



NORTH-WEST UNIVERSITY[®]
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

POTCHEFSTROOM CAMPUS EDUCATION SCIENCES



IN-SERVICE AND FURTHER TRAINING PROGRAMMES: AC

CALENDAR 2016

FACULTY OF EDUCATION
SCIENCES
IN-SERVICE AND FURTHER
TRAINING PROGRAMMES
Advanced Certificate (AC)
Potchefstroom Campus

Address all correspondence to:

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

Tel: 018 2991111/2222

Fax: 018 2992799

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

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.

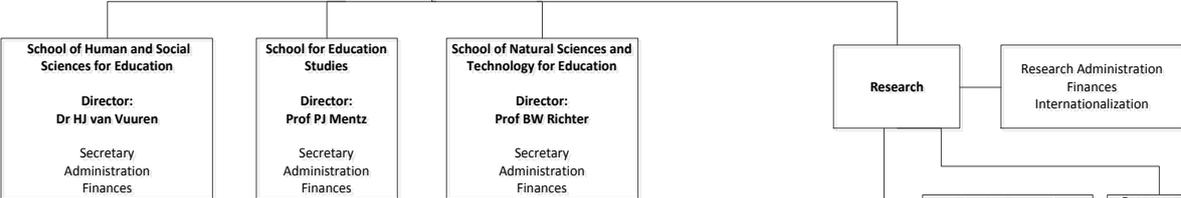
Table of Contents

OFFICE BEARERS	VI
OP.1.1 SCHOOLS IN THE FACULTY	I
OP.1.3 QUALIFICATIONS, PROGRAMMES AND CURRICULA	III
OP.2 FACULTY RULES	1
OP.2.1 AUTHORITY OF THE GENERAL ACADEMIC RULES	1
OP.2.2 FACULTY-SPECIFIC RULES AND REGULATIONS	1
OP.2.2.1 Admission requirements.....	1
OP.2.2.2 Calculation of participation marks.....	2
OP.2.2.3 Admission to examinations.....	2
OP.2.2.4 Subminimum for examination.....	2
OP.2.2.5 Examination opportunities.....	2
OP.2.2.6 Pass requirements for modules, curricula and programmes.....	2
OP.2.2.7 Modules and credits.....	3
OP.2.3 EVALUATION OF ACADEMIC LITERACY	3
OP.2.4 WARNING AGAINST PLAGIARISM	4
OP.2.5 CAPACITY STIPULATION	4
OP.2.6 RECOGNITION OF PRIOR LEARNING	4
OP.2.7 LANGUAGE POLICY AND INTERPRETING IN THE FACULTY (PROGRAMME SPECIFIC)	4
OP.3 WHAT IS OPEN DISTANCE LEARNING	5
OP.3.1 RULES APPLICABLE TO ODL PROGRAMMES	5
OP.3.1.1 ODL Examination opportunities.....	5
OP.3.1.2 Admission to examinations.....	5
OP.3.1.3 Participation mark.....	6
OP.3.1.4 Module mark.....	6
OP.3.1.5 Unsatisfactory academic performance.....	6
OP.4 QUALIFICATIONS, PROGRAMMES AND CURRICULUMS OFFERED BY UODL	7
OP.5 THE ADVANCED CERTIFICATE IN TEACHING (AC)	9
OP.5.1 RULES FOR THE ADVANCED CERTIFICATE IN FOUNDATION PHASE TEACHING (ACFPT)	9
OP.5.1.1 First intake and articulation of the AC.....	9
OP.5.1.2 Purpose of the programme.....	9
OP.5.1.3 Minimum and maximum duration of study.....	9
OP.5.1.4 Admission requirements for the qualification.....	9
OP.5.1.5 Qualification outcomes.....	10

OP.5.1.6	List of modules.....	11
OP.5.1.7	Advanced Certificate in Foundation Phase Teaching (4BL F01 – O401P)	12
OP.5.2	RULES FOR THE ADVANCED CERTIFICATE IN INTERMEDIATE PHASE TEACHING (ACIPT)	13
OP.5.2.2	ADVANCED CERTIFICATE IN INTERMEDIATE PHASE TEACHING	16
OP.5.2.3	ADVANCED CERTIFICATE IN INTERMEDIATE PHASE TEACHING: LIFE SKILLS (4BM F01 – O401P).....	17
OP.5.2.4	ADVANCED CERTIFICATE IN INTERMEDIATE PHASE TEACHING: MATHEMATICS (4BM F02 – O402P)	18
OP.5.2.5	ADVANCED CERTIFICATE IN INTERMEDIATE PHASE TEACHING: SCIENCE AND TECHNOLOGY – (4BM F03 –O403P).....	19
OP.5.2.6	ADVANCED CERTIFICATE IN INTERMEDIATE PHASE TEACHING: SOCIAL SCIENCE (4BM F04 – O404P).....	20
OP.5.3	MODULE OUTCOMES	21

Dean: Faculty of Education Sciences
Prof Robert J Balfour
 Secretary

Quality Assurance
 Administration
 Finances
 Human Capital
 Short Learning Programmes



- Programmes**
- BEd
 - Gr R-Diploma
 - NPDE
 - ACT

Partnership-campuses

- Programmes**
- BEdHons
 - PGDE

- Programmes**
- ACE
 - ADE
 - PGCE/Advanced Diploma in Teaching (ADT)

SENVO

Professional Development Division:
 WIL
 Mentorship Training
 Service Learning

Director Research
Unit: Edu-HRight
 (Director)

Focus Area:
 SDL & TEL
 (Director)

Projects:
 Edu-Lead
 RIFE
 Comber

Research Professors

Subject-related Projects

R&T Leaders:

- Programmes**
- MEd
 - PhD

School of Human and Social Sciences for Education	Subject Groups	Creative and Performing Arts for Education
		Early Childhood Development
		Afrikaans for Education
		African Languages for Education
		English for Education
		History Education
		Economic and Management Sciences Education
		Educational Psychology and Learner Support
		Life Orientation
		Movement Education
School for Education Studies	Subject Groups	Education Management Leadership
		Education Law
		Comparative Education
		Curriculum Studies, Philosophy and Research Methodology
School of Natural Sciences and Technology for Education	Subject Groups	Mechanical Technology Education
		Electrical Technology Education
		Civil Technology Education
		Engineering Graphics and Design for Education
		Technology for General Training and Education Phase
		Natural Sciences Education
		Geography and Environmental Education
		Mathematics Education
		Mathematics Literacy
		Computer Science Education

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.za

OP.1.1 SCHOOLS IN THE FACULTY

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

OP.1.2

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

OP.1.3

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)
- Advanced Diploma in Education (ADE). To be offered as from April 2016 on the ODL mode. Pending HEQC and SAQA approval.
- Advanced Certificate in Education (ACE)
- Advanced Certificate in Teaching (ACT). To be offered as from July 2016 on the ODL mode. Pending HEQC and SAQA approval.

