

**CALENDAR 2010**  
FACULTY OF EDUCATION  
SCIENCES  
UNDERGRADUATE  
PROGRAMMES  
PGCE  
**Potchefstroom Campus**

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**PLEASE MENTION YOUR UNIVERSITY NUMBER IN ALL CORRESPONDENCE**

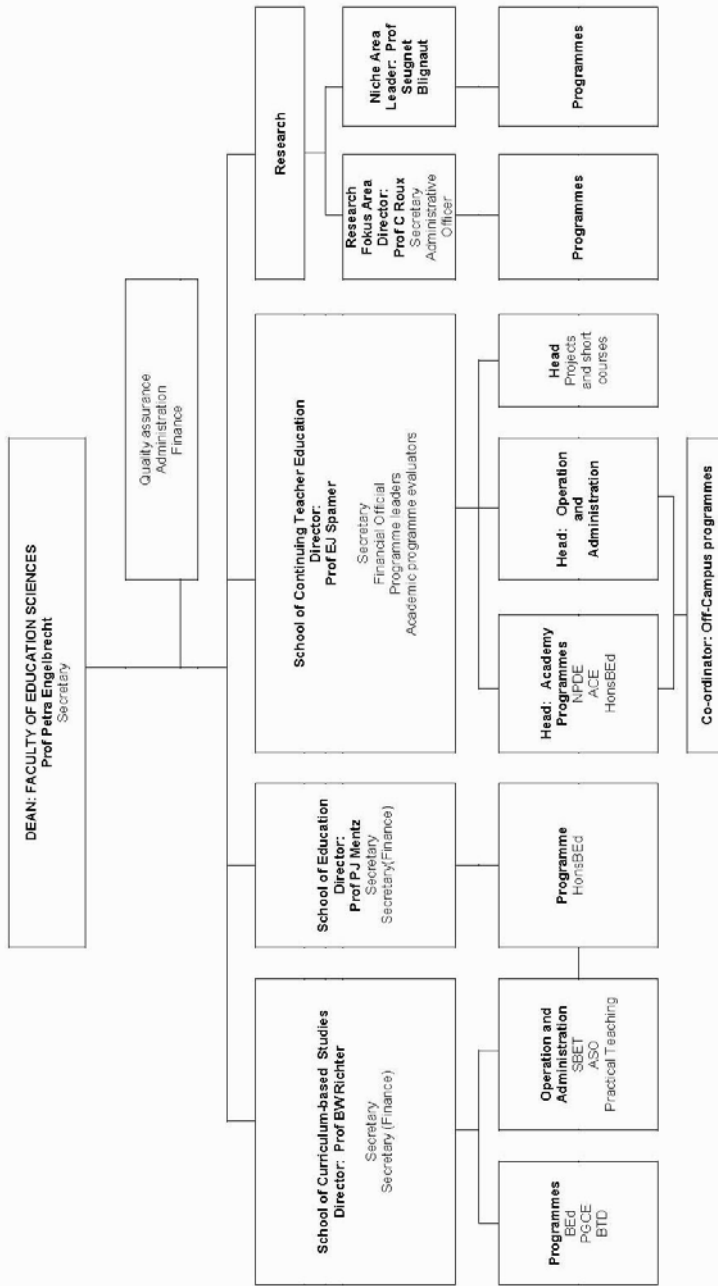
The General Academic Rules of the University, to which all learners have to subject themselves and which apply to all the qualifications offered by the University, appear in a separate publication and are available on the web page at

<http://www.puk.ac.za/beheer-bestuur/beleid-reels.htm>

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

## Table of contents

ORGANIGRAM .....	4
OFFICIALS .....	5
1. TEACHING POLICY.....	6
2. RESEARCH POLICY .....	6
3. RESEARCH IN THE FACULTY .....	6
4. FACULTY RULES.....	7
4.1 AUTHORITY OF THE A-RULES.....	7
4.2 FACULTY SPECIFIC RULES .....	7
4.3 WARNING AGAINST PLAGIARISM .....	8
4.4 SELECTION FOR ADMISSION TO CERTAIN FIELDS OF STUDY .....	8
4.5 SCHOOLS IN THE FACULTY .....	8
4.6 QUALIFICATIONS, PROGRAMMES AND CURRICULA .....	10
5. QUALIFICATIONS, DIRECTIONS AND PROGRAMMES .....	15
6. MODULES AND CREDITS .....	15
ED.1 RULES FOR THE POST GRADUATE CERTIFICATE (PGCE).....	16
ED. 1.1 NATURE AND AIMS OF THE CERTIFICATE.....	16
ED. 1.2 PROGRAMME OUTCOMES .....	16
ED. 1.3 DURATION OF STUDIES.....	16
ED. 1.4 ADMISSION REQUIREMENTS.....	16
ED. 1.5 LIST OF MODULES.....	18
ED. 1.6 PROGRAMME OF STUDY: PGCE SENIOR AND FURTHER EDUCATION AND TRAINING PHASE 424 107.....	20
ED. 1.7 EXAMINATIONS (ASSESSMENT) .....	21
ED. 1.8 OTHER RULES .....	22
ED.2 MODULE OUTCOMES.....	23



## **OFFICIALS**

### **DEAN**

Prof. P. Engelbrecht (BA, HED, BEd, MEd, PhD)

### **DIRECTORS**

#### **School for Curriculum-based Studies**

Prof. B.W. Richter (BA, BA Hons, MA, PhD, UED)

#### **School of Education**

Prof. K.C. Moloi (BA, BEd, FED, MEd, HRM, DEd)

#### **School of Continuing Teacher Education**

Prof. E.J. Spamer (BA, BA Hons, MA, PhD, HED)

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

Prof. J.L. de K. Monteith (BA, THED, BEd, MEd, DEd, BPhil)

### **Faculty board**

#### **1 Directors**

- School for Curriculum-based Studies (SCS)
- School of Education (SE)
- School of Continuing Teacher Education (SCTE)
- Research Focus Area (RFA)

#### **2 Faculty representatives in the Campus Senate**

#### **3 Faculty representatives in the Institutional Senate**

#### **4 Research professors: SCTE, SCS, SE**

#### **5 Programme leaders**

- B.Ed.:
  - Foundation phase
  - Intermediate and Senior phase
  - Senior and Further Education and Training phase
  - Senior and Further Education and Training phase (FET Technology):
- PGCE
- BTD
- Hons. B.Ed
- MEd. & PhD.
- ACE
- NPDE

#### **6 Subject group chairpersons**

#### **7 Head: Academic (SCTE)**

#### **8 Head: Management and Administration (SCTE)**

- 9        **Head: Business and Administration (SE and SCS)**
- 10       **Head: Projects and Short Courses (SCTE)**
- 11       **Head: Section for Student Support**
- 12       **Student representatives**
- 13       **Administrative Manager (ex officio) (Minute keeper)**

#### 1. **TEACHING POLICY**

The teaching policy of the Faculty of Education Sciences is aligned with the vision and mission of the North-West University and the Faculty of Education Sciences. The policy determines the following aspects that are relevant to teaching in the Faculty:

- Effective teaching;
- Education, teaching, and training;
- Medium of instruction;
- Teaching based on religiously-grounded values;
- Quality assurance;
- Support of staff;
- Modes of delivery;
- Assessment; and
- Technology and teaching.

#### 2. **RESEARCH POLICY**

The research policy of the Faculty of Education Sciences is aligned with the mission of the North-West University to develop and sustain high quality, relevant and focused research, in order to supply innovative solutions to the educational challenges faced by the scholarly community, the country, the continent and the world. The Faculty realises this mission through its research focus on teaching–learning organisations and educational technology for effective teaching, learning and facilitation, respectively.

#### 3 **RESEARCH IN THE FACULTY**

Research in the faculty is grouped under two research entities: a niche area and a research focus area.

The 2004 White Paper on e-Learning encourages the implementation and educational use of Information Technology for teaching and learning in South Africa. Research within the niche area **Educational Technology for Effective Teaching, Learning and Facilitation** supports social development within the Information Age and consists of three sub-programmes:

- Technology-enhanced Learning of Everyday Skills in Developing Contexts;
- Information and Communication Technologies in Education; and
- Dynamics of Digital Learning Environments.

The research focus area **Teaching–Learning Organisations** intends to contribute meaningfully and purposefully, through quality and relevant research, towards the improvement of the quality of learning and teaching in educational institutions. In order to attain this goal, a number of research priorities were identified and structured into two programmes, each with a number of sub-programmes. These programmes are:

**Programme 1            Creation of Sustainable Support and Working Environments in Diverse Educational Contexts**

- Support Strategies for Learner and Teacher Support;
- Effective Working Environments in Diverse Education Organisations;
- Policy Implementation and Evaluation as Determinants for geborgenheit in Education;
- Quality Literacy within Diverse Teaching and Learning Environments;
- Health Promotion through Education Innovation, Development and Intervention; and
- Sustainable and Empowering Learning Environments.

**Programme 2            Effective Teaching and Learning Strategies and Curriculum Development in Diverse Educational Contexts**

- Language Knowledge and Skills for Enhanced Teaching and Learning Across the Curriculum in SA Classrooms;
- Development of Critical Teaching and Learning Skills;
- Innovative and Sustainable Teaching and Learning Praxis in Mathematics, Technology, Natural and Computer Science Education (MTNCSE); and
- Human Rights Education in Diverse Social Contexts.

**4. FACULTY RULES**

**4.1 AUTHORITY OF THE A-RULES**

The faculty rules that apply to the different qualifications, programmes and curriculum's of the faculty and that are included in this faculty calendar are subject to the general rules of the University as determine from time to time by the University Council as recommended by the Senate and must be read with the general rules.

