

**CALENDAR 2013**  
FACULTY OF EDUCATION  
SCIENCES  
IN-SERVICE AND FURTHER  
TRAINING PROGRAMMES  
NPDE, ACE & BEd  
**Potchefstroom Campus**

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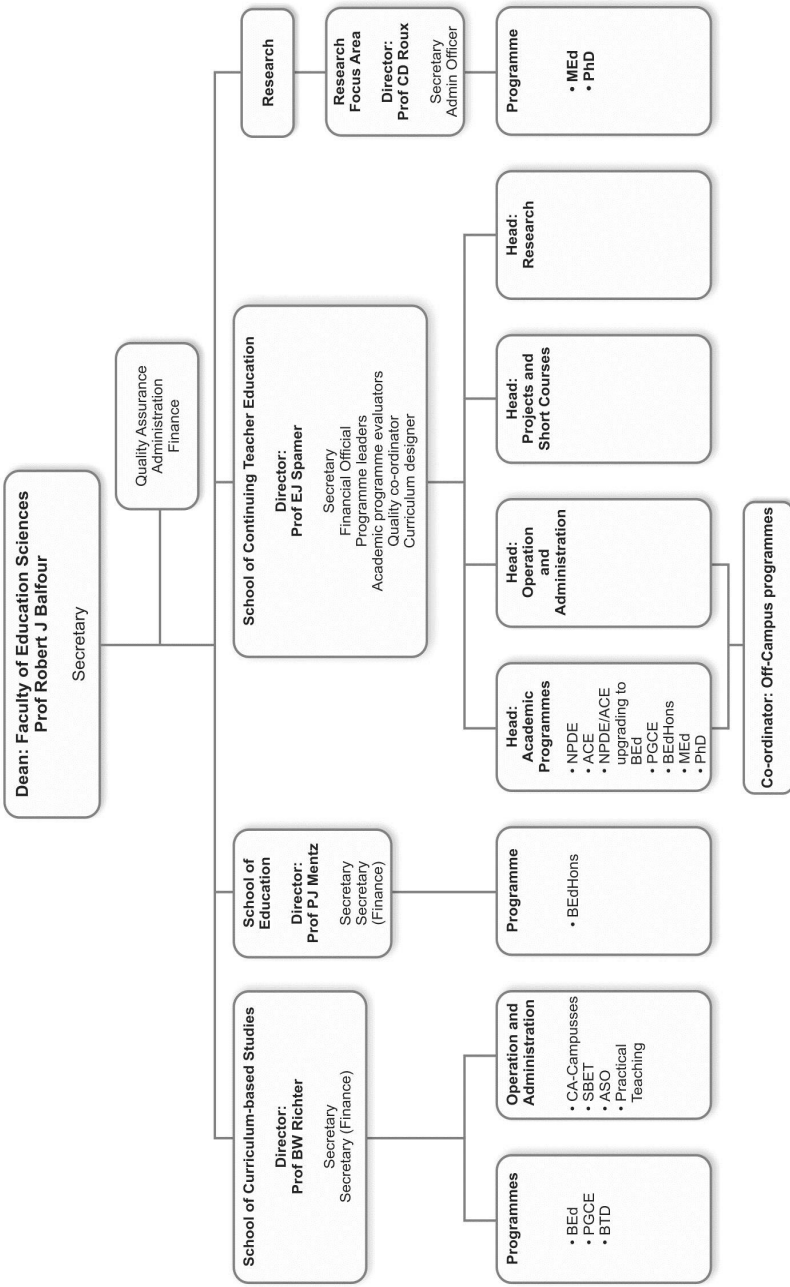
Website: <http://www.nwu.ac.za>

## **PLEASE MENTION YOUR STUDENT NUMBER IN ALL CORRESPONDENCE**

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

[http://www.nwu.ac.za/export/sites/default/nwu/gov\\_man/policy/7P-Academic\\_Rules\\_e.pdf](http://www.nwu.ac.za/export/sites/default/nwu/gov_man/policy/7P-Academic_Rules_e.pdf)

**Please note:** While the information in this Calendar has been compiled with the utmost care and accuracy, the Council and the Senate of the University accept no responsibility whatsoever for errors that may appear. Before students make a final selection of modules, it is their responsibility to consult the class timetable regarding possible clashes. Should there be a clash in a student's planned selection, the relevant module combination will not be permitted.



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## **Faculty of Education Sciences: Office Bearers**

### **Executive Dean**

Prof RJ Balfour (BA, BAHons, HDE (PGCE), MA, PhD)

### **Directors of Schools / Research Unit**

#### **School for Curriculum-based Studies (SCS)**

Prof BW Richter (BA, BAHons, MA, PhD, UED)

#### **School of Education (SE)**

Prof PJ Mentz (BA, HED (Postgraduate), BEd, MEd, DEd, DTE)

#### **School of Continuing Teacher Education (SCTE)**

Prof EJ Spamer (BA, HED, BAHons, MA, PhD)

### **Research Focus Area: Teaching-Learning organisations**

Prof CD Roux (BA, BAHons, SED, MA, DPhil)

### **Administrative Manager**

Ms AMC Cloete

### **Quality Manager**

Ms V Claassen

### **Management Committee of the Faculty**

*Chairperson:* Prof RJ Balfour

*Members:*

Prof BW Richter

Prof EJ Spamer

Prof PJ Mentz

Prof CD Roux

Ms V Claassen (Quality Manager)

Ms JM van Heerden (Financial Officer)

Ms AMC Cloete (Administrative Manager)

(*ex officio* – Minuting Secretary)

# Faculty Board

*Chairperson:* Executive Dean

*Members:*

Directors of the schools and Research Focus Area

Faculty representatives in the Campus Senate

Faculty representatives in the Institutional Senate

Research professors of the RFA, SCTE, SCS and SE

Programme leaders:

- MEd and PhD
- BEdHons
- BTD
- PGCE (offered via contact and open distance learning programmes)
- BEd
  - Foundation Phase
  - Intermediate and Senior Phase
  - Senior and Further Education and Training Phase
  - Senior and Further Education and Training Phase (Technology)
  - NPDE/ACE upgrade to BEd
- ACE
- NPDE

Subject-group chairpersons

Head: Academic (SCTE)

Head: Business and Administration (SCTE, SE and SCS)

Head: Projects and Short Courses (SCTE)

Head: Student Support Division

Coordinator: Quality (SCTE)

Student representatives

Representative of the Faculty of Natural Sciences

Administrative Manager (*ex officio* – Minuting Secretary)

## CONTACT DETAILS FOR THE FACULTY

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## OP.1 FACULTY RULES

### OP.1.1 AUTHORITY OF THE GENERAL ACADEMIC RULES

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

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

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

### OP.1.2 FACULTY-SPECIFIC RULES AND REGULATIONS

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

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

[http://www.nwu.ac.za/export/sites/default/nwu/gov\\_man/policy/8P-TL\\_e.pdf](http://www.nwu.ac.za/export/sites/default/nwu/gov_man/policy/8P-TL_e.pdf)  
[http://www.nwu.ac.za/export/sites/default/nwu/gov\\_man/policy/8P-8.1.7-assessment\\_e.pdf](http://www.nwu.ac.za/export/sites/default/nwu/gov_man/policy/8P-8.1.7-assessment_e.pdf)

The **research policy** of the Faculty of Education Sciences is in accordance with the vision and mission of the North-West University. The development of academic scholarship is a priority as is the maintenance of relevant, innovative, leading and focused research to address the challenges faced by education both nationally and internationally.

The webpage for the Research Focus Area of the Faculty of Education Sciences:

<http://www.nwu.ac.za/p-retlo/welc.html>.

#### OP.1.2.1 Admission requirements

The admission requirements for all formal academic qualifications offered by the University are set out in the Admission Policy as approved by Senate and Council ([http://www.nwu.ac.za/webfm\\_send/24749](http://www.nwu.ac.za/webfm_send/24749)).

### **OP.1.2.2 Calculation of participation marks**

- a) The participation mark for a module is calculated from marks obtained in tests, assignments, practical and/or research assignments. Calculation of participation marks is programme-, module- and mode of delivery-specific.
- b) The ratio between theory and practical work for calculation of the participation mark for a module is as explained in the relevant study guide.

### **OP.1.2.3 Admission to examinations**

- a) Admission to the examination in any module requires a proof of participation or a participation mark (depending on the requirements of the module). (General Academic Rules A2.4.2, undergraduate degree; A3.4.2, honours degree; A4.4.2, MEd; and A5.4.2, PhD.)
- b) A proof of participation or a participation mark, which allows admission to the examination, will only be issued once a student has complied with the requirements for the module concerned to the satisfaction of the school director in consultation with the relevant subject group chairperson/programme leader. The requirements are stipulated in the study guide for the module concerned and under the module outcomes in this calendar.

### **OP.1.2.4 Subminimum for examination**

The subminimum for examinations in all modules is 40% except where a higher subminimum is provided for in faculty rules.

### **OP.1.2.5 Examination opportunities**

The examination opportunities and the relevant rules are determined in accordance with General Academic Rules A2.4.4 (undergraduate degree), A3.4.4 (honours degree), A4.4.6 (Med) and A5.4.6 (PhD).

### **OP.1.2.6 Pass requirements for modules, curricula and programmes**

- a) The stipulations in Academic Rules A.2.4.3.1, A.2.4.3.2, A.2.4.3.3 and A.2.4.3.4, and all the subparagraphs apply.
- b) The module mark is calculated according to the ratio between the participation mark and the examination mark as set out under the module outcomes in the relevant calendar.
- c) The module mark required for a pass in a module in which examinations are written is 50%.
- d) The subminimum for all modules in which examinations are written is 40% (Academic Rule A.2.4.3.3), unless stated otherwise in the rules of specific programmes and curricula.
- e) Adjustment of the module mark for a first-semester module in which an examination was written but not passed may be considered according to the stipulations of Academic Rule A.2.4.3.4.
- f) Academic Rule A.2.5.2 stipulates the requirements for passing a module/curriculum/qualification with distinction.
- g) In order to qualify with distinction, the average obtained for the core modules (specialisation subjects) and Education modules over the course of the qualification from the second academic year is taken into account.
- h) A pass is obtained for a curriculum once all the modules of the programme have been passed individually (Academic Rule A.2.5.1).

### **OP.1.2.7 Modules and credits**

- a) Subjects are presented according to modules, to which a certain number of credits are allocated.
- b) Each module has a code and a descriptive name, e.g. ORAK 511 – Education Law, Systems and Management.
- c) Each module has a certain weight, known as a credit.
- d) Each module is to be passed individually.
- e) Programme-specific rules (apply according to the relevant calendar). See OP1.3 of this Calendar for rules applicable to ODL programmes.
- f) Mode of delivery-specific rules (apply according to the relevant calendar). See OP1.3 of this Calendar for rules applicable to ODL programmes.

### **OP.1.2.8 Termination of studies**

A student's studies may be terminated in accordance with the stipulations of General Academic Rules A2.4.8 (undergraduate), A3.4.6 (honours degree), A4.4.10 (MEd) and A5.4.10 (PhD).

## **OP.1.3 RULES APPLICABLE TO ODL PROGRAMMES IN THE SCHOOL OF CONTINUING TEACHER EDUCATION (SCTE)**

### **OP.1.3.1 Open Distance Learning (ODL)**

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

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

### **OP.1.3.2 ODL Examination opportunities**

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

### **OP.1.3.3 Admission to examinations**

According to Academic Rule A.2.4.2 and A3.4.2 any student who has obtained the required proof of participation and/or participation mark as prescribed will be admitted to the examination in the module concerned.

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

**OP.1.3.4 Participation mark**

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

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

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

**OP.1.3.5 Module mark**

A "module mark" is a mark calculated according to a formula which is determined from time to time for each module in terms of faculty rules, based on the participation mark and the examination mark awarded to a student in a module; provided that the weight of the participation mark in the above mentioned formula may not be less than 30% or more than 70%.

In calculating the module mark for all modules in the NPDE, ACE, PGCE and NPDE/ACE upgrade to BEd (except when stated otherwise in a particular curriculum), the participation mark carries a weight of 40% and the examination mark a weight of 60% towards the final module mark.

**OP.1.3.6 Unsatisfactory academic performance**

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

**OP.1.3.7 Termination of studies of ODL-students**

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

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

## OP.1.4 EVALUATION OF ACADEMIC LITERACY

In order to evaluate their ability to function in an academic environment, all undergraduate students who register at the University for the first time must report for a compulsory skills test in academic literacy, at a time and place determined by the University. The purpose of this test is to identify students who, due to inadequate academic skills, may fail to complete their study programme within the stipulated period.

Students have the option of writing the compulsory skills test in English or in Afrikaans. With the exception of students who are identified as borderline cases by the test, each student has only one opportunity to write the test. Students who are regarded as borderline cases, will be granted a second opportunity to write the test. It is the student's responsibility to establish his/her result within 14 days of writing the test and to register for the correct module and in the correct semester.

Students who are regarded as at-risk cases must register for the module AGLA111 [Afrikaans] or AGLE111 [English] depending upon the language in which the compulsory skills test was written. These modules are not calculated in terms of curriculum credits, but the credits earned in this way are regarded as additional credits.

Admission to the examination for AGLA111 / AGLE111 requires a participation mark of 35%. Students who are not admitted to the examination for AGLA111 / AGLE111 or who fail the relevant examination as well as two or more other modules, will have to be re-evaluated by the Evaluation Committee if they want to continue their studies in the following semester. In order to avoid the termination of studies, AGLA111/AGLE111 must be completed at the end of the student's second historic year, at the very latest.

Admission to the module AGLA121 / AGLE121, which is compulsory for all students who register at the University for the first time, requires that a student should first complete AGLA111 / AGLE111 and must obtain a mark of at least 40% for AGLA111 / AGLE111. The modules AGLA121 / AGLE121 constitute a value of 12 credits that form part of the curriculum for which the student has registered, and must be taken in the language in which the compulsory skills test and AGLA111 / AGLE111 were taken.

AGLA/E121 consists of three papers, viz. Academic Literacy, Computer and Information Skills and Reading Skills. There is a subminimum in each of the three components. The student must pass each of the three components in the same semester in which he/she has registered for the module in order to pass the module.

Students who failed the module AGLA111 / AGLE111, but were allowed to continue with AGLA121 / AGLE121 and who passed the examination in this module, may have the result of AGLA111 / AGLE111 condoned by the relevant School Director to allow for a pass mark in the module.

Students who have already successfully completed a module [s] / course[s] equivalent to AGLA111, 121 / AGLE111, 121 at another institution and can provide proof of this qualification, may apply in writing to the Head of the Centre for Academic and Professional Language Practice for formal recognition.

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

### **OP.1.5 WARNING AGAINST PLAGIARISM**

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

[http://www.puk.ac.za/opencms/export/PUK/html/beheer-bestuur/beleid-reels/WARNING\\_AGAINST\\_PLAGIARISM.pdf](http://www.puk.ac.za/opencms/export/PUK/html/beheer-bestuur/beleid-reels/WARNING_AGAINST_PLAGIARISM.pdf)

### **OP.1.6 CAPACITY STIPULATION**

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

### **OP.1.7 RECOGNITION OF PRIOR LEARNING**

Recognition of prior learning is done in accordance with Academic Rule A.2.3.2 (A.2.3.2. - A.2.3.2.4). Any student who fails a module must repeat the module in order to obtain a new participation mark. Classes must be attended and no exemption from class attendance will be granted in the event of timetable clashes.

### **OP.1.8 LANGUAGE POLICY AND INTERPRETING IN THE FACULTY (PROGRAMME SPECIFIC)**

The Language Policy of the NWU is available at the following web address:

<http://www.nwu.ac.za/webfmsend/24728>

- Contact classes for open distance learning programmes are offered in English.
- Study guides for open distance learning programme modules are available in English and Afrikaans. The student must indicate study guide language of preference on his/her registration form.

## OP.1.9 SCHOOLS IN THE FACULTY

School	Subject Group
School for Curriculum-based Studies	<ul style="list-style-type: none"> <li>○ African Languages for Education</li> <li>○ Afrikaans for Education</li> <li>○ Creative and Performing Arts for Education</li> <li>○ Computer Science Education</li> <li>○ Economic and Management Sciences Education</li> <li>○ English for Education</li> <li>○ Geography Education</li> <li>○ History Education</li> <li>○ Natural Sciences Education</li> <li>○ Technology for Education</li> <li>○ Training and Development</li> <li>○ Mathematics Education</li> </ul>
School of Education	<ul style="list-style-type: none"> <li>○ Comparative Education</li> <li>○ Curriculum Studies</li> <li>○ Early Childhood Development</li> <li>○ Education Management Leadership</li> <li>○ Education Law</li> <li>○ Education Theory</li> <li>○ Educational Psychology and Learner Support</li> <li>○ Life Orientation</li> <li>○ Movement Education</li> <li>○ Philosophy in Education</li> </ul>
School for Continuing Teacher Education	<ul style="list-style-type: none"> <li>○ Curriculum Studies</li> <li>○ Early Childhood Development</li> <li>○ Education Law</li> <li>○ Education Management Leadership</li> <li>○ Geography Education</li> <li>○ History Education</li> <li>○ Languages for Education</li> <li>○ Learner Support for Education</li> <li>○ Life Orientation and Movement Education</li> <li>○ Mathematics Education and Mathematic Literacy</li> <li>○ Technology and Computer Science Education</li> </ul>

## **OP.1.10 QUALIFICATIONS, PROGRAMMES AND CURRICULA**

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

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

### **OP.1.10.1 New ODL programmes (intended to be phased in from 2014)**

- Advanced Certificate in Teaching (ACT);
- Advanced Diploma in Education (ADE); and
- Advanced Diploma in Teaching (ADT).

The Faculty intends to offer the following diploma as from 2015:

- Postgraduate Diploma in Education (PGDE).



## OP.1.10.2 Qualifications, programmes and curriculums offered by SCTE

DIPLOMAS and CERTIFICATES				
Qualification	Programme and code	Curriculum and code	Mode of delivery	NQF level
<b>National Professional Diploma in Education (NPDE)</b>  <i>* Final intake for NPDE July 2014. NPDE must be phased out by 2018</i>	Foundation Phase (Grade R – 3): 469 100	Foundation Phase (Grade R – 3): O100P/M/V	ODL Cedar college Upington college APEE	5
	Intermediate and Senior Phase (Grade 4– 9): 469 101	Intermediate and Senior Phase (Grade 4– 9):O101P/M/V	ODL Cedar college Upington college APEE	5
	Senior and Further Education and Training Phase (Grade 7 – 12): 469 102	Senior and Further Education and Training Phase (Grade 7 – 12): O102P/M/V	ODL Cedar college Upington college APEE	5
<b>Advanced Certificate in Education (ACE)</b>  <b>NOTE:</b> <b>**Final intake for ACE is July 2014. ACE must be phased out by 2016.</b>  <b>**2013 is the last year in which students who enrol for the ACE may articulate into the BEdHons at NQF level 7, provided that they must have completed the ACE by 2015.</b>  <b>**From 2014 onwards students with an ACE must articulate into the ADE followed by the PGDE.</b>	English Education: 423 122	English Education: O433P/M	ODL Cedar college APEE	6
	Geography Education: 423 123	Geography Education: O434P/V	ODL APEE	6
	History Education: 423 124	History Education: O435P/V	ODL APEE	6
	Sciences Education: 423 125	Science Education (FET Band): O436P	Sediba	6
	Sciences Education: 423 125	Science Education (GET Band): O437P /V	Sediba	6
	Professional Education Development: 423 129	Foundation Phase: O445P	ODL Upington college APEE	6
	Professional Education Development: 423 129	Intermediate and Senior Phase: O446P	ODL Upington college APEE	6
	Professional Education Development: 423 129	Life Orientation: O447P/M/V	ODL Cedar college APEE	6
	Professional Education Development: 423 129	Mathematical Literacy: O444P//M/V	ODL APEE	6
	Learner Support: 423 130	Learner Support: O430P//M/V	ODL	6
	Setswana Education: 423 131	Setswana Education: O439P/M	ODL	6
	Mathematics Education: 423 134	Mathematics Education (FET Band): O442P/V	Sediba	6
	Mathematics Education: 423 134	Mathematics Education (GET Band): O443P/V	ODL APEE	6
	Technology Education: 423 136	Technology Education: O426P/M	ODL APEE	6
	Curriculum and Professional Development: 423 137	Curriculum and Professional Development: O429P/M	ODL	6
	School Leadership: 423 138	School Leadership: O432P/M	ODL	6
	Movement Science Education 423 121	Movement Science Education O440P	ODL APEE	6

<b>NPDE/ACE UPGRADE TO A FIRST BACHELOR DEGREE</b>				
<b>Qualification</b>	<b>Programme and code</b>	<b>Curriculum and code</b>	<b>Mode of delivery</b>	<b>NQF level</b>
<b>Baccalaureus Educationis (BEd) 240 credit curriculums – Upgrade from NPDE</b>  <b>**Final intake for BEd upgrade is July 2014.</b>	Foundation Phase 422 100	Foundation Phase O201P	ODL	6
	Intermediate & Senior Phase 422 101	Geography and Life Orientation O204P	ODL	6
		English and Geography O206P	ODL	6
		English and Life Orientation O202P	ODL	6
		Mathematics and Life Orientation O203P	ODL	6
		Mathematics and Geography O209P	ODL	6
<b>Baccalaureus Educationis (BEd) 120 credit curriculums – Upgrade from ACE</b>  <b>**Final intake for BEd upgrade is July 2014.</b>	Foundation Phase 422 100	Foundation Phase O202P	ODL	6
	Intermediate & Senior Phase 422 101	English and Geography O211P	ODL	6
		English and Life Orientation O212P	ODL	6
		Mathematics and Life Orientation O210P	ODL	6
<b>HONOURS DEGREE</b>				
<b>Qualification</b>	<b>Programme and code</b>	<b>Curriculum and code</b>	<b>Method of delivery</b>	<b>NQF level</b>
<b>Honores Baccalaureus Educationis (BEdHons)</b>  <b>**For Rules &amp; Regulations regarding the BEdHons, consult the Honours &amp; Postgraduate programmes Calendar</b>  <b>**Final intake for these 4 BEdHons curricula Oct 2015 – curricula must be phased out by 2018</b>	Teaching and Learning 464 120	General Teaching and Learning O601P	ODL	7
	Teaching and Learning 464 120	Mathematics Education O607P	ODL	7
	Education Management, Law and Systems 464 121	Education Management, Law and Systems O608P	ODL	7
	Educational Psychology 464 122	Learner Support O610P	ODL	7

**ODL:** Open Distance Learning (OLG, bursary- and “flexi” students)  
**APEE:** Academy for Professional Educator Enhancement

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

### **OP.1.11.1 Final intake and articulation of the NPDE**

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

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

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

Alternatively, students who hold an NPDE may articulate to a BED degree through the upgrade programme, provided the minimum requirements for the BED upgrade are met.

### **OP.1.11.2 Purpose of the programme**

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

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

### **OP.1.11.3 Minimum and maximum duration of study**

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

### **OP.1.11.4 Admission requirements for the qualification**

A Matriculation Certificate (Grade 12, REQV 10) with at least 5 years applicable teaching experience to register for the first year of the NPDE.

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

The student must occupy a full time teaching position throughout the duration of his/her study.

