CALENDAR 2009

FACULTY OF EDUCATION
SCIENCES
IN-SERVICE AND FURTHER
TRAINING PROGRAMMES

ACE & NPDE:

Potchefstroom Campus

Address all correspondence to:

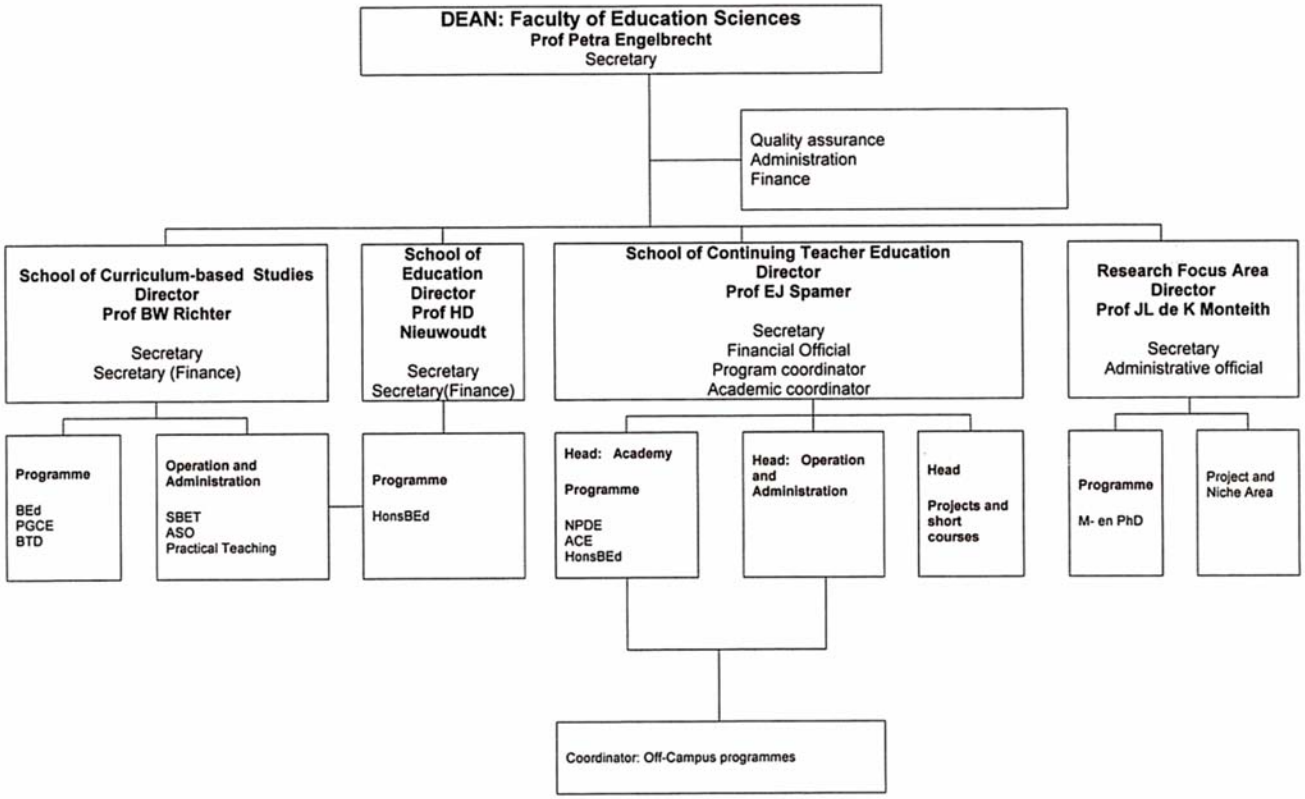
The Registrar
North-West University
Potchefstroom Campus
Private Bag X6001
Potchefstroom
2520

Tel: (018)299-1111/2222
Fax: (018)299-2799
Internet: http://www.nwu.ac.za

PLEASE MENTION YOUR UNIVERSITY NUMBER IN ALL CORRESPONDENCE.

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

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


DEAN: Faculty of Education Sciences
Prof Petra Engelbrecht
Secretary
Quality assurance
Administration
Finance
School of Curriculum-based Studies
Director
Prof BW Richter
Secretary
Secretary (Finance)
School of Education
Director
Prof HD Nieuwoudt
Secretary
Secretary(Finance)
School of Continuing Teacher Education
Director
Prof EJ Spamer
Secretary
Financial Official
Program coordinator
Academic coordinator
Research Focus Area
Director
Prof JL de K Monteith
Secretary
Administrative official
Programme
BEd
PGCE
BTD
Operation and Administration
SBET
ASO
Practical Teaching
Programme
HonsBEd
Head: Academy
Programme
NPDE
ACE
HonsBEd
Head: Operation and Administration
Head
Projects and short courses
Programme
M- en PhD
Project and Niche Area
Coordinator: Off-Campus programmes

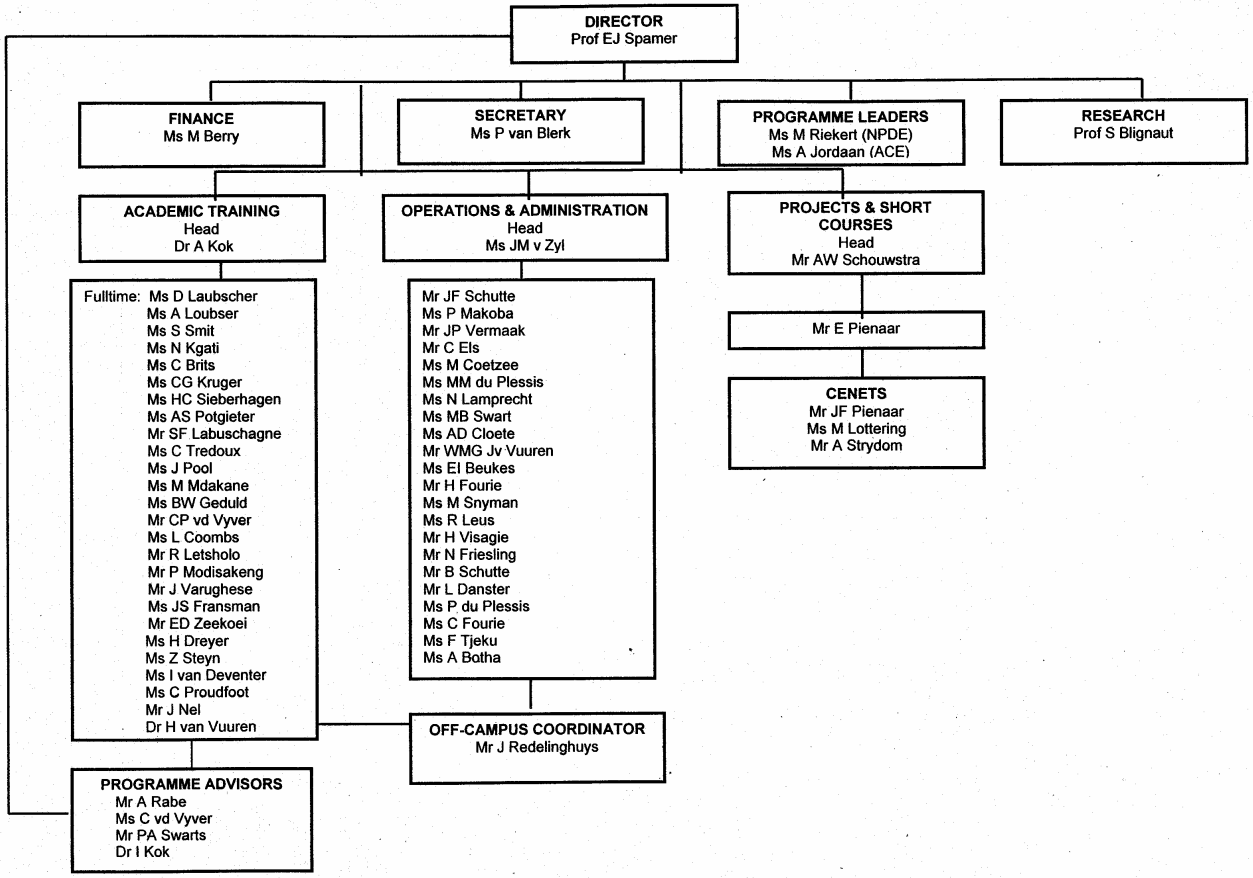

DIRECTOR
Prof EJ Spamer
FINANCE
Ms M Berry
SECRETARY
Ms P van Blerk
PROGRAMME LEADERS
Ms M Riekert (NPDE)
Ms A Jordaan (ACE)
RESEARCH
Prof S Blignaut
ACADEMIC TRAINING
Head
Dr A Kok
OPERATIONS & ADMINISTRATION
Head
Ms JM v Zyl
PROJECTS & SHORT COURSES
Head
Mr AW Schouwstra
Fulltime: Ms D Laubscher
Ms A Loubser
Ms S Smit
Ms N Kgati
Ms C Brits
Ms CG Kruger
Ms HC Sieberhagen
Ms AS Potgieter
Mr SF Labuschagne
Ms C Tredoux
Ms J Pool
Ms M Mdakane
Ms BW Geduld
Mr CP vd Vyver
Ms L Coombs
Mr R Letsholo
Mr P Modisakeng
Mr J Varughese
Ms JS Fransman
Mr ED Zeekoei
Ms H Dreyer
Ms Z Steyn
Ms I van Deventer
Ms C Proudfoot
Mr J Nel
Dr H van Vuuren
Mr JF Schutte
Ms P Makoba
Mr JP Vermaak
Mr C Els
Ms M Coetzee
Ms MM du Plessis
Ms N Lamprecht
Ms MB Swart
Ms AD Cloete
Mr WMG Jv Vuuren
Ms EI Beukes
Mr H Fourie
Ms M Snyman
Ms R Leus
Mr H Visagie
Mr N Friesling
Mr B Schutte
Mr L Danster
Ms P du Plessis
Ms C Fourie
Ms F Tjeku
Ms A Botha
Mr E Pienaar
CENETS
Mr JF Pienaar
Ms M Lottering
Mr A Strydom
OFF-CAMPUS COORDINATOR
Mr J Redelinghuys
PROGRAMME ADVISORS
Mr A Rabe
Ms C vd Vyver
Mr PA Swarts
Dr I Kok

Table of Contents

OP.1 FACULTY RULES 1

OP.1.1 AUTHORITY OF THE GENERAL RULES 1

OP.1.2 FACULTY SPECIFIC POLICY & RULES 1

OP.1.2.1 Teaching policy: 1

OP.1.2.2 Research policy 1

OP.1.2.3 Research focus area 2

OP.1.3 WARNING AGAINST PLAGIARISM 2

OP.1.4 CAPACITY STIPULATION 2

OP.1.5 SCHOOLS OF THE FACULTY 2

OP.1.6 QUALIFICATIONS, DIRECTIONS AND PROGRAMMES 3

OP.1.7 RECOGNITION OF PRIOR LEARNING 3

OP.1.8 RULES FOR THE ADVANCED CERTIFICATE IN EDUCATION 12

OP.1.8.1 Purpose 12

OP.1.8.2 Duration (minimum and maximum duration) 12

OP.1.8.3 Admission requirements for the qualification 12

OP.1.8.4 Specific requirements for the Advanced Certificate in Education 12

OP.1.8.5 Curriculum: ACE in English Education (423 122) 17

OP.1.8.6 Curriculum: ACE in Geography Education (423 123) 17

OP.1.8.7 Curriculum: ACE in History Education (423 124) 18

OP.1.8.8 Curriculum: ACE in Science Education (Further Education and Training band) (423 125) 19

OP.1.8.9 Curriculum: ACE in Science Education (General Education and Training band) (423 125) 20

OP.1.8.10 Curriculum: ACE in Professional Educator Development 21

OP.1.8.11 Curriculum: ACE in Professional Educator Development: Foundation Phase (423 129) 21

OP.1.8.12 Curriculum: ACE in Professional Educator Development: Intermediate & Senior Phase (423 129) 21

OP.1.8.13 Curriculum: ACE in Professional Educator Development: Life Orientation (423 129) 22

OP.1.8.14 Curriculum: ACE in Professional Educator Development: Mathematical Literacy (423 129) 23

OP.1.8.15 Curriculum: ACE in Learner Support (423 130) 24

OP.1.8.16 Curriculum: ACE in Setswana Education (423 131) 25

OP.1.8.17 Curriculum: ACE in Mathematics Education (Further Education and Training Band) (423 134) 25

OP.1.8.18 Faculty specific rules for the ACE in Mathematics Education (FET) 25

OP.1.8.19 Curriculum: ACE in Mathematics Education (General Education and Training Band) (423 134) 26
OP.1.8.20 Curriculum: ACE in Technology Education (423 136) 27
OP.1.8.21 Curriculum: ACE in Curriculum & Professional Development (423 137) 28
OP.1.8.22 Curriculum: ACE in School Management & Leadership (423 138) 29
OP.1.8.23 Curriculum: ACE in Movement Science (423 139) 29

OP.1.9 RULES FOR THE NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION 31
OP.1.9.1 Duration (minimum and maximum duration) 31
OP.1.9.2 Admission requirements for the qualification 31
OP.1.9.3 Specific requirements for the National Professional Diploma in Education 31
OP.1.9.4 Qualification outcomes 32
OP.1.9.5 List of modules 35
OP.1.9.6 Core module groups (major) 37
OP.1.9.7 Curriculum: NPDE in Foundation Phase 38
OP.1.9.8 Curriculum: NPDE in Intermediate & Senior Phase 40
OP.1.9.9 Curriculum: NPDE in Further Education & Training Phase 42

OP.2 MODULE OUTCOMES 44

OP.2.1 ADVANCED CERTIFICATE IN EDUCATION 44

OP.2.2 NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION 68

Office Bearers

DEAN

Prof P Engelbrecht

DIRECTORS

School of Curriculum-based Studies

Prof BW Richter

School of Education

Prof HD Niewoudt

School of Continuing Teacher Education

Prof EJ Spamer

Research Focus Area

Prof JLdeK Monteith

Faculty Council

1. **DIRECTORS**
   - School for Curriculum-based Studies (SCS)
   - School for Education (SE)
   - School of Continuing Teacher Education (SCTE)
   - Research Focus Area (RFA)
2. **Faculty Representatives on Campus Senate**
3. **Faculty Representatives on Institutional Senate**
4. **Programme leaders**
   - B.Ed
     - Foundation phase
     - Intermediate and Senior phase
     - Senior and Further Education and Training phase
     - Senior and Further Education and Training phase (Technology
   - PGCE
   - BTD
   - HonsBEd
   - MEd & PhD
   - ACE
   - NPDE
5. **Subject chairs**
6. **Head: Academic**
7. **Head: Business and Administration**
8. **Head: Projects and School courses**
9. **Student representatives**
10. **Administrative Manager (ex-officio) (Minute keeper)**

OP.1 FACULTY RULES

OP.1.1 AUTHORITY OF THE GENERAL RULES

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

OP.1.2 FACULTY SPECIFIC POLICY & RULES

OP.1.2.1 Teaching policy:

The teaching policy of the Faculty of Education Sciences is aligned with the vision and mission of the North-West University and the Faculty of Education Sciences. The policy determines the following aspects that bear on teaching in the Faculty:

- Effective teaching
- Education, teaching, and training
- Medium of instruction
- Teaching based on religiously-grounded values
- Quality assurance
- Support of staff
- Modes of delivery
- Assessment
- Technology and teaching

OP.1.2.2 Research policy

The post-graduate activities in the Graduate School of Education (GSE) are in accordance with both the mission of the North-West University 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.

OP.1.2.3 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 MEd and PhD 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.

OP.1.3 WARNING AGAINST PLAGIARISM

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

http://www.puk.ac.za/beheer-bestuur/beleid-reels/index_e.html

OP.1.4 CAPACITY STIPULATION

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

OP.1.5 SCHOOLS OF THE FACULTY

School
School of Curriculum-based Studies (SCS
School for Education (SE)
School of Continuing Teacher Education (SCTE)
Research Focus Area (RFA)

OP.1.6 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.

OP.1.7 RECOGNITION OF PRIOR LEARNING

a) The North-West University 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.

b) 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, of 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.

c) The North-West University 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.

d) For processing an application for recognition of prior learning a non-refundable administrative fee determined by the university from time to time is payable.