**4.2 FACULTY SPECIFIC RULES**

**4.2.1 EXAMINATIONS**

**4.2.1.1 Admission to examinations**

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

**4.2.1.2 Participation marks**

- a) Participation marks for a module are compiled from tests, assignments and practical work where applicable.
- b) The relation between theory and practical work in calculating the participation marks is explained in the study guide concerned.

**4.2.1.3 Module marks**

Module marks for a module in which examinations are written are calculated according to the prescriptions of A.1.38 and A.8.7.4 in accordance with the relation between the participation marks and the examination marks. The relation for a specific module is indicated by the relevant module outcomes at the end of the faculty rules in this calendar.

**4.2.1.4 Progress and pass requirements of a curriculum**

- a) The sub-minimum for all modules in which examinations are written is 40 % (A.8.7.5).
- b) The pass requirement for a module is 50 % (A.8.7.1).
- c) The module marks of a student who is registered at this university for the first time and fails a first level module of the first semester may be changed to pass marks of 50 % if he/she obtains examination marks of at least 50 % in that module (A.8.7.3).

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

**4.2.1.5 Repetition of modules**

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

**4.3 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/beheer-bestuur/beleid-reels/index\\_e.html](http://www.puk.ac.za/beheer-bestuur/beleid-reels/index_e.html)

**4.4 SELECTION FOR ADMISSION TO CERTAIN FIELDS OF STUDY**

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

**4.5 SCHOOLS IN THE FACULTY**

School	Subject group
School for Curriculum-based studies	<ul style="list-style-type: none"> <li>○ African Languages for Education</li> <li>○ Afrikaans for Education</li> <li>○ Arts and Culture for Education</li> <li>○ Computer Science for Education</li> <li>○ Economics and Business Science for Education</li> <li>○ English for Education</li> <li>○ Geography, History and Social Sciences for Education</li> <li>○ Natural Sciences for Education</li> <li>○ Mathematics for Education</li> <li>○ Technology for Education</li> </ul>
School of Education	<ul style="list-style-type: none"> <li>○ Teaching-and-Learning</li> <li>○ Movement Science</li> <li>○ Foundation phase</li> <li>○ Life orientation</li> <li>○ Comparative Education and Teaching Theory</li> <li>○ Educational Psychology and Learner Support</li> <li>○ Education Management and Leadership</li> <li>○ Education Law</li> </ul>
School of Continuing Teacher Education	<ul style="list-style-type: none"> <li>○ African Languages for Education</li> <li>○ Afrikaans for Education</li> <li>○ Computer Science for Education</li> <li>○ English for Education</li> <li>○ Geography, History and Social Sciences for Education</li> <li>○ Natural Sciences for Education</li> <li>○ Mathematics for Education</li> <li>○ Technology for Education</li> <li>○ Teaching-and-Learning</li> </ul>



	<ul style="list-style-type: none"><li>○ Movement Science</li><li>○ Foundation phase</li><li>○ Life orientation</li><li>○ Comparative Education and Teaching Theory</li><li>○ Educational Psychology and Learner Support</li><li>○ Education Management and Leadership</li><li>○ Education Law</li></ul>
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4.6 QUALIFICATIONS, PROGRAMMES AND CURRICULA

FIRST BACCALAUREUS DEGREE					
QUALIFICATION	PROGRAMME AND CODE	CURRICULUM AND CODE	MODE OF DELIVERY	NQF - LEVEL	
<b>Baccalaureus Educationis (BEd)</b>	Foundation Phase 422 100	Foundation Phase O171P	Full-time MoA AROS MoA CEDAR College MoA NIHE SBET	6	
	Intermediate & Senior Phase 422 101	Learning Area Natural Sciences O172P	Full-time SBET	6	
		Learning Area Technology O173P	Full-time SBET	6	
		Learning Area Languages O174P	Full-time SBET	6	
		Learning Area Social Sciences O175P	Full-time SBET	6	
		Learning Area Economic and Management Science O176P	Full-time SBET	6	
		Learning Area Life Orientation O177P	Full-time MoA AROS	6	
		Learning Area Arts and Culture O178P	Full-time	6	
		Learning Area Mathematics O179P	Full-time SBET	6	
		Senior and Further Education and Training Phase 422 102	Onderwysafrikaans O180P	Full-time MoA AROS MoA NIHE SBET	6
			Educational Life Sciences O181P	Full-time MoA AROS MoA CEDAR College MoA NIHE	6
	Information Technology for Education O182P		Full-time	6	
	English for Education O183P		Full-time MoA AROS MoA CEDAR College MoA NIHE SBET	6	
	Economics for Education O184P		Full time MoA CEDAR College SBET	6	
	History for Education O185P		Full time MoA AROS SBET	6	
	Geography for Education O186P		Full time MoA AROS MoA CEDAR College SBET	6	
	Life Orientation for Education O187P		Full-time MoA AROS MoA CEDAR College	6	
	Art for Education O188P		Full-time MoA AROS	6	
	Movement Science for Education O189P		Full-time MoA AROS	6	
	Physical Sciences for Education O190P	Full-time MoA AROS MoA CEDAR College MoA NIHE	6		

		Business Studies for Education O191P	Full-time MoA AROS MoA CEDAR College MoA NIHE SBET	6
		Accounting for Education O192P	Full-time MoA AROS SBET	6
		Computer Applications Technology for Education O193P	Full-time MoA AROS	6
		Mathematics for Education O194P	Full-time MoA AROS MoA CEDAR College MoA NIHE	6
		Mathematical Literacy for Education O195P	Full time MoA AROS MoA CEDAR College MoA NIHE	6
		Setswana for Education (M) O196P	Full-time	6
		Setswana for Education (NM) O197P	Full-time	6
		Engineering Graphics and Design O198P	Full-time MoA AROS	6
	Senior and Further Education and Training Phase (Technology) 422 112	Mechanical Technology O199P	Full-time	6
		Civil Technology for Education O200P	Full-time	6
		Electrical Technology for Education O201P	Full-time	6
<b>QUALIFICATION</b>	<b>PROGRAMME AND CODE</b>	<b>CURRICULUM AND CODE</b>	<b>MODE OF DELIVERY</b>	<b>NQF - LEVEL</b>
Baccalaureus in Training and Development (BTD)	Training and Development 468 100	Human Resources Development O100P	Full-time Part-time	6
<b>POST GRADUATE CERTIFICATE</b>				
<b>QUALIFICATION</b>	<b>PROGRAMME AND CODE</b>	<b>CURRICULUM AND CODE</b>	<b>MODE OF DELIVERY</b>	<b>NQF - LEVEL</b>
Post-Graduate Certificate in Education (PGCE)	Senior and Further Education and Training Phase (Grade 7-12): 424 107	See ED 1.6 O160P	Full-time SBET	6
<b>HONOURS DEGREE</b>				
<b>QUALIFICATION</b>	<b>PROGRAMME AND CODE</b>	<b>CURRICULUM AND CODE</b>	<b>MODE OF DELIVERY</b>	<b>NQF - LEVEL</b>
Honneurs Baccalaureus Educationis (Hons. B.Ed.)	Afrikaanse Taalonderwys 464 138	Afrikaanse Taalonderwys: O601P	Full-time Part-time	7
	Computer Science Education 464 139	Computer Science Education: O602P	Full-time Part-time	7
	Curriculum Studies 464 140	Curriculum Studies: O603P	Full-time Part-time ODL (Open distance learning- available October 2010)	7
	Teaching and Learning	General Teaching and	ODL	7

	464 120	Learning O601P	(No applications after 30 September 2010 for this curriculum)	
	Education, Management, Law and Systems 464 142	Education, Management, Law and Systems O605P	Full-time Part-time ODL (Open distance learning- available October 2010)	7
	Education, Management, Law and Systems 464 121	Education, Management, Law and Systems O608P	ODL (No applications after 30 September 2010 for this curriculum)	7
	Educational Training and Development 464 143	Educational training and Development: O606P	Part-time	7
	Educational Psychology 464 144	Educational Psychology O607P	Full-time Part-time	7
	English Language Education 464 145	English Language Education O608P	Full-time Part-time	7
	Geography Education 464 147	Education in Geography Education O610P	Full-time Part-time	7
	Learner Support 464 148	Education in Learner Support O611P	Full-time Part-time ODL (Open distance learning- available October 2010)	7
	Educational Psychology 464 122	Learner Support O610P	ODL (No applications after 30 September 2010 for this curriculum)	7
	Life Sciences Education 464 149	Life Sciences Education O612P	Full-time Part-time	7
	Mathematics Education 464 150	Mathematics Education O613P	Full-time Part-time	7
	Movement Education 464 151	Movement Education O614P	Full-time Part-time	7
	Physical Sciences Education 464 152	Physical Sciences Education O615P	Full-time Part-time	7
	Technology Education 464 154	Technology Education O617P	Full-time Part-time	7
<b>MASTERS DEGREE</b>				
<b>Magister Educationis (MEd)</b>	Learning and Teaching 403 120	Learning and Teaching O801P	Full-time Part-time	8
	Natural Sciences Education: 403 121	Natural Sciences Education: O802P	Full-time Part-time	8
	Education Management: 403 122	Education Management: O803P	Full-time Part-time	8
	Education Law: 403 123	Education Law: O804P	Full-time Part-time	8
	Educational Psychology: 403 124	Educational Psychology: O805P	Full-time Part-time	8
	Comparative Education: 403 125	Comparative Education: O806P	Full-time Part-time	8
	Mathematics Education: 403 126	Mathematics Education: O807P	Full-time Part-time	8
	Learner Support: 403 127	Learner Support: O808P	Full-time Part-time	8

