methods relevant to these topics, including integrated knowledge of contemporary teaching-learning theories relevant to limits and differentiation calculus;</li> <li>the ability to identify, analyse, select, plan and apply basic procedures, rules, principles, methods and formulae in order to describe situations and solve complicated problems involving differentiation and integration of simple as well as composite functions and combinations of functions in ill-defined abstract or realistic contexts and to facilitate the teaching and learning of applicable problem solving in school level contexts where limits and differentiation are involved;</li> <li>the ability to access, process and manage mathematical terminology, mathematical symbols and mathematical notation accurately and clearly in order to produce and communicate the geometrical and algebraic representation of complicated functions, limits, rates of change, area of enclosed regions, volumes of solids of revolution and simple first-order and second-order linear differential equations in both verbal and written form and to facilitate the learning of differential calculus in diverse learning contexts;</li> <li>the ability to use technology such as calculators and dynamic software as well as other suitable computer- or web-based mathematical tools useful for representing functions, limits, secants, tangents, irregular enclosed two-dimensional regions and partitions and solving related unfamiliar real life problems; and</li> <li>the ability to distinguish between individual tasks/ responsibilities and group tasks/ responsibilities as well as the ability to monitor, evaluate and manage own learning performance as well the performance of the group, where applicable, in unfamiliar contexts featuring limits, differentiation and integration, including evaluating the validity of mathematical representations, models and solutions to problems or the teaching and learning of limits and differentiation as an extension of curves and secants and tangents.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: MATH421	Semester 2	NQF-level: 7
Title: Mathematics for the Senior and FET phase: Multi-dimensional algebra and numerical methods		
On successful completion of this module the prospective mathematics teacher should be able to demonstrate:		
<ul style="list-style-type: none"> <li>detailed knowledge and solid, grounded understanding of the origin and evolution of two and three-dimensional vectors and their extension to higher dimensional cases, linear and non-linear equations, systems of equations, the linear programming problem and iterative numerical methods;</li> <li>the ability to identify, analyse, select, plan and apply basic procedures, rules, principles, methods and formulae in order to describe situations and solve complicated problems involving vectors, equations, systems of equations, matrices, linear programming and iterative numerical methods in ill-defined abstract or realistic contexts and to facilitate the teaching and learning of applicable problem solving in school level contexts where equations, systems of equations, linear programming and the properties of various types of non-linear equations are involved;</li> <li>the ability to access, process and manage mathematical terminology, mathematical symbols and mathematical notation accurately and clearly in order to produce and communicate the geometrical and algebraic representation and treatment of equations, systems of equations, linear programming and the properties of various types of non-linear equations in diverse learning contexts;</li> <li>the ability to use technology such as calculators and dynamic software as well as other suitable computer- or web-based mathematical tools useful for representing vectors, various types of equations, feasible regions where linear programming is involved and for solving related unfamiliar real life problems, as well as for executing iterative numerical procedures applied to real life problems; and</li> <li>the ability to distinguish between individual tasks/ responsibilities and group tasks/ responsibilities as well as the ability to monitor, evaluate and manage own learning performance as well the performance of the group, where applicable, in unfamiliar contexts featuring vectors, matrices, various types of equations, linear programming and iterative numerical procedures, including evaluating the validity of mathematical representations, models and solutions to problems or the teaching and learning of equations, systems of equations, linear programming and the properties of various algebraic concepts related to these topics.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: MATV111	Semester 1	NQF-level: 5
Title: Mathematics for the Senior phase: Algebra		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>Basic knowledge and understanding of numbers, ways of representing numbers, relationships among numbers and properties of number systems.</li> <li>Basic knowledge, understanding and insight with regard to fundamental algebraic operations.</li> <li>Basic knowledge, understanding and insight with regard to the following functions: linear functions, quadratic functions, exponential functions, logarithmic functions and trigonometric functions.</li> <li>Basic knowledge, understanding and insight in order to solve elementary trigonometric equations.</li> <li>Basic knowledge, understanding and insight in order to solve two-dimensional problems by constructing trigonometric relationships.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: MATV121	Semester 2	NQF-level: 6
Title: Mathematics for the Senior phase: Geometry		
On successful completion of this module the prospective mathematics teacher should be able to demonstrate:		
<ul style="list-style-type: none"> <li>Basic knowledge with regard to the properties and relationships of two-dimensional shapes and three-dimensional solids.</li> <li>Basic knowledge, understanding and insight in order to solve two- and three- dimensional problems by constructing geometrical relationships.</li> <li>Basic knowledge, understanding and insight in order to solve two- and three- dimensional problems by constructing trigonometric relationships.</li> <li>Basic knowledge, understanding and insight with regard to trigonometric functions.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: MFPC11	Semester 1	NQF-level: 5
Title: Mathematics for Early Childhood Education and Development: Learning and teaching theories and strategies in primary Mathematics		
On completion of this module, the student should be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>• a knowledge and informed understanding of :               <ol style="list-style-type: none"> <li>a) different forms of mathematical knowledge, as well as various views on effective primary Mathematics teaching and learning;</li> <li>b) the different theories within the field of basic mathematics relevant to ECED (Focusing on the Foundation Phase); and</li> <li>c) the development and construction of the meaning of problem-solving in primary Mathematics ;</li> </ol> </li> <li>• an ability to select, plan, implement and manage standard and non- standard procedures, rules, methods and skills within the field of mathematics, in order to promote problem-solving;</li> <li>• an ability to distinguish, evaluate and solve routine or new Mathematical problems and to apply the solutions to support progress in the practice of higher order thinking abilities during mathematical problem-solving;</li> <li>• the ability to communicate concepts, theories and views on effective mathematics teaching and learning, verbally and in writing, via different technologies and media, in an accurate and coherent manner, with understanding of copyright and rules on plagiarism; and</li> <li>• an ability to monitor their own learning progress, implement relevant learning strategies in Mathematics to improve learning, and manage resources effectively to successfully realize task outcomes.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 40 % 1x2 hour written examination 60 %		

Module code: MFPC121	Semester 2	NQF-level: 6
Title: Mathematics for Early Childhood Education and Development: Number sense and Operations		
On completion of this module, the student should be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>• knowledge and informed understanding of               <ol style="list-style-type: none"> <li>a) primary Mathematics , number concept, classification, counting and the base- ten numeration system;</li> <li>b) the different theories, procedures, methods and models of knowledge relevant to whole numbers in the field of primary Mathematics; and</li> <li>c) the development and construction of the meaning of whole numbers and operations with whole numbers in primary Mathematics;</li> </ol> </li> <li>• ability to select, plan, implement and manage standard and non-standard procedures and methods within the field of Mathematics, in order to promote real life problem-solving practices;</li> <li>• the ability to anticipate, distinguish, analyse, interpret, assess, facilitate and remedy routine or new problem-solving practices of learners in primary Mathematics in familiar contexts and to apply the solutions to support progress in the practice of problem area identification;</li> <li>• the ability to communicate concepts, methods and models, verbally and in writing, via different technologies and media, in an accurate and coherent manner, with understanding of copyright and rules on plagiarism; and</li> <li>• monitor own learning progress, implement relevant learning strategies in Mathematics to improve learning, and manage resources effectively to successfully realize task outcomes.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 40 % 1x2 hour written examination 60 %		

Module code: MFPC221	Semester 2	NQF-level: 6
Title: Mathematics methodology for Foundation Phase		
After completion of the module, the student should be able to demonstrate a <b>detailed knowledge and understanding of</b> :		
<ul style="list-style-type: none"> <li>▪ the different theories that underpin the teaching and learning of geometry and measurement in the foundation phase;</li> <li>▪ subject specific knowledge about the main concepts related to geometry and measurement in the foundation phase;</li> <li>▪ how to teach geometry and measurement to the foundation phase learner;</li> <li>▪ knowledge of the content domains of geometry and measurement as reflected in the current prescribed curricula of the country in the foundation phase;</li> <li>▪ how geometric and measurement concepts benefit the society in which we live.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: MFPC311	Semester 1	NQF-level: 6
Title: Mathematics for Early Childhood Education and Development: Number theory, number patterns and data handling in Primary Mathematics		
After completion of this module, the student will demonstrate the following:		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of               <ol style="list-style-type: none"> <li>(a) the number theory, number patterns and data handling;</li> <li>(b) the different theories, procedures, methods and models of knowledge relevant to the number theory, number patterns and data handling in the field of Primary Mathematics; and</li> <li>(c) the development and construction of the meaning of number theory number patterns and data handling in Primary Mathematics;</li> </ol> </li> <li>• ability to select, evaluate and effectively implement and manage standard and non-standard procedures and methods within the field of Primary Mathematics, in order to promote real life problem-solving practices;</li> <li>• the ability to anticipate, distinguish, analyse, interpret, asses, facilitate and remedy routine or new problem-solving practices of learners in Primary Mathematics in familiar contexts and to apply the solutions to support progress in the practice of problem area identification;</li> <li>• discipline-specific methods and techniques of scientific enquiry and information gathering on number theory, number patterns and data handling from relevant sources, analyse, evaluate and synthesize the information and apply your conclusions/research to a given context in the field of Mathematics;</li> <li>• the ability to accurately and coherently communicate concepts, methods and models, verbally and in writing, via different technologies and media, in an accurate and coherent manner, with understanding of copyright and rules on plagiarism;</li> <li>• monitor own learning progress, implement relevant learning strategies in Mathematics to improve learning, and manage resources effectively to successfully realize task outcomes; and</li> <li>• the ability to plan and conduct lessons, in which subject knowledge and relevant educational criteria are successfully integrated.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		



Module code: MFPC321	Semester 2	NQF-level: 6
Title: Mathematics for Early Childhood Education and Development: Rational numbers in Primary Mathematics		
After completion of the MFPC 321 module, the student will demonstrate the following:		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of               <ul style="list-style-type: none"> <li>(a) Rational numbers;</li> <li>(b) the different theories, procedures, methods and models of knowledge relevant to rational numbers in the field of Primary Mathematics; and</li> <li>(c) the development and construction of the meaning of rational numbers and operations with rational numbers in Primary Mathematics;</li> </ul> </li> <li>• ability to select, evaluate and effectively implement and manage standard and non-standard procedures and methods with rational numbers and within the field of Primary Mathematics, in order to promote real life problem-solving practices;</li> <li>• the ability to anticipate, distinguish, analyse, interpret, assess, facilitate and remedy routine or new problem-solving practices of learners in Primary Mathematics in familiar contexts and to apply the solutions to support progress in the practice of problem area identification;</li> <li>• discipline-specific methods and techniques of scientific enquiry and information gathering on rational numbers from relevant sources, analyse, evaluate and synthesize the information and apply your conclusions/research to a given context in the field of Primary Mathematics;</li> <li>• the ability to accurately and coherently communicate concepts, methods and models verbally and in writing, via different technologies and media, in an accurate and coherent manner, with understanding of copyright and rules on plagiarism;</li> <li>• monitor own learning progress, implement relevant learning strategies in Mathematics to improve learning, and manage resources effectively to successfully realize task outcomes; and</li> <li>• the ability to plan and conduct lessons, in which subject knowledge and relevant educational criteria are successfully integrated.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: MFPC411	Semester 1	NQF-level: 7
Title: Mathematics for Early Childhood Education and Development: Language in Mathematics		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge and awareness of the relationship between language development and reading and the teaching-learning of/in mathematics and of the characteristics of the language of mathematics (vocabulary and symbolism) and the major problems learners encounter with this language;</li> <li>• knowledge and application of instruction (demonstrate) to help learners improve their skills in reading mathematics and developing mathematical vocabulary;</li> <li>• knowledge, awareness and application of problem-solving processes and instructional procedures to aid in the solution of verbal mathematical problems;</li> <li>• knowledge of issues in integrating writing into the mathematics classroom and procedures for helping learners to improve their writing skills in mathematics; and</li> <li>• The ability to make use of prescribed policy and applicable documents from the Department of Basic Education and integrate specialised subject knowledge with appropriate subject methodology to design appropriate mathematics lessons for the foundation phase.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1x3 hour written examination 40 %		

Module code: MFPP421	Semester 2	NQF-level: 7
Title: Mathematics for Early Childhood Education and Development: Early preschool Mathematics (informal phase)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• a theoretical foundation for the way in which the pre-school and Grade R child are exposed to mathematical concepts;</li> <li>• the subject specific knowledge about the main concepts related to mathematics in pre-school and grade R;</li> <li>• how to teach mathematics in pre-school and grade R;</li> <li>• the knowledge of the content domains of mathematics as reflected in the current prescribed curricula of the country in the pre-school and grade R;</li> <li>• how mathematics concepts benefit the society in which we live.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1x2 hour written examination 40 %		

Module code: MTL5211	Semester 2	NQF-level: 7
Title: Multi-grade and learning support in the Foundation and Intermediate Phase		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Integrated knowledge and understanding of the concept multi-grade teaching</li> <li>• ability to select, evaluate and apply a range of skills in teaching a multi-grade class</li> <li>• integrated knowledge and understanding with regard to perceptual developmental skills</li> <li>• ability to select, evaluate and apply a range of skills in identifying, assessing and supporting perceptual difficulties and learning impairments (language and mathematical) in the Foundation and Intermediate Phase</li> <li>• integrated knowledge and understanding of learners not learning in their mother tongue within the South African context</li> <li>• ability to select, evaluate and apply a range of skills in accommodating and supporting learners not learning in their mother tongue</li> <li>• reflection of all values, ethical conduct and justifiable decision making in the assessment and support of learners experiencing perceptual difficulties and not learning in their mother tongue within the South African context</li> <li>• accurate and coherent written and verbal communication of the assessment and support of learners experiencing perceptual difficulties and not learning in their mother tongue within the South African context.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: MUSI111	Semester 1	NQF-level: 5
Title: An introduction to music as part of the subject Creative Arts in the Senior phase		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge and informed understanding of music elements;</li> <li>• the ability to select, analyse and plan musical activities focused on singing, movement, listening, instrumental playing and improvisation in order to facilitate active musical engagement in the Senior phase;</li> <li>• musical performance skills on melodic instruments (the piano), Orff instruments and African percussion instruments to facilitate musical learning and engagement;</li> <li>• the ability to identify, evaluate and solve routine or new problems in familiar and unfamiliar music education contexts;</li> <li>• the ability to ethically utilise technological resources to enhance musical learning; and</li> <li>• the ability to manage learning through critical reflection on musical performance in order to identify and take responsibility for personal learning needs while also providing support for the learning needs of others.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x2 hour written and practical examination 50 %		

Module code: MUSI211	Semester 2	NQF-level: 6
Title: Practical applications of music as part of the subject Creative Arts in the Senior phase		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• the ability to facilitate music elements through movement, musical performance and improvisation;</li> <li>• the ability to create, compose and perform rhythms and melodies by means of singing and the use of non-melodic and melodic instruments;</li> <li>• musical performance skills on melodic instruments (Piano and guitar), Orff instruments and African percussion instruments to facilitate musical learning and engagement;</li> <li>• the ability to identify, evaluate and solve routine or new problems in familiar and unfamiliar music education contexts;</li> <li>• the ability to act as member and leader of a group and make valuable contributions towards the successful planning and execution of tasks; and</li> <li>• the ability to manage learning through critical reflection on musical performance in order to identify and take responsibility for personal learning needs while providing support for the learning needs of others;.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x2 hour written and practical examination 50 %		

Module code: MUSI211	Semester 1	NQF-level: 6
Title: Educational theories and practical application for teaching in the Senior phase		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• the ability to evaluate and plan musical activities that facilitate musical learning through active engagement in the Senior phase; the ability to evaluate and plan music listening activities in the Senior phase;</li> <li>• musical performance skills on melodic instruments, Orff instruments and African percussion instruments to facilitate musical learning and engagement;</li> <li>• the ability to select, evaluate and effectively apply different music education theories and methods in the Senior phase;</li> <li>• the ability to select, evaluate and effectively apply different models for arts integration in the Senior phase subject Creative Arts; and</li> <li>• an understanding of the ethical implications of decisions, actions and practices specifically relevant to the music industry, music education and music research, within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x2 hour written and practical examination 50 %		