Phasing out of old programmes and date of last intake, and phasing in of new programmes

Contact programmes

Programme	Duration	Last intake and phasing-out date	New programme and phasing-in date*
Bachelor of Education (BEd)	4 years	Last intake will be January 2015 and the programme will be phased out by December 2019 Approval by the DHET to offer old programme in 2015.	New BEd programme to be offered as from 2016.
Postgraduate Certificate in Education (PGCE)	1 year	Last intake will be January 2015 and programme will be phased out by December 2018. Approval by the DHET to offer old programme in 2015.	Advanced Diploma in Teaching (ADT) to be offered as from 2016
Advanced Diploma in Teaching (ADT)	1 year	Not applicable	ADT programme to be offered in place of PGCE programme as from 2016
Bachelor of Education Honours (BEdHons), NQF Level 8	1 year	Not applicable	Not applicable
Master of Education (MEd)	2 years	Not applicable	Not applicable
Doctor of Philosophy (PhD)	3 years	Not applicable	Not applicable

ODL programmes

Programme	Duration	Last intake and phasing-out date	New programme and phasing-in date*
Advanced Certificate in Education (ACE)	Minimum 1 year, maximum 3 years	Last intake will be October 2015 and programme will be phased out by December 2018. Approval from DHET for the last intake of students in 2015.	Advanced Diploma in Education programme to be offered as from July 2015 pending HEQC and SAQA approval.
National Professional Diploma in Education (NPDE)	Minimum 3 years, maximum 4 years	Last intake will be July 2014 and programme will be phased out by December 2018.	Not applicable
Bachelor of Education (BEd)	Minimum 4 years, maximum 6 years	Not applicable	BEd programme to be offered as from July 2015: (i) Foundation Phase and (ii) Intermediate Phase, pending HEQC and SAQA approval. The (iii) Senior and FET Phase will be offered from January 2017 pending HEQC and SAQA approval.
Bachelor of Education Honours (BEdHons), NQF Level 7	Minimum 2 years, maximum 3 years	Last intake will be October 2015 and programme will be phased out by December 2018	Not applicable
Postgraduate Diploma in Education (PGDE)	Minimum 2 years, maximum 3 years	Not applicable	This programme to be offered as from January 2016, pending DHET, HEQC and SAQA approval.
Diploma in Grade R Teaching	Minimum 3 years, maximum 5 years	Not applicable	This programme is offered from October 2013.

Advanced Diploma in Education (ADE)	Minimum 1 year, maximum 3 years	Not applicable	<p>The “Special Needs Education”- programme to be offered as from April 2015 pending HEQC and SAQA approval.</p> <p>The DBE is developing the “Education Leadership” programme and the date of delivery is not yet communicated.</p>
Advanced Certificate in Teaching (ACT)	Minimum 1 year, maximum 3 years	Not applicable	<p>The Foundation Phase and Intermediate Phase is to be offered from January 2016, pending HEQC and SAQA approval.</p> <p>The Senior Phase is to be offered from July 2016 and the FET Phase from January 2016. Pending HEQC and SAQA approval.</p>

* The offering of new programmes is subject to approval by the Department of Higher Education and Training (DHET), Higher Education Qualification Council (HEQC) and the South African Qualification Authority (SAQA).

OP.2 FACULTY RULES

OP.2.1 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.2.2 FACULTY-SPECIFIC RULES AND REGULATIONS

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

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

http://www.nwu.ac.za/export/sites/default/nwu/gov_man/policy/8P-TL_e.pdf

http://www.nwu.ac.za/export/sites/default/nwu/gov_man/policy/8P-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.2.2.1 Admission requirements

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

OP.2.2.2 Calculation of participation marks

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

OP.2.2.3 Admission to examinations

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

OP.2.2.4 Subminimum for examination

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

OP.2.2.5 Examination opportunities

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

OP.2.2.6 Pass requirements for modules, curricula and programmes

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

OP.2.2.7 Modules and credits

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

OP.2.2.7.1 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.2.3 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.2.4 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

OP.2.5 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.2.6 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.2.7 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.3 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 to complete.
3. Students have a number of assessment opportunities (examinations) during a study period and all 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.3.1 RULES APPLICABLE TO ODL PROGRAMMES

OP.3.1.1 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.3.1.2 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 participation mark will allow a student a second examination opportunity, should he/she fail the first attempt.

OP.3.1.3 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 and obtaining an assignment mark for the prescribed assignment(s) as stipulated within every module-specific tutorial letter.

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.3.1.4 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 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.3.1.5 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.4 QUALIFICATIONS, PROGRAMMES AND CURRICULUMS OFFERED BY UODL

DIPLOMAS and CERTIFICATES				
Qualification	Programme and code	Curriculum and code	Mode of delivery	NQF level
National Professional Diploma in Education (NPDE) <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
Advanced Certificate in Education (ACE) NOTE: <i>**Final intake for ACE is July 2014. ACE must be phased out by 2016.</i> <i>**2013 is the last year in which students who enrol for the ACE may articulate into the BEdHons at NQF level 7, provided that they must have completed the ACE by 2015.</i> <i>**From 2014 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
Advanced Certificate in Foundation Phase Teaching (ACFPT) 132 credits Students may enrol from January 2016	Advanced Certificate in Foundation Phase Teaching 4BL F01	Foundation Phase 4BL F01 O401P	ODL	6
Advanced Certificate in Intermediate Phase Teaching (ACIPT) Students may enrol from January 2016	Advanced Certificate in Intermediate Phase Teaching	Life Skills 4BM F01 O401P	ODL	6
		Mathematics 4BM F02 O402P	ODL	6
		Science and Technology 4BM F03 O403P	ODL	6
		Social Science 4BM F04 O404P	ODL	6
HONOURS DEGREE				
Qualification	Programme and code	Curriculum and code	Method of delivery	NQF level
Honores Baccalaureus Educationis (BEdHons) **For Rules & Regulations regarding the BEdHons, consult the Honours & Postgraduate programmes Calendar **Final intake for these 4 BEdHons curricula Oct 2015 – curricula must be phased out by 2018	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 Enhancemel

OP.5 THE ADVANCED CERTIFICATE IN TEACHING (AC)

OP.5.1 RULES FOR THE ADVANCED CERTIFICATE IN FOUNDATION PHASE TEACHING (ACFPT)

OP.5.1.1 First intake and articulation of the AC

The first year for student intake for the AC programme is 2016

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

Students who hold an AC may articulate to an ADE, and then to a PGDE, once having obtained the diploma. As from 2016, the AC will replace the ACE.

OP.5.1.2 Purpose of the programme

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

It is expected that Foundation Phase teachers ought to be competent to teach from Grade R to 3. The knowledge mix for the Advanced Certificate in Foundation Phase Teaching qualification includes pedagogical and practical learning, in order to enable teachers to work competently with Grade R-3 learners as to enhance their teaching competency in a theoretical and practical manner. The scope of the Advanced Certificate in Foundation Phase Teaching encompasses Grade R teaching that focuses on learning through play, developing physical co-ordination; as well as developing spoken language competence and fundamental ideas that will form the basis for the future development of number sense and literacy which prepares young children for formal learning in Grades 1-3

OP.5.1.3 Minimum and maximum duration of study

- The the minimum duration of ODL study is two years and the maximum duration is three years, unless stated otherwise.