	School Counselling and Guidance: 403 128	School Counselling and Guidance: 0809P	Full-time Part-time	8
	Philosophy of Education: 403 129	Philosophy of Education: 0810P	Full-time Part-time	8
	Movement Education: 403 130	Movement Education: 0811P	Full time Part-time	8
	Computer Science Education: 403 131	Computer Science Education: 0812P	Full-time Part-time	8
	Training and Development: 403 134	Training and Development: 0813P	Full-time Part-time	8
	Educational Practice: 403 133	Learner Support and Life Orientation: 0816P	Part-time	8
		Learning and Teaching: 0817P	Part-time	8
		Natural Sciences Education: 0818P	Part-time	8
		Education Management and Teaching Organisations: 0819P	Part-time	8
		Education Law: 0820P	Part-time	8
		Training and Development: 0821P	Part-time	8
		Comparative Education: 0822P	Part-time	8
		Mathematics Education: 0823P	Part-time	8
		Movement Education: 0824P	Part-time	8
		Computer Science Education: 0825P	Part-time	8
		Traffic Safety Education and Management: 0826P	Part-time	8
<b>DOCTORAL DEGREE</b>				
<b>Philosophiae Doctor (PhD)</b>	Learning and Teaching: 404 110	Learning and Teaching: 0901P	Full-time Part-time	9
	Natural Sciences Education: 404 111	Natural Sciences Education: 0902P	Full-time Part-time	9
	Educational Management: 404 112	Educational Management: 0903P	Full-time Part-time	9
	Education Law: 404 113	Education Law: 0904P	Full-time Part-time	9
	Educational Psychology: 404 114	Educational Psychology: 0905P	Full-time Part-time	9
	Comparative Education: 404 115	Comparative Education: 0906P	Full-time Part-time	9
	Mathematics Education: 404 116	Mathematics Education: 0907P	Full-time Part-time	9
	Learner Support: 404 117	Learner Support: 0908P	Full-time Part-time	9
	School Counselling and Guidance: 404 118	School Counselling and Guidance: 0909P	Full-time Part-time	9
	Philosophy of Education: 404 119	Philosophy of Education: 0910P	Full-time Part-time	9

	Movement Education: 404 120	Movement Education: O911P	Full-time Part-time	9
	Computer Science Teaching: 404 121	Computer Science Teaching: O912P	Full-time Part-time	9
	Training and Development: 404 122	Training and Development: O913P	Full-time Part-time	9
<b>IN-SERVICE &amp; FURTHER TRAINING PROGRAMMES</b>				
<b>Advanced Certificate in Education (ACE)</b>	English Education: 423 122	English Education: O433P	ODL IOL Cedar	6
	Geography Education: 423 123	Geography Education: O434P/V	ODL IOL	6
	History Education: 423 124	History Education: O435P/V	ODL IOL	6
	Science Education: 423 125	Science Education (FET Band): O436P	Sediba	6
	Science Education: 423 125	Science Education (GET Band): O437P /V	Sediba	6
	Professional Educator Development: 423 129	Foundation Phase: O445P	ODL Upington	6
	Professional Educator Development: 423 129	Intermediate and Senior Phase: O446P	ODL Upington	6
	Professional Educator Development: 423 129	Life Orientation: O447P	ODL IOL Cedar	6
	Professional Educator Development: 423 129	Mathematical Literacy: O444P/V/M	ODL	6
	Learner Support: 423 130	Learner Support: O430P/V/M	ODL IOL	6
	Setswana Education: 423 131	Setswana Education: O439P	ODL	6
	Mathematics Education: 423 134	Mathematics Education (FET Band): O442P	Sediba	6
	Mathematics Education: 423 134	Mathematics Education (GET Band): O443P/V/M	ODL	6
	Technology Education: 423 136	Technology Education: O426P/M	ODL IOL	6
	Curriculum and Professional Development: 423 137	Curriculum and Professional Development: O429P/M	ODL IOL	6
	School Management & Leadership: 423 138	School Management & Leadership: O432P/M	ODL IOL	6
	Sediba NASOP 423 107 423 108	Phase out in 2010	NASOP	6
	Movement Education 423 121	Movement Education O440P	ODL	6
<b>National Professional Diploma in Education (NPDE)</b>	Foundation Phase (Grade R – 3): 469 100	Foundation Phase (Grade R – 3): O100P/M/V	ODL Cedar College Upington	5
	Intermediate and Senior Phase (Grade 4 – 9) 469 101	Intermediate and Senior Phase (Grade 4 – 9) O101P/M/V	ODL Cedar College Upington	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	5

\*\*\* ODL = Open Distance Learning

Any academic programme(s) offered by the NWU, independently or in terms of an agreement of co-operation with another public or private provider of higher education. Students may enrol at any time of the year with minimum and maximum periods of study. Students write examinations during appropriate examination periods designated by the School responsible for said programmes. These programmes imply independent study by students in combination with structured contact sessions and student support consisting of appropriate study material and access to lecturing staff.

**5. QUALIFICATIONS, DIRECTIONS AND PROGRAMMES**

Various qualifications can be pursued in the Faculty of Education Sciences. A particular qualification can span one or more schools, with each school offering one or more programmes, of which each has a fixed curriculum. A prospective student must therefore initially decide which qualification he or she wishes to pursue. Thereafter, he or she must choose a direction of study and make a selection from the different programmes presented in that direction of study.

**6. MODULES AND CREDITS**

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

## **ED.1 RULES FOR THE POST GRADUATE CERTIFICATE IN EDUCATION (PGCE)**

This qualification can be taken full-time or through the School Based Education Teacher training program (SBET).

### **ED.1.1 NATURE AND AIMS OF THE CERTIFICATE**

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

### **ED.1.2 PROGRAMME OUTCOMES**

After completion of the programme students should be able to:

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

### **ED.1.3 DURATION OF STUDIES**

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

### **ED.1.4 ADMISSION REQUIREMENTS**

ED.1.4.1 A first university degree with 2 school subjects or a recognised qualification that amounts to 360 credits at NQF level 6 and includes at least 2 recognised learning areas and or school subjects as listed in ED. 1.5.

ED.1.4.2 Students must also be able to take **two (2)** methodologies in order to obtain the qualification. The curriculum of the degree may be structured in one of the following ways:

- a) Recognised school subject/learning area at level 3 + recognised school subject/learning area at level 1;
- b) Recognised school subject/learning area at level 2 + recognised school subject/learning area at level 2;
- c) Recognised school subject/learning area at level 2 + recognised school subject/learning area at level 1 + recognised school subject / learning area at level 1; In the case of a language, it is recommended that the candidate has at least completed level 2.
- d) In the case of academic subjects already passed for a prior qualification students must take the subject in which he/she obtained the highest qualification.

ED.1.4.3 A student who included only Botany, Zoology or Physiology (one at least as main subject) and no other school subject in his undergraduate course will receive full recognition for his/her degree and the PGCE with Methodology of Life Sciences and Methodology of the Learning Area Physical Sciences. The student must register for LIFD511 and LAND521 as well as LAND411 and ADSD521. (Students who only have Physiology or Botany or Zoology



are provisionally admitted to the PGCE until they can provide proof that the basic knowledge with regard to botany, physiology, ecology and zoology has been acquired).

- ED.1.4.4 A student who included only Physics and Chemistry (one at least as main subject) and no other school subject in his/her undergraduate course will receive full recognition for this degree and the PGCE with Methodology of Physical Sciences and the Methodology of Learning Area Natural Sciences. The student must register for PHSD511 and LAND 521, as well as LAND411 and ADSD521.
- ED.1.4.5 A student who wants to take the Methodology of Mathematics must have completed Mathematics on level 2 or otherwise Mathematics on level 1 with one of the following on level 2: Statistics, Mathematical Statistics, Applied Mathematics and Financial Mathematics. A student with only Mathematics as main subject must register for MATD511, MATD 521 as well as MATD411 and ADSD521.
- ED.1.4.6 A student who wants to take the Methodology of Life Orientation must have two of the following subjects on degree level: Sociology, Psychology, Political Studies, Human Movement Science, Labour –and Industrial studies, Human Rights and Ethics. The student must already have a second school subject on degree level for the second methodology.
- ED.1.4.7 A student who wants to take the Methodology of any language must have completed it on level 2. If the student passed Communication Studies, level 1 can be accepted.
- ED.1.4.8 Students who have as yet not completed their first degree may be admitted by way of exception. They have to make a special application to the Director for this admission.

*Remark:*

1. The PM 40 % indicates participation marks of 40 % during the semester.
2. Students in possession of B.Mus and BA Music and Society take LAAD511 and LAAD521 and ADSD521. These students receive exemption for Music subject methodology (MSVD511) on the grounds of modules already passed in B.Mus and BA Music and Society

**ED.1.5 LIST OF MODULES**

MODULE CODE	MODULE NAME	PREREQUISITES	CR
ACCD511	Accounting Methodology		12
ADSD521	Additional subject methodology: Creativity for Educators		12
AFRD511	Afrikaansmetodiek		12
AFRD521	Afrikaansmetodiek		12
ARTD511	Art Methodology		12
BSTD511	Business Studies Methodology		12
CATD511	Computer Application Technology Methodology		12
COMF511	Computers in Education		8
ECOD511	Economics Methodology		12
EDCC511	Education Theory		8
EDCC512	Assessment		8
EDCC513	Professional Studies		8
EDCC521	Educational Psychology		12
EDCC522	Education Law, Systems and Administration		12
EDCC523	Professional Studies		8
EGDD511	Engineering Graphics and Design Methodology		12
EGDD521	Engineering Graphics and Design Methodology		12
ENGD511	English Methodology		12
ENGD521	English Methodology		12
GEOD511	Geography Methodology		12
HISD511	History Methodology		12
INTD511	Information Technology Methodology		12
LAAD511	Learning Area Arts and Culture Methodology		12
LAAD521	Learning Area Arts and Culture Methodology		12
LABD521	Learning Area Economic and Management Sciences Methodology		12
LAND521	Learning Area Natural Sciences Methodology		12
LASD521	Learning Area Social Sciences Methodology		12
LIFD511	Life Sciences Methodology	Students who only have Physiology, Botany or Zoology as a major subject are provisionally admitted to the PGCE until they can provide proof that the basic knowledge with regard to botany, physiology, ecology and zoology has been acquired	12
LIFF521	Life Skills		12
LLOD511	Learning Area Life Orientation Methodology		12
LLOD521	Learning Area Life Orientation Methodology		12
MATD511	Mathematics Methodology		12
MATD521	Mathematics Methodology		12

MOVD511	Movement Sciences Methodology		12
MSVD511	Music Methodology		12
PHSD511	Physical Sciences Methodology		12
RSVD511	Religion Studies Methodology		12
SEMD511	Setswana Methodology (Mother Tongue)		12
SEMD521	Setswana Methodology (Mother Tongue)		12
SEND511	Setswana Methodology (Non Mother Tongue)		12
SEND521	Setswana Methodology (Non Mother Tongue)		12
TECD521	Technology Methodology		12
TGNO511	Technology		8
TGNO521	Technology		8
TRVD511	Tourism Methodology		12
TTED511	FET Technology Methodology		12
VWVD511	Consumer Sciences Methodology		12
*ZOND511	Zulu Methodology		12
*ZOND521	Zulu Methodology		12

\* Will not be presented in 2010

**ED.1.6 PROGRAMME OF STUDY: PGCE SENIOR AND FURTHER EDUCATION AND TRAINING PHASE 424 107**

**[Full-time, SBET]**

With this certificate an educator can teach from Grade 7 to Grade 12.

