



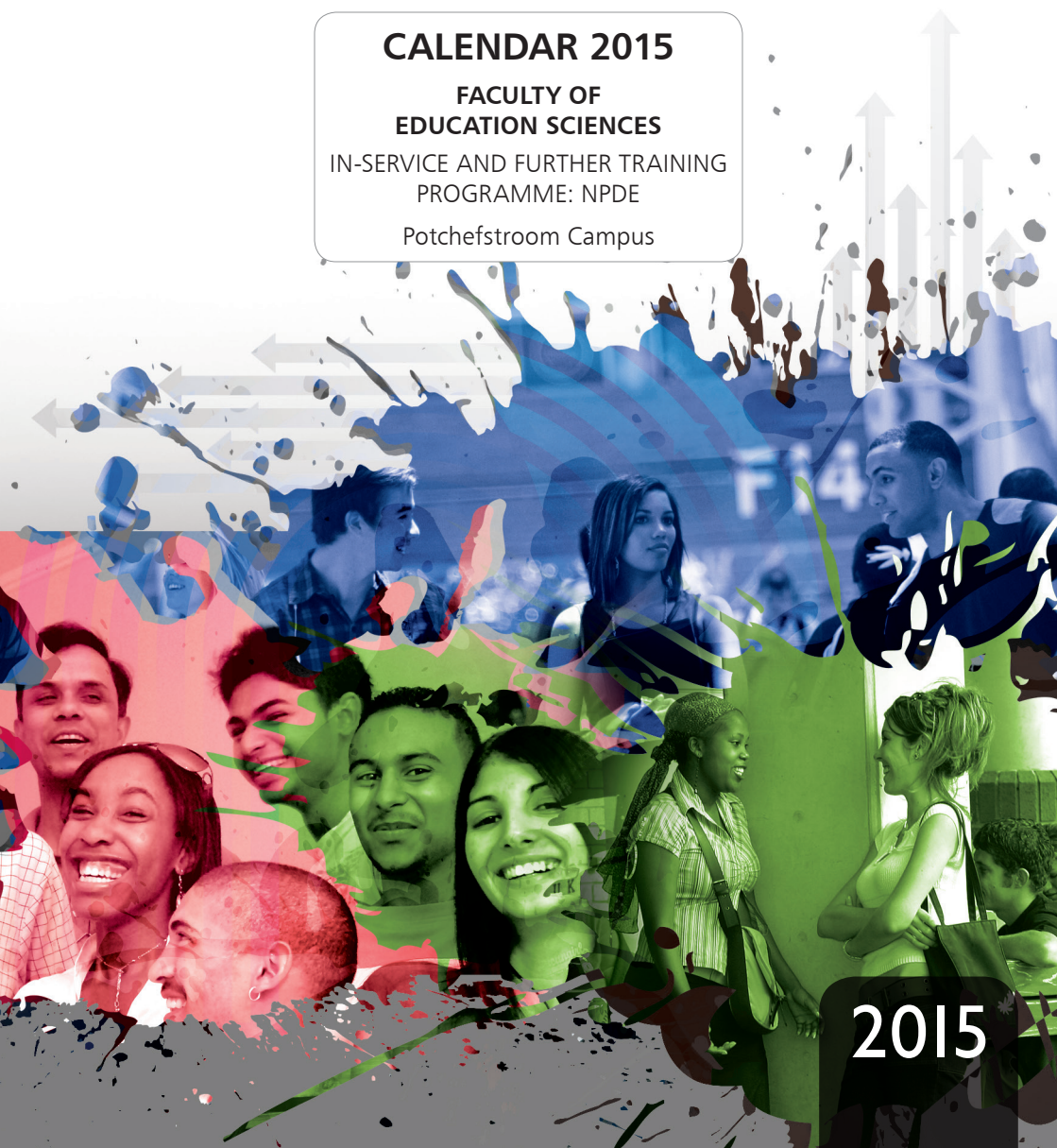
NORTH-WEST UNIVERSITY<sup>®</sup>  
YUNIBESITHI YA BOKONE-BOPHIRIMA  
NOORDWES-UNIVERSITEIT