FIRST BACHELOR DEGREES				
Qualification	**Programme & Code**	**Curriculum & Code**	**Method of Delivery**	**NQF level**
Baccalaureus Educationis (B.Ed)	Foundation Phase 422 100	Foundation Phase O171P	Full-time Part-time SBO, AROS Cedar College	6
	Inermediate & Senior Phase 422 101	Learning Area Naural Sciences O172P	Full-time Part-time SBO, AROS Cedar College	6
		Learning Area Technology O173P	Full-time Part-time SBO, AROS Cedar College	6
		Learning Area Languages O174P	Full-time Part-time SBO, AROS Cedar College	6
		Learning Area Social Sciences O175P	Full-time Part-time SBO, AROS Cedar College	6
		Learning Area Economic and Management Science: O176P	Full-time Part-time SBO, AROS Cedar College	6
		Learning Area Life Orientation O177P	Full-time Part-time SBO, AROS Cedar College	6
		Learning Area Arts and Culture O178P	Full-time Part-time SBO, AROS Cedar College	6
		Learning Area Mathematics O179P	Full-time Part-time SBO, AROS Cedar College	6
	Senior and Further Education and Training Phase 422 102	Onderwys-afrikaans	Full-time Part-time SBO, AROS Cedar College	6
		Educational Life Sciences O181P	Full-time Part-time SBO, AROS Cedar College	6
		Information Technology for Education O182P	Full-time Part-time SBO, AROS Cedar College	6

Qualification	Programme & Code	Curriculum & Code	Method of Delivery	NQF level
Baccalaureus Educationis (B.Ed)	Senior and Further Education and Training Phase 422 102	English for Education O183P	Full-time Part-time Cedar College AROS, SBO	6
		Economics for Education O184P	Full-time Part-time SBO, AROS Cedar College	6
		History for Education O185P	Full-time Part-time SBO, AROS Cedar College	6
		Geography for Education O186P	Full-time Part-time SBO, AROS Cedar College	6
		Life Orientation for Education O187P	Full-time Part-time Cedar College AROS, SBO	6
		Art for Education O188P	Full-time Part-time SBO, AROS Cedar College	6
		Movement Science for Education O189P	Full-time Part-time SBO, AROS Cedar College	6
		Physical Sciences for Education O190P	Full-time Part-time SBET, AROS Cedar College	6
		Business Studies for Education O191P	Full-time Part-time SBO, Cedar College AROS	6
		Accounting for Education O192P	Full-time Part-time SBO Cedar College AROS	6
		Computer Applications Technology for Eduction: O193P	Full-time Part-time SBO, AROS Cedar College	6
		Mathematics for Education O194P	Full-time Part-time SBO, AROS Cedar College	6

Qualification	Programme and Code	Curriculum and Code	Method of Delivery	NQF level
Baccalaureus Educationis (B.Ed)	Senior and Further Education and Training Phase 422 102	Mathematical Literacy O195P	Full-time Part-time SBO, AROS Cedar College	6
		Setswana for Education (M) O166P	Full-time Part-time SBO, AROS Cedar College	6
		Setswana for Education (NM) O197P	Full-time Part-time SBO, AROS Cedar College	6
		Engineering Graphics and Design O198P	Full-time Part-time SBO, AROS Cedar College	6
	Senior and Further Education and Training Phase (Technology) 422 112	Mechanical Technology O199P	Full-time Part-time SBO	6
		Civil Technoglogy for Education O200P	Full-time Part-time SBO	6
		Electrical Technology for Education O201P	Full-time Part-time SBO	6
Bachelor of Training and Development (BTD)	Human Resource Development: 468 100	Human Resource Development O100P	Part-time Full-time	6
POST GRADUATE CERTIFICATE				
Post-Graduate Certificate in Education (PGCE)	Senior & Further Education & Training Phase (Grades 7-12): 424 107	Senior & Further Education & Training Phase (Grades 7-12) O160P	Full-time SBO	6
HONNOURS DEGREE				
Honours Baccalaureus Educationis (HonsBEd)	Teaching and Learning: 464 120	General Teaching & Learning: O601P/C/N	Full-time Part-time IOL OLG ODL Vacation model Kimberley Upington	7
		Life Sciences Education: O602P	Full-time Part-time Vacation model	7

Qualification	Programme and Code	Curriculum and Code	Method of Delivery	NQF level
Honours Baccalaureus Educationis (HonsBEd)	Teaching and Learning: 464 120	Natural Sciences Education: O603P	Full-time Part-time Vacation model	7
		Educational Training and Development: O604P	Full-time Part-time Vacation model	7
		Mathematics Education: O607P	Full-time Part-time ODL Vacation model	7
		Movement Education: O611P	Full-time Part-time Vacation model	7
		Computer Science Education: O612P	Full-time Part-time Vacation model	7
		Geography Education: O613P	Full-time Part-time Vacation model	7
		Afrikaanse Taalonderwys: O614P	Full-time Part-time Vacation model	7
		English Language Teaching: O615P	Full-time Part-time Vacation model	7
	Education Management, Law and Systems: 464 121	Education Management, Law and Systems: O608P/C/N	Full-time Part-time IOL OLG ODL Vacation model Kimberley Upington	7
	Educational Psychology: 464 122	Educational Psychology: O609P	Full-time Part-time Vacation model	7
		Learner Support: O610P/C/N	Full-time Part-time OLG IOL ODL Vacation model Kimberley Upington	7

Qualification	Programme and Code	Curriculum and Code	Method of Delivery	NQF level
MASTERS DEGREE				
Magister Educationis (MEd)	Learning and Teaching: 403 120	Learning and Teaching: O801P	Full-time Part-time	8
	Natural Sciences Education: 403 121	Natural Sciences Education: O802P	Full-time Part-time	8
	Education Management: 403 122	Education Management: O803P	Full-time Part-time	8
	Education Law: 403 123	Education Law: O804P	Full-time Part-time	8
	Educational Psychology: 403 124	Educational Psychology: O805P	Full-time Part-time	8
	Comparative Education: 403 125	Comparative Education: O806P	Full-time Part-time	8
	Mathematics Education: 403 126	Mathematics Education: O807P	Full-time Part-time	8
	Learner Support: 403 127	Learner Support: 0808P	Full-time Part-time	8
	School Counselling and Guidance: 403 128	School Counselling and Guidance: 0809P	Full-time Part-time	8
	Philosophy of Education: 403 129	Philosophy of Education: O810P	Full-time Part-time	8
	Movement Education: 403 130	Movement Education: O811P	Full-time Part-time	8
	Computer Science Education: 403 131	Computer Science Education: O812P	Full-time Part-time	8
	Training and Development: 403 132	Training and Development: O813P	Full-time Part-time	8
	Educational Practice: 403 133	Learner Support & Life Orientation: O816P	Part-time	8
	Educational Practice: 403 133	Learning & Teaching: O817P	Part-time	8
		Natural Science Education: O818P	Part-time	8

Qualification	Programme and Code	Curriculum and Code	Method of Delivery	NQF level
Magister Educationis (MEd)	Educational Practice: 403 133	Education Management and Teaching Organisations: O819P	Part-time	8
		Education Law: O820P	Part-time	8
		Training and Development: O821P	Part-time	8
		Comparative Education: O822P	Part-time	8
		Mathematics Education: O823P	Part-time	8
		Movement Education: O824P	Part-time	8
		Computer Science Education: O825P	Part-time	8
DOCTOR'S DEGREE				
Philosophiae Doctor (PhD)	Learning and Teaching: 404 110	Learning and Teaching: O901P	Full-time Part-time	9
	Natural Sciences Education: 404 111	Natural Sciences Education: O902P	Full-time Part-time	9
	Education Management: 404 112	Education Management: O903P	Full-time Part-time	9
	Education Law: 404 113	Education Law: O904P	Full-time Part-time	9
	Educational Psychology: 404 114	Educational Psychology: O905P	Full-time Part-time	9
	Comparative Education: 404 115	Comparative Education: O906P	Full-time Part-time	9
	Mathematics Education: 404 116	Mathematics Education: O907P	Full-time Part-time	9
	Learner Support: 404 117	Learner Support: 0908P	Full-time Part-time	9
	School Counselling and Guidance: 404 118	School Counselling and Guidance: 0909P	Full-time Part-time	9

Qualification	Programme and Code	Curriculum and Code	Method of Delivery	NQF level
Philosophiae Doctor (PhD)	Philosophy of Education: 404 119	Philosophy of Education: O910P	Full-time Part-time	9
	Movement Education: 404 120	Movement Education: O911P	Full-time Part-time	9
	Computer Science Teaching: 404 121	Computer Science Teaching: O912P	Full-time Part-time	9
	Training and Development: 404 122	Training and Development: O913P	Full-time Part-time	9
IN-SERVICE & FURTHER TRAINING PROGRAMMES				
Advanced Certificate in Education (ACE)	English Education: 423 122	English Education: O433P	ODL (F)* Cedar IOL OLG	6
	Geography Education: 423 123	Geography Education: O434P/V	ODL (F) IOL OLG	6
	History Education: 423 124	History Education: O435P/V	ODL (F) IOL OLG	6
	Science Education: 423 125	Science Education (FET Band): O436P	Sediba	6
	Science Education: 423 125	Science Education (GET Band): O437P /V	Sediba	6
	Professional Educator Development: 423 129	Foundation Phase: O445P	ODL (F)* Upington OLG	6
	Professional Educator Development: 423 129	Intermediate and Senior Phase: O446P	ODL (F) Upington OLG	6
	Professional Educator Development: 423 129	Life Orientation: O447P	ODL (B&F)* IOL, OLG Cedar	6
	Professional Educator Development: 423 129	Mathematical Literacy: O444P/V/M	ODL (B&F) OLG	6
	Learner Support: 423 130	Learner Support: O430P/V/M	ODL (F) IOL, OLG	6

* ODL – Open Distance Learning (B= Bursary Education, B1= Bursary Province and F=Flexi for logistic purposes)

Qualification	Programme & Code	Curriculum & Code	Delivery method	NQF level
Advanced Certificate in Education (ACE)	Setswana Education: 423 131	Setswana Education: O439P	ODL (F)*	6
	Mathematics Education: 423 134	Mathematics Education (FET Band): O442P	Sediba	6
	Mathematics Education: 423 134	Mathematics Education (GET Band): O443P/V/M	ODL (F) OLG IOL	6
	Technology Education: 423 136	Technology Education: O426P/M	ODL (F) OLG IOL	6
	Curriculum and Professional Development: 423 137	Curriculum and Professional Development: O429P/M	ODL (B1&F) IOL	6
	School Management & Leadership: 423 138	School Management & Leadership: O432P/M	ODL (B) IOL	6
	Sediba 423 107 NASOP 423 108	Phase out in 2010	NASOP	6
	Human Movement Education: 423 121	Human Movement Education: O440P	ODL (F) OLG	6
National Professional Diploma in Education (NPDE)	Foundation Phase (Grades R-3): 469 100	Foundation Phase (Grades R-3): O100P/M/V	ODL (B&F) OLG, Cedar Upington	5
	Intermediate & Senior Phase (Grades 4-9): 469 101	Intermediate & Senior Phase (Grades 4-9): O101P/M/V	ODL (B&F) OLG Upington	5
	Senior & Further Education and Training Phase (Grades 7-12): 469 102	Senior & Further Education and Training Phase (Grades 7-12): O102P/M/V	ODL (B&F) OLG Upington	5

* ODL – Open Distance Learning (B= Bursary Education, B1= Bursary Province and F=Flexi for logistic purposes)

RULES FOR THE ADVANCED CERTIFICATE IN EDUCATION

OP.1.7.1 Purpose

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

OP.1.7.2 Duration (minimum and maximum duration)

a) The minimum duration of the studies is one (1) year, unless stated otherwise, or the time required acquiring 128 credits. The maximum duration of the studies is a period of two years for an ACE specialisation which is offered over one year.

b) The maximum duration for the ACE specialisations which run over two years, is three years. (A-rules: A9)

OP.1.7.3 Admission requirements for the qualification

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

OP.1.7.4 Specific requirements for the Advanced Certificate in Education

OP.1.7.4.1 Pass requirements for the programme: Advanced Certificate in Education

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

a) The sub minimum for all modules in which examinations are taken is 40% (A.8.7.5).

b) The requirement for passing a module in which examinations are taken is a module mark of 50% (A.8.7.3).

c) Passing all the separate modules, of which the Programme is compiled, as indicated in A.8.5, passes a Programme.

OP.1.7.4.2 Termination of studies

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

OP.1.7.4.3 Repetition of modules

According to A.10 the following rules are valid:

a) Within the maximum study period of two (2) years a student may once repeat modules not exceeding 25% of the total Programme.

b) A student 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 student that repeats modules does not pass those specific modules in the next examination period, the student must again put in an application to the faculty council concerned.

OP.1.7.4.4 Proof of Participation

a) For every teaching-learning activity in a module (assignments, exercises, etc.) executed, marks are allocated by means of formative assessment in a module.

b) A student's proof of participation is the average of these marks and can be compiled of marks assigned for theoretical work and for practical work if applicable.

OP.1.7.4.5 Module mark

In calculating the module mark the participation mark carries a weight of 40% and the examination a weight of 60%. (For the ACE in School Leadership see OP1.8.22.2)

OP.1.7.4.6 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 student has given proof that the teaching-learning activities have been executed according to the programme prescriptions.

OP.1.7.4.7 Number of examination opportunities

Students can write any module during the first or second semester examination. Examination opportunities will be communicated to students through the relevant Information Booklet and examination letter.

Students may use one *or* both examination opportunities in terms of A.8.1.1. When using both opportunities, the mark obtained during the *second* examination will determine the examination mark. Students who write the exam during the second opportunity have to pay a fee per module.

OP.1.7.4.8 List of modules

Module code	Descriptive Name	Pre-requisites	Credits
ADVANCED CERTIFICATE IN EDUCATION			
AGSK 512	Africa History	none	16
ASDK 522	Applied subject Didactical aspects of English	none	16
ATEK 511	Advanced Thematic Studies for English in Education	none	16
BOPK 511	Presentation of Movement Education in Schools	none	16
CDEK 511	Construction and Deconstruction as an Educational Tool	none	16
EDDM 511/521	Basic Classroom Research	none	12
EDFM 523	Introduction in Research Methods	none	8
EDIM 511	Familiarity with Technology Education	none	12
EDIM 512	Resources & Technology	none	12
EDIM 513	Materials, Graphics and Technology	none	12
EDIM 524	Technology, People and Society	none	12
EDIM 525	Energy and Technology	none	12
EDIM 526	Teaching and Learning Strategies for Technology Education	none	24
EDIM 579	Guided Field Project	none	24
EDSM 511	Professional Growth and Development (EDS 651)	none	12
EDSM 522	Human Relations and School Development (EDS 652)	none	12
EDSM 523	Administration of and Participation in Extra-curricular and Co-curricular Activities (EDS 653)	none	6
EDSM 524	School and Personnel Management (ED654)	none	6
EDSM 525	Decision-making and Accountability (EDS 655)	none	12
EDSM 526	Leadership, Communication and Service (EDS 656)	none	12
EDSM 527	Education Management Development (EDS 657)	none	12
EDTM 511	Creation of Positive Learning Environment (EDT 651)	none	12
EDTM 512	Knowledge of Curriculum and Learning Programmes (EDT 652)	none	12
EDTM 513	Curriculum & the Administration of Resources & Records (EDT 653)	none	6
EDTM 514	Lesson Planning, Preparation and Presentation (EDT 654)	none	6
EDTM 515	Assessment and Learner Achievement (EDT 655)	none	12
ENRG 521	Applied Subject Didactics of English: Senior- and FET Phases	none	16
ETTM 511	Basic Computer Literacy	none	12

Module code	Descriptive Name	Pre-requisites	Credits
EUCE 511	End User Computing for Educators	none	8
FROF 571	Foundation Phase OBE: Introduction	none	32
FROG 571	Foundation Phase OBE: Application	none	32
FROL 571	Foundation Phase Technology	none	32
FROP 571	OBE and the Language Classroom	none	32
FROS 571	Classroom Planning with the NCS	none	32
FSET 511	Foundation Studies in Education	none	8
GBGK 511	Population Geography and Urban Geography	none	16
GGGK 521	Subject Didactics of Geography B	none	16
GKLK 521	Climatology and Geomorphology	none	16
GSGK 511	Subject Didactics of Geography A	none	16
HIVA 521	HIV/AIDS: Legislation, Counselling & Support	none	8
LOBO 571	Citizenship Education	none	32
LOCK 571	Personal Well-being: Physical Health and Recreation	none	32
LOHA 571	Personal Well-being: Health and Aids	none	32
LSDL 528	Disabilities and Learning Difficulties in Education	none	16
LSED 518	Emotional and other Difficulties in Education	none	16
LSIE 518	Inclusive Education: A Policy Perspective	none	16
LSSH 528	Social and Health Issues in Education	none	16
MLED 571	Mathematics: Elementary	none	32
MLED 572	Didactics of Mathematical Literacy	none	32
MLED 573	Mathematics: Applications	none	32
MLED 574	Mathematical Literacy in context	none	32
NCHK 511	Chemistry for Science Education A	none	16
NCHK 521	Chemistry for Science Education B	none	16
NDNK 512	Didactics of Physics	none	8
NDNK 522	Didactics of Chemistry	none	8
NDSK 521	Didactics of Science Intermediate	none	16
NDWK 522	Didactics of Mathematics (GET Band)	none	16
NEBK 511	The Earth and Beyond for Science	none	16
NECK 521	Energy and Change for Science	none	16
NFSK 511	Physics for Science Education A	none	16
NFSK 521	Physics for Science Education B	none	16
NLLK 511	Life and Living for Science	none	16
NMMK 521	Matter and Materials for Science	none	16
NWPK 511	Development of number sense	none	16
NWPK 512	Algebra Foundations	none	16
NWPK 521	Geometry Thinking	none	16
NWPK 522	Graphs and Data Analysis	none	16

Module code	Descriptive Name	Pre-requisites	Credits
NWSK 513	Mathematics for ACE IA	none	16
NWSK 514	Mathematics for ACE IB	none	16
NWSK 523	Mathematics for ACE IIA	none	16
NWSK 524	Mathematics for ACE IIB	none	16
NWSK 525	Mathematics for ACE IIC	none	16
ORAK 511	Education Law, Systems and Management A	none	8
ORAK 521	Education Law, Systems and Management B	none	8
ORLK 511	Teaching and Learning A	none	8
ORLK 521	Teaching and Learning B	none	8
PCDG 572	Manage Policy, Planning, School Development and Governance	none	20
PCLM 521	Understanding School Leadership & Management In The South African Context	none	10
PCMP 571	Lead and Manage People	none	20
PCPO 522	Portfolio to Demonstrate School Management and Leadership	none	10
PCSR 571	Manage organisational systems, physical and financial resources	none	20
PCTL 572	Manage Teaching and Learning	none	20
PEPA 512	Plan and Conduct Assessment	none	15
PFCL 521	Basic Computer Literacy in School Management	none	4
PFLS 511	Language Skills in School Management and Leadership	none	6
SANK 521	Aquiring a coaching and first Aid Qualification	none	16
SDEK 522	Subject Didactical aspects of English	none	16
SPKK 511	A Multi-disciplinary Perspective on Sports	none	16
SPRK 521	General Sports and Recreation Principles	none	16
SSGK 521	South African History (1910-1999)	none	16
SVDK 511	Applied educational didactical aspects in Setswana: Intermediate and Senior phase	none	16
SVDK 522	Applied Subject Didactics for Setswana Teaching	none	16
SWHK 511	Advanced Setswana Language	none	16
SWHK 521	Advanced Educational Literary Studies in Setswana	none	16
TECH 571	Intermediate & Senior phase technology	none	32
VGAK 511	Subject Didactics of History A	none	16
VGBK 521	Subject Didactics of History B	none	16

OP.1.7.5 Curriculum: ACE in English Education (423 122)

OP.1.7.5.1 Curriculum outcomes

After completing the Advanced Certificate in Education in English Education the student 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 for certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in English Education.