**ED.1.6.1 List of modules**

Consult ED.1.5.

**ED.1.6.2 Structure of curriculum**

A student compiles his/her curriculum from the compulsory modules (see ED.1.5) and a selection of two methodologies from the list of methodologies.

**ED.1.6.3 CURRICULUM O160P**

<b>FIRST SEMESTER</b>	
<b>MODULE CODE</b>	<b>CREDITS</b>
<b>Fundamental modules</b>	
COMF511	8
TGNO511	8
<b>Core modules</b>	
EDCC511	8
EDCC512	8
EDCC513	8
<b>TWO of the following methodologies</b>	
ACCD511	12
AFRD511	12
ARTD511	12
BSTD511	12
CATD511	12
ECOD511	12
EGDE511	12
ENGD511	12
GEOD511	12
HISD511	12
LAAD511	12
LIFD511	12
LLOD511	12
MATD511	12
MOVD511	12
PHSD511	12

<b>SECOND SEMESTER</b>	
<b>MODULE CODE</b>	<b>CREDITS</b>
<b>Fundamental modules</b>	
LIFF521	12
TGNO521	8
<b>Core modules</b>	
EDCC521	12
EDCC522	12
EDCC523	8
<b>Choose two of the following</b>	
AFTB521	2
ENTB521	
TWTB521	
SOTB421	
ZOTB521	
<b>Continuation of the selected methodologies</b>	
LABD521 or ADSD521	12
AFRD521	12
LAAD521	12
LABD521 or ADSD521	12
TECD521	12
LABD521 or ADSD521	12
EGDE521	12
ENGD521	12
LASD521	12
LASD521 or ADSD521	12
LAAD521	12
LAND521	12
LLOD521	12
MATD521	12
LLOD521 or ADSD521	12
LAND521 or ADSD521	12

RSVD511	12	LLOD521 or ADSD521	12
SEMD511	12	SEMD521	12
SEND511	12	SEND521	12
TTED511	12	TECD521	12
TRVD511	12	LABD521 of ADSD521	12
VWVD511	12	TECD521	12
ZOND511	12	ZOND521	12
<b>Total 1st semester</b>	<b>64</b>	<b>Total 2nd semester</b>	<b>78</b>
		<b>Total for the Curriculum</b>	<b>142</b>

## ED.1.7 EXAMINATIONS (ASSESSMENT)

### ED.1.7.1 Admission to examinations

- a) Admission to examinations in any module in which examinations are written is gained by obtaining a proof of participation from the School Director after the requirements of the curriculum and/or module concerned have been complied with.
- b) Participation marks for a module are compiled from tests, assignments and practical work where applicable.
- c) The relation between theory and practical work in calculating the participation marks is explained in the study guide concerned.

### ED.1.7.2 Module marks

Module marks for a module in which examinations are written are calculated according to the prescriptions of A.1.38 and A.8.7.4 in accordance with the relation between the participation marks and the examination marks. The relation for a specific module is indicated by the relevant module outcomes at the end of the faculty rules in this calendar (or annual) (see ED.2).

### ED.1.7.3 Progress and pass requirements of a curriculum

- a) The sub-minimum for all modules in which examinations are written is 40 % (A.8.7.5).
- b) The pass requirement for a module in which examinations are written is 50 % (A.8.7.1).
- c) A curriculum is passed by separately passing each of the modules from which the curriculum is compiled.
- d) Formative evaluation will take place in the form of compulsory class tests, assignments, microteaching, projects and semester examinations.
- e) By means of continuous evaluation learners may complete learning units if the specific outcomes formulated are attained.
- f) Formative and summative evaluation directed at attaining the outcomes in ED.2 are integrated into the curriculum and take place especially during practical and microteaching.
- g) In this curriculum the following evaluation methods will be used:
  - i) Criteria tests (to test the mastering of knowledge);
  - ii) Projects (to evaluate problem solving skills);
  - iii) Self-assessment;
  - iv) Designing learning curriculum's (to test or evaluate the acquisition of knowledge and insight into subject content, as well as the skills to design learning curriculum's);

- v) Writing research reports to evaluate research skills;
- vi) Micro- and practical education (to gain a holistic view of learners' knowledge, insight and skills as prospective educators).

## **ED.1.8 OTHER RULES**

### **ED.1.8.1 Directed observation**

- a) Before starting the course a student must attend an approved school for preparatory practical teaching for at least two weeks.
- b) If there are valid reasons for a student not fulfilling this requirement, it may be undertaken earlier/later with the written consent of the Director.
- c) SBET students do their directed observation at the school where they do their training.

### **ED.1.8.2 Practical Teaching**

#### **ED.1.8.2.1 Full-time students:**

- a) All campus students must participate in the Practical Teaching programme. All students must complete a total of 12 weeks (including directed observation).
- b) Practical teaching involves additional costs that must be borne by the student. These costs are not included in the tuition fees.

#### **ED.1.8.2.2 SBET Students:**

- a) SBET students are exempted from the practical teaching period because they are in the employ of the school for the duration of their studies and are under the supervision of an experienced mentor who regularly provides feedback to the Practical Teaching Office. Lecturers visit SBET students during the on campus practical teaching period.
- b) Students are obliged to attend at least two contact sessions on campus. The additional cost must be borne by the student as they are not included in the tuition fees.

### **ED.1.8.3 Obtaining language endorsements**

All students must obtain two (2) language endorsements. Students (non-mother tongue speakers) receive an a, e or t automatically due to the fact that they passed matric and completed a first degree. Non-mother tongue speakers wishing to qualify for an A, E or T must report for a language competency test. Mother tongue speakers must also present themselves for an automatic A, E or T. Learners who have attained at least 24 credits in the mother / first language receive an A, E, T etc.

ED.2 MODULE OUTCOMES

Module Code: ACCD511	Semester 1	12 Credits	NQF-Level: 6
<p><b>Title:</b> Accounting Methodology After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• have a well-rounded and systematic knowledge base regarding lesson planning, learner programme development, teaching aids and teaching management of the methodologies of Accounting;</li> <li>• have an informed base of understanding of key terms, rules, concepts, established principles and theories regarding the presentation of Accounting;</li> <li>• be able to gather, organise, make a critical analysis and interpret information, to communicate information coherently and reliably, both individually or as part of a group;</li> <li>• be able to select information and develop the necessary presentation skills using appropriate technologies according to generally accepted accounting practice (GAAP).</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET <b>Assessment Mode:</b> Continuous assessment 50 % 1x3 hour written examination 50 %</p>			

Module Code: ADSD521	Semester 2	12 Credits	NQF-Level: 6
<p><b>Title:</b> Additional Subject Methodology: Creativity for Educators After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a comprehensive and systematic knowledge of creative teaching;</li> <li>• demonstrate an instructive and analytical comprehension of principles and theories relating to creative teachers, learners and the classroom, of critical analysis, synthesis and the evaluation of quantitative and qualitative information in this regard;</li> <li>• professionally present academic information effectively, using relevant IT skills;</li> <li>• communicate coherently and reliably in individual or group situations; and</li> <li>• use the knowledge and skills acquired in this module to teach any subject creatively, effectively and according to ethically based standards and values within the Outcomes-based Education framework.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET <b>Assessment Mode:</b> Continuous assessment 50 % 1x2 hour written examination 50 %</p>			

Modulekode: AFRD511	Semester 1	12 Krediete	NKR-Vlak: 6
<p><b>Titel:</b> Afrikaansmetodiek Na voltooiing van die module moet die student in staat wees om:</p> <ul style="list-style-type: none"> <li>• leermateriaal en geïntegreerde leerderaktiwiteite te kan saamstel om huistaal- en addisionele taal leerders te begelei in die bereiking van gestelde leeruitkomst;</li> <li>• om gepaste assesseringsvorme, deur middel waarvan leerders in graad 7-12 se voldoening aan bepaalde assesseringstandaarde gemeet kan word, te kan implementeer;</li> <li>• verworwe kennis oor die interpretasie en implementering van die NKV te kan gebruik om geïntegreerde lesse saam te stel; en</li> <li>• om die voorskrifte van relevante departementele dokumente in breë trekke in ag te neem by die uitvoering van portefeulje-opdragte oor verskillende fasette van die onderrig van Afrikaans.</li> </ul> <p><b>Metode van Aflewering:</b> Voltyds, SBO <b>Assesseringsmetodes:</b> Deurlopende assessering 50 % 1x3 uur geskrewe eksamen 50 %</p>			

