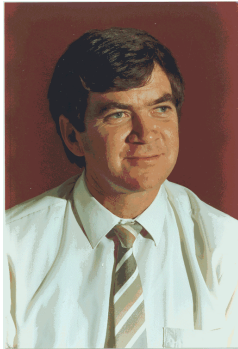


YEARBOOK 2003

**Faculty of Education Sciences
School for Educational Training and Development**



DEAN: Prof H J Steyn

Faculty of Education Sciences



**Director:
Prof P J Mentz**

School for Educational Training and
Development



**Director:
Prof E J Spamer**

Teachers' Centre

**Potchefstroom University
for Christian Higher Education**

This Calendar is published in Afrikaans because Afrikaans is the medium of instruction at the University. Correspondence however, may be conducted in either of the official languages of the Republic.

Direct all correspondence to

The Registrar
PU for CHE
Private Bag X6001
POTCHEFSTROOM
2520

Fax: (018) 299-2799
Telephone: (018) 299-1111/2222

YOUR LEARNER NUMBER MUST BE SUPPLIED IN ALL CORRESPONDENCE.

Note: Although the information included in this *Yearbook* has been compiled as accurately as possible, inaccuracies that might occur are in no way whatever the responsibility of the council or the senate of the university.

The general academic rules (A rules) of the university are available on the Internet at:
<http://www.puk.ac.za/jaarboek/reels.html>

Remark

Before learners finally decide on the selection of modules, they must make certain of the class timetable. If a clash occurs in the planned selection of a learner, the relevant subject combination is not permitted. Such instances must please be discussed with the relevant persons at the faculty administration.

Table of contents

1	TEACHING POLICY.....	1
1.1	FOUNDING PRINCIPLES	1
1.2	AIM OF TEACHING POLICY.....	1
1.3	EDUCATION OBJECTIVES	1
2	RESEARCH POLICY.....	1
3	RESEARCH FOCUS AREA	2
4	SCHOOLS AND FOCUS AREA IN THE FACULTY	2
5	QUALIFICATIONS, DIRECTIONS AND PROGRAMMES.....	2
6	QUALIFICATIONS AWARDED IN THE FACULTY OF EDUCATION SCIENCES.....	3
6.1	DEGREES.....	3
6.2	CERTIFICATES.....	6
6.3	DIPLOMAS.....	8
7	MODULES AND CREDITS	9
8	RELATION BETWEEN CREDITS AND TEACHING PERIODS.....	9
9	RECOGNITION OF PRIOR LEARNING	9
10	REGISTRATION	10
11	RULES FOR THE DIFFERENT QUALIFICATIONS.....	10
OO.1	ADVANCED CERTIFICATE IN EDUCATION (ACE) NQF LEVEL 6.....	11
OO.1.1	NATURE AND OBJECTIVES OF THE ACE	11
OO.1.2	DURATION OF STUDIES.....	11
OO.1.3	ADMISSION REQUIREMENTS	11
OO.1.4	DIRECTIONS/PROGRAMMES IN THE ACE	11
OO.1.5	MODULES AND CREDITS.....	13
OO.1.6	RELATION BETWEEN CREDITS AND TEACHING PERIODS	16
OO.1.7	RULES FOR THE ADVANCED CERTIFICATE IN EDUCATION 423 100 (PART-TIME).....	16
OO.1.7.1	Programme: O401P/F/C/N Afrikaans Education	17
OO.1.7.1.1	Programme outcomes	17
OO.1.7.1.2	Programme structure.....	17

OO.1.7.2	Programme: O402P/F/C/N Movement Science Education	17
OO.1.7.2.1	Programme outcomes	17
OO.1.7.2.2	Programme structure.....	18
OO.1.7.3	Programme: O403P/F/C/N English Education.....	18
OO.1.7.3.1	Programme outcomes	18
OO.1.7.3.2	Programme structure.....	18
OO.1.7.4	Programme: O404P/F Geography Education.....	18
OO.1.7.4.1	Programme outcomes	18
OO.1.7.4.2	Programme structure.....	19
OO.1.7.5	Programme: O405P/F/C/N History Education	19
OO.1.7.5.1	Programme outcomes	19
OO.1.7.5.2	Programme structure.....	19
OO.1.7.6	Programme: O409P/F Education Law.....	20
OO.1.7.6.1	Programme outcomes	20
OO.1.7.6.2	Programme structure.....	20
OO.1.7.7	Programme: O411P/F Professional Educator Development A (only for learners that have already acquired <u>480</u> prior credits or gained four years of experience after matric).....	20
OO.1.7.7.1	Programme outcomes	20
OO.1.7.7.2	Programme structure.....	21
OO.1.7.8	Programme: O412P/F Professional Educator Development B (only for learners that have already acquired <u>360</u> previous credits or gained three years of experience after matric).....	21
OO.1.7.8.1	Programme outcomes	21
OO.1.7.8.2	Programme structure.....	21
OO.1.7.9	Programme: O416P/F/C/N Remedial Education	22
OO.1.7.9.1	Programme outcomes	22
OO.1.7.9.2	Programme structure.....	22
OO.1.7.10	Programme: O417P/F Setswana Education.....	22
OO.1.7.10.1	Programme outcomes	22
OO.1.7.10.2	Programme structure.....	22
OO.1.7.11	Programme: O418P/F Traffic Safety Education	23
OO.1.7.11.1	Programme outcomes	23
OO.1.7.11.2	Programme structure.....	23
OO.1.7.12	Programme: O419P/F Adult Basic Education.....	23
OO.1.7.12.1	Programme outcomes	23
OO.1.7.12.2	Programme structure.....	24
OO.1.8	RULES FOR THE ADVANCED CERTIFICATE IN EDUCATION 423 101 (FLEXI-LEARNING)	24
OO.1.8.1	Programme: O401F Afrikaans Education.....	24

OO.1.8.1.1	Programme outcomes	24
OO.1.8.1.2	Programme structure	24
OO.1.8.2	Programme: O402F Movement Science Education.....	25
OO.1.8.2.1	Programme outcomes	25
OO.1.8.2.2	Programme structure.....	25
OO.1.8.3	Programme: O403F English Education.....	25
OO.1.8.3.1	Programme outcomes	25
OO.1.8.3.2	Programme structure.....	26
OO.1.8.4	Programme: O404F Geography Education.....	26
OO.1.8.4.1	Programme outcomes	26
OO.1.8.4.2	Programme structure.....	26
OO.1.8.5	Programme: O405F History Education	26
OO.1.8.5.1	Programme outcomes	26
OO.1.8.5.2	Programme structure.....	27
OO.1.8.6	Programme: O406F Natural Sciences Education.....	27
OO.1.8.6.1	Programme outcomes	27
OO.1.8.6.2	Programme structure.....	27
OO.1.8.7	Programme: O407F Natural Sciences Education (General Education and Training Band).....	28
OO.1.8.7.1	Admission requirements	28
OO.1.8.7.2	Programme outcomes	28
OO.1.8.7.3	Programme structure.....	28
OO.1.8.8	Programme: O408F Education Management (presented in English only)	29
OO.1.8.8.1	Programme outcomes	29
OO.1.8.8.2	Programme structure.....	29
OO.1.8.9	Programme: O409F Education Law (not presented in 2003).....	29
OO.1.8.9.1	Programme outcomes	29
OO.1.8.9.2	Programme structure.....	29
OO.1.8.10	Programme: O410F Educational Training and Development (not presented in 2003).....	30
OO.1.8.10.1	Programme outcomes	30
OO.1.8.10.2	Programme structure.....	30
OO.1.8.11	Programme: O411F Professional Educator Development A (only for learners that have already acquired <u>480</u> prior credits or gained four years of experience after matric).....	30
OO.1.8.11.1	Programme outcomes	30
OO.1.8.11.2	Programme structure.....	31
OO.1.8.12	Programme: O412F Professional Educator Development B (only for learners that have already acquired <u>360</u> previous credits or gained three years of experience after matric).....	31

OO.1.8.12.1	Programme outcomes	31
OO.1.8.12.2	Programme structure	31
OO.1.8.13	Programme: O413F Professional Educator Development: Foundation Phase	32
OO.1.8.13.1	Programme outcomes	32
OO.1.8.13.2	Programme structure	32
OO.1.8.14	Programme: O414F Professional Educator Development: Intermediate and Senior Phase.....	32
OO.1.8.14.1	Programme outcomes	32
OO.1.8.14.2	Programme structure	33
OO.1.8.15	Programme: O415F Professional Educator Development (Computer Science Education) (only for learners that have already acquired <u>480</u> prior credits or gained four years of experience after matric).....	33
OO.1.8.15.1	Additional requirements	33
OO.1.8.15.2	Programme outcomes	33
OO.1.8.15.3	Programme structure	33
OO.1.8.16	Program: O424F Professional Educator Development: Technology Integrated Education.....	34
OO.1.8.16.1	Additional requirements	34
OO.1.8.16.2	Programme outcomes	34
OO.1.8.16.3	Programme structure	34
OO.1.8.17	Programme: O416F Remedial Education.....	35
OO.1.8.17.1	Programme outcomes	35
OO.1.8.17.2	Programme structure	35
OO.1.8.18	Programme: O417F Setswana Education	35
OO.1.8.18.1	Programme outcomes	35
OO.1.8.18.2	Programme structure.....	36
OO.1.8.19	Programme: O418F Traffic Safety Education.....	36
OO.1.8.19.1	Programme outcomes	36
OO.1.8.19.2	Programme structure	36
OO.1.8.20	Programme: O419F Adult Basic Education.....	37
OO.1.8.20.1	Programme outcomes	37
OO.1.8.20.2	Programme structure.....	37
OO.1.8.21	Programme: O420F/C/N Mathematics Education	37
OO.1.8.21.1	Programme outcomes	37
OO.1.8.21.2	Programme structure	38
OO.1.8.22	Programme: O421F Mathematics Education (General Education and Training Band).....	38
OO.1.8.22.1	Admission requirements	38
OO.1.8.22.2	Programme outcomes	38

OO.1.8.22.3	Programme structure.....	39
OO.1.8.23	Programme: O422F Tourism	39
OO.1.8.23.1	Programme outcomes	39
OO.1.8.23.2	Programme structure.....	39
OO.1.8.24	Programme: O423F Technica.....	40
OO.1.8.24.1	Additional requirements	40
OO.1.8.24.2	Programme outcomes	40
OO.1.8.24.3	Programme structure.....	41
OO.1.9	ADVANCED CERTIFICATE IN EDUCATION 423 102 OPEN LEARNING ACADEMY (OLA) 423 103 OLG (NAMIBIA)	41
OO.1.9.1	Programme: O401C/N Afrikaans Education.....	41
OO.1.9.1.1	Programme outcomes	41
OO.1.9.1.2	Programme structure.....	42
OO.1.9.2	Programme: O403C/N English Education.....	42
OO.1.9.2.1	Programme outcomes	42
OO.1.9.2.2	Programme structure.....	42
OO.1.9.3	Programme: O405C/N History Education.....	42
OO.1.9.3.1	Programme outcomes	42
OO.1.9.3.2	Programme structure.....	43
OO.1.9.4	Programme: O408C/N Education Management (only presented in English)	43
OO.1.9.4.1	Programme outcomes	43
OO.1.9.4.2	Programme structure.....	43
OO.1.9.5	Programme: O413C/N O413F Professional Educator Development: Foundation Phase	44
OO.1.9.5.1	Programme outcomes	44
OO.1.9.5.2	Programme structure.....	44
OO.1.9.6	Programme: O414C/N Programme: O414F Professional Educator Development: Intermediate and Senior Phase.....	44
OO.1.9.6.1	Programme outcomes	44
OO.1.9.6.2	Programme structure.....	45
OO.1.9.7	Programme: O416C/N Remedial Education.....	45
OO.1.9.7.1	Programme outcomes	45
OO.1.9.7.2	Programme structure.....	45
OO.1.9.8	Programme: O420C/N Mathematics Education.....	45
OO.1.9.8.1	Programme outcomes	45
OO.1.9.8.2	Programme structure.....	46
OO.1.10	EXAMINATIONS	46
OO.1.10.1	Participation marks	46

OO.1.10.2	Admission to examinations	46
OO.1.10.3	Module mark.....	46
OO.1.10.4	Pass requirements of a programme.....	46
OO.1.10.5	Repetition of modules.....	47
OO.1.10.6	Terminations of studies.....	47
OO.1.10.7	Number of examination opportunities.....	47
OO.2	RULES FOR THE NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (NPDE)	48
OO.2.1	PURPOSE AND NATURE OF THE QUALIFICATION	48
OO.2.1.1	Nature and general purpose	48
OO.2.2	MINIMUM AND MAXIMUM DURATION OF PROGRAMME	48
OO.2.3	ENTRANCE REQUIREMENTS.....	48
OO.2.4	RECOGNITION OF PRIOR LEARNING (RPL)	48
OO.2.5	QUALIFICATION OUTCOMES	49
OO.2.5.1	Generic Outcomes.....	49
OO.2.5.2	Specific outcomes	49
OO.2.6	CHANGE OF PROGRAMME	51
OO.2.7	ARTICULATION AND EXIT LEVELS	51
OO.2.7.1	Articulation.....	51
OO.2.7.2	Exit Levels.....	51
OO.2.8	NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (NPDE) FOUNDATION PHASE	51
OO.2.8.1	List of programme modules	51
OO.2.8.1.1	Compulsory modules.....	51
OO.2.8.1.2	Core modules	53
OO.2.8.2	Programme composition.....	54
OO.2.8.3	Compulsory modules.....	55
OO.2.8.4	Core modules	56
OO.2.8.4.1	101F/C Afrikaans.....	56
OO.2.8.4.2	102F/C English.....	56
OO.2.8.4.3	103F/C Setswana	56
OO.2.8.4.4	104F/C Mathematics.....	57
OO.2.8.4.5	105F/C History.....	57
OO.2.8.4.6	106F/C Geography	57
OO.2.8.4.7	108F/C ABET (Adult Basic Education and Training)	58
OO.2.8.4.8	109F/C Learner Support and School Guidance.....	58

OO.2.9	NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (NPDE) INTERMEDIATE AND SENIOR PHASE	58
OO.2.9.1	List of programme modules	58
OO.2.9.1.1	Compulsory modules	58
OO.2.9.1.2	Core modules	60
OO.2.9.2	Programme composition	61
OO.2.9.3	Compulsory modules	62
OO.2.9.4	Core modules	63
OO.2.9.4.1	113C/F Afrikaans and English	63
OO.2.9.4.2	114F/C Afrikaans and Setswana	63
OO.2.9.4.3	115F/C Afrikaans and Mathematics	63
OO.2.9.4.4	116F/C Afrikaans and History	64
OO.2.9.4.5	117F/C Afrikaans and Geography	64
OO.2.9.4.6	118F/C Afrikaans and ABET	64
OO.2.9.4.7	119F/C Afrikaans and Learner Support and School Guidance	65
OO.2.9.4.8	120F/C English and Setswana	65
OO.2.9.4.9	121F/C English and Mathematics	65
OO.2.9.4.10	122F/C English and History	66
OO.2.9.4.11	123F/C English and Geography	66
OO.2.9.4.12	124F/C English and ABET	66
OO.2.9.4.13	125F/C English and Learner Support and School Guidance	67
OO.2.9.4.14	126F/C Setswana and Mathematics	67
OO.2.9.4.15	127F/C Setswana and History	67
OO.2.9.4.16	128F/C Setswana and Geography	68
OO.2.9.4.17	129F/C Setswana and ABET	68
OO.2.9.4.18	130F/C Setswana and Learner Support and School Guidance	68
OO.2.9.4.19	131F/C Mathematics and History	69
OO.2.9.4.20	132F/C Mathematics and Geography	69
OO.2.9.4.21	OO.133F/C Mathematics and ABET	69
OO.2.9.4.22	134F/C Mathematics and Learner Support and School Guidance	70
OO.2.9.4.23	135F/C History and Geography	70
OO.2.9.4.24	136F/C History and ABET	70
OO.2.9.4.25	137F/C History and Learner Support and School Guidance	71
OO.2.9.4.26	138F/C Geography and ABET	71
OO.2.9.4.27	139F/C Geography and Learner Support and School Guidance	71
OO.2.9.4.28	140F/C ABET and Learner Support and School Guidance	72
OO.2.10	NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (NPDE) SENIOR AND FURTHER EDUCATION AND TRAINING (FET) PHASE	72

OO.2.10.1	List of programme modules	72
OO.2.10.1.1	Compulsory modules	72
OO.2.10.1.2	Core modules	73
OO.2.10.2	Programme composition	74
OO.2.10.3	Compulsory modules	74
OO.2.10.4	Core modules	75
OO.2.11	EXAMINATION.....	75
OO.2.11.1	Proof of participation	75
OO.2.11.2	Examination admission.....	76
OO.2.11.3	Module mark.....	76
OO.2.11.4	Promotion requirements for the programme.....	76
OO.2.11.5	Repetition of modules	76
OO.2.11.6	Termination of study	76
OO.3	MODULE OUTCOMES	77
OO.3.1	ADVANCED CERTIFICATE IN EDUCATION (ACE).....	77
OO.3.2	NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (NPDE).....	102

Officials

DEAN

Prof. H J Steyn, B.A., D.Ed., U.E.D. (PU for CHE)

DIRECTORS

Graduate School of Education

Prof. P C van der Westhuizen, B.A.Hons., D.Ed. (PU for CHE), D.Ed. (Unisa) THED (PCE)

Potchefstroom College of Education

Prof. B W Richter, B.A., B.A.Hons., M.A., Ph.D., UED (PU for CHE)

School for Educational Training and Development

Prof. P J Mentz, B.A., B.Ed. (UP), M.Ed. (RAU), D.Ed., DTE (PU for CHE), HED (UP)

Teachers' Centre

Prof. E J Spamer, B.A., B.A.Hons., M.A., Ph.D., HED (S) (US)

Faculty Council

The composition of the faculty council may change.

Chairperson: Prof. H J Steyn

Secretary: Mrs. J M van Heerden

Els, P (Mr)

Haasbroek, A (Dr)

Jacobs, H J (Mr)

Jacobsz, J M (Mr)

Keating, J B (Mrs)

Kirsten, G J C (Dr)

Mentz, E (Dr)

Mentz, P J (Prof)

Monteith, J L deK (Prof)

Nieuwoudt, H D (Dr)

Oosthuizen, I J (Prof)

Pienaar, J F (Mr)

Rabe, A (Mr)

Rens, J A (Mrs)

Richter, B W (Dr)

Riekert, M (Mrs)

Smit, J J A (Prof)

Spamer, E J (Prof)

Steyn, E S (Dr)

Steyn, H J (Prof)

Uys, A H C (Mrs)

Van den Berg, M (Dr)

Van der Westhuizen, E S (Dr)

Van der Westhuizen, P C (Prof)

Van Rensburg, J M J (Mrs)

Van Zijl, J C (Dr)

Vermeulen, L M (Prof)

Vreken, N J (Prof)

Outside representatives:

Cedar College

Kimberley College

Open Learning Group

Student representatives:

Undergraduate students

Post-graduate students

1 TEACHING POLICY

1.1 FOUNDING PRINCIPLES

The teaching policy of the Faculty of Education Sciences is based on the founding principles of the Potchefstroom University for Christian Higher Education as stated in the mission statement of the university. According to this statement teaching is based on the foundation of and obedience to the Bible as the Word of God, which contains guidelines for the entire life.

1.2 AIM OF TEACHING POLICY

The aim of this teaching policy is to give effect to the mission of the university in teaching in the Faculty of Education Sciences. The uniqueness and the circumstances of the faculty are taken into consideration in this matter. This education policy must also be a guideline regarding every course in the different schools.

1.3 EDUCATION OBJECTIVES

In accordance with the mission of the university the following teaching objectives are striven after in the faculty:

- 1.3.1 Developing a professional attitude. This includes professional values and norms.
- 1.3.2 Delivering high level manpower for relevant occupational communities. This implies that the learner must develop the ability and expertise to apply the knowledge, insight and perspectives gained in objectives 1.3.1, 1.3.2 and 1.3.3 to current and relevant situations in our country and times.
- 1.3.3 Developing an attitude in the learner of being continually trained to be able to take the lead and to adapt to changing circumstances.

2 RESEARCH POLICY

The post-graduate activities in the Graduate School of Education (GSE) are in accordance with both the mission of the PU for CHE and the strategic management plan of the Research Focus Area. The objectives of research done in the GSE are:

- a) exploiting new knowledge in the education areas that are the focus of research in the GSE;
- b) interpreting, systematising and utilising in practice existing knowledge in view of the education task;
- c) investigating teaching methods typical of a subject;
- d) evaluating existing theories and methods, developing new theories and developing new methods;
- e) exploiting existing and new sources of knowledge in order to be of service to the community;
- f) investigating all those activities enabling more effective education, such as activities concerning education administration, law and systems.

3 RESEARCH FOCUS AREA

The research focus area of the faculty, which is the area in which the faculty conducts research, is known as Teaching-learning Organisations. The research programme in the focus area focuses on the advancement of the well-being of teaching-learning organisations in accordance with the unique teaching needs in South Africa. This research programme currently consists of five projects, each with a number of sub-projects. All M.Ed. and Ph.D. learners join one of these projects.

All available research funding is canalised to the focus area in order to ensure a greater impact with regard to effective research, research results and disseminating results. More details are available from the research focus area director or the envisaged study leader or promoter.

4 SCHOOLS AND FOCUS AREA IN THE FACULTY

The Faculty of Education Sciences consists of three schools and a teachers' centre, namely:

- a) the **Graduate School of Education (GSE)** under the leadership of a director, who is responsible for providing post-graduate teaching by means of the B.Ed.Hons., Masters' Certificate in Education, M.Ed. and Ph.D.; the research focus area, **Teaching-learning Organisations**, is also found in the post-graduate school and the director of the GSE is also the director of the research focus area;
- b) the **Potchefstroom College of Education (PCE)** under the leadership of a director, who is responsible for providing pre-service training (teachers) by means of the Education Diploma (ED), B.Ed. and Post-graduate Certificate in Education (PGCE);
- c) the **School for Educational Training and Development (SETD)** under the leadership of a director, who is responsible for providing pre-service training and further (continuing) training **of trainers** by means of the Certificate in Education (CE), Education Diploma (ED), B.Ed.(**Training**), as well as for the retraining of teachers by means of the Advanced Certificate in Education (ACE) in different specialisation directions;
- d) the **Teachers' Centre** under the leadership of a director, who is responsible for the upgrading of teachers by means of the National Professional Diploma in Education (NPDE) and further (continuing) training of teachers by means of the Professional Advanced Certificate in Education (ACE); the organisation of all the off-campus programmes of the faculty is also managed in the Teachers' Centre.

5 QUALIFICATIONS, DIRECTIONS AND PROGRAMMES

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

Information on and the rules for the different qualifications, directions of study and programmes are explained in this yearbook.

6 QUALIFICATIONS AWARDED IN THE FACULTY OF EDUCATION SCIENCES

The university is authorised to award the following degrees, certificates and diplomas that are presented in the Faculty of Education Sciences:

6.1 DEGREES

Qualification and abbreviation	Qualification code	Direction/Programme	Programme code
Baccalaureus Educationis (B.Ed.)	Potchefstroom		
	422 100 (V) 422 103 (D)	Foundation Phase (Grades 1-3)	See OP.2.4.1
	422 101 (V) 422 104 (D)	Intermediate and Senior Phase (Grades 4-9)	See OP.2.5.1
	422 102 (V) 422 105 (D)	Senior and Further Education and Training Phase (Grades 7-12)	See OP.2.6.1.1
	422 112 (V) 422 113 (D)	Senior and Further Education and Training Phase (Technica)	See OP.2.6.2.1
	Cedar College		
	422 106 (V)	Foundation Phase (Grades 1-3)	See OP.2.4.1
		Intermediate and Senior Phase (Grades 4-9)	See OP.2.5.1
	422 107 (V)	Senior and Further Education and Training Phase (Grades 7-12)	See OP.2.6.1.1
	422 108 (V)		
	Kimberley		
	422 109 (V)	Foundation Phase (Grades 1-3)	See OP.2.4.1
	422 110 (V)	Intermediate and Senior Phase (Grades 4-9)	See OP.2.5.1
422 111 (V)	Senior and Further Education and Training Phase (Grades 7-12)	See OP.2.6.1.1	

	Upington		
	422 114 (V)	Foundation Phase (Grades 1-3)	See OP.2.4.1
	422 115 (V)	Intermediate and Senior Phase (Grades 4-9)	See OP.2.5.1
	422 116 (V)	Senior and Further Education and Training Phase (Grades 7-12)	See OP.2.6.1.1
Baccalaureus Educationis Honours (B.Ed.Hons.)		Direction: Teaching and Learning	
	464 100 (V)	General Teaching and Learning	O601P/C/N
	464 101 (D)	Biology Education*	O602P
	464 102 (VSM)	Natural Sciences Education	O603P
	464 103 (OLA)	Educational Training and Development	O604P
	464 104 (NAM)	Consumer Sciences Education*	O605P
	464 105 (F)	Traffic Safety Education	O606P
	464 106	Mathematics Education	O607P
	Kimberley	Direction: Education Management, Law and Systems	
	464 107	Education Management, Law and Systems	O608P/C/N
	Upington	Direction: Educational Psychology	
		Educational Psychology	O609P
		Learner Support	O610P/C/N

*Not presented in 2003

Magister Educationis (M.Ed.)	403 102 (V)	Learning and Teaching	O801P
	403 103 (D)	Natural Sciences Education	O802P
		Education Management	O803P
		Education Law	O804P
		Educational Psychology	O805P
		Comparative Education	O806P
		Mathematics Education	O807P
		Learner support	O808P
		School Counselling and Guidance	O809P
Philosophiae Doctor (Ph.D.)	404 102 (V)	Learning and Teaching	O901P
	404 103 (D)	Natural Sciences Education	O902P
		Education Management	O903P
		Education Law	O904P
		Educational Psychology	O905P
		Comparative Education	O906P
		Mathematics Education	O907P
		Learner Support	O908P
		School Counselling and Guidance	O909P

6.2 CERTIFICATES

The university is authorised to award the following certificates in the Faculty of Education Sciences:

Qualification and abbreviation	Qualification Code	Direction/Programmes	Programme code	
Post-graduate Certificate in Education (PGCE)	424 105 (V) 424 106 (D)	Intermediate and Senior Phase (Grades 4-9)	See OP.3.5	
	424 107 (V) 424 108 (D) 424 109 (OLA) 424 110 (F)	Senior and Further Education and Training Phase (Grades 7-12)	See OP.3.1	
	424 102 (V) 424 103 (D)	With Specialisation in School Guidance	See OP.3.6.5	
	Advanced Certificate in Education (ACE)	423 100 (D)	Afrikaans Education	O401P/F/C/N
		423 101 (F [*])	Movement Science Education	O402P/F
		Open Learning (OLA JHB) 423 102	English Education	O403P/F/C/N
		Open Learning (OLG NAM) 423 103	Geography Education [*]	O404P/F
Cedar College 423 104 (F)		History Education	O405P/F/C/N	
Kimberley 423 105 (F)		Direction: Natural Sciences Education		
Upington 423 106 (F)	<ul style="list-style-type: none"> • Natural Sciences Education (Further Education and Training Band) • Natural Sciences Education (General Education and Training Band) <p style="text-align: center;">Education Management</p>	<p>O406P</p> <p>O407P</p> <p>O408C/N</p>		

* Indicates a flexi-teaching programme.

	Education Law	O409P/F
	Educational Training and Development *	O410P
	Direction: Professional Educational Development	
	<ul style="list-style-type: none"> Professional Educational Development A (only for students with 480 previous credits) (see OO.3) 	O411P/F
	<ul style="list-style-type: none"> Professional Educational Development B (only for students with 360 previous credits) (see OO.3) 	O412P/F
	<ul style="list-style-type: none"> Professional Educational Development (Foundation Phase) (see OO.4) 	O413C/N/F
	<ul style="list-style-type: none"> Professional Educational Development (Intermediate and Secondary Phase) (see OO.4) 	O414C/N/F
	<ul style="list-style-type: none"> Professional Educational Development (Computer Science) (see OO.3) 	O415F
	<ul style="list-style-type: none"> Professional Educational Development (Technology Integrated Teaching) 	O424F
	Remedial Education	O416P/F/C/N
	Setswana Education	O417P/F
	Traffic Safety Education	O418P/F
	Adult Basic Education	O419P/F
	Direction: Mathematics Education	
	<ul style="list-style-type: none"> Mathematics Education (Further Education and Training Band) 	O420P/C
	<ul style="list-style-type: none"> Mathematics Education (General Education and Training Band) 	O421P
	<ul style="list-style-type: none"> Tourism 	O422F
	<ul style="list-style-type: none"> Technica 	O423F

* Programme will only be presented in 2003.

