CALENDAR 2014

FACULTY OF EDUCATION SCIENCES IN-SERVICE AND FURTHER TRAINING PROGRAMMES NPDE, ACE & BEd **Potchefstroom Campus**

Address all correspondence to:

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PLEASE MENTION YOUR STUDENT NUMBER IN ALL CORRESPONDENCE

The General Academic Rules of the University, to which all students are to adhere and which apply to all the qualifications offered by the University, appear in a separate publication and are available on the website at:

http://www.nwu.ac.za/export/sites/default/nwu/gov_man/policy/7P-Academic_Rules_e.pdf

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

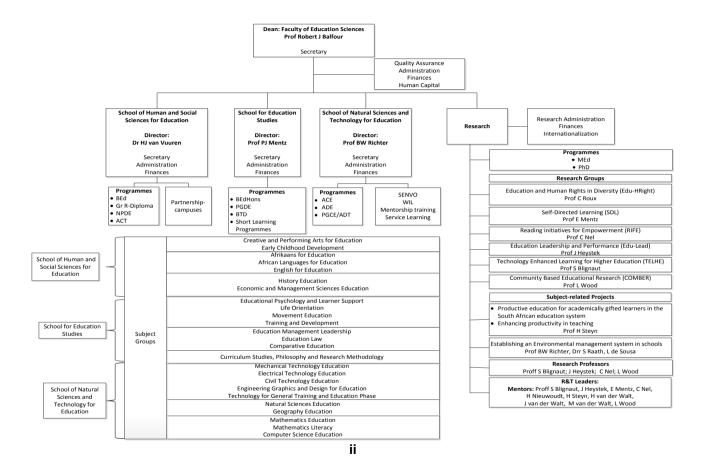


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Faculty of Education Sciences: Office Bearers

Executive Dean Prof RJ Balfour (BA, BAHons, HDE (PGCE), MA, PhD) Directors of Schools / Research Unit School for Natural Science and Technology for Education Prof BW Richter (BA, BAHons, MA, PhD, UED) School of Education Studies Prof PJ Mentz (BA, HED (Postgraduate), BEd, MEd, DEd, DTE) School of Human and Social Science for Education Prof BW Richter(Acting Director) (BA, BAHons, MA, PhD, UED) Research Focus Area: Teaching-Learning organisations Prof CD Roux (BA, BAHons, SED, MA, DPhil) Administrative Manager

Ms AMC Cloete

Quality Manager

Ms V Claassen

Management Committee of the Faculty

Prof RJ Balfour *(Chairperson)* Prof BW Richter Prof PJ Mentz Prof CD Roux Dr HJ Van Vuuren (UODL – staff) Ms V Claassen (Quality Manager) Ms JM van Heerden (Financial Officer) Mr J Liebenberg (Operations manager)

Faculty Board

Executive Dean *(Chairperson)* Directors of the schools and Research Focus Area Faculty representatives in the Campus Senate Faculty representatives in the Institutional Senate Research professors of the schools and Focus Area Programme leaders:

- MEd and PhD
- BEdHons
- PGDE
- BTD
- PGCE
- BEd
 - Foundation Phase
 - Intermediate and Senior Phase
 - > Senior and Further Education and Training Phase
 - Senior and Further Education and Training Phase (Technology)
- ACE
- NPDE
- Grade R-Diploma
- Short learning programmes
- Professional Development

Subject group chairpersons

Administrative Manager (Minute taker)

Quality Manager Head: Business and Administration Chairpersons of Faculty Board committees Student representatives Representative of the Faculty of Natural Sciences

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OP.1 FACULTY RULES

OP.1.1 AUTHORITY OF THE GENERAL ACADEMIC RULES

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

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

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

OP.1.2 FACULTY-SPECIFIC RULES AND REGULATIONS

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

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

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-8.1.7assessment_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 (<u>http://www.nwu.ac.za/webfm_send/24749</u>).

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

- 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 <u>A.2.4.3.4</u>, 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

- 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, Syustems and Mangement.
- 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.
- 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 RULES APPLICABLE TO ODL PROGRAMMES

OP.1.3.1 Open Distance Learning (ODL)

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

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

OP.1.3.2 ODL Examination opportunities

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

OP.1.3.3 Admission to examinations

According to Academic Rule A.2.4.2 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.

Submission of one assignment will allow a student a second examination opportunity, should he/she fail the first attempt.

OP.1.3.4 Participation mark

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

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

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

OP.1.3.5 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 BEd 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.1.3.6 Unsatisfactory academic performance

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

OP.1.3.7 Termination of studies of ODL-students

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

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

OP.1.4 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 result 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/E121consists 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.

During registration all open distance learning students are supplied with an academic literacy study materials package that can be completed at their own tempo. The aim of the materials is to improve the academic literacy of these students.

OP.1.5 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

OP.1.6 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.1.7 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.1.8 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.1.9 SCHOOLS IN THE FACULTY

School	Subject Group
School of Human and Social Science for	 African Languages for Education
Education	 Afrikaans for Education
	 Creative and Performing Arts for Education
	 Early Childhood Development
	 Economic and Management Sciences Education and History Education
	 English for Education
School of Natural Science and Technology for Education	 Computer Science Education
	 Geography Education
	 Mathematics Education
	 Mathematics Literacy
	 Natural Sciences Education
	 Technology for Education
School of Education	 Comparative Education
	 Curriculum Studies, Philosophy and Research Methodology
	• Education Law
	o Education Management Leadership
	 Educational Psychology and Learner Support
	• Life Orientation
	 Movement Education
	 Training and Development

OP.1.10 QUALIFICATIONS, PROGRAMMES AND CURRICULA

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

- Advanced Certificate in Education (ACE)
- National Professional Diploma in Education (NPDE)
- Grade R Diploma (Awaiting SAQA Council approval)
- Bachelor of Education (BEd)
- Postgraduate Certificate in Education (PGCE)
- Bachelor in Training and Development (BTD)(HRD)
- Bachelor of Education (Honours) (BEdHons)
- Master of Education (MEd)
- Doctor of Philosophy (PhD)

OP.1.10.1 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 2014 and programme will be phased out by December 2018	New BEd programme to be offered as from 2015
Bachelor of Training and Development (BTD)	3 years	Not applicable	Not applicable
Postgraduate Certificate in Education (PGCE)	1 year	Last intake will be January 2014 and programme will be phased out by December 2017	Advanced Diploma in Teaching (ADT) to be offered as from 2015
Advanced Diploma in Teaching (ADT)	1 year	Not applicable	ADT programme to be offered in place of PGCE programme as from 2015
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 [*]
Advanced Certificate in Education (ACE)	Minimum 1 year, maximum 3 years	Last intake will be October 2015 and programme will be phased out by October 2018. (Approval: DHET – 25/07/2013)	Advanced Diploma in Education programme to be offered as from April 2015
National Professional Diploma in Education (NPDE)	Minimum 3 years, maximum 4 years	Last intake will be July 2014 and programme will be phased out by July 2018. (Approval: DHET – 25/07/2013)	Not applicable
Postgraduate Certificate in Education (PGCE)	Minimum 1 year, maximum 3 years	Last intake will be July 2014 and programme will be phased out by July 2017	Advanced Diploma in Teaching programme to be offered as from April 2015
Bachelor of Education upgrade (BEd upgrade)	Minimum 2 years, maximum 3 years	Last intake was October 2012 and programme will be phased out by December 2014	Not applicable
Bachelor of Education (BEd)	Minimum 4 years, maximum 6 years	Not applicable	BEd programme to be offered as from 2015
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 October 2018	Not applicable
Postgraduate Diploma in Education (PGDE)	Minimum 2 years, maximum 3 years	Not applicable	PGDE programme to be offered as from 2015/2016
Grade R Diploma	Minimum 3 years, maximum 4 years	Not applicable	Grade R Diploma programme offered as from October 2013.
Advanced Diploma in Education (ADE)	Minimum 1 year, maximum 3 years	Not applicable	ADE programme to be offered as from April 2015 (two curriculums, namely Education Leadership and Learner Support)

Advanced Certificate in Teaching (ACT)	Minimum year, maximum years	1 3	Not applicable	ACT programme to be offered as from October 2014
Advanced Diploma in Teaching (ADT)	Minimum year, maximum years	1 2	Not applicable	ADT programme to be offered as from April 2015

* 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.1.10.2	Qualifications, programmes and curriculums offered by UODL
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DIPLOMAS and CERTIFICATES					
Qualification	Programme and code	Curriculum and code	Mode of delivery	NQF level	
National Professional Diploma in	Foundation Phase (Grade R – 3): 469 100	Foundation Phase (Grade R – 3): O100P/M/V	ODL Cedar college Upington college APEE	5	
Education (NPDE)	Intermediate and Senior Phase (Grade 4– 9): 469 101	Intermediate and Senior Phase (Grade 4– 9):O101P/M/V	ODL Cedar college Upington college APEE	5	
* Final intake for NPDE July 2014. NPDE must be phased out by 2018 **Refer to OP.1.10.1 for phasing out dates	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	
Advanced Certificate in	English Education: 423 122	English Education: O433P/M	ODL Cedar college APEE	6	
Education (ACE)	Geography Education: 423 123	Geography Education: O434P/V	ODL APEE	6	
NOTE:	History Education: 423 124	History Education: O435P/V	ODL APEE	6	
**Final intake for ACE is July 2014.	Sciences Education: 423 125	Science Education (FET Band): O436P	Sediba	6	
ACE must be phased out by 2016.	Sciences Education: 423 125	Science Education (GET Band): O437P/V	Sediba	6	
**2013 is the last year in which students who enrol	Professional Education Development: 423 129	Foundation Phase: O445P	ODL Upington college APEE	6	
for the ACE may articulate into the BEdHons at NQF	Professional Education Development: 423 129	Intermediate and Senior Phase: O446P	ODL Upington college APEE	6	
level 7, provided that they must have completed the ACE	Professional Education Development: 423 129	Life Orientation: O447P/M/V	ODL Cedar college APEE	6	
by 2015. **From 2014 onwards	Professional Education Development: 423 129	Mathematical Literacy: O444P//M/V	ODL APEE	6	
students with an ACE must articulate	Learner Support: 423 130	Learner Support: O430P//M/V	ODL	6	
into the ADE followed by the	Setswana Education: 423 131	Setswana Education: O439P/M	ODL	6	
PGDE.	Mathematics Education: 423 134	Mathematics Education (FET Band): O442P/V	Sediba	6	
**Refer to OP.1.10.1 for phasing out dates	Mathematics Education: 423 134	Mathematics Education (GET Band): 0443P/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	

NPDE/ACE UPGRADE T	O A FIRST BACHELOR DI	EGREE		
Qualification	Programme and code	Curriculum and code	Mode of delivery	NQF level
Baccalaureus Educationis (BEd)	Foundation Phase 422 100	Foundation Phase O201P	ODL	6
240 credit curriculums –		Geography and Life Orientation O204P	ODL	6
Upgrade from NPDE		English and Geography O206P	ODL	6
**Final intake for BEd upgrade is Oct 2012.	Intermediate & Senior Phase	English and Life Orientation O202P	ODL	6
These students must have completed the programme by Oct	422 101	Mathematics and Life Orientation O203P	ODL	6
2014		Mathematics and Geography O209P	ODL	6
Baccalaureus Educationis (BEd) 120 credit	Foundation Phase 422 100	Foundation Phase O202P	ODL	6
curriculums – Upgrade from ACE	Intermediate & Senior Phase 422 101	English and Geography O211P	ODL	6
**Final intake for BEd upgrade is Oct 2012. These students must		English and Life Orientation O212P	ODL	6
have completed the programme by Oct 2014		Mathematics and Life Orientation O210P	ODL	6
HONOURS DEGREE				
Qualification	Programme and code	Curriculum and code	Method of delivery	NQF level
Honores Baccalaureus Educationis	Teaching and Learning 464 120	General Teaching and Learning O601P	ODL	7
(BEdHons) ** 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	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

ODL: Open Distance Learning (OLG, bursary- and "flexi" students) APEE: Academy for Professional Educator Enhancemel

OP.1.11 RULES FOR THE NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (NPDE)

OP.1.11.1 Final intake and articulation of the NPDE

The final year for student intake for the NPDE programme is July 2014. These students must have completed the diploma by December 2018.

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

Students may enrol for an ACE up to July 2014. As from 2015, students will enrol for an ACT, and after obtaining this certificate may enrol for an ADE, and thereafter a PGDE.

OP.1.11.2 Purpose of the programme

The NPDE is a NQF Level 5 qualification aimed at upgrading currently under and un-qualified school and FET college educators in order to improve the quality of teaching and learning in South African schools and colleges. Successful completion of the NPDE provides these teachers the opportunity to become fully qualified professionals (REQV 13).

The NPDE is practice-based, has a strong classroom focus and equips practicing teachers with foundational, practical and reflexive competencies required for further study at NQF Level 6. It is directed at Foundation, Intermediate & Senior Phase educators, and those who teach in the FET band.

OP.1.11.3 Minimum and maximum duration of study

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

OP.1.11.4 Admission requirements for the qualification

At least 5 years applicable teaching experience to register for the first year of the NPDE.

A student with the necessary 5 years teaching experience, plus one year tertiary training (REQV 11) will automatically enter at the second year level.

The student must occupy a full time teaching position.

OP.1.11.4.1 Specific requirements for the NPDE Foundation phase

Only candidates with teaching experience in Grades R to 3 will be admitted to the NPDE in the Foundation phase.

OP.1.11.4.2 Specific requirements for the Mathematics specialization

Candidates qualify for this specialization on one of the following conditions:

- a) the candidate has at least three (3) years teaching experience in the field of Mathematics (not Mathematical literacy); and/or
- b) the candidate passed matric mathematics.

OP.1.11.5 Generic Qualification outcomes

After completion of the NPDE, the student will demonstrate knowledge, skills and values regarding:

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

- b) co-operation in education groupings with the community and the Department of Education regarding teaching practice;
- c) the school as organization, self-management and management of teacher-related activities;
- the acquisition, analysis, organization and critical evaluation of information in their field of specialization as well as generic education focused information;
- e) communication via various mediums and in various contexts;
- the effective application of technological and scientific information to demonstrate respect for the environment and the health of others;
- g) the holistic nature of the world as a network of integrated systems that implies that problem solving does not occur in isolation;
- h) the roles of the educator, viz. facilitator, mediator of learning, life-long learner, curriculum designer, leader, administrator and manager, assessor, specialist regarding the preferred subject/learning area/field/ phase, as well as member of the smaller and broader community; and
- i) the specialized nature of education, learning and development in the Foundation, Intermediate, Senior and FET phases.

Module code	Descriptive Name	Pre- requisites	Credits
AFDN 125	Vakdidaktiek Afrikaans	None	16
AFDN 325	Vakdidaktiek Afrikaans	None	16
AFRN 125	Afrikaans: Interpretasie en Redigering: Spelling en Woordeboekgebruik	None	8
AFRN 315	Afrikaans: Woord- en Sinsbou, Variëteite en Style	None	8
AFRN 325	Afrikaans: Eietydse Literêre Tekste: Interpretasie en Waardering	None	8
AGDN 125	School readiness and Perceptual skills in the Foundation Phase	None	16
AGDN 325	Foundation Phase Studies	AGDN 125	16
AKPN 125	Afrikaans Moedertaalkommunikasie	None	8
AKPN 126	Afrikaans Nie-Moedertaalkommunikasie	None	8
AKPN 315	Afrikaans Moedertaalkommunikasie	AKPN 125	8
AKPN 316	Afrikaans Nie-Moedertaalkommunikasie	AKPN 126	8
AKPN 325	Afrikaans Moedertaalkommunikasie	AKPN 315	8
AKPN 326	Afrikaans Nie-Moedertaalkommunikasie	AKPN 316	8
CLFE 115	Computer Literacy for Educators	None	8
EDMN 315	Education Management and Development	None	8
EDSN 125	English Didactics	None	16
EDSN 325	English Didactics	None	16
EDVN 125	Anti-racism, Education Law and Values	None	8
EGPN 125	English Linguistics for the English Teacher	None	8
EGPN 315	An Introduction to English Drama and Novel	None	8

OP.1.11.6 List of modules

EGPN 325	English	None	8
ENTN 315	Entrepreneurship for Educators	None	8
ESPN 125	English Communication	None	8
ESPN 315	English Communication	ESPN 125	8
ESPN 325	English Communication	ESPN 315	8
FPUN 125	Foundation Phase Studies: Literacy	None	8
FPUN 315	Foundation Phase Studies	None	8
FPUN 325	Foundation Phase Studies: Life Skills	None	8
GFPN 125	Africa and Population Geography	None	8
GFPN 315	Geography: Rural and Urban Settlements	None	8
GFPN 325	Geomorphology and Environmental Geography	None	8
GFXN 125	Geography Didactics	None	16
GFXN 325	Geography Didactics	None	16
GSAN 125	South African History (1652-1854)	None	8
GSAN 315	South African History (1835-1920)	None	8
GSAN 325	History: Political Developments in SA (1910-1948)	None	8
GSXN 125	History Didactics	None	16
GSXN 325	History Didactics	None	16
HSCN 319	Social Sciences: Learning Area	None	8
LBAR 125	Understanding Barriers to Learning	None	8
LDIS 315	Learners with Physical Disabilities	None	8
LIEP 125	Learner Support	None	16
LOCN 319	Life Orientation: Learning Area	None	8
LPRO 325	Emotional and Socio-economic Problems as Barriers to Learning	None	8
LREM 325	Learning Impairments & Difficulties as Barriers to Learning	None	16
NWCN 319	Natural Science: Learning Area	None	8
OPAN 315	Teaching Studies	None	8
RPLL 111	Recognition of Prior Learning	None	48
RPLL 271	Recognition of Prior Learning	None	128
TECK 315	The Learning Area: Technology	None	8
TSCN 125	Setswana Communication (m)	None	8
TSCN 315	Setswana Communication (m)	TSCN 125	8
TSCN 325	Setswana Communication (m)	TSCN 315	8
TSMN 125	Setswana	None	8
TSMN 315	Setswana	TSMN 125	8
TSMN 325	Setswana	TSMN 315	8
TSNN 125	Setswana Communication (nm)	None	8
TSNN 315	Setswana Communication (nm)	TSNN 125	8
TSNN 325	Setswana Communication (nm)	TSNN 315	8
TVXN 125	Setswana Didactics	None	16

TVXN 325	Setswana Didactics	None	16
WAPN 125	General Mathematics	None	8
WAPN 325	General Mathematics	WAPN 125	8
WIPN 126	Algebra: Elementary Functions and Number Systems (GET band)	None	8
WIPN 315	Mathematics: Elementary Statistics	None	8
WIPN 325	Mathematics: Trigonometry & Analytical Geometry	None	8
WSXN 125	Mathematics Didactics: Algebra	None	16
WSXN 325	Mathematics Didactics: Geometry	None	16

OP.1.11.7 The core module groups according to the majors chosen by the student

Module code	Module name	Credits
Afrikaans		-
AFRN 125	Afrikaans: Interpretasie & Redigering; Spelling & Woordeboekgebruik	8
AFDN 125	Vakdidaktiek Afrikaans: Inleidende Praktykgerigte Afrikaansonderrig	16
AFRN 315	Afrikaans: Woord- en Sinsbou, Variëteite en Style	8
AFRN 325	Afrikaans: Eietydse Literêre Tekste: Interpretasie en Waardering	8
AFDN 325	Vakdidaktiek Afrikaans: Praktykgerigte Afrikaansonderrig	16
English		
EGPN 125	English: Teaching English across the Curriculum	8
EDSN 125	English Didactics	16
EGPN 315	English: An Introduction to English Literature	8
EGPN 325	English: Literature for the Teacher	8
EDSN 325	English Didactics	16
Setswana		-
TSMN 125	Thutapua le Ditlhwangwa	8
TVXN 125	Didaktiki ya Setswana	16
TSMN 315	Thutapua, Dinoane le Ditlhwanga	8
TSMN 325	Thutapua le Ditlhwangwa	8
TVXN 325	Didaktiki ya Setswana	16
Mathematics	(See special requirements 1.11.4.2)	
WIPN 126	Algebra: Elementary Functions and Number Systems (GET band)	8
WSXN 125	Mathematics Didactics: Algebra	16
WIPN 315	Mathematics: Elementary Statistics	8
WIPN 325	Mathematics: Trigonometry and Analytical Geometry	8
WSXN 325	Mathematics Didactics: Geometry	16
History		
GSAN 125	History: Inter-Group Relations in South Africa: 1652 - 1854	8
GSXN 125	History Didactics	16
GSAN 315	British Imperialism and Afrikaner & Black Reaction: 1836–1910	8
GSAN 325	History: Political Development in South Africa (1910 – 1948)	8
GSXN 325	History Didactics	16
Geography	-	
GFPN 125	Geography: Africa and Population Geography	8
GFXN 125	Geography Didactics	16
GFPN 315	Geography: Settlement Geography	8

Module code	Module name		
GFPN 325	Geography: Geomorphology and Environmental Geography	8	
GFXN 325	Geography Didactics	16	
Learner Support			
LBAR 125	Understanding Barriers to Learning	8	
LIEP 125	Learner Support	16	
LDIS 315	Learners with Physical Disabilities	8	
LPRO 325	Emotional and Socio-economic Problems as Barriers to Learning	8	
LREM 325	Learning Impairments and Difficulties as Barriers to Learning	16	

OP.1.11.8 Compilation of Curriculum: NPDE in the Foundation Phase

The curriculum is compiled from the compulsory modules and **ONE** major chosen from the core module groups (OP.1.11.7).

Students specialising in the Foundation Phase acquire the following credits: **Year Level 1**: a) 104 credits from modules in the compulsory section and

b) 24 credits from core modules.

(Foundation Phase Studies are compulsory for this curriculum.)

Year Level 2: RPL 128 credits

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

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

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

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

See curriculum O100P/M/V

OP.1.11.9 Compilation of Curriculum: NPDE in the Intermediate & Senior Phase

The curriculum is compiled from the compulsory modules and **TWO** majors from the core module groups (OP.1.11.7) that include core subjects [2x8 credits] plus the relevant didactics [2x16 credits].

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

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

Year Level 2: RPL 128 credits

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

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

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

See curriculum O101P/M/V

OP.1.11.10 Compilation of Curriculum: NPDE in Further Education & Training Phase

The curriculum is composed from the compulsory modules and TWO majors chosen from the core module groups (OP.1.11.7) that include core subjects [2 (3x8) credits] **plus** the relevant didactics [2 (2x16 credits)].

Students specialising in the FET Phase acquire the following credits:

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

Year Level 2: RPL 128 credits

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

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

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

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

See curriculum O102P/M

Year level 1		Year level 2		Year level 3	
First semester		First & Second seme	ester	First semester	
Module code	Cr	Module code	Cr	Module code	Cr
RPLL111	48	RPLL 271	128	One of the following	g
CLFE 115	8			TSCN 315	8
				TSNN 315	8
				AKPN 315	8
				AKPN 316	8
				ESPN 315	8
				Plus	
				EDMN 315	8
				OPAN 315	8
				FPUN 315	8
				Plus 3 of the following	ng
				HSCN 319	8
				LOCN 319	8
				NWCN 319	8
				TECK 315	8
				Plus one module from	8
				chosen core module group	
Total 1 st semester	56			Total 1 st semester	64
Year level 1				Year level 3	
Second semester				Second semester	
Module code	Cr			Module code	Cr
One of the following	ng			One of the following	q
TSCN 125	8			TSCN 325	8
TSNN 125	8			TSNN 325	8
AKPN 125	8			AKPN 325	8
AKPN 126	8			AKPN 326	8
					8
ESPN 125	8			ESPN 325	0
ESPN 125 Plus	8			ESPN 325 Plus	0
	8				8
Plus	-			Plus	-
Plus WAPN 125	8			Plus WAPN 325	8
Plus WAPN 125 FPUN 125	8			Plus WAPN 325 FPUN 325	8
Plus WAPN 125 FPUN 125 AGDN 125	8 8 16 8			Plus WAPN 325 FPUN 325	8 8 16
Plus WAPN 125 FPUN 125 AGDN 125 EDVN 125	8 8 16 8			Plus WAPN 325 FPUN 325 AGDN 325	8 8 16
Plus WAPN 125 FPUN 125 AGDN 125 EDVN 125 Plus core module Core subject Didactics	8 8 16 8			Plus WAPN 325 FPUN 325 AGDN 325 Plus core modules Core subject Didactics	8 8 16
Plus WAPN 125 FPUN 125 AGDN 125 EDVN 125 EDVN 125 Core subject	8 8 16 8 25 8			Plus WAPN 325 FPUN 325 AGDN 325 Plus core modules Core subject	8 8 16 8
Plus WAPN 125 FPUN 125 AGDN 125 EDVN 125 Plus core module Core subject Didactics	8 8 16 8 25 8 16	Total year level 2	128	Plus WAPN 325 FPUN 325 AGDN 325 Plus core modules Core subject Didactics	8 8 16 8 16

Year level 1		Year level 2		Year level 3	
First semester		First & Second seme	ster	First semester	
Module code	Cr	Module code	Cr	Module code	Cr
RPLL111	48	RPLL 271	128	One of the following	
CLFE 115	8			TSCN 315	8
				TSNN 315	8
				AKPN 315	8
				AKPN 316	8
				ESPN 315	8
				Plus	
				EDMN 315	8
				OPAN 315	8
				Plus 3 of the followi	ing
				HSCN 319	8
				LOCN 319	8
				NWCN 319	8
				TECK 315	8
				Plus 1 module each fr	-
				core module group	1
				Module – group 1	8
et				Module – group 2	8
Total 1 st semester	56			Total 1 st semester	64
Year level 1				Year level 3	
Second semester				Second semester	1
Module code	Cr			Module code	Cr
One of the follow	ving			One of the followin	g
TSCN 125	8			TSCN 325	8
TSNN 125	8			TSNN 325	8
AKPN 125	8			AKPN 325	8
AKPN 126	8			AKPN 326	8
ESPN 125	8			ESPN 325	8
Plus				Plus	
WAPN 125	8			WAPN 325	8
EDVN 125	8				
Plus 2 modules each	-			Plus 2 modules each fi	-
core module gro	ups 8			core module group Group 1:Core subject	8 8
Group 1:Core subject	8 16				8 16
Group1: Didactics Group 2:Core subject	8			Group 1:Didactics	8
Group 2: Didactics	8 16			Group 2:Core subject Group 2:Didactics	8 16
Total 2 nd semester	72			Total 2 nd semester	64
Total year level 1	128	Total year level 2	128	Total year level 3	04 128
-	_	i olai yeai level Z	120	Total year level 5	
Total credits for the cu	irriculum				384

Compilation of curriculum O101P/M/V: NPDE in Intermediate & Senior Phase

Year level 1		Year level 2		Year level 3	
First semester		First & Second semeste	r	First semester	
Module code	Cr	Module code	Cr	Module code	Cr
RPLL111	48	RPLL 271	128	One of the followin	g
CLFE 115	8			TSCN 315	8
				TSNN 315	8
				AKPN 315	8
				AKPN 316	8
				ESPN 315	8
				Plus	
				ENTN 315	8
				OPAN 315	8
				Plus 3 of the followi	ng
				HSCN 319	8
				LOCN 319	8
				NWCN 319	8
				TECK 315	8
				Plus 1 module each from module groups	2 core
				Module – group 1	8
				Module – group2	8
Total 1 st semester	56			Total 1 st semester	64
Year level 1	-			Year level 3	_
Second semester				Second semester	
Module code	Cr			Module code	Cr
One of the follow	ving			One of the followin	g
TSCN 125	8			TSCN 325	8
TSNN 125	8			TSNN 325	8
AKPN 125	8			AKPN 325	8
AKPN 126	8			AKPN 326	8
ESPN 125	8			ESPN 325	8
Plus				Plus	
WAPN 125	8			WAPN 325	8
EDVN 125	8				
Plus 2 modules each core module gro	-			Plus 2 modules each fi core module group	-
Group 1:Core subject	8			Group 1:Core subject	8
Group1: Didactics	16			Group 1:Didactics	16
Group 2:Core subject	8		l	Group 2:Core subject	8
Group 2: Didactics	16			Group 2:Didactics	16
Total 2 nd semester	72			Total 2 nd semester	64
Total year level 1	128	Total year level 2	128	Total year level 3	128
Total credits for the c	urriculum		-		384

Compilation of curriculum O102P/M: NPDE in the Further Education & Training Phase

OP.1.12 RULES FOR THE ADVANCED CERTIFICATE IN EDUCATION (ACE)

OP.1.12.1 Final intake and articulation of the ACE

The final year for student intake for the ACE programme is 2014. These students must have completed the certificate by December 2016.

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

Students enrolled for an ACE and wishing to articulate to a BEdHons degree at NQF Level 7 must do so by 2013 and must complete the certificate by December 2015.

As from 2014, students who hold an ACE may articulate to an ADE, and then to a PGDE, once having obtained the diploma. As from 2014, the ACT will replace the ACE.

OP.1.12.2 Purpose of the programme

The ACE is a flexible 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 ACE 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. Candidates should note that the ACE will be phasing out from 2014 as it is not part of the qualification structure of the new HEQF.

OP.1.12.3 Minimum and maximum duration of study

- For ACE specialisations offered over one year, the minimum duration of study is one year and the maximum duration is two years, unless stated otherwise.
- For ACE specialisations offered over two years, the minimum duration of study is two years and the maximum duration is three years, unless stated otherwise.

OP.1.12.4 Admission requirements for the qualification

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

OP.1.12.4.1 Specific requirements for different ACE specialisations

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

OP.1.12.5 Qualification outcomes

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

- practical skill in selecting, designing, planning, implementing and evaluating, appropriate and effective projects, procedures and/or programmes;
- appropriate and adaptable professional skills and judgement, in a variety of contexts of practice;

- · commitment to high standards in practice and in professional development;
- a capacity to critically analyse relevant materials, resources and practices in light of a conceptual understanding of an area of specialisation;
- the ability to justify certain choices within an area of specialisation in light of:
 critical understanding of the theoretical aspects underlying an area of specialisation;
 - understanding of current social, economical, political, technological and environmental circumstances relevant to the area of specialisation;
 - relevant features of the context, including the organizational environment, the resources available, and the purposes of the tasks at hand; and
 - contemporary trends in the area of specialisation (South African Qualifications Authority, 2001, p. 48 en 49).

OP.1.12.6 List of modules

Module code	Descriptive Name	Credits
AGSK 512	African History	16
ASDK 522	Applied Subject Didactical aspects of English	16
ATEK 511	Advanced Thematic Studies for English in Education	16
BOPK 511	Presentation of Movement Education in Schools	16
CDEK 511	Construction and Deconstruction in English Education	16
EDDM 511	Basic Classroom Research	12
EDIM 511	Familiarity with Technology Education	12
EDIM 512	Resources and Technology	12
EDIM 513	Materials, Graphics and Technology	12
EDIM 524	Technology, People and Society	12
EDIM 525	Energy and Technology	12
EDIM 526	Teaching and Learning Strategies for Technology Education	24
EDIM 579	Guided Field Project	24
EUCE 511	End User Computing for Educators	8
FROF 571	Foundation Phase OBE: Introduction	32
FROG 571	Foundation Phase OBE: Application	32
FROL 571	Foundation Phase Technology	32
FROP 571	OBE and the Language Classroom	32
FROS 571	Classroom Planning with the NCS	32
FSET 511	Foundation studies in Education	8
GBGK 511	Population Geography and Urban Geography	16
GGGK 521	Subject Didactics of Geography B	16
GKLK 521	Climatology and Geomorphology	16
GSGK 511	Subject Didactics of Geography A	16
HIVA 521	HIV/AIDS: Legislation, Counselling and Support	8
LOBO 571	Citizenship Education	32
LOCK 571	Personal Well-being: Physical Health and Recreation	32
LOHA 571	Personal Well-being: Health and Aids	32

Module code	Descriptive Name	Credits
LSDL 528	Disabilities and Learning Difficulties in Education	16
LSED 518	Emotional and other Difficulties in Education	16
LSIE 518	Inclusive Education: A Policy Perspective	16
LSSH 528	Social and Health Issues in Education	16
MLED 572	Didactics of Mathematical Literacy	32
MLED 574	Mathematical Literacy in Context	32
MLED 575	Mathematics in Context I	32
MLED 576	Mathematics in Context II	32
NCHK 511	Chemistry for Science Education A	16
NCHK 521	Chemistry for Science Education B	16
NDNK 512	Didactics of Physics	8
NDNK 522	Didactics of Chemistry	8
NDSK 521	Didactics of Science Intermediate Phase	16
NDWK 522	Didactics of Mathematics (GET Band)	16
NEBK 511	The Earth and Beyond for Science	16
NECK 521	Energy and Change for Science	16
NFSK 511	Physics for Science Education	16
NFSK 521	Electricity for Science Education	16
NLLK 511	Life and Living for Science	16
NMMK 521	Matter and Materials for Science	16
NVMI 521	Introduction in Research Methods	8
NWPK 511	Development of Number sense (GET Band)	16
NWPK 512	Fundamentals of Algebra(GET Band)	16
NWPK 521	Geometric Thinking (GET Band)	16
NWPK 522	Graphs and Data Analysis (GET Band)	16
NWSK 513	Mathematics for ACE IA	16
NWSK 514	Mathematics for ACE IB	16
NWSK 523	Mathematics for ACE IIA	16
NWSK 524	Mathematics for ACE IIB	16
NWSK 525	Mathematics for ACE IIC	16
ORAK 511	Education Law, Systems and Management A	8
ORAK 521	Education Law, Systems and Management B	8
ORLK 511	Teaching and Learning A	8
ORLK 521	Teaching and Learning B	8
PCDG 572	Manage Policy, Planning, School Development and Governance	20
PCLM 521	School Leadership and Management In The South African Context	10
PCMP 571	Lead and Manage People	20
PCPO 522	Portfolio to Demonstrate School Management and Leadership	10

Module code	Descriptive Name	Credits
PCSR 571	Manage Organisational Systems, Physical and Financial Resources	20
PCTL 572	Manage Teaching and Learning	20
PELP 512	Lead and Manage a Learning Area, Subject or Phase	12
PEMA 512	Moderate Assessment	10
PEMM 512	Mentor school managers	12
PEPA 512	Plan and Conduct Assessment	15
PFCL 521	Basic Computer Literacy in School Management	10
PFLS 511	Language Skills in School Management and Leadership	6
SANK 521	Sport Science: Emergency First Aid, Sport Injuries & Coaching	16
SDEK 522	Subject Didactical Aspects of English	16
SPKK 511	A Multi-disciplinary Perspective on Sport	16
SPRK 521	General Sport and Recreation Principles	16
SSGK 521	South African History (1948-1994)	16
SVDK 511	Applied Educational Didactical Aspects in Setswana: Intermediate and Senior Phase	16
SVDK 522	Applied Subject Didactics for Setswana Teaching	16
SWHK 511	Advanced Setswana Language	16
SWHK 521	Advanced Educational Literary Studies in Setswana	16
TECH 571	Intermediate & Senior Phase Technology	32
VGAK 511	Subject Didactics of History A	16
VGBK 521	Subject Didactics of History B	16

OP.1.12.7 Advanced Certificate in Education: English Education (423 122)

OP.1.12.7.1 Curriculum outcomes

After completion of the ACE in English Education the student will:

- a) demonstrate theoretical knowledge of and scientific insight into relevant aspects of English Education;
- b) demonstrate relevant professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making, effective functioning in groups and effective didactical skills) in the teaching of English as specialisation;
- c) strive to implement certain values (amongst others, excellence in education practice, continuous professional development and integrity in the education environment) within his/her area of specialisation and classroom practice.

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

OP.1.12.7.2 Compilation of curriculum O433P/M

OP.1.12.8 Advanced Certificate in Education: Geography Education (423 123)

OP.1.12.8.1 Curriculum outcomes

After completion of the ACE in Geography Education the student will:

- a) demonstrate theoretical knowledge of and scientific insight into relevant aspects of Geography Education;
- b) demonstrate relevant professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making, effective functioning in groups and effective didactical skills) in Geography Education;
- c) strive to implement certain values (amongst others, excellence in education practice, continuous professional development and integrity in the education environment) within his/her area of specialisation and classroom practice.

First semester		Second semester	
Module code	Cr	Module code	Cr
ORAK 511	8	ORAK 521	8
FSET 511	8	NVMI 521	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
GSGK 511	16	GKLK 521	16
GBGK 511	16	GGGK 521	16
Total 1 st semester	64	Total 2 nd semester	64
Total credits for the o	curriculu	im	128

OP.1.12.8.2 Compilation of curriculum O434P/V

OP.1.12.9 Advanced Certificate in Education: History Education (423 124)

OP.1.12.9.1 Curriculum outcomes

After completion of the ACE in History Education the student will:

- a) demonstrate theoretical knowledge of and scientific insight into relevant aspects of History Education;
- b) demonstrate relevant professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making, effective functioning in groups and effective didactical skills) in the field of History Education;
- c) strive to implement certain values (amongst others, excellence in education practice, continuous professional development and integrity in the education environment) within his/her area of specialisation and classroom practice.

First semester		Second semester	
Module code	Cr	Module code	Cr
ORAK 511	8	ORAK 521	8
FSET 511	8	NVMI 521	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
AGSK 512	16	SSGK 521	16
VGAK 511	16	VGBK 521	16
Total 1 st semester	64	Total 2 nd semester	64
Total credits for the curriculum			128

OP.1.12.9.2 Compilation of curriculum O435P/V

OP.1.12.10 Advanced Certificate in Education: Sciences Education (Further Education and Training band) (423 125)

OP.1.12.10.1 Curriculum outcomes

After completion of the ACE in Sciences Education (Further Education and Training band) the student will:

- a) demonstrate conceptual understanding of physics and chemistry concepts in the contexts of the requirements of the relevant national curriculum;
- b) demonstrate relevant professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making, effective functioning in groups and effective didactical skills) in the field of Sciences Education;
- c) strive to implement certain values (amongst others, excellence in education practice, continuous professional development and integrity in the education environment) within his/her area of specialisation and classroom practice.

OP.1.12.10.2 Specific requirements for the ACE in Sciences Education (FET band)

This programme is presented through the Sediba project on a part-time basis and only in English. Admission is subject to a strict selection process.

- Candidates are *considered* for admission if they are in possession of a recognised:
- a) three year teaching diploma for the secondary school with specialisation in Physical Sciences; **OR**
- b) three year teaching diploma for the secondary school and a pass mark for matric Physical Sciences (or comparable level exams in Physical Sciences) and at least three years teaching experience in the field of Physical Sciences in the Further Education and Training band.

This specialisation is presented over a two-year period by means of a vacation school model in the School of Physical and Chemical Sciences in the Faculty of Natural Sciences.

First Year		Second Year	
Module code	Cr	Module code	Cr
FSET 511	8	NVMI 521	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
NDNK 512	8	NDNK 522	8
NCHK 511	16	NCHK 521	16
NFSK 511	16	NFSK 521	16
Total 1 st Year	64	Total 2 nd Year	64
Total credits for the curriculum		128	

OP.1.12.10.3 Compilation of curriculum O436P

OP.1.12.11 Advanced Certificate in Education: Sciences Education (General Education and Training band) (423 125)

OP.1.12.11.1 Curriculum outcomes

After completion of the Advanced Certificate in Education in Sciences Education (General Education and Training Band) the student will:

- a) demonstrate conceptual understanding of basic concepts of science in the context of the requirements of the relevant national education curriculum;
- b) demonstrate relevant professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making, effective functioning in groups and effective didactical skills) in the field of Sciences Education;
- c) strive to implement certain values (amongst others, excellence in education practice, continuous professional development and integrity in the education environment) within his/her area of specialisation and classroom practice.

OP.1.12.11.2 Faculty specific rules for the ACE in Sciences Education (GET band)

This programme is presented through the Sediba project on a part-time basis and only in English. Admission is subject to a strict selection process.

- Candidates are *considered* for admission if they are in possession of a recognised:
- a) three year teaching diploma for the primary school with specialisation in Sciences; **OR**
- b) three year teaching diploma **and** at least three years teaching experience in the field of Sciences in the General Education and Training band.

This specialisation is presented over a two-year period by means of a vacation school model in the School of Physical and Chemical Sciences in the Faculty of Natural Sciences.

OP.1.12.11.3 Compilation of curriculum O437P/V

First Year		Second Year	
Module code	Cr	Module code	Cr
FSET 511	8	NVMI 521	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
NEBK 511	16	NMMK 521	16
NLLK 511	16	NECK 521	16
		NDSK 521	16
Total 1 st Year	56	Total 2 nd Year	72
Total credits for the curriculum		128	

OP.1.12.12 Advanced Certificate in Education: Professional Education Development

OP.1.12.12.1 Faculty specific rules for ACE in Professional Education Development

The examinations in the 32-credit modules will be written after completion of two semesters (thus during the second examination opportunity after date of registration).

OP.1.12.12.2 Curricula for the ACE in Professional Education Development

OP.1.12.12.2.1ACE in Professional Education Development: Foundation Phase (423 129)

1.12.12.2.1.1 Curriculum outcomes

After completion of the ACE in Professional Education Development: Foundation Phase, the student will:

- a) demonstrate theoretical and scientific knowledge and understanding of and insight into all relevant aspects of teaching and learning in the Foundation Phase;
- b) demonstrate relevant professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making, effective functioning in groups and effective didactical skills) in terms of teaching and learning in the Foundation Phase;

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

Module code	Cr
ORAK 511	8
FSET 511	8
ORLK 511	8
EUCE 511	8
FROF 571	32
FROG 571	32
FROL 571	32
Total credits for the curriculum	128

1.12.12.2.1.2 Compilation of curriculum O445P

OP.1.12.12.2.2 ACE in Professional Education Development: Intermediate & Senior Phase (423 129)

1.12.12.2.2.1 Curriculum outcomes

After completion of the Advanced Certificate in Education in Professional Education Development: Intermediate and Senior Phase, the student will:

- demonstrate theoretical and scientific knowledge and understanding of and insight into all relevant aspects of teaching and learning in the Intermediate & Senior Phase;
- demonstrate relevant professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making, effective functioning in groups and effective didactical skills) in terms of teaching and learning in the Intermediate & Senior Phase;
- strive to implement certain values (amongst others, excellence in education practice, continuous professional development and integrity in the education environment) within his/her area of specialisation and classroom practice.

1.12.12.2.2.2 Compilation of curriculum O446P

Module code	Cr
ORAK 511	8
FSET 511	8
ORLK 511	8
EUCE 511	8
FROS 571	32
FROP571	32
TECH 571	32
Total credits for the curriculum	128

OP.1.12.12.2.3ACE in Professional Education Development: Life Orientation (423 129)

1.12.12.2.3.1 Curriculum outcomes

After completion of the Advanced Certificate in Education in Professional Education Development: Life Orientation, the student will:

- a) demonstrate theoretical and scientific knowledge and understanding of and insight into relevant aspects of teaching and learning within the field of Life Orientation;
- b) demonstrate professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making, effective functioning in groups and effective didactical skills) in the teaching of Life Orientation;
- c) strive to implement certain values (amongst others, excellence in education practice, continuous professional development and integrity in the education environment) within his/her area of specialisation and classroom practice.

1.12.12.2.3.2 Compilation of curriculum O447P//M/V

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

OP.1.12.12.2.4 ACE in Professional Education Development: Mathematical Literacy (423 129)

1.12.12.2.4.1 Curriculum outcomes

After completion of the Advanced Certificate in Education in Professional Education Development: Mathematical Literacy, students will:

- a) demonstrate theoretical knowledge and understanding of and insight into all aspects relevant to teaching and learning of Mathematical Literacy as included in the school curriculum;
- b) demonstrate relevant professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making, effective functioning in groups and effective didactical skills) in the teaching of Mathematical Literacy and in the school and classroom environment;
- c) strive to implement certain values (amongst others, excellence in education practice, continuous professional development and integrity in the education environment) within his/her area of specialisation and classroom practice.

1.12.12.2.4.2 Faculty specific rules for the ACE in Professional Education Development: Mathematical Literacy:

- a) If the student is in possession of a 480 credit qualification (e.g. a BEd degree) with Mathematics as major, the student will only have to complete a 128 credit ACE.
- b) If the student is in possession of a 360 credit qualification (e.g. an NPDE) with specialization in Mathematics, the student will have to complete a 160 credit ACE.
- c) If the student did not pass Grade 12 Mathematics (HG/SG) he/she has to complete a non-credit bearing access course to be admitted to the ACE in Professional Education Development: Mathematical Literacy.

Duration of study for the completion of the ACE in Professional Educator Development: Mathematical Literacy is 2 years.

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

1.12.12.2.4.3 Compilation of curriculum O444P/M/V Curriculum for students in possession of 360 credits

Curriculum for students in possession of 480 credits

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

OP.1.12.13 Advanced Certificate in Education: Learner Support (423 130)

This curriculum is only offered in Namibia

OP.1.12.13.1 Curriculum outcomes

After completion of the ACE in Learner Support, the student will:

- a) demonstrate theoretical knowledge of and insight into relevant aspects of teaching and learning in the area of Learner Support;
- b) demonstrate relevant professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making,

effective functioning in groups and effective didactical skills) in the field of education, specialisation in Learner Support;

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

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

OP.1.12.13.2 Compilation of curriculum O430P/M/V

OP.1.12.14 Advanced Certificate in Education: Setswana Education (423 131)

OP.1.12.14.1 Curriculum outcomes

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

- a) demonstrate theoretical knowledge of and insight into relevant aspects of teaching and learning in the area of Setswana Education;
- b) demonstrate relevant professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making, effective functioning in groups and effective didactical skills) in the field of Setswana Education;
- c) strive to implement certain values (amongst others, excellence in education practice, continuous professional development and integrity in the education environment) within his/her area of specialisation and classroom practice.

OP.1.12.14.2 Compilation of curriculum O439P/M

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

OP.1.12.15 Advanced Certificate in Education: Mathematics Education (Further Education and Training Band) (423 134)

OP.1.12.15.1 Curriculum outcomes

After completion of the ACE in Mathematics Education (Further Education and Training Band), the student will:

- a) demonstrate conceptual understanding of relevant mathematical concepts in the context of the requirements of the relevant national curriculum;
- b) demonstrate relevant professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making, effective functioning in groups and effective didactical skills) in the teaching and learning of Mathematics;
- c) strive to implement certain values (amongst others, excellence in education practice, continuous professional development and integrity in the education environment) within his/her area of specialisation and classroom practice.

OP.1.12.15.2 Faculty specific rules for the ACE in Mathematics Education (FET)

This programme is presented through the Sediba project on a part-time basis and only in English. Admission is subject to a strict selection process.