## CALENDAR 2015

FACULTY OF  
EDUCATION SCIENCES

IN-SERVICE AND FURTHER TRAINING  
PROGRAMME: NPDE

Potchefstroom Campus



2015

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North-West University  
Potchefstroom Campus  
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Potchefstroom  
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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:

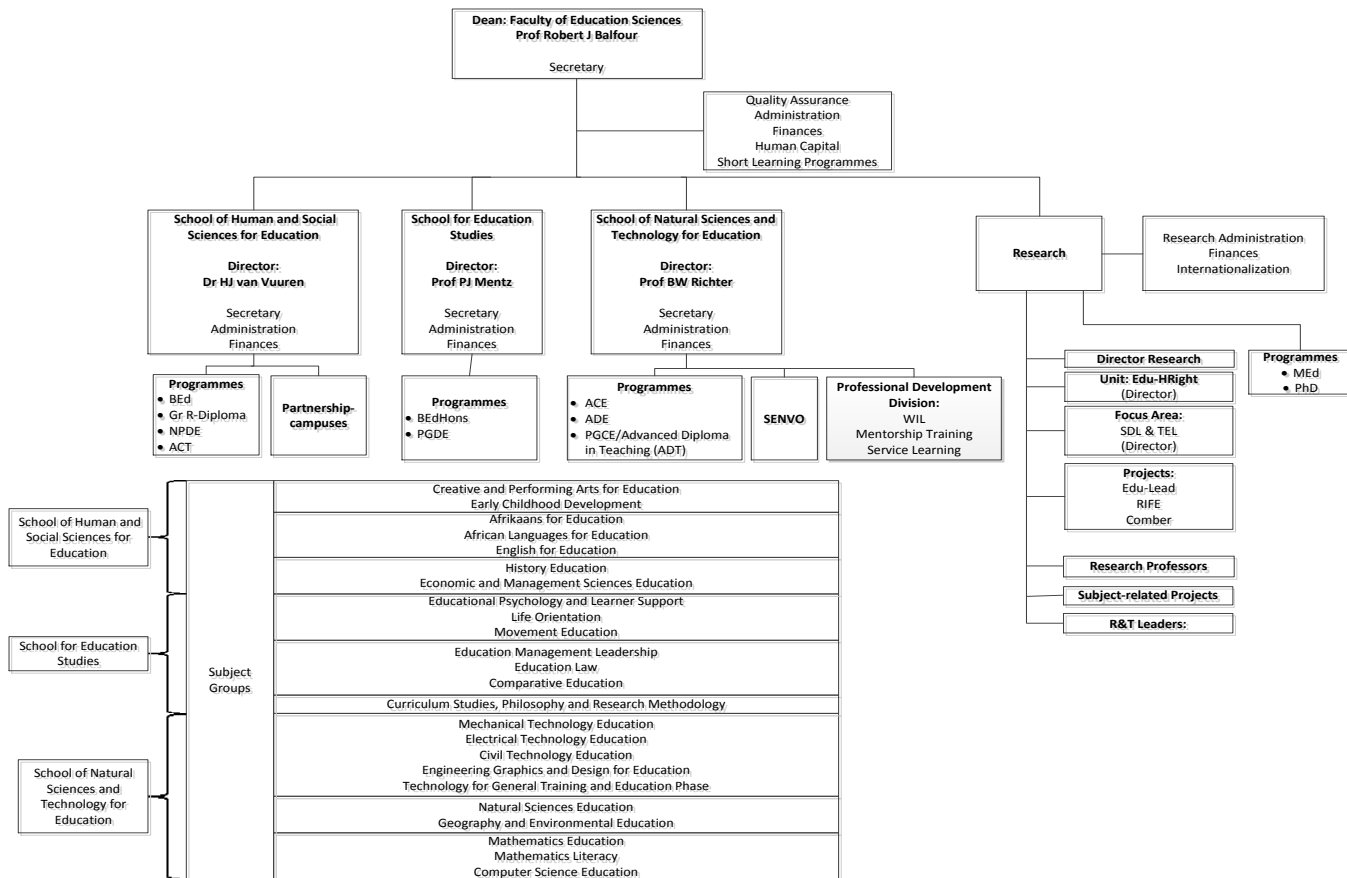
[http://www.nwu.ac.za/export/sites/default/nwu/gov\\_man/policy/7P-Academic\\_Rules\\_e.pdf](http://www.nwu.ac.za/export/sites/default/nwu/gov_man/policy/7P-Academic_Rules_e.pdf)