OP.5.1.4 Admission requirements for the qualification

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

OP.5.1.4.1 Specific requirements for different AC specialisations

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

OP.5.1.5 Qualification outcomes

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

- **detailed knowledge and understanding of:**
 - a) the key terms, concepts, facts, principles, rules, theories related to early childhood teaching;
 - b) how this knowledge apply to teaching strategies and methods within the Foundation Phase context;
 - c) the origin and development of knowledge within the field of early childhood development and critical understanding of schools of thought within the field.
- **the application of knowledge within the field of Foundation Phase teaching and the integration of Grade R within the formal school system;**
- the understanding and implementation of the different roles a Foundation Phase teacher needs to fulfil in diverse educational settings;
- accurate and coherent written and verbal communication of assignments and tasks with understanding of and respect for intellectual property conventions and rules on plagiarism;
- the ability to manage and organise a Foundation Phase class effectively when teaching;
- the ability to communicate effectively with relevant stakeholders in the school;
- an understanding of the challenges that face early childhood education in South Africa due to social challenges such as poverty, rurality, HIV/AIDS, language and cultural diversity.
- **the ability to monitor own learning progress and apply relevant learning strategies to realise all the outcomes of these modules.**

OP.5.1.6 List of modules

Module code	Module Name	NQF Level	Credits
AEMT 511	Elementary Mathematics for Teachers	6	8
AFAL 511	English First Additional Language I	6	16
AFAL 521	English First Additional Language II	6	16
AGIM 521	Geometry for Intermediate Phase Mathematics	6	16
AHSS 511	Social Science I	6	8
AHSS 521	Social Science II	6	8
AICT 521	Information and Communication Technology in the classroom	5	12
AIFP 511	Inclusive Education in the Foundation Phase	6	16
AIIP 511	Inclusive Education in the Intermediate Phase	6	8
AKAT 521	Knowledge Areas of Technology Education	6	8
ALCA 521	Life Skills for Intermediate Phase: Creative Arts	6	8
AFLA 511	Afrikaans First Language	6	16
ALFE 511	English First Language	6	16
ALFP 521	English First Additional Language in Foundation Phase	6	16
ALFS 511	Setswana First Language	6	16
ALIF 511	Life Skills in Foundation Phase I	6	16
ALIF 521	Life Skills in Foundation Phase II	6	16
ALPI 511	Life Skills for Intermediate Phase: Physical Education	6	8
ALPS 521	Life Skills for Intermediate Phase: Personal and Social Well-being	6	8
ALRE 511	Life Skills for Intermediate Phase: Religion Education	6	8
AMAT 511	Planning for effective Mathematics teaching and learning in the Foundation Phase	6	16
AMAT 521	Implementing effective Mathematics teaching and learning in the Foundation Phase	6	16
ANIM 511	Numbers and Number Systems in Intermediate Phase Mathematics	6	16
ATPI 511	Technological Processes in the Intermediate Phase	6	8
AWIL 521	Work-integrated Learning in Foundation Phase	6	8
INSC 511	Intermediate Science I	6	8
INSC 521	Intermediate Science II	6	8
ISSP511	Maps, Settlement and Population Geography	6	8
ISSP521	Physical Geography and Resources: Africa and SA	6	8

**OP.5.1.7 Advanced Certificate in Foundation Phase Teaching
(4BL F01 – O401P)**

Module code	Descriptive Name	NQF level	Credits
GENERIC MODULES			
AIFP 511	Inclusive Education in the Foundation Phase	6	16
AICT 521	Information and Communication Technology in the classroom	5	12
AWIL 521	Work-integrated Learning in Foundation Phase	6	8
FUNDAMENTAL MODULES			
ALFP 521	English First Additional Language in Foundation Phase	6	16
ALFE 511/ ALFS 511/ ALFA 511	English First Language/ Setswana First Language Afrikaans First Language	6	16
AMAT 521	Implementing effective Mathematics teaching and learning in the Foundation Phase	6	16
ALIF 511	Life Skills in Foundation Phase I	6	16
ALIF 521	Life Skills in Foundation Phase II	6	16
AMAT 511	Planning for effective Mathematics teaching and learning in the Foundation Phase	6	16
TOTAL CREDITS			132

**AICT module on level 5, 12 credits on top of minimum 120 credits for the ACT qualification.*

Distance			
Year 1	Cr	Year 2	Cr
GENERIC MODULES			
AIFP 511	16	AICT 521	12
		AWIL 521	8
FUNDAMENTAL MODULES			
ALFE 511/ ALFS 511/ ALFA 511	16	ALFP 521	16
ALIF 511	16	ALIF 521	16
AMAT 511	16	AMAT 521	16
Total year 1	64	Total year 2	68
			Total credits: 132

OP.5.2 RULES FOR THE ADVANCED CERTIFICATE IN INTERMEDIATE PHASE TEACHING (ACIPT)

OP.5.2.1.1 First intake and articulation of the AC

The first year for student intake for the AC programme is 2016

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

Students who hold an AC may articulate to an ADE, and then to a PGDE, once having obtained the diploma. As from 2016, the AC will replace the ACE.

OP.5.2.1.2 Purpose of the programme

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

The Department of Basic Education/Department of Higher Education and Training requires teachers to continuously develop their careers and enhance their teaching practice in order to provide quality education to the learners they are responsible for. Teachers with existing qualifications can use continuing professional development learning programmes to strengthen their current qualification or retrain to teach a new subject or phase. The new Advanced Certificate in Teaching (minimum 120 credits) is one such a qualification that may offer teachers the opportunity to continue their specialisation or change their teaching focus.

The Department of Basic Education/Department of Higher Education and Training realised that many teachers need more subject knowledge or want to change their pathway and/or teach a new subject. The ACT is a new qualification that can fulfil that role. The ACT is primarily vocationally oriented and the aim with the qualification is that teachers strengthen their subject knowledge or prepare them to teach a new subject. The ACT qualification will be based on the four school phases and this specific qualification focuses on the ACT Intermediate Phase.

The ACT Intermediate Phase must prepare teachers to teach from grades 4 - 7. The policy also stated that the qualification must include specialist teaching of a maximum of three Intermediate subjects of which one must be English First Additional Language teaching. The qualification must also address fundamental mathematical concepts and barriers to learning.

The design of the qualification consists of four sections, namely a section with generic modules, a section with fundamental modules, a section with specialisation modules and an additional section. The first section is a generic section and consists of Foundations of Education and Work Integrated Learning. The second section is fundamental modules and consists of three modules. The first two modules are English First Additional Language modules and the third module is a fundamental Mathematics module that

focuses on fundamental mathematical concepts. The inclusion of these modules is based on the Minimum Requirements for Teacher Education Qualification policy which stated that all Intermediate phase teachers must complete English as an additional language and fundamental mathematical concepts as a module.

The third section consists of 64 credits of the qualification which are directed towards the strengthening of subject specific knowledge. Students can choose any 2 specialisations consisting of 32 credits per specialisation.

The last section is an additional ICT module on level 5. We deemed it necessary that teachers must be ICT competent therefore we include the additional 12 credits on level 5 as allowed by the MRTEQ policy (p 31). Therefore this qualification will consist of 132 credits.

OP.5.2.1.3 Minimum and maximum duration of study

- The the minimum duration of ODL study is two years and the maximum duration is three years, unless stated otherwise.

OP.5.2.1.4 Admission requirements for the qualification

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

OP.5.2.1.5 Specific requirements for different AC specialisations

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

OP.5.2.1.6 Qualification outcomes

Upon completion of the Advanced Certificate in Intermediate Phase Teaching qualification, the student will demonstrate the following:

- detailed knowledge and understanding of key terms, concepts, principles, rules and theories related to the teaching of the IP school curriculum.
- detailed knowledge and understanding of the origin, development and different schools of thought within the selected subjects of the IP school curriculum.
- ability to solve fundamental problems when teaching and assessing the selected subjects of the IP school curriculum through selecting, evaluating and applying those methods and procedures applicable to a subject.
- ability to distinguish and solve subject specific problems in diverse teaching contexts.
- an understanding of the ethical implications of decision, action and practices relevant to the teaching of the IP curriculum.
- an understanding of the values and conduct of teaching in a manner that enhances the teaching profession.
- the ability to understand and apply subject specific methods and techniques of research.
- the ability to communicate effectively through written, verbal and technology communication skills in their different subjects.