Master's Certificate in Education (MCE)*	465 100 (V)	Direction: Learning and Teaching	
	465 101 (D)	<ul style="list-style-type: none"> • Learning and Teaching • Natural Sciences Education • Mathematics Education 	O701P O702P O703P
		Direction: Education Management, Law and Systems	
		<ul style="list-style-type: none"> • Education Management • Education Law • Comparative Education 	O704P O705P O706P
		Direction: Educational Psychology	
		<ul style="list-style-type: none"> • Educational Psychology 	O707P

*Note: The name of the Master's Certificate in Education may change to Master's Diploma in Education

6.3 DIPLOMAS

The university is authorised to award the following diplomas in the Faculty of Education Sciences:

Qualification and abbreviation	Qualification Code	Direction/Programmes	Programme Code
Undergraduate diplomas			
National Professional Diploma in Education (NPDE)	Potchefstroom 466 100 (F)	Foundation Phase (Grades 1-3)	See OO2.8
	466 101 (OLA)		
	466 102 (F)	Intermediate and Senior Phase (Grades 4-9)	See OO2.9
	466 103 (OLA)		
	466 104 (F)	Senior and Further Education and Training Phase (Grades 7-12)	See OO2.10
	466 105 (OLA)		

	Cedar College		
	466 106 (F)	Foundation Phase (Grades 1-3)	See OO2.8
	406 107 (F)	Intermediate and Senior Phase (Grades 4-9)	See OO2.9
	406 108 (F)	Senior and Further Education and Training Phase (Grades 7-12)	See OO2.10
	Kimberley		
	466 109 (F)	Foundation Phase (Grades 1-3)	See OO2.8
	466 110 (F)	Intermediate and Senior Phase (Grades 4-9)	See OO2.9
	466 111 (F)	Senior and Further Education and Training Phase (Grades 7-12)	See OO2.10
	Uppington		
	466 112 (F)	Foundation Phase (Grades 1-3)	See OO2.8
	466 113 (F)	Intermediate and Senior Phase (Grades 4-9)	See OO2.9
	466 114 (F)	Senior and Further Education and Training Phase (Grades 7-12)	See OO2.10

7 MODULES AND CREDITS

Subjects are presented according to modules to which specific credit values have been assigned.

8 RELATION BETWEEN CREDITS AND TEACHING PERIODS

In the GSE each module of eight credits is entitled to six and each module of sixteen credits to twelve contact periods of 45 minutes each.

9 RECOGNITION OF PRIOR LEARNING

- 9.1 The PU for CHE accepts the principle underlying outcomes-based, source-based and lifelong learning, in which considerations of articulation and mobility play a significant role, and subscribes to the view that recognition of prior learning, whether it has been acquired by formal education programmes at this or other institutions, or informally (by

experience), is an indispensable element in deciding on admission to and awarding credits in an explicitly chosen teaching-learning programme of the university.

- 9.2 The recognition of prior learning concerns the provable knowledge and learning that an applicant has acquired, whether by having completed formal education programmes, or by experience. At all times the question will be what the level of skills are, and skills will be judged in the context of the exit level skills required for the intended teaching-learning programme or modules in the programme, or the status for which the applicant applies, and not merely by virtue of the experience recorded by the applicant. Recognition of prior learning will therefore take place in terms of applied competencies demonstrated by the applicant in his/her application, taking into consideration the exit level outcomes that have to be obtained by means of the selected teaching-learning programme.
- 9.3 The PU for CHE accepts that recognition of prior learning must take place within the normal existing policy on the admission of potential and existing learners – whether from this or another institution – with regard to awarding credits in a valid, trustworthy and fair way.
- 9.4 For processing an application for recognition of prior learning a non-refundable administrative fee determined by the university from time to time is payable.

10 REGISTRATION

Registration is a prescribed complete process that a learner has to go through to become enrolled as a learner of the university.

An admitted learner registers annually for the duration of the study for a specific study programme at the place and time determined by the university. The process comprises that the prescribed registration fee be paid, the registration form completed and the necessary signatures put on it.

The learner hands in the registration form at the registration section, whereupon a proof of registration is issued.

11 RULES FOR THE DIFFERENT QUALIFICATIONS

OO.1 ADVANCED CERTIFICATE IN EDUCATION (ACE) NQF LEVEL 6

423 100 (Part-time)	(P)
423 101 (Flexi)	(F)
423 102 (Open learning – OLA)	(C)
423 103 (Open learning – Namibia)	(N)

This qualification has NQF level 6 status and can be obtained in one of the programmes in OO.1.10.

OO.1.1 NATURE AND OBJECTIVES OF THE ACE

The nature and objectives of the certificate are:

- a) equipping learners with an advanced and specialised competency in a specific school subject/learning area/discipline or school phase;
- b) providing retraining for educators in a different school subject or specialising in a different educational role (e.g. the role of manager of education);
- c) providing an advanced educational qualification as a finishing touch to initial training or a general educational qualification; and
- d) equipping learners for further studies at NQF level 7.

OO.1.2 DURATION OF STUDIES

OO.1.2.1.1 The minimum duration of the studies is one (1) year, unless stated otherwise, or the time required to acquire 128 credits. The maximum duration of the studies is a period of two years.

OO.1.2.1.2 The studies can be taken either part-time (OO.1.7) or on the basis of flexi-teaching (see OO.1.8) or by means of open learning (OLA) (see OO.1.9).

OO.1.3 ADMISSION REQUIREMENTS

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

OO.1.4 DIRECTIONS/PROGRAMMES IN THE ACE

Afrikaans Education (O401P/F/C/N)

Movement Science Education (O402P/F)

English Education (O403P/F/C/N)

Geography Education (O404P/F) (only from 2003)

History Education (O405P/F/C/N)

Direction: Physics and Chemistry Education

➤ Physics and Chemistry Education (O406F)

- Physics and Chemistry Education (General Education and Training Band) (O407F)
- Education Management (O408C/N)
- Education Law (O409P/F) (only from 2003)
- Educational Training and Development (O410F) (only from 2003)
- Direction: Professional Educator Development
 - Professional Educator Development A (only for learners with 480 previous credits) (O411P/F) (see OO.3)
 - Professional Educator Development B (only for learners with 360 previous credits) (O412P/F) (see OO.3)
 - Professional Educator Development (Foundation Phase) (O413C/N/F) (see OO.4)
 - Professional Educator Development (Intermediate and Senior Phase) (O414C/N/F) (see OO11.4)
 - Professional Educator Development (Computer Science Education) (O415F)
 - Professional Educator Development (Technology Integrated Teaching) (O424F)
- Remedial Education (O416P/F/C/N)
- Setswana Education (O417P/F)
- Traffic Safety Education (O418P/F)
- Adult Basic Education (O419P/F)
- Direction: Mathematics Education
 - Mathematics Education (O420F/C/N)
 - Mathematics Education (General Education and Training Band) (O421F)
- Tourism (O422F)
- Technica (O423F)

Remark: If less than ten learners register for a direction, that specific direction will not necessarily be presented.

OO.1.5 MODULES AND CREDITS

Module code	DESCRIPTIVE NAME OF MODULE	Credit value
AFRG 522	Applied Subject Didactics of Afrikaans: Senior- and FET Phases	16
AGSK 511	African History (1945-1975)	16
ASDK 521	Applied Subject Didactics of English: Intermediate and Senior Phase	16
ATEK 511	Advanced Thematic Studies for English in Education	16
AVHK 511	Labour Relations in Education	16
BOAK 511	Managing Educational Environment	16
BOBK 521	Managing Training Environment	16
BOPK 511	Presentation of Movement Education in Schools	16
BRVK 521	Basic Rights and Adult Basic Education	16
CDEK 511	Construction and Deconstruction in English Education	16
DLBK 511	Diagnosis and Identification of Learning Needs	16
EBVK 521	Entrepreneurship and Adult Basic Education	16
ENRG 521	Applied Subject Didactics of English: Senior- en FET Phases	16
ENTT 521	Entrepreneurial Tourism	16
ETPG 511	Ecotourism	16
FROA 571	Contemporary Education Issues	32
FROB 571	Introduction to Adult Basic Education and Training	32
FROC 571	Application of Adult Basic Education and Training	32
FROD 571	The Entrepreneur Teacher	32
FROE 571	Computers in Education	32
FROF 571	Foundation Phase OBE: Introduction	32
FROG 571	Foundation Phase OBE: Application	32
FROH 571	School Guidance	32
FROI 571	Learners with Behaviour Problems	32
FROJ 571	Talent Identification in School Sports	32
FROK 571	Education Law	32
FROL 571	Foundation Phase Technology	32
FROM 571	Intermediate Technology for Education	32
FRON 571	Mathematics Education and OBE	32
FROO 571	Introduction to OBE	32
FROP 571	OBE and the Language Classroom	32
FROQ 571	Education Management	32
FROR 571	OBE: Human and Social Sciences	32
FSRK 511	Facilitating Learning	16

GBGK 511	Population Geography and Urban Geography	16
GGGK 521	Subject Didactics of Geography B	16
GKLG 521	Climatology and Geomorphology	16
GSGK 511	Subject Didactics of Geography A	16
GSTK 511	Foundation Studies in Education and Teaching	8
GSTK 521	Applied Foundation Studies: Specialisation	8
GTOK 521	Literary Theoretical Text Analysis for Educators	16
INTM 511	Introduction to Tourism	16
KBAK 521	Contextual Understanding: Occupationally Directed	8
KBBK 521	Adult Basic Education for Trainers	8
KBCK 521	Higher Education and Training for Trainers	8
KPOK 521	Supplementary Teaching for Scholastic Deficiencies	16
KVBK 521	Communication and Adult Basic Education	16
LMOK 521	Design and Development of Learning Material	8
LRTK 521	Life Orientation and Traffic Safety Education	16
LRVK 521	Learner Rights and Obligations	16
NCHK 511	Matter and Stoichiometry for Science Education	16
NCHK 521	Reactions and Elements for Science	16
NDNK 521	Didactics of Natural Science	16
NDSK 521	Didactics of Natural Science Intermediate	16
NDWK 521	Didactics of Mathematics (FET Band)	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	Mechanics 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
NWPK 511	Development of number sense	16
NWPK 512	Algebra Foundations	16
NWPK 521	Geometry Thinking	16
NWPK 522	Graphs and Data Analysis	16
NWSK 511	Foundations of Mathematics	16
NWSK 512	Problem Solving in Mathematics	16
NWSK 521	Cone Generated and Periodic Functions	16
NWSK 522	Optimisation and Statistics	16
OBAK 521	Education Management Areas	16
OBRK 521	Education Management Law	16

OBTK 511	Education Management Tasks	16
ORAK 511	Education Law, Systems and Management A	8
ORAK 521	Education Law, Systems and Management B	8
ORGK 521	Education Law (Advanced)	16
ORLK 511	Teaching and Learning A	8
ORLK 521	Teaching and Learning B	8
ORPK 511	Correcting the Problematic Education Situation	16
ORTK 511	Correcting the Disharmonious Teaching Situation	16
OSRK 511	Educational Organisations	16
RGBK 521	Recreation and Health: Adult Basic Education	16
RIDO 511	Computer Technology in Education	8
RIDO 512	The Computer in School Management	8
RIDO 513	Computer Networks and Internet for Education	8
*RIDO 524	Computer Architecture in Education	8
RIDO 525	Computer Principles in Education	8
RMPK 521	Practical Corrective Aid for Learning Problems	16
RTGO 571	Rekenaartoepassings vir tegnologie-geïntegreerde onderwys	32
RTGO 572	Fasilitering van rekenaarintegrering in die onderwys	32
RTGO 573	Rekenaartegnologie in Wetenskaponderwys	32
RTGO 574	Rekenaartegnologie in Taalonderwys	32
RTGO 575	Rekenaartegnologie in mens en sosiale Wetenskappe- onderwys	32
RTGO 576	Rekenaartegnologie in Wiskunde-onderwys	32
RTGO 577	Rekenaartegnologie in Ekonomiese en bestuurswetens- kappe-onderwys	32
RTGO 578	Rekenaartegnologie in Lewensoriëntering-onderwys	32
RTGO 579	Rekenaartegnologie in Tegnologie-onderwys	32
RTGO 580	Rekenaartegnologie in Kuns- en kultuuronderwys	32
RWOP 571	Computer Principles	32
RWOP 572	School Directed Computer Programming	32
RWOP 573	Data Communication and Data Bases	32
RWOP 574	Teaching of Computer Studies	32
SAFK 511	Linguistics and Sociolinguistics for Teachers	16
SANK 521	Acquiring a Coaching and First Aid Qualification	16
SDEK 521	Subject Didactical Aspects of English Teaching	16

* Before registering for RIDO 524, learners should consult with the subject chair: Computer Science at the Potchefstroom College of Education

SPKK 511	A Multidisciplinary Perspective on Sports	16
SPRK 521	General Sports and Recreation Principles	16
SSGK 521	South African History (1910-1999)	16
SVDK 521	Subject Didactical Aspects of Setswana Education	16
SVDK 522	Applied Subject Didactics of Setswana Education	16
SWHK 511	Phonetics and Phonology in Setswana/	16
SWHK 512	Advanced Setswana Literature	16
TETI 511	Electrical Technology (theory and practice)	16
TETI 521	Electrical Technology (theory and practice)	16
TMTV 511	Vehicle Technology (theory and practice)	16
TMTV 521	Vehicle Technology (theory and practice)	16
TOMA 521	Tourism Marketing	16
TSTH 511	Woodwork Technology (theory and practice)	16
TSTH 521	Woodwork Technology (theory and practice)	16
TTEK 511	Drawing Technology	16
TTEK 521	Drawing Technology	16
VATK 511	Subject Didactical Aspects of Language Teaching	16
VATK 522	Applied Subject Didactics of Language Teaching	16
VBSK 511	Traffic Management Systems	16
VGAK 511	Subject Didactics of History A	16
VGBK 521	Subject Didactics of History B	16
VODK 521	Accounting and Literacy for ABET	16
VONK 511	Adult Basic Education and Training	16
VOVK 521	Adult Education and Traffic Safety	16
VVVK 511	Human Beings as Road Users	16
WGOK 511	Law in Education	16

OO.1.6 RELATION BETWEEN CREDITS AND TEACHING PERIODS

The following general rule is valid with regard to the credits of a module and the maximum number of periods. Each module of which the credits are 8 is entitled to a maximum of one period of 50 minutes per week. Each module of which the credits are sixteen is entitled to a maximum of two periods per week.

OO.1.7 RULES FOR THE ADVANCED CERTIFICATE IN EDUCATION 423 100 (PART-TIME)

Remark: *The Advanced Certificate in Education (ACE) will not be presented on a part-time basis in 2003.*

Number of examination opportunities: see OO.1.10.7

OO.1.7.1 Programme: O401P/F/C/N Afrikaans Education

OO.1.7.1.1 Programme outcomes

After completing the Advanced Certificate in Education in Afrikaans Education the learner will:

- a) possess scientific knowledge of and insight into Afrikaans education;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in Afrikaans education;
- c) strive after values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in Afrikaans Education.

OO.1.7.1.2 Programme structure

Semester 1	Cr	Semester 2	Cr
ORAK 511	8	ORAK 521	8
GSTK 511	8	GSTK 521	8
SAFK 511	16	GTOK 521	16
ORLK 511	8	ORLK 521	8
VATK 511	16	plus ONE of	
RIDO 511	8	VATK 522	16
		AFRG 522	16
		plus ONE of	
		RIDO 524	8
		RIDO 525	8
<i>Total credits first semester:</i>	<i>64</i>	e) Total credits second semester:	<i>64</i>

OO.1.7.2 Programme: O402P/F/C/N Movement Science Education

OO.1.7.2.1 Programme outcomes

After completing the Advanced Certificate in Education in Movement Science Education the learner will:

- a) possess scientific knowledge of and insight into movement science education;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in movement science education;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in movement science education.

OO.1.7.2.2 Programme structure

Semester 1	Cr	Semester 2	Cr
ORAK 511	8	ORAK 521	8
GSTK 511	8	GSTK 521	8
SPKK 511	16	SPRK 521	16
ORLK 511	8	ORLK 521	8
BOPK 511	16	SANK 521	16
RIDO 511	8	plus ONE of	
		RIDO 524	8
		RIDO 525	8
<i>Total credits for first semester:</i>	<i>64</i>	<i>Total credits for second semester:</i>	<i>64</i>

OO.1.7.3 Programme: O403P/F/C/N English Education**OO.1.7.3.1 Programme outcomes**

After completing the Advanced Certificate in Education in English Education the learner will:

- a) possess scientific knowledge of and insight into English education;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in English education;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in English education.

OO.1.7.3.2 Programme structure

Semester 1	Cr	Semester 2	Cr
ORAK 511	8	ORAK 521	8
GSTK 511	8	GSTK 521	8
ATEK 511	16	SDEK 521	16
ORLK 511	8	ORLK 521	8
CDEK 511	16	plus ONE of	
RIDO 511	8	ASDK 521	16
		ENRG 521	16
		plus ONE of	
		RIDO 524	8
		RIDO 525	8
<i>Total credits first semester:</i>	<i>64</i>	<i>Total credits second semester:</i>	<i>64</i>

OO.1.7.4 Programme: O404P/F Geography Education**OO.1.7.4.1 Programme outcomes**

After completing the Advanced Certificate in Education in Geography Education the learner will:

- a) possess scientific knowledge of and insight into geography education;

- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in geography education;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in geography education.

OO.1.7.4.2 Programme structure

Semester 1	Cr	Semester 2	Cr
ORAK 511	8	ORAK 521	8
GSTK 511	8	GSTK 521	8
GBGK 511	16	GKLG 521	16
ORLK 511	8	ORLK 521	8
GSGK 511	16	GSGK 521	16
RIDO 511	8	plus ONE of	
		RIDO 524	8
		RIDO 525	8
<i>Total credits first semester: 64</i>		<i>Total credits second semester: 64</i>	

OO.1.7.5 Programme: O405P/F/C/N History Education

OO.1.7.5.1 Programme outcomes

After completing the Advanced Certificate in Education in History Education the learner will:

- a) possess scientific knowledge of and insight into history education;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in history education;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in history education.

OO.1.7.5.2 Programme structure

Semester 1	Cr	Semester 2	Cr
ORAK 511	8	ORAK 521	8
GSTK 511	8	GSTK 521	8
AGSK 511	16	SSGK 521	16
ORLK 511	8	ORLK 521	8
VGAK 511	16	VGBK 521	16
RIDO 511	8	plus ONE of	
		RIDO 524	8
		RIDO 525	8
<i>Total credits first semester: 64</i>		<i>Total credits second semester: 64</i>	

OO.1.7.6 Programme: O409P/F Education Law

OO.1.7.6.1 Programme outcomes

After completing the Advanced Certificate in Education in Education Law the learner will:

- a) possess scientific knowledge of and insight into education law;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in education law;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in education law.

OO.1.7.6.2 Programme structure

Semester 1	Cr	Semester 2	Cr
ORAK 511	8	ORAK 521	8
GSTK 511	8	GSTK 521	8
WGOK 511	16	LRVK 521	16
ORLK 511	8	ORLK 521	8
AVHK 511	16	OBRK 522	16
RIDO 511	8	plus <u>ONE</u> of	
		RIDO 524	8
		RIDO 525	8
<i>Total credits first semester:</i>	<i>64</i>	<i>Total credits second semester:</i>	<i>64</i>

OO.1.7.7 Programme: O411P/F Professional Educator Development A (only for learners that have already acquired 480 prior credits or gained four years of experience after matric)

This programme is presented by means of flexi-learning. Learners attend contact sessions for a certain time.

OO.1.7.7.1 Programme outcomes

After completing the Advanced Certificate in Education in Professional Educator Development A the learner will:

- a) possess scientific knowledge of and insight into professional educator development;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in professional educator development;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in professional educator development.

OO.1.7.7.2 Programme structure

Select any FOUR (4) modules			
	Cr		Cr
FROA 571	32	FROI 571	32
FROB 571	32	FROJ 571	32
FROC 571	32	FROK 571	32
FROD 571	32	FROL 571	32
FROE 571	32	FROM 571	32
FROF 571	32	FRON 571	32
FROG 571	32	FROO 571	32
FROH 571	32	FROP 571	32
FROQ 571	32	FROR 571	32
<i>Total credits: 128</i>			

Remark: Examinations in the above 32 credit modules will ONLY be written in November - see OO.1.10.7

OO.1.7.8 Programme: O412P/F Professional Educator Development B (only for learners that have already acquired 360 previous credits or gained three years of experience after matric)

This programme is presented by means of flexi-learning. Learners attend contact sessions for a certain time.

OO.1.7.8.1 Programme outcomes

After completing the Advanced Certificate in Education in Professional Educator Development B the learner will:

- a) possess scientific knowledge of and insight into professional educator development;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in professional educator development;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in professional educator development.

OO.1.7.8.2 Programme structure

Compulsory modules	Cr	Select any THREE of the following					
		Cr	Cr	Cr	Cr		
ORAK 511	8	FROA 571	32	FROG 571	32	FROM 571	32
ORLK 511	8	FROB 571	32	FROH 571	32	FRON 571	32
GSTK 511	8	FROC 571	32	FROI 571	32	FROO 571	32
RIDO 511	8	FROD 571	32	FROJ 571	32	FROP 571	32
		FROE 571	32	FROK 571	32	FROQ 571	32
		FROF 571	32	FROL 571	32	FROR 571	32
<i>Total credits: 128</i>							

Remark: Examinations in the above 32 credit modules will ONLY be written in November - see OO.1.10.7

OO.1.7.9 Programme: O416P/F/C/N Remedial Education**OO.1.7.9.1 Programme outcomes**

After completing the Advanced Certificate in Education in Remedial Education the learner will:

- possess scientific knowledge of and insight into remedial education;
- demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in remedial education;
- strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in remedial education.

OO.1.7.9.2 Programme structure

Semester 1	Cr	Semester 2	Cr
ORAK 511	8	ORAK 521	8
ORLK 511	8	ORLK 521	8
GSTK 511	8	GSTK 521	8
RIDO 511	8	KPOK 521	16
ORPK 511	16	RMPK 521	16
ORTK 511	16	plus ONE of	
		RIDO 524	8
		RIDO 525	8
<i>Total credits first semester:</i>	<i>64</i>	<i>Total credits second semester:</i>	<i>64</i>

OO.1.7.10 Programme: O417P/F Setswana Education**OO.1.7.10.1 Programme outcomes**

After completing the Advanced Certificate in Education the learner will:

- possess scientific knowledge of and insight into Setswana education;
- demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups, integrating acquired knowledge effectively into the education situation) in Afrikaans education;
- strive after values (amongst others excellence in education, integrity in the education situation) on the grounds of his/her studies in Afrikaans education.

OO.1.7.10.2 Programme structure

Semester 1	Cr	Semester 2	Cr
ORAK 511	8	ORAK 521	8
ORLK 511	8	ORLK 521	8
GSTK 511	8	GSTK 521	8
RIDO 511	8	SVDK 521	16
SWHK 511	16	SVDK 522	16
SWHK 512	16	plus ONE of	
		RIDO 524	8
		RIDO 525	8
<i>Total credits first semester:</i>	<i>64</i>	<i>Total credits second semester:</i>	<i>64</i>

OO.1.7.11 Programme: O418P/F Traffic Safety Education

Remark: *The programme in traffic safety education is not recognised as a qualification in the training of educators.*

OO.1.7.11.1 Programme outcomes

After completing the Advanced Certificate Education in Traffic Safety Education the learner will:

- a) possess scientific knowledge of and insight into traffic safety education;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups, integrating acquired knowledge effectively into the education situation) in traffic safety education;
- c) strive after values (amongst others excellence in education, integrity in the education situation) on the grounds of his/her studies in traffic safety education.

OO.1.7.11.2 Programme structure

Semester 1	Cr	Semester 2	Cr
ORAK 511	8	ORAK 521	8
ORLK 511	8	ORLK 521	8
GSTK 511	8	GSTK 521	8
RIDO 511	8	VOVK 521	16
VBSK 511	16	LRTK 521	16
VVVK 511	16	plus <u>ONE</u> of	
		RIDO 524	8
		RIDO 525	8
<i>Total credits first semester:</i>	<i>64</i>	<i>Total credits second semester:</i>	<i>64</i>

OO.1.7.12 Programme: O419P/F Adult Basic Education

OO.1.7.12.1 Programme outcomes

After completing the Advanced Certificate Education in Adult Basic Education the learner will:

- a) possess scientific knowledge of and insight into adult basic education;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups, integrating acquired knowledge effectively into the education situation) in adult basic education;
- c) strive after values (amongst others excellence in education, integrity in the education situation) on the grounds of his/her studies adult basic education.

OO.1.7.12.2 Programme structure

Semester 1	Cr	Semester 2	Cr
ORAK 511	8	ORAK 521	8
ORLK 511	8	ORLK 521	8
GSTK 511	8	GSTK 521	8
RIDO 511	8	plus ONE of	
VONK 511	16	RIDO 524	8
		RIDO 525	8
		plus	
		VODK 521	16
		BRVK 521	16
		KVBK 521	16
<i>Total credits first semester:</i>	<i>48</i>	<i>Total credits second semester:</i>	<i>80</i>

OO.1.8 RULES FOR THE ADVANCED CERTIFICATE IN EDUCATION 423 101 (FLEXI-LEARNING)

OO.1.8.1 Programme: O401F Afrikaans Education

OO.1.8.1.1 Programme outcomes

After completing the Advanced Certificate in Education in Afrikaans Education the learner will:

- a) possess scientific knowledge of and insight into Afrikaans education;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups, integrating acquired knowledge effectively into the education situation) in Afrikaans education;
- c) strive after values (amongst others excellence in education, integrity in the education situation) on the grounds of his/her studies in Afrikaans Education.

OO.1.8.1.2 Programme structure

Semester 1	Cr	Semester 2	Cr
ORAK 511	8	ORAK 521	8
GSTK 511	8	GSTK 521	8
SAFK 511	16	GTOK 521	16
ORLK 511	8	ORLK 521	8
VATK 511	16	plus ONE of	
RIDO 511	8	VATK 522	16
		AFRG 522	16
		plus ONE of	
		RIDO 524	8
		RIDO 525	8
<i>Total credits first semester:</i>	<i>64</i>	<i>Total credits second semester:</i>	<i>64</i>

OO.1.8.2 Programme: O402F Movement Science Education

OO.1.8.2.1 Programme outcomes

After completing the Advanced Certificate in Education in Movement Science Education the learner will:

- a) possess scientific knowledge of and insight into movement science education;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in movement science education;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in movement science education.

OO.1.8.2.2 Programme structure

Semester 1	Cr	Semester 2	Cr
ORAK 511	8	ORAK 521	8
GSTK 511	8	GSTK 521	8
SPKK 511	16	SPRK 521	16
ORLK 511	8	ORLK 521	8
BOPK 511	16	SANK 521	16
RIDO 511	8	plus <u>ONE</u> of	
		RIDO 524	8
		RIDO 525	8
<i>Total credits first semester:</i>	<i>64</i>	<i>Total credits second semester:</i>	<i>64</i>

OO.1.8.3 Programme: O403F English Education

OO.1.8.3.1 Programme outcomes

After completing the Advanced Certificate in Education in Movement Science Education the learner will:

- a) possess scientific knowledge of and insight into movement science education;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in movement science education;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in movement science education.

OO.1.8.3.2 Programme structure

Semester 1	Cr	Semester 2	Cr
ORAK 511	8	ORAK 521	8
GSTK 511	8	GSTK 521	8
ATEK 511	16	SDEK 521	16
ORLK 511	8	ORLK 521	8
		plus ONE of	
		ASDK 521	16
CDEK 511	16	ENRG 521	16
RIDO 511	8	plus ONE of	
		RIDO 524	8
		RIDO 525	8
<i>Total credits first semester: 64</i>		<i>Total credits second semester: 64</i>	

OO.1.8.4 Programme: O404F Geography Education**OO.1.8.4.1 Programme outcomes**

After completing the Advanced Certificate in Education in Geography Education the learner will:

- possess scientific knowledge of and insight into geography education;
- demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in geography education;
- strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in geography education.

OO.1.8.4.2 Programme structure

Semester 1	Cr	Semester 2	Cr
ORAK 511	8	ORAK 521	8
GSTK 511	8	GSTK 521	8
GBGK 511	16	GKLG 521	16
ORLK 511	8	ORLK 521	8
GSGK 511	16	GGGK 521	16
RIDO 511	8	plus ONE of	
		RIDO 524	8
		RIDO 525	8
<i>Total credits first semester: 64</i>		<i>Total credits second semester: 64</i>	

OO.1.8.5 Programme: O405F History Education**OO.1.8.5.1 Programme outcomes**

After completing the Advanced Certificate in Education in History Education the learner will:

- possess scientific knowledge of and insight into history education;

- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in history education;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in history education.

OO.1.8.5.2 Programme structure

Semester 1	Cr	Semester 2	Cr
ORAK 511	8	ORAK 521	8
GSTK 511	8	GSTK 521	8
AGSK 511	16	SSGK 521	16
ORLK 511	8	ORLK 521	8
VGAK 511	16	VGBK 521	16
RIDO 511	8	plus <u>ONE</u> of	
		RIDO 524	8
		RIDO 525	8
<i>Total credits first semester: 64</i>		<i>Total credits second semester: 64</i>	

OO.1.8.6 Programme: O406F Natural Sciences Education

OO.1.8.6.1 Programme outcomes

After completing the Advanced Certificate in Education in Natural Sciences Education the learner will:

- a) possess scientific knowledge of and insight into natural sciences education;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in natural sciences education;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in natural sciences education.

OO.1.8.6.2 Programme structure

Semester 1	Cr	Semester 2	Cr
GSTK 511	8	ORAK 521	8
NFSK 511	16	GSTK 521	8
ORLK 511	8	NFSK 521	16
NCHK 511	16	ORLK 521	8
RIDO 511	8	NCHK 521	16
		NDNK 521	16
		RIDO 525	8
<i>Total credits first semester: 56</i>		<i>Total credits second semester: 72</i>	

OO.1.8.7 Programme: O407F Natural Sciences Education (General Education and Training Band)

OO.1.8.7.1 Admission requirements

To be admitted to this programme the learner must comply with at least one of the following requirements.

a) General admission requirement

Possessing a recognised **three-year education diploma** for primary school education.

b) Particular admission requirements

- i) Admission to certain modules is subject to the evaluation of similar modules in the diploma/certificate the learner has already acquired.
- ii) The learner is subject to a process of selection in order to be admitted to the programme.
- iii) The learner must have at least two years of educating experience in the applicable direction of specialisation.

c) Minimum duration

This diploma is presented according to a vacation school model on a part-time basis over a period of two years.