Candidates are *considered* for admission if they are in possession of:

- a) a recognised three year teaching diploma for the secondary school (for example SED) with specialisation in Mathematics; **OR**
- (b) a recognised three year primary teaching diploma with specialisation in Mathematics (for example SPTD), and passed matric Mathematics or comparable level, and have at least three years of teaching experience in Mathematics in the Further Education and Training Band.

The minimum duration of study for this specialisation is two years. The curriculum is presented via a vacation school model by the School of Physical and Chemical Sciences in the Faculty of Natural Sciences.

OP.1.12.15.3 Compilation of curriculum O442P/V

Year 1		Year 2	
Module code	Cr	Module code	Cr
FSET 511	8	NVMI 521	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
NWSK 513	16	NWSK 523	16
NWSK 514	16	NWSK 524	16
		NWSK 525	16
Total Year 1	56	Total Year 2	72
Total credits for the curriculum		128	

OP.1.12.16 Advanced Certificate in Education: Mathematics Education (General Education and Training Band) (423 134)

OP.1.12.16.1 Curriculum outcomes

After completion of the ACE in Mathematics Education (General Education and Training Band), the student will:

- a) demonstrate conceptual understanding of relevant mathematical concepts in the context of the requirements of the relevant national curriculum;
- b) demonstrate relevant professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making, effective functioning in groups and effective didactical skills) in the teaching and learning of Mathematics;
- c) strive to implement certain values (amongst others, excellence in education practice, continuous professional development and integrity in the education environment) within his/her area of specialisation and classroom practice.

OP.1.12.16.2 Faculty specific rules for the ACE in Mathematics Education (GET)

Candidates are considered for admission if they:

- (a) are in possession of a recognised three year primary teaching diploma with specialisation in Mathematics; **OR**
- (b) are in possession of a recognised three year teaching diploma and have at least two years of teaching experience in Mathematics in the General Education and Training Band.

OP.1.12.16.3 Compilation of curriculum O443P/V

First semester		Second semester	
Module code	Cr	Module code	Cr
FSET 511	8	NVMI 521	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
NWPK 511	16	NWPK 521	16
NWPK 512	16	NWPK 522	16
		NDWK 522	16
Total 1st semester56Total 2nd semester			
Total credits for the curriculum			128

OP.1.12.17 Advanced Certificate in Education: Technology Education (423 136)

OP.1.12.17.1 Curriculum outcomes

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

- a) demonstrate theoretical knowledge of and insight into relevant aspects of teaching and learning in the area of Technology Education;
- b) demonstrate relevant professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making; effective functioning in groups and effective didactical skills) in the field of Technology Education;
- c) strive to implement certain values (amongst others, excellence in education practice, continuous professional development and integrity in the education environment) within his/her area of specialisation and classroom practice.

First semester		Second semester	
Module code	Cr	Module code	Cr
EUCE 511	8	EDIM 524	12
EDIM 511	12	EDIM 525	12
EDIM 512	12	EDIM 526	24
EDIM 513	12	EDIM 579	24
EDDM 511	12		
Total 1 st semester	56	Total 2 nd semester	72
Total credits for the curriculum			128

OP.1.12.17.2 Compilation of curriculum O426P/M

OP.1.12.18 Advanced Certificate in Education: School Leadership (423 138)

OP.1.12.18.1 Curriculum outcomes

After completion of the ACE in School Leadership the students (aspirant and practicing principals) will be able to:

- a) demonstrate the skills, knowledge and values needed to lead and manage schools effectively and contribute to improving the delivery of education across the school system;
- b) critically engage and be self-reflective practitioners;
- c) manage their organizations as learning organizations and instil values supporting transformation in the South African context;
- d) provide leadership and management to enable the school to provide quality education to every learner; and
- e) strengthen and support the role of School Leadership in the effective management of education institutions.

OP.1.12.18.2 Faculty specific rules for the ACE in School Leadership

- a) Candidates must be part of the School Management Team (SMT) with a minimum of three (3) years teaching experience.
- b) Students follow a fixed curriculum as stated below.
- c) Compilation of Module mark: Participation mark = 60% and Examination mark = 40%.

OP.1.12.18.3 Compilation of curriculum O432P/M

Year 1		Year 2	
Module Code	Cr	Module Code	Cr
PCLM 521	10	PFLS 511	6
PCMP 571	20	PCSR 571	20
PCTL 572	20	PCDG 572	20
		PCPO 522	10
PEMM 512*	12	PELP 512*	12
Total credits year level 1	62	Total credits year level 2	68
Total credits for curr	iculum O4	432P/M	130
	Elective n	nodules	
*PELP 512 and PEMM	/ 512	PELP 512	12
	are the only two elective		12
modules available at the NWU and therefore part of the fixed curriculum.		PFCL 521	10
		PEPA 512	15
		PEMA 512	10

OP.1.12.19 Advanced Certificate in Movement Science Education (423 121)

OP.1.12.19.1 Curriculum outcomes

After completion of the ACE in Movement Science Education, the student will:

- a) demonstrate fundamental and scientific knowledge of and insight into all relevant aspects of Movement Science Education;
- b) demonstrate particular professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making; effective functioning in groups and effective didactical skills) in the field of Movement Science Education;
- c) strive to implement certain values (amongst others, excellence in education practice, continuous professional development and integrity in the education environment) within his/her area of specialisation and in classroom practice.

First semester		Second semester	
Module code	Cr	Module code	Cr
ORAK 511	8	ORAK 521	8
FSET 511	8	NVMI 521	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
BOPK 511	16	SANK 521	16
SPKK 511	16	SPRK 521	16
Total 1 st semester	64	Total 2 nd semester	64
Total credits for the curriculum			128

OP.1.12.19.2 Compilation of curriculum O440P

OP.1.13 RULES FOR THE NPDE/ACE UPGRADE TO THE BACCALAUREUS EDUCATIONIS (BED UPGRADE DEGREE)

OP.1.13.1 Final intake and articulation of the BEd upgrade Degree

The final intake for the BEd upgrade programme was October 2012. These students must have completed the programme by Oct 2014.

After completing the BEd upgrade programme, students may enrol for a BEdHons degree.

OP.1.13.2 Purpose of the programme

It is important to distinguish the BEd Upgrade from the initial BEd Degree. The 4 year BEd degree is offered as a full-time, on-campus programme at the NWU and is an initial 480 credit teaching qualification for candidates who want to become qualified professional teachers.

However, as indicated by the South African Qualifications Authority, the second 240 credits of the BEd can also be used for upgrading the professional competence of practising teachers. For a transitional period, teachers with existing professional qualifications may use the final 240 credits of the BEd to upgrade their professional competence. The BEd upgrade as offered via Open Distance Learning (ODL) provides such an option to **selected candidates**. This qualification is intended to provide applicants who have successfully completed at least a 360 credit teaching qualification the opportunity to upgrade such a qualification to a recognised BEd degree (REQV level 14). Successful completion of the BEd degree provides access to further study at NQF Level 7.

OP.1.13.3 Minimum and maximum duration of study

- The **240-credit BEd upgrade curricula** are offered over a minimum period of two years and a maximum period of three years.
- The **120-credit BEd upgrade curricula** are offered over a minimum period of one year and a maximum period of two years.

OP.1.13.4 Admission requirements for the qualification

Be advised that only certain subject specializations are available within the BEd upgrade. Only candidates who specialized in those subject combinations within their first teaching qualification will be eligible to register for the upgrade programme. Furthermore, only selected candidates will qualify for admission to the BEd Upgrade.

- **240 credit BEd Upgrade:** a recognised three year teaching diploma (e.g. the NPDE)
- 120 Credit BEd Upgrade: a recognised three year teaching diploma (e.g. the NPDE) plus a one year teaching qualification (e.g. ACE)

IMPORTANT NOTICE: The admission requirements to the NPDE as stipulated by the Department of Education are as follows:

- The applicant must have a minimum of **5 years teaching experience** when applying for the NPDE; and
- The applicant must be in a teaching position during his/her 3 years of study.

If a candidate completed the NPDE without adhering to these requirements, his/her NPDE might not be recognised by the Departement of Higher Education and Training. The option to upgrade an NPDE qualification to a BEd degree is available to these individuals by means of the 2 year, 240 credit BEd upgrade programme (for candidates with NPDE) or a unique 1 year, 120 credit BEd upgrade programme (for candidates with NPDE plus an ACE).

OP.1.13.5 Qualification outcomes

After the successful completion of the BEd degree, students must demonstrate the following:

- a) Competences relating to fundamental learning. The focus in this component is on the role of scholar, researcher and lifelong learner. However, there is some reference in the application of communicative and numerical competence to the roles of learning mediation, assessment and management/administration:
 - competence in reading, writing and speaking the language/s of instruction in ways that facilitate their own academic learning, and learning in classrooms; and
 - competence in interpreting and using numerical and elementary statistical knowledge to facilitate their own academic learning, and to manage teaching, learning and assessment.
- b) Competences relating to the subject and content of teaching. The focus in this component is on the role of interpreter and designer of learning programmes and materials, the role of learning mediator, as well as on the specialist role.
 - demonstrate competence with regard to the knowledge base underpinning the learning areas or subjects they will be teaching; and
 - in their area/s of specialisation (phase and subject/learning area), demonstrate competence in planning, designing, and reflecting on learning programmes appropriate for their learners and learning context.
- c) Competences relating to teaching and learning processes. The focus in this component is on the integration of all seven roles of the educator:
 - in their area of specialisation, candidates demonstrate competence in selecting, using and adjusting teaching and learning strategies in ways, which meet the needs of the learners and the context;
 - demonstrate competence in managing and administering learning environments and supporting learners in ways that are sensitive, stimulating, democratic and well organised.; and
 - demonstrate competence in monitoring and assessing learner progress and achievement in the specialisation.
- Competences relating to the school and educator profession. The focus in this component is on the role of manager/administrator/leader as well as of the community, citizenship and pastoral role:
 - candidates demonstrate that they can function responsibly within the education system, an institution, and the community in which the institution is located; and
 - demonstrate a respect for and commitment to the educator profession.

Module code	Descriptive Name	Pre- requisites	Credits
EDCC 212	Professional Studies	none	8
EDCC 311	Inclusive Education	none	8
EDCC 312	Professional Studies	none	8
EDCC 321	Education Management	none	8
EDCC 411	Education law	none	8
EDCC 412	Professional Studies	none	8
EDCC 421	Educational Systems	none	8
ENGD 416	English Methodology: Didactical Aspects: Intermediate and Senior Phase	none	16
ENGD 426	English Methodology: Didactical Aspects: Intermediate and Senior Phase	none	16
ENGE 122	English for Education: Linguistics for Language Teachers	none	16
ENGE 221	English for Education: Respect as Educational Principle in Literary Texts	none	16
ENGE 311	English for Education: Advanced Thematic Studies for English in Education	none	16
ENGE 321	English for Education: Construction and Deconstruction as an Educational tool	none	16
GEOD 411	Geography Methodology: FET phase	none	16
GEOE 111	Geography for Education: Physical, Economical and Population Background of Africa and the RSA	none	16
GEOE 121	Geography for Education: Planetary Geography, Climatology and Oceanography	none	16
GEOE 211	Geography for Education: Urban and Economics Geography	none	16
GEOE 221	Geography for Education: Geomorphology and Environmental Geography	none	16
GEOE 311	Geography for Education: Advanced Population and Urban Geography	none	16
GEOE 321	Geography for Education: Advanced Geomorphology and Climatology	none	16
LEWG 411	Foundation Phase: Life Skills	none	8
LITA 123	Literacy: First Additional Language: English		8
LITA 223	Literacy: First Additional Language: English	none	8
LITA 313	Literacy: First Additional Language: English	none	8
LITG 211	Literacy: Visual Arts	none	8
LITH 223	Literacy Home Language: English	none	8
LITH 313	Literacy Home Language: English	none	8
LITH 423	Literacy Home Language: English	none	8
LLOD 321	Life Orientation Methodology: Int Phase	none	8

OP.1.13.6 List of modules

Module code	Descriptive Name	Pre- requisites	Credits
LLOD 411	Subject Didactics: Life Orientation	none	16
LLOD 421	Subject Didactics: Life Orientation	none	16
LORE 211	Life Orientation	none	16
LORE 311	Life Orientation	none	16
LORE 321	Life Orientation	none	16
LSKA 322	Life Skills: Art	none	8
LSKE 321	Life Skills: Environmental Studies	none	8
LSKH 221	Life Skills: Health Education	none	8
LSKM 121	Life Skills: Music	none	8
LSKP 311	Life Orientation: Physical Education	none	8
LSKR 111	Life Skills: Culture and Religion	none	8
MALA 211	Learning Area Mathematics: Development of Number Systems	none	16
MALA 221	Learning Area: Mathematics	none	16
MALA 311	Learning Area Mathematics: Data Handling and Functional Relationships	none	16
MALA 321	Learning Area Mathematics: Measurement, Space and Shape	none	16
MATD 211	Mathematics Methodology: Snr Phase	none	8
MATD 312	Mathematics Methodology: Int Phase	none	8
MATD 413	Mathematics Methodology: Int Phase	none	16
NFPF 111	Numeracy	none	8
NFPF 221	Numeracy	none	8
NFPF 321	Numeracy	none	16
NFPF 411	Numeracy	none	8
PPSE 411	Pre-Primary School Education: Grade R	none	8
PPSE 421	Pre-Primary School Education: Organisation and Administration	none	8
RESF 411	Research in Education	none	8
RESF 421	Research Project	RESF 411	8
SMLO 421	School Media Librarianship	none	8
TECF 321	Technology Studies	none	8

OP.1.13.7 BEd Upgrade Foundation Phase Curriculums (422 100)

OP.1.13.7.1 Foundation Phase 240 credit Curriculum (O201P)

 3^{rd} and 4^{th} year of the BEd

YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER	
Module Code	Cr	Module Code	Cr
EDCC 212	8	EDCC 321	8
EDCC 312	8	EDCC 411	8
LSKR 111	8	LITA 313	8
LITA 123	8	LITH 223	8
LSKP 311	8	NFPF 411	8
NFPF 111	8	RESF 411	8
PPSE 411	8	PPSE 421	8
LITG 211	8	LEWG 411	8
Total 1 st semester year level 3	64	Total 1 st semester year level 4	64

YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER	
Module Code	Cr	Module Code	Cr
TECF 321	8	NFPF 321	16
EDCC 412	8	EDCC 421	8
LSKE 321	8	SMLO 421	8
NFPF 221	8	LITH 313	8
LSKA 322	8	LITH 423	8
LSKH 221	8	RESF 421	8
LITA 223	8		
Total 2 nd semester year level 3	56	Total 2 nd semester year level 4	56
Total year 3	120	Total year 4	120
TOTAL for Curriculum			240

OP.1.13.7.2 Foundation Phase 120 credit Curriculum (O202P)

4th year of the BEd

FIRST SEMESTER		SECOND SEMESTER	
Module Code	Cr	Module Code	Cr
EDCC 212	8	EDCC 411	8
EDCC 312	8	EDCC 412	8
LITG 211	8	EDCC 421	8
LSKH 221	8	LSKM 121	8
LSKP 311	8	NFPF 221	8
PPSE 411	8	PPSE 421	8
RESF 411	8	RESF 421	8
LITH 313	8		
Total 1st semester year level 364Total 2nd semester year level 4			
TOTAL for Curriculum			120

OP.1.13.8 BEd upgrade Intermediate and Senior Phase Curriculums (422 101)

OP.1.13.8.1 Intermediate and Senior Phase 240 credit Curriculums

OP.1.13.8.1.1 English and Life Orientation (O202P)

YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER	
Module Code	Cr	Module Code	Cr
EDCC 212	8	EDCC 411	8
EDCC 312	8	EDCC 412	8
ENGE 122	16	ENGD 416	16
ENGE 311	16	RESF 411	8
LLOD 321	8	LORE 321	16
LORE 311	16		
Total 1 st semester year level 3	72	Total 1 st semester year level 4	56

YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER	
Module Code	Cr	Module Code	Cr
EDCC 321	8	RESF 421	8
ENGE 221	16	EDCC 421	8
TECF 321	8	ENGE 321	16
LLOD 411	16	ENGD 426	16
		LLOD 421	16
Total 2 nd semester year level 3	48	Total 2 nd semester year level 4	64
Total year 3	120	Total year 4	120
TOTAL for Curriculum			240

OP.1.13.8.1.2 Mathematics and Life Orientation (O203P)

YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER	
Module Code	Cr	Module Code	Cr
EDCC 312	8	EDCC 411	8
EDCC 311	8	EDCC 412	8
MALA 211	16	MALA 311	16
MATD 211	8	RESF 411	8
LORE 311	16	LORE 321	16
LLOD 321	8		
Total 1 st semester year level 3	64	Total 1 st semester year level 4	56

YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER	
Module Code	Cr	Module Code	Cr
EDCC 321	8	EDCC 421	8
LLOD 411	16	LLOD 421	16
TECF 321	8	RESF 421	8
MALA 221	16	MALA 321	16
MATD 312	8	MATD 413	16
Total 2 nd semester year level 3	56	Total 2 nd semester year level 4	64
Total year 3	120	Total year 4	120
TOTAL for Curriculum			240

OP.1.13.8.1.3 Geography and Life Orientation (O204P)

YEAR LEVEL 3	YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		
Module Code	Cr	Module Code	Cr	
EDCC 212	8	EDCC 411	8	
EDCC 312	8	EDCC 412	8	
GEOE 111	16	GEOE 311	16	
GEOE 211	16	GEOD 411	16	
LORE 311	16	LORE 321	16	
LLOD 321	8	RESF 411	8	
Total 1 st semester year level 3	72	Total 1 st semester year level 4	72	

YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER	
Module Code	Cr	Module Code	Cr
GEOE 121	16	RESF 421	8
GEOE 221	16	GEOE 321	16
EDCC 321	8	EDCC 421	8
LLOD 421	16	LLOD 411	16
Total 2 nd semester year level 3	56	Total 2 nd semester year level 4	48
Total year 3	128	Total year 4	120
TOTAL for Curriculum			248

OP.1.13.8.1.4 English and Geography (O206P)

YEAR LEVEL 3	YEAR LEVEL 3 YEAR LE		
FIRST SEMESTER		FIRST SEMESTER	
Module Code	Cr	Module Code	Cr
EDCC 212	8	EDCC 411	8
EDCC 312	8	EDCC 412	8
ENGE 122	16	ENGE 311	16
GEOE 111	16	ENGD 416	16
GEOE 211	16	GEOE 311	16
		RESF 411	8
Total 1 st semester year level 3	64	Total 1 st semester year level 4	72

YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER	
Module Code	Cr	Module Code	Cr
EDCC 321	8	ENGE 321	16
EDCC 421	8	GEOE 321	16
ENGE 221	16	ENGD 426	16
GEOE 221	16	RESF 421	8
Total 2 nd semester year level 3	48	Total 2 nd semester year level 4	56
Total year 3 112 Total year 4			128
TOTAL for Curriculum			240

OP.1.13.8.1.5 Mathematics and Geography (O209P)

YEAR LEVEL 3	YEAR LEVEL 3		YEAR LEVEL 4	
FIRST SEMESTER		FIRST SEMESTER		
Module Code	Cr	Module Code	Cr	
EDCC 312	8	EDCC 411	8	
EDCC 311	8	EDCC 412	8	
MALA 211	16	MALA 311	16	
MATD 211	8	RESF 411	8	
GEOE 111	16	GEOE 311	16	
		GEOD 411		
Total 1 st semester year level 3	56	Total 1 st semester year level 4	72	

YEAR LEVEL 3		YEAR LEVEL 4	
SECOND SEMESTER		SECOND SEMESTER	
Module Code	Cr	Module Code	Cr
TECF 321	8	RESF 421	8
EDCC 321	8	EDCC 421	8
MALA 221	16	MALA 321	16
MATD 312	8	MATD 413	16
GEOE 221	16	GEOE 321	16
Total 2 nd semester year level 3	56	Total 2 nd semester year level 4	64
Total year 3	128	Total year 4	120
TOTAL for Curriculum			248

OP.1.13.8.2 Intermediate and Senior Phase 120 credit Curriculums

OP.1.13.8.2.1 Mathematics and Life Orientation (O210P)

4th year of the BEd

FIRST SEMESTER		SECOND SEMESTER	
Module Code	Cr	Module Code	Cr
EDCC 212	8	EDCC 312	8
EDCC 411	8	EDCC 412	8
MALA 311	16	MALA 321	16
		MATD 312	8
LORE 211	16	LORE 311	16
RESF 411	8	RESF 421	8
Total 1st semester56Total 2nd semesteryear level 4year level 4			
TOTAL for Curriculum			120

OP.1.13.8.2.2 English and Geography (O211P)

4th year of the BEd

FIRST SEMESTER		SECOND SEMESTER	
Module Code	Cr	Module Code	Cr
EDCC 212	8	EDCC 312	8
EDCC 411	8	EDCC 412	8
ENGE 122	16	ENGE 221	16
ENGE 321	16	GEOE 221	16
GEOE 211	16		
RESF 411	8	RESF 421	8
Total 1st semester72Total 2nd semesteryear level 4year level 4			
TOTAL for Curriculum			128

OP.1.13.8.2.3 English and Life Orientation (O212P)

4th year of the BEd

FIRST SEMESTER		SECOND SEMESTER	
Module Code	Cr	Module Code	Cr
EDCC 212	8	EDCC 312	8
EDCC 411	8	EDCC 412	8
ENGE 122	16	ENGE 221	16
LORE 211	16	LORE 311	16
ENGE 321	16		
RESF 411	8	RESF 421	8
Total 1st semester72Total 2nd semesteryear level 4year level 4			
TOTAL for Curriculum			

OP.2 MODULE OUTCOMES

OP.2.1 NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (NPDE)

Module code: AFDN 125	Semester 2	16 credits	NQF level: 5	
Titel: Vakdidaktiek Afrikaans				
Module-uitkomste: Na suksesvolle afhandeling van hierdie module behoort die student:				
kennis te demonstreer van				
	JGO-leerervarings bil	nne verskillende ko	ntekste saam te stel en aan	
te wend tydens fasilitering;		withomata (asas da	ur die Deleidedelument en	
Nuwe Hersiene Kurrikulum			eur die Beleidsdokument en	
			e, houdings en waardes te	
begelei; en	ning van relevante r		e, noudings en waardes te	
 as rolmodel op te tree in die 	e begeleiding van lee	rders tot volwassen	heid.	
Metode van aflewering: Oop afst				
Assesseringsmetodes: Formatief			5	
Module code: AFDN 325	Semester 2	16 credits	NQF level: 5	
Titel: Vakdidaktiek Afrikaans				
Module-uitkomste: Na suksesvo	lle afhandeling van h	ierdie module beho	ort die student:	
			-beginsels asook relevante	
kommunikasie- en taalvaar				
 geskikte leermateriaal vir U 	JGO-leerervarings bi	nne verskillende ko	ntekste saam te stel en aan	
te wend tydens fasilitering;	0			
 relevante kritieke uitkomste 				
	ring van relevante k	ennis, vaardighede	e, houdings en waardes te	
begelei; en				
as rolmodel op te tree in die				
Metode van aflewering: Oop afstandsleer, Cedar College, Upington College, APEE				
			ge, AI LL	
Assesseringsmetodes: Formatief	f (40%) en Summatie	f (eksamen) 60%		
Assesseringsmetodes: Formatien Module code: AFRN 125	f (40%) en Summatie Semester 2	f (eksamen) 60% 8 credits	NQF level: 5	
Assesseringsmetodes: Formatief Module code: AFRN 125 Titel: Afrikaans: Interpretasie en	f (40%) en Summatie Semester 2 Redigering; Spelling	f (eksamen) 60% 8 credits en Woordeboekgeb	NQF level: 5 oruik	
Assesseringsmetodes: Formatief Module code: AFRN 125 Titel: Afrikaans: Interpretasie en Module-uitkomste: Na suksesvo	f (40%) en Summatie Semester 2 Redigering; Spelling Ile afhandeling van h	f (eksamen) 60% 8 credits en Woordeboekgeb ierdie module beho	NQF level: 5 oruik ort die student:	
Assesseringsmetodes: Formatief Module code: AFRN 125 Titel: Afrikaans: Interpretasie en Module-uitkomste: Na suksesvo • bewys te lewer van kennis	f (40%) en Summatie Semester 2 Redigering; Spelling Ile afhandeling van h van aspekte van Afril	f (eksamen) 60% 8 credits en Woordeboekgeb ierdie module beho kaanse spelreëls wa	NQF level: 5 oruik ort die student: at 'n hoë gebruiksfrekwensie	
Assesseringsmetodes: Formatief Module code: AFRN 125 Titel: Afrikaans: Interpretasie en Module-uitkomste: Na suksesvo • bewys te lewer van kennis het, of wat in Afrikaanse wo	f (40%) en Summatie Semester 2 Redigering; Spelling Ile afhandeling van h van aspekte van Afril oorde met 'n hoë geb	f (eksamen) 60% 8 credits en Woordeboekgeb ierdie module beho kaanse spelreëls wa ruiksfrekwensie 'n b	NQF level: 5 bruik ort die student: at 'n hoë gebruiksfrekwensie bepalende rol speel;	
Assesseringsmetodes: Formatief Module code: AFRN 125 Titel: Afrikaans: Interpretasie en Module-uitkomste: Na suksesvo • bewys te lewer van kennis het, of wat in Afrikaanse wo • kennis van spesifieke as	f (40%) en Summatie Semester 2 Redigering; Spelling Ile afhandeling van h van aspekte van Afril oorde met 'n hoë geb spekte van die Afr	f (eksamen) 60% 8 credits en Woordeboekgeb ierdie module beho kaanse spelreëls wa ruiksfrekwensie 'n b	NQF level: 5 oruik ort die student: at 'n hoë gebruiksfrekwensie	
Assesseringsmetodes: Formatief Module code: AFRN 125 Titel: Afrikaans: Interpretasie en Module-uitkomste: Na suksesvo • bewys te lewer van kennis het, of wat in Afrikaanse wo • kennis van spesifieke as leerderskryfstukke te asses	f (40%) en Summatie Semester 2 Redigering; Spelling Ile afhandeling van h van aspekte van Afril oorde met 'n hoë geb spekte van die Afri seer en te redigeer;	f (eksamen) 60% 8 credits en Woordeboekgeb ierdie module beho kaanse spelreëls wa ruiksfrekwensie 'n b ikaanse spelsistee	NQF level: 5 bruik ort die student: at 'n hoë gebruiksfrekwensie bepalende rol speel;	
Assesseringsmetodes: Formatief Module code: AFRN 125 Titel: Afrikaans: Interpretasie en Module-uitkomste: Na suksesvo • bewys te lewer van kennis v het, of wat in Afrikaanse wo • kennis van spesifieke as leerderskryfstukke te asses • die korrektheid van verskille	f (40%) en Summatie Semester 2 Redigering; Spelling Ille afhandeling van h van aspekte van Afril oorde met 'n hoë geb spekte van die Afr seer en te redigeer; ende spelvorme te be	f (eksamen) 60% 8 credits en Woordeboekget ierdie module beho kaanse spelreëls wa ruiksfrekwensie 'n b ikaanse spelsistee boordeel;	NQF level: 5 oruik ort die student: at 'n hoë gebruiksfrekwensie epalende rol speel; m te gebruik om eie en	
Assesseringsmetodes: Formatief Module code: AFRN 125 Titel: Afrikaans: Interpretasie en Module-uitkomste: Na suksesvo • bewys te lewer van kennis v het, of wat in Afrikaanse wo • kennis van spesifieke as leerderskryfstukke te asses • die korrektheid van verskille	f (40%) en Summatie Semester 2 Redigering; Spelling Ille afhandeling van h van aspekte van Afril oorde met 'n hoë geb spekte van die Afr iseer en te redigeer; ende spelvorme te be jebruik om tekste te	f (eksamen) 60% 8 credits en Woordeboekgeb ierdie module beho kaanse spelreëls wa ruiksfrekwensie 'n b ikaanse spelsistee poordeel; ontsluit en te interp	NQF level: 5 bruik ort die student: at 'n hoë gebruiksfrekwensie bepalende rol speel;	
Assesseringsmetodes: Formatief Module code: AFRN 125 Titel: Afrikaans: Interpretasie en Module-uitkomste: Na suksesvo bewys te lewer van kennis het, of wat in Afrikaanse wo kennis van spesifieke as leerderskryfstukke te asses die korrektheid van verskille woordeboeke effektief te g leerderskryfstukke te asses relevante inligting oor die	f (40%) en Summatie Semester 2 Redigering; Spelling Ile afhandeling van h van aspekte van Afril oorde met 'n hoë geb spekte van die Afr seer en te redigeer; ende spelvorme te be jebruik om tekste te seer en te redigeer; gebruiksfere en gef	f (eksamen) 60% 8 credits en Woordeboekgeb ierdie module beho kaanse spelreëls wa ruiksfrekwensie 'n b kaanse spelsistee coordeel; ontsluit en te interp en ortsluit en te interp en	NQF level: 5 bruik ort die student: at 'n hoë gebruiksfrekwensie bepalende rol speel; m te gebruik om eie en breteer, eie teks te skep en van Afrikaanse woorde uit	
Assesseringsmetodes: Formatief Module code: AFRN 125 Titel: Afrikaans: Interpretasie en Module-uitkomste: Na suksesvo • bewys te lewer van kennis het, of wat in Afrikaanse wo • kennis van spesifieke as leerderskryfstukke te asses • die korrektheid van verskille • woordeboeke effektief te g leerderskryfstukke te asses	f (40%) en Summatie Semester 2 Redigering; Spelling Ile afhandeling van h van aspekte van Afril oorde met 'n hoë geb spekte van die Afr seer en te redigeer; ende spelvorme te be jebruik om tekste te seer en te redigeer; gebruiksfere en gef	f (eksamen) 60% 8 credits en Woordeboekgeb ierdie module beho kaanse spelreëls wa ruiksfrekwensie 'n b kaanse spelsistee coordeel; ontsluit en te interp en ortsluit en te interp en	NQF level: 5 bruik ort die student: at 'n hoë gebruiksfrekwensie bepalende rol speel; m te gebruik om eie en breteer, eie teks te skep en van Afrikaanse woorde uit	
Assesseringsmetodes: Formatief Module code: AFRN 125 Titel: Afrikaans: Interpretasie en Module-uitkomste: Na suksesvo bewys te lewer van kennis het, of wat in Afrikaanse wo kennis van spesifieke as leerderskryfstukke te asses die korrektheid van verskille woordeboeke effektief te g leerderskryfstukke te asses relevante inligting oor die woordeboeke te bekom en Metode van aflewering: Oop afst	f (40%) en Summatie Semester 2 Redigering; Spelling Ile afhandeling van h van aspekte van Afril oorde met 'n hoë geb spekte van die Afr seer en te redigeer; ende spelvorme te be jebruik om tekste te seer en te redigeer; gebruiksfere en gef in die skep en redige andsleer, Cedar Coll	f (eksamen) 60% 8 credits en Woordeboekgeb ierdie module beho kaanse spelreëls wa ruiksfrekwensie 'n b kaanse spelsistee coordeel; ontsluit en te interp en ortsluit en te interp en ortuiksmoontlikhede ring van tekste toe ege, Upington Colle	NQF level: 5 bruik ort die student: at 'n hoë gebruiksfrekwensie epalende rol speel; m te gebruik om eie en breteer, eie teks te skep en van Afrikaanse woorde uit te pas.	
Assesseringsmetodes: Formatief Module code: AFRN 125 Titel: Afrikaans: Interpretasie en Module-uitkomste: Na suksesvo bewys te lewer van kennis het, of wat in Afrikaanse wo kennis van spesifieke asses leerderskryfstukke te asses die korrektheid van verskille woordeboeke effektief te g leerderskryfstukke te asses relevante inligting oor die woordeboeke te bekom en	f (40%) en Summatie Semester 2 Redigering; Spelling Ile afhandeling van h van aspekte van Afril oorde met 'n hoë geb spekte van die Afr seer en te redigeer; ende spelvorme te be jebruik om tekste te seer en te redigeer; gebruiksfere en gef in die skep en redige andsleer, Cedar Coll	f (eksamen) 60% 8 credits en Woordeboekgeb ierdie module beho kaanse spelreëls wa ruiksfrekwensie 'n b kaanse spelsistee coordeel; ontsluit en te interp en ortsluit en te interp en ortuiksmoontlikhede ring van tekste toe ege, Upington Colle	NQF level: 5 bruik ort die student: at 'n hoë gebruiksfrekwensie bepalende rol speel; m te gebruik om eie en breteer, eie teks te skep en van Afrikaanse woorde uit te pas. ege, APEE	
Assesseringsmetodes: Formatief Module code: AFRN 125 Titel: Afrikaans: Interpretasie en Module-uitkomste: Na suksesvo bewys te lewer van kennis het, of wat in Afrikaanse wo kennis van spesifieke as leerderskryfstukke te asses die korrektheid van verskille woordeboeke effektief te g leerderskryfstukke te asses relevante inligting oor die woordeboeke te bekom en Metode van aflewering: Oop afst	f (40%) en Summatie Semester 2 Redigering; Spelling Ile afhandeling van h van aspekte van Afril oorde met 'n hoë geb spekte van die Afr seer en te redigeer; ende spelvorme te be jebruik om tekste te seer en te redigeer; gebruiksfere en gef in die skep en redige andsleer, Cedar Coll	f (eksamen) 60% 8 credits en Woordeboekgeb ierdie module beho kaanse spelreëls wa ruiksfrekwensie 'n b kaanse spelsistee coordeel; ontsluit en te interp en ortsluit en te interp en ortuiksmoontlikhede ring van tekste toe ege, Upington Colle	NQF level: 5 bruik ort die student: at 'n hoë gebruiksfrekwensie epalende rol speel; m te gebruik om eie en breteer, eie teks te skep en van Afrikaanse woorde uit te pas.	
Assesseringsmetodes: Formatief Module code: AFRN 125 Titel: Afrikaans: Interpretasie en Module-uitkomste: Na suksesvo bewys te lewer van kennis het, of wat in Afrikaanse wo kennis van spesifieke as leerderskryfstukke te asses die korrektheid van verskille woordeboeke effektief te g leerderskryfstukke te asses relevante inligting oor die woordeboeke te bekom en Metode van aflewering: Oop afst Assesseringsmetodes: Formatief	f (40%) en Summatie Semester 2 Redigering; Spelling Ile afhandeling van h van aspekte van Afril oorde met 'n hoë geb spekte van die Afr seer en te redigeer; ende spelvorme te be lebruik om tekste te iseer en te redigeer; gebruiksfere en gef in die skep en redige andsleer, Cedar Coll f (40%) en Summatie Semester 1	f (eksamen) 60% 8 credits en Woordeboekgeb ierdie module beho kaanse spelreëls wa ruiksfrekwensie 'n b kaanse spelsistee coordeel; ontsluit en te interp en ortsluit en te interp en pruiksmoontlikhede ring van tekste toe ege, Upington Colle f (eksamen) 60% 8 credits	NQF level: 5 bruik ort die student: at 'n hoë gebruiksfrekwensie bepalende rol speel; m te gebruik om eie en breteer, eie teks te skep en van Afrikaanse woorde uit te pas. ege, APEE	
Assesseringsmetodes: Formatief Module code: AFRN 125 Titel: Afrikaans: Interpretasie en Module-uitkomste: Na suksesvo bewys te lewer van kennis het, of wat in Afrikaanse wo kennis van spesifieke as leerderskryfstukke te asses die korrektheid van verskille woordeboeke effektief te g leerderskryfstukke te asses relevante inligting oor die woordeboeke te bekom en Metode van aflewering: Oop afst Assesseringsmetodes: Formatief Module code: AFRN 315 Titel: Afrikaans: Woord- en Sinst Module-uitkomste: Na suksesvo	f (40%) en Summatie Semester 2 Redigering; Spelling Ille afhandeling van h van aspekte van Afril oorde met 'n hoë geb spekte van die Afr seer en te redigeer; ende spelvorme te be gebruik om tekste te seer en te redigeer; gebruiksfere en gef in die skep en redige andsleer, Cedar Coll f (40%) en Summatie Semester 1 oou, Variëteite en Sty Ille afhandeling van h	f (eksamen) 60% 8 credits en Woordeboekgeb ierdie module beho kaanse spelreëls wa ruiksfrekwensie 'n b kaanse spelsistee coordeel; ontsluit en te interp en oruiksmoontlikhede ring van tekste toe ege, Upington Colle f (eksamen) 60% 8 credits le ierdie module beho	NQF level: 5 bruik ort die student: at 'n hoë gebruiksfrekwensie bepalende rol speel; m te gebruik om eie en breteer, eie teks te skep en van Afrikaanse woorde uit te pas. brege, APEE NQF level: 5 ort die student:	
Assesseringsmetodes: Formatief Module code: AFRN 125 Titel: Afrikaans: Interpretasie en Module-uitkomste: Na suksesvo • bewys te lewer van kennis het, of wat in Afrikaanse wo • kennis van spesifieke as leerderskryfstukke te asses • die korrektheid van verskille • woordeboeke effektief te g leerderskryfstukke te asses • relevante inligting oor die woordeboeke te bekom en Metode van aflewering: Oop afst Assesseringsmetodes: Formatief Module code: AFRN 315 Titel: Afrikaans: Woord- en Sinst Module-uitkomste: Na suksesvo • bewys te lewer van kenni	f (40%) en Summatie Semester 2 Redigering; Spelling Ille afhandeling van h van aspekte van Afril oorde met 'n hoë geb spekte van die Afri seer en te redigeer; gebruik om tekste te seer en te redigeer; gebruiksfere en get in die skep en redige andsleer, Cedar Coll f (40%) en Summatie Semester 1 oou, Variëteite en Sty Ille afhandeling van h is en begrip ten op	f (eksamen) 60% 8 credits en Woordeboekgeb ierdie module beho kaanse spelreëls wa ruiksfrekwensie 'n b ikaanse spelsistee eoordeel; ontsluit en te interp en oruiksmoontlikhede ring van tekste toe ege, Upington Colle f (eksamen) 60% 8 credits le ierdie module beho sigte van die waa	NQF level: 5 bruik ort die student: at 'n hoë gebruiksfrekwensie bepalende rol speel; m te gebruik om eie en breteer, eie teks te skep en van Afrikaanse woorde uit te pas. brege, APEE NQF level: 5 ort die student: rde, vorm en funksies van	
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• relevante studiemateriaal en teks selfstandig te bestudeer, analiseer, beoordeel en toepas;

L

- die vorm en funksie van Standaardafrikaans te beskryf en te beoordeel;
- die gepastheid van die gebruik van verskillende Afrikaanse variëteite (standaard- en niestandaardvariëteite, registers en style) binne 'n verskeidenheid sosiale situasies en in 'n verskeidenheid tekste te beoordeel.
- toepaslike rolle van opvoeders (vgl. onder andere die rol van lewenslange leerder, van pastor, van fasiliteerder en assesseerder van leer) ten opsigte van, of in verband met, die leerinhoude van hierdie module te vervul;

sinvol aan die gesprek oor d wenslikheid v standaardtaal as onderrigmedium te kan deelneem.
 Metode van aflewering: Oop afstandsleer, Cedar College, Upington College, APEE

Assesseringsmetodes: Formatief (40%) en Summatief (eksamen) 60%

Module code: AFRN 325	Semester 2	8 credits	NQF level: 5		
Titel: Afrikaans: Fietvdse Literêre Tekste: Interpretasie en Waardering					

Module-uitkomste: Na suksesvolle afhandeling van hierdie module behoort die student:

- die verskillende rolle van die onderwyser te integreer met Afrikaanse letterkunde-onderrig op skool;
- voorbeeldtekste uit die eietydse Afrikaanse poësie-, prosa- en dramakuns as literêre kunswerke te ontsluit en waardeer;
- kennis van toepaslike literêre aspekte in die ontsluiting van bogenoemde genres te demonstreer deur letterkundige tekste binne die skoolsituasie vir die leerders toeganklik te maak;
- die insig wat literêre tekste bied in menslike ervarings, intermenslike verhoudings en menslike strewes te illustreer deur aan leerders hierdie rol van letterkunde in die menslike lewe te beskryf en te motiveer;
- literêre werke teen die agtergrond van 'n bepaalde waardesisteem te beoordeel en die leerders in die proses van waarde-beoordeling van tekste te begelei;
- aan die hand van literêre tekste kulturele en estetiese sensitiwiteit en waardering aan leerders te demonstreer en motiveer;
- kennis van die letterkunde en vaardighede in letterkunde-onderrig met die verskillende rolle wat hy/sy as onderwyser vertolk, te integreer.

Metode van aflewering: Oop afstandsleer, Cedar College, Upington College, APEE

Assesseringsmetodes: Formatief (40%) en Summatief (eksamen) 60%

Module code: AGDN 125	Semester 2	16 credits	NQF level: 5
Title: School Readiness and Perce			

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

- demonstrate knowledge and understanding of school readiness concepts and terminology;
- use school readiness concepts and terminology within context;
- demonstrate knowledge of and skill in handwriting and reading development;
- demonstrate knowledge and skill to identify and teach the correct forms of numbers and letters (in print and cursive writing);
- facilitate a learning program to stimulate and improve the perceptual skills of school beginners; and
- demonstrate a positive attitude towards developing perceptual skills of learners.

Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE

Methods of Assessment: Formative (40%) and Summative (examination) 60%

Module code: AGDN 325	Semester 2	16 credits	NQF level: 5
Title: Foundation Phase Studies			

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

- demonstrate theoretical knowledge and applicable skill regarding the key principles for maximum learning and the imperative skills for learners in the Foundation Phase;
- demonstrate theoretical knowledge and practical skill regarding classroom organisation and storage, planning for a new year, special days and events, parental involvement and planning for parent evenings as well as matters related to classroom administration;
- demonstrate knowledge, understanding and practical skill regarding the handling of Foundation Phase learners with special needs and problems;
- demonstrate knowledge, understanding and practice-related insight regarding various aspects

	related to inclusive education;				
• identify possible problems, develop problem solving skills and apply critical and creative					
thinking with regards to all relevant aspects related to the key principles for maximum learning,					
classroom organisation and storage, planning for a new year, learners with special needs and					
problems, special days and events, parental involvement and parent evenings, administrative					
matters and relevant aspec					
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE					
Methods of Assessment: Formative (40%) and Summative (examination) 60%					
Module code: AKPN 125	Semester 2	8 credits	NQF level: 5		
Titel: Afrikaans Moedertaalkomm	nunikasie				
Module-uitkomste: Na suksesvolle afhandeling van hierdie module behoort die student:					
• die waarde van taalgebruik vir effektiewe kommunikasie te begryp om leerders tot sinvolle en					
aanvaarbare sosiale interak	0 0,				
			wyse toe te pas en in stand		
te hou dat die verskille tuss					
			leskat en oor verskillende		
betekenisgebruike van Afrik			5		
			uiksfoute ten einde leerders		
 te onderrig in die funksie en 'n positiewe houding jeens a 					
			teite en kulture sodat goeie		
 If respect on sensitiviter to menseverhoudings bevorde 			telle en kulture sodat goele		
Metode van aflewering: Oop afsta					
Assesseringsmetodes: Formatief			ge, AFLL		
Module code: AKPN 126	Semester 2	8 credits	NQF level: 5		
		ocreaits	NQF level: 5		
Titel: Afrikaans Nie-Moedertaalko					
Module-uitkomste: Na suksesvo	•	erdie module beno	ort die student:		
		effektief en sinvol in Afrikaans te kommunikeer;			
• Afrikaanse taalvaardighede soos luister, lees, praat en skryf op geselekteerde wyses te					
	e soos luister, lees,	praat en skryf o	op geselekteerde wyses te		
demonstreer;					
demonstreer;vaardigheid ten opsigte var			op geselekteerde wyses te els van Afrikaans effektief te		
 demonstreer; vaardigheid ten opsigte var gebruik; 	n die basiese uitspra	ak- en spelbeginse	els van Afrikaans effektief te		
demonstreer;vaardigheid ten opsigte var gebruik;Afrikaanse tekste binne ver	n die basiese uitspraa skillende geskikte kor	ak- en spelbeginse	els van Afrikaans effektief te		
 demonstreer; vaardigheid ten opsigte var gebruik; Afrikaanse tekste binne ver effektief in groepe te funksie 	n die basiese uitspraa skillende geskikte kor oneer. en	ak- en spelbeginse	els van Afrikaans effektief te		
 demonstreer; vaardigheid ten opsigte var gebruik; Afrikaanse tekste binne ver effektief in groepe te funksie In alle taalgerigte kommunil 	n die basiese uitspraa skillende geskikte kor oneer. en kasiesituasies eties ko	ak- en spelbeginse ntekste te interprete prrek op te tree.	els van Afrikaans effektief te eer en beoordeel;		
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 demonstreer; vaardigheid ten opsigte var gebruik; Afrikaanse tekste binne ver effektief in groepe te funksie In alle taalgerigte kommunil Metode van aflewering: Oop afste Assesseringsmetodes: Formatief 	n die basiese uitspraa skillende geskikte kor oneer. en kasiesituasies eties ko andsleer, Cedar Colle	ak- en spelbeginse ntekste te interprete prrek op te tree. ege, Upington Colle	els van Afrikaans effektief te eer en beoordeel;		
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demonstreer; vaardigheid ten opsigte var gebruik; Afrikaanse tekste binne ver effektief in groepe te funksie In alle taalgerigte kommunil Metode van aflewering: Oop afst Assesseringsmetodes: Formatief Module code: AKPN 315 & AKPN 325	n die basiese uitspraa skillende geskikte kor oneer. en kasiesituasies eties kr andsleer, Cedar Colle (40%) en Summatief Semester 1 & 2	ak- en spelbeginse ntekste te interprete orrek op te tree. ege, Upington Colle (eksamen) 60%	er en beoordeel; ege, APEE		
demonstreer; • vaardigheid ten opsigte var gebruik; • Afrikaanse tekste binne ver • effektief in groepe te funksie • In alle taalgerigte kommunil Metode van aflewering: Oop afst Assesseringsmetodes: Formatief Module code: AKPN 315 & AKPN 325 Titel: Afrikaans Moedertaalkomm	n die basiese uitspraa skillende geskikte kor oneer. en kasiesituasies eties k andsleer, Cedar Colle (40%) en Summatief Semester 1 & 2 nunikasie	ak- en spelbeginse ntekste te interprete orrek op te tree. ge, Upington Colle (eksamen) 60% 8 credits	els van Afrikaans effektief te eer en beoordeel; ege, APEE NQF level: 5		
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demonstreer; vaardigheid ten opsigte var gebruik; Afrikaanse tekste binne ver effektief in groepe te funksii In alle taalgerigte kommunil Metode van aflewering: Oop afst Assesseringsmetodes: Formatief Module code: AKPN 315 & AKPN 325 Titel: Afrikaans Moedertaalkomm Module-uitkomste: Na suksesvo odie waarde van taalgebruik	n die basiese uitspraa skillende geskikte kor oneer. en kasiesituasies eties ko andsleer, Cedar Colle f (40%) en Summatief Semester 1 & 2 nunikasie lle afhandeling van hi vir effektiewe kommu	ak- en spelbeginse ntekste te interprete orrek op te tree. ge, Upington Colle (eksamen) 60% 8 credits erdie module beho nikasie te begryp;	els van Afrikaans effektief te eer en beoordeel; ege, APEE NQF level: 5		
demonstreer; vaardigheid ten opsigte var gebruik; Afrikaanse tekste binne ver effektief in groepe te funksii In alle taalgerigte kommunil Metode van aflewering: Oop afst Assesseringsmetodes: Formatief Module code: AKPN 315 & AKPN 325 Titel: Afrikaans Moedertaalkomm Module-uitkomste: Na suksesvo die waarde van taalgebruik klaskamerkommunikasie bi	n die basiese uitspraa skillende geskikte kor oneer. en kasiesituasies eties ko andsleer, Cedar Colle f (40%) en Summatief Semester 1 & 2 nunikasie lle afhandeling van hi vir effektiewe kommu nne vakverband te be	ak- en spelbeginse itekste te interprete ge, Upington Colle (eksamen) 60% 8 credits erdie module beho inikasie te begryp; vorder;	els van Afrikaans effektief te eer en beoordeel; ege, APEE NQF level: 5		
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demonstreer; vaardigheid ten opsigte var gebruik; Afrikaanse tekste binne ver effektief in groepe te funksie In alle taalgerigte kommunil Metode van aflewering: Oop afst: Assesseringsmetodes: Formatief Module code: AKPN 315 & AKPN 325 Titel: Afrikaans Moedertaalkomm Module-uitkomste: Na suksesvo die waarde van taalgebruik klaskamerkommunikasie bi bewys te lewer van uitgebre betekenisgebruike van Afrik uitgebreide kennis en begri	n die basiese uitspraa skillende geskikte kor oneer. en kasiesituasies eties ko andsleer, Cedar Colle f (40%) en Summatief Semester 1 & 2 nunikasie lle afhandeling van hi vir effektiewe kommu nne vakverband te be eide kennis en begrip kaanse woorde ten eir p te demonstreer van	ak- en spelbeginse ntekste te interprete orrek op te tree. ge, Upington Colle (eksamen) 60% 8 credits erdie module beho inikasie te begryp; vorder; oor Afrikaanse wo nde dit vir leerders hoë-frekwensie-w	els van Afrikaans effektief te eer en beoordeel; ege, APEE NQF level: 5 ort die student: ordeskat en oor verskillende toeganklik te maak; oordgebruiksfoute ten einde		
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Module code: AKPN 316 & AKPN 326	Semester 1 & 2	8 credits	NQF level: 5		
Titel: Afrikaans Nie-Moedertaalkommunikasie					
Module-uitkomste: Na suksesvol	lle afhandeling van hie	rdie module beho	ort die student:		
 Afrikaanse taalvaardighede soos luister, lees, praat en skryf asook dink en redeneer op geselekteerde wyses in Afrikaans te demonstreer; 					
• taalprobleme as individu of	as lid van 'n groep te ic	dentifiseer en op t	e los;		
moedertaalkommunikasie-o	onderrig;		konteks van Afrikaans Nie-		
 binne relevante kontekste lewer; 	inligting te versamel,	ontleed, organis	seer en verslag daarvan te		
 binne gepaste konteks effel van effektiewe naslaanvaard 		0	-		
			pas in die formulering van		
 die toepassing van bepaald 	le Afrikaanse taalkundi	ige aspekte te der	monstroor:		
 in alle taalgerigte kommunik 		• •			
0 0		nek op te tree, en			
 'n kultuur van lewenslange le Metode van aflewering: Oop afsta 		- Unington Colle			
Assesseringsmetodes: Formatief			ye, Aree		
Module code: CLFE 115	Semester 1	8 credits	NQF level: 5		
Title: Computer Literacy for Educ		0 GIGUILO			
Module outcomes: After success		odule the studen	t should:		
 demonstrate knowledge and u 	•				
 demonstrate relevant basic ski 	Ũ	•			
demonstrate relevant basic ski					
demonstrate basic skill in the u					
understand and discuss with in	0				
Method of delivery: Open Distance		llege, Upington C	ollege, APEE		
Method of Assessment: Practica					
Module code: EDMN 315	Semester 1	8 credits	NQF level: 5		
Title: Education Management and					
Module outcomes: After success	•				
			nt planning process within a ccessfully complete school		
 demonstrate an understan mission statement in school 			of developing a vision and tiveness; and		
			development, indicators to		
			eworks, school development		
planning, key values in the paradigm.	community of school	l stakeholders as	well as the new education		
Method of delivery: Open Distance	re Learning, Cedar Co	llege Unington C	ollege APFF		
Methods of Assessment: Formati					
Module code: EDSN 125	Semester 2	16 credits	NQF level: 5		
Title: English Didactics					
°	ful completion of this m	nodule the studen	t should:		
 Module outcomes: After successful completion of this module the student should: demonstrate knowledge and understanding of and implement learner-centred principles in the English language classroom; 					
 interpret and evaluate vario 		a English second	language:		
• demonstrate knowledge of the principles of outcomes-based teaching and in specific the teaching of language outcomes and skills;					
 apply the basic didactical principles in planning for instruction: 					

 demonstrate knowledge and skills regarding the principles of assessment; and project professional and ethical values in all education-related actions and operations. 						
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE						
Methods of Assessment: Formative (40%) and Summative (examination) 60%						
Module code: EDSN 325 Semester 2 16 credits NQF level: 5						
Title: English Didactics						
 Module outcomes: After successful completion of this module the student should: demonstrate knowledge and understanding of and implement learner-centred principles in the English language classroom; 						
 demonstrate knowledge of teaching of language outcome 	 interpret and evaluate various methods of teaching English second language; demonstrate knowledge of the principles of outcomes-based teaching and in specific the teaching of language outcomes and skills; apply the basic didactical principles in planning for instruction; 					
 demonstrate knowledge and project professional and eth 	ical values in all edu	cation-related action	ns and operations			
Method of delivery: Open Distance	U					
Methods of Assessment: Formati		· · · · · ·				
Module code: EDVN 125	Semester 2	8 credits	NQF level: 5			
Title: Anti-Racism, Education Lav						
	ills and values regar	ding the quest for g	should: reater equality and equity to			
 establish a non-racial demo demonstrate increasing pub 		•	und values in education;			
demonstrate skill in dealir	ng with relevant iss	ues pertaining to r	racism, education law and			
			evaluate the consequences			
		general.	thereof on learners, communities and society in general.			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE						
Methods of Assessment: Formati	ve (40%) and Summ	ative (examination)	60%			
Methods of Assessment: Formati Module code: EGPN 125	ve (40%) and Summ Semester 2					
Methods of Assessment: Formati Module code: EGPN 125 Title: English: Linguistics for the B	ve (40%) and Summ Semester 2 English Teacher	ative (examination) 8 credits	60% NQF level: 5			
Methods of Assessment: Formati Module code: EGPN 125 Title: English: Linguistics for the E Module outcomes: After successf • demonstrate knowledge and	ve (40%) and Summ Semester 2 English Teacher ful completion of this d skill in problem ide	ative (examination) 8 credits module the student entification, problem	60% NQF level: 5			
Methods of Assessment: Formati Module code: EGPN 125 Title: English: Linguistics for the E Module outcomes: After success • demonstrate knowledge an of critical and thinking regar	ve (40%) and Summ Semester 2 English Teacher ful completion of this d skill in problem ide ding English as a su and skill in the ac	ative (examination) 8 credits module the student entification, problem bject; equisition, analysis,	60% NQF level: 5 should:			
Methods of Assessment: Formati Module code: EGPN 125 Title: English: Linguistics for the E Module outcomes: After success • demonstrate knowledge an of critical and thinking regar • demonstrate knowledge a	ve (40%) and Summ Semester 2 English Teacher ful completion of this d skill in problem ide ding English as a su and skill in the ac English as your majo	ative (examination) 8 credits module the student entification, problem bject; equisition, analysis, or subject;	60% NQF level: 5 should: solving and the application			
Methods of Assessment: Formati Module code: EGPN 125 Title: English: Linguistics for the E Module outcomes: After success • demonstrate knowledge an of critical and thinking regar • demonstrate knowledge a evaluation of information in	ve (40%) and Summ Semester 2 English Teacher ful completion of this d skill in problem ide ding English as a su and skill in the ac English as your majo ediums and in variou	ative (examination) 8 credits module the student entification, problem bject; equisition, analysis, or subject; s contexts;	60% NQF level: 5 should: solving and the application			
Methods of Assessment: Formati Module code: EGPN 125 Title: English: Linguistics for the E Module outcomes: After successf • demonstrate knowledge an of critical and thinking regar • demonstrate knowledge a evaluation of information in • communicate via various m • understand the value of Eng • fulfil the role of facilitator of classroom communication principles, -strategies, -meth	ve (40%) and Summ Semester 2 English Teacher ful completion of this d skill in problem ide ding English as a su and skill in the ac English as your majo ediums and in variou glish as an internatio i learning, thus be at in English, demons hods, and -skills in S	ative (examination) 8 credits module the student entification, problem bject; equisition, analysis, or subject; is contexts; nal language; ble to facilitate the le trate sound knowle outh African context	60% NQF level: 5 should: solving and the application organization and critical earning of English, promote dge regarding its teaching			
Methods of Assessment: Formati Module code: EGPN 125 Title: English: Linguistics for the B Module outcomes: After successf demonstrate knowledge and of critical and thinking regar demonstrate knowledge and evaluation of information in communicate via various mu- understand the value of Englist fulfil the role of facilitator of classroom communication principles, -strategies, -metf fulfil the role of interpreter and and/or design suitable/new learning requirements of lear	ve (40%) and Summ Semester 2 English Teacher ful completion of this d skill in problem ide ding English as a su and skill in the ac English as your majo ediums and in variou glish as an internatio i learning, thus be at in English, demons hods, and -skills in S and designer of teac learning material a amers;	ative (examination) 8 credits module the student entification, problem bject; equisition, analysis, or subject; as contexts; nal language; ole to facilitate the le trate sound knowle outh African context hing-learning resou nd resources in suc	60% NQF level: 5 should: solving and the application organization and critical earning of English, promote dge regarding its teaching ;; rces, thus be able to select ch a way that they suit the			
Methods of Assessment: Formati Module code: EGPN 125 Title: English: Linguistics for the B Module outcomes: After successf demonstrate knowledge and of critical and thinking regar demonstrate knowledge and evaluation of information in communicate via various mu- understand the value of Eng fulfil the role of facilitator of classroom communication principles, -strategies, -metf fulfil the role of interpreter a and/or design suitable/new	ve (40%) and Summ Semester 2 English Teacher ful completion of this d skill in problem ide ding English as a su and skill in the ac English as your majo ediums and in variou glish as an internatio i learning, thus be at in English, demons hods, and -skills in S and designer of teac learning material a amers;	ative (examination) 8 credits module the student entification, problem bject; equisition, analysis, or subject; as contexts; nal language; ole to facilitate the le trate sound knowle outh African context hing-learning resou nd resources in suc	60% NQF level: 5 should: solving and the application organization and critical earning of English, promote dge regarding its teaching ;; rces, thus be able to select ch a way that they suit the			
Methods of Assessment: Formati Module code: EGPN 125 Title: English: Linguistics for the E Module outcomes: After success demonstrate knowledge an of critical and thinking regar demonstrate knowledge a evaluation of information in communicate via various m understand the value of Eng fulfil the role of facilitator of classroom communication principles, -strategies, -meth fulfil the role of interpreter and/or design suitable/new learning requirements of lea demonstrate a respect for a fulfil the role of learner, reso keep developing through occupational level.	ve (40%) and Summ Semester 2 English Teacher ful completion of this d skill in problem ide ding English as a su and skill in the ac English as your majo ediums and in variou glish as an internatio i learning, thus be at in English, demons nods, and -skills in S and designer of teac learning material a armers; nd commitment to th earcher and life-long study and researc	ative (examination) 8 credits module the student entification, problem bject; equisition, analysis, or subject; is contexts; nal language; ole to facilitate the le trate sound knowle outh African context hing-learning resou nd resources in suc e educator profession learner, that implie h on personal, ac	60% NQF level: 5 should: solving and the application organization and critical earning of English, promote dge regarding its teaching ;; rces, thus be able to select ch a way that they suit the on; and s that he/she will be able to cademic, professional and			
Methods of Assessment: Formati Module code: EGPN 125 Title: English: Linguistics for the E Module outcomes: After successf demonstrate knowledge an of critical and thinking regar demonstrate knowledge a evaluation of information in communicate via various m understand the value of Eng fulfil the role of facilitator of classroom communication principles, -strategies, -meth fulfil the role of interpreter a and/or design suitable/new learning requirements of lear demonstrate a respect for a fulfil the role of learner, reso keep developing through occupational level. Method of delivery: Open Distance	ve (40%) and Summ Semester 2 English Teacher ful completion of this d skill in problem ide ding English as a su and skill in the ac English as your majo ediums and in variou glish as an internatio i learning, thus be at in English, demons nods, and -skills in S and designer of teac learning material a armers; nd commitment to th earcher and life-long study and researc	ative (examination) 8 credits module the student entification, problem bject; equisition, analysis, or subject; is contexts; nal language; ole to facilitate the le trate sound knowle outh African context hing-learning resou nd resources in suc e educator profession learner, that implie h on personal, ac college, Upington Co	60% NQF level: 5 should: solving and the application organization and critical earning of English, promote dge regarding its teaching ;; rces, thus be able to select ch a way that they suit the on; and s that he/she will be able to cademic, professional and ollege, APEE			
Methods of Assessment: Formati Module code: EGPN 125 Title: English: Linguistics for the E Module outcomes: After success demonstrate knowledge an of critical and thinking regar demonstrate knowledge a evaluation of information in communicate via various m understand the value of Eng fulfil the role of facilitator of classroom communication principles, -strategies, -meth fulfil the role of interpreter and/or design suitable/new learning requirements of lea demonstrate a respect for a fulfil the role of learner, reso keep developing through occupational level. Method of delivery: Open Distance	ve (40%) and Summ Semester 2 English Teacher ful completion of this d skill in problem ide ding English as a su and skill in the ac English as your majo ediums and in variou glish as an internatio learning, thus be at in English, demons hods, and -skills in S and designer of teac learning material a armers; nd commitment to th earcher and life-long study and researc ve Learning, Cedar C	ative (examination) 8 credits module the student entification, problem bject; equisition, analysis, or subject; is contexts; nal language; ole to facilitate the le trate sound knowle outh African context hing-learning resou nd resources in suc e educator profession learner, that implie h on personal, ac college, Upington Co ative (examination)	60% NQF level: 5 should: solving and the application organization and critical earning of English, promote dge regarding its teaching ;; rces, thus be able to select ch a way that they suit the on; and s that he/she will be able to cademic, professional and ollege, APEE 60%			
 Methods of Assessment: Formati Module code: EGPN 125 Title: English: Linguistics for the E Module outcomes: After successi demonstrate knowledge an of critical and thinking regar demonstrate knowledge a evaluation of information in communicate via various me understand the value of English: fulfil the role of facilitator of classroom communication principles, -strategies, -meti fulfil the role of interpreter a and/or design suitable/new learning requirements of lear fulfil the role of learner, resk keep developing through occupational level. Method of delivery: Open Distance Module code: EGPN 315 	ve (40%) and Summ Semester 2 English Teacher ful completion of this d skill in problem ide ding English as a su and skill in the ac English as your majo ediums and in variou glish as an internatio learning, thus be at in English, demons hods, and -skills in S and designer of teac learning material a armers; nd commitment to th earcher and life-long study and researc ve Learning, Cedar C ve (40%) and Summ	ative (examination) 8 credits module the student entification, problem bject; equisition, analysis, or subject; is contexts; nal language; ole to facilitate the le trate sound knowle outh African context hing-learning resou nd resources in suc e educator profession learner, that implie h on personal, ac college, Upington Co	60% NQF level: 5 should: solving and the application organization and critical earning of English, promote dge regarding its teaching ;; rces, thus be able to select ch a way that they suit the on; and s that he/she will be able to cademic, professional and ollege, APEE			
Methods of Assessment: Formati Module code: EGPN 125 Title: English: Linguistics for the E Module outcomes: After success demonstrate knowledge an of critical and thinking regar demonstrate knowledge a evaluation of information in communicate via various m understand the value of Eng fulfil the role of facilitator of classroom communication principles, -strategies, -meth fulfil the role of interpreter and/or design suitable/new learning requirements of lea demonstrate a respect for a fulfil the role of learner, reso keep developing through occupational level. Method of delivery: Open Distance	ve (40%) and Summ Semester 2 English Teacher ful completion of this d skill in problem ide ding English as a su and skill in the ac English as your majo ediums and in variou glish as an internatio i learning, thus be at in English, demons hods, and -skills in S and designer of teac learning material a arners; nd commitment to the earcher and life-long study and researc ce Learning, Cedar C ve (40%) and Summ Semester 1 Drama and Novel	ative (examination) 8 credits module the student entification, problem bject; equisition, analysis, or subject; is contexts; nal language; ole to facilitate the le trate sound knowle outh African context hing-learning resou nd resources in suc e educator profession learner, that implie h on personal, ac college, Upington Co ative (examination) 8 credits	60% NQF level: 5 should: solving and the application organization and critical earning of English, promote dge regarding its teaching i; rces, thus be able to select ch a way that they suit the on; and s that he/she will be able to cademic, professional and onlege, APEE 60% NQF level: 5			

•	demonstrate knowledge and insight regarding the literary genres of drama and novels and the teaching thereof;					
•	identify, trace and interpret themes in literary genre and demonstrate the necessary skills to analyse and critically evaluate literary texts;					
•	communicate effectively, both individually and in group contexts, in English in general and					
•	specifically regarding all aspects of the teaching-learning situation; demonstrate knowledge and skill needed to identify and evaluate the values explored in literary					
•	texts; demonstrate knowledge and understanding of stylistic aspects of literary texts in order to use					
	literature for the teaching of language and grammar skills; and					
•	demonstrate an understanding of didactic skills and approaches and apply these to the teaching of language and literature throughout the different educational phases.					
Meth	nod of delivery: Open Distance Learning, Cedar College, Upington College, APEE					
	nods of Assessment: Formative (40%) and Summative (examination) 60%					
M	odule code: EGPN 325 Semester 2 8 credits NQF level: 5					
	: English					
	ule outcomes: After successful completion of this module the student should:					
•	demonstrate knowledge and insight regarding the literary genres of poetry, short stories and young adult literature in a variety of Afro centric texts;					
•	identify, trace and interpret themes in literary genre;					
•	demonstrate the necessary skills to analyse and critically evaluate Afro centric literary texts;					
•	communicate effectively, both individually and in group context, in English in general and specifically regarding all aspects of the teaching-learning situation;					
•	demonstrate knowledge and skills needed to identify and evaluate the values explored in Afro centric literary texts;					
•	demonstrate knowledge of stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills;					
•	demonstrate an understanding of didactic skills and approaches and apply these to the teaching of language and literature; and					
•	demonstrate knowledge, skills and values regarding the literature, language and didactics of English as a first and second language throughout the different educational phases.					
	nod of delivery: Open Distance Learning, Cedar College, Upington College, APEE					
	nods of Assessment: Formative (40%) and Summative (examination) 60%					
	Iodule code: ENTN 315 Semester 1 8 credits NQF level: 5					
	: Entrepreneurship for Educators					
Mod	Module outcomes: After successful completion of this module the student should:					
•	demonstrate knowledge and insight into the competitive world of entrepreneurship; be familiar with and understand the economic and business environment in which					
•	entrepreneurs function;					
•	develop and demonstrate creative and innovative skills;					
•	demonstrate understanding of the importance of his/her role in the development of a positive					
	predisposition regarding entrepreneurship and the provision of entrepreneurial oriented education to learners;					
•	encourage learners and teachers to consider the possibilities of starting one's own business or to act in an entrepreneurial manner even as an employer;					
•	understand how to create a basis on which a prosperous community could be built;					
•	take the responsibility of deciding on a future career themselves and to equip themselves with the necessary skills to earn a living; and					
•	apply the concept of entrepreneurship in various contexts within as well as outside the school environment.					
	nod of delivery: Open Distance Learning, Cedar College, Upington College, APEE					
Meth	nods of Assessment: Formative (40%) and Summative (examination) 60%					

Module code: ESPN 125	Semester 2	8 credits	NQF level: 5		
Title: English Communication					
Module outcomes: After success	ful completion of this	module the student s	hould:		
 use and teach English across the curriculum; this involves the ability to use language for interpersonal and pedagogical purposes in the classroom in order to perform teaching activities in a fluent and confident manner; 					
	use academic writing and reading skills required for the teaching of their subject and demonstrate ability to instruct and assess these skills;				
 demonstrate knowledge of 					
simplify, find synonyms and		0	0 0		
 recognize errors in basic sy instructional material to aller 					
 simplify a reading passage, 	U				
such as skimming and scan		inight key hotes, and	leadin basic reading skins		
 introduce group activities a that give opportunity for cor 			neaningful group activities		
Method of delivery: Open Distance					
Methods of Assessment: Formati	ive (40%) and Summ	ative (examination) 6	0%		
Module code: ESPN 315/325	Semester 1/2	8 credits	NQF level: 5		
Title: English Communication					
Module outcomes: After success	ful completion of this	module the student s	hould:		
 design measurable outcome 	-	-	-		
 simplify input by explaining vocabulary required for un required response from lear 	derstanding content				
 demonstrate the ability to e and language skills may pre- 					
 graphically, designing supp contextual clues to aid u supplying examples, supple demonstrate knowledge of 	 and language skills may prevent learners from acquiring new knowledge; demonstrate ability to promote content area comprehension by representing content graphically, designing supplementary material to explain difficult concepts to pupils and design contextual clues to aid understanding, conceptualize academic language (concretize) by supplying examples, supplementary material, demonstrations of meaning; demonstrate knowledge of technical vocabulary, ability to simplify, find synonyms and explain terminology using effective teaching strategies by also identifying and correcting errors in basic 				
 be capable of annotating a and register appropriately a 		t material fluently an	d interestingly using voice		
	 demonstrate ability to introduce group activities and design work sheets that give opportunity for content and language acquisition; and 				
competence in content know	• apply and design a variety of assessment strategies in order to allow learners to prove competence in content knowledge and language in a variety of ways.				
Method of delivery: Open Distance					
Methods of Assessment: Formati					
Module code: FPUN 125	Semester 2	8 credits	NQF level: 5		
Title: Foundation Phase Studies:					
do problem identification ar	 Module outcomes: After successful completion of this module the student should: do problem identification and demonstrate problem-solving skills and the application of critical and creative thinking with regard to reading, verbal communication and writing in the Exercise the second s				
 communicate by means of situations; 	f mother tongue and	d first additional lang	uage in various teaching		
 demonstrate knowledge ar writing and verbal commu 					

understanding in the classroom; demonstrate didactic strategies, methods, approaches and skills of mother tongue and first additional language teaching in the Foundation Phase as determined by the National Revised Curriculum Statements: design and implement learning experiences for the study programme Literacy according to the principle of integration of all fields of study: and apply knowledge and insight regarding acquired teaching strategies, methods and skills during the design and implementation of learning experiences in the study programme Literacy in the Foundation Phase. Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE Methods of Assessment: Formative (40%) and Summative (examination) 60% Module code: FPUN 315 NQF level: 5 Semester 1 8 credits Title: Foundation Phase Studies Module outcomes: After successful completion of this module the student should: demonstrate a thorough subject specific knowledge and understanding of the learning area mathematics: apply problem identification, problem-solving skills and critical and creative thinking with regard to outcomes-based education in the Foundation Phase: demonstrate the application of didactic strategies and skills, teaching methods and approaches as appropriate to Numeracy in the Foundation Phase as determined by the National Curriculum: apply knowledge and insight regarding acquired teaching strategies, methods and skills during the design and implementation of lesson plans in the study / learning programme Numeracy in the Foundation Phase; facilitate understanding of number concept development and computations in the Foundation Phase learners; and always act in an ethical manner in the classroom when teaching Primary school Numeracy. Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE Methods of Assessment: Formative (40%) and Summative (examination) 60% Module code: FPUN 325 Semester 2 8 credits NQF level: 5 Title: Foundation Phase Studies: Life Skills Module outcomes: After successful completion of this module the student should: demonstrate knowledge and understanding of the concept "Life Skills" in general and as applicable to Foundation Phase learners; understand and apply the aims of Life Skills Education for Foundation Phase learners: illustrate how Life Skills Education is integrated; demonstrate knowledge and skill regarding the application of teaching-learning principles that are suitable for learning experiences in Life Skills in the Foundation Phase; plan suitable learning experiences for Life Skills in the Foundation Phase with specific reference to environmental study, conservation and health education; demonstrate knowledge and insight of suitable instructional methods for environmental study and health education: know and understand the scope and nature of Science content in the Foundation Phase and plan learning experiences in which learners' scientific knowledge is expanded; and demonstrate higher order thinking skills, for example, identification and solving of problems related to Life Skills Education and Foundation Phase learners. Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE Methods of Assessment: Formative (40%) and Summative (examination) 60% Semester 2 Module code: GFPN 125 NQF level: 5 8 credits Title: Africa and Population Geography Module outcomes: After successful completion of this module the student should: demonstrate knowledge and understanding of the location, political division, relief and drainage characteristics of Africa;

- understand the climatic characteristics and population distribution of Africa;
- demonstrate knowledge of the developing economies in Africa;
- show insight and understanding of the problems in African countries;
- demonstrate knowledge of general concepts in Population Geography;
- demonstrate a positive and ethical-responsible disposition towards Africa and its people;
- draw up and use representation techniques such as line, column and circle graphs; and
- teach the above-mentioned module outcomes to learners at school level.

Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE Methods of Assessment: Formative (40%) and Summative (examination) 60%

			070
Module code: GFPN 315	Semester 1	8 credits	NQF level: 5
Title: Geography: Rural and Urba	n Settlements		

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

- demonstrate knowledge and insight regarding the factors and reasons for development that influence the type, location and structure of rural settlements;
- distinguish between the different types of urban settlements and reason with insight on urbanisation;
- demonstrate knowledge and insight regarding the development of towns and cities as well as the factors that influence the growth of cities and towns;
- know the morphological structure of cities and towns and distinguish between the three urban structure models;
- show insight into and understanding of the development and layout of towns;
- co-operate in group context with other individuals in an ethical-responsible way during the solving of problems unique to the learning contents of this module;
- demonstrate skill and insight regarding the practical identification and classification of landuses in cities on maps; and
- effectively teach to learners at school level the necessary knowledge, understanding, insight and skills regarding all relevant aspects of rural and urban settlements.

Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE

Methods of Assessment: Formative (40%) and Summative (examination) 60%

Module code: GFPN 325	Semester 2	8 credits	NQF level: 5
Title: Geomorphology and Enviro	nmental Geography		

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

- demonstrate knowledge, skills and values regarding the internal consistency of the earth, the main types of rock and internal forces as well as the external forces that change the earth;
- show an understanding of environmental Geography regarding the applicable knowledge, skills and values regarding the functioning of ecosystems and man's influence in ecosystems;
- demonstrate your understanding of selected aspects of Geomorphology;
- reflect a sound ethical approach in dealing with creation and environmental affairs;
- represent relief characteristics, draw cross-section sketches and calculate and interpret gradient on topographic maps;
- recognise the seven roles of the teacher built into the outcomes and content of is module and demonstrate that you can apply these in practice; and
- teach school learners in Geomorphology.

Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE

Methods of Assessment: Formative (40%) and Summative (examination) 60%					
Module code: GFXN 125 Semester 2 16 credits NQF level: 5					

Title: Geography didactics

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

- demonstrate understanding of the place of Geography and Social Sciences within OBE;
- demonstrate knowledge and skills to implement a learning experience in Geography and Social Sciences and prove that you are skilled in using different teaching techniques and teaching aids;
- demonstrate general teaching approaches in learning experiences in Geography and Social

Sciences;				
 creatively design suitable learning experiences, work sheets, assessment rubrics, tests / exams 				
and memoranda on synoptic weather maps, topographic maps, aerial maps and themes in				
atlases according to OBE and Geography didactic principles; and				
effectively teach outcomes such as those in the Module to learners at school.				
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE				
Methods of Assessment: Formatin	ve (40%) and Sumn	native (examination) 6	0%	
Module code: GFXN 325	Semester 2	16 credits	NQF level: 5	
Title: Geography Didactics				
Module outcomes: After successf	ful completion of this	s module the student s	hould:	
 demonstrate knowledge and 	•			
of different teaching techniq	ues in the classroor	n;		
demonstrate knowledge		evaluating learners	of Geography in the	
secondary/primary school p				
 act ethically sound in transport 	posing the value of	Geography in its place	to the secondary/primary	
learners;				
 demonstrate knowledge and that he (che has acquired the 				
that he/she has acquired the				
 demonstrate general teach Sciences; 	ing approaches in	learning experiences	or Geography and Social	
 creatively design suitable le 	arning experiences	work sheets assess	nent rubrics tests/evams	
and memoranda regarding		, work sheets, assessi	nent rubrics, tests/ exams	
 effectively teach outcomes 		s module to learners at	school: and	
 explain the role of Environm 				
can contribute towards the r	moral development	of individual learners a	and the community as well	
as the implementation of thi				
Method of delivery: Open Distance				
Methods of Assessment: Formatin	Methods of Assessment: Formative (40%) and Summative (examination) 60%			
Module code: GSAN 125 Semester 2 8 credits NQF level: 5				
		· · · · · ·		
Title: South African History (1652	-1854)	8 credits	NQF level: 5	
Title: South African History (1652 Module outcomes: After successf	-1854) ful completion of this	8 credits	NQF level: 5 hould:	
Title: South African History (1652 Module outcomes: After successf	-1854) ful completion of this	8 credits	NQF level: 5 hould:	
Title: South African History (1652 Module outcomes: After successf • know, understand and eval the Khoikhoi;	-1854) ful completion of this luate the factors de	8 credits s module the student s termining the relations	NQF level: 5 hould:	
Title: South African History (1652 Module outcomes: After successf • know, understand and eval the Khoikhoi; • evaluate the position of the	-1854) ful completion of this luate the factors de Khoikhoi in the Cap	8 credits s module the student s termining the relations e society;	NQF level: 5 hould: s between the whites and	
Title: South African History (1652 Module outcomes: After successf know, understand and eval the Khoikhoi; evaluate the position of the know and understand the	-1854) ful completion of this uate the factors de Khoikhoi in the Cap grievances and p	8 credits s module the student s termining the relations e society;	NQF level: 5 hould: s between the whites and	
Title: South African History (1652 Module outcomes: After success • know, understand and eval the Khoikhoi; • evaluate the position of the • know and understand the government reacted to them	-1854) ful completion of this uate the factors de Khoikhoi in the Cap grievances and p n;	8 credits s module the student s termining the relations e society; problems of the Free	NQF level: 5 hould: s between the whites and	
Title: South African History (1652 Module outcomes: After successf • know, understand and eval the Khoikhoi; • evaluate the position of the • know and understand the government reacted to them • give an overview of the Patr	-1854) ful completion of this uate the factors de Khoikhoi in the Cap grievances and p n; riot movement durin	8 credits s module the student s termining the relations e society; problems of the Free g 1778-1795;	NQF level: 5 hould: s between the whites and e burghers and how the	
Title: South African History (1652 Module outcomes: After success • know, understand and eval the Khoikhoi; • evaluate the position of the • know and understand the government reacted to them	-1854) ful completion of this uate the factors de Khoikhoi in the Cap grievances and p n; riot movement durin ole that the slaves pl	8 credits s module the student s termining the relations e society; problems of the Free g 1778-1795; layed in the economic	NQF level: 5 hould: s between the whites and e burghers and how the life of the Cape;	
Title: South African History (1652 Module outcomes: After successf know, understand and eval the Khoikhoi; evaluate the position of the know and understand the government reacted to them give an overview of the Patr know and understand the rot	-1854) ful completion of this uate the factors de Khoikhoi in the Cap grievances and p n; riot movement durin ole that the slaves pl	8 credits s module the student s termining the relations e society; problems of the Free g 1778-1795; layed in the economic	NQF level: 5 hould: s between the whites and e burghers and how the life of the Cape;	
 Title: South African History (1652 Module outcomes: After successf know, understand and eval the Khoikhoi; evaluate the position of the know and understand the government reacted to them give an overview of the Patr know and understand the rc know and understand how rights of the colonists; understand how cultural diff 	-1854) ful completion of this luate the factors de grievances and p r; riot movement durin ble that the slaves p the autocratic actio	8 credits s module the student s termining the relations e society; oroblems of the Free g 1778-1795; layed in the economic ons of Lord Charles S	NQF level: 5 should: s between the whites and e burghers and how the life of the Cape; omerset clashed with the	
 Title: South African History (1652 Module outcomes: After successf know, understand and eval the Khoikhoi; evaluate the position of the know and understand the government reacted to them give an overview of the Patr know and understand the rc know and understand the rc know and understand how rights of the colonists; understand how cultural diff frontier; 	-1854) ful completion of this luate the factors de grievances and p r; riot movement durin ole that the slaves pl the autocratic actic	8 credits s module the student s termining the relations e society; problems of the Free g 1778-1795; layed in the economic ons of Lord Charles S nce led to the Anglo-X	NQF level: 5 should: s between the whites and burghers and how the life of the Cape; omerset clashed with the (hosa conflict on the Cape	
Title: South African History (1652 Module outcomes: After successf know, understand and eval the Khoikhoi; evaluate the position of the know and understand the government reacted to them give an overview of the Patr know and understand the rc know and understand the rc understand how rights of the colonists; understand how cultural diff frontier; evaluate the "Slagtersnek R	-1854) ful completion of this luate the factors de Khoikhoi in the Cap grievances and p ; riot movement durin ole that the slaves pl the autocratic actio ferences and ignora lebellion" as a phase	8 credits s module the student s termining the relations e society; problems of the Free g 1778-1795; layed in the economic ons of Lord Charles S nce led to the Anglo-X e in the unfolding of Af	NQF level: 5 should: s between the whites and burghers and how the life of the Cape; omerset clashed with the (hosa conflict on the Cape irikaner nationalism;	
Title: South African History (1652 Module outcomes: After successf know, understand and eval the Khoikhoi; evaluate the position of the know and understand the government reacted to them give an overview of the Patr know and understand how rights of the colonists; understand how cultural diff frontier; evaluate the "Slagtersnek R understand the significant ro	-1854) ful completion of this luate the factors de Khoikhoi in the Cap grievances and p ; riot movement durin ole that the slaves pl the autocratic actio ferences and ignora Rebellion" as a phase ole of newspapers in	8 credits s module the student s termining the relations e society; problems of the Free g 1778-1795; layed in the economic ons of Lord Charles S nce led to the Anglo-X e in the unfolding of Af	NQF level: 5 hould: s between the whites and e burghers and how the life of the Cape; omerset clashed with the khosa conflict on the Cape irikaner nationalism; st lord Charles Somerset;	
Title: South African History (1652 Module outcomes: After successf know, understand and eval the Khoikhoi; evaluate the position of the know and understand the government reacted to them give an overview of the Patr know and understand the rc know and understand the rc understand how cultural difficantier; evaluate the "Slagtersnek R understand the significant rc know and critically evaluate	-1854) ful completion of this uate the factors de Khoikhoi in the Cap grievances and p r; tot movement durin ole that the slaves pl the autocratic actio rerences and ignora Rebellion" as a phase ole of newspapers ir e the impact that th	8 credits s module the student s termining the relations e society; problems of the Free g 1778-1795; layed in the economic ons of Lord Charles S nce led to the Anglo-X e in the unfolding of Af	NQF level: 5 hould: s between the whites and e burghers and how the life of the Cape; omerset clashed with the khosa conflict on the Cape irikaner nationalism; st lord Charles Somerset;	
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Title: South African History (1652 Module outcomes: After successf know, understand and eval the Khoikhoi; evaluate the position of the know and understand the government reacted to them give an overview of the Patr know and understand the rc know and understand how rights of the colonists; understand how cultural diff frontier; evaluate the "Slagtersnek R understand the significant rc know and critically evaluate Africa during 1815-1830; and demonstrate the ability to learners can demonstrate content. Method of delivery: Open Distance Methods of Assessment: Formatin Module code: GSAN 315	-1854) ful completion of this luate the factors de grievances and p grievances and p r; iot movement durin ole that the slaves pl the autocratic actio erences and ignora the bellion" as a phase ole of newspapers ir e the impact that the develop an effective knowledge and un the Learning, Cedar (ve (40%) and Sumn Semester 1 – 1920)	8 credits s module the student s termining the relations e society; problems of the Free g 1778-1795; layed in the economic ons of Lord Charles S nce led to the Anglo-X e in the unfolding of Af n the resistance agains ne <i>Difaqane</i> had on the re teaching and learn derstanding of releva College, Upington Colle- native (examination) 60 8 credits	NQF level: 5 should: s between the whites and burghers and how the life of the Cape; omerset clashed with the thosa conflict on the Cape irikaner nationalism; st lord Charles Somerset; he black groups of South ing environment wherein nt History outcomes and ege, APEE 0% NQF level: 5	
 Title: South African History (1652 Module outcomes: After successf know, understand and eval the Khoikhoi; evaluate the position of the know and understand the government reacted to them give an overview of the Patr know and understand the ro know and understand how rights of the colonists; understand how cultural diff frontier; evaluate the "Slagtersnek R understand the significant ro know and critically evaluate Africa during 1815-1830; an demonstrate the ability to learners can demonstrate content. Method of delivery: Open Distance Methods of Assessment: Formatifi Module code: GSAN 315 Title: South African History (1835 	-1854) ful completion of this uate the factors de grievances and p r; iot movement durin ble that the slaves pl the autocratic actic erences and ignora tebellion" as a phase ble of newspapers in the the impact that the develop an effective knowledge and un the Learning, Cedar (ve (40%) and Summ Semester 1 – 1920) ul completion of this	8 credits s module the student s termining the relations e society; oroblems of the Free g 1778-1795; layed in the economic ons of Lord Charles S nce led to the Anglo-X e in the unfolding of Af n the resistance agains the <i>Difaqane</i> had on the restanding of releva College, Upington Colli- native (examination) 6 8 credits	NQF level: 5 hould: s between the whites and e burghers and how the life of the Cape; omerset clashed with the thosa conflict on the Cape irikaner nationalism; st lord Charles Somerset; he black groups of South hing environment wherein nt History outcomes and ege, APEE 0% NQF level: 5 hould:	

- demonstrate knowledge and insight regarding the conflict between British imperialism and the awakening of the Afrikanerdom 1835-1910;
- demonstrate understanding of the uniqueness of historical events;
- evaluate historical events within the contexts of the surrounding circumstances;
- display a particular scholarly disposition, which recognizes that more than one viewpoint exists and this leads to a critical approach towards books and the different viewpoints of authors;
- facilitate the learners to use enquiry skills to investigate the past and present; and
- demonstrate the ability to develop an effective teaching and learning environment wherein learners can demonstrate knowledge and understanding of relevant History outcomes and content.

Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE

Methods of Assessment: Formative (40%) and Summative (examination) 60%

Module code: GSAN 325	Semester 2	8 credits	NQF level: 5	
Title: History: Political Developme				
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 Module outcomes: After successful completion of this module the student should: know and understand the key issues of the South African National Convention, the unitary-federal conflict in the formation of the Union and the black protest against the South African Bill; know and understand the black resistance against the Land Act and Pass laws as well as the 				
 know and understand the black resistance against the Land Act and Pass laws as well as the Bulhoek massacre; know and critically evaluate how the Botha-Smuts government failed to unite the country and understand the conflict between Louis Botha and Jan Smuts;; evaluate the Afrikaner Rebellion of 1914 and the Treaty of Versailles; know and understand peace-keeping as an important part of the United Nations (UN) and critically evaluate South Africa's role in peace keeping in Africa; critically evaluate Hertzog 's policies for Africans and the reactions against them; know and understand the decline of the ICU; know and understand the ways in which the Pact government tried to satisfy white cultural needs; analyze the black reaction to Hertzog 's 1936 legislation and know the Hertzog Bills; illustrate how the 1994 election brought a new era in the South African history - just as the formation of the ANC's Youth League in 1943; know and understand why it is important that government satisfy peoples' cultural needs; understand why it is necessary for the new South Africa to have her own national symbols; indicate South Africa's role in peace keeping in Africa; explain how and why people stand together if there is a common problem or threat to the 				
 community; understand the principles a understand the important ro 			ultural society; and	
Method of delivery: Open Distance			ege, APEE	
Methods of Assessment: Format				
Module code: GSXN 125	Semester 2	16 credits	NQF level: 5	
Title: History Didactics				
 Module outcomes: After success demonstrate an ethically promote such an approach be able to understand ann requirements for a specific resources for history learning in a cultural environment, showi be able to make a value as: practically apply and faciliti 	sound and positive in learners; d interpret provided context of learning in ng; a manner that is sen; ng recognition of and sessment on the ess	approach towards learning programme history, and prepare sitive to the diverse ne d respect for the differ ence, aim and value of	the study of history and s in history, identify the suitable textual and visual eeds of learners in a multi- ences of others; of history education;	
 teaching; and display a particular scholar regarding issues, and that 				

viewpoints of authors.				
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE Methods of Assessment: Formative (40%) and Summative (examination) 60%				
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Module code: GSXN 325	Semester 2	16 credits	NQF level: 5	
Title: History Didactics				
Module outcomes: After success				
 demonstrate sound know resources appropriate to h 			principles, strategies and	
 understand and interpret le 	, ,		entify the requirements for	
a specific context of learning				
history learning;				
 critically evaluate history so 				
practically apply history content in order to give meaning to Outcomes Based teaching;				
 demonstrate an ethically sound and positive approach towards the study of history; ensure achievement of national standards in the learning area Social Studies set by the 				
 ensure achievement of na Revised National Curricului 			ocial Studies set by the	
 explain and demonstrate th 			in history teaching:	
 identify, explain and demor 		••	,	
 monitor and assess the learning 			,	
 demonstrate various teaching 			in history teaching;	
 explore the impact of comp 				
 demonstrate knowledge or 			system and to practically	
demonstrate the layout and				
Method of delivery: Open Distant Methods of Assessment: Format	U .			
	Semester 1	8 credits	NQF level: 5	
Module code: HSCN 319 Title: Social Sciences: Learning		ocreaits	NQF level: 5	
•				
	ful completion of this	module the student s	bould:	
		module the student s		
demonstrate basic backgro	und knowledge of the	e learning area Social	Sciences;	
demonstrate basic backgro	und knowledge of the	e learning area Social	Sciences;	
 demonstrate basic backgro apply problem solving with unique methodology in tead demonstrate and explain the 	und knowledge of the in the creative nature ching; e negative influence	e learning area Social e of the learning area of humankind on the	Sciences; a Social Sciences and the environment;	
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•	 demonstrate an understanding of the various disabilities/impairments; 				
•	 demonstrate knowledge of the factors that contribute to physical and learning problems of learners with disabilities; 				
•	 explain the inclusion of learners with disabilities by demonstrating the implementation of a practical support programme; 				
•	 understand and demonstrate the holistic approach to learner support; and 				
•	demonstrate knowledge and understanding of preferred disability terminology.				
	Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE				
Me	Methods of Assessment: Formative (40%) and Summative (examination) 60%				
	Module code: LIEP 125 Semester 2 16 credits NQF level: 5				
	Title: Learner Support				
Mo	Module outcomes: After successful completion of this module the student should:				
•	 demonstrate skills to identify and assess learner needs for individual learner support in the inclusive classroom; 				
•	demonstrate sound knowled	•	• •	pport programme;	
	demonstrate skills to implen critically discuss the roles or			support programme:	
	know, understand and imple				
•	demonstrate knowledge and				
Me	thod of delivery: Open Distance				
Me	thods of Assessment: Formati	ve (40%) and Summ	native (examination) 6	50%	
I	Module code: LOCN 319	Semester 1	8 credits	NQF level: 5	
Titl	e: Life Orientation: Learning A	rea			
Мо	dule outcomes: After success				
•	demonstrate elementary ar themes from Curriculum 20		skills and values wit	th regard to relevant study	
•	The themes will include, an systems, the importance of				
	development, a critical at acquiring a healthy life style	titude and decision	-making processes,		
•	be able to demonstrate bas Orientation in the intermedia	sic knowledge, skills	•	ubject methodology of Life	
Me	thod of delivery: Open Distand	e Learning, Cedar C	College, Upington Col	lege, APEE	
Me	thods of Assessment: Formati	ve (40%) and Summ	native (examination) 6		
	Module code: LPRO 325	Semester 2	8 credits	NQF level: 5	
	e: Emotional and Socio-Econo				
Мо	dule outcomes: After success	•			
•	demonstrate an understan problems;	C C	•	Ũ	
•	demonstrate knowledge a emotional problems;	Ũ			
•	explain the inclusion of lear		problems by demons	strating the implementation	
	of a practical support progra				
	discuss socio economic bar emphasise the holistic appr	0,	ort: and		
	demonstrate knowledge and		,	minology	
Me	thod of delivery: Open Distance				
	thods of Assessment: Formati				
	Module code: LREM 325				
_		Semester 2	, , ,		
		Semester 2 Difficulties as Barrier	16 credits	NQF level: 5	
Мо	e: Learning Impairments and I dule outcomes: After successi	Difficulties as Barrier	16 credits s to Learning	NQF level: 5	
Mo •	e: Learning Impairments and I	Difficulties as Barrier ful completion of this	16 credits s to Learning module the student s	NQF level: 5 should:	

