

MAFIKENG CAMPUS
EDUCATION AND TRAINING

UNDERGRADUATE PROGRAMMES

J A A R B O E K

2017

Y E A R B O O K



NWU[®]

NOTICE

Students are asked to note that this Calendar is valid for 2017 only. Rules and Curricula may be changed in 2018 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:

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PLEASE MENTION YOUR UNIVERSITY NUMBER IN ALL CORRESPONDENCE.

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

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

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

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M.1 OFFICE BEARERS

M.1.1 MEMBERS OF THE FACULTY BOARD

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PROGRAMME CO-ORDINATORS

- BEd
- PGCE
- BEd Hons
- MEd & PhD
- ACE
- NPDE
- Grade-R Diploma

PROFESSORS AND ASSOCIATE PROFESSORS

ALL FULL-TIME LECTURERS

STUDENT REPRESENTATIVE

LIBRARY REPRESENTATIVE

FACULTY MANAGER (ex-officio) (minute-keeper)

M.2 GENERAL INFORMATION

M.2.1 MISSION STATEMENT

The Faculty of Education and Training 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 and primary 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 Teacher Education and Training (STET) is aligned with the vision and mission of the North-West University and the Faculty of Education and Training. 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 Teacher Education and Training (STET) 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 STET are:

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

M.2.4.1 RESEARCH FOCUS AREA

The research focus area of the STET, which is the area in which the STET conducts research as per the Faculty of Education and Training Research guidelines is known as Continuing Teacher Professional Development.. The research programme of the STET covers various aspects of School Improvement and Effectiveness whether in the area of mathematics, science and technology; commerce and languages; professional studies; foundation phase, and further teacher education and training.

M.2.5 SCHOOLS AND FOCUS AREAS IN THE FACULTY

The Faculty of Education was re-structured at the beginning of 2013. The name of the faculty was changed to the **Faculty of Education and Training**, the School of Postgraduate Studies was renamed the **School of Educational Leadership Development (SELD)**, while the School of Undergraduate Studies and the School of Continuing Education were joined in the **School of Teacher Education and Training (STET)**. A new entity for the development of short learning programmes, CPTD as well as year programmes, was also founded, namely the **Centre for Teacher Development (CTD)**.

The programmes of each School:

The **School of Educational Leadership Development (SELD)** is responsible for providing postgraduate training by means of the Hons BEd, MEd and PhD programmes.

The **School of Teacher Education and Training (STET)** is responsible for providing pre-service training (teachers) by means of the Bachelor of Education (BEd) and Postgraduate Certificate in Education (PGCE). The School is also 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. (Please see M.2.6.1 regarding the phasing out of these programmes).

M.2.6 QUALIFICATIONS AND PROGRAMMES IN FACULTY OF EDUCATION

In the Faculty of Education and Training 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.2.6.1 NEW POLICY ON THE MINIMUM REQUIREMENTS FOR TEACHER EDUCATION QUALIFICATIONS

It is of utmost importance for past, present and future students in Education to note that the Department of Higher Education and Training issued through Government Notices No 583 of 15 July 2011 and No 1040 of 2012, in terms of Section 8(2)(c) of the National Qualifications Framework Act, 2008 (Act 67 of 2008), a new policy on the minimum requirements for teacher education qualifications. This policy aligns qualifications for teacher education with the Higher Education Qualifications Framework, 2007, and it replaced the Norms and Standards for Educators in Schooling, 2000, in its entirety.

For your convenience, the following table sets out the current NQF levels and the new NQF (HEQF) levels of the present and the future (new or re-designed) qualifications in Education:

CURRENT QUALIFICATIONS	NQF (HEQF) LEVELS	NEW QUALIFICATIONS
PhD	10	PhD
Med	9	Med
Hons BEd	8	Hons BEd
New	8	PGDE
Bed	7	Bed
PGCE	7	PGCE
New	7	ADE
New	6	ACT
ACE	To be phased out	To be phased out
NPDE	To be phased out	To be phased out

For each of the above qualification types there are specialisations in terms of minimum admission requirements, minimum total credits, NQF (HEQF) levels, prescribed credit values at various NQF (HEQF) levels, its purpose and characteristics, and progression possibilities [Note that all the curricula of the present qualifications as reflected in above table will be updated to fulfil the requirements of the new NQF (HEQF) levels].

The traditional qualifications BEd, Hons BEd, MEd and PhD and the PGCE will still be offered. The new qualifications Postgraduate Diploma in Education (PGDE) and the Advanced Diploma in Education (ADE) will only be considered on the PQM after an in-depth needs analysis in 2013 to establish if it will be sustainable and viable programmes in the future. The Advanced Certificate in Teaching (ACT) is not considered as a future programme in the near future. The present programmes Advanced Certificate in Education (ACE) and the National Professional Diploma in Education (NPDE) will be phased out from 2015.

Regarding the PGDE, ADE and ACT it is important to ascertain yourself of the roles of these qualifications in the future. The PGDE will offer specialisation further in the new role to support teaching and learning as well as in the new learning specialisation phase or subject development. It is on the same level as the Hons BEd but a sustained research project

may not be required; holders of the PGDE may be required to undertake additional modules of at least 30 credits to obtain admission to the MEd. The ADE is aimed for further specialisation in the new specialisation phase or subject developed previously in the ACT as well as in the new role to support teaching and learning. It is a pre-requirement to enrol for the PGDE. The ACT is aimed on developing a new teaching specialisation phase or subject. It is a pre-requirement for enrolment for the ADE.

It is the responsibility of every person who is studying education or is planning to study it at this faculty, to ascertain himself/herself of the terms of Government Notices No 583 of 15 July 2011 and No 1040 of 2012.

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. Following registration the student completes the application form for the recognition of prior learning and this form may be obtained from the Admissions Office. Upon completion the form gets returned to the Admissions Office.

For processing an application for recognition of prior learning a non-refundable administrative 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 an 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 TEACHER EDUCATION AND TRAINING

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

M.2.10.1 BACHELORS OF EDUCATION (BEd)

M.2.10.2

Qualification	Programme & Curriculum Code	Method of Delivery	NQF level
Bachelor of Education (BEd)	Foundation Phase 4BHJ01	Full-time	7
	Senior and Further Education and Training Phase (Grades 7-12) 4BN J02 – O401M 4BN J04 – O401M 4BN J05 – O401M 4BN J07 – O401M 4BN J08 – O401M 4BN J10 – O401M 4BN J11 – O401M 4BN J12 – O401M 4BN J14 – O401M 4BN J15 – O401M	Full-time/ Part-time**	7

POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

Qualification	Programme 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/ Part-time	

*Please note that NQF and HEQF are the same

**Permission is pending to deliver programme part-time from 2017

* 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 introduced 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 Under-graduate Programmes of the Faculty of Education. No new students were allowed into the 'old' BEd: Senior and Further Education and Training Phase from 2011, only the present students enrolled will be allowed to complete the 'old' BEd programmes.

M.3 PROGRAMME SPECIFICATIONS

M.3.1 BEd

M.3.1.1 Admission Requirements

The following admission requirements are meant for two profile type students wishing to apply for a B.Ed programme. Profile 1 type refers to those students with a Matric/Grade 12 certificate who qualified with Bachelor entrance.

Profile 2 type students are those with post Matric/Grade 12 qualifications and have acquired years of teaching experience. In addition to this, these students may qualify for Credit Accumulation Transfer (CAT) through Recognition of Prior Learning (RPL) and Recognition of Work- integrated Learning (RWIL) [see the B.Ed MC handbook for further information].

M.3.1.1.1 General Minimum Admission Requirements

• University minimum admission requirements:

Additional admission requirements are also set by the university, and these include the Admission Point Score (APS) and the levels of the different subjects. (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).

The Academic Board of the Faculty of Education and Training recommended to the Campus Senate that met on 7 May 2013 that from 2014 the Admission Point Score (APS), aligned to the levels of the different subjects for the BEd, will be as follows:

DEGREE	SUBJECT	LEVEL	APS
Bachelor of Education (Foundation Phase)	English	4	24
Bachelor of Education (Senior & Further Education & Training) Language Education	English or Setswana	4 3	24
Bachelor of Education (Senior & Further Education & Training) Economic Sciences Education	English Accounting Economics Mathematics or Mathematics Literacy	4 4 4 3 5	24
Bachelor of Education (Senior & Further Education & Training) Mathematics, Physical Sciences and Life Sciences Education	English Mathematics Physical Sciences Life Sciences	4 5 4 5	24
Bachelor of Education (Senior & Further Education & Training) Social Sciences Education	English Geography	4 4	24

• **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
8 (90-100%)	8
7 (80-89%)	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

The Admission Point Score (APS) for applicants without an NSC is determined by using the Conversion Table below:-

APS	NSC	SC HG M-SCORE	SC SG M-SCORE	HIGSCE/ NSSC HL	IGCSE/GCSE NSSC OL/ O-LEVEL	AS-LEVEL	A-LEVEL	IB HL	IB SL	APS
10							A	7		10
9										9
8							B	6		8
7	7(80-100%)	A		1		A	C	5	7	7
6	6(70-79%)	B	A	2		B	D	4	6	6
5	5(60-69%)	C	B	3	A	C	E	3	5	5
4	4(50-59%)	D	C		B	D		2	4	4
3	3(40-49%)	E	D	4	C	E		1	3	3
2	2(30-39%)	F	E		D/E				2	2
1	1(0-29%)	G	F		F/G				1	1

NSC- National Senior Certificate (Completed Grade 12 in and after 2008) SC HG-Senior Certificate Higher Grade (Completed Grade 12 before 2008) SC SG-Senior Certificate Standard Grade (Completed Grade 12 before 2008) HIGSCE-Higher International General Certificate of Secondary Education IGCSE-International General Certificate of Secondary Education	NSSC- Namibia Senior Secondary Certificate A-Level-Advanced Level O-Level-Ordinary Level AS-Advanced Subsidiary Level IB-International Baccalareate Schools (Higher Levels and Standard Levels)
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M.3.1.1.2 OTHER REQUIREMENTS (Profile 2 Type Students/Articulation option)

A students who has acquired a qualification from the university or any other recognized higher education institution and who applies to register for one of the 10 B.Ed specializations (M.2.10.1) at the university may apply in writing to the Dean for recognition or exemption of modules required for the B. Ed programme, provided that the Dean and School Director may grant recognition or exemption for no more than half (50%) of the total credits, preferably regarding the modules in the junior levels of the BEd programme concerned (A.3.3.2.1 and A.3.3.2.2). Recognition and/or exemption of modules will be done in accordance with the guidelines/instructions of Government Notices No 583 of 15 July 2011 and No 1040 of 2012 as well as rules A.3.3.2.1 and A.3.3.2.2. [See subparagraph 10: Articulation of historical educator qualifications with new teacher education qualifications in the 10-level National Qualifications Framework (NQF)]. In addition to the a) above, prospective students may also apply for recognition of Work-integrated Learning (RWIL). The RWIL will only apply to students who have teaching practice experience accumulated over the years (See Handbook for credit accumulation transfer).

- Grade R teachers who have completed a Grade R Diploma may apply for assessment to gain entry for the BEd (Foundation Phase) if entry requirements are met. A maximum of 180 credits may be recognised (A.3.3.2.1 and A.3.3.2.2).
- Holders of the present BEd (NQF level 6) may apply in the future for assessment to gain entry to the new Hons BEd (NQF level 8).

M.3.1.1.3 NEW BEd PROGRAMMES REQUIREMENTS

The present specialisations BEd programmes (See M.2.10.1) are in a process to be phased out and to be re-introduced as new programmes in terms of Government Notice No 583 of 15 July 2011 (See: Policy on the minimum requirements for teacher education qualifications). The present status of the BEd will be upgraded from a current NQF 6 level to a new NQF (HEQF) 7 level in 2013-2016. This implies that the Admission Requirements (M.3.1.1) will also be changed in 2013-2016. These changes and requirements will be reflected in the 2017 STET Calendar. The phasing out of the present BEd will start in 2016. The new BEd degree will be, with the new PGCE, in terms of the new national policy of teacher qualifications (See Government Notices No 583 of 15 July 2011 and No 1040 of 2012 as well as M.2.6.1) the only qualifications in future recognised for Initial Teacher Education in South Africa.

M.3.1.1.4 DURATION OF STUDIES

Depending on the level of entry, the minimum duration for this qualification is four (4) years and the maximum duration is six (6) years. (See A Rules) However, the minimum duration for Profile 2 Type students may be two (2) years and the maximum duration may be six (6) years (see B.Ed MC handbook).

M.3.1.1.5 METHOD OF PRESENTATION

The B.Ed programme is offered on a full-time contact basis. However, permission is pending to deliver the programme at various centers for Profile 2 type students.

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 participation mark of not less than 40%. This means that 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

The sub-minimum for all modules in which examinations are written is 40%.

The pass requirement for a module is 50%.

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.

Passing all the separate modules of which the curriculum is compiled passes a curriculum.

The BEd qualification is passed with distinction if a weighted average mark of at least 75% is attained in all the modules (first year to fourth year of study) prescribed for the specific curriculum enrolled and the qualification is passed in the maximum period of eight semesters (four years) of study.

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 Science and Mathematics Competencies

Entrance requirements for the Science programmes are level 4 Physical Sciences and level 4 Mathematics (not Mathematics Literacy).

Entrance requirements for the Mathematics programmes are level 4 Mathematics (not Mathematics Literacy).

M.3.1.3.3 Compulsory Certificates

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

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

M.3.1.3.4 Only non-mother tongue speakers can choose AFKF123/413 or SECF123/413 as Communication Module

Only mother tongue speakers can choose AFKF122/412 or SECF 122/412 or any other approved mother tongue as communication module. ENGF can be chosen by both non-mother tongue and mother tongue speakers.

M.3.1.3.5 Work Integrated Learning

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 4 weeks

per semester (8 weeks per year). Practical Teaching is a compulsory module. Assessment is by means of observation of the student and by submission of a portfolio.

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:

- problem identification, problem-solving and the implementation of critical and creative thinking with regard to all educational matters;
- co-operation in groups with the community and the Department of Education in matters relating to education;
- organising and managing themselves as well as their activities;
- gaining, analysing, organising and critically evaluating knowledge in the different subject areas as well as general knowledge related to education;
- communication by means of different language media in several situations;
- effective application of technological and scientific information; by so doing also showing respect for the environment and health of others;
- the holistic nature of the world as consisting of integrated systems, which implies that problem solving does not take place in isolation;
- 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;
- the specialized nature of teaching, learning and development in the foundation, intermediate, senior or further education and training phases; and
- all issues relating to education.

M.3.1.4 Articulation Possibilities

Vertically, the BEd grants admission to Hons BEd. Interfaculty students can apply for approval with the Deans of other Faculties for assessment to gain admission to the Hons BA, Hons BCom or Hons BSc. Horizontally, students may, where applicable, move into existing related undergraduate programme as well as the new undergraduate teachers qualifications to be developed.

M.3.1.4.3 Major Combinations

M.3.1.4.3.1 BEd Foundation Phase (See M.4.1.1)

The core modules (compulsory majors) for this programme are fixed and cannot be interchanged as with the Senior and Further Education and Training Phase programme.

Please note that Curriculum 0171M was phased out from 2012; no new enrolments on level one were allowed in 2012. From 2014 no new enrolments on level three will be allowed.

Curriculum 0171M was replaced by Curriculum 0300M in 2012, starting with the offering of level one.

For a detailed description of the 0171M programme, please consult the 2011 Calendar for Undergraduate Programmes of the Faculty of Education.

M.3.1.4.3.2 BEd Senior and Further Education and Training Phase (See M.4.1.2 to M.4.1.10)

This programme is offered in nine (9) specialisations (curricula), directed by a specific first major, namely Life Sciences, English, Economics, Geography, Physical Sciences, Business Studies, Accounting, Mathematics and Setswana. Each specialisation is listed in terms of an aligned code (See M.2.10.1). Specific combinations, by the selecting of a second major, are allowed within each specialisation as described in M.4.1.2 to M.4.1.10. No deviation from the prescribed combinations, as reflected in M.4.1.2 to M.4.1.10, will be allowed. A total of 33 combinations are offered for 2016.

M.3.1.5. BEd Foundation Phase

This qualification is directed at training educators from Grade R to Grade 3.

M.3.1.5.1. Programme outcomes

The learners of the Foundation Phase are expected to:

- demonstrate communicative, numerical and technological competence and literacy in ways that facilitate their own academic learning, and that enhance the management of teaching, learning and assessment in their classrooms;
- demonstrate competence in their area of specialisation with regard to the integration of knowledge and skills in order to mediate learning according to diverse learner needs;
- demonstrate competence in their area of specialisation to strategically select, implement and adjust teaching and learning strategies, teaching and learning support material and assessment practices grounded in education theory to enhance learning progress and the holistic development of all learners;

- demonstrate competency in functioning professionally, ethically and responsibly in different education contexts and the community by creating and maintaining caring, supportive and empowering environments for learners.

M.3.1.5.2 Presentation of the curriculum's

Curriculum's following below will only be presented in a specific year if a minimum of ten learners register for the specific curriculum.

M.3.1.5.3 Curriculum structure

The curriculum is structured from modules in Curriculum O300M. These modules are spread over four years.

IMPORTANT INFORMATION:

CURRICULUM O300M IS ONLY PRESENTED FOR SECOND YEAR STUDENTS AND WILL BE PHASED OUT SYSTEMATICALLY AS FROM 2016)

M.3.2. POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

M.3.2.1 METHOD OF PRESENTATION:

Full-Time and Part-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.
3. The offering of the present PGCE programme is in a process to be updated. The PGCE will be on the status of NQF level 7 (previously PGCE NQF level 6) This implies that the General Admission Requirements (M.3.2.5) may change in 2016. The 2016 Calendar of STET will reflect these changes and requirements. The phasing out of the present PGCE will start in 2015. The new PGCE, together with the new BEd, will in future be, in terms of the new national policy for Teacher Education (Government Notices No 583 of 15 July 2011 and No 1040 of 2012 as well as M.2.6.1) the only qualifications recognized for Initial Teacher Education in South Africa.

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 attention of all candidates is drawn to the General Rules of the university. The minimum duration of the studies for this certificate is one (1) year and the maximum duration for completing the certificate is three (3) years. The curriculum shall extend over a minimum period of two semesters for full-time study. In the case of part-time, the curriculum shall extend over a minimum period of four semesters.

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) Recognised school subject/learning area at level 2 + recognised school subject/learning area at level 1 + recognised school subject/learning area at level 1;
- d) In the case of a language, it is recommended that the candidate has at least completed level 2;
- e) In the case of academic subjects already passed for
 - i. a prior qualification learners must take the subject in
 - ii. 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 Dean for this admission.

Professionally unqualified graduate teachers holding a degree or a 360C level 6 Diploma in disciplines/subjects that underpin a teaching subject, may still apply in the future for assessment to gain entry to PGCE. (Note: If the underpinning subjects in the prior degree do not provide sufficient subject matter knowledge, additional modules must be taken – either prior to admission or concurrently).

M.3.2.6 ADMISSION TO EXAMINATIONS

Admission to examinations in any module in which examinations are taken takes place by obtaining a proof of participation from the school director after the student proof that learning activities have been executed according to the programme prescriptions.

M.3.2.7 PARTICIPATION MARKS

Participation marks for a module are compiled from tests, assignments and practical work where applicable. The relation between theory and

practical work in calculating the participation marks is explained in the study guide concerned;

The sub minimum of the participation marks for entry to examination is 40%.

M.3.2.8 EXAMINATION MARKS

The sub minimum for a module in which examinations are taken, is 40%.

M.3.2.9 MODULE (FINAL) MARKS

The requirements for passing a module in which examinations are taken are a module (final) mark of 50%. In calculating the module mark the participation mark carries a weight of 50% and the examination mark a weights of 50%.

M.3.2.10 PASS REQUIREMENTS OF A PROGRAMME

- Passing all the separate modules of which the curriculum is compiled, passes a curriculum;

- **The PGCE qualification is passed with distinction if an average weighted mark of at least 75% is attained in all the modules prescribed for the specific curriculum enrolled and the qualification is passed in a maximum period of two semesters (one year) for full-time study or in a maximum period of four semesters (two years) for part-time study.**

M.3.2.11 ARTICULATION POSSIBILITIES

Holders of the present PGCE may apply in the future for assessment to gain entry to the new Hons BEd (NQF level 8) as well as the various other new education qualifications still to be developed [Advanced Diploma in Education (ADE) and Postgraduate Diploma in Education (PGDE)].

M.4 LISTS OF CURRICULA

M.4.1 Bed CURRICULA

M.4.1.1. BEd Foundation Phase

M.4.1.1.1 CURRICULUM 4BHHJ01 FOUNDATION PHASE

2016			2017			2018			2019		
YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First semester			First semester			First semester			First semester		
Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
Fundamental modules Compulsory			Fundamental modules Compulsory			Fundamental modules Compulsory			Fundamental modules Compulsory		
EDCC114	8	H	EDCC214	8	H				EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC315	8	H	EDCC414	8	H
EDCC116	8	H	EDCC216	8	H	EDCC316	8	H	EDCC415	8	H
EDTC111	8	X	MTLS211	12	X	EDTM312	8	X	RESF412	8	X
						WVOS312	12	X			
Specialisation Subjects			Specialisation Subjects			Specialisation Subjects			Specialisation Subjects		
MFPC111	12	H				MFPC311	8	H	MFPC411	12	H
LSKS111	8	H	LSKA211	8	H				LSPP411	8	H
Choose one First Language: AFRF111 (A) or ENFF111 (E) or SEFF111 (T)	12	H	Continuation of: AFRF211 (A) or ENFF211 (E) or SEFF211 (T)	12	H	Continuation of: AFRF311 (A) or ENFF311 (E) or SEFF311 (T)	12	H	Continuation of: AFRF411 (A) or ENFF411 (E) or SEFF411 (T)	12	H
			ENAF211	8	H	ENAF311	8	H	ENAF411	8	H
Total 1 st semester	64		Total 1 st semester	64		Total 1 st semester	64		Total 1 st semester	72	

Second semester			Second semester			Second semester			Second semester		
Fundamental modules Compulsory			Fundamental modules Compulsory			Fundamental modules Compulsory			Fundamental modules Compulsory		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
						EDCC325	8	H			
EDCC126	8	H	EDCC225	8	H	EDCC326	8	H	EDCC424	8	H
Choose one: AGLA121 or AGLE121	12	X	WVOS222	12	X				RESF422	8	X
Choose one: AFCL121 ¹ or SECL121 ²	8	X							LOLT421	3	X
Specialisation Subjects			Specialisation Subjects			Specialisation Subjects			Specialisation Subjects		
MFPC121	12	H	MFPC221	12	H	MFPC321	8	H	MFPP421	12	H
			LSKM221	8	H	LSKN321	8	H	LSKP421	8	H
Continuation of: AFRF121 (A) or ENFF121 (E) or SEFF121 (T)	12	H	Continuation of: AFRF221 (A) or ENFF221 (E) or SEFF221 (T)	12	H	Continuation of: AFRF321 (A) or ENFF321 (E) or SEFF321 (T)	12	H	Continuation of: AFRF421 (A) or ENFF421 (E) or SEFF421 (T)	12	H
			ENAF221	8	H	ENAF321	8	H	ENAF421	8	H
Total 2 nd semester	60		Total 2 nd semester	68		Total 2 nd semester	68		Total 2 nd semester	67	
Year level 1	124		Total Year level 2	132		Total Year level 3	132		Total Year level 4	139	
TOTAL FOR THE CURRICULUM										527	

M.4.1.2 B.Ed SENIOR & FET

COMPILATION OF CURRICULUM: BEd SENIOR AND FURTHER EDUCATION AND TRAINING PHASE 4BN J01 (contact)

This qualification is directed at training educators from Grade 7 to Grade 12.

Programme outcomes

The learners of the Senior and Further education and training phase are expected to:

- demonstrate communicative, numerical and technological competence and literacy in ways that facilitate their own academic learning, and that enhance the management of teaching, learning and assessment in their classrooms;
- demonstrate competence in their area of specialisation with regard to the integration of knowledge and skills in order to mediate learning according to diverse learner needs;
- demonstrate competence in their area of specialisation to strategically select, implement and adjust teaching and learning strategies, teaching and learning support material and assessment practices grounded in education theory to enhance learning progress and the holistic development of all learners;
- demonstrate competency in functioning professionally, ethically and responsibly in different education contexts and the community by creating and maintaining caring, supportive and empowering environments for learners.

Presentation of the curriculum's

Curriculum's following below will only be presented in a specific year if a minimum of ten learners register for the specific curriculum.

IMPORTANT INFORMATION:

1. For students with an African Language as Home Language.
2. For students with English as Home Language.
3. Only for Contact students.

Languages available as Home Language Communication:

English and Setswana

AVAILABILITY OF MODULES BEING PRESENTED, EITHER ON DISTANCE OR CONTACT, ARE SUBJECT TO APPROVAL AND CAMPUS CAPACITY.

4.1.2.2QUALIFICATION CODE 4BN J02 CURRICULUM O401M: 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	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC114	8	H	EDCC214	8	H				EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC315	8	H	EDCC414	8	H
EDCC116	8	H	EDCC216	8	H	EDCC316	8	H	EDCC415	8	H
EDTC111	8	X				EDTM312	8	X	RESF412	8	X
			Choose one: ENAC211(NM) or ENAC212(M) ⁴	8	X	WVOS312	12	X	Choose one: AFKF414(M) or AFKF415(NM) or PECF414(M) or SECF414(M) or SOCF414(M) or ZUCF414(M)	8	X
Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
LIFE112	12	H	LIFE212	12	H	LIFE312	16	H	LIFE411	16	H
Specialisation subject 2 [AND GET subject] CHOOSE ONE			Continuation of elective Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
BSTE112 [NSSP112]	12 8	H H	BSTE212 [NSSP211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
CATE112 [NSSP112]	12 8	H H	CATE212 [NSSP211]	12 8	H H	CATE312	16	H	CATE412	16	H
ENG111 [NSSP112]	12 8	H H	ENG211 [NSSP211]	12 8	H H	ENG311	16	H	ENG411	16	H
GEO112 [NSSP112]	12 8	H H	GEO212 [NSSP211]	12 8	H H	GEO312	16	H	GEO411	16	H
INTE112 [NSSP112]	12 8	H H	INTE212 [NSSP211]	12 8	H H	INTE312	16	H	INTE411	16	H
PHSE112 [MATF111]	12 8	H H	PHSE212 [NSSP211]	12 8	H H	PHSE312	16	H	PHSE412	16	H
SEFV111 [NSSP112]	12 8	H H	SEFV212 [NSSP211]	12 8	H H	SEFV312	16	H	SEFV412	16	H
Total 1 st Semester		64	Total 1 st Semester		64	Total 1 st Semester		68	Total 1 st Semester		72

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
						EDCC325	8	H			
EDCC126	8	H	EDCC225	8	H	EDCC326	8	H	EDCC424	8	H
AGLE121	12	X	WVOS222	12	X				RESF422	8	X
SECL121 ²	8	X	Choose one: ENAC221(NM) or ENAC222(M)*	8	X				Choose one: AFKF424(M) or AFKF425(NM) or PECF421(M) or SECF421(M) or SOCF421(M) or ZUCF421(M)	8	X
									LOLT421	3	X
Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
LIFE122	12	H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
Continuation of Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
BSTE122 [NSSP121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
ENG121 [NSSP121]	12 8	H H	ENG221	16	H	ENG321	16	H	ENG421	16	H
GEOE122 [NSSP121]	12 8	H H	GEOE222	16	H	GEOE322	16	H	GEOE421	16	H
PHSE122 [READ121]	12 8	H H	PHSE222	16	H	PHSE322	16	H	PHSE422	16	H
SEFV121 [NSSP121]	12 8	H H	SEFV222	16	H	SEFV322	16	H	SEFV422	16	H
Total 2 nd Semester		68	Total 2 nd Semester		68	Total 2 nd Semester		64	Total 2 nd Semester		67
Total Year level 1		132	Total Year level 2		132	Total Year level 3		132	Total Year level 4		139
TOTAL FOR THE CURRICULUM											535

M.4.1.2.4 QUALIFICATION CODE 4BN J04 CURRICULUM O401M: 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	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC114	8	H	EDCC214	8	H				EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC315	8	H	EDCC414	8	H
EDCC116	8	H	EDCC216	8	H	EDCC316	8	H	EDCC415	8	H
EDTC111	8	X				EDTM312	8	X	RESF412	8	X
			Choose one: ENAC211(NM) or ENAC212(M) ⁴	8	X	WVOS312	12	X	Choose one: AFKF414(M) or AFKF415(NM) or PECF414(M) or SECF414(M) or SOCF414(M) or ZUCF414(M)	8	X
Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
ENGV111	12	H	ENGV211	12	H	ENGV311	16	H	ENGV411	16	H
Specialisation subject 2 [AND GET subject] CHOOSE ONE			Continuation of elective Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ACCE112 [BSTG111]	12 8	H H	ACCE212 [CULV211]	12 8	H H	ACCE312	16	H	ACCE412	16	H
BSTE112 [MATF111]	12 8	H H	BSTE212 [ACCG211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
LESE112 [MATF111]	12 8	H H	LESE212 [CULV211]	12 8	H H	LESE312	16	H	LESE411	16	H
LIFE112 [NSSP112]	12 8	H H	LIFE212 [NSSP211]	12 8	H H	LIFE312	16	H	LIFE411	16	H
MATH111 [MATV111]	12 8	H H	MATH211 [CULV211]	12 8	H H	MATH311	16	H	MATH411	16	H
SEFV111 [MATF111]	12 8	H H	SEFV212 [CULV211]	12 8	H H	SEFV312	16	H	SEFV412	16	H
Total 1 st Semester		64	Total 1 st Semester		64	Total 1 st Semester		68	Total 1 st Semester		72

Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
EDCC126	8	H	EDCC225	8	H	EDCC325	8	H	EDCC424	8	H
AGLE121	12	X	WVOS222	12	X	EDCC326	8	H	RESF422	8	X
SECL121 ²	8	X	Choose one: ENAC221(NM) or ENAC222(M) ⁴	8	X				Choose one: AFKF424(M) or AFKF425(NM) or PECF421(M) or SECF421(M) or SOCF421(M) or ZUCF421(M)	8	X
									LOLT421	3	X
Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
ENG121	12	H	ENG221	16	H	ENG321	16	H	ENG421	16	H
Continuation of Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ACCE122 [ECNG121]	12 8	H H	ACCE222	16	H	ACCE322	16	H	ACCE422	16	H
BSTE122 [ECNG121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
LESE122 [READ121]	12 8	H H	LESE222	16	H	LESE322	16	H	LESE421	16	H
LIFE122 [NSSP121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
MATH121 [MATV121]	12 8	H H	MATH221	16	H	MATH321	16	H	MATH421	16	H
SEFV121 [READ121]	12 8	H H	SEFV222	16	H	SEFV322	16	H	SEFV422	16	H
Total 2 nd Semester	68		Total 2 nd Semester	68		Total 2 nd Semester	64		Total 2 nd Semester	67	
Total Year level 1	132		Total Year level 2	132		Total Year level 3	132		Total Year level 4	139	
TOTAL FOR THE CURRICULUM										535	

