

POTCHEFSTROOM CAMPUS  
EDUCATION SCIENCES

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IN-SERVICE AND FURTHER TRAINING PROGRAMMES: ACT

J A A R B O E K

2017

Y E A R B O O K



NWU<sup>®</sup>



# **CALENDAR 2017**

FACULTY OF EDUCATION  
IN-SERVICE AND FURTHER  
TRAINING PROGRAMMES  
ADVANCED CERTIFICATE IN TEACHING (ACT)  
**Potchefstroom Campus**

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PLEASE MENTION YOUR UNIVERSITY NUMBER IN ALL CORRESPONDENCE.

The General Academic Rules of the University, to which all students have to subject themselves and which apply to all the qualifications offered by the University, appear in a separate publication and are available on the web page at: [http://www.puk.ac.za/jaarboek/index\\_e.html](http://www.puk.ac.za/jaarboek/index_e.html).

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

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# Faculty of Education: Office Bearers

## 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	Subject group
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>

## 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
- National Professional Diploma in Education (NPDE)
- Advanced Diploma in Education (ADE). To be offered as from April 2016 on the ODL mode. Pending HEQC and SAQA approval.
- Advanced Certificate in Education (ACE)
- Advanced Certificate in Teaching (ACT).

## PHASING OUT OF OLD PROGRAMMES AND DATE OF LAST INTAKE, AND PHASING IN OF NEW PROGRAMMES

### Contact programmes

Programme	Duration	Last intake and phasing-out date	New programme and phasing-in date*
Bachelor of Education (BEd)	4 years	Last intake will be January 2015 and the programme will be phased out by December 2019 Approval by the DHET to offer old programme in 2015.	New BEd programme to be offered as from 2016.
Postgraduate Certificate in Education (PGCE)	1 year	Last intake will be January 2015 and programme will be phased out by December 2018. Approval by the DHET to offer old programme in 2015.	Advanced Diploma in Teaching (ADT) to be offered as from 2016
Bachelor of Education Honours (BEdHons), NQF Level 8	1 year	Not applicable	Not applicable
Master of Education (MEd)	2 years	Not applicable	Not applicable
Doctor of Philosophy (PhD)	3 years	Not applicable	Not applicable

### ODL programmes

Programme	Duration	Last intake and phasing-out date	New programme and phasing-in date*
National Professional Diploma in Education (NPDE)	Minimum 3 years, maximum 4 years	Last intake was July 2015 and programme will be phased out by December 2019.	Not applicable
Bachelor of Education (BEd)	Minimum 4 years, maximum 6 years	Not applicable	BEd programme to be offered as from January 2016  (i) Foundation Phase and (ii) Intermediate Phase.  The (iii) Senior and FET Phase will be offered from January

			2017 pending HEQC and SAQA approval.
Bachelor of Education Honours (BEdHons), NQF Level 7	Minimum 2 years, maximum 3 years	Last intake will be October 2015 and programme will be phased out by December 2018	Not applicable
Postgraduate Diploma in Education (PGDE)	Minimum 2 years, maximum 3 years	Not applicable	This programme to be offered as from January 2016, pending DHET, HEQC and SAQA approval.
Diploma in Grade R Teaching	Minimum 3 years, maximum 5 years	Not applicable	This programme is offered from October 2013.
Advanced Diploma in Education (ADE)	Minimum 1 year, maximum 3 years	Not applicable	The "Special Needs Education"- programme to be offered as from January 2016.  The DBE is developing the "Education Leadership" programme and the date of delivery is not yet communicated.
Advanced Certificate in Teaching (ACT)	Minimum 1 year, maximum 3 years	Not applicable	The Foundation Phase and Intermediate Phase from January 2016.  The Senior Phase and the FET Phase from January 2018. Pending HEQC and SAQA approval.

The offering of new programmes is subject to approval by the Department of Higher Education and Training (DHET), Higher Education Qualification Council (HEQC) and the South African Qualification Authority (SAQA).

## **OP.1 FACULTY RULES**

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

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

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

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

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

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

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

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

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

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

The webpage for the Research Focus Area of the Faculty of Education Sciences:

<http://www.nwu.ac.za/p-retlo/welc.html>

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

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

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

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

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

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

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

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

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

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

**OP.1.2.6 Pass requirements for modules, curricula and programmes**

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

**OP.1.2.7 Modules and credits**

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

**OP.1.2.8 Termination of studies**

A student's studies may be terminated in accordance with the stipulations of General Academic Rules A2.4.8 (undergraduate), A3.4.6 (honours degree), A4.4.10 (MEd) and A5.4.10 (PhD).

**OP.1.3 WARNING AGAINST PLAGIARISM**

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

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

**OP.1.4 CAPACITY STIPULATION**

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

**OP.1.5 RECOGNITION OF PRIOR LEARNING**

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

**OP.1.6 LANGUAGE POLICY AND INTERPRETING IN THE FACULTY (PROGRAMME SPECIFIC)**

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

<http://www.nwu.ac.za/webfmsend/24728>

- Contact classes for open distance learning programmes are offered in English.
- Study guides for open distance learning programme modules are available in English and Afrikaans. The student must indicate study guide language of preference on his/her registration form.

## **OP.2**

### **WHAT IS OPEN DISTANCE LEARNING**

Open learning is an approach which combines the principles of learner-centeredness, lifelong learning, flexibility provision, the removal of barriers to learning, accessibility to learning, the recognition of prior learning, the provision of learner support, the construction of learning programmes in the expectation that learners can succeed, e-learning and the maintenance of rigorous quality assurance.

The Unit for Open Distance Learning at the Potchefstroom Campus delivers several distance programmes on behalf of the faculties at a number of open learning centres in Southern Africa. Distance learning programmes are offered on the following principles:

1. Students can register any time of the year.
2. Each programme has a minimum and maximum duration to complete.
3. Students have a number of assessment opportunities (examinations) during a study period and all modules can be written at each assessment opportunity.
4. Students do not have a second examination opportunity directly after the first attempt. If they fail the first attempt (e.g. June), they can write the failed module during the next examination opportunity (e.g. November). A valid participation mark will give the student access to two examination opportunities, thereafter a student must generate a new participation mark.
5. Contact classes are mainly presented by means of interactive white boards, supported by facilitators. Lectures can also be followed on a personal computer if students have access to the Internet. All modules presented by means of interactive white boards are stored on the Internet for students to access at a later stage.
6. Students are supported by means of a Call Centre, social media (Facebook) and contact with lecturers and facilitators via telephone, e-mail or personal appointment.
7. Examinations are written at several examination centres throughout Southern Africa, but the NWU can request students to write a specific module (e.g. Computer Science) at the Potchefstroom Campus.



## **OP.2.1 RULES APPLICABLE TO ODL PROGRAMMES**

### **OP.2.1.1 ODL Examination opportunities**

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

### **OP.2.1.2 Admission to examinations**

According to Academic Rule A.2.4.2 and A3.4.2, 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.

A participation mark will allow a student a second examination opportunity, should he/she fail the first attempt.

