CALENDAR 2011

FACULTY OF EDUCATION
SCHOOL OF
UNDERGRADUATE STUDIES

Mafikeng Campus

NOTICE

Students are asked to note that this Calendar is valid for 2011 only. Rules and Curricula may be changed in 2012 or in any subsequent year.

Irrespective of the year of first registration, a student must fulfil the requirements for the diploma/degree as set out in the Calendar for the year of current registration, unless Senate determines otherwise.

ADDRESS ALL CORRESPONDENCE TO

The Campus Registrar

North West University, Mafikeng Campus

Private Bag X2046

MMABATHO

2735

Tel: 018 3892140

Fax: 018 3892189

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

PLEASE MENTION YOUR STUDENT NUMBER IN ALL CORRESPONDENCE

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

WARNING AGAINST PLAGIARISM: Assignments are individual tasks and not group activities (unless explicitly indicated as group activities). For further details see: **http://www.nwu.ac.za**

SELECTION FOR ADMISSION TO CERTAIN FIELDS OF STUDY: 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.

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 accepts no responsibility whatsoever for errors that may occur. Before students finally decide on the selection of modules, they must consult the School Director and check the timetable. If a clash occurs in the planned selection of a student, the module combination will not be permitted.

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M1. Office Bearers

M.1.1 MEMBERS OF THE FACULTY BOARD

EXECUTIVE DEAN

Dr DH Gericke

DIRECTORS

School of Postgraduate Studies

Prof J Debeila (Acting)

School of Undergrduate Studies

Prof T Mamiala

School of Continuing Education

Prof A Ouaran

FACULTY COUNCIL

1. Directors
   - School of Postgraduate Studies (SPS)
   - School of Undergraduate Studies (SUS)
   - School of Continuing Education (SCE)
2. Faculty Representatives on Campus Senate
3. Faculty Representatives on Institutional Senate
4. Programme Co-ordinators
   - B Ed
   - PGCE
   - B Ed Hons
   - M Ed & PhD
   - ACE
   - NPDE
5. Professors and Associated Professors
6. Student Representative
7. Library Representative
8. Administrative Manager (ex-officio) (minute-keeper)

M.2 GENERAL INFORMATION

M.2.1 MISSION STATEMENT

The Faculty of Education aims to utilize available expertise to contribute towards the development of human resources that meet the needs and challenges of pre-university education in South Africa. The main thrust of the teaching and research in the Faculty focuses on the production of high quality teachers, curriculum developers, educational planners, administrators, counsellors and researchers.

M.2.2 AIMS AND OBJECTIVES

- To prepare graduate teachers for secondary schools in the Republic of South Africa and the Southern African region by offering both undergraduate and postgraduate courses of study.
- To develop new courses to meet the changing education needs of RSA with special reference to innovations such as outcomes-based education.
- To prepare non-graduate specialist teachers for primary and secondary schools and where specific areas of need are identified.
- To assist in the preparation and upgrading of teacher educators through specialized programmes in Education e.g. the teaching of Maths, Science, Technology and Commerce Education.
- To provide in-service education for teachers at all levels.
- To promote, co-ordinate and conduct research into educational problems at all levels through the prescribed courses and programmes offered by the Faculty.
- To shift emphasis to the provision of postgraduate training in various areas of Education.
- To advance knowledge in the discipline of Education by conducting research.
- To provide programmes in Continuing Education and Community Development.
- To provide programmes in literacy and organizational skills in effective school governance and vocational co-operation.

M.2.3 TEACHING POLICY

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

- Effective teaching
- Education, teaching, and training
- Medium of instruction
- Quality assurance
- Support for staff
- Modes of delivery
- Assessment
- Technology and teaching

M.2.4 RESEARCH POLICY

The activities in the School of Undergraduate Studies (SUS) 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 SUS are:

(i) exploiting new knowledge in the education areas that are the focus of research in the SUS;

(ii) interpreting, systematising and utilising in practice existing knowledge in view of the education task;

(iii) investigating teaching methods typical of a subject;

(iv) evaluating existing theories and methods, developing new theories and developing new methods;

(v) exploiting existing and new sources of knowledge in order to be of service to the community;

(vi) investigating all those activities enabling more effective education, such as activities con-cerning education administration, law and systems, curriculum design and development.

M.2.4.1 RESEARCH FOCUS AREA

The research focus area of the Faculty, which is the area in which the Faculty conducts research, is known as School Improvement and Effectiveness. The research programme of the Faculty covers various aspects of School Improvement and Effectiveness whether in the area of management, curriculum development, teaching and learning or foundations of education. All MEd and PhD students join the various aspects of the programme.

M.2.5 SCHOOLS AND FOCUS AREAS IN THE FACULTY

The Faculty of Education consists of three Schools, which are responsible for the programmes presented in the faculty, and a research focus area.

The programmes of each School:

- The **School of Postgraduate Studies** (SPS) is responsible for providing postgraduate training by means of the Hons BEd, MEd and PhD programmes.

- The **School of Undergraduate Studies** (SUS) is responsible for providing pre-service training (teachers) by means of the Bachelor of Education (BEd) and Postgraduate Certificate in Education (PGCE).

- The **School of Continuing Education** (SCE) is responsible for the upgrading of under and unqualified teachers as well as the further in-service training of practising teachers. The different programmes are presented on campus and ensure that the teacher can further his/her studies whilst continuing with his/her daily task. The qualifications that can be obtained (ACE and NPDE) enable teachers to contribute in a responsible and meaningful way to the promotion of education in South Africa.

M.2.6 QUALIFICATIONS AND PROGRAMMES IN FACULTY OF EDUCATION

In the Faculty of Education different qualifications can be obtained. In every School there are one or more programmes each of which has a fixed curriculum. A potential student must, therefore, initially decide which qualification h/she wishes to obtain. After a student 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.

M.2.7 MODULES AND CREDITS

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

M.2.8 RECOGNITION OF PRIOR LEARNING

- 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.

- The recognition of prior learning concerns the provable knowledge and learning that an applicant 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.

- 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 students – whether from this or another institution – with regard to awarding credits in a valid, trustworthy and fair way.

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

M.2.9 REGISTRATION

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

The process starts with Application to the University on the official application. If accepted, the student receives on Admission letter. An admitted student registers annually for the duration of the study for a specific study programme at the place and time determined by the university. The process comprises payment of prescribed registration fee and completion of the necessary registration form.

The registration form is submitted at the registration section, where-upon a proof of registration is issued.

Only registered students are allowed to use university facilities.

M.2.10 QUALIFICATIONS AWARDED AND PROGRAMMES OFFERED IN THE SCHOOL OF UNDERGRADUATE STUDIES

The university is authorised to award the following degrees and certificates in the SUS:

M.2.10.1 BACHELOR OF EDUCATION (BED)*

Qualification	Programme and Code	Curriculum and Code	Method of Delivery	NQF level
Bachelor of Educationis (BEd)	Foundation Phase (Grades 1-3) 422 100	0171M	Full time	6
	Senior and Further Education and Training Phase (Grades 7-12) 422 102	0181M 0183M 0184M 0186M 0190M 0191M 0192M 0194M 0196M	Full time	6

M.2.10.2 POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)*

Qualification	Programme and Code	Curriculum Code	Method of Delivery	NQF level
Postgraduate Certificate in Education (PGCE)	Senior and Further Education and Training Phase (Grades 7-12) 424 107	0160M	Full time	6

* Note: An alignment process of the BEd degree and the PGCE between the three campuses of the NWU regarding curricula and PQM-listing, were approved in 2007 for implementation, starting in 2008. The aligned, new qualifications were introduces as follows at the Mafikeng campus: In 2007 the PGCE, in 2010 the BEd: Foundation Phase and in 2011 the BEd: Senior and Further Education and Training Phase. New students are only allowed to enrol for the aligned, new programmes. The old qualifications for the PGCE were phased out in 2007, the BEd: Foundation Phase in 2009, and the BEd: Senior and Further Education and Training Phase in 2010. For a detailed description of the phased-out BEd programme, please consult the 2010 Calendar for Undergraduate Programmes of the Faculty of Education. No new students will be allowed into the “old” Bed: Senior and Further Education and Training Phase from 2011; only the present student enrolled will be allowed to complete the “old” Bed programmes.

M.3 PROGRAMME SPECIFICATIONS

M.3.1 BED

M.3.1.1 ADMISSION REQUIREMENTS

M.3.1.1.1 GENERAL ADMISSION REQUIREMENTS

- **University admission requirements:**

Additional admission requirements are also set by the university, and these include the Admission Point Score (APS) of 19 for the Faculty of Educating. Please note that the university, due to capacity constraints, reserves the right to limit the number of students admitted into certain fields of study, and to select candidates from amongst those who satisfy the minimum requirements.

- **APS Score:**

The results obtained in four designated and two recognised NSC subjects are used to calculate the APS score. The results obtained in Life Orientation will not be used in the calculation of the APS score. The APS is scored as follows:

CALCULATION OF THE APS (ACHIEVEMENT POINT SCORE)

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

M.3.1.1.2 METHOD OF PRESENTATION: FULL-TIME CONTACT

M.3.1.2 EXAMINATIONS

M.3.1.2.1 ADMISSION TO EXAMINATIONS

Admission to examinations in any module in which examinations are written is gained by obtaining a proof of participation from the school director after you have given proof that the teaching-learning instructions have been executed according to the curriculum prescriptions in the study guide**.**

M.3.1.2.2 PARTICIPATION MARKS

(a) Participation marks for a module are compiled from tests, assignments and practical work where applicable.

(b) The relation between theory and practical work in calculating the participation marks is explained in the study guide concerned.

M.3.1.2.3 MODULE MARKS

Module marks for a module in which examinations are written are calculated according to the prescriptions of the A-rules in accordance with the relation between the participation marks and the examination marks. The relation for a specific module is indicated by the relevant module outcomes at the end of the faculty rules in this calendar, e.g. 1:1

M.3.1.2.4 PROGRESS AND PASS REQUIREMENTS OF A CURRICULUM

a) The sub-minimum for all modules in which examinations are written is 40%.
b) The pass requirement for a module is 50%.
c) The module marks of a student who is registered at this university for the first time and fails a first level module of the first semester may be changed to a pass mark of 50% if he/she obtains an examination mark of at least 50% in that module.
d) Passing all the separate modules of which the curriculum is compiled passes a curriculum.

M.3.1.2.5 REPETITION OF MODULES

A student may, at the most, in any module, take the examination twice within the twelve months following the date of the student's first registration for such a module, after which the module concerned must be repeated.

M.3.1.3 OTHER RULES

M.3.1.3.1 LANGUAGE COMPETENCY

All students must obtain two language endorsements. Students (non-mother tongue speakers) automatically obtain an A, E and any other official language on the grounds that they have passed matric. Non-mother tongue speakers wishing to qualify for an A. E or T must report for a language competency test for which an additional payment must be made. Mother tongue speakers must report for the conferment of an A, E or T.

An annual date will be set for language competency tests, as well as reporting for the awarding of AET etcetera.

M.3.1.3.2 COMPULSORY CERTIFICATES

a) Obtaining an accredited first aid certificate is compulsory for the following module: LIFF121.

b) A certificate related to a sport (e.g. athletics official, rugby coach, etc.) as well as a certificate related to culture (e.g. Voortrekkers, choir training, etc.) must be obtained.

c) Apart from the sport coaching certificate obtained every learner taking MOVD must obtain a recognized school sport qualification in at least ONE recognized summer and ONE recognized winter sport.

M.3.1.3.3 Only non-mother tongue speakers can choose AFKF123/413 or SECF123/413 as Communication Module

Only mother tongue speakers can choose AFKF122/412 or SECF122/412 or any other approved mother tongue as communication module.

ENGF can be chosen by both non-mother tongue and mother tongue speakers.

M.3.1.3.4 Practical Teaching

In as much as the BEd qualification is vocational, students must acquire field experience during each year of study. For the first to third year students this period of practice teaching amounts to 3 weeks per semester (6 weeks per year) and for the fourth year students it amounts to 6 weeks per semester (12 weeks per year).

M.3.1.4 Curriculum Outcomes (BEd: Foundation Phase, Senior and Further Education and Training Phase)

M.3.1.4.1 General Exit Level Outcomes

On completing this degree students will possess knowledge, skills and attitudes regarding:

a) problem identification, problem-solving and the implementation of critical and creative thinking with regard to all educational matters;

b) co-operation in groups with the community and the Department of Education in matters relating to education;

c) organising and managing themselves as well as their activities;

d) gaining, analysing, organising and critically evaluating knowledge in the different subject areas as well as general knowledge related to education;

e) communication by means of different language media in several situations

f) effective application of technological and scientific information; by so doing also showing respect for the environment and health of others

g) the holistic nature of the world as consisting of integrated systems, which implies that problem solving does not take place in isolation;

h) the roles of the educator, i.e. as facilitator, mediator of learning, lifelong learner, curriculum designer, leader, administrator and manager, assessor, specialist in his/her selected subject/area/ phase and member of a specific or general community;

i) the specialized nature of teaching, learning and development in the foundation, intermediate, senior or further education and training phases; and

j) all issues relating to education.

M.3.1.4.2 Articulation Possibilities

Vertically, the BEd grants admission to Hons BEd. Interfaculty students can apply for approval with the different Deans of other Faculties to get admission to the Hons BA, Hons BCom or Hons BSc. Horizontally, students may move into any related undergraduate programme.

M.3.2 POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

M.3.2.1 METHOD OF PRESENTATION: FULL-TIME CONTACT

M.3.2.2 NATURE AND AIMS OF THE CERTIFICATE

1. The PGCE serves as a professional 'capping' qualification for candidates who have completed an appropriate 360 or 480 credit Bachelor's degree.
2. The PGCE provides students with a classroom focus that will enable them to fulfil all the contextual roles and competencies of an effective educator.

M.3.2.3 PROGRAMME OUTCOMES

- develop and demonstrate a deep knowledge and understanding of education theory and practice;
- integrate education theory and practice with applied competence;
- demonstrate and assess the knowledge base that underpins the planning, development and implementation of learning programmes in the Senior and FET phases and act as learning facilitator;
- develop and demonstrate skills, attitudes and values to become responsible, independent and contributing members of the professional educational community in a diverse and changing national and international context;
- develop and demonstrate critical, creative and reflective problem solving skills within educational and societal context.

M.3.2.4 DURATION OF STUDIES

The minimum duration of the studies is one (1) year of the period necessary to acquire the required number of credits and the maximum duration is two (2) years.

M.3.2.5 ADMISSION REQUIREMENTS

- A first university degree with two school subjects or a recognised qualification that amounts to 360 credits at NQF level 6 and includes at least two recognised learning areas and or school subjects as listed in M.5.

- Students must also be able to take four (4) methodology modules in order to obtain the qualification. The curriculum of the degree may be structured in one of the following ways:
    a) Recognised school subject/learning area at level 3 + recognised school subject/learning area at level 1;
    b) Recognised school subject/learning area at level 2 + recognised school subject/learning area at level 2;

c) Reconised school subject/learning area at level 2 + recognised school subject/learning area at level 1 + recognised school subject / learning area at level 1; In the case of a language, it is recommended that the candidate has at least completed level 2;

d) In the case of academic subjects already passed for a prior qualification
learners must take the subject in which he/she obtained the highest qualification.

- A student who included only Botany and Zoology (one at least as main subject) and no other school subject in his undergraduate course will receive full recognition for his degree and the PGCE with Methodologies of Biology and the Learning Area Physical Sciences. The students must register for LIFD511 and LAND521.

- A student who included only Physics and Chemistry (one at least as main subject) and no other school subject in his undergraduate course will receive full recognition for his degree and the PGCE with Methodologies of Physics and Chemistry and Methodologies of the Learning Area Physical Sciences.

- Students who have as yet not completed their first degree may be admitted by way of exception. They have to make a special application to the Director for this admission

M.4. LIST OF CURRICULA

M.4.1 BED CURRICULA

M.4.1.1 CURRICULUM O171M: FOUNDATION PHASE*

Year level 1		**Year level 2**		**Year level 3**		**Year level 4**	
First semester		**First semester**		**First semester**		**First semester**	
Module code	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**
Fundamental modules (Compulsory)		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**	
CMPF111	8			WVOS311	12	RESF411	8
Core Modules (Compulsory		**Core Modules (Compulsory**		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**	
EDCC112	8	EDCC212	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC213	8	EDCC313	8	EDCC412	8
LSFP111	8	LAFP211		LSFP311			
Core Modules (Compulsory)		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**	
LSKR111	8	LSKM211	8	LSKP311	8	PPSE411	8
LITH113 (E) or LITH114 (S)	8	LITG211	8	LSKN312	8	LITG413(E)	16
NFPF111	8	NFPD211	8	LITH313 (E)	8	NFPF411	8
		PPSE221	8	LITA313 (E)	8		
				NFPD311	8		
Total 1st semester	**56**	**Total 1st semester**	**56**	**Total 1st semester**	**76**	**Total 1st semester**	**64**
Year level 1		**Year level 2**		**Year level 3**		**Year level 4**	
Second semester		**Second semester**		**Second semester**		**Second semester**	
Module code	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**
Fundamental modules (Compulsory)		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**	
LIFF121	8	WVOS221	12	TFPF321	8	RESF421	8
AGLE121	12	ENGF221	8			SMLO421	8
REDD122	8						
ENGF121	8						
Core Modules (Compulsory)		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
LSFP121	8	LSFP221	8				
EDCC124	1	EDCC223	1	EDCC322	1	EDCC422	1
Core Modules (Compulsory)		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**	
LSKM121	8	LSKH221	8	LSKE321	8	LITH423 (E) **	8
LITA123 (E)	8	LITA223 (E)	8	LITH323 (E)	8		
NFPD121	8	PPSE221	8	LSKA322	8	PPSE421	8
		NFPF221	8	NFPF321	8	NFPD421	16
Total 2nd semester	**77**	**Total 2nd semester**	**77**	**Total 2nd semester**	**57**	**Total 2nd semester**	**65**
Total year level 1	**133**	**Total year level 2**	**133**	**Total year level 3**	**133**	**Total year level 4**	**129**
Total credits for the curriculum							**528**

* This is a new, aligned programme, starting 2010.

** Only year level one and two will be presented in 2011; year levels three and four will be presented in 2012 and 2013 respectively.

M.4.1.2 CURRICULUM O181M: LIFE SCIENCES FOR EDUCATION*

Year level 1		Year level 2		Year level 3		Year level 4	
First semester		**First semester**		**First semester**		**First semester**	
Module code	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**
Fundamental modules (Compulsory)		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**	
CMPF111	8			MATF311	8	RESF411	8
AGLE111	12			WVOS311	12	SECF412 (M) or SECF413 (NM)	8
Core Modules (Compulsory)		**Core Modules (Compulsory**		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**	
EDCC112	8	EDCC212	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC213	8	EDCC313	8	EDCC412	8
Major elective 1		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**	
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LIFD411	16
Elective 2		**Continuation of Elective 2**		**Continuation of Elective 2**		**Continuation of Elective 2**	
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	GEOD411	16
Total 1st semester	**68**	**Total 1st semester**	**64**	**Total 1st semester**	**68**	**Total 1st semester**	**64**

Year level 1		Year level 2		Year level 3		Year level 4	
Second semester		**Second semester**		**Second semester**		**Second semester**	
Module code	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**
Fundamental modules (Compulsory)		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**	
LIFF121	8	MATF221	8	TECF321	8	RESF421	8
AGLE121	12	WVOS221	12			RSTO421 or SMLO421	8
ENGF121	8						
REDD121	8						
Core Modules (Compulsory)		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
EDCC124	1	EDCC223	1	EDCC322	1	EDCC422	1
Major elective 1		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**	
LIFE121	16	LIFF221	16	LIFE321 LIFD321	16 8	LAND421 or LIFD421	16
Elective 2		**Continuation of Elective 2**		**Continuation of Elective 2**		**Continuation of Elective 2**	
GEOE121	16	GEOE221	16	GEOE321 GEOD321	16 8	LASD421 or GEPD421	16
Total 2nd semester	**77**	**Total 2nd semester**	**61**	**Total 2nd semester**	**65**	**Total 2nd semester**	**57**
Total year level 1	**145**	**Total year level 2**	**125**	**Total year level 3**	**133**	**Total year level 4**	**121**
Total credits for the curriculum							**524**

* This is a new, aligned programme, starting 2010.

** Only year level one and two will be presented in 2011; year levels three and four will be presented in 2012 and 2013 respectively.

M.4.1.3 CURRICULUM O183M: ENGLISH FOR EDUCATION*

Year level 1		Year level 2		Year level 3		Year level 4	
First semester		**First semester**		**First semester**		**First semester**	
Module code	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**
Fundamental modules (Compulsory)		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**	
CMPF111	8			MATF311	8	RESF411	8
AGLE111	12			WVOS311	12	SECF412 (M) or SECF413 (NM)	8
Core Modules (Compulsory)		**Core Modules (Compulsory**		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**	
EDCC112	8	EDCC212	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC213	8	EDCC313	8	EDCC412	8
Major elective 1		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**	
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD417	16
Elective 2		**Continuation of Elective 2**		**Continuation of Elective 2**		**Continuation of Elective 2**	
SEME111	16	SEME211 SEMD211	16 8	SEME311	16	SEME411	16
Total 1st semester	**68**	**Total 1st semester**	**64**	**Total 1st semester**	**68**	**Total 1st semester**	**64**

Year level 1		Year level 2		Year level 3		Year level 4	
Second semester		**Second semester**		**Second semester**		**Second semester**	
Module code	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**
Fundamental modules (Compulsory)		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**	
LIFF121	8	MATF221	8	TECF321	8	RESF421	8
AGLE121	12	WVOS221	12			RSTO421 or SMLO421	8
ENGF121	8						
REDD121	8						
Core Modules (Compulsory)		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
EDCC124	1	EDCC223	1	EDCC322	1	EDCC422	1
Major elective 1		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**	
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD427	16
Elective 2		**Continuation of Elective 2**		**Continuation of Elective 2**		**Continuation of Elective 2**	
SEME121	16	SEME211	16	SEME321 SEMD321	16 8	SEMD421	16
Total 2nd semester	**77**	**Total 2nd semester**	**61**	**Total 2nd semester**	**65**	**Total 2nd semester**	**57**
Total year level 1	**145**	**Total year level 2**	**125**	**Total year level 3**	**133**	**Total year level 4**	**121**
Total credits for the curriculum							**524**

* This is a new, aligned programme, starting 2010.

** Only year level one and two will be presented in 2011; year levels three and four will be presented in 2012 and 2013 respectively.

M.4.1.4 CURRICULUM O184M: ECONOMICS FOR EDUCATION*

Year level 1		Year level 2		Year level 3		Year level 4	
First semester		**First semester**		**First semester**		**First semester**	
Module code	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**
Fundamental modules (Compulsory)		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**	
CMPF111	8			MATF311	8	RESF411	8
AGLE111	12			WVOS311	12	SECF412 (M) or SECF413 (NM)	8
Core Modules (Compulsory)		**Core Modules (Compulsory**		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**	
EDCC112	8	EDCC212	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC213	8	EDCC313	8	EDCC412	8
Major elective 1		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**	
ECOE111	16	ECOE211 LABD211	16 8	ECOE311	16	ECOD411	16
Elective 2		**Continuation of Elective 2**		**Continuation of Elective 2**		**Continuation of Elective 2**	
ACCE111	16	ACCE211 ADSD211	16 8	ACCE311	16	ACCD411	16
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	BSTD411	16
Total 1st semester	**68**	**Total 1st semester**	**64**	**Total 1st semester**	**68**	**Total 1st semester**	**64**

Year level 1		Year level 2		Year level 3		Year level 4	
Second semester		**Second semester**		**Second semester**		**Second semester**	
Module code	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**
Fundamental modules (Compulsory)		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**	
LIFF121	8	MATF221	8	TECF321	8	RESF421	8
AGLE121	12	WVOS221	12			RSTO421 or SMLO421	8
ENGF121	8						
REDD121	8						
Core Modules (Compulsory)		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
EDCC124	1	EDCC223	1	EDCC322	1	EDCC422	1
Major elective 1		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**	
ECOE121	16	ECOE221	16	ECOE321 ECOD321	16 8	LABD421 or ECOD421	16
Elective 2		**Continuation of Elective 2**		**Continuation of Elective 2**		**Continuation of Elective 2**	
ACCE121	16	ACCE221	16	ACCE321 ACCD321	16 8	ACCD421	16
BSTE121	16	BSTE221	16	BSTD321 BSTD321	16 8	BSTD421	16
Total 2nd semester	**77**	**Total 2nd semester**	**61**	**Total 2nd semester**	**65**	**Total 2nd semester**	**57**
Total year level 1	**145**	**Total year level 2**	**125**	**Total year level 3**	**133**	**Total year level 4**	**121**
Total credits for the curriculum							**524**

* This is a new, aligned programme, starting 2010.

** Only year level one and two will be presented in 2011; year levels three and four will be presented in 2012 and 2013 respectively.