OP.1.7.5.2 Compilation of curriculum O433P

First semester		Second semester	
Module code	**Cr**	**Module code**	**Cr**
ORAK 511	8	ORAK 521	8
FSET 511	8	EDFM 523	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
CDEK 511	16	SDEK 522	16
ATEK 511	16	ASDK 522 **OR**	16
		ENRG 521	16
Total 1st semester	**64**	**Total 2nd semester**	**64**
Total credits for the curriculum			**128**

OP.1.7.6 Curriculum: ACE in Geography Education (423 123)

OP.1.7.6.1 Curriculum outcomes

After completing the Advanced Certificate in Education in Geography Education the student 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 for certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in Geography Education.

OP.1.7.6.2 Compilation of curriculum O434P/V

First semester		Second semester	
Module code	**Cr**	**Module code**	**Cr**
ORAK 511	8	ORAK 521	8
FSET 511	8	EDFM 523	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
GSGK 511	16	GKLK 521	16
GBGK 511	16	GGGK 521	16
Total 1st semester	**64**	**Total 2nd semester**	**64**
Total credits for the curriculum			**128**

OP.1.7.7 Curriculum: ACE in History Education (423 124)

OP.1.7.7.1 Curriculum outcomes

After completing the Advanced Certificate in Education in History Education the student will: possess scientific knowledge of and insight into History Education;

a) 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;

b) strive for certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in History Education.

OP.1.7.7.2 Compilation of curriculum O435P/V

First semester		Second semester	
Module code	**Cr**	**Module code**	**Cr**
ORAK 511	8	ORAK 521	8
FSET 511	8	EDFM 523	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
AGSK 512	16	SSGK 521	16
VGAK 511	16	VGBK 521	16
Total 1st semester	**64**	**Total 2nd semester**	**64**
Total credits for the curriculum			**128**

OP.1.7.8 Curriculum: ACE in Science Education (Further Education and Training band) (423 125)

OP.1.7.8.1 Curriculum outcomes

After completing the Advanced Certificate in Education in Science Education (Further Education and Training Band) the student will:

a) demonstrate conceptual understanding of physics and chemistry concepts in the contexts of the requirements of the relevant national curriculum.

b) demonstrate certain skills and competencies, including critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation.

c) strive towards certain values, including excellence and integrity in teaching physical sciences based on his or her study.

OP.1.7.8.2 Faculty specific rules for the ACE in Science Education (FET band)

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

Candidates are *considered* for admission if they:

(a) are in possession of a recognised three-year education diploma for the secondary school with specialisation in Physical Sciences

OR

(b) are in possession of a recognised three-year education diploma for the secondary school and passed matric Physical Sciences or comparable level and instructed Physical Sciences for at least three years in the Further Education and Training band.

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

OP.1.7.8.3 Compilation of curriculum O436P

First Year		**Second Year**	
Module code	**Cr**	**Module code**	**Cr**
FSET 511	8	EDFM 523	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
NDNK 512	8	NDNK 522	8
NCHK 511	16	NCHK 521	16
NFSK 511	16	NFSK 521	16
Total 1st Year	**64**	**Total 2nd Year**	**64**
Total credits for the curriculum			**128**

OP.1.7.9 Curriculum: ACE in Science Education (General Education and Training band) (423 125)

OP.1.7.9.1 Curriculum outcomes

After completing the Advanced Certificate in Education in Science Education (General Education and Training Band) the student will:

a) demonstrate a conceptual understanding of basic concepts of science in the contexts of the requirements of the relevant national curriculum.

b) demonstrate certain skills and competencies, including critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation.

c) strive towards certain values, including excellence and integrity in teaching science based on his or her study.

OP.1.7.9.2 Faculty specific rules for the ACE in Science Education (GET band)

Candidates are considered for admission if they

a) are in possession of a recognised three-year primary school education diploma with specialisation in science

OR

b) are in possession of a recognised three-year education diploma and instructed science for at least two years in the General Education and Training band.

The minimum duration of this specialisation is two years.

OP.1.7.9.3 Compilation of curriculum O437P/V

First Year		Second Year	
Module code	**Cr**	**Module code**	**Cr**
FSET 511	8	EDFM 523	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
NEBK 511	16	NMMK 521	16
NLLK 511	16	NECK 521	16
		NDSK 521	16
Total 1st Year	**56**	**Total 2nd Year**	**72**
Total credits for the curriculum			**128**

OP.1.7.10 Curriculum: ACE in Professional Educator Development

OP.1.7.10.1 Faculty specific rules for the ACE in Professional Educator Development

Examinations in the 32-credit modules will be written after completion of two semesters

OP.1.7.11 Curriculum: ACE in Professional Educator Development: Foundation Phase (423 129)

OP.1.7.11.1 Curriculum outcomes

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

a) possess scientific knowledge of and insight into the Foundation Phase;

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; and

c) strive for certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in the Foundation Phase.

OP.1.7.11.2 Compilation of curriculum O445P

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

OP.1.7.12 Curriculum: ACE in Professional Educator Development: Intermediate & Senior Phase (423 129)

OP.1.7.12.1 Curriculum outcomes

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

a) possess scientific knowledge of and insight into the intermediate and senior phase;

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; and

c) strive for 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.

OP.1.7.12.2 Compilation of curriculum O446P

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

OP.1.7.13 Curriculum: ACE in Professional Educator Development: Life Orientation (423 129)

OP.1.7.13.1 Curriculum outcomes

After completing the Advanced Certificate in Education in Professional Educator Development: Life Orientation the student will:

a) possess scientific knowledge of and insight into Life Orientation;

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 Life Orientation; and

c) strive for certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in the Life Orientation.

OP.1.7.13.2 Compilation of curriculum O447P

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

OP.1.7.14 Curriculum: ACE in Professional Educator Development: Mathematical Literacy (423 129)

OP.1.7.14.1 Curriculum outcomes

After completing the Advanced Certificate in Education in Professional Educator Development: Mathematical Literacy students will:

a) possess scientific knowledge of and insight into the Mathematical Literacy in the school curriculum;

b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in Mathematical Literacy; and

c) strive for certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in the Mathematical Literacy.

OP.1.7.14.2 Faculty specific rules for the ACE in Professional Educator Development: Mathematical Literacy

- If the student is NOT in possession of a four year teacher's qualification, 32 credits of the generic modules (as prescribed for the Professional Educator Development programme for learners with 360 previously attained credits) must be taken.
- If the student does not possess Mathematics Gr 12 HG/SG, an admission course of 20 credits must first be obtained in order to comply with the expected level of mathematical competency.

Duration of study for Professional Educator Development: Mathematical Literacy curriculum is 2 years.

OP.1.7.14.3 Compilation of curriculum O444P/V/M

Curriculum for students with 480 credits

(students with a 4-year teacher qualification)

YEAR 1		**YEAR 2**	
Module code	**Cr**	**Module code**	**Cr**
MLED 571	32	MLED 573	32
MLED 572	32	MLED 574	32
Total 1st year	**64**	**Total 2nd year**	**64**
Total credits for the curriculum			**128**

Curriculum for students with 360 credits
(students with a 3-year teacher qualification)

YEAR 1		YEAR 2	
Module code	**Cr**	**Module code**	**Cr**
FSET 511	8	MLED 573	32
ORLK 511	8	MLED 574	32
EUCE 511	8		
ORAK 511	8		
MLED 571	32		
MLED 572	32		
Total 1st year	**96**	**Total 2nd year**	**64**
Total credits for the curriculum			**160**

OP.1.7.15 Curriculum: ACE in Learner Support (423 130)

OP.1.7.15.1 Curriculum outcomes

After completing the Advanced Certificate in Education in Learner Support the learner will:

a) possess scientific knowledge of and insight into learner support;

b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation) in learner support; and

c) strive for certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in learner support.

OP.1.7.15.2 Compilation of curriculum O430P/V/M

First semester		Second semester	
Module code	**Cr**	**Module code**	**Cr**
ORAK 511	8	ORAK 521	8
FSET 511	8	EDFM 523	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
LSIE 518	16	LSSH 528	16
LSED 518	16	LSDL 528	16
Total 1st semester	**64**	**Total 2nd semester**	**64**
Total credits for the curriculum			**128**

OP.1.7.16 Curriculum: ACE in Setswana Education (423 131)

OP.1.7.16.1 Curriculum outcomes

After completing the Advanced Certificate in Education in Setswana Education the student 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; and

c) strive for certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her Setswana education.

OP.1.7.16.2 Compilation of curriculum O439P

First semester		Second semester	
Module code	**Cr**	**Module code**	**Cr**
ORAK 511	8	ORAK 521	8
FSET 511	8	EDFM 523	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
SWHK 511	16	SWHK 521	16
SVDK 511	16	SVDK 522	16
Total 1st semester	**64**	**Total 2nd semester**	**64**
Total credits for the curriculum			**128**

OP.1.7.17 Curriculum: ACE in Mathematics Education (Further Education and Training Band) (423 134)

OP.1.7.17.1 Curriculum outcomes

After completing the Advanced Certificate in Education in Mathematics Education (Further Education and Training Band) the student will:

a) demonstrate conceptual understanding of mathematics concepts in the contexts of the requirements of the relevant national curriculum;

b) demonstrate certain skills and competencies, including critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation; and

c) strive towards certain values, including excellence and integrity in teaching mathematics based on his or her study.

OP.1.7.18 Faculty specific rules for the ACE in Mathematics Education (FET)

Enrolment takes place via the Sediba Project and is subject to a selection process. The minimum duration of this specialisation is two years and it is presented according to a vacation school model by the School of Physical and Chemical Sciences in the Faculty of Natural Sciences.

Candidates are considered for admission if they

(a) are in possession of a recognised three-year education diploma for the secondary school (for example SED) with specialisation in Mathematics

OR

(b) are in possession of a recognised three-year primary education diploma with specialisation in Mathematics, for example SPTD. Additionally, these students should also have passed matric mathematics or comparable level, and instructed Mathematics in the Further Education and Training Band for at least three years.

OP.1.7.18.1 Compilation of curriculum O442P

First semester		Second semester	
Module code	**Cr**	**Module code**	**Cr**
FSET 511	8	EDFM 523	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
NWSK 513	16	NWSK 523	16
NWSK 514	16	NWSK 524	16
		NWSK 525	16
Total 1st semester	**56**	**Total 2nd semester**	**72**
Total credits for the curriculum			**128**

OP.1.7.19 Curriculum: ACE in Mathematics Education (General Education and Training Band) (423 134)

OP.1.7.19.1 Curriculum outcomes

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

a) demonstrate a conceptual understanding of basic concepts of mathematics in the contexts of the requirements of the relevant national curriculum;

b) demonstrate certain skills and competencies, including critical problem solving, functioning in groups and integrating acquired knowledge effectively into the education situation and

c) strive towards certain values, including excellence and integrity in teaching mathematics based on his or her study.

OP.1.7.19.2 Faculty specific rules for the ACE in Mathematics Education (GET)

Candidates are considered for *admission* if they

(a) are in possession of a recognised three-year primary school education diploma with specialisation in mathematics

OR

(b) are in possession of a recognised three-year education diploma and instructed mathematics for at least two years in the General Education and Training Band.

Take note: The minimum duration of this specialisation is two years and is presented by the Faculty of Education Sciences through ODL (Open Distance learning) off-campus.

OP.1.7.19.3 Compilation of curriculum O443P/V/M

First semester		Second semester	
Module code	**Cr**	**Module code**	**Cr**
FSET 511	8	EDFM 523	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
NWPK 511	16	NWPK 521	16
NWPK 512	16	NWPK 522	16
		NDWK 522	16
Total 1st semester	**56**	**Total 2nd semester**	**72**
Total credits for the curriculum			**128**

OP.1.7.20 Curriculum: ACE in Technology Education (423 136)

OP.1.7.20.1 Curriculum outcomes

After completing the Advanced Certificate of Education in Technology Education the student will:

a) possess scientific knowledge of and insight into Technology Education;

b) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups, integrating acquired knowledge effectively into the education situation) in Technology Education; and

c) strive for values (amongst others excellence in education, integrity in the education situation) on the grounds of his/her studies in Technology Education.

OP.1.7.20.2 Compilation of curriculum O426P/M

First semester		Second semester	
Module code	**Cr**	**Module code**	**Cr**
ETTM 511	12	EDIM 524	12
EDDM 511/521	12	EDIM 525	12
EDIM 511	12	EDIM 526	24
EDIM 512	12	EDIM 579	24
EDIM 513	12		
Total 1st semester	**60**	**Total 2nd semester**	**72**
Total credits for the curriculum			**132**

OP.1.7.21 Curriculum: ACE in Curriculum & Professional Development (423 137)

OP.1.7.21.1 Curriculum outcomes

After completing the Advanced Certificate in Education in Curriculum and Professional Development the candidates will:

a) demonstrate certain skills and competencies (amongst others critical problem solving, functioning in groups, integrating acquired knowledge effectively into the education situation) in Curriculum and Professional Development;

b) strive for values (amongst others excellence in education, integrity in the education situation) on the grounds of his/her studies in Curriculum and Professional Development.

- The candidates will also demonstrate:

c) Practical competence in selecting, designing, planning, implementing and evaluating, appropriate and effective projects, as well as procedures and/ or programmes on Curriculum and Professional Development;

d) A commitment to

- set, and aspire to achieve, high standards in curriculum practice.
- achieve ongoing professional improvement regarding management of educational institutions;

e) A capacity to critically analyse relevant materials, resources and practices regarding education aspects as in the light of a conceptual understanding of this particular specialist area of study; and

f) Contemporary trends in core educational aspects such as the NCS (National Curriculum Statement), CASS (continuous assessment) and education leadership.

OP.1.7.21.2 Faculty specific rules for the ACE in Curriculum & Professional Development

Only candidates identified by the provincial Department of Education can enrol for this particular programme.

OP.1.7.21.3 Compilation of curriculum O429P/M

First semester		**Second semester**	
Module code	**Cr**	**Module code**	**Cr**
EDTM 511	12	EDSM 522	12
EDTM 512	12	EDSM 523	6
EDTM 513	6	EDSM 524	6
EDTM 514	6	EDSM 525	12
EDTM 515	12	EDSM 526	12
EDSM 511	12	EDSM 527	12
Total 1st semester	**60**	**Total 2nd semester**	**60**
Total credits for the curriculum			**120**

OP.1.7.22 Curriculum: ACE in School Management & Leadership (423 138)

OP.1.7.22.1 Curriculum outcomes

After completing the Advanced Certificate in Education in School Leadership the candidates (aspirant and practicing principals) will be able to:

a) demonstrate the skills, knowledge, and values needed to lead and manage schools effectively and contribute to improving the delivery of education across the school system

b) critically engage and be self-reflective practitioners.

c) manage their organizations as learning organizations and instil values supporting transformation in the South African context.

d) provide leadership and management to enable the school to give every learner quality education.

e) strengthen and support the role of School Leadership

OP.1.7.22.2 Faculty specific rules for the ACE in Management & Leadership

Only candidates identified by the provincial Department of Education can enrol for this particular programme.

Modulemark: Participation mark = 60% and Examination mark = 40%.

OP.1.7.22.3 Compilation of curriculum O432P/M

YEAR 1		**YEAR 2**	
First semester		**First semester**	
Module code	**Cr**	**Module code**	**Cr**
PCLM 521	10	PEPA 512	15
PFLS 511	6		
Year modules		**Year modules**	
PCMP 571	20	PCSR 571	20
PCTL 572	20	PCDG 572	20
Second semester		**Second semester**	
Module code	**Cr**	**Module code**	**Cr**
PFCL 521	4	PCPO 522	10
Total year level 1	**60**	**Total year level 2**	**65**
Total credits for the curriculum			**125**

OP.1.7.23 Curriculum: ACE in Human Movement Education (423 121)

OP.1.7.23.1 Curriculum outcomes

After completing the Advanced Certificate in Education in Human Movement Education the student will:

a) possess scientific knowledge of and insight into Human Movement 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 Human Movement Education; and

c) strive for certain values (amongst others excellence in education and integrity in the education situation) on the grounds of his/her studies in Human Movement Education.