Module code: Nssp111	Semester 1	NQF-level: 5
Title: Natural Sciences: Life and Living		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge and informed understanding of the structure and functions of the cell as basic unit of life, selected systems in the human body and structure and functioning of ecosystems;</li> <li>• the continuous development of knowledge regarding biodiversity, change and continuity;</li> <li>• the ability to implement methods and skills within the field of microscopy, physiology and anatomy in order to successfully participate in practical investigations individually or as part of a group;</li> <li>• actions in accordance with acceptable ethical and professional behaviour, regarding the dissection of plant and animal material, adhering to general laboratory rules at all times;</li> <li>• the ability to communicate understanding of concepts and processes verbally or in writing in an accurate and coherent manner to improve scientific literacy; and</li> <li>• responsibility for own learning needs, monitoring their own learning progress and application of relevant learning strategies and management of resources, both hard copy and electronic, to successfully realize all outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: NSSP112	Semester 2	NQF-level: 5
Title: Natural Sciences: Matter and Materials		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• an understanding of the classification and structure of matter as well as selecting appropriate methods for the separation of mixtures;</li> <li>• an understanding of the origin and development of Atomic Theory;</li> <li>• detailed knowledge and understanding of the structure of the atom and identifying appropriately a correct representation of the structure of the atom to obtain information regarding specific elements;</li> <li>• an ability to distinguish between and appropriately apply different types of chemical bonding to different elements;</li> <li>• a sound understanding of chemical nomenclature;</li> <li>• use techniques of information gathering to research renewable and non-renewable resources, conveying the information accurately and in a coherent written form with respect for intellectual property conventions, copyright and rules on plagiarism;</li> <li>• motivate the use of models to explain the behaviour of matter as well as disadvantages of using models incorrectly;</li> <li>• suggest everyday cost effective items that can be used to build chemical models to facilitate the learning and understanding of chemical principles;</li> <li>• an understanding of the structure matter and chemical reactions of chemical compounds and applications in industry and everyday life and the ethical implications of applying this scientific knowledge;</li> <li>• act as a group member to contribute to the acquisition of knowledge regarding the structure and synthesis of polymers and their application in industry and everyday life and the ethical implications of applying this scientific knowledge, taking co-responsibility for the progress and outcome realisation of the group;</li> <li>• an awareness of the problems learners have relating to the macroscopic, microscopic and symbolic representation of matter and effectively designing assessment tasks for baseline assessment related to these problems;</li> <li>• the ability to manipulate laboratory equipment and apparatus in the investigation of matter and to observe and record data and make interpretations and communicate their findings correctly in a scientific report; and</li> <li>• the ability to plan a practical for the teaching environment in the FET phase as required by the guidelines given in the CAPS document taking into consideration the safety of the learners and the preservation of the environment.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: NSSP121	Semester 2	NQF-level: 6
Title: Natural Sciences: Introductory Mechanics in Natural Science		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• the ability to display detailed knowledge and understanding regarding the following concepts in Physics and the interrelation between these concepts: <ul style="list-style-type: none"> <li>○ Energy – including types, transfer, real-life use and application</li> <li>○ Forces – types and application by using the three laws of Newton;</li> </ul> </li> <li>• the ability to distinguish and solve problems related to energy in the environment in unfamiliar contexts and to apply the solutions to support sustainability in the environment;</li> <li>• understand the ethical implications of decisions, actions and practices relevant to the use of the CAPS document in Natural Science in the Senior Phase;</li> <li>• the ability to select, evaluate and effectively apply an investigation of scientific problems by using the Scientific method, including the following of instructions, handling of apparatus, making of observations, recording and reporting of information in the Senior Phase; and</li> <li>• the ability to monitor own learning progress by designing a simple learning programme using three task types namely capability task, resource task and case studies relating to a chosen situation.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: NSSP211	Semester 1	NQF-level: 6
Title: Natural Sciences: Introduction to Physical Geography		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of the place of Geography in Natural Science within the context of the Curriculum and Assessment Policy Statement;</li> <li>• the skill of explaining and analysing themes relevant to Planetary Geography, Climatology, Geomorphology and Cartography and plan individual or group activities supporting the coherent understanding of concepts, ideas, theories, principles and rules to communicate the information; and</li> <li>• values of an ethical-professional nature with regard to the interpretation of geographical facts as always true and in context in keeping with The Manifest for Values, Education and Democracy as well as apply knowledge gained for an ethically responsible attitude towards Africa, South Africa and its people.</li> </ul> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Detailed knowledge, understanding and insight of basic map work skills, as well as the application ability thereof in practice.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: NSTL111	Semester 1	NQF-level: 5
Title: Natural Sciences and Technology (Intermediate phase): Processes and Methods		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>informed understanding regarding the concepts Science, Technology, Technology Education, Scientific Methods, Design Process and the interrelationship between these concepts;</li> <li>an informed understanding of the National Policy documents (CAPS) and the terminology used in the document in Natural Science and Technology in the Intermediate Phase</li> <li>an informed understanding and the ability to solve problems and evaluate the solutions, regarding the Design process;</li> <li>an informed understanding of the methodologies used when teaching Technology and the ability to combine different task types in a learning programme;</li> <li>an informed understanding regarding investigating scientific problems using scientific methods and applying this understanding to explain the suitability of a specific method for investigating a certain problem; and</li> <li>an informed understanding regarding teaching science through investigation in the Intermediate phase by applying this understanding in planning an investigation.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: NSTL211	Semester 1	NQF-level: 6
Title: Natural Sciences and Technology (Intermediate phase): Matter, Materials and Structures		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>detailed knowledge regarding the concepts Matter, Materials, and Structures as relevant in the Intermediate phase;</li> <li>an awareness of how alternative conceptions, formed in the Intermediate Phase, can inhibit learning in Matter Materials and Structures in later phases and take precautions to address them;</li> <li>an understanding of the demands of the National Policy documents (CAPS) in Natural Science and Technology in the Intermediate Phase regarding Matter, Materials and Structures by planning relevant worksheets guiding school learners to do investigations like fair tests/ comparisons/ observations;</li> <li>the ability to access and process information to support arguments regarding the value of studying Indigenous Knowledge systems; and</li> <li>the ability to apply five steps of the design process to solve a given problem by designing and constructing a model of a structure that can solve the given problem, evaluating the model's fitness for purpose and communicating the process.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: NSTL221	Semester 2	NQF-level: 6
Title: Natural Sciences and Technology (Intermediate phase): Energy, Change, Systems and Control		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>detailed knowledge regarding the concepts Energy, Change Systems and Control and how Systems use and transform energy and change movement;</li> <li>an awareness of how alternative conceptions formed in the Intermediate Phase can inhibit learning in Energy and Change in later phases and take precautions to address them;</li> <li>an understanding of and an ability to apply scientific methods in doing fair tests to investigate the relationships between variables;</li> <li>an understanding of the demands of the National Policy documents (CAPS) in Natural Science and Technology in the Intermediate Phase regarding Energy, Change and Systems;</li> <li>the ability to access, process and use information in researching and communicating issues regarding the ethics of man's use of energy; and</li> <li>apply selected steps of the Design process to apply knowledge and skills to design solutions to solve/ satisfy TWO problems/needs relating to Energy, Change and Electrical Mechanical Systems.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: NSTL311	Semester 1	NQF-level: 7
Title: Natural Sciences and Technology (Intermediate phase): Life, Living, Structures and Systems		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge regarding the concepts Life, Living, Structures and Systems;</li> <li>an awareness of how alternative conceptions formed in the Intermediate Phase can inhibit learning in Life, Living, Structures and Systems in later phases and take precautions to address them;</li> <li>understanding of the demands of the National Policy documents (CAPS) in Natural Science and Technology in the Intermediate Phase regarding the Life, Living, Structures and Systems; and</li> <li>use selected steps of the Design process to apply knowledge and skills to solve at least ONE problem relating to Life, Living, Structures and Systems.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: NSTL321	Semester 2	NQF-level: 7
Title: Natural Sciences and Technology (Intermediate phase): Earth and Beyond		
On completion of this module the learner should be able to:		
<ul style="list-style-type: none"> <li>• display integrated knowledge regarding the concepts Earth, atmosphere and outer space;</li> <li>• demonstrate understanding of and an ability to apply how alternative conceptions formed in the Intermediate Phase can inhibit learning in Earth in Space in later phases and take precautions to address them;</li> <li>• do observations regarding topics related to Earth, atmosphere and outer space and report the results in a scientific report;</li> <li>• demonstrate understanding of the demands of the National Policy documents (CAPS) in Natural Science and Technology in the Intermediate Phase regarding the Earth Sciences;</li> <li>• demonstrate the ability to access, process and use information in researching and communicating issues regarding the ethics of man's use of soil and water; and</li> <li>• use the Design process to solve a technological problem related to Earth, Beyond, Structures and Systems.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: NSTL411	Semester 1	NQF-level: 7
Title: Natural Sciences and Technology (Intermediate phase): Inquiry based learning		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• thorough knowledge about Inquiry Based Learning (IBL);</li> <li>• make use of the potential of web 2 applications in sharing information/ ideas/;</li> <li>• applied knowledge regarding the scientific process and Inquiry Learning Methods to compile "lessons in a box" ready to be used in the classroom and applying and integrating the knowledge gained in the following content areas: <ul style="list-style-type: none"> <li>○ Matter, Materials and Structures;</li> <li>○ Energy, Change and Electrical / Mechanical Systems;</li> <li>○ Life and Living, Structures and Systems;</li> <li>○ Earth and Beyond, Structures and Systems.</li> </ul> </li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: NSTL421	Semester 2	NQF-level: 7
Title: Natural Sciences and Technology (Intermediate phase): Problem and Project based learning		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• <i>thorough knowledge about Problem (PBL) and Project Based Learning (PBL)</i>;</li> <li>• the ability to use the Design process to apply knowledge in solving one problem / satisfying one need by integrating the knowledge gained in the following content areas: <ul style="list-style-type: none"> <li>○ Matter and Materials</li> <li>○ Energy and Change</li> <li>○ Life and Living</li> <li>○ Earth and Beyond</li> <li>○ Structures</li> <li>○ Electrical and Mechanical Systems</li> </ul> </li> <li>• the ability to design a rubric to assess a Project; and</li> <li>• make use of the potential of eb 2 applications in sharing information/ ideas/ possible designs/ results / products.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: PECL121	Semester 2	NQF-level: 5
Title: Language of Conversational Competence: Sepedi		
Upon completion of this course a student should demonstrate		
<ul style="list-style-type: none"> <li>• functional knowledge of grammatical structures of Sepedi;</li> <li>• a functional vocabulary for basic interpersonal communication;</li> <li>• individual elementary listening and writing skills in Sepedi;</li> <li>• Knowledge of Sepedi culture</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 100 %		

Module code: PEFF111	Semester 1	NQF-level:5
Title: Sepedi Home Language FP: Foundational Knowledge and Multicultural Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge and an informed understanding of relevant theories, models and empirical research that describe the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing processes, components and development.</li> <li>• the ability to work in a group to complete a project in an ethically responsible manner reflecting their understanding and interpretation of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing processes, components and development.</li> <li>• the ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of: <ul style="list-style-type: none"> <li>○ Oral language (semantic, syntactic, pragmatic)</li> <li>○ Phonological skill</li> <li>○ Printed word recognition</li> <li>○ Spelling</li> <li>○ Reading fluency</li> <li>○ Reading comprehension</li> <li>○ Written expression</li> </ul> </li> <li>• the ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently: <ul style="list-style-type: none"> <li>○ Phonological (speech sound) processing</li> <li>○ Orthographic (print) processing</li> <li>○ Semantic (meaning) processing</li> <li>○ Syntactic (sentence level) processing</li> <li>○ Discourse (connected text level) processing</li> </ul> </li> <li>• the ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom.</li> <li>• the ability to manage all learners in a classroom while working with whole class/groups/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels.</li> <li>• the ability to present an overview of the history of children's literature and to distinguish between different types of children's literature by communicating their independent research in an academically acceptable manner.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 40 % Written examination 60 %		

Module code: PEFF121	Semester 2	NQF-level: 6
Title: Sepedi Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge and an informed understanding of phonetics (the sounds of Sepedi phonemes) in terms of how speech sounds are produced and characterised, phonology (the sound patterns of Sepedi) as it relates to speech sounds forming systems and patterns in human language (e.g., the order in which speech sounds are combined, the accent and stress patterns typically applied to words and phrases, etc.) and phonemic awareness.</li> <li>• the ability to identify and interpret children's reading and spelling errors as well as select, evaluate and implement developmentally appropriate instructional practices to address children's reading and spelling errors.</li> <li>• knowledge and an informed understanding or relevant theories and empirical research underlying learners' responses to children's literature and the value of children's literature.</li> <li>• knowledge of and engagement in research related to the fundamentals of language assessment.</li> <li>• an ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 40 % Written examination 60 %		

Module code: PEFF211	Semester 1	NQF-level: 6
Title: Sepedi Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principles and selecting and evaluating Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Detailed knowledge and an understanding of morphology (the words of language) as it relates to the teaching of phonics and spelling, the various structures of language that underlie the Sepedi spelling system (e.g., phoneme-grapheme, syllable patterns, morpheme units in print, and word origin) and of the broad outline of historical influences on Sepedi spelling patterns, especially Anglo-Saxon, Latin (Romance) and Greek.</li> <li>• The ability to use the organising principles of the Sepedi spelling system at the sound, syllable, and morpheme levels in order to identify learner progress and or problems at these levels.</li> <li>• The ability to select, differentiate between, reflect critically, evaluate and apply explicit vs non-explicit, systematic vs non-systematic, and sequential vs non-sequential phonics instruction using developmentally appropriate resources in a class of diverse learners.</li> <li>• The ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society.</li> <li>• The ability to work together in a community co-operatively and systematically to identify authentic communication needs</li> <li>• The ability to address authentic community needs, and engage in systematic reflection in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: PEFF221	Semester 2	NQF-level: 6
Title: Sepedi Home Language FP: Semantics, Vocabulary and Picture books		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Integrated knowledge of semantics (linguistic meaning of words, phrases and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning.</li> <li>• The ability to select, evaluate and apply with discernment direct and indirect (contextual) methods of vocabulary instruction based on an analysis of learner needs.</li> <li>• An ability to analyse, select and apply varied techniques for vocabulary instruction before, during, and after reading based on an analysis and evaluation of evidence-based practice related to vocabulary teaching and learning.</li> <li>• Analyse and reflect on the role of vocabulary development and vocabulary knowledge in comprehension by communicating the information coherently using appropriate academic conventions.</li> <li>• Their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature.</li> <li>• An understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: PEFF311	Semester 1	NQF-level: 7
Title: Sepedi Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Integrated knowledge and critical evaluation of research on Sepedi syntax and how it relates to vocabulary, fluency and comprehension teaching and learning.</li> <li>• The ability to identify, analyse, evaluate and reflect on the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read by critically analysing evidence-based research.</li> <li>• The ability to gather and analyse information on the role of fluency in reading development and to present their ideas in a well-formed and coherently constructed argument.</li> <li>• An understanding of and the ability to apply the range of methods, activities, and techniques for enhancing fluency in order to address learners' diverse needs.</li> <li>• Integrated knowledge of different types of children's literature, namely traditional, poetry, historical fiction and biographies.</li> <li>• Engage in systematic reflection during the service learning project in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1x3 hour written examination 40 %		

Module code: PEFF321	Semester 2	NQF-level: 7
Title: Sepedi Home Language FP: Discourse Analysis, Pragmatics, Comprehension and Informational Texts		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Integrated knowledge and engagement with discourse analysis and pragmatics as it relates to comprehension teaching and learning.</li> <li>• The ability to evaluate the knowledge on text, reader, task, and context variables that have an impact on comprehension outcomes.</li> <li>• The ability to make ethically responsible decisions that relate to the application and evaluation of teaching strategies that are appropriate before, during and after reading and that promote reflective reading by all learners.</li> <li>• An understanding of the conceptual models related to the psychology of reading.</li> <li>• Integrated knowledge of the major text genres in order to ensure responsible teaching practice.</li> <li>• The ability to select and administer in ethically responsible ways assessment strategies that provide learners with opportunities to demonstrate comprehension.</li> <li>• The ability to compare and differentiate between traditional literature and informational texts in order to communicate well-formed arguments.</li> <li>• The ability to integrate and apply traditional literature as well as informational texts in their teaching.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1x3 hour written examination 40 %		

Module code: PEFF411	Semester 1	NQF-level: 7
Title: Sepedi Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Integrated knowledge of and engagement with the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation)</li> <li>• The ability to evaluate grade and developmental expectations for learners' writing in the following areas by applying evidence-based practice: <ul style="list-style-type: none"> <li>➢ Mechanics and conventions of writing.</li> <li>➢ Composition</li> <li>➢ Revision</li> <li>➢ Editing processes</li> </ul> </li> <li>• The ability to critically reflect on research-based principles for teaching letter naming and letter formation, both manuscript and cursive in order to adapt teaching to learner needs.</li> <li>• The ability to select and apply techniques for teaching handwriting fluency.</li> <li>• Integrated knowledge and understanding of children's literature, specifically fantasy, science fiction and contemporary realistic fiction.</li> <li>• Participate in positive social change through the process of producing a capstone project.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1x3 hour written examination 40 %		