M.4.1.5 CURRICULUM O186M: GEOGRAPHY FOR EDUCATION*

Year level 1		Year level 2		Year level 3		Year level 4	
First semester		**First semester**		**First semester**		**First semester**	
Module code	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**
Fundamental modules (Compulsory)		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**	
CMPF111	8			MATF311	8	RESF411	8
AGLE111	12			WVOS311	12	SECF412 (M) or SECF413 (NM)	8
Core Modules (Compulsory)		**Core Modules (Compulsory**		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**	
EDCC112	8	EDCC212	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC213	8	EDCC313	8	EDCC412	8
Major elective 1		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**	
GEOE111	16	GEOE211 LASD211	16 8	GEOE311	16	GEOD411	16
Elective 2		**Continuation of Elective 2**		**Continuation of Elective 2**		**Continuation of Elective 2**	
LIFE111	16	LIFE211 LAND211	16 8	LIFE311	16	LIFD411	16
Total 1st semester	**68**	**Total 1st semester**	**64**	**Total 1st semester**	**68**	**Total 1st semester**	**64**
Year level 1		**Year level 2**		**Year level 3**		**Year level 4**	
Second semester		**Second semester**		**Second semester**		**Second semester**	
Module code	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**
Fundamental modules (Compulsory)		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**	
LIFF121	8	MATF221	8	TECF321	8	RESF421	8
AGLE121	12	WVOS221	12			RSTO421 or SMLO421	8
ENGF121	8						
REDD121	8						
Core Modules (Compulsory)		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
EDCC124	1	EDCC223	1	EDCC322	1	EDCC422	1
Major elective 1		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**	
GEOE121	16	GEOE221	16	GEOE321 GEOD321	16 8	LASD421 or GEOD421	16
Elective 2		**Continuation of Elective 2**		**Continuation of Elective 2**		**Continuation of Elective 2**	
LIFE121	16	LIFF221	16	LIFE321 LIFD321	16 8	LAND421 or LIFD421	16
Total 2nd semester	**77**	**Total 2nd semester**	**61**	**Total 2nd semester**	**65**	**Total 2nd semester**	**57**
Total year level 1	**145**	**Total year level 2**	**125**	**Total year level 3**	**133**	**Total year level 4**	**121**
Total credits for the curriculum							**524**

* This is a new, aligned programme, starting 2010.

** Only year level one and two will be presented in 2011; year levels three and four will be presented in 2012 and 2013 respectively.

M.4.1.6 CURRICULUM O190M: PHYSICAL SCIENCE FOR EDUCATION*

Year level 1		Year level 2		Year level 3		Year level 4	
First semester		**First semester**		**First semester**		**First semester**	
Module code	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**
Fundamental modules (Compulsory)		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**	
CMPF111	8			MATF311	8	RESF411	8
AGLE111	12			WVOS311	12	SECF412 (M) or SECF413 (NM)	8
Core Modules (Compulsory)		**Core Modules (Compulsory**		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**	
EDCC112	8	EDCC212	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC213	8	EDCC313	8	EDCC412	8
Major elective 1		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**	
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	LAND411 or PHSD411	16
Elective 2		**Continuation of Elective 2**		**Continuation of Elective 2**		**Continuation of Elective 2**	
MATE11	16	MATE211 MATD211	16 8	MATE311	16	MATD411	16
Total 1st semester	**68**	**Total 1st semester**	**64**	**Total 1st semester**	**68**	**Total 1st semester**	**64**

Year level 1		Year level 2		Year level 3		Year level 4	
Second semester		**Second semester**		**Second semester**		**Second semester**	
Module code	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**
Fundamental modules (Compulsory)		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**	
LIFF121	8	MATF221	8	TECF321	8	RESF421	8
AGLE121	12	WVOS221	12			RSTO421 or SMLO421	8
ENGF121	8						
REDD121	8						
Core Modules (Compulsory)		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
EDCC124	1	EDCC223	1	EDCC322	1	EDCC422	1
Major elective 1		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**	
PHSE121	16	PHSE221	16	PHSE321 PHSD321	16 8	LAND421 or PHSD421	16
Elective 2		**Continuation of Elective 2**		**Continuation of Elective 2**		**Continuation of Elective 2**	
MATE121	16	MATE221	16	MATE321 MATD321	16 8	MATD421	16
Total 2nd semester	**77**	**Total 2nd semester**	**61**	**Total 2nd semester**	**65**	**Total 2nd semester**	**57**
Total year level 1	**145**	**Total year level 2**	**125**	**Total year level 3**	**133**	**Total year level 4**	**121**
Total credits for the curriculum							**524**

* This is a new, aligned programme, starting 2010.

** Only year level one and two will be presented in 2011; year levels three and four will be presented in 2012 and 2013 respectively.

M.4.1.7 CURRICULUM O191M: BUSINESS STUDIES FOR EDUCATION*

Year level 1		Year level 2		Year level 3		Year level 4	
First semester		**First semester**		**First semester**		**First semester**	
Module code	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**
Fundamental modules (Compulsory)		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**	
CMPF111	8			MATF311	8	RESF411	8
AGLE111	12			WVOS311	12	SECF412 (M) or SECF413 (NM)	8
Core Modules (Compulsory)		**Core Modules (Compulsory**		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**	
EDCC112	8	EDCC212	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC213	8	EDCC313	8	EDCC412	8
Major elective 1		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**	
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	BSTD411	16
Elective 2		**Continuation of Elective 2**		**Continuation of Elective 2**		**Continuation of Elective 2**	
ACCE111	16	ACCE211 ADSD211	16 8	ACCE311	16	ACCD411	16
ECOE111	16	ECOE211 LABD211	16 8	ECOE311	16	ECOD411	16
Total 1st semester	**68**	**Total 1st semester**	**64**	**Total 1st semester**	**68**	**Total 1st semester**	**64**
Year level 1		**Year level 2**		**Year level 3**		**Year level 4**	
Second semester		**Second semester**		**Second semester**		**Second semester**	
Module code	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**
Fundamental modules (Compulsory)		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**	
LIFF121	8	MATF221	8	TECF321	8	RESF421	8
AGLE121	12	WVOS221	12			RSTO421 or SMLO421	8
ENGF121	8						
REDD121	8						
Core Modules (Compulsory)		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
EDCC124	1	EDCC223	1	EDCC322	1	EDCC422	1
Major elective 1		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**	
BSTE121	16	BSTE221	16	BSTD321 BSTD321	16 8	BSTD421	16
Elective 2		**Continuation of Elective 2**		**Continuation of Elective 2**		**Continuation of Elective 2**	
ACCE121	16	ACCE221	16	ACCE321 ACCD321	16 8	ACCD421	16
ECOE121	16	ECOE221	16	ECOE321 ECOD321	16 8	LABD421 or ECOD421	16
Total 2nd semester	**77**	**Total 2nd semester**	**61**	**Total 2nd semester**	**65**	**Total 2nd semester**	**57**
Total year level 1	**145**	**Total year level 2**	**125**	**Total year level 3**	**133**	**Total year level 4**	**121**
Total credits for the curriculum							**524**

* This is a new, aligned programme, starting 2010.

** Only year level one and two will be presented in 2011; year levels three and four will be presented in 2012 and 2013 respectively.

M.4.1.8 CURRICULUM O192M: ACCOUNTING FOR EDUCATION*

Year level 1		Year level 2		Year level 3		Year level 4	
First semester		**First semester**		**First semester**		**First semester**	
Module code	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**
Fundamental modules (Compulsory)		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**	
CMPF111	8			MATF311	8	RESF411	8
AGLE111	12			WVOS311	12	SECF412 (M) or SECF413 (NM)	8
Core Modules (Compulsory)		**Core Modules (Compulsory**		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**	
EDCC112	8	EDCC212	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC213	8	EDCC313	8	EDCC412	8
Major elective 1		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**	
ACCE111	16	ACCE211 ADSD211	16 8	ACCE311	16	ACCD411	16
Elective 2		**Continuation of Elective 2**		**Continuation of Elective 2**		**Continuation of Elective 2**	
ECOE111	16	ECOE211 LABD211	16 8	ECOE311	16	ECOD411	16
BSTE111	16	BSTE211 LABD211	16 8	BSTE311	16	BSTD411	16
Total 1st semester	**68**	**Total 1st semester**	**64**	**Total 1st semester**	**68**	**Total 1st semester**	**64**
Year level 1		**Year level 2**		**Year level 3**		**Year level 4**	
Second semester		**Second semester**		**Second semester**		**Second semester**	
Module code	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**
Fundamental modules (Compulsory)		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**	
LIFF121	8	MATF221	8	TECF321	8	RESF421	8
AGLE121	12	WVOS221	12			RSTO421 or SMLO421	8
ENGF121	8						
REDD121	8						
Core Modules (Compulsory)		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
EDCC124	1	EDCC223	1	EDCC322	1	EDCC422	1
Major elective 1		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**	
ACCE121	16	ACCE221	16	ACCE321 ACCD321	16 8	ACCD421	16
Elective 2		**Continuation of Elective 2**		**Continuation of Elective 2**		**Continuation of Elective 2**	
ECOE121	16	ECOE221	16	ECOE321 ECOD321	16 8	LABD421 or ECOD421	16
BSTE121	16	BSTE221	16	BSTD321 BSTD321	16 8	BSTD421	16
Total 2nd semester	**77**	**Total 2nd semester**	**61**	**Total 2nd semester**	**65**	**Total 2nd semester**	**57**
Total year level 1	**145**	**Total year level 2**	**125**	**Total year level 3**	**133**	**Total year level 4**	**121**
Total credits for the curriculum							**524**

* This is a new, aligned programme, starting 2010.

** Only year level one and two will be presented in 2011; year levels three and four will be presented in 2012 and 2013 respectively.

M.4.1.9 CURRICULUM O194M: MATHEMATICS FOR EDUCATION*

Year level 1		Year level 2		Year level 3		Year level 4	
First semester		**First semester**		**First semester**		**First semester**	
Module code	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**
Fundamental modules (Compulsory)		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**	
CMPF111	8			MATF311	8	RESF411	8
AGLE111	12			WVOS311	12	SECF412 (M) or SECF413 (NM)	8
Core Modules (Compulsory)		**Core Modules (Compulsory**		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**	
EDCC112	8	EDCC212	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC213	8	EDCC313	8	EDCC412	8
Major elective 1		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**	
MATE11	16	MATE211 MATD211	16 8	MATE311	16	MATD411	16
Elective 2		**Continuation of Elective 2**		**Continuation of Elective 2**		**Continuation of Elective 2**	
PHSE111	16	PHSE211 LAND211	16 8	PHSE311	16	LAND411 or PHSD411	16
Total 1st semester	**68**	**Total 1st semester**	**64**	**Total 1st semester**	**68**	**Total 1st semester**	**64**
Year level 1		**Year level 2**		**Year level 3**		**Year level 4**	
Second semester		**Second semester**		**Second semester**		**Second semester**	
Module code	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**
Fundamental modules (Compulsory)		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**	
LIFF121	8	MATF221	8	TECF321	8	RESF421	8
AGLE121	12	WVOS221	12			RSTO421 or SMLO421	8
ENGF121	8						
REDD121	8						
Core Modules (Compulsory)		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
EDCC124	1	EDCC223	1	EDCC322	1	EDCC422	1
Major elective 1		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**	
MATE121	16	MATE221	16	MATE321 MATD321	16 8	MATD421	16
Elective 2		**Continuation of Elective 2**		**Continuation of Elective 2**		**Continuation of Elective 2**	
PHSE121	16	PHSE221	16	PHSE321 PHSD321	16 8	LAND421 or PHSD421	16
Total 2nd semester	**77**	**Total 2nd semester**	**61**	**Total 2nd semester**	**65**	**Total 2nd semester**	**57**
Total year level 1	**145**	**Total year level 2**	**125**	**Total year level 3**	**133**	**Total year level 4**	**121**
Total credits for the curriculum							**524**

* This is a new, aligned programme, starting 2010.

** Only year level one and two will be presented in 2011; year levels three and four will be presented in 2012 and 2013 respectively.

M.4.1.10 CURRICULUM O196M: SETSWANA FOR EDUCATION*

Year level 1		Year level 2		Year level 3		Year level 4	
First semester		**First semester**		**First semester**		**First semester**	
Module code	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**
Fundamental modules (Compulsory)		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**	
CMPF111	8			MATF311	8	RESF411	8
AGLE111	12			WVOS311	12	SECF412 (M) or SECF413 (NM)	8
Core Modules (Compulsory)		**Core Modules (Compulsory**		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**	
EDCC112	8	EDCC212	8	EDCC312	8	EDCC411	8
EDCC113	8	EDCC213	8	EDCC313	8	EDCC412	8
Major elective 1		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**	
SEME111	16	SEME211 SEMD211	16 8	SEME311	16	SEME411	16
Elective 2		**Continuation of Elective 2**		**Continuation of Elective 2**		**Continuation of Elective 2**	
ENGE111	16	ENGE212 ENGD212	16 8	ENGE311	16	ENGD417	16
Total 1st semester		**Total 1st semester**		**Total 1st semester**		**Total 1st semester**	
Year level 1		**Year level 2**		**Year level 3**		**Year level 4**	
Second semester		**Second semester**		**Second semester**		**Second semester**	
Module code	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**	**Module code**	**Cr**
Fundamental modules (Compulsory)		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**		**Fundamental modules (Compulsory)**	
LIFF121	8	MATF221	8	TECF321	8	RESF421	8
AGLE121	12	WVOS221	12			RSTO421 or SMLO421	8
ENGF121	8						
REDD121	8						
Core Modules (Compulsory)		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**		**Core Modules (Compulsory)**	
EDCC123	8	EDCC222	8	EDCC321	8	EDCC421	8
EDCC124	1	EDCC223	1	EDCC322	1	EDCC422	1
Major elective 1		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**		**Continuation of Major eletive 1**	
SEME121	16	SEME211	16	SEME321 SEMD321	16 8	SEMD421	16
Elective 2		**Continuation of Elective 2**		**Continuation of Elective 2**		**Continuation of Elective 2**	
ENGE122	16	ENGE221	16	ENGE321 ENGD322	16 8	ENGD427	16
Total 2nd semester		**Total 2nd semester**		**Total 2nd semester**		**Total 2nd semester**	
Total year level 1		**Total year level 2**		**Total year level 3**		**Total year level 4**	
Total credits for the curriculum							

* This is a new, aligned programme, starting 2010.

** Only year level one and two will be presented in 2011; year levels three and four will be presented in 2012 and 2013 respectively.

M.4.2 PGCE CURRICULUM

FIRST SEMESTER			SECOND SEMESTER	
Module Code	**Credits**		**Module Code**	**Credits**
Fundamental modules			**Fundamental modules**	
COMF511	8		LIFF521	12
TGNO511	8		TGNO521	8
Core Modules			**Core Modules**	
EDCC511	8		EDCC521	12
EDCC512	8		EDCC522	12
EDCC513	8		EDCC523	8
TWO of the following methodologies			**TWO of the following methodologies**	
ACCD511	12		LABD521	12
AFRD511	12		AFRD511	12
ARTD511	12		LAAD521	12
BSTD511	12		TECD521	12
CATD511	12		ENGD521	12
ECOD511	12		LASD521	12
ENGD511	12		LIFD521	12
GEOD511	12		LAND521	12
HISD511	12		LLOD521	12
LAAD511	12		MATD521	12
LIFD511	12		RSVD521	12
LLOD511	12		SEMD521	12
MATD511	12		SEND521	12
PHSD511	12		ZOND521	12
RSVD511	12			
SEMD511	12			
SEND511	12			
TRVD511	12			
VWVD511	12			
ZOND511	12			
TOTAL 1st semester	**64**		**Total 2nd semester**	**76**
			TOTAL FOR THE CURRICULUM	**140**

M.5 LISTS OF MODULES, NAMES AND CREDITS

M.5.1 BED (FOUNDATION PHASE, SENIOR AND FURTHER EDUCATION AND TRAINING PHASE):

MODULE CODE	MODULE NAME	PRE-REQUISITES	CREDITS
ACCD321	Accounting Methodology: FET phase		8
ACCD411	Accounting Methodology: FET phase		16
ACCD421	Accounting Methodology: FET phase		16
ACCE111	Accounting for Education		16
ACCE121	Accounting for Education		16
ACCE211	Accounting for Education		16
ACCE221	Accounting for Education		16
ACCE311	Accounting for Education		16
ACCE321	Accounting for Education		16
ADSD211	Additional Subject Methology		8
AGLE111	Introduction to Academic Literacy		12
AGLE121	Academic Literacy		12
BSTD321	Business Studies Methodology: FET phase		8
BSTD411	Business Studies Methodology: FET phase		16
BSTD421	Business Studies: FET phase		16
BSTE111	Business Studies for Education		16
BSTE121	Business Studies for Education		16
BSTE211	Business Studies for Education		16
BSTE221	Business Studies for Education		16
BSTE311	Business Studies for Education		16
BSTE321	Business Studies for Education		16
CMPF111	Computer Literacy for Educators		8
ECOD321	Economics Methodology: FET phase		8
ECOD411	Economics Methodology: FET phase		16
ECOD421	Economics Methodology: FET phase		16
ECOE111	Economics for Education		16

MODULE CODE	MODULE NAME	PRE-REQUISITES	CREDITS
ECOE121	Economics for Education		16
ECOE211	Economics for Education		16
ECOE221	Economics for Education		16
ECOE311	Economics for Education		16
ECOE321	Economics for Education		16
EDCC112	Professional Studies		8
EDCC113	Basic Introduction to Education		8
EDCC121	Educational Psychology		8
EDCC211	Curriculum development for educators		8
EDCC212	Professional Studies		8
EDCC222	Educational Psychology		8
EDCC312	Professional Studies		8
EDCC313	Inclusive Education		8
EDCC321	Education Management		8
EDCC411	Education law		8
EDCC412	Professional Studies		8
EDCC421	Educational Systems		8
ENGD211	English for Education		8
ENGD411	English methodology: Snr and FET phase		16
ENGD421	English methodology: Snr and FET phase		16
ENGE111	English for Education		16
ENGE121	English for Education		16
ENGE211	English for Education		16
ENGE221	English for Education		16
ENGE311	English for Education		16
ENGE321	English for Education		16
ENGF121	English medium of Instruction		8
ENGF221	English medium of Instruction		8
GEOD421	Geography Methodology: FET phase		16
GEOE111	Geography for Education		16

MODULE CODE	MODULE NAME	PRE-REQUISITES	CREDITS
GEOE121	Geography for Education		16
GEOE211	Geography for Education		16
GEOE221	Geography for Education		16
GEOE311	Geography for Education		16
GEOE321	Geography for Education		16
LABD211	Learning Area Economic Management Science Methodology: Snr phase		8
LAND211	Learning Area Natural Science Methodology: Snr phase		8
LASD211	Learning Area Social Science Methodology: Snr Phase		8
LIFD411	Life Sciences Methodology: FET phase		16
LIFD421	Life Sciences Methodology: FET phase		16
LIFE111	Life Sciences for Education	ED.1.2.3	16
LIFE121	Life Sciences for Education	ED.1.2.3	16
LIFE211	Life Sciences for Education		16
LIFE221	Life Sciences for Education		16
LIFE311	Life Sciences for Education		16
LIFE321	Life Sciences for Education		16
LIFF121	Life Skills: Fundamental		8
LITA123	Literacy: 1st Additional Language: English		8
LITA223	Literacy: 1st Additional Language: English		8
LITA313	Literacy: 1st Additional Language: English		8
LITG211	Literacy: Visual Arts		8
LITG321	Literacy Home Language: Setswana		16
LITG323	Literacy Home Language: Setswana		16
LITG413	Academic English: Foundation phase		16
LITH111	Literacy Home Language: Setswana		8
LITH221	Literacy Home Language: Setswana		8
LITH313	Literacy Home Language: English		8
LITH423	Literacy Home Language: English		8
LSFP111	Learning Support: Foundation phase		8

MODULE CODE	MODULE NAME	PRE-REQUISITES	CREDITS
LSFP121	Learning Support: Foundation phase		8
LSFP221	Learning Support: Foundation phase		8
LSFP311	Learning Support: Foundation phase		8
LSKA322	Life Skills: Art		8
LSKE321	Life Skills: Environmental Studies		8
LSKH221	Life Skills: Health Education		8
LSKM121	Foundation phase: Music		8
LSKM211	Foundation phase: Music		8
LSKN312	Life Skills: Nutrition		8
LSKP311	Life Skills: Physical Education		8
LSKR111	Life Skills: Religion		8
MATD211	Mathematics Methodology: Snr phase		8
MATD321	Mathematics Methodology: Int/FET phase		8
MATD411	Mathematics Methodology: Int/FET phase		16
MATD421	Mathematics Methodology: Snr phase		16
MATE111	Mathematics for Education		16
MATE121	Mathematics for Education		16
MATE211	Mathematics for Education		16
MATE221	Mathematics for Education		16
MATE311	Mathematics for Education	MATE111 MATE221	16
MATE321	Mathematics for Education	MATE221	16
NFPD121	Numeracy Methodology		8
NFPD211	Numeracy Methodology		8
NFPD311	Numeracy Methodology		8
NFPD421	Numeracy Methodology		16
NFPF111	Numeracy		8
NFPF221	Numeracy		8
NFPF321	Numeracy		16
NFPF411	Numeracy		8

MODULE CODE	MODULE NAME	PRE-REQUISITES	CREDITS
PHSD321	Physical Sciences Methodology: FET phase	LAND211 PHSE111 PHSE121	8
PHSD411	Physical Sciences Methodology: FET phase	PHSE321	16
PHSE111	Physical Sciences for Education	ED.1.2.3	16
PHSE121	Physical Sciences for Education	ED.1.2.3	16
PHSE211	Physical Sciences for Education	PHSE121	16
PHSE221	Physical Sciences for Education	PHSE111	16
PHSE311	Physical Sciences for Education	PHSE111	16
PHSE321	Physical Sciences for Education	PHSE111	16
PPSE211	Pre-primary School Education		8
PPSE221	Pre-primary School Education		8
PPSE411	Pre-primary School Education		8
PPSE421	Pre-primary School Education		8
REDD121	Remedial Education		8
RESF411	Research in Education		8
RESF421	Research Project		8
RSTO421	Religion Studies: Introduction to World Religions		8
SECF412	Setswana Tlhaeletsano ya Setswana (M)		8
SECF413	Setswana Communication (NM)		8
SEMD211	Setswana Didaktiki ya Setswana (M)		8
SEMD321	Setswana Didaktiki ya Setswana (M)		8
SEMD411	Setswana Didaktiki ya Setswana (M)		16
SEMD421	Setswana Didaktiki ya Setswana (M)		16
SEME111	Setswana for Education (M)		16
SEME121	Setswana for Education (M)		16
SEME211	Setswana for Education (M)		16
SEME221	Setswana for Education (M)		16
SEME311	Setswana for Education (M)		16
SEME321	Setswana for Education (M)		16
SMLO421	School Media Librarianship		8

MODULE CODE	MODULE NAME	PRE-REQUISITES	CREDITS
SPOS411	Sport Studies		8
TECF211	Technology Studies		8
TECF321	Technology Studies		8
TFPF321	Technical Literacy for Foundation Phase		8
WVOS211	Understanding the Educational World		12
WVOS311	Main currents in the Philosophy of Education		12

*** The balance of the credits is included in: EDCC112, EDCC212, EDCC312 and EDCC412.**

M.5.2 PGCE

Remark: The PM 40 % indicates participation marks of 40 % during the semester.

MODULE CODE	MODULE NAME	PRE-REQUISITES	CREDITS
ACCD 511	Accounting Methodology		12
AFRD 511	Afrikaansmetodiek		12
AFRD 521	Afrikaansmetodiek		12
ARTD 511	Art Methodology		12
BSTD 511	Business Studies Methodology		12
CATD 511	Computer Application Technology Methodology		12
COMF511	Computer in Education		8
ECOD511	Economics Methodology		12
EDCC511	Education Theory		8
EDCC512	Assessment		8
EDCC513	Professional Studies		8
EDCC521	Educational Psychology		12
EDCC522	Education Law, Systems and Administration		12
EDCC523	Professional Studies		8
ENGD511	English Methodology		12
ENDG521	English Methodology		12
GEOD511	Geography Methodology		12
HISD511	History Methodology		12
INTD511	Information Methodology		12
LAAD511	Learning Area: Arts and Culture Methodology		12
LAAD521	Learning Area : Arts and Culture Methodology		12
LABD521	Learning Area : Economic and Management Sciences Methodology		12
LAND521	Learning Area : Natural Sciences Methodology		12
LASD521	Learning Area : Social Sciences Methodology		12

LIFD511	Life Sciences Methodology	Students who only have Physiology, Botany or Zoology as a major subject are provisionally admitted to the PGCE until they can provide proof that the basic knowledge with regard to botany, physiology, ecology and zoology has been acquired	12
LIFF521	Life Skills		12
LLOD511	Learning Area : Life Orientation Methodology		12
LLOD521	Learning Area : Life Orientation Methodology		12
MATD511	Mathematics Methodology		12
MATD521	Mathematics Methodology		12
MOVD511	Movement Sciences Methodology		12
MSVD511	Music Methodology		12
PHSD511	Physical Sciences Methodology		12
RSVD511	Religion Studies Methodology		12
SEMD511	Setswana Methodology (Mother Tongue)		12
SEMD521	Setswana Methodology (Mother Tongue)		12
SEND511	Setswana Methodology (Non Mother Tongue)		12
SEND521	Setswana Methodology (Non MotherTongue)		12
TECD521	Technology Methodology		12
TGNO511	Technology		8
TGNO521	Technology		8
TRVD511	Tourism Methodology		12
*ZOND511	Zulu Methodology		12
*ZOND521	Zulu Methodology		12

M.6 LISTS OF MODULES OUTCOMES

M.6.1 BEd MODULES OUTCOMES (Foundation Phase, Senior and Further Education and Training Phase):

Module Code: ACCD321	Semester 2	8 Credits	NQF-Level: 6

Title: Accounting Methodology: FET phase

After completing this module, the student should be able to:

- have a well-rounded and systematic knowledge base regarding lesson planning, learner programme development, teaching aids and teaching management of the subject didactics of Accounting;
- have an informed base of understanding of key terms, rules, concepts, established principles and theories regarding the presentation of Accounting with reference to the National Curriculum Statement;
- have the ability to utilise unknown and abstract information in theoretical-driven arguments, IT skills to effectively gather, organise, make a critical analysis and interpret information regarding related concepts, and
- be able to communicate information coherently and reliably, individually or as part of a group according to general accepted accounting practices (GAAP).