M.4.1.2.5 QUALIFICATION CODE 4BN J05 CURRICULUM 0401M: 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	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC114	8	H	EDCC214	8	H				EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC315	8	H	EDCC414	8	H
EDCC116	8	H	EDCC216	8	H	EDCC316	8	H	EDCC415	8	H
EDTC111	8	X				EDTM312	8	X	RESF412	8	X
			Choose one: ENAC211(NM) or ENAC212(M) ⁴	8	X	WVOS312	12	X	Choose one: AFKF414(M) or AFKF415(NM) or PECF414(M) or SECF414(M) or SOCF414(M) or ZUCF414(M)	8	X
Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
ECOE112	12	H	ECOE212	12	H	ECOE312	16	H	ECOE412	16	H
Specialisation subject 2 [AND GET subject] CHOOSE ONE			Continuation of elective Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ACCE112 [BSTG111]	12 8	H H	ACCE212 [CULV211]	12 8	H H	ACCE312	16	H	ACCE412	16	H
BSTE112 [MATF111]	12 8	H H	BSTE212 [ACCG211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
LESE112 [BSTG111]	12 8	H H	LESE212 [ACCG211]	12 8	H H	LESE312	16	H	LESE411	16	H
SEFV111 [MATF111]	12 8	H H	SEFV212 [CULV211]	12 8	H H	SEFV312	16	H	SEFV412	16	H
Total 1 st Semester		64	Total 1 st Semester		64	Total 1 st Semester		68	Total 1 st Semester		72

Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
EDCC126	8	H	EDCC225	8	H	EDCC325	8	H	EDCC424	8	H
AGLE121	12	X	WVOS222	12	X	EDCC326	8	H	RESF422	8	X
SECL121 ²	8	X	Choose one: ENAC221(NM) or ENAC222(M) ⁴	8	X				Choose one: AFKF424(M) or AFKF425(NM) or PECF421(M) or SECF421(M) or SOCF421(M) or ZUCF421(M)	8	X
									LOLT421	3	X
Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
ECOE122	12	H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
Continuation of Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ACCE122 [ECNG121]	12 8	H H	ACCE222	16	H	ACCE322	16	H	ACCE422	16	H
BSTE122 [READ121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
LESE122 [READ121]	12 8	H H	LESE222	16	H	LESE322	16	H	LESE421	16	H
SEFV121 [READ121]	12 8	H H	SEFV222	16	H	SEFV322	16	H	SEFV422	16	H
Total 2 nd Semester	68		Total 2 nd Semester	68		Total 2 nd Semester	64		Total 2 nd Semester	67	
Total Year level 1	132		Total Year level 2	132		Total Year level 3	132		Total Year level 4	139	
TOTAL FOR THE CURRICULUM										535	

M.4.1.2.7 QUALIFICATION CODE 4BN J07 CURRICULUM 0401M: 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	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC114	8	H	EDCC214	8	H				EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC315	8	H	EDCC414	8	H
EDCC116	8	H	EDCC216	8	H	EDCC316	8	H	EDCC415	8	H
EDTC111	8	X				EDTM312	8	X	RESF412	8	X
			Choose one: ENAC211(NM) or ENAC212(M) ⁴	8	X	WVOS312	12	X	Choose one: AFKF414(M) or AFKF415(NM) or PECF414(M) or SECF414(M) or SOCF414(M) or ZUCF414(M)	8	X
Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
GEOE112	12	H	GEOE212	12	H	GEOE312	16	H	GEOE411	16	H
Specialisation subject 2 [AND GET subject] CHOOSE ONE			Continuation of elective Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ACCE112 [BSTG111]	12 8	H H	ACCE212 [HISS211]	12 8	H H	ACCE312	16	H	ACCE412	16	H
BSTE112 [MATF111]	12 8	H H	BSTE212 [HISS211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
LESE112 [MATF111]	12 8	H H	LESE212 [HISS211]	12 8	H H	LESE312	16	H	LESE411	16	H
LIFE112 [NSSP112]	12 8	H H	LIFE212 [HISS211]	12 8	H H	LIFE312	16	H	LIFE411	16	H
MATH111 [MATV111]	12 8	H H	MATH211 [HISS211]	12 8	H H	MATH311	16	H	MATH411	16	H
SEFV111 [MATF111]	12 8	H H	SEFV212 [HISS211]	12 8	H H	SEFV312	16	H	SEFV412	16	H
Total 1 st Semester		64	Total 1 st Semester		64	Total 1 st Semester		68	Total 1 st Semester		72

Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
						EDCC325	8	H			
EDCC126	8	H	EDCC225	8	H	EDCC326	8	H	EDCC424	8	H
AGLE121	12	X	WVOS222	12	X				RESF422	8	X
SECL121 ²	8	X	Choose one: ENAC221(NM) or ENAC222(M) ⁴	8	X				Choose one: AFKF424(M) or AFKF425(NM) or PECF421(M) or SECF421(M) or SOCF421(M) or ZUCF421(M)	8	X
									LOLT421	3	X
Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
GEOE122	12	H	GEOE222	16	H	GEOE322	16	H	GEOE421	16	H
Continuation of Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ACCE122 [ECNG121]	12 8	H H	ACCE222	16	H	ACCE322	16	H	ACCE422	16	H
BSTE122 [ECNG121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
LESE122 [READ121]	12 8	H H	LESE222	16	H	LESE322	16	H	LESE421	16	H
LIFE122 [NSSP121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
MATH121 [MATV121]	12 8	H H	MATH221	16	H	MATH321	16	H	MATH421	16	H
SEFV121 [READ121]	12 8	H H	SEFV222	16	H	SEFV322	16	H	SEFV422	16	H
Total 2 nd Semester	68		Total 2 nd Semester	68		Total 2 nd Semester	64		Total 2 nd Semester	67	
Total Year level 1	132		Total Year level 2	132		Total Year level 3	132		Total Year level 4	139	
TOTAL FOR THE CURRICULUM										535	

M.4.1.2.8 QUALIFICATION CODE 4BN J08 CURRICULUM O401M: LIFE ORIENTATION

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First Semester			First Semester			First Semester			First Semester		
Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC114	8	H	EDCC214	8	H				EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC315	8	H	EDCC414	8	H
EDCC116	8	H	EDCC216	8	H	EDCC316	8	H	EDCC415	8	H
EDTC111	8	X				EDTM312	8	X	RESF412	8	X
			Choose one: ENAC211(NM) or ENAC212(M) ⁴	8	X	WVOS312	12	X	Choose one: AFKF414(M) or AFKF415(NM) or PECF414(M) or SECF414(M) or SOCF414(M) or ZUCF414(M)	8	X
Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
LOPV111	12	H	LOSE211	12	H	LOPE311	16	H	LOCE411	16	H
Specialisation subject 2 [AND GET subject] CHOOSE ONE			Continuation of elective Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
BSTE112 [MATF111]	12 8	H H	BSTE212 [ACCG211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
ECOE112 [BSTG111]	12 8	H H	ECOE212 [ACCG211]	12 8	H H	ECOE312	16	H	ECOE412	16	H
ENG111 [MATF111]	12 8	H H	ENG111 [CULV211]	12 8	H H	ENG111	16	H	ENG111	16	H
MATH111 [MATV111]	12 8	H H	MATH111 [CULV211]	12 8	H H	MATH111	16	H	MATH111	16	H
SEFV111 [MATF111]	12 8	H H	SEFV111 [CULV211]	12 8	H H	SEFV111	16	H	SEFV111	16	H
Total 1 st Semester	64		Total 1 st Semester	64		Total 1 st Semester	68		Total 1 st Semester	72	

Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
EDCC126	8	H	EDCC225	8	H	EDCC325	8	H	EDCC424	8	H
AGLE121	12	X	WVOS222	12	X	EDCC326	8	H	RESF422	8	X
SECL121 ²	8	X	Choose one: ENAC221(NM) or ENAC222(M) ⁴	8	X				Choose one: AFKF424(M) or AFKF425(NM) or PECF421(M) or SECF421(M) or SOCF421(M) or ZUCF421(M)	8	X
									LOLT421	3	X
Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
LOPV121	12	H	LOSE221	16	H	LOPE321	16	H	LOCE421	16	H
Continuation of Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
BSTE122 [ECNG121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
ECOE122 [READ121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
ENGV121 [READ121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
MATH121 [MATV121]	12 8	H H	MATH221	16	H	MATH321	16	H	MATH421	16	H
SEFV121 [READ121]	12 8	H H	SEFV222	16	H	SEFV322	16	H	SEFV422	16	H
Total 2 nd Semester	68		Total 2 nd Semester	68		Total 2 nd Semester	64		Total 2 nd Semester	67	
Total Year level 1	132		Total Year level 2	132		Total Year level 3	132		Total Year level 4	139	
TOTAL FOR THE CURRICULUM										535	

M.4.1.2.10 QUALIFICATION CODE 4BN J10 CURRICULUM O401M: PHYSICAL 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	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC114	8	H	EDCC214	8	H				EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC315	8	H	EDCC414	8	H
EDCC116	8	H	EDCC216	8	H	EDCC316	8	H	EDCC415	8	H
EDTC111	8	X				EDTM312	8	X	RESF412	8	X
			Choose one: ENAC211(NM) or ENAC12(M) ⁴	8	X	WVOS312	12	X	Choose one: AFKF414(M) or AFKF415(NM) or PECF414(M) or SECF414(M) or SOCF414(M) or ZUCF414(M)	8	X
Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
PHSE112	12	H	PHSE212	12	H	PHSE312	16	H	PHSE412	16	H
Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
LIFE112 [MATF111]	12 8	H H	LIFE212 [NSSP211]	12 8	H H	LIFE312	16	H	LIFE411	16	H
Total 1 st Semester			Total 1 st Semester			Total 1 st Semester			Total 1 st Semester		
64			64			68			72		

Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
						EDCC325	8	H			
EDCC126	8	H	EDCC225	8	H	EDCC326	8	H	EDCC424	8	H
AGLE121	12	X	WVOS222	12	X				RESF422	8	X
SECL121 ²	8	X	Choose one: ENAC221(NM) or ENAC222(M) ⁴	8	X				Choose one: AFKF424(M) or AFKF425(NM) or PECF421(M) or SECF421(M) or SOCF421(M) or ZUCF421(M)	8	X
									LOLT421	3	X
Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
PHSE122	12	H	PHSE222	16	H	PHSE322	16	H	PHSE422	16	H
Continuation of Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
LIFE122 [READ121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
Total 2 nd Semester		68	Total 2 nd Semester		68	Total 2 nd Semester		64	Total 2 nd Semester		67
Total Year level 1		132	Total Year level 2		132	Total Year level 3		132	Total Year level 4		139
TOTAL FOR THE CURRICULUM											535

M.4.1.2.11 QUALIFICATION CODE 4BN J11 CURRICULUM O401M: 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	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC114	8	H	EDCC214	8	H				EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC315	8	H	EDCC414	8	H
EDCC116	8	H	EDCC216	8	H	EDCC316	8	H	EDCC415	8	H
EDTC111	8	X				EDTM312	8	X	RESF412	8	X
			Choose one: ENAC211(NM) or ENAC212(M) ⁴	8	X	WVOS312	12	X	Choose one: AFKF414(M) or AFKF415(NM) or PECF414(M) or SECF414(M) or SOCF414(M) or ZUCF414(M)	8	X
Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
BSTE112	12	H	BSTE212	12	H	BSTE312	16	H	BSTE412	16	H
Specialisation subject 2 [AND GET subject] CHOOSE ONE			Continuation of elective Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ACCE112 [MATF111]	12 8	H H	ACCE212 [CULV211]	12 8	H H	ACCE312	16	H	ACCE412	16	H
ECOE112 [MATF111]	12 8	H H	ECOE212 [ACCG211]	12 8	H H	ECOE312	16	H	ECOE412	16	H
ENG111 [MATF111]	12 8	H H	ENG211 [ACCG211]	12 8	H H	ENG311	16	H	ENG411	16	H
GEOE112 [MATF111]	12 8	H H	GEOE212 [ACCG211]	12 8	H H	GEOE312	16	H	GEOE411	16	H
Total 1 st Semester	64		Total 1 st Semester	64		Total 1 st Semester	68		Total 1 st Semester	72	

Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
						EDCC325	8	H			
EDCC126	8	H	EDCC225	8	H	EDCC326	8	H	EDCC424	8	H
AGLE121	12	X	WVOS222	12	X				RESF422	8	X
SECL121 ²	8	X	Choose one: ENAC221(NM) or ENAC222(M) ⁴	8	X				Choose one: AFKF424(M) or AFKF425(NM) or PECF421(M) or SECF421(M) or SOCF421(M) or ZUCF421(M)	8	X
									LOLT421	3	X
Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
BSTE122	12	H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
Continuation of Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ACCE122 [ECNG121]	12 8	H H	ACCE222	16	H	ACCE322	16	H	ACCE422	16	H
ECOE122 [READ121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
ENGV121 [ECNG121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
GEOE122 [READ121]	12 8	H H	GEOE222	16	H	GEOE322	16	H	GEOE421	16	H
Total 2 nd Semester	68		Total 2 nd Semester	68		Total 2 nd Semester	64		Total 2 nd Semester	67	
Total Year level 1	132		Total Year level 2	132		Total Year level 3	132		Total Year level 4	139	
TOTAL FOR THE CURRICULUM										535	

M.4.1.2.12 QUALIFICATION CODE 4BN J12 CURRICULUM O401M: 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	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC114	8	H	EDCC214	8	H				EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC315	8	H	EDCC414	8	H
EDCC116	8	H	EDCC216	8	H	EDCC316	8	H	EDCC415	8	H
EDTC111	8	X				EDTM312	8	X	RESF412	8	X
			Choose one: ENAC211(NM) or ENAC212(M) ⁴	8	X	WVOS312	12	X	Choose one: AFKF414(M) or AFKF415(NM) or PECF414(M) or SECF414(M) or SOCF414(M) or ZUCF414(M)	8	X
Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
ACCE112	12	H	ACCE212	12	H	ACCE312	16	H	ACCE412	16	H
Specialisation subject 2 [AND GET subject] CHOOSE ONE			Continuation of elective Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
BSTE112 [MATF111]	12 8	H H	BSTE212 [CULV211]	12 8	H H	BSTE312	16	H	BSTE412	16	H
ECOE112 [BSTG111]	12 8	H H	ECOE212 [CULV211]	12 8	H H	ECOE312	16	H	ECOE412	16	H
ENGV111 [BSTG111]	12 8	H H	ENGV211 [CULV211]	12 8	H H	ENGV311	16	H	ENGV411	16	H
Total 1 st Semester		64	Total 1 st Semester		64	Total 1 st Semester		68	Total 1 st Semester		72

Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
						EDCC325	8	H			
EDCC126	8	H	EDCC225	8	H	EDCC326	8	H	EDCC424	8	H
AGLE121	12	X	WVOS222	12	X				RESF422	8	X
SECL121 ²	8	X	Choose one: ENAC221(NM) or ENAC222(M) ⁴	8	X				Choose one: AFKF424(M) or AFKF425(NM) or PECF421(M) or SECF421(M) or SOCF421(M) or ZUCF421(M)	8	X
									LOLT421	3	X
Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
ACCE122	12	H	ACCE222	16	H	ACCE322	16	H	ACCE422	16	H
Continuation of Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
BSTE122 [ECNG121]	12 8	H H	BSTE222	16	H	BSTE322	16	H	BSTE422	16	H
ECOE122 [READ121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
ENGV121 [ECNG121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
Total 2 nd Semester		68	Total 2 nd Semester		68	Total 2 nd Semester		64/	Total 2 nd Semester		67
Total Year level 1		132	Total Year level 2		132	Total Year level 3		132	Total Year level 4		139
TOTAL FOR THE CURRICULUM											535

M.4.1.2.14 QUALIFICATION CODE 4BN J14 CURRICULUM O401M: 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	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC114	8	H	EDCC214	8	H				EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC315	8	H	EDCC414	8	H
EDCC116	8	H	EDCC216	8	H	EDCC316	8	H	EDCC415	8	H
EDTC111	8	X				EDTM312	8	X	RESF412	8	X
			Choose one: ENAC211(NM) or ENAC212(M) ⁴	8	X	WVOS312	12	X	Choose one: AFKF414(M) or AFKF415(NM) or PECF414(M) or SECF414(M) or SOCF414(M) or ZUCF414(M)	8	X
Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
MATH111	12	H	MATH211	12	H	MATH311	16	H	MATH411	16	H
Specialisation subject 2 [AND GET subject] CHOOSE ONE			Continuation of elective Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ACCE112 [MATV111]	12 8	H H	ACCE212 [CULV211]	12 8	H H	ACCE312	16	H	ACCE412	16	H
ENG111 [MATV111]	12 8	H H	ENG111 [CULV211]	12 8	H H	ENG311	16	H	ENG411	16	H
GEO112 [MATV111]	12 8	H H	GEO212 [HISS211]	12 8	H H	GEO312	16	H	GEO411	16	H
LIFE112 [MATV111]	12 8	H H	LIFE212 [NSSP211]	12 8	H H	LIFE312	16	H	LIFE411	16	H
PHSE112 [MATV111]	12 8	H H	PHSE212 [NSSP211]	12 8	H H	PHSE312	16	H	PHSE412	16	H
Total 1 st Semester	64		Total 1 st Semester	64		Total 1 st Semester	68		Total 1 st Semester	72	

Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
EDCC126	8	H	EDCC225	8	H	EDCC325	8	H	EDCC424	8	H
AGLE121	12	X	WVOS222	12	X	EDCC326	8	H	RESF422	8	X
SECL121 ²	8	X	Choose one: ENAC221(NM) or ENAC222(M) ⁴	8	X				Choose one: AFKF424(M) or AFKF425(NM) or PECF421(M) or SECF421(M) or SOCF421(M) or ZUCF421(M)	8	X
									LOLT421	3	X
Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
MATH121	12	H	MATH221	16	H	MATH321	16	H	MATH421	16	H
Continuation of Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ACCE122 [MATV121]	12 8	H H	ACCE222	16	H	ACCE322	16	H	ACCE422	16	H
ECOE122 [MATV121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
ENGV121 [MATV121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
GEOE122 [MATV121]	12 8	H H	GEOE222	16	H	GEOE322	16	H	GEOE421	16	H
LIFE122 [MATV121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
PHSE122 [MATV121]	12 8	H H	PHSE222	16	H	PHSE322	16	H	PHSE422	16	H
Total 2 nd Semester		68	Total 2 nd Semester		68	Total 2 nd Semester		64	Total 2 nd Semester		67
Total Year level 1		132	Total Year level 2		132	Total Year level 3		132	Total Year level 4		139
TOTAL FOR THE CURRICULUM											535

M.4.1.2.15 QUALIFICATION CODE 4BN J15 CURRICULUM O401M: SETSWANA FOR EDUCATION (M)

YEAR LEVEL 1			YEAR LEVEL 2			YEAR LEVEL 3			YEAR LEVEL 4		
First Semester			First Semester			First Semester			First Semester		
Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type	Module code	Cr	Type
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC114	8	H	EDCC214	8	H				EDCC413	8	H
EDCC115	8	H	EDCC215	8	H	EDCC315	8	H	EDCC414	8	H
EDCC116	8	H	EDCC216	8	H	EDCC316	8	H	EDCC415	8	H
EDTC111	8	X				EDTM312	8	X	RESF412	8	X
			Choose one: ENAC211(NM) or ENAC212(M) ⁴	8	X	WVOS312	12	X	Choose one: AFKF414(M) or AFKF415(NM) or PECF414(M) or SECF414(M) or SOCF414(M) or ZUCF414(M)	8	X
Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
SEFV111	12	H	SEFV212	12	H	SEFV312	16	H	SEFV412	16	H
Specialisation subject 2 [AND GET subject] CHOOSE ONE			Continuation of elective Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ECOE112 [BSTG111]	12 8	H H	ECOE212 [ACCG211]	12 8	H H	ECOE312	16	H	ECOE412	16	H
ENG111 [MATF111]	12 8	H H	ENG211 [CULV211]	12 8	H H	ENG311	16	H	ENG411	16	H
GEOE112 [MATF111]	12 8	H H	GEOE212 [HISS211]	12 8	H H	GEOE312	16	H	GEOE411	16	H
LIFE112 [NSSP112]	12 8	H H	LIFE212 [NSSP211]	12 8	H H	LIFE312	16	H	LIFE411	16	H
Total 1 st Semester			64	Total 1 st Semester			64	Total 1 st Semester			68
											72

Second Semester			Second Semester			Second Semester			Second Semester		
Compulsory modules			Compulsory modules			Compulsory modules			Compulsory modules		
EDCC125	8	H	EDCC224	8	H	EDCC323	16	H	EDCC423	8	H
EDCC126	8	H	EDCC225	8	H	EDCC325	8	H	EDCC424	8	H
AGLE121	12	X	WVOS222	12	X	EDCC326	8	H	RESF422	8	X
SECL121 ²	8	X	Choose one: ENAC221(NM) or ENAC222(M) ⁴	8	X				Choose one: AFKF424(M) or AFKF425(NM) or PECF421(M) or SECF421(M) or SOCF421(M) or ZUCF421(M)	8	X
									LOLT421	3	X
Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1			Continuation of Specialisation subject 1		
SEFV121	12	H	SEFV222	16	H	SEFV322	16	H	SEFV422	16	H
Continuation of Specialisation subject 2 [AND GET subject]			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2			Continuation of elective Specialisation subject 2		
ECOE122 [READ121]	12 8	H H	ECOE222	16	H	ECOE322	16	H	ECOE422	16	H
ENGV121 [READ121]	12 8	H H	ENGV221	16	H	ENGV321	16	H	ENGV421	16	H
GEOE122 [READ121]	12 8	H H	GEOE222	16	H	GEOE322	16	H	GEOE421	16	H
LIFE122 [NSSP121]	12 8	H H	LIFE222	16	H	LIFE322	16	H	LIFE421	16	H
Total 2 nd Semester		68	Total 2 nd Semester		68	Total 2 nd Semester		64	Total 2 nd Semester		67
Total Year level 1		132	Total Year level 2		132	Total Year level 3		132	Total Year level 4		139
TOTAL FOR THE CURRICULUM											535

M.4.1.2.16 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	LAAD521	12
ARTD511	12	TECD521	12
BSTD511	12	ENGD521	12
CATD511	12	LASD521	12
ECOD511	12	LAND521	12
ENGD511	12	LLOD521	12
GEOD511	12	MATD521	12
HISD511	12	SEMD521	12
INTD511	12		
LIFD511	12		
LLOD511	12		
MATD511	12		
PHSD511	12		
RSVD511	12		
SEMD511	12		
TRVD511	12		
VWVD511	12		
TOTAL 1st semester	64	Total 2nd semester	76

M.5 List of modules, names and credits

M.5.1 B.Ed List of modules, names and credits

Module code	Descriptive name	Prerequisites	NQF level	Credits
ACCE112	Accounting for Education: Application of Accounting Systems		5	12
ACCE122	Accounting for Education: Financial Reporting – Sole Proprietor		6	12
ACCE212	Accounting for Education: Asset Disposal and Partnership		6	12
ACCE222	Accounting for Education: Manufacturing, Non-trading Enterprises and Budgets		6	16
ACCE312	Accounting for Education: Close Corporations and Companies		6	16
ACCE322	Accounting for Education: Financial Statements and Budgets		7	16
ACCE412	Accounting for Education: Correction of Errors and Incomplete Records, Ethics, Internal control and Auditing		7	16
ACCE422	Accounting for Education: Branch accounts and Computer usage in Accounting		7	16
ACCG211	Economic Management Sciences for Education: Financial Literacy in the Senior phase		6	8
AFAF211	Afrikaans First Additional Language in FP teaching: Language Acquisition and Development and Selecting and Evaluating Children's Literature		5	8
AFAF221	Afrikaans First Additional Language in FP teaching: Foundational Knowledge and Multicultural Children's Literature		6	8
AFAF311	Afrikaans First Additional Language in FP teaching: Language, Culture and Picture Books		6	8
AFAF321	English First Additional Language in FP teaching: Language as a System and Traditional Literature, Poetry, Historical Fiction, and Biographies		6	8
AFAF411	Afrikaans First Additional Language in FP teaching: Planning, Implementing and Managing Instruction as well as Fantasy, Science Fiction and Contemporary Realistic Fiction		7	8
AFAF421	Afrikaans First Additional Language in FP teaching: Assessment and Critical Issues in Children's Literature		7	8
AFCL121	Language of Conversational Competence: Afrikaans		5	8
AFKF414	Afrikaans Home Language Communication: Effective language use in a variety of contexts		6	8
AFKF415	Afrikaans First Additional Language Communication: Fundamental education related language skills for non-mother tongue speakers		6	8
AFKF424	Afrikaans Home Language Communication: Effective public oral Communication		6	8
AFKF425	Afrikaans First Additional Language Communication: Education related language proficiency for non-mother tongue speakers		6	8
AFRF111	Afrikaans Home Language FP: Foundational Knowledge and Multicultural Children's Literature		5	12

AFRF121	Afrikaans Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature	6	12
AFRF211	Afrikaans Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principle and selecting and evaluating Children's Literature	6	12
AFRF221	Afrikaans Home Language FP: Semantics, Vocabulary and Picture books	6	12
AFRF311	Afrikaans Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies	7	12
AFRF321	Afrikaans Home Language FP: Discourse Analysis, Pragmatics, Comprehension and informational texts	7	12
AFRF411	Afrikaans Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction	7	12
AFRF421	Afrikaans Home Language FP: School-based Language Assessment and Critical issues in Children's Literature	8	12
AGLE121	Academic Literacy	5	12
BSTE112	Business studies: The business world, business management; business environments and entrepreneurship	5	12
BSTE122	Business Studies: Entry strategies and e-business	6	12
BSTE212	Business Studies: Establishing a business	6	12
BSTE222	Business Studies: Planning; organising; leading and controlling the management process	6	16
BSTE312	Business Studies: Operational Management and Human Resource Management	6	16
BSTE322	Business Studies: Marketing Management and Cooperative Social Responsibility	7	16
BSTE412	Business Studies: Financial Management and Purchasing Function	7	16
BSTE422	Business Studies: Strategic Management and Business Plans	7	16
BSTG111	Economic Management Sciences for Education: Entrepreneurship in the Senior phase	5	8
CULV211	Cultural Management	6	8
ECNG121	Economic Management Sciences for Education: Economics in the Senior Phase	6	8
ECOE112	Economics for Education: Introduction to Economics (Part 1)	5	12
ECOE122	Economics for Education: Introduction to Economics (Part 2)	6	12
ECOE212	Economics for Education: Economic-related issues applicable to the RSA	6	12
ECOE222	Economics for Education: Introduction to Micro-Economics	6	16
ECOE312	Economics for Education: From micro- to macro-Economics	6	16
ECOE322	Economics for Education: The monetary and government sector	7	16
ECOE412	Economics for Education: Macro-Economic Problems (Part 1)	7	16
ECOE422	Economics for Education: Macro-economic problems (Part 2)	7	16
EDCC114	Introduction to Curriculum and Professional Studies	6	8
EDCC115	Critical components for curriculum development for educators	5	8
EDCC116	Work Integrated Learning (Learning in practice; Learning from practice)	5	8

EDCC125	Historical and Political context of Education in South Africa		6	8
EDCC126	Work Integrated Learning (Learning in practice; Learning from practice)		6	8
EDCC214	Professional Studies: Teaching and learning theories and practices		6	8
EDCC215	Educational Psychology: Introduction to Educational Psychology		6	8
EDCC216	Work Integrated Learning (Learning in practice; Learning from practice)		6	8
EDCC224	Educational Psychology: Human Development		6	8
EDCC225	Work Integrated Learning (Learning in practice; Learning from practice)		6	8
EDCC315	Educational Law		7	8
EDCC316	Work Integrated Learning (Learning in practice; Learning from practice)		7	8
EDCC323	Educational Psychology: Learning support		7	16
EDCC325	Critical thinking & Social Justice		7	8
EDCC326	Work Integrated Learning (Learning in practice; Learning from practice)		7	8
EDCC413	Educational Management and Leadership		7	8
EDCC414	Professional Studies: Integrated Assessment		7	8
EDCC415	Work Integrated Learning (Learning in practice; Learning from practice)		7	8
EDCC423	Educational Systems		7	8
EDCC424	Work Integrated Learning (Learning in practice; Learning from practice)		7	8
EDTC111	Educational Media and Technology		5	8
EDTM312	Environmental Management for Sustainability: Introduction to Environmental Management in schools		7	8
ENAC211	English (First Additional Language) Communication: Using English as a medium of instruction across the curriculum (1)		6	8
ENAC221	English (First Additional Language) Communication: English across the curriculum		6	8
ENAF211	English First Additional Language in FP teaching: Language Acquisition and Development and Selecting and Evaluating Children's Literature		5	8
ENAF221	English First Additional Language in FP teaching: Foundational Knowledge and Multicultural Children's Literature		6	8
ENAF311	English First Additional Language in FP teaching: Language, Culture and Picture Books		6	8
ENAF321	English First Additional Language in FP teaching: Language as a System and Traditional Literature, Poetry, Historical Fiction, and Biographies		6	8
ENAF411	English First Additional Language in FP teaching: Planning, Implementing and Managing Instruction as well as Fantasy, Science Fiction and Contemporary Realistic Fiction		7	8
ENAF421	English First Additional Language in FP teaching: Assessment and Critical Issues in Children's Literature		7	8
ENFF111	English Home Language FP: Foundational Knowledge and Multicultural Children's Literature		5	12
ENFF121	English Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature		6	12
ENFF211	English Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principles and selecting and evaluating Children's Literature		6	12

ENFF221	English Home Language FP: Semantics, Vocabulary and Picture books		6	12
ENFF311	English Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies		7	12
ENFF321	English Home Language FP: Discourse Analysis, Pragmatics, Comprehension and Informational Texts		7	12
ENFF411	English Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction		7	12
ENFF421	English Home Language FP: School-based Language Assessment and Critical Issues in Children's Literature		8	12
ENGV111	English for the Senior/FET phase teacher: An introduction to Young Adult Literature (YAL)		5	12
ENGV121	English for the Senior/FET phase teacher: Linguistics		6	12
ENGV211	English for the Senior/FET phase teacher: Texts and context - Studying poetry and drama from the Elizabethan to the Victorian era		6	12
ENGV221	English for the Senior/FET phase teacher: Exploring key periods in literature		6	16
ENGV311	English for the Senior/FET phase teacher: Literary Theories and Philosophy		6	16
ENGV321	English for the Senior/FET phase teacher: Understanding Text and Context in a Post Modern era		7	16
ENGV411	English for the Senior/FET phase teacher: South African Literary Foundations and Perspectives		7	16
ENGV421	English for the Senior/FET phase teacher: Applied Linguistics		7	16
GEOE112	Geography Education: Physical, economic and population background of Africa and the RSA		5	12
GEOE122	Geography Education: Planetary Geography, and Climatology		6	12
GEOE212	Geography Education: Urban and Economic Geography		6	12
GEOE222	Geography Education: Introduction to Geomorphology and Oceanography		6	16
GEOE312	Geography Education: Population and Development Geography		6	16
GEOE322	Geography Education: Advanced Geomorphology		7	16
GEOE411	Geography Education: Urban and Environmental Geography		7	16
GEOE421	Geography Education: Advanced Climatology		7	16
GEOS211	Geography: Human and physical geography for the Senior phase		6	8
LESE112	Introduction to Learning Support within an inclusive education approach		5	12
LESE122	Learning support: Introduction to Barriers to Learning		6	12
LESE212	Learning support: Chronic illnesses and diseases and poor socio-economic circumstances		6	12
LESE222	Learning support : Physical, neural and intellectual impairments		6	16
LESE312	Learning support: Sensory and learning impairments as well as giftedness		6	16
LESE322	Learning support: Emotional, social and behaviour difficulties		7	16
LESE411	Learning support: Introduction to applied learning support		7	16
LESE421	Learning support: Applied learning support		7	16