Module code: PEFF421	Semester 2	NQF-level: 8
Title: Sepedi Home Language FP: School-based Language Assessment and Critical Issues in Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Knowledge of and engagement in research related to the fundamentals of language assessment.</li> <li>• An ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices.</li> <li>• The ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process.</li> <li>• An ability to present and communicate assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components being assessed.</li> <li>• The ability to theoretically engage with children's literature through linking the various types to a critical approach.</li> <li>• The ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1x3 hour written examination 40 %		

Module code: PESP111	Semester 1	NQF-level: 5
Title: Physical Education and sport management: Sport and Physical Education history, sport ethics, basic sport skills.		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge and informed understanding of <ul style="list-style-type: none"> <li>a) the concepts and facts of sport and Physical Education history, the concepts and principles of sport ethics, and the concepts, principles and rules of teaching basic sport skills;</li> <li>b) the pioneers of sport and Physical Education, the main theorists of sport ethics;</li> <li>c) the development of the principles of sport skill analysis and teaching;</li> </ul> </li> <li>• ability to select, plan, implement and manage suitable movement activities within the field of Physical Education, in order to develop and train basic sport skills;</li> <li>• basic research skills such as gathering and verifying information from various sources such as sport coaching literature and internet sources, analysis and summary of key aspects of sport skill techniques;</li> <li>• the ability to communicate concepts of sport ethics, verbally or in writing, via different technologies and media, in an accurate and coherent manner, with understanding of copyright and rules on plagiarism; and</li> <li>• monitor own learning progress, implement relevant learning strategies such as additional reading on sport ethics and researching sport skill techniques to improve learning, and manage resources effectively to successfully realize task outcomes.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: PESP121	Semester 2	NQF-level: 6
Title: Physical Education and Sport Management: Basic sport management, educational gymnastics		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge and informed understanding of the concepts and facts of sport management, and principles and rules of presenting educational gymnastics;</li> <li>• ability to select, plan, implement and manage suitable movement activities within the field of Physical Education, in order to develop and train educational gymnastics skills;</li> <li>• basic research skills such as gathering and verifying information from various sources such as literature on sport management and internet sources, analysis and summary of key aspects of sport management principles;</li> <li>• the ability to communicate concepts of sport management, verbally or in writing, via different technologies and media, in an accurate and coherent manner, with understanding of copyright and rules on plagiarism; and</li> <li>• monitor own learning progress, implement relevant learning strategies such as additional reading on sport management and researching educational gymnastics skills to improve learning, and manage resources effectively to successfully realize task outcomes.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: PESP211	Semester 1	NQF-level: 6
Title: Physical Education and Sport Management: Applied anatomy, physiology and exercise science		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of - <ul style="list-style-type: none"> <li>(a) the concepts, principles, and theories of applied anatomy, applied physiology and exercise science;</li> <li>(b) how knowledge of applied anatomy, applied physiology and exercise science relates to applicable knowledge within the field of Physical Education; and</li> <li>(c) the origin and development of knowledge within the fields of applied anatomy, applied physiology and exercise science, and critical understanding of schools of thought and forms of explanations typical within these fields;</li> </ul> </li> <li>• ability to select, evaluate and effectively implement with discernment those standard movement activities to apply the principles of applied physiology and exercise science and thus to solve fundamental problems in a defined environment in the field of Physical Education, with a view to develop the physical abilities of learners;</li> <li>• discipline-specific methods and techniques of scientific enquiry and information gathering on applied physiology and exercise science from literature and internet sources, analyse, evaluate and synthesize the information and apply your conclusions to a given context in the field of Physical Education;</li> <li>• act as group member and a group leader and contribute appropriate information and skills to successfully complete a practical assignment applying the principles of exercise science, measuring the success of the task completion against given criteria, taking co-responsibility for learning progress and outcome realization of the group; and</li> <li>• monitor own learning progress, implement relevant learning strategies such as additional reading on exercise techniques to improve learning, and manage resources effectively to successfully realize task outcomes.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		



Module code: PESP221	Semester 2	NQF-level: 6
Title: Physical Education and Sport Management: Outdoor recreational activities, educational dance and games		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of -               <ul style="list-style-type: none"> <li>(a) the concepts, principles, and theories of outdoor recreational activities, educational dance and games;</li> <li>(b) how knowledge of outdoor recreational activities, educational dance and games relates to applicable knowledge within the field of Physical Education; and</li> <li>(c) the origin and development of knowledge within the fields of outdoor recreational activities, educational dance and games, and critical understanding of schools of thought and forms of explanations typical within these fields;</li> </ul> </li> <li>• ability to select, evaluate and effectively implement with discernment those standard movement activities to develop outdoor recreational movement skills, educational dance skills and games skills and thus to solve fundamental problems in a defined environment in the field of Physical Education, with a view to develop the underlying physical, social and cognitive abilities of learners;</li> <li>• act as group member and a group leader and contribute appropriate information and skills to successfully complete a practical assignment applying the principles of outdoor recreational activities, educational dance and games, measuring the success of the task completion against given criteria, taking co-responsibility for learning progress and outcome realization of the group; and</li> <li>• monitor own learning progress, implement relevant learning strategies such as additional reading on outdoor recreational activities, educational dance and games to improve learning, and manage resources effectively to successfully realize task outcomes.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: PESP311	Semester 1	NQF-level: 6
Title: Physical Education and Sport Management: Motor learning and talent identification		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply the terminology, concepts, principles and theories of sport skill analysis and teaching, modified sport games and assessment to the presentation of movement activities and lessons within the field of Physical Education;</li> <li>• ability to identify, analyse, critically reflect on sport skill analysis, teaching sport skills, modified sport games and assessment, and address complex and apply practice-driven solutions within the presentation of sport skills and the assessment of physical abilities within Physical Education, with theory-driven arguments;</li> <li>• reflection of all values, ethical conduct and justifiable decision making regarding the presentation of sport skills, sport games and assessment, appropriate to the practice of Physical Education;</li> <li>• management of a group of co-students or Senior/FET-phase learners in an unfamiliar context in order to solve a contextual problem, i.e. sport skills and assessment of physical abilities, monitoring the progress of the group and taking responsibility for task outcomes and application of appropriate resources where appropriate; and</li> <li>• take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: PESP321	Semester 2	NQF-level: 7
Title: Physical Education and Sport Management: Sport skills, sport games and assessment		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of -               <ul style="list-style-type: none"> <li>(d) the concepts, principles, and theories of outdoor recreational activities, educational dance and games;</li> <li>(e) how knowledge of outdoor recreational activities, educational dance and games relates to applicable knowledge within the field of Physical Education; and</li> <li>(f) the origin and development of knowledge within the fields of outdoor recreational activities, educational dance and games, and critical understanding of schools of thought and forms of explanations typical within these fields;</li> </ul> </li> <li>• ability to select, evaluate and effectively implement with discernment those standard movement activities to develop outdoor recreational movement skills, educational dance skills and games skills and thus to solve fundamental problems in a defined environment in the field of Physical Education, with a view to develop the underlying physical, social and cognitive abilities of learners;</li> <li>• act as group member and a group leader and contribute appropriate information and skills to successfully complete a practical assignment applying the principles of outdoor recreational activities, educational dance and games, measuring the success of the task completion against given criteria, taking co-responsibility for learning progress and outcome realization of the group; and</li> <li>• monitor own learning progress, implement relevant learning strategies such as additional reading on outdoor recreational activities, educational dance and games to improve learning, and manage resources effectively to successfully realize task outcomes.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: PESP411	Semester 1	NQF-level: 7
Title: Physical Education and Sport Management: Sport psychology; Adapted Physical Education		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and engagement in sport psychology and Adapted Physical Education, and critical understanding and application of the theories, techniques and principles relevant to sport psychology and Adapted Physical Education within sport coaching and Physical Education lessons;</li> <li>the ability to select, evaluate and apply a range of different but appropriate sport psychological skills and techniques applicable to sport coaching, Physical Education and Adapted Physical Education, and scientific methods of enquiry in Adapted Physical Education to reflect on and then address complex or abstract problems and contribute to positive change pertaining to athletes, disabled learners and learners with barriers to learning, within sport coaching and Physical Education practice;</li> <li>the ability to critically judge the ethical conduct of others within different cultural and social environments pertaining to sport psychology and Adapted Physical Education, and to effect change in conduct where necessary;</li> <li>accurate, coherent, appropriate and creative presentation and communication of innovative and new professional sport psychology and Adapted Physical Education texts and methods to co-students and lecturers, with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism;</li> <li>self-regulated learning skills - take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: PESP421	Semester 2	NQF-level: 7
Title: Physical Education and Sport Management: Advanced sport and Physical Education management		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and engagement in advanced sport management and Physical Education management, and critical understanding and application of the theories, techniques and principles relevant to sport management, sport organization and Physical Education management within the school context;</li> <li>the ability to select, evaluate and apply a range of different but appropriate management techniques and skills, and scientific methods of enquiry in the management of sport and Physical Education to reflect on and then address complex or abstract problems and contribute to positive change pertaining to school sport and Physical Education practice;</li> <li>the ability to critically judge the ethical conduct of others within different cultural and social environments pertaining to sport and Physical Education management, and to effect change in conduct where necessary;</li> <li>accurate, coherent, appropriate and creative presentation and communication of innovative and new professional sport management and Physical Education management texts and methods to co-students and lecturers, with understanding of and respect for intellectual property conventions, copyright and rules on plagiarism;</li> <li>self-regulated learning skills - take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: PHSE112	Semester 1	NQF-level: 5
Title: Physical Science: Basic chemistry principles and stoichiometry of chemical reactions in the Senior/FET phase		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>an informed understanding of chemical concepts like: <ul style="list-style-type: none"> <li>atomic structure</li> <li>chemical reactions</li> <li>stoichiometry</li> <li>bonding and intermolecular forces;</li> </ul> </li> <li>distinguish, evaluate and solve problems related to the abovementioned concepts in familiar and unfamiliar contexts;</li> <li>the ability to communicate concepts related to the content in both verbal and visual forms;</li> <li>the ability to select, plan, implement and manage the scientific method to perform experiments with responsibility;</li> <li>actions in accordance with acceptable ethical and professional behaviour to the demands of the National Policy documents (CAPS) in Physical Science in the FET Phase; and</li> <li>manage resources and design a simple learning task using three task types namely capability task, resource task and case studies relating to a chosen situation.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: PHSE122	Semester 2	NQF-level: 6
Title: Physical Science: Introductory Mechanics in the Senior/FET phase		
After completion of this module, the learner will be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>knowledge, insight and understanding of the following concepts in Physics: motion in one and two dimensions, forces and Newton's laws of motion, work and energy and impulse and momentum;</li> <li>the ability to identify a variety of standard calculations, and apply them to solve problems within the known context, related to relevant concepts of this module;</li> <li>the ability to select a scientific method and to apply it to problems within the context of this module;</li> <li>the ability to make a positive contribution to group work, with the aim of achieving the outcomes set for the group; and</li> <li>the ability to monitor one's own learning and to determine its progress.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: PHSE212	Semester 1	NQF-level: 6
Title: Physical Science: Advanced mechanics and introduction to theory of electricity in the Senior/FET phase		
After completion of this module, the learner will be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>• a detailed knowledge and understanding of kinematic rotation and dynamics of rotation, electrical forces, fields, potential and circuits;</li> <li>• the ability to select, evaluate and effectively apply standard methods to solve fundamental problems within a defined context, in relation to the relevant concepts;</li> <li>• the ability to select, evaluate and apply the correct scientific method to solve scientific problems within the context of this module;</li> <li>• the ability to act as group member and group leader and provide relevant information and skills for the successful completion of a group task; and</li> <li>• the ability to monitor their own learning and to determine their progress.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: PHSE222	Semester 2	NQF-level: 6
Title: Physical Science: The Structure of Matter and Organic Chemistry in the Senior/FET phase		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• an understanding of the origin and development of Atomic Theory;</li> <li>• detailed knowledge and understanding of the structure of the atom;</li> <li>• an ability to distinguish between and appropriately apply different types of chemical bonding to different elements;</li> <li>• use techniques of information gathering to research the role that hybridisation plays in chemical bonding;</li> <li>• show an understanding of why models are required to explain chemical phenomena;</li> <li>• suggest everyday cost effective items that can be used to build chemical models to facilitate the learning and understanding of chemical principles;</li> <li>• distinguish between different types of intermolecular forces;</li> <li>• an understanding of the structure and reactions of Organic Compounds and its application in industry and everyday life and the ethical implications of applying this scientific knowledge;</li> <li>• co-responsibility for the progress and outcome realisation of a group project;</li> <li>• an awareness of the problems learners have relating to the macroscopic, microscopic and symbolic representation of matter and effectively designing assessment tasks for baseline assessment related to these problems;</li> <li>• the ability to manipulate laboratory equipment and apparatus in the investigation of chemical reactions specific to organic chemistry and to observe and record data and make interpretations and communicate their findings correctly in a scientific report; and</li> <li>• the ability to plan a practical for the teaching environment in the FET phase as required by the guidelines given in the CAPS document taking into consideration the safety of the learners and the preservation of the environment.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: PHSE312	Semester 1	NQF-level: 6
Title: Physical Science: Control of chemical reactions in the Senior/FET phase		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• an integrated knowledge and understanding, as well as an ability to correctly evaluate and apply chemical concepts like: <ul style="list-style-type: none"> <li>○ Thermodynamics and reaction rates, Chemical reactions and</li> <li>○ Equilibrium</li> <li>○ Acids, bases and pH;</li> </ul> </li> <li>• the ability to select, evaluate and apply a range of different but appropriate calculations and solve problems related to the abovementioned concepts in familiar and unfamiliar contexts;</li> <li>• accurate and coherent written and verbal communication of chemical concepts with understanding of intellectual property, copyright and rules on plagiarism;</li> <li>• the ability to select, evaluate and apply the scientific method to</li> <li>• design and execute experiments using micro science kits to resolve problems within the context of this module;</li> <li>• an integrated understanding of the demands of the National Policy document (CAPS) in Physical Science in the FET phase as well as an understanding of how this document relates to other fields of education;</li> <li>• a reflection on values, ethical conduct and justifiable decision making demonstrating an awareness of and a responsibility towards the interaction between science, technology and society; and</li> <li>• an understanding of contested knowledge within the field of constructivism and a critical evaluation of constructivism as a learning theory to better understanding of the abovementioned chemical concepts.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: PHSE322	Semester 2	NQF-level: 7
Title: Physical Science: Electricity and magnetism, oscillations and waves in the Senior/FET phase		
After completion of this module, the learner will be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>• an integrated knowledge and understanding of oscillations and waves</li> <li>• magnetic forces and fields, electro-magnetic induction and simple alternating currents;</li> <li>• the ability to identify a variety of applicable procedures and methods, and apply to them to solve problems which will result in changes in practice;</li> <li>• the ability to identify, evaluate and apply scientific methods of investigation in the solution of scientific problems within the context of this module;</li> <li>• the ability to act as a manager of a group during the solution of contextual problems and to monitor the group's progress; and</li> <li>• the ability to monitor one's own learning and to determine its progress.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: PHSE412	Semester 1	NQF-level: 7
Title: Physical Science: Physical and geometric optics and theory of heat in the Senior/FET phase		
After completion of this module, the learner will be able to demonstrate the following:		
<ul style="list-style-type: none"> <li>an integrated knowledge and understanding of the wave and particle theory of light, the reflection and dispersion of light and heat, the transfer of heat, and laws of thermodynamics;</li> <li>the ability to identify a variety of appropriate procedures and methods, to evaluate and apply them to the solution of problems within the context of this module;</li> <li>the ability to identify, evaluate and apply scientific methods of investigation in the solution of scientific problems within the context of this module;</li> <li>the ability to manage a group during the solution of contextual problems, and to be able to monitor the progress of the group; and</li> <li>the ability to monitor one's own learning and to determine its progress.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: PHSE422	Semester 2	NQF-level: 7
Title: Physical Science: Chemistry and chemical industries in the Senior/FET phase		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>an integrated knowledge and understanding, as well as an ability to correctly evaluate and apply chemical concepts like: <ul style="list-style-type: none"> <li>Gas laws</li> <li>Electrochemistry</li> <li>Chemical Industry;</li> </ul> </li> <li>the ability to select, evaluate and apply a range of different but appropriate calculations and solve problems related to the abovementioned concepts in familiar and unfamiliar contexts;</li> <li>accurate and coherent written and verbal communication of chemical concepts with understanding of intellectual property, copyright and rules on plagiarism;</li> <li>the ability to select, evaluate and apply the scientific method to</li> <li>design and execute experiments using micro science kits to resolve problems within the context of this module;</li> <li>an integrated understanding of the demands of the National Policy documents (CAPS) in Physical Science in the FET phase as well as an understanding of how this document relates to other fields of education;</li> <li>a reflection on values, ethical conduct and justifiable decision making, demonstrating an awareness of and a responsibility towards the interaction between science, technology and society;</li> <li>an understanding of contested knowledge within the field of constructivism and a critical evaluation of constructivism as a learning theory to better understanding of the abovementioned chemical concepts; and</li> <li>the ability to take full responsibility for own learning needs and utilize relevant learning strategies to successfully realize all outcomes of this module.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: READ121	Semester 2	NQF-level: 5
Title: Strategic Reading in Content Areas		
On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>Identify and plan the reading demands of the task;</li> <li>Formulate a purpose for your reading;</li> <li>Formulate appropriate questions to guide your reading;</li> <li>Select the most effective reading technique and reading rate for your identified purpose;</li> <li>Apply the most effective and efficient reading strategy/strategies to your reading;</li> <li>Read with comprehension at a level appropriate for first-year students;</li> <li>Monitor your comprehension; and</li> <li>Regulate your strategies if comprehension should break down.</li> <li>Identify what <i>reading skills</i> you currently use.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 100 %		