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x2 hour written examination 50 %

Module Code: ACCD411	Semester 1	16 Credits	NQF-Level: 6

Title: Accounting Methodology: FET phase

After completing this module, the student should be able to:

- have a well-rounded and systematic knowledge base regarding lesson planning, learner programme development, teaching aids and teaching management of the subject didactics of Accounting;
- have an informed base of understanding of key terms, rules, concepts, established principles and theories regarding the presentation of Accounting;
- be able to gather, organise, make a critical analysis and interpret information, to communicate information coherently and reliably, individually or as part of a group;
- be able to select information and develop the necessary presentation skills using appropriate technologies according to general accepted accounting practice (GAAP).

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written examination 50 %

Module Code: ACCD421	Semester 2	16 Credits	NQF-Level: 6

Title: Accounting Methodology: FET phase

After completing this module, the student should be able to:

- have a well-rounded and systematic knowledge base regarding lesson planning, learner programme development, teaching aids and teaching management of the subject didactics of Accounting;
- have an informed base of understanding of key terms, rules, concepts, established principles and theories regarding the presentation of Accounting;
- be able to gather, organise, make a critical analysis and interpret information, to communicate information coherently and reliably, individually or as part of a group;
- be able to select information and develop the necessary presentation skills using appropriate technologies according to general accepted accounting practice (GAAP).

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written examination 50 %

Module Code: ACCE111	Semester 1	16 Credits	NQF-Level: 5a

Title: Accounting for Education: Application of Accounting Systems

After completing this module, the student should be able to:

- display a fundamental knowledge of the purpose and function of accounting by designing an accounting system as desired by need for a specific application/ approach to an accounting practice;
- analyse, identify, define and indicate the functions of the linked elements of an accounting system/practice such as the documentation of transactions, various books (journal, ledgers), bill transactions, internal control and reconciliation, wages and salary journals, support ledgers and control accounts as theoretical basis for the use of procedures and processes, conventions and formats in practically related examples/situations;
- deal with elementary problems by means of research and information acquisition skills, obtain information and integrate as a whole to form part of a solution and deliver it to both a lay and professional audience by making use of the appropriate technology;
- be ethically motivated and value-driven in all operational circumstances and forms of communication, written and verbal.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written examination 50 %

Module Code: ACCE121	Semester 2	16 Credits	NQF-Level: 5a

Title: Accounting for Education: Financial Reporting – Sole Proprietor

After completing this module, the student should be able to:

- display a fundamental knowledge of the purpose and function of display a fundamental knowledge of financial reporting by designing an accounting system as desired by need for a specific application/approach to an accounting practice;
- collect, analyse, present, decipher, report and interpret the linked elements of an accounting system/practice such as the trial balances, settlements, final accounts, ten column work sheets, financial statements and ratios in principle with theoretical basis, the use of procedures and processes in practice-related examples/situations;
- be able to deal with elementary problems by means of research and information-acquisition skills, to obtain information and integrate it as a whole to form part of a solution and to deliver it to both a lay and professional audience by making use of the appropriate technology;
- behave ethically and be value-driven in all operational circumstances and forms of communication, written and verbal.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written examination 50 %

Module Code: ACCE211	Semester 1	16 Credits	NQF-Level: 5b

Title: Accounting for Education: Asset Disposal, Partnership and Departments
After completing this module, the student should be able to:

- display a fundamental knowledge of asset purchasing, partnerships and departments by designing an accounting system as desired by need for a specific application/approach to an accounting practice;
- be able to analyse critically, note and interpret the linked elements of an accounting system/practice such as the sale of any property, plant or equipment, daily transactions of a partnership admission, withdrawal of partner and dissolution of a partnership, transactions according to departments and annual financial statements in principle with theoretical basis, the use of procedures and processes in practically related examples/situations;
- be able to deal with well-formulated yet unknown problems by means of research and information-acquisition skills, to obtain information and integrate it as a whole to form part of a solution and to deliver it to both a lay and professional audience by making use of the appropriate technology;
- behave ethically and be value-driven in all operational circumstances and forms of communication, written and verbal.

Mode of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x3 hour written examination 50 %

Module Code: ACCE221	Semester 2	16 Credits	NQF-Level: 5b

Title: Accounting for Education: Manufacturing, Non-trading Enterprises and Budgets
After completing this module, the student should be able to:

- display a fundamental knowledge of manufacturing, non-profit organizations and budgets by designing an accounting system as desired by need for a specific application/approach to an accounting practice;
- be able to analyse critically, evaluate, control, note and interpret the linked elements of an accounting system/practice such as the manufacturing and non-trading businesses, financial data for budgets and the tracing and correction of errors with theoretical basis, the use of correct procedures and formats in practically related examples/situations;
- be able to deal with well-formulated but unknown problems by means of research and information acquisition skills, to obtain information and integrate it as a whole to form part of a solution and to deliver it to both a lay and professional audience by making use of the appropriate technology;
- behave ethically and be value-driven in all operational circumstances and forms of communication, written and verbal.

Mode of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x3 hour written examination 50 %

Module Code: ACCE311	Semester 1	16 Credits	NQF-Level: 6

Title: Accounting for Education: Close Corporations and Companies

After completing this module, the student should be able to:

- display basic and systematic knowledge of close corporations and companies by designing an accounting system as desired by need for a specific application/approach to an accounting practice;
- analyse, interpret and translate the linked elements of an accounting system/practice such as accounting entries in the various books (journal, ledgers) regarding close corporations and companies as business forms, closed accounts and financial year-end statements in principle with theoretical basis, and the use of procedures and processes in practically related examples/situations;
- deal with unknown concrete and abstract problems by means of research and information acquisition skills, to obtain information and integrate as a whole to form part of a solution and to deliver it to both a lay and professional audience by making use of the appropriate technology;
- behave ethically and be value-driven in all operational circumstances and forms of communication, written and verbal.
- forms of communication, written and verbal.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written examination 50 %

Module Code: ACCE321	Semester 2	16 Credits	NQF-Level: 6

Title: Accounting for Education: Financial Statement, Branches and Incomplete Records
After completing this module, the student should be able to:

- display a fundamental and systematic knowledge of the financial statements, branch accounts and conversion of incomplete records by designing an accounting system as desired by need for a specific application/approach to an accounting practice;
- analyse, interpret, define as well as indicate and interpret the functions of the final statements from the linked elements of an accounting system/practice such as preparation of accounting books and statements from incomplete information and incomplete records, cash flow statement and cash budgeting, account records for head office and branches in principle with theoretical basis, and the use of procedures and processes, conventions and format in practically related examples/situations;
- deal with unknown concrete and abstract problems by means of research and information acquisition skills, to obtain information and integrate it as a whole to form part of a solution and to deliver it to a lay and professional audience by making use of the appropriate technology;
- behave ethically and be value-driven in all operational circumstances and forms of communication, written and verbal.

Mode of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x3 hour written examination 50 %

Module Code: ADSD211	Semester 1	8 Credits	NQF-Level: 5b

Title: Additional Subject Methodology

After completing this module, the student should be able to:

- have a solid knowledge base of general creativity, creative teachers, creative learners, creative classrooms and creative problem solving, with an informed notion of key terms, rules, concepts, principles and theories;
- identify themes relevant to creativity and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules; use unknown and abstract information by using graphs and theory-driven arguments; effectively use IT skills to collect, organise, analyse critically and to interpret;demonstrate problem-solving abilities to plan and present lessons, using appropriate technologies, unknown and abstract information, graphs and theory-driven arguments and IT skills to collect, organise, critically analyse and to interpret, giving evidence of theoretical underpinning;effectively communicate creativity ethically, coherently and reliably to learners in the classroom situation, using individual or group methods.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x2 hour written examination 50 %

Module Code: AGLE111	Semester 1	12 Credits	NQF-Level: 5a

Title: Introduction to Academic Literacy

After completing this module, the student should be able to:

- demonstrate basic knowledge of learning strategies, academic vocabulary and register as well as the reading and writing of academic texts in order to function effectively in the academic environment;
- communicate effectively orally and in writing in an appropriate manner in an academic environment;
- understand, interpret, and evaluate basic academic texts and write appropriate academic genres in a coherent manner by making use of accurate and appropriate academic conventions; and
- listen, speak, read and write accurately, fluently and appropriately in an ethical framework.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 60 %

1x2 hour written examination 40 %

Module Code: AGLE121	Semester 2	12 Credits	NQF-Level: 5a

Title: Academic Literacy

After completing this module, the student should be able to:

- demonstrate fundamental knowledge of appropriate computer programs, as well as apply learning, listening reading and writing strategies, academic language register and the reading and writing of academic texts, in order to function effectively in the academic environment.
- as an individual and a member of a group communicate effectively and in writing in an ethically responsible and acceptable manner in an academic environment; and
- find and collect scientific knowledge in a variety of study fields, analyse, interpret, and evaluate the texts and in a coherent manner synthesize and propose solutions in appropriate genres by making use of linguistic conventions used in formal language registers.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 60 %,

1x2 hour written examination 40 %

Module Code: BSTD321	Semester 2	8 Credits	NQF-Level: 6

Title: Business Studies Methodology: FET phase
After completing this module, the student should be able to:

- have a well-rounded finishing and systematic knowledge base of basic Business Studies' didactical aspects, including lesson planning and learning programme development, with an informed notion of key terms, rules, concepts, principles and theories;
- identify themes relevant to Business Studies and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules; use unknown and abstract information by using graphs and theory-driven arguments; effectively use IT skills to collect, organise, critically analyse and to interpret;demonstrate problem-solving abilities to plan and present lessons and learning programme development for specific application to Business Studies, using appropriate technologies, unknown and abstract information, graphs and theory-driven arguments and IT skills to collect, organise, critically analyse and to interpret, giving evidence of theoretical underpinning; and
- effectively communicate Business Studies' didactical aspects ethically, coherently and reliably to learners in the classroom situation, using individual or group methods.

Mode of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x2 hour written examination 50 %

Module Code: BSTD421	Semester 2	16 Credits	NQF-Level: 6

Title: Business Studies Methodology: FET phase
After completing this module, the student should be able to:

- have a comprehensive, in-depth and systematic knowledge base of the National Curriculum Statement applicable to Business Studies in the FET phase, teacher portfolios, learning programmes and assessment, with an informed notion of key terms, rules, concepts, principles and theories;
- identify themes relevant to the national curriculum statement applicable to Business Studies in the FET phase and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules; use unknown and abstract information by using graphs and theory driven arguments; effectively use IT skills to collect, organise, critically analyse and to interpret, demonstrate problem-solving abilities to plan and present lessons for specific application to Business Studies, using appropriate technologies, unknown and abstract information, graphs and theory driven arguments and IT skills to collect, organise, critically analyse and to interpret giving evidence of theoretical underpinning; and
- effectively communicate Business Studies didactical aspects ethically, coherently and reliably to learners in the classroom situation, using individual or group methods.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written examination 50 %

Module Code: BSTE111	Semester 1	16 Credits	NQF-Level: 5a

Title: Business Studies: Developing Business Ideas, Business Plan and Entrepreneurial Challenges

After completing this module, the student should be able to:

- have a comprehensive, fundamental knowledge base of important terms, principles and theories with reference to the concept of entrepreneurship and the development of business plans;
- gather, organise, interpret and present information related to concepts of marketing and financing;
- demonstrate an informed understanding of the business environment and business studies as well as the operating of a business enterprise in the South African economy; and
- present related information coherently and reliably, and effectively executes assignments individually or as part of a group, and creatively solve problems in future-orientated business fields in accordance with business ethics.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written examination 50 %

Module Code: BSTE121	Semester 2	16 Credits	NQF-Level: 5a

Title: Business Studies: Entry Strategies and managing an existing business

After completing this module, the student should be able to:

- have a comprehensive fundamental knowledge base of important terms, principles and theories with reference to entering the formal business sector, the concept of management and the development of management styles;
- gather, organise, interpret and present information related to international business plan and the concepts of management;
- demonstrate an informed understanding of the e-business and the business environment to be able to address theoretical issues surrounding Business studies, but also to use this to solve practical scenarios; and
- to present related information coherently and reliably, and effectively execute assignments individually or as part of a group and creatively solve problems in future orientated business fields in accordance with business ethics.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written examination 50 %

Module Code: BSTE211	Semester 1	16 Credits	NQF-Level: 5b

Title: Business Studies: Introduction to Management

After completing this module, the student should be able to:

- have a sound understanding of key terms, rules, concepts, established principles and theories with reference to the business environment and business management with a solid knowledge base regarding entry strategies of a business;
- gather, organise, make a critical analysis and also interpret information about forms of ownership;
- communicate information coherently and reliably, individually or as part of a group; and
- select information and develop the necessary presentation skills using appropriate technologies according to the social environment he/she operates in, as well as practice sound business ethics.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written examination 50 %

Module Code: BSTE221	Semester 2	16 Credits	NQF-Level: 5b

Title: Business Studies: General Management Principles

After completing this module, the student should be able to:

- have a sound understanding of key terms, rules, concepts, established principles and theories with reference to general management, have a solid knowledge base regarding basic planning principles and organizing;
- gather, organise, make a critical analysis and interpret information;
- communicate information coherently and reliably, individually or as part of a group;
- select information and develop the necessary presentation skills using appropriate technologies.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written examination 50 %

Module Code: BSTE311	Semester 1	16 Credits	NQF-Level: 6

Title: Business Studies: Introduction to Functional Management
After completing this module, the student should be able to:

- have a well-rounded finishing and systematic knowledge base of the marketing function, marketing instruments, the integrated marketing strategy, external relations, the financial function and management and asset management, with an informed notion of key terms, rules, concepts, principles and theories with regard to functional management;
- identify themes relevant to Business Studies and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules; use unknown and abstract information in this regard by using graphs and theory-driven arguments; effectively use IT skills to collect, organise, critically analyse and to interpret;
- demonstrate problem-solving abilities to plan and present lessons for specific application to Business Studies, using appropriate technologies, unknown and abstract information, graphs and theory driven arguments and IT skills to collect, organise, critically analyse and to interpret, giving evidence of theoretical underpinning; and effectively communicate Business Studies ethically, coherently and reliably to learners in the classroom situation, using individual or group methods.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written examination 50 %

Module Code: BSTE321	Semester 2	16 Credits	NQF-Level: 6

Title: Business Studies: Functional Management (Continued) and Contemporary Issues

After completing this module, the student should be able to:

- have a well-rounded finishing and systematic knowledge base of financial decisions, the operational function and management, procurement management and activities and the challenges in business management,
- have an informed notion of key terms, rules, concepts, principles and theories with regard to functional management, identify themes relevant to Business Studies and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules;
- use unknown and abstract information by using graphs and theory driven arguments;
- effectively use IT skills to collect, organise, critically analyse and to interpret;
- demonstrate problem-solving abilities to plan and present lessons for specific application to Business Studies, using appropriate technologies, unknown and abstract information, graphs and theory driven arguments and IT skills to collect, organise, critically analyse and to interpret, giving evidence of theoretical underpinning; and
- effectively communicate Business Studies ethically, coherently and reliably to learners in the classroom situation, using individual or group methods.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written examination 50 %

Module Code: ECOD321	Semester 2	8 Credits	NQF-Level: 6

Title: Economics Methodology: FET phase

After completing this module, the student should be able to:

- have a well-rounded and systematic knowledge base of lesson planning, learner programme development, teaching aids and teaching management of the subject didactics of Economics and have a sound understanding of key terms, rules, concepts, established principles and theories regarding the presentation of Economics according to the National Curriculum Statement;
- gather, organise, make a critical analysis and interpret information regarding didactic concepts of Economics and have the ability to deal with unfamiliar concrete and abstract information using theory-driven arguments and IT skills appropriately;
- communicate coherently and reliably in individual or group context about the steps in economic development through the ages and to present information effectively with the aid of IT skills; and
- use the knowledge and skills that have been mastered in this module effectively to teach future learners according to ethically established norms and values.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x2 hour written examination 50 %

Module Code: ECOD411	Semester 1	16 Credits	NQF-Level: 6

Title: Economics Methodology: FET phase

After completing this module, the student should be able to:

- illustrate and apply comprehensive and systematic knowledge of the National Curriculum Statement and other related educational policy documents for grades 10-12 and display an informed and critical understanding of the principles and theories with regard to classroom management, creative teaching and active learning in the economics classroom;
- execute critical analyses, syntheses and evaluations of quantitative and qualitative information with regard to classroom administration, classroom organization and record-keeping;
- effectively and professionally present academic information with regard to assessment of Economics teaching as well as planning and preparation of Economics lessons using IT-skills and coherently and reliably communicate as an individual or as part of a group; and
- use the knowledge and skills mastered in this module effectively to present the subject Economics to grade 10-12 learners using the Outcomes-Based Educational approach and implement norms and values prescribed by the Education Department.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written examination 50 %

Module Code: ECOD421	Semester 2	16 Credits	NQF-Level: 5a

Title: Economics Methodology: FET phase
After completing this module, the student should be able to:

- illustrate and apply comprehensive and systematic knowledge of the National Curriculum Statement and other related educational policy documents for grades 10-12 and display an informed and critical understanding of the principles and theories with regard to classroom management, creative teaching and active learning in the economics classroom;
- execute critical analyses, syntheses and evaluations of quantitative and qualitative information with regard to classroom administration, classroom organization and record-keeping;
- effectively and professionally present academic information with regard to assessment of Economics teaching as well as planning and preparation of Economics lessons using IT-skills and coherently and reliably communicate as an individual or as part of a group; and
- use the knowledge and skills mastered in this module effectively to present the subject Economics to grade 10-12 learners using the Outcomes-Based Educational approach and implement norms and values prescribed by the Education Department.

Mode of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x3 hour written examination 50 %

Module Code: ECOE111	Semester 1	16 Credits	NQF-Level: 5a

Title: Economics for Education: Introduction to Economics (Part 1)
After completing this module, the student should be able to:

- have a comprehensive fundamental knowledge base of important terms, principles and theories with reference to the concept of economics, the economic problem and the measuring of the performance of the economy, and be able to demonstrate an informed understanding of the consumer and the producer, the production and distribution issue, as well as the mutual dependence between the important sectors, markets and flows in a mixed economy, as well as the development and performance of the South African economy;
- gather, organise, interpret and present information related to this and related concepts of scarcity, choice, opportunity costs, micro- and macro-economics, positive and normative economics, national income, determining national income, the uses of national income figures and the methods of increasing national income;
- effectively execute assignments with regard to the prescribed learning content individually or as part of a group and creatively solve problems in relevant economic fields with the aid of appropriate technology; and
- present related information coherently and reliably in order to, in the future, use the knowledge and skills mastered in this module to effectively and, according to ethical established values, instruct future learners.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written examination 50 %

Module Code: ECOE121	Semester 2	16 Credits	NQF-Level: 5a

Title: Economics for Education: Introduction to Economics (Part 2)
After completing this module, the student should be able to:

- have a comprehensive fundamental knowledge base of important terms, principles and theories with reference to recent economic related topics and problems such as privatisation, deregulation, nationalisation, division of labour, mass production, the population and labour force of the RSA, price formation, elasticity and economic stability and demonstrate an informed understanding of the reading and interpretation of graphs and the concepts of business cycles and inflation;
- gather, organise, interpret and present information related to this and strategical resources in South Africa and the related concepts of need, utility, value, demand, supply and market equilibrium;
- effectively execute assignments individually or as part of a group and creatively solve problems in relevant economic fields with the aid of appropriate technology; and
- present related information coherently and reliably, and to use the knowledge and skills gained in this module to teach Economics effectively and according to established ethical norms and values.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written examination 50 %

Module Code: ECOE211	Semester 1	16 Credits	NQF-Level: 5b

Title: Economics for Education: Micro-Economics
After completing this module, the student should be able to:

- have a sound understanding and a solid knowledge base of key terms, rules, concepts, established principles and theories with reference to demand and supply in action, interference from government, perfect and imperfect competitive markets, and also be able to indicate changes in demand and supply, the theory of consumer choice and economic and regional development;
- gather, organise, make a critical analysis and also interpret information regarding utility, consumer equilibrium, the monopoly, monopolistic competition, the oligopoly and market equilibrium;
- communicate information regarding the theory of production, cost, urbanisation and the informal sector coherently and reliably, individually or as part of a group, and to select information regarding basic cost and profit concepts and production and cost on both the short and long term and develop the necessary presentation skills using appropriate technologies; and
- use the knowledge and skills you have mastered in this module in future to teach it effectively and according to ethically established norms and values.

Mode of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x3 hour written examination 50 %

Module Code: ECOE221	Semester 2	16 Credits	NQF-Level: 5b

Title: Economics for Education: From Micro- to Macro-Economics
After completing this module, the student should be able to:

- have a sound understanding and a solid knowledge base of key terms, rules, concepts, established principles and theories with reference to the labour market, labour as a production factor, perfect and imperfect competitive labour markets, wage differences, macro-economic aspects of the labour market, the public sector, taxation and fiscal policy, labour relations, market and government failure, public and private ownership and functions of the state;
- to gather, organise, make a critical analysis and interpret information regarding the labour problem, trade unions in the RSA, the role of the state in production, government expenditure and the financing of government expenditure;
- communicate information with reference to the monetary sector, the concepts of tax, requirements of a good tax system and types of tax coherently and reliably, individually or as part of a group, and to select information with reference to money and money-associated instruments, the South African Reserve Bank, the monetary policy framework in South Africa and the budget, and develop the necessary presentation skills using appropriate technologies; and
- use the knowledge and skills gained in this module to teach Economics effectively and according to established ethical norms and values.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written examination 50 %

Module Code: ECOE311	Semester 1	16 Credits	NQF-Level: 6

Title: Economics for Education: Macro-Economics Problems (Part 1)
After completing this module, the student should be able to:

- show an informed understanding of key terms, rules, concepts, principles and theories with reference to international trade, poverty, economic integration and productivity and dispose of a finished and systematic knowledge basis of economically related questions, elementary Keynesian macro-economic models and macro-economic theory and policy;
- to gather, organise, critically analyse and interpret information with reference to economic integration, international trade, poverty, productivity and the economic policy of the state and possess the ability to deal with unfamiliar and abstract information in connection with elementary Keynesian macro-economic models by making use of graphs and theory-driven arguments;
- communicate coherently and reliably in the above-mentioned regard in individual or group context and to present information effectively with the aid of IT skills; and
- use the knowledge and skills that you mastered in this module in the future to effectively teach it to your learners according to ethically established norms and values.