**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 and Research Entities**

#### **School for Natural Science and Technology for Education**

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

#### **School of Education Studies**

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

#### **School of Human and Social Science for Education**

Dr HJ van Vuuren (BA, HED (Postgraduate), BAHons, BEd, MEd, PhD)

### **Faculty Research Administration (FERA)**

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

### **Research Unit: Edu- HRight**

Prof JP Rossouw (POD (*Onderwys diploma*), BEd, MEd, DEd)

### **Research Focus Area: SDL&TEL**

Prof E Mentz (BA, HOD (Nagraads), BSc(Hons), MSc, PhD)

### **Administrative Manager: Under- and Postgraduate Programmes and Research**

Mr JJ Liebenberg

### **Administrative Manager: Meeting Administration, Management Information and Programme Development**

Ms AMC Cloete

### **Head of Quality**

Ms V Claassen

### **Financial Officer**

Ms JM van Heerden

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

Prof RJ Balfour (*Chairperson*)

Prof BW Richter

Prof PJ Mentz

Dr HJ Van Vuuren

Prof CD Roux (Faculty of Education Research Administration)

Prof JP Rossouw (Research Unit: Edu-HRight)

Prof E Mentz (Research Focus Area: SDL&TEL)

Prof WJ van Vollenhoven (UODL – staff)

Mr JJ Liebenberg (Under- and Postgraduate Programmes and Research

Ms AMC Cloete (Meeting Administration, Management Information and Programme Development)

Ms V Claassen (Head of Quality)

Ms JM van Heerden (Financial Officer)

## **Faculty Board**

Executive Dean (*Chairperson*)

Directors of the schools and Research Administration, Research Unit and Research Focus Area

Faculty representatives in the Campus Senate

Faculty representatives in the Institutional Senate

Research professors of the schools and Focus Area

Programme leaders:

- MEd and PhD
- BEdHons
- Postgraduate Diploma in Education (PGDE)
- Postgraduate Certificate in Education (PGCE) / Advanced Diploma in Teaching (ADT)
- BEd
  - Foundation Phase
  - Intermediate and Senior Phase
  - Senior and Further Education and Training Phase
  - Senior and Further Education and Training Phase (Technology)
- Advanced Diploma in Education (ADE)
- Advanced Certificate in Education (ACE)
- National Professional Diploma in Education (NPDE)
- Diploma in Grade R Teaching
- Advanced Certificate in Teaching (ACT)
- Short learning programmes

Subject group chairpersons

Chairpersons of Faculty Board committees

Academic manager: Open Distance Learning

Manager: Division of Professional Development

Administrative Manager: Under- en Postgraduate Programmes and Research

Administrative Manager: Meeting Administration, Management Information and Programme Development