### **OP.2.1.3 Participation mark**

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

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

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

### **OP.2.1.4 Module mark**

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

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

**OP.2.1.5 Unsatisfactory academic performance**

A student whose academic performance is found to be unsatisfactory shall receive a formal written warning from the Executive Director: UODL and the Dean: FES or an administrator authorized by them. Thereafter, if progress is still not satisfactory, the student may be dealt with in terms of General Academic Rules A2.4.8 and A3.4.6

**OP.3 QUALIFICATIONS, PROGRAMMES AND CURRICULUMS OFFERED BY UODL**

<b>DIPLOMAS and CERTIFICATES</b>				
<b>Qualification</b>	<b>Programme and code</b>	<b>Curriculum and code</b>	<b>Mode of delivery</b>	<b>NQF level</b>
<b>National Professional Diploma in Education (NPDE)</b> <i>* Final intake for NPDE July 2015. NPDE must be phased out by 2019</i>  <b>**Refer to OP.1.10.1 for phasing out dates</b>	Foundation Phase (Grade R – 3): 469 100	Foundation Phase (Grade R – 3): O100P/M/V	ODL Cedar college Upington college APEE	5
	Intermediate and Senior Phase (Grade 4– 9): 469 101	Intermediate and Senior Phase (Grade 4– 9):O101P/M/V	ODL Upington college APEE	5
	Senior and Further Education and Training Phase (Grade 7 – 12): 469 102	Senior and Further Education and Training Phase (Grade 7 – 12): O102P/M/V	ODL Cedar college Upington college APEE	5
<b>Advanced Certificate in Education (ACE)</b>  <b>NOTE:</b> <b>**Final intake for ACE is July 2014. ACE must be phased out by 2016.</b>  <b>**2014 is the last year in which students who enrol for the ACE may articulate into the BEdHons at NQF level 7, provided that they must have completed the ACE by 2015.</b>  <b>**From 2014 onwards, students with an ACE must articulate into the ADE followed by the PGDE.</b>  <b>**Refer to OP.1.10.1 for phasing out dates .</b>	English Education: 423 122	English Education: O433P/M	ODL Cedar college APEE	6
	Geography Education: 423 123	Geography Education: O434P/V	ODL APEE	6
	History Education: 423 124	History Education:O435P/V	ODL APEE	6
	Sciences Education: 423 125	Science Education (FET Band): O436P	Sediba	6
	Sciences Education: 423 125	Science Education (GET Band):O437P/V	Sediba	6
	Professional Education Development: 423 129	Foundation Phase: O445P	ODL Upington college APEE	6
	Professional Education Development: 423 129	Intermediate and Senior Phase: O446P	ODL Upington college APEE	6
	Professional Education Development: 423 129	Life Orientation: O447P/M/V	ODL Cedar college APEE	6
	Professional Education Development: 423 129	Mathematical Literacy: O444P//M/V	ODL APEE	6
	Learner Support: 423 130	Learner Support: O430P//M/V	ODL	6
	Setswana Education: 423 131	Setswana Education: O439P/M	ODL	6
	Mathematics Education: 423 134	Mathematics Education (FET Band): O442P/V	Sediba	6

	Mathematics Education: 423 134	Mathematics Education (GET Band): O443P/V	ODL APEE	6
	Technology Education: 423 136	Technology Education: O426P/M	ODL APEE	6
	School Leadership: 423 138	School Leadership: O432P/M	ODL	6
	Movement Science Education 423 121	Movement Science Education O440P	ODL APEE	6

### ADVANCED CERTIFICATE IN TEACHING

Qualification	Programme and code	Curriculum and code	Mode of delivery	NQF level
<b>Advanced Certificate in Foundation Phase Teaching (ACTFP)</b> 132 credits	Advanced Certificate in Foundation Phase Teaching 4BLF01	Foundation Phase: 0401P	ODL	6
<b>Advanced Certificate in Intermediate Phase Teaching (ACTIP)</b>	Advance Certificate in Intermediate Phase Teaching 4BMF01	Intermediate Phase Life Skills	ODL	6
		Mathematics	ODL	6
		Science and Technology	ODL	6
		Social Science	ODL	6

### HONOURS DEGREE

Qualification	Programme and code	Curriculum and code	Method of delivery	NQF level
<b>Honores Baccalaureus Educationis (BEdHons)</b>	Teaching and Learning 464 120	General Teaching and Learning O601P	ODL	7
	Teaching and Learning 464 120	Mathematics Education O607P	ODL	7
	Education Management, Law and Systems 464 121	Education Management, Law and Systems O608P	ODL	7
	Educational Psychology 464 122	Learner Support O610P	ODL	7

**\*\*For Rules & Regulations regarding the BEdHons, consult the Honours & Postgraduate programmes Calendar**

**\*\*Final intake for these 4 BEdHons curricula Oct 2015 – curricula must be phased out by 2018**

ODL: Open Distance Learning (OLG, bursary- and "flexi" students)

APEE: Academy for Professional Educator Enhancement

## **OP.4 THE ADVANCED CERTIFICATE IN TEACHING (ACT)**

### **OP.4.1 RULES FOR THE ADVANCED CERTIFICATE IN FOUNDATION PHASE TEACHING (ACFPT)**

#### **OP.4.1.1 First intake and articulation of the ACT**

The first year for student intake for the ACT programme is 2016

Articulation routes for students who hold an ACT are as follows:

Students who hold an ACT may articulate to an ADE, and then to a PGDE or a BEdHons, once having obtained the diploma. As from July 2016, the ACT replaced the ACE.

#### **OP.4.1.2 Purpose of the programme**

The ACT is a NQF Level 6 qualification aimed at providing educators with an opportunity to either upgrade and enrich their existing knowledge in a particular area of specialisation, or change their area of specialisation. The former might become necessary due to new developments in an area of study while the latter may be a response to changing national needs or a need for a change in career path. The ACT is open to candidates who are already in possession of an approved Level 5 qualification in the field of education, training and development, and creates additional opportunities for further study at NQF Level 7.

It is expected that Foundation Phase teachers ought to be competent to teach from Grade R to 3. The knowledge mix for the Advanced Certificate in Foundation Phase Teaching qualification includes pedagogical and practical learning, in order to enable teachers to work competently with Grade R-3 learners as to enhance their teaching competency in a theoretical and practical manner. The scope of the Advanced Certificate in Foundation Phase Teaching encompasses Grade R teaching that focuses on learning through play, developing physical co-ordination; as well as developing spoken language competence and fundamental ideas that will form the basis for the future development of number sense and literacy which prepares young children for formal learning in Grades 1-3

#### **OP.4.1.3 Minimum and maximum duration of study**

- The minimum duration of ODL study is one year and the maximum duration is three years, unless stated otherwise.

**OP.4.1.4 Admission requirements for the qualification**

To be admitted to the Advanced Certificate in Teaching the student must be in possession of at least an approved after school teaching qualification of three years (NQF level 5), evaluated at REQV level 13.

**OP.4.1.5 Specific requirements for different ACT specialisations**

Where applicable, specific requirements are explained under each of the relevant curricula in this Calendar.

**OP.4.1.6 Qualification outcomes**

After the successful completion of an ACT the student must demonstrate, in his/her area of specialization, the following:

- detailed knowledge and understanding of:
  - a) the key terms, concepts, facts, principles, rules, theories related to early childhood teaching;
  - b) how this knowledge apply to teaching strategies and methods within the Foundation Phase context;
  - c) the origin and development of knowledge within the field of early childhood development and critical understanding of schools of thought within the field.
- the application of knowledge within the field of Foundation Phase teaching and the integration of Grade R within the formal school system;
- the understanding and implementation of the different roles a Foundation Phase teacher needs to fulfil in diverse educational settings;
- Accurate and coherent written and verbal communication of assignments and tasks with understanding of and respect for intellectual property conventions and rules on plagiarism;
- the ability to manage and organise a Foundation Phase class effectively when teaching;
- the ability to communicate effectively with relevant stakeholders in the school;
- an understanding of the challenges that face early childhood education in South Africa due to social challenges such as poverty, rurality, HIV/AIDS, language and cultural diversity.

- the ability to monitor own learning progress and apply relevant learning strategies to realise all the outcomes of these modules.