Mode of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x3 hour written examination 50 %

Module Code: ECOE321	Semester 2	16 Credits	NQF-Level: 6

Title: Economics for Education: Macro-Economics Problems (Part 2)

After completing this module, the student should be able to:

- have a well-rounded and systematic knowledge base of unemployment and economic growth and development and demonstrate an informed understanding of key terms, rules, concepts, principles and theories with regard to the causes, effects and measurement of inflation;
- interact with unfamiliar and abstract information in respect of the nature and calculation of price indices by using unfamiliar calculation methods and theory-driven arguments and to collect, organise, critically analyse and interpret information with regard to the importance of tourism in a country's economy;
- communicate coherently and reliably in individual or group context about the steps in the economic development through the ages and to present information effectively with the aid of IT skills; and
- use the knowledge and skills mastered in this module effectively to teach it according to ethically established norms and values.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written examination 50 %

Module Code: EDCC112	Semester 1	8 Credits	NQF-Level: 5a

Title: Professional Studies

After completing this module, the student should be able to:

- demonstrate a fundamental knowledge of the relationship between education, teaching and learning as it is manifested in classroom activities (instructional planning and implementation);
- use prepared observational instruments to identify major school and routine administrative activities and communicate observational findings on selected aspects in a written report, as well as in an oral presentation;
- demonstrate knowledge and understanding of teaching as a profession;
- design and implement educational media/technologies for this level of study.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x2 hour written examination 50 %

Module Code: EDCC113	Semester 1	8 Credits	NQF-Level: 5a

Title: Basic Introduction to Education

After completing this module, the student should be able to:

- demonstrate fundamental knowledge of what philosophy/ philosophy of education is by identifying the essential questions to be considered when developing a philosophy of education and describing the purposes of a philosophy of education;
- identify and explain the perennial categories of philosophy, namely ontology, cosmology, anthropology and epistemology;
- demonstrate fundamental knowledge of the philosophical foundations of outcomes-based education;
- formulate an own philosophy of life/education;
- describe the historical framework of the South African education system and to write down lessons learned;
- demonstrate the ability of problem solving through dialogue to clarify own values and beliefs and analyse moral and spiritual issues and dilemmas in education.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x2 hour written examination 50 %

Module Code: EDCC121	Semester 2	8 Credits	NQF-Level: 5a

Title: Educational Psychology

After completing this module, the student should be able to:

- demonstrate fundamental knowledge of eco-systemic theory and its application in educational contexts;
- demonstrate fundamental knowledge and understanding of human development;
- demonstrate fundamental knowledge of policy and important concepts in the implementation of inclusive education;
- demonstrate a basic understanding of the complexity of human interaction in educational contexts and develop basic skills to deal with these complex challenges; and
- demonstrate respect in interactions with fellow-students, learners, educators and parents.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x2 hour written examination 50 %

Module Code: EDCC211	Semester 1	8 Credits	NQF-Level: 5b

Title: Curriculum development for Educators

After completing this module, the student should be able to:

- demonstrate a solid knowledge of the theories and principles underpinning curriculum change, development and design within the outcomes-based curriculum context in South Africa;
- demonstrate problem-solving abilities to interpret the National Curriculum Statement and other related policies to adapt and design learning programmes using appropriate technologies and giving evidence of theoretical underpinning;
- apply curriculum development knowledge and skills to demonstrate competence as a dynamic curriculum development agent; and
- evaluate learning programmes in real contexts both in terms of their educational validity as well as their socio-political significance.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x2 hour written examination 50 %

Module Code: EDCC212	Semester 1	8 Credits	NQF-Level: 5b

Title: Professional Studies

After completing this module, the student should be able to:

- have a sound understanding of the behaviourist and information-processing theories, in particular, and ensuing principles underpinning teaching, learning and assessment processes, procedures, methods, strategies and skills in general;
- have a solid knowledge base in teaching and learning within a structured and formal outcomes-based environment, with reference to different learning facilitation skills and strategies,
- have a solid knowledge regarding outcomes-based assessment;
- demonstrate, individually and in group work, the ability to present a theory based motivation for teaching and assessment strategies suitable to a specific learning environment and school phase;
- have the ability to plan and present a lesson in accordance with a given format and assessment criteria, and using the most effective instructional skills for a specific teaching-learning environment;
- integrate of a personal value system into lesson-planning, assessment strategies and instructional skills.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x2 hour written examination 50 %

Module Code: EDCC222	Semester 2	8 Credits	NQF-Level: 5b

Title: Educational Psychology

After completing this module, the student should be able to:

- demonstrate solid knowledge of the theoretical underpinnings for the development of health promoting schools;
- demonstrate a solid knowledge and understanding of the psycho-social dynamics of a classroom;
- demonstrate the competencies to apply knowledge, skills and attitudes for the development of supportive classroom environments;
- demonstrate fundamental knowledge of emotional, behavioural and social barriers to learning; and
- demonstrate competencies to identify emotional, behavioural and social barriers.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x2 hour written examination 50 %

Module Code: EDCC312	Semester 1	8 Credits	NQF-Level: 6

Title: Professional Studies

After completing this module, the student should be able to:

- demonstrate a well-rounded and systematic knowledge of the social cognitive and constructivist learning theories and ensuing principles, underpinning teaching, learning and assessment processes, procedures, methods, strategies and skills;
- demonstrate a well-rounded knowledge of and ability to take into consideration the variables that influence learner performance such as prior knowledge, environmental variables, motivational variables, cognitive and meta-cognitive reflection, behavioural variables and task variables;
- demonstrate a well-rounded knowledge and ensuing skills in the choice, planning and implementation of indirect teaching strategies;
- plan and conduct outcomes-based assessment strategies; and
- develop outcomes-based learning materials.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x2 hour written examination 50 %

Module Code: EDCC313	Semester 1	8 Credits	NQF-Level: 6

Title: Inclusive Education
After completing this module, the student should be able to:

- demonstrate well-rounded knowledge of the practical implications of the implementation of inclusive education and of strategies for the accommodation of learners with specific barriers to learning in different classroom contexts;
- implement the SIAS-process; to collaborate with parents and other support professionals in the support process and to integrate and apply well-rounded knowledge, basic skills and accommodating attitudes developed through reflective, creative thinking to support learners with specific barriers in different classroom contexts;
- understand the value of inclusive education for the enhancement of an inclusive society and the provision of quality education for all and demonstrate an appropriate attitude and understanding towards learners, educators and parents involved in the support process.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x2 hour written examination 50 %

Module Code: EDCC321	Semester 2	8 Credits	NQF-Level: 6

Title: Educational Management
After completing this module, the student should be able to:

- prove insight into the concept and relevance of education management;
- analyse and discuss the various management tasks of an educator;
- demonstrate an understanding of the nature and practice of classroom management;
- demonstrate expertise concerning the concept and related themes of leadership in education.

Mode of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x2 hour written examination 50 %

Module Code: EDCC411	Semester 1	8 Credits	NQF-Level: 6

Title: Education Law

After completing this module, the student should be able to:

- be acquainted with legislation as a source of Education Law and be able to act in accordance with legal specifications;
- be acquainted with specifications of the Professional Code of Ethics (SACE) and be able to act professionally;
- be able to interpret and correctly apply the rights explicated in the Bill of Rights of the South African Constitution, protect and promote children's rights in schools, as well as to teach learners a positive attitude towards their own rights and obligations, and respect the rights of others;
- be able to maintain discipline in accordance with the principles and prescriptions of Education Law;
- be able to understand and correctly apply the educator's duty of care; and
- be acquainted with relevant aspects of labour law in education.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x2 hour written examination 50 %

Module Code: EDCC412	Semester 1	8 Credits	NQF-Level: 6

Title: Professional Studies

After completing this module, the student should be able to:

- demonstrate the competence to provide effective feedback on assessments;
- demonstrate the competence to review assessments;
- demonstrate effective and advanced strategies as mediator of authentic learning situations and reflect on own teaching;
- develop his/her own strategic teaching-learning approach;
- design, plan, select and interpret relevant learning materials; and
- demonstrate a well-rounded and systematic knowledge of the social cognitive and constructivist learning theories and ensuing principles, underpinning teaching, learning and assessment processes, procedures, methods, strategies and skills;

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x2 hour written examination 50 %

Module Code: EDCC421	Semester 2	8 Credits	NQF-Level: 6

Title: Educational Systems
After completing this module, the student should be able to:

- define and analyse the nature and aims of the education system;
- outline the historical development of the South African education system;
- explain the structure of the education system by distinguishing the four components;
- demonstrate the influence and implications of various determinants on the education system; and
- describe and critically analyse relevant debates and controversies in contemporary education systems.

Mode of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x2 hour written examination 50 %

Module Code: ENGD211	Semester 1	8 Credits	NQF-Level: 5b

Title: English Methodology: Didactical Aspects of English
After you have completed this module, you should:

- demonstrate fundamental knowledge on the theories of SLA;
- demonstrate understanding of approaches, methods and techniques in ESL;
- name and describe OBE principles in design and selection of learning material; and
- interpret and select learning outcomes and assessment standards for effective teaching and learning of the four language skills.

Mode of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x2 hour written examination 50 %

Module Code: ENGD411	Semester 1	16 Credits	NQF-Level: 6

Title: English Methodology: Didactical Aspects: Snr and FET phase

After completing this module, the student should:

- be able to interpret second language acquisition theories and variables and interpret and evaluate various methods of teaching English second language. They should demonstrate knowledge of the principles of outcomes-based teaching and in specific the teaching of language outcomes and skills. Learners should apply the basic didactical principles in planning for instruction and demonstrate knowledge and skills regarding the principles in planning for instruction and demonstrate knowledge and skills regarding the principles of assessment. They should structure language learning experiences using instructional technology and project professional values in all educational operations.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written examination 50 %

Module Code: ENGD421	Semester 2	16 Credits	NQF-Level: 6

Title: English Methodology: Didactical Aspects: Snr and FET phase

After completing this module, the student should:

- be able to interpret second language acquisition theories and variables and interpret and evaluate various methods of teaching English second language. They should demonstrate knowledge of the principles of outcomes-based teaching and in specific the teaching of language outcomes and skills. Learners should apply the basic didactical principles in planning for instruction and demonstrate knowledge and skills regarding the principles in planning for instruction and demonstrate knowledge and skills regarding the principles of assessment. They should structure language learning experiences using instructional technology and project professional values in all educational operations.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written examination 50 %

Module Code: ENGE111	Semester 1	16 Credits	NQF-Level: 5a

Title: English for Education

After you have completed this module, you should:

- demonstrate a solid knowledge and understanding of the literary genres of film, drama and novel;
- demonstrate the necessary skills to analyse and critically evaluate literary texts;
- have the knowledge and skills needed to identify and evaluate the values explored in literary texts;
- have the knowledge and skills needed to identify literary themes for a multicultural society related to the real life experiences of learners and focus on the role literature study can play in advancing recognition of and respect for all people in a democratic society;
- demonstrate the solid knowledge and necessary skills to communicate effectively, both individually and in groups, in English in general and specifically regarding all aspects of the teaching-learning situation;
- demonstrate solid knowledge of stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills; and
- demonstrate fundamental knowledge and understanding of didactic skills and approaches and apply this to the teaching of language and literature.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written examination 50 %

Module Code: ENGE121	Semester 2	16 Credits	NQF-Level: 5a

Title: English for Education: Linguistics for Language Teachers

After you have completed this module, you should:

- demonstrate a fundamental knowledge and understanding of the field of linguistics and its application in the language classroom;
- critically analyse the knowledge bases of the four language skills as they pertain to the English classroom;
- demonstrate competence in the four language skills and their application in the language classroom;
- access, evaluate and apply technological information in the classroom;
- successfully create and maintain a learning environment that is conducive to effective learning; and
- successfully select, create and evaluate suitable learning resources.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written examination 50 %

Module Code: ENGE211	Semester 2	16 Credits	NQF-Level: 5b

Title: English for Education: SA Literacy Contexts in Education

After you have completed this module, you should:

- demonstrate solid knowledge and understanding of the literary genres of poetry, short stories and young adult literature in a variety of Afrocentric texts;
- demonstrate well established competence in identifying, tracing and interpreting themes in literary genre;
- apply knowledge of stylistic aspects of literary texts in the teaching of language and grammar skills;
- analyse and critically evaluate Afrocentric literary texts in ‘n multicultural environment;
- identify and evaluate the values explored in Afrocentric literary texts;
- communicate effectively, both individually and in groups, in English in general and specifically regarding all aspects of the teaching-learning situation; and
- demonstrate fundamental knowledge and understanding of didactic skills and approaches and apply this to the teaching of language and literature.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written examination 50 %

Module Code: ENGE221	Semester 2	16 Credits	NQF-Level: 5b

Title: English for Education: Respect as Educational Principle in Literary Texts
After you have completed this module, you should:

- demonstrate knowledge and understanding of representative selections from different literary traditions;
- demonstrate knowledge and understanding of literary theory and genre;
- trace the development of major literary movements in historical periods;
- identify, trace, interpret and critically comment on themes in a literary genre;
- demonstrate the skills and knowledge required to analyse and critically evaluate literary texts;
- demonstrate fundamental knowledge of stylistic aspects of literary texts;
- demonstrate ability to identify and evaluate the values explored in literary texts and films;
- demonstrate understanding of didactic skills and approaches and apply this to the teaching of literature.

Mode of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x3 hour written examination 50 %

Module Code: ENGE311	Semester 1	16 Credits	NQF-Level: 6

Title: English for Education: Advanced Thematic Studies for English in Education

After you have completed this module, you should:

- demonstrate profound knowledge and insight regarding the literary genres of drama novel and poetry in a variety of texts;
- identify, trace interpret and critically comment on themes in a literary genre;
- demonstrate the skills and knowledge required to analyse and critically evaluate literary texts;
- demonstrate fundamental knowledge of stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills;
- demonstrate the profound knowledge and skills needed to identify and evaluate the values explored in literary texts and films;
- demonstrate a fundamental understanding of didactic skills and approaches and apply this to the teaching of language and literature;
- demonstrate a profound knowledge of the cognitive academic language skills required for teaching English; and
- demonstrate an ample ability to identify themes and situations which learners can identify and learn from, thus aiding them in dealing with similar situations in their personal lives.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written examination 50 %

Module Code: ENGE321	Semester 2	16 Credits	NQF-Level: 6

Title: English for Education: Construction and Deconstruction as an Educational Tool

After you have completed this module, you should:

- demonstrate profound knowledge and insight of the deconstructive view of literature;
- demonstrate judicious ability for deconstructive reading pertaining to the multiple meanings of words, exclusions, substitutions, intertextuality, filiations among meanings and signs, the play of meaning, and repetition;
- demonstrate the skills and knowledge required to analyse and critically evaluate relations of texts to each other;
- demonstrate fundamental knowledge of the construction, communication, and reception of texts within a cultural and educational context;
- demonstrate judicious knowledge of stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills;
- demonstrate the basic knowledge and skills required for the construction of meaning in cinema and the development of film language and the understanding of the major of structural components of the narrative film text, such as narrative structure, *miser-en-scene*, the camera eye, editing and sound;
- demonstrate the profound knowledge and skills needed to identify and evaluate the values exploded in literary texts and films;
- demonstrate a fundamental understanding of didactic skills and approaches and apply this to the teaching of language and literature;
- demonstrate a profound knowledge of the cognitive academic language skills required for teaching English; and
- demonstrate an ample ability to identify themes and situations to which learners can identify and learn from, thus aiding them in dealing with similar situations in their personal lives.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written examination 50 %

Module Code: ENGF121	Semester 2	8 Credits	NQF-Level: 5a

Title: English Medium of Instruction
After you have completed this module, you should:

- demonstrate a solid knowledge of the methodology of effective second language medium of instruction;
- demonstrate a fundamental knowledge of the principles of second language acquisition;
- demonstrate basic competence in the four language skills and their application in the content classroom;
- use medium of instruction to convey content of area of specialisation by employing holistic language skills and successfully applying principles of language across the curriculum;
- demonstrate ability to monitor and evaluate own and learners' progress; and
- match the profile of an ideal, second language medium of instruction content teacher to successfully create and maintain a learning environment that is conducive to effective learning.

Mode of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x2 hour written examination 50 %

Module Code: ENGF221	Semester 1	8 Credits	NQF-Level: 5b

Title: English Medium of Instruction
After you have completed this module, you should:

- demonstrate advanced competence in the four macro language skills (listening, speaking, reading and writing) of Classroom English. This is underpinned by profound knowledge of and skills in the Interpersonal, Pedagogical and General aspects of the medium of instruction;
- demonstrate fundamental knowledge of and competence in presentational skills such as loudness of voice, rate of delivery, variation in tone and pitch, articulation and fluency, as well as appropriate gestures and body language. Presentational skills also entail the use of contextual cues that will help learners to link background content, language, and cultural knowledge to new knowledge; and
- demonstrate profound knowledge of the principles underpinning competence in the methodological skills that teacher-trainees require for effective L2MI. These include the ability to:
  - plan both content and language objectives for each learning task;
  - design suitable and appropriate materials;
  - design and introduce contextual clues;
  - encourage purposeful interaction;
  - create a classroom atmosphere and attitudes that promote language acquisition and conceptual development, and
  - employ fair and appropriate assessment strategies.

Mode of Delivery: Full-time
Assessment Mode: Continuous assessment 60 %
1x2 hour written examination 40 %

Module Code: GEOD421	Semester 1	16 Credits	NQF-Level: 6

Title: Geography Methodology: FET phase

After you have completed this module, you should:

- demonstrate a comprehensive and systematic knowledge of Geography education with special reference to different teaching and learning styles, strategies, methods, techniques as well as curriculum development, design and the effective implementation of learning experiences;
- demonstrate the skills to evaluate which of these elements are the most effective concerning specific learning content in Geography, and subsequently implementing these in a creative, logical and systematic manner;
- demonstrate an ability to deal with unfamiliar concrete and abstract problems and issues in Geography education using evidence-based solutions and theory-driven arguments, as well as demonstrating an ability to engage with journal articles, scholar reviews and primary resources and be able to present and communicate information and their own ideas and opinions on themes related to Geography education in a well-structured argument; and
- act in an ethical and value-driven manner in all operational circumstances and all forms of communication, both written and verbal.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %
1x3 hour written examination 50 %

Module Code: GEOE111	Semester 1	16 Credits	NQF-Level: 5a

Title: Geography for Education: Physical, Economical and Population Background of Africa and the RSA

After you have completed this module, you should:

- demonstrate a fundamental knowledge regarding the location, political distribution, physical features and economical trends of Africa and South Africa within a global context;
- make correct geographical interpretations, analyses, evaluations and deductions regarding physical, economical and population aspects of the RSA and Africa;
- demonstrate sound and extensive knowledge and understanding regarding the general concepts in Population Geography and make correct analyses and meaningful interpretations in this regard, as well as recognise, explain and evaluate the interrelationship between topographic, climatologic and man-made phenomena in the RSA;
- evaluate the developing economies in Africa, show insight and understanding concerning the problems in African countries and also evaluate these within the framework of their own view of life and the world as well as demonstrate the ability to apply acquired knowledge in such a way as to display an ethically responsible attitude toward Africa/South Africa and its people; and
- PRACTICAL: demonstrate a fundamental knowledge, skills, understanding and insight of map skills, cartography and representation techniques and be able to apply it in practice.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %
1x3 hour written examination 50 %

Module Code: GEOE121	Semester 2	16 Credits	NQF-Level: 5a

Title: Geography for Education: Planetary Geography, Climatology and Oceanography

After you have completed this module, you should:

- demonstrate a fundamental knowledge of Planetary Geography, Climatology and Oceanography in context of the National Curriculum;
- identify themes relevant to Planetary Geography, Climatology and Oceanography that support the coherent understanding of concepts, ideas, theories, principles and rules;
- demonstrate an ability to use their knowledge to solve common problems within a familiar context and be able to teach it to learners at school using appropriate technology;
- act in an ethical and value-driven manner in all operational circumstances and forms of communication, written and verbal;
- PRACTICAL: demonstrate a fundamental knowledge, skills, understanding and insight into map projections as well as synoptic weather maps and be able to apply it in practice.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written examination 50 %

Module Code: GEOE211	Semester 1	16 Credits	NQF-Level: 5b

Title: Geography for Education: Urban and Economics Geography

After you have completed this module, you should:

- demonstrate a solid knowledge base of Urban and Economic Geography in the context of the National Curriculum;
- identify themes relevant for a diverse society related to personal, community and economic areas and plan activities supporting coherent understanding of concepts, ideas, theories, principles and rules;
- demonstrate an ability to solve well-defined but unfamiliar problems in Urban and Economic Geography using correct procedures and appropriate evidence as well as the use of basic information technology to present information;
- act in an ethical and value-driven manner in all operational circumstances and forms of communication, written and verbal; AND
- PRACTICAL: demonstrate practically, a solid knowledge, skills, understanding and insight on land usage in cities as well as quantitative calculations and be able to apply these in practice.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written examination 50 %

Module Code: GEOE221	Semester 2	16 Credits	NQF-Level: 5b

Title: Geography for Education: Geomorphology and Environmental Geography

After you have completed this module, you should:

- demonstrate a solid knowledge base of Urban and Economic Geography in the context of the National Curriculum;
- identify themes relevant for a diverse society related to personal, community and economic areas and plan activities supporting coherent understanding of concepts, ideas, theories, principles and rules;
- demonstrate an ability to solve well-defined but unfamiliar problems in Urban and Economic Geography using correct procedures and appropriate evidence as well as basic information technology to present information;
- act in an ethically and value-driven manner in all operational circumstances and forms of communication, both written and verbal.
- demonstrate, in practice, a solid knowledge, skills, understanding and insight on land usage in cities with quantitative calculations, and be able to apply these in practice; and
- *Practical: Cartography and Aerial photos and Stereoscopy. Environmental fieldwork*

  learners will be able to demonstrate sound knowledge, insight and perspectives with regard to the content, skills, values and methods of environmental geography, undertake an environmental impact analysis in the Potchefstroom area and write a subsequent report and have the necessary knowledge and skills to represent relief features, draw cross-section sketches and calculate and interpret gradient on topographic maps, integrating these in appropriate themes of geography. The student should also be able to interpret aerial photographs using stereoscopes and stereo-pairs and calculate scales on aerial photographs.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %
1x3 hour written examination 50 %

Module Code: GEOE311	Semester 1	16 Credits	NQF-Level: 6

Title: Geography for Education: Advanced Population and Urban Geography
After you have completed this module, you should:

- demonstrate a well-rounded and systematic knowledge of Population and Urban Geography in the context of the National Curriculum;
- demonstrate a coherent and critical understanding of Population and Urban Geography's terms, rules, concepts, principles and theories as well as indicating an ability to map new knowledge onto a given body of theory;
- an ability to deal with unfamiliar concrete and abstract problems and issues in Population and Urban Geography using evidence-based solutions and theory-driven arguments as well as being able to present and communicate information and their own ideas and opinions on themes related to Population and Urban Geography, in a well structured argument;
- act in an ethically and value-driven manner in all operational circumstances and forms of communication, both written and verbal; and
- PRACTICAL: demonstrate, in a practical way, a well-rounded, systematic knowledge, skills, understanding and insight of quantitative map techniques to present data visually, as well as the functioning of a Global Positioning System (GPS) and be able to apply these in practice.

Mode of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x3 hour written examination 50 %

Module Code: GEOE321	Semester 2	16 Credits	NQF-Level: 6

Title: Geography for Education: Advanced Geomorphology and Climatology
After you have completed this module, you should:

- demonstrate a comprehensive knowledge and insight regarding concepts and the application possibilities of South Africa's Geological History and resulting landscapes, soils and hydrology, and should also display a systematic knowledge of advanced climatological phenomena on a global and South African context;
- analyse land forms, landscapes and climatic phenomena, which reflect the environmental conditions over time during their origin, and evaluate these within the geological time context;
- discuss and critically evaluate the conditions which lead to the global geologic and climatic phenomena;
- be able to work with other individuals in group context in an ethically accountable and responsible manner during the solving of problems characteristic of the learning contents of this module, and should undertake small scale research regarding relevant subjects as expressed in the module;
- PRACTICAL: Demonstrate a fundamental knowledge, skills, understanding and insight of GIS and be able to apply it in practice (Practical: GIS and GIS in teaching).

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written examination 50 %

Module Code: LABD211	Semester 1	8 Credits	NQF-Level: 5b

Title: Learning Area Economic Management Science Methodology: Snr phase

After you have completed this module, you should:

- have a solid knowledge base of the learning outcomes and assessment standards applicable to EMS in the Senior phase, and assessment, with an informed notion of key terms, rules, concepts, principles and theories;
- identify themes relevant to the National Curriculum Statement applicable to EMS in the Senior phase and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules; use unknown and abstract information by using graphs and theory-driven arguments; effectively use IT skills to collect, organise, critically analyse and to interpret;
- demonstrate problem-solving abilities to plan and present lessons for specific application to EMS, using appropriate technologies, unknown and abstract information, graphs and theory driven arguments and IT skills to collect, organise, critically analyse and interpret, giving evidence of theoretical underpinning;
- effectively communicate EMS didactical aspects ethically, coherently and reliably to learners in the classroom situation by using individual or group methods.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x2 hour written exam 50 %

Module Code: LAND211	Semester 1	8 Credits	NQF-Level: 5b

Title: Learning Area Natural Science Methodology: Senior phase

After you have completed this module, you should:

- demonstrate a comprehensive and systematic knowledge of the learning area Natural Sciences in the context of OBE, concerning the following: the nature and structure of Natural Sciences, outcomes for Natural Sciences and the Natural Sciences lesson plan;
- identify and solve problems within the themes mentioned above, and plan activities which support a comprehensive understanding of ideas, theories, principles and rules within these themes;
- act in a problem-solving manner, concerning the planning and presentation of lessons and practical sessions in context of the above-mentioned theoretical themes by using applicable technological resources; and
- demonstrate an appreciation of the contribution made by indigenous knowledge systems to educational issues concerning the above-mentioned content as well as demonstrate an ethically professional attitude and behaviour towards the content of Natural Science.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x2 hour written exam 50 %

Module Code: LASD211	Semester 1	8 Credits	NQF-Level: 5b

Title: Learning Area Social Science Methodology: Snr phase

After you have completed this module, you should:

- demonstrate a solid and sound knowledge of Social Sciences as a learning area in context of the National Curriculum Statement;
- demonstrate basic skills of planning and designing an elementary lesson;
- demonstrate the competency to plan, design and present lessons utilizing different kinds of sources;
- demonstrate values of an ethical-professional nature with regard to human and environmental rights which are in compliance with the *Manifesto on Values, Education and Democracy.*

Mode of Delivery: Full-time

Assessment Mode: 1x2 hour written exam 50 %

Module Code: LIFD421	Semester 2	16 Credits	NQF-Level: 6

Title: Life Sciences Methodology: FET phase

After you have completed this module, you should:

- demonstrate a well-developed and systematic knowledge of the following themes:

Designing a learning programme (subject framework, work schedule and lesson plans); Assessment; Laboratory techniques and Environmental Education.

- Be able to identify and solve problems within the above themes as well as plan activities that support the comprehensive comprehension of ideas, theories and principles and rules within the themes;
- Be able to use problem solving abilities regarding the planning and presentation of lessons and practical sessions within the context of the theoretical themes mentioned above by amongst others the use of suitable technological aids;
- Display an appreciation for the contribution native knowledge systems play in pharmacology, bio-ethical issues in the above content and the ethical accountability towards the content of the Live Sciences.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written exam 50 %

Module Code: LIFE111	Semester 1	16 Credits	NQF-Level: 5a

Title: Life Sciences for Education: Biochemistry, Cell and Cell Activities
After you have completed this module, you should:

- demonstrate a well-developed and systematic knowledge of the following themes:
  - the scientific method,
  - basic chemistry and bio-chemistry,
  - the cell and cell activities (cell division, nucleic acids, photosynthesis and cell respiration);
- be able to identify and solve problems within the above themes as well as plan activities that support the comprehensive understanding of ideas, theories and principles and rules within the themes;
- be able to use problem-solving abilities regarding the planning and presentation of lessons and practical sessions within the context of the theoretical themes mentioned above by, amongst others, the use of suitable technological aids;
- display an appreciation for the contribution indigenous knowledge systems play in pharmacology, bio-ethical issues in the above content and apply an ethical accountability towards the content of the Life Sciences.