#### **OP.1.11.4.1 Specific requirements for the NPDE Foundation phase**

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

#### **OP.1.11.4.2 Specific requirements for the Mathematics specialization**

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

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

#### **OP.1.11.5 Generic Qualification outcomes**

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

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

**OP.1.11.6 List of modules**

<b>Module code</b>	<b>Descriptive Name</b>	<b>Pre-requisites</b>	<b>Credits</b>
AFDN 125	Vakdidaktiek Afrikaans	None	16
AFDN 325	Vakdidaktiek Afrikaans	None	16
AFRN 125	Afrikaans: Interpretasie en Redigering: Spelling en Woordeboekgebruik	None	8
AFRN 315	Afrikaans: Woord- en Sinsbou, Variëteite en Style	None	8
AFRN 325	Afrikaans: Eietydse Literêre Tekste: Interpretasie en Waardering	None	8
AGDN 125	School readiness and Perceptual skills in the Foundation Phase	None	16
AGDN 325	Foundation Phase Studies	AGDN 125	16
AKPN 125	Afrikaans Moedertaalkommunikasie	None	8
AKPN 126	Afrikaans Nie-Moedertaalkommunikasie	None	8
AKPN 315	Afrikaans Moedertaalkommunikasie	AKPN 125	8
AKPN 316	Afrikaans Nie-Moedertaalkommunikasie	AKPN 126	8
AKPN 325	Afrikaans Moedertaalkommunikasie	AKPN 315	8
AKPN 326	Afrikaans Nie-Moedertaalkommunikasie	AKPN 316	8
CLFE 115	Computer Literacy for Educators	None	8
EDMN 315	Education Management and Development	None	8
EDSN 125	English Didactics	None	16
EDSN 325	English Didactics	None	16
EDVN 125	Anti-racism, Education Law and Values	None	8
EGPN 125	English Linguistics for the English Teacher	None	8
EGPN 315	An Introduction to English Drama and Novel	None	8
EGPN 325	English	None	8
ENTN 315	Entrepreneurship for Educators	None	8
ESPN 125	English Communication	None	8
ESPN 315	English Communication	ESPN 125	8
ESPN 325	English Communication	ESPN 315	8
FPUN 125	Foundation Phase Studies: Literacy	None	8
FPUN 315	Foundation Phase Studies	None	8
FPUN 325	Foundation Phase Studies: Life Skills	None	8
GFPN 125	Africa and Population Geography	None	8
GFPN 315	Geography: Rural and Urban Settlements	None	8
GFPN 325	Geomorphology and Environmental Geography	None	8
GFXN 125	Geography Didactics	None	16
GFXN 325	Geography Didactics	None	16
GSAN 125	South African History (1652-1854)	None	8
GSAN 315	South African History (1835-1920)	None	8
GSAN 325	History: Political Developments in SA (1910-1948)	None	8
GSXN 125	History Didactics	None	16

GSXN 325	History Didactics	None	16
HSCN 319	Social Sciences: Learning Area	None	8
LBAR 125	Understanding Barriers to Learning	None	8
LDIS 315	Learners with Physical Disabilities	None	8
LIEP 125	Learner Support	None	16
LOCN 319	Life Orientation: Learning Area	None	8
LPRO 325	Emotional and Socio-economic Problems as Barriers to Learning	None	8
LREM 325	Learning Impairments & Difficulties as Barriers to Learning	None	16
NWCN 319	Natural Science: Learning Area	None	8
OPAN 315	Teaching Studies	None	8
RPLL 111	Recognition of Prior Learning	None	48
RPLL 271	Recognition of Prior Learning	None	128
TECK 315	The Learning Area: Technology	None	8
TSCN 125	Setswana Communication (m)	None	8
TSCN 315	Setswana Communication (m)	TSCN 125	8
TSCN 325	Setswana Communication (m)	TSCN 315	8
TSMN 125	Setswana	None	8
TSMN 315	Setswana	TSMN 125	8
TSMN 325	Setswana	TSMN 315	8
TSNN 125	Setswana Communication (nm)	None	8
TSNN 315	Setswana Communication (nm)	TSNN 125	8
TSNN 325	Setswana Communication (nm)	TSNN 315	8
TVXN 125	Setswana Didactics	None	16
TVXN 325	Setswana Didactics	None	16
WAPN 125	General Mathematics	None	8
WAPN 325	General Mathematics	WAPN 125	8
WIPN 126	Algebra: Elementary Functions and Number Systems (GET band)	None	8
WIPN 315	Mathematics: Elementary Statistics	None	8
WIPN 325	Mathematics: Trigonometry & Analytical Geometry	None	8
WSXN 125	Mathematics Didactics: Algebra	None	16
WSXN 325	Mathematics Didactics: Geometry	None	16

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

<b>Module code</b>	<b>Module name</b>	<b>Credits</b>
<b>Afrikaans</b>		
AFRN 125	Afrikaans: Interpretasie & Redigering; Spelling & Woordeboekgebruik	8
AFDN 125	Vakdidaktiek Afrikaans: Inleidende Praktykgerigte Afrikaansonderrig	16
AFRN 315	Afrikaans: Woord- en Sinsbou, Variëteite en Style	8
AFRN 325	Afrikaans: Eietydse Literêre Tekste: Interpretasie en Waardering	8
AFDN 325	Vakdidaktiek Afrikaans: Praktykgerigte Afrikaansonderrig	16
<b>English</b>		
EGPN 125	English: Teaching English across the Curriculum	8
EDSN 125	English Didactics	16
EGPN 315	English: An Introduction to English Literature	8
EGPN 325	English: Literature for the Teacher	8
EDSN 325	English Didactics	16
<b>Setswana</b>		
TSMN 125	Thutapua le Dithlwangwa	8
TVXN 125	Didaktiki ya Setswana	16
TSMN 315	Thutapua, Dinoane le Dithlwanga	8
TSMN 325	Thutapua le Dithlwangwa	8
TVXN 325	Didaktiki ya Setswana	16
<b>Mathematics (See special requirements 1.11.4.2)</b>		
WIPN 126	Algebra: Elementary Functions and Number Systems (GET band)	8
WSXN 125	Mathematics Didactics: Algebra	16
WIPN 315	Mathematics: Elementary Statistics	8
WIPN 325	Mathematics: Trigonometry and Analytical Geometry	8
WSXN 325	Mathematics Didactics: Geometry	16
<b>History</b>		
GSAN 125	History: Inter-Group Relations in South Africa: 1652 - 1854	8
G SXN 125	History Didactics	16
GSAN 315	British Imperialism and Afrikaner & Black Reaction: 1836–1910	8
GSAN 325	History: Political Development in South Africa (1910 – 1948)	8
G SXN 325	History Didactics	16
<b>Geography</b>		
GFPN 125	Geography: Africa and Population Geography	8
GFXN 125	Geography Didactics	16
GFPN 315	Geography: Settlement Geography	8
GFPN 325	Geography: Geomorphology and Environmental Geography	8
GFXN 325	Geography Didactics	16
<b>Learner Support</b>		
LBAR 125	Understanding Barriers to Learning	8
LIEP 125	Learner Support	16
LDIS 315	Learners with Physical Disabilities	8
LPRO 325	Emotional and Socio-economic Problems as Barriers to Learning	8
LREM 325	Learning Impairments and Difficulties as Barriers to Learning	16

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

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

*Students specialising in the Foundation Phase acquire the following credits:*

**Year Level 1:** a) 104 credits from modules in the compulsory section and  
b) 24 credits from core modules.

(Foundation Phase Studies are compulsory for this curriculum.)

**Year Level 2:** RPL 128 credits

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

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

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

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

**See curriculum O100P/M/V**

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

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

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

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

**Year Level 2:** RPL 128 credits

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

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

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

**See curriculum O101P/M/V**

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

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

*Students specialising in the FET Phase acquire the following credits:*

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

**Year Level 2:** RPL 128 credits

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

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

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

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

**See curriculum O102P/M**



**Compilation of curriculum O100P/M/V: NPDE in Foundation Phase**

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

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

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

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

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

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

### **OP.1.12.1 Final intake and articulation of the ACE**

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

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

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

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

### **OP.1.12.2 Purpose of the programme**

The ACE is a flexible NQF Level 6 qualification aimed at providing educators with an opportunity to either upgrade and enrich their existing knowledge in a particular area of specialisation, or change their area of specialisation. The former might become necessary due to new developments in an area of study while the latter may be a response to changing national needs or a need for a change in career path. The ACE is open to candidates who are already in possession of an approved Level 5 qualification in the field of education, training and development, and creates additional opportunities for further study at NQF Level 7. Candidates should note that the ACE will be phasing out from 2014 as it is not part of the qualification structure of the new HEQF.

### **OP.1.12.3 Minimum and maximum duration of study**

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

### **OP.1.12.4 Admission requirements for the qualification**

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

#### **OP.1.12.4.1 Specific requirements for different ACE specialisations**

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

### **OP.1.12.5 Qualification outcomes**

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

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

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

#### OP.1.12.6 List of modules

Module code	Descriptive Name	Credits
AGSK 512	African History	16
ASDK 522	Applied Subject Didactical aspects of English	16
ATEK 511	Advanced Thematic Studies for English in Education	16
BOPK 511	Presentation of Movement Education in Schools	16
CDEK 511	Construction and Deconstruction in English Education	16
EDDM 511	Basic Classroom Research	12
EDIM 511	Familiarity with Technology Education	12
EDIM 512	Resources and Technology	12
EDIM 513	Materials, Graphics and Technology	12
EDIM 524	Technology, People and Society	12
EDIM 525	Energy and Technology	12
EDIM 526	Teaching and Learning Strategies for Technology Education	24
EDIM 579	Guided Field Project	24
EDSM 511	Professional Growth and Development	12
EDSM 522	Human Relations and School Development	12
EDSM 523	Administration of and Participation in Extra-curricular and Co-curricular Activities	6
EDSM 524	School and Personnel Management	6
EDSM 525	Decision-making and Accountability	12
EDSM 526	Leadership, Communication and Service	12
EDSM 527	Education Management and Development	12
EDTM 511	Creation of Positive Learning Environment	12
EDTM 512	Knowledge of Curriculum and Learning Programmes	12
EDTM 513	Curriculum & the Administration of Resources & Records	6
EDTM 514	Lesson Planning, Preparation and Presentation	6
EDTM 515	Assessment and Learner Achievement	12
EUCE 511	End User Computing for Educators	8
FROF 571	Foundation Phase OBE: Introduction	32

<b>Module code</b>	<b>Descriptive Name</b>	<b>Credits</b>
FROG 571	Foundation Phase OBE: Application	32
FROL 571	Foundation Phase Technology	32
FROP 571	OBE and the Language Classroom	32
FROS 571	Classroom Planning with the NCS	32
FSET 511	Foundation studies in Education	8
GBGK 511	Population Geography and Urban Geography	16
GGGK 521	Subject Didactics of Geography B	16
GKLG 521	Climatology and Geomorphology	16
GSGK 511	Subject Didactics of Geography A	16
HIVA 521	HIV/AIDS: Legislation, Counselling and Support	8
LOBO 571	Citizenship Education	32
LOCK 571	Personal Well-being: Physical Health and Recreation	32
LOHA 571	Personal Well-being: Health and Aids	32
LSDL 528	Disabilities and Learning Difficulties in Education	16
LSED 518	Emotional and other Difficulties in Education	16
LSIE 518	Inclusive Education: A Policy Perspective	16
LSSH 528	Social and Health Issues in Education	16
MLED 572	Didactics of Mathematical Literacy	32
MLED 574	Mathematical Literacy in Context	32
MLED 575	Mathematics in Context I	32
MLED 576	Mathematics in Context II	32
NCHK 511	Chemistry for Science Education A	16
NCHK 521	Chemistry for Science Education B	16
NDNK 512	Didactics of Physics	8
NDNK 522	Didactics of Chemistry	8
NDSK 521	Didactics of Science Intermediate Phase	16
NDWK 522	Didactics of Mathematics (GET Band)	16
NEBK 511	The Earth and Beyond for Science	16
NECK 521	Energy and Change for Science	16
NFSK 511	Physics for Science Education	16
NFSK 521	Electricity for Science Education	16
NLLK 511	Life and Living for Science	16
NMMK 521	Matter and Materials for Science	16
NVMI 521	Introduction in Research Methods	8
NWPK 511	Development of Number sense (GET Band)	16
NWPK 512	Fundamentals of Algebra(GET Band)	16
NWPK 521	Geometric Thinking (GET Band)	16
NWPK 522	Graphs and Data Analysis (GET Band)	16
NWSK 513	Mathematics for ACE IA	16
NWSK 514	Mathematics for ACE IB	16
NWSK 523	Mathematics for ACE IIA	16

<b>Module code</b>	<b>Descriptive Name</b>	<b>Credits</b>
NWSK 524	Mathematics for ACE IIB	16
NWSK 525	Mathematics for ACE IIC	16
ORAK 511	Education Law, Systems and Management A	8
ORAK 521	Education Law, Systems and Management B	8
ORLK 511	Teaching and Learning A	8
ORLK 521	Teaching and Learning B	8
PCDG 572	Manage Policy, Planning, School Development and Governance	20
PCLM 521	School Leadership and Management In The South African Context	10
PCMP 571	Lead and Manage People	20
PCPO 522	Portfolio to Demonstrate School Management and Leadership	10
PCSR 571	Manage Organisational Systems, Physical and Financial Resources	20
PCTL 572	Manage Teaching and Learning	20
PELP 512	Lead and Manage a Learning Area, Subject or Phase	12
PEMA 512	Moderate Assessment	10
PEMM 512	Mentor school managers	12
PEPA 512	Plan and Conduct Assessment	15
PFCL 521	Basic Computer Literacy in School Management	10
PFLS 511	Language Skills in School Management and Leadership	6
SANK 521	Sport Science: Emergency First Aid, Sport Injuries & Coaching	16
SDEK 522	Subject Didactical Aspects of English	16
SPKK 511	A Multi-disciplinary Perspective on Sport	16
SPRK 521	General Sport and Recreation Principles	16
SSGK 521	South African History (1948-1994)	16
SVDK 511	Applied Educational Didactical Aspects in Setswana: Intermediate and Senior Phase	16
SVDK 522	Applied Subject Didactics for Setswana Teaching	16
SWHK 511	Advanced Setswana Language	16
SWHK 521	Advanced Educational Literary Studies in Setswana	16
TECH 571	Intermediate & Senior Phase Technology	32
VGAK 511	Subject Didactics of History A	16
VGBK 521	Subject Didactics of History B	16

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

**OP.1.12.7.1 Curriculum outcomes**

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

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

**OP.1.12.7.2 Compilation of curriculum O433P/M**

First semester		Second semester	
Module code	Cr	Module code	Cr
ORAK 511	8	ORAK 521	8
FSET 511	8	NVMI 521	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
CDEK 511	16	SDEK 522	16
ATEK 511	16	ASDK 522	16
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total credits for the curriculum</b>			<b>128</b>

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

**OP.1.12.8.1 Curriculum outcomes**

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

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



**OP.1.12.8.2 Compilation of curriculum O434P/V**

First semester		Second semester	
Module code	Cr	Module code	Cr
ORAK 511	8	ORAK 521	8
FSET 511	8	NVMI 521	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
GSGK 511	16	GKLG 521	16
GBGK 511	16	GGGK 521	16
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total credits for the curriculum</b>			<b>128</b>

**OP.1.12.9 Advanced Certificate in Education: History Education (423 124)****OP.1.12.9.1 Curriculum outcomes**

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

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

**OP.1.12.9.2 Compilation of curriculum O435P/V**

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

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

**OP.1.12.10.1 Curriculum outcomes**

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

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

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

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

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

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

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

**OP.1.12.10.3 Compilation of curriculum O436P**

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

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

**OP.1.12.11.1 Curriculum outcomes**

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

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

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

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

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

- a) three year teaching diploma for the primary school with specialisation in Sciences; **OR**
- b) three year teaching diploma **and** at least three years teaching experience in the field of Sciences in the General Education and Training band.

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

**OP.1.12.11.3 Compilation of curriculum O437P/V**

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

**OP.1.12.12 Advanced Certificate in Education: Professional Education Development**

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

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

**OP.1.12.12.2 Curricula for the ACE in Professional Education Development**

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

**1.12.12.2.1.1 Curriculum outcomes**

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

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

**1.12.12.2.1.2 Compilation of curriculum O445P**

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

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

**1.12.12.2.2.1 Curriculum outcomes**

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

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

effective functioning in groups and effective didactical skills) in terms of teaching and learning in the Intermediate & Senior Phase;

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

#### 1.12.12.2.2 Compilation of curriculum O446P

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

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

##### 1.12.12.2.3.1 Curriculum outcomes

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

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

### 1.12.12.2.3.2 Compilation of curriculum O447P//M/V

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

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

#### 1.12.12.2.4.1 Curriculum outcomes

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

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

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

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

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

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

YEAR 1		YEAR 2	
Module code	Cr	Module code	Cr
FSET 511	8	MLED 576	32
ORLK 511	8	MLED 574	32
EUCE 511	8		
ORAK 511	8		
MLED 575	32		
MLED 572	32		
<b>Total 1<sup>st</sup> year</b>	<b>96</b>	<b>Total 2<sup>nd</sup> year</b>	<b>64</b>
<b>Total credits for the curriculum</b>			<b>160</b>

**Curriculum for students in possession of 480 credits**

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

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

***This curriculum is only offered in Namibia***

**OP.1.12.13.1 Curriculum outcomes**

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

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

**OP.1.12.13.2 Compilation of curriculum O430P/M/V**

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

**OP.1.12.14 Advanced Certificate in Education: Setswana Education (423 131)****OP.1.12.14.1 Curriculum outcomes**

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

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

**OP.1.12.14.2 Compilation of curriculum O439P/M**

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



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

**OP.1.12.15.1 Curriculum outcomes**

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

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

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

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

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

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

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

**OP.1.12.15.3 Compilation of curriculum O442P/V**

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

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

**OP.1.12.16.1 Curriculum outcomes**

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

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

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

Candidates are considered for *admission* if they:

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

**OP.1.12.16.3 Compilation of curriculum O443P/V**

First semester		Second semester	
Module code	Cr	Module code	Cr
FSET 511	8	NVMI 521	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
NWPK 511	16	NWPK 521	16
NWPK 512	16	NWPK 522	16
		NDWK 522	16
<b>Total 1<sup>st</sup> semester</b>	<b>56</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>
<b>Total credits for the curriculum</b>			<b>128</b>

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

**OP.1.12.17.1 Curriculum outcomes**

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

- a) demonstrate theoretical knowledge of and insight into relevant aspects of teaching and learning in the area of Technology Education;
- b) demonstrate relevant professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making; effective functioning in groups and effective didactical skills) in the field of Technology Education;

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

**OP.1.12.17.2 Compilation of curriculum O426P/M**

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

**OP.1.12.18 Advanced Certificate in Education: Curriculum & Professional Development (423 137)**

**OP.1.12.18.1 Curriculum outcomes**

After completion of the ACE in Curriculum and Professional Development, the student will:

- a) demonstrate conceptual knowledge and certain professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making; effective functioning in groups and effective didactical skills) in the field of Curriculum and Professional Development;
- b) strive to implement certain values (amongst others, excellence in education practice, continuous professional development and integrity in the education environment) within his/her area of specialisation and in classroom practice.
- c) demonstrate practical competence in selecting, designing, planning, implementing and evaluating appropriate and effective projects, as well as procedures and/ or programmes relevant to Curriculum and Professional Development;
- d) demonstrate a commitment to
  - high standards in curriculum practice.
  - ongoing professional improvement regarding management of educational institutions;
- e) demonstrate the capacity to critically analyse relevant materials, resources and practices regarding education aspects as in the light of a conceptual understanding of this particular specialist area; and
- f) implement contemporary trends in core educational aspects such as the NCS (National Curriculum Statement), CASS (Continuous Assessment) and education leadership.

**OP.1.12.18.2 Faculty specific rules: ACE in Curriculum & Professional Development**

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

**OP.1.12.18.3 Compilation of curriculum O429P/M**

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

**OP.1.12.19 Advanced Certificate in Education: School Leadership (423 138)**

**OP.1.12.19.1 Curriculum outcomes**

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

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

**OP.1.12.19.2 Faculty specific rules for the ACE in School Leadership**

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

**OP.1.12.19.3 Compilation of curriculum O432P/M**

Year 1		Year 2	
Module Code	Cr	Module Code	Cr
PCLM 521	10	PFLS 511	6
PCMP 571	20	PCSR 571	20
PCTL 572	20	PCDG 572	20
		PCPO 522	10
PEMM 512*	12	PELP 512*	12
<b>Total credits year level 1</b>	<b>62</b>	<b>Total credits year level 2</b>	<b>68</b>
<b>Total credits for curriculum O432P/M</b>			<b>130</b>
Elective modules			
*PELP 512 and PEMM 512 are the only two elective modules available at the NWU and therefore part of the fixed curriculum.	PELP 512	12	
	PEMM 512	12	
	PFCL 521	10	
	PEPA 512	15	
	PEMA 512	10	

**OP.1.12.20 Advanced Certificate in Movement Science Education (423 121)**

**OP.1.12.20.1 Curriculum outcomes**

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

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

**OP.1.12.20.2 Compilation of curriculum O440P**

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

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

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

The final year for student intake for the BEd upgrade programme is 2014. These students must have completed the programme by July 2016.

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

### **OP.1.13.2 Purpose of the programme**

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

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

### **OP.1.13.3 Minimum and maximum duration of study**

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

### **OP.1.13.4 Admission requirements for the qualification**

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

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

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

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

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

#### **OP.1.13.5 Qualification outcomes**

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

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

- candidates demonstrate that they can function responsibly within the education system, an institution, and the community in which the institution is located; and
- demonstrate a respect for and commitment to the educator profession.

#### OP.1.13.6 List of modules

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



<b>Module code</b>	<b>Descriptive Name</b>	<b>Pre-requisites</b>	<b>Credits</b>
LITH 223	Literacy Home Language: English	none	8
LITH 313	Literacy Home Language: English	none	8
LITH 423	Literacy Home Language: English	none	8
LLOD 321	Life Orientation Methodology: Int Phase	none	8
LLOD 411	Subject Didactics: Life Orientation	none	16
LLOD 421	Subject Didactics: Life Orientation	none	16
LORE 211	Life Orientation	none	16
LORE 311	Life Orientation	none	16
LORE 321	Life Orientation	none	16
LSKA 322	Life Skills: Art	none	8
LSKE 321	Life Skills: Environmental Studies	none	8
LSKH 221	Life Skills: Health Education	none	8
LSKM 121	Life Skills: Music	none	8
LSKP 311	Life Orientation: Physical Education	none	8
LSKR 111	Life Skills: Culture and Religion	none	8
MALA 211	Learning Area Mathematics: Development of Number Systems	none	16
MALA 221	Learning Area: Mathematics	none	16
MALA 311	Learning Area Mathematics: Data Handling and Functional Relationships	none	16
MALA 321	Learning Area Mathematics: Measurement, Space and Shape	none	16
MATD 211	Mathematics Methodology: Snr Phase	none	8
MATD 312	Mathematics Methodology: Int Phase	none	8
MATD 413	Mathematics Methodology: Int Phase	none	16
NFPF 111	Numeracy	none	8
NFPF 221	Numeracy	none	8
NFPF 321	Numeracy	none	16
NFPF 411	Numeracy	none	8
PPSE 411	Pre-Primary School Education: Grade R	none	8
PPSE 421	Pre-Primary School Education: Organisation and Administration	none	8
RESF 411	Research in Education	none	8
RESF 421	Research Project	RESF 411	8
SMLO 421	School Media Librarianship	none	8
TECF 321	Technology Studies	none	8

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

**OP.1.13.7.1 Foundation Phase 240 credit Curriculum (O201P)**

*3<sup>rd</sup> and 4<sup>th</sup> year of the BEd*

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

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

**OP.1.13.7.2 Foundation Phase 120 credit Curriculum (O202P)**

*4<sup>th</sup> year of the BEd*

FIRST SEMESTER		SECOND SEMESTER	
Module Code	Cr	Module Code	Cr
EDCC 212	8	EDCC 411	8
EDCC 312	8	EDCC 412	8
LITG 211	8	EDCC 421	8
LSKH 221	8	LSKM 121	8
LSKP 311	8	NFPF 221	8
PPSE 411	8	PPSE 421	8
RESF 411	8	RESF 421	8
LITH 313	8		
<b>Total 1<sup>st</sup> semester year level 3</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester year level 4</b>	<b>56</b>
<b>TOTAL for Curriculum</b>			<b>120</b>

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

**OP.1.13.8.1 Intermediate and Senior Phase 240 credit Curriculums**

**OP.1.13.8.1.1 English and Life Orientation (O202P)**

*3<sup>rd</sup> and 4<sup>th</sup> year of the BEd*

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

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

**OP.1.13.8.1.2 Mathematics and Life Orientation (O203P)**

*3<sup>rd</sup> and 4<sup>th</sup> year of the BEd*

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

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

**OP.1.13.8.1.3 Geography and Life Orientation (O204P)**

*3<sup>rd</sup> and 4<sup>th</sup> year of the BEd*

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

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

**OP.1.13.8.1.4 English and Geography (O206P)**

*3<sup>rd</sup> and 4<sup>th</sup> year of the BEd*

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

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

**OP.1.13.8.1.5 Mathematics and Geography (O209P)**

*3<sup>rd</sup> and 4<sup>th</sup> year of the BEd*

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

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



**OP.1.13.8.2 Intermediate and Senior Phase 120 credit Curriculums**

**OP.1.13.8.2.1 Mathematics and Life Orientation (O210P)**

4<sup>th</sup> year of the BEd

FIRST SEMESTER		SECOND SEMESTER	
Module Code	Cr	Module Code	Cr
EDCC 212	8	EDCC 312	8
EDCC 411	8	EDCC 412	8
MALA 311	16	MALA 321	16
		MATD 312	8
LORE 211	16	LORE 311	16
RESF 411	8	RESF 421	8
<b>Total 1<sup>st</sup> semester year level 4</b>	<b>56</b>	<b>Total 2<sup>nd</sup> semester year level 4</b>	<b>64</b>
<b>TOTAL for Curriculum</b>			<b>120</b>

**OP.1.13.8.2.2 English and Geography (O211P)**

4<sup>th</sup> year of the BEd

FIRST SEMESTER		SECOND SEMESTER	
Module Code	Cr	Module Code	Cr
EDCC 212	8	EDCC 312	8
EDCC 411	8	EDCC 412	8
ENGE 122	16	ENGE 221	16
ENGE 321	16	GEOE 221	16
GEOE 211	16		
RESF 411	8	RESF 421	8
<b>Total 1<sup>st</sup> semester year level 4</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester year level 4</b>	<b>56</b>
<b>TOTAL for Curriculum</b>			<b>128</b>

**OP.1.13.8.2.3 English and Life Orientation (O212P)***4<sup>th</sup> year of the BEd*

<b>FIRST SEMESTER</b>		<b>SECOND SEMESTER</b>	
<b>Module Code</b>	<b>Cr</b>	<b>Module Code</b>	<b>Cr</b>
EDCC 212	8	EDCC 312	8
EDCC 411	8	EDCC 412	8
ENGE 122	16	ENGE 221	16
LORE 211	16	LORE 311	16
ENGE 321	16		
RESF 411	8	RESF 421	8
<b>Total 1<sup>st</sup> semester year level 4</b>	<b>72</b>	<b>Total 2<sup>nd</sup> semester year level 4</b>	<b>56</b>
<b>TOTAL for Curriculum</b>			<b>128</b>

**OP.2 MODULE OUTCOMES****OP.2.1 NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (NPDE)**

<b>Module code: AFDN 125</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 5</b>
<b>Titel: Vakdidaktiek Afrikaans</b>			
Module-uitkomst: Na suksesvolle afhandeling van hierdie module behoort die student: <ul style="list-style-type: none"> <li>kennis te demonstreeer van die UGO-benadering, veral t.o.v. die Taal-leerarea Afrikaans;</li> <li>geskikte leermateriaal vir UGO-leerervarings binne verskillende kontekste saam te stel en aan te wend tydens fasilitering;</li> <li>kritieke uitkomst, spesifieke uitkomst en leeruitkomst (soos deur die Beleidsdokument en Nuwe Hersiene Kurrikulumverklaring voorgestel) in leerervarings in te sluit;</li> <li>leerders tot die bemeestering van relevante kennis, vaardighede, houdings en waardes te begelei; en</li> <li>as rolmodel op te tree in die begeleiding van leerders tot volwassenheid.</li> </ul>			
Metode van aflewering: Oop afstandsl eer, Cedar College, Upington College, APEE			
Assesseringsmetodes: Formatief (40%) en Summatief (eksamen) 60%			