Head of Quality

Student representatives

Representative of the Faculty of Natural Sciences

#### **CONTACT DETAILS FOR THE FACULTY**

Telephone number: 018 299 1766

Website: <http://www.nwu.ac.za/p-fes/index.html>

E-mail address: Edu-EnquiryPotch@nwu.ac.z



## SCHOOLS IN THE FACULTY

School	Subject Group
School of Human and Social Science for Education	<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>○ Early Childhood Development</li> <li>○ Economic and Management Sciences Education and History Education</li> <li>○ English for Education</li> </ul>
School of Natural Science and Technology for Education	<ul style="list-style-type: none"> <li>○ Computer Science Education</li> <li>○ Geography Education and Environmental Education</li> <li>○ Mathematics Education</li> <li>○ Mathematics Literacy</li> <li>○ Natural Sciences Education</li> <li>○ Technology for Education</li> </ul>
School of Education Studies	<ul style="list-style-type: none"> <li>○ Comparative Education</li> <li>○ Curriculum Studies, Philosophy and Research Methodology</li> <li>○ Education Law</li> <li>○ Education Management Leadership</li> <li>○ Educational Psychology and Learner Support</li> <li>○ Life Orientation</li> <li>○ Movement Education</li> </ul>

## **QUALIFICATIONS, PROGRAMMES AND CURRICULA**

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

- Doctor of Philosophy (PhD);
- Master of Education (MEd);
- Bachelor of Education Honours (BEdHons);
- Postgraduate Certificate in Education (PGCE);
- Bachelor of Education (BEd);
- Diploma in Grade R Teaching;
- National Professional Diploma in Education (NPDE); and
- Advanced Certificate in Education (ACE).

## **OP.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.1.1        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        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.1.3      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.1.4      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.1.5      SUBMINIMUM FOR EXAMINATION**

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

### **OP.1.6      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.1.7      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.1.8 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 credits.
- 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.1.9 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.1.10 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.1.11 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.1.12 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.1.13 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.1.14 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.2**

## **WHAT IS OPEN DISTANCE LEARNING**

Open learning is an approach which combines the principles of learner-centeredness, lifelong learning, flexibility provision, the removal of barriers to learning, accessibility to learning, the recognition of prior learning, the provision of learner support, the construction of learning programmes in the expectation that learners can succeed, e-learning and the maintenance of rigorous quality assurance.

The Unit for Open Distance Learning at the Potchefstroom Campus deliver several distance programmes on behalf of the faculties at a number of open learning centres in Southern Africa. Distance learning programmes are offered on the following principles:

1. Students can register any time of the year.
2. Each programme has a minimum and maximum duration within which it must be completed.
3. Students have a number of assessment opportunities (examinations) during a study period and any modules can be written at each assessment opportunity.
4. Students do not have a second examination opportunity directly after the first attempt. If they fail the first attempt (e.g. June), they can write the failed module during the next examination opportunity (e.g. November). A valid participation mark will give the student access to two examination opportunities, where after a student must generate a new participation mark.
5. Contact classes are mainly presented by means of interactive white boards, supported by facilitators. Lectures can also be followed on a personal computer if students have access to the Internet. All modules presented by means of interactive white boards are stored on the Internet for students to access at a later stage.
6. Students are supported by means of a Call Centre, social media (Facebook) and contact with lecturers and facilitators.
7. Examinations are written at several examination centres throughout Southern Africa, but the NWU can request students to write a specific module (e.g. Computer Science) at the Potchefstroom Campus.

## **OP.3 ACADEMIC RULES FOR ODL-PROGRAMMES**

(Aligned with the NWU's Academic Rules.)

### **OP.3.1 ODL EXAMINATION OPPORTUNITIES**

ODL examination opportunities are scheduled during June/July and Oct/Nov 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 time tables, the NWU and OLG websites, MOODLE 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.3.2 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.

#### **A rule 2.4.4.3: Distance mode**

Submission of one assignment will allow a student a second examination opportunity, should he or she fail the first attempt. Should the student fail the second opportunity, a new assignment must be submitted, allowing two more examination opportunities.

### **OP.3.3 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 the prescribed assignment(s) as stipulated within every module-specific tutorial letter, and thus obtaining a participation (assignment) mark.