Module code: RESF412	Semester 1	NQF-level: 7
Title: Research in Education: Introduction		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>systematic and comprehensive knowledge and understanding of the key concepts, principles, and theories of education research in particular, within the broader context of social science research in general;</li> <li>an application of contested research knowledge, and a critical evaluation of the applicability of research in the field of education;</li> <li>ability to identify, analyse and critically reflect on evidence-based solutions and theory-driven arguments in the research process and apply this to a specific research topic; and</li> <li>ability to take full responsibility in decision-making and use of resources to reflect on values, ethical conduct and justifiable decision making appropriate to the research practices of curriculum and professional development.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: RESF422	Semester 2	NQF-level: 7
Title: Research Proposal: Planning and designing a research proposal in the education context		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and understanding of, as well as an ability correctly to evaluate and apply scientific research principles to the field of education;</li> <li>an understanding of systematic and comprehensive knowledge of research methodology relevant to the research topic and a critical evaluation of the applicability thereof for curriculum development;</li> <li>an ability to select, evaluate and apply a range of different but appropriate research methodologies and scientific methods of enquiry to plan and write a research proposal;</li> <li>the capacity to reflect on values, ethical conduct and justifiable decision-making appropriate to the practice of scientific research; and</li> <li>the assumption of full responsibility for own learning, monitoring of own learning progress and application of relevant research processes to successfully compile a research proposal.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 100 %		

Module code: SEAF211	Semester 1	NQF-level: 5
Title: Setswana First Additional Language in FP teaching: Language Acquisition and Development and Selecting and Evaluating Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>the ability to present and communicate information on current and historical theories and research in language acquisition as applied to SAL learners in an academically acceptable manner;</li> <li>an understanding of the theories and research that explain how L1 literacy development differs from L2 literacy development;</li> <li>the ability to evaluate the importance of SAL learners L1 and language varieties and build on these skills as a foundation for learning Setswana;</li> <li>the ability to work in a group, gather, synthesise and evaluate information on socio-cultural, psychological, and political variables and how these variables facilitate the process of learning Setswana ;</li> <li>apply their knowledge of the role of individual learner variables in the process of learning Setswana ; and</li> <li>the ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: SEAF221	Semester 2	NQF-level: 6
Title: Setswana First Additional Language in FP teaching: Foundational Knowledge and Multicultural Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>the ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of: <ul style="list-style-type: none"> <li>Oral language (semantic, syntactic, pragmatic)</li> <li>Phonological skill</li> <li>Printed word recognition</li> <li>Spelling</li> <li>Reading fluency</li> <li>Reading comprehension</li> <li>Written expression;</li> </ul> </li> <li>the ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently: <ul style="list-style-type: none"> <li>Phonological (speech sound) processing</li> <li>Orthographic (print) processing</li> <li>Semantic (meaning) processing</li> <li>Syntactic (sentence level) processing</li> <li>Discourse (connected text level) processing;</li> </ul> </li> <li>the ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom;</li> <li>knowledge and an informed understanding of relevant theories and empirical research underlying learners' responses to children's literature and the value of multicultural children's literature.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: SEAF311	Semester 1	NQF-level: 6
Title: Setswana First Additional Language in FP teaching: Language, Culture and Picture Books		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>knowledge and an informed understanding of cultural values and beliefs in the context of teaching and learning;</li> <li>an informed understanding of and an application of knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning;</li> <li>the ability to enhance communication between home and school to facilitate SAL teaching and build ethically responsible partnerships with SAL families;</li> <li>an informed understanding of and application of concepts about the interrelationship between language and culture;</li> <li>the ability to use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction by using appropriate methods, etc.;</li> <li>the ability to apply concepts of cultural competency, particularly knowledge about how an individual's cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among learners;</li> <li>their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature;</li> <li>an understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: SEAF321	Semester 2	NQF-level: 6
Title: Setswana First Additional Language in FP teaching: Language as a System and Traditional Literature, Poetry, Historical Fiction, and Biographies		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and understanding of the components of language and language as an integrative system;</li> <li>• the ability to select information on phonology, morphology, syntax, semantics and pragmatics in order to analyse, synthesise and evaluate the information so as to help Setswana Additional Language (SAL) learners develop oral, reading and writing skills in Setswana;</li> <li>• detailed knowledge of rhetorical and discourse structures so as to apply it to AAL learning; and</li> <li>• integrated knowledge of different types of children's literature, namely traditional, poetry, historical fiction and biographies.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: SEAF411	Semester 1	NQF-level: 7
Title: Setswana First Additional Language in FP teaching: Planning, Implementing and Managing Instruction as well as Fantasy, Science Fiction and Contemporary Realistic Fiction		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge of the instructional needs of diverse SAL learners;</li> <li>• an understanding of a range of methods, activities and tasks and an assessment of their suitability for SAL learners' language teaching and learning;</li> <li>• the ability to select, adapt and use culturally responsive, age-appropriate, and linguistically accessible materials related to listening, speaking, reading and writing skills;</li> <li>• the ability to gather, analyse, synthesise and evaluate information on technological resources that can enhance language teaching and learning for AAL learners; and</li> <li>• integrated knowledge and understanding of children's literature, specifically fantasy, science fiction and contemporary realistic fiction.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1x3 hour written examination 40 %		

Module code: SEAF421	Semester 2	NQF-level: 7
Title: Setswana First Additional Language in FP teaching: Assessment and Critical Issues in Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge of and engagement in research related to the fundamentals of SAL assessment;</li> <li>• an ability to interrogate multiple sources of knowledge related to SAL assessment methods, techniques, tools and practices;</li> <li>• the ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process;</li> <li>• an ability to present and communicate SAL assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components being assessed;</li> <li>• the ability to theoretically engage with children's literature through linking the various types to a critical approach; and</li> <li>• the ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1x3 hour written examination 40 %		

Module code: SECF414	Semester 1	NQF-level: 6
Title: Setswana Home Language Communications (M): Using language effectively within educational contexts		
Morago ga go fetsa mojulu o, baiithufi ba tshwanetse go:		
<ul style="list-style-type: none"> <li>• Integrated knowledge and engagement with types of biographies.</li> <li>• The ability to select and administer in ethically responsible ways assessment strategies that provide learners with opportunities to demonstrate understanding of biographies.</li> <li>• The ability to compare and differentiate between types of biographies.</li> <li>• The ability to integrate and write and analyse informational texts.</li> <li>• An ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices.</li> <li>• The ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process.</li> </ul>		
Mokgwa wa go ruta: Contact, Distance		
Mekgwa ya go thathoba: Tlathhobo e e tsweleng 50 % Diura tsa tlathhobo e e kwadiwang 1x2 ke 50 %		

Module code: SECF421	Semester 2	NQF-level: 6
Title: Setswana Home Language Communications (M): Using Language skills in the classroom		
Morago ga go fetsa mojulu o, baiithufi ba tshwanetse go:		
<ul style="list-style-type: none"> <li>• Integrated knowledge of and engagement with the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation).</li> <li>• The ability to compare and differentiate between types of literary and informational texts, verbal and non-verbal communication.</li> <li>• The ability to critically reflect on research-based principles for teaching language skills (Listening, speaking, reading and writing) by adapting teaching to learner needs.</li> <li>• Sound knowledge, understanding and interpretation of communication theory and its tenets that can help in classroom communication.</li> <li>• The ability to facilitate and produce types of creative writing.</li> <li>• An ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices.</li> </ul>		
Mokgwa wa go ruta: Contact, Distance		
Mekgwa ya go thathoba: Tlathhobo e e tsweleng 50 % Diura tsa tlathhobo e e kwadiwang 1x2 ke 50 %		

Module code: SECL121	Semester 2	NQF-level: 5
Title: Language of Conversational Competence: Setswana		
Upon completion of this course a student should demonstrate <ul style="list-style-type: none"> <li>• functional knowledge of grammatical structures of Setswana;</li> <li>• a functional vocabulary for basic interpersonal communication;</li> <li>• individual elementary listening and writing skills in Setswana;</li> <li>• knowledge of Batswana culture</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 100 %		

Module code: SEFF111	Semester 1	NQF-level: 5
Title: Setswana Home Language FP: Foundational Knowledge and Multicultural Children's Literature		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• knowledge and an informed understanding of relevant theories, models and empirical research that describe the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing processes, components and development.</li> <li>• the ability to work in a group to complete a project in an ethically responsible manner reflecting their understanding and interpretation of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing processes, components and development.</li> <li>• the ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of: <ul style="list-style-type: none"> <li>○ Oral language (semantic, syntactic, pragmatic)</li> <li>○ Phonological skill</li> <li>○ Printed word recognition</li> <li>○ Spelling</li> <li>○ Reading fluency</li> <li>○ Reading comprehension</li> <li>○ Written expression</li> </ul> </li> <li>• the ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently: <ul style="list-style-type: none"> <li>○ Phonological (speech sound) processing</li> <li>○ Orthographic (print) processing</li> <li>○ Semantic (meaning) processing</li> <li>○ Syntactic (sentence level) processing</li> <li>○ Discourse (connected text level) processing</li> </ul> </li> <li>• the ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom.</li> <li>• the ability to manage all learners in a classroom while working with whole class/groups/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels.</li> <li>• the ability to present an overview of the history of children's literature and to distinguish between different types of children's literature by communicating their independent research in an academically acceptable manner.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 40 % 1 x 2hour written examination 60 %		

Module code: SEFF121	Semester 2	NQF-level: 6
Title: Setswana Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• knowledge and an informed understanding of phonetics (the sounds of Setswana phonemes) in terms of how speech sounds are produced and characterised, phonology (the sound patterns of Setswana) as it relates to speech sounds forming systems and patterns in human language (e.g., the order in which speech sounds are combined, the accent and stress patterns typically applied to words and phrases, etc.) and phonemic awareness.</li> <li>• the ability to identify and interpret children's reading and spelling errors as well as select, evaluate and implement developmentally appropriate instructional practices to address children's reading and spelling errors.</li> <li>• knowledge and an informed understanding or relevant theories and empirical research underlying learners' responses to children's literature and the value of children's literature.</li> <li>• knowledge of and engagement in research related to the fundamentals of language assessment.</li> <li>• an ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 40 % 1 x 2hour written examination 60 %		

Module code: SEFF211	Semester 1	NQF Level: 6
Title: Setswana Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principle and selecting and evaluating Children's Literature		
<ul style="list-style-type: none"> <li>• Detailed knowledge and an understanding of morphology (the words of language) as it relates to the teaching of phonics and spelling, the various structures of language that underlie the Setswana spelling system (e.g., phoneme-grapheme, syllable patterns, morpheme units in print, and word origin) and of the broad outline of historical influences on Setswana spelling system.</li> <li>• The ability to use the organising principles of the Setswana spelling system at the sound, syllable, and morpheme levels in order to identify learner progress and or problems at these levels.</li> <li>• The ability to select, differentiate between, reflect critically, evaluate and apply explicit vs non-explicit, systematic vs non-systematic, and sequential vs non-sequential phonics instruction using developmentally appropriate resources in a class of diverse learners.</li> <li>• The ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society.</li> <li>• The ability to work together in a community co-operatively and systematically to identify authentic communication needs</li> <li>• The ability to address authentic community needs, and engage in systematic reflection in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3hour written examination 50 %		

Module code: SEFF221	Semester 2	NQF Level: 6
Title: Setswana Home Language FP: Semantics, Vocabulary and Picture books		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>Integrated knowledge of semantics (linguistic meaning of words, phrases and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning.</li> <li>The ability to select, evaluate and apply with discernment direct and indirect (contextual) methods of vocabulary instruction based on an analysis of learner needs.</li> <li>An ability to analyse, select and apply varied techniques for vocabulary instruction before, during, and after reading based on an analysis and evaluation of evidence-based practice related to vocabulary teaching and learning.</li> <li>Analyse and reflect on the role of vocabulary development and vocabulary knowledge in comprehension by communicating the information coherently using appropriate academic conventions.</li> <li>Their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature.</li> <li>An understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SEFF311	Semester 1	NQF Level: 6
Title: Setswana Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>Integrated knowledge and critical evaluation of research on Setswana syntax and how it relates to vocabulary, fluency and comprehension teaching and learning.</li> <li>The ability to identify, analyse, evaluate and reflect on the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read by critically analysing evidence-based research.</li> <li>The ability to gather and analyse information on the role of fluency in reading development and to present their ideas in a well-formed and coherently constructed argument.</li> <li>An understanding of and the ability to apply the range of methods, activities, and techniques for enhancing fluency in order to address learners' diverse needs.</li> <li>Integrated knowledge of different types of children's literature, namely traditional, poetry, historical fiction and biographies.</li> <li>Engage in systematic reflection during the service learning project in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1 x 3 hour written examination 40 %		

Module code: SEFF321	Semester 2	NQF Level: 7
Title: Setswana Home Language FP: Discourse Analysis, Pragmatics, Comprehension and informational texts		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>Integrated knowledge and engagement with discourse analysis and pragmatics as it relates to comprehension teaching and learning.</li> <li>The ability to evaluate the knowledge on text, reader, task, and context variables that have an impact on comprehension outcomes.</li> <li>The ability to make ethically responsible decisions that relate to the application and evaluation of teaching strategies that are appropriate before, during and after reading and that promote reflective reading by all learners.</li> <li>An understanding of the conceptual models related to the psychology of reading.</li> <li>Integrated knowledge of the major text genres in order to ensure responsible teaching practice.</li> <li>The ability to select and administer in ethically responsible ways assessment strategies that provide learners with opportunities to demonstrate comprehension.</li> <li>The ability to compare and differentiate between traditional literature and informational texts in order to communicate well-formed arguments.</li> <li>The ability to integrate and apply traditional literature as well as informational texts in their teaching.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1 x 3 hour written examination 40 %		

Module code: SEFF411	Semester 1	NQF Level: 7
Title: Setswana Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>Integrated knowledge of and engagement with the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation)</li> <li>The ability to evaluate grade and developmental expectations for learners' writing in the following areas by applying evidence-based practice: <ul style="list-style-type: none"> <li>➤ Mechanics and conventions of writing.</li> <li>➤ Composition</li> <li>➤ Revision</li> <li>➤ Editing processes</li> </ul> </li> <li>The ability to critically reflect on research-based principles for teaching letter naming and letter formation, both manuscript and cursive in order to adapt teaching to learner needs.</li> <li>The ability to select and apply techniques for teaching handwriting fluency.</li> <li>Integrated knowledge and understanding of children's literature, specifically fantasy, science fiction and contemporary realistic fiction.</li> <li>Participate in positive social change through the process of producing a capstone project.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1 x 3 hour written examination 40 %		