<b>Module code: AFDN 325</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 5</b>
<b>Titel: Vakdidaktiek Afrikaans</b>			
Module-uitkomst: Na suksesvolle afhandeling van hierdie module behoort die student: <ul style="list-style-type: none"> <li>kennis en insig te demonstreeer van die toepassing van UGO-beginsels asook relevante kommunikasie- en taalvaardighede t.o.v. die Taal-leerarea Afrikaans;</li> <li>geskikte leermateriaal vir UGO-leerervarings binne verskillende kontekste saam te stel en aan te wend tydens fasilitering;</li> <li>relevante kritieke uitkomst, spesifieke uitkomst en leeruitkomst (in leerervarings in te sluit;</li> <li>leerders tot die bemeestering van relevante kennis, vaardighede, houdings en waardes te begelei; en</li> <li>as rolmodel op te tree in die begeleiding van leerders tot volwassenheid.</li> </ul>			
Metode van aflewering: Oop afstandsl eer, Cedar College, Upington College, APEE			
Assesseringsmetodes: Formatief (40%) en Summatief (eksamen) 60%			

<b>Module code: AFRN 125</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
<b>Titel: Afrikaans: Interpretasie en Redigering; Spelling en Woordeboekgebruik</b>			
Module-uitkomst: Na suksesvolle afhandeling van hierdie module behoort die student: <ul style="list-style-type: none"> <li>bewys te lewer van kennis van aspekte van Afrikaanse spelreëls wat 'n hoë gebruiksfrekwensie het, of wat in Afrikaanse woorde met 'n hoë gebruiksfrekwensie 'n bepalende rol speel;</li> <li>kennis van spesifieke aspekte van die Afrikaanse spelsisteme te gebruik om eie en leederskrystukke te assesser en te redigeer;</li> <li>die korrektheid van verskillende spelvorme te beoordeel;</li> <li>woordeboeke effektief te gebruik om tekste te ontsluit en te interpreteer, eie teks te skep en leederskrystukke te assesser en te redigeer; en</li> <li>relevante inligting oor die gebruiksfere en gebruiksmoontlikhede van Afrikaanse woorde uit woordeboeke te bekom en in die skep en redigering van tekste toe te pas.</li> </ul>			
Metode van aflewering: Oop afstandsl eer, Cedar College, Upington College, APEE			
Assesseringsmetodes: Formatief (40%) en Summatief (eksamen) 60%			

<b>Module code: AFRN 315</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF level: 5</b>
<b>Titel: Afrikaans: Woord- en Sinsbou, Variëteite en Style</b>			
<p>Module-uitkomst: Na suksesvolle afhandeling van hierdie module behoort die student:</p> <ul style="list-style-type: none"> <li>• bewys te lewer van kennis en begrip ten opsigte van die waarde, vorm en funksies van standaard- en nie-standaardtaal in die algemeen en van Afrikaans in die besonder;</li> <li>• die gepastheid van spesifieke standaard- en nie-standaardtaalvorme binne bepaalde kontekste te beoordeel;</li> <li>• bewys te lewer van kennis van en toepassingsvaardigheid ten opsigte van bepaalde hoë-funksie woord- en sinsbouvorme van Afrikaans;</li> <li>• relevante studiemateriaal en teks selfstandig te bestudeer, analiseer, beoordeel en toepas;</li> <li>• die vorm en funksie van Standaardafrikaans te beskryf en te beoordeel;</li> <li>• die gepastheid van die gebruik van verskillende Afrikaanse variëteite (standaard- en nie-standaardvariëteite, registers en style) binne 'n verskeidenheid sosiale situasies en in 'n verskeidenheid tekste te beoordeel.</li> <li>• toepaslike rolle van opvoeders (vgl. onder andere die rol van lewenslange leerder, van pastor, van fasiliteerder en assesseeerder van leer) ten opsigte van, of in verband met, die leerinhoud van hierdie module te vervul;</li> <li>• sinvol aan die gesprek oor die wenslikheid van standaardtaal as onderrigmedium te kan deelneem.</li> </ul>			
Metode van aflewering: Oop afstandsl eer, Cedar College, Upington College, APEE			
Assesseringsmetodes: Formatief (40%) en Summatief (eksamen) 60%			

<b>Module code: AFRN 325</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
<b>Titel: Afrikaans: Eietydse Literêre Tekste: Interpretasie en Waardering</b>			
<p>Module-uitkomst: Na suksesvolle afhandeling van hierdie module behoort die student:</p> <ul style="list-style-type: none"> <li>• die verskillende rolle van die onderwyser te integreer met Afrikaanse letterkunde-onderrig op skool;</li> <li>• voorbeeldtekste uit die eietydse Afrikaanse poësie-, prosa- en dramakuns as literêre kunswerke te ontsluit en waardeer;</li> <li>• kennis van toepaslike literêre aspekte in die ontsluiting van bogenoemde genres te demonstreer deur letterkundige tekste binne die skoolsituasie vir die leerders toeganklik te maak;</li> <li>• die insig wat literêre tekste bied in menslike ervarings, intermenslike verhoudings en menslike strewes te illustreer deur aan leerders hierdie rol van letterkunde in die menslike lewe te beskryf en te motiveer;</li> <li>• literêre werke teen die agtergrond van 'n bepaalde waardesisteem te beoordeel en die leerders in die proses van waarde-beoordeling van tekste te begelei;</li> <li>• aan die hand van literêre tekste kulturele en estetiese sensitiwiteit en waardering aan leerders te demonstreer en motiveer;</li> <li>• kennis van die letterkunde en vaardighede in letterkunde-onderrig met die verskillende rolle wat hy/sy as onderwyser vertolk, te integreer.</li> </ul>			
Metode van aflewering: Oop afstandsl eer, Cedar College, Upington College, APEE			
Assesseringsmetodes: Formatief (40%) en Summatief (eksamen) 60%			

<b>Module code: AGDN 125</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 5</b>
<b>Title:</b> School Readiness and Perceptual Skills in the Foundation Phase			
<b>Module outcomes:</b> After successful completion of this module the student should: <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of school readiness concepts and terminology;</li> <li>• use school readiness concepts and terminology within context;</li> <li>• demonstrate knowledge of and skill in handwriting and reading development;</li> <li>• demonstrate knowledge and skill to identify and teach the correct forms of numbers and letters (in print and cursive writing);</li> <li>• facilitate a learning program to stimulate and improve the perceptual skills of school beginners; and</li> <li>• demonstrate a positive attitude towards developing perceptual skills of learners.</li> </ul>			
<b>Method of delivery:</b> Open Distance Learning, Cedar College, Upington College, APEE			
<b>Methods of Assessment:</b> Formative (40%) and Summative (examination) 60%			

<b>Module code: AGDN 325</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 5</b>
<b>Title:</b> Foundation Phase Studies			
<b>Module outcomes:</b> After successful completion of this module the student should: <ul style="list-style-type: none"> <li>• demonstrate theoretical knowledge and applicable skill regarding the key principles for maximum learning and the imperative skills for learners in the Foundation Phase;</li> <li>• demonstrate theoretical knowledge and practical skill regarding classroom organisation and storage, planning for a new year, special days and events, parental involvement and planning for parent evenings as well as matters related to classroom administration;</li> <li>• demonstrate knowledge, understanding and practical skill regarding the handling of Foundation Phase learners with special needs and problems;</li> <li>• demonstrate knowledge, understanding and practice-related insight regarding various aspects related to inclusive education;</li> <li>• identify possible problems, develop problem solving skills and apply critical and creative thinking with regards to all relevant aspects related to the key principles for maximum learning, classroom organisation and storage, planning for a new year, learners with special needs and problems, special days and events, parental involvement and parent evenings, administrative matters and relevant aspects of inclusive education.</li> </ul>			
<b>Method of delivery:</b> Open Distance Learning, Cedar College, Upington College, APEE			
<b>Methods of Assessment:</b> Formative (40%) and Summative (examination) 60%			

<b>Module code: AKPN 125</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
<b>Title:</b> Afrikaans Moedertaalkommunikasie			
<b>Module-uitkomst:</b> Na suksesvolle afhandeling van hierdie module behoort die student: <ul style="list-style-type: none"> <li>• die waarde van taalgebruik vir effektiewe kommunikasie te begryp om leerders tot sinvolle en aanvaarbare sosiale interaksie te bemagtig;</li> <li>• klaskamerkommunikasie binne vakverband te bevorder en op so 'n wyse toe te pas en in stand te hou dat die verskille tussen leerders erken en gerespekteer word;</li> <li>• bewys te lewer van uitgebreide kennis oor Afrikaanse woordeskat en oor verskillende betekenisgebruike van Afrikaanse woorde ten einde dit vir leerders toeganklik te maak;</li> <li>• uitgebreide kennis te demonstreer van hoë-frekwensie-woordgebruiksfouten ten einde leerders te onderrig in die funksie en effektiewe gebruik van Standaardafrikaans;</li> <li>• 'n positiewe houding jeens Afrikaans as gebruikstaal te openbaar en by leerders te stimuleer; en</li> <li>• 'n respek en sensitiwiteit te ontwikkel vir Afrikaans in al sy variëteite en kulture sodat goeie menseverhoudings bevorder kan word in ons land.</li> </ul>			
<b>Metode van aflewering:</b> Oop afstandsl eer, Cedar College, Upington College, APEE			
<b>Assesseringsmetodes:</b> Formatief (40%) en Summatief (eksamen) 60%			

<b>Module code: AKPN 126</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
<b>Titel: Afrikaans Nie-Moedertaalkommunikasie</b>			
Module-uitkomst: Na suksesvolle afhandeling van hierdie module behoort die student:			
<ul style="list-style-type: none"> <li>• effektief en sinvol in Afrikaans te kommunikeer;</li> <li>• Afrikaanse taalvaardighede soos luister, lees, praat en skryf op geselekteerde wyses te demonstree;</li> <li>• vaardigheid ten opsigte van die basiese uitspraak- en spelbeginsels van Afrikaans effektief te gebruik;</li> <li>• Afrikaanse tekste binne verskillende geskikte kontekste te interpreteer en beoordeel;</li> <li>• effektief in groepe te funksioneer. en</li> <li>• In alle taalgerigte kommunikasiesituasies eties korrek op te tree.</li> </ul>			
Metode van aflewering: Oop afstandsl eer, Cedar College, Upington College, APEE			
Assesseringsmetodes: Formatief (40%) en Summatief (eksamen) 60%			

<b>Module code: AKPN 315 &amp; AKPN 325</b>	<b>Semester 1 &amp; 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
<b>Titel: Afrikaans Moedertaalkommunikasie</b>			
Module-uitkomst: Na suksesvolle afhandeling van hierdie module behoort die student:			
<ul style="list-style-type: none"> <li>• die waarde van taalgebruik vir effektiewe kommunikasie te begryp;</li> <li>• klaskamerkommunikasie binne vakverband te bevorder;</li> <li>• bewys te lewer van uitgebreide kennis en begrip oor Afrikaanse woordeskat en oor verskillende betekenisgebruike van Afrikaanse woorde ten einde dit vir leerders toeganklik te maak;</li> <li>• uitgebreide kennis en begrip te demonstree van hoë-frekwensie-woordgebruiksfouten ten einde leerders te onderrig in die funksie en effektiewe gebruik van Standaardafrikaans;</li> <li>• 'n positiewe houding jeens Afrikaans as gebruikstaal te openbaar en by leerders te stimuleer;</li> <li>• 'n respek en sensitiwiteit te ontwikkel vir Afrikaans in al sy variëteite en kulture sodat goeie menseverhoudings bevorder kan word in ons land;</li> <li>• die spelling en betekenis van Afrikaanse woorde in tekste uit verskillende leerareas te beoordeel en te redigeer waar relevant; en</li> <li>• bewys te lewer van kundigheid en vaardigheid tov taalgebruik vir effektiewe kommunikasie.</li> </ul>			
Metode van aflewering: Oop afstandsl eer, Cedar College, Upington College, APEE			
Assesseringsmetodes: Formatief (40%) en Summatief (eksamen) 60%			

<b>Module code: AKPN 316 &amp; AKPN 326</b>	<b>Semester 1 &amp; 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
<b>Titel: Afrikaans Nie-Moedertaalkommunikasie</b>			
Module-uitkomst: Na suksesvolle afhandeling van hierdie module behoort die student:			
<ul style="list-style-type: none"> <li>• Afrikaanse taalvaardighede soos luister, lees, praat en skryf asook dink en redeneer op geselekteerde wyses in Afrikaans te demonstree;</li> <li>• taalprobleme as individu of as lid van 'n groep te identifiseer en op te los;</li> <li>• van kritiese en kreatiewe denke gebruik te maak binne die konteks van Afrikaans Nie-moedertaalkommunikasie-onderrig;</li> <li>• binne relevante kontekste inligting te versamel, ontleed, organiseer en verslag daarvan te lewer;</li> <li>• binne gepaste konteks effektief skriftelik en mondeling in Afrikaans te kommunikeer;</li> <li>• van effektiewe naslaanvaardighede in 'n Afrikaanse Woordeboek gebruik te maak;</li> <li>• in staat te wees om basiese woord- en sinsboutegnieke toe te pas in die formulering van</li> </ul>			

eenvoudige skryfstukke;
<ul style="list-style-type: none"> <li>• die toepassing van bepaalde Afrikaanse taalkundige aspekte te demonstreer;</li> <li>• in alle taalgerigte kommunikasiesituasies eties korrek op te tree; en</li> <li>• 'n kultuur van lewenslange leer te ontwikkel.</li> </ul>
Metode van aflewering: Oop afstandsl eer, Cedar College, Upington College, APEE
Assesseringsmetodes: Formatief (40%) en Summatief (eksamen) 60%

Module code: CLFE 115	Semester 1	8 credits	NQF level: 5
Title: Computer Literacy for Educators			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the visible components of a computer;</li> <li>• demonstrate relevant basic skill in the use of a word-processor program;</li> <li>• demonstrate relevant basic skill in the application of a spread-sheet program;</li> <li>• demonstrate basic skill in the use of Internet, email and certain search engines; and</li> <li>• understand and discuss with insight the safe and ethical use of computers in Education.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Method of Assessment: Practical examination (100%)			

Module code: EDMN 315	Semester 1	8 credits	NQF level: 5
Title: Education Management and Development			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate knowledge, skills and values regarding a development planning process within a quality assurance framework that will enable him/her to successfully complete school development plans;</li> <li>• demonstrate an understanding of how a consultative process of developing a vision and mission statement in schools can build school community and effectiveness; and</li> <li>• demonstrate knowledge and insight regarding whole school development, indicators to measure and manage change in schools, quality assurance frameworks, school development planning, key values in the community of school stakeholders as well as the new education paradigm.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

Module code: EDSN 125	Semester 2	16 credits	NQF level: 5
Title: English Didactics			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of and implement learner-centred principles in the English language classroom;</li> <li>• interpret and evaluate various methods of teaching English second language;</li> <li>• demonstrate knowledge of the principles of outcomes-based teaching and in specific the teaching of language outcomes and skills;</li> <li>• apply the basic didactical principles in planning for instruction;</li> <li>• demonstrate knowledge and skills regarding the principles of assessment; and</li> <li>• project professional and ethical values in all education-related actions and operations.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: EDSN 325</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 5</b>
Title: English Didactics			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of and implement learner-centred principles in the English language classroom;</li> <li>• interpret and evaluate various methods of teaching English second language;</li> <li>• demonstrate knowledge of the principles of outcomes-based teaching and in specific the teaching of language outcomes and skills;</li> <li>• apply the basic didactical principles in planning for instruction;</li> <li>• demonstrate knowledge and skills regarding the principles of assessment; and</li> <li>• project professional and ethical values in all education-related actions and operations</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: EDVN 125</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
Title: Anti-Racism, Education Law and Values			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate knowledge, skills and values regarding the quest for greater equality and equity to establish a non-racial democratic educational dispensation;</li> <li>• demonstrate increasing public awareness and implementation of sound values in education;</li> <li>• demonstrate skill in dealing with relevant issues pertaining to racism, education law and education values as well as professionalism with guidelines to evaluate the consequences thereof on learners, communities and society in general.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: EGNP 125</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
Title: English: Linguistics for the English Teacher			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate knowledge and skill in problem identification, problem solving and the application of critical and thinking regarding English as a subject;</li> <li>• demonstrate knowledge and skill in the acquisition, analysis, organization and critical evaluation of information in English as your major subject;</li> <li>• communicate via various mediums and in various contexts;</li> <li>• understand the value of English as an international language;</li> <li>• fulfil the role of facilitator of learning, thus be able to facilitate the learning of English, promote classroom communication in English, demonstrate sound knowledge regarding its teaching principles, -strategies, -methods, and -skills in South African context;</li> <li>• fulfil the role of interpreter and designer of teaching-learning resources, thus be able to select and/or design suitable/new learning material and resources in such a way that they suit the learning requirements of learners;</li> <li>• demonstrate a respect for and commitment to the educator profession; and</li> <li>• fulfil the role of learner, researcher and life-long learner, that implies that he/she will be able to keep developing through study and research on personal, academic, professional and occupational level.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			



<b>Module code: EGNP 315</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF level: 5</b>
<b>Title: An Introduction to English Drama and Novel</b>			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate knowledge and insight regarding the literary genres of drama and novels and the teaching thereof;</li> <li>• identify, trace and interpret themes in literary genre and demonstrate the necessary skills to analyse and critically evaluate literary texts;</li> <li>• communicate effectively, both individually and in group contexts, in English in general and specifically regarding all aspects of the teaching-learning situation;</li> <li>• demonstrate knowledge and skill needed to identify and evaluate the values explored in literary texts;</li> <li>• demonstrate knowledge and understanding of stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills; and</li> <li>• demonstrate an understanding of didactic skills and approaches and apply these to the teaching of language and literature throughout the different educational phases.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: EGNP 325</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
<b>Title: English</b>			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate knowledge and insight regarding the literary genres of poetry, short stories and young adult literature in a variety of Afro centric texts;</li> <li>• identify, trace and interpret themes in literary genre;</li> <li>• demonstrate the necessary skills to analyse and critically evaluate Afro centric literary texts;</li> <li>• communicate effectively, both individually and in group context, in English in general and specifically regarding all aspects of the teaching-learning situation;</li> <li>• demonstrate knowledge and skills needed to identify and evaluate the values explored in Afro centric literary texts;</li> <li>• demonstrate knowledge of stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills;</li> <li>• demonstrate an understanding of didactic skills and approaches and apply these to the teaching of language and literature; and</li> <li>• demonstrate knowledge, skills and values regarding the literature, language and didactics of English as a first and second language throughout the different educational phases.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: ENTN 315</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF level: 5</b>
<b>Title: Entrepreneurship for Educators</b>			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate knowledge and insight into the competitive world of entrepreneurship;</li> <li>• be familiar with and understand the economic and business environment in which entrepreneurs function;</li> <li>• develop and demonstrate creative and innovative skills;</li> <li>• demonstrate understanding of the importance of his/her role in the development of a positive predisposition regarding entrepreneurship and the provision of entrepreneurial</li> </ul>			

<p>oriented education to learners;</p> <ul style="list-style-type: none"> <li>• encourage learners and teachers to consider the possibilities of starting one's own business or to act in an entrepreneurial manner even as an employer;</li> <li>• understand how to create a basis on which a prosperous community could be built;</li> <li>• take the responsibility of deciding on a future career themselves and to equip themselves with the necessary skills to earn a living; and</li> <li>• apply the concept of entrepreneurship in various contexts within as well as outside the school environment..</li> </ul>
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE
Methods of Assessment: Formative (40%) and Summative (examination) 60%

<b>Module code: ESPN 125</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
Title: English Communication			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• use and teach English across the curriculum; this involves the ability to use language for interpersonal and pedagogical purposes in the classroom in order to perform teaching activities in a fluent and confident manner;</li> <li>• use academic writing and reading skills required for the teaching of their subject and demonstrate ability to instruct and assess these skills;</li> <li>• demonstrate knowledge of technical vocabulary of the elective subject as well as ability to simplify, find synonyms and explain terminology using effective teaching strategies;</li> <li>• recognize errors in basic syntax, semantics and phonology and demonstrate ability to introduce instructional material to alleviate basic grammar and language errors;</li> <li>• simplify a reading passage, identify the gist, highlight key notes, and teach basic reading skills such as skimming and scanning; and</li> <li>• introduce group activities and cooperative learning by designing meaningful group activities that give opportunity for content and language acquisition.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: ESPN 315/325</b>	<b>Semester 1/2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
Title: English Communication			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• design measurable outcomes for content, language and academic or task skills required;</li> <li>• simplify input by explaining and simplifying subject content, identifying problem areas and vocabulary required for understanding content as well as setting questions that evoke the required response from learners.</li> <li>• demonstrate the ability to employ strategies to intervene where gaps in background knowledge and language skills may prevent learners from acquiring new knowledge;</li> <li>• demonstrate ability to promote content area comprehension by representing content graphically, designing supplementary material to explain difficult concepts to pupils and design contextual clues to aid understanding, conceptualize academic language (concretize) by supplying examples, supplementary material, demonstrations of meaning;</li> <li>• demonstrate knowledge of technical vocabulary, ability to simplify, find synonyms and explain terminology using effective teaching strategies by also identifying and correcting errors in basic syntax, semantics and pronunciation of their learners;</li> <li>• be capable of annotating and explaining subject material fluently and interestingly using voice and register appropriately and effectively;</li> <li>• demonstrate ability to introduce group activities and design work sheets that give</li> </ul>			

<p>opportunity for content and language acquisition; and</p> <ul style="list-style-type: none"> <li>• apply and design a variety of assessment strategies in order to allow learners to prove competence in content knowledge and language in a variety of ways.</li> </ul>
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE
Methods of Assessment: Formative (40%) and Summative (examination) 60%

<b>Module code: FPUN 125</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
Title: Foundation Phase Studies: Literacy			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• do problem identification and demonstrate problem-solving skills and the application of critical and creative thinking with regard to reading, verbal communication and writing in the Foundation Phase;</li> <li>• communicate by means of mother tongue and first additional language in various teaching situations;</li> <li>• demonstrate knowledge and understanding of the specialised nature of teaching in reading, writing and verbal communication in the Foundation Phase and apply this knowledge and understanding in the classroom;</li> <li>• demonstrate didactic strategies, methods, approaches and skills of mother tongue and first additional language teaching in the Foundation Phase as determined by the National Revised Curriculum Statements;</li> <li>• design and implement learning experiences for the study programme Literacy according to the principle of integration of all fields of study; and</li> <li>• apply knowledge and insight regarding acquired teaching strategies, methods and skills during the design and implementation of learning experiences in the study programme Literacy in the Foundation Phase.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: FPUN 315</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF level: 5</b>
Title: Foundation Phase Studies			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate a thorough subject specific knowledge and understanding of the learning area mathematics;</li> <li>• apply problem identification, problem-solving skills and critical and creative thinking with regard to outcomes-based education in the Foundation Phase;</li> <li>• demonstrate the application of didactic strategies and skills, teaching methods and approaches as appropriate to Numeracy in the Foundation Phase as determined by the National Curriculum;</li> <li>• apply knowledge and insight regarding acquired teaching strategies, methods and skills during the design and implementation of lesson plans in the study / learning programme Numeracy in the Foundation Phase;</li> <li>• facilitate understanding of number concept development and computations in the Foundation Phase learners; and</li> <li>• always act in an ethical manner in the classroom when teaching Primary school Numeracy.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: FPUN 325</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
Title: Foundation Phase Studies: Life Skills			

<p>Module outcomes: After successful completion of this module the student should:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the concept “Life Skills” in general and as applicable to Foundation Phase learners;</li> <li>• understand and apply the aims of Life Skills Education for Foundation Phase learners;</li> <li>• illustrate how Life Skills Education is integrated;</li> <li>• demonstrate knowledge and skill regarding the application of teaching-learning principles that are suitable for learning experiences in Life Skills in the Foundation Phase;</li> <li>• plan suitable learning experiences for Life Skills in the Foundation Phase with specific reference to environmental study, conservation and health education;</li> <li>• demonstrate knowledge and insight of suitable instructional methods for environmental study and health education;</li> <li>• know and understand the scope and nature of Science content in the Foundation Phase and plan learning experiences in which learners’ scientific knowledge is expanded; and</li> <li>• demonstrate higher order thinking skills, for example, identification and solving of problems related to Life Skills Education and Foundation Phase learners.</li> </ul>
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE
Methods of Assessment: Formative (40%) and Summative (examination) 60%