OP.1.7.23.2 Compilation of curriculum O440P/M

First semester		**Second semester**	
Module code	**Cr**	**Module code**	**Cr**
ORAK 511	8	ORAK 521	8
FSET 511	8	EDFM 523	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
BOPK 511	16	SANK 521	16
SPKK 511	16	SPRK 521	16
Total 1st semester	**64**	**Total 2nd semester**	**64**
Total credits for the curriculum			**128**

OP.1.8 RULES FOR THE NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION

OP.1.8.1 Purpose of the Qualification

The NPDE is a qualification is aimed at upgrading of currently un- and under-qualified school and FET college educators, with a view to improving the quality of teaching and learning in schools and colleges. The NPDE provides these teacher-students with the opportunity of becoming fully qualified professionals (REQV 13).

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

OP.1.8.2 Duration

Depending on the level of entry, the minimum duration for this qualification is three years and the maximum duration is four years. Recognition of prior learning must be obtained for year level 1 (first semester 48 credits), as well as for year level 2 (first and second semester, 128 credits.)

OP.1.8.3 Admission requirements

A Matriculation Certificate (Grade 12, REQV 10) with applicable teaching experience (3-5 years) to start in the first year of the NPDE.

A student with a Matriculation Certificate plus one year tertiary training (REQV 11) will then automatically enter at the second year level.

OP.1.8.4 Specific requirements for the National Professional Diploma in Education

OP.1.8.4.1 Admission to examinations

Admission to examinations in any module in which examinations are taken is obtained by presenting a proof of participation issued by the school director after the student has complied with the particular requirements as stated in the study guide.

OP.1.8.4.2 Proof of Participation

The proof of participation for a module is made up from the assignments and teaching-learning activities in accordance with the prescriptions in the study guide.

An assignment mark may only contribute towards the participation mark for two consecutive examination opportunities, where after a new assignment must be submitted for a new participation mark.

OP.1.8.4.3 Module mark

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

OP.1.8.4.4 Pass requirements of a curriculum

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%.

c) Passing all the separate modules, of which the curriculum is compiled, as indicated in A.8.5, passes a curriculum.

d) The qualification is passed with distinction if an average mark of at least 75% is attained in all modules.

OP.1.8.4.5 Repetition of modules

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

a) Within the twelve months following the date of the students' first registration for a module the student has two opportunities to sit for examination in such a module.

b) A student who, after both examination opportunities, has failed a module, irrespective of whether one or both of these opportunities were utilised, must repeat the module.

c) Any student who repeats modules must re-register for them and must qualify anew by acquiring a proof of participation.

OP.1.8.4.6 Termination of study

The studies of any student may be terminated (according to A.9)

a) if the maximum duration of the study is exceeded,

b) if the student, in any two consecutive study years, fails to acquire at least half of the credits prescribed for those two study years and has previously received a dean's warning.

OP.1.8.4.7 Change of Curriculum

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

A student who chooses a new major, must complete all relevant subject content and subject didactic modules of the first and third year of study.

OP.1.8.4.8 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.

OP.1.8.5 Qualification outcomes

OP.1.8.5.1 Generic Outcomes

After completion of the Diploma, the students 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; and

i) The specialized nature of education, learning and development in the Foundation, Intermediate, Senior and FET phases.

OP.1.8.5.2 Specific Outcomes

After completion of the Programme the students 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 students 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; and

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** curriculum and teaching-learning resources that implies that the students will be able to

a) Interpret existing learning Programmes and critically evaluate them;

b) Design new learning Curriculum, 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; and

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 students 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; and

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 students 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; and

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 students will be able to monitor and evaluate learners' progress in a just and reasonable manner.

The role of **subject specialist**, that implies that the students 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; and

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.

OP.1.8.6 List of modules

Module code	Descriptive Name	Pre-requisites	Credits
Compulsory modules			
AGDN 125	School readiness and Perceptual skills in the Foundation Phase	None	16
AGDN 325	Foundation Phase Studies	None	16
AKPN 125	Afrikaans Moedertaal-Kommunikasie	None	8
AKPN 126	Afrikaans Niemoedertaal-Kommunikasie	None	8
AKPN 315	Afrikaans Moedertaal-Kommunikasie	None	8
AKPN 316	Afrikaans Niemoedertaal-Kommunikasie	None	8
AKPN 325	Afrikaans Moedertaal-Kommunikasie	None	8
AKPN 326	Afrikaans Niemoedertaal-Kommunikasie	None	8
CLFE 115	Computer Literacy for Educators	None	8
EDMN 315	Educational Management Development	None	8
EDVN 125	Anti-racism and Educational Laws and Values	None	8
ENTN 315	The teacher and Entrepreneurship	None	8
ESPN 125	English Communication	None	8
ESPN 315	English Communication	None	8
ESPN 325	English Communication	None	8
FPUN 125	Foundation Phase Studies: Literacy	None	8
FPUN 315	Foundation Phase Studies: Numeracy	None	8
FPUN 325	Foundation Phase Studies: Life Skills	None	8
HSCN 319	Social Science :Learning Area	None	8
LOCN 319	Life Orientation: Learning Area	None	8
NWCN 319	Natural Science: Learning Area	None	8
OPAN 315	Teaching Studies	None	8
RPLL 111	Recognition of Prior Learning	None	48
RPLL 271	Recognition of Prior Learning	None	128
TECK 315	The Learning Area: Technology	None	8
TSCN 125	Setswana Communication (m)	None	8
TSCN 315	Setswana Communication (m)	None	8
TSCN 325	Setswana Communication (m)	None	8
TSNN 125	Setswana Communication (nm)	None	8
TSNN 315	Setswana Communication (nm)	None	8
TSNN 325	Setswana Communication (nm)	None	8
WAPN 125	General Mathematics	None	8
WAPN 325	General Mathematics	None	8

Module code	Descriptive Name	Pre-requisites	Credits
Core modules			
AFDN 125	Vakdidaktiek Afrikaans	None	16
AFDN 325	Vakdidaktiek Afrikaans	None	16
AFRN 125	Afrikaans	None	8
AFRN 315	Afrikaans	None	8
AFRN 325	Afrikaans	None	8
EDSN 125	English Didactics	None	16
EDSN 325	English Didactics	None	16
EGPN 125	English	None	8
EGPN 315	English	None	8
EGPN 325	English	None	8
GFPN 125	Geography	None	8
GFPN 315	Geography	None	8
GFPN 325	Geography	None	8
GFXN 125	Geography Didactics	None	16
GFXN 325	Geography Didactics	None	16
GSAN 125	History	None	8
GSAN 315	History	None	8
GSAN 325	History	None	8
GSXN 125	History Didactics	None	16
GSXN 325	History Didactics	None	16
LBAR 125	Understanding Barriers to Learning	None	8
LDIS 315	Learners with Physical Disabilities	None	8
LIEP 125	Learner Support	None	16
LPRO 325	Emotional and Socio-economic Problems as Barriers to Learning	None	8
LREM 325	Learning Impairments & Difficulties as Barriers to Learning	None	16
TSMN 125	Setswana	None	8
TSMN 315	Setswana	None	8
TSMN 325	Setswana	None	8
TVXN 125	Setswana Didactics	None	16
TVXN 325	Setswana Didactics	None	16
WIPN 126	Algebra: Elementary functions and number systems	None	8
WIPN 315	Mathematics	None	8
WIPN 325	Mathematics	None	8
WSXN 125	Mathematics Didactics: Algebra	None	16
WSXN 325	Mathematics Didactics Geometry	None	16

OP.1.8.7 Core module groups (major)

Module code	Module name	Credits
Afrikaans		
AFRN 125	Afrikaans	8
AFDN 125	Vakdidaktiek Afrikaans	16
AFRN 315	Afrikaans	8
AFRN 325	Afrikaans	8
AFDN 325	Vakdidaktiek Afrikaans	16
English		
EGPN 125	English	8
EDSN 125	English Didactics	16
EGPN 315	English	8
EGPN 325	English	8
EDSN 325	English Didactics	16
Setswana		
TSMN 125	Setswana	8
TVXN 125	Setswana Didactics	16
TSMN 315	Setswana	8
TSMN 325	Setswana	8
TVXN 325	Setswana Didactics	16
Mathematics		
WIPN 126	Algebra: Elementary functions and number systems	8
WSXN 125	Mathematics Didactics: Algebra	16
WIPN 315	Mathematics	8
WIPN 325	Mathematics	8
WSXN 325	Mathematics Didactics Geometry	16
History		
GSAN 125	History	8
GSXN 125	History Didactics	16
GSAN 315	History	8
GSAN 325	History	8
GSXN 325	History Didactics	16
Geography		
GFPN 125	Geography	8
GFXN 125	Geography Didactics	16
GFPN 315	Geography	8
GFPN 325	Geography	8
GFXN 325	Geography Didactics	16
Learner Support		
LBAR 125	Understanding Barriers to Learning	8
LIEP 125	Learner Support	16
LDIS 315	Learners with Physical Disabilities	8
LPRO 325	Emotional & Socio-economic Problems as Barriers to Learning	8
LREM 325	Learning Impairments & Difficulties as Barriers to Learning	16

OP.1.8.8 Curriculum: NPDE in Foundation Phase

OP.1.8.8.1 Curriculum composition

A curriculum is composed from the compulsory modules and **ONE** major chosen from the core module groups.

Students specialising in the Foundation Phase acquire the following credits:

Year Level 1: a) 104 credits from modules in the compulsory section and
b) 24 credits from core modules.
Foundation Phase Studies are compulsory for the Foundation Phase.

Year Level 2: RPL 128 credits

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

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

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

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

OP.1.8.8.2 Compilation of curriculum: NPDE in Foundation Phase O100P/M/V

Year level 1		**Year level 2**		**Year level 3**	
First semester		**First & Second semester**		**First semester**	
Module code	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**
RPLL111	48	RPLL 271	128	***One of the following***	
CLFE 115	8			TSCN 315	8
				TSNN 315	8
				AKPN 315	8
				AKPN 316	8
				ESPN 315	8
				Plus	
				EDMN 315	8
				OPAN 315	8
				FPUN 315	8
				Plus 3 of the following	
				HSCN 319	8
				LOCN 319	8
				NWCN 319	8
				TECK 315	8
				Plus module from chosen core module group	8
Total 1st semester	**56**			**Total 1st semester**	**64**
Year level 1				**Year level 3**	
Second semester				**Second semester**	
Module code	**Cr**			**Module code**	**Cr**
One of the following				***One of the following***	
TSCN 125	8			TSCN 325	8
TSNN 125	8			TSNN 325	8
AKPN 125	8			AKPN 325	8
AKPN 126	8			AKPN 326	8
ESPN 125	8			ESPN 325	8
Plus				***Plus***	
WAPN 125	8			WAPN 325	8
FPUN 125	8			FPUN 325	8
AGDN 125	16			AGDN 325	16
EDVN 125	8				
Plus core modules				***Plus core modules***	
Core subject	8			Core subject	8
Didactics	16			Didactics	16
Total 2nd semester	**72**			**Total 2nd semester**	**64**
Total year level 1	**128**	**Total year level 2**	**128**	**Total year level 3**	**128**
Total credits for the curriculum					**384**

OP.1.8.9 Curriculum: NPDE in Intermediate & Senior Phase

Students choose <u>TWO</u> majors from the core module groups that includes core subject [2 (3x8) credits] **plus** the relevant didactics [2 (2x16 credits)].

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

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

Year Level 2: RPL 128 credits

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

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

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

OP.1.8.9.1.1 Compilation of curriculum: NPDE in Intermediate & Senior Phase O101P/M/V

Year level 1		**Year level 2**		**Year level 3**	
First semester		**First & Second semester**		**First semester**	
Module code	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**
RPLL111	48	RPLL 271	128	***One of the following***	
CLFE 115	8			TSCN 315	8
				TSNN 315	8
				AKPN 315	8
				AKPN 316	8
				ESPN 315	8
				Plus	
				EDMN 315	8
				OPAN 315	8
				Plus 3 of the following	
				HSCN 319	8
				LOCN 319	8
				NWCN 319	8
				TECK 315	8
				Plus 1 module each from 2 core module groups	
				Module – group 1	8
				Module – group 2	8
Total 1st semester	**56**			**Total 1st semester**	**64**
Year level 1				**Year level 3**	
Second semester				**Second semester**	
Module code	**Cr**			**Module code**	**Cr**
One of the following				***One of the following***	
TSCN 125	8			TSCN 325	8
TSNN 125	8			TSNN 325	8
AKPN 125	8			AKPN 325	8
AKPN 126	8			AKPN 326	8
ESPN 125	8			ESPN 325	8
Plus				***Plus***	
WAPN 125	8			WAPN 325	8
EDVN 125	8				
Plus 2 modules each from 2 core module groups				***Plus 2 modules each from 2 core module groups***	
Group 1:Core subject	8			Group 1:Core subject	8
Group1: Didactics	16			Group 1:Didactics	16
Group 2:Core subject	8			Group 2:Core subject	8
Group 2: Didactics	16			Group 2:Didactics	16
Total 2nd semester	**72**			**Total 2nd semester**	**64**
Total year level 1	**128**	**Total year level 2**	**128**	**Total year level 3**	**128**
Total credits for the curriculum					**384**

OP.1.8.10 Curriculum: NPDE in Further Education & Training Phase

A curriculum is composed from the compulsory modules and TWO majors chosen from the core module groups - t**hat includes** core subject [2 (3x8) credits] **plus** the relevant didactics [2 (2x16 credits)].

Students specialising in the FET Phase acquire the following credits:

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

Year Level 2: RPL 128 credits

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

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

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

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

OP.1.8.10.1 Compilation of curriculum: NPDE in Further Education & Training Phase O102P/M

Year level 1		Year level 2		Year level 3	
First semester		**First & Second semester**		**First semester**	
Module code	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**
RPLL111	48	RPLL 271	128	***One of the following***	
CLFE 115	8			TSCN 315	8
				TSNN 315	8
				AKPN 315	8
				AKPN 316	8
				ESPN 315	8
				Plus	
				ENTN 315	8
				OPAN 315	8
				Plus 3 of the following	
				HSCN 319	8
				LOCN 319	8
				NWCN 319	8
				TECK 315	8
				Plus 1 module each from 2 core module groups	
				Module – group 1	8
				Module – group2	8
Total 1st semester	**56**			**Total 1st semester**	**64**
Year level 1				**Year level 3**	
Second semester				**Second semester**	
Module code	**Cr**			**Module code**	**Cr**
One of the following				***One of the following***	
TSCN 125	8			TSCN 325	8
TSNN 125	8			TSNN 325	8
AKPN 125	8			AKPN 325	8
AKPN 126	8			AKPN 326	8
ESPN 125	8			ESPN 325	8
Plus				***Plus***	
WAPN 125	8			WAPN 325	8
EDVN 125	8				
Plus 2 modules each from 2 core module groups				***Plus 2 modules each from 2 core module groups***	
Group 1:Core subject	8			Group 1:Core subject	8
Group1: Didactics	16			Group 1:Didactics	16
Group 2:Core subject	8			Group 2:Core subject	8
Group 2: Didactics	16			Group 2:Didactics	16
Total 2nd semester	**72**			**Total 2nd semester**	**64**
Total year level 1	**128**	**Total year level 2**	**128**	**Total year level 3**	**128**
Total credits for the curriculum					**384**