LIFE112	Life Sciences for Education: Biochemistry and Cytology		5	12
LIFE122	Life Sciences for Education: Cell Processes and Tissues		6	12
LIFE212	Life Sciences for Education: Taxonomy and Processes of Viruses, Bacteria, Fungi, Algae and Plantae		6	12
LIFE222	Life Sciences for Education: Protista and Zoology		6	16
LIFE312	Life Sciences for Education: Anatomy and Physiology of Man: locomotion-, muscle-, transport-, immunology- and nutritional systems		6	16
LIFE322	Life Sciences for Education: Anatomy and Physiology of Man: gaseous exchange, excretion, osmoregulation and co-ordination systems as well as homeostasis and temperature regulation		7	16
LIFE411	Life Sciences for Education: Environmental studies - ecology and sustainable living		7	16
LIFE421	Life Sciences for Education: Human reproduction, genetics and continuity of life		7	16
LOLT421	Language of Learning and Teaching		6	3
LSKP421	Life Skills Foundation Phase: Physical Education		7	8
LSPP411	Life Skills for Early Childhood Education Development: Health Sciences		7	8
LSKA211	Life Skills: Visual arts for teaching and learning in the Foundation Phase		6	8
LSKN321	Life Skills for Early Childhood Education Development: Natural Science and Technology		6	8
LSKS111	Life Skills for Early Childhood Education Development: Social (Health) Sciences		5	8
LSKM221	Life Skills in the Foundation Phase: Music		6	8
MATF111	Introduction to Mathematics: Numbers, operations and data handling		5	8
MATH111	Mathematics for the Senior and FET phase: Numbers, relationships and number systems		5	12
MATH121	Mathematics for the Senior and FET phase: Exploring space and shape		6	12
MATH211	Mathematics for the Senior and FET phase: A model-based approach to functions		6	12
MATH221	Mathematics for the Senior and FET phase: The interaction between Algebra and Geometry		6	16
MATH311	Mathematics for the Senior and FET phase: Statistics and probability		6	16
MATH321	Mathematics for the Senior and FET phase: Euclidean and Spherical geometry		7	16
MATH411	Mathematics for the Senior and FET phase: Differentiation and Integration Calculus		7	16
MATH421	Mathematics for the Senior and FET phase: Multi-dimensional algebra and numerical methods		7	16
MATV111			5	8
MATV121			6	8
MFPC111	Mathematics for Early Childhood Education and Development: Learning and teaching theories and strategies in primary Mathematics		5	12
MFPC121	Mathematics for Early Childhood Education and Development: Number sense and Operations		6	12
MFPC221	Mathematics for Early Childhood Education and Development: Geometry and measurement of primary mathematics		6	12
MFPC311	Mathematics for Early Childhood Education and Development: Number theory, number patterns and data handling in Primary Mathematics		6	8

MFPC321	Mathematics for Early Childhood Education and Development: Rational numbers in Primary Mathematics		6	8
MFPC411	Mathematics for Early Childhood Education and Development: Language in Mathematics		7	12
MFPP421	Mathematics for Early Childhood Education and Development: Early preschool Mathematics (informal phase)		7	12
MTLS211	Multi-grade and learning support in the Foundation and Intermediate Phase		7	12
NSSP111	Natural Sciences: Life and Living		5	8
NSSP112	Natural Sciences: Matter and Materials		6	8
NSSP121	Natural Sciences: Introductory Mechanics in Natural Science		6	8
NSSP211	Natural Sciences: Introduction to Physical Geography		6	8
PHSE112	Physical Science: Basic chemistry principles and stoichiometry of chemical reactions in the Senior/FET phase		5	12
PHSE122	Physical Science – Introductory Mechanics in the Senior/FET phase		6	12
PHSE212	Physical Science: Advanced mechanics and introduction to theory of electricity in the Senior/FET phase		6	12
PHSE222	Physical Science: The Structure of Matter and Organic Chemistry in the Senior/FET phase		6	16
PHSE312	Physical Science: Control of chemical reactions in the Senior/FET phase		6	16
PHSE322	Physical Science: Electricity and magnetism, oscillations and waves in the Senior/FET phase		7	16
PHSE412	Physical Science: Physical and geometric optics and theory of heat in the Senior/FET phase		7	16
PHSE422	Physical Science: Chemistry and chemical industries in the Senior/FET phase		7	16
READ121				
RESF412	Research in Education: Introduction		7	8
RESF422	Research Proposal: Planning and designing a research proposal in the education context		7	8
SEAF211	Setswana First Additional Language in FP teaching: Language Acquisition and Development and Selecting and Evaluating Children's Literature		5	8
SEAF221	Setswana First Additional Language in FP teaching: Foundational Knowledge and Multicultural Children's Literature		6	8
SEAF311	Setswana First Additional Language in FP teaching: Language, Culture and Picture Books		6	8
SEAF321	Setswana First Additional Language in FP teaching: Language as a System and Traditional Literature, Poetry, Historical Fiction, and Biographies		6	8
SEAF411	Setswana First Additional Language in FP teaching: Planning, Implementing and Managing Instruction as well as Fantasy, Science Fiction and Contemporary Realistic Fiction		7	8
SEAF421	Setswana First Additional Language in FP teaching: Assessment and Critical Issues in Children's Literature		7	8
SECF414	Setswana Home Language Communications (M): Using language effectively within educational contexts		6	8
SECF421	Setswana Home Language Communications (M): Using Language skills in the classroom		6	8

SECL121	Language of Conversational Competence: Setswana		5	8
SEFF111	Setswana Home Language FP: Foundational Knowledge and Multicultural Children's Literature		5	12
SEFF121	Setswana Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature		6	12
SEFF211	Setswana Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principles and selecting and evaluating Children's Literature		6	12
SEFF221	Setswana Home Language FP: Semantics, Vocabulary and Picture books		6	12
SEFF311	Setswana Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies		7	12
SEFF321	Setswana Home Language FP: Discourse Analysis, Pragmatics, Comprehension and Informational Texts		7	12
SEFF411	Setswana Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction		7	12
SEFF421	Setswana Home Language FP: School-based Language Assessment and Critical Issues in Children's Literature		8	12
SEFI111	Setswana Home Language: Introductory linguistics, Instructional Perspectives and Types of Literatures		5	12
SEFI121	Setswana Home Language: Phonetics, Phonology, instructional methods, and speaking skills		6	12
SEFI211	Setswana Home Language: History of literatures, Morphology, the study of Children's literature, Reading and visual skills		6	12
SEFI221	Setswana Home Language: Morphology, Children's literature, Instructional methods, Reading, and Assessment		6	12
SEFI311	Setswana Home Language: Morphology, Syntax, Traditional Literature, and writing		7	12
SEFI321	Setswana Home Language: Semantics, Vocabulary, Creative writing, Children's literature and Assessment		7	12
SEFI411	Setswana Home Language: Discourse Analysis, Pragmatics, Comprehension, Non-Literary Texts and Assessment		7	12
SEFI421	Setswana Home Language: Research – Literature, Linguistics, Instructional methods and Assessment		8	12
SEFV111	Setswana Home Language: Phonetics, phonology, and listening skills and youth narratives and methodologies		5	12
SEFV121	Setswana Home Language: Morphology, history of Setswana orthography, speaking skills and traditional narratives and methodologies		6	12
SEFV211	Setswana Home Language: Syntax, Fluency, Poetry, Listening and speaking skills integration and methodologies		6	12
SEFV221	Setswana Home Language: Multiculturalism, multilingualism, Ubuntu in educational contexts, dictionaries and methodologies		6	16
SEFV311	Setswana Home Language: Semantics, Drama, Discourse Analysis, Pragmatics, Reading skills and methodologies		6	16
SEFV321	Setswana Home Language: Comprehension, reading, creative writing, drama and methodologies		7	16

SEFV411	Setswana Home Language: Biographies, types of informational texts in education and methodologies	7	16
SEFV421	Setswana Home Language: Research, literary text production and methodologies	7	16
SSSE112	Introduction to Social Science for Education	5	8
WVOS222	Philosophy of Science: Understanding the Educational World	7	12
WVOS312	Philosophy of Science: Main Currents in the Philosophy of Education	7	12

M.5.2 PGCE MODULE LIST:

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

MODULE CODE	MODULE NAME	PRE-REQUISITES	CR
ACCD 511	Accounting Methodology		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
ENGDS11	English Methodology		12
ENDG521	English Methodology		12
GEOD511	Geography Methodology		12
HISD511	History Methodology		12
INTD511	Information Technology 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
LIFD521	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
PHSD511	Physical Sciences Methodology		12
RSVD511	Religion Studies Methodology		12
RSVD521	Religion Studies Methodology		12

SEMD511	Setswana Methodology (Mother Tongue)		12
SEMD521	Setswana Methodology (Mother Tongue)		12
TECD521	Technology Methodology		12
TGN0511	Technology		8
TGN0521	Technology		8
TRVD511	Tourism Methodology		12

M.6 MODULE OUTCOMES

M.6.1 B.Ed MODULE OUTCOMES

Module code: ACCE112	Semester 1	NQF-level: 5
Title: Accounting for Education: Application of Accounting Systems		
On completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • an informed understanding of the purpose and function of Accounting ; • the ability to identify and analyse the elements of an accounting system in the reconciliation of Bank and control accounts for the use according to due procedures and processes in the Accounting system and to demonstrate accuracy in all calculations; • the ability to behave ethically, to remain well-motivated and value-driven in all operational circumstances and in all forms of communication, written and verbal and to demonstrate accountability; • the ability to select information and combine his/her theoretical knowledge with practical application and to develop the necessary presentation skills using appropriate technologies according to generally accepted accounting practice (GAAP) together with the ability to represent this to the learners in his/her own classroom; and • application of the systematic knowledge regarding lesson planning and problem-solving that reflects the basic Accounting procedures and processes. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: ACCE122	Semester 2	NQF-level: 6
Title: Accounting for Education: Financial Reporting – Sole Proprietor		
On completion of this module the student should be able to: <ul style="list-style-type: none"> • display a knowledge of financial reporting by designing an accounting system in accordance with the needs of a specific application/approach to an accounting practice; • collect, analyse, present, 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; • behave ethically and to remain self-motivated and value-driven in all operational circumstances and forms of communication, written and verbal and to demonstrate accountability; • select information and combine this with his / her theoretical knowledge in practical application and to develop the necessary presentation skills using appropriate technologies according to general accepted accounting practice (GAAP) and to represent this to the learners in his/her own classroom; and • apply systematic knowledge regarding lesson planning and problem-solving that reflects basic Accounting procedures and processes. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: ACCE212	Semester 1	NQF-level: 6
Title: Accounting for Education: Asset Disposal and Partnership		
On completion of this module the student should be able to: <ul style="list-style-type: none"> • display a detailed knowledge of asset purchasing and disposal, partnerships and periodic inventory systems by designing an accounting system according to the needs of a specific application/approach to an accounting practice; • 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 accordance with sound theoretical bases, the use of procedures and processes in practically-related examples/situations; • behave ethically and to remain self-motivated and value-driven in all operational circumstances and forms of communication, written and verbal and to demonstrate accountability; • The ability to select information and to combine this with his / her theoretical knowledge in practical applications and to develop the necessary presentation skills using appropriate technologies according to general accepted accounting practice (GAAP) and to represent this to the learners in his/her own classroom; and • the ability to apply systematic knowledge to lesson planning and problem-solving that reflects basic Accounting procedures and processes. 		

Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %

Module code: ACCE222	Semester 2	NQF-level: 6
Title: Accounting for Education: Manufacturing, Non-trading Enterprises and Budgets		
On completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> a detailed knowledge of manufacturing, non-profit organizations (sport clubs) and budgets by designing an accounting system to cater for the needs of a specific application/approach to accounting practice; the ability to analyse critically, evaluate and interpret the linked elements of an accounting system/practice such as the manufacturing and non-trading businesses (sport clubs); interpret financial data for budgets formulated on a sound theoretical basis, the use of correct procedures and formats in practically related examples/situations; behaviour that is ethically motivated and value-driven in all operational circumstances, in all forms of communication, written and verbal and in every way to demonstrate accountability; the ability to select information and to direct his / her theoretical knowledge into practical application and to develop the necessary presentation skills using appropriate technologies according to general accepted accounting practice (GAAP) and to communicate this accurately to the learners in his/her own classroom; and application of the systematic knowledge regarding lesson planning and problem solving that reflect basic Accounting procedures and processes. 		
Method of delivery: Contact, Pat-time		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: ACCE312	Semester 1	NQF-level: 6
Title: Accounting for Education: Close Corporations and Companies		
On completion of this module the student should be able to: <ul style="list-style-type: none"> display integrated knowledge of close corporations and companies by designing an accounting system according to the needs of 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 (journals, ledgers) regarding close corporations and companies as business forms, closed accounts and financial year-end statements based on sound theoretical bases, and the use of procedures and processes in practically related examples/situations; present and/or communicate financial information effectively by using generally accepted accounting practice in line with current developments and legislation; behave ethically and to remain self-motivated and value-driven in all operational circumstances and forms of communication, written and verbal and to demonstrate accountability; select information and to combine this with his / her theoretical knowledge in practical applications and to develop the necessary presentation skills using appropriate technologies according to general accepted accounting practice (GAAP) to represent this to the learners in his/her own classroom; and apply systematic knowledge to lesson planning and problem-solving that reflects basic Accounting procedures and processes. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: ACCE322	Semester 2	NQF-level: 7
Title: Accounting for Education: Financial Statements and Budgets		
On completion of this module the student should be able to demonstrate a capacity to: <ul style="list-style-type: none"> display an integrated knowledge of the financial statements of companies and budgets by designing an accounting system according to the needs of a specific application/approach to an accounting practice; analyse, interpret, define as well as indicate and interpret the functions of the financial statements from the linked elements of an accounting system/practice such as cash flow statement and cash budgeting of Companies observing the correct theoretical bases, and using correct procedures and processes, conventions and format in practically related examples/situations; present and/or communicate financial information effectively by using generally accepted accounting practice in line with current developments and legislation; behave ethically and to remain self-motivated and value-driven in all operational circumstances and in all forms of communication, written and verbal and to demonstrate accountability; select information and to combine this with his / her theoretical knowledge made manifest in practical application and to develop the necessary presentation skills using appropriate technologies according to general accepted accounting practice (GAAP) and to represent this to the learners in his/her own classroom; and 		

<ul style="list-style-type: none"> • apply systematic knowledge regarding lesson planning and problem-solving that reflects the basic Accounting procedures and processes. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		
Module code: ACCE412	Semester 1	NQF-level: 7
Title: Accounting for Education: Correction of Errors and Incomplete Records, Ethics, Internal control and Auditing		
On completion of this module the student should be able to:		
<ul style="list-style-type: none"> • display a systematic knowledge of the correction of errors and conversion of incomplete records, ethics, internal control and auditing by designing an accounting system in accordance with the needs of a specific application/approach to an accounting practice by using correct procedures and formats in practically-related examples/situations; • 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 or incomplete records; • present and/or communicate financial information effectively by using generally accepted accounting practice in line with current developments and legislation, internal control and auditing; • behave ethically and to remain self-motivated and value-driven in all operational circumstances and forms of communication, written and verbal and to demonstrate accountability. • select information and to combine this with his / her theoretical knowledge in practical application and to develop the necessary presentation skills using appropriate technologies according to general accepted accounting practice (GAAP) and to represent this to the learners in his/her own classroom; and • apply systematic knowledge regarding lesson planning and problem-solving that reflects the basic Accounting procedures and processes. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: ACCE422	Semester 2	NQF-level: 7
Title: Accounting for Education: Branch accounts and Computer usage in Accounting		
On completion of this module the student should be able to:		
<ul style="list-style-type: none"> • demonstrate a systematic knowledge of a computerised accounting system in accordance with the needs of a specific application/approach to an accounting practice by using correct procedures and formats in practically-related examples/situations; • analyse, interpret, define as well as indicate and interpret the functions of the final statements from the linked elements of accounting system/practice in a computerised system; • deal with unknown concrete and abstract problems by means of research and information-acquisition skills, to obtain information and to integrate this as a whole to form part of a solution and to communicate this to a lay or professional audience by making use of the appropriate computer technology; • present and/or communicate financial information effectively by using generally accepted accounting practice in line with current developments and legislation; internal control and auditing; • behave ethically and to remain self-motivated and value-driven in all operational circumstances and forms of communication, written and verbal and to demonstrate accountability; and • select information and to combine this with his / her theoretical knowledge in practical application and to develop the necessary presentation skills using appropriate technologies according to generally accepted accounting practice (GAAP) and to represent this to the learners in his/her own classroom. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: ACCG211	Semester 1	NQF-level: 6
Title: Economic Management Sciences for Education: Financial Literacy in the Senior phase		
After completion of the ACCG module, the student will demonstrate the following:		
<ul style="list-style-type: none"> • knowledge and informed understanding of • savings; budgets, income and expenses; and accounting concepts; • the key terms, concepts, established principles and theories with reference to the accounting cycle; source documents; Cash Receipts Journal and Cash Payments Journal of a sole trader; effects of cash transactions on the accounting equation; General Ledger and trial balance; • ability to select, plan, implement and manage information about the Cash Receipts Journal and Cash Payment Journals of a sole trader; posting to the General Ledger; preparing a Trial Balance; recording transactions in the Debtors Journal, Debtors Allowance Journal, Creditors Journal and Creditors Allowance Journal; posting to the Debtors Ledger and Creditors Ledger; • basic research skills such as gathering and verifying information from various accounting sources; • the ability to communicate accounting information coherently and reliably, verbally or in writing, via different technologies and media; 		

<ul style="list-style-type: none"> the ability to operate individually or as part of a group in their social environment; to make appropriate contributions to successfully complete accounting assignments; and monitor their own learning progress, implement relevant learning strategies to combine theoretical knowledge into practical application and be able to represent Accounting to the learners in their classrooms.
Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %

Module code: AFAF211	Semester 1	NQF-level: 5
Title: Afrikaans First Additional Language in FP teaching: Language Acquisition and Development and Selecting and Evaluating Children's Literature		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> the ability to present and communicate information on current and historical theories and research in language acquisition as applied to AAL learners in an academically acceptable manner; an understanding of the theories and research that explain how L1 literacy development differs from L2 literacy development; the ability to evaluate the importance of AAL learners L1 and language varieties and build on these skills as a foundation for learning Afrikaans; the ability to work in a group, gather, synthesise and evaluate information on socio-cultural, psychological, and political variables and how these variables facilitate the process of learning Afrikaans ; apply their knowledge of the role of individual learner variables in the process of learning Afrikaans ; and the ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: AFAF221	Semester 2	NQF-level: 6
Title: Afrikaans First Additional Language in FP teaching: Foundational Knowledge and Multicultural Children's Literature		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> the ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of: <ul style="list-style-type: none"> Oral language (semantic, syntactic, pragmatic) Phonological skill Printed word recognition Spelling Reading fluency Reading comprehension Written expression; the ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently: <ul style="list-style-type: none"> Phonological (speech sound) processing Orthographic (print) processing Semantic (meaning) processing Syntactic (sentence level) processing Discourse (connected text level) processing; the ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom; knowledge and an informed understanding of relevant theories and empirical research underlying learners' responses to children's literature and the value of multicultural children's literature; 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: AFAF311	Semester 1	NQF-level: 6
Title: Afrikaans First Additional Language in FP teaching: Language, Culture and Picture Books		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> knowledge and an informed understanding of cultural values and beliefs in the context of teaching and learning; an informed understanding of and an application of knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning; the ability to enhance communication between home and school to facilitate AAL teaching and build ethically responsible partnerships with AAL families; 		

<ul style="list-style-type: none"> an informed understanding of and application of concepts about the interrelationship between language and culture; the ability to use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction by using appropriate methods, etc.; the ability to apply concepts of cultural competency, particularly knowledge about how an individual's cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among learners; their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature; an understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		
Module code: AFAF321	Semester 2	NQF-level: 6
Title: Afrikaans First Additional Language in FP teaching: Language as a System and Traditional Literature, Poetry, Historical Fiction, and Biographies		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> detailed knowledge and understanding of the components of language and language as an integrative system; the ability to select information on phonology, morphology, syntax, semantics and pragmatics in order to analyse, synthesise and evaluate the information so as to help Afrikaans Additional Language (AAL) learners develop oral, reading and writing skills in Afrikaans; detailed knowledge of rhetorical and discourse structures so as to apply it to AAL learning; and integrated knowledge of different types of children's literature, namely traditional, poetry, historical fiction and biographies. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: AFAF411	Semester 1	NQF-level: 7
Title: Afrikaans First Additional Language in FP teaching: Planning, Implementing and Managing Instruction as well as Fantasy, Science Fiction and Contemporary Realistic Fiction		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> integrated knowledge of the instructional needs of diverse AAL learners; an understanding of a range of methods, activities and tasks and an assessment of their suitability for AAL learners' language teaching and learning; the ability to select, adapt and use culturally responsive, age-appropriate, and linguistically accessible materials related to listening, speaking, reading and writing skills; the ability to gather, analyse, synthesise and evaluate information on technological resources that can enhance language teaching and learning for AAL learners; and integrated knowledge and understanding of children's literature, specifically fantasy, science fiction and contemporary realistic fiction. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: AFAF421	Semester 2	NQF-level: 7
Title: Afrikaans First Additional Language in FP teaching: Assessment and Critical Issues in Children's Literature		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> knowledge of and engagement in research related to the fundamentals of AAL assessment; an ability to interrogate multiple sources of knowledge related to AAL assessment methods, techniques, tools and practices; the ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process; an ability to present and communicate AAL assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components being assessed; the ability to theoretically engage with children's literature through linking the various types to a critical approach; and the ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 %		

1x3 hour written examination 50 %

Module code: AFCL121	Semester 2	NQF Level: 5
Title: Language of Conversational Competence: Afrikaans		
After completion of this module, the student should be able to demonstrate:		
<ul style="list-style-type: none"> functional employment knowledge of the grammatical structures of Afrikaans; a functional vocabulary for basic inter-personal communication; elementary individual listening and writing skills in Afrikaans. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 100 %		

Module code: AFKF414	Semester 1	NQF Level: 6
Title: Afrikaans Home Language Communication: Effective language use in a variety of contexts		
After successful completion of this module, the student should be able to demonstrate the following:		
<ul style="list-style-type: none"> comprehensive and detailed knowledge of high frequency Afrikaans spelling issues and the proficiency to integrate this knowledge with insight regarding the value which a good spelling capability and an approach towards correct spelling has on learners; Proficiency in the assessment of the relation between good language usage and social evaluation; Profound knowledge of Standard Afrikaans in the various non-standard forms of the language as well as the value and function of certain varieties in the heterogeneous Afrikaans society; detailed knowledge regarding the value and function of Standard Afrikaans as a suitable form for the education situation as well as the proficiency to accommodate the non-standard forms of Afrikaans and its speakers in a professional-ethical manner; and Detailed knowledge of the various types of dictionaries and the functions and usage possibilities of each as well as the proficiency to utilise the information as provided in dictionaries critical-judiciously and effectively. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 %		
1x2 hour written examination 50 %		

Module code: AFKF415	Semester 1	NQF Level: 6
Title: Afrikaans First Additional Language Communication: Fundamental education related language skills for non-mother tongue speakers		
After successful completion of this module, the student should be able to demonstrate the following:		
<ul style="list-style-type: none"> fundamental knowledge and comprehension as regards the functional grammatical structures of Afrikaans so as to be able to use Afrikaans for communication purposes within the diverse contexts of the school and social environments; The capability to execute speaking, listening, reading and writing tasks regarding education related subjects; verbal and written usage skills as regards vocabulary acquired on education related subjects; and detailed knowledge and usage skills for the unlocking of relatively complicated texts on education related subjects as well as for the composition of elementary texts on the equivalent types of subjects. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 70 %		
A portfolio assignment serves as final summative assessment 30 %		

Module code: AFKF424	Semester 2	NQF Level: 6
Title: Afrikaanse Home Language Communication: Effective public oral Communication		
After successful completion of this module, the student should be able to demonstrate the following:		
<ul style="list-style-type: none"> Integrated academic knowledge of and extensive skills with regard to a variety of forms of verbal and non-verbal communication as well as relevant written communication; comprehensive knowledge of and usage skills with regard to the Afrikaans academic register as required in the structuring of report papers and other scientific working documents; comprehensive knowledge of and proficient usage skills with regard to the specific registers and styles which leads to effective communication within certain school related communication situations; and Comprehensive knowledge of a variety of written text types and the capability to utilise these text types effectively. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 %		
1x2 hour written examination 50 %		

Module code: AFKF425	Semester 2	NQF Level: 6
Title: Afrikaans First Additional Language Communication: Education related language proficiency for non-mother tongue speakers		
After successful completion of this module, the student should be able to demonstrate the following:		

<ul style="list-style-type: none"> • Deeper knowledge and perception with regard to the effective use of the general functional grammatical structures of Afrikaans and a few high frequency academic structures of Afrikaans as communication medium within diverse school contexts and social environments; • The proficiency to be able to deduct advanced principles with reference to effective verbal and non-verbal inter-personal communication and to apply same within multicultural school contexts; • The proficiency and expertise to analyse an Afrikaans literary text with reference to the themes and social issues therein and with regard to the socio-political context in which it takes place and to be able to critically evaluate the credibility of the personification of characters from various socio-cultural backgrounds; and • The proficiency to utilise the vocabulary and grammatical structures of a particular Afrikaans text in order to create a different text as regards the same theme. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 70 %		
A project serves as final summative assessment 30 %		
Module code: AFRE112	Semester 1	NQF Level: 5
Title: Afrikaans Home Language: Text and Curriculum in the Senior & FET-Phase		
After successful completion of this module, students should be able to provide evidence of:		
<ul style="list-style-type: none"> • profound and systematic subject knowledge with regard to the implementation and integration of the national school curriculum and relevant language teaching theories during the compilation and evaluation of educational learning material; • profound and detailed knowledge and analysing skills of the own nature of various (especially literary) text types; • the proficiency to, with observance to the relevant literary and teaching theories, select appropriate literary texts for particular Home Language and additional language learners and to motivate their selection meticulously; • applicable teaching skills with regard to the composition, critical evaluation and use of thematic orientated lessons for the integrated development of various language skills of learners in the Senior and FET-phase (Home Language and additional language); • The proficiency to read self-regulated and focussed in order to broaden his/her literary scope of reference. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 %		
1x2½ hour written examination 50 %		

Module code: AFRE122	Semester 2	NQF Level: 6
Title: Afrikaans Home Language: Spelling, semantics, and dictionary use for Education		
After completion of this module, the student should be able to demonstrate:		
<ul style="list-style-type: none"> • profound, comprehensive and specialised knowledge and understanding with respect to the development of the Afrikaans spelling system, normative, semantic and pragmatic aspects of language usage and style within diverse contexts of the school and social environment; • practical application skills of this knowledge within the guidelines of the national school curriculum for Afrikaans as Home Language and as additional language within the Senior and FET-phase; and • profound knowledge and evaluation skills with regard to the ethical and professional implications of correct spelling and particular semantic and pragmatic aspects of Afrikaans in (especially) the school environment. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 %		
1x2½ hour written examination 50 %		

Module code: AFRE212	Semester 1	NQF Level: 6
Title: Afrikaans Home Language: Linguistics for Education		
The module establishes competences of the beginner teacher such as:		
<ul style="list-style-type: none"> • Comprehensive and focused subject knowledge and knowledge of subject terminology with reference to the particular linguistic discipline. • The ability to select and apply appropriate methods, techniques and procedures for individualised teaching and varied assessment of learning for use within specific school phases. • The ability to analyse and interpret national curriculum documents and to design learning programmes which take into account diversified learner needs and diverse learning environments. • The capability of professional conduct within the value systems of the school and the education community. • The ability to maintain a strong work ethic and to manage diverse classrooms in a manner conducive to progressive learning; • The ability to critically reflect about one's own knowledge and teaching skills. • Well-developed communication skills which will enable the student to function effectively within the school community. • A high level of general and subject-specific literacy and numeracy and well-developed technological skills. 		