practical support programme; • know and implement the polistic approach to learner support; and				
 know and implement the holistic approach to learner support: and 				
know and implement the holistic approach to learner support; and				
 demonstrate knowledge and understanding of preferred disability terminology. 				
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE				
Methods of Assessment: Formative (40%) and Summative (examination) 60%				
Module code: NWCN 319 Semester 1 8 credits NQF level: 5				
Title: Natural Science: Learning Area				
Module outcomes: After successful completion of this module the student should:				
 demonstrate sound knowledge and understanding of the study of the Natural Sciences, within the context of the following theorem (b) Management and dialecting (c) Matter and 				
the context of the following themes: a) Laboratory; b) Management and didactics; c) Matter and Materials; d) Energy and Change; e) Life and the Planet Earth;				
 develop and demonstrate knowledge, skills and values towards the establishment of an 				
 develop and demonstrate knowledge, skills and values towards the establishment of an effective learning culture and learning environment in a well organized laboratory; 				
 demonstrate scientific investigations and techniques; 				
 effectively communicate accumulated data through reporting; 				
correctly handle apparatus and demonstrate technical skills;				
 understand the earth as self supporting environment which should be effectively managed. 				
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE				
Methods of Assessment: Formative (40%) and Summative (examination) 60%				
Module code: OPAN 315 Semester 1 8 credits NQF level: 5				
Title: Teaching Studies				
Module outcomes: After successful completion of this module the student should:				
master the necessary critical outcomes and be empowered to apply these and live up to these				
as a teacher;				
 know and understand the Revised National Curriculum Statement and be able to apply as relevant to his/her specialisation; 				
 know, understand and apply basic elements of classroom management; 				
 understand the role of the school with regard to youth problems in general and the "street 				
children" problem in particular; and				
 recognise a teacher as a professional person. 				
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE				
Methods of Assessment: Formative (40%) and Summative (examination) 60%				
Methods of Assessment: Formative (40%) and Summative (examination) 60% Module code: RPLL 111 Sem 1 & 2 48 credits NQF level: 5				
Methods of Assessment: Formative (40%) and Summative (examination) 60%				
Methods of Assessment: Formative (40%) and Summative (examination) 60% Module code: RPLL 111 Sem 1 & 2 48 credits NQF level: 5 Title: Recognition of Prior Learning				
Methods of Assessment: Formative (40%) and Summative (examination) 60% Module code: RPLL 111 Sem 1 & 2 48 credits NQF level: 5 Title: Recognition of Prior Learning Module outcomes: After successful completion of this module the student's teaching competence in respect of the following components is recognised after assessment: • fundamental learning;				
Methods of Assessment: Formative (40%) and Summative (examination) 60% Module code: RPLL 111 Sem 1 & 2 48 credits NQF level: 5 Title: Recognition of Prior Learning Module outcomes: After successful completion of this module the student's teaching competence in respect of the following components is recognised after assessment: • • fundamental learning; • • knowledge of outcomes and content of learning area				
Methods of Assessment: Formative (40%) and Summative (examination) 60% Module code: RPLL 111 Sem 1 & 2 48 credits NQF level: 5 Title: Recognition of Prior Learning Module outcomes: After successful completion of this module the student's teaching competence in respect of the following components is recognised after assessment: • • fundamental learning; • • knowledge of outcomes and content of learning area • • teaching and learning processes and strategies; and				
Methods of Assessment: Formative (40%) and Summative (examination) 60% Module code: RPLL 111 Sem 1 & 2 48 credits NQF level: 5 Title: Recognition of Prior Learning Module outcomes: After successful completion of this module the student's teaching competence in respect of the following components is recognised after assessment: • fundamental learning; • knowledge of outcomes and content of learning area • teaching and learning processes and strategies; and • knowledge and understanding of the school as organisation as well as teaching as a				
Methods of Assessment: Formative (40%) and Summative (examination) 60% Module code: RPLL 111 Sem 1 & 2 48 credits NQF level: 5 Title: Recognition of Prior Learning Module outcomes: After successful completion of this module the student's teaching competence in respect of the following components is recognised after assessment: • • fundamental learning; • • knowledge of outcomes and content of learning area • • teaching and learning processes and strategies; and • • knowledge and understanding of the school as organisation as well as teaching as a profession.				
Methods of Assessment: Formative (40%) and Summative (examination) 60% Module code: RPLL 111 Sem 1 & 2 48 credits NQF level: 5 Title: Recognition of Prior Learning Module outcomes: After successful completion of this module the student's teaching competence in respect of the following components is recognised after assessment: Image: The successful completion of the student's teaching competence in respect of the following components is recognised after assessment: Image: Module outcomes and content of learning area Image: The successes and strategies; and Image: Knowledge and understanding of the school as organisation as well as teaching as a profession. Image: The success and content of completence in success and strategies; APEE				
Methods of Assessment: Formative (40%) and Summative (examination) 60% Module code: RPLL 111 Sem 1 & 2 48 credits NQF level: 5 Title: Recognition of Prior Learning Module outcomes: After successful completion of this module the student's teaching competence in respect of the following components is recognised after assessment: Image: The successful completion of this module the student's teaching competence in respect of the following components is recognised after assessment: Image: transmitted of the student learning; Image: transmitted of the student's teaching area Image: transmitted of the student learning processes and strategies; and Image: transmitted of the school as organisation as well as teaching as a profession. Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE Method of Assessment: Portfolio				
Methods of Assessment: Formative (40%) and Summative (examination) 60% Module code: RPLL 111 Sem 1 & 2 48 credits NQF level: 5 Title: Recognition of Prior Learning Module outcomes: After successful completion of this module the student's teaching competence in respect of the following components is recognised after assessment: Image: The successful completion of this module the student's teaching competence in respect of the following components is recognised after assessment: Image: teaching and learning; Image: teaching and learning processes and strategies; and Image: teaching and learning processes and strategies; and Image: teaching as a profession. Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE Method of Assessment: Portfolio Module code: RPLL 271 Sem 1 & 2 128 credits NQF level: 5				
Methods of Assessment: Formative (40%) and Summative (examination) 60% Module code: RPLL 111 Sem 1 & 2 48 credits NQF level: 5 Title: Recognition of Prior Learning Module outcomes: After successful completion of this module the student's teaching competence in respect of the following components is recognised after assessment: fundamental learning; knowledge of outcomes and content of learning area teaching and learning processes and strategies; and knowledge and understanding of the school as organisation as well as teaching as a profession. Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE Method of Assessment: Portfolio Module code: RPLL 271 Sem 1 & 2 128 credits NQF level: 5 Title: Recognition of Prior Learning 				
Methods of Assessment: Formative (40%) and Summative (examination) 60% Module code: RPLL 111 Sem 1 & 2 48 credits NQF level: 5 Title: Recognition of Prior Learning Module outcomes: After successful completion of this module the student's teaching competence in respect of the following components is recognised after assessment: fundamental learning; knowledge of outcomes and content of learning area teaching and learning processes and strategies; and knowledge and understanding of the school as organisation as well as teaching as a profession. Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE Method of Assessment: Portfolio Module code: RPLL 271 Sem 1 & 2 128 credits NQF level: 5 Title: Recognition of Prior Learning Module outcomes: After successful completion of this module the student should demonstrate 				
Methods of Assessment: Formative (40%) and Summative (examination) 60% Module code: RPLL 111 Sem 1 & 2 48 credits NQF level: 5 Title: Recognition of Prior Learning Module outcomes: After successful completion of this module the student's teaching competence in respect of the following components is recognised after assessment: fundamental learning; knowledge of outcomes and content of learning area teaching and learning processes and strategies; and knowledge and understanding of the school as organisation as well as teaching as a profession. Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE Method of Assessment: Portfolio Module code: RPLL 271 Sem 1 & 2 128 credits NQF level: 5 Title: Recognition of Prior Learning Module outcomes: After successful completion of this module the student should demonstrate knowledge and understanding of the following components: 				
Methods of Assessment: Formative (40%) and Summative (examination) 60% Module code: RPLL 111 Sem 1 & 2 48 credits NQF level: 5 Title: Recognition of Prior Learning Module outcomes: After successful completion of this module the student's teaching competence in respect of the following components is recognised after assessment: fundamental learning; knowledge of outcomes and content of learning area teaching and learning processes and strategies; and knowledge and understanding of the school as organisation as well as teaching as a profession. Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE Method of Assessment: Portfolio Module code: RPLL 271 Sem 1 & 2 128 credits NQF level: 5 Title: Recognition of Prior Learning Module outcomes: After successful completion of this module the student should demonstrate knowledge and understanding of the following components: Component 1: Competences relating to fundamental learning 				
Methods of Assessment: Formative (40%) and Summative (examination) 60% Module code: RPLL 111 Sem 1 & 2 48 credits NQF level: 5 Title: Recognition of Prior Learning Module outcomes: After successful completion of this module the student's teaching competence in respect of the following components is recognised after assessment: fundamental learning; knowledge of outcomes and content of learning area teaching and learning processes and strategies; and knowledge and understanding of the school as organisation as well as teaching as a profession. Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE Method of Assessment: Portfolio Module code: RPLL 271 Sem 1 & 2 128 credits NQF level: 5 Title: Recognition of Prior Learning Module outcomes: After successful completion of this module the student should demonstrate knowledge and understanding of the following components: Component 1: Competences relating to fundamental learning Exit level outcome 1.1: Demonstrate competence in reading, writing and speaking the language/s of 				
Methods of Assessment: Formative (40%) and Summative (examination) 60% Module code: RPLL 111 Sem 1 & 2 48 credits NQF level: 5 Title: Recognition of Prior Learning Module outcomes: After successful completion of this module the student's teaching competence in respect of the following components is recognised after assessment: fundamental learning; knowledge of outcomes and content of learning area teaching and learning processes and strategies; and knowledge and understanding of the school as organisation as well as teaching as a profession. Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE Method of Assessment: Portfolio Module code: RPLL 271 Sem 1 & 2 128 credits NQF level: 5 Title: Recognition of Prior Learning Module outcomes: After successful completion of this module the student should demonstrate knowledge and understanding of the following components: Component 1: Competences relating to fundamental learning 				
Methods of Assessment: Formative (40%) and Summative (examination) 60% Module code: RPLL 111 Sem 1 & 2 48 credits NQF level: 5 Title: Recognition of Prior Learning Module outcomes: After successful completion of this module the student's teaching competence in respect of the following components is recognised after assessment: fundamental learning; knowledge of outcomes and content of learning area teaching and learning processes and strategies; and knowledge and understanding of the school as organisation as well as teaching as a profession. Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE Method of Assessment: Portfolio Module code: RPLL 271 Sem 1 & 2 128 credits NQF level: 5 Title: Recognition of Prior Learning Module outcomes: After successful completion of this module the student should demonstrate knowledge and understanding of the following components: Component 1: Competences relating to fundamental learning Exit level outcome 1.1: Demonstrate competence in reading, writing and speaking the language/s of instruction in ways that facilitate own academic learning and ability to facilitate learning in the 				

and assessment.				
Component 2: Competence relating to the content of learning area				
Exit level outcome: In area/s of specialization (phase and subject/learning area), demonstrate competence in planning, designing, and reflecting on learning programmes appropriate for learners				
and learning context.				
Component 3: Competences relating to teaching and learning processes				
Exit level outcome 3.1: In the area of specialization, demonstrate competence in selecting, using and adjusting teaching strategies to meet the needs of the learners and the context.				
Exit level outcome 3.2: Demonstrate competence in managing and administering learning environments and the learners in ways that are sensitive, stimulating, democratic and well-				
organized. Exit level outcome 3.3: In the area of specialization, demonstrate competence in monitoring and				
assessing learner progress and achievement.				
Component 4: Competences relatin	0 1			
Exit level outcome 4.1: Demonstrate the institution and the community in	which the institution is	located.	· · ·	
Exit level outcome 4.2: Demonstrate				
Method of delivery: Open Distance L	earning, Cedar Colle	ge, Upington Colleg	ge, APEE	
Method of Assessment: Portfolio				
Module code: TECK 315	Semester 1	8 credits	NQF level: 5	
Title: The Learning Area: Technolog				
Module outcomes: After successful of	•		ould:	
 demonstrate sound knowledge of 	the learning area Teo	hnology;		
 demonstrate sound knowledge ar 	nd insight regarding th	e technological pro	ocess;	
· demonstrate skills to apply the teo	chnological process st	ep-by-step;		
• solve relevant problems in a scho	ol and classroom env	ironment [.]		
 slow responsibility towards safety and ethical behaviour in the Technology classroom; and 				
 show responsibility towards safety 	y and ethical behaviou		y classroom; and	
 show responsibility towards safety demonstrate knowledge and und 	·	ur in the Technolog	,	
demonstrate knowledge and und area.	derstanding of the pre	ur in the Technolog eferred terminology	related to this learning	
demonstrate knowledge and und area. Method of delivery: Open Distance L	lerstanding of the pre	ur in the Technolog eferred terminology ge, Upington Colleg	related to this learning ge, APEE	
demonstrate knowledge and und area. Method of delivery: Open Distance L Methods of Assessment: Formative	lerstanding of the pre earning, Cedar Colle (40%) and Summative	ur in the Technolog eferred terminology ge, Upington Colleg e (examination) 60°	v related to this learning ge, APEE %	
demonstrate knowledge and und area. Method of delivery: Open Distance L Methods of Assessment: Formative Module code: TSCN 125	Jerstanding of the pre- Learning, Cedar Colleg (40%) and Summative Semester 2	ur in the Technolog eferred terminology ge, Upington Colleg e (examination) 60° 8 credits	related to this learning ge, APEE	
demonstrate knowledge and und area. Method of delivery: Open Distance L Methods of Assessment: Formative Module code: TSCN 125 Leina: Tlhaeletsano sa Setswana (M	Learning, Cedar Colleg (40%) and Summative Semester 2 1) (Setswana Commu	ur in the Technolog oferred terminology ge, Upington Colleg e (examination) 60° 8 credits nication)	y related to this learning ge, APEE % NQF level: 5	
demonstrate knowledge and und area. Method of delivery: Open Distance L Methods of Assessment: Formative Module code: TSCN 125 Leina: Tlhaeletsano sa Setswana (M Dipoelo tsa Thuto: Mo bofelong jwa	Learning, Cedar Colleg (40%) and Summative Semester 2 1) (Setswana Commu a mojulu o moithuti c	ur in the Technolog oferred terminology ge, Upington Colleg e (examination) 60° 8 credits nication) o tshwanetse go b	v related to this learning ge, APEE % NQF level: 5 ontsha kitso, bokgoni le	
demonstrate knowledge and und area. Method of delivery: Open Distance L Methods of Assessment: Formative Module code: TSCN 125 Leina: Tlhaeletsano sa Setswana (M Dipoelo tsa Thuto: Mo bofelong jww maitshwaro ka ga bokgoni jwa go di	Learning, Cedar Collect (40%) and Summative Semester 2 1) (Setswana Commu a mojulu o moithuti c risa puo ka tshwanelo	ur in the Technolog gerred terminology ge, Upington Colleg e (examination) 60° 8 credits nication) o tshwanetse go b o mo mafelong a a	v related to this learning ge, APEE % NQF level: 5 ontsha kitso, bokgoni le farologaneng mme thata	
demonstrate knowledge and und area. Method of delivery: Open Distance L Methods of Assessment: Formative Module code: TSCN 125 Leina: Tlhaeletsano sa Setswana (M Dipoelo tsa Thuto: Mo bofelong jww maitshwaro ka ga bokgoni jwa go di ka mo sekolong, kitso ka ga bok	Learning, Cedar Collect (40%) and Summative Semester 2 1) (Setswana Commu a mojulu o moithuti c risa puo ka tshwanelo	ur in the Technolog gerred terminology ge, Upington Colleg e (examination) 60° 8 credits nication) o tshwanetse go b o mo mafelong a a	v related to this learning ge, APEE % NQF level: 5 ontsha kitso, bokgoni le farologaneng mme thata	
demonstrate knowledge and und area. Method of delivery: Open Distance L Methods of Assessment: Formative Module code: TSCN 125 Leina: Tlhaeletsano sa Setswana (M Dipoelo tsa Thuto: Mo bofelong jww maitshwaro ka ga bokgoni jwa go di ka mo sekolong, kitso ka ga bok tlhaeletsano.	Jerstanding of the pre- Learning, Cedar Coller (40%) and Summative Semester 2 1) (Setswana Commu a mojulu o moithuti or risa puo ka tshwanelor kgoni jwa tlhaeletsar	ur in the Technolog oferred terminology ge, Upington Colleg e (examination) 60° 8 credits nication) o tshwanetse go b o mo mafelong a a no, kitso le bokgo	v related to this learning ge, APEE % NQF level: 5 ontsha kitso, bokgoni le farologaneng mme thata oni ka ga metswedi ya	
demonstrate knowledge and und area. Method of delivery: Open Distance L Methods of Assessment: Formative Module code: TSCN 125 Leina: Tlhaeletsano sa Setswana (M Dipoelo tsa Thuto: Mo bofelong jww maitshwaro ka ga bokgoni jwa go di ka mo sekolong, kitso ka ga bok tlhaeletsano. Mokgwa wa go ruta: Kwa ntle ga Kha	Ierstanding of the pre earning, Cedar Collee (40%) and Summative Semester 2 1) (Setswana Commu a mojulu o moithuti o risa puo ka tshwanelo (goni jwa tlhaeletsar amphase (Thuto e e ta	ur in the Technolog oferred terminology ge, Upington Colleg e (examination) 60° 8 credits nication) o tshwanetse go b o mo mafelong a a no, kitso le bokgo	v related to this learning ge, APEE % NQF level: 5 ontsha kitso, bokgoni le farologaneng mme thata oni ka ga metswedi ya	
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demonstrate knowledge and und area. Method of delivery: Open Distance L Methods of Assessment: Formative Module code: TSCN 125 Leina: Tlhaeletsano sa Setswana (M Dipoelo tsa Thuto: Mo bofelong jww maitshwaro ka ga bokgoni jwa go di ka mo sekolong, kitso ka ga bok tlhaeletsano. Mokgwa wa go ruta: Kwa ntle ga Kh Mekgwa ya go atlhola: Katlholo ya g Module code: TSCN 315	Jerstanding of the pre Learning, Cedar Collee (40%) and Summative Semester 2 1) (Setswana Commu a mojulu o moithuti of risa puo ka tshwanelo kgoni jwa tlhaeletsar amphase (Thuto e e to o bopa le tlhatlhobo Semester 2	ur in the Technolog ge, Upington Colleg e (examination) 60° 8 credits nication) o tshwanetse go b o mo mafelong a a no, kitso le bokgo pulegileng ya kgaka 8 credits	v related to this learning ge, APEE % NQF level: 5 ontsha kitso, bokgoni le farologaneng mme thata oni ka ga metswedi ya	
demonstrate knowledge and und area. Method of delivery: Open Distance L Methods of Assessment: Formative Module code: TSCN 125 Leina: Tihaeletsano sa Setswana (M Dipoelo tsa Thuto: Mo bofelong jwa maitshwaro ka ga bokgoni jwa go di ka mo sekolong, kitso ka ga bok tihaeletsano. Mokgwa wa go ruta: Kwa ntle ga Kh Mekgwa ya go atlhola: Katlholo ya g Module code: TSCN 315 Leina: Setswana sa Tihaeletsano (M	Learning, Cedar Colleg (40%) and Summative Semester 2 1) (Setswana Commu a mojulu o moithuti c risa puo ka tshwanelo kgoni jwa tlhaeletsar amphase (Thuto e e t to bopa le tlhatlhobo Semester 2 1) (Setswana Commu	ur in the Technolog eferred terminology ge, Upington Colleg e (examination) 60° 8 credits nication) o tshwanetse go b o momafelong a a no, kitso le bokgo bullegileng ya kgaka 8 credits nication)	v related to this learning ge, APEE % NQF level: 5 ontsha kitso, bokgoni le farologaneng mme thata oni ka ga metswedi ya ala) NQF level: 5	
demonstrate knowledge and und area. Method of delivery: Open Distance L Methods of Assessment: Formative Module code: TSCN 125 Leina: Tihaeletsano sa Setswana (M Dipoelo tsa Thuto: Mo bofelong jw: maitshwaro ka ga bokgoni jwa go di ka mo sekolong, kitso ka ga bok tihaeletsano. Mokgwa wa go ruta: Kwa ntle ga Kh. Mekgwa ya go atihola: Katiholo ya g Module code: TSCN 315 Leina: Setswana sa Tihaeletsano (M Dipoelo tsa Thuto: : Mo bofelong jy	Learning, Cedar Colleg (40%) and Summative Semester 2 1) (Setswana Commu a mojulu o moithuti o risa puo ka tshwanelo (goni jwa tlhaeletsar amphase (Thuto e e to o bopa le tlhatlhobo Semester 2 1) (Setswana Commu va mojulu o moithuti	ur in the Technolog eferred terminology ge, Upington Colleg e (examination) 60° 8 credits nication) o tshwanetse go b o mo mafelong a a no, kitso le bokgo bulegileng ya kgaka 8 credits nication) o tshwanetse go b	v related to this learning ge, APEE % NQF level: 5 ontsha kitso, bokgoni le farologaneng mme thata oni ka ga metswedi ya ala) NQF level: 5 ontsha kitso, bokgoni le	
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demonstrate knowledge and undarea. Method of delivery: Open Distance L Methods of Assessment: Formative Module code: TSCN 125 Leina: Tlhaeletsano sa Setswana (M Dipoelo tsa Thuto: Mo bofelong jwa maitshwaro ka ga bokgoni jwa go di ka mo sekolong, kitso ka ga bok tlhaeletsano. Mokgwa wa go ruta: Kwa ntle ga Kha Mekgwa ya go atlhola: Katlholo ya g Module code: TSCN 315 Leina: Setswana sa Tlhaeletsano (M Dipoelo tsa Thuto: : Mo bofelong jwa maitshwaro ka ga bokgoni jwa tlhae barutwana, batsadi, barutabana, go ruta barutwana mo sekolong gore b	A contract of the pre- Learning, Cedar Colleg (40%) and Summative Semester 2 1) (Setswana Commu a mojulu o moithuti of risa puo ka tshwanelo kgoni jwa tlhaeletsar amphase (Thuto e e to to bopa le tlhatlhobo Semester 2 1) (Setswana Commu va mojulu o moithuti letsano ya molomo m anaanela dintlha tsa ba thusege go kgona	ur in the Technolog ge, Upington Colleg e (examination) 60° 8 credits nication) o tshwanetse go b o mo mafelong a a no, kitso le bokgo bullegileng ya kgaka 8 credits nication) o tshwanetse go b o sekolong go ka setso le gore ba kg ka mo tikologong ka mo tikologong	v related to this learning ge, APEE NQF level: 5 ontsha kitso, bokgoni le farologaneng mme thata oni ka ga metswedi ya ala) NQF level: 5 ontsha kitso, bokgoni le kgona go thaeletsana le pone go di neeletsa le go ya dikolo ya ditsodintsi	
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barutwana, batsadi, barutabana, go anaanela dintlha tsa setso le gore ba kgone go di neeletsa le go ruta barutwana mo sekolong gore ba thusege go kgona ka mo tikologong ya dikolo ya ditsodintsi mme ba tshwanetse go kgona go tihaeletsana ka bokgoni mo Setswaneng ka gale mme thata ka mo dintlheng tsotlhe tsa tikologo ya go ruta le go ithuta. Mokgwa wa go ruta: Kwa ntle ga Khamphase (Thuto e e bulegileng ya kgakala)					
Mekgwa wa go ruta: Kwa nile ga Mekgwa ya go atlhola: Katlholo y		0 07 0	kala)		
, °, °, °, °,	<u> </u>	-			
Module code: TSMN 125	Semester 2	8 credits	NQF level: 5		
Leina: Thutapuo le Ditlhwangwa (Setswana)					
 Dipoelo tsa Thuto: After successful completion of this module the student should: demonstrate academic knowledge regarding grammatical structures and literary works of art; be able to synthesise didactic and academic knowledge in order to formulate an individual approach to the teaching of Setswana as a first language throughout the different educational phases.; be able to demonstrate the ability to integrate literary and other texts for the teaching of language and grammar skills and apply didactic skills and approaches to the teaching of language and literature. 					
Mokgwa wa go ruta: Kwa ntle ga	Khamphase (Thuto	e e bulegileng ya kgal	kala)		
Mekgwa ya go atlhola: Katlholo y	a go bopa le tlhatlho	bo			
Module code: TSMN 315	Semester 2	8 credits	NQF level: 5		
Leina: Thutapuo, Dinaane le Ditlh	nangwa (Setswana)				
 Dipoelo tsa Thuto: After successf demonstrate knowledge wi drama and prose; be able to synthesis didad 	th regard to advand	ced grammatical skill knowledge in order t	s and different genres of o formulate an individual		
 approach to the teaching of be able to communicate effective of the teaching-learning situ 	ectively in Setswana ation.	in general and espec	cially regarding all aspects		
Mokgwa wa go ruta: Kwa ntle ga			kala)		
Mekgwa ya go atlhola: Katlholo y					
Module code: TSMN 325	Semester 2	8 credits	NQF level: 5		
Leina: Thutapuo le Ditlhangwa (S Dipoelo tsa Thuto: : Mo bofelong maitshwaro ka ga On successful advanced academic and didactio and poetry.	g jwa mojulu o moitl completion of this n c knowledge with reg	nodule students shou gard to the grammati	Id be able to demonstrate cal structure of Setswana		
Mokgwa wa go ruta: Kwa ntle ga			kala)		
Mekgwa ya go atlhola: Katlholo y					
Module code: TSNN 125	Semester 2	8 credits	NQF level: 5		
Module outcomes: After success demonstrate knowledge of S use the vocabulary that is w understand and to a certair	Title: Setswana Communication (nm) Module outcomes: After successful completion of this module the student should: • demonstrate knowledge of Setswana grammatical structures; • use the vocabulary that is within the school context; and • understand and to a certain extend respond in Setswana.				
Method of delivery: Open Distance					
		8 credits	NQF level: 5		
Module outcomes: After successf	on school concepts; and				
Method of delivery: Open Distance	e Learning, Cedar C	college, Upington Coll			
	e Learning, Cedar C	college, Upington Coll			

Title: Setswana Communication (r	nm)				
Module outcomes: After successful completion of this module the student should:					
 demonstrate knowledge, skills and values of Setswana cultural aspects so as to be able to 					
manage multicultural variety at school; and					
be able to communicate to a better extent in Setswana.					
	Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE				
Methods of Assessment: Formativ	e (40%) and Summ	ative (examination) 6	60%		
Module code: TVXN 125	Semester 2	8 credits	NQF level: 5		
Leina: Didaktiki ya Setswana (Sets	swana Didactics)				
Dipoelo tsa Thuto: After successful completion of this module the student should:					
• demonstrate knowledge, skills and values of the policy document regarding Learning area					
languages (Setswana);					
• be able to use it in order to apply it in the school context;					
 demonstrate knowledge and understanding of OBE terminology and its related areas and 					
assessment throughout the o					
 be able to facilitate activities 			eading and writing) and be		
able to select and use teachi					
Mokgwa wa go ruta: Kwa ntle ga k		0,0,0	ikala)		
Mekgwa ya go atlhola: Katlholo ya	a go bopa le tlhatlho	bo			
Module code: TVXN 325	Semester 2	8 credits	NQF level: 5		
Leina: Didaktiki ya Setswana (Sets	swana Didactics)				
Dipoelo tsa Thuto: After successf					
 demonstrate knowledge an 	id skills with rega	rd to assessment t	techniques, methods and		
strategies;					
be able to use, manage and					
 demonstrate knowledge and 	skills of the teaching	ng of literary works t	hroughout the educational		
,		phases;			
 demonstrate skill in Setswana classroom administration and management; and 					
		0	-		
effectively implement and factorial	cilitate relevant activ	vities for teaching of la	anguage skills.		
effectively implement and face Mokgwa wa go ruta: Kwa ntle ga k	cilitate relevant activ Khamphase (Thuto	rities for teaching of la e e bulegileng ya kga	anguage skills.		
effectively implement and fac Mokgwa wa go ruta: Kwa ntle ga k Mekgwa ya go atlhola: Katlholo ya	cilitate relevant activ Khamphase (Thuto go bopa le tlhatlho	rities for teaching of la e e bulegileng ya kga bo	anguage skills. Ikala)		
effectively implement and fac Mokgwa wa go ruta: Kwa ntle ga k Mekgwa ya go atlhola: Katlholo ya Module code: WAPN 125	cilitate relevant activ Khamphase (Thuto	rities for teaching of la e e bulegileng ya kga	anguage skills.		
effectively implement and fact Mokgwa wa go ruta: Kwa ntle ga k Mekgwa ya go atlhola: Katlholo ya Module code: WAPN 125 Title: General Mathematics	cilitate relevant activ Khamphase (Thuto d go bopa le tlhatlho Semester 2	rities for teaching of la e e bulegileng ya kga bo 8 credits	anguage skills. Ikala) NQF level: 5		
effectively implement and face Mokgwa wa go ruta: Kwa ntle ga k Mekgwa ya go atlhola: Katlholo ya Module code: WAPN 125 Title: General Mathematics Module outcomes: After successful	cilitate relevant activ Khamphase (Thuto go bopa le tlhatlho Semester 2 ul completion of this	rities for teaching of la e e bulegileng ya kga bo 8 credits module the student s	anguage skills. Ikala) NQF level: 5		
effectively implement and face Mokgwa wa go ruta: Kwa ntle ga k Mekgwa ya go atlhola: Katlholo ya Module code: WAPN 125 Title: General Mathematics Module outcomes: After successfu demonstrate basic knowledg	cilitate relevant activ Khamphase (Thuto go bopa le tlhatlho Semester 2 ul completion of this e, understanding ar	rities for teaching of la e e bulegileng ya kga bo 8 credits module the student s nd skills regarding	anguage skills. Ikala) NQF level: 5		
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	value polynomial ra						
	linear, quadratic, absolute value, polynomial, rational, exponential and logarithmic; defining the mentioned functions, drawing graphs, executing basic operations, determining rates of change and inverses;						
 be able to apply the knowledge and skills obtained for the teaching of functions in a real-life context; 							
 know the distinguishing properties of the natural numbers, the integers, the rational numbers and the real numbers; 							
 motivate the extension of one system to another (consecutive) system; 							
 be able to apply above-mentioned properties in real life; and 							
demonstrate a positive attitude towards mathematics and stimulate this attitude in learners.							
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE							
Methods of Assessment: Format	ive (40%) and Summ	ative (examination) 6	0%				
Module code: WIPN 315	Semester 1	8 credits	NQF level: 5				
Title: Mathematics: Elementary S	Statistics						
Module outcomes: After success	ful completion of this	module the student s	hould:				
 demonstrate basic knowle 							
forecasting the outcomes of							
and independent events by	0 0	• •	tations and combinations;				
executing real life application							
Method of delivery: Open Distant Methods of Assessment: Format							
Module code: WIPN 325	Semester 2	8 credits					
			NQF level: 5				
Title: Mathematics: Trigonometry Module outcomes: After success			bould				
 demonstrate basic knowled 							
life problems by means of							
and		isional ligares, provi	ig ingenerie identities,				
 demonstrate knowledge, ur 	nderstanding and ski	lls in analytical geome	etry by defining parabolas,				
ellipses and hyperbolas a	s conic sections, di	rawing graphs and i	dentifying the use of the				
mentioned conic sections in			ellipses and hyperbolas as conic sections, drawing graphs and identifying the use of the				
Method of delivery: Open Distance	na Laarning Cadar (Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE					
Methods of Assessment: Format	ive (40%) and Summ	native (examination) 6	0%				
Methods of Assessment: Format Module code: WSXN 125	ive (40%) and Summ Semester 2						
Methods of Assessment: Format Module code: WSXN 125 Title: Mathematics Didactics: Alg	ive (40%) and Summ Semester 2 ebra	hative (examination) 6 16 credits	0% NQF level: 5				
Methods of Assessment: Format Module code: WSXN 125 Title: Mathematics Didactics: Alg Module outcomes: After success	ive (40%) and Summ Semester 2 ebra ful completion of this	native (examination) 6	0% NQF level: 5 .hould:				
Methods of Assessment: Format Module code: WSXN 125 Title: Mathematics Didactics: Alg Module outcomes: After success • demonstrate thorough know	ive (40%) and Summ Semester 2 ebra ful completion of this wledge, understandir	ative (examination) 6 16 credits module the student s ng and insight with re	0% NQF level: 5 should: spect to the planning and				
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Methods of Assessment: Format Module code: WSXN 125 Title: Mathematics Didactics: Alg Module outcomes: After success • demonstrate thorough know executing of powerful teach	ive (40%) and Summ Semester 2 ebra ful completion of this Medge, understandir ning-learning opportu illowing: what it me gh problem solving;	ative (examination) 6 16 credits module the student s ng and insight with re nities for the learning eans to do mathema assessment as an in	0% NQF level: 5 should: spect to the planning and of school algebra, paying tics; how mathematics is tegral part of the teaching				
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 Methods of Assessment: Format Module code: WSXN 125 Title: Mathematics Didactics: Alg Module outcomes: After success demonstrate thorough know executing of powerful teach specific attention to the for understood; teaching throu and learning of mathematic of data. Method of delivery: Open Distant Methods of Assessment: Format Module code: WSXN 325 Title: Mathematics Didactics: Ger Module outcomes: After success demonstrate thorough know learning theories with resp teaching-learning opportun the development of meas 	ive (40%) and Summ Semester 2 ebra ful completion of this Medge, understandir ing-learning opportu ellowing: what it me gh problem solving; s; as well as algebra ce Learning, Cedar C ive (40%) and Summ Semester 2 ometry ful completion of this wledge, understandi opect to school geon ities for all learners, surement concepts se, triangles, quadrila ce Learning, Cedar C	ative (examination) 6 16 credits module the student s ng and insight with re- nities for the learning eans to do mathema assessment as an in ic reasoning; function College, Upington Coll native (examination) 6 16 credits module the student s ng and skills regardi- netry, the planning a and paying specific and concepts with terals). College, Upington Coll	NQF level: 5 whould: spect to the planning and of school algebra, paying tics; how mathematics is tegral part of the teaching s, probability and handling ege, APEE 0% NQF level: 5 whould: ng relevant teaching and nd executing of powerful attention to the following: respect to geometry (for ege, APEE				

OP.2.2 THE ADVANCED CERTIFICATE IN EDUCATION

Module code: AGSK 512	Semester 1	16 credits	NQF level: 6		
Title: African History	Ochicotor I	To orcans			
Module outcomes: After successful completion of this module the student should:					
• Demonstrate knowledge of and insight into aspects of African history required by a history teacher in the General Education and Training and Further Education and Training phases. These aspects include: selected facets of the pre-colonial history of the continent, colonialism in Africa and the liberation struggle, the process of decolonisation, political and socio-economic trends in postcolonial Africa, and Africa's international relations during the Cold War;					
 develop a critical attitude with regard to different historical interpretations and acquire basic skills in the processing and communication of historical knowledge; and demonstrate integrated knowledge of the subject with didactical principles and methods for history teachers. 					
	Method of delivery: Open Distance Learning, APEE				
Methods of Assessment: Formati	ve (40%) and Summ	ative (examination) 6	0%		
Module code: ASDK 522	Semester 2	16 credits	NQF level: 6		
Title: Applied Subject Didactical A					
Module outcomes: After success	ful completion of this	module the student s	hould:		
 demonstrate knowledge al language skills develops; 	nd understanding o	f the theories that o	explain how each of the		
 interpret and implement a arts; 	variety of teaching n	nethods and techniqu	ies to teach the language		
 design instructional langua experiences to achieve the 		naterials that provide	e learners with adequate		
 order instructional language 	activities into cohere	ent lesson plans;			
 identify and formulate learn 	ing outcomes to teac	h the language arts;			
 know and implement assess 	sment standards, too	ols and techniques to	assess the language arts;		
 develop teaching programm 	nes within the framew	vork of OBE; and	00		
 project professional and eth 	ical values in all edu	cational operations.			
Method of delivery: Open Distance					
Methods of Assessment: Formati	ve (40%) and Summ	ative (examination) 6	0%		
Module code: ATEK 511	Semester 1	16 credits	NQF level: 6		
Title: Advanced Thematic Studies	s for English in Educ	ation			
Module outcomes: After success	ful completion of this	module the student s	hould:		
 demonstrate advanced know 	wledge and skills reg	arding English as an	academic subject;		
demonstrate ability to read	d and analyse litera	ary texts from differe	ent genres and construct		
coherent and logical argum					
 demonstrate understanding 					
society and integrate know		and the grammar of I	English in the teaching of		
English as a first or addition Method of delivery: Open Distance					
Methods of Assessment: Formati			08/		
	· · · ·	· · · · · · · · · · · · · · · · · · ·			
Module code: BOPK 511	Semester 1	16 credits	NQF level: 6		
Title: Presentation of Movement I			bould		
 Module outcomes: After success know, understand and motivity 					
as part of the learning area			Shoo / Thysical Education		
 motivate and promote Move 		lifferent phases of dev	elopment in the learner:		
apply a variety of practical					
development, according to t					
 assess participation in Phy the guidelines in the NCS. 	sical Education and	performance in mov	ement skills, according to		

Method of delivery: Open Distance Learning, APEE					
Methods of Assessment: Formative (40%) and Summative (examination) 60%					
Module code: CDEK 511	Semester 1	16 credits	NQF level: 6		
Title: Construction and Deconstru					
Module outcomes: After successful completion of this module the student should:					
 demonstrate advanced knowledge of the grammar and linguistics of the English language; 					
 as subject specialist, apply knowledge of syntax, semantics, phonology and morphology of English to teach English as a first or additional language; and 					
			icelly evenining different		
 demonstrate ability to consider the constraint of literary texts and tex					
meanings of literary texts and to integrate this knowledge in their teaching of English as a first or additional language.					
Method of delivery: Open Distance Learning, Cedar College, APEE					
Methods of Assessment: Formative (40%) and Summative (examination) 60%					
Module code: EDDM 511	Semester 1	12 credits	NQF level: 6		
Title: Basic Classroom Research					
Module outcomes: After successf	ul completion of this	module the student s	hould:		
 identify and explain the bas 	ic principles regardi	ng research generally	and classroom research		
in particular;					
 demonstrate knowledge an 		common problems th	nat teachers face in their		
daily tasks in the classroom					
isolate classroom problems		ch and understanding.			
Method of delivery: Open Distance Methods of Assessment: Formation	Û.	ative (examination) 6	10/		
Module code: EDIM 511		12 credits			
	Semester 1	12 credits	NQF level: 6		
Title: Familiarity with Technology Module outcomes: After successf		modulo the student o	hould		
 demonstrate knowledge of t 					
 know and understand the determined of the second sec					
 know and understand the de 	01		ogical capability,		
demonstrate sound knowled	lge of the parts of a t	echnology system; ar	nd		
 be able to teach school learn 					
Method of delivery: Open Distanc	e Learning, APEE				
Methods of Assessment: Formativ		ative (examination) 60)%		
Module code: EDIM 512	Semester 1	12 credits	NQF level: 6		
Title: Resources and Technology					
Module outcomes: After successf	ul completion of this	module the student s	hould:		
 demonstrate knowledge and 	d understanding of h	umans as tool makers	and tool users;		
 know the difference between 					
 understand and use the type 					
know and give examples of		•			
know and use the lever and		• •			
be able to teach school learn		IS.			
Method of delivery: Open Distanc Methods of Assessment: Formation		ative (examination) 6	٥٥/		
Module code: EDIM 513	Semester 1	12 credits	NQF level: 6		
		12 creaits	NGF level: 0		
Title: Materials, Graphics and Tec Module outcomes: After successf		modulo the student of	hould		
 know natural materials in en 	•	module the student s	nouiu.		
 know natural materials in en know and understand the di 		newable and exhausti	hle materials:		
 explain major ways to proce 			היה המנסחמוס,		
 be able to teach school lean 					
Method of delivery: Open Distance					
Methods of Assessment: Formativ		ative (examination) 60	0%		

Module code: EDIM 524	Semester 2	12 credits	NQF level: 6		
Title: Technology, People and Sc	ociety				
Module outcomes: After successful completion of this module the student should:					
 demonstrate knowledge of the characteristics of individuals in a technological world; 					
 demonstrate understanding and skills with regards to placing a person for a particular job; 					
 demonstrate knowledge 		regarding differen	t important aspects of		
technology, people and soc					
 be able to apply what has b 		ing-learning situation.			
Method of delivery: Open Distance			<u></u>		
Methods of Assessment: Format					
Module code: EDIM 525	Semester 2	12 credits	NQF level: 6		
Title: Energy and Technology					
Module outcomes: After success					
demonstrate a broad general l	knowledge of energ	y sources and the	use of controlled energy		
(power).					
Method of delivery: Open Distance					
Methods of Assessment: Format	()	,			
Module code: EDIM 526	Semester 2	24 credits	NQF level: 6		
Title: Teaching and Learning Stra					
Module outcomes: After success					
 demonstrate basic knowled 					
National Curriculum stater					
strategies; Instructional ski					
 practically apply the above Method of delivery: Open Distance 		leaching-learning sid			
Methods of Assessment: Format	U .	otivo (ovamination) 6	08/		
Module code: EDIM 579 Title: Guided Field Project	Sem 1 & 2	24 credits	NQF level: 6		
,					
Module outcomes. After success	ful completion of this	module the student of	hould		
 practise newly acquired knowledge and understanding of Technology Education; 					
 practise newly acquired known 	wledge and underst	0 0,	Education;		
 practise newly acquired known develop and write out a min 	wledge and understand inderstand	anding of Technology	Education;		
 practise newly acquired kno develop and write out a min demonstrate improvement i 	wledge and underst i project concerning n teaching practice.	anding of Technology	Education;		
 practise newly acquired known develop and write out a min demonstrate improvement i Method of delivery: Open Distance 	wledge and underst i project concerning n teaching practice. ce Learning, APEE	anding of Technology an aspect of Technolo	Education; ogy Education; and		
 practise newly acquired known develop and write out a min demonstrate improvement i Method of delivery: Open Distance Methods of Assessment: Formati 	wedge and understa i project concerning n teaching practice. ce Learning, APEE ive (40%) and Summ	anding of Technology an aspect of Technolo ative (examination) 6	Education; ogy Education; and 0%		
 practise newly acquired known develop and write out a min demonstrate improvement i Method of delivery: Open Distance Methods of Assessment: Formati Module code: EUCE 511 	wledge and understa i project concerning n teaching practice. ce Learning, APEE ive (40%) and Summ Semester 1	anding of Technology an aspect of Technolo	Education; ogy Education; and		
 practise newly acquired known develop and write out a mine demonstrate improvement i Method of delivery: Open Distance Methods of Assessment: Formati Module code: EUCE 511 Title: End-user Computing for Edditional content of the second second	weledge and understa i project concerning n teaching practice. ce Learning, APEE ive (40%) and Summ Semester 1 ucators	anding of Technology an aspect of Technolo ative (examination) 6 8 credits	Education; ogy Education; and 0% NQF level: 5		
 practise newly acquired known develop and write out a mine demonstrate improvement i Method of delivery: Open Distance Methods of Assessment: Formati Module code: EUCE 511 Title: End-user Computing for Ed Module outcomes: After success 	weledge and understa i project concerning n teaching practice. ce Learning, APEE ive (40%) and Summ Semester 1 ucators ful completion of this	anding of Technology an aspect of Technolo ative (examination) 6 8 credits module the student s	Education; ogy Education; and 0% NQF level: 5 hould:		
 practise newly acquired known develop and write out a mine demonstrate improvement i Method of delivery: Open Distance Methods of Assessment: Formati Module code: EUCE 511 Title: End-user Computing for Ed Module outcomes: After success be knowledgeable regardi 	weldge and understa i project concerning in teaching practice. the Learning, APEE tive (40%) and Summ Semester 1 ucators ful completion of this ing all relevant asp	anding of Technology an aspect of Technology native (examination) 6 8 credits module the student s ects related to basi	Education; bgy Education; and 0% NQF level: 5 hould: c computer literacy (e.g.		
 practise newly acquired known develop and write out a mine demonstrate improvement i Method of delivery: Open Distance Methods of Assessment: Formati Module code: EUCE 511 Title: End-user Computing for Ed Module outcomes: After success 	weledge and understa i project concerning in teaching practice. ce Learning, APEE ive (40%) and Summ Semester 1 ucators ful completion of this ing all relevant asp mponents of a comp	anding of Technology an aspect of Technology native (examination) 6 8 credits module the student s ects related to basi	Education; bgy Education; and 0% NQF level: 5 hould: c computer literacy (e.g.		
 practise newly acquired known develop and write out a mine demonstrate improvement i Method of delivery: Open Distance Methods of Assessment: Formati Module code: EUCE 511 Title: End-user Computing for Ed Module outcomes: After success be knowledgeable regardi definition of a computer; computer;	weledge and understa i project concerning n teaching practice. ce Learning, APEE ive (40%) and Summ Semester 1 ucators ful completion of this ng all relevant asp mponents of a components of	anding of Technology an aspect of Technology native (examination) 6 8 credits module the student s ects related to basi	Education; bgy Education; and 0% NQF level: 5 hould: c computer literacy (e.g.		
 practise newly acquired known develop and write out a mine demonstrate improvement i Method of delivery: Open Distance Methods of Assessment: Formati Module code: EUCE 511 Title: End-user Computing for Ed Module outcomes: After success be knowledgeable regardi definition of a computer; con demonstrate the effective a 	weledge and understa i project concerning n teaching practice. ce Learning, APEE ive (40%) and Summ Semester 1 ucators ful completion of this ng all relevant asp mponents of a compo nd efficient use of: me	anding of Technology an aspect of Technology native (examination) 6 8 credits module the student s ects related to basi	Education; bgy Education; and 0% NQF level: 5 hould: c computer literacy (e.g.		
 practise newly acquired known develop and write out a mine demonstrate improvement i Method of delivery: Open Distance Methods of Assessment: Formati Module code: EUCE 511 Title: End-user Computing for Ed Module outcomes: After success be knowledgeable regardi definition of a computer; con demonstrate the effective a a) a word processor program 	weledge and understa i project concerning n teaching practice. ce Learning, APEE ive (40%) and Summ Semester 1 ucators ful completion of this ng all relevant asp mponents of a compo nd efficient use of: me	anding of Technology an aspect of Technology native (examination) 6 8 credits module the student s ects related to basi	Education; bgy Education; and 0% NQF level: 5 hould: c computer literacy (e.g.		
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 practise newly acquired known develop and write out a mine demonstrate improvement is Method of delivery: Open Distance Methods of Assessment: Formati Module code: EUCE 511 Title: End-user Computing for Ed Module outcomes: After success be knowledgeable regarding definition of a computer; courd demonstrate the effective a a word processor programme b) a spreadsheet programme c) a graphics programme d) an e-mail programme e) a browser and search engine 	weledge and understa i project concerning n teaching practice. ce Learning, APEE ive (40%) and Summ Semester 1 ucators ful completion of this ng all relevant asp mponents of a comp nd efficient use of: me ines; use of computers in pects regarding the sa College, APEE, Sedii	anding of Technology an aspect of Technology native (examination) 6 8 credits module the student s ects related to basis uter; use of the composition education; and afe and ethical use of ba, Upington College	Education; bgy Education; and 0% NQF level: 5 hould: c computer literacy (e.g. onents etc.);		
 practise newly acquired known develop and write out a mine demonstrate improvement is Method of delivery: Open Distance Methods of Assessment: Formati Module code: EUCE 511 Title: End-user Computing for Ed Module outcomes: After success: be knowledgeable regarding definition of a computer; coudemonstrate the effective a a word processor programme b) a spreadsheet programme c) a graphics programme d) an e-mail programme e) a browser and search eng understand and explain the understand and explain asp Method of delivery: ODL, Cedard 	weledge and understa i project concerning n teaching practice. ce Learning, APEE ive (40%) and Summ Semester 1 ucators ful completion of this ng all relevant asp mponents of a comp nd efficient use of: me ines; use of computers in pects regarding the sa College, APEE, Sedii	anding of Technology an aspect of Technology native (examination) 6 8 credits module the student s ects related to basis uter; use of the composition education; and afe and ethical use of ba, Upington College	Education; bgy Education; and 0% NQF level: 5 hould: c computer literacy (e.g. onents etc.);		
 practise newly acquired known develop and write out a mine demonstrate improvement is Method of delivery: Open Distance Methods of Assessment: Formati Module code: EUCE 511 Title: End-user Computing for Ed Module outcomes: After success: be knowledgeable regarding definition of a computer; courd demonstrate the effective a a word processor programme b) a spreadsheet programme c) a graphics programme d) an e-mail programme e) a browser and search eng understand and explain the understand and explain asp 	weledge and understa i project concerning n teaching practice. ce Learning, APEE ive (40%) and Summ Semester 1 ucators ful completion of this ng all relevant asp mponents of a comp nd efficient use of: me ines; use of computers in bects regarding the sa College, APEE, Sedii ive (40%) and Summ Sem 1 & 2	anding of Technology an aspect of Technology native (examination) 6 8 credits module the student s ects related to basi uter; use of the composi- education; and afe and ethical use of ba, Upington College native (examination) 6	Education; bgy Education; and 0% NQF level: 5 hould: c computer literacy (e.g. onents etc.); computers.		