Mode of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x3 hour written exam 50 %

Module Code: LIFE121	Semester 2	16 Credits	NQF-Level: 5a

Title: Life Sciences for Education: Bacteria, Archea and Plantea
After you have completed this module, you should:

- have a finished and systematic knowledge in the following themes in Life Sciences:
  - the classification of living things
  - characteristics of viruses and organisms in the domains Bacteria and Archaea,
  - the evolutionary development of the domain Eucarya (including the animal kingdom),
  - a comparison of various plant phyla,
  - the morphology and anatomy of Angiospermatophyta,
  - physiology with reference to water and nutrient absorption in plants
  - and the analysis and comparison of the reproduction, growth and development of plants;
- be able to identify and solve problems within the above themes as well as plan activities that support the comprehensive understanding of ideas, theories and principles and rules within the themes;
- be able to use problem-solving abilities regarding the planning and presentation of lessons and practical sessions within the context of the theoretical themes mentioned above by, amongst others, the use of suitable technological aids;
- display an appreciation for the contribution indigenous knowledge systems play in pharmacology and bio-ethical issues in the above content and apply an ethical accountability towards the content of the Life Sciences.

Mode of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x3 hour written exam 50 %

Module Code: LIFE211	Semester 1	16 Credits	NQF-Level: 5b

Title: Life Sciences for Education: Protista, Animalia, Physiology of Man
After you have completed this module, you should:

- a basic knowledge of the following themes
  - Domain Eucarya (Ryke Protista and Animalia),
  - dichotomous keys,
  - Histology (mammal tissue),
  - Anatomy and Physiology of man (terminology, cardio-vascular- lymph and immune systems);
- be able to identify and solve problems within the above themes as well as plan activities that support the comprehensive understanding of ideas, theories and principles and rules within the themes;
- be able to use problem-solving abilities regarding the planning and presentation of lessons and practical sessions within the context of the theoretical themes mentioned above by, amongst others, the use of suitable technological aids;
- display an appreciation for the contribution indigenous knowledge systems play in pharmacology and bio-ethical issues in the above content and apply an ethical accountability towards the content of the Life Sciences.

Mode of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x3 hour written exam 50 %

Module Code: LIFE221	Semester 2	16 Credits	NQF-Level: 5b

Title: Life Sciences for Education: Physiology of Man

After you have completed this module, you should:

- demonstrate a well-founded knowledge of the following systems of the human anatomy and physiology - locomotion-, muscle-, nutrition-, gasseous exchange-, excretion- and osmo-regulation, co-ordination and thermo-regulatory systems;
- be able to identify and solve problems within the above themes as well as plan activities that support the comprehensive understanding of ideas, theories and principles and rules within the themes;
- be able to use problem-solving abilities regarding the planning and presentation of lessons and practical sessions within the context of the theoretical themes mentioned above by, amongst others, the use of suitable technological aids;
- display an appreciation for the contribution indigenous knowledge systems play in pharmacology and bio-ethical issues in the above content and apply an ethical accountability towards the content of the Life Sciences.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written exam 50 %

Module Code: LIFE311	Semester 1	16 Credits	NQF-Level: 6

Title: Life Sciences for Education: Ecology and Sustainable Life

After you have completed this module, you should:

- have a finished and systematic knowledge in the following themes in Life Sciences
- eco-systems, population dynamics and the human impact on eco-forms and quantitative ecology;
- be able to identify and solve problems within the above themes as well as plan activities that support the comprehensive understanding of ideas, theories and principles and rules within the themes;
- be able to use problem-solving abilities regarding the planning and presentation of lessons and practical sessions within the context of the theoretical themes mentioned above by, amongst others, the use of suitable technological aids;
- display an appreciation for the contribution indigenous knowledge systems play in pharmacology and bio-ethical issues in the above content and apply an ethical accountability towards the content of the Life Sciences.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written exam 50 %

Module Code: LIFE321	Semester 2	16 Credits	NQF-Level: 6

Title: Life Sciences for Education: Evolution, Physiology of Man, Reproduction and Genetics

After you have completed this module, you should:

- have a finished and systematic knowledge in the following themes in Life Sciences - reproduction of mankind, genetics and the evolution theory;
- be able to identify and solve problems within the above themes as well as plan activities that support the comprehensive understanding of ideas, theories and principles and rules within the themes;
- be able to use problem-solving abilities regarding the planning and presentation of lessons and practical sessions within the context of the theoretical themes mentioned above by, amongst others, the use of suitable technological aids;
- display an appreciation for the contribution indigenous knowledge systems play in pharmacology and bio-ethical issues in the above content and apply an ethical accountability towards the content of the Life Sciences.

Mode of Delivery: Full-time, MoA AROS, MoA CEDAR College, MoA NIHE, SBET

Assessment Mode: Continuous assessment 50 %

1x3 hour written exam 50 %

Module Code: LIFF121	Semester 2	8 Credits	NQF-Level: 5a

Title: Life Skills Fundamental

After you have completed this module, you should:

- demonstrate a fundamental knowledge base of the terminology, rules, concepts, principles, and theories of Life Skills for educators pertaining to self-concept, self-management, setting of personal goals, HIV/AIDS awareness and national HIV/ AIDS policy;
- demonstrate an ability to interpret, convert, evaluate and apply essential theories and text pertaining to the value and meaning of teaching Life Skills, regard themselves and others in a positive light, function as unique individuals within their own environment, regard barriers in one's life in a new light, promote HIV/AIDS awareness as well as the national HIV/ AIDS policy;
- demonstrate the ability to use the attained knowledge to solve common problems within a familiar context of Life Skills for educators pertaining to self-concept, self-management, setting of personal goals, HIV/AIDS awareness as well as the national HIV/ AIDS policy, using appropriate technological skills and giving evidence of theoretical underpinning;
- act ethically responsible and be value-driven in all circumstances and forms of communication, written as well as oral, related to the value and meaning of teaching Life Skills as well as the concepts of "*ubuntu*", HIV/AIDS and the national HIV/ AIDS policy.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %
1x2 hour written exam 50 %

Module Code: LITA123	Semester 2	8 Credits	NQF-Level: 5b

Title: Literacy 1st Additional Language (English)

After you have completed this module, you should:

- demonstrate a fundamental knowledge of various aspects of teaching Literacy, specifically English as a first additional language in the Foundation phase including
  - the principles and outcomes as specified by the RNCS
  - specifications regarding first additional language acquisition
  - the Total Literacy Model and principles on which to build language learning activities
  - aspects of cooperative learning
  - the development and extension of vocabulary and designing lesson plans based on OBE principles;
- identify and solve common problems within a familiar context of the above-mentioned themes and plan activities based on the understanding of ideas and theoretical principles of the themes;
- demonstrate a fundamental knowledge of planning and presenting a lesson in accordance with a given format and assessment criteria, and use the most effective instructional skills and assessment strategies for a specific teaching-learning environment;
- demonstrate the basic principles of literacy in an ethically responsible manner during group work, in the classroom and in the community.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %
1x2 hour written examination 50 %

Module Code: LITA223	Semester 2	8 Credits	NQF-Level: 5b

Title: Literacy 1st Additional Language (English)
After you have completed this module, you should:

- demonstrate a solid knowledge base and an informed understanding of Literacy, specifically English as a first additional language in the Foundation phase including various language teaching strategies, methods and techniques and their correct application; the development of listening and speaking skills and their application; the creation of barriers to effective listening and how these can be avoided; assessment standards for listening and speaking and their application; and the teaching of word recognition and vocabulary instruction;
- use your knowledge to solve well-defined problems that are both routine and unfamiliar within the context of the above-mentioned themes and plan activities based on the understanding of ideas and theoretical principles of the themes;
- demonstrate an ability to plan and present a lesson in accordance with a given format and assessment criteria, and use the most effective instructional skills for selected teaching and assessment strategies for a specific teaching-learning environment;

demonstrate the basic values of literacy in an ethically responsible manner during group work, in the classroom and in the community.

Mode of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x2 hour written examination 50%

Module Code: LITA313	Semester 1	8 Credits	NQF-Level: 6

Title: Literacy 1st Additional Language (English)
After you have completed this module, you should:

- demonstrate an well-rounded knowledge base and sound understanding of Literacy, specifically English as a first additional language in the Foundation Phase including: the assessment standards of reading and writing and the application thereof; phonics and the teaching of spelling, fluency and comprehension; and the development of reading and writing skills and the application of suitable methods;
- demonstrate an ability to solve well-defined but unfamiliar problems using correct procedures and appropriate evidence based on the above mentioned themes and plan activities based on the understanding of ideas and theoretical principles of the themes;
- demonstrate the ability to solve problems in relation to the planning and presentation of lessons and practical sessions within the context of the above mentioned by using basic information technology;
- demonstrate own ideas and opinions in well-structured arguments in a professional manner.

Mode of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x2 hour written examination 50 %

Module Code: LITG211	Semester 1	8 Credits	NQF-Level: 5b

Title: Literacy: Visual Arts

After you have completed this module, you should:

- demonstrate a solid knowledge base and sound understanding of visual literacy to describe art concept, principles, styles, content, materials and techniques;
- demonstrate an understanding of the process of critical analysis and provide reasons for aesthetic judgements;
- critically analyse and synthesize information on visual literacy in fine arts as applicable to EDUCATIONAL ART, explore writing and research skills in the study of educational art in the Foundation phase;
- demonstrate an ability to solve well-defined but unfamiliar problems in planning appropriate teaching and learning activities in the Foundation phase using the informal approach to lesson presentation in art;
- demonstrate ethically responsible behaviour while reflecting on the diversity of children's art in the Foundation phase, within the context of a multi-cultural society.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x2 hour written exam 50 %

Module Code: LITG321	Semester 2	16 Credits	NQF-Level: 6

Title: Literacy Academic English: First Additional Language

After you have completed this module, you should:

- demonstrate fundamental knowledge of the characteristics of children's, young adult and adult literature. This knowledge should enable them to select suitable teaching and learning materials for the Foundation phase.
- analyse and evaluate prose relevant to the Foundation phase.
- identify and appreciate linguistic, conceptual and aesthetic elements in rhymes and verses relevant to the Foundation phase.
- apply literary theory and use relevant subject terminology in an independent analysis of prescribed English poems.
- apply knowledge of phonetics, morphology and syntax effectively in their own written and spoken communication and facilitate effective language acquisition in the Foundation Phase.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written examination 50 %

Module Code: LITG323	Semester 2	16 Credits	NQF-Level: 6

Title: Literacy Academic English: First Additional Language

After you have completed this module, you should:

- demonstrate fundamental knowledge of the characteristics of children's, young adult and adult literature. This knowledge should enable them to select suitable teaching and learning materials for the Foundation phase.
- analyse and evaluate prose relevant to the Foundation phase.
- identify and appreciate linguistic, conceptual and aesthetic elements in rhymes and verses relevant to the Foundation phase.
- apply literary theory and use relevant subject terminology in an independent analysis of prescribed English poems.
- apply knowledge of phonetics, morphology and syntax effectively in their own written and spoken communication and facilitate effective language acquisition in the Foundation Phase.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written examination 50 %

Module Code: LITG413	Semester 1	16 Credits	NQF-Level: 6

Title: Literacy Academic English: First Additional Language

After you have completed this module, you should:

- demonstrate fundamental knowledge of the characteristics of children's, young adult and adult literature. This knowledge should enable them to select suitable teaching and learning materials for the Foundation phase.
- analyse and evaluate prose relevant to the Foundation phase.
- identify and appreciate linguistic, conceptual and aesthetic elements in rhymes and verses relevant to the Foundation phase.
- apply literary theory and use relevant subject terminology in an independent analysis of prescribed English poems.
- apply knowledge of phonetics, morphology and syntax effectively in their own written and spoken communication and facilitate effective language acquisition in the Foundation Phase.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x3 hour written examination 50 %

Module Code: LITH111	Semester 1	8 Credits	NQF-Level: 5b

Title: Literacy in the Home Language: English

After you have completed this module, you should:

- be able to demonstrate a fundamental knowledge of outcomes based education, as well as relevant teaching and learning strategies in English Home Language within the context of the learning area Languages, as prescribed by the National Curriculum Statement;
- be able to demonstrate facilitation skills of methods, procedures and techniques relating to the teaching of Listening (Learning Outcome 1), Speaking (Learning Outcome 2), as well as Language Structure and Use (Learning Outcome 6);
- be able to demonstrate problem solving skills by means of planning and presenting lessons during the teaching of Listening (Learning Outcome 1), Speaking (Learning Outcome 2), as well as Language Structure and Use (Learning Outcome 6);
- be able to show appreciation for the contribution that outcomes based education and the National Curriculum Statement makes in order to strive to provide quality education to all learners in South Africa.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x2 hour written examination 50 %

Module Code: LITH221	Semester 2	8 Credits	NQF-Level: 5b

Title: Literacy in the Home Language: English

After you have completed this module, you should:

- demonstrate fundamental knowledge with a good understanding of the principles and theories concerning the acquisition of handwriting and written communication, as well as thinking and reasoning skills of the Foundation Phase learners, and be able to apply it in the learning area Languages as prescribed in the National Curriculum Statement;
- demonstrate knowledge of the key aspects, theories and principles in the teaching of handwriting, written communication, enhancement of thinking and reasoning skills of the Foundation Phase learners and be able to apply it in teaching practice;
- plan and apply a suitable selection of teaching and learning strategies, methods and techniques to be used for individuals, or in groups, in lessons for teaching handwriting, written communication as well as thinking and reasoning activities;
- be able to analyse, evaluate and support lesson planning, as well as the application thereof, according to given criteria for effective outcomes based teaching, which includes interaction, media and values.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x2 hour written examination 50 %

Module Code: LITH313	Semester 1	8 Credits	NQF-Level: 6

Title: Literacy in the Home Language: English

After you have completed this module, you should:

- be able to demonstrate a well-rounded and systematic knowledge, with good insight, of perceptual development, emergent literacy, reading readiness and reading theory in English Home language;
- be able to demonstrate essential and practice orientated procedures and processes in relation to perceptual development, emergent literacy, reading readiness and reading theory in English Home language;
- be able to demonstrate effective choices and the application of essential methods, procedures and techniques in order to teach perceptual development, emergent literacy, reading readiness and reading theory in English Home language;
- be able to demonstrate sensitivity towards the child as a unique human being by taking ethics and the value system into consideration.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x2 hour written examination 50 %

Module Code: LITH423	Semester 2	8 Credits	NQF-Level: 6

Title: Literacy in the Home Language: English

After you have completed this module, you should:

- be able to demonstrate a well-rounded and systematic knowledge with thorough understanding of Reading and viewing (Learning Outcome 3) in English Home language as well as assessment thereof, within the context of the learning area Languages as prescribed by the National Curriculum Statement;
- demonstrate effective choices and the application of essential procedures and techniques during the teaching of reading (Learning Outcome 3: Reading and viewing) and the assessment thereof in practice;
- be able to demonstrate effective choices and the application of essential procedures and techniques during the teaching of reading (Learning Outcome 3: Reading and viewing) and the assessment thereof; and
- be able to demonstrate ethically concrete relations and behaviour in relation to the importance of good reading and spelling ability by the learner as a lifelong learner.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %

1x2 hour written examination 50 %

Module Code: LSFP111	Semester 1	8 Credits	NQF-Level:5a

Title: Learner support: Identification of barriers to learning

On completion of this module, learners should

- demonstrate fundamental knowledge of the theory and practice of learning support in local and global contexts;
- demonstrate fundamental knowledge of the barriers to learning from an ecosystem perspective; and
- demonstrate the competencies to identify individual and social barriers to learning.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %
1x2 hour written exam 50 %

Module Code: LSFP121	Semester 2	8 Credits	NQF-Level: 5a

Title: Learner support: Supporting barriers to learning in the classroom contexts

On completion of this module, learners should

- demonstrate fundamental knowledge of the challenges in the inclusive education classroom;
- demonstrate fundamental knowledge of strategies to support barriers to learning in classroom contexts; and
- apply fundamental knowledge, basic skills and attitudes to develop a classroom support plan for specific barriers to learning.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %
1x2 hour written exam 50 %

Module Code: LSFP221	Semester 2	8 Credits	NQF-Level: 5b

Title: Learner support: Individual support for barriers to learning

On completion of this module, learners should

- demonstrate solid knowledge of different approaches to individual support for barriers to learning**.**
- demonstrate solid knowledge, skills and attitudes to develop Individual Educational Plans and provide individual support to learners with specific barriers to learning, within the educators' scope of practice.
- demonstrate competence to identify individual support for learners who experience barriers to learning within the macro context.
- demonstrate solid knowledge, skills and attitudes to collaborate effectively with parents, caregivers and support professionals in the provision of individual support for learners who experience barriers to learning.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %
1x2 hour written exam 50 %

Module Code: LSFP311	Semester 1	8 Credits	NQF-Level: 6

Title: Learner support: Applied learning support

On completion of this module the student should:

- demonstrate the competence to integrate well-rounded knowledge skills and attitudes with critical reflective thinking skills to develop an Individual Educational Plan for a learner who experience a specific barrier to learning and facilitate the implementation of the plan.
- demonstrate the competence to integrate well-rounded knowledge skills and attitudes with critical reflective thinking skills to develop a classroom intervention plan and facilitate the implementation of the plan.
- demonstrate the competence to integrate well-rounded knowledge, skills and attitudes to critically evaluate the applicability of the process in the South African context.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %
1x2 hour written exam 50 %

Module Code: LSKA322	Semester 2	8 Credits	NQF-Level: 6

Title: Life Skills Art

After you have completed this module, you should:

- demonstrate a well-rounded and systematic knowledge base of the visual language in art as applicable to the facilitation of creative art activities in the Foundation phase, and knowledge of the National Curriculum Statement for the learning area Arts and Culture in the Foundation phase;
- identify age-appropriate activities and techniques relevant for child art development and the connection with the facilitation of creative art activities in the Foundation phase; and plan practical activities supporting the coherent and critical understanding of the subject didactics of art, with regard to the practice of art-teaching in the Foundation phase;
- demonstrate applied knowledge in curriculation in the learning area Arts and Culture in the Foundation phase to present and communicate information, ideas and opinions in well-structured arguments, giving evidence of visual research results directed at the facilitation of learners through the integration of information technologies and the informal approach to lesson presentation in art;
- demonstrate ethically responsible behaviour while reflecting on the diversity within the National Curriculum for Arts and Culture in the Foundation phase, through communication and behaviour.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %
1x2 hour written exam 50 %

Module Code: LSKE321	Semester 2	8 Credits	NQF-Level: 6

Title: Life Skills Environmental Studies
After you have completed this module, you should:

- demonstrate well-rounded and systematic knowledge base of the environment and detailed knowledge of areas of the environment;
- explain and apply essential procedures and processes with regard to the nature and field of environmental studies;
- demonstrate teaching/learning principles applicable to environmental studies and their application in the planning and facilitation of learning experiences for Foundation Phase learners;
- demonstrate sensitivity towards nature and a sense of responsibility for the important role people play in the conservation of the environment by expressing one's own value system.

Mode of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x2 hour written exam 50 %

Module Code: LSKH221	Semester 2	8 Credits	NQF-Level: 5b

Title: Life Skills Health Education
After you have completed this module, you should:

- demonstrate a well-rounded and systematic knowledge base of the environment and detailed knowledge of areas of the environment;
- explain and apply essential procedures and processes with regard to the nature and field of environmental studies;
- demonstrate teaching learning principles applicable to environmental studies and the application thereof in the planning and facilitation of learning experiences for Foundation phase learners;
- demonstrate sensitivity towards nature and a sense of responsibility for the important role people play in the conservation of the environment by expressing your own value system.

Mode of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x2 hour written exam 50 %

Module Code: LSKM121	Semester 2	8 Credits	NQF-Level: 5a

Title: Life Skills: Music
After you have completed this module, you should:

- demonstrate fundamental knowledge and informed understanding of some of the music concepts, such as rhythm, melody, form, texture, tempo, timbre and dynamics;
- analyse and apply some music activities and skills in which young learners can be involved such as singing, movement, listening, instrumental play, improvisation and reading and writing music, and accompanying school learners on the guitar or African percussion instruments;
- demonstrate an ability to solve well-defined problems in planning appropriate music activities and lessons in the Foundation Phase;
- demonstrate ethically responsible behaviour, while constantly developing your role as a Foundation phase music teacher.

Mode of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %,
1x2 hour written exam + 1 practical exam 50 %

Module Code: LSKM211	Semester 1	8 Credits	NQF-Level: 5b

Title: Life Skills: Music

After you have completed this module, you should:

- demonstrate a solid knowledge base and sound understanding of music, dance and drama concepts and activities for the Foundation Phase and apply the grouping and clustering of assessment standards in Foundation Phase lessons to demonstrate a better understanding of the application of the NCS;
- critically analyse and synthesise information on the implications of the development of the young learner for music training, apply various didactic principles in music, read and write music, apply these skills creatively in various suitable music activities, play recorder or melodica and accompany more advanced Foundation Phase songs on the guitar or African percussion instruments;
- demonstrate an ability to solve well-defined but unfamiliar problems in planning appropriate music, dance and drama activities and lessons in the Foundation Phase; and
- compare world views and demonstrate own world view while continuously developing their role as Foundation Phase music teacher.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %,
1x2 hour written exam + 1 practical exam 50 %

Module Code: LSKN312	Semester 1	8 Credits	NQF-Level: 6

Title: Life Skills: Nutrition

After you have completed this module, you should:

- demonstrate a well-rounded knowledge base and sound understanding of nutrition for children as a component of Life Skills, including various aspects of nutrition, foods, under-nutrition, over-nutrition, malnutrition and special diets for young learners; various problems regarding aspects of nutrition in the South African context; the impact that nutrition has on the development of the child and an awareness of correct nutrition and a healthy lifestyle;
- demonstrate an ability to solve well-defined but unfamiliar problems using correct procedures and appropriate evidence based on the above-mentioned themes, and to plan activities based on the understanding of ideas and theoretical principles of the themes;
- demonstrate the ability to solve problems in relation to the planning and presentation of lessons and practical sessions within the context of the above-mentioned theory by using basic information technology;
- demonstrate one's own ideas and opinions in well-structured arguments in a professional manner.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %
1x2 hour written exam 50 %

Module Code: LSKP311	Semester 1	8 Credits	NQF-Level: 6

Title: Life Skills: Physical Education

After you have completed this module, you should:

- demonstrate a well-rounded and systematic knowledge of the perceptual and gross motor development of the Foundation phase learner;
- identify and plan a variety of movement activities supporting the coherent understanding of concepts, ideas, theories, principles and rules of movement development;
- demonstrate the ability to solve well-defined but unfamiliar problems to plan and present scientific and creative movement development lessons for specific application to different age and developmental groups in the Foundation phase, and to identify and address perceptual and gross motor problems and other medical conditions related to movement;
- act ethically responsible and be value-driven in all circumstances and forms of communication, written as well as oral, related to movement development in the Foundation Phase.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %
1x2 hour written exam 50 %

Module Code: LSKR111	Semester 1	8 Credits	NQF-Level: 5a

Title: Life Skills: Culture and Religion

After you have completed this module, you should:

- demonstrate fundamental knowledge of Life Orientation as learning area of the Foundation phase;
- demonstrate the ability to apply life skills methods, procedures and techniques to facilitate personal and social skills;
- apply knowledge of different and diverse religious groups to solve problems within a familiar context;
- demonstrate ethically professional conduct and values of tolerance towards the cultural and religious diversity in our society.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %
1x2 hour written exam 50 %

Module Code: MATD211	Semester 1	8 Credits	NQF-Level: 5b

Title: Mathematics Methodology: Snr phase

After you have completed this module, you should:

- demonstrate a solid knowledge of teaching/learning approaches in mathematics;
- identify and motivate the role of assessment of and for mathematics learning;
- apply different teaching strategies to plan and present mathematics lessons for Senior phase learners;
- illustrate an appreciation for the value of mathematics in real life.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 60 %
1x2 hour written exam 40 %

Module Code: MATD321	Semester 2	8 Credits	NQF-Level: 6

Title: Mathematics Methodology: Int phase/ FET phase

After you have completed this module, you should:

- demonstrate a well-rounded and systematic knowledge of the structure and content of the school mathematics curriculum with respect to the specific school phase;
- apply key concepts and procedures learnt and taught in school mathematics to plan, and compile a work schedule for a specific grade of this school phase;
- use appropriate technologies to plan and present mathematics lessons for the specific phase learners, giving evidence of theoretical underpinning;
- demonstrate an appreciation for the value of mathematics in real life through communication and behaviour.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 60 %
1x2 hour written exam 40 %

Module Code: MATD411	Semester 1	16 Credits	NQF-Level: 6

Title: Mathematics Methodology: Int phase / FET phase

After you have completed this module, you should:

Outcomes for Intermediate phase

- demonstrate a comprehensive and systematic knowledge of the teaching and learning of mathematics in multilingual Int phase mathematics classrooms;
- demonstrate an appreciation for the value of mathematics in real life through communication and behaviour.