Module code: SEFF421	Semester 2	NQF Level: 8
Title: Setswana Home Language FP: School-based Language Assessment and Critical issues in Children's Literature		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• Knowledge of and engagement in research related to the fundamentals of language assessment.</li> <li>• An ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices.</li> <li>• The ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process.</li> <li>• An ability to present and communicate assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components being assessed.</li> <li>• The ability to theoretically engage with children's literature through linking the various types to a critical approach.</li> <li>• The ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1 x 3 hour written examination 40 %		

Module code: SEFI111	Semester 1	NQF-level: 5
Title: Setswana Home Language: Introductory linguistics, Instructional Perspectives and Types of Literatures		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• The ability to differentiate between the three levels of Languages (Home Language, First and Second Additional Language)</li> <li>• Foundational knowledge and an informed understanding of linguistics and describe the socio-cultural foundations of learning a Home Language, its development.</li> <li>• Foundational knowledge and an informed understanding of different literatures that are relevant to Intermediate Phase learners and describe the cultural, indigenous knowledge systems and diversity aspects that are reflected in them.</li> <li>• Understanding of various instructional methods in linguistics and literature.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SEFI121	Semester 2	NQF-level: 6
Title: Setswana Home Language: Phonetics, Phonology, instructional methods, and speaking skills Setswana (M) Didaktiki ya Setswana		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• Knowledge and an informed understanding of phonetics (the sounds of Setswana phonemes) in terms of how speech sounds are produced and characterised.</li> <li>• Detailed knowledge and an informed understanding of phonology (the sound patterns of Setswana) as it relates to speech sounds forming systems and patterns in human language (e.g., the order in which speech sounds are combined, the accent and stress patterns typically applied to words and phrases, etc.).</li> <li>• Detailed knowledge and understanding of teaching methods and strategies in teaching Home Language as a subject.</li> <li>• Understanding of various aspects that detail auditory abilities of an Intermediate Phase learner and the ability to engage learners in improving their auditory and speaking skills.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SEFI211	Semester 1	NQF-level: 6
Title: Setswana Home Language: History of literatures, Morphology, the study of Children's literature, Reading and visual skills		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• Knowledge and an understanding of the history of literatures (different genres).</li> <li>• The ability to analytically interpret children's literature.</li> <li>• Knowledge and an informed understanding of relevant theories and research on children's literature and folktales and their value.</li> <li>• Detailed knowledge of paradigmatic Morphology of the Setswana noun, pronouns and adjectives.</li> <li>• The ability to describe instructional activities that are relevant to the teaching of nouns and pronouns.</li> <li>• The knowledge and ability to apply instructional activities in a literature classroom.</li> <li>• The ability to identify, analyse, evaluate and reflect on the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read by critically analysing evidence-based research.</li> <li>• The ability to gather and analyse information on the role of fluency in reading development and to present their ideas in a well-formed and coherently constructed argument.</li> <li>• An understanding of and the ability to apply the range of methods, activities, and techniques for enhancing fluency in order to address learners' diverse needs.</li> <li>• Detailed knowledge of visual skills and how to assess them.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SEFI221	Semester 2	NQF-level: 6
Title: Setswana Home Language: Morphology, Children's literature, Instructional methods, Reading, and Assessment		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>Detailed knowledge and an understanding of paradigmatic morphology as it relates to the structure of the Setswana verb, particles, and conjunctions.</li> <li>The ability to spell the above words correctly.</li> <li>The ability to describe instructional activities that are relevant to the teaching of verbs, particles and conjunctions.</li> <li>The ability to apply principles for selecting and evaluating appropriate literature for children and Setswana Folktales that reveals diversity aspects, cultural and indigenous knowledge.</li> <li>Understanding and ability to interrogate and bring up a solution to problems experienced by Intermediate Phase learners in reading</li> <li>Detailed knowledge of the principles of assessment in a Language classroom.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SEFI311	Semester 1	NQF-level: 6
Title: Setswana Home Language: Morphology, Syntax, Traditional Literature, and writing		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>The ability to form the correct Setswana sentences and analysing their structures.</li> <li>Detailed knowledge of the components and combinatory rules of word groups.</li> <li>An understanding of the syntactic adverbs and interjections and they are used in sentences.</li> <li>Integrated knowledge and critical evaluation of research on Setswana syntax and how it relates to vocabulary, fluency and comprehension teaching and learning.</li> <li>The ability to identify, analyse, evaluate and reflect on the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read by critically analysing evidence-based research.</li> <li>Integrated knowledge of different types of literature for children, namely traditional and poetry,</li> <li>The ability to critically analyse texts from a range of literature for Children.</li> <li>The ability to theoretically engage with children's literature through linking the various types to critical approach.</li> <li>Integrated knowledge of and engagement with the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation)</li> <li>The ability to evaluate grade and developmental expectations for learners' writing in the following areas by applying evidence-based practice: <ul style="list-style-type: none"> <li>Mechanics and conventions of writing.</li> <li>Composition</li> <li>Revision</li> <li>Editing processes</li> </ul> </li> <li>Writing instruction based on the evidence-based practice related to writing.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SEFI321	Semester 2	NQF-level: 7
Title: Setswana Home Language: Semantics, Vocabulary, Creative writing, Children's literature and Assessment		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>Integrated knowledge of semantics (linguistic meaning of words, phrases, idiomatic expressions, poetic language, and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning.</li> <li>The ability to select, evaluate and apply with discernment direct and indirect (contextual) methods of vocabulary instruction based on an analysis of learner needs.</li> <li>An ability to analyse, select and apply varied techniques for vocabulary instruction before, during, and after reading based on an analysis and evaluation of evidence-based practice related to vocabulary teaching and learning.</li> <li>Analyse and reflect on the role of vocabulary development and vocabulary knowledge in comprehension by communicating the information coherently using appropriate academic conventions.</li> <li>Their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature.</li> <li>An understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SEFI411	Semester 1	NQF-level: 7
Title: Setswana Home Language: Discourse Analysis, Pragmatics, Comprehension, Non-Literary Texts and Assessment		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• Integrated knowledge and engagement with discourse analysis and pragmatics as it relates to comprehension teaching and learning.</li> <li>• The ability to evaluate the knowledge on text, reader, task, and context variables that have an impact on comprehension outcomes.</li> <li>• The ability to make ethically responsible decisions that relate to the application and evaluation of teaching strategies that are appropriate before, during and after reading and that promote reflective reading by all learners.</li> <li>• An understanding of the conceptual models related to the psychology of reading.</li> <li>• Integrated knowledge of the major text genres in order to ensure responsible teaching practice.</li> <li>• The ability to select and administer in ethically responsible ways assessment strategies that provide learners with opportunities to demonstrate comprehension.</li> <li>• The ability to compare and differentiate between traditional literature and informational texts in order to communicate well-formed arguments.</li> <li>• The ability to integrate and apply traditional literature as well as informational texts in their teaching.</li> <li>• An ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices.</li> <li>• The ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SEFI421	Semester 2	NQF-level: 7
Title: Setswana Home Language: Research – Literature, Linguistics, Instructional methods and Assessment		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• Integrated knowledge of and engagement with the literary theories in the analysis of literary texts.</li> <li>• The ability to integrate the didactic and literary theory during the lesson.</li> <li>• The ability to critically reflect on research-based principles for teaching a literary text applying various literary theories</li> <li>• The ability to critically reflect on research-based principles for teaching grammatical aspects of language.</li> <li>• The ability to produce a literary text of Intermediate Phase level.</li> <li>• Detailed knowledge of conducting research based on language, language in education related issues or literature or literature in education related issues.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SEFV111	Semester 1	NQF-level: 5
Title: Setswana Home Language: Phonetics, phonology, and listening skills and youth narratives and methodologies		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• knowledge and an understanding of morphology (the words of Setswana) as it relates to the teaching of phonics and spelling, the various structures of language that underlie the Setswana spelling system (e.g., phoneme-grapheme, syllable patterns, morpheme units in print, and word origin);</li> <li>• the ability to use the organising principles of the Setswana spelling system at the sound, syllable, and morpheme levels in order to identify learner progress and or problems at these levels;</li> <li>• detailed knowledge and an informed understanding of phonology (the sound patterns of Setswana) as it relates to speech sounds forming systems and patterns in human language (e.g., the order in which speech sounds are combined, the accent and stress patterns typically applied to words and phrases, etc.);</li> <li>• detailed knowledge and understanding of teaching methods and strategies in teaching Home Language as a subject;</li> <li>• understanding of various aspects that detail auditory abilities of an Intermediate Phase learner and the ability to engage learners in improving their auditory and speaking skills; and</li> <li>• detailed knowledge of the elements of modern prose.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SEFV121	Semester 2	NQF-level: 6
Title: Setswana Home Language: Morphology, history of Setswana orthography, speaking skills and traditional narratives and methodologies		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• detailed knowledge, understanding, and application of paradigmatic morphology of the Setswana parts of speech;</li> <li>• the ability to describe instructional methods and activities that are relevant to the teaching of paradigmatic morphology;</li> <li>• an ability to trace and discuss the history of Setswana orthography;</li> <li>• detailed knowledge and understanding of the elements of traditional prose;</li> <li>• the ability to use traditional prose to teach speaking skills;</li> <li>• the ability to understand the value of traditional prose to the ServFET Phase learners; and</li> <li>• the ability to describe instructional methods and activities that are relevant to the teaching of traditional prose.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SEFV211	Semester 1	NQF-level: 6
Title: Setswana Home Language: Syntax, Fluency, Poetry, Listening and speaking skills integration and methodologies		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>the ability to form the correct Setswana sentences and to analyse their structures;</li> <li>detailed knowledge of the components and combinatory rules of word groups;</li> <li>detailed knowledge and an understanding of morpheme syntax;</li> <li>the ability to use the organising principles of the Setswana spelling system at the sound, syllable, and morpheme levels in order to identify learner progress and/or problems at these levels;</li> <li>integrated knowledge and critical evaluation of research on Setswana syntax and how it relates to vocabulary, fluency and comprehension teaching and learning;</li> <li>the ability to identify, analyse, evaluate and reflect on the role of fluency in silent reading, comprehension of written discourse and motivation to read by critically analysing evidence-based research;</li> <li>detailed knowledge and an informed understanding of poetic language and traditional and modern poetry;</li> <li>an ability to present and communicate assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components and poetry being assessed;</li> <li>understanding of the processes of listening and speaking skills;</li> <li>detailed knowledge of instructional methods to teach any type of poetry.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		
Module code: SEFV221	Semester 2	NQF-level: 6
Title: Setswana Home Language: Multiculturalism, multilingualism, Ubuntu in educational contexts, dictionaries and methodologies		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>detailed knowledge and an understanding of multilingualism in school settings;</li> <li>detailed knowledge and an understanding of multiculturalism in school settings;</li> <li>identify the types of dictionaries and their purpose;</li> <li>the ability to use various types of dictionaries for specific purposes; and</li> <li>detailed knowledge to apply the principle of Ubuntu and diversity issues, including technology in instructions.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		
Module code: SEFV311	Semester 1	NQF-level: 6
Title: Setswana Home Language: Semantics, Drama, Discourse Analysis, Pragmatics, Reading skills and methodologies		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>integrated knowledge of semantics (linguistic meaning of words, phrases, and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning;</li> <li>an ability to analyse, select and apply varied techniques for vocabulary instruction before, during, and after reading based on an analysis and evaluation of evidence-based practice related to vocabulary teaching and learning in higher grades;</li> <li>analyse and reflect on the role of vocabulary development and vocabulary knowledge in comprehension by communicating the information coherently using appropriate academic conventions;</li> <li>an understanding of and the ability to apply the range of methods, activities, and techniques for enhancing reading skills;</li> <li>integrated knowledge of different types of dramas;</li> <li>the ability to critically analyse drama texts from a range of youth literature, also applying the relevant literary theories;</li> <li>detailed knowledge and an understanding of the design and implementation of the lesson plans on drama and reading skills which include visual skills; and</li> <li>the ability to develop and apply different assessment techniques, tools, and methods.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		
Module code: SEFV321	Semester 2	NQF-level: 7
Title: Setswana Home Language: Comprehension, reading, creative writing, drama and methodologies		
<p>On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>integrated knowledge and engagement with discourse analysis and pragmatics as it relates to comprehension teaching and learning;</li> <li>the ability to evaluate the knowledge on text, reader, task, and context variables that have an impact on comprehension outcomes;</li> <li>the ability to make ethically responsible decisions that relate to the application and evaluation of teaching strategies that are appropriate before, during and after reading and that promote reflective reading by all learners;</li> <li>an understanding of the conceptual models related to the psychology of reading;</li> <li>the ability to select and administer in ethically responsible ways assessment strategies that provide learners with opportunities to demonstrate comprehension;</li> <li>an understanding of the different types of dramas;</li> <li>integrated knowledge and engagement with drama texts and literary theories; and</li> <li>the ability to implement relevant instructional methods and techniques in teaching drama and creative writing.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SEFV411	Semester 1	NQF-level: 7
Title: Setswana Home Language: Biographies, types of informational texts in education and methodologies		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and engagement with types of biographies;</li> <li>the ability to select and administer in ethically responsible ways assessment strategies that provide learners with opportunities to demonstrate understanding of biographies;</li> <li>the ability to compare and differentiate between types of biographies;</li> <li>the ability to integrate and write and analyse informational texts;</li> <li>an ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices; and</li> <li>the ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SEFV421	Semester 2	NQF-level: 7
Title: Setswana Home Language: Research, literary text production and methodologies		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge of and engagement with the research milestones in the types of literature and linguistics;</li> <li>the ability to critically reflect on research-based research milestones in literature and linguistics;</li> <li>the ability to design a research project and use assessment techniques, methods and tools to assess it;</li> <li>the ability to produce a short piece of literary text; and</li> <li>the ability to produce other forms of texts.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SNSE121	Semester 1	NQF-level: 5
Title: Introduction to Natural Science & Technology Intermediate Phase		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>Subject knowledge and informed understanding regarding the concepts relating to Natural Science and Technology in the Intermediate phase;</li> <li>distinguish between the demands of the National Policy documents in Natural Science and Technology in the Intermediate Phase;</li> <li>plan and implement the Scientific method, including the handling of apparatus, the making of observations, the recording and interpreting of information;</li> <li>the ability to operate as part of a group and make appropriate contributions regarding the Design process as a step by step process; and</li> <li>monitor his/her own learning progress by designing simple experiments or tasks that incorporate the use of the Scientific method and/or the Design process.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 2hour written examination 50 %		

Module code: SOCF414	Semester 1	NQF Level: 6
Title: . Sesotho Home Language Communication (M): Effective language use in a variety of contexts		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>comprehensive and detailed knowledge of Sesotho high-frequency spelling problems and the skill to integrate this knowledge, whilst having insights about the value of a good ability to spell and a commitment to correct spelling for learners;</li> <li>skill in the judgement of the relationship between good language usage and social criticism;</li> <li>a thorough knowledge of standard Sesotho and the various non-standard forms of the language, as well as the value and function of specific variations in a heterogeneous Sesotho society;</li> <li>detailed knowledge about the value and function of standard Sesotho as an appropriate form for teaching, as well as the ability to accommodate the non-standard forms of Sesotho and their speakers in a professional and ethical manner; and</li> <li>a thorough knowledge of the various kinds of dictionaries and the function and possible uses of them, as well as the ability to employ the dictionary information in a critically discriminating and effective way.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

Module code: SOCF421	Semester 2	NQF Level: 6
Title: Sesotho Home Language Communication (Mother language)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated academic knowledge of, and extensive skills with regard to a range of forms of verbal and non-verbal communication, as well as of precise written communication;</li> <li>thorough knowledge of, and practical skills with regard to the Sesotho academic register, such as required in academic papers and other scientific documents;</li> <li>a thorough knowledge of, and good practical skills with regard to the specific registers and style which will result in effective communication in school-related situations; and</li> <li>a thorough knowledge of a variety of written text types and the ability to use such texts effectively.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