OO.1.8.7.2 Programme outcomes

After completing the Advanced Certificate in Education in Natural Sciences Education (General Education and Training Band) the learner will:

- a) possess scientific knowledge of and insight into natural sciences education (general education and training band);
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in natural sciences education (general education and training band);
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in natural sciences education (general education and training band).

OO.1.8.7.3 Programme structure

Semester 1	Cr	Semester 2	Cr
GSTK 511	8	GSTK 521	8
NEBK 511	16	NMMK 521	16
ORLK 511	8	ORLK 521	8
NLLK 511	16	NECK 521	16
RIDO 511	8	NDSK 521	16
		RIDO 525	8
Total credits first semester:	56	Total credits second semester:	72

OO.1.8.8 Programme: O408F Education Management (presented in English only)**OO.1.8.8.1 Programme outcomes**

After completing the Advanced Certificate in Education in Education Management the learner will:

- possess scientific knowledge of and insight into education management;
- demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in education management;
- strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in education management.

OO.1.8.8.2 Programme structure

Semester 1	Cr	Semester 2	Cr
ORAK 511	8	ORAK 521	8
GSTK 511	8	GSTK 521	8
OBTK 511	16	OBAL 521	16
ORLK 511	8	ORLK 521	8
OSRK 511	16	ORGK 521	16
RIDO 511	8	plus ONE of	
		RIDO 524	8
		RIDO 525	8
Total credits first semester: 64		Total credits second semester: 64	

Remark: This programme is presented in English only.

OO.1.8.9 Programme: O409F Education Law (not presented in 2003)**OO.1.8.9.1 Programme outcomes**

After completing the Advanced Certificate in Education in Education Law the learner will:

- possess scientific knowledge of and insight into education law;
- demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in education law;
- strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in education law.

OO.1.8.9.2 Programme structure

Semester 1	Cr	Semester 2	Cr
ORAK 511	8	ORAK 521	8
GSTK 511	8	GSTK 521	8
WGOK 511	16	LRVK 521	16
ORLK 511	8	ORLK 521	8
AVHK 511	16	OBRK 522	16
RIDO 511	8	plus ONE of	
		RIDO 524	8
		RIDO 525	8
Total credits first semester: 64		Total credits second semester: 64	

OO.1.8.10 Programme: O410F Educational Training and Development (not presented in 2003)

Remark: *The programme in Educational Training and Development is not recognised as a qualification in training of educators.*

OO.1.8.10.1 Programme outcomes

After completing the Advanced Certificate in Education in Educational Training and Development the learner will:

- a) possess scientific knowledge of and insight into educational training and development;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in educational training and development;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in educational training and development.

OO.1.8.10.2 Programme structure

Semester 1	Cr	Semester 2	Cr
BOAK 511	16	GSTK 521	8
GSTK 511	8	BOBK 521	8
FSRK 511	16	ORLK 521	8
ORLK 511	8	LMOK 521	8
DLBK 511	16	plus ONE of	
RIDO 511	8	RIDO 524	8
		RIDO 525	8
		plus ONE of	
		KBAK 521	8
		KBBK 521	8
		KBCK 521	8
<i>Total credits first semester:</i>	72	<i>Total credits second semester:</i>	56

OO.1.8.11 Programme: O411F Professional Educator Development A (only for learners that have already acquired 480 prior credits or gained four years of experience after matric)

OO.1.8.11.1 Programme outcomes

After completing the Advanced Certificate in Education in Professional Educator Development A the learner will:

- a) possess scientific knowledge of and insight into professional educator development;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in professional educator development;

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

OO.1.8.11.2 Programme structure

Select any FOUR (4) modules			
	Cr		Cr
FROA 571	32	FROI 571	32
FROB 571	32	FROJ 571	32
FROC 571	32	FROK 571	32
FROD 571	32	FROL 571	32
FROE 571	32	FROM 571	32
FROF 571	32	FRON 571	32
FROG 571	32	FROO 571	32
FROH 571	32	FROP 571	32
FROQ 571	32	FROR 571	32
<i>Total credits: 128</i>			

Remark: Examinations in the above 32 credit modules will ONLY be written in November - see OO.1.10.7

OO.1.8.12 Programme: O412F Professional Educator Development B (only for learners that have already acquired 360 previous credits or gained three years of experience after matric)

OO.1.8.12.1 Programme outcomes

After completing the Advanced Certificate in Education in Professional Educator Development B the learner will:

- possess scientific knowledge of and insight into professional educator development;
- demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in professional educator development;
- strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in professional educator development.

OO.1.8.12.2 Programme structure

Compulsory modules	Cr	Select any THREE of the following					
		Cr	Cr	Cr	Cr	Cr	Cr
ORAK 511	8	FROA 571	32	FROG 571	32	FROM 571	32
ORLK 511	8	FROB 571	32	FROH 571	32	FRON 571	32
GSTK 511	8	FROC 571	32	FROI 571	32	FROO 571	32
RIDO 511	8	FROD 571	32	FROJ 571	32	FROP 571	32
		FROE 571	32	FROK 571	32	FROQ 571	32
		FROF 571	32	FROL 571	32	FROR 571	32
<i>Total credits: 128</i>							

Remark: Examinations in the above 32 credit modules will ONLY be written in November - see OO.1.10.7

OO.1.8.13 Programme: O413F Professional Educator Development: Foundation Phase

OO.1.8.13.1 Programme outcomes

After completing the Advanced Certificate in Education in Professional Educator Development: Foundation Phase the learner will:

- a) possess scientific knowledge of and insight into the foundation phase of professional educator development;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in the foundation phase of professional educator development;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in the foundation phase of professional educator development.

OO.1.8.13.2 Programme structure

Compulsory modules	Cr
ORAK 511	8
ORLK 511	8
GSTK 511	8
RIDO 511	8
FROF 571	32
FROG 571	32
FROL 571	32
<i>Total credits:</i>	<i>128</i>

Remark: Examinations in the above 32 credit modules will ONLY be written in November - see OO.1.10.7

OO.1.8.14 Programme: O414F Professional Educator Development: Intermediate and Senior Phase

OO.1.8.14.1 Programme outcomes

After completing the Advanced Certificate in Education in Professional Educator Development: Intermediate and Senior Phase the learner will:

- a) possess scientific knowledge of and insight into the intermediate and senior phase of professional educator development;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in the intermediate and senior phase of professional educator development;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in the intermediate and senior phase of professional educator development.

OO.1.8.14.2 Programme structure

Compulsory modules	Cr
ORAK 511	8
ORLK 511	8
GSTK 511	8
RIDO 511	8
FROO 571	32
FROP 571	32
FROM 571	32
<i>Total credits:</i>	<i>128</i>

Remark: Examinations in the above 32 credit modules will ONLY be written in November - see OO.1.10.7

OO.1.8.15 Programme: O415F Professional Educator Development (Computer Science Education) (only for learners that have already acquired 480 prior credits or gained four years of experience after matric)

OO.1.8.15.1 Additional requirements

- a) Prospective learners must have access to a computer with at least the following specifications:
 - Pentium 1, Stiffy drive, CD-Rom and Internet/e-mail
- b) Software needed:
 - MS Office, Turbo Pascal, Borland Delphi, MS Access
- c) The duration of this programme is a minimum of two years.

OO.1.8.15.2 Programme outcomes

After completing the Advanced Certificate in Education in Professional Educator Development (Computer Science) the learner will:

- a) possess scientific knowledge of and insight into professional educator development with regard to computer science;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in professional educator development with regard to computer science;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in the intermediate and senior phase of professional educator development with regard to computer science.

OO.1.8.15.3 Programme structure

Modules for year 1	Cr	Modules for year 2	Cr
RWOP 571	32	RWOP 521	32
RWOP 572	32	RWOP 522	32
<i>Total credits:</i>	<i>64</i>	<i>Total credits:</i>	<i>64</i>

Remark: Examinations in the above 32 credit modules will ONLY be written in November - see OO.1.10.7

OO.1.8.16 Program: O424F Professional Educator Development: Technology Integrated Education

OO.1.8.16.1 Additional requirements

- a) Learners wishing to enrol for this specialisation must have a teaching qualification of 480 credits (4 years) as well as access to a computer with the following minimum requirements:
 - Pentium 1, stiffy drive, CD Rom and internet/e-mail
- b) Software required:
 - Windows (95, 98 or XP) , Office 97 Pro (Office 2000 or XP Pro) with Paint, Word, Excel, Access, Powerpoint and Publisher
- c) This programme is presented by means of flexi-learning. The minimum time is 2 years.

OO.1.8.16.2 Programme outcomes

After completing the Advanced Certificate in Education in Professional Educator Development: Technology Integrated Education learner will:

- a) possess scientific knowledge of and insight into the intermediate and senior phase of professional educator development;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in the intermediate and senior phase of professional educator development;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in the intermediate and senior phase of professional educator development.

OO.1.8.16.3 Programme structure

Modules for year 1 Compulsory	Cr	Modules for year 2 Select any <u>TWO</u> of the following:	Cr
RTGO 571	32	RTGO 573	32
RTGO 572	32	RTGO 574	32
		RTGO 575	32
		RTGO 576	32
		RTGO 577	32
		RTGO 578	32
		RTGO 579	32
		RTGO 580	32
<i>Total credits:</i>	<i>64</i>	<i>Total credits:</i>	<i>64</i>

Remark: Examinations in the above 32 credit modules will ONLY be written in November - see OO.1.10.7

OO.1.8.17 Programme: O416F Remedial Education

OO.1.8.17.1 Programme outcomes

After completing the Advanced Certificate in Education Remedial Education the learner will:

- a) possess scientific knowledge of and insight into remedial education;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in remedial education;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in remedial education.

OO.1.8.17.2 Programme structure

Semester 1	Cr	Semester 2	Cr
ORAK 511	8	ORAK 521	8
ORLK 511	8	ORLK 521	8
GSTK 511	8	GSTK 521	8
RIDO 511	8	KPOK 521	16
ORPK 511	16	RMPK 521	16
ORTK 511	16	plus <u>ONE</u> of	
		RIDO 524	8
		RIDO 525	8
<i>Total credits first semester:</i>	<i>64</i>	<i>Total credits second semester:</i>	<i>64</i>

OO.1.8.18 Programme: O417F Setswana Education

OO.1.8.18.1 Programme outcomes

After completing the Advanced Certificate in Education in Setswana Education the learner will:

- a) possess scientific knowledge of and insight into Setswana education;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in Setswana education;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her Setswana education.

OO.1.8.18.2 Programme structure

Semester 1	Cr	Semester 2	Cr
ORAK 511	8	ORAK 521	8
ORLK 511	8	ORLK 521	8
GSTK 511	8	GSTK 521	8
RIDO 511	8	SVDK 521	16
SWHK 511	16	SVDK 522	16
SWHK 512	16	plus ONE of	
		RIDO 524	8
		RIDO 525	8
<i>Total credits first semester:</i>	<i>64</i>	<i>Total credits second semester:</i>	<i>64</i>

OO.1.8.19 Programme: O418F Traffic Safety Education

Remark: *The programme in traffic safety education is not recognised as a qualification in the training of educators.*

OO.1.8.19.1 Programme outcomes

After completing the Advanced Certificate Education in Traffic Safety Education the learner will:

- a) possess scientific knowledge of and insight into traffic safety education;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups, integrating acquired knowledge effectively into the education situation) in traffic safety education;
- c) strive after values (amongst others excellence in education, integrity in the education situation) on the grounds of his/her studies in traffic safety education.

OO.1.8.19.2 Programme structure

Semester 1	Cr	Semester 2	Cr
ORAK 511	8	ORAK 521	8
ORLK 511	8	ORLK 521	8
GSTK 511	8	GSTK 521	8
RIDO 511	8	VOVK 521	16
VBSK 511	16	LRTK 521	16
VVVK 511	16	plus ONE of	
		RIDO 524	8
		RIDO 525	8
<i>Total credits first semester:</i>	<i>64</i>	<i>Total credits second semester:</i>	<i>64</i>

OO.1.8.20 Programme: O419F Adult Basic Education

OO.1.8.20.1 Programme outcomes

After completing the Advanced Certificate Education in Adult Basic Education the learner will:

- a) possess scientific knowledge of and insight into adult basic education;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups, integrating acquired knowledge effectively into the education situation) in adult basic education;
- c) strive after values (amongst others excellence in education, integrity in the education situation) on the grounds of his/her studies adult basic education.

OO.1.8.20.2 Programme structure

Semester 1	Cr	Semester 2	Cr
ORAK 511	8	ORAK 521	8
ORLK 511	8	ORLK 521	8
GSTK 511	8	GSTK 521	8
RIDO 511	8	plus ONE of	
VONK 511	16	RIDO 524	8
		RIDO 525	8
		plus	
		VODK 521	16
		BRVK 521	16
		*KVBK 521	16
<i>Total credits first semester:</i>	<i>48</i>	<i>Total credits second semester:</i>	<i>80</i>

OO.1.8.21 Programme: O420F/C/N Mathematics Education

OO.1.8.21.1 Programme outcomes

After completing the Advanced Certificate Education in Mathematics Education the learner will:

- a) possess scientific knowledge of and insight into mathematics education;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups, integrating acquired knowledge effectively into the education situation) in mathematics education;
- c) strive after values (amongst others excellence in education, integrity in the education situation) on the grounds of his/her studies mathematics education.

OO.1.8.21.2 Programme structure

Year 1	Cr	Year 2	Cr
ORLK 511	8	ORLK 521	8
GSTK 511	8	GSTK 521	8
RIDO 511	8	RIDO 525	8
NWSK 511	16	NWSK 521	16
NWSK 512	16	NWSK 522	16
		NDWK 521	16
<i>Total credits first semester:</i>	56	<i>Total credits second semester:</i>	72

OO.1.8.22 Programme: O421F Mathematics Education (General Education and Training Band)**OO.1.8.22.1 Admission requirements**

To be admitted to this programme the learner must comply with at least one of the following requirements.

a) General admission requirements

Possessing a recognised **three-year education diploma** for primary school education.

b) Particular admission requirements

- i) Admission to certain modules is subject to the evaluation of similar modules in the diploma/certificate the learner has already acquired.
- ii) The learner is subject to a process of selection in order to be admitted to the programme.
- iii) The learner must have at least two years of educating experience in the applicable direction of specialisation.

c) Minimum duration

This diploma is presented according to a vacation school model on a part-time basis over a period of two years.

OO.1.8.22.2 Programme outcomes

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

- a) possess scientific knowledge of and insight into mathematics education (general education and training band);
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in mathematics education (general education and training band);
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in mathematics education (general education and training band).

OO.1.8.22.3 Programme structure

Year 1	Cr	Year 2	Cr
ORLK 511	8	ORLK 521	8
GSTK 511	8	GSTK 521	8
RIDO 511	8	RIDO 525	8
NWPK 511	16	NWPK 521	16
NWPK 512	16	NWPK 522	16
		NDWK 522	16
<i>Total credits first semester:</i>		<i>Total credits second semester:</i>	
	56		72

OO.1.8.23 Programme: O422F Tourism

OO.1.8.23.1 Programme outcomes

After completion of these modules a learner will be able to:

- a) Analyse the tourism industry, identify the various impacts of tourism, discuss the influence of globalisation on tourism, discuss the different components of tourism planning and development and debate the influence of legislation on tourism .
- b) Identify entrepreneurial opportunities in the tourism industry, develop a business in the service industry and plan for specialised markets in tourism.
- c) Analyse the ecotourism environment; plan, develop and manage an ecotourism product and assess the value and impact of coastal zone management on tourism.
- d) Identify and analyse strategic marketing elements, develop different promotional material, develop a website, apply communication techniques by means of press releases, compile a strategic marketing plan and implement image, branding and positioning the marketing plan.

OO.1.8.23.2 Programme structure

Semester 1	Cr	Semester 2	Cr
ORAK 511	8	ORAK 521	8
GSTK 511	8	GSTK 521	8
ORLK 511	8	ORLK 521	8
ETPG 511	16	TOMA 521	16
INTM 511	16	ENTT 521	16
RIDO 511	8	plus ONE of	
		RIDO 524	8
		RIDO 525	8
<i>Total credits first semester:</i>		<i>Total credits second semester:</i>	
	64		64

OO.1.8.24 Programme: O423F Technica

OO.1.8.24.1 Additional requirements

- a) Learners must, for purposes of assessment, be able to travel to Potchefstroom during the April and September school holiday. This practical assessment will form part of the participation mark of learners.
- b) Learners enrolling for this specialisation must have three years of completed teaching experience in the appropriate specialisation as well as a basic knowledge of Technical Drawing.
- c) Learners are responsible to make their own arrangements to do practical work in a well equipped workshop in a school. During the contact sessions in Potchefstroom the learners must practically demonstrate that they can handle hand tools in a safe, correct and skilled manner.

OO.1.8.24.2 Programme outcomes

After completion of the ACE in Technica the learner will:

- a) dispose over scientific knowledge and insight in Technica Education
- b) demonstrate certain skills and capabilities according to the technical specialisation:
 - Technica Technology - Electrical current theory, graphical and mathematical solutions, power. Generation of alternating EMF, Midordinate rule, phasors, active and reactive components of current and power factor correction (Methods). AC current measuring instruments (analog). Three-phase alternating systems. The learner must proof in writing as well in practice that he/she has enough knowledge of above facets. He/she must master the handling of instruments, machines and tools. Transformers (Single/Three-Phase/Auto/Instrument Transformers), working principle calculations and connections. AC motors, single and three phase and motor calculations. Motor starters-sketches and working principle. Electronics-component and circuits. The learner must proof in writing as well in practice that he/she has enough knowledge of above facets. He/she must master the handling of instruments machines, tools and the wiring of circuits.
 - Vehicle Technology - engine technology, vehicle mathematics, gear drive systems, and control units, chassis technology, fuel technology, fuel supply technology supply technology and vehicle electricity.
 - Woodwork Technology - different characteristics of the wood species, their structural and strength abilities and methods of preservation and processing.
 - Drawing Technology - graphical design, graphical communication, visualization and the general and specific application of the principles of Drawing Technology.
- c) strive after certain values (e.g. excellence in education and teaching and integrity in the education situation) on the grounds of his/her studies in Technica Education

Note for TSTH 511 & 521: Learners must have access to a school workshop and take the responsibility to organise on their own to do their practical

experience in such a workshop. During practical work sessions at the Potchefstroom campus, the learners should demonstrate their experience, capabilities and competences that they have mastered as stipulated in the study guide. The sessions will be a practical examination in which different facets must be addressed in a practical project by using **hand and machine tools and equipment** in a safe and proper way.

OO.1.8.24.3 Programme structure

Semester 1	Cr	Semester 2	Cr
ORAK 511	8	ORAK 521	8
GSTK 511	8	GSTK 521	8
ORLK 511	8	ORLK 521	8
TTEK 511	16	TTEK 521	16
RIDO 511	8	plus ONE of	
		RIDO 524	8
		RIDO 525	8
plus ONE of		plus continuation of ONE of	
TMTV 511	16	TMTV 521	16
TSTH 511	16	TSTH 521	16
TETI 511	16	TSTH 521	16
<i>Total credits first semester:</i>	64	<i>Total credits second semester:</i>	64

**OO.1.9 ADVANCED CERTIFICATE IN EDUCATION
423 102 OPEN LEARNING ACADEMY (OLA)
423 103 OLG (NAMIBIA)**

The following programmes are presented by the Open Learning Academy (OLA) / OLG (Namibia) in terms of the existing agreement between the PU for CHE and OLA (C) and OLG (Namibia) (N).

Remark: Number of examination opportunities: See OO.1.10.7

OO.1.9.1 Programme: O401C/N Afrikaans Education

OO.1.9.1.1 Programme outcomes

After completing the Advanced Certificate in Education in Afrikaans Education the learner will:

- a) possess scientific knowledge of and insight into Afrikaans education;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in Afrikaans education;
- c) strive after values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in Afrikaans Education.

OO.1.9.1.2 Programme structure

Semester 1	Cr	Semester 2	Cr
ORAK 511	8	ORAK 521	8
GSTK 511	8	GSTK 521	8
SAFK 511	16	GTOK 521	16
ORLK 511	8	ORLK 521	8
VATK 511	16	RIDO 525	8
RIDO 511	8	plus ONE of	
		VATK 522	16
		AFRG 522	16
<i>Total credits first semester:</i>	<i>64</i>	<i>Total credits second semester:</i>	<i>64</i>

OO.1.9.2 Programme: O403C/N English Education**OO.1.9.2.1 Programme outcomes**

After completing the Advanced Certificate in Education in English Education the learner will:

- a) possess scientific knowledge of and insight into English education;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in English education;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in English education.

OO.1.9.2.2 Programme structure

Semester 1	Cr	Semester 2	Cr
ORAK 511	8	ORAK 521	8
GSTK 511	8	GSTK 521	8
ATEK 511	16	SDEK 521	16
ORLK 511	8	ORLK 521	8
CDEK 511	16	RIDO 525	8
RIDO 511	8	plus ONE of	
		ASDK 521	16
		ENRG 521	16
<i>Total credits first semester:</i>	<i>64</i>	<i>Total credits second semester:</i>	<i>64</i>

OO.1.9.3 Programme: O405C/N History Education**OO.1.9.3.1 Programme outcomes**

After completing the Advanced Certificate in Education in History Education the learner will:

- a) possess scientific knowledge of and insight into history education;

- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in history education;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in history education.

OO.1.9.3.2 Programme structure

Semester 1	Cr	Semester 2	Cr
ORAK 511	8	ORAK 521	8
GSTK 511	8	GSTK 521	8
AGSK 511	16	SSGK 521	16
ORLK 511	8	ORLK 521	8
VGAK 511	16	VGBK 521	16
RIDO 511	8	RIDO 525	8
<i>Total credits first semester:</i>	<i>64</i>	<i>Total credits second semester:</i>	<i>64</i>

OO.1.9.4 Programme: O408C/N Education Management (only presented in English)

OO.1.9.4.1 Programme outcomes

After completing the Advanced Certificate in Education in Education Management the learner will:

- a) possess scientific knowledge of and insight into education management;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in education management;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in education management.

OO.1.9.4.2 Programme structure

Semester 1	Cr	Semester 2	Cr
ORAK 511	8	ORAK 521	8
GSTK 511	8	GSTK 521	8
OBTK 511	16	OBAK 521	16
ORLK 511	8	ORLK 521	8
OSRK 511	16	ORGK 521	16
RIDO 511	8	RIDO 525	8
<i>Total credits first semester:</i>	<i>64</i>	<i>Total credits second semester:</i>	<i>64</i>

Remark: This programme is presented in English only.

OO.1.9.5 Programme: O413C/N O413F Professional Educator Development: Foundation Phase

This programme is presented by means of flexi-learning. Learners attend contact sessions for certain periods of time.

OO.1.9.5.1 Programme outcomes

After completing the Advanced Certificate in Education in Professional Educator Development: Foundation Phase the learner will:

- a) possess scientific knowledge of and insight into the foundation phase of professional educator development;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in the foundation phase of professional educator development;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in the foundation phase of professional educator development.

OO.1.9.5.2 Programme structure

Compulsory modules	Cr
ORAK 511	8
ORLK 511	8
GSTK 511	8
RIDO 511	8
FROF 571	32
FROG 571	32
FROL 571	32
<i>Total credits:</i>	<i>128</i>

OO.1.9.6 Programme: O414C/N Programme: O414F Professional Educator Development: Intermediate and Senior Phase

This programme is presented by means of flexi-learning. Learners attend contact sessions for certain periods of time.

OO.1.9.6.1 Programme outcomes

After completing the Advanced Certificate in Education in Professional Educator Development: Intermediate and Senior Phase the learner will:

- a) possess scientific knowledge of and insight into the intermediate and senior phase of professional educator development;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in the intermediate and senior phase of professional educator development;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in the intermediate and senior phase of professional educator development.

OO.1.9.6.2 Programme structure

Compulsory modules	Cr
ORAK 511	8
ORLK 511	8
GSTK 511	8
RIDO 511	8
FROO 571	32
FROP 571	32
FROM 571	32
<i>Total credits:</i>	<i>128</i>

OO.1.9.7 Programme: O416C/N Remedial Education**OO.1.9.7.1 Programme outcomes**

After completing the Advanced Certificate in Education Remedial Education the learner will:

- a) possess scientific knowledge of and insight into remedial education;;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in remedial education;
- c) strive after certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in remedial education.

OO.1.9.7.2 Programme structure

Semester 1	Cr	Semester 2	Cr
ORAK 511	8	ORAK 521	8
GSTK 511	8	GSTK 521	8
ORPK 511	16	KPOK 521	16
ORLK 511	8	ORLK 521	8
ORTK 511	16	RMPK 521	16
RIDO 511	8	RIDO 525	8
<i>Total credits first semester:</i>	<i>64</i>	<i>Total credits second semester:</i>	<i>64</i>

OO.1.9.8 Programme: O420C/N Mathematics Education**OO.1.9.8.1 Programme outcomes**

After completing the Advanced Certificate Education in Mathematics Education the learner will:

- a) possess scientific knowledge of and insight into mathematics education;
- b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups, integrating acquired knowledge effectively into the education situation) in mathematics education;

- c) strive after values (amongst others excellence in education, integrity in the education situation) on the grounds of his/her studies mathematics education.

OO.1.9.8.2 Programme structure

Year 1	Cr	Year 2	Cr
ORLK 511	8	ORLK 521	8
GSTK 511	8	GSTK 521	8
RIDO 511	8	RIDO 525	8
NWSK 511	16	NWSK 521	16
NWSK 512	16	NWSK 522	16
		NDWK 521	16
<i>Total credits first semester:</i>		<i>Total credits second semester:</i>	
	56		72

OO.1.10 EXAMINATIONS

OO.1.10.1 Participation marks

For every teaching-learning instruction (class tests, assignments, exercises, etc.) executed marks are allocated by means of formative assessment in a module. A learner's participation marks are the average of these marks and can be compiled of marks assigned for theoretical work and for practical work if applicable. A participation mark of 40% is required for admission to the examination.

OO.1.10.2 Admission to examinations

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

OO.1.10.3 Module mark

The module mark is calculated according to the prescriptions of A.1.33 and A.8.8 regarding the relation between the participation marks and the examination marks as indicated by the module outcomes.

OO.1.10.4 Pass requirements of a programme

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

- a) The subminimum for all modules in which examinations are taken is 40% (A.8.9).
- b) The requirement for passing a module in which examinations are taken is a module mark of 50% (A.8.7).
- c) Passing all the separate modules, of which the programme is compiled, as indicated in A.8.5, passes a programme.

OO.1.10.5 Repetition of modules

According to A.10.3 the following rules are valid:

- a) Within the maximum study period of two (2) years a learner may once repeat modules not exceeding 25% of the total programme.
- b) A learner repeating modules must register again for these modules and obtain participation marks or fulfil other requirements as determined by the school director in order to be granted admission to examinations in these modules.
- c) If a learner that repeats modules does not pass those specific modules in the next examination period, the learner must again put in an application to the faculty council concerned.

OO.1.10.6 Terminations of studies

The studies of a learner can be terminated in terms of A.9 if the learner exceeds the maximum duration of the study period.

OO.1.10.7 Number of examination opportunities

a) *The following apply to part time and flexi-learning ACE-learners:*

In terms of A.8.1.1, all learners registered for the ACE, have two opportunities to write examination in each module. Learners may use one or both opportunities. When using both opportunities, the mark obtained during the second examination will determine the module mark. All examinations are written in June and November. For both the June and November examinations the second opportunity is in January of the following year. The January examination can only be written in Potchefstroom. Examinations in 32 credit modules will only be written in November and January.

Learners who write the exam during the second opportunity have to pay a fee per module.

b) *The following apply to OLA and OLA (Namibia) ACE learners:*

Learners can write any module (first or second semester) either in June or November.

OO.2 RULES FOR THE NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (NPDE)

DIPLOMA CODE

Foundation phase	466 100 (F) ¹ 466 101 (C) ²
Intermediate and Senior phase	466 102 (F) ⁵ 466 103 (C) ⁶
Senior and Further Education and Training (FET) phase	466 104 (F) ⁵ 466 105 (C) ⁶

This diploma is offered only as a flexi programme (i.e. an enriched programme with limited contact periods) at study centers with vacation schools at the Potchefstroom campus, as well as through the Open Learning Academy (OLA).

OO.2.1 PURPOSE AND NATURE OF THE QUALIFICATION

OO.2.1.1 Nature and general purpose

The nature of this diploma benefits **practising teachers**. It addresses current needs and issues through practice-based content and activities.

The general purpose of this diploma is to allow practising teachers to upgrade their qualifications.

OO.2.2 MINIMUM AND MAXIMUM DURATION OF PROGRAMME

Depending on the level of entry, the minimum duration for this qualification is either two or three years and the maximum duration is either three or four years.

OO.2.3 ENTRANCE REQUIREMENTS

OO.2.3.1 A Matriculation Certificate (Gr. 12) plus one year tertiary training, for example the Primary Teachers' Certificate (PTC) or similar qualification for entry at the second year.

OO.2.3.2 Practising teachers who have only a Matriculation Certificate may enter for the first year which is then viewed as a bridging course to continue to years two and three.

OO.2.4 RECOGNITION OF PRIOR LEARNING (RPL)

RPL as recognised by the Faculty Council.