Modulêkode: AFRD521	Semester 2	12 Krediete	NKR-Vlak: 6
<p><b>Titel:</b> Afrikaansmetodiek</p> <p>Na voltooiing van die module moet die student in staat wees om:</p> <ul style="list-style-type: none"> <li>• met insig en in fynere besonderhede uitvoering te gee aan die voorskrifte van relevante departementele dokumente wanneer geïntegreerde lesse vir leerders in die Senior Fase saamgestel word én wanneer verslag gedoen word van leerdervordering;</li> <li>• departementele voorskrifte ten opsigte van die samestelling van werkskedules, assesseringsprogramme en lesbeplanning vir die onderrig van Afrikaans aan leerders in Gr. 7-12 te kan uitvoer; en</li> <li>• verskillende handboeke en ander soorte leer materiaal te kan beoordeel ten opsigte van die geskiktheid daarvan vir bepaalde leerdergroepe en bepaalde onderrigsituasies.</li> </ul> <p><b>Metode van Aflewering:</b> Voltyds, SBO</p> <p><b>Assesseringsmetodes:</b> Deurlopende assessering 50 % 1x3 uur geskrewe eksamen 50 %</p>			

Module Code: ARTD511	Semester 1	12 Credits	NQF-Level: 6
<p><b>Titel:</b> Art Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• prove that he/she has reached a broad and significant knowledge of and insight into art-theoretical aspects and subject during the completion of his/her degree;</li> <li>• apply this knowledge and insight to all areas of art history and theory, in a teaching and learning environment in a critical, sensible and integrated way, in both the Senior Phase/FET and the learning area Arts and Culture.</li> <li>• critically evaluate and analyse different models of art education, and apply these models in a competent and independent way in order to contribute to the comprehension and enjoyment of the subject (Micro-lessons, class presentations and practical teaching);</li> <li>• prove that he/she has reached an advanced level of technical and practical skills and knowledge, and that he/she can apply this knowledge to the advantage of the practical assignments and products of learners, and also prove that he/she can plan and manage such tasks within a realistic time span, using available space and materials within the context of a teaching/learning situation in the Senior Phase;</li> <li>• show an ability to apply the specific didactical details of Art (Senior Phase) in a lesson, and to prove an ability to plan and use integrated and relevant components of Art in the FET/Senior Phase and to use it within the context of the NCS (Class presentations, assignments, exams, micro-lessons and practical teaching).</li> <li>• evaluate art works, theories and models of art analysis, according to a sound value system, taking into account the sensitivity of certain components of art, cultural differences and actualities; proving a capacity and competency to choose subject content and lessons based on ethical and responsible behaviour, in Senior Phase/FET as well as learning area Arts and Culture.</li> <li>• prove that he/she has a well-established outlook on life and on the world that will be reflected in their ability to apply an inclusive and integrated method of art teaching within a culturally and linguistically diverse education system (micro-lessons, practical teaching, class presentations, exams, research and assignments).</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50 % 1x3 hour written examination 50 %</p>			



Module Code: BSTD511	Semester 1	12 Credits	NQF-Level: 6
<p><b>Title:</b> Business Studies Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a comprehensive and systematic knowledge base of the National Curriculum Statement applicable to Business Studies in the FET phase, teacher portfolios, learning programmes and assessment;</li> <li>• identify themes relevant to the National Curriculum Statement applicable to Business Studies in the FET phase and plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules;</li> <li>• use unknown and abstract information in this regard by using graphs and theory driven arguments; effectively use IT skills to collect, organise, critically analyse and to interpret;</li> <li>• demonstrate problem-solving abilities to plan and present lessons for specific application to Business Studies, using appropriate technologies, unknown and abstract information, graphs and theory driven arguments and IT skills to collect, organise, critically analyse and to interpret, giving evidence of theoretical underpinning; and</li> <li>• effectively communicate Business Studies didactical aspects ethically, coherently and reliably to learners in the classroom situation by using individual or group methods.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50 % 1x3 hour written examination 50 %</p>			

Module Code: CATD511	Semester 1	12 Credits	NQF-Level: 6
<p><b>Title:</b> Computer Application Technology Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate comprehensive and systematic knowledge of appropriate policy documents of Computer Application Technology in the FET phase;</li> <li>• demonstrate profound practical skills in the planning, presentation and assessment of both theoretical and practical CAT lessons;</li> <li>• demonstrate the ability to facilitate teaching and learning OBE Computer Application Technology in the FET phase; and</li> <li>• demonstrate and evaluate the ethical use of different learning material for CAT.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50 % 1x3 hour written examination 50 %</p>			

Module Code: COMF511	Semester 1	8 Credits	NQF-Level: 6
<p><b>Title:</b> Computers in Education</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a sound knowledge of e-Education and the Policy on e-Education;</li> <li>• demonstrate knowledge and practical skills of ICT integration in schools;</li> <li>• demonstrate profound problem-solving abilities to plan computer-integrated lessons; and</li> <li>• demonstrate and evaluate ethical and moral aspects regarding the use of computers in education.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50 % 1x2 hour written examination 50 %</p>			

Module Code: ECOD511	Semester 1	12 Credits	NQF-Level: 6
<p><b>Title:</b> Economics Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• illustrate and apply comprehensive and systematic knowledge of the National Curriculum Statement and other related educational policy documents for grades 10-12 and display an informed and critical understanding of the principles and theories with regard to classroom management, creative teaching and active learning in the Economics classroom in the context of postgraduate education;</li> <li>• execute critical analyses, syntheses and evaluations of quantitative and qualitative information with regard to classroom administration, classroom organisation and record-keeping;</li> <li>• effectively present academically professional information with regard to assessment of Economics teaching, as well as plan and prepare Economics lessons using his/her IT-skills and communicate coherently and creditably as an individual or as part of a group; and</li> <li>• use the knowledge and skills mastered in this module effectively to present the subject Economics to grade 10-12 learners using the Outcomes-based Educational approach and implement norms and values prescribed by the Education Department.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50 % 1x3 hour written examination 50 %</p>			

Module Code: EDCC511	Semester 1	8 Credits	NQF-Level: 6
<p><b>Title:</b> Education Theory</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• develop a broad understanding of the range of education theories, ideas and concepts that mark the current social science and educational landscape;</li> <li>• develop a basic level of competence to apply the major education theories, ideas and concepts within their future educational practices as professional educators working in various contexts (schools, clinics, colleges, universities, parastatals, NGOs, developmental organisations and government);</li> <li>• develop an ability to apply theoretical understanding to the conduct of basic research in education and to extend their theoretical insights based on the results of empirical inquiry.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50 % 1x2 hour written examination 50 %</p>			

Module Code: EDCC512	Semester 1	8 Credits	NQF-Level: 6
<p><b>Title:</b> Assessment</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of outcomes-based assessment theoretical underpinning;</li> <li>• demonstrate understanding and application of integrated assessment;</li> <li>• demonstrate understanding of inclusively mainstream curriculum and the ordinary classroom environment;</li> <li>• demonstrate an ability to plan for teaching, learning and assessment within an OBE approach;</li> <li>• demonstrate the ability to conduct outcomes-based assessment;</li> <li>• demonstrate an understanding and application of recording, recordkeeping and reporting within an OBE approach.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50 % Portfolio assessment 50 %</p>			

Module Code: EDCC513	Semester 1	8 Credits	NQF-Level: 6
<p><b>Title:</b> Professional Studies</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate fundamental knowledge regarding the theoretical underpinnings and principles of an outcomes-based curriculum;</li> <li>• identify and explain the components of an outcomes-based curriculum cycle;</li> <li>• interpret the outcomes-based National Curriculum Statement and other related policies;</li> <li>• design a learning programme, work schedule and lesson plan using OBE principles;</li> <li>• demonstrate fundamental knowledge and skills in the selection, planning and implementation of direct and indirect teaching strategies and related instructional skills and teaching methods;</li> <li>• develop his/her own strategic teaching-learning approach;</li> <li>• develop and manage professional portfolios;</li> <li>• apply appropriate knowledge, skills and attitudes in teaching practice.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50 % 1x2 hour written examination 50 %</p>			

Module Code: EDCC521	Semester 2	12 Credits	NQF-Level: 6
<p><b>Title:</b> Educational Psychology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate fundamental knowledge of the theoretical underpinnings of educational and community psychology as well as the ecosystemic perspective;</li> <li>• act as an agent of change by integrating the theoretical underpinnings of educational and community psychology as well as the ecosystemic perspective in their education practice;</li> <li>• demonstrate well-rounded (fundamental and in-depth) knowledge of health promotion in diverse educational settings;</li> <li>• demonstrate fundamental knowledge of Inclusive Education and integrate this knowledge to create environments that value all learners;</li> <li>• understand the learner as a developing person from the ecosystemic perspective;</li> <li>• critically reflect on interpersonal dynamics in educational settings</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50 % 1x3 hour written examination 50 %</p>			

Module Code: EDCC522	Semester 2	12 Credits	NQF-Level: 6
<p><b>Title:</b> Education Law, Systems and Administration</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• contribute to quality education in a diverse community;</li> <li>• have a deep knowledge and understanding of the nature and aims of the South African education system;</li> <li>• function within this education system to the advantage of the South African community and to contribute to the solution of challenges;</li> <li>• have the ability to integrate education management theory and practice to develop professional classroom management skills in a diverse and changing national and international context;</li> <li>• demonstrate knowledge and understanding of education law principles, and the ability to interpret and apply legislation and policy correctly in order to become responsible, independent and a contributing member of the professional education community;</li> <li>• have the ability to assess external influences on the education system and the classroom in order to develop critical, creative and reflective problem-solving skills within an educational and societal context by assessing external influences on the education system and the classroom.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50 % 1x3 hour written examination 50 %</p>			