- the ability to act as a group leader or group member in class and to complete a group task against set criteria in a specific subject.
- the ability to critically monitor own learning against learning outcomes and professional community of practice to improve and adapt their own teaching.
- broad background knowledge of fundamental mathematical concepts.
- skills to identify barriers to learning in a diverse teaching and learning context.
- the ability to teach, assess and manage a class effectively in a diverse and multi-level teaching and learning context.

ADVANCED CERTIFICATE IN INTERMEDIATE PHASE TEACHING

Outlay of the program

DESCRIPTIVE NAME	NQF-level	Credits
GENERIC MODULES		
Foundations of Education in the Intermediate Phase	6	16
Work-integrated Learning in Intermediate Phase	6	8
FUNDAMENTAL MODULES		
Elementary Mathematics for Teachers	6	8
English First Additional Language I	6	12
English First Additional Language II	6	12
Subject Specialisations (Select two of the following:)		
Life Skills	6	32
Mathematics	6	32
Science and Technology	6	32
Social Science	6	32
ADDITIONAL MODULE		
Information and Communication Technology in the classroom (AICT)*	5	12
TOTAL CREDITS:		132

OP.5.2.3

**ADVANCED CERTIFICATE IN INTERMEDIATE PHASE TEACHING:
LIFE SKILLS (4BM F01 – O401P)**

List of modules

Module code	Descriptive Name	NQF level	Cr
GENERIC MODULES			
AICT 521	Information and Communication Technology in the classroom	5	12
AIIP 511	Inclusive Education in the Intermediate Phase	6	8
AWIL 521	Work-integrated Learning in Intermediate Phase	6	8
FUNDAMENTALLY MODULES			
AEMT 511	Elementary Mathematics for Teachers	6	8
AFAL 511	English First Additional Language I	6	16
AFAL 521	English First Additional Language II	6	16
1st SPECIALISATION MODULES			
ALCA 521	Life Skills for Intermediate Phase: Creative Arts	6	8
ALPI 511	Life Skills for Intermediate Phase: Physical Education	6	8
ALPS 521	Life Skills for Intermediate Phase: Personal and Social Well-being	6	8
ALRE 511	Life Skills for Intermediate Phase: Religion Education	6	8
2nd SPECIALISATION MODULES			
	Depending on choice of 2nd specialisation	6	32
TOTAL CREDITS:			132

DISTANCE			
Year 1 & 2			
Year 1	Cr	Year 2	Cr
GENERIC MODULES			
AIIP 511	8	AICT 521	12
		AWIL 521	8
FUNDAMENTALLY MODULES			
AEMT 511	8		
AFAL 511	16	AFAL 521	16
1st SPECIALISATION MODULES			
ALPI 511	8	ALCA 521	8
ALRE 511	8	ALPS 521	8
2nd SPECIALISATION MODULES			
Depending on choice of 2 nd specialisation	16	Depending on choice of 2 nd specialisation	16
Total Credits Year 1	64	Total Credits Year 2	68
			Total credits: 132

**OP.5.2.4 ADVANCED CERTIFICATE IN INTERMEDIATE PHASE TEACHING:
MATHEMATICS (4BM F02 – O402P)**

List of modules:

Module code	Descriptive Name	NQF level	Credits
GENERIC MODULES			
AICT 521	Information and Communication Technology in the classroom	5	12
AIIP 511	Inclusive Education in the Intermediate Phase	6	8
AWIL 521	Work-integrated Learning in Intermediate Phase	6	8
FUNDAMENTALLY MODULES			
AEMT 511	Elementary Mathematics for Teachers	6	8
AFAL 511	English First Additional Language I	6	16
AFAL 521	English First Additional Language II	6	16
1st SPECIALISATION MODULES			
ANIM 511	Numbers and Number Systems in Intermediate Phase Mathematics	6	16
AGIM 521	Geometry for Intermediate Phase Mathematics	6	16
2nd SPECIALISATION MODULES			
	Depending on choice of 2 nd specialisation	6	32
TOTAL CREDITS:			132

CONTACT				DISTANCE			
Year 1				Year 1 & 2			
Semester 1	Cr	Semester 2	Cr	Year 1	Cr	Year 2	Cr
GENERIC MODULES				GENERIC MODULES			
AIIP 511	16	AICT 521	12	AIIP 511	16	AICT 521	12
		AWIL 521	8			AWIL 521	8
FUNDAMENTALLY MODULES				FUNDAMENTALLY MODULES			
AEMT 511	8			AEMT 511	8		
AFAL 511	8	AFAL 521	16	AFAL 511	8	AFAL 521	8
SPECIALISATION MODULES				SPECIALISATION MODULES			
ANIM 511	16	AGIM 521	16	ANIM 511	16	AGIM 521	16
2nd SPECIALISATION MODULES				2nd SPECIALISATION MODULES			
Depending on choice of 2 nd specialisation	16	Depending on choice of 2 nd specialisation	16	Depending on choice of 2 nd specialisation	16	Depending on choice of 2 nd specialisation	16
Total Credits Semester 1	64	Total Credits Semester 2	68	Total Credits Year 1	64	Total Credits Year 2	68
Total credits: 132				Total credits: 132			

**OP.5.2.5 ADVANCED CERTIFICATE IN INTERMEDIATE PHASE TEACHING:
SCIENCE AND TECHNOLOGY – (4BM F03 –O403P)**

List of modules:

Module code	Descriptive Name	NQF level	Credits
GENERIC MODULES			
AICT 521	Information and Communication Technology in the classroom	5	12
AIIP 511	Inclusive Education in the Intermediate Phase	6	8
AWIL 521	Work-integrated Learning in Intermediate Phase	6	8
FUNDAMENTAL MODULES			
AEMT 511	Elementary Mathematics for Teachers	6	8
AFAL 511	English First Additional Language I	6	16
AFAL 521	English First Additional Language II	6	16
1st SPECIALISATION MODULES			
INSC 511	Intermediate Science I	6	8
INSC 521	Intermediate Science II	6	8
AKAT 521	Knowledge Areas of Technology Education	6	8
ATPI 511	Technological Processes in the Intermediate Phase	6	8
2nd SPECIALISATION MODULES			
	Depending on choice of 2 nd specialisation	6	32
TOTAL CREDITS:			132

DISTANCE			
Year 1 & 2			
Year 1	Cr	Year	Cr
GENERIC MODULES			
AIIP 511	8	AICT 521	12
		AWIL 521	8
FUNDAMENTAL MODULES			
AEMT 511	8		
AFAL 511	16	AFAL 521	16
1st SPECIALISATION MODULES			
INSC 511	8	INSC 521	8
ATPI 511	8	AKAT 521	8
2nd SPECIALISATION MODULES			
Depending on choice of 2 nd specialisation	16	Depending on choice of 2 nd specialisation	16
Total Credits Year 1	64	Total Credits Year 2	68
Total credits: 132			

**OP.5.2.6 ADVANCED CERTIFICATE IN INTERMEDIATE PHASE TEACHING:
SOCIAL SCIENCE (4BM F04 – O404P)**

List of modules:

Module code	Descriptive Name	NQF level	Credits
GENERIC MODULES			
AICT 521	Information and Communication Technology in the classroom	5	12
AIIP 511	Inclusive Education in the Intermediate Phase	6	8
AWIL 521	Work-integrated Learning in Intermediate Phase	6	8
FUNDAMENTALY MODULES			
AEMT 511	Elementary Mathematics for Teachers	6	8
AFAL 511	English First Additional Language I	6	16
AFAL 521	English First Additional Language II	6	16
1st SPECIALISATION MODULES			
AHSS 511	Social Science I	6	8
AHSS 521	Social Science II	6	8
ISSP511	Maps, Settlement and Population Geography	6	8
ISSP521	Physical Geography and Resources: Africa and SA	6	8
2nd SPECIALISATION MODULES			
	Depending on choice of 2 nd specialisation	6	32
TOTAL CREDITS:			132

DISTANCE			
Year 1 & 2			
Year 1	Cr	Year 2	Cr
GENERIC MODULES			
AIIP 511	8	AICT 521	12
		AWIL 521	8
FUNDAMENTALY MODULES			
AEMT 511	8		
AFAL 511	16	AFAL 521	16
1st SPECIALISATION MODULES			
AHSS 511	8	AHSS 521	8
ISSP511	8	ISSP521	8
2nd SPECIALISATION MODULES			
Depending on choice of 2 nd specialisation	16	Depending on choice of 2 nd specialisation	16
Total Credits Year 1	64	Total Credits Year 2	68
			Total credits: 132

OP.5.3 MODULE OUTCOMES

Module code: AEMT 511	Semester 1	NQF-level: 6	Credit: 8
Module Name: Elementary Mathematics for Teachers I			
Purpose of the module: The purpose of this module is to provide a sound understanding regarding number systems, and to equip students with the necessary skills to apply the knowledge and insight gained in familiar and new contexts within the field of number systems in their personal lives. Furthermore to provide a sound understanding regarding elementary geometry, and to equip students with the necessary skills to apply the knowledge and insight gained in familiar and new contexts within the field of elementary geometry in their personal lives.			
Description of the content of the module: This module focuses on the terminology, properties, procedures, representation and relationships of number systems and elementary geometry. It also addresses the application and role of number systems and geometry within the context of real life situations.			
Teacher Competencies developed by means of the module: This module establishes basic competencies of a teacher such as: <ul style="list-style-type: none"> • personal understanding of the fundamental mathematical concepts within the field of number systems and elementary geometry; • to identify, evaluate and solve problems within the field of number systems and elementary geometry. 			
Method of delivery: Distance			

Module code: AFAL 511	Semester 1	NQF-level: 6	Credit: 16
Module name: English First Additional Language I			
Purpose of the module: The purpose of this module is to enable the student to use English as medium of instruction effectively and proficiently in the classroom. This module further aims to provide the student with detailed knowledge and understanding of language skills, vocabulary and appropriate SLA. theories.			
Description of the content of the module: This module is based on knowledge and application of language skills, vocabulary and relevant SLA theories.			
Teacher Competencies developed by means of the module: This module establishes basic competencies of a teacher such as: <ul style="list-style-type: none"> • effective communication; • knowledge and understanding of diverse teaching-learning situations; • knowledge of the various learners and how they learn; • developing literacy and language skills. 			
Method of delivery: Distance			

Module code: AFAL 521	Semester 1	NQF-level: 6	Credit: 16
Module Name: English First Additional Language II			
Purpose of the module: The purpose of this module is to enable the student to use English as medium of instruction effectively and proficiently in the classroom. This module further aims to provide the student with detailed knowledge and understanding of language skills, effective lesson planning and assessment.			
Description of the content of the module: This module is based on knowledge and application of language skills, effective lesson planning and assessment.			
Teacher Competencies developed by means of the module: This module establishes basic competencies of a teacher such as: <ul style="list-style-type: none"> • reliable and relevant assessment; • effective classroom management; • effective communication; • recognising learners' needs and tailoring teaching accordingly; • developing literacy and language skills. 			
Method of delivery: Distance			

Module code: AGIM 521	Semester 1	NQF-level: 6	Credit: 16
------------------------------	-------------------	---------------------	-------------------

Module Name: Geometry for Intermediate Phase Mathematics
Purpose of the module: The purpose of this module is to give students the opportunity to gain knowledge and understanding, and to equip them with the necessary skills to apply the knowledge and insight gained in familiar and new contexts within the fields of geometry. This module further aims to equip the student with knowledge, skills and values required to effectively fulfil the role as an Intermediate Phase educator.
Description of the content of the module: This module is based on knowledge, understanding and application of the terminology, principles and procedures regarding to geometry in order to solve problems within the context of real life situations.
Teacher Competencies developed by means of the module: This module establishes basic competencies of a mathematics teacher such as: <ul style="list-style-type: none"> • sound subject knowledge and deep understanding within the fields of geometry; • identify, evaluate and solve problems regarding geometry; to demonstrate accountability for the organising and assessment activities.
Method of delivery: Distance

Module code: AHSS 511	Semester 1	NQF-level: 6	Credit: 8
Module name: Social Science I			
Purpose of the module: The purpose of this module is to develop learners' knowledge of Early Southern African history, their ability to work on projects based on local history and an African kingdom from ancient times. This module further aims to equip learners with the ability to plan and carry out project work independently and confidently.			
Description of the content of the module: This module is based on: Early Southern African history, local history and its relevance to the study of history and a study of an African kingdom from ancient times.			
Teacher Competencies developed by means of the module: This module establishes basic competencies of a teacher such as: <ul style="list-style-type: none"> • a sound knowledge of history; • knowledge of how to teach history content and how to select and determine the sequence and pace content in accordance with both the subject history and learner needs; • ability to communicate effectively in relation to history as a subject in order to mediate learning; • ability to manage their classroom effectively across diverse contexts in order to ensure a conducive learning environment, particularly for history; • assess learners in reliable and varied ways, in order to use the results of assessment to improve teaching and learning in history. 			
Method of delivery: Distance			

Module code: AHSS 521	Semester 1	NQF-level: 6	Credit: 8
Module name: Social Science II			
Purpose of the module: The purpose of this module is to develop learners' knowledge of Ancient kingdoms in Africa, Dutch settlement and slavery at the Cape, Indigenous and Scientific Western medicine. This module further aims to enable learners to work out and submit an assignment on "the similarities and differences between Indigenous and Western medicine.			
Description of the content of the module: This module is based on Ancient kingdoms in Africa, Dutch settlement and slavery at the Cape, Indigenous and Western medicine.			
Teacher Competencies developed by means of the module: This module establishes basic competencies of a teacher such as: <ul style="list-style-type: none"> • a sound knowledge of history; • understanding diversity in the South African context in order to teach history in a manner which includes all learners; • knowledge of how to teach history content and how to select and determine the sequence and pace content; • in accordance with both the subject history and learner needs; • assess learners in varied and reliable ways, in order to use the results of assessment to improve teaching and learning in History. 			