Module code: SOFF111	Semester 1	NQF-level: 5
Title: Sesotho Home Language FP: Foundational Knowledge and Multicultural Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge and an informed understanding of relevant theories, models and empirical research that describe the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing processes, components and development.</li> <li>• the ability to work in a group to complete a project in an ethically responsible manner reflecting their understanding and interpretation of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing processes, components and development.</li> <li>• the ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of: <ul style="list-style-type: none"> <li>○ Oral language (semantic, syntactic, pragmatic)</li> <li>○ Phonological skill</li> <li>○ Printed word recognition</li> <li>○ Spelling</li> <li>○ Reading fluency</li> <li>○ Reading comprehension</li> <li>○ Written expression</li> </ul> </li> <li>• the ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently: <ul style="list-style-type: none"> <li>○ Phonological (speech sound) processing</li> <li>○ Orthographic (print) processing</li> <li>○ Semantic (meaning) processing</li> <li>○ Syntactic (sentence level) processing</li> <li>○ Discourse (connected text level) processing</li> </ul> </li> <li>• the ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom.</li> <li>• the ability to manage all learners in a classroom while working with whole class/groups/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels.</li> <li>• the ability to present an overview of the history of children's literature and to distinguish between different types of children's literature by communicating their independent research in an academically acceptable manner.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 40 % 1 x 2hour written examination 60 %		

Module code: SOFF121	Semester 2	NQF-level: 6
Title: Sesotho Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge and an informed understanding of phonetics (the sounds of Sesotho phonemes) in terms of how speech sounds are produced and characterised, phonology (the sound patterns of Sesotho) as it relates to speech sounds forming systems and patterns in human language (e.g., the order in which speech sounds are combined, the accent and stress patterns typically applied to words and phrases, etc.) and phonemic awareness.</li> <li>• the ability to identify and interpret children's reading and spelling errors as well as select, evaluate and implement developmentally appropriate instructional practices to address children's reading and spelling errors.</li> <li>• knowledge and an informed understanding or relevant theories and empirical research underlying learners' responses to children's literature and the value of children's literature.</li> <li>• knowledge of and engagement in research related to the fundamentals of language assessment.</li> <li>• an ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 40 % 1 x 2 hour written examination 60 %		

Module code: SOFF221	Semester 2	NQF Level: 6
Title: Sesotho Home Language FP: Semantics, Vocabulary and Picture books		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Integrated knowledge of semantics (linguistic meaning of words, phrases and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning.</li> <li>• The ability to select, evaluate and apply with discernment direct and indirect (contextual) methods of vocabulary instruction based on an analysis of learner needs.</li> <li>• An ability to analyse, select and apply varied techniques for vocabulary instruction before, during, and after reading based on an analysis and evaluation of evidence-based practice related to vocabulary teaching and learning.</li> <li>• Analyse and reflect on the role of vocabulary development and vocabulary knowledge in comprehension by communicating the information coherently using appropriate academic conventions.</li> <li>• Their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature.</li> <li>• An understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

Module code: SOFF311	Semester 1	NQF Level: 6
Title: Sesotho Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>Integrated knowledge and critical evaluation of research on Sesotho syntax and how it relates to vocabulary, fluency and comprehension teaching and learning.</li> <li>The ability to identify, analyse, evaluate and reflect on the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read by critically analysing evidence-based research.</li> <li>The ability to gather and analyse information on the role of fluency in reading development and to present their ideas in a well-formed and coherently constructed argument.</li> <li>An understanding of and the ability to apply the range of methods, activities, and techniques for enhancing fluency in order to address learners' diverse needs.</li> <li>Integrated knowledge of different types of children's literature, namely traditional, poetry, historical fiction and biographies.</li> <li>Engage in systematic reflection during the service learning project in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SOFF321	Semester 2	NQF Level: 7
Title: Sesotho Home Language FP: Discourse Analysis, Pragmatics, Comprehension and informational texts		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>Integrated knowledge and engagement with discourse analysis and pragmatics as it relates to comprehension teaching and learning.</li> <li>The ability to evaluate the knowledge on text, reader, task, and context variables that have an impact on comprehension outcomes.</li> <li>The ability to make ethically responsible decisions that relate to the application and evaluation of teaching strategies that are appropriate before, during and after reading and that promote reflective reading by all learners.</li> <li>An understanding of the conceptual models related to the psychology of reading.</li> <li>Integrated knowledge of the major text genres in order to ensure responsible teaching practice.</li> <li>The ability to select and administer in ethically responsible ways assessment strategies that provide learners with opportunities to demonstrate comprehension.</li> <li>The ability to compare and differentiate between traditional literature and informational texts in order to communicate well-formed arguments.</li> <li>The ability to integrate and apply traditional literature as well as informational texts in their teaching.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SOFF411	Semester 1	NQF Level: 7
Title: Sesotho Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>Integrated knowledge of and engagement with the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation)</li> <li>The ability to evaluate grade and developmental expectations for learners' writing in the following areas by applying evidence-based practice: <ul style="list-style-type: none"> <li>Mechanics and conventions of writing.</li> <li>Composition</li> <li>Revision</li> <li>Editing processes</li> </ul> </li> <li>The ability to critically reflect on research-based principles for teaching letter naming and letter formation, both manuscript and cursive in order to adapt teaching to learner needs.</li> <li>The ability to select and apply techniques for teaching handwriting fluency.</li> <li>Integrated knowledge and understanding of children's literature, specifically fantasy, science fiction and contemporary realistic fiction.</li> <li>Participate in positive social change through the process of producing a capstone project.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1 x 3 hour written examination 40 %		

Module code: SOFF421	Semester 2	NQF Level: 8
Title: Sesotho Home Language FP: School-based Language Assessment and Critical issues in Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>Knowledge of and engagement in research related to the fundamentals of language assessment.</li> <li>An ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices.</li> <li>The ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process.</li> <li>An ability to present and communicate assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components being assessed.</li> <li>The ability to theoretically engage with children's literature through linking the various types to a critical approach.</li> <li>The ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1 x 3 hour written examination 40 %		

Module code: SOFI111	Semester 1	NQF-level: 5
Title: South Sotho for the Intermediate Phase: Advanced Sesotho Phonetics, Phonology, Phonemic Awareness and Spelling		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• the ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of: <ul style="list-style-type: none"> <li>➢ Phonological skill</li> <li>➢ Printed multiple word recognition</li> <li>➢ Spelling</li> <li>➢ Reading speed</li> <li>➢ Reading comprehension</li> <li>➢ Written expression;</li> </ul> </li> <li>• the ability to analyse and apply techniques for teaching handwriting fluency;</li> <li>• the ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently: <ul style="list-style-type: none"> <li>➢ Phonological (speech sound) processing</li> <li>➢ Orthographic (print) processing</li> <li>➢ Semantic (meaning) processing</li> <li>➢ Syntactic (sentence level) processing</li> <li>➢ Discourse (connected text level) processing;</li> </ul> </li> <li>• the ability to distinguish between and criticise the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom;</li> <li>• the ability to plan and execute lessons regarding number systems, making use of the prescribed and applicable policies and documents from the Department of Education and integrate specialised knowledge with appropriate subject methodology; and</li> <li>• the ability to manage all learners in a classroom while working with whole class/groups/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SOFI121	Semester 2	NQF-level: 6
Title: South Sotho Home Language for Intermediate phase: Introduction to the History of Children's Literature - picture books		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• the ability to present an overview of the history of children's literature and to distinguish between different types of children's literature by communicating their independent research in an academically acceptable manner;</li> <li>• the ability to critically communicate information on the language processing requirements of proficient reading reliably, accurately and coherently;</li> <li>• the ability to distinguish between and analyse the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom;</li> <li>• the ability to analyse all learners in a classroom while working with whole class/groups/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels; and</li> <li>• knowledge and an informed understanding of relevant theories and empirical research underlying learners' responses to children's literature and the value of multicultural children's literature.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SOFI211	Semester 1	NQF-level: 6
Title: Sesotho Home Language for Intermediate phase: Development of Sesotho Syntax - Analysing Sesotho Morphology, Phonics, Word Construction and Alphabetic Principle		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge and an analysis of morphology (the words of language) as it relates to the teaching of phonics and spelling, the various structures of language that underlie the South Sotho spelling system (e.g., phoneme-grapheme, syllable patterns, morpheme units in print, and word origin);</li> <li>• the ability to analyse the organising principles of the South Sotho spelling system at the sound, syllable, and morpheme levels in order to identify learner progress and/or problems at these levels;</li> <li>• demonstration of the knowledge of the Sesotho noun class table;</li> <li>• the ability to differentiate between, evaluate and apply explicit vs. non-explicit, systematic vs. non-systematic, and sequential vs. non-sequential phonics instruction using developmentally appropriate resources in a class of diverse learners; and</li> <li>• the ability to analyse principles for selecting and evaluating appropriate literature for children in a multicultural society.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SOFI221	Semester 2	NQF-level: 6
Title: South Sotho Home Language for Intermediate phase: Introduction to Traditional and Modern Poetry - poetic styles and meaning		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• integrated knowledge of semantics (linguistic meaning of words, phrases and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning;</li> <li>• the ability to select, evaluate and apply with discernment direct and indirect (contextual) methods of vocabulary instruction based on an analysis of learner needs;</li> <li>• an ability to select and analyse children's poetry and apply varied techniques for vocabulary and semantic interpretation;</li> <li>• an understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities; and</li> <li>• their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		



Module code: SOFI311	Semester 1	NQF-level: 6
Title: South Sotho Home Language for Intermediate phase: Development of vocabulary and meaning		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and critical analysis of Sesotho syntax, with specific reference to and how it relates to dictionary skills, homonyms, synonyms, antonyms, paraphrases and noun class table;</li> <li>the ability to identify, analyse and reflect on the role of fluency in word recognition and the meaning derived from it in the context;</li> <li>the ability to gather and analyse information on the role of fluency in writing development and to present their ideas in a well-formed and coherently constructed argument (paraphrasing);</li> <li>the ability to analyse and apply the range of methods, activities, and techniques for enhancing fluency in order to address learners' linguistic skills; and</li> <li>advanced dictionary skills, homonyms, synonyms, antonyms, paraphrases and noun class table.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SOFI321	Semester 2	NQF-level: 7
Title: Sesotho Home Language for Intermediate phase: Creative and Critical Reading - novels and short stories		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and engagement with literary analysis and pragmatics as it relates to comprehension teaching and learning;</li> <li>an analysis of the different plot structures related to a variety of novels and short stories;</li> <li>the ability to compare oral and written story telling skills. The ability to integrate and apply traditional literature as well as informational texts in their teaching;</li> <li>theoretical background of an author, context and the reader;</li> <li>effective summarising skills; and</li> <li>ability to analyse word formation and sentence construction from the literary text.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SOFI411	Semester 1	NQF-level: 7
Title: Sesotho Home Language for Intermediate phase: Advanced Discourse Analysis		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and engagement with literary analysis and pragmatics as it relates to summarising, paragraphing and paraphrasing strategies;</li> <li>an analysis of the different paragraphs and paraphrasing techniques; and</li> <li>the ability to compare oral and written story telling skills. The ability to integrate and apply traditional literature as well as informational texts in their summarising skills.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SOFI421	Semester 2	NQF-level: 7
Title: Sesotho Home Language for Intermediate phase: Language Assessment and Critical Issues in Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>knowledge of and engagement in research related to the fundamentals of language assessment;</li> <li>an ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices;</li> <li>the ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process;</li> <li>an ability to present and communicate assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components being assessed;</li> <li>the ability to theoretically engage with children's literature through linking the various types to a critical approach; and</li> <li>the ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SOFV111	Semester 1	NQF-level: 5
Title: Sesotho Home Language: Introduction to Complex Sesotho Phonetics, Phonology, Phonemic Awareness and Spelling		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• the ability to evaluate and verify information from scientific evidence-based research findings related to the typical developmental progression of: <ul style="list-style-type: none"> <li>➢ Phonological skill</li> <li>➢ Printed word recognition</li> <li>➢ Spelling</li> <li>➢ Reading fluency</li> <li>➢ Reading comprehension</li> <li>➢ Written expression;</li> </ul> </li> <li>• the ability to analyse and apply techniques for teaching handwriting fluency;</li> <li>• the ability to communicate critical information on the language processing requirements of proficient reading and writing reliably, accurately and coherently: <ul style="list-style-type: none"> <li>➢ Phonological (speech sound) processing</li> <li>➢ Orthographic (print) processing</li> <li>➢ Semantic (meaning) processing</li> <li>➢ Syntactic (sentence level) processing</li> <li>➢ Discourse (connected text level) processing;</li> </ul> </li> <li>• the ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom;</li> <li>• the ability to plan and execute lessons regarding number systems, making use of the prescribed and applicable policies and documents from the Department of Education and integrate specialised knowledge with appropriate subject methodology; and</li> <li>• the ability to assess all learners in a classroom while working with whole class/groups/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SOFV121	Semester 2	NQF-level: 6
Title: Sesotho Home Language: Introduction to the Origin of Sesotho Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• the ability to critically present an overview of the history of children's literature and to distinguish between different types of children's literature by communicating their independent research in an academically acceptable manner;</li> <li>• the ability to comparatively communicate information on the language processing requirements of proficient reading reliably, accurately and coherently;</li> <li>• the ability to compare between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom;</li> <li>• the ability to evaluate all learners in a classroom while working with whole class/groups/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels; and</li> <li>• knowledge and an informed understanding of relevant theories and empirical research underlying learners' responses to children's literature and the value of multicultural children's literature.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SOFV211	Semester 1	NQF-level: 6
Title: Sesotho Home Language: Development and Evaluation of Sesotho Syntax Fluency		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• advanced knowledge and an interpretation of morphology (the words of language) as it relates to the teaching of phonics and spelling, the various structures of language that underlie the South Sotho spelling system (e.g., phoneme-grapheme, syllable patterns, morpheme units in print, and word origin);</li> <li>• the ability to compare the organising principles of the South Sotho spelling system at the sound, syllable, and morpheme levels in order to identify learner progress and or problems at these levels;</li> <li>• demonstration of the critical analysis of the Sesotho noun class table;</li> <li>• the ability to evaluate and apply explicit vs. non-explicit, systematic vs. non-systematic, and sequential vs. non-sequential phonics instruction using developmentally appropriate resources in a class of diverse learners; and</li> <li>• the ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SOFV221	Semester 2	NQF-level: 6
Title: Sesotho Home Language: Introduction to Traditional and Modern Poetry		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>critical knowledge of semantics (linguistic meaning of words, phrases and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning;</li> <li>the ability to select, evaluate and apply with discernment direct and indirect (contextual) methods of vocabulary instruction based on an analysis of learner needs;</li> <li>an ability to select and analyse poetry and apply varied techniques for vocabulary and semantic interpretation;</li> <li>a comparison of the different types of literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities; and</li> <li>their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SOFV311	Semester 1	NQF-level: 6
Title: South Sotho Foundation Language: Semantics and Vocabulary Development		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>critical analysis and evaluation of Sesotho syntax with specific reference to and how it relates to dictionary skills, homonyms, synonyms, antonyms, paraphrases and noun class table;</li> <li>the ability to identify, analyse and reflect on the role of fluency in word recognition;</li> <li>the ability to gather and evaluate information on the role of fluency in writing development and to present their ideas in a well-formed and coherently constructed argument (paraphrasing);</li> <li>the ability to evaluate the range of methods, activities, and techniques for enhancing fluency in order to address learners' linguistic skills; and</li> <li>complex dictionary skills, homonyms, synonyms, antonyms, paraphrases and noun class table.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SOFV321	Semester 2	NQF-level: 7
Title: Sesotho Home Language: Creative and Critical Reading		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and engagement with literary analysis and pragmatics as it relates to comprehension teaching and learning;</li> <li>an evaluation of the different plot structures related to a variety of novels and short stories;</li> <li>the ability to compare oral and written story telling skills. The ability to integrate and apply traditional literature as well as informational texts in their teaching;</li> <li>theoretical background of an author, context and the reader; and</li> <li>effective summarising and paraphrasing skills.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SOFV411	Semester 1	NQF-level: 7
Title: Sesotho Home Language: Complex Discourse Analysis		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>Integrated knowledge and engagement with literary analysis and pragmatics as it relates to summarising, paragraphing and paraphrasing strategies.</li> <li>An evaluation of the different paragraphs and paraphrasing techniques.</li> <li>An understanding of the different plot structures related to a variety of novels and short stories.</li> <li>The ability to compare oral and written story telling skills. The ability to integrate and apply traditional literature as well as informational texts in their teaching.</li> <li>Theoretical background of an author, context and the reader.</li> <li>Effective summarising skills.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SOFV421	Semester 2	NQF-level: 7
Title: Sesotho Home Language: Language Assessment and Critical Issues in Senior Phase Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>knowledge of and engagement in research related to the fundamentals of language assessment;</li> <li>an ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices;</li> <li>the ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process;</li> <li>an ability to present and communicate assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components being assessed;</li> <li>the ability to theoretically engage with children's literature through linking the various types to a critical approach; and</li> <li>the ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SOLC121	Semester 2	NQF-level: 5
Title: Language of Conversational Competence: Sesotho		
Upon completion of this course a student should demonstrate		
<ul style="list-style-type: none"> <li>functional knowledge of grammatical structures of Sesotho;</li> <li>a functional vocabulary for basic interpersonal communication;</li> <li>individual elementary listening and writing skills in Sesotho;</li> <li>knowledge of Basotho culture</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 100 %		