Outcomes for FET

- demonstrate a comprehensive and systematic knowledge of the structure and content of the Mathematical Literacy Curriculum;
- demonstrate the abilities to plan and compile a portfolio for Mathematical Literacy, including a work schedule for a specific grade, lesson plans, and self-developed learning materials;
- apply knowledge of mathematical literacy to plan and present mathematical literacy lessons;
- demonstrate an appreciation for the value of mathematics in real life through communication and behaviour in the class situation.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 60 %
1x3 hour written exam 40 %

Module Code: MATD421	Semester 2	16 Credits	NQF-Level: 6

Title: Mathematics Methodology: Senior phase

After completion of this module, student should:

- demonstrate a comprehensive and systematic knowledge of the structure and content of the school mathematics curriculum applicable to this school phase(s);
- demonstrate the effective use of technology (calculators, graphic calculators, computer programmes) and plan and present mathematics lessons;
- demonstrate an appreciation for the value of mathematics in the world of work in communication and behaviour in the class situation.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 60 %
1x3 hour written exam 40 %

Module Code: MATE111	Semester 1	16 Credits	NQF-Level: 5a

Title: Mathematics for Education: Functions

After completion of this module, student should:

- demonstrate basic knowledge, understanding and insight with respect to the following functions: linear functions, quadratic functions, polynomial functions, absolute value functions, rational functions, trigonometric functions, exponential functions, logarithmic functions and hyperbolic functions;
- demonstrate skills to model real-world situations and related problems, using the functions mentioned both by pen-and-paper methods and by applying suitable computer software;
- be competent to interpret solutions produced by the above-mentioned processes and be able to execute basic operations with the functions, apply compound functions and if possible, determine the inverse of the functions;
- use functions to model real-life situations and problems and to evaluate whether the mathematical solutions are valid.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 60%,
1x3 hour written exam 40 %
1 hour practical exam

Module Code: MATE121	Semester 2	16 Credits	NQF-Level: 5a

Title: Mathematics for Education: Elementary Statistics

After completion of this module, student should:

- demonstrate basic knowledge and insight with respect to elementary statistics and probability;
- demonstrate the ability to determine the probability of an event using an appropriate definition, as well as the ability to gather, organise and represent data;
- apply the rules of probability and statistics to solve real-life problems and interpret data in order to draw conclusions with respect to the research questions, and make informed decisions using suitable computer software calculations and any other matter applicable to the teaching and facilitation of statistics and probability at school-level;
- evaluate the validity of mathematical solutions within the context of real-world situations and to judge the value of the topics in this module with regard to how they fit into the broader framework of mathematics.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 60 %
1x3 hour written exam 40 %

Module Code: MATE211	Semester 1	16 Credits	NQF-Level: 5b

Title: Mathematics for Education: Spherical and Euclidean Geometry

After completion of this module, student should:

- demonstrate solid knowledge, understanding and insight with respect to Euclidean and spherical geometry by studying geometry on the plane and on the sphere;
- demonstrate solid knowledge, understanding and insight with respect to defining and describing conic sections conceptually and algebraically;
- demonstrate skills to compare the spherical proofs and results of theorems and axioms with those of Euclidean geometry; comparing relationships between trigonometry and geometry on the sphere;
- demonstrate skills using suitable computer software to facilitate the modelling of real-word problems;
- be competent to investigate the relationship between spherical geometry and real life situations;
- be competent in applying the theory of conic sections in order to solve real-world problems;
- evaluate the validity of mathematical solutions to real life problems.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 60%,
1x3 hour written exam 40 %
1 hour practical exam

Module Code: MATE221	Semester 2	16 Credits	NQF-Level: 5b

Title: Mathematics for Education: Introductory Algebra

After completion of this module, student should:

- demonstrate solid knowledge, understanding and insight with respect to number systems, mathematical induction, complex numbers, polynomial functions, partial fractions and sequences and series;
- demonstrate skill in performing calculations with the respective number systems and their properties, calculations with polynomial functions, resolving rational polynomial quotients into partial fractions, calculations with sequences and series and describing the behaviour of sequences and series;
- be competent to apply the properties of the respective number systems, prove relationships using mathematical induction, model real world situations using polynomials, use applicable computer software to investigate the behaviour of polynomial functions and series and to model real-word situations using sequences and series;
- be capable to evaluate the validity of mathematical solutions within the context of real-world situations and to judge the value of the topics in this module with regard to how they fit into the broader framework of mathematics.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 60%,
1x3 hour written examination 40 %

Module Code: MATE311	Semester 1	16 Credits	NQF-Level: 6

Title: Mathematics for Education: Calculus

After completion of this module, student should:

- demonstrate advanced knowledge, understanding and insight with respect to limits and continuity, the meanings of the derivative, the meanings of the integral, the midpoint rule, the properties of the definite integral, Riemann sums and the Fundamental Theorem of Differential and Integral Calculus;
- demonstrate skill in the calculation of the derivative from the definition, the derivation of certain differentiation rules, the calculation of a large variety of derivatives, the limit of a Riemann sum and a large variety of indefinite and definite integrals;
- be competent to apply differentiation and integration to analyse the behaviour of functions within real life situations and solve problems where rates of change, area, total change and volume are involved;
- be capable of evaluating the meaning and validity of their analysis or solutions within the context of real life situations.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 60%,
1x3 hour written exam 40 %
1 hour practical exam

Module Code: MATE321	Semester 2	16 Credits	NQF-Level: 6

Title: Mathematics for Education: Linear Algebra

After completion of this module, student should:

- demonstrate advanced knowledge, understanding and insight with respect to the solution of geometrical problems using geometrical vectors, vector operations, the linear dependency of vectors inside a three-dimensional space, bases for systems of vectors, solving systems of linear equations within real life contexts, non-linear equations and non-linear inequalities, algebraic operations with matrices and the application of these matters within the context of real-life situations;
- demonstrate skill in the use of applicable computer software to perform matrix operations and solve linear programs graphically;
- be competent to solve real-life problems using vectors, matrices and linear programming;
- be capable to evaluate the validity of mathematical solutions within the context of real life situations.

Mode of Delivery: Full-time

Assessment Mode: Continuous assessment 60%,
1x3 hour written exam 40 %
1 hour practical exam

Module Code: NFPD121	Semester 2	8 Credits	NQF-Level: 5a

Title: Numeracy Methodology

After completion of this module, student should:

- be able to apply a refined and systematic knowledge of problem identification, critical and creative problem solutions and strategies as well as the practical implementation of numbers, calculations, patterns and forms during lesson presentation, as well as the various theories and the roles of the teacher;
- possess the skill to identify and analyse problems, to develop strategies and to apply effective communication in the classroom;
- demonstrate problem-solving skills concerning the planning and presentation of lessons and practical sessions within the context of the theory described above, employing applicable technological aids; and
- demonstrate the basic principles of numeracy in the classroom in an ethically accountable manner as well as the ability to communicate with learners and the community.

Method of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %
1x2 hour written examination 50 %

Module Code: NFPD211	Semester 1	8 Credits	NQF-Level: 5b

Title: Numeracy Methodology

After completion of this module, student should:

- demonstrate a solid and systematic knowledge base concerning the way in which to implement and demonstrate concepts, principles and theories of the following - ; calculations, place values, fractions and geometry during didactic presentation of learning in Numeracy in the Foundation Phase;
- demonstrate the skill and competence to develop problem-solving techniques, related procedures, terminologies and strategies concerning above-mentioned themes in order for effective, responsible communication skills to be applied in the classroom;
- acquire problem-solving skills regarding the planning and presentation of lessons during practical sessions in the context of the theory described above employing applicable technological resources; and
- demonstrate the basic values of numeracy that are required in the classroom context in an ethically professional manner, as well as the ability to communicate with learners and the community.

Method of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %
1x2 hour written examination 50 %

Module Code: NFPD311	Semester 1	8 Credits	NQF-Level: 6

Title: Numeracy Methodology

After completion of this module, student should:

- demonstrate a refined and thorough, systematic knowledge of problem identification, should be able to apply critical and creative strategies and solutions to problems to measurement, data handling, graphs and probability during lesson presentation;
- have various skills in order to develop and implement didactic knowledge in a variety of learning strategies in order to establish effective communication in class;
- be able to develop further, integrated applications of knowledge and skills concerning the planning and implementation of suitable teaching strategies in order to suit the variety of learners in the classroom; and
- demonstrate their own ideas and opinions in an ethically accountable manner by means of well structured arguments.

Method of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %
1x2 hour written examination 50 %

Module Code: NFPD421	Semester 2	16 Credits	NQF-Level: 6

Title: Numeracy Methodology

After completion of this module, student should:

- demonstrate a refined and thorough, systematic knowledge of problem identification, demonstrate a complete knowledge and understanding of how to increase cooperative learning in Numeracy for the Foundation Phase as well as to equip learners with knowledge necessary to handle Numeracy by means of research;
- possess the skill to identify and analyse problems and to develop strategies to help learners with specific problems;
- apply knowledge and skills in an integrated manner so as to effectively apply research conducted in the area of Numeracy in order for teaching to occur; and
- demonstrate the ethically professional values required for Numeracy in the classroom as well as in the community.

Method of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %
1x2 hour written examination 50 %

Module Code: NFPF111	Semester 1	8 Credits	NQF-Level: 5a

Title: Numeracy: Introduction to Fundamental Mathematics

After completion of this module, student should:

- have a sound and systematic knowledge of the learning Mathematics and, the necessity of higher order thinking skills in order to understand Mathematics and solve problems (in context),understand what Mathematics, number sense, classification, counting and our base-ten numeration system is
- teach/ facilitate Mathematics with confidence within the context of true-to-life problem solving in the Foundation Phase, interpret and assess the methods/ strategies , models and presentations of learners at school, as an interpreter and designer apply knowledge and insight on acquired teaching and learning strategies, methods and skills during the design of learning experiences in the Learning Program Numeracy in the Foundation Phase;
- apply teaching theories with confidence in his/ her own knowledge of Mathematics, and facilitate, interpret and mediate the solution, presentation and modeling of true-to-life problems, guide all learners at school to nurture the correct attitudes and values towards learning Mathematics.

Method of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %
1x2 hour written examination 50 %

Module Code: NFPF221	Semester 2	8 Credits	NQF-Level: 5b

Title: Numeracy: Fundamental Concepts in Number and Number Patterns
After completion of this module, student should:

- demonstrate an in-depth knowledge and insight with respect to the construction of meaning, whole number, as well as fraction algorithms, representation of fractions, building understanding, estimating and application of the four main operations with whole numbers, and be able to predict the difficulties learners might experience;
- teach/facilitate through problem solving, in context, in the Foundation Phase, being able to understand interpret and assess learners' strategies;
- be able to apply their knowledge of mathematics making use of learning theories, facilitating the solution of problems;
- accommodate all learners so that they gain positive attitudes and values towards mathematics;
- demonstrate how and where to implement appropriate technology to develop mathematical concepts and skills.

Method of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x2 hour written examination 50 %

Module Code: NFPF321	Semester 2	16 Credits	NQF-Level: 6

Title: Numeracy: More Fundamental Concepts in Number and Number Patterns and Data Handling
After completion of this module, student should:

- demonstrate solid knowledge and insight with respect to the meaningful extension of concepts regarding fractions (common and decimal), ratios and percentages, to assist learners to develop techniques to solve real-life problems meaningfully;
- demonstrate solid knowledge and insight with respect to data handling and probability;
- teach/facilitate through problem solving, in context, in the Foundation Phase, being able to understand, interpret and assess learners' strategies;
- be able to apply their knowledge of mathematics, making use of learning theories, facilitating the solution problems;
- be able to accommodate all learners so that they gain positive attitudes and values towards mathematics;
- demonstrate how and when to implement the pocket calculator to develop mathematical concepts and skills.

Method of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x3 hour written examination 50 %

Module Code: NFPF411	Semester 1	8 Credits	NQF-Level: 6

Title: Numeracy: More Fundamental Concepts in Number and Number Patterns and Data Handling

After completion of this module, student should:

- demonstrate solid knowledge and insight with respect to measurement, space and shape and learning theories (e.g. Van Hiele's levels of development) regarding geometry;
- demonstrate skills to teach/facilitate geometry through investigation and problem solving, in context, in the Foundation Phase, being able to understand, interpret and assess learners' strategies and representations (models, pictures, and diagrams);
- be able to apply their knowledge of geometry, making use of learning theories, facilitating the solution of geometrical problems;
- be able to accommodate all learners so that they gain positive attitudes and values towards geometry;
- demonstrate how and when to implement appropriate technology (*e.g.*, pocket calculator or computer programmes) to develop mathematical concepts and skills.

Method of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %
1x2 hour written examination 50 %

Module Code: PHSD321	Semester 2	8 Credits	NQF-Level: 6

Title: Physical Sciences Methodology: FET Phase

After completion of this module, student should:

- demonstrate a well-rounded and systematic knowledge of the following:
  - the Physical Science teacher,
  - policy documents applicable to the Physical Sciences,
  - mastering of Physical Sciences, and
  - the scientific method of investigation;
- identify and solve problems within the above-mentioned themes and plan activities which support a comprehensive understanding of ideas, theories, principles and rules within these themes;
- acquire problem-solving skills concerning the planning and presentation of lessons and practical sessions within the context of the above theoretical themes by employing applicable technological resources; and
- o demonstrate an appreciation of the ethically professional requirements for and responsibilities of the Physical Science teacher.

Method of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %,
1x2 hour written examination 50 %

Module Code: PHSD411	Semester 1	16 Credits	NQF-Level: 6

Title: Physical Sciences Methodology
After completion of this module, student should:

- have a comprehensive and systematic knowledge of the following:
  - fundamental concepts, structure and logical development and coherence of the Physical Sciences;
  - application of content and understanding of Physics and Chemistry in teaching Physical Sciences according to the national Curriculum Statement;
  - planning (subject framework, working schedule and lesson plan);
  - assessment and laboratory techniques;
- be able to identify and solve problems within these themes and to integrate these with relevant disciples, as well as plan activities that support the comprehensive understanding of ideas, theories, principles and rules within these themes in order to demonstrate insight regarding school learners' alternative understanding of concepts of Natural Science and to adjust their teaching strategies accordingly;
- acquire problem-solving skills concerning the planning and presentation of lessons and practical sessions within the context of the above theoretical themes by employing applicable technological resources; and
- demonstrate an appreciation of the philosophical, ethical, moral and environmental perspectives and to apply these to contemporary issues related to the module outcomes.

Method of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %,
1x3 hour written examination 50 %

Module Code: PHSE111	Semester 1	16 Credits	NQF-Level: 5a

Title: Physical Sciences for Education: Basic Chemical Principles
After completion of this module, student should:

- have a basic concept of the nature of chemistry and its position in the field of natural science, and should be able to apply and facilitate similar content contained in the school syllabus.
- They should also be able to interact with the content of the module by taking responsibility for their own learning, must plan and execute experiments with the necessary responsibility and safety, as well as communicate the results of experiments in report form.
- Student should also be able to identify various types of chemical reaction, perform stoichiometric calculations in a variety of situations, analyse matter, separate mixtures, and
- make ethical judgments concerning science and the environment.

Method of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x3 hour written examination 50 %

Module Code: PHSE121	Semester 2	16 Credits	NQF-Level: 5a

Title: Physical Sciences for Education: Introductory Mechanics and Optics
After completion of this module, student should:

- **Outcomes of knowledge**
  demonstrate a basic knowledge of motion, laws of motion, the energy associated with motion and the reflection and refraction of light;
- **Outcomes of skills**
  identify and solve relevant practical problems that are related to the motion of objects and the reflection and refraction of light;
- **Outcomes of abilities**
  follow a problem-solving approach in the context of the above content by using the correct technology in planning and execution of lessons and practicals;
- **Outcomes of ethical behaviour**
  demonstrate appreciation for the contribution of local knowledge systems to the Physical Sciences and maintain an ethically responsible attitude towards Physical Science content.

Method of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x3 hour written examination 50 %

Module Code: PHSE211	Semester 1	16 Credits	NQF-Level: 5b

Title: Physical Sciences for Education: Advanced Mechanics and Electricity
After completion of this module, student should:

- **Outcome of knowledge**
  demonstrate a basic knowledge of Newton's Universal Law of Gravity, rotational motion, electro-static's and electro-dynamics;
- **Outcome of skills**
  identify and solve relevant practical problems that are related to gravity, rotational motion of objects, electro-static's and electro-dynamics;
- **Outcome of abilities**
  follow a problem-solving approach in the context of the above content by using the correct technology in planning and execution of lessons and practicals;
- **Outcome of ethical behaviour**
  demonstrate appreciation for the contribution of local knowledge systems to the Physical Sciences and maintain an ethically responsible attitude towards Physical Science content.

Method of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x3 hour written examination 50 %

Module Code: PHSE221	Semester 2	16 Credits	NQF-Level: 5b

Title: Physical Sciences for Education: Atom Structure and Chemical Bonding
After completion of this module, student should:

- demonstrate a well-rounded knowledge of the following themes in Natural Science -: atom structure, electron configuration, chemical bonding, intermolecular forces and the phases of matter and organic chemistry;
- identify and solve problems within the above-mentioned themes and plan activities which support a comprehensive understanding of the ideas, theories and principles within the themes;
- acquire problem-solving skills concerning the planning of lessons and practicals in context of the above-mentioned theoretical themes by means of the using the correct technology;
- demonstrate appreciation of the contribution of indigenous knowledge systems in the pharmacological, bio-ethical issues relating to the above-mentioned content and should demonstrate an ethically accountable attitude towards the content of Physical Sciences.

Method of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x3 hour written examination 50 %

Module Code: PHSE311	Semester 1	16 Credits	NQF-Level: 6

Title: Physical Sciences for Education: Control of Chemical Reactions
After completion of this module, student should:

- have a fundamental knowledge of the following themes in the learning area Natural Sciences: thermodynamics and reaction rate, equilibrium, acids, bases and pH and electrochemistry,
- be able to identify and solve problems within these themes as well as plan activities that support the comprehensive understanding of ideas, theories, principles and rules within these themes;
- acquire problem-solving skills concerning the planning and presentation of lessons and practical sessions within context of the above theoretical themes by employing applicable technological resources; and
- demonstrate appreciation of the contribution of indigenous knowledge systems in the pharmacological, bio-ethical issues relating to the above-mentioned content and should demonstrate an ethically accountable attitude towards the content of Physical Sciences.

Method of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x3 hour written examination 50 %

Module Code: PHSE321	Semester 2	16 Credits	NQF-Level: 6

Title: Physical Sciences for Education: Electricity and Magnetism, Oscillations and Waves

After completion of this module, student should:

- demonstrate a basic and systematic knowledge of magnetic fields and forces, electro-magnetic induction, oscillation and waves, interference phenomena and light quanta;
- identify and solve relevant practical problems that are related to electro-magnetism, oscillation and waves, interference phenomena and light quanta;
- follow a problem-solving approach in the context of the above, using the correct technology in planning and execution of lessons and practicals;
- demonstrate appreciation for the contribution of local knowledge systems to the Physical Sciences and maintain an ethically responsible attitude towards Physical Science content.

Method of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %
1x3 hour written examination 50 %

Module Code: PPSE211	Semester 1	8 Credits	NQF-Level: 5b

Title: Pre-Primary School Education: Literacy

After completion of this module, student should:

- demonstrate basic knowledge, understanding and insight into the holistic development of the learner in the pre-school phase as well as the establishment of an environment at the nursery school which fosters learners' maximum development;
- possess the skill necessary to facilitate learning in early literacy by means of stories, nursery rhymes and verses, as well as art;
- demonstrate competence in finding solutions in the case of learners' experiencing problems in the acquisition of language; and
- realise the value of the development of language and art as part of early development.

Method of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %
1x2 hour written examination 50 %

Module Code: PPSE221	Semester 2	8 Credits	NQF-Level: 5b

Title: Pre-Primary School Education: Numeracy and Science

After completion of this module, student should:

- demonstrate basic knowledge, understanding and insight regarding;
- demonstrate skills to facilitate learning with understanding;
- be competent to interpret and remediate solutions, models and representations when necessary;
- evaluate the validity.

Method of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %
1x2 hour written examination 50 %

Module Code: PPSE411	Semester 1	8 Credits	NQF-Level: 6

Title: Pre-Primary School Education: Grade R
After completion of this module, student should:

- have a well-rounded knowledge of the grade R learner and should know how to curriculate for these learners' in an informal teaching/learning situation;
- demonstrate skills necessary to facilitate preparatory reading, writing, spelling and numeracy learning activities;
- demonstrate competences to find solutions in the case of learners' experiencing problems relating to early literacy and numeracy; and
- demonstrate an appreciation of the informal approach in stimulating Grade R learners.

Method of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x2 hour written examination 50 %

Module Code: PPSE421	Semester 2	8 Credits	NQF-Level: 6

Title: Pre-Primary School Education: Organisation and Administration

After completion of this module, student should:

- demonstrate a well-rounded knowledge of the following - the history of pre-school teaching and education (national and international), integration of the 8 learning areas in the development of effective programmes, assessment and parental involvement;
- demonstrate skills relating to the compilation and presentation of an integrated, day programme;
- demonstrate competence in facilitating teaching and learning events and in successfully assessing learners in the teaching learning situation; and
- demonstrate an appreciation of the development of pre-school education as well as the value of parental involvement.

Method of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x2 hour written examination 50 %

Module Code: RESF411	Semester 1	8 Credits	NQF-Level: 6

Title: Research in Education
After completion of this module, student should:

- demonstrate systematic and comprehensive knowledge of research methodology relevant to the field of education;
- plan research applicable to the field of education, supported by the understanding of theoretical underpinnings;
- demonstrate the ability to plan and write a research proposal relevant to the field of education, giving evidence of theoretical underpinnings and using appropriate technology;
- demonstrate and apply basic ethical principles when conducting research in the field of education.

Method of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x2 hour written examination 50 %

Module Code: RESF421	Semester 2	8 Credits	NQF-Level: 6

Title: Research Project
After completion of this module, student should:

- demonstrate their knowledge and skills in research that is based on a sound knowledge base of the subject theory and subject didactics principle to investigate the research problem as formulated in RESF411 by means of an applicable research design and method;
- the unlocking and collecting of information, the organizing and critical analysis of information to write a research report of limited scope;
- the final assessment of this module consists of the assessment of the research report and not the writing of a theoretical examination.

Method of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x2 hour written examination 50 %

Module Code: RSTO421	Semester 2	8 Credits	NQF-Level: 6

Title: Religion Studies: Introduction to world religions
After completion of this module, student should:

- demonstrate a well-rounded and systematic knowledge of the national policy and curriculum Religion Studies;
- identify themes relevant for the understanding of a variety of religions, reflect critically and constructively on topical issues in a diverse religious society in South Africa and apply such insights ;
- research religion as a social phenomenon.

Method of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x2 hour written examination 50 %

Module Code: SECF412	Semesetara 1	8 Credits	Tekanyo Ya NQF: 6

Title: Setswana (M) Tlhaeletsana ya Setswana
Morago ga go fetsa mojulu o, baithuti ba tshwanetse go:

- supetsa bokgoni jwa go tlhaeletsana ka matsetseleko mo mabakeng a a farologaneng;
- supa kitso e e lotaganeng ya teori ya thekesonomi ya ga Bloom le go e dirisa mo dithutong tsa sekolo tse farologaneng.
- supa kitso e e lotaganeng ya setso sa Batswana mo togamaanong ya setšhaba se setsontsi.

MOKGWA WA GO RUTA: Full-time
MEKGWA YA GO TLHATLHOBA: Tlhatlhobo e e tswelelang 50 %
Diura tsa tlhatlhobo e e kwadiwang 1x2 ke 50 %

Module Code: SECF413	Semester 1	8 Credits	NQF-Level: 6

Title: Setswana (NM) Communication

After completion of this module, student should:

- demonstrate more advanced knowledge of basic school vocabulary, functions and skills of Setswana and must build up knowledge about different aspects of the Batswana Culture and must be able to communicate in Setswana at school;
- master more advanced vocabulary, functions and skills to be able to utilize them to form interrogatives and requests and basic dialogues in the school environment;
- have competent reading, listening, writing and speaking skills in Setswana within the school environment;
- grasp the Batswana language and culture to be able to understand and handle the multi-cultural situation at schools and to act ethically correct in the educational situation with the necessary sensitivity for cultural differences.

Method of Delivery: Full-time

Assessment Mode: Continuous assessment 50 %
1x2 hour written examination 50 %

Module Code: SEMD211	Semesetara 1	8 Credits	Tekanyo Ya NQF: 5b

Title: Setswana (M) Didaktiki ya Setswana

Morago ga go fetsa mojulu o, baithuti ba tshwanetse go:

- supetsa kitso e e tletseng ya teori ya OBE mo phaposiborutelong;
- supetsa mekgwa ya go ruta le go ithuta puo ya SeAforika mo phaposiborutelong;
- rulaganya le go diragatsa maitemogelo a thuto mo mophatong o o rileng.
- supetsa go tlhaloganya dikarolo tse supa tsa morutabana.
- tlhama ditiragatso tsa go ithutela go nonofisa bokgoni jo bo farologaneng jwa puo; le
- supetsa pharologanyo magareng a puo ya gae, puo ya bobedi le ya boraro.