Method of delivery: Distance			
Module code: AICT 521	Semester 1	NQF-level: 5	Credit: 12
Module Name: Information and Communication Technology in the classroom			
Purpose of the module:			
The purpose of this module is to provide the teacher with basic knowledge, skills and values related to the effective and efficient use of information and communication technology in the Classroom.			
Description of the content of the module:			
<ul style="list-style-type: none"> • This module affords the teacher the opportunities of developing the critical competencies in ICT use, necessary for the successful execution of the role of a teacher. • the use of ICT in Education; • knowledge and skills to use the Internet & electronic mail; • the effective and efficient use of word processing, spreadsheets, graphics, e-mails, browsing and search engines; • efficient and effective problem-solving abilities to plan computer integrated lessons; • the ability to evaluate ethical and moral aspects regarding the use of computers in education and make responsible decisions. 			
Teacher Competencies developed by means of the module:			
This module aims to enhance teacher competencies such as:			
<ul style="list-style-type: none"> • being able to understand the South African context in order to teach and assess in a manner that diversity of all learners can be managed in the inclusive classroom; • having highly developed literacy, numeracy and Information Technology (IT) skills; • being able to manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment; • having a positive work ethic, display appropriate values and conduct them in a manner that benefits, enhances and develops the teaching profession; • be knowledgeable about the school curriculum and be able to unpack its specialised content, as well as being able to use available resources appropriately, so as to plan and design suitable learning programmes. 			
Method of delivery: Distance			
Method of delivery: Distance			
Module code: AIFP 511	Semester 1	NQF-level: 6	Credit: 16
Module Name: Inclusive Education in the Foundation Phase			
Purpose of the module:			
This module provides the student with detailed knowledge, skills, and insight on the development of the learner and focus on diverse impairments. It is practice-based and focuses on the application of the screening, identification, assessment and support of barriers to learning in the day-to-day / authentic classroom.			
Description of the content of the module:			
The content within this module aims to provide the student with detailed knowledge and skills to learner support, learner development, and language, perceptual, emotional and career support.			
Teacher Competencies developed by means of the module:			
This module aims to enhance teacher competencies such as:			
<ul style="list-style-type: none"> • being able to understand the South African context in order to teach and assess in a manner that accommodate diversity in an inclusive classroom; • knowing and understanding their learners, how they learn, their individual needs and tailor their teaching accordingly; • knowledge on the school curriculum and be able to unpack its specialised content, as well as being able to use available resources appropriately, so as to plan and design suitable learning programmes. 			
Method of delivery: Distance			
Method of delivery: Distance			
Module code: AIIP 511	Semester 1	NQF-level: 6	Credit: 8
Module name: Inclusive Education in the Intermediate Phase			
Purpose of the module:			
This module provides the student with detailed knowledge, skills, and insight on the development of the learner and focus on diverse impairments. It is practice-based and focuses on the application of the			

screening, identification, assessment and support of barriers to learning in the day-to-day / authentic classroom.
Description of the content of the module: The content within this module aims to provide the student with integrated knowledge and skills to learner support, learner development, and language, perceptual, emotional and career support.
Teacher Competencies developed by means of the module: This module aims to enhance teacher competencies such as: <ul style="list-style-type: none"> • being able to understand the South African context in order to teach and assess in a manner that accommodate diversity in an inclusive classroom; • knowing and understanding their learners, how they learn, their individual needs and tailor their teaching accordingly; • knowledge on the school curriculum and be able to unpack its specialised content, as well as being able to use available resources appropriately, so as to plan and design suitable learning programmes.
Method of delivery: Distance

Module code: AKAT 521	Semester 1	NQF-level: 6	Credit: 8
Module name: Knowledge Areas of Technology Education			
Purpose of the module: The purpose of this module is to equip students with sound subject knowledge of the fundamental knowledge areas in Technology Education. This module further aims to develop the students ability to evaluate and apply procedures and methods using content from the three knowledge areas in Technology Education to solve problems.			
Description of the content of the module: This module is based on the knowledge and understanding of the three knowledge areas (structures, processing, systems and control) in Technology Education. This module also addresses the interrelationship between Technology, people and society.			
Teacher Competencies developed by means of the module: This module establishes basic competencies of a teacher such as: <ul style="list-style-type: none"> • sound subject knowledge to teach the fundamental knowledge area of the Learning Area Technology; • must know how to teach their subject and how to select, determine the sequence and pace, content in accordance to both teacher and learner need; • must be knowledgeable about the school curriculum and be able to unpack its specialised content, as well as be able to use available resources appropriately, so as to plan and design suitable learning programmes; • assess learners in reliable and varied ways, as well as being able to use the results of assessment to improve teaching and learning. 			
Method of delivery: Distance			

Module code: : ALCA 521	Semester 1	NQF-level: 6	Credit: 8
Module Name: Life Skills for Intermediate Phase: Creative Arts			
Purpose of the module: The purpose of this module is to equip students with sound knowledge, skills and values regarding Creative Arts.			
Description of the content of the module: This module is based on the development of Creative Arts.			
Teacher Competencies developed by means of the module: This module establishes enhance teacher competencies such as: <ul style="list-style-type: none"> • positive work ethic, display appropriate values and conduct themselves in manner that befits, enhances and develops the teaching profession; • a sound Life orientation knowledge in the context of senior phase teaching and learning regarding Creative Arts through personal development. 			
Method of delivery: Distance			

Module code: ALFE 511	Semester 1	NQF-level: 6	Credit: 16
------------------------------	-------------------	---------------------	-------------------

ALFS 511/ ALFA 511			
Module Name: Students will choose one of the following First Languages: ALFE 511 - English First Language/ ALFS 511 - Setswana First Language/ ALFA 511 - Afrikaans First Language			
Purpose of the module: The purpose of this module is to equip students with sound knowledge and skills within the field of First Language: teaching and learning in the Foundation Phase.			
Description of the content of the module: The content within this module addresses aspects of First Language: teaching and learning related to listening, speaking, reading, handwriting, and writing in the Foundation Phase (English, Afrikaans and Setswana). Phonics and language structure will be dealt with separately as per First Language. One Study guide will be used and each First Language will be dealt with in the different sections.			
Teacher Competencies developed by means of the module: This module establishes basic competencies of a teacher such as: <ul style="list-style-type: none"> teachers must have sound subject knowledge and must be knowledgeable about the school curriculum, be able to unpack its specialised content, as well as being able to use available resources appropriately, so as to plan and design suitable learning programmes; teachers must know how to teach and assess their subject(s) and how to select, determine the sequence and pace content in accordance with subject and learner needs, as well as being able to use the results of assessment to improve teaching and learning. 			
Method of delivery: Distance			

Module code: ALFP 521	Semester 1	NQF-level: 6	Credit: 16
Module Name: English First Additional Language in Foundation Phase			
Purpose of the module: The purpose of this module is to equip students with sound knowledge and skills within the fields of English First Additional Language; teaching and learning in the Foundation Phase			
Description of the content of the module: The content within this module addresses aspects of English First Additional Language: teaching and learning related to Listening, Speaking, Phonics, Reading, Handwriting, Writing, and Language Structure in Foundation Phase			
Teacher Competencies developed by means of the module: This module establishes basic competencies of a teacher such as: <ul style="list-style-type: none"> teachers must have sound subject knowledge and must be knowledgeable about the school curriculum, be able to unpack its specialised content, as well as being able to use available resources appropriately, so as to plan and design suitable learning programmes; teachers must know how to teach and assess their subject(s) and how to select, determine the sequence and pace content in accordance with subject and learner needs, as well as being able to use the results of assessment to improve teaching and learning. 			
Method of delivery: Distance			

Module code: ALIF 511	Semester 1	NQF-level: 6	Credit: 16
Module Name: Life Skills in Foundation Phase			
Purpose of the module: The purpose of this module is to acquire sound knowledge and competencies within the field of Life Skills: Beginning Knowledge and Personal and Social Well-being.			
Description of the content of the module: This module is based on Life Skills components related to Health Promotions, Social Development, Personal Development, and Orientation to the world.			
Teacher Competencies developed by means of the module: This module establishes basic competencies of a teacher such as: <ul style="list-style-type: none"> sound subject knowledge and be knowledgeable about the school curriculum and be able to unpack its specialised content, as well as being able to use available resources appropriately, so as to plan and design suitable learning programmes; understand diversity in the South African context in order to teach in a manner that includes all 			

learners. They must also be able to identify social problems and work in partnership with professional service providers to address these;

- teachers must be able to assess learners in reliable and varied ways, as well as being able to use the results of assessment to improve teaching and learning and must have a positive work ethic, display appropriate values and conduct themselves in a manner that benefits, enhances and develops the teaching profession.