OP.2 MODULE OUTCOMES

OP.2.1 ADVANCED CERTIFICATE IN EDUCATION

Module code: AGSK 512	Semester 1	16 credits	NQF level: 6
Title: African History			
Learning outcomes: After completion of this module the student should have knowledge of and insight into aspects of African history required by a history teacher in the General Education and Training and Further Education and Training phases. These aspects include: selected facets of the pre-colonial history of the continent, colonialism in Africa and the liberation struggle, the process of decolonisation, political and socio-economic trends in postcolonial Africa, and Africa's international relations during the Cold War. The student must develop a critical attitude with regard to different historical interpretations and acquire basic skills in the processing and communication of historical knowledge. The content of this module forms the knowledge base for the VGAK 511 history didactics module. Together the two modules combine and integrate knowledge of the subject with didactical principles and methods for history teachers.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: ASDK 522	Semester 2	16 credits	NQF level: 6
Title: Applied Subject Didactical Aspects of English			
Learning outcomes: Students should be able to: • Determine and discuss the theories that explain how each of the language skills develops. • Interpret and implement a variety of teaching methods and techniques to teach the language arts. • Design instructional language activities and materials that provide learners with adequate experiences to achieve the learning outcomes. • Order instructional language activities into coherent lesson plans. • Identify and formulate learning outcomes to teach the language arts. • Identify and implement assessment standards, tools and techniques to assess the language arts. • Develop teaching programmes within the framework of OBE. • Project professional and ethical values in all educational operations.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: ATEK 511	Semester 1	16 credits	NQF level: 6
Title: Advanced Thematic Studies for English in Education			
Learning outcomes: Students are expected to demonstrate advanced knowledge and skills regarding English as an academic subject. They demonstrate ability to read and analyse literary texts from different genres and to construct coherent and logical arguments in their discussion of these works. As teachers they are expected to demonstrate their understanding of the role played by literature in the life of citizens in South African society and to integrate their knowledge of literature and the grammar of English in their teaching of English as a first or additional language.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: BOPK 511	Semester 1	16 credits	NQF level: 6
Title: Presentation of Movement Education in Schools			
Learning outcomes: By means of acquired practical skills the student will be able to apply general and specific methodologies of movement development in presenting movement education in different schools.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: CDEK 511	Semester 1	16 credits	NQF level: 6
Title: Construction and Deconstruction as Educational Tool			
Learning outcomes: Students are required to demonstrate advanced knowledge of the grammar and linguistics of the English language. As subject specialist they are required to apply their knowledge of syntax, semantics, phonology and morphology of English to teach English as a first or additional language. They are furthermore required to demonstrate ability to construct meaning and form opinions by critically examining different meanings of literary texts and to integrate this knowledge in their teaching of English as a first or additional language.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: EDFM 523	Semester 2	8 credits	NQF level: 6
Title: Introduction to Research Methods			
Learning outcomes: On completion of this module, the students should be able to: • Explain the concept of educational research and types of research • Develop research problems, purpose statement, significance of the study • Conduct a review of the literature, formulate hypothesis • Understand and apply qualitative and quantitative research approaches to educational research • Develop research design and procedures, select population and apply sampling techniques • Develop appropriate research tools/instruments and data collection procedures • Conduct data analysis including descriptive and inferential statistics • To use and refer to bibliographical references in the correct format			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: EDDM 511/521	Semester 1 or 2	12 credits	NQF level: 6
Title: Basic Classroom Research			
Learning outcomes: On successful completion of this module students will be able to: • Identify and explain the basic principles regarding research generally and classroom research in particular. • Demonstrate knowledge understanding of common problems that teachers face in their daily tasks. • Isolate classroom problems that demand research and understanding			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: EDIM 511	Semester 1	12 credits	NQF level: 6
Title: Familiarity with Technology Education			
Learning outcomes: Students should be able to: • Define technology and its goals within the educational system. • Define the design process and how to develop technological capability. • Describe technology as a system. • List and describe the parts of a system			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: EDIM 512	Semester 1	12 credits	NQF level: 6
Title: Resources and Technology			
Learning outcomes: Students should be able to: • Discuss humans as tool makers and tool users. • Identify the difference between a tool, mechanism and machine. • Describe the type of tools used in many areas of society. • List, describe and give examples of major types of primary tools. • Describe the use of the lever and wheel and axle as force multipliers.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: EDIM 513	Semester 1	12 credits	NQF level: 6
Title: Materials, Graphics and Technology			
Learning outcomes: Students should be able to: • Describe and identify natural materials in engineering. • Describe the difference between renewable and exhaustible materials. • Explain major ways to process raw material.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: EDIM 524	Semester 2	12 credits	NQF level: 6
Title: Technology, People and Society			
Learning outcomes: Students will know about: • Characteristics of individuals in a technological world. • Skills and how they may suit a person for a particular job. • Technology, people and society.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: EDIM 525	Semester 2	12 credits	NQF level: 6
Title: Energy and Technology			
Learning outcomes: Learners should be able to demonstrate a broad general knowledge of energy sources and the use of controlled energy (power).			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: EDIM 526	Semester 2	24 credits	NQF level: 6
Title: Teaching and Learning Strategies for Technology Education			
Learning outcomes: Learners should be able to: • OBE and the National Curriculum statement. • Lesson planning and presentation. • Developing teaching strategies. • Instructional skills for technology. • Practical work in technology.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: EDIM 579	Sem 1 & 2	24 credits	NQF level: 6
Title: Guided Field Project – Technology Education			
Learning outcomes: Students should be able to: • Practise newly acquired knowledge. • Develop and write out a mini project on technology education. • Show improvement in their teaching.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: 1 Assignment & Examination			

Module code: EDSM 511	Semester 1	12 credits	NQF level: 6
Title: Professional Growth and Development (EDS 651)			
Learning outcomes: On completion of the module, educators will be able to: • Define professionalism • Explain the process of professional growth and lifelong learning • Identify activities that foster professional growth and demonstrate willingness to participate in them.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: EDSM 522	Semester 2	12 credits	NQF level: 6
Title: Human Relations and School Development (EDS 652)			
Learning outcomes: On completion of the module, educators will: • Understand and apply principles of resource administration. • Put into practice appropriate interpersonal relationships (with learners, parents, staff) that contributes positively to school development.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: EDSM 523	Semester 2	6 credits	NQF level: 6
Title: Administration of and Participation in Extra-Curricular and Co-Curricular Activities (EDS 653)			
Learning outcomes: On completion of the module, participants will be able to: • Identify and participate effectively in selected extra and co-curricular activities to promote whole school development. • Contribute effectively to the development and administration of sports, cultural and other activities in the school.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: EDSM 524	Semester 2	6 credits	NQF level: 6
Title: School and Personnel Management (EDS 654)			
Learning outcomes: On completion of the module, educators will be able to: • Demonstrate knowledge and understanding of the process and skills in educational personnel management. • Analyze critically issues and challenges in personnel management. • Ensure the development and management of staff development and mentoring programmes using democratic principles. • Inspire and build commitment as well as confidence in other staff for staff development.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: EDSM 525	Semester 2	12 credits	NQF level: 6
Title: Decision-making and Accountability (EDS 655)			
Learning outcomes: On completion educators should be able to: • Explain the process of decision-making and how it affects school operations. • 2 Participate in decision-making effectively. • Apply democratic principles and procedures in decision-making.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: EDSM 526	Semester 2	12 credits	NQF level: 6
Title: Leadership, Communication and Service (EDS 656)			
Learning outcomes: On completion educators should be able to: • Demonstrate critical understanding of leadership and communication theories and apply them in the classroom situation. • Show confidence, commitment, initiative and creativity in playing their leadership and service roles in the school situation.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: EDSM 527	Semester 2	12 credits	NQF level: 6
Title: Education Management Development (EDS 657)			
Learning outcomes: On completion educators should be able to: • Define the functions of management. • Explain how educational policy is formulated. • Apply the various approaches to educational planning and management. • Outline the role of strategic planning in successful education management.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: EDTM 511	Semester 1	12 credits	NQF level: 6
Title: Creation of Positive Learning Environment (EDT 651)			
• **Learning outcomes:** The educators will demonstrate knowledge of different types of learning environments. • The educators will provide positive physical environment for learning. • The educators will promote a suitable emotional learning environment for active learner participation and involvement. • The educators will provide positive educator-learner relationships including fair and firm discipline. • The educators will cultivate trust and be a role model for the learners.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: EDTM 512	Semester 1	12 credits	NQF level: 6
Title: Knowledge of Curriculum and Learning Programmes (EDT 652)			
• **Learning outcomes:** The educators will demonstrate adequate knowledge of learning area and show positive understanding of the curriculum process in creating meaningful learning experiences. • The educators will discuss the factors that influence curriculum development and implementation. • The educators will develop learning programmes from the New National Curriculum. • The educators will demonstrate knowledge in using appropriate learning materials for the curriculum. • The educators will apply relevant strategies in curriculum evaluation and implementation.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: EDTM 513	Semester 1	6 credits	NQF level: 6
Title: Curriculum and the Administration of Resources and Records (EDT 653)			
Learning outcomes: On completion of the module, educators will be able to: • Demonstrate an understanding and application of major concepts and processes involving the utilization of resources and records in educational institutions. • Demonstrate knowledge of the existence and use of variety of resources and records available in educational institutions. • Critically analyze the role of the administration of resources and records in the successful implementation of OBE. • Apply knowledge acquired in efficient record keeping for smooth institutional functioning.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: EDTM 514	Semester 1	6 credits	NQF level: 6
Title: Lesson planning, preparation and presentation (EDT 654)			
Learning outcomes: On completion of the module, educators will be able to: • Effectively prepare and plan OBE lessons in coherent and logical steps. • Prepare a learning programme, work schedule and lesson plan according to OBE specifications. • Demonstrate effective record keeping of planning and learner progress.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Portfolio			

Module code: EDTM 515	Semester 1	12 credits	NQF level: 6
Title: Assessment and Learner Achievement (EDT 655)			
Learning outcomes: On completion of the module, educators will be able to: • Effectively use assessment techniques that promote effective teaching and learning. • Effectively monitor the progress of learners and enhance individual growth and development through effective record keeping and the application of a variety of techniques. • Use a variety of assessment techniques.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Portfolio			

Module code: ETTM 511	Semester 1	12 credits	NQF level: 6
Title: Basic Computer Literacy			
Learning outcomes: On the successful completion of this module, students will: • Demonstrate basic knowledge about the evolution of computers. • Demonstrate the application of computers as instructional tools. • Demonstrate basic knowledge of multimedia system. • Demonstrate knowledge about computer professionals' code of ethics.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: ENRG 521	Semester 2	16 credits	NQF level: 6
Title: Applied Subject Didactics of English: Senior and FET Phases			
Learning outcomes: After completing this module students 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.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: EUCE 511	Semester 1	8 credits	NQF level: 6
Title: End-user Computing for Educators			
Learning outcomes: After successfully completing the module the student must be able to: • define a computer; • name and describe the various components of a computer; • demonstrate the effective and efficient use of: a) a word processor programme b) a spreadsheet programme c) a graphics programme d) an e-mail programme e) a browser and search engines; • understand and explain the use of computers in education; and • understand and explain aspects regarding the safe and ethical use of computers.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: FROF 571	Sem 1 & 2	32 credits	NQF level: 6
Title: Foundation Phase OBE: Introduction			
Learning outcomes: Learners demonstrate knowledge, skills and an attitude of dedication with regard to implementing and supervising OBE and Curriculum 2005.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: FROG 571	Sem 1 & 2	32 credits	NQF level: 6
Title: Foundation Phase OBE: Application			
Learning outcomes: After completing the module the students will be able to implement and supervise OBE and Curriculum 2005.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: FROL 571	Sem 1 & 2	32 credits	NQF level: 6
Title: Foundation Phase Technology			
Learning outcomes: After completing this module students 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. Students 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.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: FROP 571	Sem 1 & 2	32 credits	NQF level: 6
Title: OBE and the Language Classroom			
Learning outcomes: Module FROS is a prerequisite for FROP. Students 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			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: FROS 571	Sem 1 & 2	32 credits	NQF level: 6
Title: Classroom planning with the NCS			
Learning outcomes: Students ought to demonstrate knowledge and skills regarding the principles of the OBE approach, the development and implementation of OBE in South Africa and have a critical view of OBE. Students will know and be able to use appropriate OBE terminology as well as the NCS: principles, structures, concepts and application. The student will be able to do curriculum planning, assessment and planning for assessment. He/She will also understand the roles of the educator, the learning cycle and teaching-learning opportunities and methodological guidelines.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: FSET 511	Semester 1	8 credits	NQF level: 6
Title: Foundation Studies in Education			
Learning outcomes: After completion of this module the student should: • be able to relate his/her knowledge systematically to the micro and macro factors influencing the development of education throughout the course of history; • demonstrate the ability to relate the history of education and the influencing factors to a personal philosophy of education, giving evidence by means of examples from the teaching practice; • have the ability to research and report on the difference between *political democracy* and *democratic education,* and critically and independently evaluate the complexity of democratic education in the classroom with specific reference to discrimination in various forms; • be able to interpret and offer solutions to complex problems relating to the demands placed by democracy on the moral capacity of teachers and students, their perception of their moral duty, and the complexities of establishing values in South African schools.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment 1 Assignment & Examination			

Module code: GBGK 511	Semester 1	16 credits	NQF level: 6
Title: Advanced Population Geography and Urban Geography			
Learning outcomes: After completing this module students 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 students must be able to explain and discuss urban diversity, urban problems and the deterioration of central places. *Practical work*: Students must be able to demonstrate they can apply quantitative map techniques.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: GGGK 521	Semester 2	16 credits	NQF level: 6
Title: Subject Didactics of Geography B			
Learning outcomes: After completing this module students 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.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: GKLK 521	Semester 2	16 credits	NQF level: 6
Title: Advanced Climatology and Geomorphology			
Learning outcomes: After completing this module students 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 students 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*: Students must be able to demonstrate their ability to apply quantitative calculations.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: GSGK 511	Semester 1	16 credits	NQF level: 6
Title: Subject Didactics of Geography A			
Learning outcomes: After completing this module students 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.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: HIVA 521	Semester 2	8 credits	NQF level: 6
Title: HIV/AIDS: Legislation, Counselling and Support			
Learning outcomes: After successfully completing the module the student should be able to: • demonstrate an understanding regarding legislation relevant to the handling of HIV/AIDS in the school context, to know the rights and obligations of HIV/AIDS positive learners and teachers as well to promote the protection of learners and educators within the school context; • display the skill in compiling guidelines for establishing an accountable healthy school environment for learners with HIV / AIDS; • develop and demonstrate acquired knowledge and skills to become skilled in care and counselling of HIV/AIDS; and • develop skills to be able to design and co-ordinate an individual educational support programme to support the learner with HIV/AIDS.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: LOBO 571	Semester 1 & 2	32 credits	NQF level: 6
Title: Citizenship Education			
Learning outcomes: On completion of this module the student should be able to demonstrate his/her understanding of responsible citizenship and the role of the community in learning and teaching and building an inclusive society.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: LOCK 571	Semester 1 & 2	32 credits	NQF level: 6
Title: Personal Well-Being: Physical Health and Recreation			
Learning outcomes: After completion of this module the student should be able to establish a relationship between life skills and education, and demonstrate insight with regard to particular aspects of Personal Well-Being.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: LOHA 571	Semester 1 & 2	32 credits	NQF level: 6
Title: Personal Well-Being: Health and AIDS			
Learning outcomes: After completion of this module the student should be able to demonstrate knowledge, skills and sound educational values in the teaching of learners to understand and apply health awareness regarding sound nutrition, skin care, obesity, physical activity, drugs and sexual transmitted diseases and HIV/AIDS.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: LSDL 528	Semester 2	16 credits	NQF level: 6
Title: Disabilities and Learning Difficulties in Education			
Learning outcomes: On completion of this module, the student should be able to: • demonstrate understanding of disabilities and learning difficulties as barriers to learning, such as physical and intellectual disabilities, reading difficulties, mathematical difficulties, etc.; • recognize the learning differences that individual learners bring to the classroom and how these learning differences could facilitate learning and teaching support practices and processes; and • realise the role of the educator, the school the family and the community in ensuring that all learners experiencing these and other barriers to learning have access to the curriculum.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: LSED 518	Semester 1	16 credits	NQF level: 6
Title: Emotional and other Difficulties in Education			
Learning outcomes: On completion of this module, the student should be able to: • demonstrate understanding of learners experiencing emotional and other difficulties such as, communication difficulties, challenging behaviour etc. • realise the role of the educator, the school, the family, and the community in supporting learners experiencing these and other barriers to learning • apply basic counselling principles and skills in supporting learners experiencing emotional and other barriers to learning.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: LSIE 518	Semester 1	16 credits	NQF level: 6
Title: Inclusive Education: A Policy Perspective			
Learning outcomes: On completion of this module, the student should be able to: • demonstrate understanding of the inclusive education Policy (Education White Paper 6), with specific reference to the proposed support structures and the concept of barriers to learning and development; • apply school-based support to learners experiencing barriers to learning by means of an integrated team approach; and • understand and apply curriculum differentiation and assessment strategies in an inclusive classroom.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: LSSH 528	Semester 2	16 credits	NQF level: 6
Title: Social and Health Issues in Education			
Learning outcomes: On completion of this module, the student should be able to: • demonstrate understanding of learners experiencing social and health barriers to learning such as the HIV/AIDS pandemic, violence in schools, etc.; • apply a health promoting approach in school and class context to support learners experiencing barriers to learning; and • realise the role of the educator, the school, the family, and the community in supporting learners experiencing these and other barriers to learning.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: MLED 571	Sem 1 & 2	32 credits	NQF level: 6
Title: Mathematics: Elementary			
Learning outcomes: After completion of this module the student is expected to be able to apply thorough knowledge and insight with respect to: • Linear, quadratic, polynomial, exponential, logarithmic and trigonometric functions by representing the mentioned functions in different ways, as well as interpreting the functions in real-life contexts; • Trigonometry and geometry by solving real-life problems by means of two- and three-dimensional figures; • Elementary statistics by collecting, summarising, displaying, analysing and interpreting data; predicting the outcomes of events and determining the probability, and also executing real-life applications thereof; • The natural numbers, integers, rational numbers, real numbers, as well as the motivation for the extension from one number system to another and the application of this knowledge in real-life situations.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative and summative assessment & Examination			

Module code: MLED 572	Sem 1 & 2	32 credits	NQF level: 6
Title: Didactics of Mathematical Literacy			
Learning outcomes: After completion of this module the learner should be able to apply thorough knowledge and insight with respect to the content and structure of the mathematical literacy curriculum in the planning and execution of teaching-learning opportunities in outcomes-based classrooms, including the development and use of teaching-learning media, as well as integrated assessment.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative and summative assessment & Examination			

Module code: MLED 573	Sem 1 & 2	32 credits	NQF level: 6
Title: Mathematics: Application			
Learning outcomes: After completion of this module the student is expected to apply thorough knowledge and newly acquired insight with respect to • Analytical geometry (conic sections) in solving real-life problems; • Spherical geometry and the relationship between analytical and spherical geometry; and • The derivatives of simple and compound functions in solving real-life problems (drawing of graphs, optimalisation).			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative and summative assessment & Examination			

Module code: MLED 574	Sem 1 & 2	32 credits	NQF level: 6
Title: Mathematical Literacy in Context			
Learning outcomes: After completion of this module the student is expected to demonstrate thorough knowledge and acquired insight into mathematical literacy with respect to the historical development of mathematics, and the use of mathematics in the world of work, everyday life and in various cultures; including ethno mathematics.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative and summative assessment & Examination			