F¹ is applicable for learners following the flexi programme

C² is applicable for OLA learners

OO.2.5 QUALIFICATION OUTCOMES

OO.2.5.1 Generic Outcomes

After completion of the programme, the learners will demonstrate knowledge, skills and values regarding

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

OO.2.5.2 Specific outcomes

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

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

- a) Facilitate learning in such a way that the different needs of learners, including those with learning disabilities and –problems, as well as emotional and behavioural problems, are taken into account within the framework of inclusive education
- b) Create and maintain a learning environment that is conducive to effective learning
- c) Promote and apply classroom communication in such a way that the differences between learners are recognized and respected
- d) Demonstrate thorough knowledge regarding their subject, teaching principles, -strategies, -methods, -skills and teaching-learning resources as applicable in the South African context
- e) Demonstrate competence in reading, writing and speaking the language(s) of instruction in ways that facilitate their own academic learning and ability to facilitate learning in the classroom
- f) Demonstrate competence in interpreting and using numerical and elementary statistical information to facilitate their own academic learning and ability to administer teaching, learning and assessment

The role of interpreter and designer of learning programmes and teaching- learning resources that implies that the learners will be able to

- a) Interpret existing learning programmes and critically evaluate them
- b) Design new learning programmes, taking into regard the ordination principles and varying learning tempos of learners
- c) Determine the requirements for certain learning contexts
- d) Select and/or create suitable written and audiovisual learning resources in such a way that they suit the specific learning requirements of learners
- e) Demonstrate competence in their own area(s) of specialization regarding the planning and reflecting on appropriate programmes for learners and their learning context

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

- a) Demonstrate basic knowledge and perspective regarding the South African education system, especially with regards to further education and training
- b) Act professionally as required by existing educational legal principles
- c) Demonstrate a respect for and commitment to the educator profession
- d) Participate in a responsible and democratic manner in the decision-making processes of the institution in which training is provided

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

- a) Be a living example of a critical, dedicated and ethical person who shows regard for the demands that education, the school and other stakeholders (viz. the government, church, parents and learners) make on them in such a way that learning contexts that promote health are created
- b) Demonstrate and promote respect and responsibility
- c) Promote the Constitution and democratic values and practices
- d) Promote learners' knowledge and understanding of the Bible
- e) Assist learners in study- and occupational choices

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

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

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

- a) Apply thorough knowledge, insight and perspective regarding the contents, skills, values and methods of their particular learning areas, subjects, disciplines and phases during the implementation of learning programmes
- b) Apply their knowledge, insight and perspective of teaching and learning strategies, - methods, -skills during the design and implementation of learning programmes for their particular learners

OO.2.6 CHANGE OF PROGRAMME

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

OO.2.7 ARTICULATION AND EXIT LEVELS

OO.2.7.1 Articulation

The NPDE provides access to an Advanced Certificate in Education.

OO.2.7.2 Exit Levels

A learner who have completed the course after entering with a Grade 12 qualification receives the NPDE (384 credits) at SAQA level 5.

OO.2.8 NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (NPDE) FOUNDATION PHASE

466 100 (F)

466 101 (C)

OO.2.8.1 List of programme modules

OO.2.8.1.1 Compulsory modules

Module code	Module name	Credits
AGDN 221	Foundation Phase Literacy, Numeracy and Life Skills	16
AGDN 321	Foundation Phase Literacy, Numeracy and Life Skills	16
AKPN 117	Afrikaans Moedertaal Kommunikasie	8
AKPN 127	Afrikaans Moedertaal Kommunikasie	8
AKPN 217	Afrikaans Moedertaal Kommunikasie	8
AKPN 227	Afrikaans Moedertaal Kommunikasie	8
AKPN 317	Afrikaans Moedertaal Kommunikasie	8
AKPN 327	Afrikaans Moedertaal Kommunikasie	8
AKPN 118	Afrikaans Nie-Moedertaal Kommunikasie	8
AKPN 128	Afrikaans Nie-Moedertaal Kommunikasie	8
AKPN 218	Afrikaans Nie-Moedertaal Kommunikasie	8
AKPN 228	Afrikaans Nie-Moedertaal Kommunikasie	8
AKPN 318	Afrikaans Nie-Moedertaal Kommunikasie	8
AKPN 328	Afrikaans Nie-Moedertaal Kommunikasie	8
EDMN 319	Educational Management Development	8
EDVN 221	Anti-racism and educational laws and values	8
ESPN 119	English Communication	8
ESPN 129	English Communication	8
ESPN 219	English Communication	8
ESPN 229	English Communication	8

ESPN 319	English Communication	8
ESPN 329	English Communication	8
GDSN 116	Religious Studies	8
GDSN 126	Religious Studies	8
GSUN 219	Health Education	8
GSUN 319	Health Education (AIDS Prevention and Motor Development)	8
JPUN 116	Junior Primary Studies	16
JPUN 126	Junior Primary Studies	16
JPUN 216	Junior Primary Studies	8
JPUN 226	Junior Primary Studies	8
JPUN 316	Junior Primary Studies	8
JPUN 326	Junior Primary Studies	8
NAUN 111	Natural Sciences Didactics	8
OPAN 119	Teaching Studies	8
OPAN 129	Teaching Studies	8
OPAN 219	Teaching Studies	8
OPAN 319	Teaching studies	8
PRSN 319	Professional Studies	8
RGLN 111	Computer Literacy	8
TSCN 128	Setswana Communication (m)	8
TSCN 218	Setswana Communication (m)	8
TSCN 228	Setswana Communication (m)	8
TSCN 318	Setswana Communication (m)	8
TSCN 328	Setswana Communication (m)	8
TSNN 118	Setswana Communication (nm)	8
TSNN 128	Setswana Communication (nm)	8
TSNN 218	Setswana Communication (nm)	8
TSNN 228	Setswana Communication (nm)	8
TSNN 318	Setswana Communication (nm)	8
TSNN 328	Setswana Communication (nm)	8
WAPN 111	General Mathematics	8
WAPN 121	General Mathematics	8
WAPN 221	General Mathematics	8
WAPN 321	General Mathematics	8
WLRN 311	Philosophy of Education	8

OO.2.8.1.2 Core modules

Module code	Module name	Credits
ABAN 116	ABET	16
ABAN 126	ABET	16
ABAN 216	ABET	8
ABAN 226	ABET	8
ABAN 316	ABET	8
ABAN 326	ABET	8
ABXN 226	ABET Didactics	16
ABXN 326	ABET Didactics	16
AFDN 221	Vakdidaktiek Afrikaans	16
AFDN 321	Vakdidaktiek Afrikaans	16
AFRN 119	Afrikaans	16
AFRN 129	Afrikaans	16
AFRN 219	Afrikaans	8
AFRN 229	Afrikaans	8
AFRN 319	Afrikaans	8
AFRN 329	Afrikaans	8
EDSN 229	English Didactics	16
EDSN 329	English Didactics	16
EGPN 119	English	16
EGPN 129	English	16
EGPN 219	English	8
EGPN 229	English	8
EGPN 319	English	8
EGPN 329	English	8
GFPN 116	Geography	16
GFPN 126	Geography	16
GFPN 216	Geography	8
GFPN 226	Geography	8
GFPN 316	Geography	8
GFPN 326	Geography	8
GFXN 221	Geography Didactics	16
GFXN 321	Geography Didactics	16
GSAN 116	History	16
GSAN 126	History	16
GSAN 216	History	8
GSAN 226	History	8

GSAN 316	History	8
GSAN 326	History	8
GSXN 221	History Didactics	16
GSXN 321	History Didactics	16
LSGN 111	Learner Support and School Guidance	16
LSGN 121	Learner Support and School Guidance	16
LSGN 211	Learner Support and School Guidance	8
LSGN 221	Learner Support and School Guidance	8
LSGN 311	Learner Support and School Guidance	8
LSGN 321	Learner Support and School Guidance	8
LGVN 221	Learner Support and School Guidance Didactics	16
LGVN 321	Learner Support and School Guidance Didactics	16
TSMN 119	Setswana	16
TSMN 129	Setswana	16
TSMN 219	Setswana	8
TSMN 229	Setswana	8
TSMN 319	Setswana	8
TSMN 329	Setswana	8
TVXN 221	Setswana Didactics	16
TVXN 321	Setswana Didactics	16
WIPN 111	Mathematics	16
WIPN 121	Mathematics	16
WIPN 211	Mathematics	8
WIPN 221	Mathematics	8
WIPN 311	Mathematics	8
WIPN 321	Mathematics	8
WSXN 221	Mathematics Didactics	16
WSXN 321	Mathematics Didactics	16

OO.2.8.2 Programme composition

- OO.2.8.2.1 A programme is composed from the compulsory modules in OO.2.8.3 and by choosing ONE of the core modules in OO.2.8.4.
- OO.2.8.2.2 Learners specialising in the Foundation Phase acquire
- a) 64 credits from modules in the compulsory section (see OO.2.8.3) and
 - b) 64 credits from core modules (see OO.2.8.4).
- OO.2.8.2.3 Junior Primary studies are compulsory for the Foundation Phase.
- OO.2.8.2.4 The language of communication selected in the first semester is automatically the language of communication for the subsequent first semester(s). Another

language of communication is selected for the second semester and is automatically the language of communication for the subsequent second semester(s).

OO.2.8.3 Compulsory modules

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First Semester	Cr	First Semester	Cr	First Semester	Cr
One of the following:		One of the following:		One of the following:	
TSCN 118	8	TSCN 218	8	TSCN 318	8
TSNN 118	8	TSNN 218	8	TSNN 318	8
AKPN 117	8	AKPN 217	8	AKPN 317	8
AKPN 118	8	AKPN 218	8	AKPN 318	8
ESPN 119	8	ESPN 219	8	ESPN 319	8
plus		plus		plus	
WAPN 111	8	NAUN 111	8	EDMN 319	8
OPAN 119	8	OPAN 219	8	OPAN 319	8
GDSN 116	8	GSUN 219	8	GSUN 319	8
JPUN 116	16	RGLN 111	8	WLRN 311	8
		EDVN 221	8	PRSN 319	8
		JPUN 216	8	JPUN 316	16
<i>Total credits first semester:</i>		<i>Total credits first semester:</i>		<i>Total credits first semester:</i>	
	48		56		56

Second Semester	Cr	Second semester	Cr	Second semester	Cr
One of the following:		One of the following:		One of the following:	
TSCN 128	8	TSCN 228	8	TSCN 328	8
TSNN 128	8	TSNN 228	8	TSNN 328	8
AKPN 127	8	AKPN 227	8	AKPN 327	8
AKPN 128	8	AKPN 228	8	AKPN 328	8
ESPN 129	8	ESPN 229	8	ESPN 329	8
plus		plus		plus	
WAPN 121	8	WAPN 221	8	WAPN 321	8
OPAN 129	8	JPUN 226	8	JPUN 321	8
GDSN 126	8	AGDN 221	16	AGDN 321	16
JPUN 126	16				
<i>Total credits second semester:</i>		<i>Total credits second semester:</i>		<i>Total credits second semester:</i>	
	48		40		40

OO.2.8.4 Core modules

OO.2.8.4.1 101F/C Afrikaans

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First Semester	Cr	First Semester	Cr	First Semester	Cr
AFRN 119	16	AFRN 219	8	AFRN 319	8
<i>Total credits first semester:</i>	16	<i>Total credits first semester:</i>	8	<i>Total credits first semester:</i>	8
Second semester	Cr	Second semester	Cr	Second semester	Cr
AFRN 129	16	AFRN 229 AFDN 221	8 16	AFRN 329 AFDN 321	8 16
<i>Total credits second semester:</i>	16	<i>Total credits second semester:</i>	24	<i>Total credits second semester:</i>	24

OO.2.8.4.2 102F/C English

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
EGPN 119	16	EGPN 219	8	EGPN 319	8
<i>Total credits first semester:</i>	16	<i>Total credits first semester:</i>	8	<i>Total credits first semester:</i>	8
Second semester	Cr	Second semester	Cr	Second semester	Cr
EGPN 129	16	EGPN 229 EDSN 229	8 16	EGPN 329 EDSN 329	8 16
<i>Total credits second semester:</i>	16	<i>Total credits second semester:</i>	24	<i>Total credits second semester:</i>	24

OO.2.8.4.3 103F/C Setswana

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
TSMN 119	16	TSMN 219	8	TSMN 319	8
<i>Total credits first semester:</i>	16	<i>Total credits first semester:</i>	8	<i>Total credits first semester:</i>	8
Second semester	Cr	Second semester	Cr	Second semester	Cr
TSMN 129	16	TSMN 229 TVXN 221	8 16	TSMN 329 TVXN 321	8 16
<i>Total credits second semester:</i>	16	<i>Total credits second semester:</i>	24	<i>Total credits second semester:</i>	24

OO.2.8.4.4 104F/C Mathematics

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
WIPN 111	16	WIPN 211	8	WIPN 311	8
<i>Total credits first semester:</i>	16	<i>Total credits first semester:</i>	8	<i>Total credits first semester:</i>	8
Second semester	Cr	Second semester	Cr	Second semester	Cr
WIPN 121	16	WIPN 221 WSXN 221	8 16	WIPN 321 WSXN 321	8 16
<i>Total credits second semester:</i>	16	<i>Total credits second semester:</i>	24	<i>Total credits second semester:</i>	24

OO.2.8.4.5 105F/C History

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
GSAN 116	16	GSAN 216	8	GSAN 316	8
<i>Total credits first semester:</i>	16	<i>Total credits first semester:</i>	8	<i>Total credits first semester:</i>	8
Second semester	Cr	Second semester	Cr	Second semester	Cr
GSAN 126	16	GSAN 226 GSXN 221	8 16	GSAN 326 GSXN 321	8 16
<i>Total credits second semester:</i>	16	<i>Total credits second semester:</i>	24	<i>Total credits second semester:</i>	24

OO.2.8.4.6 106F/C Geography

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
GFPN 116	16	GFPN 216	8	GFPN 316	8
<i>Total credits first semester:</i>	16	<i>Total credits first semester:</i>	8	<i>Total credits first semester:</i>	8
Second semester	Cr	Second semester	Cr	Second semester	Cr
GFPN 126	16	GFPN 226 GFXN 221	8 16	GFPN 326 GFXN 321	8 16
<i>Total credits second semester:</i>	16	<i>Total credits second semester:</i>	24	<i>Total credits second semester:</i>	24

OO.2.8.4.7 108F/C ABET (Adult Basic Education and Training)

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
ABAN 116	16	ABAN 216	8	ABAN 316	8
<i>Total credits first semester:</i>	16	<i>Total credits first semester:</i>	8	<i>Total credits first semester:</i>	8
Second semester	Cr	Second semester	Cr	Second semester	Cr
ABAN 126	16	ABAN 226 ABXN 226	8 16	ABAN 326 ABXN 326	8 16
<i>Total credits second semester:</i>	16	<i>Total credits second semester:</i>	24	<i>Total credits second semester:</i>	24

OO.2.8.4.8 109F/C Learner Support and School Guidance

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
LSGN 111	16	LSGN 211	8	LSGN 311	8
<i>Total credits first semester:</i>	16	<i>Total credits first semester:</i>	8	<i>Total credits first semester:</i>	88
Second semester	Cr	Second semester	Cr	Second semester	Cr
LSGN 121	16	LSGN 221 LGVN 221	8 16	LSGN 321 LGVN 321	8 16
<i>Total credits second semester:</i>	16	<i>Total credits second semester:</i>	24	<i>Total credits second semester:</i>	24

OO.2.9 NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (NPDE) INTERMEDIATE AND SENIOR PHASE

466 102 (F)
466 103 (C)

OO.2.9.1 List of programme modules

OO.2.9.1.1 Compulsory modules

Credit code	Module name	Credits
AKPN 117	Afrikaans Moedertaal Kommunikasie	8
AKPN 127	Afrikaans Moedertaal Kommunikasie	8
AKPN 217	Afrikaans Moedertaal Kommunikasie	8
AKPN 227	Afrikaans Moedertaal Kommunikasie	8
AKPN 317	Afrikaans Moedertaal Kommunikasie	8
AKPN 327	Afrikaans Moedertaal Kommunikasie	8
AKPN 118	Afrikaans Nie-Moedertaal Kommunikasie	8

AKPN 128	Afrikaans Nie-Moedertaal Kommunikasie	8
AKPN 218	Afrikaans Nie-Moedertaal Kommunikasie	8
AKPN 228	Afrikaans Nie-Moedertaal Kommunikasie	8
AKPN 318	Afrikaans Nie-Moedertaal Kommunikasie	8
AKPN 328	Afrikaans Nie-Moedertaal Kommunikasie	8
EDMN 319	Educational Management Development	8
EDVN 221	Anti-racism and educational laws and values	8
ESPN 119	English Communication	8
ESPN 129	English Communication	8
ESPN 219	English Communication	8
ESPN 229	English Communication	8
ESPN 319	English Communication	8
ESPN 329	English Communication	8
GDSN 116	Religious Studies	8
GDSN 126	Religious Studies	8
GSUN 219	Health Education	8
GSUN 319	Health Education (AIDS Prevention and Motor Development)	8
NAUN 111	Natural Sciences Didactics	8
OPAN 119	Teaching Studies	8
OPAN 129	Teaching Studies	8
OPAN 219	Teaching Studies	8
OPAN 319	Teaching Studies	8
PRSN 319	Professional Studies	8
RGLN 111	Computer Literacy	8
TSCN 118	Setswana Communication (m)	8
TSCN 128	Setswana Communication (m)	8
TSCN 218	Setswana Communication (m)	8
TSCN 228	Setswana Communication (m)	8
TSCN 318	Setswana Communication (m)	8
TSCN 328	Setswana Communication (m)	8
TSNN 118	Setswana Communication (nm)	8
TSNN 128	Setswana Communication (nm)	8
TSNN 218	Setswana Communication (nm)	8
TSNN 228	Setswana Communication (nm)	8
TSNN 318	Setswana Communication (nm)	8
TSNN 328	Setswana Communication (nm)	8
WAPN 111	General Mathematics	8
WAPN 121	General Mathematics	8

WAPN 221	General Mathematics	8
WAPN 321	General Mathematics	8
WLRN 311	Philosophy of Education	8

OO.2.9.1.2 Core modules

Module code	Module name	Credits
ABAN 116	ABET	16
ABAN 126	ABET	16
ABAN 216	ABET	8
ABAN 226	ABET	8
ABAN 316	ABET	8
ABAN 326	ABET	8
ABXN 226	ABET Didactics	16
ABXN 326	ABET Didactics	16
AFDN 221	Vakdidaktiek Afrikaans	16
AFDN 321	Vakdidaktiek Afrikaans	16
AFRN 119	Afrikaans	16
AFRN 129	Afrikaans	16
AFRN 219	Afrikaans	8
AFRN 229	Afrikaans	8
AFRN 319	Afrikaans	8
AFRN 329	Afrikaans	8
EDSN 229	English Didactics	16
EDSN 329	English Didactics	16
EGPN 119	English	16
EGPN 129	English	16
EGPN 219	English	8
EGPN 229	English	8
EGPN 319	English	8
EGPN 329	English	8
GFPN 116	Geography	16
GFPN 126	Geography	16
GFPN 216	Geography	8
GFPN 226	Geography	8
GFPN 316	Geography	8
GFPN 326	Geography	8
GFXN 221	Geography Didactics	16
GFXN 321	Geography Didactics	16

GSAN 116	History	16
GSAN 126	History	16
GSAN 216	History	8
GSAN 226	History	8
GSAN 316	History	8
GSAN 326	History	8
GSXN 221	History Didactics	16
GSXN 321	History Didactics	16
LSGN 111	Learner Support and School Guidance	16
LSGN 121	Learner Support and School Guidance	16
LSGN 211	Learner Support and School Guidance	8
LSGN 221	Learner Support and School Guidance	8
LSGN 311	Learner Support and School Guidance	8
LSGN 321	Learner Support and School Guidance	8
LGVN 221	Learner Support and School Guidance Didactics	16
LGVN 321	Learner Support and School Guidance Didactics	16
TSMN 119	Setswana	16
TSMN 129	Setswana	16
TSMN 219	Setswana	8
TSMN 229	Setswana	8
TSMN 319	Setswana	8
TSMN 329	Setswana	8
TVXN 221	Setswana Didactics	16
TVXN 321	Setswana Didactics	16
WIPN 111	Mathematics	16
WIPN 121	Mathematics	16
WIPN 211	Mathematics	8
WIPN 221	Mathematics	8
WIPN 311	Mathematics	8
WIPN 321	Mathematics	8
WSXN 221	Mathematics Didactics	16
WSXN 321	Mathematics Didactics	16

OO.2.9.2 Programme composition

- c) OO.2.9.2.1 A programme is composed from the compulsory modules in OO.2.9.3 and by choosing ONE of the core modules in OO.2.9.4.

- d) OO.2.9.2.2 Learners specialising in the Intermediate and Senior Phase acquire
- i) 64 credits from modules in the compulsory section (see OO.2.9.3) and
 - ii) 64 credits from core modules (see OO.2.9.4).
- e) OO.2.9.2.3 The language of communication selected in the first semester is automatically the language of communication for the subsequent first semester(s). Another language of communication is selected for the second semester and is automatically the language of communication for the subsequent second semester(s).

OO.2.9.3 Compulsory modules

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First Semester	Cr	First Semester	Cr	First Semester	Cr
One of the following:		One of the following:		One of the following:	
TSCN 118	8	TSCN 218	8	TSCN 318	8
TSNN 118	8	TSNN 218	8	TSNN 318	8
AKPN 117	8	AKPN 217	8	AKPN 317	8
AKPN 118	8	AKPN 218	8	AKPN 318	8
ESPN 119	8	ESPN 219	8	ESPN 319	8
plus		plus		plus	
WAPN 111	8	NAUN 111	8	EDMN 319	8
OPAN 119	8	OPAN 219	8	OPAN 319	8
GDSN 116	8	GSUN 219	8	GSUN 319	8
		RGLN 111	8	WLRN 311	8
		EDVN 221	8	PRSN 319	8
<i>Total credits first semester:</i>	32	<i>Total credits first semester:</i>	48	<i>Total credits first semester:</i>	48
Second Semester		Second Semester		Second Semester	
One of the following:		One of the following:		One of the following:	
TSCN 128	8	TSCN 228	8	TSCN 328	8
TSNN 128	8	TSNN 228	8	TSNN 328	8
AKPN 127	8	AKPN 227	8	AKPN 327	8
AKPN 128	8	AKPN 228	8	AKPN 328	8
ESPN 129	8	ESPN 229	8	ESPN 329	8
plus		plus		plus	
WAPN 121	8	WAPN 221	8	WAPN 321	8
OPAN 129	8				
GDSN 126	8				
<i>Total credits first semester:</i>	32	<i>Total credits first semester:</i>	16	<i>Total credits first semester:</i>	16

OO.2.9.4 Core modules

OO.2.9.4.1 113C/F Afrikaans and English

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
AFRN 119	16	AFRN 219	8	AFRN 319	8
EGPN 119	16	EGPN 219	8	EGPN 319	8
<i>Total credits first semester:</i>	32	<i>Total credits first semester:</i>	16	<i>Total credits first semester:</i>	16
Second semester	Cr	Second semester	Cr	Second semester	Cr
AFRN 129	16	AFRN 229	8	AFRN 329	8
EGPN 129	16	EGPN 229	8	EGPN 329	8
		AFDN 221	16	AFDN 321	16
		EDSN 229	16	EDSN 329	16
<i>Total credits second semester:</i>	32	<i>Total credits second semester:</i>	48	<i>Total credits second semester:</i>	48

OO.2.9.4.2 114F/C Afrikaans and Setswana

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
AFRN 119	16	AFRN 219	8	AFRN 319	8
TSMN 119	16	TSMN 219	8	TSMN 319	8
<i>Total credits first semester:</i>	32	<i>Total credits first semester:</i>	16	<i>Total credits first semester:</i>	16
Second semester	Cr	Second semester	Cr	Second semester	Cr
AFRN 129	16	AFRN 229	8	AFRN 329	8
TSMN 129	16	TSMN 229	8	TSMN 329	8
		AFDN 221	16	AFDN 321	16
		TVXN 221	16	TVXN 321	16
<i>Total credits second semester:</i>	32	<i>Total credits second semester:</i>	48	<i>Total credits second semester:</i>	48

OO.2.9.4.3 115F/C Afrikaans and Mathematics

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
AFRN 119	16	AFRN 219	8	AFRN 319	8
WIPN 111	16	WIPN 211	8	WIPN 311	8
<i>Total credits first semester:</i>	32	<i>Total credits first semester:</i>	16	<i>Total credits first semester:</i>	16
Second semester	Cr	Second semester	Cr	Second semester	Cr
AFRN 129	16	AFRN 229	8	AFRN 329	8
WIPN 121	16	WIPN 221	8	WIPN 321	8
		AFDN 221	16	AFDN 321	16
		WSXN 221	16	WSXN 321	16
<i>Total credits second semester:</i>	32	<i>Total credits second semester:</i>	48	<i>Total credits second semester:</i>	48

OO.2.9.4.4 116F/C Afrikaans and History

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
AFRN 119	16	AFRN 219	8	AFRN 319	8
GSAN 116	16	GSAN 216	8	GSAN 316	8
<i>Total credits first semester:</i>		<i>Total credits first semester:</i>		<i>Total credits first semester:</i>	
32		16		16	
Second semester	Cr	Second semester	Cr	Second semester	Cr
AFRN 129	16	AFRN 229	16	AFRN 329	8
GSAN 126	16	GSAN 226	16	GSAN 326	8
		AFDN 221	16	AFDN 321	16
		GSXN 221	16	GSXN 321	16
<i>Total credits second semester:</i>		<i>Total credits second semester:</i>		<i>Total credits second semester:</i>	
32		48		48	

OO.2.9.4.5 117F/C Afrikaans and Geography

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
AFRN 119	16	AFRN 219	8	AFRN 319	8
GFPN 116	16	GFPN 216	8	GFPN 316	8
<i>Total credits first semester:</i>		<i>Total credits first semester:</i>		<i>Total credits first semester:</i>	
32		16		16	
Second semester	Cr	Second semester	Cr	Second semester	Cr
AFRN 129	16	AFRN 229	8	AFRN 329	8
GFPN 126	16	GFXN 221	8	GFPN 326	8
		AFDN 221	16	AFDN 321	16
		GFPN 226	16	GFXN 321	16
<i>Total credits second semester:</i>		<i>Total credits second semester:</i>		<i>Total credits second semester:</i>	
32		48		48	

OO.2.9.4.6 118F/C Afrikaans and ABET

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
AFRN 119	16	AFRN 219	8	GFPN 316	8
ABAN 116	16	ABAN 216	8	ABAN 316	8
<i>Total credits first semester:</i>		<i>Total credits first semester:</i>		<i>Total credits first semester:</i>	
32		16		16	
Second semester	Cr	Second semester	Cr	Second semester	Cr
AFRN 129	16	AFRN 229	8	AFRN 329	8
ABAN 126	16	ABAN 226	8	ABAN 326	8
		AFDN 221	16	AFDN 321	16
		ABXN 226	16	ABXN 326	16
<i>Total credits second semester:</i>		<i>Total credits second semester:</i>		<i>Total credits second semester:</i>	
32		48		48	

OO.2.9.4.7 119F/C Afrikaans and Learner Support and School Guidance

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
AFRN 119	16	AFRN 219	8	AFRN 319	8
LSGN 111	16	LSGN 211	8	LSGN 311	8
<i>Total credits first semester:</i>		<i>Total credits first semester:</i>		<i>Total credits first semester:</i>	
32		16		16	
Second semester	Cr	Second semester	Cr	Second semester	Cr
AFRN 129	16	AFRN 229	8	AFRN 329	8
LSGN 121	16	LSGN 221	8	LSGN 321	8
		AFDN 221	16	AFDN 321	16
		LGVN 221	16	LGVN 321	16
<i>Total credits second semester:</i>		<i>Total credits second semester:</i>		<i>Total credits second semester:</i>	
32		48		48	

OO.2.9.4.8 120F/C English and Setswana

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
EGPN 119	16	EGPN 219	8	EGPN 319	8
TSMN 119	16	TSMN 219	8	TSMN 319	8
<i>Total credits first semester:</i>		<i>Total credits first semester:</i>		<i>Total credits first semester:</i>	
32		16		16	
Second semester	Cr	Second semester	Cr	Second semester	Cr
EGPN 129	16	EGPN 229	8	EGPN 329	8
TSMN 129	16	TSMN 229	8	TSMN 329	8
		EDSN 229	16	EDSN 329	16
		TVXN 221	16	TVXN 321	16
<i>Total credits second semester:</i>		<i>Total credits second semester:</i>		<i>Total credits second semester:</i>	
32		48		48	

OO.2.9.4.9 121F/C English and Mathematics

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
EGPN 119	16	EGPN 219	8	EGPN 319	8
WIPN 111	16	WIPN 211	8	WIPN 311	8
<i>Total credits first semester:</i>		<i>Total credits first semester:</i>		<i>Total credits first semester:</i>	
32		16		16	
Second semester	Cr	Second semester	Cr	Second semester	Cr
EGPN 129	16	EGPN 229	8	EGPN 329	8
WIPN 121	16	WIPN 221	8	WIPN 321	8
		EDSN 229	16	EDSN 329	16
		WSXN 221	16	WSXN 321	16
<i>Total credits second semester:</i>		<i>Total credits second semester:</i>		<i>Total credits second semester:</i>	
32		48		48	

OO.2.9.4.10 122F/C English and History

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
EGPN 119	16	EGPN 219	8	EGPN 319	8
GSAN 116	16	GSAN 216	8	GSAN 316	8
<i>Total credits first semester:</i>	32	<i>Total credits first semester:</i>	16	<i>Total credits first semester:</i>	16
Second semester	Cr	Second semester	Cr	Second semester	Cr
EGPN 129	16	EGPN 229	8	EGPN 329	8
GSAN 126	16	GSAN 226	8	GSAN 326	8
		EDSN 229	16	EDSN 329	16
		GSXN 221	16	GSXN 321	16
<i>Total credits second semester:</i>	32	<i>Total credits second semester:</i>	48	<i>Total credits second semester:</i>	48