<b>Module code: GFPN 125</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
Title: Africa and Population Geography			
<p>Module outcomes: After successful completion of this module the student should:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the location, political division, relief and drainage characteristics of Africa;</li> <li>• understand the climatic characteristics and population distribution of Africa;</li> <li>• demonstrate knowledge of the developing economies in Africa;</li> <li>• show insight and understanding of the problems in African countries;</li> <li>• demonstrate knowledge of general concepts in Population Geography;</li> <li>• demonstrate a positive and ethical-responsible disposition towards Africa and its people;</li> <li>• draw up and use representation techniques such as line, column and circle graphs; and</li> <li>• teach the above-mentioned module outcomes to learners at school level.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: GFPN 315</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF level: 5</b>
Title: Geography: Rural and Urban Settlements			
<p>Module outcomes: After successful completion of this module the student should:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and insight regarding the factors and reasons for development that influence the type, location and structure of rural settlements;</li> <li>• distinguish between the different types of urban settlements and reason with insight on urbanisation;</li> <li>• demonstrate knowledge and insight regarding the development of towns and cities as well as the factors that influence the growth of cities and towns;</li> <li>• know the morphological structure of cities and towns and distinguish between the three urban structure models;</li> <li>• show insight into and understanding of the development and layout of towns;</li> <li>• co-operate in group context with other individuals in an ethical-responsible way during the solving of problems unique to the learning contents of this module;</li> <li>• demonstrate skill and insight regarding the practical identification and classification of land-uses in cities on maps; and</li> <li>• effectively teach to learners at school level the necessary knowledge, understanding,</li> </ul>			

insight and skills regarding all relevant aspects of rural and urban settlements.
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE
Methods of Assessment: Formative (40%) and Summative (examination) 60%

Module code: GFPN 325	Semester 2	8 credits	NQF level: 5
Title: Geomorphology and Environmental Geography			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate knowledge, skills and values regarding the internal consistency of the earth, the main types of rock and internal forces as well as the external forces that change the earth;</li> <li>show an understanding of environmental Geography regarding the applicable knowledge, skills and values regarding the functioning of ecosystems and man's influence in ecosystems;</li> <li>demonstrate your understanding of selected aspects of Geomorphology;</li> <li>reflect a sound ethical approach in dealing with creation and environmental affairs;</li> <li>represent relief characteristics, draw cross-section sketches and calculate and interpret gradient on topographic maps;</li> <li>recognise the seven roles of the teacher built into the outcomes and content of is module and demonstrate that you can apply these in practice; and</li> <li>teach school learners in Geomorphology.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

Module code: GFXN 125	Semester 2	16 credits	NQF level: 5
Title: Geography didactics			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate understanding of the place of Geography and Social Sciences within OBE;</li> <li>demonstrate knowledge and skills to implement a learning experience in Geography and Social Sciences and prove that you are skilled in using different teaching techniques and teaching aids;</li> <li>demonstrate general teaching approaches in learning experiences in Geography and Social Sciences;</li> <li>creatively design suitable learning experiences, work sheets, assessment rubrics, tests / exams and memoranda on synoptic weather maps, topographic maps, aerial maps and themes in atlases according to OBE and Geography didactic principles; and</li> <li>effectively teach outcomes such as those in the Module to learners at school.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

Module code: GFXN 325	Semester 2	16 credits	NQF level: 5
Title: Geography Didactics			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate knowledge and ability to structure a Geography lesson and be able to make use of different teaching techniques in the classroom;</li> <li>demonstrate knowledge of testing and evaluating learners of Geography in the secondary/primary school phase;</li> <li>act ethically sound in transposing the value of Geography in its place to the secondary/primary learners;</li> <li>demonstrate knowledge and skills to implement a learning experience in Geography and prove that he/she has acquired the skills to use different teaching techniques and teaching aids;</li> </ul>			

<ul style="list-style-type: none"> <li>demonstrate general teaching approaches in learning experiences of Geography and Social Sciences;</li> <li>creatively design suitable learning experiences, work sheets, assessment rubrics, tests/exams and memoranda regarding FET topics;</li> <li>effectively teach outcomes such as those in this module to learners at school; and</li> <li>explain the role of Environmental values education in the school curriculum and indicate how it 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.</li> </ul>
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE
Methods of Assessment: Formative (40%) and Summative (examination) 60%

Module code: GSAN 125	Semester 2	8 credits	NQF level: 5
Title: South African History (1652-1854)			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>know, understand and evaluate the factors determining the relations between the whites and the Khoikhoi;</li> <li>evaluate the position of the Khoikhoi in the Cape society;</li> <li>know and understand the grievances and problems of the Free burghers and how the government reacted to them;</li> <li>give an overview of the Patriot movement during 1778-1795;</li> <li>know and understand the role that the slaves played in the economic life of the Cape;</li> <li>know and understand how the autocratic actions of Lord Charles Somerset clashed with the rights of the colonists;</li> <li>understand how cultural differences and ignorance led to the Anglo-Xhosa conflict on the Cape frontier;</li> <li>evaluate the "Slagtersnek Rebellion" as a phase in the unfolding of Afrikaner nationalism;</li> <li>understand the significant role of newspapers in the resistance against lord Charles Somerset;</li> <li>know and critically evaluate the impact that the <i>Difaqane</i> had on the black groups of South Africa during 1815-1830; and</li> <li>demonstrate the ability to develop an effective teaching and learning environment wherein learners can demonstrate knowledge and understanding of relevant History outcomes and content.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

Module code: GSAN 315	Semester 1	8 credits	NQF level: 5
Title: South African History (1835 – 1920)			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>know and understand important political developments in South Africa from about 1835-1910;</li> <li>demonstrate knowledge and insight regarding the conflict between British imperialism and the awakening of the Afrikanerdom 1835-1910;</li> <li>demonstrate understanding of the uniqueness of historical events;</li> <li>evaluate historical events within the contexts of the surrounding circumstances;</li> <li>display a particular scholarly disposition, which recognizes that more than one viewpoint exists and this leads to a critical approach towards books and the different viewpoints of authors;</li> <li>facilitate the learners to use enquiry skills to investigate the past and present; and</li> <li>demonstrate the ability to develop an effective teaching and learning environment</li> </ul>			

wherein learners can demonstrate knowledge and understanding of relevant History outcomes and content.
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE
Methods of Assessment: Formative (40%) and Summative (examination) 60%

<b>Module code: GSAN 325</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
Title: History: Political Developments in South Africa (1910-1948)			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• know and understand the key issues of the South African National Convention, the unitary-federal conflict in the formation of the Union and the black protest against the South African Bill;</li> <li>• know and understand the black resistance against the Land Act and Pass laws as well as the Bulhoek massacre;</li> <li>• know and critically evaluate how the Botha-Smuts government failed to unite the country and understand the conflict between Louis Botha and Jan Smuts;;</li> <li>• evaluate the Afrikaner Rebellion of 1914 and the Treaty of Versailles;</li> <li>• know and understand peace-keeping as an important part of the United Nations (UN) and critically evaluate South Africa's role in peace keeping in Africa;</li> <li>• critically evaluate Hertzog 's policies for Africans and the reactions against them;</li> <li>• know and understand the decline of the ICU;</li> <li>• know and understand the ways in which the Pact government tried to satisfy white cultural needs;</li> <li>• analyze the black reaction to Hertzog 's 1936 legislation and know the Hertzog Bills;</li> <li>• illustrate how the 1994 election brought a new era in the South African history - just as the formation of the ANC's Youth League in 1943;</li> <li>• know and understand why it is important that government satisfy peoples' cultural needs;</li> <li>• understand why it is necessary for the new South Africa to have her own national symbols;</li> <li>• indicate South Africa's role in peace keeping in Africa;</li> <li>• explain how and why people stand together if there is a common problem or threat to the community;</li> <li>• understand the principles and attitudes that are important in a multi-cultural society; and</li> <li>• understand the important role and sacrifices of historical leaders.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: GSXN 125</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 5</b>
Title: History Didactics			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate an ethically sound and positive approach towards the study of history and promote such an approach in learners;</li> <li>• be able to understand and interpret provided learning programmes in history, identify the requirements for a specific context of learning in history, and prepare suitable textual and visual resources for history learning;</li> <li>• mediate history learning in a manner that is sensitive to the diverse needs of learners in a multi-cultural environment, showing recognition of and respect for the differences of others;</li> <li>• be able to make a value assessment on the essence, aim and value of history education;</li> <li>• practically apply and facilitate History content in order to give meaning to Outcomes Based teaching; and</li> </ul>			

<ul style="list-style-type: none"> <li>display a particular scholarly disposition, which recognizes that more than one viewpoint exists regarding issues, and that this leads to a critical approach towards books and the different viewpoints of authors.</li> </ul>
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE
Methods of Assessment: Formative (40%) and Summative (examination) 60%

<b>Module code: GSXN 325</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 5</b>
<b>Title: History Didactics</b>			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate sound knowledge of subject content and various principles, strategies and resources appropriate to history teaching in a South African context;</li> <li>understand and interpret learning programmes provided in history, identify the requirements for a specific context of learning in history and prepare suitable textual and visual resources for history learning;</li> <li>critically evaluate history sources and promote such skills in learners;</li> <li>practically apply history content in order to give meaning to Outcomes Based teaching;</li> <li>demonstrate an ethically sound and positive approach towards the study of history;</li> <li>ensure achievement of national standards in the learning area Social Studies set by the Revised National Curriculum Statement, grades R-9;</li> <li>explain and demonstrate the utility value of a source-based approach in history teaching;</li> <li>identify, explain and demonstrate different forms of assessment in history teaching;</li> <li>monitor and assess the learner's progress in a fair and just manner;</li> <li>demonstrate various teaching approaches, techniques and strategies in history teaching;</li> <li>explore the impact of computer technology and the Internet on history teaching; and</li> <li>demonstrate knowledge on the importance of a portfolio in an OBE system and to practically demonstrate the layout and compilation thereof..</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: HSCN 319</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF level: 5</b>
<b>Title: Social Sciences: Learning Area</b>			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate basic background knowledge of the learning area Social Sciences;</li> <li>apply problem solving within the creative nature of the learning area Social Sciences and the unique methodology in teaching;</li> <li>demonstrate and explain the negative influence of humankind on the environment;</li> <li>discuss the influence of resources on the location of towns and cities;</li> <li>explain why sustainable development and resource management is necessary for the existence of humankind on earth;</li> <li>demonstrate how local, national and international societies function and have changed;</li> <li>evaluate the functioning and influence of different forms of government; and</li> <li>show a positive and ethically justifiable attitude towards social issues of our times.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: LBAR 125</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
<b>Title: Understanding Barriers to Learning</b>			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate an understanding of the Inclusive Education Policy;</li> <li>understanding barriers to learning and develop skills to identify barriers to learning;</li> </ul>			



<ul style="list-style-type: none"> <li>critically discuss the relevance of OBE in inclusive education;</li> <li>use knowledge and skills to implement strategies for an effective inclusive classroom;</li> <li>emphasise the holistic approach to learner support; and</li> <li>demonstrate knowledge and understanding of preferred disability terminology.</li> </ul>
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE
Methods of Assessment: Formative (40%) and Summative (examination) 60%

Module code: LDIS 315	Semester 1	8 credits	NQF level: 5
Title: Learners with Physical Disabilities			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate an understanding of the various disabilities/impairments;</li> <li>demonstrate knowledge of the factors that contribute to physical and learning problems of learners with disabilities;</li> <li>explain the inclusion of learners with disabilities by demonstrating the implementation of a practical support programme;</li> <li>understand and demonstrate the holistic approach to learner support; and</li> <li>demonstrate knowledge and understanding of preferred disability terminology.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

Module code: LIEP 125	Semester 2	16 credits	NQF level: 5
Title: Learner Support			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate skills to identify and assess learner needs for individual learner support in the inclusive classroom;</li> <li>demonstrate sound knowledge and understanding of the practical support programme;</li> <li>demonstrate skills to implement the practical support programme;</li> <li>critically discuss the roles of the different role players in the practical support programme;</li> <li>know, understand and implement the holistic approach to learner support; and</li> <li>demonstrate knowledge and understanding of preferred disability terminology.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

Module code: LOCN 319	Semester 1	8 credits	NQF level: 5
Title: Life Orientation: Learning Area			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate elementary and initial knowledge, skills and values with regard to relevant study themes from Curriculum 2005;</li> <li>The themes will include, amongst others: perspectives regarding aspects of belief and value systems, the importance of a view of human rights, building relationships and personality development, a critical attitude and decision-making processes, vocational guidance and acquiring a healthy life style and physical development; and</li> <li>be able to demonstrate basic knowledge, skills and values in the subject methodology of Life Orientation in the intermediate phase.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

Module code: LPRO 325	Semester 2	8 credits	NQF level: 5
Title: Emotional and Socio-Economic Problems as Barriers to Learning			

<p>Module outcomes: After successful completion of this module the student should:</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of the various emotional problems that contribute learning problems;</li> <li>• demonstrate knowledge and understanding of the factors that contribute to the various emotional problems;</li> <li>• explain the inclusion of learners with emotional problems by demonstrating the implementation of a practical support programme;</li> <li>• discuss socio economic barriers to learning;</li> <li>• emphasise the holistic approach to learner support; and</li> <li>• demonstrate knowledge and understanding of preferred disability terminology.</li> </ul>
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE
Methods of Assessment: Formative (40%) and Summative (examination) 60%

Module code: LREM 325	Semester 2	16 credits	NQF level: 5
Title: Learning Impairments and Difficulties as Barriers to Learning			
<p>Module outcomes: After successful completion of this module the student should:</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of the various learning impairments and problems;</li> <li>• demonstrate knowledge of the factors that contribute to the various learning impairments, learning difficulties and literacy;</li> <li>• explain the inclusion of learners with literacy barriers by demonstrating the implementation of a practical support programme;</li> <li>• know and implement the holistic approach to learner support; and</li> <li>• demonstrate knowledge and understanding of preferred disability terminology.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

Module code: NWCN 319	Semester 1	8 credits	NQF level: 5
Title: Natural Science: Learning Area			
<p>Module outcomes: After successful completion of this module the student should:</p> <ul style="list-style-type: none"> <li>• demonstrate sound knowledge and understanding of the study of the Natural Sciences, within the context of the following themes: a) Laboratory; b) Management and didactics; c) Matter and Materials; d) Energy and Change; e) Life and the Planet Earth;</li> <li>• develop and demonstrate knowledge, skills and values towards the establishment of an effective learning culture and learning environment in a well organized laboratory;</li> <li>• demonstrate scientific investigations and techniques;</li> <li>• effectively communicate accumulated data through reporting;</li> <li>• correctly handle apparatus and demonstrate technical skills;</li> <li>• understand the earth as self supporting environment which should be effectively managed.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

Module code: OPAN 315	Semester 1	8 credits	NQF level: 5
Title: Teaching Studies			
<p>Module outcomes: After successful completion of this module the student should:</p> <ul style="list-style-type: none"> <li>• master the necessary critical outcomes and be empowered to apply these and live up to these as a teacher;</li> <li>• know and understand the Revised National Curriculum Statement and be able to apply as relevant to his/her specialisation;</li> <li>• know, understand and apply basic elements of classroom management;</li> </ul>			

<ul style="list-style-type: none"> <li>understand the role of the school with regard to youth problems in general and the “street children” problem in particular; and</li> <li>recognise a teacher as a professional person.</li> </ul>
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE
Methods of Assessment: Formative (40%) and Summative (examination) 60%

Module code: RPLL 111	Sem 1 & 2	48 credits	NQF level: 5
Title: Recognition of Prior Learning			
Module outcomes: After successful completion of this module the student’s teaching competence in respect of the following components is recognised after assessment:			
<ul style="list-style-type: none"> <li>fundamental learning;</li> <li>knowledge of outcomes and content of learning area</li> <li>teaching and learning processes and strategies; and</li> <li>knowledge and understanding of the school as organisation as well as teaching as a profession.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Method of Assessment: Portfolio			

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

Method of Assessment: Portfolio
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Module code: TECK 315	Semester 1	8 credits	NQF level: 5
Title: The Learning Area: Technology			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"><li>• demonstrate sound knowledge of the learning area Technology;</li><li>• demonstrate sound knowledge and insight regarding the technological process;</li><li>• demonstrate skills to apply the technological process step-by-step;</li><li>• solve relevant problems in a school and classroom environment;</li><li>• show responsibility towards safety and ethical behaviour in the Technology classroom; and</li><li>• demonstrate knowledge and understanding of the preferred terminology related to this learning area.</li></ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

Module code: TSCN 125	Semester 2	8 credits	NQF level: 5
Leina: Tlhaeletsano sa Setswana (M) (Setswana Communication)			
Dipoelo tsa Thuto: Mo bofelong jwa mojulu o moithuti o tshwanetse go bontsha kitso, bokgoni le maitshwaro ka ga bokgoni jwa go dirisa puo ka tshwanelo mo mafelong a a farologaneng mme thata ka mo sekolong, kitso ka ga bokgoni jwa tlhaeletsano, kitso le bokgoni ka ga metswedi ya tlhaeletsano.			
Mokgwa wa go ruta: Kwa ntle ga Khamphase (Thuto e e bulegileng ya kgakala)			
Mekgwa ya go athola: Katiholo ya go bopa le tlathhobo			

Module code: TSCN 315	Semester 2	8 credits	NQF level: 5
Leina: Setswana sa Tlhaeletsano (M) (Setswana Communication)			
Dipoelo tsa Thuto: : Mo bofelong jwa mojulu o moithuti o tshwanetse go bontsha kitso, bokgoni le maitshwaro ka ga bokgoni jwa tlhaeletsano ya molomo mo sekolong go ka kgona go tlhaeletsana le barutwana, batsadi, barutabana, go anaanela dintlha tsa setso le gore ba kgone go di neeletsa le go ruta barutwana mo sekolong gore ba thusege go kgona ka mo tikologong ya dikolo ya ditsodintsi mme ba tshwanetse go kgona go tlhaeletsana ka bokgoni mo Setswaneng ka gale mme thata ka mo dintlheng tsothe tsa tikologo ya go ruta le go ithuta.			
Mokgwa wa go ruta: Kwa ntle ga Khamphase (Thuto e e bulegileng ya kgakala)			
Mekgwa ya go athola: Katiholo ya go bopa le tlathhobo			

Module code: TSCN 325	Semester 2	8 credits	NQF level: 5
Leina: Setswana sa Tlhaeletsano (M) (Setswana Communication)			
Dipoelo tsa Thuto: Mo bofelong jwa mojulu o moithuti o tshwanetse go bontsha kitso, bokgoni le maitshwaro ka ga bokgoni jwa tlhaeletsano ya molomo mo sekolong go ka kgona go tlhaeletsana le barutwana, batsadi, barutabana, go anaanela dintlha tsa setso le gore ba kgone go di neeletsa le go ruta barutwana mo sekolong gore ba thusege go kgona ka mo tikologong ya dikolo ya ditsodintsi mme ba tshwanetse go kgona go tlhaeletsana ka bokgoni mo Setswaneng ka gale mme thata ka mo dintlheng tsothe tsa tikologo ya go ruta le go ithuta.			
Mokgwa wa go ruta: Kwa ntle ga Khamphase (Thuto e e bulegileng ya kgakala)			
Mekgwa ya go athola: Katiholo ya go bopa le tlathhobo			

Module code: TSMN 125	Semester 2	8 credits	NQF level: 5
Leina: Thutapuo le Dithwangwa (Setswana)			

Dipolelo tsa Thuto: After successful completion of this module the student should:
<ul style="list-style-type: none"> <li>• demonstrate academic knowledge regarding grammatical structures and literary works of art;</li> <li>• be able to synthesise didactic and academic knowledge in order to formulate an individual approach to the teaching of Setswana as a first language throughout the different educational phases.;</li> <li>• be able to demonstrate the ability to integrate literary and other texts for the teaching of language and grammar skills and apply didactic skills and approaches to the teaching of language and literature.</li> </ul>
Mokgwa wa go ruta: Kwa ntle ga Khamphase (Thuto e e bulegileng ya kgakala)
Mekgwa ya go athola: Katiholo ya go bopa le tlathhobo

Module code: TSMN 315	Semester 2	8 credits	NQF level: 5
Leina: Thutapuo, Dinaane le Ditlhangwa (Setswana)			
Dipolelo tsa Thuto: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate knowledge with regard to advanced grammatical skills and different genres of drama and prose;</li> <li>• be able to synthesis didactic and academic knowledge in order to formulate an individual approach to the teaching of Setswana as first language throughout the educational phases.;</li> <li>• be able to communicate effectively in Setswana in general and especially regarding all aspects of the teaching-learning situation.</li> </ul>			
Mokgwa wa go ruta: Kwa ntle ga Khamphase (Thuto e e bulegileng ya kgakala)			
Mekgwa ya go athola: Katiholo ya go bopa le tlathhobo			

Module code: TSMN 325	Semester 2	8 credits	NQF level: 5
Leina: Thutapuo le Ditlhangwa (Setswana)			
Dipolelo tsa Thuto: : Mo bofelong jwa mojulu o moithuti o tshwanetse go bontsha kitso, bokgoni le maitshwaro ka ga On successful completion of this module students should be able to demonstrate advanced academic and didactic knowledge with regard to the grammatical structure of Setswana and poetry.			
Mokgwa wa go ruta: Kwa ntle ga Khamphase (Thuto e e bulegileng ya kgakala)			
Mekgwa ya go athola: Katiholo ya go bopa le tlathhobo			

Module code: TSNN 125	Semester 2	8 credits	NQF level: 5
Title: Setswana Communication (nm)			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate knowledge of Setswana grammatical structures;</li> <li>• use the vocabulary that is within the school context; and</li> <li>• understand and to a certain extend respond in Setswana.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

Module code: TSNN 315	Semester 1	8 credits	NQF level: 5
Title: Setswana Communication (nm)			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate knowledge and skills with regard to the correct use of Setswana vocabulary based on school concepts; and</li> <li>• be able to write sentences and communicate in Setswana.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: TSNN 325</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
Title: Setswana Communication (nm)			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate knowledge, skills and values of Setswana cultural aspects so as to be able to manage multicultural variety at school; and</li> <li>be able to communicate to a better extent in Setswana.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: TVXN 125</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
Leina: Didaktiki ya Setswana (Setswana Didactics)			
Dipoelo tsa Thuto: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate knowledge, skills and values of the policy document regarding Learning area languages (Setswana);</li> <li>be able to use it in order to apply it in the school context;</li> <li>demonstrate knowledge and understanding of OBE terminology and its related areas and assessment throughout the different educational phases;</li> <li>be able to facilitate activities of language skills (listening, speaking, reading and writing) and be able to select and use teaching and learning resources effectively.</li> </ul>			
Mokgwa wa go ruta: Kwa ntle ga Khamphase (Thuto e e bulegileng ya kgakala)			
Mekgwa ya go athola: Katlholo ya go bopa le thathobo			

<b>Module code: TVXN 325</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
Leina: Didaktiki ya Setswana (Setswana Didactics)			
Dipoelo tsa Thuto: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate knowledge and skills with regard to assessment techniques, methods and strategies;</li> <li>be able to use, manage and facilitate group work in the classroom;</li> <li>demonstrate knowledge and skills of the teaching of literary works throughout the educational phases;</li> <li>demonstrate skill in Setswana classroom administration and management; and</li> <li>effectively implement and facilitate relevant activities for teaching of language skills.</li> </ul>			
Mokgwa wa go ruta: Kwa ntle ga Khamphase (Thuto e e bulegileng ya kgakala)			
Mekgwa ya go athola: Katlholo ya go bopa le thathobo			

<b>Module code: WAPN 125</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
Title: General Mathematics			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate basic knowledge, understanding and skills regarding <ul style="list-style-type: none"> <li>a) operations within the number systems; and</li> <li>b) real-life applications of problem solving (routine and non-routine problems) where rational numbers and the calculation of percentages are playing a role; and</li> </ul> </li> <li>solve problems related to ratio, rate, direct and indirect proportion.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: WAPN 325</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
Title: General Mathematics			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate basic knowledge, understanding and skills regarding elementary geometry:</li> </ul>			

points, lines, angles, triangles, quadrilaterals and polygons, symmetry and tessellations, measurement, area of regular and irregular plane figures, volume and capacity.
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE
Methods of Assessment: Formative (40%) and Summative (examination) 60%

<b>Module code: WIPN 126</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
Title: Algebra: Elementary Functions and Number Systems (GET band)			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate basic knowledge, understanding and skills with respect to the following functions: linear, quadratic, absolute value, polynomial, rational, exponential and logarithmic; defining the mentioned functions, drawing graphs, executing basic operations, determining rates of change and inverses;</li> <li>be able to apply the knowledge and skills obtained for the teaching of functions in a real-life context;</li> <li>know the distinguishing properties of the natural numbers, the integers, the rational numbers and the real numbers;</li> <li>motivate the extension of one system to another (consecutive) system;</li> <li>be able to apply above-mentioned properties in real life; and</li> <li>demonstrate a positive attitude towards mathematics and stimulate this attitude in learners.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: WIPN 315</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF level: 5</b>
Title: Mathematics: Elementary Statistics			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate basic knowledge, understanding and skills regarding elementary statistics by: forecasting the outcomes of events and defining and determining the probability of dependent and independent events by using counting techniques such as permutations and combinations; and</li> <li>executing real life applications of all the above mentioned.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: WIPN 325</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
Title: Mathematics: Trigonometry and Analytical Geometry			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate basic knowledge, understanding and skills regarding: trigonometry, by solving real life problems by means of two and three-dimensional figures, proving trigonometric identities; and</li> <li>demonstrate knowledge, understanding and skills in analytical geometry by defining parabolas, ellipses and hyperbolas as conic sections, drawing graphs and identifying the use of the mentioned conic sections in real life.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: WSXN 125</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 5</b>
Title: Mathematics Didactics: Algebra			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate thorough knowledge, understanding and insight with respect to the planning</li> </ul>			

and executing of powerful teaching-learning opportunities for the learning of school algebra, paying specific attention to the following: what it means to do mathematics; how mathematics is understood; teaching through problem solving; assessment as an integral part of the teaching and learning of mathematics; as well as algebraic reasoning; functions, probability and handling of data.