<ul style="list-style-type: none"> The proficiency to, in a scientific justifiable manner, conduct research on the validity of certain perspectives and expressions regarding language teaching.
Method of delivery: Contact, Time-time
Methods of assessment: Continuous assessment 50 % 1x2½ hour written examination 50 %

Module code: AFRE222	Semester 2	NQF Level: 6
Title: Afrikaans Home Language: Drama, film and youth prose for education		
After successful completion of this module, the student should be able to demonstrate:		
<ul style="list-style-type: none"> a synoptic knowledge with regard to the origin and development of the Afrikaans drama, film and youth prose; comprehensive and detailed knowledge of the own nature of the drama, film and youth prose; the proficiency to unlock appropriate prescribed dramas, films and works on youth prose for Home Language and additional language learners, to evaluate the appropriateness thereof within a particular school context and to facilitate learning thereof by making use of the relevant subject terminology and theories from the field of drama-, film- and youth prose; appropriate teaching skills with regard to the compilation and use of various speech and listening activities for the effective teaching thereof to learners in the Senior and FET-phase (Home Language and additional language); the ability to read self-regulated in order to broaden his literary scope of reference on the subject of Afrikaans. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2½ hour written examination 50 %		

Module code: AFRE312	Semester 1	NQF Level: 6
Title: Afrikaans Home Language: Youth and adult poetry for education		
After successful completion of this module, students should be able to demonstrate:		
<ul style="list-style-type: none"> detailed knowledge of the core aspects with regard to the development of Afrikaans children-, youth- and adult poetry; comprehensive and detailed knowledge of the own nature of children-, youth- and adult poetry; the proficiency to unlock suitable prescribed children-, youth- and adult poetry for Home Language and additional language learners, and to facilitate learning thereabout by the use of relevant subject terminology and theories from the field of poetry; appropriate teaching skills and expertise with respect to the composition and use of various reading and visual activities for the effective education of learners in the Senior and FET-phase (Home Language and additional language); and the proficiency to read self-regulated and focussed in order to broaden his/her literary scope of reference. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2½ hour written examination 50 %		

Module code: AFRE322	Semester 2	NQF Level: 7
Title: Afrikaans Home Language: The development of Afrikaans and contemporary language politics		
After completion of this module the student should be able to:		
<ul style="list-style-type: none"> provide proof of profound and comprehensive knowledge of the development history of Afrikaans; critically counterbalance the different theories on the origins of Afrikaans with each other; provide evidence of profound and detailed expertise on the genealogical and typological position of Afrikaans amongst the languages of the world; analyse, evaluate and compare with similar overseas language movements, the role that the various traditional and alternative language movements as well as the SA Academy for Arts and Science, have played in the progression of Afrikaans as spoken language to a culture language analyse, describe in an evaluating manner, and compare with other languages in SA the current language-political position of Afrikaans (amongst others as a school medium); conduct research in a scientifically justifiable manner by means of a variety of sources on particular aspects of the history of Afrikaans and on the current language-political situation of Afrikaans and to provide feedback on the research in a suitable manner; <ul style="list-style-type: none"> provide evidence of comprehensive knowledge of and the application skills with respect to the assessment and moderating system applicable to language teaching as currently in use in SA, as well as the phase-specific assessment and moderating programmes and processes in use within the Senior and FET-phase with regard to the teaching of Afrikaans as home and additional language. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2½ hour written examination 50 %		

Module code: AFRE412	Semester 1	NQF Level: 7
Title: Afrikaans Home Language: Socio-linguistics for Education		
After completion of this module the students should be able to: <ul style="list-style-type: none"> provide evidence of full rounded and systematic knowledge of socially and geographically inspired variation within Afrikaans; use socio-linguistic concepts and subject terminology to analyse, to describe and to critically assess aspects of diverse social communication situations; critically evaluate the suitability of Standard Afrikaans and Non-standard Afrikaans register-specific forms of language within particular multi-cultural school situations with the assistance of concepts and theories from the field of the socio-linguistics; analyse research articles on facets of socio-linguistics and to, in various manners, report on particular socio-linguistic concepts, the information contained therein; have at their disposal well developed information unlocking skills and scientifically justifiable presentation skills with regard to school programme related aspects of socio-linguistics; identify and describe language diversity – in the form of sub-varieties of the three historical main varieties of Afrikaans - in literary texts and to determine the degree of effectiveness thereof; as well as to be able to facilitate learning in connection with the rich diversity of language forms within Afrikaans; provide evidence of his/her respect for all regional language varieties of Afrikaans as being the heart-languages of the speakers thereof, as well as his her expertise on the strong relationship between social- and language judgements; and <ul style="list-style-type: none"> have at their disposal detailed knowledge of school programme related aspects of text linguistics and to be able to utilise this knowledge for the facilitation of learning in the Senior and FET-phase with regard to the processional structuring and editing of various types of written texts. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2½ hour written examination 50 %		

Module code: AFRE422	Semester 2	NQF Level: 7
Title: Afrikaans Home Language: Prose for Education		
After successful completion of this module, the students should have mastered the following outcomes: <ul style="list-style-type: none"> comprehensive synoptic knowledge with regard to important aspects as regards the origin and development of the Afrikaans prose and the proficiency to integrate this knowledge with the critical contemplations and evaluations of Afrikaans texts from various eras; profound, comprehensive theoretic knowledge of the nature of contemporary adult prose; text analytical skills to unlock and evaluate applicable Afrikaans short stories and novels as literary texts through the use of applicable literary theories and prose terminology; the proficiency to identify and compile suitable prose texts for application as learning material and to teach particular reading and visual skills at the hand of these texts in the Senior and FET-phase; profound knowledge of the relevant approaches towards literature teaching and of the proficiency to teach prose in this phase; and <ul style="list-style-type: none"> the proficiency to read self-regulated in order to broaden his/her literary frame of reference of adult prose as well as to critically reflect on texts that were read. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2½ hour written examination 50 %		

Module code: AFRF111	Semester 1	NQF Level: 5
Title: Afrikaans Home Language FP: Foundational Knowledge and Multicultural Children's Literature		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> Knowledge and an informed understanding of major theories, models and empirical research that describe the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing processes, components and development. The ability to work in a group to complete a project in an ethically responsible manner reflecting their understanding and interpretation of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing processes, components and development. The ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of: <ul style="list-style-type: none"> Oral language (semantic, syntactic, pragmatic) Phonological skill Printed word recognition Spelling Reading fluency Reading comprehension Written expression 		

<ul style="list-style-type: none"> The ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently: <ul style="list-style-type: none"> Phonological (speech sound) processing Orthographic (print) processing Semantic (meaning) processing Syntactic (sentence level) processing Discourse (connected text level) processing The ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom. The ability to manage all learners in a classroom while working with whole class/groups/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels. Knowledge and an informed understanding of relevant theories and empirical research underlying learners' responses to children's literature and the value of multicultural children's literature.
Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 40 % 1x3 hour written examination 60 %

Module code: AFRF121	Semester 2	NQF Level: 6
Title: Afrikaans Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> Knowledge and an informed understanding of phonetics (the sounds of a language) in terms of how speech sounds are produced and characterised, phonology (the sound patterns of language) as it relates to speech sounds forming systems and patterns in human language (e.g., the order in which speech sounds are combined, the accent and stress patterns typically applied to words and phrases, etc.) and phonemic awareness. The ability to identify and interpret children's reading and spelling errors as well as select, evaluate and implement developmentally appropriate instructional practices to address children's reading and spelling errors. The ability to present an overview of the history of children's literature and to distinguish between different types of children's literature by communicating their independent research in an academically acceptable manner the ability to work collaboratively with a community to identify and address authentic community needs, and engage in systematic reflection in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 40 % 1x3 hour written examination 60 %		

Module code: AFRF211	Semester 1	NQF Level: 6
Title: Afrikaans Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principle and selecting and evaluating Children's Literature		
<ul style="list-style-type: none"> Detailed knowledge and an understanding of morphology (the words of language) as it relates to the teaching of phonics and spelling, the various structures of language that underlie the Afrikaans spelling system (e.g., phoneme-grapheme, syllable patterns, morpheme units in print, and word origin) and of the broad outline of historical influences on Afrikaans spelling system. The ability to use the organising principles of the Afrikaans spelling system at the sound, syllable, and morpheme levels in order to identify learner progress and or problems at these levels. The ability to select, differentiate between, reflect critically, evaluate and apply explicit vs non-explicit, systematic vs non-systematic, and sequential vs non-sequential phonics instruction using developmentally appropriate resources in a class of diverse learners. The ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society. The ability to work together in a community co-operatively and systematically to identify authentic communication needs The ability to address authentic community needs, and engage in systematic reflection in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: AFRF221	Semester 2	NQF Level: 6
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Title: Afrikaans Home Language FP: Semantics, Vocabulary and Picture books
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • Integrated knowledge of semantics (linguistic meaning of words, phrases and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning. • The ability to select, evaluate and apply with discernment direct and indirect (contextual) methods of vocabulary instruction based on an analysis of learner needs. • An ability to analyse, select and apply varied techniques for vocabulary instruction before, during, and after reading based on an analysis and evaluation of evidence-based practice related to vocabulary teaching and learning. • Analyse and reflect on the role of vocabulary development and vocabulary knowledge in comprehension by communicating the information coherently using appropriate academic conventions. • Their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature. • An understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.
Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %

Module code: AFRF311	Semester 1	NQF Level: 6
Title: Afrikaans Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • Integrated knowledge and critical evaluation of research on Afrikaans syntax and how it relates to vocabulary, fluency and comprehension teaching and learning. • The ability to identify, analyse, evaluate and reflect on the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read by critically analysing evidence-based research. • The ability to gather and analyse information on the role of fluency in reading development and to present their ideas in a well-formed and coherently constructed argument. • An understanding of and the ability to apply the range of methods, activities, and techniques for enhancing fluency in order to address learners' diverse needs. • Integrated knowledge of different types of children's literature, namely traditional, poetry, historical fiction and biographies. • Engage in systematic reflection during the service learning project in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 60 % 1 x 3 hour written examination 40 %		

Module code: AFRF321	Semester 2	NQF Level: 7
Title: Afrikaans Home Language FP: Discourse Analysis, Pragmatics, Comprehension and informational texts		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • Integrated knowledge and engagement with discourse analysis and pragmatics as it relates to comprehension teaching and learning. • The ability to evaluate the knowledge on text, reader, task, and context variables that have an impact on comprehension outcomes. • The ability to make ethically responsible decisions that relate to the application and evaluation of teaching strategies that are appropriate before, during and after reading and that promote reflective reading by all learners. • An understanding of the conceptual models related to the psychology of reading. • Integrated knowledge of the major text genres in order to ensure responsible teaching practice. • The ability to select and administer in ethically responsible ways assessment strategies that provide learners with opportunities to demonstrate comprehension. • The ability to compare and differentiate between traditional literature and informational texts in order to communicate well-formed arguments. • The ability to integrate and apply traditional literature as well as informational texts in their teaching. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 60 % 1 x 3 hour written examination 40 %		

Module code: AFRF411	Semester 1	NQF Level: 7
Title: Afrikaans Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction		

On successful completion of this module the student should be able to demonstrate:
<ul style="list-style-type: none"> Integrated knowledge of and engagement with the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation) The ability to evaluate grade and developmental expectations for learners' writing in the following areas by applying evidence-based practice: <ul style="list-style-type: none"> Mechanics and conventions of writing. Composition Revision Editing processes The ability to critically reflect on research-based principles for teaching letter naming and letter formation, both manuscript and cursive in order to adapt teaching to learner needs. The ability to select and apply techniques for teaching handwriting fluency. Integrated knowledge and understanding of children's literature, specifically fantasy, science fiction and contemporary realistic fiction. <ul style="list-style-type: none"> Participate in positive social change through the process of producing a capstone project.
Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 60 % 1 x 3 hour written examination 40 %

Module code: AFR421	Semester 2	NQF Level: 8
Title: Afrikaans Home Language FP: School-based Language Assessment and Critical issues in Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> Knowledge of and engagement in research related to the fundamentals of language assessment. An ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices. The ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process. An ability to present and communicate assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components being assessed. The ability to theoretically engage with children's literature through linking the various types to a critical approach. The ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 60 % 1 x 3 hour written examination 40 %		

Module code: AGLE111	Semester 1	NQF-level: 5
Title: Introduction to Academic Literacy		
On completion of this module the student should be able to:		
<ul style="list-style-type: none"> demonstrate fundamental knowledge of appropriate computer programs, as well as apply learning, listening, reading and writing strategies, use academic language register and read and write academic texts, in order to function effectively in the academic environment; as an individual and a member of a group communicate effectively orally and in writing in an ethically responsible and acceptable manner in an academic environment; as an individual and a member of a group find and collect scientific knowledge in a variety of study fields, analyse, interpret, and evaluate texts, and in a coherent manner synthesise and propose solutions in appropriate academic genres by making use of linguistic conventions used in formal language registers. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Tests and assignments– weight: 60 % Semester exam 1x2 hours – weight: 40 %		

Module code: AGLE121	Semester 1	NQF-level: 5
Title: Introduction to Academic Literacy		
On completion of this module the student should be able to:		
<ul style="list-style-type: none"> demonstrate fundamental knowledge of appropriate computer programs, as well as apply learning, listening, reading and writing strategies, use academic language register and read and write academic texts, in order to function effectively in the academic environment; as an individual and a member of a group communicate effectively orally and in writing in an ethically responsible and acceptable manner in an academic environment; as an individual and a member of a group find and collect scientific knowledge in a variety of study fields, analyse, interpret, and evaluate texts, and in a coherent manner synthesise and propose solutions in appropriate academic genres by making use of linguistic conventions used in formal language registers 		
Method of delivery: Contact, Part-time		

Methods of assessment: Tests and assignments– weight: 60 %
Semester exam 1x2 hours – weight: 40 %

Module code: BSTE112	Semester 1	NQF-level: 5
Title: Business studies: The business world, business management; business environments and entrepreneurship		
After completion of this module, the student will demonstrate the following:		
<ul style="list-style-type: none"> knowledge and informed understanding of: <ul style="list-style-type: none"> the business environment as well as the operating of a business enterprise in the South African economic system; the key terms, concepts, established principles and theories with reference to the nature of micro, market and macro environments, Business sectors, Entrepreneurship , Business opportunity and related factors; ability to select, plan, implement and manage information about the sustainability of new business ideas, with reference to the concept of entrepreneurship; basic research skills such as gathering and verifying business information from various sources; the ability to communicate business information coherently and reliably verbally or in writing, via different technologies and media; and the ability to operate individually or as part of a group in their social environment; to make appropriate contributions to successfully complete business assignments. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: BSTE122	Semester 2	NQF-level: 6
Title: Business Studies: Entry strategies and e-business		
After completion of this module, the student will demonstrate the following:		
<ul style="list-style-type: none"> knowledge and informed understanding of: <ul style="list-style-type: none"> business contracts, rules, concepts, principles and theories with a solid knowledge base, regarding strategies to develop a new business venture; the key terms, concepts, established principles and theories with reference to entering the formal business sector; ability to select, plan, implement and interpret information about the starting and purchasing of a new business venture; actions in accordance with acceptable ethical and professional behaviour relevant to the e-business and the business environment; basic research skills such as gathering and verifying information from various business sources; the ability to communicate business establishment information coherently and reliably, verbally or in writing, via different technologies and media; and the ability to operate individually or as part of a group in their social environment; to make appropriate contributions to successfully complete business establishment assignments. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: BSTE212	Semester 1	NQF-level: 6
Title: Business Studies: Establishing a business		
After completion of this module, the student will demonstrate the following:		
<ul style="list-style-type: none"> detailed knowledge and understanding of: <p>(a) the forms of business ownership; and</p> <p>(b) the key terms, facts, concepts, established principles with reference to forms of business ownership;</p> <ul style="list-style-type: none"> ability to distinguish, select and evaluate the most appropriate form of business ownership; understanding of the ethical implications of decisions, actions and practices specifically relevant to the forms of business ownership and appropriate legislation; accurate and coherent written and verbal communication of business ownership assignments with understanding of and respect to appropriate legislation; and act as group member and a group leader and contribute appropriate information/skills to successfully complete business ownership assignments, measuring the success of the task completion against given criteria, taking co-responsibility for learning progress and outcome realization of the group. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: BSTE222	Semester 2	NQF-level: 5
Title: Business Studies: Planning; organising; leading and controlling the management process		
After completion of this module, the student will demonstrate the following:		
<ul style="list-style-type: none"> detailed knowledge and understanding of: 		

<ul style="list-style-type: none"> ➤ the general business management functions; and ➤ the key terms, facts, concepts, established principles with reference to the general business management functions; • ability to distinguish, select and effectively implement the most appropriate business management function; • understanding of the ethical implications of decisions, actions and practices specifically relevant to general business management functions; • accurate and coherent written and verbal communication of assignments with understanding of and respect to general business management functions; and • act as a group member and a group leader and contribute appropriate information/skills to successfully complete business assignments, measuring the success of the task completion against given criteria, taking co-responsibility for learning progress and outcome realization.
Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %

Module code: BSTE312	Semester 1	NQF-level: 6
Title: Business Studies: Operational Management and Human Resource Management		
<p>After completion of this module, the student will demonstrate the following:</p> <ul style="list-style-type: none"> • integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply key terms, concepts, facts, and principles, to different areas of or within the field of Operational and Human Resource Management; and an understanding of how that knowledge relates to the other business functions; • understanding of contested knowledge within the field of Operational and Human Resource Management and a critical evaluation of the applicability of the aforementioned theories, principles and knowledge to the field of business functions; • ability to select, evaluate and apply a range of different but appropriate procedures, legislation and theories relating to Operational and Human Resource Management; • ability to identify, analyse, critically reflect on and address complex Operational and Human Resource Management issues and apply evidence-based, practice-driven or proven solutions with theory-driven arguments; • reflection of all values, ethical conduct and justifiable decision making appropriate to the practice of Human Resource Management; • accurate and coherent written and verbal communication assignments. This must be related to the practice-requirements of the Operational and Human Resource Management; • management of a team, group, process in an unfamiliar context in order to solve an Operational and Human Resource Management problem, by monitoring the progress of the team, group, process and taking responsibility for task outcomes and application of appropriate resources where appropriate; and • take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: BSTE322	Semester 1	NQF-level: 7
Title: Business Studies: Marketing Management and Cooperative Social Responsibility		
<p>After completion of this module, the student will demonstrate the following:</p> <ul style="list-style-type: none"> • integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply key terms, concepts, facts, and principles, to different areas of or within the field of Marketing management and Cooperative social responsibility; and an understanding of how that knowledge relates to the other business functions; • understanding of contested knowledge within the field of Marketing management and Cooperative social responsibility and a critical evaluation of the applicability of aforementioned theories, principles and knowledge to the field of business functions; • ability to select, evaluate and apply a range of different but appropriate procedures, legislation and theories relating to Marketing management and Cooperative social responsibility; • ability to identify, analyse, critically reflect on and address complex Marketing management and Cooperative social responsibility and apply evidence-based, practice-driven or proven solutions with theory-driven arguments; • reflection of all values, ethical conduct and justifiable decision making appropriate to the practice of Marketing management and Cooperative social responsibility; • accurate and coherent written and verbal communication assignments, this must be related to the practice-requirements of the Marketing management and Cooperative social responsibility; 		

<ul style="list-style-type: none"> management of a team, group, system, process in an unfamiliar context in order to solve Marketing management and Cooperative social responsibility problems, by monitoring the progress of the team, group, process and taking responsibility for task outcomes and application of appropriate resources where appropriate; and take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		
Module code: BSTE412	Semester 1	NQF-level: 7
Title: Business Studies: Financial Management and Purchasing Function		
After completion of this module, the student will demonstrate the following:		
<ul style="list-style-type: none"> integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply key terms, concepts, facts, and principles, to different areas of or within the field of Financial management and Purchasing function and an understanding of how that knowledge relates to the other business functions; understanding of contested knowledge within the field of Financial management and Purchasing function and a critical evaluation of the applicability of aforementioned theories, principles and knowledge to the field of business functions; ability to select, evaluate and apply a range of different but appropriate procedures, legislation and theories relating to of Financial management and Purchasing function; ability to identify, analyse, critically reflect on and address complex Financial management and Purchasing function responsibility and apply evidence-based, practice-driven or proven solutions with theory-driven arguments; reflection of all values, ethical conduct and justifiable decision making appropriate to the practice of Financial management and Purchasing function; accurate and coherent written and verbal communication assignments. This must be related to the practice-requirements of the Financial management and Purchasing function; management of a team, group, system, process in an unfamiliar context in order to solve Financial management and Purchasing function problems, by monitoring the progress of the team, group, process and taking responsibility for task outcomes and application of appropriate resources where appropriate; and take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: BSTE422	Semester 2	NQF-level: 6/7
Title: Business Studies: Strategic Management and Business Plans		
After completion of this module, the student will demonstrate the following:		
<ul style="list-style-type: none"> integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply key terms, concepts, facts, and principles, to different areas of or within the field of strategic management, business plans; and an understanding of how that knowledge relates to the other business functions; understanding of contested knowledge within the field of strategic management and business plans; and a critical evaluation of the applicability of the aforementioned theories, principles and knowledge to the field of business functions; ability to select, evaluate and apply a range of different but appropriate procedures, legislation and theories relating to strategic management and business plans; ability to identify, analyse, critically reflect on and address complexities of strategic management and business plans; and apply evidence-based, practice-driven or proven solutions with theory-driven arguments; reflection of all values, ethical conduct and justifiable decision making appropriate to the practice of strategic management and business plans; accurate and coherent written and verbal communication assignments. This must be related to the practice-requirements of strategic management and business plans; management of a team, group, system, process in an unfamiliar context in order to solve strategic management and business plan problems, by monitoring the progress of the team, group, process and taking responsibility for task outcomes and application of appropriate resources where appropriate; and take full responsibility for their own learning needs, monitoring of their own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module. 		
Method of delivery: Contact, Part-time		

Methods of assessment: Continuous assessment 50 %
1x3 hour written examination 50 %

Module code: BSTG111	Semester 2	NQF-level: 6
Title: Economic Management Sciences for Education: Entrepreneurship in the Senior phase		
After completion of this module, the student will demonstrate the following:		
<ul style="list-style-type: none"> • knowledge and informed understanding of: <ul style="list-style-type: none"> ➢ the entrepreneur, starting a business; businesses; and an Entrepreneur's Day; ➢ the key terms, concepts, established principles and theories with reference to the factors of production; forms of ownership; levels of management; and functions of management; and ➢ ability to select, plan, implement and manage information about the sustainability of new business ideas with reference to the concept of entrepreneurship, the sectors of the economy; functions of a business; and a business plan; • basic research skills such as gathering and verifying information from various sources; • the ability to communicate information coherently and reliably, verbally or in writing, via different technologies and media; • the ability to operate individually or as part of a group in their social environment; to make appropriate contributions to successfully complete business assignments; and • monitor their own learning progress, implement relevant learning strategies to combine theoretical business knowledge into practical application and be able to represent it to the learners in their EMS classrooms. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: ECNG121	Semester 2	NQF-level: 5
Title: Economic Management Sciences for Education: Economics in the Senior Phase		
After completion of this module, the student will demonstrate the following:		
<ul style="list-style-type: none"> • knowledge and informed understanding of <ul style="list-style-type: none"> ➢ the history of money; needs and wants; goods and services; poverty; and the production process; ➢ the key terms, concepts, established principles and theories with reference to the Government; the National Budget; standard of living; and markets; and ➢ ability to select, plan, implement and manage information about economic systems; the circular flow; price theory; and trade unions; • basic research skills such as gathering and verifying information from various sources; • the ability to communicate economic information coherently and reliably, verbally or in writing, via different technologies and media; • the ability to operate individually or as part of a group in their social environment; to make appropriate contributions to successfully complete economic assignments; and • monitor their own learning progress, implement relevant learning strategies to combine their theoretical economic knowledge into practical application and be able to represent it to the learners in their EMS classrooms. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ECOE112	Semester 1	NQF-level: 5
Title: Economics for Education: Introduction to Economics (Part 1)		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> • demonstrate informed knowledge and understanding of important terms, principles, rules and theories with reference to the National Curriculum and other related educational policy documents, the concept of economics and the economic problem; • demonstrate an informed understanding of the mutual interdependence between the important sectors, markets and flows in a mixed economy as well as economic theory and practise and the reading and interpretation of graphs; • collect, organise, analyse and evaluate information and relevant learning support material from various sources; • creatively prepare relevant teaching material and present information accurately 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 and evaluate future EMS-learners in the senior phase; • communicate verbally or in writing, via different technologies and media and effectively execute assignments with regard to the prescribed learning content individually or as part of a group and • creatively solve fundamental problems with regard to the module content and Economics-methodology. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 %		

1x3 hour written examination 50 %

Module code: ECOE122	Semester 2	NQF-level: 6
Title: Economics for Education: Introduction to Economics (Part 2)		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> detailed knowledge and understanding of important terms, principles, rules and theories with reference to the National Curriculum and other related educational policy documents, the ability to measure economic performance and national income and demonstrate an understanding of price formation and elasticity; the ability to select, organise, critically analyse, interpret, evaluate and manage information and relevant learning support material from various sources; the ability to creatively plan, prepare and evaluate relevant teaching material and present information accurately 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 and evaluate future EMS-learners in the senior phase; the ability to communicate verbally or in writing, via different technologies and media and effectively execute assignments with regard to the prescribed learning content individually or as part of a group; and the ability to creatively solve fundamental problems with regard to the module content and Economics-methodology. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 %		
1x3 hour written examination 50 %		

Module code: ECOE212	Semester 1	NQF-level: 6
Title: Economics for Education: Economic-related issues applicable to the RSA		
On successful completion of this module the student should be able to: <ul style="list-style-type: none"> demonstrate detailed knowledge of key terms, rules, concepts, established principles and theories with reference to strategic resources in the RSA and have an understanding of and the ability to apply information regarding the South African economy, economic stability and the National Curriculum and other related educational policy documents; select, organise, analyse, interpret and evaluate information regarding classroom management and recent economic-related topics such as nationalisation, privatisation, deregulation; accurately and coherently communicate written and verbal information regarding other issues applicable to the economy of the RSA and the distinct methodology of Economics in the senior-phase, individually or as part of a group; select learning support material relevant to the abovementioned economic related topics to prepare, present and evaluate lessons according to ethically established norms and values to EMS-learners in the senior phase; and effectively execute assignments with regard to the prescribed learning content, individually or as part of a group and identify, analyse and creatively solve problems in the relevant economic fields with the aid of appropriate technology. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 %		
1x3 hour written examination 50 %		

Module code: ECOE222	Semester 2	NQF-level: 6
Title: Economics for Education: Introduction to Micro-Economics		
On successful completion of this module the student should be able to: <ul style="list-style-type: none"> demonstrate detailed knowledge of key terms, rules, concepts, established principles and theories with reference to demand and supply and an understanding of and the ability to apply information regarding the theory of consumer choice and the National Curriculum and other related educational policy documents; select, organise, analyse, interpret and evaluate information regarding classroom administration, classroom organisation and the theory of production and cost; accurately and coherently communicate written and verbal information regarding perfect competition in the market and the distinct methodology of Economics in the senior-phase individually or as part of a group; select learning support material relevant to the abovementioned economic related topics to prepare, present and evaluate lessons according to ethically established norms and values to your EMS-learners in the senior phase; and effectively execute assignments with regard to the prescribed learning content, individually or as part of a group and identify, analyse and creatively solve problems in the relevant economic fields with the aid of appropriate technology. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 %		
1x3 hour written examination 50 %		

Module code: ECOE312	Semester 1	NQF-level: 6
Title: Economics for Education: From micro- to macro-Economics		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> demonstrate detailed knowledge and understanding of and the ability to apply key terms, rules, concepts, principles and theories with reference to imperfect competition in the market and the distinct methodology of Economics in the FET-phase; possess the ability to deal with unfamiliar and abstract information in connection with economic- and regional development, urbanisation and the informal sector by making use of theory-driven arguments; effectively use IT skills to select, organise, critically analyse, interpret, evaluate and manage information with reference to the labour market, the National Curriculum and other related educational policy documents and various teaching aids; dispose of a detailed knowledge and understanding of labour relations and to communicate ideas and opinions with regard to the above mentioned in well-formed arguments in individual or group context; use the knowledge and skills that you mastered in this module to plan, prepare and evaluate creative lesson plans and to present it with the aid of various active learning techniques to your Economics-learners in the FET-phase according to ethically established norms and values; and effectively execute assignments with regard to the prescribed learning content, individually or as part of a group and identify, analyse, evaluate and creatively address complex problems in the relevant economic fields with the aid of appropriate technology. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ECOE322	Semester 2	NQF-level: 7
Title: Economics for Education: The monetary and government sector		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> illustrate and apply detailed knowledge and understanding of and the ability to apply and evaluate key terms, rules, concepts, principles and theories with reference to the monetary sector and the distinct methodology of Economics in the FET-phase; possess the ability to deal with unfamiliar and abstract information in connection with the public sector by making use of theory-driven arguments; effectively use IT skills to critically analyse, syntheses, interpret, evaluate and manage information with reference to the budget, the National Curriculum and other related educational policy documents and various teaching aids; dispose of and apply detailed knowledge and understanding of tax and other related concepts and to communicate ideas and opinions with regard to the above-mentioned in well-formed arguments in individual or group context; use the knowledge and skills mastered in this module to plan, prepare and evaluate creative lesson plans and to present it with the aid of various active learning techniques to your Economics-learners in the FET-phase according to ethically established norms and values; and effectively execute assignments with regard to the prescribed learning content, individually or as part of a group and identify, critically analyse, evaluate and creatively address complex problems in the relevant economic fields with the aid of appropriate technology. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ECOE412	Semester 1	NQF-level: 7
Title: Economics for Education: Macro-Economic Problems (Part 1)		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> illustrate and apply integrated knowledge and understanding of and the ability to apply and evaluate information regarding the economic policy of the state, international economics and the National Curriculum Statement and other related educational policy documents for grades 10-12; display an informed and critical understanding of economic integration and co-operation and the principles and theories with regard to classroom management in the economics classroom; conduct critical analyses, syntheses and evaluations of quantitative and qualitative information with regard to productivity, and record-keeping; effectively and professionally present academic information and creatively address complex problems with regard to poverty and income determination in a simple Keynesian macro-economic model and the assessment of Economics teaching; effectively and professionally plan, prepare, present and evaluate Economics lessons using IT-skills; coherently and reliably communicate ideas and opinions with regard to the above-mentioned in well-formed arguments in individual or group context, using the knowledge and skills mastered in this module effectively to present the subject Economics to grade 10-12 learners; and 		

<ul style="list-style-type: none"> show knowledgeable and critical judgement in choosing and using different teaching strategies and learning techniques and implement norms and values prescribed by the Education Department to facilitate collaborative learning processes as a professional teacher. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		
Module code: ECOE422	Semester 2	NQF-level: 7
Title: Economics for Education: Macro-economic problems (Part 2)		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> illustrate and apply integrated knowledge and understanding of and the ability to apply and evaluate information regarding inflation, the measurement of inflation and the National Curriculum Statement and other related educational policy documents for grades 10-12; display an informed and critical understanding of unemployment and the principles and theories with regard to classroom management in the economics classroom; conduct critical analyses, syntheses and evaluations of quantitative and qualitative information with regard to economic growth and development and record-keeping; effectively and professionally present academic information and creatively address complex problems with regard to tourism, the economy and the assessment of Economics teaching; effectively and professionally plan, prepare, present and evaluate Economics lessons using IT-skills; coherently and reliably communicate ideas and opinions with regard to the above mentioned in well-formed arguments in individual or group context, using the knowledge and skills mastered in this module effectively to present the subject Economics to grade 10-12 learners; and show knowledgeable and critical judgement in choosing and using different teaching strategies and learning techniques and implement norms and values prescribed by the Education Department to facilitate collaborative learning processes as a professional teacher. 		
Method of delivery: Contact, Distance, MoA CEDAR College		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: EDCC114	Semester 1	NQF-level: 6
Title: Introduction to Curriculum and Professional Studies		
After completion of the module, the student will demonstrate the following:		
<ul style="list-style-type: none"> knowledge and an informed understanding of the various teaching-learning theories, such as behaviourism, social constructivism, etc., that influence the field of education and specifically the development of the curriculum and assessment practices in the South African context; knowledge of the manner in which the constitutional values inform and structure the national school curriculum; the ability to purposefully observe different teaching styles and strategies as they occur within the classroom and be able to evaluate and select the most appropriate assessment strategies; the ability to distinguish and evaluate the different phases of a lesson plan in their subject of expertise and to apply the phases within the development of a lesson; understand the ethical requirements for teachers as required by SACE and the implications thereof for their teaching-learning practice and social responsibility. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 40 % Written examination 60 %		

Module code: EDCC115	Semester 1	NQF-level: 5
Title: Critical components for curriculum development for educators		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> knowledge and an informed understanding of the theoretical underpinnings and principles of the different types of curricula and curriculum design; an awareness of the incentives and socio-historical dimensions that influence and contribute to the development and change in curriculum practices and trends within the South African context; ability to select, consider, plan, and manage other approaches to curriculum development within the field of education in order to experience practical implementation of curriculum design; and ability to identify, distinguish and interpret components of curriculum development in the South African national school curriculum. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 40 % Written examination 60 %		

Module code: EDCC116	Semester 1	NQF-level: 5
Title: Work Integrated Learning (Learning in practice; Learning from practice)		
On successful completion of this module the student should be able to demonstrate:		

<ul style="list-style-type: none"> specialised knowledge and informed understanding of academic and professional knowledge related to classroom practise (in practise and from practise); an ability to evaluate and be accountable for the complexity of the teacher's responsibilities in facilitating learning in a diverse educational environment; including extra-curricular activities; and an ability to act in accordance with prescribed organisational and professional ethical codes of conduct, values and practises and to seek guidance on ethical and professional issues.
Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 100%

Module code: EDCC125	Semester 2	NQF-level: 6
Title: Historical and Political context of Education in South Africa		
On successful completion of this module the student should be able to demonstrate the ability to:		
<ul style="list-style-type: none"> explain the influence of history and politics on the nature of the education system and education provisioning; describe the influence of history on education provisioning of education in Africa; explain the influence of history on the nature and functioning of the South African education system; describe the influence of politics on education provisioning of education in Africa; and explain the influence of politics on the nature and functioning of the South African education system. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 40 %		
Written examination 60 %		

Module code: EDCC126	Semester 2	NQF-level: 6
Title: Work Integrated Learning (Learning in practice; Learning from practice)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> specialised knowledge and informed understanding of academic and professional knowledge related to classroom practise (in practise and from practise); an ability to evaluate and be accountable for the complexity of the teacher's responsibilities in facilitating learning in a diverse educational environment; including extra-curricular activities; and an ability to act in accordance with prescribed organisational and professional ethical codes of conduct, values and practises and to seek guidance on ethical and professional issues. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 100%		

Module code: EDCC214	Semester 1	NQF-level: 6
Title: Professional Studies: Teaching and learning theories and practices		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> detailed knowledge and informed understanding of <ol style="list-style-type: none"> specific teaching-learning theories of information-processing behaviourism and social constructivist theories as well as the principles underpinning teaching, learning and assessment processes, procedures, methods, strategies and skills in general; teaching and learning practices within structured and formal education environments; certain ethical and professional standards that influence student performance and management of own learning, such as prior knowledge, environmental variables, motivational variables, cognitive and meta-cognitive reflection, behavioural variables and task variables; the ability to select, plan, implement and present a theoretical-based learning opportunity in order to apply effective teaching and assessment strategies suitable for a specific learning environment and school phase; and the ability to operate individually and as part of a group in order to make appropriate contributions to successfully integrate relevant social responsibility themes into lesson planning, assessment strategies and instructional skills. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 %		
1x3 hour written examination 50 %		