#### OP.4.2 OUTLAY OF THE PROGRAMME:

##### OP.4.2.1 Advanced Certificate in Foundation Phase Teaching

Module code	Descriptive Name	NQF level	Credits
<b>GENERIC MODULES</b>			
AIFP 511	Foundations of Education in the Foundation Phase	6	6
AICT 521	Information and Communication Technology in the classroom	5	12
AWIL 521	Work-integrated Learning in Foundation Phase	6	8
<b>FUNDAMENTAL MODULES</b>			
ALFP 521	English First Additional Language in Foundation Phase	6	6
ALFE 511/ ALFS 511/	English First Language/ Setswana First Language	6	6
AMAT 521	Implementing effective Mathematics teaching and learning in the Foundation Phase	6	6
ALIF 511	Life Skills in Foundation Phase I	6	6
ALIF 521	Life Skills in Foundation Phase II	6	6
AMAT 511	Planning for effective Mathematics teaching and learning in the Foundation Phase	6	16
<b>TOTAL CREDITS</b>			<b>32</b>

*\*AICT module on level 5, 12 credits on top of minimum 120 credits for the ACT qualification.*

Year 1	Cr	Year 2	Cr
<b>GENERIC MODULES</b>			
AIFP 511	16	AICT 521	12
		AWIL 521	8
<b>FUNDAMENTAL MODULES</b>			
ALFE 511/ ALFS 511/ ALFA 511	16	ALFP 521	16
ALIF 511	16	ALIF 521	16
AMAT 511	16	AMAT 521	16
Total year 1	64	Total year 2	68
			Total credits: 132

#### OP.4.3 MODE OF DELIVERY: DISTANCE

##### GENERIC MODULES:

##### 1. Module Code: AIFP 511

**Module Name: Foundations of Education in the Foundation Phase; NQF level 6; 16 Credits**

##### a) Purpose of the module:

This module provides the student with detailed knowledge, skills, and insight on the development of the learner and focus on diverse impairments. It is practice-based and focuses on the application of the screening, identification, assessment and support of barriers to learning in the day-to-day / authentic classroom.

##### b) Description of the content of the module:

The content within this module aims to provide the student with detailed knowledge and skills to learner support, learner development, and language, perceptual, emotional and career support.

##### c) Teacher Competencies developed by means of the module:

This module aims to enhance teacher competencies such as:

- being able to understand the South African context in order to teach and assess in a manner that accommodate diversity in an inclusive classroom;



- knowing and understanding their learners, how they learn, their individual needs and tailor their teaching accordingly;
- knowledge on the school curriculum and be able to unpack its specialised content, as well as being able to use available resources appropriately, so as to plan and design suitable learning programmes.

## **2. Module Code: AICT 521**

### **Module Name: Information and Communication Technology in the classroom;**

#### **NQF level 5; 12 Credits**

##### **a) Purpose of the module:**

The purpose of this module is to provide the teacher with basic knowledge, skills and values related to the effective and efficient use of information and communication technology in the Classroom.

##### **b) Description of the content of the module:**

This module affords the teacher the opportunities of developing the critical competencies in ICT use, necessary for the successful execution of the role of a teacher.

- the use of ICT in Education;
- knowledge and skills to use the Internet & electronic mail;
- the effective and efficient use of word processing, spreadsheets,
- graphics, e-mails, browsing and search engines;
- efficient and effective problem-solving abilities to plan computer integrated lessons;
- the ability to evaluate ethical and moral aspects regarding the use of computers in education and make responsible decisions.

##### **c) Teacher Competencies developed by means of the module:**

This module aims to enhance teacher competencies such as:

- being able to understand the South African context in order to teach and assess in a manner that diversity

of all learners can be managed in the inclusive classroom;

- having highly developed literacy, numeracy and Information Technology (IT) skills;
- being able to manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment;
- having a positive work ethic, display appropriate values and conduct them in a manner that benefits, enhances and develops the teaching profession;
- be knowledgeable about the school curriculum and be able to unpack its specialised content, as well as being able to use available resources appropriately, so as to plan and design suitable learning programmes.

### **3. Module Code: AWIL 521**

**Module Name: Work-integrated Learning; NQF level 6; 8 Credits**

Refer to Manual for WIL in ACT.

#### **a) Purpose of the module:**

The purpose of this module is to give students the opportunity of applying the theoretical knowledge they have obtained in the different professional studies modules in work-related training and contexts.

#### **b) Description of the content of the module:**

This module provides detailed knowledge of all aspects of teaching and learning applicable to the Foundation Phase context.

#### **c) Teacher Competencies developed by means of the module:**

This module aims to enhance teacher competencies such as:

- being equipped with highly developed Foundation Phase teaching skills; knowing how to approach and teach the various subjects within Foundation Phase context;
- assessing Foundation Phase learners in a reliable and varied manner and using the results of assessment to improve teaching and learning in the Foundation Phase;

- gaining the ability to manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment;
- having a sound knowledge of the Foundation Phase curriculum and unpacking its specialised contents in relation Foundation Phase while using available resources appropriately in order to plan and design suitable learning programmes;
- reflecting critically, in theoretically informed manners and together with their professional community of colleagues, on their own practice in order to constantly improve it and adapt it to evolving circumstances.

#### **FUNDAMENTAL MODULES:**

##### **1) Module code : ALFE 511/ ALFS 511/ ALFA 511**

**Module name: Students will choose one of the following First Languages:**

ALFE 511 - English First Language/

ALFS 511 - Setswana First Language/

ALFA 511 - Afrikaans First Language, NQF level 6; 16 Credits

##### **a) Purpose of the module:**

The purpose of this module is to equip students with sound knowledge and skills within the field of First Language: teaching and learning in the Foundation Phase.

##### **b) Description of the content of the module:**

The content within this module addresses aspects of First Language: teaching and learning related to listening, speaking, reading, handwriting, and writing in the Foundation Phase (English, Afrikaans and Setswana). Phonics and language structure will be dealt with separately as per First Language. One Study guide will be used and each First Language will be dealt with in the different sections.

##### **c) Teacher Competencies developed by means of the module:**

This module establishes basic competencies of a teacher such as:

- teachers must have sound subject knowledge and must be knowledgeable about the school curriculum, be able to unpack its specialised content, as well as being able to use

available resources appropriately, so as to plan and design suitable learning programmes;

- teachers must know how to teach and assess their subject(s) and how to select, determine the sequence and pace content in accordance with subject and learner needs, as well as being able to use the results of assessment to improve teaching and learning.

## **2) Module code: ALFP 521**

**Module name: English First Additional Language in Foundation Phase; NQF level 6; 16 Credits**

### **a) Purpose of the module:**

The purpose of this module is to equip students with sound knowledge and skills within the fields of English First Additional Language; teaching and learning in the Foundation Phase.

### **b) Description of the content of the module:**

The content within this module addresses aspects of English First Additional Language: teaching and learning related to Listening, Speaking, Phonics, Reading, Handwriting, Writing, and Language Structure in Foundation Phase.

### **c) Teacher Competencies developed by means of the module:**

This module establishes basic competencies of a teacher such as:

- teachers must have sound subject knowledge and must be knowledgeable about the school curriculum, be able to unpack its specialised content, as well as being able to use available resources appropriately, so as to plan and design suitable learning programmes;
- teachers must know how to teach and assess their subject(s) and how to select, determine the sequence and pace content in Accordance with subject and learner needs, as well as being able to use the results of assessment to improve teaching and learning.

## **3) Module code: ALIF 511**

**Module name: Life Skills in Foundation Phase; NQF level 6; 16 Credits**

### **a) Purpose of the module:**

The purpose of this module is to acquire sound knowledge and competencies within the field of Life Skills: Beginning Knowledge and Personal and Social Well-being.

**b) Description of the content of the module:**

This module is based on Life Skills components related to Health Promotions, Social Development, Personal Development, and Orientation to the world.

**c) Teacher Competencies developed by means of the module:**

This module establishes basic competencies of a teacher such as:

- sound subject knowledge and be knowledgeable about the school curriculum and be able to unpack its specialised content, as well as being able to use available resources appropriately, so as to plan and design suitable learning programmes;
- understand diversity in the South African context in order to teach in a manner that includes all learners. They must also be able to identify social problems and work in partnership with professional service providers to address these;
- teachers must be able to assess learners in reliable and varied ways, as well as being able to use the results of assessment to improve teaching and learning and must have a positive work ethic, display appropriate values and conduct themselves in a manner that benefits, enhances and develops the teaching profession.