OO.2.9.4.11 123F/C English and Geography

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
EGPN 119	16	EGPN 219	8	EGPN 319	8
GFPN 116	16	GFPN 216	8	GFPN 316	8
<i>Total credits first semester:</i>	32	<i>Total credits first semester:</i>	16	<i>Total credits first semester:</i>	16
Second semester	Cr	Second semester	Cr	Second semester	Cr
EGPN 129	16	EGPN 229	8	EGPN 329	8
GFPN 126	16	GFPN 226	8	GFPN 326	8
		EDSN 229	16	EDSN 329	16
		GFXN 221	16	GFXN 321	16
<i>Total credits second semester:</i>	32	<i>Total credits second semester:</i>	48	<i>Total credits second semester:</i>	48

OO.2.9.4.12 124F/C English and ABET

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
EGPN 119	16	EGPN 219	8	EGPN 319	8
ABAN 116	16	ABAN 216	8	ABAN 316	8
<i>Total credits first semester:</i>	32	<i>Total credits first semester:</i>	16	<i>Total credits first semester:</i>	16
Second semester	Cr	Second semester	Cr	Second semester	Cr
EGPN 129	16	EGPN 229	8	EGPN 329	8
ABAN 126	16	ABAN 226	8	ABAN 326	8
		EDSN 229	16	EDSN 329	16
		ABXN 226	16	ABXN 326	16
<i>Total credits second semester:</i>	32	<i>Total credits second semester:</i>	48	<i>Total credits second semester:</i>	48

OO.2.9.4.13 125F/C English and Learner Support and School Guidance

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
EGPN 119	16	EGPN 219	8	EGPN 319	8
LSGN 111	16	LSGN 211	8	LSGN 311	8
<i>Total credits first semester:</i>		<i>Total credits first semester:</i>		<i>Total credits first semester:</i>	
32		16		16	
Second semester	Cr	Second semester	Cr	Second semester	Cr
EGPN 129	16	EGPN 229	8	EGPN 329	8
LSGN 129	16	LSGN 221	8	LSGN 321	8
		EDSN 229	16	EDSN 329	16
		LGVN 221	16	LGVN 321	16
<i>Total credits second semester:</i>		<i>Total credits second semester:</i>		<i>Total credits second semester:</i>	
32		48		48	

OO.2.9.4.14 126F/C Setswana and Mathematics

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
TSMN 119	16	TSMN 219	8	TSMN 319	8
WIPN 111	16	WIPN 211	8	WIPN 311	8
<i>Total credits first semester:</i>		<i>Total credits first semester:</i>		<i>Total credits first semester:</i>	
32		16		16	
Second semester	Cr	Second semester	Cr	Second semester	Cr
TSMN 129	16	TSMN 229	8	TSMN 329	8
WIPN 121	16	WIPN 221	8	WIPN 321	8
		TVXN 221	16	TVXN 321	16
		WSXN 221	16	WSXN 321	16
<i>Total credits second semester:</i>		<i>Total credits second semester:</i>		<i>Total credits second semester:</i>	
32		48		48	

OO.2.9.4.15 127F/C Setswana and History

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
TSMN 119	16	TSMN 219	8	TSMN 319	8
GSAN 116	16	GSAN 216	8	GSAN 316	8
<i>Total credits first semester:</i>		<i>Total credits first semester:</i>		<i>Total credits first semester:</i>	
32		16		16	
Second semester	Cr	Second semester	Cr	Second semester	Cr
TSMN 129	16	TSMN 229	8	TSMN 329	8
GSAN 126	16	GSAN 226	8	GSAN 326	8
		TVXN 221	16	TVXN 321	16
		GSXN 221	16	GSXN 321	16
<i>Total credits second semester:</i>		<i>Total credits second semester:</i>		<i>Total credits second semester:</i>	
32		48		48	

OO.2.9.4.16 128F/C Setswana and Geography

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
TSMN 119	16	TSMN 219	8	TSMN 319	8
GFPN 116	16	GFPN 216	8	GFPN 316	8
<i>Total credits first semester:</i>		<i>Total credits first semester:</i>		<i>Total credits first semester:</i>	
32		16		16	
Second semester	Cr	Second semester	Cr	Second semester	Cr
TSMN 129	16	TSMN 229	8	TSMN 329	8
GFPN 126	16	GFPN 226	8	GFPN 326	8
		TVXN 221	16	TVXN 321	16
		GFXN 221	16	GFXN 321	16
<i>Total credits second semester:</i>		<i>Total credits second semester:</i>		<i>Total credits second semester:</i>	
32		48		48	

OO.2.9.4.17 129F/C Setswana and ABET

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
TSMN 119	16	TSMN 219	8	TSMN 319	8
ABAN 116	16	ABAN 216	8	ABAN 316	8
<i>Total credits first semester:</i>		<i>Total credits first semester:</i>		<i>Total credits first semester:</i>	
32		16		16	
Second semester	Cr	Second semester	Cr	Second semester	Cr
TSMN 129	16	TSMN 229	8	TSMN 329	8
ABAN 126	16	ABAN 226	8	ABAN 326	8
		TVXN 221	16	TVXN 321	16
		ABXN 226	16	ABXN 326	16
<i>Total credits second semester:</i>		<i>Total credits second semester:</i>		<i>Total credits second semester:</i>	
32		48		48	

OO.2.9.4.18 130F/C Setswana and Learner Support and School Guidance

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
TSMN 119	16	TSMN 219	8	TSMN 319	8
LSGN 111	16	LSGN 211	8	LSGN 311	8
<i>Total credits first semester:</i>		<i>Total credits first semester:</i>		<i>Total credits first semester:</i>	
32		16		16	
Second semester	Cr	Second semester	Cr	Second semester	Cr
TSMN 129	16	TSMN 229	8	TSMN 329	8
LSGN 121	16	LSGN 221	8	LSGN 321	8
		TVXN 221	16	TVXN 321	16
		LGVN 221	16	LGVN 321	16
<i>Total credits second semester:</i>		<i>Total credits second semester:</i>		<i>Total credits second semester:</i>	
32		48		48	

OO.2.9.4.19 131F/C Mathematics and History

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
WIPN 111	16	WIPN 211	8	WIPN 311	8
GSAN 116	16	GSAN 216	8	GSAN 316	8
<i>Total credits first semester:</i>		<i>Total credits first semester:</i>		<i>Total credits first semester:</i>	
32		16		16	
Second semester	Cr	Second semester	Cr	Second semester	Cr
WIPN 121	16	WIPN 221	8	WIPN 321	8
GSAN 126	16	GSAN 226	8	GSAN 326	8
		WSXN 221	16	WSXN 321	16
		GSXN 221	16	GSXN 321	16
<i>Total credits second semester:</i>		<i>Total credits second semester:</i>		<i>Total credits second semester:</i>	
32		48		48	

OO.2.9.4.20 132F/C Mathematics and Geography

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
WIPN 111	16	WIPN 211	8	WIPN 311	8
GFPN 116	16	GFPN 216	8	GFPN 316	8
<i>Total credits first semester:</i>		<i>Total credits first semester:</i>		<i>Total credits first semester:</i>	
32		16		16	
Second semester	Cr	Second semester	Cr	Second semester	Cr
WIPN 121	16	WIPN 221	8	WIPN 321	8
GFPN 126	16	GFPN 226	8	GFPN 326	8
		WSXN 221	16	WSXN 321	16
		GFXN 221	16	GFXN 321	16
<i>Total credits second semester:</i>		<i>Total credits second semester:</i>		<i>Total credits second semester:</i>	
32		48		48	

OO.2.9.4.21 OO.133F/C Mathematics and ABET

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
WIPN 111	16	WIPN 211	8	WIPN 311	8
ABAN 116	16	ABAN 216	8	ABAN 316	8
<i>Total credits first semester:</i>		<i>Total credits first semester:</i>		<i>Total credits first semester:</i>	
32		16		16	
Second semester	Cr	Second semester	Cr	Second semester	Cr
WIPN 121	16	WIPN 221	8	WIPN 321	8
ABAN 126	16	ABAN 226	8	ABAN 326	8
		WSXN 221	16	WSXN 321	16
		ABXN 226	16	ABXN 326	16
<i>Total credits second semester:</i>		<i>Total credits second semester:</i>		<i>Total credits second semester:</i>	
32		48		48	

OO.2.9.4.22 134F/C Mathematics and Learner Support and School Guidance

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester		First semester	Cr	First semester	Cr
WIPN 111	16	WIPN 211	8	WIPN 311	8
LSGN 111	16	LSGN 211	8	LSGN 311	8
<i>Total credits first semester:</i>		<i>Total credits first semester:</i>		<i>Total credits first semester:</i>	
32		16		16	
Second semester		Second semester	Cr	Second semester	Cr
WIPN 121	16	WIPN 221	8	WIPN 321	8
LSGN 121	16	LSGN 221	8	LSGN 321	8
		WSXN 221	16	WSXN 321	16
		LGVN 221	16	LGVN 321	16
<i>Total credits second semester:</i>		<i>Total credits second semester:</i>		<i>Total credits second semester:</i>	
32		48		48	

OO.2.9.4.23 135F/C History and Geography

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
GSAN 116	16	GSAN 216	8	GSAN 316	8
GFPN 116	16	GFPN 216	8	GFPN 316	8
<i>Total credits first semester:</i>		<i>Total credits first semester:</i>		<i>Total credits first semester:</i>	
32		16		16	
Second semester	Cr	Second semester	Cr	Second semester	Cr
GSAN 126	16	GSAN 226	8	GSAN 326	8
GFPN 126	16	GFPN 226	8	GFPN 326	8
		GSXN 221	16	GSXN 321	16
		GFXN 221	16	GFXN 321	16
<i>Total credits second semester:</i>		<i>Total credits second semester:</i>		<i>Total credits second semester:</i>	
32		48		48	

OO.2.9.4.24 136F/C History and ABET

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
GSAN 116	16	GSAN 216	8	GSAN 316	8
ABAN 116	16	ABAN 216	8	ABAN 316	8
<i>Total credits first semester:</i>		<i>Total credits first semester:</i>		<i>Total credits first semester:</i>	
32		16		16	
Second semester	Cr	Second semester	Cr	Second semester	Cr
GSAN 126	16	GSAN 226	8	GSAN 326	8
ABAN 126	16	ABAN 226	8	ABAN 326	8
		GSXN 221	16	GSXN 321	16
		ABXN 226	16	ABXN 326	16
<i>Total credits second semester:</i>		<i>Total credits second semester:</i>		<i>Total credits second semester:</i>	
32		48		48	

OO.2.9.4.25 137F/C History and Learner Support and School Guidance

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
GSAN 116	16	GSAN 216	8	GSAN 316	8
LSGN 111	16	LSGN 211	8	LSGN 311	8
<i>Total credits first semester:</i>		<i>Total credits first semester:</i>		<i>Total credits first semester:</i>	
32		16		16	
Second semester		Second semester		Second semester	
GSAN 126	16	GSAN 226	8	GSAN 326	8
LSGN 121	16	LSGN 221	8	LSGN 321	8
		GSXN 221	16	GSXN 321	16
		LGVN 221	16	LGVN 321	16
<i>Total credits second semester:</i>		<i>Total credits second semester:</i>		<i>Total credits second semester:</i>	
32		48		48	

OO.2.9.4.26 138F/C Geography and ABET

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
GFPN 116	16	GFPN 216	8	GFPN 316	8
ABAN 116	16	ABAN 216	8	ABAN 316	8
<i>Total credits first semester:</i>		<i>Total credits first semester:</i>		<i>Total credits first semester:</i>	
32		16		16	
Second semester		Second semester		Second semester	
GFPN 126	16	GFPN 226	8	GFPN 326	8
ABAN 126	16	ABAN 226	8	ABAN 326	8
		GFXN 221	16	GFXN 321	16
		ABXN 226	16	ABXN 326	16
<i>Total credits second semester:</i>		<i>Total credits second semester:</i>		<i>Total credits second semester:</i>	
32		48		48	

OO.2.9.4.27 139F/C Geography and Learner Support and School Guidance

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
GFPN 116	16	GFPN 216	8	GFPN 316	8
LSGN 111	16	LSGN 211	8	LSGN 311	8
<i>Total credits first semester:</i>		<i>Total credits first semester:</i>		<i>Total credits first semester:</i>	
32		16		16	
Second semester		Second semester		Second semester	
GFPN 126	16	GFPN 226	8	GFPN 326	8
LSGN 121	16	LSGN 221	8	LSGN 321	8
		GFXN 221	16	GFXN 321	16
		LGVN 221	16	LGVN 321	16
<i>Total credits second semester:</i>		<i>Total credits second semester:</i>		<i>Total credits second semester:</i>	
32		48		48	

OO.2.9.4.28 140F/C ABET and Learner Support and School Guidance

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First semester	Cr	First semester	Cr	First semester	Cr
ABAN 116	16	ABAN 216	8	ABAN 316	8
LSGN 111	16	LSGN 211	8	LSGN 311	8
<i>Total credits first semester:</i>	<i>16</i>	<i>Total credits first semester:</i>	<i>16</i>	<i>Total credits first semester:</i>	<i>16</i>
Second semester	Cr	Second semester	Cr	Second semester	Cr
ABAN 126	16	ABAN 226	8	ABAN 326	8
LSGN 121	16	LSGN 221	8	LSGN 321	8
		ABXN 226	16	ABXN 326	16
		LGVN 221	16	LGVN 321	16
<i>Total credits second semester:</i>	<i>32</i>	<i>Total credits second semester:</i>	<i>48</i>	<i>Total credits second semester:</i>	<i>48</i>

OO.2.10 NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (NPDE) SENIOR AND FURTHER EDUCATION AND TRAINING (FET) PHASE

466 104 (F)

466 105 (C)

OO.2.10.1 List of programme modules

OO.2.10.1.1 Compulsory modules

Module code	Module name	Credits
AKPN 117	Afrikaans Moedertaal Kommunikasie	8
AKPN 127	Afrikaans Moedertaal Kommunikasie	8
AKPN 217	Afrikaans Moedertaal Kommunikasie	8
AKPN 227	Afrikaans Moedertaal Kommunikasie	8
AKPN 317	Afrikaans Moedertaal Kommunikasie	8
AKPN 327	Afrikaans Moedertaal Kommunikasie	8
AKPN 118	Afrikaans Nie-Moedertaal Kommunikasie	8
AKPN 128	Afrikaans Nie-Moedertaal Kommunikasie	8
AKPN 218	Afrikaans Nie-Moedertaal Kommunikasie	8
AKPN 228	Afrikaans Nie-Moedertaal Kommunikasie	8
AKPN 318	Afrikaans Nie-Moedertaal Kommunikasie	8
AKPN 328	Afrikaans Nie-Moedertaal Kommunikasie	8
EDVN 221	Anti-racism and educational laws and values	8
ENTN 319	Entrepreneurship for Educators	8
ESPN 119	English Communication	8
ESPN 129	English Communication	8

ESPN 219	English Communication	8
ESPN 229	English Communication	8
ESPN 319	English Communication	8
ESPN 329	English Communication	8
GDSN 116	Religious Studies	8
GDSN 126	Religious Studies	8
GSUN 219	Health Education	8
GSUN 319	Health Education (AIDS Prevention and Motor Development)	8
NAUN 111	Natural Sciences Didactics	8
OPAN 119	Teaching Studies	8
OPAN 129	Teaching Studies	8
OPAN 219	Teaching Studies	8
OPAN 319	Teaching Studies	8
PRSN 319	Professional Studies	8
RGLN 111	Computer Literacy	8
TSCN 118	Setswana Communication (m)	8
TSCN 128	Setswana Communication (m)	8
TSCN 218	Setswana Communication (m)	8
TSCN 228	Setswana Communication (m)	8
TSCN 318	Setswana Communication (m)	8
TSCN 328	Setswana Communication (m)	8
TSNN 118	Setswana Communication (nm)	8
TSNN 128	Setswana Communication (nm)	8
TSNN 218	Setswana Communication (nm)	8
TSNN 228	Setswana Communication (nm)	8
TSNN 318	Setswana Communication (nm)	8
TSNN 328	Setswana Communication (nm)	8
WAPN 111	General Mathematics	8
WAPN 121	General Mathematics	8
WAPN 221	General Mathematics	8
WAPN 321	General Mathematics	8
WLRN 311	Philosophy of Education	8

OO.2.10.1.2 Core modules

See OO.2.9.1.2

OO.2.10.2 Programme composition

- f) OO.2.10.2.1 A programme is composed from the compulsory modules in OO.2.10.1.1 and by choosing ONE of the core modules in OO.2.10.4.
- g) OO.2.10.2.2 Learners specialising in the Senior and FET Phase acquire
- i) 64 credits from modules in the compulsory section (see OO.2.10.3) and
 - ii) 64 credits from core modules (see OO.2.10.4).
- h) OO.2.10.2.3 The language of communication selected in the first semester is automatically the language of communication for the subsequent first semester(s). Another language of communication is selected for the second semester and is automatically the language of communication for the subsequent second semester(s).

OO.2.10.3 Compulsory modules

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
First Semester	CR	First Semester	Cr	First Semester	Cr
One of the following:		One of the following:		One of the following:	
TSCN 118	8	TSCN 218	8	TSCN 318	8
TSNN 118	8	TSNN 218	8	TSNN 318	8
AKPN 117	8	AKPN 217	8	AKPN 317	8
AKPN 118	8	AKPN 218	8	AKPN 318	8
ESPN 119	8	ESPN 219	8	ESPN 319	8
plus		plus		plus	
WAPN 111	8	NAUN 111	8	ENTN 319	8
OPAN 119	8	OPAN 219	8	OPAN 319	8
GDSN 116	8	GSUN 219	8	GSUN 319	8
		RGLN 111	8	WLRN 311	8
		EDVN 221	8	PRSN 319	8
<i>Total credits first semester:</i>	<i>32</i>	<i>Total credits first semester:</i>	<i>8</i>	<i>Total credits first semester:</i>	<i>48</i>

Second Semester	Cr	Second semester	Cr	Second semester	Cr
One of the following:		One of the following:		One of the following:	
TSCN 128	8	TSCN 228	8	TSCN 328	8
TSNN 128	8	TSNN 228	8	TSNN 328	8
AKPN 127	8	AKPN 227	8	AKPN 327	8
AKPN 128	8	AKPN 228	8	AKPN 328	8
ESPN 129	8	ESPN 229	8	ESPN 329	8
plus		plus		plus	
WAPN 121	8	WAPN 221	8	WAPN 321	8
OPAN 129	8				
GDSN 126	8				
<i>Total credits second semester:</i>	<i>32</i>	<i>Total credits second semester:</i>	<i>16</i>	<i>Total credits second semester:</i>	<i>16</i>

OO.2.10.4 Core modules

O141F	OPI: N	Afrikaans and English [See OO.2.9.4]
O142F	OPI: N	Afrikaans and Setswana [See OO.2.9.4]
O143F	OPI: N	Afrikaans and Mathematics [See OO.2.9.4]
O144F	OPI: N	Afrikaans and History [See OO.2.9.4]
O145F	OPI: N	Afrikaans and Geography [See OO.2.9.4]
O146F	OPI: N	Afrikaans and ABET [See OO.2.9.4]
O147F	OPI: N	Afrikaans and Learner Support and School Guidance [See OO.2.9.4]
O148F	OPI: N	English and Setswana [See OO.2.9.4]
O149F	OPI: N	English and Mathematics [See OO.2.9.4]
O140F	OPI: N	English and History [See OO.2.9.4]
O151F	OPI: N	English and Geography [See OO.2.9.4]
O152F	OPI: N	English and ABET [See OO.2.9.4]
O153F	OPI: N	English and Learner Support and School Guidance [See OO.2.9.4]
O154F	OPI: N	Setswana and Mathematics [See OO.2.9.4]
O155F	OPI: N	Setswana and History [See OO.2.9.4]
O156F	OPI: N	Setswana and Geography [See OO.2.9.4]
O157F	OPI: N	Setswana and ABET [See OO.2.9.4]
O158F	OPI: N	Setswana and Learner Support and School Guidance [See OO.2.9.4]
O159F	OPI: N	Mathematics and History [See OO.2.9.4]
O160F	OPI: N	Mathematics and Geography [See OO.2.9.4]
O161F	OPI: N	Mathematics and ABET [See OO.2.9.4]
O162F	OPI: N	Mathematics and Learner Support and School Guidance [See OO.2.9.4]
O163F	OPI: N	History and Geography [See OO.2.9.4]
O164F	OPI: N	History and ABET [See OO.2.9.4]
O165F	OPI: N	History and Learner Support and School Guidance [See OO.2.9.4]
O166F	OPI: N	Geography and ABET [See OO.2.9.4]
O167F	OPI: N	Geography and Learner Support and School Guidance [See OO.2.9.4]
O168F	OPI: N	ABET and Learner Support and School Guidance [See OO.2.9.4]

OO.2.11 EXAMINATION

OO.2.11.1 Proof of participation

- i) OO.2.11.1.1 A learner has to prove participation in the programme by submitting a portfolio consisting of specific outcomes using the compilation of a portfolio in which (i) observation, (ii) micro-teaching, (iii) assignments, (iv) interviews, (v) projects, (vi) self- and peer assessment may be collected.

- j) OO.2.11.1.2 All the components that constitute the portfolio must be submitted to qualify as proof of participation.

OO.2.11.2 Examination admission

Entrance to the examination in any module in which an examination is written is gained by acquiring a **proof of participation** issued by the director of the school indicating that a learner has executed the teaching-learning activities according to the programme prescriptions.

OO.2.11.3 Module mark

In calculating the module mark the participation mark carries a weight of 40% and the examination a weight of 60%.

OO.2.11.4 Promotion requirements for the programme

- k) OO.2.11.4.1 A module mark of 50% is required to pass in all modules in which examinations are written. This mark is constituted from the examination mark and participation mark according to the ratio as indicated with the module outcomes.

- l) OO.2.11.4.2 The qualification is acquired if all compulsory and core modules are passed.

- m) OO.2.11.4.3 The qualification is acquired if all compulsory and core modules are passed.

OO.2.11.5 Repetition of modules

In accordance with A.10.3 the following rule is applicable:

n) Any learner who repeats modules must re-register for them and must qualify anew by submitting assignments for the participation mark. (OO11.2.11.1).

OO.2.11.6 Termination of study

- o) OO.2.11.6.1 The studies of any learner may be terminated (according to A.9) if the maximum duration of the study is exceeded.

- p) OO.2.11.6.2 If the learner does not succeed in passing at least half of the required credits for the programme in two consecutive years.

OO.3 MODULE OUTCOMES

OO.3.1 ADVANCED CERTIFICATE IN EDUCATION (ACE)

AFRG 522 SUBJECT DIDACTICS OF AFRIKAANS: SENIOR AND FET PHASES (16 credits)

3 hours 40:60

After completing this module the learner ought to be able to work out the implications of outcomes-based education, as explained in the current education policy, in facilitating Afrikaans in secondary schools; to approach in an integrated way and across curricula the overall critical outcomes, additional outcomes and specific outcomes in the learning area language, literacy and communication in secondary schools in facilitating learning of Afrikaans in the senior phase (grades 7 to 9); to demonstrate knowledge and skills with regard to compiling, selecting, ordering and facilitating information in different areas of Afrikaans education in the FET phase (grades 10-12), namely the science of language usage, interpersonal oral communication, reading, literature (prose, poetry, drama, film) and composition; to demonstrate knowledge and skills in facilitating the four main language skills of Afrikaans (listening, speaking, reading and writing) by continuously helping learners to develop knowledge, insight, critical thinking, attitudes and values.

AGSK 511 AFRICAN HISTORY (1945-1975) (16 credits)

3 hours 40:60

After completing this module the learner ought to be able to evaluate the historical processes of decolonisation and post-colonial development in Africa, to develop a critical attitude with regard to the different historical interpretations and to acquire basic skills in processing and communicating historical information.

ASDK 521 APPLIED SUBJECT DIDACTICS OF ENGLISH (16 credits)

3 hours 40:60

After completing this module learners will be able to apply acquired knowledge, skills and values to planning and presenting lessons. These include the following: lessons in listening, speaking, reading and writing, as well as planning and presenting various types of lessons, amongst others in poetry, dialogue, singing and literature.

ATEK 511 ADVANCED THEMATIC STUDIES FOR ENGLISH IN EDUCATION (16 credits)

3 hours 40:60

Learners demonstrate advanced knowledge, skills and values acquired with regard to the different genres of the novel, poetry and drama in a variety of Eurocentric and Afrocentric texts and their applicability to education. Learners identify, demonstrate and interpret the advanced themes in a literary genre.

AVHK 511 LABOUR RELATIONS IN EDUCATION (16 credits)

3 hours 40:60

After completing this learning unit the learner must be able to demonstrate the meaning of labour rights and professional behaviour of the educator, which implies an understanding also of unprofessional aspects like incompetence and misbehaviour of educators.

BOAK 511 MANAGING EDUCATIONAL ENVIRONMENT (16 credits)

3 hours 40:60

The learner will give proof of foundational competence by demonstrating an understanding of the future intent of the institution, organisation or programme; current thinking in relation to organisational structures, management, performance and planning; current and probable future orientation of labour law; organisational performance and the changing roles of practitioners; appropriate information and educational management systems; communications systems of learning institutions.

The learner will further give proof of reflexive competence by demonstrating the ability to reflect on and utilise the strengths of individuals in the organisation; justify a range of management decisions; apply different management principles to different problems.

The learner will also give proof of practical competence by demonstrating the ability to consider a range of options and make decisions about: the vision and mission of the organisation, institution or unit; managing people as valuable; creative trustworthy and participatory members of an organisation; optimising staff levels; minimum competence profiles required for a transformed ETD field and current ETD demands and ways of developing competencies; managing and measuring the performance of practitioners; recruitment, selection and retention of practitioners; effective internal quality assurance; devising, implementing and negotiating appropriate grievance and disciplinary procedures; type and range of partnership needed with other learning organisations; ways to communicate information effectively.

BOBK 521 MANAGING TRAINING ENVIRONMENT (16 credits)

3 hours 40:60

The learner will give proof of foundational competence by demonstrating an understanding of transformational vision of his own organisation; direction and intent of policy initiatives; social imperatives and aspirations of local communities.

The learner will further give proof of reflexive competence by demonstrating the ability to strategize institutional performance by aligning with current policy initiatives; reflect on and build a valued status for the institution in the community; devise ways of continually increasing access and success ratios; reflect on and influence national policy towards institutional needs.

The learner will also give proof of practical competence by demonstrating the ability to consider a range of options and make decisions about: the forms and nature of partnerships with other providers to build institutional capacity; relevant policy developments for different ETD contexts; relationships between policy and institutional performance; types of access arrangements for learners and ETD practitioners that could be made.

BOPK 511 PRESENTATION OF MOVEMENT EDUCATION IN SCHOOLS (16 credits)

3 hours 40:60

By means of acquired practical skills the learner will be able to apply general and specific methodologies of movement development in presenting movement education in different schools.

CDEK 511 CONSTRUCTION AND DECONSTRUCTION IN ENGLISH TEACHING (16 credits)

3 hours 40:60

After completing this module learners ought to be able to demonstrate the relevant knowledge, skills and understanding in English education regarding construction and deconstruction as an educational instrument in literary and grammatical texts.

DLBK 511 DIAGNOSIS AND IDENTIFICATION OF LEARNING NEEDS (16 credits)

3 hours 40:60

After completing this module the learner must demonstrate the necessary knowledge, skills and understanding regarding the theoretical foundation of identifying children with emotional and behaviour problems, helping and interviewing these children, as applicable to children with emotional and behaviour problems.

ENRG 521 APPLIED SUBJECT DIDACTICS OF ENGLISH: SENIOR AND FET PHASES (16 credits)

3 hours 40:60

After completing this module learners will be able to demonstrate the necessary knowledge, skills and values in planning and presenting lessons in the senior and FET phases, in being familiar with both the teaching methods of literature (all genres) and outcomes-based assessment techniques and methods.

ENTT 521 ENTREPRENEURIAL TOURISM (16 credits)

3 hours 40:60

After completion of this module the learner should be able to identify entrepreneurial opportunities in the tourism industry, develop a business in the service industry and plan for specialised markets in tourism.

ETPG 521 ECOTOURISM (16 credits)

3 hours 40:60

After completion of this module the learner should be able to analyse the ecotourism environment, plan, develop and manage an ecotourism product and assess the value and impact of coastal zone management on tourism.

FROA 571 CONTEMPORARY EDUCATION ISSUES (32 credits)

3 hours 40:60

After studying the few problem areas in the contemporary didactical situation learners must be able to make and execute plans on a more scientific basis and more effectively in handling problem situations.

After completing the module learners ought to demonstrate that they have an insight into and understanding of not only the reality of education, which is a determinant for positive personality formation, but also of contemporary education issues and problem areas in which both education and community factors mutually exert an influence on forming personality and identity in the problem situation of the child.

FROB 571 INTRODUCTION TO ADULT BASIC EDUCATION AND TRAINING (32 credits)

3 hours 40:60

After completing this module the learner must demonstrate the necessary knowledge, skills and values regarding the illiterate disadvantaged adult and the structures that underlie ABET, as well as the OBE principles that are applied in practice during facilitating education of disadvantaged adults. The learner will further demonstrate in practice how life skills and the specific methodologies (literacy and numeracy) are integrated and applied in adult basic education.