Module Code: EDCC523	Semester 2	8 Credits	NQF-Level: 6
<p><b>Title:</b> Professional Studies</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• apply theoretical knowledge, practical skills and the required attitudes in teaching practice;</li> <li>• demonstrate knowledge of and insight into ethical aspects of the teaching profession and the SACE Code of Conduct;</li> <li>• demonstrate knowledge and understanding of the complexity of classroom discipline; and</li> <li>• identify, make, integrate and evaluate media in the teaching-learning situation.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 30 % * Practical Teaching 40 % Theoretical examination 30 %</p> <p>* It is a prerequisite that a student must meet with all the requirements to pass teaching practice</p>			

Module Code: EGDD511	Semester 1	12 Credits	NQF-Level: 6
<p><b>Title:</b> Engineering Graphics and Design Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• have sound knowledge regarding the outcomes of Engineering Graphics and Design according to the NQF;</li> <li>• possess the ability to apply the three planning phases of OBE in the class situation;</li> <li>• have sound knowledge to present the Turbo CAD Drawing programme as a presentation method in Engineering Graphics and Design; and</li> <li>• apply acquired Turbo CAD skills in his/her knowledge of Engineering Graphics and Design in the beginning phases for lessons and selected preparation for classroom activities.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50 % 1x3 hour written examination 50 %</p>			

Module Code: EGDD521	Semester 2	12 Credits	NQF-Level: 6
<p><b>Title:</b> Engineering Graphics and Design Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• have sound knowledge of the Solid Works Computer Aided Drawing programme for use in classroom practice in Engineering Graphics and Design as a school subject;</li> <li>• create parts, assemblies and sketches using Solid Works;</li> <li>• use the skills acquired in Solid Works by didactically presenting Solid Works in Engineering Graphics and Design;</li> <li>• prepare lessons and assess selected classroom activities; and</li> <li>• compare a CAD programme with a parametric CAD programme.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50 % 1x3 hour written examination 50 %</p>			

Module Code: ENGD511	Semester 1	12 Credits	NQF-Level: 6
<p><b>Title:</b> English Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• apply OBE principles (outcome of the generic module EDCC512) in the different phases at school level for teaching English and to interpret learning outcomes for the outcomes of each phase; demonstrate systematic and comprehensive skills in the planning and execution of English lessons, integration with other learning areas and interpretation of the NCS;</li> <li>• demonstrate sophisticated competence as educator and in the selection of appropriate learning material and teaching strategies for all phases; and</li> <li>• demonstrate refined and cultivated values regarding the English language teaching profession, and showing responsibility towards learners and the community.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50 % 1x3 hour written examination 50 %</p>			

Module Code: ENGD521	Semester 2	12 Credits	NQF-Level: 6
<p><b>Title:</b> English Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate comprehensive knowledge of principles regarding the planning of lessons for teaching of English First Additional Language for Senior and FET Phases;</li> <li>• demonstrate systematic and comprehensive skills in the planning and execution of English lessons and learning programmes; integration of other subjects; interpretation of the NCS with regard to the learning outcomes and assessment standards set per grade in the Senior and FET Phases;</li> <li>• demonstrate sophisticated competence as educator and in the selection of appropriate learning material and teaching strategies for Senior and FET Phases; and</li> <li>• demonstrate refined and cultivated values regarding the English language teaching profession and show responsibility towards learners and the community.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50 % 1x3 hour written examination 50 %</p>			

Module Code: GEOD511	Semester 1	12 Credits	NQF-Level: 6
<p><b>Title:</b> Geography Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• have thorough and systematic knowledge to apply integrated, specific skills to design and effectively implement Geography learning experiences;</li> <li>• integrate theory and practical components with regard to curriculum development and act as a curriculum planner;</li> <li>• distinguish between the different teaching and learning approaches, styles, strategies, methods and techniques and to evaluate which of these are specifically the most effective learning content in Geography, and subsequently implementing these in a creative, logical and systematic manner;</li> <li>• demonstrate a thorough and systematic knowledge in applying integrated critical skills to ensure that correct summative and formative continuous assessment methods, techniques, testing and examining of Geography knowledge are correctly implemented;</li> <li>• analyse and implement the effective management and organisation of a Geography classroom, as well as the management and evaluation of the Geography department and personnel.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50 % 1x3 hour written examination 50 %</p>			

Module Code: HISD511	Semester 1	12 Credits	NQF-Level: 6
<p><b>Title:</b> History Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate an extended and systematic knowledge of the methodology of History in context of the National Curriculum Statement;</li> <li>• demonstrate extended skills in the analysis and synthesis of sources, the planning, design and implementation of various assessment strategies, the design of tests, examination papers and memoranda, as well as year planning (learning programmes and working schedules);</li> <li>• demonstrate competence in analysing and synthesising sources and the ability to plan practically, to design and implement various assessment strategies, to set tests, examination papers and memoranda as well as to conduct year planning (learner programmes and working schedules); and</li> <li>• demonstrate values of an ethically professional nature with regard to the interpretation of historical facts, which should always be true and contextual, in accordance with the Manifesto on Values, Education and Democracy.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50 % 1x3 hour written examination 50 %</p>			

Module Code: INTD511	Semester 1	12 Credits	NQF-Level: 6
<p><b>Title:</b> Information Technology Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate comprehensive knowledge of departmental policy documents on Information Technology in the FET phase, learning programmes and work schedules in applicable learning contexts, a variety of assessment techniques, methods and instruments applicable to Information Technology, as well as learning material for Information Technology and the organisation and administration of a computer centre;</li> <li>• demonstrate profound skills in analysing, interpreting and applying departmental policy documents to Information Technology in the FET phase, the planning, presentation and evaluation of both theoretical and practical lessons and the planning, implementation and evaluation of the principles of assessment in IT;</li> <li>• demonstrate the ability to implement and apply learning contexts and learning programmes to enhance effective learning in Information Technology and to develop applicable learning activities to measure learners' attainment of specific assessment standards; and</li> <li>• demonstrate the ability to evaluate and debate the profile of the ideal Information Technology facilitator.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50 % 1x3 hour written examination 50 %</p>			

Module Code: LAAD511	Semester 1	12 Credits	NQF-Level: 6
<p><b>Title:</b> Learning Area Arts and Culture Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a comprehensive and systematic knowledge base of teaching African Arts, didactic principles such as planning lessons, work schedules and a learning programme in the learning area Arts and Culture, teaching methods in the arts and assessment in the arts should be able to debate and motivate his/her preferences;</li> <li>• independently evaluate the value of play in the learning area Arts and Culture and apply dance, drama, music and visual arts games in the learning area Arts and Culture;</li> <li>• demonstrate an ability to identify, analyse and deal with complex and/or real world problems in applying practical teaching skills during micro-lessons and practical teaching in the learning area Arts and Culture;</li> <li>• evaluate all opinions from one's own well-established worldview while teaching dance, drama, music and visual arts in the learning area Arts and Culture during micro-lessons and in practical teaching and be aware of social and ethical implications of applying knowledge in a certain context</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50 % 1x3 hour written examination 50 %</p>			



Module Code: LAAD521	Semester 2	12 Credits	NQF-Level: 6
<p><b>Title:</b> Learning Area Arts and Culture Methodology After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a comprehensive and systematic knowledge base and a coherent and critical understanding of integrated arts education, multicultural arts education and inclusive arts education;</li> <li>• critically analyse, synthesize and independently evaluate different models for integrating the Arts in the learning area Arts and Culture in the Senior Phase;</li> <li>• demonstrate an ability to identify, analyse and deal with complex and/or real world problems in applying genres, which are inherently integrated, such as theatre and musical storytelling;</li> <li>• evaluate all opinions from one's own well-established worldview while teaching inclusive arts education in the learning area Arts and Culture during micro-lessons and in practical teaching and be aware of social and ethical implications of applying knowledge in a certain context.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET <b>Assessment Mode:</b> Continuous assessment 50 % 1x3 hour written examination 50 %</p>			

Module Code: LABD521	Semester 2	12 Credits	NQF-Level: 6
<p><b>Title:</b> Learning Area Economic and Management Sciences Methodology After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate in-depth knowledge and understanding of the National Curriculum Statement applicable to the learning area Economic and Management Science in the Senior Phase with regards to key terms, rules, concepts, principles and theories in this regard;</li> <li>• identify themes, plan activities supporting the coherent understanding of concepts, ideas, theories, principles and rules;</li> <li>• use known and abstract information by using graphs and theory driven arguments, and effectively use IT skills to collect, organise, critically analyse and to interpret; demonstrate problem-solving abilities to plan and present lessons for specific application to EMS;</li> <li>• effectively communicate EMS didactical aspects ethically, coherently and reliably to learners in the classroom situation by using individual or group methods;</li> <li>• to plan, prepare and present a lesson according to the learning outcomes and assessment standards included in the National Curriculum statement for the senior phase.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET <b>Assessment Mode:</b> Continuous assessment 50 % 1x3 hour written examination 50 %</p>			

Module Code: LAND521	Semester 2	12 Credits	NQF-Level: 6
<p><b>Title:</b> Learning Area Natural Sciences Methodology After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a comprehensive and systematic knowledge of the learning area Natural Science in the context of OBE concerning the following: facilitation in the Intermediate Phase, didactic principles of Natural Science education and the learning area Natural Sciences laboratory;</li> <li>• identify and solve problems within the themes mentioned above, and plan activities which support a comprehensive understanding of ideas, theories, principles and rules within these themes;</li> <li>• act in a problem-solving manner, in the planning and presentation of lessons and practical sessions within the context of the above-mentioned theoretical themes by using applicable technological resources; and</li> <li>• demonstrate an appreciation of the contribution made by indigenous knowledge systems to educational issues concerning the above-mentioned content as well as demonstrate an ethical professional attitude and behaviour towards the content of Natural Science.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET <b>Assessment Mode:</b> Continuous assessment 50 % 1x2 hour written examination 50 %</p>			