**4) Module code: ALIF 521**

**Module name: Life Skills in Foundation Phase; NQF level 6; 16 Credits**

**a) Purpose of the module:**

The purpose of this module is to acquire sound knowledge and competencies within the field of Life Skills: Creative Arts, Physical Development and Movement.

**b) Description of the content of the module:**

This module is based on Life Skills components related to Creative Arts and Physical Development and Movement.  
**Teacher Competencies developed by means of the module:**

This module establishes basic competencies of a teacher such as:

- teachers must have sound subject knowledge and be knowledgeable about the school curriculum and be able to unpack its specialised content, as well as being able to use available resources appropriately, so as to plan and design suitable learning programmes in Creative Arts and Physical Education;
- teachers must be knowledgeable about the school curriculum and be able to unpack its specialised content, as well as being able to use available resources appropriately, so as to plan and design suitable learning programmes and must understand diversity in the South African context in order to teach in a manner that includes all learners;
- teachers must be able to assess learners in reliable and varied ways, as well as being able to use the results of assessment to improve teaching and learning and must have a positive work ethic, display appropriate values and conduct themselves in a manner that benefits, enhances and develops the teaching profession

**5) Module code: AMAT 511**

**Module name: Planning for effective Mathematics teaching and learning in the Foundation Phase; NQF level 6; 16 Credits**

**a) Purpose of the module:**

The purpose of this module is to equip students with sound knowledge of the fundamental aspects of mathematics teaching and learning in the Foundation Phase, relating to the content areas of mathematics.

**b) Description of the content of the module:**

This module equips the teacher with the critical knowledge required for the effective planning of mathematical learning experiences in the Foundation Phase, based on informed choices regarding mathematical content, teaching and learning strategies.

**c) Teacher Competencies developed by means of the module:**

This module aims to enhance teacher competencies such as:

- having a sound knowledge of the mathematics curriculum;

- unpacking the specialised contents in relation to Foundation Phase Mathematics;
- choosing effective teaching, learning and assessment strategies as well as resources in order to plan suitable learning programmes within the mathematics content area.

**6) Module code: AMAT 521**

**Module name: Implementing effective Mathematics learning in the Foundation Phase; NQF level 6; 16 Credits**

**a) Purpose of the module:**

The purpose of this module is to equip students with sound knowledge and skills to effectively implement aspects of effective mathematics teaching and learning in the Foundation Phase, relating to the content areas of mathematics.

**b) Description of the content of the module:**

This module equips the teacher with the critical knowledge and skills required for the effective implementation of mathematical learning experiences in the Foundation Phase, based on informed choices regarding mathematical content, teaching and learning strategies and assessment of learning as well as critical assessment and revision of own mathematical teaching strategies.

**c) Teacher Competencies developed by means of the module:**

This module aims to enhance teacher competencies such as:

- implement effective mathematics teaching and learning in the Foundation Phase, based on a sound knowledge of the mathematics curriculum and unpacking its specialised contents in relation to Foundation Phase while using available resources appropriately in order to implement suitable learning programmes;
- assessing Foundation Phase learners in a reliable and varied manner and using the results of assessment to improve mathematics teaching and learning;
- evaluating own teaching strategies with regards to mathematics and suggest and implement ways to improve teaching and learning of mathematics in the Foundation Phase.

## **OP.5           ADVANCED CERTIFICATE IN INTERMEDIATE PHASE TEACHING (ACTIPT)**

### **OP.5.1        RULES FOR THE ADVANCED CERTIFICATE IN INTERMEDIATE PHASE TEACHING (ACTIPT)**

#### **OP.5.1.1     First intake and articulation of the ACT**

The first year for student intake for the ACT programme is 2016

Articulation routes for students who hold an ACT are as follows:

Students who hold an ACT may articulate to an ADE, and then to a PGDE or BEdHons, once having obtained the diploma. As from 2016, the ACT will replace the ACE.

#### **OP.5.1.2     Purpose of the programme**

The ACT is a NQF Level 6 qualification aimed at providing educators with an opportunity to either upgrade and enrich their existing knowledge in a particular area of specialisation, or change their area of specialisation. The former might become necessary due to new developments in an area of study while the latter may be a response to changing national needs or a need for a change in career path. The ACT is open to candidates who are already in possession of an approved Level 5 qualification in the field of education, training and development, and creates additional opportunities for further study at NQF Level 7.

The Department of Basic Education/Department of Higher Education and Training requires teachers to continuously develop their careers and enhance their teaching practice in order to provide quality education to the learners they are responsible for. Teachers with existing qualifications can use continuing professional development learning programmes to strengthen their current qualification or retrain to teach a new subject or phase. The new Advanced Certificate in Teaching (minimum 120 credits) is one such a qualification that may offer teachers the opportunity to continue their specialisation or change their teaching focus.

The Department of Basic Education/Department of Higher Education and Training realised that many teachers need more subject knowledge or want to change their pathway and/or teach a new subject. The ACT is a new qualification that can fulfil that role. The ACT is primarily vocationally oriented and the aim with the qualification is that teachers strengthen their subject knowledge or prepare them to teach a new subject. The ACT qualification will be based on the four school phases and



this specific qualification focuses on the ACT Intermediate Phase.

The ACT Intermediate Phase must prepare teachers to teach from grades 4 - 7. The policy also stated that the qualification must include specialist teaching of a maximum of three Intermediate subjects of which one must be English First Additional Language teaching. The qualification must also address fundamental mathematical concepts and barriers to learning.

The design of the qualification consists of four sections, namely a section with generic modules, a section with fundamental modules, a section with specialisation modules and an additional section. The first section is a generic section and consists of Foundations of Education and Work Integrated Learning. The second section is fundamental modules and consists of three modules. The first two modules are English First Additional Language modules and the third module is a fundamental Mathematics module that focuses on fundamental mathematical concepts. The inclusion of these modules is based on the Minimum Requirements for Teacher Education Qualification policy which stated that all Intermediate phase teachers must complete English as an additional language and fundamental mathematical concepts as a module.

The third section consists of 64 credits of the qualification which are directed towards the strengthening of subject specific knowledge. Students can choose any 2 specialisations consisting of 32 credits per specialisation.

The last section is an additional ICT module on level 5. We deemed it necessary that teachers must be ICT competent therefore we include the additional 12 credits on level 5 as allowed by the MRTEQ policy (p 31). Therefore this qualification will consist of 132 credits.

#### **OP.5.1.3 Minimum and maximum duration of study**

- The minimum duration of ODL study is one year and the maximum duration is three years, unless stated otherwise.

#### **OP.5.1.4 Admission requirements for the qualification**

To be admitted to the Advanced Certificate in Teaching the student must be in possession of at least an approved after school teaching qualification of three years (NQF level 5), evaluated at REQV level 13.

### **OP.5.1.5 Specific requirements for different ACT specialisations**

Where applicable, specific requirements are explained under each of the relevant curricula in this Calendar.

### **OP.5.1.6 Qualification outcomes**

Upon completion of the Advanced Certificate in Intermediate Phase Teaching qualification, the student will demonstrate the following:

- Detailed knowledge and understanding of key terms, concepts, principles, rules and theories related to the teaching of the IP school curriculum.
- detailed knowledge and understanding of the origin, development and different schools of thought within the selected subjects of the IP school curriculum.
- ability to solve fundamental problems when teaching and assessing the selected subjects of the IP school curriculum through selecting, evaluating and applying those methods and procedures applicable to a subject.
- Ability to distinguish and solve subject specific problems in diverse teaching contexts.
- An understanding of the ethical implications of decision, action and practices relevant to the teaching of the IP curriculum.
- An understanding of the values and conduct of teaching in a manner that enhances the teaching profession.
- The ability to understand and apply subject specific methods and techniques of research.
- the ability to communicate effectively through written, verbal and technology communication skills in their different subjects.
- the ability to act as a group leader or group member in class and to complete a group task against set criteria in a specific subject.
- the ability to critically monitor own learning against learning outcomes and professional community of practice to improve and adapt their own teaching.
- broad background knowledge of fundamental mathematical concepts.