Module code: NCHK 511	Semester 1	16 credits	NQF level: 6
Title: Chemistry for Science Education A			
Learning outcomes: After completion of this module, the student should have sound theoretical knowledge and conceptual understanding of basic chemical principles that are required by the relevant national curriculum, i.e. the application of mathematics to chemistry, the kinetic molecular theory, common types of chemical reactions, stoichiometry, atomic theory, molecular structures and intermolecular forces. The student should be able to apply chemical principles in new contexts and to selected real-life problems.			
Method of delivery: SEDIBA **(**Vacation model)			
Assessment modes: Formative assessment & Examination			

Module code: NCHK 521	Semester 2	16 credits	NQF level: 6
Title: Chemistry for Science education **B**			
Learning outcomes: After completion of this module, the student should have sound theoretical knowledge and conceptual understanding of basic chemical principles that are required by the relevant national curriculum, i.e. basic organic chemistry and the applications of the rate and extent of chemical reactions to acid-base reactions, precipitation reactions and electrochemistry. The student should be able to apply chemical principles in new contexts and to selected real-life problems.			
Method of delivery: SEDIBA **(**Vacation model)			
Assessment modes: 1 Formative assessment & Examination			

Module code: NDNK 512	Semester 1	8 credits	NQF level: 6
Title: Didactics of Physics			
Learning outcomes: After completion of this module, the student will have sound theoretical knowledge of constructivism as applied to physics as well as of the alternative conceptions that impacts on the learning of physics. Students will also get the opportunity to access the content of the relevant national curriculum with regards to aspects such as content, level, developmental line, and required pre-knowledge.			
Method of delivery: SEDIBA **(**Vacation model)			
Assessment modes: Formative assessment & Examination			

Module code: NDNK 522	Semester 2	8 credits	NQF level: 6
Title: Didactics of Chemistry			
Learning outcomes: After completion of this module, the student will have sound theoretical knowledge of constructivism as applied to chemistry as well as of the alternative conceptions that impacts on the learning of chemistry. The student will be familiar with a variety of instructional strategies and assessment techniques that may be applied to physical science. In addition, the student will be familiar with principles of effective laboratory safety, organisation and management.			
Method of delivery: SEDIBA **(**Vacation model)			
Assessment modes: Formative assessment & Examination			

Module code: NDSK 521	Semester 2	16 credits	NQF level: 6
Title: Didactics of Science Intermediate			
Learning outcomes: After completion of this module, the student should be able to demonstrate his knowledge, skills and values with regard to essential aspects of teaching, learning and the use of teaching aids at intermediate and senior levels. The student will have sound theoretical knowledge of constructivism as applied to physics and chemistry at these levels and the way in which alternative conceptions impacts on the learning of physics and chemistry. Students will also get the opportunity to access the content of the relevant national curriculum with regards to aspects such as content, level, developmental line, and required pre-knowledge. The student will be familiar with a variety of instructional strategies and assessment techniques that may be applied to general science. In addition, the student will be familiar with principles of effective laboratory safety, organisation and management.			
Method of delivery: SEDIBA **(**Vacation model)			
Assessment modes: Formative assessment & Examination			

Module code: NDWK 522	Semester 2	16 credits	NQF level: 6
Title: Didactics of Mathematics			
Learning outcomes: After completing this module the student 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 student will also be able to apply his acquired knowledge and skills as regards aids and strategies in teaching mathematics in the GET band.			
Method of delivery: SEDIBA **(**Vacation model)			
Assessment modes: Formative assessment & Examination			

Module code: NEBK 511	Semester 1	16 credits	NQF level: 6
Title: The Earth and Beyond for Science			
Learning outcomes: After completing this module the student 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.			
Method of delivery: SEDIBA **(**Vacation model)			
Assessment modes: Formative assessment & Examination			

Module code: NECK 521	Semester 2	16 credits	NQF level: 6
Title: Energy and Change for Science			
Learning outcomes: After completing this module the student 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.			
Method of delivery: SEDIBA **(**Vacation model)			
Assessment modes: Formative assessment & Examination			

Module code: NFSK 511	Semester 1	16 credits	NQF level: 6
Title: Physics for Science Education A			
Learning outcomes: After completion of this module, the student should have sound theoretical knowledge and conceptual understanding of basic physical principles that are required by the relevant national curriculum, i.e. kinematics, dynamics, work, energy, power and momentum, waves, light and sound, temperature and heat, and atomic and nuclear physics. The student should be able to apply physics principles in new contexts and to selected real-life problems.			
Method of delivery: SEDIBA **(**Vacation model)			
Assessment modes: Formative assessment & Examination			

Module code: NFSK 521	Semester 2	16 credits	NQF level: 6
Title: Electricity for Science Education			
Learning outcomes: After completion of this module, the student should have sound theoretical knowledge and conceptual understanding of basic physical principles that are required by the relevant national curriculum, i.e. electrostatics, electrodynamics and electromagnetic induction. The student should be able to apply physics principles in new contexts and to selected real-life problems.			
Method of delivery: SEDIBA **(**Vacation model)			
Assessment modes: Formative assessment & Examination			

Module code: NLLK 521	Semester 2	16 credits	NQF level: 6
Title: Life and Living of Life for Science (GET band)			
Learning outcomes: After completing this module the student 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.			
Method of delivery: SEDIBA **(**Vacation model)			
Assessment modes: Formative assessment & Examination			

Module code: NMMK 521	Semester 2	16 credits	NQF level: 6
Title: Matter and Materials for Science			
Learning outcomes: After completing this module the student will be able to facilitate the development of themes in all essential aspects of chemistry as regards matter and material in the GET band.			
Method of delivery: SEDIBA **(**Vacation model)			
Assessment modes: Formative assessment & Examination			

Module code: NWPK 511	Semester 1	16 credits	NQF level: 6
Title: Development of Number Sense (GET band)			
Learning outcomes: After completing this module the student 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, n the GET band.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: NWPK 512	Semester 1	16 credits	NQF level: 6
Title: Fundamentals of Algebra (GET band)			
Learning outcomes: After completing this module the student will be able to acquaint his/her learners with the fundamental principles of algebra by means of facilitating in the GET band.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: 1 Assignment & Examination			

Module code: NWPK 521	Semester 2	16 credits	NQF level: 6
Title: Geometric Thinking (GET band)			
Learning outcomes: After completing this module the student will be able to acquaint his/her learners with geometric concepts by means of facilitating in the GET band.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: NWPK 522	Semester 2	16 credits	NQF level: 6
Title: Graphs and Data Analysis (GET band)			
Learning outcomes: After completing this module the student will be able to facilitate the ability of his/her learners to acquire problem-solving skills as regards the interpretation of graphs and statistical data in the GET band.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: NWSK 513	Semester 1	16 credits	NQF level: 6
Title: Mathematics for ACE IA			
Learning outcomes: After completion of this module the teacher-student should be able to facilitate the construction of basic concepts of algebra, as well as the development of problem solving skills in this domain.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: NWSK 514	Semester 1	16 credits	NQF level: 6
Title: Mathematics for ACE IB			
Learning outcomes: After completion of this module the teacher-student should be able to facilitate the development of the function concept, as well as problem solving skills in this domain.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: NWSK 523	Semester 2	16 credits	NQF level: 6
Title: Mathematics for ACE IIA			
Learning outcomes: After completion of this module the teacher-student should be able to facilitate the development of concepts in trigonometry and analytical geometry, as well as problem solving skills in these domains.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: NWSK 524	Semester 2	16 credits	NQF level: 6
Title: Mathematics for ACE IIB			
Learning outcomes: After completion of this module the teacher-student should be able to facilitate the development of concepts in differential calculus and data analysis, as well as problem solving skills in these domains.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: NWSK 525	Semester 2	16 credits	NQF level: 6
Title: Mathematics for ACE IIC			
Learning outcomes: After completion of this module the teacher-student should be able to facilitate the development of concepts in geometry, as well as problem solving skills in this domain			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: ORAK 511	Semester 1	8 credits	NQF level: 6
Title: Education Law, Systems and Management A			
Learning outcomes: At the end of this module the student ought to demonstrate knowledge, skills and perspective with regard to the school as organisation and teaching as profession. Further the student must analyse the relation of the educator to his/her employer, especially by concentrating on the conditions of employment of the educator.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: ORAK 521	Semester 2	8 credits	NQF level: 6
Title: Education Law, Systems and Management B			
Learning outcomes: At the end of this module the student must demonstrate knowledge, skills and insight to act as manager in education. The student 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 student 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.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: ORLK 511	Semester 1	8 credits	NQF level: 6
Title: Teaching and Learning A			
Learning outcomes: After completing this module students 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 constructivist 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.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: ORLK 521	Semester 2	8 credits	NQF level: 6
Title: Teaching and learning B			
Learning outcomes: After completing this module students 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.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: PCLM 521	Semester 2	10 credits	NQF level: 6
Title: Understanding School Leadership and Management in the South African Context			
Learning outcomes: After successfully completing the module the student must be able to: • give an overview of the course; • demonstrate a basic understanding of what is involved in school management and leadership in South Africa; and • make an assessment of own abilities in management and leadership (in terms of current notions of competence and relevance in South Africa in relation to management and leadership).			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: PCTL 572	Sem 1 & 2	20 credits	NQF level: 6
Title: Manage Teaching and Learning			
Learning outcomes: After successfully completing the module the student must be able to: • demonstrate the personal and professional qualities necessary for effective management of teaching and learning; • manage the planning and implementation and monitoring/ evaluation of teaching (to ensure quality learning for all in the context of national, provincial and school policy); • understand and be able to apply relevant content knowledge (in the design, implementation and evaluation of teaching and learning and the organisation of the school environment); and • create, manage and sustain a safe, caring and disciplined environment (and show commitment to following this through in the way in which teaching and learning is organised).			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: PCMP 571	Sem 1 & 2	20 credits	NQF level: 6
Title: Lead and Manage People			
Learning outcomes: After successfully completing the module the student must be able to: • demonstrate the personal qualities necessary for effective leadership and management of people; • plan, allocate, support and evaluate work undertaken by groups, teams and individuals (ensuring clear delegation of tasks and devolution of responsibilities); • develop the professional skills of self, groups and individuals to enhance their performance (and that of the school); • create an environment conducive to collective bargaining, collaboration and negotiation (and conflict resolution); and • understand and be able to apply relevant content knowledge in leading and managing people.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: PCSR 571	Sem 1 & 2	20 credits	NQF level: 6
Title: Manage Organisational Systems, Physical and Financial Resources			
Learning outcomes: After successfully completing the module the student must be able to: • demonstrate the personal and professional qualities and skills necessary for effective management of organisational systems and financial and physical resources; • set up, implement, maintain and evaluate organisational systems for the school (where possible making use of appropriate information and communication technology ICT); • manage the financial resources of the school in a transparent and accountable way; and • understand and be able to apply relevant content knowledge and skills in the management of organisational systems, and physical and financial resources.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: PCDG 572	Sem 1 & 2	20 credits	NQF level: 6
Title: Manage Policy, Planning, School Development and Governance			
Learning outcomes: After successfully completing the module the student must be able to: • demonstrate the personal qualities necessary for effective management (policy, planning, school development and governance); • develop and communicate school values, vision, mission, policies and plans (in a collaborative way and secure commitment to these); • develop and maintain sound working relationships with the School Governing Body (as well as parents, learners, the community and the department and • understand and be able to apply relevant content knowledge in leading and managing policy, planning, school development and governance.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: PEPA 512	Semester 1	15 credits	NQF level: 6
Title: Plan and Conduct Outcomes Based Assessment			
Learning outcomes: After successfully completing the module the student must be able to: • demonstrate understanding of outcomes-based assessment; • prepare for assessments; • conduct assessments; • provide feedback on assessments and • review assessments.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: PFCL 521	Semester 2	4 credits	NQF level: 6
Title: Basic Computer Literacy in School Management			
Learning outcomes: After successfully completing the module the student must be able to: • identify and describe the hardware and software of a computer • use a word processor, spreadsheet, e-mail and browser effectively and efficiently • use a data base programme (e.g. Microsoft Access) effectively • demonstrate, effective and efficient use of a browser and search engines • understand and explain the use of computers in education and • understand and explain aspects regarding the safe and ethical use of computers.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: PFLS 511	Semester 1	6 credits	NQF level: 6
Title: Language Skills in School Management and Leadership			
Learning outcomes: After successfully completing the module the student must be able to demonstrate competence in reading, writing, listening, and speaking skills necessary for effective management in schools.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: SANK 521	Semester 2	16 credits	NQF level: 6
Title: Acquiring a Coaching and First Aid Qualification			
Learning outcomes: Students must demonstrate their knowledge, skills and insight by passing a first aid examination. It is expected from students following the ACE Curriculum specialising in Human Movement Education 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 students must note that they incur extra financial implications as the services of accredited experts outside the faculty are made use of.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: SDEK 522	Semester 2	16 credits	NQF level: 6
Title: Subject Didactical Aspects of English Education			
Learning outcomes: After successfully completing the module students should be able to: • interpret second language acquisition theories and variables and understand the role they play in second language learning; • understand and implement learner-centred principles in the language classroom; • interpret and evaluate various methods of teaching English second language; • demonstrate knowledge of the principles of outcomes-based teaching and in specific the teaching of language outcomes and skills; • apply the basic didactical principles in planning for instruction; • demonstrate knowledge and skills regarding the principles of assessment; • structure language learning experiences using instructional technology; and • project professional values in all educational operations.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: SPKK 511	Semester 1	16 credits	NQF level: 6
Title: A Multi-Disciplinary Perspective on Sports			
Learning outcomes: After completing this module the student must be able to 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 student 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.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: SPRK 521	Semester 2	16 credits	NQF level: 6
Title: General Sports and Recreation Principles			
Learning outcomes: After completing this module the student must be able to demonstrate his/her 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 student 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 student must put into practice in Curriculum planning, Curriculum organisation and leadership with regard to the presentation of recreation Curriculums.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: SSGK 521	Semester 2	16 credits	NQF level: 6
Title: South African History (1948-1994)			
Learning outcomes: After completion of this module the learner should have knowledge of and insight into the following aspects of twentieth century South African history: Consolidation of the apartheid state, 1948-1966; The struggle against isolation, 1966-1978; Apartheid at the cross roads, 1960-1983; The dismantling of Apartheid, 1984-1994.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Khouto ya mojulu: SVDK 511	Semesetara 1	Dikerediti tse 16	Maemo a NKR: 6
Leina: Mabaka a Thuto le Didaktiki tse di Dirisitsweng mo Setswaneng: Kgato ya Magareng le e Kgolo			
Dipoelo tsa Thuto: Mo bofelong jwa mojulu o moithuti o tshwanetse go bontsha kitso, bokgoni le maitshwaro ka ga tiriso ya Kemo ya Kharikhulamo ya Bosetšhaba gore ba ne le bokgoni jwa go ruta puo ka mokgwa wa Thuto-tota-dipoelo le go dirisa mekgwa, ditiro, dithekeniki le poposešwa ka go ruta go reetsa, go bua, go bala le go kwala, go dirisa le bokgoni jwa go tlhatlhoba, go loga maano a dithuto le go dirisa metswedi e e botlhokwa.			
Mokgwa wa go ruta: Kwa ntle ga Khamphase(Thuto e e bulegileng ya kgakala)			
Mekgwa ya go atlhola: Katlholo ya go bopa le tlhatlhobo			

Khouto ya mojulu: SVDK 522	Semesetara2	Dikerediti tse 16	Maemo a NKR: 6
Leina: Mabaka a Thuto le Didaktiki tse di Dirisitsweng mo Setswaneng: Kgato e Kgolo le ya Katiso le Thuto e e Tseneletseng			
Dipoelo tsa Thuto: Mo bofelong jwa mojulu o moithuti o tshwanetse go bontsha kitso, bokgoni le maitshwaro ka ga go bopa le go ruta thuto(thuto e nnye), atlhola, tlhatlhoba, ruta mme tsamaisa metswedi ya thuto le go rulaganya Setswana e le serutwa.			
Mokgwa wa go ruta: Kwa ntle ga Khamphase(Thuto e e bulegileng ya kgakala)			
Mekgwa ya go atlhola: Katlholo ya go bopa le tlhatlhobo			

Khouto ya mojulu: SWHK 511	Semesetara1	Dikerediti tse 16	Maemo a NKR: 6
Leina: Thutapuo ya Setswana e e Tsweletseng			
Dipoelo tsa Thuto: Mo bofelong jwa mojulu o moithuti o tshwanetse go bontsha kitso, bokgoni le maitshwaro ka ga go tlhatlhamolola mafoko le dipolelo ka bokao, go kaela mefutafuta ya bokao, le go tlhatlhamolola mafoko le dipolelo ka mokgwa wa popapolelo le morofoloji.			
Mokgwa wa go ruta: Kwa ntle ga Khamphase(Thuto e e bulegileng ya kgakala)			
Mekgwa ya go atlhola: Katlholo ya go bopa le tlhatlhobo			

Khouto ya mojulu: SWHK 521	Semesetara2	Dikerediti tse 16	Maemo a NKR: 6
Leina: Thuto ya Ditlhangwa e e Tsweneletseng mo Thutong mo Setswaneng			
Dipoelo tsa Thuto: Mo bofelong jwa mojulu o moithuti o tshwanetse go bontsha kitso, bokgoni le maitshwaro ka ga mefutafuta ya porose, maboko le terama mme tsepo e le mo Thutong.			
Mokgwa wa go ruta: Kwa ntle ga Khamphase(Thuto e e bulegileng ya kgakala)			
Mekgwa ya go atlhola: Katlholo ya go bopa le tlhatlhobo			