MOKGWA WA GO RUTA: Full-time

MEKGWA YA GO TLHATLHOBA: Tlhatlhobo e e tswelelang 50 %
Diura tsa tlhatlhobo e e kwadiwang 1x2 ke 50 %

Module Code: SEMD321	Semesetara 2	8 Credits	Tekanyo Ya NQF: 6

Title: Setswana (M) Didaktiki ya Setswana
Morago ga go fetsa mojulu o, baithuti ba tshwanetse go:

- Go supetsa kitso e e tletseng e e rulaganeng ya mekgwa le ditsela tse di farologaneng tsa tekanyetso;
- Go supetsa go tlhoganya tiriso le tiragatso ya maemo a tekanyetso mo phaposiborutelong jwa thuto ya puo;
- Supetsa bokgoni jwa go tlhama le go tshola direkoto tsa tsotlhe tsa tekanyetso;
- Go supetsa bokgoni jwa rulaganya le go tlhama ditiragatso tse di nonofisang bokgoni jwa go akanya le go neela mabaka; le
- Go supetsa bokgoni jwa go tlhaeletsana ka Setswana se se siameng.

MOKGWA WA GO RUTA: Full-time
MEKGWA YA GO TLHATLHOBA: Tlhatlhobo e e tswelelang 50 %
Diura tsa tlhatlhobo e e kwadiwang 1x2 ke 50 %

Module Code: SEMD411	Semesetara 1	16 Credits	Tekanyo Ya NQF: 6

Title: Setswana (M) Didaktiki ya Setswana
Morago ga go fetsa mojulu o, baithuti ba tshwanetse go:

- go supetsa kitso e e tletseng ya ditheo tsa OBE mo phaposiborutelong;
- go supetsa mekgwa ya go ruta le go ithuta puo ya Seaforika mo phaposiborutelong;
- go rulaganya le go diragatsa maitemogelo a thuto mo mophatong o o rileng;
- go supa go tlhaloganya dikarolo tse supa tsa morutabana;
- go tlhama ditiragatso tsa go ithuta go nonofisa bokgoni jwa puo mo dikgatong tse di farologaneng
- go supa pharologanyo magareng a puo ya gae, puo ya bobedi le ya boraro;
- go supetsa kitso e e lotaganeng e e rulaganeng ya mekgwa le ditsle atse di farologaneng tsa tekanyetso;
- go supa go tlhaloganya tiro le tiriso ya maemo a tekanyetso mo phaposiborutelong jwa puo;
- go supa bokgoni jwa go tlhama le go tshola direkoto tsa tekanyetso;
- go supa nokgoni jwa go rulaganya le tlhama ditiragatso tse di nonofisang bokgoni jwa go akanya le go neela mabaka; le
- supa bokgoni jwa go tlhaeletsana ka Setswana.

MOKGWA WA GO RUTA: Full-time
MEKGWA YA GO TLHATLHOBA: Tlhatlhobo e e tswelelang 50 %
Diura tsa tlhatlhobo e e kwadiwang 1x3 ke 50 %

Module Code: SEMD421	Semesetara 2	16 Credits	Tekanyo Ya NQF: 6

Title: Setswana (M) Didaktiki ya Setswana
Morago ga go fetsa mojulu o, baithuti ba tshwanetse go:

- supetsa kitso e e lotaganeng e e rulaganeng ya lenaanethuto le sejulu ya tiro ya thuto ya puo ya Setswana;
- supetsa kitso e e lotaganeng e e rulaganeng ya diteori tsa go ruta thutapuo ka tiriso ya mekgwa ya OBE mo mophatong o o rileng;
- supetsa bokgoni jwa go fedisa bothata mo rulaganya maitemogelo a thuto le go dirisa didiriswa tse di maleba;
- supetsa le go tlhatlhoba mekgwa ya go ruta thutapuo ka tiriso ya ditlhangwa;
- supa bokgoni jwa go tshola thuto ya Setswana le go dirisa maemo a tekanyetso a a siameng go lekanyetsa thutapuo ya thutapuo ya Setswana le go dirisa mekgwa le ditsela tsa tekanyetso tse di maleba;
- supa bokgoni jwa go ruta thutapuo ka tiriso ya ditlhangwa;
- supetsa nonofo ya bokgoni jwa puo mo tirosong ya tlhaeletsano;
- supetsa bokgoni jwa go rulaganya maitemogelo a thuto a thutaitlhangwa le go a lekanyetsa; le
- supetsa go iteka go tsweletsa porojeke ya patlisiso mo go ruteng ditlhangwa.

MOKGWA WA GO RUTA: Full-time
MEKGWA YA GO TLHATLHOBA: Tlhatlhobo e e tswelelang 50 %
Diura tsa tlhatlhobo e e kwadiwang 1x3 ke 50 %

Module Code: SEME111	Semesetara 1	16 Credits	Tekanyo Ya NQF: 5a

Title: Setswana for Education (M)
Morago ga go fetsa mojulu o, baithuti ba tshwanetse go:

- Supetsa motheo wa kitso ya melebo ya ditlhangwa le go e tlhalosa;
- Supa melebo ya ditlhangwa e e maleba mo tshekatshekong ya setlhangwa se se rileng le go supetsa motheo wa bokgoni le bokgoni jwa go e tlhatlhoba; le
- Supetsa le go tlhatlhoba kgodiso ya nonofo ya history ya Setswana.

MOKGWA WA GO RUTA: Full-time
MEKGWA YA GO TLHATLHOBA: Tlhatlhobo e e tswelelang 50 %
Diura tsa tlhatlhobo e e kwadiwang 1x3 ke 50 %

Module Code: SEME121	Semesetara 2	16 Credits	Tekanyo Ya NQF: 5a

Title: Setswana for Education (M)
Morago ga go fetsa mojulu o, baithuti ba tshwanetse go:

- supa kitso e e bonalang ya mefuta e e farologaneng ya dikanelo tsa ditlhangwa tsa setswana le ditema tsa tsona (tse di buiwang le tsa segompieno);
- supa ditema tse di maleba go setso sa Batswana mo setšhabeng se se setsontsi le go di sekaseka ka go dirisa melebo e e maleba; le
- supetsa motheo wa kitso ya dipharologanyo magareng a kanelo e e buiwang le ya segompieno mo teng ga lemorago la setsontsi.

MOKGWA WA GO RUTA: Full-time
MEKGWA YA GO TLHATLHOBA: Tlhatlhobo e e tswelelang 50 %
Diura tsa tlhatlhobo e e kwadiwang 1x3 ke 50 %

Module Code: SEME211	Semesetara 1	16 Credits	Tekanyo Ya NQF: 5b

Title: Setswana for Education (M)
Morago ga go fetsa mojulu o, baithuti ba tshwanetse go:

- go supa kitso e e tletseng ya kgolo ya poko ya Setswana le go farologanya magareng a poko ya Setswana le dikanelo;
- go supa kitso e e tletseng ya dintlha tsa teori tsa poko le go di dirisa mo phaposiborutelong mo mephatong e e maleba;
- go supa bokgoni jwa go sekaseka le go tlhatlhoba poko ya Setswana ka tsenelelo ka go dirisa melebo ya ditlhangwa e e maleba; le
- go supa kitso e e tletseng ya mofoloji, semantiki le popapolelo ya Setswana le bokgoni jwa di ruta mo mophatong o o rileng.

MOKGWA WA GO RUTA: Full-time
MEKGWA YA GO TLHATLHOBA: Tlhatlhobo e e tswelelang 50 %
Diura tsa tlhatlhobo e e kwadiwang 1x3 ke 50 %

Module Code: SEME221	Semesetara 2	16 Credits	Tekanyo Ya NQF: 5b

Title: Setswana for Education (M)
Morago ga go fetsa mojulu o, baithuti ba tshwanetse go:

- go supa kitso e e tletseng ya dintlha tsa teori ya fonetiki le fonoloji ya Setswana;
- go bapisa le go farologanya mafoko a Setswana le dipuo tse dingwe tsa Sesotho ka sefonetiki le sefonoloji;
- supetsa bokgoni jwa go dumisa le go kwala mafoko a Setswana ka nepo le go a ruta mo phaposiborutelong mo mophatong o o rileng.

MOKGWA WA GO RUTA: Full-time
MEKGWA YA GO TLHATLHOBA: Tlhatlhobo e e tswelelang 50 %
Diura tsa tlhatlhobo e e kwadiwang 1x3 ke 50 %

Module Code: SEME311	Semesetara 1	16 Credits	Tekanyo Ya NQF: 6

Title: Setswana for Education (M)
Morago ga go fetsa mojulu o, baithuti ba tshwanetse go:

- go supa kitso e e tletseng e e rulagantshweng ya kgolo ya nonofo ya terama ya Setswana le ditema tse farologaneng tsa dikgato tse di farologaneng tsa nonofo ya terama;
- go supa kitso e e tletseng e e rulagantshweng ya dintlha tsa teori terama;
- go supetsa bokgoni jwa go rarabolola bothata ka go rarabolola kgotlhang e e tlhagelelang mo setlhangweng sa terama; le
- go supetsa bokgoni jo bo tseneletseng mo go diriseng melebo ya ditlhangwa mo tshekatshekong ya ka tsenelelo ya diterama tsa Setswana.

MOKGWA WA GO RUTA: Full-time
MEKGWA YA GO TLHATLHOBA: Tlhatlhobo e e tswelelang 50 %
Diura tsa tlhatlhobo e e kwadiwang 1x3 ke 50 %

Module Code: SEME321	Semesetara 2	16 Credits	Tekanyo Ya NQF: 6

Title: Setswana for Education (M)
Morago ga go fetsa mojulu o, baithuti ba tshwanetse go:

- go supetsa kitso e e tletseng e e rulagantshweng ya mosola wa puo mo phaposiborutelong le mo setšhabeng, bogolosegolo Setswana jaaka puo ya gae;
- go supetsa kitso e e tletseng e e rulagantshweng ya dintlha tsa puoloago ka go leba Setswana;
- go supetsa le go tlhatlhoba sebaka sa Setswana jaaka nngwe ya dipuo tsa Aforika Borwa; le
- go dirisa dintlha tsa teori ya melebo ya ditlhangwa mo go kwaleng dikanelo tse di khuthswane, terama kgotsa maboko a tema e e rileng.

MOKGWA WA GO RUTA: Full-time
MEKGWA YA GO TLHATLHOBA: Tlhatlhobo e e tswelelang 50 %
Diura tsa tlhatlhobo e e kwadiwang 1x3 ke 50 %

Module Code: SMLO421	Semester 2	8 Credits	NQF-Level: 6

Title: School Media Librarianship
After completion of this module, student should:

- demonstrate knowledge of the field, concepts, elements, roles and requirements of the school library within OBE;
- identify and explain the educational purposes of the school library with the focus on its integration within the OBE curriculum;
- use appropriate techniques in the administration, management and advocacy of a school library;
- design and evaluate a school library policy by using certain criteria.

Method of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x2 hour written examination 50 %

Module Code: TECF211	Semester 1	8 Credits	NQF-Level: 6

Title: Technology Studies
After completion of this module, student should:

- demonstrate problem-solving skills by applying the design process to technological problems and needs;
- demonstrate a fundamental understanding of, and the ability to apply appropriate technological knowledge, skills and values; and
- demonstrate a critical understanding and appreciation for the interrelationship between technology, society, economy and the environment.

Method of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x2 hour written examination 50 %

Module Code: TFPF321	Semester 2	8 Credits	NQF-Level: 6

Title: Technology Literacy for Foundation Phase
After completion of this module, student should:

- demonstrate a solid knowledge of problem-solving skills by applying the design process to technological problems and needs;
- demonstrate a fundamental understanding of knowledge areas such as structure, processes and systems and control;
- demonstrate solid knowledge, understanding and values regarding the interrelationship between technology, society, economy and the environment; and
- demonstrate competence regarding appropriate use of information and communication technologies.

Method of Delivery: Full-time
Assessment Mode: Continuous assessment 50 %
1x2 hour written examination 50 %

Module Code: WVOS211	Semester 1	12 Credits	NQF-Level: 5b

Title: Understanding the educational world
On completion of this module, students should

- have a **fundamental knowledge base** of a selection of world views and ideologies and demonstrate their critical understanding through an **ability to compare** the nature and function, as well as different contemporary manifestations of these world views and ideologies;
- have the ability to understand the interrelatedness of phenomena such as occurs in natural and social systems, and from this vantage point, **analyse and evaluate** real life problems or case studies based on core issues of our time, such as poverty, constant change, human rights, HIV-AIDS, power abuse, corruption, racism, xenophobia, etc.;
- be able to articulate their personal world view and use it as a point of departure for **arguing and communicating** feasible solutions to core issues and problems of our time in a typical academic manner.

Method of Delivery: Full-time
Assessment Mode: Continuous assessment 60 %
1x2 hour written examination 40%

Module Code: WVOS221	Semester 2	12 Credits	NQF-Level: 5b

Title: Understanding the educational world
On completion of this module, students should

- have a **fundamental knowledge base** of a selection of world views and ideologies and demonstrate their critical understanding through an **ability to compare** the nature and function, as well as different contemporary manifestations of these world views and ideologies;
- have the ability to understand the interrelatedness of phenomena such as occurs in natural and social systems, and from this vantage point, **analyse and evaluate** real life problems or case studies based on core issues of our time, such as poverty, constant change, human rights, HIV-AIDS, power abuse, corruption, racism, xenophobia, etc.;
- be able to articulate their personal world view and use it as a point of departure for **arguing and communicating** feasible solutions to core issues and problems of our time in a typical academic manner.

Method of Delivery: Full-time
Assessment Mode: Continuous assessment 60 %
1x2 hour written examination 40%

Module Code: WVOS311	Semester 1	12 Credits	NQF-Level: 6

Title: Main currents in the philosophy of Education
On completion of this module, students should

- have a solid and systematic knowledge of the most important foundational issues in the relevant field of study and demonstrate a critical understanding of the meta-theoretical assumptions underscoring foundational issues;
- demonstrate knowledge and a critical understanding of specific forms of ethics that apply to the field of study, such as a personalised code of conduct or the general human rights charter, and be able to apply such forms of ethics discriminately to analyse, evaluate and pose possible solutions to some current themes or issues salient to the field of study;
- demonstrate the ability to analyse, synthesise and critique the assumptions on which a chosen theme or issue is based, formulate a personal opinion about the theme or issue that gives evidence of a personal coherent world view, and communicate the findings in a presentation making use of applicable technology, as well as in an evidence-based report written in a typically academic format

Method of Delivery: Full-time

Assessment Mode: Continuous assessment 60 %

1x2 hour written examination 40%

M.6.2 PGCE MODULE OUTCOMES

ACCD511	SEMESTER: 1	CREDITS: 12	NQF-LEVEL: 6
ACCOUNTING METHODOLOGY			
After completion of this module, the student should be able to: • have a well-rounded and systematic knowledge base regarding lesson plan-ning, learner programme development, teaching aids and teaching manage-ment of the methodologies of Accounting; • have an informed base of understanding of key terms, rules, concepts, established principles and theories regarding the presentation of Accounting; • be able to gather, organize, make a critical analysis and interpret information, to communicate information coherently and reliably, both individually or as part of a group; • be able to select information and develop the necessary presentation skills using appropriate technologies according to generally accepted accounting practice (GAAP).			
MODE OF DELIVERY:	Full-time		
ASSESSMENT MODE:	Continuous assessment 50% 1x3 hour written examination 50%		

AFRD511	SEMESTER: 1	KREDIETE: 12	NKR-VLAK: 6
AFRIKAANSMETODIEK			
Na voltooiing van die module behoort die student in staat te wees om: • leermateriaal en geïntegreerde leerderaktiwiteite te kan saamstel om huistaal- en addisioneletaal leerders te begelei in die bereiking van gestelde leeruitkomste; • gepaste assesseringsvorme, deur middel waarvan leerders in graad 7-12 se voldoening aan bepaalde assesseringstandaarde gemeet kan word, te kan implementeer; • verworwe kennis oor die interpretasie en implementering van die NKV te kan gebruik om geïntegreerde lesse saam te stel; en • om die voorskrifte van relevante departementele dokumente in breë trekke in ag te neem by die uitvoering van portefeulje-opdragte oor verskillende fasette van die onderrig van Afrikaans.			
METODE VAN AFLEWERING:	Voltyds		
ASSESSESSERINGMETODES:	Deurlopende assessering 50% 1x3-uur geskrewe eksamenvraestel 50%		

AFRD512	SEMESTER: 2	KREDIETE: 12	NKR-VLAK: 6
AFRIKAANSMETODIEK			

Na voltooiing van die module behoort die student in staat te wees om:

- met insig en in fyner besonderhede uitvoering te gee aan die voorskrifte van relevante departementele dokumente wanneer geïntegreerde lesse vir leer-ders in die Senior Fase saamgestel word én
- wanneer verslag gedoen word van leerdervordering; departementele voor-skrifte ten opsigte van die samestelling van werkskedules, assesserings-programme en lesbeplanning vir die onderrig van Afrikaans aan leerders in Gr. 7-12 te kan uitvoer;
- verskillende handboeke en ander soorte leermateriaal te kan beoordeel ten opsigte van die geskiktheid daarvan vir bepaalde leerdergroepe en bepaalde onderrigsituasies.

METODE VAN AFLEWERING:	Voltyds
ASSESSESSERINGMETODES:	Deurlopende assessering 50% 1x3-uur geskrewe eksamenvraestel 50%

ARTD511	SEMESTER: 1	CREDITS: 12	NQF-LEVEL: 6
ART METHODOLOGY			

After completion of this module, the student should be able to:

- prove that he/she has reached a broad and significant knowledge of and insight into art-theoretical aspects and subject during the completion of his/her degree;
- apply this knowledge and insight to all areas of art history and theory, in a teaching and learning environment in a critical, sensible and integrated way, in both the Senior Phase/FET and the learning area Arts and Culture.
- critically evaluate and analyse different models of art education, and apply these models in a competent and independent way in order to contribute to the comprehension and enjoyment of the subject (Micro lessons, class presentations and practical teaching);
- prove that he/she has reached an advanced level of technical and practical skills and knowledge, and that he/she can apply this knowledge to the advantage of the practical assignments and products of learners, and also prove that he/she can plan and manage such tasks within a realistic time span, using available space and materials within the context of a teaching/learning situation in the Senior Phase;
- show an ability to apply the specific didactical details of Art (Senior Phase) in a lesson, and to prove an ability to plan and use integrated and relevant components of Art in the FET/Senior Phase and to use it within the context of the NCS (Class presentations, assignments, exams, micro-lessons and practical teaching).
- evaluate art works, theories and models of art analysis, according to a sound value system, taking into account the sensitivity of certain components of art, cultural differences and actualities; proving a capacity and competency to choose subject content and lessons based on ethical and responsible behaviour, in Senior Phase/FET as well as learning area Arts and Culture.
- prove that he/she has a well-established outlook on life and on the world that will be reflected in their ability to apply an inclusive and integrated method of art teaching within a culturally and linguistically diverse education system (micro-lessons, practical teaching, class presentations, exams, research and assignments).

MODE OF DELIVERY:	Full-time
ASSESSMENT MODE:	Continuous assessment 50% 1x3-hour written examination 50%

BSTD511	SEMESTER: 1	CREDITS: 12	NQF-LEVEL: 6
BUSINESS STUDIES METHODOLOGY			
After completion of this module, the student should be able to: • demonstrate a comprehensive and systematic knowledge base of the National Curriculum Statement applicable to Business Studies in the FET phase, teacher portfolios, learning programmes and assessment; • identify themes relevant to the National Curriculum Statement applicable to Business Studies in the FET phase and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules; • use unknown and abstract information in this regard by using graphs and theory driven arguments; effectively use IT skills to collect, organize, critically analyse and to interpret; • demonstrate problem-solving abilities to plan and present lessons for specific application to Business Studies, using appropriate technologies, unknown and abstract information, graphs and theory driven arguments and IT skills to collect, organize, critically analyse and to interpret, giving evidence of theoretical underpinning; and • effectively communicate Business Studies didactical aspects ethically, coherently and reliably to learners in the classroom situation by using individual or group methods			
MODE OF DELIVERY:	Full-time		
ASSESSMENT MODE:	Continuous assessment 50% 1x3-hour written examination 50%		

CATD511	SEMESTER: 1	CREDITS: 12	NQF-LEVEL: 6
COMPUTER APPLICATION TECHNOLOGY METHODOLOGY			
After completion of this module, the student should be able to: • demonstrate comprehensive and systematic knowledge of appropriate policy documents of Computer Application Technology in the FET phase; • demonstrate profound practical skills in the planning, presentation and assessment of both theoretical and practical CAT lessons; • demonstrate the ability to facilitate teaching and learning OBE Computer Application Technology in the FET phase; and • demonstrate and evaluate the ethical use of different learning material for CAT			
MODE OF DELIVERY:	Full-time		
ASSESSMENT MODE:	Continuous assessment 50% 1x3-hour written examination 50%		

COMF511	SEMESTER: 1	CREDITS: 8	NQF-LEVEL: 6
COMPUTERS IN EDUCATION			
Upon completion of this module, the student should be able to: • demonstrate a sound knowledge of e-Education and the Policy on e-Education; • demonstrate knowledge and practical skills of ICT integration in schools; • demonstrate profound problem-solving abilities to plan computer-integrated lessons; and • demonstrate and evaluate ethical and moral aspects regarding the use of computers in education.			
MODE OF DELIVERY:	Full-time		
ASSESSMENT MODE:	Continuous assessment 50% 1x2-hour written examination 50%		

ECOD511	SEMESTER: 1	CREDITS: 12	NQF-LEVEL: 6
ECONOMICS METHODOLOGY			
Upon completion of this module the learner should be able to: • illustrate and apply comprehensive and systematic knowledge of the National Curriculum Statement and other related educational policy documents for grades 10-12 and display an informed and critical understanding of the principles and theories with regard to classroom management, creative teaching and active learning in the Economics classroom in the context of postgraduate education; • execute critical analyses, syntheses and evaluations of quantitative and qualitative information with regard to classroom administration, classroom organisation and record-keeping; • effectively present academically professional information with regard to assessment of Economics teaching, as well as plan and prepare Economics lessons using his/her IT-skills and communicate coherently and creditably as an individual or as part of a group; and • use the knowledge and skills mastered in this module effectively to present the subject Economics to grade 10-12 learners using the Outcomes-based Educational approach and implement norms and values prescribed by the Education Department.			
MODE OF DELIVERY:	Full-time		
ASSESSMENT MODE:	Continuous assessment 50% 1x3-hour written examination 50%		

EDCC511	SEMESTER: 1	CREDITS: 8	NQF-LEVEL: 6
EDUCATION THEORY			
After completion of this module the student should be able to: • develop a broad understanding of the range of education theories, ideas and concepts that mark the current social science and educational landscape; • develop a basic level of competence to apply the major education theories, ideas and concepts within their future educational practices as professional educators working in various contexts (schools, clinics, colleges, universities, parastatals, NGOs, developmental organizations and government); • develop an ability to apply theoretical understanding to the conduct of basic research in education and to extend their theoretical insights based on the results of empirical inquiry.			
MODE OF DELIVERY:	Full-time		
ASSESSMENT MODE:	Continuous assessment 50% 1x2-hour written examination 50%		

EDCC512	SEMESTER: 1	CREDITS: 8	NQF-LEVEL: 6
ASSESSMENT			
After completion of this module the student should be able to: • demonstrate an understanding of outcomes-based assessment theoretical underpinning; • demonstrate understanding and application of integrated assessment; • demonstrate understanding of inclusively mainstream curriculum and the ordinary classroom environment; • demonstrate an ability to plan for teaching, learning and assessment within an OBE approach; • demonstrate the ability to conduct outcomes-based assessment; • demonstrate an understanding and application of recording, recordkeeping and reporting within an OBE approach; • demonstrate the ability to review assessment.			
MODE OF DELIVERY:		Full-time	
ASSESSMENT MODE:		Continuous assessment 50% Portfolio assessment 50%	

EDCC513	SEMESTER: 1	CREDITS: 8	NQF-LEVEL: 6
PROFESSIONAL STUDIES			
After completion of this module, the student should be able to: • demonstrate fundamental knowledge regarding the theoretical underpinnings and principles of an outcomes-based curriculum; • identify and explain the components of an outcomes-based curriculum cycle; • interpret the outcomes-based National Curriculum Statement and other related policies; • design a learning programme, work schedule and lesson plan using OBE principles; • demonstrate fundamental knowledge and skills in the selection, planning and implementation of direct and indirect teaching strategies and related instructional skills and teaching methods; • develop his/her own strategic teaching-learning approach; • develop and manage professional portfolios; • apply appropriate knowledge, skills and attitudes in teaching practice.			
MODE OF DELIVERY:		Full-time	
ASSESSMENT MODE:		Continuous assessment 50% 1x2-hour written examination 50%	

EDCC521	SEMESTER: 2	CREDITS: 12	NQF-LEVEL: 6
EDUCATIONAL PSYCHOLOGY			
After completion of this module, the student should be able to: • demonstrate fundamental knowledge of the theoretical underpinnings of educational and community psychology as well as the ecosystemic perspective; • act as an agent of change by integrating the theoretical underpinnings of educational and community psychology as well as the ecosystemic perspective in their education practice; • demonstrate well-rounded (fundamental and in-depth) knowledge of health promotion in diverse educational settings; • demonstrate fundamental knowledge of Inclusive Education and integrate this knowledge to create environments that value all learners; • understand the learner as a developing person from the ecosystemic perspective; • critically reflect on interpersonal dynamics in educational settings			
MODE OF DELIVERY:	Full-time		
ASSESSMENT MODE:	Continuous assessment 50% 1x3-hour written examination 50%		