- Skills to identify barriers to learning in a diverse teaching and learning context.
- The ability to teach, assess and manage a class effectively in a diverse and multi-level teaching and learning context.

### OP.5.1.7 OUTLAY OF THE PROGRAMME

Advanced Certificate in Intermediate Phase Teaching

DESCRIPTIVE NAME		
<b>GENERIC MODULES</b>	<b>NQF-level</b>	<b>Credits</b>
Foundations of Education in the Intermediate Phase	6	16
Work-integrated Learning in Intermediate Phase	6	8
<b>FUNDAMENTAL MODULES</b>		<b>Credits</b>
Elementary Mathematics for Teachers	6	8
English First Additional Language I	6	12
English First Additional Language II	6	12
<b>Subject Specialisations (Select two of the following :)</b>		<b>Credits</b>
Life Skills	6	32
Mathematics	6	32
Science and Technology	6	32
Social Science	6	32
<b>ADDITIONAL MODULE</b>		
Information and Communication Technology in the classroom (AICT)*	5	12
<b>TOTAL CREDITS:</b>		132

#### GENERIC MODULES:

##### 1. Module Code: AIIP 511

**Module Name: Foundations of Education in the Intermediate Phase; NQF level 6; 8 Credits**

##### a) Purpose of the module:

This module provides the student with detailed knowledge, skills, and insight on the development of the learner and focus on diverse impairments. It is practice-based and focuses on the application of the screening, identification, assessment and support of barriers to learning in the day-to-day / authentic classroom.

**b) Description of the content of the module:**

The content within this module aims to provide the student with integrated knowledge and skills to learner support, learner development, and language, perceptual, emotional and career support.

**c) Teacher Competencies developed by means of the module:**

This module aims to enhance teacher competencies such as:

- being able to understand the South African context in order to teach and assess in a manner that accommodate diversity in an inclusive classroom;
- knowing and understanding their learners, how they learn, their individual needs and tailor their teaching accordingly;
- knowledge on the school curriculum and be able to unpack its specialised content, as well as being able to use available resources appropriately, so as to plan and design suitable learning programmes.

**2. Module Code: AICT 521**

**Module Name: Information and Communication Technology in the classroom; NQF level 5; 12 Credits**

**a) Purpose of the module:**

The purpose of this module is to provide the teacher with basic knowledge, skills and values related to the effective and efficient use of information and communication technology in the Classroom.

**b) Description of the content of the module:**

This module affords the teacher the opportunities of developing the critical competencies in ICT use, necessary for the successful execution of the role of a teacher.

- the use of ICT in Education;
- knowledge and skills to use the Internet & electronic mail;
- the effective and efficient use of word processing, spreadsheets, graphics, e-mails, browsing and search engines;
- efficient and effective problem-solving abilities to plan computer integrated lessons;

- the ability to evaluate ethical and moral aspects regarding the use of computers in education and make responsible decisions.

**c) Teacher Competencies developed by means of the module:**

This module aims to enhance teacher competencies such as:

- being able to understand the South African context in order to teach and assess in a manner that diversity of all learners can be managed in the inclusive classroom;
- having highly developed literacy, numeracy and Information Technology (IT) skills;
- being able to manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment;
- having a positive work ethic, display appropriate values and conduct them in a manner that benefits, enhances and develops the teaching profession;
- be knowledgeable about the school curriculum and be able to unpack its specialised content, as well as being able to use available resources appropriately, so as to plan and design suitable learning programmes.

**3. Module Code: AWIL 521**

**Module Name: Work-integrated Learning; NQF level 6; 8 Credits**

**a) Purpose of the module:**

The purpose of this module is to give students the opportunity of applying the theoretical knowledge they have obtained in the different professional studies modules in work-related training and contexts.

**b) Description of the content of the module:**

This module provides detailed knowledge of all aspects of teaching and learning applicable to the Intermediate Phase context.

**c) Teacher Competencies developed by means of the module:**

This module aims to enhance teacher competencies such as:

- being equipped with highly developed Intermediate Phase teaching skills;
- knowing how to approach and teach the various subjects within the Intermediate Phase context;
- assessing Intermediate Phase learners in a reliable and varied manner and using the results of assessment to improve teaching and learning in the Intermediate Phase;
- gaining the ability to manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment;
- having a sound knowledge of the Intermediate Phase curriculum and unpacking its specialised contents in relation to Intermediate Phase while using available resources appropriately in order to plan and design suitable learning programmes;
- Reflecting critically, in theoretically informed manners and together with their professional community of colleagues, on their own practice in order to constantly improve it and adapt it to evolving circumstances.

#### **FUNDAMENTAL MODULES:**

##### **1. Module Code: AEMT 511 (Foundational module)**

**Module Name: Elementary Mathematics for Teachers I; NQF level 6; 8 Credits**

##### **a) Purpose of the module:**

The purpose of this module is to provide a sound understanding regarding number systems, and to equip students with the necessary skills to apply the knowledge and insight gained in familiar and new contexts within the field of number systems in their personal lives. Furthermore to provide a sound understanding regarding elementary geometry, and to equip students with the necessary skills to apply the knowledge and insight gained in familiar and new contexts within the field of elementary geometry in their personal lives.

##### **b) Description of the content of the module:**

This module focuses on the terminology, properties, procedures, representation and relationships of number systems and elementary geometry. It also addresses the

application and role of number systems and geometry within the context of real life situations.

**c) Teacher Competencies developed by means of the module:**

This module establishes basic competencies of a teacher such as:

- personal understanding of the fundamental mathematical concepts within the field of number systems and elementary geometry;
- To identify, evaluate and solve problems within the field of number systems and elementary geometry.

**2. Module Code: AFAL 511**

**Module Name: English First Additional Language I; NQF level 6; 16 Credits**

**a) Purpose of the module:**

The purpose of this module is to enable the student to use English as medium of instruction effectively and proficiently in the classroom. This module further aims to provide the student with detailed knowledge and understanding of language skills, vocabulary and appropriate SLA theories.

**b) Description of the content of the module:**

This module is based on knowledge and application of language skills, vocabulary and relevant SLA theories.

**c) Teacher Competencies developed by means of the module:**

This module establishes basic competencies of a teacher such as:

- effective communication;
- knowledge and understanding of diverse teaching-learning situations;
- knowledge of the various learners and how they learn;
- developing literacy and language skills.

### 3. Module Code: AFAL 521

**Module Name: English First Additional Language II; NQF level 6; 16 Credits**

**a) Purpose of the module:**

The purpose of this module is to enable the student to use English as medium of instruction effectively and proficiently in the classroom. This module further aims to provide the student with detailed knowledge and understanding of language skills, effective lesson planning and assessment.

**b) Description of the content of the module:**

This module is based on knowledge and application of language skills, effective lesson planning and assessment.

**c) Teacher Competencies developed by means of the module:**

This module establishes basic competencies of a teacher such as:

- reliable and relevant assessment;
- effective classroom management;
- effective communication;
- recognising learners' needs and tailoring teaching accordingly;
- developing literacy and language skills.