FROC 571 APPLICATION OF ADULT BASIC EDUCATION AND TRAINING (32 credits)

3 hours 40:60

After completing this module the learner must be able to plan and organise the learning experience of the disadvantaged adult learner, to create an atmosphere conducive to learning, to provide teaching materials and aids for ABET (literacy and numeracy) – levels 1, 2 and 3 – and conduct assessments on his/her own.

FROD 571 THE ENTREPRENEUR TEACHER (32 credits)

3 hours 40:60

After completing this module the learner will be able to apply basic knowledge of entrepreneurial skills in practice: applying creativity and innovation in developing school projects, conducting viable studies of a project and performing basic managerial tasks.

FROE 571 COMPUTERS IN EDUCATION (32 credits)

3 hours 40:60

After completing this module the learner must demonstrate the necessary knowledge, skills and understanding of the functioning of computers; components of which computers are made up; architectural requirements and the effect of these requirements on apparatus; basic trouble shooting and solving; critically evaluating the use of computers in education; evaluating appropriate computer programmes and apparatus; implications in purchasing apparatus and programmes; and of computer-assisted teaching and testing.

After completing this module the learner must further demonstrate the necessary knowledge, practical skills, values and understanding of using computers effectively in school administration and management; designing a school timetable with the aid of a computer; managing database programmes; financial planning with the aid of a computer; computer networks and meaningful implementation of computer networks in education, Internet and electronic mail.

FROF 571 FOUNDATION PHASE OBE: INTRODUCTION (32 credits)

3 hours 40:60

Learners demonstrate knowledge, skills and an attitude of dedication with regard to implementing and supervising OBE and Curriculum 2005.

FROG 571 FOUNDATION PHASE OBE: APPLICATION (32 credits)

3 hours 40:60

After completing the module the learners will be able to implement and supervise OBE and Curriculum 2005.

FROH 571 SCHOOL GUIDANCE (32 credits)

3 hours 40:60

After completing this module the learner must demonstrate the necessary knowledge, skills and understanding with regard to designing questionnaires; analyses of subject selections, schools, study directions and occupations; problem solving, decision-making and management and entrepreneurship.

FROI 571 LEARNERS WITH BEHAVIOUR PROBLEMS (32 credits)

3 hours 40:60

After completing this module the learner must demonstrate the necessary knowledge, skills and understanding regarding theoretical foundations of identifying children with emotional and behaviour problems, helping and interviewing these children as applicable in cases of children with emotional and behaviour problems.

FROJ 571 TALENT IDENTIFICATION IN SCHOOL SPORTS (32 credits)

3 hours 40:60

After completing this module the learner must demonstrate the necessary knowledge, skills and understanding regarding the theoretical foundations of talent identification; models for identification, identifying achievement determinants and using the models for talent identification in different school sports and age groups as applicable to schools.

FROK 571 EDUCATION LAW (32 credits)

3 hours 40:60

After completing the module Education Law as a subject discipline in Education the learner will be able to demonstrate a thorough knowledge, skills and insight into those aspects of the subject Education Law that will be of value in the everyday management of a school or other

educational institution, e.g. national and international education law matters, relevant court cases, human rights, common law, labour law and other legislation concerning a variety of education interests.

FROL 571 FOUNDATION PHASE TECHNOLOGY (32 credits)

3 hours 40:60

After completing this module learners ought to be able to demonstrate a thorough knowledge regarding technology: using knowledge, skills and resources to satisfy the needs and wishes of human beings. Learners will also demonstrate skills relevant to problem identification, and investigate, describe, develop and evaluate problem solving by means of products, processes and systems for the *foundation* school phase.

FROM 571 INTERMEDIATE TECHNOLOGY FOR EDUCATION (32 credits)

3 hours 40:60

After completing this module learners ought to be able to demonstrate a sound knowledge regarding technology: using knowledge, skills and resources to satisfy the needs and wishes of human beings. Learners will also demonstrate skills relevant to problem identification, and investigate, describe, develop and evaluate problem solving by means of products, processes and systems for the *intermediate* school phase.

FRON 571 MATHEMATICS EDUCATION AND OBE (32 credits)

3 hours 40:60

Learners will have to demonstrate the aim, nature, functioning and evaluation of outcomes-based mathematics education, as well as individual and co-operative solving of fundamental problems in this regard. Further the learner must also demonstrate knowledge, skills and values with regard to designing, implementing and evaluating outcomes-based programmes for learning mathematics; creating powerful and meaningful learning opportunities and contexts in mathematics classes; identifying and using appropriate and valid summative, formative and continuous methods of assessing the learning of mathematics.

FROO 571 INTRODUCTION TO OBE (32 credits)

3 hours 40:60

Learners ought to demonstrate knowledge, skills and values concerned with the historical development, terminology, process of developing curricula and the South African context of OBE.

FROP 571 OBE AND THE LANGUAGE CLASSROOM (32 credits)

3 hours 40:60

Module FROO is a prerequisite for FROP. Learners ought to demonstrate knowledge, skills and dedicated attitudes in implementing OBE in the language classroom. They must also be able to 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.

FROQ 571 EDUCATION MANAGEMENT (32 credits)

3 hours

After completing the module Education Management as a subject discipline in Education the learner will be able to demonstrate a sound knowledge, skills and insights with regard to those aspects of the subject Education Management that will be of practical value in the everyday management of a school or other institution, e.g. strategic planning of the school, creating a teaching-learning culture, managing conflict, human resources, finances, managing schools by him-/herself and managing change.

FROR 571 OBE: HUMAN AND SOCIAL SCIENCES (32 credits)

3 hours 40:60

In context of the learning area human beings and social sciences the module above enables the learner to describe the background and types of outcomes-based education, compose learning experiences, apply and implement learning activities and types of assessment, as well as to do macro- and micro-planning of a learning programme, all of these activities in the *intermediate and secondary phases* of the school.

FSRK 571 FACILITATING LEARNING (32 credits)

3 hours 40:60

The learner will give proof of foundational competence by demonstrating a range of learner styles, preferences and motivations and their relationships to learning; group dynamics and how these are managed to enhance learning; strategies for facilitating groups and individual learning. The learner will further give proof of reflexive competence by demonstrating the ability to reflect on the learning process and the extent to which the stated learning objectives have been achieved in ways that are time and cost effective; reflect on the applicability and value of the learning experience; analyse the learning situation and decide on adaptations where requested; reflect with learners on the success of teaching learning strategies.

The learner will also give proof of practical competence by demonstrating the ability to consider a range of options and make decisions about: learning styles and preferences and ways of accommodating diversity in learners or groups of learners; how to approach learners as able and creative individuals; learners' frames of reference and entry level assumptions; ways of handling conflict, disagreement and diverse needs and interests in learner groups; a range of appropriate ways of giving feedback to learners; using questioning for different learning purposes; providing opportunities for learners to experiment, apply their learning and receive feedback in a supportive environment while on the job and in simulated conditions.

GBGK 511 ADVANCED POPULATION GEOGRAPHY AND URBAN GEOGRAPHY (16 credits)

3 hours 40:60

After completing this module learners of education ought to be able to demonstrate that they have mastered the necessary knowledge, skills, attitudes and values to be able to discuss demographic transition and assimilation, demographic distribution, data and projections in population geography. In urban geography learners must be able to explain and discuss urban diversity, urban problems and the deterioration of central places. *Practical work*: Learners must be able to demonstrate they can apply quantitative map techniques.

GGGK 521 SUBJECT DIDACTICS OF GEOGRAPHY B (16 credits)

3 hours 40:60

After completing this module learners of education ought to demonstrate that they have mastered the necessary knowledge, skills, attitudes and values to describe and apply environment education, as well as methods of problem solving, concept forming and teaching-learning techniques in geography.

GKLG 521 ADVANCED CLIMATOLOGY AND GEOMORPHOLOGY (16 credits)

3 hours 40:60

After completing this module learners of education ought to be able to demonstrate that they have mastered the necessary knowledge, skills, attitudes and values to discuss weather turbulence, local weather phenomena, urban climate and climatic classification in climatology. In geomorphology learners must be able to describe internal and external forces changing the earth, as well as the formation of soils, soils profiles and physical characteristics of soils.

Practical work: Learners must be able to demonstrate their ability to apply quantitative calculations.

GSGK 511 SUBJECT DIDACTICS OF GEOGRAPHY A (16 credits)

3 hours 40:60

After completing this module learners of education ought to demonstrate that they have mastered the necessary knowledge, skills, attitudes and values enabling them to apply the outcomes-based approach in geography; also to discuss the use of atlases, aids, excursions and working maps/charts in geography.

GSTK 511 FOUNDATION STUDIES IN EDUCATION AND TEACHING (8 credits)

1½ hours 40:60

At the end of the module the learner must be able to: write a historical review of the development of education in South Africa; formulate well-grounded (from a Biblical perspective) answers to fundamental questions on education and teaching; describe/discuss the human being in education and teaching from a Biblical perspective; describe the role that different community relations play in education and teaching; to evaluate the current practice of education and teaching and to formulate proposals for improvement.

GSTK 521 APPLIED FOUNDATION STUDIES: SPECIALISATION (8 credits)

1½ hours 40:60

At the end of this module the learner ought to be able to apply the founding principles of education and teaching (as studied in GST411) in the specific specialisation directions in order to formulate subject philosophical viewpoints.

GTOK 521 LITERARY THEORETICAL TEXT ANALYSIS FOR EDUCATORS (16 credits)

3 hours 40:60

The learner ought to be able to analyse selected (especially school programme related)

Afrikaans texts of different genres (including youth literature) as literary texts in order to be able to lead learners in the school situation to understand and appreciate such texts; give proof of knowledge and appreciation of Afrikaans texts from and across different subcultures in the Afrikaans language community; and to have the skills to exploit similar texts as learning material within the school programme.

INTM 511 INTRODUCTION TO TOURISM (16 credits)

3 hours 40:60

After completion of this module a learner will be able to analyse the tourism industry, identify the various impacts of tourism, discuss the influence of globalisation on tourism, discuss the different components of tourism planning and development, debate the influence of legislation on tourism.

KPOK 521 SUPPLEMENTARY TEACHING FOR SCHOLASTIC DEFICIENCIES (16 credits)

3 hours 40:60

After completing this module the learner ought to demonstrate knowledge, skills and value-judgements in the area of a variety of procedures, programmes and projects for the environmentally handicapped with the aim of bringing about compensation. The learner must also be able to take compensating measures and make adaptations in a multi-cultural situation. Skills in accommodation methods are demonstrated.

KVBK 521 COMMUNICATION AND ADULT BASIC EDUCATION (16 credits)

3 hours 40:60

Learners ought be equipped to demonstrate their knowledge, skills and values with regard to basic communication principles, oral communication, such as interviews and presentations, correspondence, e.g. business letters, a *curriculum vitae*, reports, meetings and meeting procedures, as well as mass media and advertisements.

LMOK 521 DESIGN AND DEVELOPMENT OF LEARNING MATERIAL (8 credits)

1½ hours 40:60

The learner will give proof of foundational competence by demonstrating an understanding of facilitating and learning principles underpinning learning materials; the use of language as a medium of learning; principles of materials design and development related to copyright and acknowledgement of sources; ways of integrating required learning outcomes with needs, knowledge and experience of target learners.

The learner will further give proof of reflexive competence by demonstrating the ability to critically evaluate the suitability of existing materials and adapt where appropriate; evaluate materials in terms of meeting required learning outcomes and appropriateness to a target group of learners; evaluate materials on an ongoing basis.

The learner will also give proof of practical competence by demonstrating the ability to consider a range of options and make decisions about sequencing learning activities starting from learners' contextual knowledge and moving to less familiar areas; selection of appropriate learning media for specific target groups of learners; designing materials to be accessible as

well as gender and culture sensitive; learner and facilitator support needed to use the materials; developing a course or learning programme for specific learning outcomes.

LRTK 521 LIFE ORIENTATION AND TRAFFIC SAFETY EDUCATION (16 credits)

3 hours 40:60

After completing this module the learner will possess knowledge, skills and insight to accomplish achievements in the area, in life orientation and social-pedagogical aspects related to traffic safety: characteristics of the community, family and training instances, life skills, lifelong learning, education and training, education in life skills, methods and presentations on life orientation.

LRVK 521 LEARNER RIGHTS AND OBLIGATIONS (16 credits)

3 hours 40:60

On completing this learning unit the student must demonstrate what the rights of the learner are; the obligations of the learner; and the liability of the educator with regard to the safety of the learner.

NCHK 511 MATTER AND STOICHIOMETRY FOR SCIENCE EDUCATION (16 credits)

3 hours 50:50

After completing this module, which includes basic principles of chemistry, atomic and molecular structures, chemical reactions and the states of matter, the learner ought to be able to facilitate constructive learning in basic chemistry, demonstrate contents relevant to practice and present school directed applications of the contents in practice.

NCHK 521 REACTIONS AND ELEMENTS FOR SCIENCE EDUCATION (16 credits)

3 hours 50:50

After completing this module treating principles of reactivity, amongst others equilibrium, acid-based, precipitation and electrochemical reactions on the one hand, and comprising introductory studies on the chemistry of the main group of elements and their compounds, as well as organic chemistry, on the other hand, the target group ought to be able to handle problem solving and convey it meaningfully to their learners. Further the target group ought to be able to analyse, critically evaluate and integrate scientific information on the basis of contents and convey these skills to their learners in practice.

NDNK 521 DIDACTICS OF NATURAL SCIENCES (16 credits)

3 hours 50:50

After completing this module comprising the teaching of didactics of natural sciences the educator ought to be able to convey the principles of entrepreneurship (creativity) to learners. The educator will be able to draw up and execute proper lesson plans, evaluations and work schedules. The educator will be informed on alternative viewpoints and modern theories on physical and chemical sciences, constructivism, psychological foundations and mapping and assessing ideas in outcomes-based education. The educator will also be able to apply good laboratory organisation and management. The educator will be informed on teaching methods

in physical and chemical sciences, peer group learning/group learning, pre- and misconceptions, developing curricula and solid scientific communication.

NDSK 521 DIDACTICS OF NATURAL SCIENCES INTERMEDIATE (16 credits)

3 hours 50:50

After completing this module the learner ought to be able to demonstrate his knowledge, skills and values with regard to essential aspects of teaching, learning and aids used in natural sciences at intermediate and senior levels. The learner will also be able to apply his acquired knowledge and skills as regards aids and strategies in teaching natural sciences to the GET band.

NDWK 521 DIDACTICS OF MATHEMATICS (16 credits)

3 hours 50:50

After completing this module the learner ought to be able to demonstrate his knowledge, skills and values with regard to teaching and learning strategies, as well as technological and learning aids in learning mathematics. The learner also ought to convey to his learners an insight into methods of solving mathematics problems in real life situations and inspire his learners by his methods to become enthusiastic problem solvers themselves.

NDWK 522 DIDACTICS OF MATHEMATICS (GET Band) (16 credits)

3 hours 50:50

After completing this module the learner ought to demonstrate his knowledge, skills and values with regard to teaching and learning strategies, as well using technological and learning aids for learning mathematics at intermediate and senior levels. The learner will also be able to apply his acquired knowledge and skills as regards aids and strategies in teaching mathematics in the GET band.

NEBK 511 THE EARTH AND BEYOND FOR SCIENCE (16 credits)

3 hours 50:50

After completing this module the learner will be equipped to facilitate in the GET band the development of themes on all essential aspects of geography and geology related to life and living.

NECK 521 ENERGY AND CHANGE FOR SCIENCE (16 credits)

3 hours 50:50

After completing this module the learner will be able to facilitate the development of themes concerned with energy and change, the necessary aspects of physics and related learning experiences in the GET band.

NFSK 511 PHYSICS: MECHANICS FOR SCIENCE EDUCATION (16 credits)

3 hours 50:50

After completing this module that includes the basic concepts of the mechanics of Newton, laws of motion, force, momentum, energy, power, kinetic equations, heat, fluidity mechanics,

wave mechanics, atomic and nuclear physics, the educator ought to be able to facilitate constructive learning of the different facets of mechanics and practical applications in everyday life.

NFSK 521 ELECTRICITY FOR SCIENCE EDUCATION (16 credits)

3 hours 50:50

After completing this module treating the principles of electrostatics, electrodynamics and electromagnetic induction the educator ought to be able to convey these principles to his learners and to empower them to solve scientific, social and industry related problems.

NLLK 521 LIFE AND LIVING OF LIFE FOR SCIENCE (GET band) (16 credits)

3 hours 50:50

After completing this module the learner will be equipped to facilitate the development of themes in all the essential aspects of botany, zoology and physiology that are related to life and living in the GET band.

NMMK 521 MATTER AND MATERIALS FOR SCIENCE (16 credits)

3 hours 50:50

After completing this module the learner will be able to facilitate the development of themes in all essential aspects of chemistry as regards matter and material in the GET band.

NWPK 511 DEVELOPMENT OF NUMBER SENSE (GET band) (16 credits)

3 hours 50:50

After completing this module the learner will be able to facilitate a sense for numbers and fractions in his learners, as well as the ability to facilitate the four types of calculations, in the GET band

NWPK 512 FUNDAMENTALS OF ALGEBRA (GET band) (16 credits)

3 hours 50:50

After completing this module the learners will be able to acquaint his learners with the fundamental principles of algebra by means of facilitating in the GET band.

NWPK 521 GEOMETRIC THINKING (GET band) (16 credits)

3 hours 50:50

After completing this module the learner will be able to acquaint his learners with geometric concepts by means of facilitating in the GET band.

NWPK 522 GRAPHS AND DATA ANALYSIS (GET band) (16 credits)

3 hours 50:50

After completing this module the learner will be able to facilitate the ability of his learners to

acquire problem solving skills as regards the interpretation of graphs and statistical data in the GET band.

NWSK 511 FOUNDATIONS OF MATHEMATICS (16 credits)

3 hours 50:50

After completing this module the learner will be able to convey to his learners the fundamental principles of algebra, functional theory, analytical and Euclidydc geometry and the application of these principles by means of facilitating in the FET band.

NWSK 512 PROBLEM SOLVING IN MATHEMATICS (16 credits)

3 hours 50:50

After completion of this module the teacher should be able to facilitate the development of problem solving skills involving the following equations: the solution of polynomial, exponential and logarithmic equations; and systems of linear equations are discussed, as well as the axiomatic system for plane geometry involving circles and theorems in mathematical and real-life contexts by learners in the FET band.

NWSK 521 CONE GENERATED AND PERIODIC FUNCTIONS (16 credits)

3 hours 50:50

After completion of this module the teacher should be able to facilitate the mastering of the different facets of trigonometry and conics and their application to real-life situations by learners in the FET band.

NWSK 522 OPTIMISATION AND STATISTICS (16 credits)

3 hours 50:50

Completion of this module should enable the teacher to facilitate the introduction of these powerful mathematical tools (an introduction to calculus and simple probability theory and their application to rate of change, optimisation and statistical problems respectively) to learners in the FET band to empower them to solve scientific, social and commercially related problems.

OBAK 521 EDUCATION MANAGEMENT AREAS (16 credits)

3 hours 40:60

Learners will be able to: demonstrate and apply knowledge of human resources management with reference to personnel selection and placement, induction and evaluation for purposes of staff development; demonstrate knowledge of the legal requirements for handling and generating school finances; of applying the budget as a management tool; demonstrate knowledge of the role of statutory and non-statutory bodies in collecting, handling and generation of school finances.

OBRK 521 EDUCATION MANAGEMENT LAW (16 credits)

3 hours 40:60

After completing this learning unit the learner must be able to demonstrate what legal aspects

should be taken into consideration in managing a school, including meeting procedures, board of control, school finances, discretion.

OBTK 511 EDUCATION MANAGEMENT TASKS (16 credits)

3 hours 40:60

Learners will be able to: show knowledge and understanding of the basic role of the educational leader and the management team in implementing education policy and developing school policy with the involvement of stakeholders; demonstrate elementary knowledge and understanding of the educational leader's management tasks with regard to planning, decision-making, co-ordination and controlling in the context of a participative and democratic school milieu involving stakeholders; demonstrate knowledge and understanding of the communication process and its impact on the school-community relations as well as individuals' relations within the school; demonstrate knowledge and understanding of the external and internal factors impacting on the motivation and demotivation of educators in the light of content motivation theories.

ORAK 511 EDUCATION LAW, SYSTEMS AND MANAGEMENT A (8 credits)

1½ hours 40:60

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

ORAK 521 EDUCATION LAW, SYSTEMS AND MANAGEMENT B (8 credits)

1½ hours 40:60

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

ORGK 521 EDUCATION LAW (ADVANCED) (16 credits)

3 hours 40:60

The learner will be able to: demonstrate elementary knowledge in the use and application of different sources of education law; demonstrate knowledge of the legal basis for the educational authority, caring-supervisory and *in loco parentis* role of the educator, involvement of parents in the school; demonstrate knowledge of the respective rights and responsibilities of the educator and the education department in the work situation

ORLK 511 TEACHING AND LEARNING A (8 credits)

1½ hours 40:60

After completing this module learners ought to demonstrate their knowledge, understanding and skills with regard to teaching and learning by describing and comparing to each other the information processing and constructivistic approaches to learning respectively; by describing

and analysing the cognitive, metacognitive and motivation variables that contribute to effective learning; by describing, analysing and illustrating the contribution of an interactive teaching approach to effective teaching-learning situations, including co-operative learning models, appropriate teaching-learning methods and media and continuous assessment.

ORLK 521 TEACHING AND LEARNING B (8 credits)

1½ hours 40:60

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

ORPK 511 CORRECTING THE PROBLEMATIC EDUCATION SITUATION (16 credits)

3 hours 40:60

After completing this module learners ought to be able to demonstrate that they have mastered the necessary knowledge, skills and values to identify and assign a place to children with special educational needs in regard of image and appearance. Methods and purposeful specialised programmes are implemented to bring about corrections/adjustments.

ORTK 511 CORRECTING THE DISHARMONIOUS TEACHING SITUATION (16 credits)

3 hours 40:60

Studies of disharmonious teaching moments as manifested in the teaching act, namely learners, educators and teaching contents. After completing this module learners ought to be able to demonstrate the necessary knowledge and values by identifying children with learning problems, while taking into account the achieved and achievable niveau of every child. Skills in corrective programmes are also demonstrated.

OSRK 511 EDUCATIONAL ORGANISATIONS (16 credits)

3 hours 40:60

The learners will be able to: demonstrate an elementary ability to analyse and apply selected education management models and approaches with particular reference to the management task-area model; demonstrate knowledge of national and international management practices with regard to education management development of senior personnel in the education system; demonstrate elementary knowledge and understanding of the school as an organisation and its characteristics as an organisation; and to apply different views of the school as an organisation and to evaluate these views from a transcendental-critical viewpoint; demonstrate elementary knowledge and understanding of the school climate and culture, to demonstrate an understanding of establishing and facilitating these aspects, managing change and improving the quality of the work life of educators; to demonstrate a basic theoretical knowledge of the functioning of the components of an education system in the context of influencing determinants in the first and third worlds in order to compare home and other education systems.

RIDO 511 COMPUTER TECHNOLOGY IN EDUCATION (8 credits)

1½ hours 40:60

After completing this module the learner ought to possess knowledge of the basic functioning of the computer, skills in using an operational system and a word processing, spread sheet and graphics package, as well as Internet and electronic mail. The learner ought to be able to use all of these in education directed applications.

RIDO 512 THE COMPUTER IN SCHOOL MANAGEMENT (8 credits)

1½ hours 40:60

After completing this module the learner ought to be able to design a school timetable with the aid of a computer, to operate a database programme in order to manipulate and manage data and information meaningfully in an education environment and implement the management of a school with the aid of a computer.

RIDO 513 COMPUTER NETWORKS AND INTERNET FOR EDUCATION (8 credits)

1½ hours 40:60

After completing this module a learner ought to possess the necessary knowledge, skills, attitude and values to use a computer network meaningfully in education, to apply, manage and use Internet and electronic mail to the benefit of education and the child.

RIDO 524 COMPUTER ARCHITECTURE IN EDUCATION (8 credits)

1½ hours 40:60

After completing this module the learner must demonstrate knowledge and insight into the components of the computer, its architectural requirements and what the influence of these are on purchasing apparatus and must be able to execute basic trouble shooting and solving of computers in schools.

RIDO 525 COMPUTER PRINCIPLES IN EDUCATION (8 credits)

1½ hours 40:60

After completing the module the learner ought to possess the necessary knowledge, skills, values and attitudes to make a critical evaluation of appropriate computer programmes and apparatus in education and of the implications in purchasing apparatus and programmes by the school. Knowledge, skills and understanding of the term *computer assisted education* and its meaningful application in education must be demonstrated.

RMPK 521 PRACTICAL CORRECTIVE AID FOR LEARNING PROBLEMS (16 credits)

3 hours 40:60

After completing this module learners must demonstrate practical insight into remedial programmes and therapies, while taking into consideration implicit and explicit aims. Skills in interviewing, observation, diagnosis and report writing are demonstrated.

RTGO 571 COMPUTER APPLICATIONS FOR TECHNOLOGY INTEGRATED EDUCATION (32 credits)

3 hours 40:60

On completion of this module the learner should be able to use computer technology effectively; use and apply the following software applications effectively: MS Word, MS Excel, MS Power Point, MS Access; use the operational system MS Windows effectively and use the internet effectively both for communication and research.

RTGO 572 FACILITATING COMPUTER INTEGRATION IN EDUCATION (32 credits)

3 hours 40:60

On completion of this module the learner should be able to: combine the outcomes of computer technology skills and learning area content; design and facilitate an outcomes based lesson in which computer technology is integrated; prepare a multi-media presentation and use it in a class situation; critically evaluate the internet and software applications to be able to incorporate it in teaching and learning; understand the value of computer technology in teaching and learning; effectively apply learning strategies for the use of computer technology in teaching and learning; and manage a computer centre.

RTGO 573 COMPUTER TECHNOLOGY IN SCIENCE EDUCATION (32 credits)

3 hours 40:60

On completion of this module the learner should be able to identify the various fields where computer technology within Science education can be applied and meaningfully integrate computer technology in Science education.

RTGO 574 COMPUTER TECHNOLOGY IN LANGUAGE EDUCATION (32 credits)

3 hours 40:60

On completion of this module the learner should be able to identify the various areas where computer technology can be applied to Language education and meaningfully integrate computer technology in Language education.

RTGO 575 COMPUTER TECHNOLOGY IN HUMAN AND SOCIAL SCIENCES EDUCATION (32 credits)

3 hours 40:60

On completion of this module the learner should be able to identify the various areas where computer technology can be applied within the field of Human and Social Sciences education and meaningfully integrate computer technology in Human and Social Sciences education.

RTGO 576 COMPUTER TECHNOLOGY IN MATHEMATICS EDUCATION (32 credits)

3 hours 40:60

On completion of this module the learner should be able to identify the various areas where computer technology can be applied within the field of mathematics education and meaningfully integrate computer technology in mathematics education.

RTGO 577 COMPUTER TECHNOLOGY IN ECONOMIC AND MANAGEMENT SCIENCES EDUCATION (32 credits)

3 hours 40:60

On completion of this module the learner should be able to identify the various areas where computer technology can be applied within the field of Economic and Management Sciences education and meaningfully integrate computer technology in Economic and Management Sciences education.

RTGO 578 COMPUTER TECHNOLOGY IN LIFE ORIENTATION EDUCATION (32 credits)

3 hours 40:60

On completion of this module the learner should be able to identify the various areas where computer technology can be applied within the field Life Orientation education and meaningfully integrate computer technology in Life Orientation education.

RTGO 579 COMPUTER TECHNOLOGY IN TECHNOLOGY EDUCATION (32 credits)

3 hours 40:60

On completion of this module the learner should be able to identify the various areas where computer technology can be applied within the field of Technology education and meaningfully integrate computer technology in Technology education.

RTGO 580 COMPUTER TECHNOLOGY IN ART AND CULTURE EDUCATION (32 Credits)

3 hours 40:60

On completion of this module the learner should be able to identify the various areas where computer technology can be applied within the field of Art and Culture education and meaningfully integrate computer technology in Art and Culture education.

RWOP 571 COMPUTER PRINCIPLES (32 credits)

3 hours 40:60

After completing this module the learner ought to be able to demonstrate the necessary knowledge, skills and understanding of the functioning of the computer, the development of computer systems and their impact on the community, computer architecture, numerical systems, data presentation techniques, data flow, principles of logic and operational systems. Further the learner ought to be able to demonstrate the necessary knowledge, skills and understanding of different computer packages that can be used in education. The learner will be able to evaluate these programmes with regard to ethical and functional considerations, financial considerations, their appropriateness and usefulness of in education. Knowledge, skills and understanding with regard to analysing problems, problem solving skills, designing an algorithm to solve a problem and elementary programming skills in a high level language will have to be demonstrated. The learner must be able to convey these techniques to his learners.

RWOP 572 SCHOOL DIRECTED COMPUTER PROGRAMMING (32 credits)

3 hours 40:60

After completing this module the learner ought to be able to demonstrate knowledge and understanding of basic programming skills in Turbo Pascal, which include defining vectors, records, procedures and functions, managing files and using units in programming in order to design elementary systems. Further the learner ought to be able to execute visual programme designing with the aid of object orientated programming concepts. This includes the use of loop, selective and repetitive structures, procedure, functions, elementary systems and school directed applications.

RWOP 573 DATA COMMUNICATION AND DATABASES (32 credits)

3 hours 40:60

After completing this module the learner ought to be able to demonstrate knowledge, understanding and skills in using a computer network and Internet. This comprises using different types of networks, methods and media of data communication, network topologies and data managing within a network. Further the learner ought to show an understanding of the short term and long term implications of Internet for education and be able to demonstrate its meaningful use in education. Subsequently the learner ought to be able to demonstrate knowledge and understanding of designing a relational database, which includes knowledge of data integrity, security and validity, planning the design of a database, normalising data, creating tables and relations and using Microsoft Access as relational database programming for the practical design of a database system with school directed applications.