Method of delivery: Distance

Module code: ALIF 521	Semester 1	NQF-level: 6	Credit: 16
------------------------------	-------------------	---------------------	-------------------

Module Name: Life Skills in Foundation Phase

Purpose of the module:

The purpose of this module is to acquire sound knowledge and competencies within the field of Life Skills: Creative Arts, Physical Development and Movement

Description of the content of the module:

This module is based on Life Skills components related to Creative Arts and Physical Development and Movement.

Teacher Competencies developed by means of the module:

This module establishes basic competencies of a teacher such as:

- teachers must have sound subject knowledge and be knowledgeable about the school curriculum and be able to unpack its specialised content, as well as being able to use available resources appropriately, so as to plan and design suitable learning programmes in Creative Arts and Physical Education;
- teachers must be knowledgeable about the school curriculum and be able to unpack its specialised content, as well as being able to use available resources appropriately, so as to plan and design suitable learning programmes and must understand diversity in the South African context in order to teach in a manner that includes all learners;
- teachers must be able to assess learners in reliable and varied ways, as well as being able to use the results of assessment to improve teaching and learning and must have a positive work ethic, display appropriate values and conduct themselves in a manner that benefits, enhances and develops the teaching profession

Method of delivery: Distance

Module code: ALPI 511	Semester 1	NQF-level: 6	Credit: 8
------------------------------	-------------------	---------------------	------------------

Module Name: Life Skills for Intermediate Phase: Physical Education

Purpose of the module:

The purpose of this module is to provide practising teachers with the opportunity to gain knowledge with regard to the influence of physical activity and motor development on the physical development of learners in the Intermediate phase. The module further aims to equip practising teachers with sound knowledge, skills and values to present suitable physical activities to Intermediate phase learners to maintain and improve their physical development and to promote physically active lifestyles.

Description of the content of the module:

This module is based on the effect of physical activities on the physical and motor development of the Intermediate phase learner, as well as track and field athletics, sport and games, educational gymnastics, educational dance water activities, physical fitness and basic Physical Education didactics. It has a strong practical focus.

Teacher Competencies developed by means of the module:

This module establishes basic competencies of a teacher such as:

- have a sound Physical Education subject knowledge and display a positive work ethic;
- have a sound pedagogical knowledge of Physical Education didactics applicable to Intermediate phase learners and be able to apply it in the classroom;
- have the ability to identify learner needs in Physical Education and be able to support where needed

Method of delivery: Distance

Module code: ALPS 521	Semester 1	NQF-level: 6	Credit: 8
------------------------------	-------------------	---------------------	------------------

Module Name: Life Skills for Intermediate Phase: Personal and Social Well-being;

<u>Purpose of the module:</u>
The purpose of this module is to equip students with knowledge, skills and values regarding Personal development, Health, Social and Environmental responsibilities.
<u>Description of the content of the module:</u>
This module is based on the development of the Self in society, Social, Health, and Environmental responsibilities.
<u>Teacher Competencies developed by means of the module:</u>
This module establishes enhance teacher competencies such as: <ul style="list-style-type: none"> • positive work ethic, display appropriate values and conduct them in a manner that befits, enhances and develops the teaching profession; • a sound Life Skills knowledge in the context of Intermediate Phase teaching and learning regarding personal & social development, as well as health and environmental responsibilities.
Method of delivery: Distance

Module code: ALRE 511	Semester 1	NQF-level: 6	Credit: 8
Module Name: Life Skills for Intermediate Phase: Religion Education			
<u>Purpose of the module:</u>			
The purpose of this module is to equip students with sound knowledge, skills and values regarding religion Education.			
<u>Description of the content of the module:</u>			
This module is based on Values, Legislative Framework on Religion Education and different types of Religions.			
<u>Teacher Competencies developed by means of the module:</u>			
This module establishes enhance teacher competencies such as: <ul style="list-style-type: none"> • positive work ethic, display appropriate values and conduct themselves in a manner that befits, enhances and develops the teaching profession; • a sound Life Skills knowledge in the context of Intermediate phase teaching and learning; • reflect critically, in theoretically informed ways and in conjunction with their professional community of colleagues on their own practice in order to constantly improve it and adapt it to evolving circumstances; • understanding diversity in the South African context in order to teach in a manner that includes all learners. 			
Method of delivery: Distance			

Module code: AMAT 511	Semester 1	NQF-level: 6	Credit: 16
Module Name: Planning for effective Mathematics teaching and learning in the Foundation Phase			
<u>Purpose of the module:</u>			
The purpose of this module is to equip students with sound knowledge of the fundamental aspects of mathematics teaching and learning in the Foundation Phase, relating to the content areas of mathematics.			
<u>Description of the content of the module:</u>			
This module equips the teacher with the critical knowledge required for the effective planning of mathematical learning experiences in the Foundation Phase, based on informed choices regarding mathematical content, teaching and learning strategies.			
<u>Teacher Competencies developed by means of the module:</u>			
This module aims to enhance teacher competencies such as: <ul style="list-style-type: none"> • having a sound knowledge of the mathematics curriculum; • unpacking the specialised contents in relation to Foundation Phase Mathematics; • choosing effective teaching, learning and assessment strategies as well as resources in order to plan suitable learning programmes within the mathematics content area. 			
Method of delivery: Distance			

Module code: AMAT 521	Semester 1	NQF-level: 6	Credit: 16
Module Name: Implementing effective Mathematics learning in the Foundation Phase			
<u>Purpose of the module:</u>			
The purpose of this module is to equip students with sound knowledge and skills to effectively implement			

aspects of effective mathematics teaching and learning in the Foundation Phase, relating to the content areas of mathematics
Description of the content of the module: This module equips the teacher with the critical knowledge and skills required for the effective implementation of mathematical learning experiences in the Foundation Phase, based on informed choices regarding mathematical content, teaching and learning strategies and assessment of learning as well as critical assessment and revision of own mathematical teaching strategies.
Teacher Competencies developed by means of the module: This module aims to enhance teacher competencies such as: <ul style="list-style-type: none"> • implement effective mathematics teaching and learning in the Foundation Phase, based on a sound knowledge of the mathematics curriculum and unpacking its specialised contents in relation to Foundation Phase while using available resources appropriately in order to implement suitable learning programmes; • assessing Foundation Phase learners in a reliable and varied manner and using the results of assessment to improve mathematics teaching and learning; • evaluating own teaching strategies with regards to mathematics and suggest and implement ways to improve teaching and learning of mathematics in the Foundation Phase.
Method of delivery: Distance