 demonstrate knowledge, skills and an attitude of dedication with regard to implementing and supervising OBE in the Foundation Phase; demonstrate knowledge and understanding regarding the teaching of the Learning Programmes Numeracy, Literacy and Life Skills; and demonstrate didactical strategies, methods and approaches as well as skills stipulated by the National Curriculum Statements. 				
Method of delivery: ODL, Upingto				
Methods of Assessment: Format		ative (examination) 6	0%	
Module code: FROG 571	Sem 1 & 2	32 credits	NQF level: 6	
Title: Foundation Phase OBE: Application				
 Module outcomes: After successful completion of this module the student should: implement and supervise OBE in the Foundation Phase; and plan and implement learning experiences for the Foundation Phase according the principle of the integration of all learning areas. Method of delivery: ODL, Upington College, APEE 				
Methods of Assessment: Format	In College, AFEL	ective (examination) 6	·∩0/	
	Sem 1 & 2	32 credits		
Module code: FROL 571		32 creaits	NQF level: 6	
Title: Foundation Phase Technol Module outcomes: After success		madula the student s	الماريمار	
 demonstrate knowledge an entails, the skills learners n demonstrate skill in the fac mastery of these skills. 	nd understanding of t eed to master in Tecl	he Technology learn hnology etc.; and	ing area, what the subject	
Method of delivery: ODL, Upingto	on College, APEE			
Methods of Assessment: Format		ative (examination) 6	0%	
Module code: FROP 571	Sem 1 & 2	32 credits	NQF level: 6	
Title: OBE and the Language Cla	assroom			
 Title: OBE and the Language Classroom Module outcomes: After successful completion of this module the student should: demonstrate knowledge, skills and dedicated attitudes in implementing OBE in the language classroom; implement the process of developing curricula, identify themes and include language functions, notions and structures (as well as implementing them) in planning a lesson on the basis of OBE principles 				
 demonstrate knowledge, sl classroom; implement the process of d notions and structures (as v principles 	kills and dedicated a leveloping curricula, i well as implementing	ttitudes in implemen dentify themes and ir	ting OBE in the language	
 demonstrate knowledge, sl classroom; implement the process of d notions and structures (as v principles FROS 571 is a pre-requisite for H 	kills and dedicated a leveloping curricula, i well as implementing FROP 571.	ttitudes in implemen dentify themes and ir	ting OBE in the language	
 demonstrate knowledge, sl classroom; implement the process of d notions and structures (as v principles 	kills and dedicated a leveloping curricula, i well as implementing <i>FROP 571.</i> on College, APEE	attitudes in implemen dentify themes and ir them) in planning a lo	ting OBE in the language nclude language functions, esson on the basis of OBE	
 demonstrate knowledge, sl classroom; implement the process of d notions and structures (as v principles FROS 571 is a pre-requisite for H Method of delivery: ODL, Upingto 	kills and dedicated a leveloping curricula, i well as implementing <i>FROP 571.</i> on College, APEE	attitudes in implemen dentify themes and ir them) in planning a lo	ting OBE in the language nclude language functions, esson on the basis of OBE	
 demonstrate knowledge, sl classroom; implement the process of d notions and structures (as w principles FROS 571 is a pre-requisite for H Method of delivery: ODL, Upingto Methods of Assessment: Format Module code: FROS 571 	kills and dedicated a leveloping curricula, i well as implementing <i>FROP 571.</i> on College, APEE ive (40%) and Summ Sem 1 & 2	attitudes in implemen dentify themes and ir them) in planning a le native (examination) 6	ting OBE in the language nclude language functions, esson on the basis of OBE	
 demonstrate knowledge, sl classroom; implement the process of d notions and structures (as w principles FROS 571 is a pre-requisite for H Method of delivery: ODL, Upingto Methods of Assessment: Format Module code: FROS 571 Title: Classroom planning with th Module outcomes: After success demonstrate knowledge a development and implemer demonstrate a critical view know and be able to use structures, concepts and ap demonstrate curriculum pla understand the roles of th and methodological guideling 	kills and dedicated a leveloping curricula, i well as implementing <i>FROP 571.</i> on College, APEE ive (40%) and Summ Sem 1 & 2 e NCS ful completion of this nd skills regarding to tation of OBE in Sou of OBE; e appropriate OBE oplication; inning, assessment a e educator, the lear- nes. on College, APEE	Attitudes in implement dentify themes and in them) in planning a le mative (examination) 6 32 credits module the student st the principles of the th Africa; terminology as well nd planning for assess ning cycle and teach	ting OBE in the language include language functions, esson on the basis of OBE 0% NQF level: 6 Should: a OBE approach and the as the NCS: principles, essment; and hing-learning opportunities	
 demonstrate knowledge, sl classroom; implement the process of d notions and structures (as w principles FROS 571 is a pre-requisite for H Method of delivery: ODL, Upingto Methods of Assessment: Format Module code: FROS 571 Title: Classroom planning with th Module outcomes: After success demonstrate knowledge a development and implemer demonstrate a critical view know and be able to use structures, concepts and ap demonstrate curriculum pla understand the roles of th and methodological guideling Method of delivery: ODL, Upingto Method of Assessment: Format 	kills and dedicated a leveloping curricula, i well as implementing <i>FROP 571.</i> on College, APEE ive (40%) and Summ Sem 1 & 2 e NCS ful completion of this nd skills regarding to tation of OBE in Sou of OBE; e appropriate OBE oplication; inning, assessment a e educator, the learn nes. on College, APEE ive (40%) and Summ	Attitudes in implement dentify themes and in them) in planning a le native (examination) 6 32 credits module the student st the principles of the th Africa; terminology as well nd planning for assess ning cycle and teach native (examination) 6	ting OBE in the language include language functions, esson on the basis of OBE 0% NQF level: 6 should: a OBE approach and the as the NCS: principles, essment; and hing-learning opportunities	
 demonstrate knowledge, sl classroom; implement the process of d notions and structures (as w principles FROS 571 is a pre-requisite for H Method of delivery: ODL, Upingto Methods of Assessment: Format Module code: FROS 571 Title: Classroom planning with th Module outcomes: After success demonstrate knowledge a development and implemer demonstrate a critical view know and be able to use structures, concepts and ap demonstrate curriculum pla understand the roles of th and methodological guideling 	kills and dedicated a leveloping curricula, i well as implementing <i>FROP 571.</i> on College, APEE ive (40%) and Summ Sem 1 & 2 e NCS ful completion of this nd skills regarding to tation of OBE in Sou of OBE; e appropriate OBE oplication; inning, assessment a e educator, the learn nes. on College, APEE ive (40%) and Summ Semester 1	Attitudes in implement dentify themes and in them) in planning a le mative (examination) 6 32 credits module the student st the principles of the th Africa; terminology as well nd planning for assess ning cycle and teach	ting OBE in the language include language functions, esson on the basis of OBE 0% NQF level: 6 Should: a OBE approach and the as the NCS: principles, essment; and hing-learning opportunities	

• rolate his/her knowledge t	a tha miara and n	agoro factore influor	aing the development of			
 relate his/her knowledge to the micro and macro factors influencing the development of education throughout the course of history; 						
 demonstrate the ability to relate the history of education and its influencing factors to a personal 						
philosophy of education, giving evidence of examples from teaching practice;						
 do research and report on the difference between <i>political democracy</i> and <i>democratic</i> 						
education, and critically and independently evaluate the complexity of democratic education in						
the classroom with reference to discrimination in various forms; and						
• interpret and offer solutions to complex problems relating to the demands placed by democracy						
on the moral capacity of teachers and students, their perception of their moral duty, and the						
complexities of establishing values in South African schools.						
Method of delivery: ODL, Upington College, Cedar College, APEE, Sediba						
Methods of Assessment: Formative (40%) and Summative (examination) 60%						
Module code: GBGK 511	Semester 1	16 credits	NQF level: 6			
Title: Population Geography and	Urban Geography					
Module outcomes: After successf	ul completion of this	module the student	should:			
 demonstrate knowledge, sl 						
assimilation, demographic d	listribution, data and	projections in popula	tion geography;			
 in urban geography, student 	ts must be able to di	scuss and demonstra	ate insight regarding urban			
diversity, urban problems ar			5 5 5			
 demonstrate the application 		• •				
Method of delivery: ODL, APEE	or quantitative map	tooliniiquool				
Methods of Assessment: Formati	ve (40%) and Summ	ative (examination) 6	80%			
Module code: GGGK 521	Semester 2	16 credits	NQF level: 6			
Title: Subject Didactics of Geogra		To creatts				
Module outcomes: After successf		modulo the student	should			
 demonstrate mastery of the 						
apply environment education	•					
teaching-learning technique			ning, concept forming and			
Method of delivery: ODL, APEE		jiapily.				
Methods of Assessment: Formativ	vo (40%) and Summ	ativo (oxomination) 6	08/			
Module code: GKLK 521	Semester 2	16 credits	NQF level: 6			
Title: Climatology and Geomorphe						
Module outcomes: After successf						
 demonstrate mastery of the weather turbulence, local 						
climatology;	weather phenomena	a, uiban ciimale an	a climatic classification in			
 in geomorphology the stude 	nt must know and u	nderstand internal an	d external forces changing			
the earth;	The music know and u		d external loices changing			
	d understanding of t	he formation of soils.	soils profiles and physical			
characteristics of soils; and	 demonstrate knowledge and understanding of the formation of soils, soils profiles and physical characteristics of soils; and 					
 demonstrate the ability to an 			 demonstrate the ability to apply quantitative calculations. 			
	oply quantitative calc	culations.				
Method of delivery: ODL, APEE			50%			
Method of delivery: ODL, APEE Methods of Assessment: Formativ	ve (40%) and Summ	native (examination) 6				
Method of delivery: ODL, APEE Methods of Assessment: Formativ Module code: GSGK 511	ve (40%) and Summ		00% NQF level: 6			
Method of delivery: ODL, APEE Methods of Assessment: Formativ Module code: GSGK 511 Title: Subject Didactics of Geogra	ve (40%) and Summ Semester 1 phy A	native (examination) 6 16 credits	NQF level: 6			
Method of delivery: ODL, APEE Methods of Assessment: Formatin Module code: GSGK 511 Title: Subject Didactics of Geogra Module outcomes: After successf	ve (40%) and Summ Semester 1 phy A ul completion of this	native (examination) 6 16 credits module the student :	NQF level: 6			
Method of delivery: ODL, APEE Methods of Assessment: Formatin Module code: GSGK 511 Title: Subject Didactics of Geogra Module outcomes: After successf demonstrate mastery of the	ve (40%) and Summ Semester 1 phy A ul completion of this necessary knowled	native (examination) 6 16 credits module the student s ge, skills, attitudes an	NQF level: 6			
Method of delivery: ODL, APEE Methods of Assessment: Formatin Module code: GSGK 511 Title: Subject Didactics of Geogra Module outcomes: After successf demonstrate mastery of the to apply the outcomes-base	ve (40%) and Summ Semester 1 phy A ul completion of this necessary knowled d approach in Geog	ative (examination) 6 16 credits module the student s ge, skills, attitudes and raphy; and	NQF level: 6 should: nd values enabling him/her			
Method of delivery: ODL, APEE Methods of Assessment: Formatin Module code: GSGK 511 Title: Subject Didactics of Geogra Module outcomes: After successf demonstrate mastery of the to apply the outcomes-base discuss and implement the	ve (40%) and Summ Semester 1 phy A ul completion of this necessary knowled d approach in Geog	ative (examination) 6 16 credits module the student s ge, skills, attitudes and raphy; and	NQF level: 6 should: nd values enabling him/her			
Method of delivery: ODL, APEE Methods of Assessment: Formatin Module code: GSGK 511 Title: Subject Didactics of Geogra Module outcomes: After successf demonstrate mastery of the to apply the outcomes-base discuss and implement the Geography Education.	ve (40%) and Summ Semester 1 phy A ul completion of this necessary knowled d approach in Geog	ative (examination) 6 16 credits module the student s ge, skills, attitudes and raphy; and	NQF level: 6 should: nd values enabling him/her			
Method of delivery: ODL, APEE Methods of Assessment: Formatin Module code: GSGK 511 Title: Subject Didactics of Geogra Module outcomes: After successf demonstrate mastery of the to apply the outcomes-base discuss and implement the Geography Education. Method of delivery: ODL, APEE	ve (40%) and Summ Semester 1 phy A ul completion of this necessary knowled d approach in Geog e use of atlases, a	ative (examination) 6 16 credits module the student a ge, skills, attitudes and raphy; and aids, excursions and	NQF level: 6 should: nd values enabling him/her d working maps/charts in			
Method of delivery: ODL, APEE Methods of Assessment: Formatin Module code: GSGK 511 Title: Subject Didactics of Geogra Module outcomes: After successf demonstrate mastery of the to apply the outcomes-base discuss and implement the Geography Education.	ve (40%) and Summ Semester 1 phy A ul completion of this necessary knowled d approach in Geog e use of atlases, a	ative (examination) 6 16 credits module the student a ge, skills, attitudes and raphy; and aids, excursions and	NQF level: 6 should: nd values enabling him/her d working maps/charts in			

Title: HIV/AIDS: Legislation, Cou	inselling and Support				
Module outcomes: After successful completion of this module the student should:					
	demonstrate an understanding regarding legislation relevant to the handling of HIV/AIDS in the				
school context;	school context;				
 know the rights and obligat 	know the rights and obligations of HIV/AIDS positive learners and teachers;				
o o	promote the protection of learners and educators within the school context;				
	display the skill in compiling guidelines for establishing an accountable healthy school				
	environment for learners with HIV / AIDS:				
 develop and demonstrate 	,	re and skills to her	ome skilled in care and		
counselling of HIV/AIDS; a			Since in care and		
 develop skills to be able 		o-ordinate an individ	dual educational support		
programme to support the			dual educational support		
Method of delivery: ODL, APEE,					
Methods of Assessment: Format	U		:0%		
Module code: LOBO 571	Sem 1 & 2	32 credits	NQF level: 6		
Title: Citizenship Education			la e vilale		
Module outcomes: After success	•		should:		
demonstrate his/her unders					
 know and understand the in application 	role of the community	y in learning, teaching	g and building an inclusive		
society. Method of delivery: ODL, APEE,	Codor Collogo				
Methods of Assessment: Format	tive (40%) and Summ	native (examination) 6	20%		
Module code: LOCK 571	Sem 1 & 2	32 credits			
			NQF level: 6		
Title: Personal Well-Being: Phys			la e vilale		
 Module outcomes: After success establish a relationship bet 	•				
 establish a relationship bet 					
• demonstrate insight with re	gard to particular asp	pects of Personal Wel	I-Being; and		
 demonstrate insight with re demonstrate insight with re 	gard to particular asp	pects of Personal Wel	I-Being; and		
 demonstrate insight with re demonstrate insight with re development. 	gard to particular asp gard to particular as	pects of Personal Wel	I-Being; and		
demonstrate insight with re demonstrate insight with re development. Method of delivery: ODL, APEE,	gard to particular asp gard to particular as Cedar College	pects of Personal Wel pects of Physical Edu	I-Being; and cation and Movement and		
demonstrate insight with re- demonstrate insight with re- development. Method of delivery: ODL, APEE, Methods of Assessment: Format	gard to particular asp gard to particular as Cedar College tive (40%) and Summ	pects of Personal Wel pects of Physical Edu native (examination) 6	I-Being; and cation and Movement and 0%		
demonstrate insight with re demonstrate insight with re development. Method of delivery: ODL, APEE, Methods of Assessment: Format Module code: LOHA 571	gard to particular asp gard to particular as Cedar College tive (40%) and Summ Sem 1 & 2	pects of Personal Wel pects of Physical Edu	I-Being; and cation and Movement and		
demonstrate insight with re- demonstrate insight with re- development. Method of delivery: ODL, APEE, Methods of Assessment: Format Module code: LOHA 571 Title: Personal Well-Being: Healt	gard to particular asp ogard to particular asp Cedar College tive (40%) and Summ Sem 1 & 2 th and AIDS	bects of Personal Wel pects of Physical Edu native (examination) 6 32 credits	I-Being; and cation and Movement and 0% NQF level: 6		
demonstrate insight with re demonstrate insight with re development. Method of delivery: ODL, APEE, Methods of Assessment: Format Module code: LOHA 571 Title: Personal Well-Being: Healt Module outcomes: After success	gard to particular asp gard to particular as Cedar College tive (40%) and Summ Sem 1 & 2 th and AIDS oful completion of this	bects of Personal Wel pects of Physical Edu native (examination) 6 32 credits module the student s	I-Being; and cation and Movement and 0% NQF level: 6 should:		
demonstrate insight with re demonstrate insight with re development. Method of delivery: ODL, APEE, Methods of Assessment: Format Module code: LOHA 571 Title: Personal Well-Being: Healt Module outcomes: After success demonstrate knowledge, s	gard to particular asp gard to particular as Cedar College tive (40%) and Summ Sem 1 & 2 th and AIDS ful completion of this skills and sound edu	bects of Personal Wel pects of Physical Edu native (examination) 6 32 credits s module the student s ucational values in th	I-Being; and ication and Movement and 0% NQF level: 6 should: ie teaching of learners to		
demonstrate insight with re demonstrate insight with re development. Method of delivery: ODL, APEE, Methods of Assessment: Format Module code: LOHA 571 Title: Personal Well-Being: Healt Module outcomes: After success demonstrate knowledge, s understand and apply heal	gard to particular asp gard to particular as Cedar College tive (40%) and Summ Sem 1 & 2 th and AIDS ful completion of this skills and sound edu th awareness regard	bects of Personal Wel pects of Physical Edu native (examination) 6 32 credits s module the student s ucational values in the ling sound nutrition, s	I-Being; and ication and Movement and 0% NQF level: 6 should: ie teaching of learners to		
demonstrate insight with re development. Method of delivery: ODL, APEE, Methods of Assessment: Format Module code: LOHA 571 Title: Personal Well-Being: Healt Module outcomes: After success demonstrate knowledge, s understand and apply heal activity, drugs and sexual t	gard to particular asp gard to particular asp Cedar College tive (40%) and Summ Sem 1 & 2 th and AIDS oful completion of this skills and sound edu th awareness regard ransmitted diseases	bects of Personal Wel pects of Physical Edu native (examination) 6 32 credits s module the student s ucational values in the ling sound nutrition, s	I-Being; and ication and Movement and 0% NQF level: 6 should: ie teaching of learners to		
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demonstrate insight with re dewolopment. Method of delivery: ODL, APEE, Methods of Assessment: Format Module code: LOHA 571 Title: Personal Well-Being: Healt Module outcomes: After success demonstrate knowledge, s understand and apply heal activity, drugs and sexual t Method of delivery: ODL, APEE, Methods of Assessment: Format	gard to particular asp gard to particular asp Cedar College tive (40%) and Summ Sem 1 & 2 th and AIDS oful completion of this skills and sound edu th awareness regard ransmitted diseases Cedar College tive (40%) and Summ	bects of Personal Wel pects of Physical Edu native (examination) 6 32 credits a module the student s icational values in the ling sound nutrition, s and HIV/AIDS. native (examination) 6	I-Being; and cation and Movement and 0% NQF level: 6 should: the teaching of learners to kin care, obesity, physical		
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demonstrate insight with re- development. Method of delivery: ODL, APEE, Methods of Assessment: Format Module code: LOHA 571 Title: Personal Well-Being: Healt Module outcomes: After success demonstrate knowledge, s understand and apply heal activity, drugs and sexual t Method of delivery: ODL, APEE, Methods of Assessment: Format Module code: LSDL 528 Title: Disabilities and Learning D Module outcomes: After success demonstrate understanding as physical and intellectual recognize the learning differences could f realise the role of the edu learners experiencing these	gard to particular asp gard to particular asp cedar College tive (40%) and Summ Sem 1 & 2 th and AIDS of and Sound edu th awareness regard ransmitted diseases Cedar College tive (40%) and Summ Semester 2 ifficulties in Educatio of disabilities, reading orences that individua acilitate learning and cator, the school the e and other barriers t	bects of Personal Wel pects of Physical Edu mative (examination) 6 32 credits a module the student s iccational values in the ling sound nutrition, s and HIV/AIDS. hative (examination) 6 16 credits n module the student s earning difficulties as difficulties, mathemati al learners bring to the teaching support pra e family and the comr o learning have access	I-Being; and cation and Movement and 0% NQF level: 6 should: the teaching of learners to kin care, obesity, physical 0% NQF level: 6 should: barriers to learning, such cal difficulties, etc.; classroom and how these ctices and processes; and munity in ensuring that all is to the curriculum.		

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

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

other barriers to learning.	•			
Method of delivery: Namibia				
Methods of Assessment: Formative (40%) and Summative (examination) 60%				
Module code: LSIE 518	Semester 1	16 credits	NQF level: 6	
Title: Inclusive Education: A Police	cy Perspective			
Module outcomes: After success	ful completion of this	module the student	should:	
 demonstrate understanding of the inclusive education Policy (Education White Paper 6), with specific reference to the proposed support structures and the concept of barriers to learning and development; 				
integrated team approach;	• apply school-based support to learners experiencing barriers to learning by means of an integrated team approach; and			
classroom.	riculum differentiatio	n and assessment	strategies in an inclusive	
Method of delivery: Namibia				
Methods of Assessment: Format				
Module code: LSSH 528	Semester 2	16 credits	NQF level: 6	
Title: Social and Health Issues in				
Module outcomes: After success				
 demonstrate understanding as the HIV/AIDS pandemic. 		U U	th barriers to learning such	
 apply a health promoting apply 	oproach in school and	d class context to su	oport learners experiencing	
barriers to learning; and				
• realise the role of the ed	ucator, the school,	the family, and the	community in supporting	
learners experiencing these and other barriers to learning.				
learners experiencing these	e and other barriers to	o learning.		
learners experiencing these Method of delivery: Namibia	e and other barriers to	o learning.		
		0	60%	
Method of delivery: Namibia		0	60% NQF level: 6	
Method of delivery: Namibia Methods of Assessment: Format	ive (40%) and Summ Sem 1 & 2	native (examination) (
Method of delivery: Namibia Methods of Assessment: Format Module code: MLED 572	ive (40%) and Summ Sem 1 & 2 iteracy	ative (examination) (32 credits	NQF level: 6	
Method of delivery: Namibia Methods of Assessment: Format Module code: MLED 572 Title: Didactics of Mathematical L Module outcomes: After success	ive (40%) and Summ Sem 1 & 2 iteracy ful completion of this	ative (examination) (32 credits module the student	NQF level: 6	
Method of delivery: Namibia Methods of Assessment: Format Module code: MLED 572 Title: Didactics of Mathematical L Module outcomes: After success • apply thorough knowledg	ive (40%) and Summ Sem 1 & 2 Literacy ful completion of this e and insight with	ative (examination) (32 credits module the student respect to the co	NQF level: 6	
Method of delivery: Namibia Methods of Assessment: Format Module code: MLED 572 Title: Didactics of Mathematical L Module outcomes: After success • apply thorough knowledg mathematical literacy curric	ive (40%) and Summ Sem 1 & 2 Literacy ful completion of this e and insight with culum in the planning	ative (examination) (32 credits module the student respect to the co g and execution of te	NQF level: 6 should: ntent and structure of the aching-learning opportunities	
Method of delivery: Namibia Methods of Assessment: Format Module code: MLED 572 Title: Didactics of Mathematical L Module outcomes: After success • apply thorough knowledg mathematical literacy curric in outcomes-based classro	ive (40%) and Summ Sem 1 & 2 iteracy ful completion of this e and insight with culum in the planning ioms, including the d	ative (examination) (32 credits module the student respect to the co g and execution of te	NQF level: 6 should: ntent and structure of the	
Method of delivery: Namibia Methods of Assessment: Format Module code: MLED 572 Title: Didactics of Mathematical L Module outcomes: After success • apply thorough knowledg mathematical literacy curric in outcomes-based classro as well as integrated asses	ive (40%) and Summ Sem 1 & 2 iteracy ful completion of this e and insight with culum in the planning ioms, including the d	ative (examination) (32 credits module the student respect to the co g and execution of te	NQF level: 6 should: ntent and structure of the aching-learning opportunities	
Method of delivery: Namibia Methods of Assessment: Format Module code: MLED 572 Title: Didactics of Mathematical L Module outcomes: After success • apply thorough knowledg mathematical literacy curric in outcomes-based classro as well as integrated asses Method of delivery: ODL, APEE	ive (40%) and Summ Sem 1 & 2 iteracy ful completion of this e and insight with culum in the planning ioms, including the d sment.	ative (examination) (32 credits module the student respect to the co and execution of te levelopment and use	NQF level: 6 should: intent and structure of the aching-learning opportunities e of teaching-learning media,	
Method of delivery: Namibia Methods of Assessment: Format Module code: MLED 572 Title: Didactics of Mathematical L Module outcomes: After success • apply thorough knowledg mathematical literacy curric in outcomes-based classro as well as integrated asses	ive (40%) and Summ Sem 1 & 2 iteracy ful completion of this e and insight with culum in the planning ioms, including the d sment.	ative (examination) (32 credits module the student respect to the co and execution of te levelopment and use	NQF level: 6 should: intent and structure of the aching-learning opportunities e of teaching-learning media,	
Method of delivery: Namibia Methods of Assessment: Format Module code: MLED 572 Title: Didactics of Mathematical L Module outcomes: After success • apply thorough knowledg mathematical literacy curric in outcomes-based classro as well as integrated asses Method of delivery: ODL, APEE Methods of Assessment: Format Module code: MLED 574	ive (40%) and Summ Sem 1 & 2 Literacy ful completion of this e and insight with culum in the planning ioms, including the d sment. ive (40%) and Summ Sem 1 & 2	ative (examination) (32 credits module the student respect to the co and execution of te levelopment and use	NQF level: 6 should: intent and structure of the aching-learning opportunities a of teaching-learning media, 50%	
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Methods of Assessment: Formative (40%) and Summative (examination) 60%		rinciples in new cont	exts and to selected r	eal-life problems.	
	,				
Module code: NCHK 521 Semester 2 16 credits NQF level: 6			· · · · · ·		
	Module code: NCHK 521	Semester 2	16 credits	NQF level: 6	

Title: Chemistry for Science educ	Title: Chemistry for Science education B			
Module outcomes: After successful completion of this module the student should:				
demonstrate sound theoretical knowledge and conceptual understanding of basic chemical				
			basic organic chemistry and	
		ical reactions to acid-	base reactions, precipitation	
reactions and electrochemis		a a la ata di ya a li life i	hlama	
apply chemical principles in		selected real-life pro	blems.	
Method of delivery: Sediba Vaca		ative (averaination) (200/	
Methods of Assessment: Format		- /	-	
Module code: NDNK 512	Semester 1	8 credits	NQF level: 6	
Title: Didactics of Physics				
Module outcomes: After success	•			
demonstrate sound theoret	U			
	nd understanding of	the alternative conc	eptions that impacts on the	
learning of physics; and	a content of the value	want national aumiou	lum with records to concete	
 access and understand the such as content, level, deve 			lum with regards to aspects	
Method of delivery: Sediba Vaca			ye.	
Methods of Assessment: Format		native (examination) 6	20%	
Module code: NDNK 522	Semester 2	8 credits	NQF level: 6	
	Semester 2	8 credits	NQF level: 6	
Title: Didactics of Chemistry				
Module outcomes: After success				
			chemistry as well as of the	
alternative conceptions that	•	0 ,	ant tachniques that may be	
 be familiar with a variety applied to the teaching of P 		legies and assessme	ent techniques that may be	
		of the principles of	offective leberatory sefety	
• demonstrate knowledge and understanding of the principles of effective laboratory safety,				
organisation and managem			enective laboratory salety,	
organisation and managem	ent.		enective laboratory salety,	
Method of delivery: Sediba Vaca	tion School			
Method of delivery: Sediba Vaca Methods of Assessment: Format	ent. tion School ive (40%) and Summ	native (examination) 6	0%	
Method of delivery: Sediba Vaca Methods of Assessment: Format Module code: NDSK 521	tion School ive (40%) and Summ Semester 2			
Method of delivery: Sediba Vaca Methods of Assessment: Format Module code: NDSK 521 Title: Didactics of Science Interm	ent. tion School ive (40%) and Summ Semester 2 rediate Phase	native (examination) 6	0% NQF level: 6	
Method of delivery: Sediba Vaca Methods of Assessment: Format Module code: NDSK 521 Title: Didactics of Science Interm Module outcomes: After success	tion School ive (40%) and Summ Semester 2 rediate Phase ful completion of this	native (examination) 6 16 credits module the student s	0% NQF level: 6 should:	
Method of delivery: Sediba Vaca Methods of Assessment: Format Module code: NDSK 521 Title: Didactics of Science Interm Module outcomes: After success • demonstrate knowledge, sk	ent. tion School ive (40%) and Summ Semester 2 rediate Phase ful completion of this tills and appropriate N	native (examination) 6 16 credits module the student s values with regard to	0% NQF level: 6 should: essential aspects of Science	
Method of delivery: Sediba Vaca Methods of Assessment: Format Module code: NDSK 521 Title: Didactics of Science Interm Module outcomes: After success • demonstrate knowledge, sk teaching and learning and t	ent. tion School ive (40%) and Summ Semester 2 rediate Phase ful completion of this tills and appropriate to he use of teaching ai	native (examination) 6 16 credits module the student s values with regard to ids at intermediate an	0% NQF level: 6 should: essential aspects of Science id Senior levels;	
Method of delivery: Sediba Vaca Methods of Assessment: Format Module code: NDSK 521 Title: Didactics of Science Interm Module outcomes: After success demonstrate knowledge, sk teaching and learning and t demonstrate sound theoret	ent. tion School ive (40%) and Summ Semester 2 rediate Phase ful completion of this tills and appropriate v he use of teaching al ical knowledge of co	native (examination) 6 16 credits module the student s values with regard to ids at intermediate an instructivism as applie	NQF level: 6 should: essential aspects of Science id Senior levels; ed to Physics and Chemistry	
Method of delivery: Sediba Vaca Methods of Assessment: Format Module code: NDSK 521 Title: Didactics of Science Interm Module outcomes: After success • demonstrate knowledge, sk teaching and learning and t • demonstrate sound theoret and the way in which altern	ent. tion School ive (40%) and Summ Semester 2 rediate Phase ful completion of this tills and appropriate v he use of teaching a ical knowledge of co ative conceptions im	native (examination) 6 16 credits module the student so values with regard to ids at intermediate an instructivism as applied pacts on the learning	0% NQF level: 6 should: essential aspects of Science d Senior levels; ed to Physics and Chemistry of Physics and Chemistry;	
Method of delivery: Sediba Vaca Methods of Assessment: Format Module code: NDSK 521 Title: Didactics of Science Interm Module outcomes: After success • demonstrate knowledge, sk teaching and learning and t • demonstrate sound theoret and the way in which altern • access and implement the	ent. tion School ive (40%) and Summ Semester 2 rediate Phase ful completion of this tills and appropriate he use of teaching ai ical knowledge of co ative conceptions im content of the releviation to content of the releviation time content of time content of the releviation time content of time content of time content of time content of the releviation time content of time	ative (examination) 6 16 credits module the student s values with regard to ids at intermediate an instructivism as applic pacts on the learning vant national curricul	NQF level: 6 should: essential aspects of Science id Senior levels; ed to Physics and Chemistry of Physics and Chemistry; um with regards to aspects	
Method of delivery: Sediba Vaca Methods of Assessment: Format Module code: NDSK 521 Title: Didactics of Science Interm Module outcomes: After success • demonstrate knowledge, sk teaching and learning and t • demonstrate sound theoret and the way in which altern • access and implement the such as content, level, deve	tion School ive (40%) and Summ Semester 2 rediate Phase ful completion of this ills and appropriate v he use of teaching al ical knowledge of coo ative conceptions im a content of the relevel elopmental line, and	ative (examination) 6 16 credits module the student s values with regard to ids at intermediate an nstructivism as applic pacts on the learning vant national curricul required pre-knowled	NQF level: 6 should: essential aspects of Science d Senior levels; ed to Physics and Chemistry of Physics and Chemistry; um with regards to aspects ge;	
Method of delivery: Sediba Vaca Methods of Assessment: Format Module code: NDSK 521 Title: Didactics of Science Interm Module outcomes: After success • demonstrate knowledge, sk teaching and learning and t • demonstrate sound theoret and the way in which altern • access and implement the such as content, level, deve	tion School ive (40%) and Summ Semester 2 rediate Phase ful completion of this ills and appropriate v he use of teaching a ical knowledge of co ative conceptions im content of the relevel elopmental line, and of instructional strat	ative (examination) 6 16 credits module the student s values with regard to ids at intermediate an nstructivism as applic pacts on the learning vant national curricul required pre-knowled	NQF level: 6 should: essential aspects of Science id Senior levels; ed to Physics and Chemistry of Physics and Chemistry; um with regards to aspects	
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	Method of delivery: Sediba Vacation School				
Methods of Assessment: Formative (40%) and Summative (examination) 60%					
Module code: NEBK 511	Semester 1	16 credits	NQF level: 6		
Title: The Earth and Beyond for S	Science				
Module outcomes: After successful completion of this module the student should:					
	will be equipped to facilitate Natural Sciences content / outcomes in the GET band; and				
	ent of themes on a	Il essential aspects	of Geography and Geology		
related to life and living.					
Method of delivery: Sediba Vacat		ative (exemination) 6	09/		
Methods of Assessment: Formati					
Module code: NECK 521	Semester 2	16 credits	NQF level: 6		
Title: Energy and Change for Sci					
Module outcomes: After success	•				
			ange, the necessary aspects		
of Physics and related learn		ie GET band.			
Method of delivery: Sediba Vacat Methods of Assessment: Formati		otivo (ovamination) 6	0%/		
Module code: NFSK 511	Semester 1	16 credits	NQF level: 6		
		To credits	NQF level: 6		
Title: Physics for Science Educat			h a u lalı		
Module outcomes: After success	•				
	•	•	standing of basic physical		
			kinematics, dynamics, work, e and heat, and atomic and		
0,7	tum, waves, light an	ia souna, temperaturo	e and heat, and atomic and		
nuclear physics; and					
be able to apply Physics pri		xts and to selected re	al-life problems.		
Method of delivery: Sediba Vacat		ative (averaination) C	00/		
Methods of Assessment: Formati	,	,			
Module code: NFSK 521	Semester 2	16 credits	NQF level: 6		
Title: Electricity for Science Educ		م المعام ا	h o u dati		
Module outcomes: After success	•				
			standing of basic physical ectrostatics, electrodynamics		
and electromagnetic inducti					
 be able to apply Physics pri 		xts and to selected re	al-life problems.		
Sediba Vacation School; Assessi					
Module code: NLLK 511	Semester 1	16 credits	NQF level: 6		
Title: Life and Living for Science					
Module outcomes: After success	ul completion of this	module the student s	hould:		
			all the essential aspects of		
Botany, Zoology and Physic					
Method of delivery: Sediba Vacat	0,	0			
Methods of Assessment: Formative (40%) and Summative (examination) 60%					
Module code: NMMK 521	Semester 2	16 credits	NQF level: 6		
Title: Matter and Materials for Sci		10 0104110			
Module outcomes: After success		module the student s	hould:		
	•		nistry as regards matter and		
material in the GET band.			non) ao regarao manor ana		
Method of delivery: Sediba Vacat	ion School				
Methods of Assessment: Formati		ative (examination) 6	0%		
Module code: NVMI 521	Semester 2	8 credits	NQF level: 6		
Title: Introduction to Research M		0 01 Odito			

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

- understand the concept of educational research and types of research;
- develop a research problem, purpose statement and formulate the significance of a study;
- conduct a review of the literature and formulate hypothesis;
- understand and apply qualitative and quantitative research approaches to educational research;
- develop a research design and procedures, select a population and apply sampling techniques;
- develop appropriate research tools/instruments and data collection procedures;
- conduct data analysis including descriptive and inferential statistics; and
- demonstrate correct use of bibliographical references.

Method of delivery: ODL, Upington College, Cedar College, APEE, Sediba

Methods of Assessment: Formative (40%) and Summative (examination) 60%

Module code: NWPK 511	Semester 1	16 credits	NQF level: 6
Title: Development of Number Ser	ise (GET band)		

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

- facilitate knowledge about the historical development of numbers and the structure of number systems;
- develop the basic concepts of whole numbers, fractions and decimals;
- facilitate the understanding of operations with whole numbers, fractions and decimals;
- integrate these concepts in order to effect specific outcomes in the Mathematical Literacy, Mathematics and Mathematical Sciences learning area; and
- effectively facilitate the four types of calculations in the GET band.
- Method of delivery: ODL, APEE

Methods of Assessment: Formative (40%) and Summative (examination) 60%

Module code: NWPK 512	Semester 1	16 credits	NQF level: 6
Title: Fundamentals of Algebra (GI	ET band)		

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

- represent, generalize and formalize patterns in all aspects of mathematics;
- understand the thinking and reasoning process throughout the grades;
- give an overview of the set of number systems, the operations defined in the number systems and the properties ruling the operations;
- demonstrate thorough knowledge of algebra fundamentals such as: evaluating polynomials, operations with polynomials; and factoring;
- be competent in applying these fundamentals in simplifying polynomial expressions;
- solve linear equations and simple inequalities; and
- solve quadratic equations by using the property of zero products.

Method of delivery: ODL, APEE

Methods of Assessment: Formative (40%) and Summative (examination) 60%						
Module code: NWPK 521	Semester 2	16 credits	NQF level: 6			
Title: Geometric Thinking (GET ba	ind)					
Module outcomes: After successful	al completion of this	module the student s	hould:			
 facilitate the construction of t 	he concept of meas	surement;				
 facilitate learners to master r 	neasuring different a	attributes of two and t	hree dimensional objects;			
 understand how the skills H 	offer identified and	the van Hiele levels	impact on the teaching and			
learning of geometry;			-			
 select tasks and set workshe 	ets for level 0, 1 an	d 2 van Hiele levels;				
 facilitate the mastery of the r 	easoning processes	s necessary for Euclid	ean geometry;			
• facilitate the solving of simple Euclidean Geometry problems in the domain of straight lines and						
triangles; and						
• facilitate the construction of area formulas for triangles and quadrilaterals, as well as problem						
solving in that domain involv	ing calculations.	-	-			
Method of delivery: ODL, APEE						
Mathenda of Assessments Fernandi	- (400()	ather (area ather) 0	00/			

Methods of Assessment: Formative (40%) and Summative (examination) 60%				
Module code: NWPK 522	Semester 2	16 credits	NQF level: 6	

Title:	Title: Graphs and Data Analysis (GET band)						
	Ile outcomes: After successfu		module the student s	should:			
	develop concepts of ratio and proportion;						
•	develop concept of a function using different representations of functions;						
	use the Cartesian coordinate						
	identify various properties of						
	collect, organise, classify and		ata;				
	do simple statistical analysis						
	classify events as certain, po	•	e; and				
	determine probabilities for sin	nple events.					
	od of delivery: ODL, APEE		ative (averaination) C	200/			
	ods of Assessment: Formative	Semester 1	16 credits	NQF level: 6			
	Mathematics for ACE IA	Semester	To credits	NQF level: 0			
	ile outcomes: After successfu	Loomplation of this	modulo the student of	bould			
	demonstrate a thorough know						
	fundamentals in simplifying p			competent in applying these			
	demonstrate a thorough know						
	be able to solve equations an	U U	,				
	be able to apply different met		ems of equations;				
•	be familiar with the concept o	f a matrix and be a	ble to do the different	operations with matrices;			
•	be able to graph systems of in	nequalities and use	e graphs to solve linea	ar programming problems;			
•	demonstrate a thorough know	vledge of arithmetic	and geometric seque	ences and series;			
	solve various elementary real						
	be motivated to be a life	-long student of	mathematics and a	an enthusiastic teacher of			
	mathematics.						
Metho	od of delivery: ODL, APEE						
Methods of Assessment: Formative (40%) and Summative (examination) 60%							
		· · · ·					
Mo	odule code: NWSK 514	e (40%) and Summ Semester 1	native (examination) 6 16 credits	0% NQF level: 6			
Mo Title:	odule code: NWSK 514 Mathematics for ACE IB	Semester 1	16 credits	NQF level: 6			
Mo Title: Modu	odule code: NWSK 514 Mathematics for ACE IB Ile outcomes: After successfu	Semester 1	16 credits module the student s	NQF level: 6			
Mo Title: Modu	odule code: NWSK 514 Mathematics for ACE IB Ile outcomes: After successfu demonstrate sufficient insig	Semester 1	16 credits module the student s ideas of functions,	NQF level: 6 should: exponential functions and			
Mo Title: Modu	odule code: NWSK 514 Mathematics for ACE IB Ile outcomes: After successfu demonstrate sufficient insig logarithmic functions so that f	Semester 1 I completion of this the into the big ne/she will be able	16 credits module the student s ideas of functions, to teach it to high sch	NQF level: 6 should: exponential functions and ool learners;			
Modu Title: Modu	odule code: NWSK 514 Mathematics for ACE IB Ile outcomes: After successfu demonstrate sufficient insig logarithmic functions so that h be able to solve real-life proc	Semester 1 I completion of this the into the big ne/she will be able blems relating to the	16 credits module the student s ideas of functions, to teach it to high sch ese areas of mathema	NQF level: 6 should: exponential functions and ool learners; atics; and			
Mo Title: Modu •	bdule code: NWSK 514 Mathematics for ACE IB ile outcomes: After successfu demonstrate sufficient insig logarithmic functions so that is be able to solve real-life prob be motivated to be a life-long	Semester 1 I completion of this the into the big ne/she will be able blems relating to the	16 credits module the student s ideas of functions, to teach it to high sch ese areas of mathema	NQF level: 6 should: exponential functions and ool learners; atics; and			
Modu Title: Modu •	bdule code: NWSK 514 Mathematics for ACE IB ile outcomes: After successfu demonstrate sufficient insig logarithmic functions so that h be able to solve real-life prob be motivated to be a life-long teacher of Mathematics.	Semester 1 I completion of this the into the big he/she will be able plems relating to the g student of Mathe	16 credits module the student s ideas of functions, to teach it to high sch ese areas of mathema	NQF level: 6 should: exponential functions and ool learners; atics; and			
Mo Title: Modu • • Metho	bdule code: NWSK 514 Mathematics for ACE IB ile outcomes: After successfu demonstrate sufficient insig logarithmic functions so that is be able to solve real-life prob be motivated to be a life-long	Semester 1 I completion of this the into the big ne/she will be able plems relating to the g student of Mathe on School	16 credits module the student s ideas of functions, to teach it to high sch ese areas of mathema ematics and be encou	NQF level: 6 should: exponential functions and ool learners; atics; and uraged to be an enthusiastic			
Mo Title: Modu • • Metho Metho	bdule code: NWSK 514 Mathematics for ACE IB ile outcomes: After successfu demonstrate sufficient insig logarithmic functions so that is be able to solve real-life prob be motivated to be a life-long teacher of Mathematics. od of delivery: Sediba Vacatic	Semester 1 I completion of this the into the big ne/she will be able plems relating to the g student of Mathe on School	16 credits module the student s ideas of functions, to teach it to high sch ese areas of mathema ematics and be encou	NQF level: 6 should: exponential functions and ool learners; atics; and uraged to be an enthusiastic			
Ma Title: Modu • • Metho Metho	odule code: NWSK 514 Mathematics for ACE IB lle outcomes: After successfu demonstrate sufficient insig logarithmic functions so that h be able to solve real–life prob be motivated to be a life-long teacher of Mathematics. od of delivery: Sediba Vacatic ods of Assessment: Formative odule code: NWSK 523	Semester 1 I completion of this the into the big ne/she will be able blems relating to the g student of Mathe on School e (40%) and Summ	16 credits module the student s ideas of functions, to teach it to high sch ese areas of mathema matics and be encou	NQF level: 6 should: exponential functions and ool learners; atics; and uraged to be an enthusiastic			
Ma Title: Modu • • Metha Metha Title:	bdule code: NWSK 514 Mathematics for ACE IB ile outcomes: After successfu demonstrate sufficient insig logarithmic functions so that is be able to solve real-life prob be motivated to be a life-long teacher of Mathematics. od of delivery: Sediba Vacatic ods of Assessment: Formative	Semester 1 I completion of this pht into the big ne/she will be able plems relating to the g student of Mathe on School e (40%) and Summ Semester 2	16 credits module the student s ideas of functions, to teach it to high sch ese areas of mathema matics and be encou native (examination) 6 16 credits	NQF level: 6 should: exponential functions and ool learners; atics; and uraged to be an enthusiastic 0% NQF level: 6			
Metho Metho Metho Title: Modu	bdule code: NWSK 514 Mathematics for ACE IB alle outcomes: After successfu demonstrate sufficient insig logarithmic functions so that h be able to solve real-life prote be motivated to be a life-long teacher of Mathematics. od of delivery: Sediba Vacatic ods of Assessment: Formative odule code: NWSK 523 Mathematics for ACE IIA alle outcomes: After successfu	Semester 1 I completion of this jht into the big ne/she will be able blems relating to the g student of Mathe on School e (40%) and Summ Semester 2 I completion of this	16 credits module the student s ideas of functions, to teach it to high sch ase areas of mathema matics and be encou- native (examination) 6 16 credits module the student s	NQF level: 6 should: exponential functions and ool learners; atics; and uraged to be an enthusiastic 0% NQF level: 6 should:			
Metho Metho Title: Metho Title: Modu	bdule code: NWSK 514 Mathematics for ACE IB ile outcomes: After successfu demonstrate sufficient insig logarithmic functions so that is be able to solve real-life prob be motivated to be a life-long teacher of Mathematics. od of delivery: Sediba Vacatic ods of Assessment: Formative odule code: NWSK 523 Mathematics for ACE IIA	Semester 1 I completion of this pht into the big he/she will be able blems relating to the g student of Mathe on School e (40%) and Summ Semester 2 I completion of this t into the big ideas	16 credits module the student s ideas of functions, to teach it to high sch ese areas of mathema matics and be encounation hative (examination) 6 16 credits module the student s s of trigonometry and	NQF level: 6 should: exponential functions and ool learners; atics; and uraged to be an enthusiastic 0% NQF level: 6 should:			
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 be motivated to be a life-long student of Mathematics and be encouraged be an enthusiastic teacher of Mathematics. 				
Method of delivery: Sediba Vacatio	on School			
Methods of Assessment: Formative (40%) and Summative (examination) 60%				
Module code: NWSK 525	Semester 2	16 credits	NQF level: 6	
Title: Mathematics for ACE IIC				
Module outcomes: After successful	I completion of this	module the student s	hould:	
 describe and apply the van H 				
differentiate between concept				
 use different teaching models to teach the different types of Mathematics content (e.g. concepts, etc.); 				
 apply measurement concept and outside area of three din 	 apply measurement concepts and formulas to determine area of two dimensional figures, volume and outside area of three dimensional figures; 			
understand different reasoning	ng processes used	in Geometry;		
facilitate learners' developm			necessary for informal and	
formal proof in Euclidean Ge			-	
facilitate the development of		Ils in the domain of G	eometry.	
Method of delivery: Sediba Vacation				
Methods of Assessment: Formativ	· /	· · · · ·		
Module code: ORAK 511	Semester 1	8 credits	NQF level: 6	
Title: Education Law, Systems and	0			
Module outcomes: After successful				
 demonstrate knowledge, skil as profession; 	Is and insight with I	regard to the school a	as organisation and teaching	
• analyse and evaluate the	relationship of the	e educator to his/he	er employer, especially by	
concentrating on the condition	ons of employment of	of the educator; and		
 be aware of the ethical aspect 	cts surrounding Edu	cation Law, Systems	and Management.	
Method of delivery: ODL, APEE, L	Ū.		5	
Methods of Assessment: Formativ	e (40%) and Summ	ative (examination) 6	0%	
Module code: ORAK 521	Semester 2	8 credits	NQF level: 6	
Title: Education Law, Systems and	d Management B			
Module outcomes: After successful	I completion of this	module the student s	hould:	
demonstrate knowledge and	understanding of th	ne management tasks	of the educator;	
 demonstrate knowledge and 	understanding of s	ome basic issues in E	ducation Law;	
 demonstrate an understandir 	0 1		0	
 be aware of the ethical aspect 			ration and Systems.	
Method of delivery: ODL, APEE, U				
Methods of Assessment: Formativ				
Module code: ORLK 511	Semester 1	8 credits	NQF level: 6	
Title: Teaching and Learning A				
Module outcomes: After successful	•			
3 ·	Ũ	Ũ	teaching and learning by	
о , о	describing and comparing the information processing and constructivist approaches to learning;			
 demonstrate knowledge and 	nd understanding	of the cognitive, me	etacognitive and motivation	
variables that contribute to e	ffective learning; an	d		
analyse and illustrate the co	ontribution of an int	eractive teaching app	broach to effective teaching-	
learning situations, includi	ng co-operative	earning models, ap	propriate teaching-learning	
methods and media and con-				
Method of delivery: ODL, APEE, U	Jpington College, C	edar college, Sediba		
Methods of Assessment: Formativ	e (40%) and Summ	ative (examination) 6	0%	
Module code: ORLK 521	Semester 2	8 credits	NQF level: 6	
Title: Teaching and learning B				