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

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

<b>Module code: WSXN 325</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 5</b>
Title: Mathematics Didactics: Geometry			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate thorough knowledge, understanding and skills regarding relevant teaching and learning theories with respect to school geometry, the planning and executing of powerful teaching-learning opportunities for all learners, and paying specific attention to the following: the development of measurement concepts and concepts with respect to geometry (for example points, angles, lines, triangles, quadrilaterals).</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			



## OP.2.2 THE ADVANCED CERTIFICATE IN EDUCATION

Module code: AGSK 512	Semester 1	16 credits	NQF level: 6
Title: African History			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• Demonstrate knowledge of and insight into aspects of African history required by a history teacher in the General Education and Training and Further Education and Training phases. These aspects include: selected facets of the pre-colonial history of the continent, colonialism in Africa and the liberation struggle, the process of decolonisation, political and socio-economic trends in postcolonial Africa, and Africa's international relations during the Cold War;</li> <li>• develop a critical attitude with regard to different historical interpretations and acquire basic skills in the processing and communication of historical knowledge; and</li> <li>• demonstrate integrated knowledge of the subject with didactical principles and methods for history teachers.</li> </ul>			
Method of delivery: Open Distance Learning, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

Module code: ASDK 522	Semester 2	16 credits	NQF level: 6
Title: Applied Subject Didactical Aspects of English			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the theories that explain how each of the language skills develops;</li> <li>• interpret and implement a variety of teaching methods and techniques to teach the language arts;</li> <li>• design instructional language activities and materials that provide learners with adequate experiences to achieve the learning outcomes;</li> <li>• order instructional language activities into coherent lesson plans;</li> <li>• identify and formulate learning outcomes to teach the language arts;</li> <li>• know and implement assessment standards, tools and techniques to assess the language arts;</li> <li>• develop teaching programmes within the framework of OBE; and</li> <li>• project professional and ethical values in all educational operations.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

Module code: ATEK 511	Semester 1	16 credits	NQF level: 6
Title: Advanced Thematic Studies for English in Education			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate advanced knowledge and skills regarding English as an academic subject;</li> <li>• demonstrate ability to read and analyse literary texts from different genres and construct coherent and logical arguments in his/her discussion of these works; and</li> <li>• demonstrate understanding of the role played by literature in the life of citizens in South African society and integrate knowledge of literature and the grammar of English in the teaching of English as a first or additional language.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: BOPK 511</b>	<b>Semester 1</b>	<b>16 credits</b>	<b>NQF level: 6</b>
<b>Title: Presentation of Movement Education in Schools</b>			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• know, understand and motivate the value and place of Movement Science / Physical Education as part of the learning area Life Orientation;</li> <li>• motivate and promote Movement Education in different phases of development in the learner;</li> <li>• apply a variety of practical activities in teaching practice to promote movement and movement development, according to the assessment standards of the NCS; and</li> <li>• assess participation in Physical Education and performance in movement skills, according to the guidelines in the NCS.</li> </ul>			
Method of delivery: Open Distance Learning, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: CDEK 511</b>	<b>Semester 1</b>	<b>16 credits</b>	<b>NQF level: 6</b>
<b>Title: Construction and Deconstruction in English Education</b>			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate advanced knowledge of the grammar and linguistics of the English language;</li> <li>• as subject specialist, apply knowledge of syntax, semantics, phonology and morphology of English to teach English as a first or additional language; and</li> <li>• demonstrate ability to construct meaning and form opinions by critically examining different meanings of literary texts and to integrate this knowledge in their teaching of English as a first or additional language.</li> </ul>			
Method of delivery: Open Distance Learning, Cedar College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: EDDM 511</b>	<b>Semester 1</b>	<b>12 credits</b>	<b>NQF level: 6</b>
<b>Title: Basic Classroom Research</b>			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• identify and explain the basic principles regarding research generally and classroom research in particular;</li> <li>• demonstrate knowledge and understanding of common problems that teachers face in their daily tasks in the classroom; and</li> <li>• isolate classroom problems that demand research and understanding.</li> </ul>			
Method of delivery: Open Distance Learning, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: EDIM 511</b>	<b>Semester 1</b>	<b>12 credits</b>	<b>NQF level: 6</b>
<b>Title: Familiarity with Technology Education</b>			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate knowledge of technology and its goals within the educational system;</li> <li>• know and understand the design process and how to develop technological capability;</li> <li>• know and understand technology as a system;</li> <li>• demonstrate sound knowledge of the parts of a technology system; and</li> <li>• be able to teach school learners all these aspects.</li> </ul>			
Method of delivery: Open Distance Learning, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: EDIM 512</b>	<b>Semester 1</b>	<b>12 credits</b>	<b>NQF level: 6</b>
Title: Resources and Technology			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of humans as tool makers and tool users;</li> <li>• know the difference between a tool, mechanism and machine;</li> <li>• understand and use the type of tools used in many areas of society;</li> <li>• know and give examples of major types of primary tools;</li> <li>• know and use the lever and wheel and axle as force multipliers; and</li> <li>• be able to teach school learners all these aspects.</li> </ul>			
Method of delivery: Open Distance Learning, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: EDIM 513</b>	<b>Semester 1</b>	<b>12 credits</b>	<b>NQF level: 6</b>
Title: Materials, Graphics and Technology			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• know natural materials in engineering;</li> <li>• know and understand the difference between renewable and exhaustible materials;</li> <li>• explain major ways to process raw materials; and</li> <li>• be able to teach school learners all these aspects.</li> </ul>			
Method of delivery: Open Distance Learning, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: EDIM 524</b>	<b>Semester 2</b>	<b>12 credits</b>	<b>NQF level: 6</b>
Title: Technology, People and Society			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate knowledge of the characteristics of individuals in a technological world;</li> <li>• demonstrate understanding and skills with regards to placing a person for a particular job;</li> <li>• demonstrate knowledge and understanding regarding different important aspects of technology, people and society; and</li> <li>• be able to apply what has been learnt in a teaching-learning situation.</li> </ul>			
Method of delivery: Open Distance Learning, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: EDIM 525</b>	<b>Semester 2</b>	<b>12 credits</b>	<b>NQF level: 6</b>
Title: Energy and Technology			
Module outcomes: After successful completion of this module the student should:			
demonstrate a broad general knowledge of energy sources and the use of controlled energy (power).			
Method of delivery: Open Distance Learning, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: EDIM 526</b>	<b>Semester 2</b>	<b>24 credits</b>	<b>NQF level: 6</b>
Title: Teaching and Learning Strategies for Technology Education			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate basic knowledge, understanding and insight with regards to: OBE and the National Curriculum statement; Lesson planning and presentation; Developing teaching strategies; Instructional skills for technology; and Practical work in technology; and</li> <li>practically apply the above mentioned within the teaching-learning situation.</li> </ul>			
Method of delivery: Open Distance Learning, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: EDIM 579</b>	<b>Sem 1 &amp; 2</b>	<b>24 credits</b>	<b>NQF level: 6</b>
Title: Guided Field Project			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>practise newly acquired knowledge and understanding of Technology Education;</li> <li>develop and write out a mini project concerning an aspect of Technology Education; and</li> <li>demonstrate improvement in teaching practice.</li> </ul>			
Method of delivery: Open Distance Learning, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: EDMS 511</b>	<b>Semester 1</b>	<b>12 credits</b>	<b>NQF level: 6</b>
Title: Professional Growth and Development			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of professionalism;</li> <li>know the process of professional growth and lifelong learning;</li> <li>implement activities that foster professional growth and demonstrate willingness to participate in them.</li> </ul>			
Method of delivery: Open Distance Learning			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: EDMS 522</b>	<b>Semester 2</b>	<b>12 credits</b>	<b>NQF level: 6</b>
Title: Human Relations and School Development			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>know, understand and apply principles of resource administration; and</li> <li>put into practice appropriate interpersonal relationships (with learners, parents, staff) that contribute positively to school development.</li> </ul>			
Method of delivery: Open Distance Learning			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: EDMS 523</b>	<b>Semester 2</b>	<b>6 credits</b>	<b>NQF level: 6</b>
Title: Administration of and Participation in Extra-Curricular and Co-Curricular Activities			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>identify and participate effectively in selected extra and co-curricular activities to promote whole school development; and</li> <li>contribute effectively to the development and administration of sport, cultural and other activities in the school.</li> </ul>			
Method of delivery: Open Distance Learning			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: EDSM 524</b>	<b>Semester 2</b>	<b>6 credits</b>	<b>NQF level: 6</b>
Title: School and Personnel Management			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the process and skills in educational personnel management;</li> <li>• analyze critical issues and challenges in personnel management;</li> <li>• ensure the development and management of staff development and mentoring programmes using democratic principles; and</li> <li>• inspire and build commitment as well as confidence in other staff for staff development.</li> </ul>			
Method of delivery: Open Distance Learning			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: EDSM 525</b>	<b>Semester 2</b>	<b>12 credits</b>	<b>NQF level: 6</b>
Title: Decision-making and Accountability			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the process of decision-making and how it affects school operations;</li> <li>• participate in decision-making effectively; and</li> <li>• apply democratic principles and procedures in decision-making.</li> </ul>			
Method of delivery: Open Distance Learning			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: EDSM 526</b>	<b>Semester 2</b>	<b>12 credits</b>	<b>NQF level: 6</b>
Title: Leadership, Communication and Service			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate critical understanding of leadership and communication theories and apply them in the classroom situation; and</li> <li>• show confidence, commitment, initiative and creativity in playing a leadership and service role in the school situation.</li> </ul>			
Method of delivery: Open Distance Learning			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: EDSM 527</b>	<b>Semester 2</b>	<b>12 credits</b>	<b>NQF level: 6</b>
Title: Education Management and Development			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• know the functions of management;</li> <li>• know and understand how educational policy is formulated;</li> <li>• apply the various approaches to educational planning and management; and</li> <li>• outline the role of strategic planning in successful education management.</li> </ul>			
Method of delivery: Open Distance Learning			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: EDTM 511</b>	<b>Semester 1</b>	<b>12 credits</b>	<b>NQF level: 6</b>
Title: Creation of Positive Learning Environment			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate knowledge of different types of learning environments</li> <li>• provide positive physical environments for learning;</li> <li>• promote a suitable emotional learning environment for active learner participation and involvement;</li> <li>• demonstrate positive educator-learner relationships including fair and firm discipline; and</li> <li>• cultivate trust and be a role model for the learners.</li> </ul>			
Method of delivery: Open Distance Learning			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: EDTM 512</b>	<b>Semester 1</b>	<b>12 credits</b>	<b>NQF level: 6</b>
Title: Knowledge of Curriculum and Learning Programmes			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate adequate knowledge of learning area and show positive understanding of the curriculum process in creating meaningful learning experiences;</li> <li>• understand the factors that influence curriculum development and implementation;</li> <li>• develop learning programmes from the New National Curriculum;</li> <li>• demonstrate knowledge in using appropriate learning materials for the curriculum; and</li> <li>• apply relevant strategies in curriculum evaluation and implementation.</li> </ul>			
Method of delivery: Open Distance Learning			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: EDTM 513</b>	<b>Semester 1</b>	<b>6 credits</b>	<b>NQF level: 6</b>
Title: Curriculum and the Administration of Resources and Records			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate an understanding and application of major concepts and processes involving the utilization of resources and records in educational institutions;</li> <li>• demonstrate knowledge of the existence and use of variety of resources and records available in educational institutions;</li> <li>• critically analyze the role of the administration of resources and records in the successful implementation of OBE; and</li> <li>• apply knowledge acquired in efficient record keeping for smooth institutional functioning.</li> </ul>			
Method of delivery: Open Distance Learning			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: EDTM 514</b>	<b>Semester 1</b>	<b>6 credits</b>	<b>NQF level: 6</b>
Title: Lesson planning, preparation and presentation			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• effectively prepare and plan OBE lessons in coherent and logical steps;</li> <li>• prepare a learning programme, work schedule and lesson plan according to OBE specifications; and</li> <li>• demonstrate effective record keeping of planning and learner progress.</li> </ul>			
Method of delivery: Open Distance Learning			
Methods of Assessment: Portfolio			

<b>Module code: EDTM 515</b>	<b>Semester 1</b>	<b>12 credits</b>	<b>NQF level: 6</b>
Title: Assessment and Learner Achievement			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• effectively use assessment techniques that promote effective teaching and learning;</li> <li>• effectively monitor the progress of learners and enhance individual growth and development through effective record keeping and the application of a variety of techniques; and</li> <li>• use a variety of assessment techniques.</li> </ul>			
Method of delivery: Open Distance Learning			
Methods of Assessment: Portfolio			

<b>Module code: EUCE 511</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF level: 5</b>
Title: End-user Computing for Educators			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• be knowledgeable regarding all relevant aspects related to basic computer literacy (e.g. definition of a computer; components of a computer; use of the components etc.);</li> <li>• demonstrate the effective and efficient use of: <ul style="list-style-type: none"> <li>a) a word processor programme</li> <li>b) a spreadsheet programme</li> <li>c) a graphics programme</li> <li>d) an e-mail programme</li> <li>e) a browser and search engines;</li> </ul> </li> <li>• understand and explain the use of computers in education; and</li> <li>• understand and explain aspects regarding the safe and ethical use of computers.</li> </ul>			
Method of delivery: ODL, Cedar College, APEE, Sediba, Upington College			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: FROF 571</b>	<b>Sem 1 &amp; 2</b>	<b>32 credits</b>	<b>NQF level: 6</b>
Title: Foundation Phase OBE: Introduction			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate knowledge, skills and an attitude of dedication with regard to implementing and supervising OBE in the Foundation Phase;</li> <li>• demonstrate knowledge and understanding regarding the teaching of the Learning Programmes Numeracy, Literacy and Life Skills; and</li> <li>• demonstrate didactical strategies, methods and approaches as well as skills stipulated by the National Curriculum Statements.</li> </ul>			
Method of delivery: ODL, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: FROG 571</b>	<b>Sem 1 &amp; 2</b>	<b>32 credits</b>	<b>NQF level: 6</b>
Title: Foundation Phase OBE: Application			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• implement and supervise OBE in the Foundation Phase; and</li> <li>• plan and implement learning experiences for the Foundation Phase according the principle of the integration of all learning areas.</li> </ul>			
Method of delivery: ODL, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: FROL 571</b>	<b>Sem 1 &amp; 2</b>	<b>32 credits</b>	<b>NQF level: 6</b>
Title: Foundation Phase Technology			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the Technology learning area, what the subject entails, the skills learners need to master in Technology etc.; and</li> <li>• demonstrate skill in the facilitation of Technology to the Foundation Phase learners to ensure mastery of these skills.</li> </ul>			
Method of delivery: ODL, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: FROP 571</b>	<b>Sem 1 &amp; 2</b>	<b>32 credits</b>	<b>NQF level: 6</b>
Title: OBE and the Language Classroom			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate knowledge, skills and dedicated attitudes in implementing OBE in the language classroom;</li> <li>• implement the process of developing curricula, identify themes and include language functions, notions and structures (as well as implementing them) in planning a lesson on the basis of OBE principles</li> </ul>			
<i>FROS 571 is a pre-requisite for FROP 571.</i>			
Method of delivery: ODL, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: FROS 571</b>	<b>Sem 1 &amp; 2</b>	<b>32 credits</b>	<b>NQF level: 6</b>
Title: Classroom planning with the NCS			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate knowledge and skills regarding the principles of the OBE approach and the development and implementation of OBE in South Africa;</li> <li>• demonstrate a critical view of OBE;</li> <li>• know and be able to use appropriate OBE terminology as well as the NCS: principles, structures, concepts and application;</li> <li>• demonstrate curriculum planning, assessment and planning for assessment; and</li> <li>• understand the roles of the educator, the learning cycle and teaching-learning opportunities and methodological guidelines.</li> </ul>			
Method of delivery: ODL, Upington College, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			



<b>Module code: FSET 511</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF level: 6</b>
Title: Foundation studies in Education.			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>relate his/her knowledge to the micro and macro factors influencing the development of education throughout the course of history;</li> <li>demonstrate the ability to relate the history of education and its influencing factors to a personal philosophy of education, giving evidence of examples from teaching practice;</li> <li>do research and report on the difference between <i>political democracy</i> and <i>democratic education</i>, and critically and independently evaluate the complexity of democratic education in the classroom with reference to discrimination in various forms; and</li> <li>interpret and offer solutions to complex problems relating to the demands placed by democracy on the moral capacity of teachers and students, their perception of their moral duty, and the complexities of establishing values in South African schools.</li> </ul>			
Method of delivery: ODL, Upington College, Cedar College, APEE, Sediba			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: GBGK 511</b>	<b>Semester 1</b>	<b>16 credits</b>	<b>NQF level: 6</b>
Title: Population Geography and Urban Geography			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate knowledge, skills, attitudes and values regarding demographic transition and assimilation, demographic distribution, data and projections in population geography;</li> <li>in urban geography, students must be able to discuss and demonstrate insight regarding urban diversity, urban problems and the deterioration of central places; and</li> <li>demonstrate the application of quantitative map techniques.</li> </ul>			
Method of delivery: ODL, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: GGGK 521</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 6</b>
Title: Subject Didactics of Geography B			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate mastery of the necessary knowledge, skills, attitudes and values to describe and apply environment education, as well as methods of problem solving, concept forming and teaching-learning techniques applicable to Geography.</li> </ul>			
Method of delivery: ODL, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: GCLK 521</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 6</b>
Title: Climatology and Geomorphology			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate mastery of the necessary knowledge, skills, attitudes and values to discuss weather turbulence, local weather phenomena, urban climate and climatic classification in climatology;</li> <li>in geomorphology the student must know and understand internal and external forces changing the earth;</li> <li>demonstrate knowledge and understanding of the formation of soils, soils profiles and physical characteristics of soils; and</li> <li>demonstrate the ability to apply quantitative calculations.</li> </ul>			
Method of delivery: ODL, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: GSGK 511</b>	<b>Semester 1</b>	<b>16 credits</b>	<b>NQF level: 6</b>
Title: Subject Didactics of Geography A			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate mastery of the necessary knowledge, skills, attitudes and values enabling him/her to apply the outcomes-based approach in Geography; and</li> <li>discuss and implement the use of atlases, aids, excursions and working maps/charts in Geography Education.</li> </ul>			
Method of delivery: ODL, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: HIVA 521</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 6</b>
Title: HIV/AIDS: Legislation, Counselling and Support			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate an understanding regarding legislation relevant to the handling of HIV/AIDS in the school context;</li> <li>know the rights and obligations of HIV/AIDS positive learners and teachers;</li> <li>promote the protection of learners and educators within the school context;</li> <li>display the skill in compiling guidelines for establishing an accountable healthy school environment for learners with HIV / AIDS;</li> <li>develop and demonstrate acquired knowledge and skills to become skilled in care and counselling of HIV/AIDS; and</li> <li>develop skills to be able to design and co-ordinate an individual educational support programme to support the learner with HIV/AIDS.</li> </ul>			
Method of delivery: ODL, APEE, Cedar College, Sediba			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: LOBO 571</b>	<b>Sem 1 &amp; 2</b>	<b>32 credits</b>	<b>NQF level: 6</b>
Title: Citizenship Education			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate his/her understanding of responsible citizenship; and</li> <li>know and understand the role of the community in learning, teaching and building an inclusive society.</li> </ul>			
Method of delivery: ODL, APEE, Cedar College			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: LOCK 571</b>	<b>Sem 1 &amp; 2</b>	<b>32 credits</b>	<b>NQF level: 6</b>
Title: Personal Well-Being: Physical Health and Recreation			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>establish a relationship between the importance of life skills and education;</li> <li>demonstrate insight with regard to particular aspects of Personal Well-Being; and</li> <li>demonstrate insight with regard to particular aspects of Physical Education and Movement and development.</li> </ul>			
Method of delivery: ODL, APEE, Cedar College			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: LOHA 571</b>	<b>Sem 1 &amp; 2</b>	<b>32 credits</b>	<b>NQF level: 6</b>
Title: Personal Well-Being: Health and AIDS			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate knowledge, skills and sound educational values in the teaching of learners to understand and apply health awareness regarding sound nutrition, skin care, obesity, physical activity, drugs and sexual transmitted diseases and HIV/AIDS.</li> </ul>			
Method of delivery: ODL, APEE, Cedar College			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: LSDL 528</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 6</b>
Title: Disabilities and Learning Difficulties in Education			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate understanding of disabilities and learning difficulties as barriers to learning, such as physical and intellectual disabilities, reading difficulties, mathematical difficulties, etc.;</li> <li>recognize the learning differences that individual learners bring to the classroom and how these learning differences could facilitate learning and teaching support practices and processes; and</li> <li>realise the role of the educator, the school the family and the community in ensuring that all learners experiencing these and other barriers to learning have access to the curriculum.</li> </ul>			
Method of delivery: Namibia			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: LSED 518</b>	<b>Semester 1</b>	<b>16 credits</b>	<b>NQF level: 6</b>
Title: Emotional and other Difficulties in Education			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate understanding of learners experiencing emotional and other difficulties such as, communication difficulties, challenging behaviour etc.;</li> <li>realise the role of the educator, the school, the family, and the community in supporting learners experiencing these and other barriers to learning; and</li> <li>apply basic counselling principles and skills in supporting learners experiencing emotional and other barriers to learning.</li> </ul>			
Method of delivery: Namibia			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: LSIE 518</b>	<b>Semester 1</b>	<b>16 credits</b>	<b>NQF level: 6</b>
Title: Inclusive Education: A Policy Perspective			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate understanding of the inclusive education Policy (Education White Paper 6), with specific reference to the proposed support structures and the concept of barriers to learning and development;</li> <li>apply school-based support to learners experiencing barriers to learning by means of an integrated team approach; and</li> <li>understand and apply curriculum differentiation and assessment strategies in an inclusive classroom.</li> </ul>			
Method of delivery: Namibia			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: LSSH 528</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 6</b>
Title: Social and Health Issues in Education			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate understanding of learners' experiencing social and health barriers to learning such as the HIV/AIDS pandemic, violence in schools, etc.;</li> <li>• apply a health promoting approach in school and class context to support learners experiencing barriers to learning; and</li> <li>• realise the role of the educator, the school, the family, and the community in supporting learners experiencing these and other barriers to learning.</li> </ul>			
Method of delivery: Namibia			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: MLED 572</b>	<b>Sem 1 &amp; 2</b>	<b>32 credits</b>	<b>NQF level: 6</b>
Title: Didactics of Mathematical Literacy			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• apply thorough knowledge and insight with respect to the content and structure of the mathematical literacy curriculum in the planning and execution of teaching-learning opportunities in outcomes-based classrooms, including the development and use of teaching-learning media, as well as integrated assessment.</li> </ul>			
Method of delivery: ODL, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: MLED 574</b>	<b>Sem 1 &amp; 2</b>	<b>32 credits</b>	<b>NQF level: 6</b>
Title: Mathematical Literacy in Context			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate thorough knowledge and acquired insight into mathematical literacy with respect to the historical development of mathematics, and the use of mathematics in the world of work, everyday life and in various cultures; including ethno mathematics.</li> </ul>			
Method of delivery: ODL, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: MLED 575</b>	<b>Sem 1 &amp; 2</b>	<b>32 credits</b>	<b>NQF level: 6</b>
Title: Mathematics in Context I			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate a well-rounded ability in and systematic approach to select relevant real-life and simulated contexts in which to embed a fundamental knowledge of numbers;</li> <li>• demonstrate problem solving abilities by applying a fundamental knowledge of numbers in the mathematisation of real-life and simulated contexts;</li> <li>• demonstrate appreciation for the role that a fundamental knowledge of numbers plays as a tool to make sense of real-life and simulated contexts;</li> <li>• evaluate the validity and applicability of mathematical solutions within real-life and simulated contexts and express a value judgment regarding the place of numbers within the broader framework of mathematical literacy;</li> <li>• demonstrate a well-rounded ability in and systematic approach to select relevant real-life contexts in which to embed a fundamental knowledge of statistics and probability;</li> </ul>			

<ul style="list-style-type: none"> <li>• demonstrate problem solving abilities by applying a fundamental knowledge of statistics and probability in the mathematisation of real-life situations;</li> <li>• demonstrate appreciation for the role that fundamental knowledge of statistics and probability play as a tool to make sense of real-life and simulated contexts; and</li> <li>• evaluate the validity and applicability of mathematical solutions within real-life and simulated contexts and express a value judgment regarding the place of statistics and probability within the broader framework of mathematical literacy.</li> </ul>
Method of delivery: ODL, APEE
Methods of Assessment: Formative (40%) and Summative (examination) 60%