**OP.5.1.8      ADVANCED CERTIFICATE IN INTERMEDIATE PHASE  
TEACHING: LIFE SKILLS**

**OUTLAY OF THE CURRICULUM: MATHEMATICS**

*List of modules:*

Module code	Descriptive Name	NQF level	Credits
<b>GENERIC MODULES</b>			
<b>AICT 521</b>	<b>Information and Communication Technology in the classroom</b>	<b>5</b>	<b>2</b>
<b>AIP 511</b>	<b>Foundations of Education in the Intermediate Phase</b>	<b>6</b>	<b>8</b>
<b>AWIL 522</b>	<b>Work-integrated Learning in Intermediate Phase</b>	<b>6</b>	<b>8</b>
<b>FUNDAMENTAL MODULES</b>			
<b>AEMT 511</b>	<b>Elementary Mathematics for Teachers</b>	<b>6</b>	<b>8</b>
<b>AFAL 511</b>	<b>English First Additional Language I</b>	<b>6</b>	<b>6</b>
<b>AFAL 521</b>	<b>English First Additional Language II</b>	<b>6</b>	<b>16</b>
<b>1<sup>st</sup> SPECIALISATION MODULES</b>			
<b>ALCA 521</b>	<b>Life Skills for Intermediate Phase: Creative Arts</b>	<b>6</b>	<b>8</b>
<b>ALPI 511</b>	<b>Life Skills for Intermediate Phase: Physical Education</b>	<b>6</b>	<b>8</b>
<b>ALPS 521</b>	<b>Life Skills for Intermediate Phase: Personal and Social Well-being</b>	<b>6</b>	<b>8</b>
<b>ALRE 511</b>	<b>Life Skills for Intermediate Phase: Religion Education</b>	<b>6</b>	<b>8</b>
<b>2<sup>nd</sup> SPECIALISATION MODULES</b>			
	<b>Depending on choice of 2<sup>nd</sup> specialisation</b>	<b>6</b>	<b>32</b>
<b>TOTAL CREDITS:</b>			<b>32</b>

DISTANCE			
Year 1 & 2			
Year1	Cr	Year2	Cr
GENERIC MODULES			
AIIP 511	8	AICT 521	12
		AWIL 521	8
FUNDAMENTAL MODULES			
AEMT 511			
AFAL 511		AFAL 521	16
1 <sup>st</sup> SPECIALISATION MODULES			
ALPI 511	8	ALCA 521	8
ALRE 511	8	ALPS 521	8
2 <sup>nd</sup> SPECIALISATION MODULES			
Depending on choice of 2 <sup>nd</sup> specialisation	6	Depending on choice of 2 <sup>nd</sup> specialisation	16
Total Credits Year 1	64	Total Credits Year 2	68
<b>Total credits: 132</b>			

#### SPECIALISATION MODULES:

**Module Code: ALCA 521**

**Module Name: Life Skills for Intermediate Phase: Creative Arts; NQF level 6; 8 Credits**

**a) Purpose of the module:**

The purpose of this module is to equip students with sound knowledge, skills and values regarding Creative Arts.

**b) Description of the content of the module:**

This module is based on the development of Creative Arts.

**c) Teacher Competencies developed by means of the module:**

This module establishes enhance teacher competencies such as:

- positive work ethic, display appropriate values and conduct themselves in a manner that befits, enhances and develops the teaching profession;
- a sound Life orientation knowledge in the context of senior phase teaching and learning regarding Creative Arts through personal development.

**1) Module Code: ALPI 511**

**Module Name: Life Skills for Intermediate Phase: Physical Education; NQF level 6; 8 Credits**

**a) Purpose of the module:**

The purpose of this module is to provide practising teachers with the opportunity to gain knowledge with regard to the influence of physical activity and motor development on the physical development of learners in the Intermediate phase. The module further aims to equip practising teachers with sound knowledge, skills and values to present suitable physical activities to Intermediate phase learners to maintain and improve their physical development and to promote physically active lifestyles.

**b) Description of the content of the module:**

This module is based on the effect of physical activities on the physical and motor development of the Intermediate phase learner, as well as track and field athletics, sport and games, educational gymnastics, educational dance water activities, physical fitness and basic Physical Education didactics. It has a strong practical focus.

**c) Teacher Competencies developed by means of the module:**

This module establishes basic competencies of a teacher such as:

- have a sound Physical Education subject knowledge and display a positive work ethic;
- have a sound pedagogical knowledge of Physical Education didactics applicable to Intermediate phase learners and be able to apply it in the classroom;
- have the ability to identify learner needs in Physical Education and be able to support where needed;
- students need to be able to communicate and work in groups within Physical Education effectively with learners and colleagues;

- be able to interpret the Physical Education school curriculum and be able to develop appropriate learning programmes;
- be able to understand and respect diversity and inclusivity in the South African context;
- be able to manage a Physical Education class effectively and assess learners in a reliable and varied ways

## 2) **Module Code: ALPS 521**

**Module Name: Life Skills for Intermediate Phase: Personal and Social Well-being; NQF level 6; 8 Credits**

### a) **Purpose of the module:**

The purpose of this module is to equip students with knowledge, skills and values regarding Personal development, Health, Social and Environmental responsibilities.

### b) **Description of the content of the module:**

This module is based on the development of the Self in society, Social, Health, and Environmental responsibilities.

### c) **Teacher Competencies developed by means of the module:**

This module establishes enhance teacher competencies such as:

- positive work ethic, display appropriate values and conduct them in a manner that befits, enhances and develops the teaching profession;
- a sound Life Skills knowledge in the context of Intermediate Phase teaching and learning regarding personal & social development, as well as health and environmental responsibilities.

## 3) **Module Code: ALRE 511**

**Module Name: Life Skills for Intermediate Phase: Religion Education; NQF level 6; 8 Credits**

### a) **Purpose of the module:**

The purpose of this module is to equip students with sound knowledge,

skills and values regarding religion Education.

**b) Description of the content of the module:**

This module is based on Values, Legislative Framework on Religion Education and different types of Religions.

**c) Teacher Competencies developed by means of the module:**

This module establishes enhance teacher competencies such as:

- positive work ethic, display appropriate values and conduct themselves in a manner that befits, enhances and develops the teaching profession;
- a sound Life Skills knowledge in the context of Intermediate phase teaching and learning;
- reflect critically, in theoretically informed ways and in conjunction with their professional community of colleagues on their own practice in order to constantly improve it and adapt it to evolving circumstances;
- understanding diversity in the South African context in order to teach in a manner that includes all learners.

**OP.5.1.9 ADVANCED CERTIFICATE IN INTERMEDIATE PHASE  
TEACHING: MATHEMATICS**

**OUTLAY OF THE CURRICULUM: MATHEMATICS**

*List of modules:*

<b>Module code</b>	<b>Descriptive Name</b>	<b>NQF Level</b>	<b>Credits</b>
<b>GENERIC MODULES</b>			
<b>AICT 521</b>	<b>Information and Communication Technology in the classroom</b>	<b>5</b>	<b>2</b>
<b>AIIP 511</b>	<b>Foundations of Education in the Intermediate Phase</b>	<b>6</b>	<b>8</b>
<b>AWIL 522</b>	<b>Work-integrated Learning in Intermediate Phase</b>	<b>6</b>	<b>8</b>
<b>FUNDAMENTAL MODULES</b>			
<b>AEMT 511</b>	<b>Elementary Mathematics for Teachers</b>	<b>6</b>	<b>8</b>
<b>AFAL 511</b>	<b>English First Additional Language I</b>	<b>6</b>	<b>16</b>
<b>AFAL 521</b>	<b>English First Additional Language II</b>	<b>6</b>	<b>16</b>
<b>1<sup>st</sup> SPECIALISATION MODULES</b>			
<b>ANIM 511</b>	<b>Numbers and Number Systems in Intermediate Phase Mathematics</b>	<b>6</b>	<b>16</b>
<b>AGIM 521</b>	<b>Geometry for Intermediate Phase Mathematics</b>	<b>6</b>	<b>16</b>
<b>2<sup>nd</sup> SPECIALISATION MODULES</b>			
	<b>Depending on choice of 2<sup>nd</sup> specialisation</b>	<b>6</b>	<b>2</b>
<b>TOTAL CREDITS:</b>			<b>32</b>