Module outcomes: After successful completion of this module the student should: demonstrate knowledge, understanding and skills with regard to teaching, learning and the curriculum by: analysing effective learning according to a model of the effective learner; explaining and analysing motivation according to the attribution theory and self-efficacy viewpoints; describing, analysing and illustrating the contribution of effective development of curricula to effective teaching, as manifested in the curriculum cycle. Method of delivery: ODL, APEE, Upington College, Cedar college, Sediba Methods of Assessment: Formative (40%) and Summative (examination) 60% Module code: PCDG 572 Year 2 20 credits NQF level: 6 Title: Manage Policy, Planning, School Development and Governance Module outcomes: After successful completion of this module the student should: demonstrate the personal qualities necessary for effective management of policy, planning, school development and governance; develop and communicate school values, vision, mission, policies and plans in a collaborative way and secure commitment to these: develop and maintain sound working relationships with the School Governing Body, as well as parents. learners. the community and the department: and understand and be able to apply relevant content knowledge in leading and managing people. Method of delivery: ODL Methods of Assessment: Formative (60%) and Summative (examination) 40% NQF level: 6 Year 1 Module code: PCLM 521 10 credits Title: School Leadership and Management in the South African Context Module outcomes: After successful completion of this module the student should: provide an overview of the course content: demonstrate a basic understanding of what is involved in school management and leadership in South Africa; and make an assessment of own abilities in management and leadership (in terms of current notions of competence and relevance in South Africa in relation to management and leadership). Method of delivery: ODL Methods of Assessment: Formative (60%) and Summative (examination) 40% Module code: PCMP 571 Year 1 20 credits NQF level: 6 Title: Lead and Manage People Module outcomes: After successful completion of this module the student should: demonstrate the personal qualities necessary for effective leadership and management of people: plan, allocate, support and evaluate work undertaken by groups, teams and individuals (ensuring clear delegation of tasks and devolution of responsibilities); develop the professional skills of self, groups and individuals to enhance their performance (and that of the school): create an environment conducive to collective bargaining, collaboration and negotiation (and conflict resolution): and understand and be able to apply relevant content knowledge in leading and managing people. Method of delivery: ODL Methods of Assessment: Formative (60%) and Summative (examination) 40% Module code: PCPO 522 Year 2 10 credits NQF level: 5 Title: Develop a portfolio to demonstrate competence in school leadership and management Module outcomes: After successful completion of this module the student should: understand how the portfolio can be used as a flexible assessment instrument within the context of the outcomes-based assessment system in South Africa; understand the use of professional development portfolios in the professional development and developmental appraisal of educators, particularly those responsible for school leadership and management;

 the ability to conduct moders 				
 the ability to conduct moderation and to manage moderation processes and procedures; the ability to record and report moderation results in ways that support and develop educators 				
 the ability to record and rep ability to plan and conduct que 			port and develop educators	
the ability to manage modera	ation at various insti	tutional levels; and		
the ability to conduct reviews	of own and others'	moderation systems	and processes.	
Method of delivery: ODL			·	
Methods of Assessment: Formativ			0%	
	Not available	e in 2013		
Module code: PEMM 512	Year 1	12 credits	NQF level: 6	
Title: Mentor School Managers				
Module outcomes: After successful completion of this module the student should demonstrate the ability to:				
• demonstrate the skills and p	ersonal qualities for	r successful mentoring	g;	
 manage the establishment, n 	nonitoring and evalu	uation of a mentoring	and coaching programme;	
 understand and be able to appreciate the second seco	pply relevant conten	nt knowledge in mento	pring	
Method of delivery: ODL	· · ·		-	
Methods of Assessment: Formativ	e (60%) and Summ	ative (examination) 4	0%	
Module code: PEPA 512	Year 1/2	15 credits	NQF level: 6	
Title: Plan and Conduct Assessme	ent			
Module outcomes: After successful	al completion of this	module the student s	hould:	
demonstrate understanding of	of outcomes-based	assessment;		
 prepare for assessments; 				
 conduct assessments; 				
provide feedback on assessr	nents; and			
 review assessments. 				
Method of delivery: ODL				
Methods of Assessment: Formativ	e (60%) and Summ	ative (examination) 4	0%	
Module code: PFCL 521	Year 1/2	10 credits	NQF level: 5	
Title: Basic Computer Literacy in S	School Management	t		
Module outcomes: After successful			hould:	
 identify and describe the hard 	dware and software	of a computer;		
 use a word processor, spread 				
	dsheet, e-mail and I	browser effectively ar	d efficiently;	
 use a data base programme 			d efficiently;	
	(e.g. Microsoft Acce	ess) effectively;		
• use a data base programme	(e.g. Microsoft Acce fficient use of a bro	ess) effectively; owser and search eng		
use a data base programmedemonstrate, effective and et	(e.g. Microsoft Acce fficient use of a brouse of computers in	ess) effectively; owser and search eng education; and	gines;	
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use a data base programme demonstrate, effective and ei understand and explain the u understand and explain aspe Method of delivery: ODL Methods of Assessment: Formativ Module code: PFLS 511 Title: Language Skills in School Method	(e.g. Microsoft Acce fficient use of a bro- use of computers in ects regarding the sa- re (60%) and Summ Year 2 anagement and Lea ul completion of this	ess) effectively; owser and search eng education; and afe and ethical use of native (examination) 4 6 credits adership module the student s	gines; computers. 0% NQF level: 5 hould:	
use a data base programme demonstrate, effective and ei understand and explain the u understand and explain aspe Method of delivery: ODL Methods of Assessment: Formativ Module code: PFLS 511 Title: Language Skills in School Methodule outcomes: After successful	(e.g. Microsoft Acce fficient use of a bro- use of computers in ects regarding the sa- re (60%) and Summ Year 2 anagement and Lea ul completion of this	ess) effectively; owser and search eng education; and afe and ethical use of native (examination) 4 6 credits adership module the student s	gines; computers. 0% NQF level: 5 hould:	
use a data base programme demonstrate, effective and ei understand and explain the u understand and explain aspe Method of delivery: ODL Methods of Assessment: Formativ Module code: PFLS 511 Title: Language Skills in School Methodule outcomes: After successfu demonstrate competence in	(e.g. Microsoft Acce fficient use of a bro- use of computers in ects regarding the sa- re (60%) and Summ Year 2 anagement and Lea ul completion of this	ess) effectively; owser and search eng education; and afe and ethical use of native (examination) 4 6 credits adership module the student s	gines; computers. 0% NQF level: 5 hould:	
use a data base programme demonstrate, effective and ei understand and explain the u understand and explain aspe Method of delivery: ODL Methods of Assessment: Formativ Module code: PFLS 511 Title: Language Skills in School Methodule outcomes: After successfu demonstrate competence in management in schools.	(e.g. Microsoft Acce fficient use of a bro- use of computers in ects regarding the sa- re (60%) and Summ Year 2 anagement and Lea al completion of this reading, writing, list	ess) effectively; owser and search eng education; and afe and ethical use of native (examination) 4 6 credits adership module the student st tening, and speaking	gines; computers. 0% NQF level: 5 hould: skills necessary for effective	
use a data base programme demonstrate, effective and ei understand and explain the u understand and explain aspe Method of delivery: ODL Methods of Assessment: Formativ Module code: PFLS 511 Title: Language Skills in School Mi Module outcomes: After successfu demonstrate competence in management in schools. Method of delivery: ODL	(e.g. Microsoft Acce fficient use of a bro- use of computers in ects regarding the sa- re (60%) and Summ Year 2 anagement and Lea al completion of this reading, writing, list	ess) effectively; owser and search eng education; and afe and ethical use of native (examination) 4 6 credits adership module the student st tening, and speaking	gines; computers. 0% NQF level: 5 hould: skills necessary for effective	
use a data base programme demonstrate, effective and ei understand and explain the u understand and explain aspe Method of delivery: ODL Methods of Assessment: Formativ Module code: PFLS 511 Title: Language Skills in School Mi Module outcomes: After successfu demonstrate competence in management in schools. Method of delivery: ODL Methods of Assessment: Formativ Module code: SANK 521 Title: Sport Science: Emergency file	(e.g. Microsoft Accer fficient use of a bro- use of computers in ects regarding the sa- re (60%) and Summ Year 2 anagement and Lea al completion of this reading, writing, list re (60%) and Summ Semester 2 First Aid, Sport Injur	ess) effectively; owser and search eng education; and afe and ethical use of native (examination) 4 6 credits adership module the student s tening, and speaking native (examination) 4 16 credits ies & Coaching	gines; computers. 0% NQF level: 5 hould: skills necessary for effective 0% NQF level: 6	
use a data base programme demonstrate, effective and ei understand and explain the u understand and explain aspe Method of delivery: ODL Methods of Assessment: Formativ Module code: PFLS 511 Title: Language Skills in School M. Module outcomes: After successfu demonstrate competence in management in schools. Method of delivery: ODL Methods of Assessment: Formativ Module code: SANK 521 Title: Sport Science: Emergency F Module outcomes: After successfu	(e.g. Microsoft Accer fficient use of a bro- use of computers in ects regarding the sa- re (60%) and Summ Year 2 anagement and Lea al completion of this reading, writing, list reading, writing, list re (60%) and Summ Semester 2 First Aid, Sport Injur al completion of this	ess) effectively; owser and search eng education; and afe and ethical use of rative (examination) 4 6 credits adership module the student s tening, and speaking rative (examination) 4 16 credits ies & Coaching module the student s	gines; computers. 0% NQF level: 5 hould: skills necessary for effective 0% NQF level: 6 hould:	
use a data base programme demonstrate, effective and ei understand and explain the u understand and explain aspe Method of delivery: ODL Methods of Assessment: Formativ Module code: PFLS 511 Title: Language Skills in School M. Module outcomes: After successfu demonstrate competence in management in schools. Method of delivery: ODL Methods of Assessment: Formativ Module code: SANK 521 Title: Sport Science: Emergency F Module outcomes: After successfu explain first aid principles, tee	(e.g. Microsoft Accer fficient use of a bro- use of computers in ects regarding the sa- re (60%) and Summ Year 2 anagement and Lea al completion of this reading, writing, list reading, writing, list re (60%) and Summ Semester 2 First Aid, Sport Injur al completion of this	ess) effectively; owser and search eng education; and afe and ethical use of rative (examination) 4 6 credits adership module the student s tening, and speaking rative (examination) 4 16 credits ies & Coaching module the student s	gines; computers. 0% NQF level: 5 hould: skills necessary for effective 0% NQF level: 6 hould:	
use a data base programme demonstrate, effective and ei understand and explain the u understand and explain aspe Method of delivery: ODL Methods of Assessment: Formativ Module code: PFLS 511 Title: Language Skills in School M. Module outcomes: After successfu demonstrate competence in management in schools. Method of delivery: ODL Methods of Assessment: Formativ Module code: SANK 521 Title: Sport Science: Emergency F Module outcomes: After successfu	(e.g. Microsoft Acce fficient use of a bro- use of computers in ects regarding the sa- re (60%) and Summ Year 2 anagement and Lea J completion of this reading, writing, list re (60%) and Summ Semester 2 First Aid, Sport Injur J completion of this echniques and action	ess) effectively; owser and search eng education; and afe and ethical use of native (examination) 4 6 credits adership module the student s tening, and speaking native (examination) 4 16 credits ies & Coaching module the student s ons in specific emerg	gines; computers. 0% NQF level: 5 hould: skills necessary for effective 0% NQF level: 6 hould: encies and be able to apply	

potential.			cy first aid; and eloping learners to their full
Method of delivery: ODL, APEE			
Methods of Assessment: Formati	()	, ,	
Module code: SDEK 522	Semester 2	16 credits	NQF level: 6
Title: Subject Didactical Aspects	v		
Module outcomes: After success			
 Interpret second language a second language learning; 	acquisition theories a	ind variables and und	lerstand the role they play in
understand and implement	learner-centred princ	iples in the language	classroom;
interpret and evaluate vario		0 0	0 0 1
 demonstrate knowledge of t of language outcomes and s 		omes-based teaching	g and in specific the teaching
 apply the basic didactical pr 	inciples in planning f	or instruction;	
demonstrate knowledge and	d skills regarding the	principles of assessm	nent;
structure language learning	experiences using ir	nstructional technolog	ly; and
project professional values	in all educational ope	erations.	
Method of delivery: ODL, IOL, Ce	edar College, APEE		
Methods of Assessment: Formati	ve (40%) and Summ	ative (examination) 6	
Module code: SPKK 511	Semester 1	16 credits	NQF level: 6
Title: A Multi-disciplinary Perspe			
Module outcomes: After successi			
	basic physiological		chology and sport sociology; ole to sport, movement and
 know and evaluate the bas and Physical Education with 		ponents pertaining to	movement, exercise, sport
 understand the importance educational process that inc 			cal aspect of learners in the
•	towards Movement	Physical Education	with the aim to implement a
	gies in order to ma		skills in Movement/Physical
	,	functional Physical	Education and extra-mural
programme in education.		, . , . , , . , . , , . , . , , . , , . , . , , . , , .	
Method of delivery: ODL, APEE			
Methods of Assessment: Formati		ative (examination) 6	0%
Module code: SPRK 521	Semester 2	16 credits	NQF level: 6
Title: General Sport and Recreati			
Module outcomes: After successi			
 explain and apply the comp effectively plan ergonics or 	'		0
 effectively plan, organise ar organise and manage a spo 	U U	spes of sport tournan	ients,
 explain the requirements to 		nent committee of a r	egional sports body.
 explain the value, principles 			
			op learners in different areas
of physical and motor fitnes	S.		
Method of delivery: ODL, APEE	(400()) 1.0		00/
Methods of Assessment: Formati			
Module code: SSGK 521	Semester 2	16 credits	NQF level: 6

Title: Couth African Lliston (1040 400)	4)		
Title: South African History (1948-1994			
Module outcomes: After successful co			
 demonstrate knowledge regardir the period 1948 to 1994; 	ng the most import	ant developments in Sc	outh African history in
 demonstrate insight regarding th why and how the most important 			
 develop an understanding of the 	• •	•	
evaluated within the context of th			
does not occur in isolation, but t			
have a bearing on events; and			
 display a particular scholarly disp 			
different viewpoints of authors, re Method of delivery: ODL, APEE	ealise that more that	n one viewpoint exists re	egarding issues.
Methods of Assessment: Formative (4)	0%) and Summativ	o (overnination) 600/	
	-	, , ,	
Khouto ya mojulu: SVDK 511	Semesetara 1	Dikerediti tse 16	Maemo a NKR: 6
Applied Educational Didactical Aspect			
Thuto le Didaktiki tse di Dirisitsweng m			
Dipoelo tsa Thuto: Mo bofelong jwa	•	0	
maitshwaro ka ga tiriso ya Kemo ya k			
puo ka mokgwa wa Thuto-tota-dipoelo			
go reetsa, go bua, go bala le go kwala	a, go dirisa le bokgo	ni jwa go tlhatlhoba, go	loga maano a dithuto
le go dirisa metswedi e e botlhokwa.			
Mokgwa wa go ruta: Kwa ntle ga Khan	nphase(Thuto e e b	ulegileng ya kgakala)	
Mekgwa ya go atlhola: Katlholo ya go	bopa le tlhatlhobo		
Khouto ya mojulu: SVDK 522	Semesetara2	Dikerediti tse 16	Maemo a NKR: 6
Applied Subject Didactics for Setsy Dirisitsweng mo Setswaneng: Kgato e			
Dipoelo tsa Thuto: Mo bofelong jwa			
maitshwaro ka ga go bopa le go ru		•	
metswedi ya thuto le go rulaganya Set		• •	
Mokgwa wa go ruta: Kwa ntle ga Khan			
Mekgwa ya go atlhola: Kwa nile ga Khan Mekgwa ya go atlhola: Katlholo ya go		ulegilelig ya kyakala)	
		Diller all (1) (a.e. 40	
Khouto ya mojulu: SWHK 511	Semesetara1	Dikerediti tse 16	Maemo a NKR: 6
Advanced Setswana Language (Leina			
Dipoelo tsa Thuto: Mo bofelong jwa	•	•	
maitshwaro ka ga go tlhatlhamolola m	•		afuta ya bokao, le go
tlhatlhamolola mafoko le dipolelo ka m	• • • •		
Mokgwa wa go ruta: Kwa ntle ga Khan		ulegileng ya kgakala)	
Mekgwa ya go atlhola: Katlholo ya go	bopa le tlhatlhobo		
Khouto ya mojulu: SWHK 521	Semesetara2	Dikerediti tse 16	Maemo a NKR: 6
Advanced Educational Literary Studie	s in Setswana (Lei	na: Thuto ya Ditlhangw	a e e Tsweneletseng
mo Thutong mo Setswaneng)			
Dipoelo tsa Thuto: Mo bofelong jwa			
maitshwaro ka ga mefutafuta ya poros	mojulu o moithuti	o tshwanetse go bonts	sha kitso, bokgoni le
manormaro na ga moratarata ya poros			
Mokgwa wa go ruta: Kwa ntle ga Khan	e, maboko le teram	a mme tsepo e le mo Th	
• • •	e, maboko le teram nphase(Thuto e e b	a mme tsepo e le mo Th	
Mokgwa wa go ruta: Kwa ntle ga Khan Mekgwa ya go atlhola: Katlholo ya go	e, maboko le teram nphase(Thuto e e b	a mme tsepo e le mo Th	
Mokgwa wa go ruta: Kwa ntle ga Khan Mekgwa ya go atihola: Katiholo ya go Module code: TECH 571	e, maboko le teram nphase(Thuto e e b bopa le tlhatlhobo Sem 1 & 2	a mme tsepo e le mo Th ulegileng ya kgakala) 	nutong.
Mokgwa wa go ruta: Kwa ntle ga Khan Mekgwa ya go atlhola: Katlholo ya go Module code: TECH 571 Title: Intermediate and Senior Phase T	e, maboko le teram nphase(Thuto e e b bopa le tlhatlhobo Sem 1 & 2	a mme tsepo e le mo Th ulegileng ya kgakala) 32 credits	NQF level: 6
Mokgwa wa go ruta: Kwa ntle ga Khan Mekgwa ya go atlhola: Katlholo ya go Module code: TECH 571 Title: Intermediate and Senior Phase T Module outcomes: After successful co	e, maboko le teram nphase(Thuto e e b bopa le tlhatlhobo Sem 1 & 2 Fechnology mpletion of this mod	a mme tsepo e le mo Th ulegileng ya kgakala) 32 credits dule the student should:	NQF level: 6
Mokgwa wa go ruta: Kwa ntle ga Khan Mekgwa ya go atlhola: Katlholo ya go Module code: TECH 571 Title: Intermediate and Senior Phase T Module outcomes: After successful co • demonstrate an understanding	e, maboko le teram nphase(Thuto e e b bopa le tlhatlhobo Sem 1 & 2 Fechnology mpletion of this mod	a mme tsepo e le mo Th ulegileng ya kgakala) 32 credits dule the student should:	NQF level: 6
Mokgwa wa go ruta: Kwa ntle ga Khan Mekgwa ya go atlhola: Katlholo ya go Module code: TECH 571 Title: Intermediate and Senior Phase T Module outcomes: After successful co	e, maboko le teram nphase(Thuto e e b bopa le tihatihobo Sem 1 & 2 Technology mpletion of this mod of the knowledge	a mme tsepo e le mo Th ulegileng ya kgakala) 32 credits dule the student should: e and skills related to	NQF level: 6

• apply the acquired skills in the technological process, step-by-step, to solve problems in the

environment: demonstrate skills to use materials and apply various techniques; show responsibility towards safety, ethical responsibility and environmental concern in the Technology classroom; be able to develop work schedules and lesson plans for effective teaching and learning in Technology; and demonstrate knowledge and understanding of relevant terminology. Method of delivery: ODL, APEE Methods of Assessment: Formative (40%) and Summative (examination) 60% NQF level: 6 Module code: VGAK 511 Semester 1 16 credits Title: Subject Didactics of History A Module outcomes: After successful completion of this module the student should: demonstrate an ethically sound and positive approach towards the study of History and promote such an approach in learners; be able to understand and interpret provided learning programmes in history, identify the requirements for a specific context of learning in History, and prepare suitable textual and visual resources for history learning: mediate history learning in a manner that is sensitive to the diverse needs of learners, showing recognition of and respect for the differences of other: display a particular scholarly disposition, which recognizes that more than one viewpoint exists regarding issues, and that this leads to a critical approach towards books and the different viewpoints of authors; to identify and utilised the most important criteria for evaluation of History textbooks; demonstrate a framework for a learners exercise book: explain and demonstrate the essence of planning of History learning programs: be able to identify, trace and effectively use historical sources, other than the textbook, in the process of solving scholarly problems of an elementary nature in assignments; and achieve ongoing personal, academic, occupational and professional growth through pursuing reflective study and research in History. Method of delivery: ODL. APEE Methods of Assessment: Formative (40%) and Summative (examination) 60% Module code: VGBK 521 Semester 2 16 credits NQF level: 6 Title: Subject Didactics History B Module outcomes: After successful completion of this module the student should: demonstrate sound knowledge of subject content and various principles, strategies and resources appropriate to History teaching in a South African context; be able to understand and interpret provided learning programmes in History, identify the requirements for a specific context of learning in History, and prepare suitable textual and visual resources for History learning; be able to read History sources critically (and evaluative) and to promote such skills in learners; demonstrate an ethically sound and positive approach towards the study of History and promote such an approach in learners; know and apply different forms of assessment in History teaching: monitor and assess the learners' progress in a fair and just manner; demonstrate the various teaching approaches, techniques and strategies in History teaching; explain and demonstrate what multicultural teaching in History pertains to; mediate History learning in a manner that is sensitive to the diverse needs of learners, showing recognition of and respect for the differences of others; know the importance of a portfolio in an OBE system and to practically demonstrate the layout and compilation thereof: and achieve ongoing personal, academic, occupational and professional growth through pursuing reflective study and research in History. Method of delivery: ODL. APEE Methods of Assessment: Formative (40%) and Summative (examination) 60%

OP.2.3 BED UPGRADE

Module code: EDCC 212	Semester 1	8 credits	NQF-level: 6
Title: Professional Studies		-	-
Module outcomes: On completion	of this module the student	should:	
	nderstanding of the behavi		on-processing
	nd ensuing principles und		
	procedures, methods, stra		
	wledge base in teaching a		
	environment, with referen		
and strategies,			
o ,	ledge and understanding	renarding outcomes	hased assessment
	ly and in group work, the a		
	and assessment strategies		
environment and schoo			ic learning
	and present a lesson in ac	cordance with a give	on format and
	d using the most effective		
learning environment; a		Instructional Skills 10	r a specific leaching-
5	ue system into lesson-plar		trotonico, on d
0 1	ue system into lesson-plar	ining, assessment s	trategies and
instructional skills. Method of delivery: ODL			
Methods of Assessment: Formative	o (40%) and Summative (warmination) 60%	
	Semester 1	8 credits	NQF-level: 6/7
Title: Inclusive Education			
Module outcomes: On completion			
	ed knowledge of the pract		
	of strategies for the accor		rs with specific
	fferent classroom contexts		
 implement the SIAS-pro 	ocess; to collaborate with p	parents and other su	pport professionals
	and to integrate and apply		
	itudes developed through		ninking to support
	arriers in different classroo	,	
	inclusive education for the		
	ality education for all and d		
	learners, educators and pa	arents involved in the	e support process.
Method of delivery: ODL			
Methods of Assessment: Formative	e (40%) and Summative (e	examination) 60%	
Module code: EDCC 312	Semester 1/2	8 credits	NQF-level: 6/7
Title: Professional Studies			
Module outcomes: On completion	of this module the student	should:	
 demonstrate a well-rour 			
		ledde of the social c	ognitive and
constructivist learning th	neories and ensuing princi	ples, underpinning te	eaching, learning
constructivist learning th and assessment proces	neories and ensuing princi sses, procedures, methods	ples, underpinning te , strategies and skill	eaching, learning s;
constructivist learning the and assessment proces demonstrate a well-rour	neories and ensuing princi sses, procedures, methods nded knowledge of and ab	ples, underpinning te , strategies and skill ility to take into cons	eaching, learning s; ideration the
 constructivist learning the and assessment proces demonstrate a well-rour variables that influence 	neories and ensuing princi sses, procedures, methods nded knowledge of and ab learner performance such	ples, underpinning to s, strategies and skill ility to take into cons as prior knowledge,	eaching, learning s; ideration the environmental
 constructivist learning the and assessment proces demonstrate a well-rour variables that influence variables, motivational v	neories and ensuing princi ses, procedures, methods nded knowledge of and ab learner performance such variables, cognitive and me	ples, underpinning to s, strategies and skill ility to take into cons as prior knowledge,	eaching, learning s; ideration the environmental
 constructivist learning the and assessment process demonstrate a well-rour variables that influence variables, motivational variables and task variables 	neories and ensuing princi ses, procedures, methods inded knowledge of and ab learner performance such variables, cognitive and me ibles;	ples, underpinning to s, strategies and skill ility to take into cons as prior knowledge, eta-cognitive reflection	eaching, learning s; ideration the environmental on, behavioural
 constructivist learning the and assessment process demonstrate a well-rour variables that influence variables, motivational variables and task varias demonstrate a well-rour 	neories and ensuing princi ses, procedures, methods inded knowledge of and ab learner performance such variables, cognitive and me ibles; inded knowledge and ensu	ples, underpinning to s, strategies and skill ility to take into cons as prior knowledge, eta-cognitive reflection	eaching, learning s; ideration the environmental on, behavioural
 constructivist learning the and assessment process demonstrate a well-rour variables that influence variables, motivational variables, and task variables and task variables and task variables and task variables and task variation of indirect tables. 	neories and ensuing princi ses, procedures, methods nded knowledge of and ab learner performance such variables, cognitive and me bles; nded knowledge and ensu act teaching strategies;	ples, underpinning to s, strategies and skill ility to take into cons as prior knowledge, eta-cognitive reflection ing skills in the choice	eaching, learning s; ideration the environmental on, behavioural
 constructivist learning the and assessment process demonstrate a well-rour variables that influence variables, motivational variables and task variation of indirect plan and conduct outco 	neories and ensuing princi ses, procedures, methods inded knowledge of and ab learner performance such variables, cognitive and me ibles; nded knowledge and ensu ect teaching strategies; mes-based assessment st	ples, underpinning to s, strategies and skill ility to take into cons as prior knowledge, eta-cognitive reflection ing skills in the choice	eaching, learning s; ideration the environmental on, behavioural
 constructivist learning the and assessment process demonstrate a well-rour variables that influence variables, motivational variables and task varia demonstrate a well-rour implementation of indire plan and conduct outcoo develop outcomes-base 	neories and ensuing princi ses, procedures, methods inded knowledge of and ab learner performance such variables, cognitive and me ibles; nded knowledge and ensu ect teaching strategies; mes-based assessment st	ples, underpinning to s, strategies and skill ility to take into cons as prior knowledge, eta-cognitive reflection ing skills in the choice	eaching, learning s; ideration the environmental on, behavioural
 constructivist learning the and assessment process demonstrate a well-rour variables that influence variables, motivational variables and task varia demonstrate a well-rour implementation of indire plan and conduct outcoo develop outcomes-base Method of delivery: ODL 	neories and ensuing princi ses, procedures, methods inded knowledge of and ab learner performance such variables, cognitive and me ibles; inded knowledge and ensu act teaching strategies; mes-based assessment st ed learning materials.	ples, underpinning to s, strategies and skill ility to take into cons as prior knowledge, eta-cognitive reflection ing skills in the choice rategies; and	eaching, learning s; ideration the environmental on, behavioural
 constructivist learning the and assessment process demonstrate a well-rour variables that influence variables, motivational variables and task varia demonstrate a well-rour implementation of indire plan and conduct outcoo develop outcomes-base 	neories and ensuing princi ses, procedures, methods inded knowledge of and ab learner performance such variables, cognitive and me ibles; inded knowledge and ensu act teaching strategies; mes-based assessment st ed learning materials.	ples, underpinning to s, strategies and skill ility to take into cons as prior knowledge, eta-cognitive reflection ing skills in the choice rategies; and	eaching, learning s; ideration the environmental on, behavioural

Title: Education Management Module outcomes: On completion of this module the student should: demonstrate insight regarding the concept and relevance of education management; analyse and understand the various management tasks of an educator: demonstrate an understanding of the nature and practice of classroom management; and demonstrate expertise concerning the concept and related themes of leadership in education. Method of delivery: ODL Methods of Assessment: Formative (40%) and Summative (examination) 60% Module code: EDCC 411 Semester 1 8 credits NQF-level: 7 Title: Education Law Module outcomes: On completion of this module the student should be able to: be acquainted with legislation as a source of Education Law and be able to act in accordance with legal specifications; be acquainted with specifications of the Professional Code of Ethics (SACE) and be able to act professionally; be able to interpret and correctly apply the rights explicated in the Bill of Rights of the South African Constitution, protect and promote children's rights in schools, as well as to teach learners a positive attitude towards their own rights and obligations, and respect the rights of others: be able to maintain discipline in accordance with the principles and prescriptions of Education Law be able to understand and correctly apply the educator's duty of care; and demonstrate understanding of relevant aspects of labour law in education. Method of delivery: ODL Methods of Assessment: Formative (40%) and Summative (examination) 60% NQF-level: 7 Module code: EDCC 412 Semester 1 8 credits Title: Professional Studies Module outcomes: On completion of this module the student should: demonstrate the competence to provide effective feedback on assessments; demonstrate the competence to review assessments; demonstrate effective and advanced strategies as mediator of authentic learning situations and reflect on own teaching: develop his/her own strategic teaching-learning approach; design, plan, select and interpret relevant learning materials; and demonstrate a well-rounded and systematic knowledge of the social cognitive and constructivist learning theories and ensuing principles, underpinning teaching, learning and assessment processes, procedures, methods, strategies and skills. Method of delivery: ODL Methods of Assessment: Formative (40%) and Summative (examination) 60% NQF-level: 7 Module code: EDCC 421 Semester 2 8 credits Title: Educational Systems Module outcomes: On completion of this module the student should: know, understand and analyse the nature and aims of the education system: outline the historical development of the South African education system; know the structure of the education system by distinguishing the four components; demonstrate the influence and implications of various determinants on the education system: and know and critically analyse relevant debates and controversies in contemporary education systems. Method of delivery: ODL Methods of Assessment: Formative (40%) and Summative (examination) 60% Module code: ENGD 416 NQF-level: 6/7 Semester 1 16 credits Title: English Methodology: Didactical aspects: Int and Snr Phase Module outcomes: On completion of this module the student should: demonstrate the ability to apply knowledge of learning theory, teaching strategies and

methods to design phase	se appropriate lessons;		
 analyse and interpret Le and Senior phase; 	earning Outcomes and As	sessment Standards	for Intermediate
	In lessons by clustering the	e Learning Outcomes	s and Assessment
	ntegration with other Learn		
sound OBE principles;			
	mme Framework; Work So		Plans for each
	municative and Task-base		
 be able to deliver a com linguistic and cultural ba 	nplex and dynamic curricul	ium to students of ev	ery socioeconomic,
Method of delivery: ODL	ackyrounu.		
Methods of Assessment: Formativ	e (40%) and Summative (examination) 60%	
Module code: ENGD 426	Semester 1/2	16 credits	NQF-level: 7
Title: English Methodology: Didact			
Module outcomes: On completion			
 demonstrate ability to a 	pply knowledge of learning	g theory, teaching str	ategies and
methods to design phase			
 analyse and interpret Le and Senior phase; 	earning Outcomes and As	sessment Standards	for the Intermediate
 interpret the NCS to pla 	in lessons by clustering the	e Learning Outcomes	s and Assessment
Standards; as well as in sound OBE principles;	ntegration with other Learn	ing Areas and Subje	cts and to apply
	mme Framework; Work So		for each phase
	ative and Task-based appr		
	plex and dynamic curricu	um to students of ev	ery socioeconomic,
linguistic and cultural ba	ackground.		
Method of delivery: ODL	- (400/)		
Methods of Assessment: Formativ	e (40%) and Summative (examination) 60%	
		-	
Module code: ENGE 122	Semester 1/2	16 credits	NQF-level: 5
Module code: ENGE 122 Title: English for Education: Lingui	Semester 1/2 stics for Language Teache	16 credits	NQF-level: 5
Module code: ENGE 122 Title: English for Education: Lingui Module outcomes: On completion	Semester 1/2 stics for Language Teacher of this module the student	16 credits ers should:	
Module code: ENGE 122 Title: English for Education: Lingui Module outcomes: On completion	Semester 1/2 stics for Language Teacher of this module the student ental knowledge and unde	16 credits ers should:	
Module code: ENGE 122 Title: English for Education: Lingui Module outcomes: On completion • demonstrate a fundame application in the langua • critically analyse the km	Semester 1/2 stics for Language Teacher of this module the student ental knowledge and unde	16 credits ers should: rstanding of the field	of linguistics and its
Module code: ENGE 122 Title: English for Education: Lingui Module outcomes: On completion • demonstrate a fundame application in the langua • critically analyse the kninglish classroom; • demonstrate competence	Semester 1/2 stics for Language Teacher of this module the student ental knowledge and unde age classroom;	16 credits Prs should: rstanding of the field language skills as th	of linguistics and its ey pertain to the
Module code: ENGE 122 Title: English for Education: Lingui Module outcomes: On completion • demonstrate a fundame application in the langua • critically analyse the kn English classroom; • demonstrate competent classroom;	Semester 1/2 stics for Language Teacher of this module the student antal knowledge and unde age classroom; owledge bases of the four ce in the four language sk	16 credits ers should: rstanding of the field language skills as th ills and their applicati	of linguistics and its ley pertain to the on in the language
Module code: ENGE 122 Title: English for Education: Lingui Module outcomes: On completion • demonstrate a fundame application in the langua • critically analyse the kn English classroom; • demonstrate competent classroom; • access, evaluate and application	Semester 1/2 stics for Language Teacher of this module the student ental knowledge and unde age classroom; owledge bases of the four	16 credits ers should: rstanding of the field language skills as th Ils and their applicati tion in the classroom	of linguistics and its ley pertain to the on in the language ;
Module code: ENGE 122 Title: English for Education: Lingui Module outcomes: On completion • demonstrate a fundame application in the langua • critically analyse the kn English classroom; • demonstrate competent classroom; • access, evaluate and application	Semester 1/2 stics for Language Teacher of this module the student antal knowledge and unde age classroom; owledge bases of the four ce in the four language sk pply technological informa	16 credits ers should: rstanding of the field language skills as th Ils and their applicati tion in the classroom	of linguistics and its ley pertain to the on in the language ;
Module code: ENGE 122 Title: English for Education: Lingui Module outcomes: On completion • demonstrate a fundame application in the langua • critically analyse the known English classroom; • demonstrate competent classroom; • access, evaluate and ap successfully create and learning; and	Semester 1/2 stics for Language Teacher of this module the student antal knowledge and unde age classroom; owledge bases of the four ce in the four language sk pply technological informa	16 credits should: rstanding of the field language skills as th ills and their applicati tion in the classroom	of linguistics and its ley pertain to the on in the language ;
Module code: ENGE 122 Title: English for Education: Lingui Module outcomes: On completion • demonstrate a fundame application in the langua • critically analyse the kning English classroom; • demonstrate competent classroom; • access, evaluate and al successfully create and learning; and • successfully select, create Method of delivery: ODL	Semester 1/2 stics for Language Teacher of this module the student ental knowledge and unde age classroom; owledge bases of the four ce in the four language sk pply technological informa I maintain a learning enviro ate and evaluate suitable I	16 credits ers should: rstanding of the field language skills as th ills and their applicati tion in the classroom onment that is conduce earning resources.	of linguistics and its ley pertain to the on in the language ;
Module code: ENGE 122 Title: English for Education: Lingui Module outcomes: On completion • demonstrate a fundame application in the langua • critically analyse the known English classroom; • demonstrate competence classroom; • access, evaluate and application in the successfully create and learning; and • successfully select, creation Method of delivery: ODL Methods of Assessment: Formative	Semester 1/2 stics for Language Teacher of this module the student ental knowledge and unde age classroom; owledge bases of the four ce in the four language ski pply technological informa maintain a learning enviro ate and evaluate suitable l e (40%) and Summative (16 credits Prs should: rstanding of the field language skills as the ills and their applicati tion in the classroom pomment that is conduct earning resources. examination) 60%	of linguistics and its ey pertain to the on in the language ; cive to effective
Module code: ENGE 122 Title: English for Education: Lingui Module outcomes: On completion • demonstrate a fundame application in the languation in the languating the languation in the languating the lang	Semester 1/2 stics for Language Teacher of this module the student antal knowledge and under age classroom; owledge bases of the four ce in the four language sk pply technological informat maintain a learning environ ate and evaluate suitable 1 e (40%) and Summative (mainteenviron) Semester 1/2	16 credits ers should: rstanding of the field language skills as th ills and their applicati tion in the classroom onment that is conduc earning resources. examination) 60% 16 credits	of linguistics and its ley pertain to the on in the language ;
Module code: ENGE 122 Title: English for Education: Lingui Module outcomes: On completion • demonstrate a fundame application in the languation • critically analyse the kninglish classroom; • demonstrate competent classroom; • access, evaluate and application in the languation ritically analyse the kninglish classroom; • access, evaluate and application classroom; • access, evaluate and application learning; and • successfully select, creation Methods of Assessment: Formative Module code: ENGE 221 Title: English for Education: Respect	Semester 1/2 stics for Language Teacher of this module the student antal knowledge and under age classroom; owledge bases of the four ce in the four language sk pply technological information maintain a learning environant ate and evaluate suitable land e (40%) and Summative (mainteent) Semester 1/2 ect as Educational Principl	16 credits ers should: rstanding of the field language skills as th ills and their applicati tion in the classroom onment that is conduce earning resources. examination) 60% 16 credits e in Literary Texts	of linguistics and its ey pertain to the on in the language ; cive to effective
Module code: ENGE 122 Title: English for Education: Lingui Module outcomes: On completion • demonstrate a fundame application in the langua • critically analyse the kn English classroom; • demonstrate competent classroom; • access, evaluate and al successfully create and learning; and • successfully select, creat Method of delivery: ODL Methods of Assessment: Formative Module code: ENGE 221 Title: English for Education: Respect Module outcomes: On completion	Semester 1/2 stics for Language Teacher of this module the student antal knowledge and under age classroom; owledge bases of the four ce in the four language ski pply technological information maintain a learning environ ate and evaluate suitable I e (40%) and Summative (maintain a semester 1/2 pet as Educational Principle of this module the student	16 credits ers should: rstanding of the field language skills as th lls and their applicati tion in the classroom pomment that is conduce earning resources. examination) 60% 16 credits e in Literary Texts should:	of linguistics and its rey pertain to the on in the language ; cive to effective NQF-level: 6
Module code: ENGE 122 Title: English for Education: Lingui Module outcomes: On completion • demonstrate a fundame application in the langua • critically analyse the kn English classroom; • demonstrate competent classroom; • access, evaluate and al successfully create and learning; and • successfully select, create Method of delivery: ODL Methods of Assessment: Formative Module code: ENGE 221 Title: English for Education: Respective Module outcomes: On completion	Semester 1/2 stics for Language Teacher of this module the student antal knowledge and under age classroom; owledge bases of the four ce in the four language sk pply technological information maintain a learning environant ate and evaluate suitable land e (40%) and Summative (mainteent) Semester 1/2 ect as Educational Principl	16 credits ers should: rstanding of the field language skills as th lls and their applicati tion in the classroom pomment that is conduce earning resources. examination) 60% 16 credits e in Literary Texts should:	of linguistics and its rey pertain to the on in the language ; cive to effective NQF-level: 6
Module code: ENGE 122 Title: English for Education: Lingui Module outcomes: On completion • demonstrate a fundame application in the langua • critically analyse the kn English classroom; • demonstrate competent classroom; • access, evaluate and al successfully create and learning; and • successfully select, creating; and • successfully select, creating; and • method of delivery: ODL Methods of Assessment: Formativ Module code: ENGE 221 Title: English for Education: Respective Module outcomes: On completion • demonstrate knowledge literary traditions;	Semester 1/2 stics for Language Teacher of this module the student ental knowledge and unde age classroom; owledge bases of the four ce in the four language sk pply technological informa maintain a learning environ ate and evaluate suitable l e (40%) and Summative (maintain a student Semester 1/2 sect as Educational Principle of this module the student e and understanding of rep	16 credits ars should: rstanding of the field language skills as th lls and their applicati tion in the classroom pomment that is conduct earning resources. examination) 60% 16 credits e in Literary Texts should: presentative selection	of linguistics and its ley pertain to the on in the language ; cive to effective NQF-level: 6
Module code: ENGE 122 Title: English for Education: Lingui Module outcomes: On completion • demonstrate a fundame application in the langua • critically analyse the kning English classroom; • demonstrate competend classroom; • access, evaluate and a successfully create and learning; and • successfully select, creating; Method of delivery: ODL Methods of Assessment: Formativ Module code: ENGE 221 Title: English for Education: Respective Module outcomes: On completion • demonstrate knowledge literary traditions;	Semester 1/2 stics for Language Teacher of this module the student ental knowledge and unde age classroom; owledge bases of the four ce in the four language ski pply technological informal maintain a learning environ ate and evaluate suitable learning e (40%) and Summative (Semester 1/2 act as Educational Principle of this module the student e and understanding of lite e and understanding of lite	16 credits ers should: rstanding of the field language skills as th ills and their applicati tion in the classroom pomment that is conduct earning resources. examination) 60% 16 credits should: oresentative selection rary theory and gen	of linguistics and its ley pertain to the on in the language ; cive to effective NQF-level: 6 as from different e;
Module code: ENGE 122 Title: English for Education: Lingui Module outcomes: On completion • demonstrate a fundame application in the langua • critically analyse the kning English classroom; • demonstrate competend classroom; • demonstrate competend classroom; • access, evaluate and a successfully create and learning; and • successfully select, creating; Method of delivery: ODL Methods of Assessment: Formativ Module code: ENGE 221 Title: English for Education: Respective Module outcomes: On completion • demonstrate knowledge literary traditions; • demonstrate knowledge	Semester 1/2 stics for Language Teacher of this module the student ental knowledge and unde age classroom; owledge bases of the four ce in the four language sk pply technological informa maintain a learning environ ate and evaluate suitable l e (40%) and Summative (maintain a student Semester 1/2 sect as Educational Principle of this module the student e and understanding of rep	16 credits ers should: rstanding of the field language skills as th ills and their applicati tion in the classroom pomment that is conduct earning resources. examination) 60% 16 credits e in Literary Texts should: oresentative selection rary theory and genration	of linguistics and its ley pertain to the on in the language ; cive to effective NQF-level: 6 as from different e; s;
Module code: ENGE 122 Title: English for Education: Lingui Module outcomes: On completion • demonstrate a fundame application in the languation • critically analyse the kning English classroom; • critically analyse the kning English classroom; • demonstrate competent classroom; • access, evaluate and application in the languation; • access, evaluate and application; • accessfully create and learning; and • successfully select, creation Method of delivery: ODL Methods of Assessment: Formative Module code: ENGE 221 Title: English for Education: Respective Module outcomes: On completion • demonstrate knowledge literary traditions; • demonstrate knowledge identify, trace, interpret • identify, trace, interpret • demonstrate the skills applied	Semester 1/2 stics for Language Teacher of this module the student ental knowledge and unde age classroom; owledge bases of the four ce in the four language ski pply technological informat maintain a learning environ ate and evaluate suitable learning e (40%) and Summative (Semester 1/2 ect as Educational Principil of this module the student e and understanding of lite of major literary movemen	16 credits ers should: rstanding of the field language skills as the ills and their application tion in the classroom pomment that is conduct earning resources. examination) 60% 16 credits e in Literary Texts should: presentative selection rary theory and genrets themes in a literary of the selection	of linguistics and its ley pertain to the on in the language ; cive to effective NQF-level: 6 ns from different e; s; genre;
Module code: ENGE 122 Title: English for Education: Lingui Module outcomes: On completion • demonstrate a fundame application in the langua • critically analyse the kn English classroom; • demonstrate competent classroom; • access, evaluate and ap • successfully create and learning; and • successfully select, creative Method of delivery: ODL Methods of Assessment: Formative Module code: ENGE 221 Title: English for Education: Respective Module outcomes: On completion • demonstrate knowledge literary traditions; • demonstrate knowledge identify, trace, interpret • identify, trace, interpret • demonstrate the skills a texts;	Semester 1/2 stics for Language Teacher of this module the student antal knowledge and under age classroom; owledge bases of the four ce in the four language ski pply technological information maintain a learning environ ate and evaluate suitable I e (40%) and Summative (reaction of the student e and understanding of represent and understanding of liter of major literary movement and knowledge required to state and state and knowledge required to state and state and state and knowledge required to state and state and state and state and knowledge required to state and state a	16 credits ars should: rstanding of the field language skills as th ills and their applicati tion in the classroom pomment that is conduce earning resources. examination) 60% 16 credits e in Literary Texts should: oresentative selection rary theory and genrets themes in a literary of analyse and critically	of linguistics and its rey pertain to the on in the language ; cive to effective NQF-level: 6 NQF-level: 6 as from different e; s; genre; y evaluate literary
Module code: ENGE 122 Title: English for Education: Lingui Module outcomes: On completion • demonstrate a fundame application in the langua • critically analyse the kn English classroom; • demonstrate competent classroom; • access, evaluate and al successfully create and learning; and • successfully select, creat Method of delivery: ODL Module code: ENGE 221 Title: English for Education: Respective Module outcomes: On completion • demonstrate knowledge literary traditions; • demonstrate the development of identify, trace, interpret • demonstrate the skills a texts; • demonstrate fundament	Semester 1/2 stics for Language Teacher of this module the student ental knowledge and unde age classroom; owledge bases of the four ce in the four language ski pply technological informat maintain a learning environ ate and evaluate suitable learning e (40%) and Summative (Semester 1/2 set as Educational Principle of this module the student e and understanding of lite of major literary movemen and critically comment on	16 credits ars should: rstanding of the field language skills as th ills and their applicati tion in the classroom pomment that is conduce earning resources. examination) 60% 16 credits e in Literary Texts should: presentative selection rary theory and genuits themes in a literary genuits analyse and critically spects of literary text	of linguistics and its rey pertain to the on in the language ; cive to effective NQF-level: 6 ns from different e; s; genre; y evaluate literary rs;