<b>Module code: MLED 576</b>	<b>Sem 1 &amp; 2</b>	<b>32 credits</b>	<b>NQF level: 6</b>
Title: Mathematics in Context II			
Module outcomes: After successful completion of this module the student should			
<ul style="list-style-type: none"> <li>• demonstrate a well-rounded ability in and systematic approach to select relevant real-life and simulated contexts in which to embed a fundamental knowledge of functions;</li> <li>• demonstrate problem solving abilities by applying a fundamental knowledge of functions in the mathematisation of real-life and simulated situations;</li> <li>• demonstrate appreciation for the role that a fundamental knowledge of functions plays as a tool to make sense of real-life and simulated contexts;</li> <li>• evaluate the validity and applicability of mathematical solutions within the context of real world situations and express a value judgment regarding the place of functions within the broader framework of mathematical literacy;</li> <li>• demonstrate a well-rounded ability in and systematic approach to select relevant real-life and simulated contexts in which to embed a fundamental knowledge of shape, space and measurement;</li> <li>• demonstrate problem solving abilities by applying a fundamental knowledge of shape, space and measurement in the mathematisation of real-life and simulated contexts;</li> <li>• demonstrate appreciation for the role that a fundamental knowledge of shape, space and measurement play as a tool to make sense of real-life and simulated contexts; and</li> <li>• evaluate the validity and applicability of mathematical solutions within real-life and simulated contexts and express a value judgment regarding the place of shape, space and measurement within the broader framework of mathematical literacy.</li> </ul>			
Method of delivery: ODL, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: NCHK 511</b>	<b>Semester 1</b>	<b>16 credits</b>	<b>NQF level: 6</b>
Title: Chemistry for Science Education A			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate sound theoretical knowledge and conceptual understanding of basic chemical principles that are required by the relevant national curriculum, i.e. the application of Mathematics to Chemistry, the kinetic molecular theory, common types of chemical reactions, stoichiometry, atomic theory, molecular structures and intermolecular forces; and</li> <li>• be able to apply chemical principles in new contexts and to selected real-life problems.</li> </ul>			
Method of delivery: Sediba			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: NCHK 521</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 6</b>
Title: Chemistry for Science education B			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate sound theoretical knowledge and conceptual understanding of basic chemical principles that are required by the relevant national curriculum, i.e. basic organic chemistry and the applications of the rate and extent of chemical reactions to acid-base reactions, precipitation reactions and electrochemistry; and</li> <li>apply chemical principles in new contexts and to selected real-life problems.</li> </ul>			
Method of delivery: Sediba Vacation School			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: NDNK 512</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF level: 6</b>
Title: Didactics of Physics			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate sound theoretical knowledge of constructivism as applied to physics;</li> <li>demonstrate knowledge and understanding of the alternative conceptions that impacts on the learning of physics; and</li> <li>access and understand the content of the relevant national curriculum with regards to aspects such as content, level, developmental line, and required pre-knowledge.</li> </ul>			
Method of delivery: Sediba Vacation School			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: NDNK 522</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 6</b>
Title: Didactics of Chemistry			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate theoretical knowledge of constructivism as applied to chemistry as well as of the alternative conceptions that impacts on the learning of chemistry;</li> <li>be familiar with a variety of instructional strategies and assessment techniques that may be applied to the teaching of Physical Science;</li> <li>demonstrate knowledge and understanding of the principles of effective laboratory safety, organisation and management.</li> </ul>			
Method of delivery: Sediba Vacation School			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: NDSK 521</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 6</b>
Title: Didactics of Science Intermediate Phase			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate knowledge, skills and appropriate values with regard to essential aspects of Science teaching and learning and the use of teaching aids at intermediate and Senior levels;</li> <li>demonstrate sound theoretical knowledge of constructivism as applied to Physics and Chemistry and the way in which alternative conceptions impacts on the learning of Physics and Chemistry;</li> <li>access and implement the content of the relevant national curriculum with regards to aspects such as content, level, developmental line, and required pre-knowledge;</li> <li>be familiar with a variety of instructional strategies and assessment techniques that may be applied to general Science; and</li> <li>be familiar with principles of effective laboratory safety, organisation and management.</li> </ul>			
Method of delivery: Sediba Vacation School			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: NDWK 522</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 6</b>
Title: Didactics of Mathematics (GET Band)			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate knowledge, skills and values with regard to Mathematics teaching and learning strategies;</li> <li>demonstrate the implementation of technological and other learning aids for learning Mathematics at Intermediate and Senior levels;</li> <li>be able to apply acquired knowledge and skills with regards to aids and strategies in teaching Mathematics in the GET band.</li> </ul>			
Method of delivery: Sediba Vacation School			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: NEBK 511</b>	<b>Semester 1</b>	<b>16 credits</b>	<b>NQF level: 6</b>
Title: The Earth and Beyond for Science			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>will be equipped to facilitate Natural Sciences content / outcomes in the GET band; and</li> <li>demonstrate the development of themes on all essential aspects of Geography and Geology related to life and living.</li> </ul>			
Method of delivery: Sediba Vacation School			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: NECK 521</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 6</b>
Title: Energy and Change for Science			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>facilitate the development of themes concerned with energy and change, the necessary aspects of Physics and related learning experiences in the GET band.</li> </ul>			
Method of delivery: Sediba Vacation School			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: NFSK 511</b>	<b>Semester 1</b>	<b>16 credits</b>	<b>NQF level: 6</b>
Title: Physics for Science Education			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate sound theoretical knowledge and conceptual understanding of basic physical principles that are required by the relevant national curriculum, i.e. kinematics, dynamics, work, energy, power and momentum, waves, light and sound, temperature and heat, and atomic and nuclear physics; and</li> <li>be able to apply Physics principles in new contexts and to selected real-life problems.</li> </ul>			
Method of delivery: Sediba Vacation School			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: NFSK 521</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 6</b>
Title: Electricity for Science Education			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate sound theoretical knowledge and conceptual understanding of basic physical principles that are required by the relevant national curriculum, i.e. electrostatics, electrodynamics and electromagnetic induction;</li> <li>be able to apply Physics principles in new contexts and to selected real-life problems.</li> </ul>			
Sediba Vacation School; Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: NLLK 511</b>	<b>Semester 1</b>	<b>16 credits</b>	<b>NQF level: 6</b>
<b>Title:</b> Life and Living for Science			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate competence to facilitate the development of themes in all the essential aspects of Botany, Zoology and Physiology that are related to life and living in the GET band.</li> </ul>			
Method of delivery: Sediba Vacation School			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: NMMK 521</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 6</b>
<b>Title:</b> Matter and Materials for Science			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• facilitate the development of themes in all essential aspects of Chemistry as regards matter and material in the GET band.</li> </ul>			
Method of delivery: Sediba Vacation School			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: NVMI 521</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 6</b>
<b>Title:</b> Introduction to Research Methods			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• understand the concept of educational research and types of research;</li> <li>• develop a research problem, purpose statement and formulate the significance of a study;</li> <li>• conduct a review of the literature and formulate hypothesis;</li> <li>• understand and apply qualitative and quantitative research approaches to educational research;</li> <li>• develop a research design and procedures, select a population and apply sampling techniques;</li> <li>• develop appropriate research tools/instruments and data collection procedures;</li> <li>• conduct data analysis including descriptive and inferential statistics; and</li> <li>• demonstrate correct use of bibliographical references.</li> </ul>			
Method of delivery: ODL, Upington College, Cedar College, APEE, Sediba			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: NWPK 511</b>	<b>Semester 1</b>	<b>16 credits</b>	<b>NQF level: 6</b>
<b>Title:</b> Development of Number Sense (GET band)			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• facilitate knowledge about the historical development of numbers and the structure of number systems;</li> <li>• develop the basic concepts of whole numbers, fractions and decimals;</li> <li>• facilitate the understanding of operations with whole numbers, fractions and decimals;</li> <li>• integrate these concepts in order to effect specific outcomes in the Mathematical Literacy, Mathematics and Mathematical Sciences learning area; and</li> <li>• effectively facilitate the four types of calculations in the GET band.</li> </ul>			
Method of delivery: ODL, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			



<b>Module code: NWPK 512</b>	<b>Semester 1</b>	<b>16 credits</b>	<b>NQF level: 6</b>
Title: Fundamentals of Algebra (GET band)			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• represent, generalize and formalize patterns in all aspects of mathematics;</li> <li>• understand the thinking and reasoning process throughout the grades;</li> <li>• give an overview of the set of number systems, the operations defined in the number systems and the properties ruling the operations;</li> <li>• demonstrate thorough knowledge of algebra fundamentals such as: evaluating polynomials, operations with polynomials; and factoring;</li> <li>• be competent in applying these fundamentals in simplifying polynomial expressions;</li> <li>• solve linear equations and simple inequalities; and</li> <li>• solve quadratic equations by using the property of zero products.</li> </ul>			
Method of delivery: ODL, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: NWPK 521</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 6</b>
Title: Geometric Thinking (GET band)			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• facilitate the construction of the concept of measurement;</li> <li>• facilitate learners to master measuring different attributes of two and three dimensional objects;</li> <li>• understand how the skills Hoffer identified and the van Hiele levels impact on the teaching and learning of geometry;</li> <li>• select tasks and set worksheets for level 0, 1 and 2 van Hiele levels;</li> <li>• facilitate the mastery of the reasoning processes necessary for Euclidean geometry;</li> <li>• facilitate the solving of simple Euclidean Geometry problems in the domain of straight lines and triangles; and</li> <li>• facilitate the construction of area formulas for triangles and quadrilaterals, as well as problem solving in that domain involving calculations.</li> </ul>			
Method of delivery: ODL, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: NWPK 522</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 6</b>
Title: Graphs and Data Analysis (GET band)			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• develop concepts of ratio and proportion;</li> <li>• develop concept of a function using different representations of functions;</li> <li>• use the Cartesian coordinate system to plot coordinates;</li> <li>• identify various properties of functions and graphs;</li> <li>• collect, organise, classify and display relevant data;</li> <li>• do simple statistical analysis of graphs;</li> <li>• classify events as certain, possible or impossible; and</li> <li>• determine probabilities for simple events.</li> </ul>			
Method of delivery: ODL, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: NWSK 513</b>	<b>Semester 1</b>	<b>16 credits</b>	<b>NQF level: 6</b>
Title: Mathematics for ACE IA			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate a thorough knowledge of Algebra fundamentals and be competent in applying these fundamentals in simplifying polynomial expressions;</li> </ul>			

<ul style="list-style-type: none"> <li>demonstrate a thorough knowledge of absolute values;</li> <li>be able to solve equations and inequalities;</li> <li>be able to apply different methods to solve systems of equations;</li> <li>be familiar with the concept of a matrix and be able to do the different operations with matrices;</li> <li>be able to graph systems of inequalities and use graphs to solve linear programming problems;</li> <li>demonstrate a thorough knowledge of arithmetic and geometric sequences and series;</li> <li>solve various elementary real-world problems by mathematical modelling; and</li> <li>be motivated to be a life-long student of mathematics and an enthusiastic teacher of mathematics.</li> </ul>
Method of delivery: ODL, APEE
Methods of Assessment: Formative (40%) and Summative (examination) 60%

<b>Module code: NWSK 514</b>	<b>Semester 1</b>	<b>16 credits</b>	<b>NQF level: 6</b>
Title: Mathematics for ACE IB			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate sufficient insight into the big ideas of functions, exponential functions and logarithmic functions so that he/she will be able to teach it to high school learners;</li> <li>be able to solve real-life problems relating to these areas of mathematics; and</li> <li>be motivated to be a life-long student of Mathematics and be encouraged to be an enthusiastic teacher of Mathematics.</li> </ul>			
Method of delivery: Sediba Vacation School			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: NWSK 523</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 6</b>
Title: Mathematics for ACE IIA			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate sufficient insight into the big ideas of trigonometry and analytical geometry so that you would be able to teach it to high school learners;</li> <li>be able to solve real-life problems relating to these areas of mathematics; and</li> <li>be motivated to be a life-long student of Mathematics and be encouraged to be an enthusiastic teacher of Mathematics</li> </ul>			
Method of delivery: Sediba Vacation School			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: NWSK 524</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 6</b>
Title: Mathematics for ACE IIB			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate sufficient insight into the big ideas of differential calculus, data analysis and probability so that you would be able to teach it to high school learners;</li> <li>be able to solve real-life problems relating to these areas of Mathematics; and</li> <li>be motivated to be a life-long student of Mathematics and be encouraged be an enthusiastic teacher of Mathematics.</li> </ul>			
Method of delivery: Sediba Vacation School			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: NWSK 525</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 6</b>
Title: Mathematics for ACE IIC			
Module outcomes: After successful completion of this module the student should:			

<ul style="list-style-type: none"> <li>describe and apply the van Hiele levels to facilitate spatial development of learners;</li> <li>differentiate between concepts, algorithms, relationships and simple knowledge;</li> <li>use different teaching models to teach the different types of Mathematics content (e.g. concepts, etc.);</li> <li>apply measurement concepts and formulas to determine area of two dimensional figures, volume and outside area of three dimensional figures;</li> <li>understand different reasoning processes used in Geometry;</li> <li>facilitate learners' development of the reasoning processes that is necessary for informal and formal proof in Euclidean Geometry; and</li> <li>facilitate the development of problem solving skills in the domain of Geometry.</li> </ul>
Method of delivery: Sediba Vacation School
Methods of Assessment: Formative (40%) and Summative (examination) 60%

<b>Module code: ORAK 511</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF level: 6</b>
Title: Education Law, Systems and Management A			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate knowledge, skills and insight with regard to the school as organisation and teaching as profession;</li> <li>analyse and evaluate the relationship of the educator to his/her employer, especially by concentrating on the conditions of employment of the educator; and</li> <li>be aware of the ethical aspects surrounding Education Law, Systems and Management.</li> </ul>			
Method of delivery: ODL, APEE, Upington College, Cedar college			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: ORAK 521</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 6</b>
Title: Education Law, Systems and Management B			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of the management tasks of the educator;</li> <li>demonstrate knowledge and understanding of some basic issues in Education Law;</li> <li>demonstrate an understanding of practice shock and its effect on the beginner/novice educator; and</li> <li>be aware of the ethical aspects surrounding Education Law, Administration and Systems.</li> </ul>			
Method of delivery: ODL, APEE, Upington College, Cedar college			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: ORLK 511</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF level: 6</b>
Title: Teaching and Learning A			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate knowledge, understanding and skills with regard to teaching and learning by describing and comparing the information processing and constructivist approaches to learning;</li> <li>demonstrate knowledge and understanding of the cognitive, metacognitive and motivation variables that contribute to effective learning; and</li> <li>analyse and illustrate the contribution of an interactive teaching approach to effective teaching-learning situations, including co-operative learning models, appropriate teaching-learning methods and media and continuous assessment.</li> </ul>			
Method of delivery: ODL, APEE, Upington College, Cedar college, Sediba			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: ORLK 521</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 6</b>
Title: Teaching and learning B			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate knowledge, understanding and skills with regard to teaching, learning and the curriculum by: analysing effective learning according to a model of the effective learner; explaining and analysing motivation according to the attribution theory and self-efficacy viewpoints; describing, analysing and illustrating the contribution of effective development of curricula to effective teaching, as manifested in the curriculum cycle.</li> </ul>			
Method of delivery: ODL, APEE, Upington College, Cedar college, Sediba			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: PCDG 572</b>	<b>Year 2</b>	<b>20 credits</b>	<b>NQF level: 6</b>
Title: Manage Policy, Planning, School Development and Governance			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate the personal qualities necessary for effective management of policy, planning, school development and governance;</li> <li>develop and communicate school values, vision, mission, policies and plans in a collaborative way and secure commitment to these;</li> <li>develop and maintain sound working relationships with the School Governing Body, as well as parents, learners, the community and the department; and</li> <li>understand and be able to apply relevant content knowledge in leading and managing people.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (60%) and Summative (examination) 40%			

<b>Module code: PCLM 521</b>	<b>Year 1</b>	<b>10 credits</b>	<b>NQF level: 6</b>
Title: School Leadership and Management in the South African Context			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>provide an overview of the course content;</li> <li>demonstrate a basic understanding of what is involved in school management and leadership in South Africa; and</li> <li>make an assessment of own abilities in management and leadership (in terms of current notions of competence and relevance in South Africa in relation to management and leadership).</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (60%) and Summative (examination) 40%			

<b>Module code: PCMP 571</b>	<b>Year 1</b>	<b>20 credits</b>	<b>NQF level: 6</b>
Title: Lead and Manage People			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate the personal qualities necessary for effective leadership and management of people;</li> <li>plan, allocate, support and evaluate work undertaken by groups, teams and individuals (ensuring clear delegation of tasks and devolution of responsibilities);</li> <li>develop the professional skills of self, groups and individuals to enhance their performance (and that of the school);</li> <li>create an environment conducive to collective bargaining, collaboration and negotiation (and conflict resolution); and</li> </ul>			

<ul style="list-style-type: none"> <li>understand and be able to apply relevant content knowledge in leading and managing people.</li> </ul>
Method of delivery: ODL
Methods of Assessment: Formative (60%) and Summative (examination) 40%

Module code: PCPO 522	Year 2	10 credits	NQF level: 5
Title: Develop a portfolio to demonstrate competence in school leadership and management			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>understand how the portfolio can be used as a flexible assessment instrument within the context of the outcomes-based assessment system in South Africa;</li> <li>understand the use of professional development portfolios in the professional development and developmental appraisal of educators, particularly those responsible for school leadership and management;</li> <li>draw up an action plan for compiling a portfolio of evidence relevant to the core exit level outcomes of the ACE qualification; and</li> <li>compile a portfolio, which will include relevant evidence, links between the evidence and the core exit level outcomes, reflective commentary, and a personal and organisational development plan.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Portfolio			

Module code: PCSR 571	Year 2	20 credits	NQF level: 6
Title: Manage Organisational Systems, Physical and Financial Resources			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate the personal and professional qualities and skills necessary for effective management of organisational systems and financial and physical resources;</li> <li>set up, implement, maintain and evaluate organisational systems for the school (where possible making use of appropriate information and communication technology ICT);</li> <li>manage the financial resources of the school in a transparent and accountable way; and</li> <li>understand and be able to apply relevant content knowledge and skills in the management of organisational systems, and physical and financial resources.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (60%) and Summative (examination) 40%			

Module code: PCTL 572	Year 1	20 credits	NQF level: 6
Title: Manage Teaching and Learning			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate the personal and professional qualities necessary for effective management of teaching and learning;</li> <li>manage the planning and implementation and monitoring / evaluation of teaching (to ensure quality learning for all in the context of national, provincial and school policy);</li> <li>understand and be able to apply relevant content knowledge (in the design, implementation and evaluation of teaching and learning and the organisation of the school environment); and</li> <li>create, manage and sustain a safe, caring and disciplined environment (and show commitment to following this through in the way in which teaching and learning is organised).</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (60%) and Summative (examination) 40%			

<b>Module code: PELP 512</b>	<b>Year 2</b>	<b>12 credits</b>	<b>NQF level: 6</b>
Title: Lead and Manage a Learning Area, Subject or Phase			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate a clear understanding of the nature, purpose and function of assessment in general;</li> <li>• know and understand how outcomes-based education and quality assurance fits into the South African education and training system;</li> <li>• recognize the differences and similarities between outcomes-based and other forms of assessment;</li> <li>• develop and implement a sound school assessment plan and/or system;</li> <li>• prepare all those involved in assessment for assessment events/processes;</li> <li>• conduct fair, valid and reliable assessments;</li> <li>• record and report assessment results in ways that are fair and culturally sensitive; and</li> <li>• be able and willing to evaluate your own assessment procedures and to adjust these where necessary.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (60%) and Summative (examination) 40%			

<b>Module code: PEMA 512</b>	<b>Year 1/2</b>	<b>10 credits</b>	<b>NQF level: 6</b>
Title: Moderate assessment			
Module outcomes: After successful completion of this module the student should demonstrate:			
<ul style="list-style-type: none"> <li>• an understanding of moderation within the context of an outcomes-based assessment system;</li> <li>• the ability to plan and prepare for moderation;</li> <li>• the ability to conduct moderation and to manage moderation processes and procedures;</li> <li>• the ability to record and report moderation results in ways that support and develop educators ability to plan and conduct quality assessments;</li> <li>• the ability to manage moderation at various institutional levels; and</li> <li>• the ability to conduct reviews of own and others' moderation systems and processes.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (60%) and Summative (examination) 40%			
<i>Not available in 2013</i>			

<b>Module code: PEMM 512</b>	<b>Year 1</b>	<b>12 credits</b>	<b>NQF level: 6</b>
Title: Mentor School Managers			
Module outcomes: After successful completion of this module the student should demonstrate the ability to:			
<ul style="list-style-type: none"> <li>• demonstrate the skills and personal qualities for successful mentoring;</li> <li>• manage the establishment, monitoring and evaluation of a mentoring and coaching programme; and</li> <li>• understand and be able to apply relevant content knowledge in mentoring</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (60%) and Summative (examination) 40%			

<b>Module code: PEPA 512</b>	<b>Year 1/2</b>	<b>15 credits</b>	<b>NQF level: 6</b>
Title: Plan and Conduct Assessment			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate understanding of outcomes-based assessment;</li> <li>• prepare for assessments;</li> </ul>			

<ul style="list-style-type: none"> <li>• conduct assessments;</li> <li>• provide feedback on assessments; and</li> <li>• review assessments.</li> </ul>
Method of delivery: ODL
Methods of Assessment: Formative (60%) and Summative (examination) 40%

<b>Module code: PFCL 521</b>	<b>Year 1/2</b>	<b>10 credits</b>	<b>NQF level: 5</b>
Title: Basic Computer Literacy in School Management			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• identify and describe the hardware and software of a computer;</li> <li>• use a word processor, spreadsheet, e-mail and browser effectively and efficiently;</li> <li>• use a data base programme (e.g. Microsoft Access) effectively;</li> <li>• demonstrate, effective and efficient use of a browser and search engines;</li> <li>• understand and explain the use of computers in education; and</li> <li>• understand and explain aspects regarding the safe and ethical use of computers.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (60%) and Summative (examination) 40%			

<b>Module code: PFLS 511</b>	<b>Year 2</b>	<b>6 credits</b>	<b>NQF level: 5</b>
Title: Language Skills in School Management and Leadership			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate competence in reading, writing, listening, and speaking skills necessary for effective management in schools.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (60%) and Summative (examination) 40%			

<b>Module code: SANK 521</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 6</b>
Title: Sport Science: Emergency First Aid, Sport Injuries & Coaching			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• explain first aid principles, techniques and actions in specific emergencies and be able to apply them in practice;</li> <li>• explain and apply the principles, techniques and skills of coaching at the entrance level of your chosen sport;</li> <li>• demonstrate an ethical attitude towards patients in applying emergency first aid; and</li> <li>• demonstrate a positive attitude towards coaching as a tool in developing learners to their full potential.</li> </ul>			
Method of delivery: ODL, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: SDEK 522</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 6</b>
Title: Subject Didactical Aspects of English			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• interpret second language acquisition theories and variables and understand the role they play in second language learning;</li> <li>• understand and implement learner-centred principles in the language classroom;</li> <li>• interpret and evaluate various methods of teaching English second language;</li> <li>• demonstrate knowledge of the principles of outcomes-based teaching and in specific the teaching of language outcomes and skills;</li> <li>• apply the basic didactical principles in planning for instruction;</li> </ul>			

<ul style="list-style-type: none"> <li>• demonstrate knowledge and skills regarding the principles of assessment;</li> <li>• structure language learning experiences using instructional technology; and</li> <li>• project professional values in all educational operations.</li> </ul>
Method of delivery: ODL, IOL, Cedar College, APEE
Methods of Assessment: Formative (40%) and Summative (examination) 60%

Module code: SPKK 511	Semester 1	16 credits	NQF level: 6
Title: A Multi-disciplinary Perspective on Sport			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• distinguish between exercise physiology, sport philosophy, sport psychology and sport sociology;</li> <li>• analyse and evaluate the basic physiological components applicable to sport, movement and exercise and apply these in practice;</li> <li>• know and evaluate the basic sociological components pertaining to movement, exercise, sport and Physical Education within Life Orientation;</li> <li>• understand the importance of an approach to take care of the physical aspect of learners in the educational process that includes especially extra-mural involvement;</li> <li>• promote a positive attitude towards Movement/Physical Education with the aim to implement a sustainable Movement Education programme in schools;</li> <li>• utilize a variety of strategies in order to master the required skills in Movement/Physical Education within Life Orientation; and</li> <li>• motivate the need of a well-structured and functional Physical Education and extra-mural programme in education.</li> </ul>			
Method of delivery: ODL, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

Module code: SPRK 521	Semester 2	16 credits	NQF level: 6
Title: General Sport and Recreation Principles			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• explain and apply the components, levels and techniques of sport management;</li> <li>• effectively plan, organise and manage different types of sport tournaments;</li> <li>• organise and manage a sports club;</li> <li>• explain the requirements to serve on a management committee of a regional sports body;</li> <li>• explain the value, principles and importance of effective recreational activities in school; and</li> <li>• plan, organise and present a variety of recreational activities to develop learners in different areas of physical and motor fitness.</li> </ul>			
Method of delivery: ODL, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

Module code: SSGK 521	Semester 2	16 credits	NQF level: 6
Title: South African History (1948-1994)			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate knowledge regarding the most important developments in South African history in the period 1948 to 1994;</li> <li>• demonstrate insight regarding the way in which South African history has taken its course, and why and how the most important groups obtained their particular characteristics;</li> <li>• develop an understanding of the fact that every historical event is unique and needs to be</li> </ul>			



<p>evaluated within the context of the circumstances surrounding it and that events on one continent does not occur in isolation, but that interaction and reciprocal influences elsewhere in the world have a bearing on events; and</p> <ul style="list-style-type: none"> <li>display a particular scholarly disposition so that he/she will be critical towards books, notices and indicate different viewpoints of authors, and realise that more than one viewpoint exists regarding issues.</li> </ul>
Method of delivery: ODL, APEE
Methods of Assessment: Formative (40%) and Summative (examination) 60%

<b>Khouto ya mojulu: SVDK 511</b>	<b>Semesetara 1</b>	<b>Dikerediti tse 16</b>	<b>Maemo a NKR: 6</b>
Applied Educational Didactical Aspects in Setswana: Intermediate and Senior Phase (Leina: Mabaka a Thuto le Didaktiki tse di Dirisitsweng mo Setswaneng: Kgato ya Magareng le e Kgolo)			
Dipoelo tsa Thuto: Mo bofelong jwa mojulu o moithuti o tshwanetse go bontsha kitso, bokgoni le maitshwaro ka ga tiriso ya Kemo ya Kharikhulamo ya Bosetšhaba gore ba ne le bokgoni jwa go ruta puo ka mokgwa wa Thuto-tota-dipoelo le go dirisa mekgwa, ditiro, dithekeniki le poposešwa ka go ruta go reetsa, go bua, go bala le go kwala, go dirisa le bokgoni jwa go tlathhoba, go loga maano a dithuto le go dirisa metswedi e e bothokwa.			
Mokgwa wa go ruta: Kwa ntle ga Khamphase(Thuto e e bulegileng ya kgakala)			
Mekgwa ya go athola: Katholo ya go bopa le tlathhobo			