RWOP 574 TEACHING OF COMPUTER STUDIES (32 credits)

3 hours 40:60

After completing this module the learner ought to demonstrate skills in order to teach computer studies contents effectively. This includes knowledge, understanding and skills of contemporary developments in the area of teaching, learning and assessing in computer studies in school; knowledge and understanding of school syllabi, programming in schools-prescribed high level language, compiling tests, memoranda, methods of assessment, preparations, lesson planning, class discipline and the practical presentation of a computer studies lesson. Further the learner ought to demonstrate the knowledge, skills and understanding necessary to organise, manage and maintain a computer hall and evaluate, purchase and install computer programmes and apparatus. This includes knowledge, skills and understanding of virus management, trouble shooting, financial management of a computer hall, network management, use of Internet, computer security and crisis management.

SAFK 511 LINGUISTICS AND SOCIOLINGUISTICS FOR TEACHERS (16 credits)

3 hours 40:60

The learner ought to give proof of expertise with regard to aspects relevant to school programmes in Afrikaans phonetics, morphology, semantics and syntax and ought to be able to identify, apply and make these aspects accessible and workable to learners in different oral and written texts in the school situation; knowledge, skills and appreciation with regard to socially inspired variations in Afrikaans in order to be able to evaluate the appropriateness of register-specific language use forms in multi-cultural school situations and to give guidance with regard to the contexts in which these are used.

**SANK 521 ACQUIRING A COACHING AND FIRST AID QUALIFICATION
(16 credits)**

3 hours 40:60

Learners must demonstrate their knowledge, skills and insight by passing a first aid examination.

It is expected from learners following the ACE programme specialising in movement science to acquire an official first aid and coaching qualification, which includes both theoretical and practical examinations. Passing these two qualifications is obligatory for completing the course and learners must note that they incur extra financial implications as the services of accredited experts outside the faculty are made use of.

SDEK 521 SUBJECT DIDACTICAL ASPECTS OF ENGLISH EDUCATION (16 credits)

3 hours 40:60

Learners demonstrate knowledge, competencies and values regarding various theoretical and practical aspects of English didactics. These include theories on second language acquisition and the application of the theory in language skills of reading, speaking, writing and listening.

SPKK 511 A MULTI-DISCIPLINARY PERSPECTIVE ON SPORTS (16 credits)

3 hours 40:60

After completing this module the learner must demonstrate his acquired knowledge, skills, insight and values in the area of multi-disciplinary studies of sports comprising the following subdisciplines: Introductory Sports Physiology, Sports Philosophy, Sports Psychology, Sports Sociology and Sports Management. On successfully completing the specialisation module the learner must be able to demonstrate subject-specific knowledge, skills and relevant values. A compulsory practical session is presented together with module BPOK 511 during the school vacation.

SPRK 521 GENERAL SPORTS AND RECREATION PRINCIPLES (16 credits)

3 hours 40:60

After completing this module the learner must demonstrate his acquired knowledge, skills, insight and values first in a sports and second in a recreation unit. The **sports learning unit** comprises knowledge and practical application of the most important coaching principles with regard to basic educational gymnastics. On completion of this unit the learner will possess knowledge of amongst others more general movement patterns, development of skills, the safety of facilities, improvisation or modification of apparatus and the prevention and rehabilitation of general injuries.

The **recreation learning unit** consists of concepts regarding recreation, play and use of leisure time, which the learner must put into practice in programme planning, programme organisation and leadership with regard to the presentation of recreation programmes.

SSGK 521 SOUTH AFRICAN HISTORY (1910-1999) (16 credits)

3 hours 40:60

After completing this module the learners must demonstrate his acquired knowledge, skills,

insight and values in the following areas: tendencies regarding the following themes from twentieth century South African history: social and economic changes in modern South Africa; political development of whites, 1902-1948; the emergence of African power, 1934-1961, and the consolidation and crisis of white supremacy, 1961-1990; organised politics among blacks, 1912-1990, organised black labour: trade-unionism, 1918-1990.

SVDK 521 SUBJECT DIDACTICS OF SETSWANA TEACHING (16 credits)

3 hours 40:60

At the end of this module the student ought to be able to demonstrate knowledge, skills and values regarding outcomes-based teaching of language, methods, activities, techniques and creativity in facilitating language teaching and learning with regard to listening, speaking, reading and writing.

SVDK 522 APPLIED SUBJECT DIDACTICS OF SETSWANA TEACHING (16 credits)

3 hours 40:60

The facilitator ought to be able to demonstrate knowledge, skills and values regarding the design and presentation of learning experience (micro teaching), evaluation, assessment, facilitating resources and the organisation of Setswana as a subject.

SWHK 511 PHONETICS AND PHONOLOGY IN SETSWANA (16 credits)

3 hours 40:60

At the end of the module the learners ought to be able to demonstrate knowledge, skills and values regarding semantic analysis of words and sentences, show different types of meaning, and analyse words and sentences syntactically and morphologically.

SWHK 512 ADVANCED SETSWANA LITERATURE (16 credits)

3 hours 40:60

At the end of the module the student ought to be able to show knowledge, skills and values regarding genres of prose; poetry and drama with specific reference to education.

TETI 511 ELECTRICAL TECHNOLOGY: THEORY AND PRACTICE (16 credits)

3 hours 40:60

After completion of this module a learner should be able to demonstrate knowledge and skills in the theoretic tests and processes of electrical current theory, graphical and mathematical solutions, power, generation of alternating EMF, Midordinate rule, phasors, active and reactive components of current and power factor correction (Methods), AC current measuring instruments (analog) and three-phase alternating systems. The learner should show competence in handling instruments, machines and tools.

TETI 521 ELECTRICAL TECHNOLOGY: THEORY AND PRACTICE (16 credits)

3 hours 40:60

After completion of this module a learner should be able to demonstrate knowledge and skills in the theoretic tests and processes of Transformers (Single/Three-Phase/Auto/Instrument Transformers), working principle calculations and connections, AC motors, single and three

phase and motor calculations, sketches and working principles of motor starters, component and circuits of electronics. The learner should be competent in the handling of instruments, machines, tools and the wiring of circuits.

**TMTV 511 VEHICLE TECHNOLOGY: THEORY AND PRACTICE
(Engine technology, vehicle mathematics, gear drive systems and control units) (16 credits)**

3 hours 40:60

After completion of this module a learner should be able to demonstrate knowledge and skills in the functions, operating principles and construction of the components, systems, units and control systems of vehicle engines and drive systems. The learner should also obtain knowledge of appropriate practical and analysing skills in the use of equipment to complement the above mentioned while adhering to the appropriate safety measures.

**TMTV 521 VEHICLE TECHNOLOGY: THEORY AND PRACTICE
(Chassis technology, fuel technology, fuel supply technology and vehicle electricity) (16 credits)**

3 hours 40:60

After completion of this module a learner should be able to demonstrate knowledge and skills in the functions, operating principles, properties, refining and composition of various fuels and the functions, operating principles, composition, applications, uses and components of fuel supply systems and electrical components, units, and systems as used in vehicles. The learner should also obtain knowledge of appropriate practical and analysing skills in the use of equipment to compliment the above mentioned while adhering to the appropriate safety measures.

TOMA 521 TOURISM MARKETING (16 credits)

3 hours 40:60

After completion of this module the learner should be able to identify and analyse strategic marketing elements, develop different promotional material, develop a website, apply communication techniques by means of press releases, compile a strategic marketing plan, implement image, branding and positioning the marketing plan.

TSTH 511 WOODWORK TECHNOLOGY: THEORY AND PRACTICE (16 credits)

3 hours 40:60

After completion of this module a learner should be able to demonstrate knowledge and skills in a variety of wood species that are being used in the building, mining and carpentry industry, different characteristics of the wood species, their structural and strength abilities and methods of preservation and processing. A learner must be able to demonstrate in writing during examinations and assignments that they have mastered all the abovementioned outcomes.

TSTH 521 WOODWORK TECHNOLOGY (THEORY AND PRACTICALS) (16 credits)

3 hours 40:60

After completion of this module a learner should be able to demonstrate knowledge and skills in a variety of wood species that are being used in the building, mining and carpentry industry,

wood preservation, processing and the different characteristics of the wood species. A learner must be able to demonstrate in writing during examinations and assignments that they have mastered all the outcomes stated in the study guide.

TTEK 511 DRAWING TECHNOLOGY (16 credits)

3 hours 40:60

After completion of this module a learner should be able to demonstrate knowledge and skills in graphical design, graphical communication, visualization and the general and specific application of the principles of Drawing Technology. The learner must master the principles and the techniques of orthographic projection and descriptive geometry by means of study and practice. The learner must prove in writing that he/she has mastered the above principles and techniques and is able to teach it correctly and successfully, to other learners.

TTEK 521 DRAWING TECHNOLOGY (16 credits)

3 hours 40:60

After completion of this module a learner should be able to demonstrate knowledge and skills in graphical design, graphical communication, visualization and the general and specific application of the principles of Drawing Technology. The learner must master the principles and the techniques of pictorial drawing, loci as well as interpenetration and development by means of study and practice. The learner must prove in writing that he/she has mastered the above principles and techniques and is able to teach it correctly and successfully, to other learners.

VATK 511 SUBJECT DIDACTICAL ASPECTS OF LANGUAGE TEACHING (16 credits)

3 hours 40:60

The learner ought to be empowered to use the policy document as a point of departure in facilitating learning in the LLC learning area; to acquire an understanding of the meaning of OBE terms, such as *critical outcomes* (CO's), *specific outcomes* (SO's) and *assessment criteria* (AC'S) and to be able to use them meaningfully in the learning area language, literacy and communication to guide learners in mastering language skills, acquiring appropriate assessment skills and being able to plan and structure learning experiences (amongst others in view of practice teaching periods).

**VATK 522 SUBJECT DIDACTICAL ASPECTS OF LANGUAGE TEACHING:
INTERMEDIATE AND SENIOR PHASE (16 credits)**

3 hours 30:40

The learner ought to be able to apply the knowledge and skills gained in the course of the previous module in the intermediate and senior phase to guiding learners to acquire appropriate language skills in Afrikaans; to planning and facilitating the acquisition of Afrikaans language skills according to phase organisers consistent to the holistic and integrated method of approach of the OBE model

VBSK 511 TRAFFIC MANAGEMENT SYSTEMS (16 credits)

3 hours 40:60

After completing this module the learner must demonstrate his acquired knowledge, skills,

insight and values in the following areas: traffic management systems and law; origin and rationale of the K53 traffic licence system, road signs and traffic rules and regulations, analysis of the tasks of the driver, defensive driving and education and responsibilities of the driver.

VGAK 511 SUBJECT DIDACTICS OF HISTORY A (16 credits)

3 hours 40:60

After completing this module the learner must demonstrate his acquired knowledge, skills, insight and values in the following areas: teaching and guidance to learners of history in the formative and practice directed focus of history. With the aid of the necessary knowledge, insight and practical experience gained in evaluating published works on history the learner also ought to approach any learning content with a broader insight regarding ways of interpretation and the way in which a critical attitude can be applied towards any learning content in the teaching-learning situation.

VGAK 521 SUBJECT DIDACTICS HISTORY B (16 credits)

3 hours 40:60

After completing this module the learner must demonstrate his acquired knowledge, skills, insight and values in the following areas: the way in which the teaching-learning process in history teaching could be approached, meaningful planning of learning contents for the year, the forms and ways of applying a variety of skills-directed teaching approaches to historical sources and assessment techniques.

VODK 521 ACCOUNTING AND LITERACY FOR ABET (16 credits)

3 hours 40:60

At the end of the module the student ought to be able to show knowledge, skills and values of the basics of bookkeeping and to be able to facilitate these as skills to ABET-learners level 1,2 & 3

VOVK 521 ADULT EDUCATION AND TRAFFIC SAFETY (16 credits)

3 hours 40:60

After completing this module the learner must demonstrate his acquired knowledge, skills, insight and values in the following areas: the concept, demarcation of the area, the adult as learner, variables having an influence on learning, learning styles, implications of adult learning in education and training.

VVVK 511 HUMAN BEINGS AS ROAD USERS (16 credits)

3 hours 40:60

After completing this module the learner must demonstrate his acquired knowledge, skills, insight and values in the following areas: the different categories of road users; characteristics and limitations of each group of road users; human factors having an influence on safe participation; factors contributing to traffic collisions; and the trauma experienced by traffic victims.

WGOK 511 LAW IN EDUCATION (16 credits)

3 hours 40:60

After completing this learning unit the student must be able to demonstrate in what way: the constitution influences the South African educational dispensation; general South African laws influence South African education law; education laws influence South African education.

MODULE OUTCOMES

OO.3.2 NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (NPDE)

ABAN 116 ABET: INTRODUCTION TO ADULT BASIC EDUCATION AND TRAINING (16 credits)

F/C 3 hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding the disadvantaged adult, the principles and values of ABET, ABET levels and certificates, the medium of instruction, the White Paper on Education, IEB and NQF.

ABAN 126 ABET: LITERACY FOR ADULT BASIC EDUCATION AND TRAINING (16 credits)

F/C 3 hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding literacy for levels 1 and 2 learners, as well as the unit standards and outcomes-based education.

ABAN 216 ABET: LITERACY FOR ADULT BASIC EDUCATION AND TRAINING (8 credits)

F/C 1½ hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding literacy for level 3 learners, as well as the unit standards. They ought to be able to demonstrate that they are able to design and plan learning experiences based on outcomes-based education.

ABAN 226 ABET: NUMERACY FOR ADULT BASIC EDUCATION AND TRAINING (8 credits)

F/C 1½ hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding numeracy for levels 1 and 2 learners, as well as the unit standards and outcomes-based education.

ABAN 316 ABET: NUMERACY FOR ADULT BASIC EDUCATION AND TRAINING (8 credits)

F/C 1½ hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding numeracy for level 3 learners, as well as the unit standards. They ought to be able to demonstrate that they are able to design and plan learning experiences based on outcomes-based education.

ABAN 326 ABET: ASSESSMENT FOR ADULT BASIC EDUCATION AND TRAINING (8 credits)

F/C 1½ hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding the assessment of learners in terms of correct placement at levels as well as continuous assessment.

ABXN 226 ABET DIDACTICS: TEACHING LITERACY TO ADULTS (16 credits)

F/C 3 hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding the teaching of reading and writing to illiterate adults.

ABXN 326 ABET DIDACTICS: TEACHING NUMERACY TO ADULTS (16 credits)

F/C 3 hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding the teaching of numeracy to illiterate adults.

AFDN 221 VAKDIDAKTIEK AFRIKAANS: UGO-GERIGTE ONDERRIG VAN TAALVAARDIGHEDE (16 krediete)

F/C 2 uur 40:60

Die leerder behoort 'n oorsig oor die UGO-benadering, soos van toepassing op die TGK-leerarea, te kan bekom en geskikte leermateriaal vir UGO-leerervarings binne verskillende kontekste en op verskillende vlakke te kan saamstel.

AFDN 321 VAKDIDAKTIEK AFRIKAANS: PRAKTYKGERIGTE UGO BINNE DIE TGK-LEERAREA (16 krediete)

F/C 2 uur 40:60

Die leerder behoort inleidende kennis te bekom van die verskillende taal- en kommunikasievaardighede, leermateriaal te kan identifiseer waardeur die taal- en kommunikasievaardighede in staat gestel kan word om te funksioneer, leerders tot bemeestering van die taal- en kommunikasievaardighede te kan begelei en leerders volgens assesseringskriteria en -standaarde te kan assesseer.

AFRN 119 AFRIKAANS: DIE ONTSLUITING VAN LITERÊRE TEKSTE: 'N INLEIDING (16 krediete)

F/C 1½ uur 40:60

Die student behoort kennis oor toepaslike literêre aspekte vir die ontsluiting van gedigte (1904-1930), kortverhale en eenbedrywe te bekom; die vaardigheid te verwerf om voorbeeldgedigte en -kortverhale, sowel as eenbedryftipes (TV-, verhoog- en radiodramas), te kan analiseer, begryp en waardeur; en behoort ook in staat wees om soortgelyke gedigte, kortverhale en eenbedrywe te kan analiseer ten einde dit binne die skoolsituasie vir leerders toeganklik te kan maak.

**AFRN 129 AFRIKAANS: SPELNORME BINNE DIE ONDERWYSPRAKTYK
(16 krediete)**

F/C 1½ uur 40:60

Die student behoort kennis te bekom van universele en interne taalnorme en in staat te wees om aan die hand van relevante naslaanbronne taalversorging van outentieke leerder- en ander tekste ten opsigte van hoëfrekwensiespellingkwessies en interpunksie te kan doen.

**AFRN 219 AFRIKAANS: SEMANTIESE VERSKEIDENHEID EN ONTSLUITINGS-
TEGNIEKE (8 krediete)**

F/C 1½ uur 40:60

Die student behoort kennis te bekom oor woordeboektipies en in staat te wees om sodanige naslaanbronne (veral binne die skoolsituasie) te ontgin om volledige begrip van 'n verskeidenheid tekste moontlik te maak; kennis en vaardigheid ten opsigte van skoolprogram-relevante aspekte van die Afrikaanse semantiek te bekom en in staat te wees om sodanige kennis te gebruik om verskillende tekste vir leerders toeganklik te maak; waardering te toon vir die effek van suiwer taalgebruik op effektiewe kommunikasie en op die sosiale aanvaarbaarheid van taalgebruik.

**AFRN 229 AFRIKAANS: LITERÊRE TEKSTE: ONTSLUITINGSVAARDIGHEDE
(8 krediete)**

F/C 1½ uur 40:60

Die student behoort kennis oor toepaslike literêre aspekte vir die ontsluiting van poësie (1930-1960), kortverhale oor en uit verskillende Suid-Afrikaanse subkulture en moderne eenbedrywe (tragedies, komedies en klugte) te bekom; die vaardigheid te verwerf om voorbeeldtekste uit hierdie genres as literêre kunswerke te kan analiseer en waardeer en om leerders binne die skoolprogram te kan lei om relevante spesifieke uitkomst te kan bereik.

**AFRN 319 AFRIKAANS: DIE ONTSLUITING VAN KONTEMPORÊRE LITERÊRE
TEKSTE (8 krediete)**

F/C 1½ uur 40:60

Die student behoort in staat te wees om voorbeeldtekste uit die kontemporêre Afrikaanse poëtieskat, roman- en dramakuns as literêre kunswerke te kan ontsluit en waardeer sodat hy/sy leerders binne die skoolsituasie tot insig en waardering van die soort tekste kan lei.

**AFRN 329 : AFRIKAANS: MONDELINGE EN SKRIFTELIKE STILISTIESE
VAARDIGHEID (8 krediete)**

F/C 1½ uur 40:60

Die student behoort kennis te bekom van die stilistiese verskeidenheid van Afrikaans en in staat te wees om die gepastheid van verskillende styltipes binne verskillende kontekste te kan beoordeel en ook stilistiese vaardigheid binne 'n verskeidenheid kommunikasiesituasies te kan demonstreer.

AGDN 221 PREPARATION FOR LITERACY AND NUMERACY (16 credits)

F/C 2 hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding school readiness, perception and handwriting in the foundation phase.

AGDN 321 ADMINISTRATION AND ORGANISATION FOR LITERACY AND NUMERACY (16 credits)

F/C 3 hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding the administration and organisation of the foundation phase classroom as well as essential aspects of health.

AKPN 117 AFRIKAANS MOEDERTAALKOMMUNIKASIE: HOËFUNKSIETAALGE-BRUIK IN VERSKILLENDE (KON)TEKSTE (8 krediete)

F/C 1½ uur 40:60

Die student behoort hoëfrekwensie- Afrikaanse woorde korrek te kan spel en die spelwyse daarvan ooreenkomstig die Afrikaanse spelreëls te kan verklaar; taalversorging van outentieke leedertekste te kan doen; die waarde van 'korrekte' taalgebruik vir effektiewe kommunikasie te kan begryp ten einde leerders tot sinvolle interaksie te kan bemagtig; verskillende betekenisgebruike van Afrikaanse woorde te begryp en vir leerders toeganklik te maak; uitgebreide kennis oor hoëfrekwensie-woordgebruiksfoute te hê ten einde in staat te wees om die funksies en effektiewe gebruik van Standaardafrikaans aan leerders te kan oordra.

AKPN 118 AFRIKAANS NIEMOEDERTAALKOMMUNIKASIE: LAEFUNKSIEKOMMUNIKASIE IN VERSKILLENDE SITUASIES (8 krediete)

F/C 1½ uur 40:60

Die leerders (d.i. praktiserende onderwysers wat oor 'n breër agtergrondkennis van Afrikaans beskik as jong matrikulante) behoort na afhandeling van hierdie module in staat te wees om gesproke Afrikaans in verskillende sosiale situasies te verstaan en sinvol daarop te reageer; elementêre Afrikaanse tekste met begrip te kan lees en die woordeboek vir die ontsluiting van meer gevorderde tekste te kan gebruik; in Afrikaans op neutrale en emotiewe kommunikatiewe stimuli te reageer; Afrikaanse sinsboutegnieke in 'n verskeidenheid skryfstukke toe te pas en kultuurspesifieke agtergrondkennis in multikulturele skoolsituasies te benut.

AKPN 127 AFRIKAANS MOEDERTAALKOMMUNIKASIE: HOËFUNKSIETAALGE-BRUIK IN VERSKILLENDE (KON)TEKSTE (8 krediete)

F/C 1½ uur 40:60

Die student behoort hoëfrekwensie- Afrikaanse woorde korrek te kan spel en die spelwyse daarvan ooreenkomstig die Afrikaanse spelreëls te kan verklaar; taalversorging van outentieke leedertekste te kan doen; die waarde van 'korrekte' taalgebruik vir effektiewe kommunikasie te kan begryp ten einde leerders tot sinvolle interaksie te kan bemagtig; verskillende betekenisgebruike van Afrikaanse woorde te begryp en vir leerders toeganklik te maak; uitgebreide kennis oor hoëfrekwensie-woordgebruiksfoute te hê ten einde in staat te wees om die funksies en effektiewe gebruik van Standaardafrikaans aan leerders te kan oordra.

AKPN 128 AFRIKAANS NIEMOEDERTAALKOMMUNIKASIE: LAEFUNKSIE-KOMMUNIKASIE IN VERSKILLENDE SITUASIES (8 krediete)

F/C 1½ uur 40:60

Die student behoort na afhandeling van hierdie module in staat te wees om gesproke Afrikaans in verskillende sosiale situasies te verstaan en sinvol daarop te reageer; elementêre Afrikaanse tekste met begrip te kan lees en die woordeboek vir die ontsluiting van meer gevorderde tekste te kan gebruik; in Afrikaans op neutrale en emotiewe kommunikatiewe stimuli te reageer; Afrikaanse sinsboutegnieke in 'n verskeidenheid skryfstukke toe te pas en kultuurspesifieke agtergrondkennis in multikulturele skoolsituasies te benut.

AKPN 217 AFRIKAANS MOEDERTAALKOMMUNIKASIE: AFRIKAANS IN SKOOL-KONTEKS EN IN GESKREWE VORM (8 krediete)

F/C 1½ uur 40:60

Die student behoort bewys te kan lewer van kundigheid en vaardigheid t.o.v. die taalgebruik in verskillende vak- en leerareaspesifieke kontekste (registers en style) en binne skoolkommunikasiesituasies (ouer teenoor onderwyser, vergadering- en verslagtaal); oor die verlangde kommunikasievaardighede in Standaardafrikaans beskik om leerders te kan lei om die spesifieke uitkomst van die leerarea taal, geletterdheid en kommunikasie te kan bereik; kennis te dra van gepaste skryfstyl vir verskillende kontekste en in staat te wees om hierdie kennis, sowel as ander verworwe taalkennis, by die uitvoering en beoordeling van leerderskryfopdragte toe te pas.

AKPN 218 AFRIKAANS NIEMOEDERTAALKOMMUNIKASIE: NIEMOEDERTAAL-AFRIKAANS IN SKOOLKONTEKS (8 krediete)

F/C 1½ uur 40:60

Die student behoort na afhandeling van hierdie module in staat te wees om in 'n klaskamersituasie (en binne ander sosiale situasies) sinvolle dialoë oor 'n verskeidenheid skoolprogramverwante onderwerpe te kan voer; verworwe woordeboekvaardighede en verskillende leestegnieke te kan benut om 'n verskeidenheid Afrikaanse tekste te kan verstaan; kerngedagtes te kan identifiseer en saam te vat; tussen feite en menings en tussen geldige afleidings en veralgemenings te kan onderskei; persoonlike sienings te kan motiveer en hoëfrekwensiespellingkwessies te kan hanteer.

AKPN 227 : AFRIKAANS MOEDERTAALKOMMUNIKASIE: AFRIKAANS IN SKOOL-KONTEKS EN IN GESKREWE VORM (8 krediete)

F/C 1½ uur 40:60

Die student behoort bewys te kan lewer van kundigheid en vaardigheid t.o.v. die taalgebruik in verskillende vak- en leerareaspesifieke kontekste (registers en style) en binne skoolkommunikasiesituasies (ouer teenoor onderwyser, vergadering- en verslagtaal); oor die verlangde kommunikasievaardighede in Standaardafrikaans beskik om leerders te kan lei om die spesifieke uitkomst van die leerarea taal, geletterdheid en kommunikasie te kan bereik; kennis te dra van gepaste skryfstyl vir verskillende kontekste en in staat te wees om hierdie kennis, sowel as ander verworwe taalkennis, by die uitvoering en beoordeling van leerderskryfopdragte toe te pas.

**AKPN 228 : AFRIKAANS NIEMOEDERTAALKOMMUNIKASIE : NIEMOEDERTAAL-
AFRIKAANS IN SKOOLKONTEKS (8 krediete)**

F/C 1½ uur 40:60

Die leerders (d.i. praktiserende onderwysers wat oor 'n breër agtergrondkennis van Afrikaans beskik as jong matrikulante) behoort na afhandeling van hierdie module in staat te wees om in 'n klaskamersituasie (en binne ander sosiale situasies) sinvolle dialoë oor 'n verskeidenheid skoolprogramverwante onderwerpe te kan voer; verworwe woordeboekvaardighede en verskillende leestegnieke te kan benut om 'n verskeidenheid Afrikaanse tekste te kan verstaan; kerngedagtes te kan identifiseer en saam te vat; tussen feite en menings en tussen geldige afleidings en veralgemenings te kan onderskei; persoonlike sienings te kan motiveer en hoëfrekwensiespellingkwessies te kan hanteer.

**AKPN 317 AFRIKAANS MOEDERTAALKOMMUNIKASIE: EFFEKTIEWE KOMMU-
NIKASIE IN AKADEMIESE EN LITERÊRE AFRIKAANS (8 krediete)**

F/C 1½ uur 40:60

Die student behoort in staat te wees om verskillende literêre tekste (jeugliteratuur ingesluit) en nieliterêre tekste te kan beoordeel volgens die kommunikatiewe effektiwiteit van die spesifieke variëteit, register en styl wat die skrywer gebruik het; die verskille ten opsigte van literêre en nieliterêre taalgebruik te kan identifiseer en die kommunikatiewe waarde of funksie daarvan te kan begryp; bewys te lewer van grondige kennis van en vaardigheid ten opsigte van die Afrikaanse akademiese register (wetenskaplike formuleringswyse, logiese beredeneringslyn, registreiesoortigheid en bibliografiese styl) wat vir die strukturering van referate of artikels vereis word.

**AKPN 318 AFRIKAANS NIEMOEDERTAALKOMMUNIKASIE: HOËFUNKSIE-
AFRIKAANS VIR NIEMOEDERTAALSPREKERS (8 krediete)**

F/C 1½ uur 40:60

Die student behoort na afhandeling van hierdie module meer abstrakte tekste met selfvertroue te kan ontsluit deur die benutting van verskillende stilleestegnieke en relevante naslaanbronne; in staat te wees om kruiskurrikulêre vraesteltypevrae te interpreteer; effektiewe akademiese taalgebruik in relatief eenvoudige tekste met vertroue te hanteer en wetenskaplike formulering van populêre taalgebruik te kan onderskei.

**AKPN 327 AFRIKAANS MOEDERTAALKOMMUNIKASIE: EFFEKTIEWE KOM-
MUNIKASIE IN AKADEMIESE EN LITERÊRE AFRIKAANS (8 krediete)**

F/C 1½ uur 40:60

Die student behoort in staat te wees om verskillende literêre tekste (jeugliteratuur ingesluit) en nieliterêre tekste te kan beoordeel volgens die kommunikatiewe effektiwiteit van die spesifieke variëteit, register en styl wat die skrywer gebruik het; die verskille ten opsigte van literêre en nieliterêre taalgebruik te kan identifiseer en die kommunikatiewe waarde of funksie daarvan te kan begryp; bewys te lewer van grondige kennis van en vaardigheid ten opsigte van die Afrikaanse akademiese register (wetenskaplike formuleringswyse, logiese beredeneringslyn, registreiesoortigheid en bibliografiese styl) wat vir die strukturering van referate of artikels vereis word.

**AKPN 328 AFRIKAANS NIEMOEDERTAALKOMMUNIKASIE: HOËFUNKSIE-
AFRIKAANS VIR NIEMOEDERTAALSPREKERS (8 krediete)**

F/C 1½ uur 40:60

Die student behoort na afhandeling van hierdie module meer abstrakte tekste met selfvertroue te kan ontsluit deur die benutting van verskillende stilleestegnieke en relevante naslaanbronne; in staat te wees om kruiskurrikulêre vraesteltipevrae te interpreteer; effektiewe akademiese taalgebruik in relatief eenvoudige tekste met vertroue te hanteer en wetenskaplike formulering van populêre taalgebruik te kan onderskei.