Module code: EDCC215	Semester 1	NQF-level: 6
Title: Educational Psychology: Introduction to Educational Psychology		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> discipline-specific detailed conceptual as well as theoretical knowledge and informed understanding with regard to educational psychology discipline-specific detailed knowledge and informed understanding of the development of an educational psychological framework for understanding human behaviour, and the implications thereof, in educational contexts detailed knowledge and informed understanding of the international and national movement towards inclusive education as well as the national policies that guide the implementation of inclusive education in South Africa informed understanding of the psychological development of classroom dynamics and group behaviour 		

<ul style="list-style-type: none"> detailed knowledge and informed understanding of the relationship between health, health promotion and the health promoting school knowledge and awareness of as well as reflection on professional ethical conduct towards all learners and their diverse needs
Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %

Module code: EDCC216	Semester 1	NQF-level: 6
Title: Work Integrated Learning (Learning in practice; Learning from practice)		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> detailed and specialised knowledge and understanding of the practise-based knowledge related to classroom practise (in practise and from practise); as well as the ability to evaluate and solve routine problems related to classroom practise; the ability to select, evaluate and apply the teacher's responsibilities in facilitating learning in a diverse educational environment; including extra-curricular activities; understanding of the ethical implications of decisions, actions and practises specifically relevant to teaching, in accordance with the code of conduct of The South African Council for Educators (SACE); and detailed knowledge and understanding of the required language proficiency. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 100%		

Module code: EDCC224	Semester 2	NQF-level: 6
Title: Educational Psychology: Human Development		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> detailed knowledge and informed understanding of the developmental stages and domains of development from infancy to early adulthood detailed knowledge and informed understanding regarding prenatal environmental influences and childbirth complications in the development of the child detailed knowledge and informed understanding of the growth dynamics as well as the possible barriers to learning involved in intellectual, physical, psychological, cognitive, and moral development from infancy to early adulthood awareness and informed understanding of vulnerability and relevant risk factors related to negative influences on the development and wellbeing of the child. detailed knowledge and informed understanding of as well as analytical skills to identify learners who experience neurological, physical, sensory, intellectual and physical health impairments knowledge and awareness of as well as reflection on professional ethical conduct towards all learners and their diverse needs. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: EDCC225	Semester 2	NQF-level: 6
Title: Work Integrated Learning (Learning in practice; Learning from practice)		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> detailed and specialised knowledge and understanding of the practise-based knowledge related to classroom practise (in practise and from practise); as well as the ability to evaluate and solve routine problems related to classroom practise; the ability to select, evaluate and apply the teacher's responsibilities in facilitating learning in a diverse educational environment; including extra-curricular activities; understanding of the ethical implications of decisions, actions and practises specifically relevant to teaching, in accordance with the code of conduct of The South African Council for Educators (SACE); and detailed knowledge and understanding of the required language proficiency. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 100%		

Module code: EDCC315	Semester 1	NQF-level: 7
Title: Educational Law		
After completion of this module, the student teacher should be able to demonstrate the ability to contribute to quality education in a diverse community by having obtained the following competencies: <ul style="list-style-type: none"> an integrated understanding of legislation, case law and the common law as sources of Education Law, in order to select and apply a range of methods to resolve problems and introduce changes within practice; the identification of the nature of a problem in a case study, while analysing, evaluating and critically reflecting on the legal question by consulting relevant legislation, court cases and common law; 		

<ul style="list-style-type: none"> the ability to process information in order to demonstrate an ability to develop appropriate processes of information gathering, within a given context, as well as validate and apply relevant legal principles; the application of relevant aspects of labour relations in unfamiliar variable education contexts to demonstrate the ability to act ethically and professionally; the ability to process and justify information on professionalism according to the SACE's Code of Professional Ethics; and the ability to analyse and evaluate the conduct of learners and educators in contemporary issues in education, for example learner discipline, social justice, cyber-bullying etc. from a legal perspective.
Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %

Module code: EDCC316	Semester 1	NQF-level: 7
Title: Work Integrated Learning (Learning in practice; Learning from practice)		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> the ability to integrate academic and educational knowledge related to different aspects in teaching and selecting, managing and performing learning assessment (formative and summative) in practise and from practise; the ability to select, evaluate and apply the teacher's responsibilities in managing a classroom and facilitating learning in a diverse educational environment, including extra-curricular activities; accountable actions in accordance with the code of conduct of The South African Council for Educators (SACE); and proof of proficiency in the required language. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 100%		

Module code: EDCC323	Semester 2	NQF-level: 7
Title: Educational Psychology: Learning support		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> reflection on values, ethical conduct and justifiable decision-making in the learning support and collaboration process; integrated knowledge and informed understanding of as well as analytical skills to identify learners who are gifted as well as learners who experience social and educational as well as psychological and behavioural barriers to learning; integrated knowledge and informed understanding as well as application skills with regard to the cyclic learning support process and the collaboration process; and integrated knowledge and understanding, as well as analytical skills to develop an individual educational support plan for learners with specific barriers to learning. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: EDCC325	Semester 2	NQF-level: 7
Title: Critical thinking & Social Justice		
On successful completion of this module the student should be able to demonstrate the following: <ul style="list-style-type: none"> an integrated knowledge and understanding of, as well as an ability to correctly evaluate diverse theoretical perspectives on social justice and citizenship and to apply concepts of social justice and citizenship in a historical context; an understanding of the contested knowledge within the field of Social Justice and critique the knowledge gained in the context of the learner's PGCE /ADT training setting; an ability to identify, analyse and plan a response to statement-oriented written questions that require argument and evidence based responses; a reflection on all values, ethical conduct and justifiable decision making by critical engagement with the debates on gender, 'race'/ethnicity and citizenship, including critically assessing the concept of social exclusion and its implications for education in South Africa; an accurate and coherent written and verbal communication of case studies of societal relevance that are of contextual value regarding social justice; and an assumption of full responsibility for his/her own learning needs by independently evaluating an argument's cohesion and to propose counter arguments and/or contrasting approaches, as well as analyse and plan a response to statement-oriented written questions that require argument and evidence based responses. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % Take home examination / 1x2 hour written examination 50 %		

Module code: EDCC326	Semester 2	NQF-level: 7
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Title: Work Integrated Learning (Learning in practice; Learning from practice)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> the ability to integrate academic and educational knowledge related to different aspects in teaching and selecting, managing and performing learning assessment (formative and summative) in practise and from practise; the ability to select, evaluate and apply the teacher's responsibilities in managing a classroom and facilitating learning in a diverse educational environment, including extra-curricular activities; accountable actions in accordance with the code of conduct of The South African Council for Educators (SACE); and proof of proficiency in the required language. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 100%		

Module code: EDCC413	Semester 1	NQF-level: 7
Title: Educational Management and Leadership		
On successful completion of this module the student should be able to demonstrate an:		
<ul style="list-style-type: none"> integrated understanding of the school as organisation; integrated knowledge and informed understanding of the concepts of educational management and educational leadership; integrated knowledge and understanding of, as well as the ability to evaluate managerial occurrences by making use of the different management models; understanding, interpretation and critical evaluation of contested educational management and leadership issues in a changing national and international context; integrated knowledge and understanding of the different managerial tasks and classroom management approaches, and the ability to reflect on their engagement with this in practice; understanding of and an ability critically to reflect on concepts and themes related to the management and leadership roles of the teacher within the school and classroom context; ability to analyse and reflect on the importance of functioning in a society by developing and maintaining caring, supporting, engaging and empowering environments for social justice; ability to reflect upon, to critically evaluate, and to communicate own ideas on the values and ethical conduct of educational leadership; ability to apply sound management and leadership principles to school activities outside the classroom; and integrated knowledge and understanding of quality education, quality assurance and accountability; and critically evaluate the various management systems on quality assurance and accountability. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 %		
1x2 hour written examination 50 %		

Module code: EDCC414	Semester 1	NQF-level: 7
Title: Professional Studies: Integrated Assessment		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> integrated knowledge and understanding of the theoretical underpinnings of assessment in terms of how it is defined, its purposes and principles and the ability to critically evaluate assessment practices accordingly; an understanding of integrated assessment within the context of contemporary constructivist learning orientations and the ability to select, apply and evaluate integrated assessment in the classroom; critical understanding of and ensuring skills to plan, prepare and conduct assessment in mainstream and inclusive teaching and learning environments; an understanding and the ability to apply methods to analyse, interpret, record and report assessment results in a professional, ethical and justified manner; and the ability to reflect on, review and take responsibility for assessment process and practices. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 %		
1x3 hour written examination 50 %		

Module code: EDCC415	Semester 1	NQF-level: 7
Title: Work Integrated Learning (Learning in practice; Learning from practice)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> the ability to teach and effectively manage a positive learning environment, including learner needs and social community involvement; the ability to identify, analyse, evaluate and critically reflect on problems related to teaching and guided project-based learning tasks (in practise and from practise); the ability to find and apply solutions to problems experienced related to teaching (in practise and from practise); 		

<ul style="list-style-type: none"> accountable actions in accordance with the code of conduct of The South African Council for Educators (SACE); and the ability to execute guided education orientated, project-based tasks (service learning). 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 100%		
Module code: EDCC423	Semester 2	NQF-level: 7
Title: Education Systems		
On successful completion of this module the student should be able to demonstrate that he/she:		
<ul style="list-style-type: none"> Can contribute to quality education provisioning in a diverse community; Have a deep knowledge and understanding of the nature and aims of the South African education system; Is able to function within this system to the advantage of the South African community and to contribute to the solution of challenges and the promotion of social responsibility; Have the ability to assess external influences on the education system and the classroom in order to develop critical, creative and reflexive problem-solving skills within an educational and societal context; and Is able to draw a comparison between the South African education system and an external education system (capita selecta from developed or developing education systems) with the emphasis on the social responsiveness of that system. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		
Module code: EDCC424	Semester 2	NQF-level: 7
Title: Work Integrated Learning (Learning in practice; Learning from practice)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> the ability to teach and effectively manage a positive learning environment, including learner needs and social community involvement; the ability to identify, analyse, evaluate and critically reflect on problems related to teaching and guided project-based learning tasks (in practise and from practise); the ability to find and apply solutions to problems experienced related to teaching (in practise and from practise); accountable actions in accordance with the code of conduct of The South African Council for Educators (SACE); and the ability to execute guided education orientated, project-based tasks (service learning). 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 100%		
Module code: EDTC111	Semester 1	NQF-level: 5
Title: Educational Media and Technology		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> knowledge and an informed understanding of the theories and development of a multi-media approach to teaching and learning; knowledge of the various theories related to participative learning and sharing of information by means of the technology of web 2.0; the ability to select, plan, implement and manage the sharing of information by means of the technology of web 2.0; the ability to identify, create and integrate suitable digital and non-digital media in order to enhance the effectiveness of the teaching and learning situation with comprehension of the place of media within lesson design; and the ability to distinguish and evaluate the use of digital and non-digital material for teaching and learning purposes while exploring the environment as a rich source of creative media suitable for the educational context. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 100 %		
Module code: EDTM312	Semester 1	NQF-level: 7
Title: Environmental Management for Sustainability: Introduction to Environmental Management in schools		
On successful completion of this module the student should be able to :		
<ul style="list-style-type: none"> demonstrate an integrated knowledge and sound understanding of the different dimensions of the environment; identify, analyse and interpret environmental issues and problems and indicate the impact of humans on the environment; describe the historical development of Environmental Education; demonstrate a thorough knowledge and sound understanding of sustainable development; integrate Environmental Education into the presentation of the Curriculum Assessment and Policy statement; and 		

<ul style="list-style-type: none"> demonstrate the ability to apply the knowledge acquired with an ethically responsible attitude towards the environment.
Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %

Module code: ENAC211	Semester 1	NQF-level: 6
Title: English (First Additional Language) Communication: Using English as a medium of instruction across the curriculum (1)		
On successful completion of the module the student should demonstrate the ability to: <ul style="list-style-type: none"> Show Detailed knowledge of the subject content Understand different forms of knowledge evaluate, select and apply appropriate methods within a defined context identify, analyse and solve problems in unfamiliar contexts understand the ethical implications of and of awareness ethical dilemmas evaluate different sources of information apply well-developed processes of analysis, synthesis and evaluation to that information present and communicate complex information reliably and coherently using appropriate academic and professional discourse make decisions and act appropriately in familiar and new contexts, evaluate performance against given criteria, and accurately identify and address his or her task-specific learning needs in a given context, and to provide support to the learning needs of others where appropriate work effectively in a team or group, take responsibility for his or her decisions and actions take responsibility for the ethical use of resources. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination including a major assignment 50 %		

Module code: ENAC212	Semester 1	NQF-level: 6
Title: Language across the curriculum (English Home Language): Using English as a medium of instruction across the curriculum		
After completion of this module students should be able to demonstrate: <ul style="list-style-type: none"> an informed understanding of the theory of teaching through the medium of a second language an informed understanding of the theory of teaching language across the curriculum; <ul style="list-style-type: none"> an ability to select and apply the specific methods of teaching language across the curriculum and teaching through the medium of English. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination including a major assignment 50 %		

Module code: ENAC221	Semester 2	NQF-level: 6
Title: English (First Additional Language) Communication: English across the curriculum		
On successful completion of the module the student should demonstrate the ability to: <ul style="list-style-type: none"> provide Detailed knowledge of the subject content Prepare lessons on different subjects e.g. History, Mathematics integrating language into subject lessons , Provide, organise and present new information. ability to evaluate different sources of information apply well-developed processes of analysis, synthesis and evaluation to that information Mark transitions between sections of the work. Understand the ethical implications of and of awareness ethical dilemmas Establish and maintain relationships. Exchange messages such as letters, reports and circulars. ability to present and communicate complex information reliably and coherently use appropriate academic and professional discourse. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination including a major assignment 50 %		

Module code: ENAC222	Semester 2	NQF-level: 6
Title: Language across the curriculum (English Home Language): Advanced skills for using English as a medium of instruction across the curriculum		
After completion of this module students should be able to demonstrate : <ul style="list-style-type: none"> an informed, detailed understanding of the theory of teaching through the medium of a second language 		

<ul style="list-style-type: none"> an informed, detailed understanding of the theory of teaching language across the curriculum; demonstrate an ability to select and apply the specific methods of teaching language across the curriculum and teaching through the medium of English
Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination including a major assignment 50 %

Module code: ENAF211	Semester 1	NQF-level: 5
Title: English First Additional Language in FP teaching: Language Acquisition and Development and Selecting and Evaluating Children's Literature		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> the ability to present and communicate information on current and historical theories and research in language acquisition as applied to EAL learners in an academically acceptable manner; an understanding of the theories and research that explain how L1 literacy development differs from L2 literacy development; the ability to evaluate the importance of EAL learners L1 and language varieties and build on these skills as a foundation for learning English; the ability to work in a group, gather, synthesise and evaluate information on socio-cultural, psychological, and political variables and how these variables facilitate the process of learning English; apply their knowledge of the role of individual learner variables in the process of learning English; and the ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ENAF221	Semester 2	NQF-level: 6
Title: English First Additional Language in FP teaching: Foundational Knowledge and Multicultural Children's Literature		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> the ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of: <ul style="list-style-type: none"> Oral language (semantic, syntactic, pragmatic) Phonological skill Printed word recognition Spelling Reading fluency Reading comprehension Written expression; the ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently: <ul style="list-style-type: none"> Phonological (speech sound) processing Orthographic (print) processing Semantic (meaning) processing Syntactic (sentence level) processing Discourse (connected text level) processing; the ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom; knowledge and an informed understanding of relevant theories and empirical research underlying learners' responses to children's literature and the value of multicultural children's literature; 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ENAF311	Semester 1	NQF-level: 6
Title: English First Additional Language in FP teaching: Language, Culture and Picture Books		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> knowledge and an informed understanding of cultural values and beliefs in the context of teaching and learning; an informed understanding of and an application of knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning; the ability to enhance communication between home and school to facilitate EAL teaching and build ethically responsible partnerships with EAL families; an informed understanding of and application of concepts about the interrelationship between language and culture; 		

<ul style="list-style-type: none"> the ability to use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction by using appropriate methods, etc.; the ability to apply concepts of cultural competency, particularly knowledge about how an individual's cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among learners; their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature; an understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.
Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %

Module code: ENAF321	Semester 2	NQF-level: 6
Title: English First Additional Language in FP teaching: Language as a System and Traditional Literature, Poetry, Historical Fiction, and Biographies		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> detailed knowledge and understanding of the components of language and language as an integrative system; the ability to select information on phonology, morphology, syntax, semantics and pragmatics in order to analyse, synthesise and evaluate the information so as to help English Additional Language (EAL) learners develop oral, reading and writing skills in English; detailed knowledge of rhetorical and discourse structures so as to apply it to EAL learning; and integrated knowledge of different types of children's literature, namely traditional, poetry, historical fiction and biographies. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ENAF411	Semester 1	NQF-level: 7
Title: English First Additional Language in FP teaching: Planning, Implementing and Managing Instruction as well as Fantasy, Science Fiction and Contemporary Realistic Fiction		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> integrated knowledge of the instructional needs of diverse EAL learners; an understanding of a range of methods, activities and tasks and an assessment of their suitability for EAL learners' language teaching and learning; the ability to select, adapt and use culturally responsive, age-appropriate, and linguistically accessible materials related to listening, speaking, reading and writing skills; the ability to gather, analyse, synthesise and evaluate information on technological resources that can enhance language teaching and learning for EAL learners; and integrated knowledge and understanding of children's literature, specifically fantasy, science fiction and contemporary realistic fiction. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ENAF421	Semester 2	NQF-level: 7
Title: English First Additional Language in FP teaching: Assessment and Critical Issues in Children's Literature		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> knowledge of and engagement in research related to the fundamentals of EAL assessment; an ability to interrogate multiple sources of knowledge related to EAL assessment methods, techniques, tools and practices; the ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process; an ability to present and communicate EAL assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components being assessed; the ability to theoretically engage with children's literature through linking the various types to a critical approach; and the ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ENFF111	Semester 1	NQF-level: 5
Title: English Home Language FP: Foundational Knowledge and Multicultural Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> Knowledge and an informed understanding of major theories, models and empirical research that describe the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing processes, components and development. The ability to work in a group to complete a project in an ethically responsible manner reflecting their understanding and interpretation of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing processes, components and development. The ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of: <ul style="list-style-type: none"> Oral language (semantic, syntactic, pragmatic) Phonological skill Printed word recognition Spelling Reading fluency Reading comprehension Written expression The ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently: <ul style="list-style-type: none"> Phonological (speech sound) processing Orthographic (print) processing Semantic (meaning) processing Syntactic (sentence level) processing Discourse (connected text level) processing The ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom. The ability to manage all learners in a classroom while working with whole class/groups/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels. Knowledge and an informed understanding of relevant theories and empirical research underlying learners' responses to children's literature and the value of multicultural children's literature. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 40 %		
Written examination 60 %		

Module code: ENFF121	Semester 2	NQF-level: 6
Title: English Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> Knowledge and an informed understanding of phonetics (the sounds of a language) in terms of how speech sounds are produced and characterised, phonology (the sound patterns of language) as it relates to speech sounds forming systems and patterns in human language (e.g., the order in which speech sounds are combined, the accent and stress patterns typically applied to words and phrases, etc.) and phonemic awareness. The ability to identify and interpret children's reading and spelling errors as well as select, evaluate and implement developmentally appropriate instructional practices to address children's reading and spelling errors. The ability to present an overview of the history of children's literature and to distinguish between different types of children's literature by communicating their independent research in an academically acceptable manner the ability to work collaboratively with a community to identify and address authentic community needs, and engage in systematic reflection in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 40 %		
Written examination 60 %		

Module code: ENFF211	Semester 1	NQF-level: 6
Title: English Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principles and selecting and evaluating Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> Detailed knowledge and an understanding of morphology (the words of language) as it relates to the teaching of phonics and spelling, the various structures of language that underlie the English spelling 		

<p>system (e.g., phoneme-grapheme, syllable patterns, morpheme units in print, and word origin) and of the broad outline of historical influences on English spelling patterns, especially Anglo-Saxon, Latin (Romance) and Greek.</p> <ul style="list-style-type: none"> • The ability to use the organising principles of the English spelling system at the sound, syllable, and morpheme levels in order to identify learner progress and or problems at these levels. • The ability to select, differentiate between, reflect critically, evaluate and apply explicit vs non-explicit, systematic vs non-systematic, and sequential vs non-sequential phonics instruction using developmentally appropriate resources in a class of diverse learners. • The ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society. • The ability to work together in a community co-operatively and systematically to identify authentic communication needs <ul style="list-style-type: none"> • The ability to address authentic community needs, and engage in systematic reflection in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility.
Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %

Module code: ENFF221	Semester 2	NQF-level: 6
Title: English Home Language FP: Semantics, Vocabulary and Picture books		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • Integrated knowledge of semantics (linguistic meaning of words, phrases and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning. • The ability to select, evaluate and apply with discernment direct and indirect (contextual) methods of vocabulary instruction based on an analysis of learner needs. • An ability to analyse, select and apply varied techniques for vocabulary instruction before, during, and after reading based on an analysis and evaluation of evidence-based practice related to vocabulary teaching and learning. • Analyse and reflect on the role of vocabulary development and vocabulary knowledge in comprehension by communicating the information coherently using appropriate academic conventions. • Their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature. • An understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: ENFF311	Semester 1	NQF-level: 7
Title: English Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • Integrated knowledge and critical evaluation of research on English syntax and how it relates to vocabulary, fluency and comprehension teaching and learning. • The ability to identify, analyse, evaluate and reflect on the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read by critically analysing evidence-based research. • The ability to gather and analyse information on the role of fluency in reading development and to present their ideas in a well-formed and coherently constructed argument. • An understanding of and the ability to apply the range of methods, activities, and techniques for enhancing fluency in order to address learners' diverse needs. • Integrated knowledge of different types of children's literature, namely traditional, poetry, historical fiction and biographies. <ul style="list-style-type: none"> • Engage in systematic reflection during the service learning project in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 60 % 1x3 hour written examination 40 %		

Module code: ENFF321	Semester 2	NQF-level: 7
Title: English Home Language FP: Discourse Analysis, Pragmatics, Comprehension and Informational Texts		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • Integrated knowledge and engagement with discourse analysis and pragmatics as it relates to comprehension teaching and learning. 		

<ul style="list-style-type: none"> • The ability to evaluate the knowledge on text, reader, task, and context variables that have an impact on comprehension outcomes. • The ability to make ethically responsible decisions that relate to the application and evaluation of teaching strategies that are appropriate before, during and after reading and that promote reflective reading by all learners. • An understanding of the conceptual models related to the psychology of reading. • Integrated knowledge of the major text genres in order to ensure responsible teaching practice. • The ability to select and administer in ethically responsible ways assessment strategies that provide learners with opportunities to demonstrate comprehension. • The ability to compare and differentiate between traditional literature and informational texts in order to communicate well-formed arguments. • The ability to integrate and apply traditional literature as well as informational texts in their teaching.
Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 60 % 1x3 hour written examination 40 %

Module code: ENFF411	Semester 1	NQF-level: 7
Title: English Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> • Integrated knowledge of and engagement with the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation) • The ability to evaluate grade and developmental expectations for learners' writing in the following areas by applying evidence-based practice: <ul style="list-style-type: none"> ➢ Mechanics and conventions of writing. ➢ Composition ➢ Revision ➢ Editing processes • The ability to critically reflect on research-based principles for teaching letter naming and letter formation, both manuscript and cursive in order to adapt teaching to learner needs. • The ability to select and apply techniques for teaching handwriting fluency. • Integrated knowledge and understanding of children's literature, specifically fantasy, science fiction and contemporary realistic fiction. • Participate in positive social change through the process of producing a capstone project. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 60 % 1x3 hour written examination 40 %		

Module code: ENFF421	Semester 2	NQF-level: 8
Title: English Home Language FP: School-based Language Assessment and Critical Issues in Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> • Knowledge of and engagement in research related to the fundamentals of language assessment. • An ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices. • The ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process. • An ability to present and communicate assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components being assessed. • The ability to theoretically engage with children's literature through linking the various types to a critical approach. • The ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 60 % 1x3 hour written examination 40 %		

Module code: ENGV111	Semester 1	NQF-level: 5
Title: English for the Senior/FET phase teacher: An introduction to Young Adult Literature (YAL)		
On successful completion of the module the student should demonstrate :		
<ul style="list-style-type: none"> • understanding and awareness of the structures, linguistic and syntactic features of a range of YAL and children's literature including poetry • knowledge and understanding of the aims, objectives, rationale and philosophy underpinning the teaching of English in the Senior FET curriculum. 		

<ul style="list-style-type: none"> Ability to work effectively with and respect others, by understanding how language is used for a range of audiences and purposes. apply theory of language teaching methodology to design appropriate lessons identify, evaluate and solve defined, routine and new problems within the context of YOL and children's literature assessment strategies to evaluate his or her performance or the performance of others take responsibility for his or her learning through completion of workbooks ability to communicate information reliably, accurately and coherently when completing written and oral assignments gather information from a range of sources, apply basic processes of analysis, synthesis and evaluation when doing research on aspects of YAL and Children's literature 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination including one major assignment 50 %		
Module code: ENGV121	Semester 2	NQF-level: 6
Title: English for the Senior/FET phase teacher: Linguistics		
<p>On successful completion of the module the student should demonstrate :</p> <ul style="list-style-type: none"> detailed knowledge and understanding of the Linguistics of English knowledge and understanding of the grammatical structures of English well-rounded understanding of the acquisition and development of language and literacy in the IP. evaluate, select and apply appropriate methods - and pedagogical skills that make content accessible to learners. apply theory of language teaching methodology to design appropriate lessons present and communicate complex information reliably and coherently using appropriate academic and professional discourse evaluate different sources of information apply well-developed processes of analysis, synthesis and evaluation to that information evaluate performance against given criteria, and accurately identify and address his or her task-specific learning needs in a given context, and to provide support to the learning needs of others where appropriate work effectively in a team or group, take responsibility for his or her decisions and actions ability to take responsibility for the use of resources understanding of the ethical implications and awareness of ethical dilemmas such as plagiarism, intellectual property etc. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination including one major assignment 50 %		
Module code: ENGV211	Semester 1	NQF-level: 6
Title: English for the Senior/FET phase teacher: Texts and context - Studying poetry and drama from the Elizabethan to the Victorian era		
<p>On successful completion of the module the student should demonstrate:</p> <ul style="list-style-type: none"> detailed knowledge of the major traditions of literature written in English, Elizabethan to Victorian and an appreciation for the diversity of literary and social voices within those traditions; well-rounded understanding of the acquisition and development of language and literacy in the Senior and FET phase; ability to evaluate, select and apply appropriate methods - and pedagogical skills that make content accessible to learners; ability to apply theory of language teaching methodology to design appropriate lessons; ability to present and communicate complex information reliably and coherently, using appropriate academic and professional discourse; an ability to read texts in relation to their historical and cultural contexts, in order to gain a richer understanding of both text and context, and to become more aware of themselves and their learners as situated historically and culturally; ability to evaluate different sources of information and apply well-developed processes of analysis, synthesis and evaluation to that information; ability to evaluate performance against given criteria, and accurately identify and address his or her task-specific learning needs in a given context, and to provide support to the learning needs of others where appropriate; ability to work effectively in a team or group, take responsibility for his or her decisions and actions and take responsibility for the use of resources; awareness and understanding of such aspects as social norms, their relation to social issues. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 %		

1x3 hour written examination including one major assignment 50 %
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Module code: ENGV221	Semester 2	NQF-level: 6
Title: English for the Senior/FET phase teacher: Exploring key periods in literature		
On successful completion of the module the student should demonstrate:		
<ul style="list-style-type: none"> • Detailed knowledge of both literary and non-literary text from the Victorian and early Modern era. • Understanding of different forms of knowledge about the role of ICT in the English classroom knowledge and understanding of the methodology underpinning the use of ICT in the classroom. • Ability to evaluate, select and apply appropriate language teaching methodology to design phase and grade appropriate lessons. • Ability to evaluate different sources of information and apply well-developed processes of analysis, synthesis and evaluation to that information. • Ability to present and communicate complex information reliably and coherently, using appropriate academic and professional discourse in both oral and written assignments. • An understanding of the ethical implications of plagiarism, cheating, dishonesty as regards intellectual property. • Work effectively in a team or group, take responsibility for his or her decisions and actions. • Ability to take responsibility for the use of resources. • Understanding and awareness of the needs of the 21st century learner. • Ability to apply knowledge of 21st century assessment theory and strategies and to identify and provide support to the learning needs of others where appropriate. 		
Method of delivery: Contact, Distance, Part-time		
Methods of assessment: Continuous assessment 50 %		
1x3 hour written examination including one major assignment 50 %		

Module code: ENGV311	Semester 1	NQF-level: 6
Title: English for the Senior/FET phase teacher: Literary Theories and Philosophy		
On successful completion of the module the student should demonstrate:		
<ul style="list-style-type: none"> • Integrated knowledge of literature and literary analysis; • Detailed knowledge of how literary theory and philosophy are linked and the effect the prevalent philosophy has on the literature and language teaching of an era; • Integrated understanding of how differences in theoretical framework can produce multiple readings of a text; • Ability to critically reflect on and address complex problems by analysing and interpreting a variety of texts (written, oral, visual and cultural) from different critical perspectives; • Ability to design and develop strong thesis statements, applying evidence-based solutions and theory-driven arguments • Ability to formulate well-formed arguments, using appropriate academic, discourse; • Ability to present research on Literature and philosophy using appropriate research skills and methods of referencing • Ability to validate sources of information. Evaluate and manage the information; and • Apply theory of language teaching methodology to design phase appropriate and grade appropriate lessons. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 %		
1x3 hour written examination including one major assignment 50 %		

Module code: ENGV321	Semester 2	NQF-level: 7
Title: English for the Senior/FET phase teacher: Understanding Text and Context in a Post Modern era		
On successful completion of the module the student should demonstrate:		
<ul style="list-style-type: none"> • Integrated knowledge and appreciation of how differences in context and historical settings can effect perspectives on both literature and language learning; • Integrated knowledge regarding film analysis and the teaching of visual literacy; • Detailed knowledge of alternative forms of information: digital. Graphic, etc.; • Detailed knowledge of how literary theory and philosophy are linked and the effect the prevalent philosophy has on the literature and language teaching of an era; • Integrated understanding of how differences in theoretical framework can produce multiple readings of a text; • Ability to critically reflect on and address complex problems by analysing and interpreting a variety of texts (written, oral, visual and cultural) from post-modern and contemporary literature; • Ability to design and develop strong thesis statements applying evidence-based solutions and theory-driven arguments; • Ability to formulate well-formed arguments, using appropriate academic, discourse; • Ability to present research using appropriate research skills and methods of referencing; • Ability to validate sources of information. Evaluate and manage the information; and 		

<ul style="list-style-type: none"> Ability to apply theory of language teaching methodology to design phase appropriate and grade appropriate lessons.
Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination including one major assignment 50 %

Module code: ENGV411	Semester 1	NQF-level: 7
Title: English for the Senior/FET phase teacher: South African Literary Foundations and Perspectives		
On successful completion of the module the student should demonstrate:		
<ul style="list-style-type: none"> Ability to read and interpret a variety of texts (written, oral, visual and cultural) from South African literature; Integrated knowledge and appreciation of how differences in culture and perspective can affect literature and language learning; Understanding of a range of methods of enquiry in a field; Ability to critically reflect on and address complex problems such as techniques and strategies implemented by the authors to question mainstream attitudes and values through an investigation of questions such as 'How is identity formulated in the margins?'; Ability to critically evaluate sources of information and manage the information by writing coherently and scientifically about a set topic about a real problem in the South African Education context. Ability to take full responsibility for his or her work, decision-making and use of resources; Ability to communicate in well-formed arguments, using appropriate academic discourse; and Ability to apply different forms of assessment to self-assess and direct the learning of others. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination including one major assignment 50 %		