Year 1 & 2						
Year 1			Year 2			
Cr			Cr			
GENERIC MODULES						
AIIP 511	AICT 521	12	AIIP 511	16	AICT 521	2
	AWIL 521	8			AWIL 522	8
FUNDAMENTAL MODULES						
AMT 511			AEMT 511	8		
AFAL 511	AFAL 521	16	AFAL 511	8	AFAL 521	8
SPECIALISATION MODULES						
NIM 511	AGIM 521	16	ANIM 511	6	AGIM 521	6
2 <sup>nd</sup> SPECIALISATION MODULES						
depending on choice of 2 <sup>nd</sup> specialisation	Depending on choice of 2 <sup>nd</sup> specialisation	16	Depending on choice of 2 <sup>nd</sup> specialisation	16	Depending on choice of 2 <sup>nd</sup> specialisation	16
Total Credits Semester 1	Total Credits Semester 2	68	Total Credits Year 1	64	Total Credits Year 2	68
Total credits: 132						

#### SPECIALISATION MODULES:

1) **Module Code: ANIM 511**

**Module Name: Numbers and Number Systems in Intermediate Phase Mathematics; NQF level 6; 16 Credits**

a) **Purpose of the module:**

The purpose of this module is to deepen students' existing knowledge and understanding regarding number systems and introductory statistics, and to equip students with the necessary skills to apply the knowledge and insight gained in familiar and new contexts. This module further aims to equip the student with sound knowledge, skills and values required to effectively fulfil the role as an intermediate phase educator.

b) **Description of the content of the module:**

This module focuses on the terminology, properties, procedures, representation and relationships of number systems and introductory statistics. It also addresses the application and role of number systems and statistics within the context of real life situations.

c) **Teacher Competencies developed by means of the module:**

This module establishes basic competencies of a mathematics teacher such as:

- sound subject knowledge and deep understanding within the field of number systems;
- subject knowledge and an understanding within the field of introductory statistics;
- to identify, evaluate and solve problems within the field of number systems and introductory statistics;
- to demonstrate accountability for the organising and planning of his/her teaching and learning.

**2) Module Code: AGIM 521**

**Module Name: Geometry for Intermediate Phase Mathematics; NQF level 6; 16 Credits**

**a) Purpose of the module:**

The purpose of this module is to give students the opportunity to gain knowledge and understanding, and to equip them with the necessary skills to apply the knowledge and insight gained in familiar and new contexts within the fields of geometry. This module further aims to equip the student with knowledge, skills and values required to effectively fulfil the role as an Intermediate Phase educator.

**b) Description of the content of the module:**

This module is based on knowledge, understanding and application of the terminology, principles and procedures regarding to geometry in order to solve problems within the context of real life situations.

**c) Teacher Competencies developed by means of the module:**

This module establishes basic competencies of a mathematics teacher teacher such as:

- sound subject knowledge and deep understanding within the fields of geometry;
- Identify, evaluate and solve problems regarding geometry; to demonstrate accountability for the organising and assessment activities.



**OP.5.1.10 ADVANCED CERTIFICATE IN INTERMEDIATE PHASE  
TEACHING: SCIENCE AND TECHNOLOGY**

**OUTLAY OF THE CURRICULUM: SCIENCE AND TECHNOLOGY**

*List of modules:*

Module code	Descriptive Name	NQF level	Credits
<b>GENERIC MODULES</b>			
<b>AICT 521</b>	<b>Information and Communication Technology in the classroom</b>	<b>5</b>	<b>12</b>
<b>AIIP 511</b>	<b>Foundations of Education in the Intermediate Phase</b>	<b>6</b>	<b>8</b>
<b>AWIL 522</b>	<b>Work-integrated Learning in Intermediate Phase</b>	<b>6</b>	<b>8</b>
<b>FUNDAMENTAL MODULES</b>			
<b>AEMT 511</b>	<b>Elementary Mathematics for Teachers</b>	<b>6</b>	<b>8</b>
<b>AFAL 511</b>	<b>English First Additional Language I</b>	<b>6</b>	<b>16</b>
<b>AFAL 521</b>	<b>English First Additional Language II</b>	<b>6</b>	<b>16</b>
<b>1<sup>st</sup> SPECIALISATION MODULES</b>			
<b>INSC 511</b>	<b>Intermediate Science I</b>	<b>6</b>	<b>8</b>
<b>INSC 521</b>	<b>Intermediate Science II</b>	<b>6</b>	<b>8</b>
<b>AKAT 521</b>	<b>Knowledge Areas of Technology Education</b>	<b>6</b>	<b>8</b>
<b>ATPI 511</b>	<b>Technological Processes in the Intermediate Phase</b>	<b>6</b>	<b>8</b>
<b>2<sup>nd</sup> SPECIALISATION MODULES</b>			
	<b>Depending on choice of 2<sup>nd</sup> specialisation</b>	<b>6</b>	<b>32</b>
<b>TOTAL CREDITS:</b>			<b>132</b>

DISTANCE			
Year 1 & 2			
Year 1	Cr	Year 2	Cr
GENERIC MODULES			
AIIP 511	8	AICT 521	12
		AWIL 521	8
FUNDAMENTAL MODULES			
AEMT 511	8		
AFAL 511	16	AFAL 521	16
1 <sup>st</sup> SPECIALISATION MODULES			
INSC 511	8	INSC 521	8
ATPI 511	8	AKAT 521	8
2 <sup>nd</sup> SPECIALISATION MODULES			
Depending on choice of 2 <sup>nd</sup> specialisation	16	Depending on choice of 2 <sup>nd</sup> specialisation	16
Total Credits Year 1	64	Total Credits Year 2	68
Total credits: 132			

#### SPECIALISATION MODULES:

##### 1) Module Code: INSC 511

**Module Name: Intermediate Science I; NQF level 6; 8 Credits**

##### a) Purpose of the module:

The purpose of this module is to develop the knowledge and skills of practicing teachers to teach life and earth sciences at the intermediate phase competently.

This module further aims to equip the teacher with the necessary skills and knowledge to do scientific enquiry and to use scientific knowledge in responsible and ethical ways.

##### b) Description of the content of the module:

This module is based on the nature of science, life processes, healthy living, inter-actions in the environment, biodiversity, our place in space, atmosphere and weather, changing earth and teaching and learning of science

c) **Teacher Competencies developed by means of the module:**

This module establishes basic competencies of a teacher such as:

- have a sound subject knowledge and display a positive work ethic;
- have a sound pedagogical knowledge and be able to apply it in the classroom;
- have the ability to identify learner needs and be able to support where needed;
- must be able to communicate effectively with learners and colleagues;
- must be able to interpret the school curriculum and be able to develop appropriate learning programmes;
- must be able to understand and respect diversity, progression and inclusivity in the South African context;
- must be able to manage a class effectively and assess learners in a reliable and varied ways;
- must be able to reflect critically on society and the discipline of science.

2) **Module Code: INSC 521**

**Module Name: Intermediate Science II; NQF level 6; 8 Credits**

a) **Purpose of the module:**

The purpose of this module is to develop the practicing teacher to teach Physical Sciences as part of natural science and technology at the intermediate phase competently.

This module further aims to equip the teacher to do scientific enquiry and use of scientific knowledge in responsible and ethical ways.

b) **Description of the content of the module:**

This module is based on: energy transfers and systems, energy and development in South Africa, properties and uses of materials, structure of materials, Physical and Chemical changes

c) **Teacher Competencies developed by means of the module:**

This module establishes basic competencies of a teacher such as:

- have a sound subject knowledge and display a positive work ethic;
- have a sound pedagogical knowledge and be able to apply it in the classroom;
- have the ability to identify learner needs and be able to support where needed;

3) **Module Code: INSC 511**

**Module Name: Intermediate Science I; NQF level 6; 8 Credits**

a) **Purpose of the module:**

The purpose of this module is to develop the knowledge and skills of practicing teachers to teach life and earth sciences at the intermediate phase competently.