EDMN 319 EDUCATIONAL MANAGEMENT DEVELOPMENT (8 credits)

F/C 1½ hours 40:60

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

**EDSN 229 ENGLISH DIDACTICS: SUBJECT DIDACTICAL ASPECTS OF ENGLISH
(16 credits)**

F/C 2½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding various theoretical and practical aspects of English didactics. These include theories of second language acquisition, lesson planning, the curriculum process and outcomes-based education in the language classroom.

**EDSN 329 ENGLISH DIDACTICS: APPLIED SUBJECT DIDACTICAL ASPECTS OF
ENGLISH (16 credits)**

F/C 2½ hours 40:60

On completion of this module learners demonstrate applied knowledge, skills and values regarding lesson planning and execution. These include listening, speaking, reading and writing lessons, as well as planning and executing various types of lessons, such as poetry, dialogue, singing, literature etc.

EDVN 221 ANTI-RACISM AND EDUCATIONAL LAWS AND VALUES (8 credits)

F/C 1½ hours 40:60

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

EGPN 119 ENGLISH: AN INTRODUCTION TO ENGLISH NOVELS (16 credits)

F/C 2½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding the genre of the novel with specific emphasis on the relevance of these qualities to education. They ought to be able to identify, trace and interpret different themes in a variety of Eurocentric and Afrocentric novels.

EGPN 129 ENGLISH: AN INTRODUCTION TO ENGLISH SYNTAX (16 credits)

F/C 2½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding the study of syntax, sentences, the communicative function of sentences, sentence patterns, subjects and predicates, major and minor word classes, types of verbs and nouns.

EGPN 219 ENGLISH: AN INTRODUCTION TO ENGLISH POETRY (8 credits)

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding various poetic devices, eras and the critical analysis of different poems.

EGPN 229 ENGLISH: SYNTAX FOR THE TEACHER OF ENGLISH (8 credits)

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding English verbs. These include a study of verb classes, the English tense system, lexical and auxiliary verbs, dynamic and static verbs, mood and passive voice.

EGPN 319 ENGLISH: AN INTRODUCTION TO ENGLISH DRAMA (8 credits)

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding the structure of drama and an analysis of various dramas and their relevance to education.

EGPN 329 ENGLISH: PHONOLOGY FOR THE TEACHER (8 credits)

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding various aspects of English phonology and their relevance in education. These include studies of the speech organs, the vowel chart, the consonant table and various transcription exercises.

ENTN 319 ENTREPRENEURSHIP FOR EDUCATORS (8 credits)

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding the basic principles of economics in order to contribute to the economic development of our country, to identify business functions (and in particular general management) and to apply these in practice; to demonstrate the important role of the educator in the development of a positive attitude among learners at school.

ESPN 119 ENGLISH COMMUNICATION: INTRODUCING ENGLISH AS LANGUAGE IN THE CLASSROOM (8 credits)

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding accuracy and appropriateness in their English, with special reference to the use of English in the teaching situation.

ESPN 129 ENGLISH COMMUNICATION: CLASSROOM ENGLISH (8 credits)

F/C 1½ hours 40:60

On completion of this module the learners ought to demonstrate knowledge, skills and values regarding accuracy and appropriateness in their English, with special reference to the use of English in the teaching situation. Learners ought to be able to interact with a variety of educational texts to demonstrate knowledge, skills and values regarding register and appropriateness of communication.

ESPN 219 ENGLISH COMMUNICATION: ADVANCED CLASSROOM ENGLISH (8 credits)

F/C 1½ hours 40:60

On completion of this module the learners ought to demonstrate advanced knowledge, skills and values regarding accuracy and appropriateness in their English, with special reference to the use of English in the teaching situation. They ought to be able to interact with a variety of advanced educational texts and literature, to demonstrate knowledge, skills and values regarding register and appropriateness of communication. They ought to be able to use listening, reading, speaking and writing skills for academic purposes.

ESPN 229 ENGLISH COMMUNICATION: ADVANCED CLASSROOM ENGLISH (8 credits)

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding the role of fluency and accuracy in advanced classroom communication and classroom management. They ought to be able to interact with a variety of advanced educational texts, interlocutors and the lecturer to demonstrate knowledge, skills and values regarding register and appropriateness of communication. They ought to be able to use listening, reading, speaking and writing skills for academic purposes.

ESPN 319 THE ROLE OF ENGLISH IN LEARNING (8 credits)

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding the role of fluency and accuracy in classroom management. Learners also ought to demonstrate knowledge, skills and values regarding readings from contemporary literature and the use of coherent and cohesive language in communication.

ESPN 329 THE ROLE OF ENGLISH IN LEARNING (8 credits)

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding the use of coherent and cohesive language. They ought to be able to demonstrate the dynamics of using English as medium of instruction (Mol) in their classrooms.

GDSN 116 RELIGIOUS STUDIES (8 credits)

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding different world religions (monotheistic and polytheistic).

GDSN 126 RELIGIOUS STUDIES (8 credits)

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values on various issues regarding the origin of God, man, creation, solutions of current problems from the perspective of different religions. These religions are also compared with one another.

GFPN 116 GEOGRAPHY: PLANETARY GEOGRAPHY (8 credits)

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills, and values regarding an introduction to movements of the earth and moon around the sun, with special emphasis on the origin of seasons, the calculation of time, the influence of the moon on the earth.

Practical: Introduction to cartography – various maps, characteristics and use of maps, scale, direction, bearing and distance are discussed and applicable calculations are made.

GFPN 126 GEOGRAPHY: PHYSICAL AND ECONOMICAL BACKGROUND OF SOUTH AFRICA (8 credits)

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills, and values regarding an introduction to the influence of location on trade and climate, the relationship between relief and drainage, as well as a discussion of economic activities of South Africa, with special reference to primary activities

Practical: Learners must demonstrate the ability to use representation techniques, such as line, bar and circle graphs.

GFPN 216 GEOGRAPHY: AFRICA AND POPULATION GEOGRAPHY (8 credits)

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills, and values regarding the size, location, political divisions, relief, climatic and vegetation regions of Africa, and an introduction to the population and economic background of Africa.

Practical: Learners must demonstrate that they can apply aerial photogrammetry.

GFPN 226 GEOGRAPHY: SETTLEMENT GEOGRAPHY (8 credits)

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills, and values regarding an introduction to the development of rural and urban settlements. The variables that influence the type, location, structure and type of rural settlements and growth measures in cities, urbanisation, different functions and models urban settlements will be described.

Practical: Learners must demonstrate the application of quantitative map techniques.

**GFPN 316 GEOGRAPHY: GEOMORPHOLOGY AND ENVIRONMENTAL
GEOGRAPHY (8 credits)**

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding an introduction to the internal structure of the earth, the main types of rocks and internal and external forces that change the earth. In environmental geography learners ought to demonstrate knowledge, skills and values regarding the function of the ecosystems and man's influence on the ecosystems.

Practical: Learners must demonstrate the application and calculation of representations of relief characteristics, cross-sections and gradient.

GFPN 326 GEOGRAPHY: CLIMATOLOGY (8 credits)

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills, and values regarding an introduction to the composition and structure of the atmosphere, the ozone layer, heat balance, inversion conditions, atmospheric pressure, geotropic flow, primary, secondary and local circulation and stable and unstable air conditions in the atmosphere.

Practical: Learners must demonstrate the application of quantitative calculations and the interpretation of synoptic weather maps.

GFXN 221 GEOGRAPHY: DIDACTICS (16 credits)

F/C 2 hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills, and values regarding the place of geography in OBE, as well as the use of atlases, scales, direction calculation and distances and position on maps, teaching aids, field excursions and worksheets.

GFXN 321 GEOGRAPHY: DIDACTICS (16 credits)

F/C 2 hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills, and values regarding the application of OBE, with reference to assessment strategies and methods, co-operative learning, the planning of a learning experience and activities, the real problem solving approach in geography and environmental education.

GSAN 116 HISTORY: THE ANCIENT CIVILISATIONS AND THEIR CONTRIBUTIONS TO THE DEVELOPMENT OF WESTERN CIVILISATION (16credits)

F/C 2½ hours 40:60

On completion of this module learners ought to demonstrate general knowledge, skills and values regarding the contributions of the earliest civilisations, Mediterranean world, age of invasions, feudal Europe, renaissance, reformation.

GSAN 126 HISTORY: THE POLICY APPLIED IN THE CAPE BETWEEN 1657 AND 1854 AND HOW THE POLICY INFLUENCED INTERGROUP RELATIONS (16 credits)

F/C 2½ hours 40:60

On completion of this module learners ought to demonstrate a general knowledge, skills and values regarding the factors that influenced intergroup relations between 1657 and 1854 in the Cape.

GSAN 216 HISTORY: ASPECTS OF THE HISTORY OF EUROPE DURING THE 16TH AND 17TH CENTURIES (8 credits)

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate a general knowledge, skills and values regarding absolutism in Spain, France, Napoleon and the French Revolution.

GSAN 226 HISTORY: THE MANAGEMENT OF THE CAPE BETWEEN 1806-1854 AND THE REACTION (8 credits)

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate a general knowledge, skills and values regarding the management of the Cape between 1806-1854 and the reaction.

GSAN 316 HISTORY ASPECTS OF THE 20th CENTURY WORLD HISTORY (8 credits)

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate a general knowledge, skills and values regarding Versailles, international organisations, totalitarian states, Cold War, reaction to the communist threat in Europe.

GSAN 326 HISTORY: POLITICAL DEVELOPMENT IN SOUTH AFRICA 1910-1992 (8 credits)

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate a general knowledge, skills and values regarding important political development trends in South Africa 1910-1992.

GSUN 319 HEALTH EDUCATION (AIDS PREVENTION AND MOTOR DEVELOPMENT) (8 credits)

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding various aspects of this module. These include selected terms regarding HIV/AIDS and the impact of the pandemic on the education profession. An introductory view regarding background knowledge, the cause and the nature of the disease as well as its effects on education are studied. Strategies to combat the disease are studied at a general national level as well as in education circles. Guidelines for educators in practice are provided.

GSUN 219 HEALTH EDUCATION: AN INTRODUCTION (8 credits)

F/C 1½ hours 40:60

This module covers the importance and application of health awareness and safety in the school and home environment. The approach and place of important health themes, like adolescence, sound nutrition, body care and hygiene, obesity, physical activity, drugs and sexually transmitted diseases form essential parts of this module. The learners must demonstrate knowledge, skills and sound educational values in relation to the mentioned module themes.

GSXN 221 HISTORY DIDACTICS (16 credits)

F/C 2½ hours 40:60

On completion of this module learners ought to demonstrate a general knowledge, skills and values regarding the question of what history is, aims in history teaching, media, lesson structure according to the outcomes-based education.

GSXN 321 HISTORY DIDACTICS (16 credits)

F/C 2½ hours 40:60

On completion of this module learners ought to demonstrate a general knowledge, skills and values regarding the value of history, empathy teaching, the relation of history to geography, history in a multicultural society, planning a learning experience, worksheets, assessment.

**JPUN 116 JUNIOR PRIMARY STUDIES: INTRODUCTION TO CHILD DEVELOPMENT
(16 credits)**

F/C 2 hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding the developmental characteristics of the pre-school and the foundation phase learner, types of learners as well as learning styles and personalities.

**JPUN 126 JUNIOR PRIMARY STUDIES: INTRODUCTION TO OUTCOMES BASED
EDUCATION (16 credits)**

F/C 1½ hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding outcomes-based education terminology, planning of learning experiences, the facilitator, group work and resources.

JPUN 216 JUNIOR PRIMARY STUDIES: FOUNDATION PHASE LITERACY (8 credits)

F/C 1½ hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding various literacy skills (listening, speaking, reading and writing) and approaches used in the foundation phase.

**JPUN 226 JUNIOR PRIMARY STUDIES: FOUNDATION PHASE NUMERACY
(8 credits)**

F/C 1½ hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding all aspects of numeracy in the foundation phase including problem solving and the concept of numbers.

**JPUN 316 JUNIOR PRIMARY STUDIES: FOUNDATION PHASE LIFE SKILLS
(8 credits)**

F/C 1½ hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding all aspects of life skills in the foundation phase, including multicultural integration and religious viewpoints.

**JPUN 326 JUNIOR PRIMARY STUDIES: ASSESSMENT AND INTEGRATION
(8 credits)**

F/C 1½ hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding assessment in the foundation phase as well as the integration of all eight learning areas in learning experiences.

LGVN 221 LEARNER SUPPORT AND SCHOOL GUIDANCE (16 credits)

F/C 2 hours 40 :60

Learners ought to be able to demonstrate knowledge, skills and values regarding interviewing, reporting in school guidance, support in school guidance, multicultural or cross-cultural school guidance, problem solving, decision-making and management, measurement and evaluation in school guidance, designing questionnaires in school guidance, personality guidance, educational-academical guidance and career guidance or vocational guidance.

LGVN 321 LEARNER SUPPORT AND SCHOOL GUIDANCE DIDACTICS (16 credits)

F/C 2 hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding learners with specific problems and needs. They will conduct assessment and evaluations in all contexts (such as home, school and social environments) and will also assist in multiprofessional liaison and report writing.

LSGN 111 LEARNER SUPPORT AND SCHOOL GUIDANCE (16 credits)

F/C 2 hours 40 : 60

Learners ought to be able to demonstrate knowledge, skills and values regarding the aim and function of school guidance, the structure and function of the school guidance system, psychology of education, children with problems, personality and adjustment and the nature and being of the school child with specific reference to individual differences.

LSGN 121 LEARNER SUPPORT AND SCHOOL GUIDANCE (16 credits)

F/C 2 hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding the purpose of Learner Support as subject, the place of learner support in education, basic principles of learner support and practice and learners with special needs.

LSGN 211 LEARNER SUPPORT AND SCHOOL GUIDANCE (8 credits)

F/C 1½ hours 40 :60

Learners ought to be able to demonstrate knowledge, skills and values regarding career guidance in South Africa, self-knowledge and occupational or career knowledge, school guidance practice, study methods and career guidance.

LSGN 221 LEARNER SUPPORT AND SCHOOL GUIDANCE (8 credits)

F/C 1½ hours 40 :60

Learners ought to be able to demonstrate knowledge, skills and values regarding job analysis and career guidance, occupational expertise and the steps in choosing an occupation, entrepreneurship and career guidance, and family and sexuality education.

LSGN 311 LEARNER SUPPORT AND SCHOOL GUIDANCE (8 credits)

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding assessment and support strategies in learning, as well as techniques and strategies for language and reading problems.

LSGN 321 LEARNER SUPPORT AND SCHOOL GUIDANCE (8 credits)

F/C 1½ hours 40:60

On completion of this module learners ought to demonstrate knowledge, skills and values regarding the assessment of learning problems and support strategies for learning problems.

NAUN 111 NATURAL SCIENCES DIDACTICS (8 credits)

F/C 1½ hours 40:60

After completing this course unit, learners will be expected to demonstrate skills in the concept *youth in natural sciences* in applications and problem solving, independently conduct elementary investigations and research and exhibit certain attitudes towards and attach value to the teaching and learning of general science.

OPAN 119 TEACHING STUDIES: HISTORICAL EDUCATION (8 credits)

F/C 1½ hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding the different roles of the educator (especially as role model) and they ought to be able to guide learners to develop their own life values and life skills. They ought to be able to demonstrate that they can function responsibly as classroom managers and administrators, and assist the learner to familiarise him-/herself with the terminology of modern education.

OPAN 129 TEACHING STUDIES HISTORICAL EDUCATION (8 credits)

F/C 1½ hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding the different roles of the educator (especially as role model) and they ought to be able to guide learners to develop their own life values and life skills. They ought to be able to demonstrate that they can function responsibly as classroom managers and administrators, and assist the learner to familiarise him-/herself with the terminology of modern education.

OPAN 129 TEACHING STUDIES: HISTORICAL EDUCATION (8 credits)

F/C 2 hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding the different roles of the educator (especially as role model) and they ought to be able to guide learners to develop their own life values and life skills. They ought to be able to demonstrate that they can function responsibly as classroom managers and administrators.

OPAN 219 TEACHING STUDIES: PHILOSOPHY OF EDUCATION (8 credits)

F/C 1½ hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding the planning, development and management of teaching/learning experiences. They will be empowered to provide learners with the optimum chance of learning and acquiring specific outcomes and assessing achievement of these outcomes.

OPAN 319 TEACHING STUDIES: SOSIOPEDAGOGICS (8 credits)

F/C 1½ hours 40:60

Students will acquire knowledge of and insight into the implications of the nature of the school as an organisation and the legal aspects of the teaching profession. They will be empowered to manage their work with learners to the benefit of the learners and the teaching profession.

PRSN 319 PROFESSIONAL STUDIES (8 credits)

F/C 1½ hours 0:1

Learners ought to be able to demonstrate knowledge, skills and values regarding the rationale and components of Curriculum 2005. These will serve as bases for the implementation of the following outcomes-based education (OBE) principles: causes for the world-wide and local changes in education perspectives, the National Qualifications Framework as framework for a new perspective in education, the nature and characteristics of OBE, the impact of OBE on the didactical situation, the structure and components of Curriculum 2005 and guidelines for programme development and assessment.

RGLN 111 COMPUTER LITERACY (8 credits)

F/C 1½ hours 40:60

Learners ought to be able to demonstrate basic knowledge, skills and values regarding computer technology as it is used in education, knowledge of the basic operation of a computer, basic skills in the utilisation of an operational system, word processing, spreadsheets and graphics packages, as well as Internet.

TSCN 118 SETSWANA COMMUNICATION (M) (8 credits)

F/C 1 hour 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding spoken Setswana. They ought to be able to communicate on various familiar topics and be able to express themselves coherently. They ought to be able to use reading skills and spoken skills (inside and outside the classroom), taking social and cultural aspects into consideration.

TSCN 128 SETSWANA COMMUNICATION (M): LANGUAGE PROFICIENCY AND ADVANCED LANGUAGE STRUCTURES (8 credits)

F/C 1 hour 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding basic language proficiency and grammatical applications at more sophisticated levels. They ought to

be able to use all language skills (inside and outside the classroom), taking social and cultural aspects into consideration, at a more sophisticated level.

TSCN 218 SETSWANA COMMUNICATION (M) (8 credits)

F/C 1 hour 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding more advanced language structures and ought to be able to use the four language skills fluently and accurately, write short paragraphs, demonstrate knowledge of an appropriate vocabulary and respect and appreciation for the Setswana culture.

TSCN 228 SETSWANA COMMUNICATION (M) (8 credits)

F/C 1 hour 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding more advanced language structures and ought to be able to use the four language skills fluently and accurately, write short paragraphs, demonstrate knowledge of an appropriate vocabulary and respect and appreciation for the Setswana culture.

TSCN 318 SETSWANA COMMUNICATION (M) : ADVANCED COMMUNICATION (8 credits)

F/C 1 hour 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding effective communication inside and outside the classroom for a wide variety of purposes and audiences.

TSCN 328 SETSWANA COMMUNICATION (M) : ADVANCED COMMUNICATION (8 credits)

F/C 1 hour 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding effective communication inside and outside the classroom for a wide variety of purposes and audiences.

TSMN 119 SETSWANA: LANGUAGE PROFICIENCY IN VARIOUS SOCIAL CONTEXTS (16 credits)

F/C 2 hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding language proficiency with insight and appreciation of the cultural aspects and values of Setswana in and outside the classroom.

TSMN 129 SETSWANA: LANGUAGE PROFICIENCY IN VARIOUS SOCIAL CONTEXTS (16 credits)

F/C 2 hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding language proficiency with insight and appreciation of the cultural aspects and values of Setswana in and outside the classroom across a greater variety of contexts.

TSMN 219 SETSWANA: ADVANCED LANGUAGE PROFICIENCY IN VARIOUS SOCIAL CONTEXTS (8 credits)

F/C 1½ hours 40:60

Learners ought to be able to demonstrate advanced knowledge, skills and values regarding language proficiency with insight and appreciation of the cultural aspects and values of Setswana in and outside the classroom.

TSMN 229 SETSWANA: ADVANCED LANGUAGE PROFICIENCY, GRAMMATICAL ACCURACY AND LITERARY TEXTS (8 credits)

F/C 1½ hours 40:60

Learners ought to be able to demonstrate advanced knowledge, skills and values regarding language proficiency with insight and appreciation regarding more advanced grammatical structures and skills as contextualised in literary texts.

TSMN 319 SETSWANA: PHONETICS, PHONOLOGICAL ANALYSIS, SPELLING AND SEMANTICS (8 credits)

F/C 1½ hours 40:60

Learners ought to be able to demonstrate advanced knowledge, skills and values regarding Setswana phonetics, phonological analysis, spelling and semantics.

TSMN 329 SETSWANA: ADVANCED PHONETICS, PHONOLOGICAL ANALYSIS, SPELLING AND SEMANTICS AND LITERATURE (8 credits)

F/C 1½ hours 40:60

Learners ought to be able to demonstrate advanced knowledge, skills and values regarding Setswana phonetics, phonological analysis, spelling and semantics and literature. They ought to demonstrate knowledge, skills and values regarding compound tenses, the use of the copulatives in different modi, selected Setswana folk tales, idioms and fixed expressions within the cultural and structural system of the language.

TSNN 118 SETSWANA COMMUNICATION (NM) (8 credits)

F/C 1 hour 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding effective communication inside and outside the classroom for a wide variety of purposes and audiences. They ought to be able to build an appropriate vocabulary to facilitate comprehension and effective communication.

TSNN 128 SETSWANA COMMUNICATION (NM) (8 credits)

F/C 1 hour 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding effective communication inside and outside the classroom for a wider variety of purposes and audiences. They ought to be able to build an increasingly appropriate vocabulary to facilitate comprehension and effective communication.

TSNN 218 SETSWANA COMMUNICATION (NM) (8 credits)

F/C 1 hour 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding effective communication inside and outside the classroom for a wider variety of purposes and audiences. They ought to be able to use the dictionary.

TSNN 228 SETSWANA COMMUNICATION (NM) (8 credits)

F/C 1 hour 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding effective communication inside and outside the classroom for a wider variety of purposes and audiences. They ought to be able to use the dictionary.

TSNN 318 SETSWANA COMMUNICATION (NM) (8 credits)

F/C 1 hour 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding the identification and utilisation of the Setswana system of word classes, Setswana phonological values and vocabulary in various contexts.

TSNN 328 SETSWANA COMMUNICATION (NM) (8 credits)

F/C 1 hour 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding the identification and utilisation of the Setswana system of word classes, Setswana phonological values and vocabulary in various contexts.

TVXN 221 SETSWANA DIDACTICS (16 credits)

F/C 2½ hours 40:60

Learners ought to be able to demonstrate knowledge, skills and values regarding various theoretical and practical aspects of Setswana didactics. This includes theories of second language acquisition, lesson planning, the curriculum process and outcomes-based education in the language classroom.

TVXN 321 SETSWANA DIDACTICS (16 credits)

F/C 2½ hours 40:60

Learners ought to be able to demonstrate applied knowledge, skills and values regarding lesson planning and execution. These include listening, speaking, reading and writing lessons as well as the planning and execution of various types of lessons such as poetry, dialogue, singing, literature etc.

**WAPN 111 MATHEMATICS GENERAL: INTRODUCTION TO NUMBER SYSTEMS
(8 credits)**

F/C 1½ hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding relevant learning theories with respect to the teaching and learning of mathematics, as well as the practical implementation of these theories; to perform individual investigations and elementary research with respect to the historical development of number systems; properties of natural numbers, as well as the four main operations; development of the concept of numbers in young learners; the use of other bases than base 10, and the calculator as teaching-learning aid.

WAPN 121 MATHEMATICS GENERAL: NUMBER SYSTEMS (8 credits)

F/C 1½ hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding practical investigations of number patterns in natural numbers; the extension of natural numbers to integers, as well as operations with integers; the extension of integers to rational numbers (ordinary fractions and decimals), together with operations, as well as real life applications where rational numbers and the calculation of percentages are playing a role.

WAPN 221 MATHEMATICS GENERAL: ELEMENTARY ALGEBRA (8 credits)

F/C 1½ hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding algebra as a generalisation of arithmetic by using problem solving approaches to investigate and understand mathematical content. Learners have to be able to explain algebraic concepts and use them to solve problems, use the investigative method to analyse, describe and generalise number patterns; organise and use data to construct different kinds of graphs, interpret and make inferences from graphs, and use elementary probability in problem solving.

WAPN 321 MATHEMATICS GENERAL: GEOMETRY (8 credits)

F/C 1½ hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding learning theories with respect to the geometrical development of the young learner; and using that knowledge to create meaningful learning situations for developing a learner's spatial understanding and skills. The learners have to reason and communicate in geometric terms, solve problems by applying geometric properties and relationships, explore transformations of geometric figures, and develop appropriate formulae to calculate measurements.

**WIPN 111 MATHEMATICS: ELEMENTARY FUNCTIONS AND TRIGONOMETRY
(16 credits)**

F/C 3 hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding specific elementary functions, particularly absolute value functions and the trigonometric functions. Learners have to be able to draw graphs, perform basic operations with these functions, determine inverses; calculate limits of functions; deduce and apply conditions for continuity. Furthermore, the learner is expected to solve trigonometric equations using graphs.

WIPN 121 MATHEMATICS: ALGEBRAIC NUMBER SYSTEMS (16 credits)

F/C 3 hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding the following number systems: natural numbers, integers, rational numbers, irrational numbers and complex numbers. Learners have to be able to perform operations in a specific number system and motivate the extension of one number system to another. Furthermore, learners have to be able to define permutations and combinations and apply them to real life situations.

WIPN 211 MATHEMATICS: DIFFERENTIATION (8 credits)

PC 1½ hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding differentiation by calculating the rate of change of simple events, by determining the derivative in terms of the rate of change and by determining the derivatives of simple and composite functions using the following differentiation rules: the derivative of a constant, the derivative of a sum/difference of functions, the product and quotient rules, the power rule, the chain rule and higher order derivatives.

WIPN 221 MATHEMATICS: APPLICATION OF DIFFERENTIATION (8 credits)

F/C 1½ hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding differentiation by drawing polynomial and rational functions, by solving real life problems using differentiation and by applying antiderivatives.

WIPN 311 MATHEMATICS: VECTOR ALGEBRA (8 credits)

F/C 1½ hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding vector algebra by solving geometry problems by means of geometric vectors, by performing various operations with algebraic vectors, by determining linear dependency of vectors, by solving systems of linear equations with respect to real life situations by means of Gaussian elimination and matrices, and by defining algebraic properties of operations with matrices.

WIPN 321 MATHEMATICS: ANALYTIC GEOMETRY (8 credits)

F/C 1½ hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding analytic geometry by defining parabolas, ellipses and hyperbolas, deducing standard equations as well as equations of the rotated functions, drawing graphs and identifying the use of the mentioned conic sections in real life, drawing simple graphs of parametric equations and by using polar co-ordinates.

WLRN 311 PHILOSOPHY OF EDUCATION (8 credits)

F/C 1½ hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, skills and values regarding reality, man and his relationship with education, as well as a critical evaluation of various life philosophies and their implications for education in general and education based on Christian principles in particular.

WSXN 221 MATHEMATICS: DIDACTICS (16 credits)

F/C 3 hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding the foundations of teaching and learning of mathematics in the intermediate and senior phases; with regard to the role of assessment as integral part of the teaching-learning situation; and with regard to patterns, functions and algebra in the school curriculum.

WSXN 321 MATHEMATICS: DIDACTICS (16 credits)

F/C 3 hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding relevant teaching and learning theories with respect to the intermediate and senior phase learners and mathematics curriculum; with specific reference to shape and space (geometry); measurement and the handling of data.

WIPN 221 MATHEMATICS: APPLICATION OF DIFFERENTIATION (8 credits)

F/C 1½ hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding differentiation by drawing polynomial and rational functions, and solving real life problems by using differentiation.

WIPN 311 MATHEMATICS: VECTOR ALGEBRA (8 credits)

F/C 1½ hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding linear algebra by solving geometry problems by means of geometric vectors; performing various operations by using algebraic vectors; determining linear dependency of vectors; solving systems of linear equations with respect to real life situations;

defining algebraic properties of operations with matrices, and using these properties in real life examples.

WIPN 321 MATHEMATICS: ANALYTIC GEOMETRY (8 credits)

F/C 1½ hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding analytic geometry by defining parabolas, ellipses and hyperbolas, deducing standard equations as well as equations of the rotated functions, drawing graphs and identifying the use of the mentioned conic sections in real life, drawing simple graphs of parametric equations and by using polar co-ordinates.

WLRN 311 PHILOSOPHY OF EDUCATION (8 credits)

F/C 1½ hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, skills and values regarding reality, man and his relationship with education, as well as a critical evaluation of various life philosophies and their implications for education in general and education based on Christian principles in particular.

WSXN 221 MATHEMATICS: DIDACTICS (16 credits)

F/C 2 hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding relevant teaching and learning theories with respect to school algebra and the practical application of these theories; the role of assessment as integral part of the teaching-learning situation, different ways of assessment, and the use of assessment results in mathematics.

WSXN 321 MATHEMATICS: DIDACTICS (16 credits)

F/C 2 hours 40:60

After completion of the module the learner is expected to demonstrate basic knowledge, understanding and skills regarding relevant teaching and learning theories with respect to school geometry and the practical application of these theories, as well as the use of technology in the mathematics classroom.