Module Code: LASD521	Semester 2	12 Credits	NQF-Level: 6
<p><b>Title:</b> Learning Area Social Sciences Methodology After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• understand the place of Social Sciences within OBE, and explain the place of History and Geography respectively within the Social Sciences;</li> <li>• creatively apply a source-based approach in the learning area of Social Sciences;</li> <li>• demonstrate knowledge and skills to implement a learning experience in Geography and History as sub-disciplines of Social Sciences and prove that they are skilled to use different teaching techniques, including information and communications technology in Social Sciences;</li> <li>• demonstrate general teaching approaches in learning experiences of Social Sciences;</li> <li>• explain the role of environmental value education in the school curriculum and indicate how this can contribute towards the moral development of individual learners and the community as well as the implementation of this in learning experiences of Social Sciences;</li> <li>• creatively design suitable learning experiences, work sheets, assessment rubrics, tests/exams and memoranda regarding synoptic weather maps, topographic maps and aerial maps according to OBE and geographical didactical principles, as well as efficiently integrating other learning areas GEOD 511 and HISD 511.</li> <li>• have the necessary knowledge and skills to construct and use graphs and diagrams in Social Sciences and integrate these in suitable themes in Social Sciences.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET <b>Assessment Mode:</b> Continuous assessment 50 % 1x2 hour written examination 50 %</p>			

Module Code: LIFD511	Semester 1	12 Credits	NQF-Level: 6
<p><b>Title:</b> Life Sciences Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>design a learning programme (subject framework, work schedule and lesson plans) and assessment instruments, apply laboratory techniques in Life Sciences and apply Environmental Education in Life Sciences;</li> <li>identify and solve problems within the above themes as well as plan activities that support the comprehensive understanding of ideas, theories and principles and rules within the themes;</li> <li>use problem-solving abilities regarding the planning and presentation of lessons and practical sessions within the context of the theoretical themes mentioned above by, amongst others, the use of suitable technological aids;</li> <li>display an appreciation for the contribution that indigenous knowledge systems play in pharmacology, bio-ethical issues in the above content and the ethical accountability towards the content of the Living Sciences.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50 % 1x3 hour written examination 50 %</p>			

Module Code: LIFF521	Semester 2	12 Credits	NQF-Level: 6
<p><b>Title:</b> Life Skills</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate fundamental knowledge of issues relating to diversity, HIV/Aids, values and environmental education;</li> <li>demonstrate an understanding of appropriate skills, attitudes and values to contribute and maintain a healthy environment;</li> <li>integrate HIV/Aids, diversity, values and environmental education in the classroom.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50 % 1x2 hour written examination 50 %</p>			

Module Code: LLOD511	Semester 1	12 Credits	NQF-Level: 6
<p><b>Title:</b> Learning Area Life Orientation Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate a comprehensive and systematic knowledge base of the terminology, rules, concepts, principles, theories, methods and strategies pertaining to the presentation of the four focus areas of Life Orientation in the FET phase.</li> <li>demonstrate an ability to interpret, convert, evaluate and apply essential theories, text, methods and strategies pertaining to the presentation of Life Orientation in the FET phase.</li> <li>demonstrate the ability to attained knowledge to solve unfamiliar, concrete and abstract problems pertaining to the planning and implementation of Life Orientation learning programmes for the FET Phase, using appropriate technological skills and giving evidence of theoretical underpinning;</li> <li>act ethically responsible and value-driven in all circumstances and forms of communication, written as well as orally, related to the planning and presentation of Life Orientation in the FET phase.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50 % 1x3 hour written examination 50 %</p>			

Module Code: LLOD521	Semester 2	12 Credits	NQF-Level: 6
<p><b>Title:</b> Learning Area Life Orientation Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• apply the outcomes for the Senior phase in such a way that it will encourage learner-centered and activity-based learning activities and to identify the critical as well as the specific outcomes for the grades you are being trained for and motivate the rationale for them;</li> <li>• motivate self-knowledge and career knowledge in the Senior phase as the two major components of career planning, indicate the process of obtaining information on job opportunities and evaluate these aspects in learners by means of questionnaires and self-help instruments;</li> <li>• apply and practice health promotion and personal well-being in the Senior phase so as to promote learner-centered and associated activity in the classroom situation;</li> <li>• evaluate inclusive teaching on the basis of personality traits and personal development aspects;</li> <li>• apply and practice physical development and physical education in the Senior phase so as to encourage learner-centered and associated activities in the classroom situation.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50 % 1x3 hour written examination 50 %</p>			

Module Code: MATD511	Semester 1	12 Credits	NQF-Level: 6
<p><b>Title:</b> Mathematics Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate comprehensive knowledge, insight and skills regarding <ul style="list-style-type: none"> <li>○ the learning and teaching of mathematics world-wide,</li> <li>○ assessment of and for the learning of mathematics,</li> <li>○ the effective use of technology in the teaching and learning of school mathematics,</li> <li>○ the value of mathematics in real life.</li> </ul> </li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 60 % 1x3 hour written examination 40 %</p>			

Module Code: MATD521	Semester 2	12 Credits	NQF-Level: 6
<p><b>Title:</b> Mathematics Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• apply conceptual and pedagogical knowledge, insight and skills regarding <ul style="list-style-type: none"> <li>▪ the content and structure of the Mathematics Curriculum applicable to the Senior Phase and FET band;</li> <li>▪ the implementation of Mathematical Literacy as a compulsory subject in the FET band;</li> <li>▪ the effective teaching of mathematics in multilingual classrooms;</li> <li>▪ the value of mathematics in real life.</li> </ul> </li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 60 % 1x3 hour written examination 40 %</p>			

Module Code: MOVD511	Semester 1	12 Credits	NQF-Level: 6
<p><b>Title:</b> Movement Science Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>o demonstrate a well-rounded and systematic knowledge base of the terminology, rules, concepts, principles, and theories pertaining to the presentation of Movement Science within Life Orientation in the FET phase;</li> <li>o demonstrate an ability to interpret, convert, evaluate and apply essential theories and text pertaining to the presentation of Movement Science within Life Orientation in the FET phase;</li> <li>o demonstrate the ability to use the attained knowledge to solve well-defined but unfamiliar problems pertaining to the planning and implementation of Movement Science within Life Orientation learning programmes, work schedules, lessons, resources and assessment strategies for the FET phase, using appropriate technological skills and giving evidence of theoretical underpinning;</li> <li>o act ethically, responsibly and be value-driven in all circumstances and forms of communication, written as well as orally, related to the planning and presentation of Movement Science within Life Orientation in the FET phase.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50 % 1x3 hour written examination 50 %</p>			

Module Code: MSVD511	Semester 1	12 Credits	NQF-Level: 6
<p><b>Title:</b> Music Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a comprehensive and systematic knowledge base of the didactic principles concerning the facilitation of the following learning outcomes in Music (Gr 10-12): music performance (individually and in ensembles); improvisation, arrangement and composition; music literacy's and critical reflection on African and global musical processes, practices and products;</li> <li>• independently evaluate and create different lesson plans, work schedules, learning programmes and evaluate and apply assessment practices in Music in the Further Education and Training Phase;</li> <li>• demonstrate an ability to identify, analyse and deal with complex and/or real world problems in applying practical teaching skills during micro-lessons and practical teaching in Music in the Further Education and Training Phase;</li> <li>• evaluate all opinions from your own well-established worldview while teaching Music (Gr 10-12) during micro-lessons and in practical teaching and be aware of social and ethical implications of applying knowledge in a certain context.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50 % 1x3 hour written examination 50 %</p>			

Module Code: PHSD511	Semester 1	12 Credits	NQF-Level: 6
<p><b>Title:</b> Physical Sciences Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate the knowledge and skills they have acquired with regard to <ul style="list-style-type: none"> <li>the integration of pedagogical content knowledge and physical sciences content knowledge,</li> <li>progression of content knowledge and process skills of Physical Science from grade 7 to 12,</li> <li>Nature of Science and its relationships to technology, society and the environment,</li> <li>learning theories and teaching strategies as implemented in Physical Sciences,</li> <li>assessment models in Physical sciences, and laboratory management.</li> </ul> </li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50 % 1x3 hour written examination 50 %</p>			

Module Code: RSVD511	Semester 1	12 Credits	NQF-Level: 6
<p><b>Title:</b> Religion Studies Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>critically analyse, synthesise and evaluate the National Curriculum Statements for Religion Studies;</li> <li>compile and develop a teacher and learner portfolio;</li> <li>assess the learner's portfolio in support of professional development for the student and learners studying Religion Studies;</li> <li>apply various research methods and techniques to do research on religion as social phenomenon; and</li> <li>present findings in written and verbal format with the effective use of technology.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50 % 1x2 hour written examination 50 %</p>			

Module Code: SEMD511	Semesetara 1	12 Credits	Tekanyo Ya NQF: 6
<p><b>Title:</b> Setswana Methodology (Mother Tongue)</p> <p>Kwa bkohutlong jwa mojulu o, tshwanets go:</p> <ul style="list-style-type: none"> <li>go supetsa mekgwa ya go ruta le go ithuta puo ya Seaforika jaaka leleme la ntlha mo phaposiboruetlong;</li> <li>go supetsa kitso e e lotaganeng e e rulaganeng ya diteori tsa go ruta thutapuo le thutaditlhwangwa ka tiriso ya mekgwa ya OBE le PKB mo mephatong ya 4-6; 7-9; kgotsa 10-12;</li> <li>go supetsa bokgoni jwa go ruta thutapuo ka tiriso ya thutaditlhangwa tsa Setswana;</li> <li>go supetsa kitso e e lotaganeng ya ditokomane tsa Lefapha la Thuto bogolosegolo tse di maleba le dithuto tsa Puo;</li> <li>go supetsa go thaloganya tiro le tiriso ya maemo a tekanyetso mo phaposiborutelong ya Dipuo;</li> <li>go puo, jwa go akanya le go neela mabaka;</li> <li>go rulaganya maitemogelo a thuto le go a diragatsa;</li> </ul> <p><b>Mokgwa Wa Go Ruta:</b> Full-time, SBET</p> <p><b>Mekgwa Ya Go Tlhatlhoba:</b> Tlhatlhobo e e tswelelang 50 % Diura tsa tlhatlhobo e e kwadiwang 1x2 ke 50 %</p>			