Module code: SSCE121	Semester 2	NQF-level: 5
Title: Social Sciences for Intermediate phase: Ancient African History & Geography of RSA		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>knowledge and informed understanding of Ancient African History (antiquity – 1500 AD) within the context of the National Curriculum Statement's Curriculum and Assessment Policy Statement;</li> <li>the skill of scrutinising primary and secondary sources;</li> <li>knowledge and skills in learning and teaching methodologies of History as well as assessment methodology, produce and use LTSM, apply learning and teaching techniques and strategies, so as to apply it to lesson presentations through written and / or oral communication;</li> <li>competency in problem-solving abilities to address political, social and economic issues within the context of Ancient African History (antiquity – 1500 AD);</li> <li>values of an ethical-professional nature with regard to the interpretation of historical facts as always true and in context in keeping with The Manifest for Values, Education and Democracy as well as apply knowledge gained for an ethically responsible attitude towards Africa, South Africa and its people;</li> <li>informed understanding of the location, political distribution, physical characteristics and economic trends of Africa and the RSA;</li> <li>perform informed understanding and correct geographical interpretations, analyses, evaluations and conclusions concerning the physical, economic and political aspects of the RSA and Africa;</li> <li>knowledge and comprehension of the general concepts in population geography; make correct analyses and meaningful interpretations within this area;</li> <li>evaluate developing economies in Africa, demonstrate the ability to apply gained knowledge with an ethically responsible attitude towards Africa/South Africa and its people;</li> <li>plan a geography lesson in accordance with the correct criteria, demonstrating the ability to integrate subject knowledge with subject methodology; and</li> <li>knowledge, skills, comprehension, insight of map work skills and techniques, as well as the application thereof in practice.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

Module code: SSCE211	Semester 1	NQF-level: 6
Title: Social Sciences for Intermediate phase: Planetary Geography and Climatology		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>demonstrate detailed knowledge and informed understanding of planetary science and climatology in Geography that is required within the context of the Curriculum and Assessment policy statement;</li> <li>explain and discuss the movements of the planets, earth and moon in the solar system;</li> <li>explain the concepts weather and climate;</li> <li>discuss moisture and circulation in the atmosphere;</li> <li>demonstrate the ability to apply gained knowledge with an ethically responsible attitude towards the environment; and</li> <li>plan and present a geography lesson.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

Module code: SSCE221	Semester 2	NQF-level: 6
Title: Social Sciences for Intermediate phase: The effects of changes: 1400-1900 Europe & Africa		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>detailed knowledge and understanding of the effects of changes in European societies on Africa (1400-1900) within the context of the Curriculum and Assessment Policy Statement;</li> <li>the skill of scrutinizing primary and secondary sources;</li> <li>detailed knowledge and skills in learning and teaching methodologies of History as well as assessment methodology, produce and use LTSM, apply learning and teaching techniques and strategies, so as to apply it to lesson presentations through written and / or oral communication;</li> <li>competency in problem-solving abilities to address political, social and economic issues within the context of the effects of changes in European societies on Africa (1400-1900); and</li> <li>values of an ethical-professional nature with regard to the interpretation of historical facts as always true and in context in keeping with The Manifest for Values, Education and Democracy as well as apply knowledge gained for an ethically responsible attitude towards Africa, South Africa and its people.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

Module code: SSCE311	Semester 1	NQF-level: 6
Title: Social Sciences for Intermediate phase: Urban Geography		
On completion of this module the student should be able to:		
<ul style="list-style-type: none"> <li>demonstrate an integrated knowledge and understanding of Urban Geography in line with the Policy document;</li> <li>demonstrate the skill of explaining and analysing themes relevant to Urban geography and plan individual or group activities supporting the coherent understanding of concepts, ideas, theories, principles and rules to communicate the information;</li> <li>demonstrate an integrated knowledge of learning theories and the application in the teaching and learning of Urban Geography;</li> <li>conduct a town trail to apply the knowledge of urban geography; and</li> </ul>		
<b>Practical section:</b>		
<ul style="list-style-type: none"> <li>demonstrate a thorough knowledge and understanding into land uses in cities or towns and apply this knowledge in practice.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

Module code: SSCE321	Semester 2	NQF-level: 7
Title: Social Sciences for Intermediate phase: Transport, communication and health systems		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>a detailed knowledge and understanding as well as the ability to apply and evaluate transport, communication and health systems through the ages (Antiquity to present) within the context of the Curriculum and Assessment Policy Statement;</li> <li>the skill of scrutinizing primary and secondary sources;</li> <li>integrated knowledge and understanding of the skills in learning and teaching methodologies of History as well as assessment methodology, produce and use LTSM, apply learning and teaching techniques and strategies, so as to apply it to lesson presentations through written and / or oral communication;</li> <li>competency in problem-solving abilities to address political, social and economic issues within the context of transport, communication and health systems through the ages (Antiquity to present); and</li> <li>values of an ethical-professional nature with regard to the interpretation of historical facts as always true and in context in keeping with The Manifest for Values, Education and Democracy as well as apply knowledge gained for an ethically responsible attitude towards Africa, South Africa and its people.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

Module code: SSCE411	Semester 1	NQF-level: 7
Title: Social Sciences for Intermediate phase: Introduction to Geomorphology		
On completion of this module the learner should be able to demonstrate:		
<ul style="list-style-type: none"> <li>a detailed knowledge related to Geomorphology and Oceanography within the context of the Curriculum and Assessment Policy Statement;</li> <li>the skill of explaining and analysing themes relevant to Geomorphology and Oceanography and plan individual or group activities supporting the coherent understanding of concepts, ideas, theories, principles and rules to communicate the information;</li> <li>be able to analyse, assess, interpret and identify interrelationships of the basic principles relating to geomorphology and the ocean-environment; and</li> </ul>		
<b>Practical section</b>		
<ul style="list-style-type: none"> <li>have the necessary detailed knowledge and skills to represent relief features, draw cross-section sketches and calculate and interpret gradient on topographic maps, and to integrate it in appropriate themes of geography;</li> <li>the use of contour models and field excursions to recognise landforms on the South African landscape.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

Module code: SSCE421	Semester 2	NQF-level: 7
Title: Social Sciences for Intermediate phase: Modern South African democracy (1990-present)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>integrated knowledge and understanding as well as the ability to apply and evaluate modern South African democracy (1990-present) within the context of the Curriculum and Assessment Policy Statement;</li> <li>the skill of scrutinizing primary and secondary sources;</li> <li>integrated knowledge and understanding of the skills in learning and teaching methodologies of History as well as assessment methodology, produce and use LTSM, apply learning and teaching techniques and strategies, so as to apply it to lesson presentations through written and / or oral communication;</li> <li>competency in problem-solving abilities to address political, social and economic issues within the context of modern South African democracy (1990-present); and</li> <li>values of an ethical-professional nature with regard to the interpretation of historical facts as always true and in context in keeping with The Manifest for Values, Education and Democracy as well as apply knowledge gained for an ethically responsible attitude towards Africa, South Africa and its people.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

Module code: SSSE112	Semester 1	NQF-level: 5
Title: Introduction to Social Science for Education		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge and informed understanding of the location, political distribution, physical characteristics, economic trends and population background of Africa and the RSA within a global context as well as the transformations and development in world history through the ages within the context of the Curriculum and Assessment Policy Statement;</li> <li>• interpret, explain and draw conclusions concerning population geography, the physical, economic and political aspects of the RSA and Africa;</li> <li>• recognize and explain inter-relations between topographic, climatologic and man-made phenomena in the RSA;</li> <li>• scrutinize developing economies in Africa and demonstrate insight and comprehension concerning the problems of African countries from within his/her own worldview;</li> <li>• the skill of scrutinizing, differentiating between, finding and effectively interpreting primary and secondary sources in order to communicate these verbally or in writing;</li> <li>• competency in problem-solving abilities to address political, social and economic issues within the context of the transformations and development in world history through the ages; and</li> <li>• values of an ethical-professional nature with regard to the interpretation of geographical and historical facts as always true and in context in keeping with The Manifesto for Values, Education and Democracy as well as apply knowledge gained for an ethically responsible attitude towards Africa, South Africa and its people.</li> </ul>		
<b>Practical:</b>		
<ul style="list-style-type: none"> <li>• basic knowledge, skills, comprehension and insight of map work, as well as the application ability thereof in practice.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

Module code: VTEE223	Semester 2	NQF-level: 6
Title: Mechanical Technology for Teachers (ii)		
With regard to the teaching of Mechanical Technology, this module aims to establish beginner teacher competencies such as:		
<ul style="list-style-type: none"> <li>• subject knowledge with regard to subject related key terms, concepts, facts and rules that specifically apply to the educational context of mechanical technology within the FET phase;</li> <li>• knowledge of the interpretation and implementation of School curriculum and the effective implementation of subject specific curriculum requirements such as organising classroom activities;</li> <li>• to display a positive work ethic and appropriate behaviour that befits, enhances and develops the teaching profession and contributes to effectively teach Mechanical Technology while promoting acceptable social values and principles;</li> <li>• the ability to assess learners in reliable and varied ways and to utilise the assessment results to improve their teaching of Mechanical Technology presented at university level (research skills)</li> <li>• knowledge of presenting FET Technology subjects</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

Module code: VTEE313	Semester 1	NQF-level: 6
Title: Mechanical Technology for Teachers (iii)		
With regard to the teaching of Mechanical Technology, this module aims to establish teacher competencies such as:		
<ul style="list-style-type: none"> <li>• integrated subject knowledge and understanding of, as well as the ability to correctly evaluate and apply subject related terms, concepts, facts, phenomenon and rules that specifically apply to the context of Mechanical Technology;</li> <li>• integrated knowledge and ability to interpret , implement and evaluate the National Policy documents and the effective implementation of subject specific curriculum requirements such as organising classroom activities, practical sessions and assessment criteria;</li> <li>• to display a positive work ethic and appropriate behaviour that befits, enhances and develops the teaching profession and contributes to effectively teach Mechanical Technology while promoting acceptable social values and principles;</li> <li>• the ability to assess learners in reliable and varied ways and to utilise the assessment results to improve their teaching of Mechanical Technology, presented at university level (research skills)</li> <li>• knowledge of presenting FET Technology subjects</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

Module code: VTEE323	Semester 2	NQF-level: 7
Title: Mechanical Technology for Teachers (iv)		
With regard to the teaching of Mechanical Technology, this module aims to establish teacher competencies such as:		
<ul style="list-style-type: none"> <li>• integrated subject knowledge and understanding of, as well as the ability to correctly evaluate and apply subject related terms, concepts, facts, phenomenon and rules that specifically apply to the context of Mechanical Technology;</li> <li>• integrated knowledge and ability to interpret , implement and evaluate the National Policy documents and the effective implementation of subject specific curriculum requirements such as organising classroom activities, practical sessions and assessment criteria;</li> <li>• to display a positive work ethic and appropriate behaviour that befits, enhances and develops the teaching profession and contributes to effectively teach Mechanical Technology while promoting acceptable social values and principles;</li> <li>• the ability to assess learners in reliable and varied ways and to utilise the assessment results to improve their teaching of Mechanical Technology, presented at university level (research skills); and knowledge of presenting FET Technology subjects</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

Module code: VTEE413	Semester 1	NQF-level: 7
Title: Mechanical Technology for Teachers (v)		
With regard to the teaching of Mechanical Technology, this module aims to establish teacher competencies such as:		
<ul style="list-style-type: none"> <li>integrated subject knowledge with regard to subject related terms, concepts, facts and rules that specifically apply to the educational context of mechanical technology within the FET phase;</li> <li>informed knowledge of the interpretation and implementation of School curriculum and the effective implementation of subject specific curriculum requirements such as organising classroom activities;</li> <li>to display a positive work ethic and appropriate behaviour that befits, enhances and develops the teaching profession and contributes to effectively teach Mechanical Technology while promoting acceptable social values and principles;</li> <li>the ability to assess learners in reliable and varied ways and to utilise the assessment results to improve their teaching of Mechanical Technology;</li> <li>presented at university level (research skills); and</li> <li>knowledge of presenting FET technology subjects.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

Module code: VTEE423	Semester 2	NQF-level: 7
Title: Mechanical Technology for Teachers (vi)		
With regard to the teaching of Mechanical Technology, this module aims to establish teacher competencies such as:		
<ul style="list-style-type: none"> <li>integrated subject knowledge with regard to subject related terms, concepts, facts and rules that specifically apply to the educational context of Mechanical Technology within the FET phase;</li> <li>informed knowledge of the interpretation and implementation of School curriculum and the effective implementation of subject specific curriculum requirements such as organising classroom activities;</li> <li>to display a positive work ethic and appropriate behaviour that befits, enhances and develops the teaching profession and contributes to effectively teach Mechanical Technology while promoting acceptable social values and principles;</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

Module code: WSKT122	Semester 2	NQF-level: 6
Title: Mathematics for FET Technology Teachers: Introductory Algebra		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>detailed knowledge and solid, grounded understanding of fundamental algebraic operations, S.I. units of measurement, solving systems of linear equations, solving quadratic equations, solving problems involving vectors and complex numbers as well as the application of the aforementioned within relevant topics within the field of technology education;</li> <li>the ability to identify, analyse, select, plan and apply basic procedures, rules, principles, methods and formulae within the field of fundamental algebraic operations, S.I. units of measurement, solving systems of linear equations, solving quadratic equations, solving problems involving vectors and complex numbers in order to solve problems in familiar realistic technology contexts and to facilitate the teaching and learning of problem solving in similar contexts where these mathematical techniques feature;</li> <li>the ability to access, process and manage mathematical terminology, mathematical symbols and mathematical notation accurately and clearly in order to produce and communicate information in both verbal and written form where technology contexts contain mathematical aspects relevant to the topics covered in this module;</li> <li>the ability to use technology such as calculators as well as other suitable computer- or web-based mathematical tools useful for performing calculations relevant to the topics covered in this module; and</li> <li>the ability to distinguish between individual tasks/ responsibilities and group tasks/ responsibilities as well as the ability to monitor, evaluate and manage own learning performance as well the performance of the group, where applicable, in familiar contexts where problems emanating from the technological field of study require mathematical consideration based on the topics covered in this module.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

Module code: WSKT213	Semester 1	NQF-level: 6
Title: Mathematics for FET Technology Teachers: Functions, models, trigonometry and elementary descriptive statistics		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>detailed knowledge and solid, grounded understanding of the application of functions, models, trigonometry and elementary descriptive statistics within the field of technology as well as the ability to apply useful skills from this module in the management and administration of assessment marks;</li> <li>the ability to identify, analyse, select, plan and apply basic procedures, rules, principles, methods and formulae in order to describe technological and scientific processes and solve problems in complicated familiar realistic technological contexts;</li> <li>the ability to access, process and manage mathematical terminology, mathematical symbols and mathematical notation accurately and clearly in order to produce and communicate the description of technological processes and the solution of problems from technological contexts;</li> <li>the ability to use technology such as calculators and suitable computer technology or software in order to perform calculations and produce descriptions of scientific and technological situations; and</li> <li>the ability to distinguish between individual tasks/ responsibilities and group tasks/ responsibilities as well as the ability to monitor, evaluate and manage own learning performance as well the performance of the group, where applicable, in unfamiliar contexts featuring the description of technological processes and the solutions of technical problems related to the topics covered in this module.</li> </ul>		
Method of delivery: Contact		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

Module code: WVOS222	Semester 2	NQF-level: 7
Title: Philosophy of Science: Understanding the Educational World		
After completion of this module, the BEd student will have developed some of the skills required to be able to know and understand the different life world issues (from an education (al) point of reference) and to cope with future challenges.		
This overarching outcome implies that on completion of this module, the student will have developed:		
<ul style="list-style-type: none"> <li>a broad understanding – from an education(al) point of reference – of the range of problems and issues that mark his / her current life world landscape;</li> <li>a theoretically and conceptually integrated level of competence to apply cognitive, critical skills to a few life world problems that she/he is being confronted with in his / world personal life world; and</li> <li>an ability to apply theoretical understandings regarding the conduct of basic research procedures, and to extend his / her theoretical insights to still other problems in his / her life world.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1x2 hour written examination / take-home exam 40 %		