EDCC522	SEMESTER: 2	CREDITS: 12	NQF-LEVEL: 6
EDUCATION LAW, SYSTEMS AND ADMINISTRATION			
After completion of this module, the student should be able to: • contribute to quality education in a diverse community; • have a deep knowledge and understanding of the nature and aims of the South African education system; • function within this education system to the advantage of the South African community and to contribute to the solution of challenges; • have the ability to integrate education management theory and practice to develop professional classroom management skills in a diverse and changing national and international context; • demonstrate knowledge and understanding of education law principles, and the ability to interpret and apply legislation and policy correctly in order to become responsible, independent and a contributing member of the professional education community; • have the ability to assess external influences on the education system and the classroom in order to develop critical, creative and reflective problem-solving skills within an educational and societal context by assessing external influences on the education system and the classroo			
MODE OF DELIVERY:	Full-time		
ASSESSMENT MODE:	Continuous assessment 50% 1x3-hour written examination 50%		

EDCC523	SEMESTER: 2	CREDITS: 8	NQF-LEVEL: 6
PROFESSIONAL STUDIES			
After completion of this module, the student should be able to: • Apply theoretical knowledge, practical skills and the required attitudes in teaching practice; • demonstrate knowledge of and insight into ethical aspects of the teaching profession and the SACE Code of Conduct; • demonstrate knowledge and understanding of the complexity of classroom discipline; and • identify, make, integrate and evaluate media in the teaching-learning situation.			
MODE OF DELIVERY:	Full-time		
ASSESSMENT MODE:	Participation mark 30 % * Practical Teaching 40 % Theoretical examination 30 %		

ENGD511	SEMESTER: 1	CREDITS: 12	NQF-LEVEL: 6
ENGLISH METHODOLOGY			
After completion of this module, the student should be able to: • apply OBE principles (outcome of the generic module EDCC512) in the different phases at school level for teaching English and to interpret learning outcomes for the outcomes of each phase; demonstrate systematic and comprehensive skills in the planning and execution of English lessons, integration with other learning areas and interpretation of the NCS; • demonstrate sophisticated competence as educator and in the selection of appropriate learning material and teaching strategies for all phases; • demonstrate refined and cultivated values regarding the English language teaching profession, and showing responsibility towards learners and the community.			
MODE OF DELIVERY:	Full-time		
ASSESSMENT MODE:	Continuous assessment 50% 1x3-hour written examination 50%		

ENGD521	SEMESTER: 2	CREDITS: 12	NQF-LEVEL: 6
ENGLISH METHODOLOGY			
After completion of this module, the student should be able to: • demonstrate comprehensive knowledge of principles regarding the planning of lessons for teaching of English First Additional Language for Senior and FET Phases; • demonstrate systematic and comprehensive skills in the planning and execution of English lessons and learning programmes; integration of other subjects; interpretation of the NCS with regard to the learning outcomes and assessment standards set per grade in the Senior and FET Phases; • demonstrate sophisticated competence as educator and in the selection of appropriate learning material and teaching strategies for Senior and FET Phases; • demonstrate refined and cultivated values regarding the English language teaching profession and show responsibility towards learners and the community			
MODE OF DELIVERY:	Full-time		
ASSESSMENT MODE:	Continuous assessment 50% 1x3-hour written examination 50%		

GEOD511	SEMESTER: 1	CREDITS: 12	NQF-LEVEL: 6
GEOGRAPHY METHODOLOGY			
After completion of this module, the student should be able to: • have thorough and systematic knowledge to apply integrated, specific skills to design and effectively implement Geography learning experiences; • integrate theory and practical components with regard to curriculum develop-ment and act as a curriculum planner; • distinguish between the different teaching and learning approaches, styles, strategies, methods and techniques and to evaluate which of these are specifically the most effective learning content in Geography, and subse-quently implementing these in a creative, logical and systematic manner; • demonstrate a thorough and systematic knowledge in applying integrated critical skills to ensure that correct summative and formative continuous assessment methods, techniques, testing and examining of Geography knowledge are correctly implemented; • analyse and implement the effective management and organization of a Geography classroom, as well as the management and evaluation of the Geography department and personnel.			
MODE OF DELIVERY:	Full-time		
ASSESSMENT MODE:	Continuous assessment 50% 1x3-hour written examination 50%		

HISD511	SEMESTER: 1	CREDITS: 12	NQF-LEVEL: 6
HISTORY METHODOLOGY			
After completion of this module, the student should be able to: • demonstrate an extended and systematic knowledge of the methodology of History in context of the National Curriculum Statement; • demonstrate extended skills in the analysis and synthesis of sources, the planning, design and implementation of various assessment strategies, the design of tests, examination papers and memoranda, as well as year planning (learning programmes and working schedules); • demonstrate competence in analysing and synthesising sources and the ability to plan practically, to design and implement various assessment strategies, to set tests, examination papers and memoranda as well as to conduct year planning (learner programmes and working schedules); and • demonstrate values of an ethically professional nature with regard to the interpretation of historical facts, which should always be true and contextual, in accordance with the Manifesto on Values, Education and Democracy.			
MODE OF DELIVERY:	Full-time		
ASSESSMENT MODE:	Continuous assessment 50% 1x3-hour written examination 50%		

INTD511	SEMESTER: 1	CREDITS: 12	NQF-LEVEL: 6
INFORMATION TECHNOLOGY METHODOLOGY			
After completion of this module, the student should be able to: • demonstrate comprehensive knowledge of departmental policy documents on Information Technology in the FET phase, learning programmes and work schedules in applicable learning contexts, a variety of assessment techniques, methods and instruments applicable to Information Technology, as well as learning material for Information Technology and the organisation and administration of a computer centre; • demonstrate profound skills in analysing, interpreting and applying departmental policy documents to Information Technology in the FET phase, the planning, presentation and evaluation of both theoretical and practical lessons and the planning, implementation and evaluation of the principles of assessment in IT; • demonstrate the ability to implement and apply learning contexts and learning programmes to enhance effective learning in Information Technology and to develop applicable learning activities to measure learners' attainment of specific assessment standards; and • demonstrate the ability to evaluate and debate the profile of the ideal Information Technology facilitator.			
MODE OF DELIVERY:	Full-time		
ASSESSMENT MODE:	Continuous assessment 50% 1x3-hour written examination 50%		

LAAD511	SEMESTER: 1	CREDITS: 12	NQF-LEVEL: 6
LEARNING AREA ARTS AND CULTURE METHODOLOGY			
After completion of this module, the student should be able to: • demonstrate a comprehensive and systematic knowledge base of teaching African Arts, didactic principles such as planning lessons, work schedules and a learning programme in the learning area Arts and Culture, teaching methods in the arts and assessment in the arts should be able to debate and motivate his/her preferences; • independently evaluate the value of play in the learning area Arts and Culture and apply dance, drama, music and visual arts games in the learning area Arts and Culture; • demonstrate an ability to identify, analyse and deal with complex and/or real world problems in applying practical teaching skills during micro-lessons and practical teaching in the learning area Arts and Culture; • evaluate all opinions from one's own well-established worldview while teaching dance, drama, music and visual arts in the learning area Arts and Culture during micro-lessons and in practical teaching and be aware of social and ethical implications of applying knowledge in a certain context.			
MODE OF DELIVERY:	Full-time		
ASSESSMENT MODE:	Continuous assessment 50% 1x3-hour written examination 50%		

LAAD521	SEMESTER: 2	CREDITS: 12	NQF-LEVEL: 6
LEARNING AREA ARTS AND CULTURE METHODOLOGY			
After completion of this module, the student should be able to: • demonstrate a comprehensive and systematic knowledge base and a coherent and critical understanding of integrated arts education, multicultural arts education and inclusive arts education; • critically analyse, synthesize and independently evaluate different models for integrating the Arts in the learning area Arts and Culture in the Senior Phase; • demonstrate an ability to identify, analyse and deal with complex and/or real world problems in applying genres, which are inherently integrated, such as theatre and musical storytelling; • evaluate all opinions from one's own well-established worldview while teaching inclusive arts education in the learning area Arts and Culture during micro-lessons and in practical teaching and be aware of social and ethical implications of applying knowledge in a certain context.			
MODE OF DELIVERY:	Full-time		
ASSESSMENT MODE:	Continuous assessment 50% 1x3-hour written examination 50%		

LABD521	SEMESTER: 2	CREDITS: 12	NQF-LEVEL: 6
LEARNING AREA ECONOMIC AND MANAGEMENT SCIENCES METHODOLOGY			
After completion of this module, the student should be able to: • demonstrate in-depth knowledge and understanding of the National Curriculum Statement applicable to the learning area Economic and Management Science in the Senior Phase with regards to key terms, rules, concepts, principles and theories in this regard; • identify themes, plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules; • use known and abstract information by using graphs and theory driven arguments, and effectively use IT skills to collect, organize, critically analyse and to interpret; demonstrate problem-solving abilities to plan and present lessons for specific application to EMS; • effectively communicate EMS didactical aspects ethically, coherently and reliably to learners in the classroom situation by using individual or group methods; • to plan, prepare and present a lesson according to the learning outcomes and assessment standards included in the National Curriculum statement for the senior phase.			
MODE OF DELIVERY:	Full-time		
ASSESSMENT MODE:	Continuous assessment 50% 1x3-hour written examination 50%		

LAND521	SEMESTER: 2	CREDITS: 12	NQF-LEVEL: 6
LEARNING AREA NATURAL SCIENCES METHODOLOGY			
After completion of this module, the student should be able to: • demonstrate a comprehensive and systematic knowledge of the learning area Natural Science in the context of OBE concerning the following: facilitation in the Intermediate Phase, didactic principles of Natural Science education and the learning area Natural Sciences laboratory; • identify and solve problems within the themes mentioned above, and plan activities which support a comprehensive understanding of ideas, theories, principles and rules within these themes; • act in a problem-solving manner, in the planning and presentation of lessons and practical sessions within the context of the above-mentioned theoretical themes by using applicable technological resources; and • demonstrate an appreciation of the contribution made by indigenous knowledge systems to educational issues concerning the above-mentioned content as well as demonstrate an ethical professional attitude and behaviour towards the content of Natural Science.			
MODE OF DELIVERY:	Full-time		
ASSESSMENT MODE:	Continuous assessment 50% 1x2-hour written examination 50%		

LASD521	SEMESTER: 2	CREDITS: 12	NQF-LEVEL: 6
LEARNING AREA SOCIAL SCIENCES METHODOLOGY			
After completion of this module, the student should be able to: • understand the place of Social Sciences within OBE, and explain the place of History and Geography respectively within the Social Sciences; • creatively apply a source-based approach in the learning area of Social Sciences; • demonstrate knowledge and skills to implement a learning experience in Geography and History as sub-disciplines of Social Sciences and prove that they are skilled to use different teaching techniques, including information and communications technology in Social Sciences; • demonstrate general teaching approaches in learning experiences of Social Sciences; • explain the role of environmental value education in the school curriculum and indicate how this can contribute towards the moral development of individual learners and the community as well as the implementation of this in learning experiences of Social Sciences; • creatively design suitable learning experiences, work sheets, assessment rubrics, tests/exams and memoranda regarding synoptic weather maps, topographic maps and aerial maps according to OBE and geographical didactical principles, as well as efficiently integrating other learning areas GEOD 511 en HISD 511. • have the necessary knowledge and skills to construct and use graphs and diagrams in Social Sciences and integrate these in suitable themes in Social Sciences.			
MODE OF DELIVERY:	Full-time		
ASSESSMENT MODE:	Continuous assessment 50% 1x2-hour written examination 50%		

LIFD511	SEMESTER: 1	CREDITS: 12	NQF-LEVEL: 6
LIFE SCIENCES METHODOLOGY			
After completion of this module, the student should be able to: • design a learning programme (subject framework, work schedule and lesson plans) and assessment instruments, apply laboratory techniques in Life Sciences and apply Environmental Education in Life Sciences; • identify and solve problems within the above themes as well as plan activities that support the comprehensive understanding of ideas, theories and principles and rules within the themes; • use problem-solving abilities regarding the planning and presentation of lessons and practical sessions within the context of the theoretical themes mentioned above by, amongst others, the use of suitable technological aids; • display an appreciation for the contribution that indigenous knowledge systems play in pharmacology, bio-ethical issues in the above content and the ethical accountability towards the content of the Living Sciences.			
MODE OF DELIVERY:	Full-time		
ASSESSMENT MODE:	Continuous assessment 50% 1x3-hour written examination 50%		

LIFF521	SEMESTER: 1	CREDITS: 12	NQF-LEVEL: 6
LIFE SKILLS			
After completion of this module, the student should be able to: • demonstrate fundamental knowledge of issues relating to diversity, HIV/Aids, values and environmental education; • demonstrate an understanding of appropriate skills, attitudes and values to contribute and maintain a healthy environment; • integrate HIV/Aids, diversity, values and environmental education in the class-room.			
MODE OF DELIVERY:	Full-time		
ASSESSMENT MODE:	Continuous assessment 50% 1x2-hour written examination 50%		

LOD511	SEMESTER: 1	CREDITS: 12	NQF-LEVEL: 6
LEARNING AREA LIFE ORIENTATION METHODOLOGY			
After completion of this module, the student should be able to: • Demonstrate a comprehensive and systematic knowledge base of the termi-nology, rules, concepts, principles, theories, methods and strategies pertaining to the presentation of the four focus areas of Life Orientation in the Senior and FET phase. • Demonstrate an ability to interpret, convert, evaluate and apply essential theories, text, methods and strategies pertaining to the presentation of Life Orientation in the Senior and FET phase. • Demonstrate the ability to attained knowledge to solve unfamiliar, concrete and abstract problems pertaining to the planning and implementation of Life Orientation learning programmes for the Senior and FET Phase, using appropriate technological skills and giving evidence of theoretical under-pinning; • act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, related to the planning and presentation of Life Orientation in the Senior and FET phase.			
MODE OF DELIVERY:	Full-time		
ASSESSMENT MODE:	Continuous assessment 50% 1x3-hour written examination 50%		

LLOD521	SEMESTER: 2	CREDITS: 12	NQF-LEVEL: 6
LEARNING AREA LIFE ORIENTATION METHODOLOGY			
After completion of this module, the student should be able to: • Apply the outcomes for social development and citizenship in such a way that it will encourage learner-centred and activity-based learning activities and to identify the critical as well as the specific outcomes for the grades you are being trained for and motivate the rationale for them; • motivate self-knowledge and career knowledge as the two major components of career planning, indicate the process of obtaining information on job opportunities and evaluate these aspects in learners by means of questionnaires and self-help instruments; • apply and practise health promotion and personal well-being so as to promote learner-centred and associated activity in the classroom situation; • evaluate inclusive teaching on the basis of personality traits and personal development aspects; • apply and practice physical development and physical education so as to encourage learner-centred and associated activities in the classroom situation.			
MODE OF DELIVERY:	Full-time		
ASSESSMENT MODE:	Continuous assessment 50% 1x3-hour written examination 50%		

MATD511	SEMESTER: 1	CREDITS: 12	NQF-LEVEL: 6
MATHEMATICS METHODOLOGY			
After completion of this module, the student should be able to: • demonstrate comprehensive knowledge, insight and skills regarding ▪ the learning and teaching of mathematics world-wide, ▪ assessment of and for the learning of mathematics, ▪ the effective use of technology in the teaching and learning of school mathematics, ▪ the value of mathematics in real life			
MODE OF DELIVERY:	Full-time		
ASSESSMENT MODE:	Continuous assessment 50% 1x3-hour written examination 50%		

MATD521	SEMESTER: 2	CREDITS: 12	NQF-LEVEL: 6
MATHEMATICS METHODOLOGY			
After completion of this module, the student should be able to: • apply conceptual and pedagogical knowledge, insight and skills regarding ▪ the content and structure of the Mathematics Curriculum applicable to the Senior Phase and FET band; ▪ the implementation of Mathematical Literacy as a compulsory subject in the FET band; ▪ the effective teaching of mathematics in multilingual classrooms; ▪ the value of mathematics in real life.			
MODE OF DELIVERY:	Full-time		
ASSESSMENT MODE:	Continuous assessment 50% 1x3-hour written examination 50%		

PHSD511	SEMESTER: 1	CREDITS: 12	NQF-LEVEL: 6
PHYSICAL SCIENCES METHODOLOGY			
After completion of this module, the student should be able to: • demonstrate the knowledge and skills they have acquired with regard to ▪ the integration of pedagogical content knowledge and physical sciences content knowledge, ▪ progression of content knowledge and process skills of Physical Science from grade 7 to 12, ▪ Nature of Science and its relationships to technology, society and the environment, ▪ learning theories and teaching strategies as implemented in Physical Sciences, ▪ assessment models in Physical sciences, and laboratory management.			
MODE OF DELIVERY:	Full-time		
ASSESSMENT MODE:	Continuous assessment 50% 1x3-hour written examination 50%		

RSVD521	SEMESTER: 1	CREDITS: 12	NQF-LEVEL: 6
RELIGION STUDIES METHODOLOGY			
After completion of this module, the student should be able to: • identify relevant theories for the comparison and comprehension of various religions; • reflect upon essential questions critically and constructively for the diverse religious community within South Africa and the practical implementation thereof in the classroom.			
MODE OF DELIVERY:	Full-time		
ASSESSMENT MODE:	Continuous assessment 50% 1x2-hour written examination 50%		

SEMD511	SEMESETARA: 1	CREDITS: 12	TEKANYO YA NQF: 6
SETSWANA METHODOLOGY (MOTHER TONGUE)			
Kwa bokhutlong jwa mojulu o, moithuti o tshwanets go: • go tlhama ditiragatso tsa go ithuta go nonofisa bokgoni jwa puo mo dikgatong tse di farologaneng; • go supetsa kitso e e lotaganeng e e rulaganeng le go bopa lenaanethuto le sejulu ya tiro ya thuto ya Setswana ya mephato e e farologaneng; • go supetsa le go tlhalosa mekgwa e e farologaneng e e maleba ya tekanyetso ya thuto ya Puo; • go tlhama le go tshola direkoto tsa tekanyetso; • go go sekaseka le go anaanela ditokomane tsa Lefapha la thuto tse di maleba le thuto ya Dipuo; • go supetsa go tlhaloganya dikarolo tse supa tsa morutabana, bogolosegolo yo o rutang Dipuo.			
MOKGWA WA GO RUTA:	Ka Kopano mo khampaseng		
MEKGWA YA GO TLHATLHOBA:	Tlhatlhobo e e tswelelang 50% Diura tsa tlhatlhobo e e kwadiwang 1x2 ke 50%		

SEMD521	SEMESETARA: 2	CREDITS: 12	TEKANYO YA NQF: 6
SETSWANA METHODOLOGY (MOTHER TONGUE)			
Kwa bokhutlong jwa mojulu o, moithuti o tshwanets go: • go tlhama ditiragatso tsa go ithuta go nonofisa bokgoni jwa puo mo dikgatong tse di farologaneng; • go supetsa kitso e e lotaganeng e e rulaganeng le go bopa lenaanethuto le sejulu ya tiro ya thuto ya Setswana ya mephato e e farologaneng; • go supetsa le go tlhalosa mekgwa e e farologaneng e e maleba ya tekanyetso ya thuto ya Puo; • go tlhama le go tshola direkoto tsa tekanyetso; • go go sekaseka le go anaanela ditokomane tsa Lefapha la thuto tse di maleba le thuto ya Dipuo; • go supetsa go tlhaloganya dikarolo tse supa tsa morutabana, bogolosegolo yo o rutang Dipuo.			
MOKGWA WA GO RUTA:	Ka Kopano mo khampaseng		
MEKGWA YA GO TLHATLHOBA:	Tlhatlhobo e e tswelelang 50% Diura tsa tlhatlhobo e e kwadiwang 1x2 ke 50%		

SEND511	SEMESTER: 1	CREDITS: 12	NQF-LEVEL: 6
SETSWANA METHODOLOGY (NON- MOTHER TONGUE)			
After completion of this module, the student should be able to: • indicate knowledge of the learning area languages and also be aware of the aims and the content thereof; • know the approaches in teaching African Languages and have knowledge of the correct approach to be followed in teaching Setswana and provide proof of the subject knowledge of Setswana as elective module; • have knowledge in different methods in foreign language acquisition and know the different factors that influence them; • be acquainted with policy documents and manuals of the Department of Education and know how to use them; • acquire the ability to become a responsible teacher who has the ability to do thorough lesson planning and is able to present lessons accordingly; • have introductory knowledge in the planning of learning programmes, work schedules and complete lesson plans and assessment of Setswana as 2nd Additional Language and have proven subject knowledge of Setswana.			
MODE OF DELIVERY:	Full-time		
ASSESSMENT MODE:	Continuous assessment 50% 1x2-hour written examination 50%		

SEND521	SEMESTER: 2	CREDITS: 12	NQF-LEVEL: 6
SETSWANA METHODOLOGY (NON- MOTHER TONGUE)			
After completion of this module, the student should be able to: • have knowledge in the teaching methods of reading, listening, writing and speaking in the OBE Setswana Classroom; • teach language, reading and literature and be able to set tests, examinations and compile memoranda ; • show competence in preparing language and literature lessons and to present them in such a way that oral and reading skills also receive attention; • implement objective, trustworthy assessment of language, reading, oral and literature and also know how to remedy where needed; • show knowledge in administering a Setswana classroom and have knowledge of all the ways of recording that have to be done to compile learner profiles and assessment reports and know how to apply differentiation and integration; • know the requirements for teaching aids, language games and the possibilities of CAL, and • acquire information needed for planning educational excursions.			
MODE OF DELIVERY:	Full-time		
ASSESSMENT MODE:	Continuous assessment 50% 1x2-hour written examination 50%		

TECD521	SEMESTER: 2	CREDITS: 12	NQF-LEVEL: 6
LEARNING AREA TECHNOLOGY METHODOLOGY			
After completion of this module, the student should be able to: • demonstrate a fundamental knowledge of the NCS document with regard to the learning area Technology; apply interpretation and designing skills in the development and planning of learning programmes, work schedules and lesson planning; • show a comprehensive understanding of different teaching-learning and assessment strategies that are appropriate for the learning area Technology; • demonstrate an understanding of the nature of organizing and managing a practical technology class room and workshop, including safety aspects relevant to practical technology tasks; • apply relevant knowledge and skills in the practical teaching of the learning area Technology.			
MODE OF DELIVERY:	Full-time		
ASSESSMENT MODE:	Continuous assessment 50% 1x3-hour written examination 50%		

TGNO511	SEMESTER: 1	CREDITS: 8	NQF-LEVEL: 6
TECHNOLOGY			
After completion of this module, the student should be able to: • demonstrate problem-solving skills, critical and creative thinking during the application of the design process to technological problems and needs in real life; • demonstrate a fundamental understanding of, and the ability to apply appropriate technological knowledge, skills and values; • demonstrate a critical understanding and appreciation of the interrelationship of technology, society, economy and the environment ; • demonstrate the application of the attained knowledge and skills and fulfil the role of technology learning mediator.			
MODE OF DELIVERY:		Full-time	
ASSESSMENT MODE:		Continuous assessment 50% 1x2-hour written examination 50%	

TGNO521	SEMESTER: 1	CREDITS: 8	NQF-LEVEL: 6
TECHNOLOGY			
After completion of this module, the student should be able to: • demonstrate a basic knowledge of the learning area Technology in the South African School system; • demonstrate a comprehensive knowledge of all the three outcomes and assessment standards in the Senior Phase, including structures, systems and control and processing; • demonstrate the principles of outcomes-based assessment in the learning area Technology for the Senior Phase; • apply the problem-solving and creative approach to the learning area Technology and the unique methodology thereof in the Senior Phase.			
MODE OF DELIVERY:		Full-time	
ASSESSMENT MODE:		Continuous assessment 50% 1x2-hour written examination 50%	

TRVD511	SEMESTER: 1	CREDITS: 12	NQF-LEVEL: 6
TOURISM METHODOLOGY			
After completion of this module, the student should be able to: • demonstrate knowledge of OBE principles; the content of the NCS Tourism; the interpretation of learning outcomes and assessment standards of Tourism in the FET phase; • demonstrate skills in the planning of lessons as part of the learning programme of Tourism, in developing learning and assessment activities; integration with other learning areas; interpretation of the NCS; • demonstrate competence in the selection of appropriate learning material and teaching strategies for the FET phase; in designing assessment activities in line with the assessment standards; • demonstrate ethical values and norms regarding the community, and demonstrate responsibility towards the environment and respect for cultural diversity.			
MODE OF DELIVERY:		Full-time	
ASSESSMENT MODE:		Continuous assessment 50% 1x3-hour written examination 50%	

ZOND511	SEMESTER: 1	CREDITS: 12	NQF-LEVEL: 6
ZULU METHODOLOGY			
After completion of this module, the student should be able to: • know the theory and practice of foreign language acquisition; • use the OBE Policy Document effectively for the LLC learning area; • know and understand OBE terminology; • know the various language assessment methods; • know all the OBE requirements for the LLC learning area; • master language skills and present and structure the learning experience; • organise and manage the isiZulu classroom; • know the different teaching media and teaching aids, and • know the theory of the production and usage of each.			
MODE OF DELIVERY:		Full-time	
ASSESSMENT MODE:		Continuous assessment 50% 1x2-hour written examination 50%	

ZOND521	SEMESTER: 2	CREDITS: 12	NQF-LEVEL: 6
ZULU METHODOLOGY			
After completion of this module, the student should be able to: • apply and demonstrate knowledge and skills with regard to the theoretical work undertaken in ZOND511; • apply the OBE requirements to integrated teaching of Intermediate and Senior Phases; • collect, analyse and organise the necessary information for relevant use in the isiZulu classroom; • use different teaching media and teaching aids, and • know how to produce each of them.			
MODE OF DELIVERY:		Full-time	
ASSESSMENT MODE:		Continuous assessment 50% 1x2-hour written examination 50%	