<b>Khouto ya mojulu: SVDK 522</b>	<b>Semesetara2</b>	<b>Dikerediti tse 16</b>	<b>Maemo a NKR: 6</b>
Applied Subject Didactics for Setswana Teaching (Leina: Mabaka a Thuto le Didaktiki tse di Dirisitsweng mo Setswaneng: Kgato e Kgolo le ya Katiso le Thuto e e Tseneletseng)			
Dipoelo tsa Thuto: Mo bofelong jwa mojulu o moithuti o tshwanetse go bontsha kitso, bokgoni le maitshwaro ka ga go bopa le go ruta thuto(thuto e nnye), athola, tlathhoba, ruta mme tsamaisa metswedi ya thuto le go rulaganya Setswana e le serutwa.			
Mokgwa wa go ruta: Kwa ntle ga Khamphase(Thuto e e bulegileng ya kgakala)			
Mekgwa ya go athola: Katholo ya go bopa le tlathhobo			

<b>Khouto ya mojulu: SWHK 511</b>	<b>Semesetara1</b>	<b>Dikerediti tse 16</b>	<b>Maemo a NKR: 6</b>
Advanced Setswana Language (Leina: Thutapuo ya Setswana e Tswelletseng)			
Dipoelo tsa Thuto: Mo bofelong jwa mojulu o moithuti o tshwanetse go bontsha kitso, bokgoni le maitshwaro ka ga go tlathhamolola mafoko le dipolelo ka bokao, go kaela mefutafuta ya bokao, le go tlathhamolola mafoko le dipolelo ka mokgwa wa popapolelo le morofoloji.			
Mokgwa wa go ruta: Kwa ntle ga Khamphase(Thuto e e bulegileng ya kgakala)			
Mekgwa ya go athola: Katholo ya go bopa le tlathhobo			

<b>Khouto ya mojulu: SWHK 521</b>	<b>Semesetara2</b>	<b>Dikerediti tse 16</b>	<b>Maemo a NKR: 6</b>
Advanced Educational Literary Studies in Setswana (Leina: Thuto ya Dithangwa e e Tsweneletseng mo Thutong mo Setswaneng)			
Dipoelo tsa Thuto: Mo bofelong jwa mojulu o moithuti o tshwanetse go bontsha kitso, bokgoni le maitshwaro ka ga mefutafuta ya porose, maboko le terama mme tsepo e le mo Thutong.			
Mokgwa wa go ruta: Kwa ntle ga Khamphase(Thuto e e bulegileng ya kgakala)			
Mekgwa ya go athola: Katholo ya go bopa le tlathhobo			

<b>Module code: TECH 571</b>	<b>Sem 1 &amp; 2</b>	<b>32 credits</b>	<b>NQF level: 6</b>
<b>Title: Intermediate and Senior Phase Technology</b>			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate an understanding of the knowledge and skills related to various aspects of Technology;</li> <li>• demonstrate the ability to apply the knowledge and skills relevant to Technology;</li> <li>• apply the acquired skills in the technological process, step-by-step, to solve problems in the environment;</li> <li>• demonstrate skills to use materials and apply various techniques;</li> <li>• show responsibility towards safety, ethical responsibility and environmental concern in the Technology classroom;</li> <li>• be able to develop work schedules and lesson plans for effective teaching and learning in Technology; and</li> <li>• demonstrate knowledge and understanding of relevant terminology.</li> </ul>			
Method of delivery: ODL, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: VGAK 511</b>	<b>Semester 1</b>	<b>16 credits</b>	<b>NQF level: 6</b>
<b>Title: Subject Didactics of History A</b>			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate an ethically sound and positive approach towards the study of History and promote such an approach in learners;</li> <li>• be able to understand and interpret provided learning programmes in history, identify the requirements for a specific context of learning in History, and prepare suitable textual and visual resources for history learning;</li> <li>• mediate history learning in a manner that is sensitive to the diverse needs of learners, showing recognition of and respect for the differences of other;</li> <li>• display a particular scholarly disposition, which recognizes that more than one viewpoint exists regarding issues, and that this leads to a critical approach towards books and the different viewpoints of authors;</li> <li>• to identify and utilised the most important criteria for evaluation of History textbooks;</li> <li>• demonstrate a framework for a learners exercise book;</li> <li>• explain and demonstrate the essence of planning of History learning programs;</li> <li>• be able to identify, trace and effectively use historical sources, other than the textbook, in the process of solving scholarly problems of an elementary nature in assignments; and</li> <li>• achieve ongoing personal, academic, occupational and professional growth through pursuing reflective study and research in History.</li> </ul>			
Method of delivery: ODL, APEE			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: VGBK 521</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 6</b>
<b>Title: Subject Didactics History B</b>			
Module outcomes: After successful completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate sound knowledge of subject content and various principles, strategies and resources appropriate to History teaching in a South African context;</li> <li>• be able to understand and interpret provided learning programmes in History, identify the requirements for a specific context of learning in History, and prepare suitable textual and visual resources for History learning;</li> <li>• be able to read History sources critically (and evaluative) and to promote such skills in learners;</li> </ul>			

- demonstrate an ethically sound and positive approach towards the study of History and promote such an approach in learners;
- know and apply different forms of assessment in History teaching;
- monitor and assess the learners' progress in a fair and just manner;
- demonstrate the various teaching approaches, techniques and strategies in History teaching;
- explain and demonstrate what multicultural teaching in History pertains to;
- mediate History learning in a manner that is sensitive to the diverse needs of learners, showing recognition of and respect for the differences of others;
- know the importance of a portfolio in an OBE system and to practically demonstrate the layout and compilation thereof; and
- achieve ongoing personal, academic, occupational and professional growth through pursuing reflective study and research in History.

Method of delivery: ODL, APEE

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

## OP.2.3 BED UPGRADE

<b>Module code: EDCC 212</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF-level: 6</b>
Title: Professional Studies			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"><li>• demonstrate a sound understanding of the behaviourist and information-processing theories, in particular, and ensuing principles underpinning teaching, learning and assessment processes, procedures, methods, strategies and skills in general;</li><li>• demonstrate a solid knowledge base in teaching and learning within a structured and formal outcomes-based environment, with reference to different learning facilitation skills and strategies,</li><li>• demonstrate solid knowledge and understanding regarding outcomes-based assessment;</li><li>• demonstrate, individually and in group work, the ability to present a theory based motivation for teaching and assessment strategies suitable to a specific learning environment and school phase;</li><li>• have the ability to plan and present a lesson in accordance with a given format and assessment criteria, and using the most effective instructional skills for a specific teaching-learning environment; and</li><li>• integrate a personal value system into lesson-planning, assessment strategies and instructional skills.</li></ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: EDCC 311</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF-level: 6/7</b>
Title: Inclusive Education			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"><li>• demonstrate well-rounded knowledge of the practical implications of the implementation of inclusive education and of strategies for the accommodation of learners with specific barriers to learning in different classroom contexts;</li><li>• implement the SIAS-process; to collaborate with parents and other support professionals in the support process and to integrate and apply well-rounded knowledge, basic skills and accommodating attitudes developed through reflective, creative thinking to support learners with specific barriers in different classroom contexts; and</li><li>• understand the value of inclusive education for the enhancement of an inclusive society and the provision of quality education for all and demonstrate an appropriate attitude and understanding towards learners, educators and parents involved in the support process.</li></ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: EDCC 312</b>	<b>Semester 1/2</b>	<b>8 credits</b>	<b>NQF-level: 6/7</b>
Title: Professional Studies			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate a well-rounded and systematic knowledge of the social cognitive and constructivist learning theories and ensuing principles, underpinning teaching, learning and assessment processes, procedures, methods, strategies and skills;</li> <li>• demonstrate a well-rounded knowledge of and ability to take into consideration the variables that influence learner performance such as prior knowledge, environmental variables, motivational variables, cognitive and meta-cognitive reflection, behavioural variables and task variables;</li> <li>• demonstrate a well-rounded knowledge and ensuing skills in the choice, planning and implementation of indirect teaching strategies;</li> <li>• plan and conduct outcomes-based assessment strategies; and</li> <li>• develop outcomes-based learning materials.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: EDCC 321</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF-level: 6/7</b>
Title: Education Management			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate insight regarding the concept and relevance of education management;</li> <li>• analyse and understand the various management tasks of an educator;</li> <li>• demonstrate an understanding of the nature and practice of classroom management; and</li> <li>• demonstrate expertise concerning the concept and related themes of leadership in education.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: EDCC 411</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF-level: 7</b>
Title: Education Law			
Module outcomes: On completion of this module the student should be able to:			
<ul style="list-style-type: none"> <li>• be acquainted with legislation as a source of Education Law and be able to act in accordance with legal specifications;</li> <li>• be acquainted with specifications of the Professional Code of Ethics (SACE) and be able to act professionally;</li> <li>• be able to interpret and correctly apply the rights explicated in the Bill of Rights of the South African Constitution, protect and promote children's rights in schools, as well as to teach learners a positive attitude towards their own rights and obligations, and respect the rights of others;</li> <li>• be able to maintain discipline in accordance with the principles and prescriptions of Education Law;</li> <li>• be able to understand and correctly apply the educator's duty of care; and</li> <li>• demonstrate understanding of relevant aspects of labour law in education.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: EDCC 412</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF-level: 7</b>
Title: Professional Studies			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate the competence to provide effective feedback on assessments;</li> <li>• demonstrate the competence to review assessments;</li> </ul>			

<ul style="list-style-type: none"> <li>• demonstrate effective and advanced strategies as mediator of authentic learning situations and reflect on own teaching;</li> <li>• develop his/her own strategic teaching-learning approach;</li> <li>• design, plan, select and interpret relevant learning materials; and</li> <li>• demonstrate a well-rounded and systematic knowledge of the social cognitive and constructivist learning theories and ensuing principles, underpinning teaching, learning and assessment processes, procedures, methods, strategies and skills.</li> </ul>
Method of delivery: ODL
Methods of Assessment: Formative (40%) and Summative (examination) 60%

<b>Module code: EDCC 421</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF-level: 7</b>
Title: Educational Systems			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>• know, understand and analyse the nature and aims of the education system;</li> <li>• outline the historical development of the South African education system;</li> <li>• know the structure of the education system by distinguishing the four components;</li> <li>• demonstrate the influence and implications of various determinants on the education system; and</li> <li>• know and critically analyse relevant debates and controversies in contemporary education systems.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: ENGD 416</b>	<b>Semester 1</b>	<b>16 credits</b>	<b>NQF-level: 6/7</b>
Title: English Methodology: Didactical aspects: Int and Snr Phase			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate the ability to apply knowledge of learning theory, teaching strategies and methods to design phase appropriate lessons;</li> <li>• analyse and interpret Learning Outcomes and Assessment Standards for Intermediate and Senior phase;</li> <li>• interpret the NCS to plan lessons by clustering the Learning Outcomes and Assessment Standards; as well as integration with other Learning Areas and Subjects and to apply sound OBE principles;</li> <li>• plan a Learning Programme Framework; Work Schedule and Lesson Plans for each phase driven by a Communicative and Task-based approach; and</li> <li>• be able to deliver a complex and dynamic curriculum to students of every socioeconomic, linguistic and cultural background.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: ENGD 426</b>	<b>Semester 1/2</b>	<b>16 credits</b>	<b>NQF-level: 7</b>
Title: English Methodology: Didactical aspects: Int- and Snr phase			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate ability to apply knowledge of learning theory, teaching strategies and methods to design phase appropriate lessons;</li> <li>analyse and interpret Learning Outcomes and Assessment Standards for the Intermediate and Senior phase;</li> <li>interpret the NCS to plan lessons by clustering the Learning Outcomes and Assessment Standards; as well as integration with other Learning Areas and Subjects and to apply sound OBE principles;</li> <li>plan a Learning Programme Framework; Work Schedule and Lessons for each phase driven by a Communicative and Task-based approach; and</li> <li>be able to deliver a complex and dynamic curriculum to students of every socioeconomic, linguistic and cultural background.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: ENGE 122</b>	<b>Semester 1/2</b>	<b>16 credits</b>	<b>NQF-level: 5</b>
Title: English for Education: Linguistics for Language Teachers			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate a fundamental knowledge and understanding of the field of linguistics and its application in the language classroom;</li> <li>critically analyse the knowledge bases of the four language skills as they pertain to the English classroom;</li> <li>demonstrate competence in the four language skills and their application in the language classroom;</li> <li>access, evaluate and apply technological information in the classroom;</li> <li>successfully create and maintain a learning environment that is conducive to effective learning; and</li> <li>successfully select, create and evaluate suitable learning resources.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: ENGE 221</b>	<b>Semester 1/2</b>	<b>16 credits</b>	<b>NQF-level: 6</b>
Title: English for Education: Respect as Educational Principle in Literary Texts			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of representative selections from different literary traditions;</li> <li>demonstrate knowledge and understanding of literary theory and genre;</li> <li>trace the development of major literary movements in historical periods;</li> <li>identify, trace, interpret and critically comment on themes in a literary genre;</li> <li>demonstrate the skills and knowledge required to analyse and critically evaluate literary texts;</li> <li>demonstrate fundamental knowledge of stylistic aspects of literary texts;</li> <li>demonstrate ability to identify and evaluate the values explored in literary texts and films; and</li> <li>demonstrate understanding of didactic skills and approaches and apply these to the teaching of literature.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: ENGE 311</b>	<b>Semester 1</b>	<b>16 credits</b>	<b>NQF-level: 6/7</b>
Title: English for Education: Advanced Thematic Studies for English in Education			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate profound knowledge and insight regarding the literary genres of drama novel and poetry in a variety of texts;</li> <li>• identify, trace interpret and critically comment on themes in a literary genre;</li> <li>• demonstrate the skills and knowledge required to analyse and critically evaluate literary texts;</li> <li>• demonstrate fundamental knowledge of stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills;</li> <li>• demonstrate the profound knowledge and skills needed to identify and evaluate the values explored in literary texts and films;</li> <li>• demonstrate a fundamental understanding of didactic skills and approaches and apply this to the teaching of language and literature;</li> <li>• demonstrate a profound knowledge of the cognitive academic language skills required for teaching English; and</li> <li>• demonstrate an ample ability to identify themes and situations which learners can identify and learn from, thus aiding them in dealing with similar situations in their personal lives.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: ENGE 321</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF-level: 6/7</b>
Title: English for Education: Construction and Deconstruction as an Educational Tool			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate profound knowledge and insight of the deconstructive view of literature;</li> <li>• demonstrate judicious ability for deconstructive reading pertaining to the multiple meanings of words, exclusions, substitutions, inter-textuality, filiations among meanings and signs, the play of meaning, and repetition;</li> <li>• demonstrate the skills and knowledge required to analyse and critically evaluate relations of texts to each other;</li> <li>• demonstrate fundamental knowledge of the construction, communication, and reception of texts within a cultural and educational context;</li> <li>• demonstrate judicious knowledge of stylistic aspects of literary texts in order to use literature for the teaching of language and grammar skills;</li> <li>• demonstrate the basic knowledge and skills required for the construction of meaning in cinema and the development of film language and the understanding of the major of structural components of the narrative film text, such as narrative structure, <i>miser-en-scene</i>, the camera eye, editing and sound;</li> <li>• demonstrate the profound knowledge and skills needed to identify and evaluate the values exploded in literary texts and films;</li> <li>• demonstrate a fundamental understanding of didactic skills and approaches and apply this to the teaching of language and literature;</li> <li>• demonstrate a profound knowledge of the cognitive academic language skills required for teaching English; and</li> <li>• demonstrate ability to identify themes and situations to which learners can identify and learn from, thus aiding them in dealing with similar situations in their personal lives.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			



<b>Module code: GEOD 411</b>	<b>Semester 1</b>	<b>16 credits</b>	<b>NQF-level: 7</b>
Title: Geography Methodology: FET phase			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>• analyse the nature of Geography education in other countries of the world and in South Africa and discuss the place of Geography in the National Curriculum Statement critically;</li> <li>• discuss the major teaching-learning theories, approaches, styles, strategies and methods in Geography critically and implement them practically in the design, planning and presentation of Geography lesson plans;</li> <li>• discuss the different roles of Geography teachers and learners in OBE critically and apply them in the presentation of learning experiences;</li> <li>• develop the necessary teaching-learning aids in Geography teaching and implement them practically in order to accomplish meaningful teaching-learning in Geography;</li> <li>• act as an assessor of learning by using different assessment strategies and methods effectively in order to promote effective teaching-learning;</li> <li>• reconcile theory and practice with regard to curriculum development and act as a curriculum planner;</li> <li>• cooperate effectively in group context to attain the required learning outcomes and demonstrate good communicative skills;</li> <li>• understand and demonstrate the role of the educator as interpreter and designer of learning programmes and teaching and learning resources; and</li> <li>• construct the educator's role as learner, researcher and lifelong student.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: GEOE 111</b>	<b>Semester 1</b>	<b>16 credits</b>	<b>NQF-level: 5</b>
Title: Geography for Education: Physical, Economical and Population Background of Africa and the RSA			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate a fundamental knowledge regarding the location, political distribution, physical features and economical trends of Africa and South Africa within a global context;</li> <li>• make correct geographical interpretations, analyses, evaluations and deductions regarding physical, economical and population aspects of the RSA and Africa;</li> <li>• demonstrate sound and extensive knowledge and understanding regarding the general concepts in Population Geography and make correct analyses and meaningful interpretations in this regard, as well as recognise, explain and evaluate the interrelationship between topographic, climatologic and man-made phenomena in the RSA;</li> <li>• evaluate the developing economies in Africa, show insight and understanding concerning the problems in African countries and also evaluate these within the framework of their own view of life and the world as well as demonstrate the ability to apply acquired knowledge in such a way as to display an ethically responsible attitude toward Africa/South Africa and its people; and</li> <li>• demonstrate a fundamental knowledge, skills, understanding and insight of map skills, cartography and representation techniques and be able to apply it in practice.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: GEOE 121</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF-level: 5</b>
<b>Title: Geography for Education: Planetary Geography, Climatology and Oceanology</b>			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate a fundamental knowledge related to Planetary Geography, Climatology and Oceanography within the context of the National Curriculum;</li> <li>• identify the relevant themes of Planetary Geography, Climatology and Oceanography and support the coherent understanding of concepts, ideas, theories, principles and rules;</li> <li>• apply existing knowledge to solve general problems within a familiar context and present these to school learners by means of the applicable technology;</li> <li>• act in an ethically responsible and value driven manner within all operational circumstances and forms of communication, be it the written or verbal;</li> <li>• appreciate the integrated greatness of Creation;</li> <li>• collaborate effectively and creatively with other individuals within a group setting;</li> <li>• act as interpreter and designer of learning curriculum by presenting the learning outcomes of this module, in accordance to the OBE approach, to school learners (as stipulated in the NCD) and develop applicable resources;</li> <li>• organise, manage and complete activities in a responsible and effective manner; and</li> <li>• conduct small scale research on the relevant subjects contained in this module.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: GEOE 211</b>	<b>Semester 1</b>	<b>16 credits</b>	<b>NQF-level: 5/6</b>
<b>Title: Geography for Education: Urban and Economics Geography</b>			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate a solid knowledge base of Urban and Economic Geography in the context of the National Curriculum;</li> <li>• identify themes relevant for a diverse society related to personal, community and economic areas and plan activities supporting coherent understanding of concepts, ideas, theories, principles and rules;</li> <li>• demonstrate an ability to solve well-defined but unfamiliar problems in Urban and Economic Geography using correct procedures and appropriate evidence as well as the use of basic information technology to present information;</li> <li>• act in an ethical and value-driven manner in all operational circumstances and forms of communication, written and verbal; and</li> <li>• demonstrate knowledge, skills, understanding and insight on land usage in cities as well as quantitative calculations and be able to apply these in practice.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: GEOE 221</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF-level: 5/6</b>
<b>Title: Geography for Education: Geomorphology and Environmental Geography</b>			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>• know and understand the internal and external powers that cause changes on earth and evaluate these in practice, be able to identify, define and effectively use concepts relevant to Environmental Geography as well as demonstrate and illustrate with examples a well-grounded knowledge of the functioning of ecosystems;</li> <li>• be able to, analyse, assess, interpret and identify interrelationships of the basic principles relating to geomorphology and the environment;</li> <li>• display and illustrate with practical examples a coherent and critical understanding of the influence of human activity on the geology, atmosphere, climate and resources, critically discuss the environmental problems and identify possible solutions;</li> <li>• debate the purpose and principles of sustainable development as well as display a</li> </ul>			

<p>positive and ethically responsible attitude towards and appreciation of the physical environment;</p> <ul style="list-style-type: none"> <li>• demonstrate sound knowledge, insight and perspectives with regard to the content, skills, values and methods of environmental geography;</li> <li>• demonstrate the necessary knowledge and skills to represent relief features, draw cross-section sketches and calculate and interpret gradient on topographic maps, integrating these in appropriate themes of geography; and</li> <li>• be able to interpret aerial photographs using stereo-scopes and stereo-pairs and calculate scales on aerial photographs.</li> </ul>
Method of delivery: ODL
Methods of Assessment: Formative (40%) and Summative (examination) 60%

<b>Module code: GEOE 311</b>	<b>Semester 1</b>	<b>16 credits</b>	<b>NQF-level: 6</b>
Title: Geography for Education: Advanced Population and Urban Geography			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate a well-rounded and systematic knowledge of Population and Urban Geography in the context of the National Curriculum;</li> <li>• demonstrate a coherent and critical understanding of Population and Urban Geography's terms, rules, concepts, principles and theories as well as indicating an ability to map new knowledge onto a given body of theory;</li> <li>• deal with unfamiliar concrete and abstract problems and issues in Population and Urban Geography using evidence-based solutions and theory-driven arguments as well as being able to present and communicate information and their own ideas and opinions on themes related to Population and Urban Geography, in a well structured argument;</li> <li>• act in an ethically and value-driven manner in all operational circumstances and forms of communication, both written and verbal; and</li> <li>• demonstrate well-rounded, systematic knowledge, skills, understanding and insight of quantitative map techniques to present data visually, as well as the functioning of a Global Positioning System (GPS) and be able to apply these in practice.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: GEOE 321</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF-level: 6</b>
Title: Geography for Education: Advanced Geomorphology and Climatology			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate a comprehensive knowledge and insight regarding concepts and the application possibilities of South Africa's Geological History and resulting landscapes, soils and hydrology, and should also display systematic knowledge of advanced climatological phenomena on a global scale and in South African context;</li> <li>• analyse land forms, landscapes and climatic phenomena, which reflect the environmental conditions over time during their origin, and evaluate these within the geological time context;</li> <li>• know and critically evaluate the conditions which lead to the global geologic and climatic phenomena;</li> <li>• be able to work with other individuals in group context in an ethically accountable and responsible manner during the solving of problems characteristic of the learning contents of this module, and should undertake small scale research regarding relevant subjects as expressed in the module;</li> <li>• demonstrate fundamental knowledge, skills, understanding and insight of GIS and be able to apply it in practice (Practical: GIS and GIS in teaching).</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: LEWG 411</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF-level: 6</b>
Title: Foundation Phase: Life Skills			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>• identify problems, solve and apply critical and creative thinking in terms of the various types of nutrients, foods; meals and budgeting; under nutrition, malnutrition, over nutrition and special diets specifically for children;</li> <li>• acquire, analyse, organize and critically evaluate knowledge of nutrients; foods; meals and budgeting and under nutrition, malnutrition, over nutrition and special diets in order to share and apply this knowledge to the children, parents and communities so that problems regarding nutrition can gradually be eradicated;</li> <li>• create and manage a learning environment that will promote effective learning of all aspects of nutrition for learners;</li> <li>• demonstrate a thorough knowledge of the various aspects relating to nutrition, as well as skills and methods as applicable within the South African context in order to assist learners, families and communities;</li> <li>• promote correct nutrition within a wide context such as in schools and communities; and</li> <li>• work effectively with members of groups to solve problems related to the various aspects of nutrition for children and implement the solutions.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: LITA 123</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF-level: 5</b>
Title: Literacy: First Additional Language: English			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate fundamental knowledge of various aspects of teaching Literacy, specifically English as a first additional language in the Foundation phase including: <ul style="list-style-type: none"> <li>* the principles and outcomes as specified by the RNCS</li> <li>*specifications regarding first additional language acquisition</li> <li>*the Total Literacy Model and principles on which to build language learning activities</li> <li>*aspects of cooperative learning</li> </ul> </li> <li>• the development and extension of vocabulary and designing lesson plans based on OBE principles;</li> <li>• identify and solve common problems within a familiar context of the above-mentioned themes and plan activities based on the understanding of ideas and theoretical principles of the themes;</li> <li>• demonstrate a fundamental knowledge of planning and presenting a lesson in accordance with a given format and assessment criteria, and use the most effective instructional skills and assessment strategies for a specific teaching-learning environment; and</li> <li>• demonstrate the basic principles of literacy in an ethically responsible manner during group work, in the classroom and in the community.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: LITA 223</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF-level: 5/6</b>
Title: Literacy: First Additional Language: English			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate sound knowledge and an informed understanding of Literacy, specifically English as a first additional language in the Foundation phase including various language teaching strategies, methods and techniques and their correct application; the development of listening and speaking skills and their application; the creation of barriers</li> </ul>			