Module code: ENGV421	Semester 2	NQF-level: 7
Title: English for the Senior/FET phase teacher: Applied Linguistics		
On successful completion of the module the student should demonstrate:		
<ul style="list-style-type: none"> Integrated and well-rounded knowledge of, and engagement in the field of Applied Linguistics and language teaching in the South African context. Ability to read and interpret a variety of texts (written, oral, visual and cultural) from South African literature; Integrated knowledge and appreciation of how differences in culture and perspective can affect literature and language learning; Understanding of a range of methods of enquiry in a field; Ability to critically reflect on and address complex problems such as techniques and strategies implemented by the authors to question mainstream attitudes and values through an investigation of questions such as 'How is identity formulated in the margins?'; Ability to critically evaluate sources of information and manage the information by writing coherently and scientifically about a set topic about a real problem in the South African Education context; Ability to take full responsibility for his or her work, decision-making and use of resources; Ability to communicate in well-formed arguments, using appropriate academic discourse; and Ability to apply different forms of assessment to self-assess and direct the learning of others. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination including one major assignment 50 %		

Module code: GEOE112	Semester 1	NQF-level: 5
Title: Geography Education: Physical, economic and population background of Africa and the RSA		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> demonstrate informed understanding of the location, political distribution, physical characteristics and economic trends of Africa and the RSA perform correct geographical interpretations, analyses, evaluations and conclusions concerning the physical, economic and political aspects of the RSA and Africa. have an extended knowledge and comprehension of the general concepts in population geography; make correct analyses and meaningful interpretations within this area, as well as doing the recognition, explanation and evaluation of inter-relations between topographical, climatological and man-made phenomena in the RSA. evaluate developing economies in Africa, demonstrate insight and comprehension concerning the problems of African countries and also evaluate these problems within the frame of his/her own worldview. demonstrate the ability to apply gained knowledge with an ethically responsible attitude towards Africa/South Africa and its people plan a geography lesson in accordance with the correct criteria, demonstrating the ability to integrate subject knowledge with subject methodology. 		
Practical:		

<ul style="list-style-type: none"> Map work skills and presentation techniques: demonstrate fundamental knowledge, skills, comprehension, insight of map work skills and techniques, cartography and presentation techniques as well as the application thereof in practice. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		
Module code: GEOE122	Semester 2	NQF-level: 6
Title: Geography Education: Planetary Geography, and Climatology		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> demonstrate detailed knowledge and thorough understanding of planetary geography and climatology that is required within the context of the Curriculum and Assessment Policy Statement demonstrate the skill of scrutinizing and critically discuss theories of the origin of the universe explain and discuss the movements of the planets, earth and moon and its effects in the solar system critically analyse the origin of the earth's atmosphere as well as the evolution of the modern atmosphere understand and explain the concepts weather and climate demonstrate the ability to apply gained knowledge with an ethically responsible attitude towards the environment demonstrate detailed knowledge of: moisture and circulation in the atmosphere and an ability to apply :key terms, concepts, facts, principles, rules and theories 		
Practical		
<ul style="list-style-type: none"> explain and interpret the collection and presentation of weather information on synoptic maps and solving of weather phenomena 		
Methodology:		
Planning of a basic Geography lesson with reference to the use of suitable educational media, to optimize teaching and learning e.g.		
<ul style="list-style-type: none"> Overhead projector Transparencies Data projector Posters and models. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: GEOE212	Semester 1	NQF-level: 6
Title: Geography Education: Urban and Economic Geography		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> a detailed knowledge and thorough understanding of Urban and Economic Geography in line with the Policy document; the ability to identify relevant themes of Urban and Economic Geography and plan activities that support the coherent understanding of concepts, ideas, theories, principles and rules; the ability to display and to solve well-defined unknown problems within Urban and Economic Geography by rendering correct procedures and appropriate proof; the ability to design, plan and present the integration of assignments aimed at the teaching practice according to the policy document and based on the social constructivist teaching learning theory; and the ability to conduct a town trail to apply the knowledge of urban geography. 		
Practical section:		
<ul style="list-style-type: none"> The ability to demonstrate a detailed knowledge and understanding of skills in and insight into the uses of land or cities and apply this knowledge in practice; and the ability to demonstrate teaching and learning methods such as role-play, simulation games, contour models, wall maps, use of newspapers and worksheets. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: GEOE222	Semester 2	NQF-level: 6
Title: Geography Education: Introduction to Geomorphology and Oceanography		
On completion of this module the learner should be able to demonstrate:		
<ul style="list-style-type: none"> detailed knowledge related to Geomorphology and Oceanography within the context of the National Curriculum; detailed knowledge and thorough understanding of the internal and external powers that cause changes on earth and evaluate these in practice, be able to identify, define and effectively use concepts as well as demonstrate and illustrate these, with examples; the ability to analyse, assess, interpret and identify interrelationships of the basic principles relating to geomorphology and the ocean environment; and 		

<ul style="list-style-type: none"> the ability to display and illustrate with practical examples a coherent and critical understanding of the influence of human activity on the geology and ocean. 		
Practical section <ul style="list-style-type: none"> The ability to apply the detailed knowledge and skills to represent relief features, draw cross-section sketches and calculate and interpret gradient on topographic maps, and to integrate it in appropriate themes of geography; and the ability to use contour models and field excursions to recognise landforms on the South African landscape. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		
Module code: GEOE312	Semester 1	NQF-level: 6
Title: Geography Education: Population and Development Geography		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> integrated knowledge and understanding of and an ability to apply and evaluate Population and Development Geography's terms, rules, concepts, principles and theories as well as indicating an ability to represent new knowledge onto a given body of theory; an ability to deal with unfamiliar concrete and abstract problems and issues in Population and Development Geography using evidence-based solutions and theory-driven arguments to present and communicate information in a well structured argument and use personal ideas and opinions on themes related to Population and Development Geography; understanding of contested knowledge and understanding of major teaching-learning theories and related direct, indirect, independent and interactive learning strategies in Geography Education; a thorough knowledge, skills and understanding of Population and Development Geography in the context of the Curriculum and Assessment Policy Statement (CAPS); act as a facilitator or tutor in problem-based learning environments in order to solve a contextual problem, monitoring the progress of the group and taking responsibility for task outcomes and application of appropriate resources where appropriate; an ability to design, plan and present Geography lesson plans to foster learner-centred instruction in Geography classrooms; and act in an ethically correct and value-driven manner in all operational circumstances and forms of communication, either in writing or orally. 		
Practical section: <ul style="list-style-type: none"> Students must demonstrate integrated knowledge, skills and understanding of aerial photographs, interpretation and the use of stereoscopes and stereo-pairs in practice. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: GEOE322	Semester 2	NQF-level: 7
Title: Geography Education: Advanced Geomorphology		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> a detailed knowledge and insight regarding the concepts and the application possibilities of Southern & South Africa's Geological complex history and resulting landscapes, soils and hydrology, within the global context; an ability to analyze land forms and landscapes, which reflect the environmental conditions over time during their origin as well as change over time, and evaluate these within the geological time context; the ability to discuss and critically evaluate the conditions which lead to the global geologic phenomena with specific reference to the Southern & South Africa context; an ability 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; 		
Methodology <ul style="list-style-type: none"> the competency to design appropriate learning experiences, worksheets, assessment rubrics, tests/exams and memoranda pertaining to synoptic weather charts, graphs and diagrams, topographic charts and aerial photographs in accordance with geographical-methodology principles; the application of ethical-professional values in learning experience design and practical teaching. 		
Practical section: <ul style="list-style-type: none"> Students must demonstrate a well-rounded, systematic knowledge, skills, comprehension and sound understanding of interpreting the Vredefort Dome phenomena. This includes a Field Excursion and an comprehensive practical application portfolio as well as to demonstrate the methodology principles of fieldwork as a teaching strategy in Geography 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: GEOE411	Semester 1	NQF-level: 7
Title: Geography Education: Urban and Environmental Geography		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> integrated knowledge and understanding of and an ability to apply and evaluate terms, rules, concepts, principles and theories in Urban and Environmental Geography and show the ability to apply detailed knowledge within a given field; deal with unknown, concrete and abstract problems and issues in Urban and Environmental Geography by using evidence-based solutions and arguments that are theory-driven, and convey information, and personal ideas and meanings on topics in Urban and Environmental Geography in a well-structured argument; integrated knowledge and understanding to apply and evaluate major teaching-learning theories and related direct, indirect, independent and interactive learning strategies in Geography Education; the skill of explaining and analysing themes relevant to Urban and Environmental Geography and plan individual or group activities supporting the coherent understanding of concepts, ideas, theories, principles and rules to communicate the information; integrate knowledge of Urban and Environmental Geography within the context of the Curriculum and Assessment Policy Statement (CAPS); use the CAPS document and <i>Subject Assessment Guidelines</i> (SAG) to prepare assessment opportunities for Grade 10, 11 and 12 learners by demonstrating detailed knowledge of a programme of assessment for a work schedule; act as assessor by using different assessment strategies and methods to effectively foster effective teaching-learning; work together in a group with other individuals in an ethical and responsible way while solving problems inherent to the learning content of this module; and an understanding of the basic practices of and an ability to apply and evaluate assessment in Geography education. 		
Practical section:		
<ul style="list-style-type: none"> Integrated knowledge and understanding of and an ability to apply quantitative calculations and quantitative map techniques to present data visually in practice. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: GEOE421	Semester 2	NQF-level: 7
Title: Geography Education: Advanced Climatology		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> a detailed knowledge and insight regarding concepts and the application possibilities of Southern & South Africa's Climatic history and resulting weather conditions; a systematic knowledge of advanced climatological phenomena on a global and South African context; the ability to analyze climatic phenomena, which reflect the environmental conditions over time; the ability to discuss and critically evaluate the conditions which lead to the global climatic phenomena; the ability 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; 		
Methodology		
<ul style="list-style-type: none"> exhaustive knowledge and applicable skills employed in the design, implementation and demonstration of advanced Geography lessons and more specifically map work. In addition, the learner should demonstrate an understanding of the various teaching approaches concerning Geography and subsequently evaluate these for the purpose of implementing the correct approach to learning experiences and to creatively and effectively employ and elucidate appropriate teaching aids in practice; 		
Practical section:		
<ul style="list-style-type: none"> Learners must demonstrate a fundamental knowledge, skills, understanding and insight of Map projections and GIS as well as be able to apply it in practice by using ArcGIS/ArcView in a GIS Laboratory. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: GEOS211	Semester 1	NQF-level: 6
Title: Geography: Human and physical geography for the Senior phase		
On successful completion of this module the student should be able to:		
<ul style="list-style-type: none"> demonstrate detailed knowledge of the location, political distribution, physical characteristics and economic trends of the Republic of South Africa.. have an extended knowledge and comprehension of the general concepts in population geography; make correct analyses and demonstrate an ability to develop meaningful interpretations within this area. 		

<ul style="list-style-type: none"> • demonstrate fundamental knowledge of climate and vegetation on a global scale • have extended knowledge and comprehension of the general surface forces that shape the earth - earthquakes, volcanoes and floods • demonstrate the ability to apply gained knowledge with an ethically responsible attitude towards South Africa and its people.
Practical: <ul style="list-style-type: none"> • Students must demonstrate a thorough knowledge, skills, and understanding of map work
Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 50 % 1x 1½ hour written examination 50 %

Module code: LESE112	Semester 1	NQF-level: 5
Title: Introduction to Learning Support within an inclusive education approach		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • knowledge and informed understanding of different approaches, policy aspects, processes, terminology and concepts regarding learning support within inclusive education; • knowledge and informed understanding regarding the general learning support and collaboration process; • knowledge and informed understanding of a variety of learning support practices within inclusive education in schools in South Africa; and • actions in accordance with basic and ethical principles that relate to learning support. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: LESE122	Semester 2	NQF-level: 6
Title: Learning support: Introduction to Barriers to Learning		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • knowledge and informed understanding of different categories of barriers to learning; • an ability to distinguish and classify the different categories of barriers to learning; • knowledge and understanding as well as analytical skills regarding the inclusion of learners who experience barriers to learning; • knowledge and informed understanding with regard to learners experiencing multiple categories of barriers to learning; • knowledge and informed understanding of the diverse and unique learning needs of every learner experiencing barriers to learning; and • actions in accordance with ethical and professional behaviour with regard to barriers to learning. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: LESE212	Semester 1	NQF-level: 6
Title: Learning support: Chronic illnesses and diseases and poor socio-economic circumstances		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • detailed knowledge and understanding of different chronic illnesses and diseases, as well as barriers to learning that stem from poor socio-economic circumstances; • an ability to analyse, evaluate and synthesise the different chronic illnesses and diseases, as well as barriers to learning that stem from poor socio-economic circumstances based on the knowledge obtained; • an ability to appraise as well as to demonstrate analytical skills with regard to the inclusion of learners with different chronic illnesses and diseases, as well as barriers to learning that stem from poor socio-economic circumstances; • analytical and application skills with regard to the learning support and collaboration process for the different chronic illnesses and diseases, as well as barriers to learning that stem from poor socio-economic circumstances; • a detailed knowledge and range of skills regarding curriculum and assessment modification and accommodation in any classroom of learners' diverse learning needs who experience different chronic illnesses and diseases, as well as barriers to learning that stem from poor socio-economic circumstances; and • an understanding of the ethical implications of decisions regarding the learner experiencing different chronic illnesses and diseases, as well as barriers to learning that stem from poor socio-economic circumstances. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: LESE222	Semester 2	NQF-level: 6
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Title: Learning support : Physical, neural and intellectual impairments		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • detailed knowledge and understanding of different physical, neural and intellectual impairments; • an ability to analyse, evaluate and synthesise the different physical and neural impairments as well as intellectual impairments based on the knowledge gained; • an ability to appraise as well as to demonstrate analytical skills with regard to the inclusion of learners with different physical and neural impairments as well as intellectual impairments; • analytical and application skills regarding the learning support and collaboration process for the different physical, neural and intellectual impairments; • detailed knowledge and skills with regard to curriculum and assessment modification and accommodation in any classroom of learners' diverse learning needs who experience different physical, neural and intellectual impairments; and • an understanding of the ethical implications of decisions regarding learners who experience different physical, neural and intellectual impairments. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		
Module code: LESE312	Semester 1	NQF-level: 6
Title: Learning support: Sensory and learning impairments as well as giftedness		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • integrated knowledge and understanding of different sensory and learning impairments as well as giftedness; • an ability to identify, analyse and critically reflect on the different sensory and learning impairments as well as giftedness; • integrated knowledge and understanding with regard to the multiplicity and combination of different sensory and learning impairments as well as giftedness; • an ability to appraise as well as to demonstrate analytical skills with regard to the inclusion of learners with different sensory and learning impairments, as well as giftedness; • an ability to select, evaluate and apply appropriate processes regarding the learning support and collaboration process for the different sensory and learning impairments as well as giftedness; • an ability to select, evaluate and apply appropriate methods with regard to curriculum and assessment modification and accommodation in any classroom of learners' diverse learning needs who experience different sensory and learning impairments as well as giftedness; and • that in the work there is a reflection of values, ethical conduct and justified decision-making appropriate to the practice of supporting the learner experiencing different sensory impairments and learning impairments as well as giftedness. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		
Module code: LESE322	Semester 2	NQF-level: 7
Title: Learning support: Emotional, social and behaviour difficulties		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • integrated knowledge and understanding of different emotional, social and behaviour difficulties; • an ability to identify, analyse and critically reflect on the different emotional, social and behaviour difficulties; • an ability to appraise as well as to demonstrate analytical skills with regard to the inclusion of learners with different psychological, emotional and behaviour problems; • an ability to select, evaluate and apply appropriate processes regarding the learning support and collaboration process for the different emotional, social and behaviour difficulties; • an ability to select, evaluate and apply appropriate methods with regard to curriculum and assessment modification and accommodation in any classroom of learners' diverse learning needs who experience different emotional, social and behaviour difficulties; and • that in the work there is a reflection of values, ethical conduct and justified decision making appropriate to the practice of support of the learner experiencing different emotional, social and behaviour difficulties. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		
Module code: LESE411	Semester 1	NQF-level: 7
Title: Learning support: Introduction to applied learning support		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • critical understanding, evaluation and specialised knowledge of the identification, assessment, learning support and collaboration process, of at least two barriers to learning; • analytical and constructive knowledge and skills with regard to the inclusion of learners who experience these two barriers to learning; 		

<ul style="list-style-type: none"> an ability to select, evaluate and demonstrate a specialised knowledge of appropriate curriculum and assessment modification and accommodation of these two barriers to learning; an ability to develop and demonstrate interviewing skills in the learning support and collaboration process; and an ability critically to evaluate the appropriate ethical conduct towards the learner experiencing barriers to learning as well as towards the involved role players
Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %

Module code: LESE421	Semester 2	NQF-level: 7
Title: Learning support: Applied learning support		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> critical understanding and application of the assessment, learning support and collaboration process, specialising in the two barriers to learning identified in LESE 411; critical understanding and application of the curriculum and assessment modification and accommodation, specialising in the two barriers to learning identified in LESE 411; an accurate, coherent, appropriate and creative presentation of the findings on the above as case studies during facilitation sessions; an accurate, coherent and appropriate presentation of the findings in comprehensive and professional reports on these two identified learners; and an ability critically to judge and apply the appropriate professional and ethical conduct towards these two learners experiencing barriers to learning as well as towards the involved role players. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: LIFE112	Semester 1	NQF-level: 5
Title: Life Sciences for Education: Biochemistry and Cytology		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> basic research skills such as gathering and analysing data from literature and experiments on processes during respiration, photosynthesis and biochemistry in order to develop process skills such as planning and execution of experiments, making observations, and drawing conclusions; knowledge and informed understanding of the scientific method, basic chemistry, biochemistry, microscopy, cytology and bio-energetics; the ability to identify and implement the steps of the scientific method to solve basic scientific problems related to the mentioned content and familiar context; the ability to communicate their understanding of relevant concepts and experimental processes by means of visual data, responsive linguistic skills (scientific literacy) in oral and written presentations accurately and coherently, with understanding of copyright and rules on plagiarism; the ability to contribute appropriately during group work to successfully complete experiments, reports and projects related to the mentioned content, taking responsibility for learning progress and outcome realization of the group; and monitor own learning progress, implement relevant learning strategies by making use of graphic representations and summaries to improve learning to successfully realize task outcomes and emphasize the central theme in Life Sciences, namely structure, function and adaptation. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: LIFE122	Semester 2	NQF-level: 6
Title: Life Sciences for Education: Cell Processes and Tissues		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> knowledge and informed understanding of cell division, protein synthesis, plant and animal tissues, fundamental physiology terms, as well as basic genetic concepts; the ability to identify and implement the steps of the scientific method to solve basic scientific problems related to the mentioned content and familiar context; basic research skills such as gathering and analysing data from literature and experiments on processes during cell division, protein synthesis and genetics in order to develop process skills such as planning and execution of practical investigations, making accurate observations and drawing conclusions; 		

<ul style="list-style-type: none"> the ability to contribute appropriately during group work to successfully complete experiments, reports and projects related to the mentioned content, taking responsibility for learning progress and outcome realization of the group; and monitor own learning progress through self-assessment, implement relevant learning strategies by making use of graphic representations and summaries to improve learning to successfully realize task outcomes and emphasize the central theme in Life Sciences, namely structure, function and adaptation. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		
Module code: LIFE212	Semester 1	NQF-level: 6
Title: Life Sciences for Education: Taxonomy and Processes of Viruses, Bacteria, Fungi, Algae and Plantae		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <u>detailed</u> knowledge and informed understanding of selected examples of viruses, bacteria and plant-like protists, plants, as well as concepts where the mentioned content would be embedded in; understanding and contributing to different views on controversial issues including ethno-botany and bio-ethics; the ability to plan and implement the steps of the scientific method to solve, analyze, evaluate and synthesize scientific problems related to the mentioned content, apply the conclusions in a given contexts and to communicate their understanding of concepts and experimental processes by means of accurate and coherent written and verbal communication; the ability to select and implement suitable inquiry teaching and learning strategies to guarantee effective learning and teaching regarding the content; and the ability to contribute appropriately during group work to successfully complete experiments, reports and projects related to the mentioned content, taking responsibility for learning progress and outcome realization of the group. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: LIFE222	Semester 2	NQF-level: 6
Title: Life Sciences for Education: Protista and Zoology		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> <u>detailed</u> knowledge and understanding of the Kingdoms Protista (animal-like) and Animalia from a developmental theoretical perspective, which will include the basic comparative anatomy and physiology of the following phyla: Porifera, Cnidaria, Mollusca, Annelida, Arthropoda, Echinodermata and Chordata, and evaluate their economic and ecological importance in the ecosystem; understanding of the ethical implications of decisions, actions and practices specifically relevant to dissecting organs and/or animals, in accordance with the code of relevant and current ethical procedures; the ability to identify, plan and implement the steps of the scientific method to solve, analyse, evaluate and synthesize scientific problems related to the mentioned content and apply the conclusions in a given context and to communicate their understanding of concepts and experimental processes by means of accurate and coherent written and verbal communication; and the ability to select and implement suitable teaching and learning strategies, such as peer assessment, to guarantee effective learning and teaching regarding the content. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: LIFE312	Semester 1	NQF-level: 6
Title: Life Sciences for Education: Anatomy and Physiology of Man: locomotion-, muscle-, transport-, immunology- and nutritional systems		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> integrated knowledge and understanding of the following systems regarding the Anatomy and Physiology of Man: locomotion, muscles, transport, immunology and nutrition with emphasis on the structure, function and adaptations of the systems to perform its function in the homeostasis of the human body; the ability to identify, plan and implement the steps of the scientific method to solve, analyse, evaluate and synthesize scientific problems related to the mentioned content and apply the conclusions in a given context and to communicate their understanding of concepts and experimental processes by means of accurate and coherent written and verbal communication; the ability to identify, analyse and critically reflect on and address complex issues regarding diseases of the above mentioned systems and suggesting solutions based on a healthy life style; and the ability to select and implement suitable teaching and learning strategies to guarantee effective learning and teaching regarding the module content, and 		

<ul style="list-style-type: none"> the ability to act as a group member and contribute appropriate knowledge and skills to successfully complete a task, taking co-responsibility for learning progress and outcome realization of the group.
Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %

Module code: LIFE322	Semester 2	NQF-level: 7
Title: Life Sciences for Education: Anatomy and Physiology of Man: gaseous exchange, excretion, osmoregulation and co-ordination systems as well as homeostasis and temperature regulation		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> integrated knowledge and understanding of the following systems regarding the Anatomy and Physiology of Man: gaseous exchange, excretion and osmoregulation, co-ordination, homeostasis and temperature regulation with emphasis on the structure, function and adaptations of the systems to perform its function in the homeostasis of the human body; the ability to identify, plan and implement the steps of the scientific method to solve, analyse, evaluate and synthesize scientific problems related to the mentioned content and apply the conclusions in a given contexts and to communicate their understanding of concepts and experimental processes by means of accurate and coherent written and verbal communication; the ability to identify, analyse and critically reflect on and address complex issues regarding diseases of the above mentioned systems and suggesting solutions based on a healthy life style; and the ability to select and implement suitable teaching and learning strategies to guarantee effective learning and teaching regarding the content. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: LIFE411	Semester 1	NQF-level: 7
Title: Life Sciences for Education: Environmental studies - ecology and sustainable living		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> integrated knowledge and understanding of the structure, composition, organisation and classification of the ecosphere, the dynamics of ecosystem functioning, evaluate and apply the laws of thermodynamics, limiting factors, and theories on population growth to different scenario's regarding the environmental crises; the ability to identify, analyse and critically reflect on and address complex real life environmental issues by suggesting solutions based on theories evidence of best practice regarding sustainable use of the earth's resources; reflect on values, ethical conduct and justifiable decision making regarding their own contribution to the environmental crises; accurate and coherent scientific written and verbal communication of the analysis of different environmental issues and solutions thereof in projects, experimental reports, class work and summative assessment tasks; the ability to select and implement suitable teaching – learning strategies to guarantee effective teaching and learning regarding the content; and responsibility for own learning needs, monitoring their own learning progress and application of relevant learning strategies and management of resources, both hard copy and electronic, to successfully realize all outcomes of this module. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2½ hour written examination 50 %		

Module code: LIFE421	Semester 2	NQF-level: 7
Title: Life Sciences for Education: Human reproduction, genetics and continuity of life		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> integrated knowledge and understanding of the structure and function of the human reproductive systems; an ability to apply facts and principles to genetic case studies in order to determine the inheritance probability; understanding of how knowledge regarding reproduction and genetics relates to continuity of life; the ability to select, evaluate and apply scientific methods of enquiry to establish their own world view on the origin of life and evolution; reflect on values, ethical conduct and justifiable decision making regarding the facilitation of human reproduction and evolution in the Senior and FET phase; the ability to communicate in an accurate and coherent manner, both verbally and in writing; the ability to select and implement suitable teaching-learning strategies to guarantee effective teaching and learning regarding the content; and responsibility for own learning needs, monitoring their own learning progress and application of relevant learning strategies and management of resources, both hard copy and electronic, to successfully realize all outcomes of this module. 		
Method of delivery: Contact, Part-time		

Methods of assessment: Continuous assessment 50 %
1x2 hour written examination 50 %

Module code: LSKP421	Semester 2	NQF-level: 7
Title: Life Skills Foundation Phase: Physical Education		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> integrated knowledge and engagement in, and critical understanding and application of the theories, techniques and principles relevant to the physical, gross motor and perceptual motor development of the pre-Foundation phase and the Foundation phase learner; the ability to select, evaluate and apply a range of different but appropriate movement activities applicable to address gross motor development, perceptual motor development and remedial motor development, and scientific methods of enquiry in motor learning to reflect on and then address complex or abstract problems and contribute to positive change pertaining to learners with motor problems and learners with barriers to learning, within Physical Education practice; the ability to critically judge the ethical conduct of others within different cultural and social environments pertaining to remedial Physical Education, and to effect change in conduct where necessary; manage a group of learners in a Physical Education class context and demonstrate logical and critical understanding of the roles of all elements of this system in order to solve the problem of effective class organization and presentation, monitoring the progress of the group and taking responsibility for task outcomes and application of appropriate resources; and self-regulated learning skills - take full responsibility for own learning needs, monitoring of own learning progress and application of relevant learning strategies and management of all resources to successfully realize all outcomes of this module. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 60 % 1x2 hour written examination 40 %		

Module code: LSPP411	Semester 1	NQF-level: 7
Title: Life Skills for Early Childhood Education Development: Health Sciences		
After completion of the module, the student (pre-service teacher) should be able to demonstrate the following:		
<ul style="list-style-type: none"> integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply: the different theories underpinning the teaching and learning of health science in ECED (formal (Gr 1-3) and informal (Gr R) context); ability to select, evaluate and apply methods of enquiry (qualitative) to do focused research and resolve problems: within the subject specific knowledge about the main concepts related to health science in the ECDE; ability to select, evaluate and apply a range of different but appropriate methods: how to teach health science in the ECDE; Understanding of contested knowledge within the field of health sciences, and critical evaluation of: knowledge of the content domains of health science as reflected in the current prescribed curricula of the country in the foundation phase and ECED learners; Understanding of contested knowledge within the field of health sciences, and critical evaluation of: how health science concepts benefit the society in which we live; reflection of all values, ethical conduct and justify decisions, actions and practices specifically relevant to health science pertaining to environmental and social development; the ability to manage groups to successfully complete tasks appropriate to health science, monitoring and measuring the success of the task completion against given criteria, taking co-responsibility for learning progress and outcome realisation of the group, act as group member, but also a group leader; and the ability to take full responsibility for own learning needs, monitoring own learning progress and apply relevant teaching-learning strategies, and knowledge of resources relevant to all core components of health science to realise all outcomes of this module. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 60 % 1x1 hour written examination 40 %		

Module code: LSKA211	Semester 1	NQF-level: 6
Title: Life Skills: Visual arts for teaching and learning in the Foundation Phase		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> Detailed knowledge of the development of children's art within an inclusive and multicultural learning environment; a detailed knowledge of the theory of art as an aesthetic experience; detailed knowledge of and skills in visual perception (2-d and 3-d); thorough knowledge of the importance and complexity of assessing the art products of the young child; the skills and knowledge needed to successfully manage the art activities in a Foundation Phase classroom (Practise); 		

<ul style="list-style-type: none"> an understanding of the sensory and motor development of young children and how it should be linked to art activities; an understanding of the role of visual arts, play, dance, drama in the holistic development of young children and how it is connected to Life Skills; the ability to compile a portfolio that will illustrate knowledge, skills, values and creativity in a visually-stimulating way; and the ability to apply PIE and other important didactical skills to art lessons and art activities. The ability to identify analyse and solve routine or new problems in an unfamiliar context during the planning of suitable art activities for lessons in the foundation phase, The ability to critically analyse the development of the young learner in art and to apply this knowledge as didactical principles in art lessons.
Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %

Module code: LSKN321	Semester 2	NQF-level: 6
Title: Life Skills for Early Childhood Education Development: Natural Science and Technology		
After completion of the module, the student (pre-service teacher) should be able to demonstrate the following: <ul style="list-style-type: none"> integrated knowledge and understanding of, as well as an ability to correctly evaluate and apply: the different theories underpinning the teaching and learning of natural science and technology in ECED (formal (Gr 1-3) and informal (Gr R) context); ability to select, evaluate and apply methods of enquiry (qualitative) to do focused research and resolve problems: within the subject specific knowledge about the main concepts related to natural science and technology in the ECDE; ability to select, evaluate and apply a range of different but appropriate methods: how to teach natural science and technology in the ECDE; Understanding of contested knowledge within the field of natural science and technology, and critical evaluation of: knowledge of the content domains of natural science and technology as reflected in the current prescribed curricula of the country in the foundation phase and ECED learners; Understanding of contested knowledge within the field of health sciences, and critical evaluation of: how health science concepts benefit the society in which we live; reflection of all values, ethical conduct and justify decisions, actions and practices specifically relevant to natural science and technology pertaining to environmental and social development; the ability to manage groups to successfully complete tasks appropriate to natural science and technology, monitoring and measuring the success of the task completion against given criteria, taking co-responsibility for learning progress and outcome realisation of the group, act as group member, but also a group leader; and the ability to take full responsibility for own learning need, monitoring own learning progress and apply relevant teaching-learning strategies, and knowledge of resources relevant to all core components of natural science and technology to realise all outcomes of this module. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 60 % 1x1 hour written examination 40 %		

Module code: LSKS111	Semester 1	NQF-level: 5
Title: Life Skills for Early Childhood Education and Development: Health Sciences		
After completion of the module, the student should be able to demonstrate the following: <ul style="list-style-type: none"> knowledge and informed understanding of the different theories underpinning the teaching and learning of social science in ECED (formal (Gr1-3) and informal (Gr R) context). the ability to select, plan, implement and manage basic research skills to do foundation research and resolve problems: <ul style="list-style-type: none"> within the subject specific knowledge about the main concepts related to social science in the ECED. on how to teach social science in the ECED. knowledge and informed understanding within the field of social science, with regard to: <ul style="list-style-type: none"> knowledge of the content domains of social science as reflected in the current prescribed curricula of the country in the foundation phase and ECED learners. how social science concepts benefit the society in which we live. actions in accordance with acceptable ethical and professional behaviour in practices specifically relevant to social science pertaining to environmental and social development. the ability to operate as part of a group and make appropriate contributions to successfully complete social science, taking co-responsibility for learning progress and outcome realization of the group and act as group member. the ability to monitor own learning progress and apply relevant teaching-learning strategies, and knowledge of resources relevant to all core components of social science to realise all outcomes of this module. 		

Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 50 % 1x1 hour written examination 50 %

Module code: LSKM221	Semester 1	NQF-level: 6
Title: Life Skills in the Foundation Phase: Music		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> detailed knowledge and understanding of music concepts like rhythm, melody, form, texture, tempo, timbre and dynamics; as well as the elements of drama; the ability to analyse, evaluate and practically apply music activities and music skills in a formal and informal way in which young students can be actively involved, like singing, movement, listening, instrumental playing and improvisation; the ability to apply practical skills on the guitar, Orff instruments or African percussion instruments to accompany school learners in creative and suitable musical activities; the ability to identify, analyse and solve routine or new problems in an unfamiliar context during the planning of suitable music activities for lessons in the foundation phase; the ability to critically analyse the development of the young learner in music and to apply this knowledge as didactical principles in music lessons; management of learning, in respect of which a learner is able to demonstrate an ability to evaluate performances in music against a given criteria, and accurately identify and address his or her task-specific learning needs in a practical musical context, and to provide support to the learning needs of others where appropriate; and accountability, in respect of which a learner is able to demonstrate an ability to work effectively in a team or group, and to take responsibility for his or her decisions and actions and the decisions and actions of others within a practical music context, including the responsibility for the use of resources where appropriate. 		

Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 50 % 1x2 hour written and practical examination 50 %

Module code: MATF111	Semester 1	NQF-level: 5
Title: Introduction to Mathematics: Numbers, operations and data handling		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> knowledge and informed understanding of percentages, ratio, proportionality, rate, number patterns, number operations, as well as elementary statistics and probability; the ability to identify number patterns in a variety of contexts and be able to make generalizations and also to gather, organise and represent data; the ability to apply this knowledge to solve real-life problems in a variety of contexts and analyse data from a variety of contexts and use elementary statistics to communicate, critically interpret and draw conclusions from these findings as well as to employ suitable computer software; and a positive attitude towards the application of mathematical techniques in practice. 		

Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %

Module code: MATH111	Semester 1	NQF-level: 5
Title: Mathematics for the Senior and FET phase: Numbers, relationships and number systems		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> specific knowledge and informed understanding of numbers, ways of representing numbers, relationships among numbers and properties of the following number systems: natural numbers; whole numbers; integers; real numbers; and complex numbers (brief introduction); knowledge regarding the origin and evolution of the number concept and how it influences mathematical operations; the ability to select, plan and apply procedures, rules, principles, methods and formulae within the field of number systems; the ability to identify, analyze, solve and evaluate routine as well as non-routine number-system-related problems in familiar as well as new realistic contexts; the ability to use mathematical terminology, mathematical symbols and mathematical notation in order to produce and communicate information in both verbal and written form within the field of number systems; accountability for evaluating the applicability and validity of mathematical representations, models and solutions to problems; and the ability to plan and execute lessons regarding number systems, making use of the prescribed and applicable policies and documents from the Department of Education and the ability to integrate specialized subject knowledge with appropriate subject methodology. 		

Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %

Module code: MATH121	Semester 2	NQF-level: 6
Title: Mathematics for the Senior and FET phase: Exploring space and shape		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> specific knowledge and informed understanding of the characteristics and properties of two-dimensional figures and three-dimensional shapes and the relationships in trigonometry; specific knowledge and informed understanding of the Van Hiele theory of geometrical reasoning; the ability to use technological and other mathematical tools to enhance inductive reasoning and prepare LTSM; the ability to select, plan and apply procedures, rules, principles, methods and formulae within the fields of geometry and trigonometry; the ability to identify, analyse, solve and evaluate routine as well as non-routine geometry and trigonometry problems in familiar as well as new realistic contexts; the ability to use mathematical terminology, mathematical symbols and mathematical notation in order to produce and communicate information in both verbal and written form within the fields of geometry and trigonometry; accountability for evaluating the applicability and validity of mathematical representations, models and solutions to problems; and the ability to plan and teach lessons regarding geometry and trigonometry, making use of the prescribed and applicable policies and documents from the Department of Education and integrate specialized subject knowledge with appropriate subject methodology. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: MATH211	Semester 1	NQF-level: 6
Title: Mathematics for the Senior and FET phase: A model-based approach to functions		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> detailed knowledge and solid, grounded understanding of the origin and evolution of the function concept, ways of modelling real life problem situations, relationships among various types of functions, namely: linear functions, quadratic functions, special polynomial functions, absolute value functions, rational functions, trigonometric functions, exponential and logarithmic functions, and hyperbolic functions as well as the teaching and learning methods relevant to these topics where they feature at school level; the ability to identify, analyse, select, plan and apply basic procedures, rules, principles, methods and formulae within the field of functions and mathematic modelling in order to describe situations and solve problems in unfamiliar realistic contexts and to facilitate the teaching and learning of problem solving in similar contexts where functions are involved; the ability to access, process and manage mathematical terminology, mathematical symbols and mathematical notation accurately and clearly in order to produce and communicate information in both verbal and written form within the field of functions and mathematical modelling; the ability to use technology such as calculators and dynamic software as well as other suitable computer- or web-based mathematical tools useful for representing various real life functional relationships and solving related unfamiliar real life problems; and the ability to distinguish between individual tasks/ responsibilities and group tasks/ responsibilities as well as the ability to monitor, evaluate and manage own learning performance as well the performance of the group, where applicable, in unfamiliar contexts featuring functions and mathematical modelling or the teaching and learning of the topic, including evaluating the validity of mathematical representations, models and solutions to problems as well as evaluating the efficiency of teaching and learning activities involving functions. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: MATH221	Semester 2	NQF-level: 6
Title: Mathematics for the Senior and FET phase: The interaction between Algebra and Geometry		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> detailed knowledge and solid, grounded understanding of the origin and evolution of the relationships between algebra and co-ordinate geometry as well as the teaching and learning methods relevant to these topics, including solid knowledge of contemporary teaching-learning theories relevant to algebra and geometry as an integrated topic; <ul style="list-style-type: none"> the ability to identify, analyse, select, plan and apply basic procedures, rules, principles, methods and formulae in order to describe situations and solve linear and non-linear equations and inequalities algebraically and graphically in unfamiliar realistic contexts and to facilitate the teaching and learning of problem solving in similar contexts where functions are involved; the ability to access, process and manage mathematical terminology, mathematical symbols and mathematical notation accurately and clearly in order to produce and communicate the algebraic and graphical representation of polynomial and rational functions in both verbal and written form and to facilitate analytical geometry in diverse learning contexts; 		

<ul style="list-style-type: none"> the ability to use technology such as calculators and dynamic software as well as other suitable computer- or web-based mathematical tools useful for representing points, lines, loci and curves and solving related unfamiliar real life problems; and the ability to distinguish between individual tasks/ responsibilities and group tasks/ responsibilities as well as the ability to monitor, evaluate and manage own learning performance as well the performance of the group, where applicable, in unfamiliar contexts featuring co-ordinate systems, points, lines, loci and curves or the teaching and learning of the topic, including evaluating the validity of mathematical representations, models and solutions to problems as well as evaluating the efficiency of teaching and learning activities involving co-ordinate geometry.
Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %

Module code: MATH311	Semester 1	NQF-level: 6
Title: Mathematics for the Senior and FET phase: Statistics and probability		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> integrated knowledge and a deep understanding of the terminology, principles and procedures of statistics; the ability to select, correctly evaluate and apply the appropriate statistical methods to gather, analyze and interpret data applicable to real life situations; the ability to analyze, evaluate, and critically reflect on the appropriate statistical methods to enable inferences to be drawn based on the data; integrated knowledge and understanding of the terminology, concepts, principles and techniques within the field of probability to solve complex real life problems; accountability for evaluating the validity of statistical and probability representations, models and solutions to problems; the ability to select, plan, implement and present lessons regarding statistics and probability, making use of theory-based teaching and assessment strategies; and the ability to integrate specialized subject knowledge with appropriate subject methodology. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: MATH321	Semester 2	NQF-level: 7
Title: Mathematics for the Senior and FET phase: Euclidean and Spherical geometry		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> integrated knowledge and a deep understanding of the Euclidean representational system; the ability to compare the Euclidean, spherical and other interesting geometric representational systems; the ability to use technological and other mathematical tools to enhance learning and prepare LTSM; integrated knowledge and understanding of the terminology, concepts, principles and techniques within the fields of Euclidean, spherical and other interesting geometric representational systems to solve complex real life problems; accountability for evaluating the validity of models and solutions to problems of Euclidean, spherical and other interesting geometric representational systems; the ability to select, plan, implement and present lessons regarding geometric representational systems, making use of theoretically based teaching and assessment strategies; and the ability to integrate specialized subject knowledge with appropriate subject methodology. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: MATH411	Semester 1	NQF-level: 7
Title: Mathematics for the Senior and FET phase: Differentiation and Integration Calculus		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> detailed knowledge and solid, grounded understanding of the origin and evolution of piece-wise defined functions, limits, infinitesimal quantities and of the relationships between the geometry of secants, tangents, infinite sums, irregular areas and the relationships between algebraically inverse mathematical processes as described by the Fundamental Theorem of Calculus as well as the teaching and learning methods relevant to these topics, including integrated knowledge of contemporary teaching-learning theories relevant to limits and differentiation calculus; the ability to identify, analyse, select, plan and apply basic procedures, rules, principles, methods and formulae in order to describe situations and solve complicated problems involving differentiation and integration of simple as well as composite functions and combinations of functions in ill-defined abstract or realistic contexts and to facilitate the teaching and learning of applicable problem solving in school level contexts where limits and differentiation are involved; 		

<ul style="list-style-type: none"> the ability to access, process and manage mathematical terminology, mathematical symbols and mathematical notation accurately and clearly in order to produce and communicate the geometrical and algebraic representation of complicated functions, limits, rates of change, area of enclosed regions, volumes of solids of revolution and simple first-order and second-order linear differential equations in both verbal and written form and to facilitate the learning of differential calculus in diverse learning contexts; the ability to use technology such as calculators and dynamic software as well as other suitable computer- or web-based mathematical tools useful for representing functions, limits, secants, tangents, irregular enclosed two-dimensional regions and partitions and solving related unfamiliar real life problems; and <ul style="list-style-type: none"> the ability to distinguish between individual tasks/ responsibilities and group tasks/ responsibilities as well as the ability to monitor, evaluate and manage own learning performance as well the performance of the group, where applicable, in unfamiliar contexts featuring limits, differentiation and integration, including evaluating the validity of mathematical representations, models and solutions to problems or the teaching and learning of limits and differentiation as an extension of curves and secants and tangents. 		
Method of delivery:Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		
Module code: MATH421	Semester 2	NQF-level: 7
Title: Mathematics for the Senior and FET phase: Multi-dimensional algebra and numerical methods		
On successful completion of this module the prospective mathematics teacher should be able to demonstrate:		
<ul style="list-style-type: none"> detailed knowledge and solid, grounded understanding of the origin and evolution of two and three-dimensional vectors and their extension to higher dimensional cases, linear and non-linear equations, systems of equations, the linear programming problem and iterative numerical methods; <ul style="list-style-type: none"> the ability to identify, analyse, select, plan and apply basic procedures, rules, principles, methods and formulae in order to describe situations and solve complicated problems involving vectors, equations, systems of equations, matrices, linear programming and iterative numerical methods in ill-defined abstract or realistic contexts and to facilitate the teaching and learning of applicable problem solving in school level contexts where equations, systems of equations, linear programming and the properties of various types of non-linear equations are involved; the ability to access, process and manage mathematical terminology, mathematical symbols and mathematical notation accurately and clearly in order to produce and communicate the geometrical and algebraic representation and treatment of equations, systems of equations, linear programming and the properties of various types of non-linear equations in diverse learning contexts; the ability to use technology such as calculators and dynamic software as well as other suitable computer- or web-based mathematical tools useful for representing vectors, various types of equations, feasible regions where linear programming is involved and for solving related unfamiliar real life problems, as well as for executing iterative numerical procedures applied to real life problems; and <ul style="list-style-type: none"> the ability to distinguish between individual tasks/ responsibilities and group tasks/ responsibilities as well as the ability to monitor, evaluate and manage own learning performance as well the performance of the group, where applicable, in unfamiliar contexts featuring vectors, matrices, various types of equations, linear programming and iterative numerical procedures, including evaluating the validity of mathematical representations, models and solutions to problems or the teaching and learning of equations, systems of equations, linear programming and the properties of various algebraic concepts related to these topics. 		
Method of delivery:Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: MATV111	Semester 1	NQF-level: 5
Title: Mathematics for the Senior phase		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> 		
Method of delivery:Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: MATV121	Semester 2	NQF-level: 6
Title: Mathematics for the Senior phase		
On successful completion of this module the prospective mathematics teacher should be able to demonstrate:		
<ul style="list-style-type: none"> 		
Method of delivery:Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: MFPC111	Semester 1	NQF-level: 5
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Title: Mathematics for Early Childhood Education and Development: Learning and teaching theories and strategies in primary Mathematics		
On completion of this module, the student should be able to demonstrate the following:		
<ul style="list-style-type: none"> • a knowledge and informed understanding of : <ol style="list-style-type: none"> a) different forms of mathematical knowledge, as well as various views on effective primary Mathematics teaching and learning; b) the different theories within the field of basic mathematics relevant to ECED (Focusing on the Foundation Phase); and c) the development and construction of the meaning of problem-solving in primary Mathematics ; • an ability to select, plan, implement and manage standard and non- standard procedures, rules, methods and skills within the field of mathematics, in order to promote problem-solving; • an ability to distinguish, evaluate and solve routine or new Mathematical problems and to apply the solutions to support progress in the practice of higher order thinking abilities during mathematical problem-solving; • the ability to communicate concepts, theories and views on effective mathematics teaching and learning, verbally and in writing, via different technologies and media, in an accurate and coherent manner, with understanding of copyright and rules on plagiarism; and • an ability to monitor their own learning progress, implement relevant learning strategies in Mathematics to improve learning, and manage resources effectively to successfully realize task outcomes. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 40 %		
1x2 hour written examination 60 %		

Module code: MFPC121	Semester 2	NQF-level: 6
Title: Mathematics for Early Childhood Education and Development: Number sense and Operations		
On completion of this module, the student should be able to demonstrate the following:		
<ul style="list-style-type: none"> • knowledge and informed understanding of <ol style="list-style-type: none"> a) primary Mathematics , number concept, classification, counting and the base- ten numeration system; b) the different theories, procedures, methods and models of knowledge relevant to whole numbers in the field of primary Mathematics; and c) the development and construction of the meaning of whole numbers and operations with whole numbers in primary Mathematics; • ability to select, plan, implement and manage standard and non-standard procedures and methods within the field of Mathematics, in order to promote real life problem-solving practices; • the ability to anticipate, distinguish, analyse, interpret, assess, facilitate and remedy routine or new problem-solving practices of learners in primary Mathematics in familiar contexts and to apply the solutions to support progress in the practice of problem area identification; • the ability to communicate concepts, methods and models, verbally and in writing, via different technologies and media, in an accurate and coherent manner, with understanding of copyright and rules on plagiarism; and • monitor own learning progress, implement relevant learning strategies in Mathematics to improve learning, and manage resources effectively to successfully realize task outcomes. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 40 %		
1x2 hour written examination 60 %		

Module code: MFPC221	Semester 2	NQF-level: 6
Title: Mathematics methodology for Foundation Phase		
After completion of the module, the student should be able to demonstrate a detailed knowledge and understanding of:		
<ul style="list-style-type: none"> ▪ the different theories that underpin the teaching and learning of geometry and measurement in the foundation phase; ▪ subject specific knowledge about the main concepts related to geometry and measurement in the foundation phase; ▪ how to teach geometry and measurement to the foundation phase learner; ▪ knowledge of the content domains of geometry and measurement as reflected in the current prescribed curricula of the country in the foundation phase; ▪ how geometric and measurement concepts benefit the society in which we live. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 %		
1x2 hour written examination 50 %		

Module code: MFPC311	Semester 1	NQF-level: 6
Title: Mathematics for Early Childhood Education and Development: Number theory, number patterns and data handling in Primary Mathematics		
After completion of this module, the student will demonstrate the following:		

<ul style="list-style-type: none"> detailed knowledge and understanding of (a) the number theory, number patterns and data handling; (b) the different theories, procedures, methods and models of knowledge relevant to the number theory, number patterns and data handling in the field of Primary Mathematics; and (c) the development and construction of the meaning of number theory number patterns and data handling in Primary Mathematics; ability to select, evaluate and effectively implement and manage standard and non-standard procedures and methods within the field of Primary Mathematics, in order to promote real life problem-solving practices; the ability to anticipate, distinguish, analyse, interpret, asses, facilitate and remedy routine or new problem-solving practices of learners in Primary Mathematics in familiar contexts and to apply the solutions to support progress in the practice of problem area identification; discipline-specific methods and techniques of scientific enquiry and information gathering on number theory, number patterns and data handling from relevant sources, analyse, evaluate and synthesize the information and apply your conclusions/research to a given context in the field of Mathematics; the ability to accurately and coherently communicate concepts, methods and models, verbally and in writing, via different technologies and media, in an accurate and coherent manner, with understanding of copyright and rules on plagiarism; monitor own learning progress, implement relevant learning strategies in Mathematics to improve learning, and manage resources effectively to successfully realize task outcomes; and the ability to plan and conduct lessons, in which subject knowledge and relevant educational criteria are successfully integrated.
Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 60 % 1x2 hour written examination 40 %

Module code: MFPC321	Semester 2	NQF-level: 6
Title: Mathematics for Early Childhood Education and Development: Rational numbers in Primary Mathematics		
After completion of the MFPC 321 module, the student will demonstrate the following:		
<ul style="list-style-type: none"> detailed knowledge and understanding of (a) Rational numbers; (b) the different theories, procedures, methods and models of knowledge relevant to rational numbers in the field of Primary Mathematics; and (c) the development and construction of the meaning of rational numbers and operations with rational numbers in Primary Mathematics; ability to select, evaluate and effectively implement and manage standard and non-standard procedures and methods with rational numbers and within the field of Primary Mathematics, in order to promote real life problem-solving practices; the ability to anticipate, distinguish, analyse, interpret, asses, facilitate and remedy routine or new problem-solving practices of learners in Primary Mathematics in familiar contexts and to apply the solutions to support progress in the practice of problem area identification; discipline-specific methods and techniques of scientific enquiry and information gathering on rational numbers from relevant sources, analyse, evaluate and synthesize the information and apply your conclusions/research to a given context in the field of Primary Mathematics; the ability to accurately and coherently communicate concepts, methods and models verbally and in writing, via different technologies and media, in an accurate and coherent manner, with understanding of copyright and rules on plagiarism; monitor own learning progress, implement relevant learning strategies in Mathematics to improve learning, and manage resources effectively to successfully realize task outcomes; and the ability to plan and conduct lessons, in which subject knowledge and relevant educational criteria are successfully integrated. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 60 % 1x2 hour written examination 40 %		

Module code: MFPC411	Semester 1	NQF-level: 7
Title: Mathematics for Early Childhood Education and Development: Language in Mathematics		
<ul style="list-style-type: none"> On successful completion of this module the student should be able to demonstrate: integrated knowledge and awareness of the relationship between language development and reading and the teaching-learning of/in mathematics and of the characteristics of the language of mathematics (vocabulary and symbolism) and the major problems learners encounter with this language; knowledge and application of instruction (demonstrate) to help learners improve their skills in reading mathematics and developing mathematical vocabulary; knowledge, awareness and application of problem-solving processes and instructional procedures to aid in the solution of verbal mathematical problems; knowledge of issues in integrating writing into the mathematics classroom and procedures for helping learners to 		

<p>improve their writing skills in mathematics; and</p> <ul style="list-style-type: none"> The ability to make use of prescribed policy and applicable documents from the Department of Basic Education and integrate specialised subject knowledge with appropriate subject methodology to design appropriate mathematics lessons for the foundation phase.
Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 60 % 1x3 hour written examination 40 %

Module code: MFPP421	Semester 2	NQF-level: 7
Title: Mathematics for Early Childhood Education and Development: Early preschool Mathematics (informal phase)		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> a theoretical foundation for the way in which the pre-school and Grade R child are exposed to mathematical concepts; the subject specific knowledge about the main concepts related to mathematics in pre-school and grade R; how to teach mathematics in pre-school and grade R; the knowledge of the content domains of mathematics as reflected in the current prescribed curricula of the country in the pre-school and grade R; how mathematics concepts benefit the society in which we live. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 60 % 1x2 hour written examination 40 %		

Module code: NSSP111	Semester 1	NQF-level: 5
Title: Natural Sciences: Life and Living		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> knowledge and informed understanding of the structure and functions of the cell as basic unit of life, selected systems in the human body and structure and functioning of ecosystems; the continuous development of knowledge regarding biodiversity, change and continuity; the ability to implement methods and skills within the field of microscopy, physiology and anatomy in order to successfully participate in practical investigations individually or as part of a group; actions in accordance with acceptable ethical and professional behaviour, regarding the dissection of plant and animal material, adhering to general laboratory rules at all times; the ability to communicate understanding of concepts and processes verbally or in writing in an accurate and coherent manner to improve scientific literacy; and responsibility for own learning needs, monitoring their own learning progress and application of relevant learning strategies and management of resources, both hard copy and electronic, to successfully realize all outcomes of this module. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: NSSP112	Semester 2	NQF-level: 5
Title: Natural Sciences: Matter and Materials		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> an understanding of the classification and structure of matter as well as selecting appropriate methods for the separation of mixtures; an understanding of the origin and development of Atomic Theory; detailed knowledge and understanding of the structure of the atom and identifying appropriately a correct representation of the structure of the atom to obtain information regarding specific elements; an ability to distinguish between and appropriately apply different types of chemical bonding to different elements; a sound understanding of chemical nomenclature; use techniques of information gathering to research renewable and non-renewable resources, conveying the information accurately and in a coherent written form with respect for intellectual property conventions, copyright and rules on plagiarism; motivate the use of models to explain the behaviour of matter as well as disadvantages of using models incorrectly; suggest everyday cost effective items that can be used to build chemical models to facilitate the learning and understanding of chemical principles; an understanding of the structure matter and chemical reactions of chemical compounds and applications in industry and everyday life and the ethical implications of applying this scientific knowledge; act as a group member to contribute to the acquisition of knowledge regarding the structure and synthesis of polymers and their application in industry and everyday life and the ethical implications of applying this scientific knowledge, taking co-responsibility for the progress and outcome realisation of the group; 		

<ul style="list-style-type: none"> an awareness of the problems learners have relating to the macroscopic, microscopic and symbolic representation of matter and effectively designing assessment tasks for baseline assessment related to these problems; the ability to manipulate laboratory equipment and apparatus in the investigation of matter and to observe and record data and make interpretations and communicate their findings correctly in a scientific report; and the ability to plan a practical for the teaching environment in the FET phase as required by the guidelines given in the NCS document taking into consideration the safety of the learners and the preservation of the environment. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		
Module code: NSSP121	Semester 2	NQF-level: 6
Title: Natural Sciences: Introductory Mechanics in Natural Science		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> the ability to display detailed knowledge and understanding regarding the following concepts in Physics and the interrelation between these concepts: <ul style="list-style-type: none"> Energy – including types, transfer, real-life use and application Forces – types and application by using the three laws of Newton; the ability to distinguish and solve problems related to energy in the environment in unfamiliar contexts and to apply the solutions to support sustainability in the environment; understand the ethical implications of decisions, actions and practices relevant to the use of National Policy documents in Natural Science in the Senior Phase; the ability to select, evaluate and effectively apply an investigation of scientific problems by using the Scientific method, including the following of instructions, handling of apparatus, making of observations, recording and reporting of information in the Senior Phase; and the ability to monitor own learning progress by designing a simple learning programme using three task types namely capability task, resource task and case studies relating to a chosen situation. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: NSSP211	Semester 1	NQF-level: 6
Title: Natural Sciences: Introduction to Physical Geography		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> detailed knowledge and understanding of the place of Geography in Natural Science within the context of the Curriculum and Assessment Policy Statement; the skill of explaining and analysing themes relevant to Planetary Geography, Climatology, Geomorphology and Cartography and plan individual or group activities supporting the coherent understanding of concepts, ideas, theories, principles and rules to communicate the information; and values of an ethical-professional nature with regard to the interpretation of geographical facts as always true and in context in keeping with The Manifest for Values, Education and Democracy as well as apply knowledge gained for an ethically responsible attitude towards Africa, South Africa and its people. 		
Practical: <ul style="list-style-type: none"> Detailed knowledge, understanding and insight of basic map work skills, as well as the application ability thereof in practice. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: PHSE112	Semester 1	NQF-level: 5
Title: Physical Science: Basic chemistry principles and stoichiometry of chemical reactions in the Senior/FET phase		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> an informed understanding of chemical concepts like: <ul style="list-style-type: none"> atomic structure chemical reactions stoichiometry bonding and intermolecular forces; distinguish, evaluate and solve problems related to the abovementioned concepts in familiar and unfamiliar contexts; the ability to communicate concepts related to the content in both verbal and visual forms; the ability to select, plan, implement and manage the scientific method to perform experiments with responsibility; 		

<ul style="list-style-type: none"> actions in accordance with acceptable ethical and professional behaviour to the demands of the National Policy documents (CAPS) in Physical Science in the FET Phase; and manage resources and design a simple learning task using three task types namely capability task, resource task and case studies relating to a chosen situation. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		
Module code: PHSE122	Semester 2	NQF-level: 6
Title: Physical Science – Introductory Mechanics in the Senior/FET phase		
After completion of this module, the learner will be able to demonstrate the following: <ul style="list-style-type: none"> knowledge, insight and understanding of the following concepts in Physics: motion in one and two dimensions, forces and Newton's laws of motion, work and energy and impulse and momentum; the ability to identify a variety of standard calculations, and apply them to solve problems within the known context, related to relevant concepts of this module; the ability to select a scientific method and to apply it to problems within the context of this module; the ability to make a positive contribution to group work, with the aim of achieving the outcomes set for the group; and the ability to monitor one's own learning and to determine its progress. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: PHSE212	Semester 1	NQF-level: 6
Title: Physical Science: Advanced mechanics and introduction to theory of electricity in the Senior/FET phase		
After completion of this module, the learner will be able to demonstrate the following: <ul style="list-style-type: none"> a detailed knowledge and understanding of kinematic rotation and dynamics of rotation, electrical forces, fields, potential and circuits; the ability to select, evaluate and effectively apply standard methods to solve fundamental problems within a defined context, in relation to the relevant concepts; the ability to select, evaluate and apply the correct scientific method to solve scientific problems within the context of this module; the ability to act as group member and group leader and provide relevant information and skills for the successful completion of a group task; and the ability to monitor their own learning and to determine their progress. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: PHSE222	Semester 2	NQF-level: 6
Title: Physical Science: The Structure of Matter and Organic Chemistry in the Senior/FET phase		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> an understanding of the origin and development of Atomic Theory; detailed knowledge and understanding of the structure of the atom; an ability to distinguish between and appropriately apply different types of chemical bonding to different elements; use techniques of information gathering to research the role that hybridisation plays in chemical bonding; show an understanding of why models are required to explain chemical phenomena; suggest everyday cost effective items that can be used to build chemical models to facilitate the learning and understanding of chemical principles; distinguish between different types of intermolecular forces; an understanding of the structure and reactions of Organic Compounds and its application in industry and everyday life and the ethical implications of applying this scientific knowledge; co-responsibility for the progress and outcome realisation of a group project; an awareness of the problems learners have relating to the macroscopic, microscopic and symbolic representation of matter and effectively designing assessment tasks for baseline assessment related to these problems; the ability to manipulate laboratory equipment and apparatus in the investigation of chemical reactions specific to organic chemistry and to observe and record data and make interpretations and communicate their findings correctly in a scientific report; and the ability to plan a practical for the teaching environment in the FET phase as required by the guidelines given in the NCS document taking into consideration the safety of the learners and the preservation of the environment. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 %		

1x3 hour written examination 50 %

Module code: PHSE312	Semester 1	NQF-level: 6
Title: Physical Science: Control of chemical reactions in the Senior/FET phase		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> • an integrated knowledge and understanding, as well as an ability to correctly evaluate and apply chemical concepts like: <ul style="list-style-type: none"> ○ Thermodynamics and reaction rates, Chemical reactions and Equilibrium ○ Acids, bases and pH; <ul style="list-style-type: none"> • the ability to select, evaluate and apply a range of different but appropriate calculations and solve problems related to the abovementioned concepts in familiar and unfamiliar contexts; • accurate and coherent written and verbal communication of chemical concepts with understanding of intellectual property, copyright and rules on plagiarism; • the ability to select, evaluate and apply the scientific method to • design and execute experiments using micro science kits to resolve problems within the context of this module; • an integrated understanding of the demands of the National Policy document (CAPS) in Physical Science in the FET phase as well as an understanding of how this document relates to other fields of education; • a reflection on values, ethical conduct and justifiable decision making demonstrating an awareness of and a responsibility towards the interaction between science, technology and society; and • an understanding of contested knowledge within the field of constructivism and a critical evaluation of constructivism as a learning theory to better understanding of the abovementioned chemical concepts. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 %		
1x3 hour written examination 50 %		

Module code: PHSE322	Semester 2	NQF-level: 7
Title: Physical Science: Electricity and magnetism, oscillations and waves in the Senior/FET phase		
After completion of this module, the learner will be able to demonstrate the following:		
<ul style="list-style-type: none"> • an integrated knowledge and understanding of oscillations and waves • magnetic forces and fields, electro-magnetic induction and simple alternating currents; • the ability to identify a variety of applicable procedures and methods, and apply to them to solve problems which will result in changes in practice; • the ability to identify, evaluate and apply scientific methods of investigation in the solution of scientific problems within the context of this module; • the ability to act as a manager of a group during the solution of contextual problems and to monitor the group's progress; and • the ability to monitor one's own learning and to determine its progress. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 %		
1x3 hour written examination 50 %		

Module code: PHSE412	Semester 1	NQF-level: 7
Title: Physical Science: Physical and geometric optics and theory of heat in the Senior/FET phase		
After completion of this module, the learner will be able to demonstrate the following:		
<ul style="list-style-type: none"> • an integrated knowledge and understanding of the wave and particle theory of light, the reflection and dispersion of light and heat, the transfer of heat, and laws of thermodynamics; • the ability to identify a variety of appropriate procedures and methods, to evaluate and apply them to the solution of problems within the context of this module; • the ability to identify, evaluate and apply scientific methods of investigation in the solution of scientific problems within the context of this module; • the ability to manage a group during the solution of contextual problems, and to be able to monitor the progress of the group; and • the ability to monitor one's own learning and to determine its progress. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 %		
1x3 hour written examination 50 %		

Module code: PHSE422	Semester 2	NQF-level: 7
Title: Physical Science: Chemistry and chemical industries in the Senior/FET phase		
On successful completion of this module the student should be able to demonstrate:		

<ul style="list-style-type: none"> • an integrated knowledge and understanding, as well as an ability to correctly evaluate and apply chemical concepts like: <ul style="list-style-type: none"> ○ Gas laws ○ Electrochemistry ○ Chemical Industry; <ul style="list-style-type: none"> • the ability to select, evaluate and apply a range of different but appropriate calculations and solve problems related to the abovementioned concepts in familiar and unfamiliar contexts; • accurate and coherent written and verbal communication of chemical concepts with understanding of intellectual property, copyright and rules on plagiarism; • the ability to select, evaluate and apply the scientific method to • design and execute experiments using micro science kits to resolve problems within the context of this module; • an integrated understanding of the demands of the National Policy documents (CAPS) in Physical Science in the FET phase as well as an understanding of how this document relates to other fields of education; • a reflection on values, ethical conduct and justifiable decision making, demonstrating an awareness of and a responsibility towards the interaction between science, technology and society; • an understanding of contested knowledge within the field of constructivism and a critical evaluation of constructivism as a learning theory to better understanding of the abovementioned chemical concepts; and • the ability to take full responsibility for own learning needs and utilize relevant learning strategies to successfully realize all outcomes of this module.
Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %

Module code: RESF412	Semester 1	NQF-level: 7
Title: Research in Education: Introduction		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • systematic and comprehensive knowledge and understanding of the key concepts, principles, and theories of education research in particular, within the broader context of social science research in general; • an application of contested research knowledge, and a critical evaluation of the applicability of research in the field of education; • ability to identify, analyse and critically reflect on evidence-based solutions and theory –driven arguments in the research process and apply this to a specific research topic; and • ability to take full responsibility in decision-making and use of resources to reflect on values, ethical conduct and justifiable decision making appropriate to the research practices of curriculum and professional development. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x2 hour written examination 50 %		

Module code: RESF422	Semester 2	NQF-level: 7
Title: Research Proposal: Planning and designing a research proposal in the education context		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • integrated knowledge and understanding of, as well as an ability correctly to evaluate and apply scientific research principles to the field of education; • an understanding of systematic and comprehensive knowledge of research methodology relevant to the research topic and a critical evaluation of the applicability thereof for curriculum development; • an ability to select, evaluate and apply a range of different but appropriate research methodologies and scientific methods of enquiry to plan and write a research proposal; • the capacity to reflect on values, ethical conduct and justifiable decision-making appropriate to the practice of scientific research; and • the assumption of full responsibility for own learning, monitoring of own learning progress and application of relevant research processes to successfully compile a research proposal. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 100 %		

Module code: READ121	Semester 2	NQF-level: 6
Title:		
On completion of this module the student should be able to: <ul style="list-style-type: none"> • 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 %		

1x2 hour written examination 50 %

Module code: SEAF211	Semester 1	NQF-level: 5
Title: Setswana First Additional Language in FP teaching: Language Acquisition and Development and Selecting and Evaluating Children's Literature		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> the ability to present and communicate information on current and historical theories and research in language acquisition as applied to SAL learners in an academically acceptable manner; an understanding of the theories and research that explain how L1 literacy development differs from L2 literacy development; the ability to evaluate the importance of SAL learners L1 and language varieties and build on these skills as a foundation for learning Setswana; the ability to work in a group, gather, synthesise and evaluate information on socio-cultural, psychological, and political variables and how these variables facilitate the process of learning Setswana ; apply their knowledge of the role of individual learner variables in the process of learning Setswana ; and the ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: SEAF221	Semester 2	NQF-level: 6
Title: Setswana First Additional Language in FP teaching: Foundational Knowledge and Multicultural Children's Literature		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> the ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of: <ul style="list-style-type: none"> Oral language (semantic, syntactic, pragmatic) Phonological skill Printed word recognition Spelling Reading fluency Reading comprehension Written expression; the ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently: <ul style="list-style-type: none"> Phonological (speech sound) processing Orthographic (print) processing Semantic (meaning) processing Syntactic (sentence level) processing Discourse (connected text level) processing; the ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom; knowledge and an informed understanding of relevant theories and empirical research underlying learners' responses to children's literature and the value of multicultural children's literature. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: SEAF311	Semester 1	NQF-level: 6
Title: Setswana First Additional Language in FP teaching: Language, Culture and Picture Books		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> knowledge and an informed understanding of cultural values and beliefs in the context of teaching and learning; an informed understanding of and an application of knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning; the ability to enhance communication between home and school to facilitate SAL teaching and build ethically responsible partnerships with SAL families; an informed understanding of and application of concepts about the interrelationship between language and culture; 		

Module code: SEAF321	Semester 2	NQF-level: 6
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<ul style="list-style-type: none"> the ability to use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction by using appropriate methods, etc.; the ability to apply concepts of cultural competency, particularly knowledge about how an individual's cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among learners; their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature; an understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.
Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %
Title: Setswana First Additional Language in FP teaching: Language as a System and Traditional Literature, Poetry, Historical Fiction, and Biographies
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> detailed knowledge and understanding of the components of language and language as an integrative system; the ability to select information on phonology, morphology, syntax, semantics and pragmatics in order to analyse, synthesise and evaluate the information so as to help Setswana Additional Language (SAL) learners develop oral, reading and writing skills in Setswana; detailed knowledge of rhetorical and discourse structures so as to apply it to AAL learning; and integrated knowledge of different types of children's literature, namely traditional, poetry, historical fiction and biographies.
Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %

Module code: SEAF411	Semester 1	NQF-level: 7
Title: Setswana First Additional Language in FP teaching: Planning, Implementing and Managing Instruction as well as Fantasy, Science Fiction and Contemporary Realistic Fiction		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> integrated knowledge of the instructional needs of diverse SAL learners; an understanding of a range of methods, activities and tasks and an assessment of their suitability for SAL learners' language teaching and learning; the ability to select, adapt and use culturally responsive, age-appropriate, and linguistically accessible materials related to listening, speaking, reading and writing skills; the ability to gather, analyse, synthesise and evaluate information on technological resources that can enhance language teaching and learning for AAL learners; and integrated knowledge and understanding of children's literature, specifically fantasy, science fiction and contemporary realistic fiction. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: SEAF421	Semester 2	NQF-level: 7
Title: Setswana First Additional Language in FP teaching: Assessment and Critical Issues in Children's Literature		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> knowledge of and engagement in research related to the fundamentals of SAL assessment; an ability to interrogate multiple sources of knowledge related to SAL assessment methods, techniques, tools and practices; the ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process; an ability to present and communicate SAL assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components being assessed; the ability to theoretically engage with children's literature through linking the various types to a critical approach; and the ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1x3 hour written examination 50 %		

Module code: SECF414	Semester 1	NQF-level: 6
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Title: Setswana Home Language Communications (M): Using language effectively within educational contexts		
Morago ga go fetsa mojulu o, baithufi ba tshwanetse go:		
<ul style="list-style-type: none"> Integrated knowledge and engagement with types of biographies. The ability to select and administer in ethically responsible ways assessment strategies that provide learners with opportunities to demonstrate understanding of biographies. The ability to compare and differentiate between types of biographies. The ability to integrate and write and analyse informational texts. An ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices. The ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process. 		
Mokgwa wa go ruta: Contact, Part-time		
Mekgwa ya go tlathhoba: Tlathhobo e e tswelelang 50 %		
Diura tsa tlathhobo e e kwadiwang 1x2 ke 50 %		

Module code: SECF421	Semester 2	NQF-level: 6
Title: Setswana Home Language Communications (M): Using Language skills in the classroom		
Morago ga go fetsa mojulu o, baithufi ba tshwanetse go:		
<ul style="list-style-type: none"> Integrated knowledge of and engagement with the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation). The ability to compare and differentiate between types of literary and informational texts, verbal and non-verbal communication. The ability to critically reflect on research-based principles for teaching language skills (Listening, speaking, reading and writing) by adapting teaching to learner needs. Sound knowledge, understanding and interpretation of communication theory and its tenets that can help in classroom communication. The ability to facilitate and produce types of creative writing. An ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices. 		
Mokgwa wa go ruta: Contact, Part-time		
Mekgwa ya go tlathhoba: Tlathhobo e e tswelelang 50 %		
Diura tsa tlathhobo e e kwadiwang 1x2 ke 50 %		

Module code: SECL121	Semester 2	NQF-level: 5
Title: Language of Conversational Competence: Setswana		
Upon completion of this course a student should demonstrate		
<ul style="list-style-type: none"> functional knowledge of grammatical structures of Setswana; a functional vocabulary for basic interpersonal communication; individual elementary listening and writing skills in Setswana; knowledge of Batswana culture 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 100 %		

Module code: SEFF111	Semester 1	NQF-level: 5
Title: Setswana Home Language FP: Foundational Knowledge and Multicultural Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> knowledge and an informed understanding of relevant theories, models and empirical research that describe the cognitive, linguistic, motivation, and socio-cultural foundations of reading and writing processes, components and development. the ability to work in a group to complete a project in an ethically responsible manner reflecting their understanding and interpretation of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing processes, components and development. the ability to gather and verify information from scientific evidence-based research findings related to the typical developmental progression of: <ul style="list-style-type: none"> Oral language (semantic, syntactic, pragmatic) Phonological skill Printed word recognition Spelling Reading fluency Reading comprehension Written expression the ability to communicate information on the language processing requirements of proficient reading and writing reliably, accurately and coherently: <ul style="list-style-type: none"> Phonological (speech sound) processing Orthographic (print) processing 		

<ul style="list-style-type: none"> o Semantic (meaning) processing o Syntactic (sentence level) processing o Discourse (connected text level) processing <ul style="list-style-type: none"> • the ability to distinguish between and evaluate the multiple factors (e.g., environmental, cultural, social, linguistic, play, etc.) affecting learners' development and learning and utilising developmentally appropriate practices to address these factors in the classroom. • the ability to manage all learners in a classroom while working with whole class/groups/individual learners as well as selecting and implementing methods and activities relevant to learners who are performing at multiple instructional levels. • the ability to present an overview of the history of children's literature and to distinguish between different types of children's literature by communicating their independent research in an academically acceptable manner.
Method of delivery Contact, Part-time
Methods of assessment: Continuous assessment 40 % 1 x 2hour written examination 60 %

Module code: SEFF121	Semester 2	NQF-level: 6
Title: Setswana Home Language FP: Phonetics, Phonology, Phonemic Awareness and the History of Children's Literature		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> • knowledge and an informed understanding of phonetics (the sounds of Setswana phonemes) in terms of how speech sounds are produced and characterised, phonology (the sound patterns of Setswana) as it relates to speech sounds forming systems and patterns in human language (e.g., the order in which speech sounds are combined, the accent and stress patterns typically applied to words and phrases, etc.) and phonemic awareness. • the ability to identify and interpret children's reading and spelling errors as well as select, evaluate and implement developmentally appropriate instructional practices to address children's reading and spelling errors. • knowledge and an informed understanding of relevant theories and empirical research underlying learners' responses to children's literature and the value of children's literature. • knowledge of and engagement in research related to the fundamentals of language assessment. • an ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 40 % 1 x 2hour written examination 60 %		

Module code: SEFF211	Semester 1	NQF Level: 6
Title: Setswana Home Language FP: Morphology, Phonics, Word Study, Alphabetic Principle and selecting and evaluating Children's Literature		
<ul style="list-style-type: none"> • Detailed knowledge and an understanding of morphology (the words of language) as it relates to the teaching of phonics and spelling, the various structures of language that underlie the Setswana spelling system (e.g., phoneme-grapheme, syllable patterns, morpheme units in print, and word origin) and of the broad outline of historical influences on Setswana spelling system. • The ability to use the organising principles of the Setswana spelling system at the sound, syllable, and morpheme levels in order to identify learner progress and or problems at these levels. • The ability to select, differentiate between, reflect critically, evaluate and apply explicit vs non-explicit, systematic vs non-systematic, and sequential vs non-sequential phonics instruction using developmentally appropriate resources in a class of diverse learners. • The ability to apply principles for selecting and evaluating appropriate literature for children in a multicultural society. • The ability to work together in a community co-operatively and systematically to identify authentic communication needs • The ability to address authentic community needs, and engage in systematic reflection in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1 x 3hour written examination 50 %		

Module code: SEFF221	Semester 2	NQF Level: 6
Title: Setswana Home Language FP: Semantics, Vocabulary and Picture books		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> • Integrated knowledge of semantics (linguistic meaning of words, phrases and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning. 		

<ul style="list-style-type: none"> • The ability to select, evaluate and apply with discernment direct and indirect (contextual) methods of vocabulary instruction based on an analysis of learner needs. • An ability to analyse, select and apply varied techniques for vocabulary instruction before, during, and after reading based on an analysis and evaluation of evidence-based practice related to vocabulary teaching and learning. • Analyse and reflect on the role of vocabulary development and vocabulary knowledge in comprehension by communicating the information coherently using appropriate academic conventions. • Their ability to work in a group to gather, evaluate and communicate information accurately, coherently and in an ethically responsible manner on artists and their illustrations of children's literature. • An understanding of the different types of children's literature, focussing specifically on picture books, and the ability to select and implement picture books in their teaching activities.
Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %

Module code: SEFF311	Semester 1	NQF Level: 6
Title: Setswana Home Language FP: Syntax, Fluency and Traditional Literature, Poetry, Historical Fiction and Biographies		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • Integrated knowledge and critical evaluation of research on Setswana syntax and how it relates to vocabulary, fluency and comprehension teaching and learning. • The ability to identify, analyse, evaluate and reflect on the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read by critically analysing evidence-based research. • The ability to gather and analyse information on the role of fluency in reading development and to present their ideas in a well-formed and coherently constructed argument. • An understanding of and the ability to apply the range of methods, activities, and techniques for enhancing fluency in order to address learners' diverse needs. • Integrated knowledge of different types of children's literature, namely traditional, poetry, historical fiction and biographies. • Engage in systematic reflection during the service learning project in order to accomplish academic goals, enhance their personal and professional formation, and develop social responsibility. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 60 % 1 x 3 hour written examination 40 %		

Module code: SEFF321	Semester 2	NQF Level: 7
Title: Setswana Home Language FP: Discourse Analysis, Pragmatics, Comprehension and informational texts		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • Integrated knowledge and engagement with discourse analysis and pragmatics as it relates to comprehension teaching and learning. • The ability to evaluate the knowledge on text, reader, task, and context variables that have an impact on comprehension outcomes. • The ability to make ethically responsible decisions that relate to the application and evaluation of teaching strategies that are appropriate before, during and after reading and that promote reflective reading by all learners. • An understanding of the conceptual models related to the psychology of reading. • Integrated knowledge of the major text genres in order to ensure responsible teaching practice. • The ability to select and administer in ethically responsible ways assessment strategies that provide learners with opportunities to demonstrate comprehension. • The ability to compare and differentiate between traditional literature and informational texts in order to communicate well-formed arguments. • The ability to integrate and apply traditional literature as well as informational texts in their teaching. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 60 % 1 x 3 hour written examination 40 %		

Module code: SEFF411	Semester 1	NQF Level: 7
Title: . Setswana Home Language FP: Writing, Handwriting and Fantasy, Science Fiction and Contemporary Realistic Fiction		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • Integrated knowledge of and engagement with the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation) • The ability to evaluate grade and developmental expectations for learners' writing in the following areas by applying evidence-based practice: 		

<ul style="list-style-type: none"> ➤ Mechanics and conventions of writing. ➤ Composition ➤ Revision ➤ Editing processes <ul style="list-style-type: none"> • The ability to critically reflect on research-based principles for teaching letter naming and letter formation, both manuscript and cursive in order to adapt teaching to learner needs. • The ability to select and apply techniques for teaching handwriting fluency. • Integrated knowledge and understanding of children's literature, specifically fantasy, science fiction and contemporary realistic fiction. <ul style="list-style-type: none"> • Participate in positive social change through the process of producing a capstone project.
Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 60 % 1 x 3 hour written examination 40 %

Module code: SEFF421	Semester 2	NQF Level: 8
Title: Setswana Home Language FP: School-based Language Assessment and Critical issues in Children's Literature		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • Knowledge of and engagement in research related to the fundamentals of language assessment. • An ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices. • The ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process. • An ability to present and communicate assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components being assessed. • The ability to theoretically engage with children's literature through linking the various types to a critical approach. • The ability to ethically reflect on controversial issues in children's literature and how to deal with these issues in teaching practice. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 60 % 1 x 3 hour written examination 40 %		

Module code: SEFV111	Semester 1	NQF-level: 5
Title: Setswana Home Language: Phonetics, phonology, and listening skills and youth narratives and methodologies		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • knowledge and an understanding of morphology (the words of Setswana) as it relates to the teaching of phonics and spelling, the various structures of language that underlie the Setswana spelling system (e.g., phoneme-grapheme, syllable patterns, morpheme units in print, and word origin); • the ability to use the organising principles of the Setswana spelling system at the sound, syllable, and morpheme levels in order to identify learner progress and or problems at these levels; • detailed knowledge and an informed understanding of phonology (the sound patterns of Setswana) as it relates to speech sounds forming systems and patterns in human language (e.g., the order in which speech sounds are combined, the accent and stress patterns typically applied to words and phrases, etc.); <ul style="list-style-type: none"> • detailed knowledge and understanding of teaching methods and strategies in teaching Home Language as a subject; • understanding of various aspects that detail auditory abilities of an Intermediate Phase learner and the ability to engage learners in improving their auditory and speaking skills; and • detailed knowledge of the elements of modern prose. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SEFV121	Semester 2	NQF-level: 6
Title: Setswana Home Language: Morphology, history of Setswana orthography, speaking skills and traditional narratives and methodologies		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> • detailed knowledge, understanding, and application of paradigmatic morphology of the Setswana parts of speech; • the ability to describe instructional methods and activities that are relevant to the teaching of paradigmatic morphology; • an ability to trace and discuss the history of Setswana orthography; • detailed knowledge and understanding of the elements of traditional prose; • the ability to use traditional prose to teach speaking skills; • the ability to understand the value of traditional prose to the Sen/FET Phase learners; and 		

<ul style="list-style-type: none"> the ability to describe instructional methods and activities that are relevant to the teaching of traditional prose.
Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %

Module code: SEFV211	Semester 1	NQF-level: 6
Title: Setswana Home Language: Syntax, Fluency, Poetry, Listening and speaking skills integration and methodologies		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> the ability to form the correct Setswana sentences and to analyse their structures; detailed knowledge of the components and combinatory rules of word groups; detailed knowledge and an understanding of morpheme syntax; the ability to use the organising principles of the Setswana spelling system at the sound, syllable, and morpheme levels in order to identify learner progress and/or problems at these levels; integrated knowledge and critical evaluation of research on Setswana syntax and how it relates to vocabulary, fluency and comprehension teaching and learning; the ability to identify, analyse, evaluate and reflect on the role of fluency in silent reading, comprehension of written discourse and motivation to read by critically analysing evidence-based research; detailed knowledge and an informed understanding of poetic language and traditional and modern poetry; an ability to present and communicate assessment results ethically and in an academically accurate way to a range of audiences offering creative insights and rigorous interpretations of the language components and poetry being assessed; understanding of the processes of listening and speaking skills; detailed knowledge of instructional methods to teach any type of poetry. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SEFV221	Semester 2	NQF-level: 6
Title: Setswana Home Language: Multiculturalism, multilingualism, Ubuntu in educational contexts, dictionaries and methodologies		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> detailed knowledge and an understanding of multilingualism in school settings; detailed knowledge and an understanding of multiculturalism in school settings; identify the types of dictionaries and their purpose; the ability to use various types of dictionaries for specific purposes; and detailed knowledge to apply the principle of Ubuntu and diversity issues, including technology in instructions. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SEFV311	Semester 1	NQF-level: 6
Title: Setswana Home Language: Semantics, Drama, Discourse Analysis, Pragmatics, Reading skills and methodologies		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> integrated knowledge of semantics (linguistic meaning of words, phrases, and sentences) and an understanding of key terms, concepts, and rules of word meaning as well as phrase and sentence meaning as it relates to vocabulary teaching and learning; an ability to analyse, select and apply varied techniques for vocabulary instruction before, during, and after reading based on an analysis and evaluation of evidence-based practice related to vocabulary teaching and learning in higher grades; analyse and reflect on the role of vocabulary development and vocabulary knowledge in comprehension by communicating the information coherently using appropriate academic conventions; an understanding of and the ability to apply the range of methods, activities, and techniques for enhancing reading skills; integrated knowledge of different types of dramas; the ability to critically analyse drama texts from a range of youth literature, also applying the relevant literary theories; detailed knowledge and an understanding of the design and implementation of the lesson plans on drama and reading skills which include visual skills; and the ability to develop and apply different assessment techniques, tools, and methods. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SEFV321	Semester 2	NQF-level: 7
Title: Setswana Home Language: Comprehension, reading, creative writing, drama and methodologies		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> integrated knowledge and engagement with discourse analysis and pragmatics as it relates to comprehension teaching and learning; the ability to evaluate the knowledge on text, reader, task, and context variables that have an impact on comprehension outcomes; the ability to make ethically responsible decisions that relate to the application and evaluation of teaching strategies that are appropriate before, during and after reading and that promote reflective reading by all learners; an understanding of the conceptual models related to the psychology of reading; the ability to select and administer in ethically responsible ways assessment strategies that provide learners with opportunities to demonstrate comprehension; an understanding of the different types of dramas; integrated knowledge and engagement with drama texts and literary theories; and the ability to implement relevant instructional methods and techniques in teaching drama and creative writing. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SEFV411	Semester 1	NQF-level: 7
Title: Setswana Home Language: Biographies, types of informational texts in education and methodologies		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> integrated knowledge and engagement with types of biographies; the ability to select and administer in ethically responsible ways assessment strategies that provide learners with opportunities to demonstrate understanding of biographies; the ability to compare and differentiate between types of biographies; the ability to integrate and write and analyse informational texts; an ability to interrogate multiple sources of knowledge related to language assessment methods, techniques, tools and practices; and the ability to gather assessment data, synthesise and evaluate language assessment information in order to ethically and responsibly inform the teaching decision-making process. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SEFV421	Semester 2	NQF-level: 7
Title: Setswana Home Language: Research, literary text production and methodologies		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> integrated knowledge of and engagement with the research milestones in the types of literature and linguistics; the ability to critically reflect on research-based research milestones in literature and linguistics; the ability to design a research project and use assessment techniques, methods and tools to assess it; the ability to produce a short piece of literary text; and the ability to produce other forms of texts. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1 x 3 hour written examination 50 %		

Module code: SSSE112	Semester 1	NQF-level: 5
Title: Introduction to Social Science for Education		
On successful completion of this module the student should be able to demonstrate: <ul style="list-style-type: none"> knowledge and informed understanding of the location, political distribution, physical characteristics, economic trends and population background of Africa and the RSA within a global context as well as the transformations and development in world history through the ages within the context of the Curriculum and Assessment Policy Statement; interpret, explain and draw conclusions concerning population geography, the physical, economic and political aspects of the RSA and Africa; recognize and explain inter-relations between topographic, climatologic and man-made phenomena in the RSA; scrutinize developing economies in Africa and demonstrate insight and comprehension concerning the problems of African countries from within his/her own worldview; 		

<ul style="list-style-type: none"> the skill of scrutinizing, differentiating between, finding and effectively interpreting primary and secondary sources in order to communicate these verbally or in writing; competency in problem-solving abilities to address political, social and economic issues within the context of the transformations and development in world history through the ages; and values of an ethical-professional nature with regard to the interpretation of geographical and historical facts as always true and in context in keeping with The Manifest for Values, Education and Democracy as well as apply knowledge gained for an ethically responsible attitude towards Africa, South Africa and its people.
Practical: <ul style="list-style-type: none"> basic knowledge, skills, comprehension and insight of map work, as well as the application ability thereof in practice.
Method of delivery: Contact, Part-time
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %

Module code: WSKT122	Semester 2	NQF-level: 6
Title: Mathematics for FET Technology Teachers: Introductory Algebra		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> detailed knowledge and solid, grounded understanding of fundamental algebraic operations, S.I. units of measurement, solving systems of linear equations, solving quadratic equations, solving problems involving vectors and complex numbers as well as the application of the aforementioned within relevant topics within the field of technology education; the ability to identify, analyse, select, plan and apply basic procedures, rules, principles, methods and formulae within the field of fundamental algebraic operations, S.I. units of measurement, solving systems of linear equations, solving quadratic equations, solving problems involving vectors and complex numbers in order to solve problems in familiar realistic technology contexts and to facilitate the teaching and learning of problem solving in similar contexts where these mathematical techniques feature; the ability to access, process and manage mathematical terminology, mathematical symbols and mathematical notation accurately and clearly in order to produce and communicate information in both verbal and written form where technology contexts contain mathematical aspects relevant to the topics covered in this module; the ability to use technology such as calculators as well as other suitable computer- or web-based mathematical tools useful for performing calculations relevant to the topics covered in this module; and the ability to distinguish between individual tasks/ responsibilities and group tasks/ responsibilities as well as the ability to monitor, evaluate and manage own learning performance as well the performance of the group, where applicable, in familiar contexts where problems emanating from the technological field of study require mathematical consideration based on the topics covered in this module. 		
Method of delivery Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

Module code: WSKT213	Semester 1	NQF-level: 6
Title: Mathematics for FET Technology Teachers: Functions, models, trigonometry and elementary descriptive statistics		
On successful completion of this module the student should be able to demonstrate:		
<ul style="list-style-type: none"> detailed knowledge and solid, grounded understanding of the application of functions, models, trigonometry and elementary descriptive statistics within the field of technology as well as the ability to apply useful skills from this module in the management and administration of assessment marks; the ability to identify, analyse, select, plan and apply basic procedures, rules, principles, methods and formulae in order to describe technological and scientific processes and solve problems in complicated familiar realistic technological contexts; the ability to access, process and manage mathematical terminology, mathematical symbols and mathematical notation accurately and clearly in order to produce and communicate the description of technological processes and the solution of problems from technological contexts; the ability to use technology such as calculators and suitable computer technology or software in order to perform calculations and produce descriptions of scientific and technological situations; and the ability to distinguish between individual tasks/ responsibilities and group tasks/ responsibilities as well as the ability to monitor, evaluate and manage own learning performance as well the performance of the group, where applicable, in unfamiliar contexts featuring the description of technological processes and the solutions of technical problems related to the topics covered in this module. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 50 % 1 x 2 hour written examination 50 %		

Module code: WVOS222	Semester 2	NQF-level: 7
Title: Philosophy of Science: Understanding the Educational World		

After completion of this module, the BEd student will have developed some of the skills required to be able to know and understand the different life world issues (from an education(al) point of reference) and to cope with future challenges.		
This overarching outcome implies that on completion of this module, the student will have developed: <ul style="list-style-type: none"> a broad understanding – from an education(al) point of reference – of the range of problems and issues that mark his / her current life world landscape; a theoretically and conceptually integrated level of competence to apply cognitive, critical skills to a few life world problems that she/he is being confronted with in his / world personal life world; and an ability to apply theoretical understandings regarding the conduct of basic research procedures, and to extend his / her theoretical insights to still other problems in his / her life world. 		
Method of delivery: Contact, Part-time		
Methods of assessment: Continuous assessment 60 % 1x2 hour written examination / take-home exam 40 %		
Module code: WVOS312	Semester 1	NQF-level: 7
Title: Philosophy of Science: Main Currents in the Philosophy of Education		
On successful completion of this module the BEd student should be able to demonstrate: <ul style="list-style-type: none"> a solid and systematic knowledge of the most important foundational issues in Education and demonstrate a critical understanding of the meta-theoretical assumptions underscoring foundational issues; integrated knowledge and a critical understanding of specific forms of ethics that apply to Education, such as, for example, the manner in which Jonathan Jansen had chosen to deal with the so-called "Reitz four", 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 Education; and the ability to analyse, synthesise and critique the assumptions on which a chosen education-related 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: Contact, Part-time		
Methods of assessment: Continuous assessment 60 % 1x2 hour written examination / take-home exam 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: <ul style="list-style-type: none"> have a well-rounded and systematic knowledge base regarding lesson planning, learner programme development, teaching aids and teaching management 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: <ul style="list-style-type: none"> leermateriaal en geïntegreerde leerderaktiwiteite te kan saamstel om huistaal- en addisionele taal 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	
ASSESSERINGMETODES:		Deurlopende assessering 50% 1x3-uur geskrewe eksamen/vraestel 50%	
ARTD511	SEMESTER: 1	CREDITS: 12	NQF-LEVEL: 6
ART METHODOLOGY			

<p>After completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • 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			
<p>After completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • 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			
<p>After completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • 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			
<p>Upon completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • 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			
<p>Upon completion of this module the learner should be able to:</p> <ul style="list-style-type: none"> • 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			
<p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> • 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			
<p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> • 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			
<p>After completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • 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			
<p>After completion of this module, the student should be able to:</p>			

<ul style="list-style-type: none"> 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			
<p>After completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> 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 classroom. 			
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			
<p>After completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> Apply theoretical knowledge, practical skills and the required attitudes in teaching practice; demonstrate knowledge of & 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			
<p>After completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> 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%	
ENG521	SEMESTER: 2	CREDITS: 12	NQF-LEVEL: 6
ENGLISH METHODOLOGY			
<p>After completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> 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; 			

<ul style="list-style-type: none"> 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:			
<ul style="list-style-type: none"> 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 development 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 subsequently 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:			
<ul style="list-style-type: none"> demonstrate extended & systematic knowledge of methodology of History in context of 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:			
<ul style="list-style-type: none"> 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%	
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:			
<ul style="list-style-type: none"> 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; 			

<ul style="list-style-type: none"> • 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			
<p>After completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • 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			
<p>After completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • 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 abovementioned theoretical themes by using applicable technological resources; and • demonstrate an appreciation of the contribution made by indigenous knowledge systems to educational issues concerning the abovementioned 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			
<p>After completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • 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 HISSD 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			
<p>After completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • 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; 			

<ul style="list-style-type: none"> • 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%	
LIF521	SEMESTER 2	CREDITS: 12	NQF-LEVEL: 6
LIFE SKILLS			
After completion of this module, the student should be able to:			
<ul style="list-style-type: none"> • Demonstrate fundamental knowledge of issues relating to delivery, HIV/AIDS, values and environmental education . • Demonstrate an understanding of appropriate skills, attitude and values to contribute and maintain a healthy environment. • Integrate HIV/AIDS, diversity, values and environmental education in the classroom. 			
MODE OF DELIVERY		Full-time	
ASSESSMENT MODE		Continuous assessment 50% 1x2-hour written examination 50%	
LLOD511	SEMESTER: 1	CREDITS: 12	NQF-LEVEL: 6
LEARNING AREA LIFE ORIENTATION METHODOLOGY			
After completion of this module, the student should be able to:			
<ul style="list-style-type: none"> • Demonstrate a comprehensive & systematic knowledge base of terminology, rules, concepts, principles, theories, methods and strategies pertaining to presentation of the four focus areas of Life Orientation in Senior& 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 underpinning; • 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:			
<ul style="list-style-type: none"> • 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 wellbeing 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:			
<ul style="list-style-type: none"> • demonstrate comprehensive knowledge, insight and skills regarding <ul style="list-style-type: none"> ▪ the learning and teaching of mathematics worldwide, ▪ 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:			
<ul style="list-style-type: none"> • apply conceptual and pedagogical knowledge, insight and skills regarding <ul style="list-style-type: none"> ▪ 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; 			

<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> demonstrate the knowledge and skills they have acquired with regard to <ul style="list-style-type: none"> 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%	
RSVD511	SEMESTER: 1	CREDITS: 12	NQF-LEVEL: 6
RELIGION STUDIES METHODOLOGY			
After completion of this module, the student should be able to: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 thalosa 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 thaloganya dikarolo tse supa tsa morutabana, bogolosegolo yo o rutang Dipuo. 			
MOKGWA WA GO RUTA:		Ka Kopano mo khampaseng	
MEKGWA YA GO TLHATHLOBA:		Tlhathlho e e tsweleng 50%Diura tsa tlhathlho 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: <ul style="list-style-type: none"> 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 thalosa 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 thaloganya dikarolo tse supa tsa morutabana, bogolosegolo yo o rutang Dipuo. 			
MOKGWA WA GO RUTA:		Ka Kopano mo khampaseng	
MEKGWA YA GO TLHATHLOBA:		Tlhathlho e e tsweleng 50%Diura tsa tlhathlho e e kwadiwang 1x2 ke 50%	
TECD521	SEMESTER: 2	CREDITS: 12	NQF-LEVEL: 6
LEARNING AREA TECHNOLOGY METHODOLOGY			
After completion of this module, the student should be able to: <ul style="list-style-type: none"> demonstrate fundamental knowledge of NCS document with regard to learning area Technology; apply interpretation & designing skills in development & planning of learning programmes, work schedules & 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
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TECHNOLOGY			
<p>After completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • 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%	
TGN0521	SEMESTER: 1	CREDITS: 8	NQF-LEVEL: 6
TECHNOLOGY			
<p>After completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • 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			
<p>After completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • 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%	