Module code: TECH 571	Sem 1 & 2	32 credits	NQF level: 6
Title: Intermediate and Senior Phase Technology			
Learning outcomes: On completion of this module, you should be able to: • demonstrate an understanding of the knowledge and skills related to various aspects of Technology; • demonstrate the ability to apply the knowledge and skills relevant to Technology; • apply the acquired skills in the technological process, step-by-step, to solve problems in the environment; • demonstrate skills to use materials and apply various techniques; • show responsibility towards safety, ethical responsibility and environmental concern in the Technology classroom; • be able to develop work schedules and lesson plans for effective teaching and learning in Technology; and • have knowledge on preferred terminology.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: VGAK 511	Semester 1	16 credits	NQF level: 6
Title: Subject Didactics of History (A)			
Learning outcomes: After completing this module the student should be able to demonstrate his/her 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.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: VGBK 521	Semester 2	16 credits	NQF level: 6
Title: Subject Didactics History (B)			
Learning outcomes: After completing this module the student should be able to 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.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

OP.2.2 NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION

Module code: AFDN 125	Semester 2	16 credits	NQF level: 5
Title: Vakdidaktiek van Afrikaans: Inleidende Praktykgerigte Afrikaansonderrig			
Learning outcomes: Die leerder behoort in staat te wees om bewys te lewer van sy kennis van die UGO-benaderingswyse soos van toepassing binne die Leerarea Tale; geskikte leermateriaal vir UGO-leerervarings binne verskillende kontekste te kan selekteer en te kan gebruik om fasespesifieke leerervarings op verskillende leervlakke saam te stel.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: AFDN 325	Semester 2	16 credits	NQF level: 5
Title: Vakdidaktiek van Afrikaans: Praktykgerigte Afrikaansonderrig			
Learning outcomes: Die leerder behoort in staat te wees om bewys te kan lewer van sy kennis van verskillende taal- en kommunikasievaardighede; leermateriaal te kan identifiseer deur middel waarvan leerders tot bereiking van bepaalde fasespesifieke taaluitkomste begelei kan word; die mate waarin die fasespesifieke leeruitkomste bereik is, te kan bepaal.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: AFRN 125	Semester 2	8 credits	NQF level: 5
Title: Afrikaans: Interpretasie en Redigering; Spelling en Woordeboekgebruik			
Learning outcomes: Die leerder behoort in staat te wees om sy kennis van die Afrikaanse spelsisteem te kan toepas in die assessering en redigering van (leerder)skryfstukke; woordeboeke effektief te kan gebruik om meer gevorderde tekste uit verskillende leerareas te kan ontsluit; relevante inligting oor die bou, gebruiksfere en gebruiksmoontlikhede van Afrikaanse woorde uit woordeboek te kan bekom en in die skep en redigering van tekste te kan toepas; in staat te wees om kerngedagtes te identifiseer en verskillende tipes tekste te kan opsom.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: AFRN 315	Semester 1	8 credits	NQF level: 5
Title: Afrikaans: Woord- en Sinsbou, Variëteite en Style			
Learning outcomes: Die leerder behoort in staat te wees om hoëfunksie-taalstruktuurpatrone van Afrikaans (woord- en sinsbou) te kan identifiseer en beskryf, en by die skep van tekste oor ’n verskeidenheid temas te kan toepas; die vorm en funksie van Standaardafrikaans te kan beskryf en te beoordeel; die gepastheid van die gebruik van verskillende Afrikaanse variëteite (standaard- en niestandaardvariëteite, registers en style) binne ’n verskeidenheid sosiale situasies en in ’n verskeidenheid tekste te kan beoordeel.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: AFRN 325	Semester 2	8 credits	NQF level: 5
Title: Afrikaans: Eietydse Literêre Tekste - Interpretasie en Waardering			
Learning outcomes: Die leerder behoort in staat te wees om op meer gevorderde vlak bewys te kan lewer van sy/haar kennis van toepaslike literêre aspekte en hierdie kennis te kan gebruik om kontemporêre literêre tekste (poësie, prosa en drama) te analiseer, begryp en waardeer, en leer in verband met literêre tekste binne die skoolprogram te kan fasiliteer.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: AGDN 125	Semester 2	16 credits	NQF level: 5
Title: School Readiness and Perceptual Skills in the Foundation Phase			
Learning outcomes: Students should be able to demonstrate knowledge, skills and values regarding school readiness, perception and handwriting in the Foundation Phase.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: AGDN 325	Semester 2	16 credits	NQF level: 5
Title: Foundation Phase Studies			
Learning outcomes: Students should 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.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: AKPN 125	Semester 2	8 credits	NQF level: 5
Title: Afrikaans Moedertaal-Kommunikasie: Effektiewe en Kreatiewe Taalgebruik			
Learning outcomes: Die leerder behoort kommunikasie-belemmerende woordgebruik in leerdertekste te kan identifiseer en regstel; toepaslike woordeboekinligting effektief te kan gebruik om leerdertekste stilisties te redigeer en om sy/haar gedagtes en gevoelens by die skep van eie tekste op kreatiewe wyse uit te druk.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: AKPN 315/325	Semester 1/2	8 credits	NQF level: 5
Title: Afrikaans Moedertaal-Kommunikasie: Spelling en Gepaste Taalgebruik			
Learning outcomes: Die leerder behoort in staat te wees om die spelling van Afrikaanse woorde in leerdertekste uit verskillende leerareas te kan beoordeel en redigeer; bewys te kan lewer van kundigheid en vaardigheid ten opsigte van die plek en funksie van Standaardafrikaans en die niestandaardvariëteite daarvan binne die samelewing, asook ten opsigte van die gebruik van verskillende style en registers (insluitend akademiese taalgebruik) vir effektiewe kommunikasie.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: AKPN 126	Semester 2	8 credits	NQF level: 5
Title: Afrikaans Niemoedertaal-Kommunikasie: Begrip, Uitspraak en Spelling			
Learning outcomes: Die leerder behoort in staat te wees om bewys te kan lewer van kennis van en vaardigheid ten opsigte van die basiese uitspraak- en spelbeginsels van Afrikaans en sy/haar kennis daarvan te kan gebruik om gesproke Afrikaans te verstaan en om Afrikaanse woorde in eie skryfstukke reg te spel; Afrikaanse tekste uit verskillende skoolkontekste te kan verstaan.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: AKPN 316	Semester 1	8 credits	NQF level: 5
Title: Afrikaans Niemoedertaal-Kommunikasie: Woorde en Sinne in Tekste			
Learning outcomes: Die leerder behoort in staat te wees om basiese woord- en sinsboutegnieke toe te pas in die formulering van eenvoudige skryfstukke; Afrikaanse woordeboeke te kan gebruik vir die uitbou van eie woordeskat, sowel as vir die interpretasie en skep van skoolverwante tekste.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: AKPN 326	Semester 2	8 credits	NQF level: 5
Title: Afrikaans Niemoedertaal-Kommunikasie: Woorde en Sinne in Tekste			
Learning outcomes: Die leerder behoort in staat te wees om basiese woord- en sinsboutegnieke toe te pas in die formulering van eenvoudige skryfstukke; Afrikaanse woordeboeke te kan gebruik vir die uitbou van eie woordeskat, sowel as vir die interpretasie en skep van skoolverwante tekste.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: CLFE 115	Semester 1	8 credits	NQF level: 5
Title: Computer Literacy for Educators			
Learning outcomes: After successfully completing the module the student must be able to: • name and explain the visible components of a computer; • demonstrate skills in using a word-processor program; • demonstrate skills in using a spread-sheet program; • demonstrate skills in using internet, email and search engines; and • understand and describe the safe and ethical use of computers.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Practical Examination			

Module code: EDMN 315	Semester 1	8 credits	NQF level: 5
Title: Education Management and Development			
Learning outcomes: Students should 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 school community and effectiveness. They will study whole school development, indicators to measure and manage change in schools, quality assurance frameworks, school development planning, key values in the community of school stakeholders & the new education paradigm.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: EDSN 125	Semester 2	16 credits	NQF level: 5
Title: English Didactics			
Learning outcomes: On successful completion of EDSN 125 the student should be able to: • Understand and implement learner-centred principles in the language classroom. • Interpret and evaluate various methods of teaching English second language. • Demonstrate knowledge of the principles of outcomes-based teaching and in specific the teaching of language outcomes and skills. • Apply the basic didactical principles in planning for instruction. • Demonstrate knowledge and skills regarding the principles of assessment. • Project professional values in all educational operations.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: EDSN 325	Semester 2	16 credits	NQF level: 5
Title: English Didactics			
Learning outcomes: On successful completion of EDSN 225 the student should be able to: • Understand and implement learner-centred principles in the language classroom. • Interpret and evaluate various methods of teaching English second language. • Demonstrate knowledge of the principles of outcomes-based teaching and in specific the teaching of language outcomes and skills. • Apply the basic didactical principles in planning for instruction. • Demonstrate knowledge and skills regarding the principles of assessment. • Project professional values in all educational operations.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: EDVN 125	Semester 2	8 credits	NQF level: 5
Title: Anti-Racism, Education Law and Values			
Learning outcomes: On completion of this module students should 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 thereof on learners, communities and society in general.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: EGPN 125	Semester 2	8 credits	NQF level: 5
Title: English: Syntax for the Teacher of English			
Learning outcomes: Students are expected to synthesise academic knowledge of pronunciation, inflexion, syntax and meaning and didactic knowledge in order to formulate an individual approach to the teaching of English as a first and second language throughout the different educational phases. They should be able to use and teach the appropriate cognitive academic English required for use in the language-teaching-learning situation.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: EGPN 315	Semester 1	8 credits	NQF level: 5
Title: An Introduction to English Literature			
Learning outcomes: After completion of this module, students should be able to: • demonstrate knowledge and insight regarding the literary genres of drama and novels. • identify, trace and interpret themes in literary genre and demonstrate the necessary skills to analyse and critically evaluate literary texts; • communicate effectively, both individually and in groups, in English in general and specifically regarding all aspects of the teaching-learning situation and have the knowledge and skills needed to identify and evaluate the values explored in literary texts; • demonstrate knowledge of stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills; and • demonstrate an understanding of didactic skills and approaches and apply this to the teaching of language and literature. throughout the different educational phases.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: EGPN 325	Semester 2	8 credits	NQF level: 5
Title: English Literature for the Teacher			
Learning outcomes: After completion of this module, students should be able to: • demonstrate knowledge and insight regarding the literary genres of poetry, short stories and young adult literature in a variety of Afro centric texts; • identify, trace and interpret themes in literary genre; • demonstrate the necessary skills to analyse and critically evaluate Afro centric literary texts; • communicate effectively, both individually and in groups, in English in general and specifically regarding all aspects of the teaching-learning situation; • have the knowledge and skills needed to identify and evaluate the values explored in Afro centric literary texts; • demonstrate knowledge of stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills; • demonstrate an understanding of didactic skills and approaches and apply this to the teaching of language and literature and • demonstrate knowledge, skills and values regarding the literature, language and didactics of English as a first and second language throughout the different educational phases.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: ENTN 315	Semester 1	8 credits	NQF level: 5
Title: The Teacher and Entrepreneurship			
Learning outcomes: After completion of this module the learner should: • Understand the elements in the economy; • Be able to make a contribution to the economic environment; • Identify business functions; • Practically apply general management and to realise the important role which the teacher plays in the development of a positive entrepreneurship awareness by learners at school.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: ESPN 125	Semester 2	8 credits	NQF level: 5
Title: English Communication: Teaching English Across the Curriculum			
Learning outcomes: Students should be able to: • to use and teach English across the curriculum. This involves the ability to use language for interpersonal and pedagogical purposes in the classroom in order to perform teaching activities in a fluent and confident way; • to use academic writing and reading skills required for the teaching of their subject and demonstrate ability to instruct and assess these skills. They should demonstrate knowledge of technical vocabulary of their elective subject as well as ability to simplify, find synonyms and explain terminology using effective teaching strategies; • to recognize errors in basic syntax, semantics and phonology and demonstrate ability to introduce instructional material to alleviate basic grammar and language errors; • to simplify a reading passage, identify the gist, highlight key notes, and teach basic reading skills such as skimming and scanning; and • to introduce group activities and cooperative learning by designing meaningful group activities that give opportunity for content and language acquisition.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: ESPN 315/325	Semester 1/2	8 credits	NQF level: 5
Title: English Communication: The Role of Language in Learning			
Learning outcomes: After completion of this module, students should be able to: • design measurable outcomes for content, language and academic or task skills required; • simplify input by explaining and simplifying subject content, identifying problem areas and vocabulary required for understanding content as well as setting questions that evoke the required response from learners. As language across the curriculum teachers they should demonstrate the ability to employ strategies to intervene where gaps in background knowledge and language skills may prevent learners from acquiring new knowledge; • demonstrate ability to promote content area comprehension by representing content graphically, designing supplementary material to explain difficult concepts to pupils and design contextual clues to aid understanding, conceptualize academic language (concretize) by supplying examples, supplementary material, demonstrations of meaning. • demonstrate knowledge of technical vocabulary, ability to simplify, find synonyms and explain terminology using effective teaching strategies by also identifying and correcting errors in basic syntax, semantics and pronunciation of their learners; • They should be capable of annotating and explaining subject material fluently and interestingly using voice and register appropriately and effectively.; • demonstrate ability to introduce group activities and design work sheets that give opportunity for content and language acquisition; and • apply and design a variety of assessment strategies in order to allow learners to prove competence in content knowledge and language in a variety of ways.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: FPUN 125	Semester 2	8 credits	NQF level: 5
Title: Foundation Phase Studies: Literacy			
Learning outcomes: Students should be able to demonstrate knowledge, skills and values regarding all aspects of Life Skills in the Foundation Phase including multicultural integration and religious viewpoints.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: FPUN 315	Semester 1	8 credits	NQF level: 5
Title: Foundation Phase Studies: Numeracy			
Learning outcomes: Students should be able to demonstrate knowledge, skills and values regarding all aspects of Life Skills in the Foundation Phase including multicultural integration and religious viewpoints.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: FPUN 325	Semester 2	8 credits	NQF level: 5
Title: Foundation Phase Studies: Life Skills for Foundation Phase Learners			
Learning outcomes: Students should 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.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: GFPN 125	Semester 2	8 credits	NQF level: 5
Title: Africa and Population Geography			
Learning outcomes: On completion of this module education students should demonstrate that they mastered the knowledge, skills, attitudes and values regarding the description of the size, location, political divisions, relief, interrelationships between climate and vegetation regions of Africa as well as population distribution and economic activities in Africa. General concepts in Population Geography such as birth rates, death rates, fertility rates, natural increase must be defined and calculated. *Practical:* Students must demonstrate the application of quantitative map techniques.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: GFPN 315	Semester 1	8 credits	NQF level: 5
Title: Settlement Geography			
Learning outcomes: On completion of this module education students should demonstrate that they have mastered the knowledge, attitudes, skills, and values to describe the reasons for the development of different types of rural and urban settlements, the factors that influence the type, location, structure of rural settlements, the land-use patterns of rural settlements, the growth controls in cities, urbanization, urban structure models and urban hierarchy. *Practical:* Introduction to cartography – various maps, characteristics and use of maps, direction, bearing, scale, distances, surface area is discussed and calculated.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: GFPN 325	Semester 2	8 credits	NQF level: 5
Title: Geomorphology and Environmental Geography			
Learning outcomes: On completion of this module education students should demonstrate that they have mastered the knowledge, skills, attitude and values regarding the description of the internal structure of the earth, the main types of rocks (features like isostasy, continental drift, volcanism and earthquakes) and external forces that change the earth as well as agents of erosion and denudation. In Environmental Geography students should be able to describe the function of an ecosystem, man's role on ecosystems, as well as pollution and environmental conservation. *Practical:* Students must demonstrate the application and calculation of representations of relief characteristics, cross-sections and gradient as well as the calculation of height of objects on aerial photos.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: GFXN 125	Semester 2	16 credits	NQF level: 5
Title: Geography didactics			
Learning outcomes: On completion of this module education students should demonstrate knowledge, skills, attitudes and values regarding the place of Geography in OBE, with reference to assessment strategies and methods, co-operative learning, the planning of a lesson/learning experience and activities, as well as the use of atlases (scales, direction calculation of distances and position on maps), teaching aids, field excursions and worksheets.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: GFXN 325	Semester 2	16 credits	NQF level: 5
Title: Geography Didactics			
Learning outcomes: On completion of this module education students should demonstrate that they mastered the knowledge, skills, and values regarding the application of OBE in map work and aerial photographs, with reference to assessment strategies and methods, co-operative learning, the planning of a learning experience and activities. Students must demonstrate that they have mastered the real problem-solving approach in environmental education.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: GSAN 125	Semester 2	8 credits	NQF level: 5
Title: History: Inter-Group Relations in South Africa (1652-1854)			
Learning outcomes: On the completion of this module, students ought to demonstrate knowledge skills attitudes and values of the historical course of the political, economical, social inter group relations between the Whites, Khoisan and Black communities 1652-1854.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: GSAN 315	Semester 1	8 credits	NQF level: 5
Title: History: British Imperialism and Afrikaner and Black Reaction. (1836-1910)			
Learning outcomes: On the completion of this module the learners ought to demonstrate knowledge skills attitudes and values on British imperialism and the Afrikaner-Black reaction during 1836-1910.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: GSAN 325	Semester 2	8 credits	NQF level: 5
Title: History: Political Development in South Africa (1910-1948)			
Learning outcomes: On completion of this module students ought to demonstrate knowledge, skills, values and attitudes regarding Black and White political development in South Africa during 1910-1948.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: GSXN 125	Semester 2	16 credits	NQF level: 5
Title: History Didactics			
Learning outcomes: On completion of this module students should demonstrate knowledge, skills, attitudes and values regarding the place of History in OBE as well as the role of the History teacher in a multicultural society, teaching approaches, historical excursions, worksheets and questioning.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: GSXN 325	Semester 2	16 credits	NQF level: 5
Title: History Didactics			
Learning outcomes: On completion of this module students should be able to apply OBE with reference to the planning and designing of learning programmes, work schedules and lesson plans, demonstrate competence in selecting, using and adjusting teaching strategies, teaching resources and the design of assessment strategies, methods and procedures.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: HSCN 319	Semester 1	8 credits	NQF level: 5
Title: Social Sciences: Learning Area			
Learning outcomes: After completing this module the student must be able to: • demonstrate basic background knowledge of the learning area Social Sciences; • apply problem solving within the creative nature of the learning area Social Sciences and the unique methodology in teaching; • demonstrate and explain the negative influence of humankind on the environment; • discuss the influence of resources on the location of towns and cities; • explain why sustainable development and resource management is necessary for the existence of humankind on earth; • demonstrate how local, national and international societies function and have changed; • evaluate the functioning and influence of different forms of government and • show a positive and ethically justifiable attitude towards social issues of our times.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: LBAR 125	Semester 2	8 credits	NQF level: 5
Title: Understanding Barriers to Learning			
Learning outcomes: On completion of this module the student should be able to: • demonstrate an understanding of the Inclusive Education Policy; • understanding barriers to learning and develop skills to identify barriers to learning; • critically discuss the relevance of OBE in inclusive education; • use knowledge and skills to implement strategies for an effective inclusive classroom; • emphasise the holistic approach to learner support; and • have knowledge on preferred disability terminology.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: LDIS 315	Semester 1	8 credits	NQF level: 5
Title: Learners with Physical Disabilities			
Learning outcomes: On completion of this module the student should be able to: • demonstrate an understanding of the various disabilities/impairments; • have knowledge of the factors that contribute to physical and learning problems of learners with disabilities; • explain the inclusion of learners with disabilities by demonstrating the implementation of a practical support programme; • emphasise the holistic approach to learner support; and • have knowledge on preferred disability terminology.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: LIEP 125	Semester 2	16 credits	NQF level: 5
Title: Learner Support			
Learning outcomes: On completion of this module the student should be able to: • demonstrate skills to identify and assess learner needs for individual learner support in the inclusive classroom; • have a good knowledge and understanding of the practical support programme; • demonstrate skills to implement the practical support programme; • critically discuss the roles of the different role players in the practical support programme; • emphasise the holistic approach to learner support; and • have knowledge on preferred disability terminology.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: LOCN 319	Semester 1	8 credits	NQF level: 5
Title: Life Orientation: Learning Area			
Learning outcomes: Students must demonstrate elementary and initial knowledge, skills and values with regard to relevant study themes from Curriculum 2005. The themes will include amongst others: perspectives regarding aspects of belief and value systems, the importance of a view of human rights, building relationships and personality development, a critical attitude and decision-making processes, vocational guidance and acquiring a healthy life style and physical development. Students should also be able to show basic ability of knowledge, skills and values in the subject methodology of Life Orientation in the intermediate phase.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: LPRO 325	Semester 2	8 credits	NQF level: 5
Title: Emotional and Socio-Economic Problems as Barriers to Learning			
Learning outcomes: On completion of this module the student should be able to: • demonstrate an understanding of the various emotional problems that contribute learning problems; • have knowledge of the factors that contribute to the various emotional problems; • explain the inclusion of learners with emotional problems by demonstrating the implementation of a practical support programme; • discuss socio economic barriers to learning; • emphasise the holistic approach to learner support; and • have knowledge on preferred disability terminology.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: NWCN 319	Semester 1	8 credits	NQF level: 5
Title: Natural Sciences: Learning Area			
Learning outcomes: An outline study of the Natural Sciences within the context of the following themes: Laboratory Management and didactics; Matter and materials; Energy and change; Life and The planet earth. Students should develop knowledge, skills and values towards the establishment of an effective learning culture and learning environment in a well organized laboratory; scientific investigations and techniques; communication of accumulated data through reporting; handling of apparatus and technical skills; understanding of the earth as self supporting environment which should be effectively managed.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: OPAN 315	Semester 1	8 credits	NQF level: 5
Title: Teaching Studies			
Learning outcomes: By completing this module, students will gain the necessary critical outcomes and will be empowered to apply it and live up to it as a teacher (as described by the seven roles of the teacher), as they will gain insight into and develop skills and value with regard to: • The Revised National Curriculum Statement • Basic elements of classroom management • The role of the school with regard to youth problems in general and the “street children” problem in particular. • The teacher as a professional person.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: RPLL 111	Sem 1 & 2	48 credits	NQF level: 5
Title: Recognition of Prior Learning			
Learning outcomes: Students’ teaching competence of the following components is recognised and assessed: Fundamental learning, content of learning area, teaching and learning processes, as well as school and profession.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Portfolio			