Module Code: SEMD521	Semesetara 2	12 Credits	Tekanyo Ya NQF: 6
<p><b>Title:</b> Setswana Methodology (Mother Tongue)</p> <p>Kwa bkohutlong jwa mojulu o, tshwanets go:</p> <ul style="list-style-type: none"> <li>• go tlhama ditiragatso tsa go ithuta go nonofisa bokgoni jwa puo mo dikgatong tse di farologaneng;</li> <li>• go supetsa kitso e e lotaganeng e e rulaganeng le go bopa lenaanethuto le sejulu ya tiro ya thuto ya Setswana ya mephato e e farologaneng;</li> <li>• go supetsa le go tthalosa mekgwa e e farologaneng e e maleba ya tekanyetso ya thuto ya Puo;</li> <li>• go tlhama le go tshola direkoto tsa tekanyetso;</li> <li>• go go sekaseka le go anaanela ditokomane tsa Lefapha la thuto tse di maleba le thuto ya Dipuo;</li> <li>• go supetsa go tthaloganyana dikarolo tse supa tsa morutabana, bogolosegolo yo o rutang Dipuo.</li> </ul> <p><b>Mokgwa Wa Go Ruta:</b> Full-time, SBET</p> <p><b>Mekgwa Ya Go Tlhatlhoba:</b> Tlhatlhobo e e tsweleng 50 % Diura tsa tlhatlhobo e e kwadiwang 1x2 ke 50 %</p>			

Module Code: SEND511	Semester 1	12 Credits	NQF-Level: 6
<p><b>Title:</b> Setswana Methodology (Non-Mother Tongue)</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• indicate knowledge of the learning area languages and also be aware of the aims and the content thereof;</li> <li>• know the approaches in teaching African Languages and have knowledge of the correct approach to be followed in teaching Setswana and provide proof of the subject knowledge of Setswana as elective module;</li> <li>• have knowledge in different methods in foreign language acquisition and know the different factors that influence them;</li> <li>• be acquainted with policy documents and manuals of the Department of Education and know how to use them;</li> <li>• acquire the ability to become a responsible teacher who has the ability to do thorough lesson planning and is able to present lessons accordingly;</li> <li>• have introductory knowledge in the planning of learning programmes, work schedules and complete lesson plans and assessment of Setswana as 2nd Additional Language and have proven subject knowledge of Setswana.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50 % 1x2 hour written examination 50 %</p>			

<b>Module Code:</b> <b>SEND521</b>	<b>Semester 2</b>	<b>12 Credits</b>	<b>NQF-Level: 6</b>
<p><b>Title:</b> Setswana Methodology (Non-Mother Tongue) After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• have knowledge in the teaching methods of reading, listening, writing and speaking in the OBE Setswana Classroom;</li> <li>• teach language, reading and literature and be able to set tests, examinations and compile memoranda ;</li> <li>• show competence in preparing language and literature lessons and to present them in such a way that oral and reading skills also receive attention;</li> <li>• implement objective, trustworthy assessment of language, reading, oral and literature and also know how to remedy where needed;</li> <li>• show knowledge in administering a Setswana classroom and have knowledge of all the ways of recording that have to be done to compile learner profiles and assessment reports and know how to apply differentiation and integration;</li> <li>• know the requirements for teaching aids, language games and the possibilities of CAL, and</li> <li>• acquire information needed for planning educational excursions.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET <b>Assessment Mode:</b> Continuous assessment 50 % 1x2 hour written examination 50 %</p>			
<b>Module Code:</b> <b>TECD521</b>	<b>Semester 2</b>	<b>12 Credits</b>	<b>NQF-Level: 6</b>
<p><b>Title:</b> Learning Area Technology Methodology After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a fundamental knowledge of the NCS document with regard to the learning area Technology; apply interpretation and designing skills in the development and planning of learning programmes, work schedules and lesson planning;</li> <li>• show a comprehensive understanding of different teaching-learning and assessment strategies that are appropriate for the learning area Technology;</li> <li>• demonstrate an understanding of the nature of organising and managing a practical technology class room and workshop, including safety aspects relevant to practical technology tasks;</li> <li>• apply relevant knowledge and skills in the practical teaching of the learning area Technology.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET <b>Assessment Mode:</b> Continuous assessment 50 % 1x3 hour written examination 50 %</p>			
<b>Module Code:</b> <b>TGNO511</b>	<b>Semester 1</b>	<b>8 Credits</b>	<b>NQF-Level: 6</b>
<p><b>Title:</b> Technology After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate problem-solving skills, critical and creative thinking during the application of the design process to technological problems and needs in real life;</li> <li>• demonstrate a fundamental understanding of, and the ability to apply appropriate technological knowledge, skills and values;</li> <li>• demonstrate a critical understanding and appreciation of the interrelationship of technology, society, economy and the environment ;</li> <li>• demonstrate the application of the attained knowledge and skills and fulfill the role of technology learning mediator.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET <b>Assessment Mode:</b> Continuous assessment 50 % 1x2 hour written examination 50 %</p>			



Module Code: TGNO521	Semester 2	8 Credits	NQF-Level: 6
<p><b>Title:</b> Technology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a basic knowledge of the learning area Technology in the South African School system;</li> <li>• demonstrate a comprehensive knowledge of all the three outcomes and assessment standards in the Senior Phase, including structures, systems and control and processing;</li> <li>• demonstrate the principles of outcomes-based assessment in the learning area Technology for the Senior Phase;</li> <li>• apply the problem-solving and creative approach to the learning area Technology and the unique methodology thereof in the Senior Phase.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50 % 1x2 hour written examination 50 %</p>			

Module Code: TRVD511	Semester 1	12 Credits	NQF-Level: 6
<p><b>Title:</b> Tourism Methodology</p> <p>After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge of OBE principles; the content of the NCS Tourism; the interpretation of learning outcomes and assessment standards of Tourism in the FET phase;</li> <li>• demonstrate skills in the planning of lessons as part of the learning programme of Tourism, in developing learning and assessment activities; integration with other learning areas; interpretation of the NCS;</li> <li>• demonstrate competence in the selection of appropriate learning material and teaching strategies for the FET phase; in designing assessment activities in line with the assessment standards;</li> <li>• demonstrate ethical values and norms regarding the community, and demonstrate responsibility towards the environment and respect for cultural diversity.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50 % 1x3 hour written examination 50 %</p>			

Module Code: TTED511	Semester 1	12 Credits	NQF-Level: 6
<p><b>Title:</b> FET Technology Methodology</p> <p>After completing this module, you should be able to:</p> <ul style="list-style-type: none"> <li>• describe and explain the rationale of Technology teaching in schools as well as debating the realities confronting South African schools regarding the instruction of Technology in the FET phase;</li> <li>• demonstrate a well-grounded knowledge of the NQF of FET Technology in this phase; and</li> <li>• demonstrate the ability to do suitable planning in the FET Technology phase in accordance with the unique methodology of Technology with knowledge of the Technological process.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET</p> <p><b>Assessment Mode:</b> Continuous assessment 50 % 1x3 hour written examination 50 %</p>			

Module Code: VWVD511	Semester 1	12 Credits	NQF-Level: 6
<p><b>Title:</b> Consumer Sciences Methodology After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a fundamental knowledge of the NCS document with regard to Consumer Studies and Hospitality Studies;</li> <li>• apply interpretation and designing skills in the development and planning of learning programmes, work schedules and lesson planning;</li> <li>• show a comprehensive understanding of different teaching-learning and assessment strategies that are appropriate for consumer studies and hospitality studies;</li> <li>• demonstrate an understanding of the nature of organising and managing a practical classroom including safety aspects relevant to practical tasks;</li> <li>• apply relevant knowledge and skills in the practical teaching of Consumer Studies and Hospitality Studies.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET <b>Assessment Mode:</b> Continuous assessment 50 % 1x3 hour written examination 50 %</p>			

Module Code: ZOND511	Semester 1	12 Credits	NQF-Level: 6
<p><b>Title:</b> Zulu Methodology After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• know the theory and practice of foreign language acquisition;</li> <li>• use the OBE Policy Document effectively for the LLC learning area;</li> <li>• know and understand OBE terminology;</li> <li>• know the various language assessment methods;</li> <li>• know all the OBE requirements for the LLC learning area;</li> <li>• master language skills and present and structure the learning experience;</li> <li>• organise and manage the isiZulu classroom;</li> <li>• know the different teaching media and teaching aids, and</li> <li>• know the theory of the production and usage of each.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET <b>Assessment Mode:</b> Continuous assessment 50 % 1x2 hour written examination 50 %</p>			

Module Code: ZOND521	Semester 2	12 Credits	NQF-Level: 6
<p><b>Title:</b> Zulu Methodology After completion of this module the student should be able to:</p> <ul style="list-style-type: none"> <li>• apply and demonstrate knowledge and skills with regard to the theoretical work undertaken in ZOND511;</li> <li>• apply the OBE requirements to integrated teaching of Intermediate and Senior Phases;</li> <li>• collect, analyse and organise the necessary information for relevant use in the isiZulu classroom;</li> <li>• use different teaching media and teaching aids, and</li> <li>• know how to produce each of them.</li> </ul> <p><b>Mode of Delivery:</b> Full-time, SBET <b>Assessment Mode:</b> Continuous assessment 50 % 1x2 hour written examination 50 %</p>			