<p>to effective listening and how these can be avoided; assessment standards for listening and speaking and their application; and the teaching of word recognition and vocabulary instruction;</p> <ul style="list-style-type: none"> <li>• use knowledge to solve well-defined problems that are both routine and unfamiliar within the context of the above-mentioned themes and plan activities based on the understanding of ideas and theoretical principles of the themes;</li> <li>• demonstrate an ability to plan and present a lesson in accordance with a given format and assessment criteria, and use the most effective instructional skills for selected teaching and assessment strategies for a specific teaching-learning environment; and</li> <li>• demonstrate the basic values of literacy in an ethically responsible manner during group work, in the classroom and in the community.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			
<b>Module code: LITA 313</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF-level: 6</b>
Title: Literacy: First Additional Language: English			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of Literacy, specifically English as a first additional language in the Found Phase including: assessment standards of reading and writing and application thereof; phonics and teaching of spelling, fluency and comprehension; development of reading and writing skills;</li> <li>• demonstrate an ability to solve well-defined but unfamiliar problems using correct procedures and appropriate evidence based on the above mentioned themes and plan activities based on the understanding of ideas and theoretical principles of the themes;</li> <li>• demonstrate the ability to solve problems in relation to the planning and presentation of lessons and practical sessions within the context of the above mentioned by using basic information technology; and</li> <li>• demonstrate own ideas and opinions in well-structured professional arguments.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			
<b>Module code: LITG 211</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF-level: 5/6</b>
Title: Literacy: Visual Arts			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate knowledge and sound understanding of visual literacy to describe art concept, principles, styles, content, materials and techniques;</li> <li>• demonstrate an understanding of the process of critical analysis and provide reasons for aesthetic judgements;</li> <li>• critically analyse and synthesize information on visual literacy in fine arts as applicable to EDUCATIONAL ART, explore writing and research skills in the study of educational art in the Foundation phase;</li> <li>• demonstrate an ability to solve well-defined but unfamiliar problems in planning appropriate teaching and learning activities in the Foundation phase using the informal approach to lesson presentation in art; and</li> <li>• demonstrate ethically responsible behaviour while reflecting on the diversity of children's art in the Foundation phase, within the context of a multi-cultural society.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: LITH 223</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF-level: 5/6</b>
Title: Literacy Home Language: English			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate fundamental knowledge, with a good understanding of the principles and theories concerning the acquisition of handwriting and written communication, as well as thinking and reasoning skills of the foundation phase learners, and be able to apply it in the learning area Languages;</li> <li>• demonstrate knowledge of the key aspects, theories and principles in the teaching of handwriting, written communication, enhancement of thinking and reasoning skills of the foundation phase learners and be able to apply it in teaching practice;</li> <li>• plan and apply a suitable selection of teaching and learning strategies, methods and techniques to be used for individuals, or in groups, in lessons for teaching handwriting, written communication as well as thinking and reasoning activities; and</li> <li>• know, understand and evaluate lesson planning and -application according to given criteria for effective outcomes based teaching, including interaction, media and values.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: LITH 313</b>	<b>Semester 1/2</b>	<b>8 credits</b>	<b>NQF-level: 6/7</b>
Title: Literacy Home Language: English			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>• be able to demonstrate a well-rounded and systematic knowledge, with good insight, of perceptual development, emergent literacy, reading readiness and reading theory in English Home language;</li> <li>• be able to demonstrate essential and practice orientated procedures and processes in relation to perceptual development, emergent literacy, reading readiness and reading theory in English Home language;</li> <li>• be able to demonstrate effective choices and the application of essential methods, procedures and techniques in order to teach perceptual development, emergent literacy, reading readiness and reading theory in English Home language; and</li> <li>• be able to demonstrate sensitivity towards the child as a unique human being by taking ethics and the value system into consideration.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: LITH 423</b>	<b>Semester 1/2</b>	<b>8 credits</b>	<b>NQF-level: 7</b>
Title: Literacy Home Language: English			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate a well-rounded and systematic knowledge with thorough understanding of reading and viewing in English Home language as well as assessment thereof, in the foundation phase classroom, within the context of the learning area Languages;</li> <li>• be able to demonstrate effective choices and the application of essential procedures and techniques during the teaching of reading (reading and viewing) and the assessment thereof;</li> <li>• be able to demonstrate the ability of problem solving of unknown, concrete or abstract situations concerning teaching of reading and the assessment thereof; and</li> <li>• be able to demonstrate ethically concrete relations and behaviour in relation to the importance of good reading and spelling ability by the learner as a life-long learner.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: LLOD 321</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF-level: 6/7</b>
Title: Life Orientation Methodology: Int Phase			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate knowledge of terminology, rules, concepts, principles and theories of the presentation of LO as learning area in context of the NCS to Int Phase learners;</li> <li>demonstrate an ability to interpret, evaluate and apply essential theories and text pertaining to the presentation of the four main focus areas of LO Int Phase learners;</li> <li>demonstrate the ability to use the attained knowledge to solve well-defined but unfamiliar problems pertaining to the four main focus areas of LO and present creative lessons for specific application for learners in the Intermediate Phase, using appropriate technological skills and giving evidence of theoretical underpinning; and</li> <li>act ethically, responsibly and be value-driven in all circumstances and forms of communication, written as well as oral, related to the presentation of the four main focus areas of Life Orientation in the Intermediate Phase.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: LLOD 411</b>	<b>Semester 1</b>	<b>16 credits</b>	<b>NQF-level: 6/7</b>
Title: Subject Didactics: Life Orientation			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate knowledge of terminology, rules, concepts, principles, theories, methods and strategies pertaining to the presentation of the four focus areas of LO, Int Phase;</li> <li>demonstrate an ability to interpret, convert, evaluate and apply essential theories, text, methods and strategies pertaining to the presentation of LO in the Intermediate phase;</li> <li>demonstrate the ability to use the attained knowledge to solve unfamiliar, concrete and abstract problems pertaining to the planning and implementation of Life Orientation learning programmes for the Intermediate phase, using appropriate technological skills and giving evidence of theoretical underpinning; and</li> <li>act ethically, responsibly and be value-driven in all circumstances and forms of communication related to the planning and presentation of LO in the Intermediate phase.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: LLOD 421</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF-level: 6/7</b>
Title: Subject Didactics: Life Orientation			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate knowledge of terminology, rules, concepts, principles, theories, methods &amp; strategies pertaining to the presentation of the five focus areas of LO in the Sr Phase;</li> <li>demonstrate ability to interpret, evaluate and apply essential theories, text, methods and strategies pertaining to the presentation of LO in the Senior Phase.</li> <li>demonstrate the ability to use the attained knowledge to solve unfamiliar, concrete and abstract problems pertaining to the planning and implementation of Life Orientation learning programmes for the Senior phase, using appropriate technological skills and giving evidence of theoretical underpinning; and</li> <li>act ethically, responsibly and be value-driven in all circumstances and forms of communication related to the planning and presentation of LO in the Senior Phase.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: LORE 211</b>	<b>Semester 1</b>	<b>16 credits</b>	<b>NQF-level: 5/6</b>
Title: Life Orientation			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate knowledge of the terminology, approaches, concepts, principles and theories pertaining to specific aspects of the Life Orientation learning outcomes of health promotion, personal development &amp; well-being, and career &amp; career choices;</li> <li>• identify various themes related to health promotion, personal development and well-being, and career and career choices, based on specific assessment standards of these focus areas in the different phases, and effectively plan activities accordingly to demonstrate a clear understanding of the different approaches, terminology and concepts within the context of Life Orientation;</li> <li>• demonstrate the ability to use the attained knowledge to solve well-defined problems pertaining to lesson planning and apply a variety of themes as indicated in the specific assessment standards of these learning outcomes in the different phases; and</li> <li>• act ethically, responsibly and be value-driven in all circumstances and forms of communication with regard to the teaching and learning of health promotion, personal development &amp; well-being, and career &amp; career choices in the different phases.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: LORE 311</b>	<b>Semester 1</b>	<b>16 credits</b>	<b>NQF-level: 6</b>
Title: Life Orientation			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate sound academic knowledge and understanding of career and career choices in order to communicate, facilitate, critically analyse and guide learners in order to enter the world of work, relevant employment legislation, how to access it, and deal with unemployment;</li> <li>• apply a range of skills, evaluate one's own ability to prevent and manage stress, and adapt to change as part of an ongoing healthy lifestyle choice;</li> <li>• discuss the importance of initiating, building and sustaining positive relationships with family and peers as well as in the workplace and the broader social context;</li> <li>• investigate the human and environmental factors that cause ill health, accidents, crisis and disasters, and explore appropriate actions to deal with them; and</li> <li>• investigate how unequal power relations between sexes are constructed and how they influence health and well-being, and apply this understanding to work, cultural and social contexts.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: LORE 321</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF-level: 6</b>
Title: Life Orientation			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate a well-rounded and systematic knowledge base of the terminology, approaches, concepts, principles, and theories pertaining to specific aspects of the two Life Orientation learning outcomes of physical development with specific reference to recreational movement activities and games, and citizenship in the FET phase;</li> <li>• identify various physical development and citizenship themes related to specific assessment standards of these focus areas in the FET phase, and effectively plan activities accordingly to demonstrate a clear understanding of the different approaches, terminology and concepts within the context of Life Orientation;</li> <li>• demonstrate the ability to use the attained knowledge to solve well-defined but unfamiliar problems in lesson planning to apply a variety of physical development with specific reference to recreational movement activities and games, and citizenship themes as</li> </ul>			



<p>indicated in the specific assessment standards of these learning outcomes in the FET phase; and</p> <ul style="list-style-type: none"> <li>act ethically, responsibly and be value-driven in all circumstances and forms of communication, written as well as oral, with regard to the teaching and learning of physical development with specific reference to recreational movement activities and games, and citizenship theme activities in the FET Phase.</li> </ul>
Method of delivery: ODL
Methods of Assessment: Formative (40%) and Summative (examination) 60%

<b>Module code: LSKA 322</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF-level: 6/7</b>
Title: Life Skills: Art			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate a well-rounded and systematic knowledge base of the visual language in art as applicable to the facilitation of creative art activities in the Foundation phase, and knowledge of the National Curriculum Statement for the learning area Arts and Culture in the Foundation phase;</li> <li>identify age-appropriate activities and techniques relevant for child art development and the connection with the facilitation of creative art activities in the Foundation phase; and plan practical activities supporting the coherent and critical understanding of the subject didactics of art, with regard to the practice of art-teaching in the Foundation phase;</li> <li>demonstrate applied knowledge in curriculum in the learning area Arts and Culture in the Foundation phase to present and communicate information, ideas and opinions in well-structured arguments, giving evidence of visual research results directed at the facilitation of learners through the integration of information technologies and the informal approach to lesson presentation in art; and</li> <li>demonstrate ethical, responsible behaviour while reflecting on the diversity within the National Curriculum for Arts and Culture in the Foundation phase, through communication and behaviour.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: LSKE 321</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF-level: 6/7</b>
Title: Life Skills: Environmental Studies			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate well-rounded and systematic knowledge base of the environment and detailed knowledge of areas of the environment;</li> <li>explain and apply essential procedures and processes with regard to the nature and field of environmental studies;</li> <li>demonstrate teaching/learning principles applicable to environmental studies and their application in the planning and facilitation of learning experiences for Foundation Phase learners; and</li> <li>demonstrate sensitivity towards nature and a sense of responsibility for the important role people play in the conservation of the environment.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: LSKH 221</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF-level: 5/6</b>
Title: Life Skills: Health Education			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate a well-rounded and systematic knowledge base of the environment and detailed knowledge of areas of the environment;</li> <li>explain and apply essential procedures and processes with regard to the nature and field of environmental studies;</li> </ul>			

<ul style="list-style-type: none"> <li>demonstrate teaching learning principles applicable to environmental studies and the application thereof in the planning and facilitation of learning experiences for Foundation phase learners; and</li> <li>demonstrate sensitivity towards nature and a sense of responsibility for the important role people play in the conservation of the environment by expressing your own value system.</li> </ul>
Method of delivery: ODL
Methods of Assessment: Formative (40%) and Summative (examination) 60%

<b>Module code: LSKM 121</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF-level: 5</b>
Title: Life Skills: Music			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate fundamental knowledge and informed understanding of some of the music concepts, such as rhythm, melody, form, texture, tempo, timbre and dynamics;</li> <li>analyse and apply some music activities and skills in which young learners can be involved such as singing, movement, listening, instrumental play, improvisation and reading and writing music, and accompanying school learners on the guitar or African percussion instruments;</li> <li>demonstrate an ability to solve well-defined problems in planning appropriate music activities and lessons in the Foundation Phase; and</li> <li>demonstrate ethically responsible behaviour, while constantly developing your role as a Foundation phase music teacher.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: LSKP 311</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF-level: 6/7</b>
Title: Life Skills: Physical Education			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate a well-rounded and systematic knowledge of the perceptual and gross motor development of the Foundation phase learner;</li> <li>identify and plan a variety of movement activities supporting the coherent understanding of concepts, ideas, theories, principles and rules of movement development;</li> <li>demonstrate the ability to solve well-defined but unfamiliar problems to plan and present scientific and creative movement development lessons for specific application to different age and developmental groups in the Foundation phase, and to identify and address perceptual and gross motor problems and other medical conditions related to movement; and</li> <li>act ethical and responsible and be value-driven in all circumstances and forms of communication, written as well as oral, related to movement development in the Foundation Phase.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: LSKR 111</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF-level: 5</b>
Title: Life Skills: Culture and Religion			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate fundamental knowledge of Life Orientation as learning area of the Foundation phase;</li> <li>demonstrate the ability to apply life skills methods, procedures and techniques to facilitate personal and social skills;</li> <li>apply knowledge of different and diverse religious groups to solve problems within a familiar context; and</li> <li>demonstrate ethically professional conduct and values of tolerance towards the cultural and religious diversity in our society.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: MALA 211</b>	<b>Semester 1</b>	<b>16 credits</b>	<b>NQF-level: 5/6</b>
<b>Title: Learning Area Mathematics: Development of Number Systems</b>			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate basic knowledge, understanding and insight into the history of the denary number system, other bases, the extension of operations and computational procedures with natural numbers, whole numbers to integers ;</li> <li>demonstrate skills to facilitate learning with understanding through the solution of real life situations (problems), implementing various computational procedures;</li> <li>be able to understand mathematical concepts, procedures and processes so that the learner may make connections, communicate, solve problems, reason in a mathematical manner, estimate, do mental calculations and depict these in a number of ways;</li> <li>as subject specialist, understand, explain, compare, demonstrate and implement the specialised nature of teaching Mathematics, conduct problem-solving, use calculators, and finally diagnose the mistakes and problems learners have and solve these, as prescribed by the National Curriculum Statement, learning outcome 1: Number and number operations;</li> <li>be competent to interpret and remediate solutions, models and representations when necessary; and</li> <li>evaluate the validity of the mathematical representations, models and solutions to problems.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			
<b>Module code: MALA 221</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF-level: 5/6</b>
<b>Title: Learning Area: Mathematics</b>			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate basic knowledge, understanding and insight regarding the extension of operations and computational procedures, as well as advanced mental strategies (integers to rational and real numbers);</li> <li>understand mathematical concepts, procedures and processes in order to explain to the learners how to draw relations, communicate, solve problems, reason mathematically, estimate, do mental arithmetic and represent it in various ways;</li> <li>as subject specialist, understand, explain, compare, demonstrate and implement, solve problems, use calculators and diagnose learner errors and problems as determined by the National Curriculum Statement, Learning Outcome 1, Numbers;</li> <li>demonstrate skills to facilitate learning with understanding through the solution of real life situations (problems), in context, implementing various computational procedures;</li> <li>interpret and remediate solutions, models and representations when necessary; and</li> <li>evaluate the validity of the mathematical representations, models and solutions to problems.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			
<b>Module code: MALA 311</b>	<b>Semester 1</b>	<b>16 credits</b>	<b>NQF-level: 6</b>
<b>Title: Learning Area Mathematics: Data Handling and Functional Relationships</b>			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate basic knowledge, understanding and insight regarding advanced number patterns (including sequences and series), elementary functional relationships as well as data handling and the implementing of appropriate technology;</li> <li>as subject specialist, understand, explain, compare, demonstrate and implement, solve problems, use calculators, as determined by the National Curriculum Statement, Learning outcome 2 (Number patterns) and Learning outcome 5 (data handling)</li> <li>demonstrate skills to facilitate learning with understanding through the solution of real life situations (problems), implementing various computational procedures;</li> </ul>			

<ul style="list-style-type: none"> <li>interpret and remediate solutions, models and representations, when necessary; and</li> <li>evaluate the validity of the mathematical representations, models and solutions to problems.</li> </ul>
Method of delivery: ODL
Methods of Assessment: Formative (40%) and Summative (examination) 60%

<b>Module code: MALA 321</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF-level: 6/7</b>
Title: Learning Area Mathematics: Measurement, space and shape			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate basic knowledge, understanding and insight regarding Euclidean geometry, (Learning outcome 3: Measurement; and Learning outcome 4: Shape and space) including the discovering and investigations to geometry using 3-D real life objects and 2-D forms;</li> <li>demonstrate skills to facilitate learning of geometry with understanding, through the solution of real life situations (problems), implementing appropriate technology;</li> <li>demonstrate an understanding of the Van Hiele levels of geometrical thought and to be able to apply these effectively;</li> <li>interpret and remediate geometrical solutions, models and representations, when necessary; and</li> <li>evaluate the validity of the geometrical representations, models and solutions to problems.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: MATD 211</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF-level: 5/6</b>
Title: Mathematics Methodology: Snr phase			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate a solid knowledge of teaching/learning approaches in mathematics;</li> <li>identify and motivate the role of assessment of and for mathematics learning;</li> <li>apply different teaching strategies to plan and present mathematics lessons for Senior phase learners; and</li> <li>illustrate an appreciation for the value of mathematics in real life.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: MATD 312</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF-level: 6/7</b>
Title: Mathematics Methodology: Intermediate phase			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate a complete and systematic knowledge of the structure and content of the school Mathematics curriculum with regard to the Intermediate Phase Learning Outcome 1 (Numerical operations and relationships);</li> <li>understand and apply learning theories and aspects thereof that are relevant to the teaching and learning of Mathematics in the planning and compilation of a lesson plan for a specific grade (4 – 6) of this school phase (Part 1);</li> <li>use suitable technology, with evidence of theoretical grounding, to plan and present Mathematics lessons for the Intermediate Phase; and</li> <li>through communication and action, demonstrate an appreciation of the value of Mathematics in the world of work.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: MATD 413</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF-level: 6/7</b>
Title: Mathematics Methodology: Intermediate phase			
Module outcomes: On completion of this module the student should:			

<ul style="list-style-type: none"> <li>demonstrate a comprehensive and systematic knowledge of the structure and content of the school Mathematics curriculum with regard to the Intermediate Phase learning outcome 3 (Space and Shape) and learning outcome 4 (Measurement) by means of lesson studies (Lesson Study and reflection on presentation of lessons (<i>Reflection on Teaching</i>);</li> <li>know the correct fundamental vocabulary in Mathematics that is required by the NCS for Grade 3 and 4 and use it correctly and with ease; self-developed learning materials;</li> <li>plan, analyse, test, reflect, adapt and improve lesson studies regarding learning outcomes 3 and 4 (including integration with learning outcomes in other learning areas; suitable use of technology to plan and present Mathematics lessons for the Intermediate Phase while proving theoretical underpinning); and</li> <li>demonstrate an appreciation for the value of mathematics in the world of work through communication and action.</li> </ul>
Method of delivery: ODL
Methods of Assessment: Formative (40%) and Summative (examination) 60%

<b>Module code: NFPF 111</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF-level: 5</b>
Title: Numeracy			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate knowledge of the learning area Mathematics and the necessity of higher order thinking skills in order to understand Mathematics and solve problems (in context), number sense, classification, counting and base-ten numeration system;</li> <li>teach/ facilitate Mathematics with confidence within the context of true-to-life problem solving in the Foundation Phase, interpret and assess the methods/ strategies, models and presentations of learners at school;</li> <li>as an interpreter and designer apply knowledge and insight on acquired teaching and learning strategies, methods and skills during the design of learning experiences in the Learning Program Numeracy in the Foundation Phase; and</li> <li>apply teaching theories with confidence in Mathematics, and facilitate, interpret and mediate the solutions to true-to-life problems and guide learners at school to nurture the correct attitudes and values towards learning Mathematics.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: NFPF 221</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF-level: 5/6</b>
Title: Numeracy			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate an in-depth knowledge and insight with respect to the construction of meaning, whole number, as well as fraction algorithms, representation of fractions, building understanding, estimating and application of the four main operations with whole numbers, and be able to predict the difficulties learners might experience;</li> <li>teach/facilitate through problem solving, in context, in the Foundation Phase, being able to understand interpret and assess learners' strategies;</li> <li>apply knowledge of maths by using learning theories, facilitating the solution of problems;</li> <li>accommodate all learners so that they gain positive attitudes and values towards mathematics; and</li> <li>demonstrate how and where to implement appropriate technology to develop mathematical concepts and skills.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			
<b>Module code: NFPF 321</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF-level: 6</b>
Title: Numeracy			
Module outcomes: On completion of this module the student should:			

<ul style="list-style-type: none"> <li>• demonstrate sound knowledge and insight with respect to the meaningful extension of concepts regarding fractions (common and decimal), ratios and percentages, to assist learners to develop techniques to solve real-life problems meaningfully;</li> <li>• demonstrate solid knowledge and insight with respect to data handling and probability;</li> <li>• teach/facilitate through problem solving, in context, in the Foundation Phase, being able to understand, interpret and assess learners' strategies;</li> <li>• be able to apply their knowledge of mathematics, making use of learning theories, facilitating the solution problems;</li> <li>• be able to accommodate all learners so that they gain positive attitudes and values towards mathematics; and</li> <li>• demonstrate how and when to implement the calculator to develop mathematical concepts and skills.</li> </ul>
Method of delivery: ODL
Methods of Assessment: Formative (40%) and Summative (examination) 60%

<b>Module code: NFPF 411</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF-level: 6</b>
Title: Numeracy			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>• demonstrate sound knowledge and insight with respect to measurement, space and shape and learning theories (e.g. Van Hiele's levels of development) regarding geometry;</li> <li>• demonstrate skills to teach/facilitate geometry through investigation and problem solving, in context, in the Foundation Phase, being able to understand, interpret and assess learners' strategies and representations (models, pictures, and diagrams);</li> <li>• be able to apply their knowledge of geometry, making use of learning theories, facilitating the solution of real-life geometrical problems;</li> <li>• be able to accommodate all learners so that they gain positive attitudes and values towards geometry; and</li> <li>• demonstrate how and when to implement appropriate technology (e.g., calculator or computer programmes) to develop mathematical concepts and skills.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: PPSE 411</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF-level: 5/6</b>
Title: Pre-Primary School Education: Grade R			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>• have a well-rounded knowledge of the grade R learner and should know how to curriculate for these learners' in an informal teaching/learning situation;</li> <li>• demonstrate skills necessary to facilitate preparatory reading, writing, spelling and numeracy learning activities;</li> <li>• demonstrate competences to find solutions in the case of learners' experiencing problems relating to early literacy and numeracy; and</li> <li>• demonstrate an appreciation of the informal approach in stimulating Grade R learners.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: PPSE 421</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF-level: 5/6</b>
Title: Pre-Primary School Education: Organisation and Administration			
Module outcomes: On completion of this module the student should:			

<ul style="list-style-type: none"> <li>demonstrate a well-rounded knowledge of the following - the history of pre-school teaching and education (national and international), integration of the 8 learning areas in the development of effective programmes, assessment and parental involvement;</li> <li>demonstrate skills relating to the compilation and presentation of an integrated, day programme;</li> <li>demonstrate competence in facilitating teaching and learning events and in successfully assessing learners in the teaching learning situation; and</li> <li>demonstrate an appreciation of the development of pre-school education as well as the value of parental involvement.</li> </ul>
Method of delivery: ODL
Methods of Assessment: Formative (40%) and Summative (examination) 60%

<b>Module code: RESF 411</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF-level: 6</b>
Title: Research in Education			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate systematic and comprehensive knowledge of research methodology relevant to the field of education;</li> <li>plan research applicable to the field of education, supported by the understanding of theoretical underpinnings;</li> <li>demonstrate the ability to plan and write a research proposal relevant to the field of education; and</li> <li>demonstrate and apply basic ethical principles when conducting research.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: RESF 421</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF-level: 7</b>
Title: Research project			
Module outcomes: On completion of this module the student should:			
<ul style="list-style-type: none"> <li>demonstrate knowledge and skills in research that is based on a sound knowledge base of the subject theory and subject didactic principle to investigate the research problem as formulated in RESF411 by means of an applicable research design and method;</li> <li>select, unlock and collect information, organise and critically analyse information to write a research report of limited scope; and</li> <li>prepare, as final assessment of this module, a complete research report.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Research Report 100%			

<b>Module code: SMLO 421</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF-level: 6</b>
Title: School Media Librarianship			
Module outcomes: On completion of this module the student should be able to:			
<ul style="list-style-type: none"> <li>demonstrate knowledge of the field, concepts, elements, roles and requirements of the school library within OBE;</li> <li>identify and explain the educational purposes of the school library with the focus on its integration within the OBE curriculum;</li> <li>use appropriate techniques in the administration, management and advocacy of a school library; and</li> <li>design and evaluate a school library policy by using certain criteria.</li> </ul>			
Method of delivery: ODL			
Methods of Assessment: Formative (40%) and Summative (examination) 60%			

<b>Module code: TECF 321</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF-level: 6</b>
Title: Technology Studies			

Module outcomes: On completion of this module the student should:

- demonstrate problem-solving skills by applying the design process to technological problems and needs;
- demonstrate a fundamental understanding, as well as the ability to apply, suitable technological knowledge, skills and values;
- demonstrate a critical understanding and appreciation of the interrelationships among technology, society, the economy and the environment;
- demonstrate Technological knowledge and skills in practical and theoretical problem scenarios; and
- give a considered, well-argued opinion on the impact of technology on society, the economy and the environment.

Method of delivery: ODL

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