An assignment mark may only contribute towards the participation mark of a specific module for two 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.3.4 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 ODL, i.e. NPDE, ACE, PGCE and Upgrade (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.3.5            UNSATISFACTORY ACADEMIC PERFORMANCE**

A student whose academic performance is found to be unsatisfactory shall receive a formal written warning from the Executive Director:UODL and the Dean: FES or an administrator authorized by them. 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.3.6            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 Executive Director:UODL and the Dean: FES FES or an administrator authorized by them 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 Executive Director:UODL and the Dean: FES 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.4      QUALIFICATIONS, PROGRAMMES AND CURRICULUMS OFFERED BY UODL

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>  <i>**Refer to OP.1.10.1 for phasing out dates</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> <i>**Final intake for ACE is October 2015. ACE must be phased out by 2016.</i>  <i>**2015 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.</i>  <i>**From 2016 onwards students with an ACE must articulate into the ADE followed by the PGDE.</i>  <i>**Refer to OP.1.10.1 for phasing out dates</i>	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
	School Leadership: 423 138	School Leadership: O432P/M	ODL	6
	Movement Science Education 423 121	Movement Science Education O440P	ODL APEE	6

ADVANCED CERTIFICATE IN TEACHING				
Qualification	Programme and code	Curriculum and code	Mode of delivery	NQF level
<b>Advanced Certificate in Foundation Phase Teaching (ACFPT)</b> <b>132 credits</b>  <b>Students may enrol from January 2015</b>	Advanced Certificate in Foundation Phase Teaching	Foundation Phase	ODL	6
<b>Advanced Certificate in Intermediate Phase Teaching (ACIPT)</b>  <b>Students may enrol from January 2015</b>	Advanced Certificate in Intermediate Phase Teaching	Intermediate Phase Life Skills	ODL	6
		Mathematics	ODL	6
		Science and Technology	ODL	6
		Social Science	ODL	6
HONOURS DEGREE				
Qualification	Programme and code	Curriculum and code	Method of delivery	NQF level
<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.5 RULES FOR THE NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (NPDE)**

### **OP.5.1 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.

### **OP.5.2 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.5.3 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 5 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.5.4 ADMISSION REQUIREMENTS FOR THE QUALIFICATION**

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, plus one year tertiary training (REQV 11) will automatically enter at the second year level.

The student must occupy a full time teaching position.

### **OP.5.5 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.5.6 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.5.7 GENERIC QUALIFICATION OUTCOMES

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

- problem identification, problem solving and the application of critical thinking regarding all educational matters;
- co-operation in education groupings with the community and the Department of Education regarding teaching practice;
- the school as organization, self-management and management of teacher-related activities;
- the acquisition, analysis, organization and critical evaluation of information in their field of specialization as well as generic education focused information;
- communication via various mediums and in various contexts;
- the effective application of technological and scientific information to demonstrate respect for the environment and the health of others;
- the holistic nature of the world as a network of integrated systems that implies that problem solving does not occur in isolation;
- 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
- the specialized nature of education, learning and development in the Foundation, Intermediate, Senior and FET phases.

## OP.5.8 LIST OF MODULES

Module code	Descriptive Name	Pre-requisites	Credits
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.5.9 THE CORE MODULE GROUPS ACCORDING TO THE MAJORS CHOSEN BY THE STUDENT

Module code	Module name	Credits
<b>Afrikaans</b>		
AFRN 125	Afrikaans: Interpretasie & Redigering; Spelling & Woordeboekgebruik	8
AFDN 125	Vakdidaktiek Afrikaans: Inleidende Praktijkgerigte 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: Praktijkgerigte 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 Ditlhwangwa	8
TVXN 125	Didaktiki ya Setswana	16
TSMN 315	Thutapua, Dinoane le Ditlhwangwa	8
TSMN 325	Thutapua le Ditlhwangwa	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
GSXN 125	History Didactics	16

Module code	Module name	Credits
GSAN 315	British Imperialism and Afrikaner & Black Reaction: 1836–1910	8
GSAN 325	History: Political Development in South Africa (1910 – 1948)	8
GSXN 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.5.10 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.5.11 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.5.12      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**

**OP.5.13      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
				Plus one module from chosen core module group	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>

**OP.5.14      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
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.5.15 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
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>