•	demonstrate understant teaching of literature.	ding of didactic skills ar	nd approaches and ap	pply these to the
Method of	of delivery: ODL			
Methods	of Assessment: Formativ	e (40%) and Summativ	e (examination) 60%	
Module	code: ENGE 311	Semester 1	16 credits	NQF-level: 6/7
	glish for Education: Advan			
	outcomes: On completion			
•	demonstrate profound k			enres of drama novel
	and poetry in a variety of		- 9	,
•	identify, trace interpret a		on themes in a literary	aenre:
•	demonstrate the skills a			
	texts:	and anotherage requires		
•	demonstrate fundament	tal knowledge of stylisti	c aspects of literary te	exts in order to use
	literature for the teaching			
•	demonstrate the profou			nd evaluate the values
	explored in literary texts			
•	demonstrate a fundame	ental understanding of o	didactic skills and app	roaches and apply this
	to the teaching of langu	age and literature;		
•	demonstrate a profound	d knowledge of the cog	nitive academic langu	age skills required for
	teaching English; and		-	
•	demonstrate an ample	ability to identify theme	s and situations which	learners can identify
	and learn from, thus aid	ling them in dealing wit	h similar situations in	their personal lives.
Method of	of delivery: ODL			
Methods	of Assessment: Formativ	e (40%) and Summativ	e (examination) 60%	
	code: ENGE 321	Semester 2	16 credits	NQF-level: 6/7
Title: Eng	glish for Education: Const	ruction and Deconstruc	tion as an Educationa	I Tool
	outcomes: On completion			
•	demonstrate profound k	knowledge and insight of	of the deconstructive v	view of literature;
•	demonstrate judicious a	ability for deconstructive	e reading pertaining to	the multiple
	meanings of words, exc			
	and signs, the play of m	neaning, and repetition;		
•	demonstrate the skills a	and knowledge required	to analyse and critica	ally evaluate relations
	of texts to each other;			
•	demonstrate fundament texts within a cultural ar			ation, and reception of
•	demonstrate judicious k	nowledge of stylistic as	spects of literary texts	in order to use
	literature for the teaching			
•	demonstrate the basic l			
	cinema and the develop			
	structural components of		, such as narrative str	ucture, miser-en-
-	scene, the camera eye,		a poodod to identify	ad avaluata the value -
•	demonstrate the profou exploded in literary texts		s needed to identify a	nu evaluate the values
l .	demonstrate a fundame		lidactic skills and ann	roaches and apply this
I -	to the teaching of langu		addotto sitilis and app	iouones and apply tills
	demonstrate a profound		nitive academic langu	age skills required for
	teaching English; and			
	demonstrate ability to ic	entify themes and situ	ations to which learne	rs can identify and
	learn from, thus aiding t			
Method of	of delivery: ODL			
Methods	of Assessment: Formativ	e (40%) and Summativ	e (examination) 60%	
Module	code: GEOD 411	Semester 1	16 credits	NQF-level: 7
	ograpny Methodolody: FE	Tphase		
	ography Methodology: FE outcomes: On completion		ent should:	
•	outcomes: On completion analyse the nature of G	of this module the stud		world and in South

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•	in Geography critically	ning-learning theories, a and implement them pra		
	presentation of Geogra			
•		es of Geography teache		E critically and apply
	them in the presentatio	0 1	,	
•		teaching-learning aids i ccomplish meaningful te		
•	act as an assessor of le			es and methods
		romote effective teachin		
•	reconcile theory and pr curriculum planner;	actice with regard to cu	riculum development a	ind act as a
•	cooperate effectively in demonstrate good com	group context to attain municative skills;	the required learning o	utcomes and
•		strate the role of the ed		nd designer of
		nd teaching and learnin		
•		s role as learner, resear	cher and lifelong stude	nt.
	of delivery: ODL	(100() 10	() ()) 0771	
	of Assessment: Formativ			
	code: GEOE 111	Semester 1	16 credits	NQF-level: 5
Title: Geo	ography for Education: Pl	nysical, Economical and	Population Backgroun	a of Africa and the
-	outcomes: On completion	of this module the stud	ant should:	
woule c		ental knowledge regardi		l distribution
-		conomical trends of Afri		
		ical interpretations, ana		
		nomical and population		
	0 01 9	d extensive knowledge a		,
		Geography and make c		
		gard, as well as recogn		
		en topographic, climatol		
•	evaluate the developing	g economies in Africa, s	how insight and unders	standing concerning
	the problems in African	countries and also eval	uate these within the fr	amework of their
	own view of life and the	world as well as demo	nstrate the ability to app	oly acquired
		ay as to display an ethic	ally responsible attitud	e toward
	Africa/South Africa and	its people; and		
•		ental knowledge, skills,		
	cartography and repres	entation techniques and	be able to apply it in p	practice.
	of delivery: ODL			
	of Assessment: Formativ		<i>(</i>	
	code: GEOE 121	Semester 2	16 credits	NQF-level: 5
Litle: Ge	ography for Education: Pl	anetary Geography, Cli	natology and Oceanolo	ogy
Module c	outcomes: On completion			
•	Oceanography within the	ental knowledge related the context of the Nation	al Curriculum;	<i>,,</i>
•		mes of Planetary Geog		
		nderstanding of concept		
•	these to school learner	ge to solve general prob s by means of the applic	able technology;	·
•		onsible and value driven		
		ns of communication, be		;
•		ed greatness of Creation		
•		and creatively with other		
•		esigner of learning curri dance to the OBE appro		
1	and develop	applicable resources,		

organise, manage and of	complete activities in a res	sponsible and effecti	ve manner; and
	earch on the relevant sub		
Method of delivery: ODL			
Methods of Assessment: Formative	e (40%) and Summative (examination) 60%	
Module code: GEOE 211	Semester 1	16 credits	NQF-level: 5/6
Title: Geography for Education: Ur			
Module outcomes: On completion			
	wledge base of Urban an	id Economic Geogra	phy in the context of
the National Curriculum			
economic areas and pla theories, principles and		herent understandin	g of concepts, ideas,
	o solve well-defined but u		
	sing correct procedures a technology to present inf		ence as well as the
	ue-driven manner in all o		nces and forms of
communication, written			
	e, skills, understanding an	d insight on land us	age in cities as well
	ons and be able to apply		ago in chiec de non
Method of delivery: ODL		•	
Methods of Assessment: Formative	e (40%) and Summative (examination) 60%	
Module code: GEOE 221	Semester 2	16 credits	NQF-level: 5/6
Title: Geography for Education: Ge	eomorphology and Enviro	nmental Geography	
Module outcomes: On completion			
 evaluate these in practic to Environmental Geographic grounded knowledge of be able to, analyse, assorted at the second product of the s	he internal and external po- ce, be able to identify, def raphy as well as demonstration the functioning of ecosys bess, interpret and identify begy and the environment;	ine and effectively u rate and illustrate wit tems; r interrelationships of	se concepts relevant th examples a well- the basic principles
influence of human action discuss the environment	th practical examples a co vity on the geology, atmos ital problems and identify	sphere, climate and possible solutions;	resources, critically
positive and ethically re environment;	I principles of sustainable sponsible attitude towards	s and appreciation o	f the physical
values and methods of	wledge, insight and persp environmental geography	;	
section sketches and ca these in appropriate the	sary knowledge and skills alculate and interpret grad mes of geography; and	lient on topographic	maps, integrating
scales on aerial photog	al photographs using ster raphs.	eo-scopes and stere	o-pairs and calculate
Method of delivery: ODL			
Methods of Assessment: Formative	· / /	, ,	
Module code: GEOE 311	Semester 1	16 credits	NQF-level: 6
Title: Geography for Education: Ad			
	of this module the studen nded and systematic know xt of the National Curricul	vledge of Population	and Urban
	t and critical understandin principles and theories as body of theory;		
 deal with unfamiliar con Geography using evider 	crete and abstract problem nce-based solutions and to nmunicate information and	heory-driven argum	ents as well as being

related to Population and Urban Geography, in a well structured argument;

- act in an ethically and value-driven manner in all operational circumstances and forms of communication, both written and verbal; and
- demonstrate well-rounded, systematic knowledge, skills, understanding and insight of quantitative map techniques to present data visually, as well as the functioning of a Global Positioning System (GPS) and be able to apply these in practice.

Positioning System (GP	'S) and be able to apply	these in practice.	
Method of delivery: ODL	, , , , , , , , , , , , , , , , , , ,		
Methods of Assessment: Formative	e (40%) and Summative	(examination) 60%	
Module code: GEOE 321	Semester 2	16 credits	NQF-level: 6
Title: Geography for Education: Ad	Ivanced Geomorphology	and Climatology	
Module outcomes: On completion	of this module the stude	nt should:	
	ensive knowledge and i		
	of South Africa's Geolog		
	d should also display sys		
	na on a global scale and		
	dscapes and climatic ph		
context:	ring their origin, and eva		jeological lime
	uate the conditions whicl	h lead to the alohal ag	logic and climatic
phenomena;		r lead to the global get	biogle and climatic
	er individuals in group c	ontext in an ethically a	ccountable and
	ring the solving of proble		
	uld undertake small scal		
expressed in the module	,		
	tal knowledge, skills, und		t of GIS and be able
	ractical: GIS and GIS in	teaching).	
Method of delivery: ODL	- (400()	(
Methods of Assessment: Formative	*	· · · · · · · · · · · · · · · · · · ·	
Module code: LEWG 411	Semester 1	8 credits	NQF-level: 6
Title: Foundation Phase: Life Skills	-		
Module outcomes: On completion			
	and apply critical and cases; meals and budgeting;		
and special diets specifi			
	ize and critically evaluat	e knowledge of nutrien	ts: foods: meals and
	trition, malnutrition, over		
	owledge to the children,		
	gradually be eradicated;		
	earning environment that	will promote effective	la a mala a la fiall
			learning of all
aspects of nutrition for le	,		0
demonstrate a thorough	h knowledge of the vario	us aspects relating to r	nutrition, as well as
 demonstrate a thorough skills and methods as a 	h knowledge of the various pplicable within the South	us aspects relating to r	nutrition, as well as
 demonstrate a thorough skills and methods as a learners, families and co 	n knowledge of the various pplicable within the Souto ommunities;	us aspects relating to r h African context in or	nutrition, as well as der to assist
 demonstrate a thorough skills and methods as a learners, families and co promote correct nutrition 	n knowledge of the varior pplicable within the Sout ommunities; n within a wide context s	us aspects relating to r th African context in or uch as in schools and	nutrition, as well as der to assist communities; and
 demonstrate a thorough skills and methods as a learners, families and co promote correct nutrition work effectively with me 	n knowledge of the vario pplicable within the Sour ommunities; n within a wide context s embers of groups to solv	us aspects relating to r th African context in or uch as in schools and e problems related to t	nutrition, as well as der to assist communities; and
 demonstrate a thorough skills and methods as a learners, families and co promote correct nutrition work effectively with me of nutrition for children a 	n knowledge of the varior pplicable within the Sout ommunities; n within a wide context s	us aspects relating to r th African context in or uch as in schools and e problems related to t	nutrition, as well as der to assist communities; and
 demonstrate a thorough skills and methods as a learners, families and co promote correct nutrition work effectively with me of nutrition for children a Method of delivery: ODL 	n knowledge of the vario pplicable within the Sour ommunities; n within a wide context s embers of groups to solv and implement the soluti	us aspects relating to r th African context in or uch as in schools and e problems related to t ons.	nutrition, as well as der to assist communities; and
 demonstrate a thorough skills and methods as a learners, families and co promote correct nutrition work effectively with me of nutrition for children a 	n knowledge of the vario pplicable within the Sour ommunities; n within a wide context s embers of groups to solv and implement the soluti	us aspects relating to r th African context in or uch as in schools and e problems related to t ons.	nutrition, as well as der to assist communities; and
demonstrate a thorough skills and methods as a learners, families and co promote correct nutrition work effectively with me of nutrition for children a Method of delivery: ODL Methods of Assessment: Formative	n knowledge of the vario pplicable within the Sour ommunities; n within a wide context s embers of groups to solv and implement the soluti e (40%) and Summative Semester 2	us aspects relating to r th African context in or uch as in schools and e problems related to t ons. (examination) 60%	outrition, as well as der to assist communities; and he various aspects
demonstrate a thorough skills and methods as a learners, families and co promote correct nutrition work effectively with me of nutrition for children a Method of delivery: ODL Methods of Assessment: Formative Module code: LITA 123	n knowledge of the variou pplicable within the Sour ommunities; n within a wide context s embers of groups to solv and implement the soluti e (40%) and Summative Semester 2 guage: English	us aspects relating to r th African context in or uch as in schools and e problems related to t ons. (examination) 60% 8 credits	outrition, as well as der to assist communities; and he various aspects
demonstrate a thorough skills and methods as a learners, families and co promote correct nutrition work effectively with me of nutrition for children a Method of delivery: ODL Methods of Assessment: Formative Module code: LITA 123 Title: Literacy: First Additional Lang Module outcomes: On completion	n knowledge of the variou pplicable within the Sour ommunities; n within a wide context s embers of groups to solv and implement the soluti e (40%) and Summative Semester 2 guage: English	us aspects relating to r th African context in ord uch as in schools and e problems related to t ons. (examination) 60% 8 credits nt should:	hutrition, as well as der to assist communities; and he various aspects NQF-level: 5
demonstrate a thorough skills and methods as a learners, families and co promote correct nutrition work effectively with me of nutrition for children a Method of delivery: ODL Methods of Assessment: Formative Module code: LITA 123 Title: Literacy: First Additional Lang Module outcomes: On completion o demonstrate fundament English as a first addition	n knowledge of the variou pplicable within the Sour ommunities; n within a wide context s embers of groups to solv and implement the soluti e (40%) and Summative Semester 2 guage: English of this module the stude	us aspects relating to r th African context in ord uch as in schools and e problems related to t ons. (examination) 60% 8 credits nt should: aspects of teaching Li ndation phase includin	hutrition, as well as der to assist communities; and he various aspects NQF-level: 5 teracy, specifically

- the principles and outcomes as specified by the RNCS
- specifications regarding first additional language acquisition

•		l and principles on which t	o build language le	earning activities
•	aspects of cooperative I			
•	•	tension of vocabulary and	designing lesson	plans based on OBE
	principles;			
•		non problems within a fam		
	of the themes:	es based on the understa	nding of ideas and	theoretical principles
		ental knowledge of plannin	a and procepting a	losson in accordance
•		assessment criteria, and		
		gies for a specific teaching		
Ι.		principles of literacy in an e		
-		room and in the communi		e marmer danng
Method of	of delivery: ODL		.y.	
	of Assessment: Formative	e (40%) and Summative (examination) 60%	
Module	code: LITA 223	Semester 2	8 credits	NQF-level: 5/6
Title: Lite	eracy: First Additional Lang	quage: English		
	outcomes: On completion	0 0	should:	
•		wledge and an informed u		teracy, specifically
		onal language in the Found		
	teaching strategies, met	thods and techniques and	their correct applic	cation; the
	development of listening	g and speaking skills and t	heir application; th	e creation of barriers
		d how these can be avoide		
		application; and the teach	ing of word recogn	ition and vocabulary
	instruction;			
•		well-defined problems that		
		e-mentioned themes and p		d on the
	0	and theoretical principles		ith a shore former to and
•		o plan and present a lesso d use the most effective in		
		gies for a specific teaching		
		alues of literacy in an ethi		
	work, in the classroom a			annor danng group
Method of	of delivery: ODL			
Methods	of Assessment: Formative	e (40%) and Summative (e	examination) 60%	
	code: LITA 313	Semester 1	8 credits	NQF-level: 6
Title: Lite	eracy: First Additional Lang	guage: English		
	outcomes: On completion		should:	
•		and understanding of Lite		English as a first
	additional language in the	he Found Phase including	: assessment stand	dards of reading and
		hereof; phonics and teach		ency and
		pment of reading and writi		
•		o solve well-defined but ur		
		riate evidence based on th		
		understanding of ideas and		
•		to solve problems in relation		
	information technology;	essions within the context	or the above menti	oned by using basic
		and opinions in well-struc	tured professional	arguments
Method	of delivery: ODL		area professional	argamento.
	of Assessment: Formative	e (40%) and Summative (examination) 60%	
	code: LITG 211	Semester 1	8 credits	NQF-level: 5/6
	eracy: Visual Arts			1101 10101.0/0
	outcomes: On completion	of this module the student	should:	
		and sound understanding		o describe art
		es, content, materials and		

•		anding of the process of c	ritical analysis and	provide reasons for
	aesthetic judgements;			
•		nthesize information on vi xplore writing and researc		
	the Foundation phase;	xpiore writing and researc	IT SKIIS IT THE SLUDY	
•	· · · · ·	o solve well-defined but ur	nfamiliar problems ir	n planning
		d learning activities in the		
	approach to lesson pres			-
•		sponsible behaviour while		
		ase, within the context of	a multi-cultural socie	ety.
	of delivery: ODL	(400())		
	of Assessment: Formative		* · · · · · · · · · · · · · · · · · · ·	
	code: LITH 223	Semester 2	8 credits	NQF-level: 5/6
	racy Home Language: En			
Module of	outcomes: On completion of			
•		al knowledge, with a good acquisition of handwriting		
		skills of the foundation pha		
		juages;		
•	0	of the key aspects, theor	es and principles in	the teaching of
		munication, enhancemen		
	•	ers and be able to apply it	0.	
•		e selection of teaching an		
		or individuals, or in groups		
		as well as thinking and rea evaluate lesson planning a		
•		omes based teaching, inc		
Method o	of delivery: ODL	omes based teaching, inc	idding interaction, in	
	of Assessment: Formative	e (40%) and Summative (e	examination) 60%	
	code: LITH 313	Semester 1/2	8 credits	NQF-level: 6/7
Title: Lite	racy Home Language: En	glish		
	outcomes: On completion of	8	should:	
•		a well-rounded and syster		th good insight, of
	perceptual development	i, emergent literacy, readir	ng readiness and rea	ading theory in
	English Home language			
•		essential and practice orie		
		evelopment, emergent liter	acy, reading reading	ess and reading
	theory in English Home	effective choices and the	opplication of accord	tial mathada
•		ues in order to teach perce		
		eading theory in English F		
•		sensitivity towards the chi		
	ethics and the value sys		· · · · · · ·	3 9 9 3
	of delivery: ODL			
Methods	of Assessment: Formative	, , , , , , , , , , , , , , , , , , , ,	examination) 60%	
Module	code: LITH 423	Semester 1/2	8 credits	NQF-level: 7
Title: Lite	eracy Home Language: En	glish		
Module of	outcomes: On completion of			
•		ided and systematic know		
		English Home language as		
		oom, within the context of		
•		effective choices and the a aching of reading (reading		
	thereof:	activity of reduing (reduing	y and viewing) and t	assessifient
I .	,	the ability of problem solvi	ina of unknown. con	crete or abstract
•				

J	eaching of reading and tr	e assessment there	of; and
	ethically concrete relation ding and spelling ability by		
Method of delivery: ODL		y 110 100	
Methods of Assessment: Formativ	e (40%) and Summative (examination) 60%	
Module code: LLOD 321	Semester 2	8 credits	NQF-level: 6/7
Title: Life Orientation Methodology	r: Int Phase		
Module outcomes: On completion	of this module the studen	t should:	
	e of terminology, rules, co		
	earning area in context of		
	o interpret, evaluate and a		
	ntation of the four main foo to use the attained knowle		
problems pertaining to t	the four main focus areas	of LO and present c	reative lessons for
	earners in the Intermediat		ropriate technological
	ce of theoretical underpini y and be value-driven in a		d forme of
	as well as oral, related to		
	n in the Intermediate Phas		
Method of delivery: ODL			
Methods of Assessment: Formativ	e (40%) and Summative (examination) 60%	
Module code: LLOD 411	Semester 1	16 credits	NQF-level: 6/7
Title: Subject Didactics: Life Orient	tation		
Module outcomes: On completion			
	e of terminology, rules, co		
	the presentation of the for		
	o interpret, convert, evalu	ate and apply essen	itial theories, text,
	martaining to the present	المعاملة أأأأ المعامة	arma aliata mbaaa.
	pertaining to the present		
demonstrate the ability	to use the attained knowle	edge to solve unfami	iliar, concrete and
 demonstrate the ability abstract problems pertar 	to use the attained knowle aining to the planning and	edge to solve unfami implementation of Li	iliar, concrete and ife Orientation
 demonstrate the ability abstract problems perta learning programmes for 	to use the attained knowle	edge to solve unfami implementation of Li using appropriate te	iliar, concrete and ife Orientation
 demonstrate the ability abstract problems perta learning programmes for and giving evidence of 	to use the attained knowle aining to the planning and or the Intermediate phase,	edge to solve unfami implementation of Li using appropriate te and	iliar, concrete and ife Orientation echnological skills
 demonstrate the ability abstract problems perta learning programmes for and giving evidence of act ethically, responsibl communication related 	to use the attained knowle aining to the planning and or the Intermediate phase, theoretical underpinning;	edge to solve unfami implementation of Li using appropriate te and Ill circumstances and	iliar, concrete and ife Orientation echnological skills d forms of
 demonstrate the ability abstract problems perta learning programmes for and giving evidence of act ethically, responsibl communication related Method of delivery: ODL 	to use the attained knowle aining to the planning and or the Intermediate phase, theoretical underpinning; y and be value-driven in a to the planning and prese	edge to solve unfami implementation of Li using appropriate te and Il circumstances and ntation of LO in the I	iliar, concrete and ife Orientation echnological skills d forms of
demonstrate the ability abstract problems perta learning programmes for and giving evidence of the act ethically, responsibl communication related Method of delivery: ODL Methods of Assessment: Formativ	to use the attained knowle aining to the planning and or the Intermediate phase, theoretical underpinning; y and be value-driven in a to the planning and prese e (40%) and Summative (edge to solve unfami implementation of Li using appropriate te and ill circumstances and ntation of LO in the I examination) 60%	iliar, concrete and ife Orientation echnological skills d forms of Intermediate phase.
demonstrate the ability abstract problems perta learning programmes for and giving evidence of f act ethically, responsibl communication related Method of delivery: ODL Methods of Assessment: Formativ Module code: LLOD 421	to use the attained knowle aining to the planning and or the Intermediate phase, theoretical underpinning; y and be value-driven in a to the planning and prese e (40%) and Summative (Semester 2	edge to solve unfami implementation of Li using appropriate te and Il circumstances and ntation of LO in the I	iliar, concrete and ife Orientation echnological skills d forms of
demonstrate the ability abstract problems perta learning programmes for and giving evidence of the act ethically, responsibl communication related Method of delivery: ODL Methods of Assessment: Formativ Module code: LLOD 421 Title: Subject Didactics: Life Orien	to use the attained knowle ining to the planning and or the Intermediate phase, theoretical underpinning; y and be value-driven in a to the planning and prese e (40%) and Summative (Semester 2 ttation	edge to solve unfami implementation of Li using appropriate te and ill circumstances and ntation of LO in the I examination) 60% 16 credits	iliar, concrete and ife Orientation echnological skills d forms of Intermediate phase.
demonstrate the ability abstract problems perta learning programmes for and giving evidence of act ethically, responsibl communication related Method of delivery: ODL Methods of Assessment: Formativ Module code: LLOD 421 Title: Subject Didactics: Life Orien Module outcomes: On completion	to use the attained knowle ining to the planning and or the Intermediate phase, theoretical underpinning; y and be value-driven in a to the planning and prese e (40%) and Summative (Semester 2 tation of this module the studen	edge to solve unfami implementation of Li using appropriate te and all circumstances and ntation of LO in the I examination) 60% 16 credits t should:	iliar, concrete and ife Orientation echnological skills d forms of Intermediate phase. NQF-level: 6/7
demonstrate the ability abstract problems perta learning programmes for and giving evidence of the act ethically, responsibl communication related Method of delivery: ODL Methods of Assessment: Formative Module code: LLOD 421 Title: Subject Didactics: Life Orient Module outcomes: On completion demonstrate knowledge strategies pertaining to	to use the attained knowle ining to the planning and or the Intermediate phase, theoretical underpinning; y and be value-driven in a to the planning and prese e (40%) and Summative (Semester 2 Itation of this module the studen e of terminology, rules, co the presentation of the fiv	edge to solve unfami implementation of Li using appropriate te and all circumstances and ntation of LO in the I examination) 60% 16 credits t should: ncepts, principles, th e focus areas of LO	iliar, concrete and ife Orientation echnological skills d forms of Intermediate phase. NQF-level: 6/7 neories, methods & in the Sr Phase;
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demonstrate the ability abstract problems perta learning programmes for and giving evidence of the act ethically, responsibl communication related Method of delivery: ODL Methods of Assessment: Formativ Module code: LLOD 421 Title: Subject Didactics: Life Orien Module outcomes: On completion demonstrate knowledge strategies pertaining to demonstrate ability to in strategies pertaining to demonstrate the ability abstract problems perta learning programmes for giving evidence of theor act ethically, responsibl communication related Method of delivery: ODL Methods of Assessment: Formativ Module code: LORE 211	to use the attained knowle ining to the planning and or the Intermediate phase, theoretical underpinning; y and be value-driven in a to the planning and prese e (40%) and Summative (Semester 2 tation of this module the studen e of terminology, rules, co the presentation of the fiv nerpret, evaluate and app the presentation of LO in to use the attained knowle ining to the planning and or the Senior phase, using retical underpinning; and y and be value-driven in a to the planning and prese	edge to solve unfami implementation of Li using appropriate te and all circumstances and ntation of LO in the I examination) 60% 16 credits t should: ncepts, principles, th e focus areas of LO ly essential theories the Senior Phase. edge to solve unfami implementation of Li appropriate technol all circumstances and ntation of LO in the S	iliar, concrete and ife Orientation echnological skills d forms of Intermediate phase. NQF-level: 6/7 neories, methods & in the Sr Phase; , text, methods and iliar, concrete and ife Orientation ogical skills and d forms of
demonstrate the ability abstract problems perta learning programmes for and giving evidence of the act ethically, responsibl communication related Method of delivery: ODL Methods of Assessment: Formativ Module code: LLOD 421 Title: Subject Didactics: Life Orient Module outcomes: On completion demonstrate knowledge strategies pertaining to demonstrate ability to in strategies pertaining to demonstrate the ability abstract problems perta learning programmes for giving evidence of theor act ethically, responsibl communication related Method of delivery: ODL Methods of Assessment: Formativ Module code: LORE 211 Title: Life Orientation	to use the attained knowle ining to the planning and or the Intermediate phase, theoretical underpinning; a y and be value-driven in a to the planning and prese e (40%) and Summative (Semester 2 tation of this module the studen e of terminology, rules, co the presentation of the fiv therpret, evaluate and app the presentation of LO in to use the attained knowle ining to the planning and or the Senior phase, using retical underpinning; and y and be value-driven in a to the planning and prese e (40%) and Summative (Semester 1	edge to solve unfami implementation of Li using appropriate te and all circumstances and ntation of LO in the I examination) 60% 16 credits t should: ncepts, principles, th e focus areas of LO ly essential theories the Senior Phase. edge to solve unfami implementation of Li appropriate technol all circumstances and ntation of LO in the S examination) 60% 16 credits	iliar, concrete and ife Orientation echnological skills d forms of Intermediate phase. NQF-level: 6/7 neories, methods & in the Sr Phase; , text, methods and iliar, concrete and ife Orientation ogical skills and d forms of Senior Phase.
demonstrate the ability abstract problems perta learning programmes fo and giving evidence of to act ethically, responsibl communication related Method of delivery: ODL Methods of Assessment: Formativ Module code: LLOD 421 Title: Subject Didactics: Life Orien Module outcomes: On completion demonstrate knowledge strategies pertaining to demonstrate ability to ir strategies pertaining to demonstrate the ability abstract problems perta learning programmes fo giving evidence of theor act ethically, responsibl communication related Method of delivery: ODL Methods of Assessment: Formativ Module code: LORE 211 Title: Life Orientation Module outcomes: On completion	to use the attained knowle ining to the planning and or the Intermediate phase, theoretical underpinning; a y and be value-driven in a to the planning and prese e (40%) and Summative (Semester 2 tation of this module the studen e of terminology, rules, co the presentation of the fiv therpret, evaluate and app the presentation of LO in to use the attained knowle ining to the planning and or the Senior phase, using retical underpinning; and y and be value-driven in a to the planning and prese e (40%) and Summative (Semester 1	edge to solve unfami implementation of Li using appropriate to and all circumstances and ntation of LO in the I examination) 60% 16 credits t should: ncepts, principles, th e focus areas of LO ly essential theories the Senior Phase. edge to solve unfami implementation of Li appropriate technol all circumstances and ntation of LO in the S examination) 60% 16 credits t should:	iliar, concrete and ife Orientation echnological skills d forms of Intermediate phase. NQF-level: 6/7 ecories, methods & in the Sr Phase; , text, methods and iliar, concrete and ife Orientation ogical skills and d forms of Senior Phase. NQF-level: 5/6

promotion, personal dev	pects of the Life Orientation				
	promotion, personal development & well-being, and career & career choices;				
	identify various themes related to health promotion, personal development and well-being,				
	and career and career choices, based on specific assessment standards of these focus				
	areas in the different phases, and effectively plan activities accordingly to demonstrate a clear understanding of the different approaches, terminology and concepts within the				
	context of Life Orientation;				
demonstrate the ability	to use the attained knowle	dge to solve well-de	fined problems		
	 demonstrate the ability to use the attained knowledge to solve well-defined problems pertaining to lesson planning and apply a variety of themes as indicated in the specific 				
assessment standards of these learning outcomes in the different phases; and					
act ethically, responsibly and be value-driven in all circumstances and forms of					
	communication with regard to the teaching and learning of health promotion, personal development & well-being, and career & career choices in the different phases.				
Method of delivery: ODL	ng, and career a career of		(phaced)		
Methods of Assessment: Formativ	e (40%) and Summative (e	examination) 60%			
Module code: LORE 311	Semester 1	16 credits	NQF-level: 6		
Title: Life Orientation					
Module outcomes: On completion	of this module the student	should:			
	demic knowledge and unc				
	e, facilitate, critically analys				
the world of work, relevation to the world of work and the second s	ant employment legislatior	i, how to access it, a	nd deal with		
	evaluate one's own ability	to prevent and mana	and stress and		
	t of an ongoing healthy life		ige stress, and		
	of initiating, building and s		lationships with		
family and peers as wel	I as in the workplace and t	he broader social co	ontext;		
5	and environmental factors	,	accidents, crisis and		
 Investigate how unequal 	 disasters, and explore appropriate actions to deal with them; and investigate how unequal power relations between sexes are constructed and how they 				
influence health and well-being, and apply this understanding to work, cultural and social					
influence health and we					
influence health and we contexts.					
influence health and we	ll-being, and apply this un	derstanding to work,			
influence health and we contexts. Method of delivery: ODL	ll-being, and apply this un	derstanding to work,			
influence health and we contexts. Method of delivery: ODL Methods of Assessment: Formativ	ll-being, and apply this un e (40%) and Summative (6	derstanding to work, examination) 60%	cultural and social		
influence health and we contexts. Method of delivery: ODL Methods of Assessment: Formativ Module code: LORE 321	e (40%) and apply this un e (40%) and Summative (e Semester 2	derstanding to work, examination) 60% 16 credits	cultural and social		
influence health and we contexts. Method of delivery: ODL Methods of Assessment: Formativ Module code: LORE 321 Title: Life Orientation Module outcomes: On completion • demonstrate a well-rour	e (40%) and Summative (6 Semester 2 of this module the student nded and systematic know	derstanding to work, examination) 60% 16 credits should: ledge base of the te	cultural and social NQF-level: 6 rminology,		
influence health and we contexts. Method of delivery: ODL Methods of Assessment: Formativ Module code: LORE 321 Title: Life Orientation Module outcomes: On completion • demonstrate a well-rour approaches, concepts,	e (40%) and Summative (e Semester 2 of this module the student nded and systematic know principles, and theories pe	derstanding to work, examination) 60% 16 credits should: ledge base of the te rtaining to specific a	rminology, spects of the two		
influence health and we contexts. Method of delivery: ODL Methods of Assessment: Formativ Module code: LORE 321 Title: Life Orientation Module outcomes: On completion • demonstrate a well-rour approaches, concepts, Life Orientation learning	e (40%) and summative (Semester 2 of this module the student nded and systematic know principles, and theories pe g outcomes of physical dev	derstanding to work, examination) 60% 16 credits should: ledge base of the terraining to specific a relopment with speci	rminology, spects of the two fic reference to		
influence health and we contexts. Method of delivery: ODL Methods of Assessment: Formativ Module code: LORE 321 Title: Life Orientation Module outcomes: On completion demonstrate a well-rour approaches, concepts, Life Orientation learning recreational movement	e (40%) and Summative (e Semester 2 of this module the student nded and systematic know principles, and theories per o outcomes of physical dev activities and games, and	derstanding to work, examination) 60% 16 credits should: ledge base of the ter rtaining to specific a relopment with speci citizenship in the FE	rminology, spects of the two fic reference to T phase;		
influence health and we contexts. Method of delivery: ODL Methods of Assessment: Formativ Module code: LORE 321 Title: Life Orientation Module outcomes: On completion • demonstrate a well-rour approaches, concepts, Life Orientation learning recreational movement • identify various physica	e (40%) and summative (Semester 2 of this module the student nded and systematic know principles, and theories pe g outcomes of physical dev	derstanding to work, examination) 60% 16 credits should: ledge base of the te rtaining to specific a relopment with speci citizenship in the FE ship themes related t	rminology, spects of the two fic reference to T phase; to specific		
influence health and we contexts. Method of delivery: ODL Methods of Assessment: Formativ Module code: LORE 321 Title: Life Orientation Module outcomes: On completion • demonstrate a well-rour approaches, concepts, Life Orientation learning recreational movement • identify various physica assessment standards activities accordingly to	e (40%) and Summative (e Semester 2 of this module the student nded and systematic know principles, and theories pe g outcomes of physical dev activities and games, and I development and citizens of these focus areas in the demonstrate a clear unde	derstanding to work, examination) 60% 16 credits should: ledge base of the ter rtaining to specific a relopment with speci citizenship in the FE ship themes related t FET phase, and eff rstanding of the diffe	NQF-level: 6		
influence health and we contexts. Method of delivery: ODL Methods of Assessment: Formativ Module code: LORE 321 Title: Life Orientation Module outcomes: On completion • demonstrate a well-rour approaches, concepts, Life Orientation learning recreational movement • identify various physica assessment standards activities accordingly to terminology and concept	e (40%) and Summative (e Semester 2 of this module the student nded and systematic know principles, and theories pe g outcomes of physical dev activities and games, and I development and citizens of these focus areas in the demonstrate a clear unde bts within the context of Life	derstanding to work, examination) 60% 16 credits should: ledge base of the ter- training to specific a relopment with speci citizenship in the FE ship themes related to FET phase, and eff rstanding of the diffe e Orientation;	NQF-level: 6 rminology, spects of the two fic reference to T phase; to specific ectively plan rrent approaches,		
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Title: Life Skills: Art		
	pletion of this module the student should:	
	vell-rounded and systematic knowledge base	of the visual language in art
	the facilitation of creative art activities in the	
	e National Curriculum Statement for the learn	
the Foundation p		
	ropriate activities and techniques relevant for	r child art development and
	with the facilitation of creative art activities in	
	tivities supporting the coherent and critical u	
	with regard to the practice of art-teaching in t	
	blied knowledge in curriculation in the learning	
	se to present and communicate information,	
	nents, giving evidence of visual research res	
	igh the integration of information technologie	
	ntation in art; and	
	ical, responsible behaviour while reflecting o	on the diversity within the
	lum for Arts and Culture in the Foundation pl	
and behaviour.	ium for Ans and Guitare in the Foundation pr	hase, through communication
Method of delivery: ODL		
	ormative (40%) and Summative (examination	n) 60%
Module code: LSKE 321	Semester 2 8 credits	
Title: Life Skills: Environme		
	pletion of this module the student should:	
	Il-rounded and systematic knowledge base of	of the environment and
	dge of areas of the environment;	
	ly essential procedures and processes with r	egard to the nature and field
of environmenta		egala le lite halare ana hela
	ching/learning principles applicable to enviro	onmental studies and their
	e planning and facilitation of learning experie	
learners; and		
 demonstrate ser 	nsitivity towards nature and a sense of respo	nsibility for the important role
	e conservation of the environment.	
Method of delivery: ODL		
	ormative (40%) and Summative (examination	
Module code: LSKH 221	Semester 2 8 credits	NQF-level: 5/6
Title: Life Skills: Health Edu		
	pletion of this module the student should:	
	vell-rounded and systematic knowledge base	e of the environment and
	dge of areas of the environment;	
 explain and application of environmental 	ly essential procedures and processes with r I studies;	regard to the nature and field
	ching learning principles applicable to enviro	
	of in the planning and facilitation of learning	experiences for Foundation
phase learners;		
	nsitivity towards nature and a sense of respo	
Method of delivery: ODL	e conservation of the environment by expres	ssing your own value system.
,	ormative (40%) and Summative (examination	p) 60%
Module code: LSKM 121	Semester 2 8 credits	· · · · · · · · · · · · · · · · · · ·
Title: Life Skills: Music	ochester 2 o credits	
	pletion of this module the student should:	
	ndamental knowledge and informed underst	tanding of some of the music
	as rhythm, melody, form, texture, tempo, time	
	pply some music activities and skills in w	
	as singing, movement, listening, instrume	