This module further aims to equip the teacher with the necessary skills and knowledge to do scientific enquiry and to use scientific knowledge in responsible and ethical ways.

b) **Description of the content of the module:**

This module is based on the nature of science, life processes, healthy living, inter-actions in the environment, biodiversity, our place in space, atmosphere and weather, changing earth and teaching and learning of science

c) **Teacher Competencies developed by means of the module:**

This module establishes basic competencies of a teacher such as:

- have a sound subject knowledge and display a positive work ethic;
- have a sound pedagogical knowledge and be able to apply it in the classroom;
- have the ability to identify learner needs and be able to support where needed;
- must be able to communicate effectively with learners and colleagues;

- must be able to interpret the school curriculum and be able to develop appropriate learning programmes;
- must be able to understand and respect diversity, progression and inclusivity in the South African context;
- must be able to manage a class effectively and assess learners in a reliable and varied ways;
- must be able to reflect critically on society and the discipline of science.

**4) Module Code: INSC 521**

**Module Name: Intermediate Science II; NQF level 6; 8 Credits**

**a) Purpose of the module:**

The purpose of this module is to develop the practicing teacher to teach Physical Sciences as part of natural science and technology at the intermediate phase competently.

This module further aims to equip the teacher to do scientific enquiry and use of scientific knowledge in responsible and ethical ways.

**b) Description of the content of the module:**

This module is based on: energy transfers and systems, energy and development in South Africa, properties and uses of materials, structure of materials, Physical and Chemical changes

**c) Teacher Competencies developed by means of the module:**

This module establishes basic competencies of a teacher such as:

- have a sound subject knowledge and display a positive work ethic;
- have a sound pedagogical knowledge and be able to apply it in the classroom;
- have the ability to identify learner needs and be able to support where needed;

**d) Teacher Competencies developed by means of the module:**

This module establishes basic competencies of a teacher such as:

- sound subject knowledge to teach the technological process;
- must be knowledgeable about the school curriculum and be able to unpack its specialised content, as well as be able to use available resources appropriately, so as to plan and design suitable learning programmes;
- assess learners in reliable and varied ways, as well as being able to use the results of assessment to improve teaching and learning.

**OP.5.1.11 ADVANCED CERTIFICATE IN INTERMEDIATE PHASE  
TEACHING: SOCIAL SCIENCE**

OUTLAY OF THE CURRICULUM: SOCIAL SCIENCE

*List of modules:*

Module code	Descriptive Name	NQF level	Credits
<b>GENERIC MODULES</b>			
AICT 521	Information and Communication Technology in the classroom	5	12
AIIP 511	Foundations of Education in the Intermediate Phase	6	8
AWIL 522	Work-integrated Learning in Intermediate Phase	6	8
<b>FUNDAMENTAL MODULES</b>			
AEMT 511	Elementary Mathematics for Teachers	6	8
AFAL 511	English First Additional Language I	6	16
AFAL 521	English First Additional Language II	6	16
<b>1<sup>st</sup> SPECIALISATION MODULES</b>			
AHSS 511	Social Science I	6	8
AHSS 521	Social Science II	6	8
ISSP 511	Maps, Settlement and Population Geography	6	8
ISSP 521	Physical Geography and Resources: Africa and SA	6	8
<b>2<sup>nd</sup> SPECIALISATION MODULES</b>			
	Depending on choice of 2 <sup>nd</sup> specialisation	6	32
<b>TOTAL CREDITS</b>			<b>132</b>

DISTANCE			
Year 1 & 2			
Year 1	Cr	Year 2	Cr
GENERIC MODULES			
AIP 511	8	AICT 521	12
		AWIL 522	8
FUNDAMENTAL MODULES			
AEMT 511	8		
AFAL 511	16	AFAL 521	16
1 <sup>st</sup> SPECIALISATION MODULES			
AHSS 511	8	AHSS 521	8
ISSP 511	8	ISSP 521	8
2 <sup>nd</sup> SPECIALISATION MODULES			
Depending on choice of 2 <sup>nd</sup> specialisation	16	Depending on choice of 2 <sup>nd</sup> specialisation	16
Total Credits Year 1	64	Total Credits Year 2	68
Total credits: 132			

#### SPECIALISATION MODULES:

- 1) **Module Code: AHSS 511**

**Module Name: Social Science I; NQF level 6; 8 Credits**

- 1) **Purpose of the module:**

The purpose of this module is to develop learners' knowledge of Early Southern African history, their ability to work on projects based on

local history and an African kingdom from ancient times. This module further aims to equip learners with the ability to plan and carry out project work independently and confidently.

- 2) **Description of the content of the module:**

This module is based on: Early Southern African history, local history and its relevance to the study of history and a study of an African kingdom from ancient times.

- 3) **Teacher Competencies developed by means of the module:**



This module establishes basic competencies of a teacher such as:

- a sound knowledge of history;
- knowledge of how to teach history content and how to select and determine the sequence and pace content in accordance with both the subject history and learner needs;
- ability to communicate effectively in relation to history as a subject in order to mediate learning;
- ability to manage their classroom effectively across diverse contexts in order to ensure a conducive learning environment, particularly for history;
- assess learners in reliable and varied ways, in order to use the results of assessment to improve teaching and learning in history.

## 2) **Module Code: AHSS 521**

**Module Name: Social Science II; NQF level 6; 8 Credits**

### a) **Purpose of the module:**

The purpose of this module is to develop learners' knowledge of Ancient kingdoms in Africa, Dutch settlement and slavery at the Cape, Indigenous and Scientific Western medicine. This module further aims to enable learners to work out and submit an assignment on "the similarities and differences between Indigenous and Western medicine.

### b) **Description of the content of the module:**

This module is based on Ancient kingdoms in Africa, Dutch settlement and slavery at the Cape, Indigenous and Western medicine.

### c) **Teacher Competencies developed by means of the module:**

This module establishes basic competencies of a teacher such as:

- a sound knowledge of history;
- understanding diversity in the South African context in order to teach history in a manner which includes all learners;
- knowledge of how to teach history content and how to select and determine the sequence and pace content;

- in accordance with both the subject history and learner needs;
- assess learners in varied and reliable ways, in order to use the results of assessment to improve teaching and learning in History.

### 3) **Module Code: ISSP 511**

**Module Name: Maps, Settlement and Population Geography); NQF level 6; 8 Credits**

#### a) **Purpose of the module:**

The purpose of this module is to introduce maps and settlement Geography. This module further aims to broaden student's knowledge on map skills and population distribution.

#### b) **Description of the content of the module:**

This module is based on map skill, settlements, food farming and population.

#### c) **Teacher Competencies developed by means of the module:**

This module establishes basic competencies of a teacher such as:

- a sound knowledge of geography;
- understanding diversity in the South African context in order to teach geography in a manner which includes all learners;
- knowledge of how to teach geography content and how to select and determine the sequence and pace content in accordance with both the subject geography and learner needs;
- assess learners in varied and reliable ways, in order to use the results of assessment to improve teaching and learning in Geography.

### 4) **Module Code: ISSP 521**

**Module Name: Physical Geography and Resources: Africa and SA; NQF level 6; 8 Credits**

#### a) **Purpose of the module:**

The purpose of this module is to introduce climate; physical landscape and resources: Africa and S.A. This module further aims to deepen student's knowledge on the physical features

of Africa and South Africa together with climate, vegetation and resources.

**b) Description of the content of the module:**

This module is based on physical features of South Africa and Africa; the weather and climate, vegetation, water, minerals and trade in South Africa

**c) Teacher Competencies developed by means of the module:**

This module establishes basic competencies of a teacher such as:

- teachers must have sound subject knowledge;
- teachers must know how to teach Geography and how to use the curriculum;
- teachers must be able to manage their classrooms effectively;
- teachers must have a positive work ethic and display values that benefit the teaching profession.