## OP.5.16      **MODULE OUTCOMES: 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 demonstree 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 demonstree 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 spelsisteem te gebruik om eie en leerderskryfstukke 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 leerderskryfstukke 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>			
Module-uitkomst: Na suksesvolle afhandeling van hierdie module behoort die student:			
<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> </ul>			

<ul style="list-style-type: none"> <li>• die vorm en funksie van Standaardafrikaans te beskryf en te beoordeel;</li> <li>• die gepasheid 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 assesseerder van leer) ten opsigte van, of in verband met, die leerinhoud van hierdie module te vervul;</li> <li>• sinvol aan die gesprek oor d wenslikheid v standaardtaal as onderrigmedium te kan deelneem.</li> </ul>			
Metode van aflewering: Oop afstandsleer, 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>
Titel: Afrikaans: Eietydse Literêre Tekste: Interpretasie en Waardering			
Module-uitkomst: Na suksesvolle afhandeling van hierdie module behoort die student:			
<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 sensitiviteit 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 afstandsleer, 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>
Titel: School Readiness and Perceptual Skills in the Foundation Phase			
Module outcomes: 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>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: 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>
Titel: Foundation Phase Studies			
Module outcomes: 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</li> </ul>			

<p>related to inclusive education;</p> <ul style="list-style-type: none"> <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>			
Method of delivery: Open Distance Learning, Cedar College, Upington College, APEE			
Methods of Assessment: 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>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 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 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> </ul>			
Metode van aflewering: Oop afstandslêer, Cedar College, Upington College, APEE			
Assesseringsmetodes: 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 afstandslêer, 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 afstandslêer, 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>
Titel: Afrikaans Nie-Moedertaalkommunikasie			
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 eenvoudige skryfstukke;</li> <li>die toepassing van bepaalde Afrikaanse taalkundige aspekte te demonstree;</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 afstandsleer, Cedar College, Upington College, APEE			
Assesseringsmetodes: Formatief (40%) en Summatief (eksamen) 60%			
<b>Module code: CLFE 115</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF level: 5</b>
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%)			
<b>Module code: EDMN 315</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF level: 5</b>
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%			
<b>Module code: EDSN 125</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> </ul>			



<ul style="list-style-type: none"> <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>
Title: An Introduction to English Drama and Novel			
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</li> </ul>			

<p>analyse and critically evaluate literary texts;</p> <ul style="list-style-type: none"> <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>
Title: English			
<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 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>
Title: Entrepreneurship for Educators			
<p>Module outcomes: After successful completion of this module the student should:</p> <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 oriented education to learners;</li> <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			
<p>Module outcomes: After successful completion of this module the student should:</p> <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> </ul>			

<ul style="list-style-type: none"> <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 opportunity for content and language acquisition; and</li> <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			
Module outcomes: After successful completion of this module the student should:			
<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			
Module outcomes: After successful completion of this module the student should:			
<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>
<b>Title: Geography: Rural and Urban Settlements</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 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, insight and skills regarding all relevant aspects of rural and urban settlements.</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 325</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
<b>Title: Geomorphology and Environmental Geography</b>			
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%			
<b>Module code: GFXN 125</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 5</b>
<b>Title: Geography didactics</b>			
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%			
<b>Module code: GFXN 325</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 5</b>
<b>Title: Geography Didactics</b>			
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> <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%			
<b>Module code: GSAN 125</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
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%			
<b>Module code: GSAN 315</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF level: 5</b>
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 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%			
<b>Module code: GSAN 325</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
<b>Title: History: Political Developments in South Africa (1910-1948)</b>			
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>
<b>Title: History Didactics</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 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> <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</li> </ul>			

<p>a specific context of learning in history and prepare suitable textual and visual resources for history learning;</p> <ul style="list-style-type: none"> <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>			
<p>Module outcomes: After successful completion of this module the student should:</p> <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>			
<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 Inclusive Education Policy;</li> <li>understanding barriers to learning and develop skills to identify barriers to learning;</li> <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%			
<b>Module code: LDIS 315</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF level: 5</b>
<b>Title: Learners with Physical Disabilities</b>			
<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 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%			