Module code: RPLL 271	Sem 1 & 2	128 credits	NQF level: 5
Title: Recognition of Prior Learning			
Learning outcomes: **Component 1:** Competences relating to fundamental learning Exit level outcome 1.1: Demonstrate competence in reading, writing and speaking the language/s of instruction in ways that facilitate own academic learning and ability to facilitate learning in the classroom. Exit level outcome 1.2: Demonstrate competence in interpreting and using numerical and elementary statistical information to facilitate own academic learning and ability to administer teaching, reading and assessment. **Component 2:** Competence relating to the content of learning area Exit level outcome: In area/s of specialization (phase and subject/learning area), demonstrate competence in planning, designing, and reflecting on learning programmes appropriate for learners and learning context. **Component 3:** Competences relating to teaching and learning processes Exit level outcome 3.1: In the area of specialization, demonstrate competence in selecting, using and adjusting teaching strategies in ways which meet the needs of the learners and the context. Exit level outcome 3.2: Demonstrate competence in managing and administering learning environments and reamers in ways that are sensitive, stimulating, democratic and well-organized. Exit level outcome 3.3: In the area of specialization, demonstrate competence in monitoring and assessing learner progress and achievement. **Component 4:** Competences relating to the school and profession Exit level outcome 4.1: Demonstrate the ability to function responsibly within the education system, the institution where work is undertaken, and the community in which the institution is located. Exit level outcome 4.2: Demonstrate a respect for and commitment to the educator profession.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Portfolio			

Module code: TECK 315	Semester 1	8 credits	NQF level: 5
Title: The Learning Area: Technology			
Learning outcomes: On completion of this module the student should be able to: • demonstrate a good knowledge of the learning area Technology; • have good knowledge and insight regarding the technological process; • demonstrate skills to apply the technological process step-by-step; • to solve problems in the environment; • show responsibility towards safety and ethical responsibility in the Technology classroom; and • have knowledge on preferred terminology.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Khouto ya mojulu: TSCN 125	Semesetara 2	Dikerediti tse 8	Maemo a NKR: 5
Leina: Setswana sa Tlhaeletsano (M)			
Dipoelo tsa Thuto: Mo bofelong jwa mojulu o moithuti o tshwanetse go bontsha kitso, bokgoni le maitshwaro ka ga bokgoni jwa go dirisa puo ka tshwanelo mo mafelong a a farologaneng mme thata ka mo sekolong, kitso ka ga bokgoni jwa tlhaeletsano, kitso le bokgoni ka ga metswedi ya tlhaeletsano.			
Mokgwa wa go ruta: Kwa ntle ga Khamphase (Thuto e e bulegileng ya kgakala)			
Mekgwa ya go atlhola: Katlholo ya go bopa le tlhatlhobo			

Khouto ya mojulu: TSCN 315	Semesetara 1	Dikerediti tse 8	Maemo a NKR: 5
Leina: Setswana sa Tlhaeletsano (M)			
Dipoelo tsa Thuto: : Mo bofelong jwa mojulu o moithuti o tshwanetse go bontsha kitso, bokgoni le maitshwaro ka ga bokgoni jwa tlhaeletsano ya molomo mo sekolong go ka kgona go tlhaeletsana le barutwana, batsadi, barutabana, go anaanela dintlha tsa setso le gore ba kgone go di neeletsa le go ruta barutwana mo sekolong gore ba thusege go kgona ka mo tikologong ya dikolo ya ditsodintsi mme ba tshwanetse go kgona go tlhaeletsana ka bokgoni mo Setswaneng ka gale mme thata ka mo dintlheng tsotlhe tsa tikologo ya go ruta le go ithuta.			
Mokgwa wa go ruta: Kwa ntle ga Khamphase (Thuto e e bulegileng ya kgakala)			
Mekgwa ya go atlhola: Katlholo ya go bopa le tlhatlhobo			

Khouto ya mojulu: TSCN 325	Semesetara 2	Dikerediti tse 8	Maemo a NKR: 5
Leina: Setswana sa Tlhaeletsano (M)			
Dipoelo tsa Thuto: Mo bofelong jwa mojulu o moithuti o tshwanetse go bontsha kitso, bokgoni le maitshwaro ka ga bokgoni jwa tlhaeletsano ya molomo mo sekolong go ka kgona go tlhaeletsana le barutwana, batsadi, barutabana, go anaanela dintlha tsa setso le gore ba kgone go di neeletsa le go ruta barutwana mo sekolong gore ba thusege go kgona ka mo tikologong ya dikolo ya ditsodintsi mme ba tshwanetse go kgona go tlhaeletsana ka bokgoni mo Setswaneng ka gale mme thata ka mo dintlheng tsotlhe tsa tikologo ya go ruta le go ithuta.			
Mokgwa wa go ruta: Kwa ntle ga Khamphase (Thuto e e bulegileng ya kgakala)			
Mekgwa ya go atlhola: Katlholo ya go bopa le tlhatlhobo			

Khouto ya mojulu: TSMN 125	Semesetara 2	Dikerediti tse 8	Maemo a NKR: 5
Leina: Maina a a Tshwana			
Dipoelo tsa Thuto: On successful completion of this module students should be able to demonstrate academic knowledge regarding grammatical structures and literary works of art. They should be able to synthesise didactic and academic knowledge in order to formulate an individual approach to the teaching of Setswana as a first language throughout the different educational phases. Students should be able to demonstrate the ability to integrate literary and other texts for the teaching of language and grammar skills and apply didactic skills and approaches to the teaching of language and literature.			
Mokgwa wa go ruta: Kwa ntle ga Khamphase (Thuto e e bulegileng ya kgakala)			
Mekgwa ya go atlhola: Katlholo ya go bopa le tlhatlhobo			

Khouto ya mojulu: TSMN 315	Semesetara 1	Dikerediti tse 8	Maemo a NKR: 5
Leina: Maina a a Tshwana			
Dipoelo tsa Thuto: On successful completion of this module students should be able to demonstrate knowledge with regard to advanced grammatical skills and different genres of drama and prose. They should be able to synthesis didactic and academic knowledge in order to formulate an individual approach to the teaching of Setswana as first language throughout the educational phases. They should be able to communicate effectively in Setswana in general and especially regarding all aspects of the teaching-learning situation.			
Mokgwa wa go ruta: Kwa ntle ga Khamphase (Thuto e e bulegileng ya kgakala)			
Mekgwa ya go atlhola: Katlholo ya go bopa le tlhatlhobo			

Khouto ya mojulu: TSMN 325	Semesetara 2	Dikerediti tse 8	Maemo a NKR: 5
Leina: Maina a a Tshwana			
Dipoelo tsa Thuto: : Mo bofelong jwa mojulu o moithuti o tshwanetse go bontsha kitso, bokgoni le maitshwaro ka ga On successful completion of this module students should be able to demonstrate advanced academic and didactic knowledge with regard to the grammatical structure of Setswana and poetry.			
Mokgwa wa go ruta: Kwa ntle ga Khamphase (Thuto e e bulegileng ya kgakala)			
Mekgwa ya go atlhola: Katlholo ya go bopa le tlhatlhobo			

Module code: TSNN 125	Semester 2	8 credits	NQF level: 5
Title: Setswana Communication (nm)			
Learning outcomes: On successful completion of this module students should be able to demonstrate knowledge of Setswana grammatical structures, to use the vocabulary that is within the school context and to understand and to certain extend respond in Setswana.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: TSNN 315	Semester 1	8 credits	NQF level: 5
Title: Setswana Communication (nm)			
Learning outcomes: On successful completion of this module students should be able to demonstrate knowledge and skills with regard to the correct use of Setswana vocabulary based on school concepts and to be able to write sentences and communicate in Setswana.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: TSNN 325	Semester 2	8 credits	NQF level: 5
Title: Setswana Communication (nm)			
Learning outcomes: On successful completion of this module students should be able to demonstrate knowledge, skills and values of Setswana cultural aspects so as to be able to manage multicultural variety at school and to be able to communicate to a better extend in Setswana.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Khouto ya mojulu: TVXN 125	Semesetara 2	Dikerediti tse 16	Maemo a NKR: 5
Leina: Didaktiki ya Setswana			
Dipoelo tsa Thuto: : On successful completion of this module students should be able to demonstrate knowledge, skills and values of the policy document regarding Learning area languages (Setswana); to be able to use it in order to apply it in the school context; knowledge and understanding of OBE terminology and its related areas and assess throughout the different educational phases; to be able to facilitate activities of language skills (listening, speaking, reading and writing) and to be able to select and use teaching and learning resources effectively.			
Mokgwa wa go ruta: Kwa ntle ga Khamphase (Thuto e e bulegileng ya kgakala)			
Mekgwa ya go atlhola: Katlholo ya go bopa le tlhatlhobo			

Khouto ya mojulu: TVXN 325	Semesetara 2	Dikerediti tse 16	Maemo a NKR: 5
Leina: Didaktiki ya Setswana			
Dipoelo tsa Thuto: On successful completion of this module students should demonstrate knowledge and skills with regard to assessment techniques, methods and strategies, to be able to use manage and facilitate group work in the classroom. They should also demonstrate knowledge and skills to the teaching of literary works throughout the educational phases, Setswana classroom administration and management; application of activities for teaching language skills.			
Mokgwa wa go ruta: Kwa ntle ga Khamphase (Thuto e e bulegileng ya kgakala)			
Mekgwa ya go atlhola: Katlholo ya go bopa le tlhatlhobo			

Module code: WAPN 125	Semester 2	8 credits	NQF level: 5
Title: General Mathematics			
Learning outcomes: After completion of the module the student is expected to demonstrate basic knowledge, understanding and skills regarding operations within the number systems; real-life applications of problem solving (routine and non-routine problems) where rational numbers and the calculation of percentages are playing a role; as well as solving problems related to ratio, rate, direct and indirect proportion.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: WAPN 325	Semester 2	8 credits	NQF level: 5
Title: General Mathematics			
Learning outcomes: After completion of this module the student is expected to demonstrate basic knowledge, understanding and skills with respect to elementary geometry: points, lines, angles, triangles, quadrilaterals and polygons, symmetry and tessellations, measurement, area of regular and irregular plane figures, volume and capacity.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: WIPN 126	Semester 2	8 credits	NQF level: 5
Title: Algebra: Elementary Functions and Number Systems			
Learning outcomes: After completing this module the student will to be able to demonstrate basic knowledge, understanding and skills with respect to the following functions: linear, quadratic, absolute value, polynomial, rational, exponential and logarithmic; defining the mentioned functions, drawing graphs, executing basic operations, determining rates of change and inverses. The student will also be able to apply the knowledge and skills obtained for the teaching of functions in a real-life context; know the distinguishing properties of the natural numbers; the integers; the rational numbers and the real numbers; and motivate the extension of one system to another (consecutive) system. Finally, the student will be able to apply above-mentioned properties in real life, have a positive attitude towards mathematics, and stimulate this attitude in learners.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: WIPN 315	Semester 1	8 credits	NQF level: 5
Title: Mathematics: Elementary Statistics			
Learning outcomes: After completion of this module the student is expected to demonstrate basic knowledge, understanding and skills regarding elementary statistics by: forecasting the outcomes of events and defining and determining the probability of dependent and independent events by using counting techniques such as permutations and combinations, and also executing real life applications of it.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: WIPN 325	Semester 2	8 credits	NQF level: 5
Title: Mathematics: Trigonometry and Analytical Geometry			
Learning outcomes: After completion of this module the student is expected to demonstrate basic knowledge, understanding and skills regarding: trigonometry, by solving real life problems by means of two and three-dimensional figures, proving trigonometric identities; and of analytical geometry by: defining parabolas, ellipses and hyperbolas as conic sections, drawing graphs and identifying the use of the mentioned conic sections in real life.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: WSXN 125	Semester 2	16 credits	NQF level: 5
Title: Mathematics Didactics: Algebra			
Learning outcomes: After completing the module the student should be able to demonstrate thorough knowledge, understanding and insight with respect to the planning and executing of powerful teaching-learning opportunities for the learning of school algebra, paying specific attention to the following: What it means to do mathematics; how mathematics is understood; teaching through problem solving; assessment as an integral part of the teaching and learning of mathematics; as well as algebraic reasoning; functions, probability and handling of data.			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			

Module code: WSXN 325	Semester 2	16 credits	NQF level: 5
Title: Mathematics Didactics: Geometry			
Learning outcomes: After completion of the module the student should be able to demonstrate thorough knowledge, understanding and skills regarding relevant teaching and learning theories with respect to school geometry, the planning and executing of powerful teaching-learning opportunities for all learners, and paying specific attention to the following: the development of measurement concepts and concepts with respect to geometry (for example points, angles, lines, triangles, quadrilaterals).			
Method of delivery: Off-campus (Open Distance Learning)			
Assessment modes: Formative assessment & Examination			