r				
reading and writing music, and accompanying school learners on the guitar or African				
percussion instruments;				
 demonstrate an ability to solve well-defined problems in planning appropriate music activities and lessons in the Foundation Phase; and 				
 demonstrate ethically responsible behaviour, while constantly developing your role as a 				
 demonstrate ethically responsible behaviour, while constantly developing your role as a Foundation phase music teacher. 				
Method of delivery: ODL				
Methods of Assessment: Formative (40%) and Summative (examination) 60%				
Module code: LSKP 311 Semester 1 8 credits NQF-level: 6/7				
	Skills: Physical Education		0 orcans	
	outcomes: On completion		at should:	
woule c		nded and systematic know		rual and gross motor
	development of the Fou		wiedge of the percept	dai and gross motor
•	•	ety of movement activities	supporting the coher	rent understanding
		pries, principles and rules		
•		to solve well-defined but		
		novement development le		
		groups in the Foundation		
		otor problems and other	medical conditions re	lated to movement;
	and	Shile and become device a		
•		ible and be value-driven i as well as oral, related to		
	Foundation Phase.	as well as oral, related it	movement developin	
Method o	of delivery: ODL			
	of Assessment: Formativ	e (40%) and Summative	(examination) 60%	
	code: LSKR 111	Semester 1	8 credits	NQF-level: 5
Title: Life Skills: Culture and Religion				
Module outcomes: On completion of this module the student should:				
Module o	•	of this module the studer		rea of the
Module c	•			rea of the
Module c	demonstrate fundament Foundation phase;	of this module the studer	entation as learning ar	
Module c	demonstrate fundament Foundation phase; demonstrate the ability personal and social ski	of this module the studer tal knowledge of Life Orie to apply life skills method Ills;	entation as learning ar ls, procedures and teo	chniques to facilitate
Module c	demonstrate fundament Foundation phase; demonstrate the ability personal and social ski apply knowledge of diffe	of this module the studer tal knowledge of Life Orie to apply life skills method	entation as learning ar ls, procedures and teo	chniques to facilitate
Module c	demonstrate fundament Foundation phase; demonstrate the ability personal and social ski apply knowledge of diffe familiar context; and	of this module the studer tal knowledge of Life Orie to apply life skills method Ills; erent and diverse religiou	entation as learning an ls, procedures and teo is groups to solve prol	chniques to facilitate blems within a
Module c	demonstrate fundament Foundation phase; demonstrate the ability personal and social ski apply knowledge of diffe familiar context; and demonstrate ethically p	of this module the studer tal knowledge of Life Orie to apply life skills method ills; erent and diverse religiou rofessional conduct and v	entation as learning an ls, procedures and teo is groups to solve prol	chniques to facilitate blems within a
•	demonstrate fundament Foundation phase; demonstrate the ability personal and social ski apply knowledge of diffe familiar context; and demonstrate ethically p and religious diversity in	of this module the studer tal knowledge of Life Orie to apply life skills method ills; erent and diverse religiou rofessional conduct and v	entation as learning an ls, procedures and teo is groups to solve prol	chniques to facilitate blems within a
• • Method c	demonstrate fundament Foundation phase; demonstrate the ability personal and social ski apply knowledge of diffe familiar context; and demonstrate ethically pi and religious diversity in of delivery: ODL	of this module the studer tal knowledge of Life Orie to apply life skills method ills; erent and diverse religiou rofessional conduct and v n our society.	entation as learning an ls, procedures and teo is groups to solve prol values of tolerance to	chniques to facilitate blems within a
Method of Methods	demonstrate fundament Foundation phase; demonstrate the ability personal and social ski apply knowledge of diffe familiar context; and demonstrate ethically pi and religious diversity in of delivery: ODL of Assessment: Formative	of this module the studer tal knowledge of Life Orie to apply life skills method ills; erent and diverse religiou rofessional conduct and v nour society. e (40%) and Summative	entation as learning an ls, procedures and teo is groups to solve prol values of tolerance to (examination) 60%	chniques to facilitate blems within a wards the cultural
Method of Methods	demonstrate fundament Foundation phase; demonstrate the ability personal and social ski apply knowledge of diffe familiar context; and demonstrate ethically pi and religious diversity in of delivery: ODL of Assessment: Formative code: MALA 211	of this module the studer tal knowledge of Life Orie to apply life skills method ills; erent and diverse religiou rofessional conduct and v nour society. e (40%) and Summative Semester 1	entation as learning an ls, procedures and teo is groups to solve prol values of tolerance to (examination) 60% 16 credits	chniques to facilitate blems within a
Method of Methods Module Title: Lea	demonstrate fundament Foundation phase; demonstrate the ability personal and social ski apply knowledge of diffe familiar context; and demonstrate ethically pi and religious diversity in of delivery: ODL of Assessment: Formative code: MALA 211 arning Area Mathematics:	of this module the studer tal knowledge of Life Orie to apply life skills method ills; erent and diverse religiou rofessional conduct and v nour society. e (40%) and Summative Semester 1 Development of Number	entation as learning an ls, procedures and teo is groups to solve prof values of tolerance to (examination) 60% 16 credits Systems	chniques to facilitate blems within a wards the cultural
Method of Methods Module Title: Lea	demonstrate fundament Foundation phase; demonstrate the ability personal and social ski apply knowledge of diffe familiar context; and demonstrate ethically pr and religious diversity in of delivery: ODL of Assessment: Formative code: MALA 211 arning Area Mathematics: butcomes: On completion	of this module the studer tal knowledge of Life Orie to apply life skills method ills; erent and diverse religiou rofessional conduct and v n our society. e (40%) and Summative Semester 1 Development of Number of this module the studer	entation as learning an ls, procedures and tec values of tolerance tow (examination) 60% 16 credits Systems it should:	chniques to facilitate blems within a wards the cultural NQF-level: 5/6
Method of Methods Module Title: Lea	demonstrate fundament Foundation phase; demonstrate the ability personal and social ski apply knowledge of diffe familiar context; and demonstrate ethically pl and religious diversity in of delivery: ODL of Assessment: Formative code: MALA 211 arning Area Mathematics: putcomes: On completion demonstrate basic know	of this module the studer tal knowledge of Life Orie to apply life skills method lls; erent and diverse religiou rofessional conduct and v n our society. e (40%) and Summative Semester 1 Development of Number of this module the studer wledge, understanding ar	entation as learning an ls, procedures and tec s groups to solve profi- values of tolerance tor (examination) 60% 16 credits Systems at should: and insight into the histor	chniques to facilitate blems within a wards the cultural NQF-level: 5/6 ory of the denary
Method of Methods Module Title: Lea	demonstrate fundament Foundation phase; demonstrate the ability personal and social ski apply knowledge of diffe familiar context; and demonstrate ethically pl and religious diversity in of delivery: ODL of Assessment: Formative code: MALA 211 aming Area Mathematics: putcomes: On completion demonstrate basic know number system, other b	of this module the studer tal knowledge of Life Orie to apply life skills method lls; erent and diverse religiou rofessional conduct and v n our society. e (40%) and Summative Semester 1 Development of Number of this module the studer wedge, understanding ar bases, the extension of op	entation as learning an ls, procedures and teo is groups to solve prof values of tolerance to (examination) 60% 16 credits Systems it should: ind insight into the histo perations and compute	chniques to facilitate blems within a wards the cultural NQF-level: 5/6 ory of the denary
Method of Methods Module Title: Lea	demonstrate fundament Foundation phase; demonstrate the ability personal and social ski apply knowledge of diffe familiar context; and demonstrate ethically pi and religious diversity in of delivery: ODL of Assessment: Formative code: MALA 211 arning Area Mathematics: butcomes: On completion demonstrate basic know number system, other b with natural numbers, w	of this module the studer tal knowledge of Life Orie to apply life skills method lls; erent and diverse religiou rofessional conduct and y n our society. e (40%) and Summative Semester 1 Development of Number of this module the studer wledge, understanding ar pases, the extension of op thole numbers to integers	entation as learning an ls, procedures and tec s groups to solve profi- values of tolerance tor (examination) 60% 16 credits Systems It should: Id insight into the histo- perations and compute s;	chniques to facilitate blems within a wards the cultural NQF-level: 5/6 ory of the denary ational procedures
Method of Methods Module Title: Lea	demonstrate fundament Foundation phase; demonstrate the ability personal and social ski apply knowledge of diffe familiar context; and demonstrate ethically p and religious diversity ir of delivery: ODL of Assessment: Formative code: MALA 211 anning Area Mathematics: butcomes: On completion demonstrate basic know number system, other b with natural numbers, w demonstrate skills to fac	of this module the studer tal knowledge of Life Orie to apply life skills method ills; erent and diverse religiou rofessional conduct and y n our society. e (40%) and Summative Semester 1 Development of Number of this module the studer wledge, understanding ar wases, the extension of og rhole numbers to integers cilitate learning with unde	entation as learning and ls, procedures and tex is groups to solve profi- values of tolerance tow (examination) 60% 16 credits Systems at should: ad insight into the history berations and compute s; restanding through the	chniques to facilitate blems within a wards the cultural NQF-level: 5/6 ory of the denary ational procedures e solution of real life
Method of Methods Module Title: Lea	demonstrate fundament Foundation phase; demonstrate the ability personal and social ski apply knowledge of diffe familiar context; and demonstrate ethically p and religious diversity ir of delivery: ODL of Assessment: Formative code: MALA 211 anning Area Mathematics: butcomes: On completion demonstrate basic know number system, other b with natural numbers, w demonstrate skills to far situations (problems), ir	of this module the studer tal knowledge of Life Orie to apply life skills method ills; erent and diverse religiou rofessional conduct and v n our society. e (40%) and Summative Semester 1 Development of Number of this module the studer wledge, understanding ar obases, the extension of of of hole numbers to integers cilitate learning with unde mplementing various com	entation as learning an ls, procedures and teo is groups to solve prof values of tolerance too (examination) 60% 16 credits Systems at should: be rations and computa s; restanding through the uputational procedures	chniques to facilitate blems within a wards the cultural NQF-level: 5/6 ory of the denary ational procedures e solution of real life s;
Method of Methods Module Title: Lea	demonstrate fundament Foundation phase; demonstrate the ability personal and social ski apply knowledge of diffe familiar context; and demonstrate ethically pi and religious diversity in of delivery: ODL of Assessment: Formative code: MALA 211 arning Area Mathematics: butcomes: On completion demonstrate basic know number system, other b with natural numbers, w demonstrate skills to far situations (problems), in be able to understand n	of this module the studer tal knowledge of Life Orie to apply life skills method ills; erent and diverse religiou rofessional conduct and y n our society. e (40%) and Summative Semester 1 Development of Number of this module the studer wledge, understanding ar wases, the extension of og rhole numbers to integers cilitate learning with unde	entation as learning an ls, procedures and tec is groups to solve profi- values of tolerance tor values of tolerance tor (examination) 60% 16 credits Systems it should: id insight into the history s; irstanding through the iputational procedures rocedures and proces	hiques to facilitate blems within a wards the cultural NQF-level: 5/6 ory of the denary ational procedures e solution of real life s; sses so that the
Method of Methods Module Title: Lea	demonstrate fundament Foundation phase; demonstrate the ability personal and social ski apply knowledge of diffe familiar context; and demonstrate ethically pi and religious diversity in of delivery: ODL of Assessment: Formative code: MALA 211 arning Area Mathematics: butcomes: On completion demonstrate basic know number system, other b with natural numbers, w demonstrate skills to fac situations (problems), in be able to understand n learner may make conn	of this module the studer tal knowledge of Life Orie to apply life skills method ills; erent and diverse religiou rofessional conduct and w nour society. e (40%) and Summative Semester 1 Development of Number of this module the studer wledge, understanding ar opases, the extension of og whole numbers to integers cilitate learning with unde mplementing various com nathematical concepts, p	entation as learning an ls, procedures and teo is groups to solve prof values of tolerance to values of tolerance to (examination) 60% 16 credits Systems at should: ad insight into the history perations and compute s; procedures and process poly problems, reasor	chniques to facilitate blems within a wards the cultural NQF-level: 5/6 ory of the denary ational procedures a solution of real life s; sees so that the n in a mathematical
Method of Methods Module Title: Lea	demonstrate fundament Foundation phase; demonstrate the ability personal and social ski apply knowledge of diffe familiar context; and demonstrate ethically pl and religious diversity in of delivery: ODL of Assessment: Formative code: MALA 211 arning Area Mathematics: butcomes: On completion demonstrate basic know number system, other b with natural numbers, w demonstrate skills to far situations (problems), in be able to understand n learner may make conn manner, estimate, do m	of this module the studer tal knowledge of Life Orie to apply life skills method lls; erent and diverse religiou rofessional conduct and v n our society. e (40%) and Summative Semester 1 Development of Number of this module the studer wledge, understanding ar bases, the extension of op rhole numbers to integers cilitate learning with unde mplementing various com nathematical concepts, p rections, communicate, sc understand, explain, compa	entation as learning an ls, procedures and teo is groups to solve prof values of tolerance tow (examination) 60% 16 credits Systems and insight into the history perational procedures s; instanding through the inputational procedures poly problems, reason applic these in a number are, demonstrate and	chniques to facilitate blems within a wards the cultural NQF-level: 5/6 ory of the denary ational procedures e solution of real life S; sses so that the in a mathematical er of ways; implement the
Method of Methods Module Title: Lea	demonstrate fundament Foundation phase; demonstrate the ability personal and social ski apply knowledge of diffe familiar context; and demonstrate ethically p and religious diversity ir of delivery: ODL of Assessment: Formative code: MALA 211 anning Area Mathematics: butcomes: On completion demonstrate basic know number system, other b with natural numbers, w demonstrate skills to fac situations (problems), ir be able to understand n learner may make conn manner, estimate, do m as subject specialist, un specialised nature of tex	of this module the studer tal knowledge of Life Orie to apply life skills method ills; erent and diverse religiou rofessional conduct and y n our society. e (40%) and Summative Semester 1 Development of Number of this module the studer Medge, understanding ar vases, the extension of op Ahole numbers to integers cilitate learning with unde mathematical concepts, p rections, communicate, so rental calculations and de derstand, explain, compa aching Mathematics, con	entation as learning an ls, procedures and teo is groups to solve prof values of tolerance too (examination) 60% 16 credits Systems at should: ad insight into the history berations and compute s; instanding through the inputational procedures rocedures and proces plove problems, reasor plot these in a number are, demonstrate and duct problem-solving,	chniques to facilitate blems within a wards the cultural NQF-level: 5/6 ory of the denary ational procedures e solution of real life s; sses so that the n in a mathematical er of ways; implement the use calculators,
Method of Methods Module Title: Lea	demonstrate fundament Foundation phase; demonstrate the ability personal and social ski apply knowledge of diffe familiar context; and demonstrate ethically p and religious diversity ir of delivery: ODL of Assessment: Formative code: MALA 211 anning Area Mathematics: butcomes: On completion demonstrate basic know number system, other b with natural numbers, w demonstrate skills to far situations (problems), ir be able to understand in learner may make conn manner, estimate, do m as subject specialist, ur specialised nature of te- and finally diagnose the	of this module the studer tal knowledge of Life Orie to apply life skills method ills; erent and diverse religiou rofessional conduct and y n our society. e (40%) and Summative Semester 1 Development of Number of this module the studer wledge, understanding ar obases, the extension of or of hole numbers to integers cilitate learning with unde mplementing various com nathematical concepts, p tections, communicate, so the calculations and de aching Mathematics, compa aching Mathematics, compa	entation as learning an ls, procedures and teo is groups to solve prof values of tolerance to (examination) 60% 16 credits Systems t should: ad insight into the history perations and computational procedures rocedures and processolve problems, reasor applict these in a numbé are, demonstrate and duct problem-solving, learners have and sol	hiques to facilitate blems within a wards the cultural NQF-level: 5/6 ory of the denary ational procedures e solution of real life s; sses so that the n in a mathematical er of ways; implement the use calculators, live these, as
Method of Methods Module Title: Lea	demonstrate fundament Foundation phase; demonstrate the ability personal and social ski apply knowledge of diffe familiar context; and demonstrate ethically pi and religious diversity in of delivery: ODL of Assessment: Formative code: MALA 211 anning Area Mathematics: butcomes: On completion demonstrate basic know number system, other b with natural numbers, w demonstrate skills to faa situations (problems), in be able to understand in learner may make conn manner, estimate, do m as subject specialist, ur specialised nature of tea and finally diagnose the prescribed by the Nation	of this module the studer tal knowledge of Life Orie to apply life skills method ills; erent and diverse religiou rofessional conduct and y n our society. e (40%) and Summative Semester 1 Development of Number of this module the studer Medge, understanding ar vases, the extension of op Ahole numbers to integers cilitate learning with unde mathematical concepts, p rections, communicate, so rental calculations and de derstand, explain, compa aching Mathematics, con	entation as learning an ls, procedures and teo is groups to solve prof values of tolerance to (examination) 60% 16 credits Systems t should: ad insight into the history perations and computational procedures rocedures and processolve problems, reasor applict these in a numbé are, demonstrate and duct problem-solving, learners have and sol	hiques to facilitate blems within a wards the cultural NQF-level: 5/6 ory of the denary ational procedures e solution of real life s; sses so that the n in a mathematical er of ways; implement the use calculators, live these, as
Method of Methods Module Title: Lea	demonstrate fundament Foundation phase; demonstrate the ability personal and social ski apply knowledge of diffe familiar context; and demonstrate ethically pi and religious diversity in of delivery: ODL of Assessment: Formative code: MALA 211 arning Area Mathematics: butcomes: On completion demonstrate basic know number system, other b with natural numbers, w demonstrate skills to far situations (problems), in be able to understand n learner may make conn manner, estimate, do m as subject specialist, ur specialised nature of tet and finally diagnose the prescribed by the Nation number operations;	of this module the studer tal knowledge of Life Orie to apply life skills method ills; erent and diverse religiou rofessional conduct and y n our society. e (40%) and Summative Semester 1 Development of Number of this module the studer wledge, understanding ar obases, the extension of or of hole numbers to integers cilitate learning with unde mplementing various com nathematical concepts, p tections, communicate, so the calculations and de aching Mathematics, compa aching Mathematics, compa	entation as learning an ls, procedures and teo is groups to solve prof values of tolerance to values of tolerance to (examination) 60% 16 credits Systems it should: Id insight into the histo perations and compute s; irstanding through the iputational procedures rocedures and proces olve problems, reasor splict these in a numbe are, demonstrate and duct problem-solving, learners have and sol t, learning outcome 1:	hiques to facilitate blems within a wards the cultural NQF-level: 5/6 ory of the denary ational procedures a solution of real life s; uses so that the n in a mathematical er of ways; implement the use calculators, live these, as : Number and

 necessary; and evaluate the validity of the mathematical representations, models and solutions to 							
problems.							
Method of delivery: ODL							
Methods of Assessment: Formative (40%) and Summative (examination) 60%							
Module code: MALA 221	Semester 2	16 credits	NQF-level: 5/6				
Title: Learning Area: Mathematics							
Module outcomes: On completion	of this module the stude	nt should:					
demonstrate basic knowledge, understanding and insight regarding the extension of							
operations and computational procedures, as well as advanced mental strategies							
(integers to rational and real numbers);							
	al concepts, procedures						
	lations, communicate, so		on mathematically,				
	hmetic and represent it i		d incolored and the				
	nderstand, explain, comp ors and diagnose learner						
	atement, Learning Outco		as determined by the				
	cilitate learning with under		ne solution of real life				
	n context, implementing \						
	solutions, models and re		•				
 evaluate the validity of t 	the mathematical represe	entations, models an	d solutions to				
problems.							
Method of delivery: ODL							
Methods of Assessment: Formative	()	· /					
Module code: MALA 311	Semester 1	16 credits	NQF-level: 6				
Title: Learning Area Mathematics:	<u> </u>						
Module outcomes: On completion							
	wledge, understanding ar						
	uences and series), elem		ationships as well as				
	mplementing of appropria		d implement actua				
			 as subject specialist, understand, explain, compare, demonstrate and implement, solve 				
	problems, use calculators, as determined by the National Curriculum Statement, Learning						
 outcome 2 (Number patterns) and Learning outcome 5 (data handling) demonstrate skills to facilitate learning with understanding through the solution of real life 							
 demonstrate skills to fac 		come 5 (data handlin	ig)				
		come 5 (data handlin erstanding through th	g) ne solution of real life				
situations (problems), ir	cilitate learning with unde	come 5 (data handlin erstanding through the oputational procedure	g) ne solution of real life es;				
 situations (problems), ir interpret and remediate evaluate the validity of t 	cilitate learning with under mplementing various com	come 5 (data handlin erstanding through th oputational procedur epresentations, wher	g) ne solution of real life es; n necessary; and				
 situations (problems), ir interpret and remediate evaluate the validity of t problems. 	cilitate learning with under nplementing various com solutions, models and re	come 5 (data handlin erstanding through th oputational procedur epresentations, wher	g) ne solution of real life es; n necessary; and				
situations (problems), ir interpret and remediate evaluate the validity of t problems. Method of delivery: ODL	cilitate learning with under nplementing various com solutions, models and re the mathematical represe	come 5 (data handlin erstanding through th oputational procedur epresentations, wher entations, models an	g) ne solution of real life es; n necessary; and				
situations (problems), ir interpret and remediate evaluate the validity of t problems. Method of delivery: ODL Methods of Assessment: Formative	cilitate learning with under nplementing various corr solutions, models and re the mathematical represe e (40%) and Summative	come 5 (data handlin erstanding through th oputational procedur epresentations, wher entations, models an (examination) 60%	ig) ne solution of real life es; n necessary; and d solutions to				
situations (problems), ir interpret and remediate evaluate the validity of t problems. Method of delivery: ODL Methods of Assessment: Formative Module code: MALA 321	cilitate learning with under mplementing various com solutions, models and re- the mathematical represe e (40%) and Summative Semester 2	come 5 (data handlin erstanding through th putational procedur epresentations, wher entations, models an (examination) 60% 16 credits	g) ne solution of real life es; n necessary; and				
situations (problems), ir interpret and remediate evaluate the validity of t problems. Method of delivery: ODL Methods of Assessment: Formative Module code: MALA 321 Title: Learning Area Mathematics:	cilitate learning with under mplementing various com solutions, models and re- the mathematical represe e (40%) and Summative Semester 2 Measurement, space an	come 5 (data handlin erstanding through th putational procedur, epresentations, wher entations, models an (examination) 60% 16 credits d shape	ig) ne solution of real life es; n necessary; and d solutions to				
situations (problems), ir interpret and remediate evaluate the validity of t problems. Method of delivery: ODL Methods of Assessment: Formative Module code: MALA 321 Title: Learning Area Mathematics: Module outcomes: On completion	cilitate learning with under mplementing various com solutions, models and re- the mathematical represe e (40%) and Summative Semester 2 Measurement, space an of this module the studen	come 5 (data handlin erstanding through th putational procedur epresentations, wher entations, models an (examination) 60% 16 credits d shape ht should:	ig) ne solution of real life es; n necessary; and d solutions to NQF-level: 6/7				
situations (problems), ir interpret and remediate evaluate the validity of t problems. Method of delivery: ODL Methods of Assessment: Formative Module code: MALA 321 Title: Learning Area Mathematics: Module outcomes: On completion o demonstrate basic know	cilitate learning with under nplementing various com solutions, models and re- the mathematical represe e (40%) and Summative Semester 2 Measurement, space an of this module the studer wledge, understanding an	come 5 (data handlin erstanding through th oputational procedur presentations, wher entations, models an (examination) 60% 16 credits d shape ht should: nd insight regarding	ig) ne solution of real life es; n necessary; and d solutions to NQF-level: 6/7 Euclidean geometry,				
situations (problems), ir interpret and remediate evaluate the validity of t problems. Method of delivery: ODL Methods of Assessment: Formative Module code: MALA 321 Title: Learning Area Mathematics: Module outcomes: On completion o demonstrate basic know (Learning outcome 3: M	cilitate learning with under mplementing various com solutions, models and re- the mathematical represe e (40%) and Summative Semester 2 Measurement, space an of this module the studer wiedge, understanding an leasurement; and Learni	come 5 (data handlin erstanding through th oputational procedure epresentations, where entations, models an (examination) 60% 16 credits d shape nt should: nd insight regarding ng outcome 4: Shap	ig) he solution of real life es; h necessary; and d solutions to NQF-level: 6/7 Euclidean geometry, e and space)				
situations (problems), ir interpret and remediate evaluate the validity of t problems. Method of delivery: ODL Methods of Assessment: Formative Module code: MALA 321 Title: Learning Area Mathematics: Module outcomes: On completion demonstrate basic know (Learning outcome 3: M including the discoverin	cilitate learning with under nplementing various com solutions, models and re- the mathematical represe e (40%) and Summative Semester 2 Measurement, space an of this module the studer wledge, understanding an	come 5 (data handlin erstanding through th oputational procedure epresentations, where entations, models an (examination) 60% 16 credits d shape nt should: nd insight regarding ng outcome 4: Shap	ig) he solution of real life es; h necessary; and d solutions to NQF-level: 6/7 Euclidean geometry, e and space)				
situations (problems), ir interpret and remediate evaluate the validity of t problems. Method of delivery: ODL Methods of Assessment: Formativ Module code: MALA 321 Title: Learning Area Mathematics: Module outcomes: On completion demonstrate basic know (Learning outcome 3: M including the discoverin D forms;	cilitate learning with under mplementing various com solutions, models and re- the mathematical represe e (40%) and Summative Semester 2 Measurement, space an of this module the studer wledge, understanding an leasurement; and Learni g and investigations to g	come 5 (data handlin erstanding through th oputational procedure epresentations, where entations, models an (examination) 60% 16 credits d shape nd shape nd insight regarding ng outcome 4: Shap eometry using 3-D reference	ig) he solution of real life es; h necessary; and d solutions to NQF-level: 6/7 Euclidean geometry, e and space) eal life objects and 2-				
situations (problems), ir interpret and remediate evaluate the validity of t problems. Method of delivery: ODL Methods of Assessment: Formativ Module code: MALA 321 Title: Learning Area Mathematics: Module outcomes: On completion demonstrate basic know (Learning outcome 3: M including the discoverin D forms; demonstrate skills to fac	cilitate learning with under mplementing various com solutions, models and re- the mathematical represe e (40%) and Summative Semester 2 Measurement, space an of this module the studer wiedge, understanding an leasurement; and Learni	come 5 (data handlin erstanding through th putational procedur, epresentations, wher entations, models an (examination) 60% 16 credits d shape nt should: nd insight regarding ng outcome 4: Shap eometry using 3-D re- etry with understandi	Ig) the solution of real life es; the necessary; and d solutions to NQF-level: 6/7 Euclidean geometry, e and space) eal life objects and 2 ng, through the				
situations (problems), ir interpret and remediate evaluate the validity of t problems. Method of delivery: ODL Methods of Assessment: Formativ Module code: MALA 321 Title: Learning Area Mathematics: Module outcomes: On completion demonstrate basic know (Learning outcome 3: M including the discoverin D forms; demonstrate skills to fac solution of real life situa	cilitate learning with under mplementing various com solutions, models and re- the mathematical represe e (40%) and Summative Semester 2 Measurement, space an of this module the studen wledge, understanding an leasurement; and Learni g and investigations to g cilitate learning of geome	come 5 (data handlin erstanding through th putational procedur epresentations, wher entations, models an (examination) 60% 16 credits d shape nt should: nd insight regarding ng outcome 4: Shap eometry using 3-D r etry with understandii thenting appropriate to	ig) the solution of real life es; an necessary; and d solutions to NQF-level: 6/7 Euclidean geometry, e and space) eal life objects and 2- ng, through the echnology;				
situations (problems), ir interpret and remediate evaluate the validity of t problems. Method of delivery: ODL Methods of Assessment: Formativ Module code: MALA 321 Title: Learning Area Mathematics: Module outcomes: On completion demonstrate basic know (Learning outcome 3: M including the discoverin D forms; demonstrate skills to fac solution of real life situa	cilitate learning with under mplementing various com solutions, models and re- the mathematical represe e (40%) and Summative Semester 2 Measurement, space an of this module the studer Medge, understanding an leasurement; and Learni g and investigations to g cilitate learning of geome- tions (problems), implem tanding of the Van Hiele	come 5 (data handlin erstanding through th putational procedur epresentations, wher entations, models an (examination) 60% 16 credits d shape nt should: nd insight regarding ng outcome 4: Shap eometry using 3-D r etry with understandii thenting appropriate to	ig) the solution of real life es; an necessary; and d solutions to NQF-level: 6/7 Euclidean geometry, e and space) eal life objects and 2- ng, through the echnology;				
situations (problems), ir interpret and remediate evaluate the validity of t problems. Method of delivery: ODL Methods of Assessment: Formative Module code: MALA 321 Title: Learning Area Mathematics: Module outcomes: On completion demonstrate basic know (Learning outcome 3: M including the discoverin D forms; demonstrate skills to far solution of real life situa demonstrate an undersi able to apply these effe interpret and remediate	cilitate learning with under mplementing various com solutions, models and re- the mathematical represe e (40%) and Summative Semester 2 Measurement, space an of this module the studer Medge, understanding an leasurement; and Learni g and investigations to g cilitate learning of geome- tions (problems), implem tanding of the Van Hiele	come 5 (data handlin erstanding through th oputational procedur, epresentations, where entations, models an (examination) 60% 16 credits d shape Int should: Ind insight regarding ng outcome 4: Shap eometry using 3-D re enting appropriate to levels of geometrica	ig) he solution of real life es; h necessary; and d solutions to NQF-level: 6/7 Euclidean geometry, e and space) eal life objects and 2- ng, through the echnology; I thought and to be				
situations (problems), ir interpret and remediate evaluate the validity of t problems. Method of delivery: ODL Methods of Assessment: Formative Module code: MALA 321 Title: Learning Area Mathematics: Module outcomes: On completion demonstrate basic know (Learning outcome 3: M including the discoverin D forms; demonstrate skills to far solution of real life situa demonstrate an undersi able to apply these effe interpret and remediate necessary; and	cilitate learning with under mplementing various com solutions, models and re- the mathematical represe e (40%) and Summative Semester 2 Measurement, space an of this module the studer whedge, understanding an leasurement; and Learni g and investigations to g cilitate learning of geome- titions (problems), implem tanding of the Van Hiele ctively; geometrical solutions, m	come 5 (data handlin erstanding through th oputational procedur epresentations, where entations, models an (examination) 60% 16 credits d shape It should: Ind insight regarding ing outcome 4: Shap eometry using 3-D re etry with understandii henting appropriate to levels of geometrical models and represent	ig) he solution of real life es; h necessary; and d solutions to NQF-level: 6/7 Euclidean geometry, e and space) eal life objects and 2- ng, through the echnology; I thought and to be tations, when				
situations (problems), ir interpret and remediate evaluate the validity of t problems. Method of delivery: ODL Methods of Assessment: Formative Module code: MALA 321 Title: Learning Area Mathematics: Module outcomes: On completion demonstrate basic know (Learning outcome 3: M including the discoverin D forms; demonstrate skills to far solution of real life situa demonstrate an undersi able to apply these effe interpret and remediate necessary; and	cilitate learning with under mplementing various com solutions, models and re- the mathematical represe e (40%) and Summative <u>Semester 2</u> Measurement, space an of this module the studer wedge, understanding an leasurement; and Learni g and investigations to g cilitate learning of geome- titions (problems), implem tanding of the Van Hiele ctively;	come 5 (data handlin erstanding through th oputational procedur epresentations, where entations, models an (examination) 60% 16 credits d shape It should: Ind insight regarding ing outcome 4: Shap eometry using 3-D re etry with understandii henting appropriate to levels of geometrical models and represent	ig) he solution of real life es; h necessary; and d solutions to NQF-level: 6/7 Euclidean geometry, e and space) eal life objects and 2- ng, through the echnology; I thought and to be tations, when				

Methods of Assessment: Formative (40%) and Summative (examination) 60%					
	code: MATD 211	Semester 1	8 credits	NQF-level: 5/6	
Title: Mathematics Methodology: Snr phase					
Module outcomes: On completion of this module the student should:					
•	 demonstrate a solid knowledge of teaching/learning approaches in mathematics; 				
•	 identify and motivate the role of assessment of and for mathematics learning; 				
•	 apply different teaching strategies to plan and present mathematics lessons for Senior 				
	phase learners; and				
illustrate an appreciation for the value of mathematics in real life.					
	Method of delivery: ODL				
	of Assessment: Formative		· · · · · · · · · · · · · · · · · · ·		
	code: MATD 312	Semester 1	8 credits	NQF-level: 6/7	
	thematics Methodology: Ir				
Module of	outcomes: On completion				
•		e and systematic knowled			
		riculum with regard to the	Intermediate Phase	Learning Outcome	
	1 (Numerical operations				
•		arning theories and aspe			
		f Mathematics in the plann		of a lesson plan for	
		of this school phase (Part			
•		, with evidence of theoreti r the Intermediate Phase;		n and present	
		and action, demonstrate a		a value of	
•	Mathematics in the worl		an appreciation or the	a value of	
Method	of delivery: ODL				
	of Assessment: Formative	(40%) and Summative (examination) 60%		
	code: MATD 413	Semester 1	8 credits	NQF-level: 6/7	
Would	COUE. MATE 415	Jemester	0 0100113	Nut level. 0/1	
Title: Ma	Title: Mathematics Methodology: Intermediate phase				
			- ا- من را مار	-	
	outcomes: On completion	of this module the student			
	outcomes: On completion outcomes demonstrate a compreh	of this module the student ensive and systematic kno	owledge of the struct		
	outcomes: On completion or demonstrate a compreh the school Mathematics	of this module the student ensive and systematic known curriculum with regard to	owledge of the struct t he Intermediate Pha	ase learning	
	outcomes: On completion of demonstrate a compre- the school Mathematics outcome 3 (Space and 3	of this module the student ensive and systematic kno curriculum with regard to Shape) and learning outco	owledge of the struct t he Intermediate Pha ome 4 (Measurement	ase learning t) by means of	
	butcomes: On completion of demonstrate a compre- the school Mathematics outcome 3 (Space and lesson studies (Lesson	of this module the student ensive and systematic known curriculum with regard to	owledge of the struct t he Intermediate Pha ome 4 (Measurement	ase learning t) by means of	
	butcomes: On completion of demonstrate a compre- the school Mathematics outcome 3 (Space and lesson studies (Lesson <i>Teaching</i>);	of this module the student lensive and systematic knu curriculum with regard to Shape) and learning outco Study and reflection on pr	owledge of the struct the Intermediate Pha ome 4 (Measurement esentation of lessons	ase learning t) by means of s (<i>Reflection on</i>	
	butcomes: On completion of demonstrate a compre- the school Mathematics outcome 3 (Space and a lesson studies (Lesson <i>Teaching</i>); know the correct fundan	of this module the student ensive and systematic kno curriculum with regard to Shape) and learning outco	owledge of the struct t he Intermediate Pha ome 4 (Measurement esentation of lessons ematics that is requir	ase learning t) by means of s (<i>Reflection on</i> red by the NCS for	
	butcomes: On completion of demonstrate a compreh the school Mathematics outcome 3 (Space and S lesson studies (Lesson <i>Teaching</i>); know the correct fundan Grade 3 and 4 and use plan, analyse, test, refel	of this module the student ensive and systematic known curriculum with regard to Shape) and learning outco Study and reflection on pr nental vocabulary in Math it correctly and with ease; lot, adapt and improve less	owledge of the struct the Intermediate Pha ome 4 (Measurement esentation of lessons ematics that is requir self-developed learni son studies regarding	ase learning t) by means of s (<i>Reflection on</i> red by the NCS for ing materials; g learning outcomes	
	butcomes: On completion of demonstrate a compreh the school Mathematics outcome 3 (Space and S lesson studies (Lesson <i>Teaching</i>); know the correct fundan Grade 3 and 4 and use plan, analyse, test, refel 3 and 4 (including integr	of this module the student ensive and systematic known curriculum with regard to Shape) and learning outco Study and reflection on pr nental vocabulary in Math it correctly and with ease; ct, adapt and improve less ration with learning outcom	owledge of the struct the Intermediate Pha ome 4 (Measurement esentation of lessons ematics that is requir self-developed learni son studies regarding nes in other learning	ase learning t) by means of s (<i>Reflection on</i> red by the NCS for ing materials; g learning outcomes areas; suitable use	
	butcomes: On completion of demonstrate a compreh the school Mathematics outcome 3 (Space and S lesson studies (Lesson <i>Teaching</i>); know the correct fundan Grade 3 and 4 and use plan, analyse, test, refel 3 and 4 (including integr of technology to plan an	of this module the student ensive and systematic known curriculum with regard to Shape) and learning outco Study and reflection on pr nental vocabulary in Math it correctly and with ease; ct, adapt and improve less ration with learning outcon id present Mathematics le	owledge of the struct the Intermediate Pha ome 4 (Measurement esentation of lessons ematics that is requir self-developed learni son studies regarding nes in other learning	ase learning t) by means of s (<i>Reflection on</i> red by the NCS for ing materials; g learning outcomes areas; suitable use	
	butcomes: On completion of demonstrate a compreh the school Mathematics outcome 3 (Space and 3 lesson studies (Lesson <i>Teaching</i>); know the correct fundan Grade 3 and 4 and use plan, analyse, test, refel 3 and 4 (including integr of technology to plan an proving theoretical under	of this module the student ensive and systematic known curriculum with regard to Shape) and learning outco Study and reflection on pr nental vocabulary in Math it correctly and with ease; lct, adapt and improve less ration with learning outcom d present Mathematics le erpinning); and	owledge of the struct the Intermediate Pha ome 4 (Measurement esentation of lessons ematics that is requir self-developed learni son studies regarding nes in other learning ssons fort he Interme	ase learning t) by means of s (<i>Reflection on</i> red by the NCS for ing materials; g learning outcomes areas; suitable use ediate Phase while	
	butcomes: On completion of demonstrate a compreh the school Mathematics outcome 3 (Space and S lesson studies (Lesson <i>Teaching</i>); know the correct fundan Grade 3 and 4 and use plan, analyse, test, refel 3 and 4 (including integr of technology to plan an proving theoretical under demonstrate an appreci	of this module the student ensive and systematic known curriculum with regard to Shape) and learning outco Study and reflection on pr nental vocabulary in Math it correctly and with ease; lot, adapt and improve less ration with learning outcom d present Mathematics le erpinning); and ation for the value of math	owledge of the struct the Intermediate Pha ome 4 (Measurement esentation of lessons ematics that is requir self-developed learni son studies regarding nes in other learning ssons fort he Interme	ase learning t) by means of s (<i>Reflection on</i> red by the NCS for ing materials; g learning outcomes areas; suitable use ediate Phase while	
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Module o	outcomes: On completion of demonstrate a compreh the school Mathematics outcome 3 (Space and S lesson studies (Lesson <i>Teaching</i>); know the correct fundan Grade 3 and 4 and use plan, analyse, test, refel 3 and 4 (including integr of technology to plan an proving theoretical under demonstrate an appreci communication and action of delivery: ODL	of this module the student ensive and systematic known curriculum with regard to Shape) and learning outco Study and reflection on pr nental vocabulary in Math- it correctly and with ease; lot, adapt and improve less ration with learning outcon id present Mathematics le erpinning); and ation for the value of math- on.	owledge of the struct the Intermediate Pha ome 4 (Measurement esentation of lessons ematics that is requir self-developed learni son studies regarding nes in other learning ssons fort he Interme nematics in the world	ase learning t) by means of s (<i>Reflection on</i> red by the NCS for ing materials; g learning outcomes areas; suitable use ediate Phase while	
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Module o • • • • • • • • • • • • •	outcomes: On completion of demonstrate a compreh the school Mathematics outcome 3 (Space and S lesson studies (Lesson <i>Teaching</i>); know the correct fundan Grade 3 and 4 and use plan, analyse, test, refel 3 and 4 (including integr of technology to plan an proving theoretical under demonstrate an appreci communication and action of delivery: ODL of Assessment: Formative code: NFPF 111 meracy butcomes: On completion of demonstrate knowledge order thinking skills in of number sense, classifica teach/ facilitate Mathem solving in the Foundatio	of this module the student ensive and systematic known curriculum with regard too Shape) and learning outco Study and reflection on pr nental vocabulary in Math- it correctly and with ease; lot, adapt and improve less ration with learning outcom id present Mathematics less ration for the value of math- on. e (40%) and Summative (e Semester 1 of this module the student e of the learning area Math- rder to understand Mather ation, counting and base-t ation, counting and base-t atios, interpret and ass	owledge of the struct the Intermediate Pha ome 4 (Measurement esentation of lessons ematics that is requir self-developed learni son studies regarding nes in other learning ssons fort he Interme nematics in the world examination) 60% 8 credits should: nematics and the nec matics and solve pro- ien numeration syste in the context of true	ase learning t) by means of s (<i>Reflection on</i> red by the NCS for ing materials; g learning outcomes areas; suitable use ediate Phase while of work through NQF-level: 5 cessity of higher blems (in context), m; -to-life problem	
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 Learning Program Numeracy in the Foundation Phase; and apply teaching theories with confidence in Mathematics, and facilitate, interpret and 					
mediate the solutions to true-to-life problems and guide learners at school to nurture the					
correct attitudes and values towards learning Mathematics.					
Method of delivery: ODL					
Methods of Assessment: Formative (40%) and Summative (examination) 60%					
Module code: NFPF 221 Semester 2 8 credits NQF-level: 5/6					
Title: Numeracy					
Module outcomes: On completion	of this module the stud	ent should:			
 demonstrate an in-dept 					
meaning, whole numbe					
building understanding,					
numbers, and be able to		0 1			
 teach/admitate through understand interpret an 			on Phase, being able to		
apply knowledge of mat			e solution of problems.		
 apply knowledge of material accommodate all learned 					
mathematics: and	sis so that they gain po				
 demonstrate how and w 	here to implement app	ropriate technology	to develop		
mathematical concepts					
Method of delivery: ODL					
Methods of Assessment: Formativ	e (40%) and Summativ	e (examination) 60%	0		
Module code: NFPF 321	Semester 2	16 credits	NQF-level: 6		
Title: Numeracy					
Module outcomes: On completion	of this module the stud	ent should:			
 demonstrate sound know 	wledge and insight with	n respect to the mea	ningful extension of		
concepts regarding frac					
learners to develop tech					
 demonstrate solid know 					
			on Phase, being able to		
understand, interpret a		•			
 be able to apply their known in the collution 		cs, making use of le	arning theories,		
facilitating the solution p		ov goin popitivo attit			
 be able to accommodat towards mathematics; a 		ey gain positive attit	udes and values		
· · · · · · · · · · · · · · · · · · ·		calculator to develop	mathematical concepts		
and skills.	men to implement the t		mathematical concepts		
Method of delivery: ODL					
Methods of Assessment: Formative (40%) and Summative (examination) 60%					
Module code: NFPF 411	Semester 1	8 credits	NQF-level: 6		
Title: Numeracy					
Module outcomes: On completion	of this module the stud	ent should:			
 demonstrate sound knowledge and insight with respect to measurement, space and 					
shape and learning theories (e.g. Van Hiele's levels of development) regarding geometry;					
 demonstrate skills to teach/facilitate geometry through investigation and problem solving, 					
in context, in the Foundation Phase, being able to understand, interpret and assess					
learners' strategies and representations (models, pictures, and diagrams);					
 be able to apply their kr 		making use of learni	ing theories, facilitating		
the solution of real-life g					
 be able to accommodat 		ey gain positive attit	udes and values		
towards geometry; and			a a selevier		
 demonstrate how and w 					
computer programmes)	to develop mathematic	cal concepts and ski	115.		
Method of delivery: ODL	o (10%) and Summativ	o (ovamination) con	/		
Methods of Assessment: Formative (40%) and Summative (examination) 60%					

Module code: PPSE 411	Semester 1	8 credits	NQF-level: 5/6		
Title: Pre-Primary School Education					
Module outcomes: On completion of this module the student should:					
 have a well-rounded knowledge of the grade R learner and should know how to curriculate 					
for these learners' in an informal teaching/learning situation;					
 demonstrate skills necessary to facilitate preparatory reading, writing, spelling and 					
numeracy learning activities;					
	demonstrate competences to find solutions in the case of learners' experiencing problems				
relating to early literacy and numeracy; and					
demonstrate an appreciation of the informal approach in stimulating Grade R learners.					
	Method of delivery: ODL Methods of Assessment: Formative (40%) and Summative (examination) 60%				
Module code: PPSE 421	Semester 2	8 credits	NQF-level: 5/6		
			NQF-level: 5/6		
Title: Pre-Primary School Educatio	ě.				
Module outcomes: On completion			- f		
	nded knowledge of the follo (national and internationa				
	ctive programmes, assess				
	ing to the compilation and				
programme;		p. coontation of an i			
1 0 /	ce in facilitating teaching a	nd learning events	and in successfully		
	ne teaching learning situati		,		
	iation of the development of	of pre-school educa	ation as well as the		
value of parental involve	ement.				
Method of delivery: ODL					
Methods of Assessment: Formativ					
Module code: RESF 411	Semester 1	8 credits	NQF-level: 6		
Title: Research in Education					
Module outcomes: On completion					
Module outcomes: On completion • demonstrate systematic	and comprehensive know		methodology relevant		
Module outcomes: On completion demonstrate systematic to the field of education	and comprehensive know;	ledge of research r	0,		
Module outcomes: On completion demonstrate systematic to the field of education plan research applicabl	c and comprehensive know ; e to the field of education,	ledge of research r	0,		
Module outcomes: On completion demonstrate systematic to the field of education plan research applicabl theoretical underpinning	c and comprehensive know ; e to the field of education, gs;	rledge of research r supported by the u	nderstanding of		
Module outcomes: On completion demonstrate systematic to the field of education plan research applicabl theoretical underpinning	c and comprehensive know ; e to the field of education,	rledge of research r supported by the u	nderstanding of		
 Module outcomes: On completion demonstrate systematic to the field of education plan research applicabl theoretical underpinning demonstrate the ability education; and 	c and comprehensive know ; e to the field of education, gs; to plan and write a researc	rledge of research r supported by the u ch proposal relevan	nderstanding of t to the field of		
 Module outcomes: On completion demonstrate systematic to the field of education plan research applicabl theoretical underpinning demonstrate the ability education; and 	c and comprehensive know ; e to the field of education, gs;	rledge of research r supported by the u ch proposal relevan	nderstanding of t to the field of		
Module outcomes: On completion demonstrate systematic to the field of education plan research applicabl theoretical underpinning demonstrate the ability education; and demonstrate and apply	e and comprehensive know ; e to the field of education, gs; to plan and write a researc <u>basic ethical principles wh</u>	vledge of research r supported by the u ch proposal relevan en conducting rese	nderstanding of t to the field of		
Module outcomes: On completion demonstrate systematic to the field of education plan research applicabl theoretical underpinning demonstrate the ability education; and demonstrate and apply Method of delivery: ODL	e and comprehensive know ; e to the field of education, gs; to plan and write a researc <u>basic ethical principles wh</u>	vledge of research r supported by the u ch proposal relevan en conducting rese	nderstanding of t to the field of		
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Module outcomes: On completion demonstrate systematic to the field of education plan research applicabl theoretical underpinning demonstrate the ability education; and demonstrate and apply Method of delivery: ODL Methods of Assessment: Formativ Module code: RESF 421	and comprehensive know ; e to the field of education, gs; to plan and write a researc <u>basic ethical principles wh</u> e (40%) and Summative (e Semester 2	Vedge of research r supported by the u wh proposal relevan <u>en conducting rese</u> examination) 60% 8 credits	nderstanding of t to the field of earch.		
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Module outcomes: On completion demonstrate systematic to the field of education plan research applicabl theoretical underpinning demonstrate the ability education; and demonstrate and apply Method of delivery: ODL Methods of Assessment: Formativ Module code: RESF 421 Title: Research project Module outcomes: On completion demonstrate knowledge of the subject theory an	and comprehensive know ; e to the field of education, gs; to plan and write a researce basic ethical principles wh e (40%) and Summative (e Semester 2 of this module the student e and skills in research tha d subject didactic principle	Aledge of research r supported by the u sh proposal relevan en conducting rese examination) 60% 8 credits should: t is based on a sour t to investigate the r	nderstanding of t to the field of earch. NQF-level: 7 nd knowledge base research problem as		
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Module outcomes: On completion demonstrate systemation to the field of education plan research applicable theoretical underpinning demonstrate the ability education; and demonstrate and apply Method of delivery: ODL Methods of Assessment: Formativ Module code: RESF 421 Title: Research project Module outcomes: On completion demonstrate knowledge of the subject theory an formulated in RESF411 select, unlock and colle research report of limiter prepare, as final assess Method of delivery: ODL Module code: SMLO 421 Title: School Media Librarianship	and comprehensive know i e to the field of education, js; to plan and write a researce basic ethical principles wh e (40%) and Summative (e Semester 2 of this module the student e and skills in research that d subject didactic principle by means of an applicable ct information, organise ar ad scope; and sment of this module, a com	Aledge of research r supported by the u ch proposal relevant en conducting rese examination) 60% 8 credits should: t is based on a source to investigate the r e research design a ad critically analyse mplete research rep 8 credits	nderstanding of t to the field of arch. NQF-level: 7 nd knowledge base research problem as and method; information to write a port.		
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Module outcomes: On completion • demonstrate systemation to the field of education • plan research applicable theoretical underpinning • demonstrate the ability education; and • demonstrate and apply Methods of delivery: ODL Methods of Assessment: Formative Module code: RESF 421 Title: Research project Module outcomes: On completion • demonstrate knowledge of the subject theory and formulated in RESF411 • select, unlock and colle research report of limite • prepare, as final assesses Method of delivery: ODL Module code: SMLO 421 Title: School Media Librarianship Module outcomes: On completion • demonstrate knowledge	and comprehensive know and comprehensive know be to the field of education, gs; to plan and write a researce basic ethical principles whe e (40%) and Summative (e Semester 2 of this module the student and skills in research that d subject didactic principle by means of an applicable ct information, organise are ad scope; and sment of this module, a com- Semester 2 of this module the student e d scope; and sment of this module, a com- set of the field, concepts, ele	Aledge of research r supported by the u ch proposal relevant en conducting rese examination) 60% 8 credits should: t is based on a source to investigate the r e research design a ad critically analyse mplete research rep 8 credits should be able to:	nderstanding of t to the field of arch. NQF-level: 7 nd knowledge base research problem as and method; information to write a port. NQF-level: 6		
Module outcomes: On completion demonstrate systemation to the field of education plan research applicable theoretical underpinning demonstrate the ability education; and demonstrate and apply Method of delivery: ODL Methods of Assessment: Formative Module code: RESF 421 Title: Research project Module outcomes: On completion demonstrate knowledge of the subject theory and formulated in RESF411 select, unlock and colle research report of limite prepare, as final assess Method of delivery: ODL Module code: SMLO 421 Title: School Media Librarianship Module outcomes: On completion demonstrate knowledge school library within OB	and comprehensive know and comprehensive know be to the field of education, gs; to plan and write a researce basic ethical principles whe e (40%) and Summative (e Semester 2 of this module the student and skills in research that d subject didactic principle by means of an applicable ct information, organise are ad scope; and sment of this module, a com- Semester 2 of this module the student e d scope; and sment of this module, a com- set of the field, concepts, ele	Aledge of research r supported by the u ch proposal relevan <u>en conducting rese</u> examination) 60% 8 credits should: t is based on a sour t o investigate the r e research design a d critically analyse mplete research rep 8 credits should be able to: ments, roles and re	nderstanding of t to the field of earch. NQF-level: 7 Ind knowledge base research problem as and method; information to write a port. NQF-level: 6		

 integration within the OBE curriculum; use appropriate techniques in the administration, management and advocacy of a school library; and design and evaluate a school library policy by using certain criteria. Method of delivery: ODL Methods of Assessment: Formative (40%) and Summative (examination) 60% 					
Module code: TECF 321 Semester 2 8 credits NQF-level: 6					
Title: Technology Studies					
Module outcomes: On completion demonstrate problem-s problems and needs; demonstrate a fundame technological knowledg demonstrate a critical u technology, society, the demonstrate Technolog scenarios; and give a considered, well- economy and the environment Method of delivery: ODL 	olving skills by applyir ental understanding, a e, skills and values; nderstanding and app economy and the env jical knowledge and sl argued opinion on the	ing the design process is well as the ability to reciation of the interre- vironment; kills in practical and th	apply, suitable elationships among eoretical problem		
Methods of Assessment: Formativ	e (40%) and Summati	ve (examination) 60%)		