Module code: WVOS312	Semester 1	NQF-level: 7
Title: Philosophy of Science: Main Currents in the Philosophy of Education		
On successful completion of this module the BEd student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>a solid and systematic knowledge of the most important foundational issues in Education and demonstrate a critical understanding of the meta-theoretical assumptions underscoring foundational issues;</li> <li>integrated knowledge and a critical understanding of specific forms of ethics that apply to Education, such as, for example, the manner in which Jonathan Jansen had chosen to deal with the so-called "Reitz four", and be able to apply such forms of ethics discriminately to analyse, evaluate and pose possible solutions to some current themes or issues salient to Education; and</li> <li>the ability to analyse, synthesise and critique the assumptions on which a chosen education-related theme or issue is based, formulate a personal opinion about the theme or issue that gives evidence of a personal coherent world view, and communicate the findings in a presentation making use of applicable technology, as well as in an evidence-based report written in a typically academic format.</li> </ul>		
Method of delivery: Contact, Distance,		
Methods of assessment: Continuous assessment 60 % 1x2 hour written examination / take-home exam 40 %		

Module code: XHCL121	Semester 2	NQF-level: 5
Title: Language of Conversational Competence: isiXhosa		
Upon completion of this course a student should demonstrate		
<ul style="list-style-type: none"> <li>functional knowledge of grammatical structures of isiXhosa ;</li> <li>a functional vocabulary for basic interpersonal communication;</li> <li>individual elementary listening and writing skills in IsiXhosa;</li> <li>Knowledge of Xhosa culture</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 100 %		

Module code: XHFF111	Semester 1	NQF-level:5
Title: isiXhosa Home Language FP: Foundational Knowledge and Multicultural Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>knowledge and an informed understanding of relevant theories, models and empirical research that describe the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing processes, components and development.</li> <li>the ability to work in a group to complete a project in an ethically responsible manner reflecting their understanding and interpretation of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing processes, components and development.</li> <li>the ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of: <ul style="list-style-type: none"> <li>Oral language (semantic, syntactic, pragmatic)</li> <li>Phonological skill</li> <li>Printed word recognition</li> <li>Spelling</li> <li>Reading fluency</li> <li>Reading comprehension</li> <li>Written expression</li> </ul> </li> <li>the ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently: <ul style="list-style-type: none"> <li>Phonological (speech sound) processing</li> <li>Orthographic (print) processing</li> <li>Semantic (meaning) processing</li> <li>Syntactic (sentence level) processing</li> <li>Discourse (connected text level) processing</li> </ul> </li> <li>the ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom.</li> <li>the ability to manage all learners in a classroom while working with whole class/groups/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels.</li> <li>the ability to present an overview of the history of children's literature and to distinguish between different types of children's literature by communicating their independent research in an academically acceptable manner.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 40 % Written examination 60 %		



Module code: XHFF121	Semester 2	NQF-level: 6
Title: IsiXhosa Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>knowledge and an informed understanding of phonetics (the sounds of IsiXhosa phonemes) in terms of how speech sounds are produced and characterised, phonology (the sound patterns of IsiXhosa) as it relates to speech sounds forming systems and patterns in human language (e.g., the order in which speech sounds are combined, the accent and stress patterns typically applied to words and phrases, etc.) and phonemic awareness.</li> <li>the ability to identify and interpret children's reading and spelling errors as well as select, evaluate and implement developmentally appropriate instructional practices to address children's reading and spelling errors.</li> <li>knowledge and an informed understanding or relevant theories and empirical research underlying learners' responses to children's literature and the value of children's literature.</li> <li>knowledge of and engagement in research related to the fundamentals of language assessment.</li> <li>an ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 40 % Written examination 60 %		

Module code: XHFF211	Semester 1	NQF-level: 6
Title: IsiXhosa Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principles and selecting and evaluating Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>Detailed knowledge and an understanding of morphology (the words of language) as it relates to the teaching of phonics and spelling, the various structures of language that underlie the IsiXhosa spelling system (e.g., phoneme-grapheme, syllable patterns, morpheme units in print, and word origin) and of the broad outline of historical influences on IsiXhosa spelling patterns, especially Anglo-Saxon, Latin (Romance) and Greek.</li> <li>The ability to use the organising principles of the IsiXhosa spelling system at the sound, syllable, and morpheme levels in order to identify learner progress and or problems at these levels.</li> <li>The ability to select, differentiate between, reflect critically, evaluate and apply explicit vs non-explicit, systematic vs non-systematic, and sequential vs non-sequential phonics instruction using developmentally appropriate resources in a class of diverse learners.</li> <li>The ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society.</li> <li>The ability to work together in a community co-operatively and systematically to identify authentic communication needs</li> <li>The ability to address authentic community needs, and engage in systematic reflection in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: XHFF221	Semester 2	NQF-level: 6
Title: IsiXhosa Home Language FP: Semantics, Vocabulary and Picture books		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>Integrated knowledge of semantics (linguistic meaning of words, phrases and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning.</li> <li>The ability to select, evaluate and apply with discernment direct and indirect (contextual) methods of vocabulary instruction based on an analysis of learner needs.</li> <li>An ability to analyse, select and apply varied techniques for vocabulary instruction before, during, and after reading based on an analysis and evaluation of evidence-based practice related to vocabulary teaching and learning.</li> <li>Analyse and reflect on the role of vocabulary development and vocabulary knowledge in comprehension by communicating the information coherently using appropriate academic conventions.</li> <li>Their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature.</li> <li>An understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: XHFF311	Semester 1	NQF-level: 7
Title: IsiXhosa Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>Integrated knowledge and critical evaluation of research on IsiXhosa syntax and how it relates to vocabulary, fluency and comprehension teaching and learning.</li> <li>The ability to identify, analyse, evaluate and reflect on the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read by critically analysing evidence-based research.</li> <li>The ability to gather and analyse information on the role of fluency in reading development and to present their ideas in a well-formed and coherently constructed argument.</li> <li>An understanding of and the ability to apply the range of methods, activities, and techniques for enhancing fluency in order to address learners' diverse needs.</li> <li>Integrated knowledge of different types of children's literature, namely traditional, poetry, historical fiction and biographies.</li> <li>Engage in systematic reflection during the service learning project in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1x3 hour written examination 40 %		

Module code: XHFF321	Semester 2	NQF-level: 7
Title: IsiXhosa Home Language FP: Discourse Analysis, Pragmatics, Comprehension and Informational Texts		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Integrated knowledge and engagement with discourse analysis and pragmatics as it relates to comprehension teaching and learning.</li> <li>• The ability to evaluate the knowledge on text, reader, task, and context variables that have an impact on comprehension outcomes.</li> <li>• The ability to make ethically responsible decisions that relate to the application and evaluation of teaching strategies that are appropriate before, during and after reading and that promote reflective reading by all learners.</li> <li>• An understanding of the conceptual models related to the psychology of reading.</li> <li>• Integrated knowledge of the major text genres in order to ensure responsible teaching practice.</li> <li>• The ability to select and administer in ethically responsible ways assessment strategies that provide learners with opportunities to demonstrate comprehension.</li> <li>• The ability to compare and differentiate between traditional literature and informational texts in order to communicate well-formed arguments.</li> <li>• The ability to integrate and apply traditional literature as well as informational texts in their teaching.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1x3 hour written examination 40 %		

Module code: XHFF411	Semester 1	NQF-level: 7
Title: IsiXhosa Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Integrated knowledge of and engagement with the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation)</li> <li>• The ability to evaluate grade and developmental expectations for learners' writing in the following areas by applying evidence-based practice: <ul style="list-style-type: none"> <li>➢ Mechanics and conventions of writing.</li> <li>➢ Composition</li> <li>➢ Revision</li> <li>➢ Editing processes</li> </ul> </li> <li>• The ability to critically reflect on research-based principles for teaching letter naming and letter formation, both manuscript and cursive in order to adapt teaching to learner needs.</li> <li>• The ability to select and apply techniques for teaching handwriting fluency.</li> <li>• Integrated knowledge and understanding of children's literature, specifically fantasy, science fiction and contemporary realistic fiction.</li> <li>• Participate in positive social change through the process of producing a capstone project.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1x3 hour written examination 40 %		

Module code: XHFF421	Semester 2	NQF-level: 8
Title: IsiXhosa Home Language FP: School-based Language Assessment and Critical Issues in Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Knowledge of and engagement in research related to the fundamentals of language assessment.</li> <li>• An ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices.</li> <li>• The ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process.</li> <li>• An ability to present and communicate assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components being assessed.</li> <li>• The ability to theoretically engage with children's literature through linking the various types to a critical approach.</li> <li>• The ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1x3 hour written examination 40 %		

Module code: ZUCL121	Semester 2	NQF-level: 5
Title: Language of Conversational Competence: IsiZulu		
Upon completion of this course a student should demonstrate		
<ul style="list-style-type: none"> <li>• functional knowledge of grammatical structures of IsiZulu;</li> <li>• a functional vocabulary for basic interpersonal communication;</li> <li>• individual elementary listening and writing skills in IsiZulu;</li> <li>• Knowledge of IsiZulu culture</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 100 %		

Module code: ZUFF111	Semester 1	NQF-level:5
Title: IsiZulu Home Language FP: Foundational Knowledge and Multicultural Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge and an informed understanding of relevant theories, models and empirical research that describe the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing processes, components and development.</li> <li>• the ability to work in a group to complete a project in an ethically responsible manner reflecting their understanding and interpretation of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing processes, components and development.</li> <li>• the ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of: <ul style="list-style-type: none"> <li>○ Oral language (semantic, syntactic, pragmatic)</li> <li>○ Phonological skill</li> <li>○ Printed word recognition</li> <li>○ Spelling</li> <li>○ Reading fluency</li> <li>○ Reading comprehension</li> <li>○ Written expression</li> </ul> </li> <li>• the ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently: <ul style="list-style-type: none"> <li>○ Phonological (speech sound) processing</li> <li>○ Orthographic (print) processing</li> <li>○ Semantic (meaning) processing</li> <li>○ Syntactic (sentence level) processing</li> <li>○ Discourse (connected text level) processing</li> </ul> </li> <li>• the ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom.</li> <li>• the ability to manage all learners in a classroom while working with whole class/groups/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels.</li> <li>• the ability to present an overview of the history of children's literature and to distinguish between different types of children's literature by communicating their independent research in an academically acceptable manner.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 40 % Written examination 60 %		

Module code: ZUFF121	Semester 2	NQF-level: 6
Title: IsiZulu Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• knowledge and an informed understanding of phonetics (the sounds of IsiZulu phonemes) in terms of how speech sounds are produced and characterised, phonology (the sound patterns of IsiZulu) as it relates to speech sounds forming systems and patterns in human language (e.g., the order in which speech sounds are combined, the accent and stress patterns typically applied to words and phrases, etc.) and phonemic awareness.</li> <li>• the ability to identify and interpret children's reading and spelling errors as well as select, evaluate and implement developmentally appropriate instructional practices to address children's reading and spelling errors.</li> <li>• knowledge and an informed understanding of relevant theories and empirical research underlying learners' responses to children's literature and the value of children's literature.</li> <li>• knowledge of and engagement in research related to the fundamentals of language assessment.</li> <li>• an ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 40 % Written examination 60 %		

Module code: ZUFF211	Semester 1	NQF-level: 6
Title: IsiZulu Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principles and selecting and evaluating Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Detailed knowledge and an understanding of morphology (the words of language) as it relates to the teaching of phonics and spelling, the various structures of language that underlie the IsiZulu spelling system (e.g., phoneme-grapheme, syllable patterns, morpheme units in print, and word origin) and of the broad outline of historical influences on IsiZulu spelling patterns, especially Anglo-Saxon, Latin (Romance) and Greek.</li> <li>• The ability to use the organising principles of the IsiZulu spelling system at the sound, syllable, and morpheme levels in order to identify learner progress and or problems at these levels.</li> <li>• The ability to select, differentiate between, reflect critically, evaluate and apply explicit vs non-explicit, systematic vs non-systematic, and sequential vs non-sequential phonics instruction using developmentally appropriate resources in a class of diverse learners.</li> <li>• The ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society.</li> <li>• The ability to work together in a community co-operatively and systematically to identify authentic communication needs</li> <li>• The ability to address authentic community needs, and engage in systematic reflection in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ZUFF221	Semester 2	NQF-level: 6
Title: IsiZulu Home Language FP: Semantics, Vocabulary and Picture books		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Integrated knowledge of semantics (linguistic meaning of words, phrases and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning.</li> <li>• The ability to select, evaluate and apply with discernment direct and indirect (contextual) methods of vocabulary instruction based on an analysis of learner needs.</li> <li>• An ability to analyse, select and apply varied techniques for vocabulary instruction before, during, and after reading based on an analysis and evaluation of evidence-based practice related to vocabulary teaching and learning.</li> <li>• Analyse and reflect on the role of vocabulary development and vocabulary knowledge in comprehension by communicating the information coherently using appropriate academic conventions.</li> <li>• Their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature.</li> <li>• An understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ZUFF311	Semester 1	NQF-level: 7
Title: IsiZulu Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Integrated knowledge and critical evaluation of research on IsiZulu syntax and how it relates to vocabulary, fluency and comprehension teaching and learning.</li> <li>• The ability to identify, analyse, evaluate and reflect on the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read by critically analysing evidence-based research.</li> <li>• The ability to gather and analyse information on the role of fluency in reading development and to present their ideas in a well-formed and coherently constructed argument.</li> <li>• An understanding of and the ability to apply the range of methods, activities, and techniques for enhancing fluency in order to address learners' diverse needs.</li> <li>• Integrated knowledge of different types of children's literature, namely traditional, poetry, historical fiction and biographies.</li> <li>• Engage in systematic reflection during the service learning project in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1x3 hour written examination 40 %		

Module code: ZUFF321	Semester 2	NQF-level: 7
Title: IsiZulu Home Language FP: Discourse Analysis, Pragmatics, Comprehension and Informational Texts		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Integrated knowledge and engagement with discourse analysis and pragmatics as it relates to comprehension teaching and learning.</li> <li>• The ability to evaluate the knowledge on text, reader, task, and context variables that have an impact on comprehension outcomes.</li> <li>• The ability to make ethically responsible decisions that relate to the application and evaluation of teaching strategies that are appropriate before, during and after reading and that promote reflective reading by all learners.</li> <li>• An understanding of the conceptual models related to the psychology of reading.</li> <li>• Integrated knowledge of the major text genres in order to ensure responsible teaching practice.</li> <li>• The ability to select and administer in ethically responsible ways assessment strategies that provide learners with opportunities to demonstrate comprehension.</li> <li>• The ability to compare and differentiate between traditional literature and informational texts in order to communicate well-formed arguments.</li> <li>• The ability to integrate and apply traditional literature as well as informational texts in their teaching.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1x3 hour written examination 40 %		

Module code: ZUFF411	Semester 1	NQF-level: 7
Title: IsiZulu Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Integrated knowledge of and engagement with the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation)</li> <li>• The ability to evaluate grade and developmental expectations for learners' writing in the following areas by applying evidence-based practice: <ul style="list-style-type: none"> <li>➢ Mechanics and conventions of writing.</li> <li>➢ Composition</li> <li>➢ Revision</li> <li>➢ Editing processes</li> </ul> </li> <li>• The ability to critically reflect on research-based principles for teaching letter naming and letter formation, both manuscript and cursive in order to adapt teaching to learner needs.</li> <li>• The ability to select and apply techniques for teaching handwriting fluency.</li> <li>• Integrated knowledge and understanding of children's literature, specifically fantasy, science fiction and contemporary realistic fiction.</li> <li>• Participate in positive social change through the process of producing a capstone project.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment: Continuous assessment 60 % 1x3 hour written examination 40 %		

<b>Module code: ZUFF421</b>	<b>Semester 2</b>	<b>NQF-level: 8</b>
<b>Title: IsiZulu Home Language FP: School-based Language Assessment and Critical Issues in Children's Literature</b>		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• Knowledge of and engagement in research related to the fundamentals of language assessment.</li> <li>• An ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices.</li> <li>• The ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process.</li> <li>• An ability to present and communicate assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components being assessed.</li> <li>• The ability to theoretically engage with children's literature through linking the various types to a critical approach.</li> <li>• The ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice.</li> </ul>		
Method of delivery: Contact, Distance		
Methods of assessment:		
	Continuous assessment	60 %
	1x3 hour written examination	40 %