<b>Module code: LIEP 125</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 5</b>
<b>Title: Learner Support</b>			
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%			
<b>Module code: LOCN 319</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF level: 5</b>
<b>Title: Life Orientation: Learning Area</b>			
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%			
<b>Module code: LPRO 325</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
<b>Title: Emotional and Socio-Economic Problems as 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 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%			
<b>Module code: LREM 325</b>	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 5</b>
<b>Title: Learning Impairments and Difficulties as 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 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%			
<b>Module code: NWCN 319</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF level: 5</b>
<b>Title: Natural Science: Learning Area</b>			
Module outcomes: After successful completion of this module the student should:			

<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%			
<b>Module code: OPAN 315</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF level: 5</b>
Title: Teaching Studies			
Module outcomes: After successful completion of this module the student should:			
<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> <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%			
<b>Module code: RPLL 111</b>	<b>Sem 1 &amp; 2</b>	<b>48 credits</b>	<b>NQF level: 5</b>
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			
<b>Module code: RPLL 271</b>	<b>Sem 1 &amp; 2</b>	<b>128 credits</b>	<b>NQF level: 5</b>
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			
<b>Module code: TECK 315</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF level: 5</b>
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%			
<b>Module code: TSCN 125</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
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: Katlholo ya go bopa le tlhatlhobo			
<b>Module code: TSCN 315</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
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 tsotlhe tsa tikologo ya go ruta le go ithuta.			
Mokgwa wa go ruta: Kwa ntle ga Khamphase (Thuto e e bulegileng ya kgakala)			
Mekgwa ya go athola: Katlholo ya go bopa le tlhatlhobo			
<b>Module code: TSCN 325</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
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 tsotlhe tsa tikologo ya go ruta le go ithuta.			
Mokgwa wa go ruta: Kwa ntle ga Khamphase (Thuto e e bulegileng ya kgakala)			
Mekgwa ya go athola: Katlholo ya go bopa le tlhatlhobo			
<b>Module code: TSMN 125</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
Leina: Thutapuo le Ditlhwangwa (Setswana)			
Dipoelo 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</li> </ul>			

<p>approach to the teaching of Setswana as a first language throughout the different educational phases.;</p> <ul style="list-style-type: none"> <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: Katlhola ya go bopa le tlathlho			
<b>Module code: TSMN 315</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
Leina: Thutapuo, Dinaane le Ditlhangwa (Setswana)			
<p>Dipelo tsa Thuto: After successful completion of this module the student should:</p> <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: Katlhola ya go bopa le tlathlho			
<b>Module code: TSMN 325</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
Leina: Thutapuo le Ditlhangwa (Setswana)			
<p>Dipelo tsa Thuto: : Mo bofelong jwa moju lu 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.</p>			
Mokgwa wa go ruta: Kwa ntle ga Khamphase (Thuto e e bulegileng ya kgakala)			
Mekgwa ya go athola: Katlhola ya go bopa le tlathlho			
<b>Module code: TSNN 125</b>	<b>Semester 2</b>	<b>8 credits</b>	<b>NQF level: 5</b>
Title: Setswana Communication (nm)			
<p>Module outcomes: After successful completion of this module the student should:</p> <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%			
<b>Module code: TSNN 315</b>	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF level: 5</b>
Title: Setswana Communication (nm)			
<p>Module outcomes: After successful completion of this module the student should:</p> <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)			
<p>Module outcomes: After successful completion of this module the student should:</p> <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)			
Dipelo 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: Katiholo ya go bopa le tlathlho			
<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)			
Dipolelo 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: Katiholo ya go bopa le tlathlho			
<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               <ol style="list-style-type: none"> <li>operations within the number systems; and</li> <li>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> </ol> </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: points, lines, angles, triangles, quadrilaterals and polygons, symmetry and tessellations, measurement, area of regular and irregular plane figures, volume and capacity.</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 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;</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 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.</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 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%			

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