Module code: ANIM 511	Semester 1	NQF-level: 6	Credit: 16
Module Name: Numbers and Number Systems in Intermediate Phase Mathematics			
Purpose of the module: The purpose of this module is to deepen students' existing knowledge and understanding regarding number systems and introductory statistics, and to equip students with the necessary skills to apply the knowledge and insight gained in familiar and new contexts. This module further aims to equip the student with sound knowledge, skills and values required to effectively fulfil the role as an intermediate phase educator.			
Description of the content of the module: This module focuses on the terminology, properties, procedures, representation and relationships of number systems and introductory statistics. It also addresses the application and role of number systems and statistics within the context of real life situations			
Teacher Competencies developed by means of the module: This module establishes basic competencies of a mathematics teacher such as: <ul style="list-style-type: none"> • sound subject knowledge and deep understanding within the field of number systems; • subject knowledge and an understanding within the field of introductory statistics; • to identify, evaluate and solve problems within the field of number systems and introductory statistics; • to demonstrate accountability for the organising and planning of his/her teaching and learning. 			
Method of delivery: Distance			

Module code: ATP1 511	Semester 1	NQF-level: 6	Credit: 8
Module name: Technological Processes in the Intermediate Phase			
Purpose of the module: The purpose of this module is to equip students with discipline- specific methods and techniques of the Learning Area Technology. This module further aims to develop the ability to apply with discernment those methods and techniques to solve fundamental technological problems.			
Description of the content of the module: This module is based on Introduction and overview of Technology Education, Technological Process and Graphic Communication.			
Teacher Competencies developed by means of the module: This module establishes basic competencies of a teacher such as: <ul style="list-style-type: none"> • sound subject knowledge to teach the technological process; • must be knowledgeable about the school curriculum and be able to unpack its specialised content, as well as be able to use available resources appropriately, so as to plan and design suitable learning programmes; • assess learners in reliable and varied ways, as well as being able to use the results of 			

assessment to improve teaching and learning.			
Method of delivery: Distance			
Module code: AWIL 521	Semester 1	NQF-level: 6	Credit: 8
Module Name: Work-integrated Learning			
<u>Purpose of the module:</u>			
The purpose of this module is to give students the opportunity of applying the theoretical knowledge they have obtained in the different professional studies modules in work-related training and contexts.			
<u>Description of the content of the module:</u>			
This module provides detailed knowledge of all aspects of teaching and learning applicable to the Intermediate Phase context.			
<u>Teacher Competencies developed by means of the module:</u>			
This module aims to enhance teacher competencies such as:			
<ul style="list-style-type: none"> • being equipped with highly developed Intermediate Phase teaching skills; • knowing how to approach and teach the various subjects within the Intermediate Phase context; • assessing Intermediate Phase learners in a reliable and varied manner and using the results of assessment to improve teaching and learning in the Intermediate Phase; • gaining the ability to manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment; • having a sound knowledge of the Intermediate Phase curriculum and unpacking its specialised contents in relation to Intermediate Phase while using available resources appropriately in order to plan and design suitable learning programmes; • reflecting critically, in theoretically informed manners and together with their professional community of colleagues, on their own practice in order to constantly improve it and adapt it to evolving circumstances. 			
Method of delivery: Distance			
Module code: : INSC 511	Semester 1	NQF-level: 6	Credit: 8
Module Name: Intermediate Science I			
<u>Purpose of the module:</u>			
The purpose of this module is to develop the knowledge and skills of practicing teachers to teach life and earth sciences at the intermediate phase competently. This module further aims to equip the teacher with the necessary skills and knowledge to do scientific enquiry and to use scientific knowledge in responsible and ethical ways.			
<u>Description of the content of the module:</u>			
This module is based on the nature of science, life processes, healthy living, inter-actions in the environment, biodiversity, our place in space, atmosphere and weather, changing earth and teaching and learning of science			
<u>Teacher Competencies developed by means of the module:</u>			
This module establishes basic competencies of a teacher such as:			
<ul style="list-style-type: none"> • have a sound subject knowledge and display a positive work ethic; • have a sound pedagogical knowledge and be able to apply it in the classroom; • have the ability to identify learner needs and be able to support where needed; • must be able to communicate effectively with learners and colleagues; • must be able to interpret the school curriculum and be able to develop appropriate learning programmes; • must be able to understand and respect diversity, progression and inclusivity in the South African context; • must be able to manage a class effectively and assess learners in a reliable and varied ways; • must be able to reflect critically on society and the discipline of science. 			
Method of delivery: Distance			
Module code: INSC 521	Semester 1	NQF-level: 6	Credit: 8
Module name: Intermediate Science II			
<u>Purpose of the module:</u>			
The purpose of this module is to develop the practicing teacher to teach Physical Sciences as part of			

natural science and technology at the intermediate phase competently. This module further aims to equip the teacher to do scientific enquiry and use of scientific knowledge in responsible and ethical ways.
Description of the content of the module: This module is based on: Energy transfers and Systems, Energy and Development in South Africa, properties and uses of materials, Structure of materials, Physical and Chemical changes
Teacher Competencies developed by means of the module: This module establishes basic competencies of a teacher such as: <ul style="list-style-type: none"> • have a sound subject knowledge and display a positive work ethic; • have a sound pedagogical knowledge and be able to apply it in the classroom; • have the ability to identify learner needs and be able to support where needed; • students need to be able to communicate effectively with learners and colleagues; • must be able to interpret the school curriculum and be able to develop appropriate learning programmes; • must be able to understand and respect diversity and inclusivity in the South African context; • must be able to manage a class effectively and assess learners in a reliable and varied ways; • must be able to reflect critically on society and the discipline of science.
Method of delivery: Distance

Module code: ISSP511	Semester 1	NQF-level: 6	Credit: 8
Module Name: Maps, Settlement and Population Geography			
Purpose of the module: The purpose of this module is to introduce maps and settlement Geography. This module further aims to broaden student's knowledge on map skills and population distribution.			
Description of the content of the module: This module is based on map skill, settlements, food farming and population.			
Teacher Competencies developed by means of the module: This module establishes basic competencies of a teacher such as: <ul style="list-style-type: none"> • a sound knowledge of geography; • understanding diversity in the South African context in order to teach geography in a manner which includes all learners; • knowledge of how to teach geography content and how to select and determine the sequence and pace content in accordance with both the subject geography and learner needs; • assess learners in varied and reliable ways, in order to use the results of assessment to improve teaching and learning in Geography. 			
Method of delivery: Distance			

Module code: ISSP521	Semester 1	NQF-level: 6	Credits: 8
Module name: Physical Geography and Resources: Africa and SA			
Purpose of the module: The purpose of this module is to introduce climate; physical landscape and resources: Africa and S.A. This module further aims to deepen student's knowledge on the physical features of Africa and South Africa together with climate, vegetation and resources.			
Description of the content of the module: This module is based on physical features of South Africa and Africa; the weather and climate, vegetation, water, minerals and trade in South Africa			
Teacher Competencies developed by means of the module: This module establishes basic competencies of a teacher such as: <ul style="list-style-type: none"> • teachers must have sound subject knowledge; • teachers must know how to teach Geography and how to use the curriculum; • teachers must be able to manage their classrooms effectively; • teachers must have a positive work ethic and display values that befit the teaching profession. 			
Method of delivery: Distance			

File reference: 7P/7.2.5-PFES